



INCLUDOVATE
INNOVATE FOR INCLUSION

FINAL REPORT

Final Evaluation of GREEN+ Project in Ethiopia and Uganda

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Acronyms

ACODEWE	Agents for Community Development and Welfare
ADA	Austrian Development Agency
ADC	Austrian Development Cooperation
CBOs	Community-Based Organisation
CBHI	Community Based Health Insurance Scheme
CCC	Community Care Coalitions
CCWs	Community Change Workshops
CDO	Community Development Officer
CPC	Child Protection Committee
CRGE	Climate Resilient Green Economy Strategy
CSG	Community Services Group
CSOS	Community Service Organisations
DRC	Democratic Republic of Congo
EMB	Engaging Men and Boys
ESAF	Eastern and Southern Africa Region
ETB	Ethiopian Birr
EVQs	Evaluation Questions
GALS	Gender Action Learning Systems
FGD	Focus Group Discussion
FS	Family Strengthening
FSP	Family Strengthening Programme
GBV	Gender Based Violence
GDI	Gender Diversity and Inclusion
GREEN+	Socio-economic Empowerment of Vulnerable Children and Youth as well as their Families with Special Focus on Green Economy
HIV	Human Immunodeficiency Virus

IDG	International Day of the Girl
IGA	Income Generating Activities
INGO	International Non-governmental Organisations
IOR/ESAF	International Office Regional Eastern and Southern Africa
KAP	Knowledge, Attitude and Practice
KCRI	Kitugulu Child Rights Initiative Katabi
KI	Key Informants
KII	Key Informant Interviews
KIP	Key Implementing Partners
KM&L	Knowledge Management and Learning
LC	Local Councils
LRRD	Linking Relief, Rehabilitation, and Development
MA	Member Associations
MCD	Multidimensional Child Deprivation
MSC	Most Significant Change
PCM	Project Cycle Management
PfR	Parenting for Respectability
PTA	Parent Teacher Association
RADO	Rehabilitation and Development Organisation
RBM	Results Based Management
RGA	Rapid Gender Analysis
SACCO	Savings and Credit Cooperative Society
SOS CVI	SOS Children's Villages International
SOS Uganda	SOS Children's Villages Uganda
SOS Ethiopia	SOS Children's Villages Ethiopia
SSA	Social Analysis and Action
ToR	Terms of References
UGGDS	Uganda Green Growth Development Strategy

UGX	Ugandan Shillings
VAC	Violence Against Children
VSLA	Village Savings and Loan Association

Table of Contents



Acronyms

Acknowledgements

1. Executive Summary

2. Introduction

1

3. Background and Context Analysis

3

3.1. Country context - Uganda

4

3.2. Country context - Ethiopia

5

4. Evaluation Design and Approach

6

4.1. Methodological Approach

6

4.2. Data Collection and Analysis Tools

7

4.3. Limitations, Risks and Mitigations Measures

11

5. Key findings

12

5.1 Relevance

12

5.2. Effectiveness

16

5.3. Sustainability

33

6. Conclusions

40

7. Recommendations

46

8. Annexes

52

Annex 1 : Sample distribution

52

Annex 2 : Case Studies

55

Annex 3: Transect Walk Maps

65

Annex 4: Children's Drawings

70

Annex 5: Inclusion and Exclusion Criteria

79

Annex 6: Evaluation Matrix

80

Annex 7: Survey data

81

Annex 8: List of Persons Interviewed

94

Annex 9: List of Documents Reviewed

95

Annex 10: Project Logframe

97

Annex 11: Consent Form Example

108

Annex 12: Data Collection Tools

110

A. Case Study Interview Guide

110

B. CCW Guide

112

C. FGD Guidelines

115

D. Online survey

121

E. Key Informant Interview Guidelines

124

F. Transect Community walk/ map (observations guide)

133

Annex 13: Evaluation ToR

136

Annex 14: Ethical clearance certificate

150

Annex 15: Local development priorities identified and addressed by the

programme	151
Annex 16 : Results Assessment Form	154
Annex 17 : Validation Workshop Ranking Activity Results	155



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In **Ethiopia:** Community support structures, Local Government, Mekelle; Innovation Incubator groups; Local government, Hawassa; and Egnaw Lagnaw Yaneg Tesfa Social Development Association, Hawassa.

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1. Executive Summary

Study Background and Objectives

Overview: This report presents the final evaluation of the GREEN+ project, a five-year initiative (2019-2023) implemented in Uganda and Ethiopia. It aimed to empower 2,800 vulnerable children, 400 youth, and their families, with a focus on green economy initiatives. The total budget for the GREEN+ project was 3,500,000 Mio EUR. The evaluation adheres to ADA quality standards and criteria.

Expected Results: The project had six (6) results areas:

1. Income-generating capacity of 1,350 families strengthened through green and other economic activities, with a focus on women/girls' socio-economic empowerment.
2. 300 critically vulnerable families, children and other persons have enhanced access to social protection support and critical support to engage in IGA, with a focus on green economic activities.
3. 400 youth have market-relevant skills and capacities as well as enhanced access to income-generating opportunities, with a focus on green economic activities.
4. Community structures in 14 communities strengthened to support quality child care and protection, with a focus on protecting the environment and creating opportunities for green economic and community initiatives.
5. Inclusive participation in community decision-making processes, with a focus on green economy and environmental issues, and inclusive access to basic services improved for 520 vulnerable and marginalised individuals particularly girls and women, including those with disabilities.
6. Learning and knowledge management improved in SOS CV and for key implementing partners (Key Implementing Partners).

Geographic scope: The project was carried out in Uganda and Ethiopia, with specific locations in each country. In Ethiopia, it was implemented in Hawassa town, focusing on two sub-cities: Addis Ketema (Daka and Philadelphia Kebeles) and Haik Dar (Gebeya Dar Kebele), as well as Mekelle. In Uganda, the project areas covered Entebbe, Wakiso District (specifically Kisubi, Nalugala, and Nkumba communities), and Fort Portal, Kabarole District (comprising three sub-counties: Karangura, Kicwamba, and Mugusu).

Purpose of the evaluation: The evaluation aims to draw learnings and recommendations from the current project in order to inform the new phase of the project and show accountability to stakeholders. As per the ToR ([Annex 13](#)) the specific purposes include:

- **Learning:** This evaluation will analyse the past implementation regarding the relevance and effectiveness of SOS's planned approaches and methods for the learning and capacity building component as well as the Innovation Incubator for Green Economy.
- **Recommendations:** The evaluation will provide valuable insights into how the main thematic areas of the GREEN+ Project (Green Economy, Gender Equality and Child Protection) worked out and their potential



for sustainability. The recommendations for those areas will be integrated into the planning for the next phase and in the planning of other future projects.

- **Accountability:** The evaluation serves as an instrument of showing accountability towards stakeholders, especially the donor, the Austrian Development Agency, to what extent the expected results (outcomes and outputs) have been achieved.

Evaluation Design and Approach

Objectives: The main objective of the evaluation was to assess and present the main results achieved by GREEN+ (2019-2023) to facilitate learning as well as provide recommendations for a potential subsequent phase 2024-2028. The specific objectives include:

1. To determine the extent to which the project interventions addressed the target beneficiaries' and stakeholders' needs (Relevance).
2. To assess to what extent the objectives defined in the six result areas have been achieved (Effectiveness) (outcome level/results).
3. To identify facilitating and hindering factors for sustainability and based on this develop recommendations on how to increase the potential for sustainability in the future, with a particular focus on gender equality and green economy interventions (Sustainability).

Time and scope: The evaluation covered the entire project phase of GREEN+ from the project start to April 2023. The evaluation took place from May 11 to 31 October 2023 in two (2) countries (Ethiopia and Uganda). Samples were drawn from project locations in Hawassa and Mekelle (Ethiopia) and Entebbe and Fort Portal (Uganda).

Methodological approach: The evaluation was participatory and consultative, and took an intersectional and child rights approach. This was facilitated by a mixed methods (qualitative and quantitative) approach to data collection and analysis. The evaluation adhered to the SOS Child Protection policy to ensure the safety and protection of the children and youth beneficiaries. Also, it followed ethical guidelines (e.g., [UNEG Ethical Guidelines for Evaluations](#)). This evaluation report follows ADA quality standards and criteria.¹

Data Collection and Analysis Tools: Primary data were collected through project location visits in Uganda and Ethiopia: 16 key informant interviews (KIIs) (7 per country) with SOS staff, KIP and community structures and 26 focus group discussions (FGDs) (13 per country), Eight case studies interviews (4 per country); four walks/ maps (2 per country); a 2-hour separate community change workshop (2 per location/4 per country) with male and female project participants; and online quantitative surveys with 25 SOS staff involved in the project and KIP. The survey data was added through the SogoSurvey platform and was used to triangulate data from project reports, and other data collection methods.

Findings

The following is a summary of findings from the study:

¹ ADA. 2020. Quality Checklist for Evaluation Report. In: [Guidelines for Programme and Project Evaluations](#).



Relevance

1. The GREEN+ project aligns with national green economy/environment and local development priorities in Uganda and Ethiopia. The project closely aligns with *Uganda's Green Growth Development Strategy 2017/18-2030/31 (UGGDS)* and *Ethiopia's 2011 Climate Resilient Green Economy Strategy (CRGE)*, which promotes sustainable environmental management and green jobs.

2. The GREEN+ project also aligns with the local development priorities and needs of local stakeholders. The project design process was consultative and engaged the stakeholders, which was key to identifying local development priorities and needs of the stakeholders. The consultative process also ensured that the designs of the green economy, environmental protection, and innovation incubator were relevant to the needs of women, critically vulnerable families, and persons with disabilities.

3. The designs of the green economy, environmental protection, and innovation incubator were relevant to the needs of women, critically vulnerable families, and persons with disabilities. The project assessed the needs of these beneficiary groups. It also used standard parameters to identify vulnerable households.

4. The IGAs were key in addressing the needs of the beneficiaries but were not always relevant to beneficiaries who lacked land. The project provided technical and financial support for IGAs, thereby increasing beneficiary incomes (and even aiding food security during the Tigray conflict in Ethiopia). Limited land availability was a significant constraint to maximising benefits.

5. The project enabled women and men to access social protection schemes, additional funds and targeted support, which helped them meet many of the challenges they were facing. The project implemented various social protection measures in collaboration with local governments, connecting vulnerable families to safety nets. It also provided vital support like food, education stipends, and shelter, enhancing their well-being and education outcomes.

6. The child protection design built the capacity of individuals and structures to respond to child protection challenges. Capacity-building through training empowered caregivers and children to identify abuse. Families used VSLAs to address immediate child protection needs in terms of food and income.

7. The project responded to the challenges persons with disabilities are facing by building capacity, removing discrimination and isolation, providing assistive devices and physiotherapy, and IGAs. The project contributed to tackling challenges faced by persons with disabilities by empowering stakeholders through training and awareness-raising sessions. It also provided practical support ranging from medical assistance, and assistive devices to providing seed money for IGAs, promoting inclusion and independence.

8. The design and implementation of gender equality initiatives elevated the status of women in their families. Yet, the project needs to address the realities facing men and boys more as this can negatively impact gender equality. The VSLAs in Uganda have proven effective in economically empowering women, and



women's participation in decision-making has increased. Some women reported increased spousal involvement in domestic chores, offering them more leisure time, confirmed by male FGDs and children's responses. Yet, patriarchal norms are still affecting women.

Effectiveness

9. Individuals, families, communities and some community structures benefited from child protection support to the extent that child abuse cases were reduced and respondents ranked it as the most effective project component. The project strengthened case management by developing comprehensive procedures and guiding documents. This was coupled with sensitisation and monitoring of child protection, which ultimately helped to reduce child abuse.

10. The environmental protection components were considered win-win and effective by respondents because they helped individuals and families change their behaviour toward the environment while improving income. Children's drawings revealed their understanding of new environmental practices, including tree planting and plastic waste management. Briquette making emerged as a successful aspect of environmental protection, reducing charcoal use and generating income.

11. The VSLAs were ranked as one of the most effective project activities for individuals and families, and the SOS-organised VSLAs are highly trusted. The VSLAs played a pivotal role in assisting vulnerable families by facilitating access to loans and encouraging savings. Additionally, they contributed to fostering harmony within households by providing a platform for discussing various issues, including child protection and GBV.

12. Disability inclusion was done at the family, individual and community levels, although effectiveness is debated. Project participants were provided with skills to improve nutrition for children with disabilities as well as received seed funding which enabled them to start businesses. The impact was positive but limited due to the relatively small number of beneficiaries. People did not rank disability inclusion as effective during community workshops in Uganda because they felt that there was little or no focus on persons with disabilities and the prevailing negative attitude towards them further inhibits their participation.

13. Although there were some variations between Ethiopia and Uganda, the project performed fairly well in realising its targets for self-reliance and establishing community structures. Improving access to health care services and ensuring boy/girl enrolment and regular attendance in formal or non-formal education was less effective. Survey results show that 48% of respondents found family self-reliance to be the most successful outcome, with case studies illustrating self-reliant families. Uganda outperformed Ethiopia in helping families become self-reliant. The project excelled in establishing child protection structures, exceeding targets by 50% in Uganda. However, improving healthcare access and school attendance received low ratings.



14. The project helped families to adopt green practices and enabled them to increase their incomes and provide age-appropriate care for their children but could improve the way it measures women/girls' socio-economic empowerment to create a more robust narrative. The project in Uganda surpassed its target with 30% more families adopting green practices, driven by environmental awareness. However, the income goal fell short due to COVID-19 and evictions in Uganda - households in Uganda earned \$11 less than the target. In Ethiopia, the income goal was missed by \$2, attributed to similar challenges. Both countries saw success in establishing small-scale IGAs. Uganda's PfR programme improved caregivers' aspirations for their children. The project emphasised self-reliance as a form of social and economic empowerment but lacked robust indicators to prove this.

15. The project enabled vulnerable people to access social protection schemes. A higher percentage of critically vulnerable male and female parents/caregivers accessed social protection and healthcare services than expected. In Uganda, 86% of caregivers accessed healthcare, and the project supported families living with HIV. In Hawassa, 90% of caregivers received medical services.

16. The project provided vocational training and market-relevant skills for youth which enhanced their access to income-generating activities and green economic activities. The project in Uganda and Ethiopia exceeded expectations, with 22% more youth in Uganda and 4% more in Ethiopia successfully acquiring vocational skills for income generation and adopting sustainable green practices. In both countries, young participants have improved their living standards by practising their skills and engaging in income-generating activities, benefiting their families and communities.

17. The project nearly reached its target of strengthened community structures for quality child care and protection as well as strengthened green practices but could not enable KIPs to reach financial and organisational sustainability. The project came close to its awareness target regarding child and family risk factors in Uganda and Ethiopia. It surpassed its goal of promoting green community initiatives, particularly in Uganda, where communities developed plans on water hygiene, child protection, environmental protection, and waste management. However, the project could not attain the necessary financial and organisational sustainability levels due to COVID-19's impact.

18. The GREEN+ project fell short of its target but still improved the participation of children and young people in school and community decision-making. However, the participation of girls/boys with disabilities and critically vulnerable children requires more work. The project successfully increased children and youth participation in decision-making. Persons with disabilities were empowered through training. Uganda and Ethiopia fell short of targets for marginalised individuals' participation due to limited services and high costs for referrals.

19. A range of knowledge management and learning process improvements were put in place from training on gender to exchange visits, however, the KM activities were more routine. The project documented five changes in the



working methods of SOS CV and KIPs due to learning processes. Learning and knowledge management activities were noted to enhance technical capabilities, but the evidence of tangible improvements remains limited and inconclusive.

20. Overall, the key factors that limited the project's effectiveness include inflation due to COVID-19 pandemic and the war in Mekelle which lowered the budget, ineffective IGAs and trainers and a lack of adequate planning to combat cultural and gender norms. The Tigray conflict and the pandemic disrupted project activities, impacting savings and project progress. Gender norms restricted women's participation and led to marital tensions.

21. The project missed the opportunity to support women's unpaid care more. The case study illustrates a woman's life transformation through project-provided childcare, leading to increased income. Time use indicators were not included in the log frame and at the outcome level, missing an opportunity to demonstrate impact.

22. Overall, the project's initiatives regarding economic empowerment and green IGAs proved to be effective in improving the socio-economic situation of targeted families but beneficiaries identified a number of points that should be improved. The VSLAs approach and green economic activities improved socio-economic well-being in targeted families, but challenges in Uganda included environmental awareness, market linkages, and male participation. In Ethiopia, beneficiaries faced space and capital constraints, desiring cooperatives for larger-scale production.

23. The project has successfully educated and motivated individuals to take action in protecting the environment by providing education, training, and practical solutions to unsustainable practices. Community members in Uganda learned the importance of conservation, while women in Fort Portal excelled in handling environmental challenges. In Ethiopia, caregivers and volunteers engaged in awareness activities, and most felt capable of addressing environmental issues. Children's involvement through poems and dramas enhanced community awareness, particularly in Hawassa.

24. The project has effectively raised community awareness and support for child care and protection by engaging children as active stakeholders and changing individual and community attitudes towards children's rights. However, men should be more actively engaged to enhance overall effectiveness. The project effectively employs diverse advocacy strategies, including radio broadcasting, community dialogues, VSLAs, and local parliament sessions, to raise awareness about child protection and domestic violence consequences in Uganda and Ethiopia. Children's involvement is commendable, empowering them to advocate for their rights. However, male participation in child protection training is limited in Uganda.

25. A key challenge facing women and girls, men and boys is gender-based violence and the project strengthened institutional mechanisms to deal with GBV. While progress has been made in identifying and managing GBV cases, women still face GBV challenges. Participants in discussions stressed the need for increased efforts to combat GBV in the project's next phase.



26. The PfR approach made substantial contributions to the project by promoting gender equality, enhancing caregiving skills, strengthening parent-child relationships, and empowering caregivers, particularly men, to take on more active roles in their children's lives. The PfR initiative has successfully challenged traditional gender norms, encouraging men to be more engaged in childcare. PfR contributed to enhancing family well-being and child-parent relationships, aligning with the project's aim of promoting positive change in households and communities.

27. The engaging men and boys (EMB) approach has made significant contributions to promoting gender equality and reducing gender-based violence (GBV) in communities. This approach has yielded positive results, including shared decision-making, men sharing household chores, and decreased domestic violence.

28. The measures addressing the inclusion of Persons with disabilities have improved accessibility and raised awareness, however more effort is needed because negative attitudes remain. Improvements in school accessibility and teacher/caregiver training are notable. However, the effectiveness varies due to differing perceptions. In Uganda, for example, disability inclusion was overlooked due to negative attitudes.

29. The project used participatory design processes and effective participatory methods to meaningfully engage beneficiaries, particularly in the environmental protection and gender equality initiatives. The PfR and environmental protection design was participatory. However, the green economy aspect was primarily top-down, led by ADA staff. Effective participatory methods that were used included community mapping, dialogues, coffee conversations, and demonstration gardens.

30. The most effective KM and learning activities included targeted training that was directly applicable to the project's implementation but some KIPs did not know what KM meant, suggesting an area of weakness. The gender learning approach enhanced knowledge and skills related to GDI analysis. Result-Based Management and Project Cycle Management improved task management and project execution. However, KM activities were not spoken about as highly, or as frequently.

31. Staff turnover in Uganda and the war in Mekelle hindered the effectiveness of KM and learning activities. Staff turnover was an obstacle to KIPs and there is a need to implement contracts binding staff to complete projects before departing. The war in Mekelle not only disrupted project implementation but also limited the chance to apply acquired knowledge.

Sustainability

32. Embedding child protection in community structures and VSLAs established ownership and commitment that will likely continue after the project ends. The project successfully institutionalised child protection by creating child protection committees (CPCs) in every community, promoting child rights, and training community members. It enhanced local government structures for



sustainable child protection practices. Collaboration with various child-focused agencies in Uganda and stakeholders in Ethiopia improved implementation.

33. Some of the green activities should be stopped or refined following a context analysis and market assessment that also addresses loan procedures, knowledge uptake and community collaboration. In Hawassa, collaborative efforts with stakeholders had a positive impact on green initiatives, but limited urban land posed challenges. In Mekelle, doubts were raised about the reliability of solar cookers, suggesting a switch to briquettes for health and environmental benefits. Different types of solar products and local market contexts in Ethiopia need investigation. Uganda's beekeeping potential is promising, but a lack of knowledge and resources hinders sustainability.

34. Educational support in the form of paying school fees is not sustainable. Paying school fees, though initially helpful, is not a sustainable solution as children may quit when the aid ends. Focus group discussions urged SOS to either support vulnerable children until they finish their education or not at all. Even with fees paid, some kids drop out due to unmet basic needs like food.

35. The facilitating factors for the sustainability of the innovation incubator projects include establishing an innovation committee. The project implemented an innovation committee involving local government stakeholders to oversee the financing of innovative incubator groups. This inclusive approach promoted ownership among partners and ensured that innovations aligned with local needs.

36. The lack of market access and linkages, war, COVID-19, high inflation, limited budget, low capacity, theft and land access were hindering factors to sustainability in innovation incubator projects. Overcoming these obstacles is crucial for the success and sustainability of such projects.

37. The project put in place mechanisms that facilitated the sustainability of child protection works, including exit strategies, effective monitoring and refresher training, financial sustainability, advocacy and awareness raising and local rootedness. The project's sustainability approach involved strategies at multiple levels, fostering local ownership. It empowered local organisations and communities to support vulnerable families after project completion.

38. Some of the hindering factors mentioned for child protection included lengthy approvals, corruption, low capacity, weak monitoring/oversight and discrimination. There is a need to address these hindering factors to ensure sustainability. Children should also be given life skills training by the project.

Conclusion

Based on the findings, the following conclusions are reached:

- The programme design has demonstrated relevance, effectively meeting the multifaceted needs of beneficiaries and garnering support from national and local stakeholders, ultimately fostering sustainable development and environmental protection (see [conclusion 1](#)).



- The GREEN+ project's initiatives are relevant to the multifaceted challenges faced by different gender and age groups in the realms of child protection, social protection, inclusion, and gender equality (see conclusion 2).
- The Child Protection Component of the GREEN+ project stands out as the most effective, successfully reducing child abuse cases and strengthening child protection at multiple levels (see conclusion 3).
- The Environmental Protection Component of the GREEN+ project has promoted sustainable practices and economic benefits at various levels but there is some room for improvement (see conclusion 4).
- The VSLA component has proven highly effective at the individual and family levels, providing beneficiaries with financial inclusion, savings, and credit opportunities, while also fostering social cohesion and positively impacting gender dynamics (see conclusion 5).
- The disability inclusion component, while impactful for a limited number, needs to be expanded to reach a wider range of beneficiaries for more significant effectiveness and to address negative attitudes (see conclusion 6).
- The project has effectively achieved its outcomes, with particular strengths in income generation, community structure establishment, and youth vocational training, yet some gaps remain in inclusivity and sustainability. The war in Tigray also affected the achievement of some of the targets (see conclusion 7).
- Unforeseen disruptions from the COVID-19 pandemic and the war in Tigray, coupled with gender-related challenges hindered the programme's effectiveness (see conclusion 8).
- The programme has effectively heightened community awareness and garnered robust support for environmental protection, leading to positive attitudes and behaviour changes among participants (see conclusion 9).
- The programme has effectively raised community awareness and garnered strong support for child protection and care, but greater male involvement is needed for a comprehensive impact (see conclusion 10).
- The measures to address gender equality and disability inclusion have demonstrated moderate effectiveness. The EMB and PfR approaches have been instrumental in preventing child maltreatment, reducing gender-based violence and improving men's role in child care and protection, although challenges persist (see conclusion 11).
- The green economy, innovation incubator and gender equality initiatives to a larger extent used methods with meaningful active participation of beneficiaries. However, factors such as time poverty, low self-esteem and confidence limited active participation (see conclusion 12).
- The most effective KM and learning activities included targeted training activities that were directly applicable to the project's implementation but some KIPs did not know what KM meant, suggesting an area of weakness that should be improved (see conclusion 13)
- Effective child protection embedded in community structures, empowered VSLAs, and strategic collaborations have the potential for sustainability in the next phase. However, some green activities should be stopped or refined



following a context analysis and market assessment that also addresses loan procedures, knowledge uptake and community collaboration (see conclusion 14).

- The sustainability of the innovation incubator was hindered by: a lack of market access and linkages, war, COVID-19, high inflation, limited budget, low capacity, theft and land access (see conclusion 15).
- There is still room to improve the sustainability of child protection by addressing corruption, bureaucracy, cultural barriers and training issues (see conclusion 16).

Recommendation

Based on the conclusion, the following recommendations are suggested:

On IGAs (see [recommendation 1](#) for details):

- Conduct market assessment to ensure any proceeds from IGAs can be sold and to identify IGAs (including green IGAs) that are in tandem with the urban context, where land and space are problems. Continue with green IGAs that are win-win as these are the most effective.
- Under IGA projects, emphasise women's time-saving activities/products and the use of solar.
- Complete a gender analysis of IGAs and develop a gender action plan: Consider childcare and aged care as IGAs as women's time poverty needs to be addressed. Consider gender roles, women's mobility restrictions, unpaid care and nighttime safety. Promote some non-traditional gender professions/IGAs.

On gender equality and male engagement (see [recommendation 2](#) for details):

- Strengthen male engagement strategies in all project activities that promote gender equality and positive parenting, including in VSLAs. Add gender focused models/components to PfR to specifically address women's time poverty and rigid gender norms such as GALS (Gender Action Learning Systems), Rapid Care Analysis, Social Analysis and Action (SSA).
- The project's nutrition component should also be expanded and included in VSLAs as good childhood nutrition has long term benefits to individuals, families and nations. Teach men to take responsibility for the nutrition of their children.
- The next logframe should have a gender equality outcome statement and an indicator around women's empowerment.
- Add a logframe indicator to improve gender equality in the workplace of SOS offices and KIPs. Measure it through Knowledge, Attitude and Practice (KAP) survey of staff in all offices and through a gender audit. Develop a workplace gender strategy for each office that counts and records staff numbers during interviews, recruitment, promotion and for travel and training disaggregated by sex, age and disability.

On child protection (see [recommendation 3](#) for details):

- Expand the child protection component to include a focus on children with disabilities and the discrimination and abuse they face.
- Conduct child-only training and support the development of family



emergency plans that can help children know what to do during emergencies.

On innovation incubator and youth vocational training (see [recommendation 4](#) for details):

- Improve the quality of the trainers recruited for the innovation incubator, carefully monitor and evaluate their performance and link their payment to the beneficiaries assessment of their performance.
- Youth IGAs and youth entrepreneurship and vocational training need to add a school-to-work transition strategy and expand this offering as youth want more. They also want to know how to access more finance, other business ideas, and employment opportunities. Vocational training can also focus on more green jobs. Promoting youth volunteerism as a way to help the community and add value to one's resume should also be encouraged.

On healthcare (see [recommendation 5](#) for details):

- Mainstream the project's healthcare component. For example, nutrition can be covered in VSLAs and PfR activities and health can be covered under environmental protection and social protection. Link participants to the government health schemes such as CBHI.

On Knowledge management and good practices (see [recommendation 6](#) for details):

- Enhance the monitoring, learning and feedback mechanisms through the use of participatory methods and social accountability tools. These can include citizen score cards, public hearings, social audits, gender participatory budgeting. KIP can support the uptake of these tools. Social accountability tools can be built into the next project logframe.
- Good practices should be more readily captured and shared and time for reflection and sharing of the challenges faced and lessons learnt should be routine. There are some differences in perceptions of effectiveness across levels and components that should be discussed and documented. Having a learning indicator in the logframe should continue..
- More local cultural nuance and knowledge management around learning is needed to increase project effectiveness. Some KIPs could not remember KM and learning activities or did not understand what KM and learning included, suggesting the need to strengthen this project component. Ensure KIPs receive KM training and participate in learning activities

On environmental protection (see [recommendation 7](#) for details):

- Expand environmental protection to be community-wide and embedded in community structures (like with child protection). The wider community disregard for litter and the environment is demotivating beneficiaries. Non-beneficiaries in the neighbourhood should also be encouraged to follow sustainable practices. Setting up a community action group around this issue (e.g. like a natural resource user committee) could be explored, along with other ways to embed environmental protection into community structures.

General recommendations (see [recommendation 8](#) for details):



- The project has done well to address some key issues and can now move to refine its approach. Certain components such as hand-outs and transport stipends should be reduced and others (such as a self-reliance approach) further developed to include community governance:
 - Asset transfers are complex because they are needed for the very poor but can lead to dependency if not accompanied by government linkages and literacy (e.g. where to go to register land, for identity cards, for social protection, etc., how to find out about legal aid, school feeding/other eligible programmes/support, how to protect assets and make the most of loans, etc). Increasing an understanding of community governance and helping to network impoverished beneficiaries into community structures can assist to reduce dependency on the project.
 - Issues like children's school fees only being covered for a short timeframe and then stopped should be removed. Instead, SOS could try to influence the government to provide cash transfers to impoverished families with school aged children. It could educate parents on household budgeting and using any savings/sales towards educational costs. This could help parents to understand the return on investment from educating a child. It could link impoverished families to school feeding programmes, etc. In short, there are other more sustainable ways to have children's school fees covered without paying them directly that should be explored.
 - Only persons with disabilities who require 'reasonable accommodation' should receive financial support to attend training/meetings and a reasonable accommodation guide should be developed to guide the implementers.
 - On-the-job counselling should be encouraged if people cannot afford time off work to attend meetings. An assessment of the best time to hold meetings and the location in order to reach the largest number of beneficiaries should be mandatory.
- Mainstream a 'do no harm' approach and strengthen ADA's human rights based approach.
 - Some women mentioned being unable to act on the lessons from the project because the husbands did not also have their awareness raised. While the project has a GBV component, it can strengthen its preventative and 'do no harm' approach. ('Do no harm' guidelines can be developed along with pocket guides (with information of where to go for support and what constitutes GBV, and supporting the 16 days of activism and reclaiming the night activity at the community level).
 - Time-use surveys should be a baseline indicator in the next logframe to ensure a do-no harm approach, along with effectively measuring the socio-economic empowerment of women and girls.



2. Introduction

This report presents findings from the final evaluation of the *Socio-economic Empowerment of Vulnerable Children and Youth as well as their Families with Special Focus on Green Economy (GREEN+)*, a five year project (2019-2023) implemented in Uganda in Entebbe and Fort Portal and in Ethiopia in Mekelle and Hawassa. The project aimed to support the socio-economic empowerment of 2,800 children, and 400 youth as well as their families with a special focus on the green economy. This evaluation report follows ADA quality standards and criteria.²

Purpose: To draw learnings and recommendations from the current project in order to inform the new phase of the project and show accountability to stakeholders. As per the ToR ([Annex 13](#)), the specific purposes include:

- **Learning:** This evaluation will analyse the past implementation regarding the relevance and effectiveness of SOS's planned approaches and methods for the learning and capacity building component as well as the Innovation Incubator for Green Economy.
- **Recommendations:** The evaluation will provide value insights on how the main thematic areas of the GREEN+ Project (Green Economy, Gender Equality and Child Protection) worked out and what are their potential regarding sustainability. The recommendations for those areas will be integrated in the planning for the next phase, and in the planning of other future projects.
- **Accountability:** The evaluation serves as an instrument of showing accountability towards stakeholders, especially the donor, Austrian Development Agency, to what extent the expected results (outcomes and outputs) have been achieved.

Objectives: The main objective of the evaluation was to assess and present the main results achieved by GREEN+ (2019-2023) to facilitate learning as well as provide recommendations for a potential subsequent phase 2024-2028. The specific objectives include:

4. To determine the extent to which the project interventions addressed the target beneficiaries and stakeholders' needs (Relevance).
5. To assess to what extent the objectives defined in the six result areas have been achieved (Effectiveness) (outcome level/results).
6. To identify facilitating and hindering factors for sustainability and based on this develop recommendations on how to increase the potential for sustainability in the future, with a particular focus on gender equality and green economy interventions (Sustainability).

Scope and time: The evaluation covered the entire project phase of GREEN+ from project start to April 2023. The evaluation took place from 11 May to 30 November 2023 in two (2) countries (Ethiopia and Uganda).

Geographic scope: In Ethiopia, samples were drawn from Hawassa in two sub-cities of Addis Ketema sub-city (Daka and philadelphia kebele) and Haik Dar sub-city (Gebeya

² ADA. 2020. Quality Checklist for Evaluation Report. In: [Guidelines for Programme and Project Evaluations](#).

DarKebele); and Mekelle. In Uganda, samples were drawn from Entebbe, Wakiso District (particularly communities of Kisubi, Nalugala and Nkumba) and Fort Portal, Kabarole District (three (3) sub-counties of Karangura, Kichwamba, and Mugusu). These locations were selected because they were the sites of the GREEN+ project, and project participants in these locations can provide valuable insights to help answer the evaluation questions.

Thematic / Structural Scope: The evaluation assessed the GREEN+ project across all three thematic areas: green economy, gender equality, and child protection. The evaluation also focused on two further areas, - youth empowerment and capacity development - which are cutting across the three (3) thematic areas. The evaluation paid specific attention to Knowledge Management and Learning (KM&L) interventions and made recommendations for a better impact (better concepts, approaches, methods). . The evaluation data were disaggregated by gender, disability status and age.

Evaluation criteria: The OECD/DAC evaluation criteria of relevance, effectiveness and prospects for sustainability guided the evaluation.

Intended users: Evaluation findings will provide valuable input to the GREEN+ project teams in Uganda and Ethiopia for the project design of the next phase. For the donor agency, it will serve as a means for accountability and communication. For other stakeholders (such as local government bodies, local partner Community Based Organisations) it will serve as a reference document for knowledge sharing and learning.

3. Background and Context Analysis

The GREEN+ project: The total budget for the GREEN+ project was 3,500,000 Mio EUR, with 80% (2,800,000) coming from ADC funding and 20% (700,000) from applicant organisations' own funding. The project was implemented in the project locations over the past five years but its implementation in Mekelle was hampered due to a conflict that started in 2020. As a result, funds were reallocated for emergency response for the targeted families. In the implementation of this project, SOS CV Austria partnered with the two Member Associations (MA) "SOS CV Ethiopia" and "SOS CV Uganda". All of them are part of the international federation SOS CVI, which has a regional representation, the International Office Regional Eastern and Southern Africa (IOR/ESAF), located in Addis Ababa. The knowledge management and learning component (called "Umbrella") of the GREEN+ project is jointly implemented by SOS CV Austria and SOS CV IOR ESAF.

In both Ethiopia and Uganda, the GREEN+ project closely worked with KIPs (key implementing partners) and community structures, which played a key role in the implementation of the project. The project worked with four KIPs in Uganda and seven KIPs in Ethiopia.³ KIPs and community structures managed child protection and GBV cases. They helped with rooting the GREEN+ project into the community and enhancing ownership.⁴

COVID-19 hampered the implementation of the project in 2020 both in Ethiopia and Uganda. Stringent lockdown measures slowed down project implementation activities. The closure of school resulted in less engagement with children; the provision of

³ 2020 GREEN+ Narrative_Report.

⁴ Strategic Partnership – GREEN+ Progress Report - 2022.



vocational training was interrupted; slowed down implementation of group based activities; etc.

Project objective: The project objective was to support the socio-economic empowerment of 2,800 children, and 400 youth as well as their families with a special focus on the green economy.

Expected Results: The project had six (6) results areas:

1. Income-generating capacity of 1,350 families strengthened through green and other economic activities, with focus on women/girls' socio-economic empowerment.
2. 300 critically vulnerable families, children and other persons have enhanced access to social protection support and critical support to engage in IGA, with a focus on green economic activities.
3. 400 youth have market-relevant skills and capacities as well as enhanced access to income generating opportunities, with a focus on green economic activities.
4. Community structures in 14 communities strengthened to support quality child care and protection, with a focus on protecting the environment and creating opportunities for green economic and community initiatives.
5. Inclusive participation in community decision-making processes, with a focus on green economy and environmental issues, and inclusive access to basic services improved for 520 vulnerable and marginalised individuals particularly girls and women, including those with disabilities.
6. Learning and knowledge management improved in SOS CV and for key implementing partners (Key Implementing Partners).

3.1. Country context - Uganda

Poverty: According to the World Bank Uganda's poverty rate is around 20%.⁵ Children in Uganda are disproportionately affected by poverty, with 56% of children under the age of 18 living in multidimensional poverty (MPI).⁶ The rural MPI is three times larger than the urban MPI and the highest deprivation rates are recorded in access to water and the lowest deprivation rates are in access to health services. There are also regional disparities - the Western region has the highest deprivation in access to water, followed by the Northern region.⁷

The GREEN+ project participants are from marginalised communities, and reside in poverty pockets in the two districts. For instance,

- Wakiso hosts thousands of poor children due to a number of factors including rural-urban migration. The largely urbanised district is surrounded by poor fishing communities on the shores of Lake Victoria with extremely poor access to services and public goods. The fishing communities are also affected by land-grabbing and are impoverished with diminishing livelihood opportunities due to

⁵ World Bank (2023). [Poverty & Equity Brief Uganda](#). April 2023.

⁶ Uganda Bureau of Statistics (UBOS) (2020). [Going Beyond Monetary Poverty](#): Uganda's Multidimensional Poverty Profile.

⁷ *Ibid*



the government's crack-down on illegal fishing. Many of the community members have also migrated to the area from the islands in Lake Victoria.⁸

- Participants in the Kabarole district are affected by the conflict in DRC and the Rwenzori tensions between the Government of Uganda and local indigenous communities that have affected their lives, access to services, and livelihoods for many years.⁹ Accordingly, they are vulnerable and have limited access to services and supply with public goods.

Gender profile: Gender roles and responsibilities in Uganda create different opportunities for men and women in the economy. Women are often responsible for unpaid domestic work, which limits their ability to participate in the labour force. This gender gap in economic opportunity has a negative impact on both output and productivity. 64% of climate change and disaster victims are young people. Over 34% of young people entering the job market are absorbed in lower productivity activities, resulting in more unemployed young women.¹⁰ In addition, the work that women do is often undervalued, which further contributes to the gender gap in economic opportunity. Women are more likely to face sexual and gender-based violence than men. For instance, 56% of women experience physical violence by the age of 15 years, 28% experience sexual violence, and 700 children are raped by their fathers. More than half of ever married women have experienced spousal abuse.¹¹ Regarding education, there is relatively balanced enrollment across gender groups in primary education, with minor disparities in secondary levels. Primary school attendance is strong, with both girls and boys attending at 85% and 84%, respectively. In lower secondary, girls have a slightly higher attendance rate at 21%, compared to boys at 18%. In upper secondary, boys attend at 9%, while girls attend at 7%.¹²

3.2. Country context - Ethiopia

Poverty and security issues: According to the World Bank¹³ Ethiopia's poverty rate is 23%. Meanwhile, 88% of children under 18 are multidimensionally poor, meaning they lack access to basic needs and services in at least three dimensions.¹⁴ The percentage of multidimensionally deprived children in rural areas is more than double that of children residing in urban areas. Across regions, the Multidimensional Child Deprivation (MCD) incidence ranges from 18% in Addis Ababa to 91% in Afar and Amhara.¹⁵

The project beneficiaries reside in poverty pockets and marginalised communities. Notably, the security situation in Tigray and Mekelle remains volatile due to the war.¹⁶ Participants in Ethiopia, particularly, Tigray and Mekelle are food and nutrition insecure

⁸ [The Equal Opportunities Commission \(2018\)](#). States that the people living in islands are among the poorest among the Ugandan population with limited access to services and public goods.

⁹ David Mugarra, Mohammed Ahammed Shariff, and Bangirana Narcisio (2022). [The Rwenzori Region Conflict Analysis Report 2021](#).

¹⁰ UNDP Uganda (2022) [Gender Equality Strategy 2022-2025](#): United Nations Development Programme Uganda Country Office Rethinking and rebalancing economic, political, social and environmental systems to become inclusive and sustainable.

¹¹ UBOS (2016) [Uganda Demographic and Health Survey 2016](#).

¹² Uganda Bureau of Statistics (UBOS) and ICF. 2017. Uganda Demographic and Health Survey 2016: Key Indicators Report. Kampala, Uganda: UBOS, and Rockville, Maryland, USA: UBOS and ICF. <https://health.go.ug/sites/default/files/Demographic%20and%20Health%20Survey.pdf>

¹³ World Bank (2023a). [Poverty & Equity Brief Ethiopia](#). April 2023.

¹⁴ Central Statistical Agency and UNICEF (2018). [Multidimensional Child Deprivation In Ethiopia Policy Brief](#).

¹⁵ Central Statistical Agency and UNICEF (2018). [Multidimensional Child Deprivation In Ethiopia Policy Brief](#).

¹⁶ United Nations High Commissioner for Refugees (UNHCR). (2023). [Ethiopia Situation \(Tigray Region\)](#).



due to the negative impacts of climate change on the growing agricultural production.¹⁷ The participants equally have limited access to critical goods and services including telecommunications and electricity and water supply in several towns.¹⁸ Prior to the conflict/ war, most children suffered from severe, moderate, and acute malnutrition.¹⁹ In Hawassa, climate change significantly impacts the well-being of smallholder farmers, particularly disadvantaged poor and women smallholders who struggle to access crucial climate information due to economic limitations and cultural barriers. This information gap places these groups at a heightened risk of health problems linked to climate change.²⁰

Gender profile: Distinct gender roles and responsibilities contribute to varying economic opportunities for men and women. Women are less likely to participate in income-generating activities (IGAs) compared to men. Their participation is determined by age, husband's education, women's education, family size, land size, market distance, livestock holding, and access to credit.²¹ In addition, the UN Women Data Hub indicates that women and girls aged 10 and older allocate 19.3% of their time to unpaid care and domestic work, in stark contrast to men who dedicate only 6.6% of their time to these activities.²² In the country, women have a higher unemployment rate than men, with women at 11.7% and men at 5.0%. Youth unemployment among those aged 15-29 stands at 7.7%. Urban areas experience significantly higher unemployment rates at 17.9% compared to rural areas.²³ The gender gap in primary school enrollment has been closed, but there is still a gap in secondary school enrollment. In secondary school, the attendance rate for children is 27%, with a slightly higher attendance among girls (29%) compared to boys (25%). In upper secondary education, 8% of children attend, with a similar distribution between girls (9%) and boys (7%).²⁴ Women are more likely than men to experience gender-based violence, including sexual assault, domestic violence, and female genital mutilation. A 2016 Health and Demographic Survey suggested that nearly a third of women in Ethiopia had experienced physical or sexual violence.²⁵

4. Evaluation Design and Approach

4.1. Methodological Approach

Includovate employed participatory, intersectional and child rights approaches in the design of the tools and in the analysis. In line with a child rights approach, this evaluation

¹⁷ Gebresamuel, Girmay, Haftu Abrha, Haftom Hagos, Eyasu Elias, and Mitiku Haile. 2022. [Empirical Modelling of the Impact of Climate Change on Altitudinal Shift of Major Cereal Crops in South Tigray, Northern Ethiopia](#). *Journal of Crop Improvement* 36 (2): 169–92.

¹⁸ *Ibid*

¹⁹ Gebretsadik, G.G., Abraha, M., Bereket, T. et al. (2021). [Prevalence and multi-level factors associated with acute malnutrition among children aged 6–59 months from war affected communities of Tigray](#), Northern Ethiopia, a cross-sectional study. *Confl Health* 17, 10 (2023).

²⁰ [Amera, A. Gari, T and Lindtjorn, B. \(2023\)](#). Mihretu Belayneh Exploring climate service for food and nutritional security and health outcomes of socially differentiated smallholder farmers in moisture stress Woredas of Sidama National Regional State, Southern Ethiopia.

²¹ [Alemu, A., Woltamo, T. & Abuto, A. \(2022\)](#). Determinants of women participation in income generating activities: evidence from Ethiopia. *J Innov Entrep* 11, 66.

²² [Country Fact Sheet | UN Women Data Hub \(2023\)](#).

²³ [Central Statistics Agency \(CSA\) \(2021\)](#). Ethiopian 2021 Labour Force and Migration survey

²⁴ Central Statistical Agency (CSA) [Ethiopia] and ICF. 2016. [Ethiopia Demographic and Health Survey 2016](#). Addis Ababa, Ethiopia, and Rockville, Maryland, USA: CSA and ICF.

²⁵ UNDP, UN Women, and Ministry of Women, Children and Youth (2016). [POLICY BRIEF 2019: Further Analysis of Findings on Violence Against Women From the 2016 Ethiopia Demographic and Health Survey](#).



recognised children as independent personalities and bearers of human rights and their opinions and participation were at the centre of all activities. The evaluation ensured gender sensitivity and child friendly data collection by: 1) using gender-sensitive and child-friendly languages in the data collection tools and material; 2) training the research team, including the data collectors on research ethics, gender, social and cultural norms, youth and disability inclusion, ways to build rapport and ensure power and bias do not enter the study. The research team also went through ethics and safeguarding training. This helped them to be aware of the importance of these issues and that they are able to collect data in a way that is respectful of women and children. In addition, we created a safe and comfortable environment for women and children to participate in data collection activities as well as used female data collectors.

The evaluation adhered to the SOS Child Protection policy to ensure the safety and protection of the children and youth beneficiaries participating in the evaluation process. It also followed [UNEG Ethical Guidelines for Evaluations](#) and [ADA Guidelines for Programme and Project Evaluations](#). The data collectors underwent a [Human Ethics](#) course by US Department of Health and Human Services; Gender and a child safeguarding training session by Includovate; and they also signed Includovate's Child Safeguarding Policy and Procedures. See section 2.5 and 3.2 for details on risks and mitigation measures, and other ethical considerations.

The intersectional lens helped to connect people experiencing multiple forms of discrimination to the human rights instruments. Accordingly, we disaggregated all data by gender, disability status and age.

The qualitative method helped to get a more in-depth understanding of people's experiences while the online survey helped to augment and triangulate data from the other tools.²⁶ This ensured that reliable research findings were obtained to make relevant conclusions and provide appropriate and actionable recommendations.²⁷ Importantly, this approach enabled the evaluators to get a more complete picture of the project's effectiveness, relevance and prospects of sustainability and helped to identify the project's strengths and weaknesses, and to make recommendations for improvement.²⁸ Furthermore, the mixed method approach helped to increase credibility of the evaluation. Thus, the use of multiple methods helped to reduce bias and to provide a more balanced assessment of the project.²⁹

Methodological rigour was ensured through a participatory approach where appropriate stakeholders were involved and consulted at different stages of the evaluation. The staff of SOS and ADA were involved in the review of the inception report and evaluation matrix and provided relevant feedback before data collection started. Also, the SOS staff at the national and local levels were involved in the mobilisation of selected evaluation participants for the interviews and discussions. During the data collection, we also ensured inclusive participation by selecting a diverse group of participants (including people of different ages, genders, ethnicities, socioeconomic statuses, and abilities) and encouraged participants to have an equal chance to share their thoughts. We chose FGD

²⁶ Plano Clark, V. and Ivankova, N., 2016. *Mixed Methods Research: A Guide to the Field*. Thousand Oaks, CA: SAGE Publications, Inc.

²⁷ Creswell, J.W. and Clark, V.L.P. (2017) *Designing and Conducting Mixed Methods Research*. SAGE Publications

²⁸ Plano Clark, V. and Ivankova, N., (2016)

²⁹ Plano Clark, V. and Ivankova, N., (2016)



respondents carefully to ensure equitable power dynamics in the discussions. In addition, we provided reasonable accommodations (including sign language interpreters) for those with disabilities.

4.2. Data Collection and Analysis Tools

The sequencing for using the data collection methods included conducting the online workshop, desk review; and initial Key Informant Interviews (KIIs). These were followed by Focus Group Discussions (FGDs) with the project participants; Key informants interviews; Community change workshop; case study and transect walk. The online survey was conducted concurrently. These data collection methods helped to triangulate evidence obtained to ensure the validity and reliability of data.

The evaluation team adjusted the language using insights from the tool testing to ensure the respondents understand, particularly, in their native languages. [Annex 1](#) (tables 1 and 2) presents the sample distribution with details of the evaluation participants and the related data collection methods. Participants included: Beneficiaries (including children and youth), Key Implementing Partners (KIPs) and Community Structures, Local Government stakeholders, SOS staff involved in the project (UG, ET, IOR, AT) especially M&E, IPD, PD and representatives from ADA.

The below is the details of the data collection methods:

Online workshop: A one hour Kick-off workshop was conducted during the inception phase using powerpoint to get some preliminary feedback on the approach, understand the local context and challenges faced and some of the key issues of concern to the client.

Desk review: Includovate established a matrix by using the OECD/DAC criteria and the specific evaluation questions. The following documents were reviewed and mapped onto the matrix: project documents, annual reports and existing evaluative evidence (e.g. recent, context-relevant studies, reports and statistics from governmental and nongovernmental institutions) as provided by the client (See [Annex 9](#) for the comprehensive list of documents relevant for the evaluation). Includovate team also reviewed specific objectives, results and outcomes/outputs as per Logframe (see [Annex 10](#)), Project Document, Workplan and Budget. The information from the desk review were used to: (1) understand the target population of the study; (2) understand the project context in which the study is taking place; (3) gather data to shape the focus of the data collection so that it does not repeat what is already known, but instead digs deeper into issues, patterns, and activities; (4) assist in framing and triangulating the data collected.

Initial KIIs- Four KIIs were conducted with the SOS staff at national and local offices who were involved in the project. This enabled the evaluation team to get a deeper understanding of the project.

FGDs- 13 FGDs per country were conducted separately with male and female project participants including parent/caregiver children and youth based on their participation in specific project interventions (e.g., incubator innovations, etc.). This helped to determine the extent to which the project interventions addressed the target beneficiaries and stakeholders' needs. Each FGD consisted of 8-10 participants and were participatory and used ranking exercises and drawings with children to ensure everyone participated. We also ensured inclusive participation by selecting a diverse group of participants (including people of different ages, genders, ethnicities, socioeconomic statuses, and abilities);



encouraging participants to have an equal chance to share their thoughts and also address power dynamics in the discussions. In addition, we also provided reasonable accommodations (including sign language interpreters) for those with disabilities.

KIIs - 16 KIIs with the Local Government stakeholders, SOS staff involved in the project at the national, local, and International offices, KIPs and community structures to understand the extent to which the six result areas have been achieved. See [Annex 8](#) for the anonymised list of the participants

Community Change Workshops (CCW): Includovate facilitated 2 per location/4 per country 2-hour CCWs. These included male and female project participants including parents/carers, KIPs and Community Structures. The purpose was to discuss the project benefits at the community level. These workshops augmented findings from the FGDs and also helped to document future improvements, changes needed for the next phase of the project.

Case studies: Eight case studies (4 per country) were documented through interviews with project participants including children, youths and parents/caregivers to capture the impact of specific project intervention on their lives. Notably, we focused on individual stories to show a deep example of outcome level results: a) a family becoming more self reliant as attributable to the project; b) child protection or child rights violation cases being effectively handled as attributable to the project; c) improvements in parent/carers access to health services as attributable to the project; d) increases in girls school attendance. This involved hearing from respondents and collecting stories (both positive and negative) about the changes they have experienced and the ones they identify as the most significant to their life.³⁰ Given the evaluation asks questions relating to beneficiary needs, collecting case studies on how the project has most significantly addressed their needs was prudent. The steps that were adapted to collect and analyse stories to identify the most significant changes that have occurred included the following:

1. A range of tools including the FGDs and CCWs asked questions around stories of change observed from the project. Collectively, the core team and the enumerators discussed all the stories of change collected per the outcome level changes and debated which ones should be further examined through additional questions. The decision to select certain stories over others were based upon: gaps in the evidence collected, potential for learning, relevance to the evaluation, diversity of experiences in terms of the project, location and diversity in terms of the story teller/respondent. A total of 8 case studies were collected (2 per location).

2. After identifying the change stories, the enumerators then interviewed the 8 story tellers about how their needs were addressed by the project and how this led to a significant change in their life within the project time frame. These case studies are referred to in this evaluation as a data point.

Transect walks/maps (on-site observations): During on-site visits, a Transect camp/facility mapping activity occurred with a marginalised families/spokesperson. This included mapping the location and distribution of resources and facilities along a given transect that were associated with the project. The map was used as a visual cue for other respondent interviews to identify problems and opportunities in the GREEN+ project. The

³⁰ *Ibid*



participants for the transect walk were selected jointly by the enumerators and the SOS staff at the local level.

Online surveys were conducted with a total of 25 respondents (16 SOS staff involved in the project at the national level and at the local office and 9 KIPs). The survey response rate was 58 percent (43 respondents received the survey questionnaire and 25 of them responded). The survey helped the evaluation to reach out to more participants to rank the achievement of results and outcomes/outputs as per Logframe to give the evaluators an indication of successes and challenges, identifying gaps and good practices. To reduce bias, the survey avoided using leading languages that can influence the respondents answers as well as used a variety of question types including multiple choice, likert scale options and open ended questions.

The survey tool was piloted with a small group of people and helped the evaluators to identify and adjust any potential problems with the survey such as biased questions or confusing instructions. Some email addresses were gathered from the SOS team for direct emails of the survey. Two reminders were sent to those who have not responded, then SOS staff and our enumerators reached out to non respondents to complete the survey via the phone. The result of this survey was not representative but was used to triangulate the other forms of data collected and to show trends.

A number of methods were used to analyse the evaluation questions. These included:

Data processing and documentation: The recordings and notes from KIIs, FDGs, CCWs and case study interviews were transcribed and translated from local language to English. Each transcript was labelled with the time, location, and participant codes. The Assistant Team Lead reviewed each transcript to ensure completeness and quality. Where transcripts were not complete, the enumerators were approached for more information or to retype verbatim.

Data analysis: Includovate undertook a thorough synthesis and analysis of all the qualitative and quantitative data/information gathered from documentation and desk review. Insights were organised in a spreadsheet to map the evidence for each result and core thematic areas. This was guided by the evaluation matrix with indicators, sources and methods, which was used to answer the evaluation questions, and triangulation (See [Annex 6](#)). Specifically, the analysis established the level of achievement of objectives, results and outcomes/outputs as per Logframe core thematic areas, evaluation questions and OECD/DAC criteria.

Quantitative data analysis: The survey results were aligned to evaluation questions and used to triangulate the qualitative data. Simple descriptive analysis was used via the Sogolytics and STATA software to observe trends. Graphs and tables were developed to present the survey data.

Data triangulation: The multiple lines and levels of evidence were used to triangulate the results. Group calls were held with all researchers, as well as a separate weekly call between the core evaluation team (these served as an analytical purpose as well as a quality control). Information from the KIIs, FDGs, case studies interviews, online surveys, and CCWs were compared with the project documents/ desk review to triangulate findings across data sources and identify gaps and assess the strength of the evidence



using rubrics. This will enable the reader to form their own opinion on whether the evidence is strong enough to support the claims made.

Validation workshop: An online validation workshop was conducted with the SOS teams in Ethiopia and Uganda to discuss the key findings and recommendations of the draft report. It provided an opportunity for key stakeholders to validate the main findings and recommendations and provide strategic advice on the final report. The recommendations were ranked by those in the workshop according to their agreement (see [Annex 17](#)).

4.3. Limitations, Risks and Mitigations Measures

All studies have limitations and various different attempts can be made to reduce the limitations. The following outlines some of the limitations faced during this study and the ways the evaluation team tried to minimise or overcome these.

Uganda

Old project participant's list: Includovate received the participant list from SOS before travelling to the field and selected respondents from the list using the criteria outlined in [Annex 5](#). This was done to ensure independence, representativeness and randomness in the sample. However, once in Entebbe, Wakiso district, some of the selected participants (particularly, fisherfolks) had moved to other locations. The enumerator and the SOS staff with the KIPs in the location helped to mobilise the new participants for the interviews using the selection criteria and their availability. Given the time constraints, and costs of already being in the field, this was the best approach to take even if some of the independence and randomness was reduced.

Security issues: The district office in Fort Portal has put in place strict security measures including no recordings of conversions. Initially, the enumerator in Kabalere was only allowed 45 minutes to administer the questionnaire without recording it (the other KIIs took 1-1.5 hours), and needed to write quickly to take notes. As shorthand was used, comprehensive quotes were not possible from this respondent and as the transcript quality was poor, this interview was discarded. The enumerator worked with the SOS staff and the LC Chairman and a KIP to secure permission (in addition to the introductory letter) to record other government interviews.

Ethiopia

Definition of youth: In Hawassa, the enumerator could not identify youth aged above 18 from the SOS provided/ sampled list of youth participants because the list had both youth and children under 18 years. The enumerator worked with the local SOS staff to select youth participants over 18 from a new list. This caused delays in the fieldwork, and reduced independence and randomness but otherwise the correct sample size of youth was interviewed.

Unavailability of key informants: Most key informants (including some SOS staff, government officials assigned to GREEN+) were not available for an interview in Mekelle. This was because most government structures were dissolved following the war, and/ or relocated or resigned. The enumerator worked with current SOS staff to locate the old staff and government officials for the interviews. This helped to ensure respondents with project experiences were included, even if independence was reduced.



Recall bias: Some of the youth in Mekelle could not fully recall the activities that took place in 2019 before the war. The recall bias could be attributed to the passage of time (e.g., the project being inactive for some time), the emotional significance of events (the war), or their current state of mind. The evaluation team used multiple sources of information such as written documentation of the activities that took place in 2019 to aid their memory. The enumerators still used a standardised interview protocol, which helped to ensure that all project participants were asked the same questions in the same way, but additional information was read out to the youth from project documents to help them remember what activities may have happened. The interviews completed with adults in the area had better recall and no prompting was required.

Delays to field activities: SOS were meant to provide vehicles to the enumerators to save time and costs associated with hiring private vehicles. However, in most cases in Uganda (Entebbe and Fort Portal) and Ethiopia (Hawassa), the team was unable to use SOS assigned field vehicles as they were being used for other purposes (such as sending children to schools). This caused delays and unexpected costs to Includovate because the enumerators needed to use other means of transport to meet the respondents/participants at the agreed time.

5. Key findings

This section presents the key findings broadly organised under the three OECD evaluation criteria, effectiveness, relevance and sustainability. The evaluation questions (EVQs) are answered under each criteria.

5.1 Relevance

EVQ 1: To what extent has the programme design (including the Innovation Incubator, Green Economy and Environmental Protection) proven to be relevant to the needs of the beneficiaries (differentiating between women and men, persons with disabilities, critically vulnerable families and intersectionality of those groups) and national and local stakeholders?

Finding 1: The GREEN+ project aligns with national green economy/environment priorities in Uganda and Ethiopia. Both countries have green strategies to promote sustainable development while ensuring inclusivity, particularly for vulnerable groups. *Uganda's Green Growth Development Strategy 2017/18-2030/31 (UGGDS)* and *Ethiopia's 2011 Climate Resilient Green Economy Strategy (CRGE)* promote sustainable environmental management and the creation of green jobs. They promote inclusion and recognise that the vulnerable sections of the society (such as women) are the main victims of environmental mismanagement and climate change, as does the GREEN+ project.³¹ Survey responses corroborate that the GREEN+ project designs (i.e. green economy, environmental protection and innovation incubator designs) were relevant to the needs of the national stakeholders. The majority of the respondents rated these designs as 'relevant' and/or 'very relevant' (see [Annex 7](#)).

Finding 2: The GREEN+ project also aligns with the local development priorities and needs of local stakeholders. The project design process was consultative. It engaged all the stakeholders during the inception phase, identifying their needs and priorities

³¹ Inception Report: Capacity Building for Gender, Diversity, and Inclusion (GDI) Analysis for GREEN+ Project; See also [Ethiopia's](#) and [Uganda's](#) green economy strategies.



through surveys and assessments.³² [Annex 15](#) collates the local development priorities identified and addressed by the project according to CCW, FGD and KII respondents. The majority of survey respondents found the green economy, environmental protection and innovation incubator designs relevant or very relevant to the needs of local stakeholders(see [Annex 7](#)).

Finding 3: The designs of the green economy, environmental protection, and innovation incubator were relevant to the needs of women, critically vulnerable families, and persons with disabilities. According to survey data (see [Annex 7](#)) and feedback from CCWs, the project activities align well with the requirements of these targeted groups. However, the respondents did not mention any specific efforts made to identify and report on individuals facing more than one type of disadvantage (e.g. disabled, remote, abandoned mother). The project used standard parameters to identify vulnerable households - such as the Ministry of Gender's Household Vulnerability Assessment Tools and the local government bodies helped to prioritise vulnerable households in Uganda.

Finding 4: The IGAs were key in addressing the needs of the beneficiaries but not always relevant to beneficiaries that lacked land. Green groups received technical and financial support and seed funding under the innovation incubator component in Uganda and Ethiopia,³³ which helped them to start green IGAs such as fish farming, briquette making, vegetable farming, apiary/beekeeping, craft making, etc. The groups engaged in beekeeping were supported by the provision of both local and modern hives.³⁴ The beneficiaries saved money as well as got access to credit through VSLAs in Uganda and SACCOs in Ethiopia.^{35 36 37}

The IGAs, particularly petty trading in local fruits and vegetables, addressed the critical need for increased income among caregivers in Mekelle. Monitoring assessments showed that their average income was 100 ETB/1.6 EUR per day due to their participation in IGAs.³⁸ In Uganda too, caregivers produced backyard gardens mainly for home consumption and sometimes to sell to neighbours. Many female FGD participants reported to have used the income from selling gardens to cover household and school needs.³⁹

During the challenging period of the war in Tigray, the IGAs, particularly backyard vegetable gardening, proved to be highly relevant. The project's provision of seedlings and gardening training helped beneficiaries achieve food security and income generation.⁴⁰ Male and female youth confirmed this during FGDs as this quote represents:

³² Strategic Partnership – GREEN+ Progress Report - 2019.

³³ KIIs with SOS staff, Uganda.

³⁴ See UG Innovations for Green Growth- Communities venturing into beekeeping to collectively improve lives and conserve the environment.

³⁵ FGD with youth, Uganda.

³⁶ See Strategic Partnership – GREEN+ Progress Report - 2021.

³⁷ 01 GREEN+ Progress_Report 2022.

³⁸ See 01 GREEN+ Progress_Report 2022.

³⁹ FGDs with Youth, Uganda (Entebbe).

⁴⁰ Community workshop; KII with KIPs and government, Ethiopia; See also Annex 1, Case 3.



The benefits of vegetables are well known. There was a shortage of food during the siege, so we were able to alleviate the problem by using our homegrown products.⁴¹

This highlights the project's adaptability and its ability to meet the immediate needs of beneficiaries during crises.

While the IGAs were generally beneficial, they were not always suitable for beneficiaries lacking access to land or production space. FGDs with caregivers/parents in both Hawassa and Mekelle showed that the lack of production space hampered benefits from activities that involved agricultural production such as gardening. In Hawassa, there was even a shortage of space to do backyard gardening. FGD participants stated that the government provided a space by the side of Hawassa lake for gardening but flooding destroyed it in 2020. In fact, the problem was solved after this incident.⁴² FGD participants from Mekelle and Hawassa (particularly women) also stated that better results would be achieved with adequate credit access. A participant from Mekelle also indicated that there should be a refinancing scheme to repay loans, especially during the war. They also indicated that the provision of loans should be coupled with food aid for vulnerable families so that they do not “eat the money”.

EVQ 2: To what extent have the design and implementation of the initiatives regarding child protection, social protection, inclusion and gender equality been relevant to the realities and challenges that women and girls, men and boys are facing?

Finding 5: The project enabled women and men to access social protection schemes, additional funds and targeted support, which helped them to meet many of the challenges they were facing. The project offered a range of social protection measures, including safety nets, community based health insurance (CBHI) asset creation, access to credit, and livelihood diversification, recognising and catering to the diverse needs and vulnerabilities within targeted groups. These forms of social protection are in line with Ethiopia's 2011 CRGE policy, which reflect a strategic integration of national priorities into the project's design, reinforcing its contextual relevance. In Ethiopia, the GREEN+ project held discussions with local government bodies and successfully reached an agreement to link some of the critically vulnerable families with the government's urban safety net scheme. This helped these families (mostly female headed) to access the government supported safety net programme. This is key to showcase the importance of collaborating with the existing governance structures to enhance the reach and sustainability of social protection interventions.⁴³ In Uganda, the project provided nutritious foods and home based care to critically ill HIV positive caregivers and children. In both Ethiopia and Uganda, vulnerable families accessed a 21 EUR stipend fund through the project which helped them to send their children to school. The project referred and supported vulnerable families to acquire necessary social protection services such as health, nutrition, and improved shelter. Students were supported with scholastic materials which increased their completion rate and school performance.⁴⁴ It also provided psychosocial

⁴¹ FGDs with youth, Ethiopia.

⁴² FGDs with caregivers/parents, Hawassa.

⁴³ Strategic Partnership – GREEN+ Progress Report - 2019.

⁴⁴ Strategic Partnership – GREEN+ Progress Report - 2019 and 2020; See also the cases in Annex 1.



support to vulnerable mothers and supported the building and renovation of houses for those in need both in Ethiopia and Uganda (see [Annex 2](#), cases 1,2,4,5,6,8).

Finding 6: The child protection design built the capacity of individuals and structures to respond to child protection challenges. The project was initiated by actively involving community members in conducting a comprehensive community child risk assessment. This ensured that the initiatives were custom-tailored to the unique challenges and needs of the community.⁴⁵ The project placed a strong emphasis on building the capacity of local structures to respond to child protection needs through training in case management and awareness raising. Caregivers and children were also provided with the knowledge and tools to identify and respond to abuse, and on the importance of leveraging existing resources and community based institutions.⁴⁶ As some caregivers faced immediate child protection needs in terms of food and income, the project used VSLAs as a platform to address economic challenges while also promoting child protection. Some caregivers in Ethiopia graduated from the project due to increased self-reliance, indicating that the project not only addressed immediate child protection concerns but also fostered longer term improvements in the well-being of families.⁴⁷

Finding 7: The project responded to the challenges that persons with disabilities are facing by building capacity, removing discrimination and isolation, providing assistive devices and physiotherapy, and IGAs.

In Uganda, the project worked with technical organisations that provided backstopping in the areas of disability to KIPs.⁴⁸ Caregivers were sensitised to support their children with disabilities and duty bearers such as teachers, parent teacher association members and school leadership and management committees were trained in inclusive education and barriers to children with disabilities to address the needs of children with disabilities.⁴⁹ In Ethiopia, the project used coffee ceremonies to raise awareness about the needs and rights of persons with disabilities, while in Uganda, it successfully challenged the tradition of keeping persons with disabilities at home and encouraged their enrollment in school.⁵⁰

The project trained duty bearers on inclusive education, provided awareness sessions on the needs and rights of children with disabilities, arranged visits and support to schools to identify barriers to children with special needs, and supported case management for children with special needs (i.e case identification, assessment and referral for specialised medical support).⁵¹ The project also trained persons with disabilities to enable them to participate in community decision making.

The project also provided wheelchairs, moveable poultry houses and machines to persons with disabilities and their families.⁵² Some children with hydrocephalus and Spina Bifida were able to access medication through the support of SOS. In 2022, a female caregiver with disabilities was linked with an organisation called Rehabilitation and Development

⁴⁵ KII with SOS staff, Uganda.

⁴⁶ KIIs with SOS staff, Uganda.

⁴⁷ 3H_GREEN+_Newsletter_Hawassa_2022.

⁴⁸ Strategic Partnership – GREEN+ Progress Report - 2021.

⁴⁹ Strategic Partnership – GREEN+ Progress Report - 2020.

⁵⁰ KIIs with KIP and local government.

⁵¹ Strategic Partnership – GREEN+ Progress Report - 2020.

⁵² KIIs with local government and KIPs, Mekelle.



Organisation (RADO), which provided her an adaptable toilet seat.⁵³ In Uganda, four children with very critical disabilities were provided physiotherapy and rehabilitation in partnership with Friends of People with Disabilities which enabled them to move more easily. The same organisation provided therapy and rehabilitation for 23 families with children with disabilities. Two families with children with disabilities were provided with solar panels⁵⁴ In Ethiopia, the project also provided training for persons with disabilities, establishing self-help groups and supporting them with seed money to start IGAs.⁵⁵ People who cared for persons with disabilities were also given seed money and started IGAs.

Finding 8: The design and implementation of gender equality initiatives elevated the status of women in their families. Yet, the project needs to address the realities facing men and boys more as this can negatively impact gender equality. The VSLAs in Uganda have been effective in benefiting women, enabling them to save and borrow for family expenses such as student school fees.⁵⁶ Many of the project participants who exited the project by becoming self-reliant were also women.⁵⁷ Women's economic contribution has led to an increase in women's participation in family decision-making processes, contributing to greater gender equality in households - Uganda showed a 5% increase of women who are actively taking part in family decision-making.⁵⁸ The evidence around decision-making could be made more robust by measuring women's empowerment levels at baseline and endline.

Children were able to demonstrate an understanding of gender equality and how women and girls are equal to men and boys (See [Annex 4](#) question 2). Some women reported their spouses are doing more domestic chores⁵⁹ and this provides women with more leisure time. Male FGDs in Hawassa⁶⁰ and pictures from children (See [Annex 4](#) question 3) confirm this finding.

However, some male project staff question gender equality, as this quote demonstrates:

I was arguing last time with our staff. Most of them, of which half are from Addis, believe that women are not equal to men. We were male and the discussion was among us. I do know what the women would say if they were there. I was shocked by their answers and they are educated. The educated ones are also influenced by different socio-cultural thinking, sometimes religious thinking.⁶¹

Even some male staff subscribe to patriarchal social norms which will make the promotion of gender equality more difficult for GREEN+. The project could pay more attention to the challenges faced by men and boys.

⁵³ O1 GREEN+ Progress_Report 2022.

⁵⁴ GREEN+ Newsletter_Entebbe and Strategic Partnership – GREEN+ Progress Report - 2020.

⁵⁵ 3H_GREEN+_Newsletter_Hawassa_2022 and see Hawassa transect walk

⁵⁶ KIIs with KIP and local government, Uganda. KII with SOS staff, Uganda.

⁵⁷ KIIs with SOS staff, Ethiopia.

⁵⁸ Strategic Partnership – GREEN+ Progress Report - 2019.

⁵⁹ KIIs with KIP and local government, Uganda.

⁶⁰ FGD with caregivers/parents.

⁶¹ KIIs with SOS staff.



5.2. Effectiveness

EVQ 3: What are the most effective programme components according to beneficiaries, staff and stakeholders, at what level [individual, family, organisation, community] and why?

Finding 9: Individuals, families, communities and some community structures benefited from child protection support to the extent that child abuse cases reduced and respondents ranked it as the most effective project component. This was confirmed by KIIs, FGDs and CCW participants in Ethiopia and Uganda. Case management was also strengthened by developing comprehensive procedures and guiding documents. The project sensitised the people through local volunteers and this has even reduced early marriages: "... people are afraid that if they marry off children, SOS will be on their necks."⁶² Ultimately, the number of child abuse cases was reduced by the project.⁶³

Respondents associate all the GREEN+ project components with child protection as SOS is a child-focused INGO. As this key informant explains:

... because all the rest of the interventions lead to effective protection of children. They were all geared to child protection. So, this has been effective because through the green economy, through environmental protection, you know, the children have been effectively protected and provided for, thereby achieving our objective that is child protection. That's what I can say.⁶⁴

Respondents felt that all the project components feed into the child protection component, making it challenging for the evaluators to single out specific child protection components that were effective. Nevertheless, child protection benefits have benefited individuals, families and communities and some community structures.

Finding 10: The environmental protection components were considered win-win and effective by respondents because they helped individuals and families to change their behaviour toward the environment while improving income. Children were able to identify new environmental practices and knowledge through drawings (see [annex 4](#) question 1). People have started to plant trees and learned to sort plastic garbage from others as well as making bags from plastic waste, which contributed to lessening plastic pollution.⁶⁵ Male and female FGD respondents emphasised the introduction of briquette making as a key factor for the success of the environmental protection component because it was "win-win." Briquette making reduced charcoal use and hence expenses, helped the environment and project participants gained income from the sale of briquettes. Female FGDs explained that the environmental protection component was a win-win because it helped them to access varieties of fruits such as mangoes and oranges, increased their income from garbage collection and enabled them to live in a clean environment.⁶⁶

Finding 11: The VSLAs were ranked as one of the most effective project activities for individuals and families, and the SOS organised VSLAs are highly trusted.⁶⁷ The VSLAs

⁶² Community change workshop, Uganda.

⁶³ GREEN+ Progress_Report 2022

⁶⁴ KII with SOS staff, Uganda.

⁶⁵ Community change workshop, Uganda.

⁶⁶ FGDs with caregivers/parents, Uganda.

⁶⁷ KIIs with SOS staff Uganda.



helped vulnerable families to borrow and save money, and enhance household harmony because it served as a forum to discuss a range of issues including child protection and GBV.⁶⁸ More females than males ranked VSLA as effective because women said that it enabled them to improve savings, acquire assets and finance the education of their children.⁶⁹ All the women reported that the project as a whole (including VSLA) had the most change at the family level while almost all the men reported that the project (especially the VSLA approach) had the most change at individual level. This difference may be associated with gender norms and roles, where women believed that the income they generated was put to family use and the men tend to think that the income empowered the individual women.⁷⁰ Online survey responses (60%) confirm VSLAs to be the most effective at improving the socio-economic conditions of the targeted families, with some country variances between Ethiopia (50%) and Uganda (73%) (see [Annex 7](#), table 18).

Finding 12: Disability inclusion was done at the family, individual and community level, although effectiveness is debated. The project in Uganda empowered 201 participants (149 women) with the required practical skills and information to ensure that children with disabilities receive optimal nutrition.⁷¹ Similarly, in Ethiopia, 21 caregivers (16 women and 5 men) who have different types of disabilities were supported with seed money to start businesses. This was emphasised in the testimony from a relative in Uganda whose sister with a disability was empowered:

“We received a sewing and knitting machine to support our sister who is deaf to acquire employable skills to become self resilient after failing to be supported by local artisans due to her language barrier”⁷²

Also, 20 female youth with disabilities engaged in IGAs and were able to meet their basic needs.⁷³ Small numbers of persons benefited from disability inclusion.

People did not rank disability inclusion as effective during community workshops in Uganda because they felt that there was little or no focus on persons with disabilities and the prevailing negative attitude towards them further inhibits their participation. They tend to think that the project’s focus was on children and not on persons with disabilities as such. Nevertheless, participants did suggest the inclusion of more persons with disabilities in the next phase, demonstrating signs of progress.⁷⁴ In Ethiopia, the type of support persons with disabilities received included providing a workstation for shoeshine, solar cooker, movable poultry house, wheelchairs, provision of training and loans.⁷⁵ Such support also appeared in project documents but respondents did not rank it as significant or effective.

EVQ 4: To what extent has the project been effective in terms of delivering its outcomes? And how?

⁶⁸ FGDs with caregivers/parents; KIIs with KIP and local government Uganda.

⁶⁹ FGDs with caregivers/parents.

⁷⁰ FGDs with caregivers/parents, Uganda.

⁷¹ GREEN+ Progress_Report 2022

⁷² 3G_GREEN+_Newsletter_Fort Portal_2022, p. 3

⁷³ GREEN+ Progress_Report 2022

⁷⁴ Community change workshops, Uganda.

⁷⁵ Community change workshops, Ethiopia.



Below is a detailed description of progress towards the outcomes and output indicators as per the logframe.

Objective: To support the socio-economic empowerment of 2,800 children, and 400 youth as well as their families with a special focus on the green economy.

Finding 13: Although there were some variations between Ethiopia and Uganda, the project performed fairly well in realising its targets for self-reliance, and establishing community structures. Improving access to health care services and ensuring boys/girls enrolment and regular attendance in formal or non-formal education was less effective. Forty-eight percent of survey respondents indicated that family self-reliance was the outcome most effectively achieved (see [Annex 7](#), table 16). The case studies also provide examples of families who became self-reliant (see [Annex 2](#) cases 1 and 8). More families exited the project and became self-reliant in Uganda (5% more than the target) than in Ethiopia (15% lower than the target),⁷⁶ probably due to the war in Tigray. The project effectively achieved its aim of establishing and maintaining community structures for child protection and the capacity to follow up or support child rights violation cases both in Ethiopia and Uganda, over performing by 50% in Uganda.⁷⁷ Survey respondents ranked this as the second most effectively achieved outcome (see [Annex 7](#), table 16).

The outcomes that received the lowest rating by survey respondents (4%) (see [Annex 7](#), table 16) include improving access to health care services (although the project attained its target in Ethiopia, it was 9% lower in Uganda)⁷⁸ and ensuring boys/girls enrolment and regular attendance in formal or non-formal education improves.⁷⁹

Output 1: Income-generating capacity of 1,350 families strengthened through green and other economic activities, with focus on women/girls' socio-economic empowerment.

Finding 14: The project helped families to adopt green practices and enabled them to increase their incomes and to provide age-appropriate care for their children but could improve the way it measures women/girls' socio-economic empowerment to create a more robust narrative. 30% more families than the project target (60%) in Uganda adopted at least one green practice and in Ethiopia, the project achieved 1% less (59%) than the project target of 60%.⁸⁰ Project participants engaged in various environmentally friendly activities in Uganda - briquette making, use of solar energy, planting trees, sorting garbage, using energy saving stoves and backyard gardening.⁸¹ These are attributed to awareness creation on environmental protection and reflect their commitment to protect the environment. In Mekelle, youth groups were trained in briquette production but it was not implemented due to the war.⁸² In Ethiopia, all members of the green network planted trees in Hawassa to protect environmental degradation, and this was attributed to the advocacy part of the project.⁸³ In Mekelle,

⁷⁶ Programme Progress Report.

⁷⁷ Programme Progress Report.

⁷⁸ Programme Progress Report.

⁷⁹ Programme progress Report.

⁸⁰ Programme Progress Report.

⁸¹ Strategic Partnership – GREEN+ Progress Report - 2020.

⁸² KIIs with implementing partners and local government, Mekelle.

⁸³ Strategic Partnership – GREEN+ Progress Report - 2022



some project participants adopted urban gardening as a coping strategy responding to food shortage among the target families and the community at large during the war.⁸⁴In addition, three groups were formed in Entebbe to champion community based environmental protection/friendly initiatives. Role model couples were also engaged in disseminating messages to the community on the role of every community member to protect the environment.⁸⁵

Income increment: The project almost achieved the income generating target but COVID-19 and the eviction of some project participants affected progress. The project aimed at an average monthly household income of 66 EUR for Uganda and 72 EUR for Ethiopia to cover children's basic needs for assessed families.⁸⁶ However, the achievement at the end of the project showed the average monthly household income of families in Uganda was 56 EUR (10 EUR less than the target) and in Ethiopia it was 70 EUR (2 EUR less than the target). Compared to the baseline (Uganda 24 EUR, and Ethiopia 54 EUR), household income increased by 24 EUR in Uganda and 16 EUR in Ethiopia. The slight deviations were attributed to the socio-economic impacts of COVID-19, high inflation and the forced land eviction of families from Lwanjaba in Entebbe.⁸⁷

The increment in income was the result of training provided to the beneficiaries on IGAs, entrepreneurship and good agronomic practices which helped the beneficiaries both in Ethiopia and Uganda to establish small scale IGAs. In Uganda, the project also supported the functionality of 79 VSLAs, which enabled 517 families to increase their household income by increasing access to credits and savings.⁸⁸ The project also provided seed funds (to 26 families) and farm inputs (345 families) to the beneficiaries. Some of the targeted caregivers were engaged in green economy activities (e.g. horticulture/ backyard gardening) and businesses (e.g., silverfish, piggery) and used the profits to supplement household income and business expansion.⁸⁹ As a result, more families exited from the GREEN+ project in Uganda because they became self-reliant (the plan was to accomplish 85% but 90% exited).⁹⁰ However, being able to make the connection from income increases to economic and social empowerment is lacking.

In Ethiopia, caregivers were trained in basic business and entrepreneurship, resulting in the establishment of small-scale IGAs. Specifically, 143 (139 women and 4 men) were able to start small-scale IGAs (petty trading) such as giba (local fruit), groundnut, sesame, and vegetable selling and had an average income of ETB 100 per day/1.6 EUR per day.⁹¹ Caregivers engaged in green livelihood activities⁹² and consistent saving practice of 200 ETB (3.20 EUR per month).⁹³ Accordingly, over the last four years, the project supported

⁸⁴ GREEN+ Progress_Report 2022

⁸⁵ Strategic Partnership – GREEN+ Progress Report - 2020.

⁸⁶ Programme Progress Report.

⁸⁷ About 45 families in Lwanjaba, Entebbe, and Gerenge Koko landing site were evicted and this affected their livelihood. The project managed to support 13 families from Lwanjaba to resettle in nearby communities however many of these families' livelihoods were greatly affected by this issue. The current situation is that, the evicted families (45) have hired a temporary space at Nkumba Bukolwa village at 100,000ugx equivalent to 24 EUR. They are also paying monthly ground rent of 8 EUR. Source: Strategic Partnership – GREEN+ Progress Report - 2021.

⁸⁸ Strategic Partnership – GREEN+ Progress Report - 2021

⁸⁹ 2020 GREEN+ Narrative report

⁹⁰ Programme Progress Report.

⁹¹ GREEN+ Progress_Report 2022

⁹² 2020 GREEN+ Narrative report

⁹³ ET_Green group Best practices Hawassa



95 families to become self-reliant.⁹⁴ The project assumes that self-reliance equals social and economic empowerment but this should be proven through robust indicators and measurements.

Age - appropriate care: In Uganda, this was mainly attributed to the effective contribution of the Parenting for Respectability (PfR) model, which included the establishment of the PfR groups which involved couples.⁹⁵ The PfR is a community based parenting programme that aims to prevent child maltreatment and gender based violence. It also builds on parents' concerns to enhance the respectability of their families.⁹⁶ In FGDs, almost all the female caregivers/parents reported that their aspirations for their child have either improved or greatly improved as a result of their participation in the PfR training and the implementation of the strategies learned.⁹⁷ (See details under the EVQ 8 section).

Although the PfR was not implemented in Ethiopia (as it was prepared by Makerere University and piloted in Uganda), 122 caregivers (86 women) acquired skills in positive parenting. It will be rolled out in Ethiopia during the next phase.⁹⁸

Output 2: 300 critically vulnerable families, children and other persons have enhanced access to social protection support and critical support to engage in IGA, with a focus on green economic activities.

Finding 15: The project enabled vulnerable people to access social protection schemes. Seven percent more critically vulnerable male/ female parents/ caregivers accessed social protection assistance and healthcare service support than predicted. In Uganda, 86% of the caregivers accessed health care both preventive and curative compared to 76% at the baseline; 1,153 caregivers (83% women) and 189 children (68% girls) accessed curative healthcare services.⁹⁹ In addition, the project reached out to 97 families who are living with HIV and provided psychosocial support groups for the HIV+ beneficiaries that have been intensified and linked to health centres in their community for continued support. In Hawassa, 72 caregivers (69 women and 3 men), along with 137 children and youth (78 girls and 59 boys) were linked with Community-Based Health Insurance Scheme (CBHIS) to access curative medical service.¹⁰⁰ Overall, in Hawassa 90% of the caregivers accessed health services as and when required.¹⁰¹

While COVID-19 and the war in Tigray affected the progress, a total of 10 project communities benefited from social protection initiatives.¹⁰² These services and support included government social protection monetary assistance, including urban safety net programmes and community-based health insurance (which SOS helped to link beneficiaries to these schemes) as well as food relief items and non-food items.¹⁰³ In Uganda, SOS CV organised advocacy events and awareness creation on monitoring

⁹⁴ 3H_GREEN+_Newsletter_Hawassa_2022

⁹⁵ Programme Progress Report.

⁹⁶ Racheal J. (2023). The Parenting for Respectability Programme (PFR)

⁹⁷ FGDs with caregivers/ parents

⁹⁸ GREEN+ Progress_Report 2022

⁹⁹ GREEN+ Progress_Report 2022 pg. 7

¹⁰⁰ GREEN+ Progress_Report 2022, pg. 8

¹⁰¹ GREEN+ Progress_Report 2022, pg. 8

¹⁰² Programme Progress Report

¹⁰³ 2020 GREEN+ Narrative Report



children in alternative care through media, which resulted in the development of a Policy Brief on the situation of alternative care in Uganda, and the review of National Framework on Alternative Care for Children in Uganda. This SOS engagement with policy makers the judiciary appointed two judges of the High Court Family Division specifically to attend to matters referred by the National Alternative Care Panel with regard to alternative care placement.¹⁰⁴ SOS CV was an active participant and influential in a network of stakeholders that addressed the situation of vulnerable children in Uganda than in Ethiopia (active in 80% of the project communities in Uganda and 50% of project communities in Ethiopia), showing less achievement in Ethiopia compared to the target (63%) probably due to the war in Tigray.

Output 3: 400 youth have market-relevant skills and capacities as well as enhanced access to income generating opportunities, with a focus on green economic activities.

Finding 16: The project provided vocational training and market-relevant skills for youth which enhanced their access to income generating activities and green economic activities. The project achieved 22% more in Uganda and 4% more in Ethiopia of male/female youth vocational training participants who use acquired skills for income-generation and have sustainably adopted at least one green practice. In Uganda, 104 young people (76 girls and 28 boys) acquired vocational skills in different trades such as tailoring, hairdressing, motorcycle repair, metal fabrication, motor vehicle mechanics, solar installation/ maintenance and tourism. Sixty-eight (34 girls and 34 boys) of them are practising the skills attained and earning an average monthly income of 53 EUR.¹⁰⁵ This increased their income base and they started to support their families with basic needs that improved their standards of living while saving in their VSLAs.¹⁰⁶

Similarly, in Hawassa (Ethiopia), 24 young people (15 girls and 9 boys) acquired practical skills in four fields; photography/ videography, driver licence for motorcycles (bajaj), hairdressing, and basic computer skills in 2022.¹⁰⁷ In Ethiopia, 22 (13 females and 9 males) young people acquired skills in entrepreneurship resulting in 10 (3 females and 7 males) youth supported with income generation materials such as boat, chicken house, coffee and tea utensils and cash transfers to procure the necessary materials. Also, eight female youths engaged in a range of feasible IGAs to help them to be self-reliant.¹⁰⁸ The project also over-achieved the target of youth adopting at least one green practice.¹⁰⁹ A household assessment of 222 youth surveyed (143 women and 79 men), 59% were engaged in various green economic activities, encompassing gardening, agriculture, briquette and paper bag production, solar usage, garbage sorting, tailoring, crafting reusable sanitary pads, and tree planting.¹¹⁰

In Ethiopia, females were mostly trained in work often associated with gender norms such as hair dressing, while males were trained in driving and photography/videography.

¹⁰⁴ Programme Progress Report

¹⁰⁵ GREEN+ Progress_Report 2022

¹⁰⁶ Strategic Partnership – GREEN+ Progress Report - 2021

¹⁰⁷ GREEN+ Progress_Report 2022

¹⁰⁸ Strategic Partnership – GREEN+ Progress Report - 2021

¹⁰⁹ Programme Progress Report.

¹¹⁰ GREEN+ Progress report 2022



In Uganda, males and females were similarly trained but more men were trained in hairdressing and tailoring than women.¹¹¹

Output 4: Community structures in 14 communities strengthened to support quality child care and protection, with a focus on protecting the environment and creating opportunities for green economic and community initiatives.

Finding 17: The project nearly reached its target of strengthened community structures for quality child care and protection as well as strengthened green practices but could not enable KIPs to reach financial and organisational sustainability. The project almost achieved its target (95%) to increase community members' awareness of risk factors for children and their families both in Uganda (93%) and Ethiopia (92%). It successfully increased the number of project beneficiaries that implemented green community initiatives in Ethiopia (50%) and Uganda (100%) compared to the target (50%), with families adopting green practices ranging from kitchen garden, garbage sorting, commercial vegetable growing, use of energy saving technologies, recycling, etc. As a result, the project communities developed joint implementation plans on water hygiene and sanitation, child protection, environmental protection, and waste management, particularly in Uganda. This achievement was the result of monitoring and mentoring of KIPs and CBOs, which improved their financial management and accounting; proper periodic work plan development, timely funds requisition and liquidation processes¹¹²; and techniques to develop partnerships and documentation¹¹³ (See more details under EVQ 10).

However, the KIPs could not reach the required (level 1 or 2 financial and organisational sustainability) due to the impact of COVID-19. The pandemic hampered the resource mobilisation efforts of the KIPs.¹¹⁴ The KIPs and community structures also have developed a dependency syndrome which compromised their growth and future sustainability. The KIPs have limitations in financial and other material resources. Some KIPs are less committed and this affects their future growth and sustainability. Although there is good relations between local government departments and the project/KIPs, some local leaders give priority to political issues which have implications for the project's effectiveness.¹¹⁵

Output 5: Inclusive participation in community decision-making processes, with a focus on green economy and environmental issues, and inclusive access to basic services improved for 520 vulnerable and marginalised individuals particularly girls and women, including those with disabilities.

Finding 18: The GREEN+ project fell short of its target but still improved the participation of children and young people in school and community decision making. but performed less to ensure participation of girls/boys with disabilities and critically vulnerable children. The project improved the participation of 16% more children and young people in the decision making affairs of their community and school

¹¹¹ GREEN+ Progress_Report 2022

¹¹² 2020 GREEN+ Narrative report

¹¹³ 2020 GREEN+ Narrative report

¹¹⁴ Programme Progress Report.

¹¹⁵ GREEN+ Progress_Report 2022



than baseline.¹¹⁶ In 2022 alone, 316 children and youth were documented engaging in decision making structures, these included: 67 children (26 boys and 41 girls) in the children's parliament where they aired their views on issues that affect them, 212 (77 boys and 135 girls) participated in the Day of the African Child commemoration and 31 children engaged in different clubs at school such as Debate Club (10 girls and 8 boys), the Environment club (4 girls and 3 boys) and the Drama Club (3 girls and 3 boys) where decisions affecting their school and community are made.¹¹⁷

The project ensured the effective and meaningful participation of persons with disability through discussion training, which enabled persons with disabilities to be part of their community and fully participate in the decisions that affect them within their community.¹¹⁸ Other interventions included: incorporating persons with disabilities in different service provisions in Ethiopia,¹¹⁹ creating a community-based support network (this ensured persons with special needs could participate in decision-making processes) and advocacy efforts.¹²⁰ By the end of the project, Uganda had 7% less and Ethiopia had 20% less marginalised individuals who are able to actively participate in community structures and decision making than targeted.¹²¹

The project was slightly below the target for girls/boys with disabilities and critically vulnerable children receiving attention than targeted.¹²² The limited availability of services for individuals with specific needs within the region, coupled with the financial requirements for referrals (including transportation, food, and sometimes medicine), results in a costly endeavour for the project, particularly given its constrained budget for this intervention.¹²³

Output 6: Learning and knowledge management (KM) improved in SOS CV and for key implementing partners (KIPs)

Finding 19: A range of knowledge management and learning process improvements were put in place from training on gender to exchange visits, however the KM activities were more routine. The project documented (5) changes to the ways of working by SOS CV and KIPs as a result of learning processes.¹²⁴ In Uganda, some of the KIs confirmed that the capacity building activities, particularly, the vulnerable assessment tools/ training; gender analysis training; and exchange learning visits; were the most effective activities.¹²⁵ For instance, male SOS staff in Entebbe asserted that the knowledge gained helped them to conduct a gender analysis and used the finding to improve the project implementation:

The project most effective knowledge management to me has been capacity building on gender equality, and conducting Gender Analysis. Why? Because the project team whose capacity was built with us, have

¹¹⁶ Programme Progress Report

¹¹⁷ GREEN+ Progress_Report 2022

¹¹⁸ Strategic Partnership – GREEN+ Progress Report - 2019

¹¹⁹ GREEN+ Progress_Report 2022

¹²⁰ GREEN+ Newsletter_Entebbe

¹²¹ Programme Progress Report

¹²² Programme Progress Report

¹²³ Programme Progress Report

¹²⁴ Programme Progress Report

¹²⁵ KIIs with KIP, local government and SOS staff, Uganda



been able to do two gender analyses: one was a coaching one. the outcome of that analysis helped us to improve, you know, ongoing implementation.¹²⁶

EVQ 10 further elaborates on the new knowledge management process improvements which include using Microsoft Teams, documenting case studies and developing quarterly newsletters.¹²⁷ According to SOS staff and KIPs, learning and knowledge management activities helped to improve their technical capacities and knowledge while learning from others to perform better on the project.¹²⁸ However, the evidence around what actually improved is either basic or weak.

EVQ 5: What hindering factors limited the programme's effectiveness?

Finding 20: Overall, the key factors that limited the project's effectiveness include inflation due to COVID-19 pandemic and the war in Mekelle which lowered the budget, ineffective IGAs and trainers and a lack of adequate planning to combat cultural and gender norms. The war in Tigray forced participants to cease project activities, and the lack of money during the pandemic affected families' saving capacity and slowed the project's pace. While the project managed to implement green economic activities in Hawassa (including plastic upcycling), there was a lack of space for production. Groups working on nursery sites, production of energy saving stoves, compost making, and briquette making secured working space from the government only later but this could be an opportunity for the next phase.¹²⁹ The low budget caused by COVID-19 and the war in Tigray further hindered project implementation, as inflation rose¹³⁰ and youth were unable to start businesses with insignificant loan amounts.¹³¹ For example, an FGD participant explained how she was forced to cease her injera baking business because the price of teff flour reached up to ETB 15,000 per quintal in Tigray.¹³² In addition, some children dropped out of school during the pandemic and the pace of the project slowed.¹³³

Some VSLAs provided loans without collateral, and those who took the loan did not repay on time and this affected the ability of other women to borrow money.¹³⁴ Furthermore, inadequate training and gender norms limited women's involvement in decision-making and their appetite for the project. Some women in VSLAs explained that when they get their savings, their husbands despise them for fear of being economically surpassed.¹³⁵

In Uganda, the COVID-19 pandemic affected the responsiveness of mandated structures in case management actions particularly in 2021 as the lock down affected case closure and management process.¹³⁶ In addition, there were reported limitations of certain IGAs, such as beekeeping and fish farming. These IGAs lacked appropriate training and

¹²⁶ KII with SOS staff, Uganda

¹²⁷ Programme Progress Report

¹²⁸ Evaluation GDI Analysis Training Entebbe_June 7-11

¹²⁹ KII with SOS staff, Ethiopia (Hawassa).

¹³⁰ GREEN+ Progress report 2022

¹³¹ KIIs with SOS staff, Uganda.

¹³² FGD with youth, Ethiopia.

¹³³ KIIs with SOS staff, Uganda.

¹³⁴ FGD with youth, Uganda.

¹³⁵ FGD with youth, Uganda.

¹³⁶ Strategic Partnership – GREEN+ Progress Report - 2021



equipment and were not suited to local contexts, particularly in relation to gender norms.¹³⁷ Women who engaged in beekeeping faced difficulties managing their apiaries at night due to restrictions on their mobility, leading them to rely on male members for assistance. Trainees, especially youth, complained about the lack of practical training and inadequate knowledge imparted by SOS trainers in beekeeping. They preferred seeking advice from local individuals knowledgeable about beekeeping.¹³⁸ Similarly, youth involved in fish farming reported inadequate training and equipment and some fish breeds were unproductive.¹³⁹

Finding 21: The project missed the opportunity to support women's unpaid care more.

Case study 4 ([Annex 2](#)) shows a woman that received childcare through the project and this enabled her to transform her life and earn more income. The solar cookers and solar water pumps are other project initiatives that save women's time poverty and yet, the project does not emphasise these achievements and how they contribute to women's empowerment and equality. A time use indicator was not included in the logframe and at the outcome level, gender equality was absent. It is possible that the project did more for gender equality but this has not been well captured nor communicated.

EVQ 6: Which initiatives regarding economic empowerment and green IGAs did (not) prove to be effective for improving the socio-economic situation of targeted families with a special focus on the difference between genders, age groups, and persons with disabilities?

Finding 22: Overall, the project's initiatives regarding economic empowerment and green IGAs proved to be effective in improving the socio-economic situation of targeted families but beneficiaries identified a number of points that should be improved.

As discussed above, the VSLAs approach and green and other economic activities (i.e. IGAs, vocational training and green economic activities such as backyard gardening, briquette making, etc) improved the socio-economic situation of targeted families (see findings 10-13 above).

The initiatives that proved not to be effective, or required improvements (and were cited multiple times by respondents include):

In Uganda,

- Encourage the planting of fruit trees along boundaries to serve as a demarcation and to ensure a sustainable food source.
- Provide more intensive training on environmental awareness to beneficiaries and the surrounding community because they have low educational attainment and a lack of environmental awareness. They also undermined the environmental protection efforts of some participants by engaging in roadside dumping.
- Establish market linkages for green products. Local communities want to be connected to potential buyers for recycled products.
- Enhance male participation in training to complement what the women are learning.
- Guidance on terracing and water trapping was requested in hilly regions.

¹³⁷ FGD with youth, Uganda.

¹³⁸ FGD with youth, Uganda.

¹³⁹ FGD with youth, Uganda.



These suggestions underscore the importance of ongoing community engagement throughout the project's implementation.

In Ethiopia,

- individuals living in rented houses in urban areas lack spaces for activities like backyard gardening, and wanted project-provided cultivation spaces and community gardens
- capital constraints hindered active participation in green activities, and requests for increased access to capital were made, especially by youth. The loan process used in the project was lengthy, and the loan amounts often did not align with their project goals
- In addition to VSLAs, project participants would like to form cooperatives that can enable participants to transition from subsistence-level vegetable cultivation to larger-scale production and sales.
- Responsible waste management practices should be strengthened across the community. Inadequate awareness about proper garbage disposal persists, requiring community-wide education on responsible waste management practices.

Addressing these issues can improve the socio-economic situation of targeted families and improve the effectiveness of green economic initiatives in Ethiopia.

EVQ 7: How effective has the program been at raising community awareness and support for child care and protection and environmental protection?

Finding 23: The project has successfully educated and motivated individuals to take action in protecting the environment by providing education, training, and practical solutions to unsustainable practices. The literature and primary data highlight several key achievements and changes in behaviour among project participants. Firstly, community members have demonstrated improved attitudes towards environmental protection and have adopted sustainable green practices such as tree planting, garbage sorting, backyard gardening, and the use of briquettes.^{140,141,142} In the CCWs, almost all the participants in both countries reported they have noticed community members' attitude or behaviour towards environmental protection improving.¹⁴³ The youth participants in Uganda mentioned learning about the importance of tree planting and reusing materials like old jerrycans, and they have changed their behaviour by no longer burning garbage or littering.¹⁴⁴ In Fort Portal, more women than men indicated that they have participated in many environmental protection activities¹⁴⁵ while more men were involved in environmental protection activities in Entebbe.¹⁴⁶

In Ethiopia, the project focused on engaging caregivers and volunteers, who have followed up with door-to-door reminders and organised monthly coffee ceremonies and children's parliament to discuss awareness creation approaches.¹⁴⁷ Most male and female

¹⁴⁰ FGDs with youth in Uganda

¹⁴¹ GREEN+ Progress_Report 2022

¹⁴² Green initiative launch report Dec 2020_Entebbe

¹⁴³ Community change workshop in Uganda and Ethiopia

¹⁴⁴ KIIs with KIP and local government, Uganda.

¹⁴⁵ FGDs with female caregivers/ parents in Uganda.

¹⁴⁶ FGDs with caregivers/parents in Entebbe Uganda

¹⁴⁷ KII with KIPs and local leaders in Ethiopia



caregivers in Mekelle rated themselves high when asked about their capability to handle environmental issues in their communities. They explained how they refrained from illegal farming in wetlands and became ambassadors of environmental change and protection. In Hawassa respondents increased their capacities to engage in environmentally friendly activities such as the use of fuel saving stoves.¹⁴⁸ The involvement of children in creating awareness through poems and dramas has further contributed to community awareness, particularly, in Hawassa.¹⁴⁹ Box 1 outlines other effective community awareness practices.

Box 1: Good Environmental Awareness Practice

In Mekelle, the GREEN+ project introduced urban gardening to respond to food shortages among the targeted families and the community at large.¹⁵⁰ This had multifaceted impacts including the regional government of Tigray broadcasting in the wider Tigray communities to practise urban gardening for improved food security in every household of the region. Subsequently, SOS CV Mekelle was appointed by the local government to be part of the urban agriculture technical cluster meeting.¹⁵¹ In addition, the project established the "City level green economy network", which created a mutual learning and experience sharing platform.¹⁵²

Finding 24: The project has effectively raised community awareness and support for child care and protection by engaging children as active stakeholders and changing individual and community attitudes towards children's rights. However, men should be more actively engaged to enhance overall effectiveness. The project has effectively utilised a variety of advocacy strategies to disseminate information on child protection and the consequences of domestic violence. The use of radio broadcasting, community dialogues, VSLAs (e.g. save to meet the basic needs of children) and local parliament sessions demonstrates a commitment to reaching diverse segments of the community.^{153,154} In both Uganda and Ethiopia, the project has successfully engaged thousands of individuals in these awareness campaigns. For instance, the project used community dialogues and engagement platforms (e.g., barazas¹⁵⁵ in Uganda) to reach community members, identify barriers to child protection, and promote awareness.

In addition, the effectiveness of child protection advocacy measures and training have resulted in duty bearers feeling capable of fighting for the rights of children as well as handling related challenges in their communities.¹⁵⁶ A local government official demonstrated the following changes:

¹⁴⁸ Strategic Partnership – GREEN+ Progress Report - 2021.

¹⁴⁹ KII with KIPs and local leaders in Ethiopia

¹⁵⁰ GREEN+ Progress_Report 2022

¹⁵¹ GREEN+ Progress_Report 2022

¹⁵² Strategic Partnership – GREEN+ Progress Report - 2021

¹⁵³ Strategic Partnership – GREEN+ Progress Report - 2019

¹⁵⁴ KIIs with KIPs and local government , Fort Portal Uganda

¹⁵⁵ Barazas are community engagement meetings which take place throughout Uganda. They provide a platform for citizens to voice concerns to decision-makers about issues which affect them.

¹⁵⁶ FGDs with caregivers and parents in Uganda and Ethiopia



I give myself 5 because I am the Vice chairperson LCI. I receive all child protection cases in my village directly to me, and sometimes these children usually come to me to tell me their issues and sometimes they come requesting me to go and talk to their parents and we solve those issues. There are 2 children who got pregnant in Covid 19 period and they gave birth, their parents were angry with them and they had refused to take them back at school, the girls came to me and they requested me to talk to their parents, I went and pleaded with the parents together with the children as of today the girls have done Senior four exams, while their babies are being taken care of by their mothers.

Similarly, most of the participants in the CCWs, confirmed that they have seen a positive change in the attitudes of community members towards child care and protection.¹⁵⁷ The project in Uganda developed three community bylaws, which made declarations to improve approaches towards child protection and environmental conservation.¹⁵⁸

The inclusion of children in advocacy efforts in both countries is a noteworthy aspect of the project. By allowing children to participate in events like the International Day of the Girl symposium, the project empowers them to advocate for their rights and positions them as active stakeholders in child protection.¹⁵⁹ In Ethiopia, awareness creation training included activities such as monthly coffee ceremonies and the children's parliament. Annex 3 question 4 shows some of the learnings children have about where to go for help but suggests that the project could introduce the development of family emergency plans so children know how to respond.

Both women and men caregivers in Uganda acknowledge that male involvement is essential in fostering effective child protection.¹⁶⁰ However, there was limited participation of men in child protection training:

... when we came for these trainings about child protection most of the men avoid them yet they are the main causers of domestic violence that leads to child abuse, we request you to help our husbands by urging them to come and learn these things such that we can work together in agreement in our homes to have our children protected, because if a woman does this alone many things may not work out. Men are hard hearted and they need to be pulled out forcefully.¹⁶¹

While the PfR and EMB approaches directly engaged men, some respondents suggested more male involvement in child protection was needed.

EVQ 8: To what extent have the measures addressing issues related to gender equality and inclusion of persons with disability turned out to be effective? What has been the contribution of approaches such as EMB (engaging men and boys) and PfR (Parenting for Respectability)?

Finding 25: A key challenge facing women and girls, men and boys is gender based violence and the project strengthened institutional mechanisms to deal with GBV. In Uganda, the project improved referral mechanisms of GBV cases to appropriate actors,

¹⁵⁷ Community change Workshop in Uganda and Ethiopia

¹⁵⁸ 2020 GREEN+ Narrative report

¹⁵⁹ Strategic Partnership – GREEN+ Progress Report - 2021

¹⁶⁰ FGDs with caregivers/parents, Ethiopia.

¹⁶¹ FGDs with caregivers/parents, Uganda.



including the police, community structures and KIPs. Identification, management and reporting of cases by the KIPs and community structures have improved.¹⁶² Yet, women FGD participants indicated that GBV against women is still a problem in Uganda. Some male participants also indicated that men are victims of violence but that is not visible since they do not talk about it. In Ethiopia too, the project supported victims of GBV by monitoring their cases in cooperation with the local authorities. Yet, labour exploitation of girl children is still happening even in project intervention sites such as Hawassa.¹⁶³ Though there has been improvement in gender equality over the years, the war in Mekelle exposed women to extreme GBV as a weapon of war. Even FGD participants suggested that more should be done to combat GBV in the next phase of the project:

We have reached the point where a woman was raped by 15 soldiers and lost her body and mind. The government has not paid enough attention to this and the project should conduct house-to-house surveys and start recovery work for women, especially those with special needs.¹⁶⁴

Finding 26: The PfR approach made substantial contributions to the project by promoting gender equality, enhancing caregiving skills, strengthening parent-child relationships, and empowering caregivers, particularly men, to take on more active roles in their children's lives. In the FGDs, both male and female caregivers reported improved parenting skills, leading to better communication and stronger bonds with their children and improved parenting aspirations.¹⁶⁵ These results are confirmed in the literature¹⁶⁶ and by youths.¹⁶⁷ In addition, the PfR has played a pivotal role in breaking down traditional gender norms, encouraging men to become more actively involved in childcare.¹⁶⁸ PfR not only empowers caregivers but also enhances overall family well-being and child-parent relationships, aligning seamlessly with the project's goal of fostering positive change within households and communities.^{169,170}

Finding 27: The engaging men and boys (EMB) approach has made significant contributions to promoting gender equality and reducing gender-based violence (GBV) in communities.¹⁷¹ Through training male change agents on key issues such as child protection, gender roles, and gender inequalities, the EMB approach has actively engaged men in the process of change. This approach challenged traditional notions of caregiving, fostering a more equitable distribution of responsibilities. It resulted in positive outcomes, including joint decision making, men taking up equal responsibilities for household chores, and a reduction in domestic violence.¹⁷² Additionally, advocacy efforts, such as campaigns on International Women's Day and 16 Days of Activism,

¹⁶² Strategic Partnership – GREEN+ Progress Report - 2019.

¹⁶³ KIIs with implementing partners and the local government, Ethiopia.

¹⁶⁴ FGDs with caregivers/parents, Ethiopia.

¹⁶⁵ FGDs with caregivers/ parents in Uganda and Ethiopia

¹⁶⁶ GREEN+ Progress_Report 2022

¹⁶⁷ FGDs with youth

¹⁶⁸ FGDs with caregivers/parent, Entebbe, Uganda

¹⁶⁹ Strategic Partnership – GREEN+ Progress Report - 2019.

¹⁷⁰ 2020 GREEN+ Narrative report

¹⁷¹ Strategic Partnership – GREEN+ Progress Report - 2019

¹⁷² Strategic Partnership – GREEN+ Progress Report - 2019



promoted gender equality awareness throughout the community and showcased male advocates as role models, further advancing the cause.¹⁷³

Finding 28: The measures addressing the inclusion of persons with disabilities have improved accessibility and raised awareness, however more effort is needed because negative attitudes remain. Notable achievements include improved accessibility in schools, capacity building for teachers and caregivers (i Nkumba), and community-wide awareness campaigns.¹⁷⁴ However, the effectiveness varies with differing perceptions of impact and priorities. Some individuals felt that greater attention should be paid to disability inclusion in future phases. For instance, in the CCW in Uganda, disability inclusion was not ranked at all because the participants felt there was little or less focus on persons with disabilities as well as negative attitudes towards them.¹⁷⁵ In contrast, the CCW in Mekelle explained that persons with disabilities were often prioritised to receive funds, and assets such as movable poultry houses and sheep. However, the war limited effectiveness.¹⁷⁶ Continual efforts to address negative attitudes and prioritise disability-related concerns will further enhance the project's effectiveness in this area.

EVQ 9: To what extent have the green economy, innovation incubator and gender equality initiatives of the project used methods with meaningful active participation of beneficiaries? What can be done to improve the use of effective participatory methods?

Finding 29: The project used participatory design processes and effective participatory methods to meaningfully engage beneficiaries, particularly in the environmental protection and gender equality initiatives. The design of PfR was considered bottom up with the participation of project participants, SOS staff and key stakeholders.¹⁷⁷ The environmental protection design was considered the most participatory as it involved government bureaus and project participants.¹⁷⁸ Key informants from Uganda confirmed that different stakeholders, including the project participants (men, women, persons with disabilities, and youth), government offices and CSOS participated in the design of the environmental protection component¹⁷⁹ as do project documents.¹⁸⁰ In contrast, key informants from Uganda and Ethiopia indicated that the design of the green economy was top down. It was mainly designed by ADA consultants who were familiar with the existing country contexts based on prior research and findings. The local SOS staff were not involved.¹⁸¹

Box 2: Good Practice Participatory Training Approach

The project conducted a Gender Diversity and Inclusion (GDI) Analysis for GREEN+ project teams in Uganda and Ethiopia. This was one face-to-face training and one workshop, and each was followed by a coaching phase, and concluded with an online

¹⁷³ Report On 2022 Women’s Day Celebration

¹⁷⁴ Activity report: Capacity building sessions for teachers in management of special needs education in 6 schools of Nkumba , Nalugala & Kisubi

¹⁷⁵ Community Change Workshop

¹⁷⁶ Community change workshop in Mekelle

¹⁷⁷ KIIs with SOS staff, Ethiopia.

¹⁷⁸ KII with SOS staff, Ethiopia.

¹⁷⁹ KIIs with SOS staff, Uganda.

¹⁸⁰ See for example Strategic Partnership – GREEN+ Progress Reports - 2019-2022.

¹⁸¹ KIIs with SOS staff, Uganda and Ethiopia.



presentation of key findings of GDI Analysis outcomes.¹⁸² This resulted in improved staff capacity to conduct a GDI analysis with minimal technical support across the four project locations.¹⁸³ In addition, it improved their knowledge and skills for data collection and analysis and how to conduct Rapid Gender Analysis (RGA) in emergency contexts; and improved understanding of concepts such as diversity and intersectionality and disability inclusion.¹⁸⁴

This was confirmed by results of the GDI Analysis training evaluation. Almost all the participants appreciated the participatory facilitation approach and commented that it was effective in promoting knowledge retention and application; improved knowledge in GDI and ability to apply the knowledge gained.¹⁸⁵

Effective participatory methods used in the project include the following:

- **Community mapping:** Community mapping was used to identify child safety risk hotspot areas. This was key to raise awareness of the project participants about factors posing risks to children.¹⁸⁶ Community mapping was also used for GDI analysis.¹⁸⁷
- **Community dialogues:** Community dialogues were mainly used in Ethiopia to identify and address barriers to the protection of child rights. In Uganda, community dialogues were arranged for caregivers on how to access social protection services. Community dialogues also focused on WASH related illnesses, family planning, malaria and COVID-19 prevention. School dialogues were also held to raise awareness of students on education which resulted in high school enrolment rate. Community dialogues were also held on environmental issues in Uganda.¹⁸⁸
- **Conversation over coffee in Ethiopia:** Through community conversation over coffee (which aligned with Ethiopian coffee culture) project participants discussed issues surrounding the inclusion of persons with disabilities and the rights of women and children.¹⁸⁹
- **Demonstration gardens:** Backyard demonstration gardens were used so that people were attracted to do the same. The learning by doing approach and being able to see a demonstration of how it can work, meant more family members planted backyard gardens.¹⁹⁰
- **Self selection and management:** The innovation groups are self managed. They choose what they want to do, select their own leaders and implement what works for them. The participation and self management led to ownership and high engagement in the innovation incubator. However, participants also mentioned conflict within groups causing problems.¹⁹¹

¹⁸² 3B_Training Report_GDI Analysis (same as GDI Analysis Training Report_Uganda_FINAL)

¹⁸³ GREEN+ Progress_Report 2022

¹⁸⁴ 3B_Training Report_GDI Analysis same as GDI Analysis Training Report_Uganda_FINAL)

¹⁸⁵ Evaluation GDI Analysis Training Entebbe_June 7-11

¹⁸⁶ 2020 GREEN+ Narrative report.

¹⁸⁷ 20220517_GDI Analysis Capacity Development_Inception Report_DI.

¹⁸⁸ 2020 GREEN+ Narrative report; GREEN+ Progress_Report 2022.

¹⁸⁹ 2020 GREEN+ Narrative report; GREEN+ Progress_Report 2022.

¹⁹⁰ KIIs with KIP and local government, Uganda.

¹⁹¹ KIIs with KIP and local government, Uganda.



While not best practice (because it creates dependency and disincentives), KIPs mentioned providing allowances and food during meetings as a way to attract more people to meetings.¹⁹² Some participants exhibited low self esteem or lack of confidence (particularly poor people). They would not participate as actively as other participants. People who work at markets and those earning income from the sale of their labour (daily labourers) find it hard to regularly attend meetings and would frequently skip meetings.¹⁹³ KIPs felt that paying people to attend meetings, (e.g. by providing food and an allowance) helps more people to turn up and participate.

EVQ 10: What have been the most effective knowledge management and learning activities and what has hindered effectiveness

Finding 30: KM needs to be strengthened in the next phase because the most effective KM and learning activities included targeted training activities that were directly applicable to the project's implementation but some KIPs did not know what KM meant. The literature and interviews with the SOS staff and KIPs indicate that the participatory capacity development activities were effective.) The gender learning approach (box 2 above) is considered an effective learning approach by many respondents¹⁹⁴ as it improved their knowledge and skills related to GDI analysis and its application.¹⁹⁵ Other training initiatives that were highly praised include Result-Based Management (RBM) and Project Cycle Management (PCM) as these enabled effective task management, improved project planning, and execution.¹⁹⁶ Similarly, the Linking Relief, Rehabilitation, and Development (LRRD)/Nexus Approach training equipped co-workers in Mekelle to respond effectively to emergencies, which proved invaluable during the Mekelle conflict¹⁹⁷ (See [Annex 2](#), Case study 3). Additionally, participatory training on child protection and safeguarding improved knowledge and child safety, enabling effective management of related cases.¹⁹⁸

The KM activities were not spoken about as highly, nor as frequently. SOS staff in Mekelle mentioned quarterly newsletters and a photo-based magazine that captured and shared experiences, success stories, and case studies. SOS staff argue that this inspired stakeholders across different project locations and fostered shared learning.¹⁹⁹ Another effective activity was the digital learning platform, Microsoft Teams, which facilitated collaboration, information sharing, and access to training materials, reinforcing learning and knowledge dissemination.²⁰⁰ Information on improved record keeping, repositories, filing, and the use of checklists and well documented processes were not mentioned.

Finding 31: Staff turnover in Uganda and the war in Mekelle hindered the effectiveness of KM and learning.

¹⁹² KIIs with KIP and local government, Uganda.

¹⁹³ KIIs with KIP and local government, Uganda.

¹⁹⁴ Training Report_GDI Analysis (same as GDI Analysis Training Report_Uganda_FINAL

¹⁹⁵ Workshop Report: Gender, Diversity, and Inclusion (GDI) Analysis for the GREEN+ Project, Adama/Ethiopia

¹⁹⁶ Strategic Partnership – GREEN+ Progress Report - 2019

¹⁹⁷ GREEN+ Progress_Report 2022

¹⁹⁸ 3F_Child protection Training_Report:

¹⁹⁹ 3B_Training Report_GDI Analysis (same as GDI Analysis Training Report_Uganda_FINAL

²⁰⁰ 3B_Training Report_GDI Analysis (same as GDI Analysis Training Report_Uganda_FINAL



The desk review did not show information about factors that hindered the effectiveness of the KM and learning activities. However, high staff turnover was mentioned by a KIP as it resulted in unutilised capacity.²⁰¹ The proposed solution was to implement contracts binding staff to complete projects before departing.²⁰² Meanwhile, in Mekelle, one KIP indicated that the war disrupted project implementation and limited the application of acquired knowledge.²⁰³ Other KIPs could not remember KM and learning activities or did not understand what KM and learning included, suggesting the need to strengthen this project component.

5.3. Sustainability

EVQ 11: What approaches and interventions show greater potential for sustainability. Which ones should be stopped or continued in the next phase and why?

Finding 32: Embedding child protection in community structures and VSLAs established ownership and commitment that will likely continue after the project ends. The project effectively institutionalised child protection by establishing/strengthening child protection structures and capacitating key child protection stakeholders. It established child protection committees (CPCs) (also called para social workers in Uganda) in every community, making them proactive advocates for children’s rights.²⁰⁴ Community members were trained in child protection, including child protection handling mechanisms, quality care and protection, and how to implement a safe and effective referral system. Project participants and parents were also trained in child rights, child responsibilities, where to report and what to do in case of child abuse. The project created platforms for community engagement and policy influence.²⁰⁵ Notably, the capacitation of local government structures (*kebeles*) in Ethiopia is a promising approach to sustain child protection practices. Strengthening KIPs improved their governance systems, policy development, accountability, and financial management.²⁰⁶ The project’s collaboration with both formal and non-formal structures, including law enforcement and community groups, enhances its effectiveness and ensures that child protection efforts are deeply rooted in the community in a manner that will last after the project ends.^{207, 208}

For instance, the CPCs established in Hawassa effectively managed complaints pertaining to child protection issues, for which they got recognition from the local government bodies and shared their experiences widely. They played a paramount role in creating awareness on child protection in the communities; took preventive measures; and followed up on reports they received on child protection in collaboration with government sector bureaus. This has brought tremendous changes in child protection practices in the communities.²⁰⁹

²⁰¹ KII with KIPs, Uganda

²⁰² KII with KIPs, Uganda

²⁰³ KII with KIPs, Ethiopia

²⁰⁴ 01 GREEN+ Progress_Report 2022.

²⁰⁵ Strategic Partnership – GREEN+ Progress Report - 2021.

²⁰⁶ ET_Best practises CBHI and CPC.

²⁰⁷ Strategic Partnership – GREEN+ Progress Report - 2021.

²⁰⁸ ET_Best practises CBHI and CPC.

²⁰⁹ KII with SOS staff, Ethiopia.



In Uganda, the project worked in partnership with various child focused agencies for synergy, technical and referral purposes.²¹⁰ This improved partnership and created sustainability by involving these organisations in direct implementation of project activities. Key informants from Ethiopia also indicated that working in partnership with stakeholders was key for implementation of project activities.²¹¹ In Ethiopia, the green groups were linked to SACCOs to save and get access to more credit. The establishment of community based groups such as CPC allows the community to become active around child protection and listening to children's concerns.²¹² In Ethiopia, CPCs in close cooperation with the government structures (particularly Women and Social Affairs bureaus for technical backstopping, kebeles, child parliaments, police, and others) and KIPs ensured that all concerned stakeholders participated in meetings starting from regional level to the community (beneficiaries level) and did things together like jointly established gender networks which has contributed to the sustainability of these initiatives.²¹³

VSLAs are a highly valued community-driven initiative that should continue and be combined with awareness raising activities. The community highly values VSLAs as a source of finance, particularly as formal financial services often require collateral that many community members lack. Women are mostly the beneficiaries of the VSLAs. Interviews with the SOS staff shows that all heads of the VSLAs are women and the VSLAs are vibrant. This is seen as a positive factor for sustainability, as women leaders are perceived as honest and trustworthy, as this SOS informant explains, "People who have groups which have women, with no doubt, those groups are going to be sustainable."²¹⁴ Training and awareness raising activities are given to women during VSLA group meetings as these are safe spaces for women to meet. VSLAs established by the project are expected to continue thriving even after the project concludes, indicating a strong potential for long-term sustainability.²¹⁵

Finding 33: Some of the green activities should be stopped or refined following a context analysis and market assessment that also addresses loan procedures, knowledge uptake and community collaboration. In Hawassa, collaborative work with stakeholders positively contributed to green activities but scarcity of land in urban areas and increasing house rent limited the success of the project. Similarly, the value of solar cookers was questioned by some respondents in Mekelle because solar cookers are unreliable during rainy seasons:

The solar cooker intervention should change. Solar panels are not effective during the rainy season. It can only work to roast peanuts or pancakes. This is not a life changing business. I personally, want to continue in my previous business which is poultry farming.²¹⁶

A KII thought that solar cookers should be replaced by briquettes which have health and environmental benefits because they use garbage as an input while solar panels are

²¹⁰ SOS Uganda Advocacy Annual Report 2020.

²¹¹ KII with SOS staff, Ethiopia.

²¹² ET_Best practises CBHI and CPC.

²¹³ Strategic Partnership – GREEN+ Progress Report - 2021.

²¹⁴ KII with SOS staff, Uganda.

²¹⁵ KIIs with implementing partners and government offices, Uganda; SOS staff, Uganda.

²¹⁶ FGD with innovation incubator, Ethiopia.



ineffective in the Mekelle area.²¹⁷ Meanwhile, some women are actually earning a living from solar cookers. The project may need to investigate the type of solar products purchased and distributed in Mekelle because the solar market in Ethiopia is not as advanced as in Uganda (where no complaints were recorded). The implementation and choice of green practices needs a critical situational analysis that is context specific with ongoing adaptation and troubleshooting to ensure successful uptake.²¹⁸

Evidence from Uganda shows that beekeeping/apiary has the potential to be sustainable but there is a need to equip project participants with relevant knowledge, which is currently lacking. FGD participants also expressed a desire to develop the apiary into a tourist attraction site. The primary change required, according to participants, is the provision of additional training and addressing the shortage of necessary tools and resources (detail provided below).²¹⁹

Access to finance is a concern for youth who felt the project could do more in this regard. The youth lack access to alternative financial resources, leading them to suggest that the project should consider providing a second time loan.²²⁰ Some recipients also voiced concerns about loan amounts, stating perceived unfairness and a lack of transparency in the allocation process.²²¹ Addressing these issues will be key for sustainability.

Finding 34: Educational support in the form of paying school fees is not sustainable.

Paying school fees, while beneficial in the short term, is not a sustainable approach.²²² The finding suggests that children may drop out of school when the assistance ceases. FGD discussants requested SOS to support vulnerable children until they complete their education, or not support them. Even if their school fees are paid, some vulnerable children will drop out of school because they have to fulfil their other basic needs such as food (See [Annex 2](#) case 6).

EVQ 12: What have been facilitating and hindering factors for sustainability in innovation incubator projects?

Finding 35: The facilitating factors for the sustainability of the innovation incubator projects includes establishing an innovation committee.

Innovation committee: The project established an innovation committee consisting of stakeholders from the local government offices which monitored the way innovation incubator groups with creative ideas were financed. This means that it was not only SOS that conducted the monitoring and the choosing of innovations - it was inclusive of the local stakeholders which is key for instilling a sense of ownership among the project partners and stakeholders.²²³ It also meant that innovation ideas that resonated with local stakeholders and aligned with the local context were chosen.

²¹⁷ KIIs with local government.

²¹⁸ ET_Green group Best practices Hawassa.

²¹⁹ FGD with youth, Uganda.

²²⁰ This particularly came out from Mekelle. People lost their businesses to the war and could not get loans for the second time (i.e. second round loan from the project). The FGD participants indicated that there is a directive that prohibits second round loans.

²²¹ FGD with youth, Ethiopia.

²²² KIIs with SOS Staff.

²²³ KII with SOS staff, Uganda.



Self-selected ideas: as explained in the participatory methods section, participants in the innovation incubator appreciated being able to choose an IGA that they felt interested in. This increased their motivation and the likelihood of the innovations being sustained.

Knowledge dissemination/replication: The project has an established knowledge management mechanism (see finding 30) and partnership networks that has the potential to disseminate good practices from the innovation incubator. For instance, the green economy practice is shared through the partnership platforms and “taken on as a mandatory activity in the upcoming projects within the ESAF [Eastern and Southern Africa Region] region.”²²⁴ Further replication of a practice is key for its sustainability.

Finding 36: The lack of market access and linkages, war, COVID-19, high inflation, limited budget, low capacity, theft and land access were hindering factors to sustainability in innovation incubator projects:

Market access and linkages: Economically capacitating beneficiaries is not enough because market access is needed to buy and sell products.²²⁵ A key informant underlined that after being supported to produce vegetables, groups often complain that they could not get access to market:

You are supporting a group in planning. Have you helped it to get market access? It's for you. Because tomorrow they are going to tell you “We produced a lot of cabbages but we couldn't get the market”... If these groups are to be sustainable, we should put efforts in linkages. Linking them to other service providers, technical people, and markets. Do not leave them alone in the community. Bring them to town.²²⁶

Another explained that the vegetables from the backyard garden were only helpful for a single round and were not planted again.²²⁷ Two female FGD participants from Mekelle explained that the IGAs were small and only served subsistence needs and should be linked to cooperatives for enhanced impact.²²⁸

War and instability: The war in Mekelle has led to the closure of economic activities and the difficulty in communication and transportation, making it challenging to implement the project as planned.²²⁹ The conflict has also affected the medium and long-term sustainability of the innovation projects in the region which needed to cease at certain times.²³⁰ Despite the war, some green activities proved useful (see [Annex 2](#), Case 3).

Limited budget: The budget was not adequate to implement innovation incubator projects.²³¹ FGDs with youth in Mekelle showed that some groups lacked adequate finance. Moreover, the war and COVID increased inflation leading to budgetary adjustments and reducing the frequency of field activities. This reduced the ability to provide support to the families involved in the innovation incubator.²³²

²²⁴ 01 GREEN+ Progress_Report 2022, p. 18.

²²⁵ KII with SOS staff, Ethiopia.

²²⁶ KII with SOS staff, Uganda.

²²⁷ FGDs with male youth

²²⁸ FGDs with caregivers/parents, Mekelle.

²²⁹ FGD with youth, Ethiopia (Mekelle).

²³⁰ 01 GREEN+ Progress_Report 2022.

²³¹ KII with SOS staff, Ethiopia.

²³² 01 GREEN+ Progress_Report 2022.



Bureaucracy: The lengthy process to secure licences for newly organised associations of caregivers²³³ in Hawassa has posed difficulties for the establishment of the innovation incubator groups. The turnover and busy schedules of government officials also hinder their ability to respond swiftly to arising matters, further delaying the implementation of the innovation incubator.²³⁴

Access to land: In Ethiopia, limited access to and use of land has been challenges for the project participants.²³⁵ The project team was commended for supporting caregivers in vertical gardening on small pieces of land in SOS CV compound in Hawassa because there was an issue of limited land for the project participants to implement their green initiatives. In Hawassa, processing land for some incubation projects took much time and the provision of land for the projects remains a problem for the future. The same is true in Mekelle.²³⁶

Weather and theft: Crop and vegetable farmers faced unfavourable weather conditions which demoralised them. Drought destroyed their crops.²³⁷ Similarly, theft demoralised other group members engaging in fishing. In Entebbe, fish ready to be harvested was stolen during night time. The fish production took place in fish cages that were placed in the middle of a lake. The placement of the cages in the middle of the lake made it difficult to ensure security during night. As a result, those engaged in fish farming lost any benefits they should have obtained.²³⁸

Lack of knowledge and distorted motivations: Some individuals resist group collaboration and are reluctant to share resources (such as seeds and assets), hindering the cooperative nature of the innovation incubator. This emanates from lack of necessary skills for effective teamwork or a distorted motivation.²³⁹ There is a need to spend time building trust among groups before using them as vehicles for project implementation.

EVQ 13: What have been facilitating and hindering factors for sustainability for Key Implementing Partners and other community structures/CBOs on child protection?

Finding 37: The project put in place mechanisms that facilitated the sustainability of child protection works, including built in and exit strategies, effective monitoring and refresher training, financial sustainability, advocacy and awareness raising and local rootedness.

Built in strategies: The project was designed with sustainability in mind right from the very beginning, integrating strategies at multiple levels - organisational, community, family and individual levels. KIPs and CBOs were provided with resources and capacity building so that they can respond to the needs of vulnerable families when the project phases out. The project developed local capacities using different methods and approaches such as needs identification/gap analysis to identify the existing capacities and gaps, training, peer learning, exchange learnings, mentorship, apprenticeship.²⁴⁰

²³³ These groups were organised to engage in innovative and environmentally friendly business (briquette production).

²³⁴ 01 GREEN+ Progress_Report 2022.

²³⁵ 01 GREEN+ Progress_Report 2022.

²³⁶ KII with SOS staff, Ethiopia; KIIs with KIP and local government, Ethiopia.

²³⁷ KII with SOS staff, Uganda.

²³⁸ KII with SOS staff, Uganda.

²³⁹ FGD with youth, Uganda.

²⁴⁰ Strategic Partnership – GREEN+ Progress Report - 2021.



Villages Saving and Loan Associations (VSLAs), parenting groups, child protection committees (CPCs) and IGA groups will continue to pursue their mandate even when the project phases out. At the individual level, the project imparted skills for life to young people and caregivers.

Exit strategy: The project has built in exit strategies. This enabled the project to transfer project activities to local and formal institutions such as KIPs, community structures (Role model men, CPCs as well as formally mandated government structures and other community based service departments. The project also has a family exit strategy. Caregivers have been provided with various capacity development initiatives tailored to their needs, including training in positive parenting, psychosocial support, and business and entrepreneurial skills.²⁴¹ Vulnerable families are supported to develop their family development plan to become self reliant. The project strengthens the capacity of caregivers to become members of saving and credit associations, access loan services and engage in viable IGAs that lead to self-reliance.²⁴²

Effective monitoring and refresher training: SOS developed a good monitoring system and has committed social workers. When things go wrong, people from the community call the project staff. KIPs and the local government also monitor the project activities. As a key informant from SOS stated, various community structures such as youth groups, women groups and village agents for VSLA served as the eyes and ears for the SOS to monitor the implementation of activities on the ground. Constant monitoring by project officials is key.²⁴³

Financial sustainability: The project undertook measures to ensure financial sustainability of the project activities, including building the capacity of the local structures such as the KIPs and other community structures in mobilising resources and proper management of the financial resources. It also strengthened the governance structures to ensure the effective delivery of services and accountability. For example, the project established viable development ventures that generate income for community structures such as CPCs and parenting groups. The members of these groups are effectively linked with VSLAs in Uganda and SACCOs in Ethiopia to save as well as access loans. This has enhanced the financial capacity of families and promoted economic sustainability.²⁴⁴

Advocacy and awareness raising activities: The project actively engaged in advocating for gender equality, child protection, and environmental conservation. Through community dialogues, awareness campaigns, and joint events with civil society organisations and local government, the project has amplified the voices of caregivers, children, and young people on these important issues. This advocacy work not only raises awareness but also contributes to the development and implementation of policies and programmes that support sustainability.²⁴⁵

²⁴¹ 01 GREEN+ Progress_Report 2022.

²⁴² Strategic Partnership – GREEN+ Progress Report - 2021.

²⁴³ KII with project staff, Uganda.

²⁴⁴ 01 GREEN+ Progress_Report 2022.

²⁴⁵ 01 GREEN+ Progress_Report 2022.



Local rootedness: As discussed above, the key implementing partners and community structures involved in child protection are from among the local communities. This increased ownership and monitoring activities, which are key for sustainability.²⁴⁶

Finding 38: Some of the hindering factors mentioned for child protection included lengthy approvals, corruption, low capacity, weak monitoring/oversight and discrimination.

- **Corruption:** Case management in family strengthening programme (FSP) has been weakened by corruption which affects the quality of case management results. In early marriage or teen pregnancy issues, some child protection ambassadors tend to take bribes and block the processing of cases.²⁴⁷ To overcome these hindering factors, there is a need to ensure access and use of the necessary tools for case management; conduct case management audits; build capacity of stakeholders on case management; formation of CSG structures at community level; and regularly conduct CSG risk assessments.²⁴⁸
- **Bureaucracy has hampered child protection in Hawassa.** The court system is so lengthy that prosecuting perpetrators of child abuse can take a long time. Some also try to stop due process by the law.²⁴⁹ Sometimes parents take money and close child cases opened with the help of the project.²⁵⁰
- **Limited/lack of follow up:** In both Uganda and Ethiopia limited/lack of follow up is reported when it comes to child protection. In Uganda, there was limited/lack of follow up on cases that were not closed. In Ethiopia, there was laxity of government to follow up child protection concerns.²⁵¹
- **Cultural beliefs hinder progress when it comes to children with disabilities.** Negative cultural beliefs such as witchcraft and negative perception of caregivers towards children with disabilities hampered development milestones of some children living with a disability. This means more concerted effort and sensitisation is required to help children with disabilities.²⁵²
- **Child only training is needed.** More sensitisation and education based on respect should be given to children.^{253 254}

... our rights have been deprived because they have told us to give children their rights and no simple stroke should even touch them at the end of it all. Your child will see you useless because you can't do anything to them. In the next phase let emphasis be put on children because their discipline and speech is so bad.²⁵⁵

Children should also be given lifeskills training by the project.

²⁴⁶ KIIs with SOS staff, Uganda.

²⁴⁷ KII with KIP and local government, Uganda.

²⁴⁸ 3F_Child protection Training_Report.

²⁴⁹ KII with local government, Hawassa.

²⁵⁰ KII with KIP.

²⁵¹ 3C_Joint Review Meeting_2022.

²⁵² 2020 GREEN+ Narrative report.

²⁵³ FGD with caregivers/parents, Ethiopia.

²⁵⁴ FGDs with caregivers/parents, Uganda.

²⁵⁵ FGDs with caregivers/parents, Uganda.



6. Conclusions

Conclusion 1 (Based on findings 1-4): The programme design has demonstrated remarkable relevance, effectively meeting the multifaceted needs of beneficiaries and garnering support from national and local stakeholders, ultimately fostering sustainable development and environmental protection. The programme design, encompassing the Innovation Incubator, Green Economy, and Environmental Protection components, has exhibited a high degree of relevance to the diverse needs of beneficiaries, including women, persons with disabilities, critically vulnerable families, and the intersectionality of these groups. Furthermore, the alignment of the project with both national green economy priorities and the localised development needs of stakeholders underscores its strategic relevance and effectiveness. The programme's inclusivity and adaptability in addressing immediate challenges, such as food security during crises, highlight its strong relevance in fostering sustainable development and environmental protection in Uganda and Ethiopia. Notably, the IGAs have emerged as a pivotal aspect of the program, addressing beneficiaries' financial constraints and food security challenges. However, it is important to address issues related to access to land and production space (especially in Hawassa and Mekelle), as well as providing adequate credit access, to further enhance the program's impact.

Conclusion 2 (Based on findings 5-8): The GREEN+ project's initiatives have demonstrated a high degree of relevance to the multifaceted challenges faced by different gender and age groups in the realms of child protection, social protection, inclusion, and gender equality. The project strengthened child protection by establishing child protection structures and enhancing the income of the caregivers through IGAs. Vulnerable families were either provided with social protection support (e.g. building and renovation of houses) or linked with other social protection services which enabled many families to send their children to schools. Multifaceted sensitisation and awareness raising activities implemented by the project built the capacity of persons with disabilities and reduced discrimination against them. The provision of assistive devices and physiotherapies as well as inclusion in IGAs served to empower persons with disabilities. The project also served to enhance the status of women and girls by enabling them to save money and increasing their participation in leadership in the community and family decision making. However, the prevailing patriarchal gender norms are internalised by the community as well as the project staff. Accordingly, it is important to strengthen strategies to engage men as well as male staff in gender equality initiatives, addressing patriarchal social norms that may hinder progress.

Conclusion 3 (Based on findings 9): The Child Protection Component of the GREEN+ project stands out as the most effective, successfully reducing child abuse cases and strengthening child protection at multiple levels. Its comprehensive approach to addressing child protection challenges has resulted in tangible and positive outcomes, aligning with the project's mission to ensure the well-being and safety of children. At the individual level, it has significantly reduced child abuse cases and strengthened case management. Families have experienced improved child protection within households, and communities have witnessed a reduction in child abuse cases. This success is attributed to the project's comprehensive approach, local volunteer involvement, and the holistic impact of all project components, making it a standout and highly effective



program element in ensuring child safety and well-being. In addition, this effectiveness equally reflects the role of SOS as a child-focused INGO.

Conclusion 4 (Based on findings 10, 14 and 22): The Environmental Protection Component of the GREEN+ project has been highly effective, promoting sustainable practices and economic benefits at various levels but there is some room for improvement. The Environmental Protection Component of the GREEN+ project has proven highly effective at multiple levels, impacting individuals, families, and communities positively. Beneficiaries have embraced sustainable practices such as tree planting and plastic waste sorting, leading to cleaner environments and increased income generation. Additionally, innovations like briquette making have offered win-win solutions by reducing charcoal consumption, saving expenses, and contributing to environmental preservation. Overall, this component has garnered widespread support for its tangible environmental and economic benefits. However, there is a need to improve waste management (particularly in Uganda) because the wider non-beneficiaries are still littering the environment with plastic waste.

Conclusion 5 (Based on findings 11 and 14): The VSLA component has proven highly effective at the individual and family levels, providing beneficiaries with financial inclusion, savings, and credit opportunities, while also fostering social cohesion and positively impacting gender dynamics. Beneficiaries, staff, and stakeholders widely recognise its impact at the individual and family levels. VSLAs have empowered vulnerable families, particularly women in Uganda, by facilitating savings, access to credit, and assets and discussions on crucial issues including child protection. This financial inclusion mechanism has not only improved household finances but has also enhanced social cohesion and gender dynamics, making it a standout success in the program's implementation.

Conclusion 6 (Based on findings 12, 18 and 28): The disability inclusion component, while impactful for a limited number, needs to be expanded to reach a wider range of beneficiaries for more significant effectiveness and to address negative attitudes. While the project has empowered persons with disabilities with valuable skills and support, the impact remains somewhat restricted due to the small numbers reached. Yet, the project was slightly below the target for girls/boys with disabilities and critically vulnerable children receiving services than targeted. There is still a negative attitude towards persons with disabilities. To enhance effectiveness, future programs should focus on expanding the reach of disability inclusion measures to ensure a more significant and positive impact on a broader spectrum of beneficiaries.

Conclusion 7 (Based on finding 13-19): The project has demonstrated notable effectiveness in achieving its outcomes, with particular strengths in income generation, community structure establishment, and youth vocational training, yet some gaps remain in inclusivity and sustainability. The war in Tigray also affected the achievement of some of the targets. The project has demonstrated a commendable degree of effectiveness in delivering its outcomes. It notably succeeded in bolstering income-generating capacities among families through the adoption of green practices, enhancing vocational skills for youth, and extending access to social protection schemes. Family self-reliance exceeded expectations, with more families achieving self-reliance, particularly in Uganda. Furthermore, it excelled in the establishment and fortification of



community structures in addressing child rights violations and also yielded strong results. Additionally, the project's promotion of green practices successfully increased household incomes, but there is room for improvement in measuring women's and girls' socio-economic empowerment. Despite these achievements, the project faced certain limitations and areas where improvement is imperative. There was a notable gap in ensuring the inclusivity of children with disabilities and critically vulnerable individuals, which hindered the project from fully realising its objectives. Sustainability proved to be a concern, particularly concerning Key Implementing Partners (KIPs), as they could not attain the necessary financial and organisational sustainability levels, primarily due to external factors like COVID-19. In addition, challenges persist in ensuring consistent access to healthcare services and school attendance. Additionally, there were challenges in effectively measuring the socio-economic empowerment of women and girls, which calls for refined measurement techniques. The war in Tigray had a notable impact on target achievement, particularly in Ethiopia, where self-reliance goals fell short by 15%, and KIPs' financial sustainability objectives were not fully met. While the project significantly contributed to empowering children, youth, and families, there remains an opportunity to fine-tune its focus on marginalised groups, particularly children with disabilities. While the health target was achieved in Ethiopia, it was lower by 9% in Uganda.

Conclusion 8 (Based on findings 20 and 21): Unforeseen disruptions from the COVID-19 pandemic and the war in Tigray, coupled with gender-related challenges hindered the programme's effectiveness. The program's effectiveness in Ethiopia and Uganda faced both commonalities and distinctions in hindering factors. In both countries, the unforeseen disruptions caused by the COVID-19 pandemic and the war in Tigray strained budgets, inflated costs, and impeded project activities. However, Ethiopia experienced a more significant setback, with a 15% shortfall in self-reliance targets due to the war. In terms of income-generating activities (IGAs), both nations encountered challenges related to inadequate training, gender norms, and project suitability. Cultural restrictions and resistance from male family members limited women's participation in IGAs, impacting their success. Additionally, missed opportunities to support women's unpaid care work were evident in both contexts, with the program not adequately emphasising time-saving initiatives.

Conclusion 9 (Based on finding 23): The programme has effectively heightened community awareness and garnered robust support for environmental protection, leading to positive attitudes and behaviour changes among participants. It has effectively cultivated positive attitudes and behaviours towards sustainable practices among community members in both Ethiopia and Uganda. Through a comprehensive approach that includes education, training, and practical solutions, the programme has empowered caregivers, volunteers, and youth to proactively engage in environmental protection efforts. Furthermore, innovative strategies such as urban gardening have not only addressed immediate food security challenges but have also gained broader recognition, including government involvement. These achievements underscore the program's substantial impact on fostering community awareness and garnering support for environmental preservation.

Conclusion 10 (Based on findings 24): The programme has effectively raised community awareness and garnered strong support for child protection and care,



but greater male involvement is needed for comprehensive impact. It engaged various advocacy strategies, including radio broadcasts, community dialogues, and local parliament sessions, reaching diverse community segments. Additionally, the involvement of children as active stakeholders and advocates has been a significant success, empowering them to champion their rights. However, there is a recognised need for increased male participation in child protection efforts to further enhance overall effectiveness, as caregivers highlight the importance of collective action, particularly, men's greater involvement in training, in ensuring children's well-being.

Conclusion 11 (Based on findings 25, 26, 27, 28): The measures to address gender equality and disability inclusion have demonstrated moderate effectiveness. The EMB and PfR approaches have been instrumental in preventing child maltreatment and gender-based violence and improving men's role in child care and protection, although challenges persist. Engaging Men and Boys (EMB) and Parenting for Respectability (PfR) have played pivotal roles in transforming gender norms, reducing gender-based violence, and empowering caregivers. While progress is notable, challenges such as gender-based violence and negative attitudes toward disabilities persist in both countries. In Uganda, EMB's impact is particularly prominent, fostering equitable responsibilities. However, challenges such as gender-based violence and negative attitudes towards disabilities persist. Further efforts and prioritisation in future phases are vital for addressing these ongoing challenges and enhancing the overall effectiveness of these measures.

Conclusion 12 (Based on findings 29): The green economy, innovation incubator and gender equality initiatives to a larger extent used methods with meaningful active participation of beneficiaries. However, factors such as time poverty, low self-esteem and confidence limited active participation. The project has demonstrated a commendable commitment to meaningful beneficiary participation, particularly in the green economy and gender equality initiatives. Participatory methods like community mapping, dialogues, coffee conversations, and demonstration gardens have effectively engaged beneficiaries, fostering ownership and knowledge sharing. One good practice approach was the Participatory Training Approach, which was adopted in the GDI Analysis training and coaching sessions. However, there's room for improvement in maintaining consistent and inclusive participation, addressing conflicts within groups, and overcoming barriers faced by marginalised individuals. To enhance the use of effective participatory methods, the project could focus on capacity building for facilitators, ensuring the inclusion of underrepresented groups, and addressing conflicts promptly to create an even more participatory and empowering environment for beneficiaries.

Conclusion 13 (Based on findings 30 and 31): The most effective KM and learning activities included targeted training activities that were directly applicable to the project's implementation but some KIPs did not know what KM meant. The evaluation underscores the effectiveness of knowledge management and learning activities, particularly through collaborative efforts with project participants. Targeted training initiatives, such as gender learning, Result-Based Management (RBM), and Project Cycle Management (PCM), have proven highly effective in enhancing participants' knowledge and skills, thereby strengthening project implementation through collaborative learning. However, challenges to effectiveness persist, including staff turnover in Uganda and



disruptions caused by the war in Mekelle. Collaborative strategies are needed to address staff turnover, such as implementing contractual commitments to retain staff to ensure its continued effectiveness in future project phases.

Conclusion 14 (Based on findings 32-34): Effective child protection embedded in community structures, empowered VSLAs, and strategic collaborations have the potential for sustainability in the next phase. However, some green activities should be stopped or refined following a context analysis and market assessment that also addresses loan procedures, knowledge uptake and community collaboration. The evaluation reveals that several approaches and interventions exhibit substantial potential for sustainability in both Uganda and Ethiopia. A key factor is embedding child protection within community structures, including Child Protection Committees (CPCs), which receive training and act as advocates for children's rights. Strengthening local government structures, capacitating stakeholders, and engaging formal and informal collaborations contribute to sustainability. Notably, Village Savings and Loan Associations (VSLAs), predominantly led by women, serve as promising community-driven initiatives, offering long-term financial sustainability prospects. While Uganda emphasises partnerships with child-focused agencies, Ethiopia focuses on linking community groups with Savings and Credit Cooperative Organisations (SACCOs). These approaches empower communities and underscore the potential for lasting sustainability. The findings suggest that interventions like solar cookers in Mekelle may need to be reconsidered due to their ineffectiveness during rainy seasons. Sustainable beekeeping in Uganda shows promise but requires additional knowledge and resources. Addressing youth's financial access and ensuring transparent loan allocation processes are critical aspects to consider when deciding which interventions to continue for long-term sustainability.

Conclusion 15 (Based on findings 35 and 36): The sustainability of the innovation incubator was hindered by: lack of market access and linkages, war, COVID-19, high inflation, limited budget, low capacity, theft and land access. Facilitating factors for sustainability in innovation incubator projects include an inclusive innovation committee that involves local stakeholders, self-selected ideas that boost participant motivation, and a robust knowledge dissemination mechanism. Collaboration with local partners and the replication of successful practices are vital for sustainability. However, several hindering factors pose challenges. Market access and linkages are crucial for economic empowerment, but many groups struggle with these aspects. War, instability, and conflicts disrupt project activities, and limited budgets, inflation, and bureaucracy hinder effective implementation. Access to land remains a persistent challenge, and unfavourable weather conditions and theft discourage participants. Addressing these barriers and fostering trust among group members is essential for enhancing the sustainability of innovation incubator projects. Budgetary inadequacies have a more significant impact in Uganda, emphasising the importance of securing sufficient resources for sustained success.

Conclusion 16 (Based on finding 38): There is still room to improve the sustainability of child protection by addressing corruption, bureaucracy, cultural barriers and training issues.



Sustainability in child protection initiatives is a complex interplay of facilitating and hindering factors, observed both in Ethiopia and Uganda. A proactive design approach, capacity-building, and exit strategies have been instrumental in promoting sustainability across both contexts. Local embeddedness and community engagement enhance ownership and monitoring efforts. However, shared challenges include corruption, bureaucratic delays, and limited follow-up, affecting the efficiency and quality of child protection endeavours. Negative cultural beliefs, particularly regarding children with disabilities, pose barriers. In Ethiopia, the additional hurdles of war and instability disrupt project continuity. Notably, Ethiopia emphasises financial sustainability through linkage with savings and credit associations. Effective strategies should acknowledge these similarities and distinctions to ensure enduring child protection initiatives.



7. Recommendations

Based on the conclusions stated above, the following recommendations are suggested. The actors responsible for (or who should be involved) for the implementation of the recommendations and timeframe for putting these recommendations into action are also suggested.

Recommendations	Time Frame	Actors Responsible/ Involved
Recommendation 1 (Based on conclusions 1 and 2): On th IGAs		
1.1 Conduct a market assessment to ensure any proceeds from IGAs can be sold and to identify IGAs (including green IGAs) that are in tandem with the urban context, where land and space are problems. Continue with green IGAs that are win-win as these are the most effective.	Immediate	SOS Uganda and Ethiopia, KIPs, government technical teams, and private sector
1.2 Under IGA projects, emphasise women's time-saving activities/products and the use of solar. Fuel and water and other unpaid domestic chores consume a lot of women's time - yet there are innovations out there that can help. For example, solar water pumps, wells and clean and efficient cookstoves . Micro enterprises for laundry (e.g. with foot-powered washing machines) and child care (e.g. see Kidongo model) are other ideas.	Immediate	SOS Uganda and Ethiopia, KIPs, government technical teams, and private sector
1.3 Complete a gender analysis of IGAs and develop a gender action plan: Consider childcare and aged care as IGAs as women's time poverty needs to be addressed. Consider gender roles, women's mobility restrictions, unpaid care and nighttime safety. Promote some non-traditional gender professions/IGAs.	Immediate	SOS Uganda and Ethiopia, local women's ministry
Recommendation 2 (Based on conclusions 2, 8, and 12): On gender equality and male engagement		
2.1 Strengthen male engagement strategies in all project activities that promote gender equality and positive parenting, including in VSLAs. Add gender focused models/components to PfR to specifically address women's time poverty and rigid gender norms such as GALS (Gender Action Learning System), Rapid Care Analysis,	Mid-term	KIPs, SOS Uganda and Ethiopia, community leaders, CSOs, local government offices, local women's ministry , VSLAs members



Social Analysis and Action (SAA). ²⁵⁶		
2.2 The project's nutrition component should be expanded and included in VSLAs as good childhood nutrition has long term benefits to individuals, families and nations. Teach men to take responsibility for the nutrition of their children.	Mid-term	SOS Uganda and Ethiopia, CSOs, local government offices (particularly health offices), VSLAs members
2.3 The next logframe should have a gender equality outcome statement and an indicator around women's empowerment.	Immediate	SOS M&E officers
2.4 Add a logframe indicator to improve gender equality in the workplace of SOS offices and KIPs. Measure it through Knowledge, Attitude and Practice (KAP) survey of staff in all offices and through a gender audit. Develop a workplace gender strategy for each office that counts and records staff numbers during interviews, recruitment, promotion and for travel and training disaggregated by sex, age and disability.	Immediate	SOS Uganda and Ethiopia, M&E officers
Recommendation 3 (Based on conclusions 3, 7, and 11): On child protection		
3.1 Expand the child protection component to include a focus on children with disabilities and the discrimination and abuse they face.	Immediate	SOS Uganda and Ethiopia
3.2 Conduct a child-only training and support the development of family emergency plans that can help children know what to do during emergencies.	Mid-term	SOS Uganda and Ethiopia, KIPs, local government and community structures
Recommendation 4 (Based on conclusions 8, 11, 14 and 15): On innovation incubator and youth vocational training		
4.1 Improve the quality of the trainers recruited for the innovation incubator, carefully monitor and evaluate their performance and link their payment to the beneficiaries assessment of their performance.	Immediate	SOS Uganda and Ethiopia, KIPs
4.2 Youth IGAs and youth entrepreneurship and vocational training need to add a	Mid-term	KIPs, local government offices,

²⁵⁶ This approach helps to engage the community to transform gender norms. SAA specifically forms a core group of power holders in a community to increase buy-in and support the scaling up of the adoption of new social norms. It was devised by CARE.



school-to-work transition strategy. Expand youth entrepreneurship and IGAs as youth want more. They also want to know how to access more finance, other business ideas, and employment opportunities. Vocational training can focus on green jobs. Promoting youth volunteerism as a way to help the community and add value to one's resume, hence should also be encouraged.		SOS project staff in Uganda and Ethiopia, TVET institutions, private sector - financial and training service providers
Recommendation 5 (Based on conclusion 7): On the project's healthcare component		
Mainstream the project's healthcare component. For example, nutrition can be covered in VSLAs and PfR activities and health can be covered under environmental protection and social protection. Link participants to the government health schemes such as CBHI.	Mid-term	SOS, KIPs, VSLAs, Local government offices
Recommendation 6 (Based on conclusion 13): On knowledge management and good practices		
6.1 Enhance the monitoring, learning and feedback mechanisms through the use of participatory methods and social accountability tools . These can include citizen score cards, public hearings, social audits, gender participatory budgeting. KIP can support the uptake of these tools. Social accountability tools can be built into the next project logframe.	Immediate	SOS Uganda and Ethiopia, M&E officers, KIPs, community and local government structures SOS beneficiaries, all stakeholders
6.2 Good practices should be more readily captured and shared and time for reflection and sharing of the challenges faced and lessons learnt should be routine. There are some differences in perceptions of effectiveness across levels and components that should be discussed and documented. Having a learning indicator in the logframe should continue.	Mid-term	SOS M&E officers, local government, KIPs.
6.3 More local cultural nuance and knowledge management around learning is needed to increase project effectiveness. Some KIPs could not remember KM and learning activities or did not understand what KM and learning included, suggesting the need to strengthen this project component. Ensure KIPs receive KM training and participate in learning activities.	Mid-term	SOS Uganda and Ethiopia, SOS M&E officers, KIPs
Recommendation 7 (Based on conclusions 4): On environmental protection		



<p>Expand environmental protection to be community-wide and embedded in community structures (like with child protection). The wider community disregard for litter and the environment is demotivating beneficiaries. Non-beneficiaries in the neighbourhood should also be encouraged to follow sustainable practices. Setting up a community action group around this issue (e.g. like a natural resource user committee) could be explored, along with other ways to embed environmental protection into community structures.</p>	<p>Mid-term</p>	<p>SOS Uganda and Ethiopia, KIPs, local government stakeholder, community members</p>
<p>Recommendation 8 (Based on all conclusions): General recommendations</p>		
<p>The project has done well to address some key issues and can now move to refine its approach. Certain components such as hand-outs and transport stipends should be reduced and others (such as a self-reliance approach) further developed to include community governance:</p>		
<p>8.1 Asset transfers are complex because they are needed for the very poor but can lead to dependency if not accompanied by government linkages and literacy (e.g. where to go to register land, for identity cards, for social protection, etc., how to find out about legal aid, school feeding/other eligible programmes/support, how to protect assets and make the most of loans, etc). Increasing an understanding of community governance and helping to network impoverished beneficiaries into community structures can assist to reduce dependency on the project.</p>	<p>Mid-term</p>	<p>SOS Uganda and Ethiopia, local government, KIPs.</p>
<p>8.2 Issues like children's school fees only being covered for a short timeframe and then stopped should be removed. Instead, SOS could try to influence the government to provide cash transfers to impoverished families with school aged children. It could educate parents on household budgeting and using any savings/sales towards educational costs. This could help parents to understand the return on investment from educating a child. It could link impoverished families to school feeding programmes, etc. In short, program more sustainable ways to have children's school fees covered without paying them directly.</p>	<p>Mid-term</p>	<p>SOS, SOS advocacy staff, KIPs, local government</p>



<p>8.3 Only persons with disabilities who require 'reasonable accommodation'²⁵⁷ should receive financial support to attend training/meetings, data packages, support for a sign language interpreter, or a visually impaired helper and a reasonable accommodation guide should be developed to guide the implementers.</p>	<p>Mid-term</p>	<p>SOS Uganda and Ethiopia, KIPs, local government, persons with disabilities</p>
<p>8.4 On-the-job counselling should be encouraged if people cannot afford time off work to attend meetings. An assessment of the best time to hold meetings and the location in order to reach the largest number of beneficiaries should be mandatory.</p>	<p>Mid-term</p>	<p>SOS Uganda and Ethiopia, KIPs, time-poor beneficiaries</p>
<p>8.5 Mainstream a 'do no harm' approach and strengthen ADA's human rights based approach.</p>		
<p>8.5.1 Some women mentioned being unable to act on the lessons from the project because the husbands did not also have their awareness raised. While the project has a GBV component, it can strengthen its preventative and do no harm approach. Do no harm guidelines can be developed along with pocket guides (with information of where to go for support and what constitutes GBV, and supporting the 16 days of activism and reclaiming the night activity at the community level.</p>	<p>Mid-term</p>	<p>SOS Uganda and Ethiopia with advocacy staff, KIPs, local government</p>
<p>8.5.2 Time-use surveys should be a baseline indicator in the next logframe to ensure a do-no harm approach, along with effectively measuring the socio-economic empowerment of women and girls.</p>	<p>Immediate</p>	<p>SOS Uganda and Ethiopia with M&E staff</p>

²⁵⁷ In the [Convention on the Rights of Persons with Disabilities \(CRPD\)](#) "Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."



8. Annexes

Annex 1: Sample distribution

Table 1: Sample distribution by stakeholder and research method

Respondents	KII	Focus Group Discussions		Change workshops	Walks/ maps	Case studies	Online surveys
		Male	Female				
Donor agency	1						
Local Government stakeholders or community leaders in case of Mekelle	4 (1 per location, 2 per country)			X			
SOS staff involved in the project at the national level	2 (1 per country)						10 (5 per country)
Project team (SOS in local office)	4 (2 per country, 1 per location)						10 (5 per country)
Key Implementing Partners and Community Structures	4 (1-2 per location = 2-3 per country)			X	2 (1 per country)		16 (8 per country)
Project participants <i>children</i>		4 (1 per location)	4 (1 per location)				
Project participants <i>youth</i>		4 (1 per location)	4 (1 per location)	X		4 (2 per country)	
Project participants <i>parents/caregivers</i>		4 (1 per location)	4 (1 per location)	X	2 (1 per country)	4 (2 per country)	
Innovation incubator <i>FGD</i>		2 (1 per country)		X			
TOTAL	15	26		4 per country (2 per location)	4	8 (4 per country)	25



Table 2: Sample distribution by stakeholders and gender per country

	KIIs		FGDs		Community change workshop		Walk/ maps		Case studies		Online survey	
	F	M	F	M	F	M	F	M	F	M	F	M
Donor Agency	1											
Ethiopia												
Local Government stakeholders or community leaders in case of Mekelle	1	1										
SOS staff involved in the project at the national level											1	8
Project team (SOS in local office)		2										
Key Implementing	1	1					1	1				1



Partners and Community Structures													
Project participants <i>youth</i>			19	18	19		19				1		
Project participants <i>parents/caregivers</i>			19	15					3				
Innovation incubator <i>FGD</i>			9										
Project participants <i>children</i>			14	12									
Total (Ethiopia)	2	4	61	45	19		19	1	1	3	1	1	9
Uganda													
Local Government stakeholders or community	1	1											



leaders in case of Mekelle												
SOS staff involved in the project at the national level	2										2	5
Project team (SOS in local office)		2										
Key Implementing Partners and Community Structures	1	2			20	19		1			4	4
Project participants <i>youth</i>			9	7						2		
Project participants <i>parents/caregivers</i>			20	19			1		2			
Innovation incubator <i>FGD</i>			7	4								



Project participants <i>children</i>			18	18									
Total (Uganda)	4	4	54	48	20		19	1	1	2	2	6	9
Grand Total	7	8	115	93	39		38	2	2	5	3	7	18



Annex 2 : Case Studies

The main objective of the GREEN+ project was to support the socio-economic empowerment of children and youth as well as their families focusing on those residing in poverty pockets and marginalised communities. The project sought to empower the beneficiaries (i.e. bring significant changes in their lives) by:

- Increasing their income generating capacity;
- Enhancing their access to social protection support and critical support to engage in IGAs;
- Developing market relevant skills and capacities as well as enhanced access to income generating opportunities;
- Strengthening community structures to support quality child care and protection;
- Promoting inclusive participation in community decision making; and
- Improving learning and knowledge management.

The following case studies present instances of most significant changes brought about by the GREEN+ project, according to respondent beneficiaries.

Case 1 (Mekelle): A Vulnerable Orphan Family Economically Capacitated

This beneficiary is a 21 years old male residing in Mekelle city, Ethiopia. He has two sisters. His older sister has a physical disability and cannot work while the other one is young (11 years old). Their father left them no property (except an old house where they lived) when he died some years back. They were subsisting on the little income their mother was obtaining from working in a hairdressing salon. Even that little income was gone when their mother fell ill for two weeks and subsequently died in July 2019. The now 21 years old boy was at school at that time - he was not working.

Getting daily meals became a serious problem for this orphaned family. The breaking of COVID-19 and a war between the Federal Government and the Tigrayan Forces made working and trading even more difficult. This family lived in a very old house whose ground was damp or flooded during wet seasons. The house was very cold.

It was in this situation that an SOS staff went to their house and informed the boy that the GREEN+ project can help him. The project obtained the list of this family from the kebele because the family was already registered as an orphan family. Initially, he doubted if this was real but joined the project as a beneficiary.

The project helped him build a new house by providing half of the iron sheet for the building. The project also provided him with a loan of 10,000 ETB (163 EUR per current exchange rate) to enable him start a business. He also got training in business skills from GREEN+. He bought two bulls for 4,500 ETB (EUR 74) each and started a fattening business. Having fattened and sold the two bulls, he bought four bulls for fattening. In addition to fattening, he started a baking and a farming business.

The GREEN+ project provided him with a pump to water his vegetables and he got land from the government where he started producing cucumbers and lettuce. The lease agreement for the land is being extended by the government for up to ten years. Because of the training provided by the project, he managed to also grow avocado and papaya seedlings.



The project enabled him to support his sisters - the one with physical disability could not work and the other one was too young to work. He helped his sisters and paid their school fees. His younger sister graduated with a degree in computer science and he also opened a shop for her but she could not continue because she got sick.

He said that the GREEN+ project brought significant changes for him. It helped him learn how to work and save money; take care of his family; and how to make a business plan. Apart from material benefits, the project brought enduring change in his perception. A key lesson he learned was about entrepreneurship: "I learned a lesson about entrepreneurship. Positive change comes by the work you create, not by what comes." He said that he learned to invest money and not just expend it for family consumption. According to him, this was a key lesson that brought a mindset change for him: "What I did is instead of buying food, I bought 3 chickens from 2000 ETB (EUR 33) that I got from SOS. Then I managed to get 3 eggs a day. I can use it for breakfast, lunch and dinner. Or I can sell the 3 eggs in exchange for bread. I learned that if you work with this kind of mindset, you will not go hungry and you can get through problems." He said that he learned how to combine his energy, knowledge and money to start a business. His success even influenced two of his friends, who started a cattle fattening business like him.

He said that the project gave him hope and boosted his morale. He said that he would have progressed further had it not been for the war. He said that the key programme element that lifted him up was the loan.

He had some advice for the project, expanding loans for project beneficiaries is key, along with being clear and consistent about the project benefits and conditions to receive benefits. He explained, "... they [project staff] told me that they would give me an additional loan to expand my business but they did not do so. When this did not happen, this left me feeling desperate ...". The project also promised to help his disabled sister to get medical treatment by covering her medical expenses but it was not implemented for the reasons that he did not know. His sister said that the support was not happening because of him.²⁵⁸ This created a bad relationship with her and made her hopeless.

Case 2 (Mekelle): Shock-Proof Female Headed Household

This beneficiary is a 48 years old female head of a household. She had three children. She did not have any savings and anything she worked for was subsistence. She was struggling to pay house rent and to cover school fees for her children. She was working hard to survive.

One day, the GREEN+ project coordinator and a staff member visited her house and registered her. She heard about SOS and that they were supportive but she did not trust the project staff at first. Later on, she acknowledged, the project proved to be useful for

²⁵⁸ The respondent did not explain why his sister thought that he was the cause of her lack of support. The evaluators assume that this may be related to the fact that the respondent has managed to produce good income from the project, and that the project staff might think that he could finance his sister's medical expenses.



her family.

The project provided her with training and a loan to start a business. The project also trained one of her daughters in hairdressing. She was given the necessary information, training and experience to start a business. The project provided her with a loan of 5000 ETB (82 EUR as per the current exchange rate) as a start-up capital. She was not happy with the amount because others took between 10000 and 20000 ETB (164 EUR - 327 EUR): "I asked them why they underestimated me. They told me it was because they are short of budget. I used that loan and started this mini-shop. I spent a little bit on the items and the money was not wasted. I am still working in it [the mini-shop]."

She said that even the small loan she took made a significant contribution for her family. The loan enabled her to start a business, which helped her family to survive hardships. She also started a bread baking business. Above all, the food aid the project provided during the war was so crucial to fulfil family needs and protect her mini-shop business from shocks. Had the food aid not been there during the war, she said, the minishop would not have survived.

The breaking out of the war made her stop her businesses. She said: "The war made it very difficult for us to work. The price of the items skyrocketed. The war took us back. It was so difficult even to describe." She was aspiring to have a big shop filled with the necessary commodities when the war broke out. The war destroyed this dream: "We would have reached a great level but the war destroyed everything."

The project gave her relief assistance during the war and brought shoes for her children. She said that the project brought significant changes for her family because it saved her and her family from famine during the war. Her daughter was stressed and anxious following the closure of school due to the war. But SOS provided training for her son and daughter which helped them to be hopeful, persistent and aspire to start a new job. Her eldest daughter also got a career because of the training provided by the project.

"I still have a hope that I will grow my shop. I have plans to expand this shop with the help of God. In addition, my daughter has been trained in hairdressing. She is now employed. We are planning to have our own hairdressing salon." Though the war negatively impacted her business, she learned that it is possible to start small and grow.

She also witnessed the case of a girl who was also a project beneficiary and managed to come out of stress and supported her sick mother: "There is one girl I know who is involved in the project. She was trained and worked with my daughter and now cares for her mother. Her mother has health problems and stays at home. This girl was under anxiety associated with her mother's case. However, after she took the training, she started a new job. Now she is able to cover her family expenses. She puts her mind to work and now she is free from anxiety."

For the future, she recommended that the amount of loan should be increased. Currently, she could not buy some items (e.g. sugar and coffee) for her shop because they are expensive and increasing the loan serves to alleviate this problem. She also said that there was a plan to group the youths and provide them with loans to start a business, and if implemented, the youth can make a difference quickly.



Case 3 (Mekelle): NEXUS Enables Striving within Challenges

The Tigray region was under total siege from June 2021 until the recent peace deal. As a result the region was hit by a soaring inflation ranging up to 400% on food items due to a lack of supply of basic goods and services. As a result, more than 80% of the seven million people of the region were under dire food need and around one million of them were under famine.

In this context, GREEN+ project co-workers designed a NEXUS approach and accomplished many results by implementing many activities. To begin with, the project widely introduced household gardening in collaboration with stakeholders to sustainably solve the food insecurity of target families and their children. The project provided more than 16,000 vegetable seedlings for more than 181 target caregivers along with training. The beneficiaries successfully practised backyard gardening of spinach, tomato, lettuce, Madagascar bean and pepper by planting them in plastic and other containers. Consequently, 60% of those involved in this backyard gardening managed to generate income and /or feed their families with supplementary foods. The Tigray Agricultural Bureau developed a mobile application that supported urban agriculture technically and theoretically. The project also established partnerships with different stakeholders in the process of implementing household gardening. Many people and stakeholders took lessons from this practice and engaged in backyard gardening.

The project also provided seed money to caregivers who already terminated their former businesses in the midst of the difficulties and re-engaged them in petty trade. They were also provided emergency food support and business skills training. Consequently, 100 caregivers were able to engage in petty trading such as selling giba (a local wild fruit), ground nut, sewa (local drink), vegetables, sesame, flax, etc. These beneficiaries were able to at least bring a loaf of bread for their children, which was key for their children's mental satisfaction and to reduce stress.

Furthermore, the project was also engaged in development works under difficult situations. The project managed to graduate 18 female youth and provided short term vocational training in women and men hair style. As a result, 13 of them started generating an average daily income of 250 ETB. Similarly, five target households and youth (one male and four females) started generating income using solar cooker machines. Some of them are engaged in small cafes and others are engaged in selling roasted groundnuts.

The NEXUS approach proved useful to enable communities in disaster situation transit from emergency to development. This approach can be considered in a similar situation where it is necessary to ensure transition from emergency to development.

Case 4 (Hawassa): A Woman Had Her Child Taken Care of by SOS

This woman was living in a rural area before she came to Hawassa city. While in the rural area, she was raped and gave birth to a son. She left the child in a rural area and came to Hawassa. She attended her education until grade nine but dropped out because her



family did not encourage her.

In Hawassa she lived with a group of friends by renting a house. She married a driver and gave birth to a son in Hawassa. Unfortunately, her husband died from a car accident only three months after she gave birth to her son. He did not introduce her to his family and relatives while he was alive and she was left without support. She went to Hiwot Birhan Church with her child because the church was providing daycare services for working mothers. While she was using this service someone informed her about an SOS programme that supported females. The SOS was supporting people like her who do not have a place to leave their children and go to work. She was informed by the SOS people to first get registered at the kebele and return. She got registered and was able to bring her child to SOS. She dropped him off there at 8AM and took him at 5PM. She used the daycare for six years - until her boy finished kindergarten. Her son is now 13 years old and attending grade six.

People won't let her work while holding a child and that was very difficult for her. It was difficult for her to pay the house rent. There were times she hid herself not to be asked for house rent by the landlord. She could not get support from her husband's family because she did not know them.

She joined a savings and credit for mothers organised by SOS. She got a loan. She started a small business using the loan such as selling charcoal, wood, chilly and injera. As she managed to make a profit, she rented a better house for living. She used to live in a very small house. She returned her loan and took another loan because the business was profitable. As a result, she said, "Glory to God we started living good. God knows about the future." Recently (since two months ago) she joined the urban safety net programme where she is paid 900 ETB (15 EUR) after tax.

She said that the training provided by SOS increased her knowledge, particularly about how to raise a child, child care and how to save and use money. She said that she learned a lot of skills but could not implement them due to lack of financial capacity. She said "These days you can't be successful without having great financial strength... Now if you have some good knowledge and ideas and no money, it does not help you at all. Because money plays a great deal here." The money she took from credit and savings only helped to cover her daily necessities. She did not have enough money for starting other businesses and she said that the knowledge and skill from the training will be useful for the future.

From all the services she got from the project, she mainly appreciated the child care and saving and wanted these to continue. She said that child care is very important because it is important for child mental health development. She is not insulting or punishing her son after she took training. She wants her child to succeed in his education. She said that the project trained them: "They taught us well when children make mistakes telling them what they have done wrong rather than insulting or hitting them."

She said that she learned a lot of new things from the project. The training helped to raise her child responsibly. The training helped her to manage her emotions. When a child makes a mistake, she said, "you don't have to insult, yell, or hit them, rather you have to explain to them about what they did wrong." She said that she has a great



relationship with her son.

The training should continue for those newly coming project beneficiaries. The GREEN+ child care, saving and ways of living should continue. She said that she will not need the programme support once her son graduates.

Case 5 (Hawassa): Psychosocial Support

This beneficiary was a resident of Hawassa town. She was raped by her uncle and did not tell anyone because she was ashamed of the issue. The incident scared her and left her with psychological trauma. Due to this, she started smoking, chewing khat, and drinking alcohol. She became an addict and eventually became a sex worker.

She knew about the SOS programme before becoming a beneficiary. She was in the SOS building during the COVID-19 pandemic where she spent seventeen days. Most people thought she was crazy because she was speaking loudly when she was upset and often talked to herself. She did not take care of her hygiene and the way she dressed herself. The project provided her with psychosocial support/training and integrated her with the society. The project assigned her someone from Hawassa University whom she told her stories to in detail and got counselling. The psychologist diagnosed her and she started to feel normal.

She used to hit her children firmly and used to fight with people. Now she stopped those behaviours. She said that the training and the psychosocial support helped her to bring these changes. She also changed the way she dresses herself and keeps her personal hygiene and the personal hygiene of her children. She said that SOS helped her learn to take proper care of her children, herself and how to do business and save money.

She had some advice for the project:

- SOS should strictly examine the person to whom they are proving a loan. She has difficulty paying her loan back.
- She commented that SOS provides a house to other beneficiaries in cooperation with the municipality and wished to have one but does not know how these things are decided.

Case 6 (Fort Portal): Orphaned Boy is Educated

This beneficiary was a 16 years old male residing in Fort Portal, Uganda. His father died when he was still a child. His mother took care of the family for a while after which she fell sick and died. Then his grandmother came to look after the family for a while. However, his grandmother also died. As a result, the family (five persons) could not get food to eat. A relative from his grandmother's side took two of his siblings to educate them. Three family members remained at home. His elder sister was unable to speak or hear and the youngest one is in school.

He recalled that he joined SOS when he was still young. He said "My mother was the first to join SOS, my grandmother would take us to attend training organised by SOS.



SOS promised to support us in our education. Thus, SOS started supporting my education together with my siblings.” SOS helped him by paying his school fees. This boy once decided to drop out of school and support his younger sibling, and because he did not have scholastic materials, clothes and salt. He wanted to get these materials by working. However, a village elder intervened and stopped him from leaving school.

SOS paid his school fees but he still had to feed himself. He said that SOS taught him how to look after his crops and sell them at reasonable prices. They also taught him how to handle and invest money reasonably. SOS taught him how to properly plant maize and grow vegetable gardens. He said that his peers saw what he was doing and wanted to partner with/befriend him. He learned to avoid bad company and worked hard from the SOS project.

He is grateful for the support but he needs to leave school: “I think about home needs and school as well. I cannot manage to handle both.” He said that there is no lesson he learnt about education from the project but he learnt to work. He said that he needs support so that he and his sister can go to school. In fact, SOS is paying his school fees, but he needs to earn money to feed himself and his sister. This is why he will drop out of school.

Case 7 (Entebbe): A Boy Trained in Welding Increases His Income

This beneficiary is a 25 years old male residing in Entebbe, Uganda. He lived with his mother. He always had the interest to attend training in welding but his mother could not afford to finance him. So, he started brick laying.

One day, SOS staff members visited the area where this boy lives and talked to his mother. They told her that SOS can support the training of her boy in the field he likes and that he will be provided with the necessary materials to start a job after the training. His mother told him about this news. He did not believe that the SOS people were serious about it but started the training in welding. The project paid for his training in welding. The training went well and the project people provided regular monitoring to see his progress.

The project also taught him about environmental protection and money saving. He now saves money as a result of the training. He explained that SOS is the only organisation that has helped him. He was able to get a job because of the training. He now pays the tuition fee for his siblings. He has rented a house and can pay the rent. He is supporting his mother by providing food and clothing to the family.

He said that this change is very significant for him: “... if it was not for this change, I wouldn’t be here. It fought the laziness in me. I am now saving to buy a plot of land and so many other necessities.” According to him, it is not only the training that brought change in his life but also the provision of necessary materials for his welding job. The provisions were key to creating a space from where he started. He said that he learned how to diversify his income sources because the project taught him not to have just one work but learn to create jobs.

He is now a role model in the village. His friends learnt to be productive and



hardworking from him. Most of them have also learned how to save money. He recommended that community training about life necessities such as hair dressing, farming and money generating should continue.

Case 8 (Entebbe): GREEN+ Project Turns the Life of a Single Mother Around

This beneficiary is a 36 years old female residing in Entebbe, Uganda. Life was so hard for her and her children that they could even sleep hungry. She did not have money and could not sponsor the education of her children, or pay rent. They lived in a house they made from polythene bags like they do in refugee camps. She sent her children to work in the barracks so they could have something to eat. Despite this, there were times when they would collect leftover food from the rubbish pits, clean it and then eat the food.

A man passing through her village asked her if she was interested in learning about children. She thought this man would sponsor her children because the man and others accompanying him had papers in their hands, so she agreed to participate.

She became a GREEN+ project beneficiary. The project also taught her how to save and introduced her to a savings group. She started saving with the group and finally managed to buy a pig. The project gave the family mattresses, blankets, clothes to wear, a bed cover and bed sheets.

She said that the project gave her the “wisdom on how to survive, nurture my children despite all the challenges.” For example, she learnt how to maintain self respect as a mother. She was also trained in hairdressing and generating income. The project gave her a salon and all the equipment that enabled her to start hairdressing. She also started silverfish selling which helped her to increase her income. The businesses changed her life and she no longer lacked food.

The project also gave them 40,000 Uganda Shillings (EUR 9.6) for building a house. Apart from SOS, other people also helped her in the process. A policeman helped her by providing a piece of land for cultivation. A woman helped her by providing her with a waist belt when she suffered from back pain. Consequently, she no longer went to the barracks to search for food and she managed to build a new house.

This beneficiary confessed that she used to be a very rude and mean person to the extent that she hated one of her kids because she was from a different father to her other children. She used to punish her by giving her heavy work. However, this resulted in her other children ending up fearing her. The project taught her that punishing children creates a gap between parents and children. She said that she learned how to properly raise her children. Her children can openly talk to her unlike in the past. They never fear her like they used to. She learned proper family management.

She said that the project brought back love in the family and has brought honour to her family. She said “My children are a living example everywhere they go and also in school. I now have enough food. I do not lack anything in my family. We no longer go to beg or even pick food at the rubbish pit. Medicines were expensive but now they are affordable.” She has friends and she gets money from what she does and plans to



expand her business.

The change brought about through the help of the project was significant for her. It turned her life around. She no longer feels sad. She learned how to farm and save money and now has enough food to support her family. She learned how to behave around people especially in speech, actions, appearance, and how to communicate well. She learned how to love again. She learned how to work in cooperation with family members and friends. She feels that the support made her an example for other mothers. Once she attempted suicide but now she advises families and children who are in the same situation she was in.

She recommended that child protection services, proper hygiene management, and gender equality programmes should continue and that HIV positive people should be provided with more medicine.

Case 9 (Fort Portal): Project Intervention Stopped Gender Based Violence

This beneficiary is a 46 years old woman residing in Fort Portal, Uganda. She had been facing violence from her husband for a long time. Her husband was jealous and beat her. He would beat her and she slept outside without clothing.

She was sitting in her house and crying when people she did not know suddenly knocked at her door. They were staff members from SOS. The men told her that they were invited to her home by the chairman of the village. They asked her to tell them what bothered her, encouraging her not to be afraid or to feel ashamed. She felt happy and told everything to the SOS staff members. She explained her problems to them sobbing. They comforted her and told her that she should go to the Community Development Officer (CDO) to explain her situation and that it would not cost any money. They provided her with a piece of paper to present to the CDO.

The SOS made her explain her challenges in a meeting with the CDO where her husband was also in attendance. After that, her husband started to stop his habits of beating and making her sleep outside the home. She would run to the LC (Local Councils) when something went wrong. Then the CDO would call her husband and warn him. Finally, her husband stopped abusing her.

The change was brought by the project. Previously, she ran to the village committees for assistance but the committees failed to listen to her. She said that the committees failed her. But the SOS provided her direction and she reported her case to the LC, which called her husband and her for a meeting. During the meeting, SOS taught her husband that he would be in trouble if he beats her again, which he subsequently stopped. Having heard what this woman reported during the meeting with the LC, her husband got scared and stopped violence against her. She said that she spent 18 years with her husband without having a sensible conversation with him. It is now three years since she started having peaceful discussions with him - as a result of the project intervention. She also managed to discuss with him and had him construct a decent house for her. She also started training and got money (about 30,000 shillings), which she said would

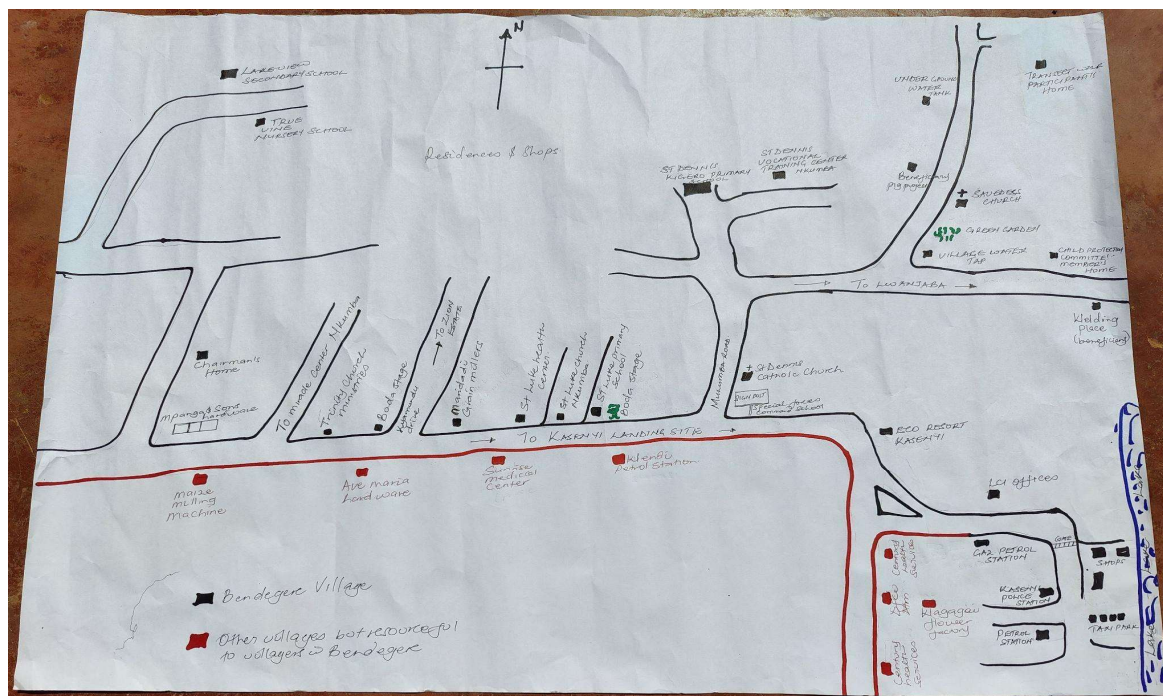


not have happened had it not been for the SOS project intervention.

The project enabled her to change the way she thought. She is now proud of her family and home because of the SOS project. She said “My thoughts have changed. I can now think about the future.” She said that being timid can bring problems: “When I was told to speak up without feeling timid even in the presence of my husband, I did so and I was able to get assistance. The moment I stopped feeling timid, I was able to get peace.”

She recommended that the project should work on enabling people to express themselves without fear. She has taken it upon herself to counsel couples facing the same problem as hers. There is a lack of support available to families with psychosocial issues.

Annex 3: Transect Walk Maps



Map 1 - Uganda

From the top right of the page, clockwise till the top left corner (Lakeview Secondary School)

1. For clean water, the community has **an underground water tank** that harvests water from the rain. And there is also **a community water tap** where people go to get water at a small price of 200 UGX for a 20 litres jerry can.
2. Welding Place - Bendegere community is a fishing community and the majority of the residents earn a living from work related to fish. The youths that were facilitated to gain skills in **welding, tailoring, salon** and the like have also set up



their businesses within the community.²⁵⁹

3. **Child protection Structures** - SOS helped the community set up a committee of role model men and women who are the ones involved in settling cases related to child protection. These have a chairman, and it is at the **role model chairman's home** that they hold their meetings and where cases regarding children are settled.²⁶⁰
4. **Government primary schools** where the children in the community go for education in Bendegere-Nkumba. **St Dennis Kigero primary school** is a Catholic based school and **St Luke is a Protestant based school.**

In St Dennis Kigero Primary school, SOS set up **ramps** to ease access to classes for **children with disabilities** and also there were **green gardens** to improve on children's feeding.

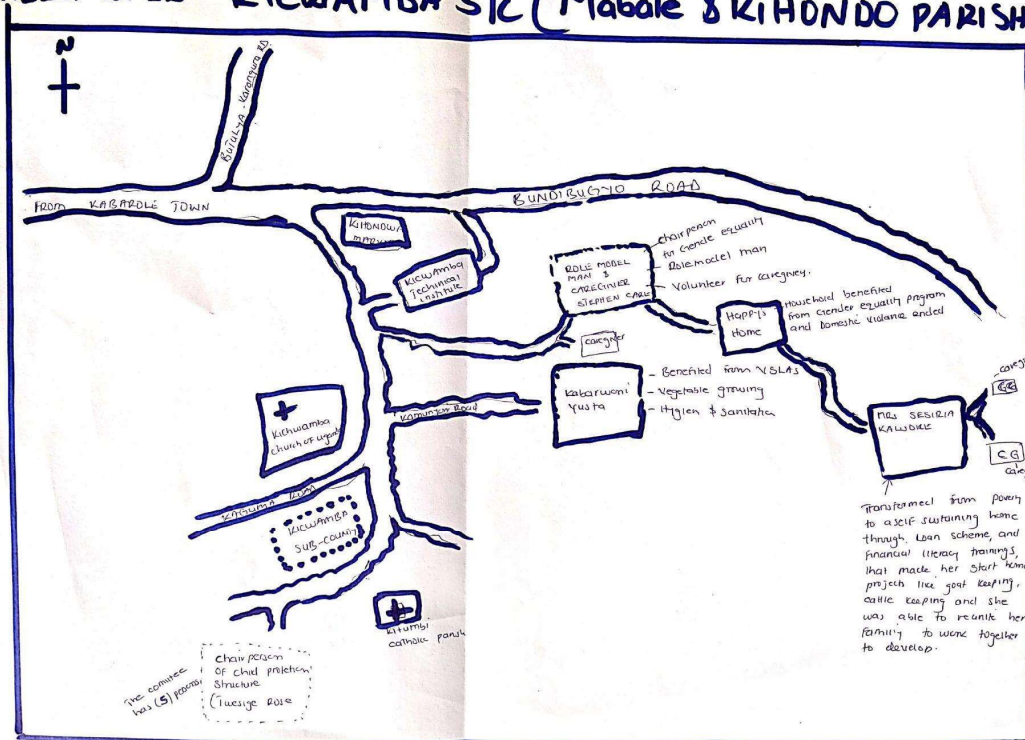
5. Next to St Dennis Kigero primary school is **St Dennis vocational training school** that helps to train children that dropout of school with vocational skills. The community also has religious units where people go for their prayers; **St Dennis Catholic Church** and **St Luke church**. There are also a number of churches of the other Christians like **Miracle centre, Trinity Church ministries** and many others that did not have names.
6. **St Luke Health centre II**, which is a government health facility where people go in case they are sick. However, the facility does not have a theatre. So, in case of an operation, the community members will have to go to the neighbouring village to Century health services or run to Entebbe government hospital.
7. **Lake view secondary school** - a private secondary school that offers secondary education for children that are able to continue with their education.

²⁵⁹ Within the community is the **Maridadi maize millers factory** that employs a number of the youths. Some of the youths are into **boda riding services**. Also, some youths are employed in the **Wagagai flower factory** in the neighbouring village.

²⁶⁰ In case the role models fail with the case, they will involve the village **LC1 chairman and his committee**. Some cases are handled from his home, while others are handled at the **LC1 offices**. In case the LC1 fails to settle the case, then the **police at Kasenyi** are involved.



TRANSECT WALK - KICWAMBA S/C (Mabale & KIHONDO PARISH)



CS CamScanner

Map 2 - Kicwamba - Uganda

From the bottom left of the page, clockwise till the bottom left corner (Mrs Seriria Karusoke's House)

- 1- Sherasha office is one of the KIP of Kicwamba sub county that Implements Green + project with funding from SOS.
- 2-Twesige Rose's office as the chairperson of the Child protection Committee established by Sherasha with Funding from SOS, the committee has 5 persons.
- 3- Kabarwani Yusita's permanent house constructed through the loan scheme, and through the financial savings of VSLA scheme, she also grows backyard gardens taught by SOS and her income has improved.



- 4- Role model man and Caregiver Stephen Care. He is the chairperson for gender equality and a SOS volunteer and caregiver.
- 5- Happy's home that suffered domestic violence but through the services of the role model man and gender equality training from the role model man, the family was reunited again.
- 6- Mrs Seriria Karusoke who benefited from SOS economic empowerment, i.e. the loan scheme, the financial literacy trainings, she was able to start goat keeping, cattle keeping, VSLA savings, vegetable farming ,she was able to construct a new home with an ecosun toilet. Through the PFR program she was able to reunite her family to work together



Map 3 - Mekelle, Ethiopia

From the bottom left of the page, clockwise till the top left corner (Innovation Incubator)

1: Government Social Affairs office: This is a key government implementing partner office. Green+ project receives necessary policy support and an enabling environment to contact beneficiaries. Green+ beneficiaries receive public service on child protection, Protection against gender based violence and etc.

2: CCC office: Green+ project strengthened Community Care Coalitions (CCC) and provided support on photocopy and other internal income generation activities. There is also SACCO within the CCC office. The SACCO is called “AyniBirhan”, where Green+ project beneficiaries receive saving and credit services. Green+ project also provided

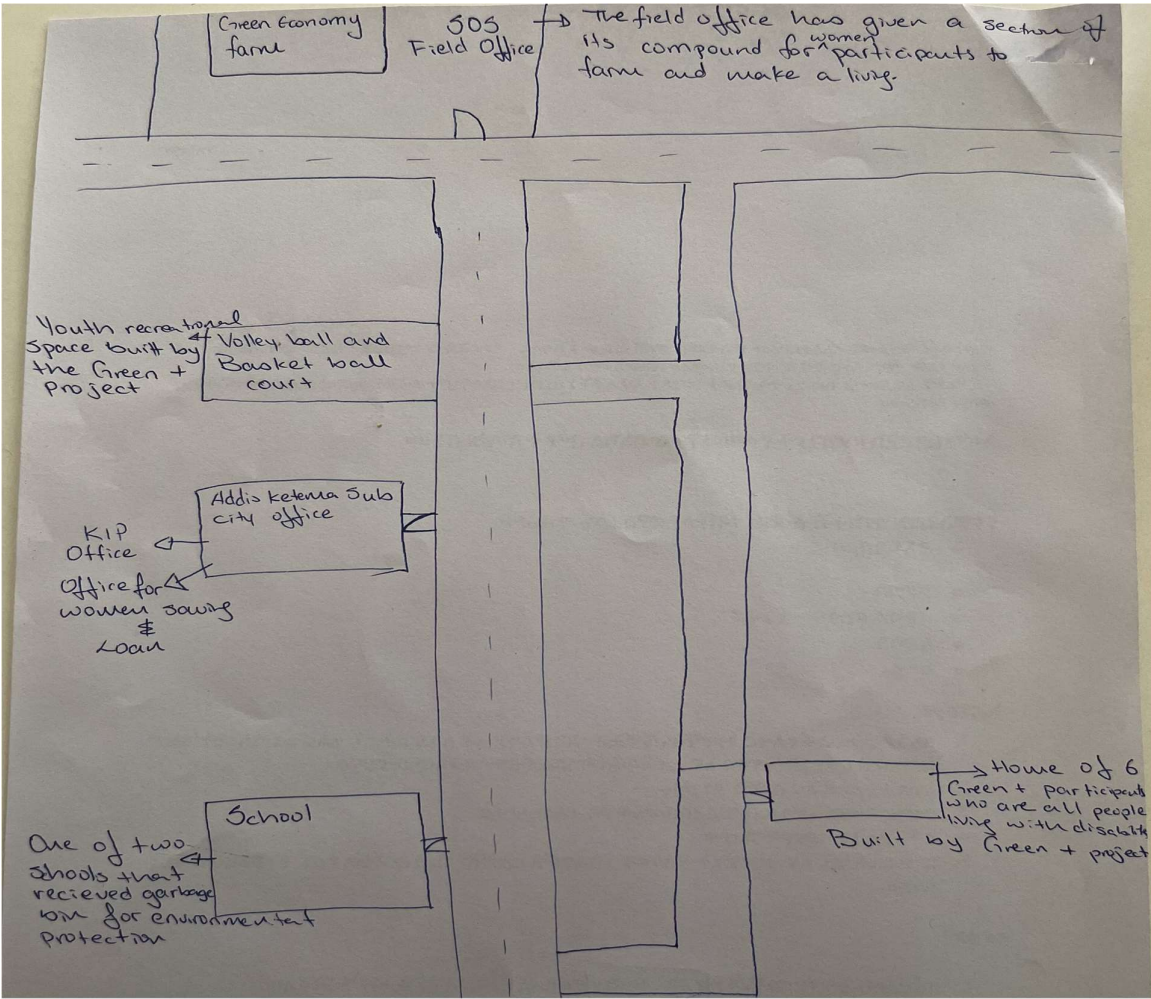


Strengthening fund support to the SACCO itself. Besides, CCC has given a section of land for Green+ project to build a Daycare for women caregivers.

3: Disability inclusion: Households with disabled household heads benefited from Green+ project in terms of financial support, and house renovation.

4: Innovation incubator: Women caregivers adopted solar cookers and started business with the help of Green+ project. They also received house renovation support from Green+.

5: Market place: Green+ beneficiaries participating in petty trading. They were lifted from poverty. Green+ addressed their problem through provision of training and credit facilities.



Map 4 - Hawassa, Ethiopia

From the top of the page and goes anti-clockwise till the right bottom corner (the Home)

1. SOS Field Office- There is a Green Economy Farm within the SOS field office. The field office has given a section of its compound for female participants to form a group and make a living.



2. Volleyball and Basketball court- Youth recreational space built by the Green + project
3. Addis Ketema Sub City Office -KIP Office as well as office for women saving & loan
4. School- One of two schools that received garbage bin for environment protection
5. Home, built by the Green + project, for six Green + participants who are all people living with disabilities

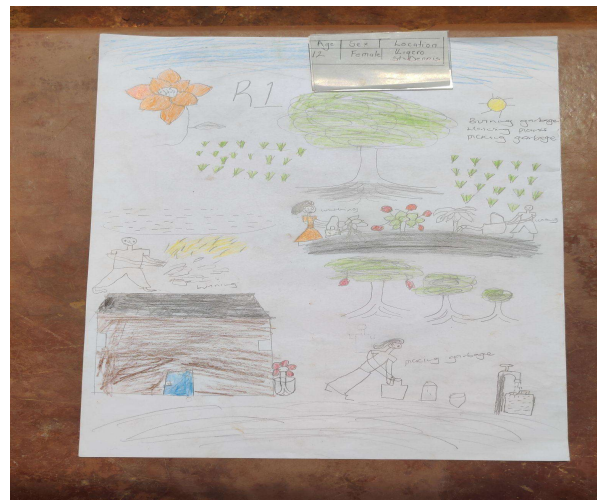


Annex 4: Children's Drawings²⁶¹

Question 1 - Draw me a picture about the environment and how the project has taught you to look after it.



Picture 1: Boy
Location: Kigero St Dennis - Uganda
Age: 12
Q2: 'The project has taught me the following regarding looking after the environment; 'slashing, burning rubbish, collecting rubbish, watering crops'



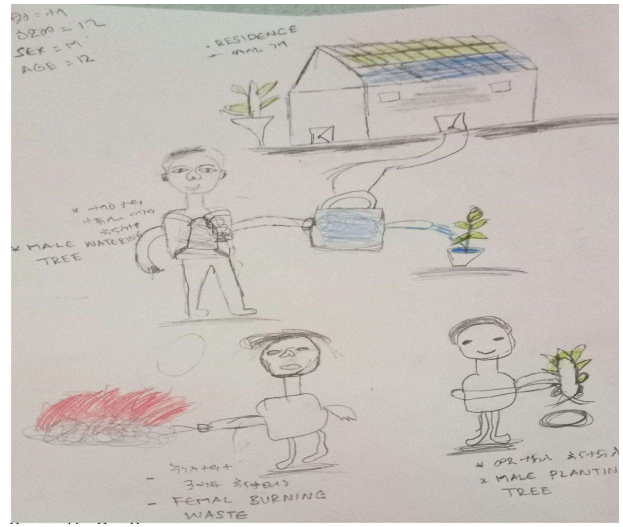
Picture 2: Girl
Location: Kigero St Dennis - Uganda
Age: 12
Q2: 'The project has taught me the following regarding looking after the environment; 'burning garbage, watering plants, picking garbage'

²⁶¹ https://docs.google.com/document/d/1ITz0KmXefZspzQ3rahsH4BpJigT-X0a_DEOfpOKMFFI/edit?usp=sharing





Picture 3: Girl
Location: Kigeri St Dennis - Uganda
Age: 9
Q2: 'The project has taught me the following regarding looking after the environment; 'burning garbage and sweeping the compound'

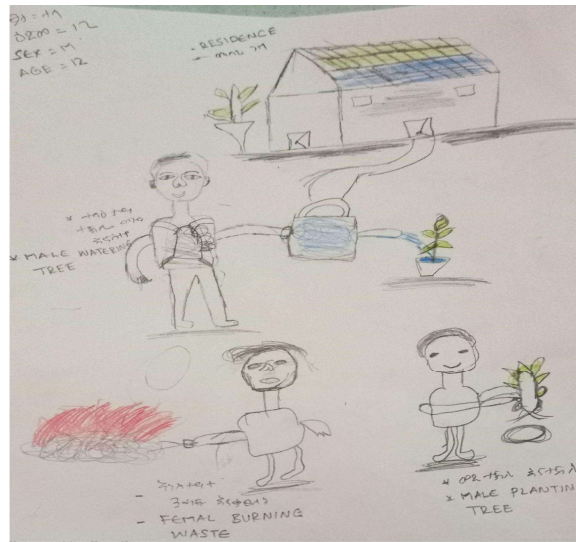


Picture 4: Boy
Location: Kigeri St Dennis - Uganda
Age: 12
Q2: 'The project has taught me the following regarding looking after the environment; 'watering trees, burning waste, planting trees'



Picture 5: Girl
Location: Kigeri St Dennis - Uganda
Age: 13
Q2: 'The project has taught me the following regarding looking after the environment; 'watering plants, planting trees, burning rubbish'





Scanned by CamScanner

Picture 6: Girl

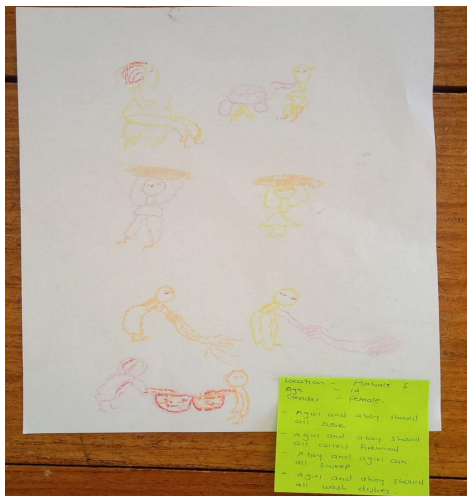
Location: Mekelle - Ethiopia

Age: 12

Q2: 'The project has taught me the following - 'Watering trees, burning waste, planting trees' as a way of looking after the environment'

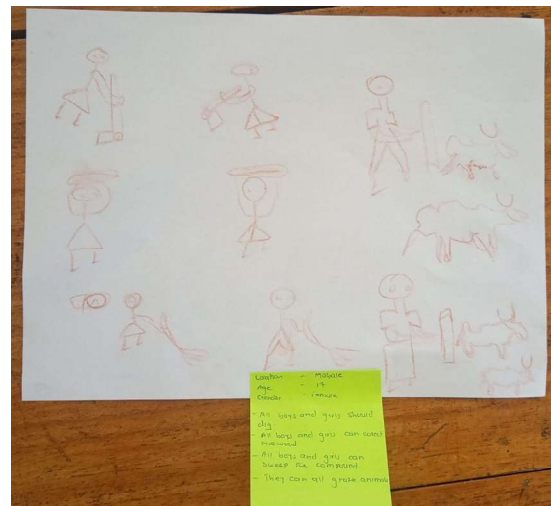


Question 2 - Who can tell me what gender equality means?



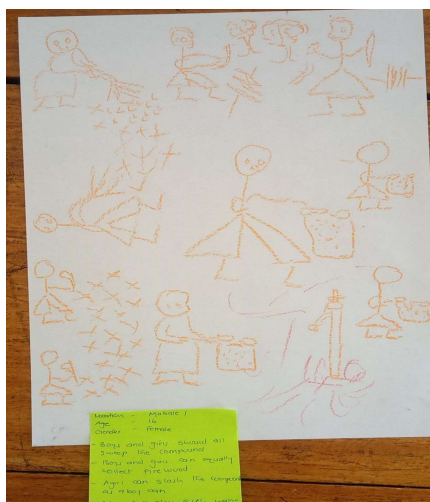
Picture 12: Girl
Location: Mabale - Uganda
Age: 14

Q4: 'Gender equality means to you 'a girl and a boy should all cook, a girl and a boy should all collect firewood, a boy and girl can all sweep, a girl and a boy should all wash dishes'



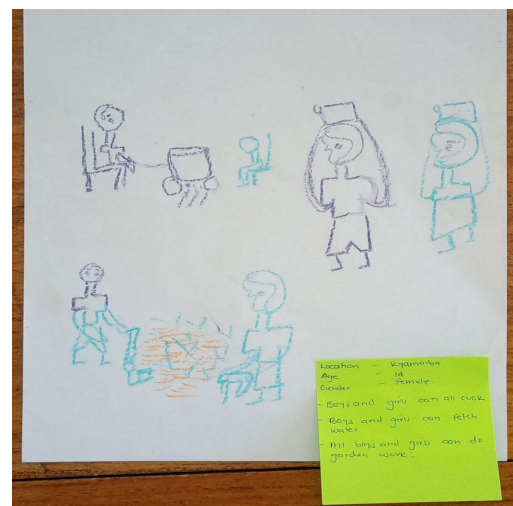
Picture 13 Girl
Location: Mabale - Uganda
Age: 17

Q4: 'Gender equality means to you 'all boys and girls should dig, all boys and girls can collect firewood, all boys and girls can sweep the compound, they can all graze animals'



Picture 14: Girl
Location: Mabale - Uganda
Age: 16

Q4: 'Gender equality means 'boys and girls should all sweep the compound, can equally collect firewood, a girl can slash the compound as a boy can, a boy can also fetch water as a girl'

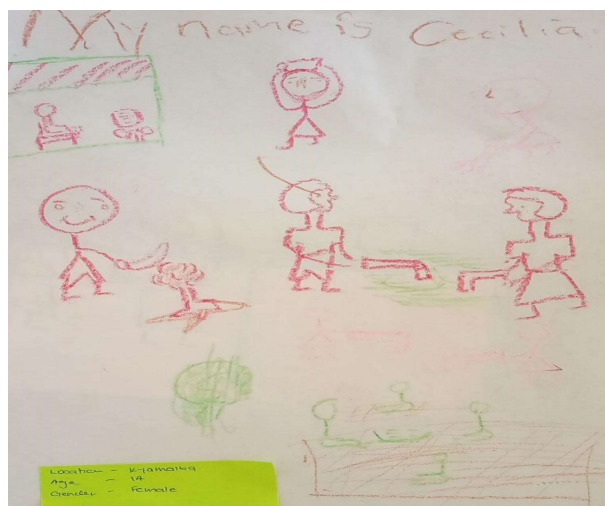
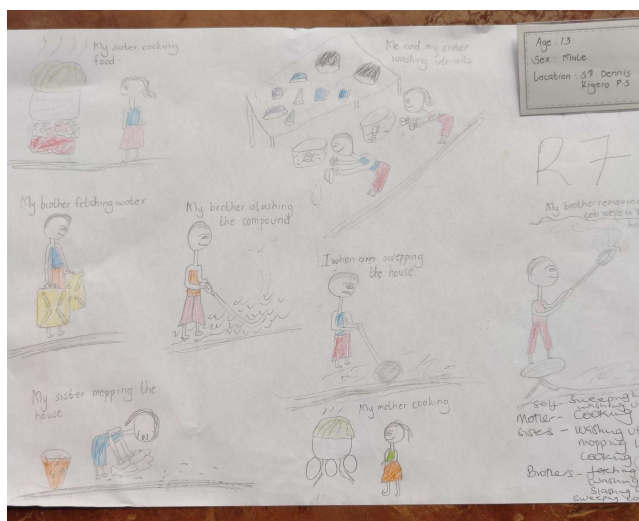


Picture 15: Girl
Location: Kiyamaiba - Uganda
Age: 14

Q4: 'Gender equality means to you 'Boys and Girls can all cook, Boys and Girls can fetch water, boys and girls can do garden work'



Question 3 - Draw a picture showing your family doing household chores. Ask which chores their mummy and daddy do together and which chores they do separately



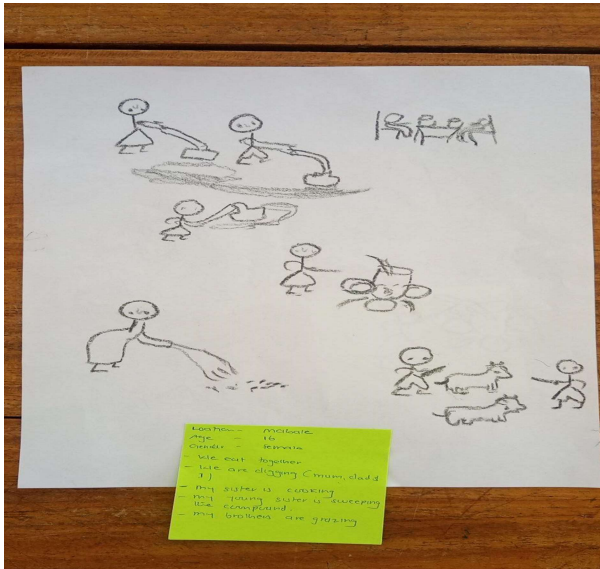
Picture 7: Male
Location: Kigero St Dennis - Uganda
Age: 13

Q5: The project has taught me the following regarding family household chores ; my sister cooking food, my brother fetching water, my sister mopping the house, my brother slashing the compound, my mother cooking, I am sweeping the house, me and my sisters washing utensils'

Picture 8: Girl
Location: Kiyamaiba - Uganda
Age: 14

Q5: Family household chores 'cooking, daddy is cleaning, I am taking water in the kitchen, mummy and daddy and us all are digging'





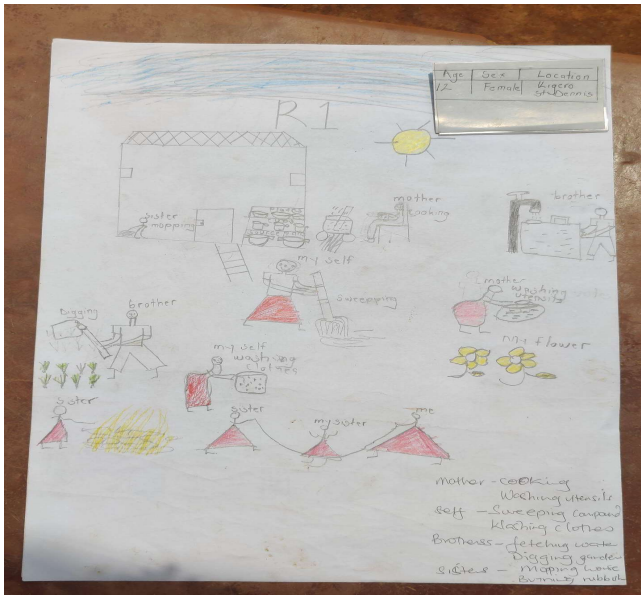
Picture 9: Girl
Location: Mabale- Uganda
Age: 16

Q5: Family household chores 'we eat together, we are digging (mum, dad and I), my sister is cooking, my young sister is sweeping the compound, my brother are grazing'



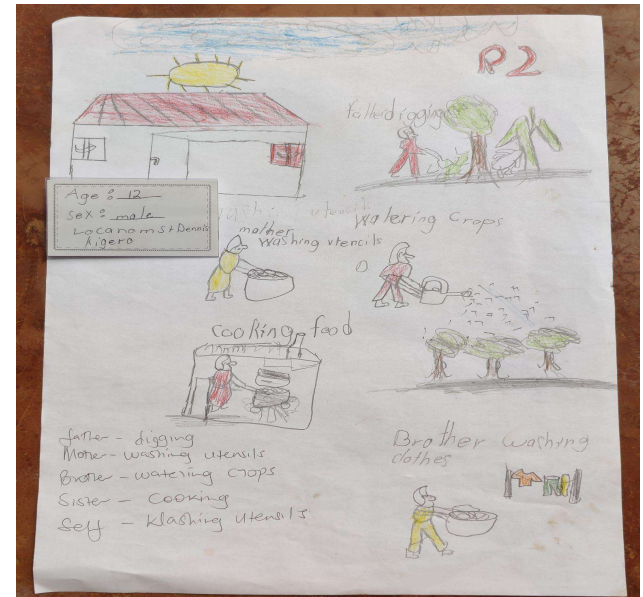
Picture 10: Boy
Location: St Dennis Kigerero- Uganda
Age: 12

Q5: Family household chores 'self- washing utensils, Mother;cooking food, washing clothes, Sisters; mopping house, washing toilet, burning rubbish, Brother; Washing Utensils, fetching water, sweeping rubbish.'



Picture 16: Girl
Location: Kigerero St Dennis - Uganda
Age: 12

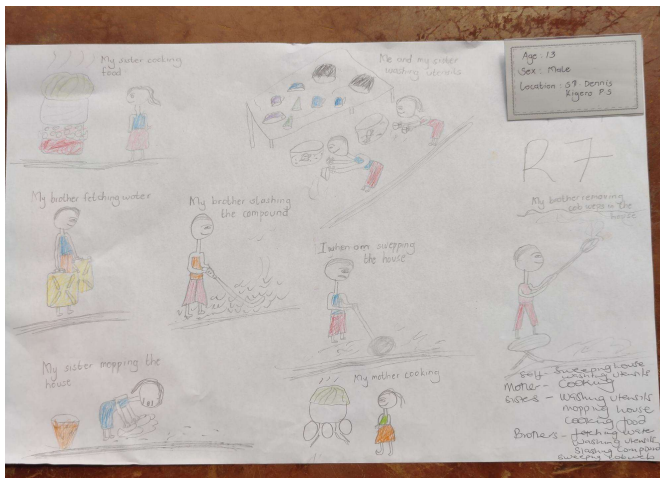
Q5: The project has taught me the following regarding gendered task distribution ; 'mother booking and washing utensils, self; sweeping compound, washing clothes, brothers; fetching water, digging in the garden; sisters; mopping the house, burning the rubbish'



Picture 17: Girl
Location: Kigerero St Dennis - Uganda
Age: 12

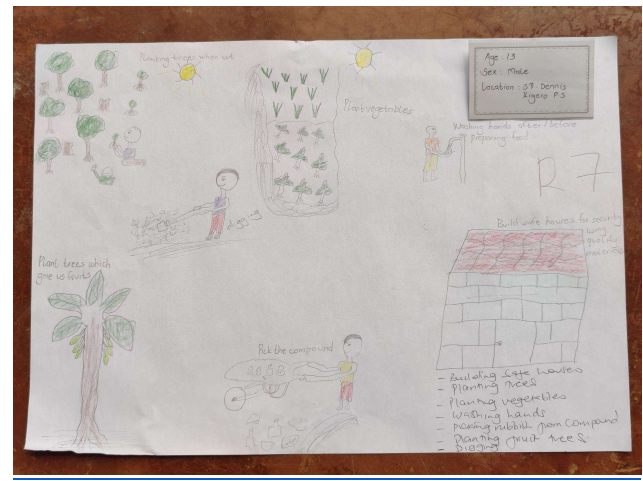
Q5: The project has taught me the following regarding gendered task distribution ; 'Father; digging, Mother; washing utensils, Brother; watering crops;, sister; cooking, self; washing utensils.'





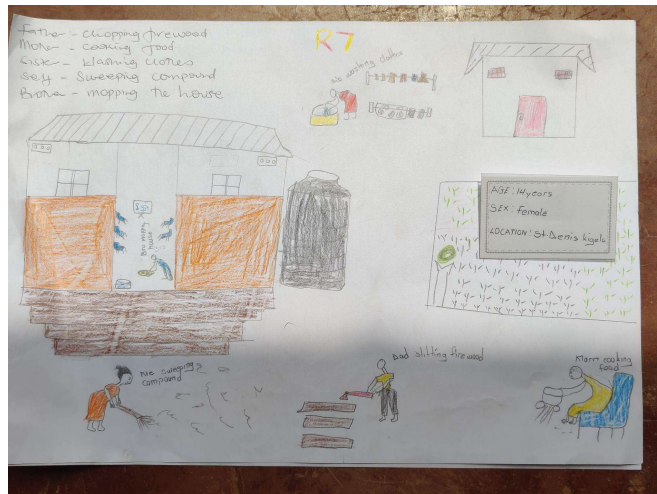
Picture 18: Male
Location: Kigero St Dennis - Uganda
Age: 13

Q5: The project has taught me the following regarding family household chores ; 'my sister cooking food, my brother fetching water, my sister mopping the house, my brother slashing the compound, my mother cooking, I am sweeping the house, me and my sisters washing utensils'



Picture 19: Male
Location: Kigero St Dennis - Uganda
Age: 13

Q5: The project has taught me the following regarding gendered task distribution and looking after the environment ; 'building safe houses, planting trees and vegetables, washing hands, picking rubbish from the compound, planting fruit trees, digging'



Picture 20: Girl
Location: Kigero St Dennis - Uganda
Age: 14

Q5: The project has taught me the following regarding family household chores ; father- chopping firewood, mother - cooking food, sister - washing clothes, self - sweeping compound, brother - mopping the house'

Question 4 - If

you can't find your mummy and daddy or anyone in your family and you have a problem where can you go for help? (pictures were not drawn for this question but the following reveals some of the options discussed)



Location: Mekelle, Ethiopia

FGD Children - Female

Participant 5: I will go to my relatives. To my aunt and uncle

Participant 3: I will go to my aunt or uncle. I will also go to “Meseret” who is my neighbour

Participant 6: I will go to my aunt or uncle. Or I will go to my sister “Tirhas”

Participant 1: I will go to my grandmother

Participant 4: Even though I have someone else to get help. I don't want to go anywhere.

I prefer to stay at home. I will try to solve my problem by myself.

Participant 2: I will go to my grandmother or my neighbour, I will go to my uncle.

Location: Mekelle, Ethiopia

FGD Children - Male

Participant 1: I will go to my neighbours

Participant 2: I will go to my relatives. To my aunt and uncle

Participant 3: I will go to my relatives. I will go to my aunt.

Participant 4: Either I will go to my neighbour or my relatives. My primary choice is going to my neighbours.

Participant 5: I will go to my mother

Interviewer: What about if your mother is not around?

Participant 5: I will stay at home.

Location:

Hawassa,

Ethiopia

FGD Children - Male

Interviewer: Who could help you?

Participant 8: Much of the time SSO organisations help us, so I will prefer to go SS since they have been helping my mother when I was a child. So I will tell them the problem and ask for help.

Participant 3: Formerly within a small distance, to my neighbour then if it couldn't help I will go to my aunt who is located in Adama.

Interviewer: What about others of you?

Participant 4: Since my neighbours were raised as family, I will go to my neighbours.

Participant 10: I would prefer to go to Hagar, she is my mothers friend and used to help me. If she is not available, I will come to SSO.

Location: Hawassa, Ethiopia

FGD Children - Female

Interviewer: Who will you go to if your mother, father or any family member are not available and you encounter a problem? Which number are you? Where will you go?

Participant 4: I will go to my neighbours.

Interviewer: did you ever need to go to your neighbours for a need?

Participant 4: yes

Interviewer: do you go when you encounter a problem?

Participant: yes

Interviewer: how about the rest of you? Who would you go to if your mother, father or any family member is not in the house?



Participant 3: just as she said. I will go to my neighbours. Those that are around will be the ones who will be available at first. We go to our neighbours first.

Interviewer: so, do you think your neighbours will solve your problems?

Participant 3: yes, those that are close.

Interviewer: okay. Which number do you represent?

Participant 7: I represent the number 7. Just as they said, we go to our neighbours. There are neighbours who can solve problems and there are also neighbours who cannot. But if we're close enough, they can be able to solve it.

Interviewer: Okay, are there different answers?

participants: no

Interviewer: what if your neighbours are not there? Whom would you go to?

Participant 2: Maybe if we go to far away relatives, they might solve our problems.

Interviewer: so, will you go there by yourselves? Can you use transport on your own? Can you all do that? How about you? Can you do that?

Participant 1: no

Interviewer: who did you come with now?

Participant: I came with my mother?

Interviewer: will she be the one to take you home?

Participant 1: yes

Location: Entebbe, Uganda

FGD Children - Male

Participant 6: I can go to the neighbour.

Participant 1: I can go to the police

Participant2: I can go to my friend.

Interviewer: Can your friend help you when you have a problem? Let's say you have a fever, who can help you?

Participant: Silence....

Participant 4: I can go to the local defence for help.

Participant 3: I can go to the teacher.

Participant 5: I can go to any person that is older than I.

Interviewer: Like who?

Participant 5: Like someone that has ever given birth.

Participant 7: I will go to the counsellor.

Interviewer: Which counsellor?

Participant 7: The one for children in the village.

Interviewer: Do you know him?

Participant 7: No, I do not know him.

Interviewer: So how will you go there yet you do not know him?

Participant7: Silence....

Location: Entebbe, Uganda

FGD Children - Female

Participant 1: I can go to the teacher

Participant 2: I can go to the police

Participant 3: I can go the police

Participant 7: I go to the village leader [Chairman]



Participant 5: I can go to the counsellor.
Interviewer: Which counsellor?
Participant 5: The one in school.
Interviewer: Do you have counsellors in your school?
Participant 5: Yes.
Participant 4: Village leaders
Participant 6: I go to the teacher.

Location: Kabarole, Uganda

FGD Children - Female

Participant 2: I would go to our neighbour because it is nearer
Participant 3: I would go to the chairperson because she knows children's issues.
Participant 1: I would run to the neighbours because they have always helped me.
Participant 4: I would go to the neighbour because they are easier for me.
Participant 6: I would go to any elder close because they have capacity to listen to my problem.
Participant 7: I would go to the vice chairperson because she is easier to approach.
Participant 5: I would go to the neighbours because they are nearer.
Participant 8: I would go to my relatives because they know me better.
Participant 9: I can go to the neighbours because they are nearer to me.

Location: Kabarole, Uganda

FGD Children - Male

Participant 1: I will go to our neighbours because they are near our home
Participant 6: I will go to my aunt because she has always helped us
Participant 9: I would go to the chairperson because he is easier to approach for help.
Participant 3: I can go to the health centre because the problem may be sickness and they can help me as my parents come along
Participant 7: I can go to the police because they can help me in case of any problem.
Participant 4: I can go to my grandmother because she knows me very well.
Participant 11: I would go to my uncle because he is closer to us
Participant 5: I would go to the elder people nearer us because they have capacity to help me
Participant 9: I would go to the volunteer at our village because he can solve any children related problems.
Participant 10: I would go to my aunt because she is easier for me to approach to solve my problem.
Participant 1: I would go to my neighbour because it is near.



Annex 5: Inclusion and Exclusion Criteria

Table 1: Location selection criteria

Location selection criteria
<p>Choosing which sub-city, communities/kebeles and sub-counties to collect data from within each town will be done using the following criteria:</p> <ul style="list-style-type: none">- Is the location safe and easily accessible (e.g. given weather, protests, elections, funerals and other events)- Each stakeholder/partner subgroup is found in the location (families, girls, youth, disability, communities, CBOs, implementing partners, staff, government + police, community support structure)- Largest number of beneficiaries in that location (will rely upon getting beneficiary numbers per location from SOS)<ul style="list-style-type: none">- Has implemented each programme component (child protection, income generating+employment, green, gender, P4R, EMB, knowledge management and learning, innovation



incubator, decision-making for women and girls, social protection)

- If the above criteria does not result in identifying one location per town for data collection then proximity, convenience will be used.

Table 2: Beneficiary selection criteria

Beneficiary selection criteria	
Inclusion criteria	Exclusion criteria
The parish with the largest beneficiary number and with the smallest	Not the largest or the smallest parish
The eldest, the youngest and the average age	Not the eldest, youngest or average age
Gender balance	Too much of one gender
Prioritisation of anyone with a disability	-



Annex 6: Evaluation Matrix

See the evaluation matrix here: <https://docs.google.com/spreadsheets/d/1LnrxBFQioxurkeK8oLmdaFniKRSLAOF/edit#gid=90195097>.



Annex 7: Survey data

Responses to Questions about Green Economy

Table 1: To what extent is the green economy design relevant to the needs of national stakeholders?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Irrelevant	0	0	1	6.7	1	4
Moderately relevant	1	10	1	6.7	2	8
Relevant	3	30	6	40	9	36
Very relevant	6	60	7	46.7	13	52
Total	10	100	15	100	25	100

Table 2: To what extent is the green economy design relevant to the needs of local stakeholders?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	1	10	0	0	1	4
Relevant	6	60	5	33.3	11	44
Very relevant	3	30	10	66.7	13	52
Total	10	100	15	100	25	100

Table 3: To what extent is the green economy design relevant to the needs of women as much as men?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	1	10	2	13.3	3	12
Relevant	6	60	3	20	9	36
Very relevant	3	30	10	66.7	13	52
Total	10	100	15	100	25	100

Table 4: To what extent is the green economy design relevant to the needs of critically vulnerable families?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	4	40	0	0	4	16
Relevant	5	50	3	20	8	32
Very relevant	1	10	12	80	13	52
Total	10	100	15	100	25	100



Table 5: To what extent is the green economy design relevant to the needs of the beneficiaries with disabilities?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	2	20	0	0	2	8
Relevant	6	60	8	53.3	14	56
Very relevant	2	20	7	46.7	9	36
Total	10	100	15	100	25	100

Responses to Questions about Environmental Protection

Table 6: To what extent is the environmental protection design relevant to the needs of national stakeholders?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	1	10	0	0	1	4
Relevant	5	50	6	40	11	44
Very relevant	4	40	9	60	13	52
Total	10	100	15	100	25	100

Table 7: To what extent is the environmental protection design relevant to the needs of local stakeholders?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	2	20	0	0	2	8
Relevant	5	50	6	40	11	44
Very relevant	3	30	9	60	12	48
Total	10	100	15	100	25	100

Table 8: To what extent is the environmental protection design relevant to the needs of women as much as men?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	0	0	2	13.3	2	8
Relevant	6	60	3	40	9	36
Very relevant	4	40	10	60	14	56
Total	10	100	15	100	25	100



Table 9: To what extent is the environmental protection design relevant to the needs of critically vulnerable families?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	3	30	1	6.7	4	16
Relevant	3	30	4	26.6	7	28
Very relevant	4	40	10	66.7	14	56
Total	10	100	15	100	25	100

Table 10: To what extent is the environmental protection design relevant to the needs of beneficiaries with disabilities?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	4	40	2	13.3	6	24
Relevant	2	20	5	33.3	7	28
Very relevant	4	40	8	53.3	12	48
Total	10	100	15	100	25	100

Responses to Questions about Innovation Incubator

Table 11: To what extent is the innovation incubator design relevant to the needs of national stakeholders?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Irrelevant	0	0	1	6.7	1	4
Moderately relevant	1	10	2	13.3	3	12
Relevant	6	60	7	46.7	13	52
Very relevant	3	30	5	33.3	8	32
Total	10	100	15	100	25	100

Table 12: To what extent is the innovation incubator design relevant to the needs of local stakeholders?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
NA/I do not know	0	0	1	6.7	1	4
Moderately relevant	1	10	1	6.7	2	8
Relevant	6	60	7	46.7	13	52
Very relevant	3	30	6	40	9	36
Total	10	100	15	100	25	100

Table 13: To what extent is the innovation incubator design relevant to the needs of women as much as men?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	1	10	1	6.7	2	8
Relevant	7	70	5	33.3	12	48



Very relevant	2	20	9	60	11	44
Total	10	100	15	100	25	100

Table 14: To what extent is the innovation incubator design relevant to the needs of critically vulnerable families?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	4	40	0	0	4	16
Relevant	6	60	6	40	12	48
Very relevant	0	0	9	60	9	36
Total	10	100	15	100	25	100

Table 15: To what extent is the innovation incubator design relevant to the needs of beneficiaries with disabilities?

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Moderately relevant	1	10	0	0	1	4
Relevant	7	70	5	33.3	12	48
Very relevant	2	20	10	66.7	12	48
Total	10	100	15	100	25	100

Responses to Questions about Outcome Achievement

Table 16: Which of the following outcomes have been the most effectively achieved by the programme in your focus area/location?

Outcomes	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Boys and girls in formal or non-formal education	1	10	0	0	1	4
Families abilities to be self-reliant	5	50	7	46.7	12	48
Parents/caregivers access to available health care services	1	10	0	0	1	4
The establishment and maintenance of the community structures for child protection and capacity to follow up or support child rights violation cases.	3	30	8	53.3	11	44
Total	10	100	15	100	25	100

Table 17: Which of the following outcomes have been the least effectively achieved by the programme in your focus area/location?

Outcomes	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Boys and girls in formal or non-formal education	4	40	2	13	6	24
Families abilities to be self-reliant	1	10	5	33	6	24
Parents/caregivers access to available health care services	2	20	7	46.7	9	36
The establishment and maintenance of the community structures for child	3	30	1	6.7	4	16



protection and capacity to follow up or support child rights violation cases.						
Total	10	100	15	100	25	100

Table 18: Which of the following outcomes have been the most effective at increasing the socio-economic situation of the targeted families?

Intervention type	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
Business and start up support	5	50	1	6.7	6	24
Green IGAs initiatives	1	10	2	13.3	3	12
Village Savings and Loan Associations (VSLA/SACCOs)	4	40	11	73.3	15	60
Vocational apprenticeship training	0	0	1	6.7	1	4
Total	10	100	15	100	25	100

Ranking of IGAs

(If you ranked Green Initiatives as the most effective) then please rank these IGA initiatives from most to the least effective in terms of improving the socio-economic situation of the targeted families. 5 = Most effective; 4 = Effective; 3= neither effective or ineffective; 2 = ineffective; 1 = very ineffective)

Table 19: IGAs ranked on a 5 point scale

Rating	Ethiopia		Uganda		Total	
	Frequency	%	Frequency	%	Frequency	%
5 = Very effective	9	90	13	86.7	22	88
4 = Effective	1	10	1	6.7	2	8
3 = Neither effective nor ineffective	0	0	1	6.7	1	4
Total	10	100	15	100	25	100

Annex 8: List of Persons Interviewed

S. No	Project/Implementing Organisations	Location/Country
1.	KII local government - Kicwamba	Kicwamba Sub county, Uganda
2.	KII SOS National - SOS Kabarole office	Kabarole, Uganda
3.	KII SOS –Local Office, SOS Kabarole office	Kabarole, Uganda
4.	KII FOR KIP ACODEWE Office (Agents for community Development and Welfare)	Kabarole, Uganda
5.	KII 1_SOS Staff_Local Level-Entebbe	Entebbe, Uganda
6.	KII 2_Local Government Entebbe	Entebbe, Uganda
7.	KII 3_KIP- Kitugulu Child rights initiative Katabi(KCRI)	Entebbe, Uganda



8.	KII 4_SOS Staff_National Level-Entebbe	Entebbe, Uganda
5.	KII for KIP Egnaw Iagnaw Yaneg Tesfa social development association.	Hawassa, Ethiopia
6.	KII_Project Staff, SOS Hawassa office	Hawassa, Ethiopia
7.	KII_SOS Staff	Hawassa, Ethiopia
8.	KII_Local Government_Hawassa, Women and Children	Hawassa, Ethiopia
9.	KII SOS Staff - Mekelle office	Mekelle, Ethiopia
10.	KIP_Community Support, Dedebebit CCC - Mekelle	Mekelle, Ethiopia
11.	KIP_Local Government_ Social Affairs Bureau	Semen Subcity, Mekelle, Ethiopia
12..	KII_Project Staff_SOS Austria Office	Austria

Annex 9: List of Documents Reviewed

NO.	Date Received	Document name
1	16 May 2023	04- Inception Phase -Capacity gap Assessment Summary -Green+ Baseline Survey -Inception Phase Report
2	16 May 2023	05- Annual Reports 2020; - 2019 Green+ Narrative Report - 2020 Green+ Narrative Report -Green Initiative Launch Report Dec' 20202_Entebbe -Life Skills Training for Young People_Entebbe -School Visits_PWD_Entebbe -SOPs for Small Group Based Service Delivery -SOS Uganda Advocacy Annual Report_2020 Annual Reports 2021: - Green + Progress Report Final -ET_Best Practice CBHI and CPC Hawassa -ET_Green group Best Practice Hawassa -UG_Innovations for Green Growth
3	16 May 2023	06- HIGGS -ET_HIGGS Handbook Hawassa -ET_HIGGS Handbook Mekelle -HIGGS Handbook -UG_HIGGS PLA



4	16 May 2023	<p>07- Innovation Incubators</p> <p>SOS ET Innovation Incubator; -Final Compost Business Plan -Final Nursery Sight Business Plan -Final Paper Bag Business Plan -Beraey Solid Waste Management -Business Plan of Beraey Final -Concept Note on Alternative Energy Sources revised -Ethiopia Innovation Incubator Process -Hawassa Innovation Incubator Action Plan 2022</p> <p>SOS UG Innovation Incubator; -EIO Green Innovation Form -SOS UG Innovation Incubator Process Guide 2nd Draft Nov 2020 -SOS UG Innovation Incubator Process Guide Final August 2021 -SOS UG Innovation Incubator Process Guide Final March 2021 -SOS UG Innovation Incubator Process</p> <p>ET Innovation Incubator Process UG Innovation Incubator Process</p>
5	16 May 2023	<p>08 - Newsletter</p> <p>-Green+ Newsletter Umbrella 2022 Edition -Green+ Newsletter Hawassa 2022 Edition -Green+ Newsletter Entebbe -Green+ Newsletter Fort Portal</p>
6	16 May 2023	<p>09 - GDI Trainings</p> <p>-GDI Analysis Capacity Development_Inception Report</p>
7	16 May 2023	<p>ADA Evaluation Guidelines</p> <p>-Guidelines for Programme and Project Evaluations_ADA_2020</p>
8	16 May 2023	<p>ADA Evaluation Report Sample</p> <p>-ADA Impact Study Agri Coop Final</p>
9	16 May 2023	StratPart_Application_SOS revised Final
10	16 May 2023	Capacity Gap Assessment Summary
11	16 May 2023	Terms of Reference Final Evaluation of GREEN+ Project Implemented in Ethiopia and Uganda 1980-00/2019
12	27 June 2023	Logframe Green+ Progress Report_Logframe 2022
13	27 June 2023	20180223_ICAP Evaluation Report_Final
14	06 July 2023	Annual Report of 2022 incl. Logframe & Annexes
15	06 July 2023	Green Livelihood Study report
16	06 July 2023	Conduct FS Joint training and Support Visit to Entebbe location September 2021
17	06 July 2023	Joint Support Visit Uganda 2021
18	06 July 2023	Trip report 2019
19	12 July 2023	A 2.5 HO_Programme_GDI Analysis Workshop_SOS CV_Ethiopia February 2023_FINAL
20	12 July 2023	Annex 1_Workshop Evaluation report
21	12 July 2023	Evaluation GDI Analysis Training Entebbe June 7-11
22	12 July 2023	GDI Analysis Training Report_Uganda_FINAL



23	12 July 2023	Training Programme_V2
24	13 July 2023	Workshop Report_GDI Analysis_February 6-10 2023_Adama_FINAL
25	18 July 2023	20220517_SurveyMonkey_Pre-Training Assessment for participants
26	18 July 2023	Men versus woman_Data_All_220531.pptx
27	18 July 2023	Actions from two schools and remarks from stakeholders
28	18 July 2023	Capacity building sessions for teachers in mgt of special needs education
29	18 July 2023	Gerenge bylaws and community action plan
30	18 July 2023	Joint Monitoring of green groups
31	18 July 2023	MOU with Gebeya Dar Kebele Youth Saving and Credit Association & Hawassa City cooperative development office
32	18 July 2023	MOU with Gebya Dar Youth Charity Association, and Sub City With Women and children's Affairs Office for 2021
33	18 July 2023	Report from Egnaw Legnaw Community development association for 2022
34	18 July 2023	Report from Gebeya Dar Kebele Youth Charity Association for 2021
35	18 July 2023	REPORT ON 2022 WOMEN'S DAY CELEBRATION
36	18 July 2023	Report on Launch of community green initiatives



Annex 10: Project Logframe

Project / Programme Title	Socio-economic Empowerment of Children, Youth and their Families with Special Focus on Green Economy (GREEN+ Project)				
Organisation	SOS-Kinderdorf				
Project / Programme Number	1980-00/2019				
	Objectively verifiable indicators of achievement	Intended value of the indicator; including # of beneficiaries of the project		Sources & means of verification	Assumptions
		Baseline	Target at end of project		
Impact					
To contribute to strengthening the families of 1,460,000 children and young people with a focus on preventing family separation.					
Outcomes (including contribution to SDG target(s)[5] and Gender Action Plan (GAP) III objectives[6])					



<p>To support the socio-economic empowerment of 2,800 children, and 400 youth as well as their families with a special focus on the green economy.</p>				<p>Initial community gap analysis and periodic review, PDB, baseline, midterm and end-line survey, observations by the project team</p>	<p>Assumptions:</p> <ul style="list-style-type: none"> - Families and youth are interested in participating in project activities - Parents/ caregivers are committed to improving their children's access to basic goods and services (e.g. by using additional income generated to improve children's nutrition or pay for education or health-related costs. - Viable green economic activities can be identified in the community. <p>Risks:</p> <ul style="list-style-type: none"> - Political turmoil erupts resulting, in the worst case, into violent conflict. - Natural disaster hits the project communities.
	<p>% of boys/girls enrolled in and regularly attend formal or non-formal education. (PDB2)</p>	<p>UG: 65% ET: 72%</p>	<p>UG: 95% ET: 95%</p>		
	<p>% of male/female parents/ caregivers that usually receive health care treatment when ill, although some services may not be available or accessed. (PDB)</p>	<p>UG: 76% ET:72%</p>	<p>UG:95% ET:90%</p>		
	<p>% of communities structures with a formal system for child protection and capacity to follow-up or support child rights violation cases)</p>	<p>UG:0% ET:32%</p>	<p>UG:50% ET:65%</p>		



	% of families exiting the programme that are self-reliant. (PDB)	UG:48% ET:47%	UG:85% ET:75%		
Outputs					
1. Income-generating capacity of 1,350 families strengthened through green and other economic activities, with focus on women/girls' socio-economic empowerment.					
Contributes to				Initial family assessments and FDP meetings, PDB, baseline, midterm and end-line survey	Vulnerable parents/ caregivers are interested in participating in project activities or to launch/diversify IGAs
SDG 1 Reducing Poverty SDG 6 Clean water and sanitation SDG 7 Affordable and clean energy SDG 10 Reduced inequalities SDG 12 Responsible production and consumption					Parents / caregivers are interested in green economic activities
As well as EU GAP II focus area 2 Promoting the social and economic rights / empowerment of women and girls.					Parents / caregivers are interested in trainings on parenting and/or PSS provision and are committed to making changes to their parenting practice as a result of the training
					Communities support the prioritisation of women and girls for socio-economic support
1.1.	Average monthly household income to cover children's basic needs for assessed families in Euros)	UG: 32 EUR ET: 54 EUR	UG: 66 EUR ET: 72 EUR		
1.2.	% of families that have sustainably adopted at least one green practice	35%	60%		



1.3	% of male/female parents/ caregivers that consistently provide age-appropriate care, are very accepting of and affectionate to the child(ren), and always recognizes and attends to the needs of all children (PDB).	29%	58%		
2. 300 critically vulnerable families, children and other persons have enhanced access to social protection support and critical support to engage in IGA, with a focus on green economic activities.					<p>Social protection services and basic needs support are available in or accessible from the project communities</p> <p>Communities can mobilise resources to establish / strengthen social protection initiatives</p> <p>In Uganda, policy makers are willing to and have resources to make changes on social protection policies or programs</p> <p>Networks that address the situation of vulnerable children exist in the project communities</p>
<p>Contributes to</p> <p>SDG 1 Reducing Poverty</p> <p>SDGs 2 Zero hunger</p> <p>SDG 6 Clean water and sanitation</p> <p>SDG 7 Affordable and clean energy</p> <p>SDG 10 Reduced inequalities</p> <p>SDG 12 Responsible production and consumption</p> <p>As well as</p> <p>EU GAP II focus area</p> <p>2 Promoting the social and economic rights / empowerment of women and girls</p>					
2.1.	% of critically vulnerable male/ female parents/ caregivers that access social protection assistance or similar support.	2%	40%	Initial family assessments and FDP meetings, baseline, midterm and end-line survey	



2.2.	% of critically vulnerable boys/girls who access basic needs support and services.	31%	70%	Initial family assessments and FDP meetings, baseline, midterm and end-line survey	
2.3.	# of project communities that implement social protection initiatives.	0	10	Initial community gap analysis and periodic review, baseline, midterm and end-line survey	
2.4.	# and type of policy changes made at local, regional or national level as a result of SOS CV involvement in policy dialogues on social protection (Uganda only)	0	2	Follow-up with policy makers and review of policy documents, in relation to SOS CV input	
2.5.	% of project communities where SOS CV is an active participant and influential in a network of stakeholders that actively addresses the situation of vulnerable children (PDB)	0%	63%	Initial community gap analysis and periodic review, baseline, midterm and end-line survey, meeting minutes, staff reports	



<p>3. 400 youth have market-relevant skills and capacities as well as enhanced access to income-generating opportunities, with a focus on green economic activities.</p> <p>Contributes to SDG 1 Reducing Poverty SDG 4 Quality education SDG 5 Gender equality SDG 6 Clean water and sanitation SDG 7 Affordable and clean energy SDG 10 Reduced inequalities SDG 12 Responsible production and consumption</p> <p>As well as EU GAP II focus area 2 Promoting the social and economic rights / empowerment of women and girls</p>					<p>Youth are interested to participate in vocational training and do not drop-out before the end of the training</p> <p>Youth are interested in adopting green practices</p> <p>Youth are willing to engage in SRHR trainings and awareness raising sessions</p> <p>The project communities support SRHR awareness raising / training for youth</p>
3.1.	% of male/female youth vocational training participants who use acquired skills for income-generation.	28%	50%	Periodic follow-up with vocational training participants during and after training; midterm and end-line survey	
3.2.	% of male/female youth that have sustainably adopted at least one green practice	48%	70%	Periodic follow-up with youth; project team observations, baseline, midterm and end-line survey	
3.3.	% of male/female youth who can name at least two contraceptive methods.	79%	95%	Baseline, midterm and end-line survey; training pre-/post tests	



<p>4. Community structures in 14 communities strengthened to support quality child care and protection, with a focus on protecting the environment and creating opportunities for green economic and community initiatives.</p> <p>Contributes to</p> <p>SDG 1 Reducing Poverty SDGs 2 Zero hunger SDG 3 Good health and wellbeing SDG 4 Quality education SDG 5 Gender equality SDG 6 Clean water and sanitation SDG 7 Affordable and clean energy SDG 10 Reduced inequalities SDG 11 Sustainable cities and communities SDG 12 Responsible production and consumption</p> <p>As well as EU GAP II focus areas</p> <p>2 Promoting the social and economic rights / empowerment of women and girls 3 Strengthening girls' and women's voices and participation.</p>					
4.1.	% of KIP that have reached level 1 or 2 financial and organisational sustainability.	0%	55%		
4.2.	% of project communities who have developed and are following-up with a joint implementation plan. (PDB)	0%	75%		



4.3.	<p>% point increase of community members aware of the main factors putting children and families in a situation of risk (compared to baseline). (PDB).</p> <p>Suggested revision: % of target community members aware of existing, accessible and effective formal or informal mechanisms that engage in protection, monitoring and reporting of safety risks for children.</p>	80%	95%		
4.4.	% of project communities that implement green community initiatives	0%	50%		



<p>5. Inclusive participation in community decision-making processes, with a focus on green economy and environmental issues, and inclusive access to basic services improved for 520 vulnerable and marginalised individuals particularly girls and women, including those with disabilities.</p> <p>Contributes to SDG 3 Good health and wellbeing SDG 4 Quality education. SDG 5 Gender equality SDG 6 Clean water and sanitation SDG 7 Affordable and clean energy SDG 10 Reduced inequalities SDG 11 Sustainable cities and communities</p> <p>As well as EU GAP II focus area 3 Strengthening girls' and women's voices and participation.</p>					<p>Marginalised community members are interested in engaging (more) in community decision-making processes</p> <p>Key community stakeholders are open to enhanced participation of marginalised community members</p> <p>Boys and girls are interested in participating in school and community for a.</p> <p>School administrators / community stakeholders/ are receptive to (enhanced) participation of children in school / community fora.</p> <p>Community stakeholders, service providers and SOS CV teams are willing to take conscious steps to reach out to and increase the access of children and adults with disabilities to services and support.</p>
5.1.	% of marginalised community members (disaggregated by sex, age and disability) that actively participate in community structures and decision making.	0%	60%	Baseline, midterm, and end-line survey, periodic follow-up with training participants.	
5.2.	% of girls/boys engaged in school or community fora.	26%	48%	Baseline, midterm and end-line survey, documentation of school or community fora	



				meetings, project team observations	
5.3.	% of girls/boys and % of male/female parents/caregivers with disabilities receiving attention. (PDB)	33%	65%	Initial family assessments and FDP meetings, PDB, baseline, midterm and end-line survey, documentation from service providers	
6. Learning and Knowledge Management improved in SOS CV and for key implementing partners (KIPs) Contributes to SDG 1 Reducing Poverty, SDG 5 Gender equality SDG 6 Clean water and sanitation SDG 7 Affordable and clean energy SDG 10 Reduced inequalities SDG 11 Sustainable cities and communities SDG 12 Responsible production and consumption As well as EU GAP II focus areas 2 Promoting the social and economic rights / empowerment of women and girls, and 3 Strengthening girls' and women's voices and participation.					SOS CV team members are actively engaged in learning processes and documentation of key learnings, best practices, and changes made as a result of learning processes. KIP team members are actively engaged in learning processes and documentation of key learnings, best practices, and changes made as a result of learning processes. External stakeholders are interested in engaging with SOS CV in policy dialogues. Travel remains smooth between project countries and Austria (e.g. visas for participants from Uganda and Ethiopia are granted in a timely fashion).
6.1.	# and type of documented changes made to ways of working organisational structure or programmatic	1	6	Project documentation/ internal reports; follow-up with SOS CV team members participating in	



	approaches by SOS CV as a result of learning processes.			learning processes	
6.2.	# and type of documented changes made to ways of working organisational structure or programmatic approaches by KIPs as a result of learning processes.	0	5	Periodic reports from KIPs, follow-up with KIP team members participating in learning processes	
6.3.	# of external stakeholders reached with awareness raising/influencing messages.	0	118.000	Records of dissemination of awareness raising / influencing documents, follow-up with or feedback from recipients	



Annex 11: Consent Form Example

Each data collection tool had a consent form developed that was specific to the nature and duration of the tool. Below is an example of the FGD consent form. Should you wish to see other consent forms, please email the PM: veronica.phekani@includovate.com.

Focus Group Discussion (FGD) Guideline for Parents/caregivers

Client: SOS CV Austria

Research firm: Includovate

Lead: Dr. Kristie Druzca kristie@includovate.com

Introduction and Consent

Good Morning/Afternoon. My name is..... from Includovate, a research firm currently contracted by SOS CV to conduct a final evaluation of its Socio-economic Empowerment of Vulnerable Children and Youth as well as their Families with Special Focus on Green Economy (GREEN+), a five year project (2019-2023) implemented in Uganda in Entebbe and Fort Portal and in Ethiopia in Mekelle and Hawassa.

The specific objective of the project was to support the socio-economic empowerment of 2,800 children, and 400 youth as well as their families with a special focus on the green economy.

The main objective of the evaluation is to assess and present the main results (keeping a lens on the core thematic interests of GREEN+ namely, **green economy, innovation incubator for Green economy, gender equality, child protection, and youth empowerment and capacity building**) achieved by the Strategic Partnership GREEN+ (2019-2023) in Uganda and Ethiopia to facilitate learnings and receive recommendations for a potential subsequent phase 2024-2028, and show accountability to stakeholders (especially the Austrian Development Agency). In addition, the evaluation will help to determine the extent to which the project interventions addressed the target beneficiaries and stakeholders' needs (Relevance) and identify facilitating and hindering factors for sustainability and based on this develop ... recommendations for ... how to increase the potential for sustainability in future, with a particular focus on gender equality and green economy interventions. (Sustainability).

Therefore, as a beneficiary of the programme, you have been selected to participate in this discussion. I therefore, kindly request you to share your honest views on different issues we will be discussing with you. Accordingly, we ask that the responses you provide are given on behalf of your organisation, and not the individual responding to the interview. The discussion will take 90-120 minutes.

Your responses and data from this discussion are confidential. Includovate will use this data to achieve the objectives that have been outlined above. We follow all local, national, and international standards for the transfer, storage, and use of data. With the active and meaningful participation, Includovate will compile a Evaluation report with key findings and recommendations and conclusion. Please note that participation is voluntary and if you choose not to participate, be assured that there will be no effect on your future



relationship with SOS CV Austria and Member Associations (MA): “SOS CV Ethiopia” and “SOS CV Uganda” SOS. For more information, you are invited to contact our project manager, Veronica Phekani (Email: veronica.phekani@includovate.com)

I agree to take part in the Interview 1=Yes 2=No

Do you agree to be audio recorded?

[If YES, indicate below. If one or more participants respond “NO”, proceed with the discussion without recording.]

- Consent to audio record discussion received

In accordance with ethical research practice, we ask you to sign (or grant authorisation to sign) this consent form to participate in the study. You will keep one copy in case you want to enquire further on the study and I will keep one copy.

Please read the statements below and sign at the bottom or authorise me and/or another person to sign on your behalf

- I understand that my participation in this research is voluntary, and that I am free to withdraw at any time without consequences.
- I understand that the information I provide will be treated as confidential and any identifying information, such as my name and occupational position will be anonymized.
- I agree to the use of anonymous direct quotes from my contribution to the focus group discussion in publications and presentations arising from this research.
- I agree to take part in the focus group discussion.

Name of Participant

Signature

Date

Researcher

Signature

Date

Thank you very much for your contribution



Annex 12: Data Collection Tools

A. Case Study Interview Guide

PART 1: Background Information		
No	Questions	Responses
1.1	Name of the respondent	
1.2	District	
1.3	Project Location (Residence)	
1.4	Country of project implementation	
1.5	Age of the respondent	
1.6	Education of the respondent	
1.7	Gender of the respondent	
1.8	Do you identify as having a disability	0=No 1=Yes

Facilitator and note taker's details

Sn	Date of case study interview	Time interview started	Name	Role (Facilitator/ Note taker)	Sex	Disability status	Time interview started
1							
2							
3							

Purpose: The purpose of a case study interview is to collect stories from project participants about the most significant changes they have experienced as a result of the project. These stories can be used to understand the impact of the project and to identify the factors that contributed to its success or failure.

Materials: The following materials will be needed for an case study interview:

- A list of interview questions
- A recording device
- A pen and paper

Preparation

The case study should cover at least one of the following outcome topics. You will need to coordinate with the TL to ensure that we have the right mix of case studies/topics. During the fieldwork you will hear examples of stories during the KIIs, FGDs, community discussions, etc. You will document these brief examples (and the contact details of the person who gave you the story and contact details of the protagonist from the story, if different). Share these with the PM and TL via whats app message/email. You can do this



daily. Before you leave the field, the TL will choose which case studies best represent the following topics. You will then go and do case study interviews with the protagonist, whose contact details you have already collected.

Table 1: Case study interview topics

Sn	Examples
1	We want case study examples that cover the following: a) a family becoming more self reliant (e.g. improvements to the social-economic situation of targeted families) as attributable to the programme; b) child protection or child rights violation cases being effectively handled as attributable to the programme; c) improvements in parent/carers access to health services as attributable to the programme; d) increases in girls school attendance/performance as attributable to the programme.
2	Check with the TL/PM to work out which case studies you will use the below tool on
3	This is the case study samples: 2 with youth (1 male and 1 female); 2 with parents/caregivers (1 male and 1 female) per country (2 per location)

Procedure:

Ask the questions in table 2

Table 2: Case Study interview questions

Case Study TEMPLATE	
Topic	Questions to ask informant
1. Broad description/background	A. How did you join the programme? (How did you learn about it) What did you think when you heard about the programme [were you sceptical, excited..etc]
2. Starting point: Issue/Problem faced before the programme	A. What problem/challenge were you facing before the programme that made you want to participate in the programme?
3. Actions/Solutions - What the programme did	A. Can you give an example of what the programme did to handle your problem/challenge? B. Were any other local partners or stakeholders involved in solving your problem/challenge? How?
4. Results - What changed	A. How would you describe the change to your problem/challenge that the programme contributed to? B. What has happened since this change was achieved? C. Is this change significant to you? How/why?



5 - Success - What difference did it make Why it was significant	A. What elements from the programme made this change possible? B. Did the programme change any of your perceptions on the problem/challenge you were facing? C. Did the programme generate any unintended effects?
6. Lessons learned/recommendations	A. Did you learn anything significant from the programme? B. What about your peers/cohort, did they learn anything significant from the programme? C. Looking back, what lessons can be drawn from this change that can help future programmes?

Thank the participants for their time and let them know that their story will be used to help improve the project.

Interpretation:

The stories collected from case study interviews will be used to understand the outcomes of the project and to identify the factors that contributed to its success or failure. This information will be used to improve the project, to make recommendations for future projects, and to inform decision-making.

B. CCW Guide

Preparation by enumerators before going to the field

1. The enumerator needs to develop cards depending on the number of participants (e.g. 15 cards)
2. Each card should have the following written on it: "child protection" "environmental protection" "gender equality" "poverty reduction" "disability inclusion".
3. Develop another set of cards depending on the number of participants (e.g. 15 cards for 15 participants who will participate in the workshop)
4. Each card should have the following written on it: a) Families abilities to be self-reliant b) The establishment and maintenance of the community structures for child protection and capacity to follow-up or support child rights violation cases c) Parents/ caregivers access to available health care services d) Boys and girls attendance in formal or non-formal education.
5. You will guide the participants to use these cards during the workshop for specific questions

Purpose: The purpose of a Community Change Workshop is to gather stories from project participants about the changes they have experienced in their community as a result of the project; to understand the extent to which the objectives defined in the six result areas have been achieved according to the workshop participants. These stories will be used to understand the impact of the project and to identify the factors that contributed to its success or failure and document future improvements, changes needed for the next phase of the project.



Materials: The following materials will be needed for a Community Change Workshop:

- A list of discussion questions
- A flipchart or whiteboard
- Markers
- Sticky notes
- A recording device

- Cards (see above)

Procedure:

1. Introduce yourself and explain the purpose of the workshop.
2. Introduce the project and what it did
3. Make sure all participants are comfortable and that everyone has a seat. We want to avoid power inequities by the way people are sitting (e.g. the most powerful sitting at the front and the most timid on the outer edges)
4. Explain how the workshop will be conducted and how long and the number of questions.
5. Give everyone a rock or stick (something to vote with) and let them know that this will be a participatory workshop and everyone will need to contribute. You will be asked to place your stone/stick on your preferred option.
6. Ask the participants the **questions** below:
7. **NB:** Check and follow the **instruction before each question**

Workshop Questions

Instruction to enumerator before asking question 1

- A. Before you start asking the questions, show each of the cards you prepared, which shows: "child protection" "environmental protection" "gender equality" "poverty reduction" "disability inclusion". written on them to the participants
- B. Explain to the participants that these cards represent the how each of the cards will be used in the workshop activities
- C. Ask the questions
- D. Write down the choice of the participants and the scores
- E. The enumerator will ask the probing questions



1. The GREEN+ programme addressed a lot of issues. Out of this community's needs, which of the following were most met by the programme: child protection, environmental protection, gender equality, poverty reduction, disability inclusion.
 - a. Come and choose a card that names the one you think has been most met by the project.
 - b. Ask who chose child protection that wants to explain their answer.
 - c. Ask who chose environmental protection that wants to explain their answer.
 - d. Ask who chose gender equality that wants to explain their answer.
 - e. Ask who chose poverty reduction that wants to explain their answer.
 - f. Ask who chose disability inclusion that wants to explain their answer.

Instruction to the enumerator before asking question 2

- A. Before you start asking the questions, show each of the cards you prepared, which shows: a) Families abilities to be self-reliant b) The establishment and maintenance of the community structures for child protection and capacity to follow-up or support child rights violation cases c) Parents/ caregivers access to available health care services d) Boys and girls attendance in formal or non-formal education.
 - B. Explain to the participants that these cards represent some of the key expected impacts of the program and each of the cards will be used in the workshop activities
 - C. Ask the questions
 - D. Write down the choice of the participants and the scores
 - E. And then ask the probing questions
2. Out of these four cards, please take the one that you think the programme has most effectively achieved in this community: a) Families abilities to be self-reliant b) The establishment and maintenance of the community structures for child protection and capacity to follow-up or support child rights violation cases c) Parents/ caregivers access to available health care services d) Boys and girls attendance in formal or non-formal education.



- a. Ask if you choose: Families abilities to be self-reliant please explain why?
- b. If you chose The establishment and maintenance of the community structures for child protection and capacity to follow-up or support child rights violation cases, please explain why?
- c. If you chose, Parents/ caregivers access to available health care services, please explain why?
- d. If you chose, Boys and girls attendance in formal or non-formal education, please explain why?

3. In the last four years, during the programme's life, has anyone noticed community members that have changed their attitude or behaviour towards child protection and care?

- a. **Probe:** do you think the programme had anything to do with this change?
- b. Why/Why not?

4. In the last four years, during the programme's life, has anyone noticed community members that have changed their attitude or behaviour towards environmental protection and care?

- a. **Probe:** do you think the programme had anything to do with this change?
- b. Why/Why not?

5. What measures did the programme use to promote positive parenting practices?

- a. Do you think these measures were effective?
2. Once the discussion is complete, review the key points that were raised and identify any common themes.
3. Thank the participants for their time and let them know that their stories will be used to help improve the project.

C. FGD Guidelines

C1. Focus Group Discussion (FGD) Guideline for Parents/caregivers

Focus logistics and Ground rules



a. Preparation (Enumerator)

- Enumerator should have rocks, cards and pictures prepared for the FGD
- Enumerator should have all papers printer to gather participants demographic information (see enumerator guide for more details)

b. Logistics

- Focus group will last 90-120 minutes.
- Feel free to leave for the bathroom when you need to.
- Snacks are provided. Do you want this during the FGD or at the end?

b. Ground Rules

- Everyone will try to say something.
- We will let each participant express their views without judging or interrupting them.
- No view is wrong or more accurate than the other. We all experience life differently.
- Enjoy the discussion.
- Does anyone have any questions before we get started?

c. Ice-Breaker

- Can you tell us a bit about yourself (how you are feeling today (happy, sad, hopeful), hobbies, favourites)

Discussion question

Instruction to the enumerator:

For ranking activities,

- a. The enumerator needs to develop cards with numbers on them
- b. Give the participants a rock/stick, which will be used for the ranking activities
- c. Each rock or stick should have a colour (e.g. red, green, yellow, blue) or symbol on it so that the person remembers their rock.
- d. The participants will move about the cards and place their rock on the rank.
- e. After all the participants have finished ranking, the enumerator writes down the scores and
- f. The enumerator will ask the probing question

1. In reflecting upon the programme as a whole, what parts of it were the most effective for you? Can you please explain why that was the most effective?
 - a. **Probe:** what exactly made it effective (e.g. the facilitator, what was learnt, given, relevance to your life, etc)?
 - b. What parts were the least effective?
 - c. Can you please explain why it was not effective?
 - d. **Probe:** what exactly made it ineffective (e.g. the facilitator, what was learnt, given, relevance to your life, etc)?
2. Did anyone with a disability participate in the programme with you?
 - a. If yes, how effective was their participation?
 - b. If not, have you learnt anything about disability inclusion from the program?



- c. **Probe:** In what ways, if at all, have you been able to use this knowledge?
3. Since participating in the parenting for respectability component of the program, have your parenting goals and aspirations for your child: gotten much worse 1; gotten worse 2; stayed the same 3; improved 4; greatly improved, 5? Please vote using your rock.
 - a. Then go around the group and ask people to explain their answer/the changes to their goals.
 - b. Use the following probes to get them to elaborate:
 - i. What strategies from the program did you trial and to what effect?
 - ii. Have you noticed any good or bad changes in your relationship with your child since implementing the strategies learned in the PfR program
4. What improvements or changes would you suggest to make the gender equality and social inclusion initiatives better meet your needs or the challenges you face?
5. At what level individual, family, organisation, community, country - did the programme have the greatest change/outcome (either positive or negative)
 - a. **Probe:** Can you explain your answer (e.g. say more about the type of (negative/positive) changes/outcomes)?
6. On a scale of 1-5 please rank how capable you feel to handle child protection challenges in this community?
 - a. **Probe:** Have you been able to apply any of the child protection information you gained from the project?
7. On a scale of 1-5 please rank how capable you feel to handle environmental protection challenges in this community?
 - a. **Probe:** Have you been able to apply any of the environmental protection information you gained from the project?
8. What improvements or changes would you suggest to make to the green economy component of the project so it can better meet your needs?
9. What improvements or changes would you suggest to make the environmental protection component of the project better meet your needs?
10. What improvements or changes would you suggest to make the child protection component of the project better meet your needs or the challenges you face



C2. Focus Group Discussion (FGD) Guideline for Children

Materials needed

- 3 packets of coloured pencils
- a sharpener
- 40 blank A4 pieces of paper
- 12 rocks
- a folder to keep the pictures safe

Logistics and Ground rules

a. Logistics

- The focus group will last for 1 hour.
- Feel free to leave for the bathroom when you need to.
- Snacks are provided. Do you want this during the FGD or at the end?

b. Ground Rules

- Everyone will try to say something.
- We will let each participant express their views without judging or interrupting them.
- No view is wrong or more accurate than the other. We all experience life differently.
- Enjoy the discussion.
- Does anyone have any questions before we get started?

c. Ice-Breaker

- Can you tell us a bit about yourself (how you are feeling today (happy, sad, hopeful), hobbies, favourites). Go around the room so everyone has a turn at speaking

Discussion questions

1. If you can't find your mummy and daddy or anyone in your family and you have a problem where can you go for help?
2. Draw me a picture about the environment and how the project has taught you to look after it.
 - a. Go around the room and ask each child to explain their drawing and write down the description next to their sex, age, and location
3. Who can tell me what you have learnt about how children with disabilities should be treated. (take detailed notes).
4. Who can tell me what gender equality means?
(take detailed notes).
5. Draw a picture showing your family doing household chores.
 - a. Go around the room and ask each child to explain their drawing and write down the description next to their sex, age, and location (take detailed notes).
 - b. Ask them which chores their mummy and daddy do together and which chores they do separately



Thank the children for their time.

Make sure you have the child's age with their gender and a statement to explain the picture written on a piece of paper that you can put on top of the picture and then use your phone to take a picture. Let them know we will use the photo of their picture in our report and they can keep the picture.

******We want good quality photos so please take care to take high resolution images that are not blurry.**

C3. Focus Group Discussion (FGD) Guideline for Innovation Incubator beneficiaries

Focus logistics and Ground rules

a. Preparation (Enumerator)

- Enumerator should have rocks/sticks (of different colours), cards and pictures prepared for the FGD
- Enumerator should have all papers printed to gather participants demographic information (see enumerator guide for more details)

b. Logistics

- Focus group will last 90-120 minutes.
- Feel free to leave for the bathroom when you need to.
- Snacks are provided. Do you want this during the FGD or at the end?

b. Ground Rules

- Everyone will try to say something.
- We will let each participant express their views without judging or interrupting them.
- No view is wrong or more accurate than the other. We all experience life differently.
- Enjoy the discussion.
- Does anyone have any questions before we get started?

c. Ice-Breaker

- Can you tell us a bit about yourself (how you are feeling today (happy, sad, hopeful), hobbies, favourites)

Instruction to the enumerator:

For ranking activities,

- A. The enumerator needs to have rocks/ sticks
- B. If rocks, each should have a colour (e.g. red, green, yellow, blue) or symbol on it so that the person remembers their rock.
- C. Give the participants a rock/stick, which will be used for the ranking activities
- D. The participants will move about the cards and place their rock on the rank.



- E. After all the participants have finished ranking, the enumerator writes down the scores and
- F. The enumerator will ask the probing questions

Questions

1. Which of the following, would you rank the highest in terms of the way the innovation incubator supported your needs a) income generation and economic empowerment? b) training and capacity building opportunities? c) financial support and access to resources?
 - a. Give each participant a symbol for ranking purposes (might be a rock with a sign on it).
 - b. Go around the circle and ask people to expand on their highest score by asking them "can you explain how the innovation incubator supported your needs for ...[insert highest rank]"

2. In your opinion, what parts of the innovation incubator were the most effective?
 - a. Can you please explain why that was the most effective?
 - b. **Probe:** what exactly made it effective (e.g. the facilitator, what was learnt, given, relevance to your life, etc)?
 - c. In your opinion, what parts of the innovation incubator were the least effective?
 - d. Can you explain why they were not effective?
 - e. **Probe:** what exactly made them ineffective (the facilitator, what was taught, given, not relevant to your life, etc)?

3. At what level - individual, family, organisation, and community, country - did the innovation incubator have the greatest change (either positive or negative) and why?
 - a. **Probe:** Can you explain your answer (e.g. say more about the type of (negative/positive) changes/outcomes)?

4. Rank the following from who benefited the most to the least, from the innovation incubator: women, men, adolescent girls, adolescent boys, boy children, girl children, persons with disabilities

5. Has anyone encountered challenges in sustaining their innovation incubator project?
 - a. **Probe:** -Can you describe these challenges and how they impacted your project?
 - b. Have you done anything (successful or unsuccessful) to overcome these challenges?
 - c. In hindsight, what else could the innovation incubator have done to support you with these challenges?

6. What parts of the innovation incubator do you think should change? why?



7. What parts of the innovation incubator should remain if the program is run again?
 - a. **Probe:** What innovation incubator resources were given to you that you still use (e.g. knowledge, skills, equipment)?
 - b. **Probe:** Can you describe any changes in your household that are still

C4. Focus Group Discussion (FGD) Guideline for youth beneficiaries

Evaluation Criterion: Relevance

1. Have you participated in any green economy activities (e.g. briquette making, garbage sorting, backyard gardening, apiary farming, and crafts basket-making etc)?
 - a. If yes, what benefits did you get from the project? (e.g. market-relevant skills and capacities or enhanced access to green income generating opportunities)?
 - b. Have you given any feedback about the project before now?
 - c. If yes, when/how?
2. Have you participated in any environmental protection activities (e.g. sustainable agriculture, backyard gardening, afforestation, briquette making, apiary farming etc.)?
 - a. If yes, what benefits did you get from the project?
 - b. Have you given any feedback about the project before now?
 - c. If yes, when/how?

Evaluation Criterion: Effectiveness

3. Did you face any challenges during the programme that prevented you from benefiting as much as you would have liked
 - a. [**probe:** sickness, shock, etc]
4. Which of these challenges were successfully addressed?
 - a. how?
 - b. Which challenges were not addressed?
5. In hindsight, was there a different way these challenges could have been addressed?
6. In your own words, what have you learnt about child care and protection from the program?
 - a. **Probe:** -Have you shared the knowledge and information you gained from the program with others in your community or household?
 - b. **Probe:** How capable do you feel to handle child protection challenges now?
7. In your own words, what have you learnt about environmental protection from the program?
 - a. **Probe:** Have you taken action based upon what you learnt (e.g. Have you shared the knowledge and information with others in your community or household?
 - b. Have you joined a new groups, campaigned for change, etc)



8. In your own words, what have you learnt about gender equality from the program?
 - a. **Probe:** In what ways, if at all, have you been able to use this knowledge?
 - b. **Probe:** How have men and boys been more involved in household responsibilities, including childcare?
 - c. How have women been more involved in household decision making?
9. Since the programme began, have you noticed any changes in your relationship with your parents?
 - c. Please explain any positive or negative changes in place as a result of the innovation incubator?

D. Online survey

Respondents
SOS staff involved in the project
Project team
Key Implementing Partners and Community Structures

Client: SOS CV Austria

Research firm: Includovate

Lead: Dr. Kristie Druzca kristie@includovate.com

Introduction

Includovate has been engaged by SOS CV Austria to conduct a final evaluation of its Socio-economic Empowerment of Vulnerable Children and Youth as well as their Families with Special Focus on Green Economy (GREEN+), a five year project (2019-2023) implemented in Uganda in Entebbe and Fort Portal and in Ethiopia in Mekelle and Hawassa.

The evaluation will help to determine the extent to which the project interventions addressed the target beneficiaries and stakeholders' needs (Relevance) and identify facilitating and hindering factors for sustainability and based on this develop recommendations for how to increase the potential for sustainability in future phases, with a particular focus on gender equality and green economy interventions (Sustainability).

Your responses to this survey are confidential and will not affect existing or potential funding or relationship with SOS CV Austria and Member Associations (MA): “SOS CV Ethiopia” and “SOS CV Uganda”. Includovate will use the data you provide to achieve the objectives that have been outlined above. We follow



all local, national, and international standards for the transfer, storage, and use of data.

Responding to the Survey

GREEN+ project staff/ teams and Key Implementing Partners (KIPs) in Uganda and Ethiopia are asked to participate in this survey. The questions in this survey are about the relevance, effectiveness and sustainability of the GREEN+ project. We expect your responses to be based on your involvement in the project.

We anticipate the survey will take approximately 10-15 minutes to complete. The asterisk (*) before the question means that a response to the question is required/ mandatory.

If you leave the survey before you complete it, then you must come back to the same computer and use the same browser in order to finish the survey. The [Done] button at the end of the survey must be clicked to submit your answers.

PLEASE SUBMIT YOUR RESPONSE BY _____

Thank you very much for your contribution to the online survey for the final evaluation of the GREEN+ project in Uganda and Ethiopia.

Consent

Do you agree to answer this survey? 1. Yes, I agree 2. No

Part 1: Demographic information

1. Which country are you located in? 1. Uganda 2. Ethiopia
2. Which district are you located
3. What gender do you identify as? 1. Male 2. Female
4. What is your age?
5. Do you personally identify as a person with a disability?
6. Do you personally identify as a person with a disability?
7. If Yes, what type of disability best describes you?

Relevance

8. On a scale of 1-5, to what extent is the innovation incubator relevant to the needs of the beneficiaries with disabilities?
 - a. On a scale of 1-5, to what extent is the innovation incubator relevant to the needs of critically vulnerable vulnerable families?
 - b. On a scale of 1-5, to what extent is the innovation incubator relevant to the needs of women as much as men?



9. On a scale of 1-5, to what extent is the green economy design relevant to the needs of the beneficiaries with disabilities?
 - a. On a scale of 1-5, to what extent is the green economy design relevant to the needs of critically vulnerable vulnerable families?
 - b. On a scale of 1-5, to what extent is the green economy design relevant to the needs of women as much as men?
10. On a scale of 1-5, to what extent is the environmental protection design relevant to the needs of the beneficiaries with disabilities?
11. On a scale of 1-5, to what extent is the environmental protection design relevant to the needs of critically vulnerable vulnerable families?
 - a. On a scale of 1-5, to what extent is the environmental protection design relevant to the needs of women as much as men?
12. On a scale of 1-5, to what extent is the environmental protection design relevant to the needs of local stakeholders?
 - a. On a scale of 1-5, to what extent is the environmental protection design relevant to the needs of national stakeholders?
 - b. On a scale of 1-5, to what extent is the innovation incubator design relevant to the needs of local stakeholders?
13. On a scale of 1-5, to what extent is the innovation incubator design relevant to the needs of national stakeholders?
 - a. On a scale of 1-5, to what extent is the green economy design relevant to the needs of local stakeholders?
 - b. On a scale of 1-5, to what extent is the green economy design relevant to the needs of national stakeholders?

Effectiveness

14. Please rank in order which of the following outcomes have been the most effectively achieved by the programme in your focus area/location:
 - a. [Families abilities to be self-reliant
 - b. The establishment and maintenance of the community structures for child protection and capacity to follow-up or support child rights violation cases
 - c. Parents/ caregivers access to available health care services
 - d. Boys and girls attendance in formal or non-formal education]
15. Please list some of the factors that contributed to the achievement of the most effective outcomes _____

16. Rank the following (green initiatives, vocational apprenticeship training, business and entrepreneurial training, VSLA/ SACCOs) from the most to the least effective in terms of improving the socio-economic situation of the targeted families
 - a. [a)vocational training;
 - b. b) business start-up support,
 - c. c) Village Savings and Loan Associations (VSLAs);



- d. d) green IGAs initiatives.
 - e. [If you ranked d) then please rank these IGA initiatives from most to the least effective in terms of improving the socio-economic situation of the targeted families
 - f. d.1) organic farming or
 - g. d.2) renewable energy production;
 - h. d.3) briquette making,
 - i. d.4) energy-saving stoves, and
 - j. d.5) backyard gardening]
17. Rank the following from who benefited the most to the least
- a. women, men, adolescent girls, adolescent boys, boy children, girl children, men with disabilities, women with disabilities , boys with disabilities, girls with disabilities
18. Out of the following, which have been the most effective for knowledge management and learning:
- a. (-the establishment of a Knowledge Management strategy including strengthening M&E systems
 - b. Knowledge management activity (organisation of various fora and platforms for knowledge sharing such as physical and virtual meetings, exchange and learning visits, trainings, coaching, and mentorship)
 - c. Capacity building and training activities
 - d. Advocacy and awareness-raising activities to promote knowledge and understanding of children's rights, gender equality, and environmental protection
19. Out of the following which activity has the greatest potential for sustainability:
- a. Established partnerships and collaborations to support the project's sustainability?
 - b. Addressed the capacity building needs of local stakeholders to ensure the sustainability of project outcomes?
 - c. Addressed the financial needs of local stakeholders to ensure the sustainability of project outcomes?
 - d. Involved local communities and stakeholders in the planning and implementation to ensure the sustainability of project outcome

E. Key Informant Interview Guidelines

E1. Key Informant Interview Guideline for SOS staff involved in the project or member of the project team

PART 1: Background Information		
No	Questions	Responses



1.1	Name of the respondent	
1.2	Name of the Organisation	
1.3	Name of the department within the Organisation	
1.4	Role in GREEN+ project	
1.5	Age of the respondent	
1.6	Gender of the respondent	
1.7	Country of project implementation	
1.8	Do you identify as having a disability	0=No 1=Yes

Interview questions

Evaluation Criterion: Relevance

1. Which beneficiary needs was the innovation incubator designed to solve? Probe: Who was involved in the innovation incubator design process?
 - a. [Probe: women and men, persons with disabilities, and critically vulnerable families?
2. Which beneficiary needs was the child protection designed to solve? Probe: Who was involved in the child protection design process?
 - a. **[Probe:** women and men, persons with disabilities, and critically vulnerable families?
3. Which beneficiary needs was the green economy designed to solve? Probe: Who was involved in the green economy design process? [Probe: women and men, persons with disabilities, and critically vulnerable families?
4. Which beneficiary needs was the environmental protection designed to solve?
 - a. **Probe:** Who was involved in the environmental protection design process? [Probe: women and men, persons with disabilities, and critically vulnerable families?
5. What improvements or changes would you suggest to enhance the programmes gender equality and social inclusion components (so that more of the challenges faced by men and women, girls and boy beneficiaries are addressed)?

Evaluation Criterion: Effectiveness

6. In your opinion, what are the most effective program components and why?
 - a. In your opinion, what are the least effective program components and why?



7. At what level individual, family, organisation, community, country - did the programme have the greatest change/outcome (either positive or negative)
 - a. **Probe:** Can you explain your answer (e.g. say more about the type of (negative/positive) changes/outcomes)?
8. What are some of the main factors that hindered the programme's effectiveness?
 - a. [**probe** for COVID-19 pandemic and armed conflict in Tigray]
9. What attempts were made to address some of these hindering factors?
 - a. [**probe:** is there documentation around this.
 - b. How were these decisions/changes/challenges recorded]
 - c. To what extent were these mitigating measures/strategies successful?
10. In hindsight, was there a different way these challenges could have been addressed?
11. Specifically in terms of the economic empowerment and green IGA initiatives, which components were **not** effective in improving the socio-economic situation of targeted families?
 - a. **Probe for:** reasons for the lack of effectiveness.
 - b. **Probe for:** Any unintended negative side effects
12. If we are only talking about women, would your answer change?
 - a. If we are only talking about youth would your answer change?
 - b. If we were only talking about persons with disabilities, would your answer change?
13. What measures were used by the programme to include persons with disabilities? (e.g. the inclusion and participation of persons with disabilities in decision-making processes; access to income-generating activities; awareness raising activities; changing attitudes towards persons with disabilities)
 - a. **Probe:** How effective were they?
14. In your own words, what have been the program's most effective knowledge management and learning activities?
 - a. Why?
 - b. **Probe:** What strategies or tools have been most effective in capturing and disseminating knowledge within the project?
 - c. **Probe:** How have the knowledge management and learning activities facilitated collaboration and knowledge sharing among project implementers/teams?
15. What is the most memorable lesson you have learnt from the programme?
 - a. why?

Evaluation Criterion: Sustainability

16. Out of all the approaches and interventions applied in the programme, which ones show greatest potential for sustainability?
 - a. Why?



17. Which intervention and approaches should be stopped in the next phase because they lack potential for sustainability?
 - a. **Probe:** for reasons [check if the reason is associated with a deviation from the planned intervention, or something else]
18. Which intervention or approaches should remain but be improved to enhance sustainability?
 - a. **Probe for:** How specific intervention or approach should be improved?
19. What are the key factors that contributed to the sustainability of the innovation incubator projects?
 - a. **Probe:** for partnerships and networks, awareness creation, promoting the visibility of the green initiatives within the communities
20. What factors have limited the sustainability of innovation incubator projects?
 - a. **Probe:** What are the main challenges or obstacles that green groups face in implementing their innovative ideas within the innovation incubator?
21. How can these challenges be mitigated in the next phase of the project?
 - a. What lessons can be learned from successful sustainability efforts?
22. What lessons or best practices can be learned from successful sustainability efforts of implementing partners and community structures/CBOs in child protection initiatives?

E2. Key Informant Interview Guideline for Key Implementing Partner (KIPs) and Community support structure

PART 1: Background Information		
No	Questions	Responses
1.1	Name of the respondent	
1.2	Name of the Organisation	
1.3	Name of the department within the Organisation	
1.4	Role in GREEN+ project	
1.5	Age of the respondent	
1.6	Gender of the respondent	
1.7	Country of project implementation	

Interview questions

Relevance



1. To what extent has the green economy design contributed to your organisation/community's needs?
 - a. (**Probe** for priority/goal alignment around child protection, environmental protection, gender equality, poverty reduction, disability inclusion, etc.?)
2. To what extent has the environmental protection design contributed to your organisation/community's needs?
 - a. (Probe for priority/goal alignment around child protection, environmental protection, gender equality, poverty reduction, disability inclusion, etc.?)
3. In which ways, if at all, has the child protection initiatives effectively addressed the prevalent forms of abuse and violence faced by girls and boys in the communities?
4. What improvements or changes would you suggest to enable the social protection initiatives to address more of the challenges faced by men and women, girls and boy beneficiaries?

Effectiveness

5. In your opinion, what are the most effective program components and why?
 - a. In your opinion, what are the least effective program components and why?
6. At what level - individual, family, organisation, community, country - did the programme have the greatest change/outcome (either positive or negative)
 - a. **Probe:** Can you explain your answer (e.g. say more about the type of (negative/positive) changes/outcomes)?
7. In what ways, if at all, have you been able to use child care and protection knowledge gained from the program?
 - a. **Probe:** How capable do you feel to handle child protection challenges now?
8. In your opinion, what were the most effective awareness raising strategies for child care and protection used by the programme?
9. In your opinion, what were the most effective awareness raising strategies for environmental protection used by the programme?
10. What measures were used by the programme to include persons with disabilities?
 - a. **Probe:** What measures have been taken to ensure accessibility and accommodation for persons with disabilities in each of the initiatives? How effective were they?
11. What measures were used to promote gender equality in this community? (e.g. including reduced domestic violence, improved women's participation in decision-making in households and/ or communities) How would you describe their effectiveness?
 - a. **Probe:** If not mentioned, ask specifically about EMB (engaging men and boys) activities, (e.g. media campaign, role model men)



12. **Probe:** If not mentioned, ask specifically about PfR (parenting for respectability) activities (including reduced domestic violence) at household and community levels
13. The green economy, innovation incubator and gender equality initiatives used methods to encourage active participation of beneficiaries. In your opinion, which of these methods stimulated the most meaningful participation?
14. Can you explain how you used the methods (and in which programme component)
 - a. **Probe:** Can you describe any challenges or barriers that affected how beneficiaries participated?
15. What have you learned that makes an effective participatory method?
16. In your own words, what have been the program's most effective knowledge management and learning activities? Why?
 - a. **Probe:** What strategies or tools have been most effective in capturing and disseminating knowledge within the project?
 - b. **Probe:** How have the knowledge management and learning activities facilitated collaboration and knowledge sharing among project implementers/teams?
17. What are some of the factors that have hindered the effectiveness of knowledge management and learning activities?
18. What is the most memorable lesson you have learnt from the programme? Why?

Sustainability

19. Out of all the approaches and interventions applied in the programme, which ones show greatest potential for sustainability? why?
20. Which intervention and approaches should be stopped in the next phase because they lack potential for sustainability?
 - a. **Probe:** for reasons [check if the reason is associated with a deviation from the planned intervention, or something else]
21. Which intervention or approaches should remain but be improved to enhance sustainability?
 - a. **Probe for:** How specific intervention or approach should be improved?
22. What parts of the innovation incubator projects should remain if the programme is run again?
 - a. **Probe:** Can you describe any innovation incubator changes that are still in place? (e.g. partnerships and networks, awareness creation, green community initiatives)
23. What are the main challenges or obstacles that you or other implementing partners/community structures have faced in implementing innovation incubator projects?



- a. **Probe:** What are the main challenges or obstacles that green groups face in implementing their innovative ideas within the innovation incubator?
24. How can these challenges be mitigated in the next phase of the project?
- a. What lessons can be learned from successful sustainability efforts?
25. What parts of the child protection approaches should remain if the program is run again?
- a. **Probe:** Can you describe any child protection changes that are still in place as a result of the child protection initiatives?
 - b. **Probe:** How have key implementing partners and community structures/CBOs: - implemented the skills and knowledge taught to them? - engaged in advocacy and policy dialogue? - networked with/formed other partnerships to support their child protection efforts?
26. What are the main challenges or obstacles that you or other implementing partners/community structures have faced in implementing child protection initiatives?
- a. **Probe:** -Have you or any other partner/structure done anything (successful or unsuccessful) to overcome these challenges?
27. In hindsight, what else could be done to sustain the child protection initiatives so they last longer (e.g. by the programme or by others)?
- a. **Probe:** if there was a phase two of the program what would you do to improve the sustainability of the child protection initiatives?

E3. Key Informant Interview Guideline for local government stakeholders (incl. police) and CBOs

PART 1: Background Information		
No	Questions	Responses
1.1	Name of the respondent	
1.2	Name of the Organisation	
1.3	Name of the department within the Organisation	
1.4	Role in GREEN+ project	
1.5	Age of the respondent	
1.6	Gender of the respondent	
1.7	Country of project implementation	

Interview questions

Evaluation Criterion: Relevance



1. To what extent has the green economy design contributed to your organisation/community's needs?
 - a. (**Probe** for priority/goal alignment around child protection, environmental protection, gender equality, poverty reduction, disability inclusion, etc.?)
2. To what extent has the environmental protection design contributed to your organisation/community's needs?
 - a. (Probe for priority/goal alignment around child protection, environmental protection, gender equality, poverty reduction, disability inclusion, etc.?)
3. In which ways, if at all, has the child protection initiatives effectively addressed the prevalent forms of abuse and violence faced by girls and boys in the communities?
4. What improvements or changes would you suggest to enable the social protection initiatives to address more of the challenges faced by men and women, girls and boy beneficiaries?

Evaluation criterion: Effectiveness

5. In your opinion, what are the most effective program components and why?
 - a. In your opinion, what are the least effective program components and why?
6. At what level - individual, family, organisation, community, country - did the programme have the greatest change/outcome (either positive or negative)
 - a. **Probe:** Can you explain your answer (e.g. say more about the type of (negative/positive) changes/outcomes)?
7. In what ways, if at all, have you been able to use child care and protection knowledge gained from the program?
 - a. **Probe:** How capable do you feel to handle child protection challenges now?
8. In your opinion, what were the most effective awareness raising strategies for child care and protection used by the programme?
9. In your opinion, what were the most effective awareness raising strategies for environmental protection used by the programme?
10. What measures were used by the programme to include persons with disabilities?
 - a. **Probe:** What measures have been taken to ensure accessibility and accommodation for persons with disabilities in each of the initiatives? How effective were they?
11. What measures were used to promote gender equality in this community? (e.g. including reduced domestic violence, improved women's participation in decision-making in households and/ or communities) How would you describe their effectiveness?
 - a. **Probe:** If not mentioned, ask specifically about EMB (engaging men and boys) activities, (e.g. media campaign, role model men)



12. **Probe:** If not mentioned, ask specifically about PfR (parenting for respectability) activities (including reduced domestic violence) at household and community levels
13. The green economy, innovation incubator and gender equality initiatives used methods to encourage active participation of beneficiaries. In your opinion, which of these methods stimulated the most meaningful participation?
14. Can you explain how you used the methods (and in which programme component)
 - a. **Probe:** Can you describe any challenges or barriers that affected how beneficiaries participated?
15. What have you learned that makes an effective participatory method?
16. In your own words, what have been the program's most effective knowledge management and learning activities? Why?
 - a. **Probe:** What strategies or tools have been most effective in capturing and disseminating knowledge within the project?
 - b. **Probe:** How have the knowledge management and learning activities facilitated collaboration and knowledge sharing among project implementers/teams?
17. What are some of the factors that have hindered the effectiveness of knowledge management and learning activities?
18. What is the most memorable lesson you have learnt from the programme? Why?

Sustainability

19. Out of all the approaches and interventions applied in the programme, which ones show greatest potential for sustainability? why?
20. Which intervention and approaches should be stopped in the next phase because they lack potential for sustainability?
 - a. **Probe:** for reasons [check if the reason is associated with a deviation from the planned intervention, or something else]
21. Which intervention or approaches should remain but be improved to enhance sustainability?
 - a. **Probe for:** How specific intervention or approach should be improved?
22. What parts of the innovation incubator projects should remain if the programme is run again?
 - a. **Probe:** Can you describe any innovation incubator changes that are still in place ? (e.g. partnerships and networks, awareness creation, green community initiatives)
23. What are the main challenges or obstacles that you or other implementing partners/community structures have faced in implementing innovation incubator projects?



- a. **Probe:** What are the main challenges or obstacles that green groups face in implementing their innovative ideas within the innovation incubator?
24. How can these challenges be mitigated in the next phase of the project?
- a. What lessons can be learned from successful sustainability efforts?
25. What parts of the child protection approaches should remain if the program is run again?
- a. **Probe:** Can you describe any child protection changes that are still in place as a result of the child protection initiatives?
 - b. **Probe:** How have key implementing partners and community structures/CBOs: - implemented the skills and knowledge taught to them? - engaged in advocacy and policy dialogue? - networked with/formed other partnerships to support their child protection efforts?
26. What are the main challenges or obstacles that you or other implementing partners/community structures have faced in implementing child protection initiatives?
- a. **Probe:** -Have you or any other partner/structure done anything (successful or unsuccessful) to overcome these challenges?
27. In hindsight, what else could be done to sustain the child protection initiatives so they last longer (e.g. by the programme or by others)?
- a. **Probe:** if there was a phase two of the program what would you do to improve the sustainability of the child protection initiatives?

Thank you

F. Transect Community walk/ map (observations guide)

Background Information

Date _____ **Place** _____

Name _____ **of** _____ **facilitator:** _____

Country: _____

Location: _____

Note to the facilitator: Describe the respondent: sex, approx age, title, role in community, what they do for a living. This information can come as you walk around.

Participants and sample: Select a minimum size of about 10-25 participants (including males and females) from the list of caregivers/ parents



Purpose: The purpose of this activity is to visually witness changes in the community as a result of the project.

Materials: The following materials will be needed for this transect:

- A map of the area
- A compass
- A clipboard
- A pencil
- A camera

Procedure:

1. Two walks will be completed per location - one male and one female. 1. will be a Key Implementing Partner, or from a Community Organisation/Structure and the other will be a parent or carer of a beneficiary.
2. Walk slowly and talk to people
3. During the walk, proceed slowly through the community
4. Ask the questions below
5. Draw a rough community map as you walk around and take photos of buildings that are relevant.

Questions

1. Can you show me any child protection community structures that the programme has helped?
 - a. Who in this community is most affected by child protection challenges (e.g. women, men, boys, girls, youth, single/married, disabled; poor/remote)?
 - b. How, if at all, has the GREEN+ programme been able to address any of these challenges?
2. Can you show me any social protection community structures that the programme has helped?
 - a. Who in this community is most affected by social protection challenges (e.g. women, men, boys, girls, youth, single/married, disabled; poor/remote)?
 - b. How, if at all, has the GREEN+ programme been able to address any of these challenges?
3. Can you show me any community structures that the programme has helped in a gender equality or social inclusion way?
 - a. In this community who is most affected by gender equality or social inclusion challenges (e.g. women, men, boys, girls, youth, single/married, disabled; poor/remote)?
 - b. How, if at all, has the GREEN+ programme been able to address any of these challenges?



4. Did your community face any challenges during the programme that prevented this community from benefiting from the programme as much as you would have liked
 - a. [**probe:** sickness, shock, etc].
 - b. Out of the challenges you have mentioned, which ones had the biggest negative impact?
5. How were some of these challenges addressed? [probe: is there documentation around this.
 - a. How were these decisions/changes/challenges recorded]
 - b. To what extent were these measures/strategies successful in mitigating the challenges and improving the programme's effectiveness?
6. In hindsight, was there a different or better way these challenges could have been addressed?
7. Can you show me any community structures that the programme has supported to address the community's poverty?
 - a. In this community who is most affected by poverty (e.g. women, men, boys, girls, youth, single/married, disabled; poor/remote)?
 - b. How, if at all, has the GREEN+ programme been able to address their challenges?



Annex 13: Evaluation ToR

Terms of Reference - Final Evaluation of GREEN+ Project Implemented in Ethiopia and Uganda 1980-00/2019

Abbreviations

ADA – Austrian Development Agency

Community Based Organization – Community-based organisation

FGD – Focus group discussion

FSP – Family strengthening program

GBV - Gender-based violence

ICAP - Institutional Capacity Development for Quality Child Care and Protection project

IGA – Income generating activities

IOR ESAF – International Office – Eastern and Southern Africa Region

Key Implementing Partner – Key Implementing Partner

KM&L- Knowledge Management and Learning

M&E – Monitoring and Evaluation

MA – Member associations

NO – National office

persons with disabilities – Persons with disabilities

SDGs – Sustainable Development Goals

SOS CV Ethiopia - SOS Children’s Villages Ethiopia

SOS CV Uganda – SOS Children’s Villages Uganda

SOS CVI – SOS Children’s Villages International

ToR – Terms of Reference

1 Context and Background

1.1 About SOS Children’s Villages

1.1.1 SOS Children’s Villages International

SOS Children’s Villages is a global federation present in 138 countries and territories via national SOS Children’s Villages associations, working in more than 2000 programme locations worldwide. The main focus of the organisation is to provide sustained support to vulnerable children who have lost or are at high risk to lose parental care. In Family Based Care Programmes (FBC), SOS CV provides a family-like environment to the abandoned child or young person and offers quality care and support for their development. Through Family Strengthening Programmes (FSP) SOS CV helps parents and communities build capacities to care for their children and prevent family breakdown. For more detailed information see <https://www.SOSchildrensvillages.org/>

SOS CVI is represented in the Eastern and Southern African region by the regional office IOR ESAF, located in Addis Ababa, Ethiopia. Currently, SOS CVI is implementing similar



FSP projects with a focus on Environment and Environmental Protection in Zambia, Somalia, Uganda and Ethiopia.

1.1.2 SOS Children's Villages Austria (SOS-Kinderdorf)

SOS-Kinderdorf (SOS Children's Villages Austria, SOS CV Austria) is a member of the SOS CVI federation and has established long-term working relationships with both SOS CV Ethiopia and SOS CV Uganda. The collaboration with SOS CV Uganda dates back to 1991, while the support to SOS CV Ethiopia started over 12 years ago. Specifically, since 2010, SOS CV Austria has partnered with SOS CV Ethiopia and SOS CV Uganda to introduce and promote the Family Strengthening Program (FSP) approach since 2007 and 2010, respectively, with co-funding from the Austrian Development Agency (ADA).

For the GREEN+ project, SOS CV Austria is the contract holder with the donor agency, ADA. In the implementation of this project, SOS CV Austria partners with the two Member Associations (MA) "SOS CV Ethiopia" and "SOS CV Uganda". All of them are part of the international federation SOS CVI, which has a regional representation, the International Office Regional Eastern and Southern Africa (IOR/ESAF), located in Addis Ababa.

The knowledge management and learning component (called "Umbrella") of the GREEN+ project is jointly implemented by SOS CV Austria and SOS CV IOR ESAF.

SOS CV Austria, as the contract holder with the donor agency ADA, is commissioning this evaluation in its role as evaluation manager.

1.2 About the GREEN+ Project

Socio-economic Empowerment of Vulnerable Children and Youth as well as their Families with Special Focus on Green Economy (GREEN+) is a five year project implemented in Uganda in Entebbe and Fort Portal and in Ethiopia in Mekelle and Hawassa, with a total budget of 3,500,000 Mio EUR. The project is implemented as a strategic partnership, following a series of ADA funded projects that SOS, ADA and the Governments of Ethiopia and Uganda have been jointly involved in since 2007.

The final evaluation of the predecessor project Institutional Capacity Development for Quality Child Care and Protection (ICAP) was completed in August 2018. The key recommendations have influenced the design of GREEN+. In particular GREEN+ focused on the vulnerable/most-vulnerable families and children and on the support of community structures for child care and child protection. Also, under GREEN+ SOS CV developed and applied approaches that make gender equality, diversity and inclusion work for quality child care and child protection, like through the "role model parents". Another key recommendation was to introduce a simple green economy approach into the FS program, linked to the FDP process.

The complete Final Evaluation of ICAP will be made accessible to the successful bidder.

The following are the Specific Objective and the 6 Results of GREEN+:

Specific Objective: To support the socio-economic empowerment of 2,800 children, and 400 youth as well as their families with a special focus on green economy.

% of boys/girls enrolled in and regularly attend formal or non-formal education.

% of male/female parents/ caregivers that usually receive health care treatment when ill, although some services may not be available or accessed.

% of communities structures with a formal system for child protection and capacity to follow-up or support child rights violation cases

% of families exiting the programme that are self-reliant



Results:

1. Income-generating capacity of 1,350 families strengthened through green and other economic activities, with focus on women/girls' socio-economic empowerment.

1.1 Average monthly household income to cover children's basic needs for assessed families in Euros

1.2 % of families that have sustainably adopted at least one green practice

1.3 % of male/female parents/ caregivers that consistently provide age-appropriate care, are very accepting of and affectionate to the child(ren), and always recognizes and attend to the needs of all children

2 300 critically vulnerable families, children and other persons have enhanced access to social protection support and critical support to engage in IGA, with a focus on green economic activities.

2.1 % of critically vulnerable male/ female parents/ caregivers that access social protection assistance or similar support.

2.2 % of critically vulnerable boys/girls who access basic needs support and services. 2.3 # of project communities that implement social protection initiatives.

2.4 # and type of policy changes made at local, regional or national level as a result of SOS CV involvement in policy dialogues on social protection (Uganda only)

2.5 % of project communities where SOS CV is an active participant and influential in a network of stakeholders that actively addresses the situation of vulnerable children

3 400 youth have market-relevant skills and capacities as well as enhance access to income generating opportunities, with a focus on green economic activities.

3.1 % of male/female youth vocational training participants who use acquired skills for income generation.

3.2 % of male/female youth that have sustainably adopted at least one green practice 3.3 % of male/female youth who can name at least two contraceptive methods

4 Community structures in 14 communities strengthened to support quality child care and protection, with a focus on protecting the environment and creating opportunities for green economic and community initiatives.

4.1 % of Key Implementing Partners that have reached level 1 or 2 financial and organisational sustainability.

4.2 % of project communities who have developed and are following-up with a joint implementation plan

4.3 % point increase of community members aware of the main factors putting children and families in a situation of risk (compared to baseline).

4.4 % of project communities that implement green community initiatives

5 Inclusive participation in community decision-making processes, with a focus on green economy and environmental issues, and inclusive access to basic services improved for 520 vulnerable and marginalised individuals particularly girls and women, including those with disabilities.

5.1 % of marginalised community members (disaggregated by sex, age and disability) that actively participate in community structures and decision making.



5.2 % of girls/boys engaged in school or community fora.

5.3 % of girls/boys and % of male/female parents/caregivers with disabilities receiving attention

6 Learning and Knowledge Management improved in SOS CV and for Key Implementing Partners (Key Implementing Partners)

6.1 # and type of documented changes made to ways of working organisational structure or programmatic approaches by SOS CV as a result of learning processes.

6.2 # and type of documented changes made to ways of working organisational structure or programmatic approaches by Key Implementing Partners as a result of learning processes.

6.3 # of external stakeholders reached with awareness raising/influencing messages. **1.3**

Project Locations

In **Ethiopia**, the project is implemented in two major cities of two regional states: Mekelle, and Hawassa:

In Mekelle city, the project is implemented in the five most vulnerable communities of Semien Sub-city (Dedebit, Mesfin, Lekatit, Industry, and Meles).

In Hawassa, the project is implemented in two vulnerable sub-cities, Addis Ketema and Haik Dar.

In this way, the project continued with interventions in Mekelle and Hawassa, where the need to support our specific target group is still high, as suggested by the final evaluation from the previous project, ICAP, and government as well as international statistics.

Due to the start of the conflict in November 2020 in Tigray Region, the project implementation in Mekelle was largely hampered and funds have been reallocated for emergency response for the targeted families.

In **Uganda**, the project is implemented in Wakiso district and Kabarole and Kamwenge districts:

In Wakiso district, the project is specifically in the communities of Kisubi, Nalugala, and Nkumba parishes.

In Kabarole district, the project is implemented in 3 sub-counties of Karangura, Kicwamba, and Mugusu.

The project targets poverty pockets and marginalised communities in all two districts. Wakiso hosts thousands of poor children due to a number of factors including rural urban migration. The largely urbanised district is surrounded by poor fishing communities on the shores of Lake Victoria with extremely poor access to services and public goods. Already poor livelihood opportunities for households in these communities are diminishing rapidly due to the government's crack-down on illegal fishing. The fishing communities are also affected by land-grabbing. Many of the community members have also migrated to the area from the islands in Lake Victoria. The 2018 report of the equal opportunities commission noted that people living in islands are among the poorest among the Ugandan population with limited access to services and public goods.

Kabarole district is affected by the conflict in DRC as well as the Rwenzori tensions between the Government of Uganda and local indigenous communities that have affected the lives, access to services, and livelihoods in particular for Bakonzo people for many years. In addition to the Bakonzo communities in the Rwenzori Mountains, the project explicitly targets vulnerable children and households in the refugee and host



communities, where services and supply with public goods are overstretched.

2 Purpose and Objectives

2.1 Purpose

Why this evaluation is needed:

A subsequent project phase will be developed and presented for funding to the Austrian Development Agency, with the main focus on **Gender Equality (DAC Gender Marker II)**. Therefore, the main purpose of the evaluation is to draw learnings and recommendations from the current project in order to inform the new phase of the project and show accountability towards our stakeholders.

Learning: We need a thorough analysis of the past implementation regarding the relevance and effectiveness of our planned approaches and methods for the **learning and capacity building component** as well as the **Innovation Incubator for Green Economy**. To what extent have they been effective and the right ones to contribute to the planned outcomes and outputs as well as the needs of our targeted beneficiaries?

Recommendations: The evaluation will be valuable to provide insights on how the main thematic areas of the GREEN+ Project (Green Economy, Gender Equality and Child Protection) worked out and what are their potential regarding sustainability. The recommendations for those areas will be integrated in the planning **for the next phase**, and in the planning of other future projects.

Accountability: And of course, this evaluation is also an instrument of showing **accountability** towards stakeholders, especially the Austrian Development Agency, to what extent the expected results (outcomes and outputs) have been achieved.

2.2 Objectives

The main objective of the evaluation is to assess and present the main results achieved of the Strategic Partnership GREEN+ (2019-2023) in Uganda and Ethiopia to facilitate learning as well as to receive recommendations for a potential subsequent phase 2024-2028.

1. To determine the extent to which the project interventions addressed the target beneficiaries and stakeholders' needs. (Relevance)
2. To assess to what extent the objectives defined in the six result areas have been achieved. (Effectiveness) (outcome level/results)
3. To identify facilitating and hindering factors for sustainability and based on this develop ... recommendations for ... how to increase the potential for sustainability in future, , with a particular focus on gender equality and green economy interventions. (Sustainability)

2.3 Intended users

- The GREEN+ project teams in Uganda and Ethiopia, as valuable input for the project design of the next phase.
- The donor agency, as a means for accountability and communication
- The stakeholders (local government bodies, local partner Community Based Organizations) as a reference document for knowledge sharing and learning

The evaluation is supposed to establish the level of achievement of specific objective, results and outcomes / outputs as per Logframe, Project Document, Workplan and Budget, taking into account the specific purpose, objectives, core thematic areas and



prioritised OECD/DAC criteria, including the specific evaluation questions described in these Terms of Reference (ToR).

The task includes identifying successes and challenges, identifying gaps and good practices and drawing lessons that can inform quality improvement and scale up.

3 Scope

3.1 Time:

The evaluation should cover the entire project phase of GREEN+ from project start to April 2023. The evaluation will tentatively take place from March to July 2023.

3.2 Thematic / Structural:

GREEN+ has an overall learning component and country based project implementation in Ethiopia and Uganda. All three dimensions should be assessed within the Evaluation.

All across the above-mentioned functions of this evaluation (learnings for planning of next phase, and accountability) it is crucial to keep a lens on the core thematic interests of GREEN+, which are (1) **green economy**, (2) **gender equality** and (3) **child protection**. These elements will continue to play a central role in the next phase. They are also of high importance to the donor, hence should be evaluated also for accountability reasons.

Two further areas, which are equally important are youth empowerment and capacity development, which are cutting across the before mentioned 3 thematic areas. Respective evaluation questions are integrated accordingly.

In particular the learning approaches need to be looked at closely and recommendations for a better impact (better concepts, approaches, methods) of future KM&L interventions should be made.

3.3 Geographic:

Ethiopia

Samples from Hawassa town in two sub-cities Addis Ketema sub city (Daka and philadelphia kebele) and Haik Dar sub city (Gebeya Dar Kebele).

At the moment of the publishing of these TORs the situation in Tigray and Mekelle remains volatile. Therefore, the evaluators should present an alternative option for a remote evaluation concerning this geographic area.

Uganda

Samples from Entebbe and Fort Portal will be from communities of Kisubi, Nalugala and Nkumba (in Wakiso District/Entebbe) plus 3 sub-counties of Karangura, Kichwamba, and Mugusu respectively (in Kabarole District/Fort Portal)

3.4 OECD/DAC criteria:

The OECD/DAC evaluation criteria – specifically relevance, effectiveness and prospects for sustainability - will guide this evaluation.

IMPORTANT! All across the evaluation and all across the specific evaluation questions in particular (see chapter 4), data collection and data analysis have to be **disaggregated at least by gender, disability status and age**. Societal, intersectional inequalities need to come out clearly.

4 Evaluation questions



4.1 Relevance

1. To what extent has the program design proven to be relevant to the needs of the beneficiaries and stakeholders? And what are areas for improvement?
2. To what extent have new approaches, like the Innovation Incubator, Green Economy and Environmental Protection, been relevant to the target group (vulnerable and critically vulnerable families)?
3. To what extent are the objectives and achievements of the project regarding green economy and the Innovation Incubator consistent with the needs and priorities of the targeted beneficiaries, (differentiating clearly between women and men as well as persons with disabilities and intersectionality of those groups), and of stakeholders?
4. To what extent have the design and implementation of the initiatives regarding child protection, social protection, inclusion and gender equality been relevant to the realities and challenges that women and girls, men and boys are facing?
5. To what extent have the initiatives taken regarding inclusion and participation of persons with disabilities and marginalised groups been relevant to the realities and challenges that these particular groups are facing? What can be done to better promote inclusion and participation of persons with disabilities and other marginalised groups at organisational, community and family levels?

4.2 Effectiveness

6. What facilitating and hindering factors in terms of effectiveness could be identified? How have they been addressed? What shall be done differently to improve the effectiveness?
7. Have societal inequalities in the targeted communities influenced the effectiveness of project interventions? If so, which inequalities are those and how should they be addressed in the next phase?
8. Which initiatives regarding economic empowerment and green IGAs did (not) prove to be effective for improving the socio-economic situation of targeted families with a special focus on the difference between the different genders, different age groups, persons with disabilities?
9. To what extent has the project been able to effectively strengthen youth employability in the targeted communities? What were facilitating and hindering factors?
10. Which initiatives regarding green economy and green IGAs did (not) prove to be effective for improving the awareness about environmental issues and protection in families, communities, Key Implementing Partners and staff?
11. To what extent have the measures addressing issues related to gender equality and inclusion of people with disability turned out to be effective? What has been the contribution of approaches such as P4R, EMB?
12. To what extent have the green economy and gender equality initiatives of the project used methods with meaningful active participation of beneficiaries? What can be done to improve the use of effective participatory methods?
13. To what extent have a) both genders, b) persons with disabilities, c) youth and d) intersectional (a), b) and c)) effectively participated in the innovation incubator and what were the fostering/hindering factors?



14. To what extent are Key Implementing Partners and Community Based Organizations effectively responding to the needs of children in the community, in particular regarding social protection responsibilities?

15. What has been the effect of KML within the program? What were the challenges and what can be improved for the next phase?

4.3 Prospects for Sustainability

16. What approaches and interventions appear most promising and sustainable to be continued in the next phase and why? (Design and Implementation) Which ones should be stopped and why?

17. (by Key Implementing Partners and also beneficiaries)? What have been facilitating and hindering factors for sustainability in innovation incubator projects?

18. What have been facilitating and hindering factors for sustainability for Key Implementing Partners and Community Based Organizations in the context of child protection?

The questions can be refined and restructured in agreement with SOS Austria during the inception phase. Any changes should be explained and should adequately reflect the overall purpose and scope of the evaluation.

5 Design and Approach

The evaluation's design and methodology shall follow the purposes described above. Both primary and secondary data should be used in the evaluation, and collected from a wide and diverse range of primary and secondary sources. Secondary information should be collected from documents provided to the evaluator. Primary information should be collected from the stakeholders through on-site direct observations, semi structured interviews, and focus group discussions. A mixed-methods approach, combining different methods of data collection and analysis, is assumed to provide strong evidence of achievement against the key evaluation questions, craft the applicable methodology and identify problems and opportunities in the GREEN+ project in Uganda and Ethiopia and the Umbrella component.

The design of the evaluation shall include but not be limited to the following,:

Desk analysis of project documents, annual reports and existing evaluative evidence (e.g. recent, context-relevant studies, reports and statistics from governmental and non governmental institutions)

Data collection in the field and virtual

Individual interviews (structured and semi-structured, face-to-face or by phone), (min. 15)
Focus group discussions with key stakeholders and informants (min. 20)

FGD's / Interviews need to be held with the following

Beneficiaries, including children and youth

Project team

Key Implementing Partners (Key Implementing Partners) and Community Structures
Local Government stakeholders

SOS staff involved in the project (UG, ET, IOR, AT) especially M&E, IPD, PD Donor agency

Survey as deemed appropriate.

Data triangulation and quality control are very important and need to be discussed in the



inception report.

The Methodology of evaluation should be based on a participatory approach involving and engaging a wide and diverse range of stakeholders. Stakeholders` participation is necessary for accountability, promoting ownership and sustainability, facilitating buy in, and further use of the evaluation recommendations.

Disaggregated data collection and analysis including gender and age (and disability status wherever possible) is mandatory and constitutes a central quality criterion for all deliverables. This includes that the applied methodology has to ensure that male and female, and all respondents in all their diversity get equal opportunity to voice their views and that the settings need to be designed in such a way that they allow for sufficiently safe spaces to encourage women, men, boys and girls, persons with disabilities, and of all origins equally to respond freely.

The use of modern technology in the process (mobile devices for documentation, videography, etc.) is welcome but not mandatory.

The evaluation design should follow ethical guidelines (e.g. UNEG Ethical Guidelines for Evaluations) and ensure that measures are in place to fulfil data protection and privacy. Furthermore, the methodology should be human and child rights based, child appropriate, gender sensitive and inclusive.

The evaluation has to be conducted according to the guidance, rules and procedures established by ADA as reflected in the Guidelines for programme and project evaluations. The inception and evaluation report need to be in line with the respective quality check-lists included in the Guidelines (see Annex 5 and Annex 6). Failure in respecting those will result in termination of contract and suspension of payment. More information can be found on the donor website in the evaluation section: <https://www.entwicklung.at/en/ada/evaluation>

6 Work plan

The evaluation will be conducted between March and July 2023. A total of 45 working days based on a team of three members, are estimated for this evaluation (details see below).

Deliverable Responsible Dates

Kick-off and Inception Phase

week of March 6 Presentation at Kick-off meeting Meeting between contractor and consultant Inception

week 1-2 of March Document review and initial interviews Consultant

week 2 of March Draft inception report Consultant

week 3 of March Online presentation of the draft inception report Consultant week 4 of March Comments on the inception report Contractor

Week 1 of April Inclusion of comments in inception report and submission of final inception report Consultant

Fieldwork / Data collection

week 2-4 of April

Data collection, including in the field Field visit, conduct data collection (interviews etc.) Consultant

week 1-3 of May



Data analysis and submission of report Analyse data and prepare draft report (see report structure in ADA Evaluation guidelines) Consultant

week 4-5 of May Submission of draft report Consultant

week 1 of June Comments on the draft report Contractor

week 2 of June Validation Workshop for finalising the final evaluation report Consultant

week 3 of June Collection and inclusion of feedback in final draft report Consultant Final report

week 4 of June Submission of final evaluation report to contractor (hard and electronic copy) Consultant

Deliverables:

The consultants will submit the following deliverables:

Kick-Off presentation reflecting the approach suggested in the offer

An inception report (10-15 pages without annexes), for structure and content see Annex 5, ADA Guidelines for Programme and Project Evaluations;

Online presentation of the Draft Inception Report , revised inception report with feedback matrix completed (see Annex 8, ADA Guidelines for Programme and Project Evaluations)

Presentation of the evaluation's preliminary findings at a Validation Workshop

A draft evaluation report (about 25-30 pages without annexes) including an executive summary (for structure and content see Annex 6, ADA Guidelines for Programme and Project Evaluations)

The ADA Results Assessment Form (RAF) for this evaluation (see Annex 9, ADA Guidelines for Programme and Project Evaluations). This form must be completed and submitted together with the draft evaluation report and can be downloaded at:

<https://www.entwicklung.at/en/ada/evaluation>

final evaluation report with the feedback matrix completed.

All deliverables must be in English.

7 Evaluation Management Arrangements

When at the programme location, accommodation and transport to the field will be organised by the member association, including the **full coverage of costs** during the entire stay of the researcher(s) (not to be included into price proposal).

SOS Children's Village and the Austrian Development Agency will provide support (information/interviews; providing relevant documents, feedback to draft of the draft review, participation at presentation of draft findings). The interviews will be arranged and supported after agreeing on the action & time plan. National or location level staff (SOS) will be available at site to help organise the interviews including contacting SOS, announcement and local preparation of evaluation, linking to community duty bearers and national authorities if required.

External evaluators should not be biased and have any reason for conflict of interests. Evaluation team must respect participating communities' culture, social norms, values and behaviour; maintain appropriate relationships with participants to this evaluation and keep private information about beneficiaries, acquired during the evaluation, strictly confidential.

8 Requirements for the evaluator(s)



The evaluation team should consist, at a minimum of three members, including national evaluators from Ethiopia and Uganda. The evaluation team will work closely with the respective national M&E coordinators of SOS Uganda, SOS Ethiopia and the SOS CV Austria and regional office IOR ESAF in order to facilitate a comprehensive understanding of the organisation and easy access to information and contact persons.

The evaluator(s) must not have been involved in the design or implementation of the GREEN+ project.

Diverse evaluation teams (gender, persons with disabilities, origin, age, etc.) will have a competitive advantage in the selection process.

Sound understanding of the **current discourse in the area of gender equality programming** is crucial for this assignment.

Key qualifications required of the evaluation team are:

- Proven, solid experience and competency (submit at least three previous evaluation reports in application) in leading and conducting project/programme evaluations in this thematic area, including final evaluations, in complex and sensitive environments.
- Relevant academic degree (master level) in one or more of the following fields: Development Studies, Monitoring & Evaluation or a relevant, directly related discipline. Knowledge of Ethiopia and Uganda with focus on topics such as community development, green economy, gender programming, socio-economic strengthening, etc. a good understanding of child rights and issues affecting vulnerable children and their families
- working experience in Ethiopia and Uganda
- good facilitation, organisational and interpersonal skills
- proven experience in participatory processes and data collection methods (including age appropriate data collection methods)
- strong analytical and conceptual skills
- Ability to transfer complex concepts / ideas in a practical and simple language
- excellent writing and communication skills in English
- sound MS Office and IT skills

9 Specifications for the submission of offers

This call is open to all national and international suppliers (independent consultants or companies) who are legally constituted and can provide the requested services. The bidder shall bear all costs of the offer; costs of a proposal cannot be included as a direct cost of the assignment. The proposal and all supplementary documents have to be submitted in English language. Financial offer needs to be stated in euro.

IMPORTANT NOTE: The evaluation has to be conducted according to the guidance, rules and procedures established by ADA as reflected in the Guidelines for programme and project evaluations. Failure in respecting those will result in termination of contract and suspension of payment. More information can be found on the donor website in the evaluation section: <https://www.entwicklung.at/en/ada/evaluation>

Should there be any indications in these ToRs, that seem contradictory to the ADA guidelines, or seem ambiguous, the content of the ADA guidelines prevails!

9.1 Submission of Offer and Deadline

The offer (in English) has to be submitted to Veronica Nansasi (veronica.nansasi@SOS-kd.org) and Valerie Neuhold-Maurer (valerie.neuhold-maurer@SOS-kinderdorf.at) until latest March 5, 2023. Proposals received after the deadline will not be considered.



9.2 Documents to submit.

The submitted offers must include:

the consultants' CV, experiences and references

Technical Proposal, including suggestion on the approach and methodology, work plan, division of work within the team and if deemed necessary, suggestions for adjustments to the ToRs

9.3 Financial proposal

(in EUR), including working days and rate per team member as well as all other costs, such as travel, interpretation etc. The financial proposal must be presented in EUR and indicate if VAT applies to the offer and if so, indicate the VAT. Net value, tax and gross value should be indicated transparently and separately. The net offer should not exceed 60.000 EUR. Offers exceeding this amount will be excluded from the application process.

9.4 Modification and withdrawal of offers

Proposals may be withdrawn on written request prior to the closing date of this invitation. Any corrections or changes must be received prior to the closing date. Changes must be clearly stated in comparison with the original proposal. Failure to do so will be at bidder's own risk and disadvantage.

9.5 Signing of the contract

SOS Children's Villages will inform the successful bidder electronically after the selection process. The successful bidder shall sign and date the contract, and return it to SOS CV Austria within seven calendar days of receipt of the contract. After the contract is signed by two parties, the successful bidder shall deliver the services in accordance with the delivery schedule outlined in the offer.

9.6 Rights of SOS Children's Villages

- contact any or all references supplied by the bidder(s);
- request additional supporting or supplementary data (from the bidder(s));
- arrange interviews with the bidder(s);
- reject any or all proposals submitted;
- accept any proposals in whole or in part;
- negotiate with the service provider(s) who has/have attained the best rating/ranking, i.e. the one(s) providing the overall best value proposal(s);
- contract any number of candidates as required to achieve the overall evaluation objectives

9.7 Evaluation of proposals

Each proposal will be assessed first on its technical quality and compliance (60%) and subsequently on its price (40%). The proposal with the best overall value, composed of technical merit and price, will be considered for approval. The technical proposal is evaluated on the basis of its responsiveness to the ToRs. Bidders may additionally be requested to provide additional information (virtual presentation or phone interview) to SOS Children's Villages on the proposed services.

The criteria for selection are:

Understanding of ToRs: The proposal is effectively responding to the key evaluation purpose and objective laid out in the ToRs and proves an understanding of the ToRs as such



Method: The proposed method for evaluating the programme is suitable

Timetable/work plan: The timetable/work plan is realistic and meet the needs of the project
Cost: The cost of the proposal is reasonable and feasible, given the other aspects of the proposal

Experience: The training and experience of the consultants in evaluations and recommendations from organisations for which the consultant(s) has previously worked

9.8 Terms of payment

Payment will be made only upon SOS Children's Villages acceptance of the work performed in accordance with the above described deliverables. Financial proposals should include proposed stage payments. Payment will be effected by bank transfer in the currency of billing and is due 30 days after receipt of invoice and acceptance of work.

Funding and Payment: The consultant will be paid by SOS Children's Villages as follows: 25% on the submission and approval of inception report

25% on completion of the draft report

50% on completion of final report

Duration of contract: the contract is effective from the moment it was signed until the acceptance of work by the international project team.

9.9 Notice of delay

Shall the successful bidder encounter delay in the performance of the contract which may be excusable under unavoidable circumstances; the contractor shall notify SOS Children's Villages in writing about the causes of any such delays within one (1) week from the beginning of the delay.

After receipt of the Contractor's notice of delay, SOS Children's Villages shall analyse the facts and extent of delay, and extend time for performance when in its judgement the facts justify such an extension.

9.10 Copyright and other proprietary rights

SOS Children's Villages shall be entitled to all intellectual property and other proprietary rights including, but not limited to, copyrights, and trademarks, with regard to products, processes, inventions, ideas, know-how, or documents and other materials which the Contractor has developed for SOS Children's Villages under the Contract and which bear a direct relation to or are produced or prepared or collected in consequence of, or during the course of, the performance of the Contract. The Contractor acknowledges and agrees that such products, documents and other materials constitute works made for hire for SOS Children's Villages.

All materials: plans, reports, estimates, recommendations, documents, and all other data compiled by or received by the Contractor under the Contract shall be the property of SOS Children's Villages and shall be treated as confidential, and shall be delivered only to SOS Children's Villages authorised officials on completion of work under the Contract. The external consultant is obliged to hand over all raw data collected during the assessment to SOS Children's Villages.

9.11 Termination

SOS Children's Villages reserves the right to terminate without cause this Contract at any time upon forty-five (45) days prior written notice to the Contractor, in which case SOS Children's Villages shall reimburse the Contractor for all reasonable costs incurred by the



Contractor prior to receipt of the notice of termination.

SOS Children's Villages reserves the right to terminate the contract without any financial obligations in case if the contractor is not meeting its obligations without any prior notice:
agreed time schedule

withdrawal or replacement of key personnel without obtaining written consent from SOS Children's Villages

the deliverables do not comply with requirements of ToR

10 Annexes

10.1 Relevant project documents

All relevant documents will be made available to the selected evaluator.

10.2 SOS Children's Villages child protection policy and code of conduct

SOS Children's Villages International has a child protection policy and code of conduct that all consultants will be expected to comply with and will be required to sign a statement of commitment to the policy. This will happen upon signing of contract, together with an orientation of consultants on internal child safeguarding processes and data protection regulations.

Before the actual start of data collection, the consultants will be required to provide a police record .

In addition to the above mentioned, the following key areas for ethical consideration need to be taken into account: <http://childethics.com/ethical%20guidance/>

The successful bidder is requested to obtain written consent from all participants of the evaluation process and/or their official guardians/representatives (when applicable).

10.3 ADA evaluation documents

ADA Evaluation Guidelines Guidelines for programme and project evaluations, in particular Annex 5 (Quality Checklist for Inception Report), Annex 6 (Quality Checklist for Evaluation Report) and Annex 9 (Results Assessment Form)



10 August 2023



Ethical clearance letter

Study: Final Evaluation of GREEN+ Project in Ethiopia and Uganda

Dear Veronica,

The Institutional Review Board (IRB) has reviewed your application that you submitted on 08 August 2023.

After a thorough evaluation of the proposal, I am pleased to inform you that your application has met the ethical threshold and is approved by the Board. We appreciate the effort and thought you have put into crafting the application.

During the review process, the Board identified a few areas where we believe the proposal could benefit from some additional insights and refinements. These observations have been compiled into detailed feedback, which we have attached. We encourage you to review these suggestions and consider incorporating them into your project.

Once again, congratulations on the successful approval of your SOS application.

Please do not hesitate to contact IRB on irb@Includovate.com for any clarification or query.

Sincerely,

Emily Masoka, IRB Chair

Andrea Mrazova, IRB member

Samuel Ode, IRB Member



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Annex 15: Local development priorities identified and addressed by the programme

The following local development priorities were identified and addressed by the programme according to respondents (KIIs, FGDs and CCW):

- **Entebbe** - Children were not properly fed, clothed or treated well. They were neglected and not listened to. There were many cases of child abuses such as child labour exploitation (i.e. subjecting children to do heavy work). Parents were not properly checking on the way their children were growing. So, some school girls got pregnant at school. Child care was mainly left to the mothers and the fathers rarely participated in child care. The society was influenced by patriarchal norms and cultural job segregation between males and females was common. For instance, people laugh at men doing “women jobs” such as washing dishes. Poverty was rampant and there was a lack of adequate job creation and training for vulnerable people. There was a lack of knowledge on saving. Poverty was among the causes of gender based violence in the communities. In terms of environmental protection, people were cutting trees but did not plant new trees. There was no knowledge of garbage sorting. Women did not know how to dispose of diapers. Plastic pollution was widespread.²⁶²
- **Fort Portal** - There was widespread practice of early marriages. There were also problems of child neglect and child abuse. Children lack proper support to pursue their education because of poverty. Gender based violence was widespread and few women engaged in meaningful discussion with their husbands to practise joint decision making. Poverty was widespread and saving culture was low. Persons with disabilities had less access to services. There was widespread plastic pollution.²⁶³

In Uganda, GREEN+ project implemented various interventions to address these problems. In terms of green economy and environmental protection, it implemented tree planting, construction of briquettes, proper garbage sorting, handicrafts, and backyard gardening.²⁶⁴ FGDs showed that these interventions were relevant to address local needs and problems. The price of charcoal has become expensive and firewood has been in short supply. So, the project helped them to satisfy their energy needs by producing briquettes from locally available materials. The project participants learned how to properly sort garbage into composing and non-composing parts. They used the composing garbage as a manure to keep the fertility of their soils. The training in garbage management also helped them to learn how to weave baskets from polythene bags. This enabled women project participants to get income from the sale of these baskets while contributing to the health of the environment. Above all, the project introduced

²⁶² Community change workshop, Uganda.

²⁶³ Community change workshop, Uganda.

²⁶⁴ KIIs with KIP and government; KIIs with SOS staff, Uganda.



backyard vegetable gardening which many beneficiaries reported to have mainly contributed to household diet and to some extent to household income.²⁶⁵

FGDs with parents/caregivers showed that planting of fruit trees provided by the project has been useful but some people still refuse to plant it because of a shortage of land. The participants suggested that more training should be provided to raise their awareness and that those with shortage of land can plant fruit trees as boundary demarcations. Though the skills they got in tree planting and garbage management are relevant to keep the sustainability of their environments, the majority non-beneficiaries in the neighbourhood are not following sustainable practices.²⁶⁶

The innovation incubator helped the youth through the provision of skills, funding and knowledge of incorporating green aspects to their businesses.²⁶⁷ Some youth FGD participants indicated that the innovation incubator contributed to their income, skills and access to and finance. As a result of joining the innovation incubator groups, some started small businesses while others joined VSLAs and started saving. This helped them to fulfil their basic needs and finance the education of their children.²⁶⁸ Furthermore, the project trained young people in vocational skills such as welding, tailoring and repairing and maintenance as well as hairdressing which promoted self employment.²⁶⁹ The project created saving groups (VSLAs) and provided them with saving boxes which promoted saving culture.²⁷⁰ KIIs and FGDs showed that VSLAs were very useful in solving the economic needs of families.

Community change workshops and FGDs with caregivers/parents both in Ethiopia and Uganda also showed that the work done by GREEN+ project was highly responsive to community needs when it comes to child protection. It not only strengthened child protection systems but also helped vulnerable families to send their children to school (discussed further below).

In Ethiopia too, the project identified local development priorities in the areas of child protection, gender equality, poverty reduction and environmental protection.²⁷¹

- **Hawassa** - In Hawassa, child abuse such as rape (including raping of male children), trafficking, and labour exploitation were common. Following the establishment of Hawassa Industrial Park, throwing away of infants just born became widespread. The community practised severe child punishment. Gender equality has been a problem since society does not perceive that women are equal to men. Poverty was widespread. Persons with disability were not treated well and respected.²⁷²

²⁶⁵ FGDs with caregivers/parents; FGDs with youth, Uganda.

²⁶⁶ FGDs with caregivers/parents.

²⁶⁷ KIIs with SOS staff, Uganda.

²⁶⁸ FGDs with innovation incubators.

²⁶⁹ FGDs with youth, Uganda.

²⁷⁰ Community change workshop, Uganda.

²⁷¹ Community change workshop, Ethiopia.

²⁷² Community change workshop, Uganda.



- **Mekelle** - Vulnerable children could not get educational material to pursue their studies, which led to dropouts. Discussion on gender issues among families has been low. Poverty and youth unemployment was high. Persons with disabilities faced difficulties to access services.²⁷³

In Ethiopia, the project aimed to address such needs of the local community as unemployment, lack of educational opportunity and medical provision - focusing on the poor.²⁷⁴ The project participants in Ethiopia (particularly Mekelle) implemented backyard gardening which became relevant for addressing local needs in the context of war. The regional government of Tigray also prioritised gardening as a key food security response during the time (discussed further below).

²⁷³ Community change workshop, Uganda.

²⁷⁴ KIlls with SOS staff.



Annex 16 : Results Assessment Form

[Results Assessment Form](#)



Annex 17 : Validation Workshop Ranking Activity Results

The validation workshop took place online on November 17, 2023. Attendees from the Ethiopia, Uganda and Vienna SOS offices participated in the discussion.

Includovate presented the findings of the final evaluation of the GREEN+ project to the online workshop attendants. The presentation was followed by a group discussion where participants discussed the findings. Finally, the participants discussed and rated the recommendations through a Miro board.

The following table presents the ratings of the recommendations. They rated the findings on a scale of agreement; *fully agree*, *partially agree*, *in agreement* and *not in agreement*.

Recommendations	Level of Agreement	Who should be involved in the Implementation of the Recommendations
Recommendation 1		
<ul style="list-style-type: none"> Conduct market assessment to ensure any proceeds from IGAs can be sold and to identify IGAs (including green IGAs) that are in tandem with the urban context, where land and space are problems. Continue with green IGAs that are win-win as these are the most effective. 	Fully Agree	SOS Uganda and Ethiopia, KIPs, project teams in Uganda and Ethiopia, government technical teams, beneficiaries, and private sector,
<ul style="list-style-type: none"> Under IGA projects, emphasise women’s time-saving activities/products and the use of solar. 	Fully Agree	SOS Uganda and Ethiopia, KIPs, project team in Uganda and Ethiopia, government technical teams, BDS, private sector



<ul style="list-style-type: none"> Complete a gender analysis of IGAs: Consider childcare and aged care as IGAs as women's time poverty needs to be addressed. Consider gender roles, women's mobility restrictions, unpaid care and nighttime safety. Promote some non-traditional gender professions/IGAs. 	Fully Agree	SOS Uganda and Ethiopia team, KIP, project beneficiaries, community
Recommendation 2		
<ul style="list-style-type: none"> Strengthen male engagement strategies in all project activities that promote gender equality and positive parenting, including in VSLAs. Add gender focused models/components to PfR to specifically address women's time poverty and rigid gender norms such as GALS, Rapid Care Analysis, Social Analysis and Action. 	In Agreement	SOS, KIP, SOS Uganda and Ethiopia project team, community leaders, CSOs, local government offices
<ul style="list-style-type: none"> The project's nutrition component should also be expanded and included in VSLAs as good childhood nutrition has long term benefits to individuals, families and nations. Teach men to take responsibility for the nutrition of their children. 	In Agreement	SOS Uganda and Ethiopia project team, CSOs, local government offices (particularly health offices), VSLAs members
The next logframe should have a gender equality outcome statement and an	Fully Agree	SOS Uganda and Ethiopia project team



indicator around women's empowerment		
<ul style="list-style-type: none"> Add a logframe indicator to improve gender equality in the workplace of SOS offices and KIPs. Measure it through Knowledge, Attitude and Practice (KAP) survey of staff in all offices and through a gender audit. Develop a workplace gender strategy for each office that counts and records staff numbers during interviews, recruitment, promotion and for travel and training disaggregated by sex, age and disability. 	Fully Agree	SOS Uganda and Ethiopia project team, MEAL officers
Recommendation 3		
<ul style="list-style-type: none"> Expand the child protection component to include a focus on children with disabilities and the discrimination and abuse they face. 	Partially Agree	SOS Uganda and Ethiopia project team
<ul style="list-style-type: none"> Enhance the monitoring, learning and feedback mechanisms through the use of participatory methods and social accountability activities like citizen scorecards. 	Fully Agree	SOS Uganda and Ethiopia team (particularly MEAL officers), KIP, local government offices, beneficiaries
<ul style="list-style-type: none"> Conduct child-only training and support the development of family emergency plans that can help children know what to do 	Fully Agree	SOS Uganda and Ethiopia team, local government and community structures



during emergencies.		
Recommendation 4 (Based on conclusions 8, 11, 14 and 15): On innovation incubator and youth vocational training		
<ul style="list-style-type: none"> ● Improve the quality of the trainers recruited for the innovation incubator, carefully monitor and evaluate their performance and link their payment to the beneficiaries assessment of their performance. 	Fully Agree	SOS Uganda and Ethiopia teams, KIPs
<ul style="list-style-type: none"> ● Increase the loan size available to innovation incubator projects and consider offering loan guarantees with MFIs. 	Partially Agree	SOS
<ul style="list-style-type: none"> ● Youth IGAs and youth entrepreneurship and vocational training need to add a school-to-work transition strategy and expand this offering as youth want more. They also want to know how to access more finance, other business ideas, and employment opportunities. Vocational training can also focus on more green jobs. Promoting youth volunteerism as a way to help the community and add value to one's resume should also be encouraged. 	Fully Agree	SOS, KIPs, local government offices, SOS project staff in Uganda and Ethiopia
Recommendation 5		



<ul style="list-style-type: none"> Mainstream the project's healthcare component. For example, nutrition can be covered in VSLAs and PfR activities and health can be covered under environmental protection and social protection. 	Fully Agree	SOS, KIPs, VSLAs, Local government offices (particularly to link the healthcare component with government health schemes such as CBHI)
<ul style="list-style-type: none"> Clarify the way the health seeking behaviour relates to health insurance and social protection. 	Fully Agree	SOS Uganda and Ethiopia team, local government
Recommendation 6		
<ul style="list-style-type: none"> Bottom up learning through participatory methods and social accountability tools should also be prioritised in the next project logframe. 	Fully Agree	SOS Uganda and Ethiopia teams, KIPs, community and local government structures
<ul style="list-style-type: none"> Good practices should be more readily captured and shared and time for reflection and sharing of the challenges faced and lessons learnt should be routine. There are some differences in perceptions of effectiveness across levels and components that should be discussed and documented. 	Fully Agree	SOS Uganda and Ethiopia teams, KIPs, MEAL officers, local government, CSOs
<ul style="list-style-type: none"> More local cultural nuance and knowledge management around learning is needed to increase project effectiveness. Some KIPs 	Fully Agree	SOS Uganda and Ethiopia teams, SOS MEAL officers, , Project Team, KIPs



<p>could not remember KM and learning activities or did not understand what KM and learning included, suggesting the need to strengthen this project component.</p>		
<p>Recommendation 7</p>		
<ul style="list-style-type: none"> Expand environmental protection to be community-wide and embedded in community structures (like with child protection). The wider community disregard for litter and the environment is demotivating beneficiaries. Non-beneficiaries in the neighbourhood should also be encouraged to follow sustainable practices. Setting up a community action group around this issue (e.g. like a natural resource user committee) could be explored, along with other ways to embed environmental protection into community structures. 	<p>In agreement</p>	<p>SOS Uganda and Ethiopia teams, KIPs, local government stakeholder, community members</p>
<ul style="list-style-type: none"> The value of having very impoverished and vulnerable families engaging in community-based environmental protection work should be clarified and the capacity of impoverished and low educated 	<p>Not in agreement</p>	<p>SOS Uganda and Ethiopia teams, KIPs, local government, Community</p>



<p>individuals to engage in advocacy and decision making strengthened.</p>		
<p>Recommendation 8</p>		
<ul style="list-style-type: none"> ● Increase the focus on self-reliance, ADA’s human rights based approach and mainstream a ‘do no harm’ approach. The project has done well to address some key issues and can now move to refine its approach. Certain components should be removed and others further developed. 	<p>Partial agreement</p>	<p>SOS, KIPs</p>
<ul style="list-style-type: none"> ● Issues like children’s school fees only being covered for a short timeframe and then stopped should be removed. Instead, SOS could try to influence the government to provide cash transfers to impoverished families with school aged children. It could educate parents on household budgeting and using any savings/sales towards educational costs. This could help parents to understand the return on investment from educating a child. It could link impoverished families to school feeding programmes, etc. In short, there are other more sustainable ways to have children’s school fees covered 	<p>Partial Agreement</p>	<p>SOS, SOS advocacy staff, KIPs, local government</p>



without paying them directly.		
<ul style="list-style-type: none"> Any other aspects that create dependency such as paying for meeting attendance should also cease. On-the-job counselling should be encouraged if people cannot afford time off work to attend meetings. An assessment of the best time to hold meetings and the location in order to reach the largest number of beneficiaries should be mandatory. 	Not in Agreement	SOS
<ul style="list-style-type: none"> Asset transfers are more complex because they are needed for the very poor but can lead to dependency if not accompanied by government linkages and literacy (e.g. where to go to register land, for identity cards, for social protection, etc., how to find out about legal aid, school feeding/other eligible programmes/support, how to protect assets and make the most of loans, etc). 	Partial Agreement	SOS Uganda and Ethiopia project teams, local government
<ul style="list-style-type: none"> Some women mentioned being unable to act on the lessons from the project because the husbands did not also have their awareness raised. This suggests GBV may have increased in some families as a result 	Partial Agreement	SOS Uganda and Ethiopia teams with M&E staff, KIPs



of the project. While the project has a GBV component, it can strengthen its preventative and do no harm approach.		
<ul style="list-style-type: none"> • Time-use surveys should be a baseline indicator in the next logframe to ensure a do-no harm approach, along with effectively measuring the socio-economic empowerment of women and girls. 	Fully Agree	SOS teams with M&E

