SPA II and L&D Report

2023 Annual Report on SPA II Programme.
[COTA]

STRATEGIC OBJECTIVE OF THE PROGRAMME
Strategic Objective 3: To ensure that young people, especially young women living in marginalization, enjoy basic human and democratic rights, improved livelihoods, resilience, and protection including in climate disaster and protracted crisis contexts in Uganda

RESPONSIBLE FOR REPORTING	*Tumwesigye Juliet Executive Director* *Drakuru Nancy Program Manager*

EXECUTIVE SUMMARY (1/2 page)

Please highlight major points in the report as specified below:

- *Summary of results against the strategic objectives & selected indicators*

  Engaged 5 groups of young people to plant 2400 tree seedlings (both fruit and non-fruit trees) within the communities, 2. Trained 80 young people on soap production, 3. Young people led climate awareness campaign that reached 500 people in the community, spot messages on climate changes were recorded and played at the local community radios, 4. We had a joint plastic waste pollution management dialogue in zone 4 with DCA the Environment focal partner, 5. Ten (10) young people accessed the space for drama about plastic waste pollution hazards on the world environment day, 6. Ten (10) young people accessed the space for drama about foreseen challenges with the ongoing food cuts on world refugee day, 7. Ten (10) young women accessed the space for drama about the need to break the digital innovation among women on international women's day celebration, 8. IEC Materials; (sign posts, t-shirts, banners were printed for institutional and partner visibility). 9. Trained 80 young people on bakery skills,trained 25 young people on financial literacy,trained 44 terego district government official on charcoal ordinance and further printed and disseminated 200 ordinances book to enhance sustainable natural resource management,trained 45 young women farmer groups on agroecology and gave start up kits household incomes and strenthen resilience,trained 31 GBV actors on GBV,referral pathways and case management to improve access to social justice by women and girls we further conducted community awareness on GBV,referral pathways and case management that reached 55 young people,lastly we trained 20 young people who conducted community scorecard on WASH.

- *Summary of deviations from plans*

- *Summary of key lessons learned*

- Partner and all other stakeholders involvement contributed to the achievement of the implemetation of this year.
- Continuous/routine monitoring of the programme implemented activities to track the progress of the intervention was adapted.
- There is need to empower the benficiaries to own the project through sensitization and engagement of the relevant stakeholders.

CHANGES IN CONTEXT & DEVIATIONS (1/2 page)

- *What were the (unforeseen) changes in the context and did they influence the implementation of the programme?*
- Early and prolonged drought than the anticipated that affected planting of trees one of climate change mitigation mechanism which is dependant on availabiity of rain leading to delayed

planting and distribution of start up kits of agricultural inputs and assorted seedlings to trained agroecology groups for plantation and transplanting.

- Limited Personal Protective Equipments (PPEs) and safe spaces for the different groups hence putting the beneficiaries and GBV survivors lives at risk, although currently the COTA relys on community structures like women centers (Jakisa, Ayikinini) constructed and owned by other partners; DRC, IRC, CARE International and men are restricted.
- In addition, the delayed disbursement of funds affected implementation, operations , smooth running of admnistration and timely presentation of accountabilities.

IMPLEMENTATION SUMMARY (1/2 page)

- *Please provide a brief implementation summary against operational plans.*
- *Activity 1: Facilitate young people to commemorate international days (World refugee day, Women's Day, 16 days of Activism, Environment Day, and WASH Day). Implemented.*
- *Activity 2: Facilitate young people groups to lead awareness creation and advocacy campaigns using community radios and Barazas for preparedness, prevention, response, and resilience to climate-induced shocks, and establish tree nursery beds. Implemented.*
- *Activity 3: Establish a young people's forum for youth mobilization, organization, engagement, hands-on skilling, documentation, exhibition of innovations, and strengthening their agency. Implemented.*
- *Activity 4: Train young people to conduct community scorecards and develop issue paper to enable them to participate in the Planning, implementation, and monitoring of public service delivery and ensure accountability and quality gender-responsive public service delivery. Implemented.*
- *Activity 5: Train and support youth-led and women-led groups in GBV prevention and response to strengthen community protection in both refugee and host communities. Implemented.*
- *Activity 6: Train young people especially women farmer groups on sustainable climate-smart agriculture and support them with start-up kits to boost household income and strengthen community resilience Implemented.*
- *1. Conduct awareness sessions and facilitate young people/ women to champion climate/ environmental justice campaign with institutions and communities of imvepi. Implemented.*
- *2. Support Women and young people to participate in national, regional and global engagements on climate change to influence policies and practices. Implemented.*
- *3. Facilitate trainings and start-ups for young people and women on entrepreneurship and vocational skills for diversification and sustainable livelihoods. Implemented.*
- *4. Strengthen visibility of interventions through use of IEC materials including visuals. Implemented.*
- *1. Support local government to develop, revise policy regulatory framework that creates an enabling environment for adoption of climate resilient technologies and practices to enhance sustainable natural resource management. Implemented*
- *1. Conduct dialogues and trainings with GBV actors (health workers, Police etc.) to promote awareness on GBV, referral pathways and case management to improve access to social justice by women and girls. Implemented*
- *2. Facilitate young people especially young women to conduct sexual and reproductive health camps to increase protection of women and girls against sexual and gender based violence in the refugee settlements. Not implemented because of delayed disbursement of funds.*

1. ASSESSMENT OF PROGRESS & RESULTS ACHIEVEMENT

- *The purpose of this section is to analyse progress on achievement of results vis-à-vis the ambitions for each strategic objective including all relevant results for the strategic objective, the long-term outcome(s) and the intermediate outcome(s) relevant to this strategic objective of your programme.*
- *In the assessment of progress refer directly to the relevant indicators at each results level and reflect concretely on the data reported in indicator template. If a result is relevant for more than one indicator, you should specify all indicators the result is contributing to in your analysis as well as analysing any linkages that exist between the result levels and how the lower-level result contributes to the higher-*

level result. If LTOs or IOs contribute to multiple SOs, avoid repetition of the contribution, and mention only the specific attributes to the relevant SO.
- *Please see a fictive example of brief analysis below.*

STRATEGIC OBJECTIVE 1

- Include the strategic objective formulation
- Include the LTOs and IOs that contribute to the achievement of SO1
- Include the relevant indicators

A: Analysis of results: Please analyse the results for each of the relevant indicators to SO1 based on the data in indicator template and any relevant harvested outcomes for SO1. Please consider the following questions in your analysis:
- ***Progress on achievement of results****: What progress or lack of progress do the results/the data show towards achieving the programme targets for each result level (strategic, long term and intermediate) and the related indicators? Please explain deviations from annual target, if any.*
- ***Impacts of the change on the rights holders****: What is the change seen for the rights holders? Are there different impacts of results across sexes, age groups or vulnerability status? For example, is there a different impact on young women compared to young men?*
- ***Influencing duty bearers and institutions****: Please reflect on the amount of results recorded for each indicator, and at which significance level. Are there trends in terms of which administrative/ intervention level the results occur at and with what type of actors? How has these duty bearers/actors changed their behaviour and why is it important?*
- ***Context & strategies****: What contextual changes or programming strategies led to the achievement or lack of achievement of the results and particularly for the mobilisation of young people?*

B: Conclusions for SO1: *What conclusion(s) on progress towards the SO can you draw from the results achieved? Please reflect on the validity and quality of the result.*

STRATEGIC OBECTIVE 2

- Include the strategic objective formulation
- Include the LTOs and IOs that contribute to the achievement of SO2
- Include the relevant indicators

A: Analysis of results: Please analyse the results for each of the relevant indicators to SO1 based on the data in indicator template and any relevant harvested outcomes for SO1. Please consider the following questions in your analysis:
- ***Progress on achievement of results****: What progress or lack of progress do the results/the data show towards achieving the programme targets for each result level (strategic, long term and intermediate) and the related indicators? Please explain deviations from annual target, if any.*
- ***Impacts of the change on the rights holders****: What is the change seen for the rights holders? Are there different impacts of results across sexes, age groups or vulnerability status? For example, is there a different impact on young women compared to young men?*
- ***Influencing duty bearers and institutions****: Please reflect on the amount of results recorded for each indicator, and at which significance level. Are there trends in terms of which administrative/ intervention level the results occur at and with what type of actors? How has these duty bearers/actors changed their behaviour and why is it important?*
- ***Context & strategies****: What contextual changes or programming strategies led to the achievement or lack of achievement of the results and particularly for the mobilisation of young people?*

B: Conclusions for SO1: *What conclusion(s) on progress towards the SO can you draw from the results achieved? Please reflect on the validity and quality of the result.*

STRATEGIC OBJECTIVE 3 (if relevant)

Include the strategic objective formulation

To ensure that young people, especially young women living in marginalization, enjoy basic human and democratic rights, improved livelihoods, resilience, and protection including in climate disaster and protracted crisis contexts in Uganda.

Include the LTOs and Ios that contribute to the achievement of SO3

LTO1: Young human and environmental rights defenders hold the government to account for quality GRPS and protection programs and safely defend their rights to natural resources and livelihoods.

LTO2: Young people suggest alternative sustainable economic models that are resilient and scalable, build their resilience and power, and are key in creating just and green societies.

LTO3: Young people and their allies build social cohesion and hold governments and humanitarian actors to account for the protection, resourcing, and delivery of community-led programs and lead collective actions to reduce vulnerabilities.

Intermediate Outcomes

IOs 1: Young people's organisations, social movement leaders, HRDs and activists skilled and able to hold government accountable for green well resources gender responsive policies, plans and public services (GRPS).

IOs 2: Young people's organisations and social movements are equipped with evidence and able to advocate for alternative sustainable economic resources.

Include the relevant indicators

: #1,#2,#3, #4, #6, #7, #8, #9, #10,#11, #12, #13, #14, and #15

A: Analysis of results: Please analyze the results for each of the relevant indicators to SO1 based on the data in indicator template and any relevant harvested outcomes for SO1. Please consider the following questions in your analysis:

Our program target for SO3 for 2022 was for *the* young people, especially young women living in marginalization, enjoy basic human and democratic rights, improved livelihoods, resilience, and protection including in climate disaster and protracted crisis contexts in Uganda.

From the outcomes harvested in accordance to our strategic objective 3, we recorded key achievements of improved resilience, livelihood and protection as a result of economic empowerment through the different trainings for the youth and engagement of young people especially women farmer groups for sustainable food production to reduce on over dependence on partners and improve their livelihood with a total number of 281 trained this year.

In addition, 66% being women and this has equipped them with enough knowledge to adapt to the shock which is one of the tremendous ways to fight inequalities and this has also given the young people courage to take actions to the cause. However the limitation in land for the small farmer groups and climate changes coupled with the nature of the soil in Imvepi refugee settlement place a threat in attaining a long term outcome however they suggested the project acquires a group land from the community and support in establishment of water reservoirs around the sites.

Furthermore during our implementations this year from out of the 281 collectively trained young people on different aspects more specifically trainings and mentorships, 35 have been reported to have taken up decision making positions at local levels with 17 being young women hence contributing to empowerment and combating inequalities which one of the common causes though the number registered that are taking actions is still not achieved as targeted.

However, all the registered collective and individual action taken has been as a result of engaging the young people in the different groups in their community however there is need for routine monitoring of the groups for quality and sustainable results.

The participatory approaches and continuous engagements of different stakeholders during trainings contributed greatly to actions being taken by the participants and so the young people have started gaining confidence to start using the skills and knowledge, information sharing and learnings from multiple communities and stakeholders further motivating the other young people to start taking action.

- *Progress on achievement of results: What progress or lack of progress do the results/the data show towards achieving the programme targets for each result level (strategic, long term and intermediate) and the related indicators? Please explain deviations from annual target, if any.* - - *Impacts of the change on the rights holders: What is the change seen for the rights holders? Are there different impacts of results across sexes, age groups or vulnerability status? For example, is there a different impact on young women compared to young men?* - *Influencing duty bearers and institutions: Please reflect on the amount of results recorded for each indicator, and at which significance level. Are there trends in terms of which administrative/ intervention level the results occur at and with what type of actors? How has these duty bearers/actors changed their behaviour and why is it important?* - *Context & strategies: What contextual changes or programming strategies led to the achievement or lack of achievement of the results and particularly for the mobilisation of young people?* **B: Conclusions for SO1:** *What conclusion(s) on progress towards the SO can you draw from the results achieved? Please reflect on the validity and quality of the result.* • In conclusion all the progress achievements can be validated through the different means of verification included in indicator tables, however there is still need for continuous engagement of stakeholder, refresher training, routine monitoring and inclusion of more hands on skills packages in order to attain the program expected result and beyond.
Outcomes harvested
Please list the titles of outcomes harvested in this reporting period with reference to the relevant strategic objective(s) • GRPS and Leadership. • Livelihoods.

A) CONTRIBUTIONS TO THE PROGRAMME

- *The purpose of this section is to reflect on the contributions from key AADK modalities to your programme's achievements in this reporting period.*

CONTRIBUTIONS FROM AADK CAPACITY UNITS
TCDC & You Lead
What was your programme's engagement with TCDC in this reporting period (did your staff participate in trainings, did you engage with You Lead etc.)? • COTA facilitated the M&E Assistant an engagement with TCDC about Out Come harvesting course which is **one** of the evaluation approaches through which outcomes whether planned or unplanned by the programme or project are identified, described, verified, analyzed, interpreted, and used to improve project's performance or to influence relevant policies. • In addition COTA also sent a staff for You Lead summit that aimed at achieving the Africa we want through equipping the youth with robust and diverse sets of skills and knowledge on the ongoing digital revolutions, the evolution of commerce and increasing their capacities in conflict restructuring, climate change public policy change advocacy and leadership development among others through understanding their communities and marginalization's that are in Africa. *What was the contribution of TCDC to your programme in this reporting period?* • This has aided our monitoring in the programme which also enlightened the teams understanding of the change processes for proper and real time reporting.
Global Platforms
• *How did the local global platform(s) contribute to the programme in this programme period?* • *What was the contribution of the GP secretariat to your programme in this reporting period?*
MOVE/GOLD
• *What was your programme's engagement with MOVE/GOLD in this reporting period?*

- We also had a partnership engagement with Global Platforms Uganda (GPU) on GOLD training to build movements who will serve as climate justice activists in their communities.
- COTA sent a staff for You Lead summit that was aimed at achieving the Africa we want through equipping the youth with robust and diverse sets of skills and knowledge on the ongoing digital revolutions, the evolution of commerce and increasing their capacities in conflict restructuring, climate change, public policy advocacy and leadership development among others through understanding their communities and marginalization's that are in Africa.
- *What was the contribution of MOVE/GOLD to your programme in this reporting period?*
- Aided in identifying the different forms of climate change, public policy advocacy and in leadership development.
- Capacity building of the staffs in leadership, advocacy among others by facilitating them in the You Lead summit.
- Trained climate justice activists on building movements to carry out awaraeness and dialogues on climate justice as a mitigation measure.

People4Change

What was your programme's engagement with P4C in this reporting period? Did you have any Inspirator or advisors and in what function?

Yes COTA had a number of Inspirator's who supported greatly in different engagements of the programme;

- Facilitated the training for youth-led and women-led groups in GBV preventionand response to strengthen community protection in both refuge and host communities.
- Moderated during the validation of community scorecard on WASH with the stakeholders and the community representatives.
- Supported in training the data facilitators for WASH scorecard.
- We supported the P4C in mobilization of beneficiaries and participated in the training for religious leader in imvepi refugee settlement.

What was the contribution of the P4C unit to your programme in this reporting period?

- Facilitated trainings.
- Moderated activities.
- Supported in documentation of change stories.
- Guided and supported in concept and report writing.
- Guided the team in completing accountability.

CONTRIBUTIONS & LINKS TO GLOBAL PROGRAMMES

Global Climate Justice programme

- *What was your programme's engagement with the global programme in this reporting period – and how did it contribute to your programme?*
- We also had a partnership engagement with Global Platforms Uganda (GPU) on GOLD training to build movements who will serve as climate justice activists in their communities this has accelerated our partnerships contributed to the climate change impacts.
- *How did your programme contribute to the global programme in this reporting period?*

Global Youth in Crises programme

- *What was your programme's engagement with the global programme in this reporting period – and how did it contribute to your programme?*
- *How did your programme contribute to the global programme in this reporting period?*

B) REFLECTIONS & LEARNING
- *The purpose of this section is to reflect on key cross-cutting aspects of the programme.*

OTHER REFLECTIONS

Climate mainstreaming[1]

- *What efforts has your programme made in this reporting period towards climate mainstreaming and greening?*
- We facilitated young people groups to lead awareness creation and advocacy campaigns using community radios and Barazas for preparedness, prevention, response, and resilience to climate-induced shocks, and establish tree nurseries beds.

- Carried out community dialogue on plastic waste pollution and management.

- Support local government to develop, revise policy regulatory framework that creates an enabling environment for adoption of climate resilient technologies and practices to enhance sustainable natural resource management (Printing, training and dissemination of charcoal ordinances for Terego district).

Additional unallocated funds & innovation

- *Briefly describe how the unallocated funds (10% of budget) were used and with what results. Were they used for emergency interventions?*
- *How have you used any innovative practises (new approaches and methodologies) to support programme implementation and with what results and challenges?*

Value for Money[2]

What resources were used to deliver the programme that are not reflected in the SPAII budget? (This could be volunteers, the time of rights-holders to participate in activities, physical spaces that are shared for free, etc.)

- COTA engaged community leader especially RWC's and community leaders to participate in our activities to ensure successful implementation.
- We further used community structures like churches, schools,safe spaces beong constructed by partners for implementing our activities for example IRC and CARE safe spaces are being used by the soap groups for production.
- We engaged volunteers to lead and support the different groups established in the communities without being facilitated.
- We also ensured the engagement of the nationals especially in agroecology training who further offered free land as demontration site.

What measures did you take in the reporting period to maximise the impact of the resources available in the programme – what are your reflections on whether you are using the resources on the right things?

- We ensured that, we routinely monitored, accounted and evaluated performance of our project interventions using formal evaluation of major procurement exercises to determine what worked well and what could have been better, determined what we would change in our next activity implementation.

- We also ensured a strategic approach to procurement and the use of framework agreements that enabled the establishment of good collaborative-type relationships while retaining the element of competition through the use of mini-competitions when awarding contracts for service provision of resources to support our activity implementation.

- We used community structures like churches, schools and partner spaces for conducting activities to avoid paying for venues and high facilitation of participants.
- Engagement of inspirators and partner staffs to facilitate in technical activities were they are just paid transport facilitation.

Humanitarian, development & peace nexus programming

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[1] Refer to the SPAI MEL framework for further guidance on this *(forthcoming)*.

[2] Refer to the SPAI MEL framework for further guidance on this *(forthcoming)*.

- This has been done through engagement of both host and refugees in our activities like skills trainings to ensure peaceful co-existence.
- Furthermore in our programming we were able to print and and disseminate charcoal ordinance for terego district and this was geared towards regulating tree cutting for charcoal burning and transportation in orderto ensure sustainable resource management.
- Provision of skills training for the young people to reduce economic inequality and these have been done with engagement of both refugees and host communities to ensure peace between them.

What were the key achievements, opportunities and challenges stemming from linking these approaches?

Achievements

- Increased coordination with stakeholders especially Terego district and partners operating in the settlement.
- Peaceful co-existence between the refugees and hosting communities.
- Shared resources and services especially the community structures like churches, hospital, school among others that has also led to peaceful co-existence.

Challenges

- Resistance from some individuals especially nationals forexample when it comes to offering of land for refugee.
- The climate change have been a great challenge especially the prolonged droughts affected planting of trees and practicing of agroecology and this is also coupled with the rocky nature of the soil.

Opportunities

- Youths that had attained hands-on skills from other partners that only trained them and left them without any start-up kits are now the ones taking lead in the production and training other youth in their communities on the skills they gained.

Young women

- *Please reflect on how feminist principles are integrated in programme activities and analyse how your programme's implementation has had a positive impact on the lives of young women and girls.*
- Through our trainings and community dialogues, the principle of dismantling bias, courage and sharing power has been intergrated and this has greatly influenced the lives of the young women and girls who have participated and taken leadership positions.
- Furthermore men have been able to understand their gender roles through our Gender Based Violence trainings.
- Additionally through our awareness programmes on gender based violence and its contents the women and girls gained knowledge on the different forms of GBV and the reporting channel which integrated the principle of self-awareness and zero tolerance because the community has reported such cases to the responsible authorities.

Regional synergies

- *If relevant, how did you work to increase regional synergies in the programme (e.g. sharing resources, joint programming and campaigning etc.) and how did this approach contribute to your programme?*
- We engaged with MEMPROW in the mobilisation of their participants; Yikuru SS, Lanya primary, Unity Secondary for establishment of tree nursery beds.
- We also had a partnership engagement with Global Platforms Uganda (GPU) on GOLD training to build movements who will serve as climate justice activists in their communities.

Sustainability

- *Please describe the steps you have taken to ensure sustainability of programme results at all levels (individually, community, organisationally).*
- Collobaration with other implementing partners with the same or similar project for reflections and also shared challenges to generate applicable and sustainable solution.
- Ensured the beneficaries understand and own the projects especially the hands on skills trained.
- Routine followup and mornitoring of the activies to identify their challenges and identift sustainable solutions.
- Engaged the group leaders in every training to build their capacities.
- The organisation built the capacities of the staffs on different areas like financial and procurement management,out come harvests among other.
- Engaged district leaders and other stakeholders for future planning and referal for government funds programs.
- Instilled the sense of ownership of the projects in the beneficiaries especially the hands on skills groups for long time continuity.
- Refered program beneficiaries to partners with similar projects for adoption in their projects for example we refered all hands on skills groups to For Africa International.

LESSONS LEARNED

- *Please share the key strategic lessons learned[3] from this reporting period – what worked well and what have not worked well and why (what did you learn)?*
- *Institutional systems strengthening – We learned to have active systems that are working for example staff capacity building which worked well, management and other internal systems.*
- *Resource mobilization strategies for Institutional growth.*
- *The continuous engagement of key stakeholders to ensure that success of implementation and sustainability of the project since it creates a sense of ownership.*

- *Do any programmatic components have the potential for scaling up or developing best practices?*

  Yes

- *How will these lessons-learned and challenges be reflected into the future planning?*

  The key strategic lessons-learned will be included in the strategic plan, policies and programme.

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C) PARTNERSHIPS & RISKS
- *The purpose of this section is to reflect on key aspects of partnerships and risks within the programme and how partnerships contributed to the programme.*
- *In year 2, Danida Reflection Questions will focus on Local Leadership and Partnership Strategies.*

PARTNERSHIPS
Local partners

- *What was the role of local partners in the programme in the reporting period and how has the programme strengthened the link between local partners and affected communities?*
- They supported in identifying the vulnerable persons to benefit from the program.
- They participated in our dialogue meetings with the communities.

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[3] Strategic lessons can for instance be *new* lessons or something that proved key to a certain aspect of the programme or that highlight a particular problem or solution – all should inform future programming.

- Supported in mobilization of beneficiaries for our activities.

- Therefore these have led improved coordination and collaboration of local partners with the persons of concern.
- Through engagement of local partners in our programs, we have been able to minimise the available resources through the usage of free structures like the women canters for implementation pf our activities.
- *How have local partners added value to the programme and what were the challenges (e.g. capacity gaps) and opportunities faced in regard to this engagement?*

    DRC engaged COTA staff on the theory of change on GBV and Economic recovery training which contributed to learn about advancing economic empowerment of GBV survivors. The challenge was short learning period and time management.

- *How has local partners been involved in strategic and programmatic decision-making spaces within the programme as well as with stakeholders?*
- We engaged with MEMPROW in the mobilisation of their participants; Yikuru SS, Lanya primary, Unity Secondary for establishment of tree nursery beds.
- We also had a partnership engagement with Global Platforms Uganda (GPU) on GOLD training to build movements who will serve as climate justice activists in their communities.

Youth groups and movements

- *What were the youth groups and movements that you engaged or coordinated with in this reporting period and how have they contributed to the programme?*

During this period, we were in position to engage with the following youth groups in two zones, zone 1 and 4. The following were the groups that engaged;

- Five environment groups engaged in the planting of 2400 tree seedlings that COTA distributed to the community to mitigate climate change risks.
- Three soap making groups engaged in the production of soap to tackle GBV resulting from economic crisis in refugees and host communities
- Three drama groups ie one (Elite young people's drama group) led drama on plastic waste pollution on world environment day a mitigation remedy to safe environment, (Pamoja young people's drama group) led drama focusing on food cut effects on world refugee day that directly informed the partners to enhance their budget on livelihood interventions for support on this crisis and lastly, the third group (Arise young women's drama group) that performed on International women's day led drama on the resilience of women on upbringing of the families.
- Two bakery groups engaged in making of bakery products to improve livelihoods in the refugee and host community to boost household incomes.
- Bakery and soap groups that have participated and showcased during NAAS and 16Days of activism.
- *How has your SPAII programme increased support to informal civil society (such as youth groups in humanitarian contexts, youth activists, and emerging social movements)?*
- The programme has built the capacities of youth groups in areas of leadership, hands on skills through trainings in those areas and further issued startup kits for example women farmer groups were given agricultural inputs, Youth-led and women –led groups were trained on GBV prevention and response, bakery groups and soap got startup items for making breads and soap groups among others which has strengthened their resilience and increased household income

- It further facilitated and supported youth activists for example we gave tree species to environment group to plant during plastic pollution and waste management campaign in the community which is a mitigation measure for climate change.
- In addition, it facilitated awareness creations session for youth groups at convening spaces through dramas for example Elite Young People's Drama Group\ Pamoja Young People's Drama Group during environment day.
- *What were the most effective ways of increasing this support and what were the challenges faced?*
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Networks, alliance, clusters etc.

- *What were the networks, alliances, and clusters that you engaged with in this reporting period?*
- *How have they contributed to the programme and what were the challenges and opportunities faced in regard to this engagement?*

AADK & Local leadership strategy[4]

- *How did you strengthen the localisation of the programme in 2022 – please refer to the Local Leadership Strategy if possible? How did AADK support you with this?*
- *What were the challenges and opportunities faced in regards to the partnership with AADK in the reporting period?*

RISK ASSESSMENT

Please update status on risks and mitigation measures, based on the risks identified in the TOC. Please consider contextual, programmatic, or institutional risks. Please add as many rows as needed.

Risks	Mitigation measure

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[4] Internal AADK link: Documents - 08. MS-AADK Local Leadership Strategy.pdf - All Documents (sharepoint.com)

Annex 1: Change story format.

- *All partners are required to submit 1 case story annually - it is AAIU requirement for SPA partners to source case stories in the below format. It is important that the cases submitted are supported by substantial evidence as per the case study guidelines from Danida in Annex 9B here:* Administrative retningslinjer for de strategiske partnerskaber 2022-2025 (um.dk).
- *This is NOT the usual communications case stories focusing on a "human interest story" with one or a couple of people – it should focus on wider change due to the programme, approach, partnerships etc.*
- *Please find a description of the Domains of Change tagging in the Danida guidelines.*
- *THE LENGTH OF THE STORY SHOULD NOT EXCEED 3 PAGES. **Please observe this limit as it is a strict format from Danida of only 2 pages.***
- ***Please attach 2 pictures in high resolution to your email as well as cropping them into this format!***

HEADLINE		
Insert a 'telling' headline for the case study		
Transforming lives through skills trainings.		
Project / Programme	**Title**	*Name of the project/programme this story relates to*
		Strategic Partnership Agreement II (SPAII)/ Loss and Damage.
	Partners	*List all relevant partners*
		Community Transformation Agenda (COTA).
	Country	*Insert your country*
		Uganda.
	Period	*Period the case study covers*
		2022-2023.

RESULTS SUMMARY
Change

- *Include a short key "change statement" that capsules the essence of the change*

Now behaviour change agent, T44 Bakery Group Imvepi.

- *the main changes that have been realised and how we know this (link to evidence)*
    - Improved livelihoods due to the skills trainings that is generating income for the beneficiaries and these can clearly be seen by the number of young women establishing alternative sources of livelihood.
    - Better participation of women in leadership and this seen by the number of women in the RWC structure.
    - Increased individual participation in agro ecology practices for example the kitchen gardens, piggery projects, bakery and soap making.
    - Planting of trees as climate change mitigation measure.

- *any key changes that were expected to occur but have not*

Context

Outline the problem addressed by the programme and the significance of the change. For example, by explaining "why" it benefits target groups or communities.

- The programme addressed greatest aspects of the future which are the young people especailly the women and girls who have been immensely affected by limited participation in leadership, decision-making spaces, mindset and above all Ignorance on the context of GBV that is a threat to economic development and this has benefited the communities in away that young people especially women and girls have taken up leadership positions in addition to behavior change and women and girls have been empowered through our trainings and are confidently accessing decision making spaces locally to share their ideas and lead their communities.

Describe the potential long-term implications & sustainability

✓ Due to the routine engagement of the different stakeholders, follow-up, monitoring and imparting a sense of ownership of the project in beneficiaries and local authorities and furthermore the individual efforts taken by beneficiaries to set up projects after attaining the skills from our program intervention is a clear indicator of the projects sustainability.

Contribution

- *Describe how the intervention (and by this AADK and partners) contributed to the change(s) – the how this was done and what we saw happen after what we did. See further guidance under the format.*

Photographs

Please include cropped versions of 2 pictures related to the case story with a picture text for each photograph. Please note that photographs must be cleared for GDPR/copyright and conse

Figure 1: T44 Bakery group packing the bread for sell & making more bread.

ADDITIONAL INFORMATION

Activities

- *Whereas the "contribution" section on page one provides a brief summary of the project contributions to change, the "activities" section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.*

Lessons

- *Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.*

Evidence

- *A narrative comparison between results claims and the underlying evidence. It should answer "X led to Y, because of Z," although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.*

SOC on Bakery

Bakery Initiative – Now behaviour change agent, T44 Bakery Group Imvepi

In Imvepi refugee settlement, most youths in the community struggle with unemployment and lack of opportunities. COTA after the need assessment, decided to make a change and contribute to the community's development. We recognized the potential in providing bakery skills training to these unemployed youths and believed that by imparting these skills, we could help transform lives and empower them to create their own livelihoods and reduce on the GBV cases as a result of economic crisis. With the support of the Loss and damage funds, COTA facilitated a bakery skills training this was aimed skilling on baking, from basic techniques to advanced recipes. It covered various aspects such as bread making and cake making. The training attracted youths from zone 1 and 4, most of them being unemployed and seeking for start-ups. The participants were eager to learn and devoted themselves to the training sessions. Under COTA's guidance, the participants gained skills and confidence in their abilities. They learned basic importance of creativity and customer care in bakery business. After the training COTA divided the participants into two groups and gave them start-up kits, the T44 bakery group in zone 1 started production and selling of the products within the community, due to the daily engagement of the youths, this contributed to change in their lives and behaviours as quoted.

"I used to be a drug addict, I could smoke and chew marijwana all the time because I was idle, I also did all sorts of bad things in my community but since I am now a busy person, I no longer have the time for doing all these bad things. I believe even if I left back to my country- South Sudan today, I will be in position to advocate for skills training for my community to better their lives" says Malish James, T44 bakery group member.

"I am a single mother with family size 8, 5 biological children and 2 other relatives-, my husband is in South Sudan, but doesn't support me, I could get stressed all the time with my children since I was staying at home all the time but when I got the opportunity to be part of the T44 group, I now feel relieved from stress because I am engaged and confident to support my family with food supplements and the little money I get from the group supports me in buying other requirements for the children" says Anna Yobu, T44 bakery group member.

"I used to isolate myself and feared to associate with other people but now because I am part of the people selling group bread to point J customers, I have developed confidence and gotten used to speaking to all categories of people" says Fatima Kaku, T44 bakery group member.

The impact of the bakery skills training was evident since there is behavioural change among the youths, mothers have gained confidence, the community has adapted to the locally made bread and young women have gained confidence in managing their families. The community is flourishing with an array of new bakeries, each attracting customers from all over the settlement daily.

COTA's initiative is not only transforming lives but also fostering a sense of community pride and entrepreneurship. The bakery skills training is now a model for other zones facing similar challenges, inspiring them to invest in skill development and create opportunities for their residents and also through the power of baking and the determination of youths seeking change, the bakery skills training program becomes a catalyst for positive transformation, proving that with the right skills and support for individuals or group of youths can create a better future for themselves.

Domains of change	
Please mark each domain that is significantly covered within the case study. At least one box should be marked, and a max of 3.	
Changes in the **lives** of people facing poverty, marginalisation or vulnerability, and/or the realisation of their rights	✓
Changes in laws, **policies** and practices that affect people's rights	
Changes in the **capacity** of organisations and communities to support people's rights;	
Changes in **partnerships** and collaborations that support people's rights;	
Changes in the **participation** of groups facing poverty, marginalisation or vulnerability in their own development	✓
Changes in **local leadership** and ownership of development and humanitarian work.	✓
Danida's strategic priorities	*The strategic priority/priorities covered by the case study (Democratic Values & Human Rights; Fragile Contexts & Displacement; Climate & Green Solutions).* *Democratic Values & Human Rights.*

GUIDANCE NOTE FOR CASE STORIES

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.
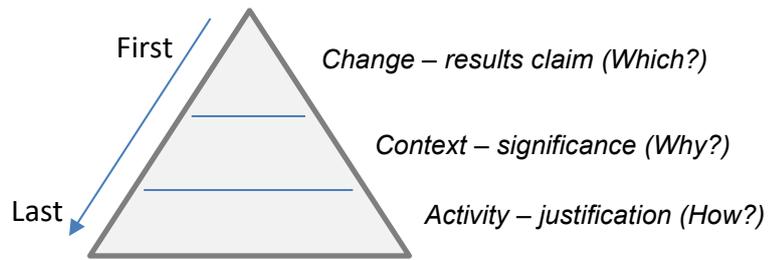
Page 1: Results summary
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred. Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a "reverse funnel." First, the "change" section introduces the overall results claim, which answers the "which." Note that this is done before any details have been provided. Second, the "context" section outlines the problem being addressed by the project and the significance of the change. For example, by explaining "why" it benefits target groups or communities.

Finally, and lastly, the "contribution" section should provide examples to justify for "how" the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. "After we did X, then Y occurred, because of Z."

Finally, and lastly, the "activity" section provides examples from the implementation to justify for "how" the intervention has contributed to realising the change. Note that this should focus on the plausible linkage between the change and intervention rather than describing extensive details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. "After we did X, then Y occurred, because of Z."

Figure 1: Reverse funnel for communication

First

Change – results claim (Which?)

Context – significance (Why?)

Last

Activity – justification (How?)

Page 2: Additional information

The second page should provide background and evidence for project's contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections: Activities; Lessons; Evidence and Domains and development strategy: Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.