

Youth Assessment for Cohort Two



Graduating to Resilience

October 2021

Revised October 2022



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TABLE OF CONTENTS

Executive Summary.....	I
1.1 Findings.....	I
1.2 Findings as Aligned to the Positive Youth Development (PYD) Framework.....	3
1.3 Recommendations	3
Chapter 2. Introduction	4
2.1 Background.....	4
2.2 Methodology.....	5
2.2.1 Study Design	5
2.2.2 Desk Review	6
2.2.3 Focus Group Discussions	6
2.2.4 Household Survey.....	7
2.2.5 Participatory Approach	9
2.2.6 Fieldwork.....	9
2.2.7 Ethical Considerations.....	11
2.2.8 Limitations.....	11
Chapter 3. Findings	13
3.1 Revisiting the Women-plus Household Approach.....	14
3.1.1 Creation of Household Plans	14
3.1.2 Engagement of Youth in Household Planning.....	15
3.1.3 Intra-household decision making	18
3.1.4 Primary and Non-Primary Participants' Engagement in the Activity.....	19
3.2 Understanding the Quality of Youth Engagement with the Activity	25
3.2.1 Youth Needs and Aspirations	25
3.2.2 Usefulness and Relevance of Activity Components to Youth	27
3.2.3 Usefulness and Relevance of Community Linkages to Youth	30
3.2.4 Barriers to Youth Employment.....	31
3.2.5 Drivers of Youth Participation.....	34
3.3 Understanding Youth Gender Dimensions	38
3.3.1 Youth Experiences of GBV.....	38
3.3.2 Additional Youth-Gender Dimensions	40
Chapter 4. Conclusions.....	42
4.1 Revisiting the Women-plus Household Approach.....	42
4.2 Understanding the Quality of Youth Engagement with the Activity	43

4.3 Understanding Youth Gender Dimensions	44
4.4 The Activity's Approach to Youth Engagement through a PYD Lens.....	44
Chapter 5. Recommendations.....	46
5.1 Household Planning, Goal Setting, and Coaching.....	46
5.2 Activity Components that Meet the Needs and Aspirations of Youth.....	48

Annexes

Annex I. Quantitative Sampling Frame

Annex II. Qualitative Data Collection Instruments

Annex III. Quantitative Data Collection Instruments

LIST OF EXHIBITS

Exhibit 1. Youth Assessment Research Questions	5
Exhibit 2. Desk Review Sources	6
Exhibit 3. Final Qualitative Sample.....	6
Exhibit 4. Quantitative Survey Topics.....	7
Exhibit 5. Quantitative Actual Sample Collected	9
Exhibit 6. Positive Youth Development Framework.....	13
Exhibit 7. USAID's Definition on Meaningful Youth Engagement.....	17
Exhibit 8. Hart's Ladder of Youth Participation	17
Exhibit 9. Youth's Primary Roles and Tasks.....	20
Exhibit 10. Median Hours Spent Doing Activities in Each Time Category	22
Exhibit 11. Engagement in Activities.....	23
Exhibit 12. Youth Goals Before the Activity.....	25
Exhibit 13. Youth Feedback on Most Useful and Least Useful Components	27
Exhibit 14. Linkages to Support Youth Goals.....	30
Exhibit 15. Youth Perceived Barriers to Employment	31
Exhibit 16. Economic Activity.....	32
Exhibit 17. Livelihood Type	32
Exhibit 18. Knowledge and Skills	33
Exhibit 19. Local Language and English Literacy	34
Exhibit 20. Most Common Barriers to Employment.....	34
Exhibit 21. Prominent Suggestions by Respondents to Increase Participation.....	36
Exhibit 22. Percent of Youth that Disagrees with Gender Inequality.....	38
Exhibit 23. Prevalence of GBV in the Community.....	39
Exhibit 24. Types of GBV in the Community	40
Exhibit 25. Experience GBV in the Last 30 Days	40

LIST OF ACRONYMS

AIR	American Institutes for Research
AVSI	Association of Volunteers in International Service Foundation
CBT	Community-Based Trainers
COVID-19	SARS-CoV-2 virus
FFBS	Farmer Field and Business School
FGD	Focus Group Discussion
G2R	Graduating to Resilience
GBV	Gender-Based Violence
ICT	Information and Communication Technologies
IGA	Income-Generating Activity
IRB	Institutional Review Board
KAP	Knowledge, Attitudes, and Practices
KII	Key Informant Interview
MUREC	Mildmay Uganda Research and Ethics Committee
NGO	Non-governmental Organization
OPM	Office of the Prime Minister
PO	Program Officer
PSE	Private Sector Engagement
PYD	Positive Youth Development
UNHCR	United Nations High Commission for Refugees
USAID	United States Agency for International Development
VSLA	Village Savings and Loans Association
WASH	Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

The USAID Graduating to Resilience Activity (the Activity), implemented by the AVSI Foundation (AVSI) in partnership with Trickle Up and the American Institutes for Research (AIR) (collectively, the consortium), aims to help ultra-poor refugee and Ugandan households in Kamwenge District graduate from food insecurity and fragile livelihoods to self-reliance and resilience. The Activity engaged 13,200 economically active households that are unable to meet their basic needs consistently without some form of assistance, in two 30-month cohorts. Using a woman-plus-household graduation approach, the Activity provides an integrated mix of interventions, including, but not limited to, coaching, farmer field business school (FFBS), village savings and loans associations (VSLA), consumption support, asset transfer, and business coaching. In doing so, the Activity is testing three variations to identify the most effective and efficient approach to reach ultra-poor refugee and host community populations. Cohort one began in January 2019 and cohort two is planned to begin January 2022.

To refine the Activity's approach, the consortium conducted an initial Youth Assessment six months after the start of the Activity using monitoring and evaluation (M&E) data and standing committee notes. The team examined trends in the enrollment and participation rates of both youth and non-youth participants in the Activity's different components. Based on the assessment, the team found that participation in the Activity was linked to the primary participant, but that other members of the household were not engaged in the Activity. The team did not have enough information to explain this trend in participation. The team concluded that additional research was necessary to understand how to refine the Activity to make it more appealing, applicable, and accessible to non-primary youth participants.

The team conducted the current Youth Assessment, focused on youth aged 18 to 30, to assess how well cohort one's interventions addressed youths' needs and aspirations, and how actively youth engaged in each component; understand how to better engage non-primary youth participants during the household plan design and implementation, as well as strengthen youth programming and participation; and identify the unique perspectives, needs, and aspirations of the youth population, especially non-primary participants, and design cohort two's Activity interventions accordingly.

1.1 Key Findings

Cohort one non-primary participant youth engaged in creating household plans and decision-making around the plan's goals, but only to a small extent. In general, youth described limited or superficial engagement in household planning, goal setting, and decision-making around tasks in support of household goals.

Non-primary participant youth mostly engaged in implementing **tasks related to their household's graduation map goals around their (1) household income-generating activity (IGA), (2) nutrition and WASH practices, and (3) individual coaching.** Youth played a significant role in market-facing activities around household IGAs, but did not regularly participate in business coaching or other IGA-supporting Activity components.

Youth face significant time constraints, especially younger youth aged 18 to 24, who had longer days and dedicated more time to household chores. Young women felt this more acutely, sacrificing social time to make room for household and economic labor.

The relationship between primary participant parents and non-primary participant youth in the household was the major driver of or barrier to youth's engagement in household planning and tasks to support household goals, and youth's participation in Activity components. The needs and priorities of non-primary participant members were considered in household planning only among those youth who had positive and more power-sharing relationships with their parents.

Most youth goals before the Activity were related to their own livelihoods, separate from their household's goals. Both primary and non-primary youth participants shared a common theme of goals related to livelihoods especially starting a business.

About half of youth non-primary participants reported that cohort one interventions did not help them meet their goals, while the other half provided examples of how the Activity's interventions helped reach their goals. Youths' abilities to meet any their goals were predicated on **the relationship they had with their parents.** Parents decided if parts of the cohort one interventions, including consumption support, asset transfer, savings, or profits from IGA, could be diverted to support youth-specific goals.

There was **broad agreement among non-primary participant youth that coaching, particularly individual coaching, was the most useful Activity component.** Youths who participated in coaching reported the various ways it built their knowledge and skills in nutrition and WASH practices, health-seeking practices, financial literacy, business skills, and soft skills, such as conflict management and negotiating skills.

There was **broad agreement among youths, adults, and coaches that linkages with the private sector were least useful and were not relevant to meeting youths' needs.** Youth and adults expressed dissatisfaction with the input suppliers and output buyers to which they were linked by the Activity. **Youth also continued to face significant barriers to employment opportunities** and the cohort one interventions did not appear to be designed to address these barriers.

Youth participation and engagement in the Activity was **driven primarily by the individual coaching model, the promise of economic resources to support goals, and the opportunity to grow marketable skills.** The individual coaching model reached youth where they are and mitigated the challenge faced in the group coaching models when parents did not pass on knowledge to youth in the household.

For the most part, **youth supported gender equality statements,** with female youths being more likely than male youths to share gender equal beliefs, on average. The team observed that attitudes regarding when sexual violence is justified were more hardened and more difficult to change than attitudes that restricted women's involvement in economic opportunities and community leadership roles.

Female **youth perceptions of gender-based violence (GBV) in their community were consistent** with female adults' perceptions of GBV, albeit the youngest youths were slightly more likely to state that GBV is a problem than their older counterparts. Younger and older youth females reported that they had experienced different types of violence, although reports of personal experience with GBV in the last 30 days were low.

1.2 Findings as Aligned to the Positive Youth Development (PYD) Framework

The assessment use Positive Youth Development (PYD) as an analytical framework to frame and assess cohort one interventions and strategies to engage and support youth. Detailed further in the report, programs aligned to PYD build youth **assets**, foster youth **agency**, meaningfully engage youth and support their **contribution**, and create an **enabling environment** for youth to thrive.

Cohort one interventions contributed to **building non-primary participant youths' skills (assets)** in planning through household goal setting, soft skills such as decision-making and teamwork through coaching sessions, and increasing knowledge around nutrition, WASH, and health-seeking practices also through coaching sessions. However, cohort one interventions appeared to be less supportive in **fostering youth agency** than in building assets.

Youth contribution acknowledges youths' role as a source of change in their communities and households, when meaningfully engaged. While the woman-plus household approach sets the stage for strong programming to support non-primary participant youth contribution, in practice youth were engaged superficially or only those with existing power-sharing relationships with parents contributed meaningfully.

Finally, cohort one activities contributed to a small degree to creating **an enabling environment** for non-primary participant youth to act upon their assets and agency. Youths' participation in individual coaching sessions increased bonds between youth, parents, and household members. The shifting of some gender norms among parents related to joint decision-making enabled modeling these norms for youth. However, there were few examples of creating safe spaces for youth, offering targeted services for youth needs and goals, or intentionally fostering power-sharing or positive adult-youth partnerships.

1.3 Recommendations

Based on the Assessment findings, we recommend that the Activity incorporate changes before cohort two to address the gaps and barriers to youth engagement and participation in household planning and Activity components.

Household Planning, Goal Setting, and Coaching

- Incorporate core youth engagement topics into coaching curriculum sensitization and training sessions for households, especially primary participants and parents.
- Clarify and emphasize youths' role in household planning and Activity components.
- Encourage ongoing engagement of youth in coaching sessions through routine home visits, knowledge check activities, and disseminating coaching messages through phones or social media.

Activity Components that Meet the Needs and Aspirations of Youth

- Structure the aspects of livelihoods skills training and support as a core activity for non-primary participant youth participation, including broadening topics.
- Incorporate female youth-focused VSLAs that are independent from adult VSLAs.
- Strengthen private sector engagement (PSE) linkages to address youth goals, particularly vocational training, and scholarship opportunities.

CHAPTER 2. INTRODUCTION

2.1 Background

AVSI Foundation (AVSI) in partnership with Trickle Up and the American Institutes for Research (AIR), (the consortium) is implementing the USAID-funded Graduating to Resilience (the Activity) in Uganda. The seven-year Activity seeks to graduate ultra-poor refugee and host community households from conditions of food insecurity and fragile livelihoods to self-reliance and resilience. This Activity will engage in two 30-month cohorts a total of 13,200 households (HHs) that are economically active but unable to meet their basic needs consistently without some form of assistance. The Activity recruited 50% of participants from the host community of Kamwenge District and 50% from refugees from Rwamwanja Refugee Settlement within the same district. Using a woman-plus-household graduation approach, the Activity aims to provide an integrated mix of interventions, including, but not limited to, coaching, farmer field business school (FFBS), village savings and loans associations (VSLA), consumption support, asset transfer, and business coaching. In doing so, the Activity is testing three variations to identify the most effective and efficient approach to reach ultra-poor refugee and host community populations. Cohort one of the Activity began in January 2019 and cohort two is planned to begin January 2022.

To refine the Activity's approach, the consortium conducted a series of assessments during the first refinement period, including an initial Youth Assessment. The Youth Assessment was conducted six months after the start of the Activity using monitoring and evaluation (M&E) data and standing committee notes. The team examined trends in the enrollment and participation rates of both youth and non-youth participants in the different components of the Activity. While the team was able to identify aggregate trends in Activity participation for these two groups, the available data were not granular or thorough enough to allow the team to identify significant differences between youth and non-youth engagement with the Activity. However, the assessment team identified two main insights: first, participation in the Activity was linked to the primary participant, but other members of the household were not engaged in the Activity; and second, the team did not have enough information to explain why this trend in youth participation occurred. The team concluded that it would need to conduct additional research to understand how to refine the Activity to make it more appealing, applicable, and accessible to youth participants, particularly non-primary youth participants.

According to Uganda's National Youth Policy, youth are defined as individuals aged 12 to 30¹. The Activity defines youth as individuals aged 18 to 30 years old and this age group is the focus of the Youth Assessment for cohort two. The Youth Assessment for cohort two examined three primary objectives. First, the team explored how well cohort one interventions addressed youth needs and aspirations, and how actively youth (non-primary and primary participants²) engaged in each component. Second, the team sought to understand how to better engage non-primary youth participants during the household plan design and implementation, as well as strengthen

¹ The Republic of Uganda, Ministry of Gender, Labour and Social Development, *The National Youth Policy: A Vision for Youth in the 21 Century*. (2001). Available at https://www.youthpolicy.org/national/Uganda_2001_National_Youth_Policy.pdf

² Each household participating in the Activity has a single primary participant, who is the main point of engagement between the household and the Activity. Other household members participating in the Activity are non-primary participants.

youth programming and participation. Third, the assessment team identified the unique perspectives, needs, and aspirations of the youth population, especially non-primary participants, so that the Activity will design cohort two Activity interventions accordingly.

2.2 Methodology

2.2.1 Study Design

We assessed the Activity using a mixed-methods approach, including qualitative and quantitative data collection and analysis. The team's qualitative data collection included focus group discussions (FGDs). To collect quantitative data, the team fielded a household survey complemented with (M&E) data. We designed the Assessment to address the three learning objectives identified in the cohort one Youth Assessment:

Revisit the women-plus-household approach. We examined how households created their household plans, how they made decisions, how households developed plans that consider youth members, why households did not engage youth in household planning, and why primary participants were more involved in Activity components.

Understand quality of youth engagement with the Activity. We gathered evidence about which Activity components youth found most useful and the types of information and training that were most relevant to them. We looked at youth level of commitment and interest in different Activity components and how to encourage their participation. We also determined which community linkages or connections would most benefit youth, such as linkages to livelihood or educational opportunities, vocational training, and English classes. We focused on the key drivers of youth participation, strategies to engage youth more intensively, and ways in which the Activity could support youth to achieve their goals.

Better understand gender dimensions related to youth. We aimed to better understand differences in youth engagement in the Activity based on gender and being part of the refugee community. We examined the constraints on participation and ways to overcome these challenges based on gender dimensions and refugee status.

Specifically, we developed twelve research questions across the learning objectives (Exhibit I).

Exhibit I. Youth Assessment Research Questions

Learning Objective	Research Question
Revisit the Women-plus household approach	RQ1: How did households create their household plans?
	RQ2: How were decisions in the household made?
	RQ3: To what extent did households engage youth non-primary participants in household planning?
	RQ4: How can we ensure that households develop a plan that considers the needs and priorities of youth non-primary participants?
	RQ5: To what extent were primary participants more involved than other household members in Activity components?
Understanding the quality of youth engagement	RQ6: To what extent did cohort one interventions identify and address the needs and aspirations of youth to improve their engagement?
	RQ7: Which Activity components did youth find most useful, and what types of information and training are most relevant to them?

with the Activity	RQ8: Which community linkages would most benefit youth, such as linkages to livelihood or educational opportunities, vocational training, or English classes?
	RQ9: What are the key drivers of youth participation, strategies for engaging youth more intensively, and the ways in which the Activity could support youth to achieve their goals?
	RQ10: What are the barriers to work, including skill gaps, which prevent youth from accessing employment activities?
Understanding youth gender dimensions	RQ11: What are the beliefs about gender-based violence (GBV) among youth? Do youth, particularly female participants, know about the existing reporting structures? Do they have access to them?
	RQ12: How can the Activity better support youth in reducing the prevalence and occurrence of GBV?

In the remainder of this section, the assessment team describes the data sources and analysis that we used to conduct the Youth Assessment for cohort two.

2.2.2 Desk Review

Prior to developing qualitative data collection tools, the assessment team reviewed existing assessments, reports, and research from cohort one. Through this review, the team gained key contextual understanding to design the group discussion guides, contextualize findings, and develop evidence-based recommendations. We reviewed the sources listed in Exhibit 2 during the initial desk review.

Exhibit 2. Desk Review Sources

- Individual Coaching Guide
- Group Coaching Guide
- Programming Guide
- Youth Assessment Report
- Indicator Performance Tracking Table - Annual Result Report
- Standing Committee Reports
- Graduating to Resilience Quarterly Reports
- Coaching Needs Assessment Report
- Facilitation and Coaching Skills Guide
- Qualitative Case Study Summaries
- Meta-Analysis of the Graduating to Resilience Activity's Initial Refinement Phase

2.2.3 Focus Group Discussions

Selection of Focus Group Participants

The assessment team designed the qualitative sample to encompass 20 FGDs with between four and five respondents each (10 in the host community and 10 in the settlement). The team divided FGDs between four groups: primary youth participants, non-primary youth participants, non-youth primary participants, and coaches. Additionally, the team separated groups by gender and participant status. AVSI field staff conducted FGDs in June 2021 and completed 18 in-person group discussions (Exhibit 3).

Exhibit 3. Final Qualitative Sample

Target Group	Number of FGDs	Number of Participants	Number Male	Number Female
Coaches	4	32	13	19
Non-primary participant youth	8	87	45	42
Non-youth primary participants	3	23	0	23
Youth primary participants	3	45	7	15
Total	18	187	65	99

Group Discussion Protocols

The FGDs helped the assessment team to understand youth's engagement with Activity interventions and their perceptions of its usefulness and relevance across the following dimensions:

- Creating household plans
- Household decision making
- Extent to which Activity interventions addressed the needs and aspirations of youth
- Relevance and usefulness of Activity interventions to youth
- Relevance and usefulness of community linkages
- Barriers to work for youth
- Key drivers of youth participation

The Assessment team developed four distinct FGD protocols (Annex II) to explore these dimensions with the four groups listed above. After preparing draft protocols for each group, we shared the drafts with Activity staff, who workshopped the questions in the protocols to ensure all questions were contextually appropriate and achieved the research objectives detailed above. We incorporated participants' feedback into the final versions of the group discussion protocols.

2.2.4 Household Survey

Questionnaire

In addition to qualitative data, the assessment team conducted a quantitative survey (Annex III) with Activity participants in Biguli, Bihanga, Bwizi, Nkoma subcounties, and the Nkoma/Katalyeba town council within the Kamwenge District and within the Rwamwanja Refugee Settlement. The survey, which was administered to the households' primary participant and their spouse, explored a breadth of topics, as shown by Exhibit 4. The household survey questionnaire was built upon the previous household surveys administered at the beginning of the Activity. For the purposes of the youth assessment, the household survey provided contextual information on participants' perceptions of gender equality and GBV, youths' time allocation, education and skills, and employment and income-generating activities.

Exhibit 4. Quantitative Survey Topics

Section	Respondent	Topics	
1	Primary Participant Spouse (or another male member of the household if no spouse or spouse unavailable)	Household Demographics Role in Household Decision-making Access to Productive Capital Access to Credit Time Allocation	Group Membership Perceptions of Gender Equality Gender and Information Communication Technology
2	Primary Participant (Primary participant provides responses for herself and up to 3 additional household members)	Education and Skills Gender Roles Livelihood Activities On-Farm Crop Activities	Salaried Employment Casual Labor Off-Farm Activities
3	Primary Participant	Livestock Activities Transportation Self-Efficacy Gender-based Violence	Food Security and Nutrition Water, Sanitation, and Hygiene (WASH) Health Status

Sample Selection

The Assessment team utilized a two-stage random stratified sampling process to select the quantitative sample. For the **first stage**, the Assessment team randomly sampled households from the current list of all active participant households. More than 92% of the Activity's households include women as primary participants who are the focus of the project; thus, we excluded households with a male primary participant. We stratified our household sample by geography, age, and nationality of the female primary participant to ensure equal representation of respondents across these characteristics.

For the **second stage** of our sampling, we selected the female primary participant in each household to act as the primary survey respondent for the household. We then randomly selected up to three additional members from the household.³ Within households, we excluded children (those younger than 18) and short-term visitors (residing in the household for less than six months). The primary participant was asked to respond to a subset of questions about each household member (Part 2 of the survey). Spouses⁴ of the female primary participant were also asked to separately answer a subset of questions (Part 1 of the survey).

The Assessment team aimed to recruit a sample size of 800 households because evidence from the Monitoring and Evaluation to Assess and Use Results Demographic and Health Surveys⁵ shows that a household sample size of 800 on woman-based indicators for high fertility countries like Uganda can deliver a reasonable precision for a wide range of demographic and economic variables. Our sample size is further justified by an influential food security and livelihood assessment guide⁶ for statistical random sampling that recommends researchers visit between 150 and 250 households for each reporting group to be compared. Thus, our sample size of 800 was deemed large enough to conduct statistical t-tests of differences between outcomes of interest, at 95% level of confidence, between hosts and refugee, youth vs adult, men vs women. Even within host (N=400) and refugee communities (N=400), we designed the survey so that sample sizes would be within the 150 to 250 range to facilitate comparison between adult vs youth and men vs women for a range of outcomes.

To allow for non-responses, refusals, or other factors that prevent a household from being surveyed, the Assessment team provided the field team with an additional 80 households, for a total sampling frame of 880 households. We instructed the field team to end data collection after a total of 800 households were surveyed. Annex I shows the sampling frame used to inform data collection for the quantitative household survey.

During data collection, enumerators attempted to interview as many of the primary participants as time and funding would permit, surveying a total of 776 primary participants (Exhibit 5). Among these respondents, 384 were from refugee settlement and 392 were from host community. Most respondents were adults (582) rather than youth (214) primary participants and nearly all were female (776). The sample is sufficiently distributed across demographic characteristics of interest,

³ If the household had fewer than four eligible members (primary participant and other adults), then all eligible members were selected.

⁴ If the primary participant did not have a spouse, or if the spouse was not available to be surveyed, then another adult male member of the household was asked to complete the spouse's portion of the survey.

⁵ USAID, *Sampling and Household Listing Manual: Demographic and Health Surveys Methodology*. Available at https://dhsprogram.com/pubs/pdf/DHSM4/DHS6_Sampling_Manual_Sept2012_DHSM4.pdf

⁶ <https://www.actionagainsthunger.org/sites/default/files/publications/acf-fsl-manual-final-10-lr.pdf>

thus providing a representative sample of cohort one participants for the purpose of this Assessment.

Exhibit 5. Quantitative Actual Sample Collected

Demographic Group	Household sample size [†]	Individual sample size [‡]
Overall	776	1,643
Refugee	384	745
Host	392	898
Adult	562	992
Youth	214	651
Male	0 ⁷	701
Female	776	942

Note: There was drop-off of respondents throughout the fielding of the survey, with some respondents only completing earlier parts of the survey. This drop-off was less than 5% of the overall sample, and did not affect the overall distribution of respondents. [†] Overall – Primary Participants; [‡] Part 2 – up to 4 members per household

The average household size of our primary participants was about seven members, across hosts and refugee households. Refugee primary participants in our sample were significantly more likely (82%) to be currently married than hosts (73%) and were more likely to be young (36%) than hosts (19%). However, hosts in our sample were significantly more likely (45%) to have female-headed households than refugees (29%).

2.2.5 Participatory Approach

Youth engagement is key to achieving the Activity's goal of self-reliance. To identify appropriate solutions to the unique challenges facing youth, the assessment team piloted Youth-Participatory Action Research and engaged youth participants to directly contribute to the confirmation and refinement of the research. To do this, the Activity engaged Youth Standing Committee during the design of the research objectives, interview guides, and the validation of the findings.⁸ This framework allows the lived experiences, dynamics, and perspective of youth to guide the research, findings, and recommendations. By incorporating youth throughout the development and implementation of the research, we expected that the programmatic changes adapted would lead to increases in youth participation for cohort two.

2.2.6 Fieldwork

Training of Coaches; Supervision and any issues in the field

The team chose to utilize AVSI coaches to collect data for the cohort two assessment because the coaches possessed existing knowledge of the Activity, had existing relationships with participants, and could easily identify the location of participants' homes. These factors create an efficiency gain compared to using external enumerators, thereby reducing the number of interactions between data collectors and people in Activity communities. This allowed data collection to safely continue in person while minimizing the risk of spreading the SARS-CoV-2 virus (COVID-19).

⁷ There were seven male primary participants who completed Part 3.

⁸ Due to the constraints resulting from the COVID-19 pandemic, the team had to adjust the participatory approach to meet the restriction and safety guidelines in place. Additionally, Uganda implemented a series of security measures and restrictions, in June 2021, that prevented the team from validating the findings and recommendations with youth.

The team conducted a training and pilot of the quantitative survey with 50 coaches, 25 from the host and 25 from the refugee community, between March 15-18, 2021. The team instructed coaches how to use the study tools, their purpose, proper data collection practices, and ethical considerations. The team conducted a second training with an additional 156 coaches between March 24 and 25, 2021. During this training, the team identified concerns regarding the functionality of the household survey and how data to store after collection. To reduce the risk of error during full-scale data collection, the team chose to recode the survey in the first three weeks of April 2021, after which all 206 enumerators participated in a refresher training to orient the coaches to the new tool on April 26, 2021.

After having fixed the issues in the survey tool, the team launched data collection on April 27, 2021. The field team divided the coaches into nine regional teams, supervised by program officers (POs) with support from M&E officers. The M&E officers visited the field throughout data collection to answer the coaches' questions and resolve issues with the operation of the survey or mobile phones used in data collection. The field staff attempted to address all issues in the field as they were identified, and POs were encouraged to identify workable solutions that did not require major logistical changes. For instance, POs fixed occurrences of the survey not pulling participant information by updating the enumerator's tablets and survey software in the field. Delays in fieldwork created scheduling conflicts between data collection and maternity or scheduled annual leave for some coaches, which increased the survey load on the remaining personnel. To account for this, the POs reassigned the households allocated to those coaches on leave equally among the remaining coaches. Finally, the length of the survey tool created some issues for the field team, as this caused some participants to complain and grow uninterested during the interview, while others (especially spouses) found it difficult to honor their scheduled interview due to scheduling delays and competing priorities. A number of interviews had to be rescheduled, which reduced the number of interviews that the coaches could complete each day, which affected the size of the final sample.

The coaches conducted surveys through May 14, 2021, at which time the team concluded that we had achieved an appropriately large sample size and further days in the field would not yield significantly more data due to the issues described above.

COVID Mitigation

The Assessment team was informed by local staff on June 16, 2021, that four AVSI staff in Kamwenge district tested positive for COVID-19 and that the overall positivity rate in the district exceeded 20%. Considering these numbers, and guidance from the Office of the Prime Minister (OPM) and United Nations High Commission for Refugees (UNHCR) to limit engagement in the district to only essential work, the Assessment team decided to 1) reduce any FGDs that were not already scheduled from 10 participants to five, allowing for greater social distancing and 2) review in-person qualitative data collection on June 16, 2021, and then determine if data collection should be collected remotely or discontinued. Additionally, we utilized our prior experience adapting data collection in the COVID-19 context by adopting the following mitigation measures: 1) required that all coaches wear masks while conducting surveys and focus groups; 2) provided participants with facemasks if they did not have them; 3) provided hand sanitizer; 4) maintained social distancing during interviews and focus groups; and 5) conducted all interviews and focus groups in a private, outdoor location, where feasible.

2.2.7 Ethical Considerations

Institutional Review Board

In our application to the Mildmay Uganda Research Ethics Committee (MUREC) Institutional Review Board (IRB) in Uganda, the team outlined the ethical considerations of the study and our processes to protect participants' privacy and confidentiality and reduce potential harm. We submitted the IRB package, which included the study proposal, plan to protect human subjects, data collection instruments, and informed consent forms, to the review board on January 11, 2021. Mildmay returned the IRB protocol with clarification questions on dates, which our team responded to. We resubmitted the IRB package on February 17, 2021. We received final approval from Mildmay to conduct the assessment on March 15, 2021.

Informed Consent

We informed all survey, FGD, and KII participants that their responses would be confidential prior to their agreement to participate. We informed participants that they could refuse to answer any question or leave the interview or discussion at any time. We assured participants that refusing to participate or leaving any interview would not harm them in any way. Individuals who agreed to participate were required to sign a written consent form, either by signature or a thumb print. The interviewers then ensured that the surveys, FGDs, and KIIs were conducted in a private setting to maintain respondents' confidentiality, including those conducted remotely. Interviewers ensured that surveys were conducted one-on-one with the respondent or spouse (where applicable) so no one else could hear the respondent's answers. Group discussion facilitators ensured that the FGDs were held where respondents felt free to discuss openly so community members outside the group could not overhear their responses. Finally, interviewers and facilitators were instructed during training how to request informed consent.

2.2.8 Limitations

The assessment possessed some limitations, which might have impacted the findings presented in this report. We discuss each limitation in turn.

Use of Coaches and Program Officers for Data Collection. As discussed previously, the assessment team chose to use existing program staff to conduct data collection rather than hire unaffiliated enumerators. Coaches conducted the survey data collection while program officers conducted the focus group discussions. Though there were benefits to using the coaches to conduct survey data, the team recognized that the existing relationship between coach and participant may have biased the respondent's answers. The respondent might have provided a more socially desirable answer to please the coach, or the coach might have assisted the participant in recalling past information. At the same time, program officers may have probed participants to respond in desired ways. While the training covered these topics, we cannot guarantee that such factors did not influence both qualitative and quantitative data.

Participatory approach. The team was unable to do extensive validation with youth and participants because of restrictions to mitigate the spread of COVID-19 that were imposed after cases started increasing while we were preparing the Assessments.

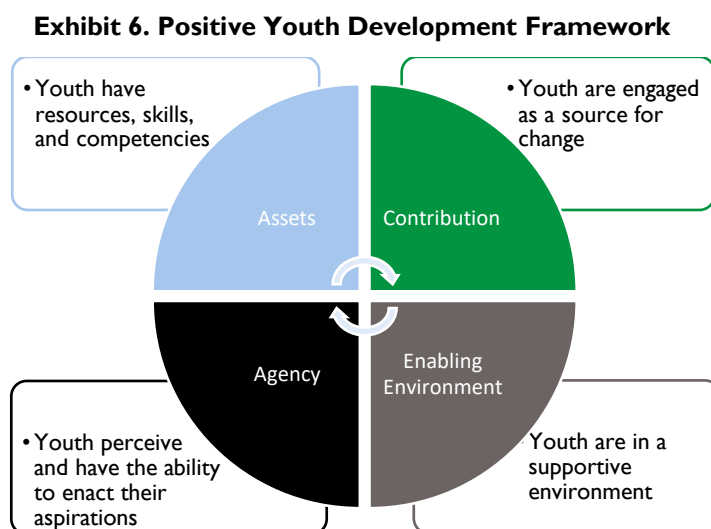
Length and Complexity of the Survey Questionnaire. Building off lessons learned from the first refinement period, the assessment team developed a comprehensive assessment framework to integrate the five individual assessments, including Value Chain, Labor Market, Gender, Nutrition and WASH KAP, and Youth Assessments, to ensure that we answered key research and learning

questions and that the program implementers have meaningful, timely information to make decisions regarding the design of cohort two. By creating a comprehensive assessment framework, the assessment team was able to streamline data collection, minimize duplicative data collection, and mitigate survey fatigue among participants and staff. However, the length and complexity of the survey required exceptional skills from the field staff. On average, it took approximately six hours per household in the refugee community and approximately five hours in the host community to complete the entire survey. Due to the length and complexity of the survey, field staff conducted the household survey in two visits per households reducing the amount of time respondents spent answering questions per visit to three hours in the refugee community and two and one half hours in the host community.

CHAPTER 3. FINDINGS

In this chapter, the assessment team presents the quantitative and qualitative findings regarding primary and non-primary participant youths' engagement and quality of engagement in household planning and cohort one interventions. We present our findings with respect to the three assessment objectives: (1) revisiting the women-plus household approach, (2) understanding the quality of youth engagement with the Activity, and (3) understanding youth gender dimensions. Under each objective, we present findings related to each of the 12 research questions reframed as a topic sub-heading. Finally, throughout the presentation of findings, we used the Positive Youth Development (PYD) as an analytical framework to frame and assess cohort one's interventions and strategies to engage and support youth.

The PYD framework⁹ serves as a useful structure to understand youth's experiences in cohort one and how they align with best practices around working with young people to maximize their potential. The PYD framework posits that for youth to be healthy, productive, and resilient, four inter-related areas in young people's lives should be strengthened. These include their assets, agency, contribution, and enabling environment, as summarized in **Exhibit 6**.



The findings chapter sections weave-in PYD framework concepts to understand how the Activity has aligned with the guiding vision for USAID's Youth Policy,¹⁰ and identify areas that could be built upon or improved while responding to the principal research questions set out for the assessment. It is important to note that the Activity is not a youth development project and thus wouldn't be expected to have an exclusive or comprehensive focus on youth. However, given the Activity's goal of fostering resilience among vulnerable households and that youth make up a large proportion of Uganda's (22.9%¹¹) and Kamwenge District's population, a PYD framework is

⁹ Youth Power 2, *Positive Youth Development (PYD) Framework*. Available at <https://www.youthpower.org/positive-youth-development-pyd-framework>

¹⁰ USAID, *Youth in Development Policy*. Available at <https://www.usaid.gov/policy/youth>

¹¹ Uganda Bureau of Statistics, *Statistical Abstract (2018)*. Available at https://www.ubos.org/wp-content/uploads/publications/05_2019STATISTICAL_ABSTRACT_2018.pdf

a useful approach to ensure the Activity also meets the needs of youth who will eventually move on to create their own households and take with them the benefits from the project, ultimately supporting longer-term sustainability of results.

3.1 Revisiting the Women-plus Household Approach

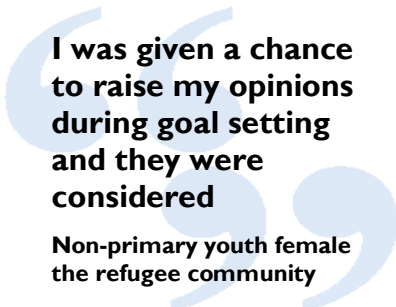
The Activity's women-plus household approach hypothesized that engaging women in the household, particularly the head of the household or the spouse of the head of household, would increase the engagement of additional members of the household, who, therefore, would also benefit from the interventions to prepare more resilient households. These household members include youth, who the Activity defines as individuals aged 18 to 30 years old. While the Activity did not have explicit youth targets to serve as primary participants in the women-plus household approach, it did have some youth participate in this role. However, the majority of youth were engaged as a non-primary participant. Throughout this section and report, we disaggregate perspectives from primary participant youth and non-primary participant youth, as well as third party perspectives from adult primary participants and coaches.

3.1.1 Creation of Household Plans

The Activity aimed to create the household plans and graduation map goals as a first and ongoing process. The process consisted of an Activity-trained coach sitting down and working with each household (including all their members) to understand their household's relative resilience, self-sufficiency, and current health and behaviors. The coach then guided the household in setting goals and developing action plans around prioritized needs, which meant to contemplate the various inputs from the Activity, such as consumption support, asset transfer, FFBS training, among others. In FGDs, the assessment team asked how households created their household plans, revealing differing perceptions and levels of engagement by different household members.

Youth primary participants. The majority of youth primary participants in FGDs, both male and female, shared that husbands and wives engaged jointly in household planning. Most youth primary participants reported being a family with children under the ages of 13 years old, and therefore, other household members were largely not engaged in the planning sessions but were assigned specific tasks by their parents to help accomplish household plan priorities.

Youth non-primary participants. Youth non-primary participants, whose parents were primary participants, had mixed experiences with household planning sessions. Approximately a half of the FGD respondents reported that their parents primarily engaged in the household planning session, with one youth female from the refugee community stating that while parents may inform or consult youth later, ultimately parents did the planning. However, the other half of youth FGD respondents described varied experiences around their engagement in planning sessions, including being present, being present and able to share their opinions (refer to quote), and being assigned specific roles. The non-primary youth participants agreed that in single-parent households in particular, youth were more deeply engaged in planning and decision-making. This suggested that young people with single-parent households already have greater responsibilities than in two-parent households, so seeking youth voice and opinions was an existing household practice.



**I was given a chance
to raise my opinions
during goal setting
and they were
considered**

**Non-primary youth female
the refugee community**

Adult primary participants. In adult FGDs, nearly all adult primary participants expressed that they engaged youth in creating their household plans. However, when asked the ways they engaged youth in their households, adults tended to describe the tasks that youth were assigned in *implementing* household plans rather than their presence and roles in the planning sessions. For example, adult females from the host community described youth participating in the kitchen gardens, rearing goats, and participating in business operations. This suggested a particular perception among adults of what it means to “engage” youth, which we discuss further in **section 2.1.2.**

Coaches. The majority of coaches reported that the primary participant and their spouse largely led household planning without engaging youth. They also emphasized that it took effort to engage the primary participant and spouse, given perceptions that the Activity was for women and a lack of understanding of the spouse’s role. In cases where coaches stated youth were more engaged in the planning sessions, they stressed that it was typically in households with older parents who already relied on young peoples’ support to manage the household (refer to quote).

Youth participated in decision making and planning with their parents, mostly in the households where parents were older and relied on their children

Coach, the refugee community

Coaches’ sentiment echoed non-primary youth participants’ assertion that in households where youth already had a heavy role in management (single-parent households), they tended to be more engaged in household planning. These assertions suggested that the Activity might not have had a significant influence on households’ process of engaging non-primary participant youth members in the household planning session, which in turn suggested that cohort one household plans might not have routinely or purposively considered the desires, needs, and aspirations of non-primary youth participants.

3.1.2 Engagement of Youth in Household Planning

As highlighted above, youth engagement in household planning sessions varied, with primary youth participants highly engaged due to being the target beneficiary of the Activity and non-primary youth participants reporting mixed experiences. Across the youth non-primary participant and coach FGDs, the common themes emerged around the reasons why they were not engaged as well as the ways they were engaged.

Reasons for Non-Engagement

The Activity is for mothers/women. Many of the non-primary participant youth shared that they understood the Activity, AVSI, and/or cohort one interventions were meant primarily for women and/or their mothers. One youth male from the host community shared that there was a common perception that “AVSI is a woman’s organization.” Another female youth from the refugee community echoed this sentiment, stating there was a “lack of clear clarification on whether non-primary youth could participate.” Coaches shared that there were households that included youth who were married, but still lived with their parents. Because they lived with their parents, they believed that they should not take part in the household planning. As a result of this

perception, non-primary youth did not make a concerted effort to be present in household planning sessions and neither did parents routinely invite them.

Parent relationships. Non-primary participant youths' relationship with their parents emerged across the FGDs as a driving factor around youths' engagement in household planning as well as in the Activity's components. As highlighted above, existing dynamics, such as households with older parents or single parents, tended to drive the level of youth engagement in household planning. One youth female from the host community shared that her parents did not invite her to planning sessions. Another youth male from the refugee community articulated how parents' relationships dictated how youth were engaged in planning (refer to quote).

Mismatch with youth time. The third common theme that arose as to why youth did not participate in household planning was due to a mismatch between youths' schedules and planning session times. Several youths shared that they were not home or available during household planning sessions, citing reasons such as (1) being in school, (2) being out of the community for livelihood activities, and (3) being engaged in household chores. Additional details around youths' time constraints are further discussed in **Section 2.1.4.**

Household plans were developed by our parents. Some of us were consulted, and it depends on how one communicates or relates with his parents. If parents freely interact with their children, youth were consulted.

Non-primary male youth from the refugee community

Ways of Engagement

Non-primary participant youth who were engaged in household planning sessions, described their engagement in the following ways:

- *Engaging as a participant in the household planning sessions.* Some youth described being present in the household planning sessions with other members, but that their parents primarily assigned them tasks rather than consulting them, asking them to give an opinion, or to express their goals.
- *Filling graduation maps or writing the plans and ratings during the household planning sessions.* This engagement strategy emerged due to youths' relative higher literacy levels than adults (discussed in more detail in **section 2.2.4**). Youth described participating but in a support role: "we participated because we were the ones who wrote on Graduation Maps for our parents."
- *Giving opinions or ideas during planning sessions.* A smaller number of youths described taking a more active role during planning sessions, providing their opinions and being consulted around tasks.
- *Fully engaged in adult-youth partnership.* Only two youth expressed full engagement in household planning. One female from the refugee community shared, "I was fully involved in goal-setting with my mother." Another one stated, "I was consulted and advised my mother to set a goal of buying a goal, which she did."

Youth engagement is a key aspect of the PYD framework, specifically related to **youth contribution**. Youth contribution means young people are providing their ideas, and are involved in implementing, or participate in decision-making around Activity components in which

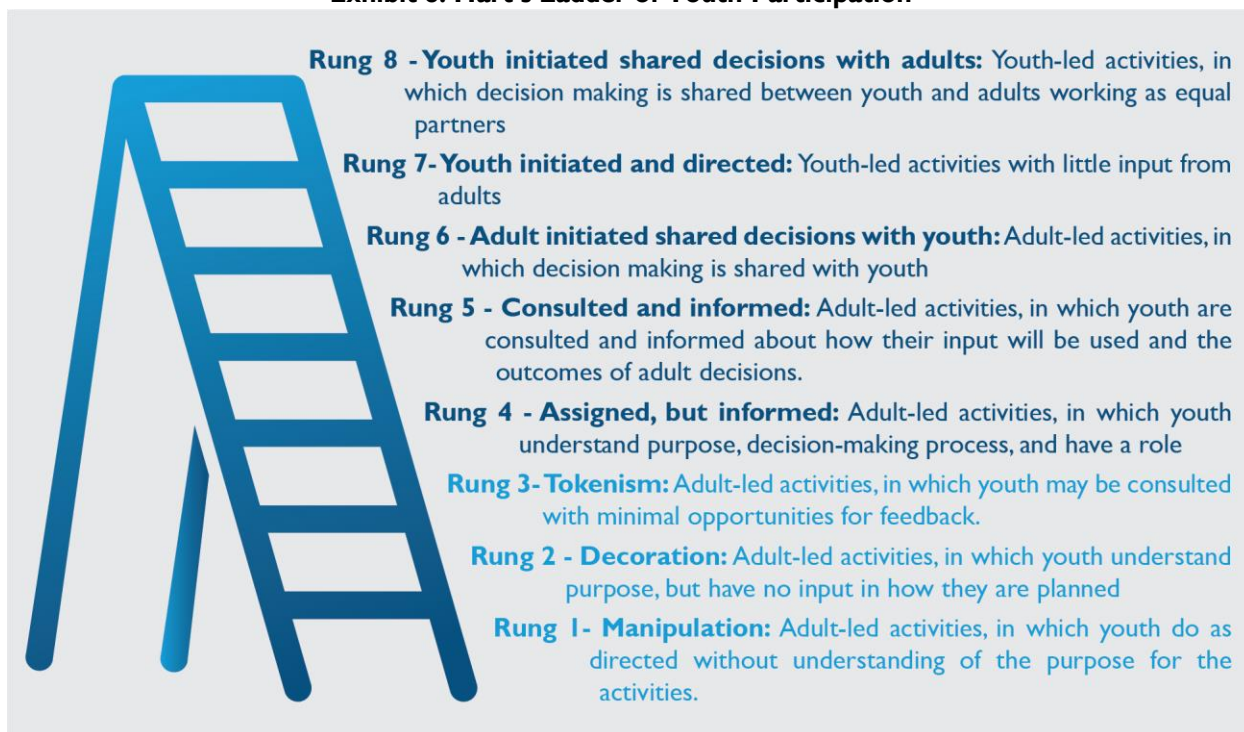
Exhibit 7. USAID's Definition on Meaningful Youth Engagement

"Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young peoples' ideas, perspectives, skills, and strengths are integrated into the design and delivery of programs that affect their lives and their communities"

they are meant to be involved. Evidence has shown that meaningful youth engagement can lead to more effective and relevant programming, and be empowering for young people to continue to play a role in their own and their communities' development, ultimately leading to sustained longer-term outcomes.¹² In following USAID's definition of meaningful youth engagement (Exhibit 7), it appears that only those youth who shared being engaged in an adult-youth partnership and those who were more actively consulted met the standards for meaningful engagement. While it was beneficial for youth to participate in writing graduation maps, according to this understanding, writing graduation maps did not lead to youth empowerment or influence the direction of the household plans. A useful

lens through which to understand youth engagement and participation is through Roger Hart's ladder of youth participation (Exhibit 8). In mapping the existing ways households engage youth in planning, most examples fell between rung four "assigned by informed" and rung five "consulted and informed," with only the previous two youth examples reaching rung six, "adult initiated and shared decisions with youth".

Exhibit 8. Hart's Ladder of Youth Participation¹³



¹² Youth Power 2, *Learning and Engagement Guide*. Available at <https://www.youthpower.org/youth-engagement-guide>

¹³ Youth Power 2, *Toolkit for Youth Inclusion in Democracy, Human Rights and Governance*. Available at <https://www.youthpower.org/youth-drg-toolkit-3-models-roger-hart-ladder>

3.1.3 Intra-household decision making

Intra-household decision making goes hand-in-hand with household planning of graduation maps. Cohort one households, thus, were coached to make decisions that would help them meet resilience-building goals. Decision-making was also crucial in terms of how households assigned responsibilities to different household members to carry-out the work to achieve their graduation map goals. Perspectives from participants around decision-making in the household aligned well with roles in household planning, highlighting that shifting trends in household planning shift trends in decision-making and vice versa. Power-sharing in decision-making around activities that affect youth's lives is a key aspect of **youth agency** in the PYD framework. Across FGDs, most participants agreed that the primary participant and their spouse were the main decision-makers, with some nuances across respondent types as described below.

Youth primary participants. The youth primary participant respondents all shared that there was joint decision-making regarding participation in different Activity components, including use of the consumption support and asset transfer. One female youth primary participant shared an example of purchasing items outside of the community, in which the spouse was sent to shop based on a previously discussed and agreed upon list of items. One group of young women from the refugee community shared that they experienced early challenges deciding how to use the consumption support: young men wanted to decide how to use the funds on their own. However, a young woman shared that “coaches intervened” and it has since shifted the decision-making practice to joint decision-making among youth primary participants.

Youth non-primary participants. Like roles in household planning, youth non-primary participants had mixed responses about household decision-making. The three main ways they shared decision-making included (1) only the primary participant, (2) primarily the father but then changed to joint decision-making, and (3) joint decision-making. A female youth non-primary participant from the host community shared that she would be tasked with withdrawing money for the household, but “could never be involved to decide on its usage.” Another shared that her father would make decisions about money without consulting anyone because “he’s the one running the business.” Youth females tended to describe the changes in the dynamic of decision-making between father and mother more than youth males. Youth males either asserted that there was joint-decision making or that there was joint decision-making, but ultimately the head of the household makes the final decision (referring to the father). In contrast, youth females from both the refugee and host communities described witnessing more changes between their parents (refer to quote). While some youth described being consulted or offering their opinions, only one described being engaged in decision-making themselves but as a part of a household decision-making where “decision-making is jointly done by my household and all family members are involved like in the business plan development.”

In the beginning of the project, most decisions relating to who takes part in the activities were taken by our father. But once sensitization about project target started, our mother started taking all this decision on who participates.

Non-primary female youth from the host community

Adult primary participants. The majority of participants agreed that adult wives and husbands jointly made decisions. One adult female from the host community stated that she made decisions

jointly with her son, “me and my son, we take decisions and plan together,” sharing that she did not have a husband. This example highlights the assertion by non-primary youth groups and coaches that youth tend to be more engaged in household planning and decision-making in single-parent households.

Coaches. Coaches echoed statements made by the three participant groups, sharing that the most common ways of decision making were (1) solely by the primary participant, (2) by the head of household (men) or, (3) jointly by husband and wife.

In cases where the women didn’t own a SIM card, their spouses would take control of making decisions on how to utilize the consumption support.

Coach the host community

One coach from the host community shared that when women had a spouse with a substance abuse issue, she would make decisions on her own. Another coach shared that “to a great extent, decisions were made jointly across all the components.” However, many coaches emphasized that this was not always the case and that participants had struggled early in the Activity particularly with respect to decisions about consumption support. The consumption support disbursement was issued before gender topics

were explored in the coaching curriculum and prior to participant trainings on topics like financial literacy, leading to issues when negotiating decision-making power and control, as highlighted by one coach’s experience (refer to quote). Examples such as these were followed with assertions of how interventions, time, and work with each household led to a noticeable change, echoing non-primary youth participants’ experiences. Nevertheless, regarding decision-making with youth involvement, the majority stated that youth rarely engaged in household decision-making.

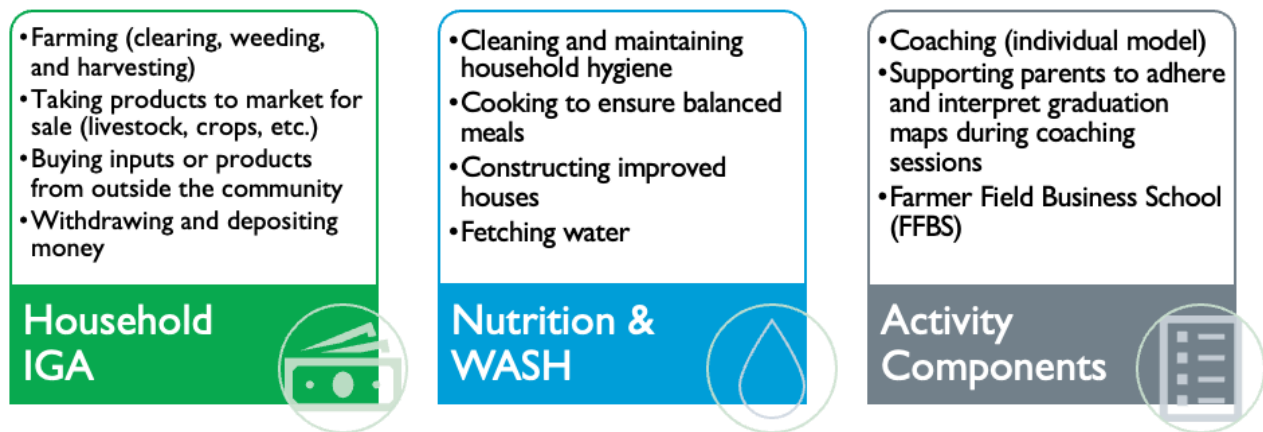
3.1.4 Primary and Non-Primary Participants’ Engagement in the Activity

Participation of Non-Primary Youth in Activity

Youth primary participants, by nature of their role, were engaged heavily in all components of the Activity, in the same way that adult primary participants were. On the other hand, cohort one’s youth non-primary participants did not have the same level of engagement in Activity components. For example, they shared that they perceived that they were not allowed to participate in FFBS or trainings. Most non-primary participant youth were assigned tasks by their primary participant parents, some with input from the youth and others without. For example, one youth female from the host community described being “assigned the role of buying goats from the market” and that it was her duty as “a child in the home.” Another youth male from the host community mentions being “assigned to install beehives, maintain them and harvest honey” after being engaged in household planning.

According to non-primary youth participants, coaches, and adults, household youth tended to engage in the Activity primarily by (1) supporting the household’s business enterprises, whether agriculture-related or small business, (2) supporting the household’s nutrition and water, sanitation and hygiene (WASH) goals, and (3) engaging in some components of the Activity as summarized in **Error! Reference source not found.**

Exhibit 9. Youth's Primary Roles and Tasks



Non-primary participant youth described having significant roles in supporting the household's income-generating activity (IGA), especially around market-facing activities, working with parents to set prices, and taking on the role of selling the products. Young women and young men shared these activities. Adult participants frequently cited nutrition and WASH activities as the tasks they assigned to youth, stating, "I involve youth in preparing a balanced meal for the household" or "cleaning and maintaining the household." Meanwhile, non-primary participant youth did not appear to have a heavy level of engagement in specific Activity components, with a strong exception to the individual model of coaching that incorporates home visits. As described by one coach from the refugee community, "the primary participants always engaged youth in coaching activities." However, this was not the case in the group coaching approach. A noteworthy role non-primary participant youth adopted on their own in several households was serving as a support and reinforcement agent of the households' graduation map and goals (refer to quote). Non-primary youth also reinforced and supported the household's adoption of lessons taught by coaches.

We participated [in coaching] because mostly we were the ones who wrote on Graduation Maps for our parents.

Non-primary youth male from the refugee community

Barriers to Greater Participation of Non-Primary Youth in Activity

While youth were able to engage in the household-level activities through their parents, non-primary participant youth were constrained in attending many of the Activity's interventions based outside of the home, such as FFBS, business coaching, and trainings that were conducted using the VSLA as a platform. The primary barriers to participation in interventions outside of the home faced by non-primary participant youth echoed those faced around engaging in household planning, including (1) their perception that the activities were reserved for women or the primary participant, (2) a lack of youth-specific interventions, (3) the timing of activities and youths' time constraints, and (4) age and gendered roles and dynamics in the household.

Perception the Activity is for women or primary participants. Echoing the barrier in household planning, non-primary participant youth perceived that the Activity's components were meant for women. Non-primary participant youth males from the refugee community

shared that “FFBS, VSLA, and most activities were mostly for women who were the primary participants.” This was further echoed by non-primary participant youth females from the host community who stated that the primary participant “had the sole responsibility to attend and all the invitations for activities were directed to her.”

Lack of interventions targeting non-primary youth. Cohort one Activity components did not explicitly target non-primary youth and relied on the women-plus household approach to disseminate information. Non-primary participant youth frequently lamented that the Activity did not direct specific interventions to youth, which complaint adults and coaches further echoed. Moreover, youth expressed that they rarely were invited to participate in Activity components, which further reinforced their beliefs that the Activity’s interventions were not for them. One non-primary youth female from the host community expressed her interest in Business Coaching sessions but mentioned, “our parents who are the business owners attend the sessions and we are not invited.” Another youth female from the host community shared how some activities were group-based and “we the youths were left at home,” signaling how if youth were engaged in Activity components it was primarily while at home. One adult FGD also expressed a concern that youth may engage in illicit behaviors if given too much responsibility. One adult female participant stated that she did not want to engage youth in handling the IGA’s money because “it was a lot of money to them and [they] would decide to get involved in risky ventures like betting.” These kinds of perceptions might explain why parents did not regularly engage or invite youth, in addition to the lack of clarity regarding which Activity components were available to youth.

Time constraints. Non-primary participant youth have busy schedules. One female youth from the host community shared that Activity components often conflicted with her schedule “I have work to do to earn a living and also the Activity is happening at the same time.” Others have too many household responsibilities at the same time Activity components are held, “each time there is an activity, I am sent to attend to the gardens and prepare the food.” Still another group shared the times activities were held were during the school day and they were enrolled in education.

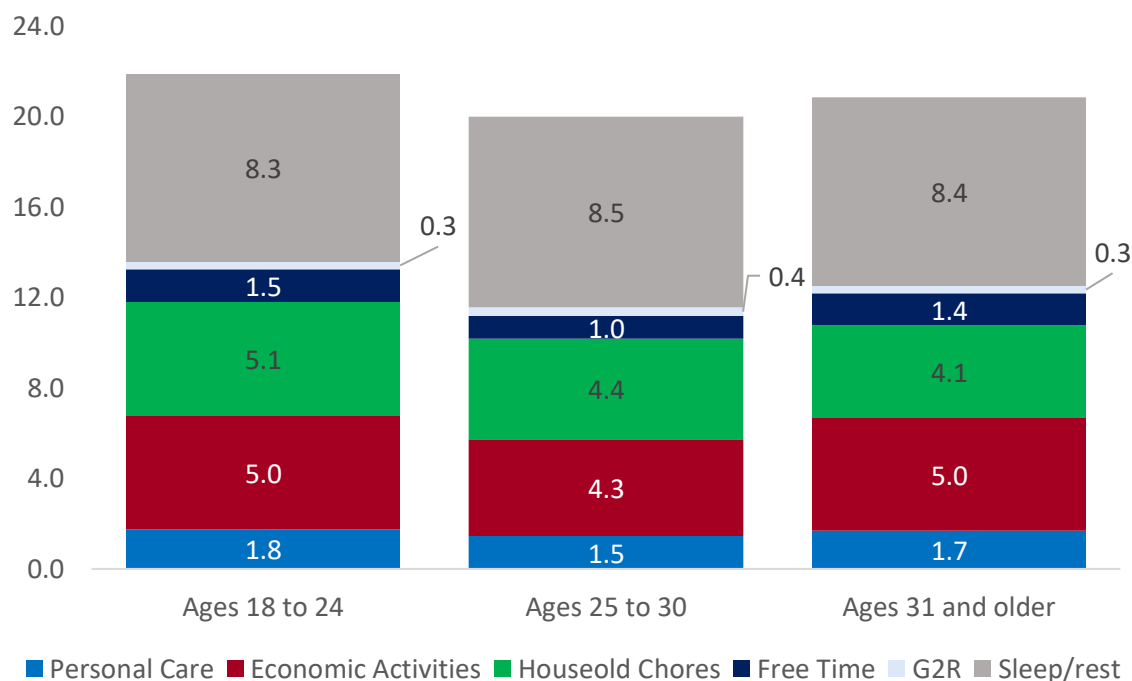
The quantitative data provides greater insights into youths’ schedules, their time use, and their time allocation to better understand this barrier. Exhibit 10 shows the median hours spent performing six activities during the last 24 hours, including economic activities, household chores, activities related to personal care, the Activity’s interventions, free time, and sleeping/resting. The younger youth (aged 18 to 24)¹⁴ spent more time on economic activities (e.g., running a business or agriculture) than older youth (aged 25 to 30). This appears to be driven by females aged 25 to 30 allocating less time to economic activities than females aged 18 to 24. The decrease in female’s involvement in economic labor between these two age groups outweighed the slight increase in male’s involvement in economic labor. Furthermore, younger youth spent more time in agriculture than the older youth but less time running a business.

Younger youth spent more time than any other age group on household chores, primarily driven by females. This finding suggests that unequal gender division of labor begins at a young age. Females aged 18 to 24 spent more time on household chores than any other demographic group. On average, younger females spent 7.2 hours per day completing household tasks. In comparison,

¹⁴ For the quantitative analysis, we broke down the large youth age group of 18 to 30 year-olds into a “younger youth” category for youth aged 18 to 24 and an “older youth” category for youth aged 25 to 30. This decision was based on grey literature which highlighted that older youth tend to have experiences that are more aligned to adults.

younger males spent 1.9 hours a day on household tasks. Consequently, younger females also reported the highest total labor hours relative to any other demographic group. On average, younger females completed 11.5 hours of work each day while younger males completed 7.9. Consequently, younger females were substantially more likely to be under-resourced in terms of time than younger males. In fact, 33% of younger females were considered ‘time poor,’ compared to 8% of their male counterparts.¹⁵

Exhibit 10. Median Hours Spent Doing Activities in Each Time Category



Source: Household Survey Part I, n = 1,309

Findings from the Gender Assessment suggest that female participants used strategies of time stretching and multitasking to balance the burden of household chores and economic activities.^{16,17} Survey data indicated that younger females sacrificed social time to meet the high demand for their household and economic labor. In fact, females in this age group reported less social time than any other demographic (20 minutes per day). On the other hand, males the same age spent more time socializing than any other demographic (1 hours and 42 minutes per day). In addition to negative impacts on mental health and well-being, females’ lack of social time might also impede their ability to form connections and build networks that would increase their ability to engage in IGAs. In this way, females’ lack of social time between the ages of 18 and 24 might reinforce the persistence of unequal gender divisions of labor into later stages of adulthood.

Additionally, according to our findings, younger females more likely reported multitasking at some point during the day than any other demographic (52%). Furthermore, multitasking began early

¹⁵ Time poverty was defined as completing 12 or more hours of economic and/or household labor per day.

¹⁶ Time stretching was defined as managing household and economic activities by waking up early, taking minimal free time, and going to sleep late.

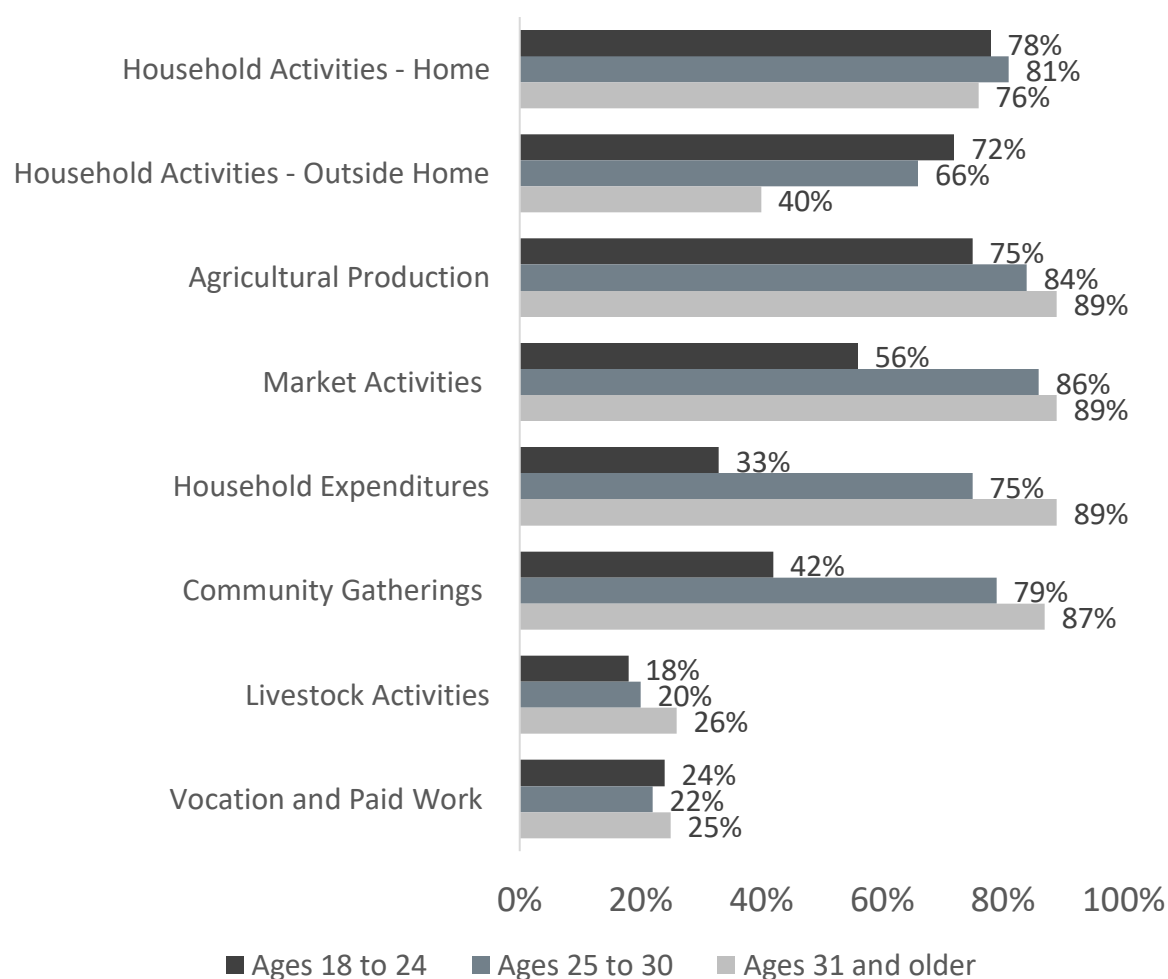
¹⁷ Multitasking was defined as whether the respondent reported completing more than two hours of activities during any two-hour time slot excluding time slots in which they reported sleeping or resting.

in the morning; 25% of younger females reported multitasking from 4 to 6 a.m. On the other hand, none of the respondents in the younger male category reported multitasking during this time.

While labor was divided unequally between male and female youth on the basis of gender, it is important to note the younger males allocated more time to household chores than older male youth or adult males. On average, younger male youth completed about 30 more minutes of household labor per day compared to older male youth and male adults. Although the overall difference is small, it may suggest that younger males present an opportunity for engagement and advocacy with respect to gender parity in household labor.

Age and gender roles and dynamics. The household survey revealed important age and gendered roles within the household. Enumerators surveyed female primary participants on how often (always, most of the time, sometimes, rarely, or never) up to four household members engaged in 35 different activities. For the purposes of this analysis, the activities were categorized into eight groups; household activities that take place at the home, household activities that take place outside the home, agricultural production, livestock activities, market activities, household expenditures, community gatherings, and vocation and paid work (Exhibit 11).

Exhibit 11. Engagement in Activities



Source: Household Survey Part 2, n = 1,641

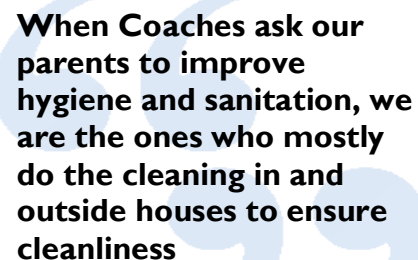
According to the results, younger youth (72%) were more likely to engage “most of the time” or “always” in unpaid chores taking place outside of the home than older youth (66%). This finding is supported by the time use analysis above: the younger youth category allocated more hours to fetching water and gathering firewood than any other age group. Yet, it is the younger females of the household who assume the greatest burden. Specifically, 84% of females aged 18 to 24 engaged in fetching water most of the time or always compared to 67% of males aged 18 to 24. Additionally, 67% of females aged 18 to 24 engaged in collecting firewood most of the time or always compared to 38% of males.

Older youth (81%) were slightly more engaged in household activities that took place inside the home than younger youth (78%). These results were driven by prominent increases in females’ engagement in care for children between the ages of 18 and 24 and 25 and 30. Between these two age groups, the likelihood of a woman engaging in childcare most of the time or always increased by 26%. In comparison, male engagement in childcare most of the time or always increased by 6% between the two age groups.

Engagement in agricultural production was high across all age groups but increased with age (75% among younger youth and 84% among older youth). Females in each age group were more likely than males to complete tasks associated with agricultural production. While engagement in livestock was low across all age groups (18% among younger youth and 20% among older youth), men in these age groups were more likely than women to be engaged.

We found that the younger youth (56%) had very low engagement in market activities relative to the older youth (86%) and adults (89%). It is promising, however, that the youngest females and males engaged equally in market activities, and that this finding persisted across all age groups. This finding complements the qualitative finding that youth often engaged in household IGAs but suggests that primarily older youth took on this role. The youngest youths also had very low engagement in household expenditures relative to the other age groups. Furthermore, the youngest females were more likely than the youngest males to pay school fees for children, provide domestic necessities, and manage household money. Nonetheless, data suggest that adult men aged 31 and older paid school fees for children and managed household money more often than females of the same age group. This finding suggests that programming was successful in engaging older men to use money from IGAs to promote household well-being. Nonetheless, across all age groups, females were more likely than males to provide domestic necessities.

We understand that youth often have lower status in the household because of both their age and gender. Their lower status is reflected by the time constraints on youth and the roles they were assigned in implementing activities to support their household goals. According the PYD Framework, household dynamics and roles contribute to creating an **enabling environment** for young people. For example, as highlighted in Exhibit 9, the qualitative data also demonstrates that youth tended to be the ones typically tasked with household chores to meet household hygiene and sanitation goals, as described by one youth female (refer to quote). Adult participants further emphasized that they would “involve youth in cleaning and maintaining sanitation around the home.” Given that youths’ time was already heavily dictated by



When Coaches ask our parents to improve hygiene and sanitation, we are the ones who mostly do the cleaning in and outside houses to ensure cleanliness

Non-primary female youth from the refugee committee

household chores, the Activity risked contributing to additional time burdens, further exacerbating young peoples’ lack of time that they could otherwise have spent engaging in productive activities in support of their own goals.

3.2 Understanding the Quality of Youth Engagement with the Activity

In the following section, we discuss in more detail cohort one youth’s engagement in the Activity and the ways in which the Activity addressed or did not address youths’ needs, aspirations, and goals. We then provide feedback from youth on specific components of the Activity, understand their motivations for having participated as they did, and assess unique barriers to youth in meeting their goals to inform potential areas for the Activity to address or consider. As in the prior section, in this section, we incorporate concepts from the PYD framework to better understand the quality of cohort one’s youth engagement approach and formulate conclusions around the gaps to meet best practices.

3.2.1 Youth Needs and Aspirations

Youth Goals

Recognizing, supporting, and addressing youth needs and aspirations is an important aspect of supporting or building **youth’s agency**. Youth have goals that may differ from the goals of the rest of their households or other households. Youth primary participant and youth non-primary participant respondents shared their personal goals prior to engaging with the Activity. The most common goals among the groups are presented in Exhibit 12 below.

Exhibit 12. Youth Goals Before the Activity

Youth Primary Participants		Youth Non-Primary Participants	
Female	Male	Female	Male
▪ Start a business ▪ Build a house ▪ Buy land ▪ Buy livestock ▪ Pay school fees for children	▪ Start a business ▪ Build a house	▪ Start a business ▪ Get a job ▪ Pay for schoool fees for children ▪ Complete education	▪ Start a business ▪ Build a house ▪ Get a job ▪ Complete education

In general, both primary and non-primary youth participants’ goals were highly focused on livelihoods. While all youth had goals related to starting a business, only non-primary participant youth, both female and male, described wanting to be in wage-labor. “My goal was to get a job in a hotel,” described one female youth from the host community. “I wanted to be a driver” added another male youth from the host community. Several participants emphasized their interest in continuing vocational training to get a job, stating they wanted to “study nursing” or attend “tailoring training.” Another notable difference among the groups was that non-primary participants were interested in completing their education: one female youth from the refugee community stated, “my dream was to complete primary seven,” while another male from the refugee community stated, “I wanted to go back to school, but had dropped out.”

Cohort One Interventions and Youth Goals

When asked if cohort one interventions helped meet youths' goals, perceptions varied greatly among youth primary participants and non-primary participants. Most primary participants shared that the Activity helped them meet their goals, as highlighted by one primary female youth from the host community (refer to quote).

I was given an asset transfer that acted as capital for my business (retail shop) and used part of that money to finish a house.

Primary female youth from the host community

However, for non-primary participants, the experiences were more mixed. About half of the respondents shared that the Activity helped them reach their goals, “yes, I started trading in silver fish and cooking oil,” but about half shared they had not helped them reach their goals, “for me, the project did not contribute to my goals achievement.” The vast majority of coaches felt the Activity did not meet youth’s needs. Most of the youth who said it had helped them reach their goals were referring to starting a business. The common theme that arose from the discussion of the ways in which the Activity helped and hindered them largely centered on how *parents* supported or hindered goal achievement.

Activity support to youths’ goals. Youth reported that the financial support provided by the Activity, including both consumption support and asset support, as well as profits from IGAs, helped them to meet their goals. However, most of the examples rested on the goodwill and willingness of parents to direct part of the cash transfers towards youth’s business ventures or unique goals. For example, one youth female from the host community shared, “my parents contributed for me [to go to school] from money for food.” Others shared that parents had used a part of the consumption support or asset transfer explicitly towards youth goals (refer to quote), and that parents also used these funds or profits from their IGA to enroll the youth in vocational training course.

AVSI gave asset transfer from which my parents gave me capital to start up my business of shoes trading.

Non-primary female youth from the refugee community

Barriers to goals. Parents similarly were featured in discussions about barriers impeding youth’s achievement of goals. Most notably, parents overburdened youths’ time by assigning them significant housework tasks or unpaid tasks related to the family’s IGA. One female youth from the host community shared that her mother sent her to attend to goats or cook food during Activity sessions. Meanwhile several of the youth FGDs suggested that the Activity target youth in households separate from their parents, including consumption support and asset transfer, noting they rarely benefitted from these financial inputs. While the assessment does not necessarily recommend this approach, it underscores the role parents play and how they can affect youths’ ability to act on their skills and agency to meet their own goals. As noted previously, household dynamics and parents play an important role in creating an **enabling environment** for youth according to the PYD framework. Finally, non-primary participant youth also cited that they lacked access to capital to go to school, start a business, or enroll in training. We discuss this further in **section 2.2.5**.

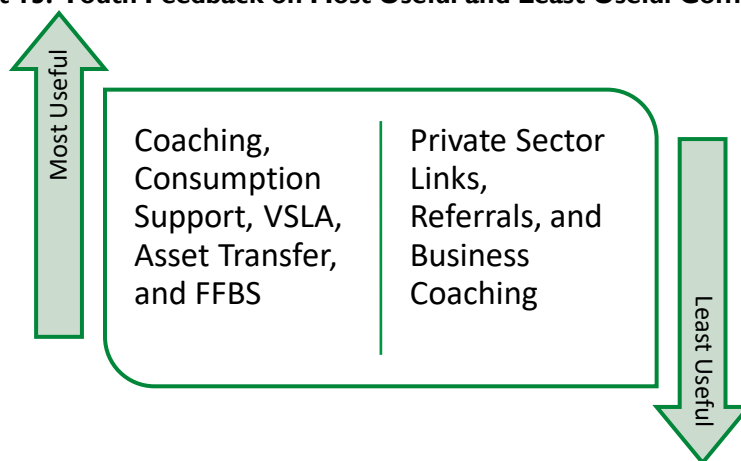
These findings suggest that the Activity can engage youth primary participants providing them overall greater agency to employ their skills and achieve their goals. However, the findings also suggest that cohort one’s strategy of reliance on parents to support youth’s goals diminishes the

potential to build non-primary youth's agency. Agency implies that youth can make or influence their own decisions, set their own goals, and act upon their decisions to meet goals. As it stands, non-primary youth who are both supported and not supported by parents are ultimately not building youth agency.

3.2.2 Usefulness and Relevance of Activity Components to Youth

Training and skill-building is a key component of building up and building upon **youth's assets** so that they have the skills and competencies to act upon their agency and achieve their goals. During cohort one, the Activity implemented an integrated mix of interventions, including, but not limited to, group or individual coaching, FFBS, VSLA, consumption support, asset transfer, and business coaching. The assessment team asked primary and non-primary participants to identify which activities were most useful to them and which were the least useful. We summarize their responses in Exhibit 13 and discuss each component.

Exhibit 13. Youth Feedback on Most Useful and Least Useful Components



Most Useful

Coaching. Both primary and non-primary youth participants emphasized the benefits of coaching. They reported that coaching helped them to strengthen all Activity components, and specifically identified nutrition and WASH practices, such as reinforcing “cooking and feeding practices.” One non-primary participant youth female from the host community reported, “it is helping me feed my child and other health practices.” Others shared how coaching helped develop their financial literacy and business skills. One non-primary youth male from the refugee community stated, “coaches encouraged us how to do savings, business, etc.” While most participants emphasized certain hard skills they had acquired, one highlighted how the implementation of coaching sessions through home visits was conducive in instilling soft skills such as conflict management and teamwork (refer to quote). These kinds of soft skills, in addition to hard skills, are considered crucial in engaging with and building up young people. Coaches echoed youths’ perceptions of coaching being the most useful intervention for youth, adding that “it helped youth understand the relevance of household planning . . . and start IGAs.” Those non-primary participants who were engaged in the group coaching model

Individual coaching brought all household members together and shaped family identity by encouraging planning, deciding, and resolving conflict together.

Non-primary youth female from the host community

understood that only one person per household could participate, and as a result these youth were not able to gain the soft skill development driven by home visits. In general, youth shared a strong preference for the individual coaching approach.

Consumption support. Consumption support emerged as the second most cited useful Activity component. Both non-primary and primary youth participants stated that consumption support was helpful to the family to purchase food, and was also used to invest or start a new venture, or help buy products to support agricultural endeavors. In describing the benefits and uses of consumption support, one primary participant male from the refugee community stated, “it supported us to boost the eating habits of our family.” A female non-primary participant echoed, “we got money and could eat well like meat and rice.”

Asset transfer. Asset transfers emerged particularly strongly as a beneficial activity among primary youth participants. The majority of non-primary participant youth shared that the asset transfer was something primarily used and managed by their parents: “it helped my parents start a business.” Participants described how it supported the full household: “my parents were able to provide our basic needs like clothing, medical, and school fees.” However, few non-primary youths reflected that asset transfers were particularly useful in meeting their own goals. Primary youth participants, on the other hand, named the asset transfer as their third most useful component (following coaching and consumption support). Primary youth males from the refugee community described how they were able to use the asset transfer to start businesses or invest capital in their existing business, directly attending to their goals. They also described how they helped to meet their goals around constructing or improving their houses, “especially those of us staying in tarpaulins because they could not conduct businesses or keep money.” For primary youth participants, improving houses emerged as a common goal and the asset transfer was a means to improve houses which in turn would allow them greater security to manage a business from their home.

Village Savings and Loans Associations (VSLA). VSLAs were considered useful by both non-primary and primary participant youth, with the exception of primary women participants who did not mention it in the discussion, focusing instead on the other three components. Youth shared that VSLAs were useful to “borrow money for emergency needs,” “get loans from VSLAs to start small businesses,” and buy livestock or other agricultural inputs. One primary youth male participant from the refugee community shared that “[VSLA] was useful because we got friends from the group.” Beyond the intended use of VSLAs, to provide monetary support and build a culture of saving, findings indicated intangible benefits in building social ties. However, non-primary youth participants stressed that they saw how valuable VSLAs were but were not able to participate, as explained by one non-primary youth male participant (refer to quote).

There are restrictions on certain activities. For example, VSLAs do not allow non-primary participants to sit with them [primary participant parents] during saving.

Non-primary youth male from the host community

FFBS. Non-primary participant youth highlighted FFBS as a useful Activity component, while primary youth participants did not place as strong of an emphasis on it as the top three Activity components. Coaches added that only a small number of non-primary youth participated in FFBS. Non-primary youth females from the host community shared that FFBS helped “learn organic

manure making.” Other males from the host community stated that they learned to “increase our crop yields because of the better farming methods like planting improved seedlings.” However, at the same time, non-primary youth expressed frustration with farming overall, sharing that it does not bring in money quickly, and with the frequent market fluctuations. Non-primary youth elaborated that the heavy labor involved makes it a less attractive option for their own IGAs. So, while FFBS was useful to youth, it may not necessarily meet their own personal goals for their futures. This sentiment also aligned with recent assessments of Ugandan youth and their engagement in the agriculture sector, which found that youth were not interested in the traditional agriculture of their parents and were more motivated to engage in agribusiness or in modern farming with mechanization¹⁸.

Least useful

Private sector linkages. Primary and non-primary participant youth expressed that private sector linkages were the least useful Activity component from their point of view. In discussions around linkages, both primary and non-primary youth described those primarily related to agriculture input suppliers and output buyers. We found that participants perceived that the Activity’s private sector linkages served only this purpose. As a result, youth discussed dissatisfaction with the input suppliers and output buyers or the types of linkages available.

Input suppliers: Primary youth participants described not seeing the value of private sector linkages: “we heard it through CBTs, but we were not convinced because they [providers] were selling seeds at high prices.” Non-primary youth participants echoed dissatisfaction with input suppliers, stating that “seedlings did not do well” and “seeds did not come in time,” referring to a similar statement made by primary participants that seeds were delivered during the weeding season. Coaches echoed this sentiment, adding that prices for beans and maize seeds were “exaggerated” and that participants “developed mistrust.”

Output buyers: Youth discussions on output buyers centered on the prices at which they were buying. One non-primary youth participant described this in detail and the relationship with purchasing inputs (refer to quote).

Availability of services: Non-primary participant youth in particular described that they expected other services would be available through linkages. A non-primary female youth participant shared that the private sector component was less useful to them because “services like schools and jobs were not considered under linkages.” This was further echoed by coaches, who shared that these services did not meet youths’ needs.

Referrals. Most of the youth among both primary and non-primary participants stated that they either did not use the referrals or they already knew the services available in their communities. As a result, the service was considered less useful overall, but for those youth who

They [output buyers] were buying at a very low price that couldn’t leave us with any profit. Seed dealers were not easily accessed and when they came, the buying prices were high (Sh 9500 per pack) and they did not buy our output as promised.

Non-primary youth female from the host community

¹⁸ FAO, “Youth Tipped on Opportunities in Agricultural Sector” (2021). Available at <http://www.fao.org/uganda/news/detail-events/en/c/1393445/>

accessed the referrals, most had positive experiences, sharing that they were able to get the medication and support they required.

Business coaching. Primary youth participants generally perceived business coaching as positive and stated they all participated, without providing additional feedback. However, for non-primary participants, they largely shared that they did not access this component but saw that it could have been beneficial because “it only targeted the primary participant yet the business is being run by all household members.”

It is also worth noting that, in general, non-primary participant youth did not recognize these three Activity components frequently, even after facilitators prompted them and gave examples. This finding may reinforce previous assertions from non-primary youth that parents did not regularly pass on information about the Activity.

3.2.3 Usefulness and Relevance of Community Linkages to Youth

As described in the section above, private sector linkages and referrals were largely less beneficial or relevant to youths’ goals. Community linkages within the PYD framework are understood as a component of **youth’s enabling environment**, because they position youth within an environment that promotes their ability to thrive and succeed in achieving their aspirations. When asked what kind of linkages would benefit their needs and aspirations, primary and non-primary participant youth provided a variety of suggestions which we summarize below in Exhibit 14. The most commonly cited linkages in order of priority included (1) employment support, (2) agriculture support, (3) languages, (4) financial services, and (5) education support.

Exhibit 14. Linkages to Support Youth Goals



Employment support. As described in [section 2.2.1](#), youth – particularly non-primary participant youth – had goals related to employment. Youth desired linkages to vocational training opportunities, and specifically referenced a variety of different trainings that they believed to be beneficial. These included sewing/tailoring, shoemaking, leather tanning, information communication technologies (ICT) or computer skills, hair dressing, welding, driving, and mechanics. Coaches stated that there was a gap in services. One described referring a youth to a training with Fin Church Aid but that it was already full. Youth further described a need to be directly linked to jobs, because finding a job was also a challenge.

Agriculture support. Youth groups and coaches agreed that they experienced challenges with input suppliers and output buyers as described in the previous section. Youth requested access to input suppliers that had more affordable and quality products, as well as a greater variety of output buyers to support households to access higher-paying markets.

Languages. Youth felt that language support would improve both their job prospects and ability to use and apply agricultural inputs. In particular, youth stated that language classes in both English and Swahili would help meet this purpose.

Financial Services. Refugee and host communities, and primary and non-primary participants, broadly agreed that there was a dearth of youth-friendly financial services. They reported that existing services targeted adults, required youth to have collateral or securities (which many did not), or that interest rates were too high. Non-primary participant youth expressed wanting to access financial services to begin their own IGA, outside of their household's IGA (refer to quote). To address the gaps in services, youth recommended linking to mobile money agents or supporting youth to form youth-focused VSLAs. One group of non-primary male participants reported that they “started their own savings groups due to the knowledge we got from the project’s VSLA through our parents,” further emphasizing the importance of savings to youth’s ability to transition into independence from their household.

Link us where we can get small loans to begin our own IGAs as youth.

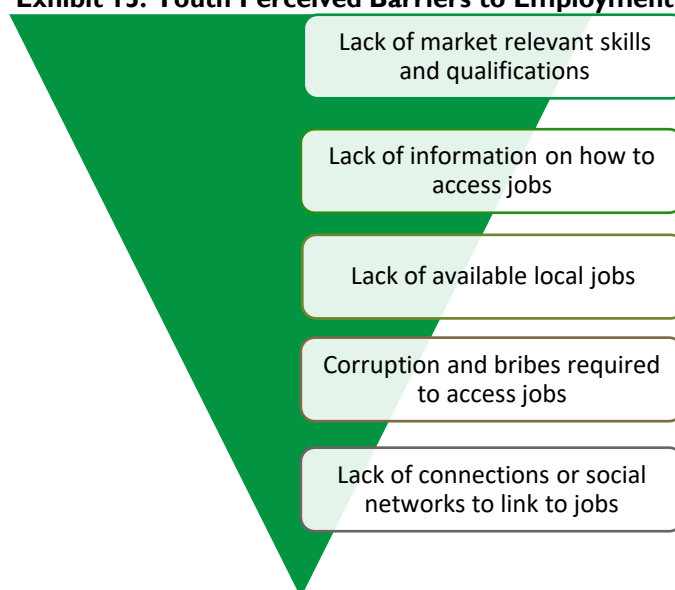
Non-primary youth male from the host community

Education support. While not as widely cited as the requested linkages above, participants reported needing scholarships to support youth’s education goals. Education fees, uniform fees, and transportation costs were all cited as barriers preventing youths from completing their education. Youth requested linkages to scholarship opportunities or another way to reduce educational costs.

3.2.4 Barriers to Youth Employment

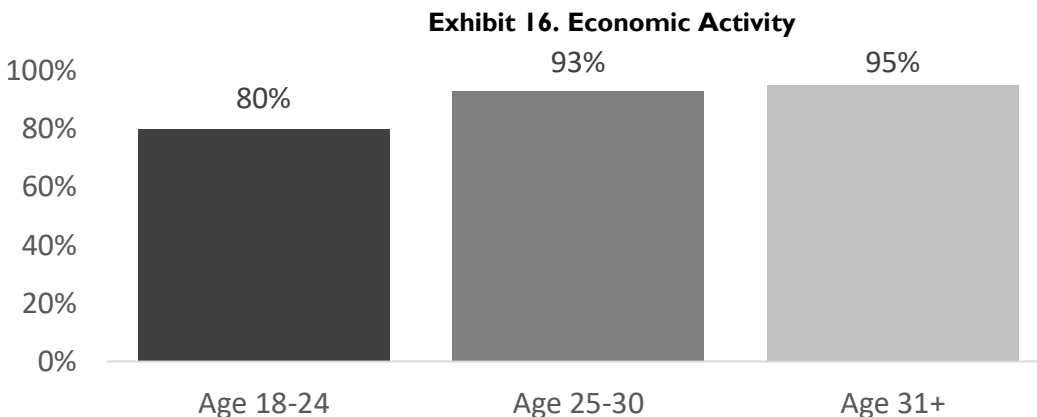
Youth faced multiple barriers to employment, despite it being a stated goal, especially among non-primary participant youth. Across the FGDs, the following themes emerged as barriers that impeded youth from accessing employment opportunities. We presented the themes by how frequently they were reported in discussions, with the wider side of the pyramid indicating greater frequency.

Exhibit 15. Youth Perceived Barriers to Employment



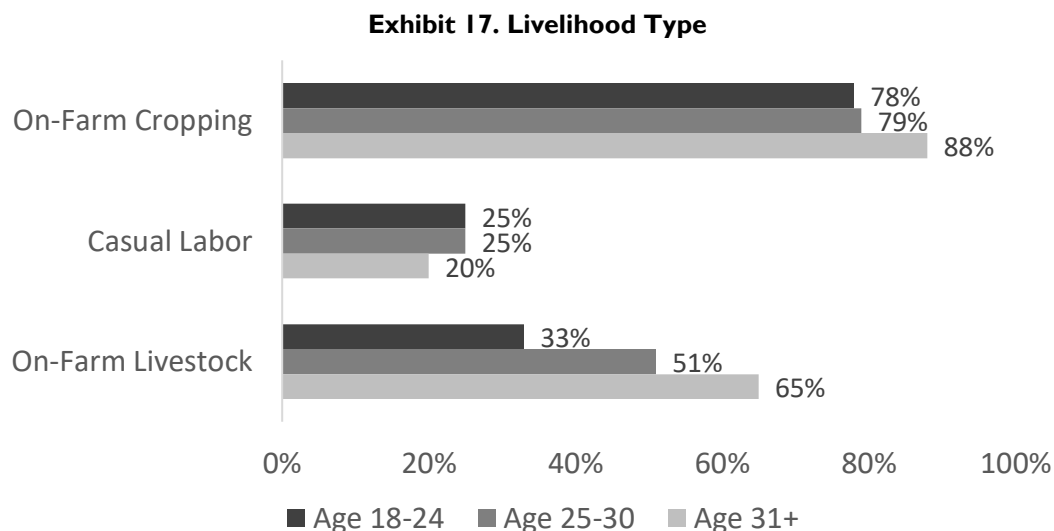
Youths' perceptions of their employment barriers were reflected in the quantitative data. We analyzed the data, examining youths' current livelihood activities, current skills, and additional gaps.

Economic activities. The intensity and type of economic activities drive youths' ability to access decent employment. The younger youth were least likely to be engaged in economic activity (Exhibit 16).



Source: Household Survey Part 2, n = 1,643

Agriculture was the dominant livelihood for economically active youth (Exhibit 17). Among the younger youth involved in economic activity, most were involved in on-farm cropping (78%) followed by on-farm livestock (33%). Casual labor was less common than on-farm cropping and on-farm livestock. Yet, among economically active respondents, the younger youth were more likely to be involved in casual labor than adults.



Source: Household Survey Part 2, n = 1,503

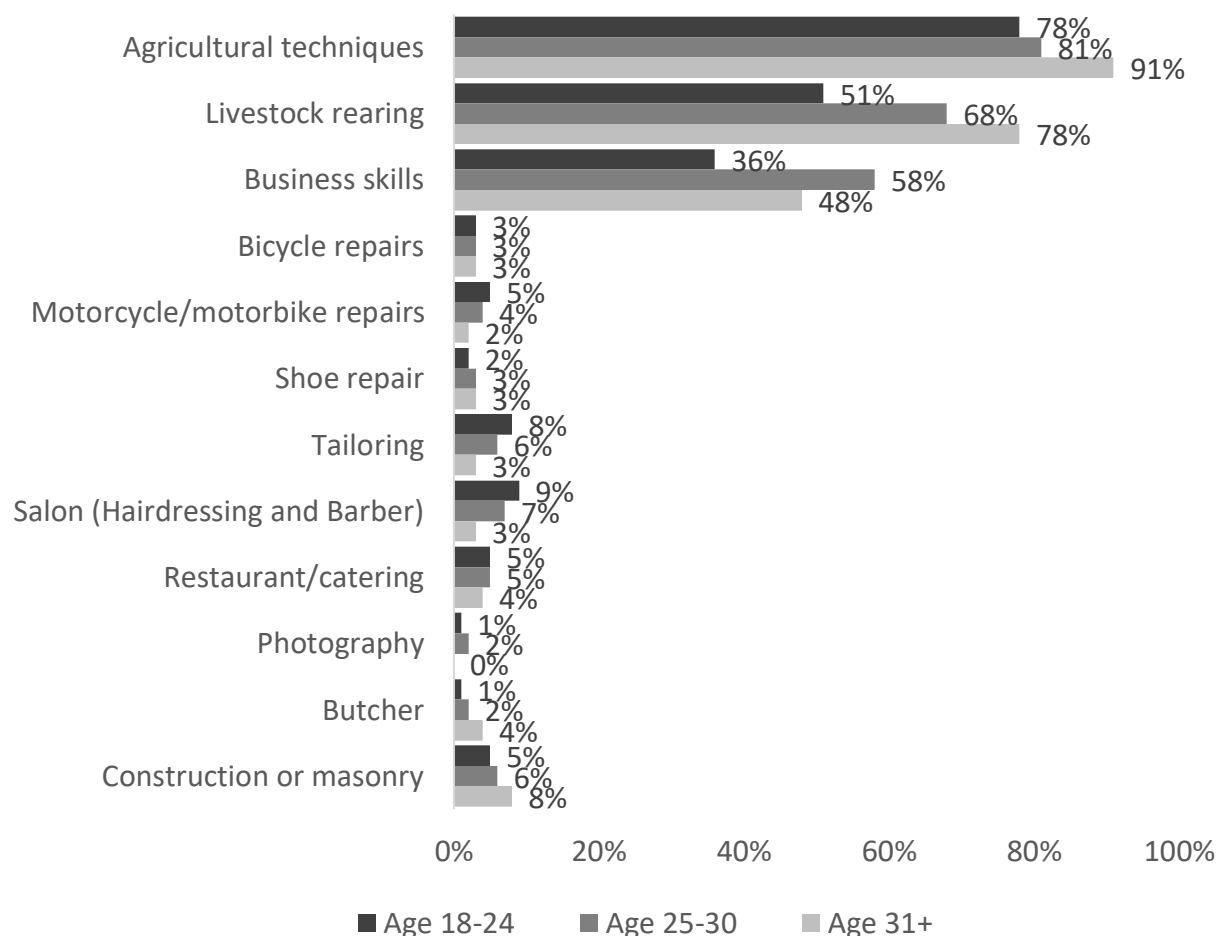
As we saw earlier in Exhibit 11, engagement in vocation and paid work were low across all age groups (24% among younger youth, 22% among older youth, and 25% among adults). Within each age group, men were more likely than women to participate in vocation and paid work. Informal paid work had the strictest gender division of labor. Males between the ages of 18 to 24 were

9% more likely than females to engage in informal labor most of the time or always. Between the ages of 25 and 30, males were 27% more likely than women to engage in informal labor most of the time or always.

Knowledge and skills. We found that lack of economic activity among the youngest youth might result from a gap in knowledge and skills. The younger youth reported having lower knowledge and skills in agricultural techniques, livestock rearing, and business skills relative to the older demographics (

Exhibit 18). Importantly, youths reported low knowledge and skills on a range of trades suggesting that their low marketable skills impact youth's ability to access employment.

Exhibit 18. Knowledge and Skills

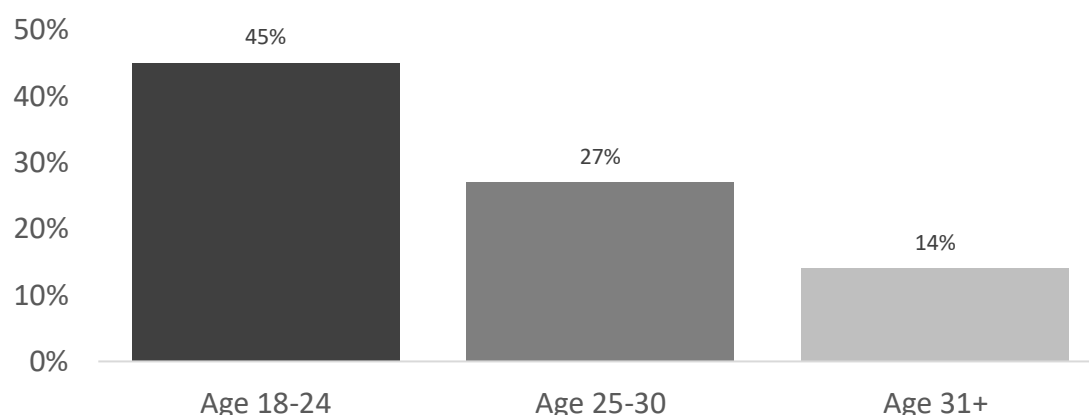


Source: Household Survey Part 2, n = 1,646

Literacy, on the other hand, was highest among the younger youths relative to the other age groups (Exhibit 19). Given youth were the least likely to be engaged in economic activity, this finding suggests that youth were not able to capitalize on their reading and writing skills to gain decent employment. Youths might face numerous barriers that impeded their ability to translate their reading and writing skills into employment. Among the respondents who reported facing barriers to accessing employment, younger youths were more likely than their older counterparts to cite lack of start-up capital, connections, training, available jobs, and soft skills. In contrast,

adults were more likely than youth groups to report experiencing language barriers, lack of reference, and difficulty finding quality inputs.

Exhibit 19. Local Language and English Literacy



Source: Household Survey Part 2, n = 1,646

Across all age groups, the most common barriers to accessing decent employment were the lack of start-up capital and lack of training. Furthermore, younger youths were more likely to report experiencing these barriers than individuals in the older age groups, suggesting that any mitigation strategy likely would have the highest returns among younger youths (Exhibit 20).

Exhibit 20. Most Common Barriers to Employment

Barrier	Knowledge or Skill	Younger Youth	Older Youth	Adults
Lack of start-up capital	Agricultural techniques	61%	58%	53%
	Livestock rearing	66%	59%	52%
	Business skills	66%	60%	56%
Lack of connections	Agricultural techniques	61%	58%	53%
	Livestock rearing	66%	59%	52%
	Business skills	66%	60%	56%

Source: Household Survey Part 2, n = 1,503

3.2.5 Drivers of Youth Participation.

In discussing drivers of youth participation in the Activity, we focused on non-primary participant drivers given that youth primary participants shared many of the same motivations to engage in the Activity as adult participants. Given their role, youth primary participants were more engaged than non-primary youth participants. Youth primary participants were the decision-makers, planners, and executors of their household plans to support household goals and thereby more able to act on their agency, build their assets, and be intensively engaged. In contrast, youth non-primary participants faced greater barriers to engagement. In [section 2.1.4](#), we explored these

barriers, which included a perception that Activity components were reserved for the primary participant or women, a lack of any youth-targeted Activity components, youth time constraints, and existing gender and age-determined roles within the household.

Drivers of Youth Participant and Engagement

The key drivers of non-primary youth participation shared across the FGDs included individual coaching, the promise of economic resources, the opportunity to increase knowledge around practices to care for their children, and an opportunity to grow marketable skills.

Individual coaching model. Most non-primary participants stated that individual coaching was a key driver supporting their engagement in the Activity. For those non-primary participant youth whose households were in the group coaching model, youth shared that their parents (see quote) did not always pass on what they learned, or inform them about how to engage with the Activity's interventions. In contrast, individual coaching was lauded as "time-saving, the coach finds us at home after garden work," and that "everyone home at the time of coaching attends the sessions" by non-primary participants. In addition, sitting, learning, and planning together as a household had intangible benefits for youth around their role in the household, strengthening family connections, and building critical soft skills such as negotiation and conflict resolution, as previously discussed in [section 2.2.2](#). These aspects are crucial to creating an enabling environment where youth have supportive connections with adults, and to building agency, as defined by the PYD framework.

Group coaching isn't interesting at all because its full of assumptions. Coaches never reach home to see if what my parents learn from the group are shared with other household members.

Non-primary youth female from the host community

Economic resources. Non-primary participant youth reported being motivated to engage in the Activity due to the promise of economic resources and their potential to support youth goals, especially related to youth livelihoods, including consumption support, asset transfer, VSLAs, and IGA profits. For example, one non-primary female youth participant from the host community shared that she wanted to participate in VSLAs to "get a share out to invest in selling secondhand shoes." Other youth echoed this sentiment, adding that when parents shared economic resources with youth, they were able to start their own small IGAs, attend education, or enroll in vocational training to support their goals. However, one non-primary female youth participant from the refugee community shared that she was initially motivated by the economic resources, until "I later learned that it was for all household members, not individual." Other youth echoed this and shared that "the money for us as youths should be separated from that of the household because their needs are independent of household needs." Nevertheless, the promise of economic resources was frequently cited as a driving factor, despite the need to negotiate with parents.

Opportunity to grow skills. The opportunity to grow marketable skills for livelihood opportunities, namely a job or starting an IGA, was reported as a key motivator for youth to engage in the Activity. According to coaches from the refugee community, youth had an "expectation to gain knowledge in different Activity [components] . . . to help them focus on personal development." Another coach from the host community further emphasized that youth expected to receive vocational skills, which they did not, and then expected to participate in other skill-building activities offered through the components, which according to the coach, they

also did not. Non-primary youth participants echoed this through their multiple references and suggestions to include additional skill-building activities, particularly for youth.

Increase in knowledge on caring for children. A smaller number of non-primary participant youth, especially female, reported that increasing their knowledge around how to care for their children was a motivating factor in engaging with the Activity. They expressed interest in the coaching topics generally, and, specifically, how to care for children by learning how to “provide for basics like medication” and “learn how to better feed my child.”

Youth and Coach Suggestions to Increase Participation and Engagement

Several prominent themes emerged among primary participant, non-primary participant, adult, and coach FGDs around recommendations to increase youth participation in the Activity. Exhibit 21 summarizes the most frequently cited suggestions, with larger circle sizes indicating higher frequency responses. Brief descriptions are provided below.

Exhibit 21. Prominent Suggestions by Respondents to Increase Participation



Improve messaging. Youth and coaches agreed that the Activity needs to work harder to ensure that parents and household members understand that youth have a role in the Activity and that parents who serve as primary participants have a responsibility to communicate and convey information to household members, especially youth. It was unclear to primary participants in which Activity components youth could and should be encouraged to participate. At the same time, youth relied on parents to gain second-hand knowledge through the woman-plus household approach, but women did not know the best ways to share lessons with other household members including youth.

Target youth. Youth and coaches felt that the Activity should have targeted youth more intentionally and described two primary ways to do so in the future. First, they suggested that

The project should specifically target youths during enrolment so that those who are 18 years old and above are given their own opportunity to engage as primary participants.

Non-primary youth female from the refugee community

the Activity should target youth explicitly as primary participants (refer to quote); coaches shared that the Activity could establish a quota for youth primary participants. Second, they suggested that there be certain Activity components targeting non-primary participant youth to complement primary participant youth activities. Specifically, they suggested youth-focused coaching sessions, youth-exclusive VSLAs, and amending the group coaching model to include slots for youth non-primary participants. A non-primary youth participant from the refugee community stated that such interventions would “empower youth with independent activities.” Adult females from the refugee

community further added that there should be “youth-friendly activities that attract youth’s attention,” and suggested football competitions, drama, or fashion design activities.

Linkages to vocational training. As previously discussed, providing linkages to vocational training was identified as a gap in private sector linkages and a need emphasized by youth. Coaches reinforced the need to “empower youth with skills in apprenticeships” and stated, “there is a need to include skills trainings for youth, for example in garage, tailoring, or shoe-making.”

Create a youth fund. Primary and non-primary participant youth, as well as adult participants, believed it would be beneficial to have a youth fund or specific asset transfers dedicated to youth. One group of female primary participants from the refugee community suggested, “the project could include a youth fund specifically for youth to use after being skilled in businesses of our choice.” Other non-primary participant youth shared that it would be beneficial to have a youth-focused asset transfer separate from that of their households. They emphasized that youths’ goals are not always achievable within household goals and gender and age-based norms can create barriers for young people as explained by one non-primary participant (refer to quote). Finally, adults added that “if youth could be also considered for an asset transfer, it would motivate them to participate.”

The money from us as youths should be separated from the household because they have independent needs. For instance, my friend was disrupted by her stepfather. It would be safer if she received her own money for business.

Non-primary youth female from the refugee community

Monitor attendance. Finally, youth primary participants and adults suggested that there should be “close supervision and monitoring of participants’ attendance in project interventions,” to ensure non-primary participants are participating in the ways they were intended to participate. In addition, coaches suggested the Activity could be more intentional about reserving meeting slots for non-primary participant youth and monitoring attendance accordingly.

3.3 Understanding Youth Gender Dimensions

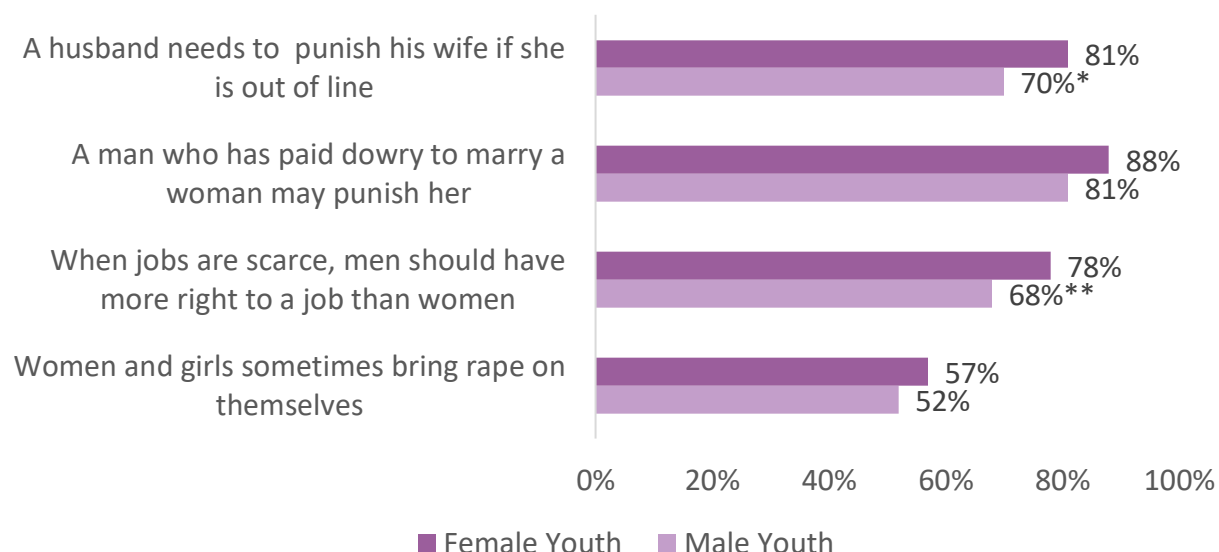
In the following section, we discuss cohort one youths' experience with gender-based violence (GBV), their perceptions of gender inequality, and provide additional insights on youth-gender dynamics gathered from the qualitative data.

3.3.1 Youth Experiences of GBV

Enumerators asked respondents to indicate the extent to which they agreed or disagreed with nine statements on social, economic, and political opportunities among women and men. We considered that participants had gender equal perceptions if they, on average, strongly disagreed or disagreed with each statement that reinforced a regressive gender norm. On average, female youths (62%) were more likely than male youths (54%) to have gender equal perceptions ($p < 0.01$). Yet, for some statements, there was no significant difference between the number of female and male youths that strongly disagreed or disagreed with regressive gender norms. For example, there was no significant difference between the number of female (57%) and male youths (52%) that strongly disagreed or disagreed that women and girls sometimes bring rape on themselves. Furthermore, lower percentages of respondents disagreed with this statement than the statements on other regressive gender norms. This finding indicates that it will be more difficult to change attitudes towards the justification of sexual violence than attitudes that restrict women's involvement in other spheres of life, such as economic opportunities and community leadership roles.

There was no significant difference between the number of youths (aged 18 to 30) and adults (aged 31 and older) with gender equal perceptions. This finding held for the entire population, as well as for women and men, separately. Therefore, according to the gender equality scale used on this survey, youth and adults were consistent in their perceptions on gender equality.

Exhibit 22. Percent of Youth that Disagrees with Gender Inequality



Source: Household Survey Part I, $n = 1,309$

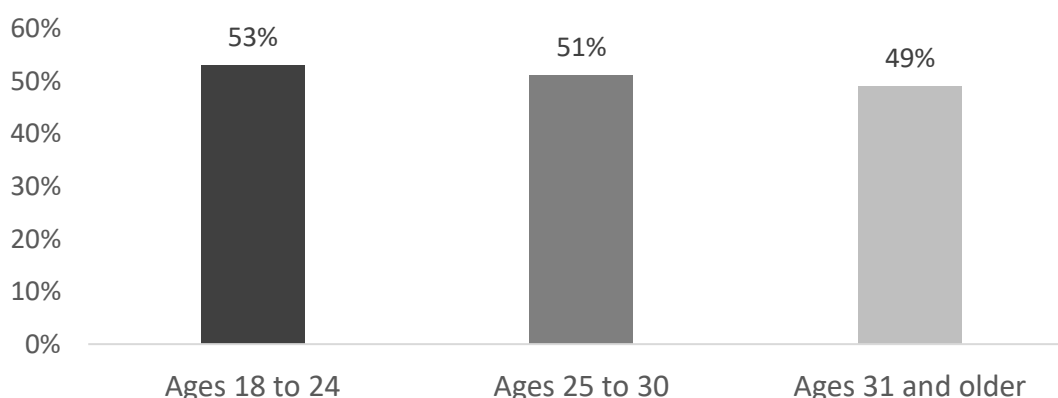
While there was no significant difference in respondents' attitudes towards gender equality between youth and adult respondents, older male youth had significantly better attitudes towards gender equality than younger male youth ($p < 0.01$). Specifically, 31% of males between the ages

of 18 and 24 had gender equal perceptions compared to 54% of males aged 25 to 30. Therefore, age may be a key factor for gender equality programming targeted at males. Increasingly, gender equality programming has been targeted at younger boys based on the theory that early intervention is strategic. Yet, there is little long-term evidence in the literature to support or challenge this notion (Marcus et al. 2018).¹⁹ The findings from this study are promising because they suggest that programming targeted towards younger male youth may improve males' perceptions on gender equality. Strikingly, the percent of males that disagree that women and girls sometimes bring rape on themselves was also higher among older male youth compared to younger male youth, at 42% (18 and 25) and 61% (25 and 30) respectively ($p < 0.05$), suggesting improved perceptions of older youth males who may be involved in intimate relationships and may be directly concerned with gender equality (Marcus et al. 2018).

The result did not hold for female youths whose opinions on gender equality were consistent across younger and older female youth. On average, 62% of women ages 18 to 24 and 24 to 30 supported gender equality.

Female youth perceptions of GBV in their community were consistent with female adult perceptions of GBV, albeit the youngest youths were slightly more likely to state that GBV was a problem than their older counterparts. Moreover, among females who indicated GBV was a problem in their community, older age groups were more likely to indicate economic violence was common and younger age groups were more likely to indicate physical violence was common.

Exhibit 23. Prevalence of GBV in the Community

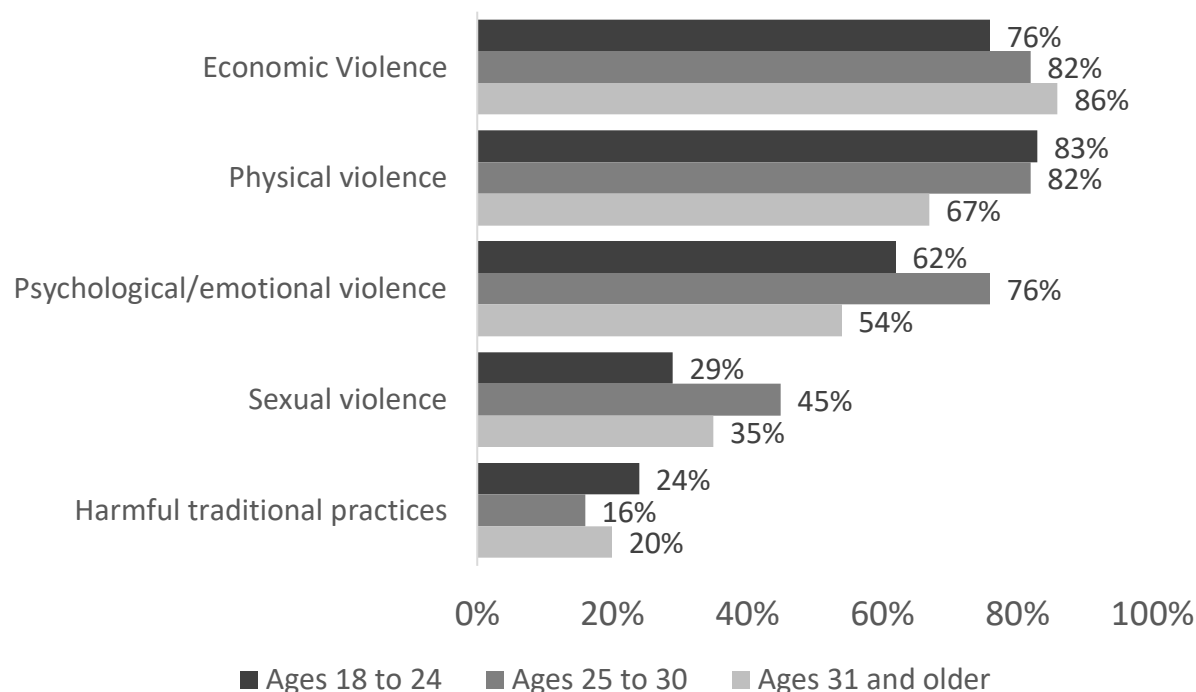


Source: Household Survey Part 3, $n = 754$

Of interest, among respondents who reported GBV was a problem in their community, the middle age group (ages 25-30) were more likely to indicate that psychological/emotional violence and sexual violence were common.

¹⁹ Marcus, R., M. Stavropoulou, and N. Archer-Gupta. "Programming with adolescent boys to promote gender-equitable masculinities: A rigorous review." London: Gender and Adolescence: Global Evidence (2018).

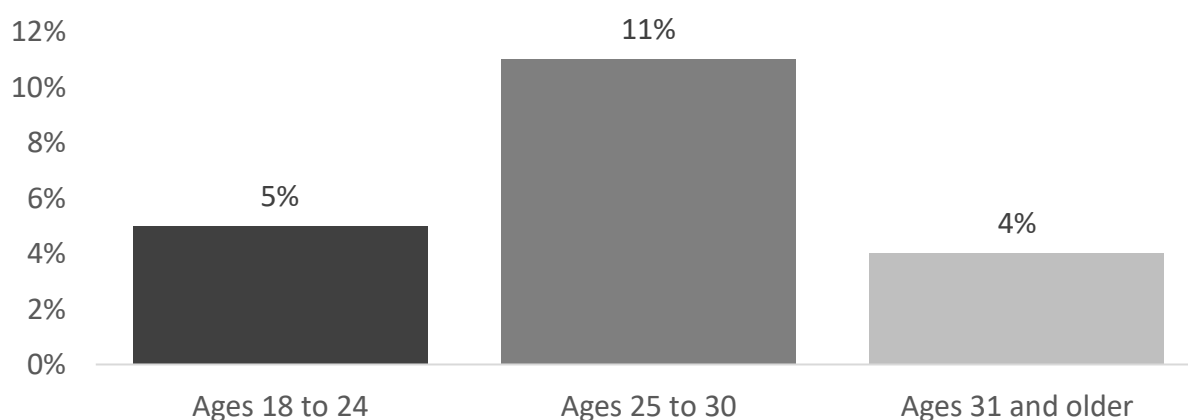
Exhibit 24. Types of GBV in the Community



Source: Household Survey Part 3, n = 373

Reporting personal experience in the last 30 days was low among all females. Yet, females aged 25 to 30 were more likely to indicate that they experienced GBV in the last 30 days (11%), than females aged 18 to 24 (5%), and females aged 31 and older (4%).

Exhibit 25. Experience GBV in the Last 30 Days



Source: Household Survey Part 3, n = 754

3.3.2 Additional Youth-Gender Dimensions

The Youth Assessment research questions around youth-gender dimensions were primarily focused on GBV. However, FGDs revealed additional youth-gender dimension themes around perception change, persistent gender roles, and unique barriers faced by young women. These

themes revealed important progress and persistent norms that are useful to inform the design of cohort two interventions.

Change in perceptions. Both male and female youth who were both primary and non-primary participants largely agreed that they saw a change in women's and men's roles in the household and decision-making. Youth females from the refugee community described how they saw decision-making change, sharing that "men used to leave women out of important decisions, but coaches came in." Non-primary participant youth males agreed, describing how women's decision-making skills have improved, "they can now plan and use resources well," and men's decision-making and support in household activities improved, "men reduced alcohol consumption and improved performance of their household responsibilities." As role modeling plays an important role in behavioral change, witnessing and seeing these changes between women and men likely had an impact on forming youths' own gendered perceptions.

Persistent gender roles. While decision-making may have shifted, when youth were asked about which Activity components were best suited for young women or young men, their responses revealed rather traditional gender roles. The different youth respondents described that the best components for men included VSLAs, consumption support, and asset transfer, because, as one non-primary participant female youth described, "men are more concerned with money." Meanwhile, for young women, the most relevant Activity components included coaching and consumption support, because coaching has "a lot of learning topics targeting us as youth and women like cooking, child feeding, and preventative health," a non-primary participant female from the host community stated. She further added that these topics "affect women and children more than men." Youth males from the host community reflected similar sentiments, citing that consumption support was important to women to "improve on their household feeding," while VSLAs and asset transfers were more appropriate for men because "we are more likely to participate in running the household business." These findings suggest that gender roles between youth did not change significantly, which supports quantitative findings.

Barrier unique to young women. While the qualitative data did not reveal significant differences around barriers to participation between young women and young men, we identified one barrier around restricted movement that is worth noting (refer to quote). Young women faced greater restrictions around movement outside the home, which reinforced quantitative findings around female youths' more limited social activity. At the same time, it reinforced the important role that individual coaching home visits played in reaching female youth. The finding suggests that any youth-focused activity for cohort two seeking to engage female youth will need to take into consideration culturally appropriate movement options and sensitization of parents to ensure young women are not further barred from participation due to their combination of age and gender.

Some parents restrict movement freedom of youths, especially girls because parents think moving outside the home risks girls' immorality.

Non-primary youth female from the refugee community

CHAPTER 4. CONCLUSIONS

In the following sections, we summarize the assessment's conclusions to the findings discussed in Chapter 2. We first present conclusions concerning the three assessment components and then discuss how well cohort one's interventions aligned to fostering PYD and thereby supporting youths' resilience beyond their roles in households.

4.1 Revisiting the Women-plus Household Approach

Our first set of conclusions relates to the Activity's theory of change that the women-plus household approach will cascade benefits to the rest of the household. We discuss the findings concerning how well the Activity engaged and supported non-primary youth through this approach.

Cohort one non-primary participant youth were engaged in the creation of household plans and decision-making around the plan's goals, but only to a small extent. In general, youth described limited or superficial engagement in household planning, goal setting, and decision-making around tasks in support of household goals. The exception to this was in households in which a power-sharing relationship and dynamic existed between parents and youth, such as a single parent-headed household or older-parent household. Due to higher literacy levels among youth, non-primary youth participants played a notable role in writing, interpreting, and tracking household goals. This translated into youth reinforcing practices adopted by their parents.

Non-primary participant youth were mostly engaged in implementing **tasks related to their household's graduation map goals around their (1) household IGA, (2) nutrition and WASH practices, and (3) individual coaching.** Youth played a significant role in market-facing activities around household IGAs but did not regularly participate in business coaching or other IGA-supporting Activity components. Parents typically assigned youth tasks to support household nutrition and WASH goals, namely cleaning, cooking, construction, and fetching water. Finally, youth were most engaged through individual coaching due to home visits.

Youth face significant time constraints, especially younger youth aged 18 to 24, who had longer days and more time dedicated to household chores. Young women felt this more acutely, sacrificing social time to make room for household and economic labor. Given that parents typically assigned cleaning and cooking roles to youth to support nutrition and WASH household goals, we observed that the interventions might have added to existing time burdens without addressing youth's needs and aspirations.

The relationship between primary participant parents and non-primary participant youth in the household was the major driver of or barrier to youth's engagement in household planning, tasks to support household goals, and youth's participation in Activity components. The needs and priorities of non-primary participant members was considered in household planning only among those youth with positive and more power-sharing relationships with their parents. In these instances (about half of non-primary participants), youth were able to give greater input into household planning, participate in decision-making around the plans, and access many of the Activity components to support their own personal goals, in addition to household goals.

4.2 Understanding the Quality of Youth Engagement with the Activity

Our second set of conclusions focuses on youths' needs and aspirations, youths' participation and engagement in cohort one interventions, and the ways in which the Activity met or did not meet youths' needs, aspirations, and expectations.

Most youth goals before the Activity were related to their own livelihoods, separate from their household's goals. Across both primary and non-primary youth participants, there was a common theme of goals related to livelihoods especially starting a business. Only non-primary participant youth had goals related to acquiring employment or continuing their education. For primary participants, their personal goals were aligned to their household goals. For non-primary youth participants, their personal goals were independent of their household goals, which suggested that non-primary participant youth sought to build their foundations for their own households and livelihoods.

About half of youth non-primary participants reported that cohort one interventions did not help them meet their goals, while the other half provided examples of how the Activity's interventions helped them to reach their goals. Youths' abilities to meet any of their goals were predicated on **their relationships with their parents**, who decided if parts of the cohort one interventions, including consumption support, asset transfer, savings, or profits from IGA could be diverted in support of youth-specific goals. In cases in which parents were not supportive, youth did not meet their goals and stated a lack of access to capital and networks to pursue different livelihoods.

There was **broad agreement across youth that coaching, particularly individual coaching, was the most useful Activity component.** Non-primary participant youth reported that individual coaching was the Activity component in which they participated most frequently due to the coaches' home visits. Youth in group coaching households rarely participated in sessions. Youth who participated in coaching reported the various ways it built their knowledge and skills in nutrition and WASH practices, health-seeking practices, financial literacy, business skills, and soft skills, such as conflict management and negotiating skills. Youth affirmed the utility of consumption support, VSLAs, asset transfers, and FFBS, but largely as related to their parents' engagement and any second-hand benefits.

There was **broad agreement among youth, adults, and coaches that private sector linkages were least useful and were not relevant to meeting youths' needs.** Youth and adults expressed dissatisfaction with the input suppliers and output buyers to whom they were linked through the Activity. Moreover, linkages seemed primarily related to agriculture practices and youth stated that the available services did not meet their expectations for this component. Additional linkages that would meet needs and aspirations include employment support, language support, youth-friendly financial services, and education support. **Youth also continued to face significant barriers to employment opportunities** and the cohort one interventions did not appear to be designed to address these barriers.

Youth participation and engagement in the Activity was **primarily driven by the individual coaching model, the promise of economic resources to support goals, and the opportunity to grow marketable skills.** The individual coaching model reached youth where they are and mitigated the challenge faced in group coaching models when parents did not pass on knowledge to youth in the household. Non-primary youth were motivated by the potential

to access cohort one's consumption support, asset transfer, VSLAs, and IGA profits to support their individual goals. Finally, youth perceived that by engaging in the Activity, they would be able to grow skills that would increase their livelihood opportunities. Despite motivating their participation, cohort one's interventions did not meet their expectations around accessing economic resources and growing skills, especially vocational skills, to support jobs.

4.3 Understanding Youth Gender Dimensions

Our third set of conclusions focuses on cohort one youths' experience with GBV, their perceptions of gender inequality, and youth-gender dynamics.

For the most part, **youth supported gender equality statements**. Female youths were more likely than male youths to share gender equal beliefs, on average. Yet, there was no significant difference between the number of female and male youths that disagreed with regressive gender norms. We observed that attitudes regarding sexual violence, and especially whether it is justified, are more difficult to change than attitudes that restrict women's involvement in other spheres of life, such as economic opportunities and community leadership roles.

Men's attitudes towards gender equality were significantly better among older youth compared to younger youth, confirming evidence that gender equality programming may be successful if targeted at younger boys. In fact, we found that programming improved males' perceptions of gender equality. .

Female **youths' perceptions of GBV in their community were consistent** with female adults' perceptions of GBV, albeit the youngest youths were slightly more likely to state that GBV is a problem than their older counterparts. Younger and older youth females reported different types of violence. Participants' personal experience with GBV in the last 30 days was low.

FGDs revealed **additional youth-gender dimension themes** around perception change, persistent gender roles, and unique barriers faced by young women. Both male and female youth across primary and non-primary participants largely agreed that they had seen a change in women's and men's roles around the household and decision-making. While gender roles shifted with respect to decision-making, youths' responses concerning which Activity components were best suited for young women or young men reflected rather traditional gender roles. Finally, we observed that young women faced greater restrictions around movement outside the home, which reinforced their more limited social activity. The Activity should take these restrictions into consideration during cohort two to ensure that young women are not further barred from participation due to their age and gender.

4.4 The Activity's Approach to Youth Engagement through a PYD Lens

We analyzed the ways that the Activity engaged youth and they participated in cohort one interventions in light of the PYD framework. We conclude that the Activity's approach to support youth made some notable contributions and also had some gaps that limited youths' potential within their household and as they transition into independent households.

In terms of **building youth assets**, cohort one's interventions contributed to building youths' skills in planning through household goal setting, soft skills, such as decision-making and teamwork through coaching sessions, and increasing knowledge around nutrition, WASH, and health-seeking practices also through coaching sessions. However, we detected that the Activity had some gaps in supporting youth with the necessary resources and skill-building opportunities to

achieve their own goals, as well as their household goals. These included reliable access to economic resources, such as through VSLAs or youth-specified funds, to invest in their own IGAs, linkages to vocational training opportunities, and educational support to meet livelihood goals. Given that youth played a heavy role in household IGAs, we detected a gap in the Activity's support of youths' skills to carry out this role effectively and support household goals and profits.

Cohort one's interventions appeared to be less effective in **fostering youth agency** than in building assets. Goal setting and supporting youths' perception that they can use their assets and enact their own futures is a key aspect of youth agency. However, cohort one did not support youth to set their own goals, independent of their households. Regarding household goal setting and coaching, the Activity did not guide coaches to coach youth on voicing their opinions or coach adults on power-sharing and listening to youth voices to plan and make decisions. In addition, the Activity had limited opportunities for youth-led or youth-focused interventions that could contribute to fostering agency, such as youth-focused VSLAs. Finally, and most notably, youths' engagement in the Activity to support their goals was largely mediated by their parents. When parents were not accustomed to power-sharing with youth, youth largely were relegated to parent decision-making, which did not contribute to fostering agency and was disempowering.

Youth contribution acknowledges youths' role as a source of change in their communities and households. Youth often bring different voices and perspectives to a situation, and are more risk-tolerant to new or creative ideas than are older individuals and adults. In engaging youth in household planning sessions, cohort one's interventions and the woman-plus household approach set the stage for strong programming to support youth contribution. However, as discussed in [section 2.1.2](#), youth engagement in household planning as assessed against Hart's ladder of youth participation was largely on the lower end of the ladder on adult-led activities with some less meaningful participation of youth (rungs four and five). There were few examples of power-sharing with adults or youth-led initiatives. While it may not be feasible or within the Activity's scope to move up the latter to youth-led initiatives, to fulfill the promise of the women-plus household approach, it would be ideal to move towards rung six, adult-initiatives but shared decisions with youth.

Finally, cohort one's interventions made some important contributions to **create an enabling environment** for youth to act upon their assets and agency, as well as access services and opportunities. The first contribution concerned shifting of some gender norms as they related to male and female joint decision making and role modeling for youth. Second, youths' participation in individual coaching sessions was reported to increase bonds and partnerships between youth, parents, and household members. Healthy relationships and bonding, including regular supportive relationships with positive adults, is a key aspect of an enabling environment for youth. However, there are some gaps in the creation of an enabling environment that would be particularly useful for non-primary participants, particularly the creation of safe spaces for youth (such as youth-led VSLAs or others where youth can freely express themselves), sensitizing around youth-adult norms and perceptions (such as adultism,²⁰ power-sharing, appropriate roles for youth, and expectations), and facilitating access to necessary services (including to meet gaps in other areas such as employment support services or education support).

²⁰ Adultism is the power adults have over children. It is defined as prejudice and accompanying systematic discrimination against young people.

CHAPTER 5. RECOMMENDATIONS

In the following chapter, we provide recommendations to address the gaps and barriers identified in our assessment of cohort one's approach to youth engagement and participation in household planning and Activity components. More specifically, we structure our recommendations for cohort two to increase alignment with PYD framework principles and foster longer-term sustainable outcomes of the household-based Activity approach. We recognize that the Activity is not a youth development activity, nevertheless, we recommend ways to enhance the existing interventions to better meet PYD principles and support the needs and aspirations of youth, especially non-primary youth participants, given strong outcomes among primary youth participants.

5.1 Household Planning, Goal Setting, and Coaching

The following recommendations focus on enhancing household planning sessions and coaching to realize the full potential of the women-plus household approach through incorporating a PYD lens.

Incorporate core youth engagement topics into coaching curriculum sensitization and training sessions for households. The Youth Assessment revealed that households had varied understandings of what youth engagement means and that unless power-sharing relationships between parents and youth already existed in the household, most decision-making, goal-setting, youth participation, and engagement was driven by parents across all Activity components. Simply inviting youth to the table is insufficient to meaningfully engage youth. Findings revealed perceptions that adults constrain youth participation based on household roles, gender roles, and perceptions of youths. This was not only an unproductive enabling environment for youth to enact their aspirations and goals, but it also hampered the promotion of youth agency. At the same time, households did not take advantage of youth visions, ideas, and creativity in household planning by limiting the scope of their contribution. In the same way that the coaching curriculum incorporated sessions on gender inequality, the assessment team recommends incorporating sessions on meaningful youth engagement. The team recommends that the Activity incorporate the following specific topics from the PYD training²¹ literature²²:

- **Adulthood**, or the imbalanced preference towards adult perspectives, actions, language, and culture. This embedded unintended bias leads adults to not take young people seriously, dismiss their ideas and opinions, and believe they are incapable of aspects like decision-making, among others. Often adulthood is unintended and unrecognized but hinders the possibility of youth-adult partnerships.
- **Meaningful youth engagement**,²³ or the idea that inviting youth is not engagement and there are different levels of engagement as explained in Hart's Ladder of Youth Participation. Meaningful youth engagement focuses on helping adults understand and

²¹ Act for Youth, *Positive Youth Development Manual*. Available at http://actforyouth.net/youth_development/professionals/manual.cfm

²² ACT for Youth Center of Excellence, *Positive Youth Development 101*. Available at <https://www.kansas4-h.org/resources/docs/PYD%20101.pdf>

²³ Youth Power 2, 3. *Meaningful Versus Tokenistic*. Available at <https://www.youthpower.org/usaid-youthpower-action-youth-engagement-training-meaningful-versus-tokenistic>

visualize what an adult-youth partnership could look like, including decision-making and power-sharing.

- **Youth voice and contributions**, or the concept that young people can decide upon and meet their needs, when given the space and support to do so. It would be beneficial to tie this concept into supporting youth to define their unique goals and sensitizing adults to the benefits of meeting youth goals to overall household and community goals.
- **Youths' household roles and time constraints**. While this concept is not specific to PYD concepts, the Youth Assessment revealed significant time constraints faced by younger youth and younger female youth in particular. Existing household dynamics led parents to assign youth, especially young women, additional housework tasks which could further constrain young women's time and affect their ability to achieve their potential. We recommend that the Activity sensitize parents on how age intersects with gender roles, and their negative effects on young people and the household. In addition, there is an opportunity to discuss household chore sharing between young men and young women, mimicking the existing gender inequalities session but incorporating an age perspective. In line with PYD concepts, households could solicit youths' ideas and creativity around time-saving technologies or strategies to further lessen the time burden of household chores.
- **Sharing decision-making around youth roles and tasks**. Tied to youth engagement, voice, and contribution, it would be beneficial for parents to share decision-making with youth around the tasks they are assigned in support of household goals.

Clarify and emphasize youths' role in household planning and Activity components. The Youth Assessment revealed a lack of clarity around non-primary participant youth's roles in household planning and Activity components both among youth as well as primary participants. In addition, we observed that primary participants did not invite youth to Activity components, even when the component was open to them. During cohort two household planning sessions, the assessment team recommends that coaches or facilitators (1) stress that youth non-primary participants attend and plan sessions at times when youth are available, (2) facilitate sessions using techniques to draw out and validate youth opinions and input into the planning conversation, and (3) encourage the inclusion of at least one independent youth goal into the household graduation maps. The good practice of youth writing and interpreting the graduation maps should be encouraged as a standard practice in household planning sessions, to reinforce youth's role in planning and reinforcing the goals. As youth tend to be more literate than their parents, it would also expand parents' perspectives about youth's ability to contribute and play a meaningful role. We recommend that coaches undergo training in the topics mentioned above, particularly meaningful youth engagement, to ensure that youth contribution remains a key consideration in planning. Finally, coaches should emphasize and re-emphasize which Activity components are meant for youth and support primary participants so that they are able to pass-on content and knowledge from trainings or activities outside of the household.

Encourage ongoing engagement of youth in coaching sessions through routine home visits, knowledge check activities, and disseminating coaching messages through phones or social media. For cohort two, it is likely that the Activity will place an emphasis on centering the coaching approach on group coaching, given early evidence that it is a more scalable and cost-

efficient model. However, as has been shown in this Youth Assessment, young people engaged the most in the individual coaching model. There is a risk that without an international effort to replicate some of the individual coaching modalities, further engagement of the broader household, notably youth, and the promise of the woman-plus-household approach may not be realized. In support of keeping non-primary participants engaged, the assessment team recommends that the Activity adopt the following interventions:

- Incorporate routine **home visits** (such as monthly) by the coach to each cohort two household under their responsibility. Plan home visits around youths' schedules by agreeing on the dates and times of visits during household planning, and confirming with households prior to the visits.
- During routine home visits, incorporate activities to serve as **knowledge checks** and to ensure that primary participants are sharing content from group coaching with non-primary participant household members, particularly youth. To make the home visits engaging and build upon the soft skills gained by household members, as a result of home visits, use games or dramas to “check” that youth are receiving key coaching topics and building their assets.
- Finally, explore using the **Telerivet mobile-based communication platform** to send to both primary and non-primary participants key reminders and updates related to topics during each group coaching session. Non-primary participant youth suggested that coaches disseminate topics through social media channels, which could also be useful if youth have consistent access to those channels. It may be beneficial to work with the Youth Standing Committees to brainstorm the best mechanism to use digital resources, given their higher literacy levels, to ensure coaching topics are being passed on to youth as well through alternate means.

5.2 Activity Components that Meet the Needs and Aspirations of Youth

The following recommendations focus on existing Activity components that are particularly beneficial to non-primary participant youth's roles and aspirations, but that were not structured during cohort one interventions to reach or meet the needs of non-primary participant youth.

Structure the aspects of livelihoods skills training and support as a core activity for non-primary participant youth participation, including broadening topics. The Youth Assessment revealed that non-primary participant youth play a large role in supporting household IGAs, particularly in market-facing activities. However, few participated in cohort one's livelihood skills training and support activities, namely business coaching and trainings like financial literacy or enterprise selection, planning, and management. To build youth skills and assets to effectively carry out this role while also aligning to the fact that most youth goals were related to livelihood development, the assessment team recommends that cohort two's business coaching component explicitly target both primary participants and non-primary participant youth. One option could be, as suggested by one coach from the refugee community, assigning designated “slots” for primary and non-primary participant youth in business coaching. Another option could be holding specific business coaching sessions and livelihoods skills trainings for primary participants and others for non-primary participant youth, explicitly targeting the younger youth category (aged 18 to 24). An additional benefit of holding separate sessions for primary participants and for youth

would be creating safe space environments, which is aligned to the PYD framework, and supports young peoples' free expression of ideas and a more conducive learning environment. In addition, the Activity made need to broaden the business coaching curricula to address the roles played by youth in market-facing activities, such as marketing products, negotiating prices, sales acumen, among others. In this way, business coaching could contribute to key PYD principles including building youth assets to carry out their roles and potentially youth contribution, as they are increasingly able to share ideas with parents around the IGA.

Incorporate female youth-focused VSLAs that are independent from adult VSLAs. The Youth Assessment indicated that VSLAs were a sought-after Activity component among youth because they observed the benefits from their parents' participation. One group of male youth from the host community reported that they started their own savings group due to the knowledge gained from their parents. The assessment team recommends that the Activity incorporate into cohort two youth-focused VSLAs as parallels to adult-focused VSLAs. The Activity could carry the relative low cost of starting a VSLA, which would benefit youths whose goals largely related to livelihoods, and who faced barriers in accessing economic resources and start-up capital, and relied heavily on parents' goodwill to share Activity component resources. This recommendation was also echoed by coaches. Youth-focused VSLAs can serve additional purposes beyond saving and goal setting for livelihoods, including creating community groups that promote social activities and building peer networks, which were lagging especially in the younger youth female category. As a result, the assessment team recommends that the Activity tailor VSLAs for young women non-primary participants because they generally are afforded fewer opportunities to engage outside of the home and face greater restrictions than young men in accessing capital. The VSLA structure supports a number of PYD principles, including building youth assets around saving and accessing capital, fostering youth agency to negotiate and decide on share-outs with peers, supporting youth contribution by being a youth-led approach, and creating an enabling environment through the safe space afforded by the VSLA and the ability to work towards youth goals.

Strengthen private sector engagement (PSE) linkages to address youth goals, particularly vocational training opportunities and scholarship opportunities. Non-primary participants had goals related to wage labor or employment, but also faced significant barriers to employment, including, most notably, a lack of relevant marketable skills. Youth also had goals related to completing their formal education, which they perceived as also presenting barriers to employment. The assessment team recommends two parallel approaches to linking youth to vocational training opportunities, including vocational training at formal institutions with fees and vocational training offered for free through NGO partners. It would be beneficial for the PSE linkages team to include vocational training institutes and opportunities in the Activity service provider mapping to build a repository of fee-based and free vocational training programs, including details on each's duration, training topics, requisite literacy levels, and other details.

For vocational training programs offered by NGOs, it may be beneficial to establish shared-value partnerships with each program to ensure that a certain percentage of participants will come from the Activity. This would benefit NGOs because youth vocational training programs often seek to reach the most vulnerable participants but face challenges in getting the message out to these groups. Cohort two households could offer a dedicated captive audience of vulnerable youth with goals related to livelihood development. The assessment team also recommends that PSE linkage teams proactively present the repository of fee-based and free vocational training

offerings during youth-focused activities such as the previously suggested business coaching and VSLAs, as well as disseminating the information through the Telerivet system. Further, the repository should be well-socialized with coaches so that when they engage in household planning sessions and home visits, they can share opportunities with non-primary participant youth and motivate them to take the necessary steps to enroll. Finally, the assessment team recommends a similar approach to proactively identify scholarship opportunities using a mapping approach, developing a repository/roster, disseminating through youth-focused activities and Telerivet, and ensuring coaches have access to the information to share with youth and support them.

