External Evaluation of IAS and ADRA’s SMC/ Sida funded Humanitarian Programme in Northern Uganda

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## Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>2</td>
</tr>
<tr>
<td>Methodology</td>
<td>4</td>
</tr>
<tr>
<td>About this report</td>
<td>6</td>
</tr>
<tr>
<td>Using resilience lenses</td>
<td>8</td>
</tr>
<tr>
<td>A framework for resilience</td>
<td>10</td>
</tr>
<tr>
<td>Activities: an overview</td>
<td>11</td>
</tr>
<tr>
<td>Applying resilience lenses</td>
<td>12</td>
</tr>
<tr>
<td>Resilience to what? And what capacities?</td>
<td>12</td>
</tr>
<tr>
<td>What risks emerged?</td>
<td>13</td>
</tr>
<tr>
<td>Conflict</td>
<td>13</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>13</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>13</td>
</tr>
<tr>
<td>Health hazards</td>
<td>14</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>14</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>14</td>
</tr>
<tr>
<td>Flood</td>
<td>14</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>14</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>14</td>
</tr>
<tr>
<td>Animals: stray / pests</td>
<td>15</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>15</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>15</td>
</tr>
<tr>
<td>Soil</td>
<td>16</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>16</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>16</td>
</tr>
<tr>
<td>Ill-intentioned people</td>
<td>16</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>16</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>16</td>
</tr>
<tr>
<td>Early pregnancy</td>
<td>17</td>
</tr>
<tr>
<td>Risk proof intervention? Technical faults</td>
<td>17</td>
</tr>
<tr>
<td>Why does it matter?</td>
<td>17</td>
</tr>
<tr>
<td>What strategies were put in place?</td>
<td>18</td>
</tr>
<tr>
<td>Risk awareness: opportunities and challenges</td>
<td>18</td>
</tr>
<tr>
<td>Resilience capitals</td>
<td>20</td>
</tr>
<tr>
<td>Financial capital</td>
<td>20</td>
</tr>
<tr>
<td>Natural capital</td>
<td>22</td>
</tr>
<tr>
<td>Physical capital</td>
<td>23</td>
</tr>
<tr>
<td>Human capital</td>
<td>26</td>
</tr>
</tbody>
</table>
Facets of human capital increases

Social

Social capitals: beyond the groups

Institutional capital

Strengthening local institutions

Strengthening connections with other institutions.

How capitals link

Resilience attributes

Redundancy

Self-organization

Learning

Rapidity (and seasonality)

Diversity (and flexibility)

Equity

Gender issues

Children and youth as agents of change

Scale

Look at the whole system

Looking at the full picture

Briquette making (ADRA)

Group formation and support (IAS)

The full picture: why it matters?

Other useful frameworks

The 3Rs approach (recharge, retain, reuse).

Evidence of/for change

The participatory joint evaluation

Untapped learning

Developmental relief

The core belief of developmental relief: people as active actors, from the start.

Why is Developmental relief worth looking into?

What more could be done, with little

Main findings

- Much more is achieved than captured.
- Capacities for evidence-based action should be supported
- Who is left out? Inclusion matters.
- Spell out risk
- Developmental practices can be adapted to humanitarian response
Methodology

This evaluation was:

<table>
<thead>
<tr>
<th>Participatory and Inclusive</th>
<th>Facilitative</th>
<th>Grounded</th>
<th>Systemic</th>
<th>Qualitative and focused</th>
<th>Forward looking</th>
<th>Process oriented</th>
<th>Communication oriented</th>
</tr>
</thead>
</table>
| the evaluation is an opportunity to create spaces for critical reflection and accountability, bringing together the views and the voices of diverse stakeholders. Amongst them, the voices of the project primary stakeholders (“beneficiaries”) – in particular the ones at risk of being more marginalized – should have priority and be emphasized. | In a participatory evaluation, the evaluator’s main role is not to be “the expert” but rather “the facilitator”. A facilitative approach recognizes that substantial learning / expertise / insights already exist within the organization and amongst key project stakeholders. The evaluator helps to make this learning explicit: she builds a full picture and identifies convergence and divergence, challenges, opportunities and critical junctures. She systematizes: she helps framing learning one level up, to derive strategic insights. | The evaluation will put at the centre the experience of the primary stakeholders of the project and seek to include diverse groups of people. It will build on evidence gathered on the ground. | An evaluation is an opportunity to think at a higher level, and critically. Usually staff and key stakeholders are bogged down in day to day work – especially when working in very demanding contexts. This is why they might lack the opportunity to look critically at their approach. This evaluation will help staff to look at beyond scattered results to their “theory of change”. | Building on the evidence already produced, the evaluation will prioritize qualitative analysis to better look “in depth” at processes and dynamics of change. It will pinpoint key locations / issues requiring focused examination rather than engaging in broader – but shallower – coverage. | The evaluation will not stop at “looking at the past” but will “learn from the past to improve future work”. This requires to:  
- be strategic in defining areas for investigation and learning. They will be identified by asking staff “what can we learn, where”?  
- seize opportunities to link the evaluation process and its outcomes to future planning; to encourage and support ownership and uptake by the organization. | This means looking at the how, not only the what. The evaluation will not stop at checking intended results but will explore “how this happened” (i.e. tracking chains of events vis-a-vis intended processes, mapping unfolding relations amongst actors, examining principles and assumptions). A process-oriented approach is also well suited to:  
- capture emerging practices worth scaling up and innovations.  
- identify what contextual challenges need to be addressed, what need to be revised. | The evaluation emphasizes communication and sharing of learning and findings, in diverse ways and formats to best suit the intended audience (management in country, filed staff, key local stakeholders – e.g. government / other NGOs – HQ, donors, supporters, etc. |

More insights about the methodology can be gained from the evaluation blog (https://smcugandeval.wordpress.com/). It details the approach, the activities conducted, the evidence collected in detail. Readers of the blog can “see the evaluation as it happened”

Two other characteristics of the approach are worth highlighting, which emerged strongly during the implementation:

- The evaluation mainly looked at projects already ended. Both ADRA and IAS have some ongoing projects, but we chose to look at the old one. It was a unique opportunity to gauge the long-term effect of interventions. Organization staff themselves were anxious to check what had happened after they left!

- Staff was really interested in the approach. They participated to the blog. They were eager to see how technology and new tools were used in the evaluation. The evaluation then become an opportunity for...
hands on training of the staff involved. Beside the evaluation activities and debrief we also had some practical sessions on blogging, mapping, open data management.

**What I liked in the approach**

*Mugisha James - Program Support manager IAS - Arua (IAS)*

He appreciated the evaluation approach a lot. He welcomed the new ideas, such as blogging and mapping. He intends to adopt this approach also for its information management and records. He also appreciated that capacities to use the approach / technologies involved were shared with the IAS staff.

[https://youtu.be/trsZNwwvwiSg](https://youtu.be/trsZNwwvwiSg)

**What I liked in the approach (quote only)**

*Benon Babumba - ADRA Emergency Coordinator - Alore (ADRA)*

“Regarding the methodology I liked the 1st day brainstorming about the exercise between IAS, ADRA Uganda staff, ADRA Sweden representative and the consultant. Majorly the explanation and demonstration of data collection methods using the drawing the pictures, short videos and uploading on the blog was quite fantastic. I also liked the selection and mapping of the areas of interest before the actual evaluation not forgetting the in-depth interviews with the different individuals and groups of beneficiaries. With SMC bridging Major Hum 2018, ADRA Uganda has planned to use this M and E approach especially using the blog to capture and share information.”
About this report

This report is only one of many outlets through which ideas are shared, during this evaluation.

The approach was based on “listening”: open conversations help to understand how change happened. Analysis started real time: videos captured key learning points of each interview. Data was consolidated in visuals and maps. “Food for thought” was shared as it emerges. The rich evidence collected was stored straight away in a blog, and in diverse formats (notes, videos, drawings, pictures). Analysis could then involve a broad circle of people: readers of the blog shared insights and comments.

True to its listening and participatory approach, the evaluation process was designed to create spaces and ongoing opportunities for discussion, online and face to face. They included:

- Interviews and meetings with key stakeholders: evidence was not “extracted”, but rather “discussed.
- Informal conversation and debriefings - within the evaluation team, with field staff.
- Conversations on the blog
- Workshops in Sweden and in field locations - to 1) articulate approaches and achievements and to 2) discuss findings.

Because of all of this, this report is only one piece of the puzzle. It does not aim to consolidate “all the learning”. How could it? This evaluation process is built on the understanding that, when evidence is shared, people will be able to also generate their own insights.

- A lot of them will remain implicit: people’s own thinking.
- Some ideas have been – and will – be shared and shaped in other processes, within the evaluation (workshops, debriefings).
- And, hopefully, more insights might surface, if individuals and organizations will keep on using the evidence and analysis bases that this evaluation had provided. There is plenty to spur further ideas!

Some other pieces of the puzzle can be accessed online, on the blog at smcugandaeval.wordpress.com

This report does not seek to sum up and to present all that emerged during the fieldwork, exhaustively. It selectively focuses on “resilience”. Resilience - highlighted in the TORs - proved, indeed, to be a concept worth looking into during the evaluation. Why that? Because both organizations do resilience, but do not have a framework around which to systematize their work. They share information about activities yet fall short from capturing interconnections and resilience outcomes. Resilience can then be a fresh lens, helping to see “beyond activities”. In tackling resilience, this report:
Talked resilience in the voice of the people encountered.
As much as possible, ideas and examples are shared directly in the voice of the people met. This also helps to make example real and practical.
The report contains short summaries of what people said, and links to online videos. To understand better the context in which the mini clips were taken, please refer to the blog, were all interviews are recorded.

Building a common language on resilience.
The report is structured around one (of many possible!) resilience framework. It spells out how elements of the framework looked in practice. In doing this the evaluation might seem “simply descriptive”. It is not: it is an exercise of systematization, linking actions and elements to a broader framework, it seamlessly gives a new structure to things, new lenses and tools to look and connect them. It creates shared concepts (e.g. capitals, attributes) that make is easier to share learning, or to deepen them

Systematized ideas across projects.
The report looks at the work of two organizations. The focus was to combine insights and learning from both programmes them to build a fuller picture of resilience. We tried to identify issues relevant for both IAS and ADRA, and intermingle their activities, achievements, challenges. It is hoped that this approach might help to generate deeper understanding of resilience and cross learning.
Using resilience lenses

“SMC understands resilience as an overarching approach that seeks to understand and describe the ability of individuals, groups, organisations, communities or the government to manage the changes that occur through the ongoing events of stress, shock or uncertainty. Examples of stressors may be climate change, HIV and chronic malnutrition. Examples of shock factors are sudden natural disasters, armed conflicts and the outbreak of epidemics. Uncertainty is rooted in unpredictable consequences of stressors and shocks” [SMC guidelines for special resilience initiatives 2017-2021]

For the purpose of this evaluation, resilience building was understood as: “supporting people to be stronger, despite adversities”. This meant to stress a vision of resilience building which is:

- **Empowering** - and holistically so: empowerment requires strengthening diverse capitals of resilience and communities’ attributes.
- **Multi-factor, complex**. It recognizes the interlinking impact of diverse shocks and stressors on the lives and livelihoods of people, and on the multiple interventions put in places to support them.

Did we see resilience building in the programme? The short answer is: “yes… but we had to dig to make it explicit!”. Both ADRA and IAS helped communities to increase resilience, tackling different dimension and through very interesting approaches. But they did not have a strong explicit and shared understanding of resilience helping them to articulate their “tacit knowledge and understanding”. So, the juicy part of their interventions, the learning that is worth sharing, remained hidden.

The following are interesting points that emerged when discussing the idea of resilience, as it is now understood by ADRA, IAS and the broader humanitarian community in Uganda.

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**Resilience: looks good in proposals. But what is it, really?**

The word resilience is so broadly used, and with so many different meanings, that is becoming nearly meaningless. Different donors / funding streams might have different understandings of resilience, and this adds to the confusion. ADRA’s and IAS proposal were no exception. Proposals focused on resilience, yet neither ADRA nor IAS had a resilience framework - or a clear and univocal understanding of it. There is a serious danger that resilience ends up being a jargon word used in proposals because donors like it! Staff tended to relate to other concepts (self-reliance, sustainability), which are also incarnations of the idea of resilience… but for them resilience remained an empty shell.

**Resilience= a ‘post emergency phase’?**

Resilience is an intrinsic characteristic of people / communities (=to what extent something, someone can get back to equilibrium). Staff however reported that, increasingly, in Uganda, humanitarian actors - and even guidelines in place - tend to associate “resilience” to a response phase: one that comes after emergency and overlaps with rehabilitation / livelihoods. One of the defining characteristics of both ADRA and IAS response was their capability, instead, to address resilience from the start.

**Resilience= stronger… but still stuck in disaster**

Another emerging understanding of resilience was: “increasing self-reliance so that people withstand disaster on their own” (i.e. allowing disengagement by external actors / donors). The importance of self-reliance is paramount, as it is a reduced dependency from donors. The emphasis given to solutions that can take donors/supporter off the hook might get in the way of stronger risk assessments; of programme designs more capable to integrate, from the start, developmental and transformative approaches. As it emerged from the evaluation, the most transformative solutions within the programme seemed to have happened “despite, beyond the donors”.

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Here are some ideas, emerged in the evaluation, about “why resilience matters, and why a framework would be useful”.

- A framework can help to articulate learning and insights worth sharing and promoting – which now remain hidden.
Staff found hard to articulate what resilience was, despite using the word across many proposals. But this does not mean that they did not achieve resilience. On the contrary, they put in place very interesting approaches to achieve it. But they could not capture them effectively: they mostly reported, instead, on activities: they showed the trees, rather than the forest!

Since resilience is now such a bit concept in the current humanitarian (and developmental) discourse, being able to articulate the approaches done in the language of resilience would allow both ADRA and IAS to show the added value of their contribution (for example that resilience in possible in the early response / how can it be achieved). Having a resilience framework could help organizations to better understand and make explicit practices and approaches which now remain hidden. And which are worth sharing, as they positively challenge existing assumptions and practices.

It will also help to highlight important components (the soft ones) of their approach, which had tended to remain invisible: the focus on capturing /sharing hard results of activities meant that empowerment processes, attitude changes, shifts in self-reliance had tended to be little captured. Yet they are the essence of resilience building.

- **Resilience is not “the phase after emergency”. It can - and should! - be acknowledged from the start.**
  
  Both organizations have been working to build self-reliance at the time of disaster. Both contributed to cushion people from challenging risk (e.g. the risk of conflict) early on. They both understood that emergency is the time when transformation is possible. That emergency is the time when the attitudes towards response are set – and where it is very important to promote self-reliance rather than dependency. This point will be further highlighted in the chapter on “Developmental relief”.

- **Deeper understanding of resilience might help strengthening elements now underfactored (e.g. risk assessment)**
  
  A resilience framework might also be a thinking tool, helping organizations to strengthen their assessment of shocks and stressors. We observed capacity to assess needs – and also to implicitly identify and address major threats. But risk assessment was not systematic, neither was it an explicit part of the response.

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**What was learnt about “thinking resilience”?**

- A framework can help to articulate learning and insights worth sharing and promoting – which now remain hidden.
- Resilience is not “the phase after emergency”. It can - and should! - be acknowledged from the start.
- Deeper understanding of resilience might help strengthening elements now underfactored (e.g. risk assessment)
This is the framework used by the evaluation when looking at resilience. It is loosely derived from a resilience framework designed by LWR (Lutheran World Relief) – see https://lwr.org/what-we-do/resilience.

It helps to see resilience building as a dynamic and enabling approach; to unpack how resilience can be strengthened, practically, by people and communities; to make more explicit “soft” components. The evaluation does not suggest that ADRA and IAS should adopt the same framework. Other frameworks exist which are equally valid. What matters is that, whatever the framework adopted, it should allow to see resilience building as an empowering, dynamic process; to capture the complexity of the context in which interventions happen; to highlight multiple options for action.
Activities: an overview

Before delving into resilience, it is important to give an overview of some of the activity packages put in place by ADRA and IAS. It will help readers that are not familiar with the programmes to have a better idea of what this evaluation looked into.

The programmes of ADRA and IAS were well thought ones, where diverse activities interconnected. But interconnection was not always reflected in proposals and narrative. They either provided broad contextual information or focused on activity. The “package” was the missing middle. One of the main recommendations of the evaluation will be, for both ADRA and IAS, to better communicate how their project work “as a system”. Later on, in this report it will be explained why this might improve effectiveness and learning around their work.

**School feeding programmes (ADRA)**

ADRA put schools at the centre of their intervention. They did work around them on water provision (boreholes, distribution systems), support to farming (provision of inputs – such as cassava, fruit trees; provision of skill), support to local groups (e.g. School Management Committees; Parents and Teacher Associations; Water Management Committees; School Clubs, Teachers). These activities integrated and support each other. The programme demonstrated that self-sustaining school feeding is possible to achieve, also at emergency time, and can be linked to other important outcomes (e.g. sanitation, promotion of tree plantings, etc.). The programme not only overcome dependency, but demonstrated that motivated groups can sustain and improve on their achievements.

Note: IAS also encouraged SMC/PTA to engage in school feeding approach, as part of their mobilization.

**Support to groups (IAS)**

IAS supported diverse groups (e.g. VSLA - Village Saving and Loans Groups; Youth Groups). People – refugees and host - were invited to join, and received many varied trainings, ongoing support and were invited to engage in diverse activities (ranging from sports to opportunities to volunteer).

A cash boost helped VSLA to increase their resource bases quickly. Some physical handouts (e.g. ingredients for soap making) helped youth groups to generate income.

Staff accompanied people continuously, and they also provided one-to-one, individualized support. They motivated groups, to “give back” to their communities, as their social responsibility. Given the open and empowering nature of the programme, outcomes were diverse, ranging from people. People were empowered by the approach, and benefitted in many diverse ways.

Both ADRA and IAS also engaged in other interesting activities. Amongst them:

- Both emphasized sanitation within their own packages (for example, IAS ‘linked it to liquid soap production, latrine building, sensitization on open defecation).
- ADRA recently started innovative briquette making production. This allow refugees to recycle organic waste in briquettes: income generation then goes hand in hand with environmental gains.
- IAS set up interfaith dialogue, leading to better conflict management mechanisms within communities.
Applying resilience lenses

Resilience to what? And what capacities?

Lives and livelihoods of refugees are put at risk by diverse hazards. Some (e.g. conflict) have been anticipated and tackled, by design, by both projects. Yet, strategies for dealing with it have not often been shared. Others (e.g. flood) had not been factored in and ended up affecting the interventions and achievements.

Risk can then be tackled through different capacities. By absorbing it (increasing capacities for preparedness in confronting imminent disasters); by adapting (learning “how to live with risk” and mitigating it); by transforming (intervening at the root factors of risk, to prevent it. Or by recognizing that risk might be an opportunity to rethink current structures).

<table>
<thead>
<tr>
<th>Threat</th>
<th>Why does it matter?</th>
<th>Did it result in disaster?</th>
<th>Strategies for response?</th>
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<tbody>
<tr>
<td>Conflict</td>
<td>Conflict is the root cause of displacement. Potential of conflict exists amongst host and refugees.</td>
<td>Conflict seems to have been averted, and coexistence promoted</td>
<td>Transformative strategies were in place: coexistence, working together were promoted, as a way to rebuild communities. Provision of services (e.g. water) mitigated the possibility of conflict / clashes on scarce resources.</td>
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<tr>
<td>Health hazards</td>
<td>Overpopulation, low hygiene standards (e.g. open defecation) create risk of diseases.</td>
<td>Local authorities / actors reported that the areas served by the organization did not face diseases and highlighted the importance of their contribution.</td>
<td>Both organizations invested a lot in sanitation work, with hygiene education and in sensitization about open defecation risk (awareness, provision of infrastructure, building groups). There was a good uptake of it. Sanitation programmes also highlighted practices for girls’ hygiene.</td>
</tr>
<tr>
<td>Flood</td>
<td>Climate change seems to have impacted on rains patterns.</td>
<td>Fields, infrastructures built by communities were wiped away by unprecedented rain falls, which caused small floods.</td>
<td>Strategies for mitigation of floods were not put in place, and the people encountered were eager to receive advice on it – having seen the potentially devastating effects.</td>
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<tr>
<td>Animals (stray and pests)</td>
<td>They can damage crops, trees, drainages and, because of it, create conflict</td>
<td>Crops and trees planted were damaged both by stray animals and pests. Drainage areas were also messed up by animals.</td>
<td>People – on their own initiative - are proposing physical solutions (barriers) or institutional ones (but with little uptake so far)</td>
</tr>
<tr>
<td>Misconducts</td>
<td>New assets generated might be at risk to be misappropriated.</td>
<td>Some of the crops were stolen. Solar energy panels of water systems were damaged.</td>
<td>Communities were supported in discussing options for problem solving after the event took place. Communities had taken initiatives to address these issues through their own initiative.</td>
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<tr>
<td>Soil</td>
<td>Loose soil in the areas where IAS operates undermines buildings and latrines</td>
<td>No built structure affected as yet (but risk is still present).</td>
<td>Mitigation through reinforced building (as per government guidelines). They had resulted in much higher costs and staff is well aware that they might not be enough to avert the issue.</td>
</tr>
<tr>
<td>Early pregnancy</td>
<td>Incidence of early pregnancy.</td>
<td>Youth groups and some schools reported a high incidence of early pregnancy, now reduced.</td>
<td>Youth (in particular youth club members) had been sensitized to the issue. Both boys and girls were involved.</td>
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<tr>
<td>Weak risk proofing</td>
<td>Project outputs might be vulnerable to risk, or even cause further risk</td>
<td>No major negative outcome was identified, but clear threats (e.g. water stagnation because of broken drainage)</td>
<td>Risk proofing of activities is not an acquired way of thinking in the organizations.</td>
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What risks emerged?

Conflict

Why does it matter?
Two main reasons: 1) Conflict was the root cause of displacement. In camps / settlements tribes fighting in South Sudan now coexist. 2) prevention of potential conflict amongst refugees / host population, on the resources provided. National policies, donors, organizations are well aware of this. Interventions have been designed accordingly with both challenges in mind. Conflict sensitivity was paramount and also highlighted in SMC proposals and reporting formats.

What strategies were put in place?
Both organizations were very aware of the potential for conflict and designed their interventions accordingly. Many interviewees highlighted that / emphasized how interventions helped coexistence amongst diverse groups. The main strategies put in place to achieve so were:

- Ensuring a fair share of resources: for example, school feeding programmes served both host and refugee children – who go to the same schools; water systems were designed to serve schools and local communities. This has also promoted goodwill by host populations. People, for example, are happy to share their land for common activities.

  **Food + water = less conflict**
  Bungu Mohammed - Vice Chairperson SMC - Mungula (ADRA)
  Availability of food in the school reduced the problems generated by children stealing food in the nearby households. The intervention also reduced conflict about water.
  [https://youtu.be/YWNimFmmxN0](https://youtu.be/YWNimFmmxN0)

  **Parents gave land for feeding children at school**
  Amaza Martine - Head Teacher - Miniki (ADRA)
  He shows the green gram field the school has planted, on the land given by a parent - for free.
  [https://youtu.be/uvzarhOH1eg](https://youtu.be/uvzarhOH1eg)

- Bringing people to work together: the investment in social capital paid off. Bringing people to work together – for example as members of SMC/PTA, or in farming activities helped to ease differences and to improve collaboration. Both organizations not only brought people together but invested a lot in highlighting the importance of collaboration, and in easing challenges (diverse languages, attitudes).

  **Farming together improved coexistence**
  Robert Gume - Member School Management Committee - Alere (ADRA)
  He feels that the school feeding programme helped to reduce conflict amongst community members. They are farming together, and this brought them in peaceful coexistence.
  [https://youtu.be/IhrNKoTHq-E](https://youtu.be/IhrNKoTHq-E)

  **Overcoming division.**
  Amani Joseph - Refugee Welfare Council III - Arua (IAS)
  When communities came from South Sudan they were very divided. Working together in groups brought them together. For example, the saving groups included hosts and refugees. And, within the refugees, many tribes. They were trained together. They learnt on how to forget what happened in South Sudan, and to avoid carrying these issues here.
  [https://youtu.be/GQ9gfiRlxuM](https://youtu.be/GQ9gfiRlxuM)

  **Hosts and refugees, sisters and brothers**
  Toko Swaibu - Deputy Resident District Commissioner - Arua (IAS)
  In the joint evaluation, he realized how the work of IAS had involved both host communities and refugees: they are now living like sisters and brothers.
  [https://youtu.be/oEUniz7QLJ8](https://youtu.be/oEUniz7QLJ8)
Health hazards

Why does it matter?
Poor hygiene practices, as influx grew, were a major health hazard. Open defecation was widespread.

What strategies were put in place?
Both programmes invested a lot to prevent health hazards due to poor sanitation, with tested and well-rounded strategies, tackling all resilience capitals. They invested in infrastructures (water system, latrines, and even soap production), in sensitization and socialization of issues (youth club). They brought along local institutions and strengthened their roles.

Health improvements

Juma James Moses - Refugee Welfare Council Chairperson 1 - Ofua 5 (IAS)
The creation of tip-taps (for hand washing) and the use of ashes helped to prevent a cholera outbreak in the community (which occurred in 2015 among the host population bordering refugee villages along River Nile). As people become aware of sanitation, they also shared awareness. And health improved. There is a saying: “you invite the disease in your house when you are not clean!”
https://youtu.be/amiRWtRUR1I

A cleaner village

Dawa Marita - Member of Salama Savings group - Ocea (IAS)
She describes the improvement in hygiene and cleanliness of the village.
https://youtu.be/nvXKMSjCU5Y

Flood

Why does it matter?
Several interventions were disturbed by floods. For example: in the Alere village the areas available for school farming and tree plantation was prone to flooding – and wiped out. In Odobu, houses built for school teachers - financed with fundraising from the local community – were also destroyed by the flood. The intervention of Alere was directly driven by the ADRA project, the one in Odobu was a local initiative, independently designed by the local committees after being strengthened by the IAS project.

What we planted was swept away by the flood

Akomi Ermin - Head Teacher - Alere (ADRA)
This valley was the only suitable one for the school garden. All other land was too rocky. They never expected it could be flooded, but the rain patterns changed. All that they planted was swept away. Only a few papayas are left.
https://youtu.be/zRjkHIa5Nr0

Teachers’ houses

Atiku Isaac - Maths Teacher - Odobu (IAS)
Teachers’ houses were built – by [an independent initiative of] SMC/PTA - to host the teachers deployed from far away. But they collapsed. Now 3 teachers sleep in a classroom.

Teachers’ houses collapsed

Ocimati Martine - School Management Committee Chairperson - Odobu (IAS)
The teachers’ houses built with parents’ contributions [by independent initiative of SMC/PTA] unfortunately collapsed after a flood.
https://youtu.be/qFIBvygD7eZY

What strategies were put in place?
Flood was not a threat anticipated by the project, and no strategies have been put in place. In both circumstances people emphasized that “rains have never been so strong”, and they had not anticipated the flood challenge. This might indicate the need for both organizations to alert people about the potential impact of climate change. People exposed to flood emphasized their strong need for more know-how re:
flood prevention. In conversations with the local communities, it was unclear if organizations had the tools / skills needed to provide such know-how. [✉️The 3Rs approach (recharge, retain, reuse).]

**Unexpected heavy rain caused teachers’ houses to collapse**

*Ayikoru Dorothy - PTA Secretary - Odubu (IAS)*

The rain that caused teachers’ houses to collapse was unexpected. It had never rained so much in past years. They want to rebuild them in another location, and with better materials.

[https://youtu.be/rtpAzii2M20](https://youtu.be/rtpAzii2M20)

**Animals: stray / pests**

**Why does it matter?**

Animals were a nuisance for the interventions: stray animals and small rodents damaged school feeding programmes crops. Stray animals and pests killed many of the trees planted. Stray animals also damaged water points, drainage systems in particular. This was aggravated by schools being outside of the villages, where animals are left free to roam (within villages animals tend to be better looked after).

Aside the effects on physical capital, mismanagement of animals has also the potential to generate conflict amongst people.

**Stray animals**

*Kuliki Beautrice - A teacher for Primary three (P.3) English Teacher, Focal person - Mungula (ADRA)*

She explains why stray animals are a challenge to school feeding program. They must be fenced.

[https://youtu.be/dfl08G_S5Ng](https://youtu.be/dfl08G_S5Ng)

**I will plant another avocado!**

*Kasara Irene - Member of the school environment club - Alere (ADRA)*

Before getting to Uganda from South Sudan, she had never seen an avocado tree – she only knew the fruits. She tried to plant one, but it was eaten by the goats. But she will try again!

[https://youtu.be/Hf6E1BWx5HA](https://youtu.be/Hf6E1BWx5HA)

**How rats eat our Cassava**

*Young Farmers Club - Boroli (ADRA)*

An improvised theatre play, by the young farmers group.


**What strategies were put in place?**

Re: the issue of stray animals, people suggested **provision of physical barriers.** This would be applicable to protect water points and trees (and should be promoted). But would be more challenging when larger extensions are needed. Options to this end (e.g. use of natural fences, bushes etc.) had not been tested.

ADRA, commenting to the first draft, pointed out that “natural thorny barriers would have been the best to protect the animals from destroying the gardens, but this has two challenges 1. The planting materials/seedlings that can be used to plant or put up a live hedge are a bit expensive and they are not available from the district. 2) The indigenous materials can also be destroyed by animals during the drought”.

Communities had started to debate— mostly of their own initiative – how to address this within **village institutions** and/or with setup of broader **bylaws** (see more on this re: institutional capital). However not a lot had happened yet, and institutions have not been very responsive. This indicates the need for both organization to invest more in flagging the issue early on: they might have a stronger capacity to convene and motivate stakeholders to act.

**Arresting the goats.**

*Severio Janet - Vice Chairperson young farmers club - Boroli (ADRA)*

Members of the young farmers club now have a plan on what to do when goats eat the rice: take them to the OPM.

[https://youtu.be/uKK4koKKXXo](https://youtu.be/uKK4koKKXXo)
Overcoming disruptions in cassava farming
Onzima Godfrey - Deputy Head Teacher and Focal point for the project - Miniki (ADRA)
Last year some cassava was destroyed by stray animals. The school is now 1) planning to talk to local leaders to control them better and 2) trying to generate incomes to get new cassava stock. And they are also looking for other locations, where it is easier to control stray animals.
https://youtu.be/heJ1q9hAqkI

Local council is not responsive on the issue of stray animals
Kendi Benon and Agnes Oleulea Rokani - Chairperson Water User Committee - Miniki (ADRA)
Stray animals damaged the drainage of a water point. They tried to discuss the issue in meetings, including with local council members. They did not do anything - he suspects - for political convenience. But SMC/PTA want to push the issue and organize a meeting to deal with it.
https://youtu.be/lECKwfl_DT8

Re: the issue of pests, it seems to have been little thought of. Staff highlighted as a lesson learnt from the evaluation the need to better monitor the issue and to provide remedies early on [Evidence of/for change]

Termites
Drich Sunday - ADRA Field Officer - Boroli (ADRA)
A tree was damaged by termites: he explains what the remedy could have been.
https://youtu.be/4ZpeNbk1Hs

Soil
Why does it matter?
The loose nature of the soil in the areas where IAS operates are a challenge for building and setup of latrines.

Latrines collapse
Amani Joseph - Refugee Welfare Council III - Arua (IAS)
The soil in Rhino camp is not good. You can dig a latrine and it will not last for long. You will need to dig over and over. Latrines collapse, and you need to dig again. Since he arrived, he had to dig his latrine 3 times already.
https://youtu.be/bIIbrDCRWi6M

What strategies were put in place?
When building structures, the issue was addressed by adopting the government guidelines: they require reinforcements (at a higher cost). So far, construction stood up, but no one is sure about their lifespan (many structures exist in the same areas – built by other organizations – which had to be abandoned).
The issue of loose soil also affects individuals, who, for example, have to rebuild often their latrines. No solution has been found as yet for this issue, and it is unclear if and how it might affect sanitation.

Earth movements
Mugisha James - Program Support Manager IAS - Odobo (IAS)
He explains how they built their latrines to withstand the challenges of earth movements. But it is still no guarantee that they will last, given the nature of the soil in this area.
https://youtu.be/GS-2pOidGk

Costly reinforcements
Obite Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)
The soil is very loose in Rhino camp. Many latrines collapsed. So, the construction guidelines had to include reinforcements - which had an impact on their cost.
https://youtu.be/k9z2J6RJ_Ts

Ill-intentioned people
Why does it matter?
Interventions are threatened by ill-intentioned people (e.g. thieves, rascals). This caused significant damage to some structures (e.g. breaking of the solar panels) as well as minor ones (e.g. soap stealing) – which however do have an impact on intended project outcomes.
### Soap stealing by pupils

*Kenyi Emmanuel - Primary Six (P.6) pupil - Muagula (ADRA)*

He explains what the hygiene club does and the challenges they face. Soap is problem: it is stolen by children. They informed the teacher, who will call for a meeting.  

https://youtu.be/LxG19kIq3c

### Rats and thieves

*Nyareth Marko - Secretary Young Farmers Club, P.5 - Boroli (ADRA)*

They are trying to prevent rats from getting their crops. But there are also thieves in the garden, who steal the traps!  

https://youtu.be/QnSSimXMFtk

### What strategies were put in place?

In some cases, the organizations had accompanied action and discussion within communities (e.g. ADRA on solar panels). Elsewhere communities themselves responded with their own mechanisms and of their own initiative (e.g. removing harmful features, hiring guards).  

The issue of soap – a major annoyance for ADRA school and youth clubs - was resolved by IAS by using liquid one (which is also produced within the school). This indicate the potential for sharing practices amongst diverse organization.

### Threats to solar panels have been removed

*Benon Babumba - ADRA Emergency Coordinator - Alere (ADRA)*

There were issues with the solar panels used to power the water system: some were damaged by children. Others were stolen. The community addressed all these threats: it cleared the place where children used to throw stones from and hired a guard.  

https://youtu.be/ZynKNKXD-H4

### Liquid soap refill

*Atiku Isaac - Maths Teacher - Odobu (IAS)*

He demonstrates how they refill the hand washing pot with liquid soap.  

https://youtu.be/SAuFUnbe4PQ

### Early pregnancy

Organizations were conscious of the risk of early pregnancy and discussed it (for example, in the IAS youth club). In the interviews it is not clear if early pregnancy was discussed as an issue on its own, or within a broader work on Gender Based Violence. (IAS staff then clarified that they discussed this as an issue on its own involving boys, girls and parents under improving enrolment, retention and completion of basic education). Issues are started to be discussed, but mainly from an “hygiene” perspective.

### Action on girls’ issues

*Chichia Said - Member of Shambi Youth group - Ocea (IAS)*

Before IAS came there was a lot of harassment on girls. IAS sensitized on these issues. Early pregnancy is now minimized.  

https://youtu.be/zPS3Fq5E3rc

### Talking to girls, talking to boys

*Ezama Richard - Senior Man Teacher - Odobu (IAS)*

He explains how both male and female teachers interact with students on sensitization about menstruation  

https://youtu.be/NCTfuukda14

### Risk proof intervention? Technical faults

**Why does it matter?**

Interventions which are not risk-proof might be more exposed to malfunctioning (as it was the challenge with the borehole) or even generate additional risk (as some drainage pits did: they created breeding grounds for mosquitoes and/or dangerous sports nearby schools).
Repairs killed a good borehole
Atiku Isaac - Maths Teacher - Odolu (IAS)
This borehole was very good. At some point it needed maintenance, but the maintenance caused the collapse of the pipes. It was then broken beyond repair, despite many attempts by IAS to recover the pipes with a crane.
https://youtu.be/ZZjUy0kZmJk

Borehole diagnostic
Sam Kabanda - Engineer Innovation Africa Limited - Ofua 5 (IAS)
The motorization engineer, now working on a borehole drilled by IAS, gives some suggestions on how work could have been improved
https://youtu.be/fdpoKpqhbaE

Problems with this drainage pit
Sseruj Mathias - Program Manager ADRA - Miniki (ADRA)
He shows why this drainage pit should be fixed: children can fall in it. And it is a breeding ground for mosquitoes.
https://youtu.be/qxUK3aG9YAk

Options for more promptly fixing malfunctioning should also be considered: they otherwise lead to underutilization of resources. This require a mix of technical know-how and capacity to mobilize people and institutions responsible.

How the stove should be fixed.
Ababiku Joyce - School Cook - Miniki (ADRA)
One of the burners in a stove is not working properly – and she shows what should be done to fix it. Until this is fixed, they will continue using the 3 stones fireplace rather than the new one.
https://youtu.be/u0DiuzsY6RQ

A water point not used
Sseruj Mathias - Program Manager ADRA - Miniki (ADRA)
This water point was built here at the insistence of community. But it is not used – apparently because of low pressure. But the pressure is ok! He suspects that the problem could be fixed by just alerting the pump manager when the pressure is reduced.
https://youtu.be/cp1S0LgTXOU

What strategies were put in place?
The capacity of ADRA and IAS to “risk proof” their interventions might be improved by increased risk awareness – and of diverse risks! - by both organizations.

Risk awareness: opportunities and challenges
The “risk awareness” component of resilience was a weak point for both organization: as discussed above, many important factors of risk were not identified – or remained implicit. So, communities had to face minor and major challenges which could have been anticipated or mitigated. The people we met, far from being powerless, had ideas and options to reduce risk, but lacked a platform to discuss it and the little extra push / know-how to progress. The support of both ADRA and IAS could go a long way to improve resilience if risk is assessed more explicitly, and opportunities to discuss and found solution are highlighted early on. Addressing risk might require scaling up interventions and involve institutions. The sooner risk is identified, the sooner it can be addressed: early risk awareness can generate opportunities to discuss it amongst actors concerned even within short term projects.
Some risk was tackled, conflict in particular. And one learning from this programme is that it can be tackled with an appreciative approach (“let’s build a community where people live in harmony!”) rather than as a problem to worry about (“there is likelihood of conflict, we must be weary of it”) – at the risk to strengthen suspicions. It is a subtitle difference, but it worked very well! Many people reported they learnt they have to “look forward. This approach was very powerful in helping people to overcome issues, rather
than digging into them. Staff also highlighted, in the revision of this report, that the “short duration of the projects also acted as a crucial factor in not having a systematic plan towards addressing some risks such as drought, floods, and roaming animals”. It is important that donors remind the importance of doing so and add incentives to this end.

Problem solving
Sometimes it is better to bring risk in the open and confront it. Only then, solutions can be defined.

Risk identification
Risk assessment is an important component of resilience building. Threats need to be identified and tackled. But to what extent “threats and risk” should be in the limelight?

Appreciative risk reduction.
In some cases, stressing “threats” might be counterproductive. A vision of “what a risk-free future looks like” might be more inspirational. Such positive vision might also help to diffuse unhealthy dynamics – rather than overstressing them.

Proposals / reporting can be an opportunity to reinstate the importance of risk analysis. Risk assessment is already a component of SMC proposals, but the focus tended to be on generic risk beyond control (i.e. what the Hivos guide to the theory of change would define “Assumptions related to conditions for and quality of implementation” – which are gauged less critical for theories of change: they are obvious, but little actionable). The assumptions that matters help to explore the “black box” that goes from outputs to outcomes (What can support or hinder change?), which could be controlled and addressed with adaptive management.

What was learnt about risk?

- Risk matters. “Minor” threats might have a major impact. Organizations need to strengthen their capacity to diverse factors of risk, through diverse capacities.
- Risk might be tackled with appreciative approaches.
- Risk analysis should shift from “external conditions beyond control” to risk which can be tackled. And both organizations need to expand their awareness of and capacities to tackle diverse risks (amongst them Gender Based Violence need to be flagged out).
- Build a culture of risk awareness. Helping communities to appreciate and anticipate risk, should be part of the empowerment process. A culture of risk management is very important asset to strengthen also independent community initiatives.
**Resilience Capitals**

Interventions contributed to improve capitals available to strengthen resilience. This section looks at:

- What capitals were increased – and how
- How capitals interacted

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<thead>
<tr>
<th>Human</th>
<th>Social</th>
<th>Financial</th>
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<tbody>
<tr>
<td>Natural</td>
<td>Institutional</td>
<td>Physical</td>
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**Financial capital**

Interventions by IAS and ADRA contributed to strengthen financial capitals. IAS worked directly on the generation of financial capital, through the **setup of VSLA groups**. The very **limited saving capacity** was boosted through a **revolving fund**. Such arrangement was key to ensure meaningful investments; the saving capacity of people (limited often to what they could gain by fasting and selling part of their food rations) would – alone – have been insufficient to achieve tangible results.

It is also important to recognize that generation of **financial capital might not all go into investments**: people have also many needs to satisfy – and schooling is a main one. Education is, of course a long-term investment in human capital, but also one which can stifle the potential for immediate self-reliance. We witnessed how young people are determined to achieve both. Several members of youth groups – even unaccompanied minors – decided to invest earning in school fees. We often encountered **strong link of financial capital with the desire to improve human one.**

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**Half for ingredients, half for school**

Esther Sadia - Member of Salama Savings group - Ocea (IAS)

Her first loan, 100,000, went: half for her business (getting ingredients to cook food); half to pay school fees (adding another 30,000 she had already saved).

[https://youtu.be/WRodgzMa2DA](https://youtu.be/WRodgzMa2DA)

**Business helps me**

Dawa Marita - Member of Salama Savings group - Ocea (IAS)

Her business at the market helps her to get better food for the children, to pay for medical care and for school fees.

[https://youtu.be/W37krjXiOtQ](https://youtu.be/W37krjXiOtQ)

**Idle children now enrolled**

Beautrice Pita Micheal - Member Saving Groups - Ofia 5 (IAS)

Her children were staying at home, idle. And she could not feed them. Since she joined the VSLA, they enrolled in school

[https://youtu.be/PhPS_Oh1BZE](https://youtu.be/PhPS_Oh1BZE)
I am the family head
Kunda Tijane - Member of Shambi Youth group - Ocea (IAS)
He is the family head. He managed to borrow money from IAS to get goats (he is now a butcher).
And with his business he can pay the school fees for his two younger brothers - in primary and secondary school.
https://youtu.be/vrTlBGH9Hso

Sugar for school fees
Kuku Osman - Member of Shambi Youth group - Ocea (IAS)
He is alone: the only one in his family. To support his studies, he got a loan from the IAS supported group. He can now sell sugar to pay his school fees.
https://youtu.be/pp3bI0_dRMk

The setup of VSLA at the early stages of an emergency was an impressive achievement. As one staff put it “when organizations were handing over cash, we had set a revolving fund”. This had boosted self-reliance without generating dependency. VSLA groups sustained and increased their budgets.

3 years and growing!
Madira Noel, Tamara Hadja & Kiden Esther - Secretary Salama Savings group - Ocea (IAS)
They show the progress of their saving group. From 13.4 million in 2015 to at least 25 million 2017
https://youtu.be/7G1zYzNqS8I

Other IAS groups (youth / soap making groups) also generated incomes, through a combination of saving/loans and support to business generation. ADRA is also starting to promote income generation by groups through its briquette production.
ADRA interventions in schools had not been focused on provision of financial capital. It was however interesting to see that the more business-oriented managers started to invest some of their school farm production to generate income, as a way to further diversify their resources - i.e. to be able to acquire diverse food or to also get some money for needed investments, such as school houses [↩Diversity (and flexibility)]. This suggest that ADRA/IAS could help less business minded institutions to also achieve this – a challenge of course being the short duration of the projects.

Our plans to make soap
Opirale George - PTA Chairperson - Odohu (IAS)
SMC/PTA started to discuss about producing liquid soap not only for school needs, but also for income generation. They want to be independent, and not to beg.
https://youtu.be/svOgY3D348A

Generation of financial capital is strongly linked to work on other capitals. Both ADRA and IAS emphasized how financial capital links into human capital (sensitization, provision of training skills, motivation) and social/institutional (setup of groups, strengthening of local institutions such as PTA/SMC). In a virtuous circle, generation of financial capital – by stronger groups and stronger individuals – also increased the motivation of people in improving “soft” components: learn, working together. The short timeframe of the projects, however, does not allow ADRA/IAS to tap into the virtuous circle [↩Developmental relief]: for example, in helping people to diversify their business, or to promote joint ventures. The potential of financial capital is lost if capital is always reinvested in activities with little return. More business minded people are already aware of this, but not everyone.

Small businesses compete for clients
Tamara Hadja - member Salama Savings group - Ocea (IAS)
In the markets, many people are selling the same goods: they are likely to have less customers.
https://youtu.be/86XZJR3VrPKw
Houses for rental
Lucy Alomu - Member of Salama Savings group - Oceo (IAS)
With money earned from her business at the market, she managed to build some small houses for rental. This income is making her life easier!
[Video link]

Capital is circulated rapidly. The definition of “savings and loans” conceals how the groups have actually – for most time – no money in their box: it is all circulated and reinvested, and the group gains on the interest. It is only at the end of the yearly cycle that money returns back in the box. Groups are not worried with having large amounts sitting in the box, but it might become a security issue to deal with at the end of the cycle. Some people managed to actually also start saving money within the formal financial system. As the volume of saving grows, linkages with the formal system might be considered.

I opened a bank account
Rose Anzuki Augustine - Member of Saving Groups - Ofia 5 (IAS)
She did not know how to make savings. Now she even opened a bank account!
[Video link]

What was learnt about financial capital?
- Financial capital might be locked by existing needs (e.g. education). If the “need threshold” is not overcome, it will not be possible to mobilize it for investments. The cash boost was effective in this.
- Financial capital has important synergies with human / social / institutional ones: saving groups can start virtuous circles linking them. A longer intervention timeframe might strengthen interaction.
- Saving and loans groups proved to be very dynamic “shared investment pools”: they helped to boost local economy.
- Considering how money is reinvested matters. Business minded people already diversify their options, but more emphasis should be given in supporting alternatives and joint ventures.

Natural capital
Both ADRA and IAS were aware of the impact of refugees on natural capital (e.g. increased demand for natural resources, deforestation) and sought to augment it. They clearly saw natural capital as a key one, with strong link and potential to work with other ones (see for example briquette making by ADRA).

Firewood for cooking
Nyareth Marko - Secretary Young Farmers Club, P.5 - Boroli (ADRA)
Sometimes pupils are asked to bring firewood for cooking. It is hard to find, because of the overpopulation
[Video link]

In the communities where ADRA worked, people volunteered to plant new trees, provided by the organization. In two villages, the task was further supported by the setup of a greenhouse (see physical capital). In a community where IAS worked, SMT and PTA themselves raised funds to buy seedlings: an impressive case of environmental sensitization.

Our tree planting
Ocimati Martine, Ayikoru Dorothy, Oriwale George - PTA/SMC members - Odohu (IAS)
They planted trees with the funds raised from community and explain the rationale for doing so.
[Video link]

Tree planting, however, was often not successful, for mixed reasons. They included: damage by stray animals and pests, late plantation, adverse climatic conditions, floods. In one case, a newly planted tree garden was uprooted by a tractor – clearing land for another NGO project (see more in the blog, for example here). With few exceptions, overall tree planting was often unsuccessful, and better strategies (seasonal consideration, stronger risk management / monitoring and follow up) need to be devised.
The trees we planted are no more
Abraham Ajak - Primary Six (P.6 A) pupil - Mangula (ADRA)
The school children planted trees. But some were eaten by stray animals. Others were uprooted by a tractor clearing a field.
https://youtu.be/IU3EdEIKX_s

A failed orchard
Cinya Simon Marino - Volunteer Teacher & member Water User Committee - Miniki (ADRA)
They planted many fruit trees, but they did not grow. Some were damaged by the stray animals, some by the termites. Also, they were planted late.
https://youtu.be/45tkKA4aMP4

What was learnt about natural capital?
- The importance of natural capital was appreciated by the people and groups we encountered, but interventions had mixed results: more research should go on how to better protect investment in natural capitals.
- The briquettes making venture initiated by ADRA seek to both protect existing natural capital and maximize use of organic waste. But it needs to work more in synergies with other uses of natural resources (production of local salt, fertilizing)

Physical capital
Provision of physical capital was varied, ranging from latrines to greenhouse. The physical capitals provided were never just a handout: they were always integrated in broader packages. And we found them mostly in use and maintained. This section focuses on some key physical capitals which are of interest when looking at interconnections of activities.

Both ADRA and IAS invested in water infrastructures: solar powered water system by ADRA and boreholes + head pumps by IAS. The quality of the work was appreciated by users and local institutions. Most infrastructures were still in place and working and were looked after by committees (see -> social capital). In some cases, they have been handed over to other organizations – which provided maintenance or further improvements. Some minor issues were found: for example, poor drainage systems [= The 3Rs approach (recharge, retain, reuse)]. One well by IAS collapsed and could not be repaired, despite many attempts. Staff - as well as the water focal point explained how this was an inherent limitation of non-mechanized wells when the water table is deep: the weight of the pipes themselves increases risk of damage. Fortunately, by the time it happened, another water system had been put in place by UNICEF in the same area – so disruptions were not major. There is now a trend to mechanization: ADRA shifted to motorized wells. And the wells built by IAS are now handed over and mechanized.

What lead to the highest yielding wells
Obitré Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)
Out of all the WASH partners in the district, IAS built the higher yielding wells. This because: 1) they collaborated with the government, who knows the area; 2) went for the best service providers.
https://youtu.be/neFtkKMZBuo

As part of the school feeding programme, some schools received – beyond the standard plants / stove / pots – also a greenhouse. Such a structure has a lot of potential, but it was not always harvested. One school saw such potential: it is planning to use the greenhouse for raising seedlings to sell (increasing school income), as an education lab (where children – in particular environmental club members - can learn how to plant seedlings), as an opportunity to generate natural capital (distributing seedlings for students to plant). Not all this was perfectly executed (for example, several trees planted where eaten by animals), but we could clearly see that the greenhouse had initiated sustained action. Another school was less apt to mobilize the potential, despite attempts by ADRA to link the greenhouse to a youth club, to create an income generating opportunity: it never materialized, and nearby youth, keen to use this resource, were not able to do so [= Equity]. Seedlings were not produced, for lack of bags (aggravated by lack of recycling and of guidance on
locally available alternatives) This was probably one of such cases where a small investment in follow up might have reignited action.

**An award we are capitalizing on**

*Akomi Ermin - Head Teacher - Alere (ADRA)*
The project did not give greenhouses to all schools. They won it because they were number one in performance. The greenhouse is now a source of knowledge, and a source of income for the school: some of the seedlings produced are sold outside.

https://youtu.be/TrO0uSOu5As

**Greenhouse**

*Etulik Emmanuel - Teacher and Patron Young Farmers Club - Boroli (ADRA)*
Children learn in the greenhouse how to produce seedlings. But there has not been production for the past two months, for lack of bags.

https://youtu.be/ab39ur_GsIk

**Bags recycling**

*Sseruja Mathias - Program Manager ADRA - Boroli (ADRA)*
Recycling bags would be better for the environment… and to have more seedlings!

https://youtu.be/STqdKhbZo

ADRA promoted the use of energy **saving stoves**. It provided large ones (and related utensils) for the school feeding programmes. They were appreciated and in use. Minor issues to consider are the size (deemed insufficient by one school) and options to fix them when malfunctioning [⇐Risk proof interventions]. ADRA also provided training and support to individuals to build individual ones – an idea which was also promoted by other organizations active locally).

ADRA also started to test **machineries for making briquettes**. It will be illustrated later on in the report that they have a lot of potential, which had not yet fully tapped in.

**My stove**

*Koiiki Stella - Member of the Youth in the Greenhouse farming - Boroli (ADRA)*
She shows the energy saving cooking stove built after a training and explains why she likes it.

https://youtu.be/gear7Gy2UEA

**Energy saving stoves**

*Akomi Ermin - Head Teacher - Alere (ADRA)*
The food stoves given by ADRA are very useful in saving firewood. The idea is spreading in the community [Note: energy efficient stoves are now promoted also by other organizations]

https://youtu.be/Hit6G8a0nSU

**A bigger stove is needed**

*Akuti Natal Diamundia - Head Teacher - Mungula (ADRA)*
The stove provided by the project was not big enough to cook food for all children in school.

https://youtu.be/MzMaVhV-4qE

IAS provided schools / youth groups with ingredients for **liquid soap**. We observed that the activity is still ongoing and now groups / schools are able to buy their own ingredients – even if their budget is really limited

**Diluted soap**

*Atiku Isaac - Maths Teacher - Odolu (IAS)*
They are happy about the soap training and they continued to do soap. But they do not have much money, to buy the chemicals. So, they dilute the soap a lot when using it.

https://youtu.be/HgypJgcY69s
Small equipment that made a difference is the provision of **sport materials**. It strongly links to physical wellbeing and with the generation of social capital: playing football together helped people to build relations.

I did not know how to play football

*Morro James Muga deo - Member Yole Savings group - Ofua 5 (LAS)*

He did not know how to play football in South Sudan. Now he learnt and made many friends through it

https://youtu.be/uWRgdJ51lM

Other physical features that could improve the programmes (as well as diminishing risk – for example of contamination) were:

- **Storage rooms** for food: not always spaces were suitable. One school was in the process of spraying its own, against bats. We did not check if other storage rooms were up to standards.

  Storage room.
  *Amaza Martine - Head Teacher - Miniki (ADRA)*
  
  Storage is an issue: they have no proper storage room. In the current one there are bats, and they just had to call someone to spray and clean it.
  
  https://youtu.be/BETFtL45t0

- **Fencing**: most communities mentioned the importance of fencing to protect farms and demo gardens. When it was provided, it was also used beyond the programme. Given the importance of fencing for reducing risk of animals – but also the cost involved, it could be worthwhile to look local alternatives (e.g. use of bushes, local materials, etc).

  Having a fenced area helped to set a demo garden
  *Bungu Mohammed - Vice Chairperson SMC - Mungula (ADRA)*
  
  He shows an area fenced by ADRA, to grow cassava. It is now used by an ACf project: a demo garden. Having a fence available was key to use the land: if not, stray animals would have damaged the garden.
  
  https://youtu.be/yve3cmQZgHY

- **Teacher houses.** A need that was not directly covered by the project – but was certainly very important was schools, where teacher houses. Due to the influx of refugees, schools are now enrolling new teachers, coming from far away locations. It is often hard to find convenient locations for them, and some ended up sleeping in tents or in the school facilities themselves. Some committees therefore decided to invest incomes from school farming in building teachers’ homes, even when this meant that feeding would be insufficient.

  We used Cassava money to build Teachers houses
  *Richard Iranya Morris - SMC member - Boroli (ADRA)*
  
  He explains why PTA/SMC decided to build a teacher house with the cassava money.
  
  https://youtu.be/Tgu5jN7WJ2s

  Teachers’ houses or food?
  *Odendi Micheal - SMC Chairperson - Boroli (ADRA)*
  
  He explains why SMC/PTA invested money from cassava sales on teachers houses - rather than school feeding
  
  https://youtu.be/yjiFyibJMTA

Land is another key physical capital – in particular for school farming. In some cases, it was possible to use land that the school already owned. But as farms needed to expand – or to be set in more suitable areas (e.g. not prone to flooding)- schools had to borrow land from private owners. Until now it was not an issue to get
land: owners appear to be happy to lend their land when they see the benefit of the programme, and school overall confident about their capacity to lobby for it or to find alternatives.

Parents gave us land for farming
Amaza Martine - Head Teacher - Miniki (ADRA)
The school is extending its fields: people are willing to give land to the school because they have seen the benefit of the programme. For example, the green grams field was given for free by a parent.
https://youtu.be/hjYhec5UaPM

Land is not a challenge for the programme
Dumba David Lawrence - Head Teacher - Bidibidi (ADRA)
The land for school farming is given by nationals, who also send their children to this school. He does not feel that land will be an issue, if parents see the benefits.
https://youtu.be/X7HSRgdPhFo

We also observed that people started to build their own infrastructures and/or invest their financial capital in hard assets. It seems that these investments had mainly happened of their own initiatives. To what extent organizations could help promoting effective modalities of investment?

A new butchery
Juma James Moses - Refugee Welfare Council Chairperson 1 - Ofua 5 (IAS)
He sees progress for the VSLAs. One has set a butchery. They even built a shop for it. Now people can get meat in the village, before they had to go out to find it.
https://youtu.be/xU4HsddKsGQ

What was learnt about physical capital?
- The physical capital provided was never a handout: it was integrated in broader activities. This helped continued use and maintenance.
- When physical infrastructure was provided (e.g. Water systems), it was of good quality, and was well maintained: linking provision of physical capital with creation of local institutions was instrumental to this.
- Projects encouraged communities to mobilize underused physical capital. Local institutions were able to negotiate use also when it was in private hands. A case in point is land: local land owners willing to share it as they saw the positive impact it had on the wellbeing of children.
- Some resources (e.g. a greenhouse, the briquette making machine) have a great potential to unlock mobilizations of other capitals. But, untapping it, would require strengthening “system thinking” and looking at the whole chain of actions and interventions linked to them.

Human capital
The programme helped to use existing human capital, providing the space and resources to do so. For example, the support given to school to introduce the feeding programme, enabled already very entrepreneurial school managers to sustain their activities. But this also applied to refugees in camps: many had knowledge, potential just waiting to be unleashed and supported.

The “what to do” sickness
Babu Bosco - Youth Drama Group - Ofua 3 (IAS)
Youth had the “what to do” sickness. It was overcome after the training: they formed a drama group, and dealt with varied topic (sanitation, gender violence)
https://youtu.be/P6umicLD6Hc
I was even thinking of going back.
David Patrick - Canan liquid Soap making - Ofua 3 (IAS)
When he arrived here, life was so difficult. He was even thinking of going back to South Sudan. After attending the soap training, life become fantastic. Now he can sell, he can enjoy his life.
https://youtu.be/mRA4bBLu7Zk

The projects of ADRA and IAS also changed people, and to impressive extents. We encountered people who overcome trauma, death, fear. Who adapted behaviours. Who challenged social norms and previous habits. It is important to highlight that the changes tracked resulted from open questions (“what changes the programme made that are important to you?), not “yes/no” ones – whereby respondents are prompted and more likely to guess what the evaluators want to hear! (“do you still do open defecation?”).

Human capital was increased through different means:

- **trainings** (e.g. training for teachers in supporting school clubs – and follow up activities with children in schools; trainings for VSLA members on savings, on income generating activities, etc…). They were useful to share know-how which was indeed applied within projects and beyond.
- **ongoing motivation and interaction.** IAS, in particular, strengthened investment in human capital through continued, and often “one to one” relationships, as staff was often living within the community. This modality proved very effective, but also harder to track and show, as it is an ongoing commitment rather than a time bound activity.

Helping IAS to reside within the community.
Jonathan Matata - Assistant settlement commandant, OPM - Yoro base (IAS)
IAS really engages with communities. The beneficiaries are brought together, empowered, trained to do their own activities. He participated to some activities (e.g. the distribution of medic kits) and interacted with the communities: he saw that they are empowered and can sustain efforts. IAS staff also want to be close to the community. The OPM helped them to do so: they provided them a tent, so that they can reside in a newly established zone, without commuting from outside. This enhanced proximity with people.
https://youtu.be/25tsGIIdk-54

People appreciated, in particular, interactive modalities of information sharing.

Hygiene song
Primary 6 pupils - Mangula (ADRA)
A song about hygiene
https://youtu.be/uXz6ssFLjIA

Practical methods for sensitization in schools
Babua Lydia - Senior Woman Teacher - Odobu (IAS)
IAS is sensitizing inside the schools (whilst other organizations are active outside). She likes how IAS does sensitizations: with very practical methods that really changed parents.
https://youtu.be/cSexbYCeSmA

What we like about IAS
Asibazuy Judith, Asizua Agnes, Peter Machatuwo & Adieu Aliza - Vice Chairperson, member, Vice Chairperson, Chairperson & Member School Health Club - Odobu (IAS)
They explain what they liked about the way of working of IAS
https://youtu.be/O1-q2sGtERc

Drama
Youth group - Ofua 3 (IAS)
Youth group members play a drama about sanitation (about the family of a boy who dies of cholera)
https://youtu.be/HvypqL3v3YY - https://youtu.be/g0HxWAK1FO8
Facets of human capital increases
The evaluation could identify many diverse facets of human capital increases. And see how they were closely linked to increase of other capitals.
Note: it is not possible to determine how widespread are they. Future programme should try to track more adoptions of new behaviours and practices (for example, starting from these easier to check, such as tree planting). This type of monitoring should not be directed at “calculating indicators”, but rather at motivating communities to emulate good practices, socializing improvements of human capitals. (e.g. “we are a community which planted # trees”)

- **Overcoming deep trauma** – often in connection to more participation to social activities.

  **Overcoming trauma**
  Luka Babaloduru - Member Saving Groups - Ofua 5 (IAS)
  Joining the activities of IAS helped him to overcome his trauma. He has left all his children behind in South Sudan.

  **Recovering from trauma**
  Charity Kojo - Member Yole Savings group - Ofua 5 (IAS)
  She left some of her children behind when coming here. She was alone, traumatized and got sick. Now, by joining the IAS trainings, she overcame that. She is focusing on the younger children who are with her.
  [https://youtu.be/oLuQ0lHv87c](https://youtu.be/oLuQ0lHv87c)

- **Skills** – in particular farming / production ones leading to better production and or earning. This was particularly important for these tribes who had to change their livelihoods – from animal husbandry to farming. We observed that children were willing to be ambassadors of such information to their own families.

  **Better practices, more income**
  Abio Jusphine - SCM member - Alere (ADRA)
  She thanks ADRA for the knowledge provided. Better farming techniques (seeding in a line, weeding timely) increased their earnings. Now they can even buy goats!
  [https://youtu.be/UFFwzHt97j4](https://youtu.be/UFFwzHt97j4)

  **Teaching Dinkas to farm**
  Akomi Ermin - Head Teacher - Alere (ADRA)
  Dinkas came to Uganda with no knowledge of managing gardens. In the school gardens, Dinka children were uprooting potatoes!
  [https://youtu.be/P4To5yX72E4](https://youtu.be/P4To5yX72E4)

  **What we taught to our parents**
  Isaac John, Anzoa Sharon & Edward Elia - P.5 and P.6 pupils - Boroli (ADRA)
  Members of the farming club tell what they taught their parents: how to grow trees, plant rice, plant in a row.
  [https://youtu.be/IE0N6AjJ2B0](https://youtu.be/IE0N6AjJ2B0)

  **How we make liquid soap**
  Asizua Agnes - Vice Chairperson School health club - Odobu (IAS)
  She explains how they make liquid soap
  [https://youtu.be/EI5sL3m5W_k](https://youtu.be/EI5sL3m5W_k)

- **More awareness, changed behaviours**, relating to challenging topics (open defecation or hygiene practices) -> linking with sanitation which in turns helps to improve health as human capital)
From open defecation to latrines

Torupia Ajio - Member Saving Groups - Ofuo 5 (IAS)
She used to defecate in the open, now she has and uses a latrine.
https://youtu.be/-M7OUK-7324

Talking about hygiene

Susan Poni - P4 student - Odobu (IAS)
She describes good practices for girls’ hygiene, as shared in the school.
https://youtu.be/N7nXc21vFA

Training in menstrual hygiene

Juma James Moses - Refugee Welfare Council Chairperson 1 - Ofuo 5 (IAS)
Girls have been trained in menstrual hygiene and on how to make their recyclable pads. It is a simple measure that impacts a lot on girls’ health in the community.
https://youtu.be/uLSgFQdEz1s

Cleaning was a punishment

Babua Lydia - Senior Woman Teacher - Odobu (IAS)
Before IAS sensitization, cleaning was considered a punishment. Now cleaning is part of hygiene and sanitation.
https://youtu.be/DAeVcO_tr7Y

People used to defecate in the school compound

Atiku Isaac - Maths Teacher - Odobu (IAS)
He is a teacher who was deployed to this area following the influx. When he arrived, the refugees in this community did not know anything about hygiene. They were even defecating in the compound. After the sensitization work, things improved.
https://youtu.be/sPLzLyrgfx8

• New knowledge on environmental practices - and willingness to apply it. Some of such knowledge (e.g. discovering the nutritional value of fruit) might seem surprising. It indicates how that fresh knowledge might be unevaluable in unlocking the potential of existing but underused resources, for examples relating to food and diet.

We discovered fruit!

Ojaba Maurine - SMC member - Boroli (ADRA)
She learnt from the project that fruits are a source of food during dry season.
https://youtu.be/komEMcrIh-w

I learnt how to plant trees

Kasara Irene - Member of the school environment club - Alere (ADRA)
She explains how, by being a member of the Environment Club, she learnt how to plant trees. Students can now teach their parents how to grow fruits.
https://youtu.be/9duNsrS2DDU

The tree I planted at home

Sorowa Augustine - Primary Seven (P.7) pupil - Alere (ADRA)
He shows the tree he planted at home - after learning how to do it in the school club. He does not know if other children also planted trees.
https://youtu.be/v2AChi3XGrE
From school gardens to home

Eimani Irene - Wife to Youth member of the Green farming learners - Boroli (ADRA)
She planted trees and cassava at home, after participating in school farming
https://youtu.be/hV-arQ6v4k

- Acquired **self-confidence**, and **capacity to interact with others** (leading to better social capital). This was achieved in many diverse ways: for example, inviting people to participate gradually in group activities, using sport as an aggregator… etc. This strongly links with the building of social capital, to be analysed in the next point.

I can talk!

Rejina Saima Micheal - Member Saving Groups - Ofua 5 (IAS)
She used to be shy and unable to talk in public. She overcome her fears. Now she can answer and ask questions
https://youtu.be/SVQom_ZL92c

I used not to have proper clothes

Kennedy Peter Elinia - Member Saving Groups - Ofua 5 (IAS)
He did not care about clothes, he would not have decent ones. Now he changed!
https://youtu.be/UZK2zbwe03Y

What I would say to a boy

Asizua Agnes - Vice Chairperson School Health Club - Odohu (IAS)
She confidently shows what she would tell a boy making problems to girls menstruating
https://youtu.be/qnrRbwp6eZM

- **Physical strength / health**
Better diet (because of school feeding, home gardens, investment of income) and of better sanitation (e.g. reduction of open defecation, availability of water and latrines) have obvious impact on physical health. It was highlighted how this, in turn had also helped people to improve their capacities and performance, for example, in schools.

When the stomach is empty, the brain is also empty

Bungu Mohammed - Vice Chairperson SMC - Mangula (ADRA)
He feels that the school programme had a positive effect on child performance. (The school was very successful last year: better marks were achieved)
https://youtu.be/W2vZM9vzwm0

What was learnt about human capital?

- There are diverse facets of human capital. Projects helped to strengthen people **physically** (better food, better sanitation). They also impacted on their knowledge, attitudes, practices.
- Creating **enabling environments to unleash existing human capital** (rather than assuming that people were ill equipped / little knowable) proved very important. Both projects could tap into entrepreneurship, willingness to act of people – which was limited by lack of other capitals. Both ADRA and IAS dealt with people affected by the crisis as active rather than passive ones. Believing in people paid off.
- Active, hands-on practices, dynamic communication were very important in strengthening communication, training, engagement.
- One very powerful way to increase human capital were **ongoing relations within communities.** It is worth emphasizing it as it goes against common trends in aid: 1) to cut on staff, and to focus on time bound activities and well-defined actions; 2) to move staff away from communities (most organizations in Rhino camp chose to commute daily, whilst IAS staff chose to reside in the villages where they work)
Social

Both organizations invested considerably into strengthening existing local groups / institutions (e.g. SMC/PTAs, school clubs) or in forming new ones (e.g. VSLA, youth groups, briquette making groups). Group formation and support was often the linchpin of interventions. This mattered because:

- people **arriving in Uganda as refugees** - were isolated. Families were separated, supporting institution (e.g. traditional ones) were now absent. The people we met now feel **integrated in the newly formed communities**. This, in turn strengthened human capital. It helped them to overcome trauma and feeling supported.

  **Savings brought us together**

  *Lucy Aloma - Member of Salama Savings group - Ocea (IAS)*

  There are many single women coming from South Sudan. Being in a group gave them strength, and the possibility to console each other.

  [https://youtu.be/HRg1WSwEUN0](https://youtu.be/HRg1WSwEUN0)

  **I would not interact with anyone.**

  *Andu Kennedy Bosco - Member Mentundi Savings group - Ofua 5 (IAS)*

  When he reached here, he would not interact with anyone. He now joined a group and he is ok.

  [https://youtu.be/pUrfamyORc](https://youtu.be/pUrfamyORc)

  **Everybody in the community now knows me**

  *David Bidal Isaiah - Member Saving Groups - Ofua 5 (IAS)*

  He had no friends when he arrived here. Now, because of the work he does for the butchery business (established by his VSLA), he met many people, all over the place. Everybody in the community now knows him!

  [https://youtu.be/NXVZsfU-Djc](https://youtu.be/NXVZsfU-Djc)

- social capital translated into the generation of **safety nets and mutual support mechanisms**. This was very visible, for example, in the VSLA groups. People reported how groups helped them to cushion from external threats, acquire confidence and strengths. Which is the essence of “psychosocial” support.

- Social capital also translated in **revolving financial capital** (joint savings) and entrepreneurship. In some cases, savings were also invested as a group, but this did not happen very often. Exploring the possibility of joint ventures by people might be an area worth strengthening. It happened, as shown below, but to a limited degree. It would allow people to engage in activities which require more initial capital / equipment but could boost and strengthen local economy more than many dispersed micro-activities.

  **The group loan helped us to run a pharmacy**

  *Madira Noel - Secretary Salama Savings group - Ocea (IAS)*

  He had health training in Sudan. So, he applied for a loan with the saving group to establish a pharmacy shop, together with two other group members. His business partners now have another job, so he is managing the shop alone.

  [https://youtu.be/vxyP45-py0n0](https://youtu.be/vxyP45-py0n0)

  **Our butchery**

  *Charity Kojo - Member Yole Savings group - Ofua 5 (IAS)*

  They started by buying goats, now they buy cows. The house behind is the new shop for the butchery! Their savings and loan group made big progress.

  [https://youtu.be/V_VBWGk5qXg](https://youtu.be/V_VBWGk5qXg)

- there was a big **risk of division and conflict** [see ➔Conflict]. Group support helped to bring together diverse groups: different tribes; refugees and host communities. Barriers had to be
overcome, potential tensions dissolved. Bringing people to work together (e.g. in managing SMT/PTAs; in school farming) helped to mitigate risk of conflict and make communities more cohesive. As already highlighted [⇒ Risk awareness: opportunities and challenges], this was tackled with an appreciative approach, helping to positively engage with others by doing things together: working, playing.

**Bringing the refugees into SMC/PTA**

*Ayikoru Dorothy - PTA Secretary - Odohu (IAS)*

As a local member of the PTA, she recalls that it was difficult to interact with the refugees: because of language, because of their fear. After sensitizations, they started joining and interacting.

[https://youtu.be/OGeRQNMlpcc](https://youtu.be/OGeRQNMlpcc)

**Soap for fees... and for football**

*Kuku Osman - Member of Shambi Youth group - Ocea (IAS)*

The money that was made from soap was used for school fees, but also to participate in a football tournament, involving many tribes in the district.

[https://youtu.be/fBVWSjMWUSs](https://youtu.be/fBVWSjMWUSs)

**Social capitals: beyond the groups**

Programme coverage was increased as group members managed to reach out - mobilizing people outside their groups. It was of course harder to involve the broader communities (for example, when SMC/PTA had to involve parents). Some freeriding was encountered, but overall group seemed to be confident about their capacity to mobilize, and they had put in place different strategies to do so. Freeriding should, however, never be underestimated, as it is one of the most powerful predictor of challenges in sustainability.

**Mobilization to fence the water point**

*Bungu Mohammed - Vice Chairperson SMC - Mungula (ADRA)*

They are trying to mobilize people to fence the water point, to prevent contamination from animals.

[https://youtu.be/7ypEUAZN-o](https://youtu.be/7ypEUAZN-o)

**ADRA gave the pots, parents the plates**

*Akuti Natal Diamundia - Head Teacher - Mungula (ADRA)*

In the school kitchen, he shows the cooking utensils ADRA supplied. He also shows the plates and cups that parents contributed to support the feeding programme.

[https://youtu.be/oJngXjRUAQA](https://youtu.be/oJngXjRUAQA)

**Persuading these who do not engage**

*Dumba David Lawrence - Head Teacher - Bidibidi (ADRA)*

It is important to involve the parents, but not all are willing to come and support. The school will try to explain to them the importance of involvement. Hopefully, they will then all move together.

[https://youtu.be/QLSkTDwZ0zE](https://youtu.be/QLSkTDwZ0zE)

**The benefit of cassava will persuade parents to work**

*Dumba David Lawrence - Head Teacher - Bidibidi (ADRA)*

Cassava will be ready between March and April and will feed the children for the next two terms. This will retain children in school. When they run out of cassava, they will substitute it with maize. He is confident that, as parents see the impact of the cassava, they will be more willing to engage in supporting the farming activities.

[https://youtu.be/g9UqPNiXjfc](https://youtu.be/g9UqPNiXjfc)

**How to force unwilling parents to work?**

*Kuliki Beautrice - A teacher for Primary three (P.3) English Teacher, Focal point person for the project - Mungula (ADRA)*

Not all parents are willing to contribute to the programme, with voluntary work. When they do not show up, their children are sent back home: to call parents for work. Teachers do not like doing it, but they have no other option.

[https://youtu.be/EkTmc6SBjc](https://youtu.be/EkTmc6SBjc)
• Some groups feel that they have a **social responsibility towards their community**. IAS in particular was careful to avoid that groups members isolated themselves from the community. They also promoted strongly the idea that groups increasing their well-being had a duty to give back. We did find cases of volunteering and mutual support, whereby groups gain respects in assisting others. This mitigated the risk that IAS work – focusing often on involving the “early adopters” – left people who had not the inclination / possibility to join groups behind. And it helped to increase coverage.

**They respect us as elders**
Lucy Aloma - Member of Salama Savings group - Ocea (IAS)
People in the community respect the saving group as they respect elders. And the group is counselling people. For example, on how to look after their children (especially these going to video halls at night). They also encourage the youth to avoid negative peer influence.
https://youtu.be/g9Tc7cZ_S8g

**Volunteering**
Chichia Said - Member of Shambi Youth group - Ocea (IAS)
They are doing volunteering work for their own communities. They helped widows to build homes. And they helped to clean facilities in the refugee reception centre, when the influx was high.
https://youtu.be/D4e_cX_qcrg

**Three days for a latrine**
Kennedy Alafi - Youth Drama Group - Ofua 3 (IAS)
They volunteer to help vulnerable women. They try to work as fast as they can, so that they can get their latrines as soon as possible
https://youtu.be/j0J85KFTemQ

• Other interesting (yet undocumented!) mobilization related to the generation of **common resources** – beyond the school. One such example is the work done to improve a market place, engaging the people who set it up. This successful achievement indicates the value to look for other “commons” worth investing into.

**Improving the market place**
Kizito Henry - Community Development Officer (CDO) IAS - Ocea (IAS)
The market was not like this when IAS came! People were selling things on the ground. IAS sensitized them to make racks, to sell clean food to their communities.
https://youtu.be/C5429b_xkJc

**What was learnt about social capital?**
- Social capital can unlock other ones (e.g. human, financial). Projects managed to achieve such synergies. One area worth improving would be the generation of joint enterprises.
- Social capital is key in addressing risk of conflict. And this can be done in transformative, appreciative ways.
- Mobilization beyond the group is still hard to achieve, and the risk of free-riding always exist. Some mechanisms were already put in place to control it, but capacities to this end need to be improved.
- The emphasis on “social responsibility” was applied to the groups formed locally. This was important in unlocking options for mutual support within communities.
- **Commons** – set and managed through joint people action – can help to generate needed spaces for communities: for example, market creation. Opportunities to set commons could and should be explored.

**Institutional capital**
Institutions are normed structure, which governs the behaviours of individual and societies (ranging from families to government). This section highlights two dimensions of the work on institutional capital:

- **strengthening local institutions - delivering directly project activities.** The work done by ADRA and IAS with SMC/PTA and Water Management Committees cut across social and institutional
capital. It helped to bring people together and mobilize them, as discussed re: social capital. But it also helps to create a better governance to sustain change.

- **generating a more supportive institutional context.** The interventions of ADRA and IAS also helped to strengthen coordination with other external institutions – for example government bodies.

### Strengthening local institutions

A lot of work has gone and with good results, in strengthening local institutions such as SMC/PTA and school clubs. Both ADRA and IAS reported that, when they arrived, groups often existed “only on paper”. We could now meet strong and informed SMC/PTA”. There was clarity of roles, procedures in place. Training and support was given for better management and planning.

**Roles in the young farmers Club**

_Drama Bosco & Nyareth Marko - Chairperson & Secretary Young Farmers Club - Boroli (ADRA)_

The secretary and the chairman of the young farmers club explain their roles

[https://youtu.be/ADhTAx3s3q](https://youtu.be/ADhTAx3s3q)

**Collection of water fees**

_Amani Joseph - Refugee Welfare Council III - Arua (IAS)_

They have water users’ committees, and bylaws. They stipulate that some people are not supposed to pay (e.g. unaccompanied minors, elders, etc. – and the related criteria). There are also challenges in collecting the fees, which are resolved by a local court. For example, if people cannot pay, the court will look into their case. They might ask people to contribute some work, when they cannot pay.

[https://youtu.be/x6tuRtKiPWE](https://youtu.be/x6tuRtKiPWE)

**Water spilling over is cross-cutting!**

_Sseruja Mathias - Program manager ADRA_

Water spilling has been an issue both for ADRA and for this school. Involvement of Water management committees should help to rectify such issues.


- **Build ownership.** As they strengthened local institutions, both IAS and ADRA also ensured that they truly owned the programme. The two things go hand in hand. The most successful school feeding programme seemed to be these where SNC/PTA had committed to always “put it on the agenda”.

**Feeding programme is discussed in all our meetings.**

_Amaza Martine - Head Teacher - Miniki (ADRA)_

They feel the feeding programme is successful because it is now discussed in all their meetings. They plan together, they monitor achievements.

[https://youtu.be/0dSMVkKTrjQ](https://youtu.be/0dSMVkKTrjQ)

One framework that could further strengthen local institutions / commons are the “8 principles for managing commons”. They highlight options to prevent free-riding, and the principles which strengthen “commons”. Most of these principles understood and practiced by the organization, but not within a coherent framework for intervention.

**Strengthening connections with other institutions.**

This section explores the linkages of local action and groups with other existing institutions, in particular local government ones. Both ADRA and IAS had very strong ties with the local government and actors and ensured that their programmes could benefit from that. Several strategies were in place:

- **Building capacities of local group to access external institutions.** The IAS programme required VSLA to formally apply for the boost fund to the local authorities: to get clearance. The idea behind this was to demonstrate, in practice, how authorities are best approached. We noticed, however, that little was followed up. Some VSLA recently got in touch with local government representatives (for example, through the joint evaluation). They were told to get formalized – to better access government
support – but following the suggestions proved hard, for lack of practical information about the process

[What more could be done, with little]

**How we applied to get money from IAS**
*Madira Noel - Secretary Salama Savings group - Ocea (IAS)*
To get money from IAS they had to write to the local leader and to the OPM. Only then IAS granted the loan. (note: this process is set by IAS to ensure that local groups can learn how to engage with government authorities and apply for entitlements)

https://youtu.be/p16c3IO5Li1

**We want to be a CBO next year**
*Madira Noel - Secretary Salama Savings group - Ocea (IAS)*
They want to become a CBO next year, to access loans from the bank, funds from the government and from other NGOs

https://youtu.be/9I_qrV5XHZw

- **Involving external institution in overseeing activities.** Organizations ensured that local authorities were adequately informed of activities and could oversee them. Local refugees’ bodies were involved, for example, in overseeing VSLA. And participatory M&E processes [The participatory joint evaluation] were useful to promote involvement of government stakeholders beyond “coordination as usual”.

**Monitoring VSLAs**
*Juma James Moses - Refugee Welfare Council Chairperson 1 - Oftua 5 (IAS)*
In this village, there are several active VSLAs. He shows the related documentation, which he holds to monitor and support their activities. The files, one for each organization, include: vision; constitution; membership; minutes of the meetings carried out, etc.

https://youtu.be/Wb29Gcb4zoM

- **Getting support of government institutions.** Both organizations had strong and good relations with government officers, and effective collaboration. Interventions were discussed, solution found together. The government was also willing to provide staff to support technical work of IAS – an option, however, which they would not recommend stretching, as it is very demanding re: time and resource. As government representatives become aware of challenges, they seemed to be willing to find ways to overcome them (for example, how to best market the soap produced locally?). The challenge, however, remained the creation of spaces where communities and government representatives could meet. This happened, but not systematically [What more could be done, with little]

**A good choice of contract**
*Obitre Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)*
The effort by IAS to put more water points on the ground was hindered by the poor ground water potential. What helped them was the kind of contract they used (not by measurement, but lump sum)- and this was decided in consultation with the government. So, the cost of empty wells was paid by the drilling company, not by IAS

https://youtu.be/pyHHhOQn5bc

**Supervision of construction work.**
*Sigfred - District Focal Point Technical works - Arua (IAS)*
He - as a government technical staff - supervised the IAS construction projects. He suggests them to also employ some technical personnel, because the supervision by government staff might not be sufficient for needed and more continuous monitoring.

https://youtu.be/TeIYu-PJFKg
We are now looking into the branding issue

Obine Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)
When he interacted in the joint evaluation with the soap making group, he discovered that there was a branding issue. Their products then look inferior. As government, they are now taking action on this: seeking how to connect them and checking what are the financial implications.
https://youtu.be/S_ScegoQUpA

Getting support by extension workers was more challenging: some schools achieved it, not all. Yet this is very important to ensure sustainability of the projects.

Extension workers are helping us to grow rice.

Amaza Martine - Head Teacher - Miniki (ADRA)
When ADRA left, they had to sustain the programme. They started to grow other crops – such as rice -with the help of extension workers: they also created a demonstration field.
https://youtu.be/MXSgiryczYI

The Forestry Officer didn’t visit our tree garden

Ayikoru Dorothy - PTA Secretary - Odou (IAS)
They planted trees in the school but did not manage to get attention/support of the forest department extension workers. When the planting was successful, they got the visit of the sub county representatives.
https://youtu.be/sji63QsXCvY

Extension workers should be closer to people

Toko Swaibu - Deputy Resident District Commissioner - Arua (IAS)
The Joint Evaluation by IAS revealed that people faces challenges, e.g. animal diseases. The government realized that their extension workers should be closer to them.
https://youtu.be/wSWmaziwLHs

Water fees

Cinya Simon Marino - Volunteer Teacher & member Water User Committee - Miniki (ADRA)
The local water committee charges each household 2000 shillings. People using water for making bricks or for building pay more. Vulnerable people are not charged.
https://youtu.be/9CBWFbtlxZE

Strengthening accountability of grassroots institutions. This would be an area worth strengthening, because accountability of local institutions towards citizens remained poor. A couple of examples. A SMC/PTA association relied on collaboration with village leaders for mobilizing people – which also involved collecting fines when people do not turn up as expected: but they were not informed about the amount collected. In the same village, a tap of the water system broke. Local users were aware that local committees had a meeting about it, but they had not received any information on what was decided. Having seen the achievements in setting up groups and working with them of IAS and ADRA, further work on accountability is certainly within their reach, and needed.

Mobilization is done by the local leaders

Atube Williams - SMC member - Boroli (ADRA)
They use local leaders to mobilize people and manage fines. Yet don't know how much is collected.
https://youtu.be/NLN4gsi6tMU

What was decided?

Maridio Gloria - School drop out of P.5 - Boroli (ADRA)
When the tap in their neighbourhood broke, people stopped the leak. It now needs to be fixed, and she knows that a meeting about this took place. But she does not know what was decided.
https://youtu.be/BvZlMfEEx88
• **Engaging institutions, broadening their remit.** IAS brought together faith institutions, to strengthen their collaboration on conflict resolution. This was a very important step to create new institutional spaces to solve issues and conflicts – now that the traditional ones (families, relatives, traditional justice systems) have been disrupted. IAS could build on their presence in the communities - which allowed them to get in touch with local religious leaders. They of course also built on the appreciation of their staff of the importance of faith and religious institutions within communities, and on the recognition that they are, capable to bring together communities in times of displacement and crisis.

**Interfaith activities**

Mugisha James - Program Support manager IAS - Arua (IAS)

He describes the interfaith activity that IAS did, together with Union of churches. And how this can help to resolve conflicts.

https://youtu.be/_VDPa51kH1s and https://youtu.be/ccINqQn8AIQ

**Inter-church groups**

Juma James Moses - Refugee Welfare Council Chairperson 1 - Ofua 5 (IAS)

In this community, there are inter-church groups set up by IAS. They helped him a lot to mediate within the community and resolve conflicts. For example, when a man battered the wife, he might not have easily intervened as a government representative. But he could mobilize the inter-church group. In South Sudan, people could rely on their traditional setup (family, relatives), which they lack here. So, the inter-church really helps in achieving reconciliation.

https://youtu.be/OQMDBnHjCnM

**What was learnt about institutional capital?**

- Strengthening local institutions – such as SMC/PTA – mattered: they are now capable to govern and sustain the activities put in place.
- Coordination with the government can open further options for the people and groups supported by the government. Yet this is an area with untapped potential: linkages and connection could be further strengthened - which was not possible in the timeframe of an emergency project. [⇨ What more could be done, with little]
- Work on “non-government” institutions / refugees coordinating matters, to generate accessible options for conflict resolution and justice – in a context where traditional mechanisms had been disrupted. One strength of the projects was to link up with them – as they might be often forgotten.
- Mutual accountability amongst diverse stakeholders needs to be strengthened and be brought in the forefront.
**HOW CAPITALS LINK**

Capitals needs to interlink to generate resilience. An interactive diagram – available online – shows some of the major linkages identified during the evaluation. It is of course:

- Not exhaustive: many more links could be discovered and highlighted
- Not specific: each project activity, when looked at in detail, could reveal a different chain of linkages amongst capitals. And the best way to link capitals also depends on the context.

For example, a good social worker can mobilize people to get together (human $\Rightarrow$ social). This creates a learning and collaborative space where members can strengthen some of their skills or change attitudes (social $\Rightarrow$ human). New capacities, attitudes can help strengthen the willingness to work together (human $\Rightarrow$ social); the capacity for saving (human $\Rightarrow$ financial). Collective saving mechanism can then allow people to actually save money (social $\Rightarrow$ financial). The group can also be awarded assets or boost capital (social $\Rightarrow$ physical; social $\Rightarrow$ financial). And financial capitals can be invested to improve / get new assets (financial $\Rightarrow$ financial), to acquire means to improve the environment, collectively or individually (human / social $\Rightarrow$ environmental). And so on.

**Resilience strategies rests on effectively linking diverse capitals, and on acknowledging how to best do so responding to complex contexts.** Acquiring capitals alone does not suffice. What organizations need is to have a “habit” to look at linkages, and some overall models / possibilities. But models then need to be adapted, allowing for flexibility.

This diagram – available online at [https://tinyurl.com/ycv7yflb](https://tinyurl.com/ycv7yflb) - is therefore not an exhaustive catalogue of linkages. Is rather a tool prompting the need to do look at interlinkages, and a way to capture some initial ideas to consider / learn from when connecting capitals.

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**RESILIENCE ATTRIBUTES**

This section discusses some attributes of resilience. Some that

- proved to be **stronger and more emphasized** by the projects (self-organization, learning, rapidity)
- **require more attention** (equity, redundancy, scale)

**Redundancy**

*Availability of additional resources that can be accessed to respond to shocks and stressors and that are substitutable*

Redundancy was not yet achieved consistently. For example, some school did not yet manage to produce enough to run the school feeding programme all year round.
Despite progress, some schools / families were **still below the need threshold**, did not manage to achieve the buffer needed for resilience.

### Dry season: lack of food
**Anzoa Sarah - P.6 Refugee pupil - Boroli (ADRA)**
In dry season, sometimes she does not have food - both at school and at home.
https://youtu.be/u04HZZoHdE

### One piece of cassava is good. But not enough.
**Abraham Ajak - Primary Six (P.6 A) pupil - Mungula (ADRA)**
The food of the school feeding programme is good. But it is not enough.
https://youtu.be/dmlx5zXwXEo

### The food produced is not enough
**Akuti Natal Diamundia - Head Teacher - Mungula (ADRA)**
The food produced by the school is not enough. They are currently lobbying community members to get more land for production.
https://youtu.be/GHC3h4US4uM

### When the food ends
**Akomi Ermin - Head Teacher - Alere (ADRA)**
Students are receiving porridge produced by the school. But the school might soon run out of food. They will ask parents to give food to their children. But some refugees depend on food rations which are very small.
https://youtu.be/YB51-zXV5UI

### Self-organization
“Ability of the community to independently re-arrange its functions and processes”.

We were genuinely impressed by the dynamism encountered on the ground. Both ADRA and IAS had invested in strengthening capacities of local institutions to work together (e.g. SMC/PTA, VSLA…), including their planning capacity. This has clearly paid off. [=social capital]. Schools, group were active and capable to sustain the projects. They also improved and expand outcomes with initiatives which could be looked into, for further replication. For example, through:

- **Collecting and investing resources** to secure the project outputs – after assessing risk. For example, paying guards, of their own initiatives.

### Introducing our guard
**Amaza Martine - Head Teacher - Miniki (ADRA)**
The school recruited, on its own initiative, a guard for the water pump.
https://youtu.be/B9gYuUIxWoE

- **Replication of models in use**: for example, teachers getting together to grow their own gardens, using learning from the school feeding gardens (within the ADRA project). Or saving groups, by IAS, initiating new ones.

### Teachers grew their own cassava gardens.
**Chandia Martina - Chairperson School Management Committee - Mungula (ADRA)**
Teachers learnt from ADRA how to grow cassava. On their own initiative, they are now growing their garden. This is important for self-reliance!
https://youtu.be/JaKsl7jpuY
After teaching children, we set our gardens!

Denis Mawadri - Volunteer Teacher - Mungula (ADRA)

He shows the teacher's garden. Teachers learnt from ADRA how to farm. After teaching children how to do it, on their own initiatives, they set their own garden. And it is doing well!
https://youtu.be/kCqni8E6Bw

Many people wanted to join our group

Tamara Hadija - member Salama Savings group - Ocea (IAS)

Many people want to join their savings group, but they cannot accommodate them all. So, they are advising them on how to form another one.
https://youtu.be/1U4usC0ur24

- Adapting curricula and activities to incorporate school feeding. Teachers recognized that the school feeding programme was also an educational asset: it allowed to share practical skills. Yet they were careful that the time spent in this activity could be compensated, to ensure that children did not waste precious lessons time.

Children working in the fields get extra lesson time.

Amaza Martine - Head Teacher - Miniki (ADRA)

The children do serious weeding in the fields. And weeding cannot wait! When it is time, they are taken - class by class – to the school fields. The time they spend there is compensated with extra lesson time. When work is too much, parents are also involved. Not all come, but some do!
https://youtu.be/K_N0BkUcz2w

- Mutual support amongst group members - to increase their capacity to participate and benefit from the group. A very strong example was the setup of literacy classes within a VSLA – run voluntarily by a group member – to ensure that everyone could read the records.

We teach our group how to read and write

Madira Noel - Secretary Salama Savings group - Ocea (IAS)

Some members of the saving group could not read or write. The group took the initiative to teach them: it was important to read and understand the records of the group. One teacher, member of the group, volunteered. Other NGOs operating in the area came to know about their initiative. They are now supporting the group by paying the teacher.
https://youtu.be/NpPzILq783M

- Setup of new activities, of their own initiative. IAS did not have specific school feeding programmes, as ADRA. But SMC/PTA nevertheless organized to put one in place, after being motivated by the organization

Together for feeding

Atiku Isaac - Maths Teacher - Odobu (IAS)

Parents and teachers were not cooperating. Then IAS started to mobilize the community. People got together. And, as they came together, they also introduced feeding, for the P7, with excellent results.
https://youtu.be/BU89qblMrqaU

Learning

“Capacity of the community to gain or create knowledge and strengthen the skills and capacities of its members”.

Some of the examples presented in the “self-organization” section also relate to learning. Why they were highlighted there? To indicate that learning was not only “theoretical” but linked to considerable capacities to transform it into actions. We also found other examples of learning. Good new practices easily lead to replication: this was the case, for example of the use and adaptation of the stoves.
Learning is an important topic, which goes beyond learning within communities. A further section in this report will look at learning within and across the projects and organizations.

**Rapidity (and seasonality)**

“Speed at which assets can be accessed or mobilized by the community to achieve goals in an efficient manner”

Activities such as the VSLA helped members to mobilize more rapidly resources. To this extent, the “cash boost” (a loan to the group to set a revolving fund, as soon as the group had proven reliable) was really important. Without it, individuals with a very tiny saving capacity, would have needed too long a time to save sums suitable for investments / mobilization of resources for key needs (e.g. schooling), which would have otherwise brought people in debt or made them unable to access them.

**Saving from food rations (and skipping meals)**

*Esther Sadia - Member of Salama Savings group - Ocea (IAS)*

When she joined the VSLA, she saved 2000 / week. Now she saves 20000. At the beginning, she got money to save by selling some food rations (and eating only once a day).

https://youtu.be/dNPaGL0BnDI

Interestingly, the youth groups which had received goats were not only seeing them as livelihoods, but as a way to quickly access capital, if need be.

**Goats as a safety net**

*Chichia Said - Member of Shambi Youth group - Ocea (IAS)*

IAS provided some members with goats, which helped them to go back to schools. They are a safety net: if there is a need, a goat could be sold.

https://youtu.be/2QCEa1_vx9g

Reflecting on the importance of “speed” we also discovered the importance of “seasonality” (an attribute not featured in the LWR framework). The capacities for resilience – and to engage in activities supporting it - might vary in time. It is then very important to use the “seasonality lenses” to check the appropriateness and the impact of the options provided.

This applies to the example below (a youth group where members, as they managed to get back in school, discovered that this was hampering the activities that had allowed them to generate resources to pay for school fees in the first place). Considerations on resilience and seasonality also apply re: the school farming. The reliance on cassava meant that students still faced hunger periods. These were overcome by schools who started intercropping.

**We can only work at holiday time**

*Chichia Said - Member of Shambi Youth group - Ocea (IAS)*

They are doing well re: the activities initiated with IAS. The problem is that it is easy to engage in such activities (and getting money from them) during holidays, but not when it is school time. And this might lead to drop out.

https://youtu.be/33MgM0fyTZE

**Diversity (and flexibility)**

“Ability of the community to undertake different courses of actions with available resources, enabling them to explore different options, innovate, and benefit from emerging opportunities”.
School participating in the ADRA school feeding programme had increased their options. ADRA had introduced cassava (and diversified: one variety maturing quickly, suitable for schools. And one less rapid, but also less subject to degrading which was better for propagating).

**Cassava: traditional for sustainability, hybrid for emergency.**
*Sseuya Mathias - Program Manager ADRA - Mungula (ADRA)*

He explains that, for emergency projects, ADRA uses hybrid varieties of cassava: they mature quicker. But, after few years, such varieties degrade. For sustainability purposes, they suggest - to individual households - a combination of both hybrid / local varieties.

[https://youtu.be/wvP0LQGTgx8](https://youtu.be/wvP0LQGTgx8)

We witnessed that the most entrepreneurial schools had:

- **Introduced new crops / intercropping.** And were also considering other alternatives (e.g. animal husbandry). This allowed for more diversity, but also to avoid “hunger periods”. **Seasonal calendars** (now not in use), would be really strong tools to support participants not only in diversifying options, but in reducing fluctuations along time. Seasonal calendars might not only feature the farming cycle, but also marketing options (as entrepreneurial schools also started sell their produce in the market)

**From cassava to green gram**
*Akomi Ermin - Head Teacher - Alere (ADRA)*

He shows the green gram they grew - by community initiative. ADRA introduced cassava. The school built on it with other crops.

[https://youtu.be/t_gBiXIX0Sw](https://youtu.be/t_gBiXIX0Sw)

**Intercropping and animal husbandry: broadening options**
*Akomi Ermin - Head Teacher - Alere (ADRA)*

It is important to intercrop to have food throughout the year. They introduced sorghum rice… They also plan to do animal husbandry - not only as a food source: also as an educational opportunity and as income generation.

[https://youtu.be/N50_kLrf_Ps](https://youtu.be/N50_kLrf_Ps)

- **Using farms for feeding AND income generation.** Availability of financial capital is useful to increase options. Some schools decided to sell out part of their production to get the needed money to complement nutrition (e.g. with beans, lacking in the area) and to invest in other needed activities (e.g. building teachers houses). In one case a flexible solution was – paradoxically! - limited by an inflexible setup (for example: one field was set up for food, one for selling, but this ended stifling marketing and consumption options - as explained in the blog).

**Cotton for beans**
*Onzima Godfrey - Deputy Head Teacher and Focal point for the project - Miniki (ADRA)*

They decided, in meetings, to go for intercropping. It generates incomes: by selling the cotton they can buy beans, which do not grow here.

[https://youtu.be/W556bqT0IAA](https://youtu.be/W556bqT0IAA)

**Two gardens.**
*Sseuya Mathias - Program Manager ADRA - Boroli (ADRA)*

He explains how the school managed their gardens (for feeding, for income management).

[https://youtu.be/OxFlh0Gn-QR4](https://youtu.be/OxFlh0Gn-QR4)

Financial capital acquired through loans also helped the VSLA group members of the IAS programmes to diversify their activities. We however observed that the range of activities and investments was still limited [⇒ financial capitals]. Also in the case of briquette making by ADRA, groups had not yet been accompanied in thinking how to reinvest money. Further effort in creative diversification of investment might open up more options to develop local economy.
Rice and sorghum
Esther Sadia - Member of Salama Savings group - Oce (IAS)
She is still in the saving group. Beyond ingredients for samosas – her initial business – she now also buys rice and sorghum to sell (and to stock).
https://youtu.be/8FljmEbnl0I

A better business
Lucy Alomu - Member of Salama Savings group - Oce (IAS)
She used to produce pancakes. Loans and training helped her to switch to a new business (vegetable seller), which is also an easier one for her to run!
https://youtu.be/LYb_F0hu7-4

Briquettes: for home, for marketing
Yoani Ladu & Reida Keji - Chairperson & Member United Farmers Group - Bidibidi (ADRA)
They make briquettes 3 times a week. 50% is then kept by group members, for their own cooking. The rest is sold on the market. The money goes to the group saving box. They did not yet decide what to do with the group savings.
https://youtu.be/HNQ6kmE4ds

Equity
“Extent to which the community provides equal access to rights, resources and opportunities to its members”

The people reach out by the programme were certainly in need, but they were not the “most vulnerable people”: It was observed that both projects did not have specific mechanisms to identify people excluded / highly vulnerable people. IAS had tended to work with “early adopters”: people who are readier to respond to mobilization calls. But that, for this reason, might also be relatively better off (e.g. more entrepreneurial, more mobile, with more time to spare… etc. Staff reported explaining to the people they involve that “being rich in a society of poor puts people at risk”. We indeed saw examples of mutual support: volunteering (which was strongly incentivized), groups accompanying others in setting new ones. But the challenge remains that the programme, relies mainly on ripple effects to reach out more marginalized groups.
The ADRA project targets children in school, but these are a privileged minority in their communities. So, by design, many children in need are left out. They might have some benefits (e.g. access to water, if living in the areas served by ADRA water system). But ADRA might consider if and how – beyond its activity in school – it intends to put in place activities to reach out more excluded children.

Give me more!
Nyareth Marko - Secretary Young Farmers Club, P.5 - Boroli (ADRA)
"Not every child gets enough food in the camp. He can hear them, from other houses, crying "give me more"!
https://youtu.be/sKsylhYCHYc

Why other children do not come to school
Nyareth Marko, Janet Sezerio, Immanuel Yangi, Rhoda Angelo, Edward Elia - P.5 and P.4 pupils - Boroli (ADRA)
Students explain the main reasons why other children might not come to school: inability to pay school fees; uneducated parents; poverty; parents misusing money; lack of school materials.
https://youtu.be/MSzL4wmVoAk

Drop out from school, drop out from greenhouse.
Maridio Gloria - School drop out of P.5 - Boroli (ADRA)
The way in which she keeps her house shows how keen she is to grow plants. But she cannot use the greenhouse she dropped out of school... Before, when she was in farmers club, she could. [note: this greenhouse was supposed to also be used by a youth group, but it did not really take off]
https://youtu.be/-wkBw1T8L7s

Gender issues
The programme actively involved women (which is particularly important, as women constitute the majority of the refugees)
• **Women were involved in decision making.** Women were integrated in decision making groups, such as SMT/PTA, and they have been active in them.

• **Women participating in groups.** Women were active participants in groups (e.g. VSLA, youth groups).

• **Specific needs and challenges:** Sanitation programmes exhibited a commitment to cater for specific girls’ needs. Menstrual hygiene was discussed. We witnessed a lot of commitment in tackling it. Such programmes also helped to discuss, in the open, social norms: the girls we met demonstrated capacity to be assertive. The issue of early pregnancy was discussed, and youth group members reported increased sensitivity to the issue and reduced incidence of pregnancy (but there was no data to cross check this statement).

![A girls’ room that is not used.](https://youtu.be/8J85t4KwWas)

It was not clear, however, to what extent gender was mainstreamed and owned by staff in its own merit. There was a genuine interest by staff to ensure that girls have the same opportunities and duties than boys, but we found no evidence of specific approaches, techniques, practices owned by the staff.

The targeting of woman was more “activity based” rather than a conscious approach to challenge social norms. It was hard to get disaggregated data and analysis of gender issues (e.g. attendance, drop out from schools) that could help to shed light on existing dynamics and impact on them. Some claims were made, which, however, had no evidence base.

**Children and youth as agents of change**

A positive aspect of both project was to invest in children and youth as agents of change. They are groups often under-represented and targeted. Such focus is well suited to ADRA engagement with schools as a focal point for communities. IAS also focused on youth outside school. Some managed to go back to education, some created their own livelihoods. In all cases, a sense of empowerment was tangible in the testimonies of the children and youth encountered. ADRA has also sought to reach out to youth (e.g. with youth income generation programmes through the greenhouse), but such programmes were not sustained: they might have benefitted by more support.

**Scale**

*Breadth of resources - e.g. at the regional, national or international levels - that a community can access to effectively overcome or adapt to the effects of shocks and stressors.*

The emergency setup did not give to ADRA and IAS enough time / room to generate linkages across levels. Yet they initiated interesting linkages, with lot of potential for scaling up resilience options. When local government representatives visited communities, during the joint evaluation, they realized the importance of access to new markets by refugees and started to consider options for local procurement. This is one of many examples pinpointing the need to rethink “emergency” work and consider options for “developmental emergency” instead [⇨developmental relief]

![Procure locally!](https://youtu.be/3WaUaNIIIOc)

Marketing challenges were one of the key findings of the joint evaluation. The local groups found it hard to access markets, for example for liquid soap. Yet, the local government need to buy it! These items should be contracted from these trained groups, to promote and sustain them.
What was learnt about attributes?

- In some cases, **robustness** was still a far-fetched goal, as, for example, school, did not yet pass the need threshold and experienced hunger periods.

- The communities visited demonstrated high capacity for **self-organization**. Both organizations managed to exploit it by: 1) on one side providing ongoing training / support to local groups and 2) on the other, running programmes that, from the start, actively involved them in action and decision making.

- As communities self-organized, they also generated many interesting **innovations**. Capacity to capture and share them was limited. Yet a lot that could be learnt by this, worth sharing across communities (which proved keen to learn), within the implementing organizations and amongst the humanitarian actors as a whole.

- Time matters when addressing resilience. Thinking “**seasonality**” emerged as an area of work which can further strengthen community capacity.

- We witness the creativity of school management and group in employing diverse solutions. Both organizations could strengthen this by **sharing more ideas and options for diversification**, to enhance the portfolio available to people. This would reduce, for example, that people crowds around the same sets of entry level activities.

- Equity and inclusion remain a concern, as all projects end up serving relatively better off segments of population: still in need, but not the most vulnerable. The focus on inclusion might be strengthened. In particular, **gender lenses** and tools are not strong.

- The **Investment in children and youth as drivers of change** – giving them voice and opportunity to groups often under-represented is a strong element of the programme.

- Working at diverse **scale** was not possible within the limited timeframe of the interventions, but both organizations had taken steps to ensure that people could connect with other actors, at diverse levels. This is an area of work worth further investing into.
Look at the whole system

The proposals and reports of both organizations presented many, diverse activities, for diverse sectors of intervention. But it clearly emerged that this was not the best way to communicate approaches where activities link and interact. Exposure to achievements on the ground, time spent with local programme managers to elicit their approach to change, revealed a much more interesting picture than what was captured in their proposals and report. A couple of examples follow.

Looking at the full picture

Briquette making (ADRA)

The diagram above was used by in the presentation of preliminary findings. It maps interactions of capitals within an apparently small activity: briquette making. ADRA is testing briquette making as an environmentally friendly income generating option for groups of refugees. An activity which also contributes to resilience by avoiding degradation of the local environment (avoid deforestation, consume organic waste), whilst providing incomes to people.

Briquettes making
ADRA Staff - Bidibidi (ADRA)
ADRA staff explain how briquettes are produced.
https://youtu.be/Wki6TkACdIQ

Looking at the whole picture, in context, can help to appreciate:

- The need for better integration with other activities by ADRA. The stoves provided to households use a different type of fuel.
I am using my old stove.
Betty Sunday - Refugee in Bidibidi - Bidibidi (ADRA)
She is using her old stove, not the ADRA improved one, because she does not have the firewood.
Note: The ADRA stove uses firewood, but it is now hard to find. This is why, when she uses charcoal, she uses the old one.
https://youtu.be/zB4tYZ1YYnk

- Further needs re: physical capital (storage place)

Lack of a storage place affects production
Alfred Lasu - Member United Farmers Group - Bidibidi (ADRA)
The group producing briquettes cannot maximize the use of their machine: they do not have a place where to store materials. In rainy season materials dry slowly and they cannot produce much.
https://youtu.be/zBWgkCjVv7A

- The need to investigate better assumptions on environmental capital

Competing with soil
Simon Luate & Paddy Bawenge - Refugee Volunteer & Assistant Program Manager ADRA - Bidibidi (ADRA)
There are challenges in getting organic materials. And as they are also used to improve the soil, there could be competition on these resources.
https://youtu.be/-b7IT_DFucA

Group formation and support (IAS)
This illustration was also used in the presentation of preliminary findings to highlight “what I could read, what I discovered”, re: group formation. Most of what was in the picture was not reported and could only be captured through in depth listening! Referring to a framework for resilience – which helps to make explicit the soft capitals - might have helped to reveal the richness of this intervention.
THE FULL PICTURE: WHY DOES IT MATTER?

Going beyond activities and results – looking at the whole system - matters because a prevalent focus on activities and results:

• **does not allow to capture determinants of resilience.** The point is not only if an activity was achieved, but also if it will sustain and if it will help people to maintain, steadily, better conditions of life and livelihoods.

• **Shows the “what”, but not the “how”**. It does not show how different capital interrelates and might lead to way of thinking that do not help stretching resources and achievements further.

• **Focus on the most tangible and material outcomes**, rather than appreciating the importance of the process and of soft outcomes – which are key for empowerment, self-reliance, resilience.

• **Identify better the “weak link”**. For example, hygiene and sanitation intervention by ADRA invested in knowledge and skills that seemed to be overall acquired by students but did not manage to find solutions for soap stealing. The risk is to invest in “more of the same” rather than identifying the pressure point that needs to be talked about.

We also discussed, during the evaluation, of what is the strength / role or medium to small size organizations, within the international response. The evaluation proposes that there are two main areas of “added value”:

• **Deep – rather than extensive – action.** A medium / small organization might not have the strength for extensive coverage but can provide a deep one. One that highlight the importance of community involvement, of well-rounded interventions where capitals flow and link.

• **Testing alternatives**: And that might help to pilot alternatives (hence the importance of linking a learning and sharing dimension to it. Staff mentioned that Swedish funding also allows (to a larger degree) flexibility compared with other donors. This is an important part of gaining sustainable results!

Emulate the evaluation.

*Obite Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)*

They are encouraging other development partners to emulate what IAS are doing with their Joint Evaluation. It is all about working with people. They encourage people to work through the government. This evaluation helped to strengthen this collaboration.

[https://youtu.be/KzngG_0eCcY](https://youtu.be/KzngG_0eCcY)

Embracing a system thinking might help to strengthen both areas: providing additional lenses to deepen intervention, to make explicit the knowledge that staff acquire, to better capture and document it.

OTHER USEFUL FRAMEWORKS

**The 3Rs approach (recharge, retain, reuse).**

This report had emphasized using resilience lenses to highlight how systems work. But, of course, other tools and approaches could be promoted to encourage “thinking system”. Given the importance of water management, for example, one such framework could be the “3Rs – recharge, retain, reuse - approach”. It is a useful framework to improve water management in areas subjected to climate change. It would be a useful reference to spot and adjust existing gaps in the existing water systems, and to further exploit them.

*(see [http://akvopedia.org/wiki/3R_(water)_%E2%80%93_Recharge,_Retention_and_Reuse](http://akvopedia.org/wiki/3R_(water)_%E2%80%93_Recharge,_Retention_and_Reuse)).*
Recharge
Both organizations had invested in water systems which generate high volumes of water. According to the local government water focal point, availability of ground water is not an issue: the water table lies in the proximity of the river Nile and is recharged. However, is reliance on the water table limiting needed research and investment in water options for water harvesting—which could be applied in areas where water is scarce, or by households which are not effectively reached out by the water system.

Retain
This is the process of slowing / retaining water to create buffers. Application range from small scale gardening to the creation of reservoir. Another application is the transformation of areas prone to flooding into areas more suitable to agriculture—a need that we encountered. The process of slowing / retain water. Land prone to flood could be terraced.

Can we avoid floods?
Taban Evans - Member School Management Committee - Alere (ADRA)
He feels that he learnt a lot from the project, but one gap remains: how to reduce the risk of flooding in the school garden?
https://youtu.be/S6ReP47EnxI

Reuse
It was already pointed how stagnant water generated by poorly designed drainage systems might be a health hazard. And drainage systems were not designed thinking of wasted water as a resource. The 3 R system would incentivise creative solution whereby drainage water is actually reused (e.g. for small gardens, for production purposes) rather than been waster.

We need drainage... and roads!
Akuti Natal Diamanda - Head Teacher - Mungula (ADRA)
He shows the drainage channels diversion they had to make. The original one did not consider the need for an access road, so it was destroyed by a car.
https://youtu.be/5HzNZpE8Ejg

Wasted water
John Deng Mam - 22-year-old Dinka refugee - Alere (ADRA)
The water drains were used, before, for animals and bricks production. But the canal they used was interrupted - because it crossed a small road. The new drainage channel leads to nowhere, and just creates mud / stagnant water. There is no water point for animals now: people need to take them all the way to the river.
https://youtu.be/7QFB6kRKezo

What was learnt about attributes?
- Show systems, do not stop at activities.
- Identify frameworks – with a strong practical angle - which could strengthen work. For example: resilience, 3Rs on water management; the 8 principles for strengthening commons.
Evidence of/for change

Both ADRA/IAS are already aware that their monitoring/data collection systems are not strong. We indeed noticed that data was poorly collected and maintained. Evidence was insufficient to capture change, and analysis poor. These issues require quick action: in strengthening systems, in resourcing them. Both organizations are now starting to invest in it. This matter because:

- Both organizations now miss evidence to orient their action - and the action of the people they work with. Many assumptions are made about the achievements of the programme, but they are not always backed up by evidence. For example, teachers reported that since the inception of school feeding programme children achieved higher scores in exams. But this was based on anecdotal evidence about best performers, but not on analysis of general trends. Similar considerations apply to girls’ enrolment: allegations of increased enrolments were not always confirmed by the data we could analyse;

- Better data sharing could improve coordination with local bodies - and their information base. Both ADRA/IAS have good coordination with local bodies. But they had not put in place efficient ways to share outputs with them. For example, neither organization collected/shared geo-coordinates of the physical infrastructure they built (nor they shared it on publicly available maps). Sharing this information as open data could improve coordinated action and mutual accountability.

- Lack of evidence limits learning. As demonstrated by this evaluation, both ADRA / IAS have good practices to share – which are not documented and disseminated. The current lack of strong systems for data management and evidence use could become an opportunity to embrace innovative approached. ADRA / IAS could try to bypass traditional M&E (i.e. mostly oriented to reporting on results) and leapfrog to “evidence collection oriented to action and participation”. To do so, they should invest in systems and practices that:

- ensure that data and evidence are primary collected and shared “downwards”, with local stakeholders. The two main avenues to achieve this are 1) further strengthening participatory tools and processes and 2) focus on locally relevant open data. Embracing open data means: information is not extracted to be buried in NGOs computers. It is, first of all, organized and shared to be accessed and used locally. Open data can be shared on low-tech transparency boards or similar mechanisms. But, as technology is increasingly accessible, it can be made available on open platforms. Information used and shared locally could then be collected / repackaged to also inform other stakeholders, such as donors. The point is that accountability should be built “bottom up”, and project reporting should follow, rather than the other way around. We also observed that local stakeholders are keen to improve their capacity to monitor. For example, we met a school manager who, having learnt how to monitor the functioning of the water system (from the NGOs who took it over), suggested to incorporate this aspect early on.

A useful monitoring tool that ADRA should adopt

Akut Natal Diamundu - Head Teacher - Mungula (ADRA)
He explains the water system monitoring tool set by another NGO – after the system built by ADRA was handed over to them. He finds it useful. He suggests that ADRA should also adopt and promote such tools.
https://youtu.be/KRK0CQYmFFQ

Open data

Okare Moses - Project coordinator IAS - Arua (IAS)
During the evaluation, he discovered what "open data" are. And open data are in line with IAS commitment to accountability.
https://youtu.be/QMVSPSpCgaw
• are “agile” and can feed in adaptive management. This means to invest in real-time data collection and analysis. They can then feed into rapid cycles of action learning. Real-time analysis should be incorporated: 1) in planning and action by local actors. They received training in planning – but monitoring / budgeting were little emphasized in it; and 2) in rapid feedback from projects to the implementing organizations, to strengthen activities which are now underperforming (e.g. trees plantation)

- Make use of technology. There are many options to better capture and share data, which are open source and/or free to use. The evaluation itself becomes an opportunity for staff to testing new modalities to capture change. It emphasized real time data collection and analysis. It used open data. It employed diverse free platforms (google drive, tableau software, WordPress, google map, Mapillary, YouTube). ADRA/IAS staff were interested in this, in particular about the mapping features. They saw opportunities, for example on how to better share open information with government representatives.

- Build on the commitment to accountability. Both organizations demonstrated a strong commitment to accountability. Information about plans and budgets were shared, and communication was ongoing. Building on this, increased capacity to gather and share evidence could go a long way.

- Innovate modalities of “communication for accountability” ...

Traditional M&E are often the graveyard of information: buried in reports which no one will read. Can evidence be better communicated? Simple ideas might do the trick: ADRA shared pictures of activities with one school. We saw them displayed on a wall. In our conversation, they proved a powerful tool to recall what had happened, to communicate how activities were implemented, who participated. Could photos – possibly complemented by records on timing, coverage, cost – help to make monitoring livelier, yet rigorous? ADRA/IAS have the capacity to rethink M&E. And they demonstrated it already, by putting in place
inspiring and cutting-edge practices – such as the **participatory joint evaluation**.[^The participatory joint evaluation]

- **... and ensure that information reaches beyond closed circles.** Information was shared and discussed with committees / local leaders, but there was limited sharing beyond that (e.g. transparency boards, information hotlines, processes whereby local committees make themselves accountable in front of their communities…). There is a risk that information remained in the hands of people with more power in communities, rather than trickling down.

**The participatory joint evaluation**

The joint participatory evaluation by IAS is not a standard organizational process. It was developed by the staff, in response to their commitment to accountability: “how can we be true to it”? They realized that evaluations which only generate reports do not strengthen accountability to beneficiaries and mutual accountabilities amongst programme stakeholders. Given the very positive uptake of the process it is strongly suggested that IAS continues not only to use it, but also to promote this way of working.

Also, ADRA seems to have a similar process – and an institutionalized one. But it was only mentioned at the end of the field visit: so we could not explore and document its impact. It was sticking that these very interesting processes were only unveiled after long conversations about the programme, and that were not presented upfront, as a key component of the approach. Both ADRA and IAS could make more tangible their commitment re: community involvement by sharing better the processes leading to them. The quality of their interventions could then not be measured only by the activity outputs (result based only), but also on “how” the people are involved (process-based quality).

**Joint evaluation: A consequence of our commitment to accountability**

*Mugisha James* - Program Support manager IAS - Arua (IAS)

The joint evaluation came as a consequence of the commitment to accountability and transparency of IAS: “what can we do to improve it”? They realized that normal evaluations only result in reports that people do not read. Hence the idea of bringing stakeholders along. The evaluation involved diverse people. It was interactive. It helped to draw action points together.

https://youtu.be/h9wu_447wK0

**Involving all partners in monitoring**

*Sseruja Mathias* - Program Manager ADRA

ADRA Uganda always starts projects with stakeholders’ orientation meetings. They then have monitoring activities involving all key stakeholders (e.g. local communities and governments, refugee welfare council members, other NGOs). He does not know if other organizations are doing it. The recommendations are then used to improve their work.

https://youtu.be/KBEcRC_Y2Q

The participatory evaluation by IAS was very well receive by all stakeholders. Participants got an overview of project and achievements and could then visit some communities to check on them. They were then responsible for collating findings.

- **Strengthen collaboration.** Strengthen collaborations amongst key programme stakeholders (government, non-governmental actors) – as they were involved as part of the same team.

**This evaluation was from us**

*Jonathan Matata* - Assistant settlement commandant, OPM - Yoro base (IAS)

He participated in the Joint Participatory Evaluation of IAS - which brought together several humanitarian actors to look at the work of IAS; on the ground. Humanitarian partners already coordinate at base camp. But reaching the community, as a team, helped to show also to the beneficiaries that they work as a team! It also helped partners, to see their own weakness. He hopes that other humanitarian partners will be able to replicate this and see the value of a joint evaluation. Usually evaluations bring in someone external, asking question to us and to the beneficiaries and then writing a report. But this evaluation was from us: “at the end of the day we have to own it”. It gives more value for money and transparency.

https://youtu.be/luE5vaOAcE
• **Promoted openness and trust.** Plans and results were shared openly, and participants were able to check them directly. Government representatives really appreciated it.

• **Deeper feedback from beneficiaries.** The evaluation generated opportunities for deeper exposure to the “reality on the ground”, and for listening. Even staff which operate on the ground highlighted how conventional visits / reporting end up checking results, whilst this evaluation gave the perspective and feedback from beneficiaries.

**The difference is in the feedback from beneficiaries**

*Sigfred - District Focal point Technical works - Arua (IAS)*

The Joint Evaluation set by IAS was different from other existing monitoring activities: they could get direct feedback from the project beneficiaries on the impact it had on them.

https://youtu.be/6EMT6sLzj30c

**From notes to experiences**

*Toko Swaibu - Deputy Resident District Commissioner - Arua (IAS)*

When they do their conventional monitoring, they take notes. During the joint evaluation, they shared experiences with beneficiaries. This was much better to understand their real conditions.

https://youtu.be/AfEq3LozPL4

• **Spaces for discussing options.** The evaluation generated spaces where communities could approach government and other humanitarian actors, face to face. They could make demands, share concerns, get advice. For example, the importance of registering formally the VSL A group was discussed in the evaluation. Ideally, capacity to follow up by IAS could have maximized the positive outcomes. This is important to minimize the gaps still existing, and to empower people in approaching the government – in a context where voice is still not given to refugees, and where they feel side-lined within decision making in humanitarian response.

**Joint evaluation involved the refugees**

*Amani Joseph - Refugee Welfare Council III - Arua (IAS)*

Refugees and host communities were involved in the evaluation. And this was the first time for them. This was very good.

https://youtu.be/avIG9ZK5U50

• **Generate mutual accountability** and clarify roles and responsibilities.

**On behalf of the government**

*Obitre Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)*

What humanitarian partners are doing, is done on behalf of the Government. “All that they achieved, was achieved for us. We feel happy, they have done it!”. This is why it is important to involve the government to see achievements on the ground, to attach value to them.


**A unique evaluation**

*Jonathan Matata - Assistant settlement commandant, OPM - Yoro base (IAS)*

He participated to the IAS Joint Participatory Evaluation - which brought together several humanitarian actors to look at the work of IAS, on the ground. It was unique because of the variety of stakeholders brought together (OPM, districts - political and technical; sub county; other partners). This enriched the process. They could visit the communities - which shared challenges and thoughts. And it was an opportunity, for the government, to clarify their expectations to them. This interaction helped to learn, to grasp these things that can only be understood face to face. The evaluation team then compiled notes from the field. It is not easy to bring together all the busy people that formed the team: this is how unique and how rich this evaluation was.

https://youtu.be/SSkbJuzVm00

• **Generate ideas through direct exposure.** It was evident, when talking with government representatives, that what they saw during the evaluation had impacted on their thinking. And they had
started to consider new courses of action. They were made aware about existing limitations (e.g. capacity for outreach of extension workers) and of possibilities (e.g. the need to strengthen local markets / procurement).

There have been minor suggestions for improvements, for example re: logistics. Making these processes more explicit – and factor them in budgets and proposals – might help to acquire the needed resources to improve them.

**Invest in logistics for the evaluation**

*Jonathan Malata* - Assistant settlement commandant, OPM - Yoro base (IAS)
He participated to the Joint Participatory Evaluation of IAS - which brought together several humanitarian actors to look at the work of IAS on the ground. The evaluation could be improved with better logistics: better transport, swiftly movements from town to reach settlements and beneficiaries.

[https://youtu.be/1bbja5ThQ0](https://youtu.be/1bbja5ThQ0)

**UNTAPPED LEARNING**

It was pointed out that lack of evidence / capacity to document and disseminate achievements reduce learning. A lot of learning is still untapped in the projects. The previous chapter already discussed the importance to systematize experience, to capture learning “one level up”.

- **Learning within individual projects.** The evaluation captured many interesting improvements made by the “beneficiaries” themselves [⇒ see for example: Self-organization; Diversity (and flexibility); Learning]. Some could be replicated / adapted in future projects (e.g. how to address illiteracy amongst VSLA members? how to best combine crops for school farming?). Neither ADRA / IAS have practices to capture such ideas and experiences, and to share them further. Both organizations should try to address this as they build/strengthen their M&E systems: by emphasizing learning over data collection only. Organizations already showed interest in adapting some of the practices demonstrated by this evaluation (e.g. real-time feedback; use of multimedia to document views from communities; learning and sharing facilitated workshops, etc.).

- **Learning across SMC projects.** Similarly, potential for learning across projects and organizations is still very limited. For example, IAS promoted use of liquid soap, and this solves an issue still encountered in ADRA schools: soap stealing. SMC has the potential to encourage sharing of learning amongst organization. The challenge is, how to do so in the countries of operation, amongst grassroots practitioners of its member’s organization (staff in Sweden might lack the intimate knowledge of activates needed to identify practices worth sharing). This evaluation – because of the approach chosen - was an opportunity to play this role.

- **Share learning with other organizations.** A local government representative suggested that IAS should work more closely with others (for example in consortia) to share its practices. Clusters could be an opportunity to share practical know how amongst implementing organizations. The challenge seems to be their prevalent orientation to logistical coordination rather than learning.
What was learnt about evidence and learning?

- Both organizations have limited capacity for evidence collection, documentation, analysis, sharing. Yet, they have a strong commitment to accountability. And they also proved capable to set innovative accountability practices. Investment in innovative approaches to M&E could strengthen their accountability and learning.

- The SMC has an obvious role to share learning. This might include: generation of opportunities for sharing (as this evaluation was); encourage organizations to capture and document learning and innovation (e.g. as a point for consideration in reporting); resource and support emerging M&E practices, such as the joint evaluation.
Developmental relief

Both ADRA and IAS embraced an approach that seems to go against the flow. It has been termed, in this evaluation as a “developmental approach” (within humanitarian projects). Both organizations insisted in sustainability from the start, in building activities with minimal handouts, but emphasizing soft components instead.

When asked why they did not emphasize this approach within proposal and reports both organizations mentioned that they are using it “despite the donors”. They got the message that donors only want to do relief. So, the “developmental component” of their work is concealed.

Development in emergency
Mugisha James - Program Support manager IAS - Arua (IAS)
IAS learned lessons from their past implementation and included "development in emergency" from the start of the response. This is something that donors do not finance, even if it works! For example, when people were distributing disposable pads, they were training girls on how to do their own, with local materials. When others were giving soap, they trained groups to do it.
https://youtu.be/ZS2xSrQgqIc

No relief without development
Sseruja Mathias - Program Manager ADRA - Arua (IAS)
Relief and development… some people might not understand this well… but it is very hard to have purely relief without integrating development! The refugees in Uganda do not come for 3 or 4 weeks and that's it! They stay longer, years. When you integrate some development, you build their capacities: for staying in Uganda, or for returning home. This is something worth investing in!
https://youtu.be/iqzpFAPqrs

Several refugees interviewed seemed to confirm their intuition: Most refugees express no intention to return home shortly. Our evaluation is not representative, of course, but all the refugees to whom we asked about their future plan, expressed the willingness to remain. Some had already fled from South Sudan several times, and they just want to stop in a place where children can have a break and have at least some good schooling.

The strategy for response by the Government of Uganda also acknowledge the likely long-term implications of this crisis. Government personnel we interviewed refused to buy in a “relief” and a “development” phases as disconnected. We met several government representatives when looking at the IAS project, and they all praised the capacity to have introduced developmental elements since the beginning.

I cannot go back now
Dawa Marita - Member of Salama Savings group - Oowa (IAS)
She is tired of resettling. She wants the children to have a regular education. So, she cannot go back to South Sudan now.
https://youtu.be/N_h_kS0qp7w

Influx is not ended
Anani Joseph - Refugee Welfare Council III - Arua (IAS)
There is still an influx of refugees: it is important to build awareness of newcomers, especially in the new camps
https://youtu.be/XlKIUDz0Gxs

Both ADRA and IAS stretched their humanitarian programmes to incorporate developmental approaches because they learnt from experience that, otherwise, dependency is created. They saw it happening in the
past, and in other programmes by other organizations. ADRA had, for example, to counteract attitudes towards school feeding generated by the previous interventions. Many school managers we met in Ajumani district emphasized that one of the main challenges was to overcome the expectations of parents, who still remembered that the previous programme by WFP (around 2004/2005) had handed out food, for free.

**Previous school feeding programmes spoiled people.**

Akait Natal Diamundia - Head Teacher - Mungula (ADRA)

He illustrates the effect of a previous school feeding program by WFP on parents’ attitudes. It provided everything. So, some people in the community now think that the school feeding initiated by ADRA, is not as good. Yet the programme of ADRA fits in the current school policies (school feeding as a responsibility of the parents)

https://youtu.be/9wPl7JicM0g

**The core belief of developmental relief: people as active actors, from the start.**

Both ADRA and IAS had invested on people as active actors. And understood the importance to strengthen them from the inception, to avoid generating dependency. Representatives of refugees’ institutions (such as the refugee welfare council is an elected body representing refugees) highlighted how IAS had involved them more than most other organizations.

**Refugees are not always consulted**

Amani Joseph - Refugee Welfare Council III - Arua (IAS)

Partners should come and consult the refugees. What is good for you? But now they do not ask. In the camp, all of the sudden you see that organizations are starting to work. And, possibly, it is work that people do not even like

https://youtu.be/mGnWHodOgDU

The story below is a powerful indication of how a disaster might be a positive turning point for people, if people are supported, early on, in transforming their life. It is worth noticing that the activities that helped to change this man’s life (a saving group, training and support on income generation) are often not seen as early emergency ones, but more developmental ones, yet they were put in place within short term emergency projects.

**I was a drunkard. Now I am healthy and happy**

Charles Kosa Enos - Member Saving Groups - Ofua 5 (IAS)

He was a drunkard, and when he arrived here, as a refugee, he continued to drink. But he saw that people around him were changing, with the skills provided by IAS. So, he also started to save something little, from the budget he used for drinking. He had its own saving and tried to do something: trading in second hand clothes. This kept him busy and active. Life started changing. Now his children can have tea with sugar. And he can also provide a balanced diet for his family. His body is changed. He is fresh, healthy, happy.

https://youtu.be/hF0OhMNNDKE

Coherently with their vision of people as active actors, IAS also emphasized the importance of using their services, and to create virtuous circles feeding the local economy.

**Acquiring services from refugees**

Mugisha James - Program Support manager IAS - Arua (IAS)

IAS acquires services from refugees. For example, when they have trainings, they get food locally - from refugee hotel owners. They check that they have their documents in order, that they are clean, that they have the capacity. And if needed, they advance the money. Yet they see organizations that bring food from town. It is expansive and discourages the refugees.

https://youtu.be/7LF1Za4tiWJE

The main challenge for this approach is that it is vulnerable to the co-presence of other organizations, undermining the approach with more hands-out oriented programmes.
Motivation, not donation
Mugisha James - Program Support manager IAS - Odobu (IAS)
They encouraged parents to create their own school feeding programme. But how this self-reliance could be damaged if other organizations come in with programmes generating dependency
https://youtu.be/ygK9KKrWP24

Why is Developmental relief worth looking into?
The evaluation indicates that developmental relief approaches:

- **Can be used in early phases of emergencies.** A self-supporting school feeding programme, a saving and loans group can be set within an emergency timeframe.
- **Help decreasing dependency and increases sustainability.** We look at projects that had already ended, and long ago. Yet, school feeding continued, groups were still in place and supporting others.

We check soap
Asizua Agnes & Adhieu Alisa - Vice chairperson & member School health club - Odobu (IAS)
Their duty, in the hygiene club, is to check that soap is always available
https://youtu.be/e0pf564Il-c

- **can bring results within a short timeframe - but more could be achieved,** with relatively little resources and follow up.

The nature of the funding, had affected the potential of developmental relief. Both ADRA and IAS lamented the short-termism within what, in the end, ended to be a 4-year commitment. Short-termism had caused many challenges: Staff turnover and staff overstretching; Limited capacity to “plan ahead”. Limited capacity to follow up and monitor interventions. (both organisation had actually invested in it beyond funding). Beyond highlighting where and how ADRA/IAS could have strengthened their own intervention, it is important to emphasize that the challenges they encountered should also be a call for reflection to the donors about the relevance of a “developmental relief” approach for a crisis like the Uganda one.

What more could be done, with little
Both organizations tried to maintain long-term contact with the communities they served. This happened by investing their own resources or by stretching staff (i.e.: staff devoted their free time to visit communities they had engaged with in the past. But, in the end, it was not enough to fully reap potential.
The evaluation showed that, often, a little more investment in follow up (staff time and/or minimal resources) could have gone a long way to adding value to existing interventions. But, in most cases, it was not possible, as it fell beyond the remit of the programmes.

Strategies for follow up
Mugisha James - Program Support manager IAS and Sseruja Mathias - Program Manager ADRA
Having a post implementation plan is very important. But there is no funding for that. ADRA is tackling it with 1) effective handover and 2) recruiting volunteers. IAS shares the same challenge: no donors is willing to support the groups that received support in the past. They still visit them as they pass by. Or in weekends, when staff give their free time.
https://youtu.be/Q5E8l8sryQ

Follow up matters
Ayikoru Dorothy - PTA Secretary - Odobu (IAS)
A strong point of IAS is the monitoring: they follow up!
https://youtu.be/mLIQr187uM
Longer-term monitoring of groups
Jonathan Matata - Assistant settlement commandant, OPM - Yoro base (IAS)
IAS should have a stronger support and monitoring of the groups it had already formed. It is an issue of quality and sustainability. In the Joint Participatory Evaluation, they saw that some groups were fine, supported, but not monitored to check if what they still had (or multiplied) what they were given. The project initiated should be supported in the long term, to ensure that they go on well.
https://youtu.be/8zERp60G8ig

Examples where “little more long-term investment could have gone a long way” included:

- **Infrastructures** that could have stretched further

  **Untapped potential**
  Sseruja Mathias - Program Manager ADRA - Alere (ADRA)
  The secondary school nearby does not have water points on its premises. The water provided by ADRA to the primary would be enough for both, but there was not enough budget to extend it there. So, children from the secondary school now walk all the way, which is less than ideal: children need to cross a forest, and this is not safe for girls.
  https://youtu.be/vXTqREYkIac

- **Refreshment of training**, additional sessions to expand the skills acquired (for example, youth groups making soap were really keen to strengthen the range quality of their products to improve options for access to market)

  **Training handover**
  Babua Lydia - Senior Woman Teacher - Odobu (IAS)
  She only recently moved to the school. She was not trained directly by IAS (e.g. on reusable pads): her predecessor was. She got a good handover, but she feels that some information might have got lost in the process.
  https://youtu.be/KVEIqDKntdU

- **Strengthening handover processes**, to other institutions (and follow up on uptake). ADRA mentioned, for example, that not all organizations they handed over to really followed up with action.

  **Handover challenges**
  Sseruja Mathias - Program Manager ADRA - Miniki (ADRA)
  ADRA handed over to another organization, but they did not come to this school. Some work still needed to be done to properly finalize a water point. The school never received the document containing the action points, so it was not in a position to follow up.
  https://youtu.be/YLXoVgaeL74

- **Build strong connection with existing institutions**. The joint evaluation, was an opportunity to bring groups in touch with the government. Both parts understood options and potential for better linkages, but it not an easy process, lacking intermediaries. We also witnessed the willingness of local group to advocate for changes in the existing norms and bylaws: important processes of institutionalization of new attitudes and sensitivities (e.g. the environmental one) which could ensure their sustainability.

  **Advised to register, but no one was there!**
  Madira Noel - Secretary Salama Savings group - Ocea (IAS)
  During the Joint Participatory Evaluation held by IAS, they were advised - by the district CDO (community development officer) - to register with them. But when they went, the officers were not there (so they were not able to get the needed information / guidelines). But they are still working on it: they are now trying to register the group at the sub-county level.
  https://youtu.be/EMRxvaCuq-w
Ensuring continuity to groups

Obite Stephen - District focal point Water works and Refugee Emergency - Arua (IAS)
The challenge with the village groups - empowered through saving / manufacturing skills - has been continuity. Project ends… The government now seeks to connect them with the responsible departments for registration - so that they can access more financial support.
https://youtu.be/LKH6dvu6xZw

- Institutionalize issues. Local committees understood that some issues can only be tackled if they get “institutionalized”, for example, by establishing by-laws. Some felt confident about the process and about their capacity of getting there. But this confidence should not be given for granted! It would be important to support local institution to advocate for policies and laws - to support further what the programme had initiated (e.g. by-laws regulating animals, environmental norms, etc.). Grassroots advocacy is not only about “putting a policy on paper”, but about shifting local attitudes, awareness, behaviours through peer pressure: a very powerful way to drive lasting change – which would be well in the reach of both ADRA / IAS.

We should initiate environmental bylaws

Jane Ojaba Amacha - Member School Management Committee - Alere (ADRA)
She feels that current environmental challenges (e.g. charcoal burning) should be addressed by creating new bylaws. And she explains the process for setting them up.
https://youtu.be/SRicUx6WlOA

What was learnt about developmental relief?

- A prevalent orientation towards short term relief programmes did not suit well the context of Uganda, where refugees came to stay.
- Developmental relief approach – which were going “against the flow” proved very useful in curbing dependency and strengthening self-reliance.
- The full benefit of such approaches is not reaped: follow up activities could go a long way to create connections for sustainability, and to institutionalize changed achieved.
- SMC and donors have obviously a strong role in supporting or hampering change. Options for a way forward might include to finance short term projects, but within longer-terms funding. This would allow organizations to better plan for continuity, and limit the challenges of short term programmes (staff turnover, reduced follow up options, etc.)
- Developmental relief did not seems to have happened at the expenses of efficiency: the stipulated targets were often even overachieved. What also emerges is the importance to look at change in the long term: so that effectiveness of the projects can be gauged factoring in also sustainability and replication.
Main findings

ADRA and IAS projects, not only brought meaningful changes for refugees and host population: such changes were also sustainable. Schools are still continuing their feeding programmes, and in some cases even managed to strengthen it. Saving groups not only had raised their incomes but had also formed new ones. And we witnessed change beyond stated outputs. Local institutions were strengthened, and active. Project activities helped to kick-start self-reliance. People displayed impressive capacity and willingness not only to improve their own lives and livelihoods, but also to support other members in their communities to do so. And programmes had supported coexistence and collaboration amongst refugees and host population.

Many findings / learning have been interspersed in the report. This section now highlights 5 top line points emerging from the evaluation.

✦ MUCH MORE IS ACHIEVED THAN CAPTURED.

A lot more happen than is documented in reports and/or shared. This diminishes the space for learning and for dissemination of alternatives. This issue could be tackled by:

- **Stronger M&E**, and possibly through modalities oriented at “communicating change”: to beneficiaries, to interesting stakeholders.
- Moving from activity-oriented narratives to documentation which can capture the “activity packages” and/or show how they are part of a system.
- Introduce frameworks (for example, on resilience) helping to build common languages / understanding, and in capturing multiple dimensions of change.

What tends to be left out are the soft changes that the organizations bring through their approaches. And it is a shame, because such soft changes are the ones more closely linked to the distinctive features of both organizations: their closeness with the communities they work with, their commitments to principled actions. For example, the interfaith committees, the relationships with the local churches were not documented, and only discovered in long conversations. The same for the participatory monitoring put in place. Or their developmental relief approach. By not capturing these aspects, both organizations miss on possibilities to influence other actors and humanitarian practices.

✦ CAPACITIES FOR EVIDENCE BASED ACTION SHOULD BE SUPPORTED

The current capacity to gather and use evidence of both organization is still low. As organizations set and strengthens their system and practices for data collection, analysis, sharing, they should consider

- Embracing **open data**.
- Using diverse tools for data collection, including innovative ones. Staff and management in both organization had expressed interest in application of new technologies to M&E.
- Continue to invest in innovative participatory processes and share learning on them. The participatory joint evaluation was appreciated by local stakeholders and opened opportunities for joint follow up action by government representatives and local communities.

✦ WHO IS LEFT OUT? INCLUSION MATTERS.

People served by the projects were certainly in need, but we found little evidence of analysis / practices to identify the “most vulnerable”. School programmes target relatively privileged children: the ones who can afford schooling. Even if some of such children are exposed to hunger and distress, they are still better off of the ones who cannot access education. IAS had supported the creation of mechanisms for mutual support within communities, but it seems that even then the most vulnerable people are “assisted” rather than “empowered”. Stronger appreciation of vulnerability and inclusion might increase sensitivity to gender, ability, status… etc.
 SPELL OUT RISK

This “DRR component” was never explicit. Some instances of risk (e.g. conflict) were identified and tackled. But both ADRA and IAS would benefit from a more systematic approach to risk analysis, to further strengthen their intervention. Natural threats such as floods, climate change have required more attention.

 DEVELOPMENTAL PRACTICES CAN BE ADAPTED TO HUMANITARIAN RESPONSE

Both ADRA and IAS used an approach which could be described as “developmental relief”. And they both felt that they had to do it “despite the donors” or going against the flow. As a consequence, they only reported changes that fit the blueprint, not the most innovative elements. Yet, what the approach could help achieve, in short timeframes, was impressive. Even more so, the sustainability of change. ADRA and IAS should more confidently advocate for developmental approaches, and the added value of follow up activities. And donors should look into supporting modalities of work which seems very promising in contexts such as the Ugandan one.