



RUYE Project Final Evaluation

(July 2013-August 2013)

Draft Final Report

Jamaica

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This document contains the findings of the final evaluation of the afore-mentioned project. The opinions and conclusions included herewith are the sole responsibility of the evaluator and do not necessarily represent the opinions of UNDP or other agencies.

Table of contents

i.Executive Summary	4
ii.List of acronyms and abbreviations	13
iii. Acknowledgements.....	14
1.Introduction	15
1.1 Objective of the evaluation	15
1.2 Scope of the evaluation	15
2.Description of the Intervention.....	17
2.1 Summary of the RUYE Project Conceptual and Results Framework	20
2.2 Links of the RUYE Project to national and institutional strategies and initiatives	21
3.Evaluation Approach and Methods.....	22
3.1. Evaluation criteria and questions	22
3.2 Evaluation Methodology	23
4.Analysis	27
4.1 Limitations	27
4.2 Evaluability	28
4.3 Ethics	29
5.Evaluation Findings.....	30
5.2 Overall situation observed before the beginning of the project.....	30
5.3 General project results:.....	
5.3.1 Micro-projects	78
5.4 Relevance and strategic fit	31
5.5 Effectiveness	33
5.6 Efficiency	37
5.7 Sustainability	39
5.8 Gender	41
5.9 Partnerships	42
6. Conclusions	44
6.1 Relevance and strategic fit	44
6.2 Effectiveness:	45
6.3 Efficiency:	46
6.4 Sustainability	47
6.5 Partnerships	47
7.Lessons learned.....	47
8. Good practices.....	48

9.Recommendations	49
9.1 Design	49
9.2 Effectiveness	49
9.3 Efficiency	Error! Bookmark not defined. 49
9.4 Sustainability	50
10. Documents reviewed.....	52
11. Annexes.....	54
11.1 Annex 1. Project Results and Resources Framework	54
11.2 Annex 2. Evaluation mission agenda	57
11.3 Annex 3. Evaluation Terms of Reference.....	60

List of figures

Figure 1 Current and Projected Age and Sex Population Structure. Jamaica. 2010-2030.	17
Figure 2 RUYE Project Conceptual and Results Framework. 2013.	20
Figure 3 Number of thematic area-specific trainings implemented by the RUYE Project. Jamaica. 2010-2012.....	34

List of tables

Table 2 Project indicators and achievements,	34
Table 3 Suggested format for monitoring the level of budget execution.	49
Table 4 Proposed Indicator reference sheet.....	50

i.Executive Summary

The intervention being evaluated

According to 2013 data from STATIN, as of April 2013, the population group aged 14-19 accounted for 3.1% of the Jamaican labour force (estimated at 1,322,500 persons¹). The unemployment rate among this group corresponded to 44.4%² in April 2013. In 2010, the poverty headcount ratio was estimated at 17.6%³. On the basis of this context, the intervention being evaluated is the Rural Youth Employment (RUYE) project in Jamaica, a project implemented by the Scientific Research Council (SRC) with the Ministry of Agriculture and Fisheries (MOA) as its responsible party that was designed to contribute to the reduction of rural youth unemployment in the targeted communities by providing youths with theoretical training, practical experience, production inputs and final production facilities that allow for value-added agricultural production. In this way, the project was to respond to the link between the lack opportunities, income insufficiency and unemployment rates among youth of the Parishes of Trelawny, Saint Anne, Manchester and Saint Thomas. The project was supposed to come to an end in December 2012, but its duration was extended to cover the first semester of 2013 to finalize all the planned activities.

Purpose and objectives of the evaluation

The main objectives of the evaluation include assessing the role and contribution made by the RUYE project to income generation, employment rates and the potential contribution in longer run to poverty reduction in the project target population in the selected parishes; identifying the factors that have affected the project's contribution; and making recommendations for improving the contribution and successes of similar projects in the future.

Evaluation approach and methods

The evaluation focused on several thematic dimensions including: relevance and strategic fit, effectiveness, efficiency, sustainability, gender and partnerships. The technical approach included mixed methods like desk review of relevant documents, individual and/or group interviews (or other primary data collection methods like focus groups) with key stakeholders and field visits to facilities and groups supported under the project. In general, the evaluation looked at the main outputs and outcomes of the project trying to compare what was planned to what was actually achieved to get to the planned outcomes.

¹ <http://statinja.gov.jm/LabourForce/labourforceAgeGroup.aspx>

² 18,400 unemployed persons aged 14-19 and 41,400 persons aged 14-19 in the labour force.

³ http://devinfohive.info/dashboard/Jamaica_vision2030/index.php

Main findings

Relevance and strategic fit

- The available evidence indicates that project objectives are relevant to the actual and critical situation currently facing rural Jamaican youths, a population group that, according to the available data, struggles with high poverty and unemployment rates.
- The needs of the targeted demographic were consistent with the project objectives and proposed training and capacity development activities.
- The project addressed the needs of public institutions which have been directly mandated by the Jamaican Government to work on fostering and making high-level policy decisions on agricultural and rural development, product development and marketing, business development, youth empowerment, and community mobilization.
- The project's objectives and interventions are aligned with Jamaica's Vision 2030 and UNDP's Country Programme priority No. 1: Promoting Poverty Reduction; UNDP's expected outcome 3.1 on the reduction of the incidence of poverty, unemployment and exclusion; UNDAF Outcome Number 2 and UNDP's Country Programme outcomes linked to Institutional capacity and USAID's core mandates which are linked to promoting community safety and security.

Effectiveness

- According to the interviewed stakeholders, the project has achieved its foreseen objectives and outputs and has contributed towards the outcome level results. ***Examples of these achievements include the committed participation of beneficiaries in trainings, the application of the acquired knowledge and the reduction of unemployment.***
- The evidence linked to the number of people being trained, a direct output of the project; indicates that the foreseen objectives related to the number of persons trained were achieved. As of July 31st, 2013, for example, 543 out of 600 youths (90.0%) were equipped with skills to be employed in or initiate agro-businesses⁴, a result included in the Youth Employment through Sustainable Livelihoods Programme Final Report.
- One of the success factors for the achievement of project objectives corresponds to community involvement and buy-in.
- The major challenges faced by the project include:
 - The project was too ambitious given the distances involved.

⁴ UNDP 00059390: Youth Employment through Sustainable Livelihoods Programme Final Report

- No baseline study was conducted in a timely manner.
- The pilot phase (Y1) was not implemented appropriately, to later on replicate and upscale a sound business model.
- There were inadequately-designed reporting relationships between the project team, the SRC management team and the UNDP.
- There were problems in the identification of a project manager, inadequate remuneration and number of persons originally conceptualized for the project team resulted in considerable time spent to reformulate the project team and agree on salary packages which had to be approved.
- Recruitment of team members was time consuming.
- Limitations created by repeated changes in leadership of the SRC
- One of the most positive, long term, intended effects of the project is the contribution made to the life dynamics and skill set of rural youths who, before the implementation of the project, were mostly idle or just attending school, but were not involved and trained in income generating activities and life skills.

Efficiency

- The available evidence suggests that budget execution improved considerably between 2010 and 2011 (from 42.9% to 96.9%).
- In 2010, 45.0% of total project expenditures by implementing partners were allocated to recruiting/contracting of the project management unit.
- The project's M&E function was not optimal as it lacked the main elements of a robust M&E system, such as a costed M&E plan and a costed M&E work plan, among others. No clear targets were set on a quarterly basis to assess performance based on the planned vs. the actual activities, making it difficult to tell whether or not the Project Management and the Project Board was supported by an M&E System to improve the decision-making process.
- Given the nature of the available project information, the gaps between planned and executed activities were not easy to identify and to assess how efficient the processes have been.
- There is no stand-alone project monitoring and evaluation plan, which demonstrates that the Project Management did lack an essential management tool to make more informed decisions.
- The absence of a timely baseline study made it difficult to assess the situation of youths prior to the execution of the project. The baseline study was conducted one year after its originally agreed implementation date. During this interim period, working groups

were established to assess the situation of youths in targeted parishes and, according to interviewed stakeholders, the working groups' findings coincided with those of the baseline study that was eventually implemented.

- The practice of reporting on the progress of project indicators was incorporated after a considerable time had elapsed in the project's life cycle.
- Despite the existence of annual work-plans, a more detailed Project implementation Plan with a well-defined critical path was needed for better project monitoring.
- No cost benefit analyses, as part of an overall feasibility study, have been conducted for any of the Projects' Business plans that have been financed by the RUYE.
- On the issue of evaluability, it is important to mention the cases of the untimely implementation of the baseline study and the lack of an appropriate M&E plan for the project. On the one hand, the baseline study, was completed on March 2011, one year after the project had started. Interviewed stakeholders stated that the study confirmed the recommendations of parish working groups and that its outcomes provided guidance to the target areas for income generation in the four parishes. On the other hand, the absence of an appropriate M&E Plan and system for the project created obstacles for routine and standardized follow-up of specific activities and oversight of the fulfillment of general project objectives.
- The Project Board, which was the project most important project coordination and oversight mechanism, was supposed to meet on a quarterly basis, but instead it met every month playing a more managerial role.
- SRC was leading the Project Board, a situation that could have generated a conflict of interest.
- The Technical Working Group meetings were not well supported by the agencies. This group only held two meetings making its role not relevant for the project overall performance.

Sustainability

- It is difficult to establish a numeric data likelihood that benefits will continue after the project comes to an end. Nonetheless, the available documental evidence suggests that such likelihood will depend on specific coinciding factors of the community and of the economy like the continuous support of community members and the willingness of private sector members to acquire the products generated by youth-run enterprises.
- Project beneficiaries interviewed during the fieldwork stage expressed their commitment to continue working on RUYE-related objectives even after the project

comes to an end as doing so would guarantee the continuity of a source of income for their families.

- Sustainability plans were delivered to the projects at the end stage, though it is still not clear for them what is the way forward in applying these plans and if they are feasible or not, this is a key issue that can increase or not the projects' sustainability.
- The projects' groups organization and leadership will make a difference in each case.

Gender

- In the case for the unattached or unemployed youths, the Project Document stated that these would be particularly males (Project Document, Page 5). Nonetheless, during the fieldwork stage, it could be observed that in many of the projects, the balance of genders was practically equitable and was not weighted in favor of male beneficiaries.

Partnerships

- Several micro-projects signed lease agreements with collaborating community members.
- Strategic partnerships were established with OAS in the provision of technical assistance and complementary training.
- Partnerships were established with RADA, the European Union, the Food and Agriculture Organization (FAO) and the Caribbean Agricultural Research Development Institute (CARDI).
- A close partnership was established between the beneficiaries in Aboukir, St. Anne and officials, teachers and students of the school.
- Although members of targeted communities may not be part of specific civil society organizations, it is important to note that links were established with those with extensive experience in particular technical areas.
- In Hinds Town, St. Anne, partnerships were established with Trees that Feed, a non-for-profit organization.
- The likelihood of partnerships being sustained at the end of the project will depend on the mutual interest of targeted-community members, civil society organizations and private enterprises.
- Some of the key stakeholder agencies were not represented on the Project Board. Although this was proposed to the board, it was not accepted.

Conclusions

- In general, the evaluation found that the RUYE Project was able to achieve key accomplishments in the creation of business capacity and the generation of ownership, but had, at the same time, to face numerous challenges in the realm of design, human resources, financial planning, partnerships and monitoring.
- The available evidence mostly allows for conclusions linked to project outputs since those related to project outcomes would require additional time for the endeavors and more in-depth analyses and sources of information.

Relevance and strategic fit

- The objectives of the project were relevant to the social and economic context of the targeted parishes and a high number of beneficiaries joining the project activities demonstrated that the project objectives were relevant to them as well.
- The project generated ambitious expectations during its inception, which may have created situation of disappointment linked to the full set of benefits that youths expected to receive.
- By complementing and supporting the work of public institutions that implement activities in the area and rural and youth economic development and by being in line with UNDP and USAID mandates and objectives, the project contributed to fulfilling the needs of key governmental policy makers who design nation-wide capacity and economic development plans and to the harmonization and lack of duplication of interventions.
- The project design did not originally consider sufficient and adequate personnel⁵.

Effectiveness:

- In general, **the project achieved its foreseen objectives and outputs by increasing numbers of youths actively earning a living directly or indirectly through agriculture**. In addition, the project was successful in achieving the transmission of skills to youths in spite of problems brought about by group drop-outs and lack of interest from some micro-project participants.
- ***Project beneficiaries perceive that the project brought them benefits and empowerment in implementing their own initiatives.***

⁵ UNDP JM-USAID Youth Employment Project Final Report 31 Jul13.

- The project made progress toward the achievement of its outcome level results by increasing the number of youths trained in life skills and in the different project thematic areas.
- Communities played an important role in supporting the implementation of micro-projects. On the other hand, it must be noted that, with a few exceptions, private companies only expressed their support in a verbal manner, there was not tangible or and written agreements.

Efficiency:

- While the evidence corresponding to the 2010-2011 indicates that the project's budget execution doubled during this period -a clear sign of financial efficiency-, the analysis of UNDP's Jamaica's Country Programme Action Plan reports the existence of financial discrepancies, poor project management and planning during 2012.
- The lack of implementation of results based M&E practices aimed at executing corrective actions and tracking project progress was clearly a major weakness hindering project performance and its efficiency.

Sustainability

- The likelihood that the benefits from the project will be sustained after its end cannot be ascertained at this time as such it depends on specific coinciding factors of the community, the micro-project groups and of the economy.
- The sustainability of RUYE Project training and business development activities will **depend not only on the possibility to secure financing from other sources** for continued implementation, but also on the availability of services and conditions such as adequate health and continuous education.
- As it was evidenced and documented during the evaluation field visits, project beneficiaries and the members of the communities where they live are committed to continue working towards the achievement of RUYE Project objectives as a means to applying the knowledge they acquired and enhancing their wellbeing by generating income.
- In addition to the project's conceptual design, the way a project was implemented had considerable influence on its long-term sustainability.

Recommendations

Design

- Future similar projects and interventions should prioritize the design and implementation of a timely baseline study that will provide the necessary tools for adequate project monitoring and implementation by providing an assessment of the situation prior to project execution, as well as developing and implementing a business model as part of pilot phase to later on upscale the successful model.
- A pilot phase for a productive micro-project typology should be of at least 18 months to develop and implement the business model.
- New and innovative micro-projects must be part of the project design

Effectiveness

- To avoid discouragement, the achieved enhancement of skills of the rural youth should be accompanied by measures to improve the demand for their improved knowledge and skills. These measures include the definition of policies to promote links between private enterprises and trained youths who have acquired new skills with the project; the promotion of small businesses managed by youths during agricultural and tourism fairs and the establishment of skill-replication activities where trained youths can share their knowledge with peers.

Efficiency

- Future similar projects should include a robust results based monitoring and evaluation plan focusing on units of analysis, data collection instruments, frequency of data collection, methods of data analysis, staff in charge of collecting and analyzing information and information dissemination procedures.
- In the future, cost-benefit analyses must be implemented for productive project related activities so as to have evidence for informed decision making with regard to the implementation of specific project activities and sub-projects and their implications for beneficiaries and the project as a whole to improve and increase the project success rate.

Sustainability

- The sustainability of project activities must take into consideration the identification of alternative technical assistance provider's and hand-holders coming from either governmental or non-governmental realms.
- To be more sustainable, the results and activities of projects like RUYE should be linked to a more a holistic consideration of livelihood systems, needs and opportunities. This consideration includes a broader look at available education opportunity and access to health services present in the communities where the youths reside, which are

proximate determinants of well-being and are part of the means to guaranteeing that acquired skills are applied.

- In the interest of sustainability, the RUYE Project exit strategy should prioritize the involvement of existing community assets and structures over the establishment of new institutions.
- Special attention should be devoted to improved monitoring and evaluation systems that facilitate and document progress towards sustainability.
- A better defined organization with a business structure and clear rules for membership would enhance the business model therefore ensuring its sustainability.

ii. List of acronyms and abbreviations

UNDP	United Nations Development Programme
SRC	Scientific Research Council
PIOJ	Planning Institute of Jamaica
STATIN	Statistical Institute of Jamaica
RUYE	Rural Youth Employment Project
UNDAF	United Nations Development Assistance Framework
ESSJ	Jamaican Economic and Social Survey
MOA	Ministry of Agriculture and Fisheries
MDG	Millennium Development Goals
USAID	United States Agency for International Development
MICYS	Ministry of Information, Culture, Youth and Sports
NYCD	National Centre for Youth Development

iii. Acknowledgements

The evaluator would like to thank all the RUYE Project stakeholders and organizations that participated in the evaluation. Their time and support are greatly appreciated as the data they provided proved critical for the completion of the work. Special recognition is in order for Machel Stewart and Keesha Raymond from UNDP Jamaica, the SRC, USAID and RUYE Project beneficiaries from the different parishes.

1.Introduction

This document presents the findings, conclusions and recommendations of the Final Evaluation of the Rural Youth Employment (RUYE) Project, undertaken between July and August 2013. The purpose of this evaluation is to assess the overall role and contribution of the RUYE Project to income generation, employment rates and in longer run to poverty reduction in the target communities.

The RUYE Project is being evaluated at this point in time to provide an ex-post assessment of its effects. To accomplish this, the evaluation relied on several dimensions such as project relevance and strategic fit, efficiency, effectiveness, sustainability, gender and partnerships.

The primary audience of the evaluation corresponds to UNDP, as this agency required in-depth information on the main outcomes of project implementation. The results of the evaluation are thus expected to be used as evidence and building blocks for future projects to be carried out in Jamaica.

The context, purpose and tasks of the evaluation are clearly outlined in the Terms of Reference. The evaluation exercise was conducted by an international consultant.

After the introduction, the document summarizes the specific objectives of the evaluation and presents a description of the intervention being evaluated, the evaluation approach, methods and analysis strategies. This is followed by the presentation of evaluation findings categorized by thematic dimensions, preliminary conclusions, lessons learned and recommendations.

1.1 Objective of the evaluation

The final independent evaluation aimed at achieving the following objectives:

- Assessing the role and contribution made by the RUYE project to income generation, employment rates and the potential contribution in longer run to poverty reduction.
- Identifying the factors that have affected the project's contribution, answering the question of why the project has performed in a certain way.
- Making recommendations for improving the contribution and successes of similar projects in the future.
- Providing evaluation users (UNDP and USAID) with strategic information on the project's achievements and challenges.

1.2 Scope of the evaluation

The evaluation addressed the entire project from inception to completion (January 1st, 2010 to June 30th, 2013 –including the project extension) and embodied a strong results-based

orientation. The geographic scope of the project corresponded to 4 parishes, namely, Trelawny, St Ann, Manchester and Saint Thomas, which consist of a large percentage of traditional farming communities focusing primarily on cultivation of crops such as tubers (yams and sweet potatoes), and fruits and vegetables.

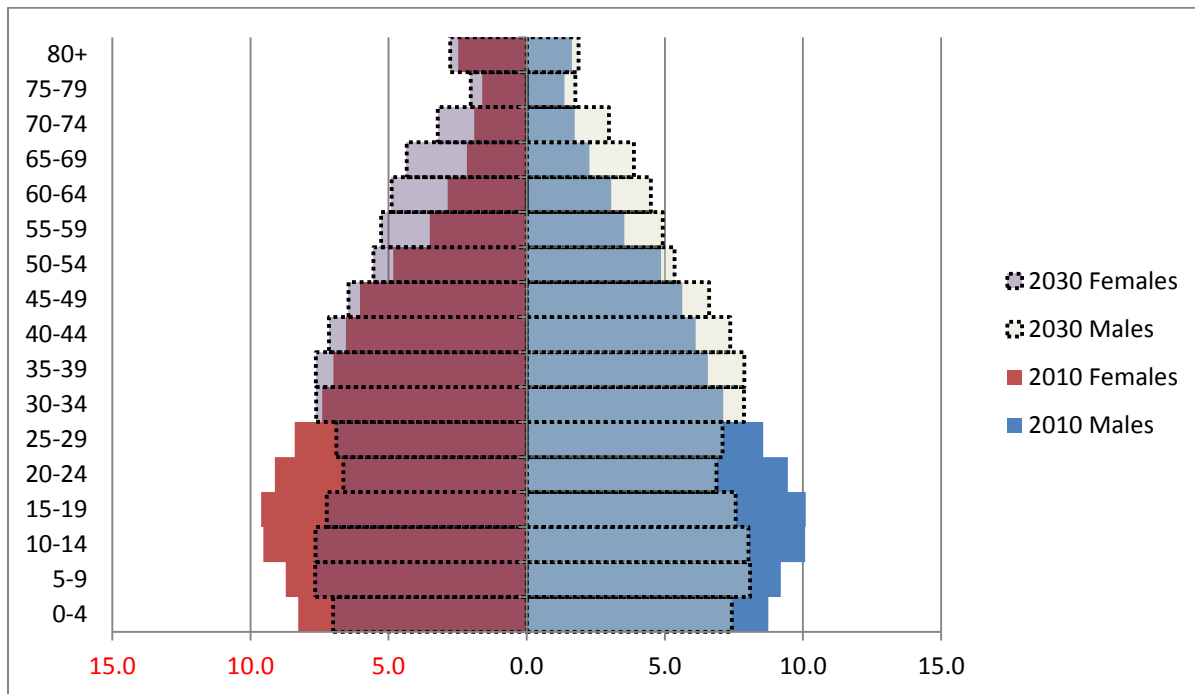
In addition to the dimensions of relevance, effectiveness, efficiency, sustainability, gender and partnerships, the evaluation looked at lessons learned and good practices. Needless to say, the present evaluation included interactions with project beneficiaries and stakeholders.

While the evaluation is circumscribed by the RUYE Project's Results and Conceptual Framework, which specifies the different elements considered by the project at different levels, namely, activities, outputs and outcomes, it places its emphasis on the analysis of contribution to outcomes and intended and unintended effects.

2. Description of the Intervention

According to official data from the Statistical Institute of Jamaica, at the end of 2011, the population of the country was estimated to be 2,709,291 inhabitants, the majority of which (24.0%) resided in Kingston & St. Andrew, with Saint Catherine being the second most populated parish (18.5% of the total population). To better understand the current and future structure of the country's population, the following figure presents its percent distribution by age and sex for the years 2010 and 2030.

Figure 1 Current and Projected Age and Sex Population Structure. Jamaica. 2010-2030.



Source: Based on the Low Population Projections (2000-2050) provided by the Statistical Office of Jamaica.

The current structure of the Jamaican population indicates that the country is in an advanced stage of both the demographic transition as reflected in a declining 0–14-year-old age group, an increasing working age population (15–64 years old) and a dependent elderly age group (65 years old and older). As the group of young people declines, the window of opportunity to provide this segment of the population with the necessary tools to enter the workforce (formal education and business development skills) and make their contribution to the economy and to the subsistence of social security systems will rapidly close.

The other component of Jamaica's demographic dynamic is the outmigration of people in the productive ages. While Jamaican men and women under 15 years of age accounted for 27.0% of the total population in 2010, the group of persons aged 15-64 –those in the economically productive ages- accounted for more than two thirds of the total population. During that same

year, the dependency ratio indicated the existence of 535 persons under 15 years of age or older than 64 for every 1000 persons between the ages of 15 and 64.

By 2030, the lower and upper segments of the Jamaican population structure will change considerably. The number of persons in the group under 15 years of age will decrease by 4.4 percentage points, the number of those in the 15-64 age group will increase by 0.5 percentage points and those in the older age group will increase by nearly 4 percentage points (i.e. they will account for 11.4% of the total population in 2030).

According to 2013 data from STATIN, as of April 2013, the population group aged 14-19 accounted for 3.1% of the Jamaican labour force (estimated at 1,322,500 persons⁶). The unemployment rate among this group corresponded to 44.4%⁷ in April 2013. In 2010, the poverty headcount ratio was estimated at 17.6%⁸.

The Rural Youth Employment (RUYE) project was designed to target the exclusion that results from the link between the lack opportunities, income insufficiency and unemployment rates among youth. The project targeted both in school-youths through support to the 4H clubs and unattached young persons (particularly males given their high unemployment rate, their overrepresentation in national poverty figures and their propensity to be involved in violence-related activities, as compared to females peers) to improve their quality of life, reduce anti-social behaviour and provide new skills, employment and livelihood options. Among the skills that were transferred one could find: literacy and numeracy, basic life and leadership skills, basic accounting and business management, entrepreneurship, production of raw materials and production of food and non-food products. These skills were to allow youths to realize the existence of viable opportunities for employment and income generation and to impact them on multiple levels so as to make tackled the negative sub-cultures that result from the lack of employment and the interest in working.

The project was implemented by the Scientific Research Council (SRC), in conjunction with the Ministry of Agriculture and Fisheries (MOA) as its responsible party. Its expected outcome was the reduction in the incidence of poverty, unemployment and exclusion among vulnerable groups and selected communities, particularly in rural Jamaica, which is in line with the United Nations Development Assistance Framework (UNDAF) Outcome 3: "By 2011 national capacity to ensure equity and equality strengthened, and the population of targeted vulnerable communities enabled to reduce poverty, improve their livelihoods and better manage hazards and the environment" and UNDP's Country Programme priority No. 1 on Promoting Poverty

⁶ <http://statinja.gov.jm/LabourForce/labourforceAgeGroup.aspx>

⁷ 18,400 unemployed persons aged 14-19 and 41,400 persons aged 14-19 in the labour force.

⁸ http://devinfoive.info/dashboard/Jamaica_vision2030/index.php

Reduction, including promotion of MDGs. Its main expected output was the improved access to sustainable livelihoods for adult men and women and to social services for adults and youth.

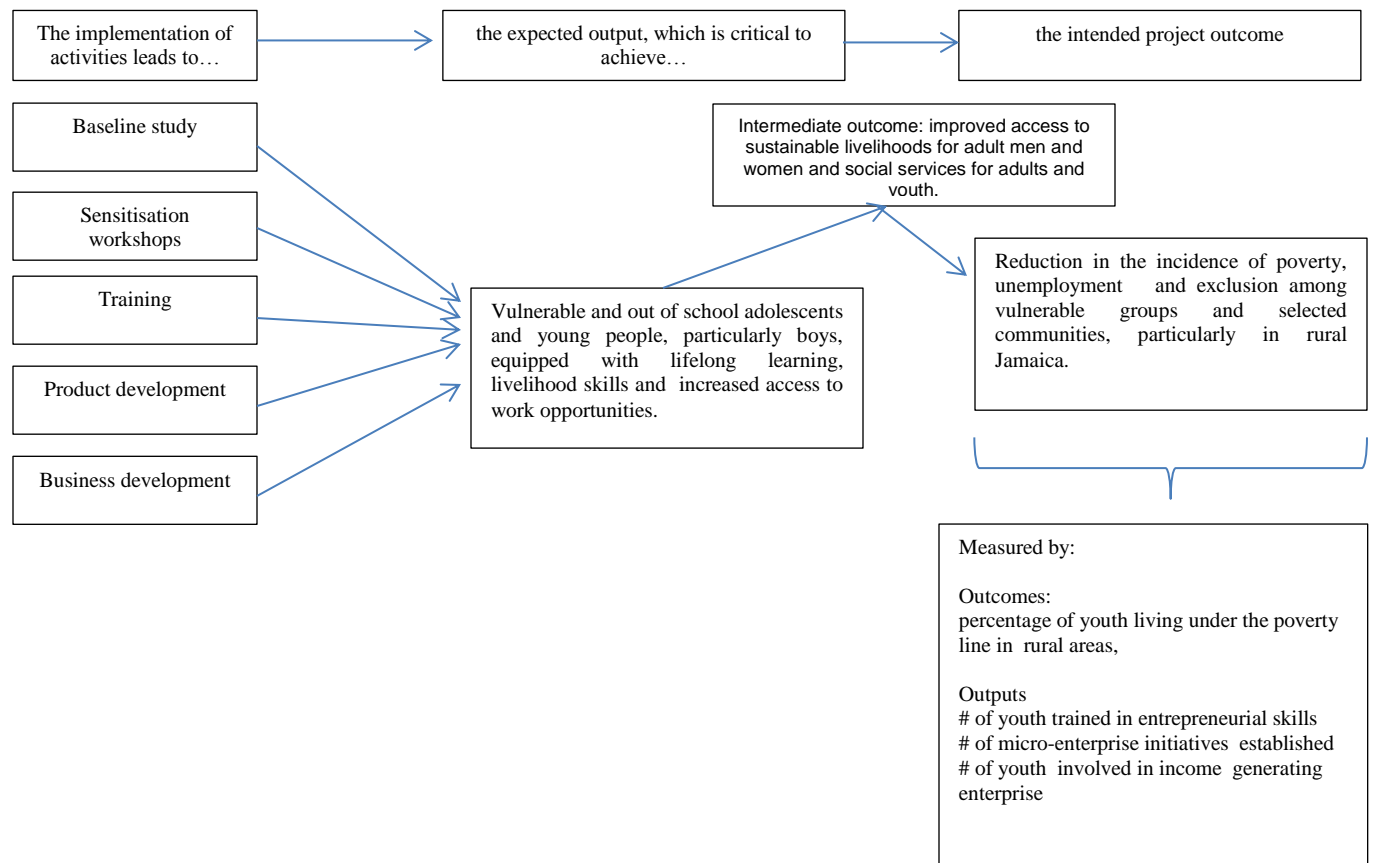
The project targeted four parishes, namely, Trelawny, Saint Anne, Manchester and Saint Thomas. The main project objective was to improve the quality of life of disadvantaged youths in rural Jamaica through the development of their capacity to capitalize on income generation opportunities in a sustainable manner. To achieve this, the project targeted in-school youths and unattached youths via training, capacity building and business development (inclusive of infrastructure development).

The initial project budget was US\$ 1 million and the original project duration was to have been from January 1, 2010 to December 2012. Nonetheless, in 2012, a project revision was done to increase the overall budget from to US\$ 1,058,521 and to extend the project duration until June 30th, 2013.

2.1 Summary of the RUYE Project Conceptual and Results Framework

The following figure summarizes the RUYE Project Conceptual and Results Framework, from the required activities that yield expected outputs that contribute to the obtention of project outcomes. At the activity level of the “results chain” lie all the tasks necessary for assessing the situation of the targeted demographic before the implementation of the project and for equipping youths with skills and knowledge that would allow them to avoid social exclusion. At the output level, one can find all the expected products that are obtained from the implementation of activities, such as the number of youths trained in particular subject. Finally, at the outcome level lie the results linked to changes in behaviour and practices.

Figure 2 RUYE Project Conceptual and Results Framework. 2013.



2.2 Links of the RUYE Project to national and institutional strategies and initiatives

The objectives of the RUYE Project are linked to the following national and institutional strategies and initiatives:

- Jamaica Vision 2030
- UNDP Country Programme priority No. 1: Promoting Poverty Reduction, including promotion of MDGs
- UNDP's Program for Youth Development
- UNDAF outcome No.2. Country Programme Outcome (b) Institutional capacity at the local level improved to generate growth and employment in rural areas
- UNDAF outcome No. 3: Environment and poverty
- Expected CP outcome 3.1: **Reduction in the incidence of poverty, unemployment and exclusion among vulnerable groups and selected communities, particularly in rural Jamaica**

3.Evaluation Approach and Methods

3.1. Evaluation criteria and questions

The criteria for the final independent evaluation consists of six elements, namely, relevance, efficiency, effectiveness, sustainability, gender equality and partnerships. A total of 25 questions, which are listed below, are included within these criteria.

- Relevance:
 - Are the project objectives relevant to the actual youth unemployment and poverty situation in (rural) Jamaica?
 - Does the project address needs of the targeted demographic?
 - Does the project address needs of policy makers, state and/or non-state practitioners active in the fields of rural and youth economic development?
 - Is the project responding to the core mandates of UNDP and USAID in Jamaica?
 - Does the project design respond to the key needs of relevant beneficiaries?
- Efficiency:
 - Have the outputs been delivered in a timely manner?
 - Has project funding been spent as planned?
 - Could the project activities and outputs be delivered with fewer resources without reducing the quality and quantity?
 - Did the project M&E systems and practices allow for in-time corrective actions and tracking of the progress towards the expected results (outputs, contributions to the outcomes)?
 - What measures have been taken during project planning and implementation to ensure that resources are efficiently used?
 - Has the project been cost-effective, i.e. could the results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
- Effectiveness:
 - Has the project achieved its foreseen objectives and outputs?
 - Has the project contributed towards the outcome level results? If not, has some progress been made towards their achievement?
 - What are the success factors for the achievement or reasons for non-achievement of project objectives, outputs and contribution to outcome(s)?
 - What are the major challenges, opportunities and obstacles encountered by the project as a whole?
 - What are the potential intended and unintended, positive and negative, long term effects of the project on unemployed youth, individuals and institutions working in the fields of rural and youth economic development?

- Sustainability:
 - What is the likelihood that the benefits from the project will be sustained after the end of the project?
 - Are the beneficiaries committed to continue working towards project objectives after it ends? Do institutions and professionals have motivation and capacity to efficiently administer the facilities built under the project?
 - Are services developed under the project likely to continue, be scaled up or replicated after the project funding ceases?
- Gender equality:
 - Did the project identify gender issues in the design and/or implementation phase?
 - What results has the project achieved addressing gender sensitivity?
 - Could the project have been more gender-sensitive?
- Partnerships:
 - Have coordination mechanisms between the, relevant partners been successfully established?
 - Have partnerships with civil society organizations been established? What is the likelihood that these partnerships will be sustained after the end of the project?
 - What are the opportunities, achievements and/or challenges of the partnerships?

3.2 Evaluation Methodology

The evaluation approach is based on UNDP's Guidance on outcome level evaluation under the framework provided by the following final evaluation matrix which provides details on the criteria being evaluated, the evaluation questions used, the specific topic to be assessed, the source of the data and the tools used to collect it.

Table 3 RUYE Project Final Evaluation Matrix

RUYE PROJECT FINAL EVALUATION MATRIX				
Criteria/Sub-criteria	Questions to be addressed by outcome-level evaluation	What to look for	Data sources	Data collection methods
Relevance	Is the project responding to the core mandates of UNDP and USAID in Jamaica?	How does the project align with national poverty reduction strategies? How does the project align with UNDP's and USAID's country strategies and poverty-	UNDP / USAID programme/project documents and work-plans	Desk review Interviews with key governmental, UNDP and USAID stakeholders.

RUYE PROJECT FINAL EVALUATION MATRIX				
Criteria/Sub-criteria	Questions to be addressed by outcome-level evaluation	What to look for	Data sources	Data collection methods
		reduction specific work-plans?		
Efficiency	Has project funding been spent as planned?	What delays/bottlenecks can be identified with regard to budget execution?	RUYE Project Document RUYE Baseline Study Report RUYE Project Annual Reports	Desk reviews of secondary data Interviews with government partners and development partners Field visits to selected sites
Effectiveness	Did the project or programme implementation contribute towards the stated outcome? What are the success factors for the achievement or reasons for non-achievement of project objectives, outputs and contribution to outcome(s)?	What outcomes does the project intend to achieve? What outputs has the RUYE project achieved? What percentage of the project results at the output level has been achieved? Are these success/failure factors internal or external? In the case of factors for non-achievement, what lesson can be learned from them? Were they preventable?	RUYE annual and other progress reports Development and government partners Beneficiaries	Individual/group interviews with development and government partners Beneficiary survey
Sustainability	What is the likelihood that the benefits from the project will be sustained after the end of the project? Are the beneficiaries committed to continue working towards project objectives after it ends?	Is there a national source of financing to continue project activities? Have beneficiaries been provided with information on the project end-date and their options to sustain their activities? What is the level of commitment of beneficiaries to continue working in achieving project-related	Development partners Government partners Beneficiaries	Individual/group interviews with development and government partners Beneficiary survey

RUYE PROJECT FINAL EVALUATION MATRIX				
Criteria/Sub-criteria	Questions to be addressed by outcome-level evaluation	What to look for	Data sources	Data collection methods
		objectives?		
Gender equality	Did the project identify gender issues in the design and/or implementation phase) ? Could the project have been more gender-sensitive?	Have these issues affected the project in a negative way? What gender related issues were overlooked?	RUYE Project documents Government partners working in the gender area Development partners Beneficiaries	Desk review of secondary data Interviews with UNDP staff and government /development partners Observations from field visits
Partnerships	Have coordination mechanisms between the, relevant partners been successfully established?	Have any bottlenecks been identified with regard to partner coordination?	Agreements Meeting minutes Memoranda of Understanding RUYE Project Progress Reports	Desk review of secondary data Interviews with UNDP staff and government /development partners

Source: Inception report of the evaluation.

As it can be noted in the table above, the evaluation use mixed methods to obtain the required information, which ranged from the desk review of relevant documents (i.e. project document, quarterly, semi-annual and annual project reports, minutes of technical meetings, reports on project activities, relevant national policy documents etc.) and individual and/or group interviews (or other primary data collection methods like focus groups) with members of the Project Board, main governmental stakeholders and civil society, representatives of the counterparts and implementing partners to field visits to facilities and groups supported under the project. This combination of methods and corresponding data collection tools were proposed and included in the evaluation's inception report.

The aforementioned evaluation and data collection methods were relevant for the type of evaluation being conducted for the following reasons:

- **Desk review:** This method provides the means for obtaining secondary information related to the planning, implementation of activities, outputs and effects of the RUYE Project. The aforementioned secondary information is obtained from the available documentation provided by the client.
- **Field visits:** This activity provided primary qualitative information from the main beneficiaries of the RUYE Project. The sites were directly selected by the UNDP local team. The criteria for site selection focused on micro-projects whose representatives

could be available to offer an overview of activity implementation and respond to the questionnaires while sharing their specific experiences.

The persons interviewed were selected on the basis of relevance for the evaluation. For example, while stakeholders from the SRC provided the perspective of project implementers, project beneficiaries in the targeted parishes offered information on benefits received.

4. Analysis

Though the final impartial evaluation relied on analysing the project from the perspective of relevance, efficiency, effectiveness, sustainability, gender equality and partnerships, the overall analytical approach will focus on contribution analysis. This approach aimed at:

- Understanding how the RUYE project worked and the effects it was expected to generate.
- Documenting value-added elements of the RUYE project. For example, what new business development skills were acquired by participating parish youths.
- Understanding which situation prevailed before the implementation of the RUYE project and how it has changed to date.
- Trying to obtain perceptions from different stakeholders as to what would have happened without the RUYE Project.
- An assessment of the adequacy of project implementation

The analysis approach also took the following into consideration:

- Comparison of what was planned versus what was actually implemented with an additional component of quality analysis.
- The identification of lessons learned
- The identification and systematization of good practices.
- The information obtained during interviews, focus groups and site visits was summarized, organized and triangulated –whenever possible- in accordance with the afore-mentioned thematic dimensions.
- Triangulation of the findings of different sources of information –data permitting-.

4.1 Limitations

It is important to acknowledge the limitations and potential sources of bias of the chosen evaluation methodology. These include the following:

- Interviews tend to be less standardized and rely more on the interviewer's own questioning style and choice of subject matter. As a result, the interviewer can intentionally or unintentionally introduce his/her personal biases into the process.
- It is not possible to generalize answers and opinions to the general population.
- Data analysis and interpretation takes a considerable amount of time
- The data sources are limited to the pool of available documents and interviewees.
- The in-country limited time was another difficulty the evaluator had to deal with.

4.2 Evaluability

Quality of the design of the programme document	Yes	No
Justification of the project	X	
Clear, realistic and commonly understood objectives	X	
Clear definition of target beneficiaries	X	
Availability of performance indicators and a results framework	X	
Availability of a Monitoring and Evaluation Plan		X
Availability of standardized progress reports		X
Availability of timely baseline data		X
Availability of data	Yes	No
Programme document	X	
Progress reports	X	
Meeting minutes	X	
Quantitative project data		X (scarce)
Possible risks for the evaluation		
<ul style="list-style-type: none"> • Availability of project stakeholders to be interviewed 		
<ul style="list-style-type: none"> • Failure to obtain consent for interviews with beneficiaries 		
<ul style="list-style-type: none"> • Lack of standardization in the presentation of quantitative information in progress reports 		

On the issue of evaluability, it is important to describe the cases of the untimely implementation of the baseline study and the lack of an appropriate M&E plan for the project. First, as reported by interviewed stakeholders, a proposal to implement this study was received in April, 2010, which included a budget of J\$19M, which considerably surpassed the original budgetary allocation for this activity (J\$900,000). The Ministry of Agriculture was then approached and following negotiations a Heads of Agreement (contract) was signed in October 2011. In the interim, parish level meetings (parish working groups) were held with stakeholder agencies and the project team to identify and confirm the potential beneficiaries of the project. In addition, reference was made to the poverty maps of the PIOJ for Jamaica. The study was completed on March 2011, one year after the project had started. Interviewed stakeholders stated that the study confirmed the recommendations of parish working groups and that its outcomes provided guidance to the target areas for income generation in the four parishes. Once it was implemented, the baseline study generated information that encouraged the project to assist rural youths who were very willing to engage themselves in farming activities as well as in the processing of local fruits. In addition, interviewed stakeholders stated that the study presented the Rural Youth Employment Project as a catalyst to get young people into agriculture and farming. From the evaluator's perspective, however, such untimeliness in implementation of the baseline study affected the availability of a clear assessment of the situation in place prior to the execution of the project.

Secondly, the absence of an appropriate M&E Plan and system for the project created obstacles for routine and standardized follow-up of specific activities and oversight of the fulfillment of

general project objectives. An adequate M&E Plan would have provided a detailed diagram of the flow of information from the most basic data-generating units to the centralized entities in charge of project monitoring, a robust indicator framework (structured around a results chain measuring inputs, processes, outputs, outcomes and impacts) and guidelines for timely and standardized data collection, analysis and reporting, which could have eased the task of linking project outputs (e.g. number of trainings in a specific field) with its outcomes (e.g. the acquisition of business management and income-generating skills by targeted youths) when conducting an evaluation.

4.3 Ethics

Finally, it is important to highlight that United Nations evaluation norms, standards and ethical safeguards were followed. During the implementation of the process, the evaluation maintained personal and professional integrity. Furthermore, the evaluator respected the security, dignity and self-worth of the respondents, project participants, and other stakeholders with whom he interacted.

Before requesting responses to the actual evaluation questions, the evaluator explained the nature, objectives and potential uses of the information obtained during the assessment, so as to obtain the consent of the stakeholders to participate.

The following section presents the main findings of the final evaluation of the RUYE Project.

5.Evaluation Findings

This section presents findings of the final evaluation of the RUYE Project. After analyzing the situation prior to the implementation of the project, the section continues with the presentation of criteria-specific (i.e. relevance and strategic fit, efficiency, effectiveness, sustainability, gender and partnerships) results obtained during the fieldwork stage of the present evaluation and included in the available documentation.

The evaluation process and the final evaluation report are focused on UNDP's contribution to obtain the development results at the outcome level and how well the project was conceptualized and planned, how the processes were implemented, if outputs were delivered according to the scope, the timeline and the budget and if quality was part of them. All the interventions should have contributed to the following UNDAF outcomes and outputs:

Outcome # 3: Environment and Poverty
Outcome 3.1: Reduction in the incidence of poverty, unemployment and exclusion among vulnerable groups and selected communities, particularly in rural Jamaica.
Output 3.1.3: Improved access to sustainable livelihoods for adult men and women and to social services for adult youth.

5.2 Overall situation observed before the beginning of the project

Before the start of the project, the targeted parishes were characterized by a limited number of youth engaged in income generation in agri-business, scarce technical or operational knowledge of agri-business and an obsolete or non-existing capacity of a post-harvest agro-processing facility.

5.4 Relevance and strategic fit

- Are the project objectives relevant to the actual youth unemployment and poverty situation in (rural) Jamaica?
 - The available evidence indicates that project objectives are relevant to the actual and critical situation currently facing rural Jamaican youths, a population group that, according to the available data, struggles with high poverty and unemployment rates. For example, according to 2007 data from the Jamaican Economic and Social Survey (ESSJ), nearly 10.0% of the Jamaican population lived below the poverty line during that year. The situation was even worse in the case of rural areas, which housed 71.0% of the nation's poor. In addition to these obstacles for progress, the group of young Jamaicans has increasingly become affected by crime and violence, with persons in the group of 15-24 year-olds involved as perpetrators and victims. With the deterioration of this situation and low literacy levels it became increasingly more difficult for youths to access employment opportunities. In 2008, for example, the unemployment rate among those aged 14-24 corresponded to 26.0%. The situation has not become considerably better in recent years since, according to the Statistical Institute of Jamaica, the unemployment rate among youths (14-24 years old) was 37.0 per cent in January 2013. This represented an increase of 3.3 percentage points with respect to the estimation conducted in January 2012 . Between the 2006 and 2010, the percentage of population below the poverty line also increased by 3.3 percentage points .
- Does the project address needs of the targeted demographic?
 - The needs of the targeted demographic are directly linked to the reduction of poverty and unemployment to decrease social exclusion. These needs were consistent with the project objectives and proposed training and capacity development activities. Nonetheless, it must be noted that various ambitious expectations were generated during the presentation of the project and its orientation phase. 400 youth were engaged and all of them were expecting to receive benefits from project investments.
- Does the project address needs of policy makers, state and/or non-state practitioners active in the fields of rural and youth economic development?
 - The project addresses the needs of public institutions which have been directly mandated by the Jamaican Government to work on fostering and making high-level policy decisions on agricultural and rural development, product development and marketing, business development, youth empowerment, and community mobilization. These institutions include: the MoA, the Ministry of Information, Culture, Youth and Sports (MICYS), the National Centre for Youth

- Development (NYCD) and the Jamaica Business Development Center, among others.
- The RUYE Project activities contributed to improving the work of rural SMEs, by fulfilling the need for qualified and/or trained cadres of individuals and by improving production and marketing processes through its interventions.
 - Is the project responding to the core mandates of UNDP and USAID in Jamaica?
 - The project's objectives and interventions are aligned with Jamaica's Vision 2030, UNDP's Country Programme priority No. 1: Promoting Poverty Reduction, including promotion of MDGs and UNDP's Program for Youth Development.
 - The project, which primarily targets in school youths and unattached, unemployed and under-employed youths in 4 targeted rural parishes, responds to UNDP's core mandates on poverty reduction –specially among vulnerable groups-⁹ and expected outcome 3.1 on the reduction of the incidence of poverty, unemployment and exclusion among vulnerable groups and selected communities, particularly in rural Jamaica¹⁰.
 - The RUYE Project objectives respond directly to UNDAF Outcome Number 2 “Socially excluded and at-risk populations in rural/urban communities have increased access to improved quality health and education services” and UNDP's Country Programme outcomes linked to Institutional capacity at the local level improved to generate growth and employment in rural areas.¹¹”
 - The project responded to the core mandates of USAID, which are linked to promoting community safety and security and widening access to quality basic education by implemented an integrated approach to create opportunities for secure livelihoods through a more cohesive, just, and healthy environment¹².
 - Did the project design respond to the key needs of relevant beneficiaries?
 - The project design responded to the educational and work experience needs of relevant beneficiaries. In the particular case of out of school youths, for example, the project design included relevant components linked to developing the necessary skills to identify and access opportunities for engaging in other business along the agriculture value chain.

⁹ UNDP's Poverty Strategy 2010 MAS.

¹⁰ RUYE Project Document, Table on Page 1.

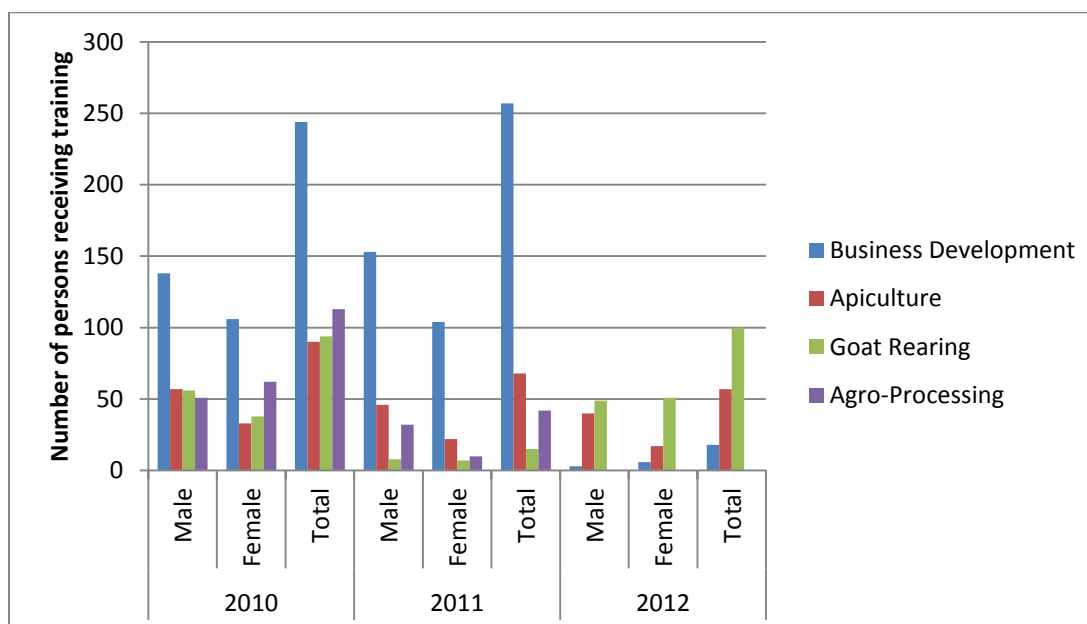
¹¹ UNDP Draft country programme document for Jamaica (2012-2016)

¹² Interview held on 8/28/2013 and information from <http://www.usaid.gov/where-we-work/latin-american-and-caribbean/jamaica>

5.5 Effectiveness

- Has the project achieved its foreseen objectives and outputs?
 - According to the interviewed stakeholders, the project has achieved its foreseen objectives and outputs and has contributed towards the outcome level results (i.e. increasing the numbers of youths actively earning a living directly or indirectly through agriculture, as reported in the Youth Employment through Sustainable Livelihoods Programme Final Report). For example, micro-project beneficiaries from different parishes indicated that the achievement of project objectives was evidenced in their committed participation in trainings and in the application of the acquired knowledge in their small businesses. In addition, beneficiaries stated that the project contributed to the reduction of unemployment, a situation they would otherwise continue facing had it not been for the RUYE project. Another highlighted aspect of the project was the successful transfer of knowledge through a methodology that went beyond purely academic efforts and into the realm of practical application.
 - The evidence linked to the number of people being trained, indicate that the foreseen objectives related to the number of persons trained were achieved. Analyzing the number of people trained is important as this output is a determinant of behavior and knowledge changes (e.g. acquisition of business management skills) which are part of the desired outcomes of the project. Between 2010 and 2011, for example, the number of persons receiving trainings related to business development showed the most significant increase (5.3%). While the number of males trained on business development increased during this period, the number of trained females remained relatively stable. It is important to note that, with a few exceptions, the number of males trained in all thematic areas surpasses the number of females. Between 2011 and 2012, the number of persons receiving trainings on business development decreased considerably (by 93.0%) as the strategy employed was to provide training, particularly in the business-related topics, to targeted members of the groups who had related responsibilities. In 2012, the most gender-balanced thematic area corresponded to goat rearing, a topic on which 49 males and 51 females were trained.

Figure 3 Number of thematic area-specific trainings implemented by the RUYE Project. Jamaica. 2010-2012.



Source: Training 2010-2012.xls

- Has the project contributed towards the outcome level results? If not, has some progress been made towards their achievement?
 - As of July 31st, 2013, 543 out of 600 youths (90.0%) were equipped with skills to be employed in or initiate agro-businesses¹³.
 - The following table presents evidence of progress made toward the achievement of specific results.

Table 1 Project indicators and achievements,

Project indicators/Results	Examples of achievement as of June 2013
Increase in number of rural youths (males/females) equipped with literacy, technical and business management skills.	Literacy / Numeracy Assessment report – 743 persons assessed (423 males and 320 females). In 2013 an additional 22 persons (16 males and 6 females) were trained in Apiculture and 15 (8 males and 7 females in goat rearing.
Percentage completion of commercialization of selected model enterprises	-Forty youths (34 males and 6 females) in Llandewey St Thomas and Seventeen youths (8 males and 9 females) in White River, St Ann. -Shirt veils, smokers, hive tools, gloves, extractors, tents, holding tanks etc. beekeeping equipment were bought for the processing facilities.

¹³ UNDP 00059390: Youth Employment through Sustainable Livelihoods Programme Final Report

	-Two containerized honey processing facilities constructed and equipped - Goat housing construction, identification, selection and purchase of stock; 4 goat houses completed & stocked
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- What are the success factors for the achievement or reasons for non-achievement of project objectives, outputs and contribution to outcome(s)?
 - Success factors:
 - One of the success factors for the achievement of project objectives corresponds to community involvement and buy-in. In their partnership sections, for example, field visit reports developed by UNDP recorded the collaboration of community members in facilitating the implementation of lease agreements for lands on which to execute project activities. At the same times, these reports documented cases of community members with considerable expertise in particular areas such as bee-keeping and goat-rearing, who were willing to share their knowledge with project beneficiaries in targeted communities.
- What are the major challenges, opportunities and obstacles encountered by the project as a whole?
 - Opportunities
 - One of the main opportunities encountered was the support of community members for the implementation of the micro-projects.
 - Challenges
 - The project was too ambitious given the distances involved.
 - In 2010, no baseline study was conducted, a problem that was coupled with and was also a result of general limitations in terms of procurement processes. This was not only reported by interviewed stakeholders but also in the assessment of the 2012-2016 Country Program Action Plan. According to the interviewed stakeholders, although the baseline study was not conducted in a timely manner, its results helped to confirm the project's focus on targeted parishes.
 - The pilot phase was not implemented appropriately, thus generating the lack of an appropriate business model, a situation that had negative effects on the overall project implementation. For example, the administrative organizational structure of the project was overwhelmed by the amount of activities that had to be conducted.

- There were inadequately-designed reporting relationships between the project team, the SRC management team and the UNDP¹⁴.
- The analysis of field visit reports indicates that one of the issues that affected project progress was linked to the existence of an extended project scope beyond the original targets. This was reported in Hinds Town, St. Ann, in Johnson Mountain, St. Thomas; in Pusey Hill, Pedro River and Wakefield¹⁵.
- Regarding human resources¹⁶
 - There were problems in the identification of a project manager with the skill sets for project management and rural development.
 - Inadequate remuneration and number of persons originally conceptualized for the project team resulted in considerable time spent to reformulate the project team and agree on salary packages which had to be approved.
 - Recruitment of team members was time consuming (over 40 applicants for the project manager position and over 95 for the project officer position).
 - Limitations created by change in leadership of the SRC
- What are the potential intended and unintended, positive and negative, long term effects of the project on unemployed youth, individuals and institutions working in the fields of rural and youth economic development?
 - The potential intended long term effects of the RUYE project on unemployed youths are linked to the enhancement of the quality of life of this population group who would otherwise be exposed to extreme poverty and social exclusion.
 - The creation and strengthening of social capital was ensured through the implementation of the project, which established some interventions (capacity and life skills building, sensitization linked to project objectives, planning etc.) before an organization could access project funds.

¹⁴ SRC Questionnaire July 23, 2013

¹⁵ Field Visit Reports.

¹⁶ SRC Questionnaire July 23, 2013.

5.6 Efficiency

- The new (overall) proposed project budget was **\$1,318,521**; up from the initial **\$1,260,000** allocated. The additional **\$58,521** represented an increase in UNDP's cost share from the initial **\$10,000**. The increased cost share was necessary to cover the additional 6 months extension. It was estimated that the additional six months costed a total of **US\$100,000**.¹⁷
- Have the outputs been delivered in a timely manner?
 - The achievement of outputs was considerable, but not problem-free. On the one hand, considerable progress was observed in the implementation of public awareness generation activities, training and capacity building, and business development during 2010. According to the 2011 RUYE Project Annual Work Plan, however, at least one bottleneck was detected in 2 of the 6 planned activities implemented during 2010 to achieve output number 1 "Vulnerable and out of school adolescents and young people, particularly boys, equipped with lifelong earning, livelihood skills and increased access to work opportunities". The first bottleneck was linked to the implementation of the baseline study, on the main planned activities to achieve the afore-mentioned output. According to the available evidence, procurement processes for the baseline study stalled delivery due to poor response to the RFP¹⁸. In addition, in the case of activities linked to agro-processing facilities, problems arose with regard to tenders, which were withdrawn due to misunderstanding of procurement issues.
 - There is no available data to answer this question which would require the existence of a document and/or table listing the specific outputs, the expected date of achievement and the actual date in which they were achieved.
- Has project funding been spent as planned?
 - The available evidence suggests that budget executions improved considerably between 2010 and 2011, a period during which the percentage of budget execution (with respect to total annual advances) for the Rural Youth Poverty Reduction Project increased by 54 percentage points from 42.9% to 96.9%¹⁹.
 - In 2012, there were financial discrepancies, poor project management and planning.²⁰

¹⁷ Updated Project Description, December 2012, page 4 par. 1

¹⁸ RUYE Project, Annual Progress Report, March 2011

¹⁹ Assessing the UNDP-Jamaica's Country Programme Action Plan (CPAP), 2012-2016

²⁰ Assessing the UNDP-Jamaica's Country Programme Action Plan (CPAP), 2012-2016

- According to the evidence available, “cost escalations due to both inflation and under-budgeting for activities began to impact the project with less money being left in the budget than the value of activities to be completed”²¹.
- Could the project activities and outputs been delivered with fewer resources without reducing the quality and quantity?
 - There is no sufficient financial data to answer this question.
- Did the project M&E systems and practices allow for in-time corrective actions and tracking of the progress towards the expected results (outputs, contributions to the outcomes)?
 - The project collected monitoring data on progress towards outputs and contribution to the outcomes. This information was summarized in annual progress reports under annexes entitled ‘Activities and achieved results’. These annexes linked activities to specific outputs and outcomes and provided contextual information on identified bottle-necks which facilitated re-orientation of some activities.
 - Progress reports do not present numerical information on trainings in a standard format, thus making it difficult to construct trends or assess progress in a quantitative manner.
 - No clear targets were set on a quarterly basis to assess performance based on the planned vs. the actual activities, making it difficult to tell whether or not the M&E System was helping in the decision-making process.
 - Given the nature of the available project information, the gaps between planned and executed activities were not easy to identify.
 - There is no stand-alone project monitoring and evaluation plan. The only mechanism that is available corresponds to annual work-plans included in monthly progress reports.
 - The practice of reporting on the progress of project indicators was incorporated after a considerable time had elapsed in the project’s life cycle²².
 - Despite the existence of annual work-plans, a more detailed Project implementation Plan was needed for project monitoring.
 - The absence of a timely baseline study made it difficult to assess the situation of youths prior to the execution of the project. The baseline study was conducted one year after its originally agreed implementation date. During this interim period, working groups were established to assess the situation of youths in targeted parishes and, according to interviewed stakeholders, the working

²¹ UNDP JM-USAID Youth Employment Project Final Report 31 Jul 13

²² SRC Questionnaire July 23, 2013

groups' findings coincided with those of the baseline study that was eventually implemented.

- What measures have been taken during project planning and implementation to ensure that resources are efficiently used?
 - There is no available data to answer this question
- Has the project been cost-effective, i.e. could the results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
 - No cost benefit analyses, as part of an overall feasibility study, have been conducted for any of the projects that have been financed by the RUYE.
- The Project Board, which was the project most important coordination mechanism, was supposed to meet on a quarterly basis, but instead it met every month.
- SRC was part of the Project Board, a situation that could have generated a conflict of interest.
- There was no appropriate mechanism to follow up on the way in which identified bottlenecks were addressed or in the way which incomplete activities came to be executed.
- Project groups experienced inactivity and drop-outs. According to the available documentation on the status of youth groups during the 2010-2012 period, 40.0% (18/45 groups) had at least one inactive member during that period. Along the same lines, 11.0% (58/539 persons) of the total registered group membership was inactive.²³

5.7 Sustainability

- What is the likelihood that the benefits from the project will be sustained after the end of the project?
 - It is difficult to establish a numeric data likelihood that benefits will continue after the project comes to an end. Nonetheless, the available documental evidence suggests that such likelihood will depend on specific coinciding factors of the community and of the economy, as put forward in the analysis of specific micro-projects:
 - Western St. Thomas Bee Farmers Association. From the financial perspective: "The project is profitable and is a stable income generating business if **proper management** of the entity is ensured. In addition, lack

²³ GROUPS' STATUS – Registered Membership. Word document.

of working capital tends to be a primary limiting factor for groups consisting mainly of poverty stricken individuals.²⁴”

- Invaders Youth Club Commercial Ornamental Horticulture Project: “Continuous intervention in the form of **hand-holding, monitoring and training** is however required, to ensure the sustainability of the project²⁵.”
 - Old Pera Youth Club Honey Project²⁶: “The Co-operative will however require **additional training, technical support and hand-holding** to ensure the sustainability of the project.”
 - Barada Farm Youth Club Wine Project²⁷: “The Group will require **additional technical assistance over the period in the form of hand-holding, marketing, standards and small business management** in order to ensure that the project is sustainable.”
- Are the beneficiaries committed to continue working towards project objectives after it ends? Do institutions and professionals have motivation and capacity to efficiently administer the facilities built under the project?
 - Project beneficiaries interviewed during the fieldwork stage expressed their commitment to continue working on RUYE-related objectives even after the project comes to an end as doing so would guarantee the continuity of a source of income for their families. Interviewed beneficiaries highlighted the importance of continuing to apply their acquired knowledge in their homes (e.g. keeping and managing bee-hives, goats, etc...) even after the project ends as it would be catastrophic to lose the amount of experience and ‘know-how’ they obtained.
 - Beneficiaries also exhibited a commitment to the overall objective of what the project is seeking to achieve and expressed willingness to share knowledge and skills garnered as a result of their involvement in the initiative, with beneficiaries in other communities and parishes.
 - Are services developed under the project likely to continue, be scaled up or replicated after the project funding ceases?
 - The organization of groups needs to be strengthened to ensure sustainability.
 - Sustainability plans were delivered to the projects at the end stage, though it is still not clear for them what is the way forward in applying these plans and if they are feasible or not. These plans were based on a standard format with a

²⁴ <Western St. Thomas Bee Farmers Association Beekeeping / Honey Processing> Sustainability Plan

²⁵ Invaders Youth Club Commercial Ornamental Horticulture Project Business Plan.

²⁶ Old Pera Youth Club Honey Project Business Plan.

²⁷ Barada Farm Youth Club Wine Project Business Plan.

very basic market analysis section in which presented data were not always referenced to a source.

- The link between sustainability of the RUYE Project and a thorough consideration of livelihood systems, needs and opportunities (e.g. the situation of health and education services in targeted communities) could not be established.
- To achieve sustainability, there is a need to establish a link with organizations working at the “grass-root” level.

5.8 Gender

- Did the project identify gender issues in the design and/or implementation phase)
 - The project document considered did not include specificities for women within its section on target beneficiaries and in its results framework²⁸. In the results framework, for example, the project specified that at least 50.0% of youths completing training would have to be males.
- What results has the project achieved addressing gender sensitivity?
 - There is no available data to answer this question.
- Could the project have been more gender-sensitive?
 - The project could have been more gender sensitive by guaranteeing a 50-50 balance in its activity. Nonetheless, this lack of balance was, in part, justified, by the higher propensity of males to be involved in violent crime and their higher-than-average unemployment rates.

²⁸ Pages 9 and 14 of the Project Document.

5.9 Partnerships

- Have coordination mechanisms between the relevant partners been successfully established?
 - The Project Board, which was the project most important coordination mechanism, was supposed to meet on a quarterly basis, but instead it met every month.
 - SRC was part of the Project Board, a situation that could have generated a conflict of interest.
 - Several micro-projects signed lease agreements with collaborating community members. These lands were used to undertake business development activities.
 - In Pedro River, a strategic partnership was established with OAS in the provision of technical assistance and complementary training in business development, marketing and sales, packaging, good manufacturing practices and product development.
 - Partnerships were established with RADA, the European Union, the Food and Agriculture Organization (FAO) and the Caribbean Agricultural Research Development Institute (CARDI). These partnerships aimed at obtaining hands-on technical expertise and training for beneficiaries on the basic aspects of management and value-added products.
- Have partnerships with civil society organizations been established?
 - A close partnership was established between the beneficiaries in Aboukir, St. Anne and officials, teachers and students of the school. Participants worked with students in the development of the school's garden. Negotiations with the Board of the Aboukir Primary School resulted in a 10 year lease agreement with the Dynamic Youth Club for the land (part of the school property) on which the greenhouse was installed²⁹.
 - Although members of targeted communities may not be part of specific civil society organizations, it is important to note that links were established with those with extensive experience in particular technical areas. For example, in Grants Mountain, an experienced community member was engaged to work with the youth to impart knowledge on bee-keeping in a way the youth can relate to and provide on-site technical expertise.
 - In Hinds Town, St. Anne, partnerships were established with Trees that Feed, a non-for-profit organization that made an offer of 1.5 acres of breadfruit trees and a mill for the production of breadfruit flour.

²⁹ Jamaica Country Office Field Visit Report Form - Aboukir, St. Ann. 2012.

- What is the likelihood that these partnerships will be sustained after the end of the project?
 - The likelihood of partnerships being sustained at the end of the project will depend on the mutual interest of targeted-community members, civil society organizations and private enterprises, which will be fostered by the performance of beneficiary micro-projects developed under the auspices of the RUYE project.
- What are the opportunities, achievements and/or challenges of the partnerships?
 - Achievements:
 - Presentations were made on the project by the SRC to sensitize the heads of key stakeholder agencies including the Ministry of Youth (March 29, 2010); the Social Development Commission (April 15, 2010), JBDC (April 27, 2010); the Ministry of Agriculture (April 29 and May 12, 2010), JSIF (June 18, 2010) and the National Youth Service (July 12, 2010). Parish working group meetings were held with these key stakeholder agencies to identify project beneficiaries.
 - As reported by interviewed stakeholders and in annual progress reports³⁰, partnerships were established with:
 - private sector representatives such as Caribbean Broilers
 - The purpose of this partnership was the delivery of training in poultry production and processing and the establishment of a MoU.
 - The RURAL Agricultural Development Authority.
 - Challenges:
 - In 2011, the main problems were related to procurement and coordination with partners.
 - The Technical Working Group meetings were not well supported by the agencies³¹. This group only held two meetings.
 - Some of the key stakeholder agencies were not represented on the Project Board. Although this was proposed to the board, it was not accepted.
-

³⁰ Included in the annual progress report dated March 2011.

³¹ SRC Questionnaire July 23, 2013.

6. Conclusions

This section presents the conclusions of the RUYE Project final evaluation. The section starts with a general assessment of project achievements and challenges and it continues with the description of dimension-specific conclusions.

In general, the evaluation found that the RUYE Project was able to achieve key accomplishments, including the creation of business development capacities among rural youths, the generation of ownership of project activities by targeted communities and the functioning of otherwise impossible to create businesses run by youths. But these achievements have not been problem-free as the project has had to deal with numerous challenges in the realm of design, human resources, financial planning, partnerships and monitoring. The project's funds appear to have been managed effectively with only a small number of issues brought to the attention of the evaluation team in sources like the document entitled "Assessing the UNDP-Jamaica's Country Programme Action Plan (CPAP), 2012-2016". This, however, is a matter that requires additional evaluation and supporting evidence.

The available evidence mostly allows for conclusions linked to project outputs (UNDP's managerial responsibility –related to the efficiency dimension), since those related to project outcomes (changes in behavior, knowledge or the nature of institutions, and the responsibility of primary stakeholders) would require additional and more in-depth analyses.

6.1 Relevance and strategic fit

- The objectives of the project were relevant to the social and economic context of the parishes at the time of the project design and implementation. The Ministry of Agriculture highlighted the need to provide and create options to generate employment and income for the youth. A high number of beneficiaries joining the project activities demonstrated that the project objectives were relevant to them as well.
- While the project contributed to fulfilling the needs of the targeted demographic, the evaluation concludes that the generation of ambitious expectations during the project inception stage may have created situation of disappointment linked to the full set of benefits that youths expected to receive.
- By complementing and supporting the work of public institutions that implement activities in the area and rural and youth economic development (MoA, MICYS, NYCD, etc...) and by providing the targeted rural zones of the country with qualified and/or trained cadres of individuals, the project contributed to fulfilling the needs of key governmental policy makers who design nation-wide capacity and economic development plans.

- By being in line with the mandates of both UNDP and USAID and with the countries Vision for the year 2030, the RUYE project contributed to the harmonization and lack of duplication of interventions, at least, from a project design perspective.
- The project design did not originally consider sufficient and adequate personnel and equipment to address the needs of the entire pool of beneficiaries³².

6.2 Effectiveness:

- In general, **the project achieved its foreseen objectives and outputs by increasing numbers of youths actively earning a living directly or indirectly through agriculture** and accessing greater returns from value added processing. This has provided the youths with means to real and substantial access to sustainable livelihood options³³. Needless to say, the project was considerably successful in achieving the transmission of skills on self-employment and income generation. Nonetheless, there were also some drawbacks related to group drop-outs and lack of interest from micro-project participants.
- The project made progress toward the achievement of its outcome level results. By increasing the number of youths trained in the different thematic areas like business development and agro-processing (project outputs), project activities “plowed the road” for increasing the percentage of youths with correct skills, changes in business-related practices and knowledge in these areas (part of the project’s outcome level results).
- Regarding the success factors for the achievement of project objectives, the evaluation concludes that communities were especially helpful in supporting the implementation of micro-projects. For example, while some community members with technical expertise provided their support and ‘know-how’ to youth groups, others facilitated the development of lease-agreements and yet others, like members of local schools facilitated the exchange of experiences between beneficiaries and students. On the other hand, in terms of reason for non-achievement of project objectives, it must be noted that, with a few exceptions, private companies only expressed their support in a verbal manner and did not sign written agreements or memorandums of understanding with representatives of micro-projects stating the way in which the collaboration would be implemented.
- The project faced considerable implementation challenges, brought about, in part, by design problems including.

³² UNDP JM-USAID Youth Employment Project Final Report 31 Jul13.

³³ UNDP 00059390: Youth Employment through Sustainable Livelihoods Programme Final Report

- The absence of a timely baseline study, which created obstacles to thoroughly assess the situation of the youths in selected parishes prior to the implementation of interventions. The availability of timely baseline data would have constituted a critical asset for project planning, implementation, monitoring, decision making and adjustment. The analysis of the different micro-projects indicate that the implemented baseline study only provided information on socio-demographic characteristics and the situation of the agricultural sector in the targeted parishes, but it failed to provide an orientation and strategic information for the implementation of micro-projects.
- The fact that the pilot phase was not implemented appropriately indicates that the approach should have been to select fewer youth groups at the project inception stage, thus allowing for better initial control and assessment.
- The existence of an extended project scope beyond the original targets and the generation of ambitious expectations may have created an environment in which reaching outcomes and meeting targets was a difficult task.
- The project could have strengthened the organizations to get them more ready to implement their business plans, with clear membership rules on their rights and responsibilities.
- One of the most positive, long term, intended effects of the project is the contribution made to the life dynamics and skill set of rural youths who, before the implementation of the project, were mostly idle or just attending school, but were not involved in income generating activities.

6.3 Efficiency:

- While the evidence corresponding to the 2010-2011 indicates that the project's budget execution doubled during this period -a clear sign of financial efficiency-, the analysis of UNDP's Jamaica's Country Programme Action Plan reports the existence of financial discrepancies, poor project management and planning during 2012. Nonetheless, the causes of these contradicting scenarios could not be clarified during the evaluation process.
- The lack of implementation of M&E practices (e.g. absence of a stand-alone M&E plan and a costed M&E work plan) aimed at executing corrective actions and tracking project progress was clearly a major weakness hindering project efficiency.
- No periodic cost-benefit analyses were done to identify the success of project activities in the areas of business development for youths. It is important to note, however, that a

feasibility study was required before engaging in subprojects and the development of business plans.

- The project lacked adequate financial planning to avoid cost increases brought about by inflation and under-budgeting of activities.

6.4 Sustainability

- The likelihood that the benefits from the project will be sustained after its end cannot be ascertained at this time as such it depends on specific coinciding factors of the community and of the economy such as proper management of micro-projects, availability of working capital, continuous hand-holding intervention by collaborating partners, additional training (accompanied by training quality assessments) and technical support.
- The sustainability of RUYE Project training and business development activities will **depend not only on the possibility to secure financing from other sources** for continued implementation, but also on the availability of services and conditions such as adequate health and continuous education services in the communities where project activities were implemented.

6.5 Partnerships

- The evaluator concludes that there existed serious problems of functioning, coordination and collaboration between project stakeholders interacting via the Project Board –the established project coordination mechanism-.

7. Lessons learned

- *Improved multisectoral participation is key to the project's success and national ownership.* The lack involvement of key stake-holding agencies in the Project Board created limitations for the optimal implementation of the Project and hindered the establishment of a platform aimed at obtaining strategic results.
- *The M&E function is more effective when supported by adequate information technology and when combined with clear responsibilities, skills and processes:* The design and development of a robust system to support the M&E function of the Project is critical in Project implementation and the achievement of its overall objectives. By system, the evaluator refers to the combination of practices, quality planning frameworks, tools, software and responsibilities. A well designed system and tools would have ensured quality data to be used for better decision-making.

- *Maintenance of monitoring systems is essential.* To prevent these systems from decaying and collapsing, it is important to know who will collect what kind of information and when, and to ensure that information is flowing horizontally and vertically in the system.
- *Key elements of a sustainability strategy should be introduced early in the project design phase.* These should include a thorough analysis of both governmental and non-governmental institutions involved in project implementation, a timely baseline assessment, appropriate risk analyses, and a better formulation of exit strategies.
- Rural developmental interventions involving youths like the RUYE Project, *require a longer-than-envisioned period of implementation* to guarantee project success and sustainability.
- *Involvement of senior community members.* The project worked best through when the involvement of senior community members was sounder.
- *A thorough project definition would have created an improved enabling environment during the project's initial stages.* A national stakeholder and beneficiary planning workshop should have been held in year one to further define the project needs. This should have also involved decision makers of the agencies and not just the parish level officers.

8. Good practices

- *Productive and strategic relationships at the community level.* The establishment of partnerships between project beneficiaries and officials, teachers and students of local schools for the development of school's garden and the participation of students in greenhouse activities.
- *Active Community involvement.* The involvement of community members in the provision of assistance and support (clearing lands for the establishment of facilities, communicating the specifics of the project to other community members, etc...) to the groups implementing micro-projects.

9.Recommendations

9.1 Design

- Given that the baseline study of the RUYE project was not implemented in a timely fashion, future similar projects and interventions should prioritize the design and implementation of a timely baseline study that will provide the necessary tools for adequate project monitoring and implementation by providing an assessment of the situation prior to project execution. In addition, the design of future similar projects should guarantee that their scopes do not extend beyond the original targets so as not create false or considerably ambitious expectations on project outcomes.

9.2 Effectiveness

- To avoid discouragement, the achieved enhancement of skills of the rural youth should be accompanied by measures to improve the demand for their improved knowledge and skills. Two elements are necessary to achieve this. First, it is critical to create on, and off-farm employment opportunities. Second, the supply and demand for labour must be matched via accurate labour market and labor force information. A way to match skills and knowledge with the dynamics of the labor markets corresponds to the creation of centers for where young people are given access to computers and Internet to aid in their job search and to support their entrepreneurial activities by providing them with access to labour market information.

9.3 Efficiency

- To enhance the assessment of project efficiency there is a need for collecting, maintaining and sharing additional financial execution information beyond what was shared with UNDP in FACE and Annex to FACE forms using the format presented in the example provided below.

Table 2 Suggested format for additional monitoring of the level of budget execution.

Description	2010	2011	2012
Initial budget	x	y	z
Executed Budget	a	b	c
Percentage of Budget execution	$a/x*100$	$b/y*100$	$c/z*100$

- In the future, cost-benefit analyses must be implemented for all project related activities so as to have robust evidence for informed decision making with regard to the implementation of specific project activities and sub-projects and their implications for beneficiaries and the project as a whole.

- The RUYE Project design should have included a robust monitoring and evaluation plan focusing on units of analysis, data collection instruments, frequency of data collection, methods of data analysis, people in charge of collecting and analyzing information and information dissemination procedures.
- Every project indicator should have had a detailed description on its construction, follow up and data sources. This information is presented in the following example.

Table 3 Proposed Indicator reference sheet.

Indicator				
Background				
Rationale				
Responsible party				
Numerator				
Denominator				
Disaggregation level				
Baseline				
Target	Year	1	2	3
	Value	X %		
Data source				
Data collection tool				
Calculation method				
Frequency of reporting				
Data verification				

9.4 Sustainability

- The sustainability of project activities must take into consideration the identification of alternative technical assistance provider's and hand-holders coming from either governmental or non-governmental realms. In addition, guaranteeing the involvement and buy-in of community members should be among the first steps in fostering the continuation of project activities.
- To be sustainable, the results and activities of the RUYE project should be linked to a more a holistic consideration of livelihood systems, needs and opportunities. For example, even with newly acquired business and production skills, rural youths would not be able to realize their full potential and overcome poverty if they continue to live in an environment where health services and health knowledge are weak and where access to public education opportunities is inadequate. To create the afore-mentioned

linkages, specific fora for awareness on health and hygiene and for community mobilization efforts that address education-related problems should be established.

- In the interests of sustainability, the RUYE Project exit strategy should prioritize the involvement of existing community assets and structures over the establishment of new institutions. This will guarantee community involvement and will ease the process of fund-raising to support new project-related activities.
- Special attention should be devoted to improved monitoring and evaluation systems that facilitate and document progress towards sustainability. Effective M&E of field operations might support sustainability in several aspects. First and foremost, it identifies strengths and weaknesses in project implementation, which makes needed adjustments possible in response to changes in the operating environment. Second, M&E can highlight potential linkages among individual project components that enhance the overall impact of programme interventions. Finally, it can establish reliable indicators of project sustainability, which is a critical step in gauging progress towards the planned targets and framing effective exit strategies.

10. Documents reviewed

- PIOJ. 2009. Vision 2030 – Jamaica National Development Plan 2009-2030. Kingston, Jamaica.
- The Government of Jamaica and the United Nations Country Team. 2006. United Nations Development Assistance Framework for the Government of Jamaica. 2007-2011.
- United Nations Country Team. 2010. United Nations Common Country Assessment: Jamaica.
- UNDP. 2009. Capacity Assessment for Project Implementation – SRC.
- UNDP. 2008. UNDP Poverty Programme Strategic Direction.
- UNDP. 2010. RUYE Project Document.
- UNDP. 2009. Micro-Assessment Report of the Scientific Research Council (SRC).
- UNDP. 2012. Jamaica Country Programme Action Plan 2012-2016 – Outcomes and Outputs – Poverty Reduction.
- UNDP. 2011. Poverty Reduction Portfolio.
- UNDP. 2009. The UNDP Jamaica Country Office Plan 2009-2011.
- PIOJ. 2006. The Transition of Jamaican Youth to the World of Work.
- UNDP. 2011. Draft Country Programme Document for Jamaica (2012-2016).
- UNDP. 2013. Assessing the UNDP-Jamaica's Country Programme Action Plan (CPAP), 2012-2016.
- UNDP. 2012. Jamaica Country Office Field Visit Report Form for Aboukir, St. Ann, Grants Mountain, Hindstown, Johnson Mountain, Landewey Ramble, McNie, Pedro River, Pusey Hill and Wakerfield.
- RUYE. 2011. Annual Progress Report of the RUYE Project. March 2011.
- RUYE Project. 2011. Training Matrix November 2011.
- RUYE Project. 2011. Annual Progress Report of the RUYE Project. October 2011.
- RUYE. 2012. RUYE Deliverables.
- RUYE. 2013. Status of Youth Groups 2010-2012.
- RUYE. 2013. Training Matrix 2010-2012.

11. Annexes

11.1 Annex 1. Project Results and Resources Framework

Intended Outcome: Reduction in the incidence of poverty, unemployment and exclusion among vulnerable groups and selected communities, particularly in rural Jamaica.			
Outcome indicators Target: youth in target communities – especially males capacitated in income generating skills Indicator: # of youth trained in entrepreneurial skills; # of micro-enterprise initiatives established; # of youth involved in income generating enterprise; level of unemployment of out-of-school youth			
Partnership Strategy: National Execution by the Scientific Research Council (SRC) and the Ministry of Agriculture and Fisheries (MoA)			
Project title and ID			
Expected Outputs	Output Targets	Indicative Activities	Inputs (\$US)
1. Vulnerable and out of school adolescents and young people, particularly boys, equipped with lifelong learning, livelihood skills and increased access to work opportunities.	Baseline: <ul style="list-style-type: none"> To be determined from baseline study Target: <ul style="list-style-type: none"> 75 Youth per parish * At least 1 facility per parish 1 baseline survey 1 evaluation survey At least 100 * At least 60% * 	Rural component (2010-2012) <ul style="list-style-type: none"> Baseline Study <ul style="list-style-type: none"> measurement of youth unemployment (by gender) identification of agricultural and agro-processing activities with most potential for value added processing identification of viable products and markets assessment of training needs in target parishes to increase youth involvement and achievement in agricultural activities 	930,000

* Target subject to adjustment based on findings of baseline Study

* Target subject to adjustment based on findings of baseline Study

	<p>Indicators:</p> <ul style="list-style-type: none"> • # of youths completing training (at least 50% boys) per parish capacitated in income generating skills annually • # of processing facility processing • # of baseline studies • # of evaluations completed • # of business plans developed annually • % of unemployed youth that are confident about employment opportunities (measurement based on sample survey in baseline survey) 	<ul style="list-style-type: none"> ○ identified ○ identification of communities from which participants to be drawn ○ assessment of physical infrastructure available for agro-processing activities • Project initiation and sensitisation workshops with community members in select communities <ul style="list-style-type: none"> ○ objective of project ○ requirements for participation ○ method of selection ○ expected results/benefits • Training and Capacity Building <ul style="list-style-type: none"> ○ Crop care and/or animal husbandry related to selected activities – avoiding overlap with activities of the MoA ○ Advance agriculture – tissue culture, greenhouse farming, hydroponics, etc. ○ Agro-processing ○ Life Skills Training - basic literacy, numeracy, work ethics, and business etiquette ○ Technical Skills – basic accounting, agro-processing, product development, business management, marketing ○ Youth empowerment and business development capacity building for partners • Product Development <ul style="list-style-type: none"> ○ Support for the development of new products and accessing new markets ○ Pilot production and marketing of new products for select beneficiaries ○ Refurbishing of processing facilities • Business Development <ul style="list-style-type: none"> ○ Business plan development , registration and formalisation, and business financing ○ Development of plans to tap markets 	
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		<ul style="list-style-type: none"> identified <ul style="list-style-type: none"> • Project monitoring and assessment <ul style="list-style-type: none"> ○ Project evaluation ○ Project auditing 	
GMS (7%)			70,000
TOTAL			\$1,000,000

11.2 Annex 2. Evaluation mission agenda

DAY 1

Sunday July 14, 2013

TIME	ACTIVITY	VENUE
5:25 am	Arrival in Jamaica	Hotel

DAY 2

Monday July 15, 2013

TIME	ACTIVITY	VENUE
8:15 am – 8:45 am	Meeting with UNDP Senior Management	UNDP
9:00 am – 10:30am	Meeting with PIOJ and Min Agriculture	PIOJ
10:30 am – 11:30 am	Final Prep for Site Visits	UNDP
1:00 pm – 1:45 pm	Meeting with Project Manager	UNDP
2:00 pm - 3:00 pm	Project Stakeholder Meeting	UNDP

DAY 3

Tuesday July 16, 2013

TIME	ACTIVITY	VENUE
7:00 am – 4:00 pm	Field Trip to Aboukir (Greenhouse) <ul style="list-style-type: none"> Focus Group with beneficiaries 	Aboukir All Age (and Greenhouse)

DAY 4

Wednesday July 17, 2013

TIME	ACTIVITY	VENUE
7:30 am – 11:00 am	Field Trip to Hinds Town (Interviews)	Project Farm
1:00 pm – 3:00pm	Field Trip to McNie and Pedro River (Goat Rearing) <ul style="list-style-type: none"> Focus Group with beneficiaries 	Community Church Hall?? (and Goat Houses)

DAY 5**Thursday July 18, 2013**

TIME	ACTIVITY	VENUE
7:30 – 11:30	Field trip to Pusey Hill (Goat Rearing) (Interviews)	Goat House
1:00 pm – 2:00 pm	Lunch	
2:00 pm – 3:30 pm	CARDI	RADA Manchester

DAY 6**Friday July 19, 2013**

TIME	ACTIVITY	VENUE
7:30 am – 11:30	Field visit to White River (Interviews)	Northgate Education Centre

DAY 7**Monday July 22, 2013**

TIME	ACTIVITY	VENUE
7:30 am – 11:00 am	Field visit to Llandewey	Llandewey (Apiary and possibly facility)
1:00 pm – 3:00 pm	Focus group (Llandewey, Land top any other stakeholder available) at SDC	SDC

DAY 8**Tuesday July 23, 2013**

TIME	ACTIVITY	VENUE
9:00 pm – 10:00 pm	Meeting NYCD and Ministry of Youth	UNDP/Ministry of Youth
10:30 pm – 12:00 pm		
2:00 pm – 3:30 pm	Meeting with SRC	SRC

DAY 9**Wednesday July 24, 2013**

TIME	ACTIVITY	VENUE
10: 00 am – 11:30 am	Meeting with JBDC	
2:00 pm – 3:00 pm	Final debriefing (PIOJ, UNDP and SRC)	UNDP

DAY 10

Thursday July24, 2013

TIME	ACTIVITY	VENUE
8:00 AM	Departure	NMIA

11.3 Annex 3. Evaluation Terms of Reference

Terms of Reference Final Evaluation of Rural Youth Employment Project

Project Number: 00074246

1. RATIONALE AND PURPOSE OF THE EVALUATION

The United Nations Development Programme (UNDP) Jamaica Country Office conducts project evaluations to capture evaluative evidence of the overall contribution of UNDP projects to national development results. Conducted within the framework of the UNDP Evaluation Policy (2011), this evaluation assesses the overall role and contribution of the Rural Youth Employment (RUYE) Project to income generation, employment rates and in longer run to poverty reduction in the target communities.

Poverty is not simply a lack of adequate income, but is rather a multidimensional phenomenon that represents the deprivation of one's ability to live as a free and dignified human being with the full potential to achieve one's desired goals in life. The inability so to do is often but not always a function of insufficient income to access the requisite goods and services. The RUYE project was designed to target some of the issues that result from the nexus of a lack opportunities, income insufficiency and unemployment rates among youth. The lessons learnt from this project can be used to improve the performance of all actors who wish to counter the effects of these nexus of factors in the future.

The evaluation has the following objectives:

- to assess the role and contribution made by the RUYE project to income generation, employment rates and the potential contribution in longer run to poverty reduction
- identify the factors that have affected the project's contribution, answering the question of why the project has performed in a certain way
- make recommendations for improving the contribution and successes of similar projects in the future

2. PROJECT BACKGROUND INFORMATION

Project Title:	Rural Youth Poverty Reduction Project
UNDAF Outcome(s):	Outcome #3: Environment and Poverty
Expected CP Outcome(s): (Those linked to the project and extracted from the CPAP)	Outcome 3.1: Reduction in the incidence of poverty, unemployment and exclusion among vulnerable groups and selected communities, particularly in rural Jamaica.
Expected Output(s): (Those that will result from the project and extracted from the CPAP)	Output 3.1.3: Improved access to sustainable livelihoods for adult men and women and to social services for adults and youth.
Implementing Partner:	Scientific Research Council (SRC)

Responsible Parties:	Ministry of Agriculture and Fisheries (MOA)
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With the levels of rural poverty more than twice as high as urban poverty and youths being over-represented in both national poverty and unemployment figures, there is a compelling case for interventions in rural Jamaica. From this need the Rural Youth Employment Project (RUYE) was born. The initial project budget was USD1Million and the project duration was to have been from January 1, 2010 until December 2012. **The Interventions under RUYE were aimed at increasing the employability of youths through capacity building, thus improving their employment opportunities and allowing them to be able to be engaged in sustainable economic activity.** The 4 Parishes identified – Trelawny, St Ann, Manchester and St Thomas consist of a large percentage of traditional farming communities which focus primarily on cultivation of crops such as tubers (yams and sweet potatoes), and fruits and vegetables. The most identifiable skill sets in these communities are production, harvesting, crop maintenance, export quality standards; project management and implementation.

The expected outputs of the project were:

- Baseline study to identify target population and target markets, training requirements, output targets and monitoring indicators
- Training and capacity building for rural youth in various technical and management practices related to agriculture and agro-processing
- Business Development
- Progress monitoring and output evaluations

The following performance indicators were formulated for the project:

- Increase in number of rural youths (males/females) equipped with literacy, technical and business management skills.
- Increase in number of rural youths (males/females) engaged in agriculture and or agro-processing
- Increase in number of agricultural facilities and or agro-processing facilities available for and being utilized by rural youths
- Percentage completion of commercialisation of selected model enterprises

Approximately 20 Communities were initially identified as contenders for community based post facilities, with community mobilisation and prep work taking place in all. Upon completion of the baseline and the development of costing for the retro-fitting or construction of facilities there was a further prioritisation exercise. In this exercise a short-list of 14 communities/groups were identified as demonstrating the most progress and as having the best likelihood of quickly demonstrable, replicable and sustainable success. At the point construction began however the project had only enough funds to pay for 7 of these facilities. This as the cost of completing these facilities ballooned beyond the budget of project due to inaccurate estimation and scoping and the general high levels of cost appreciation experienced between 2010 and 2012. Plans were however developed with different levels of details for all 14 groups, and all 14 groups have received all the requisite training.

The Rural Youth Poverty Reduction Project was intended to contribute to the reduction of rural youth unemployment in the targeted communities by providing youths with theoretical training, practical experience, production inputs and final production facilities that allow for value-added agricultural production. The Project was to have resulted in increased numbers of youths actively earning a living directly or indirectly through agriculture and accessing greater returns from value added processing. In effect therefore they were to have been provided with access to real and substantial access to sustainable livelihood options. The youths should already have begun to reap rewards from the primary agricultural elements of the project and all is now on stream for them to access and utilise the post-harvest production facilities to improve the agriculture value added, and their own income levels. The net impact will be the scaling up of economic activities from either none at all or subsistence levels “hand-to-mouth” activities. The long term vision is improved linkage between those activities and the local tourist and export sectors where possible and economically feasible

In 2012, a project revision was done to increase the overall budget from to USD1,058,521 and to extend the project duration till 30 June 2013. The project objectives and outputs remained unchanged. The main challenge is sustainability of activities and systems established during the course of project implementation, particularly in the context of the global economic crisis.

3. PURPOSE OF THE EVALUATION

As foreseen in the project document a final independent evaluation of the project needs be conducted in order to

- (1) assess the potential for impact of the project and the investment made
- (2) assess the achieved results at output level and contribution to outcome level results of the project and demonstrate to what extent it has achieved its objectives and has been relevant, efficient, cost effective and sustainable,
- (3) provide information for better decision-making of in future similar interventions (best practices and lessons learned as well as to provide a basis for policy recommendations)

4. EVALUATION SCOPE

The evaluation must address the entire project from inception to completion and should embody a strong results-based orientation.

The evaluation will identify the outputs produced and the contributions to results at outcome level and positive or negative changes produced along the way, including possible unexpected results. The evaluation is to identify the key lessons learnt and best practices

5. EVALUATION METHODS

The project evaluation is to be undertaken in accordance with UN evaluation norms and policies, including UN Standards and Norms for Evaluations³⁴, UNDP Handbook on Planning, Monitoring and

³⁴ Available at UNEG Webpage:
http://www.uneval.org/normsandstandards/index.jsp?doc_cat_source_id=4

Evaluation for Development Results³⁵, and in particular UNDP outcome-level evaluation a companion guide to the handbook on planning monitoring and evaluating for development results for programme units and evaluators³⁶. Evaluation methods should be selected for their rigor in producing empirically based evidence to address the evaluation criteria, to respond to the evaluation questions, and to meet the purpose of the evaluation.

Evaluator will review available key documents and conduct a thorough desk review. These documents encompass the ones closely related to the project as well as context-specific ones from the government and other organizations. Preliminary list of documents to be consulted is attached in Annex 1. The desk review is of primary importance as information contained therein will be cross-checked by primary research methods.

The evaluation should include but not necessarily be limited to the following methods:

- desk review of relevant documents (project document, quarterly, semi-annual and annual project reports, minutes of technical meetings, reports on project activities, relevant national policy documents etc.);
- individual and/or group interviews (or other primary data collection methods like focus groups) with members of the Project Board, main governmental stakeholders and civil society, representatives of the counterparts and implementing partners;
- interviews (or other primary data collection methods like focus groups) with a representative sample of the project beneficiaries based on a pre-designed questionnaire;
- meeting with representatives of USAID;
- field visits to facilities and groups supported under the project;
- questionnaires

The inception report will (i) summarize the desk review findings, (ii) specify and elaborate on the evaluation methodology (evaluation matrix) relating evaluation questions to evaluation criteria, indicators, sources of information and methods of data collection, and (iii) develop data collection tools and instruments. The model for the evaluation matrix is as follows:

SAMPLE EVALUATION MATRIX				
Criteria/Sub-criteria	(Examples of) questions to be addressed by outcome-level evaluation	What to look for	Data sources	Data collection methods

An outline for the inception report is attached in Annex X.

6. EVALUATION TEAM COMPOSITION AND QUALIFICATIONS

Evaluation will be conducted by an independent expert without prior involvement in the project. The evaluator will not act as representative of any party and should remain independent and impartial

³⁵ <http://web.undp.org/evaluation/handbook/>

³⁶ http://web.undp.org/evaluation/documents/guidance/UNDP_Guidance_on_Outcome-Level%20Evaluation_2011.pdf

throughout the evaluation. The evaluation will be conducted in accordance with the ethical guidelines of the United Nations and the UNEG and the Evaluator selected must sign the UNEG Code of Conduct for Evaluators.

The evaluator should have:

- (i) minimum of a master's degree in economics, development studies, social sciences, or related field, with specialized training in evaluation and project/program management;
- (ii) extensive knowledge of, and experience in applying, qualitative and quantitative evaluation methods to projects and/or programmes
- (iii) Minimum 5 years' experience in project or programme evaluation
- (iv) Excellent communication, interpersonal and drafting skills
- (v) Knowledge of and experience with UNDP or other donor or developing country poverty reduction programmes would be an asset
- (vi) Experience in project management is considered an asset

7. PLANNING AND IMPLEMENTATION ARRANGEMENTS

7.1. Management arrangements and logistical support

The evaluation should be planned and conducted in close consultation with UNDP Jamaica Country Office (CO). The evaluation tools and methodology must be agreed with the CO. The CO will provide including travel arrangements, transportation during the field missions, and organisation of meetings, and submission of all documents for desk review. The Regional Service Centre (RSC-LAC) of the UNDP will provide quality assurance and ensure compliance with the Norms and Standards of the United Nations Evaluation Group (UNEG) by providing comments on evaluation tools and methods, the draft report and clearance of the final report.

Although the evaluator should be free to discuss all matters relevant to this assignment with the authorities concerned, he/she is not authorized to make any commitment on behalf of UNDP

The evaluator reports directly to UNDP Jamaica Country Office. The report will contain the findings, conclusions and recommendations as well as a recording of the lessons learned during project implementation. To the extent possible, the draft report will also be circulated to the project counterpart agencies, the representative of the donor and, with other parties involved in the project for review. While considering the comments provided on the draft, the evaluator would use his/her independent judgment in preparing the final report. The final draft will be an independent and impartial evaluation of the project and will meet all UNEG evaluation requirements.

7.2. Indicative timeframe for the evaluation process

Expected duration: 13 May 2013 – 27 June 2013.

Locations: Home based and Jamaica

Tasks	Number of w/days	Tentative dates	Expected result
Desk review of project document, reports and other	5	13-17 May 2013	Inception report containing work plan, key findings of desk

background documents			review and evaluation methodology
Development of evaluation methodology			
Site Visits, Meetings and interviews with stakeholders, beneficiaries and Partners; debriefing	10	20 -31 May 2013	Data from major stakeholders collected;
Data analysis and preparation of the draft report	8	3 - 12 June 2013	Draft evaluation report with findings, lessons learned and results submitted to UNDP for review
Collecting comments on draft report from UNDP		10 - 19 June 2013	
Finalization of the report on the basis of comments received	3	19-25 June 2013	Evaluation report
Presentation of final evaluation report Final Project Board Meeting	2	27 June 2013	Evaluation report presented
Total working days(incl. travel)	28		

7.3. Expected deliverables

Expected deliverables:

1. Inception report
2. Draft evaluation report in line with UNEG evaluation guidelines.
3. Final evaluation report and presentation.

The final report should not be longer than 35 pages, excluding the annexes and the executive summary (Annex 3). The report should be developed with respect to the following chapters:

- executive summary (maximum 4 pages)
- introduction (including evaluation objectives and scope)
- description of the Intervention
- evaluation Approach and Methods
- analysis
- evaluation Findings, including contribution to outcomes, and sustainability
- conclusions
- recommendations
- lessons learned and best practices

Annexes to the evaluation report should be kept to an absolute minimum. Only those annexes that serve to demonstrate or clarify an issue related to a major finding should be included. Existing documents should be referenced but not necessarily annexed. Maximum number of pages for annexes is 15.

8. PAYMENT

Evaluator will be issued consultancy contract and paid in accordance with United Nations rules and procedures. Payment will be made in three instalments: 20% upon completion of inception report, 40% upon completion of the draft report and 40% upon clearance of the final report and presentation.

Tentative outline of the main report

- Executive summary (maximum 4 pages)
- Introduction (including evaluation objectives and scope)
- Description of the intervention
- Evaluation approach and methods
- Analysis
- Evaluation findings, including contribution to outcomes, and sustainability
- Conclusions

11.4 Annex 4: Data collection tools

RUYE Project Final Independent Evaluation | Interview Guide

Interview date | time [Date / time] | Interview location [Location]

Interviewer	[Name]	Interviewee/s
	[Purpose]	Interviewee/s

Introduction

Thank you for agreeing to participate in the interview. My name is Javier Jahnsen and I am conducting this interview on behalf of <specify name > as part of the final independent evaluation of the RUYE Project. The purpose of this interview is to help us better understand the results obtained from the implementation of the RUYE, the elements that have worked and those that have not. The interview will last approximately 1.5 hours.

Relevance

- 1.1. Are the project objectives relevant to the current situation of young people in (rural) Jamaica?
- 1.2. Does the project address needs of young population?
- 1.3. Is the project responding to and aligned with national priorities and strategies?

Effectiveness

- 1.4. Has the project achieved what it intended to achieve?
- 1.5. What are the success factors for the achievement or reasons for non-achievement of project objectives?
- 1.6. What are the major challenges, opportunities and obstacles encountered by the project as a whole?
- 1.7. What are the intended and unintended results of the project on unemployed youth, individuals and institutions working in the fields of rural and youth economic development?

Efficiency

- 1.8. Has project funding been spent as planned?
- 1.9. Could the project activities and outputs been delivered with fewer resources?

- 1.10. What measures have been taken during project planning and implementation to ensure that resources are efficiently used?

Sustainability

- 1.11. What is the likelihood that the benefits from the project will be sustained after it ends?
 1.12. Are the beneficiaries committed to continue working on improving their situation after the project ends?

Gender equality

- 1.13. Could the project have been more gender-sensitive?

Partnership

- 1.14. Has the coordination between the relevant partners been successfully established?
 1.15. Have partnerships with civil society organizations been established? What is the possibility of these partnerships being sustained after the end of the project?
-

4.2.2 Interview record sheets

RUYE Project Final Independent Evaluation | Interview Guide

Interview date | time *[Date / time]* | Interview location *[Location]*

Interviewer	[Name]	Interviewee/s
	[Purpose]	Interviewee/s

Relevance	Summarized findings
Question	<ul style="list-style-type: none"> • 1 • 2 • 3

Effectiveness	
Question	<ul style="list-style-type: none"> • 1 • 2 • 3
Efficiency	
Question	<ul style="list-style-type: none"> • 1 • 2 • 3
Sustainability	
Question	<ul style="list-style-type: none"> • 1 • 2 • 3
Gender equality	
Question	<ul style="list-style-type: none"> • 1 • 2 • 3
Partnerships	
Question	<ul style="list-style-type: none"> • 1 • 2 • 3

4.2.3 Beneficiary interview questionnaire

RUYE Project Final Independent Evaluation

| Beneficiary survey form

 Interview date | time *[Date / time]* | Interview location *[Location]*

Interviewer	[Name]	Interviewee/s
	[Purpose]	
Parish:		
Community:		
Form number:		

 Introduction

Thank you for agreeing to participate in the interview. My name is Javier Jahnsen and I am conducting this interview on behalf of <specify name > as part of the final independent evaluation of the RUYE Project. The interview will last approximately 1 hours. If you accept, I am going to ask you different questions about yourself and your relationship with the RUYE Project.

 Socio-demographic data (An 'x' should be used for questions that demand selecting an option)

1.Age:_____

2.Sex: M___ F___

3.Last level of education completed

None:___

Primary education:___

Secondary education:___

College:___

4. Type of employment:

a. Self-employed___ If this option is selected, described type of self-employment: _____

b. Employed in a third-party company___

c. Unemployed:___

Project-related questions

5.How did you first come to be involved in the activities of the RUYE Project?

6.What was your life like before you came to the RUYE project?

How has your life changed now?

Do you think the project has achieved its objectives? After answering yes/no, explain your answer.

Yes___ No___

What benefits did you receive from the project?

Are there things you did not like about the project, things that could have been done better? After answering yes/no, explain your answer.

Yes___ No___

Are you committed to continue working towards achieving RUYE project objectives after it ends? After answering yes/no, explain your answer.

Yes___ No___

Should projects like this continue to receive funding and support to carry out their work?

Yes___ No___

4.2.4 Field visit results sheet

RUYE Project Final Independent Evaluation

| Field visit form

 Field visit date | time *[Date / time]* | Location *[Location]*

Evaluator	[Name]	[Attendees]
	[Purpose]	
Parish:		
Community:		

 Observation guide

Purpose of the field visit: _____

Project performance—implementation issues

1. _____

2. _____

3. _____

Key lessons learned during the field visit

1. _____

2. _____

3. _____

Key challenges observed during the field visit

1. _____

2. _____

3. _____

4.2.5 Meeting minutes

RUYE Project Final Evaluation | Meeting Minutes

Meeting date | time *[Date / time]* | Meeting location *[Location]*

Meeting called by	[Name]	Attendees
	[Purpose]	[Attendees]
Type of meeting		
Facilitator	[Name]	

Agenda topics

Time allotted | *[Time]* | Agenda topic *[Topic]* | Presenter *[Name]*

Discussion [Conversation]

Conclusion [Closing]

Meeting results

[Topic]

[Topic]

11.5 Annex 5 List of stakeholders interviewed/consulted

- PIOJ
 - Delores Wade, Senior Project Economist
- UNDP
 - Keesha Raymond, Program Analyst
- SRC
 - Hawthorne Watson, Acting Executive Director
 - Marcia Henry, Manager
- USAID
 - Alexis Roiter, Crisis, Stabilization & Governance Officer

11.6 Annex 6: List of reviewed documentation

- UNDP Jamaica Country Programme Action Plan 2007-2011
- Rural Youth Poverty Reduction Project Document
- Updated Youth Poverty Reduction Project Description
- Rural Youth Poverty Reduction Baseline Study Report
- Rural Youth Poverty Reduction Annual Report 2010 – 2012
- Rural Youth Poverty Quarterly Progress Report (2010-2012)
- Rural Youth Poverty Reduction Draft Final Report (December 2012)
- Rural Youth Poverty Reduction Project Manager Monthly Progress Reports
- Project Board Meeting Notes
- Combined Delivery Reports 2010-2013
- NIM Audit Report 2011 and 2012
- Field Visit Reports
- Miscellaneous Special Reports

11.7 Evaluator's Curriculum Vitae

<p>JAVIER JAHNSEN G</p> <p>jahnsen@entelnet.bo jaiahnsen@gmail.com</p>	<p>Nationality: Bolivian</p> <p>Date of Birth: 07/23/60</p> <p>Civil Status: Married, two children</p> <hr/> <p>P.O. Box: 12141 San Miguel- La Paz, Bolivia</p> <p>Address: Achumani St .25- House # 19 -La Paz</p> <p>Telephone: Mob. (591) 720 27146 of .(5912) 212 1900</p>
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Experience Summary

Mr. Jahnsen has acquired over 20 years of extensive operational experience as a Project Management Expert in the design, implementation, monitoring and evaluation of public policies and programs pertaining to Public Works, Water and Sanitation, Governance & Decentralization Reform, , social funds, Land reforms and Rural Development, Health Sector Reforms, Social Care services and Education, among others. Mr. Jahnsen has the proven capacity and ability to improve implementation with a management by objectives/results approach. He is a specialist in the development and use of Result Based Monitoring and Evaluation Systems as a management tool, integrated to Management Information Systems (MIS), and he also is experienced in international Procurement Supply Management and Financial Management.

Moreover, Mr. Jahnsen has the ability and capacity to organize, participate in, and lead interdisciplinary and intercultural teams and has extensively worked for governments; multi and bilateral organizations. Associate Expert of the UNDP Regional Network of Evaluation Experts in the LAC region. In addition, Mr. Jahnsen has consulting experience in more than 40 countries in Latin America, the Caribbean, Eastern Europe, the Middle East, Africa , the Pacific Islands and Asia.

International Consulting Experience

Feb 13 - to date Republic of Nicaragua- Malaria Program-Global Fund-Grant Management Solutions

GMS PR team consultant responsible to assist NICASALUD as Principal Recipient in setting up the M&E Plan .Among the main tasks to be accomplished in the consultants have Red NicaSalud's M&E system using MESST; b) prepare an M&E capacity building plan based on assessment results, with emphasis on SR data collection (Ministry of Health); c) based on MESS, provide assistance to develop a National M&E Plan for malaria; and c) review and provide comments to finalize grant consolidation documentation (malaria component Rounds 7 and 9). Subsequent visits will continue to strengthen the PR's M&E systems.

Dec 12-to Mar 12 Republic of Peru-Minisry of Health/PARSALUD II – The World Bank

External Consultant responsible to provide technical support to the World Bank Project Task Team in reviewing over all project coordination and operational costs in preparation for the Mid-term Review for the Health Sector Reform, Second Phase of the APL (PARSS2. Review the operational structure along this line review the Terms of Reference, the salary levels, the staff appraisal tool and come up with specific recommendations to improve the institutional setting.

Oct-Nov 12 International Labour Organization (ILO)- STEP/Portugal –Cape Verde and Mozambique

External Consultant responsible to perform the final independent evaluation which aims at examining the extent to which the project objectives have been achieved. The final evaluation is intended to provide an independent assessment of the STEP/Portugal Phase II Project, with regards to the relevance and validity of project design and the efficiency, effectiveness and sustainability of its outcomes. It will also document lessons learned and possible good practices for sharing of knowledge and experiences. The consultant has performed his field work in Geneva, Lisbon, Cape Verde and Mozambique.

Sep-Oct 12 The Dominican Republic –MoH –PARSS 2- The World Bank

External Consultant responsible to provide technical support to the World Bank Project Task Team in reviewing over all project coordination and operational costs in preparation for the Mid-term Review for the Health Sector Reform, Second Phase of the APL (PARSS2. Review the operational structure along this line review the Terms of Reference, the salary levels, the staff appraisal tool and come up with specific recommendations to improve the institutional setting.

Sep 2012 The Dominican Republic- The Supreme Audit - The World Bank

External Consultant responsible to provide technical support to World Bank Project task team in the review of the organizational structure of the Dominican Republic Supreme Audit as part of the implementation of an IDF Grant for Improving Performance Accountability. The main tasks were to do a rapid assessment of the organization, verify how the targets set in the IDF are being monitored, the internal communication practices as well as the progress of the grant activities and make specific recommendations to improve their implementation.

Jul-to date UNAIDS –technical Support Facility –The Fiji MoH STI/HIV/AIDS Program

Short term external consultant for the HIV/AIDS Technical Support Facility Southeast Asia & the Pacific(TSF) financed by UNAIDS and responsible to support the preparation of the M&E Framework under the Multisectorial National Strategy 2012-2015.

Jun– to date The Dominican Republic- General Directorate of Land and Territory- The World Bank

External Consultant under the direct supervision of the World Bank Task Team Leader and in close cooperation with other team members, the consultant is responsible to provide Technical Assistance to the DR Municipal Development Project, with particular emphasis on strengthening the management and M&E capacity of DGODT's PRODEM team to improve project performance.

Responsible to review and provide advice in strategic planning and implementation of the yearly workplan, prepare the Program Implementation Plan and review and fine-tune the Procurement Plan in line with the POA and PIP.

11.8 Micro-projects

- Micro-projects were implemented in communities of targeted parishes and aimed at enhancing the knowledge and skills of youths in terms of business management and specific thematic areas that range from apiculture, goat-rearing, and greenhouse agriculture, among others. The analysis of micro-project implementation is relevant from an evaluation standpoint as it offers information linked to the skill-building and knowledge application outcomes of the project. At the same time, the analysis of these interventions constituted a means for verifying if resources entrusted to UNDP were being utilized appropriately, if there was a continued national ownership, ongoing stakeholder engagement and sustainability and if the project's outputs contributed to the achievement of intended outcomes.
- The following are the results of an analysis of selected micro-projects:
 - Bee Keeping & Honey Processing: Grants Mountain, St. Ann
 - There were neither commercial activities nor other value-chain related actions linked to this micro-project, as implementation of infrastructure activities was not yet completed. The group is registered to RADA which provides technical assistance to them in agronomy and marketing.
 - The good will of certain private companies to support this micro-project was identified.
 - Community actors showed considerable commitment in terms of sharing their expertise and supporting the implementation of activities.
 - Animal Husbandry – Goat Rearing: Land Top, St. Thomas
 - Some detected problems included the lack of availability of low-cost energy sources and the lack of crops for the feeding of goats.
 - The goat transportation process generated problems. In addition, micro-project coordinators did not visit the animals and did not meet the agreed-upon deadline for their transportation. In spite of numerous warnings on the health situation of goats, no action took place to prevent them from dying.
 - Greenhouse: Aboukir, St. Ann
 - A nearly-total lack of interest in the project lead to the recommendation for relocating it to another community.

- 15 youths participated in training sessions at the beginning of the micro-project. Eight months later, 11 participants did not show any interest in it or its continuity.
- The analysis of the business plans of several micro-projects yielded the following findings:
 - The specificities of water sources are not explained. In the case of the Commercial Ornamental Horticulture Project Business Plan, for example, the source that would provide water for the activities of the project was not mentioned, which is interesting, as this was frequently raised as a sensitive issue that produced delays in the activities of other micro-projects –as stated in field visit reports–.
 - The details of energy sources were not adequately explained. In the case of the horticulture project at Bunkers Hill and at Pillar, South Manchester, for example, this issue was not even included in the business plan.
 - The structure of the productive processes in micro-projects like the ones implemented in Bunkers Hill and South Manchester were not sufficiently clear in the business plans.
 - The business plans present a very optimistic scenario in terms of projected profits, something that is not clearly backed up by the data included in the supporting documents.

11.9 Site visit pictures





