

# EVALUATION OF THE UPSHIFT PROGRAMME IN NAMIBIA (2021-2024)

FINAL REPORT  
JUNE 2024

Prepared by:  
Elizabeth Dalling, Lead Consultant  
Dr Zulfah Albertyn-Blanchard, Support Consultant

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## **Evaluation of the UPSHIFT Programme in Namibia (2021-2024)**

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# Acronyms

ADAP	Adolescent participation and development
AYP	Adolescents and young people
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CO	Country office
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil society organisation
EQ	Evaluation question
ERG	Evaluation reference group
FGD	Focus group discussion
GEROS	Global Evaluation Reports Oversight System
HCD	Human centred design
KII	Key informant interview
M&E	Monitoring and evaluation
MGEPEWSW	Ministry of Gender Equality, Poverty Eradication & Social Welfare
MoEAC	Ministry of Education, Arts and Culture
MSYNS	Ministry of Sports, Youth and National Service
MTC	Mobile Telecommunications Company
NDP	National Development Plan
NPC	National Planning Commission
NUST	Namibia University of Science and Technology
NYC	National Youth Council
OECD-DAC	Organisation for Economic Cooperation and Development - Development Assistance Committee
OPM	Office of the Prime Minister
PAY	Physically Active Youth (Namibian CSO)
PHN	Project HOPE Namibia (Namibian CSO)
RO	Regional office
SDGs	Sustainable development goals
ToC	Theory of change
ToR	Terms of reference
ToT	Training of trainers
UN	United Nations
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

# Executive summary

## Background

UNICEF's UPSHIFT programme combines leading approaches to youth and adolescent development, social innovation, and entrepreneurship, to empower young people to become **social innovators** and entrepreneurs, while developing critical skills for **employment**. It aligns with UNICEF's agenda to prioritise adolescent participation in decision-making, by ensuring the voices of adolescents and young people (AYP) are heard and contribute to change in practical ways. It is now operational in 47 countries.<sup>1</sup>



Implementation of UPSHIFT in Namibia complements government and private sector efforts to upskill and provide opportunities for young Namibians to engage in enterprise development. It epitomises the principles and aspirations of both the Government of Namibia's *5<sup>th</sup> National Development Plan (NDP5)* and the *Sustainable Development Goals (SDGs)*, creating opportunities for young people to acquire skills for entrepreneurship and employment, via access to **non-collateral financing**, **workshops** and **mentorship**.

In 2021, UNICEF Namibia kickstarted UPSHIFT with 85 young people in the Khomas region, in partnership with Physically Active Youth (PAY), a local CSO, the Ministry of Sports, Youth and National Service (MSYNS) and private sector partners. In 2022, the programme expanded to Kavango East and Omaheke regions. UPSHIFT Namibia has now reached over 608 AYP (206 male and 402 female), via intense community mobilisation, skill building, social innovation bootcamps, pitching and exhibition events, including facilitating access to direct and indirect seed funding for over 100 participants.

## Evaluation purpose, objectives and scope



The purpose of this independent evaluation is to enable comprehensive understanding of UPSHIFT Namibia's implementation, outcomes, and impacts related to enabling AYP to develop transferable skills and make the transition from **learning to earning**. The evaluation covers all components and objectives of UPSHIFT, including the four focus areas: **transferable skills**, adolescent and youth **empowerment**, **civic engagement**, and **entrepreneurship**. Additionally, the evaluation includes revising the UPSHIFT theory of change and monitoring and evaluation (M&E) framework and considers the impact of gender and age on outcomes.

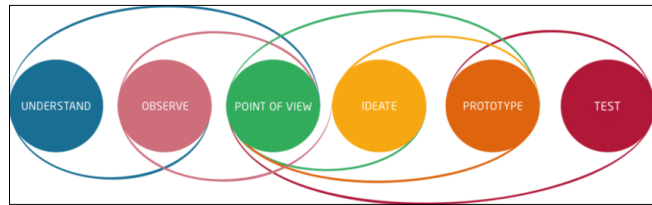
The evaluation objectives and questions are informed by the OECD-DAC evaluation criteria, including: **relevance**, **effectiveness**, **impact**, **coherence**, **efficiency** and **sustainability**. The scope includes the three regions in which UPSHIFT has been implemented (Khomas, Omaheke, Kavango East), from inception in 2021 to date, including post-UPSHIFT support. The country office (CO) has decided that UPSHIFT will not continue in Namibia in its original form, due to concerns that it is not reaching the most marginalised young people in sustainable ways. Therefore, the recommendations focus on both formative recommendations for ongoing implementation or adaptation (for knowledge-sharing), as well as how elements of UPSHIFT and/or HCD could be integrated into future skills development initiatives. Anticipated evaluation users include the Namibia CO team, government partners, other key partners (PAY, private sector partners, judges, mentors, facilitators) and AYP themselves.

<sup>1</sup> <https://www.unicef.org/innovation/upshift>



## Methodology

The evaluation is based on principles of [participatory engagement](#), utilisation focus and gender and equity sensitivity. The overall approach is informed by [human centred design](#) (HCD), a creative problem-solving approach recommended by the UNICEF Office of Innovation,<sup>2</sup> which begins with engaging with users to understand the challenge, as well as their experiences and questions. This approach has influenced all evaluation phases.



The guiding evaluation frameworks, in addition to the OECD-DAC criteria, are the *UNICEF global framework on transferable skills* and *UNICEF conceptual framework for measuring outcomes of adolescent participation*, to give the OECD-DAC criteria meaningful context. Evaluation questions incorporate a [human rights and gender equality](#) lens, focusing on the rights, needs, and priorities of all beneficiaries, especially the marginalised.

A [mixed methods](#) approach was used, combining a quantitative survey of UPSHIFTers' experiences with qualitative interviews and focus groups, including prospective users, former UPSHIFTers and key partners. [Interactive mapping activities](#) were integrated into the focus groups to ensure the experience was empowering for the AYP involved. The sample was gender-balanced overall. The qualitative data was analysed thematically, and the analysis of quantitative survey data was primarily descriptive. Though a multivariate linear regression analysis was performed, the sample size made prediction of outcomes unreliable. Qualitative and quantitative data were triangulated to validate findings and a [co-creation and validation workshop](#) with key stakeholders incorporated HCD tools to ensure co-creation of recommendations.

The study was conducted in line with UNICEF's ethical guidelines, and formal approval from the Ethical Review Board was received at the inception stage. The process upheld ethical safeguards for research, including respect for dignity and diversity; right to self-determination (informed consent); fair representation; compliance with codes for vulnerable groups; confidentiality and avoidance of harm.

## Key conclusions on findings

### EQ1: Relevance

UPSHIFT has been [highly relevant](#) to Namibian AYP, including the marginalised, due to its experiential learning design and [contextualisation](#) of global materials. UPSHIFTers' diverse social enterprises have been relevant to their [communities](#), connecting empathy and innovation. However, moving the target [age range](#) (14-24 years) upwards may be needed, to align with Namibia's definition of 'youth', which extend to 34, and to strengthen relevance.



### EQ2: Effectiveness

UPSHIFT has been effective in its primary objective of equipping AYP as agents of change, with the majority of UPSHIFTers describing a [transformative](#) learning experience, leading to increased [confidence](#) and transferable skills. Experiential learning, mentoring and peer learning have strengthened this effectiveness.



<sup>2</sup> <https://www.unicef.org/innovation/hcd>

However, inconsistent [mentoring](#), challenges faced by marginalised participants, lack of post-UPSHIFT opportunities, and lack of outcomes-focused [M&E](#) have hampered effectiveness.

### EQ3: Impact

UPSHIFT has enabled skills development for learning, personal empowerment, active citizenship and employability, via its social innovation and entrepreneurship curriculum. It has also had a positive impact on [indirect beneficiaries](#), enabling skill sharing in communities and personal and professional development for partners, due to exposure to HCD. This highlights the role of innovative learning approaches as a [catalyst for change](#) beyond the participants themselves.



### EQ4: Coherence

UPSHIFT stands out from other social entrepreneurship programmes in Namibia, due to its [depth of engagement](#) and skill-building and innovative non-collateral funding. Its focus on [inclusivity](#) and empowerment through non-traditional education pathways reflects a strong commitment to human rights and gender equality. However, there is room for more [contextualisation](#), to ensure that benefits are accessible to all AYP, including those in remote locations with lower literacy levels.



### EQ5: Efficiency

The UPSHIFT ecosystem of voluntary mentors and judges has contributed to programme efficiency. However, residential workshops are resource intensive, and stakeholders suggested alternatives, including [blended learning](#). This needs to be weighed up against the [digital divide](#), particularly in light of UPSHIFT's commitment to inclusivity. More rapid administrative procedures for channelling funds for implementation from UNICEF via the MSYNS are also needed to strengthen efficiency.



### EQ6: Sustainability

Challenges to sustainability include lack of commitment by some mentors and lack of [post-UPSHIFT opportunities](#). Long-term sustainability will require strategic partnerships, with local, private sector and UN partners, to ensure reliable funding. Stakeholders recommended integrating UPSHIFT into national education and/or skills development systems, but highlighted [systemic barriers](#), including curriculum rigidity and lack of capacity for innovative approaches, which would need to be addressed.



### EQ7: Gender and equity

UPSHIFT is designed to [promote equity](#) and inclusion of girls and other marginalised groups, including AYP with disabilities and in remote locations, and has succeeded in doing so, via [community-based](#) mobilisation, applying HCD principles and using [non-formal](#) educational pathways. Female-led innovation projects have empowered communities in areas including menstrual health and gender-based violence. However, girls and other marginalised participants still faced challenges related to confidence, engagement and resilience, especially when not selected for funding.



## Lessons learned

### Lesson 1: Human centred design strengthens the relevance, effectiveness and equity of skills development initiatives for AYP

Developing HCD skills among AYP, via [experiential learning](#) in face-to-face workshop settings, closes the skills gap left by mainstream education. It enables the development of changemakers, equipped with transferable skills. The HCD approach is learner-centred,

which [strengthens equity](#) by building the confidence of participants from marginalised groups, including young women, AYP with disabilities and AYP from rural areas.

**Lesson 2: AYP need to be equipped for a range of learning to earning pathways including, but not limited to, entrepreneurship**

Entrepreneurship is an important pathway from learning to earning for some AYP. However, for [younger adolescents](#), an emphasis on transferable skills such as empathy, collaboration and creativity is needed, as a foundation for a [range of pathways](#), including employment. Skills development initiatives focusing on entrepreneurship are likely to be most relevant, and have most impact, for AYP with a demonstrated interest in taking that pathway.

**Lesson 3: Ongoing co-design and adaptation of curriculum materials is needed to ensure no AYP are left behind by skills development initiatives**

[Marginalised groups](#), especially girls, young women, AYP with disabilities and those from rural areas (with lower literacy levels) need more support, in most cases, with the confidence-building and skills development required for creative problem-solving. [Ongoing co-design](#) of curriculum materials with these participants is needed, to ensure they are not left behind. Consistent generation of M&E data focusing on learning outcomes is also crucial.

**Lesson 4: Co-designing and developing a sustainable ecosystem with partners is essential to avoid AYP being ‘dropped too soon’**

HCD-based skills development initiatives should be complemented with a sustainable [ecosystem of support](#), to ensure long term impact. Mentoring can be an effective component; however, mentors need to provide support over the medium term. For entrepreneurship programmes, ongoing support with getting ideas to market and financial management is required. [Strategic partnerships](#), enabling integration into national systems, are also crucial.

**Lesson 5: Equipping AYP with HCD skills has a ripple effect on indirect beneficiaries including communities and implementing partners**

Developing HCD and social innovation skills among AYP, in addition to cultivating their creative confidence and transferable skills, has a positive impact on [indirect beneficiaries](#). These include members of participants’ local communities, who benefit from social innovation projects designed to meet their needs. Implementing partners’ exposure to HCD methods and mindsets can also catalyse a shift towards using more [user-centred](#) approaches.

## Recommendations

The recommendations for ongoing skills development for AYP, which were co-created with stakeholders, are summarised below. See the *Recommendations* section at the end of the report for details of priority level, timelines and the stakeholders responsible for action.

### Section A: Recommendations for UPSHIFT’s ongoing implementation / adaptation

**Recommendation 1: Differentiate UPSHIFT’s target skills and age ranges to strengthen relevance and facilitate a wider range of learning to earning pathways**

Dividing implementation into two age groups is recommended, as follows:

- [14-17 \(or 19\) year-olds](#): focus on all four transferable skills dimensions, to prepare for a wider range of pathways from learning to earning than entrepreneurship alone.
- [18 \(or 19\)-30 year-olds](#):<sup>3</sup> focus on all four skills areas, plus an optional Phase 2 track focusing entrepreneurship, for those with a demonstrated interest in that pathway.

<sup>3</sup> This goes beyond UNICEF’s mandate, so implies collaboration with other partners/agencies.

**Recommendation 2: Adapt programme materials and facilitation on an ongoing basis to ensure equitable and effective support for the most marginalised participants**

The most marginalised AYP are not being engaged effectively. This has led to the *Matthew effect*,<sup>4</sup> whereby those who have already benefitted from more social, economic and educational resources are those who succeed. Ongoing co-design and *customisation* with the most marginalised is recommended, as is encouraging female participants and ensuring equitable representation of *people with disabilities* in all roles.

**Recommendation 3: Develop a more sustainable ecosystem for UPSHIFTers' ongoing skills development to avoid the experience of being 'dropped too soon'**

Many UPSHIFTers are being 'dropped too soon', due to gaps in the ecosystem. Exploring the possibility of intergenerational design teams, based in each UPSHIFTer's community is recommended. Integrating life skills in a *pre-programme phase*, to enable maximum skills development during the programme, is also recommended, as is more extensive training for *mentors* and judges, to ensure longer term commitment and support for AYP.

**Recommendation 4: Build a wider range of strategic partnerships, including with the private sector and other UN agencies, to ensure sustainable funding and post-UPSHIFT opportunities**

A more extensive *range of partnerships*, especially with the private sector, is required, to ensure sustainable funding. Private sector support could also include provision of internship and/or employment opportunities for UPSHIFTers. Exploring formalising partnerships with *startup incubator* programmes is recommended, as is building partnerships with other UN agencies, to enable collaborative action and avoid duplication of effort.

**Section B: Recommendations for skills development initiatives and capacity building based on learnings from UPSHIFT**

**Recommendation 5: Develop human centred design skills among youth skills development partners to strengthen the quality and relevance of initiatives**

Government partners emphasised the potential that developing *HCD skills* themselves has to strengthen the *quality and impact* of their skills development initiatives for AYP. Developing core HCD skills including empathy, collaborative ideation and prototyping (i.e. testing) would strengthen the relevance and impact of skills initiatives, and aligns with the UNICEF Office of Innovation's focus on integrating HCD into *ways of working* at every level.<sup>5</sup>

**Recommendation 6: Explore integrating elements of UPSHIFT into the mainstream education and/or youth skills development systems to improve their quality**

Exploring integrating UPSHIFT/HCD into the mainstream *youth skills development* and/or *education system* is recommended, to complement the academic focus of the mainstream curriculum and/or strengthen the quality of skills development initiatives. *Blended learning* could be considered, weighed up against the digital divide. The *skills gap* between teachers and youth skills facilitators and the UPSHIFT/HCD approach would need to be addressed.

**Recommendation 7: Strengthen the M&E of skills development initiatives to enable clearer understanding of programme quality and impact**

Addressing the lack of consistent *M&E data* regarding the *impact* of UPSHIFT is recommended, as most data focuses on attendance and demographics. Updating the M&E framework, based on a revised theory of change, is recommended, to focus on the impact and outcomes of UPSHIFT and/or equivalent skills development initiatives. To this end, a revised *M&E framework* is provided, to be developed further by the CO and partners.

<sup>4</sup> <https://royalsocietypublishing.org/doi/10.1098/rsif.2014.0378>

<sup>5</sup> <https://www.unicef.org/innovation/hcd>

# 1. Introduction

UNICEF Namibia commissioned an evaluation of the UPSHIFT programme in Namibia to enable a comprehensive understanding of the programme's implementation, outcomes, and impacts, while considering the perspectives of various stakeholders, including an emphasis on the learner/user perspective (i.e. AYP themselves), in line with human centred design's user-centric principles. See *Appendix 1* for the terms of reference (ToR) for the evaluation.

The evaluation explores the **relevance, coherence, effectiveness, efficiency, impact and sustainability** of the UPSHIFT programme in Namibia, based on the OECD-DAC evaluation criteria. The process involved key stakeholders, especially UPSHIFTers,<sup>6</sup> to ensure shared ownership, co-creation of recommendations and maximisation of the skills-building opportunities associated with participation. The evaluation concludes with recommendations for the ongoing integration of elements of UPSHIFT into skills development initiatives, based on lessons learned from the participatory and collaborative evaluation process.

## 2. Background

### 2.1 Global context of UPSHIFT

UNICEF's UPSHIFT programme combines leading approaches to youth and adolescent development, social innovation, and entrepreneurship to empower young people to become **social innovators** and entrepreneurs, while developing critical skills for employment.

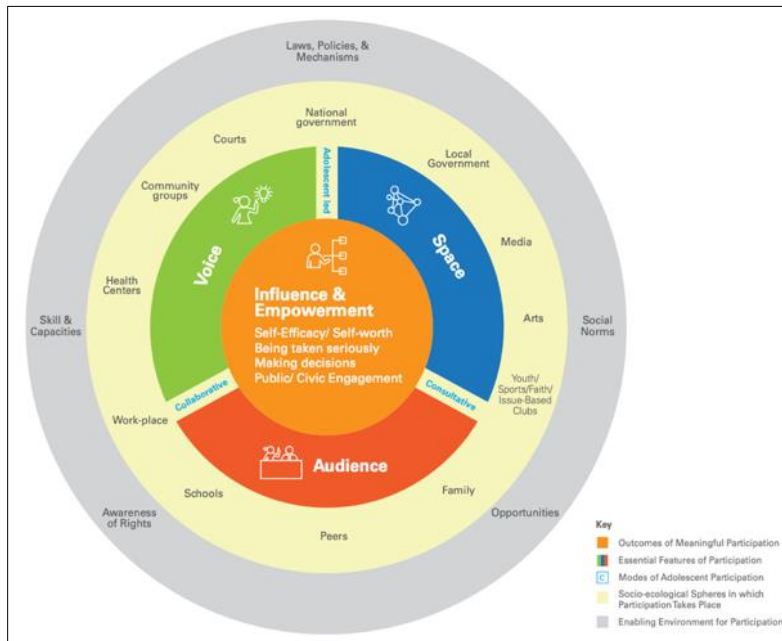
The UPSHIFT learning journey equips young people with the skills and resources to identify and address their communities' challenges, generate solutions to those challenges, using **human centred design (HCD)** and become changemakers in the process. UPSHIFT is a holistic learning initiative, designed to create opportunities for **learning, change and employability**, with a focus on the most marginalised and vulnerable young people.



Figure 1: UNICEF global framework on transferable skills

The core content is modular, allowing the programme to be adapted to different contexts and delivered in different settings – ranging from youth innovation labs to schools and non-formal education centres. Through a combination of outreach, inspiration, human centred design workshops, mentoring, coaching

<sup>6</sup> UPSHIFTer is used throughout the report to refer to AYP who have experienced the programme.



**Figure 2: Conceptual framework for measuring outcomes of adolescent participation**

and, in some cases, seed funding, participants gain crucial transferable skills - including creativity, critical thinking and problem-solving - as highlighted in *UNICEF's global framework on transferable skills* (see Figure 1).<sup>7</sup>

UPSHIFT aligns with UNICEF's agenda to prioritise **adolescent participation** in local, regional and global decision-making, by providing spaces to ensure the voices of adolescents and young people are heard and contribute to change in practical ways, as highlighted in the *Conceptual framework for measuring outcomes of*

*adolescent participation* below (Figure 2).<sup>8</sup> UPSHIFT directly addresses Goal Area 2 of the *UNICEF Strategic Plan 2022-2025*, which aims to increase access to quality learning opportunities, skills, participation, and engagement. It is now operational in **47 countries worldwide**, with over 65 million learning hours having been completed by over 3.1 million young people as of December 2023.<sup>9</sup> For more details of UPSHIFT's structure and ecosystem please see *Appendix 3*.

## 2.2 Evaluation context: Namibia

In 2024, Namibia has an estimated population of 3 million people, 71 per cent of whom are young people under 35 (37 per cent are aged 0-14 years and 34 per cent aged 15-34 years). Although around 71% of young people have completed junior secondary education, there is a significant mismatch between the skills demanded by the market and those provided by formal education.<sup>10</sup>

According to a situation analysis of children and adolescents in 2022,<sup>11</sup> **multidimensional poverty** affects 51.3% of children aged 0–17 years, with disparities evident in rural areas, among female-headed households, and particularly affecting Khoisan-speaking children. Marginalised communities in Namibia, particularly the San, experience disproportionate effects of challenges such as malnutrition, with children being significantly affected by wasting<sup>12</sup> (prevalent among 73% of San children according to a 2013 survey<sup>13</sup>) and lack of

<sup>7</sup> UNICEF (2019) *Global Framework on Transferable Skills*. Available at:

<https://www.unicef.org/media/64751/file/Global-framework-on-transferable-skills-2019.pdf>

<sup>8</sup> UNICEF (2019) *Conceptual Framework for Measuring Outcomes of Adolescent Participation*. Available at:

<https://www.unicef.org/media/59006/file>

<sup>9</sup> <https://www.unicef.org/innovation/upshift>

<sup>10</sup> USAID (2022) Labour market assessment report.

<sup>11</sup> 2022 Updated Situation Analysis of Children and Adolescents in Namibia (author unknown)

<sup>12</sup> i.e. weight being too low for the child's height: <https://ourworldindata.org/wasting-definition>

<sup>13</sup> Namibia Statistics Agency (2014) *Namibia Demographic and Health Survey 2013*. Windhoek.

education (55.5% lacked formal education based on the same 2013 survey). The high levels of multidimensional poverty suggest a critical need for targeted skills development initiatives.

Targeted investment in Namibia's adolescents and young people is needed to enable them to develop the transferable skills, knowledge, attitudes and values which will equip them to become successful **life-long learners** who can learn, un-learn, and relearn, make wise decisions and engage positively as **changemakers** in their communities.<sup>14</sup> This in turn will enable adolescents to become agile, adaptive learners and citizens equipped to navigate personal, academic, social and economic challenges. Transferable skills, including empathy, communication and problem solving for example, work alongside knowledge and values to connect, reinforce, and develop other skills (including literacy, numeracy, digital skills and job-specific skills) and build further knowledge.<sup>15</sup>



Source: PAY

With the right investment in children and youth, this young population also represents an **opportunity for a demographic dividend**,<sup>16</sup> i.e. accelerated economic development spurred by a changing population age structure and both fertility and mortality reduction. However, the last labour force survey (2018)<sup>17</sup> documented 34.9% of youth as being not in employment, schools, or training (NEET) and youth unemployment in Namibia is currently at an all-time high, with 46% of the close to 927,710 youth between 15 and 34 years unemployed.<sup>18</sup> The same 2018 labour force survey found that unemployment is higher in rural areas and among females, as well as being particularly high in Kavango East (62.5%) and Kunene (53%) regions.

The aspiration of the Government of the Republic of Namibia is to become a prosperous and industrialised country, as articulated in the goals and targets of *Vision 2030*,<sup>19</sup> including achieving a high standard of living, food security, a diversified and open economy and access to quality education and health services. *Vision 2030* is being implemented through successive medium-term development plans, including the *5th National Development Plan (NDP5)*,<sup>20</sup> launched in 2017, which identifies **youth empowerment as a key strategy** for enabling young people to become productive citizens.<sup>21</sup>

To achieve this, NDP5 advocates: increased access to equitable financing for young people, mentorship programmes, better coordination among institutions promoting youth enterprises, and strengthening young people's technical skills. The *Sustainable Development Goals and Fifth National Development Plan Indicator Framework (2021)*<sup>22</sup> aligns the NDP5 indicators with the SDGs, indicating a strategic approach to addressing development challenges, including **skills development**, via goals related to quality education (SDG 4) and decent work and economic growth (SDG 8). The *Harambee Prosperity Plan II*<sup>23</sup> also outlines Namibia's strategic approach to development challenges, including economic recovery, social

<sup>14</sup> <https://www.unicef.org/reports/global-framework-transferable-skills>

<sup>15</sup> Ibid.

<sup>16</sup> Gribble, J.N. and Brenner, J. (2012) *Achieving a Demographic Dividend*. Population Bulletin 67, No. 2 Washington, DC: Population Reference Bureau.

<sup>17</sup> Namibia Statistics Agency (2019) *Namibia Labour Force Survey 2018 Report*. Namibia Statistics Agency, Windhoek.

<sup>18</sup> UNICEF Namibia (2024) Country Office Annual Report 2023

<sup>19</sup> Government of the Republic of Namibia (2004). *Namibia Vision 2030: Policy Framework for Long-Term National Development*. Windhoek: Office of the President.

<sup>20</sup> National Planning Commission Namibia (2017) *5th National Development Plan (NDP5)*

<sup>21</sup> UNICEF Namibia (2023) UPSHIFT Omaheke First Round Pitching Event Report (July 2023)

<sup>22</sup> Namibia Statistics Agency (2021). *Sustainable Development Goals and Fifth National Development Plan Indicator Framework*. Windhoek

<sup>23</sup> Government of the Republic of Namibia (date unknown) *Harambee Prosperity Plan II (2021-2025): Action Plan of the Namibian Government Towards Economic Recovery and Inclusive Growth*. Windhoek

protection, and reducing inequalities. This broad framework focuses on [economic advancement and social progression](#), with implications for skills development and empowerment of young people.

### 2.3 Evaluation object: UPSHIFT in Namibia

Implementation of UPSHIFT in Namibia complements government and private sector efforts to upskill and provide opportunities for young Namibians to engage in enterprise development. As explained above, UPSHIFT epitomises the principles and aspirations of both NDP5 and the Sustainable Development Goals (SDGs), creating opportunities for young people to acquire skills for entrepreneurship and employment, via access to non-collateral and equitable financing, workshops and mentorship.

Target learners in the Namibian context are AYP aged 14-24, especially socially excluded and vulnerable groups, focusing on - but not limited to - the following learning outcomes:

- [Building transferable skills](#) - including problem solving, critical thinking, creativity, collaboration, communication and leadership.
- [Adolescent and youth empowerment](#) - including confidence, resilience and a sense of agency.
- [Civic engagement](#) - with young people engaging in their communities.
- [Entrepreneurship and social innovation](#) - as both a skillset and a mindset.

The long-term objective of the programme is to promote resilience and civic engagement in a multi-pronged gender-sensitive approach, which will also strengthen [psycho-social and socio-economic resilience](#) - fostering young people’s agency via social innovation skills building and mentorship.

In 2021, UNICEF Namibia kickstarted UPSHIFT with 85 young people in the [Khomas](#) region, selected from a group of 122 who applied, in partnership with Physically Active Youth (PAY), a local civil society organisation, the Ministry of Sports, Youth and National Service (MSYNS) and private sector partners. By the end of 2021, more than 55 adolescents had benefitted from UPSHIFT's workshops and bootcamps, 18 of whom also benefitted from social media training. Guided by experienced mentors, they also developed their ideas into viable solutions, with 34 participants presenting at the first pitch, 17 (presenting 15 ideas) presenting at the

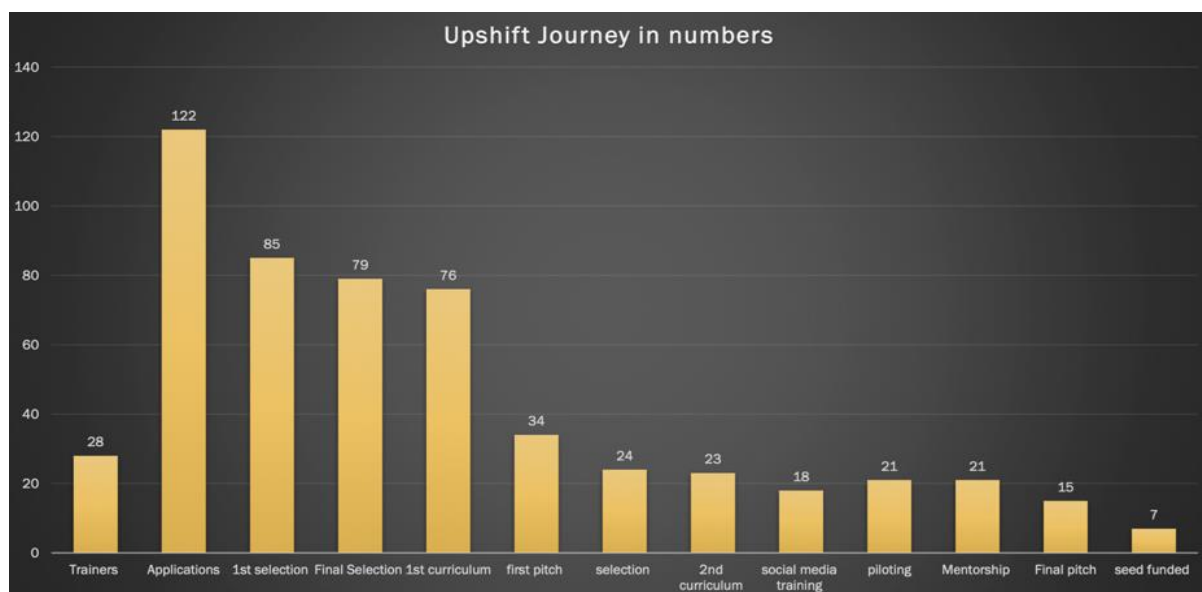
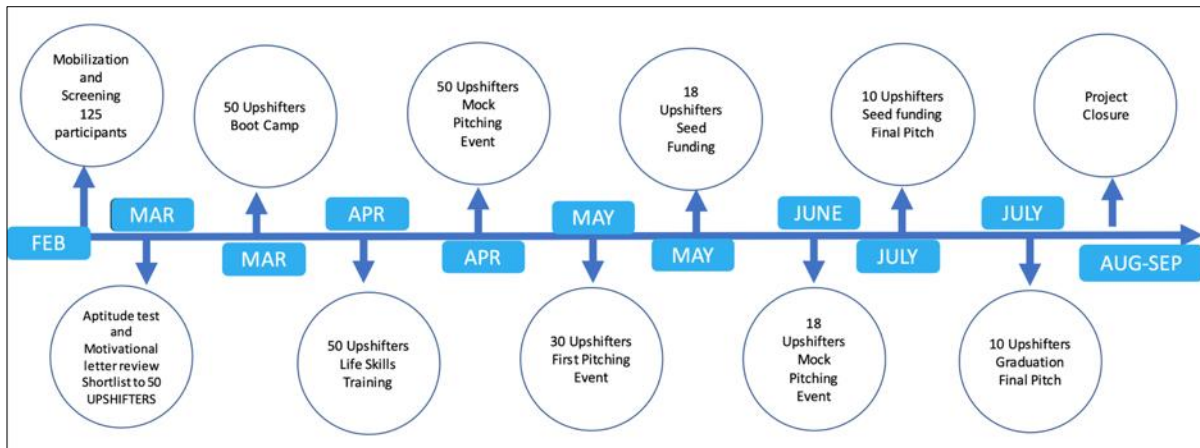


Figure 3: Khomas UPSHIFT journey in numbers



final pitch and ultimately 7 participants receiving seed funding to the value of N\$ 95,000 at the final pitch, as shown in *Figure 3* (from a Khomas M&E report) above.<sup>24</sup>

In 2022, the programme expanded to **Kavango East** and **Omaheke** regions, with 25 facilitators having been trained to date. In Omaheke<sup>25</sup> UPSHIFT was launched by Project HOPE, in collaboration with UNICEF and MSYNS, in January 2023, following extensive community and stakeholder consultation. See *Figure 4*<sup>26</sup> below for the UPSHIFT journey in Omaheke from launch to final pitch event.



**Figure 4: UPSHIFT journey in Omaheke, 2023**

In Kavango East<sup>27</sup> UPSHIFT was launched in 2023, after mobilising young people via a radio show on the national Rukavango radio station, presence at the Rundu Trade Fair, distribution of application forms via schools, tertiary institutions and youth organisations, in addition to conducting a stakeholder consultation in November 2022.

Eighteen adolescents and young people from the first UPSHIFT cohort pitched their innovations to a panel of judges and nine were awarded seed funding, to the value of \$18,314, (N\$ 350,841) to scale their ideas.<sup>28</sup> UNICEF has also supported 72 youth-led projects



*Source: Kavango East report, 2023*

<sup>24</sup> UPSHIFT Khomas 2022-2023 Monitoring and Evaluation Report

<sup>25</sup> UPSHIFT Omaheke Programme Update report February 2023

<sup>26</sup> Ibid.

<sup>27</sup> Kavango East First Implementation Report Oct-Dec 2023

<sup>28</sup> UNICEF (2023) Namibia Country Office Annual Report 2022

throughout implementation, focusing on mentorship and project development over the past three years (2021-2023). UPSHIFT has now reached over 608 (206 male and 402 female)<sup>29</sup> AYP in Namibia in total, via intense community mobilisation, skill building, social innovation boot camps, pitching and exhibition events, including facilitating access to direct and indirect seed funding for over 100 adolescents.

Between January and April 2024, and with limited funding, [follow up support for UPSHIFTers](#) in Khomas and Omaheke region was initiated, in recognition of the need for ongoing support. In Omaheke, a case study was undertaken to explore the situation of former UPSHIFTers in terms of the progress of their initiatives, learning and overall wellbeing. Though some reported ongoing progress, a number highlighted challenges including limited access to funding, regulatory hurdles and lack of access to networking opportunities, confirming the need for ongoing support.<sup>30</sup>

In Khomas, an [extension programme](#) was offered to former UPSHIFTers, providing an opportunity to support both *Phase 1* UPSHIFTers with development of their social innovation ideas, and prize winners with their incubation phase.<sup>31</sup> The *Phase 1* extension support included 6 bootcamps and reached 13 UPSHIFTers, though the challenge of re-motivating those who had already ‘moved on’ was highlighted by PAY. The incubation support for prize winners included 5 workshops, reaching 11 UPSHIFTers, all of whom were highly engaged, with the support of local financial, legal and business development experts, in partnership with Base Camp.<sup>32</sup>

Expenditure on the enabling environment, demand creation and programme effectiveness of UPSHIFT Namibia, from its inception in 2020 to date, has been a total of USD 623,289.70, funded by the German Natcom. See the budget information in *Table 1* below for details.

**Table 1: UPSHIFT Namibia expenditure 2020-2024 (USD)**

Description	2020	2021	2022	2023	2024	TOTAL (USD)
Quality technical support	15,410.10	8,898.03	15,090.08	103,899.03	9.77	143,307.01
Transfers and grants to partners		55,972.98	38,270.26	269,623.62	32,142.05	396,008.91
Consultancy services (including evaluation)		1,516.86	-	2,002.69	36,108.35	39,627.90
Supplies		2,733.69	11,406.17	315.54	1,382.69	15,838.09
Other (e.g. travel/meetings)	5,155.60	1,687.29	778.07	12,313.23	8,573.60	28,507.79
						623,289.70

## 2.4 Key stakeholders

The geographical focus and roles of key stakeholders in UPSHIFT Namibia are summarised in *Table 2* below:

<sup>29</sup> UNICEF (2024) Namibia Country Office Annual Report 2023

<sup>30</sup> *UPSHIFT Omaheke Case Study Report: Impact on Finalists' Businesses Post-programme 2024*

<sup>31</sup> *UPSHIFT Namibia (Komas) Extended Program Report 2024*

<sup>32</sup> <https://www.basecampub.com/about>

**Table 2: Key stakeholders in UPSHIFT Namibia**

Stakeholder / description	Region	Role
<a href="#">UNICEF</a>	National	Initiation of UPSHIFT in Namibia, provision of funding, cultivation of partnerships, oversight of programme implementation, monitoring and evaluation
<a href="#">Physically Active Youth (PAY)</a> <sup>33</sup> PAY operates in the marginalised community of Katutura, Windhoek, using sport, STEM-focused education and SDG-centred life skills to enable young people to transform their communities through sustainable, innovative development and social behaviour change.	Khomas Kavango East Omaheke	Implementing partner for Khomas region, including delivery of pilot (50 young people) Facilitation of training of trainers (ToT) workshops in Kavango East and Omaheke regions
<a href="#">Project HOPE Namibia (PHN)</a> <sup>34</sup> In partnership with local organisations and government ministries, PHN works to address the burden of HIV in Namibia, implementing programmes funded by PEPFAR/USAID and UNICEF to help at-risk populations access treatment, education, counselling and opportunities to improve their income.	Omaheke	Implementing partner in Omaheke region Facilitation of ToT in Omaheke region
<a href="#">Ministry of Sports, Youth and National Services (MSYNS)</a>	National and regional (Kavango East, Omaheke)	Key implementing partner in youth development in Namibia and UPSHIFT implementing partner in Kavango East region. Also supported post-graduation follow up with UPSHIFTers in Omaheke.
<a href="#">Private sector partners</a> Including MTC, <sup>35</sup> B2Gold, <sup>36</sup> Namibia University of Science and Technology (NUST) <sup>37</sup>	Khomas	Partnership support, especially with provision of venues
<a href="#">Judges and mentors</a>	National	Judging the merit of projects at pitching events (judges) and supporting UPSHIFTers with skills and project development (mentors)

<sup>33</sup> <https://paynamibia.org>

<sup>34</sup> <https://www.projecthope.org/country/namibia/>

<sup>35</sup> Mobile telecommunications company and internet service provider in Namibia: <https://www.mtc.com.na>

<sup>36</sup> Low-cost international gold producer headquartered in Canada: <https://www.b2gold.com/corporate/about/>

<sup>37</sup> <https://www.nust.na>

## 3. Evaluation purpose, objectives and scope

### 3.1 Evaluation purpose

The overall aim of the consultancy was to undertake an independent evaluation of the UPSHIFT programme in Namibia, implemented between 2021 and 2024, to enable a comprehensive understanding of the programme's **implementation**, **outcomes**, and **impacts** related to enabling adolescents and young people to develop transferable skills and make the transition from learning to earning.

The evaluation covered all components and objectives of UPSHIFT in Namibia, including the four primary focus areas: **transferable skills**, adolescent and youth **empowerment**, **civic engagement**, and **entrepreneurship**, as highlighted in *Figure 5*.<sup>38</sup> Additionally, the evaluation revised the UPSHIFT theory of change and considered the impact of gender and age on programme outcomes.

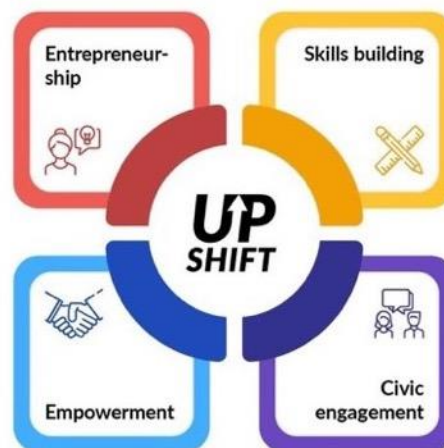


Figure 5: UPSHIFT primary focus areas

The decision that UPSHIFT will not continue in Namibia in its original form, due to budget constraints and concerns that it is not reaching the most marginalised AYP in sustainable ways, has already been taken by the CO. Therefore, the recommendations focus on both formative recommendations for UPSHIFT's ongoing implementation or adaptation (for knowledge-sharing), as well as how elements of UPSHIFT and/or human centred design could be integrated into future skills development initiatives by UNICEF and partners.

Anticipated evaluation **users** include the UNICEF Namibia team, partners in relevant government ministries (especially MSYNS), other key partners (including PAY, Project HOPE, private sector partners, judges and mentors) and AYP themselves. The envisaged uses of evaluation findings and recommendations by the intended users are summarised in *Table 8* in *Appendix 4*.

### 3.2 Evaluation objectives

The objectives of the evaluation are informed by the **OECD-DAC evaluation criteria** (shown in *Figure 8* under *Evaluation Criteria* below) and include the following:

1. Assess the **relevance** of the UPSHIFT programme in addressing the needs and challenges faced by Namibian adolescents and youth, particularly those from disadvantaged groups.
2. Evaluate the UPSHIFT programme's **effectiveness** in achieving its long-term objectives, including fostering resilience, civic engagement, and social innovation among participants.
3. Analyse the **efficiency** of the programme's implementation, including partnerships, resource allocation, and overall management.
4. Examine the **impact** of the UPSHIFT programme on the targeted beneficiaries, specifically in terms of skills development, empowerment, civic engagement, and entrepreneurship.
5. Analyse the **impact** of the programme and its components on the personal, social and emotional wellbeing of young people.

<sup>38</sup> <https://tnsidp.unisolve.org>

6. Assess the **sustainability** and scalability of the UPSHIFT programme in Namibia, considering the potential for replication and expansion to reach more beneficiaries.
7. Assess the **relevance** of the UPSHIFT monitoring framework and associated indicators in assessing programme quality.
8. Identify **lessons learned**, best practices and areas for improvement in the UPSHIFT programme to inform future programming and decision-making.
9. Evaluate the extent to which **gender** and **age** considerations have been integrated into the UPSHIFT programme, and analyse the differential impact of the programme on boys and girls, as well as other vulnerable groups.
10. Based on the evaluation findings, provide **recommendations** for enhancing the UPSHIFT programme's<sup>39</sup> relevance, coherence, effectiveness, efficiency, impact, and sustainability.

### 3.3 Evaluation scope

The scope of the evaluation includes:

1. **Geographical scope** - UPSHIFT in Namibia, including the pilot phase locations in the Khomas, Omaheke and Kavango East regions.
2. **Temporal scope** – from the inception of the UPSHIFT programme in Namibia, including the pilot phase in 2021, to April 2024, including additional post-programme follow up in Khomas and Omaheke between January and April 2024 (described under *2.3 Evaluation object* above).
3. **Thematic scope** - all programme components and objectives, including the focus areas of transferable skills, adolescent and youth empowerment, civic engagement, entrepreneurship and social innovation.
4. **Target group** - the evaluation will explore the perspectives of both a) the target group, i.e. AYP aged 14-24 (with a focus on marginalised groups) and b) key stakeholders including UNICEF, PAY, MSYNS, private sector partners and UPSHIFT judges and mentors.

### 3.4 Theory of change

The evaluation process explores the extent to which AYP have **experienced the change** envisaged by UNICEF and partners for the implementation of UPSHIFT in Namibia, and whether the assumptions underlying implementation were confirmed or contradicted. To generate relevant evaluation questions, a revised theory of change (ToC) for UPSHIFT has been generated, the graphic version of which is shown in *Figure 6* below. The narrative version of the causal relationships, underlying assumptions and overall change pathway implied by this theory of change is included in *Appendix 5*.

<sup>39</sup> Or programme elements, as it will not continue in its original form Namibia, as explained above.

## Revised Theory of Change for UPSHIFT

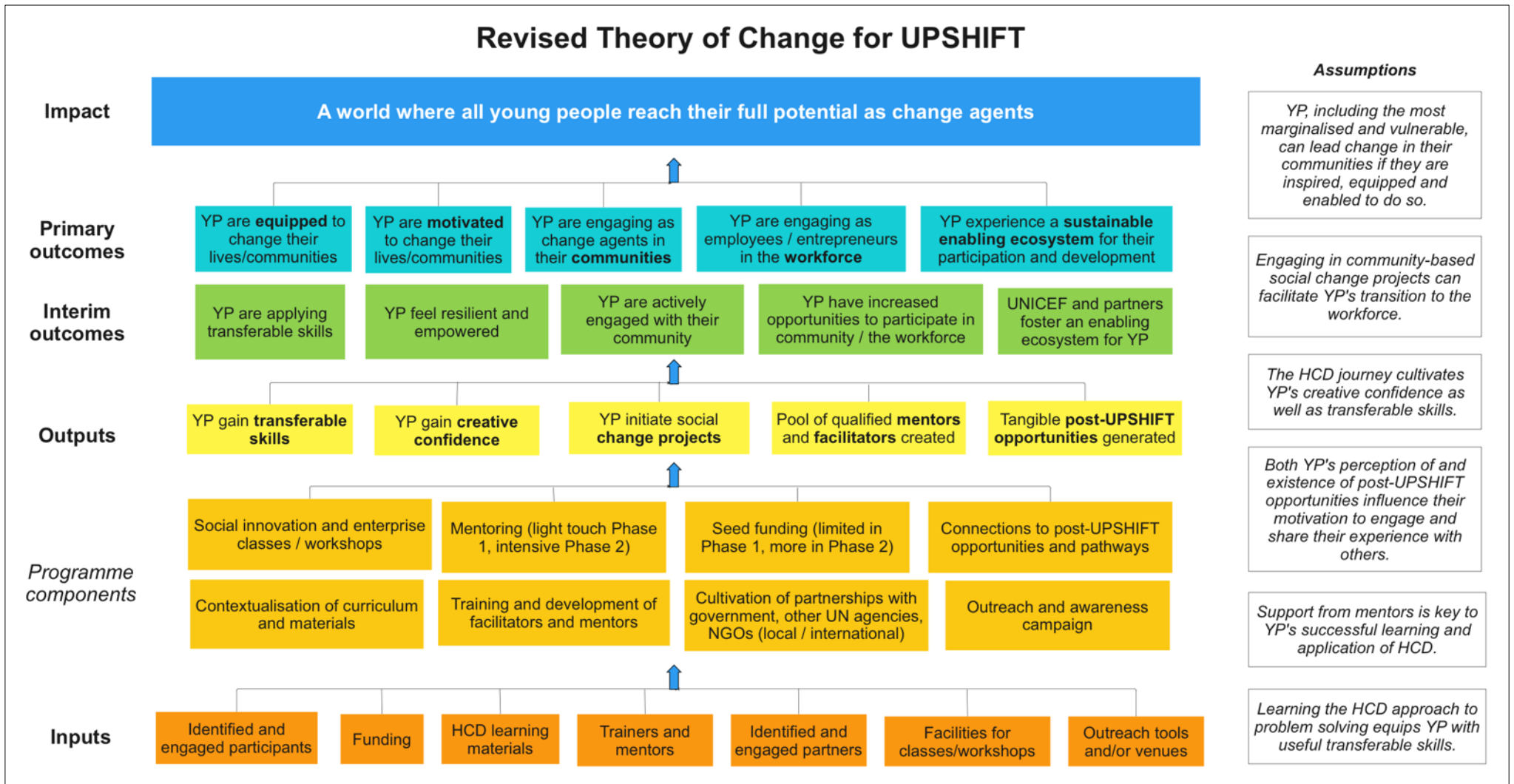


Figure 6: Revised theory of change for UPSHIFT

## 4. Methodology

### 4.1 Design principles and approach

#### a) Design principles

As per the ToR, the evaluation has been guided by the following design principles:

- **Participatory and collaborative process** - involving the active participation of key stakeholders including UNICEF, PAY, MSYNS, Project HOPE, private sector partners, judges, mentors and programme rights-holders (i.e. UPSHIFTers), to ensure consideration of all perspectives and a positive learning experience for all involved.
- **Youth engagement** – adolescents and young people were actively engaged in all stages of the evaluation process, including the co-creation of recommendations at the validation / co-creation workshop.
- **Utilisation-focused** – the evaluation has produced actionable findings and recommendations to inform decision-making and programming for ongoing transferable skills development for the target group.
- **Gender, age and equity-sensitive** - the evaluation pays particular attention to gender, age and equity issues, examining how UPSHIFT has addressed the needs of both boys and girls, as well as other vulnerable groups.

#### Participation of key rights holders and duty bearers

In practice, the participatory and collaborative design of the evaluation process was applied in the following ways:

- An **Evaluation Reference Group (ERG)** was convened by the Namibia CO, including a range of stakeholders. The ERG gave feedback and input at various stages of the process, including: the inception report, the draft evaluation report, the co-creation and validation workshop and the final report.
- Key stakeholders were involved as informants for the **key informant interviews (KIIs)**.
- Adolescents and young people (both UPSHIFTers and prospective UPSHIFTers) participated in the **focus groups discussions (FGDs)**, which included **HCD activities** enabling active engagement and co-creation.
- Adolescents and young people (UPSHIFTers only) also participated in the **online survey** exploring their experience of the programme.
- A range of key stakeholders, including from the ERG, participated in the **co-creation and validation workshop** (in Windhoek and online), where they gave feedback on the Findings and co-created the final Recommendations, via participatory HCD-based activities.

#### Integration of the CRC and CEDAW rights-based frameworks

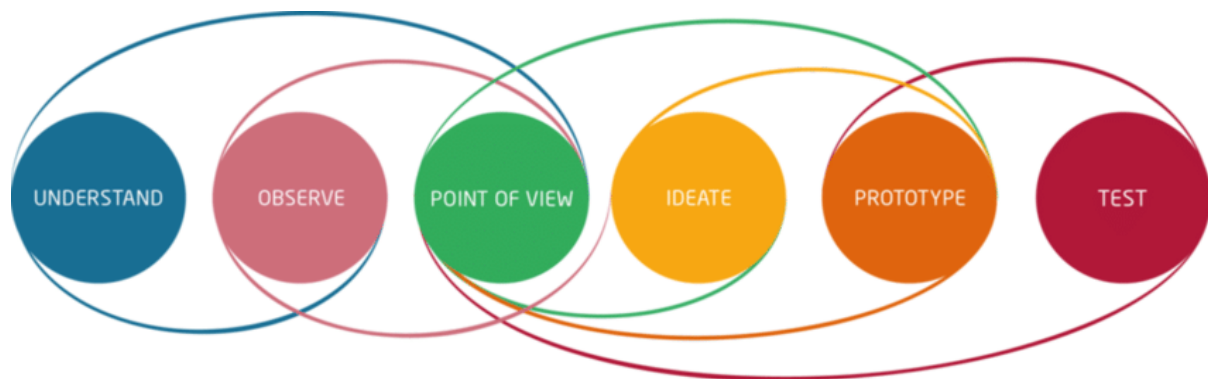
In line with UNICEF's work on gender equality and the empowerment of girls and women, based on the **Convention on the Rights of the Child (CRC)** and the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**, the evaluation design integrated gender-responsiveness in the following ways:<sup>40</sup>

<sup>40</sup> UNICEF (2019) UNICEF Guidance on Gender Integration in Evaluation

- Including **diverse stakeholders**, including women and girls (in gender-separated groups where possible to enable safe spaces for communication) and people with disabilities throughout the process, in the practical ways outlined above.
- Using **mixed methods** which included both quantitative and qualitative gender-disaggregated data (including e.g. identifying qualitative quotes by gender)
- Involvement of women and girls in **data analysis** and **co-creation** of recommendations at the co-creation and validation workshop
- Reporting on gender-based dimensions of **impact**, for example on how young women are perceived in their community and how their social innovations have challenged stigma around gender-related topics including menstrual health and gender-based violence

## b) Approach: human centred design

In common with the design of the UPSHIFT programme, the evaluation approach is informed by **human centred design (HCD)**. This approach is adaptive, and includes various iterations, to allow the inclusion of the perspectives of all stakeholders, especially UPSHIFTers themselves, in the evaluation process. HCD is a **creative problem-solving** approach recommended by the UNICEF Office of Innovation,<sup>41</sup> which begins with engaging with users to understand the challenge, as well as their experiences, assumptions and questions.



**Figure 7: Hasso Plattner design thinking process**

There are various versions of the HCD and/or design thinking process, including the Stanford d.school / Hasso Plattner,<sup>42</sup> IDEO<sup>43</sup> and Dalberg<sup>44</sup> models. The d-school/Hasso Plattner model (see *Figure 7* above), as used by the University of Cape Town d-school,<sup>45</sup> has been used for this evaluation, as it includes the useful additional step of ‘understand’, i.e. first exploring the evaluation team’s understanding of the challenge, via the desk review and generation of a revised theory of change. Details of how the HCD phases have been mapped against the evaluation phases and how the HCD approach has been applied throughout the process are shown in *Table 3* below:

<sup>41</sup> <https://www.unicef.org/innovation/hcd>

<sup>42</sup> d.school Stanford - Introduction to Design Thinking process guide (undated). Available at: <https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>

<sup>43</sup> <https://designthinking.ideo.com>

<sup>44</sup> <https://dalberg.com/what-is-human-centered-design/>

<sup>45</sup> <http://www.dschoool.uct.ac.za/what-design-thinking>



**Table 3: Map of HCD and evaluation phases**

HCD phase	Evaluation phase / activity	Methodological implications
<b>Problem-finding stage (phases 1-3)</b>		
1) <b>Understand</b> - understand the team's perspective on the topic based on the data available.	<b>Secondary data collection</b> <ul style="list-style-type: none"> <li>Desk review</li> <li>Generate revised theory of change for UPSHIFT</li> </ul>	<p>Efforts were made to ensure the theory of change is framed according to the intended changes to be experienced by UPSHIFTers.</p> <p>This stage was used to generate a clearer understanding of the objectives of UPSHIFT and the evaluation process.</p>
2) <b>Observe</b> – observe, engage with and empathise with the users (i.e. UPSHIFTers and other stakeholders).	<b>Primary data collection</b> <ul style="list-style-type: none"> <li>Key informant interviews (including <i>Feedback grid</i>)</li> <li>Focus group discussions (including <i>Empathy map / learner journey, UPSHIFT ecosystem map</i> and <i>Feedback grid</i> – see <i>Appendix 8</i>)</li> <li>Survey of UPSHIFTers' experience</li> </ul>	<p>Interactive mapping activities were used with all stakeholders in the KIIs and FGDs to facilitate both 'divergent' (exploratory) and 'convergent' (evaluative) thinking, with an emphasis on UPSHIFTers' and other stakeholders' experience.</p> <p>The survey design also focused on UPSHIFTers' experience of the learning journey and outcomes from their perspective.</p> <p>'Extreme users' (i.e. those who excelled and those who disliked UPSHIFT or dropped out) were included, based on the HCD insight that much can be learned from extremes of experience.</p> <p>The data generated via this engagement with UPSHIFTers and key stakeholders fed into the 'point of view' below and Recommendations to follow.</p>
3) <b>Point of view</b> - define the challenge (i.e. what works / what needs to change) from the UPSHIFTers and other key stakeholders' point of view.	<b>Data analysis</b> <ul style="list-style-type: none"> <li>KII and FGD data analysis focused on what has worked and what hasn't regarding skills development via UPSHIFT from the perspective of users, i.e. UPSHIFTers and other stakeholders, in relation to the <i>OECD evaluation criteria, UNICEF global transferable skills framework</i> and <i>UNICEF conceptual framework for measuring outcomes of adolescent participation</i> (see frameworks below)</li> <li>Analysis focused on the perspectives ('points of view') of all stakeholders</li> </ul>	<p>During the KIIs and FGDs and before the data analysis, UPSHIFTers and other stakeholders were actively encouraged to use 'convergent' thinking to define their point of view, both in terms of UPSHIFT's successes and the design 'problems', i.e. what needs to change.</p> <p>This data and the analysis to follow were used to frame key successes and challenges, from the UPSHIFTers' and other key stakeholders' perspectives, and to inform the Recommendations to follow (see <i>Ideate</i> below).</p>
<b>Problem-solving stage (phases 4-6)</b>		
4) <b>Ideate</b> - ideate ways to meet users' (i.e. UPSHIFTers' and	<b>Generation of recommendations</b> <ul style="list-style-type: none"> <li>Analysis of the data generated via the HCD activities in the KIIs/FGDs</li> </ul>	<p>The analysis and generation of recommendations aims to foreground the voices of UPSHIFTers and other stakeholders at all stages of the</p>

HCD phase	Evaluation phase / activity	Methodological implications
key stakeholders') needs more effectively.	and UPSHIFTer survey provided the basis for generation of initial recommendations, based on a) points of view articulated by stakeholders and b) other issues emerging.	process, in line with HCD principles of empathy and user-centredness.
5) <b>Prototype</b> - make a prototype of the priority ideas i.e. actionable recommendations (in the context of this evaluation).	<b>Presentation of recommendations</b> <ul style="list-style-type: none"> <li>Initial recommendations formed the 'prototype' to be shared with UNICEF CO and RO for feedback, followed by presentation to UPSHIFTERS and other stakeholders at the co-creation/validation workshop (see below).</li> </ul>	Recommendations emerging from the analysis are understood to be tentative, due to the HCD priority of ensuring that stakeholders' (rather than evaluation team's) voices are the most significant voices in the evaluation process.
6) <b>Test</b> - test the prototype recommendations with UPSHIFTERS and other key stakeholders.	<b>Co-creation / validation workshop</b> <ul style="list-style-type: none"> <li>The prototype recommendations were tested via presentation to UPSHIFTERS and other key stakeholders at the hybrid co-creation / validation workshop (May 2024), followed by HCD co-creation activities.</li> <li>Activities focused on testing recommendations for resonance with stakeholders, potential impact on skills development for AYP and action-orientation.</li> </ul>	The workshop was designed to enable a genuinely active, co-creative and iterative process (i.e. enabling change to and further development of recommendations), rather than a more passive 'sign off' by stakeholders. Though some stakeholders had already experienced HCD activities in the KIIs/FGDs, this was their opportunity to engage with the perspectives of others using HCD tools.

## 4.2 Evaluation criteria

### a) OECD-DAC criteria

The guiding framework for the evaluation questions to follow is the OECD-DAC evaluation criteria,<sup>46</sup> shown in *Figure 8*. These focus on understanding the **relevance**, **coherence**, **effectiveness**, **efficiency**, **impact** and **sustainability** of UPSHIFT in Namibia. They provide a normative framework for determining the merit, value or worth of an intervention (policy, strategy, programme, project, or activity). An abridged explanation of the OECD-DAC criteria, expanding on *Figure 8* above, is included in *Appendix 6*.



**Figure 8: OECD-DAC evaluation criteria**

<sup>46</sup> OECD (2021) *Applying Evaluation Criteria Thoughtfully* Paris: OECD Publishing. Available at: <https://doi.org/10.1787/543e84ed-en>.

## b) UNICEF global framework on transferable skills

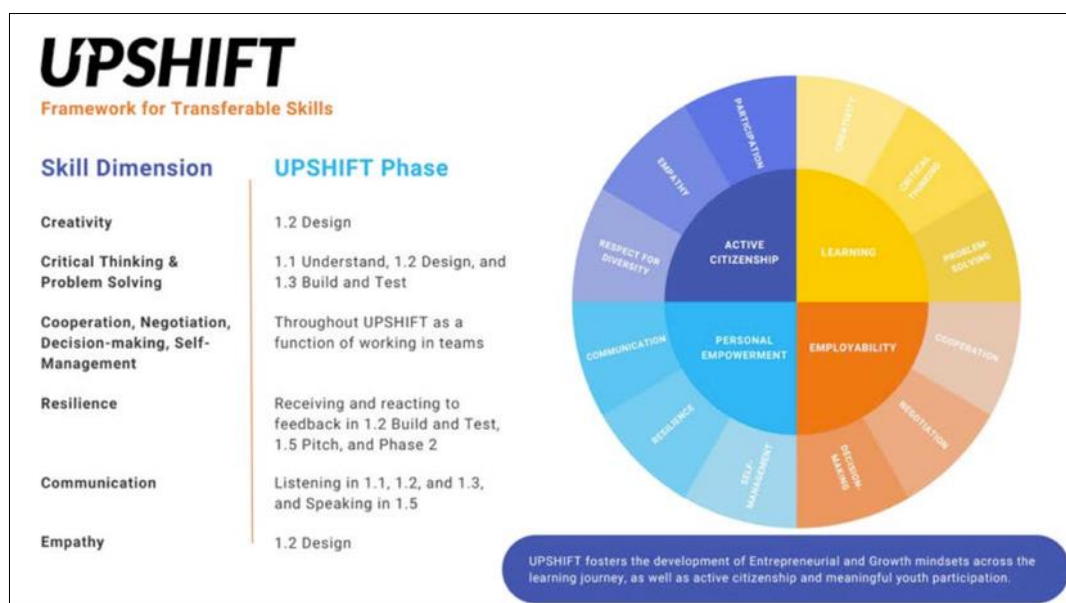


Figure 9: Mapping of UPSHIFT skills vs UNICEF global framework for transferable skills

The *UNICEF global framework on transferable skills*<sup>47</sup> (introduced in the *Background*) also informed the development of evaluation questions, sub-questions and data collection tools. The FGDs and survey with UPSHIFTers in particular included exploration of the **four skills dimensions** of the framework (learning, employability, personal empowerment, active citizenship), all of which can be mapped against phases of the UPSHIFT journey, as illustrated in *Figure 9* above.<sup>48</sup>

## c) UNICEF conceptual framework for measuring outcomes of adolescent participation

The *UNICEF conceptual framework for measuring outcomes of adolescent participation*<sup>49</sup> was also used to inform the evaluation, as it captures the importance of an **enabling ecosystem** for participation and skills development, in addition to the focus on specific transferable skills captured in the global skills framework above.

The features of meaningful participation, including **space**, **voice**, **audience** and **influence** (see *Figure 10* below)<sup>50</sup> were explored via FGD and survey questions focusing on participation and changemaking in UPSHIFTers' personal lives, communities and workplaces.

<sup>47</sup> UNICEF (2019) *Global Framework on Transferable Skills*. Available at: <https://www.unicef.org/media/64751/file/Global-framework-on-transferable-skills-2019.pdf>

<sup>48</sup> UNICEF (2023) *Scaling UPSHIFT into education systems*. Available at: <https://www.unicef.org/innovation/media/18671/file/Scaling%20UPSHIFT%20into%20Education%20Systems.pdf>

<sup>49</sup> UNICEF (2019) *Conceptual Framework for Measuring Outcomes of Adolescent Participation* available at: <https://www.unicef.org/media/59006/file>

<sup>50</sup> This element of the UNICEF participation framework is based on: Lundy L. (2007) *Voice is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child*. *British Educational Research Journal*. 2007 Dec;33(6):927-942



Figure 10: Features of meaningful participation

### 4.3 Gender equality and human rights

The evaluation questions incorporate a [human rights and gender equality](#) lens, by focusing on how well the programme addresses the rights, needs, and priorities of its beneficiaries, especially those who are marginalised or at risk of discrimination. In practice, this means the questions:

- include examining the [inclusiveness](#) of UPSHIFT in terms of gender and marginalised groups (especially via *EQ7: Gender and equity*);
- assess whether the programme contributes to [transformative change](#) in societal norms and practices;
- explore the extent to which rights-holders (i.e. AYP) [participated meaningfully](#) in the programme's design, for example via learning needs analysis, and its implementation.

Additionally, the questions (and associated data generation tools) evaluate whether the programme has [differential impacts](#) across various groups and if it contributes to reducing inequalities and promoting empowerment. This approach aligns with the key principles of human rights and gender equality, ensuring that the programme not only achieves its objectives but also contributes to broader goals of human rights and gender equality.

### 4.4 Evaluation questions

The data collection phase was guided by the seven overall evaluation questions (EQs) shown in *Table 4* below, based on the OECD-DAC criteria, with an additional question (EQ7) focusing on the gender and equity-related dimensions of UPSHIFT. For the full *Evaluation Matrix*, including sub-questions, indicators, data collection methods and sources, see *Appendix 7*.

Table 4: Overall evaluation questions

OECD-DAC criteria	Overall evaluation question
<b>Relevance:</b> is the intervention doing the right things?	EQ1: How relevant has the UPSHIFT programme been to UPSHIFTers' and stakeholders' needs and priorities?

OECD-DAC criteria	Overall evaluation question
<b>Coherence:</b> how well does the intervention fit?	EQ2: How coherent is UPSHIFT with the policies, priorities and programming of other actors in Namibia, and with human rights, gender, and other inclusion considerations?
<b>Effectiveness:</b> is the intervention achieving its objectives?	EQ3: To what extent has UPSHIFT attained its stated objectives and results?
<b>Efficiency:</b> how well are resources being used?	EQ4: To what extent has UPSHIFT delivered results in an economical and timely way?
<b>Impact:</b> what difference does the intervention make?	EQ5: What positive or negative, intended or unintended, impacts has the UPSHIFT programme generated?
<b>Sustainability:</b> will the benefits last?	EQ6: To what extent can the net benefits of UPSHIFT continue, or would they be likely to continue, without further UNICEF involvement in the long term?
<b>Gender and equity:</b> what strategies have been employed to ensure equal access and with what success?	EQ7: How effectively has the UPSHIFT programme addressed gender and equity concerns, and what strategies have been employed to ensure that boys, girls and other vulnerable groups have equal access to its benefits and opportunities?

## 4.5 Data collection methods

A **mixed methods** approach was used, combining qualitative and quantitative data collection and analysis, to ensure a comprehensive understanding of UPSHIFT's implementation, outcomes, and impacts. The following methods were used (for more details of the HCD-based mapping activities used in the FGDs and KIIs see *Appendix 8*).

### a) Secondary data collection

A **desk review** of relevant documents, including programme reports, monitoring data, strategic plans, and policy documents, was conducted to gather information about UPSHIFT's context, objectives, implementation, and outcomes. Based on this data, and focusing on the UPSHIFTers' experience of change (in line with HCD principles), an updated **theory of change** for UPSHIFT was generated (see *3.4 Theory of change* above).

### b) Primary data collection: qualitative

#### *Focus group discussions (FGDs)*

FGDs were conducted, ensuring a **gender balance**, range of ages and representation of marginalised groups, with relevant participants being identified in collaboration with UNICEF and partners. Participants from all three regions where UPSHIFT has been implemented - i.e. Khomas, Omaheke and Kavango East - were included in the face to face FGDs, which were conducted during the field visit to Namibia. They included: prospective users; UPSHIFTers aged 14-17 (i.e. adolescents who have completed the programme); UPSHIFTers aged 18-24 (i.e. young people who have completed the programme); facilitators (many of whom are former UPSHIFTers) and mentors. See *Appendix 8* for FGD questions, used in conjunction with HCD-based participatory **mapping activities** and *Appendix 11* for the list of site visits undertaken for the FGDs in Namibia.

#### *Key informant interviews (KIIs)*

To understand the experiences, challenges and successes related to the programme, as well as **best practices** and **lessons learned**, online key informant interviews were conducted with key stakeholders, including: government partners (MSYNS); UNICEF (ADAP and M&E teams); other implementing partners (PAY, Project HOPE); private sector partners; UPSHIFT

mentors and judges; indirect beneficiaries; extreme UPSHIFT users (both positive and negative). ‘Extreme users’ were included based on the HCD insight that significant insights regarding programme strengths and weaknesses can be gained by listening to and empathising with users who have had either extremely positive or extremely negative experiences.<sup>51</sup> See *Appendix 8* for details of KII questions and *Appendix 12* for the list of interviewees for KIIs.

### c) Primary data collection: quantitative

To enable **triangulation** with the qualitative data regarding the four dimensions of skills development, empowerment, civic engagement and entrepreneurship, quantitative data was collected via an **UPSHIFTer survey**, in collaboration with implementing partners. The survey was primarily conducted online (using Google Forms), with provision of paper copies to FGD participants who did not have access to digital devices. Paper copies were not distributed beyond the FGDs, due to resource constraints and concerns regarding protecting participants’ anonymity. To ensure that the language and length of the survey were appropriate for UPSHIFTers, and based on the HCD principle of user-centredness, it was **tested** by three UPSHIFTers before distribution, with the support of partners.

## 4.6 Sampling strategy

For details of the sampling strategy for the qualitative and quantitative data collection please see *Appendix 9*. Details of the participants involved in the FGDs during the field visit to Namibia are shown in *Table 5* below and a list of KII participants (anonymised to protect confidentiality) is provided in *Appendix 12*. An overall **gender balance** was achieved, with the exception of the group of facilitators and mentors in Kavango, all of whom were male.<sup>52</sup> UPSHIFTers with **disabilities** (visual, auditory and physical) were included in the groups. The numbers for Khomas region are higher, due to the inclusion of a prospective user group there and numbers in Omaheke are lower, due to the lack of availability of some 14-17 year old participants at the time of the field visit.

**Table 5: FGD participant details**

Profile	Number	Region	Total number
Prospective users	8	Khomas	31
UPSHIFTers	50	Omaheke	17
Facilitators & mentors	10	Kavango East	20
<b>Total participants</b>	<b>68 (32 female, 36 male)</b>		

Regarding the **UPSHIFTer survey**, the target sample was 114 experienced UPSHIFTers across regions, genders and marginalised groups, as calculated in the sampling strategy (see *Appendix 9*). The actual response rate was 42.9%, with 49 UPSHIFTers completing the survey. Most survey participants were female (75.5%), with more than 80% being from Khomas region. The mean age across all three regions was **21.8 years**. 73.4% of participants were currently enrolled in formal education, most at tertiary level (51%). The primary language of most participants was English (67.3%), with some identifying other languages including Oshiwambo and Afrikaans. Five participants identified as having a disability or chronic condition, with the overall rating of the extent to which the programme addressed their needs being 3.4 out of 5. See *Table 6* below for more demographic details.

<sup>51</sup> <https://uxdesign.cc/the-fundamentals-of-engaging-with-extreme-users-45e0033e6b2>

<sup>52</sup> The female facilitator from Kavango East was invited to, but unable to attend, the FGD.

**Table 6: Demographic factors describing UPSHIFTERS by region**

Region				
	Kavango East	Khomas	Omaheke	Total (n,%)
<b>Total (n,%)</b>	14 (28.5)	26 (53.1)	9 (18.4)	49
Year (n,%)*				
<b>2021</b>	0	6 (100)	0	6 (12.2)
<b>2022</b>	14 (34.1)	19 (46.3)	8 (19.5)	41(83.6)
Gender (n,%)				
<b>Female</b>	10 (71.4)	21 (80.7)	6 (66.6)	37 (75.5)
<b>Male</b>	4 (28.6)	5 (19.3)	3 (33.4)	12 (24.5)
Age in years (mean±SD)				
	23.6±5.3	21.6±2.9	19.2±1.5	21.8±3.8
Educational status				
Current enrolment				
<b>Yes</b>	10 (71.4)	19 (73.1)	7 (77.8)	36 (73.4)
<b>No</b>	4 (28.6)	7 (26.9)	2 (22.2)	13 (26.6)
Level of education (If enrolled)***				
<b>Secondary</b>	2 (20.0)	2 (10.5)	7 (100.0)	11 (22.4)
<b>Tertiary</b>	8 (80.0)	17 (89.5)	0	25 (51.0)
Primary language				
<b>English</b>	10 (76.9)	20 (76.9)	3 (33.3)	33 (67.3)
<b>Other#</b>	3 (23.1)	6 (23.1)	6 (66.7)	15 (30.7)
Disability (n,%)**				
<b>Yes</b>	1 (7.1)	2 (7.6)	2 (22.2)	5 (10.2)
<b>No</b>	10 (71.4)	21(80.8)	6 (66.6)	38 (77.6)
<b>Uncertain</b>	1 (7.1)	1 (3.8)	0	2 (4.1)
Disability needs met by programme rating (mean±SD) n=18				
	3.2±0.8	3.8±0.4	4±0.0	3.6±0.6

\*Missing data: n=2

\*\*Missing data: n=5

\*\*\*Total n = 36

#Other languages: Afrikaans, Damara, Oshiwambo, Otjiherero, Rukwangalia, Rumanyo

## 4.7 Data analysis and report

### Qualitative data analysis

Qualitative data from the KIIs and FGDs, including data from the HCD-based mapping activities (*Empathy map/user journey, Ecosystem map, Feedback grid*) was analysed **thematically**, using MAXQDA software.<sup>53</sup> Patterns, themes, and relationships in the data were identified, to answer the evaluation questions and sub-questions, illustrated with **key quotes**

<sup>53</sup> <https://www.maxqda.com>

from UPSHIFTERS (including extreme users), partners, mentors, judges, facilitators and prospective users, where relevant.

### Quantitative data analysis

Quantitative data analysis included retrieving the UPSHIFTER survey data from the Google Forms platform and exporting it into Excel, followed by importing the data into Stata for analysis. The data was aggregated into [age groups](#) (14-17 years; 18-24 years), [gender](#), and [education level](#). The main analysis performed was descriptive. Additionally, a multivariate linear regression analysis was performed, to determine the influence of factors such as whether the content was useful for building UPSHIFTERS' confidence in 'Learning Skills', 'Employability Skills', 'Personal Empowerment Skills', and 'Active Citizenship Skills' during Phase 1 and Phase 2. However, due to the small sample size (n=49), the adjusted-R<sup>2</sup> value for each of these models was below 0.8, suggesting that the prediction of the outcome is weak and unreliable. Data visualisations were performed in MS Excel.

To highlight the [distribution of marginalised groups](#) within the UPSHIFT cohorts by region, the proportion of individuals identified as having a disability was determined, including the extent to which the needs of those individuals were met (see *Table 6* above). The distribution of gender groups by region was also determined. Additionally, the language spoken by UPSHIFTERS across each region was determined and distribution of the average age group across each region identified.

### Triangulation of data

The qualitative and quantitative data collected from the sources above was triangulated to [validate](#) the findings, identifying any inconsistencies in the data, and discussing them in the report to strengthen the overall conclusions.

### Validation and co-creation workshops

A hybrid co-creation and validation workshop was facilitated with key stakeholders in May 2024, to ensure that recommendations emerging from the evaluation process were [genuinely co-created](#). The workshop enabled exploration of findings and initial recommendations, generation of stakeholder feedback and co-creation of shared recommendations for the way forward for UPSHIFT and/or other skills development initiatives targeting AYP in Namibia. In line with the overall approach to the evaluation, HCD tools were used to facilitate this process, including an adapted version of the *Iteration grid* (see *Appendix 8*).

## 4.8 Ethical considerations

The consultants worked closely with UNICEF Namibia CO and the Ethical Review Board to ensure the fieldwork consultations and co-creation/validation workshop complied with all ethical considerations relating to: [design](#) of the process, [conduct](#) of the KIIs, FGDs, survey and co-creation workshop, [data](#) storage and use. The evaluation process was formally approved by the Ethical Review team at the inception stage (see *Appendix 10* for the Ethical approval letter).

The study was conducted in line with [UNICEF guidelines](#) on ethical research,<sup>54 55</sup> to ensure any potential risks of harm were prevented. Evaluation questions in the KIIs, FGDs, survey and co-creation workshops were designed to be understood easily by all participants, regardless of age, educational status and ethnicity.

The evaluation process upheld the following [ethical safeguards](#) for research studies: respect

<sup>54</sup> UNICEF (2015) *UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis*. Available at: <https://www.unicef.org/media/54796/file>

<sup>55</sup> United Nations Evaluation Group (2020) *Ethical Guidelines for Evaluation*. Available at: <https://www.unevaluation.org/document/detail/2866>



for dignity and diversity; right to self-determination (informed consent); fair representation; compliance with codes for vulnerable groups; confidentiality and avoidance of harm.

See *Appendix 16* for more details of the evaluator obligations, informed consent procedures and key elements of *Ethical Research Involving Children (ERIC)* guidance which were followed throughout this evaluation process.

#### 4.9 Limitations and mitigation measures

As highlighted in a 2019 report on UPSHIFT,<sup>56</sup> some of the programme's learning outcomes, such as the acquisition of transferable skills, are challenging to measure. USAID (2017)<sup>57</sup> has identified a number of methodological challenges to measuring UPSHIFT's outcomes, including:

- Balancing technical considerations such as **reliability**, **validity**, and measurement **invariance**
- Using tools to track and measure change in **skills over time** reliably, when it is challenging to measure a skill at a single point in time
- The prevalence of **self-report methods** (e.g. regarding transferable skills acquisition and confidence levels) which are known to suffer from biases

Since it was not feasible to conduct transferable skills assessments with participants as part of the evaluation process, due to time and budget constraints, the limitations of the self-reporting of skills development included in the KIIs, FGDs and UPSHIFTer survey are acknowledged here. Triangulation between UPSHIFTERS' self-reports of skills development and creative confidence and the observations of other stakeholders across the various data sources (KIIs, FGDs, UPSHIFTer survey), helped to mitigate this limitation.

This evaluation of UPSHIFT Namibia involves a significant time lag between the participants' and other stakeholders' experience of the programme and the evaluation process, leading to a risk of **recall bias**.<sup>58</sup> The design of the FGDs in particular aimed to mitigate this risk, by using the *Empathy map/learner journey* tool, which encourages recall of experiences and feelings at different stages of the UPSHIFT learning journey (before, during and after), allowing participants time and space to reflect on their experience. However, the potential impact of recall bias on the data and findings is acknowledged.

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<sup>56</sup> Lui, R. and Crisp, K. (2020) *UPSHIFT: Innovating non-formal education for youth at scale* available at: [https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift\\_Empowering\\_youth\\_to\\_build\\_skills.pdf](https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift_Empowering_youth_to_build_skills.pdf)

<sup>57</sup> Ibid.

<sup>58</sup> <https://catalogofbias.org/biases/recall-bias/>

## 5. Findings

### 1. RELEVANCE: is the intervention doing the right things?

#### 1.1 Relevance to young people

*'We need a way to move beyond academics and be ready for life and the workplace.'*

(Prospective UPSHIFTer)

The relevance of UPSHIFT to the skills development needs of AYP in Namibia was **confirmed unanimously** by all focus group participants and key informant interviewees. Prospective UPSHIFTERS (i.e. AYP who have not had exposure to the programme) emphasised how UPSHIFT differs from their mainstream schooling, moving beyond academics to 'skills for life'.

Some informants (including a judge) questioned the **age range** of UPSHIFT (14-24), suggesting that the youngest participants lacked emotional maturity and that, in the Namibian context where 'youth' extends to 35, a higher age limit would be more appropriate.

*'We're learning the wrong things. Not learning how to help our community or create jobs.'*

(Prospective UPSHIFTer)

In terms of programme design and process, UPSHIFTERS emphasised the value of the **workshops**, highlighting the creative inspiration associated with leaving their communities and travelling to a new environment, in many cases for the first time.



Source: Kavango East report 2023

The facilitators' youth-friendly approach, incorporating playful activities and energisers as well as core content was also appreciated.

Implementing partners highlighted the **customisation** of the global UPSHIFT materials for the Namibian context, in collaboration with other stakeholders, as further strengthening relevance.

#### 1.2 Relevance to communities

Most UPSHIFTERS argued that their social enterprises were relevant, by definition, to their communities, as they were based on **empathising with community needs**. The wide range of initiatives described encompassed agriculture (making liquid fertiliser from household waste), food production, education (including for ECD, financial literacy and legal awareness), mental health, support for pregnant mothers, menstrual health awareness, hairdressing, sports initiatives, digital platforms for education and business, late-night transportation and support for the visually impaired. However, several UPSHIFTERS across all three regions highlighted the challenge of **explaining the relevance and value** of UPSHIFT to their friends, family and community.

More than 20% (n=10) of participants in the UPSHIFTer survey expressed the confidence to engage with and change their community, following their participation in the programme, having learned about empathy and respect for those who are different from them. Of these UPSHIFTERS, 50% were from the Khomas region.

### 1.3 Relevance to government

Informants from MSYNS confirmed the relevance of UPSHIFT to their **strategic priorities**, including youth employment and economic empowerment via promotion of entrepreneurship and business development focusing on 15-34 year-olds, particularly those who are marginalised (including by gender or disability). In terms of the wider government agenda, the *National Development Plan 5*<sup>59</sup> focuses on youth entrepreneurship as a means of employment creation and an objective of the *Harambee Prosperity Plan 1 (2015-2020)* (HPP1)<sup>60</sup> was the creation of youth enterprises within the 121 constituencies (14 regions) of Namibia, which faced challenges due to lack of funding. *Harambee Prosperity Plan II (2021-2025)* (HPP2)<sup>61</sup> includes reference to UPSHIFT as a means of life skills development.

### 1.4 Relevance to UNICEF and partners

UPSHIFT aligns with UNICEF's strategic priorities by focusing on empowering adolescents and young people with essential **transferable skills**, incorporating a strong **gender perspective** and enabling active engagement with the private sector on youth skills development, as well as other partners. UPSHIFT's approach to empowering **marginalised** young people, including those with disabilities or health challenges such as HIV, also aligns with UNICEF's strategy of reaching the most vulnerable groups.

*'It's relevant in terms of goals to empower young people with soft skills, functional skills, business start-up skills.'*

(UNICEF)

*'What is most important is that vulnerable children...benefit from our life skills and job preparation training.'*

(Implementing partner)

However, as one UNICEF informant explained, though there is strong alignment between UPSHIFT and UNICEF, the methods of implementation need to be **contextualised** better to ensure that the most marginalised adolescents and young people actually benefit from the programme. There is some concern that the UPSHIFT winners were those who already had access

to more social, economic and/or digital resources, as per the *Matthew Effect*.<sup>62</sup>

For implementing partners (including the MSYNS), facilitators, mentors, and judges, UPSHIFT's relevance is anchored in its focus on **empowering vulnerable AYP** for life and work. One implementing partner highlighted the alignment between UPSHIFT and their organisation's strategic priority of economic strengthening through skills development, helping young people to build skills and address social issues such as economic dependence on transactional sex.



Source: Omaheke pitching event July 2023

<sup>59</sup> National Planning Commission Namibia (2017) *Namibia's 5th National Development Plan (NDP5)*. Windhoek

<sup>60</sup> Government of the Republic of Namibia (date unknown) *Harambee Prosperity Plan I (2016-2020) Namibian Government's Action Plan towards Prosperity for All*. Windhoek

<sup>61</sup> Government of the Republic of Namibia (date unknown) *Harambee Prosperity Plan II (2021-2025): Action Plan of the Namibian Government Towards Economic Recovery and Inclusive Growth*. Windhoek

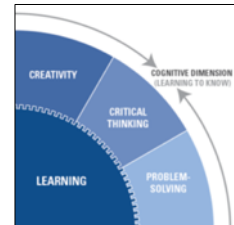
<sup>62</sup> <https://royalsocietypublishing.org/doi/10.1098/rsif.2014.0378>

## 2. EFFECTIVENESS: is the intervention achieving its objectives?

### 2.1 Skills development

#### i Learning skills

Participants confirmed that UPSHIFT, by encouraging **exploratory thinking** and diverging from traditional education's focus on right or wrong answers, has developed their creativity and problem-solving skills. The programme's non-traditional learning environments, including workshops and bootcamps, have encouraged UPSHIFTERS to approach problems with an innovative mindset, leading to creative project ideas.

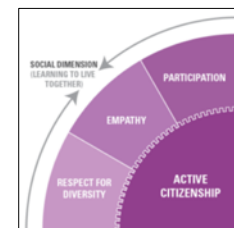


#### ii Empowerment skills

UPSHIFTERS from all three regions reported an **increase in self-confidence**, mainly as a result of building stronger communication and teamwork skills. Many described new confidence for public speaking and presenting, having initially felt unable to communicate their ideas effectively. UPSHIFTERS also explained that the challenging activities and projects taught them to manage setbacks and persist, i.e. build **resilience**.

#### iii Active citizenship skills

The programme encouraged collaborative effort and collective problem-solving, emphasising the **power of teamwork**. Empathy was also emphasised, enabling participants to understand and connect with peers from diverse backgrounds, generating cultural competence as well as individual confidence. Participants' growing confidence and empathy led to increased community recognition and support in some cases, as they became the 'go-to person' for addressing community issues.



#### iv Workplace skills



The development of workplace skills, particularly an **entrepreneurial mindset**, business management, and financial literacy, was a key outcome described by participants. Mentoring (in some cases) emerged as a key component in developing workplace skills, providing practical guidance on how to navigate business challenges. The hands-on experience of developing business ideas, creating business plans, and understanding the financial aspects of running a business was invaluable for those interested in entrepreneurship.

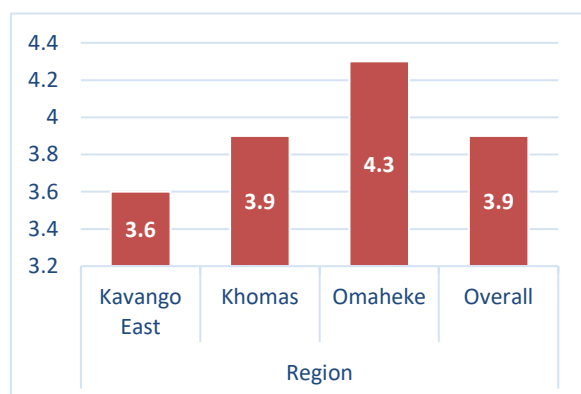
#### v Effectiveness of skills development: UPSHIFTER survey

To determine the **learning experience** of UPSHIFTERS throughout the programme journey, six indicators were explored in the UPSHIFTER survey for *Phase 1: Social innovation skills* and *Phase 2: Social entrepreneurship*. Table 7 below shows the UPSHIFTERS' evaluation of their learning experience, using a rating of 1 to 5. The highest overall ratings for *Phase 1: Social innovation skills* related to **enjoyment of participation** (4.1), the good relationships facilitators built with the groups (4.2), and the opportunity to practice new skills (4.1). The lowest rated indicator related to the clarity and ease of the programme, with an overall rating of 3.6 and Kavango East UPSHIFTERS giving the lowest rating for this indicator (2.8). The ability of facilitators to provide clear instructions was also rated lowest across all three regions (3.6).

During *Phase 2: Social Entrepreneurship*, the indicator with the highest rated element was the **good relationships** facilitators built with the group (4.2), compared to the lowest rating again regarding clarity and ease of the programme (3.6). UPSHIFTERS from Kavango East gave the lowest ratings across all indicators in this phase, compared to other regions.

**Table 7: Indicators associated with UPSHIFTers' learning experience (on a scale of 1-5)**

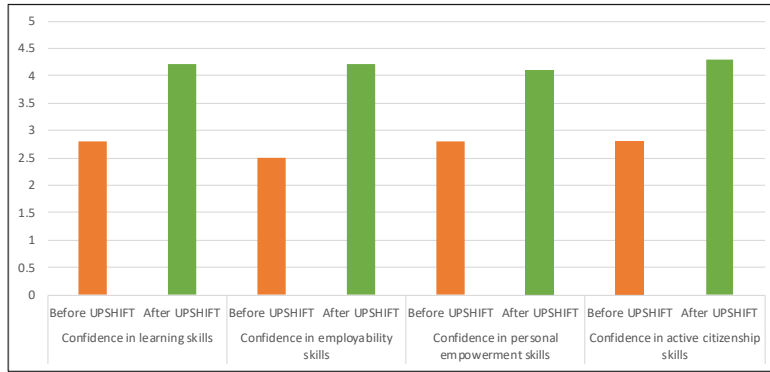
Indicator	Region (mean±SD)			Overall
	Kavango East	Khomas	Omaheke	
<b>Phase 1: Social innovation rating</b>				
The content was useful for me	3.2±1.6	4.03±1.03	4.5±0.8	3.8±1.2
I enjoyed participating	3.4±1.6	4.3±1.1	4.8±0.4	4.1±1.2
I found the programme clear and easy to follow	2.8±1.4	4.0±1.04	3.8±1.1	3.6±1.2
The facilitator(s) presented the ideas clearly	3.1±1.6	4.0±1.04	3.8±1.4	3.7±1.3
The facilitator(s) built good relationships with the group	3.4±1.6	4.4±1.02	4.8±0.3	4.2±1.2
I was given the opportunity to practice the new skills	3.4±1.6	4.4±1.1	4.8±0.4	4.1±1.2
<b>Phase 2: Social entrepreneurship rating</b>				
The content was useful for me	3.4±1.5	4.4±1.2	4.3±0.8	4.1±1.2
I enjoyed participating	3.5±1.6	4.3±1.1	4.3±0.8	4.1±1.2
I found the programme clear and easy to follow	3.1±1.4	4.1±1.1	3.4±1.2	3.6±1.3
The facilitator(s) presented the ideas clearly	3.4±1.4	4.3±1.1	4.1±1.4	4.0±1.2
The facilitator(s) built good relationships with the group	3.5±1.4	4.4±1.1	4.6±0.8	4.2±1.2
I was given the opportunity to practice the new skills	3.4±1.6	4.4±1.1	4.4±1.5	4.1±1.4



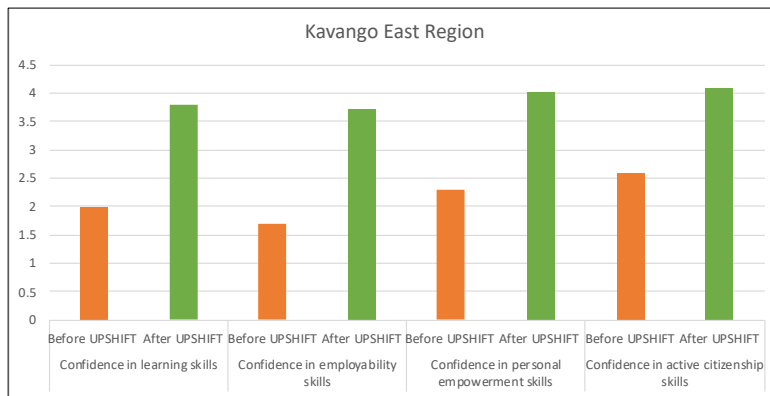
**Figure 11: Average rating of UPSHIFTers achieving their learning goal across regions**

Figure 11 illustrates the extent to which UPSHIFTers achieved their main learning goal and gained confidence in the four key skills dimensions. The overall rating regarding achievement of their main learning goal was 3.9 (on a scale of 1-5), though the mean rating in Omaheke region was 4.3.

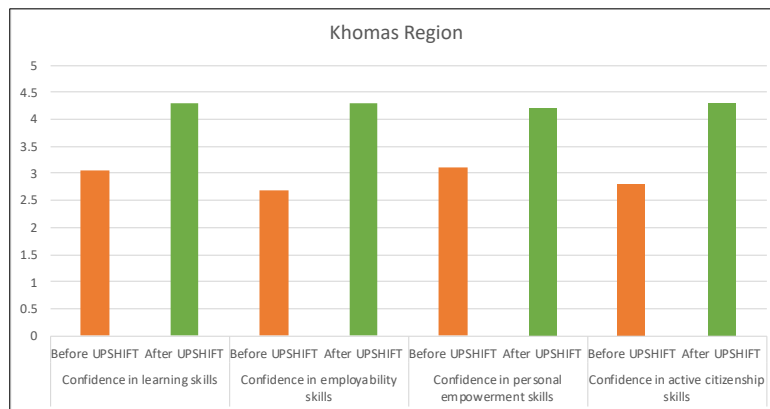
UPSHIFTers' confidence in their skills for learning, employability, personal empowerment and active citizenship increased by an average of more than 30% after participation in the programme. The most marked increase in confidence was experienced by Kavango East UPSHIFTers in the area of employability skills, which they reported as having increased by 54%; see Figures 12 to 15 below.



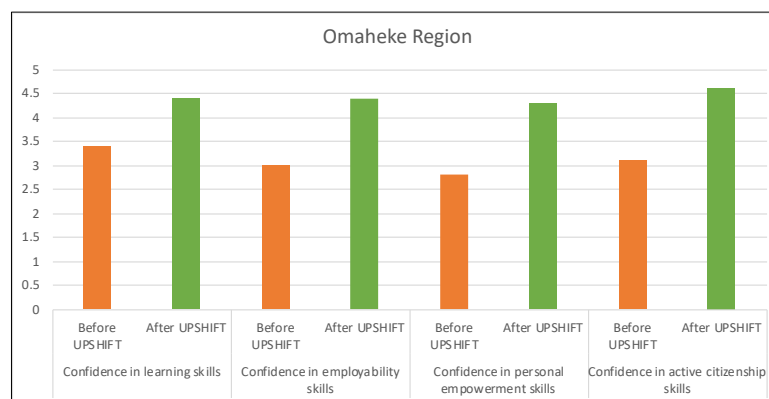
**Figure 12: Average rating for UPShifters' increase in confidence in skills areas across regions**



**Figure 13: Average rating for Kavango East UPShifters' increase in confidence in skills areas**



**Figure 14: Average rating for Khomas UPShifters' increase in confidence in skills areas**



**Figure 15: Average rating for Omaheke UPShifters' increase in confidence in skills areas**

More than 30% of UPSHIFTers participating in the survey experienced a significant change in their sense of **empowerment and resilience** when facing challenges following the programme (32.6%). Most UPSHIFTers identified another learning programme with a focus on employability skills as being the most useful next step for the ongoing development of their skills (24.4 %). Nearly 80% suggested UPSHIFT should be integrated into the school system in Namibia (n=39; 79.6%).

### Implementation best practices: regional highlights

#### *Khomas: Physically Active Youth (PAY)*

- **Customisation of content** - over 40 stakeholders, including business people, institutions, and young people, collaborated to adapt the UPSHIFT curriculum materials for the Namibian context. This included changing visuals, examples, and language to strengthen relevance.
- **Stakeholder engagement and ecosystem building** - continuous stakeholder engagement, including an information session for youth-focused organisations and community engagement processes, helped create a supportive ecosystem, including trainers, mentors, and industry experts.
- **Training of trainers** - conducting ToT sessions for potential trainers ensured facilitators were well-prepared and helped the scaling of the programme, by training facilitators in other regions who could then support local participants.
- **Community-based recruitment and engagement** - direct community engagement, including knocking on doors to recruit participants, ensured the programme reached marginalised AYP without access to digital platforms or formal recruitment channels.
- **Post-programme support** – a 2024 extension programme enabled Phase 1 UPSHIFTers to develop their business ideas and take their prototypes to market via piloting. The 15 prize winners attended incubator workshops and fireside chats with experts, investors and mentors.

#### *Omaheke: Project HOPE Namibia (PHN)*

- **Community mobilisation and engagement** - the team spent time in all seven constituencies going door-to-door, visiting schools, and interacting with local leaders and community members. This ensured the inclusion of marginalised adolescents, including from the San community.
- **Comprehensive screening process** - a standardised digital form and aptitude test designed specifically for Omaheke were developed, which helped identify the right candidates based on their motivation, potential, and ability to benefit from UPSHIFT.
- **Localisation** - the programme was tailored to fit the local context, including by using local languages during workshop facilitation, which strengthened participants' engagement levels.
- **Life skills and job preparation** - life skills and job preparation workshops were included, to ensure participants were equipped with essential skills for personal development and job readiness.

#### *Kavango East: Ministry of Sport, Youth and National Service (MSYNS)*

- **Stakeholder engagement** - extensive engagement with ministries, private institutions, youth-led organisations, and young people, as well as multi-channel recruitment including local radio, social media and community events, ensured reaching diverse young people, including in rural areas.
- **Inclusive selection criteria** - recruiting participants based on predefined marginalisation criteria, as well as innovative idea selection, and distributing application forms at community events, schools and universities, ensured the programme reached the most marginalised young people.
- **Adaptive implementation** - UPSHIFT was adapted based on feedback from implementation in the other regions, including by translating materials into local languages, and providing additional support for participants who faced language barriers or struggled with the concept of innovation.
- **Integration of HCD approach into government initiatives** – the UPSHIFT approach has influenced the MSYNS' other youth programmes, with implementing partners advocating for the adoption of HCD in initiatives including the Youth Credit Scheme.

## 2.2 Meaningful participation



Source: see Evaluation Criteria above

### i Safe space

A number of UPSHIFTers, partners, judges and mentors commented on the **safety** of the UPSHIFT space. They highlighted the youth-friendly and **playful approach**, including ‘wakey wakey’ warmups, sports and drama activities as key to creating this sense of safety. Surveyed UPSHIFTers with a disability (n=4) provided an average rating of 4 (based on a rating of 1 to 4) for the extent to which their needs were met by the programme. However, some of the youngest and most marginalised UPSHIFTers reported being laughed at by their peers in the early stages.

### ii Facilitated voice

*‘The facilitators were older than us, but still young enough for us to relate to.’*

(UPSHIFTer 18-24)

Regarding *Phase 1* and *Phase 2* of the programme, 75.5% and 59.2% respectively of surveyed UPSHIFTers highlighted that they built **good relationships** with facilitators. The majority of UPSHIFTers in FGDs also highlighted the impact of supportive facilitators on their confidence to speak up. One indirect beneficiary commented on how UPSHIFT had

a knock-on effect, with UPSHIFTers becoming more comfortable talking to their peers, especially about personal and community challenges.

### iii Listening audience

A number of UPSHIFTers highlighted learning to take **constructive criticism** from facilitators, without taking it personally, and some emphasised the contrast with not being listened to at home. One implementing partner pointed out that in the first phase of the programme, before mentors were assigned, facilitators functioned as mentors and guides for participants. One mentor pointed out that the most effective approach was to let the UPSHIFTer drive the agenda for conversation, i.e. by being an active listener.

*‘The energy in the room was so amazing.’*

(Mentor)



#### iv Influencing action



Source: Omaheke case study 2024

Building a **sense of agency** and empowerment in UPSHIFTERS was highlighted by a number of informants, including an indirect beneficiary who mentioned ‘they no longer see themselves as *‘I live in this poor community so there’s no way forward’*. Three-quarters of surveyed UPSHIFTERS (n=16) felt that they are more empowered to change their lives following participation in the programme, being confident to communicate clearly and be resilient when faced with challenges. However, only 18.3% (n=9) felt better equipped to join the workforce because of the negotiation, cooperation, and decision-making skills learned during the programme.

Some UPSHIFTERS explained that their community now responds differently to them, allowing them more influence. 75.5% (n=37) of surveyed UPSHIFTERS expressed a high level of confidence in their **active citizenship**, based on their learnings in participation, empathy, and respect for diversity during the programme (see *Figure 12* above). Others highlighted the discouragement they experienced when they **failed to win funding**, bringing their project, influence and action to a halt. A mentor commented that many UPSHIFTERS lacked sustainable support and encouragement after the programme.

*‘Some fell through the cracks and needed more support and coaching to develop a more confident mindset. Unfortunately I didn’t have the capacity to follow up with all of them.’*

(Mentor)

### 2.3 Reaching the marginalised

#### i Inclusion enablers

*‘We facilitated the workshop in the local vernacular, so they could understand.’*

(Implementing partner)

UPSHIFT Namibia's strategic outreach and engagement efforts have enabled the inclusion of **marginalised** AYP, by reaching out to schools and communities directly, particularly in areas with a high indigenous population. This approach was exemplified in Omaheke, where the programme team went ‘directly to the people’ as described by an implementing partner. The use of diverse **recruitment channels**, including social media, word of mouth, radio broadcasts and community events (including a trade

fair in Kavango East), ensured wide demographic reach.

Enabling the use of local vernaculars during workshops, including pitching, was key for comprehension and engagement, especially for indigenous participants in Omaheke. Addressing **economic barriers** via supportive measures including provision of transportation and meals was another critical inclusion enabler highlighted by informants in Kavango East.

#### ii Inclusion inhibitors

However, although pitching in local languages was supported in some cases, participants explained that the requirement for compulsory pitching, while not feeling mentally or emotionally prepared, was stressful. Though effective learning experiences may include challenge and discomfort, this highlights the need to ensure participants feel supported and confident in their ability to engage with the learning.

*‘We were physically prepared but not mentally and emotionally prepared to pitch.’*

(Female UPSHIFTER, 18-24)

Several participants also referred to the **emotional and psychological challenges** associated with the competitive nature of UPSHIFT. Those who failed to advance to the final stages or secure funding described their disappointment and the blow to their confidence, highlighting the need for emotional support systems to mitigate the impact of such disappointments on those who are already marginalised.

*'Most of them are marginalised so it wasn't very friendly for beginners...both the language and the concepts.'*  
(Facilitator)

Feedback on the programme's design pointed to a need for a curriculum that is more accessible and relevant to marginalised communities' **educational and linguistic contexts**, as the current curriculum poses a significant hurdle for some.

## 2.4 Sustainable ecosystem

### i Ecosystem enablers

UPSHIFT Namibia is strengthened by ecosystem enablers which foster a supportive environment for the ongoing skills development of marginalised AYP. Participants highlighted both emotional and practical **support from their family**, friends and wider community, as playing a crucial role in navigating the challenges of the UPSHIFT journey.

*'Family helped me with the pitch...when I was stuck my Dad helped me.'*

(Female UPSHIFTer 18-24)

*'Help from my mentor was key as they were in the same field...it gave me ideas re how to improve.'*

(Male UPSHIFTer 18-24)

**Mentorship**, when effective, emerged as a significant contributor to the UPSHIFTers' project development. Positive experiences included active engagement by the mentor and the provision of tailored advice and support, highlighting the importance of aligning mentors with participants' project domains for maximum impact. In Khomas, surveyed UPSHIFTers who gave a rating of 4 or 5 for facilitators having a good relationship with the team were

n=21 in phase 1 and n=17 in phase 2.

Facilitators in Khomas highlighted the motivational value of connecting participants with well-known mentors: 'it meant a lot to participants to have conversations with people they see on television.' Directing UPSHIFTers into **post-UPSHIFT opportunities**, including further engagement in forums or government initiatives, has played a crucial role in sustaining the momentum of their skills development beyond the programme. One UPSHIFTer in Kavango East highlighted the opportunity he received to go to Kenya for a youth forum, as a result of his involvement in UPSHIFT, which was a significant boost to his confidence and network.

In terms of ongoing skills development, 26% of surveyed UPSHIFTers felt that being enrolled in another programme focusing on employability skills would contribute to their growth, whereas only 13% (n=6) said another programme focusing on learning skills would be the most helpful next step.



Source: Omaheke pitching event July 2023

### ii Ecosystem inhibitors

*'My mentor was completely useless to me; I needed someone with tech skills.'*

(Male UPSHIFTer 18-24)

Several ecosystem inhibitors were also identified by UPSHIFTers. Lack of understanding and **scepticism** from family and friends regarding the programme's educational value (particularly in contrast to mainstream education) was a recurring theme, with some facing outright negativity. This reflects a disconnect between participants' aspirations and their families' expectations regarding more conventional educational pathways.

Involving families more directly in the UPSHIFT ecosystem, and equipping UPSHIFTers with tools to communicate the value of the programme in relevant ways, would help to strengthen their support for the programme.

**Mentorship mismatches** and lack of effective guidance were also significant inhibitors for some participants. Instances where mentors lacked commitment to the relationship and process, actively discouraged participants, or lacked relevant sector experience, underlined the need to strengthen mentor selection, matching and commitment to programme objectives.

*'I was not happy with the judges, because they were mainly experts in specific fields and some were very narrow minded.'*

Female UPSHIFTer 18-24)

Judging and evaluation processes also failed to meet some UPSHIFTers' needs and expectations. Criticisms included that some **judges lacked understanding** of projects, due to a mismatch with their professional backgrounds, or seemed unclear regarding objective social innovation criteria for the awards process. More comprehensive training for judges, to enable a more comprehensive understanding of projects across different sectors, was recommended.

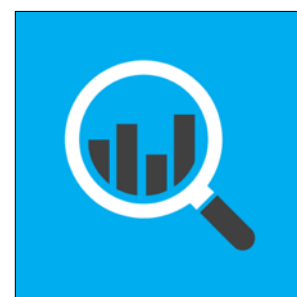
*'We got dumped by UNICEF...my friends mocked me, saying 'You are no more UPSHIFT; you are DOWNSHIFT' as I wasn't one of the winners.'*

(Female UPSHIFTer 18-24)

With rare exceptions (including the Kenya forum mentioned above), a lack of structured post-UPSHIFT opportunities and ongoing support was mentioned by participants, leaving some feeling abandoned after the programme. This highlights a gap in the ecosystem that could potentially demotivate participants, as well as constitute a reputational risk for UNICEF and partners.

## 2.5 Monitoring and evaluation of effectiveness

The UPSHIFT M&E reports reviewed focused mainly on the **early stages** of the programme, including mobilising the target group and training facilitators. Monitoring data regarding **participant numbers** and demographics are included, along with lessons learned focusing on logistical issues and budgeting. But no evaluation data regarding the effectiveness of the programme for the development of skills and a supportive ecosystem are included.



The only exception is an evaluation of UPSHIFT in Khomas,<sup>63</sup> conducted at the end of the programme in 2023 and based on responses from 85% of the group. UPSHIFTers gave the programme an overall rating of 2.8 out of 3, with a lower rating regarding understanding what was expected of them (2.2). Most confirmed the **relevance** of UPSHIFT, with the most helpful parts being the business canvas and plan. Recommendations from UPSHIFTers included provision of an activity timeline at the outset, providing opportunities for alumni to support the programme as facilitators and mentors and **splitting the 14-17 and 18-24 age groups**, due to the gap in life experience.

<sup>63</sup> UPSHIFT Khomas 2022-2023 Monitoring and Evaluation Report

Some UNICEF informants expressed concern regarding the lack of data on impact generated thus far and other informants highlighted the potential value of the global UPSHIFT community of practice and the need for more active facilitation of this community's engagement and knowledge sharing by the Office of Innovation.

The draft [theory of change](#) and [logical framework](#) for UPSHIFT shared by the CO focuses on the pilot phase, including development of materials, partnerships, outreach campaigns and facilitator training. The updated theory of change, provided on page 15 above, expands these to show the causal links between inputs, outputs, interim and primary outcomes and impact. In terms of indicators, the demographics of participants, are well captured (to monitor the inclusion of marginalised groups) in the original framework, but though the number of UPSHIFTers progressing to sustainable employment or entrepreneurship (i.e. impact) is mentioned under indicators, there is no evidence so far of this being monitored. The results framework lacks clear differentiation between inputs, outcomes and impact (e.g. by including programme delivery as a goal) and clear [indicators of quality](#).

An initial draft of a revised M&E framework is included in *Appendix 13* and explained in *Recommendation 7*, which focuses on strengthening the M&E of UPSHIFT and/or other approaches to transferable skills development for the target group.

### 3. IMPACT: what difference is the intervention making?

#### 3.1 Impact on adolescents and young people

UPSHIFT's [empowerment of AYP](#) by developing their 21st-century skills, digital literacy, self-confidence and community understanding was the primary theme highlighted by informants regarding impact. The programme's focus on practical, actionable entrepreneurship training also fostered an innovative mindset among participants, encouraging them to identify community problems and devise entrepreneurial solutions. The value of mentorship, in the cases where it was effective, as part of building a [supportive ecosystem](#) for ongoing skills development was also highlighted.

*'From the initial time of engagement, the empowerment begins; understanding yourself and your community.'*

(UNICEF)

#### 3.2 Impact on communities

*'The whole community is happy with me as the medicine works; I'm seen as a brave girl.'*

(Female UPSHIFTer 18-24)

UPSHIFTers' social innovation projects benefitted their communities in several ways (see 1.2 above for the range of projects). There was a strong emphasis on [innovative and sustainable solutions](#)

to community problems, such as the development of recyclable shopping bags to protect livestock from ingesting plastic and transforming recycled paper into charcoal.

Some UPSHIFTers have [shared their new skills](#) with their communities, including financial literacy, business skills and awareness of legal rights. One community organisation described how they have integrated former UPSHIFTers as



Source: PAY

skills development facilitators for other AYP, providing a platform for them to share their skills during afternoon activity sessions. Some UPSHIFTERS have become mentors in their communities, supporting others with business and social initiatives.

Participants' accounts of broader social change via [impact on attitudes and behaviours](#) included young people disclosing their HIV status, addressing gender-based violence and both mental and menstrual health. Some projects gained recognition from both local government, leading to collaboration on mayoral community projects, and international organisations, including UNESCO, demonstrating impact beyond UPSHIFTERS' communities.

*'After hearing about the UPSHIFTERS' experiences we saw the need for public speaking; we brought in debate clubs and chess for critical thinking.'*

(Indirect beneficiary CSO)

### 3.3 Impact on partners

*'The HCD approach was completely new in Namibia; wildly different for government, civil society and the private sector...expanding their views of how to do programmes.'*

(UNICEF)

Having been exposed to UPSHIFT, several partners recognised the potential value of [human centred design](#) for [increasing their own capacity](#). MSYNS informants described being inspired to reconsider their approaches to youth skills development, including via the Youth Credit Scheme. Exposure to the UPSHIFT ecosystem also affected private sector partners' perceptions of UNICEF in positive ways.

Some facilitators, mentors and judges commented on the [personal development](#) they have experienced via supporting UPSHIFT and one partner explained how exposure to new networks via involvement in UPSHIFT has enabled him to move into a more senior role.

*'UPSHIFT really impacted us positively. Opened our minds to how we are supposed to implement our own ministerial programmes.'*

(Government partner)

### 3.4 Barriers to impact

*'What was useless was the mentors...they were not interested and just wanted the certificates.'*

(Female UPSHIFTER 18-24)

Cultural and language differences presented [barriers to accessibility](#) for some participants, especially those from marginalised communities with limited English proficiency, as noted above. The need for a differentiated approach to participant engagement was highlighted, recognising that a one-size-fits-all model is not effective for all participants, especially those from particularly marginalised or remote communities. Some participants expressed a desire for

more [digital skills development](#) to increase UPSHIFT's impact.

The effectiveness of [mentorship](#) was [variable](#), limiting impact in some cases and suggesting that more rigorous mentor selection and training is required. The [sustainability](#) of the impact of social innovation projects beyond the programme itself was a concern highlighted by UPSHIFTERS and other stakeholders alike, due to a lack of ongoing practical, emotional and financial support.

*'It was never scalable; it should have been integrated into systems.'*

(UNICEF)

Regarding breadth of impact, questions were raised regarding UPSHIFT's [scalability](#), due to the intense investment of human and financial resources in a relatively small number of participants and lack of integration into national skills development systems.

#### 4. COHERENCE: how well does the intervention fit?

*'UPSHIFT is so different from other programmes where they just ask you for business ideas but don't really teach you.'*

(Female UPSHIFTer 18-24)

Participants and facilitators mentioned several other transferable skills-building initiatives in Namibia, highlighting the **learning ecosystem** UPSHIFT operates within. These included: Youth Connect, Youth Entrepreneurship Programme (MSYNS), National Commission on Research, Science and Technology, Girls and Goals, UNDP Science Fair, UNFPA Hacklab, United People Global (praised for extensive expert input) and an Old Mutual programme.

Overall informants felt that UPSHIFT **complements and surpasses** these other programmes, due to its more comprehensive approach, including extensive skill-building and support as well as non-collateral funding. Stakeholders argued that UPSHIFT fills a critical gap in transferable skills development for adolescents and young people in Namibia, opening up opportunities which other programmes do not.

Several UPSHIFTers noted the contrast between UPSHIFT's approach and **traditional education**, highlighting UPSHIFT's focus on entrepreneurial and creative skills development in contrast to the 'employee mindset' fostered in schools. However, UPSHIFT's timeline and organising framework received some criticism from those in formal education, who experienced scheduling conflicts and tension with academic responsibilities.

*'School teaches us to be employees and slaves of others, not to work for ourselves; it ignores talent and skills.'*

(Female UPSHIFTer 18-24)

#### 5. EFFICIENCY: how well are resources used?

Developing an ecosystem which includes **voluntary involvement** by mentors and judges was highlighted as an aspect of UPSHIFT which has been cost-efficient. Adaptive programme management was also highlighted as a factor which has strengthened efficiency, enabling adjustments on the go, including the decision to register businesses for prize winners only.

Stakeholders identified several challenges to efficiency, in some cases suggesting alternative approaches, including the following:

- **Cost-intensive workshop model** – several informants commented on the high cost of UPSHIFT's workshop-based model. One partner suggested that spending less on catering and accommodation (i.e. residential workshops) and adopting a more flexible approach would be more cost-effective, especially for out-of-school participants whose availability is not bound by school term dates. Conducting workshops in a central location in each constituency to minimise expenses was proposed as a more efficient model, though this needs to be weighed up against the significant benefits of residential workshops described by UPSHIFTers.



*'Don't make t-shirts and business cards for their businesses; stay away from printing as we are in a digital world.'*

(Judge)

- **Physical materials and prize money** - reducing spending on physical merchandise, including the t-shirts, banners and business cards used at pitches, was recommended by one judge, on the basis that a move towards exclusively digital presentations would reflect the contemporary workplace as well as saving costs. A staggered approach to awarding prize money was also suggested, to highlight the importance of ongoing mentorship. Providing in kind

support (e.g. equipment) rather than cash was also suggested, to avoid UPSHIFTERS coming under pressure from their families and communities to share prize money.

- **Timeline** – the long interval between UPSHIFT phases was mentioned as a challenge in some regions, leading to a loss of momentum and participant engagement.
- **Administrative and procurement processes** – time-consuming administrative and procurement processes at UNICEF and the MSYNS were identified as significant inhibitors to efficiency.
- **Blended learning** - moving towards a certificate-based blended learning approach was suggested as a way to improve cost-effectiveness, for example by incorporating online modules in school curricula for Phase 1 and reserving face-to-face skills development for Phase 2 and hard-to-reach communities.

*'The major challenge was when we did the Phase 1 workshop it took 4-5 months before we met them again.'*

(Government partner)

## 6. SUSTAINABILITY: will the benefits last?

### 6.1 Skills development

#### i Sustainable skills development enablers

*'We need ongoing mentoring that's sector-specific. We're half ready or not at all and need more support.'*

(Male UPSHIFTER 18-24)

A primary enabler of sustainable skills development identified by participants is long-term **sector-specific mentorship**, to enable the transition from concept development to running a business, i.e. from learning to earning. Although mentoring was intended to be long-term, support beyond the programme has been the exception rather than the rule. Longer-term targeted support is crucial for the practical application of skills

developed during UPSHIFT.

Participants also expressed a desire for **ongoing engagement** with the UPSHIFT programme, suggesting that the opportunity to go through the programme again, especially for those who did not make it beyond Phase 1, would reinforce their learning and application of skills.

**Networking opportunities** arising from participation, including with mentors, judges, and other competitions, have been invaluable for the ongoing personal and professional development of some UPSHIFTERS, illustrating the programme's role in creating pathways for continued growth and exposure.

#### ii Sustainable skills development inhibitors

Many participants highlighted the lack of opportunities for **real-world application** of their newly acquired skills as a significant gap in the programme

*'Post-UPSHIFT opportunities depend on personal luck. There's nothing structured at this stage.'*

(Facilitator)

structure. This lack of ongoing support and clear post-UPSHIFT pathways has often left participants feeling abandoned and uncertain about the future. While UPSHIFT provides a strong skills development foundation, there is a critical need for continued engagement and mentorship, to enable participants to realise their full potential. In the words of one facilitator *'We are dropping them too soon'*.

## 6.2 Mainstreaming into education and/or youth skills development systems



Source: Omaheke case study 2024

Nearly 80% (n=39) of surveyed UPSHIFTers expressed the opinion that UPSHIFT should be integrated into the formal education system, including 77.7% of respondents from the Omaheke region, 71.4% from Kavango East and 84.6% from Khomas. Most stakeholders also supported the idea of integrating UPSHIFT into the [mainstream education and/or youth skills development](#) systems in Namibia, emphasising its potential to complement the existing academic and knowledge-based curriculum by developing students' skills

for empathy, innovation and financial literacy. This was seen as particularly valuable for students who are not exposed to the mainstream Entrepreneurship curriculum. Participants recognised, however, that such integration would require a shift in [teaching and learning mindsets](#).

*'UPSHIFT is based on innovation and driven by adaptive programming built through partnerships. It's not a traditional approach like the programmes in the ministries.'*  
(UNICEF)

The mismatch between the innovative pedagogical approaches of UPSHIFT and current realities in the mainstream system led most to suggest that specialist [external facilitation](#) would be needed to enable effective curriculum integration. The need for private sector sponsorship was also highlighted, if UPSHIFT were to be mainstreamed on a sustainable basis. Navigating the bureaucratic processes required to modify the formal curriculum in Namibia is seen as a further barrier to change, as well as teachers' existing workload.

*'Facilitators explain things in a way we can understand. Teachers are too formal and don't have the relationship.'*  
(UPSHIFter)

## 6.3 Sustainability planning

In terms of planning for sustainable skills building, via UPSHIFT or equivalent skill-building initiatives, key points highlighted by informants included:

- [Funding and organisational capacity](#) - the critical role of sustained funding and organisational support was highlighted, with leveraging private sector partnerships being recommended.
- [Programme design](#) - the need for a more robust programme design including clear exit strategies, sustainability planning, and establishment of national standards for youth empowerment was acknowledged by several informants. A deliberate strategy is needed, to ensure UPSHIFT's approach and successes are scaled effectively across regions and sectors.



*'We will do it through the system, i.e. via the Ministry and outreach to communities, not downstream via CSOs, as when we stop it stops.'*

(UNICEF)

- **Integration into skills development and/or education systems** - a strategic shift towards integrating the UPSHIFT methodology (i.e. human-centred design for transferable skills development) into existing systems was suggested, rather than relying on direct implementation by UNICEF and NGOs. This approach aims to embed UPSHIFT's principles within national youth skills and education frameworks for long-term sustainability.

- **Quality assurance and targeted delivery** - the necessity of maintaining programme quality alongside careful expansion was emphasised by partners, to ensure a balance between scale and impactful delivery.

- **Innovative ideas** – new ideas from informants included an intergenerational approach to cultivating human-centred design skills, which would enable more sustainable support for young people's ongoing skills development. A hybrid learning model, combining online and face-to-face modules, would also enable broader reach, though the reality of the ongoing digital divide in Namibia needs to be considered. Establishing a dedicated campus or leveraging pre-existing innovation hubs, for example at Namibia University of Science and Technology (NUST), was also recommended.

*'The wild dream would be to build a campus or integrate it with something that already exists and have people dedicated year round to facilitating this.'*

(UNICEF)

## 7. GENDER AND EQUITY: how effectively have gender and equity been addressed?

### 7.1 Strategies enabling equal access for boys and girls to UPSHIFT's benefits

*'Many were dealing with low self-esteem, doubt and fear...more was needed in terms of building confidence with the girls.'*

(Mentor)

In line with the *'leave no one behind'* agenda common to both UNICEF and the SDGs,<sup>64</sup> promoting **equity and inclusivity** is an objective of UPSHIFT in the global context, with young women representing 56% of all UPSHIFTers globally.<sup>65</sup> The programme is designed with a **gender-responsive approach**, taking into account gender norms, roles, and relations and promoting methods to reduce their harmful effects. These include the *'by youth, for youth'* principle, whereby young people are involved in UPSHIFT's design and delivery,

ensuring gender-specific needs are considered. The iterative human centred design approach includes engagement with users to understand their experiences and challenges, ensuring both girls and boys benefit from the learning experience.

<sup>64</sup> <https://www.unicef.org/sustainable-development-goals>

<sup>65</sup> <https://www.unicef.org/innovation/upshift>

In line with this global approach, UPSHIFT Namibia's implementing partners have used several strategies to ensure equal access for both girls and boys. These include a **community-based** approach to mobilisation which went beyond traditional recruitment methods, ensuring that marginalised groups, including girls, were reached. During the programme, efforts were made to **build the confidence** of female UPSHIFTERS in particular, as, according to some mentors, they experienced more self-doubt than their male counterparts. Personal hygiene items, addressing the distinct needs of both girls and boys, were also provided.



Source: PAY

## 7.2 Effectiveness in addressing gender concerns

UPSHIFT Namibia has addressed gender concerns effectively via its inclusive design, mobilisation and delivery. The programme has succeeded in **empowering both girls and boys**, by building their transferable skills, resilience, and sense of agency. Both female and male UPSHIFTERS reported positive changes in their confidence, self-esteem and communication skills, all of which are critical for addressing gender-related challenges.

*'It boosted my confidence to put my business idea into action and help my community.'*

(Female UPSHIFTER 18-24)

In terms of addressing broader gender-related concerns, UPSHIFT helped to break down stigma, including around **menstrual health** and **gender-based violence (GBV)**. The positive impact of the Mother Nature's Gift social enterprise, for example, which aims to promote dignity for girls and stimulate conversation via the sale of products including period care kits, tracking bracelets and pad bags, was highlighted. The initiative led by two female UPSHIFTERS who became fashion influencers was also highlighted, as they addressed GBV through their brand and work and provided a platform for participants to share their experiences of GBV and receive support.

*'Family saw me differently...they started respecting me for being open about my HIV status. People saw me as their go-to person in the community – they saw my confidence growing.'*

(Female UPSHIFTER 18-24)

UPSHIFTers' social innovation initiatives have fostered a culture of social responsibility among young people, including girls, who have been recognised and valued by their communities as a result. Some female UPSHIFTERS reported a significant positive shift in **family and community perceptions** of their role, capabilities and contribution.

## 7.3 Strategies ensuring other vulnerable groups access UPSHIFT's benefits

UPSHIFT Namibia implementing partners have used a range of strategies to ensure that vulnerable groups have equal access to the programme's benefits. These include targeting socially excluded and otherwise vulnerable groups, including out-of-school adolescents and young people and those from indigenous populations and/or rural areas, through **community mobilisation**, as explained above. Various stakeholders were engaged to reach out to specific vulnerable groups, including those with **disabilities**, and radio was used to inform young people in rural areas about UPSHIFT. Efforts were made to address

*'They asked for marginalised learners; they chose on that basis.'*

(Male UPSHIFTER 18-24)

economic barriers faced by marginalised participants, including providing transport and covering basic needs.

*'We went to the communities...we communicated in their local vernaculars, we made sure that they understood what UPSHIFT was.'*

(UNICEF)

The human centred design-based approach to workshop design and the contextualisation of the global UPSHIFT materials for the local context helped to ensure UPSHIFT's **relevance to vulnerable populations**, including those from indigenous communities who face literacy challenges, though there is some room for improvement in this area (see 2.3 *Reaching the*

*marginalised* above). Facilitators and mentors reported that the programme was adapted to meet the needs of participants from different educational backgrounds, ensuring that they received support based on their needs, rather than their age.

## 7.4 Effectiveness in addressing equity concerns

UPSHIFT has been effective in addressing equity concerns to a significant extent, via its **inclusive approach** to design and implementation. The efforts of implementing partners to reach the most marginalised young people, including those with disabilities or other health challenges, demonstrate a strong commitment to inclusivity.

*'There's a transformation – a big gap between who you were and who you become.'*

(UPSHIFTer 14-17)

According to FGD participants, including UPSHIFTERS with disabilities (visual and auditory impairment) whose social innovations have been successful, the UPSHIFT programme has been **disability inclusive**. UPSHIFTERS with disabilities have been treated with respect, acceptance and equal opportunities, as advocated in the Convention on the Rights of Persons with Disabilities (CRPD).<sup>66</sup> Five of the UPSHIFTer survey participants identified as having a disability or chronic condition, with the overall rating of the extent to which the programme addressed their needs being 3.4 out of 5.

The programme's implementation via non-formal education pathways has helped to enable both equitable access and the development and application of new skills by participants from diverse backgrounds. As with the gender dimension above, UPSHIFTERS from other marginalised groups consistently reported the **transformative effect** of the programme on their confidence and ability to take on new challenges.



Source: PAY

Some participants from marginalised communities reported ongoing involvement in community initiatives, including gardening and making recyclable shopping bags, since their participation in UPSHIFT, with associated **benefits for the community as a whole**. One UNICEF informant highlighted the story of an UPSHIFTer who started a daycare centre for children with disabilities in his community and is in the process of seeking support from the Ministry of Gender and Child Welfare, highlighting the potential ripple effect of UPSHIFT in addressing equity-related challenges.

However, as highlighted in 2.3 *Reaching the marginalised* above, there is room for improvement in terms of adapting the programme to meet the needs of the most marginalised participants, including those from indigenous communities, many of whom faced challenges with **literacy**, language (when using English) and **confidence** during the UPSHIFT journey.

<sup>66</sup> <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

## 6. Conclusions and lessons learned

### Conclusions

#### EQ1: Relevance



Based on the evaluation findings, UPSHIFT has demonstrated a **high degree of relevance** to the needs of Namibian adolescents and youth, including both young women and men and those from disadvantaged groups. UPSHIFTers (and other stakeholders) confirmed the relevance to their **skills development** needs, specifically the need to develop the transferable skills for life and work – including collaboration, creativity and problem solving - which are not taught in mainstream education. The **workshop-based design** emerged as particularly helpful, due to the inspiration associated with new environments and the youth-friendly and playful approach to facilitation. **Contextualisation** of global materials also strengthened relevance.



UPSHIFTers' social enterprises, encompassing a wide range of sectors from agriculture to digital education, have also been relevant to their communities, being inspired by community needs. **Skill sharing** by UPSHIFTers, for example in financial literacy and business planning, has also been relevant to community needs.

Government informants confirmed UPSHIFT's alignment with **national strategic priorities**, including youth employment, entrepreneurship, and economic empowerment of marginalised groups, as expressed in key government policies and plans, including the *National Youth Policy*, *National Development Plan 5* and *Harambee Prosperity Plans I and II*. UPSHIFT also aligns with UNICEF's strategic priorities, focusing on **transferable skills** development, **youth empowerment** and **gender equity**.



Reconsidering UPSHIFT's **age range** (currently 14-24) may be useful, as some informants suggested it is less relevant for younger participants and others argued that extending the upper age limit to match Namibia's definition of 'youth' (i.e. 35 or 30 years) would strengthen relevance. UPSHIFTers also highlighted the challenge of explaining UPSHIFT's relevance to their family and community, many of whom are sceptical about investing time in 'real world' rather than academic learning, suggesting the need for more practical support with communicating the programme's benefits.

#### EQ2: Effectiveness



According to the revised theory of change, UPSHIFT's primary objectives are to equip adolescents and young people as **agents of change** in their own lives, communities and the workplace, supported by an ecosystem which enables their ongoing skills development. Based on the findings, the programme has been effective in achieving these objectives in many respects, with the majority of UPSHIFTers describing a **transformative** learning experience leading to a significant increase in **confidence** and skills for communication, teamwork, idea generation, financial literacy and resilience. The **experiential learning** approach, including interactive workshops, bootcamps, mentoring and peer learning, has distinguished UPSHIFT from mainstream education and has played a significant role in its effectiveness.





Obstacles to UPSHIFT's effectiveness include the variable quality of [mentoring](#) support and [judges'](#) objectivity, challenges faced by participants from the most marginalised and remote communities in terms of [literacy](#) and engagement levels, a lack of [post-UPSHIFT opportunities](#) (in some regions more than others) and conflicting time demands for those in formal education. Lack of [M&E data](#) on effectiveness and impact was also identified as a weakness by a number of informants, due in part to an [M&E framework](#) focusing more on inputs than outcomes, which has been adapted during the evaluation to be more outcomes- and impact-focused.

### EQ3: Impact



UPSHIFT has been effective in generating the desired impact on participants, enabling the cultivation of skills for learning, personal empowerment, active citizenship and employability. Additional positive impact, both intended and unintended, has included the impact of participants' social innovation initiatives in meeting community needs and fostering a culture of [social responsibility](#) among young people. Community perceptions of young people's capabilities (especially young women's) have shifted in many cases. UPSHIFT has also had a significant impact on a range of [indirect beneficiaries](#), by enabling skill sharing, for example in a community CSO where UPSHIFT alumni facilitate afternoon activities for other young people. Facilitators, mentors and judges also reported the [personal development](#) they have experienced as a result of their exposure to the HCD approach which is integral to UPSHIFT.



Growth in the capacities and [approach to skills development](#) of implementing partners also emerged as a significant indirect impact, as a result of their exposure to HCD. The programme's influence on both the personal growth of partner staff and broader strategic shifts in partner organisations (including the MSYNS who aspire to integrate HCD into their skills development initiatives going forward) highlight UPSHIFT's role as a [catalyst for change](#) beyond direct participant engagement. Through these partnerships, UPSHIFT has the potential to foster a more collaborative, innovative, and systemic approach to youth skills development and engagement in Namibia.

### EQ4: Coherence



Though there are several other skills development and entrepreneurship programmes offered by local and international agencies in Namibia, including the Youth Entrepreneurship Programme (MSYNS), and UNFPA Hacklab, UPSHIFT stands out for its [depth of engagement](#) and skills building, innovative non-collateral funding, and focus on empowerment of young people to become entrepreneurs rather than employees. By complementing existing initiatives, UPSHIFT has contributed to the development of a [holistic ecosystem](#) for youth empowerment in Namibia.



UPSHIFT's focus on [inclusivity](#) and [empowerment](#) through non-traditional education pathways reflects a strong commitment to human rights and gender equality, and the success of implementing partners in reaching the most marginalised young people, including young women and those with disabilities or other health challenges, is notable.



However, there is room for improvement in [contextualising](#) the materials and approach even further, to ensure that the benefits of UPSHIFT are accessible to all AYP, including [indigenous](#) participants in the most remote locations, who face challenges with literacy. Continuous adaptation, based on region-specific feedback from participants, facilitators and implementing partners, is essential to maintain the programme's coherence with its inclusive ideals, as well as its relevance and effectiveness.

## EQ5: Efficiency



The development of the UPSHIFT ecosystem of mentors and judges, who volunteer their time, has contributed to the efficiency of the programme. However, several stakeholders pointed out that the programme model is **resource-intensive**, with residential workshops being a core element of the learning journey. Stakeholders' suggestions for making UPSHIFT, or other skills development initiatives, more cost-efficient included: reducing expenditure on the accommodation and food associated with residential workshops (though UPSHIFTers appreciated the residential experiences), and on physical merchandise at pitching events.



The need for more flexible and rapid **administrative procedures**, on the part of both UNICEF and the MSYNS, was also highlighted, with implications for other skills development programmes as well as UPSHIFT. Adopting a **blended learning** approach, for example with *Phase 1* online (in formal settings) and *Phase 2* face to face (in non-formal settings), was suggested as being potentially more efficient, though this would need to be weighed up against the reality of the ongoing **digital divide** in Namibia, particularly in light of UPSHIFT's core commitment to marginalised adolescents and young people.

## EQ6: Sustainability



UPSHIFT's alignment with national priorities, its capacity-building approach via HCD and the progress made so far in creating a supportive ecosystem for AYP's skill-building are promising. However, challenges to its sustainability identified by informants include the lack of long-term commitment by many mentors, and lack of clear pathways for participants' **post-UPSHIFT engagement** and ongoing skill-building.



Long-term sustainability will require **strategic partnerships**, with local, private sector and UN partners, to ensure reliable funding, ongoing partner commitment and integration of UPSHIFT elements into **national skills development** strategies. UPSHIFTers and other informants consistently advocated for the integration of UPSHIFT into Namibia's education system but also highlighted the **systemic barriers** to such integration, including curriculum rigidity and teachers' capacity to adapt to UPSHIFT's innovative learning approaches. Suggestions for overcoming these challenges included employing external facilitators to bridge the expertise gap, seeking private-sector funding to support the programme's sustainability, and exploring innovative learning approaches which combine UPSHIFT's methodology with formal education.

## EQ7: Gender and equity



UPSHIFT Namibia, in line with UPSHIFT globally, has been designed to promote **equity and inclusion** of girls and other marginalised groups, including AYP from rural areas and those with disabilities. The programme has been successful in enabling equitable access for these groups to a significant extent, via a **community-based** approach to mobilisation, applying HCD principles to the ongoing development of the programme, and using **non-formal educational pathways**.



Both female and male UPSHIFTers consistently reported the **transformative effect** of their UPSHIFT experience on their confidence, sense of agency and, in some cases, on the

perceptions of their family and community regarding their role and capabilities. Female-led UPSHIFT social innovation projects have also had an empowering effect within communities, breaking down stigma associated with gender-related issues including menstrual health and gender-based violence.



However, a number of UPSHIFTERS from indigenous communities, and the facilitators and mentors who worked with them, highlighted the challenges experienced by some in terms of the [literacy and language levels](#) required for successful navigation of the programme. The psychological and emotional blow of not being selected for seed funding and/or progression from *Phase 1* to *Phase 2* was also mentioned as being significant, particularly for the most marginalised participants. This highlights the need to reevaluate the process of [progressive selection](#) (and rejection) of participants which is integral to UPSHIFT in its current form, in light of the detrimental effects of this process described by some of the most marginalised and/or vulnerable participants. The most [relevant age range](#) for UPSHIFT (currently 14-24) also needs to be reconsidered, in light of suggestions from evaluation informants that both the lower and upper age limits should be shifted upwards (see *EQ1: Relevance* above).

## Lessons Learned

### **Lesson 1: Human centred design strengthens the relevance, effectiveness and equity of skills development initiatives for AYP**

Developing HCD skills among AYP, via experiential learning in face-to-face workshop settings, [closes the skills gap](#) left by the mainstream education system. It enables the development of changemakers, equipped with transferable skills for learning, active citizenship and self-empowerment (as well as entrepreneurship or employment). The HCD approach is learner-centred, which [strengthens equity](#) by building the confidence of participants from marginalised groups, including young women and AYP with disabilities. Participants are able to focus creative problem-solving initiatives on areas that are meaningful for them.

### **Lesson 2: AYP need to be equipped for a range of learning to earning pathways including but not limited to entrepreneurship**

[Entrepreneurship](#) is an important pathway from learning to earning for some AYP. However, for younger adolescents (i.e. 14-17 year olds), an emphasis on transferable skills such as empathy, collaboration, creativity, critical thinking and problem solving is needed, as a foundation for a [range of pathways](#) from learning to earning, including employment as well as entrepreneurship. Skills development initiatives focusing on entrepreneurship are likely to be most relevant, and have most impact, for AYP with a demonstrated interest in taking the entrepreneurship pathway from learning to earning.

### **Lesson 3: Ongoing co-design and adaptation of curriculum materials is needed to ensure no AYP are left behind by skills development initiatives**

[Marginalised groups](#), specifically girls, young women, AYP with disabilities and/or those from the most rural areas (with lower literacy levels) need more support in most cases with the confidence-building and skills development required for effective [creative problem-solving](#). [Ongoing co-creation](#) of curriculum materials with these marginalised participants is needed, to ensure they are not left behind. Consistent generation of M&E data focusing on learning

outcomes, as well as attendance data and process quality, also helps to ensure the needs of all are met.

**Lesson 4: Co-designing and developing a sustainable ecosystem with partners is essential to avoid AYP being ‘dropped too soon’**

Experiential and/or HCD-based skills development initiatives should be complemented with a sustainable ecosystem of support for AYP, to ensure long term impact. Mentoring can be an effective component of this ecosystem; however, mentors need to provide support over the medium term (e.g. 6 months beyond the programme). For programmes focusing on social entrepreneurship, ongoing support with getting ideas to market and financial management is required. Additionally, strategic partnerships, including those which facilitate integration into national skills development systems and/or adoption of blended learning approaches, are key elements in a sustainable ecosystem.

**Lesson 5: Equipping AYP with HCD skills has a ripple effect on indirect beneficiaries including communities and implementing partners**

Developing HCD and social innovation skills among AYP, in addition to cultivating their creative confidence and transferable skills, often has a positive impact on indirect beneficiaries. These include the members of participants’ local communities, who in many cases benefit from the social innovation projects designed to meet their needs, as well as from skill-sharing by participants. Implementing partners’ exposure to HCD methods and mindsets can also catalyse a shift towards using more user-centred approaches in their skills development initiatives targeting AYP.



## 7. Recommendations

Based on the preceding Findings, Conclusions and Lessons Learned, initial draft Recommendations for ongoing skills development for marginalised AYP in Namibia were developed. According to the HCD framing of the evaluation, these Recommendations were regarded as a [prototype](#), to be tested, further co-created and validated at the hybrid workshop in Windhoek, and online, in May 2024.

The co-creation and validation workshop included a wide range of stakeholders: UPSHIFTers, students (potential users), implementing partners (PAY, MSYNS, Project HOPE), UN agencies, facilitators, mentors and judges. The evaluation team gave a [presentation](#) summarising the *Evaluation of UPSHIFT Namibia (2021-2024)*, including: Background, Evaluation Objectives and Scope, Methodology, Key Findings, Conclusion, Lessons Learned and initial (prototype) Recommendations. For more details see *Appendices 14 and 15*.

The presentation was followed by a [group feedback](#) session, during which stakeholders confirmed that the evaluation report matched their experience on the ground. Further information regarding differences in implementation across the three regions (Khomas, Omaheke, Kavango East) was requested and subsequently added to the report.

The [HCD-based activities](#) to follow focused on strengthening and prioritising the Recommendations and generating an initial Action Plan for the three top priority Recommendations. Stakeholders' input regarding content, prioritisation, timelines and parties responsible for action have been integrated into the Recommendations below.

As the Namibia CO team have already indicated that UPSHIFT will not continue in its previous form, due to concerns regarding its current capacity to support the most marginalised adolescents and young people in sustainable ways (a finding which is also reflected in this evaluation), the recommendations are divided into two sections, as follows:

- **Section A** includes [formative recommendations for UPSHIFT](#), as per the formative evaluation process outlined in the ToR. These have potential use value for the CO and partners and for knowledge sharing with other country- and regional-level colleagues who are implementing, or interested in implementing, UPSHIFT.
- **Section B** includes more general [recommendations for skills development initiatives and capacity building](#), based on insights gained from the UPSHIFT evaluation informants.

### Section A: Recommendations for UPSHIFT's ongoing implementation and/or adaptation

#### Recommendation 1: Differentiate UPSHIFT's target skills and age ranges to strengthen relevance and facilitate a wider range of learning to earning pathways

Stakeholders' priority level: medium

Timeline: medium term

Primary responsibility: UNICEF, implementing partners (PAY, MSYNS)

Secondary responsibility: N/A

A number of stakeholders expressed the view that the [target age range](#) of UPSHIFT (currently 14-24), should be shifted upwards to widen the programme's impact. Many noted that some younger (i.e. 14-17 year old) UPSHIFTers lacked the [emotional maturity](#) and resilience required for the social entrepreneurship journey, especially regarding responding

to feedback and adapting ideas. The point was made that ‘youth’ in Namibia extends to age 35, and that many 24-35 year-olds (or at least 24-30 year-olds) would benefit from UPSHIFT and/or an extension course. Dividing implementation into two age groups, focusing on the most relevant skills for each group is therefore recommended, as follows:

- **14-17 (or 19<sup>67</sup>) year-olds:** focus on all four transferable skills dimensions (skills for learning, personal empowerment, active citizenship and employability) to prepare this age group for a **wider range of pathways** from learning to earning than entrepreneurship alone, i.e. using an adapted version of UPSHIFT *Phase 1*.
- **18 (or 19) - 30 year-olds:**<sup>68</sup> focus on all four transferable skills as above (i.e. adapted *Phase 1* for those who have not already experienced it), plus an additional (optional) *Phase 2* track focusing on skills for entrepreneurship, for those with a demonstrated interest in taking the **entrepreneurship** pathway from learning to earning.

**Recommendation 2: Adapt programme materials and facilitation on an ongoing basis to ensure equitable and effective support for the most marginalised participants**

Stakeholders’ priority level: high (top 3)	Timeline: immediate / ongoing
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Primary responsibility: implementing partners (PAY, MSYNS), facilitators, Office of the Prime Minister (OPM) – Disability Affairs, Resource Schools, organisations for people with disabilities  
 Secondary responsibility: Higher Education institutions, TVET institutions, MoEAC

Concern was expressed by UPSHIFTers and other stakeholders that the **most marginalised** adolescents and young people are not being reached effectively. Participants from indigenous groups in remote locations found the programme challenging to engage with, due to a mismatch between its design and their literacy levels and educational background. This has led to elements of the *Matthew effect*,<sup>69</sup> whereby those UPSHIFTers who have already benefitted from more social, economic, educational and/or digital resources are those who succeed on UPSHIFT.

Although community outreach methods have been effective in ensuring diverse and inclusive cohorts across all three regions, more **customisation** of the programme for the most marginalised, especially from remote areas, is required. In consultation with these participants, materials need to be **co-created** on an ongoing basis, paying more attention to literacy level, use of visuals rather than text, and local languages rather than English. Facilitators, though much appreciated for their relationship-building and youth-friendly approach, need ongoing support to ensure they communicate effectively with the most marginalised learners.

As some mentors suggested that more **female UPSHIFTers** struggled with self-doubt and lack of confidence in their ideas, a focus on encouragement of girls and young women by facilitators (and mentors) is recommended to ensure they fulfil their potential as well as their male counterparts. The breaking down of social stigma around gender-related issues, including menstrual health and gender-based violence, catalysed by female-led projects underlines the importance of ensuring girls and young women are not left behind.

Ensuring equitable representation of **people with disabilities** among facilitators, mentors and judges, as well as among programme participants, is also recommended.

**Recommendation 3: Develop a more sustainable ecosystem for UPSHIFTers’ ongoing skills development to avoid the experience of being ‘dropped too soon’**

Stakeholders’ priority level: medium	Timeline: medium term
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<sup>67</sup> Some stakeholders in the workshop suggested 19 as a more logical cutoff, as many learners complete secondary school at that age.

<sup>68</sup> This age range goes beyond UNICEF’s mandate, so may imply collaboration with other partners/agencies focusing on young adults

<sup>69</sup> <https://royalsocietypublishing.org/doi/10.1098/rsif.2014.0378>

Primary responsibility: UNICEF, implementing partners (PAY, MSYNS)  
 Secondary responsibility: mentors, judges

A common concern among UPSHIFTErs and other stakeholders was the sense of being ‘dropped too soon’ when the programme ends. This was due to a number of shortcomings in the ecosystem, including lack of commitment by some mentors and judges, but also the lack of a [local ecosystem](#) of support where each UPSHIFTEr is based.

A possibility to explore to enable a more sustainable support system would be adapting the model (especially for *Phase 2* participants) to create an [intergenerational design team](#) based in each UPSHIFTEr’s<sup>70</sup> community. Creating a group equipped with HCD skills around each UPSHIFTEr would contribute to the sustainability of *Phase 2* social innovation projects and strengthen skill-sharing with other community members. It would also help to build community appreciation of skills-based (rather than academic) learning.

Stakeholders also recommended integrating life skills (and/or digital skills) in a [pre-programme phase](#) to enable maximum skills development during the main programme.

More extensive [training for mentors](#) and judges is also required, to ensure they have a shared and objective understanding of both what constitutes a promising social innovation and what ongoing support for UPSHIFTEr should look like (e.g. a minimum post-programme commitment of 6 months), to enable participants to experience maximum impact from their UPSHIFT learning. Specifically, the need for post-programme support with moving ideas from [ideation to market](#) and managing finances was highlighted by stakeholders.

**Recommendation 4:<sup>71</sup> Build a wider range of strategic partnerships, including with the private sector and other UN agencies, to ensure sustainable funding and post-UPSHIFT opportunities**

Stakeholders’ priority level: high (top 3)	Timeline: immediate / ongoing
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Primary responsibility: MSYNS (partnership management, engagement with ministries), UNICEF and National Planning Commission (marketing to UN agencies, technical / financial support for capacity building)  
 Secondary responsibility: MoEAC, NYC, implementing partners (PAY), private sector partners

Strategic partnerships with the private sector have played a significant role in UPSHIFT’s success so far, via the provision of workshop premises for example. However, as private sector partners pointed out, a more extensive [range of partnerships](#) is required to spread the burden and ensure UPSHIFT (and/or equivalent skills building initiatives) have [sustainable funding](#) for the long term. Private sector support could also be expanded to include the provision of internship and/or employment opportunities for UPSHIFT alumni.

Stakeholders recommended formalising partnerships with [startup incubator](#) programmes, to ensure sustainable post-UPSHIFT opportunities, though safeguards (especially for minors) and ensuring that the relevant incubator’s approach is consistent with that of UPSHIFT / HCD would be required.

Building partnerships with other [UN agencies](#) with an interest in transferable skills development, employability and/or community development is also recommended, to enable collaborative action and avoid duplication of effort. Action on *Recommendation 3* above regarding the cultivation of intergenerational design teams, for example, requires support from partners whose remit extends beyond AYP.

<sup>70</sup> Or multiple UPSHIFTErs if they come from the same community and location.

<sup>71</sup> One workshop participant pointed out that Recommendations 3 or 4 could potentially be merged, but due to the number of ideas for each they are presented separately here.

## Section B: Recommendations for skills development initiatives and capacity building based on learnings from UPSHIFT

### Recommendation 5: Develop human centred design skills among youth skills development partners to strengthen the quality and relevance of initiatives

Stakeholders' priority level: low

Timeline: long term

Primary responsibility: UNICEF, youth skills development partners (PAY, MSYNS)

Secondary responsibility: MoEAC if relevant

Government partners emphasised the potential that development of **human centred design** skills within their own ranks has to strengthen the **quality and impact** of skills development initiatives for the AYP they seek to serve. Developing core HCD mindsets and skills including empathy with the target group (based on engagement and co-creation with them), collaborative ideation and prototyping (i.e. testing) of initiatives for iterative development would build the creative confidence of skills development providers, as well as strengthening the relevance and impact of their initiatives.

This approach to capacity building aligns with the UNICEF Office of Innovation's (OOI) focus on integrating HCD into **ways of working at every level**, including government, UN agencies and partner organisations. As the OOI explains, '*HCD takes the core innovation principle of 'designing with the user' a step further by using a set of tools to tailor solutions for children [and AYP] using repeatable, human-centred methods for creative problem solving and innovation.*<sup>72</sup> See the links below for examples of applying HCD in government and the social sector.<sup>73 74</sup> Having been developed and piloted with youth development partners (especially the MSYNS), a HCD capacity building approach could potentially be extended to educators, aligning with *Recommendation 6* below.

### Recommendation 6: Explore integrating elements of UPSHIFT into the mainstream education and/or youth skills development systems to improve their quality

Stakeholders' priority level: high (top 3)

Timeline: immediate / ongoing

Primary responsibility: UNICEF, MSYNS, MoEAC (for option b below)

Secondary responsibility: Higher Education institutions, TVET institutions

The overwhelming majority of evaluation informants recommended integrating UPSHIFT into **mainstream youth skills development** and/or education systems. As shown in the *Life Skills and Citizenship Education (LSCE) Conceptual and Programmatic Framework*<sup>75</sup> in *Figure 16* below, transferable skills development can be achieved via a **range of channels** and modalities, including formal settings (via curricular, co-curricular and extra-curricular approaches) and non-formal settings. In education, integrating elements of UPSHIFT, particularly the HCD skills of empathy, radical collaboration and a bias to action, would **complement** the academic (i.e. knowledge-based) focus of the mainstream curriculum. In youth skills development in non-formal settings, integrating UPSHIFT's innovative approach into existing skill-building initiatives would strengthen their quality and enable a shift from UPSHIFT's cost-intensive residential workshop model.

Workshop participants suggested two alternative approaches to mainstreaming:

<sup>72</sup> <https://www.unicef.org/innovation/hcd>

<sup>73</sup> <https://apolitical.co/solution-articles/en/why-human-centred-design-is-essential-for-public-servants>

<sup>74</sup> <https://dschool.stanford.edu/news-events/unlocking-the-power-of-design-for-the-social-sector-a-human-centered-systems-minded-and-strategy-aligned-design-approach-for-social-sector-leaders>

<sup>75</sup> [https://www.unicef.org/mena/media/6151/file/LSCE%20Conceptual%20and%20Programmatic%20Framework\\_EN.pdf%20.pdf](https://www.unicef.org/mena/media/6151/file/LSCE%20Conceptual%20and%20Programmatic%20Framework_EN.pdf%20.pdf)

- a) **Focus first on the MSYNS** (i.e. the youth skills development system), as they are already familiar with UPSHIFT, and then consider collaboration with the MoEAC regarding mainstreaming in the education system in a subsequent iteration.
- b) **Explore mainstreaming with both MSYNS and MoEAC** in parallel, as they serve two distinct groups of adolescents and young people (i.e. those in school and those outside school), both of which are part of UPSHIFT’s target group.

A number of informants also suggested a **blended learning** approach, combining *Phase 1* online (with teacher support) in formal education settings with *Phase 2* face to face in non-formal settings, for those with a demonstrated interest in entrepreneurship. However, the potential efficiency and sustainability-related benefits of a blended approach need to be weighed up against the reality of the ongoing **digital divide** in Namibia,<sup>76</sup> and the potential exclusion of the most marginalised adolescents and young people.

The **skills gap** between mainstream teachers and youth skills facilitators and the innovative UPSHIFT approach would need to be addressed, by capacity building (see *Recommendation 5* above) and/or support from external specialist facilitators. Alternatively, integration into specialised education centres (e.g. Eros Girls or the Vocational Training Centre in Khomas region) could be explored. See *Scaling UPSHIFT into Education Systems*<sup>77</sup> for lessons learned and best practices regarding mainstreaming UPSHIFT into national systems.

**Recommendation 7: Strengthen the M&E of skills development initiatives to enable clearer understanding of programme quality and impact**

Stakeholders’ priority level: low	Timeline: medium term
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Primary responsibility: UNICEF, implementing partners (PAY, MSYNS) Secondary responsibility: N/A
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Informants highlighted the lack of consistent **M&E data** on the effectiveness and **impact** of UPSHIFT, with most reporting thus far relying on quantitative data regarding participant attendance and demographics. Updating the M&E framework, based on a revised theory of change, is recommended, to focus more clearly on the desired impact, outcomes and outputs of UPSHIFT and/or equivalent skills development initiatives. Stakeholders underlined the importance of developing an M&E framework that is both uniform (i.e. used by all implementing partners) and inclusive, as well as ensuring regular monitoring of transferable skills development.

To this end, a draft **revised M&E framework** for UPSHIFT and/or other transferable skills development initiatives in Namibia is provided in *Appendix 13*, based on a revised theory of change. This needs to be developed further by the Namibia CO and partners, based on strategic priorities, targets for skills development and available resources. As referenced in the revised M&E framework, adapting existing **skills measurement tools** and level descriptors such as the *UNICEF Life Skills and Citizenship Education Measurement Package*<sup>78</sup> (developed with the World Bank) and/or the HCD / design thinking skills level descriptors developed by Stanford d-school (also in *Appendix 13*) is recommended.

<sup>76</sup> <https://www.observer24.com.na/namibia-is-advancing-digital-inclusion/>

<sup>77</sup> UNICEF (2023) *Scaling UPSHIFT into Education Systems*. Available at: <https://www.unicef.org/innovation/research-and-reports/scaling-upshift-2023>

<sup>78</sup> <https://www.unicef.org/mena/lscce-measurement-instrument>

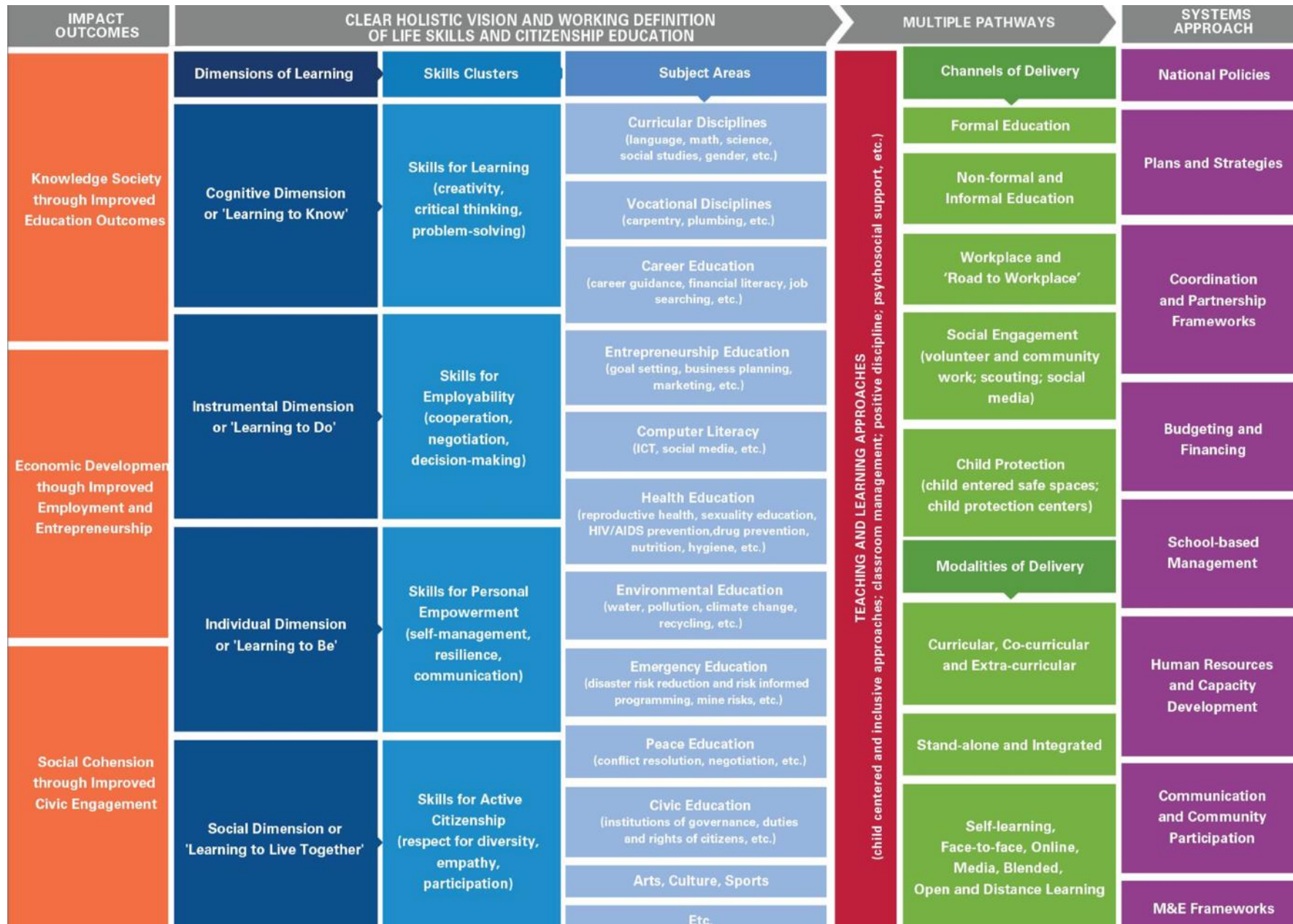


Figure 16: Life skills and citizenship education (LSCE) conceptual and programmatic framework

# Appendices

## Appendix 1: Terms of reference

### Consultancy, Namibia UPSHIFT Evaluation (for Non-Namibia Nationals only)

UNICEF works in some of the world's toughest places, to reach the world's most disadvantaged children. To save their lives. To defend their rights. To help them fulfil their potential.

Across 190 countries and territories, we work for every child, everywhere, every day, to build a better world for everyone.

And we never give up.

#### **For every child, Youth engagement and social entrepreneurship in Namibia**

##### **Background**

UNICEF recognizes adolescence as a period of opportunity, growth, exploration, and creativity. The UNICEF UPSHIFT programme supports young people to become social innovators, focusing on the most disadvantaged young people. The programme combines social innovation workshops with mentorship, materials, and seed funding. It equips young people with the skills and resources to identify their communities' problems and challenges and create human-centred entrepreneurial solutions. UPSHIFT accords an opportunity for adolescents and youth to become a force for positive social and economic change, contributing to a competitive labour force, sustained economic growth, improved governance, and vibrant civil societies.

UNICEF kickstarted UPSHIFT in Namibia, with the pilot phase in 2021 in the Khomas region with 85 young people in partnership with Physically Active Youth (PAY), a local civil society organization (CSO) benefitting young people, working closely with the Ministry of Sports, Youth and National Service (MSYNS) as well as private sector partners.

By end of 2021, more than 55 adolescents benefitted from UPSHIFT's social innovation workshops and boot camps. Almost half of these have undergone social media training and participated in social innovation and enterprise workshops. Guided by experienced mentors from the business sector, they are now developing their ideas into viable solutions with seed funds. To date, Namibia's pool of Trainer of Trainers (ToTs) consists of 25 facilitators.

In 2022, UNICEF Namibia expanded the implementation of the UPSHIFT programme to Kavango East, Omaheke. Thus far, the programme has reached over 450 adolescents and youth through intense community mobilizations, building, social innovation boot camps, pitching and exhibition events and facilitating access to direct and indirect seed funding for over 100 adolescents

##### **How can you make a difference?**

##### **UPSHIFT PROGRAMME OBJECTIVES**

UPSHIFT is implemented in line with the UNICEF Strategic Plan (2022-2025) Goal Area 2, which aims to increase access to quality learning opportunities, skills, participation, and engagement.

UPSHIFT looks different in each country, depending on identified needs. In Namibia, it is being contextualized to target adolescents and young people aged 14-24 years, focusing on - but not limited to - the following:

1. Building transferable skills for boys and girls, including problem-solving, critical thinking, creativity, collaboration, communication, and leadership skills.
2. Adolescent and youth empowerment, including confidence, resilience, and a sense of agency.
3. Civic engagement, with young people engaging in their communities and earning respect.
4. Entrepreneurship and Social Innovation, as both a skillset and a mindset.

The long-term objective of the programme is to promote resilience and civic engagement in a multi-pronged gender-sensitive approach:

1. To strengthen the psycho-social and socio-economic resilience and to foster agency of young people (with a focus on youth from disadvantaged groups) through social innovation skills building and mentorship.
2. To develop the resilience of communities in Climate, Energy and Environment through solutions, products and services created by young people in partnership with the local innovation hubs.

For the duration of the current country programme, UNICEF aims that by 2023, an estimated 1,000 adolescents aged 14 to 19 and young people up to 24 years will benefit from the project. They will benefit directly through participation in training, workshops, and youth-led social ventures and indirectly through campaigns and advocacy activities. Furthermore, UNICEF will support 100 youth-led projects throughout implementation, focusing on mentorship and project development. This cohort will benefit from the knowledge, skills and projects developed through the programme. The action will specifically target socially excluded and otherwise vulnerable groups of girls, boys, and young people

## EVALUATION APPROACH

The evaluation of the UPSHIFT programme in Namibia will adopt a mixed-methods approach, combining both quantitative and qualitative data collection and analysis methods. This approach will ensure a comprehensive understanding of the programme's implementation, outcomes, and impacts while considering the perspectives of various stakeholders.

The following principles will guide the evaluation:

- **Participatory:** The evaluation will actively involve key stakeholders, such as UNICEF, PAY, MSYNS, Project HOPE Namibia (PHN) private sector partners, and programme rights-holders, in the evaluation process to ensure their insights and experiences are considered.
- **Youth engagement:** The evaluation will specifically engage young people in all stages of the evaluation process.
- **Utilization-focused:** The evaluation will produce actionable findings and recommendations for decision-making and future programming.
- **Gender, age and equity-sensitive:** The evaluation will pay particular attention to gender, age and equity issues, examining how the programme has addressed the needs of both boys and girls, as well as other vulnerable groups, and their access to benefits and opportunities.

### Scope of Work:

The scope of the evaluation will encompass the following aspects:

- **Geographical Scope:** The evaluation will focus on the UPSHIFT programme implemented in Namibia, considering the pilot phase's targeted locations in the Khomas, Omaheke and Kavango East regions.



- **Temporal Scope:** The evaluation will cover the period from the inception of the UPSHIFT programme in Namibia, including the pilot phase in 2021 and subsequent implementation, up to the present date. This will enable a comprehensive assessment of the programme's progress, achievements, and challenges.
- **Thematic Scope:** The evaluation will cover all components and objectives of the UPSHIFT programme in Namibia, including the four primary focus areas: transferable skills, adolescent and youth empowerment, civic engagement, and entrepreneurship and social innovation. Additionally, the evaluation will assess the long-term objectives related to resilience, civic engagement, and climate change advocacy.
- **Target Group Scope:** The evaluation will consider the different beneficiary groups targeted by the UPSHIFT programme, including adolescents and youth aged 14-24 years, with a particular focus on socially excluded and otherwise vulnerable groups of girls, boys, and young people. The evaluation will also examine the involvement of key stakeholders, such as UNICEF, PAY, MSYNS, and private sector partners.

#	Work Assignments Overview Key Activities and Tasks	Deliverables/Outputs	Delivery deadline	Estimated Budget
1.	Develop an Inception Report that (i) articulates the theory of change and revised M&E framework; (ii) recommend an evaluation design detailing the sampling approach, data collection tools and instruments; and (iv) proposes a detailed timeline and stakeholder consultations.	Inception report	12 February 2024 <sup>79</sup>	20%
2.	Design and Implementation of Evaluation: Data collection, analysis, report writing and stakeholder engagement by using proposed and approved methodology to investigate the effectiveness of the UPSHIFT programme as per the scope of the TOR	Draft Evaluation Report - UNICEF Geros and	5-11 April 2024 <sup>80</sup>	30%
3.	Participate in a co-creation / validation workshop regarding the evaluation design, findings and recommendations, with the steering committee and other stakeholders	Validation workshop report	13-17 May 2024 <sup>81</sup>	
4.	Produce a final evaluation report in line with UNICEF Geros requirements	Final evaluation report (UNICEF Geros)	24-31 May 2024 (including Advocacy Brief) <sup>82</sup>	50%
5.	Evaluation advocacy brief: For the dissemination of evaluation findings.	Final Advocacy Brief		

<sup>79</sup> Date for inception report reflecting RO and CO feedback updated.

<sup>80</sup> Date for draft report updated to align with field visit dates and time for analysis and draft report.

<sup>81</sup> Date for online co-creation / validation workshop (and workshop report) to be confirmed.

<sup>82</sup> Date for final evaluation report and advocacy brief to be confirmed after scheduling of validation workshops.

## Appendix 2: List of documents reviewed

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UNICEF (2019) *Global Framework on Transferable Skills*. Available at: <https://www.unicef.org/media/64751/file/Global-framework-on-transferable-skills-2019.pdf>

UNICEF (2023) *Scaling UPSHIFT into education systems*. Available at: <https://www.unicef.org/innovation/media/18671/file/Scaling%20UPSHIFT%20into%20Education%20Systems.pdf>

UNICEF (2019) *UNICEF Guidance on Gender Integration in Evaluation*. Available at: [https://www.unicef.org/evaluation/media/1226/file/UNICEF%20Guidance%20on%20Gender%20\(Full%20version\).pdf](https://www.unicef.org/evaluation/media/1226/file/UNICEF%20Guidance%20on%20Gender%20(Full%20version).pdf)

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*UPSHIFT Khomas 2022-2023 Monitoring and Evaluation Report*

*UPSHIFT Namibia (Khommas) Extended Program Report 2024*

*UPSHIFT Omaheke Programme Update Report February 2023*

*UPSHIFT Omaheke Case Study Report: Impact on Finalists' Businesses Post-programme 2024*

USAID (2022) *Labour Market Assessment Report*

*2022 Updated Situation Analysis of Children and Adolescents in Namibia (source unknown)*

## Appendix 3: UPSHIFT framework, ecosystem and progress

### *Skill-building by co-design with young people*

UPSHIFT is one part of a comprehensive approach to life skills, youth empowerment and employability. As explained in a 2019 report on UPSHIFT's progress,<sup>83</sup> its design and delivery are guided by the following principles:

- **By youth for youth** – young people co-create, are partners of the UPSHIFT programme and are involved in every stage of its design and delivery.
- **Design for equity** - UPSHIFT welcomes young people regardless of their background, ethnicity, ability, and gender identification, actively tackling barriers to inclusion.
- **Gender-responsive** - programme design and delivery needs to be aware of gender norms, roles and relations, and promote approaches which reduce their harmful effects.
- **Human-centred, iterative approach** - UPSHIFT explores what motivates and inspires young people and works with them to co-create learning experiences that support the achievement of their potential for the benefit of a better world. Local teams need to use human-centred design approaches to test and adapt UPSHIFT in their context.

### *Components and implementation*

The UPSHIFT programme has four main phases, as shown in *Figure 17* below:<sup>84</sup>



**Figure 17: UPSHIFT programme phases**

The UPSHIFT ecosystem<sup>85</sup> includes five interacting domains, as illustrated in *Figure 18* below, in addition to social and cultural values. The quality of interactions within this ecosystem impacts its strength, resilience and agility. Young people are actors who can influence systems at the same time as being shaped by their social and physical environment. An important role of the UNICEF UPSHIFT country team and their partners is to cultivate and nurture this UPSHIFT ecosystem.

<sup>83</sup> Lui, R. and Crisp, K. (2020) *UPSHIFT: Innovating non-formal education for youth at scale* available at: [https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift\\_Empowering\\_youth\\_to\\_build\\_skills.pdf](https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift_Empowering_youth_to_build_skills.pdf)

<sup>84</sup> <https://www.unicef.org/innovation/upshift>

<sup>85</sup> Lui, R. and Crisp, K. (2020) *UPSHIFT: Innovating non-formal education for youth at scale* available at: [https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift\\_Empowering\\_youth\\_to\\_build\\_skills.pdf](https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift_Empowering_youth_to_build_skills.pdf)

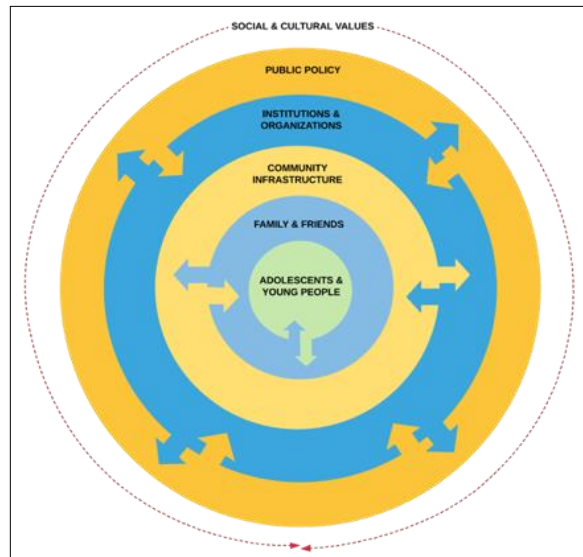


Figure 18: UPSHIFT ecosystem

### *Progress, lessons and next steps*

By 2022, UPSHIFT was operational in 45 countries and had reached 3.1 million young people with over 65 million learning hours. The programme was on track to impact 15 million young by the end of 2023.<sup>86</sup> Lessons which have emerged during the experimentation, iteration and scaling of UPSHIFT since 2018 include:

- **Reaching the most vulnerable adolescents** - it is vital to deliberately co-design the programme with marginalised young people to overcome their barriers to accessing it.
- **Digital as an enabler, not an end goal** – the results of a 2019 digital scoping study<sup>87</sup> indicate that UPSHIFT should remain a predominantly face to face programme, to ensure skills-building, empowerment and equity. However, there is scope to digitise capacity building of facilitators and supplementary digital tools and platforms.
- **Balancing programme fidelity and adaptation** - finding the right balance between maintaining the fidelity of the UPSHIFT programme and adapting it to young people’s contexts has been a challenge.
- **The importance of building evidence** – scaling and sustaining UPSHIFT requires evidence based on a clearly articulated theory of change. Evidence of effectiveness must go beyond the number of adolescents and young people who participated in the programme and include evidence on *what works* and *what does not*, for *whom* and under *what circumstances*.
- **Building a community of practice** - the UPSHIFT Global Team has adopted two knowledge management strategies: 1) providing Country Offices with access to UPSHIFT-related knowledge, tools and events and 2) documenting knowledge and experience from COs and sharing this across the UPSHIFT and wider development community.

The focus of UPSHIFT is now shifting to the education sector as the delivery platform, with a view to becoming embedded in education systems across the world, ensuring an increasingly inclusive curriculum for adolescents and youth everywhere.<sup>88</sup>

<sup>86</sup> UNICEF Office of Innovation (2023) *Impact Brief 2023* Available at: <https://www.unicef.org/innovation/research-and-reports/impact-brief-2023>

<sup>87</sup> Global Innovation Centre

<sup>88</sup> UNICEF Office of Innovation (2023) *Impact Brief 2023* Available at: <https://www.unicef.org/innovation/research-and-reports/impact-brief-2023>

## Appendix 4: Evaluation users and uses

Table 8: Evaluation users and envisaged uses

Evaluation users	Envisaged uses
UNICEF Namibia Country Office	The decision has already been made that UPSHIFT will not continue in its original form in Namibia, due to budget constraints. However, the identification of the most effective elements of the programme for achieving the desired impact among the target population (i.e. marginalised adolescents and young people) will enable the prioritisation of these elements in future skills development initiatives.
Government of Namibia – especially the Ministry of Sports, Youth and National Service	As above, the identification of the most effective elements of the UPSHIFT programme will enable the relevant ministries, in collaboration with UNICEF, to prioritise these elements in future skills development initiatives.
Key implementing partners - including Physically Active Youth, Project HOPE Namibia	The identification of the most effective elements of UPSHIFT and recommendations for future skills development initiatives will enable key partners to understand the impact of their contribution. It will also enable informed and targeted design of future skills development initiatives.
National Youth Council – complementary service provision	The NYC is not an implementing partner for UPSHIFT. However, their involvement in the support and funding of youth enterprise development projects (including provision of seed funding) across Namibia will be informed by the evaluation findings and recommendations, enabling more coherence and complementarity in the provision of ongoing skills development for the target group.
Private sector partners – including MTC, B2Gold, Namibia University of Science and Technology (NUST)	Private sector partners will be able to use the evaluation findings and recommendations to understand (and share) the impact of their contribution to skills building among the target group and to make informed decisions regarding their ongoing involvement in skills development initiatives.
Judges and mentors	Judges and mentors will be able to use the evaluation findings and recommendations to understand (and share) the impact of their contribution to skills building among the target group and to make informed decisions regarding their ongoing involvement in skills development initiatives.
UPSHIFTers	UPSHIFTers will be able to use the evaluation findings and recommendations to appreciate how their distinctive contribution to the evaluation process (via FGDs including interactive mapping and suggestions for the way forward) has informed its outcomes. This will help to cultivate their sense of agency as changemakers in their own lives, their communities and beyond, and as influencers of future skills development initiatives.

## Appendix 5: Theory of change (narrative)

To complement the graphic overview of the revised theory of change included in the *Evaluation purpose, objectives and scope* section above, the following narrative outlines the causal relationships, underlying assumptions and overall change pathway implied:

The ToC for UPSHIFT describes a change pathway for moving from the current situation of adolescents and young people, especially the most marginalised and vulnerable, to the desired state, *where*:

### All adolescents and young people reach their full potential as change agents

To achieve the desired state (i.e. impact), five critical preconditions (i.e. primary outcomes) must be met:

1. Adolescents and young people are **equipped** to change their lives/communities
2. Adolescents and young people are **motivated** to change their lives/communities
3. Adolescents and young people are engaging as **change agents** in their communities
4. Adolescents and young people are engaging as **employees / entrepreneurs** in the workforce
5. Adolescents and young people experience a **sustainable enabling ecosystem** for their participation and ongoing skills development

The ToC identifies the change pathway (i.e. interim outcomes) that will contribute to this outcome, as follows:

1. **IF** adolescents and young people have increased **transferable skills**; and
2. **IF** adolescents and young people feel **resilient** and **empowered**; and
3. **IF** adolescents and young people develop positive relationships with their **community**; and
4. **IF** adolescents and young people have increased **opportunities** to participate in their community / the workplace; and
5. **IF** UNICEF and partners foster a **sustainable enabling ecosystem** for young people;

**THEN** adolescents and young people will be equipped, motivated and engaged as change agents in their communities and as employees and/or entrepreneurs in the workplace, supported by a sustainable and enabling ecosystem.

**IF** the five critical preconditions (1-5) above are met, **THEN** more of Namibia's adolescents and young people, especially the most marginalised and vulnerable, will **reach their full potential as change agents**, as per the desired state outlined above.

To achieve the planned results (i.e. primary and interim outcomes and impact above), UNICEF Namibia and partners have been implementing the following **programme components** (or activities) in support of, and in collaboration, with the Government of Namibia and development and civil society partners:

- Contextualisation of the two-phase UPSHIFT curriculum and materials for Namibia
- Training and development of facilitators and mentors
- Cultivation of partnerships with government ministries, local CSOs and private sector partners

- Outreach and awareness campaign
- Social innovation and enterprise workshops (using the two-phase UPSHIFT curriculum)
- Mentoring (light touch in Phase 1, more intensive in Phase 2)
- Seed funding (limited in Phase 1, more extensive in Phase 2)
- Connections to post-UPSHIFT opportunities and pathways

These programme components are intended to lead to the following **outputs**:

- Adolescents and young people gain **transferable skills**
- Adolescents and young people gain **creative confidence**
- Adolescents and young people initiate **social change projects**
- A pool of qualified **mentors and facilitators** is created
- Tangible **post-UPSHIFT opportunities** are generated



## Appendix 6: OECD-DAC criteria

The following abridged explanation of the OECD-DAC criteria expands on the brief criteria-based questions included in *Evaluation Criteria* above.<sup>89</sup>

### **Q1 Relevance: is the intervention doing the right things?**

The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

This explores the extent to which the objectives and design of the intervention are sensitive to the economic, environmental, equity, social, political economy, and capacity conditions in which it takes place. Relevance assessment involves looking at differences and trade-offs between different needs and requires analysing any changes in the context to assess the extent to which the intervention can be adapted to remain relevant.

### **Q2 Coherence: how well does the intervention fit?**

The compatibility of the intervention with other interventions in a country, sector or institution.

This includes exploring both internal coherence and external coherence: internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors' interventions in the same context.

### **Q3 Effectiveness: is the intervention achieving its objectives?**

The extent to which the intervention has achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

Analysis of effectiveness involves taking account of the relative importance of the objectives or results.

### **Q4 Efficiency: how well are resources being used?**

The extent to which the intervention has delivered, or is likely to deliver, results in an economic and timely way.

'Economic' is the conversion of inputs (funds, resources etc) into outputs, outcomes and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. 'Timely' delivery is within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context.

### **Q5 Impact: what difference does the intervention make?**

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<sup>89</sup> OECD (2021) *Applying Evaluation Criteria Thoughtfully* Paris: OECD Publishing. Available at: <https://doi.org/10.1787/543e84ed-en>.

The extent to which the intervention has generated, or is expected to generate, significant positive or negative, intended or unintended, higher-level effects.

Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental and economic effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion.

#### **Q6 Sustainability: will the benefits last?**

The extent to which the net benefits of the intervention continue, or are likely to continue.

This includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. It involves analyses of resilience, risks and potential trade-offs.

## Appendix 7: Evaluation matrix

Evaluation questions (EQs)	Indicators	Data collection methods	Data sources
<b>1. RELEVANCE:</b> How relevant has the UPSHIFT programme been to learners' and stakeholders' needs and priorities?			
1.1 How were the <b>needs</b> of different participants assessed prior to the implementation of UPSHIFT and (whether or not an assessment was undertaken) how <b>responsive</b> has the programme been to these needs? [e.g. assessment aligned with <i>UNICEF global transferable skills framework</i> and/or <i>Features of meaningful participation</i> ]	Type of learning needs assessment Number and profile of learners assessed Results of assessment Programme adaptations	Partner KIIs Learner FGDs Facilitator FGDs Prospective user FGDs	Country reports Programme documents Partner documents Global UPSHIFT reports
1.2 To what extent is the intervention relevant to the project partners' and other stakeholders' <b>priorities, policies</b> and <b>strategies</b> for youth development, education and employment (e.g. Ministry of Sports, Youth and National Services, National Youth Council, Physically Active Youth, Project Hope Namibia)?	Extent to which learners feel that UPSHIFT is relevant to them Extent to which partners feel that UPSHIFT is relevant to them	Learner survey Desk review	Global UPSHIFT guidance documents
1.3 What are the perceptions of and level of support for UPSHIFT from caregivers / other <b>community</b> members? [value/relevance, encouragement]	Extent to which caregivers/communities a) understand UPSHIFT b) value UPSHIFT and c) support UPSHIFTers in practical ways		
1.4 How does UPSHIFT align with UNICEF's <b>equity</b> agenda (access to quality learning opportunities for all) in addressing the needs of girls/young women, boys/young men and marginalised adolescents and young people in Namibia? [refer to <i>Features of meaningful participation</i> ]	Number / proportion of female and male learners Number / proportion of YP from vulnerable groups Extent to which marginalised learners felt their learning needs were met		
1.5 To what extent do UPSHIFT's <b>outputs</b> (workshops, mentoring, funding, post-UPSHIFT opportunities/pathways) align with the intended <b>outcomes</b> (YP equipped/motivated/engaged as change agents in communities/workforce)? [Refer to <i>UNICEF global framework for transferable skills</i> and <i>Features of meaningful participation</i> ]	Extent to which learners have experience that the respective outputs contribute to intended outcomes Extent to which partners observe that the respective outputs contribute to intended outcomes		
1.6 How <b>adaptable</b> is UPSHIFT to changing needs and contexts, ensuring its long-term relevance (process for adapting it / examples of adaptation so far)?	Examples of ways in which UPSHIFT has been adapted for Namibia Examples of ways in which UPSHIFT in Namibia has been adapted during implementation		

Evaluation questions (EQs)	Indicators	Data collection methods	Data sources
<b>2. COHERENCE:</b> How coherent has UPSHIFT been with the policies, priorities and programming of other actors in the context, and with human rights, gender and other inclusion considerations?			
2.1 To what extent is UPSHIFT <b>aligned</b> with other relevant skills-building initiatives in Namibia, including both formal and non-formal education settings? [with reference to <i>UNICEF global framework for transferable skills</i> and <i>Features of meaningful participation</i> ]	Examples of other skill-building initiatives (formal and non-formal) in Namibia Relationship between a) goals and b) process of UPSHIFT and other initiatives	Partner KIIs Learner FGDs Facilitator FGDs Prospective user FGDs	Country reports Programme documents Partner documents
2.2 To what extent does UPSHIFT <b>complement</b> other UNICEF initiatives in Namibia? [with reference to skills framework / participation as above]	Extent of complementarity and/or duplication between UPSHIFT and other initiatives	Learner survey Desk review	
2.3 What is the potential for <b>mainstreaming</b> UPSHIFT within the Namibian education sector in the longer term?	Extent of alignment between UPSHIFT and education sector a) goals and b) approaches Level of interest in / commitment to mainstreaming with the education sector Examples of mainstreaming		
<b>3. EFFECTIVENESS:</b> To what extent has UPSHIFT attained its stated objectives and results?			
3.1 To what extent have the anticipated <b>results</b> been achieved, in terms of <i>outputs</i> (skills development, confidence, initiation of change projects, civic engagement, resilience, involvement of mentors, generation of post-UPSHIFT opportunities) and <i>outcomes</i> (equipped/motivated/engaged as change agents in communities/workforce), bearing in mind the challenge of measuring transferable skills? [see <i>UNICEF Global transferable skills framework</i> and <i>Features of meaningful participation</i> ]	Extent to which learners have experienced all of the intended programme outputs Extent to which learners feel equipped and motivated as change agents Extent to which learners are actively engaged in their communities and/or the workforce	Partner KIIs Learner FGDs Facilitator FGDs Learner survey Desk review	Country reports Programme documents Partner documents Global UPSHIFT reports (on challenges of measurement)
3.2 What factors have <b>contributed</b> to or <b>hindered</b> the achievement of the UPSHIFT programme's objectives in Namibia?	Specific enablers described by stakeholders Specific obstacles and/or challenges described by stakeholders		Global UPSHIFT guidance documents (on challenges of measurement)
3.3 How has UPSHIFT contributed to <b>equitable participation</b> and benefits for various groups? [See <i>Features of meaningful participation</i> ]	Extent to which young women and young men, including those from vulnerable and/or hard-to-reach groups have been able to participate in UPSHIFT Extent to which young women and young men, including those from vulnerable and/or hard-to-reach groups have experienced benefits from UPSHIFT participation		

Evaluation questions (EQs)	Indicators	Data collection methods	Data sources
3.4 What is the level of <b>compliance</b> of activities with programme norms and standards? What is the level of UNICEF and partners' technical <b>capacity</b> in implementing the programme?	Elements of UPSHIFT Namibia which align with and/or exceed global programme norms and standards Elements of UPSHIFT Namibia which fall short of global programme norms and standards Examples of partner capacity and/or lack of capacity in implementing the programme components		
3.5 What <b>variations</b> exist in the implementation of UPSHIFT by different partners and facilitators (and across different regional contexts)?	Examples of variation/difference in implementation between the three regional cohorts (Khomas, Omaheke, Kavango East)		
3.6 How effective has <b>coordination</b> (within UNICEF / between UNICEF and other actors) been during programme implementation so far?	Examples of effective and/or ineffective UPSHIFT-related coordination within UNICEF Examples of effective and/or ineffective UPSHIFT-related coordination between UNICEF and partners/learners		
3.7 Does a <b>Monitoring and evaluation plan</b> for UPSHIFT Namibia exist or is one being developed? How effective is the M&E framework and associated indicators in assessing programme quality to inform ongoing learning?	Existence (or lack) of an M&E plan for UPSHIFT and degree of development		
<b>4. EFFICIENCY:</b> To what extent has UPSHIFT delivered results in an economical and timely way?			
4.1 How does UPSHIFT's <b>cost effectiveness</b> relate to other similar initiatives?	Nature of other skill-building initiatives (formal and non-formal) Examples of cost effectiveness of other initiatives	Partner KIIs Learner FGDs Facilitator FGDs	Country reports Programme documents Partner documents
4.2 What <b>resources</b> (funds, expertise, human resources, time, equipment) have been used to produce the programme results and how <b>efficiently</b> have they been used?	Amount of funds allocated to the programme in each region Proportion of funding allocation used for human resources and physical resources in each region	Prospective user FGDs Learner survey	
4.3 Could the same results have been achieved at a <b>lower cost</b> ?	Examples of how (if at all) costs could have been reduced	Desk review	
4.4 What has been the typical <b>timescale</b> for UPSHIFT's achievement of results in Namibia so far?	Examples of the timescale of results experienced by learners [skills development, motivation, active engagement in community/workforce, experience of supportive ecosystem]		
4.5 How have <b>partnerships</b> with key stakeholders, such as PAY, MSYNS, and private sector partners, contributed to the efficiency of the UPSHIFT programme implementation?			
<b>5. IMPACT:</b> What positive or negative, intended, and unintended impacts has the UPSHIFT programme generated?			

Evaluation questions (EQs)	Indicators	Data collection methods	Data sources
5.1 What <b>changes</b> (positive or negative, intended, or unintended) can be attributed to the UPSHIFT programme regarding skills development, empowerment, civic engagement, and entrepreneurship for the <b>targeted</b> beneficiaries? [with reference to <i>UNICEF Global transferable skills framework</i> and <i>Features of meaningful participation</i> ]	Examples and extent of positive/intended impact [reaching their potential as change agents] described by learners Examples and extent of positive/intended impact [reaching their potential as change agents] described by partners Examples of negative and/or unintended impacts described by learners and/or partners	Partner KIIs Learner FGDs Facilitator FGDs Learner survey Desk review	Country reports Programme documents Partner documents
5.2 How has the UPSHIFT programme impacted the lives of the most <b>disadvantaged</b> young people, including on their personal, social and emotional <b>wellbeing</b> ? [See skills framework / features of participation as above]	Examples of impact (positive or negative) on wellbeing of the most disadvantaged		
5.3 How has the <b>capacity</b> of partners and/or facilitators (cultivating transferable skills, resilience, community/workforce engagement, opportunities for YP's participation/development) increased due to UPSHIFT? [See skills framework / features of participation as above]	Examples of increased capacity among partners and/or facilitators in the UPSHIFT programme component areas		
5.4 What (if any) is the broader <b>societal impact</b> of UPSHIFT? [e.g. community perceptions/practices towards marginalised youth]	Examples of positive shifts in community/societal attitudes and/or practices towards marginalised young people Examples of negative/unintended shifts in community/societal attitudes and/or practices towards marginalised young people		
5.5 What <b>exceptional experiences</b> or good practices associated with UPSHIFT in Namibia should be highlighted? [appreciative inquiry]	Examples of exceptional learning experiences shared by learners, facilitators and/or partners Examples of good practices shared by learners, facilitators and/or partners		
<b>6. SUSTAINABILITY:</b> To what extent can the net benefits of UPSHIFT continue, or would they be likely to continue, without further UNICEF involvement in the long term?			
6.1 Is there a programme <b>sustainability strategy</b> or exit plan for UPSHIFT Namibia (or one in development)? If a plan exists is it being implemented?	Existence (or lack) of a sustainability strategy or exit plan Extent of implementation if plan exists	Partner KIIs Learner FGDs Facilitator FGDs Learner survey Desk review	Country reports Programme documents Partner documents
6.2 To what extent are programme impacts likely to be sustainable over the <b>long term</b> , particularly in terms of <b>institutional capacities</b> and community engagement?	Examples of sustained programme impacts so far from learners, partners and/or facilitators Examples of unsustained programme impact so far from learners, partners and/or facilitators		
6.3 What is the degree of local <b>ownership</b> and <b>capacity</b> for UPSHIFT's ongoing implementation in Namibia?	Extent (and examples) of ownership by local partners Extent (and examples) of capacity by local partners		

Evaluation questions (EQs)	Indicators	Data collection methods	Data sources
6.4 How are UPSHIFT and other elements of formal and/or non-formal <b>education provision</b> in Namibia linked? [See <i>UNICEF global transferable skills framework</i> and <i>Features of meaningful participation</i> ]	Examples of existing linkages between UPSHIFT and formal education provision Examples of existing linkages between UPSHIFT and non-formal education/skills-building provision		
6.5 How <b>scalable</b> is the UPSHIFT programme, and what factors would enable or hinder its expansion to reach more rights holders in the future?	Examples of programme elements which are scalable Examples of programme elements which are not scalable		
<b>7. GENDER AND EQUITY:</b> How effectively has the UPSHIFT programme addressed gender and equity concerns, and what strategies have been employed to ensure that boys, girls and other vulnerable groups have equal access to its benefits and opportunities?			
7.1 What strategies have been employed to ensure that boys and girls have equal access to UPSHIFT's benefits and opportunities?	Examples of gender dimension of initial outreach and needs assessment Examples of gender-sensitive and/or gender-transformative programme approaches	Partner Klls Learner FGDs Facilitator FGDs Prospective user FGDs Learner survey Desk review	Country reports Programme documents Partner documents
7.2 How effectively has UPSHIFT addressed gender concerns?	Examples of gender-sensitive M&E data Additional examples of gender-related programme effectiveness		
7.3 What strategies have been employed to ensure that other vulnerable groups have equal access to UPSHIFT's benefits and opportunities?	Examples of focusing on vulnerable / marginalised groups in initial outreach and needs assessment Examples of inclusive programme approaches		
7.4 How effectively has UPSHIFT addressed equity concerns?	Examples of M&E data related to inclusion of marginalised groups Additional examples of inclusion		

## Appendix 8: Data collection tools

### 1. UPSHIFT Namibia KII questions: government ministry [Ministry of Sports, Youth and National Service]

FGD question	Evaluation question
1. To what extent is UPSHIFT <b>relevant</b> to government priorities? How does UPSHIFT align with an <b>equity</b> agenda in addressing the needs of marginalised adolescents and young people in Namibia?	EQ1: Relevance
2. How (if at all) were <b>learners' needs</b> assessed before the programme was implemented? How was it <b>adapted</b> in response?	EQ1: Relevance
3. To what extent did UNICEF/MSYNS engage with other key stakeholders during the <b>inception phase</b> of UPSHIFT?	EQ1: Relevance
4. Based on your experience, to what extent do the <b>outputs</b> [workshops, mentoring, funding, post-UPSHIFT opportunities] align with intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce) and why?	EQ1: Relevance
5. To what extent have anticipated <b>results</b> been achieved – both <i>outputs</i> [skills, confidence, projects, mentors, post-UPSHIFT opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
6. What (if any) is the broader <b>societal impact</b> of UPSHIFT from your perspective? [e.g. community attitudes to marginalised youth]	EQ5: Impact
7. What <b>exceptional experiences</b> or good practices associated with UPSHIFT in Namibia have you seen / should be highlighted?	EQ5: Impact
8. What have been the most <b>significant challenges</b> associated with skills development via UPSHIFT in Namibia?	EQ3: Effectiveness
9. How compliant with programme <b>standards</b> has UPSHIFT been in Kavango East (MSYNS implementation) / elsewhere ? What variations between partners/facilitators are you aware of? How would you describe capacity levels for implementing it?	EQ3: Effectiveness
10. What were the gaps in capacity among MSYNS facilitators/staff? How has the <b>capacity</b> of MSYNS and/or facilitators increased due to UPSHIFT? [cultivating transferable skills, community/workforce engagement, opportunities for YP's participation/development]	EQ5: Impact
11. In your view how effective has <b>coordination</b> with UNICEF been during implementation? What could have been done differently especially at the programme design stage?	EQ3: Effectiveness
12. What <b>resources</b> [funds, expertise, human resources, time, equipment) have been used to produce UPSHIFT's results? How (if at all) do you think the same results could have been achieved at a <b>lower cost</b> ?	EQ4: Efficiency
13. How are UPSHIFT and other elements of formal and/or non-formal <b>education/youth development provision</b> in Namibia linked? What is the potential for mainstreaming UPSHIFT within the Namibian education and/or youth sector?	EQ6: Sustainability / EQ2: Coherence
14. To what extent are programme impacts likely to be sustainable over the <b>long term</b> ? [please explain]	EQ6: Sustainability
15. What is the degree of local ownership and capacity for UPSHIFT's ongoing implementation in Namibia?	
KII wrap up activity to close: <i>Feedback grid</i>	



## 2. UPSHIFT Namibia KII questions: UN agency [UNICEF Namibia CO and former CO]

FGD question	Evaluation question
1. To what extent is UPSHIFT <b>relevant</b> to UNICEF's priorities? How does UPSHIFT align with UNICEF's <b>equity</b> agenda in addressing the needs of marginalised adolescents and young people in Namibia?	EQ1: Relevance
2. How (if at all) were <b>learners' needs</b> assessed before the programme (in each region)? How was it <b>adapted</b> in response?	EQ1: Relevance
3. To what extent did UNICEF engage with other key stakeholders during the <b>inception phase</b> of UPSHIFT?	EQ1: Relevance
4. From your perspective, to what extent do the <b>outputs</b> [workshops, mentoring, funding, post-UPSHIFT opportunities] align with intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce) and why?	EQ1: Relevance
5. To what extent have anticipated <b>results</b> been achieved – both <i>outputs</i> [skills, confidence, projects, mentors, post-UPSHIFT opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
6. What (if any) is the broader <b>societal impact</b> of UPSHIFT from your perspective? [e.g. community attitudes to marginalised youth]	EQ5: Impact
7. What <b>exceptional experiences</b> or good practices associated with UPSHIFT in Namibia have you seen / should be highlighted?	EQ5: Impact
8. What have been the most <b>significant challenges</b> associated with skills development via UPSHIFT in Namibia?	EQ3: Effectiveness
9. How compliant with programme <b>standards</b> has UPSHIFT been in Namibia? What variations between partners/facilitators are you aware of? How would you describe implementing partners' capacity level for implementing it?	EQ3: Effectiveness
10. How has the <b>capacity</b> of implementing partners and/or facilitators increased due to UPSHIFT, taking into account both upstream and downstream implementation? [cultivating transferable skills, community/workforce engagement, YP's participation/development]	EQ5: Impact
11. In your view how effective has <b>coordination</b> with partners [and within UNICEF] been during implementation?	EQ3: Effectiveness
12. What <b>resources</b> [funds, expertise, human resources, time, equipment) have been used to produce UPSHIFT's results? How (if at all) do you think the same results could have been achieved at a <b>lower cost</b> ?	EQ4: Efficiency
13. How are UPSHIFT and other elements of formal and/or non-formal <b>education/youth development provision</b> in Namibia linked? What is the potential for mainstreaming UPSHIFT within the Namibian education sector?	EQ6: Sustainability / EQ2: Coherence
14. Is there a programme sustainability strategy or exit plan for UPSHIFT Namibia (or one in development)? If so is it being implemented?	EQ6: Sustainability
15. To what extent are programme impacts likely to be sustainable over the <b>long term</b> ? [please explain] What is the degree of local ownership and capacity for UPSHIFT's ongoing implementation in Namibia?	EQ6: Sustainability
KII wrap up activity to close: <i>Feedback grid</i>	

3. UPSHIFT Namibia KII questions: implementing partners / private sector partners [PAY, PHN, private sector TBC]

FGD question	Evaluation question
1. To what extent is UPSHIFT <b>relevant</b> to your organisation's priorities? How does UPSHIFT align with an <b>equity</b> agenda in addressing the needs of marginalised adolescents and young people in Namibia?	EQ1: Relevance
2. How (if at all) were <b>learners' needs</b> assessed before the programme? How was it <b>adapted</b> in response?	EQ1: Relevance
3. Based on your experience, to what extent do the <b>outputs</b> [workshops, mentoring, funding, post-UPSHIFT opportunities] align with intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce) and why?	EQ1: Relevance
4. To what extent have anticipated <b>results</b> been achieved – both <i>outputs</i> [skills, confidence, projects, mentors, post-UPSHIFT opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
5. What (if any) is the broader <b>societal impact</b> of UPSHIFT from your perspective? [e.g. community attitudes to marginalised youth]	EQ5: Impact
6. What <b>exceptional experiences</b> or good practices associated with UPSHIFT in Namibia have you seen / should be highlighted?	EQ5: Impact
7. What have been the most <b>significant challenges</b> associated with skills development via UPSHIFT in Namibia?	EQ3: Effectiveness
8. How compliant with programme <b>standards</b> has UPSHIFT been in Namibia? What variations between partners/facilitators are you aware of? How would you describe your organisation's capacity level for implementing it?	EQ3: Effectiveness
9. How has the <b>capacity</b> of your organisation and/or facilitators increased due to UPSHIFT? [cultivating transferable skills, community/workforce engagement, opportunities for YP's participation/development]	EQ5: Impact
10. In your view how effective has <b>coordination</b> with UNICEF been during implementation?	EQ3: Effectiveness
11. What <b>resources</b> [funds, expertise, human resources, time, equipment) have been used to produce UPSHIFT's results? How (if at all) do you think the same results could have been achieved at a <b>lower cost</b> ?	EQ4: Efficiency
12. How are UPSHIFT and other elements of formal and/or non-formal <b>education provision</b> in Namibia linked? What is the potential for mainstreaming UPSHIFT within the Namibian education sector?	EQ6: Sustainability / EQ2: Coherence
13. To what extent are programme impacts likely to be sustainable over the <b>long term</b> ? [please explain] What potential is there to incorporate UPSHIFT's programming principles and approach into your organisation's ongoing interventions (independent of UNICEF)? To what extent is there local ownership and capacity for UPSHIFT's ongoing implementation in Namibia?	EQ6: Sustainability
KII wrap up activity to close: <i>Feedback grid</i>	

#### 4. UPSHIFT Namibia KII questions: complementary learning provider [\[National Youth Council\]](#)

FGD question	Evaluation question
1. To what extent is UPSHIFT <b>relevant</b> to your organisation's priorities and ways of operating?	EQ1: Relevance
2. To what extent does NYC have an <b>equity</b> agenda (i.e. addressing the needs of marginalised adolescents and young people in Namibia) and to what extent does UPSHIFT align with this agenda from your perspective?	
3. How are <b>learners' needs</b> assessed before your skills development programmes? How are programmes <b>adapted</b> in response?	EQ1: Relevance
4. Please tell me about your programming / initiatives. What are the intended <b>outcomes</b> and to what extent do outputs [e.g. workshops, mentoring, funding] align with these intended outcomes?	
5. Based on your experience, to what extent do the <b>outputs</b> of UPSHIFT [workshops, mentoring, funding, post-UPSHIFT opportunities] align with its intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce] and why?	EQ1: Relevance
6. To what extent have anticipated <b>results</b> been achieved by your programmes – both <i>outputs</i> [e.g. skills, projects, mentors, post-programme opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
7. To what extent could the UPSHIFT approach be <b>incorporated</b> into your programming?	
8. What (if any) is the broader <b>societal impact</b> of your programmes and how (if at all) might UPSHIFT contribute to that?	EQ5: Impact
9. What <b>exceptional experiences</b> or good practices associated with your programmes (and/or UPSHIFT) should be highlighted?	EQ5: Impact
10. What have been the most <b>significant challenges</b> associated with skills development via your programmes/UPSHIFT in Namibia?	EQ3: Effectiveness
11. How do you develop the <b>capacity</b> of your organisation and/or facilitators of your skills development programmes? [for e.g. cultivating young people's transferable skills, community/workforce engagement, opportunities for participation/development]	EQ5: Impact
12. What <b>resources</b> [funds, expertise, human resources, time, equipment) have been used to produce your skills development programmes'/UPSHIFT's results? How (if at all) do you think the same results could have been achieved at a <b>lower cost</b> ?	EQ4: Efficiency
13. How are your skills development programmes, UPSHIFT and other elements of formal and/or non-formal <b>education provision</b> in Namibia linked? What is the potential for mainstreaming your programmes/UPSHIFT within the Namibian education sector?	EQ6: Sustainability / EQ2: Coherence
14. To what extent programmes'/UPSHIFT's impacts likely to be sustainable over the <b>long term</b> ? [please explain] What is the degree of local ownership and capacity for their ongoing implementation in Namibia?	EQ6: Sustainability
KII wrap up activity to close: <i>Feedback grid</i>	

## 5. UPSHIFT Namibia KII questions: mentors and judges

FGD question	Evaluation question
1. To what extent is UPSHIFT <b>relevant</b> to your and/or your organisation's priorities? How does UPSHIFT align with an <b>equity</b> agenda in addressing the needs of marginalised adolescents and young people in Namibia based on your experience as a mentor/judge?	EQ1: Relevance
2. <i>[If relevant] How (if at all) were <b>learners' needs</b> assessed before the programme? How was it <b>adapted</b> in response?</i>	<i>EQ1: Relevance</i>
3. To what extent did you play a role in the <b>design</b> of UPSHIFT? What informed the questions you asked (judges only)?	
4. Based on your experience as a mentor/judge, to what extent do the <b>outputs</b> [workshops, mentoring, funding, post-UPSHIFT opportunities] align with intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce) and why?	EQ1: Relevance
5. To what extent have anticipated <b>results</b> been achieved – both <i>outputs</i> [skills, confidence, projects, mentors, post-UPSHIFT opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
6. What (if any) is the broader <b>societal impact</b> of UPSHIFT in your experience? [e.g. community attitudes to marginalised youth]	EQ5: Impact
7. What <b>exceptional experiences</b> or good practices associated with UPSHIFT in Namibia have you seen? What was the contribution of the mentoring and/or judging of pitches to the UPSHIFTers' skills development?	EQ5: Impact
8. How were you identified and selected to become an UPSHIFT mentor/judge and what have been the most <b>significant challenges</b> associated with that role in Namibia?	EQ3: Effectiveness
9. What have been the most significant challenges for the <b>UPSHIFTers</b> themselves?	
10. <i>[If relevant] How compliant with programme <b>standards</b> has UPSHIFT been in Namibia? What variations exist between partners/facilitators/mentors/judges? How would you describe your/your organisation's capacity level for supporting the programme?</i>	<i>EQ3: Effectiveness</i>
11. How has the <b>capacity</b> of you / your organisation increased due to your involvement in UPSHIFT? [cultivating transferable skills, community/workforce engagement, opportunities for YP's participation/development]	EQ5: Impact
12. In your view how effective has <b>coordination</b> with UNICEF been during implementation?	EQ3: Effectiveness
13. What <b>resources</b> [funds, expertise, human resources, time, equipment] have been used to produce UPSHIFT's results? How (if at all) do you think the same results could have been achieved at a <b>lower cost</b> ?	EQ4: Efficiency
14. How are UPSHIFT and other elements of formal and/or non-formal <b>education/youth</b> development in Namibia linked? What is the potential for mainstreaming UPSHIFT within the Namibian education sector from your perspective?	EQ6: Sustainability / EQ2: Coherence
15. To what extent do you think UPSHIFT's impacts are likely to be sustainable over the <b>long term</b> ? [please explain] What is the degree of local ownership and capacity for UPSHIFT's ongoing implementation in Namibia?	<i>EQ6: Sustainability</i>
KII wrap up activity to close: <i>Feedback grid</i>	

6. UPSHIFT Namibia KII questions: indirect beneficiaries [identified via KII/FGD participants]

FGD question	Evaluation question
1. What change did you see in the UPSHIFTer after he/she took part in the programme?	
2. What indirect impact has UPSHIFT had on you (since you were not a participant)? How does UPSHIFT align with an <b>equity</b> agenda in addressing the needs of marginalised adolescents and young people in Namibia, from your perspective?	EQ1: Relevance
3. Based on your experience, to what extent do the <b>outputs</b> [workshops, mentoring, funding, post-UPSHIFT opportunities] align with intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce] for young people and/or others and why?	EQ1: Relevance
4. To what extent have <b>anticipated results</b> been achieved – both <i>outputs</i> [skills, confidence, projects, mentors, post-UPSHIFT opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? And/or unanticipated results? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
5. What (if any) is the broader <b>societal impact</b> of UPSHIFT based on your experience? [e.g. community attitudes to marginalised youth]	EQ5: Impact
6. <i>[If relevant] What <b>exceptional experiences</b> or good practices associated with UPSHIFT in Namibia should be highlighted?</i>	<i>EQ5: Impact</i>
7. What have been the most <b>significant challenges</b> associated with skills development via UPSHIFT in Namibia?	EQ3: Effectiveness
8. How have your skills and/or <b>capacity</b> [and/or the skills/capacity of your organisation] increased due to UPSHIFT? [cultivating transferable skills, community/workforce engagement, opportunities for YP's participation/development]	EQ5: Impact
9. <i>[If relevant] What <b>resources</b> [funds, expertise, human resources, time, equipment] have been used to produce UPSHIFT's results? How (if at all) do you think the same results could have been achieved at a <b>lower cost</b>?</i>	EQ4: Efficiency
10. How are UPSHIFT and other elements of formal and/or non-formal <b>education provision</b> in Namibia linked? What is the potential for mainstreaming UPSHIFT within the Namibian education sector?	EQ6: Sustainability / EQ2: Coherence
11. To what extent do you think UPSHIFT's impacts [on you / UPSHIFTERS / others] are likely to be sustainable over the <b>long term</b> ? What is your impression of the degree of local ownership and capacity for UPSHIFT's ongoing implementation in Namibia?	EQ6: Sustainability
KII wrap up activity to close: <i>Feedback grid</i>	

7. UPSHIFT Namibia KII questions: extreme users [identified via FGDs]

FGD question	Evaluation question
1. To what extent is UPSHIFT <b>relevant</b> to your needs and priorities? How does UPSHIFT align with an <b>equity</b> agenda in addressing the needs of marginalised adolescents and young people in Namibia?	EQ1: Relevance
2. How (if at all) were your needs / goals assessed before the programme? How was the programme <b>adapted</b> in response?	EQ1: Relevance
3. Based on your experience, to what extent do the <b>outputs</b> [workshops, mentoring, funding, post-UPSHIFT opportunities] align with intended <b>outcomes</b> [YP equipped/motivated/engaged as change agents in communities/workforce) and why?	EQ1: Relevance
4. To what extent have you experienced the <b>results</b> UPSHIFT is aiming for – both <i>outputs</i> [skills, confidence, projects, mentors, post-UPSHIFT opportunities] and <i>outcomes</i> [YP equipped/motivated/engaged as change agents in communities/workforce], bearing in mind the challenge of measuring transferable skills? Over what <b>timescale</b> ?	EQ3: Effectiveness EQ4: Efficiency
5. What (if any) is the broader <b>societal impact</b> of UPSHIFT in your experience? [e.g. community attitudes to marginalised youth]	EQ5: Impact
6. What <b>exceptional experiences</b> or good practices associated with UPSHIFT Namibia would you highlight?	EQ5: Impact
7. What <b>significant challenges</b> and/or limitations associated with UPSHIFT Namibia would you highlight?	EQ3: Effectiveness
8. How effective were the <b>facilitators / mentors / judges / any other key partners</b> in your experience? [at cultivating your transferable skills, community/workforce engagement, opportunities for participation/development]	EQ5: Impact
9. <i>[If relevant] In your view how effective was <b>coordination</b> with UNICEF during implementation?</i>	<i>EQ3: Effectiveness</i>
10. How (if at all) do you think UPSHIFT's results could have been achieved at a <b>lower cost</b> ? [funds, expertise, human resources, time, equipment]	EQ4: Efficiency
11. How do you think UPSHIFT and other elements of formal and/or non-formal <b>education</b> you have experienced in Namibia linked? What potential do you think there is for mainstreaming UPSHIFT within the Namibian education sector?	EQ6: Sustainability / EQ2: Coherence
12. To what extent do you think UPSHIFT's impact on you [and/or others] is likely to be sustainable over the <b>long term</b> ? What is your impression of the degree of local ownership and capacity for UPSHIFT's ongoing implementation in Namibia?	EQ6: Sustainability
KII wrap up activity to close: <i>Feedback grid</i>	

i UPSHIFT Namibia FGD questions: youth UPSHIFTERS [18-24 yrs and 14-17 yrs]<sup>90</sup>

FGD question	Evaluation question	Activity
1. When and how did you first hear about UPSHIFT? What encouraged you to apply? What were you hoping to <b>learn</b> and/or how were you hoping to <b>change</b> when you started the journey?	EQ1: Relevance	Mapping activity 1: Empathy map a) before b) during, and c) since UPSHIFT
2. How were you involved in programme <b>design</b> , decision making and implementation? At what stage of the journey?	EQ1: Relevance	[Empathy map: before/during/after]
3. What did you <b>learn</b> during the programme and how did you <b>change</b> ?	EQ5: Impact	[Empathy map: during/after]
4. What was the <b>highlight</b> for you and why? [learning, relationships, skills, change]	EQ5: Impact	[Empathy map: gains]
5. What was the <b>low point</b> for you and why? What was your biggest <b>challenge</b> in terms of participation and learning? [barriers/obstacles]	EQ3: Effectiveness	[Empathy map: pains]
6. Are you still involved in making change in your <b>community</b> ? Are you currently working as an <b>entrepreneur/employee</b> or looking for work? [ongoing application]	EQ5: Impact / EQ6: Sustainability	[Empathy map: after]
7. How <b>ready</b> did you feel at the end of UPSHIFT to continue developing your skills independently? In what ways have been able to <b>continue developing</b> your skills for social change and/or employability since completing UPSHIFT? [e.g. via other programmes, own initiative] [next steps]	EQ6: Sustainability	[Empathy map: after]
8. Which parts of the programme [process] were the most <b>helpful</b> for you? [workshops, facilitator, mentor, seed funding, opportunities afterwards, other factors]	EQ3: Effectiveness	Mapping activity 2: Feedback grid - a) what worked b) what didn't c) questions d) ideas
9. Which parts [process] were <b>least useful</b> and how could they be improved? If you could change <b>one thing</b> about UPSHIFT what would it be and what difference would it make for future learners?	EQ3: Effectiveness	[Feedback grid]
10. What were the most <b>important</b> things you learned [outcome] during the programme? [e.g. confidence, skills, relationships, engagement, employability]	EQ5: Impact / EQ3: Effectiveness	[Feedback grid]
11. How did UPSHIFT <b>change</b> the way you feel about learning, about yourself, about your community, about entering the workforce and about your ability to change things? [outcome]	EQ5: Impact / EQ3: Effectiveness	[Feedback grid]
12. In what ways did you use the learning from UPSHIFT to engage with and/or <b>change your community</b> during the programme? [application]	EQ1: Relevance / EQ3: Effectiveness	[Feedback grid]
13. In what ways have you used the learning from UPSHIFT to look for and/or find <b>voluntary or paid work</b> ? [application]	EQ1: Relevance / EQ3: Effectiveness	[Feedback grid]

<sup>90</sup> The UPSHIFTER FGD questions are the same for both age groups, as they are age-appropriate for both, though there is likely to be less discussion of work with the 14-17 year olds.

FGD question	Evaluation question	Activity
14. What would <b>help you most</b> to keep developing these skills? [another programme/what focus, mentoring, collaborators, voluntary/paid work opportunities] [next steps]	EQ6: Sustainability	[Feedback grid]
15. How much do your <b>friends, family</b> and <b>community</b> know about UPSHIFT and how do they feel about it? In what ways did your friends, family and/or community support you with the UPSHIFT journey? <i>[capture data for friends / family / community separately]</i>	EQ1: Relevance	Mapping activity 3: Ecosystem map – Enablers and barriers
16. What <b>changes</b> (if any) have you noticed in the way your friends, family and/or community relate to you as a result of your UPSHIFT experience? [outcome]	EQ5: Impact	[Ecosystem map]
17. Have you taken part in any other <b>programmes</b> which have helped you build skills for learning, empowerment, community engagement or work? At what age/stage of your educational journey?	EQ2: Coherence	[Ecosystem map]
18. [If experience of other programmes] Which skill were you most <b>motivated</b> to learn and were you able to learn it? Have you shared any new skills with others (family, friends, community)? How?	EQ1: Relevance	[Ecosystem map]
19. In what ways is UPSHIFT <b>similar</b> to or <b>different</b> from other kinds of education / skill-building you've been involved in? [formal and non-formal]	EQ2: Coherence	[Ecosystem map]
20. Do you think UPSHIFT should be integrated/included in the <b>formal education/youth system</b> and if so how? Please explain.	EQ6: Sustainability	[Ecosystem map]



ii UPSHIFT Namibia facilitator FGD questions

Facilitator FGD questions	Evaluation question	Activity
1. Were you an UPSHIFT <b>participant</b> before becoming a facilitator? If so how was your experience? What encouraged you to apply to be an UPSHIFT facilitator? How would you sum up your experience of facilitating?	EQ1: Relevance	<a href="#">Mapping activity 1: Empathy map</a> - Experience and feelings a) before b) during, and c) since UPSHIFT
2. What aspect of the programme was <b>most engaging</b> for the participants from your perspective? Why do you think this was?	EQ3: Effectiveness	<a href="#">[Empathy map]</a>
3. What aspect of the programme was <b>least engaging</b> for participants and why? What did they find most challenging in terms of participation and learning?	EQ3: Effectiveness	<a href="#">[Empathy map]</a>
4. Did you notice any participants who engaged and/or learned <b>more effectively</b> than others? Why do you think this was? [positive outliers]	EQ1: Relevance / EQ3: Effectiveness	<a href="#">[Empathy map]</a>
5. Did you notice any participants who <b>struggled</b> to engage and/or learn more than others? Why do you think this was? Was it possible to adapt the programme to support them? Please explain. [negative outliers]	EQ1: Relevance / EQ3: Effectiveness	<a href="#">[Empathy map]</a>
6. Which parts of the programme do you think were <b>most useful</b> for participants and why? [workshops, facilitator, mentor, seed funding, opportunities afterwards, other factors]	EQ3: Effectiveness	<a href="#">Mapping activity 2: Feedback grid</a> - a) what worked b) what needs to change c) questions d) ideas
7. Which parts were <b>least useful</b> for participants and why? If you could change one thing about UPSHIFT what would it be and what difference would it make for future learners?	EQ3: Effectiveness	<a href="#">[Feedback grid]</a>
8. How did you develop <b>relationships</b> with the UPSHIFTers/mentees? What factors enabled the building of strong relationships?	EQ3: Effectiveness	<a href="#">[Feedback grid]</a>
9. What were the most <b>significant shifts</b> you observed among participants in terms of how they felt about learning, themselves, their community, the workforce, their ability to change things?	EQ5: Impact / EQ3: Effectiveness	<a href="#">[Feedback grid]</a>
10. Are you aware of participants who are still engaged in making changes in their <b>communities</b> ? Please give examples.	EQ3: Effectiveness / EQ5: Impact	<a href="#">[Empathy map]</a>
11. Are you aware of participants using the skills learned on UPSHIFT to look for and/or find voluntary and/or paid <b>work</b> ? Please give examples.	EQ3: Effectiveness / EQ5: Impact	<a href="#">[Empathy map]</a>
12. To what extent have participants been able to <b>continue</b> developing their skills for social change and/or employability since UPSHIFT as far as you know? Please give examples.	EQ6: Sustainability	<a href="#">[Empathy map]</a>

Facilitator FGD questions	Evaluation question	Activity
13. What do you think would be <b>most helpful</b> to former UPSHIFTERS to enable them keep developing these skills? [another programme / what focus, mentoring, collaborators, voluntary/paid work opportunities]	EQ6: Sustainability	<a href="#">[Feedback grid]</a>
14. What role (if any) did the <b>friends, families and communities</b> of participants play in the success (or lack of success) of their UPSHIFT journeys? Please give examples.	EQ1: Relevance	<a href="#">Mapping activity 3: Ecosystem map</a> – Exploring enablers and barriers (family, friends, community, institutions, policy, social/cultural values)
15. Have you observed or heard from participants of any <b>changes</b> in how they are perceived by their friends/family/community as a result of their UPSHIFT experience?	EQ5: Impact	<a href="#">[Ecosystem map]</a>
16. What <b>other programmes</b> for building skills for learning, empowerment, community engagement or work are you aware of? What age/educational stage are they aimed at? [formal and non-formal] In what ways are they similar to and/or different from UPSHIFT?	EQ2: Coherence	<a href="#">[Ecosystem map]</a>
17. Do you think UPSHIFT should be integrated into the <b>formal education/youth system</b> in Namibia and if so how? Please explain.	EQ6: Sustainability	<a href="#">[Ecosystem map]</a>

iii UPSHIFT Namibia FGD outline: prospective users/learners [human centred design session]

<b>Stage 1 &amp; 2: Understand and Observe</b>	
i	<p><i>Mapping activity 1: Empathy map</i> - what are your goals for:</p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Personal empowerment</li> <li>• Active citizenship</li> <li>• Employment / entrepreneurship</li> </ul>
ii	Do you have other goals which aren't included here?
iii	<p>What positive experiences have you had so far in these goal areas?</p> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Personal empowerment</li> <li>• Active citizenship</li> <li>• Employment / entrepreneurship</li> <li>• Other goal areas identified above</li> </ul>
iv	What challenges/obstacles have you faced (or do you currently face) in these goals areas?
v	In what ways do your family/friends/community/society support you in pursuing these goals or put obstacles in your way? [ <i>Mapping activity 2: Ecosystem map</i> ]
<b>Stage 3: Point of view</b>	
i	Which goals do you want to prioritise at this stage?
ii	Generation of a problem statement: 'We need a way to....x'
<b>Stage 4: Ideation</b>	
i	Visual overview of UPSHIFT
ii	How do the UPSHIFT objectives and activities relate to your goals and new problem statement? What seems most/least useful? [ <i>Mapping activity 3: Iteration grid</i> ]
iii	Which elements of UPSHIFT (if any) do you think should/could be included in mainstream education/youth development work?
iv	What other ideas can we generate for developing the skills that are important to you?
<b>Stage 5 – Prototype</b>	
i	What prototype recommendations can we suggest for consideration in the UPSHIFTer, facilitator and partner co-creation/validation workshops to follow and which stakeholders should be present during the process?
ii	How can we best present these to the group(s) of UPSHIFTERS, facilitators and partners?

FGD mapping tools

i UPSHIFTers

An adapted version of the *Empathy map*<sup>91</sup> (see Figure 19 below) will be co-created with participants, to enable them to reflect and generate data on the learning, skills development, high points and low points (or ‘pain points’ in HCD terms) they experienced during the programme. The rationale for the before, during and after versions is to enable articulation of the changes experienced during the programme and in the time since in terms of creative confidence, skills development and active engagement in community and/or workplace settings.

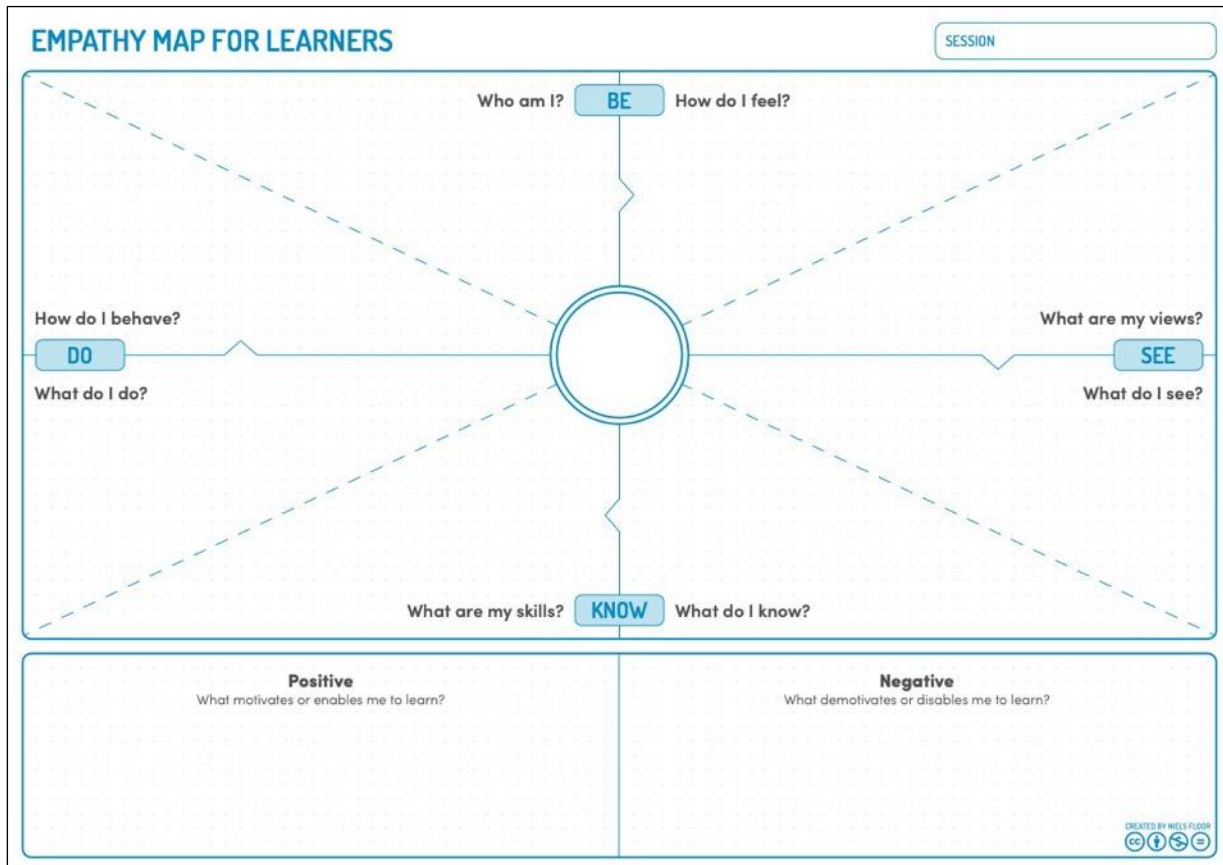


Figure 19: Empathy map

An *Ecosystem map*<sup>92</sup> (see Figure 20 below) will also be co-created with UPSHIFTers, to explore the enablers of (and barriers to) ongoing skills development and community and/or workforce engagement experienced within their ecosystem of family, friends, community and institutions/organisations. This connects with one of the intended outcomes of UPSHIFT i.e. the creation of a sustainable and supportive ecosystem for adolescents and young people to continue to develop their skills via community and/or workplace engagement (and the related evaluation questions).

<sup>91</sup> <https://lxd.org/news/empathy-map-for-learners-and-learning-experience-design/>

<sup>92</sup> Adapted from: Lui, R. and Crisp, K. (2020) *UPSHIFT: Innovating non-formal education for youth at scale* available at: [https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift\\_Empowering\\_youth\\_to\\_build\\_skills.pdf](https://transformingeducationsummit.sdg4education2030.org/system/files/2022-08/Upshift_Empowering_youth_to_build_skills.pdf)

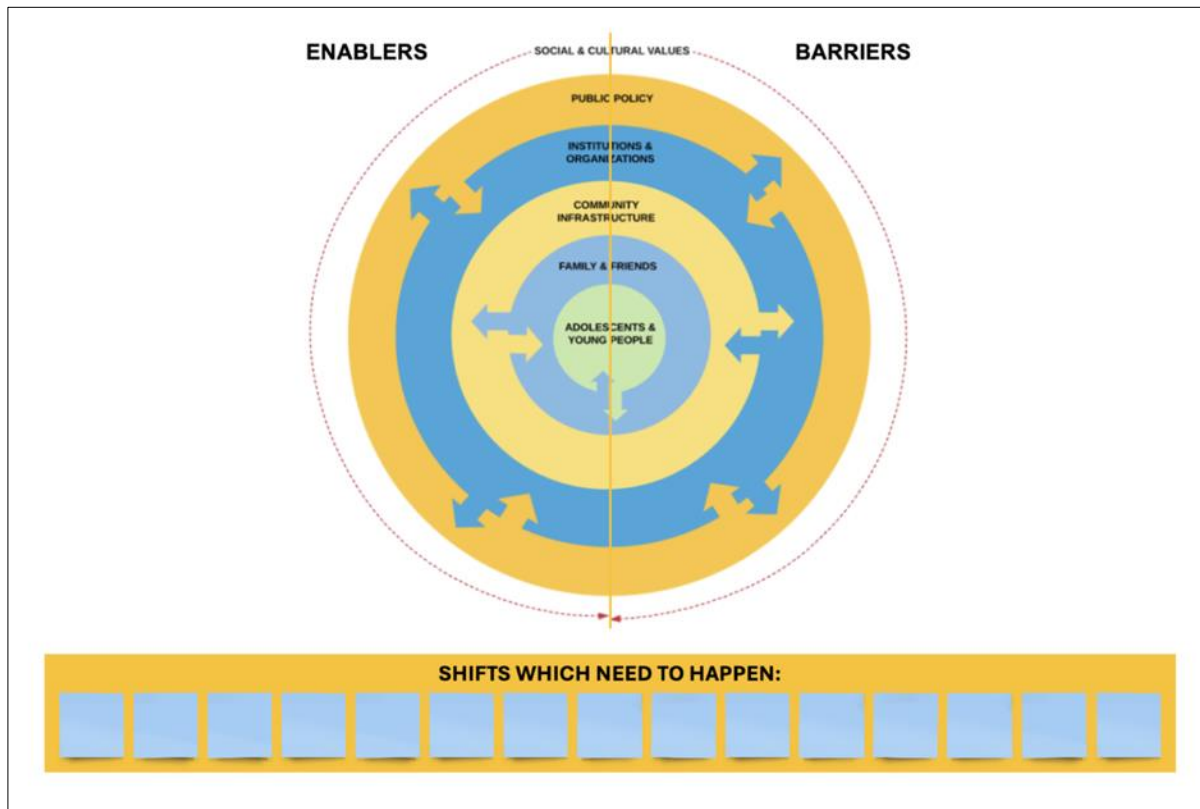


Figure 20: UPSHIFT ecosystem map

## ii Facilitators

A focus group discussion with facilitators will also be held in each of the three regions where UPSHIFT was implemented, to explore their experience of the UPSHIFT journey and identify key successes and pain points. The *Facilitator FGD questions* will be used, in conjunction with co-creation of the *Empathy map* (see *Figure 19* above), focusing on both:

- the facilitators' own experience as UPSHIFTers (prior to becoming a facilitator) or
- their perspective from the facilitation side on the UPSHIFTers' learning experience

The *Feedback grid* (see *Figure 21* above) will also be used to enable convergent thinking regarding key successes, challenges, questions and ideas shared during the FGD.

## ii Prospective users

To explore the extent to which the UPSHIFT programme aligns with the needs and priorities of adolescents and young people who have not yet experienced it, a focus group in the form of an interactive HCD session with prospective users will be held in Khomas region.<sup>93</sup> The session will focus on needs and priorities regarding the four skills areas of the *UNICEF global framework for transferable skills* introduced above.

The *Prospective user questions* will be used, in conjunction with the *Empathy map* (see *Figure 19* above) and *Ecosystem map* (see *Figure 20* above) to map out specifics regarding skills development and the barriers and enablers experienced in their ecosystem respectively.

## KII mapping tools

To validate participant responses and enable convergent thinking regarding the themes explored during the KIIs, in line with the HCD approach outlined above, a [participatory mapping activity](#) – the *Feedback Grid* shown in *Figure 21* below – will be used. This activity will enable participants to summarise what is working

<sup>93</sup> Prospective user HCD session in Khomas only, due to time and budget constraints. See *Sampling strategy* section for details.

and what is not working, to generate ideas and/or questions concerning programme improvement from their perspective.

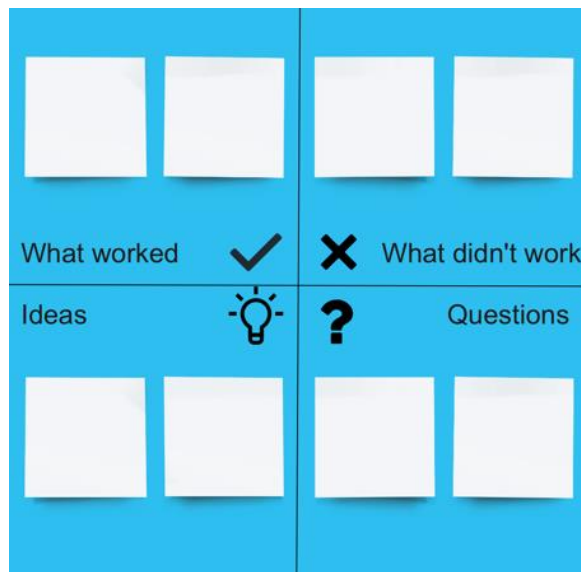


Figure 21: Feedback grid

Co-creation and validation workshop mapping tool

Human centred design tools will be used to facilitate the co-creation and validation of recommendations in the co-creation workshop, including an adapted version of the *Iteration grid* shown in *Figure 22* below, with the 'prototype' in the evaluation context being the tentative recommendations:

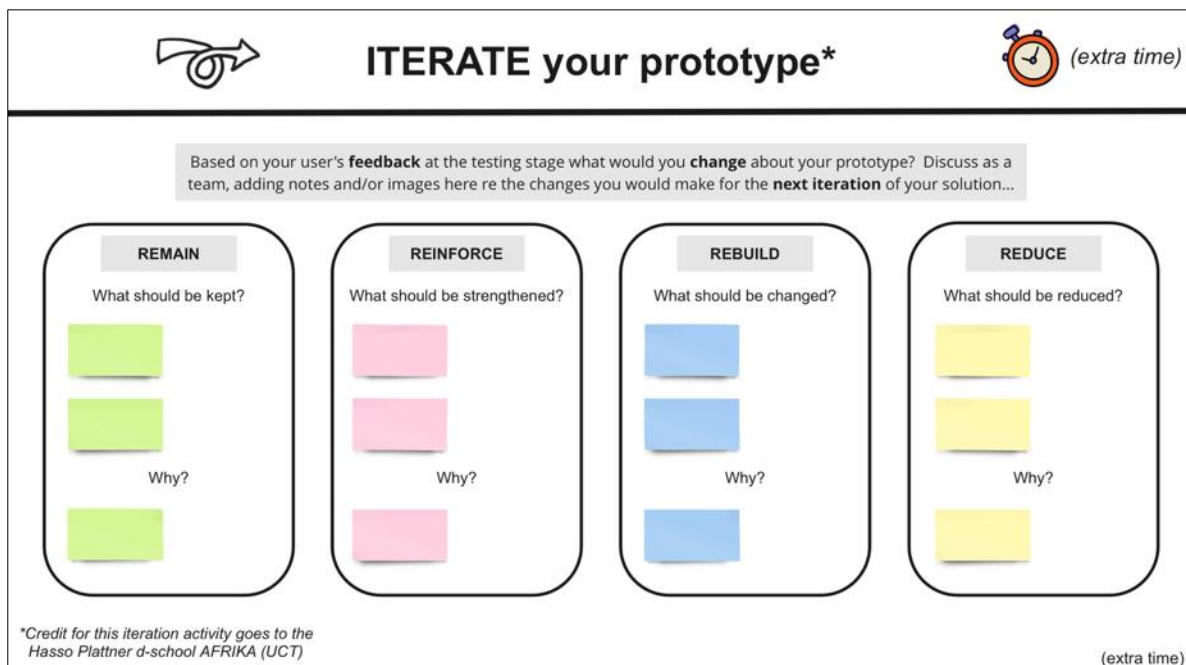


Figure 22: Iteration grid

v **UPSHIFT Namibia learner survey**

The following learner survey will administered via Google Forms, user this user link:

[https://docs.google.com/forms/d/e/1FAIpQLSchvc5Nb2fyjtqNYKXFgnsFkloWlv9fj5e4s7MoW73VaQISHg/vi  
ewform](https://docs.google.com/forms/d/e/1FAIpQLSchvc5Nb2fyjtqNYKXFgnsFkloWlv9fj5e4s7MoW73VaQISHg/vi<br/>ewform)

The hard copy version of the survey (for participants without access to devices and internet connections) is shown below:

**UPSHIFT Namibia evaluation – learner survey**

The aim of this survey is to understand your experience of the UPSHIFT Namibia programme.

Your responses will be kept anonymous (your name will not be shared with facilitators, mentors, UNICEF or other partner organisations) so please feel free to be honest.

The survey should take you less than 10 minutes to complete. Participation in this survey is voluntary and you are not expected to complete every question. There are no risks or direct benefits for you. All the information provided by you will be securely stored.

**UPSHIFT COHORT**

**1. Which year did your UPSHIFT programme begin? [Circle only one answer]**

2021	1
2022	2

**2. In which region was your UPSHIFT programme? [Circle only one answer]**

Kavango East	1
Khomas	2
Omaheke	3

**DEMOGRAPHIC INFORMATION**

**3. What gender are you? [Circle only one answer]**

Male	1
Female	2
Non-binary	3
Prefer not to say	4

**4. How old are you (Years)? Please write a number, one per block.**

**Example:**

2	4
---	---

Your Answer:

--	--

5. Are you currently attending primary, secondary or tertiary education? [Circle only one answer]

Yes – primary school	1
Yes – secondary school	2
Yes – tertiary (college, trade school, university etc)	3
No - I am not currently enrolled in formal education	4

6. What is your primary language? [Circle only one answer]

English	1
Afrikaans	2
Other	3

7. If other language please specify: Write one letter per block in all capital letters.

Example:

O	S	H	I	W	A	M	B	O											
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

Your Answer:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

8. Do you have any known disability or chronic condition? A disability or chronic condition is any condition of the body or mind that makes it more difficult for the person to do certain activities and interact with the world around them. [Circle only one answer]

Yes (Go to Question 9)	1
No (Skip to Question 11)	2
Don't know (Skip to Question 11)	3

9. If yes, what kind of disability do you have? [Circle all that apply]

Physical (e.g. spina bifida, club feet, amputation, quadriplegia)	1
Sensory (e.g. hearing or visual difficulties)	2



Intellectual (e.g. developmental delays, limited communication skills, Downs Syndrome)	3
Psychosocial (e.g. mental illness)	4
Multiple (e.g. cerebral palsy)	5
Other	6

**10. If you have a disability or chronic condition, how well did the UPSHIFT programme meet your needs and enable you to learn? Please rate the programme on a scale of 1 to 4 [Circle only one answer]**

UPSHIFT <b>did not meet my needs</b> or enable me to learn		←————→	UPSHIFT <b>met my needs</b> and enabled me to learn	
1	2	3	4	

### YOUR EXPERIENCE OF UPSHIFT

**11. Please rate your learning experience on UPSHIFT on a scale of 1 star to 5 stars. If you completed Phase 1 only then please leave Phase 2 blank. [Use an (X) to mark one rating for EACH of the statements]**

	1 star	2 star	3 star	4 star	5 star
<b>Phase 1: Social innovation skills</b>					
The content was useful for me					
I enjoyed participating					
I found the programme clear and easy to follow					
The facilitator(s) presented the ideas to us clearly					
The facilitator built good relationships with the group					
I was given the opportunity to practice the new skills					
<b>Phase 2: Social entrepreneurship</b>					
The content was useful for me					
I enjoyed participating					
I found the programme clear and easy to follow					
The facilitator(s) presented the ideas to us clearly					

	1 star	2 star	3 star	4 star	5 star
The facilitator built good relationships with the group					
I was given the opportunity to practice the new skills					

**12. Please rate whether you achieved your main LEARNING GOAL during your UPSHIFT journey?**

**[Use an (X) to mark one rating for the statement]**

	1 star	2 star	3 star	4 star	5 star
I achieved my main learning goal					

**13. Please rate how confident you felt about your skills for LEARNING [creativity, critical thinking, problem solving] before and after the UPSHIFT programme**

**[Use an (X) to mark one rating for EACH of the statements]**

	1 star	2 star	3 star	4 star	5 star
Before UPSHIFT my confidence in using these skills was					
After UPSHIFT my confidence in using these skills was					

**14. Please rate how confident you felt about your skills for EMPLOYABILITY [cooperation, negotiation, decision-making] before and after the UPSHIFT programme**

**[Use an (X) to mark one rating for EACH of the statements]**

	1 star	2 star	3 star	4 star	5 star
Before UPSHIFT my confidence in using these skills was					
After UPSHIFT my confidence in using these skills was					

**15. Please rate how confident you felt about your skills for PERSONAL EMPOWERMENT [communication, resilience, self-management] before and after the UPSHIFT programme**

**[Use an (X) to mark one rating for EACH of the statements]**

	1 star	2 star	3 star	4 star	5 star
Before UPSHIFT my confidence in using these skills was					
After UPSHIFT my confidence in using these skills was					

**16. Please rate how confident you felt about your skills for ACTIVE CITIZENSHIP [participation, empathy, respect for diversity] before and after the UPSHIFT programme**

**[Use an (X) to mark one rating for EACH of the statements]**

	1 star	2 star	3 star	4 star	5 star
Before UPSHIFT my confidence in using these skills was					
After UPSHIFT my confidence in using these skills was					

**17. What was the most significant CHANGE you experienced as a result of the UPSHIFT programme? [Circle only one answer]**

I can learn more effectively, as I have learned to use creativity, critical thinking and problem solving	1
I am better equipped to join the workforce, as I have learned how to cooperate, negotiate and make decisions	2
I feel more empowered to change things in my life, as I have learned to communicate clearly, manage myself and be resilient when I face challenges	3
I can engage with and change things in my community, as I have learned empathy and respect for those who are different from me	4

**18. What would help you most to keep growing your skills for learning, for work and for making changes in your personal life and/or community? [Circle only one answer]**

Another learning programme focusing on learning skills	1
Another learning programme focusing on skills for employability	2
Another learning programme focusing on skills for personal empowerment/confidence	3
Another learning programme focusing on skills for community engagement/change	4
More time with my mentor or other mentors	5
More collaborators to help me change things in my life and/or my community	6
More support from my personal network (family, friends, community)	7
More opportunities for voluntary work	8
More opportunities for paid work	9

**19. Do you think UPSHIFT should be integrated (included) in the school system in Namibia? [Circle only one answer]**

Yes	1
-----	---

No	2
Not sure	3

This the end of the survey. Thank you for sharing your thoughts with us.

## Appendix 9: Sampling strategy

### i Qualitative sampling strategy

The overall sampling strategy for the qualitative methods outlined above is *purposive* and includes the following stakeholders and associated sampling rationale (see Table 9 below):

**Table 9: Sampling strategy for qualitative data collection**

Data collection method	Mode	Stakeholder profile	No.	Location	Sampling priorities / rationale	Sampling collaborators
<b>Key informant interviews</b>						
KIIs (government / implementing partner Kavango East)	Online	MSYNS (Director and/or Youth Officers)	2	Khomas (Head Office) and Kavango East	Understanding how UPSHIFT relates to government priorities for youth engagement and skills development Understanding Kavango East implementation	Evaluation team (ET) to contact directly
KIIs (UNICEF)	Online	UNICEF CO (ADAP, M&E and/or Programme Managers)	4	Windhoek (and elsewhere for former CO informants)	Understanding the longer term UNICEF perspective (since UPSHIFT's inception in Namibia) and more recent perspectives and priorities	UNICEF CO has assisted with identifying former CO contacts
KII (implementing partner Khomas)	Online	Physically Active Youth (Programme Director)	1	Khomas	Understanding Khomas implementation	ET to contact directly
KII (implementing partner Omaheke) <sup>94</sup>	Online	Project HOPE Namibia (UPSHIFT Coordinator)	2	Omaheke	Understanding Omaheke implementation	ET to contact directly
KIIs (private sector partners)	Online	MTC, B2Gold and/or NUST (TBC)	2	TBC	Understanding the contribution and perspectives of private sector partners	ET to contact directly
KII (complementary learning provision)	Online	National Youth Council	1	Nationwide	Understanding how UPSHIFT and NYC youth skills development initiatives complement each other	ET to contact directly

<sup>94</sup> One of the two KIIs with Project Hope (Omaheke) will be a Facilitator interview

Data collection method	Mode	Stakeholder profile	No.	Location	Sampling priorities / rationale	Sampling collaborators
KIIs (mentors and judges)	Online	TBC	2	TBC	Understanding the mentors' and judges' perspective on programme impact and next steps for youth skills development	Snowball sampling via partners in each region
KIIs (indirect beneficiaries)	Online	TBC	2	TBC	Understanding the wider societal impact of UPSHIFT	Snowball sampling via partners and/or FGD participants
KIIs (extreme users)	Online / Face to face <sup>95</sup>	1 positive extreme user 1 negative extreme user	2	Flexible, as the priority is level of engagement (high and low respectively)	To capture insights which can't be captured from the 'middle majority' in terms of the UPSHIFT user experience	Snowball referral via facilitators and/or FGD participants (any region)
<b>Total KIIs</b>			<b>18</b>			
<b>Focus group discussions</b>						
FGDs (UPSHIFTers in Khomas)	Face to face	1 group of 6-8 Phase 1 learners (18-24) <sup>96</sup> 1 group of 6-8 phase 2 learners (18-24) 1 mixed gender-balanced group of 6-8 adolescents (14-17)	3	Khomas	The 2 groups of young men/women need to include people from marginalised groups <sup>97</sup> in each region The adolescent group is mixed due to lower participant numbers in the 14-17 age range	UNICEF CO to make initial contact with implementing partner in Khomas. ET and partner to ensure all FGD groups include marginalised young people and/or adolescents and confirm logistics.
FGDs (UPSHIFTers in Omaheke)	Face to face	1 group of 6-8 young women (18-24) 1 group of 6-8 young men (18-24) 1 mixed gender-balanced group of 6-	3	Omaheke	All FGD groups need to include people from relevant marginalised groups in each region The adolescent group is mixed gender due to lower participant numbers in the 14-17 age range (see footnote re this group)	UNICEF CO to make initial contact with implementing partner in Omaheke. ET and partner to agree on <u>3 prioritised FGDs</u> (see footnote), ensure all FGD groups include marginalised young people and/or adolescents and confirm logistics.

<sup>95</sup> As above.

<sup>96</sup> UPSHIFTer FGDs in Khomas have been divided by UPSHIFT phase rather than gender, based on the availability of participants and the recommendation of PAY.

<sup>97</sup> FGDs will be as inclusive as possible, including adolescents and youth living with disabilities and from different socio-economic backgrounds ( including rural vs urban where relevant)

Data collection method	Mode	Stakeholder profile	No.	Location	Sampling priorities / rationale	Sampling collaborators
		8 adolescents (14-17) <sup>98</sup>				
FGDs (UPSHIFTers in Kavango East)	Face to face	1 group of 6-8 young women (18-24) 1 group of 6-8 young men (18-24)	2	Kavango East	All FGD groups need to include people from relevant marginalised groups in each region The adolescent group is mixed gender due to lower participant numbers in the 14-17 age range (see footnote re this group)	UNICEF CO to make initial contact with implementing partner in Kavango East. ET and partner to agree on 3 prioritised FGDs (see footnote), ensure all FGD groups include marginalised young people and/or adolescents and confirm logistics.
FGDs (facilitators in Khomas)	Face to face	1 group of 6-8 facilitators (female and male balance)	1	Khomas	The facilitator group should include representation from marginalised groups	UNICEF CO to make initial contact with implementing partner in Khomas. ET and partner to identify facilitator group, including marginalised young people, and confirm logistics.
FGDs (facilitators and mentors in Kavango East)	Face to face	1 group of 6-8 facilitators and mentors (female and male balance) <sup>99</sup>	1	Kavango East	The facilitator group should include representation from marginalised groups	UNICEF CO to make initial contact with implementing partner in Kavango East. ET and partner to agree on 3 prioritised FGDs (see footnote), ensure all FGD groups include marginalised young people and/or adolescents and confirm logistics.
FGDs (prospective users in Khomas)	Face to face	1 group of 6-8 prospective UPSHIFT users	1	Khomas only	The FGD with prospective UPSHIFT users will be conducted in Khomas only, due to time constraints in the	UNICEF CO to make initial contact with implementing partner in Khomas. ET and

<sup>98</sup> Due to only 3 FGDs per day being feasible during the field visit and only 1 full day being available in Omaheke and Kavango East respectively (due to time and budget constraints), EITHER the adolescent FGD (14-17 year-olds) OR the facilitator FGD will be conducted, in addition to the 2 FGDs with young people (18-24 female and 18-24 male). Alternatively, the FGDs with young women and men (18-24) could be combined. Priorities re the 3 FGDs in each region to be discussed with regional partners via the CO team.

<sup>99</sup> The facilitator FGD in Kavango will also include mentors, on the recommendation of MYSNS as there are only 2 facilitators based in Kavango.

Data collection method	Mode	Stakeholder profile	No.	Location	Sampling priorities / rationale	Sampling collaborators
		(female and male balance)			other regions (only 3 face to face FGDs feasible per day in the other regions; see footnote above).	partner to identify a prospective user group (marginalised adolescents and/or youth aged 14-24) via snowball sampling, including representation of marginalised groups, and confirm logistics.
<b>Total FGDs</b>			<b>11</b>			

ii *Quantitative sampling strategy*

**UPSHIFTer survey** – all three geographical locations, Khomas, Kavango East, and Omaheke, will be sampled, enabling in-depth data collection from UPSHIFT participants aged 14-24 years from 2021-2023. A probability sampling technique will be used to enable the possibility of statistical inferences from the sample of UPSHIFT participants. A stratified random sampling technique will be used to determine the impact of the UPSHIFT programme on different strata including gender and location (see *Table 10* below). To ensure that statistically significant results and accurate estimates are determined, a significant level of 95 per cent and power of 80 per cent will be selected. The total number of participants is 130 (calculated from the database). From the sampling calculation (based on 130 participants), the total number of participants to be surveyed is 114, as shown in *Table 9* below.

**Table 10: Number of participants to be included in UPSHIFTer survey**

	Geographic Location			Total
	Omaheke	Khomas	Kavango East	
Female	21	28	22	71
Male	22	7	14	43
<b>Total</b>	<b>43</b>	<b>69</b>	<b>36</b>	<b>114</b>



## Appendix 10: Ethical approval letter

unicef  | for every child

### Research Ethics Approval

29 February 2024

Elizabeth Dalling, MReS  
57 Hendrik Avenue  
Pretoria, 0184, South Africa

RE: Ethics Review Board findings for: *UNICEF Namibia – UPSHIFT Evaluation*  
(HML IRB Review #853NAMI24)

Dear Elizabeth Dalling,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 24 – 29 February 2024. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,



D. Michael Anderson, Ph.D., MPH  
Chair & Human Subjects Protections Director, HML IRB

cc: Emma Louise Bonar, Catherine Tiongco, Israel Kunondjo Issy Tjizake, Valerie Uatanavi  
Mushokabanji, Mariza Falla, Penelope Lantz, JD

Health Media Lab, Inc.  
1101 Connecticut Avenue, NW Suite 450  
Washington, DC 20036 USA  
+1.202.246.8504  
[unicef@hmlirb.com](mailto:unicef@hmlirb.com) [www.hmlirb.com](http://www.hmlirb.com)

## Appendix 11: List of site visits

The focus group discussions and face to face meetings with UNICEF were conducted during the field visit to Namibia between Tuesday 27<sup>th</sup> February and Tuesday 5<sup>th</sup> March 2004 at the following locations:

Date	Location	FGD / meeting
Tuesday 27 <sup>th</sup> February	UNICEF Namibia office, UN House, Windhoek (Khomas region)	Check in meeting with UNICEF Namibia CO team
Tuesday 27 <sup>th</sup> February	PAY, Katatura, Windhoek (Khomas region)	Khomas prospective users FGD mixed gender (14-17 years)
Wednesday 28 <sup>th</sup> February	Multi-purpose Youth Resource Centre, Gobabis (Omaheke region)	Omaheke UPSHIFTers FGD female (18-24 years) Omaheke UPSHIFTers FGD male (18-24 years) Omaheke UPSHIFTers FGD adolescents mixed gender (14-17 years)
Friday 1 <sup>st</sup> March	Multi-purpose Youth Resource Centre, Rundu (Kavango East region)	Kavango East UPSHIFTers FGD female (18-24 years) Kavango East UPSHIFTers FGD male (18-24 years) Kavango East facilitators and mentors FGD male <sup>100</sup>
Sunday 3 <sup>rd</sup> March	PAY, Katatura, Windhoek (Khomas region)	Khomas Phase 1 UPSHIFTers FGD mixed gender (18-24 years) Khomas facilitators FGD mixed gender Khomas Phase 2 UPSHIFTers FGD mixed gender (18-24 years)
Tuesday 5 <sup>th</sup> March	UNICEF Namibia office, UN House, Windhoek (Khomas region)	Check out meeting with UNICEF Namibia CO team

<sup>100</sup> The female facilitator from Kavango East was invited to this FGD by the MSYNS but was unable to attend.

## Appendix 12: List of interviewees for KIIs

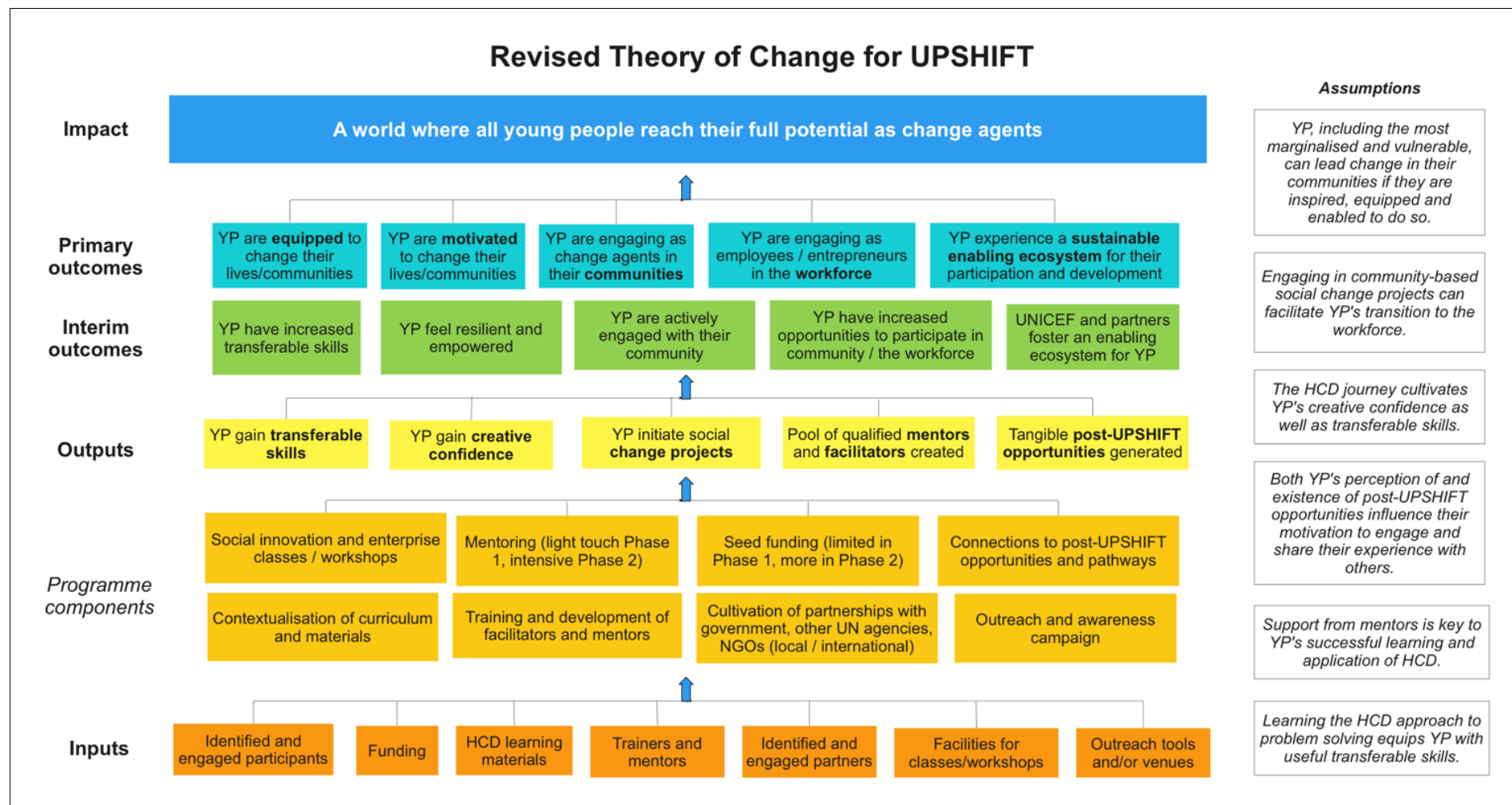
The following key informant interviews were held online (with the exception of one UNICEF interview conducted face to face during the field visit) between Monday 19<sup>th</sup> February and Thursday 21<sup>st</sup> March 2024. Details of key informants' names and roles have been withheld to protect their anonymity, as promised to them and according to ethical guidelines. Of the 18 key informants, 10 were female and 8 male.

KII code	Date	Key informant category
KII_1	Monday 19 <sup>th</sup> February	Implementing partner (CSO)
KII_2	Tuesday 20 <sup>th</sup> February	UNICEF
KII_3	Thursday 22 <sup>nd</sup> February	Implementing partner (CSO)
KII_4	Tuesday 5 <sup>th</sup> March	UNICEF
KII_5	Tuesday 12 <sup>th</sup> March	Facilitator
KII_6	Wednesday 13 <sup>th</sup> March	UNICEF
KII_7	Wednesday 13 <sup>th</sup> March	Government partner
KII_8	Wednesday 13 <sup>th</sup> March	UPSHIFTer (positive extreme)
KII_9	Thursday 14 <sup>th</sup> March	UNICEF
KII_10	Friday 15 <sup>th</sup> March	Judge
KII_11	Friday 15 <sup>th</sup> March	Government partner
KII_12	Monday 18 <sup>th</sup> March	Mentor
KII_13	Tuesday 19 <sup>th</sup> March	Complementary service provider
KII_14	Wednesday 20 <sup>th</sup> March	Private sector partner
KII_15	Wednesday 20 <sup>th</sup> March	Judge
KII_16	Wednesday 20 <sup>th</sup> March	Private sector partner
KII_17	Thursday 21 <sup>st</sup> March	Indirect beneficiary
KII_18	Tuesday 12 <sup>th</sup> March <sup>101</sup>	UPSHIFTer (negative extreme)

<sup>101</sup> Due to the lack of availability of a 'negative extreme' UPSHIFTer (i.e. one who dropped out), a key implementing partner shared thoughts on the reasons for lack of engagement and dropout among some UPSHIFTERS for KII\_18.

## Appendix 13: Draft revised M&E framework

The draft revised M&E framework for UPSHIFT and/or transferable skills development initiatives<sup>102 103</sup> to follow is based on a revised theory of change for UPSHIFT (and/or equivalent skills development initiatives), as introduced in the *Evaluation purpose, objective and scope* section of the report:



<sup>102</sup> This M&E framework is based on an adapted version of a template available at: [www.tools4dev.org](http://www.tools4dev.org) (Creative Commons)

<sup>103</sup> To be developed further with Namibia CO, MSYNS and other skills development stakeholders

Table 11: Draft revised M&E framework for UPSHIFT / transferable skills development

	INDICATOR	DEFINITION Calculation	BASELINE What is the current value?	TARGET What is the target value?	DATA SOURCE How will it be measured?	FREQUENCY How often will it be measured?	RESPONSIBLE Who will measure it?	REPORTING Where will it be reported?
<b>Goal</b>	<b>Percentage of marginalised adolescents and young people (AYP) equipped with transferable skills increases</b>	Overall number of AYP equipped with transferable skills divided by total AYP, multiplied by 100	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Self-reported by AYP (survey) and/or Skills assessment tool e.g. adapted LSCE measurement tool <sup>104</sup> and/or tool based on HCD skills descriptors <sup>105</sup> (depending on available resources)	TBC depending on available resources	UNICEF CO and/or government agencies	UNICEF CO and government reports / websites
<b>Outcomes</b>	Number of AYP who gain skills for learning, personal empowerment, active citizenship and employability / entrepreneurship	Total number and percentage of AYP who self-report as equipped with these 4 skillsets respectively	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Self-reported skills development in these 4 areas by AYP (survey)	TBC depending on available resources; ideally after each initiative	Implementing partners / facilitators	Partner M&E reports
	Number of AYP who gain confidence	Total number and percentage of AYP who self-report as gaining confidence	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Self-reported changes in confidence from pre- to post- initiative by AYP (survey)	TBC depending on available resources; ideally after each initiative	Implementing partners / facilitators	Partner M&E reports
	Number of AYP engaged in changemaking in their community	Total number and percentage of AYP who self-report as being engaged in changemaking in their community	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Self-reported engagement in community changemaking by AYP (survey)	TBC depending on available resources; ideally after each initiative	Implementing partners / facilitators	Partner M&E reports

<sup>104</sup> <https://www.unicef.org/mena/lscce-measurement-instrument>

<sup>105</sup> See example of HCD / design thinking level descriptors below the table

	<b>INDICATOR</b>	<b>DEFINITION</b> Calculation	<b>BASELINE</b> What is the current value?	<b>TARGET</b> What is the target value?	<b>DATA SOURCE</b> How will it be measured?	<b>FREQUENCY</b> How often will it be measured?	<b>RESPONSIBLE</b> Who will measure it?	<b>REPORTING</b> Where will it be reported?
	Number of AYP engaged in the workplace (employment or entrepreneurship)	Total number and percentage of AYP who self-report as being engaged in the workplace	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Self-reported engagement in the workplace by AYP (survey)	TBC depending on available resources; ideally after each initiative	Implementing partners / facilitators	Partner M&E reports
	Number of AYP experiencing a supportive skills development ecosystem	Total number and percentage of AYP who self-report practical examples of a supportive ecosystem	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Self-reported practical examples of a supportive ecosystem by AYP (survey)	TBC depending on available resources; ideally after each initiative	Implementing partners / facilitators	Partner M&E reports
<b>Outputs</b>	Number and nature of skills development partnerships developed (government, UN agencies, NGOs, private sector)	Total number of existing and/or new partnerships developed Description of nature of partnership (funding, in kind support etc)	TBC based on available data and/or new survey	TBC based on CO and partners' priorities and targets	UNICEF CO to confirm number of skills development partnerships and nature of support	On an ongoing basis	UNICEF CO	UNICEF reports / websites
	Number of skills workshops/courses delivered and accessed by AYP	Total number of skills initiatives across all regions	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Post workshop/course reports	After each workshop/course	UNICEF CO to collate data from partners	Partner M&E reports / UNICEF reports
	Number of facilitators equipped to enable skills development	Total number of facilitators trained and equipped for skills development (rather than knowledge transfer)	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Post ToT workshop reports	After each ToT	UNICEF CO to collate data from partners	Partner M&E reports / UNICEF reports
	Extent to which skills development materials	Qualitative assessment of	UPSHIFT relevance	CO to define target satisfaction	Self-reported relevance and engagement level of materials by AYP	After each workshop/course	UNICEF CO to collate data from partners	Partner M&E reports /

	<b>INDICATOR</b>	<b>DEFINITION</b> Calculation	<b>BASELINE</b> What is the current value?	<b>TARGET</b> What is the target value?	<b>DATA SOURCE</b> How will it be measured?	<b>FREQUENCY</b> How often will it be measured?	<b>RESPONSIBLE</b> Who will measure it?	<b>REPORTING</b> Where will it be reported?
	are relevant and engaging for AYP	relevance from AYP participants	evaluated as strong Other initiatives: TBC based on available data and/or new survey	rate for relevance e.g. 80%	(survey and/or interviews)			UNICEF reports
	Number of mentors equipped to support AYP	Total number of mentors trained and equipped (NB this was a gap during UPSHIFT)	UPSHIFT mixed reports Other initiatives: TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Post ToT (for mentors) workshop reports	After each ToT (for mentors)	UNICEF CO to collate data from partners	Partner M&E reports / UNICEF reports
	Number and nature of workplace opportunities (including internships) provided by partners	Total number of workplace opportunities provided by partners Description (and quantification of each category) of nature of workplace opportunities	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Private sector and/or other implementing partners to track and report number of opportunities	As per partner reporting cycle (TBC by CO)	UNICEF CO to collate data from private sector partners and other implementing partners where relevant	Private sector and/or other implementing partner reports / websites
	Amount of sustainable funding and/or in kind provision (e.g. of premises) for skills development for AYP secured	Total amount of funding provided Number and description of other forms of support (e.g. in kind)	TBC based on available data and/or new survey	TBC based on CO and partners' priorities, targets and resources	Government, private sector and/or other implementing partners to track and report funding and/or other support provided	As per partner reporting cycle (TBC by CO)	UNICEF CO to collate data from government, private sector partners and other implementing partners where relevant	Government, private sector and/or other implementing partner reports / websites

## Example of HCD / design thinking level descriptors<sup>106</sup>

		Level 1	Level 2	Level 3	Level 4
Empathy	GOAL	Understanding that other people experience things differently	Discover non-obvious insights	Discover deeper human-centered insights	Discover a full spectrum of human-centered insights (individ/group etc)
	SKILL LEVEL	Little experience/comfort eliciting info from others unlike themselves	Ability to develop diverse approach. Some experience eliciting info from others.	Ability to understand perspectives and experiences of others	Ability to understand others and the system/process in which they operate and ability to think like others
Define	GOAL	Pick one insight/problem out of many/fill in a very guided statement	Understand multiple insights and needs and synthesize into a single problem statement with guidance	Develop multiple deep insights and synthesize into a single problem statement with little to no guidance	Develop multiple complex problem statements with no guidance
	SKILL LEVEL	Ability to prioritize based on perceived importance of an insight/problem	Ability to synthesize information and prioritize insights based on perceived needs	Ability to synthesize info based on needs and insights originating from multiple non-obvious internal and external sources	Ability to understand and synthesize deep insights based on a complete system
Ideate	GOAL	To be able to come up with lots of ideas and defer judgment	To develop over 20 ideas off of a single well-crafted HMW	Develop multiple HMWs, Generate a spectrum of ideas from the HMWs and narrow to a few actionable ideas	Use multiple techniques for ideation for a single insight and repeat
	SKILL LEVEL	Ability to generate and record ideas with others	Ability to build off others ideas and develop wild ideas	Ability to lead a brainstorm through a spectrum of ideas from low hanging to wild	Ability to use Multiple techniques to inspire a complete range of ideas
Prototype	GOAL	create a representation of your idea that someone else can understand	Create a representation of an idea that can be evaluated by others	Create a representation that allows one to evaluate specific features of a given idea and develop multiple iterations	Create multiple representations that allow you to evaluate specific features from multiple perspectives and develop multiple iterations
	SKILL LEVEL	Ability to make a physical or visual representation of an idea	Ability to create a physical or visual representation of an idea that can be evaluated and improved	Ability to identify variables of an idea that need to be evaluated and iterate off feedback	Ability to create more complex prototypes addressing multiple approaches to solving a problem
Test	GOAL	To try or show a prototype to see how well it works	To try or show a prototype and effectively solicit feedback	to create a testing scenario to specific features and assign clear team roles such as presenter, notetaker, observer...	Real world testing with a range of users and scenarios that address the needs and perspectives of the complete system
	SKILL LEVEL	The ability to use a prototype to determine how well an idea works	Ability to set up an effective prototype test, solicit feedback, and organize feedback received into actionable results	Ability to solicit feedback about specific features, construct a representative testing situation and capture results to inform future iteration	Ability to identify best situations in the real world for testing and test with multiple representative populations and capture complex results to inform future iterations

<sup>106</sup> Source: [dschool.stanford.edu](https://dschool.stanford.edu)



## Appendix 14: Co-creation and validation workshop agenda



**UPSHIFT Namibia Evaluation:  
Validation & Co-creation Workshop  
Friday 24<sup>th</sup> May 9.00am to 12.00pm (hybrid)**



Time	Activity	Responsible
9.00-9.10	<b>Arrival and welcome</b>	Chair (Issy)
9.10-9.20	<b>Introductions</b>	All
9.20-9.25	<b>Remarks</b>	Toshiko
9.25-9.45	<b>UPSHIFT Namibia Evaluation 2021-24 presentation</b>	Elizabeth / Zulfah
9.45-10.05	<p><b>Activity A: Group feedback and plenary session</b> [open discussion: voices of adolescents and young people / other stakeholders / Q&amp;A / comments]</p> <ul style="list-style-type: none"> <li>• Explore the following questions as a group: <ul style="list-style-type: none"> <li>– Is this report a true reflection of what happens on the ground?</li> <li>– Do the recommendations reflect the findings?</li> <li>– Any omissions, e.g. a recommendation addressed to adolescents and young people?</li> </ul> </li> </ul>	All (facilitated by Chair)
10.05-11.25	<p><b>Activity B: HCD validation / co-creation activities</b> [groups: flipcharts face to face / Miro board online]</p> <ul style="list-style-type: none"> <li>• Brief introduction to Miro (online only)</li> <li>• In groups choose a Recommendation to review and answer these 2 questions: <ul style="list-style-type: none"> <li>– How can the recommendation be improved?</li> <li>– Is there anything about the recommendation that is unclear?</li> </ul> </li> </ul>	All (facilitated by UNICEF / Elizabeth for face to face groups / Zulfah for online group)
11.25-11.35	<p><b>Activity C: Prioritising recommendations</b> [open discussion and voting]</p> <ul style="list-style-type: none"> <li>• Review Recommendations 1-7 and vote for the one you think will have the most impact for adolescents and young people (one vote each)</li> <li>• Identify the Top 3 Recommendations for the Action Plan</li> </ul>	All (facilitated by Chair / Elizabeth & Zulfah)
11.35-11.50	<p><b>Activity D: Action plan</b> [open discussion / data capture on Miro]</p> <ul style="list-style-type: none"> <li>• For the Top 3 Recommendations identified above decide the following (who/what/when): <ul style="list-style-type: none"> <li>– Who will take ownership of the action?</li> <li>– What action will be taken?</li> <li>– When will the action be implemented?</li> </ul> </li> </ul>	All (facilitated by Chair / Elizabeth & Zulfah)
11.50-12.00	<b>Validation, conclusion, thanks and close</b>	Emma (ADAP)

## Appendix 15: Co-creation and validation workshop presentation

Evaluation of  
UPSHIFT Namibia  
(2021-2024)

Validation workshop 24<sup>th</sup> May 2024

Elizabeth Dalling &  
Dr Zulfah Albertyn-Blanchard




1



I: Background

2

**UPSHIFT: the global story so far**

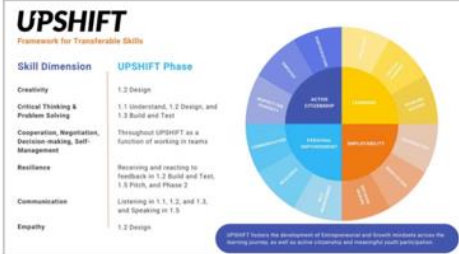


As of December 2023:

- Operational in 47 countries worldwide
- Over 4.1 million young people have undertaken the journey
- 95 million learning hours completed

3

**Why UPSHIFT: developing changemakers**




- Combines leading approaches to youth and adolescent development, social innovation, and entrepreneurship
- Enables young people to develop skills for learning, active citizenship, personal empowerment, as well as entrepreneurship and employability
- Aligns with UNICEF's agenda prioritising adolescent participation

4

**UP  
SHIFT**

## UPSHIFT Namibia

- Aligns with the Government of Namibia's 5<sup>th</sup> National Development Plan (NDP5) and the Sustainable Development Goals (SDGs)
- 2021: kickstarted in Khomas region (85 young people) in collaboration with PAY
- 2022: expanded to Kavango East and Omaheke regions in collaboration with Project HOPE and MSYNS
- By 2024: has reached more than 600 (206 male, 402 female) adolescents and young people



5

# UP SHIFT


## 2: Evaluation Objectives and Scope

6

**UP  
SHIFT**

## Objectives


- Assess the effectiveness of UPSHIFT in Namibia (both process and outcomes) based on the OECD-DAC criteria
- Identify best practices, lessons learned and areas for improvement
- Evaluate the extent to which gender-, age- and vulnerability-related needs have been met
- Generate actionable recommendations for ongoing skills development for adolescents and young people



7

**UP  
SHIFT**

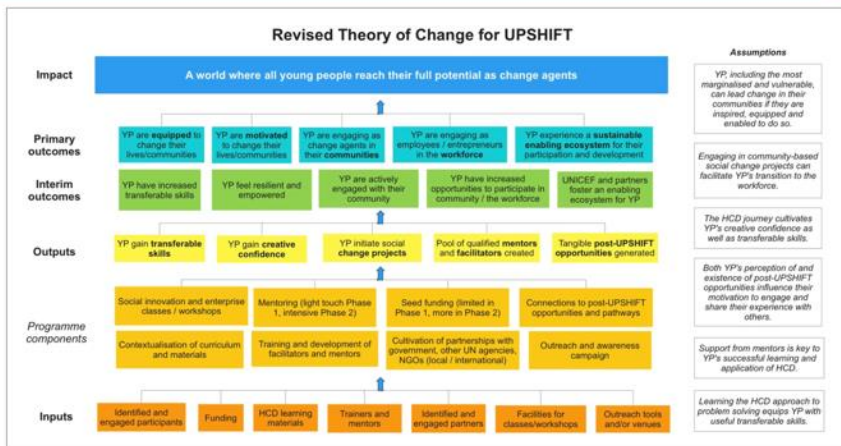
## Scope



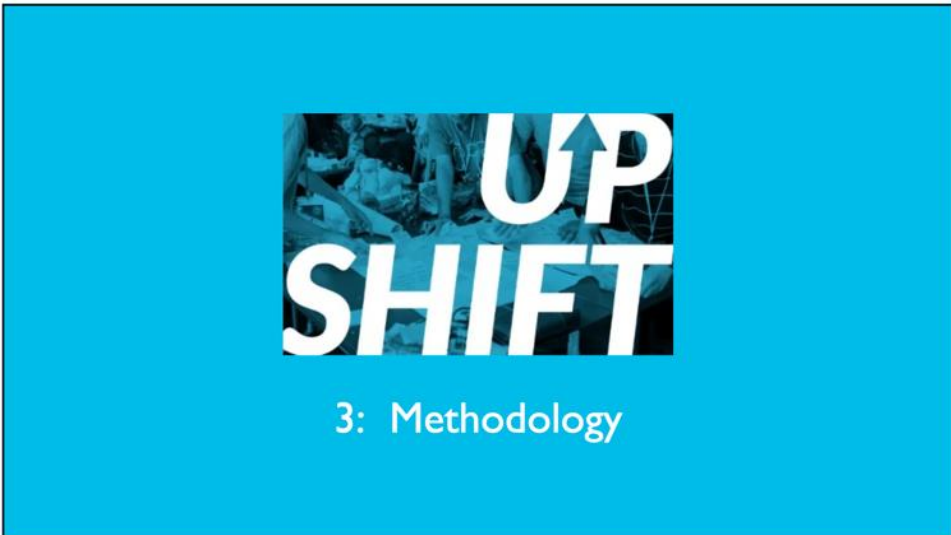
- **Geography** - including pilot phase locations in the Khomas, Omaheke and Kavango East
- **Time** - from inception to April 2024 including post-programme follow up (Khomas / Omaheke)
- **Themes** - all components and objectives including transferable skills, adolescent and youth empowerment, civic engagement, entrepreneurship, social innovation
- **Target group** - exploring perspectives of both adolescents and young people (especially marginalised groups) and key stakeholders including UNICEF, PAY, MSYNS, private sector, UPSHIFT facilitators/judges/mentors

8

# Theory of change: does it match reality?



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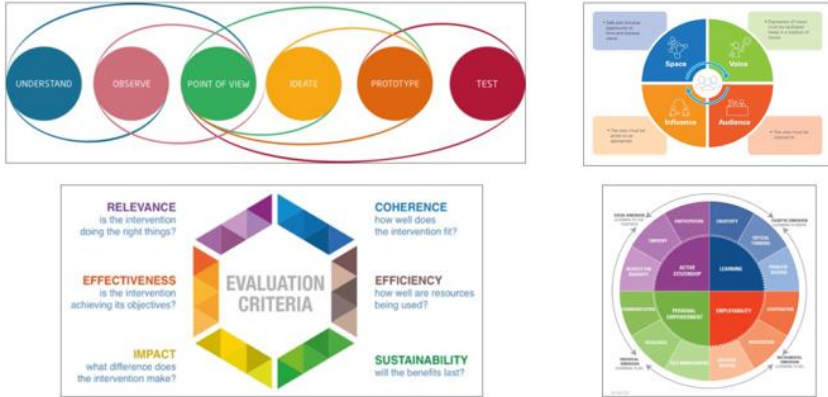


10

# Design and approach



Key principles: participatory and collaborative, youth engagement, use-focused and actionable, gender- and equity-sensitive



11

# Data collection and sampling

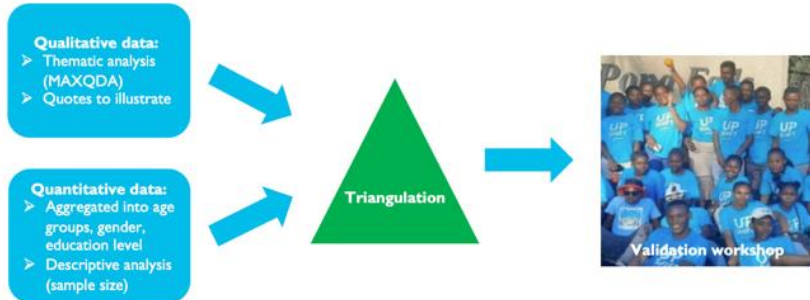


Data type	Sample
Secondary: desk review	➢ Global & country-level reports, M&E data, strategic plans, policy documents
Primary: qualitative	➢ 10 FGDs (68 participants): gender-balanced, age-balanced, all 3 regions - prospective UPSHIFTers, UPSHIFTers (including extremes), facilitators, mentors ➢ 18 KIIs: gender-balanced – UNICEF, government, key partners, facilitators, mentors, judges, indirect beneficiaries
Primary: quantitative	➢ UPSHIFTer survey (49 participants): across all 3 regions (26 Khomas, 9 Omaheke, 14 Kavango East, 37 female / 12 male) = 43% response rate from target sample of 114



12

## Data analysis and validation



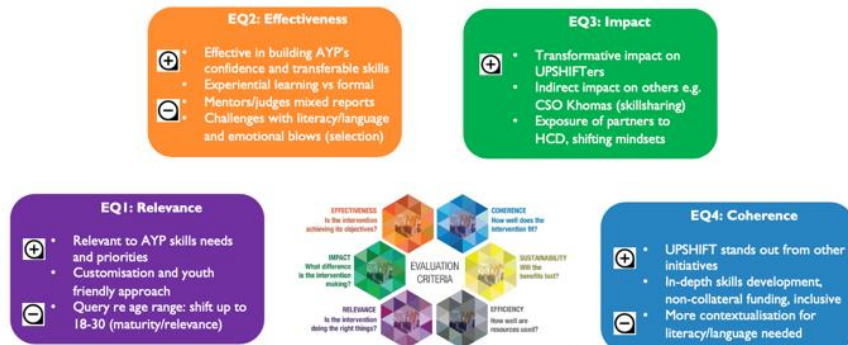
13



## 4: Key Findings

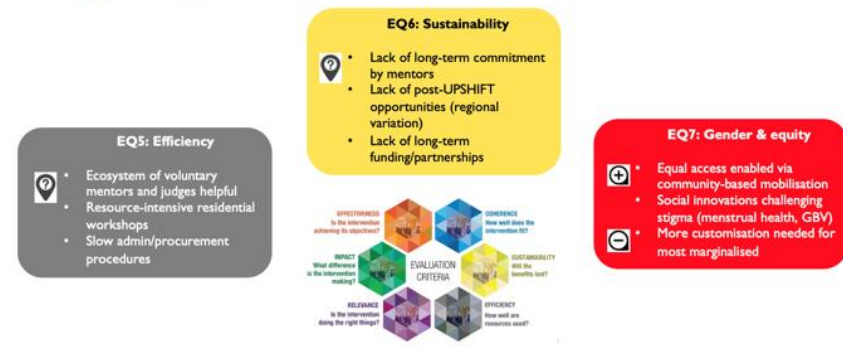
14

## Findings: EQ1-4




15

## Findings: EQ5-7




16



# 5: Conclusions and Lessons Learned

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## Conclusions

**Relevance**  
UPSHIFT's relevance is based on its experiential learning design, inclusive HCD approach and contextualisation. However, the age range may need to be adjusted to strengthen relevance.

**Impact**  
UPSHIFT has had a transformative impact on UPSHIFTers, partners and indirect beneficiaries, due to its focus on empathy, collaboration and bias to action.


**Effectiveness**  
UPSHIFT has been effective in equipping AYP as agents of change, building confidence and transferable skills. However, mentoring and post-UPSHIFT opportunities have been inconsistent.

**Coherence**  
UPSHIFT's combination of in-depth skills development, non-collateral funding and inclusive approach is unique in Namibia, but more contextualisation for literacy/language is needed to build on these strengths.


**Efficiency**  
Voluntary mentors/judges have strengthened efficiency, but residential workshops are resource-intensive and other approaches (e.g. blended) and more streamlined administrative procedures are needed.

**Sustainability**  
UPSHIFT lacks sustainability, due to lack of a long-term ecosystem of post-UPSHIFT support, long-term funding, a wider range of partnerships and integration into mainstream skills development systems.

**Gender & equity**  
UPSHIFT is designed to promote equity and inclusion and has been effective in achieving gender-based equity. However, participants from the most rural areas need more support.



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## Lessons learned


**STRENGTHS**

- > HCD strengthens the relevance of skills development
- > Experiential learning strengthens the effectiveness of skills development
- > HCD-based approaches have impact beyond participants
- > Combining in-depth skills development, inclusivity and non-collateral funding is coherent with the Namibian ecosystem
- > HCD-based initiatives can support gender equity and challenge stigma regarding gender-related issues (e.g. GBV)

**WEAKNESSES**

- > Entrepreneurship skills may be less relevant for 14-17 year olds
- > Literacy/language challenges and lack of post-programme support limit learning effectiveness and equity
- > Ongoing adaptation of curriculum/materials with participants is needed to ensure inclusion and coherence
- > Residential workshop-based design limits efficiency
- > Lack of long-term funding and partnerships limit sustainability

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# 6: Recommendations

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## Recommendations 1-4

### Recommendation 1

Differentiate UPSHIFT's target skills and age ranges to strengthen relevance and facilitate a wider range of learning to earning pathways

### Recommendation 2

Adapt programme materials and facilitation on an ongoing basis to ensure the most marginalised participants are supported effectively

### Recommendation 3

Develop a more sustainable ecosystem for UPSHIFTers' ongoing skills development to avoid the experience of being 'dropped too soon'

### Recommendation 4

Build a wider range of strategic partnerships, to ensure sustainable funding and post-UPSHIFT opportunities



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## Recommendations 5-7

### Recommendation 5

Develop Human Centred Design skills among youth skills development partners to strengthen the quality and relevance of initiatives

### Recommendation 6

Explore integrating elements of UPSHIFT into the mainstream education and/or youth skills development systems to improve their quality

### Recommendation 7

Strengthen the M&E of skills development initiatives to enable clearer understanding of programme quality and impact



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Thank you

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## Feedback and plenary session

- Is this report a true reflection of what happens on the ground?
- Do the **recommendations** reflect the findings?
- Are there any **omissions**, e.g. a recommendation addressed to adolescents and young people?
- Other **questions** or reflections?



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## Appendix 16: Ethical dimensions of the evaluation process

### a) Evaluator obligations

The United Nations Evaluation Group's (UNEG) *Norms and Standards for Evaluation* five key evaluator obligations have been adhered to throughout the evaluation process, namely:

- **independence** – though UNICEF and partners supported the logistics of FGDs and survey administration, they were not present during the FGDs themselves, to protect the independence of the evaluation.
- **impartiality** – the evaluation team have been committed to making impartial judgements, based on the secondary and primary data, and have no vested interest in coming to either positive or negative conclusions regarding UPSHIFT's implementation in Namibia.
- **credibility** – the credibility of the evaluation team of two rests on our prior experience of research (both qualitative and quantitative approaches), evaluation, learning design, facilitation and design thinking, supported by relevant qualifications.
- **declaration of conflicts of interest** – as above, the evaluation team is impartial and has no conflict of interest to declare regarding the evaluation process.
- **accountability** – the evaluation team remains accountable both to UNICEF, for the quality of deliverables, and to all UPSHIFT stakeholders for the ethical and professional handling of all interactions and data collection.<sup>107</sup>

### b) Informed consent procedures

Before the data collection activities began, partner organisations assisting with the administration of the survey and logistics of FGDs were encouraged to administer the evaluation's informed consent and assent forms (see *Appendix 17*) and to ensure that the FGDs took place in a comfortable and safe place for all participants.

The *UNICEF HML IRB Guidance Document for Informed Consent* guided our informed consent protocols, including the following steps:

- (i) Giving oral and written information in plain and accessible language about:
  - The evaluation purpose, process and expected outcomes;
  - Reasons for participating and risks and benefits and safeguards established for protecting participants privacy and ensuring a confidential process;
  - The voluntary nature of consent (in particular that it is a continuing choice); and
  - Providing contact persons for questions about the study, complaints, concerns and further support.
- (ii) Obtaining written consent from adult participants. For virtual KIIs, this consent was obtained verbally. Consent was explained to be *renegotiable*, meaning that participants could withdraw at any stage, including during the KII, FGD or survey.
- (iii) Informed consent for child participants aged 14 – 17 years: parental consent (in some cases via an implementing partner with the authority to act in loco parentis) was obtained prior to participation of minors. Informed assent was also obtained from all minors. The informed assent information letter (see *Appendix 17*) assures potential participants that

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<sup>107</sup> United Nations Evaluation Group (2016). *Norms and Standards for Evaluation*. New York: UNEG. Available at: <http://www.uneval.org/normsandstandards/index.jsp>



he/she is free to decline to participate or withdraw from participation, even if the parent (or implementing partner) has provided consent.

### **c) Research involving children: 14-17 year-old UPSHIFTErs and prospective users**

For the FGDs including UPSHIFTErs and/or prospective users under the age of 18 (i.e. 14-17 year olds), the evaluation was also guided by the *Ethical Research Involving Children (ERIC)* guidance,<sup>108</sup> as follows:

#### *Harms and benefits*

The justification for the inclusion of 14-17 year-old UPSHIFTErs in the research is that their needs, perspective and experience, which differ from the older 18-24 year-old UPSHIFTEr group, should be reflected in the data collection phase, analysis and recommendations for the ongoing development of UPSHIFT. The 14-17 year-olds were involved in focus group discussions (FGDs), including mapping activities documenting their feelings and experiences.

Due to the focus of UPSHIFT on skills development, no harm or distress associated with their participation was foreseen, or was observed during the evaluation process. Possible benefits of participation include it being an opportunity for further skills development, particularly in the areas of creative thinking, critical thinking and problem-solving. No harm to the wider community as a result of participation was foreseen or observed. In terms of safeguarding and child protection, details of the relevant UNICEF contact were given in all informed consent (for parents) and assent (for minors) forms, to enable participants to raise any concerns or queries regarding their involvement in the evaluation process.

#### *Informed consent*

Consent from parents/caregivers/implementing partners (where they have the authority to act in loco parentis, as above) for participation by 14-17 year-old UPSHIFTErs in FGDs and the UPSHIFTEr survey was sought, using the informed consent forms included in *Appendix 17*, which explain the purpose the evaluation and process of the FGDs and survey in full. Informed consent from parents/caregivers and informed assent from the 14-17 year-old participants was clearly explained (both verbally and in the forms) as being renegotiable, i.e. parents/caregivers and participants were free to withdraw at any stage of the process, even if they had initially given consent (none chose to do so).

#### *Privacy and confidentiality*

The privacy and confidentiality of 14-17 year olds taking part in the research, as with all participants, was respected by ensuring that they understood that they did not need to share anything in the FGDs or survey which they would prefer not to share. Data management has followed strict data protection protocols to ensure privacy and security. Data generation met ethical standards by ensuring that expectations were not raised, all data was anonymised, confidentiality was maintained, respondents were not forced to participate or encouraged to speak about topics that may be traumatising, and all activities were age appropriate. Participants were reassured that they would not be identifiable in the publication and dissemination of findings. Limits on confidentiality, e.g. in the case of possible harm reported by a participant, were explained in the informed consent/assent forms in *Appendix 17*.

Regarding the administration of the UPSHIFTEr survey, the various modes of data collection suggested presented different opportunities and challenges. It was agreed with partners that face to face data collection (using paper copies for FGD participants who did not have devices) would only be undertaken by the visiting evaluator, to avoid the potential impact of the presence of partners on UPSHIFTErs' responses and the potential compromising of

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<sup>108</sup> Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). *Ethical Research Involving Children*. Florence: UNICEF Office of Research - Innocenti. Available at: <https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf>

anonymity. All other survey participants completed the survey via the anonymous version of Google forms, which did not request their name or email address.

*Payment and compensation*

Research participants of all ages were provided with transport and refreshments, where possible within budget constraints. However, additional payment or compensation for participation was not given to any of the participants.

## Appendix 17: Informed consent forms

### 1. INFORMED CONSENT FOR KEY INFORMANT INTERVIEW: PARTNERS, UNICEF, MENTORS, JUDGES

#### 1. Information sheet for key informant interview (partners)

##### **Invitation to participate in a key informant interview**

You are invited to take part in a key informant interview, as part of the formative evaluation process for the UPSHIFT Namibia programme. The process will evaluate the relevance, coherence, effectiveness, impact, efficiency and sustainability of UPSHIFT (as per the OECD evaluation criteria). It will be participatory and collaborative, involving key stakeholders, and will lead to generation of actionable recommendations for the ongoing development of skills-building initiatives in Namibia.

##### **Why is this study being conducted?**

The purpose of the study is to evaluate all the objectives and components of UPSHIFT Namibia. These include the overall objectives of cultivating transferable skills for adolescent and youth empowerment, civic engagement and entrepreneurship, as well as longer term objectives in the Namibian context of cultivating resilience and climate change advocacy.

The evaluation aims to enable a comprehensive understanding of the programme's implementation, outcomes and impacts, while considering the perspectives of key stakeholders, including an emphasis on the learner/user perspective (i.e. young people themselves), in line with human centred design's user-centric principles.

##### **Why have I been invited to take part?**

You have been invited to take part because you are a key stakeholder in enabling skills development for adolescents and young people in Namibia.

##### **Do I have to take part?**

No, participation is voluntary. This means it is a choice: you do not have to take part if you do not want to. Before you decide to take part, it is important to understand what the project is about and why you have been invited to take part. To ensure you understand, think about the information on this sheet carefully.

##### **What will happen to me if I take part?**

In the key informant interview I will ask you questions about your experience of involvement in UPSHIFT Namibia and/or enabling skills development for adolescents and young people in Namibia. The interview will take about one hour.

##### **Can participation harm me?**

Your participation is entirely on a voluntary basis and any information you share will be kept confidential (i.e. if it is quoted in the final report your name will not be included). You are free to ask me (the interviewer) to stop the interview at any point in time or not to answer a particular question. Withdrawing from the interview will not in any way affect your reputation, your job, access to services or have any other consequences.

##### **Can participation benefit me?**

You will not be compensated for participating. The main indirect benefit is that you will contribute to an improved response to meeting the skills development needs of adolescents and young people in Namibia.

### **How will my privacy be protected?**

To support the process of inviting you to take part and ensuring your informed consent, some information will be collected about you. This will include for example your contacts details and your consent forms. To protect your privacy this information will be stored securely.

With your permission, our interview will be recorded, with additional notes taken to complement the recording. By recording the interview, we can better ensure that your perspective is appropriately reflected in the evaluation. The recording will be deleted as soon as the evaluation has been completed.

Though your responses will be carefully considered in developing the final report and may be quoted, your identity will NOT be disclosed.

There are exceptions to the privacy: if there is a possibility that you or others may be harmed your privacy may be limited to protect you or others from harm.

### **What happens to the information I share?**

The information you share will be used to help evaluate the UPSHIFT Namibia programme and recommend the way forward for ongoing skills development for adolescents and young people. The information from all interview and focus group participants (as well as a learner survey) will be developed into a final evaluation report and shared with UNICEF and other stakeholders to inform future skills development initiatives.

### **Who should I contact if I have any questions about the study?**

If you have any questions about the study please contact:

Elizabeth Dalling

Independent Evaluation Consultant

Tel: +27 84 745 4625

Email: [dallingelizabeth@gmail.com](mailto:dallingelizabeth@gmail.com)

### **Who should I contact if I have any concerns about the project?**

The project has been commissioned by UNICEF. If you have any concerns about your rights as a participant in this research or you have a complaint or advice about the way in which the research is conducted, please contact:

Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to participating in this study:

- Are there any questions you would like to ask?
- Are there any things you would like to have explained further?
- If you do not want to take part in this interview you can refuse to give consent.

If you wish to participate, please sign the consent form below.

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## 2. Consent form for key informant interview (partners)

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme.

Tick if agree

I understand why I have been invited to participate and what the evaluation research will involve	
I understand that the decision is voluntary, i.e. that it is my choice	
I understand that I may withdraw at any time	
I understand the risks are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my privacy will be protected (except where there is risk to me or others) and I will not be identified in any publication	
I understand that when taking part in group discussions I have a duty to protect the privacy of others by not sharing their contributions	
I consent to take part and for the views I share to be used in the evaluation research	
I consent to have the interview recorded	

Signature of participant: .....

Date: .....

## **2. INFORMED CONSENT FOR KEY INFORMANT INTERVIEW: ADULT UPSHIFTERS (AGED 18-24)**

### **1. Information sheet for key informant interview (UPSHIFTERS 18-24)**

#### **Invitation to participate in a key informant interview**

You are invited to take part in a key informant interview, as part of the formative evaluation process for the UPSHIFT Namibia programme. The process will evaluate the relevance, coherence, effectiveness, impact, efficiency and sustainability of UPSHIFT (as per the OECD evaluation criteria). It will be participatory and collaborative, involving key stakeholders, and will lead to generation of actionable recommendations for the ongoing development of skills-building initiatives in Namibia.

#### **Why is this study being conducted?**

The purpose of the study is to evaluate all the objectives and components of UPSHIFT Namibia. These include the overall objectives of cultivating transferable skills for adolescent and youth empowerment, civic engagement and entrepreneurship, as well as longer term objectives in the Namibian context of cultivating resilience and climate change advocacy.

The evaluation aims to enable a comprehensive understanding of the programme's implementation, outcomes and impacts, while considering the perspectives of key stakeholders, including an emphasis on the learner/user perspective (i.e. young people themselves), in line with human centred design's user-centric principles.

#### **Why have I been invited to take part?**

You have been invited to take part because you are a young person aged 18-24 who has experienced the UPSHIFT Namibia programme.

#### **Do I have to take part?**

No, participation is voluntary. This means it is a choice: you do not have to take part if you do not want to. Before you decide to take part, it is important to understand what the project is about and why you have been invited to take part. To ensure you understand, think about the information on this sheet carefully.

#### **What will happen to me if I take part?**

In the key informant interview I will ask you questions about your experience of UPSHIFT Namibia. The interview will take about one hour.

#### **Can participation harm me?**

Your participation is entirely on a voluntary basis and any information you share will be kept confidential (i.e. if it is quoted in the final report your name will not be included). You are free to ask me (the interviewer) to stop the interview at any point in time or not to answer a particular question. Withdrawing from the interview will not in any way affect your reputation, your job, access to services or have any other consequences.

#### **Can participation benefit me?**

You will not be compensated for participating. The main indirect benefit is that you will contribute to an improved response to meeting the skills development needs of adolescents and young people in Namibia.

#### **How will my privacy be protected?**

To support the process of inviting you to take part and ensuring your informed consent, some information will be collected about you. This will include for example your contacts details and your consent forms. To protect your privacy this information will be stored securely.

With your permission, our interview will be recorded, with additional notes taken to complement the recording. By recording the interview, we can better ensure that your perspective is appropriately reflected in the evaluation. The recording will be deleted as soon as the evaluation has been completed.

Though your responses will be carefully considered in developing the final report and may be quoted, your identity will NOT be disclosed.

There are exceptions to the privacy: if there is a possibility that you or others may be harmed your privacy may be limited to protect you or others from harm.

### **What happens to the information I share?**

The information you share will be used to help evaluate the UPSHIFT Namibia programme and recommend the way forward for ongoing skills development for adolescents and young people. The information from all interview and focus group participants (as well as a learner survey) will be developed into a final evaluation report and shared with UNICEF and other stakeholders to inform future skills development initiatives.

### **Who should I contact if I have any questions about the study?**

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Planning, Monitoring & Evaluation Manager

UNICEF Namibia

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Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to participating in this study:

- Are there any questions you would like to ask?
- Are there any things you would like to have explained further?
- If you do not want to take part in this interview you can refuse to give consent.

If you wish to participate, please sign the consent form below.

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**2. Consent form for key informant interview (UPSHIFTers 18-24)**

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme.

Tick if agree

I understand why I have been invited to participate and what the evaluation research will involve	
I understand that the decision is voluntary, i.e. that it is my choice	
I understand that I may withdraw at any time	
I understand the risks are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my privacy will be protected (except where there is risk to me or others) and I will not be identified in any publication	
I understand that when taking part in group discussions I have a duty to protect the privacy of others by not sharing their contributions	
I consent to take part and for the views I share to be used in the evaluation research	
I consent to have the interview recorded	

Signature of participant: .....

Date: .....



### 3. INFORMED CONSENT FOR FOCUS GROUP DISCUSSION: ADULT UPSHIFTERS (AGED 18-24)

#### 1. Information sheet for focus group discussion (UPSHIFTers 18-24)

##### **Invitation to participate in a focus group discussion**

You are invited to take part in a focus group discussion, as part of the formative evaluation process for the UPSHIFT Namibia programme. The process will evaluate the relevance, coherence, effectiveness, impact, efficiency and sustainability of UPSHIFT (as per the OECD evaluation criteria). It will be participatory and collaborative, involving key stakeholders, and will lead to generation of actionable recommendations for the ongoing development of skills-building initiatives in Namibia.

##### **Why is this study being conducted?**

The purpose of the study is to evaluate all the objectives and components of UPSHIFT Namibia. These include the overall objectives of cultivating transferable skills for adolescent and youth empowerment, civic engagement and entrepreneurship, as well as longer term objectives in the Namibian context of cultivating resilience and climate change advocacy.

The evaluation aims to enable a comprehensive understanding of the programme's implementation, outcomes and impacts, while considering the perspectives of key stakeholders, including an emphasis on the learner/user perspective (i.e. young people themselves), in line with human centred design's user-centric principles.

##### **Why have I been invited to take part?**

You have been invited to take part because you are a young person aged 18-24 who has experienced the UPSHIFT Namibia programme.

##### **Do I have to take part?**

No, participation is voluntary. This means it is a choice: you do not have to take part if you do not want to. Before you decide to take part, it is important to understand what the project is about and why you have been invited to take part. To ensure you understand, think about the information on this sheet carefully.

##### **What will happen to me if I take part?**

In the focus group discussion you will be with a group of about 6-8 young people. You will be invited to answer questions about your experiences on UPSHIFT and to take part in some interactive activities. The discussion will take about one and a half hours. Your participation is voluntary and you are free not to answer any questions. You can also leave the group at any time.

##### **Can participation harm me?**

Your participation is entirely on a voluntary basis and any information you share will be kept confidential (i.e. if it is quoted in the final report your name will not be included). You are free to ask me (the interviewer) to stop the interview at any point in time or not to answer a particular question. Withdrawing from the interview will not in any way affect your reputation, your job, access to services or have any other consequences.

##### **Can participation benefit me?**

You will not be compensated for participating. The main indirect benefit is that you will contribute to an improved response to meeting the skills development needs of adolescents and young people in Namibia.

### **How will my privacy be protected?**

To support the process of inviting you to take part and ensuring your informed consent, some information will be collected about you. This will include for example your consent forms. To protect your privacy this information will be stored securely.

With your permission, the focus group discussion will be recorded and notes will be taken during the discussion (and mapping activities) to complement the recording. By recording the discussion, we can better ensure that your perspective is appropriately reflected in the evaluation. The recording will be deleted as soon as the evaluation has been completed.

Though your responses will be carefully considered in developing the final report and may be quoted, your identity will NOT be disclosed.

There are exceptions to the privacy: if there is a possibility that you or others may be harmed your privacy may be limited to protect you or others from harm.

### **What happens to the information I share?**

The information you share will be used to help evaluate the UPSHIFT Namibia programme and recommend the way forward for ongoing skills development for adolescents and young people. The information from all interview and focus group participants (as well as a learner survey) will be developed into a final evaluation report and shared with UNICEF and other stakeholders to inform future skills development initiatives.

### **Who should I contact if I have any questions about the study?**

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Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to participating in this study:

- Are there any questions you would like to ask?
- Are there any things you would like to have explained further?
- If you do not want to take part in this focus group you can refuse to give consent.

If you wish to participate, please sign the consent form below.

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**2. Consent form for focus group discussion (UPSHIFTers 18-24)**

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme.

Tick if agree

I understand why I have been invited to participate and what the evaluation research will involve	
I understand that the decision is voluntary, i.e. that it is my choice	
I understand that I may withdraw at any time	
I understand the risks are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my privacy will be protected (except where there is risk to me or others) and I will not be identified in any publication	
I understand that when taking part in group discussions I have a duty to protect the privacy of others by not sharing their contributions	
I consent to take part and for the views I share to be used in the evaluation research	
I consent to have the focus group discussion recorded	

Signature of participant: .....

Date: .....

## **4. INFORMED CONSENT FOR FOCUS GROUP DISCUSSION: FACILITATORS/MENTORS**

### **1. Information sheet for focus group discussion (facilitators/mentors)**

#### **Invitation to participate in a focus group discussion**

You are invited to take part in a focus group discussion, as part of the formative evaluation process for the UPSHIFT Namibia programme. The process will evaluate the relevance, coherence, effectiveness, impact, efficiency and sustainability of UPSHIFT (as per the OECD evaluation criteria). It will be participatory and collaborative, involving key stakeholders, and will lead to generation of actionable recommendations for the ongoing development of skills-building initiatives in Namibia.

#### **Why is this study being conducted?**

The purpose of the study is to evaluate all the objectives and components of UPSHIFT Namibia. These include the overall objectives of cultivating transferable skills for adolescent and youth empowerment, civic engagement and entrepreneurship, as well as longer term objectives in the Namibian context of cultivating resilience and climate change advocacy.

The evaluation aims to enable a comprehensive understanding of the programme's implementation, outcomes and impacts, while considering the perspectives of key stakeholders, including an emphasis on the learner/user perspective (i.e. young people themselves), in line with human centred design's user-centric principles.

#### **Why have I been invited to take part?**

You have been invited to take part because you have experience as a facilitator or mentor of the UPSHIFT programme in Namibia.

#### **Do I have to take part?**

No, participation is voluntary. This means it is a choice: you do not have to take part if you do not want to. Before you decide to take part, it is important to understand what the project is about and why you have been invited to take part. To ensure you understand, think about the information on this sheet carefully.

#### **What will happen to me if I take part?**

In the focus group discussion you will be with a group of about 6-8 people. You will be invited to answer questions about your experiences on UPSHIFT and to take part in some interactive activities. The discussion will take about one and a half hours. Your participation is voluntary and you are free not to answer any questions. You can also leave the group at any time.

#### **Can participation harm me?**

Your participation is entirely on a voluntary basis and your information will be kept confidential. You are free not to answer a particular question or to leave the focus group at any time. Withdrawing from the focus group will not in any way affect your reputation, your job, access to services or have any other consequences.

#### **Can participation benefit me?**

You will not be compensated for participating. The main indirect benefit is that you will contribute to an improved response to meeting the skills development needs of adolescents and young people in Namibia.

#### **How will my privacy be protected?**

To support the process of inviting you to take part and ensuring your informed consent, some information will be collected about you. This will include for example your consent forms. To protect your privacy this information will be stored securely.

With your permission, the focus group discussion will be recorded and notes will be taken during the discussion (and mapping activities) to complement the recording. By recording the discussion, we can better ensure that your perspective is appropriately reflected in the evaluation. The recording will be deleted as soon as the evaluation has been completed.

Though your responses will be carefully considered in developing the final report and may be quoted, your identity will NOT be disclosed.

There are exceptions to the privacy: if there is a possibility that you or others may be harmed your privacy may be limited to protect you or others from harm.

### **What happens to the information I share?**

The information you share will be used to help evaluate the UPSHIFT Namibia programme and recommend the way forward for ongoing skills development for adolescents and young people. The information from all interview and focus group participants (as well as a learner survey) will be developed into a final evaluation report and shared with UNICEF and other stakeholders to inform future skills development initiatives.

### **Who should I contact if I have any questions about the study?**

If you have any questions about the study please contact:

Elizabeth Dalling

Independent Evaluation Consultant

Tel: +27 84 745 4625

Email: [dallingelizabeth@gmail.com](mailto:dallingelizabeth@gmail.com)

### **Who should I contact if I have any concerns about the project?**

The project has been commissioned by UNICEF. If you have any concerns about your rights as a participant in this research or you have a complaint or advice about the way in which the research is conducted, please contact:

Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to participating in this study:

- Are there any questions you would like to ask?
- Are there any things you would like to have explained further?
- If you do not want to take part in this focus group you can refuse to give consent.

If you wish to participate, please sign the consent form below.

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## 2. Consent form for focus group discussion (facilitators)

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme.

Tick if agree

I understand why I have been invited to participate and what the evaluation research will involve	
I understand that the decision is voluntary, i.e. that it is my choice	
I understand that I may withdraw at any time	
I understand the risks are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my privacy will be protected (except where there is risk to me or others) and I will not be identified in any publication	
I understand that when taking part in group discussions I have a duty to protect the privacy of others by not sharing their contributions	
I consent to take part and for the views I share to be used in the evaluation research	
I consent to have the focus group discussion recorded	

Signature of participant: .....

Date: .....

## 5. INFORMED ASSENT FOR FOCUS GROUP DISCUSSION: CHILD/ADOLESCENT UPSHIFTERS/PROSPECTIVE USERS (AGED 14 – 17)

### 1. Information sheet for focus group discussion (UPSHIFTers / prospective users 14-17)

#### **Invitation to participate in a focus group discussion**

You are invited to take part in a focus group discussion, as part of an evaluation of the UPSHIFT Namibia programme. The evaluation will explore the strengths and weaknesses of the programme for helping learners to develop their skills. Learners are being invited to take part in the process, to share their thoughts and feelings regarding what worked for them and what didn't, and to share their ideas for how to help young people develop their skills in the future.

#### **Why have I been invited to take part?**

You have been invited to take part because you are a young person aged 14-17 who has experienced the UPSHIFT Namibia programme or who is part of the target group for the programme.

#### **Do I have to take part?**

No, participation is voluntary. This means it is a choice: you do not have to take part if you do not want to. Because you are under 18, your parents/caregivers will have to agree to your participation. If you agree to take part, you may change your mind at any time. Even if your parents give consent for you to participate, it is up to you to decide if you want to participate.

#### **What will happen to me if I take part?**

In the focus group discussion you will be with a group of about 6-8 other young people. You will be invited to answer questions about your experiences on UPSHIFT (or your learning needs if you have not yet experienced UPSHIFT) and to take part in some interactive activities. The discussion will take about one and a half hours. Your participation is voluntary and you are free not to answer any questions. You can also leave the group at any time.

#### **Can participation harm me?**

You will not be harmed if you participate. All the information in the focus group discussion will be kept confidential. We will write an evaluation report at the end, but your name will not be included in the report.

#### **Can participation benefit me?**

You will not receive any payment for taking part. The main benefit is that you will help people understand the skills development needs of young people in Namibia.

#### **How will my privacy be protected?**

All information collected about you for the consent form will be collected and stored securely. Whatever is spoken about in the focus group discussion will be kept confidential and in the final report no-one will be able to work out who said what in the group. To protect the privacy of other young people in the focus group, you will be asked not to talk about what was discussed outside the group.

However, if while we're talking, you tell me that someone, including you, might be hurt or is already hurt, I need to tell someone who can help to make sure everyone is safe.

#### **Who should I contact if I have any questions about the study?**

If you have any questions about the study please contact:

Elizabeth Dalling

Independent Evaluation Consultant

Tel: +27 84 745 4625

Email: [dallingelizabeth@gmail.com](mailto:dallingelizabeth@gmail.com)

**Who should I contact if I have any concerns about the project?**

The project has been commissioned by UNICEF. If you have any concerns about your rights as a participant in this research or you have a complaint or advice about the way in which the research is conducted, please contact:

Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to being in this study:

- Do you have any questions that you would like to ask?
- Are there any things you would like to be explained further?
- If you do not want to take part in this focus group you can refuse to give consent.

If you wish to take part, please sign the consent form attached.

---



**2. Assent form for focus group discussion (UPSHIFTers / prospective users 14-17)**

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme and my participation in the focus group.

Tick if agree

I understand why I have been invited to participate and what the evaluation research will involve	
I understand that the decision is voluntary, i.e. that it is my choice	
I understand that I may withdraw at any time	
I understand the risks are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my privacy will be protected (except where there is risk to me or others) and I will not be identified in any publication	
I understand that when taking part in group discussions I have a duty to protect the privacy of others by not sharing their contributions	
I consent to take part and for the views I share to be used in the evaluation research	
I consent to have the focus group discussion recorded	

Signature of participant: .....

Date: .....

**6. INFORMED CONSENT BY PARENT/PRIMARY CAREGIVER FOR  
CHILD/ADOLESCENT TO PARTICIPATE IN A FOCUS GROUP  
(REQUIRED FOR PARTICIPANTS UNDER 18 YEARS)**

**1. Information sheet for caregivers (permission for focus group discussion)**

**Invitation to your child to participate in a focus group**

Your child has been invited to take part in a focus group discussion, as part of an evaluation of the UPSHIFT Namibia programme. The evaluation will explore the strengths and weaknesses of the programme for helping learners to develop their skills. Learners are being invited to take part in the process, to share their thoughts and feelings regarding what worked for them and what didn't, and to share their ideas for how to help young people develop their skills in the future.

**Why has my child been invited to take part?**

Your child has been invited to take part because they are a young person aged 14-17 who has experienced the UPSHIFT Namibia programme or who is part of the target group (prospective users).

**Does my child have to take part?**

No, participation is voluntary. This means it is a choice: your child does not have to take part if you do not want them to or if they do not want to. Because your child is under 18, you have to agree to their participation. If you agree for your child to take part, you may change your mind at any time. Even if you give consent for your child to participate, it is up to them to decide if they want to participate.

**What will happen to my child if s/he takes part?**

In the focus group discussion your child will be with a group of about 6-8 other young people. They will be invited to answer questions about their experiences on UPSHIFT (or their learning needs if they have not experienced UPSHIFT) and to take part in some interactive activities. The focus group will take about one and a half hours. Your child's participation is voluntary and they are free not to answer any questions. They can also leave the group at any time.

**Can participation harm my child?**

Your child will not be harmed if they participate. All the information in the focus group discussion will be kept confidential. We will write an evaluation report at the end, but your child's name will not be included in the report.

**Can participation benefit my child?**

Your child will not receive any payment for taking part. The main benefit is that your child will help people understand the skills development needs of young people in Namibia.

**How will my child's privacy be protected?**

All information collected about your child for the consent form will be collected and stored securely. Whatever is spoken about in the focus group discussion will be kept confidential and in the final report no-one will be able to work out who said what in the group. To protect the privacy of other young people in the focus group, your child will be asked not to talk about what was discussed outside the group.

However, if while we're talking, your child tells me that someone, including them, might be hurt or is already hurt, I need to tell someone who can help to make sure everyone is safe.

**Who should I contact if I have any questions about the study?**

If you have any questions about the study please contact:

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Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to your child being in this study:

- Do you have any questions that you would like to ask?
- Are there any things you would like to be explained further?
- If you do not want your child to take part in this interview you can refuse to give consent.

If you wish to give permission for your child to take part, please sign the consent form attached.

-----

**2. Parental consent form for focus group discussion (child/adolescent participation)**

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme and my child’s participation in the focus group.

Tick if agree

I understand why my child has been invited to participate and what the research will involve	
I understand that my child may withdraw at any time	
I understand the risks to my child are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my child’s privacy will be protected (except where there is risk to them or others) and will not be identified in any publication	
I give permission for my son/daughter/dependent to be involved in a focus group discussion as part of the evaluation of the UPSHIFT Namibia programme	

Signature of parent/caregiver: .....

Date: .....

## 7. INFORMED ASSENT FOR LEARNER SURVEY: CHILD/ADOLESCENT UPSHIFTERS (AGED 14 – 17)

### 1. Information sheet for learner survey (UPSHIFTERS 14-17)

#### **Invitation to complete a survey questionnaire**

You are invited to complete a questionnaire about your experience as a learner on the UPSHIFT Namibia programme. The questionnaire is part of an evaluation exploring the strengths and weaknesses of the programme for helping learners to develop their skills. Learners are being invited to take part in the process.

#### **Why have I been invited to take part?**

You have been invited to take part because you are a young person aged 14-17 who has experienced the UPSHIFT Namibia programme.

#### **Do I have to take part?**

No, participation is voluntary. This means it is a choice: you do not have to take part if you do not want to. Because you are under 18, your parents/caregivers will have to agree to your participation. If you agree to take part, you may change your mind at any time. Even if your parents give consent for you to participate, it is up to you to decide if you want to participate.

#### **What will happen to me if I take part?**

It will take about 20 minutes to complete the questionnaire. Your participation is entirely on a voluntary basis and you are free not to answer any questions. You can also stop completing the questionnaire at any time.

#### **Can participation harm me?**

You will not be harmed if you participate. All the information in the questionnaire will be kept confidential (i.e. your name will not be linked to it) and there is no information that can identify you as the person who completed the questionnaire.

#### **Can participation benefit me?**

You will not receive any payment for taking part. The main benefit is that you will help people understand the skills development needs of young people in Namibia.

#### **How will my privacy be protected?**

All information collected about you for the consent form will be collected and stored securely. All the information in the questionnaire will be kept confidential and there is no information that can identify you as the person who completed the questionnaire.

#### **Who should I contact if I have any questions about the study?**

If you have any questions about the study please contact:

Elizabeth Dalling

Independent Evaluation Consultant

Tel: +27 84 745 4625

Email: [dallingelizabeth@gmail.com](mailto:dallingelizabeth@gmail.com)

#### **Who should I contact if I have any concerns about the project?**

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Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to being in this study:

- Do you have any questions that you would like to ask?
- Are there any things you would like to be explained further?
- If you do not want to take part in this questionnaire you can refuse to give consent.

If you wish to take part, please sign the assent form attached.

---

## 2. Assent form for learner survey (UPSHIFTers 14-17)

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme and my participation in learner survey/questionnaire.

Tick if agree

I understand why I have been invited to participate and what the evaluation research will involve	
I understand that the decision is voluntary, i.e. that it is my choice	
I understand that I may withdraw at any time	
I understand the risks are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my privacy will be protected (except where there is risk to me or others) and I will not be identified in any publication	
I understand that when taking part in group discussions I have a duty to protect the privacy of others by not sharing their contributions	
I consent to take part and for the views I share to be used in the evaluation research	

Signature of participant: .....

Date: .....

**8. INFORMED CONSENT BY PARENT/PRIMARY CAREGIVER FOR  
CHILD/ADOLESCENT TO COMPLETE A SURVEY QUESTIONNAIRE  
(REQUIRED FOR PARTICIPANTS UNDER 18 YEARS)**

**1. Information sheet for caregivers (permission for learner survey)**

**Invitation to your child to complete a learner survey**

Your child has been invited to complete a questionnaire about their experience as a learner on the UPSHIFT Namibia programme. The questionnaire is part of an evaluation exploring the strengths and weaknesses of the programme for helping learners to develop their skills. Learners are being invited to take part in the process.

**Why has my child been invited to take part?**

Your child has been invited to take part because they are a young person aged 14-17 who has experienced the UPSHIFT Namibia programme.

**Does my child have to take part?**

No, participation is voluntary. This means it is a choice: your child does not have to take part if you do not want them to or if they do not want to. Because your child is under 18, you have to agree to their participation. If you agree for your child to take part, you may change your mind at any time. Even if you give consent for your child to participate, it is up to them to decide if they want to participate.

**What will happen to my child if s/he takes part?**

It will take about 20 minutes for your child to complete the questionnaire. Your child's participation is entirely on a voluntary basis and they are free not to answer any questions. They can also stop completing the questionnaire at any time.

**Can participation harm my child?**

You will not be harmed if they participate. All the information in the questionnaire will be kept confidential.

**Can participation benefit my child?**

Your child will not receive any payment for taking part. The main benefit is that your child will help people understand the skills development needs of young people in Namibia.

**How will my child's privacy be protected?**

All information collected about your child for the consent form will be collected and stored securely. All the information in the questionnaire will be kept confidential and there is no information that can identify your child as the person who completed the questionnaire.

**Who should I contact if I have any questions about the study?**

If you have any questions about the study please contact:

Elizabeth Dalling

Independent Evaluation Consultant

Tel: +27 84 745 4625

Email: [dallingelizabeth@gmail.com](mailto:dallingelizabeth@gmail.com)



**Who should I contact if I have any concerns about the project?**

The project has been commissioned by UNICEF. If you have any concerns about your rights as a participant in this research or you have a complaint or advice about the way in which the research is conducted, please contact:

Mr Israel Kunondjo Tjizake

Planning, Monitoring & Evaluation Manager

UNICEF Namibia

Tel: +264 81 122 9025

Email: [itjizake@unicef.org](mailto:itjizake@unicef.org)

Before you say yes or no to your child being in this study:

- Do you have any questions that you would like to ask?
- Are there any things you would like to be explained further?
- If you do not want to take part in this survey you can refuse to give consent.

If you wish to give permission for your child to take part, please sign the consent form attached.

-----

## 2. Parental consent form for learner survey (child/adolescent participation)

I have read and understood the Information Sheet (above) about the evaluation of the UPSHIFT Namibia programme and my child's participation in the learner survey.

Tick if agree

I understand why my child has been invited to participate in the learner survey and what it will involve	
I understand that my child may withdraw at any time	
I understand the risks to my child are minimal	
I understand that if I have any concerns, I may complain at any stage and I know who to contact	
I understand that my child's privacy will be protected (except where there is risk to them or others) and will not be identified in any publication	
I give permission for my son/daughter/dependent to be involved in a learner survey as part of the evaluation of the UPSHIFT Namibia programme	

Signature of parent/caregiver: ..... Date: .....

## Appendix 18: Team profiles

### **Elizabeth Dalling (Lead Consultant)**

Elizabeth Dalling is a Learning Designer, Facilitator and Researcher with 15 years' experience in creative and participatory approaches to research, evaluation, learning and creative problem-solving.

Her experience in international development, private sector, education and community contexts in Africa, the Middle East and Europe includes: evaluation, research and reporting with UNICEF on learning, innovation (FunDoo life skills chatbot), 21<sup>st</sup> century skills development (Life Skills & Citizenship Education initiative in MENA), COVID-19 learning loss and adolescent participation and development (UNICEF Office of Innovation, UNICEF Eastern & Southern Africa Regional Office, UNICEF Middle East & North Africa Regional Office, UNICEF Palestine, UNESCO, World Bank, Synergy Consulting South Africa, Anglo American South Africa/UK).

She has also undertaken research on creative play, learning and innovation in the digital age with the British Council (UK) and has facilitated design thinking/human centred design, serious play, intercultural skill-building and life/career wayfinding with the British Council Jerusalem, Save the Children, Reuters, Procter & Gamble, General Electric and school- and community-based groups.

### **Dr Zulfah Albertyn-Blanchard (Support Consultant)**

Zulfah has 5+ years' experience in design thinking and quantitative research. She is highly proficient in using Stata, R, and Excel to perform quantitative data analysis. She has used these skills in projects including spatial epidemiology, health systems research, and health economics. She has a doctoral degree in paediatrics, focused on public health at the University of Cape Town (UCT), and is a certified design thinking coach working with the UCT d-school. She has worked on projects assessing the feasibility of health interventions implemented by the City of Cape Town, spatial analysis of the child injury mortality profile of the City of Cape Town, and working with healthcare workers and pregnant women by improving their knowledge to live a healthy lifestyle by means of an E-learning platform.

## Appendix 19: Management of the evaluation

### Roles and responsibilities

Primary supervision will be provided by the Lead Researcher, in consultation with the UNICEF Namibia ADAP and M&E teams. The Lead Researcher will manage operational requirements, in close cooperation with UNICEF and partners, who will facilitate access to the target areas and population, by making initial contact with implementing partners in each region, after which the Lead Researcher will collaborate with partners on sampling and logistics. Implementing partners will advise regarding whether any interpretation will be needed and if so, the most appropriate way of providing interpretation while honouring ethical commitments will be agreed.

The Lead Researcher takes ultimately responsibility for the timely production of the evidence-based evaluation report, including recommendations. The Support Consultant will design the survey and conduct the quantitative data analysis and reporting. She will also provide feedback and insights on key deliverables from a HCD perspective.

### Data quality assurance

The following steps will help to ensure the accuracy and reliability of the data collected and captured:

- Initial data entry and preliminary analysis will begin alongside the data collection so any gaps can be identified and addressed immediately.
- Primary data will be verified by rechecking the contents and looking for any inaccuracies and/or inconsistencies in comparison with secondary data, i.e. published information received from stakeholders.

### Work plan

See the initial work plan in *Table 12* below.



For further information, please contact:

Evaluation Office  
United Nations Children's Fund  
Three United Nations Plaza  
New York, New York 10017  
[evalhelp@unicef.org](mailto:evalhelp@unicef.org)  
[www.unicef.org/evaluation](http://www.unicef.org/evaluation)

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