

Understanding the development needs of youths in Southern Africa

An assessment of Youth Education, Livelihoods and Psychosocial needs

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List of Acronyms

CBO - Community Based Organisation
FGD - Focus Group Discussion
ISAL - Internal Savings and Lending
KII - Key Informant Interview
MYIEE - Ministry of Youth Indigenisation and Economic Empowerment (Zimbabwe)
NGO - Non Governmental Organisation
SACCOS - Savings & Credit Cooperative Societies
SADC - Southern African Development Community
SEDCO - Small Enterprise Development Cooperation (Zimbabwe)
SRHR - Sexual Reproductive Health & Rights
TVET - Technical Vocational Education & Training
UNDP - United Nations Development Programme
YA - Young Africa

Executive Summary

In March 2016, Young Africa and SERVE completed a needs assessment exercise to assess the context and needs analysis of young people and key stakeholders in target communities in Zimbabwe, Mozambique, Zambia and Namibia. In total, 1,032 young people (51% male/49% female) and 20 individual YA staff members and external stakeholders participated. The **main findings** are:

1. YA vocational training gives school drop outs a rare opportunity to acquire essential job related skills that enhance their employability. The courses are highly valued by young people, especially the life skills and entrepreneurship components;
2. Some youths in countries where education is not free (Zimbabwe, Zambia, Mozambique) drop out of school because they cannot afford fees, uniforms and educational supplies;
3. There is a shortage of trained/skilled teachers and relevant equipment in both private and public vocational training centres. In Zimbabwe, only those with at least 5 GCE Ordinary level passes including English language and mathematics are eligible to access government TVET. The private centres that offer similar courses are more expensive and not affordable to many;
4. It is generally difficult for school leavers to find jobs without previous working experience which most employers demand. In all study countries, the situation is worse for school drop outs and rural youths. Overall, most youths have no decent sources of own income and depend on family support. Most of those who earn are into vending;
5. Youths who have undergone skills training and are willing to start their own small enterprises cannot access start-up financing;
6. Youths said they were free to seek SRH services from health care centres, although most were not comfortable doing this for fear of being labelled and stigmatized by health workers. Some said they were shy and afraid to get tested for HIV for fear of stigma;
7. Despite the high risk perception around SRH, youths said they end up engaging in risky sexual behaviours because of idleness, poverty and peer pressure. Young women generally have lower risk perception than young men;
8. One major concern across study countries was that most courses offered by both public & private vocational centres do not match with labour market needs;

The **main recommendations** include:

1. A certain proportion of young people demand commercial courses, and these must be 'included' in YA courses and be given 'equal attention and investment';
2. It is impossible to achieve tangible results on promotion of entrepreneurship among graduates of vocational skills training without fixing the puzzle of micro financing;
3. With stiff competition on the job market, YA needs to seriously relook the duration of the training and strict adherence to 70 practical training and strengthen existing opportunities to improve the certification of courses;
4. Effective support services related to securing attachments and job placements for trainees and graduates are fundamentally essential if vocational skills training has to achieve greater impact. A greater proportion of youths require longer periods of hand holding to succeed. This must be complemented by a stronger student follow up system.

5. Investing in the teachers' capacities is equally important for improved quality of training;
6. Outreach trainings should be expanded, but with sound sustainability mechanisms to ensure that they are not events that go away if there is no funding. Outreach training could be transformed into institution-based trainings if YA partners with local based institutions at inception;
7. Life Skills SRHR information and services, where possible should include advocacy for youth friendly health services; and
8. Apart from providing SRHR information, programmes should consider indirect solutions; ie. how to keep youths occupied and divert their attention from destructive lifestyles.

CHAPTER ONE: INTRODUCTION

1.1. Background to the study and justification

Over the past 10 years, SERVE in Solidarity Ireland has been working with Young Africa (YA) in Zimbabwe, Namibia and Mozambique on interventions aimed at addressing youths' livelihoods and psychosocial development needs. Youth populations in Sub-Saharan Africa face a host of challenges, among them, HIV/AIDS and poverty – associated with limited/lack of decent employment opportunities, limited access to/lack of/unaffordable job skills training, unemployment and limited access to sexual health and psychosocial services among others. SERVE wishes to continue, consolidate and expand its youth-focused interventions in Southern Africa. In order to prepare for the next phase of its work in Southern Africa, SERVE commissioned this needs assessment to understand the development needs of youths and the intervention gaps that require to be filled so as to increase the relevance of its responses. The findings will also help YA sharpen and reorient its responses in existing programming areas and inform programmes in planned new centres for greater impact.

1.2. Goal and objectives of the study

The **goal** of the study was to profile the psycho-social, livelihood/economic and health-related development needs of youths aged 15-25 years in selected SADC countries; Zimbabwe, Zambia, Mozambique, Namibia, Zambia and Botswana.

The objectives of the study are:

- i. Profile the economic/industry outlook of each study country to show economic opportunities for youths.
- ii. Assess the educational, psychosocial, livelihood and health needs of youths aged 15 to 25 years and the extent to which these are being met/not met.
- iii. Ascertain baseline income levels/earning capacities of in-school and out of school youths and, where there is evidence of income being earned; identify the sources of such income.
- iv. Ascertain what challenges limit/prohibit youths from engaging in decent and gainful employment (formal and informal).
- v. Profile organisations (government, corporate sector and NGOs) that are programming in youth empowerment, describe their interventions and identify existing gaps.
- vi. Make programmatic recommendations to address identified gaps.

The study sought to answer the following questions;

- i. What is the state of industry and commerce in each study country and what opportunities exist for youths to get formally employed or start their own small enterprises?
- ii. What are the educational needs of youths aged 15 to 25 years in the study countries?
- iii. What are the educational systems of the study countries and to what extent are these systems responding to the learning needs (academic and vocational) of different groups of youths (academically gifted youths, those not so academically gifted, youths with disabilities, rural and urban youths)?

- iv. What is the cost of education (secondary and vocational) and how affordable is it to the majority of youths in study countries?
- v. What are the expectations of youths who participate in YA training programmes and to what extent are these expectations being met?
- vi. What are the viable sources of livelihood for youths in the study countries, to what extent are these being met and what opportunities exist in those for youths to achieve decent livelihoods?
- vii. What are the psychosocial and health needs of youths (recreation, sexual and reproductive health and rights, counselling, career guidance, protection/safety etc) in study countries and to what extent are these being met?
- viii. What government, corporate sector and NGO agencies doing to address the needs of youths and what gaps exist in programming?

1.3. Methodology and profile of study participants

1.3.1. Research design and data collection methods/tools

The assessment employed mixed methods research design, where:

- randomly sampled current students of YA centres stratified per course/trade answered a structured questionnaire,
- purposively sampled past graduates of YA (2012-2014) participated in focus group discussions,
- Purposively sampled youths from the catchment areas of YA centres who had not participated in YA training programmes answered a structured questionnaire and some participated in focus group discussions,
- Key-Informants (stakeholders from Ministries of Education, Small to Medium Size enterprises and Youth, other NGOs working in youth empowerment, officials from industry and commerce bodies, officials from banks and micro finance institutions) were interviewed,
- Relevant literature on socio-economic situation of each study country was reviewed to gather secondary data on the study themes.

1.3.2. Data analysis

- Quantitative data gathered through questionnaires was analysed using Statistical Package for Social Sciences (SPSS),
- Qualitative data gathered through interviews and focus group discussions was analysed thematically using a Micro Soft (MS) word data analysis template.

1.3.3. Presentation of findings

- i. Findings from review of literature on socio-economic outlook of each of the study countries are presented separately in Chapter Two.
- ii. Findings from quantitative data gathered through questionnaires are presented in sections 3.1 and 3.2 of Chapter Three. Section 3.1 presents findings from questionnaires administered on students participating in YA programmes at the time of conducting the study and section 3.2 presents findings from questionnaires administered on community youths who had not participated in YA programmes at the time of conducting the study.

- iii. Findings from qualitative data gathered through interviews with stakeholder Key Informant Interviews (KII) and FGDs with current students, community youths and YA graduates are presented in section 3.3 of Chapter Three.

1.3.4. Profile of study participants

The study gathered primary data from a total of 1052 participants from four countries; Namibia, Mozambique, Zambia and Zimbabwe. Of the total study participants, 1032 (98%) were youths aged between 14 and 35 years drawn from YA catchment areas in the four countries, 51% of them male and 49% female. The sample of youths was made up of those who were studying at YA centres at the time of conducting the study (54%), those who had not participated in YA training programmes at the time of conducting the study (37%) and graduates of YA training programmes (9%). The remaining 20 or (2%) of the study participants was made up of various stakeholders who included government officials working in ministries of youth and or vocational education, officials from local micro finance institutions/banks, Directors of YA centres and NGOs working with youths in YA catchment areas. Table 1 below gives the details of study participants by country:

Table 1: Profile of study participants in YA centres by country

A: Current YA Students and Community Youths who answered a structured questionnaire								
Participant Group								
	Total	Male	Female	Namibia	Moz.	Zambia	Zim.	
Current Students	511	265	246	16	247	0	248	
Community Youths	287	148	139	36	102	56	93	
Total	798	413	385	52	349	56	341	
B: Current YA Students, Community Youths and YA Graduates who participated in FGDs								
Study Country	Current Students		Community Youths		YA Graduates		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Namibia	0	0	6	6	6	6	12	12
Mozambique	12	12	12	12	12	12	36	36
Zambia	0	0	3	3	0	0	3	3
Zimbabwe	12	12	24	24	30	30	66	66
Total	24	24	45	45	48	48	117	117
C: YA Staff and stakeholders who participated in structured and unstructured interviews								
Study Country	YA Staff		Gvt. Officials		Banks		Other NGOs	
	Male	Female	Male	Female	Male	Female	Male	Female
Namibia	1	1	0	1		1		1
Mozambique	1	1	0	2	2	0	2	0
Zambia	0	0	0					
Zimbabwe	0	2	1	0			2	2
Total	2	4	1	3	2	1	4	3

Due to the low number of respondents (*current students who completed the questionnaire*) from YA centre in Namibia, where the 16 represent the entire student population, a separate analysis of Namibia data does not have statistical significance or power hence, this data is not analysed in some cases. Disaggregated by age, 33.3% of the YA current student respondents were in the 15-19 year age-group, 46.1% were aged between 20-24 years and 20.6% were 25+ years. From the community youth respondents, there were 6 within the 10-14 years age group; 173 within the 15-19 years age group, 80 within the 20-24 years and 28 within the 25-40 years age group. The highest proportion of current student respondents were interviewed at YA Zimbabwe (49%) followed by YA Mozambique (48%) while YAN had the lowest (3%). Zambia is a prospective location for a YA centre hence it did not have current students.

CHAPTER TWO: CONTEXT ANALYSIS

The **political situation** forms an important part of our macro level **context analysis** and impacts on our ability to work in country. The democratic political system of **Zambia** is relatively stable and broadly promotes civil liberties and allows space for an active civil society. There are good levels of press freedom and the rights of assembly and association are broadly respected according to Freedom House. The same organisation notes some recent retrenchment of civil society space in Zambia since Presidential elections in 2015, with an increase in intimidation of civil society organisations and NGOs. The situation in **Mozambique** is less stable as tensions remain between the two main political parties. A long standing peace agreement has come under threat since elections in 2014. The security situation has deteriorated in central provinces, including outlying areas of Sofala Province, where SERVE works. In SERVE and Young Africa's experience, the operating space for civil society and NGOs at the micro level is declining due to increased bureaucracy and increased politicisation of local government offices. The greatest potential for political upheaval is in **Zimbabwe**. There is growing political instability as rivals position themselves for the inevitable political transition. **Namibia** has good levels of political pluralism and participation, including amongst minority groups. The SWAPO party has dominated elections since independence in 1990. The Namibian constitution guarantees free speech and the media environment is described as free and open by Freedom House. Freedoms of assembly and association are guaranteed by law and permitted in practice. There is ample space for civil society who operate without interference.

Key Development Indicators

Indicator	Zimbabwe	Mozambique	Zambia	Namibia	Int'l Average
Population (millions), <i>UNDP</i>	14.6	26.5	15	2.3	-
Population, 15-24, (<i>UNDP</i>)	22%	21%	20%	23%	17%
Life expectancy, (<i>UNDP</i>)	57.5	55.1	60.1	63.8	71
HIV Prevalence Rate, Adult (<i>UNDP, Avert.org</i>)	15%	11.1%	12.5%	11%	0.8%
Gross Enrolment Ratio, secondary (% of secondary school age pop) (<i>UNDP</i>)	47.2%	26%	N/A	60%	-
GDP Per Capita, 2011-2015, (<i>World Bank</i>)	\$931	\$586	\$1,721	\$5,693	\$13,100
HDI Rank (of 188 countries)	155	180	139	126	-
Population at PPP \$1.25 a day (<i>UNDP</i>)	N/A	61%	74%	16%	-
Youth Unemployment Rate (<i>UNDP, ILO</i>)	80%*	40%	15%	43%	13%

There are three main macro level drivers of poverty which lead to marginalisation of young people in southern Africa:

1. Young people are born into poverty or close to the poverty line and struggle to break the generational poverty cycle. This is especially true in rural areas where youth are impacted by climate change: In Zimbabwe, Mozambique and Zambia the majority of the

population are living in poverty. Average annual incomes are between 4% - 13% of international averages. Between 60% to 75% of the populations are living below or at \$1.25 a day. Ingrained poverty in Southern African is now being exacerbated by climate change. Ongoing drought is placing 30 million people in the southern Africa region at risk. Zimbabwe is one of the worst affected countries. The UN predicts that almost 5 million people, half of the rural population, will require assistance from the World Food Programme in 2017. Mozambique and Zambia are also badly affected. In Mozambique for example, the government activated a Red Alert due to drought for central regions, including Sofala Province. Young Africa Agri Tech is feeling the impact of drought on their agriculture training campus.

2. The economies of countries in the region are not adequately developed or diversified to provide enough jobs for youth and there are no social safety nets: Southern African countries are experiencing a 'youth bulge', and the World Bank states that what should be a driver of dynamism and competitiveness, is more likely "to create serious challenges" because "if a large cohort of young people cannot find employment and earn satisfactory income, the youth bulge will become a demographic bomb, because a large mass of frustrated youth is likely to become a potential source of social and political instability" (<http://blogs.worldbank.org/developmenttalk>). The pace of formal job creation is nowhere close to being able to absorb the number of youth that are entering the labour market each year. Economies are not diversified, are increasingly dominated by the informal sector and are unable to leverage the benefits of natural resource booms for the wider population. The main issues in each country include:

- Since 2007, **Zimbabwe** has swung between hyper-inflation and deflation which has almost completely destroyed a once thriving industrial and agricultural economic infrastructure. There are widespread water and electricity shortages. The Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE) Skills Training and Employment Situation of Young People Report, April 2014, acknowledges that "despite being in the majority, youth are hardest hit by unemployment" (pg. 6). Youth are reliant on the informal economy, where "they find themselves relegated to easy entry activities prone to lateral expansion, low returns and long hours of work (pg. 10). **This analysis is relevant to all our target communities;**
- Although **Mozambique's** economy grows each year, on the back of natural resources, the benefits are not trickling down to those who need it most. Over 70% of the population lives in rural areas where the agriculture sector is underdeveloped and subsistence farming dominates. Mega-industries and a growing service sector do not provide enough job opportunities for youth who struggle to develop relevant skills. A report from the Open Society Foundation, found that 70% of young citizens lack stable employment;
- The situation is similar in **Zambia**. The 2015 National Youth Policy states that economic growth "has not necessarily translated into improved living standards of most Zambians and the youth are the most affected. Income equality is increasing and creating a sharp divide between rural and urban economies and between youth and the rest of the middle working population" (pg 3). Although statistics put youth unemployment at 15%, World Bank analysis finds that "a large number of young Zambians are already working because they cannot afford to not work ... but a large

number of working Zambians are poor" (World Bank, Zambia's Jobs Challenge Realities on the Ground, April 2013, pg ix);

3. The education systems (formal and non-formal) of programme countries are not preparing youth to overcome the challenges they face around (self) employment, income generation and personal development: Although progress has been made in terms of primary school enrolment, SADC acknowledges that the region "still falls behind international and continental averages" (<http://www.sadc.int/themes/social-human-development/education-skills-development/>). Formal education systems face a number of challenges including lack of facilities and resources, lack of qualified teachers and overcrowded classrooms. There are low rates of transition from primary to secondary level, and a tiny minority access tertiary education. Young people who leave school early find it almost impossible to find accessible and affordable vocational training opportunities. UNESCO-UNEVOC analysis of the TVET sector in SADC countries found that, although there is strong realisation of the need to improve TVET coverage, the reality on the ground remains challenging. For example:

- With regard to TVET coverage, where data is available, Mozambique has 68 public TVET providers, with an enrolment rate of 1.2% amongst 15-24 year olds. Zimbabwe's 57 public TVET providers are accessed by 0.5% of the 15-24 age group. (UNESCO, Status of TVET in the SADC Region, 2013, pg. 75);
- Traditionally TVET has been plagued by stigma in Africa, and this is reflected in government's allocation of resources to TVET. In Mozambique 4% of the education budget is allocated to TVET. In Zambia the figure is 0.6% and in Zimbabwe it is 4.7% (UNESCO, Status of TVET in the SADC Region, pg. 73);
- Young Africa's analysis of the TVET sector in southern Africa is that government run and privately run TVET providers do not recognise the value of life skills and entrepreneurship skills. In some cases it is not provided at all, and in other cases the standard of delivery is poor. Increasing recognition of quality life skills and entrepreneurship skills forms the basis of the SDP II advocacy agenda.

CHAPTER THREE: STUDY FINDINGS

3.1. NEEDS OF STUDENTS PARTICIPATING IN YA PROGRAMME

3.1.1. Levels of educational attainment

- i. As shown in Table 1 below, the highest proportion of YA current student respondents (63.4%) had completed secondary education, 31.3% had not completed secondary school, 2.7% had completed only primary school and a mere (0.2%) had completed some university education.
- ii. Analysis by country showed that Mozambique had an almost equal proportion of those who had completed secondary school and those who had not (47.4% and 45.7% respectively) although further analysis by site showed that all of those who completed primary school and the majority of those who had completed some secondary school were from rural Dondo in Mozambique. Some of the reasons given for this trend were long distances to schools, parents' inability to afford school fees, uniforms and books. Zimbabwe had a higher proportion of those that had completed secondary education (81%) and a comparatively lower proportion of those that had not completed secondary school (16.1%).

Table 3: Current students' highest level of education completed by country (n = 511)

Country	Some primary school	Completed primary school	Some secondary school	Completed Secondary school	Some university	Some vocational	Completed vocational
Mozambique	1.2%	4.5%	45.7%	47.4%	0.4%	0.4%	0.4%
Namibia	0.0%	.0%	43.8%	37.5%	0.0%	12.5%	6.3%
Zimbabwe	0.8%	1.2%	16.1%	81.0%	0.0%	0.4%	0.4%
Overall	1.0%	2.7%	31.3%	63.4%	0.2%	0.8%	0.6%

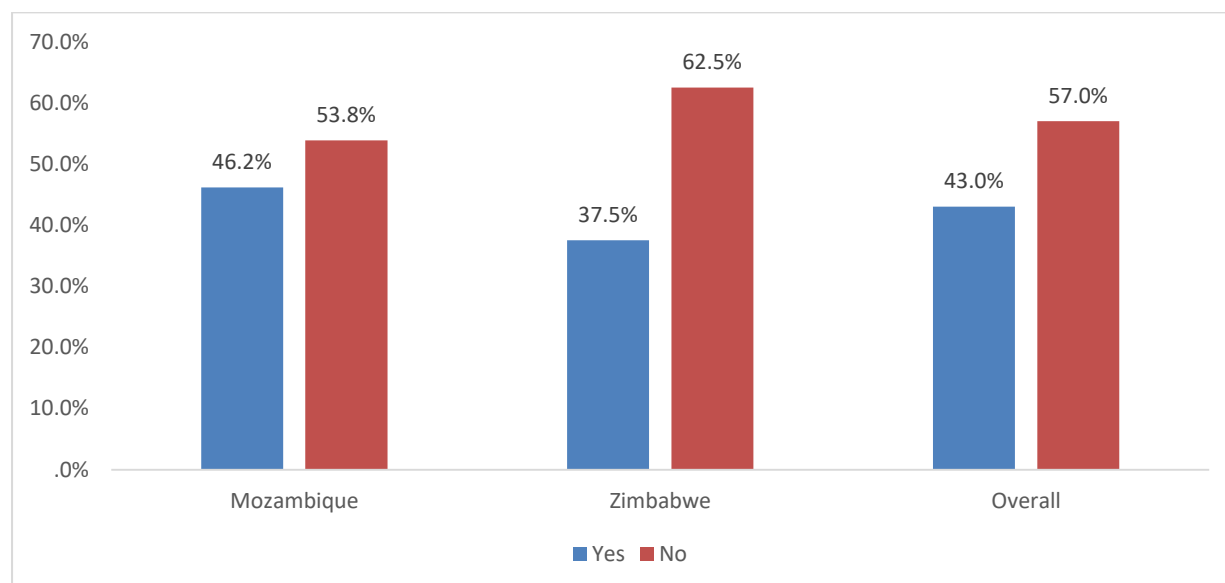
- iii. Disaggregated by sex, there was fair balance between male and female respondents who had completed secondary school, not completed secondary school and completed some vocational training. Males (65%) and females (62%) had completed secondary education, 30% males and 33% females had not completed secondary education and only 1% males and 0% females had completed some vocational training. With a p-value of 0.827, it can be concluded that there was no statistical significance between sex and level of education completed, possibly implying that boys and girls are generally given equal opportunities to access education in the assessed sites. However, further analysis by site showed that there were more female secondary school drop outs than male and this was more visible in rural sites, and more prominently in rural Mozambique. Consequently, there were significantly more male than female students at YA Dondo at the time of the study. Reasons given for this were that parents prefer to send boys to school and or offer boys the opportunity to undergo skills training and relegating girls to work in the household – thereby exposing rural young girls to premature marriage.

3.1.2. Prior education and school leavers' readiness for work

a. Did prior learning prepare students for work?

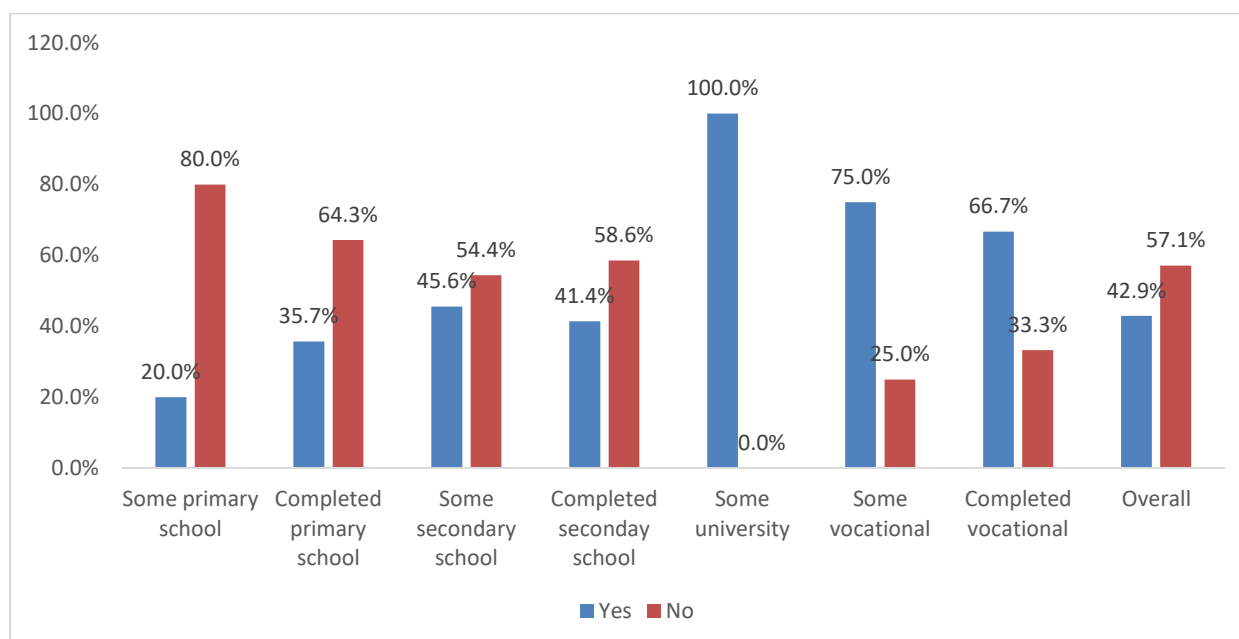
- i. As shown in Figure 4 below, overall, 57% of the YA current student respondents thought that their prior education had given them the necessary skills and knowledge to find employment in their countries while 43% thought that their prior learning had not prepared them for work.

Figure 4: Respondents who thought their prior learning had given them necessary skills and knowledge to work in the country (n = 495)



- ii. Analysis by country showed that the majority of respondents in Zimbabwe (62.5%) felt that the skills and knowledge acquired will not help them find employment and only 37.5% thought the skills will help them find a job. In Mozambique, 46.2% of the respondents felt that the acquired skills and knowledge will help them to find a job while 53.8% thought otherwise. Further analysis by sex showed that 43.8% of males thought the skills and knowledge acquired will help them to find a job while 56.2% of them thought otherwise.
- iii. Analysis by sex showed that 42.3% of females thought the skills and knowledge gained will help them find a job while the other 57.7% of female respondents thought otherwise.
- iv. Disaggregated by level of education completed as shown in figure 5 above, 75% of the respondents who completed some vocational training said their prior learning had provided them with the necessary skills to find a job while those who had completed vocational training (66.7%) and those who completed some secondary school (45.6%) reported that acquired skills and knowledge will help them find a job. Only 20% of those who completed some primary education reported that acquired skills will help them to find a job in their countries.
- v. Disaggregated by age, the study showed that all the older respondents (21-25 and above 25 years) said their prior learning had not prepared them for work and most of the younger ones (15-20) said their prior learning had prepared them for work, suggesting that the more experienced they are with job searches, the more they understand the inadequacy of their prior learning to job demands.

Figure 5: Students in YA centres who thought prior learning had prepared them for work in their country by level of education completed



- vi. Despite the significance of the proportion of the YA current students who said their prior learning had prepared them for work (57%), all of them were ironically enrolled for some vocational training at YA centres, suggesting some realization among them that without some job-related skills/qualifications, it would be harder for them to secure a job in their country. Analysis of data on enrolment showed high demand (75%) for cooking/catering, motor vehicle mechanics, hairdressing, farm management, computers/IT, welding in that order while the remaining 25% were enrolled in commercial courses, health and safety, dressmaking/interior décor, carpentry, building, business management, English basics, accounting, ECD training etc.
- vii. Interestingly, 6.7% (or 34) of the respondents had previously completed some vocational training course with YA, 21 (or 62%) indicated that it was because they wanted to enhance their skills while 10 (or 29%) indicated that they could not find a job with the first course they had completed.

3.1.3. Work, employment and income

a. Students in YA centres' pre-occupation prior to enrolling at YA

- i. Prior to enrolment with YA for vocational training, 42.7% of the students were in formal education, 34.6% were not employed, 9% were doing informal work while 2.2% were doing informal education.
- ii. Analysis by country showed that in Zimbabwe the majority (54.8%) were unemployed, 19% were in formal education and 10.1% were informally employed. In Mozambique, the majority (66.8%) were in formal education while 13.8% were unemployed.
- iii. Analysis by sex showed that 42% of females and 42% of their male counterparts were in formal education. It was also noted that 38% of females and 32% of males were unemployed prior to enrolment with YA.

Table 2: What respondents were doing before enrolling with YA by country

Country		Formal education	Informal education	Formal employment	Informal work	Seasonal or irregular work	Unemployed
Mozambique	N	165	9	13	20	6	34
	%	66.8%	3.6%	5.3%	8.1%	2.4%	13.8%
Namibia	N	6	2	0	1	0	7
	%	37.5%	12.5%	0.0%	6.3%	.0%	43.8%
Zimbabwe	N	47	0	23	25	17	136
	%	19.0%	0.0%	9.3%	10.1%	6.9%	54.8%
Total	N	218	11	36	46	23	177
	%	42.7%	2.2%	7.0%	9.0%	4.5%	34.6%

b. What students in YA centres plan to do after graduating

- i. The majority of students (64%) indicated that they will look for formal employment after completion of current vocational training. (See Table 3 below).

Table 3: What students plan to do after completing current vocational training

Country		Look for formal work	Establish my own business	Do informal work in my local community	Move to another community to seek work	Move to another country to seek work	I will enrol in another vocational training course with Young Africa	I will enrol in another vocational training course with another organisation	I do not know yet
Mozambique	N	197	38	2	5	1	2	1	1
	%	79.8%	15.4%	.8%	2.0%	0.4%	0.8%	0.4%	0.4%
Namibia	N	9	1	0	0	0	3	1	2
	%	56.3%	6.3%	0.0%	0.0%	0.0%	18.8%	6.3%	12.5%
Zimbabwe	N	119	102	3	4	3	7	7	3
	%	48.0%	41.1%	1.2%	1.6%	1.2%	2.8%	2.8%	1.2%
Total	N	325	141	5	9	4	12	9	6
	%	63.6%	27.6%	1.0%	1.8%	.8%	2.3%	1.8%	1.2%

- ii. Analysis by country showed that Mozambique had 80% of students who said they would look for formal employment while a significant half (40%) of their Zimbabwe counterparts said they will do the same.
- iii. Overall, 27.6% of all the students interviewed reported that they will establish their own business Zimbabwe with a significantly higher proportion – 41% and Mozambique – 15.4%), 1.2% of the students said they did not know what they will do after completing their training.

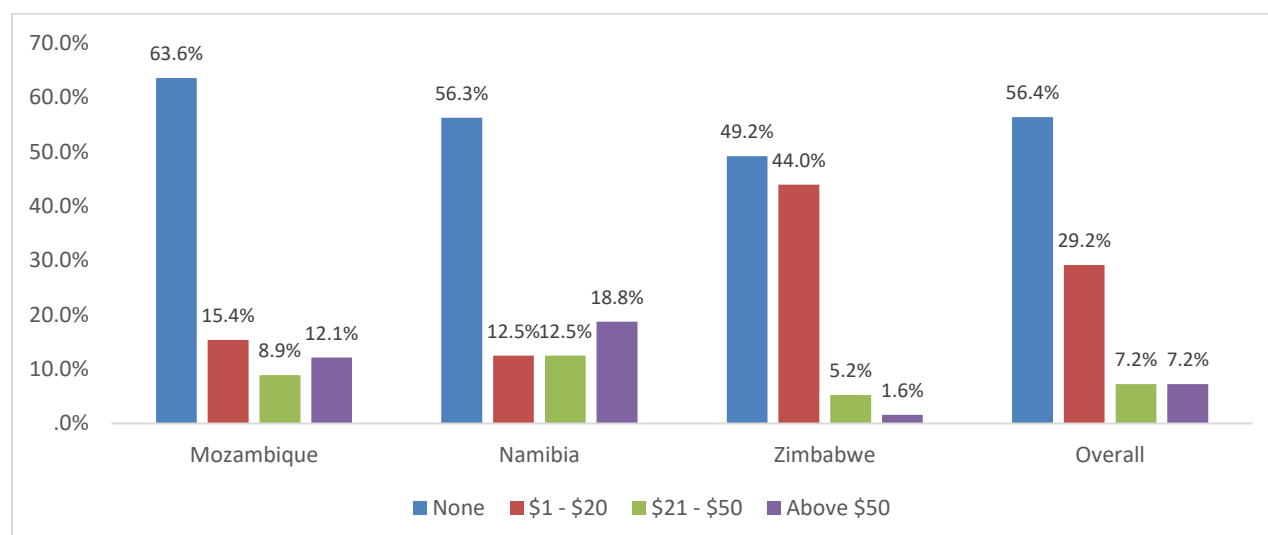
c. Income earning capacity and sources of income

- i. As shown in Figure 9 below, an overall 56% of YA current students had no weekly income, 29% were getting \$1-\$20 per week, 7% were earning \$21-\$50 and 7% were earning above \$50 per week.
- ii. Analysis by country showed that Mozambique had the higher proportion of students not earning any income per week (64%) while Zimbabwe had 49% such students. Inversely, Mozambique had more students earning above \$50 per week (12.1%) while Zimbabwe

had only 1.6% of students earning above \$50 per week. Again, the p-value was 0.0000 implying statistical significance between students' earning capacity and country.

- iii. Disaggregation by sex showed that among male students interviewed, 53.6% were earning no income at all while 7.9% were earning above \$50. On the other hand, 58.5% of females were not earning anything per month while 6.5% indicated that they were earning above \$50.

Figure 9: Own weekly income by country



- iv. Overall 60% of the YA current students were getting money from their families, 28% were getting money from payment of work, 5% from government grants and 2% cash loans. Dependence on family members was high in Mozambique with 68% of the respondents reporting that they are getting money from their families while 52% of their counterparts in Zimbabwe reported the same. Some students in Mozambique (11%) receive grants from the government while none in Zimbabwe was receiving such support.
- v. Regarding self- sustenance, Zimbabwe had 42% of its students earning income through payment for work/selling items while only 12% of the students in Mozambique were generating their own income.

d. Access to banking services and own savings

- i. At the time of conducting the study, only 24% of the respondents had bank accounts (Zimbabwe (9%) and Zambia (38%). At the time of this assessment, only 29% of the students had some savings (Zimbabwe – 28% and Mozambique – 31%. Most of those who said they had bank accounts in Zimbabwe mentioned mobile banking services such as Eco-Cash.

3.1.4. Citizenship and engagement

- i. As shown in Table 4 below, slightly above 50% of the students reported that they were participating in civic activities in their communities, 6.3% indicated that they were not participating in such activities because they were not interested, 24.9% not participating because they did not have opportunities while 17.6% were not involved in civic activities because of lack of time.

Table 4: Students in YA centres who were participating in civic activities by country

Country		Yes	No i am not interested	No there are no opportunities	No i do not have enough time
Mozambique	N	128	17	47	55
	%	51.8%	6.9%	19.0%	22.3%
Namibia	N	4	3	5	3
	%	25.0%	18.8%	31.3%	18.8%
Zimbabwe	N	129	12	75	32
	%	52.0%	4.8%	30.2%	12.9%
Total	N	261	32	127	90
	%	51.1%	6.3%	24.9%	17.6%

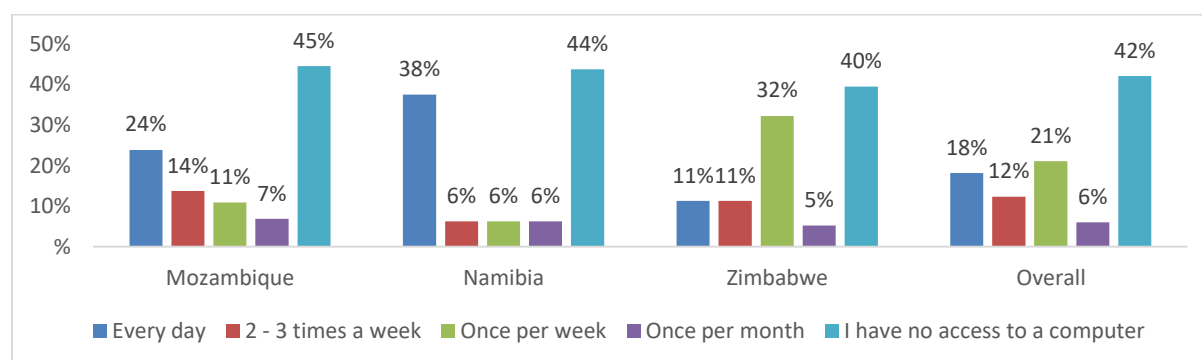
- ii. Analysis by country showed that in Mozambique, 52% of the students were participating, 7% not interested while 22% indicated that they had no time to do such activities. In Zimbabwe 52% reported that they were currently participating, 4.8% not doing anything because they were not interested, and 30.2% not doing such activities because there were no opportunities.
- iii. Disaggregated by sex, males (56.2%) and females (45.5%) were not participating in civic activities, while males (21.9%) and females (28%) were not participating due to lack of opportunities and males (14.7%) and females (20.7%) reported that they do not have enough time to participate in such activities.

3.1.5. Access to computer, mobile phone and internet services

a. Access to computer

- i. As shown on Figure 11 below, only 18% of the students had access to a computer on a daily basis, 12% (2-3 times a week) and 42% reported no access to a computer. Most of those who said they had access to a computer mentioned access during their computer lessons at YA centres.
- ii. Analysis by country showed that Mozambique had 24% of the interviewed students with daily access to a computer while only 11% of their counterparts in Zimbabwe had daily access to a computer. Inversely, Mozambique had more percentage of students with no access to a computer (45%) compared to Zimbabwe which had 40%.

Figure 11: Students in YA centres with access to computer by country



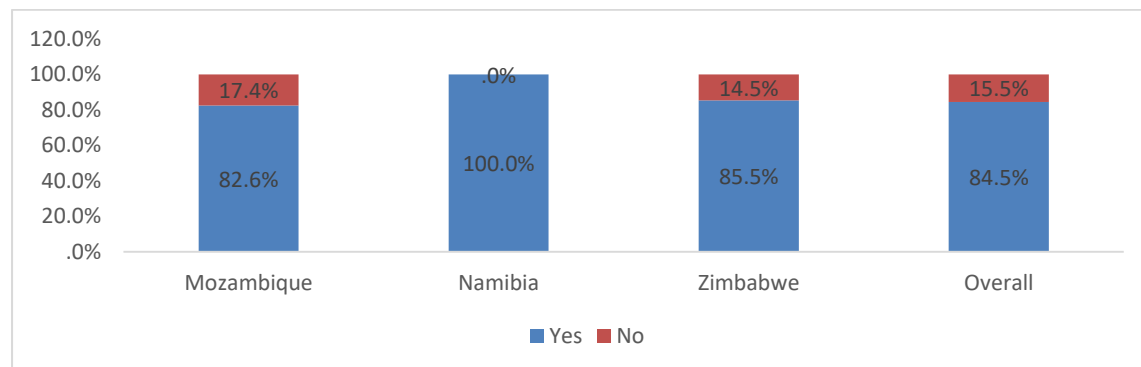
- iii. Analysis by sex showed that there was fair distribution on access to a computer between males and females with 19.6% males and 16.7% females reporting daily access to a

computer while males (12.5%) and females (12.2%) reporting that they access a computer 2-3 times per week. It was also observed that males (43.8%) and females (40.2%) reported no access to a computer at any given time.

b. Access to mobile phones

- i. As shown in Figure 12 below, significantly high proportion of the respondents (84%) owned a mobile phone.

Figure 12: Students in YA centres owning a mobile phone by country



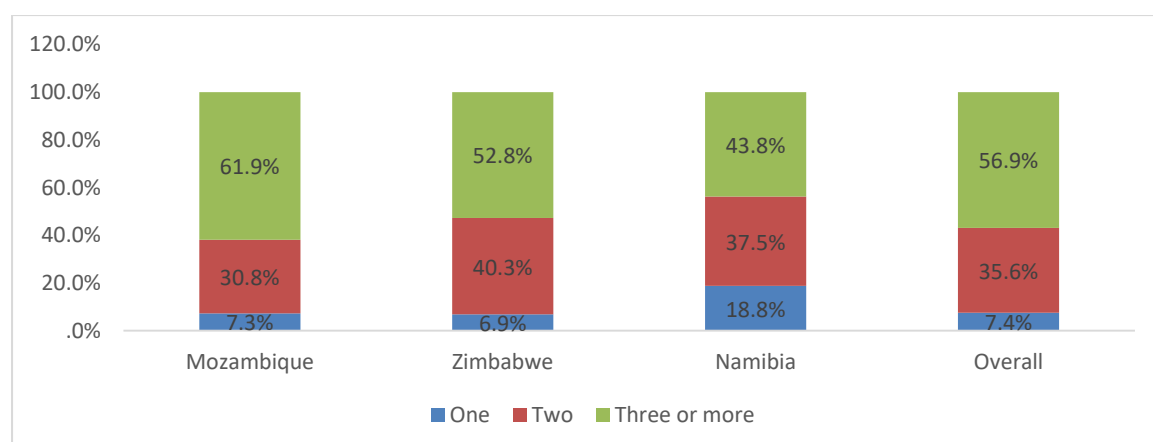
- ii. Analysis by country showed that Mozambique had slightly a higher, though not significant number of students who did not own a mobile phone (17.4%) compared to Zimbabwe (14.5%).
- iii. Analysis by sex also showed no significant differences across all countries, with 84% males and 85% females having their own mobile phones.

3.1.6. Healthy and reproductive lifestyle

a. Access to food

- i. As shown in Figure 13 below, more than 55% of the students reported that they normally have ≥ 3 meals per day, 35.6% indicated that they normally have two meals and 7.4% normally have one meal per day.

Figure 13: Number of meals consumed per day by country



- ii. Analysis by country showed that in Mozambique nearly 62% of the students reported that they normally have ≥ 3 meals per day while nearly 53% of their Zimbabwe counterparts reported the same.

b. Access to SRH information and health services

- i. As shown in Table 5 below 63% of the respondents indicated that SRH services were available and they were comfortable accessing them, 7.2% reported that SRH services were available but not comfortable to access them while nearly 30% of the students indicated that SRH services were not available at all.

Table 5: Availability of SRH information and services by country

		Yes and i am comfortable accessing these services	Yes but i do not access them	No there are no such services
Mozambique	N	147	6	94
	%	59.5%	2.4%	38.1%
Namibia	N	6	5	5
	%	37.5%	31.3%	31.3%
Zimbabwe	N	169	26	53
	%	68.1%	10.5%	21.4%
Total	N	322	37	152
	%	63.0%	7.2%	29.7%

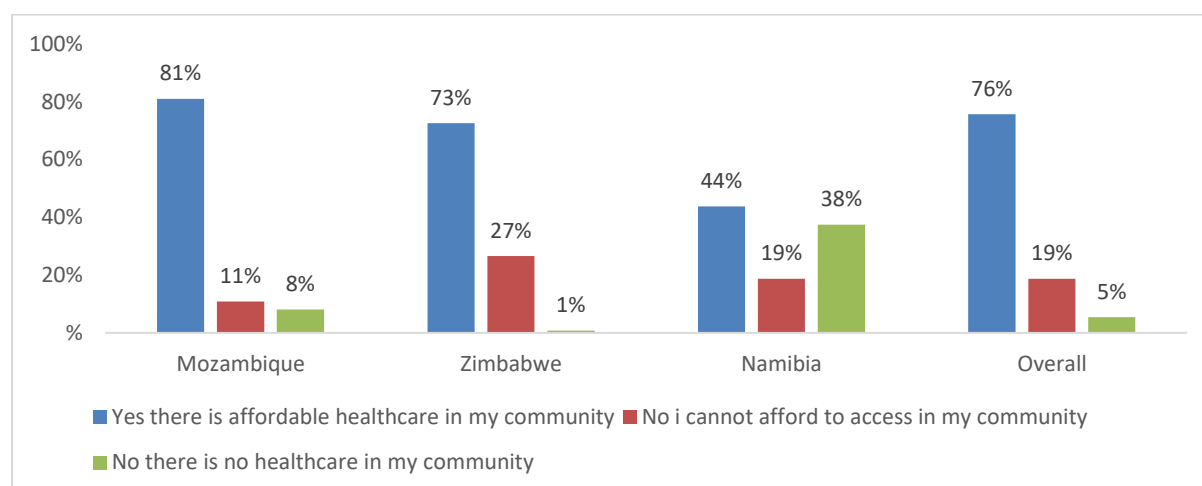
- ii. Analysis by country showed that Zimbabwe had slightly more, though not significantly more number of students (68%) who reported that services were available and were comfortable to access them compared to 59.5% of their counterparts in Mozambique. A significant 38.1% of students in Mozambique and 21.4% of the students in Zimbabwe indicated that SRH services were not available in their communities. In general, students felt that SRH service provision in their communities were friendly with a p-value of 0.0000.
- iii. Disaggregated by sex, males (62.3%) and females (63.8%) reported that services were available and friendly while males (31.3%) and females (28%) reported that services were not available.

c. Access to and affordability of general health care services

- i. As shown in Figure Overall, 76% of the students reported that they can afford to access healthcare services, 19% reported that they cannot afford while 5% reported that there were no healthcare services available.
- ii. In Mozambique, 81% of the students reported that they can afford the services and 73% of their counterparts reported the same in Zimbabwe. Zimbabwe had more students (27%) who indicated that they cannot afford healthcare services compared to only 11% in Mozambique. (P-value = 0.000).
- iii. Analysis by sex showed a balanced distribution between males (76%) and females (75%) who reported that they can afford healthcare services while an almost balanced proportion of males (18%) and females (19.5%) reported that they cannot afford healthcare services in their communities.
- iv. Accordingly, analysis of the impact of the affordability of healthcare services on youths' school attendance showed that 84.7% of the students said they had never missed YA classes due to sickness, 11% missed an average 3 times per month, 1% reported that they missed more than 3 times per months while 3.5% missed due to other reasons.

Analysis of the same by country showed that Zimbabwe had 86% while Mozambique had 87% of the students who never missed classes due to sickness, with further analysis by sex showing no differences between males and females who had never missed classes due to sickness. Interestingly, there were more females (12%) compared to males (9%) who had missed classes an average 3 times per month due to sickness.

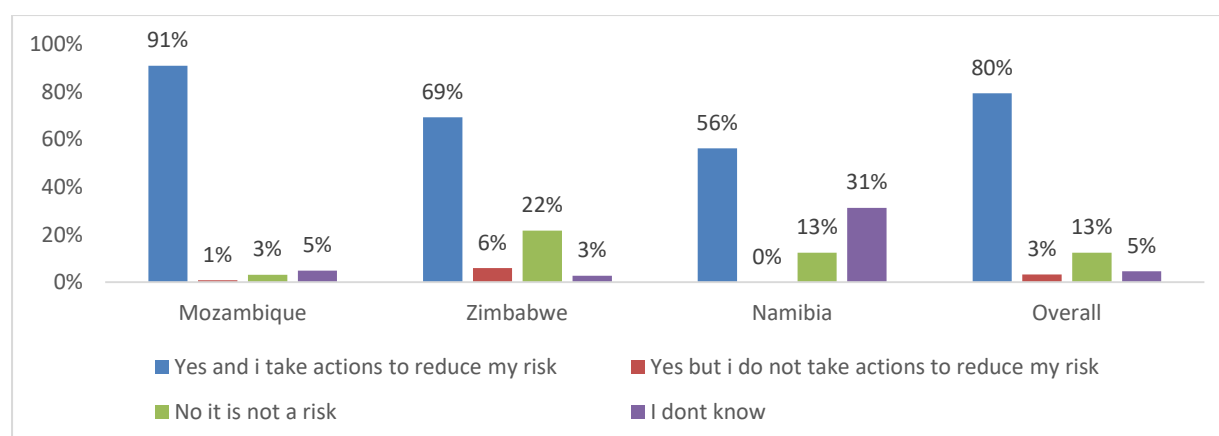
Figure 14: Students in YA centres who afforded healthcare services by country



d. Knowledge about SRHR, STIs and HIV among students in YA centres

- i. Overall, 64% of the respondents reported that they think they have knowledge on SRH while 36% indicated that they think they do not have the knowledge.
- ii. Analysis by country showed that Zimbabwe had 58% while Mozambique had 69% of students who indicated that they think they have enough knowledge on SRH.

Figure 15: Knowledge on Sexual Transmitted Infections (STI) including HIV by country



- iii. Analysis by sex showed that 65% of males and 63% of females thought they have knowledge about SRH.
- iv. As shown in Figure 15 below, 80% of the interviewed students reported that STIs including HIV were a risk to their ambitions; and they were taking actions to reduce their risks; showing a high risk perception.
- v. Analysis of HIV/AIDS and STI risk perception by country showed that Mozambique had the majority of students (91%) compared to 69% in Zimbabwe who reported high risk perception.

- vi. Further analysis of the same by sex showed that males (83%) and females (76%) reported that STIs were a risk and they are taking actions to reduce risk; 16% of females and 9% of males that STIs were not a risk to their ambitions.

e. *Peer pressure*

- i. Overall, 81% of the students interviewed reported that they do not feel pressured to engage in bad behaviour by their peers or friends.
- ii. Analysis by country showed a slight variation across countries; (21% in Zimbabwe) and (16% in Mozambique) who said they feel pressured by peers to engage in bad behaviour.
- iii. Analysis by sex showed that 23% of males compared to 14% of their female counterparts reported that their friends pressurise them to behave in a bad manner.

f. *Parents/Guardians' support to students*

- i. Only 6% of the students reported that they missed classes 3 times a month to do other work given by family.
- ii. Analysis by country showed no variations across countries showing that families are broadly supportive to their youths attending vocational training.
- iii. Analysis of the same by sex also showed no significant differences between male and female students.

g. *Independence in making decisions about their life*

- i. Overall, 63% of the interviewed students had some independence to make their own decisions but with family contributions, 23% reported that they have a lot of independence while only 14% reported that they do not have total independence, their families also make contributions.
- ii. On whether they were skilled enough to make their own independent decisions, 72% of the respondents felt that they had enough skills and knowledge to make good decisions while 28% felt they did not have.
- iii. Analysis by sex showed that males (69%) and females (74%) felt they had enough skills and knowledge.

3.2. NEEDS OF COMUNITY YOUTHS

3.2.1. Levels of educational attainment

- i. As shown in the graph below, 62% of the respondents were in formal school while 38% were out of school at the time of this assessment.
- ii. Analysis by country shows that 100% of the respondents from Namibia were in school, Mozambique had 86%, Zambia 79) and Zimbabwe 12% in school at the time of the study.

Figure 16: Respondents Currently in School (n=287)

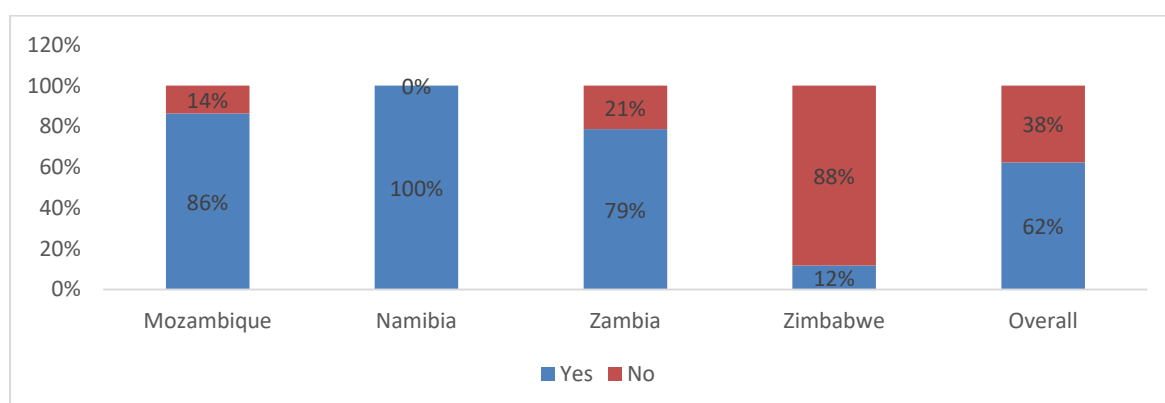


Table 7. Highest Level of Formal/Informal Education Attained (n = 287)

		Never attended school	Some primary school	Completed primary school	Some secondary school	Completed Secondary school	Some university	Completed university
Mozambique	N	0	1	4	93	2	1	1
	%	0.0%	1.0%	3.9%	91.2%	2.0%	1.0%	1.0%
Namibia	N	0	1	7	24	4	0	0
	%	.0%	2.8%	19.4%	66.7%	11.1%	0.0%	.0%
Zambia	N	2	4	6	37	6	0	1
	%	3.6%	7.1%	10.7%	66.1%	10.7%	0.0%	1.8%
Zimbabwe	N	0	1	0	22	69	1	0
	%	0.0%	1.1%	.0%	23.7%	74.2%	1.1%	.0%
Total	N	2	7	17	176	81	2	2
	%	0.7%	2.4%	5.9%	61.3%	28.2%	0.7%	.7%

- iii. Only 0.7% reported that they had never attended school, 2.4% had attained some primary school while the majority (61.3%) had completed some secondary school with only 28.2% having completed secondary school.
- iv. Analysis by country showed that the majority of respondents in Zimbabwe (74%) had completed secondary school, in Mozambique, the majority (91%) had completed some secondary education, in Namibia, the majority (66.7%) had completed some secondary education while in Zambia, the majority (66%) had completed some secondary education (p-value = 0.000).
- v. Analysis of this variable by sex showed a balanced distribution between males and females; never attended school (males - 0.7%; females - 0.7%); some primary school (males – 2.7%; females – 2.2%); completed primary school (males – 7.4%; females – 4.3%); some secondary education (males – 60.8%; females – 61.9%); completed secondary school (males – 26.4%; females – 30.2%); some university (males - 0.7%; females - 0.7%) and completed university (males – 1.4%; females - 0%).

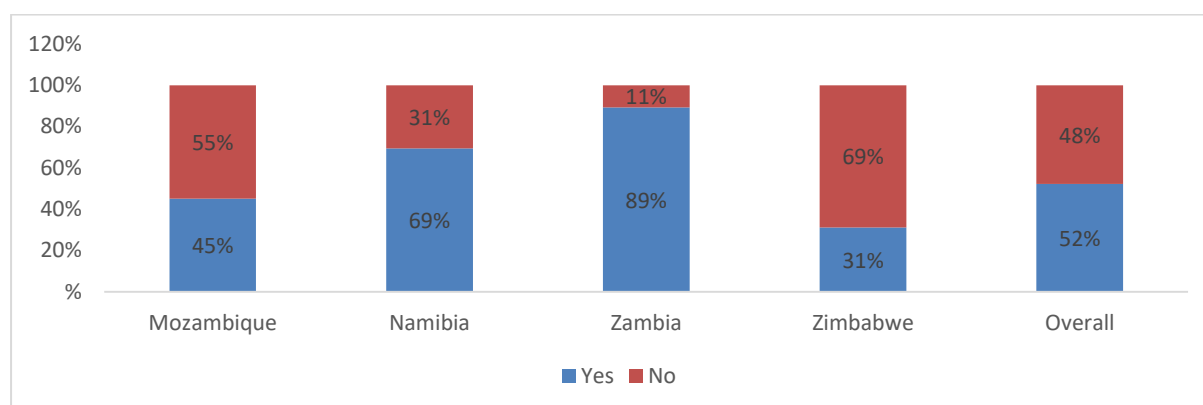
NB: The reason for the above trends in educational attainment is that most of the community youths from Mozambique, Namibia and Zambia were mobilized from local secondary schools while in Zimbabwe, all the youths mobilized were out-of-school youths.

3.2.2. Prior education and school leavers' readiness for work

a. Prior learning and readiness for work

- i. As shown in Figure 17 below, overall, 52% of community youths felt that their current/previous schools were giving or had given them the skills and knowledge to find a job in their country while 48% felt otherwise.
- ii. Analysis by country showed that Zimbabwe had the lowest percentage (31%) followed by Mozambique (45%) of the respondents who felt that acquired knowledge and skills can help them find a job in their countries (p-value = 0.0000).

Figure 17: Community youths who felt their school gave/is giving skills and knowledge to find a job in their country (n=287)

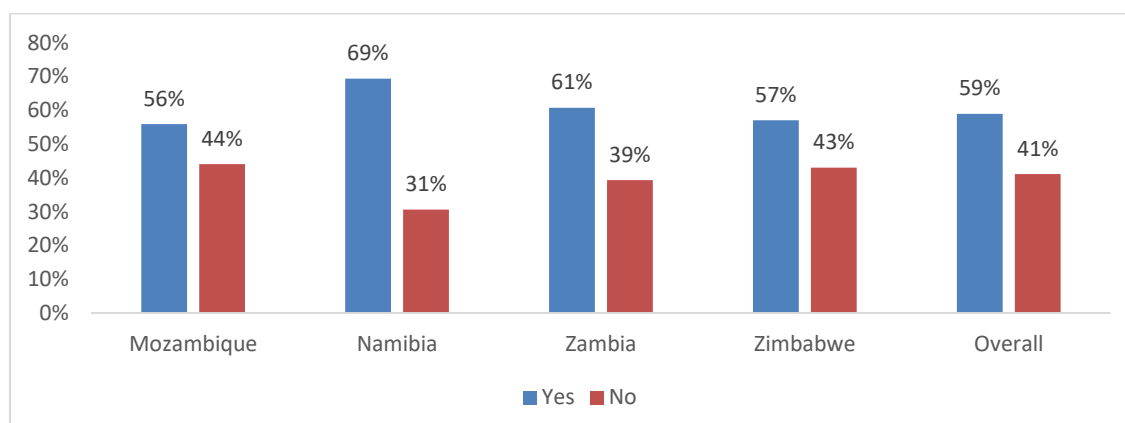


- iii. These results are consistent with results for current students in section 3.1 above. With a p-value of 0.0001, it was noted that the older age groups 20-24 years and 25+ years indicated that the acquired skills were not helping them where 61% of the 20-24 years and 60.7% of the 25+ years expressed this view.
- iv. Analysis by sex showed no major variance, with 48.6% males and 46.8% females saying that the skills and knowledge acquired were not helping them to find a job in their countries.

b. Adequacy of job related skills

- i. As shown in Figure 17 below, overall, 59% of community youths believed that they had adequate skills and knowledge to earn a sustainable income.
- ii. Analysis by country showed that Namibia (69%) had the highest percentage of such respondents followed by Zambia (61%) and lastly Mozambique (56%).
- iii. Analysis by sex showed that males (59%) and females (59%) believed that they had adequate job related skills and knowledge to earn a sustainable income.
- iv. Further analysis by age showed that 15-19 year olds (55.5%), 20-24 year olds (65%) and 25-40 year olds (61%) believed that they have adequate job related skills and knowledge to earn a sustainable income.

Figure 17: Respondents who Believe They Have Adequate Job Related Skills and Knowledge to Earn Sustainable Income (n = 287)

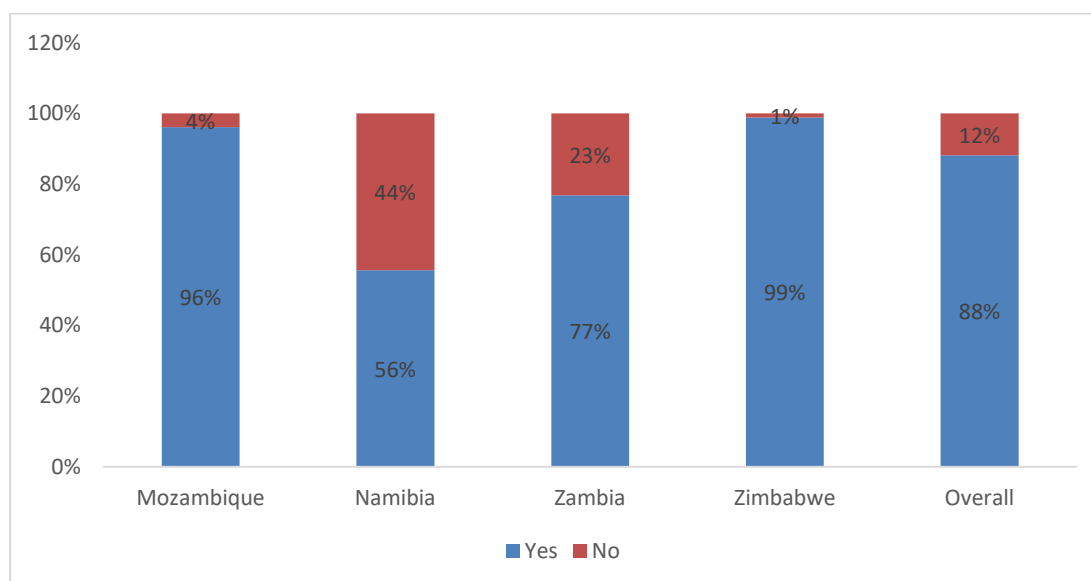


- v. It was also noted that 69.3% of the respondents who indicated that their schools gave them skills to find work reported that they do believe that they have adequate job related skills while 47.4% of those who reported that their schools did not give them skills to find work indicated that they do believe that they have adequate job related skills (p-value = 0.0000)

c. Interest in vocational skills training

- i. However, despite most of the community youths saying their prior learning had given them adequate job skills as shown in Figure 17 above, Figure 18 below shows an overwhelming interest in vocational training (88% of all participants expressing interest in vocational training) with Zimbabwe leading (99%) followed by Mozambique (96%) and lastly Namibia (56%). This finding implies that there is some degree of correlation between country and interest in vocational training. It also shows that there is a realization that they needed some vocational skills to find a job.
- ii. Analysis by age showed that there was a significant statistical association (p-value = 0.003) with 86% of the 15 – 19 years, 94% of the 20-24 years and 96% of the 25-40 years indicating interest in vocational training, suggesting the older youths who have experience with job search understand the importance of vocational training than the younger in-school youths. The overwhelming interest for vocational training in Zimbabwe also shows that youths are more aware of the economic outlook and hence they have a higher appreciation of the importance of vocational education and how it helps them to become self-reliant.
- iii. Analysis by sex does not show any major variation with 87% males and 90% females having expressed interest in vocational training.
- iv. Most of the community youths in Mozambique, Zambia and Namibia were drawn from local schools with those from Zambia having been drawn from a local boarding school where most boarding schools in Southern Africa usually attract high level academic performers, most of whom prefer and desire to go to university than to undertake vocational skills training. However, despite most of the participants from Mozambique having been drawn from local schools, there appears to be a unique preference for vocational skills training in Mozambique compared to other countries.

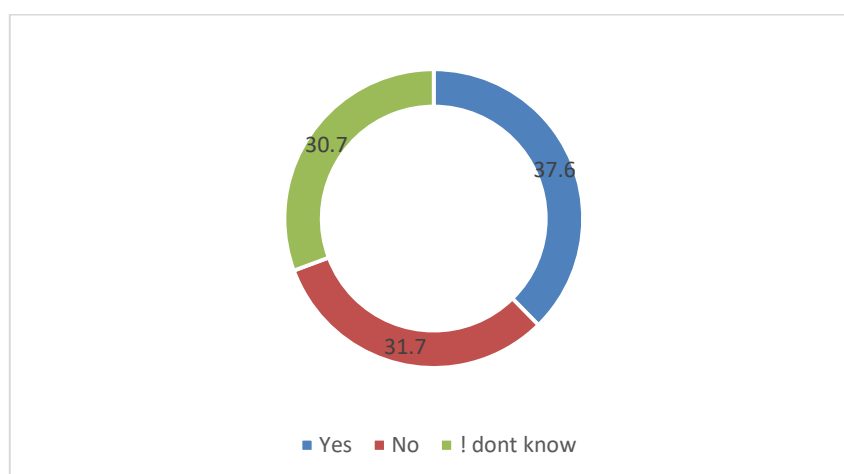
Figure 18: Interest in Vocational Training (n = 287)



d. Accessibility of vocational skills training services

- i. As shown in Figure 19 below, 37.6% of the community youths indicated that there are accessible and affordable vocational training opportunities in their communities, 31.7% reported that there were no such opportunities while 30.7% did not know whether there were any such services or not.
- ii. Analysis by country showed that community youths in Mozambique (43%), Namibia (28%), Zambia (20%) and Zimbabwe (46%) reported that there were accessible and affordable vocational training opportunities in their communities. The distribution of those who did not know if such opportunities were available was as follows; Mozambique (22%), Namibia (58%), Zambia (44%) and Zimbabwe (22%). In Zimbabwe most of those who said there were accessible and affordable vocational training opportunities mentioned YA centres, since they were drawn from YA centre catchment areas.

Figure 19: Respondents reporting accessible and affordable vocational training opportunities in their communities (n = 287)

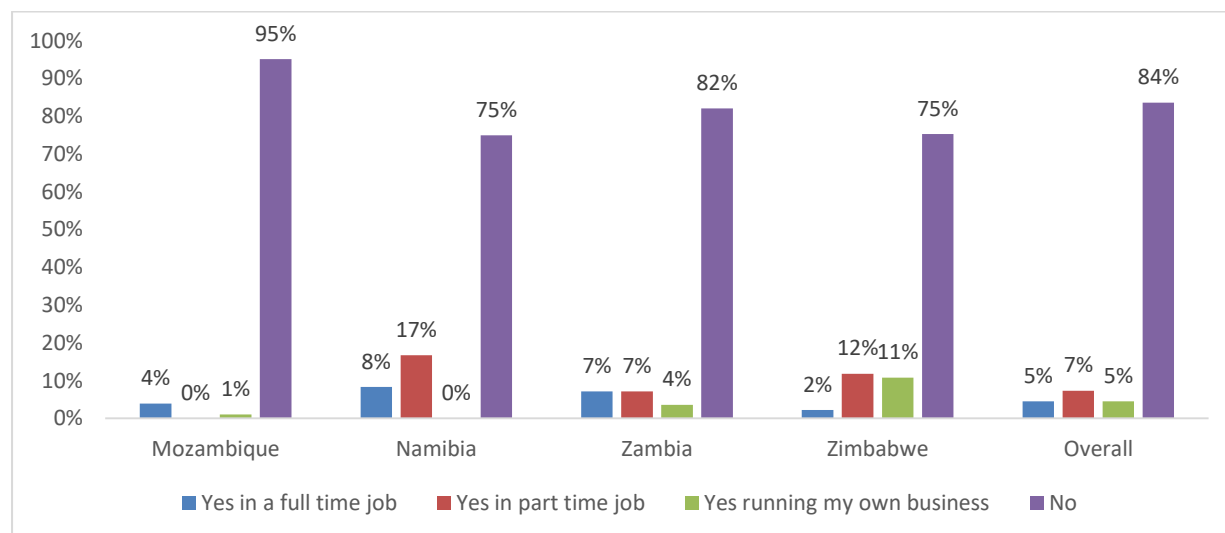


3.2.3. Work, employment and income

a. Employment status

- i. As shown in Figure 20 above figure, 84% of the respondents were not employed at the time of this assessment, 5% were full time employed while 5% were running their own businesses.

Figure 20: Working status of respondents (n = 287)



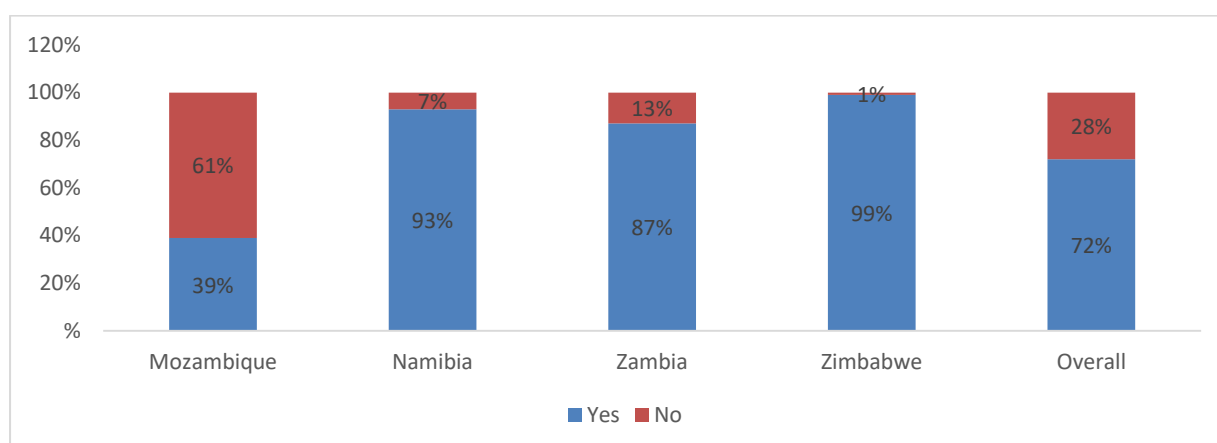
- ii. Analysis by country showed that Mozambique (95%) had the highest proportion of respondents who were not employed, Zambia (82%) while Namibia and Zimbabwe had 75% of unemployed respondents each –p-value = 0.000. The Zimbabwe statistic here is worth paying attention to since all the community youths who participated in the study were out-of school at the time of conducting the study.
- iii. Disaggregated by sex; males (86.5%) and females (80.6%) reported that they were not employed while males (4.1%) and females (5%) had full time jobs.
- iv. Interestingly, Zimbabwe had the highest number of youths who were running their own businesses, a trend which can be associated with the desires of out of school youths in Zimbabwe as seen in the highest proportion of current students from YA centres in Zimbabwe willing to run their own small businesses while current students from other countries, particularly Mozambique prefer to look for formal employment.

NB: This trend could be explained by the fact that most of the community youths in Zimbabwe and Namibia were older (and out of school) compared to community youths in the other two countries who were largely youths below the age of 20 years and most of them still in school.

b. Willingness to work

- i. The majority of the respondents (72%) indicated that they would like to work while 28% said they did not want to work.

Figure 21: Respondents currently not employed willing to work (n = 241)

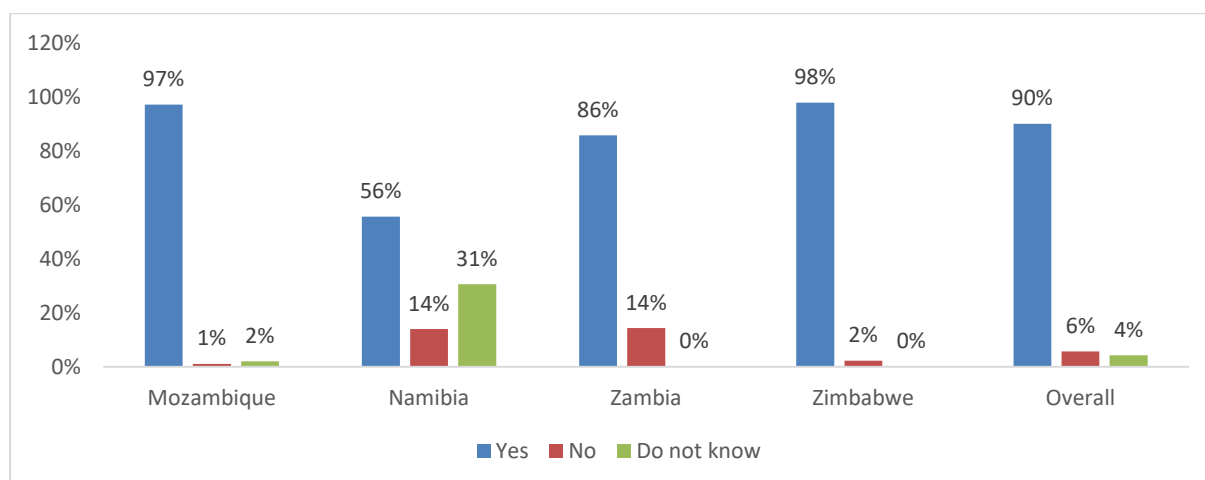


- ii. Analysis by country showed that Zimbabwe (99%) had the highest percentage of community youths who were willing to work while Mozambique (39%) had the lowest.
- iii. Analysis by sex shows no notable variance with 74% of the male respondents and 70% of the female respondents indicating that they were willing to work.

c. Willingness to learn a trade or skill

- i. As shown in Figure 22 below, an overwhelming 90% of the respondents reported that they would like to learn a certain skill or trade with only 4% indicating that they did not know if they want to learn a particular trade.

Figure 22: Respondents with trade or skill they would like to learn (n = 287)



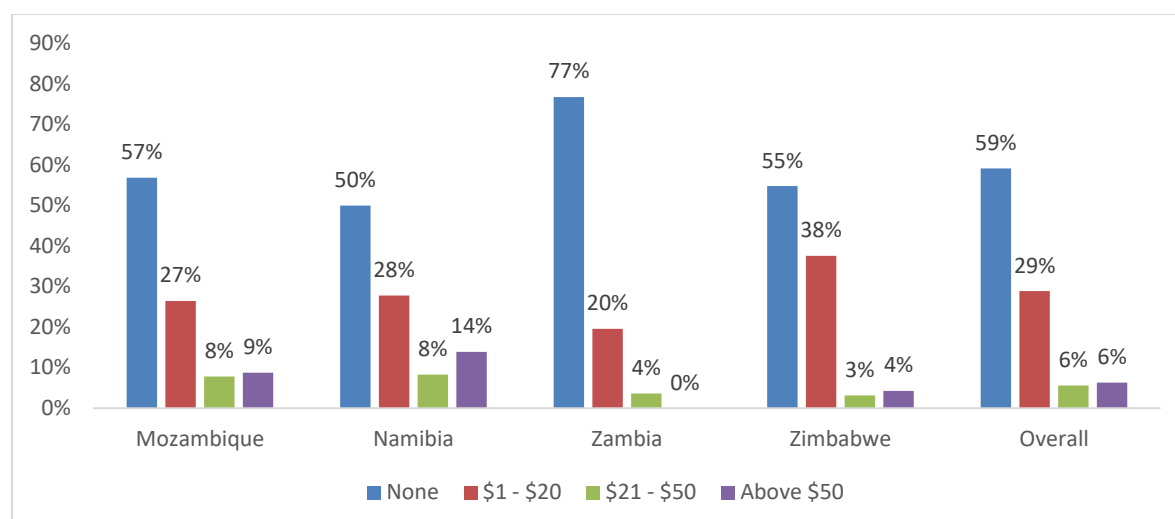
- ii. Analysis by country showed that Zimbabwe had 98% of the respondents, Mozambique (97%), Zambia (86%) and Namibia (56%) who expressed willingness to learn a trade or skill. This is despite some of the same group of youths (28%) having said they were not willing to work.
- iii. Analysis by age shows that 100% of the 25+ years, 94% of the 20-24 years and 87% of the 15-19 years were willing to learn a new skill or trade, suggesting a correlation between age and willingness to learn a trade.
- iv. Analysis by sex showed that willingness to learn was balanced; males (90%) and females (90%). Such skills identified include mechanics (13%), farm management

- (12%), IT (8%), cooking (13%), welding (5%), dressmaking (13%), business management (7%), and electrician (9.8%)
- v. Disaggregation by whether someone thinks that their school had given them skills to find work, it was noted that 84.7% those who reported that their schools gave them the required skills indicated that they are willing to learn new trade or skills while 95.6% of those who reported that their schools did not give them the necessary skills to find a job reported that they would want to learn another trade or skill.

d. Income status

- i. As shown in Figure 23 below, the majority (59%) were not earning any income at the time of this assessment, 29% were earning between \$1 to \$20 per week, 6% were earning \$21 - \$50 per week and 6% were earning above \$50 per week.
- ii. Zambia (77%) had the highest percentage of respondents who were not earning anything, followed by Mozambique (57%), Zimbabwe (55%) and Namibia (50%).
- iii. By age disaggregation, the percentage of respondents not earning anything per week was as follows; 10-14 years (50%), 15-19 years (62%), 20-24 years (55%), and 25+years (53.6%). With a p value of 0.056, there was no statistical significance of the correlation between age and income.

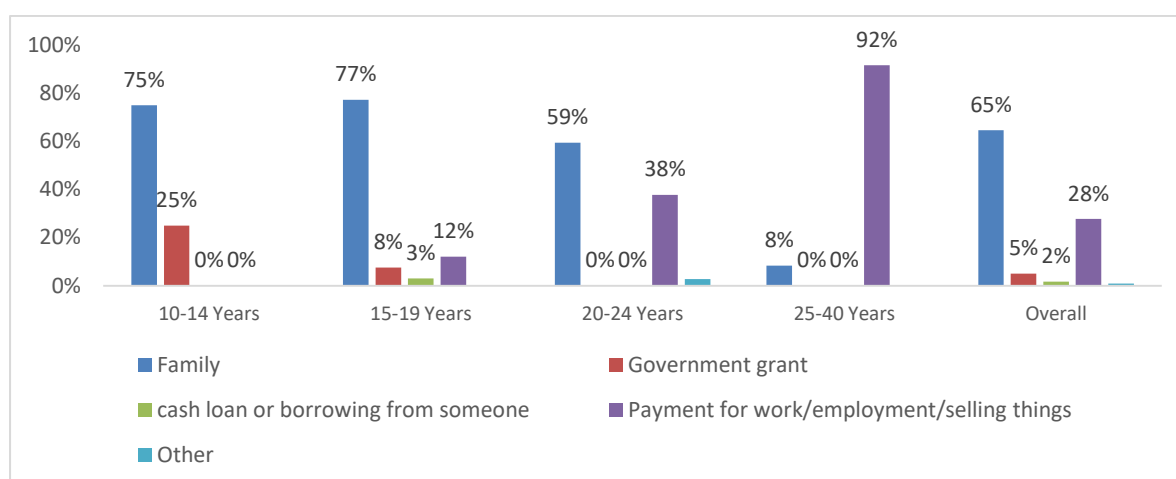
Figure 23: Weekly income by country (n = 287)



e. Sources of income

- i. As shown on Figure 27 below, 65% of the respondents were financially dependent on their families, while 28% were depending on payment for the work they do.
- ii. Analysis by age showed that 92% of the 25 – 40 years were earning their income through employment while the 10 – 24 were mostly supported by their families.
- iii. Analysis by country showed that in Mozambique (91%), Namibia (75%), Zambia (62%) and Zimbabwe (33%) were supported by families. In Mozambique (5%), Namibia (10%), Zambia (15%) and Zimbabwe (0%) said the income they received was coming from government support.
- iv. Interestingly, further analysis by country showed that those earning their own income through payment of work they do were as follows; Mozambique (5%), Namibia (10%), Zambia (15%) and Zimbabwe (64%) with a p-value of 0.00000. This shows that there is a correlation between country and the enterprising mentality among youths.

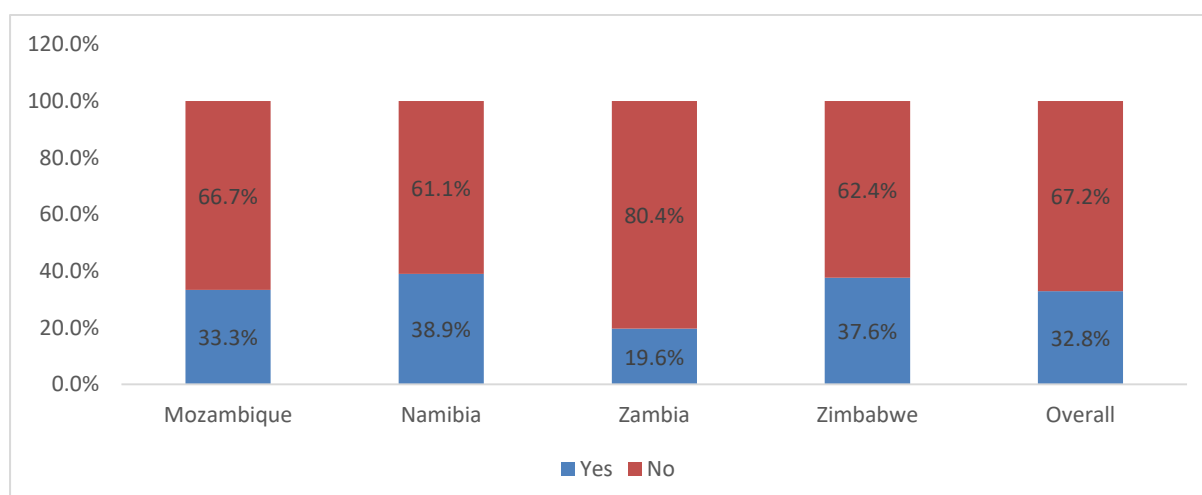
Figure 24: Source of income by country



f. Savings

- i. As shown in Figure 25 below, 33% of the respondents had some savings at the time of this assessment.

Figure 25: Respondents with savings by country (n= 287)



- ii. Analysis by country showed the following trend in terms of youths with savings; Zimbabwe (38%), Namibia (38.9%), Mozambique (33%) and Zambia (19.6%).
- iii. Analysis by sex did not show a very significant variation with 34.5% of males and 30.9% of the females reporting that they had some savings at the time of conducting the study.

3.2.4. Citizenship and engagement

- i. As shown in Table 8 below, 47.7% of the respondents were participating in voluntary civic activities, 29.3% were not because there were no opportunities for them to participate in such activities while 17.4% indicated that they did not have enough time to do civic activities.
- ii. Analysis by country showed that Zimbabwe (60.2%) had the highest percentage of the respondents who were participating in voluntary civic activities, Mozambique (49%), Zambia (34%) and Namibia (33%).

- iii. Analysis by age showed that the following trend; age group 15-19 years (47%), 20-24 years (46%) and 25-40 years (61%) were engaged in civic activities in their communities. This trend seemingly shows that participation in civic activities is positively related to age. The older they were, the more engaged they were.
- iv. Analysis by sex showed no significant variations with males (47%) and females (50%) reporting that they were engaged in civic activities.

Table 8: Respondents currently participating in any civic activities in their communities (n =287)

		Yes	No i am not interested	No there are no opportunities	No i do not have enough time
Mozambique	N	50	2	33	17
	%	49.0%	2.0%	32.4%	16.7%
Namibia	N	12	4	8	12
	%	33.3%	11.1%	22.2%	33.3%
Zambia	N	19	2	25	10
	%	33.9%	3.6%	44.6%	17.9%
Zimbabwe	N	56	8	18	11
	%	60.2%	8.6%	19.4%	11.8%
Totals	N	137	16	84	50
	%	47.7%	5.6%	29.3%	17.4%

3.2.5. Access to computer, mobile phone and internet services

a. Access to a computer and a mobile phone

- i. Overall, 18.1% of the respondents reported that they have access to a computer every day, while 48% reported that they have completely no access to a computer. Analysis by country showed that daily access to a computer was highest in Namibia (25%) and Mozambique (24.5%) while lowest in Zambia (9%) and Zimbabwe (14%).
- ii. Further analysis by country showed Zimbabwe had the highest proportion of youths (58%) who said they had no access to a computer followed by Mozambique (52%).
- iii. Analysis by sex showed that 23.6% of males compared to only 12% of their female counterparts reported daily access to a computer.
- iv. Analysis by age showed that the age group 20-24 had the highest proportion of youths who had daily access to a computer (25%), followed by 15-19 years (17%) and the lowest among the 25-40 years (11%). This trend suggests that the majority of the youths still in school have a higher chance of accessing a computer at school than youths older and out of school youths.
- v. It was also noted the 84% of the respondents owned a mobile phone.

b. Access to internet

- i. Overall, 33.8% of the respondents reported that they had daily access to internet, 18.1% reported that they access internet 2-3 times a week while 25.4% reported no access to internet.
- ii. Disaggregated by country, Zambia had the highest percentage of respondents (39.3%) followed by Zimbabwe (32.3%), Namibia (25%) and Mozambique (11.8%) who said they had no access to internet.

3.2.6. Healthy and reproductive lifestyle

a. Affordability of health services

- i. Overall, about 66% of the respondents indicated that health services were available and affordable in their communities, 31% felt that services were not affordable while 8% reported that there are no affordable health services in their communities.
- ii. Analysis by country showed that youths in Zimbabwe (83%), Mozambique (72.5%), Namibia (64%) and Zambia (27%) reported that services were affordable.

b. Availability and accessibility of SRH information and services

- i. Overall, 53% of the respondents indicated that SRH services are available and they are comfortable to access the services while 40% reported that there are no such services in their communities.
- ii. Analysis by country showed that Zimbabwe had the highest percentage (69%) of the respondents who reported availability and accessibility of services in their communities while only 39% of respondents in Namibia reported the same.
- iii. Disaggregation by sex showed no significant variation with males (52%) and females (53%) reporting that services were available and they were comfortable to access them while males (41%) and females (40%) reported that there were no SRH services in their communities.
- iv. Analysis by age showed the following trend; 15-19 years (55%), 20-24 years (46%) and 25-40 years (64%) reporting that services were available and friendly.

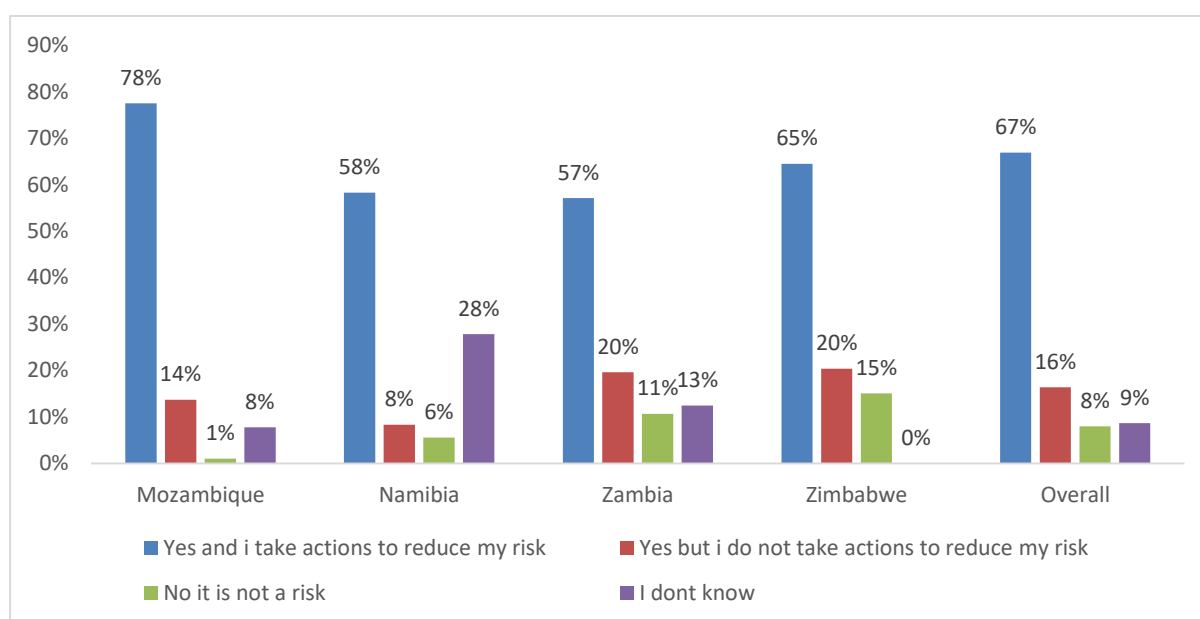
c. Knowledge about SRH

- i. Overall, 54% of community youths felt that they had enough knowledge about sexual reproductive health while 46% felt that they lack such knowledge.
- ii. Analysis by country showed that Zimbabwe had 61%, Namibia (61%), Mozambique (49%) and Zambia (48%) who reported that they had enough knowledge about SRH. In particular, the entire population of community youths in Zimbabwe were mobilized through two Community Based Organizations (CBO) that had strong SRH programmes hence the trend above.
- iii. Sex disaggregation showed no significant variation, with males (55%) and females (53%) reporting that they had enough SRH knowledge.

d. STI/HIV AIDS risk perception

- i. As shown in Figure 26 below, 67% of the community youths reported that STIs including HIV were a risk to their ambitions; and they were taking actions to reduce their risks; showing a high risk perception. Again, this statistic could have been heavily influenced by the SRHR work of 2 CBOs who provided 100% of the community youths who were interviewed.
- ii. Analysis by country showed that Mozambique had the majority of community youths (78%), Zimbabwe (65%), Namibia (58%) and Zambia (57%) who reported high risk perception.
- iii. Further analysis by sex showed that males (72%) and females (61%) reported that STIs were a risk and they were taking actions to reduce risk; 16% of females and 9% of males said that STIs were not a risk to their ambitions.

Figure 26: Perceptions on STIs and HIV as a risk to own ambitions (n = 287)



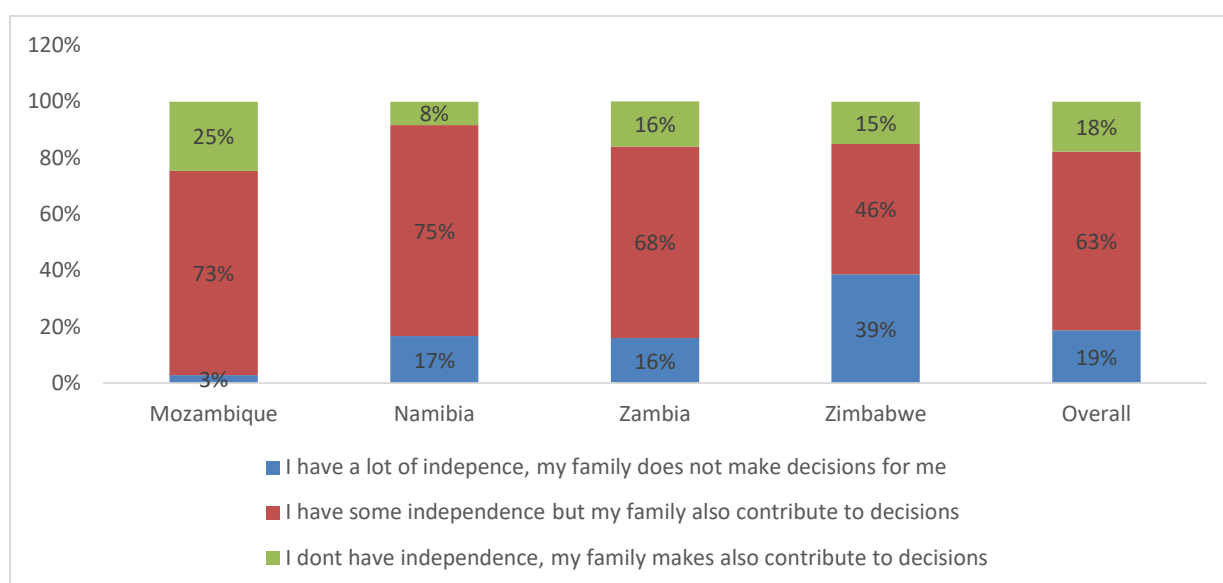
e. Peer pressure

- i. Overall, 82% of community youths reported that they do not feel pressured by their peers or friends to engage in bad behaviour.
- ii. Analysis by country showed that, in Zimbabwe 22%, Zambia (23%), Mozambique (16%) and Namibia (8%) community youths indicated that they feel pressured by their friends and peers then to engage in bad behaviour.
- iii. Disaggregated by sex, 20% of males compared to 17% of their female counterparts reported that their friends pressurise them into bad behaviour.
- iv. Analysis by age group showed the following trend; 15-19 years (17%), 20-24 years (20%) and 25-40 years (18%) reported that their friends pressurise them to engage in bad behaviour.

f. Independence to make own decisions

- i. Figure 27 below shows that 63% of the interviewed community youths said they had some independence to make their own decisions but with family contributions, 19% reported that they had a lot of independence while 18% reported that they do not have total independence, their families also make contributions.
- ii. Overall, 70% of the respondents felt that they had enough skills and knowledge to make good decisions while 30% felt they did not have.
- iii. Disaggregation by sex showed no variation in their responses with males (70%) and females (70%) felt they had enough skills and knowledge.

Figure 27: Independence to make own decisions about one's Life



3.3. FINDINGS FROM FGDS AND KEY INFORMANT INTERVIEWS

3.3.1. State of life of youths

a. Challenges facing youths

- i. Across all the four study countries, these issues were commonly mentioned as characterising the lives of youths; *child abuse (particularly orphans), unemployment and poor quality of jobs (for those who enter the job market without skills who end up taking low income jobs), crime, lack of recreation, vulnerability to HIV AIDS and other STIs owing to inadequate and unfriendly SRH services information and services, alcoholism, drug abuse and poverty-induced commercial sex work (particularly young girls)*. The issues of *tribal violence and racism* were mentioned in Namibia and *youths being co-opted into political violence and armed conflict* (Zimbabwe and Mozambique respectively).

b. Access to basic and vocational education

- i. Some youths in countries where education is not free (Zimbabwe, Zambia, Mozambique) drop out of school because they cannot afford fees, uniforms and educational supplies. In rural areas, gendered biases appear stronger, as more boys than girls complete basic and post basic education, thereby exposing girls to early marriages, poverty-induced prostitution.
- ii. In some countries (Mozambique), primary and secondary education is not of acceptable quality. Consequently, some youths prefer to undergo vocational skills training instead of going for decimal-segunda (12th grade) which they perceive to be less useful. In others (Namibia), youths were generally happy that primary and secondary education is free and that there were institutions that offer vocational skills training. However, they felt secondary education needed to be more practical so that school leavers (particularly drop outs and those who fail to meet the points required to proceed to grade 10) can leave secondary school with some basic job related skills that can enhance their chances of progressing to some vocation.

- iii. In Mozambique, there is a high number who drop-out of free government-run vocational courses, largely because they do not appreciate the benefit of such courses (Mozambique government official).
- iv. There is a shortage of trained/skilled teachers and relevant equipment in both private and public vocational training centres.
- v. In Zimbabwe, there are government institutions that offer vocational skills training, but only those with at least 5 GCE Ordinary level passes including English language and mathematics are eligible. The private centres that offer similar courses are more expensive and not affordable to many.

c. Work, income and banking

- i. It is difficult to find formal employment because of low industrial sector capacity (*Zimbabwe*), few companies operating in the town (*Beira Mozambique*) and few companies dealing in solar technologies (*Namibia*).
- ii. It is generally difficult for school leavers to find jobs without previous working experience which most employers demand. In all study countries, the situation is worse for school drop outs and rural youths. Those who enter the labour market without skills and work experience are exploited; paid very little, sometimes don't get paid at all. The situation is more difficult for young men compared to young women because young women have access to domestic/menial work – opportunities that are not similarly available to young men. Consequently, young men opt for touting and selling drugs to survive.
- iii. Youths who have undergone skills training and are willing to start their own small enterprises cannot access start-up financing; where all existing financing mechanisms appear technically inaccessible to youths – because of stringent eligibility criteria which most of the youths do not meet.
- iv. Youths who have undergone skills training at YA centres felt that even if some of them were not formally employed at the time of conducting the study, they occasionally earn some income by using their skills e.g. fixing doors, sewing and selling clothes, fixing cars etc. In some cases, current YA students were already using their skills to earn some income, e.g. hairdressing students plating hair during weekends and earning some income.
- v. There were few companies that absorb youths coming out of vocational training centres either for internship or work because they feel graduates were not adequately prepared for work (Mozambique government official).
- vi. Overall, most youths have no decent sources of own income and depend on family support. Most of those who earn are into vending. Most young resort to selling drugs, touting for passengers for commuter omnibuses and digging water wells to earn income. Most females working as housemaids/menial work and commercial sex work.

d. Citizenship and engagement

- i. Few out-of-school youths who do volunteer work in their communities do it in through their churches. Those in school do it through school-based clubs.
- ii. Generally, elders, including politicians do not listen to youths except using them for their campaigns. For most youths, independence to make own decisions is dependent on one's financial independence. For as long as one is still dependent on parents, the parents retain control and most of the times make decisions for them.

e. Healthy and reproductive lifestyles

- i. While healthcare services were said to be generally affordable (*Free in Namibia and Mozambique and given at a cost in Zimbabwe*), youths were generally not satisfied with the quality of services, characterised by health care workers without adequate skills of dealing with youth's sexual and reproductive health needs (*Mozambique*), unavailability of drugs (*Mozambique and Zimbabwe*), inadequate healthcare workers (*Zimbabwe*). Some youths said they were free to seek SRH services from health care centres, most of them were not comfortable seeking SRH information and services from health centres for fear of being labelled and stigmatized by health workers. Some of them said they were shy and afraid to get tested for HIV for fear of stigma.
- ii. In all rural areas, people walk long distances to health care centres - a disincentive for many youths.
- iii. Alcoholism, drug abuse and prostitution which is common among youths expose them to HIV and AIDS and other STIs. Youths, particularly the idle ones experience peer pressure to engage in sexual activities more than the pressure to engage drugs and alcohol. However, some felt that as much as they get pressurised, they were empowered to make the right decisions. Some girls are inducted into prostitution by their own mothers who were into poverty-induced sex work.
- iv. Across all the three countries, youths have a generally high HIV risk perception, attributed to mass media and the work of organizations dealing with youth SRH issues (including YA). Those who seek SRHR information from health workers prefer to consult community health workers instead of health workers at clinics who they consider to be unfriendly (*Zimbabwe*).
- v. Despite the high risk perception, youths said they end up engaging in risky sexual behaviours because of idleness, poverty and peer pressure. Consequently, the prevalence of unwanted pregnancies, illegal abortions, the number of youths involved in crimes, the proportion of youths who are HIV positive, the number of youths who are in sex work and young boys who are into drug abuse shows that there is a challenge in translating risk perception into appropriate behaviour.

f. Access to business financing

- i. Because most youths have no formal/lawful sources of income, they do not have bank accounts or savings – which usually are pre-requisites accessing financing. Those who are formally employed or those with own small businesses were highly likely to have bank accounts. Youths are generally considered to be high risk consumers of micro finance in an environment where most lenders shun start-up financing in preference to financing existing businesses with evidence of viability.
- ii. In Zimbabwe, finance is available in form of salary based loans, corporate financing for middle to large scale businesses (the type which is generally scarce, given banks' limited capacity) and short-term-high-interest loans which are too expensive. All these require collateral security. These financing dynamics technically side-line the majority of young aspiring or budding entrepreneurs who do not meet these requirements. The Small Enterprise Development Corporation (SEDCO) - a government vehicle designed to facilitate access to cheap finance to the SME sector is incapacitated and is not giving out finance.

- iii. The Ministry of Small to Medium Sized Enterprises and Cooperative Development is encouraging people to form Savings and Credit Cooperative Societies (SACCOS) as a way to generate small enterprise finance.

g. Hope for the future

- i. Youths desire to live lives that are better than those of their parents. They are hopeful, patriotic and are committed to work for the futures they desire to see.
- ii. While most youths in Zimbabwe express hope for a better future, they generally feel demotivated by the difficult economic climate.

h. Sport and recreation

- i. There is nothing/not enough opportunities and infrastructure for sport and recreation in the communities there are no swimming pools or cinemas or anything like this in the community (Namibia).

3.3.2. Policies and programmes for youth empowerment

a. Government policy and interventions on youth development

- i. Governments acknowledge the lack of opportunities for youths to access essential services they require to become economically active because governments have no adequate resources to facilitate that. Governments are seeking the support of entrepreneurs, NGOs and corporates to address these challenges. For example Government of Mozambique partners with NGOs to deliver vocational courses to underprivileged youths (*e.g. collaborates with Essor since 2010 to give free youths to do civil blacksmithing, carpentry and motorcycle and tyre repairs*). In order to enhance the employment chances of graduates/trainees, the government launched a program called Work Oriented Service (WOS) that teaches work ethics to youths so that they have a chance to be employed by the same companies after their internships. Government also gives self-employment kits for those who fail to meet the labour market demands so they can be self-employed. In Zimbabwe, the Ministry of Higher Education, Science and Technology Development licenses private vocational education institutions to increase accessibility of vocational skills training. The Ministry of Primary and Secondary Education also licenses private schools to increase the accessibility of basic and post basic education.
- ii. One major concern across study countries was that most courses offered by both public & private vocational centres do not match with labour market needs. This was observed to be one of the contributing factors to unemployment and frustration among graduates of vocational training when they fail to secure employment.

b. Successful models and opportunities for collaboration

- i. The programme of preparing academically underprivileged school leavers for self-employment was very successful in Mozambique. The programme had resulted in increased incomes among beneficiaries (Mozambique government official).
- ii. The labour market demands change more rapidly and government had no capacity to continually study these trends so as to review curricula. Governments need other partners to conduct regular surveys and sharing information with government to inform curricula review. (Mozambique)

- iii. In Zimbabwe, The Ministry of Small to Medium Sized Enterprises and Cooperative Development partnered with UNDP to set up SACCOS which they gave seed funding were successful. The seed funding was repayable and was given to other SACCOS. Because they were formed and supervised by government and financially supported by UNDP, the monitoring ensured that they were successful.

3.3.3. The relevance and impact of YA programmes

c. The responsiveness of YA programmes

- YA vocational training gives school drop outs a rare opportunity to acquire essential job related skills that enhance their employability. One graduate of YA from Namibia said *"It was good because, a lot of people don't have grade 10 or grade 12, and it gives them the opportunity to get experience and to become employed"*. One graduate of YA Zimbabwe's outreach training said *"We were hopeless sitting at home, but the training gave us hope/starting point"*.
- i. Life skills education is very popular among students and graduates of YA because they say it imparts useful skills which they require to succeed in life and work. They cited HIV/AIDS awareness, communication skills as some of the important topics/themes.
- ii. Graduates felt some of the courses delivered at YA centres were not aligned to job market demands (especially for those who desire to be formally employed). Examples; some agriculture courses at Dondo as there were few companies that can employ the graduates, Solar training at Otjiwarongo, Namibia since there were very few companies that deal in solar technologies in Otjiwarongo, Namibia.
- iii. While those who had undergone training at YA feel more positive and confident of a productive future life, long periods they spend without jobs after graduation and lack of capital to start their own enterprises frustrates them and they start questioning the usefulness of their qualifications. Some end up enrolling for different vocational courses (very few come back to YA centres, others go to other colleges).

d. Life changes attributed to participating in YA programmes

- i. Youths who participated in YA programmes have acquired job related skills and they feel more confident about making it in life, have increased knowledge about jobs and careers, some were economically engaged (*formal employed or self-employed*) and earning income, some had acquired their own assets (*one graduate of Goromonzi said he bought a residential stand in Harare*) and providing for their families. Those who were not yet employed had hope that someday they will be economically engaged because the training had added value to their professional lives and careers. Some are using the vocational skills that they acquired, while others have ventured into different trades but still use the life skills and entrepreneurship skills they were taught.
- ii. Entrepreneurship skills training was also hailed by most graduates who said it empowered them to see business opportunities around them, even opportunities not related to the trades they studied at YA (*e.g. Goromonzi graduate who studied catering but started a crèche business*). Some of them underwent training in Income, Savings and Lending Schemes (ISALS) which they say have opened their eyes on their potentials to generate, save and provide financing for their projects although they felt ISALS work well when participating members have some source of income.
- iii. Through the job attachments graduates feel more confident and look forward to getting jobs and do well or starting their own small businesses should they get funding.

- iv. Those who failed to pass the required number of secondary school subjects had lost hope of a decent life, but after participating in YA trainings, they felt that their personal worth in society had improved and their lives had changed for the better.
- v. Some graduates of YA were getting formal employment (*some in private sector and some in government, e.g. the military*) and were using the skills they had acquired from YA. For some, e.g. solar technicians in Otjiwarongo, Namibia and some agriculture graduates in Dondo, Mozambique it is not easy to get a job, because there were very few companies who work with solar in Otjiwarongo (Namibia) and agriculture in Dondo and Manica province respectively. In Zimbabwe, it is because of the very low industrial capacity coupled by the rampant company closures.
- vi. Owing to life skills education, some confirmed dropping bad friends, some stopped bad behaviours such as drug abuse, some that they no longer stigmatize people living with HIV, some now protect themselves against HIV infection, others confirmed being a positive influence to their peers, some are better skilled to manage conflict (*one Goromonzi graduate said before he participated in YA training, he would engage in fist fights with other people and was well known for fighting but had since stopped the habit*).
- vii. The following quotes sum up how some youths felt about their participation in YA training programmes; *"YA gave me a chance to do what I have to do, took me off the streets and put me in a position to be somewhere else. To me this is just a step for what I have to do; the best thing about Young Africa is it gave me these skills". "YA has given me skills, and ...I also really enjoyed life skills education... it... motivated us". "In everything in life you have to talk about life skills, we need to learn which friends are good for you and how you should approach things to achieve your goals"*.
- viii. One graduate from Mozambique said *"Our course gave us tools to engage in productive adult life ...it will help us to be independent from our parent's income and we will be free to make our own decisions about the way we want to live our lives"*.

The following are some of the challenges that youths who participated in YA programmes highlighted during the same discussions:

- i. Inadequate training equipment is affecting quality of training in some departments. Without adequate practical exposure, trainees in some trades are not adequately skilled to compete or succeed on the job market or entrepreneurship.
- ii. While a significant proportion of youths were keen to start their own micro businesses, bottlenecks in the micro-financing sector are dampening their dreams of becoming starting their own small businesses.
- iii. Some graduates were failing to secure formal jobs – owing to challenges related to the recognition of YA certificates (Zimbabwe). Some employers do not trust graduates' competence levels because they consider the duration of training too short.
- iv. Employment and attachment opportunities for some courses were from far off places making it difficult for married women and some men with families to access them.
- v. YA does not follow up its trainees during and after attachment (Zimbabwe).

e. Youths' perception of YA programmes

Youths who participated in YA training programmes said they appreciate:

- i. The Practical exposure. One graduate from Namibia said *“We got the more of practical experience and now I can do some basic electronics on solar systems”*. Another said *“I enjoyed when we had practice on the job, when we were working on the roof. I enjoyed that the most. The practical experience was the best”*.
- ii. The support they get to secure internships.
- iii. That YA is highly reputable Beira and this makes it easy for graduates to secure employment.
- iv. Skilled teachers in some areas such as catering, cutting & dressing (Beira).
- v. Affordable fees and flexible payment plans compared to other colleges and the existence of a boarding and meals room that help a lot to students, the fact that they are in a quite area provides good environment to be focused on the activity.
- vi. Affirmative action (reduced fees for girls who enter into male dominated trades and vice versa) (Zimbabwe).
- vii. Flexible entry qualifications that make it possible for primary school graduates and secondary school drop outs to enroll for training.
- viii. The additional life skills education, entrepreneurship training, Income Savings and Lending Schemes (ISALS) (Zimbabwe) and computer training. One graduate from Zimbabwe had this to say *“When I came here at Young Africa I only thought that I will only do panel beating and spray painting but fortunately I learnt many other things like computers, life skills and business studies, so I was very happy to have all those lessons because I did not know anything in those areas”*
- ix. Those who participated in the outreach trainings (Zimbabwe) liked the fact that the training programmes were brought to the community.
- x. Teachers who use local language making it possible for everyone, including secondary school drop outs to understand.

f. Areas that need improvement

Below is an extract of the recommendations that current students, graduates and community youths made to YA:

i. YA Mozambique

- Equipment in some departments, and putting in place mechanisms for ensuring there are adequate materials for practical training, including maintenance of equipment.
- Improve learning resources in the library and provide internet services.
- The quality of teaching in some courses e.g. mechanics needs to improve. Some teachers are inexperienced and require upgrading in pedagogics.
- Consider providing transport to students, even at a fee since some of them travel long distances and sometimes at night from school.
- Introduce new professional courses that match with the labour market demands. In addition, help with job placement services for graduates.
- Include etiquette training in life skills education to adequately prepare young people for the world of business.
- Always ensure courses are responsive to labour market demands.
- Promotion of programs that encourage more girls to enrol in vocational training by increasing the number of courses that are attractive to girls.
- Financing of programs that target the disabled youths.

- Invest more in programmes that promote self-employment in response to the market needs.
- Register trainees they recruit with INEFP to allow government to gather data on the level of unemployment.
- Increase publicity of vocational/professional courses offered by YA centres because most youths are not aware of these programmes.

ii. YA Zimbabwe

- Provide water for drinking and for the toilets (this was repeatedly mentioned by students and graduates).
- Help students to secure attachments and jobs. If YA itself approaches employers, it carries more weight than when students go on their own, especially holding YA certificates.
- YA should deliver on its promises, especially those related to post-training support.
- Increase the duration of the training. MCs and graduates felt the training is too short to adequately prepare trainees for work. MCs felt the attachment period is too little to adequately expose trainees for work.
- Ensure there are adequate materials for practical trainings to allow trainees to have adequate practical exposure.
- Address the challenge of access to finance. Without finance, all efforts on self-employment come to nothing.
- Lobby and advocate for working space to local authorities. Graduates who need to start own businesses struggle to get work space from where to operate their small businesses.
- Address the recognition of the YA certificate given that some employers do not recognize the YA certificate.
- Upgrade equipment in some departments, e.g. dressmaking, e.g. there is no over-locking machine in the dressmaking department.
- Supervision of teachers so as to improve on the quality of teaching.
- One graduate from Zimbabwe had this to say about follow up “The major challenge that we have with YA is that there are not doing any follow-ups. Following us to see what we are doing with the knowledge they gave us. We just know that they come here and train us but after that training time we won’t be able to see them again”.
- Allow MCs to assess students and make remarks about competence before they graduate.
- Review curriculum to include content that develops such skills as reasoning, decision making, planning and leading.

iii. YA Namibia

- YA should increase the number of courses on offer to include such courses as computers, electrical engineering courses, bricklaying and plastering.
- Libraries and information centres will help youths to be meaningfully engaged in information searches, allowing them to learn different things that they can do to solve their life problems.
- Sporting and recreation infrastructure and activities to allow youths to learn through the values of sport; respecting rules, team work, supporting each other etc. These activities

will help to meaningfully engage youths and divert them from harmful pressures of engaging into drugs, risky sexual behaviours, and participating in political violence.

- Make condoms easily accessible to promote safe sex among youths.
- Art promotion activities to nurture artistic talents and nourish youths' passion in art to fulfil their artistic dreams.
- Increase the learning time, especially practical time allocated to practical training. Some of the students said they do not mind being engaged in job-related practical training even during weekends. This means more time for practical training so that they can get more exposure.
- Facilitate job attachments for its students so that they acquire on-the-job experience thereby enhancing their chances of getting employed.
- Continue to focus on addressing the meaningful engagement of grade 10 dropouts to facilitate their employability.
- Invest in arts and sport promotion since some of academically less privileged youths may be talented in sport and art.
- Register under NTI so that it can give accredited courses, which has potential to attract more students to its training programmes.

CHAPTER FOUR: CONCLUSIONS & RECOMMENDATIONS

4.1. Educational, psychosocial needs of youths

4.1.1. Access to basic education

- i. There is a significant population of youths who fail to complete basic and post basic education in Southern Africa, owing to various reasons; long distances to schools, inability to pay fees and buy uniforms and educational supplies, gendered preferences given to boys' education than that of girls.
- ii. Urban youths have better access to primary and secondary education compared to their rural counterparts. In rural areas, girls are more likely to drop out of school compared to boys, owing to gender stereotypes that give preference to boys when it concerns sending children to school.
- iii. Youths in school or attending a vocational school have a higher chance of accessing a computer compared to the older and out of school youths

4.1.2. School leavers' readiness for work

- i. Youths' understanding of the relevance or lack of it of their prior learning improves as they begin to search for jobs i.e. older out-of-school understand that their secondary education does not prepared them for work and younger in-school youths believe the education they are getting is adequately preparing them for work.

4.1.3. Access to vocational skills

- ii. Urban youths have better opportunities to access vocational education compared to their rural counterparts. Existing vocational education systems are predominantly designed for the academically privileged school leavers; with limited/no opportunities for school drop outs who do not meet the entry requirements of mainstream systems. Private providers of vocational education exist in all countries, although they give at a cost generally unaffordable to most youths from low income families.
- iii. There is a general assumption among youths that vocational skills enhance one's chances of getting a job. Therefore, both those who felt that their prior learning had given them required job skills, and those who said it hadn't overwhelmingly expressed their interest to learn a vocational trade or skill. Thus, when youths complete some vocational/higher education, they feel more confident and hopeful of securing some job in the country.
- iv. Enrolment in a vocational course is largely inspired either by the general realisation that without specific job skills it is difficult to find employment and/or by the experience of unemployment and job search.

4.1.4. Healthy and reproductive lifestyles

- i. All social ills that plague lives of youths such as alcoholism, drug abuse, crime, violence, prostitution etc. are associated with idleness, poverty, unemployment and lack of economic opportunities.
- ii. Healthcare services are generally available and affordable, although a good population of youths still cannot afford even the seemingly low cost of healthcare services, particularly in Zimbabwe. The majority of available facilities that offer SRH services are

largely unfriendly to youths, hence they shun such services. Consequently, youths depend on mass media and other youth-friendly services (largely offered by private players) for information on SRH.

- iii. Although youths demonstrate high risk perception (largely attributed to mass media and the work of other organizations programming in SRHR, there is not enough corresponding evidence to suggest youths were translating this knowledge into actions to the same magnitude, leaving them at high risk of contracting HIV and other STIs. This is largely attributed to the pressures that are associated with idleness, poverty and peer pressure.
- iv. There was relatively high number of youths who thought HIV/AIDS and STIs were a risk to their ambitions but were not taking any precautions and some who did not know whether it was a risk or not, suggesting that HIV AIDS awareness remains a priority for youth programming.
- v. With most youths unemployed and few of them earning mostly very little income, youths turn to unorthodox ways of earning income such as unlawful touting, selling drugs, prostitution etc. which exposes them to HIV AIDS and STIs and other diseases.

4.1.5. Work, employment and income

- i. Owing to unemployment, most youths have no formal income, hence they are not banked.
- ii. Zimbabwean youths are more enterprising (probably owing to the economic experience) as most of them were earning income from some sort of work compared to their counterparts in Mozambique and Namibia.
- iii. Comparatively more youths in Zimbabwe desire to run their own businesses suggesting the enterprising nature of Zimbabwean youths, albeit induced by their understanding of the economic situation where the country's industry is shedding jobs and not creating very few (if any).
- iv. There were youths who said they were not willing to work, suggesting that a certain population of youths still lack purpose and drive in life and will require programmes that motivate them to have desires.
- v. It is important to note that employers emphasise on experience when hiring, particularly in economies where demand for jobs outweighs supply. This expectation makes it harder for inexperienced school/college leavers to penetrate the job market.

4.1.5. Citizenship and engagement

- i. The older youths (25-40) were more active in civic activities than the younger ones (15-24) suggesting that self-initiated civic engagement is associated with age and maturity, otherwise, it is motivated from outside, e.g. inculcated as part of school programmes.

4.2. Banking and access to micro finance

- i. Most youths do not earn income; hence they are not banking, thereby making it impossible for most of them to access finance, which is often linked to banking relationships. Owing to lack of income, most youths have not accumulated experience of managing finance. Consequently, when they get finance for business, they are likely to misuse it.
- ii. Because most youths have no savings, which is the major sources of start-up financing for small businesses, it is difficult for young people to start their own businesses.

4.3. Profile of existing services

4.3.1. The impact of the work of YA

- i. YA training programmes are reaching primary school and secondary school drop outs as well as those who have completed secondary school, including those with disabilities. In some cases, illiterate youths are enrolled.
- ii. There is a proportion (though small) that is returning to YA for upgrading skills/to acquire another skill because they could not find a job after the initial training
- iii. Most of the young people who enrol at YA centres come straight from formal school or would have finished secondary school and unemployed for some time. Some engage in informal and seasonal work before enrolling.
- iv. Evidence shows that YA centres should train for both formal and self-employment. Country-specific evidence showed that more youths in Zimbabwe desire to start their own enterprises, thus YA in Zimbabwe needs to emphasise self-employment programmes while equally investing in creating linkages for formal employment to meet the needs of the few who desire formal employment. In Mozambique and Namibia, emphasis should be more on formal employment, and also ensuring that the few who desire to start their own enterprises are supported too.
- v. The effectiveness of YA training is in its 70% practical component and emphasis on training through production. Youths who have undergone training at YA centres like the practical training the most. Due attention needs to be paid to practical training.
- vi. Life skills education and entrepreneurship training programmes are popular with YA trainees and graduates who felt these are profoundly useful additives that are rare in other vocational training centres.
- vii. Participating in YA training has facilitated access to paying jobs for some youths. Even for those who have not yet found jobs, they are hopeful because they have some job skills. Those who have made it are inspiring others to follow suit.
- viii. Some courses offered at YA centres are out of touch with changing industry demands; there is need to continuously review courses to ensure continued relevance to job/industry demands.

4.4. Recommendations

The needs assessment shows that (in design) the YA programme is perfectly suited to respond to the needs of young people in Southern Africa. It needs to be (i) strengthened for improved impact (ii) expanded and (iii) replicated to reach to more young people.

The following are some of the quick recommendations:

Employability programming

- i. Programmes that focus on employability of school drop outs, where possible providing second chances to drop outs to complete secondary education.
- ii. YA centres are best placed than other schools in their areas to run a unique but effective model of vocationalized secondary schools (with 2 of its centres already having secondary schools). This is the perfect way to address the missing “readiness for work” mentality that the study found among the younger school leavers and in-school youths.
- iii. A certain proportion of young people demand commercial courses, and these must be ‘included’ in YA courses and be given ‘equal attention and investment’.

- iv. It is impossible to achieve tangible results on promotion of entrepreneurship among graduates of vocational skills training without fixing the puzzle of micro financing. Though it demands an innovative and effective solution, it is worth attending to.
- v. With stiff competition on the job market, YA needs to seriously relook the duration of the training and strict adherence to 70 practical training and strengthen existing opportunities to improve the certification of courses. This implies investing in equipment, putting in place mechanisms for guaranteeing availability of materials for practical training, partnerships with industries/companies to provide on-site apprenticeship type of training, exploring the trade testing systems.
- vi. Effective support services related to securing attachments and job placements for trainees and graduates are fundamentally essential if vocational skills training has to achieve greater impact. A greater proportion of youths require longer periods of hand holding to succeed. This must be complemented by a stronger student follow up system.
- vii. Investing in the teachers' capacities is equally important for improved quality of training.
- viii. Books/reading materials are a fundamental requirement in a learning process. Libraries deserve serious attention.
- ix. The student population in YA centres (except Namibia) has outgrown existing capacity. There needs to be an urgent and significant investment in workshop/training equipment to match with the growing demand.
- x. Outreach trainings are solving a long-standing gap (where vocational training institutions appear to be generally concentrated in urban areas). It has to be expanded, but with sound sustainability mechanisms to ensure that they are not events that go away if there is no funding. Therefore, outreach training could be transformed into institution-based trainings if YA partners with local based institutions at inception.
- xi. Entrepreneurship training can be effective if the right package is delivered to the right target group at the right standard of effectiveness. This component needs to be attended to because it is popular with trainees, they see how it benefits them but they generally feel it is being rushed.

Programmes that promote healthy and reproductive lifestyles

- i. Apart from providing SRHR information, programmes should consider indirect solutions; ie. how to keep youths occupied and divert their attention from destructive lifestyles. Youths have abundant energy, which has to be channelled appropriately; otherwise youths will always find alternative outlets to channel this energy. Sport and art can be effective tools for that. YA may need to 'rethink' its festivals and transform them from "events" to "programmes".
- ii. Life Skills SRHR information and services, where possible should include advocacy for youth friendly health services. Alternatively, YA may require looking into the possibility of providing such services at its YA centres – in the mould of the now defunct "Health Corner" at YA Zimbabwe.