

# Evaluation Serve Development Programme

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## Acronyms

ARV	Anti Retro Viral
CB	Capacity building
CEO	Chief Executive Officer
CSR	Corporate Social Responsibility
EU	European Union
FBO	Faith based organisation
HoD	Head of Department
NGO	Non-governmental organisation
OVCs	Orphans and vulnerable children
PLWHA	People living with HIV and AIDS
YA	Young Africa

## Introduction

This paper is the final report for the Serve Evaluation carried out by Mary McKeown, an independent consultant, accompanied by John McCarthy, Serve's Regional Manager for Southern Africa. The team worked together, visited South Africa, Zimbabwe and Mozambique over two weeks in September 2015, analysed findings and Mary wrote this report.

The purpose of the evaluation is to provide an informed understanding of the implementation of the SDP by undertaking a review, assessment and analysis of the programme, and identify the challenges and lessons learned. The evaluation has also given a set of recommendations to improve further the SDP.

Serve is an Irish NGO with a turnover of €1,516,443, (2013 - €2,213,823, 2012- €1,511,338) of which €1,207,006 was raised in the Republic of Ireland, and the balance in Northern Ireland in 2014 (y/e 31/1/15). Serve's work in the three countries mentioned above is partly funded by Irish Aid. Irish Aid income is 54% of all income. There was a drop in income between 2013 and 2014 and this is due to 2013 income being exceptionally high because of donations to the Philippines Typhoon emergency.

Serve works in nine other countries<sup>1</sup> around the globe. Serve sends Irish volunteers to work on development programmes in these countries as well as SDP locations, and supports other projects as well.

South Africa, Zimbabwe and Mozambique operations are all part of the SDP – the Serve Development Programme. This is funded largely by Irish Aid, and it is a condition of funding that a review such as this one is undertaken by an independent evaluator.

Serve's partners in the SDP are:

**Tsholofelo, Rustenberg, South Africa** – this is a faith based community organisation which has worked in the platinum mines for over 20 years. This FBO works with out of school and vulnerable young people, providing vocational and leadership training. They also run several clinics which attend to a range of health issues, including mother and child health, PLWHA and ARVs. The early team is now heading to retirement, and handing over to the new management team, which will consist of local people entirely. The governance of this partner is being strengthened and Serve is playing a key role in this process..

**Tapologo, Rustenberg, South Africa** – this NGO works on HIV and AIDS related matters, focussing on the poorest PLWHA, OVCs and people who are unable to provide sufficient food for themselves and their families. It was established over 20 years ago, and it works with a professional NGO type approach. Work is carried out by teams of carers who speak many languages and are from all over Africa, and thus are well equipped to support the beneficiaries of this programme.

**Young Africa** – this is an NGO with headquarters in the Netherlands and Zimbabwe. It has developed an innovative education institution based on a franchise model, where Heads of Departments run their business on the campus, and teach or hire teachers to instruct students in their profession. Courses and businesses include carpentry, motor mechanics, catering,

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<sup>1</sup> Brazil, India, Philippines, Thailand, Zambia, Haiti, Burkina Faso, Congo and Kenya

dressmaking, computers and accountancy. Life skills training is provided focussing on sexual health, alcohol, drugs and violence in the home and community. Students are given assistance with job placements, micro credit to set up their own business, and other mentoring.

Each YA centre runs independently under their franchise model, with support from the HQ in the Netherlands and Zimbabwe. There are four centres that serve partners:

*Chitungwiza, Harare, Zimbabwe* – This centre supports over 1,000 students and has a large campus. A hostel is available for poor and scholarship students.

*Epworth, Harare, Zimbabwe* – This is a small campus in a poorer township of the Harare area which supports 400 students with a further 200 participating in an innovative outreach programme.

*Dondo, Beira, Mozambique* – This centre is just nearly two years old, and caters for over 300 students. It has developed an innovative programme to give access to cultivable land to graduates, making farming an attractive employment option in this area. Hostels are being constructed.

*Manga, Beira, Mozambique* – This is a large campus, with over 1,000 students and a hostel for poor students. The site is well managed and there are many options for income generating for the programme.

## Context

*Rustenberg, South Africa* is the nearest town to the platinum mines. The town seems to be a thriving western style metropolis, with magnificent infrastructure, housing and shopping centres. A few kilometres outside of the town the over-ground structures of the mines tower over shanty towns and squatter camps that house over half a million people. In August 2012, South African police fatally shot 34 miners and wounded 78 more during an industrial dispute known as the 'Marikana miners' strike' near Rustenburg. It was the most lethal use of force by South African security forces since the end of the apartheid era. Assistance flooded in to the agencies working in the area at that time to assist, but this has dropped off and there is little income for the squatters. During the evaluation there was no evidence at all of any other NGOs or government agencies working with the squatters in the camps at the platinum mines besides Serve's partners.

*Beira, Mozambique* is the second city of that country, and is a huge port, being upgraded by the Dutch government. Severe floods damaged the city and its economy in 2000. The city now has a large Chinese population, and they are working on exporting timber, while at the same time importing goods for sale locally. Some of this activity has undermined local economic progress. There is no evidence of environmentally sustainable practices in logging, and the infrastructure, particularly the road network, is being destroyed by huge heavy machinery and vehicles facilitating the Chinese.

*Harare, Zimbabwe* is a capital city which has suffered enormously as the government has implemented policies which have had detrimental effects on the economy of the country. Deterioration of infrastructure, social and physical, is evident everywhere. Disillusion at all levels with the current government and its activities trickles down to the young people who see themselves without huge prospects.

## Methodology

A desk review covered many documents including reports from partners, partnership agreements, budgets, policy documents and plans.

An inception report was agreed, and this report was used as the planning and monitoring tool for the evaluation.

Mary and John visited Rustenberg, Harare and Beira for a total of two weeks. They met with the management teams of each partner organisation, visited the programme sites, met with staff, volunteers and beneficiaries.

One on one discussions were held with senior staff members (Directors, Financial Controllers, Heads of Departments), some of whom also participated in group discussions with staff teams. Focus group discussions were held with current students, outreach students, staff, disabled students and graduates. Meetings were held with carers, child support workers and residents of the squatter camps. Home visits were undertaken. Partners-of-partners also provided insights, 'Touch' works closely with Tapologo, and they were particularly helpful in unravelling the reality of OVCs and PLWHA, particularly women, in the squatter camps.

Site visits at the campuses consisted of physically visiting classrooms, workshops, fields, animal sheds, store rooms, offices and so on. Informal discussions took place with all involved during these 'walkabouts'.

Mary also met with the Chairperson of the Serve Board, and with Irish Aid.

Good useful qualitative information was taken from all these meetings, and this was used together with the quantitative information provided by monitoring reports submitted to Serve from its partners, and analysis of the Results Based Management frameworks.

The entire process was conducted in a spirit of trust and cordiality. Relationships between Serve and its partners are very strong and supportive.

## Findings

### Serve

Serve's Programme has a clear goal for impact on the lives of a particular group in each location. It has an in depth understanding of the contexts in which it works and there are clear goals and objectives in place for each location. The results framework is strong, and is used appropriately by Serve and its partners. Institutional capacity building is a major part of the programme, and though all parts of the programme are flexible and responsive to change, the capacity building element of the programme is particularly strong, being responsive and flexible to partners' needs. New developments in the programme, particularly the newly institutionalised 'Harare Training Week', where 2-3 representatives of each partner meet in Harare for a week's facilitated training on current relevant issues (this year the issues were Youth Engagement and Results Based Management). This training and networking week has been seen as a huge benefit to all who participated, with recommendations being offered for the themes of the week in 2016. This new training, and other capacity building processes and activities are the main area where Serve's added value can be plainly seen.

Serve's programme displays the programme approach to development interventions.

- There is a clear understanding of context and a set of clear objectives and appropriate policies to deal with that context.
- Strategies and plans are based in the context of the work, and are formed from Serve's policies adopted by their Board. There is coherence between these strategies and the programme as it is implemented.
- Results frameworks are clear and are used appropriately. They are a real management tool at all levels to enable implementation of the programme, carrying on partnerships, monitoring and they enable the flexibility which characterises an effective NGO working in sometimes extremely difficult circumstances.
- Partnerships are strong, MoUs exist in all cases, and relationships are cordial with mutual understanding and support. Relationships with other actors also exist and contribute to the strengthening of the programme. Volunteers contribute to the strengthening of these partnerships as well as to capital aspects of the programme, and could be used more strategically to further strengthen the programme.
- Lesson learning, capacity building, and looking to the future are all key parts of Serve's programme. This has been strengthened recently by the institutionalisation of the 'Harare Week' of networking, learning and sharing. This event brought together all partners to discuss matters of mutual interest (youth work and results based management) and learn from Serve, expert facilitators, and most importantly, each other.
- Links to the wider environment are also enabled by the networking and continuous communication between Serve, its partners and other actors in each location.
- Mainstreaming of issues such as HIV and AIDS, gender, environment and human rights are all evident in planning as well as implementation of the programme.
- Most importantly, there is evidence of positive change in the lives of the people that Serve aims to support, the people in the platinum mine squatter camps in South Africa and the students in the Young Africa centres.



Partners are encouraged to implement policies such as Financial Management, Governance, Gender, and Disability and so on. Most have at least the Financial Management and Governance policies in place. Strategic Planning and Risk Analysis is evident within Serve, and Serve facilitates these processes with partners. Exit strategies are being discussed, and it is envisaged that these will be in place within the coming year.

Linkages between Serve and its operating environment exist in all locations, and the Regional Director / Programme Manager is pro-active in ensuring these relationships continue on a cordial and mutually enhancing basis. Advocacy is part of this process, and there are recommendations as to how this can be enhanced.

All partners have processes and plans in place to enhance sustainability of their work. Serve is involved in assisting in all of these processes.

Serve's volunteering programme shows benefits of a capital nature for all programme partners. Serve's long term volunteering programme is more strategically aligned, and key skills are transferred to partners, for example work on communications strategies in this digital age.

Mainstreaming of cross cutting issues (HIV and AIDS, Gender, Environment, Disability and Human Rights) exists in practice but has not been catalogued sufficiently. A mainstreaming approach is integral to Serve's work. They use a Rights Based Approach, and work directly with people living with HIV and AIDS. Their approach to gender issues is exemplary, and all the programmes work with women and men, the training programmes foster inclusion of women in courses that would have been traditionally male preserves. Environmental concerns are evident in the work of all the partners, and Serve promotes this through its volunteer programme as well as the partnerships. Inclusion of disabled people in the mainstream programme is evident in all locations.

#### 1. Relevance

- a. Serve's work complies with the objective of Irish Aid's White Paper (2006) which is *'poverty reduction, to reduce vulnerability and increase opportunity'*.
- b. Serve's work also complies with the two principal objectives of Irish Aid's Civil Society Policy (2008) which are;
  - i. *To support an enabling environment for civil society to organise and engage with government and its own broader constituencies; and*
  - ii. *To support the role of civil society:*
    1. *in promoting participation and good governance;*
    2. *in ensuring pro-poor service delivery and pro-poor growth; and*
    3. *globally and nationally, to build a constituency for development, human rights and social justice.*
- c. Serve works with the very poorest people in South Africa through Tapologo and Tsholofelo in the squatter camps at the platinum mines near Rustenburg. This work is not being undertaken by any other NGO or government agency in the squatter camps at the Platinum mines near Rustenburg.
- d. Serve's work with Young Africa partners target out of school youth and school leavers who are not yet equipped to find work. While this work is not with 'the poorest of the poor' there is no sense in which the students at YA centres could be called 'well off' in any context, and many are extremely poor, particularly the scholarship grantees. This

work is directly contributing to the future of Zimbabwe and Mozambique, providing skilled workers who have a healthy approach to their interactions with others and their care of themselves.

- e. Serve's volunteers provide tangible practical support to all Serve's partners. There is evidence of benefits for volunteers as well as for the partners. Serve's long term volunteering programme has the potential to offer greater capacity building throughout the programme.
- f. More direct strategic placements may strengthen support to, for example, the new CEO and team at Tsholofelo, management teething problems at Dando, networking between management teams in Mozambique to learn from each other how to combat corruption in such areas as job placement and importing goods. These placements could be from either short term or long term volunteers depending on the nature of the change being supported.

## 2. Efficiency

- a. Serve works with its partners in an efficient manner. Financial management and financial planning seem efficient and conform to best practice. Payments are timely (despite some delays from donors, these rarely affect timeliness of payments to partners). Site visits are conducted several times each year. Communications are open and transparent. A 'team work' atmosphere prevails at all times. Relationships are cordial.

## 3. Effectiveness

- a. Serve works with partners who deliver on their own objectives as well as on Serve's objectives.
- b. Micro credit programmes in all partners are under resourced and benefit few students.
- c. Results based management:
  - i. Serve works from a clear and detailed results framework which is fed into from all partners.
  - ii. Results are very clearly stated regarding each partner's work.
  - iii. Benchmarks have been developed by the partners in consultation with Serve.
  - iv. The framework is a living management tool, which is used by Serve as well as its partners as part of the reporting mechanism, and to track progress on all aspects of the programme.
  - v. Targets have been amended as the programme continues, and this shows that Serve is in close touch with partners as to progress, and that both Serve and the partners are flexible with regard to changes in the context in which the partners work which in turn lead to changes in how the programme is implemented.
  - vi. Indicators that are 'off track' are clearly signposted, and these are followed closely before being noted as 'indicator not viable'. While several indicators are 'off track' there are good reasons for these (some to do with local unrest such as riots and strikes in the platinum mines in South Africa, or delays in roll out of Governance manuals due to workloads which were skewed again due to the riots and strikes at the mines) and these are consistently monitored by Serve.
  - vii. Serve is flexible in offering assistance to partners to achieve their targets. Particularly with regard to capacity building, and see practice on Strategic Planning.

#### 4. Impact and Results

- a. The Harare Training Week, held in August, was a huge success at several levels; training, networking, lesson learning, team building.
- b. YA training centres results show impact in terms of increased incomes for graduates v. non-graduates in all locations.
- c. Impact of Serve supported YA courses include Life Skills, which are skills relating to sexual health, alcohol and drug issues, and relationships. These matters are not available to the young people concerned from other sources in the locations visited. Students in all locations reported that they had changed their behaviours regarding sexual activity, alcohol, drugs and violence as a result of attending the Life Skills programmes within the YA centres supported by Serve.

#### 5. Sustainability

- a. Serve works closely with all partners to ensure development of other income streams and planning. This is very successful with the YA partners, and more difficult with the South African partners.

### **Tsholofelo, Rustenberg, South Africa**

The squatter camps at the platinum mines near Rustenberg, outside Johannesburg, South Africa are rough, poor, violent and unhealthy places. There are 500,000 people living in the camps where there are no government schools or clinics. There is little water, and people live in small corrugated iron roofed huts. There is a 50% HIV and AIDS prevalence rate (according to tests carried out in the Tsholofelo clinics). Official statistics wildly underestimate this as being 25%. Tsholofelo runs 6 training centres and 2 clinics.

#### 1. Relevance

- a. This training programme is the only programme visible run by an NGO or government in the squatter camps. High level, expensive, training colleges are available in the nearby city, Rustenberg, for school graduates. Nothing else available for young people in terms of vocational training, sports, leadership or self-development.
- b. No primary schools less than 7km from the camps, parents are afraid to let their children travel to school because of abductions and rape.
- c. This programme supports the very poorest with basic skills training. Literacy is a huge problem and most young people attending the courses have little formal schooling.
- d. There is a lack of confidence and a lack of entrepreneurial spirit in the young people attending the classes.
- e. Job prospects are minimal. But the training fulfils other needs such as self esteem and leadership qualities development.
- f. The clinics are the only medical treatment centres within the squatter camps, seeing 30 – 70 patients each day with a wide range of conditions treated. Mother and child health clinics are held, and patients attend for ARV treatment and trauma as well as chronic illnesses, nutrition advice and general ailments. Government clinics are at least an expensive taxi ride away from the camps, and suffer from absenteeism, lack of medicines and materials, and corruption where patients may be asked to pay large sums for treatments which should be a modest cost, or free.

#### 2. Efficiency

- a. Staff capacity is very low for training centres, and the funds available for salaries are very low. It is difficult to get anyone to work in the camps, let alone qualified teachers. Skilled teachers are not available in this part of RSA to work in such conditions.
  - b. Quality of teaching is not always very high. Some products are not suitable for sale as they are not of high enough quality.
  - c. Clinic efficiency is high, with trained staff, access to relevant medication (especially ARVs), nurses living locally trained by the clinic staff, high levels of accountability and hygiene. The clinics see 30 – 70 patients daily.
  - d. Irish volunteers contribute through construction and maintenance of clinics and other buildings, technical support to staff, care for OVCs. Tech support includes teachers working with teachers in the centres, and medical volunteers working on capacity building in clinics as well as seeing patients from time to time.
3. Effectiveness
- a. Hugely committed team of staff and volunteers.
  - b. Team is skilled in working in such a difficult environment, and there are good relationships between the staff and all government functions
  - c. The health programme sees 30 – 70 patients and provides support for patients needing ARVs. This is a hugely effective programme.
4. Impact and Results
- a. Programme affected by platinum miners' strike. Infrastructure destroyed, materials looted. A crèche manager died from a robbery and attack in the crèche, and robbers got only R200 (about €13.50).
  - b. There are some entitlement issues with students who can seem to expect daily activities to be provided for them constantly.
  - c. There is some evidence of graduates being employed or setting up their own businesses, but the main impact of the courses seem to be to boost confidence and provide an alternative to 'bad living', crime, violence and despair.
  - d. There is evidence that graduates earn more than those who have not done the courses, with figures of up to 20% improvement in income for graduates.
5. Sustainability
- a. Moving from a mission / FBO model to an NGO, handover taking place at the time of writing. Should be complete by year end (2015). Staff have been upskilled to take over.
  - b. Staff in place for handover, strong governance plan in place and Board of Directors being established for NGO, former leader to be part of new BoD.
  - c. There is a good support network in place, and Serve's other partner in the area, Tapologo, supports financial management with their qualified accountant providing oversight in financial matters.
  - d. There are risks of the projects being commandeered by political parties, but so far (20+ years) this has not happened.
  - e. Difficulties in finding alternative funding cannot be overestimated. The team in Tsholofelo are not skilled in finding grants, and this is an area that Serve's volunteers may be able to build capacity by working with the new Tsholofelo team. Early work with the mines, accessing funding through their Corporate Social Responsibility budget lines has continued to prove difficult and patchy.

- f. Primary health care clinics are being handed over to the government. They are staffed by trained nurses, that is, nurses for the most part from the squatter camps trained by Tsholofelo. These committed nurses will stay working in the area as they live in the camps.

### Tapologo, Rustenberg, South Africa

The squatter camps at the platinum mines near Rustenberg, outside Johannesburg, South Africa are rough, poor, violent and unhealthy places. There are 500,000 people living in the camps where there are no government schools or clinics. There is little water, and people live in small corrugated iron roofed huts. There is a 50% HIV and AIDS prevalence rate (according to tests carried out in the Tsholofelo clinics). Official statistics wildly underestimate this as being 25%. Tapologo works with People living with HIV and AIDS (PLWHA) in the camps, particularly families who have been directly affected and are ill. Orphans and vulnerable children (OVCs) are particularly vulnerable in a society that does not care for children, and they are at huge risk of abuse, rape and death. The feeding programme is a particular need, and care givers assist patients to access their anti-retroviral treatments (ARV) by accompanying them to clinics and assisting those who need help by administering the treatment. The families visited during the evaluation were extremely destitute, some dying. The need is enormous.

#### 1. Relevance

- a. Serve supports Tapologo's OVC and community outreach programmes. These support the very poorest people, those affected by HIV and AIDS, those who are sick and dying themselves, or whose parents are ill or have died. This is support at the grassroots to the very poorest people in the world.

#### 2. Efficiency

- a. Tapologo is a well-run efficient NGO with best practice in all areas of operation.
- b. Serves support is delivered in a timely fashion with open and frequent email and Skype communications. Relationships are cordial.
- c. This programme represents excellent value for money, with tight financial and budget practices in place.
- d. Management is strong. Value for money is evident.
- e. Difficulties because of fluctuating income. The nutrition element of the programme is suffering in particular, and this in turn is leading to severe hardship for some of the very poorest and most vulnerable families.
- f. Some difficulties with other funders have led to a reduction in the support that Tapologo gives to the PLWHA in the camps, particularly in terms of nutrition benefits.

#### 3. Effectiveness

- a. Care teams extremely committed. Many of the carers have been affected by HIV and AIDS in their own lives and in their families.
- b. Strong team ethos between care givers. Team ethos could be stronger between the management team and the care givers teams. Infrequent site visits by management team seem to have led to poor communications and lack of trust between the groups.

#### 4. Impact and Results

- a. There is great impact observed in the families that Tapologo are helping.

- b. Fewer meals are provided due to income fluctuations. Many families have no other source of food.
  - c. Hospice closed due to cessation of CSR funds from one of the platinum mines.
5. Sustainability
- a. This is a high functioning NGO, with many donors. The cessation of grants from PEPFAR will have an impact on the organisation, and other (big) donors will be needed to keep the level of activities going.
  - b. The government's decision to make ARVs available only from government clinics, from June 2016, means that people will have to go long distances to get their medicines, and may not have the same support in adhering to the treatment regime. Carers who at the moment can assist PLWHA to attend clinics will not be able to give the same level of care to all their charges if there is a long distance to travel, with long waiting times and the costs of transport. This puts an extra burden therefore not only on the carers, but on the people living in the camps as well.

### Chitungwiza, Zimbabwe

This is a training centre on the Young Africa franchise model, located in the outskirts of Harare. The institution serves over 1,000 students per year on over two hectares of land. Skills offered are catering, welding, machine shop engineering, panel beating, motor vehicle mechanics, hairdressing, beauty therapy, cutting and designing, interior decorations, computer software package training, computer hardware, secretarial, marketing and accounting. Besides the courses, Chitungwiza has a girl's hostel for 48 girls who are from orphanages or remote locations. Students have the opportunity to access day care for their children in the YA crèche. Sports- and cultural awareness festivals take yearly place for the students and the town itself.

- 1. Relevance
  - a. This programme supports school leavers to improve their job prospects. It also enhances life skills through the life skills courses.
  - b. The centre incorporates a 'holistic youth empowerment programme' according to a recent evaluation, and this evaluation concurs.
- 2. Efficiency
  - a. This is a well-run efficient institution, displaying value for money, conforming to best practice in financial management.
  - b. Financial management is based on clear modern policies, well accepted and supported by an active Board.
  - c. Governance is institutionalised, and the Board of Directors meets regularly, has several subcommittees and membership rotates.
  - d. Chitungwiza has received a large EU grant to maintain and improve the buildings particularly the roofs and computer lab, and to upgrade machinery.
  - e. Guidelines are being finalised on Training Quality. Support is being sought for a Strategic Planning Process
  - f. There are some concerns as to teacher absences and lateness.
  - g. Aging machinery is breaking down, and students do not always have access to the most modern tools and machines to learn the modern techniques which will in turn enable them to access work more readily.
- 3. Effectiveness

- a. The M&E system currently supports only the donors and not the management team directly. This could be more strategically targeted to improve management oversight of the programme.
  - b. A 'one report' system is being explored to enable the M&E team to work towards reporting to the management team, which will take into account information required by donors, but put this information in a holistic report.
  - c. Micro credit programme is weak, poorly resourced and few students are accepted.
4. Impact and Results
- a. Full time Life Skills teacher employed for the first time in 2012/13 with Serve funds. This course is having impact with students who say that they have changed their behaviours regarding sexual practices and numbers of partners, use of alcohol and drugs, and violence.
  - b. Students would like to have access to teachers of both sexes for Life Skills, particularly for sexual health sessions to facilitate frank exchange of information.
  - c. Examples of successful students who go on to have thriving businesses, employing others, show that diversification is an important skill that students learn at the centre.
  - d. All students study English, Computers, Life Skills and Business development. These aspects of the programme are seen to be even more important than the vocational skills they are learning, as these will enhance their whole life as well as their work life.
5. Sustainability
- a. Activities by the Chinese in local markets are directly affecting the students' abilities to find jobs, particularly affecting viability of small furniture making and dressmaking businesses, as the Chinese import ready-made furniture and clothes which they sell at extremely low prices. For example, they can sell a new ready-made dress for \$1, which is about ten times cheaper than it costs to make one in Zimbabwe.
  - b. Staff are being upskilled in computer studies, which will in turn enhance the levels of business acumen amongst staff.

### Epworth, Zimbabwe

A training centre in the Young Africa franchise model, this institution serves 600 students in Epworth annually, and a further 200 through its innovative outreach programme. Courses offered include dressmaking, computer skills, carpentry and academic skills. A new classroom block is planned for this year. There is a close relationship with the training centre in Chitungwiza.

#### 1. Relevance

- a. This programme works with younger people in Epworth.
- b. It provides an outreach programme to those living several hours away. In 2014 the outreach programme was in Domboshava, and in 2015 the work took place in Chipinge, both locations over two hours' drive away on poor roads with little public transport available. Teachers, machinery and equipment are 'bussed' to the locations at the weekends. This is a very relevant and innovative programme, which needs to be assessed as to whether or not the shorter time frame of the outreach programme results in a high enough quality of learning.
- c. This training centre is expanding rapidly, and perhaps the resources are not enough to cope with this expansion.

#### 2. Efficiency

- a. This programme is running in an environment in the centre of town, with good strong relationships with local authorities and support in terms of land.
  - b. Buildings are in very poor condition, machinery is in poor condition and maintenance issues are clearly seen.
  - c. Management is strong, and financial management is also strong to adequate.
  - d. Current fee structure seen as good value by students. Current fee structure may not be sufficient to run a high quality programme.
3. Effectiveness
- a. There is a lot of work still to be done to ensure effectiveness of this programme in general terms.
  - b. The Life Skills programme is effective and innovative.
  - c. Micro credit programme is weak, poorly resourced and few students are accepted.
4. Impact and Results
- a. Difficulties in work placement particularly for outreach programme students. This may be due to the shorter programme they are offered, and the perceived lower quality education.
  - b. The Life Skills programme is very innovative. The students run a skit on HIV and AIDS with bus passengers, and this is welcomed throughout the town.
  - c. Students report changing their sexual behaviours and reducing the numbers of partners because of the Life Skills programme. They also report the effectiveness and impact of the work on alcohol, drugs and violence.
5. Sustainability
- a. This programme is awaiting confirmation of receipt of funding from new donors. This will assist greatly in improving the centre and its impact.
  - b. Other income generating schemes are being discussed, but none are set up at the moment. This area needs attention.
  - c. Networking with the well-established, efficient and effective centre in Chitungwiza in a more formal way could assist Epworth in becoming similar.

### **Dondo, Mozambique**

This is a training centre in the Young Africa franchise model. It serves 330 students this year (2015) and served 100 students in its first year of operation, 2014. Young Africa Agri-Tech has 200 hectare of land for agricultural purposes. It is planned to build hostels to facilitate 64 boys and 64 girls with accommodation during the courses. Training is supplemented with practical exercises such as the production of meat, milk products, harvest of different fruits and vegetables, and raising of animals such as cows, goats and chickens. Agri-Tech aims to provide entrepreneurship opportunities and training for young farmers across the entire food value chain. Courses provided include agriculture, horticulture, and mechanics of farm equipment, poultry management, cattle management, fish culture, forestry, food processing, agri-business management and farm management.

1. Relevance
- a. Another training centre in the Young Africa model. This is the only training centre for young people in this hinterland.



- b. Innovative approaches evident in forming the 'incubator' programme of agriculture (food crops, animal husbandry) available to all graduates. Through this part of the programme all students have access to productive land and materials (including seeds) to grow food and cash crops for their own use and for sale.
2. Efficiency
- a. Well managed, great leadership.
  - b. Financial management conforming to best practice, accountability clear.
  - c. Human resources management strong too.
  - d. Programme very close to local farmers, local authorities and land owners. Great collaboration with and support from the community.
  - e. Accommodation for field staff being upgraded
3. Effectiveness
- a. Great leadership, team accessing capacity building through Serve.
  - b. Risks clearly identified and identifiable.
  - c. Monitoring system being developed, all HoDs involved.
  - d. HoDs forum not strong, leadership perhaps too strong from the top?
  - e. Hens and pigs kept and profitable
  - f. Food processing equipment bought in the Netherlands;
  - g. Programme works in extremely difficult environment, e.g.
    - i. Equipment remained in port for 14 months as the centre would not pay the bribe. A local politician eventually secured release of the goods.
    - ii. Students report that they must pay a bribe to secure a job, in all cases. This was admitted by the management team. Perhaps networking with Manga could alleviate this problem.
  - h. There are difficulties for students to access land, and a system is being developed with the municipality to set up a scheme to assist those who wish to farm.
4. Impact and Results
- a. Clear impact via increased income to graduates
  - b. Improved profile of agriculture as a career choice for graduates, though many want a 'job' as an employee.
  - c. All students learn English and Life Skills, there are plans for all to learn computers.
  - d. Students report that their sexual practices have changed due to putting into practice what they have learned in the Life Skills courses. They also report having changed their approach to alcohol, drugs and violence as a result of the Life Skills course.
5. Sustainability
- a. Income generating activities very innovative; tractor rented out to local farmers and others, eco-camp being developed for guests, food crops sold locally.
  - b. The leader is very strong, and it can seem that others on the management team do not have a role. Capacity building of the management team is very important, and a rounded approach to the work of the centre is necessary for long term success.

## **Manga, Mozambique**

This Young Africa training centre serves 1,000 students annually. Young Africa Centro de Formação offers vocational skills trainings in the commercial and technical fields. Entrepreneurship and micro-credit facilities assist students and graduates to become self-employed entrepreneurs. A hostel

accommodates up to 48 girls; both girls from extremely deprived backgrounds many of whom are orphans, and girls who come from long distances to complete their studies. Awareness festivals and community services such as sports, games, arts, and adult literacy classes take place every year. There is a crèche for students' and teachers' children. The courses offered include dressmaking, building technology, carpentry, welding, cooking, waiters' course, hardware repairs, motor mechanics, panel beating, fitting and turning, electrical, plumbing, air conditioning, beauty & hairdressing, child minding, business management, financial management, accounting, computer applications and English.

1. Relevance

- a. This is a very well run example of the Young Africa model of training centres in the franchise method.

2. Efficiency

- a. This is a very efficient institution; financial management is run along appropriate guidelines. Human resources and care of students are all priorities for the centre.
- b. Machinery out of date, many obsolete.
- c. Continuing problems with access to materials for classes.
- d. Buildings well maintained, EU grant received to improve disabled access and build toilets for disabled students
- e. Inadequate training has been given to teachers and HoDs regarding working with disabled students.

3. Effectiveness

- a. Micro credit programme is weak, poorly resourced and few students are accepted. Repayment rates are very high (over 70%).
- b. Some challenges regarding the Head of Departments team, the forum developed to improve communications has not functioned for many months. Some HoDs have resigned, leaving the teaching load to the management team who have had to hire relevant teachers. Conflicts between HoDs seem to be the issue.
- c. Scholarships available, but this system needs attention. Scholarships are not large enough to enable students to access materials, eat lunch and travel by bus to the centre.

4. Impact and Results

- a. 83% of students achieve placements in work.
- b. Excellent placement system has overcome corruption issues and the vast majority of graduates have work directly accessed from the institution. This is due to the nurtured relationships between the centre and relevant commercial and government enterprises which allow students access to job placements, internships and employment.

5. Sustainability

- a. The income generating programme is strong; the large hall is rented out for weddings and other gatherings, the restaurant on site earns extra income for Catering section, and paying accommodation available for visitors (and Serve volunteers).
- b. Strong management group, working well as a team.

## Lessons

### Serve

- Serve has a key role to play in maintaining relationships between the partners
- Serve's 'Harare Training Week' has had an enormous impact on all partners, with huge learning in both aspects of Youth Work, and Development Management (particularly Results Based Management).
- The volunteering programme has a key role to play in some aspects of capacity building, for example teaching English to young people in Mozambique, professional builders and engineers passing skills on to young people in South Africa, providing strategically targeted interventions such as that mentioned for the new CEO of Tsholofelo.
- Serve's use of the results framework as a key management tool has had benefits to the partners as well as to Serve in close monitoring and ensuring that the programme has as much impact as possible at each stage in its progress.
- Serve can strengthen its CB role by facilitating Strategic Planning exercises, enabling guidelines for governance, financial management and other policy areas to be of a high standard across all partners' programmes.

### Tsholofelo, Rustenberg, South Africa

- Working with the very poorest, most marginalised people in such difficult environment needs a long term view.
- Must anticipate extreme difficulties such as strikes, riots, rape and deaths.
- Currently underestimating difficulties in operation, and sometimes settling for the lowest level of resources, e.g. some of the trainers are not delivering high quality work, and they are not able to deliver high quality work.
- Value in training courses for self-esteem of students as well as improving employment prospects
- There are few employment opportunities outside the mines in this area
- Sexual violence is commonplace, 'life is cheap', and sexual violence is generally not reported.
- This programme is built on 'old values' that every person is important and deserves the chance to reach their potential.

### Tapologo, Rustenberg, South Africa

- It is important for the success of the programme to keep staff motivated and foster a team spirit.
- Tapologo needs a variety of funders, not to focus on one large funder, and should anticipate changes in the funding environment.

### Chitungwiza, Zimbabwe

- Need to plan for obsolescence of equipment as well as breakdowns
- Need to plan and budget for availability of materials
- Fees should be charged which cover costs, if there is no other source of funding
- Communication is very important, improvements in communications can help to avoid breakdown of, for example, the Heads of Departments issues.
- The Micro credit programme reaches few students.

### **Epworth, Zimbabwe**

- Planning at all levels leads to an efficient effective organisation
- Planning will lead to donations and grants
- Planning necessary for maintenance and ensuring adequate resources to keep buildings and machinery adequately maintained
- Outreach programme needs a lot of attention, and a shorter course is not necessarily better than nothing
- Micro credit programme reaches few students

### **Dondo, Mozambique**

- Need to learn as it is being set up, from experience of Manga
- Formalisation of support from Manga will lead to fewer mistakes repeated
- Staff visits to Manga will provide cheap and focussed learning for staff
- Student exchanges on common activities, debates, sport and so on, will build confidence and community
- Staff exchange could be explored to strengthen the programme in Dondo
- Micro credit programme being set up, adequate resources should be allocated to this.
- Dondo team must work with employers to bypass the corruption issues preventing graduates from accessing employment. This has been done successfully in Manga, and perhaps Dondo can learn from them on this issue also.

### **Manga, Mozambique**

- HoD forum must be maintained to enable the franchise to flourish
- Planning for big changes must be done before they are carried out, for example, admitting 64 disabled students without adequate support, facilities and training of staff until late in the year has led to a less than perfect experience for those students.
- Maintenance issues need to be addressed in a timely manner
- Planning is very important to address machinery and materials issues
- Planning also important to address team needs
- Micro credit programme reaches few students
- Adequate training and sensitization needs to be given to teachers, heads of departments and the management team to enable them to work well with disabled students.
- Extra awareness raising needs to be done with students so that all can accept difference, and classes work well together. The Life Skills courses should strengthen this part of their programme.
- Some disabled students find it difficult to keep up with others in the class. This is particularly so (at the moment) for the deaf students.
- Scholarships need to be sufficient to enable students to attend all classes and participate fully.

## Recommendations

### Serve

1. The Harare training week should become an annual event. Topics to be decided on the basis of needs of teams and new approaches to youth work, training and development management. This key element of Serve's approach to partnership; providing capacity building; will be strengthened by the formalisation of this event. This training was extremely well received by all participants. It not only trained them, but fostered a team spirit, provided networking opportunity, and lesson learning. A section on Serve's website should be dedicated to a community forum, where issues of common interest can be discussed, and resources can be shared such as planning tools.
2. All partners need to have clear Strategic Plans. Serve is ideally placed to support this development by providing resources, suggesting appropriate facilitators, and providing templates which could assist in cross learning. Serve can, if appropriate and agreed by partners, make a larger input including even having a senior staff member of the programme team participating in the process.
3. Serve should build up its advocacy relationship with the Embassy of Ireland in South Africa, focussing on the situation of people living in squatter camps at mines, particularly at the platinum mines in Rustenberg where Tapologo and Tsholofelo work.
4. Cross cutting issues and mainstreaming of them should be catalogued in Serve's next Strategic Plan, so that all partners and donors are aware of how this work is carried out.

### Tsholofelo, Rustenberg, South Africa

1. Need for a strong governance structure to facilitate the growth of the new NGO. Serve must ensure that this new board supports the new CEO rather than overly challenging him. Balance between using the experience of the former leader, and allowing the new CEO to run things is always a challenge for new leaders. Serve can assist with oversight and interest.
2. The Serve volunteer programme is active in Tsholofelo as it is with other partners. However, a strategic targeted placement to specifically support the new CEO in whatever areas he needs could be useful here. I suggest that a person who has managed a small company, or with business experience partners the new CEO for the period of volunteering, following a schedule of support which should be developed with the new CEO beforehand. For example, learning on human resources, financial management, fundraising and so on could all be written into a crash course of practical exercises based on current tasks of the new CEO, assisted by the volunteer. Serve could also add value to its support to Tsholofelo in assisting, through volunteers, the capacity of the new NGO to access alternative funding.

### Tapologo, Rustenberg, South Africa

1. Serve can provide assistance in ensuring that communications are improved between the management team and the carers' teams. The management team needs to take time to visit the squatter camps perhaps twice a year, taking a full day; meeting with the carers on their 'turf' and listening to them describe their work and their challenges. Deeper understanding of the difficulties by the management team should lead to better targeted fundraising, support, human resources management and planning.

### **Chitungwiza, Zimbabwe**

1. Recommend that both male and female teachers be employed to work on Life Skills – sexual health.
2. Serve should support Chitungwiza in their upcoming Strategic Planning process.
3. Formal communications processes, reporting, planning and implementing business plans and teaching, should be set out so that Heads of Departments can work well with the management team, avoiding breakdowns in some of the departments. Serve could oversee this process.
4. Planning should be initiated to deal with machinery obsolescence. This is an opportunity for the M&E dept to work closely with each HoD, ensuring inventories are up to date, depreciation is charged appropriately, and machines are replaced before they break down.

### **Epworth, Zimbabwe**

1. Need to formalise networking with Chitungwiza at all levels (management and franchise holders / HoDs) including student exchange.
2. Donors needed to support improvement and maintenance of buildings.
3. Outreach programme needs attention, perhaps lengthened, to improve quality.
4. Attention also needed to work placement for both Epworth and Outreach graduates.

### **Dondo, Mozambique**

1. Set up formal exchange and learning between the management, franchisees and teaching teams between Dondo and Manga. Suggest monthly or quarterly meetings on specific topics. Serve could support some of these learnings by facilitating early meetings.
2. Put proposals to employers to avoid corruption and payment of bribes by graduates trying to access employment.

### **Manga, Mozambique**

1. Examine the scholarship system, and perhaps increase the amount of funding available to students, or give them benefits in kind, for example provide materials for classes, and provide a hot meal in the middle of the day (this is available in the crèche).
2. Put together a training programme for all staff on working with disabled students. The partner 'Light' who liaises with the deaf students may give some support for this.
3. Strengthen the awareness raising part of the Life Skills course, with more emphasis on current situations in Manga.
4. Examine whether or not it is necessary for extra tuition (or other interventions) to be given to some disabled students, for example the deaf students, to enable them to keep up with the rest of the class.