



EXTERNAL PROJECT EVALUATION

**SERVE DEVELOPMENT PROGRAMME 2018-2021
IN ZIMBABWE & MOZAMBIQUE**

OCTOBER 2020



Table of Contents

| | |
|--|-----|
| <u>List of Tables</u> | iii |
| <u>List of Figures</u> | iii |
| <u>Acronyms and Abbreviations</u> | iv |
| <u>Acknowledgements</u> | v |
| <u>Executive Summary</u> | vi |
| <u>1.0 Introduction and Background</u> | 1 |
| <u>1.1 COUNTRY CONTEXT</u> | 1 |
| <u>1.2 SERVE DEVELOPMENT PROGRAMME</u> | 2 |
| <u>1.3 PURPOSE AND OBJECTIVES OF THE EVALUATION</u> | 3 |
| <u>2.0 Evaluation Methodology</u> | 4 |
| <u>2.1 STUDY SITES</u> | 4 |
| <u>2.2 SAMPLING, SAMPLE SIZE, AND DISTRIBUTION</u> | 4 |
| <u>2.3 DATA COLLECTION, TOOLS AND TECHNIQUES</u> | 5 |
| <u>2.5 TRAINING OF RESEARCH ASSISTANTS</u> | 6 |
| <u>2.6 DATA COLLECTION AND QUALITY CONTROL</u> | 6 |
| <u>2.7 DATA PROCESSING AND ANALYSIS</u> | 6 |
| <u>2.8 CHARACTERISTICS OF THE SAMPLE</u> | 7 |
| <u>2.9 COVID 19 REQUIREMENTS</u> | 7 |
| <u>2.10 LIMITATIONS OF THE EVALUATION</u> | 8 |
| <u>3. Evaluation Findings</u> | 9 |
| <u>3.1 RELEVANCE AND APPROPRIATENESS OF PROGRAMME</u> | 9 |
| <u>3.2 EFFECTIVENESS</u> | 14 |
| <u>3.3 COST EFFICIENCY</u> | 25 |
| <u>3.4 SUSTAINABILITY OF INTERVENTIONS AND RESULTS</u> | 26 |
| <u>4.0 Strengths, Gaps and Challenges</u> | 28 |
| <u>5.0 SERVE’s Added Value</u> | 28 |
| <u>6.0 Conclusions and Recommendations</u> | 29 |
| <u>7.0 Case Studies</u> | 31 |
| <u>8.0 List of Documents Reviewed</u> | 37 |
| <u>9.0 Annexes</u> | 38 |
| <u>9.1 TERMS OF REFERENCE</u> | 38 |
| <u>9.2 LIST OF INTERVIEWEES</u> | 42 |

List of Tables

| | |
|--|----|
| TABLE 1: MAIN COMPONENTS OF THE SDP | 3 |
| TABLE 2: SURVEY SAMPLE | 4 |
| TABLE 3: PARTICIPATION IN IN-DEPTH INTERVIEWS, FGDS AND CASE STUDIES | 4 |
| TABLE 4: CHARACTERISTICS OF THE SAMPLE | 7 |
| TABLE 5: SDGS ADDRESSED BY SERVE DEVELOPMENT PROGRAMME | 9 |
| TABLE 6: SDP ALIGNMENT TO GOVERNMENT OF ZIMBABWE PRIORITIES AND POLICIES | 10 |
| TABLE 7: SDP ALIGNMENT TO GOVERNMENT OF MOZAMBIQUE POLICIES AND STRATEGIES | 11 |

List of Figures

| | |
|---|----|
| <u>FIGURE 1: INTER-RELATIONSHIPS OF YOUTH CHALLENGES</u> | 14 |
| <u>FIGURE 2: PERCENTAGE OF YA GRADUATES ENGAGED IN FORMAL AND INFORMAL PRODUCTIVE WORK</u> | 15 |
| <u>FIGURE 3: PERCENTAGE OF YA GRADUATES WITH WEEKLY INCOME</u> | 15 |
| <u>FIGURE 4: EQUIPMENT RE-TOOLING IN MOZAMBIQUE AND ZIMBABWE</u> | 16 |
| <u>FIGURE 5: NUMBER OF YOUNG PEOPLE ACCESSING YA ZIMBABWE AND YA MOZAMBIQUE SDP FUNDED SCHOLARSHIPS AND ACHIEVE PROGRAMME</u> | 17 |
| <u>FIGURE 6: NUMBER OF STUDENTS COMPLETING ACCREDITED ILO SYB TRAINING AT YA ZIMBABWE AND YA MOZAMBIQUE</u> | 19 |
| <u>FIGURE 7: COVID-19 GUIDELINES ADHERENCE</u> | 20 |
| <u>FIGURE 8: IMPROVEMENT IN RESILIENCE AND EMPOWERMENT-YA LIFE SKILLS PROGRAMME</u> | 22 |
| <u>FIGURE 9: NUMBER OF STUDENTS COMPLETING ACCREDITED ILO SYB TRAINING AT YA ZIMBABWE AND YA MOZAMBIQUE</u> | 22 |

Acronyms and Abbreviations

| | |
|---------------|---|
| AIDS | Acquired Immunodeficiency Syndrome |
| FGDs | Focus Group Discussions |
| GDP | Gross Domestic Product |
| HIV | Human Immunodeficiency Virus |
| ICDS | Inter-Censal Demographic Survey |
| ILO SYP | International Labour Organisation Start Your Business |
| IMF | International Monetary Fund |
| KII | Key Informant Interview |
| M&E | Monitoring and Evaluation |
| MEL | Monitoring, Evaluation and Learning |
| MICS | Multiple Indicator Cluster Survey |
| MoHCC | Ministry of Health and Child Care |
| MWAGCSMED | Ministry of Women Affairs, Gender, Community and Small to Medium Enterprise Development |
| NGO | Non-governmental organization |
| OECD-DAC | Organisation for Economic Co-operation and Development's Development Assistance Committee |
| SDP | SERVE Development Programme |
| SADC | Southern African Development Community |
| SDGs | Sustainable Development Goals |
| SRHR | Sexual and Reproductive Health and Rights |
| SMEs | Small and Medium Enterprises |
| TVET | Technical Vocational Education and Training |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNESCO-UNEVOC | International Centre for Technical and Vocational Education and Training |
| VTCs | Vocational Training Centres |
| WHO | World Health Organisation |
| YA | Young Africa |
| ZDHS | Zimbabwe Demographic Health Survey |
| ZNASP | Zimbabwe National HIV and AIDS Strategic Plan |

Acknowledgements

SERVE is grateful to all those who participated in the external evaluation. These include staff from the Ministry of Youth, Sport, Arts and Recreation, SERVE, YA Zimbabwe (Chitungwiza and Epworth Centres), YA Mozambique (Beira and Dondo AgriTech), YA International (The Hub), Franchise Holders, YA partners and YA graduates. This evaluation would not have been successful without your insights on the SERVE Development Programme. Your input is appreciated immensely.

The SDP is primarily supported by the Irish Aid Civil Society Fund. Irish Aid is the Government of Ireland's official international development aid programme. The SDP is also supported by donors such as Electric Aid and Galway City Council. Finally, the SDP would not be possible without the support from SERVE's returned volunteers and communities in Ireland. SERVE and YA are immensely grateful for the support of these groups.

Finally, we acknowledge the role played by the Evaluators who carried out the external evaluation and developed this Evaluation Report of the SERVE Development Programme:

Evaluators

Dr. Nyasha Madzingira - Team Leader
Ms. Isabel Gwaze - Technical Assistant

Zimbabwe Research Assistants

Mr. Tawanda Moyo
Mr. Archbald Nyere
Ms. Tapiwanashe Mukarate
Ms. Tariro Cathrine Mungwena

Mozambique Research Assistants

Ms. Helena Martinho Jemuce
Ms. Amélia Alexandra Mateus
Ms. Helena Mário Joaquim Martinho

Executive Summary

Background

SERVE is providing technical and financial funding to Young Africa Zimbabwe, Young Africa Mozambique, and Young Africa HUB in Zimbabwe to implement their Development Programme, known as the SERVE Development Programme (SDP), implemented in Zimbabwe and Mozambique. SERVE is an international development non-governmental organization (NGO) based in Ireland. In September 2020, SERVE commissioned an external evaluation of the Programme, the findings of which are contained in this Report.

Evaluation Purpose

The purpose of the external evaluation was primarily to assess the effectiveness and impact of the SERVE Development Programme (2018-2021). Secondly, the SDP is still being implemented until 2021. As such, the findings of the evaluation will be instrumental in improving the remainder of the current SDP, and in seeking funding for another phase of the SDP. The evaluation was undertaken in Zimbabwe and Mozambique.

Methodology

The evaluation used mixed–research methods for both quantitative and qualitative data collection, including in-depth interviews with key informants, a structured survey questionnaire, focus group discussions, case studies and review of secondary data. Three YA Centres and affiliates of the SERVE Development Programme were included in the evaluation namely; YA Hub based in Harare; YA Zimbabwe Training Centres in Chitungwiza and Epworth; and YA Mozambique Training Centres in Beira and YA Agri Tech in Dondo, both located in Sofala Province.

The evaluation followed 442 graduates who were enrolled in 2018 and graduated in 2019. From these, a sample of 208 graduates (47% of 442) was purposively selected for the quantitative survey. Data was collected digitally via KoBo Collect and exported to Excel for analysis. A thematic content analysis in line with the evaluation objectives was conducted to interpret qualitative data. Quotes from primary data were used verbatim to clearly bring out aspects of the programme from the respondents. A Likert scale model was used to assess progress made towards achieving the outcomes and outputs of the SDP. The performance status and ratings were (i) Achieved: >90%; (ii) Partially achieved 50 – 89%; and (iii) Not achieved: <50%. Data from documents review, key informant interviews, FGDs and the survey were triangulated during analysis for the development of this Evaluation Report.

The Findings

Relevance

The evaluation findings establish that, the SERVE Development Programme is highly relevant as it is aligned to international, regional, and national policies. These include the Sustainable Development Goals (SDGs) at international level; the African Youth Charter, and the SADC Protocol on Gender and Development at regional level; and National Youth Policies, National HIV and AIDS Strategic Plan, and Women Affairs and Gender for Zimbabwe and Mozambique. Secondly, the SDP responds to Zimbabwe and Mozambique priorities on young people and meets the needs of the beneficiaries. The programme is responsive to the socioeconomic challenges faced by young people in developing countries that include dropping out of school, unskilled, unemployment, poverty, drug and substance abuse, early marriages, and limited access to sexual and reproductive health services.

Effectiveness

Outcome 1: Young Africa graduates and beneficiaries have improved levels of economic resilience as a result of strengthening YA TVET programmes.

Outcome indicator 1.1a tracked the percentage of YA graduates engaged in formal and informal productive work. The results of the evaluation indicate that graduates have improved levels of economic resilience after undergoing training with YA. The target for 2020 was 75%. The achievement rate for Zimbabwe is **96.1%** towards the target. Mozambique surpassed the target recording a **112.5%** achievement rate.

Outcome indicator 1.1b assessed the weekly profile of YA graduates. The evaluation asked the graduates about their weekly income from formal and informal productive engagements. The target was to reduce the number of graduates with no weekly income to 20% for Zimbabwe and 10% for Mozambique by 2020. This indicator was **partially achieved** at 35% for Zimbabwe while Mozambique is at 5%. This indicator could have been achieved fully if not for the impact of cyclone Idai in March 2019 and the COVID-19 pandemic that locked down economies from March to September 2020.

Output 1.1.1: *12 training departments in Zimbabwe and Mozambique have improved training equipment by August 2021 and Motor Mechanics Training Department at YA Mozambique has developed an expanded training area by end of year 1 (August 2019).* This output is on track and the target has been **achieved**. Nine departments targeted for improvement had been upgraded by the time of the evaluation in 2020.

Output 1.1.2: *YA Agri Tech campus (Mozambique) has improved training infrastructure to benefit students by August 2021.* Output 1.1.2 was **partially achieved** due to delays caused by (i) late disbursements of funds until December 2019; (ii) rainy season between December and February impeding work; and (iii) the lockdown of Centre from March to August 2020 due to COVID-19 pandemic.

Output 1.1.3: *YA students accessing training through the Scholarship Programme.* This was **achieved** at **90.6%** achievement rate. 510 young people accessed YA training programmes through the scholarship programme and pilot Achieve Programme by August 2020 against a target of 563 (target of 1,012 by 2021).

Output 1.1.4: *Supporting YA Centres to support staffing needs.* This was **achieved**. The targeted 8 key TVET programme roles at YA Zimbabwe and YA Mozambique were supported by the SDP to retain skills base within YA by August 2021.

Output 1.2.1: *135 graduates and 10 Franchise Holders at YA Mozambique receive microcredit by August 2021,* was **not achieved**. In Year 1, 12 loans were given to students and 8 loans disbursed to franchise holders. There were no loans given to students in 2020, as disbursement planned for March 2020 was cancelled due to lockdown. Only 3 Franchise holders received the loans in Year 2.

Output 1.2.2: *Providing Entrepreneurship Training to youth.* This was **achieved** at a rate of 95%. A cumulative total of 4,878 students completed accredited ILO SYB training at YA Zimbabwe and YA Mozambique in 2019 and 2020 against a cumulative target of 5,120. The target set for 2021 is 7,740.

Output 1.2.3: *Providing Entrepreneurship Training to youth at non-YA training centres through an Outreach model.* This was **partially achieved**. A cumulative total of 601 young people (non-YA students) completed entrepreneurship training through outreach programme in 2018 and 2019 against a cumulative target of 750. The achievement rate is **80%**. The target for 2021 is 1,250 young people (50%F/50%M).

Output 1.3 *Investment at Centres to meet COVID-19 operating guidelines.* This was **achieved** as SDP partners were able to operate in line with new COVID-19 guidelines and provided safe environment for staff and students.

Outcome 2: Young Africa graduates and beneficiaries have improved levels of emotional resilience and empowerment as a result of strengthening YA Life Skills Programme.

Output 2.1.1 *Providing Life Skills Training to Youth.* This was **achieved** at **95%**. A cumulative total of 4,878 students were trained in comprehensive Life Skills against a cumulative target of 5,120. The target is to reach 7,740 young people (50%F/50%M) by 2021.

Output 2.1.2 *Providing Life Skills Training to youth at non-YA training centres through an Outreach model* was **partially achieved** at a rate of **80%**. In 2019 and 2020, Zimbabwe reached 601 young people (531 Year 1; 70 Year 2) with Life Skills Training through the Outreach Programme against a target of 750 young people for the two years. The target for 2021 is 1,250 young people (50% F/50%M) (non-YA students).

Output 2.1.3 *Delivering Youthwork Training to YA staff.* This **surpassed** the target at an achievement rate of **164%** as 46 staff/teachers completed the best practice Youthwork training against a target of 28 which was to be attained by August 2021.

Outcome 3: Staff at YA operate to a higher level of professionalism and the YA Model is more sustainable as a result of targeted capacity building. Objective 3.1 was to ensure that staff at YA Training Centres improve their skills base and standard of services available to target beneficiaries across a range of capacity building programmes by August 2021 (implemented at Centre Level and joint training programmes ta YA Hub).

Output 3.1.1 on building the capacity of 10 staff at YA Zimbabwe and YA Mozambique from Monitoring, Evaluations and Learning (MEL) Training Programme (based on knowledge of MEL, YA's MEL System, Competence of staff to gather/analyse data) **was achieved**.

Output 3.1.2 *Capacity Building for staff at YA Zimbabwe.* This was **achieved**, and target surpassed at **133%**. Twenty YA Zimbabwe staff and teachers completed Life Skills and Entrepreneurship Training of Trainers in 2019, giving YA Zimbabwe a strong cohort of trainers to provide high quality training at Centre and Outreach Level.

Output 3.1.3 *Capacity Building for staff at YA Mozambique* was **achieved**, and target surpassed at **110%**. In 2019, 22 YA Mozambique trainers and staff completed pedagogy training, specifically the Certificado C qualification which is a minimum requirement of ANEP for accreditation of vocational training centres. The training was facilitated by the Don Bosco Institute from Maputo.

Output 3.2.1 *Support for key roles at YA HUB.* This was **achieved (100%)**. Four 4 key programme roles at YA HUB were supported by SDP to build and retain skills base within YA Hub by August 2021. The 4 roles supported are the Director, Programme Officer, Grant Management Officer and SERVE/YA M&E Officer in 2019 and 2020.

Output 3.3.1 *SERVE Volunteer Programme supports SDP implementation.* This was **partially achieved**. Even though a total of 14 SERVE Volunteers contributed to SDP objectives in Mozambique in 2019 against an annual target of 16, the SERVE Volunteer Programme was cancelled in 2020 due to COVID-19.

Output 3.3.2 was **achieved** in 2019. The targeted three housing units were completed for use as accommodation for trainers/capacity builders at YA Mozambique.

Efficiency

YA Zimbabwe and YA Mozambique have in place robust governance systems. Both organisations are governed by a Board of Directors who provide oversight to the organisation's programmes and management. They also have Finance and Administration Procedures Manuals.

Disbursement of funds from SERVE is timely and sent in batches. YA Zimbabwe and YA Mozambique report monthly internally, and quarterly to SERVE for both financing and programming. Reporting has been timely. Audits are carried out annually, and both YA Zimbabwe and YA Mozambique were audited in 2018/2019 and received unqualified reports.

Both YA Zimbabwe and YA Mozambique have an Organisational Logframe and a Results Framework to track outcome and output indicators. The organisations have in place a number of monitoring tools. However, the evaluation found that some of the indicators in the Results Framework at Outcome, objective, and output levels are repetitive and overlapping. However, this was not intended, as SERVE is working towards improving the Framework in the next SDP.

Sustainability

Some sustainability mechanisms are embedded in the SDP especially capacity development of staff on a wide range of courses to strengthen their capacity to deliver on the Programme. Secondly, the SDP is working with the government especially the Ministries of Youth to support vulnerable youth to complete their training. Lastly, at YA Mozambique, graduates can access funds through the micro-credit scheme to assist them to set up their own entities. However, the economic environment is the limiting factor that does not only affect the graduates but the general populace.

Recommendations

- (i) **Rebrand the Course to E-learning:** With the challenges brought about by the COVID-19 lockdown that affected attending classes by students, there is a need to rebrand the training course to use e-learning rather than in-person training. Virtual training can broaden the scope of trainers, as international trainers can also participate in the programme enhancing knowledge exchange.

Recommendation 1: Promote digital or distance capacity building and teaching methods as we are likely to be living with COVID for foreseeable future and international travel may not be possible.

- (ii) **Continued Capacity Building in Systems strengthening:** Strengthening organisational systems is critical for the efficiency of organisations. The SDP included capacity building in governance, financial management and monitoring and evaluation which improved the management of the programme.

Recommendation 2: Continuation of capacity building work in areas of governance, child safeguarding, financial management, and ME

- (iii) **Support to Graduates and follow-up:** The programme has adequately supported students to undertake their training and see them through the programme. However, the evaluation found out that it is not easy for graduates to start their own projects due the harsh economic environment, lack of start-up kits, and lack of microcredit support (for Zimbabwe).

Recommendation 3: Provide start-up kits and/or microcredit financing (with adequate funds) to graduates to assist them in establishing their own businesses.

- (iv) **Adoption of the Incubator Concept:** An incubator gives a small business a supportive environment that allows the entrepreneurs to focus on their product and customer development, while having the benefit of subsidized working facilities and space, access to expensive equipment, expert mentorship and other benefits that provide a “runway” before embarking on a full take-off into the real world. The incubation centre or microfinance Hub can utilize the YA workshops to build a firm foundation for graduates.

Recommendation 4: Re-model the Franchise Model to benefit both Franchise holders and graduates. YA workshops can be set up as Incubation Centres or Microfinance Hubs for graduates as a foundation for graduates to start own projects.

- (v) **Retooling of remaining Departments:** Refurbishing and re-tooling of workshops at YA Zimbabwe and YA Mozambique was welcomed with enthusiasm and there is anticipation of further work on the remaining workshops (Panel beating, motor vehicle mechanics and carpentry for YA Zimbabwe).

Recommendation 5: Continue with re-tooling of the remaining workshops that require materials and equipment.

- (vi) **Staffing Requirements:** Given the growth YA Centres and YA Hub are experiencing, the SDP may have to assess the staffing requirements for Zimbabwe and Mozambique especially in monitoring and evaluation (all centres including the Hub), Production Officer for production control at Agric Tech, Human Resources Officer, and Logistics Officer at YA Mozambique. As a sustainability mechanism, the recruitment is to consider local staff mainly for monitoring and evaluation of the programme for sustainability. The finance unit in YA Mozambique requires capacity building in using Quickbooks, a computerised accounting system.

Recommendation 6: Carryout a staffing and capacity needs assessment and respond accordingly to the staffing gaps identified.

- (vii) **Expand Outreach Activities:** The evaluation found out that there is a demand for outreach activities as many disadvantaged young people cannot be accommodated through the scholarship programme at YA Centres.

Recommendation 7: The SDP should consider inclusion of capital investments in the programme to expand outreach activities to other provinces.

- (viii) **Programme Monitoring:** Coupled with addressing the staffing requirements discussed above that include a review of the M&E Unit, the organisational Logframe may need to be revised to remove overlaps and repetition of indicators and make it more user-friendly.

Recommendation 8: Revise the Logframe to remove repetitions and overlaps of outcome, objectives, and output indicators.

1.0 Introduction and Background

SERVE commissioned an external evaluation of their Development Programme, known as the SERVE Development Programme (SDP), implemented in Zimbabwe and Mozambique from 2018 to 2021. SERVE is an international development non-governmental organization (NGO) based in Ireland and implements the Programme through an organization called Young Africa (YA), a confederation of independently and locally registered affiliated NGOs. Each affiliate runs training centres, youth (self-) employment programmes and community activities. Irish Aid is the main donor for the SDP with a grant totalling €840,000 the three years. SERVE secures co-funding from other donors in Ireland and contributes from its own resources. YA also secures co-funding from other donors and contributes income from its Franchise Model.

1.1 Country Context

Zimbabwe is located in Southern Africa and has a total population of 13 061 239.¹ The proportion of male and female population is 48% and 52% respectively, giving a sex ratio of almost 93.² Based on the 2012 census, the Zimbabwe 2017 Inter-Censal Demographic Survey (ICDS) indicated the same male and female population disaggregation with a sex ratio of 92.³ The population is relatively young with 40 percent of the population being below age 15 years and about 6% age 65 years and above. The youthful age structure of Zimbabwe's population presents a high potential for rapid population growth as well as high dependency burden. Zimbabwe's population has grown by 74% from 1982 to 2012, registering an average annual growth of 3.1%, 1.1% and 1.2% between 1982 and 1992, 1992 and 2002, and 2002 and 2012, respectively.⁴ At the 2002-2012 annual growth rate of 1.2% the population of Zimbabwe is expected to double in 58 years.

As of 2018, there were 2 725 970 primary school learners in Zimbabwe, with females constituting 49.8% of all primary school learners. There were 1 093 550 learners in secondary school with 996 790 learners enrolled in lower secondary school (form 1-4) and 96 760 learners enrolled in upper secondary school (form 5-6). There were 20 400 dropouts at primary school level and 37 081 at secondary school level with males dropping out of school more than females. The main reasons for dropping out of primary school included absconding, financial reasons and marriage reasons. Survival rates for both primary and secondary school levels show that the retention of learners decreased with grade/form while the completion rate decreases with level of education. At primary school level, the completion rate was 77.6% while the completion rate at lower secondary school level was 63.1% while the completion rate at upper secondary school level was 14.9%.⁵

Economically, Zimbabwe has been facing a liquidity crisis since 2016 following the abandonment of the Zimbabwean dollar in favour of the dollarization of the monetary system, the drought, Cyclone Idai and the measures of fiscal consolidation. This crisis plunged the economy into recession in 2019. Gross Domestic Product (GDP) was estimated at 3.5% in 2018, but however contracted by -8.3% in 2019. According to the updated International Monetary Fund (IMF) forecasts from 14th April 2020, due to the outbreak of the COVID-19 pandemic, GDP growth is expected to remain negative in 2020 at -7.4% and pick up to 2.5% in 2021, subject to the post pandemic global economic recovery and supported by the recovery of the agricultural sector.⁶ Amidst the country's economic crises, youths in Zimbabwe face challenges such as unemployment, unaffordable

¹ Zimbabwe Population Census 2012 National Report, Zimbabwe National Statistics Agency, 2012

² Ibid

³ Inter-censal Demographic Survey 2017, Zimbabwe National Statistics Agency, 2017.

⁴ Zimbabwe National Statistics Agency (2013). Zimbabwe Population Censuses 1982, 1992, 2002 and 2012.

⁵ www.mopse.co.zw

⁶ www.lloydsbanktrade.com

education, and lack of access to health care due to excessive poverty, forced mobility due to limited opportunities, child marriages and sexual abuse of young women among others. Researchers have revealed that the general unemployment rate stands at more than 80% with many youth graduates resorting to vending and cross border trade activities to support livelihoods outside of the mainstream economy⁷.

Mozambique is in South eastern Africa, bordered by Zimbabwe, Swaziland, South Africa, Tanzania, Malawi, Zambia and the Indian Ocean, while being separated from the island of Madagascar by the Mozambique Channel. Mozambique's population is estimated at 31 461 135⁸ people with three large population clusters being found along the southern coast between Maputo and Inhambane, in the central area between Beira and Chimoio along the Zambezi River and in and around the northern cities of Nampula and Pemba.

Mozambique is a poor, sparsely populated country. The country's high poverty rate is sustained by natural disasters, disease, high population growth, low agricultural productivity, and the unequal distribution of wealth. Hence, more than half of the country's population lives in poverty and rely on agricultural subsidies. Coupled with this, the country has high fertility and mortality rates with a population growth rate of 2.93% and a high fertility rate at 4.89 births per woman.⁹ In turn, the country has a rapidly growing youthful population; where 45% of the population is younger than 15 years of age.¹⁰ In 2019, the estimated youth unemployment rate in Mozambique was at 6.87% (however, the evaluation acknowledges that, although this is the official youth unemployment rate, the figure does not account for the huge proportion of youths engaged in unpaid/informal/irregular work as well as those doing unpaid work in rural areas).¹¹

Economically, the COVID-19 pandemic reached Mozambique at a weak moment in its economic history, as the country attempted to recover from two major shocks; the hidden debt crisis and the devastating effects of cyclones Idai and Kenneth in 2019. With this, growth is expected to decline to 1.3% in 2020, down from pre-COVID forecast of 4.3%¹² with significant downside risks. Mozambique is also expected to experience large external and fiscal financing gaps in 2020 and 2021 in a context characterized by exposure to external shocks and limited fiscal space.

Concerning education; by 2018, Mozambique had a total of 7 355 000 pupils enrolled in primary and secondary education. Of these pupils, about 6 139 000 (83%) were enrolled in primary education. During that year, nearly 44% of female youth of secondary school age were out of school compared to 32% of male youth of the same age. In Mozambique, the gross enrolment rate in primary education is 105% for both boys and girls combined. This decreases to 38% in lower secondary school with a student transition rate to secondary school of 74%.¹³ While 94% of girls in Mozambique enrol in primary school, more than half drop out by the 5th grade, only 11% continue on to study at the secondary level and just 1% continue on to college.¹⁴

1.2 SERVE Development Programme

To address some of the challenges faced by young people in Zimbabwe and Mozambique, SERVE started working with Young Africa since 2008. Their current programme under review was implemented from August 2018

⁷ www.ohchr.org

⁸ www.worldpopulationreview.com

⁹ Ibid;

¹⁰ www.indexmundi.com

¹¹ www.statista.com

¹² www.worldbank.org

¹³ Mozambique National Education Profile, 2018 www.epdc.org

¹⁴ www.usaid.gov

ending in August 2021. The SDP focuses on the provision of holistic and effective Technical Vocational Education and Training (TVET) to a target population of 8,990 marginalised young people over three years.

Three YA Centres and affiliates are part of the SERVE Development Programme;

- a. YA Hub based in Harare, Zimbabwe which focuses on capacity building of YA Affiliates, providing support to Affiliates, expansion of YA and disseminating the YA model to other youth-serving organizations;
- b. YA Zimbabwe at their Training Centres in the communities of Chitungwiza and Epworth (outskirts of Harare);
- c. YA Mozambique at their Training Centres in the communities of Manga (Beira, Sofala Province) and Dondo (Sofala Province). The Centre in Dondo is known as YA Agri Tech.

Project Goal: That “Marginalised young people in Zimbabwe and Mozambique have greater resilience and are better able to reach their potential and contribute to society”.

Project Outcomes: The following are the project’s outcomes;

- i. YA graduates and beneficiaries have improved levels of economic resilience as a result of strengthening YA TVET programmes
- ii. YA graduates and beneficiaries have improved levels of emotional resilience and empowerment as a result of strengthening YA Life Skills programmes
- iii. Staff operate at higher levels of professionalism and the YA model is more sustainable as a result of targeted capacity building

Table 1: Main Components of the SDP

| Component | Description |
|--|---|
| Skills for Economic Resilience—to boost employability and income through  | a. Investing in training equipment and training facilities at each centre |
| | b. Improving access for the poorest through a Scholarship Programme and the pilot ‘Achieve Programme’ (Zimbabwe only) |
| | c. Supporting core staffing needs |
| | d. Supporting the entrepreneurship training component |
| | e. Providing microcredit to graduates in Mozambique |
| Skills for Personal Development  | a. Supporting the holistic Life Skills training component |
| | b. Supporting core Human Resources Life Skills roles |
| | c. Providing training in best practice Youth work to YA staff |
| Strengthening the sustainability and effectiveness of the YA model through  | a. Supporting staffing needs at YA Hub |
| | b. Supporting organisation-wide capacity building training events at YA HUB |
| | c. Supporting capacity building needs at Centre Level |

1.3 Purpose and Objectives of the Evaluation

The purpose of the external evaluation was primarily to assess the effectiveness and impact of the SERVE Development Programme. Secondly, the SDP is still being implemented until 2021. As such, the findings of the evaluation are to be used as a fund-raising tool for further activities beyond 2021. The evaluation will be undertaken in Zimbabwe and Mozambique.

2.0 Evaluation Methodology

The evaluation uses mixed–research methods for both quantitative and qualitative data collection, including in-depth interviews with key informants, a structured survey questionnaire, focus group discussions, case studies and review of secondary data. The evaluation’s data comparisons per individual variable will be the “before–versus–after” type, where the situation at baseline and midline evaluation stages will be compared with the situation at the evaluation stage. The evaluation also used transformative change stories for case comparisons where best practices and success stories will be documented with detailed outlines of the contexts within which each of them happened.

2.1 Study Sites

Three YA Centres and affiliates of the SERVE Development Programme were included in the evaluation namely; YA HUB based in Harare; YA Zimbabwe Training Centres in Chitungwiza and Epworth; and YA Mozambique Training Centres in Beira and YA Agri Tech in Dondo, both located in Sofala Province.

2.2 Sampling, Sample Size, and Distribution

The evaluation followed 442 graduates who were enrolled in 2018 and graduated in 2019. Of these graduates 127 were from Zimbabwe and 315 from Mozambique. A sample of 208 graduates (47% of 2018 cohort) was purposively selected for the quantitative data collection (see Table 2). The Zimbabwe 2018 cohort is all female, and 86 (67.7%) of them were interviewed. For Mozambique, 122 graduates were reached (38.7%) of which 70 were males and 52 females. An individual questionnaire was administered to all graduates reachable by phone.

Table 2: Survey Sample

| Criteria | Zimbabwe | | Mozambique | | Total | |
|---------------------|-------------|-----------|-------------|------------|-------------|------------|
| Survey Participants | | | | | | |
| | 2018 Cohort | Sample | 2018 Cohort | Sample | 2018 Cohort | Sample |
| Male | 0 | 0 | 168 | 70 | 168 | 70 |
| Female | 127 | 86 | 147 | 52 | 274 | 138 |
| Total | 127 | 86 | 315 | 122 | 442 | 208 |

Sampling for key informants: Sixteen key informants were interviewed from government, SERVE, YA Zimbabwe, YA Mozambique and other stakeholders (see Table 3).

Sample for FGDs: Three FGDs were convened in Zimbabwe with 2018 graduates, Trainers, and Franchise Holders. No FGDs were conducted in Mozambique, due to COVID-19 restrictions that did not allow for gatherings. Hence, the youth could not be gathered at the Centres for focus group discussions.

Case Studies: Four case studies were documented (two per country).

Table 3: Participation in In-Depth Interviews, FGDs and Case Studies

| Criteria | Zimbabwe | Mozambique | Total |
|----------------------------------|----------|------------|-------|
| Key Informant Interviews | | | |
| | 12* | 4 | 16 |
| 3 Focus Group Discussions | | | |

| | | | |
|---------------------------------------|----|---|----|
| Trainers | 1 | - | 1 |
| Franchise Holders | 1 | - | 1 |
| Graduates | 1 | - | 1 |
| Number of Participants in FGDs | 14 | - | 14 |
| Case Studies | | | |
| Number of Cases | 2 | 2 | 4 |

**Includes 1 participant from SERVE Ireland*

2.3 Data Collection, Tools and Techniques

The mixed methods for data collection were utilised to bring out beneficiaries' (i) lived experiences in relation to the project's inputs (e.g., whether they benefited from the project, the benefits); (ii) views on how the project can better benefit them; and (iii) social and demographic characteristics that may have had an influence on the project's performance or significance.

(i) Literature Review

SERVE provided documents to the Evaluators, a valuable source for secondary data to track progress and achievements in line with the Project work plan and set targets. The data collated from these documents was triangulated with and validated against primary data collected during fieldwork. Additionally, the documents provided background information on the project and the tracking of project achievements (see List of documents reviewed).

(ii) In-depth Key Informant Interviews

Sixteen key informants were purposively selected to partake in the evaluation through in-depth interviews on the project. These included representatives from the Ministry of Youth, Sport, Arts and Recreation, YA staff at Chitungwiza Centre, Epworth Centre, Beira and Dondo, and the HUB in Harare, YA's Franchise Holders and trainers, implementing partners such as LESO, and officials from organisations whose non-YA students benefitted from the YA Zimbabwe Life Skills and Entrepreneurship Outreach Programme. Each group of evaluation respondents had their own semi-structured interview guide with discussion points that relate to their association with the programme.

(iii) Survey Questionnaire

The evaluation included a survey where data was collected using a one-on-one structured questionnaire with graduates of the programme. At the end of three years implementation period, the project is expected to have benefited 8,990 beneficiaries. The external evaluation focused on a cohort of trainees enrolled in July 2018 and graduated in 2019 and sampled 208 of the 442 graduates. A standardised beneficiary questionnaire adapted from the baseline was used to assess views on Knowledge, Attitudes and Perceptions (KAP) of the beneficiaries on the programme. Evaluators collected data using Real Time Data Collection Method (KoBo Collect) which was administered virtually by trained enumerators in Zimbabwe and Mozambique.

(iv) Focus Group Discussions

Three Focus Group Discussions were held in Zimbabwe, and none in Mozambique. The youth in Mozambique could not gather due to COVID-19 restrictions that did not allow travel and gatherings. FGDs were the evaluation's way of identifying collective perceptions of the project and focused on gathering information on achievements of the programme, their expectations, and suggestions on how the programme can be strengthened moving forward. Discussions were audio-taped and later transcribed to enhance accuracy in capturing some quotes verbatim for inclusion in the report. Each focus group comprised not more than 8

participants to maximize the facilitators' direct interfaces with participants and to meet COVID-19 requirements on numbers allowed to gather. The three FGDs were convened at Chitungwiza YA Centre were with graduates; Franchise Holders; and Trainers.

(v) Case Studies

Four case studies (two per country) were documented among beneficiaries to bring out the situation before training, during training and post training benefits (see Section 7.0).

2.5 Training of Research Assistants

Seven Research Assistants were recruited and trained to support Evaluators with data collection especially for the survey (4 in Zimbabwe, and 3 in Mozambique). The Research Assistants were trained in a half-day Skype meeting on Kobo Collect, an electronic data collection Application that uses Smartphones and tablets. They were appraised on the survey questionnaire, translated the questions into Portuguese for Mozambique and into Shona for Zimbabwe. The Research Assistants had an opportunity to role-play data collection with their peers to ensure all had understood the task at hand and confident to carry it out.

2.6 Data Collection and Quality Control

Two teams were formed for data collection – one for Zimbabwe and another for Mozambique. Both teams were supervised by a Technical Assistant. Data was collected concurrently over a period for ten days from the 1st to the 11th of September.

Quality assurance was process oriented and it aimed at preventing unacceptable practices at every stage of the study as well as minimizing systematic and random errors in data collection. Enumerators were trained and provided with rigorous supervision during fieldwork to minimize non-sampling errors. Data validation checks and skip patterns in the electronic data collection template were used to ensure only valid entries were captured. The Technical Assistants constantly assessed the quality of data collected to ensure missing data and validity issues were addressed during fieldwork to ensure valid and credible data was collected.

2.7 Data Processing and Analysis

Data processing: Data was exported from KoBo Collect to Excel for analysis. Data validation checks were used to ensure that only valid data was captured. Frequency tables were used to check for completeness and consistency of data.

Data matrices in Excel were used to analyse qualitative data from FGDs and KIIs. A thematic content analysis in line with the evaluation objectives was conducted to interpret qualitative data. Reflective discussions on emerging themes and reference to key observations documented in field notes were used to aid qualitative data analysis. Quotes from primary data were used verbatim to clearly bring out aspects of the programme from the different participants.

Data Analysis: Cross tabulations and statistical tests were used to enhance interpretation of quantitative data. Survey findings were compared against the baseline findings so as to track progress of the project in its two years of implementation.

In order to arrive at the assessment of progress made in the **achievement of outcomes and outputs**, the evaluation carried out an elaborate analysis of results at outcome and output level. It considered the percentage achievement of outcomes/outputs through the assessment of available data and/or opinion of stakeholders. A

Likert scale model was used to assess progress made towards achieving the outcomes and outputs of the SDP. The assumptions used in this report are based on a three—point rating scale that introduces differentiation between ratings and allows for a more distinctive performance assessment. While additional assessments were qualitative, the performance status and ratings were:

- (i) Achieved: >90%
- (ii) Partially achieved 50 – 89%
- (iii) Not achieved: <50%

| Key | |
|--------------------|--|
| Achieved | |
| Partially Achieved | |
| Not Achieved | |

Data from documents review, key informant interviews, FGDs and the survey were triangulated during analysis for the development of this Evaluation Report.

2.8 Characteristics of the Sample

The evaluation surveyed 208 graduates from the 2018 cohort whose distribution by geographical location, sex, education, and age is displayed in Table 4. Of the 208 graduates, 58.7% (122) were in Mozambique and 41.3% (86) in Zimbabwe. Sixty-six percent were females (138 participants). Most of the graduates, 76.9% have completed secondary education while 82.6 were aged between 20 and 29 years.

Table 4: Characteristics of the Sample

| Characteristic | N=208 | |
|----------------------------------|-----------|---------|
| | Frequency | Percent |
| Country | | |
| Mozambique | 122 | 58.7 |
| Zimbabwe | 86 | 41.3 |
| Sex | | |
| Female | 138 | 66.3 |
| Male | 70 | 33.7 |
| Education* | | |
| Completed Primary School | 16 | 7.7 |
| Completed Secondary School | 160 | 76.9 |
| Completed Third Level/University | 3 | 1.4 |
| No Formal Education | 1 | 0.5 |
| Some Secondary School | 27 | 13 |
| Age | | |
| 15-19 | 13 | 6.3 |
| 20-29 | 172 | 82.6 |
| 30-39 | 19 | 9.2 |
| 40-49 | 4 | 1.9 |

**1 Case missing*

2.9 COVID-19 Requirements

The evaluation was conducted with strict adherence to the WHO and Ministry of Health and Child Care (Zimbabwe) and Ministry of Health (Mozambique) COVID-19 requirements to prevent and protect researchers and study participants from the corona virus. Most interviews were held virtually via either Skype, Zoom, Google

Meet or WhatsApp call. Where interaction could not be avoided, the Research team and participants used masks, washed their hands with running water and soap or sanitised their hands at all times. Social distance was observed in all meetings, with Focus Group Discussions taking 8 or less participants.

2.10 Limitations of the Evaluation

The evaluation was conducted during the COVID-19 pandemic which restricted movement and desired flexibility in data collection. Participants in FGDs were limited to the lowest numbers possible to ensure social distancing. Mozambique was not able to bring FGD participants to a central place for discussions due to these restrictions in movement.

The sample for the survey was purposively selected, as only those graduates that were reachable by phone were the ones included in the evaluation. This may lead to a high representation of graduates from one training programme compared to others, or one sex having more participants compared to the other.

3. Evaluation Findings

3.1 Relevance and Appropriateness of Programme

The evaluation findings establish that SERVE Development Programme is highly relevant as it is aligned to international, regional, and national policies. Secondly, the SDP responds to Zimbabwe and Mozambique priorities on young people and meets the needs of the beneficiaries. The programme is responsive to the challenges faced by the young people socially and economically.

a) Responded to International and Regional conventions, strategies and standards

The SDP is aligned to international and regional conventions, strategies and policies notably the SDGs¹⁵ and the African Youth Charter¹⁶ which provide a framework for youth development, especially Article 13 on education and skills development. The charter originated from the need to address the situation of the youth in Africa, many of whom have been marginalised by the society through wealth and power inequalities, poverty and unemployment among others. Additionally, the Programme is aligned to the SADC Protocol on Gender and Development which provides for the empowerment of women and gender equality through gender responsive programmes and projects. The table below illustrates some of the SDGs that the programme responded to:

Table 5: SDGs addressed by SERVE Development Programme

| SDG | | Programme efforts |
|-----|---|--|
| Nº | Specification(s) | |
| 1 | <i>To end poverty in all its forms</i> | The SERVE Development Programme focused on the employment and entrepreneurship skills development and it targeted the less privileged Youths with an aim of changing their economic well—being. |
| 3 | <i>Ensure healthy lives and promote well—being for all at all ages</i> | It is arguably safe to say the programme partly contributed to the SDG 3 through the life skills training especially educating the Youths on HIV/AIDS. |
| 5 | <i>Achieve gender equality and empower all women and girls</i> | As mentioned elsewhere in this section, the programme targeted the girls with its employment, life and entrepreneurship skills trainings which were both an economic and social empowerment. In addition, targeting the girls partly contributed to gender equality. |
| 8 | <i>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i> | This SDG partly focuses on evidenced based interventions implemented in the form of training and education opportunities, skills development and entrepreneurship in order to increase Youth employability. The SDP programme skill development in entrepreneurship and employment had a goal of improving the employability of the Youth which to some extent has materialized. |

b) The programme complemented government priorities, policies and strategies

The SDP model promotes very strong partnerships between SERVE and YA and allows local organisations a strong voice in programme design. Further, the model allows for collaboration between implementing partners and the Government. The evaluation showed that the SDP did not replace the government strategies and priorities but rather played a complementary role. The employment, entrepreneurship and life skills training supported and complemented a number of government priorities and policies which include but not limited to

¹⁵ <https://sustainabledevelopment.un.org/>

¹⁶ <https://au.int/en/treaties/african-charter-human-and-peoples-rights>

the National Youth Policy ¹⁷ whose mandate is to provide common aspirations and priorities for youth development across Zimbabwe. The policy also seeks to ensure that all young men and women are given meaningful opportunities to reach their full potential. Through the entrepreneurship, employment and life skills training the SDP gave the Youth an opportunity to reach their full potential both socially and economically. The Ministry signed an MOU with YA Zimbabwe.

In addition, the programme through targeting the girls complemented the National Gender policy¹⁸ of the Ministry of Women Affairs, Gender, Community and SMEs Development whose mandate is to address gender inequalities with special mention to the education and capacity development of women. The programme also through the life skill training particularly the HIV and AIDS education complemented the Zimbabwe National HIV and AIDS Strategic Plan (ZNASP) IV whose goal is improved wellbeing and healthy lives for all population groups through universal access to HIV prevention, treatment, care and support services. Below table illustrates some of the government ministries' strategic priorities and how the programme complemented or contributed to each.

Table 6: SDP Alignment to Government of Zimbabwe Priorities and Policies

| Government ministry or department | Strategic priorities, visions, goals and mandates | Programme activities that complemented or contributed to government priorities and policies |
|--|---|--|
| Ministry of Youth, Sports, Arts and Recreation | Ministry aims to holistically empower young people, especially economically and socially. | Overall, the SDP targeted the Youth through its life, employment and entrepreneurship skills training, empowering the youth both socially and economically. |
| National AIDS Council (NAC) | Goal -to empower communities to reduce HIV transmission and minimize the impact of AIDS epidemic on families and society Mandate -To provide for measures to combat the spread of HIV and management, coordination and implementation of programmes that reduce the impact of HIV/AIDS | Through the life skills training, the SERVE Development Programme empowered the Youth with information to minimize their risks of contracting HIV/AIDS. |
| Ministry of Women Affairs, Gender, Community and SME Development | The Ministry's vision is prosperous and empowered women and communities who enjoy gender equality and equity Mission -To spearhead women empowerment, gender equality and equity for community development | The programme targeted young women. Generally, women are more disadvantaged compared to their male counterparts therefore targeting them with life, entrepreneurship and employment skills contributed to their socioeconomic empowerment. To some extent, the programme contributed to gender equality and equity by reducing the gap between women and men in the social and economic spheres. |
| Ministry of Health and Child Care | Purpose -To promote the health and quality of life of the people of Zimbabwe | Through the life skills training, the SDP complemented the Ministry's efforts in promoting health and quality of life of the people of Zimbabwe. Empowering the Youth with information on HIV/AIDS can arguably improve the health life of the Youth. |

¹⁷ <https://www.youthpolicy.org/factsheets/country/zimbabwe>

¹⁸ <https://www.empowerment.org/en/resources/documents/2014/12/the-republic-of-zimbabwe-national-gender-policy>

Table 7: SDP Alignment to Government of Mozambique Policies and Strategies

| Government ministry or department | Strategic priorities, visions, goals and mandates | Programme activities that complemented or contributed to government priorities and policies |
|--|---|--|
| Directorate for Youth and Sport | Participate in the event with prizes at the end of each competition, Sports festival support, send referees to cooperate with state schools to participate in the festival. | Through partnership with communities at sport festivals. |
| Provincial Education Directory | We wanted to open a secondary school, they would offer us trainers and would pay at their own expense, create the School Council. | Professional training of young people in the communities, thus contributing to their self-support. |
| Governor | Representatives open and close the graduation ceremony and other events such as conferences and project launch. YAM appraises the Government on each new project. | Strengthens the partnership between Young Africa and the various Ministries and Provincial Directorates of the Government. |
| ANEP (National Authority for Professional Education) | Support YAM with the approval of the Curriculum and give guidelines for the training of our trainers and how the Workshops should be equipped. | Quality Assurance to YAM professional training |
| Beira City Council | KFW came from the Municipal Council and equipped the Carpentry Workshop. Donated YAM's land in Beira. | Person in charge of Social Action support in identifying vulnerable young people in the neighbourhood for YA scholarships. |
| Directorate of Works | Experience sharing between IFEPELAC Training Centre YAM. Support in processing of documents to Volunteers. | Young Africa is the bridge of reference when it comes to professional training, making the government take visits to Young Africa. |
| Provincial Directorate of Health | Come and give lectures on HIV and AIDS, give support to nurses who provide counselling for young students. YAM students are blood donors to the Hospital. In the COVID-19 process, doctors support YAM with preventive care about the disease. Through the Ministry of Health, S2L girls enjoy treatment privileges, as they can change hospitals (transferring the Process) where they receive antiretrovirals. | Trained young people with information to minimize the risks of contracting HIV / AIDS, COVID-19 and on sexual and reproductive health. |

Key informants expressed similar sentiments on how the SDP complements government efforts in addresses the needs of young people:

We complement government through the Ministry of Youth. We respond to challenges flagged in the National Youth Policy. We also address gender aspects of the youth. Government recognised this and donated to us space for the Epworth Centre (KI, YA Zimbabwe)

The training gives a second chance to education to vulnerable young people who would have dropped out of school or failed to secure funding to continue their education. (KI, Zimbabwe).

c) Contextual relevance

It is also clear from the evaluation findings that the SDP was relevant gauging against the country's context. The programme offers a number of courses which include but not limited to carpentry, plumbing, electronics, motor vehicle mechanics, cosmetology and solar technology which are highly relevant to developing countries such as Zimbabwe and Mozambique as the answer to the needs of beneficiaries and consumers of the services offered by graduates. Motor Mechanics and Auto-electrics are complementary courses that are offered at the Centres. Trends in the motor industry indicated a shift from manual transmission to automated vehicles. Many people were importing pre-owned vehicles that required servicing and fixing.

Urbanisation is growing in these two countries bringing the demand for housing. The construction of new houses increased demand for plumbing and welding, which courses were offered by the Programme. The other course which was demand driven was the Solar Technology, as consumers are migrating from conventional thermal and hydro energy to solar energy. Additionally, electronics was introduced in the curricula to respond to the needs of consumers on repairs of electric gadgets such as laptops, cell phones as the countries kept pace with technological advances of the world. Below are supporting quotations from the stakeholders, teachers and beneficiaries of the programme who participated in this evaluation through FGDs, and key informant interviews:

"As for me I did solar technology, and looking at our country's economy I can say this course is very relevant, there are always power cuts so we are actually making money through installations, it is not like we get these jobs everyday but whenever we are called we get out with something significant". (FGDs, YA Graduate)

"I did plumbing and for me I think it is very relevant because right now a lot of people are building new houses and they need installations, also for those who have old houses they need fixing, replacing and maintenance of their old systems". (FGDs, YA Graduate)

"...the motor mechanics and auto electrics are very relevant; they are the most popular courses here at YA because they open up a lot of opportunities. We have a lot of past students who are working, some are in Namibia, some are in Dubai and some right here in Zimbabwe, some have started their own businesses..." (FGDs, YA Teacher)

"Life skills are an essential part of human beings and particularly of young people, I do not think young people can do well without life skills, especially if you look at Zimbabwe, our economy is very tough, lives that these young people are living is very difficult and they face a lot of challenges. In addition as you also know YA targets the underprivileged children who face a lot of challenges compared to their counterparts, some are orphans who need resilient and life skills to be able to face those challenges so I think life skills is very relevant to both YA and the young people" (FGDs, YA Teacher)

"They are absorbed by industry ahead of other graduates because of the hands-on training..."(KI, Zimbabwe).

d) The programme responded to the social and economic needs of young people

The evaluation establishes that SERVE Development Programme scored highly on relevance because of its responsiveness to some of the root causes of Youths' economic and social challenges. Due to lack of productive activities, young people indulge in extremely dangerous practices including but not limited to child marriages, drug abuse, stealing and prostitution. These unsafe practices pose threats to their health. In realising this Young

Africa and SERVE did not respond to the symptoms, but to the root causes of these Youth social and economic challenges through teaching them life, entrepreneurship, and employment skills. Below are some supporting quotations from the Youths who participated in the evaluation.

“... life is difficult for most of the people and some of our parents are failing to send us to school even to do these courses. Most of the Youths in my community do not even have O level education and they end up indulging in drug abuse and prostitution. When it comes to young girls who are doing prostitution there is a risk of contracting STIs and unwanted pregnancy... last week we had 3 cases of abortion, fetuses found at the garbage places, and one of the girls died while trying to abort.” (FGDs, YA Graduate)

e) The SERVE Development Programme targeted the needy

In addition, the evaluation findings show that the SERVE Development Programme targeted the needy which improved its rating on relevance. Generally, research studies show that youth unemployment is a global phenomenon. Worldwide, there are approximately 1.3 billion young people between the ages of 15 and 24. Of these, 429 million are employed while nearly 68 million youths are looking for and are available for work (defined as the unemployed).¹⁹ In Africa, by 2019, just over one in five youth were not in employment, education, or training²⁰ and currently, youths account for 60% of all Africa’s jobless.²¹ Zimbabwe’s estimated youth unemployment rate for 2019 was 8.09%²² while that for Mozambique was 6.87%.²³ Although all youths are facing the challenge of unemployment, female youths are more disadvantaged compared to their male counterparts. It is worth noting that, young women are particularly found to be not in employment, education or training with a gender gap of around 10% points since 2018.²⁴ Hence, improved equal status in terms of quantity of male and female workers has yet to result in real socioeconomic empowerment for women and young girls; an indication that true equality in the world of work is still out of reach (ILO, 2014). Thus, women and girls are still amongst the most disadvantaged group of people by virtue of their gender. Therefore, through the SDP, Young Africa and SERVE targeted women and girls and ensured the programme’s relevance. In addition, participants of the SDP apart from being youths and girls also come from disadvantaged families and communities which to a larger extent improved the programmes relevance as reflected by the following quotes;

I finished my O level, but life was difficult for me and my parents failed to send me to school to do any course (sic). Therefore, I had no hope with my life and had I not come to Young Africa, I would have ended up indulging in drug abuse and prostitution (Young Africa Graduate).

When it comes to the challenges that are being faced by youths in our community, I can mention that the country is tough and most youths are not able to go to school because parents are not able to afford tuition fees. You can see that, a lot of children who are supposed to be in school stay at home because their parents do not have any money to send them to school. These children will end up helping their parents doing things like plastic containers collection to use for cooking at night and sometimes they have to look for firewood... Some are now selling vegetables for their parents, so yes I can say lack of education is the number one challenge that youths in our community are facing (Young Africa Graduate).

¹⁹ Global Employment Trends for Youth 2020 International Labour Organisation

²⁰ Ibid;

²¹ www.worldbank.org

²² www.microtrends.net

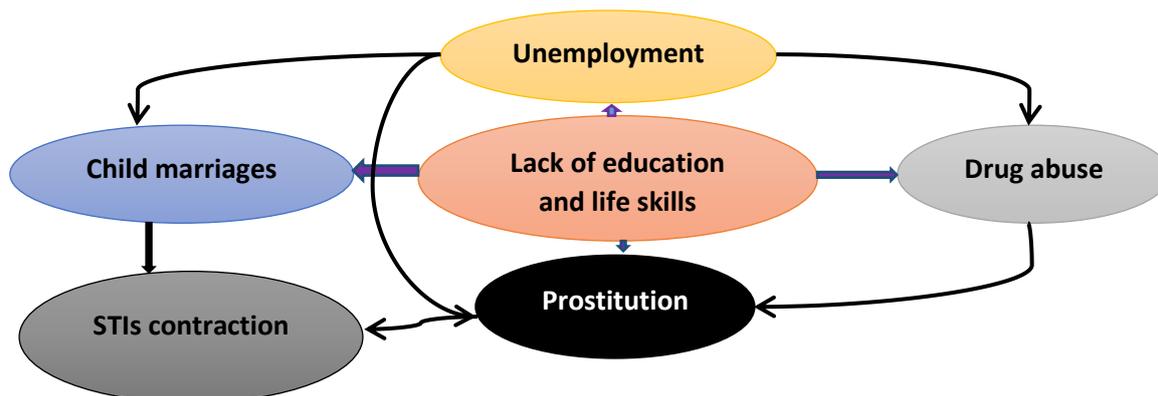
²³ www.statistica.com

²⁴ Global Employment Trends for Youth 2020 International Labour Organisation

f) The programme took a holistic approach

Closely related to the above, the evaluation findings showed that the SERVE Development Programme responded to a number of intricately related economic and social challenges that youths in Zimbabwe and Mozambique are facing. As mentioned elsewhere in this section the challenges that are being faced by the Youth are leading them to prostitution, stealing, child marriages, drug abuse and abortions. In response to these intricately related challenges the SERVE Development Programme did not only focus on the welfare of the Youth economically but also their social wellbeing. Through training the Youths on life skills, employment skills and entrepreneurship skills, the programme was responding to both the social and economic challenges being faced by the Youths. The diagram below shows how these challenges are intricately related.

Figure 1: Inter-relationships of youth challenges



The above simple diagram shows how intricately related the challenges that the SDP responded to which Youth are facing. The evaluation showed that due to Youths lack of education they are bound to face unemployment challenges which in turn will lead to child marriages, prostitution and drug abuse and ultimately to STIs contraction.

3.2 Effectiveness

This section presents the evaluation findings at Outcome and Output levels. The goal of the programme was to increase resilience and improve livelihoods of marginalised young people in Zimbabwe and Mozambique and are better able to reach their potential and contribute to society. The findings are derived from the SERVE Year 2 Report and from the evaluation survey. As such, there is reference in the presentation of findings to results from the Serve Report and from the Evaluation Survey.

3.2.1 Outcome 1 Results: Improved Levels of Economic Resilience

Objective 1.1: 85% of YA graduates have stronger economic resilience through improved employment and income levels by August 2021

Outcome 1: Young Africa graduates and beneficiaries have improved levels of economic resilience as a result of strengthening YA TVET programmes.

Outcome indicator 1.1a tracked the percentage of YA graduates engaged in formal and informal productive work. The results of the evaluation indicate that graduates have improved levels of economic resilience after undergoing training with YA. The end of year evaluation asked graduates if they were currently engaged in any formal or informal productive work after graduation. This indicator was **achieved** in both countries. In

Zimbabwe, 72.1% indicated that they were engaged in either formal or informal productive work while 84.4% indicated the same in Mozambique. The target for 2020 was 75%. The achievement rate for Zimbabwe is **96.1%** towards the target. Mozambique surpassed the target recording a **112.5%** achievement rate (see Figure 2).

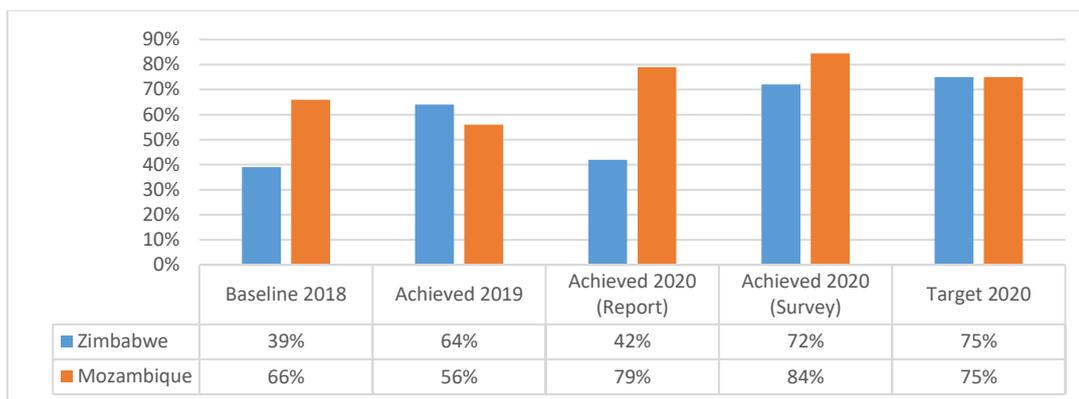


Figure 2: Percentage of YA graduates engaged in formal and informal productive work

Outcome indicator 1.1b assessed the weekly profile of YA graduates. The evaluation asked the graduates about their weekly income from the formal and informal productive engagements. The target was to reduce the number of graduates with no weekly income to 20% for Zimbabwe and 10% for Mozambique by 2020. This indicator was **partially achieved** (see Figure 3). Zimbabwe partially achieved this indicator at 35% while Mozambique is at 5%. However, a comparison of the 2020 results with the 2018 baseline, Zimbabwe has improved significantly even though the target was not met from a baseline of 76% with no weekly income in 2018 to 35% in 2020. Mozambique was at 12% at baseline in 2018 and at 5% in 2020 and had previously regressed to 46% in 2019. According to the evaluation, the survey indicates that more young people in Mozambique earned more than USD10 per week (11.2% earned less than USD10; 47.6% earned anything between USD10-USD30; 36.2% earned more than USD30.). The reverse is true for Zimbabwe as 39.2% earned less than USD10 per week; 44.6% earned between USD10 and USD30 per week; and 16.1% earned more than USD30 per week. The 35% achieved in the 2020 survey is much lower than what was recorded in the 2020 SERVE annual report of 62%.

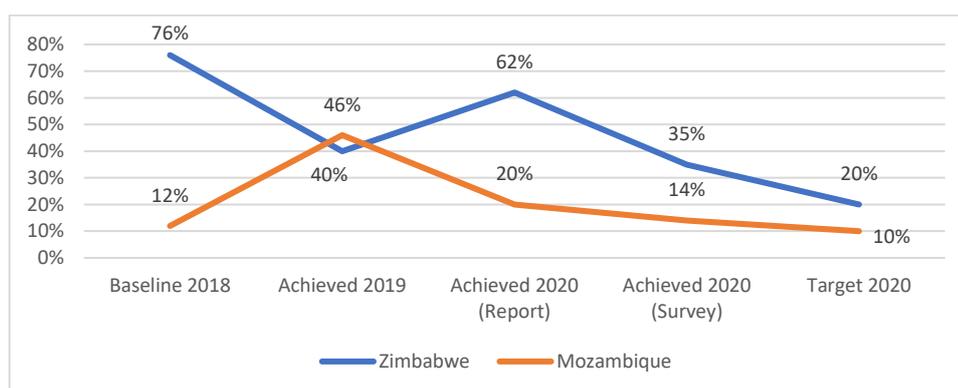


Figure 3: Percentage of YA graduates with weekly income

Additional information from survey data indicates that only 5.7% of graduates in YA Mozambique did not have dependents. Over 90% were supporting between 1 and 4 dependents. At YA Zimbabwe, the number of those with no dependents was higher at 45.3% and the others were equally supporting some dependents. Graduates from both countries noted that their lives had significantly improved and are much better than before the

training. Discussions with graduates, confirmed that they are productive and have a source of income after training with YA:

Before I took this course, I did not have any income, even Bond notes. Maybe the only time I would touch the money (sic) was when my mother sent me to buy bread. Right now, I have a source of income, I can even buy clothes for myself, if my parents were to say I have to move out, I can go and pay for my own rentals (FGDs, YA Graduate).

3.2.2 Results of Outputs under Outcome 1

Output 1.1.1: 12 training departments in Zimbabwe and Mozambique have improved training equipment by August 2021 and Motor Mechanics Training Department at YA Mozambique has developed an expanded training area by end of year 1 (August 2019)

This output is on track and the target has been **achieved**. Nine departments targeted for improvement had been upgraded by the time of the evaluation in 2020. All refurbished departments received a facelift as they were repainted, and high standard equipment. The target of twelve departments by 2021 will be achieved as only three remain.

In 2019, the Motor Mechanics and Auto Electronics Departments were upgraded as planned while the Cosmetology, Electronics, and Motor Mechanics departments were upgraded in 2020 as planned. The refurbishments for the Cosmetology Department were carried out at both centres (Epworth and Chitungwiza). Similarly, four departments were refurbished as planned at YA Mozambique. The Renewable Energy, Welding



YA Zimbabwe Cosmetology Department



YA Zimbabwe Electronics Department



Re-tooling equipment for the Welding, Cooling and Catering Departments, YA Mozambique

Figure 4: Equipment Re-tooling in Mozambique and Zimbabwe

and Catering Departments were upgraded in 2019 while the Refrigeration and Auto Mechanics Departments were upgraded as planned in 2020.

SDP graduates and the trainers indicated that the re-tooled workshops have strengthened effectiveness in delivery of teaching and practical work.

We received tools we did not have in our departments which are very essential for our trainings (FGDs, YA Trainer).

We used to work with old equipment, however the coming in of SERVE gave us the opportunity to show them new equipment, so even when they go for job attachment they will not experience shock as they already know the new equipment which is being used nowadays by different corporates and companies (FGDs, YA Trainer).

We secured all the equipment. We bought from South Africa equipment that was not available in Mozambique (KI, YA Mozambique)

Re-tooling of workshop to modern standards was a timely intervention (KI, YA Zimbabwe)

Our workshops passed HEXCO Board Standards (KI, YA Zimbabwe)

Output 1.1.2: *YA Agri Tech campus (Mozambique) has improved training infrastructure to benefit students by August 2021*

Output 1.1.2 was **partially achieved**. In 2019, the Programme targeted and initiated three farm development interventions namely the; (i) establishment of Cold Storage Food Processing Unit; (ii) development of farmhouses around the Agri Tech Campus; (iii) repair of chicken coops damaged during Cyclone Idai. However, this component had not been completed by the time of the evaluation. This was due to delays caused by (i) late disbursements of funds until December 2019; (ii) rainy season between December and February impeding work; and (iii) the lockdown of Centre from March to August 2020 due to COVID-19 pandemic. Work has resumed after the re-opening of the Centre in September 2020. In preparation for production post COVID-19 lockdown, YA Mozambique is putting systems in place:

We need a Production Officer someone to control and manage our agricultural produce... (KI, YA Mozambique)

Output 1.1.3: *1,012 young people accessing YA training programmes through the scholarship programme and pilot Achieve Programme by August 2021*

Output 1.1.3 was **achieved**. Even though both countries achieved set targets in 2019, this was not the same for 2020. A cumulative total of 510 young people accessed YA Zimbabwe and YA Mozambique training programmes through SDP funded scholarships in 2018 and 2019 and the pilot Achieve Programme in 2018 against a target of 563 for

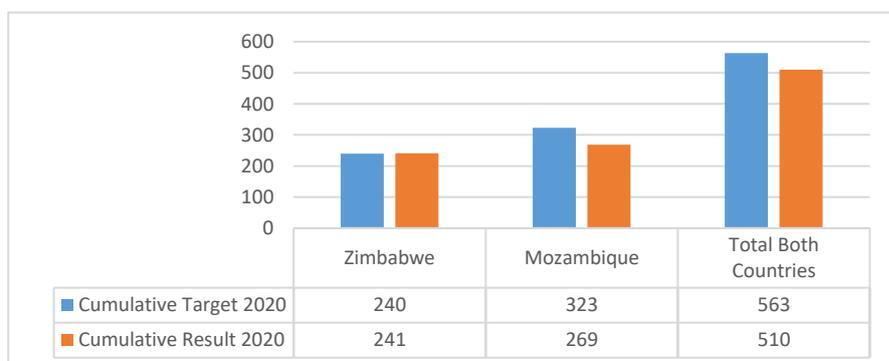


Figure 5: Number of young people accessing YA Zimbabwe and YA Mozambique SDP funded scholarships and Achieve Programme

the two years. This give a **90.6% achievement rate**. The cumulative total scholarship by 2021 is 1,012 meaning there are 502 young people still to be supported between September 2020 and August 2021.

There are changes that I actually have noticed, at motor mechanics, people used to have the mentality that it is a men's job but because of the SDP which was recruiting girls to do the course, we have noticed a change in attitude towards the trade. When they first come, the young women were not sure if they could make it in the so-called men's field. Through the life skills and the lessons we give them, you begin to notice a positive change. By the time they go for their attachment they have transformed, they are more confident. An incredibly positive mind shift is noticeable, and they believe that they can even compete with men in this field. When we carry out attachment assessments, we notice that some of the female students perform way better than the boys which means the transformation and the changes are there (FGDs, YA Trainer).

Affirmative action for young women in the 2018 intake is a best practice. This became a springboard for young women to enter the male dominated trades of auto-electronics, motor mechanics, solar technology, plumbing and welding (KI, YA Zimbabwe).

The involvement of stakeholders has facilitated recruitment of students without having to advertise as these are identified by CBOs working within those communities (KI, YA Zimbabwe).

Output 1.1.4: 8 key TVET programme roles at YA Zimbabwe and YA Mozambique supported by the SDP to retain skills base within YA by August 2021

Output 1.1.4 was **achieved**, a target of 8 roles by 2021 are currently being support (**100%**). Seven roles were supported in 2019, being the Programme Officer, Entrepreneurship Trainer and Life Skills Trainer at YA Zimbabwe, and the Marketing Officer, Life Skills Trainer, Entrepreneurship Trainer and PSS Officer at YA Mozambique. These increased to eight in 2020. At YA Zimbabwe, SDP supported the Director, Programme Officer, Finance Officer and Entrepreneurship Trainer and the Marketing Officer, Entrepreneurship Trainer, Life Skills Trainer and ME Officer roles at YA Mozambique. Based on the growth of the programme over the years, YA Mozambique requires additional staff:

YA Mozambique is growing hence the need for HR Officer, Logistics Officer; Production Officer for Dondo (KI, YA Mozambique)

Objective 1.2 - 80% of microcredit funds supported by the SDP are repaid to YA Mozambique by August 2021

Objective Indicator 1.2 was **not achieved**. The overall repayment rate on all Microcredit funds given in 2019 was 72% and decreased to 40% in 2020, below a 2020 target of 75%. The drop can be attributed a number of factors that include (i) there were no loans given to students in 2020; (ii) there were 3 loans given to Franchise Holders in early March 2020; (iii) no repayments have been made on those amounts due to the COVID-19 lockdown that affected business. Repayments were on track in 2019, with a rate of 72%. YA Mozambique are working out repayment plans as the centres have now reopened since September. The Franchise Holder microcredit performance has always been strong (90%+ of loans repaid) and we expect this to rebound over next 12 months.

Output 1.2.1: 135 graduates and 10 Franchise Holders at YA Mozambique receive microcredit by August 2021

Output 1.2.1 was **not achieved**. There were no loans given to students in 2020, as disbursement planned for March 2020 was cancelled due to lockdown. Three loans were disbursed to Franchise Holders in early March 2020 just before lockdown, against a target of 8. In 2019, only 12 loans were given to students to help establish

businesses in carpentry, tailoring, construction, snack bar, take away service and locksmith against a target of 25. However, 7 loans were given to Franchise Holders in 2019, surpassing a set target of 5. While Franchise Holders were able to repay the loans, the same is not true for graduates. Discussions with key informants confirmed the failure to pay by students and graduates due to the lockdown in line with COVID-19 requirements.

Microcredit repayments were at 99% in 2018/2019 year for Franchise Holders but none in 2020 due to COVID-19 lockdown (KI, YA Mozambique).

Output 1.2.2: 7,740 students at YA Zimbabwe and YA Mozambique complete accredited ILO Start Your Business (SYB) training by August 2021

Output 1.2.2 was **achieved** with an **achievement rate of 95%**. A cumulative total of 4,878 students completed accredited ILO SYB training at YA Zimbabwe and YA Mozambique in 2019 and 2020 against a cumulative target of 5,120 (see Figure 5). The failure to reach the target by 2020 is due to the COVID-19 lockdown as 399 students in Zimbabwe and 604 in Mozambique who enrolled in January 2020 are 50% through their course and are expected to complete in 2021.

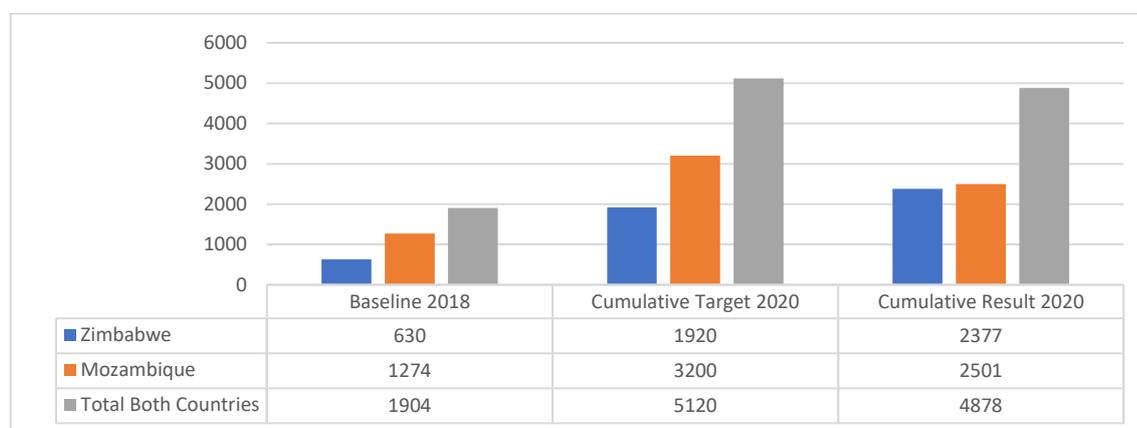


Figure 6: Number of students completing accredited ILO SYB training at YA Zimbabwe and YA Mozambique

Participants in Focus Group Discussions confirmed the effectiveness of the training students received under the SDP:

Young Africa’s model is very effective compared to other institutions like Polytechnical colleges because it produces students who are already experts because of the nature of their learning model. The students have a lot of exposure from their practical lessons and from the production they do (YA Franchise Holder).

The Franchise model is unique as YA Centres work with local businesses and integrate graduates with the business community. They bring in expertise current in the industry and YA benefits from the share fund (KI, YA Zimbabwe).

Output 1.2.3: 1,250 young people (50%F/50%M) (non-YA students) complete accredited ILO Start Your Business Training through Life Skills and Entrepreneurship Outreach Training

Output 1.2.3 was **partially achieved**. A cumulative total of 601 young people completed entrepreneurship training through outreach programme in 2018 and 2019 against a cumulative target of 750. The **achievement rate is 80%**. In Zimbabwe, 531 young people (60% F/40% M) completed Entrepreneurship Training through the

Outreach Programme in 2018 and 70 from SOS Children's Village in 2019. Work with 430 students from Msasa Vocational Training Centre, Ruwa VTC, Mt Hampden VTC, Norton VTC, Chitungwiza VTC, Ruwa Rehabilitation Centre and Raffik VTC due to start in April 2020 was not able to proceed due to COVID-19.

The governments of Zimbabwe and Mozambique support the YA in the outreach programme as confirmed by the key informants:

Ministry of Youth, Sport, Arts and Recreation contributed to YA Zimbabwe in the outreach life skills dissemination where YA Zimbabwe trained young people at the Ministry of Youth Vocational Training Centres (KI, Zimbabwe).

There is need for capital investments in the project to assist in outreach activities (KI, YA Zimbabwe)

YA should reach out to other centres, expand to other provinces...presence should be felt all over the country (KI, Zimbabwe).

Output 1.3 assessed whether *SDP partners were able to operate in line with new COVID-19 guidelines and provide safe environment for staff and students.* The indicator also tracked the number of COVID-19 related interventions made on training campuses in response to the pandemic.

Due to COVID-19, organizations are expected to adapt the way of doing business and provide a safe environment for staff, clients, and beneficiaries. This indicator was **achieved**, as YA Zimbabwe and YA Mozambique adhered to these requirements. To ensure safety of staff who work at the front office desks YA Zimbabwe re-constructed



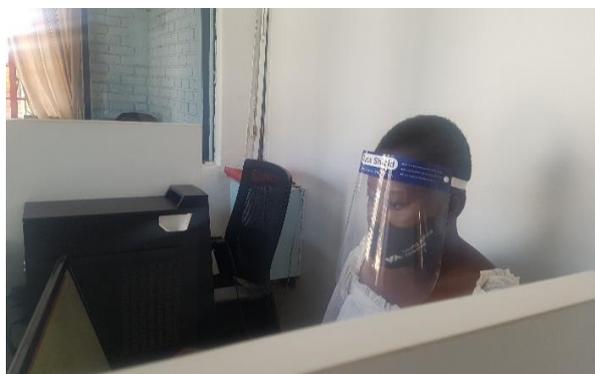
YA Zimbabwe – Guard at main entrance



YA Zimbabwe – Hand Sanitisation Station



YA Zimbabwe – Adapted Reception Area



YA Zimbabwe – Frontline worker at Adapted Reception Area

Figure 7: COVID-19 Guidelines Adherence

the office reception to put screens that protects front office workers and allow social distancing when serving clients as a preventive measure that helps to achieve a safety and contribute to eliminating transmission of Covid-19.

To fit in the new operating environment which has drastically changed due to the COVID-19 pandemic YA procured protective shields, gloves, sanitizers, and hand washing soap liquid. The face shields are used by front office staff (reception staff and guards) as they interact with clients and students. Face shields provide optimal protection as they are designed to cover whole face, mouth, nose, and eyes. According to World Health Organization good hygiene practices and physical distancing are the best ways to protect each other from the spread of COVID-19. YA Zimbabwe purchased a bucket and stand sets, sanitizers and hand washing soaps that are being used by YA staff and clients who come to the Centre. Sanitizing points have been set at the gate and the reception area to ensure everyone has access before entering offices. Each office has also been allocated a small bottle of sanitizer to maximize protection. The following is the list of items purchased.

- 16 x 5 Litres sanitizers
- 14 x 5 litres liquid soaps
- 2 x automatic foot pedal sanitizing points
- 8 x Face Shields for fronts office staff
- 10 x boxes of gloves
- 8 x gowns to be used in the isolation room if any COVID-19 case arises.
- 20 sets x tap bucket with stand

To observe the hygiene standards that have been set by the government, YA facilitated for the disinfecting of the premise at its Epworth Centre. This will be done periodically to keep the centre clean and decrease the chances of transmitting COVID-19. The assessment for this Output did not include YA Mozambique because they did not request for support in this area from the SDP.

3.2.2 Outcome 2 Results: Improved Levels of Emotional Resilience and Empowerment

Outcome 2: Young Africa graduates and beneficiaries have improved levels of emotional resilience and empowerment as a result of strengthening YA Life Skills Programme.

Objective 2.1: 90% of 8,990 beneficiaries are more empowered, more confident about the future and make more responsible SRH decisions by August 2021

In the evaluation, graduates were asked to rate themselves against six variables comparing their life before and after SDP training: feeling strong; self-confidence; can find solutions to problems; confident about the future; have plans for the future; make responsible decisions relating to HIV/AIDS. These were re-coded into one variable to assess resilience and empowerment. Most of the respondents in YA Zimbabwe and YA Mozambique indicated that they were more empowered, more confident about the future and make more responsible SRH decisions. This objective was **achieved**. The result is comparable to that achieved as assessed in the SERVE 2020 annual report.

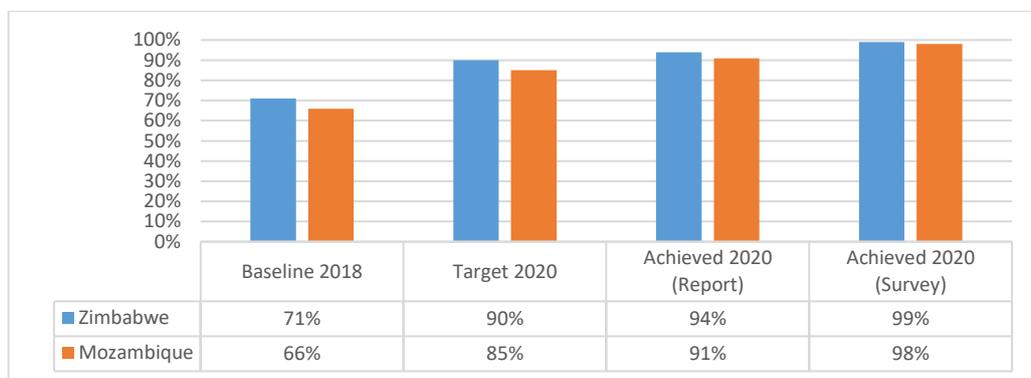


Figure 8: Improvement in Resilience and Empowerment- YA Life Skills Programme

To ensure graduates support after graduation, a Marketing Department was set up to support with referrals, applications, and placement for internships. There is a standalone entrepreneurship promotion programme for mentoring and business development support. The Entrepreneurship Coordinators position is funded by SERVE.

3.2.4 Results of Outputs under Outcome 2

Output 2.1.1: 7,740 young people (50%F/50%M) complete comprehensive Life Skills Programme at YA Zimbabwe and YA Mozambique by August 2021

Output 2.1.1 was **achieved** at **95%**. A cumulative total of 4,878 students were trained in comprehensive Life Skills against a cumulative target of 5,120 (see Figure 6). The failure to reach the target by 2020 is due to the COVID-19 lockdown as 399 students in Zimbabwe and 604 in Mozambique who enrolled in January 2020 are 50% through their course and are expected to complete in 2021.

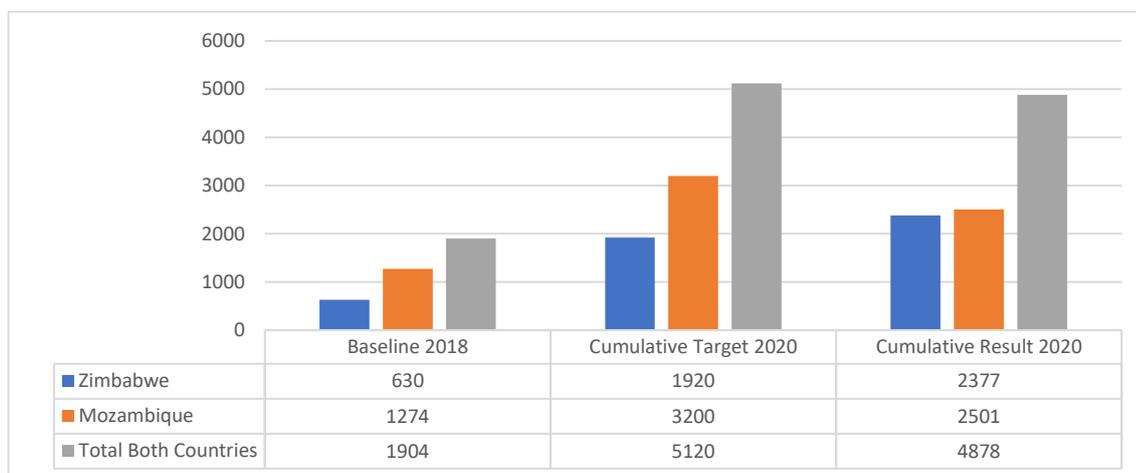


Figure 9: Number of students completing accredited ILO SYB training at YA Zimbabwe and YA Mozambique

Output 2.1.2: 1,250 young people (50% F/50%M) (non-YA students) complete comprehensive Life Skills Programmes through Life Skills and Entrepreneurship Outreach Programme in Zimbabwe by August 2021

Output 2.1.2 was **partially achieved** at a rate of **80%**. In 2019 and 2020, Zimbabwe reached 601 young people (531 Year 1; 70 Year 2) with Life Skills Training through the Outreach Programme. This was against a target of 750 young people for the two years. The 70 young people who completed their programme were from SOS

Children's Village. Work with 430 students from 5 other VTCs due to start in April 2020 was not able to proceed due to COVID.

Through life skills you can see a lot of changes, when they first come here, some of the students were very shy and reserved but as time went on, they gained self-confidence. For instance, we encourage standing in front of one's peers as they do group presentations which are a confidence booster to stand in front of other people elsewhere. Again, some of the students who come here are HIV positive, so through the HIV/AIDS lessons we offer them, they began to appreciate themselves and have the confidence that they are not different to those who do not have the STI. Some of these children come from very poor backgrounds and some of them are forced in early marriages so as we teach them life skills they begin to know that they need to be self-independent to survive (FGDs, YA Trainer).

The life skills course was very helpful to me, especially topics on HIV/AIDS and how to interact and communicate with others. Right now if someone comes with her problem I am very able to counsel her, I now know how to communicate with that person and how to help her. I am a single mom, so when it comes to HIV/AIDS I learnt a lot which I am even able to help others out there like me, for instance, ways of preventing STIs like sticking to one partner. Also, I learnt how not to discriminate someone who is positive (FGDs, YA Graduate).

Students come from different cultures and backgrounds...they were taught how to behave in a proper way under the life skills training (KI, YA Mozambique).

Output 2.1.3: 28 staff/teachers at YA Zimbabwe and YA Mozambique complete best practice Youthwork training by August 2021

In 2019, the Output **surpassed the target** at an **achievement rate of 164%** as 46 staff/teachers completed the best practice Youthwork training against a target of 28. The course helped strengthen the capacity of 22 teachers/trainers at YA Zimbabwe and 24 at YA Mozambique.

3.2.4 Outcome 3 Results: Capacity Building for Sustainability

Outcome 3: Staff at YA operate to a higher level of professionalism and the YA Model is more sustainable as a result of targeted capacity building.

Objective 3.1: Staff at YA Training Centres improve their skills base and standard of services available to target beneficiaries across a range of capacity building programmes by August 2021 (implemented at Centre Level and joint training programmes at YA Hub)

Output 3.1.1: 10 YA staff members from Zimbabwe and Mozambique complete a range of training programmes at YA Hub covering Finance, Governance and Administration

Output 3.1.1 on building the capacity of 10 staff at YA Zimbabwe and YA Mozambique from MEL Training Programme (based on knowledge of MEL, YA's MEL System, Competence of staff to gather/analyse data) **was achieved**. Two training seminars were convened in 2019 hosted by the YA HUB, one focusing on Monitoring and Evaluation and the other on Governance. Ten YA staff from Zimbabwe and Mozambique participated in the MEL seminar while the Centre Directors from YA Zimbabwe and YA Mozambique, and two Board members from each organisation participated in the Governance seminar (10 members). The training strengthened the capacity of staff to generate reliable data to assess the impact of YA's programmes. YA HUB report that engagement from Affiliate Boards has improved significantly, especially at YA Mozambique. Due to the COVID-19 pandemic, YA

HUB was unable to host further capacity building training in 2020. These will resume in 2021 assuming regional travel is possible.

Output 3.1.2: *15 YA Zimbabwe trainers and staff complete 3 targeted capacity building programmes by August 2021*

Output 3.1.2 was **achieved**, and target surpassed at **133%**. Twenty YA Zimbabwe staff and teachers completed Life Skills and Entrepreneurship Training of Trainers in 2019, giving YAZ a strong cohort of trainers to provide high quality training at Centre and Outreach Level. In January 2020, ten staff enrolled in a 10-months Further Education Training Certificate course and are 70% through their course which has been delayed due to COVID. They will sit exams in March 2021.

Output 3.1.3: *20 YA Mozambique trainers and staff complete 5 targeted capacity building programmes by August 2021 and Psychosocial Support Service extended to 5 days a week*

Output 3.1.3 was **achieved**, and target surpassed at **110%**. In 2019, 22 YA Mozambique trainers and staff completed pedagogy training, specifically the Certificado C qualification which is a minimum requirement of ANEP for accreditation of vocational training centres. The training was facilitated by the Don Bosco Institute from Maputo.

Discussions with key informants at YA Mozambique brought out the need for capacity development in the area of monitoring of the programme, and online finance software for easy tracking of movement of funds.

There is need for local capacity for monitoring the SERVE programme (KI, YA Mozambique)

We need to be trained in the use of online finance software called Quickbooks (KI, YA Mozambique)

Objective 3.2: Robust quality assurance and oversight achieved across YA Zimbabwe and YA Mozambique each year to August 2021 improves accountability, sustainability, training standards and policy base

Objective Indicator 3.2a: Number of Internal Audit processes undertaken by YA Hub and recommendations emerging from that process (Process will be documented. It will be transparent and shared with SERVE, who will also have input through Results Committee, MOU, ongoing working relationship).

Objective 3.2a was **achieved**. As part of 'YAQIP', YA HUB completed its formal Internal Audit Processes with YA Mozambique and YA Zimbabwe for the two years of the programme focusing on finance, governance, monitoring and performance. YA Hub has developed a number of Standard Operating Procedures documents to support Affiliates. These include the Finance and Administration Policy for Affiliates; Finance and Administration Policy for YA International; Governance Policy; Child Safeguarding Policy; Training Policy; Human Resources Management Policy; Travel Policy; and Internal Control Guidelines.

Our audits are carried out annually. All have been unqualified... (KI, YA Zimbabwe and YA Mozambique).

For quality assurance, we carry out internal audits of Affiliates, and all are up to date (KI, YA Hub)

Objective Indicator 3.2b: % of core costs covered through self-generated income via the Franchise Model (student fees and income from rents paid by Franchise holders)

Objective 3.2b was **partially achieved**. While core costs were covered by the Franchise Model in 2019 (YA Zimbabwe 92%; YA Mozambique 100%), only 70% was covered in 2020. Again, this was due to the lockdown

due COVID-19. The COVID-19 lockdown with its stay home restrictions are a threat to the FM. The YA are involved in a review of the FM to see how it can be adapted to COVID-19 context. The FM is a relevant local fundraiser for YA.

The Franchise Model is working, as the funds raised covered all our costs in 2019 (KI, YA Mozambique).

Output 3.2.1: 4 key programme roles at YA Hub supported by the SDP to build and retain skills base within YA Hub by August 2021 (Roles focus on oversight, capacity building, grant management, MEL)

Output 3.2.1 was **achieved**. Four 4 key roles at YA Hub were supported by SDP funding - Director, Programme Officer, Grant Management Officer and SERVE/YA M&E Officer in 2019 and 2020. Additional to the 4 roles that supported in the past two years, SERVE is co-funding the salary of a Resource Mobilisation Officer who is fundraising and developing funding proposals for the YA Hub.

The Resource Mobilisation Officer has secured a significant grant from the Netherlands Embassy in Maputo for Skills to Live Project. This is the biggest contract ever... significant growth in our funding portfolio (KI, YA Hub)

Output 3.3.1: 48 SERVE volunteers contribute to SDP objectives and partners capacity needs

Output 3.3.1 was **partially achieved**. Fourteen SERVE Volunteers contributed to SDP objectives in Mozambique in 2019 against an annual target of 16. In Year 1, volunteers completed physical development at the YAM campus, did English lessons, organised sports festivals and built north-south links. The volunteers also completed development education work to improve their understanding of development issues. However, the SERVE Volunteer Programme was cancelled in 2020 due to COVID-19.

Output 3.3.2: 3 housing units at YA Mozambique completed to provide accommodation for trainers/capacity builders

Output 3.3.2 was **achieved** in 2019. Three housing units were completed for use as accommodation for trainers/capacity builders at YA Mozambique.

3.3 Cost Efficiency

YA Zimbabwe and YA Mozambique have in place robust governance systems. Both organisations are governed by a Board of Directors who provide oversight to the organisation's programmes and management. They also have Finance and Administration Procedures Manual.

The SDP total grant for three years (2018-2021) is €840,000, with a third of the amount disbursed each year. Between the two countries, Zimbabwe receives 46% of the grant while Mozambique receives 43%. For the two year of programme implementation, disbursement of funds from SERVE has been timely and sent in batches. YA Zimbabwe and YA Mozambique report monthly internally, and quarterly to SERVE for both financing and programming. Reporting has been timely. Audits are carried out annually, and both YA Zimbabwe and YA Mozambique were audited in 2018/2019 and received unqualified reports.

Our audit report completed three months ago was good. (KI, YA Mozambique).

On programme implementation, the economic environment was not conducive especially for Zimbabwe with changes in the monetary policy that affected access to funds and triggered unexpected price increases.

Retooling was affected with the change from the use of multi-currency to the local currency. Prices were changing on a daily basis (KI, YA Zimbabwe).

I think the only issue we have is when it comes to our money for the practical component of the courses. There were a lot of delays to get money for the practical. One would encounter a lot of bureaucratic procedures and paperwork such that by the time they will release the funds, sometimes you would already have moved to another topic which required those practical funds. It would also affect us to reach our targets in time (FGDs, YA Trainer).

Challenges were there and they were also made worse with the hyperinflation. Sometimes you would submit a quotation which would buy 10 things because of the delays and the ever-increasing prices, the moment you will get that money maybe that money would be able to buy only 3 things. So, there is need for quick responses that way we can avoid such scenarios (FGDs, YA Trainer).

Both YA Zimbabwe and YA Mozambique have an Organisational Logframe and a Results Framework to track outcome and output indicators. The organisations have in place a number of monitoring tools. For scholarships, a training register is maintained on a daily basis to monitor attendance and participation. The organisations have migrated to a digital platform (KOBO) for data capture. A students' training form is used to receive feedback from graduates and is assessed on a monthly basis. After every six months, graduates are followed up to establish their employment and productive status and link them up with recruiting companies and the Banks. However, the evaluation found that some of the indicators in the Results Framework and Logframe at Outcome, objective, and output level are repetitive and overlapping. However, this was not intended as SERVE is working towards revising the Framework for the next SDP. Secondly, monitoring of the programme is weak as one officer is tasked with monitoring the programme in Zimbabwe and Mozambique.

No one monitoring SERVE programme in Dondo (KI, YA Mozambique)

There is need for a bigger M&E Unit that can work with local staff. This will help in the sustainability of the programme (KI, YA Hub)

Notwithstanding, SERVE confirmed that at YAZ and YAM dedicated ME officers have been added in last 6 months, (supported with SDP funding) and at YA HUB a full time ME Officer is now being hired. The SERVE Long Term Volunteer/ME Officer continues to support the programme. Further, there is strong oversight and ME support from SERVE in Ireland. Nevertheless, stronger systems at local level will be more sustainable for the Programme.

SERVE co-funds positions in YA international (Resources Mobilisation Officer, M&E). The support for the Resources Mobilisation Officer, for example has brought in big funding from the Netherlands Embassy in Mozambique and from the European Union. This has seen a quick growth of the organisation which should be matched with growth in capacity to manage the grants and monitoring and evaluation to maintain quality of deliverables.

3.4 Sustainability of Interventions and Results

Some sustainability mechanisms are embedded in the SDP especially capacity development of staff on a wide range of courses to strengthen their capacity to deliver on the Programme. The effectiveness section above has highlighted some of the training programmes undertaken.

Secondly, the SDP is working with the government especially the Ministries of Youth to support vulnerable youth to complete their training. This is a bridge that is used to secure placement of graduates. In Zimbabwe, the government supports graduates to secure loans through the Empower Bank. Graduates are given first priority in loans for business start-up. This is meant to establish the graduates since the SDP does not provide start-up kits or a micro-credit scheme to support graduates which makes it difficult for them to establish own projects.

At YA Mozambique, graduates can access funds through the micro-credit scheme to assist them to set up their own entities. However, indications from the survey are that the 20,000 Meticals (about USD285) offered under

the scheme is not adequate to set up. The economic environment is the limiting factor that does not only affect the graduates but the general populace.

Microcredit line offers maximum 20,000 meticals which is not enough to set up a business (KI, YA Mozambique)

4.0 Strengths, Gaps and Challenges

The two years of implementing the SDP were faced with some challenges that included natural disasters Cyclone Idai in 2019 and COVID-19 in 2020, and an unstable economic environment that affected achievement of results.

The training model for the SDP is 70% practical and 30% theory. However, due to COVID-19 restrictions, this has been affected. In Zimbabwe E-learning was introduced to continue with training while attachments were sought through the MWAGCSMED, as most companies were closed over the COVID-19 lockdown.

Re-tooling of Departments was affected by the change in the Zimbabwe monetary policy when the country moved to the use of foreign currency and the Zimbabwe dollar. Cost of retooling increased and access to foreign currency was limited.

Funds were underspent of the budget (donor deadlines, scholarships and materials) due to the closure of the Centres due to COVID-19 restrictions and requirements which affected programme delivery. However, Irish Aid has granted a no cost extension to facilitate utilisation of the 2019/2020 budget.

Graduates fail to secure space to establish own entities as it difficult to register and to be allocated a place to work from. In Zimbabwe, the Ministry of Youth, Sport, Arts and Recreation is in discussions with the Ministry of Women Affairs, Gender, Community and Small to Medium Enterprise Development (MWAGCSMED) to support graduates with registration and establishing own projects.

5.0 SERVE's Added Value

The evaluation team noted from discussions with respondents how SERVE is valued and appreciated as a donor. All respondents echoed the same sentiments about the donor and have expressed their gratitude for the funding support they receive. A few of the comments are shared below which summarise these sentiments:

Comments About SERVE

Consistent pillar since 2008. Not biggest funder, but they are consistent (KI, YA Hub)

SERVE is a life partner of YA... an all-weather friend, in good and bad times...the support is immense. 40-50% of staff and administration support comes from SERVE (KI, YA Hub).

Medium funder but consistent...one of the best donors...very flexible (KI, YA Mozambique)

Takes time to explain things to grant recipients...very responsive (KI, YA Zimbabwe)

With COVID-19, other funders are breaking away, but SERVE is continuing (KI, YA Mozambique)

Helpful in connecting us with other donors (KI, YA Mozambique)

SERVE is the only funder of the micro credit scheme (KI, YA Mozambique)

Always there to support audits, systems, strengthen capacity... (KI, YA Hub)

Retooling of workshops and timeliness with funding (KI, YA Zimbabwe)

6.0 Conclusions and Recommendations

The SDP is relevant as it complements government priorities and fulfils policy requirements of Zimbabwe and Mozambique. The Programme is highly effective as most of its Outcomes and Outputs were achieved at 90% or more despite the fact that the Programme still has one more year to run to August 2021. Those partially achieved or not achieved were mainly affected by Cyclone Idai and Cyclone Kenneth of 2019, the COVID-19 2020 lockdown and regulations that restricted movement which curtailed the implementation of activities. The Programme is effective in changing the lives of young people in both Zimbabwe and Mozambique. Lived experiences shared through Case Studies documented during the evaluation, clearly show the improvement in socioeconomic empowerment of graduates when their situations before and after the training are compared (see section 7.0). Despite the natural disasters, and an unstable economic environment, especially in Zimbabwe, the results achieved by the SDP are highly impressive.

The following recommendations are proposed:

- (i) **Rebrand the Course to E-learning:** With the challenges brought about by the COVID-19 lockdown that affected attending classes by students, there is a need to rebrand the training course to use e-learning rather than in-person training. Virtual training can broaden the scope of trainers, as international trainers can also participate in the programme enhancing knowledge exchange.

Recommendation 1: Promote digital or distance capacity building and teaching methods as we are likely to be living with COVID for foreseeable future and international travel may not be possible.

- (ii) **Continued Capacity Building in Systems strengthening:** Strengthening organisational systems is critical for the efficiency of organisations. The SDP included capacity building in governance, financial management and monitoring and evaluation which improved the management of the programme.

Recommendation 2: Continuation of capacity building work in areas of governance, child safeguarding, financial management, and ME

- (iii) **Support to Graduates and follow-up:** The programme has adequately supported students to undertake their training and see them through the programme. However, the evaluation found out that it is not easy for graduates to start their own projects due the harsh economic environment, lack of start-up kits, and lack of microcredit support (for Zimbabwe).

Recommendation 3: Provide start-up kits and/or microcredit financing (with adequate funds) to graduates to assist them in establishing their own businesses.

- (iv) **Adoption of the Incubator Concept:** An incubator gives a small business a supportive environment that allows the entrepreneurs to focus on their product and customer development, while having the benefit of subsidized working facilities and space, access to expensive equipment, expert mentorship and other benefits that provide a “runway” before embarking on a full take-off into the real world. The incubation centre or microfinance Hub can utilize the YA workshops to build a firm foundation for graduates.

Recommendation 4: Re-model the Franchise Model to benefit both Franchise holders and graduates. YA workshops can be set up as Incubation Centres or Microfinance Hubs for graduates as a foundation for graduates to start own projects.

- (v) **Retooling of remaining Departments:** Refurbishing and re-tooling of workshops at YA Zimbabwe and YA Mozambique was welcomed with enthusiasm and there is anticipation of further work on the remaining workshops (Panel beating, motor vehicle mechanics and carpentry for YA Zimbabwe).

Recommendation 5: Continue with re-tooling of the remaining workshops that require materials and equipment.

- (vi) **Staffing Requirements:** Given the growth YA Centres and YA Hub are experiencing, the SDP may have to assess the staffing requirements for Zimbabwe and Mozambique especially in monitoring and evaluation (all centres including the Hub), Production Officer for production control at Agric Tech, Human Resources Officer, and Logistics Officer at YA Mozambique. As a sustainability mechanism, the recruitment is to consider local staff mainly for monitoring and evaluation of the programme for sustainability. The finance unit in YA Mozambique requires capacity building in using Quickbooks, a computerised accounting system.

Recommendation 6: Carryout a staffing and capacity needs assessment and respond accordingly to the staffing gaps identified.

- (vii) **Expand Outreach Activities:** The evaluation found out that there is a demand for outreach activities as many disadvantaged young people cannot be accommodated through the scholarship programme at YA Centres.

Recommendation 7: The SDP should consider inclusion of capital investments in the programme to expand outreach activities to other provinces.

- (viii) **Programme Monitoring:** Coupled with addressing the staffing requirements discussed above that include a review of the M&E Unit, the organisational Logframe may need to be revised to remove overlaps and repetition of indicators and make it more user-friendly.

Recommendation 8: Revise the Logframe to remove repetitions and overlaps of outcome, objectives, and output indicators.

7.0 Case Studies

Most Significant Change Story 1: Shuvai Kuuya (Zimbabwe)

All I wanted to do after completing my Advanced Level in 2017 was to go to university and study Financial Intelligence at Bindura University of Science Education (BUSE). I stayed in the rural areas after completing my A Levels. So, I applied and was admitted at BUSE to enrol as from August 2018. With a promise of support with tuition and other educational requirements from my brother, I looked set for university. With my parents unable to pay for my fees, my brother had offered to support. However, the deadline for payment of tuition fees came and passed. My brother was unable to pay for my tuition. I asked my father to intervene and talk to my brother. But my brother indicated to him that he could not afford to pay for university education and advised me to find a job. So, I stayed in the rural areas with my parents.

I then met someone who was from my neighbourhood at my father's house in Chitungwiza, Harare who told me about Young Africa and that they had a programme that was meant to empower the youth funded by SERVE. She sent me a flier via WhatsApp, but I was sceptical about it. It sounded too good to be true. But she convinced me to apply. She was God-sent. She even paid for my travel from Mt Darwin to Harare. I went to Young Africa and I met with Aunty Tendai and Nyasha who interviewed me. I told them my story and they gave me a list of courses that were on offer. I had an interest in studying electricity related fields apart from accounting and I chose Solar Technology because one of my uncles had installed solar system at our home and I had some idea of what Solar Technology was all about. I went back to Mt Darwin and after a few days I received a text message informing me that I had been selected to study Solar Technology. As they say, the rest is history...



At Young Africa, I started my training end of January 2019. I did not pay for any tuition but just paid \$5 (local currency) for a receipt. School fees was catered for by the SERVE programme. My course was a 3-month course and I finished in April 2019 and wrote my final examinations. I started looking for attachment from April through to June. It was difficult to find a placement. Eventually our lecturer informed us about Solar Kings, where I applied, was interviewed, and was accepted. I started my attachment during the last week of June 2019. During my attachment, I applied a lot of what I had learned at school and learned new skills practically because I was also involved in solar installation and wiring. After my attachment I graduated on the 5th December 2019. For graduation, I only paid for graduation fees and the rest was paid for by SERVE. After graduation I then got a job at Solar Kings where I had been attached.

After my training at Young Africa, there has been a greater change in my life. I am now financially stable. I am now witnessing a great change in my life, I used to struggle to buy even airtime but now I can afford to recharge my phone, I even send money to my parents when they need to buy something, I try by all means to contribute whenever I can. Even though I do not dress to kill, I am now able to buy myself clothes and do my hair. So, my life has changed a lot. Before lockdown, I also assisted my little sister financially who is still in school. I would give a hand whenever I could when she needed financial assistance.

Young Africa also offered Life Skills training, which was extremely helpful for me. For instance, in terms of effective



communication. I used to be someone who was not able to communicate effectively. I grew up in an environment whereby I spent most of my time socializing with boys. As a result, I had this 'I don't care' attitude, if when communicating with an adult. I would say what I wanted, sometimes without even being respectful. But now, because of the training, I am now respectful, and I am now able to communicate professionally with clients and colleagues. I was also strengthened emotionally, and my confidence was boosted and that I was not supposed to look down upon myself. I feel so motivated. Nothing can stop me from owning my own company in this industry. Soon I will be an entrepreneur and be my own boss.

Most Significant Change Story 2: Prudence Madekufamba (Zimbabwe)

I wrote my Ordinary Levels in 2015 and managed to pass 5 subjects. I had previously dropped out of school when I was in Form 2 because I did not have money to pay school fees. When I passed my Ordinary Level, I wanted to proceed to study for my Advanced Level but once again I could not get funding. My parents were not working, and they could not pay for my school fees. That is when I started to look for anything to occupy myself with. I was also actively looking for scholarships, but nothing was available.



In 2018, a friend told me about Young Africa, that they were enrolling under privileged girls and assisting them. Initially I did not take her seriously because I had previously applied to teacher's training colleges and nurse training schools and even to the police, all to no avail. Eventually, I went to Young Africa because I was afraid that people would think that I was not serious about finding a job or any course to do. But I could not enrol for the class of 2018 because it was fully subscribed.

I kept checking with Young Africa on when they would enrol a new class. I was then called for an interview, which I passed. After a month, in January 2019, I received a text message from Young Africa informing me that I had been accepted to study Solar Technology which was my programme of choice. As we progressed with the course, getting to learn more about solar technology, going out to observe work at other companies that were already operational, I realised that this training was real and owners of these companies were people who were just like me. That raised my interest and I began telling myself that I could actually do this and change my life. I was happy to be part of Young Africa and the training also helped me abstain from things like early marriage. Young Africa gave me a focus.

I started my training in February 2019 to June 2019. When I enrolled at Young Africa, I never paid any tuition. My tuition was paid for by an organization called SERVE. They catered for my school fees only and when we graduated, we were informed that SERVE had paid \$50 (local currency) towards our graduation and I had to pay the remaining \$200 (local currency) towards my graduation. I started my attachment on the 1st of July 2019. Our lectures were structured in such a way that we had lectures 3 times a week for 2 hours per lecture and then the remaining 2 days, we would go for Life Skills training. We did practical lessons, but it was not intensive I got more exposure when I started my attachment at Solar Kings. When I was attached, I learned how to site customers, how to calculate a client's load and calculate their electricity needs and also to do the actual solar installation. After graduation, I was employed by Solar Kings.

My training at Young Africa changed my life. Before Young Africa, I was in a hopeless situation, and now I have a job. It is not that much but I am now able to assist my brothers at home financially by paying their school fees. Our life at home has changed a lot because those basic needs that we could not afford, they can now be covered. If Young Africa had not assisted me, I think because of peer pressure, I would have just told myself that I should get married and escape poverty.

Life Skills training that I was offered, assisted me because, before the training, we would not have been talking right



now. I was a shy person who also was not confident. I was not a social person and had problems making friends. I was a quiet and reserved person and would spend my time thinking of my problems in life. But Life Skills training really assisted me and I learned that I could communicate and socialize with other people because that was the only way I could get support from my society. The training taught me that I had to be independent and not rely on other people for financial assistance.

Most Significant Change Story 3: Teresa Joana Tito (Mozambique)

Teresa Joana Tito, lives in Beira, with her husband and young children. Before training at Young Africa Beira she sold fruit and vegetables in an attempt to satisfy her families financial needs. However, she did not earn enough to make ends meet. Her husband was also unemployed.

As her dream was always to run her own take-away, Teresa enrolled in the Catering course at Young Africa Beira. She attended training from January to June 2018. During the training she received practical and theoretical lessons, entrepreneurship training and life skills education.

During the course she found out about Young Africa Beira's micro-credit programme, funded by Irish Aid. The programme offers graduates the opportunity to receive interest-free loans to start their own businesses. She submitted her business plan (developed with information obtained during entrepreneurship training) and all other documents for review. Her plan was approved.

After a market assessment, she opened her take-away in a busy catchment area close to the local university. With the income she generates through her take-away she can pay for her children's school fees, look after her family's needs and she has also started to rebuild her home following the devastating Cyclone Idai.

Teresa Joana Tito, mora na cidade da Beira, no bairro do Vaz, próximo ao mercado do mesmo nome, vive maritalmente com o Sr. Zacarias António Chaibande e com os seus filhos. Antes de fazer o curso ela vendia pequenos vegetais para satisfazer as suas necessidades financeiras, mas ainda assim tinha dificuldades financeiras porque não conseguia sustentar a sua família pois o marido não trabalha, apesar de fazer esse negócio a sua paixão dela sempre foi ter um take away (venda de refeicoes), para melhorar a sua situação financeira e concretizar o seu sonho resolveu se inscrever na young africa para fazer o curso de culinaria.

Fez o curso de Janeiro a Junho de 2018, tendo terminado com sucesso. No decorrer do curso ela soube do programa de microcrédito oferecido pela young africa aos estudantes graduados nesta instituição que promove o auto emprego, e submeteu o seu plano de negócio e todos documentos necessarios a equipa da young africa para posterior análise, tendo sido aprovado.

Atualmente ela presta serviços ligados a sua área de formação profissional para na zona da ceramica pois foi la onde encontrou as oportunidades de negocio, pois é uma zona proxima a uma universidade. Com a renda que ganha, paga as despesas dos seus estudos dos seus filhos e o seu sustento e da família, e ja comecou a reabilitar a sua casa.



Most Significant Change Story 4: ANA MARIA REGINALDO (Mozambique)

ANA MARIA REGINALDO, 27, resides in Manga, close to the Young Africa campus. She is married with 3 children. She was aware of Young Africa and decided to enrol after hearing her friend speak highly of the Catering course and the opportunities it afforded her.

Her husband supported her and helped with fees. She enrolled because she wanted to assist with household expenses. She excelled during the training and graduated in December 2018. The Young Africa marketing team secured an internship for her at Hotel Mozambique. Her manager at the hotel was so impressed by her culinary flair and work ethic that after her internship she was offered a permanent job. She is now refining her skills in this reputable hotel but has not abandoned her dream of setting up her own business.

Her life has improved. She noted that she feels fulfilled as she is productive. She can pay her children's school fees, contribute to household expenses and with savings she has bought land to build her own house. She added that she encourages other young women to enrol and have a bright future.



8.0 List of Documents Reviewed

1. Annual Narrative Report SERVE Development Programme (SDP) 2018-2021 Zimbabwe and Mozambique Year 2
2. Annual Narrative Report: SERVE Development Programme (SDP) 2018-2021 Zimbabwe and Mozambique Year 1
3. Baseline Study Report
4. Global Employment Trends for Youth 2020 International Labour Organisation
5. Inter-censal Demographic Survey 2017, Zimbabwe National Statistics Agency, 2017.
6. SERVE Note to Irish Aid re COVID Impact 10.07.2020
7. The Project Application form submitted to the main donor (Irish Aid)
8. The Year 1 (August 2018 - August 2019) report submitted to Irish Aid
9. The Year 2 (August 2019 – August 2020) report to be submitted to Irish Aid
10. 2018 CSF Reporting Annexes 1-9 Changed for Reporting Purposes
11. The SDP Results Framework
12. The Project Budget
13. The monitoring tool used for Baseline/Follow Up on Income and Employment.
14. The monitoring tool used for Baseline/Follow Up on Wellbeing.
15. Training manuals and workshop reports
16. Mozambique National Education Profile, 2018
17. National strategic documents related to the project in Zimbabwe and Mozambique.
18. Young Africa Annual Report 2019 (YA HUB)
19. Young Africa Annual Report 2018 (YA HUB)
20. Young Africa Skills2Live Project: Zimbabwe and Mozambique - Market Study Report Focusing on: *Zimbabwe (Chirundu, Beitbridge, Chitungwiza and Epworth) Project sites*
21. Young Africa Contact Details
22. Zimbabwe Population Census 2012 National Report, Zimbabwe National Statistics Agency, 2012
23. Zimbabwe National Statistics Agency (2013). Zimbabwe Population Censuses 1982, 1992, 2002 and 2012.

9.0 Annexes

9.1 Terms of Reference

Terms of Reference for External Evaluation of the SERVE Development Programme August 2018 – August 2021

1. Profile of SERVE

SERVE (www.serve.ie) is an international development NGO that is based in Ireland. SERVE works through partnership with community-based organisations and NGOs in Southern Africa and South East Asia. SERVE's **Vision** is that everyone has an opportunity to realise his or her potential and make a meaningful contribution to society. SERVE's **Mission** is to work in partnership to strengthen the livelihoods of young people and communities living in poverty by providing high quality vocational and educational learning opportunities, helping young people gain employment or start and develop their own businesses. SERVE also supports partners with short and long term volunteers. SERVE is committed to capacity building of partners.

2. Profile of Young Africa

Young Africa (www.youngafrica.org) is a confederation of independently and locally registered affiliated NGOs. Each affiliate runs training centres, youth (self-) employment programmes and community activities. They have nine training centres in five countries in Southern Africa. YA targets young people between 15 and 25 who are (1) Are academically not qualified to attend a formal technical training programme; (2) Are financially unable to pay for tertiary education; (3) Would be unable to attend training, unless they also have a place to stay while in training (orphans, street children, youths from far). YA works through two innovative concepts: an integral approach to youth development and the franchise model, which has been acknowledged by UNESCO – UNEVOC as a Promising Practice in TVET.

3. Background/Context Information

SERVE have been working with Young Africa (YA) since 2008. Our current programme is called the SERVE Development Programme and it runs from August 2018 – August 2021. The following YA Centres and affiliates are part of the SERVE Development Programme:

- YA HUB who are based in Harare, Zimbabwe. Their focus is on capacity building of YA Affiliates, providing support to Affiliates, expansion of YA and disseminating the YA model to other youth-serving organizations
- YA Zimbabwe at their Training Centres in the communities of Chitungwiza and Epworth (outskirts of Harare)
- YA Mozambique at their Training Centres in the communities of Manga (Beira, Sofala Province) and Dondo (Sofala Province). The Centre in Dondo is known as YA Agri Tech.

The SERVE Development Programme (SDP) focuses on the provision of holistic and effective Technical Vocational Education and Training (TVET) to a total of 8,990 marginalised young people over three years.

The **Project Goal** is that “Marginalised young people in Zimbabwe and Mozambique have greater resilience and are better able to reach their potential and contribute to society”.

The three **Project Outcomes** are:

- (i) Young Africa graduates and beneficiaries have improved levels of economic resilience as a result of strengthening YA TVET programmes;
- (ii) Young Africa graduates and beneficiaries have improved levels of emotional resilience and empowerment as a result of strengthening YA Life Skills programmes;
- (iii) Staff operate at higher levels of professionalism and the YA Model is more sustainable as a result of targeted capacity building

The main components include:

- (i) **Skills for Economic Resilience** – to boost employability and income by
 - a. Investing in training equipment & training facilities at each centre;
 - b. Improving access for the poorest through a Scholarship Programme and the pilot ‘Achieve Programme’ (Zimbabwe only);
 - c. Supporting core staffing needs;
 - d. Supporting the Entrepreneurship training component; and
 - e. Providing microcredit to graduates in Mozambique;
- (ii) **Skills for Personal Development** through
 - a. Supporting the holistic Life Skills training component;
 - b. Supporting core HR Life Skills roles;
 - c. Providing training in best practice Youthwork to YA staff;
- (iii) Strengthening the **sustainability and effectiveness** of the YA Model through
 - a. Supporting staffing needs at YA HUB;
 - b. Supporting organisation wide capacity building training events at YA HUB;
 - c. Supporting capacity building needs at Centre Level

The main donor for the SDP is Irish Aid, the Government of Ireland’s official international development aid programme. SERVE secures co-funding from other smaller donors in Ireland and contributes from its own resources. YA also secures co-funding from other donors and contributes income from its Franchise Model.

4. Objectives and Scope of the Evaluation

The evaluation is being undertaken primarily to assess the effectiveness and impact of the SDP. The evaluation is expected to have a scope that focuses mostly on the SDP components, although there will be some broader YA organisational issues that will be relevant. Evaluation work will take place in Zimbabwe and Mozambique.

The evaluation should be based on the OECD-DAC evaluation standards of Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability¹. The main research questions and sub-questions are:

| DAC Criteria | Main Research Questions | Suggested Sub-Questions |
|---------------------|---|--|
| Relevance | Is the SDP relevant to the needs of young people? | Are the training courses relevant? i.e. do they meet market needs? Are young people “working” in the discipline in which they trained? |
| | | Is the Life Skills component relevant to the development needs of young people? |

¹<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

| DAC Criteria | Main Research Questions | Suggested Sub-Questions |
|-----------------------|--|--|
| | Is the SDP relevant to the needs of Young Africa? | To what degree are the SDP components responding to gaps in YA's programming? Does the SDP bring meaningful added value for YA? |
| Coherence | Is the SDP coherent with YA's organisational priorities? | Is YA's approach coherent with national policy approaches relevant to the youth and education sector? |
| Effectiveness | To what degree have the objectives of the SDP been achieved to date? Canwelinkchanges(to participating YA organizations and to beneficiaries) to SDP interventions? | Has student's economic resilience been strengthened? |
| | | Has student's emotional resilience and wellbeing been strengthened? |
| | | Has YA been more effective as a result of capacity building support? |
| Efficiency | Is the SDP delivering results in an economic and timely way? | Are there alternative models that would be more economic for the SDP? |
| Impact | To what degree has the SDP generated positive and/or negative (intended or unintended) higher level effects? | What has changed in the psychosocial and economic life of beneficiaries as a result of participating in a YA training programme? |
| Sustainability | To what degree are the outcomes for YA's graduates sustainable? Will they continue? | Is there evidence that long term graduates have sustainable outcomes linked to their YA training? |
| | | How are these outcomes impacted by Covid-19 situation? |
| | | What needs to be done by YA to mitigate the impact of Covid-19 on the gains of the SDP and YA? |
| | To what degree are the YA Centres financially and organisationally sustainable? | Has the SDP's support for capacity building/HR roles made a difference to organisational sustainability? |

The evaluation report should also contain recommendations and an assessment of future opportunities that are possible for SERVE's partnership with Young Africa.

The key **stakeholders** for inclusion in the Evaluation are:

- Young Africa staff at Centre and HUB level
- Young Africa's current students including Scholarship recipients and beneficiaries of microcredit (in Mozambique)
- Young Africa's graduates within the SDP timeframe
- Young Africa's Franchise Holders and trainers
- Non Young Africa students who are benefitting from the Young Africa Zimbabwe Life Skills & Entrepreneurship Outreach programme and the officials from these organisations

- Representatives of government of departments that engage with Young Africa
- Local business community – formal & informal. We suggest one Focus Group Discussion per country

5. Timeline

The Consultant should be prepared to meet the following deadlines:

- Final version of research methodology and tools by **August 14th**
- Fieldwork and engagement with stakeholders in **September 2020**
- Presentation of initial findings and draft report to SERVE by **9th October**
- Presentation of final report to SERVE by **23rd October**

We are aware that the impact of the COVID-19 pandemic remains uncertain and that the timelines, and even the scope of the evaluation, may be affected because of this. SERVE and YA will work constructively with the Evaluation team on these matters and a degree of flexibility from all parties will be required.

SERVE and YA can make our current monitoring tools available, can assist in design of research tools and can provide existing baseline and monitoring data to support these efforts. The Results Based Framework for the SDP will be made available.

7. Evaluation Deliverables

- Signed statements attesting to a lack of conflict of interest or describing an existing or potential conflict of interest relative to the evaluation being conducted by each team member.
- A work plan and schedule presented to SERVE within 10 days of the award of the contract.
- Draft Report by 9th October
- Final Report by 23rd October

The evaluation report must address all questions included in the scope of work. It must represent a thoughtful, well-researched and well-organized effort to address the evaluation purpose. Readers must have sufficient information about the body of evidence and how information was gathered to make a judgment as to its reliability, validity and generalizability. The report length should be approximately 25-30 pages. The exact layout of the Report is at the discretion of the Consultant.

8. Logistics & Support

Young Africa will assist in arranging meetings with stakeholders, partners and community members. SERVE will provide all necessary support to ensure the evaluation work proceeds smoothly.

9.2 List of Interviewees

| Level | Name of Key Informant | Description | Organisation |
|------------------|-----------------------|------------------------------------|--|
| ZIMBABWE | Mr Simon Jengwa | Principal Training Officer | Ministry of Youth, Sport, Arts and Recreation. |
| | Susan Madodo | Country Director | YA Zimbabwe |
| | Tendayi Mudyarabikwa | Programmes | |
| | Faith Ncube | Monitoring | |
| | Edsom Musiwa | TVET Principal | |
| | Caroline Gapare | Finance and Administration Officer | |
| | Maggie Mukokota | Administrator Epworth | |
| | Shuvai Kuuya | Case Study | |
| | Prudence Madekufamba | Case Study | |
| | Trainers | 1 FGD | |
| | Franchise Holders | 1 FGD | |
| | Mrs Muthombeni | Director | LESO |
| | Mahara Goteka | Head of Programmes | YA International (Greendale, Harare) |
| | Dorien Beurskens | CEO | |
| Julia Haimlinger | M&E Officer | SERVE | |
| International | John McCarthy | Development Programme Manager | SERVE |
| MOZAMBIQUE | Aksana Varela | Country Director | YA Mozambique (with specific oversight of the centre in Beira) |
| | Marta Limbe | | YA Mozambique |
| | Joao Fambira | Finance Manager | YA Beira |
| | Johannes Raheer | Technical Support | |
| | Joao Braz | Centre Manager | |
| | Nelly Nhassenho | YA Board Member | |
| | Anastacio Tamele | Centre Director | YA Agri Tech (Dondo) |
| | Jorge Mapinde | Finance Manager | YA Agri Tech (Dondo) |
| | Mr Semo | Technical Supervisor | Electrotecnica |
| | Agusta | HR Manager | Solange Beac Club |
| | Fernando Junior | Head of Training | ACB |
| | Lucas Vasco | | National TVET Authority |
| | | | |