

Appendix 1

*SERVE/Young Africa International Capacity Building Programme 2017-18
Logic Model*

SERVE Young Africa Capacity Building Programme Logic Model

INPUTS Resources used to carry out a programme	ACTIVITIES The actual work or services of a programme	OUTPUTS The accomplishments/ products/ services of a programme – what can be counted	OUTCOMES Changes that occur as a result of participation in the activities and reaching the accomplishments	INDICATORS Ways of knowing that the outcomes have been achieved
<p>Funding: Erasmus+ & Irish Aid...</p> <p>Partnership – Serve & Young Africa</p> <p>Staffing: Project Coordination – Serve; Project Delivery – Serve/Young Africa; M&E – Serve/Young Africa, External Evaluator</p> <p>Training Venues, Logistics & Hospitality</p> <p>Methodologies e.g. Technology Enhanced Learning, non-formal learning & Youth Work Toolkit</p> <p>Expertise re youth work, employability &</p>	<p>Training Programmes:</p> <p>A) Safeguarding w/ Centre Directors (1)</p> <p>B) Safeguarding w/ TVET & Lifeskills Teachers (4)</p> <p>C) Capacity Building with Admin Team (1)</p> <p>D) Approaches to Youth Work w/ TVET & Lifeskills Teachers (4)</p> <p>E) Leadership & Management w/ Centre Directors (1)</p> <p>Achieve Pilot Programme – Recruitment, Delivery, Evaluation</p>	<p>Delivery of 11 Training Programmes across 5 sites with 12 Centre Directors, 30 Admin staff, 25 TVET & Lifeskills Teachers</p> <p>Delivery of Achieve Pilot with 20/45 Young People</p>	<p>Testing of an innovative & holistic training approach that focuses on developing people, practice and the organization</p> <p>Increased capacity & promotion of best practice across YA in:</p> <ul style="list-style-type: none"> • Youth work practice • Safeguarding • Admin • Leadership & Management <p>Improved resource management across YA</p> <p>Increased capacity & effectiveness to meet the current & changing needs of the most marginalized and disadvantaged young people in the various project areas</p>	<p>Development & Implementation of policies & procedures</p> <p>Assessments</p> <p>Participant Feedback</p> <p>Staff Feedback</p> <p>Facilitator/Trainer Feedback</p> <p>Programme Reports</p> <p>Directors’ Quarterly Reports</p> <p>Toolkit Creation</p> <p>Achieve pilot participants gaining qualifications & joining TVET programmes</p>

international development			Increased access to Technical & Vocational Education Training (TVET) & inclusion of young people without access to education, employment or training Increased sustainability of Young Africa	
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Safeguarding Training Logic Model

INPUTS Resources used to carry out a programme	ACTIVITIES The actual work or services of a programme	OUTPUTS The accomplishments/ products/ services of a programme – what can be counted	OUTCOMES Changes that occur as a result of participation in the activities and reaching the accomplishments	INDICATORS Ways of knowing that the outcomes have been achieved
<p>Funding</p> <p>Partnership – Serve & Young Africa</p> <p>Staffing: Project Coordination – Serve; Training Delivery – Serve; M&E – Serve/Young Africa, External Evaluator</p> <p>Training Venues, Logistics & Hospitality</p>	<p>4-day Training Workshop with Centre Directors (YA Hub)</p> <p>2-day Training Workshop with YA Staff in each of the following 4 YA sites: Zimbabwe, Mozambique, Botswana, Namibia</p> <p>Content to include:</p> <ul style="list-style-type: none"> • Safeguarding Policy & Procedures • Potential indicators of abuse • Children’s Rights & safeguarding • Code of Behaviour • Recruitment & selection • Reporting mechanisms 	<p>12 Centre Directors complete training</p> <p>25 YA staff complete training</p> <p>Registration of YA Centres with ‘Keeping Children Safe’</p> <ul style="list-style-type: none"> • Safeguarding Policy & Procedures • Code of Behaviour • Recruitment & Selection Policy & Procedures including Vetting System 	<p>Increased knowledge, awareness & understanding of issues around safe working with young people</p> <p>Increased understanding of a rights-based approach to safeguarding</p> <p>Increased capacity & promotion of best practice across YA in safeguarding</p>	<p>Registration of YA Centres with ‘Keeping Children Safe’</p> <p>Development & Implementation of policies & procedures</p> <p>Connections with relevant statutory agencies</p> <p>Participant Feedback Staff Feedback Facilitator/Trainer Feedback Programme Reports Directors’ Quarterly Reports Toolkit</p>

Capacity Building Admin Training Logic Model

INPUTS Resources used to carry out a programme	ACTIVITIES The actual work or services of a programme	OUTPUTS The accomplishments/ products/ services of a programme – what can be counted	OUTCOMES Changes that occur as a result of participation in the activities and reaching the accomplishments	INDICATORS Ways of knowing that the outcomes have been achieved
Funding Partnership – Serve & Young Africa Staffing: Project Coordination – Serve; Training Delivery – Serve; M&E – Serve/Young Africa, External Evaluator Training Venue, Logistics & Hospitality YA Procedure Manual	4-day Training on Administration via face-to-face training, <i>e-learning seminars, online forum (TBC)</i> Content to include: <ul style="list-style-type: none"> • Budgets & Book-Keeping • Resource Management • Databases • Process Management • Recruitment & Selection • HR Management • Communication Training 	Approx. 30 participants complete the Capacity Building Admin Training module Approx. 30 participants using online forum to share practice, skills & recording impact.	Increased capacity & promotion of best practice across YA in administration Increased resource management – finances, buildings, material resources in order to maximise opportunities for young people Improved recording systems across YA centres Standardisation of practice across YA centres	Participant Feedback Online Forum usage Staff Feedback Facilitator/Trainer Feedback Programme Reports Directors’ Quarterly Reports Toolkit

Approaches to Youth Work Training Logic Model

INPUTS Resources used to carry out a programme	ACTIVITIES The actual work or services of a programme	OUTPUTS The accomplishments/ products/ services of a programme – what can be counted	OUTCOMES Changes that occur as a result of participation in the activities and reaching the accomplishments	INDICATORS Ways of knowing that the outcomes have been achieved
<p>Funding</p> <p>Partnership – Serve & Young Africa</p> <p>Staffing: Project Coordination – Serve; Training Delivery – Serve; M&E – Serve/Young Africa, External Evaluator</p> <p>Training Venues, Logistics & Hospitality</p> <p>Expertise re youth work & employability; Youth Work Toolkit</p>	<p>3-day Training Workshop per YA Centre on Youth Work via formal & non-formal methods to include discussion, project work, presentations, role-play, student-directed learning.</p> <p>Content to include:</p> <ul style="list-style-type: none"> • Principles and models of youth work • Youth Work as Informal education • Anti-Oppressive Practice • Building and maintaining effective and appropriate relationships with young people • Listening and communication skills • Supervision, reflection, accountability, and self-management 	<p>Approx. 25 participants (TVET teachers) complete the Approaches to Youth Work Training module</p> <p>Celebration Event</p>	<p>Increased understanding of core youth work values & their relevance</p> <p>Increased capacity & promotion of best practice across YA in youth work</p> <p>Increased skills & confidence in working with young people with limited educational opportunities</p> <p>Increased capacity to respond to the needs of young people in the local context</p>	<p>Participant Feedback</p> <p>Technology Enhanced Learning – Online Forum</p> <p>Staff Feedback</p> <p>Facilitator/Trainer Feedback</p> <p>Programme Reports</p> <p>Directors’ Quarterly Reports</p> <p>Toolkit</p> <p>Increased participation (or decreased drop-out rates) by young people in TVET/Lifeskills programmes</p> <p>Celebration Event</p>

Leadership & Management Training Logic Model

INPUTS Resources used to carry out a programme	ACTIVITIES The actual work or services of a programme	OUTPUTS The accomplishments/ products/ services of a programme – what can be counted	OUTCOMES Changes that occur as a result of participation in the activities and reaching the accomplishments	INDICATORS Ways of knowing that the outcomes have been achieved
Funding Partnership – Serve & Young Africa Staffing: Project Coordination – Serve; Training Delivery – Serve; M&E – Serve/Young Africa, External Evaluator Training Venue, Logistics & Hospitality	6-day Training on management & leadership via: Workshops, seminars & online tutorials; Work-based learning; Student-directed learning Content to include: <ul style="list-style-type: none"> • Management of self & others • Management of work • Equality, participation & empowerment. • Organizations & Organizational Culture • Strategic Planning & Change Management • Policies & legal frameworks • Accountability • Evidence-based practice 	Approx. 12 participants complete the Leadership & Management Training Module Approx. 12 participants complete the assessment for the Leadership & Management Training Module	Increased capacity & promotion of best practice across YA in leadership & management Increased understanding of management, organizations, and relevant policy & legislation Increased capacity in leadership & management skills including collaboration, human resources, communication skills, change management, strategy development, resource management, evaluation and developing evidence-based practice	Participant Feedback Participant Assessment Staff Feedback Facilitator/Trainer Feedback Programme Reports Directors’ Quarterly Reports Participant assessments & reflections Toolkit

Achieve Pilot Programme Logic Model

INPUTS Resources used to carry out a programme	ACTIVITIES The actual work or services of a programme	OUTPUTS The accomplishments/ products/ services of a programme – what can be counted	OUTCOMES Changes that occur as a result of participation in the activities and reaching the accomplishments	INDICATORS Ways of knowing that the outcomes have been achieved
Funding Partnership – Serve & Young Africa Staffing: Project Coordination – Serve; Training Delivery – Serve; M&E – Serve/Young Africa, External Evaluator Expertise re employability & business franchise model Training Venue, Logistics & Hospitality	Recruitment of young people without formal qualifications, particularly underprivileged young women Delivery of an Access Course with support for personal and social development via: youth work methodologies, residential, teambuilding, group work, workshops, mentoring, presentations, role-play, TEL Content to include: <ul style="list-style-type: none"> • Values & beliefs • Personal development • Resilience • Communication skills • Handling conflict • CV creation & Interview skills 	20/45 young people complete Access course of skills & training 20/45 young people gain a qualification recognized by education & training providers Participants are ready to enter TVET or other learning environment	Increased confidence & motivation Enhanced skills – including improved communication skills – of young people to access education, employment and/or training opportunities & increased capacity to overcome barriers to employment Exchange of best practice across YA campuses Enhanced relationships across partner countries	Participant recordings & Feedback (Technology Enhanced Learning) Staff Feedback Facilitator/Trainer Feedback Programme Reports Directors’ Quarterly Reports Toolkit Achieve pilot participants gaining accreditation Achieve pilot participants joining TVET programmes or other education/training initiatives Celebration Event

Appendix 2

Safeguarding Directors Evaluation Instruments

CHILD SAFEGUARDING TRAINING

Pre-Training Questionnaire for Young Africa Directors

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Country:

Estimated number of children your programmes /projects directly work with:

Estimated number of children in the community your staff comes in contact with:

Your experience of child safeguarding and expectations for the training

	E very day	Every week	Every month	Every 3 months	Rarely	Never
1. I come into direct contact with children:						
2. I supervise or manage staff, volunteers etc. who come into direct contact with children:						

	I'm an expert!	Good	Average	Poor	Very little
3. My level of experience in relation to keeping children safe/safeguarding within my organization (i.e. organizational child safeguarding policies and procedures, mainstreaming child protection within all my organization's programs, etc):					
4. My level of experience in relation to child protection within the community (i.e. child protection program work):					

5. What do you understand by the term 'keeping children safe' or 'safeguarding'?

6. What connections do you see between safeguarding and a rights-based approach to work with young people?

7. Have you received any previous training on child protection/safeguarding:

- 7.a. If yes: **When?**
 By whom?
 How long was the training?
 What topics did it cover?

8. What 3 main things do you expect to get out of the child safeguarding workshop?

The context of child protection in my country

9. True or false (in your opinion)?	TRUE	FALSE	DON'T KNOW
a. Most parents in my country use physical punishment to discipline children			
b. Most teachers in my country use physical punishment to discipline children			
c. Child abuse is a big problem in my country			
d. People in general do not like to talk about child abuse in my country			
e. In my culture, even if I am worried about the safety of a child, I am afraid to speak out because of possible repercussions			
f. In my country I could be at risk of physical harm if I speak out on issues of child abuse			
g. Some topics in relation to child abuse are 'taboo' in my country and we do not talk about them			

10. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	BEFORE WORKSHOP ON CHILD SAFEGUARDING				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. I clearly understand the differences between keeping children safe within an organization, and child protection programme work – and I understand the links between the two					
b. I understand why child safeguarding is important for my work					
c. I feel confident communicating the importance and substance of child safeguarding to others in my organization					
d. I feel confident communicating the importance and substance of safeguarding to members of the community (parents, teachers, religious leaders etc.)					
e. I feel confident facilitating discussions and activities on child safeguarding directly with children themselves					
f. I feel confident to tackle culturally sensitive issues around child safeguarding whilst delivering training to others					

10. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	BEFORE WORKSHOP ON CHILD SAFEGUARDING				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
g. I feel confident in my ability to recognize potential indicators of child abuse					
h. I understand what to do if a child discloses abuse to me or a staff member					
i. I am aware of the risks associated with social media and internet use					

CHILD SAFEGUARDING TRAINING

Post-Training Questionnaire for Young Africa Directors

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Country:

Estimated number of children your programmes /projects directly work with:

Estimated number of children in the community your staff comes in contact with:

Your learning as a result of the training

1. How has your understanding of 'keeping children safe' or 'safeguarding' changed as a result of the training?

2. What connections do you see between safeguarding and a rights-based approach to work with young people?

3. To what extent were your expectations met in the child safeguarding workshop? (Circle one.)

Partly met my expectations

Met my expectations

Exceeded my expectations

Please comment on your response:

4. How has the training helped you to reflect on the cultural context regarding child protection in your country?

5. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. I clearly understand the differences between keeping children safe within an organization, and child protection programme work – and I understand the links between the two					
b. I understand why child safeguarding is important for my work					
c. I understand my responsibilities in relation to child safeguarding					
d. I understand the procedures used by Young Africa to handle safeguarding concerns/allegations					
e. I feel confident communicating the importance and substance of child safeguarding to others in my organization					
f. I feel confident communicating the importance and substance of safeguarding to members of the community (parents, teachers, religious leaders etc.)					
g. I feel confident facilitating discussions and activities on child safeguarding directly with children themselves					
h. I feel confident to tackle culturally sensitive issues around child safeguarding whilst delivering training to others					
i. I feel confident to apply my learning to real life situation					
j. I feel confident in my ability to recognize potential indicators of child abuse					
k. I understand what to do if a child discloses abuse to me or a staff member					
l. I am aware of the risks associated with social media and internet use					

Any comments on your responses above:

Next Steps

6. To what extent do you feel equipped to handle a safeguarding concern including one that involves an allegation against a member of staff/volunteer?

7. Please give 3 ways in which you can ensure that Young Africa campuses/projects are a safe environment for children and young people:

8. What further support do you require to ensure that Young Africa campuses/projects are a safe environment for children and young people?

CHILD SAFEGUARDING TRAINING

Follow-up Questionnaire for Young Africa Directors

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Country:

Estimated number of children your programmes /projects directly work with:

Estimated number of children in the community your staff comes in contact with:

Application of learning following the training

1. Do you understand and feel confident to apply the procedures used by Young Africa to handle safeguarding concerns/allegations? Yes No

Please explain:

2. Please give 2-3 examples of ways in which you have implemented the learning from the directors' training on safeguarding over the last 6 months

3. Do you feel equipped to handle a safeguarding concern including one that involves an allegation against a member of staff/volunteer? Yes No

Please explain:

4. What further support do you require to ensure that Young Africa campuses/projects are a safe environment for children and young people?

5. Does your YA centre currently have the capacity to facilitate and promote best practice regarding safeguarding? Yes No

Please explain:

6. What further steps are required to ensure that your YA centre facilitates and promotes best practice regarding safeguarding?

CHILD SAFEGUARDING TRAINING (Young Africa Directors)

Post-Training Facilitator Report

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

2. Please provide a summary of the participants' feedback at the end of the training:

3. What factors served to hinder or enhance participation during the training?

4. Please share your observations of the participants' learning on the following:

- **Understanding of the importance of safeguarding**
- **Understanding of the importance of a rights-based approach as part of safeguarding**
- **Understanding of their responsibilities in relation to safeguarding**

5. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

6. Any other comments:

Appendix 3

Safeguarding Staff Evaluation Instruments

CHILD SAFEGUARDING TRAINING

Pre-Training Questionnaire for TVET Staff

Personal/Organisational Details

Name:
 Job Title:
 Email address:
 Organization:
 Country:

Your experience of child safeguarding and expectations for the training

	E very day	Every week	Every month	Every 3 months	Rarely	Never
1. I come into direct contact with children:						
2. I supervise or manage staff, volunteers etc. who come into direct contact with children:						

	I'm an expert!	Good	Average	Poor	Very little
3. My level of experience in relation to child protection within the community (i.e. child protection program work):					

4. What do you understand by the term 'keeping children safe' or 'safeguarding'?

5. What connections do you see between safeguarding and a rights-based approach to work with young people?

6. Please list what you consider are your responsibilities for safeguarding:

7. Have you received any previous training on child protection/safeguarding: YES/NO

7a. If yes: **When?**
 By whom?
 How long was the training?
 What topics did it cover?

8. What 3 main things do you expect to get out of the child safeguarding workshop?

The context of child protection in my country

9. True or false (in your opinion)?	TRUE	FALSE	DON'T KNOW
a. Most parents in my country use physical punishment to discipline children			
b. Most teachers in my country use physical punishment to discipline children			
c. Child abuse is a big problem in my country			
d. People in general do not like to talk about child abuse in my country			
e. In my culture, even if I am worried about the safety of a child, I am afraid to speak out because of possible repercussions			
f. In my country I could be at risk of physical harm if I speak out on issues of child abuse			
g. Some topics in relation to child abuse are 'taboo' in my country and we do not talk about them			

10. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	BEFORE WORKSHOP ON CHILD SAFEGUARDING				
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. I understand why child safeguarding is important for my work					
b. I feel confident facilitating discussions and activities on child safeguarding directly with children themselves					
c. I feel confident in my ability to recognize potential indicators of child abuse					
d. I understand what to do if a child discloses abuse to me					
e. I am aware of the risks associated with social media and internet use					

CHILD SAFEGUARDING TRAINING

Post-Training Questionnaire for TVET Staff

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Your learning as a result of the training

1. How has your understanding of 'keeping children safe' or 'safeguarding' changed as a result of the training?

2. What connections do you see between safeguarding and a rights-based approach to work with young people?

3. Based on your learning, please list your core responsibilities for safeguarding:

4. To what extent were your expectations met in the child safeguarding workshop? (Circle one.)

Partly met my expectations

Met my expectations

Exceeded my expectations

Please comment on your response:

5. How has the training helped you to reflect on the cultural context regarding child protection in your country?

6. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a. I understand why child safeguarding is important for my work					
b. I understand my responsibilities in relation to child safeguarding					
c. I understand the procedures used by Young Africa to handle safeguarding concerns/allegations					
d. I feel confident facilitating discussions and activities on child safeguarding directly with children themselves					
e. I feel confident to apply my learning to real life situations					
f. I feel confident in my ability to recognize potential indicators of child abuse					
g. I understand what to do if a child discloses abuse to me					
h. I am aware of the risks associated with social media and internet use					

Any comments on your responses above:

Next Steps

7. To what extent do you feel equipped to handle a safeguarding concern?

8. Please give 3 ways in which you can ensure that your project provides a safe environment for children and young people:

9. What further support do you require to ensure that your project provides a safe environment for children and young people?

CHILD SAFEGUARDING TRAINING

Follow-up Questionnaire for TVET Staff

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Application of learning following the training

1. Do you understand and feel confident to apply the procedures used by Young Africa to handle safeguarding concerns/allegations? Yes No

Please explain:

2. Please give 2-3 examples of ways in which you have implemented the learning from the staff training on safeguarding over the last 6 months:

3. Do you feel equipped to handle a safeguarding concern that arises in your work?

Yes No Please explain:

4. What further support do you require to ensure that your project provides a safe environment for children and young people?

5. Does your project currently have the capacity to facilitate and promote best practice regarding safeguarding? Yes No

Please explain:

CHILD SAFEGUARDING TRAINING (TVET Staff)

Post-Training Facilitator Report

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

2. Please provide a summary of the participants' feedback at the end of the training:

3. What factors served to hinder or enhance participation during the training?

4. Please share your observations of the participants' learning on the following:

- **Understanding of the importance of safeguarding**
- **Understanding of the importance of a rights-based approach as part of safeguarding**
- **Understanding of their responsibilities in relation to safeguarding**

5. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

6. Any other comments:

Appendix 4

Safeguarding Facilitator Reports

CHILD SAFEGUARDING TRAINING (Young Africa Directors)

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue & Petunia Magobe

Job Title: Safeguarding trainers

Email address: chrisodonoghue81@gmail.com magobepetunia@gmail.com

Organization:

Numbers starting/completing the training: 15

1. Based on your observations how was the training received by the participants?

The training was very well received from the participants and it was clear that they knew what the training was in relation to and had come prepared.

2. Please provide a summary of the participants' feedback at the end of the training: participants felt that the training material was appropriate for their needs and that it was relevant to their work. It was also seen as very necessary to the work and mission of Young Africa. There was also a feeling that there was a need to get their centres in line with best practice in relation to child protection and safe guarding.

3. What factors served to hinder or enhance participation during the training?

Enhance – the venue, the group size, relevant training material

Hinder – some technical problems with projector

4. Please share your observations of the participants' learning on the following:

• Understanding of the importance of safeguarding

All participants left with a much deeper understanding of safeguarding and how important it is for Young Africa to get it right and to take it more seriously.

• Understanding of the importance of a rights-based approach as part of safeguarding
This was a new concept for most of the participants as they were not aware of the UNCRC and that the countries they work in had ratified it. Participants also reported that the right based approach was a very helpful tool in educating the young people.

• Understanding of their responsibilities in relation to safeguarding

Participants were unaware of their responsibilities prior to the training and this led to a lot of confusion and bad practice. The training helped them understand their role better and the other people and roles that are required to implement a policy.

4. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

Participants need continued support in developing their centre specific policies. This can be done online over the next 3 months. Participants felt if the policy is done to a high standard it will be much easier to educate others on their role in implementing the policy.

5. Any other comments:

The participants expressed concern over the Young Africa executive directors not attending the training. It was also suggested that as these people did not attend the training they should not be the ones to develop the policy. Karina Mc Ginley who is a long-term volunteer with Young Africa at the HUB did attend the training but would not in my opinion have enough experience to develop such a policy.

CHILD SAFEGUARDING TRAINING (TVET Staff)

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue

Job Title: trainer

Email address: chrisodoboghue81@gamil.com

Organization: Young Africa Botswana

Numbers starting/completing the training: XX

1. Based on your observations how was the training received by the participants?

The training in YA Botswana was well received by all participants and there was a high level of engagement on the issues.

2. Please provide a summary of the participants' feedback at the end of the training:

Overall the feedback was positive. There was a lot of talk about the timing of the training and how while it was very useful to do it now before their programmes got up and running there is also a need for further training once their team expands

3. What factors served to hinder or enhance participation during the training?

Hinder - attendance was an issue on the 2nd day with 3 participants not showing up as agreed. There was also one participant from a partner organisation who was in and out a lot and some of his input gave me cause for concern.

Enhance - the leadership team were very supportive of this training and did a really good job in the pre training planning. There was also a high level of education among the participants so the discussions were at a deeper level than I would have expected.

4. Please share your observations of the participants' learning on the following:

- Understanding of the importance of safeguarding – they fully understood the important of this issue and were willing to learn and share their experiences
- Understanding of the importance of a rights-based approach as part of safeguarding
They were able to make the connection between their work and the rights based approach and discussions around Namibian law and the UNCRC was very useful for this
- Understanding of their responsibilities in relation to safeguarding
All participants left with a deeper understanding of the issues but also their role in the * policy and what is expected of them. There was also the realisation to there needs to be more training as new staff members come on board in the coming months.

4. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

YA Botswana have requested more training as their centre opens in 2018. I explained that this could not be part of the current E+ programme but I would inform Serve of this request.

6. Any other comments:

CHILD SAFEGUARDING TRAINING (TVET Staff)

Post-Training Facilitator Report

Personal/Organisational Details

Name: Esther Masarira

Job Title:

Email address: esmasarira@ucm.ac.mz

Organization:

Numbers starting/completing the training: 24 /22

1. Based on your observations how was the training received by the participants?

The participants received the training enthusiastically. They were really ready to learn.

2. Please provide a summary of the participants' feedback at the end of the training:

From the pre-training test, it was difficult for the participants to describe child protection and safeguarding.

During the training, participants quickly grasped the new ideas and views that each activity brought. They enjoyed the learning activities as they came in such a simple and playful way.

Finally the post-test showed a change of attitude especially on what they once considered normal cultural behaviour, like beating up children, premature marriages, child labour and the like.

3. What factors served to hinder or enhance participation during the training?

Having the training at the workplace of part of the participants interfered a bit with their total concentration. Sometimes they would leave the room to go and perform their normal duties like, attending to students, teaching and other routine duties.

4. Please share your observations of the participants' learning on the following:

- Understanding of the importance of safeguarding- It was difficult at first but they understood.
- Understanding of the importance of a rights-based approach as part of safeguarding- understood.
- Understanding of their responsibilities in relation to safeguarding- understood.

5. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

Further training and refresher courses is needed both of trainers outside YA and from within YA. They also need literature on safeguarding in Portuguese.

6. Any other comments: It was a great experience for both the trainer and the participants.

CHILD SAFEGUARDING TRAINING (TVET Staff)

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue

Job Title: Safeguarding trainer

Email address: chrisodonooghue81@gmail.com

Organization: Young Africa Namibia

Numbers starting/completing the training: XX

1. Based on your observations how was the training received by the participants?

I feel the training came at the right time for YA Namibia. There were partners of YA in the room also and this was helpful as my sense was that the staff don't get a chance to meet and explore issues effecting their work and child protection and safe guarding

2. Please provide a summary of the participants' feedback at the end of the training:

From the evaluation which was done with the participants at the end of the training my sense is that they found the training to be worthwhile. They were grateful for the space to explore these issues and to challenge their colleagues. There was also the realisation that their programme was a much higher risk than they initially thought and straight away started to think of practical approaches to making it a better environment for the children and young people who attend their centre.

3. What factors served to hinder or enhance participation during the training?

Hinder – at least 5 participants were in and out during the two days training which as well as being a distraction it also impacted on the training. One of those who was in and out was very vocal on issues but as he missed out on some input and group discussion and therefor was not at the same level as others which cause some annoyance.

Enhance – the fact that all relevant personal from the different departments were present for the training including volunteers gave a real richness to the discussions. Also, the facilities were ideal for training. The director's attendance for the full two days was also a good show of commitment.

4. Please share your observations of the participants' learning on the following:

- Understanding of the importance of safeguarding – they fully understood the important of this issue and were willing to learn and share their experiences
- Understanding of the importance of a rights-based approach as part of safeguarding
They were able to make the connection between their work and the rights based approach and discussions around Namibian law and the UNCRC was very useful for this
- Understanding of their responsibilities in relation to safeguarding
All participants left with a deeper understanding of the issues but also their role in the * policy and what is expected of them.

4. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

In the case of YA Namibia, I think there needs to be more work done around the area of strengthening their partnership agreements so all those who work on the YA site understand their roles and responsibilities in relation to child protection and safe guarding. I would recommend a strong MOU for all parties involved with the CP policy written into this and reviewed annually.

There is also the need for ongoing refresher and induction training as they rely heavily on volunteers and there is a high turnover of personnel.

5. Any other comments: serious discussion needs to take place with partner organisations as some of their board members who were present at the meetings have a very different understanding of what is acceptable behaviour when working with children. I have no immediate concerns but long term I would be worried it would result in bad practice

CHILD SAFEGUARDING TRAINING (TVET Staff)

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue

Job Title: trainer

Email address: chrisodoboghue81@gmail.com

Organization: Young Africa Zimbabwe

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

The training was very well received by all participants. Those present had a good understanding of the basics of child protection and understood it to be an important matter and relevant to their work.

2. Please provide a summary of the participants' feedback at the end of the training:

The feedback was very positive and participants were very grateful for the opportunity to explore the issues and how it impacted on their work. They also were keen for the final policy to be shared widely and to have some input into this document as it is being developed.

3. What factors served to hinder or enhance participation during the training?

Hinder – in some of the feedback there was comments about how hot the room was.

Enhance – good work done in recruiting and preparing the participants. great participation from the those present which led to great discussion and shared learning.

4. Please share your observations of the participants' learning on the following:

- Understanding of the importance of safeguarding- fully understood the importance of the issues and its importance for their work.
- Understanding of the importance of a rights-based approach as part of safeguarding
Very aware of child protection as a right and high level of awareness of the UNCRC
- Understanding of their responsibilities in relation to safeguarding
Work in progress here as the policy is still in draft form, but would be aware they have a role in implementing the policy.

4. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

Once the policy is signed off by the board of YA there needs to be work done on disseminating the information across the whole YA team and reminding people of their role and responsibilities.

6. Any other comments:

Appendix 5

Administration Capacity Building Evaluation Instruments

ADMINISTRATION CAPACITY BUILDING TRAINING

Pre-Training Questionnaire

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Your knowledge of administration and expectations for the training

1. What do you understand to be the key components of 'good practice' with regard to administration?

2. Please list what you consider are your responsibilities for managing the administration requirements of Young Africa:

3. Have you received any previous training on administration: YES/NO

If yes: When?
By whom?
How long was the training?
What topics did it cover?

4. What 3 main things do you expect to get out of the administration capacity building training?

Young Africa's 'Standard Operating Procedure Manual - Finance & Administration'

Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I have a good understanding of the procedures and processes outlined in Young Africa's manual					
I am confident in applying the procedures and processes outlined in Young Africa's manual					
I am confident in exercising internal controls with regard to financial management activities e.g. budgeting, record keeping, book keeping, procurement, invoicing, & payments					
I have a good understanding of donor requirements with regard to financial management activities e.g. budgeting, record keeping, book keeping, procurement, invoicing, & payments					
I am confident with the processes required for resource management e.g. inventory management, stock taking, effective use of resources, identify income sources and cost savings, safeguarding of assets i.e. maintenance of buildings, vehicles and equipment					
I am confident in the creation and maintenance of databases					
I am confident in the usage of accounting software					
I am confident in implementing process management activities e.g. office procedures, effective communication, communication channels					
I have a good understanding of human resources management with regard to policies, training plans, capacity building of franchisees					
I am confident in exercising internal controls with regard to human resources management activities e.g. recruitment, supervision, training, employment policies and practice.					

ADMINISTRATION CAPACITY BUILDING TRAINING

Post-Training Questionnaire

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Your learning as a result of the training

1. How has your understanding of 'good practice' with regard to administration developed as a result of the training?

2. Based on your learning, please list your core responsibilities for managing the administration requirements of Young Africa:

3. To what extent were your expectations met in the administration capacity building workshop? (Circle one.)

Partly met my expectations Met my expectations Exceeded my expectations

Please comment on your response:

4. To what extent has the training contributed to increasing the capacity of Young Africa as a whole in the area of administration?

Young Africa’s ‘Standard Operating Procedure Manual - Finance & Administration’

5. Having completed the training do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I have a good understanding of the procedures and processes outlined in Young Africa’s manual					
I am confident in applying the procedures and processes outlined in Young Africa’s manual					
I am confident in exercising internal controls with regard to financial management activities e.g. budgeting, record keeping, book keeping, procurement, invoicing, & payments					
I have a good understanding of donor requirements with regard to financial management activities e.g. budgeting, record keeping, book keeping, procurement, invoicing, & payments					
I am confident with the processes required for resource management e.g. inventory management, stock taking, effective use of resources, identifying income sources and cost savings, safeguarding of assets i.e. maintenance of buildings, vehicles and equipment					
I am confident in the creation and maintenance of databases					
I am confident in the usage of accounting software					
I am confident in implementing process management activities e.g. office procedures, effective communication, communication channels					
I have a good understanding of human resources management with regard to policies, training plans, capacity building of franchisees					
I am confident in exercising internal controls with regard to human resources management activities e.g. recruitment, supervision, employment					

Any comments on your responses above:

Next steps

6. Please give 3 ways in which you can implement good practice with regard to human resources and asset management:

7. What further support do you require to ensure that you are facilitating the management of Young Africa’s administration requirements most effectively?

ADMINISTRATION CAPACITY BUILDING TRAINING

Follow-up Questionnaire

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Application of learning following the training

1. Do you understand and feel confident to apply the administration procedures and processes outlined in Young Africa's manual? Yes No

Please explain:

2. Please give 2-3 examples of ways in which you have implemented the learning from the administration training over the last 6 months:

3. Has the administration capacity of your project been enhanced since the training?

Yes No Please explain:

4. What further support is required to ensure that you and colleagues are facilitating the management of Young Africa's administration requirements most effectively?

6. To what extent is there greater capacity to support the creation and implementation of a robust internal audit system?

7. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

8. Any other comments:

Appendix 6

Administration Capacity Building Facilitator Report

ADMINISTRATION CAPACITY BUILDING TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name: Getrude Sibanda
Job Title: Consultant
Email address: getrudesibanda09@gmail.com
Organization:

Numbers starting/completing the training: 12

1. Based on your observations how was the training received by the participants?

Response:

The participants were very receptive and eager to learn, pointing to the fact that they had a number of learning gaps in their daily running of their respective Centres.

2. Please provide a summary of the participants' feedback at the end of the training:

Response:

- *'The training was an eye opener, beneficial but a bit short in duration. Too many subjects for the duration.*
- *Long overdue*
- *The new gained knowledge will enhance personal efficiency*
- *Practical examples of donor requirements were enough and addressed our fears. Emphasis on donor requirements and reporting and dos and don'ts - very detailed and clearly understood.*
- *Facilitator very knowledgeable on issues on hand. Articulated policies very clearly in easy to understand steps.*
- *Practical exercises on budgeting and cash flow statements made understanding clear.*
- *Good group work as it encouraged sharing.*
- *Gained a lot in income sources shared by other Centres*
- *Thanks for making us financial and administration literate and to prepare us for the real big deal.*
- *Clear procurement policies, clear Travel and Subsistence procedures*
- *HR presentation addressed all my issues at the Centre.*
- *Good methodology and very clear*
- *In future we need more interaction and mixed methodologies*
- *Would have benefited from Youth work, community work, fund- raising, M&E, franchise system – do's and don'ts.*
- *A good course, right on time. It would have been advisable for Executive Directors to attend.*
- *Would need another review since all the info received needs to be implemented.*
- *Such trainings should be done annually.*
- *HR training could have been more detailed."*
- *Some exercises were too long*

3. What factors served to hinder or enhance participation during the training?

Response:

Hindrance – language barrier for YA Beira (Mozambique) Administrator. But this was enhanced by the fact that the Administrator for YA Dondo (Mozambique) assisted with interpretation. In fact the YA Beira Administrator actually did a presentation on the Franchise Model in Portuguese, via the interpreter.

Generally all participants participated well. We had ice breakers in between, done by the participants themselves and group work helped in breaking the monotony.

4. Please share your observations of the participants' learning on the following:

- **Financial Management & Monitoring** – *Participants were now able to appreciate the need for double entry accounting system and bookkeeping for the reliability, efficiency and effectiveness in running the finance units. They appreciated the need for proper reporting either internally or to the donors as a way of monitoring and measuring performance and adherence to donor requirements.*
- **Resource/Asset Management** – *The need for proper and prudent resource management was welcomed by the participants who gave examples of procedures from their own Centres. The implementation of the Asset Register and Consumable stock records were of particular interest.*
- **Database Management** – *Participants are interested in an accounting system that will address their accounting problems. A system that will ensure accurate reports, budgeting, variance analyses reports, payroll management etc. They liked the presentation done by Erik on this aspect and the fact that he promised to create templates for all YASCs for budgeting, select and test procurement systems from Google G Suite and share and negotiate a package deal for Quick books.*
- **Process Management** – *Office communication channels and skills as well as roles and responsibilities of Administrators as they relate to other key offices, draw lots of debate. At the end participants agreed on how to communicate relevant information to relevant users at appropriate times, and that Administrators should not just be 'straight jackets' and number crunchers but should be involved in the softer issues of running the Centres, like liaising with students and franchisees.*
- **Human Resources management** – *The overwhelming comments and questions on all HR topics discussed including labour laws, pointed to the need for a robust HR system to be put in place by Young Africa International as a matter of urgency. Participants really need urgent guidance on recruitment, hiring, firing, staff development, staff motivation, labour laws etc.*

5. To what extent has the training contributed to increasing the capacity of Young Africa as a whole in the area of administration?

Response:

From the participants' own action plans and feedback, Young Africa is about to be transformed through improved systems and administration. Participants internalised the processes and by narrating they own current situations, realised where they will improve and by when.

6. To what extent is there greater capacity to support the creation and implementation of a robust internal audit system?

Response:

From the training, especially on detailed internal controls, there is great scope for the implementation of an internal audit system which will check on the functionality of the identified internal controls.

7. What further support do you feel is required to enable the participants to embed and apply their learning and meet best practice standards?

Response:

I think this training should not be an end in itself, but the beginning of continuous learning process, trainings and reviews.

Participants should be able to share and exchange information and processes amongst themselves.

At least on a quarterly basis, an Internal Controller preferably from Young Africa International, should visit each centre and review and produce a report on the performance of the internal controls given the varying sizes of the Centres, where it may not be fully feasible for certain processes to be fully implemented in smaller Centres.

Internal audits can be scheduled for once a year, followed by external audits.

Continual checks on the Centres will ensure that best practices are applied where practical and problems can easily be identified and rectified on time, so as to safeguard the assets and maintain donor confidence.

8. Any other comments:

Response:

Participants were really eager to learn and asked very relevant and practical questions pertaining to their specific situations in their respective Centres. This was quite good.

They are quite eager to have the following documents/ manuals put in place by Young Africa International:

- *The Human Resources Policy – a guideline which can be adapted to fit respective Centres*
- *Code of Ethics*
- *The Travel Policy – a guideline which can be adapted to fit respective Centres., among others'*

- *Those Centres still using spread sheets (YA Zimbabwe, YA Nyanga, YA Botswana, YA Zambia), instead of Quick books or other accounting packages would really benefit if they are migrated to such packages, funds permitting. Manual systems are generally unreliable, easy to manipulate (ie entries can easily be deleted instead of reversed), prone to human error, errors can easily be concealed, and the reports can be unreliable and have casting problems.*

The participants were all active and willing even to stand up and do presentations to their peers. YA Namibia did a presentation on Petty Cash and Cash Management, drawing from their experiences. YA Dondo presented on receipting and banking and highlighted on the difficulties of getting to and from the bank because of distance. YA Botswana shared experiences on procurement – implying that in their Centre, there was virtually no system since the office is not yet fully staffed, the same as YA Zambia.

These were some of the actions they planned to do back home:

- *To start doing budgets, splitting between donor money and own income.*
- *To always seek requisite quotations or tender and all supporting documents depending on the procurement threshold.*
- *To draw up an asset register and do annual inventory and quarterly stock takes.*
- *To draw up building maintenance plans and keep Centre grounds in check.*
- *To maintain minimum internal controls eg segregation of duties, feasible given the Centre size.*
- *To read and understand donor contracts and adhere to requirements. To liaise more with the donor and seek clarifications when in doubt.*

All in all, the training was an eye opener even for the Facilitator, as more insights into the operations of YAs were given by the actual Administrators and Directors on the ground. It was quite beneficial. Any future trainings/ interventions will be drawn from this experience.

Appendix 7

Leadership & Management Evaluation Instruments

LEADERSHIP & MANAGEMENT TRAINING

Pre-Training Questionnaire

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Country:

Your knowledge of leadership and management, and expectations for the training

1. What do you understand to be the key components of 'good practice' with regard to leadership and management?

2. Have you received any previous training on leadership/management: YES/NO

If yes: When?

By whom?

How long was the training?

What topics did it cover?

3. What 3 main things do you expect to get out of the leadership and management training?

4. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I have an understanding of different approaches to leadership.					
I am aware of my own leadership style.					
I can demonstrate good communication and interpersonal skills as a leader.					
I understand the difference between management and leadership.					
I am aware of and can identify different styles of management.					
I have an understanding of the principles underpinning management practice.					
I am confident in my skills to manage teams.					
I am confident in my skills to provide effective staff supervision.					
I am confident in my capacity to provide evidence-based practice.					

Any comments on your responses above:

Thank you for taking the time to complete this questionnaire.

LEADERSHIP & MANAGEMENT TRAINING

Post-Training Questionnaire

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Your learning as a result of the training

1. How has your understanding of 'good practice' with regard to leadership and management developed as a result of the training?

2. To what extent were your expectations met in the leadership & management workshop? (Circle one.)

Partly met my expectations Met my expectations Exceeded my expectations

Please comment on your response:

3. To what extent has the training contributed to increasing the capacity of Young Africa as a whole in the area of leadership and management?

4. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I have an understanding of different approaches to leadership.					
I am aware of my own leadership style.					
I can demonstrate good communication and interpersonal skills as a leader.					
I understand the difference between management and leadership.					
I am aware of and can identify different styles of management.					
I have an understanding of the principles underpinning management practice.					
I am confident in my skills to manage teams.					
I am confident in my skills to provide effective staff supervision.					
I am confident in my capacity to provide evidence-based practice.					

Any comments on your responses above:

Next steps

5. Please give 3 ways in which you can implement good practice with regard to leadership and management:

6. What further support do you require to ensure that you are providing leadership and management most effectively?

Thank you for taking the time to complete this questionnaire.

LEADERSHIP & MANAGEMENT TRAINING

Follow-Up Questionnaire

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Application of learning following the training

1. Please give 2-3 examples of ways in which you have implemented the learning from the leadership and management training in the months since June '18.
2. What has been the impact of the training on your approach to policy, practices and/or processes?
3. What changes have you noticed as a result of applying the learning from the training?
4. To what extent has the training contributed to enhancing the leadership and management capacity of Young Africa as a whole?
5. To what extent has the training contributed to enhancing the leadership and management capacity of your Young Africa centre?
6. What further steps are required to ensure that your YA centre applies best practice in leadership and management?

Thank you for taking the time to complete this questionnaire.

LEADERSHIP & MANAGEMENT TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

2. Please provide a summary of the participants' feedback at the end of the training:

3. What factors served to hinder or enhance participation during the training?

4. Please share your observations of the participants' learning on the following:

- Leadership
- Management
- Supervision

5. To what extent has the training contributed to increasing the capacity of Young Africa as a whole in the area of leadership and management?

6. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

7. Any other comments:

Appendix 8

Approaches to Youth Work Evaluation Instruments

APPROACHES TO YOUTH WORK TRAINING

Pre-Training Questionnaire

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Country:

Your knowledge of youth work and expectations for the training

1. What do you understand to be the key components of 'good practice' with regard to work with young people?

2. Have you received any previous training on youth work: YES/NO

If yes: When?

By whom?

How long was the training?

What topics did it cover?

3. What 3 main things do you expect to get out of the Approaches to Youth Work training?

4. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I have an understanding of different approaches to youth work.					
I have an understanding of the principles and values underpinning youth work.					
I can demonstrate good listening and communication skills with young people.					
I am confident in my skills to manage challenging behaviour.					
I am confident in my capacity to build and maintain effective and appropriate relationships with young people.					
I am confident in my skills to respond to the needs of young people in my local context.					
I am confident in my skills to work with young people with limited educational opportunities or those who are particularly marginalized.					

Any comments on your responses above:

Thank you for taking the time to complete this questionnaire.

APPROACHES TO YOUTH WORK TRAINING

Post-Training Questionnaire

Personal/Organisational Details

Name:
Job Title:
Email address:
Organization:
Country:

Your learning as a result of the training

1. How has your understanding of 'good practice' with regard to youth work developed as a result of the training?

2. To what extent were your expectations met in the approaches to youth work workshop?
(Circle one.)

Partly met my expectations Met my expectations Exceeded my expectations

Please comment on your response:

3. To what extent has the training contributed to increasing the capacity of your Young Africa centre to meet the needs of young people and particularly those who are most marginalized?

4. Do you agree or disagree with the following statements? Tick the relevant box. Please be very honest!	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I have an understanding of different approaches to youth work.					
I have an understanding of the principles and values underpinning youth work.					
I can demonstrate good listening and communication skills with young people.					
I am confident in my skills to manage challenging behaviour.					
I am confident in my capacity to build and maintain effective and appropriate relationships with young people.					
I am confident in my skills to respond to the needs of young people in my local context.					
I am confident in my skills to work with young people with limited educational opportunities or those who are particularly marginalized.					

Any comments on your responses above:

Next steps

5. Please give 3 ways in which you can implement good practice with regard to work with young people:

6. What further support do you require to ensure that you are building and maintaining effective and appropriate relationships with young people?

Thank you for taking the time to complete this questionnaire.

APPROACHES TO YOUTH WORK TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name:

Job Title:

Email address:

Organization:

Dates of Training:

Participant Group: YA Botswana / YA Mozambique / YA Namibia / YA Zimbabwe

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

2. Please provide a summary of the participants' feedback at the end of the training:

3. What factors served to hinder or enhance participation during the training?

4. Please share your observations of the participants' learning on the following:

- Core youth work values
- Non-formal and informal education methods
- Youth development
- Young people & challenging behaviours
- Leadership, conflict resolution, & communication skills

5. To what extent has the training contributed to increasing the capacity of Young Africa as a whole to meet the needs of young people and particularly those who are most marginalized?

6. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

7. Any other comments:

Appendix 9

Achieve Evaluation Instruments

Young Africa Zimbabwe
ACHIEVE
Participant Baseline Questionnaire

Personal Details:

Name:			
Age:		Gender:	

1. Immediately before you started the Achieve programme, did you have any **experience** of the following (please tick all that apply):

Paid Employment	
Self-Employment	
Training Programme	
Apprenticeship	
Volunteering	

2. How did you find out about the Achieve programme?

From a friend	
From an employment advisor	
Other – please specify:	

3. **Why** have you decided to participate in the Achieve programme?

4. What are the key **barriers** facing you to training and/or employment (please tick all that apply)?

Lack of qualifications		Lack of confidence	
Lack of experience		Lack of opportunities	
Lack of support		Other – please state:	
I don't know what I want to do			

5. What do you **expect to gain** from the Achieve programme?

In the following questions please circle the number on the scale that best fits your response.

6. Confidence & Motivation

- a. How motivated do you feel about achieving things in your life?

Not motivated at all Very motivated
0 1 2 3 4 5 6 7 8 9 10

- b. How well do you feel you know your own skills and strengths?

Not at all Very well
0 1 2 3 4 5 6 7 8 9 10

- c. How confident are you about presenting yourself to a training organisation or an employer?

Not confident at all Very confident
0 1 2 3 4 5 6 7 8 9 10

7. Communication Skills

a. How easy do you find it to express your ideas or opinions with peers?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

b. How easy do you find it to respond to questions asked by trainers/supervisors?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

c. How easy do you find it to express your ideas or opinions with trainers/supervisors?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

d. How would you rate your communication skills overall?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very strong

8. Life Skills

a. How well are you able to control your emotions, e.g. anger, fear and jealousy?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

b. How well do you feel you are able to handle conflict?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

c. How well do you feel you are able to take responsibility for decisions you make?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

d. How well do you feel you are able to handle problems when things go wrong?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

e. How easy do you find it to ask others for help or support?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

9. Future Aspirations

a. How clear are you about what you want to do next in your life?

Not sure at all 0 1 2 3 4 5 6 7 8 9 10 Very sure

b. How certain are you about the type of work you want to do in the future?

Not sure at all 0 1 2 3 4 5 6 7 8 9 10 Very sure

c. How confident are you about your future?

Not confident at all 0 1 2 3 4 5 6 7 8 9 10 Very confident

d. How much support do you feel you need to achieve your goals?

I don't need support 0 1 2 3 4 5 6 7 8 9 10 I need a lot of support

Young Africa Zimbabwe
ACHIEVE
Participant Mid-Term Questionnaire

Personal Details

Name:			
Age:		Gender:	

1. What have you **gained** from participating in the Achieve programme so far?

2. What are the most helpful aspects of the Achieve programme (pick your top 3)?

Residential		Young Africa Campus Day	
Group Work Activities		Relationships with staff	
Mentoring		Presentation Day	
Role-play Activities		Other – please specify:	

3. How is the programme helping you **overcome barriers** to training or employment?

4. What are your **key points of learning** from doing the Achieve programme so far?

5. What are your **expectations** for the rest of your time on the Achieve programme?

In the following questions please circle the number on the scale that best fits your response.

6. Confidence & Motivation

a. How motivated do you feel about achieving things in your life?

Not motivated at all Very motivated
0 1 2 3 4 5 6 7 8 9 10

b. How well do you feel you know your own skills and strengths?

Not at all Very well
0 1 2 3 4 5 6 7 8 9 10

c. How confident are you about presenting yourself to a training organisation or an employer?

Not confident at all Very confident
0 1 2 3 4 5 6 7 8 9 10

7. Communication Skills

a. How easy do you find it to express your ideas or opinions with peers?

Very difficult Very easy
0 1 2 3 4 5 6 7 8 9 10

b. How easy do you find it to respond to questions asked by trainers/supervisors?

Very difficult
0 1 2 3 4 5 6 7 8 9 10
Very easy

c. How easy do you find it to express your ideas or opinions with trainers/supervisors?

Very difficult
0 1 2 3 4 5 6 7 8 9 10
Very easy

d. How would you rate your communication skills overall?

Very poor
0 1 2 3 4 5 6 7 8 9 10
Very strong

8. Life Skills

a. How well are you able to control your emotions, e.g. anger, fear and jealousy?

Very poor
0 1 2 3 4 5 6 7 8 9 10
Very well

b. How well do you feel you are able to handle conflict?

Very poor
0 1 2 3 4 5 6 7 8 9 10
Very well

c. How well do you feel you are able to take responsibility for decisions you make?

Very poor
0 1 2 3 4 5 6 7 8 9 10
Very well

d. How well do you feel you are able to handle problems when things go wrong?

Very poor
0 1 2 3 4 5 6 7 8 9 10
Very well

e. How easy do you find it to ask others for help or support?

Very difficult
0 1 2 3 4 5 6 7 8 9 10
Very easy

9. Future Aspirations

a. How clear are you about what you want to do next in your life?

Not sure at all
0 1 2 3 4 5 6 7 8 9 10
Very sure

b. How certain are you about the type of work you want to do in the future?

Not sure at all
0 1 2 3 4 5 6 7 8 9 10
Very sure

c. How confident are you about your future?

Not confident at all
0 1 2 3 4 5 6 7 8 9 10
Very confident

d. How much support do you feel you need to achieve your goals?

I don't need support
0 1 2 3 4 5 6 7 8 9 10
I need a lot of support

8. Communication Skills

a. How easy do you find it to express your ideas or opinions with peers?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

b. How easy do you find it to respond to questions asked by trainers/supervisors?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

c. How easy do you find it to express your ideas or opinions with trainers/supervisors?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

d. How would you rate your communication skills overall?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very strong

9. Life Skills

a. How well are you able to control your emotions, e.g. anger, fear and jealousy?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

b. How well do you feel you are able to handle conflict?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

c. How well do you feel you are able to take responsibility for decisions you make?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

d. How well do you feel you are able to handle problems when things go wrong?

Very poor 0 1 2 3 4 5 6 7 8 9 10 Very well

e. How easy do you find it to ask others for help or support?

Very difficult 0 1 2 3 4 5 6 7 8 9 10 Very easy

10. Future Aspirations

a. How clear are you about what you want to do next in your life?

Not sure at all 0 1 2 3 4 5 6 7 8 9 10 Very sure

b. How certain are you about the type of work you want to do in the future?

Not sure at all 0 1 2 3 4 5 6 7 8 9 10 Very sure

c. How confident are you about your future?

Not confident at all 0 1 2 3 4 5 6 7 8 9 10 Very confident

d. How much support do you feel you need to achieve your goals?

I don't need support 0 1 2 3 4 5 6 7 8 9 10 I need a lot of support

Young Africa Zimbabwe

ACHIEVE

Pre-Programme Parent/Guardian Questionnaire

Personal Details:

Name:	
Child's name:	
Relationship to child:	

*Please note that your answers will not affect your child's participation in the programme.
Please be honest in your answers.*

1. What are the **key barriers** facing your child to training and/or employment (please tick all that apply)?

Lack of qualifications	<input type="checkbox"/>	Lack of confidence	<input type="checkbox"/>
Lack of experience	<input type="checkbox"/>	Lack of opportunities	<input type="checkbox"/>
Lack of support	<input type="checkbox"/>	Other – please state:	
She/he doesn't know what they want to do	<input type="checkbox"/>		

2. How would you describe your child's level of **confidence** and **motivation** to access training and/or employment?

No confidence	Some confidence	Very confident
No motivation	Some motivation	Very motivated

3. How would you rate your child's **communication skills** (e.g. ability to listen to others, express ideas, respond to questions)?

Very poor											Very strong
0	1	2	3	4	5	6	7	8	9	10	

Please explain:

4. How would you rate your child's **life skills** (e.g. ability to control emotions, handle conflict, make decisions, recover from difficulties)?

Very poor											Very strong
0	1	2	3	4	5	6	7	8	9	10	

Please explain:

5. How confident are you about your child's **future**?

Not confident at all											Very confident
0	1	2	3	4	5	6	7	8	9	10	

Please explain:

Thank you for taking the time to complete this questionnaire.

Young Africa Zimbabwe
ACHIEVE
Mid-Programme Staff Evaluation

Personal Details:

Name:	
Job Title:	

Recruitment of Participants:

1. How effective was the recruitment process for the Achieve programme?

2. Were young people experiencing the greatest marginalisation/disadvantage targeted for recruitment? Yes No
Please explain:

3. How could the recruitment process be improved?

Programme Delivery:

4. Please comment on the effectiveness of each element of the Achieve programme that has taken place so far:

a. Residential	
b. Young Africa Campus Day	
c. Presentation Day	
d. Personal Action Planning	
e. Mentoring	

5. What are your key points of learning from delivering the Achieve programme?

6. In what ways could the Achieve programme be improved?

Participant Engagement:

7. Based on your observations how has Achieve been received by the participants to date?

8. Please provide a summary of the participants' feedback so far:

9. What factors serve to hinder or enhance participation in the programme?

Programme Impact:

10. To what extent have you observed the following among the young people?

a. Increased confidence & motivation	
b. Improved communication skills	
c. Enhanced life skills	
d. Increased capacity to overcome barriers to employment	

11. Are participants ready to participate in a formal learning environment such as TVET?
Yes No

Please explain:

12. What further support do you feel is required to enable the participants to apply their learning?

13. Is Achieve contributing to increasing the capacity of Young Africa to respond to the needs of young people, particularly those experiencing significant marginalisation/disadvantage?
Yes No

Please explain:

14. Any other comments:

Young Africa Zimbabwe

ACHIEVE

Post-Programme Staff Evaluation

Personal Details:

Name:	
Job Title:	

Programme Delivery:

1. Please comment on the effectiveness of each element of the Achieve programme:

a. Residential	
b. Young Africa Campus Day	
c. Presentation Day	
d. Personal Action Planning	
e. Mentoring	
f. Celebration Event	

2. What are your key points of learning from delivering the Achieve programme?

3. In what ways could the Achieve programme be improved?

Participant Engagement:

4. Based on your observations how was Achieve received by the participants?

5. Please provide a summary of the participants' feedback at the end of the programme:

6. What factors served to hinder or enhance participation throughout the programme?

Programme Impact:

7. To what extent have you observed the following among the young people?

a. Increased confidence & motivation	
b. Improved communication skills	
c. Enhanced life skills	
d. Increased capacity to overcome barriers to employment	

8. Are participants now ready to participate in a formal learning environment such as TVET? Yes No

Please explain:

9. What further support do you feel is required to enable the participants to apply their learning?

10. Has Achieve contributed to increasing the capacity of Young Africa to respond to the needs of young people, particularly those experiencing significant marginalisation/disadvantage? Yes No

Please explain:

11. Any other comments:

Appendix 10

Achieve Focus Groups & Consultant Interview, June & November 2018

Focus Groups with Young People, Achieve Programme

11th June 2018

Group 1

The young people had a very good time on the camp, they enjoyed the sport activities, food, and lessons, and they liked the residential venue. They got to know each other and made new friends.

Since then during the Achieve sessions to date they have learned communication skills, decision-making and strategies to overcome barriers to learning.

The young people explained that the main barriers they face are a lack of income and financial resources, and their parents don't have the money to pay for school fees. Other key challenges include not having qualifications to get jobs, and one young man mentioned a lack of emotional support and emotional skills such as confidence.

Out of 10 the young people all gave Achieve high marks rating it 8-10. If sessions were twice a month it would be perfect.

The young people feel Achieve is a good programme because they are getting skills such as how to live and knowledge on how to survive through hard times, they are developing life skills relevant to their lives – they now know where to go, how to make decisions. The young people spoke very highly of Auntie Karen – one young man said he'd give her 10 out of 10 and commented on she treats everyone the same. They all felt the teachers are very good.

When asked if there was anything that would make the programme better the young people said they would like another camp.

I asked the young people to reflect on how Achieve has made a difference to their lives so far or ways in which they have changed. One young man shared, "I see something big for my future. I used to let myself down but now I have pulled up my socks and got back on track, what I say – I will do it". He agreed he felt more hopeful about the future. Another young man said he had developed better decision-making skills – before Achieve he used to rush into decisions but now he has learned to think about the consequences of decisions. A young woman shared how she has gained confidence, before she was shy but now she can stand and talk to people and teach them.

When asked about the most important lesson they think they have learnt so far, one young man said, "The most important thing I've learnt is about action plans. The form consists of your goal and what you will do to make that goal." Everyone in the group now has an action plan and they will work on their goals for the rest of the programme.

The young people agreed that their peers would benefit a lot from Achieve and that every school should have an Achieve programme.

In the future the young people have a range of hopes – several want to go back to school and complete O-Levels or A-Levels, one young man wants to do a course to become an electrician, another wants to do a course in graphic design, and a young woman said she wants to go to art school [this young woman showed me some of her drawings at the end of the session and is clearly talented]. One young man said he would need to get work to earn enough to pay the fees in order to go back to school.

As a result of doing the Achieve programme so far the young people feel they have gained a variety of skills including learning confidence and not being shy, communication skills, being able to stand up for yourself, respecting each other, and team work. A young man said that the programme had helped him to reflect on how “to be somebody”.

Regarding further support the young people would like help with fees for going on to other courses when they have finished Achieve. They also want good advice and guidance during the rest of the programme. They want more time on the programme and also food!

Group 2

At the camp the young people said they learned a lot, they learned about communication skills, how to blend in with the community, how to meet new people in your community. One young man explained how most of the group didn't talk well, they didn't interact and the camp enabled them to start talking and get to know each other. He reflected on the communication skills learning that it helped with how to deal with difficult people who aren't good to you. During the camp the young people said the teambuilding activities helped them get to know each other. They also went fishing and they really liked the venue.

Since the camp there have been a variety of sessions. The young people have been learning how to speak up for ourselves, how to look for a job, they have been given choices, and they have completed action plans.

One young man explained how he has learned from the Achieve staff and the way they have shared their stories and lessons learned in their lives with the young people. The staff have shared how in their lives they didn't give up, they kept going no matter the situation. This was an important lesson for the young man – to not give up and to be encouraged that he will reach his goals. He has felt that he doesn't have the capital or the support to achieve what he wants or that his dreams are too big. But he has learned that “as long as you are still living there is no barrier, there is nothing that can hold you back as long as you are still breathing, as long as you keep pushing and keep doing what you have to do until you reach that goal you will get there.” Another young man said that he had learned how to communicate with good and bad people such as those who speak down to you. One young man was impressed from learning from the staff about they have forgiven people who were bad to them and have moved on.

The young people agreed that Achieve is helpful to them – one young man said it was because of the lessons – being taught not to give up. They agree that the lessons are on the right topics that are relevant to them.

Some of the young people mentioned they would like to interact with each other more – they only see each other when they're at the YA centre once a month – they complete their lessons then go home and they would like to get to know each other more.

The young people shared a variety of skills that they are developing such as communication, interpersonal skills that are useful in the community and when they are in a new place, how to stand up for yourselves, how to manage emotions such as anger, life skills, decision-making.

When asked how they would mark Achieve out of 10 one young man said he'd give it 11. Several of the others in the group said they'd rate it 10.

To improve the course the young people would like more lessons each month – 2-3 times a month instead of just once because the lessons are so valuable and they are getting a lot out of them. They would also like another camp.

One young man talked about how he was learning how to control some of his emotions better and controlling anger, and also make better decisions by assessing what might be a good or bad decision. He felt he was more focused on taking responsibility for his life and on the things that will help him get to where he wants to go such as getting qualifications.

I asked if they felt they were becoming more independent and able to make their own choices. One young man explained that it is often not possible for them to make their own choices because they don't have the funds. "My choice was to start a garage. I don't want to go back to school because I have been there and I think I am a total failure. But Aunt told me not to think that way. So I have put off starting a garage because I don't have the capital." He thought it might be possible for him after Achieve to return to those goals.

The other young people shared their future goals – one young man wants to have their own business, another young man wants to start by becoming a chef but then later become a farmer. A young woman shared that she wants to work in catering and earn enough to complete her O Levels. Another young woman wants to travel, another wants to be a chef, another want to go to a commercial school. Another young man wants to go back to school and complete his O Levels.

Parents of Achieve participants - Focus Group

Young Africa Zimbabwe, Chitungwiza

11th June 2018

What are some of the barriers to employment for young people in this community?

Lack of qualifications, skills, and resources – financial. Some of the young people or their parents are HIV positive and it is hard for the young people to get skills in order to get jobs.

What are the main support needs of young people?

There has to be jobs creation in order for young people to get jobs but there is a lack of jobs for young people. Even if young people get the skills they need there is still a lack of jobs out there.

How is Achieve helping your young people?

They are getting skills, we can see the young people changing so we appreciate the programme very much.

The programme motivates the young people to see the potential for their lives, it helps to open their minds.

The young people appreciate and enjoy the programme very much, please keep on supporting the young people because they need skills.

What differences do you see in your sons/daughters as a result of doing Achieve?

One mother noted how her son's grooming has changed a lot – she doesn't have to nag him on his personal care, and he is also more motivated and has better self-esteem. At first she thought it was because he had gotten a girlfriend but she thinks it is because of the Achieve programme.

Another mother noticed better behaviour and their child is helping more at home. Another mother observed the growth in her daughter's confidence and that she was communicating better.

Another mother spoke of how her daughter had always been very shy, wasn't motivated to do anything, she didn't even want to go to school but now she wants to go to school because of the programme.

What do you hope for the rest of the programme?

One father asked that if it is possible that the young people get to have lessons on a daily basis.

What kind of things would improve the programme?

Several parents felt that the programme should keep doing what it is doing currently and were happy that it is a good programme.

Some parents felt that more time on the Achieve programme would be beneficial e.g. 3 days a week.

Several agreed that another residential would be beneficial because the young people got so much out of the one at the start of the programme – they were so interested and excited and appreciated the experience. For many it was their first time away from home. The parents felt they had changed even after this short experience, that they listen when they're told what to do.

What further support do your children require?

They need to keep on learning, do more courses.

One father observed how having something to do is very important for these young people. There are less problems when they have something to do.

Other comments:

Auntie Karen is very nice and very good.

Achieve programme evaluation held on the 7th of November 2018

19 participants were present

-After being asked their most favorite part of the programme around 93% of the participants highlighted that their favorite part of the program was the residential camping, 5% highlighted mentoring and only 2% mentioned sessions.

-90% of the participants mentioned that the program had assisted them in gaining confidence. The rest mentioned they now have a positive attitude towards their lives. They now think they are able to achieve their goals. Some mentioned they are now more resilient.

-When asked what they would change about the programme around 90% of the participants highlighted they are okay with the program as it is. 7% of the participants mentioned that the sessions be increased to at least three times a week as they had nothing to do at home. Only around 3% of the participants mentioned that the venue be changed.

-The participants were asked their main barriers to attaining their goals besides money. 90 % of the participants did not mention anything as a hindrance to attaining their goals. 1 male participant clearly highlighted that nothing was a hindrance to him as the programme had well equipped him to be able to face all his challenges. 5% of the participant's highlighted lack of support from family members, sponsorship and which craft.

Interview with Karen re the Achieve Programme

11th June 2018

The key focus of the programme is to get the young people ready to access other programmes such as TVET. Many of the young people participating in Achieve have a mentality that they have failed so Achieve is helping to instil hope and confidence – this is the most important aspect of Achieve,

Recruitment

Recruitment worked well because of how YA Zimbabwe partnered with other small organisations working with underprivileged young people e.g. Life Empowerment Programme. Most of the young people who have been recruited have lost one or both parents.

Changes in the young people

Many of the young people are now motivated to go to school or to get work. Karen has heard about one who has started working on a kombi as a cashier, another who is doing care work to support an elderly person. Many of the young people were shy at the start but are now coming out of themselves. One young man had an issue with personal hygiene but his guardian has related how he has smartened up and Karen feels that this might be because of the positive influence of the other young people on the programme.

Meeting the young people's needs

Karen spoke of how YA can't give the young people money even though the lack of resources is a key challenge for many of the young people – many are living in very poor conditions - although YA doesn't want to foster dependence. However a big issue is that it is difficult for families to get the money together to enable their sons/daughter able to come to the centre. YA staff can only encourage and motivate the young people. Karen would like to see circumstances where YA's cheap courses are made available to Achieve participants on a first preference basis.

What would you do differently?

Karen reflected that things were busy in the run up to the start of Achieve and looking back she would like to have visited more of the parents in advance of the programme start. She believes that building the relationship with the parents is so crucial for the programme to work well for the young people who participate.

Further support needs for Achieve staff

Karen is keen to get any advice and tips for this kind of work with young people, to learn from others. She would be enthusiastic about any opportunities for exchanges or other ways to connect with others doing this kind of work with young people e.g. youth workers from Ireland etc. Even if there are ways to connect e.g. via WhatsApp with others – that would be helpful.

Thoughts on the Achieve approach

Karen felt that the Achieve programme deployed the right strategy in recruiting young people who haven't done well at school and saw the possibility that on successful completion of Achieve they might wish to return to access other courses or programmes.

Appendix 11

Notes from Interviews with Young Africa Personnel, June 2018

Interview with Dorien Beurskens, Executive Director, YA Hub

12th June 2018

Dorien reflected that since the training modules began last year solid work has been done that had been very necessary work. YA International has developed a set of policies re safeguarding and finance & administration, and has set up an internal audit system, which is being rolled out across the affiliate sites (Mozambique & Zimbabwe to date, Namibia is on the list). This represents solid quality improvement.

In addition YA International identified a specific need around fundraising – this has been a weakness of the affiliates to become independent with their own fundraising because the pioneers do not have the necessary skillset in this area. Fundraising is a very time-consuming activity for YA International in Zimbabwe and the Netherlands, and affiliates need to take it on. As a result a 2-day fundraising workshop has been arranged for this week following the Leadership & Management training. The Leadership & Management module this week is also very helpful. In terms of strengthening YA's organisational system Dorien feels that YA has made leaps forward in the past year. Furthermore, the external impact of this work on putting these systems into place has been renewed donor confidence in YA.

With strengthened systems in place there is a different dynamic with regard to expansion - because the hub team had to pay so much attention to internal strengthening, expansion work has slowed down. Work is still ongoing to establish Young Africa in Zambia, Malawi & S Africa. Dorien explained that they are a bit more careful about expansion because of the realisation that the capacity of affiliates and pioneers has been less than expected around raising funds independently. Some pioneers have struggled with the level of self-reliance and responsibility required. There has also been learning that instability and financial insecurity is not good for most people unless they have a lot of confidence. Dorien said she has learnt not to judge this because it's just that this way of working does not work for many people. As a result YA International is changing its strategy re scaling e.g. in Malawi and S Africa.

Developing people, practice:

Dorien sees that the Erasmus-funded capacity building work is developing YA's people. In addition Raj, Dorien and Muhara have set up a coaching system with the pioneers and affiliates offering support around once a month or more often when needed. Raj is coaching Mozambique, Mahara is coaching Zimbabwe and Botswana, Dorien is taking on the new sites – Malawi, Zambia & South Africa, while Namibia doesn't really need guidance.

There is a desire to disseminate the YA model but because of all the capacity building work there hasn't been enough time to focus on this. Dorien would like to do this much more. She explained that they are still serious about their ambition to help 500 million young people by 2025. She believes that they have to engage with serious and big partnerships in order to get there. There is such a

huge need so the solutions need to be bold – she is not willing to give up on these aims.

Sustainability:

Dorien explained that building staff capacity to raise funding is an indirect way of creating greater sustainability. She also cited the work on the finance and administration policy, procedures and practices as a means of consolidation – it creates an awareness around leaking funds. She sees training as key in creating organisational sustainability e.g. the leadership and management training – building capacity of your people is an important step towards sustainability.

Gaps:

The next area of focus is governance and strengthening boards across Young Africa. They are working on their governance structures at two levels – one is the YA International Board, which is being restructured so that there will be a Board of Directors at the Hub in Harare, a Board of Supervisors in the Netherlands, and a Board of Advisors made up of the YA Directors where they can give their input and have their voice heard. Secondly a manual on governance has been developed and there will be training for affiliate directors and a couple of members from each of their boards, this will help with skills development for board members as well as fraud prevention.

Embedding the work that has been done to date:

With finance and administration there is a need for follow-up training for the YA administrators in their offices at their centres to help embed the learning and what they've put into place so far.

YA International would like to bring the directors to meet together at least once a year for leadership inspiration. Also the ideal scenario would be for all the admin staff to get together once a year, and the programme officers once a year.

There is also a need for the management teams to do some brainstorming on the franchise model, on different varieties of the model, unpacking what is in its DNA and how it can be implemented in different contexts and exchange learning from across the sites.

Interview with Mahara Goteka, YA Hub

13th June 2018

Finance & Administration Training

The affiliate YA centres are at different stages of development – some are starting out and lack human resources, which means that all the necessary administrative skills are not there. So the training was useful for those starting out in providing clarity on how to manage finance and resources and how to ensure they maintain acceptable standards of accountability even if they are a small team. For the centres that have bigger operations the training was also very useful because it gave an opportunity to benchmark and reflect on “where are we and where should we be?”

The training helped to clarify the steps that need to be taken from now on to improve, and highlighted the adjustments that need to be made in the centres’ administration systems. This was complemented by the fact that YA International secured some funding for an internal audit process. Two YA centres have now completed an internal audit of their finances. The training was therefore very useful because it helped to provide a benchmark. However it’s a process and all the changes that need to be made will take over a year to implement, but the training enabled clarity of what needs to be done.

Leadership and Management Training

The Leadership and Management training this week is very useful. It has helped to unravel the day-to-day experiences of the directors and managers and provided an opportunity for them to share and interact – sharing experiences that help them realise they are not the only ones facing particular challenges. It has also created space to share ideas. It means that the staff from the YA centres are going back better informed regarding various challenges such as human resources or leadership and management challenges. YA International has had the chance to hear of very practical leadership and management challenges on the ground. Mahara wouldn’t ask for anything better than an opportunity for people to meet and share like this – sharing their challenges and generating ideas together. Mahara also commented on how sometimes leadership is not conscious because we just do it without thinking about it. This kind of interactive and reflective approach to training has helped people to be conscious of their leadership styles, what’s effective, what options are available to them and so on.

Safeguarding Training

As YA is working with children and young people it was necessary that the organisation has something written down that it consciously implements. The training brought consciousness of the entire system to the importance of safeguarding. When something is written as a policy and people go through a training process, it is then something that is much more conscious in everyone’s minds. Mahara felt that the training took YA to a level where they are conscious about it, they have something written in black & white to guide them on how to deal with it. And by now staff have had to apply the learning and procedures from the policy which is a sign that YA now has a mechanism to deal with any cases that emanate. Mahara saw the training as useful and was aware that even after the training process safeguarding will become part of YA culture over time. The policy

has been drafted since the training was delivered. Mahara observes how new scenarios emerge that immediately indicate any gaps or omissions in the policy and recognises that the policy needs to evolve over time until safeguarding practice is sufficient.

Developing people:

Mahara views the various training events as an investment in the people who have the responsibility to develop people. From that perspective he feels YA is definitely going to have improved spaces for young people because improving young people also entails having youth friendly environments.

Mahara commented on how organisational expansion can reveal weaknesses and that Young Africa had reached a stage of its development where they were beginning to feel the difficulties of expansion and becoming overwhelmed with the amount of policies that needed to be put into place. The trainings therefore helped YA staff come to terms with the new policies. It would not have worked so well if YA had drafted e.g. the finance and administration policy without any training to provide an orientation for staff. In that sense the various training modules have come at the right time. This project has helped YA's personnel to run effective organisations that are serving to develop young people.

Regarding sustainability Mahara feels that finance and management of resources is key. As a result the finance and administration training made a big contribution, particularly in terms of helping YA to work towards efficiency. This means that they can provide greater accountability and be trusted by donors. Without efficiency YA will lose its partnerships and relationships with donors. Technically the skills are now in place for the day-to-day operations of Young Africa. The challenge is retaining people, though not all will leave at once and the awareness will stay in the organisation. This consciousness will help YA keep on improving its systems.

Gaps/Needs

Mahara described how YA has been able to combine its own fund as well as the Erasmus+ funding and external funding from other partners to work on a range of capacity building activities including policy development, staff training, and internal audit. He reflected that there is a lot of work required to help with the transition process from old ways of doing things to ensuring all the centres are aligned with the new policies that have been developed. He feels that YA does not attract highly skilled personnel and so this transition process will take longer because there are capacity issues. After the internal audit YA decided to handhold the centres' administrators through the transition process. Having a policy in place represents the ideal scenario but there is often a distance to travel to put the policy into practice. YA believes that having an expert sit down with each centre's director and administrator to work out an implementation plan is the best way to make this transition – for example with the internal audit in YA Mozambique, there is a report on each centre setting out what needs to be done. YA personnel will be capable of running the system once it's in place but can't be expected to revamp the system by themselves. With this kind of direct support the transition to new systems and ways of doing things will be quicker.

Interview with Maarten, Jelena, Gala – YA Botswana

13th June 2018

YA Botswana is in the early stages of getting off the ground and any support is important for the team. The training provides moral support and reminds the team that they're not the only ones facing various challenges. It also provides opportunities to step back, be in a different environment, reflection the organisation and what they're doing, and get a better overview of where they're at.

The Finance and Administration module helped to establish a system for financial management and therefore came at a good time. So far things have been working well since that training, implementation is a work in progress, and the YA Finance & Administration handbook serves as a kind of bible for how to do things.

The Leadership & Management module has also come at the perfect time because the team has been struggling in this area recently. All of these areas need attention in Young Africa. Maarten & Jelena came into a difficult situation at YA Botswana in the previous year but since the training modules, such as Safeguarding, many things have changed. The Leadership & Management training has been an eye-opener, making the team aware of the pitfalls that can beset leaders in organisations as they grow and develop. As a new team it is helping them to get to know each other's capabilities and strengthen their work together so that they can play to each other's strengths without judging each other over weaknesses. They now appreciate that they need a balance of skills in the team and that they need someone with specific skills in administration e.g. to help with donor reports – they don't have the funding in place yet, but this is something they will work towards. The awareness of this gap is a good thing.

The Safeguarding training highlighted to Jelena and Maarten how unprepared and untrained they were as new directors – it was a major eye-opener. It also helped them realise the need for skills development to establish a YA centre. They realise that each YA centre is at different stages of development and have a sense that their centre is becoming more professional; things are heading the right direction.

Developing People, Practice, Organisation

Maarten reiterated that the training inputs have been at the right time, which has contributed to organisational development, and the trainings have helped the team at the personal level including the way in which the Botswana-based Safeguarding training helped the people on the ground. Jelena can see the results of investing in people, which is investing in systems and in the organisation from the training events to where they are now. All of the team felt that external input has been essential for them and saw the value of being taken out of Botswana to the Hub for the training and doing it on a residential basis.

Gaps

Fundraising training has been a specific need that is about to be met in the next couple of days as a result of other YA International funding.

The team is keen to learn of any developments in this kind of work in terms of programming, development work by NGOs, to gain an understanding of the landscape they're working in. They would like to learn about ways to raise money beyond donor-focused ways e.g. through social entrepreneurship. They would also like to learn about marketing and PR, communication with donors and with young people, using social media, and how to build a platform as a centre – branding, creating visual records of the work.

Sustainability

The trainings so far have made an indirect contribution to sustainability. YA Botswana is still at the early stages of its development. Learning about marketing & PR would help most with sustainability.

It would be great to have a new programme of training to follow on from this Erasmus+ funded programme. Maarten views ongoing training and development as a “never-ending story”. The fact that a third party such as Ulster University – is involved with the Leadership & Management training gives weight and substance to the learning. He noted that YA Botswana is building a relationship with Serve and that they're keen to tap into the knowledge they can gain from partnering with Serve.

Interview with YA Mozambique staff

12th June 2018

Present: Aksana, Marta, Fambira, Chris, Nkobe

Aksana related how in 2016 there had been some serious issues with safeguarding so the training on this topic was very relevant. Since the training took place the team has been able to get a safeguarding policy and a code of conduct in place and the training helped to familiarise all the participants with what is meant by safeguarding. The process is not finished as Aksana feels the next step is to have a Safeguarding Officer to help with disseminating implementation of the policy and to serve as a key point of contact in the organisation.

Safeguarding Training

Fambira felt that the Safeguarding training and policy provides the tools to identify offences and for him it was his first opportunity for some skills development in this area and he appreciated the training. He has used it to give advice to trainers. A key learning has been that an offence can occur not just perpetrated by a teacher towards a young person but also the other way around. Fambira has been able to give advice on how to deal with these kinds of situations as a result of the training.

Marta learned about how safeguarding starts from child protection – hearing what is going on for the child i.e. the importance of listening to young people. She has been able to apply the learning from the safeguarding training, not just at YA, but also within her community. For example, where children have been employed as maids, Marta has taken the opportunity to challenge their employers that they have a right to go to school.

Aksana also commented on how Chris explained safeguarding procedures really well and made everything very clear about what to do if a safeguarding issue arises.

Finance & Administration

Those present reflected that this training was both about building capacity as well as establishing internal controls. In terms of practices, some were new, some weren't. The manual sets the standard for excellence but all the procedures can't all be done at once so the work towards these standards is a work in progress and a step-to-step process. One of the big changes implemented at YA Mozambique is having a Procurement Committee. Plus there is the manual that they can consult, and this helps to resolve conflicts or misunderstandings. Now everything is well defined and the team is grateful for that.

One of the remaining challenges is Quickbooks – there is no manual in Portuguese and although they can see the potential in using it the staff need specific training in this software in order to get the most out of it and its capabilities.

Developing People, Practice, Organisation

The team felt that the training has enabled development in these areas. They cited the Procurement Committee as an example where practice has been impacted very directly.

In addition Nkobe reflected on how he has benefited even though he has only recently started working for YA Mozambique because he has been able to read through the new policies and meet with Aksana & Fambira to get the learning. He sees that there is a need to train more staff but the key people have been oriented as a result of the training and this demonstrates how there has been a positive impact on YA Mozambique's personnel. Chris also commented on how there is a progression from up skilling staff to changing practice to developing the organisation as a whole.

Sustainability

The training modules are all contributing towards sustainability for YA Mozambique. Aksana commented on how better financial management through following the finance and administration manual means that you know your financial status, can manage cash flow, "you know everything" – and all of that contributes to sustainability of the projects. Nkobe added that implementing the learning from the training shuts down financial leakages and protects your resources. Chris felt that the fact that the gap has been closed in some areas such as safeguarding and finance and administration means that the team can set other priorities and put its energies into attending to other areas for development. He described the training as an important tick on an important 'to do' list.

Key Gaps/Needs:

- Aksana commented on how she is keen for ongoing implementation of the learning from the trainings including the forthcoming Approaches to Youth Work module in October.
- Quickbooks – training on this software to get a grasp of its full potential and a manual in Portuguese
- Further implementation of the Safeguarding policy with a Safeguarding Officer in place to aid dissemination of the Safeguarding Policy.

Interview with Yvette Bellens, YA Namibia

11th June 2018

Yvette felt that the child protection training was very useful – all the staff, franchisees and trainers participated. It was a real eye opener for them. Even though they're not just working with under 18s it's still good to know how to safeguard the young adults YA Namibia works with. There is a different culture in Namibia [compared with Europe] and many in the YA Namibia team grew up with teachers hitting children in class as something normal, so there's a mind-set that has to change. At YA Namibia they are doing things differently, this cultural norm won't be accepted in their centre and they've had to think about whom to approach if a safeguarding issue arises. The safeguarding policy and procedures safeguard YA Namibia so that if someone comes to them with an allegation that is not true then they can show they have followed the policy.

YA Namibia is in the process of following all the steps to apply safeguarding practices. It is now clear who to go to with concerns re child protection, and from now on new students will be informed about safeguarding.

The training has been helpful in terms of capacity-building through the opportunities to come together as a team of directors and managers and share and learn together. With two centres we don't often have the opportunities to all come together as one big team so it's been useful and important to come together and set the tone with some practices for the organisation as a whole – "this is how we do things at Young Africa".

Reflecting on how the training is helping YA Namibia meet the needs of the most marginalised young people Yvette shared about their Saturday 'healthy entertainment' programme for the young people from the local township. Many of these young people can experience neglect or are vulnerable to abuse. This has been important for everyone working in the organisation to understand that YA Namibia doesn't just train young people but that the work plays a role in the community.

Reflecting on YA Namibia's journey towards 'best practice' Yvette spoke of how the finance & administration module was another eye opener. As a start-up organisation with a small staff there was awareness of some of the necessary finance/admin jobs (though nobody likes to do them), and they have since realised it's a full-time job to do things correctly. The training helped Yvette in particular to prepare for their first audit earlier this year. It had been challenging for the organisation to get to grips with donor expectations about finance management and audit requirements. Then YA International wanted everyone to use Quickbooks but the Namibia team had no experience of accounting software and was struggling to get a system in place. "There was no set structure, you had to figure it out yourself." The training was useful in terms of helping the team become more informed about practices for good financial management generally. They now know that they need an administrator and the finance to pay for one so that Yvette can do her visionary work and contribute to the growth of YA in Namibia. Yvette also commented that it's useful to understand what an administrator or finance manager needs to be able to do and that she feels more capacitated about what needs to be done. So overall the finance and administration training was very useful and the training on resource management also helped.

It was evident from what Yvette shared that in order to embed the learning from the finance and administration training that employing an administrator will be a helpful next step. In addition Yvette highlighted the need for YA Namibia to become more self-reliant as she and Dirk will handover the leadership of YA Namibia in two years' time. She recognised that this is something that cannot be done at the last minute, rather there has to be a handover process with a new director. The focus is on getting the funding in place to facilitate that handover. The plan is that the Centre Manager will move into leadership, the Office Manager will take on more responsibility but the organisation needs to find funding to employ an administrator.

Developing people, practice, organisation:

The safeguarding training for staff enabled important development of people. YA Namibia can now say this is the "new era that it is not normal to be hit at school". This training also enabled practice development with putting new safeguarding procedures into place such as vetting volunteers/staff. YA Namibia is much more aware of these kinds of practices now that just weren't there previously. It's good to have a policy in place as well – that safeguards everybody – to know where to go to. Also it's a requirement for more and more donors so it helps us put these things into place that are required.

The finance and administration training also served as staff development as Yvette shared the training with the rest of the team. They're still working through the checklist of actions arising out of that training so it's still a work in progress to apply the learning but they're following the practices they've learned. This training also developed the organisation as a whole because YA Namibia has to have these structures in place for proper financial management. Donors will now be able to see that YA Namibia is spending their money as reported.

Regarding sustainability and the long-term future of YA Namibia Yvette feels that for the next two years their focus will be on capacity building. And also on having the structures in place for handing over leadership to a local team. Before the training these things were lacking. The training therefore came in very useful as part of this handover process. The current Leadership & Management training module is part of this as well. Yvette brought the Centre Manager along and a future franchisee this week to foster ongoing sustainability. Yvette feels they still need to involve more of the team in decision-making in order to prepare for a local handover and to give the local team members ownership of the leadership of YA Namibia.

When asked to identify any gaps or needs Yvette said that there is a dire need for governance training to ensure sustainability of Young Africa Namibia. She recognises that the current board members of YA Namibia are also working and are busy people but at the same time they need to understand that they own the project and have a significant role in sustaining the organisation. They need to take initiative e.g. not rely on staff to call board meetings but attend to their responsibilities as board members. It will also be useful to do governance training in conjunction with the other YA centres.

Interview with Tendai Mudyarabikwa & Tendai Jaricha, YA Zimbabwe

13th June 2018

Tendai J commented that the Finance & Administration training was something the team were waiting for and welcomed. It highlighted changes that needed to be made and provided a point of reference in terms of finance procedures that are clearly defined in the manual. It aided positive development by increasing understanding – the team now know what needs to be done. It has helped to clearly define roles and responsibilities. The training also reduced the subjective element of how things had been done previously – now it's very clear how things should be done.

The Safeguarding module provided clear steps to follow to handle specific cases regarding child protection – previously Tendai M felt that she would have followed her own professional instincts but now has the guidance from the training to refer to. It's important that it was cascaded to staff in the organisation because now Tendai M is working with a group of people who understand what they want to achieve. It helped them to grasp how things should be done rather than all the responsibility falling to one or two people.

Tendai M also believes YA Zimbabwe is equipped to meet the needs of vulnerable young people. She reflected on how they recruited participants for Achieve who were very vulnerable and commented that when you hear their stories it's possible to then say to other young people who are failing to make it in life, "Look at this group of young people and where they were, but look at how they have developed." So it shows how more lives can be changed. She can already see the impact on the young people currently participating – how they conduct themselves at home, their personal hygiene, their communication skills. It's a success story for YA Zimbabwe.

Developing People, Practice, Organisation

Tendai M thinks that the training modules have helped with development of people, practice and organisationally. Previously she had been given a responsibility for child protection but didn't know what she was meant to do. As a result of the training from Serve they now have the Safeguarding policy in black and white and it provides a guide to refer to. She is now confident to say that she is the Child Protection Officer because she knows what she's doing. She also commented that while it was good that 21 staff members could access the training, YA Zimbabwe has 50-60 staff in total and the training needs to be provided to everyone including production staff who are in contact with young people at the centre. She tells them there is a Safeguarding policy but it's different from Chris O'Donoghue facilitating a training session on safeguarding. When some people are left out of training opportunities it feels like, 'I'm not part of things' and they won't be participating to achieve the same objectives as the rest of the team who have been trained.

Sustainability

Tendai J noted that financial sustainability in the longer-term is a work-in-progress, he feels they are improving compared to last year, but there is still

room for improvement, and it's not possible overnight. With help from Serve, getting new equipment, having franchisees and generating income, getting debts paid – all of this contributes to financial sustainability for YA Zimbabwe. Tendai J recorded his appreciation for Serve stating that their support goes a long way in ensuring YA Zimbabwe is brought back to life.

Interview with Susan Madodo, YA Zimbabwe

12th June 2018

The safeguarding training served to strengthen Susan's capacity as a new director with all the responsibility, decision-making and problem-solving that entails. The safeguarding training could not have come at a better time particularly with YA Zimbabwe's hostel programme. It gave the team guidelines on what to do when certain things happen. Recently they had an issue of young girls from the hostel programme who had gone out then came back late after the time they were meant to and they were drunk. They were able to apply the procedures from the training, which also provided the necessary tools to handle the situation. Everything needed is in the documentation.

Susan feels that the safeguarding policy needs to include a form to be signed by all new staff members to demonstrate that they have read and understood the policy and are going to abide by it. This would prevent excuses from staff saying that they've heard about the policy but haven't read it.

Susan has noticed how her staff team has become more vigilant with regard to potential child protection issues – particularly the security staff, in fact some know more about safeguarding than the administrative staff now. The fact that the security staff were included in the training increased their sense of ownership and emphasises the value of a participatory approach to leadership – everyone in the organisation has value and their knowledge helps Susan to provide good leadership for the organisation. Susan is really excited that the security staff and grounds staff are so vigilant and aware about child protection and are ready to enforce the policy.

Recognising that the development of the Achieve programme was about meeting the needs of the most marginalised young people, Susan felt that their collaboration with organisations working with underprivileged young people, especially young women and girls helped in terms of recruiting the right young people. Several of the young people are HIV+ and the fact that Karen has had nursing experience as well as how the young people have opened up to her has also helped YA Zimbabwe reach out to very marginalised young people.

Developing people, practice, organisation:

Susan felt that the Safeguarding training helped in all these areas of development and used the example of the staff's awareness that signs on the walls about child protection are not enough to ensure a child-safe zone to illustrate the way the training impacted in these three areas.

Regarding the finance and administration training Susan was pleased to have completed the centre's first internal audit and the results will be indicative of where they're at in terms of implementing the training. As a new leader for YA Zimbabwe the training has been very helpful to highlight what is needed for the organisation to do well, particularly as there had been previous difficulties.

The Leadership & Management training this week has been very helpful and practical for Susan. She is aware she needs to work on her leadership skills as a new leader. Up to now whenever she has been in a position of authority she has been tough and strict because she doesn't want to be taken advantage of as a physically small person or as a young leader. The training has helped her develop further by appreciating that she needs to understand the people she is working with, she needs to be empathetic, she needs to develop her team (instead of doing the work herself).

Regarding sustainability Susan said she makes a point of coming to these kind of training events with both Tendai Mudyarabikwa and Tendai Jaricha and feels that that provides a good foundation. She sees herself on a par with the two Tendai's – while she is the one who is ultimately accountable, she believes it is important that they all have the necessary knowledge and understanding to provide leadership particularly if one of the three aren't there. The organisation is now stable and they are able to attend these trainings as a result. This in itself is a sign of progress and an indicator of how seriously they take these training opportunities.

In terms of working towards best practice Susan reflected on how YA Zimbabwe has been an organisation on its knees and this along with the way all eyes were on it created a push for the team to do things the right way. As the new director coming in and replacing someone who hadn't done well with regard to best practice standards meant that there is no other option but to implement best practice and correct the mistakes of the past.

Appendix 12

Young Africa Zimbabwe Staff Focus Group re Safeguarding Training, June 2018

Focus Group with YA Zimbabwe Staff re the Safeguarding Training

11th June 2018

Most important learning from the SG training:

- Learning about forms of child abuse.
- Importance of young people feeling safe and having a safe environment as this supports their creativity.
- Learning that as staff they have a responsibility to ensure the safety of all of their students regardless of their age (many of the students are over 18) and that the safeguarding policy and procedures apply to all of the students.
- The training was felt to be relevant because it helps the teachers to be aware of different reasons such as abuse behind a student's performance or lack of concentration in class.
- It was felt that the ethos of child protection is a good message for Young Africa and conveys a message that when a young person goes to Young Africa they are safe. This is in contrast to many other colleges where safeguarding systems aren't in place.

Next steps in implementation of safeguarding practice

- There are signs on the walls about child protection but the young people themselves need to be informed about safeguarding and the policy that's in place. The signs serve as a useful reminder to staff to protect the young people, but the young people themselves do not know what these signs mean. There are young people experiencing abuse without the knowledge that it is abuse – it is normalised. With awareness they would be able to understand what abuse is and report it.
- Staff need to have access to YA's finalised Child Protection Policy.
- There was a suggestion to have a Safeguarding Committee with everyone – teachers and management represented – to meet and share better ways of implementing the policy.

Concerns re child protection & discipline

- Some of the teachers expressed a fear of being victimised by students once they gain awareness of the child protection policy but misconstrue it. They felt it is important to be careful about implementing the policy and how young people are sensitised to it.
- It was felt that there should be a workshop on safeguarding for the students and that the young people need to be taught the difference between abuse and discipline. This is the challenge for teachers that need to discipline students and there is a perception that the students are always right so teachers' viewpoints will not be heard. One person shared how a student had verbally abused her but when she reported it to the administration nothing was done.
- A further suggestion was that there should be a Disciplinary Committee so that both parties – teachers and students – are equal and listened to by the administration. There was concern that teachers should also be protected from abuse, not just young people.

Desire for regular training

- There was a strong feeling among those present that there should be regular refresher training on safeguarding for staff – ideally once a year.
- It was also felt that every 6 months the policy should be reviewed to ensure it is working well.
- New staff members need to get an induction on the policy and be trained in safeguarding to ensure that the whole staff team is on the same level.

Awareness-raising re child protection with external partners/groups

- One of the people in the group felt that in order to demonstrate how serious Young Africa is about child protection, awareness should be raised with external partners such as external groups using the facilities at the centre. They should receive a short awareness briefing on the centre's safeguarding policy – the signs are not enough because they need to know Young Africa's ethos and policy on this issue.

Hostel residents

- Another suggestion was that the girls at the hostel (many of whom are 18+) should get training in child protection so that they are aware of appropriate boundaries.
- A couple of people raised concerns about how discipline is handled at the hostel by staff there and were unsure how the steps they should take to respond.

Learning:

- This discussion potentially reflects some misunderstanding about the way in which a Safeguarding policy is meant to protect staff as well as young people by including practices that avoid misunderstandings or situations being misconstrued.
- It is indicative of how further work needs to be done regarding discipline and making clear distinctions about what constitutes appropriate discipline and how it is different from abuse.
- There needs to be clarity about what to do in situations where staff have concerns about other members of staff or receive allegations from young people about a member of staff.
- Finally there is a need to ensure that there is an ongoing regular rhythm of training in both safeguarding and child protection as a practice and in Young Africa's Safeguarding Policy to ensure clarity about how to highlight specific concerns or to respond to disclosures.

Appendix 13

Achieve End of Year Report, YA Zimbabwe



ACHIEVE END OF PROGRAM REPORT - 2018

Executive Summary

Young Africa got support from Serve- Erasmus to implement Achieve Project. The Achieve project is an innovative outreach programme targeting young people who are socially excluded and previously have no access to informal and non-formal education opportunities. The project reached out to 21 young people though it was initially aimed at reaching out to 20 young people providing skills and training to access education, employment and/or training. The young people who participated were mobilized through partner organizations that YA works with which are Shamwari yemwanasikana, Leso and Dreams Zimbabwe. The mobilisation targeted underprivileged young people without parents who had no academic qualifications and resources to access academic or vocational training. The program had two facilitators (one who was a consultant (ex-employee of Young Africa) and YA Zimbabwe Programs officer and it was implemented for 12 months from January 2018-December 2018. The activities comprised of 3-day camping, monthly life skills sessions, one on one mentoring, presentation, end of year one day camping and graduation. Participants were 15-25 years of age. Sessions were done once a month.

Participants profile

88% of the participants were either double or single orphaned. Those who had with parents it's either their parents are living positively or the participants are living positively themselves. 98% of the participants did not do well in their examinations for the formal school and 2% did not write due to lack of resources and support.

The program

The 21 selected participants were called for introductions where the program was explained in detail on its aims, training methodology and topics expected to be covered. Following the program inception session, the participants went for a residential camping in Domboshava at Ochi City Safari Lodge. This was done from the 16-18th of March 2018. The camping was for team building so that participants get to know each other and share hopes and expectations from the program. The camping was a three-day session with outdoor activities doing team building exercises and indoor sessions which were meant to know each other as the

participants shared their background and challenges they met in life as a way to encourage each other.



participants on the team building balance

Activities done included playing on the Berlin wall, team building balance, monkey rope and spider web and mountain climbing. The activities required the participants to work together, supporting each other which was a skills required for all the participants during the course of the program. A relay race was also done to promote a healthy competition amongst the participants. On the last day after a morning session the participants went for sightseeing at a local Dam

at Ochi City, where some did fishing. All the activities at camping gave the participants an opportunity to interact with each other.

The indoor training at the camping covered on self-awareness, health and wellbeing and interpersonal skills. The topic self-awareness gave participants an opportunity to present about themselves having a self-introspection and envision their future. During the exercise everyone discovered that they were coming from similar backgrounds which assisted in creating a bond amongst the participants.

Participants came out with their personal action plans which were reviewed during one on one mentoring during the course of the program. Different methodologies were used on delivering the sessions which include group discussions, role plays and presentations. During the presentation majority of the participants had challenges in



participants during a group discussion

presenting in front of the class.

In April the session covered on facing barriers to employment and learning and building resilience. Participants got an opportunity to discuss on what they have experienced as barriers to learning and employment. Issues that came out included lack of family support, lack of resources for paying school fees or for starting income generating project, lack of interest in pursuing school work and peer pressure. Others even mentioned witchcraft as they believed they had not done well at school because they were bewitched. The lesson was conducted using the Youth Work tool kit.

After discussing on barriers to learning and employment the participants were shown a slide share on George Washington Carver who had a background which was similar to most of the beneficiaries to show how he has overcome his challenges. He developed a mobile school for agriculture despite that he came from the poor background. This was done to motivate them to keep on working hard despite the challenges they were facing. Afterwards they were taught on how to



become resilient. They were encouraged to practice resilience by speaking and thinking positively. They were encouraged to keep doing so even under difficult circumstances and to keep on pursuing their goals.

: Participants watching a slide on George Washington success story

In May participants learnt on Identifying and dealing with conflicts and stress management. A questioner was given to all the 21 young people to assess themselves on how they normally deal with conflicts.40% of the participants indicated that they normally cry when they are faced with stressful situations, 10% indicated that they indulge in taking in alcohol and unnecessary

behavior such as overspending the little finance that they have and 50% showed that they want to be alone when they face stressful situation, they do not want to talk about it but they want to be in closed rooms alone.



guest speaker addressing participants

During the lesson three (3) of the participants showed that they were always distressed because their parents had passed on HIV to them. Some of these young people's parents were either living positively or had died because of HIV/AIDS hence this made the facilitators to further talk about Hiv and Aids

To address this guest speaker who is also living positively was invited to share a testimonial with them. She

shared with them her life history, how she had become infected, how she had managed to overcome the situation and become a successful career woman and a mother. She also discussed with them on issues of boy/girl relationship whilst living positively and HIV status disclosure. Misconceptions on living positively were also corrected. The session appeared to have had a positive impact on the participants. Through this session 3 young people managed to disclose their HIV status to the facilitators and this was the first time since the program inception. Following the session, the guest speaker was able to give the young people living positively psycho social support and linked some of the participants with organizations that give Psycho social support such as the Zimbabwe Aids Prevention Project (ZAPP)

In that same month Young Africa held a Sports Festival were the achieve participants also took parts as volunteers and four(4) participated in soccer balls competitions.



Achieve participant vetting a player



male participant has a Red Cross certificate and he was useful during the event. During the event they were given T-shirts for easy identification and also as a way of motivating them.

Four (4) out of the 21 participants participated also in the competitions playing soccer and volleyball. This boosted their moral and to realise that through YA programs they can also exhibit their talents which is the opportunity that most of the young people do not get when they are not going for formal or non-formal education.



Other than the young people participating in the cited sporting disciplines and doing voluntary work the achieve participants also had an opportunity to learn the importance of safe sex and condom use from one of the stakeholders who were exhibiting on YA sports festival such as Population Services Zimbabwe (PSZ) and Youth Advocates Zimbabwe. The peer talk and presentation that was done by the stakeholders made the young people to



Achirve participant in blue playing basketball

Figure 1 Participants being taught on condom use by PSZ employee

correct the misconceptions on sex and condom use through the question and answer sessions that they had with resource people from Population Services Zimbabwe

In **June** the participants came for a Young Africa tour, they visited the 13 departments that are at Young Africa. They had a chance to speak to the Head of Departments and trainers and understand the opportunities available when they get trained in those trades. The tour was an eye opener to all the Achieve participants as all of them did not know what is offered at Young Africa even if some of them live in the nearby communities. One of the participants Esnath said *“I did not know that Young Africa had a wide range of services, I am repeating my O levels at the moment but I had passion in catering which I will pursue as soon as I finish my O levels that I am repeating.*



The tour made the young people realise that it is possible to get trained at Young Africa without 5 Ordinary levels which is a pre-requisite in many colleges to pursue further studies. For those who had lost hope after failing their formal school Ordinary level their hopes were restored after the tour. However, 60% indicated that they are keen to go through the skills but they do have challenges of getting school fees.

In **July** two sessions were held as the participants had requested two (2) sessions during their midterm evaluation which was done with Serve (Debora) with the participants to enhance the training. In this month sessions covered on Job interviews and CV writing for a Job.



: Participants rehearsing for the interview skit

The participants were put into groups of four and were given an opportunity to do rehearsal in preparation. During facilitation on the topic they had been taught on key learning points such eye contact, body language, dressing appropriately , answering asked questions clearly and displaying confidence. Participants were requested to display these key

characteristics practically which they did in groups. The International Youth Foundation

Passport to Success Manual was used as a source of information for these topics.

90% of the young people performed very well. The interview concepts that were taught were used during the practical session and it came out quite well though 10% of the participants were shy to be interviewed as it was their first time to do practical session on such a topic. The participants were also given a task to go and prepare CVs which they later submitted the copies to YA for filling. Even though it was their first time to do the CV writing, 60% did well and those who were corrected made the correction



Participants doing an interview skit whilst others are watching.

and resubmitted the copies

On the 23rd of **August** the participants were preparing for group presentations on of what they had learnt in the program since its inception. A recap session was done through presentation on

power point by the facilitators. This was done to refresh memories of what they had learnt in the previous months.

Presentation preparations were done in groups each group covering different topic. In September presentation sessions were held. The presentation gave participants confidence and self-esteem. Whilst doing so they were encouraged to engage their audience, communicate clearly and properly manage their time. After presenting, each participant received feedback from peers and facilitators on areas that needed improvement



Giveth participant for the presentations

hence refining their skills.

In the month of **October**, the participants came for the last individual mentoring sessions to review and evaluate their action plans. Some had already come in September hence all the participants were mentored separately depending on their availability. The review was done individually to allow the participants' time to individually review their lives with the facilitators.

In **November** facilitators visited some participants who got employed during the project period

and got an opportunity to speak to their employers.

One of the participants is now working as an assistant mechanic at a local company named Lead construction. The company owns trucks which export goods in and out of the country. The participant underwent a mechanic course before at a local college, but he did not complete the course due to lack of resources.



However, upon speaking to his supervisors they highlighted that he was a very obedient young

Tinashe Gijima working as an assistant mechanic

man and a hard worker .One of the supervisors highlighted “He is a very hard working man and he never sits down as he is

always working”





On the 8th of **December** participants went to Stephen Margolis resort in Chitungwiza for their graduation and 19 participants attended the event. One (1) could not attend because she had gone to work and one other had relocated to stay with her aunt in rural areas. Parents came to celebrate with participants. The occasion was graced by the Young Africa Director Susan Madodo and Karina from Serve Volunteer

Successes during project implementation

Figure 3 Participants celebrating



Sex	Job description	Participants Name	Number
F	Working in a local tuck –shop as a DSTV agent	Kuda Maereka	1
F	House maid	Dyne Navhaya	1
F	Art school	Nancy Tsimba	1
M	Mechanic at Lead construction company	Tinashe Gijima	1
M	Untrained Nurse aid, taking of an elderly person	Innocent Maereka	1
M	Packs food at Nestle	Given Panoda	1

F	Cook at Little feet preschool	Memory Rateyiwa	1
F	tuck-shop keeper at Chitungwiza hospital	Nyasha Masimu	1
M	Gone for form three at a local college	Nyasha Muganhu	1
M/F	Not doing anything or part time jobs		11
	Total		21

CONCLUSION

The program was successfully implemented from January -December 2018. Behavior changes were noted among all the participants in terms of confidence building, resilience and even contact of the participants to each other. 10 out of 21 young people had ventured into economic activities after going through one on one mentoring sessions with the facilitators. However, the program needs to be integrated with vocational courses if greater impact is to be realized. Those who have not yet secured jobs (part time and full time) by the end of the program had no qualification or skills to venture into economic activities. There is a possibility that the participants had high chances of being sent off to the rural areas with the economic challenges because most of them were orphans and were being taken care of by extended family members.

Appendix 14

Leadership & Management Facilitator Report

LEADERSHIP & MANAGEMENT TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name: Susan Morgan
Job Title: Lecturer in Community Youth Work
Email address: sm.morgan@ulster.ac.uk
Organization: Ulster University

Numbers starting/completing the training: 18? (I think)

1. Based on your observations how was the training received by the participants?

From my observations the training was received well. The participants seemed to enjoy the facilitative and participative nature of the training session.

That the training involved both personal and professional reflection seemed to be a strength for the participants.

They enjoyed the opportunity afforded for them to learn from each other via dialogue and discussion.

They also seemed to benefit enormously from the 'time out' from their busy schedules to think and reflect on their own and organisational management and leadership.

2. Please provide a summary of the participants' feedback at the end of the training:

I did not retain the feedback questionnaires but verbal feedback indicated that the training for some was a good opportunity to think and reflect, for others an opportunity to think about their practice via the use of models of practice and theoretical concepts applied to their practice and finally for some it determined changes they wished to make in respect of their own and organisational practice. My impression was that the participants all benefitted from the training and were able to apply the learning over the three days to their practice in order to remain critically conscious and enhance their own and organisational goals.

3. What factors served to hinder or enhance participation during the training?

Enhance

The venue was excellent, beautiful surroundings and very well equipped with plenty of space for breakout groups to enhance the learning experience of the participants.

The breaks for food and coffee were great and helped participants to stay focused during the work sessions.

The most important was the enthusiasm and energy from the participants themselves and the value they place on the opportunity to learn. This seems to be a value instilled well across all the organisations and strongly encouraged by the headquarter organisation, supported by SERVE.

For me as a facilitator, the support from Chris (SERVE) in the organisation of the training, set-up of the training and information provided prior to and during the training was enormously beneficial, meaning I could focus solely on the development and

facilitation the training. This is also important for facilitators like me who have minimal experience working in African countries and cultures to give support and advice regarding all aspects of the job e.g. travel, content and delivery of training. I believe the recognition from Ulster University of the learning achieved was also a benefit to participants.

Hinder

The biggest hindrance was the cold weather. The participants at times were very cold.

4. Please share your observations of the participants' learning on the following:

1. Leadership

- Participants discussed, reflected and debated the vision and mission of the organisation in relation to the leadership within the central organisation and their own country based organisations.
- They defined their understanding of leadership; explored various models of leadership; autocratic; laissez faire, Trait, behavioural; situational leadership; transformational leadership and how these classical models applied to their practice.
- They explored Coveys habits of highly effective people in relation to their own work practices; and looked at the importance of emotional intelligence through the lens of Johari's window.

2. Management

- Participants identified management as it differs from leadership through the lens of Mintzbergs managerial roles.
- They reflected on different management styles, theory X and Theory Y Hertzberg; and used Foyols 14 principles of management to reflect on the work of their organisations and identify areas of strength and areas for improvement.
- They explored team work and team roles via Belbins work on effective teams and looked briefly at the need for measuring outcomes with evidence.

3. Supervision

- Participants reflected on the use of supervision within the context of personal and professional development.
- They explored models of supervision; administrative; supportive and educative and reflected on the CLEAR and GROW models.

5. To what extent has the training contributed to increasing the capacity of Young Africa as a whole in the area of leadership and management?

In terms of capacity building, I believe that it has enabled the participants to reflect in a very positive way the strengths and areas for improvement in both their personal and organisational management and leadership roles and critique ways these could be built upon and enhanced.

6. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

In relation to the work I did with this group, I believe they would benefit from skills based training in 1. Interpersonal skills and 2. Conflict and Conflict resolution 3. Problem solving and strategic management.

Not because they lack skills in these areas but because they would enjoy reflecting on, practising, enhancing and developing these skills to build strength in leadership and build organisational strategy to keep their work sustainable.

7. Any other comments:

I thoroughly enjoyed the experience of working with this dynamic organisation and group of individuals. The work they do is crucially important to young people in their respective countries. I found them to be highly skilled, highly motivated and very engaged. I wish them well in any future work they do.

Susan Morgan
Ulster University.

Appendix 15

*Approaches to Youth Work Facilitator Reports for Training Events in
Botswana, Mozambique, Namibia & Zimbabwe*

APPROACHES TO YOUTH WORK TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue
Job Title: trainer
Email address:
Organization:

Dates of Training: 24th 25th 26th Sept 2018

Participant Group: ***YA Botswana*** / YA Mozambique / YA Namibia / YA Zimbabwe

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

The training was very well received by the participants and they seemed to be well prepared for the event.

2. Please provide a summary of the participants' feedback at the end of the training:

Participants were very keen to use their new skills and were very appreciative to YA and Serve for the opportunity.

3. What factors served to hinder or enhance participation during the training?

The age profile of the group was quite young (all early 20s) so they did not have much experience to reflect during discussions. I also felt that some of them would fall into the category of young people themselves so I would have some concern if they were given too much responsibility with activities too soon.

There was also a slight lack of preparation done in regards to the training room and logistics, nothing major but just a lack of consideration.

The age profile was also a positive in regards to participation – all activities were entered into fully and they made the most of the opportunity.

4. Please share your observations of the participants' learning on the following:

- Core youth work values
 - This was all very new to them but in the end they began to grasp it.
- Non-formal and informal education methods
 - This made a lot of sense to the participants as most of them are engaged in non-formal youth work at present
- Youth development

- Again this was something they got quickly and had a good understanding of prior to training
- Young people & challenging behaviours
 - This was a new concept to them and they only knew of the formal school setting and how challenging behaviours is dealt with there.
- Leadership, conflict resolution, & communication skills
 - This was one of the most enjoyable sessions for the participants as they were able to reflect on their own skills and relationships

To what extent has the training contributed to increasing the capacity of Young Africa as a whole to meet the needs of young people and particularly those who are most marginalized?

The training has helped focus the team in Botswana on their mission and given them the encouragement to continue their work in quite challenging circumstances. Some of the participants themselves come from marginalized backgrounds so there is a passion to do more young people from these areas. The situation of the YA campus is also in a high density suburb of Gaborone so there is no shortage of young people to work with.

4. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

As the team is quite young I would advocate that they need a lot of ongoing support and additional training in the area of safeguarding as this current group missed out on it last time round.

5. Any other comments:

Overall it was a good experience and the team in YA Bots are well supported by the management. As their activities are still in the development stage the training came at just the right time.

APPROACHES TO YOUTH WORK TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue
Job Title: trainer
Email address:
Organization:

Dates of Training: 31st Oct 1st 2nd Nov 2018

Participant Group: YA Botswana / YA Mozambique / YA Namibia / YA Zimbabwe

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?
The training was well received by the YA team in Beira and Dondo.
Participants were well prepared for the event and came with plenty of questions

2. Please provide a summary of the participants' feedback at the end of the training:

Participants were very pleased with the training and felt it should have been longer, discussion in Mozambique take quite some time and even with the best facilitation there it is tricky to move the conversations on.

3. What factors served to hinder or enhance participation during the training?

Hinder – going from Portuguese to English slowed the process down a small bit but overall it worked well and was the best case scenario

Enhanced – very well prepared participants and logistics meant that everything went smoothly and there was full attendance

4. Please share your observations of the participants' learning on the following:

- Core youth work values
 - This was all new information and took a lot of time to transmit
- Non-formal and informal education methods
 - Like other YA sites there is a good understanding of this
- Youth development
 - Good conversations about this and they expanded their knowledge on this

- Young people & challenging behaviours
 - This provoked a lot of debate as there is still a very traditional view of what discipline should look like in YA
- Leadership, conflict resolution, & communication skills
 - Very well received session and great debate and sharing

5. To what extent has the training contributed to increasing the capacity of Young Africa as a whole to meet the needs of young people and particularly those who are most marginalized?

YA Moz is already doing a great job of reaching out to young people who are the most marginalized in the community as they have 48 bed dorm for students to come and stay during their studies.

The training helped the team more to understand the needs of young people and that stage of development in a persons life which will improve their interaction with the young people on site

6. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

The YA team in Moz need to do more work in the area of safeguarding as this is such a busy campus with a hostel. There has already been training on this from management down to staffers so it is more of a case of embedded their policy and making it part of the culture of YA

7. Any other comments: NA

APPROACHES TO YOUTH WORK TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue
Job Title: trainer
Email address:
Organization:

Dates of Training: 20th 21st 22nd Sept 2018

Participant Group: YA Botswana / YA Mozambique / YA Namibia / YA Zimbabwe

Numbers starting/completing the training:

1. Based on your observations how was the training received by the participants?

Overall the training was well received by the participants. the team in Namibia are well established and have a good range of experience.

2. Please provide a summary of the participants' feedback at the end of the training:

Participants gave very positive feedback after the training and felt it was very relevant to their work. The Namibia YA programme is on two separate campuses so there is always energy when the two teams come together for events and this added to the energy in the room during the training.

3. What factors served to hinder or enhance participation during the training?
In this instance there was no issues that were a hinderance to the training.

What enhanced the process was the fact that is it a well established team and all participants were present for the safe guarding training last year. The team is also very well managed and support which is always helpful. All logistical issues were also prepared well in advance.

4. Please share your observations of the participants' learning on the following:

- Core youth work values
 - Good basic understanding of the model and reflected well on this
- Non-formal and informal education methods
 - Like other YA sites, this idea is already well established

- Youth development
 - Very well received and thought provoking
- Young people & challenging behaviours
 - Found this particularly useful
- Leadership, conflict resolution, & communication skills
 - Really enjoyed this session and found it very useful

4. To what extent has the training contributed to increasing the capacity of Young Africa as a whole to meet the needs of young people and particularly those who are most marginalized?

I would say this training will help YA continue to focus their minds of those in the communities they work in who need it most. They are very strong on their mission and ethos so the training is well places to make a real difference.

5. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

With this particular team I would not suggest any need for immediate training other than continued support and reflection on their work.

6. Any other comments:

A very well organised event with a strong team who have a real passion and commitment for their work with young people.

APPROACHES TO YOUTH WORK TRAINING

Post-Training Facilitator Report

Personal/Organisational Details

Name: Chris O'Donoghue
Job Title: trainer
Email address:
Organization:

Dates of Training: 5th 6th 7th Nov 2018
Participant Group: YA Zimbabwe

1. Based on your observations how was the training received by the participants? The training was well received by the YA team in Harare. It is a well established team, of staff and HOD's who I had worked with on previous training. The group were well prepared YA team had everything in place.

2. Please provide a summary of the participants' feedback at the end of the training:

Participants were very pleased with the training and really enjoyed the discussions around staged of youth development. It is a very busy campus and participants seemed to enjoy the time to take a step back and discuss these important issues.

3. What factors served to hinder or enhance participation during the training?

Hinder – a delegation from the military walked into the room during a sensitive discussion and stayed in the room for around 20 mins. This was quite unsettling for all in the room but after that they left and didn't say a word and there was no follow up as to why they came into the training room on that day.

Enhanced – very well prepared participants and logistics meant that everything went smoothly and there was full attendance

4. Please share your observations of the participants' learning on the following:

- Core youth work values
 - This was all new information and took a lot of time to transmit
- Non-formal and informal education methods
 - Like other YA sites there is a good understanding of this
- Youth development

- Good conversations about this and they expanded their knowledge on this
- Young people & challenging behaviours
 - This provoked a lot of debate as there is still a very traditional view of what discipline should look like in YA
- Leadership, conflict resolution, & communication skills
 - Very well received session and great debate and sharing

5. To what extent has the training contributed to increasing the capacity of Young Africa as a whole to meet the needs of young people and particularly those who are most marginalized?

YA ZIM is situated in a very poor part of Zimbabwe with a population of over 1 million people (many of which are young but impossible to get correct data)
The training helped the team more to understand the needs of young people and that stage of development in a persons life which will improve their interaction with the young people on site

6. What further support do you feel is required to enable the participants to embed and apply their learning and deliver best practice?

YA Zim team would benefit from fresher days every term to keep the on track. The business element of the model can sometimes become the priority and the youth development part take a back seat.

7. Any other comments: NA