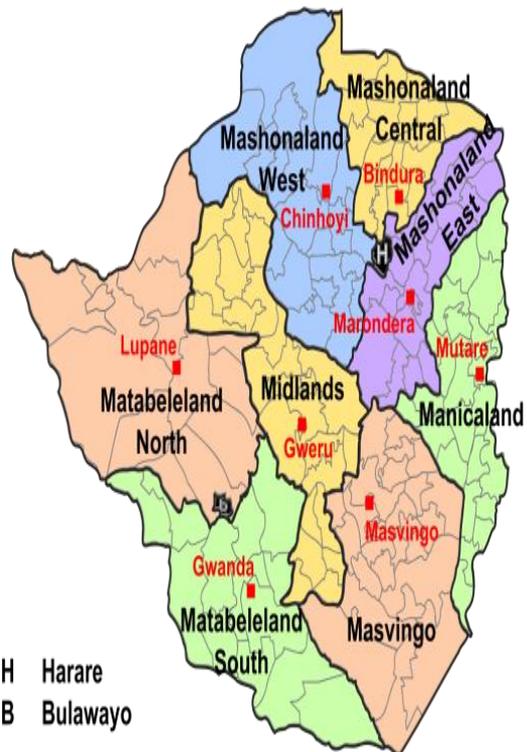




Country Strategy
Zimbabwe
2017 to 2021



H Harare
B Bulawayo

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1. Executive Summary

1.1 Brief History of SERVE in Zimbabwe

SERVE has worked in Zimbabwe since 2007. We have worked with community based organisations across a range of development themes including Technical Vocational Education and Training (TVET), community care and education programmes for Orphans and Vulnerable Children (OVCs) and livelihoods and Water and Sanitation (WASH) programmes for rural communities.

1.2 Country Strategy Objectives

Between 2017 - 2021, our strategic objectives in Zimbabwe include:

1. Work with our primary partner, Young Africa Zimbabwe, to provide effective and affordable TVET to marginalised young people;
2. Increase the number of TVET oriented partners we work with;
3. In partnership with the Dublin Province of the Redemptorists, strengthen the work of our partner Mavambo Trust in the area of OVC care and education;
4. Explore short and medium term volunteering opportunities, to complement our ongoing long term volunteering programme which is based in Zimbabwe;
5. Increase the amount of donor funding secured for our programmes in Zimbabwe;

1.3 Key Target Groups & Geographic Focus

As outlined in our Strategic Plan 2017-2021, our key target groups are:

1. Young people (male & female, aged 15-35 years) who are in poverty or are vulnerable to falling into poverty;
2. Children (male & female, aged 0-14) who are in poverty or are vulnerable to falling into poverty. Primarily, for those over 5, these will be children who have never attended school or have dropped out of school. Within this target group, we place particular importance on the issue of OVC;

At present, we have documented partnerships with: (1) Young Africa Zimbabwe; (2) Young Africa HUB; (3) Mavambo Trust; and (4) Redemptorist Region of Zimbabwe (RRZ). Our partnerships with Mavambo Trust and RRZ are linked with our partnership agreement with the Dublin Province of the Redemptorists (DPR) in Ireland.

Our current **geographic focus** is:

(i) peri-urban communities of Chitungwiza (Mashonaland East Province) and Epworth (Harare Province), which are on the outskirts of Harare and where Young Africa (YA) works;

- (ii) rural communities where YA secures an agreement with government to implement a mobile TVET Programme known as "TVET Outreach";
- (iii) peri-urban communities of Goromonzi, Mabvuku, Tafara and Caledonia (Harare Province) where Mavambo Trust works;
- (iv) rural community of Chiweshe, Mashonaland Central Province where the RRZ work

1.4 Rationale for working in Zimbabwe from 2017-2021

Our rationale for working in Zimbabwe includes:

1. It is on the OECD List of Fragile States;
2. It lies within our priority area of Southern Africa, as outlined in our Strategic Plan;
3. There is a large youth population who are affected by a serious youth unemployment crisis which places them in a very vulnerable position;
4. SERVE have worked in Zimbabwe since 2007 and have extensive experience of the operating context;
5. SERVE have high quality partners who can work programmatically

2. Macro Level Context Analysis

2.1 Key Development Statistics

Indicator	Zimbabwe	Int'l Average
Population (millions), <i>UNDP</i>	14.6	
Population aged 15-24 years, <i>UNDP</i>	22%	17%
Life expectancy, <i>UNDP</i>	57.5	71
HIV Prevalence Rate, Adult, <i>UNDP</i>	15%	0.8%
Gross Enrolment Ratio, secondary (% of secondary school age population), <i>UNDP</i>	47.2%	-
GDP Per Capita, 2011-2015, <i>World Bank</i>	\$931	\$13,100
Population in Multidimensional Poverty (%), <i>UNDP</i>	42%	21%
Working Poor at PPP\$2 a day (% of total employment), <i>UNDP</i>	85%	-
Unemployment Rate (overall)	75%*	8.4%
Youth Unemployment Rate	80%*	13%

** Official statistics not reliable. The figures quoted are accepted by a range of international organisations*

2.2 Political Analysis

Zimbabwe's political landscape continues to be dominated by Robert Mugabe and the Zanu PF party, who have ruled since independence in 1980. There is growing political strife and instability as rivals position themselves for an inevitable political transition. Repression is widespread. All broadcasters and most newspapers tow the Zanu PF line. Freedom House describes the countries media laws as "draconian", as journalists must

be approved by a state appointed commission. Civil society space is limited. Freedom of assembly is limited, though there are rare sporadic protests. NGO's are "active and professional ", according to Freedom House, but are subject to legal restrictions and harassment from security services.

2.3 Education Analysis

The Zimbabwean education cycle takes 13 years to complete in 2 phases, namely primary and secondary school. Grade 1 begins when the child is aged approximately 6. The language medium in urban areas is English, while in rural areas teachers switch over to this from Shona or Ndebele only in grade 3. At the conclusion of grade 7 all pupils sit a national examination for which the defined subjects are English, maths, one indigenous language, and content (a combination of social and natural sciences). Secondary schooling is divided into 2 phases based on the Cambridge 2-tier model. After 4 years, a pass is required in a minimum of 5 subjects to obtain O-Level. These core subjects include English, history, maths, science and a technical / vocational subject. A further 2 passes are required at the end of age 6 to qualify for A-Level. The Ministry of Education and Technology regulates practical skills training programs at a variety of state and privately owned vocational training centres in the major urban hubs, while polytechnic training colleges cater for more advanced skills¹.

In Zimbabwe, 4.7% of the education budget is allocated to the TVET sector.² Young Africa's analysis of the TVET sector in southern Africa is that government run and privately run TVET providers do not recognise the value of life skills and entrepreneurship skills. In some cases it is not provided at all, and in other cases the standard of delivery is poor. Increasing recognition of quality life skills and entrepreneurship skills forms the basis of the SDP II advocacy agenda.

SERVE's analysis of the TVET sector in Southern Africa shows that even where life skills is offered, it can be strengthened by adding elements of youthwork training, informed by best practice in Ireland.

2.4 Economic Analysis

The Zimbabwean Chamber of Commerce described the 2015 economic year as very challenging and predicts that "*2016 will be tougher given the absence of robust economic reforms that can ensure stability to the deteriorating economy*". Access to employment of any form remains the biggest challenge for young people and adults - manufacturing and industry are in continual decline, and the once thriving agriculture sector has collapsed completely leaving people in rural areas very vulnerable and in need of assistance from the WFP. The informal sector dominates and is the main source of employment for young people graduating from school, who are not equipped with skills or knowledge to generate income in a sustainable and dignified manner. In May 2016, due to a shortage of USD, Zimbabwe started printing bond notes which brings back

¹ <http://www.classbase.com/Countries/Zimbabwe/Education-System>

² UNESCO, Status of TVET in the SADC Region, pg. 73

memories of hyper-inflation experienced during 2007-2009. There are widespread water and electricity shortages which impact on industry performance.

2.5 Public Health Analysis

Public health service delivery in Zimbabwe has come under serious pressure due to the ongoing economic crisis. Poor people's access to healthcare has declined significantly due to shortage of staff, equipment and medicine – especially in rural areas. HIV and AIDS, and associated illnesses, remains the most significant public health threat. The adult prevalence rate is 15%, and approximately 60% of those with the disease are accessing ART. Women and young people are at higher risk (<http://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/zimbabwe>). Persistent youth unemployment leads to idleness and increased chances of engaging in activities that are harmful to wellbeing. Young Africa's analysis of the TVET sector in Zimbabwe is that government run and privately run TVET providers do not recognise the value of life skills which mainstream HIV/AIDS awareness. In some cases, it is not provided at all, and in other cases the standard of delivery is poor. SERVE's analysis shows that even where life skills is offered, it can be strengthened by adding elements of youthwork training, informed by best practice in Ireland.

As a consequence of HIV and AIDS, Zimbabwe is facing one of the biggest challenges it has ever had to confront – there are over 1 million OVC. The government's National Plan for OVC dates to 2004, and has not been updated. Holistic care and education programmes that promote a community based response are needed. SERVE supports Mavambo Trust to deliver such a programme. The Education Catch Up component of Mavambo's work has been replicated at national level through the Second Chance Education Programme which was implemented with over 600 schools between 2013 and 2015 <http://bantwana.org/where-we-work/zimbabwe/second-chance/>

2.6 Environmental Analysis

Persistent drought in 2015 and 2016 has had serious consequences for people in rural areas of Zimbabwe. The UN estimates that in 2017, five million people in rural areas will require food assistance through the World Food Programme. This exacerbates ingrained poverty, which is *"a major cause and consequence of resource depletion and environmental degradation. Major environmental challenges facing Zimbabwe include soil degradation, over dependence on pesticides, deforestation, desertification, declining biodiversity and water scarcity and deteriorating quality"* (UN Environment Programme, Zimbabwe: Investment and Environment Outlook, page 4).

Between 2014 - 2016, SERVE has worked with Young Africa on its Outreach TVET Programme in rural areas of Domboshava, Chipinge and Nyanga. Young people in these areas are increasingly affected by the deteriorating environmental situation - youth speak of having to leave school to work on the family farm and engage in vending and piecemeal work to generate income for increasingly vulnerable families. There is a need for Disaster Risk Reduction Training to be mainstreamed into Outreach Programmes.

2.7 Gender Analysis

Zimbabwe is ranked 132 out of 188 countries on the UN Gender Equality Index. A detailed Gender Analysis by a consortium of SNV, World Vision, Care International - available at

<http://www.care.org/sites/default/files/documents/ENSURE%20Gender%20Analysis%20Zimbabwe.pdf> - found that:

- 90% of key decision making positions were held by men. Women were restricted by low levels of education, lack of female role models, masculine nature of Zimbabwean politics and family commitments - *"the implications of male dominated leadership on development outcomes are dire for women in the sense that the women's voices and aspirations are drowned. Male dominated leadership in most cases has meant perpetuation of patriarchal values and practices which relegates women participation in development processes to the periphery"* (pg. viii);
- On average women work 5 hours more than men in both the dry and rainy season. This is because women wake up earlier than men and have little time to rest during the day while men have rest breaks and more time for socialization and relaxation during the day (pg.x);
- Gender roles are shifting due to the high rate of unemployment, widowhood, climatic change and migration. However, the shift is negative for women, as they are taking on more responsibilities traditionally considered as men's, than vice versa;
- Women have lower nutrition, income and resilience outcomes than men; (pgs xii - vxii);
- Although generally on decline, GBV cases were noted to be still prevalent in all the districts and women are the main victims of this phenomenon (pg. xviii)

Child marriage is a serious issue for young women - approximately 1 in 3 girls under the age of 18 are married (<http://www.girlsnotbrides.org/child-marriage/zimbabwe/>), with poverty being the main driving factor. In January 2016, the Constitutional Court ruled that the Marriage Act, which allowed girls as young as 16 to be married with their parents' consent, was unconstitutional and recognised 18 years as the legal minimum age of marriage.

3. Micro Level Context Analysis of Current Target Communities

SERVE have worked with our partners to gather primary level quantitative and qualitative data related to the communities we work in.

3.1 Data from Young Africa Communities

The following data was gathered from young people in the communities of Chitungwiza, Epworth and Nyanga in March 2016 as part of a Needs Analysis exercise. The Needs Analysis was completed with 473 young people - a mix of current students, graduates and community youth. The gender disaggregation was 53% Female, 47% Male. This

table is a summary of the most relevant data. The full report is available on SERVE's website - <http://www.serve.ie/our-work/serve-development-programme-2012-16/>

Country/Target Community & Profile	Development Indicators for Target Youth
<p>Zimbabwe Chitungwiza & Epworth Communities Type: Peri-Urban N = 118 55% female/45% male 15-19 years: 30% 20-24 years: 46% 25-35 years: 24%</p>	<p><i>1. Educational Attainment:</i> 74% completed sec. education <i>2. Employment status:</i> 11% of youth in formal employment; 19% in informal employment; 57% unemployed <i>3. Income Level:</i> 55% have no significant consistent income; 38% earning between \$1 - \$20 a week <i>4. Main Income Source:</i> Self generated income is main source for 64% of youth with income; Family is main source for 33% of youth, <i>5. Comprehensive SRH Knowledge:</i> 61% believe they have comprehensive knowledge. SDP 1 KAP Survey shows 70% provide correct answers to SRH questions</p>
<p>Zimbabwe Nyanga Community (indicative of other rural communities) Type: Rural N=146 39% female/61% male 15-19 years:43% 20-24 years: 30% 25-35 years: 27%</p>	<p><i>1. Educational Attainment:</i> 82% completed sec. education <i>2. Employment Status</i> (before enrolling in TVET programme): 35% of youth working informally; 5% of youth working formally; 38% of youth unemployed <i>3. Income Level:</i> 38% have no significant consistent income; 30% earning between \$1-\$10 a week; 23% earning between \$11-\$20 a week <i>4. Main Income Source:</i> Self generated income is main source for 50% with income; Family is main source for 45% <i>5. Comprehensive SRH Knowledge:</i> SDP 1 KAP Survey shows 67% of youth provide correct answers to SRH questions.</p>

Focus group discussions were also held with young people (50% Female, 50% male) from Zimbabwe. These were a mixture of current YA students, YA graduates and community youth. The main needs expressed by youth included:

- Although young people place a high value on formal education, the majority felt unprepared for life after school. Youth recognised **TVET as a viable option** for improving employability. Access to government TVET services was an issue - youth in Zimbabwe said that the need for 5 O Levels was a barrier to entry;
- Young people feel **disconnected from politics** - "elders, including politicians, do not listen to youths except using them for their campaigns". They expressed a wish to be more involved in their community;
- Young people **yearn for greater independence** but that is "dependent on one's financial independence. For as long as one is dependent on parents, they retain control and make most of the decisions";
- **Lack of access to micro-finance** was a common concern - "youths who have undergone skills training and are willing to start their own small businesses cannot access start-up financing". Youth in Mozambique and Zimbabwe believed they will never be able to access credit through mainstream means;

- A majority of young people have high risk perception around their SRHR but "youths said they end up **engaging in risky sexual behaviours** because of idleness, poverty and peer pressure"; and
- Young people believe that "those who enter the labour market without skills and work experience are exploited". YA graduates stressed the **importance of job attachments** (placements) after training

3.2 Data from Mavambo Trust Communities

The following data was gathered from OVC and caregivers in the communities of ... TBC In July 2015, Mavambo Trust commissioned a Baseline Study to support an application to USAID for a new programme called "Mavambo Children Vana Project" which is now being implemented in three provinces. The programme targets 63,000 children and their families, with the overall goal of mitigating the impact of HIV and AIDS on OVC by enhancing the sustainability of care and support services for OVC. The Baseline Study was completed by external development consultants and was based on the PEPFAR MER Essential Survey indicators for OVC Programme. It was completed in three communities. Following the cluster sampling approach which is recommended by PEPFAR, a total of 302 households participated. The communities of Harare East and Goromonzi participated and the following findings are relevant for the work SERVE and the DPR currently do with Mavambo Trust in the communities of Goromonzi, Tafara, Mabvuku and Caledonia:

- 21% of children aged 0 to 9 years were too sick to participate in daily educational activities;
- 23% of children aged 0 to 9 years have a birth certificate;
- 23% of children aged 0 to 9 years are regularly attending school;
- 31% of children aged 10 to 17 years are regularly attending school;
- 49% of children aged 0 to 9 years progressed in school during the last year;
- 38% of children aged 10 to 17 years progressed in school during the last year;
- 26% of caregivers agreed that harsh physical punishment is an appropriate means to discipline in the home or school;
- 24% of households were able to access money to pay for unexpected household expenses;
- Approximately 23% of children are out of school with unaffordable fees and sickness the main reasons for drop out or non attendance.

When assessing the capacities of communities, households and governments to care for OVC, the baseline study found that:

- Health services are available in target communities but distance, high user fees and erratic medical supplies mean user rates are low;
- Adolescent SRH services are available but are not deemed adequate or youth friendly;

- The capacity of households to meet education needs of children is compromised by lack of income to pay feeds and poor health of children
- Although target communities have proper structures and systems in place to deliver social protection services, the functionality of these structures is compromised by lack of skills, limited mobility and lack of funding

3.3 Summary of Issues Affecting our Target Groups

SERVE's analysis of the main drivers of poverty affecting our target groups includes:

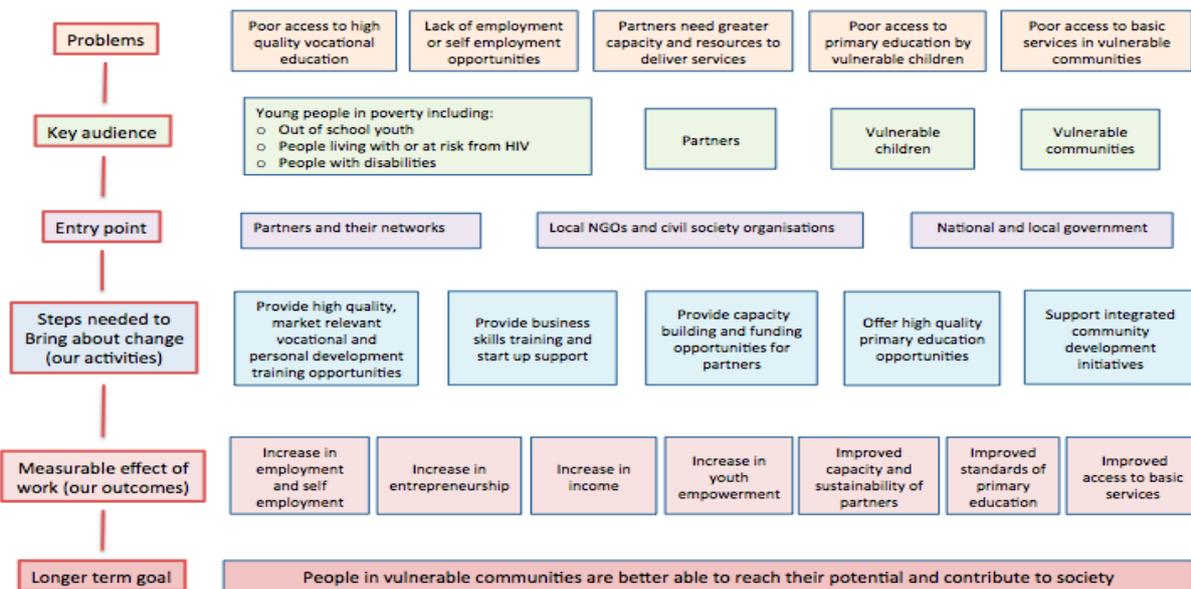
1. Young people and OVC are born into poverty or close to the poverty line and struggle to break the generational poverty cycle. This is especially true in rural areas where youth are impacted by climate change;
2. Zimbabwe's economy is not adequately developed or diversified to provide enough jobs for youth and there are no social safety nets. Youth must undertake largely unproductive agriculture work, or make a living in the informal economy;
3. The education system (formal and non-formal) in Zimbabwe has declined in quality and is not preparing youth to overcome the challenges they face around (self) employment, income generation and personal development. Those who are poor face challenges accessing education which prevents development of numeracy and literacy skills;
4. The prevalence of HIV/AIDS places young people at high risk and has caused a serious OVC crisis which puts strain on children and families/caregivers.

4. Poverty Reduction Analysis

Our development approach is rooted in partnership and we aim to achieve sustainable development outcomes through the following **strategies** – (i) funding support to partner programmes, with a focus on components that add value and target those most in need; (ii) volunteering; (iii) capacity building at partner level; and (iv) advocacy to link micro level outcomes to the meso and macro level.

Our work in Zimbabwe is coherent with our organisational level Theory of Change. This work is underpinned by the belief that *"sustainable human development cannot be achieved without decent work and living wages. Income losses and joblessness diminish human and social capital ... and contribute to long-term and intergenerational poverty and inequality, weaker resistance to shocks, and weaker social cohesion"* (UNDP Youth Strategy, pg.13). SERVE's "Thematic Approach to TVET" framework argues that *"lack of access to dignified employment and income generating opportunities cut right to the heart of the development agenda ... in the developing world, lack of 'work' creates a huge vacuum which allows other development problems to flourish"*.

SERVE's Organisational Level Theory of Change



Economic and emotional **resilience** is central to the sustainability of our development results. The UNDP Youth Strategy says that "*youth are agents for community resilience ... Early action to stabilise their livelihoods builds resilience and supports social cohesion*" (pg 3). Our work with Young Africa will increase the self-generated incomes of young people so they have greater access to food, basic services and assets, which are essential components of **economic resilience**.

Life skills education will have an important role to play in building **emotional resilience** for OVC and young people enrolled in TVET programmes. The values that a young person lives by, their self-confidence to make empowered choices and their sense of responsibility to society plays a major role in responding to shocks and stresses. SERVE and Young Africa have worked together to develop Life Skills resources which set out work plans focused on HIV/AIDS awareness, assertiveness, gender awareness, empathy, problem solving, media awareness, human rights, domestic violence and leadership.

SERVE will seek opportunities to incorporate **best practice youthwork training** into programmes. Extensive research has shown that "*youth work programmes not only affect young people's skills and social capital, but they also have a positive influence on their behaviours*". It can develop the following skills and competencies - self-efficacy, motivation, self-determination, social confidence, resilience, clear and positive identity and a health standard of behaviour (Working with Young People: The Value of Youthwork in the EU, European Commission Youth, pg 138-139).

5. Targets & Objectives

Our development targets and objectives are set out in our organisational level Results Based Framework contained in our Strategic Plan 2017-2021. The **outcome level** targets and objectives for Zimbabwe include: {PLACEHOLDER FOR THE MOMENT, MAY HAVE TO LAYOUT DIFFERENTLY FOR SPACE REASONS}

ZIMBABWE PROGRAMME GOAL - People in vulnerable communities have greater resilience, are better able to reach their potential and contribute to society										
OUTCOME 1	Outcome Indicator 1 - Quantitative		Baseline	2017	2018	2019	2020	2021		
	% of young people that are actively employed in formal and informal sectors after graduating from YA <i>* Baseline is from community youth not in YA programme & youth prior to enrolling at YA ^ Gender profile relevant for all subsequent baseline information</i>	Planned	Zimbabwe: 34% community youth unemployed (F:45%, M:45%; 15-19 yrs: 30%; 20-24 yrs: 46%; 25 yrs+: 24%)	Zimbabwe: 75% YA grads employed	Zimbabwe: 80% YA grads employed	Zimbabwe: 85% YA grads employed				
		Achieved								
	Source									
	Baseline: SDP II Needs Analysis (March 2016) Monitoring: (i) SERVE/YA Income & Employment Assessment Tool, collected at beginning of course & 6-18 months post course;									
	Outcome Indicator 2 - Quantitative		Baseline	2017	2018	2019	2020	2021		
	% change in weekly income profile for TVET graduates	Planned	Zimbabwe: No Income: 51%; \$1-\$20: 42%. Age/Gender profile as above	Zimbabwe: No Income:10%; \$1-\$20: 600%; \$20+: 30%	Zimbabwe: No Income:10%; \$1-\$20: 60%; \$20+: 30%	Zimbabwe: No Income:10%; \$1-\$20: 50%; \$20+: 40%	Zimbabwe: No Income:10%; \$1-\$20: 40%; \$20+: 50%	Zimbabwe: No Income:10%; \$1-\$20: 30%; \$20+: 60%	Zimbabwe: No Income:10%; \$1-\$20: 30%; \$20+: 60%	
		Achieved								
	Source									
	Baseline: SDP II Needs Analysis (March 2016) Monitoring: SERVE/YA Income & Employment Assessment Tool, collected at beginning of course & 6-18 months post course									
OUTCOME 2	Outcome Indicator 1 - Quantitative		Baseline	2017	2018	2019	2020	2021		
	% of programme graduates that are in self-employment <i>Baseline is from community youth not in YA programme & youth prior to enrolling at YA</i>	Planned	Zimbabwe: 11% of community youth/graduates self employed (F:45%, M:45%; 15-19 yrs: 30%; 20-24 yrs: 46%; 25 yrs+: 24%)	Zimbabwe: 15%	Zimbabwe: 20%	Zimbabwe: 25%	Zimbabwe: 30%	Zimbabwe: 30%		
		Achieved								
	Source									
	Baseline: SDP II Needs Analysis Monitoring: SERVE/YA Income & Employment Assessment Tool, collected at beginning of course & 6-18 months post course									
	Outcome Indicator 2 - Quantitative		Baseline	2017	2018	2019	2020	2021		
	% change in weekly income profile for TVET graduates <i>* At present we use the income profile of all youth who participated in SDP II Needs Analysis for the baseline. As SDP II develops, we will capture baseline information specific</i>	Planned	Zimbabwe: No Income: 51%; \$1-\$20: 42%,	To be developed specifically for microcredit recipients						
		Achieved								
	Source									
	Baseline: SDP II Needs Analysis Monitoring: SERVE/YA Income & Employment Assessment Tool, collected at beginning of course & 6-18 months post course									
Outcome Indicator 3 - Quantitative		Baseline	2017	2018	2019	2020	2021			
Microcredit repayment rates	Planned	Zimbabwe: 60%	Zimbabwe: 65%	Zimbabwe: 70%	Zimbabwe: 75%	Zimbabwe: 80%	Zimbabwe: 85%			
	Achieved									
Source										
Baseline: SDP 1 Monitoring Data, 2015 Monitoring: Young Africa Microcredit Records (verified by SERVE)										

6. Risk Analysis & Assumptions

SERVE's organisational level and programme level risk registers address issues of risk at country level under the following headings - financial, strategy & governance, operational risks and partner risks. The full risk registers are available from SERVE. Briefly, the main risks that are relevant to our work in Zimbabwe are:

Category	Risk	Likelihood/Impact	Mitigation Strategy
Financial	Fraudulent activity by partner	Low/High	1. Development of a fraud policy and maintenance of fraud register; 2. Development of a whistle blowing policy, shared with partners; 3. Increase the number of 'Mango Health Check' Tests; 4. Improved monitoring of audit reports which are mandatory
	Programme funding controlled & misused by non SERVE partner, due to local sub-granting	Low/High	1. Request full disclosure on control of funds/local sub-granting from partners in advance of transferring funds 2. In case of sub-granting, clear contract which makes SERVE partner liable for any loss
Strategy & Governance	Weak governance structures at Zimbabwean partners	Low/Medium	1. Ensure partners have robust governance manuals with performance metrics; 2. Support training, build capacity in governance for partners; 3. Make Governance a standing item for monitoring visit ToRs
Operational	Deteriorating security situation affects SERVE staff/LTVs or STVs based in country	Medium/High	1. Ongoing security review with local partners; 2. Review of DFA/Foreign Office Travel Advice; 3. Contingency plan for removal of staff at short notice and placement with partners in neighbouring countries
	Failure in compliance around Child Protection	Medium/High	1. Review of Child Protection Policies/Standards with Zimbabwean partners; 2. Build capacity in child protection through externally and internally facilitated training programmes;

Our Country Strategy for 2017 to 2021 is based upon the following **assumptions**:

1. The operating environment is conducive to strategic programming after Robert Mugabe leaves office;
2. The Zimbabwean economy improves and allows for job creation for young people;
3. The severe drought affecting rural areas in 2015 & 2016 eases, allowing rural youth more time to complete formal and non-formal education

7. Exit Strategies

SERVE is guided by our **Exit Strategy for Partnerships Policy** which outlines our approach to Handover, Transition or Exit of partnerships. In the normal course of partnerships, the exit criteria we use includes:

- (i) Time Limit: All programmes and projects have a time limit dictated by availability of resources or funding cycles. If a programme or project comes to a natural end, the question of partnership exit is considered;
- (ii) Achievement of partnership goals: If a partnership has been successful and has achieved its aims and there is no further work to be done, the question of partnership exit is considered;
- (iii) Achievement of programme goals: Measurable indicators or identified steps in the graduation process of an exit strategy. This is linked to specific programmes that are to be phased out or over;
- (iv) Cancellation: When a programme is no longer viable or sustainable e.g. local partner personnel no longer able to do the work, unable to get funding for countries not on list of Least Developed Countries/Fragile States

It is our intention to work with our current partners in Zimbabwe for the duration of this Country Strategy. If none of the above criteria are activated, we will review partnerships in the final year of the Country Strategy.

8. Donor Profile

We aim to maintain funding for Zimbabwe from the current donors:

1. Irish Aid
2. Mísean Cara
3. Electric Aid
4. Edmund Rice Trust
5. Teaching Unions within Ireland
6. SHARP

We aim to secure funding for Zimbabwe from the following new donors:

1. Bank of Ireland Third World Fund
2. DFID, Comic Relief & other UK Institutional Donors
3. UK Trusts
4. EU funding sources
5. Explore Consortium funding opportunities with NGOs within our network in Ireland, the Netherlands, Spain and Germany

9. Further Reading -

Available at <http://www.serve.ie/our-work/serve-development-programme-2012-16/>

1. SERVE's Strategic Plan 2017 - 2021
2. SERVE's Thematic Approach to TVET
3. SERVE & Young Africa Needs Analysis, March 2016