



Annual Narrative Report

SERVE

SERVE Development Programme (SDP) 2018-2021

Zimbabwe and Mozambique

Year 1

Reporting Period: 13/08/2018 to 12/08/2019

1. Project Summary

SERVE is implementing the SDP 2018-2021 with our partner [Young Africa](#) (YA) in Mozambique and Zimbabwe. It focuses on the provision of holistic and effective Technical Vocational Education and Training (TVET) to a total of 9,240 marginalised young people over three years. The main components include: (i) Skills for Economic Resilience – to boost employability and income by investing in training equipment & facilities; improving access for the poorest through a Scholarship Programme and the pilot ‘Achieve Programme’; core staffing needs; mainstreaming ILO Start Your Business training and microcredit support; (ii) Skills for Personal Development through mainstreaming of holistic Life Skills training and providing support to core HR needs. This component is strengthened by training all YA staff in best practice Youthwork; and (iii) Strengthening the sustainability and effectiveness of the YA Model through extensive capacity building at YA HUB and Centre level.

The situation and context analysis underpinning the project design remains very relevant. Young people are living in or close to poverty and lack skills, knowledge and coping mechanisms to reach their potential. The need for accessible, effective and holistic training programmes that have strong links to the local business community remains clear. Although Zimbabwe and Mozambique were affected by significant climate and political events during the project period (see Section 3), there was no requirement to change the project design.

2. Project Progress

At output level, the following main results have been achieved during Year 1:

- A total of 4,471 young people (F:52%; M: 48%) benefitted from YA’s holistic training programmes; 51 YA staff members benefitted from capacity building components;
- 5 training departments at YA Zimbabwe (YAZ) & YA Mozambique (YAM) benefitted from investment in new training equipment. At YA Agri Tech, three distinct farm improvements were implemented. This resulted in improved training infrastructure;
- At YAZ, 531 young people (60%F/40%M) from external vocational training organisations completed Lifeskills and Entrepreneurship Training through Outreach;
- A total of 306 scholarships (62%F/38%M) were disbursed at YAZ & YAM which significantly addressed the challenge of access to training for the most vulnerable – young women and those affected by Cyclone Idai were prioritised. The pilot Achieve Access Programme at YAZ also enabled access for 21 marginalised young women;
- At YAM, 12 graduates and 7 Franchise Holders received microcredit loans to establish new businesses or invest in existing businesses;
- At YA HUB, SDP funding contributed to the employment and retention of 4 key staff members. The main changes were strengthened oversight of YA Centres, improved sustainability of the YA model and an increase in donor funding to support YA’s work;

At outcome level, the following main results have been achieved:

- Overall, 60% of graduates during Year 1 are economically active, compared with a baseline figure of 52%. 11% are engaged in further education and 29% are unemployed. In Zimbabwe, the percentage of students with no income fell from 76% to 40% and the percentage earning between \$1-\$20 a week increased from 16% to 54%. Although economic resilience results were short of the targets, the results are

positive considering the difficult economic circumstances in both countries, and national youth unemployment figures of 70%. The microcredit component at YA Mozambique is performing strongly with repayments at 88% against monthly targets;

- Graduates reported improved levels of knowledge and responsible decision making around SRHR – from a baseline of 73% to 87%; and graduates reported improved levels of personal resilience in the areas of self-confidence, problem solving and plans for the future – from a baseline of 65% to 89%;
- Significant capacity building took place at all levels. At YAZ, 20 staff members benefitted from capacity building training by completing Life Skills and Entrepreneurship Training of Trainers programmes. At YAM, 22 staff members completed capacity building training in the Certificado C Pedagogy qualification. This has improved teaching standards on campus and, along with a curriculum review process, has enabled YA Mozambique to be one of the first private vocational training organisations in Mozambique to secure ANEP accreditation;
- YA Hub played a key role in capacity building and providing guidance and support to YAZ & YAM. YA HUB completed comprehensive internal audits at YAZ and YAM and the Franchise Model performed strongly despite significant economic challenges.

3. Analysis of Project Results

The following section will provide a descriptive analysis of the results contained in the Results Framework. As this is the first year of a three year project, it is too early in the three year project cycle to provide higher level analysis of trends and emerging results. Objective level information will be discussed first, followed by the relevant output level information.

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

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

Although there have been some improvements against baseline figures, overall these outcome level results are off track. In Zimbabwe, 64% of graduates are **economically active** compared with a baseline figure of 39%, but below the target figure of 75%. 42% of graduates are in full time or part time paid employment whereas 18% are self-employed. In Mozambique, 56% of graduates are engaged in productive work, compared with a baseline figure of 66% – 30% are in formal paid employment and 26% are self-employed. The target was 75%. With regard to **income changes**, although there were significant improvements for graduates of YA Zimbabwe, the results fell short of the targets. The percentage of graduates with no income fell from 76% to 40%; the percentage of graduates earning between \$1-\$20 per week increased from 16% to 54% and the percentage of graduates earning \$20+ fell from 8% to 6%. In Mozambique, the percentage of graduates with no weekly income increased from 12% to 46%; the percentage earning between \$1-\$20 reduced from 45% to 20% and the percentage earning over \$20 reduced from 43% to 34%. The economic activity results in Mozambique are an outlier when compared with results between 2012-2017, and point towards the significant impact of Cyclone Idai upon the local community.

The shortfall against targets is due to the following reasons (i) In Zimbabwe, there was severe economic disruption during the project period – see changes in context section below for

more detail; (ii) In Zimbabwe, the removal of the USD and reintroduction of the Zimbabwean Dollar (ZWL) specifically impacted on results reported in USD as the exchange rate depreciated from \$1 = ZWL 2.5 to \$1 = ZWL 10 during the reporting period. SERVE are proposing to report in ZWL for Year 2 and Year 3 – see separate note; (ii) In Mozambique, Cyclone Idai had a significant deflationary impact upon the regional economy and as of yet there is no comprehensive recovery plan in place; (ii) data shows that 16% of graduates at YAM and 11% of graduates at YAZ are engaged in further education. This was not forecast but it indicates that graduates will be in a better position to secure employment in the future.

Further analysis shows that students give almost equal importance to technical training, life skills training and entrepreneurship training which reinforces the importance of YA's holistic approach to youth development. 45% of graduates have 1 or more people who are dependent on their income (1 person – 14%; 2 people – 11%; 3 people – 11%; 4+ people – 9%). 69% of graduates say that YA training has led to a positive change in the way they spend their day. Although it is disappointing to not reach the targets, when set against national level figures whereby approximately 70% of young people lack stable employment, the results indicate that YA's training is having a positive impact for students. YA and SERVE are committed to improving results to achieve the agreed targets.

These results, that aim for stronger economic resilience, are coherent with SDG 2, Zero Hunger (Target 2.3) and SDG 8, Decent Work and Economic Growth (Targets 8.3, 8.5 & 8.6).

Output 1.1.1 - 12 training departments in Zimbabwe & Mozambique have improved training equipment by August 2021 and Motor Mechanics Training Department at YA Mozambique has developed an expanded training area by end of Year 1

During Year 1, 5 training departments at YAZ and YAM benefitted from improved training equipment. At YAZ, Motor Vehicle Mechanics and Auto Electronics benefitted. The equipment outlined in the budget template was purchased except for the Wheel Alignment Machine. YAZ were trying to purchase this up to the end of the Year 1 period, but it emerged that it was no longer available in Zimbabwe resulting in an underspend of Irish Aid funds of €4,100. YA Zimbabwe have requested that these be carried over to Year 2 for procurement of other equipment for the MVM Department. Overall, due to the economic situation in Zimbabwe (see below), the procurement process was more difficult than expected. At YAM, the Catering, Renewable Energies and Welding Departments benefitted. The equipment outlined in the budget template was purchased. Investing in training equipment is a priority for YA in order to provide effective training to students and to meet industry and accreditation standards.

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

There were three areas of investment at the Agri Tech campus. First, SDP funding contributed towards the development of Cold Storage Rooms at the Food Processing Unit. These have allowed YAM to produce and store dairy products for sale at local markets. YAM also have contracts with local factories to provide dairy products. This contributed income to YAM and also provided students with practical experience in the area of food processing. Second, four farmhouses were developed around the 200 hectare campus. These houses are used for housing staff, and also act as security and storage points on a very large campus. Third, four large chicken coops that were damaged during Cyclone Idai were rehabilitated. The chicken coops provide a food source for the campus, an income source through sales at local markets

and form part of the practical training for students studying poultry farming. In total, there were 598 students at Agri Tech during year 1.

Output 1.1.3 - 1,012 young people accessing YA Training Programmes through the Scholarship Programme and pilot Achieve Programme by August 2021

In Year 1, a total of 327 young people accessed YA Training Programmes through the Scholarship Programme and the Achieve Programme. At YAZ, 126 young people (100% F) received Scholarships and 21 young people (100% F) participated in the pilot Achieve Access Programme. The Achieve Programme worked with young girls who lacked the confidence to attend vocational training. It utilised youthwork methodologies to build their knowledge and confidence levels over 12 months so that they felt confident enough to return to education or attend vocational training. At YAM, 180 young people received Scholarships – beneficiary numbers were higher than planned because of Cyclone Idai which meant that households were unable to afford training costs. The Scholarship Programme provided crucial assistance to these households and allowed a return to some degree of normality in the Cyclone’s aftermath. These components are a core part of SERVE and YA’s efforts to ensure that the most vulnerable youth in the community can access training.

Output 1.1.4 - 2 key TVET programme roles at YA Zimbabwe and YA Mozambique supported by the SDP to retain skills base within YA by August 2021

SDP funding contributed to support for 7 key TVET programme roles at YA Zimbabwe and YA Mozambique during Year 1, against a target of 4. At YA Zimbabwe the supported roles were Programme Officer, Entrepreneurship Trainer and Life Skills Trainer. At YA Mozambique, the supported roles were Marketing Officer, Life Skills Trainer, Entrepreneurship Trainer and Psychosocial Support Officer. These roles were crucial in the direct engagement between YA and young people. This engagement is discussed further under Objective 1.2 and 1.3 below. Staff retention is a significant challenge and ensuring that staff are adequately remunerated is important for building organisational expertise and sustainability.

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

Microcredit loans are performing well – there is an 88% repayment rate against monthly targets, and 35% of the total loan principal has been repaid to date. Based on the loan performance figure of 88%, YA and SERVE expect the overall repayment figure to increase in the coming months. Microcredit loans are only disbursed to graduates after a thorough application process and the timing imposed by this approach is the main reason for the 35% loan principal repayment rate, specifically: (i) 6 student loans were disbursed in early August 2019 and the first repayment is not due until October 2019 (ii) Three Franchise Holder loans were disbursed in April 2019; (iii) The remainder of the loans were disbursed in December 2018/January 2019 – half way through the project year and 50% of the relevant loan principal has been repaid which is on track. Student loans were capped at €295. Loans to Franchise Holders ranged from €440 to €2,200 – the average loan size was €1,500.

Output 1.2.1 - 150 graduates and 10 Franchise Holders at YA Mozambique receive microcredit by August 2021

During Year 1, 12 graduates and 7 Franchise Holders at YAM received microcredit – off track against the target of 30 loans (with an associated underspend overall). The main reason for

this shortfall was that YA made the procedure for granting microcredit more challenging to ensure a better standard of applications. Students are adjusting to the new process. Students used loans to establish business in carpentry, catering, tailoring and construction. Franchise holders in the following departments took loans – mechanics, electricity, construction, air-conditioning, childcare, catering and tailoring. All recipients completed the ILO SYB training programme before completing a thorough application process which involved preparing a strong business plan, getting a local sponsor and completing an interview with YA. YA also completed a home visit to every recipient to understand their living circumstances, and support structures. The Marketing Officer and Entrepreneurship Trainer meet formally with recipients every month.

Enabling Franchise Holders to access microcredit is important in developing a strong relationship between the FH and YA, which is essential for the sustainability of the Franchise Model. Investing in their businesses enables improved training levels for young people and stronger business performance which improves their ability to pay rents to YA. The SERVE Development Programme Manager met with numerous Franchise Holders during a visit to Mozambique in June 2019, and they all stated that the funds provided by the SDP are the only loans they are able to access. They cannot access loans at banks because of very high interest rates and excessive collateral requirements. In response to feedback from Franchise Holders, and the shortfall in reaching the target number of students, YAM plan to rebalance the microcredit component in Year 2 to achieve a 50:50 split between students and FH.

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

During Year 1, a total of 3,919 students (45% F; 55% M) at YAZ and YAM centres completed the ILO Start Your Business training programme. This training was compulsory and contributed to the holistic focus of YA's approach. It was delivered by a well-trained cohort of YA staff and Franchise Holders who are now accredited to deliver this training (process supported by SDP). It was delivered in a one-week block, and students completed an assignment at the end. For students at YAM, completion of SYB was a pre-requisite for applying to the microcredit fund.

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

In Zimbabwe, 531 young people (60% F/40% M) completed the ILO SYB Programme through YA Zimbabwe's OELSP. YAZ signed an MOU with the Ministry of Youth and SOS Children's Village to deliver this training at their vocational training centres in the Harare area. Prior to this, these young people received no entrepreneurship training. Investing in Training of Entrepreneurship Trainers (see Output 2.1.2) enabled YAZ to meet this demand for training at external organisations, and there are further opportunities for expansion of this component. This is evidence of YAZ sharing its skills and expertise to respond to gaps in the TVET sector in Zimbabwe. It also significantly adds to YAZ's credibility as a TVET organisation who engage effectively with key stakeholders.

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

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

The objective results are On Track. Sexual & Reproductive Health was a key part of the Life Skills Training Programme. Mozambique has a HIV/AIDS prevalence rate of 11.5% and Zimbabwe has a prevalence rate of 20%. In both countries, young women are amongst the highest risk group so provision of clear information and strategies to prevent HIV/AIDS are crucial for YA's target group. Graduates reported adequate knowledge and responsible decision making (Mozambique: 85%, Zimbabwe: 89%). Feeling empowered, confident, being able to resolve problems and having clear plans for the future are important components of resilience and wellbeing. In both countries, the vast majority of graduates (Mozambique: 91%, Zimbabwe: 88%) reported that they felt significantly more empowered, more confident, better able to resolve personal problems and had clear plans for the future after completing YA training. The vast majority (90%) reported spending their days productively, either working, looking for work, studying and caring for family. Just 10% reported being idle, compared with a baseline figure of 30%. With 45% of graduates having dependants, it is important that they have a solid foundation to take advantage of their learned skill. Monitoring results suggest that YA's comprehensive Life Skills Programme is helping to provide this foundation, and student evaluations consistently show that they place great value on the Life Skills component. These results, that aim for stronger resilience and wellbeing, are coherent with SDG 3, Good Health & Wellbeing (especially Targets 3.5 & 3.7).

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

During Year 1, a total of 3,919 students (45% F; 55% M) at YAZ and YAM completed the YA Life Skills training programme. This programme was comprehensive and involved 26 documented lessons delivered by well-trained Life Skills teachers (enhanced through Output 2.1.2). Students completed workplans focused on HIV/AIDS, assertiveness, gender awareness, problem solving, media awareness, human rights, domestic violence and leadership. YA has strong relationships with other organisations working in the SRHR sector and regularly refers students for advice and support.

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

In Zimbabwe, 531 young people (60% F/40% M) young people were able to complete the YA Life Skills training programme through YA Zimbabwe's OELSP with the Ministry of Youth and SOS Children's Village. Prior to this, these young people had no access to life skills training. Investing in Training of Life Skills Trainers (see Output 2.1.2) enabled YAZ to deliver this high-quality training to external TVET organisations.

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

A total of 46 staff and teachers at YA Zimbabwe and YA Mozambique completed best practice Approaches to Youthwork during Year 1. These training programmes were delivered by a

trained youthworker from Ireland and the training drew upon SERVE's [Global Youthwork Toolkit](#). The toolkit was developed to adapt the best practice approach to youthwork for young people in the developing world. The objective of the training was to equip staff and teachers who are in direct contact with young people every day with skills and knowledge to work more effectively with young people. This was the first time these teachers and staff members had access to this type of training. The feedback was positive. The facilitator noted that the training helped the teams to better understand the needs of young people, and that more thoughtful interaction with the young people at this developmental stage of their life will be beneficial. Participants valued the opportunity to take a step back and question their approach to engaging with young people, and especially different ways of dealing with challenging behaviours.

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

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

In June 2019, YA HUB hosted a 3-day seminar focused on Monitoring & Evaluation – 10 YA staff from Zimbabwe and Mozambique participated. YA HUB identified M & E as a priority training area to generate reliable data to assess the impact of YA's programmes. The training programme (content outlined below) had a positive impact on participants. Prior to training, across a range of issues related to knowledge of ME approaches, YA's ME approaches & competence of YA staff to undertake ME, participants reported the following – Excellent: 0%; Very Good: 18%; Average: 45%; Poor: 30%; None: 7%. After training the results were – Excellent: 20%; Very Good: 43% and Average: 37%. Participants reported that “the trainers were very clear, the use of group work helped us to grasp concepts” and “the topics were very relevant ... the workshop brought more clarity”. It was agreed that further training is needed to better embed organisation-wide ME practices and standards and SERVE will support YA in this work.

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

The areas covered during the Monitoring & Evaluation Training included Understanding of Monitoring & Evaluation Approaches; Young Africa's Approach to ME; Data Management, capturing & storage; Staff Roles & Responsibilities; Developing ME Plans for Proposals and Developing ME Plans for Organisations. SERVE's Regional ME Officer helped to facilitate the training – an excellent example of capacity building synergies between SERVE and YA.

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

At YA Zimbabwe, 20 staff and teachers completed Entrepreneurship Training of Trainers and Life Skills Training of Trainers during Year 1. The training focused on content and facilitation skills. This means there is a strong cohort of accredited personnel that YA can draw upon to deliver Life Skills & Entrepreneurship Training at centre level and on the Outreach Programme (Outputs 1.2.2, 1.2.3, 2.1.1 & 2.1.2). This training has significantly strengthened YA's capacity in this area and is resulting in improved delivery of important training to young people.

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

At YA Mozambique, 22 staff and teachers (11 from YA Beira and 11 from Agri Tech) completed Pedagogy Training during Year 1. This was the 'Certificao C' qualification, which is now a minimum requirement for private vocational training organisations to secure ANEP accreditation. This was Phase 2 and 3 of training undertaken by YAM and was facilitated by the Don Bosco Institute from Maputo. Training content included Evaluating Learning Outcomes; Developing Teaching Materials; Communicating using appropriate language and methods; Promoting an inclusive learning environment; Applying ICT in teaching activities and Managing trainees in the workplace. The training has contributed towards improved teaching standards at YAM, with young people being the ultimate beneficiaries.

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

In addition to the capacity building work undertaken by YA HUB, it also completed comprehensive internal audits with YA Mozambique and YA Zimbabwe during Year 1. These focussed on areas of financial management, governance, HR and compliance with core aspects of YA's model. Areas for improvement were identified and ongoing support is being provided by the HUB. The audits helped identify areas where capacity building was required. The need for monitoring and evaluation training, that took place in Year 1, emerged from the audit process. In Year 2 the focus of capacity building will be on governance training.

At YAZ & YAM, the Franchise Model is performing very well despite the economic challenges outlined below. At YA Mozambique, the Franchise Model covered 100% of core operational costs, whereas the figure was 92% at YA Zimbabwe – both in excess of targets. The factors that contributed to this result included – (i) retention of experienced staff; (ii) strong relationships between YA staff and franchise holders; (iii) investing in training equipment for departments; (iv) YA marketing staff providing support to franchise holders; and (v) provision of microcredit for Franchise Holders. The Franchise Model promotes the involvement of local business people. This approach provides a direct link between the local business community and young people who are seeking skills to secure employment. The model promotes sustainability and has been acknowledged by UNESCO as a [Promising Practice in TVET](#);

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

At YA HUB, the SDP supported the following important roles – Director, Programme Officer, Grant Management Officer and ME Officer. All staff were retained during the project period which helped YA maintain organisational knowledge. Examples of work linked to the SDP undertaken by these personnel include – the Programme Officer completed a comprehensive internal financial and organisational audits at YAM and YAZ; the Grant Management Officer secured substantial funding for YAM and YAZ from the Post Code Lottery in the Netherlands and the Dutch Embassy in Maputo; and the ME Officer (placed as a SERVE Long Term Volunteer) completed multiple monitoring visits to YAZ and YAM, and helped in coordinating SERVE's and Young Africa's response to Cyclone Idai. The YA HUB team significantly

contributed to building Young Africa's project management, finance systems and sustainability during the project period.

Output 3.3.1 - 48 SERVE Volunteers contribute to SDP objectives and partner needs (Unique component that contributes to development results across all Objectives)

In July 2019, 14 SERVE volunteers completed a 4-week placement at YA Mozambique. They witnessed the damage caused by Cyclone Idai and helped with the ongoing clean up of both campuses. The group repaired sporting facilities, toilet facilities, farmhouses and helped refurbish damaged rooms in the Hostel block at Agri Tech. The group also organised Sports Festivals for the communities of Manga and Dondo which were attended by hundreds of people. These festivals are an annual event and are a great opportunity to develop links between Irish young people and Mozambican communities.

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

The three housing units were completed in January 2019. They suffered a small level of damage during Cyclone Idai but were quickly repaired. They are used to provide accommodation for short- and long-term volunteers and visiting trainers. They represent a significant improvement over the previous facilities.

There were two significant **changes in context** since the application. **First**, Cyclone Idai caused widespread damage to the Beira area in March 2019. There was significant damage to both YA training centres. At Beira, the hostel, creche, catering unit and main hall suffered extensive damage. At Dondo, the damage was worse – the classroom block, cow shed, piggery, chicken coops and farmhouses suffered significant damage. The overall repair bill for YA Mozambique will exceed €500,000. At the time of writing, SERVE funding (outside of SDP) contributed to the repair of the catering unit and creche at the Beira campus. Further SERVE funding is set aside for repair works at Agri Tech. Thankfully, the impact on the SDP components for Year 1 was not as serious as first feared. The Beira campus reopened after one week and were able to resume training thanks to a generator that SERVE had previously funded. Agri Tech reopened after two weeks. Classes were moved to the workshop units and again training was able to resume because of a generator previously funded by SERVE. The logic of intervention has been strengthened because there is now significant demand for labour in the rebuilding phase, and skilled labour is particularly needed. The practical trades offered by YAM are well placed to fill labour demand in the short to medium term. However, this is strongly dependent on a widescale rebuilding plan for the region, which requires international support – this has not happened to date. The effects of the cyclone on the local economy have been significant and results from graduates show lower income growth and lower economic activity than expected necessitating changes to Year 2 targets. Adjustments have been made to the plan for Agri Tech for Year 2 of the SDP where the need to renew income generation projects is urgent and these are outlined in a note explaining changes to the budget and RBF templates.

Second, the economic situation in Zimbabwe continued to be unstable and had an impact on programme implementation and outcome level results. Economic contraction, shortages of goods associated with import challenges, rising prices, a severe liquidity problem, the removal of USD as legal tender (exceptions made for NGOs) in June 2019 and the reintroduction of the [Zimbabwean Dollar](#) (ZWL, fourth iteration) have had a significant impact on YA Zimbabwe's work. With regard to programme implementation, it made it difficult to secure equipment

costed in USD in the budgeting phase in Q1 2018. By the time YAZ were procuring training equipment Zimbabwe had a 4-tier pricing system including (i) USD (limited availability); (ii) Real Time Gross Settlement (RTGS), similar to a bank transfer; (iii) Zimbabwean Bond Dollars (name later changed to RTGS Dollars) and currently the dominant payment method for businesses – see <https://www.bbc.com/news/world-africa-47361572>; (iv) EcoCash (mobile RTGS Dollars), dominant payment method for day to day expenses. Although YAZ did procure most of the training equipment it needed, it was more challenging than in the past. YAZ are proactive in outlining these difficulties to SERVE which is important as the uncertain economic context is likely to remain for Year 2 and Year 3 of the SDP. With regard to outcome level results, the introduction of the ZWL has had the effect of reducing graduate incomes in USD terms as the exchange rate has depreciated. When introduced the exchange rate was \$1 = ZWL 2.5 and it is now \$1 = ZWL 10.9. For example, a young person earning ZWL 200 a month was earning the equivalent of \$80 a month in February but is now earning the equivalent of \$18 a month. The following article provides an accurate recent analysis of the economic situation and challenges claims made by the Zimbabwean government that the economy is improving - <https://www.bbc.com/news/world-africa-48993701>. The economic situation has contributed to results being off track, and SERVE are proposing that in Year 2 and Year 3 we report in ZWL terms rather than in USD – see Section 4, Lesson Learning.

With regard to **specific contributions of the SDP to results within shifts in government policy**, the SDP has made a major contribution towards YA Mozambique being the only privately-run vocational training centre in Sofala Province to secure ANEP accreditation. According to legislation introduced in 2018, all non-government vocational training centres must have ANEP accreditation or their license to operate will be removed. The accreditation process is detailed and expensive. It involves all teaching staff have a minimum teaching qualification ('Certificacao C'), an extensive curriculum review process and a site visit to approve training facilities and equipment. SDP funding was used to support the curriculum review and teacher training processes (12 modules). ANEP certification provides YAM graduates with a significant advantage in the labour market.

The narrative report on Outcomes 2 and 3 above, and the relevant outputs outline **evidence of improved capacity** within Young Africa. In Year 1, 14% of the total budget was allocated to capacity building components – evidence of SERVE and YA's commitment to capacity building. Some **capacity gaps** have been identified and the plan for addressing these gaps over the remainder of the SDP is as follows: (1) Child Protection – include refresher training in the area of child protection in Year 3; (2) Psychosocial Support services at YA Zimbabwe – explore opportunities for staffing support and training during Year 2 or Year 3; (3) Gaps in teaching capacity at YA Zimbabwe will be addressed by 15 teaching personnel completing an 11 month Further Education Trainer's Certificate in Year 2; (4) At YA Mozambique, gaps in knowledge about new ANEP legislation need to be addressed and further Certificado C training is needed.

The Young Africa training centres play an active role, and are very well known and respected, in their local communities. They are proactive in finding ways to respond to the needs of these communities, whilst remaining focused on their core mission. Examples of **community participation** include:

- Parents and caregivers were involved in the recruitment process which promoted transparency and helped the family unit to be an important stakeholder;

- Applicants secured references from community members (non-family) which widened the community network with a stake in Young Africa’s programmes;
- As outlined above, the Franchise Model, which is at the core of YA, is an excellent example of participation with local business communities;
- The pilot Achieve programme promoted active participation of parents and caregivers, who participated in the recruitment process, evaluation process, facilitated home visits from YA staff and attended the end of programme graduation ceremony. The programme led to parents having greater expectations for their children – prior to the programme parents felt there were no training or education options available;
- In Mozambique, the YA centres became a place of refuge for some community members in the aftermath of Cyclone Idai, with a number of local families living on the campuses in the weeks after the Cyclone.
- YA Zimbabwe’s Outreach Life Skills and Entrepreneurship Training project is an excellent example of **information sharing** and responding to the needs of young people in the wider community who would otherwise have no access to this material.

The **data collection process** worked well during the first year of the SDP. YA and SERVE worked together closely to develop the Results Framework - there is a strong sense of ownership at project implementation level. Most of the data collection takes place on the YA campus, where beneficiaries completed monitoring templates to gather outcome level data. The output level data was gathered through YA’s internal records. No changes were made to monitoring tools during the first year – they strike a good balance between being accessible for users and providing the robust data that is required. A total of 453 people completed follow up monitoring tools that related to this report and 1,432 young people completed new baseline tools, providing a strong foundation for monitoring. SERVE developed a monitoring template that is directly linked to the Results Framework. This was used for quarterly reports from the partners and during monitoring visits. Some changes have been made to the Year 2 and Year 3 targets, and these are outlined in a separate note that accompanies the RBF report.

4. Lesson Learning

The following **lessons were learned** and incorporated into the ongoing implementation of the project during the project period:

- SERVE and Young Africa were well placed to respond to the effects of Cyclone Idai and greater impact would have been achieved in the emergency response phase if CSF recipients were eligible for Irish Aid Humanitarian Funding;
- The reintroduction of the Zimbabwean Dollar means it is necessary to change the Results Framework to reflect the fact that young people no longer have access to USD, and that reporting in USD terms against a deteriorating exchange rate will mean results will constantly be off track and will not reflect reality for Zimbabwean youth;
- Psychosocial Support has emerged as an area that needs greater focus within YA’s programmes. YA Mozambique has responded by employing a clinical psychologist (with SDP support) who is available for a number of hours each day. The psychologist and Life Skills Trainer are working together to develop a PSS Manual that can provide guidance to other YA affiliates and vocational training organisations. YA Zimbabwe are exploring funding options to recruit a PSS Officer and formalise a PSS Programme. They currently refer young people to external counsellors in their network;

- The demand for scholarships in Zimbabwe and Mozambique increased during Year 1 for different reasons, and this trend is likely to increase in Year 2 and 3 due to challenging economic conditions in Zimbabwe and the impact of Cyclone Idai in Mozambique. SDP funding for scholarships at YAM has increased for Year 2, and YAZ are exploring other funding options to meet this demand;
- The progress made by YAM in securing the vital ANEP accreditation, and YAZ's partnership with the Zimbabwean Ministry of Youth on the OELSP showed the importance of having good awareness of sector issues and proactively networking with key stakeholders.

The most **significant challenge or lesson captured** was the fallout from Cyclone Idai and the requirement for “building back better” as part of disaster risk reduction. A few weeks after Idai, Cyclone Kenneth, which was as powerful, also hit Mozambique and changed the perception of the potential for damage of extreme weather events. All commentary suggests that these events will be more common. YA Mozambique have incorporated climate resilience into budgets for repair and rebuild (supported by SERVE, but outside of the SDP) at the Beira and Agri Tech campuses. This increases costs in the short term but is the most cost-efficient approach in the long term in a country at the forefront of climate change impact.

The following **audits/evaluations** have taken place during the project period:

- SERVE commissioned two Organisational Audits, in the Republic of Ireland and the North of Ireland for the period ended 31st January 2019;
- SERVE commissioned an Audit of the EU Erasmus+ Grant;
- A financial audit of YA HUB for the period January to December 2018 was completed by Grant Thornton and is available from SERVE. This audit covers 44% of the Year 1 SDP funds. The remaining 66% will be addressed in the 2019 HUB organisational audit. An audit plan to cover Year 1 funding is in place for YA Zimbabwe and YA Mozambique;
- YA completed its internal audit process with YA Zimbabwe and YA Mozambique;
- An **External Evaluation** of the SERVE/Young Africa build Capacity to Advance young Africa programme, funded by EU Erasmus+, was finalised in February 2019. SDP funding contributed to two components – the Achieve Access Programme at YA Zimbabwe, and Approaches to Youthwork Training at YA Zimbabwe and YA Mozambique. The evaluation was positive about the effectiveness of the programme and highlights a number of recommendations that SERVE and YA are seeking to implement. A financial audit of this programme will be completed by September 2019.

With regard to sustainability, a number of improvements that can be directly attributed to the SDP have been made to enhance institutional sustainability at YA. These include significant investment in capacity building, helping YA strengthen its human resource base and supporting efforts at building YA's credibility as a leading TVET organisation. YA's fundraising base at centre level and at HUB level is at a higher level than ever before and the Franchise Model is performing well. The main **barriers to sustainability** are (1) the aftermath of Cyclone Idai, which has damaged the income generation capacity at YA Agri Tech. We expect this to be an issue in the short to medium term. YAM have plans to respond to this barrier and SERVE are supporting these plans through the SDP and through other initiatives; (2) The uncertain economic situation in Zimbabwe is a constant threat to sustainability in the medium term. Like all organisations operating in Zimbabwe, YAZ has to constantly adjust to significant economic change which makes it a very challenging operating context. The

Franchise Model performed well in the project period due to great effort from YAZ management and the Franchise Holders but the economic situation hampers its potential.