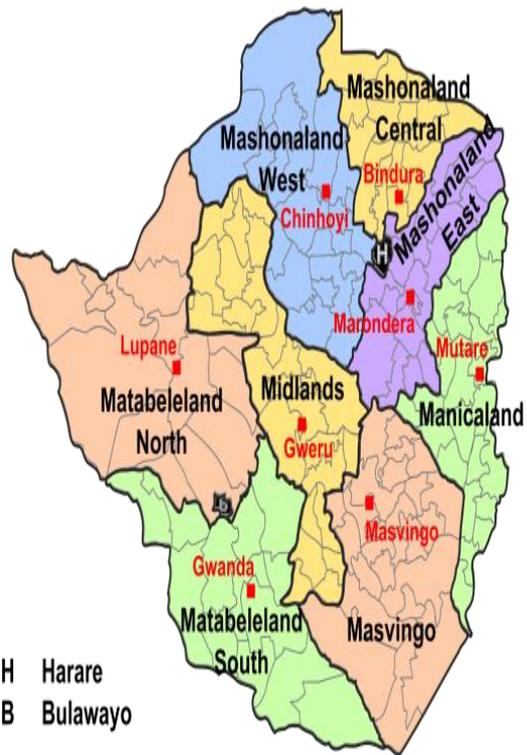




Country Strategy
Zimbabwe
2021 to 2023



H Harare
B Bulawayo

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1. Introduction

1.1 SERVE's Approach to Development

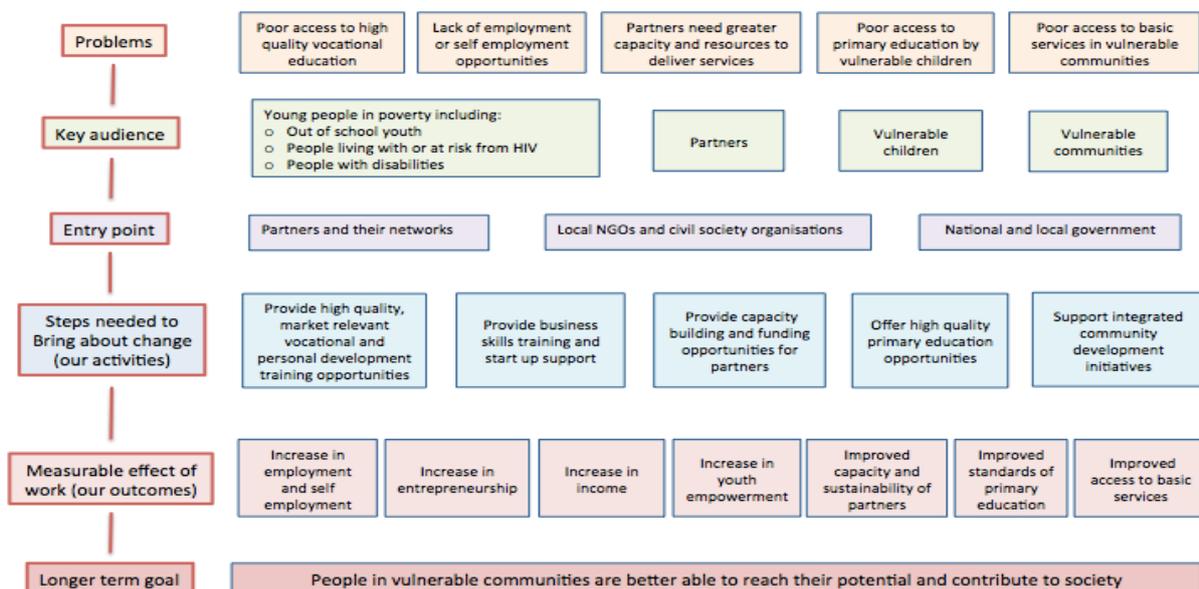
SERVE is a development and volunteering organisation committed to tackling the root causes of poverty to achieve justice, equality and opportunities for all. Since 2003, SERVE has worked in solidarity with communities living in poverty, supporting initiatives in Southern Africa and South-East Asia.

Inspired by the belief that 'Solidarity in Action' can improve the lives of the most vulnerable, SERVE works in partnership with local communities and organisations. Our work is rooted in strategic cooperation with Irish communities at home and abroad. The organisation is incorporated in the Republic of Ireland under the Companies Act and is a registered charity.

Our Vision is that everyone has an opportunity to realise his or her potential and make a meaningful contribution to society.

Our Mission is to work in **partnership** to strengthen the livelihoods of **young people** and communities living in poverty by providing high quality vocational and educational learning opportunities, helping young people gain employment or start and develop their own businesses.

SERVE's Organisational Theory of Change



1.2 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), livelihoods programmes and Water and Sanitation (WASH) programmes for rural communities. In more recent years we have narrowed our focus to responding to the education and psycho-social needs of OVCs and the livelihoods challenges faced by young people.

1.3 Summary of Country Strategy Objectives 2021-2023

Between 2021 - 2023, 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 youth 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;

2. Zimbabwe Situational Analysis

2.1 At a glance – Key Development Statistics

Indicator	Zimbabwe	Int'l Average
Population (millions), <i>UNDP</i>	15.6	
Population aged 15-24 years, <i>UNDP</i>	23%	16%
Life expectancy, <i>World Bank</i>	61	70
HIV Prevalence Rate, Adult, <i>UNAIDS</i>	12.7%	0.8%
Gross Enrolment Ratio, secondary (% of secondary school age population), <i>UNDP</i>	47.2%	-
GDP Per Capita, 2018, <i>World Bank</i>	\$2,147	\$18,400
Population in Multidimensional Poverty (%), <i>UNDP</i>	32%	23%
Unemployment Rate (overall)	75%*	6%
Youth Unemployment Rate (ILO)	80%*	13%
UN Human Development Index Rank (out of 187 countries)	154	

** 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 the Zanu PF party, who have ruled since independence in 1980. The transition from the Robert Mugabe era has not resulted in any dramatic change to the political context in Zimbabwe. ZANU-PF have stepped up repression to consolidate their power. Freedom House rates Zimbabwe as “partly free” with a score of 29% on its weighted scale that covers issues of political rights and civil liberties. 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. These core subjects include English, history, maths, science and a technical / vocational subject. Zimbabwe has a strong legacy in education – it had the best education system in Africa for many years. It remains highly valued by people despite two decades of underinvestment in facilities, staff and training. The national literacy rate is approximately 87%. Internationally validated education statistics have not been produced since 2015. The las available figures show that the net enrolment ratio for primary school is 92%. 77% of enrolled primary students complete their primary education. The primary to secondary transmission percentage is 78%. Girls are less likely to enter and complete their education. Access to tertiary education is not an option for the vast majority of those that complete secondary school. They emerge into an economy which is largely informal

and where there is a large gap between the skills and knowledge they learned in school and the skills and knowledge they need to make a living.

Holistic vocational training can help to bridge this gap. 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, approximately 5% of the education budget is allocated to the TVET sector and the scope of teaching is very narrow.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.

2.4 Economic Analysis

Zimbabwe has endured over two decades of economic chaos. World Bank analysis shows that extreme poverty is estimated to have risen from 29% in 2018 to 34% in 2019, an increase from 4.7 to 5.7 million people, with the increase driven by economic contraction and a sharp rise in food and basic commodities. Real gross domestic product contracted by approximately 7% in 2019 with shortages of foreign currency, fuel, electricity, severe drought and Cyclone Idai restricting economic activity. Inflation, which destroyed the economy in the mid-2000s, has been steadily increasing since late 2018 driven by monetization of sizeable fiscal deficits of the past, price distortions and local currency depreciation. Due to immense unpaid loans, Zimbabwe's access to credit is restricted and the IMF have a Staff Monitored Programme to manage the government's aspirations to re-engage.³

Access to regular and dignified 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.

A large youthful population with no access to regular paid work is perhaps the most serious economic and societal challenge facing Zimbabwe.

2.5 Public Health Analysis

Public health service delivery in Zimbabwe has come under serious pressure due to the ongoing economic crisis. People's access to healthcare has declined significantly due to shortage of staff, equipment and medicine. The health system was woefully underprepared for the COVID-19 pandemic in 2020.

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

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

³ <https://www.worldbank.org/en/country/zimbabwe/overview#2>

HIV/AIDS, and associated illnesses, remains the most significant public health threat. The adult prevalence rate is 13%. Zimbabwe is making strong progress towards the UNAIDS 90-90-90 targets. As of 2019, 90% of people living with HIV were aware of their status, and 95% of those diagnosed were on treatment. Of those, 87% are virally suppressed.⁴

The effects of economic decline intersect with the public health care environment and create a high-risk environment for marginalised youth. Persistent youth unemployment leads to idleness and increased chances of engaging in activities that are harmful to wellbeing. Young people lack access to information and strategies that can reduce their risk to HIV/AIDS. As elsewhere in Africa, women and young girls are particularly vulnerable. One particularly damaging legacy of the HIV/AIDS crisis in Zimbabwe is that there are over 1 million Orphaned & Vulnerable Children (OVC). The government's National Plan for OVC dates to 2004 and has not been updated. Under-resourced government bodies are struggling to respond to the challenge.

Holistic care and education programmes that promote a community-based response are needed for OVC and marginalised young people.

2.6 Environmental Analysis

World Food Programme (WFP) analysis shows that Zimbabwe's hunger crisis – the worst for more than a decade – is part of an unprecedented climate-driven disaster gripping Southern Africa. Temperatures in the region are rising more than twice the average global rate and the every more erratic rainy seasons are hitting the country's subsistence farmers hard. They are living with the impacts of severe droughts and flash flooding. Cyclone Idai caused significant damage in the east of Zimbabwe in 2019. Livelihood and food security levels are so marginal that one failed crop can drive people into crisis. As of late 2019, the WFP predicted that it would have to provide emergency food support to over 4 million people – 25% of the Zimbabwean population.

There is a need for Disaster Risk Reduction Training to be mainstreamed into Development Programmes, especially those in rural and peri-urban areas.

2.7 Gender Analysis

Zimbabwe is ranked 150 out of 189 countries on the UN Gender Inequality Index. Zimbabwe's 2013 Constitution provides a strong legal framework for the promotion and attainment of gender equality and women's empowerment. Zimbabwe is a state party to key regional and international human rights instruments. Despite the legal commitments to gender equality, women and girls in Zimbabwe continues to face a myriad of challenges in the political, social and economic spheres as a consequence of gender inequalities and imbalances. The UN notes that "the exercise of women's rights is negatively impacted by harmful cultural and religious practices, subordination in the

⁴ <https://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/zimbabwe>

public and private spheres, patriarchal attitudes, lack of skills and power imbalances in all spheres of life”⁵.

A detailed Gender Analysis by a consortium of SNV, World Vision, Care International⁶ 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;
- 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;
- 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;
- Women have lower nutrition, income and resilience outcomes than men;
- 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;

Child marriage is also a serious issue for young women - approximately 1 in 3 girls under the age of 18 are married with poverty being the main driving factor⁷.

Prioritising access for girls and young women, and mainstreaming of gender equality education, must be a core part of development programmes.

⁵ <https://www.zw.one.un.org/togetherwedeliver/zundaf/gender-equality>

⁶

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

⁷ <http://www.girlsnotbrides.org/child-marriage/zimbabwe/>

3. SERVE's Strategic Response

3.1 SERVE's Rationale for Working in Zimbabwe

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 and can add value to local organisations (see below)
5. SERVE have high quality partners who can work programmatically

3.2 Lessons Learned & Added Value

Having worked in Zimbabwe since 2007, SERVE have learned important lessons and have a strong sense of our Added Value which underpin our Strategic Response to development issues in Zimbabwe between 2021-2023.

The main *lessons learned* include:

- Zimbabwe's economy, including macroeconomic policy, is extremely volatile and sudden changes can have a dramatic impact on programme implementation. It is essential to have a good understanding of the economic situation and be able to adjust quickly and transparently.
- The political situation is less volatile, but violence can flare suddenly and high density suburbs where SERVE partners work such as Chitungwiza and Mabvuku are vulnerable to unrest and government crackdowns.
- Zimbabweans have shown incredible resilience and fortitude to cope with wide ranging shocks to their wellbeing and livelihoods. Despite the damage caused to the education system due to years of underinvestment, there remains a great appetite for education and personal development. – good results and projects are possible, good ME structures, audits can be done.
- Zimbabwe's NGO sector has very high capacity, and individual government departments welcome the work of NGOs – in our experience it is possible to implement effective development programmes with high standards of monitoring, evaluation and learning and strong audit trails.
- Faith plays a huge role in engaging with partners and communities and can be one of the pillars for long term relationships with beneficiaries.

SERVE's *added value* for working in Zimbabwe includes:

- Experience in working through a partnership model – SERVE are not direct implementors. We work primarily through partnerships and our track record in long term partnership lays the foundation for strategic responses in our target

communities. These robust partnerships are important in the challenging COVID context;

- SERVE are comfortable working with faith based and secular partners.
- SERVE are committed to Capacity Building of partners and ensure this forms part of all development programmes and that the impact of this work is quantifiable.
- SERVE has experience of placing skilled long term volunteers to work with our partners. We also have the capacity to send short term volunteering groups to Zimbabwe. Responsible volunteering can contribute effectively to development outcomes.
- Our organisational values and way of working facilitates Inclusive Programming whereby needs and responses are defined by our partners and target communities. SERVE has implemented multiple multi-annual development programmes with funding from the Irish government and the EU.
- SERVE tries to target focus our funding at added value components and are open to innovative approaches which have potential to be scaled up.

3.3 SERVE's Poverty Reduction Strategies

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;

Our analysis has identified the following needs for our main target groups in Zimbabwe:

- Holistic vocational training can help to bridge the gap between school and the informal economy
- Focusing on income generating skills is crucial because a large youthful population with no access to regular paid work is perhaps the most serious economic and societal challenge facing Zimbabwe
- Holistic care and education programmes that promote a community-based response are needed for OVC and marginalised young people
- There is a need for Disaster Risk Reduction Training to be mainstreamed into Development Programmes, especially those in rural and peri-urban areas
- Prioritising access for girls and young women, and mainstreaming of gender equality education, must be prioritised in development programmes

SERVE's 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. We aim for multi-annual programmes that can measure change at the Outcome level
- (ii) Short term and long-term volunteering support
- (iii) Investing in capacity building at partner level
- (iv) Being open to innovative approaches from our partners

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"*.

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). Supporting projects that increase self-generated incomes can lead to 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. 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. Mainstreaming of life skills training that focuses on HIV/AIDS awareness, assertiveness, gender awareness, empathy, problem solving, media awareness, human rights, domestic violence and leadership is important.

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).

3.4 Strategic Response to SDG Agenda

Our work in Zimbabwe will be coherent with the following Sustainable Development Goals and associated targets.

SDG	Target	Strategies to Achieve Coherence
3 – Ensure healthy lives and promote wellbeing for all at all ages	3.3 By 2030, end the epidemics of AIDS , tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases	<ol style="list-style-type: none"> 1. Support initiatives in the OVC sector, including capacity building of caregivers 2. Support initiatives that mainstream HIV/AIDS awareness training for vulnerable groups
4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	<ol style="list-style-type: none"> 3. Support initiatives that promote access to primary & secondary education for vulnerable groups 4. Support initiatives that promote access to effective vocational training for marginalised groups
	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	<ol style="list-style-type: none"> 5. Invest in the capacity of partner organisations to meet local industry needs to increase the relevance of graduate’s qualifications
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills , including technical and vocational skills, for employment, decent jobs and entrepreneurship	
8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation , and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services	<ol style="list-style-type: none"> 6. Support initiatives that strongly link graduates to the workplace through job placements, internships etc 7. Support initiatives that allow for the establishment of small and micro businesses 8. Support initiatives that mainstream effective life skills to give young people greater resilience to cope with setbacks
	8.5 By 2030, achieve full and productive employment and decent work for all women and men , including for young people and persons with disabilities, and equal pay for work of equal value	
	8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training	

3.5 Profile of SERVE's Priority Partners & Target Communities

Our current priority partners are Young Africa Zimbabwe and Mavambo Trust.

Brief Profile of Young Africa Zimbabwe & Target Communities

Young Africa (YA) Zimbabwe work primarily in two peri-urban high-density communities – Chitungwiza and Epworth - on the outskirts of the capital city, Harare. YA provide accessible holistic TVET to approximately 1,300 young people each year. The Epworth Centre provides the same training to around 300 young people. YA is the largest provider of training to young people in these large communities and have a strong track record of delivering effective programmes that mainstream life skills and business skills. SERVE have worked with YA Zimbabwe since 2008. Further information is available at www.youngafrica.org/ya-zimbabwe

The following data has been gathered in the course of programme implementation in Chitungwiza and Epworth in recent years:

- 75% of young people in community settings have completed secondary education. 63% of young people felt unprepared for the world of work after completing secondary school
- Only 10% of young people are engaged in formal employment – the remainder are engaged in informal employment or irregular employment which does not generate sustainable income
- 50% have no significant consistent income. Approximately 40% earn between \$1 - \$20 a week. Self-generated income accounts for 65% of income earned, with family being the main source for the remainder. It is clear that there are no income sources outside of the family unit
- Knowledge and attitude surveys consistently show that there is a cohort of 30%-40% of young people in the community with incomplete knowledge and risky attitudes to Sexual and Reproductive Health issues

Focus group discussions with young people show that:

- 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;
- 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". Graduates stressed the **importance of job attachments** (placements) after training

Brief Profile of Mavambo Trust & Target Communities

Through SERVE's documented partnership with the Dublin Province of the Redemptorists, we manage a long-term partnership with Mavambo Trust who work in the communities of Mabvuku, Tafara and Goromonzi. Mavambo Trust have worked in these communities since the early 2000s and have developed excellent programmes that respond to the educational and psycho-social needs of OVC and their caregivers. Over 1,000 people benefit each year. Further information can be found at www.mavambotrust.org.zw

The following data has been gathered in the course of programme implementation in Mabvuku, Tafara and Goromonzi in recent years:

- 20% of children aged 0 to 9 years are often 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;
- 24% of households were able to access money to pay for unexpected household expenses;

When assessing the capacities of communities, households and governments to care for OVC, our experience shows 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 fees 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

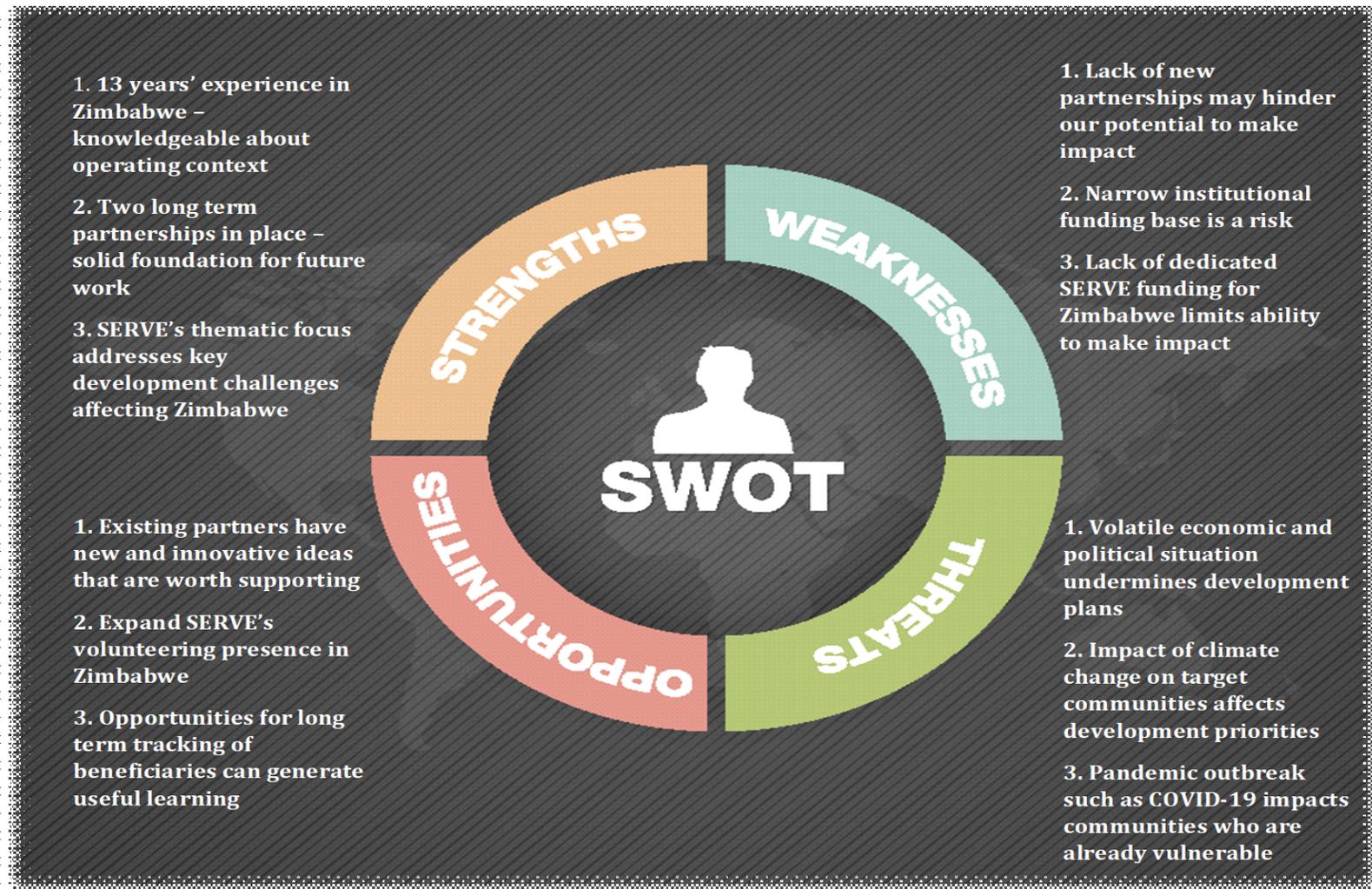
4. Targets & Objectives

Our high-level targets and objectives for Zimbabwe are set out in the Results Framework below. Each of our development programmes have their own Results Frameworks which outline programme specific targets that are focused towards our organisational Vision and Mission. These are available separately.

Zimbabwe Programme Goal - People in vulnerable communities in Zimbabwe have greater resilience, are better able to reach their potential and contribute to society					
Outcome 1	Indicators	Baseline	Target 2021	Target 2022	Target 2023
Develop partnerships with Young Africa Zimbabwe and Mavambo Trust	Status of partnership with YA Zimbabwe & Mavambo Trust	2	2	2	2
	Number of beneficiaries at YA Zimbabwe and Mavambo Trust	3,900	4,100	4,300	4,550
	Number of new initiatives implemented by YA Zimbabwe and Mavambo Trust that are supported by SERVE	0	1	1	1
Outcome 2					
Establish at least one new youth focused partnership in Zimbabwe	Number of new partnerships established by 2023	0	0	1	0
Outcome 3					
Increase donor funding to Zimbabwe partners by 2023	Amount of funding provided to partners in Zimbabwe	€250,000	€270,000	€285,000	€300,000
Outcome 4					
Increase short term and long term volunteering opportunities in Zimbabwe	Number of Long Term Volunteers working with our partners	1	1	2	2
	Number of Short Term Volunteers working with our partners	0	0	12	12
Outcome 5					
Achieve high standards of Monitoring, Evaluation and Learning	Number of external audits completed each year	2	2	2	2
	Number of external evaluations completed with partners	1	0	1	1

5. Opportunities & Risks

5.1 SWOT Analysis for Working in Zimbabwe



5.2 Risk Analysis & Assumptions

SERVE has a comprehensive organisational risk register that includes the risks associated with working at country level. The following table presents a summary of the main risks associated with working in Zimbabwe.

Category	Risk	Likelihood/Impact	Mitigation Strategy
Financial	Fraudulent activity by partner	Low/High	<ol style="list-style-type: none"> 1. Ongoing review of our Fraud Policy and maintenance of fraud register 2. Ongoing review of our Whistle blowing policy, shared with partners 3. Mandatory annual external audits of expenditure at country level
Strategy & Governance	Weak governance structures at Zimbabwean partners	Low/Medium	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Review of Child Protection Policies/Standards with Zimbabwean partners 2. Build capacity in child protection through externally and internally facilitated training programmes

6. Exit Strategies

Although it is our intention to work with our current partners in Zimbabwe for the duration of this Country Strategy, we must be open to a change in circumstances whereby a partnership is no longer viable. 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

7. Donor Profile

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

1. Irish Aid
2. Mísean Cara
3. Electric Aid
4. Teaching Unions within Ireland

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 including Erasmus+, EU AID Volunteers
5. Explore Consortium funding opportunities with NGOs within our network in Ireland, the Netherlands, Spain and Germany