

# Motivated and Entrepreneurial Youth - Leading Stars for the Future of Zimbabwe

## End of Project Evaluation



Graduation of Pamamonya Youth Group, Shurugwi; Photo courtesy of T. Matandirotya

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## LIST OF ACRONYMS

AGRITEX	Agricultural Technical and Extension Services
AIDS	Acquired Immune Deficiency Syndrome
AM	Area Manager
AYC	African Youth Charter
AU	African Union
CAMFED	Campaign for Female Education
DA	District Administrator
DSI	District Schools Inspector
DFID	Department for International Development
DHS	Demographic Health Survey
DREAMS	Determined, Resilient, Empowered, AIDS-free, Mentored and Safe
EDF	Enterprise Development Facilitators
EMA	Environmental Management Agency
FGDs	Focus Group Discussions
FO	Field Officer
HF	Health Facilitators
HiH	Hand in Hand
HIV	Human Immune Deficiency Virus
IGAs	Income Generating Activities
ILO	International Labour Organization
ISAL	Internal Savings and Lending Schemes
JSC	Junior Star Club
KIIs	Key Informants Interviews
MASO	Midlands Aids Service Organization
MEAL	Monitoring, Evaluation, Accountability and Learning
MEY	Motivated and Entrepreneurial Youth
MIS	Management Information System
MOPSE	Ministry of Primary and Secondary Education
MOPSE	Ministry of Primary and Secondary Education
MOPSE	Ministry of Primary and Secondary Education
MOU	Memorandum of Understanding
NAC	National AIDS Council
NGO	Non-Governmental Organization
PEPFAR	President's Emergency Plan for AIDS Relief
RDC	Rural District Council
R&I	Refine and Implement
SRH	Sexual and Reproductive Health
SFL	Star for Life
STIs	Sexually Transmitted Diseases
TB	Tuberculosis
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
VMMC	Voluntary Medical Male Circumcision
VSLA	Village Savings and Loan Association
ZJC	Zimbabwe Junior Certificate





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## EXECUTIVE SUMMARY

The MEY project was designed as a pilot intervention aimed at testing a new approach towards in-school and out of school youth in Chirumanzu and Shurugwi districts, to improve their social, economic and health conditions. An end of project evaluation was conducted to provide an independent assessment of the achievements of the project and also document lessons learnt for future programming. A mixed methods cross sectional study design combining document analysis, qualitative and quantitative approaches was used. A total of 72 key informant interviews, 2 focus group discussions and 120 youth questionnaire interviews were done in Chirumanzu and Shurugwi districts. The study highlighted the relevance, effectiveness and impact, efficiency and sustainability of the project. The summary of findings is presented below:

### *a. Relevance and design*

The project was successful in integrating the three components of entrepreneurship, life skills & motivation, and sexual and reproductive health and rights. The project addressed relevant issues affecting the Zimbabwean youth, such as: lack of job opportunities for out of school youth living in rural areas, internal mobility from rural to urban areas, lack of perspectives and self-confidence for in-school youth at the end of their education, and high incidences of sexually transmitted diseases among youth and lack of awareness on health related issues. The project followed a realistic intervention logic where activities lead to outputs and outputs lead to outcomes and potential impact.

### *b. Effectiveness and impact*

The MEY project achieved its targets and the evaluation found youths are becoming empowered through motivation, entrepreneurship training and increased health awareness. All the youths regardless of the category were engaged in some form of income generating activities in their Star clubs and these microenterprises have started to generate income. The youth indicated that lack of capital was the major constraint affecting their microenterprises and interventions that increase availability and access to loans are needed.

### *c. Efficiency*

The project was implemented in a timely and cost-effective manner. Adaptive management techniques used by the consortium – for example joint and cluster trainings were helpful in ensuring that the project efficiently met its targets in 3 years. There is a good level of cooperation, complementarities and synergies with community, schools, government partners and other stakeholders. The project is collaborating and complementing with these stakeholders in joint training, monitoring and review meetings and visits. The project is also using peer reviewed training modules, manuals and workbooks that are easy to read and understand.

### *d. Gender and environment*

The project targeted 60% female and 40% male participation. MEY project was designed with less gender focus and no gender disaggregated indicators were tracked. The Management Information System and training materials did not systematically track gender indicators in all the three components of motivation, health and entrepreneurship. Although the project had no structured gender and environment focus, we noted that there was ad hoc gender and environment mainstreaming where the project field staff in collaboration with relevant ministry departments provided awareness trainings to youths on teenage pregnancies, gender-based violence and rights.

### *e. Sustainability and exit strategy*

The participating youths are engaged in Income generating activities (IGAs) beyond the MEY project. There is also evidence of spill-over and ripple effects as the interviewed club patrons, enterprise development facilitators (EDFs), HF and program staff are using the MEY concepts for the personal development and enterprise growth. The MEY project has a concrete exit and sustainability plan that was jointly developed with all the relevant stakeholders; that defines roles and responsibilities of stakeholders, ensures that the project transition and exit is conducted in a systematic manner, and

enhances ownership of the project by beneficiaries and stakeholders. The project used the sustainability approaches embodied in partnership and stakeholder engagement, use of local Enterprise Development and Health Facilitators, use of resident club patrons and making training manuals and documents available.

The following recommendations are crucial for future design of youth programs.

*i. Project design, upscaling and replication*

The project needs to be designed with a more long-term perspective in a participatory approach. A transparent and realistic budget and activities need to be developed, coupled with a more structured iterative implementation process. An implement and refine window after inception to revise the budget, activities and workplans in line with the current macro-economic conditions is recommended. A well-defined Logframe, GANTT chart, project plan, MEAL plan and risk matrix should be developed. A well-resourced and independent MEAL system should also be put in place. Investment in branding, communication and visibility of the project is needed. The project should be upscaled and replicated to cover more districts in Zimbabwe owing to its transformative power on youth motivation, health and livelihoods.

*ii. Effectiveness and impact*

The project achieved its targets because of mutual collaboration between implementing partners, adaptive programming, joint training and monitoring, strong buy in and participation of key government stakeholders. These are critical ingredients that should be replicated in the redesign of the second phase. The project empowered youth through motivation, entrepreneurship training and increased health awareness. Microfinance institutions and banks should be encouraged to offer concessionary loans to youth income generating activities.

*iii. Efficiency*

There is need for Hand in Hand Zimbabwe and MASO to continue with the good level of cooperation, complementarities and synergies with community, schools, government partners and other stakeholders in the two districts in the second phase or redesign of future youth projects. The patrons, EDFs, HFs and graduates from MEY project should be used as trainers or brand ambassadors in future projects in these districts. Future project designs should continue to integrate the 3 pillar components as it has shown to be effective.

*iv. Gender and environment*

There is need for structured gender and environment mainstreaming activities in future projects and these should be sufficiently resourced in terms of finance and technical skills. Gender mainstreaming tools, for example such as GALS should be explored, among others. Future youth programming could also include further activities addressing youth participation in the local decision making and development processes, as well as advocacy about youth rights and instances aimed towards decision makers.

*v. Sustainability and exit strategy*

MASO and Hand in Hand are encouraged to continue to play a role in monitoring, mentoring and coaching the youths in their activities even after the project funding ceases. These youth can be absorbed into other projects and act as anchor or champion youths to inspire other upcoming youths even without direct financial assistance. The line ministries which worked with MEY should be encouraged to continue to provide youth trainings on health and entrepreneurship development as this is their core mandates. They can ride on the trained ward-based volunteers and school patrons for continuity. The training modules, manuals and workbooks should be publicly available as key reference materials for all organizations working on youth programming in Zimbabwe and globally.



## INTRODUCTION

Zimbabwe is faced with high levels of poverty with an estimated 72 per cent living below the poverty line (\$ 1.90 per day) and with many challenges to economic and social development. The country's youth (18 to 35 years) is particularly affected and constitute 83 per cent of the unemployed. Furthermore, about 15 per cent of the population live with HIV/AIDS. Youth employment and lack of livelihood opportunities, combined with widespread health problems, have resulted in young Zimbabwean losing direction and life motivation.

In order to address the challenges faced by the youth, Hand in Hand and partners implemented Motivated and Entrepreneurial Youth (MEY) project. The MEY project is implemented by four civil society organizations; Hand in Hand Sweden (leading organisation), Star for Life (co-leading organisation), Hand in Hand Zimbabwe (lead implementing agency) and Midlands Aids Service Organization (MASO) (co-implementing agency). Its objective is to *“Instil hope for the future of young people in Zimbabwe through training in health, motivation and livelihoods”*. More specifically the project aims at improving health awareness, self-esteem and entrepreneurial motivation among adolescents attending school (15 to 18 years) and unemployed youth (18 to 35 years). In order to strengthen the entrepreneurship component, a microfinance component (revolving fund) was added. The project started in April 2017 with a duration of 3 years. It has a budget of SEK 7 million and is financed by the Swedish Postcode Lottery. The project is being implemented in 2 districts, Shurugwi and Chirumanzu. A total of 20 wards, 10 in each district are reached with the project's interventions with the assistance of Enterprise Development Facilitators (EDFs), Health Facilitators (HFs) as well as partner organisations and key stakeholders.

The project is implemented in two districts of Midlands Province, where it collaborates closely with Government of Zimbabwe Line Ministries – Ministries of Local Government, Health and Child Welfare, Primary and Secondary Education, Women and SMEs, Youth and Sports, Agriculture as well as National Aids Council. A main modality of the project is to organize youth in Junior Star Clubs (in school youth) and Star Clubs (out of school youth). While project staff are actively involved in training and coaching youth in the Star Clubs, the project relies on teachers and patrons to mobilize and train youth who are in school. A Goal Matrix, attached as Annex A, was developed for the project and provides results targets related to number of mobilized youth, number of (Junior) Star Clubs created, number of teachers trained, number of youth trained in health and life motivation and number of youth having an income from micro enterprise or self-employment. A major focus of the project is on training/motivation and a big emphasis has been put on developing training/motivation material and on training staff, teachers and youth.

## **EVALUATION METHODOLOGY**

### **Purpose and scope of evaluation**

The overall purpose of the end of project evaluation is to provide an independent assessment of the achievements of the project and also document lessons learnt for future programming. The evaluation assessed the performance of the project, since its commencement in April 2017 and provides recommendations for future programming.

The Evaluation has key specific purposes:

- 1) To assess the performance of the project in terms of relevance, efficiency and effectiveness and potential for sustainability and impact.
- 2) To present findings and conclusions, strengths and weaknesses, best practices and lessons learned that can be used to enhance implementation of future Hand in Hand projects.
- 3) To assess the mainstreaming of gender and environmental sustainability in project implementation.
- 4) To assess the performance of the project against the indicators outlined in the Logical framework.

The key evaluation questions which formed the basis for Terms of References are shown in Annex 1.

### **Sampling and data collection**

The study employed a mixed method, cross sectional study design combining document analysis, qualitative and quantitative approaches. Stratified random sampling and purposive sampling were used in order to get important information informed by context (purposive) and reaching out to all sectors of youth (random).

### **Document analysis**

The following documents were analysed: The Project Documents including Annual reports, Scoping Study Report, Midline Review Report, Goal Matrix. Other relevant government documents were also reviewed.

### **Qualitative survey**

Purposive sampling was employed to include a broad spectrum of all stakeholders who were involved in the project. Focus group discussions, participant observation and key informant interviews were used to collect relevant data. One FGDs were carried out comprising of average group size of 7 youth, in each district. The key informant interviews and focus group guides are shown in Annex 5 and 6 respectively. The lists of key informants and focus group discussions who provided valuable information and data about the project are shown in Annex 3. Table 1 shows the categories key informant interviews conducted. A total of 72 key informant interviews were done with key experts drawn from the core program staff and in Chirumanzu and Shurugwi districts.

Table 1: Categories for key informant interviews

District	In school	Out of school
<b>Chirumanzu</b>	Secondary heads	DA, Women Affairs Ministry
	Club patrons	RDC, Health and Child Welfare,
	MASO, HiH Zim	NAC, MASO, HiH Zim, AGRITEX,
	Star for Life and HiH Sweden	Local leaders (Councillor), Mvuma Vocational Training Centre, Ministry of Youth, Star for Life and HiH Sweden
<b>Shurugwi</b>	Secondary heads	DA, Women Affairs Ministry
	Club patrons	RDC, Health and Child Welfare, local leaders
	MASO, HiH Zim	NAC, MASO, HiH Zim, AGRITEX,
	Star for Life and HiH Sweden	Local leaders (Councillor), Ministry of Youth, Star for Life and HiH Sweden

### Quantitative survey

Well trained enumerators were used to collect data from youths using a quantitative questionnaire. Table 2 below shows the sampling approach for the quantitative youth survey differentiated by district, youth category and schooling status and the final sample size. A total of 120 youths was interviewed in the sampled areas. The youth were selected using stratified random sampling from the MEY project data banks. The approach allowed the project to get specific insights of youth needs and trainings within the two categories. This is vital for differential targeting of interventions according to prioritized youth needs. Sixty youths were interviewed in each category – in and out of school. The quantitative survey was random and results show that in both categories relatively more female youth were interviewed. These results are driven by the fact that most female youth compared to their male counterparts actively enrolled and participated in the MEY project.

Table 2: Total sample by district, gender and youth category for quantitative survey

District	Gender	Youth in school (15-17 years)	Youth out of school (18-35 years)
<b>Chirumanzu</b>	Female	13 (43.3)	23 (76.7)
	Male	17 (56.7)	7 (23.3)
	<i>Total</i>	<i>30</i>	<i>30</i>
<b>Shurugwi</b>	Female	21 (70.0)	25 (83.3)
	Male	9 (30.0)	5 (16.7)
	<i>Total</i>	<i>30</i>	<i>30</i>
<b>Overall sample</b>	Female	34 (56.7)	48 (80.0)
	Male	26 (43.3)	12 (20.0)
<i>Grand total</i>		<b>60</b>	<b>60</b>

Notes: The number of youths interviewed and proportions in parenthesis

Data collection was done using paper questionnaire (See Annex 4) and collected information on: demographic information (sex, age category, household composition etc.), MEY enrolment and training, relevance and importance of MEY training, details about the club patrons, shocks and stresses and coping strategies, socio-economic status (household assets, income etc.), perceptions on MEY trainings, income generating activities and barriers, access to financial markets, and sexual and reproductive health.

## **EVALUATION/STUDY FINDINGS**

In the next subsections we present the findings with regards to relevance, design, effectiveness, efficiency and sustainability of the MEY project. These sections are treated as main headings for easy reading.

### **RELEVANCE OF MEY PROJECT**

In-order to understand whether the MEY project was relevant to the needs of the youth, whether it responded to the identified problems and was in line with the government policies and programmes, we provide a brief Profile of Zimbabwean Youth, Zimbabwe Youth Development Policy Context and overview of Youth Programmes in the country. This section draws mostly from document analysis.

#### **Profile of Zimbabwean youth**

Youths are characterized by diverse challenges as they progress to adulthood. Recent evidence noted the following key challenges faced by youths in general; high unemployment, exorbitant education of less quality, limited civic space for effective participation in economic and political spaces i.e. in agriculture, parliament and political parties, drug abuse, youth migration (Gwaka 2018; Scoones et al. 2019). Youths do not have available opportunities and are side-lined, for example, in support of farming because they lack collateral security (Scoones et al. 2019). Unemployment and under employment effect older youth who have completed secondary education and even have tertiary level degrees, but lack relevant skills and training for the job market. The government, NGOs and donors working in Zimbabwe have acknowledged the vulnerability of youths and particularly women. Some of these youth have been to formal school and have passed their Ordinary level exams. Consequently, these same youth rarely enter vocational training programs and tertiary level education. As a result, these youth are excluded from opportunities that require appropriate skills and end up relying on self-taught skills as a way of creating a livelihood.

Youths face many risks as they navigate adolescence – unemployment, teenage pregnancy, sexually transmitted infections (STIs) and gender-based violence (Pufall et al. 2017; Muchabaiwa and Mbonigaba 2019). The life skills that many youths lack mean they are unable to negotiate healthy, equitable relationships to plan their families and their futures. Rural youths are at higher risk and have higher burden of sexual reproductive health problems (Gwede et al. 2001). A high number of youths suffer illness and death each year mainly due to conditions that are either preventable or treatable, hence protecting young people is crucial. Programs and interventions that invest and promote youth education, motivation, health and job creation are crucial to ensure a vibrant and healthy nation in the future.

#### **Zimbabwe National Youth Policy**

Zimbabwe has a principally youthful population with youths constituting the largest proportion of the country's population. The Constitution of Zimbabwe (2013) section 20 defines youths as people between the ages of fifteen (15) and thirty-five (35). This resonates with the African Youth Charter under the African Union (AU 2006) which offers with offers the guide and framework that the current Zimbabwe National Youth policy (GoZ 2013). The Ministry of Youth, Sport and Recreation is the main coordinating ministry for youth programming and has commissioned a review of the National Youth policy in the year 2019. The Zimbabwe National Youth Policy offers a number of strategies which comply with the multi-sectoral nature of the Youth Policy and relate to a range of programmes that should be implemented by a variety of institutions in order to achieve the stated policy goals and objectives. The strategies are grouped under twelve key strategic areas, namely: education and skills development, employment and

sustainable livelihoods, empowerment and participation, migration, gender equality and equity, information, communication and technology, data and research, youth coordination and mainstreaming, culture, sport and recreation, national youth service, youth health and environment (GoZ 2013).

A look at the Zimbabwe Youth National Policy referenced above showed the MEY project properly targeted youth in line with the Zimbabwe constitution and African Youth Charter of the AU. This implies that the appropriate beneficiaries were reached. The MEY project aims to improve health awareness, self-esteem and entrepreneurial motivation among adolescents attending school and unemployed youth and this is in line with the Zimbabwe Youth National Policy, in particular pillars of skills development, employment, empowerment and health. As such, the project is in tandem with the government's policies and programmes.

### **Alignment with Government Ministries and Departments**

The end of project evaluation found that the MEY project has a good level of cooperation with government ministries and departments and add value as the government has limited resources to execute some of their mandates. All representatives of government departments interviewed by the evaluation team highlighted that they have limited resources to implement their different interventions and acknowledged that the MEY project has increased their visibility and mobility and improved their ability to reach out to the youth and other communities. One stakeholder echoed that, *"we are grateful to MEY project for rolling out the entrepreneurship training to complement our core mandate, given that we are heavily constrained in terms of mobility and training resources. As such our desire is to see the MEY project upscaled and implemented in the whole district"*. Below, we give few examples of how the MEY project is aligned to government ministries and departments mandates.

#### **Curriculum Framework for Primary and Secondary Education 2015-2022**

On his official opening of the 8<sup>th</sup> Parliament of Zimbabwe on in September 2013 (MOPSE 2015), the former president emphasised the need to transform the education systems in the country by promoting the learning of science, technology, engineering and mathematics including prioritization of youth empowerment and entrepreneurship. This vision saw the Ministry of Primary and Secondary Education (MOPSE) crafting the Curriculum Framework for Primary and Secondary Education 2015-2022 to transform the education system. Historically, the education system in the country emphasized strong content and knowledge at the expense of skills and competencies. The vision of the Ministry is now centred on developing high-order thinking skills and competencies (MOPSE 2015).

The MEY project, through the Junior star clubs, is developing youth empowerment and entrepreneurship skills through trainings and income generating activities. This resonates and is in line with the country's vision of promoting the competence-based curriculum. The interviewed school and MOPSE officials confirmed that they will continue using the 3-pillar approach developed by MEY in their schools to promote motivation, life skills and entrepreneurship. In addition, they acknowledged and suggested that they will replicate the life skills and entrepreneurship training in their district schools as it is in tandem with the new competence-based curriculum. With additional funds permitting, they suggested that the project should be rolled out in the whole district to ensure wider coverage for the benefit of the youth. Hence, the project is timely as it aligns to the new school curriculum introduced by the Government, with increasing attention to life skills.



### Ministry of Women, Gender, Small and Medium Enterprises

The Ministry of Women, Gender and SME also has an entrepreneurial training model, but presently have limited resources to conduct the training. The Ministry is also running welding and carpentry workshops, which complements the Hand in Hand entrepreneurship training and could be used when the implementation of the technical training component starts.

### Ministry of Youth and Sports

The Ministry of Youth and Sports are running vocational training courses for the youth as well as income generating activities. This Ministry works well with the MEY project given that one of its core mandates is youth training and empowerment. The MEY project raised awareness amongst out of school youths about the courses available at the district vocational training centres.

### Ministry of Health and Child Welfare

The Ministry is working collaboratively with MEY to promote health awareness and uptake of health services. This Ministry works well with the MEY through the Village Health Workers, the health referral system and mobile clinics for disease testing and screening. The project run mobile health clinics in the two districts and this saw youths accessing health services for example, cancer screening, HIV testing and TB screening.

### Overview of youth programs in Zimbabwe

Table 3 below shows an overview of youth centric programmes and projects implemented by government, civil society and donors in Zimbabwe. Examples include the Spotlight initiative funded by the EU which aims to reduce gender-based violence among the youth and women., the DREAMS project funded by USAID to promote youth health and well-being in Zimbabwe. The government of Zimbabwe is also implementing youth financial inclusion and technical training through Ministry of Youth, Empower Bank and Ministry of Small and Medium Enterprises. The MEY project is implemented by Hand in Hand Zimbabwe, Hand in Hand Sweden, Star for Life and the Postcode Lottery. The MEY project is complimenting Government and donor efforts in youth programming. A closer comparative analysis shows that the MEY project is unique in that it is the only one focusing on the three pillars of youth motivation, health and entrepreneurship which are useful for youth development. The majority of programmes focus only on health and entrepreneurship and ignore the motivation aspect. As one stakeholder interviewed said: *“It takes a motivated and healthy youth to be entrepreneurial”*, Program officer, *Sburugwi and Out of School Youth, Chirumanzvu*.

In Table 3, we locate the MEY project in the broader youth programming context in the country and alignment to the implementing partners strategies. The key message is that MEY is complementing Government, donors and Civil Society youth programming efforts in Zimbabwe. In addition, the project is unique in that it combines motivation, health and entrepreneurship trainings for the benefit of the youth and community at large. Overall, the project is aligned to the priorities and strategies of the community and the country. In addition, it is in line with the Hand in Hand goal of building socio-economically resilient communities; Star for life’s, vision of a future in which young people are empowered to realise their dreams as responsible members of caring communities, and the Postcode Lottery goal to support people, the environment, development cooperation, sport and health care, culture and welfare.

Table 3: Examples of Youth programs by donor and implementing organization

ORGANISATION	PARTNER/S	Programme Scope
<b>Hand in Hand Zimbabwe, Hand in Hand Sweden, Star for Life and the Postcode Lottery</b>	Motivated and Entrepreneurial Youth (MEY) - Hand in Hand Zimbabwe, Hand in Hand Sweden, Midlands Aids Support Organization, Star for Life (2017-2019). Working in Chirumanzu and Shurugwi districts of Midlands	<ul style="list-style-type: none"> <li>• Instil hope and provide livelihood alternatives for young people through training in health, motivation and entrepreneurship in Zimbabwe.</li> <li>• Improving health awareness, self-esteem and entrepreneurial motivation among adolescents attending school (15 to 18 years) and unemployed youth (18 to 35 years) and strengthen income generating activities among the youth.</li> </ul>
<b>EU (European Union)</b>	Ministry of Women Affairs, Community, Small and Medium Enterprises Development and Civil Society Organisations (UN Agencies – ILO, UNDP, UNESCO, UNFPA, UNICEF, UNWomen) - <b>Spotlight Initiative.</b>	<ul style="list-style-type: none"> <li>• To eliminate all forms of violence against women and girls (VAWG)</li> <li>• Target directly and indirectly 11 million beneficiaries’ particularly rural women and girls, women and girls living with disabilities, and women living with HIV.</li> </ul>
<b>USAID’s PEPFAR (DREAMS Initiative) (Determined, Resilient, Empowered, AIDS-free, Mentored and Safe) started in 2014</b>	<ul style="list-style-type: none"> <li>- SAfAIDS, National AIDS Council, Youth Advocacy in Zimbabwe</li> <li>- Bill &amp; Melinda Gates Foundation, Girl Effect, Gilead Sciences, Johnson &amp; Johnson, ViiV Healthcare</li> </ul>	<ul style="list-style-type: none"> <li>• To empower adolescent girls and young women to protect their health and well-being; and to reduce rates of HIV among adolescent girls and young women</li> </ul>
<b>ILO (International labour Organization)</b>	- Ministry of Youth, Indigenization and Economic Empowerment (MYIEE) - Youth and Women Economic Empowerment Project (2017-2020)	<ul style="list-style-type: none"> <li>• Contribute towards the reduction of unemployment, among the youth and women, through the creation of employment opportunities in a number of areas, including agribusiness value chains and artisanal mining.</li> </ul>
	- Ministry of Women Affairs, Gender and Community Development (MWAGCD) - Youth and Women Economic Empowerment Project (2017-2020)	<ul style="list-style-type: none"> <li>• To provide training services and products to increase employment opportunities for young Zimbabweans.</li> <li>• 22,000 youth to acquire entrepreneurship skills, gain valuable job experience</li> </ul>
	- SNV - Rural Youth Solar Training Project	<ul style="list-style-type: none"> <li>• Targets to train 360 rural and peri-urban youth based in solar technologies and business skills; Offer business skills training and facilitate networking platforms between established solar companies and the trained youth.</li> </ul>
<b>Government of Zimbabwe</b>	-Ministry of Youth, Sports, Arts and Recreation, -Empowerment bank, -Women’s Bank, -Ministry of Women Affairs’, Community, Small to Medium Enterprises	<ul style="list-style-type: none"> <li>• To improve the financial inclusion for youth being sensitive to specific challenges that Youth faced e.g. lack of collateral security, TVET institutions offering skilling and incubation of youth enterprises e.g. Mushagashe, Kaguvi Training Centres, Technical Training through Polytechnic Colleges</li> </ul>
<b>UNICEF (United Nations Children and Education Fund)</b>	SNV Netherlands	<ul style="list-style-type: none"> <li>• Opportunities for youth and climate change. To assist youths come up with ideas that will facilitate the transition into green economic development.</li> <li>• To help innovative and young entrepreneurs to come up with environmentally friendly ideas, systems or models to address the emerging ecological and economic challenges that face Zimbabwe</li> </ul>

## DESIGN AND MANAGEMENT OF MEY PROJECT

In this subsection, we assess the design and management of the MEY project in terms of funding, intervention and matrix logic, refine and implement approach, consortia management, MEAL system, branding and visibility.

### Funding

The overall project budget for MEY is SEK 7 million, out of which about SEK4.6 million, SEK 700 000 and SEK 700 000 were allocated to Hand in Hand Zimbabwe, Star for Life and MASO respectively. Interviews with Hand in Hand management indicates that some budget lines were underestimated – for example petrol and vehicle maintenance and vocational training budgets were insufficient given that the project is geographically dispersed and project staff have to cover big distances to train and support the Star Clubs. There were also higher and unforeseen costs for inception and partnership meetings, training of Trainers (Hand in Hand and MASO) and refresher training of Hand in Hand and MASO field staff and in-school patrons, rentals of field offices. In addition, follow-up training workshops for Star Club members also proved costly as meals were provided. In addition, the prevailing liquidity and fuel challenges in Zimbabwe resulted in additional costs of conducting business. There was rampant inflation which sky rocketed to over 540 per cent per year as of February 2020. However, no inflation or cost increases were foreseen in the budget and thus compounded the budget shortfalls. Overall, the project was underbudgeted since its inception and this caused difficulties and restrictions in the implementation of activities in the field and had an impact on the availability of resources for some of the project partners. Future programming should include a wider analysis of the expected costs against the dynamic Zimbabwean economic context.

### Intervention and matrix logic

The MEY project was designed as a pilot intervention aimed at testing a new approach towards in-school and out of school youth to improve their social, economic and health conditions. Considering its nature and the unstable economic environment in the country, the project has overcome some expectations, in particular concerning the following:

- a) The integration of the three components of entrepreneurship, life skills and motivation, and sexual and reproductive health and rights (SRHR) has been particularly successful. Each component complemented the other, creating a methodology that has proven effective according to the internal mid-term evaluation (Hand in Hand 2018) and this end of project evaluation.
- b) The project addressed relevant issues affecting the Zimbabwean youth, such as:
  - Lack of job opportunities for out of school youth living in rural areas,
  - Internal mobility from rural to urban areas,
  - Lack of perspectives and self-confidence for in-school youth at the end of their education, and
  - Incidence of sexually transmitted diseases among youth, and lack of awareness on SRHR related issues.

The project follows a clear, well thought and realistic intervention logic where activities lead to outputs and outputs lead to outcomes and potential impact. The evaluation found that the youth are becoming empowered through motivation, entrepreneurship training and increased health awareness. In addition, the MEY training and awareness-raising lead to self-employment and increased income for beneficiaries. A comprehensive goal matrix was developed for the project and included key indicators, qualitative and quantitative targets differentiated by year and youth category: in and out of school. The Goals matrix

focusses only on training indicators and lacks other complementary activities such as review meetings, school competitions, joint monitoring activities crucial for the achievement of different outcomes. In addition, a detailed risk matrix is missing. Hence a detailed and budgeted work plan, Logframe, GANNT chart should be developed for future programmes in addition to a detailed risk matrix. The evaluation team also found out that Hand in Hand implements in-school youth programmes in India (mostly aimed at improving education conditions and fight child labour) and Kenya (with a focus on entrepreneurship). However, the methodology used in MEY is unique as it includes all the three components. The MEY is the first project to implement the three-component methodology and could therefore be intended as a pilot for the whole Hand in Hand global network.

### **Adaptive programming - Refine and implement (R&I) model**

The project benefitted from the capacity of the implementing teams (HiH Zimbabwe and MASO) to adapt their actions to a very dynamic context and to limited resources. For example, to address budget short falls, the project resorted to a flexible adaptive management approach. The budget shortfalls have been covered by contributions from the Hand in Hand Zimbabwe Job Creation programme, also supported by Hand in Hand Sweden, through the Swedish Postcode Lottery. In addition, to these, HiH Sweden also provided additional funds during the second year of implementation to cover additional project costs. There have also been reallocations between different budget lines, for instance from the vocational training budget line.

The evaluation team noted there was no structured project activities/budget revision soon after inception. When there was a fear that established quantitative targets would not be met, the project resorted to clustering groups and then training them to speed up the training. Another option would have been to do a project activity and budget revision to ensure that all complementary activities as well as targets are realistically set and well-resourced, allowing for revisions. The project relied on additional funding from Hand in Hand to cover for some shortfalls. To address the challenges associated with activity, budget and target revisions the project could have benefitted by implementing a Refine and Implement (R&I) model in line with the emerging international best practice (Carey et al. 2009; USAID LEARN 2016). Recent programs have shifted to a 5-year programming to allow for this, for example the Zimbabwe Agricultural Growth Program funded by EU. The R&I model is normally conducted 6 or 12 months after project inception (USAID LEARN 2016) to clearly understand and refine the

- Needs, priorities, and opportunities through community engagement and initial implementation;
- The viability and local contextualization of specific approaches;
- Lessons learned from related programming, both prior and ongoing, including key successes; challenges, and needed adaptations or innovations to improve impact and sustainability; and
- Political economy analysis to guide revision of financial budgets, implementation timelines and methods.

### **Monitoring, Evaluation, Accountability and Learning (MEAL)**

The evaluation team found the project lacked a structured and resourced Monitoring, Evaluation, Accountability and Learning (MEAL) system with all MEAL functions in the districts conducted by program staff. The MEY project only includes a Monitoring and Information System (MIS), which is just one subset of the MEAL system. The MIS is in place and monitoring forms have been developed and are used by Hand in Hand Zimbabwe. However, the MIS does not capture the health and motivation components and MASO monitoring data is not fed into the Hand in Hand MIS system. Future programming should develop an independent MIS project to capture and track all the entrepreneurship,

motivation and health indicators. The MIS should be developed in such a way that it is in real time, and captures indicators differentiated by gender and youth category. HHH staff have been trained on data collection tools and monitoring forms have been developed and are being used. The reviewed sampled files for Star Clubs were found to be in order with the following filled forms; Group registration form, Individual profiling forms, attendance registers and pre-evaluation forms and are placed under each group file. In terms of reporting, the Field Officer (FO) sends reports to the Area Manager (AM) for consolidation and preparation of district reports. Similarly, MASO trainers report to the MASO project manager. Project reporting is thus done by component with MASO reporting to Star for Life and the MASO project manager reporting to the Hand in Hand in Hand project manager. The annual project report is prepared by the Hand in Hand MEY Project Coordinator.

Following international best practice, we recommend that future MEY programming should develop a well-structured MEAL plans and budgets and a separation of programming and MEAL functions. The project should have an independent MEAL unit; at least one MEAL focal person assisted by field-based MEAL assistants to drive the monitoring, evaluation, accountability and learning agenda of the project. This unit should be responsible for report writing with assistance from field staff. The MEAL focal person should also sit in the Project Steering Committees.

### Consortia management

A dedicated and motivated staff is running the MEY project. The MEY project is implemented by a consortium of Hand in Hand Zimbabwe and MASO with technical backstopping from Hand in Hand Sweden and Star of Life, Sweden and South Africa. Increasingly, donors have shown a willingness to fund projects run by consortia to encourage diversity and combine expertise from various partners for the benefit of the youth. Hence, the project is in line with the new donor trend. In addition, this project was the first occasion for the partner organizations to collaborate so closely together. Considering the context and the difficulties in terms of budget, the partnership worked quite well. Frequent bimonthly coordination meetings among partners (including those not based in Zimbabwe) might bring benefit to the overall implementation. Table 4 shows the partners and their responsibilities in the MEY project.

Table 4: MEY partners and their responsibilities

MEY Partner	Category	Responsibility
Hand in Hand Sweden	Lead Agent	Overall leadership, project coordination and donor relations and resource mobilization
Star for Life	Co – lead agent	Coordination and management of motivation and health components and provide guidance to MASO
Hand in Hand Zimbabwe	Implementing partner	Overall coordination and management of project in Zimbabwe, coordinate the entrepreneurship activities
MASO	Co-implementing partner	Coordinate and training on health and motivation components, in-school monitoring

Though, the three components are managed and implemented as separate entities, one component by Hand in Hand and two by MASO/Star for Life and there has been improved coordination and sequencing to deliver the components as one to ensure synergies. At the district level, coordination was found to be optimal as the HiH Area Manager is in charge of the overall management of the project. This is in line with the Project Agreement that states that HiH Zimbabwe should assume overall responsibility for the implementation of the combined motivation and entrepreneurship training for people outside schools, and for monitoring project results outside and in schools, with the support of MASO. This collaboration has seen MASO trainers housed in Hand in Hand district offices for closer coordination,



joint planning, training and monitoring of MEY events. There is evidence of strong collaboration of MASO and Hand in Hand project staff in the country and district offices. Such partnership should be fostered and exploited to jointly resource mobilize and implement future projects.

### **Branding, communication and visibility**

The MEY project staff and trained youths in various exposure and exhibitions in 2019. These included the annual Midlands Agricultural Society Show, Zimbabwe Agricultural Show in Harare, Sangani /Hlanganani Expo in Bulawayo, and National Association of NGOs Forum in Harare. Participation in these exhibitions was primarily to link youth enterprises to other external markets and profile the visibility of the MEY project. Wares exhibited include nutrition porridge, school uniforms, dried vegetables, crafts, pots and liquid soaps.

It is worth mentioning that HiH Sweden realised two videos highlighting success stories from the project. The videos were financed through project funding and were mostly meant for a Swedish audience to enhance project visibility. The videos are accessible from the following links:

[https://www.youtube.com/watch?v=mwSrM7s\\_XJ8](https://www.youtube.com/watch?v=mwSrM7s_XJ8)

<https://www.youtube.com/watch?v=epKwUlrprfg>

Due to budgetary constraints the project did not have visibility and promotional materials such as signage, infographics, banners and fliers for in country promotions. The promotional materials were mostly limited to calendars shared with government partners. The evaluation team saw little profiling of the donor; the Postcode Lottery (PKL) on the training materials and most reports produced earlier than June 2018. For example, the PKL logo could have been put on the poster calendar developed by the project, on the dream books and all training manuals. The recent annual report (Hand in Hand 2020) is a good example where there is good logo profiling of the donor and implementing partners. The visibility, learning and knowledge products should also be displayed in the offices of the project coordinator and district offices as a best practice. The project is also encouraged to be aggressive on the social media platforms such as twitter and blogs to attract attention and show case the project internationally to donors and other interested partners. Capacity building of program staff in branding, communication and visibility will be needed to drive this agenda forward.

## **EFFECTIVENESS AND IMPACT OF MEY PROJECT**

### **Achievement of qualitative and quantitative targets**

Results in Table 5 and 6 show to what extent the MEY project has achieved its qualitative and quantitative targets based on data from the GOAL Matrix and annual reports. In addition, we link the specific indicators to relevant SDGs where appropriate to show how the MEY project contributed to the SDGs. Annex 2 shows the full details of the GOAL Matrix. We also present the percent achievement and remarks on key strategies or factors contributing to success or failure, to enhance learning and guide future programming. Overall results show that the project achieved its targets and we can conclude that it succeeded in training and motivating the youth and empowered them with better health related knowledge. Hence, the project contributed to improving life skills and livelihoods of youth and the communities.

### **In school component**

For the in-school component, the project is on target with the establishment of 60 Junior Star Clubs (JSC) and the end of project target of enrolling 1200 youth have been achieved (Table 5). A 140%

achievement was recorded owing to huge demand from the youth which resulted in oversubscription. This high demand for enrollment into the clubs demonstrate the importance of the project to the youths. According to project statistics, approximately 1,595 Junior Star Club members had undergone motivation, health and entrepreneurship training by patrons, above the target of 1,200. The training of JSC members is organized as an extra-curriculum activity and conducted by patrons (teachers). There are two patrons per school, one female and one male. Trained patrons will train students in all three areas. Following recommendations from the mid-term evaluation the patrons mentioned that they were concentrating on all the three topics. In general, the patrons and school heads were found to be motivated and showing a personal interest in the MEY three pillars approach. All of the patrons highlighted that they found the MEY training of personal use and had started an entrepreneurial activity or using the concepts trained on their day to day activities. This shows that the project indeed has beneficial spill-over and ripple effects. There is scope for using the 3-pillar approach in other development interventions.

There is documented evidence of enhanced academic performance (Hand in Hand 2020). For example, 57 youth of the star club members in 8 secondary schools in Shurugwi passed their ordinary levels with 5 or more subjects. In Chirumanzu, 5 star club members achieved overall best performance for ordinary level results and 3 star club members passed their advanced level and were the top students at the school (Hand in Hand 2020). Interviews with school heads, patrons and students indicate that the JSCs are active and meeting regularly. The students confirmed that they are empowered with relevant life skills, such as taking care of their health, motivation and livelihoods. In addition, the schools are also benefitting from the revenue from the star clubs. Students, school heads and patrons bore witness of high discipline, enhanced academic performance, teenage pregnancy rates going down, students accessing health services, less school drop-outs, and increased awareness of sexual risks.

There are widespread artisanal mining activities in Shurugwi and Chirumanzu which could contribute to risky behaviours such as drug abuse and sexual behaviour. In most Junior Star Club there had been a lot of attention given to the prevention of risky behavior such as engaging in sex with artisanal miners for material gain. It was noted that club members were actually changing their sexual behavior and, in addition, they were going for HIV testing and cancer screening. The district education inspectors, headmasters, program staff highlighted that Junior Star Club members have more self-confidence and are more likely than other students to take up health services, and are more disciplined and motivated than others. They clearly highlighted that this was also evident during the school's competition. The project attained its objectives in that the students are aware of entrepreneurship as a future livelihood option and some JSCs have already started some form of enterprises such as broiler and layers production, barbershops, market gardening, buying and selling of sweets.

Evidence from the recent annual Hand in Hand report (2020), shows that 12 out of 15 JSC in Shurugwi had running enterprises including broiler and layers production, market gardening, barber and raising rabbits. The high inflationary environment in 2019 negatively impacted the establishment of Junior Star Club enterprises. In Chirumanzu, only 4 JSC had viable enterprises that included goat keeping, baking, barber and selling manure. Schools reported having financial challenges to start and sustain enterprises due to price inflation triggered by the high inflationary environment in 2019. In addition, some schools stopped their enterprises towards the end of 2019 as some club members had completed their Ordinary and Advanced levels. Overall, the MEY project directly contributed to promotion of SDGs 3 (good health and wellbeing) and 4 (quality education) among the in-school youths (Table 5).

Table 5: Key indicators, targets and percent achievement for in school youths

Output	Key indicators	YEAR			Target	Achieved	Percent (%) achieved	Remarks and comments	Link to SDG
		1	2	3					
1.1.2	Number of teachers and club patrons trained in Star for Life health and life motivation training	60	0	0	60	60	100	Good buy-in & centralized training, high demand	3
1.2.2	Number of teachers trained in HiH entrepreneurship training for school youth.	60	0	0	60	60	100	Good buy-in & centralized training, high demand	4, 5
1.1.2	Number of existing Junior Star Clubs	30	30	60	60	60	100	2 recruitments were done, old members used to train and mentor new ones	
1.1.3	Number of Junior Star Clubs meeting regularly (once per week)	30	30	0	60	60	100	Clubs follow the set school club days and, some, met more than once a week	
1.1.2	Number of visits/coaching of teachers/schools by MASO (1 visit per school per quarter)	26	85	72	240	183	76.3	Health and Motivation activities under budgeted. One vehicle for two districts which affected mobility and trainings	
1.1.2	Number of Junior Star Club members mobilized	1342	912	773	1200	1685	140.4	Oversubscription, high demand, good buy-in	
1.1.1	Number of youths (15-18) trained in Star for Life health and life motivation training	892	915	1595	1200	1595	132.9	Oversubscription, high demand, good buy-in	3, 5
1.2.1	Number of youths (15-18) trained in entrepreneurship and basic business skills	832	428	1595	1200	1595	132.9	Oversubscription, high demand, good buy-in	4, 5

Source: Hand in Hand (2020)

### Out of school component

The target of the project is that 2,500 youth will be involved in star clubs and that 312 Star Clubs would have been formed (Table 6). The project went beyond its targets with 2,869 youths mobilized and 344 Star Clubs formed in March 2020. However, only 245 Star Clubs are currently active, denoting a 78% achievement. Internal conflicts, youth mobility coupled with hyperinflation were cited as the major reasons why some of the star clubs had collapsed. As an adaptive programming strategy, the MEY has included relatively older and non-mobile people in the groups to stabilize them and reduce drop outs. Examples of stabilizers could be married couples who have no propensity to migrate. The project has also struggled to retain male youths owing to their migratory behaviour, and who may be less patient to complete the 6-month training cycle. Seventy four percent of the 2,500 youths completed the entrepreneurship training and graduated while 81% did the same for health and motivation.

Female participation in the Star Clubs was well above the target and was at 132%, compared to male participation at 88%. Evidence from the two focus group discussions indicate that young women are being empowered and that their voices are increasingly being heard in families and in village meetings and that they are gaining confidence. Program staff informed that young men are too mobile while young women have a more stable presence in the village and are more likely to stay with the Star Club.

Key achievements were notable in the number of enterprises created and enhanced, as well as jobs created by the MEY project. To date, the project recorded a total of 1,654 enterprises and 1,907 jobs created which is an achievement rate of 165% and 190% respectively. This can be attributed to the increased knowledge and capacity of youth to establish and run enterprises. The increases in enterprises and jobs can also be due to the economic meltdown in Zimbabwe. For survival purposes, youth had to be innovative and enterprising. A number of youths also became formally employed at the local shops as shopkeepers using their MEY certificates, while other trained youths formed their own business and are employing other youths. The common enterprises created are small livestock rearing, cross buying and selling, food processing and horticulture production. In Shurugwi, we found two youths running successful butchery and hair saloon and employing one other youth, resulting in job creation. Other types

of enterprise encompass flea markets, piggery and sewing. Across the two districts, the findings are that most of the club members met have an individual enterprise even if they are running a group enterprise.

The health training has progressed quite well and the system of referrals by MASO trainers and health facilitators to local clinics and services appears to function. Evidence from quantitative survey show the all youth interviewed, regardless of category, were accessing health services. Anecdotal evidence showed that Star Club youths were found to be seeking an array of health services ranging from family planning, HIV testing, counselling and medical treatment. They were going for testing of infectious diseases, in order to know their status and to get treatment, and the clinics are able to provide the needed services. HIV/AIDS testing was provided free of charge. In addition, the youth are accessing family planning services and contraceptives and young men go for recommended circumcision. Access to, and availability of drugs, medicines and injections were the most essential health services that youth found challenging. The motivation training was highly appreciated by all the 120 youths interviewed who claim that its unique and will help them unleash their full potential and dreams.

Qualitative findings highlight that Star Clubs members are very satisfied with the entrepreneurship, health and motivation trainings. The entrepreneurship training had taught them about positive attitude, health behaviour, money management, record keeping, marketing, pricing, and opportunity identification, amongst other business skills. They have also organised and started internal savings and lending associations to avail small loans to members on a rotating basis.

The MEY project linked youth entrepreneurs to vocational training by engaging Shurugwi Vocational Training Centre and Mvuma Vocational Training Centre Chirumanzu. A total of 520 youths was linked to vocational training, contributing to 69% of the target. The vocational training is a specific career or trade which put focus on practical applications of skills and knowledge learned. The training is aimed at preparing learners to be ready for a specific career and emphasis practical and hands-on skills development. These courses range from short course to long course depending on the depth of skills needed by learners. Some of the vocational skills on offer include auto electrics, motor mechanic, carpentry and joinery, brick and block layer, cosmetology and hairdressing, agriculture, hotel and catering, clothing technology and metal fabrication. Anecdotal evidence from authorities at Mvuma Vocational Training Centre revealed they have seen an increased enrolment of youth for Vocational training because of the information dissemination conducted by the MEY project. Overall, the MEY project directly contributed to promotion of SDGs 3 (good health and wellbeing), 4 (quality education), 5 (Gender equality), 8 (decent work and economic growth) among the out of school youths (Table 6).

Table 6: Key indicators, targets and percent achievement for out of school youths

Output	Key indicators	YEAR			Target	Achieved	Percent (%) achieved	Remarks and comments	Link to SDG
		1	2	3					
2.1.2	Number of HiH Zim staff and MASO staff trained in Star for Life health and life motivation	17	15	0	18	17	94.4		3, 17, 5
2.1.1	Total number of youths mobilized within Star Clubs	900	1294	675	2500	2869	114.8	Huge interest in enterprises. High expectations of getting loans & some dropped when expectations were not met	8
2.1.1	Number of female youths mobilized within Star Clubs	574	915	500	1500	1989	132.6	Project deliberately targeted females, they are the ones who usually available in the districts	8, 5
2.1.1	Number of male youths mobilized within Star Clubs	326	379	175	1000	880	88.0	Males highly mobile. High drop rate of males due to other pull factors like artisanal mining	8
2.1.1	Number of Mobilized Star Clubs	102	157	85	312	344	110.3	Presence of ward based EDF and Health facilitators. They knew the youth understood their culture and norms	8
2.1.1	Number of active Star Clubs	98	235	245	312	245	78.5	Cash shortages and inflationary economy and the community activities. Active was measured by frequent meetings and savings	8
2.2.1	Number of members completed module 1.	767	1186	869	2500	2822	112.9	M1 is the entry point to the groups and therefore highly attended as the interest is still high	8
2.2.1	Number of members completed module 2.	537	1112	872	2500	2521	100.8	Same as Module 1 interest was still high and knowledge limited therefore commitment was high	8
2.2.1	Number of members completed module 3.	290	1139	915	2500	2344	93.8	Youth started dropping out in M3 hence the reduction in numbers, some started enterprises and got committed in them & forego trainings.	8
2.2.1	Number of members completed module 4.	140	1169	985	2500	2294	91.8	Youth mobility also played a huge part in attendance of module 4 and 5. Loss of interest in trainings and the economic meltdown led to relocation of youth to other towns. Complaints about trainings taking long also led to some not attending trainings but opted for running their established enterprises	8
2.2.1	Number of members completed module 5.	55	1185	902	2500	2142	85.7	Same as with Module 4	8, 5
2.2.1	Number of youths (18-35) who completed HiH entrepreneurship training and received certificate	0	1003	848	2500	1851	74.0	This activity was not budgeted for and therefore this affected delivery	8
2.1.1	Number of members completed workshop 1	0	1309	751	2500	2060	82.4	WK1 was done after module 1 and 2 of entrepreneurship, interest was still high hence high completion rate though some could not attend	3
2.1.1	Number of members completed workshop 2	0	1270	759	2500	2029	81.2		3
2.1.1	Number of members completed workshop 3	0	1164	851	2500	2015	80.6	Attendance in Health and motivation trainings was affected by the staff composition of the project. HiH had 2 Field officer training entrepreneurship and the same people were trained by one MASO PO, therefore there were more groups to follow up for MASO	3
2.1.1	Number of members completed workshop 4	0	1160	847	2500	2007	80.3	To ensure a balance in trainings, HiH FO were also trained to train the health and Motivation and there trained the youth as well. The Interns were trained as trainers and they assisted with trainings.	3
	Number of groups reached with health and motivation training	43	145	103	312	291	93.3	Available/ active groups were reached, those not reached had dropped out after Module 1 and 2.	3
2.1.1	Number of workshops conducted by MASO	76	579	447	1248	1102	88.3	Workshop were done with active groups	3
2.1.1	Number of Youth (18-35) completed training in health and life motivation by MASO	0	1160	847	2500	2007	80.8	Drop outs along the way. Trainings should be aligned such that youth are reached with all three components simultaneously instead of having separate sessions on a separate date	3, 5
2.2.1	Number of enterprises created and/or enhanced.	307	517	830	1000	1654	165.4	Trainings encouraged establishment of business and uptake was high. Project dealt with unemployed youth and entrepreneurship was the relied-on source of livelihood. New enterprises were created while existing enterprises were enhanced and or diversified	8, 3
2.2.1	Number of jobs created within enterprises	326	524	1057	1000	1907	190.7	Job counted when an individual was involved in an economic activity for more than 24 hours a week and generated income. Most youth who established enterprises were realizing income and created huge interest. Jobs are more than recorded enterprises as some youth employed other people, hence recording more jobs	8, 3
2.2.2	Number of youths that receive technical training	0	632	637	1250	1269	101.5	Skills training related to the established enterprises were appreciated and well attended. These were complemented with look and learn tours	8,3



2.2.2	Number of youths linked to vocational training	0	191	329	<b>750</b>	<b>520</b>	<b>69.3</b>	VTC linkages were done from the 2 <sup>nd</sup> year of implementation. First year implementation started late due to inception and protocol activities. Activities were mainly focused on mobilization and training. Linkages were done with Shurugwi, Gweru and Mvuma VTC. Actual registrations were not followed up though VTCs reported of a high number of new recruits in 2019	8, 3, 4
2.2.3	Number of youths actively saving in Star Clubs	0	1028	917	<b>1750</b>	<b>917</b>	<b>52.4</b>	Inflation eroding savings	8, 5
2.2.3	Number of youths accessing loans from Revolving Fund	0	0	33	<b>500</b>	<b>33</b>	<b>6.6</b>	Low appetite for lending due to inflation	8

Source: Hand in Hand (2020)

## Youth motivation, health awareness and empowerment

This subsection addresses key questions about the effectiveness of the project. These questions include whether the project has succeeded in motivating the youth; empowered them with better health related knowledge, and whether there have been changes in behaviour. In addition, whether the MEY project raised awareness among the in-school youth (15-18) and out of school youth (18-35) in promoting entrepreneurship as a livelihood option.

We rely on data from quantitative and qualitative surveys. In the survey, we asked youths about their perception about whether youth trainings through Star Clubs improves academic performance, builds self-confidence, enhances responsibility and decision making, reduced risk health behaviours, improves business and financial skills and their recommendations for MEY project to continue. A four-point response scale where youth could provide a single response to either strongly agree, agree, disagree and no opinion was provided. Perceptions are crucial as they drive behaviours. Perceptions are often targeted in behaviour change interventions, and recent meta-analytic evidence suggests that interventions that successfully engage and change risk perceptions produce subsequent increases in health behaviours (Ferrer and Klein 2015). This provides a proxy measure of how the MEY motivated the youth and empowered them with better health knowledge. Figure 1 shows youth perceptions about different behavioural outcome for in-school youths. The majority of in-school youths strongly agree that trainings provided through the star club improves academic performance (81.7%), builds self-confidence (75%), reduce risk health behaviours (86.7%), improves financial skills (60%) and empowers youth to start own income generating activities (78.3%).

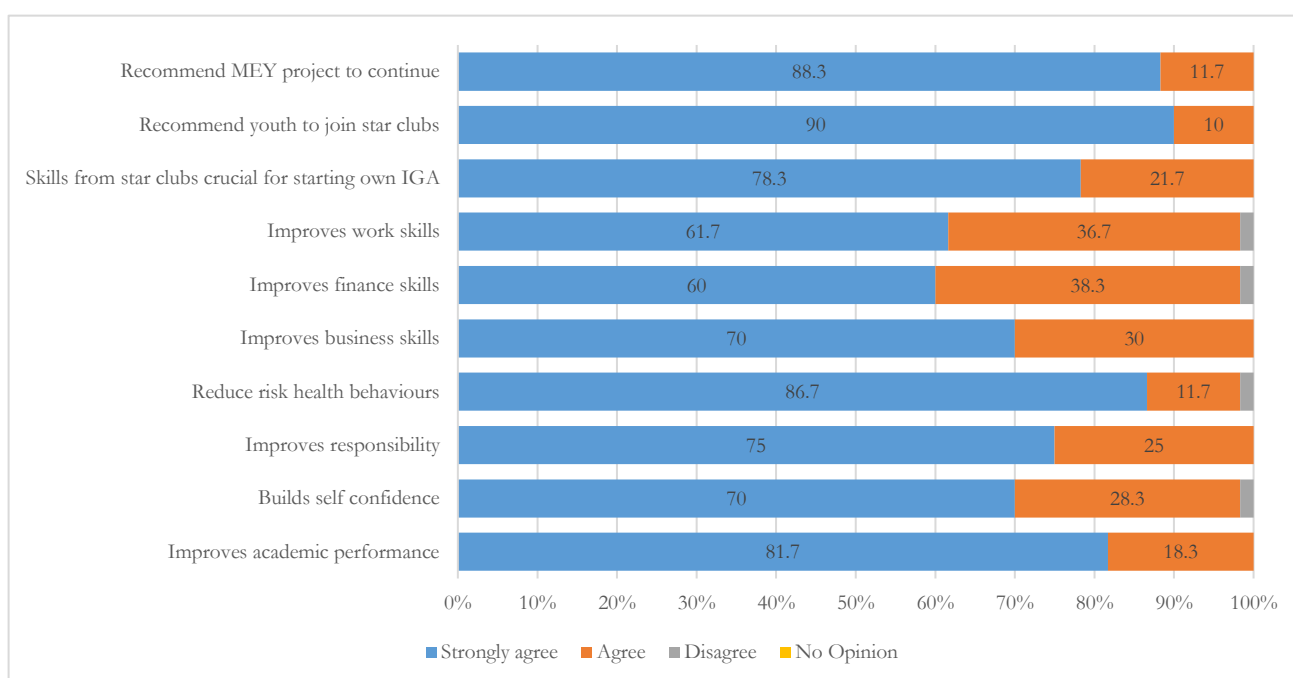


Figure 1: Perceptions of in-school youth on the usefulness of training through Star Clubs (n=60)

The perceptions about different behavioural outcomes for out of school youths are shown in Figure 2. The majority of out of school youths strongly agree that trainings provided through the star club improves academic performance (53.3%), builds self-confidence (61.7%), reduce risk health behaviours (71.7%), improves financial skills (66.7%) and empowers youth to start own income generating activities (81.7%). Over 83% of the out of youth will recommend other youths to join the star clubs as well as the

MEY project to continue.

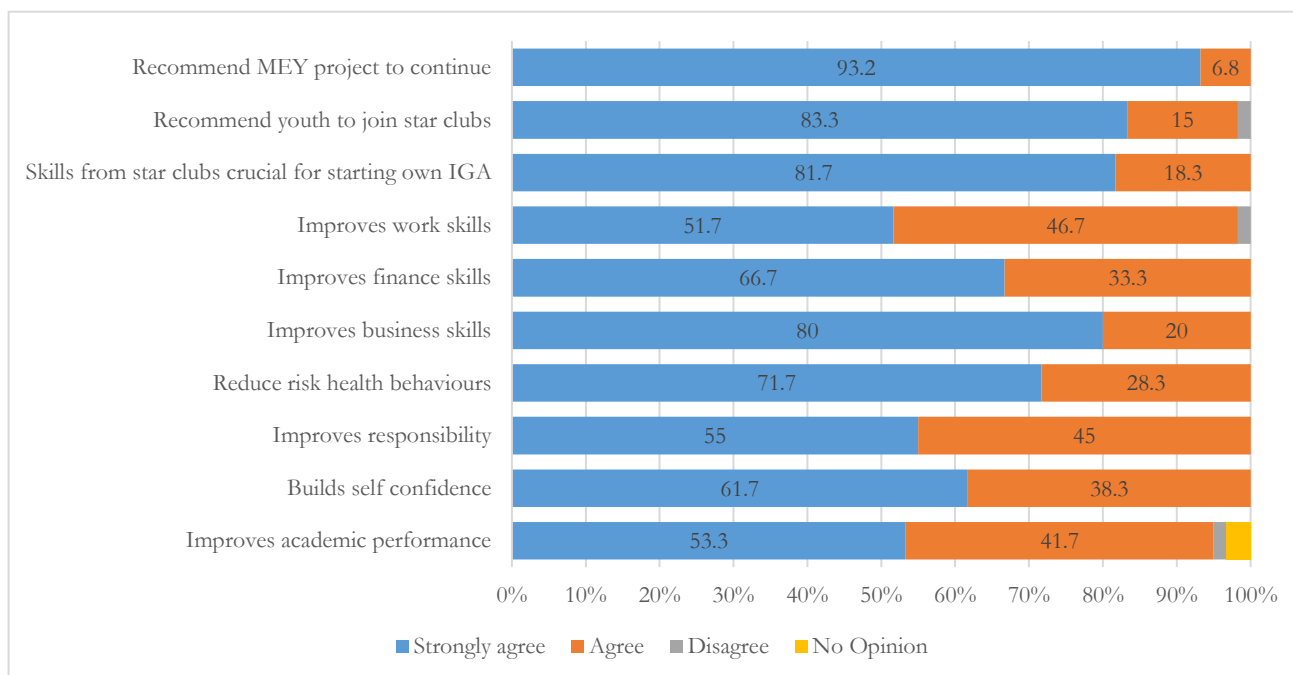


Figure 2: Perceptions of out of school youth on the usefulness of training through Star Clubs (n=60)

Based on the results above, we can conclude that the project was effective in motivating the youth, empowering them with health-related knowledge and entrepreneurship skills.

### Star clubs and income generating activities

Star Club members are trained on enterprise development, which is crucial for livelihood enhancement. All the Star clubs interviewed confirmed that the MEY programme helped them with regular training on Enterprise development and management. From a programming perspective, it is crucial to understand to what extent have members of Star Clubs started micro enterprises and to what extent do the enterprises generate an income? Income generating activities (IGA) are key building blocks to building youth resilience. Results in Table 7 show that all the youths regardless of the category were engaged in some form of income generating activities in their Star Clubs. These included petty trading, horticulture, savings, poultry, saloon, maputi, confectionaries and arts. Savings, horticulture and petty trading were the dominant Star Club IGAs in the overall sample. A higher proportion of youths (30.8%) in Chirumanzu were engaged in horticulture followed by savings and petty trading. With regards to Shurugwi, the dominant star IGAs included savings (27.4%), hair saloon (16.7%), petty trading, chicken production and maputi making.

Ninety-one percent of the Star Club businesses were operational during the time of interviews. Inflation was cited as the major driver that contributed to the non-operation of the few IGA that collapsed. The last two columns show the IGAs differentiated by youth category. Results show the petty trading, horticulture, hair saloon, chicken production and maputi were popular amongst the in-school youth. The out-of school youth predominantly engaged in savings (51.7%) followed by horticulture (13.8%) and chicken production (9.2%). These results demonstrate the both farm and off-farm interventions are crucial for youth programming. Youth in Zimbabwe have limited access to land and other productive assets and this affects their livelihood options. This is similar to results in other African countries (Bezu and Holden 2014). *Interventions that allow youth to form groups and access land for agriculture or business activities*

*should be promoted.* Efforts in building youth livelihoods should also explore opportunities to value add, package and brand their products to increase their competitiveness in the market as well as enter niche markets. The youth seem to prefer IGAs that require shorter cycles before getting returns and these results call for a youth differentiated targeting and programming.

Table 7: Star club IGA differentiated by district and youth category (%)

	Overall sample	District		Category	
		Chirumanzu	Shurugwi	In school	Out of school
IGA (1=yes)	100	100	100	100	100
N	120	60	60	60	60
<i>IGA activities (multiple responses possible)</i>					
Petty trading	14.3	14.3	14.3	22.7	5.7
Horticulture	17.1	30.8	2.4	20.7	13.8
Tuck-shop	1.7	3.3	0.0	3.4	0.0
Chicken production (broilers, layers)	10.3	8.8	11.9	11.4	9.2
Indigenous chickens	1.7	1.1	2.4	0.0	3.4
Maputi	6.9	2.2	11.9	11.4	2.3
Small livestock production	4.0	6.6	1.2	6.8	1.1
Savings/Mukando	26.3	25.3	27.4	1.1	51.7
Food processing	4.0	0.0	8.3	0.0	8.0
Detergents/soap making	2.3	1.1	3.6	1.1	3.4
Hair saloon/barber	8.0	0.0	16.7	14.8	1.1
Confectionery	2.9	5.5	0.0	5.7	0.0
Art and craft	0.6	1.1	0.0	1.1	0.0
Number	175	91	84	88	87

### Income generated from Star Clubs

Members of the star clubs have started different microenterprises and these have started to generate income. In the survey questionnaire, we asked the average monthly income realized by the microenterprise and the number of months that income is realized to have a proxy estimate for annual income realized by each activity. Table 8 shows the annual income and the range for each microenterprise. Note that these results are not an indicator of profitability but rather serve as a guide to which enterprises have the potential to generate more revenue. In addition, even if the income can be at a low level it constitutes an important addition to the income of the family and enables the payment of school fees, for example. Higher annual income was realised from savings, chicken production and detergent making relative to other enterprises. Though horticulture was done by many star clubs, the returns tend to be lower and this can be attributed to irrigation water challenges which constrained marketable surplus. The interviewed youths and stakeholders mentioned the need to invest in solar powered irrigation to enable the youth to practise horticulture throughout the year. These results show the scope for continued youth training in enterprise development and linking them to reliable markets.

Table 8: Star club IGA annual income (\$ZW)

Star club IGA	N	Mean	Minimum	Maximum
Savings/Mukando	46	16674	150	115200
Chicken production (broilers, layers)	18	31643	60	108000
Detergents/soap making	4	12420	480	24000
Maputi	12	3924	270	15000
Indigenous chickens	3	3700	0	9600
Small livestock production	7	2721	0	18000
Food processing	7	3315	1800	6000
Tuck-shop	3	1920	360	3600
Confectionery	5	1710	1350	1800
Petty trading	25	754	100	2700
Horticulture	30	549	0	3600
Hair saloon/barber	14	461	150	1800

Notes: Zeros mean that there was a particular star club which had not yet generated revenue from sales. Mostly the newly formed ones.

Box 1 show results from qualitative surveys. These results resonate with quantitative results and show that both farm and non-farm enterprises should be promoted among the youth.

**Box 1: Current market trends and their implications on youth, perspectives from the business and government community**

*Sectors to hire the youth*

- ✓ Self-employment = 70% (*given the economic situation in the country and widespread artisanal mining in Midlands*)
- ✓ Public sector = 2.5%
- ✓ Private sector = 20%
- ✓ NGO = 2.5% (*usually as Community based volunteers, enumerators and other part time researches*)

The Informal sector was generally growing at a faster rate and provided more opportunities for the youth. Interviews with officials from Ministry of Youth, Women Affairs, Local Government and RDCs indicated that there are over 30 youth managed businesses in each district - Chirumanzu and Shurugwi. 30% had however failed due to the macroeconomic environment and failure of group cohesion. Most businesses were in petty trading, flea markets, horticulture, chicken production and hairdressing. Key enablers for youth businesses are: 1) Access to finance (credit or savings), 2) Linkages to viable markets e.g. schools for construction, 3) Relevant technical and managerial skills 4) Commitment. These are the areas that potential youth programming should focus on.

*Given the high possibility of self-employment (70%) through entrepreneurship, the business community and government departments working with youth recommended the following enterprises and opportunities:*

- ✓ Agriculture:
  - Poultry Production-broiler & Indigenous chicken production
  - Small livestock production
  - Cattle production
  - Gardening (including horticulture) supported with drip irrigation

*NB- Youth can leverage on the Zimbabwean Government's Command Livestock programme*

- ✓ Fast food industry (including Maputi making)
- ✓ Buying and selling through flea markets e.g. school uniforms, clothes
- ✓ Small scale farming
- ✓ Establishing small retail shops and butcheries
- ✓ Opening saloons and flea markets
- ✓ Carpentry
- ✓ Welding
- ✓ Driving
- ✓ Crafts and arts e.g. music, sculptures

Skills development efforts should be directed towards engaging youth in these areas.



### Improvements needed in Star Clubs to address the associated barriers

An understanding of the youth’s perspectives on the improvements needed to address various barriers in the Star Clubs is crucial for youth IGA design and programming. In Zimbabwe, the informal sector makes up an increasing source of livelihood for youths. Approximately 70% of the youth indicated that lack of capital was the major constraint and will require loans or funds injection into the star clubs (Figure 3). The majority of stakeholders interviewed highlighted that youth programmes should include activities that attract youths for example through sports, entertainment and competition. Indeed, about 11% of the interviewed youths recommended an increase in youth centric activities. About 8.3% of the youth recommended for both youth and facilitator exchange visits to other similar youth programs within and outside the district. There is therefore the need to improve peer-to-peer learning, knowledge sharing and exchange, and activity-based capacity strengthening for example look and learn tours, field days and exhibitions at provincial and national platforms. A well-defined learning strategy and plan should be budgeted for and well resourced.

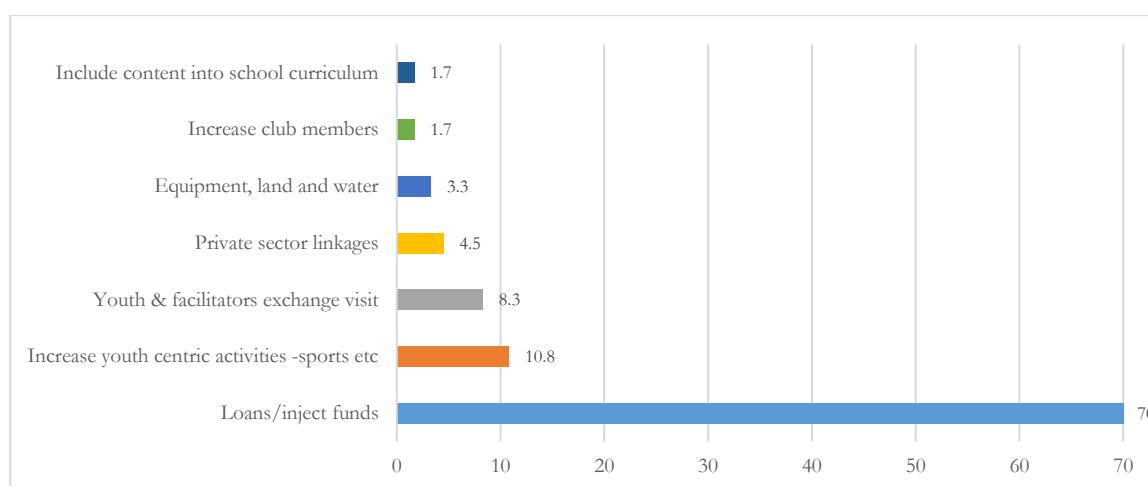


Figure 3: Improvements needed in star clubs (n=120)

### Youth, savings, mobile money and credit

An understanding of the youth financial inclusion by district, youth category and sex is of policy relevance with regards to spatial and differential targeting and programming. In the overall sample, the majority of youth (67.5%), have mobile money (Table 9). These results are an indication of youth mobile financial inclusion. As expected, a higher proportion of out of school youths had mobile money as they are more independent and make their own decisions compared to in-school youths who rely mostly on their guardians. The results demonstrate that the deployment of financial services among the youth should take advantage of the mobile platforms. The mobile network service providers may need to improve network coverage in both rural and urban areas to enhance mobile money transactions.

Results show in the overall sample, 88% of the youths do save. About 60.4% are saving at home in a safe place including foreign currency, 20.8% via Internal Savings and Lending Associations (ISALs) and 18.9% are saving as mobile money. These results show that youth are relying principally on informal saving mechanisms. About 58.3% of the youths accessed credit in the past year. With regards to gender category, results show that female youth (68.3%) tend to have access to credit relative to male youths (36.8%). This could be explained by the fact that the project deliberately recruited more female youths, who in turn are not highly mobile. Among the 70 youths who accessed credit, the majority relied on

informal sources and in particular, ISALs (70%), family and friends (22.9%) and Hand in Hand Revolving fund (7.1%). These results show low credit access among the youth and over reliance on informal sources such as ISALs and family and friends. Results from focus group discussions highlighted that adults do not prefer to have youth members in ISALs because of their high mobility. Hence, youth focussed ISALs might need to be promoted.

Table 9: Youth and financial inclusion, differentiated by district, youth category and sex (%)

	Overall sample	District		Youth category		Sex	
		Chirumanzu	Shurugwi	In school	Out of school	Female	Male
Mobile money (1=yes)	67.5	66.7	68.3	38.3	96.7	68.3	65.8
Youth savings (1=yes)	88.3	86.7	90.0	81.7	95.0	90.2	84.2
Credit access (1=yes)	58.3	53.3	63.3	23.3	93.3	68.3	36.8
Total	120	60	60	60	60	82	38

### Youth Sexual, Reproductive and Health (SRH)

Youth are at the inception and peak of their reproductive life and it is important that they are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so. Poor SRH is a driver of risk for the youth who are highly mobile and may result in high medical expenses and worse off be exacerbated by reliance of negative coping strategies such as sex work.

All the interviewed youth had access to at least some form of SRH service. Table 10 shows the services accessed differentiated by district and youth category. In terms of services, HIV/AIDS testing (27.3%), medical care and treatment (27.3%), counselling (25.8%) and family planning services (13.8%) seem to be more accessed by youth in both districts and youth category. Counselling, HIV/AIDS and medical care are the predominant services sought by in-school youths. For out of school youth, HIV/AIDS testing, medical care and family planning are the prominent services sought. The use of menstrual kits seems to be used by only 3.3% in the overall sample. This can probably be attributed to the high cost of sanitary wear. These results show that there could be potential to promote reusable sanitary ware which are affordable and environmentally friendly. The result that SRH services promoted by MEY - HIV/AIDS testing, family planning and counselling are the well sought services is a proxy indicator of the success of the project.

Table 10: SRH services accessed by district and category (%) – multiple responses possible

	Overall sample	District		Youth	
		Chirumanzu	Shurugwi	In school	Out of school
Family planning	13.8	15.5	12.1	4.3	22.7
Counselling	25.8	23.2	28.5	39.1	13.4
HIV/AIDS testing	27.3	28.0	26.7	24.2	30.2
Medical care & treatment	27.3	26.8	27.9	27.3	27.3
Menstrual kits	3.3	4.2	2.4	5.0	1.7
Maternal	2.4	2.4	2.4	0.0	4.7
Multiple observations	333	168	165	161	172

Figure 4 shows the sources of SRH services. Community health workers and health centres were the primary sources of family planning, HIV/AIDS testing and medical care. Maternal care was exclusively sought from health centres. Schools played an important role in counselling and HIV/AIDS testing services while youth also obtained menstrual kits from shops. These results highlight the potential of using the existing structures, health centre and community health worker for future SRH youth programming. There is a need for stocking health centres with adequate health supplies as well as capacity building of health personnel to be more youth sensitive. Focus group discussions revealed that basic

pregnancy prevention measure such as control pills were not always available. The main challenges cited by youth with regards to accessing SRH services were, long distances and unavailability of services. Hence, the rolling out of mobile clinics and testing centre done by MEY and the Ministry of Health is crucial for enhancing access to SRH services and should be promoted.

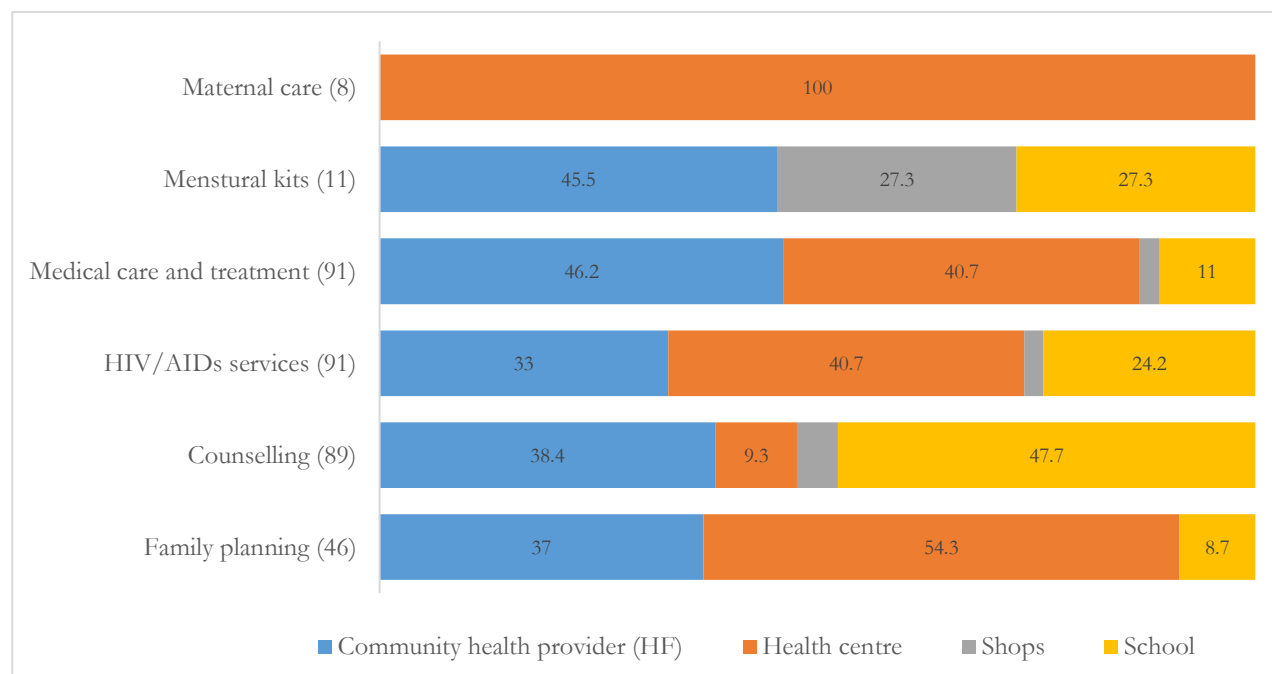


Figure 4: Sources of SRH services (%), multiple responses. Observations in parenthesis.

### Shocks and stresses affecting the youth

Youths encounter different shocks and stresses and these can disrupt livelihood activities and puts them on a negative trajectory towards resilience. Information was collected for a 12 month recall period to get a better understanding of the types of shock and stress exposures affecting youth. These can also be viewed as external factors hindering the project to meet its set goals. The study results show that youth face economic, climate-related and social shocks (Figure 5). Overall, the most cited shock was cash shortages and inflation (28.3%) followed by natural hazards such as drought (18.3%), and livestock deaths (17.5%). Citing cash shortage as a key shock emphasises the need to promote income generating activities with a shorter gestation period with quick cash returns. Social shocks such as social conflicts also affect youth personal growth and livelihoods. Other shocks faced by youth is constant price fluctuations and death of main income earner. Key informant interviews of government stakeholders confirmed that cash shortages and drought were key shocks affecting the youth in the two districts. Future youth programming activities should strive to build youth resilience capacities to cope with shocks or stresses and early recovery for better livelihoods and welfare.

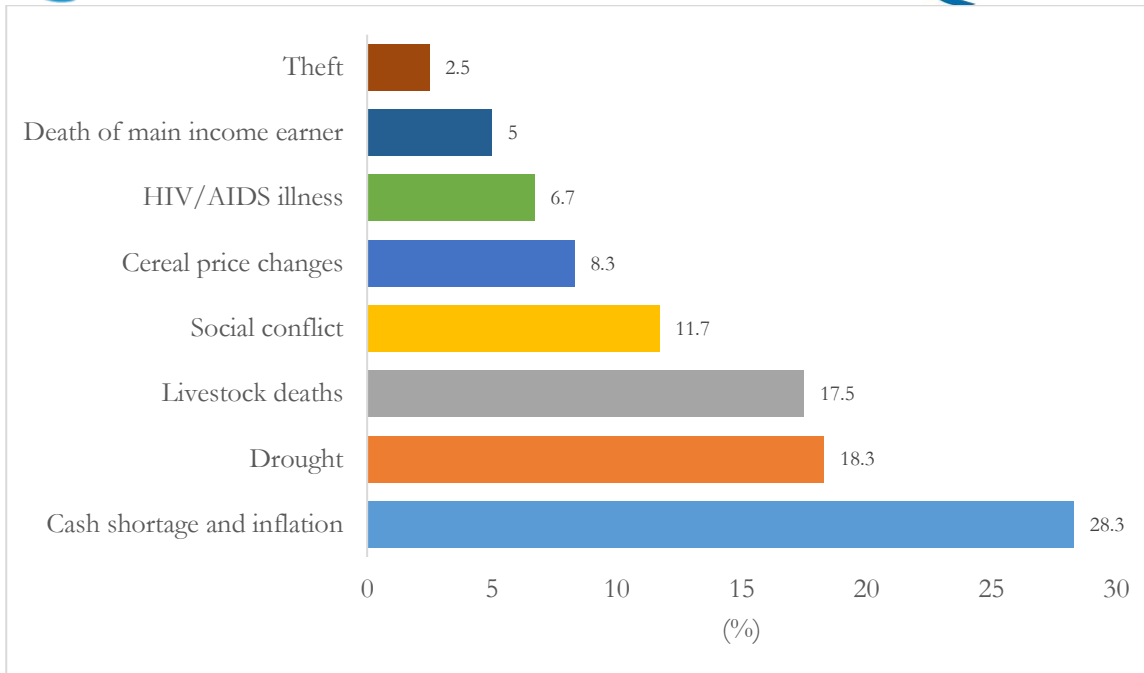


Figure 5: Shocks and stress affecting youth (n=120)

Stakeholders interviewed revealed that youth cope with shocks and stresses such as cash shortages and unemployment experienced in their households through food aid from NGOs, migration, prostitution and early marriages amongst the younger youth. Older youth were embarking in informal trading such as selling cell phone accessories, illegal foreign currency trading and fuel trading. Cell phone accessories and migration may provide opportunities for the youth to eventually adapt to shocks such as cash shortages and unemployment. However, prostitution, early marriage, foreign currency and fuel trading are all illegal and have negative implications that may erode youth capacity to adapt to shocks and stresses in the long run. Hence the MEY is very crucial as it is building youth livelihoods and resilience so that they don't engage in these risk behaviours. Interventions that promote irrigation are needed to ensure sustainable production even in drought periods. Box 2 shows the perspectives on youth shocks and stresses and possible interventions based FGDs and Key informant interviews with different stakeholders, patrons, EDFs and HFs.

**Box 2: Perspectives on youth shocks and stresses: Key findings from FGDs and KII with EDFs and HFs**

**Shock experiences:**

- ✓ **Male**
- ✓ Cash shortages
- ✓ Inflation,
- ✓ Infrequent rainfall for the 2019/20,
- ✓ Exploitation in terms of labour sales and loss in value of money,
- ✓ Unemployment.
- ✓ **Female**
- ✓ Unemployment
- ✓ Prostitution (especially by children going to school),
- ✓ Drought,
- ✓ Increase in prices of basic commodities,
- ✓ Changes in micro-economic environment (SI 142),
- ✓ Early marriages,

**Interventions to build resilience to shocks?**

- ✓ Gardening activities specific for the youth as they can produce crops with high turnover e.g beans, vegetables, tomatoes and butternut
- ✓ Married female - courses such as dressmaking and they can sew and sell school uniforms
- ✓ Male youth- courses on carpentry and welding and link to Vocational training
- ✓ Capital support (through loans) to enable cross boarder trading, elderly do not trust lending to youth due to their mobility hence youth specific ISALs could help.
- ✓ Access to financial markets such as banks- youth have knowledge on production but do not have the finance.
- ✓ Community projects to take out youth out of exploitative casual labour e.g fish farming, goats support and indigenous chickens, orchards.
- ✓ Reliable sources of water for irrigation.
- ✓ Awareness of Victim Friendly Units and community support to reduce unwanted pregnancies.
- ✓ Market linkages for produce.

## EFFICIENCY OF MEY PROJECT

In this section, we assess the efficiency of the project in terms of budget, timeliness and cost effectiveness of the implementation of activities and production of outputs, inputs provided as planned, synergies and complementarities between the different project components and the quality and usefulness training materials. To answer these questions, we draw information from qualitative interviews with all stakeholders, content analysis from various MEY documents, and participant observation.

### Timely and cost-effective implementation of activities

The MEY Project is a 3-year project running from April 2017 to March 2020 and promotes sustainable development in Zimbabwe through improving health awareness, motivation and entrepreneurship among the youth (Hand in Hand 2018, 2020). The project started in April 2017 but experienced some delays in implementation. The training of Hand in Hand and MASO field staff did not take place until November 2017 and the development and distribution of training modules, manuals and Dream Books (for direct use by the youth) were completed in May 2018 (Hand in Hand 2018). There were also delays in delivery of motorbikes, protocol activities and stakeholder's inception meetings which resulted in delays in recruiting and training of EDFs, mobilization of Star Club members and motivation and health trainings. The delivery of motivation and health components initially lagged behind owing to mobility constraints for the MASO trainers as they shared one vehicle between the two districts. The project adopted an adaptive management approach to ensure that they clear the implementation backlogs with regards to trainings. Hand in Hand provided transport support, either offering rides on their motorbikes or in district vehicle (Hand in Hand 2018). The project resorted to one day workshops covering a combination of health, motivation and entrepreneurship and clustering groups thus more than one group was trained at the same time. Around 50-60 persons participated in these workshops, lasting half a day.



It was noted that a relatively small budget was allocated to the motivation/health components and also other MEY complementary activities for example competitions were not budgeted for. Future programming should ensure that mobility of all partner staff and complementary activities are well resourced and funded. The Hand in Hand field officers relied on motorbikes for their field work and this proved more cost-effective. Hand in Hand also funded bikes and portable computers to new personnel.

The project has surpassed its set key indicator targets using the original budget of SEK 7 million. Additional resources were also sourced from Hand in Hand to fund complementary activities which were originally under budgeted. All the project activities – inception, mobilizations, trainings and review meetings have been done on time and within the budget. In addition, all the procurement and financial transactions have been done with due diligence and following agreed upon procedures. The program has been implemented in a timely and cost-effective manner as well as within the original timeframe and budget.

### **Collaboration, complementarities and synergies with other programmes and schemes**

As discussed earlier in the GOAL Matrix, the MEY project directly contributed to Sustainable Development Goals 3, 4, and 8 and with UNAIDS 90-90-90 goal of eradicating HIV. There is a good level of cooperation, complementarities and synergies with community, schools, government partners and other stakeholders. The project collaborates closely and is complementing the work of various Government of Zimbabwe Line Ministries - Ministries of Local Government, Health and Child Welfare, Primary and Secondary Education (MoPSE), Women and Gender, Youth and Sports, Agriculture as well as National Aids Council (NAC). For example, the project collaborated and complemented the Ministry of Health and NAC in training of health awareness, promoting a referral system and implementing the mobile clinic and testing units to screen and test youths on HIV, TB and Cancer. The project complemented the Ministries of Youth and Women affairs in joint promotion of youth enterprises especially with out of school youths and linking them to Vocational Training Colleges. The MEY project is championing skills-based training among in-school youth and this resonates well with the new school curriculum of MoPSE which focus on skills and competencies. In addition, the MEY schools' competitions and sports as well as participation in Midlands Show complement MoPSE and Ministry of Agriculture efforts, and there were recommendations by whom? that these need to be intensified. The MEY is also complementing other youth programmes in the district, for example the Campaign for Female Education (CAMFED), hosted and lead by MOPSE in collaboration with other key Government and Civil Society partners. In both districts where MEY is operational, the evaluation found that project staff is regularly providing external stakeholders with programme updates, for instance in the form of monthly progress reports and through participating in district forums such as; Social Services, Value Addition Cluster, Food and Security Cluster and in Rural District Development Committee meetings. Hand in Hand Zimbabwe is also a member of the District Coordinating Committee, a grouping of all district line ministries and key stakeholders to coordinate district wide activities, share and exchange knowledge.

### **Adequacy of inputs from donor, implementing partners and government agencies**

The MEY project has three technical project partners namely Star for Life focusing on the motivation program, MASO specializing with the health component and Hand in Hand taking a lead on entrepreneurship training, and these works closely with all strategic Government of Zimbabwe Line Ministries and Departments. All these stakeholders have been jointly involved in project design,

inception, implementation, monitoring and review as well as designing the exit strategies of the project. This partnership has enhanced stronger buy-in from government. The various pause and reflect and learning activities for example – annual planning and review meetings, joint stakeholder monitoring visits have ensured that stakeholder inputs are taken into account for project success. In addition, all the adaptive management activities done in year three were a result of the recommendations from the mid-term evaluations, for example increasing school competitions, exhibitions at various shows and training the three pillars simultaneously.

### **Training materials, content, duration and usefulness**

The project is basically a fusion of Hand in Hand's enterprise development and Star for Life Motivation and Health training modules and this specifically targeted youths with an emphasis on young women. The modules, manuals and workbooks, developed by Hand in Hand, Star for Life and MASO were found to be very useful and of excellent quality. The training materials are easy to read and understand. They have been extensively reviewed and also used internationally. The consortia use a 6-month training cycle for both in-school and out of school youth. This ensures that all the training contents are finished in this cycle. Officials from the Ministry of Women, Gender, Small and Medium enterprises confirmed that they have been using Enterprise development modules from Hand in Hand for their youth trainings beyond the MEY project as it builds and expand the ILO Start Your Business (SYB) manuals. These officials were also happy to have the Star for Life Motivation and Health training modules so that they also include attitude trainings among they youth. This attest to the relevancy of the training materials and the content. The evaluation team also found the field staff tailor made and timed the training/session plans not to interfere with youth school and family commitments. Following recommendations from the mid-term evaluations, we found that the project introduced new activities such school competitions and sports, quiz and poems, one in each district to enhance confidence and skills development among the youth. Such youth centric activities complemented by exchange visits for youth, patrons and field staff should be considered an integral part of future programming. Youths learn fairly quickly and there were also clear calls from Enterprise Development and Health facilitators to shorten the training cycle to 3 months, given that youths mobility is high and some lose patience with longer training cycles.

## **GENDER AND ENVIRONMENT**

### **Targeting and training materials**

The evaluation team found out that apart from targeting 60% female and 40% male participation, there has been little attention on gender in the MEY project. The project was designed with less gender focus and no gender disaggregated indicators were tracked. The Management Information System can track few gender indicators; however, these are only limited to Entrepreneurship with little attention on health and motivation indicators. The training materials – dream books, entrepreneurship handouts used for training of trainers, field officers and patrons were found to be silent on gender issues and how to foster young women and men participation.

### **Gender and Environment mainstreaming**

Although the project has no structured gender and environment focus, we noted that there was ad hoc gender and environment mainstreaming where the project field staff in collaboration with relevant ministry departments provided awareness and trainings. The program staff in collaboration with Ministry of Women Affairs, Gender and SMEs provided awareness and trainings to youths on teenage

pregnancies, gender-based violence and gender equality and rights. There is need for structured gender mainstreaming activities in future projects and these should be sufficiently resourced in terms of finance and technical skills. Gender mainstreaming tools for example, Gender Action Learning Systems (GALS) (Farnworth et al. 2018) and Gender Quality Action-Learning (GQAL) (Rao and Kelleher 1998) should be explored in future programming. These seeks to transform power relations between men and women through common visioning, joint planning and decision making. The program staff, jointly with Ministry of Agriculture and Environmental Management Agency, provided trainings and awareness on environmental sustainability issues to youths in star clubs and schools – for example afforestation, avoid stream bank cultivation and use of climate smart agricultural practices among others. The interviewed stakeholders noted that the MEY project is beneficial in that it provides livelihood options to many youths who will otherwise be engaged in artisanal mining activities rampant in the Midlands province. Indirectly the project is addressing environmental sustainability by discouraging youths to venture into panning which destroys land and water bodies.

### Gender and staffing

The MEY Project consists of 19 Core staff drawn from Hand in Hand, Zimbabwe and Sweden, Star for Life Sweden and South Africa and MASO. Thirty two percent of the core staff are females and the remainder are males. More needs to be done to attract and retain females into programming positions. What is also important to note is that the projects programmes management – coordinator and area management positions are occupied by females, contributing to the vision of promoting women into key leadership positions. There are twenty Enterprise development facilitators in the two districts, where 50% are males and females each. The village health facilitators are twenty in the two districts and 55% are females. Hand in Hand also recruit student interns who are stationed in the two districts. These students are trained on the entrepreneurship, motivation and health and they also act as trainers helping field officers and area managers. Over the last three years, during the gestation of the MEY project about 15 student interns have undergone their internship in Chirumanzu and Shurugwi and learnt the key concepts of MEY. Of these 73% were females. These results show that the MEY project successfully capacity build youths, and in particular the girl child. This resonates with Sustainable Development Goal 5 of empowering women and girls (Leal Filho et al. 2019; Dhar 2018). These students should also be encouraged to write their dissertations and produce various knowledge products on data collected within the MEY project, all copyright issues being observed.

### SUSTAINABILITY OF MEY PROJECT

Following international best practice, all projects should strive for sustainability. It is therefore crucial to assess and understand to what extent the results of the MEY Project are sustainable, and whether schools will continue to promote life skills and entrepreneurship. In addition, whether other stakeholders are integrating the key components of the MEY project, in particular motivation, health and enterprise development. Finally does the project have an exit strategy? In the following sections, we provide evidence to assess the sustainability of the project.

#### Will schools continue promoting life skills and entrepreneurship?

The MEY three-pronged approach of training on motivation, health awareness and enterprise development are unique as most agencies focus mostly on these components separately. One District Education Inspector interviewed said that: *“The MEY project is very relevant and we will strive to use their training materials because they are equipping youths with soft skills (motivation and health) and the hard skills (income generating*

activities).” Furthermore, the MEY project is in tandem with the new school’s curriculum which emphasizes skills and competencies. Findings from qualitative interviews also indicated that star clubs are generating revenue for the school, instilling discipline and improving student performances in all subjects. Based on all these, school officials highlighted that they will integrate components of the MEY project into their day to day activities.

### **Are MEY components integrated into government ministries and departments?**

MEY project was developed following a baseline study, contextual analysis, and wider stakeholder consultations. Embodied in this formative research was the need to understand the operating environment and to strengthen local systems, both formal and informal, to increase the potential for sustained motivation, capacity, resources, and linkages in support of youth livelihoods impacts. Against this solid foundation, the MEY project’s inception included key stakeholders in the district and resulted in positive buy in. In addition, the project received positive buy in because of its focus on youth programming, an area that received less attention in the development agencies in the past. All government stakeholder interviewed indicated that the project components are sustainable and should be expanded to other wards in the district. The training topics and activities implemented by MEY projects fits into the core mandates of various government departments and ministry, for example youth, primary and secondary education, women affairs and gender, National AIDS Council. In addition, these stakeholders have been involved in the project design, inception, joint training and monitoring of MEY activities, planning and review meetings making it easy for them to incorporate them into their normal work activities.

All the seventy-one key informants interviewed highlighted that the youth have lost hope, have negative attitudes and low aspirations due to high unemployment. The MEY project is helping developing youth attitudes through motivation training. They identified low motivation, health risks due to idleness in an area with artisanal miners, and unemployment as the main limiting factors to youth personal growth. They are glad that the MEY project is addressing these most limiting factors in tandem. The MEY project is encouraging government and partners to address the most limiting factors of each desired youth outcome jointly - i.e. the most limiting factor is targeted is low motivation, the second most limiting factor, health risks are targeted second, and youths are equipped with livelihood. This approach broadly follows *Liebig's law of the minimum*, which states, in summary, that a system is constrained not by total resources available, but by the scarcest resource (limiting factor) (Baral et al. 2014; Dodds and Whiles 2010).

### **Income generating activities practiced by out of school youth beyond the star clubs**

One of the important indicators to measure sustainability of the project is to check whether the youths are engaged in IGAs beyond the Star clubs. Are the youths practicing what they have been taught? Results show that 98.3% of the out of school youths are engaged in IGAs beyond the star clubs. Results in Table 11 indicate that the proportion of out of school youths engaged in IGA beyond star clubs. Petty trading, horticulture and poultry production were the dominant IGAs. A higher proportion of youths (36.7%) were engaged in petty trading followed by horticulture (13.3%). Indigenous chickens were done by 10% of the youth while broilers and layers were raised by 5% of the youths. Interventions that allow youth to access public spaces for petty trading, access land and irrigation for agriculture activities should be promoted. These efforts should be complemented with activities that ensure availability to affordable horticultural seedlings and poultry inputs and feeds.

Table 11: IGA beyond the star clubs for out of school youths (%)

IGA (1=yes)	98.3
<i>IGA activities</i>	
None	1.7
Petty trading	36.7
Horticulture	13.3
Flea market	3.3
Tuck-shop	6.7
Chicken production (broilers, layers)	5.0
Indigenous chickens	10.0
Cross border trading	3.3
Aggregation	6.7
Maputi/Popcorn	1.7
Small livestock production	0.0
Brick moulding	3.3
Confectionery	1.7
Hair saloon/barber	3.3
Own shop and welding	3.4
Number	60

### Barriers to starting businesses among the youth

Figure 6 shows the barriers to starting a business among the youth. Lack of capital (69.2%) is the major barrier to youth starting their own business, a reflection of dysfunctional financial markets in the country. Lack of commitment (9%), competing priorities (6.7%) and unsupportive community (4.2%) were also some of the barriers identified by youths. Hence, there is need for interventions that improve access to finance among the youth. Access to finance will enable investment in youth business and this should be complemented by continued youth training on financial and business management skills, financial literacy as well as inventory management. Rural microfinance programmes and strengthening youth focussed internal lending and savings schemes will go a long in addressing youth finance.

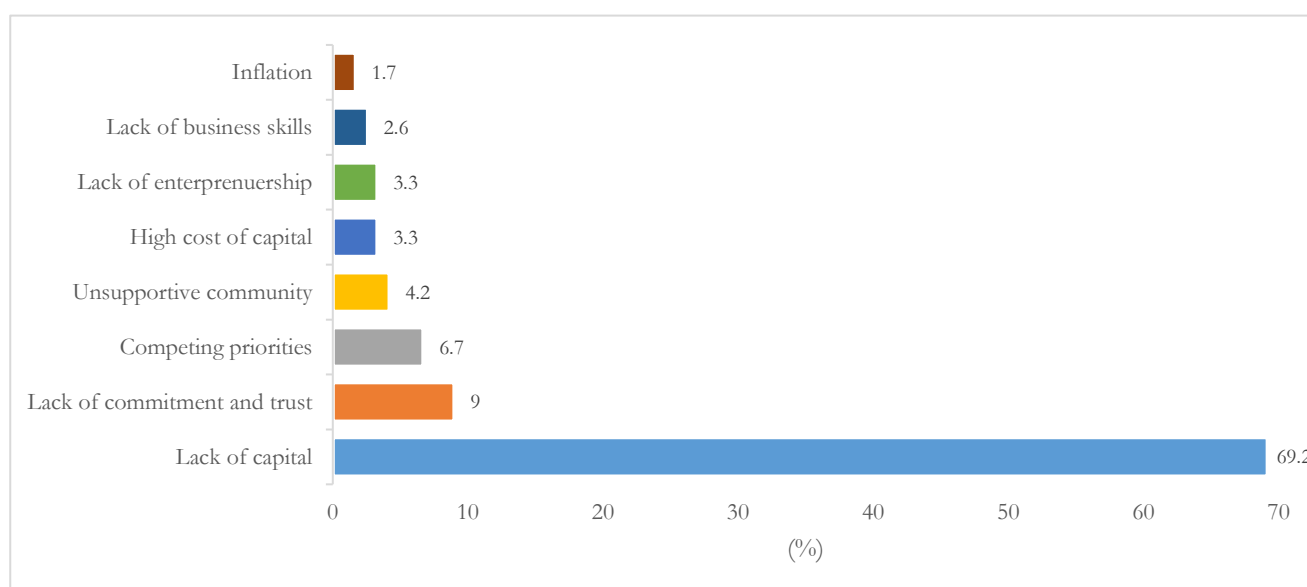


Figure 6: Barriers to youth setting up own business (n=120)

### MEY Exit strategy

The Motivated and Entrepreneurial Youth Project has a concrete exit and sustainability plan that was jointly developed with all the relevant stakeholders primarily to:

- define roles and responsibilities of stakeholders in ensuring sustainability of the project impacts
- ensure that the project transitions and exit is conducted in a systematic manner



- increase the ownership of the project by the project direct beneficiaries and various stakeholders.

This section draws heavily from the qualitative interviews conducted with key government stakeholders and analysis of the MEY exit strategy (Hand in Hand 2017). There was great convergence in feedback from the stakeholders in terms of their exit plans and the approaches outlined in the exit plan, confirming that the exit strategy was a live and dynamic document. To ensure sustainability of the impacts after the completion of the project, the MEY project employed the following exit strategy approaches which were also confirmed by stakeholders:

### **Partnership**

The MEY project is implemented in partnership by four civil society organizations; Hand in Hand Sweden (leading organisation), Star for Life (co-leading organisation), Hand in Hand Zimbabwe (lead implementing agency), MASO as co-implementing partner. Hand in Hand Zimbabwe (HiH Zim) and MASO have working Memorandum of Understanding with the Local Authorities and have other Projects being implemented in the Shurugwi and Chirumanzu. These organisations will continue to play a role in monitoring, mentoring and coaching the youths in their activities even after the project funding ceases. This will ensure that the youth continue to be supported even without direct financial assistance. One avenue is also to include the trained youth as brand ambassadors for future programs and tap into their experiences. A database of the trained youths can also be shared to other partners so that they can be included in different development interventions.

### **Enterprise Development Facilitators**

Hand in Hand Zimbabwe recruited Enterprise Development Facilitators. These are ward-based volunteers whose responsibility is to mobilise youth into Self Help Groups or Star clubs. The facilitators act as a link between Hand in Hand Zimbabwe and the community. They are also involved in training groups in group formation and strengthening activities as well as monitor savings and keep record of established enterprises. The EDFs are trained personnel who are also the custodians of training modules and have contact to key stakeholders that are an asset to the groups in their respective wards. At the end of the project the facilitators are expected to continue providing services to the groups. They are expected to continue training the youth, mentoring them and acting as a link to the stakeholders for technical skills trainings. The MEY project worked with ward-based members of the community for sustainability purposes.

### **Health Facilitators**

MASO champions behaviour change activities and are key in HIV and AIDS programming in Midlands Province. This is done through ward-based Behaviour Change Facilitators. Like the EDFs, HF's are a resource to the community as they train youth and the rest of the community in health issues and also champion HIV and AIDS programming. The BCF are also expected to continue being a link between the community and Health Care Centres and provide continuity in information sharing even after the end of the project.

### **In- School Junior Star Club patrons**

The MEY Project had permission to work with school pupils through an MoU signed between MASO and the Ministry of Primary and secondary education. For sustainability purposes the Project trained 60 patrons in 30 schools (15 in each district) The Patrons (teachers) were capacitated in Health, Motivation and entrepreneurship and they in turn established Junior Star Clubs in Schools. Training Patrons will ensure that knowledge is inherent within the school and the Star Club will continue functioning even

after the project ends. The Patrons are also in a position to orient a new teacher to be part of the Club using the training Manuals that the Project provided.

### Training manuals and documents availability

The MEY project's major implementation strategy was conducting trainings. These were modular trainings in entrepreneurship, health and motivation. Technical skills trainings were also conducted for specific enterprises. As such resource materials in form of Manuals were produced and used throughout the project lifespan. The Manuals Include: Module 1-5 Entrepreneurship (for out of School Star Clubs), MEY In- School Entrepreneurial Training Manual, In-school Health Manual, Star Clubs Workshop Manual (Trainers' Guide), Out of School Health Manual, Dream Books. These manuals are accessible to the Youth through the EDFs, BCFs and the Club Patrons in schools. For sustainability purposes the EDFs and BCFs will be the custodians of these manuals where the youth will borrow the book for reference and return it and the for the facilitators to continue using them in trainings upon request.

The MEY project throughout its implementation period produced monthly, quarterly and Annual reports. These were submitted to the key stakeholders more so to the Ministry of Women Affairs (department of Small and Medium Enterprises), the District Administrator and the Rural District Council) These reports are open to the public and available as reference to all organisations that are interested in the project and its outcomes.

### Stakeholder engagement

Since inception the project worked with key stakeholders and line Ministries. The stakeholders have offered four main important things throughout the cycle and these are training expertise, reducing and uncovering risks, increasing project success as well as granting project acceptance by the clients and other leaders at every level. The key stakeholders who are actively involved in the implementation of the project and also participated in the formulation of the exit strategy. In addition, they will continue to offer trainings to the youth beyond the MEY project. Table 12 shows examples of key stakeholders and the roles for ensuring sustainability.

Table 12: Stakeholders and their roles in the MEY exit and sustainability plan

Stakeholder	Involvement
AGRITEX	Technical skills training in animal production and horticulture to star club members, facilitating in the formation of commodity associations.
RDC/ DA	Facilitated the MOU, mobilisation of youth through councillors, monitors implementation of the project through councillors and staff. Receive project Reports
MWACSMED	Baseline survey prior to project inception, contributions in stakeholder meetings, Facilitation of technical skills trainings, Monitoring visits (mentoring and coaching), modular trainings in entrepreneurship, Part of the District Loans committee
EMA	Mentoring on environmentally sustainable enterprises, mentoring on environmental preservation and attended graduations.
MoPSE	Participated in all meetings, through teachers by training entrepreneurship, health and motivation. Monitoring in schools during the midline review, and during monitoring routines. Attendance in Quarterly Teaches review meetings
Ministry of Youth Sports Arts and Recreation	Selection of Enterprise development facilitators, Distribution and assessment of revolving fund, periodic evaluation of the project, received monthly, quarterly and annual reports of the project
National AIDs Council	Facilitating the provision of Health Services like Voluntary Testing Services, Family planning, VMMC and cervical cancer screening to Star Club members.

Source: (Hand in Hand 2017, 2020) and qualitative interviews.

## STRENGTHS AND WEAKNESSES OF MEY PROJECT

In the following sections, we proved a brief narrative of the strengths and weakness of the MEY project differentiated by stakeholder category (Table 13).

Table 13: Strengths and weaknesses of the MEY by category of stakeholders

Category	Strengths	Weakness
Youth	Training of 3 pillars (motivation, health and entrepreneurship) quite unique	Too long learning cycle of 6 months. Reduce to 3 months
	Imparting lifelong skills for survival	In some cases, training on three pillars done separately
	Health awareness and uptake of health services	Few sports and competitions to attract youth
	Useful, easy to read & understand resource books	Fewer male participation
	Motivation training unique and it instills confidence and higher aspirations	Access to loans not addressed
	Sustainable income generating activities – saloons, butcheries, horticulture etc	
	IGAs reducing risk behaviours	
	Youth creating jobs for others	
	Found employment using MEY certificates – shop attendants	
Program staff	Training of 3 pillars (motivation, health and entrepreneurship) quite unique	Lacked a refine and implement model to revise and contextualize the budget and activities
	Perfect fit to the skills and competence-based curriculum	Inadequate monitoring and evaluation framework, MIS only capture entrepreneurship indicators with no motivation and health
	Spearheading departments core mandates, e.g. entrepreneurship and health awareness	Programming staff doing MEAL functions. Need to have MEAL focal persons to do the documentations and drive the learning agenda
	Sustainable income generating activities – saloons, butcheries, horticulture etc	Complementary activities – e.g. shows, competitions not budgeted for
	IGAs reducing risk behaviours among youth	Branding, communication and visibility low yet MEY have good outcomes. These need to be budgeted for.
	Youth creating jobs for others	Donor profiling on materials not well pronounced
	Youths found employment using MEY certificates – shop attendants	Ad hoc gender and environment mainstreaming
	Diverse expertise from consortia members	Refresher and capacity building courses lacking
	Spillover and ripple effects – staff and interns using the 3 pillar concepts for their enterprises	
MASO MOU with MOPSE		

EDFs and HF	Sustainable income generating activities – saloons, butcheries, goats, horticulture	Branding and visibility low in terms of promotional materials – T shirts, hat
	Employment for youth using MEY certificates	Low incentives and mobility - bicycles
	Spillover and ripple effects – EDFs and HF using the 3 pillar concepts for their enterprises and family	No exchange tours
	Health awareness and uptake of health services	
	Arranged mobile health provision services	
	IGAs reducing risk behaviours	
Government & civil society	Perfect fit to the skills and competence-based curriculum	Low coverage – covering few wards in each district
	Spearheading departments core mandates, e.g. entrepreneurship and health awareness	Low visibility in terms of signage
	Strong buy in from government and civil society partners	
	Joint trainings, monitoring and review activities	
	Regular exchange and sharing of knowledge products – manuals and reports	
	Consultative and joint development of exit and sustainability strategies	
	Dedicated and motivated program staff	
	Trained government staff – e.g. patrons could ensure continuity	

## CONCLUSION

The MEY project was designed as a pilot intervention aimed at testing a new approach towards in-school and out of school youth in Chirumanzu and Shurugwi districts, to improve their social, economic and health conditions. This evaluation highlighted the relevance, effectiveness and impact, efficiency and sustainability of the project. The summary of the findings is presented below:

### **i. Relevance and design**

The project was successful in integrating the three components of entrepreneurship, life skills & motivation, and sexual and reproductive health and rights. Each component complemented the other, creating a methodology that has proven effective according to the study findings. A scan of the youth projects in the country found that the project was unique in addressing the three components jointly. The project addressed relevant issues affecting the Zimbabwean youth, such as: lack of job opportunities for out of school youth living in rural areas, internal mobility from rural to urban areas, lack of perspectives and self-confidence for in-school youth at the end of their education and high incidences of sexually transmitted diseases among youth and lack of awareness on health related issues. This demonstrates that the project is responding to identified youth problems and was the design adequate to address these problems.

The project follows a realistic intervention logic where activities lead to outputs, and outputs lead to outcomes and potential impact. Although there were activities that were underestimated, the consortia used a flexible adaptive management approach to deliver on set targets. Future projects could benefit by implementing a pause and reflect workshop soon after inception to revise the budget, activities and workplans and align them based on prevailing macro-economic environment. A 5-year programming will allow for better consolidation of development gains. The project could also have benefitted by having a well-defined and resourced MEAL system with independent MEAL focal persons.

### **ii. Effectiveness and impact**

The MEY project achieved its targets and the evaluation found youths are becoming empowered through motivation, entrepreneurship training and increased health awareness. In addition, the MEY training and awareness-raising lead to self-employment and increased income for beneficiaries. All the youths interviewed strongly agree that trainings provided through the Star Club improves academic performance, builds self-confidence, reduce risk health behaviours, improves financial skills and empowers youth to start their own income generating activities.

All the youths, regardless of the category, were engaged in some form of income generating activities in their Star Clubs and these microenterprises have started to generate income. These range from horticulture, poultry and goat production. Those youth that graduate have started their microenterprises which are generating income and creating jobs for the other youth. Some have found gainful employment in shops and butcheries. The youth indicated that lack of capital was the major constraint affecting their microenterprises and interventions that increase availability and access loans are needed. In addition, youth programmes should include activities that attract youths for example sports, entertainment and competition and exchange visits to other similar youth programs. Study findings show that the health services promoted by the project - HIV/AIDS testing, family planning and counselling were the most services sought by youths in the two districts and this is a proxy indicator of the success of the project.



### **iii. Efficiency**

The MEY project was implemented in a timely and cost-effective manner. Adaptive management techniques used by the consortium – for example additional resources for underfunded items, joint and cluster trainings were helpful in ensuring that the project efficiently met its targets in 3 years. There is a good level of cooperation, complementarities and synergies with community, schools, government partners and other stakeholders. The project is collaborating and complementing with these stakeholders in joint training, monitoring and review meetings and visits. For example, the project is complementing the Ministry of Youth and Women affairs in joint promotion of youth enterprises and MOPSE in championing the new skills-based curriculum training. The project also uses peer reviewed training modules, manuals and workbooks that are easy to read and understand. The motivation, health and enterprise development manuals have also been adopted and are used by the partners beyond the MEY project at this confirms their relevance and usefulness.

### **iv. Gender and environment**

The project targeted 60% female and 40% male participation. The MEY project was designed with less gender focus and no gender disaggregated indicators were tracked. The Management Information System and training materials were found to be silent on gender issues. Although the project had no structured gender and environment focus, we noted that there was ad hoc gender and environment mainstreaming where the project field staff in collaboration with relevant ministry departments provided awareness trainings to youths on teenage pregnancies, gender-based violence and rights. Thirty two percent of the core project staff were females and the key management positions of coordinator and area managers were occupied by females. Approximately 50% of the frontline staff – EDF and HF's were women, resonating with SDG 5 of empowering women.

### **v. Sustainability and exit strategy**

The evaluation found that the participating youths are engaged in IGAs beyond the MEY project. There is also evidence of spill-over and ripple effects as the interviewed club patrons, EDFs, HF and program staff are using the MEY concepts for the personal development and enterprize growth. These two examples are a clear indication of sustainability. The MEY project has a concrete exist and sustainability plan that was jointly developed with all the relevant stakeholders primarily that defines roles and responsibilities of stakeholders, ensure that the project transitions and exit is conducted in a systematic manner and enhance ownership of the project by beneficiaries and stakeholders. The following exit strategy approaches were confirmed by the interviewed stakeholders:

#### **Partnership and stakeholder engagement**

MASO, one of the MEY partners have working Memorandum of Understanding with the Local Authorities and have other projects being implemented in Shurugwi and Chirumanzu. The organisation is encouraged to continue to play a role in monitoring, mentoring and coaching the youths in their activities even after the project funding ceases. This will ensure that the youth continue to be supported even without direct financial assistance. The line ministries which worked with MEY confirmed that they will continue to provide youth trainings on health and entrepreneurship development as this is their core mandates. They also highlighted their interest to include motivation training as it has shown positive results.

### Local Enterprise Development and Health Facilitators and Junior Star Club patrons

These are ward-based volunteers whose responsibility is to mobilise youth into Self Help Groups and train them on health. These facilitators are expected to continue training the youth, mentoring them and acting as a link to the stakeholders for technical skills trainings. Sixty patrons in 30 schools were capacitated in Health, Motivation and entrepreneurship and are resident at the respective schools. These patrons should be encouraged to continue training youths and orienting a new teacher even after the project has ended.

### Training manuals and documents availability

The resource materials in form of manuals were produced and used throughout the project lifespan. These manuals are accessible to the youth through the EDFs and BCFs for reference and continued use. The monthly, quarterly and annual reports produced by MEY will be submitted to the key stakeholders the Ministry of Youth and Women Affairs, District Administrator and Rural District Council and are anticipated to be available as reference to all interested organisations.

## RECOMMENDATIONS

The recommendations presented below aim to ensure that the identified positive contributions and strengths of the MEY project are maintained and improved. In addition, addressing the weakness and shortcomings identified here are crucial for future design of youth programs.

### i. Project design, upscaling and replication

The design of the second phase of the project or other youth projects should take advantage of a participatory approach aimed at assuring the widest participation of all available and relevant stakeholders. The project needs to be designed with a wider and more long-term perspective as well as by addressing the weaknesses emerged from this first pilot phase. A transparent and realistic approach, based on findings and evidence, is a fundamental requirement. In order to assure the achievement of the project outcomes interviewed program staff suggested a more structured iterative implementation process. Future projects could benefit by implementing and refine and implement approach to revise the budget, activities and workplans. Revision of the activities and achievements should be implemented according to a well-defined Logframe, GANTT chart, project plan, MEAL plan and risk matrix. A well-resourced and independent MEAL system should also be put in place.

The MEY model is unique as it incorporates the three pillars and therefore could be adapted, expanded and transferred to other Hand in Hand as well as other organizations charged with youth programming. All the interviewed government stakeholders indicated that they would like to see the MEY project upscaled and replicated to cover more districts in Zimbabwe owing to its transformative power on youth motivation, health and livelihoods. A redesign and extension of the MEY project will require investment in branding, communication and visibility to profile the project to national, regional and international audiences and donors.

### ii. Effectiveness and impact

The MEY project achieved its targets because of mutual collaboration between implementing partners, adaptive programming, joint training and monitoring, strong buy in and participation of key government stakeholders. These are critical ingredients that should be replicated in the redesign of the second phase. The project empowered youth through motivation, entrepreneurship training and increased health awareness. All the youths interviewed were engaged in income generating activities and some have found

gainful employment. Hence, there is need to profile all these youths and hand over the data base to MOPSE and Ministry of Youth as well as Health so that they continue to receive technical backstopping. Future youth programs in these districts should start and build from this solid foundation. Youth programmes should also include activities that attract youths for example sports, entertainment and competition and exchange visits and address constraints associated to youth financing. Microfinance institutions and banks should be encouraged to offer concessionary loans to youth income generating activities.

### **iii. Efficiency**

There is need for Hand in Hand, Zimbabwe and MASO to continue with the good level of cooperation, complementarities and synergies with community, schools, government partners and other stakeholders in the two districts in the second phase or redesign of future youth projects. The patrons, EDFs, HFs and graduates from MEY project should be used as trainers or brand ambassadors in future projects in these districts. This will ensure that the gains and knowledge made in the MEY projects are maintained and enhanced. These two organizations should take advantage of their need found partnership to jointly mobilize resources and funds with technical support from Hand in Hand Sweden and Star for Life. Future project designs should continue to integrate the 3 pillar components as it has shown to be effective. There is scope to further refine and peer review the training modules, manuals and workbooks and include all the branding requirements so that they become key reference materials for all organizations working on youth programming in Zimbabwe and globally. The resource materials can be stored on a virtual repository on the Hand in Hand Zimbabwe website.

### **iv. Gender and environment**

There is need for structured gender and environment mainstreaming activities in future projects and these should be sufficiently resourced in terms of finance and technical skills. Gender mainstreaming tools, for example such as GALS should be explored among others. Future youth programming could also include further activities addressing youth participation in the local decision making and development processes, as well as advocacy about youth rights and instances aimed towards decision makers. There is also need to attract and retain females into future project programming positions.

### **v. Sustainability and exit strategy**

Given that MASO and Hand in Hand are still operational in the two districts on other projects, they are encouraged to continue to play a role in monitoring, mentoring and coaching the youths in their activities even after the project funding ceases. These youth can be absorbed into other projects and act as anchor or champion youths to inspire other upcoming youths. This can be the case in MEY extension. This will ensure that the youth continue to be supported even without direct financial assistance. The line ministries which worked with MEY should be encouraged to continue to provide youth trainings on health and entrepreneurship development as this is their core mandates. They can ride on the trained ward-based volunteers and school patrons for continuity. The MOPSE, in particular should be encouraged to roll out the 3 pillar concepts in the whole district. The training modules, manuals and workbooks should be publicly available as key reference materials for all organizations working on youth programming in Zimbabwe and globally.

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## APPENDICES

### Annex 1. TORs - Key Evaluation Questions

The evaluation questions guided by the OECD evaluation criteria focussed primarily on relevance, efficiency, effectiveness, sustainability and impact. The key evaluation questions are divided in the following sub-sections;

#### 1. Relevance and project design

- To what extent is the project relevant to the needs and priorities of the target population?
- To what extent is the project aligned to the priorities and strategies of the community? Of Hand in Hand Zimbabwe, Hand in Hand Sweden and the Postcode Lottery?
- What has been in particular useful for the beneficiaries?
- Is the project in line with the government's policies and programmes?
- Does the project respond to identified problems and was the design adequate to address these problems?
- Was the intervention logic clear and the matrix logical?
- Were appropriate indicators used to assess achievement of objectives?
- Were the assumptions identified correct?
- Were the appropriate beneficiaries reached?

#### 2. Efficiency

- Have the activities (inception, procurement, mobilization, training, etc.) been implemented in a timely and cost-effective manner?
- Has the project implemented within the original timeframe and budget?
- Has the level of involvement of the community/government/schools'/implementation partners been sufficient? Is there a need for deeper collaboration?
- To what extent has the project complemented other interventions, including of the government, other development programmes or schemes?
- Have the inputs from the donor, Hand in Hand Zimbabwe, Hand in Hand Sweden, MASO, Star for Life and government agencies been provided as planned and were they adequate?
- To what extent are there synergies and complementarities between different project communities?
- To what extent are the training material developed useful.

#### 3. Effectiveness – the GOAL matrix will be used a lot

- Has the project, so far met its qualitative and quantitative targets?
- Are the outputs likely to contribute to the achievement of the outcomes?
- Has the project helped to promote gender equality?
- Has the project empowered youth with better health related knowledge and has there been changes in behaviour?
- Has the project been successful in motivating youth?
- Has the project been successful in raising the awareness among the in-school youth (15-18) and out of school youth (18-35) in promoting entrepreneurship as a livelihood option?
- To what extent have members of Star Clubs started micro enterprises and to what extent do the

enterprises generate an income?

- To what extent have youth been imparted with technical skills?
- To what extent are beneficiaries saving actively?
- Have there been any external factors that have hindered or facilitated the project to meet its set goal?

#### 4. Sustainability

- To what extent can results achieved so far be attributed to the project? To what extent are the results of the project sustainable?
- Will schools continue to promote life skills and entrepreneurship?
- Does the project have an exit strategy?

#### 5. Gender and environment

- Has women's participation been fostered? How?
- Was the composition of the project implementation team gender balanced?
- Are project information and data gender-disaggregated?
- Did the project adequately consider gender-related aspects of the project?
- Were there sufficient gender analyses in the baseline study?
- Have any barriers to women's participation been identified? If, yes, what has been done to overcome these?
- Are projects results likely to contribute to women's empowerment?
- To what extent has the project contributed to raising awareness about gender rights? Empowered women to claim their rights?
- Were there any issues concerning environmental sustainability? If such issues were identified, how were they dealt with?
- Are there any outputs or other aspects of the project that are likely to have adverse effects on the environment? If so, how can this be mitigated?

#### 6. Impact

- Is the project likely to contribute to good health and sustainable livelihoods in the targeted communities?
- What are the prospects for upscaling, replication or multiplier effects?
- What have been the main strengths and weaknesses or opportunities and threats of the project?

## Annex 2. Has the MEY project met its qualitative and quantitative targets

### GOAL MATRIX: SUMMARY OF PROJECT PLAN (Youth Project in Zimbabwe)

Project Name	Motivated and entrepreneurial youth - Leading stars for the future of Zimbabwe!					
Project Period	April 2017- March 2020 (3 years)					
Objectives	Intervention Logic	Indicators	Baseline	Targets	Achievement to date	Means of Verifications (MoV)
Development Impact	Contribute to good health (SDG 3) and sustainable livelihoods (SDG 8) of youths (15-35) in Shurugwi and Chirumanzu districts.					
<b>Outcome 1.1 (situation at 31/03/2020)</b>	Youth (15-18) are empowered with relevant life skills*  *Life skills are defined as: self-esteem, self-confidence, assertiveness, health-seeking behaviour, willingness to take up health services, decision-making.	<ol style="list-style-type: none"> <li>Pregnancy rate among girl youths' (15-18 years).</li> <li>Number of schools drop-outs among youths.</li> <li>Health literacy among youths (awareness on health and sexual behaviour and risks).</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 27% (ZDHS 2015)</li> <li>Baseline: 30 %</li> <li>Baseline: 50%</li> </ol>	<ol style="list-style-type: none"> <li>Target: A reduction by 10%.</li> <li>Target: Reduce by 20% the dropout rate for girls and boys respectively</li> <li>Target: A majority (more than 50% (girls and boys respectively)) have a better understanding of health and sexual behaviour and risks</li> </ol>	<ol style="list-style-type: none"> <li>Pregnancy rate reduced e.g in Orton drift Sec in Chirumanzu 10 out of 160 girls were pregnant on 2017 and in 2019 only 2 out of 160 (ref, Patrons review meeting 18.03.2020)</li> <li>School drop outs reduced significantly</li> <li>Star club members were circumcized and tested in some schools</li> </ol>	<ol style="list-style-type: none"> <li>Interviews with teachers/club patrons/youths in a baseline and endline survey.</li> <li>School drop-out records. Interviews with teachers/club patrons/youths in a baseline and endline survey.</li> <li>Interviews with teachers/club patrons/youths in a baseline and endline survey.</li> </ol>
<b>Output 1.1.1</b>	Junior Star Clubs with active youth participation.	<ol style="list-style-type: none"> <li>Number of youths trained in Star for Life's health and life motivation training.</li> <li>Number of existing Junior Star Clubs.</li> <li>Number of Junior Star Clubs meeting regularly.</li> <li>Existence of a formal Club structure (e.g. clear roles and responsibilities within the club)</li> <li>Youths attendance rate in Junior Star Clubs.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 0</li> <li>Baseline: 0</li> <li>Baseline: N/A</li> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>Target: 600 youths (girls and boys respectively) per school year (in total 1200 over 2 academic years).</li> <li>Target: 30 per year (one clubs per school per year, in total 60 over 2 academic years)</li> <li>Target: All Junior Star Clubs meet a least once/week.</li> <li>Target: All Junior Star Clubs have a formalised structure with chair and secretary.</li> <li>Target: At least 70% attendance rate (girls and boys respectively).</li> </ol>	<ol style="list-style-type: none"> <li>1595 (132% of the target)</li> <li>60 (2 recruitments per school)</li> <li>60</li> <li>Junior Star Club Members meet on average once per week</li> <li>1595 completed trainings out of the 1685 mobilised</li> </ol>	<ol style="list-style-type: none"> <li>Aggregated attendance lists from each training session. Meetings with teachers on term basis.</li> <li>Lists of existing school clubs per district through interviews with teachers/club patrons.</li> <li>List of dates for club meetings. Interviews with teachers/club patrons on term basis.</li> <li>Club books describing structure. Interviews with teachers/club patrons on term basis.</li> <li>Attendance lists of each club meeting. Interviews with teachers/club patrons on term basis.</li> </ol>

<b>Output 1.1.2</b>	Club patrons/teachers with relevant skills to run Junior Star Clubs with young people in school	<ol style="list-style-type: none"> <li>Number of teachers and club patrons trained in Star for Life's health and life motivation training.</li> <li>Teachers' knowledge level in SFL concepts in terms of training youths.</li> <li>Number of visits/coaching of teachers/schools by MASO.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 50%</li> <li>Baseline:</li> </ol>	<ol style="list-style-type: none"> <li>Target: At least 60 (2 per school)</li> <li>Target: 90% (Teachers) have better knowledge of SFL concepts.</li> <li>Target: 240 visits</li> </ol>	<ol style="list-style-type: none"> <li>60 teachers trained</li> <li>100% (IoT Training assessment)</li> <li>183 visits (76% of the target)</li> </ol>	<ol style="list-style-type: none"> <li>Training of trainers' attendance lists. Pre- and post-training questionnaires. Interviews with teachers/club patrons.</li> </ol>
<b>Outputs 1.1.4</b>	Training manuals on life motivation and health are developed and exist.	<ol style="list-style-type: none"> <li>The manuals exist.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>3 manuals exist</li> </ol>	<ol style="list-style-type: none"> <li><b>Star Clubs Workshop Manual (Trainers' Guide)</b> <b>Out of School Dream book</b> <b>In school Dream Book</b></li> </ol>	<ol style="list-style-type: none"> <li>The manual names.</li> </ol>
<b>Activities 1.1</b>	<ul style="list-style-type: none"> <li>SfL develops training material</li> <li>SfL/MASO trains teachers and club patrons in Star for Life's health and life motivation training.</li> <li>Teachers/club patrons mobilise 1 200 youths into 'Junior Star Clubs'</li> <li>Teachers/club patrons train 1200 youth in school in Star for Life's health and life motivation training.</li> <li>HiH Zim and MASO staff give support and coaching to the schools throughout the project</li> <li>Conduct Graduation activity</li> <li>Stakeholder sensitisation</li> <li>Teacher review meetings</li> </ul>					
<b>Outcome 1.2 (situation at 31/03/2020)</b>	Youths (15-18) are aware of entrepreneurship as a future livelihood option.	<ol style="list-style-type: none"> <li>Percentage of youths that have embraced entrepreneurship as a livelihood option.</li> <li>Examples of club enterprises started by Junior Star Clubs</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 20%</li> <li>Baseline: 0</li> </ol>	<ol style="list-style-type: none"> <li>Target: At least 50% have a positive perception of entrepreneurship as a livelihood option.</li> <li>Target: At least 10 examples.</li> </ol>	<ol style="list-style-type: none"> <li>All school had enterprises at some point during the project, some failed to continue due to lack of capital and the economic meltdown- Annual Reports and teacher's review meeting reports</li> <li>16 schools with active enterprises (53% achievement)</li> </ol>	<ol style="list-style-type: none"> <li>Interviews with teachers/club patrons/youths in a baseline and endline survey.</li> <li>Case studies and Inter school Junior Club Entrepreneurial Competition Reports, school records on youth entrepreneurial initiatives.</li> </ol>
<b>Output 1.2.1</b>	Youths (15-18) have knowledge in entrepreneurship and basic business skills.	<ol style="list-style-type: none"> <li>Number of youths trained in entrepreneurship and basic business skills.</li> <li>Youths knowledge level of entrepreneurship concepts.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 15%</li> </ol>	<ol style="list-style-type: none"> <li>Target: 600 youths per district p (in total 1 200 over 2 academic years).</li> <li>Target: A least 50 % of youths have better knowledge in entrepreneurship.</li> </ol>	<ol style="list-style-type: none"> <li>1595 Trained in entrepreneurship</li> <li>16 schools with active enterprises (53% achievement)</li> </ol>	<ol style="list-style-type: none"> <li>Attendance lists &amp; summary training reports from teachers.</li> <li>Interviews with teachers/club patrons/youths in endline and pre- and post-training evaluations.</li> </ol>

<b>Output 1.2.2</b>	Teachers are able to conduct training in basic entrepreneurship and business skills.	<ol style="list-style-type: none"> <li>Number of teachers trained in HiH's entrepreneurship training for in school youth.</li> <li>Teacher's knowledge level in entrepreneurship and business concepts for in-school youths training.</li> <li>Examples of HiH Zimbabwe's and MASO's continuous coaching and support to teachers.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 50%.</li> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>Target: At least 60 (2 per school).</li> <li>Target: 100% (60 teachers have a satisfactory knowledge level for delivering entrepreneurship for in school youths.</li> <li>Target: At least 15 examples from different schools.</li> </ol>	<ol style="list-style-type: none"> <li>60 Patrons trained</li> <li>96% had satisfactory knowledge 4% found the subject demanding</li> <li>All schools visited at least once for coaching purposes during the course of the project</li> </ol>	<ol style="list-style-type: none"> <li>Training attendance lists. Training certificates and reports on training conducted</li> <li>Pre- and post-training evaluation and FGD reports for teachers Activity reports</li> </ol>
<b>Output 1.2.3</b>	Training material for in school youth are developed.	<ol style="list-style-type: none"> <li>Number and type of training material for in school training.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> </ol>	<ol style="list-style-type: none"> <li>Target: A manual for in school training in basic entrepreneurship and business concepts exists.</li> </ol>	1.In-school Entrepreneurial training manual developed	Training material by type.
<b>Activities 1.2</b>	<ul style="list-style-type: none"> <li>- HiH Zim develops training material and manuals for in school training of youths.</li> <li>- HiH Zim trains teachers in delivering the entrepreneurship training to youths.</li> <li>- Teachers/club patrons train 1200 youth in school in basic entrepreneurship and business skills and how to support creation of Junior Star Club enterprises.</li> <li>- HiH Zim and MASO staff give support and coaching to the schools throughout the project.</li> <li>- Sensitisation of stakeholder</li> <li>- Stakeholder protocol</li> <li>- Teacher review meetings</li> </ul>					
<b>Outcome 2.1</b>	Youth (18-35) are empowered with relevant life skills*  *Life skills are defined as: self-esteem, self-confidence, assertiveness, health-seeking behaviour, decision-making.	<ol style="list-style-type: none"> <li>Percentage of youths accessing sexual reproductive health services (family planning, guidance, HIV/AIDS testing services).</li> <li>Level of self-esteem among youths.</li> <li>Health literacy among youths (awareness on health and sexual behaviour and risks).</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 15%</li> <li>Baseline: 0</li> <li>Baseline 20%</li> </ol>	<ol style="list-style-type: none"> <li>Target: 30% (girls and boys respectively)</li> <li>Target: A majority (more than 50% (girls and boys respectively)) have a better understanding of health and sexual behaviour and risks.</li> </ol>	<ol style="list-style-type: none"> <li>632 accessed health services some accessed but not recorded due to loss of referral slips and none use of (health a sensitive issue, some not forthcoming with information)</li> <li>Interaction with Youth shows improved self esteem</li> </ol>	<ol style="list-style-type: none"> <li>Individual member profile in a baseline and endline survey</li> <li>Individual member profile in a baseline and endline survey</li> <li>Individual member profile in a baseline and endline survey</li> </ol>



<b>Output 2.1.1</b>	Youths are actively involved in Star Clubs	<ol style="list-style-type: none"> <li>Number of youths trained in health and life motivation workshops by MASO.</li> <li>Number of SFL-workshops conducted by MASO.</li> <li>Number of HIV/SRHR-sessions conducted by MASO.</li> <li>Number of active Star Clubs.</li> <li>Existence of a formal Star Club structure (e.g. clear roles and responsibilities within the club).</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 0</li> <li>Baseline: 0</li> <li>Baseline: 0</li> <li>Baseline: 0</li> </ol>	<ol style="list-style-type: none"> <li>Target: 2500 youths (60% girls, 40% boys)</li> <li>Target: 4 per group (totally 1248)</li> <li>Target: 4 per group (totally 1248)</li> <li>Target: 312</li> <li>Target: All (312) the Star Clubs have a formal structure in place.</li> </ol>	<ol style="list-style-type: none"> <li>2007 (80% of the Target)</li> <li>1102 (88% of the target)</li> <li>1102 (same as above, health and motivation sessions were combined)</li> <li>245 (78% of the target) active star clubs were fluctuating from month to month</li> </ol>	<ol style="list-style-type: none"> <li>Workshop attendance lists.</li> <li>Workshop attendance lists.</li> <li>Session attendance lists.</li> <li>Form 1 – Group registration form.</li> <li>Star Clubs' written constitution and activity reports.</li> </ol>
<b>Output 2.1.2</b>	HiH Zim and MASO staff have knowledge in Star for life's health and life motivation training.	<ol style="list-style-type: none"> <li>Number of HiH Zim staff and MASO staff trained in Star for Life's health and life motivation training.</li> <li>Number of refresher trainings provided by SFL.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>Target: 11 HiH Zim staff and 7 MASO staff.</li> <li>Target: One refresher training held.</li> </ol>	<ol style="list-style-type: none"> <li>18 Staff members were trained</li> <li>One refresher course was held...interns were also trained in the process</li> </ol>	<ol style="list-style-type: none"> <li>Training attendance lists</li> <li>The training material and training certificates.</li> </ol>
<b>Output 2.1.3</b>	Training material/manuals developed.	<ol style="list-style-type: none"> <li>The training material/manuals</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>Target: 2 training manuals</li> </ol>	<ol style="list-style-type: none"> <li>In school Health Manual</li> <li>Out of School Health Manual</li> </ol>	The material.
<b>Activities 2.2</b>	<ul style="list-style-type: none"> <li>SfL develop training material specially designed for the project.</li> <li>SfL train HiH Zim and MASO staff in Star for Life's health and life motivation training.</li> <li>HiH Zim and MASO mobilise 2500 youths (18-35) in to 'Star Clubs'</li> <li>HiH Zim provides 2500 youths with Star for Life's health and life motivation intros/outros.</li> <li>MASO conducts 4 Star for Life-workshops per Star Club.</li> <li>MASO conducts 3-4 sessions on HIV/SRHR per Star Club.</li> <li>Referral information on sexual health services</li> <li>SfL conducts refresher trainings to HiH Zim and MASO.</li> </ul>					
<b>Outcome 2.2 (situation at 31/03/2020)</b>	Youths (18-35) are engaged in livelihoods.	<ol style="list-style-type: none"> <li>Percentage of youths (18-35) who have a steady income from micro enterprise or self-employment.</li> <li>Percentage of youths (18-35) who have a steady income from employment.</li> <li>Number of viable enterprises created or enhanced (self-employed).</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 20% of youths have a monthly income from a micro enterprise.</li> <li>Baseline: 20% of youths have a steady income from employment</li> <li>Baseline: 0</li> </ol>	<ol style="list-style-type: none"> <li>Target: At least 50% (girls and boys respectively) have a monthly income from a micro enterprise.</li> <li>Target: At least 50% (girls and boys respectively) have a monthly income from employment.</li> <li>Target: At least 1000 (750 females/girls, 250 males/boys)</li> </ol>	<ol style="list-style-type: none"> <li>1907 youth recorded as jobs</li> <li>1907 jobs created (190% of the target and 66% of the mobilised youth)</li> <li>1654 enterprises created (165% of the target)</li> </ol>	<ol style="list-style-type: none"> <li>Individual member profile in a baseline and endline survey.</li> <li>Individual member profile in a baseline and endline survey.</li> <li>Monitoring Form 6 (Enterprise Monthly Report Template).</li> </ol>

<b>Output 2.2.1</b>	Youths (18-35) have knowledge in entrepreneurship.	<ol style="list-style-type: none"> <li>Number of youths trained in entrepreneurship.</li> <li>Number of training certificates distributed.</li> <li>Youths' perceived knowledge level of business concepts.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 0</li> <li>Baseline: 15%</li> </ol>	<ol style="list-style-type: none"> <li>Target: 2500 (of which 2000 females/girls, 500 boys)</li> <li>Target: 2500 (of which 2000 girls, 500 boys)</li> <li>Target: At least 50% perceive themselves to have improved their knowledge level on business concepts.</li> </ol>	<ol style="list-style-type: none"> <li>2142 (85% of the target)</li> <li>1851 (74% of the target)</li> <li>100 % the trained perceive themselves to have knowledge on business concept</li> </ol>	<ol style="list-style-type: none"> <li>Form 5 – training attendance</li> <li>List of certificates distributed. Endline survey.</li> <li>Pre- and post-training evaluation forms (form 4 and 6)</li> </ol>
<b>Output 2.2.2</b>	Youth have technical skills.	<ol style="list-style-type: none"> <li>Number and percentage of youths linked to vocational training.</li> <li>Percentage of youths that received technical training.</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: 0</li> </ol>	<ol style="list-style-type: none"> <li>Target: 750 youth, at least 30% (female/girls and male/boys respectively)</li> <li>Target: 1250 (girls and boys respectively)</li> </ol>	<ol style="list-style-type: none"> <li>520 (69% of the target)</li> <li>1269 (101% of the target)</li> </ol>	<ol style="list-style-type: none"> <li>Quarterly report</li> <li>MIS – Attendance list technical training form 5</li> </ol>
<b>Output 2.2.3</b>	Youths have financial and market opportunities to start, maintain and sustain enterprises.	<ol style="list-style-type: none"> <li>Number of youths accessing loans from Revolving Fund.</li> <li>Number of youths who are actively saving in Star Clubs.</li> <li>Market linkages made</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 0</li> <li>Baseline: N/A</li> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>Target 500 At least 20% of youths access loans</li> <li>Target: 1750 At least 70% of the members are actively saving in the clubs.</li> <li>Target: At least 20 cases of market linkages</li> </ol>	<ol style="list-style-type: none"> <li>33 youth (6% of the target)</li> <li>917 (52% of the target, saving groups fluctuated from month to month and decreased gradually)</li> <li>More than 20 cases- Exhibition reports, Cluster association activities</li> </ol>	<ol style="list-style-type: none"> <li>MIS – (separate RF forms)</li> <li>Monitoring Form 5 (Training attendance list)</li> <li>Interviews with youths in quarterly reports.</li> </ol>
<b>Output 2.2.4</b>	Youths are aware of employment opportunities.	<ol style="list-style-type: none"> <li>Youths' awareness of employment opportunities.</li> <li>Employment linkages made</li> </ol>	<ol style="list-style-type: none"> <li>Baseline: 20% of youths are aware of employment opportunities</li> <li>Baseline: N/A</li> </ol>	<ol style="list-style-type: none"> <li>Target: At least 80% are aware of different employment opportunities in the area/district.</li> <li>Target: At least 15 cases of employment linkages made</li> </ol>	<ol style="list-style-type: none"> <li>Youth aware of employment opportunities</li> <li>More than 15 cases of employment at local shops using the training certificate (EDF Meeting Reports)</li> </ol>	<ol style="list-style-type: none"> <li>Individual member profile in a baseline and endline survey.</li> <li>Interviews with HiH Zim staff and youth in quarterly reports.</li> </ol>
<b>Activities 2.2</b>	<ul style="list-style-type: none"> <li>- HiH Zim trains 2500 youths on entrepreneurship.</li> <li>- HiH Zim facilitates vocational training and technical training.</li> <li>- HiH Zim provides information to youths of employment opportunities.</li> <li>- Employers and employment agencies communicate with the Star Clubs</li> <li>- HiH Zim links youths to Revolving Fund.</li> </ul>					

### Annex 3. List of people consulted and focus group discussions

#### Core Project Team (HiH, MASO and Star for Life)

Name	Position	Organisation	Gender
1. Rejoyce Moyo	Project Coordinator	HiH	F
2. Jabulani Mapingire	Programmes Manager	MASO	M
3. Hazel Mhembere	Area Manager- Chirumanzu	HiH	F
4. Loveness Mukotekwa	Area Manager- Shurugwi	HiH	F
5. Thomas Ndlovu	Field Officer- Shurugwi	HiH	M
6. Terence Matandirotya	Field Officer - Shurugwi	HiH	M
7. Taruberekeru Zivengwa	Field Officer - Chirumanzu	HiH	M
8. Mercy Tete	Field Officer - Chirumanzu	HiH	F
9. Success Mucheni	Programmes Officer	MASO	F
10. Nelson Zamola	Programmes Officer	MASO	M
11. Federico Zacchia	Programs Officer	HiH Sweden	M
12. Per Strand	Programs Developer	Star for life	M
13. Sifiso Mathenjwa	Trainer	SFL SA	M
14. Felix Tete	Chief Executive Officer	HiH	M
15. Veronica Nhemachena	Chief Executive Officer	MASO	F
16. Emmanuel Makiwa	Director of Programmes	HiH	M
17. Shylene Mangore	Student Intern	HiH	F
18. Mary-Jane Munhira	Student Intern	HiH	F

#### Focus group discussion

*Pamamoya group – Ward 18 Shurugwi*

A group of 7 women involved in buying and selling, flea market and tuckshop business

*Mushamukadzi Group – Ward 12 Chirumanzu*

A group of 7 females involved in broiler production, horticulture and maputi making

#### Chirumanzu district

Name	Position	Organisation	Gender
1. Mr Hlavati	DA office	DA Office	M
2. Mr Masiwa	District Head	Agritex	M
3. Mr Chimbiya	DSI	MOPSE	M
4. Mr Chinyama	DNO	Health	F
5. Mrs C Muchapambwa	Club Patron	MOPSE	F
6. Mrs C Tekeshe	Club Patron	MOPSE	F
7. Mrs G Tekeshe	EDF	HiH	F
8. Mr Maoneke	Youth affairs	Youth affairs	M
9. Mr Chatikobo	RDC	RDC	M
10. Mr Machededze	Women Affairs	Women Affairs	M
11. Mr Masara	NAC	NAC	M
12. Mr Mupeta	Headmaster	MOPSE	M
13. Mr Ndaidza	Headmaster - Hama	MOPSE	M
14. Councillor	Councillor ward 23	Local Gvt	M
15. Mrs Moyo	Mvuma VTC	Youth affairs	F
16. Mrs C Jakacha	EDF	HiH	F
17. Mrs Rudhane	HF - Simukirai	HiH	F
18. Mr Manzi	HF - Kubatana	HiH	M
19. Mrs L Miquitaio	EDF - Kubatana	HiH	F
20. Angelic	Angelic successors EDF	HiH	F
21. Mr Tichagwa	EDF	HiH	M
22. Mrs Kwangware	HF ward 23	HiH	F
23. Mrs Makopa	HF Kubatana	HiH	F
24. Mhonde Mazvirega	Club Patron	MOPSE	F
25. Mr Makaure	Club patron	MOPSE	M

26. Mr Makamure	Club patron	MOPSE	F
27. Orton Drift patron	Club Patron	MOPSE	M

### Shurugwi

Name	Position	Organisation	Gender
1. Mr Mupeta	DA	DA Office	M
2. Mr L Muchigami	Business officer	Women affairs	M
3. Mrs Margret Urayayi	Gender Officer	Women Affairs	F
4. Mr Gonye	Head	Youth affairs	M
5. Mr J Machimbira	DSI	MOPSE	M
6. Mr Petros Mazengwa	NAC	NAC	
7. Mr Mudhara S	Councillor – ward 11	Local Government	M
8. Mr S Kuvhirimara	EDF – Pamamoya	HiH	M
9. Mrs Mahara	EDF - Ward 10	HiH	F
10. Miss Mahara Pamela	MEY Graduate, Chachacha	Shop attendant	F
11. Mis Laiza Karonga	MEY Graduate, Chachacha	Own butcher	F
12. Mr Matazhu	Headmaster	Kushinga Sec	M
13. Mrs Nyevera	Agritex Officer	Agritex	F
14. Mrs Kumbirai Gavi	HF – Ward 10	HiH	F
15. Silence Makusha	Club patron – Mupangayi	MOPSE	M
16. Tambudzai Mubayiwa	Club patron - Mupangayi	MOPSE	F
17. Gilbert Kutsira	Club patron – Kushinga	MOPSE	M
18. Tendai Kasama	Club patron – Kushinga	MOPSE	F
19. Joshua Gwemende	Head – Gato	MOPSE	M
20. Fungai Kadembo	Club patron – Gato	MOPSE	F
21. Justice Ngara	Club patron - Gato	MOPSE	M
22. Tapera Chisi	EDF Ward 9	HiH	M
23. Lea Muchatu	EDF Ward 24/7	HiH	F
24. Elizabeth Siyape	EDF Ward 11	HiH	F
25. Francisca Manengi	HF – Ward 10	HiH	F
26. Rahman Liomba	HF -Ward 9	HiH	M

#### Annex 4. Youth Quantitative Survey Questionnaire

**Greetings!** My name is \_\_\_\_\_ and I am currently working for/with [Hand in Hand Zimbabwe (HiH)] for the Motivated and Entrepreneurship Youth (MEY) Assessment. **To Interviewer:** Please ask the respondent whether they are willing to participate in this survey interview and explain that all data are kept confidential and will be used only for research purposes. The respondent should be youth involved in the MEY. If respondents are willing to participate, they should sign the consent form before proceeding with the interview.

#### Informed consent and Declaration

This survey is part of a research project titled “Assessing the impact of Motivated and Entrepreneurship Youth Project in Chirumanzu and Shurugwi districts of Zimbabwe”. The research is conducted in conjunction with HiH and MASO. The purpose of the study is to learn more about youth empowerment and impacts of MEY project. This will take approximately 1.5 hours. Your participation in this research is voluntary. You are free to withdraw your participation and data at any time during the interview. Your participation in this research is strictly confidential. Your name and contact details will not be disclosed in any way, and the information that you provide will remain anonymous. Copyright to the report resides with HiH.

Should you have any question regarding the nature of the survey please contact the Survey Team Leader. Please express your full consent to participate in this survey

#### Section A: Location

1. Date \_\_\_\_\_
2. Enumerator \_\_\_\_\_
3. District \_\_\_\_\_ 1=Chirumanzu 2=Shurugwi
4. Ward \_\_\_\_\_
5. Youth category \_\_\_\_\_ 1=In school 2=Out of school
6. Name of school \_\_\_\_\_ (If in-school)
7. Name of group: \_\_\_\_\_ (If out-of school)
8. Gender of Star Club Patron \_\_\_\_\_ 1=Male 2=Female
9. Household size in past 12 months \_\_\_\_\_ (number)



**Section B: Youth demographics**

We would like to review your personal demographics and household head status

1.Number	2.Gender 1=Male 2=Female	3. Year of birth	4. Relation to head of household 1= Head 2 = Spouse 3 = Son 4 = Daughter 5 = Other relative  6 = Other non-relative	5.Highest level of education 1=None 2=ECD/Nursery School 3=Primary level 4=ZJC level 5='O' level 6='A' level 7=Diploma/ certificate after primary 8=Diploma/ certificate after secondary 9=Graduate/post-graduate 10=Others (specify) 88=Don't know	6. Marital status 1=Married/ living together 2=Married living apart 3=Divorced/Separate 4=Widowed 5=Spouse deserted 6=Single/Never married	7. Are you currently in school 1=Yes 2=No	8. If No why 1=Finished O level 2=Finished A level 3=Tertiary education 4=No finance 5=Drop out 6=Other specify	9. Are you currently employed (for all those 18 years and above only) 1=Yes 2=No	10. If employed, what is your primary job 1=Civil servant 2=Farmer 3=Formal job 4=Informal job 5=Mineral panning 6=Cross border trader 7=Others specify

**Section C: Enrolment into MEY**

1. Which year did you enrol in the MEY? (options are 2017, 2018 and 2019)	2. Have you consistently participated in MEY since then? 1=Yes 2=No > column 4	3. If yes, why did you consistently participate (major) 1=Parent advice 2=Patron advice 3=Peer advice 4=Program content relevant 5=IGA 6=Others	4. If no, what is the major reason for inconsistent participation 1=Working 2=School 3=Program content 4=Time conflict 5=Peers 6=Length 7=Others	5. How did you hear about MEY program? 1=Teacher/patron 2=Participant 3=Friend (non-participant) 4=Advertisement 5=NGO 6=Relative 7=Others 88=Don't know	6. Rank the following four things, where 4 is your most favourite and 1 is your least favourite			7. Did you know other youth that were interested in MEY but did not 1=Yes 2=No > Section D	8. What is the major reason why youth do not enrol for MEY? 1=Working 2=School 3=Program content 4=Time conflict 5=Peers 6=Length 7=Others 88=Don't know
					Trainer/Club patron	Training material/activity (Content)	Peers		

**Section D: MEY Training Roster**

	1. Which of these MEY courses did you undertake? 1=Yes 2=No	2. Did you finish the training? 1=Yes > column 4 2=No	3. If no, why did you not finish the training? 1=Found work 2=Pregnancy/own child 3=Care for other children 4=Returned/starts school 5=Health problem 6=Family pressure 7=Time conflict, 8=Travel/migration, 9=Others	4. How satisfied are you with the training provided? 1=Very satisfied 2=Satisfied 3=Neutral 4=Dissatisfied 5=Very dissatisfied	5. How did you travel to the training? 1=Walk 2=Public transport 3=Own transport 4=Bicycle 5=Others	6. Did you ever feel unsafe travelling to and from training? 1=Yes 2=No	7. How long did it take you to the training venue one way in minutes?
D1. Motivation							
D2. Health							
D3. Entrepreneurship							

**Section E: Youth Star Club Enterprises**

E1. As a Star club do you have an Enterprise /Income Generating Activity? \_\_\_\_\_ 1= Yes 2= No > E3

E2. If yes, tell us more about the Enterprise

<b>1.Type of enterprise/IGA?</b> 1=Petty trading 2=Horticulture 3=Flea market 4=Tuckshop 5=Chicken production (Broiler & Layers) 6= Indigenous chicken 7=Cross border trading 8=Aggregation 9=Maputi/popcorn 10=Small livestock production and or trading 11=Cattle production and or trading 12=Grain production and or trading 13=Other (specify)	<b>2. When/year did you start the IGA?</b>	<b>3. Average monthly income from IGA (\$ZW)</b>	<b>4. Number of months income is realized per year</b>	<b>5.Is the IGA still operational?</b> 1=Yes > column 7 2=No	<b>6.If not why?</b> 1=Finished school and closed it 2=Shared profits 3=Failed to secure market 4=Inflation 5=Viability problems 6=Leadership challenges	<b>7.Did the MEY program helped you with regular training on Enterprise Development and Management</b> 1=Yes 2=No

E3. Are you prepared to engage in activities or business whose benefits will be realised after some months or years? \_\_\_\_\_ 1= Yes 2= No

E4. What do you think should be done to improve the Star clubs? (max 2 only) \_\_\_\_\_/\_\_\_\_\_/1= Inject funds into clubs, 2= Increase youth centric activities, sports, quiz and competition, 3=Exchange visits for youth, 4= Exchange visits for facilitators, 5=Include all content in the school curricula, 6=Engage and link with private sector, 7= Other (specify)

**Section F: MEY Training Relevance**

The following questions will require a scale of 1-5: 1 (not important) > 5 (Very important)

Training/Course	Outcomes/Behaviours	1. On a scale of 1-5 how important is the motivation training on	2. On a scale of 1-5 how important is the health training on	3. On a scale of 1-5 how important is the entrepreneurship training on
F1. Motivation	Building self confidence			
F2.	Equip with life skills			
F3. Health	Reducing risk health behaviours			
F4.	Willingness to take up health services			
F5. Entrepreneurship	Career planning			
F6.	Financial management			
F7.	Starting own business			

**Section G: The Youth and Sexual, Reproductive and Health (SRH)**

G1. Are you able to access Sexual, Reproductive and Health services? \_\_\_\_\_ 1= Yes 2= No > H

G2. If yes, tell us more about the SRH services (Each row to have one service – maximum three major services)

<b>1.What type of services are you able to access?</b> 1=Family planning (including contraceptives e.g. condoms, control pill) 2=Counselling/ Psycho-social support 3=HIV/AIDS Services (e.g. VCT, counselling) 4=Medical Care and treatment 5=Menstrual kits 6=General Information on SRH 7=Maternal health- Antenatal care and post-natal care 8=Other (specify)	<b>2.Where do you access the SRH services?</b> 1=Community (Village health worker, Case Care Worker, Child protection committee, peer educators etc) 2=Health Centre/clinic 3=Victim Friendly Unit 4=Shops 5=Other (specify)	<b>3.Do you face any challenges in accessing any of the earlier mentioned Sexual and Reproductive Health Services?</b> 1=Yes 2=No > column 5	<b>4.If yes, what challenges do you face?</b> 1=Long distance to services 2=Unavailability of services 3=Negative attitude by service providers 4=Cultural and religious perceptions/ attitudes 5=Services are expensive 6=Stigma and discrimination 7=Other (specify)	<b>5.Has the MEY program helped you to understand the importance of Sexual and Reproductive Health</b> 1=Yes 2=No



## Section H: Youth and Income Generating Activities (IGA) outside the Star Clubs

H1. Have you started an Income Generating Activity and/business? \_\_\_\_\_ 1= Yes 2= No > H3

H2. If yes, What type of IGA are you involved in (max 2 only) \_\_\_\_\_/ \_\_\_\_\_/ 1=Petty trading, 2=Horticulture, 3=Flea market, 4=Tuckshop, 5=Chicken production (Broiler & Layers), 6= Indigenous chicken, 7=Cross border trading, 8=Aggregation, 9=Maputi/popcorn, 10=Small livestock production and or trading, 11=Cattle production and or trading, 12=Grain production and or trading, 13=Other (specify)

H3. If no why? (max 2 only) \_\_\_\_\_/ \_\_\_\_\_/ 1= Lack of capital, 2= No business skill, 3=No interest, 4= I had other priorities, 5=Too much competition, 6=Prohibitive policies/laws, 7= Other (specify)

H4. Are you prepared to work with people of your age in doing business or any income generating activities? \_\_\_\_\_ 1= Yes > H6 2= No

H5. If no why not? (max 2 only) \_\_\_\_\_/ \_\_\_\_\_/ 1=Lack of trust amongst ourselves, 2= Isolated business skill amongst ourselves, 3= Lack of interest, 4= Competing priorities, 5= Lack of commitment, 6= Prohibitive policies/laws, 7=Other (specify)

H6. What do you think are the barriers or challenges in setting up your own business (multiple response)? \_\_\_\_\_ 1=Lack of entrepreneurial drive, 2=Lack of or Isolated business skill, 3=High operational costs e.g. licencing, rates, 4=Competing priorities, 5=Lack of commitment, 6=Prohibitive policies/laws, 7=Lack of Capital, 8=High cost of capital, 9=Unsupportive community, 10=Other (specify)

H7. Are you prepared to engage in activities or business whose benefits will be realised after some months or years? \_\_\_\_\_ 1=Yes 2=No

H8. Do you have a mobile money account? \_\_\_\_\_ 1=Yes 2=No

H9. Do you currently have savings \_\_\_\_\_ 1=Yes 2=No > H11

H10. What type of savings do you participate in/have (major only)? \_\_\_\_\_ 1=VSLA, 2=Mobile Wallet, 3=Home savings in a safe place, 4=Others (specify)

H11. In the past 12 months have you been able to access credit from any source (formal and informal)? \_\_\_\_\_ 1=Yes 2=No > I

H12. If yes, what was the major source of credit? \_\_\_\_\_ 1=HiH Revolving Fund 2=Family and friends 3=VLSA 4=Microfinance 5=Commercial bank 6=Others specify

**Section I: Youth perceptions about participation in Star Clubs**

11. How would you respond to each of the following statements about your participation in the Star Clubs?

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>No opinion</b>
1. Star clubs can improve your school academic performance					
2. Star clubs enhance self confidence					
3. Star clubs improves your responsibility and decision making					
4. Star clubs help reduce health risks (unwanted pregnancies, drugs etc).					
5. Star clubs improve business skills					
6. Star clubs improve financial management skills					
7. Star clubs improve employment and work skills					
8. The skills gained from Star clubs are vital for starting own business or IGA					
9. I will recommend other youth to join Star clubs					
10. I will recommend that the MEY project continues given its positive impact on my life					

12. What two major recommendations would you give to the MEY project?

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**Section J: Youth leadership and participation in other youth programs apart from MEY**

J1. Have you ever participated in youth programmes/projects/activities in the past two years apart from the MEY project? \_\_\_\_\_ 1=Yes 2=No > J3

J2. If yes, please complete the table below

<b>1. Nature/Type of programme</b> 1=BEAM, 2=School feeding, 3=GBV and SHR Health, 4=Youth mobility, 5=Church, 6=Community centres, 7=Road maintenance, 8=Gully reclamation, 9=Nhimbe, 10= Others specify	<b>2. Who organized this programme?</b> 1=School, 2=Community, 3=Church, 4=NGOs, 5=Hand in Hand/MASO, 6= Local leaders, 7=Ministry of health, 8=Ministry of youth, 9=Other (specify)

J3. Are there community service projects implemented by young men and women in your community? \_\_\_\_\_ 1= Yes 2= No

J4. During the past 12 months, were you involved in any sporting activities? \_\_\_\_\_ 1= Yes 2= No > J6

J5. If yes, who organized the sporting activities (max 2 only) \_\_\_\_\_/ \_\_\_\_\_/ 1=School, 2=Community, 3=Church, 4=NGOs, 5=Hand in Hand/MASO, 6= Local leaders, 6=Ministry of health, 7=Ministry of youth, 7=Other (specify)

J6. Do you believe that you can contribute positively to the development of your community? \_\_\_\_\_ 1= Yes 2= No

**Section K: Household income sources and shocks**

K1. What are the three major income sources that your household engages in? *(Read the list to the respondent and ask the respondent to rank activities from 1 to 3, putting 1 in the activity the HH primarily engages in followed by a 2 and 3 for other major activities).*

Major sources of income	Rank	Major sources of income	Rank
1.Crop production		9.Cross border trading	
2. Vegetable production		10.Mineral extraction	
3. Livestock production		11.Fishing	
4.Casual labour (maricho)		12.House rentals	
5.Formal employment		13.Cash remittances within Zimbabwe	
6.Harvesting and selling forestry products		14.Cash remittances from outside Zimbabwe	
7.Buying and selling		15.Others (Specify)	
8.Petty trading			

K2. Which 2 shocks have you faced as a household in the last 12 months? (2 major only) \_\_\_\_/\_\_\_\_\_/1=Cash shortages, 2= Water logging, 3=floods, 4= Crop pests and diseases, 5=Cereal price changes, 6=HIV/AIDS illness, 7=Livestock disease. 8= Malaria, 9=Human wildlife conflict, 10=Livestock deaths, 11=Diarrheal diseases, 12= Social conflict 13=Livestock price changes 14=Loss of employment, 15=Death of main income earner. 16=Forced relocation, 17= Drought, 18= variable/ infrequent rainfall, 19= Other (specify)

**Section L: Livestock and asset ownership by the youth (*respondent*) and household**

Livestock type	Number owned by youth	Number owned by household	Type of asset	Number owned by youth	Number owned by household
L1. Oxen and bulls			L11. Plough		
L2. Other cattle			L12. Scotch cart		
L3. Calves			L13. Cultivator		
L4. Goats			L14. Harrow		
L5. Sheep			L15. Wheelbarrow		
L6. Pigs			L16. Bicycle		
L7. Chicken			L17. Television		
L8. Rabbits			L18. Radio		
L9. Aquaculture/Fishery			L19. Cell phone		
			L20. Tractor		
			L21. Car		
			L22. Solar		
			L23. Other (specify)		

**Thank the respondent for his/her time**

## Annex 5. Key Informant Interview Guide

Thank you so much for meeting with us today. I am \_\_\_\_\_ and working on behalf of Hand in Hand, Zimbabwe to undertake an evaluation of HiH MEY project, which works with at-risk youth. As part of this evaluation, we are speaking with a number of key stakeholders as well as surveying and interviewing youth participants. All of this will feed into a report which will be used to inform current and future youth programming for HiH. We ask that you be as open and honest with us as possible. Your answers will be anonymous, and we will not identify you in any way through our final report.

### Questions for All Respondents

1. What do you see as some of the strengths or successes of the MEY program? – *Probe in relations also with challenges faced by youth as well as some positive behaviour change from the youth trained.*
2. What do you see as some of the weaknesses of the MEY program? (Or if we are to redesign the program, what key things do you want us to include?)
3. To your knowledge, is the MEY program coordinated with any other programs that are occurring in the area?
  - a. (If they respond affirmatively): Please tell me about those programs. Do they complement, contradict, or duplicate one another?
  - b. Name of other youth centric programs and who is leading that and possible funders
4. Sustainability: Which elements of MEY do you think would be feasible to incorporate into your own organization/work?
  - a. To what extent do you plan on doing that? (probe for concrete examples and funding aspects)
5. Based on your knowledge of MEY and the needs/opportunities for youth in Zimbabwe, do you have any recommendations for MEY that you think we should include in this evaluation?
  - a. Probe for: Engagement among stakeholders, approach to achieving outcomes (content and format), modifications to encourage sustainability, improve project in future, if more money/future programming?
9. Is there anything we haven't covered that you think would be useful for us to know?



## Annex 6. Focus Group Discussion Guide

My name is \_\_\_\_\_, and this is \_\_\_\_\_. Thank you all so much for being here and for speaking with us. As you know, we are here trying to better understand the MEY program and provide some recommendations for programs which will best meet the needs of youth like you. We'll talk today as a group so we can share ideas and ask that you be open and honest with us; and that you respect one another and listen openly as well. As with the survey, everything you share with us is completely confidential. We will not put your names in the reports and nobody (coaches, family, or MEY staff) will know you spoke with us and what you said. In order to keep this discussion open, we also ask that anything shared today between this group is not discussed outside of the group. If there is anything you want to talk about individually rather than in the group setting, feel free to talk to us after we end. Finally, you don't have to participate and you can leave at any time. Do you have any questions before we begin? Do you all agree to participate? Great! Let's start by introducing ourselves. We'll go around in a circle, and please tell everyone your name (or a name you want to be called today), your age, and something you like to do in your free time.

A) Start by introductions and a brief discussion on the broader context of youth programmes in the district

B) Great! Now that we have a better idea of the broader context, it would be great to hear more about what you think about MEY.

1. Name of Group and membership by gender
2. Group leadership and presence of constitution
3. Income/ Enterprises done by group or individuals in group
4. If Enterprise, average monthly income and how it is used
5. What are some of the things you think have worked well with the MEY program? Why are they working well?
6. What are some of the things that aren't working well? Why aren't they working well?
7. How easy or hard is it to apply what you're learning in MEY?
8. Finally, if you could give a one-sentence recommendation to HiH. on how to make MEY better, what would you say?
9. Do you have any other comments about the MEY program before we wrap up the session?

### **NOTE**

If the group is moving quickly, include further probes and questions as relevant to the discussion:

- Was there anything not included in MEY that you think it should include?
- Were you satisfied or not with the program?

*Thank the participants for their time*