

Vimbainashe Trust

The lot number is in the provision Waterfalls, Harare Zimbabwe



Education Grant Proposal

Submitted to:

CH2022MHRW01 Foundation

March 2022

General Information and Project Information

0. General Information and Project Information

0.1 Country	Zimbabwe
0.2. Name of organization soliciting for funding	Vimbainashe Trust
0.3. Legal registrations number and date of lead organization	Trust Deed Put Number: CH2022MHRW01
0.4. Email, Telephone and Skype address	Email: rumbidzaizinyemba@gmail.com Cell Number: +263 772 325 491, +41 77 981 32 99 Skype: +263 772 325 491
0.5. Contact person, Name, Title and E-mail	National Coordinator, Rumbidzai Zinyemba Email: rumbidzaizinyemba@gmail.com
0.6. Project Title	Establishing a vocational training, basic education, and small to medium scale enterprise development programme for poor and vulnerable children in the ghetto communities of Harare, Zimbabwe.
0.7. Budget, USD	\$1,068,000
Vision	
Mission	
0.8. Project - Overall objective	To develop a robust and sustainable basic education and technical & vocational training programme for poor and vulnerable children and young people in Harare South district communities of Ardbennie, Hopely, Mbare, Stoneridge, Southlea Park, Sunningdale, and Waterfalls.
0.9. Specific objectives	<ol style="list-style-type: none">a) To provide comprehensive Early Childhood Development and primary education services to at least 300 orphaned and vulnerable children in Harare South district from June 2022 to May 2025b) To equip at least 300 young people with technical and vocational skills to reduce unemployment in Harare South district between June 2022 and May 2025.c) To establish and manage institutional small and medium scale enterprises to sustain the operations of the Trust.

0.10. Implementation period

1 June 2022-May 2025

1. Executive Summary

(Write max 500 words)

This proposal is to establish the TRANAC project which seeks to develop stronger and vibrant Early Child Development and Education (ECDE) Civil Society Organisations (CSOs) national coalitions' capability of engaging in national and transnational advocacy in Southern Africa. This will be done to make governments in Southern Africa more transparent and accountable to their citizens on ECDE issues. Accountability and transparency are envisioned to improve through the development and implementation of sustainable, equitable, inclusive and gender responsive ECDE policies, legislation and systems as well as improved ECDE financing by governments, CSOs and donors. All these are critical in ensuring access to quality ECDE services to learners in the Southern Africa region. The TRANAC consortium is made up of ECDE CSO national coalitions from Lesotho (NECDOL), the Malawi ECD Coalition and the Zimbabwe Network of Early Childhood Development Actors (ZINECDA). The consortium will co-opt other national CSO coalitions from other countries in Southern Africa through information sharing and knowledge generation.

This initiative will address critical gaps identified during the situational analyses carried out in Lesotho, Malawi, and Zimbabwe. The gaps identified included lack of transparency and inward accountability by governments on ECDE service delivery; weak CSO coalitions at national and transnational levels unable to hold governments accountable through advocacy at national and transnational level. The CSOs reported capacity gaps in areas such as internal governance, financial management, resource mobilisation, advocacy, research and monitoring and evaluation, accountability, and learning (MEAL). Moreover, there is a lack of sustainable, inclusive, equitable and gender sensitive policies on ECDE to support children's access to quality services. This is compounded by poor ECDE financing and prioritisation by governments, donors and other stakeholders. This manifests through poor ECDE infrastructure, shortage of trained teachers, volunteerism of caregivers, shortage of play and learning materials, and availability of services in remote areas. Lack of cross-sectoral synergies necessary to ensure ECDE learners have access to other critical services such as poor health care such as high stunting, high under-five mortality, low birth registrations, child neglect and abuse were also identified as key gaps to be addressed by the project. Disasters and pandemics that affected the Southern Africa region such as Cyclone Idai and the COVID-19 affected the delivery of ECDE in Southern African countries, especially in Malawi, Mozambique and Zimbabwe.

TRANAC will challenge policy barriers to accessing quality ECDE by building the capacity of ECDE CSO coalitions to engage in national and transnational evidence-based advocacy, promoting learning and adaptive management in ECDE policy and service provision through evidence-based targeted advocacy at the national, regional and global levels. This will be done through conducting CSO capacity assessments and organising structured capacity building training sessions in key areas identified, participating in advocacy activities at regional level targeting regional multilateral agencies (SADC). TRANAC will involve conducting research, evaluations and policy analysis to generate evidence for advocacy, and participating in national and regional learning platforms with peer

organisations, governments, funders and other stakeholders.

1.0.Context Analysis

Global context on education

Globally, education remains an inaccessible right for millions of children around the world. More than 72 million children of primary education age are not in school. Worldwide, only half of all three- to six-year-olds, have access to pre-primary education. In the absence of an urgent drive to raise standards, half of these children – 61 million in total – will reach adolescence without the basic learning skills that they, and their countries, desperately need to escape the gravitational pull of mass poverty. For many children who still do not have access to education, it is notable because of persisting inequality and marginalization. In low- and middle-income countries across the world, 250 million children under the age of five are at risk of failing to reach their developmental potential because of poverty and stunting. In low-income countries, just one in five children have access to preschool.

ECD education is one of the areas that are not receiving due attention in most developing countries. Article 26 of the Universal Declaration of Human Rights highlights the rights of every person including Early Childhood Development and Education (ECDE) learners to education by stating that “Education shall be free, at least in the elementary and fundamental stages.” To promote and protect this right at global level, up to 2015, UNESCO pursued the Education for All (EFA) goals which also explicitly supported the expansion and quality improvements in the provision of comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. This also included addressing gender disparities in education captured under goals 1 and 5.

Furthermore, in entrenching the promotion and protection of the right to ECD, the United Nations General Assembly (UNGAS) in 2015 set the Sustainable Development Goals (SDGs). SDG 4 and specifically target 4.2 states that by 2030, all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. However, despite all these global and regional efforts, access to quality and inclusive ECDE is still a global challenge, especially in the developing world such as Southern Africa. Despite the need, early childhood programmes remain severely underfunded with lacklustre execution. The Global Partnership for Education estimates that less than 1% of aid to education is invested in pre-primary education. Government investment in early childhood development is low at less than 2%. There is also little public understanding of the importance of a child’s first years and slight public demand for policies, programmes, and funding.

Regional context on education

There are 127 million children of primary school age in Africa. Moreso, on the continent of Africa, millions of young children are not reaching their full potential because of inadequate nutrition, a lack of early stimulation, learning, responsive care, and exposure to stress adversely affecting their development. In addition, one third of children on the continent are stunted. Investments in young children are minimal, for example, in Sub-Saharan Africa just 2 percent of the education budget goes to pre-primary education. Smart investments in the physical, cognitive, linguistic, and socio-emotional development of young children from before birth until they transition to primary school are critical to put them on the path to greater prosperity, help countries be more productive and compete more successfully in a rapidly changing global economy.

On the African continent, ECDE and primary education are on the agenda in many countries. Through the African political bloc, the African Union (AU), efforts have been made to promote the right to quality education and quality ECDE. The AU through its Continental Education Strategy Agenda (CESA 2016-2025) recognises the importance of pre-primary (ECD) and primary education as the “pillar on which future learning and training are grounded.” Though there are remarkable transformations in education, the promotion of universal access to quality ECDE remains a significant challenge for educators and policymakers in the continent. The promotion of quality ECD in Africa, particularly for vulnerable children, also faces many complex cultural, political, and economic challenges. The absence of sound ECD policies, poor environmental conditions, low family income, and chronic corruption in some African states have added to the overwhelming barriers to ECD. The full realisation of quality ECD on the continent is also inhibited by persisting factors such as the exposure to the violence of war, tribal and cultural attitudes, poor quality of teachers, and political instability (J Agbenyepa, 2017).

In Southern Africa, the establishment of education services supporting the SADC Regional Indicative Strategic Development Plan (RISDP) is ongoing but unfortunately silent on ECDE. Southern Africa also faces other barriers to quality ECDE such as lack of sound ECDE financing mechanisms, lack of coherent, comprehensive, inclusive and gender-sensitive policies, legalisation and systems that promote access to quality ECDE. Additionally, there is lack of a transnational ECDE focussed CSOs that demand transparency and accountability from governments in the region on issues such as education and ECDE financing, ECDE policy formulation and implementation. CSO involvement in monitoring the utilisation and assessing the effectiveness of donor funds including GPE funds in promoting children’s access to quality ECDE services in member states is also limited.

In Southern Africa, the ECD sub-sector is characterized by disparities found in poor management and lack of coherent curriculum and linkages with primary education. Access to ECD in Southern Africa is still low as net enrolment rate (NER) ranges between 5% of Mozambique to 40% of Namibia. The growth is mainly hindered by inadequate and inappropriate infrastructure and teaching and learning materials. ECDE services for children with disabilities has been prioritised in some strategic plans although few caregivers have received little training working with children with disabilities (Bhana et al.). Birth registration is low for under 5s averaging 48.7%. There is still limited early stimulation at home (29% and 37.4% in Namibia and Zimbabwe respectively) and on developmental tracking (60% and 67% for Namibia and South Africa) implying a greater need for ECD caregivers’ capacity building. Despite evidence that children learn about the moral life, participative skills, social values, and ways of the world from the caring and generative role of the family, guardians tend to view pre-school narrowly (Kholowa & Rose, 2007). Stunting of under 5s is very high in most countries with Lesotho at 33.2% Malawi 42% and Zimbabwe 21.9% (MICS 2019 report).

There is limited ECDE research compounded by a lack of relevant and culturally appropriate assessment tools for cognitive development and learning. ECDE is still community based in Lesotho and Malawi unlike in Zimbabwe where it is integrated into the school structure. The qualified teacher-pupil ratios (Lesotho 1:40, Malawi 1:67 and Zimbabwe 1:66¹), compared to the recommended ratio of 1:20. Low budget allocations to ECDE are less than 1% of the national education budget at 0.2% short of 2000 EFA commitment of 3% with the doubtful achievement of the SDG 4.2. GPE states that 40% of countries with data allocate less than 2% of their education budgets to early childhood educationⁱⁱ.

In Southern Africa, there is a lack of disaster preparedness policies and strategies to cope with emerging disasters such as the COVID-19 pandemic which has created the largest disruption of education systems in history. COVID-19 disrupted face to face learning in schools leading to learning losses. Cyclone Idai also destroyed existing ECDE infrastructure and learning materials in Zimbabwe. These disasters present challenges where governments leading to reduced expenditure on ECDE for them to be able to provide other social services such as health and to revive economies.

Global and regional context for youth unemployment

The International Labour Organisation (ILO,2020) reports that, the global youth unemployment rate stands at 13.6%. This is largely due to factors such as lack of job opportunities and barriers to entering the labour market. These barriers include like limited work experience and the increasing size of the population itself. Worldwide, there are approximately 1.3 billion young people between the ages of 15 and 24 years.

In Africa, young people make up more than one fifth of the population and much of the work they do (95%) is considered informal. This means their work or sources of income do not have legal or social protection. In practice, this implies work that comes with low pay, erratic hours, uncertain employment status, and hazardous working conditions. In the first month of the COVID-19 crisis (March 2020), it was estimated that the income of informal workers like declined by 81% in the continent. Without alternate sources of income, these workers and their families struggled to survive. This was worsened by lack of access to viable safety nets in most African countries, Zimbabwe included.

Although Africa has the lowest unemployment rate (10.6%) among youths aged 15 to 24 years globally, most of the Africa's youth work in the informal sector. Many youths are underemployed or remain in poverty despite working due to poor remuneration and social safety nets. This makes it difficult to compare African countries to more advanced economies (ILO, 2021). Furthermore, the African Development Bank data show that while 10 million to 12 million youths enter the workforce in Africa each year, only 3 million formal jobs are created annually. Africa's youth employment crisis has been a long time in the making. An adequate solution to this problem requires addressing its root cause: the lack of job creation in many professional fields.

In sub-Saharan Africa, unemployment rates remain relatively low, as most of the employable active youth cannot afford not to work. However, these youth regularly suffer from under-employment and lack of decent working conditions. Of the 38.1 per cent estimated total working poor in sub-Saharan Africa, young people account for 23.5%. Young girls tend to be more disadvantaged than young men in access to work and experience worse working conditions than their male counterpart, and employment in the informal economy or informal employment is the norm.

Problem Analysis

To gather critical data to support the development of this proposal, situational analyses were carried out in Zimbabwe. This was done in March 2022 to assess the availability, comprehensiveness, efficacy, and inclusivity of ECD services in Zimbabwe including the target Harare communities. The situational analyses also data on youth employment in Zimbabwe and Harare. The data was collected through a desk review of key literature on ECD, education and youth development. This included national and regional reports on education and youth empowerment. In addition, interviews were held with government representatives (Permanent Secretaries and Ministers, and Directors), multilateral organisation stakeholders (UNICEF, World Bank and UNESCO) and key informants such as ECD policymakers (parliamentarians) and youth organisations.

Key issues identified from the context

Key findings from both the context and situational analyses show the following:

High Youth unemployment in Zimbabwe

In 2010, urban youth unemployment reached 42% of the urban unemployed on the continent of Africa. This proportion was among the highest on the continent. In Zimbabwe, ratio of female to male youth unemployment rate (% ages 15-24) was reported at 28% in 2020. Currently, there is lack of recent scientific data on youth employment in Zimbabwe, but grey literature and anecdotal evidence show that youth unemployment is above 60% of the youth aged between 18 to 25 years. Youths from poor and vulnerable households are the most affected because their families lack resources to support them to acquire technical and vocational skills and the social network capital critical in securing job positions for the public and private sectors.

Limited access to quality ECD and primary education services by orphaned and vulnerable children

Zimbabwe considers access to high-quality and relevant education for all children to be both a basic right and the foundation that underpins the cultural, social, economic, and democratic growth of our nation. The structure of education is now 2-7-4-2: meaning two years of early childhood development (ECD), 7 years of basic primary education, 4 years of secondary education, and 2 years of senior secondary schooling. Although the literacy rate of Zimbabwe is 92%, a need remains to ensure that children from disadvantaged backgrounds access education. This includes children in poor urban settlements, peri-urban and rural settlements. Children in poor urban communities especially orphans require support to access services because they do not afford ECD and primary education services which are generally expensive in urban areas.

Reduced education financing in Zimbabwe.

The ECD sector is underfunded due to weak prevailing economic conditions; most funds for education are allocated to salaries, leaving less than 3% for infrastructure and professional development. The Education Budget was reduced in USD terms between 2019 and 2020, from USD 1.132 billion to USD 532.2 million. Budget costs for salaries dropped from over 90 percent of the education budget in 2019 to less than half that in 2020. The school-aged population is projected to increase from over 5.5 million in 2019 to over seven million in 2025. Multiple humanitarian challenges to the education system including inclement weather and climate change continue to pose shocks and threats. The persistent fragile macro-economy remains the major challenges to education, with increasing chances of inequities and reduced access impacting on learning outcomes. Parents, to a large extent, provide funding for education. If the burden on family finances is too high because of the poor macroeconomic conditions, problems of education access and equity will be further exacerbated. Learners find it difficult to stay in school when there are opportunities to engage in other activities that generate income, to address the inequities of poverty. Educational assistance from charitable organisations is key in bridging the education financing gap.

Lack of adequate ECD and education infrastructure

The ECD sector has about 427,800 learners taught by 4,000 teachers, with 5,800 more qualified teachers required. Only 21.6% of children aged 36-59 months are attending an ECD program. The ECD sector has inadequate age-appropriate infrastructure and equipment. Very few learning materials resonate with the play and learn approach and the culture of the nation. For children in the 0–8-year range, 27.6% are stunted and 11.3% are underweight, highlighting the need for school feeding programs. There is need to ensure that new schools are built and equipped—particularly in the new resettlement areas. The education sector also still faces the challenge of a curriculum that does not match the country's developmental needs.

There is need for almost 40,000 classrooms to be constructed in existing schools and need for over 55,000 teachers' houses. Over 1,500 new primary schools and over 3,000 new secondary schools will be needed, to accommodate projected increases in numbers of learners. The need for more schools is more pressing in urban areas, but rural areas are in need for more secondary schools. Minimum Functionality Standards about Water Sanitation and Hygiene facilities need to match learner populations in schools. More resources go to higher levels of schooling. The distribution of public funds in education favours girls over boys when correct age for grade is considered and boys over girls when total enrolment by grade is considered. The distribution favours rural learners in infant and junior school levels, but highly favours urban learners at upper levels, whether considered by correct age or total enrolment. There appears to be a positive correlation between schools with poor infrastructure and poor learner outcomes. Strengthen enforcement of enrolment of children into Early Childhood Development.

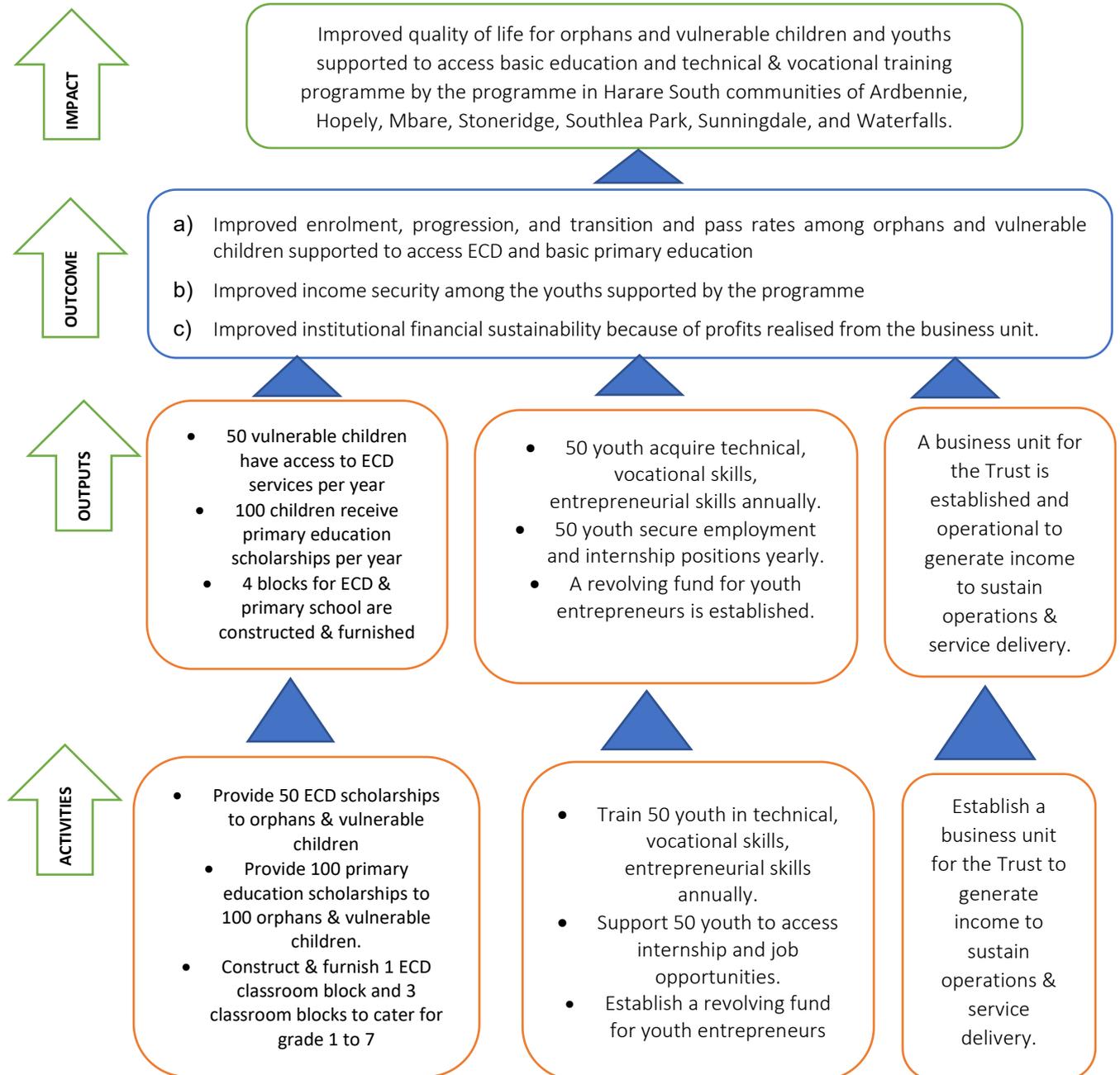
2.0. Project Theory of Change or Strategic Approach

The overarching theory of change for the project is:

IF we can establish a drop- in centre that sustainably provide ECD & primary education services, as well as technical & vocational training (TVET) to orphans & vulnerable children and youths in Harare, THEN we will have improved youths' livelihoods and high literacy rates among orphans and vulnerable children in the target communities.

The critical component of the program is to establish a facility with state-of-the-art infrastructure for providing ECD & primary education, technical and vocational training to children and youth, respectively. The facility will also have a strong business unit that generate income while at the same time providing the much-needed practical experience to the youths enrolled in technical and vocational training. Comprehensive ECD services will be provided to infants aged between 3 to 6 years. The ECD program will enrol both disadvantaged children and those from wealthier families to ensure inclusivity and sustainability of the program. Children from wealthier families will paid school fees to subsidize the services provided to disadvantaged infants in ECD. Primary education scholarships will be provided to orphaned and vulnerable children in surrounding primary schools. The drop-in centre will also directly provide primary education services after constructing classrooms for primary school learners (grade 1 to 7). The provision of primary education scholarships and construction of classroom blocks for primary school education will help in ensuring the progression of ECD learners into basic education (grade 1 to 7). Progression into higher grades will result in improved literacy in the target population. To sustain the operations of the organisation and to reduce youth unemployment, the Trust will establish a business unit that will produce products such as toilet paper and mineral water. The youths will be trained to work in the business unit to acquire technical skills (water purification, toilet paper making), business management, financial management, human resources, and marketing skills. The poor youths will also provide scholarships to enrol for other

technical and vocational skills of their own choice which include hairdressing, cell phone and computer maintenance, solar system installations, welding, carpentry, brick laying and plumbing. The Trust will also design a youths employability and work readiness curriculum to equip the youths with soft skills and knowledge on professionalisms, time management, good communication, work ethics, professional development, grooming and etiquette, to mention a few. The curriculum will also require enable the youths to acquire hands on experience in different companies providing services. All these efforts will improve youths' employability, and income security in the medium and long term.



Undesired situation
 High levels of youth unemployment & vulnerable children's lack of access to ECD & basic education services

Assumptions:
 Stable operating environment for CSOs in Zimbabwe is maintained

Stakeholder Analysis

The program will work and collaborate with several stakeholders outlined below:

Key Stakeholder	Position Analysis	Role in Pathway Change
Orphaned children and youths in target communities	Target beneficiaries	These will be the direct recipients of the support and services from the programme.
Households for the target children and youths	Indirect beneficiaries	These will provide emotional and moral support to the children and youth who will be receiving services from the program.
City Health Department	Allies	These will provide primary health care services to the ECD learners. The services include health screening and referral support to specialists for further management of the health cases.
City of Harare Social Services Department	Allies	These will provide support in the management of child abuse cases among beneficiaries
Department of Social Development	Allies	The Probation Officers from this department while provide child rights awareness support to beneficiaries and their caregivers and lead in the management of child abuse cases involving the children and youth.
Ministry of Primary & Secondary Education	Allies	They will regulate the ECD centre and primary school through providing registration certificates and conducting period monitoring and technical support visits.
Ministry of Youth, Sports, Arts & Recreation	Allies	This ministry will link the youths with other financial services providers. This will strengthen youths' capacity to engage in entrepreneurship.
Technical & Vocational Training institutions e.g., Harare Polytechnic	Allies	These will be responsible for training the youths on various technical and vocational training areas. The technical areas include toilet paper making, water purification, welding, carpentry, hairdressing, plumbing, among others.
Companies providing internship and job opportunities to the youths	Allies	These will recruit the youths' beneficiaries as interns and employees.
Department of Manpower Planning and Development	Allies	This department will process journeyman certification for the trained youths so that they become fully trained artisans.

Risks and Mitigation strategies

Risks for this project are classified in political, economic, social, natural and health risks.

Political risks

The political environment in which civil society operates in Zimbabwe can be a potential risk to the implementation of the project especially during election years. To avert the risk, the Trust will not involve itself in confrontational advocacy and political interventions, rather they will stick to their line of work which is ECDE advocacy using persuasion based on evidence and other peaceful approaches.

Economic risks

The unstable macro-economic environment in Zimbabwe as evidenced by currency volatility, may pose a risk to the project. In addition, inflation continues to rise, coupled with inconsistent and unpredictability fiscal and monetary policies. Therefore, to avert such risks, the Trust will do budgeting and projections in a relatively stable currency, the United States dollars. It will also transact in United States dollars since the Zimbabwe uses both the Zimbabwe Dollar and the United States Dollar for local transactions.

Social Risks

The project will be implemented in a multicultural environment (Harare), cultural issues can come in as hindrances to project implementation. To overcome these, the Trust will have to share develop culturally sensitive policies and protocols to guide staff and stakeholders when conducting activities including workshops, meetings, ceremonies, among others.

Natural Disasters

With the experience of Cyclone Idai and the COVID-19, the occurrence of natural or cultural disasters is frequently happening. Adaptive management practices will be put in place to quickly adjust and respond to these changes and shocks.

Health risk

COVID-19 has proved to be a global problem which can recur with disastrous effect. Health prevention and management measures approved by WHO and the government of Zimbabwe will be adhered to for the safety of staff and participants to forums and training workshops. Both internal and external communication will be adjusted to break traditional methods of face to face to remote and online engagements and working. There is need to invest in communication gadgets and connectivity to create smooth working conditions.

Technology Risk

Whilst we move towards adaptive and innovative ways of improving ECD and primary education as well as youth empowerment, technological risks will encompass two components, the hardware and software. In hardware, there is need for gadgets that are compliant to international standards and registered brands that are compatible with the advancing trends. Software has to do with the interactive systems and applications that will be used as tools to implementation of the project, these are susceptible to loss of information through hacking, overload crashing and a variety of viral attacks and malware. Furthermore, information can be protected using external hardware and using cloud back up which are services that can be paid for. Internally the staff will also need training on the use of technological applications.

Summary of the risks and mitigation strategies

Risk	Level of Impact	Mitigation Strategy
Fragile political environment	Medium	Avoid confrontational advocacy strategies and focus on service delivery through charitable work
Macro-economic challenges	High	Budget and plan using USD. Keep the grant funds in NOSTRO USD Accounts for the Trust.
Natural disasters including COVID-19	High	Invest in modern technologies including highspeed internet to reduce face to face interaction. Develop organisational standard operating procedures
Cultural differences	Low	Develop culturally sensitive and socially acceptable protocols for conducting workshops, trainings, and other activities.
Technological barriers	Low	Invest in user-friendly technologies as modern computers and internet gadgets.

4.0. Project Intervention Design

This section captures project impact, outcomes, outputs, and strategies as well as a Gann chart which shows the chronology of events.

Project goal

To develop a robust and sustainable basic education and technical & vocational training programme for poor and vulnerable children and young people in Harare South district communities of Ardbennie, Hopely, Mbare, Stoneridge, Southlea Park, Sunningdale, and Waterfalls.

Project Objectives

- a) To provide comprehensive Early Childhood Development and primary education services to at least 300 orphaned and vulnerable children in Harare South district from June 2022 to May 2025
- b) To equip at least 300 young people with technical and vocational skills to reduce unemployment in Harare South district between June 2022 and May 2025.
- c) To establish and manage institutional small and medium scale enterprises to sustain the operations of the Trust.

Project outcomes

- a) Improved enrolment, progression, and transition and pass rates among orphans and vulnerable children supported to access ECD and basic primary education
- b) Improved income security among the youths supported by the programme
- c) Improved institutional financial sustainability because of profits realised from the business unit.

Strategies

Outcome 1: Improved enrolment, progression, and transition and pass rates among orphans and vulnerable children supported to access ECD and basic primary education

Output 1.1. Fifty vulnerable children have access to ECD services per year

Activity 1.2.1. Provide 50 ECD scholarships to orphans & vulnerable children

The 50 ECD scholarships will be provided annually to orphans and vulnerable children in the target communities. These will include female, male, ethnic minorities, and those living with disabilities to ensure inclusivity in service provision. The annual scholarship will cover fees for the three terms in a year, uniforms, and stationery. However, children from better-off families who shall receive ECD

services at the facility will be excluded from the scholarship facility and will be expected to pay full school fees and tuition to sustain the ECD programme. Their school fees and tuition will be used to pay and incentivise the ECD teachers at the facility as well as maintaining the infrastructure and learning materials after the completion of the grant. The scholarship beneficiaries will be selected through a transparent and legitimate process of means testing. The selection process will involve consultations with Social Workers under the Department of Social Development in the Ministry of Labour and Social Development, and the City of Harare Social Services Department. In selecting the beneficiaries, the government stakeholders will work hand in hand with the Monitoring and Evaluation Coordinator and Programme Education Coordinator. A standardised intake form that will document social demographics, vulnerabilities, wealth rank for the household, other child protection needs will be developed by the Monitoring and Evaluation Coordinator with the help of social workers from government departments. The social workers will case manage the children and ensure the children have access to child protection services including psychosocial support and child rights education.

Output 1.2. Hundred children receive primary education scholarships per year

Activity 1.2.2. Provide 100 primary education scholarships to 100 orphans & vulnerable children.

On annual basis the programme will pay for annual school fees, uniforms, stationery and learning materials for orphans and vulnerable children in the target communities. Deserving beneficiaries will include girls, boys, ethnic minorities, and children living with disabilities in the catchment area for the organisation. These will be enrolled in government schools in the target communities while some will be enrolled at the primary school to be established by the Trust. An intake form will be developed by the Monitoring and Evaluation Coordinator with technical support from the Education Coordinator, and government social workers. The tool will be used for registering and verifying the beneficiaries before they are enrolled onto the scholarship programme. The intake form will document the beneficiaries' socio-economic status (wealth rank), socio-demographics other vulnerabilities of the children including their child protection and psychosocial needs. The children will be case managed by social workers to ensure that they access education and other complimentary services including psychosocial support.

Output 1.3. Four blocks for ECD & primary school are constructed & furnished

Activity 1.3.3. Construct & furnish administration offices, 1 and 3 classroom blocks to cater for ECD & grade 1 to 7 learners

The Trust will purchase a piece of land measuring 1-2ha to for the establishment of an ECD centre, primary school, vocational training centre, and administration offices. At this piece of land, a standard classroom block with two classes will be constructed for to cater for ECD A (3–4-year-olds) and ECD B (5–6-year-olds). In addition, 3 more blocks with three classes will be constructed to cater for grade 1- 7 learners who will transition from ECD into basic primary education. The construction will be supervised by City of Harare Inspectors, engineers, and surveyors as well as District Schools Inspectors and the City of Harare Social Services and Health staff. These will monitor compliance with city by-laws and education policies and standards. The classrooms will be furnished with desks, chairs, and learning materials, to ensure smooth learning for learners. A toilet block for learners will also be constructed for the learners. The Administration Block will also be constructed to ensure the staff and leadership for the staff has adequate space for administrative work. This will include a kitchen, offices, board room, resource room, counselling rooms, storeroom, and a library or resource room for learners. A seasoned architect will be engaged to draw the plans for the administration block, school classes, and perimeter fence or Durawall.

Outcome 2: Improved income security among the youths supported by the programme

Output 2.1. Fifty youth acquire technical, vocational skills, entrepreneurial skills annually.

Activity 2.1.1. Train 50 youth in technical, vocational skills, entrepreneurial skills annually

The Trust will recruit 50 youth annually and support them to go through 3-6 months technical and vocational training in areas such as hairdressing, manicure, pedicure, water purification, toilet paper

manufacturing, plumbing, solar system installation, cell phone repair and maintenance, welding, among others. The Trust will develop curricula for these courses and ensure they are approved by Zimbabwe Higher Education Council (ZIMCHE). The training will be delivered in collaboration with Harare Polytechnic, Young Africa, and Msasa Industrial Training Centre. These institutions will provide seasoned lecturers to facilitate the trainings at the Trust. The Trust will construct a workshop facility with adequate equipment and training materials at the Drop-in- Centre to the youths to practical sessions. The unemployed youths (male and female aged between 17-23) will be recruited from the target communities. Priority will be for youth from child headed households, those living with disabilities, and youth from ultra-poor and labour constraint households or households headed by the elderly or chronically ill household head. A standard intake form will be designed to select eligible youths willing to receive training in the aforementioned areas. The recruitment process will be spearheaded by the Economic Strengthening Coordinator and the Monitoring and Evaluation Coordinator. Youths from wealthier families willing to enrol for the trainings will be trained at a fee inline with the prevailing rates in colleges that offer short courses in related areas. The money will be used to incentivise the trainers for technical and vocational skills.

Output 2.2. Fifty youth secure employment and internship positions yearly.

Activity 2.2.1. Support 50 youth to access internship and job opportunities

The Trust will ensure that the trained youth in various technical and vocational skills will undergo a two-week training on work readiness and entrepreneurship training. The training will cover topics such as grooming and etiquette, life skills, taxation, basic business laws, work ethics, communication skills, entrepreneurship principles, business management, cashflow management, people management and marketing. The youths will then be placed in organisations for internships while some will be supported to secure employment in the relevant sectors. This will enable them to earn a living from the skills they would have acquired.

Output 2.3. A revolving fund for youth entrepreneurs is established.

Activity 2.3.1. Establish a revolving fund for youth entrepreneurs

To cater for the youths who would have failed to secure employment or who will be willing to venture into entrepreneurship, a revolving fund will be established for the youths to access credit to purchase start-up equipment and other business requirements. The youths who borrow from the fund will be expected to return the fund with a small interest of 3% on the principal amount borrowed. Priority will be to outstanding youths who would have excelled in their studies and showing maturity and good character. The youths will be required to present a well nuanced business proposal which will be assessed by the Business Unit at the Trust and the Economic Strengthening Officer and subject matter experts to be engaged from the local business community. For youths who would have been supported to secure employment but are willing to borrow from the Fund, they will be requested to raise, through savings, 30% of the amount they require for their business.

Outcome 3: Improved institutional financial sustainability because of profits realised from the business unit.

Output 3.1: A business unit for the Trust is established and operational to generate income to sustain operations & service delivery

Activity 3.1.1. Establish a business unit for the Trust to generate income to sustain operations & service delivery.

A business unit for the Trust will be established with the sole aim of generating income for the Trust while at the same time giving the trained youths an opportunity to gain technical skills and job opportunities. The Unit will be headed by the Business Development Manager with qualifications in Business Management, Business Studies or Entrepreneurship. He/She should have experience in managing start-ups in Zimbabwe and the region. The Unit will spearhead a water purification and distribution business and toilet paper making business. Start of the art equipment and raw materials will be imported from China and South Africa to start the business. Experienced staff in these two

businesses will be recruited to work in the business. Premises for these two projects will be secured in industrial and commercial business areas in the target communities.

Project Work Plan (Gann Chart)

Activity	Responsibility	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Project inception phase													
Setting up offices for the Trust	Executive Director												
Pre-commencement planning meetings	Executive Director												
Recruitment of key staff	Executive Director												
Objective 1: To provide comprehensive Early Childhood Development and primary education services													
Activity 1.2.1. Provide 50 ECD scholarships to orphans & vulnerable children	Education Coordinator												
Activity 1.2.2. Provide 100 primary education scholarships to 100 orphans & vulnerable children.	Education Coordinator												
Activity 1.3.3. Construct & furnish administration offices, 1 and 3 classroom blocks to cater for ECD & grade 1 to 7 learners	Education Coordinator												
Objective 2: To equip at least 300 young people with technical and vocational skills to reduce unemployment in Harare South district													
Activity 2.1.1. Train 50 youth in technical, vocational skills, entrepreneurial skills annually	Economic Strengthening Coordinator												
Activity 2.2.1. Support 50 youth to access internship and job opportunities	Economic Strengthening Coordinator												
Activity 2.3.1. Establish and sustain a revolving fund for youth entrepreneurs	Economic Strengthening Coordinator												
Objective 3: To establish and manage institutional small and medium scale enterprises to sustain the operations of the Trust.													
Activity 3.1.1. Establish and expand a business unit for the Trust to generate income to sustain operations & service delivery.	Business Development Officer												

NB: Office set up, and recruitment of staff will be done in the first quarter of the project.

Rights based approaches and gender strategies in the project

The design of the project is premised on the Human Rights Based Approach to development (HRBA), whereby regional and global education frameworks such as SDGs, UNCRC and ACRWC guide implementation. The frameworks have a focus on gender including SDG 4.2 which highlights the importance of ECD in primary education. HRBA is adopted to ensure participation, accountability, non-discrimination and equality, and empowerment of beneficiaries and stakeholders. The right to education with its underlying four principles emphasizing that children are active agents in their own learning and that education is designed to promote and respect their rights. This project adopts a gender-sensitive approach recognizing that policy makers and educators need to be trained in gender-responsive programming to improve ECD, primary education, and functional literacy performance. Evidence-based methods will generate knowledge through research that will be used to improve the intervention or models.

5.0. Project Relevance

The project is in line with the SDG 4 espoused by the United Nations General Assembly in 2015. SDG 4.2 states that by 2030 ensure that all girls and boys have access to quality education including early childhood development, care, and pre-primary education so that they are ready for primary education. The SDG4 contributes to several other SDGs (1, and 3) being met as it provides the human capital and increasingly contributes to the eradication of poverty especially in the context of SADC region which consist of low-income countries. That is the reason why this project will focus on a sector of the SDG 4 in cognizance that ECD is the foundation of all learning outcomes and lifelong learning.

To realize the targets specifically SDG4 Zimbabwe has formulated national 5-year Education Sector Strategy Plan (ESSP) broken down into annual plans derived from provincial or district operating

plans. However, there has been little progress in tracking the SDG4, the country does not have a reporting framework to the SDGs thus this project in collaboration with other education focused civil society organisations will seek to support government efforts to adhering to the commitments that they made in the SDGs through the formulation of an SDG reporting framework that is well-formulated to capture ECD indicators.

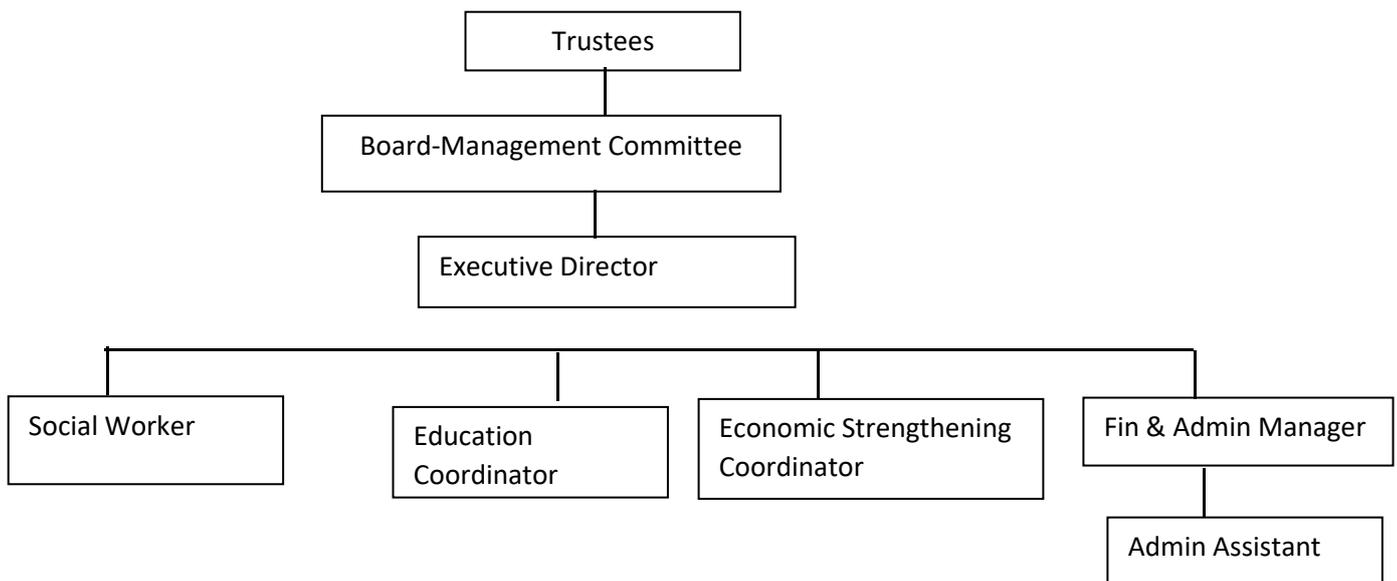
Networks and collaborations

The project will collaborate with national and regional CSOs networks representing marginalized groups such as Forum for the Disabled Education in Zimbabwe (FODEZ), Zimbabwe National Council for the Welfare of Children (ZNCWC), Child Rights Network in Southern Africa (CRNSA), ZINECDA, ECOZI, FAWEZI, and ANCEFA focusing on children living with disabilities, HIV and AIDS, the girls’ education, and ethnic minorities as well as gender organizations. The collaboration in regional advocacy work will be critical in amplifying the voice of the organisation in promoting education policy development and reviews. The collaboration will also influence the allocation of adequate financial resources to ECD and primary education by the government.

6. Project management

The trustees will be the custodians of the Trust while the board of management will provide strategic guidance and leadership to the operations of the Trust. The board of management comprises of 7 experts in different areas including NGO management, resource mobilisation, public relations, finance, law, child protection, education & youth development, enterprise development, among other areas. The Trustees and management committee of the board will meet regularly to give guidance to the Director who is an ex-officio member of the management committee. At the beginning of the project and prior to the recruitment of key staff the management committee of the board will meet every fortnight. After the recruitment of key staff, the management committee will be quarterly. The committee will be responsible for developing policies (finance, human resources, administration, safeguarding, fundraising, among others), supervise the work of the Executive Director and provide strategic leadership direction to the Trust.

At operational level the Executive Director will lead the staff in implementing the project. She will supervise all staff, set operational targets, and manage organisational resources. She will also forge relations with relevant government departments and networking partners and other potential funders. The operational team led by the Executive Director will hold weekly and monthly meetings to discuss progress towards targets and goals, challenges, and learnings as well as quality improvement recommendations. The Trust will have senior management team that include the Director and thematic leads (Education Coordinator, Economic Strengthening Coordinator, Social Worker, Finance, & Administration Manager). The diagram below shows the management structure of the project.



Sustainability

The project will be sustained through collaborating with relevant government departments. Generation of additional income through the business units will also help to financially sustain the project. Additional funding from other donors will be solicited to scale up and replicate the intervention in many parts of the city and the country at large.

7.0 Learning approach

The project management team is alive to the fact that development programming in education and youth development is often an ongoing process and the time for achieving results is unpredictable and dependent on external variables. Hence, consistent research, monitoring, learning, and adaptation are critical. Rather than simply aiming for a single outcome, our programming plans may have multiple or even changing goals and objectives driven by the changing context to allow the application of learning. Our learning approach will be centred on two aspects:

- If desired changes in education and youth development occur in the target communities, we monitor their implementation to learn how these changes were enabled by the intervention or model.
- If desired changes in education do not occur, we review our organisational strategy and action, learn what went well and what went wrong through case studies, investigative research, and evidence-based research to inform re-planning of the organisational strategy

8.0 Planning, Monitoring and Evaluation

Planning stage

The stage will involve the setting up of an office in Harare South district initially at a rented property while land for the construction of key infrastructure for the Trust is being identified. This stage will also involve the recruitment of key personnel (Executive Director, Finance Manager, Education Coordinator, Economic Strengthening Coordinator, Business Development Manager, and Social Worker responsible for addressing child protection and psychosocial issues for the children and youths. Additional staff particularly teachers for ECD and primary education will be recruited when the ECD centre and primary education infrastructure is constructed. Planning meetings will be held weekly in the first six months of the project to ensure smooth implementation of the project. These meetings will be attended by the Director and operational staff. However, prior to the recruitment of operation staff, the Director will be supported by the board of trustees and management to spearhead the activities of the organisation. The board of trustees and management will be meeting every two weeks in the first quarter of the project to help the Director operationalise the project. The frequency will be reduced to once a quarter when all key staff have been recruited by the Trust.

Research, Monitoring and Evaluation

The following processes will be carried out:

Conduct a baseline and situational analysis

The baseline line study will be conducted at district level covering all the target communities for the project. It will inform the refinement of proposed activities at organisational level. The respondents will include children, youths, caregivers, government departments in ministries of education, healthcare, social services, and youth development, among others.

Feasibility, labour market studies for youths vocational training and business unit initiatives

Feasibility studies for the business initiatives (toilet paper production, and water purification) will be conducted by seasoned consultants. Feasibility studies will assess demand for the products in the local market, market expectations, and cost effectiveness of the projects. Labour market studies for youth vocational training will also be conducted before training the youth in various technical and vocational areas. The results will inform the kind of vocational and technical areas to concentrate on basing on job market needs. These studies will involve potential employers, youth training institutions, government departments and youth organisations.

Develop a robust monitoring, evaluation, accountability and learning system for the Trust

A robust MEAL system will be developed for the Trust to enable strong data management, data gathering, analysis, prioritisation of data for decision making, evidence-based programming and learning.

Conduct Mid-Term and End of Term Review

Mid-term review and end of term evaluations will be conducted by independent consultants to track the progress made on implementation, review viability of the intervention, reflect on lessons learnt and to evaluate the impact of the intervention. The results will be used to develop future interventions and inform actions to be taken post grant funding to sustain the momentum.

Monitoring and Evaluation visits

Half yearly visits will be conducted for national coalitions to determine impact, outcome and output results and indicators against planned programming.

Establishment/development of education and youth development knowledge hub

An education and youth development information hub will be developed to serve as an information repository of ECDE, education, youth development research and informational materials at national level. Links to other stakeholders will be done to promote wider reach to information by stakeholders. Links with the ICQNECD information hub will be established. Trust websites and secure WIFI connections will be established.

Join learning networks at national, regional, and global levels

The Trust will participate in learning networks on education, ECD, and youth development, Global Education Coalition convened by UNESCO, GCE, ANCEFA and AfECN will also be engaged. The Trust will also establish learning relationships with universities. Knowledge sharing meetings will be done virtually and face to face on a bi-annual basis.

Annual Programme planning and reflection meetings

Coordination and results planning meetings will be held quarterly to streamline programme schedule, results, and targets. The meetings will also discuss project learnings, challenges and achievements and priorities for the next quarter or fiscal year.

Transnational research studies on ECD, education and youth development issues for knowledge/evidence generation, sharing /learning, and evidence-based programming.

ECDE related research work will be conducted focusing on policy, access, quality, financing, inclusion at national and transnational level to enable evidence-based advocacy. The alliance intends to carry out at least one policy study/analysis per half year during the life cycle of the project.

ECDE, education and youth development budget analysis and tracking research.

The Trust will track the ECDE, primary education, youth development budget allocations in Southern Africa and analyse how the funds are utilised. Findings will be shared, and recommendations made for country consideration. These results will be shared with relevant stakeholders in education and youth development.

Results framework

Logframe Hierarchy element	Performance Indicators	Means of Verification	Risk & Assumptions
Impact: Improved quality of life for orphans and vulnerable children and youths supported to access basic education and technical & vocational training programme by the programme in Harare South communities			
<i>Impact indicators</i>	% of supported children and youths reporting improved quality of life. % of children with high numeracy and literacy skills % youths reporting improved income security	Endline survey results	The operational environment in Zimbabwe remains supportive and favourable for charitable organisations to

Outcomes: 1.Improved enrolment, progression, and transition and pass rates among orphans and vulnerable children supported to access ECD and basic primary education	% of children supported by the project who transition into higher grades % of children supported by the project who progresses into the next level % of supported children who pass public and end of term exams % of supported children retained in school	Education transition & progression trackers End of term and public exam results School attendance registers	operate
Output 1.1. Fifty vulnerable children have access to ECD services per year	Number of children reporting access to ECD services in each year	ECD registers School attendance trackers	
Output 1.2. Hundred children receive primary education scholarships per year	Number of children receiving primary education scholarships in each year	Beneficiary register, school fees payment records & receipts	
Output 1.3. Four blocks for ECD & primary school are constructed & furnished	Number of blocks constructed and approved by the local authority	Certificate of occupation for the constructed buildings	
Outcome 2: Improved income security among the youths supported by the programme	% of youths reporting improved income security	End of project evaluation Income trackers for the youths	Macro-economic environment remains favourable for business enterprises to flourish
Output 2.1. Fifty youth acquire technical, vocational skills, entrepreneurial skills annually.	Number of youths trained in the technical and vocational areas	Training roster for vocational and technical skills	
Output 2.2. Fifty youths secure employment and internship positions yearly.	Number of youths supported to secure employed and internship positions	Beneficiary database for the youth work readiness programme, Employment and internship contract for the youths.	
Output 2.3. A revolving fund for youth entrepreneurs is established.	Number of youths who accessed working capital or business start-up funds from the revolving fund	Beneficiary database for the revolving fund	
Outcome 3: Improved institutional financial sustainability because of profits realised from the business unit.	% of the Trust's budget financed by proceeds from the business unit	Trust annual budget & financial reports Profit and loss statement for the business unit.	Macro-economic environment remains favourable for business enterprises to flourish
Outputs: 3.1 A business unit for the Trust is established	Number of institutional incomes generating enterprises established by the Trust that are operational	Business registration certificates	

and operational to generate income to sustain operations & service delivery.	and profitable.	Profit and loss statement for the business unit.	
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Monitoring Framework

See attached excel sheet

ⁱ 2019 Zimbabwe Education Management Information System Report

ⁱⁱ <https://www.globalpartnership.org/sites/default/files/document/file/2019-08-21-gpe-factsheet-ecce.pdf>