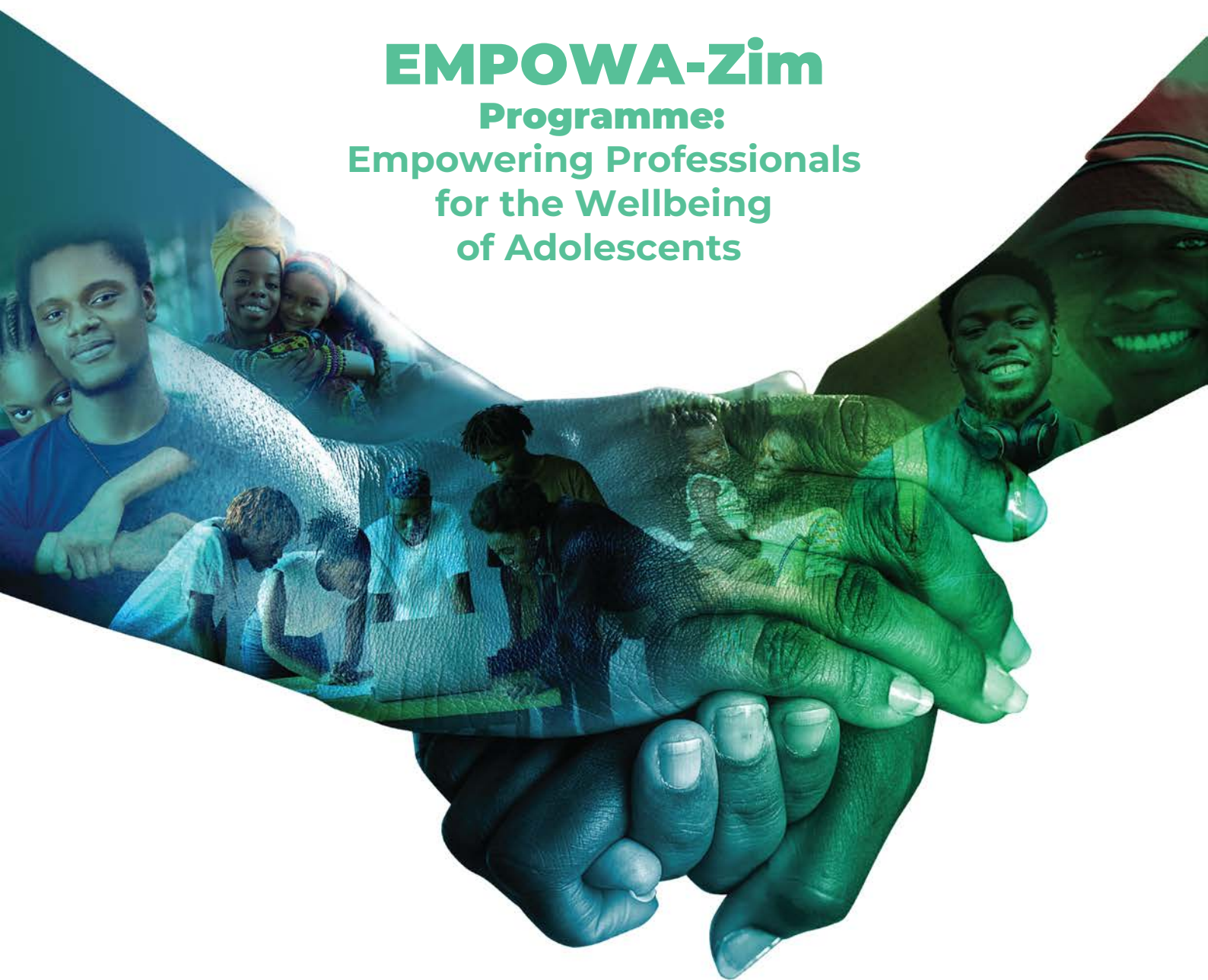


EMPOWA-Zim

Programme: Empowering Professionals for the Wellbeing of Adolescents



Programme Report 2021-2023



Overview

EMPOWA-Zim (Empowering Professionals for the Wellbeing of Adolescents) Programme is a multisectoral programme for policy makers and programmers in Zimbabwe. The aim is to build skills across ministries and government agencies, non-governmental organisations (NGOs), and youth advocates to strengthen the effectiveness of policy implementation and service delivery for the benefit of adolescents in urban, peri-urban and rural Zimbabwe.

EMPOWA-Zim is delivered by a Partnership between the University of Zimbabwe (UZ), the London School of Hygiene and Tropical Medicine (LSHTM), and the Biomedical Research and Training Institute (BRTI). Other partner organisations supporting the Programme are the World Health Organization (WHO), the Ministry of Primary and Secondary Education (MoPSE), the Ministry of Health and Child Care (MOHCC) and the Partnership for Maternal, Newborn and Child Health (PMNCH). The EMPOWA-Zim Programme is funded by Viiv Healthcare.

Organising Group

The EMPOWA-Zim Programme has been led by an Organising Group, representing the core partner organisations. During the development and delivery of the programme, the Organising Group, responsible for the design and delivery of EMPOWA, met fortnightly. With four youth facilitators (see below), four members of the Organising Group were the key teachers in the two in-person weeks and were the tutors who supported the participants' change projects.

The Organising Group members are:



**Constance
Mackworth-
Young**
BRTI and LSHTM



**Rashida
Ferrand**
BRTI and
LSHTM



**Jacqueline
Gumbo**
MOHCC



**Aveneni
Mangombe**
MOHCC
and BRTI



**Marvellous
Mhloyi**
UZ



David Ross
Child Health
Initiative of the
FIA Foundation
and PMNCH

Four youth facilitators were selected through a competitive process, from nominations from UZ, BRTI and National AIDS Council in order to work as members of the Organising Group to deliver the EMPOWA-Zim Programme. They were core teachers in the two in-person weeks of both Programmes, participated on panel discussions and were paired with an experienced facilitator from the Organising Group as tutors for change projects.



**Kelvin
Jani**



**Jayjay
John
Karumazondo**



**Debrain
Mugarapanyama**



**Linnet
Kudzai
Zvoushe**

Advisory Group

The Programme has been guided and supported by an Advisory Group, composed of multi-sector key stakeholders from partner organisations. During the development and delivery of the programme, the Advisory Group met bi-monthly, providing guidance and support.

EMPOWA-Zim was initially introduced to the Government of Zimbabwe through the multi-sectoral Adolescent Sexual and Reproductive Health (ASRH) Coordination Forum co-chaired by the Ministry of Health and Child Care and Ministry of Primary and Secondary Education, thereby creating government ownership and acceptability. This forum comprises key ministries beyond health and education, parastatals, community-based organisations, UN agencies, and young people's representatives. The majority of the Advisory Group members were drawn from the ASRH Coordination Forum.



**Kwadzanai
Nyanungo**
Ministry of Primary
and Secondary
Education (Co-Chair)



**Lucia
Gondongwe**
Ministry of Health
and Child Care
(Acting Co-Chair)



**Wenceslas
Nyamayaro**
Ministry of Health
and Child Care



**Elias
Murinda**
Ministry of Youth,
Arts, Sports and
Recreation



**Chido Dziva
Chikwari,**
LSHTM and BRTI



**Ethel
Dauya**
BRTI



**Aoife
Doyle**
LSHTM and BRTI



**Trevor
Kanyowa**
World Health
Organisation



**Marian-Hellen
Machimbirike**
Plan International
Zimbabwe



**Peter
Machimbirike**
Zimbabwe National
Family Planning
Council



**Stanzia
Moyo**
University of
Zimbabwe



**Munyaradzi
Murwira**
Unified Health
Solutions Africa



**Zvanaka
Sithole**
World Health
Organization,
Zimbabwe



**Mandikudza
Tembo**
BRTI

EMPOWA Programme structure

To date, two groups have enrolled in the EMPOWA-Zim Programme. The first started in August 2021 and ended with the completion of change projects implemented by participants in November 2022. The second started in July 2022 and will end in September 2023 as presented below. The Programme has been designed to be structured over 15 months of engagement, through 5 stages:

- 1) Participant nomination and selection and pre-reading over approximately 2 months
- 2) Week 1 (in person)
- 3) Initiation of change project over 3-4 weeks, with one tutorial during that period
- 4) Week 2 (in person)
- 5) Implementation of change project over 12 months, with five tutorials during that period

Programme 2 timelines

STAGE 1:	STAGE 2:	STAGE 3:	STAGE 4:	STAGE 5
August 2022	12th-16th September 2022	September-October 2022	10th-14th October 2022	October 2022 – September 2023
				
Pre-reading and written assignment focused on theory, research and practical application.	First in-person week <ul style="list-style-type: none"> - Learn about theoretical frameworks in adolescent and youth engagement, policy making and programming. - Participants refine their change project. 	3-weeks in between in-person sessions, with one online tutorial in small groups <ul style="list-style-type: none"> - 4 tutorial groups of 4 to 7 participants and 2 tutors. - Discussion on implementing learning from the programme within their change projects within their organisation. 	Second in-person week <ul style="list-style-type: none"> - Learn about intersectionality, organisational change, monitoring and evaluation, and buy-in and dissemination. - Participants finalise their change projects. 	5. Follow-up at 1, 3, 6, 9, and 11 months in online tutorial groups. <ul style="list-style-type: none"> - Participants submit a short progress report ahead of each tutorial. - Discussion on what they have managed to change, challenges, remaining obstacles and plans for how to address these.

For each intake, two in-person weeks were delivered, hosted by the University of Zimbabwe. At the start of the first in-person week, participants received a handbook for the programme. Participants from the first intake have completed their change projects, which they implemented over one year, with support from regular tutorials with two tutors. They submitted a final change project report in November 2022. Participants from the second intake are beginning to implement their change projects, with support from regular tutorials, which will be completed by the end of September 2023.

Participants

We aimed to have around 20 participants for each programme. Seven government Ministries and eleven other organisations were invited to submit nominations for varying numbers of potential participants. The request for nominations came from the Permanent Secretary of the Ministry of Health and Child Care. Potential participants all completed an application which included a letter of support from their supervisor, details about their interest in the Programme, and an idea for a change project. Participants were selected from the nominations through a competitive selection process, which involved scoring by members of the organising group related to their qualifications, experience, support from their supervisor, relevance of their job to the programme, their demonstrated motivation to participate and the quality and relevance of their proposed change project. 22 and 24 participants were selected and invited to participate in the first and second programme, respectively.



First programme participants and facilitators at University of Zimbabwe



Second programme participants and facilitators at University of Zimbabwe

For both the first and second programme, there were some participants who were not able to participate, largely due to competing workshops or illness, preventing participation from the very beginning (six in the first programme and two in the second programme). For the first programme we were left with 16 active participants, and for the second programme, with 22 active participants. We had more active engagement from the second programme participants, after learning from programme one to accept slightly less senior participants who could dedicate more time to the Programme and more participants who were working at the provincial level rather than at the national level.

Table 1. Participants in the first programme

Name	Designation	Organisation
Beauty Nyamwanza	National DREAMS and Youth Coordinator	National AIDS Council
Furishia Munyanyi	Curriculum Designer	Ministry of Primary and Secondary Education
Joram Mupunza	District Schools Inspector	Ministry of Primary and Secondary Education
Junior Muchuchu	Administration Officer	Ministry of Women Affairs, Community, Small and Medium Enterprises Development
Loreen Antonio	Deputy Director Psychological Services	Ministry of Primary and Secondary Education
Lucia Gondongwe	Deputy Director Reproductive Health	Ministry of Health and Child Care
Luckmore Pamhidzai	Young Person	Young People's Network on Sexual Reproductive Health, HIV and AIDS
Maxwell Mhlanga	SRHR Program Manager	Plan International Zimbabwe
Moses Macheka	Medical Officer	Zimbabwe National Family Planning Council
Memory Kanyati	Provincial Manager	Ministry of Youth, Sport, Arts and Recreation
Rudo N. Mari-Masanganise	A/Provincial MNCH Officer	Ministry of Health and Child Care
Sibonginkosi Mushapaidze	Young Person	Young People's Network on Sexual Reproductive Health, HIV and AIDS
Silinganisiwe Ndlovu	A/Principal Education Psychologist	Ministry of Primary and Secondary Education
Taylor Nyanhete	National Director	Zimbabwe National Council for the Welfare of Children
Vimbai Y. Mlambo	Programmes Manager	Students and Young People Working on Reproductive Health Action Team (SAYWHAT)
Winston Chirombe	Monitoring and Evaluation Officer	Ministry of Health and Child Care

Table 2. Participants in the second programme

Full Name	Designation	Organisation
Ayanda M. Jele	Provincial Facilitator Youth Out of school	Young People's Network on Sexual Reproductive Health, HIV and AIDS
Clementine Murombo	Programs Officer	Zimbabwe Youth Council
Clifton Dawanyi	Project Officer SRHR	Education Coalition of Zimbabwe
Ennie Zowa	Provincial Monitoring and Evaluation Officer	National AIDS Council
Ernest Mushamba	Schools' Inspector – Guidance and counselling	Ministry of Primary and Secondary Education
Eve Chatambarara	Project Officer	Zimbabwe National Council for the Welfare of Children
Fadzai Mudhunguyo	Adolescent Sexual Reproductive Health Officer	Zimbabwe National Family Planning Council
Ishmael Mavhenyengwa	Provincial Health Promotion officer	Ministry of Health and Child Care
Jairos Mandizadza	Deputy Director Community Development	Ministry of Women Affairs, Community, Small and Medium Enterprises Development
Jefinias Warara	Arts and culture programme officer	Ministry of Youth, Sport, Arts and Recreation
Joseph Mhasvi	Data and Research Officer	Zimbabwe Youth Council
Kupakwashe W. Madondo	Provincial Reproductive Health Officer	Ministry of Health and Child Care
Maceline M. Mukwamba	Director	Adult Rape Clinic
Maureen Dhliwayo	Acting Director, Gender mainstreaming, Inclusivity and Wellness	Ministry of Youth, Sport, Arts and Recreation
Memory Muchemwa	Monitoring and Evaluation Officer	Ministry of Women Affairs, Community, Small and Medium Enterprises Development
Precious Shonhayi	Sport and Recreation officer	Ministry of Youth, Sport, Arts and Recreation
Pumulo Masuku	Schools' Inspector – Guidance and Counselling	Ministry of Primary and Secondary Education
Richard Mwasi	Education Research Officer	Ministry of Primary and Secondary Education
Sibongile Masaila	Regional Coordinator	Zvandiri
Tinashe Banda	Provincial Facilitator Youth in Tertiary Institutions	Young People's Network on Sexual Reproductive Health, HIV and AIDS
Washington Chandiwana	Principal	Ministry of Higher and Tertiary Education, Science and Technology Development

Although changes were made in the light of experience and feedback from participants, the agendas for the two in-person weeks delivered in the first and second EMPOWA programmes were broadly similar. The agenda for the second programme is shown below. Each day focused on a different topic. The general structure of each day was:

- Session 1) Recap of the previous day and overview of the current day;
- Session 2) Morning: Learning with an expert teacher followed by panel discussion;
- Session 3) Afternoon: Individual work applying learnings from the morning session within their change project and sharing their plans for this in groups of 4-6 participants and two facilitators; and
- Session 4) Personal reflection and feedback.

Teaching was largely delivered by the members of the Organising Group, including the youth facilitators. In addition, on some days, other expert teachers were invited to deliver the morning session. External expert teachers came from various institutions such as the Zimbabwe Institute of Public Administration and Management; 3Cs Regional Consultants, National AIDS Council, and individual consultants. Panellists included staff from the UZ; MoPSE; Ministry of Youth, Sports, Arts and Recreation; Zimbabwe Youth Council; WHO; UNICEF; Youth Advocates; BRTI, SAFAIDS, and the Young People's Network on SRH and HIV, as well as the Organising Group (including the youth facilitators) and participants in the Programme. For the second programme, we additionally had participants from the first programme speak about their change projects, which participants from the second programme found particularly inspiring and helpful.



WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Day topic	Introduction to adolescent wellbeing.	Unpacking issues in adolescent wellbeing.	Adolescent engagement and participation.	Policy and Programme Change.	Planning for change.
Session 1	Welcome panel with guests of honour.	Recap of previous day and overview of day to come.			
Session 2	Morning learning: expert teaching session, followed by panel discussion with practical examples.				
	A Conceptual framework for adolescent wellbeing and national policy context.	Unpacking issues in adolescent wellbeing.	Theory, methods, and need for adolescent engagement.	Policy and practice, theory and implementation.	Individual work on change projects, with peer and expert feedback.
Lunch	Lunch.				
Session 3	Afternoon application of the morning ´s learning. Testimonial from first programme participants on their change projects on each day. Followed by individual work integrating morning learning into change projects. Working in change project groups, each with support from one experienced and one youth facilitator, and feedback from peers.				Friday ended at lunch.
Session 4	Personal reflection in notebooks, and feedback to facilitators on the day.				



WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Day topic	Change project review and intersectionality.	Organisational change.	Monitoring and Evaluation.	Buy-in and dissemination.	Finalisation of change project proposals.
Session 1	Recap of previous day and overview of day to come.				
Session 2	Morning learning: expert teaching session, followed by panel discussion with practical examples.				
	Intersectionality and diversity.	Organisational change.	Monitoring and Evaluation.	Buy-in, dissemination and stakeholder engagement.	Individual work on change projects, with peer and expert feedback.
Lunch	Lunch.				
Session 3	Afternoon application of the morning ´s learning: individual work integrating morning learning into change projects. Working in change project groups, each with support from one experienced and one youth facilitator, and feedback from peers.				Friday ended at lunch.
Session 4	Personal reflection in notebooks, and feedback to facilitators on the day.				



Change projects

A core part of the EMPOWA-Zim Programme was supporting participants to develop change projects. These change projects involved action to improve policy making and/or programming to promote adolescent wellbeing, embedded within each participant's organisation's scope of work and their existing role within the organisation. The change projects needed to be capable of achieving concrete results within 12 months, considering that they would not receive any additional budget from the Programme, and given the participant's role within their organisation. Each participant was required to have the written support of the senior management of their organisation and of their direct supervisor. The aim was that each participant would carry out a project that would initiate sustained change within their organisation, with the ultimate goal of improving adolescent wellbeing.

For each Programme, participants were divided into four change project groups, together with other participants conducting similar change projects, and with each group supported by two tutors: one more experienced tutor from the Organising Group, and one youth tutor. During the two in-person weeks, each afternoon participants worked on their change projects in their change project groups, with support from their tutors, integrating learning from each morning into their change projects. At the end of the first in-person week, participants all submitted a draft change project outline to their tutors, who provided feedback. At the end of the second in-person week, participants submitted final change project outlines (<3 pages) to their tutors.

Tutorials were held firstly in between the two in-person weeks, and then one month, three months, six months, nine months, and eleven months after the second in-person week. These were held within each change project group, virtually, via Google Meets or WhatsApp. In advance of each tutorial, participants were asked to submit a short (<half page) report on their progress to date, challenges faced, and how they are planning to overcome these challenges. The facilitators provided written and verbal feedback on the change project outlines and progress reports. At completion of the change projects, after 12 months, participants produce a longer report (<5 pages) on their change project, including its rationale, aims, objectives, implementation including modifications, achievements, lessons learnt, and next steps.

The 16 participants from the first programme who participated actively throughout the first Programme each designed and implemented their change projects, with support from their change project group tutors, and have submitted the change project report. Complete lists of the change projects titles for the first and second programmes can be found in Annex 1 and 2, respectively. Here we provide three examples of change projects developed by participants in the first programme and three from the second programme.



Winston Chirombe – First programme
Ministry of Health and Child Care

Title: Revised age and sex disaggregation of routine Health Management Information System data for adolescents in Zimbabwe.

Winston aimed to revise the age and sex disaggregation of the routine Health Management Information System (HMIS) data in Zimbabwe, in order to improve the availability of appropriately age- and sex-disaggregated data on adolescent sexual and reproductive health (ASRH). A taskforce of 13 people from the MoHCC and partners was formed to review, pilot, and finalize data collection tools (tally sheets and the monthly return form). The tools were reviewed through a wider stakeholder consultative process and were piloted in Manicaland province. Through the change project, Winston successfully led the revision of HMIS tools with age disaggregation and piloting the revised tools for 3 months in Manicaland. As a next step, Winston plans to disseminate the revised tools for use in all the public health facilities.

Beauty Nyamwanza – First Programme
National AIDS Council

Title: Moving from commitment to action in the national response to sexual and reproductive health for young people with disabilities in Zimbabwe.

Beauty's change project aimed to address the disparities in the inclusion of persons with disabilities in programming in the national response to HIV and AIDS. The change project coordinated the formation and functioning of the Technical Working Group on COVID-19, SGBV, SRH, HIV and AIDS for persons with disabilities, which met quarterly during Beauty's change project. Additionally, trainings were conducted for peer educators for persons with disabilities from the 10 provinces and for lecturers at four higher education institutions in Zimbabwe to include the needs of persons with disability in the institutions. The project has raised the profile of persons with disability in National programming, and established an ongoing Technical Working Group and trainings.

Loreen Antonio – First Programme
Ministry of Primary and Secondary Education

Title: Psychological Interventions to achieve positive learner conduct in Goromonzi District.

Loreen's change project aimed to incorporate practical psychological techniques in achieving positive learner conduct without using corporal punishment. Through the change project, Loreen developed a training package and a Teacher's Handbook on Positive Approaches to Learner Discipline, informed by literature review and baseline assessment. Training was conducted with 40 teachers (1 Head and 1 teacher from each cluster) in July 2022 through a training of trainers approach, so that more trainings can be conducted to an additional 5 teachers from each cluster. Additionally, interactive sessions with learners were held to enhance their life skills to make informed decisions and effectively manage their own conduct in schools.

Maceline M. Mukwamba – Second programme
Organisation: Adult Rape Clinic

Title: Increasing uptake of sexual and gender-based violence (SGBV) services by adolescent survivors in Mbare, Harare.

Maceline's change project aims to increase uptake of SGBV services for adolescent SGBV survivors of sexual abuse aged 10-19 years in Mbare. Through the Adult Rape Clinic, she is setting up a new centre for survivors of sexual abuse in Mbare. She will measure numbers of adolescents reporting SGBV within 72 hours, and numbers who access services to minimise risk of sexually transmitted infections, HIV transmission and prevention of unplanned pregnancies and psychological trauma before and after the start of the new centre. The centre will also integrate awareness of other domains of wellbeing in SGBV awareness-raising sessions, especially substance abuse and mental health awareness. At policy level, the change project will advocate for routine screening for indicators of sexual assault as part of health assessments done for adolescents for early identification and management and integrated service delivery addressing substance abuse, SGBV and mental health.

Washington Chandiwana
– Second programme
**Ministry of Higher and Tertiary Education,
Science and Technology Development**

Title: Empowerment of disadvantaged adolescents through skills development.

Washington's change project aims to empower disadvantaged adolescents (e.g. from child-headed families or street kids) with technical skills for self-sustenance. Specifically, the project will deliver training for skills including hairdressing; metal fabrication and welding; garment construction and fabric enhancement; agriculture; carpentry; and catering and equip the disadvantaged adolescents with entrepreneurial skills. Washington expects that at least 70% of the trainees will complete the training programme.



Maureen Dhlwayo
– Second programme
**Ministry of Youth, Sport, Arts and
Recreation**

Title: Offer basic life skills training to adolescents who are school dropouts and who are working in small businesses.

Maureen's change project aims to address the lack of training that adolescents who are in small scale businesses have for the success, growth, and continuity of their businesses. She plans to deliver life skills training for adolescents in small scale businesses that i) promote basic skills, abilities, and areas of development amongst adolescents; ii) help relationship building linked to their business, iii) support responsible decision-making, and iv) help build a culture of Ubuntu/Unhu (community spirit). The change project will target 15-19 year-old adolescents who are school drop-outs from the high-density area of Chitungwiza. The change project is expected to result in improved self-esteem, confidence, social competence, sense of pride and increased agency among adolescents who are in small scale businesses.

Certification

Successful participants receive a Certificate of Competence awarded jointly by the University of Zimbabwe, the London School of Hygiene and Tropical Medicine and the Biomedical Research and Training Institute. Details of this certification are outlined in a Memorandum of Agreement, signed by all three partner organisations.

In order to receive certification, participants are required to have engaged in the Programme throughout, including submitting assignments and attending the in-person weeks and tutorials. The submitted assignments include: 1) assignment on concepts of adolescent wellbeing linked to the pre-reading before in-person week 1; 2) draft change project proposal at the end of in-person week 1; 3) final change project proposal at the end of in-person week 2; 4) brief updates before each change project tutorial; 5) final report on the change project at the end of the Programme.

Successful participants from the first programme will be receiving their certificates at a graduation ceremony, to be held at the University of Zimbabwe in 2023. The Organising Group, the Advisory Group, participants from both the first and second programme and their supervisors in their organisations, and senior members of all organisations which have been involved in EMPOWA will be invited. Participants will be selected to present their change projects to showcase some of the amazing change projects that they have implemented.



Participant evaluation of the Programme so far

All participants who were present on the Friday at the end of each second in-person week were invited to provide anonymous feedback on the programme so far using a written questionnaire. In the first and second programme, 11 and 20 participants completed the evaluation, respectively. Ten aspects of the programme were rated (e.g. Content, quality, teaching methods, facilitation, venue, etc.), with options of excellent, good, poor, or very poor. In both the first and second programme, all ten were rated excellent or good by everyone. For the overall rating of the programme, for the first programme, 9 participants rated it as excellent and 2 as good, and 8 and 12, respectively, in the second programme. Ten different teaching sessions were rated. In the first programme, they were all rated as excellent or good. In the second programme, 17/20 participants rated all teaching sessions as excellent or good and 3 rated 9 teaching sessions as either excellent or good, and one as poor.

"I was extremely excited belonging to this class of professionals from a wide range of organizations... The topics covered were very relevant with full bearing on the work that I do all the time." **Joram Mapunza, Ministry of Primary and Secondary Education**

When asked "Would you recommend a colleague to join the EMPOWA Programme if they are offered the opportunity to do so?", all 11 first programme participants answered "Yes", whilst 17 of the 20 second programme participants answered "Yes".



Each participant was invited to tell us, anonymously, what they thought were the best things about the programme so far. Points that were most commonly mentioned by participants in the first programme were:

- Communication between the programme organizers and the participants both during the in-person weeks and before and between them.
- Engagement of a wide variety of experts.
- The mix of youth and more experienced facilitators.
- The way in which the programme has facilitated collaboration and coordination between government ministries and development partners working on adolescent wellbeing and development.

Points that were most commonly mentioned by participants in the second programme were:

- The technical support provided on the change projects.
- The content, delivery and teaching methods of the programme were practical and engaging.
- Content on engagement and empowerment of adolescents for meaningful participation was particularly engaging.
- Empowered and equipped participants with skills to implement change.
- The practical nature, developing change projects within participants' own scope of work.
- The experts teaching particular topics.
- Networking with other professionals.
- Relationship and linkages of the programme with national priorities.
- Youth-led Taura play that demonstrated adolescent wellbeing through acting.

Participants were also requested to mention aspects of the programme they think needed change or to be improved. The most frequent suggestions from participants in the first programme were:

- Offering funding for the change projects would be appreciated.
- Adding two more in-person weeks during implementation of the change projects would be useful.
- Improving various aspects of the venue.
- Making the in-person weeks truly in-person with accommodation for all the participants rather than only for those from outside Harare.

The most frequent suggestions from participants in the second programme were:

- Consider funding for change projects.
- More time for complex topics like M&E.
- Engaging more adolescents in the programme.
- Social event to be moved to the end of the second in-person week.
- Expert sessions need to be increased to 2-3 hours.

"This was a very interesting and very participatory approach to learning." **Taylor Nyanhete,**
Zimbabwe National Council
for the Welfare
of Children

“EMPOWA – Guaranteeing the future by taking care of adolescent well-being today.” **Washington Chandiwana,**
Ministry of Higher and Tertiary Education

“EMPOWA led me to interrogate myself as a professional on my contribution to the state of things.” **Jeff Warara,** Ministry
of Youth, Arts, Sports, and Recreation

In addition to the anonymous questionnaire, participants were invited to submit signed testimonials about the programme, some of which are shown in quotations in this section.

Vision for the future

The first programme completed in November 2022, while the second programme will complete in September 2023. During the first two programmes that we have delivered in Zimbabwe, the Programme was designed and developed and critical buy-in from core ministries and organisations was established, and the Organising Group learnt about what worked and what needed adaptation.

There has been tremendous buy-in and support during Phase 1 of the EMPOWA-Zim Programme, particularly from the leadership of all three organizing institutions, as well as the MOHCC, the MoPSE, and the Ministry of Youth, Sport, Arts and Recreation. These government ministries have suggested that they would like all their senior staff who are working in programmes to support adolescents to have completed the EMPOWA-Zim Programme, and provided with a strong investment case, would support future funding for the Programme. As such, the EMPOWA Programme is proposing funding for a Phase 2, to deliver two more programmes for policy makers and programmers in Zimbabwe over 30 months, with five additional specific focuses.

- 1. Embed EMPOWA-Zim within the UZ.** The UZ would like to institutionalise the Programme within the University, which would ensure the Programme’s sustainability. In Phase 2, this would involve selecting and mentoring lecturers from the UZ to implement the EMPOWA-Zim Programme.
- 2. Provincial participation.** Including more participants from provincial areas around Zimbabwe, whose jobs are more grounded in policy implementation in the provinces will make the change projects particularly grounded and impactful.
- 3. Evaluate the EMPOWA-Zim Programme.** An evaluation will assess the impact of EMPOWA-Zim on two aspects. Firstly, on participants’ learning and career progression and on their organisations’ work, through interviews with participants, their supervisors and Advisory Group members. Secondly, on adolescent wellbeing, through collating the outcomes of the change projects.
- 4. Establish a multi-sectoral EMPOWA-Zim alumni network.** All successful participants of the EMPOWA-Zim Programme will be invited to join a network to concretise multi-sectoral collaborations.
- 5. Promote the expansion of the EMPOWA Programme to other countries.** In response to interest to expand EMPOWA to other countries in the Southern African region, a manual will be developed that will provide guidance on how to deliver and adapt EMPOWA. Additionally, participants from Zambia will be invited to participate in the two future programmes, to seed the possibility of Zambia starting an EMPOWA Programme.

Annex 1. First programme change project areas

Name	Organisation	Change Project scope
Beauty Nyamwanza	National AIDS Council	Sexual and reproductive health and HIV of adolescents with disabilities
Furishia Munyanyi	Ministry of Primary and Secondary Education	Strengthening guidance and counselling in schools
Joram Mupunza	Ministry of Primary and Secondary Education	Increasing the uptake of vocational training learning areas in schools
Junior Muchuchu	Ministry of Women Affairs, Community, Small and Medium Enterprises Development	Promoting access to sexual and reproductive health (SRH) information and services by adolescent girls in Epworth, Harare
Loreen Antonio	Ministry of Primary and Secondary Education	Action research on positive approaches to learner conduct
Lucia Gondongwe	Ministry of Health and Child Care	Sexual health education for students in tertiary colleges
Luckmore Pamhidzai	Young People's Network on SRH & HIV	Sexual and reproductive health and rights for young people living on the streets
Maxwell Mhlanga	Plan International Zimbabwe	Sexual and reproductive health and rights for pregnant adolescents and adolescent mothers
Moses Macheka	Zimbabwe National Family Planning Council	Reducing substance use among adolescents
Memory Kanyati	Ministry of Youth, Sport, Arts and Recreation	Reducing drug abuse among adolescents
Rudo Mari-Masanganise	Ministry of Health and Child Care	Reducing adolescent pregnancies in Mbire and Shamva
Sibonginkosi Mushapaidze	Young People's Network on SRH & HIV	Comprehensive sexuality education for adolescents with disabilities with a special focus on gender-based violence
Silinganisiwe Ndlovu	Ministry of Primary and Secondary Education	Production of a guidance document on what can be done to address bullying in schools
Taylor Nyanhete	Zimbabwe National Council for the Welfare of Children	Advocacy for adolescent well-being
Vimbai Mlambo	Students and Young People Working on Reproductive Health Action Team (SAYWHAT)	Online/social media youth engagement, awareness, and advocacy on adolescent well-being
Winston Chirombe	Ministry of Health and Child Care	Revised age and sex disaggregation of routine Health Management Information System (HIMS) data in Zimbabwe

Annex 2: Second programme change projects areas

Full Name	Organisation	Change Project scope
Ayanda M. Jele	National Young People's Network on SRH and HIV/AIDS	Mental health, Substance and Drug abuse in Matabeleland North
Joseph Mhasvi	Zimbabwe Youth Council	Mental health and SRH for adolescents and young people
Fadzai Mudhunguyo	Zimbabwe National Family Planning Council	Improving SRH and wellbeing among adolescents with disabilities
Eve Chatambarara	Zimbabwe National Council for the Welfare of Children	Capacity building of partners on policy and programming on adolescent wellbeing
Pumulo Masuku	Ministry of Primary and Secondary Education	Participation of learners on voluntary basis in institutions and community activities in various service sectors such as hospitals, Red Cross, Junior calls and uniformed service.
Clementine Murombo	Zimbabwe Youth Council	Educating adolescents on creation of peaceful environments
Clifton Dawanyi	Education Coalition of Zimbabwe	A coordinated and comprehensive provision of Sexual and Reproductive Health and Rights (SRHR) services at Local Level
Ishmael Mavhenyengwa	Ministry of Health and Child Care	Improving access to friendly health services for adolescents in Midlands provinces
Ennie Zowa	National AIDS Council	Ending poor menstrual hygiene among adolescent girls and young women
Maceline M. Mukwamba	Adult Rape Clinic	Cost effective SRHR-SGBV integrated programming
Ernest Mushamba	Ministry of Primary and Secondary Education	Analysing forms, causes and solutions to deal with deviant behaviour of adolescent and children in schools in Marondera
Precious Shonhayi	Ministry of Youth, Sport, Arts and Recreation	Promoting wellbeing and fitness through sport
Kudzayi Khosa	Zimbabwe National Council for the Welfare of Children	Capacity building of partners on policy and programming on adolescent wellbeing
Jefinias Warara	Ministry of Youth, Sport, Arts and Recreation	Using arts for promoting adolescent wellbeing in Masvingo province
Memory Muchemwa	Ministry of Women Affairs, Community, Small and Medium Enterprises Development	Impact assessment on the development monitoring and evaluation of the wellbeing values in adolescent and gender unification in the peri-urban and marginalised areas/communities
Sibongile Masaila	Zvandiri	Ensuring that all CALHIV receiving Zvandiri care have adequate knowledge about their condition and involve them in their care to improve their health and well-being.
Kupakwashe W. Madondo	Ministry of Health and Child Care	Provision of friendly services for adolescents in the streets of Gweru, Midlands

Full Name	Organisation	Change Project scope
Jairos Mandizadza	Ministry of Women Affairs, Community, Small and Medium Enterprises Development	Adolescents' inclusivity in community development programmes
Maureen Dhliwayo	Ministry of Youth, Sport, Arts and Recreation	Improving health and employability among adolescents
Washington Chandiwana	Ministry of Higher and Tertiary Education, Science and Technology Development	Empower the marginalised adolescents through impartation of skills on employability of adolescents
Richard Mwasi	Ministry of Primary and Secondary Education	Evaluation of the schoolgirl pregnancy policy in selected Primary and Secondary schools in Goromonzi district.
Tinashe Banda	National Young People's Network on SRH and HIV/AIDS	Creating sexual harassment and abuse free high school environment



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