



YOUTH POWER ACTION/PROGRAMA PARA O FUTURO EXPANSION - MOZAMBIQUE

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Final Report

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This Final Report was produced for review by the United States Agency for International Development. It was prepared by Kristin Brady, Angela Aleixo and the Youth Power Action/PPF Mozambique team.

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List of Acronyms

(Portuguese acronym for which and English translation is provided)

AIDS	Acquired Immune Deficiency Syndrome
AOR	Activity Officer's Representative
APR	Annual Progress Report
ART	Anti-retroviral Treatment
CBO	Community Based Organization
CHASS	Clinical HIV AIDS Systems Strengthening
CSO	Civil Society Organization
DAP	Development Assets Profile
FBO	Faith Based Organization
FHI 360	Family Health International
GAAC	Community Adherence Assistance Groups
GRM	Government of the Republic of Mozambique
GUC	Grant Under Contract
HIV	Human Immunodeficiency Virus
IEC	Information, Education, Communication
INEFP	National Institute of Professional Training and Employment (<i>Instituto Nacional do Emprego e Formação Profissional</i>)
INSIDA	National Institute of Research
IQC	Indefinite Quantity Contract
MGCAS	Ministry of Gender, Children, and Social Action
MICS	Multiple Indicators Cluster Survey
MOH	Ministry of Health
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PBL	Project Based Learning
PENAC II	National Plan for Assistance (Support) for Children
PEPFAR	The President's Emergency Plan for AIDS Relief
PLHIV	People Living With HIV
PPF	<i>Programa Para o Futuro</i>
PYD	Positive Youth Development
SAAJ	Youth Sexual Health Services
SAPR	Semi Annual Progress Report
SDS-OVC	Service Delivery and Support for OVC
SDSGCAS	District Services for Health, Women and Social Action
YP	YouthPower Task Force
USAID	United States Agency for International Development

Final report YouthPower Action Mozambique Phase II

PPF Expansion

Background

This Mozambique Phase 2 Field Support field buy-in to YouthPower Action (YP Action) is an opportunity to scale up the *Programa Para o Futuro*- Mozambique (PPF-MZ) project being implemented in Beira District and to expand the same PPF activity to Maputo City.

The *Programa Para o Futuro* (PPF) program PPF was methodology developed by FHI 360 in Recife Brazil under a USAID-funded pilot program with 50 youth. It was developed as a comprehensive, integrated approach to support disadvantaged youth to build employability, technical, social and basic education skills to help them transition into a productive and healthy adulthood. The project was then scaled up to reach approximately 1,000 disadvantaged young girls and women with funding from the Nike Foundation in collaboration with ADE Brasil. FHI 360 then adapted and piloted the methodology in Mozambique.

With funding from USAID Capable Partners Mozambique, FHI 360 implemented the PPF methodology and reached approximately 500 youth ages 15-17 from 2010 to July 2016. The program evolved over the years with new aspects added to the methodology (e.g. peer education, youth clubs, optional vocational training). Although this final report is focused on the activities and results achieved during the YP Action/PPF-MZ Expansion it includes lessons learned, reflection and data from the full implementation of PPF beginning with the first cohort of youth in 2010 and ending with the last cohort that graduated in 2018.

In FY 17, the YouthPower Action/ PPF- MZ Expansion, going forward referred to as Youth Power Action/ PPF, built on the successes of the programs in Brazil and under the Capable Partners project, to provide support to older orphans and vulnerable children (OVC) to gain an integrated set of employability and technical skills and improve their basic education competencies so that they can build better futures through quality livelihoods, improved health and civic engagement. PPF is a multi-faceted holistic approach that incorporates skill building, access to professional networks and youth engagement and leadership activities. It is implemented through local civil society organizations and in collaboration with the government of Mozambique. Under the YP Action expansion, it also included a partnership with the government vocational training program.

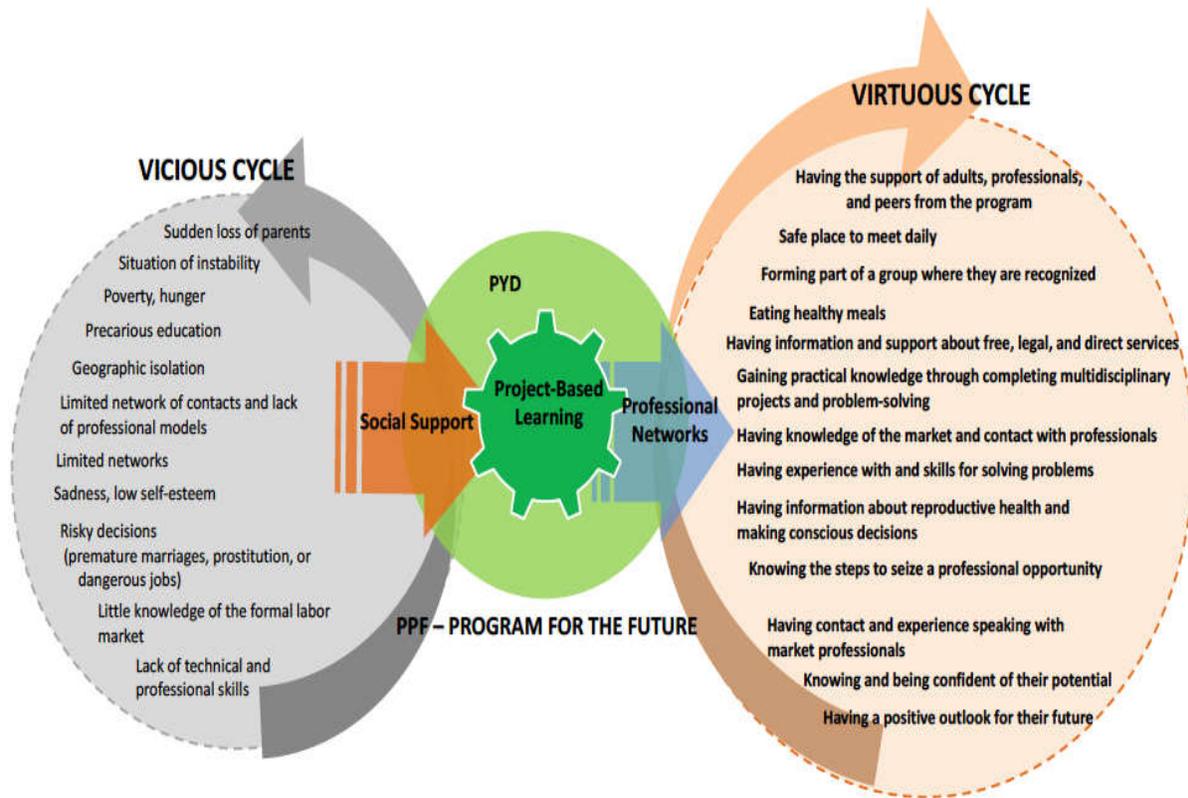
PPF Elements	
<ul style="list-style-type: none"> ➤ <u>Beneficiaries</u> OVC youth ages 15-17 (lost one or both parents and meets government definition of economic vulnerability) Must be enrolled or re-enroll in school Pass very basic literacy and math test ➤ <u>PPF Cycle</u> 4.5 months (320 hours) 3-month internship Optional Vocational training Optional 80-hour remedial literacy program 	<ul style="list-style-type: none"> ➤ <u>Project based Learning Integrated curriculum</u> Financial literacy and entrepreneurship Soft skills Health, social and life skills Social Information Technology and Communication skills Employability, career development and job search skills Literacy and numeracy

<p>➤ <u>Multi-disciplinary Staff</u></p> <p>Social worker Employability and e-mentoring expert IT specialist Junior Facilitators (PPF graduates) Activista) supports family of OVC to help access services and implements parent support groups</p> <p>➤ <u>Social Supports</u></p> <p>Lunch and snack Transport subsidy Uniforms</p>	<p>➤ <u>Professional Networks</u></p> <p>Visits to employers e-mentoring internships</p> <p>➤ <u>Youth engagement and leadership</u></p> <p>Peer education to replicate activities with peers in the community Youth clubs for graduates</p>
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The PPF methodology was designed to address vulnerability factors that orphaned and vulnerable youth face in Mozambique. The following diagram shows how PPF provides a combination of social supports, a positive youth development approach and professional networks and other adult supports to help youth. The circle in the left describes the situation many youth face when they begin the program. The social support they receive in the form of transportation stipend, lunch and uniform (described under Result 2 Activity 4) enables them to participate in the program. The positive youth development approach that is infused throughout the methodology consists of:

- the ability to build skills, particularly soft and life skills, through the project based learning methodology and the integrated curriculum
- positive relationships among peers, youth and facilitators and improved relationships with parents
- the opportunity to contribute to their communities through peer education and youth club activities and the ability to make decisions and take initiative within the program and through the clubs
- a safe and supportive learning environment
- exposure to positive social norms and high expectations for their potential
- a sense of belonging
- and linkages to other services (health and school) and among youth and family

Youth build professional networks and experience through e-mentoring and internships. Combined these elements help youth build a sense of agency and direction and move from the vicious to a virtuous circle.



Youth Power Action / PPF- MZ Objectives

The overall objective of Youth Power Action/PPF is to support to older orphans and vulnerable children (OVC) to gain an integrated set of employability and technical skills, improve their basic education competencies and develop the health knowledge and behaviors so that they can build better futures through quality livelihoods, improved health and civic engagement. This was achieved through 4 results. YP Action/PPF had the goal of expanding the program in Beira, introducing the program in Maputo, and introducing new elements to the methodology. The program was originally to be expanded further in Maputo but due to changes in USAID funding priorities, it was decided that the program would end following the completion of cohorts begun in FY 17.

Result 1: Increased knowledge and understanding of adolescent development.

Result 2: Increased number of older OVC with employability and productive livelihood skills.

Result 3: Increased opportunities for youth to voice their perspectives to inform decisions relating to youth services.

Result 4: Increased number of older OVC with improved literacy skills

Result 1: Increased knowledge and understanding of adolescent development

Activity 1: Expand community-based organization (CBO) staff and project facilitators' knowledge of positive youth development.

The program is implemented through civil society organizations. YP Action staff are responsible for training the staff, making revisions to the curriculum and methodology as needed, and providing ongoing technical assistance throughout the full program cycle. In addition to management, finance and administrative staff, the civil society organizations hire a multi-disciplinary staff of three facilitators for each cohort of 66 youth along with 3 junior facilitators.

During the duration of the project, the YP Action team planned and conducted two workshops for facilitators and staff of the two partner CBOs, Kugarissica and CEDES. These workshops were 2-3 weeks in duration and the content focused on preparing facilitators on the 4.5-month integrated curriculum and included:

- Project based learning (preparation and implementation)
- Skills for the Twenty-first Century and the workplace context
- Understanding the context of youth
- Positive youth development
- Gender equity and rights
- Creating a safe space and supportive relationships
- Engaging youth in everyday decision making and encouraging leadership
- Motivating and supporting youth to change and grow

After the training, the facilitators take some time to get accustomed to the methodology. However, as they learn by doing they come to understand the benefit of the methodology and within a month of the training they have become very adept at using the project based learning and the PPF methodology.

The following table shows the number of facilitators and staff trained.

Table 1: Numbers of people training in Beira and Maputo

OCB	Staff and Facilitators (Male)	Staff and Facilitators (Female)	Total Facilitators and Staff Trained
Kugarissica + INEFP (Beira)	28	21	49
CEDES (Maputo)	5	3	8

Training of INEFP Trainers

Over the years, FHI 360 has collaborated with the National Institute of Professional Training and Employment (INEFP), now known as the Instituto de Formação Profissional e Estudos Laborais Alberto Cassimo (IFPELAC). In the early years of PPF, staff shared the results of the methodology and linked PPF youth to vocational training at INEFP/IFPELAC. INEFP visited the program, met PPF graduates and heard from employers about how well prepared PPF graduates were for the workplace. In 2016, INEFP approached FHI 360 to inquire about a partnership to introduce the methodology to INEFP. Due to that interest, YouthPower Action implemented the PPF methodology at an INEFP training site and provided training to vocational trainers on how to implement aspects of the methodology within its regularly vocational and technical training programs. This training was provided over one week and covered the following topics:

- Project based learning (preparation and implementation)
- Skills for the Twenty-first Century in the workplace
The role of a facilitator/instructor

The training was conducted using the PBL methodology, so participants were exposed to the methodology without realizing that they were learning using a new pedagogy. The participants were exposed to benefits of the methodology. These include:

- The change in expectations regarding the performance of their trainees: After training, the INEFP instructors said the approach provides the opportunity for dialogue and interaction with students, resulting in greater participation and interest among the instructor and the youth. They could see how this approach allows learners to quickly develop many skills.
- Commitment to the students: The trainers felt satisfied with the training because it created a greater commitment to their students. Previously, they had infrequent contacts with the students, did not provide individual support when necessary, were unaware of their students challenges outside of the classroom, and did not give youth sufficient attention. Student learning outcomes were low and there were high levels of dropout or youth changing courses.
- Planning lessons: In terms of lesson planning, the instructors indicated that they did little to update the lessons based on new innovations which resulted in youth having difficulty in the workplace. The instructors were interested in learning this new methodology to ensure that youth were better prepared.

The instructors felt that they could use the techniques they were taught including project based learning, group work, involving youth in research or activities outside the classroom, having youth make public presentations, teaching youth how to provide feedback, and holding debates and discussions within their regular vocational classes. They also thought they could use project based learning for training of instructors and that PBL could enable the integration of skills and knowledge among different technical courses or topics.

The instructors also expressed challenges including insufficient number of instructors took part in the training due to scheduling conflicts, the training took place after a session began making it harder to plan to introduce some of these techniques in the current session and they felt the need for ongoing technical assistance to implement some of these changes.

Training on Literacy Curriculum

In addition to the initial training on the integrated curriculum, the YP Action team also trained the team to implement the remedial literacy program (see Result 4 for more information). This 3-day workshop focused on understanding the key components of reading (phonological awareness, phonics, vocabulary and comprehension and fluency) and writing and how to build these skills through the literacy curriculum. Topics included understanding the content and structure of the literacy program, how to use the guide and workbook, practicing key activities and building a deeper understanding of how to teach youth reading and writing, helping struggling readers and learning how to track progress.

Table 2: The following table shows the distribution of the facilitators trained in the literacy program.

OCB	Staff Trained Facilitators and Male	Facilitators and Female Staff Trained	Total Facilitators and Staff Trained
Kugarissica	4	3	7
CEDES	5	3	8

In addition to the training for the facilitators, the Provincial Director of Gender, Children and Social Action (DPGCAS) requested YP Action staff in Beira to train staff who work with youth with disabilities. YP Action developed and implemented a 2-day workshop to build knowledge on how to use project based learning to build youth skills in work readiness and how to conduct a job search. The content also included aspects of positive youth development, strategies to promote social inclusion and building soft skills. The workshop reached 20 staff who work in a number of different organizations that work with youth with disabilities.

Lessons learned

Over the years of implementation of the PPF methodology, the team came to following conclusions:

- *Train candidates for facilitators before hiring them and train more than needed.* This allows for observation to see the candidates' interpersonal skills, particularly how they interact with youth and people of different backgrounds and sex. It also enables the project to have substitute facilitators should there be turnover.
- *Prioritize younger facilitators from a variety of backgrounds.* Teachers with experience in a traditional teaching methodology appear resistant to the project based learning (PBL) methodology. By habit, they are less open to youth-centered learning approaches and believe the teacher should be the only source of information. Similarly, professionals with high levels of technical knowledge or many years of experience are also less open to letting youth discover knowledge on their own and can be less creative and flexible.
- *Seek a mix of facilitators that complement and work well with each other.* The PPF methodology uses a multi-disciplinary team with staff that have social work, employability and entrepreneurship experience and an expert in information technology. The team should also be composed of both men and women.

- *Include junior facilitators who are youth who previously graduated from the program.* These graduates are good role models, demonstrate youth potential, and help the youth feel comfortable having peers in the classroom. They can also help the facilitators better understand the background of the youth in the program.

During focus groups with PPF graduates, youth reported that the quality of the facilitators and the way they interact with the youth create a positive environment and youth believe is the basis of their success with the program. Because the facilitators do not see themselves as the provider of knowledge, but rather the facilitators of a process that enables youth to discover knowledge, youth feel a sense of partnership with the facilitators. The youth believe that kind of relationship builds self- confidence. Youth also appreciate the flexibility with which the facilitators lead the program. Rather than strictly following a curriculum, facilitators were able to modify plans to adjust to youth needs.

As a program that serves OVC, the PPF methodology included having community health workers, known as *activistas* in Portuguese, visit households to determine the needs of family members and refer them to necessary services. These *activistas* were trained in the seven services prioritized by the Government of Mozambique and USAID for OVC. The *activistas* receive 5 days of training on topics including positive youth development, psycho-social support, protection and legal rights, health, nutrition, education, financial support and data collection and how to use monitoring and evaluation tools. These *activistas* were trained with the support of trainers from the District Health and Social Action in Maputo and Beira. Unlike most OVC programs, YP Action identified youth to serve as *activistas*. The project selected and trained some PPF graduates to be *activistas* and paired these youth with older *activistas*. This allowed the *activistas* to present the youth perspective during household visits and parenting sessions. The table below shows the distribution of the *activistas* trained by CBO and sex.

Table 3: Training of *Activistas* by Gender

OCB	Male <i>Activistas</i> Trained	Female <i>Activistas</i> Trained	Total <i>Activistas</i> Trained
Kugarissica	2	7	9
INEFP	0	3	3
CEDES	1	4	5

Positive impacts

YP Action has positive and negative lessons from having young *activistas*. Positive impacts include:

- The young *activistas* were seen a role models in their communities. They were considered young people who were concerned with the problems of the communities and who were eager to help solve them.
- Many youth in the community became aware of the program and joined because of the advice provided by these young *activistas*. The youth felt more comfortable to expose their problems with someone of the same age.
- The mixed age of the *activistas* allowed the older and more experienced *activistas* to share their experiences and teach the young *activistas* (at times). There was good interaction and teamwork which had a positive impact on performance.

- Since *activistas* are constantly being seen in the communities, the young *activistas* served as inspiration for other youth to continue their studies and to participate actively in their community.
- The young *activistas* stimulated a new generation of *activistas*, since in the past *activistas* were always seen as older people in the community.
- There was greater openness and acceptance by older people in the community to hear and debate topics about social issues that were led by youth.
- Having young *activistas* also demonstrated to other CBOs that youth could fill these kinds of roles and other projects began to hire PPF graduates to become *activistas*.

Negative impacts

- At the beginning, parents and caregivers (especially the men), did not accept the younger *activistas*. They said it was unethical for a youth to discuss certain issues with someone who is the age of his/her father.
- Having younger *activistas* initially appeared to reduce attendance.
- Because of the support and transfer of experience of the older activists for the youngest, it was necessary to extend the time for the new, young *activistas* to be assimilated to the work of *activistas* which resulted in delays

Activity 2: Expand parents and caregivers' knowledge in positive youth development of parenting and adolescents.

YP Action PPF introduced parenting debate sessions, a new component of PPF that built on the experience of the first phase of YP Action. Over the life of YP Action, the *activistas* formed 31 groups of parents and caregivers and had with the participation of a total of 677 parents and caregivers (251 men and 426 women). *Activistas* led 8 sessions on different topics to enable parents and caregivers to debate and discuss their experiences. In these sessions, the following topics were discussed:

- Communication between parents and children
- Gender equity
- child abuse
- drugs and alcohol,
- economic strengthening,
- stigma and discrimination, bullying,
- the importance of education and parental involvement in education
- sexual and reproductive health and communication with children

In addition, YP Action staff developed guidance for *activistas* on adolescent development that they delivered to parents to help parents understand what is happening developmentally to their children and to provide parenting tips during this phase of life. (See attached handout used by activists in interventions with parents and caregivers regarding adolescent development and parenting).

Table 4: Parents and caregivers who participated in the sessions broken down by sex

OCB	Parents and Caregivers Trained	Mothers and Elderly Care Trained	Total Parents and Caregivers Trained
Kugarissica	193	316	509
INEFP	31	49	80
CEDES	27	61	88

During the project implementation *activistas* faced challenges to conducting sessions with parents/caregivers: (1) lack of participation due to time limitations; (2) some caregivers did not see the importance of participating in the group discussions; (3) caregivers were not comfortable talking about gender issues and SRH; and (4) limited discussion from by caregivers during debate sessions. The following strategies were adopted: (1) negotiated with caregivers to find a suitable schedule (weekends) for greater participation; (2) mobilized youth and their caregivers to see the importance of participating in group discussions and encouraged dramas conducted by youth during debate sessions; (3) encouraged parents and youth to reach out to other parents to motivate their participation, (4) provided snack during the discussion sessions, and (5) carried out review meetings to evaluate sessions for improvement. One benefit of having younger *activistas* who were graduates of PPF was the communication techniques they had learning during PPF and their greater openness talking about sex and reproductive health than the older *activistas*.

Between April and July 2017, YP Action staff conducted focus groups with parents and caregivers to further understand their perception about the impact of PPF's interventions with parent-caregivers. We purposively selected 43 parent-caregivers who participated in 07 focus groups. Each focus group was comprised by 4 to 12 participants each. In order to be selected for the focus groups discussions, parents-caregivers had to have participated in at least 02 parent-caregivers PPF sessions.

Results from the qualitative analysis showed that parent-caregivers saw an improvement in their dialogue-communication with youth, a decrease in harsh parenting practices and the emergence of a stronger bond-relationship with youth. We highlight improvements in the following main areas:

- **Open-dialogue channels:** Parents-caregivers began to value dialogue as an essential channel for family communication. After participation in the program, parents-caregivers have attempted to create more space for dialogue. According to one participant *"the theme that struck me the most is the relationship between parents and children. This is because we did not have dialogue with our children, now we are practicing"*.
- **Dialogue in sensitive topics:** The opened dialogue was also extended to topics considered sensitive, and which were not being addressed inside of the household previously. For instance, one participant highlighted the importance of talking about sexual abuse: *"We learned that we have to talk to children about rape and how to be safe"*. Another talked about addressing STDs: *"I will speak directly about the losses that can happen in youth, such as siflis, gonorrhoea and can lead to death. Hence what has changed in me is the need to talk to young people about prevention, the importance of postponing sex for later"*.

- **Gender equitable dialogue:** Participants highlighted that within a family, there should be no communication barriers regardless of gender and age. Some parents-caregivers said that before PPF sessions they thought there were subjects to discuss only with boys and others with girls. After PPF, they learned that equal opportunities should be given to all members of the family without any kind of stereotype and differentiation. According to the testimony of a participant " *I learned that children are the same, there are no topics just for men or women.* "
- **More listening:** Parents also reported listening more, which represent a move away from vertical, authoritarian relationships. They no longer see the differences of opinions as an affront, or lack of respect, but rather as an opportunity to realize how the youth think. "*I learned that we need to listen to our children just as our children need to listen to us; I learned that a parent has to know how to learn from their children.*" "*Now I talk to my daughter, I stop to listen to her and I give my opinion. Before the sessions I thought that as I am older, they should just obey me.*"
- **Decrease of harsh parenting practices:** Parents-caregivers reported switching from physical or verbally abusing practices to listening and maintaining a dialogue with youth: "*I thought hitting was a way to make my daughter understand. But with the sessions I learned that dialogue is the solution.*"
- **Stronger bond and active presence in youth's life:** Parents-caregivers reported being closer to youth and participating more actively in their daily lives. "*Sometimes I sit with my kids and their friends and watch the movies with them because I want to know what they are watching*"

Once the parenting programming was completed, *activistas* scheduled additional meetings with parents/caregivers to get feedback. In these meetings parents/caregivers from Beira and Maputo highlighted that these sessions helped them better understand the project and improve their communication with adolescents/youth at home. They become more involved in their children's education and, as a result, there were positive changes in their families. Other points raised in the meetings were the following:

- Having two *activistas* facilitate the discussion sessions with parents/caregivers enriched views and debate, while reinforcing and assisting in facilitation.
- Including youth beneficiaries in some sessions enabled youth to give their testimonies about how they felt with their parents/caregivers. The interaction helped youth and caregivers understand different points of view and develop balanced solutions.
- When a parent and his/her adolescent shared their experiences, this encouraged other parents/caregivers to be more open to share their own experiences with their children.
- Discussion about how to deal with different phases of adolescence allowed parents/caregivers to better understand their children's behavior and helped them improve their parenting.
- The parents/caregivers were able to share their experiences about their children's behavior.
- The combination of the parenting sessions and household visits helped parents gain confidence and be more open to seeking project-level support, facilitated group cohesion, and allowed for rapid improvement in interaction between caregivers and their children.

Result 2: Increased number of older OVC with employability skills.

Activity 1: Implementing through an Integrated Curriculum and project based learning.

The PPF methodology consists of a 4.5-month integrated curriculum that is implemented five days a week through 3.5-4-hour sessions. The curriculum has been tailored to the target population and the local labor market and has been refined over the 8 years of implementation in Mozambique. The program's holistic curriculum covers a broad range of knowledge and skills—both technical and social-emotional—that are essential to successful employment and to being healthy and responsible and engaged members of their community. PPF's integrated curriculum covers:

- **Soft skills**—critical thinking, teamwork, and problem solving
- **Financial literacy**—family budgets, business plans, loan costs, and entrepreneurship
- **Communication**—public speaking, negotiating, and giving and receiving feedback
- **Social, life, and health issues**—gender-based discrimination, stigma, family planning, proper nutrition, sexual health and sanitation
- **Information and communication technology**—computer maintenance, creating graphics and videos, and installing software
- **Employability and networking**—professional language and relationships, résumé preparation, and resources for starting a business

The curriculum used project-based learning for all of PPF's skills-building lessons. This approach is consistent with research and experience that shows that young people learn best when tasks are challenging, relevant, and interactive, and that require critical thinking and provide them with the opportunity to set goals and reflect on their progress. During each learning project, students are presented with real-world challenges and must work together to conduct research and find solutions. To do this, they plan, organize and carry out each project by working together as a team, addressing different opinions among members of the group, communicating what they think, defending their viewpoint, and engaging in constructive and positive critique of others. At the end of each project, each group presents their results to the larger group and youth reflect on their work and provide feedback to each other.

PPF youth consistently highlight the importance of the project based learning methodology to their own growth. The youth like debating different topics to find solutions, and feeling that their ideas are valued. They like facing a different challenge during every new class, discovering new skills, working in teams and individually, learning outside of the classroom, and interacting with professionals with peers. The collaborative environment in which they interact with facilitators and peers and get direct and intense support, and being engaged in challenging activities on a daily basis results in building skills in a short period of time.

A major focus of the PPF methodology, and a differentiating factor from programs that help youth prepare for employment is the focus on building soft skills. PPF has helped youth build these skills that have been shown to be important for multiple outcomes related to employment, healthy behaviors, educational achievement and reduced potential for violent behaviors through a series of strategies that related to the project based learning methodology and integrated curriculum, practices the facilitators use, the safe and supportive learning environment, the ability to practice these skills in the community and through internships. Annex I details the specific strategies the project has used to develop these skills using the

[Guiding Principles for Building Soft Skills Among Adolescents and Young Adults](#) that were identified by YouthPower Action.

During YP Action, three hundred and sixty-two youth benefited from the full 4.5-month learning cycle as shown in Table 4 below.

Table 4: Youth Beneficiaries

OCB	Male Beneficiaries	Female Beneficiaries	Total Beneficiaries
Kugarissica	103	151	254*
INEFP	19	24	43 *
CEDES	27	38	65 *

The phase of the program involves recruiting project beneficiaries. The program aims to enroll 60% females into the program and all youth must meet the criteria of orphaned and vulnerable youth that the Government of Mozambique and USAID have defined. YP Action and CSO staff carry out an intensive selection process to ensure that all youth meet this profile and that the youth are capable to of benefiting from the program. Youth apply to the program through the CSO for an initial determination that they meet the criteria, and then take a very basic literacy and numeracy test to ensure they have minimum skills and are interviewed by program staff. The staff then visit the households of those youth who have been screened in to ensure that they meet the conditions of vulnerability. Over the years, the staff have learned the following lessons for the recruitment and enrollment process:

- Do not enroll youth who are heads of households who unfortunately have too many responsibilities to be able to consistently participate in the program
- Identify problems facing each youth to provide individual support (e.g. a youth who is out of school because they are unable to afford school fees or books may eligible for a poverty certificate and can have fees waives or books provided)
- Involve the local government to determine if the youth meets the vulnerability criteria and in developing solutions

Once enrolled in the program, the youth take time to understand the project based learning methodology and the PPF approach. Through experience, staff have found that most youth pass through a series of different phases with the program.

Orientation: (1 month) At this stage, youth begin to understand and appreciate the new way of learning and become enthusiastic about something new. They also come to realize that they certain responsibilities and ways of interacting. For example, one of the early activities is to develop what the program calls “Terms of Commitment” which includes a series of rules, responsibilities, practices and behaviors that they co-develop and everyone agrees to. This includes hours of the program, routines for how to access and maintain the computer equipment, for keeping the classroom clean, for how to treat one and another. Youth learn how to provide positive feedback, a practice that is followed throughout the program. At the end of each group presentation, there is a period of reflection and feedback and youth must start with at least one positive feedback and can also provide other “suggestions for improvement” as an appropriate way to provide more negative feedback. Within this first month, routines and rules become well established.

To ensure that everyone is participating, staff have developed a few strategies including:

- Ensure that timid or quiet youth have an opportunity to participate and express their opinion.
- When creating groups, try to create a balance in terms of gender and intelligence
- Incentives the stronger youth to help the weaker one.

Consolidation of Learning and Discovery: (1.5 months) During this period, youth assume greater leadership in the regular activities. They elect leaders for group work, they express their opinions about how to go about learning projects, and are able to carry out the different stages of projects through consensus among peers and facilitators. By this time, the youth feel that they belong in the group, and have come to know each other well. The learning projects have become more complex and the groups become more independent and make their own decisions. For example, at this stage a learning activity are developing a savings and investment plan or carrying out a mapping of professional opportunities. At this point in time, the program introduces peer education activities. Each youth identifies several peers from their community and invites them to a session on Saturday when youth replicate an activity they did earlier in the program. At this stage, youth generally begin to show higher levels of self-esteem as they discover and strengthen skills and are more likely to practice some of the skills they have learned related to SRH, health and sanitation, and financial literacy.

Maturation (4.5 months): By the end of the 4.5-month learning program, youth have developed new skills and are ready to begin internships or technical training. They have mastered basic skills such as using Word, Excel or Power Point, and some have much deeper skills such as knowing how to configure a computer that uses Linux or has become applying those skills in other ways such as creating presentations and videos to show what he/she has learned to help other youth. They have also built other skills to prepare them for work such as practicing interview skills or learning tips and rules for their internships.

Transition (7 months): After completing the internship or technical training, youth graduate from the program. They either continue their studies, look for work or both. At the same time, they may become active in their community and/or join a PPF Youth Club (See Result 3).

Through the 8 years under Capable Partners and YouthPower Action, FHI 360 has found that combination of the integrated curriculum, a positive, safe and supportive environment in the classroom and the project based learning has provided youth with the opportunity for learning, skill building and personal growth. Despite the power of the methodology, a number of challenges remain including:

- The curriculum includes financial literacy and a weeklong learning activity on entrepreneurship. Given the limited number of formal jobs, many youths will need to create their own business activities in the informal sector. To succeed in self-employment or create small businesses, youth could benefit from more intensive support particularly relating to business planning, coaching by more experienced entrepreneurs, can better access to credit.
- Much of the PPF curriculum consists of shorter learning projects that can be carried out in 1 or 2 days with the longest taking one week. Longer and more complex learning project could enable youth to accomplish more complex tasks and learn a content area more deeply. However, longer projects could result in narrowing the range of topics or extending the time of the program.
- The youth enjoyed project based learning and many youths were able to take many of the skills into their learning at school. The project could have tried to demonstrate this methodology in

school or create other ways to integrate the program into local schools. Since both Capable Partners and YP Action were funded by PEPFAR, a dedicated focus on integrated lessons learned was beyond the scope of this project.

Activity 2: eMentoring, Partnership Development and Outreach.

Professional and social networking contacts are key resources in the search for a good job and in directing a successful career. However, young people in vulnerable situations rarely have this kind of network. In fact, the social circles in which they live are restricted and homogeneous, leaving youth with a limited set of role models. Consequently, these networks often reinforce the status quo, hindering the ability of youth to perceive of a different future.

To provide youth with access to other role models, provide a network of professionals in the market, and give youth access to an adult that can answer questions about the world of work, the PPF methodology includes linking youth to a mentor through an e-mentoring program. These mentors are professionals from different fields, backgrounds, ages, roles and experiences that make up this rich network of relationships of young people and the program.

These mentors dedicate one hour a week to communicate with youth. The mentor participates from his or her workplace and the youth will be at the project site. The staff provide a structure and scheduled topics that cover different aspects of career development). The total period of eMentoring activity ranges from 3 to 3.5 months.

During the life of YP Action, the staff engaged **103 mentors (65 Male and 38 female)**. Staff monitored interaction among mentors and mentees and required all mentors to sign an agreement to abide by a series of child protection standards.

Over the years, the team developed the following lessons learned:

- The task of communicating in writing with their mentors is another stimulus for improving writing skills as well as shaping the behavior, communication and professional attitudes of young people. While not demonstrated through research, the team believes it contributes to increasing self-esteem and confidence of young people.
- Through the structured activities and dialogues, the youth learn how to start a dialogue with a professional, what to say, what words to use, and how to solve a misunderstanding. YP Action staff believe that because the mentoring activity is provided in a safe environment, where the focus is dialogue, knowledge, learning and exchange, the youth's ability to benefit from mentoring is enhanced.
- Because the dialogue is at a distance communication, the youth and mentors can focus on the topics discussed while eliminating the potential for other aspects-- appearance and physical or socioeconomic differences--which could generate hinder establishment of a trusting relationship.
- Through this experience, youth have experience and greater confidence and are better prepared to know behave and communicate once they enter into a professional environment.

Some of the challenges encountered include limited access to internet, the inability for mentors to travel due to travel or other work commitments and the need to provide oversight to ensure safe communication among mentors and youth.

Activity 3: Internships in private and public companies and vocational trainings.

Once youth completed the 4.5-month classroom phase of the project, youth will either go on to a three-month internship or to vocational training. The option of vocational training was added several years ago to improve youth potential for job placement as many employers were seeking specific technical job skills.

For the internship component, YP Action and NGO partners have developed two strategies. First, several years ago FHI 360 and NGO partners co-founded a youth employment forum for organizations working on youth employment preparation and placement in Beira and private sector associations. Second, the team has constant contact with companies through letters and direct contact to encourage their participation in the internship program. For the vocational training option, the team worked closely with the different vocational training centers to identify opportunities for technical training that are geared to the needs of the local job market. Some of these vocational trainings are customized to meet new job openings and have resulted in employment of those youth who complete the training.

The following table summarized the data on youth who participated in internships and vocational training.

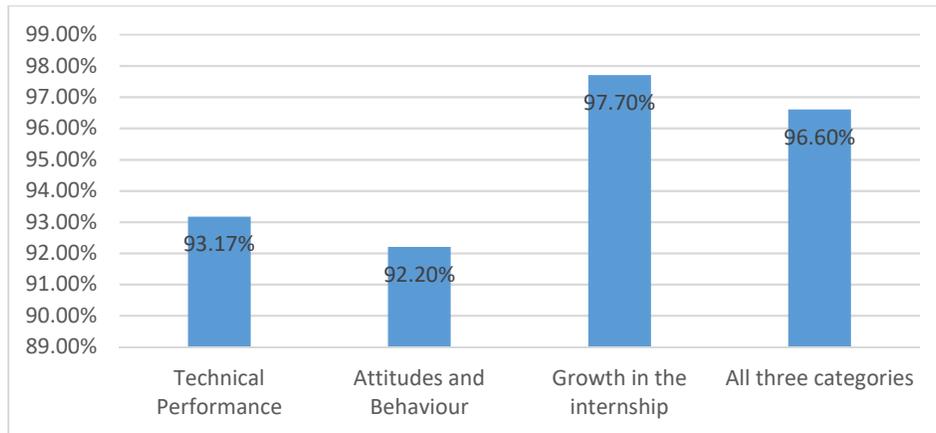
Table 5: Number of young people who attended the pre-professional internships and vocational training, by sex.

CBO	Youth who attended internships		Number of young people who attended vocational training		Total
	M	F	M	F	
CEDES	15	19	7	8	49
INEFP	9	9	1	9	28
KUGARISSICA	78	72	17	54	221
Total	102	100	25	71	298

** Youth who did not complete the classroom portion of the program or who did not Was subtracted from dropouts and those qua not matured nor had vocational training.*

At the end of the internship, PPF applied a survey to all intern supervisor to assess their satisfaction in three main categories related to the intern’s performance: (i) technical performance; (ii) attitudes and behavior; and (iii) growth in the internship. Satisfaction was assessed using a 4-point Likert scale: great, good, reasonable and insufficient. As we observe from Graph 1, 96,6% of all intern supervisors reported satisfaction (reasonable or above) on at least 50% of the 19 items in the survey. The percent of supervisors who report satisfaction is the highest within the growth in the internship category.

Graph 1: Percentage of intern supervisors who report satisfaction on at least 50% of the items in each category of supervisor surveys.



Activity 4: Reduce OVC barriers to participate.

Because of the high level of vulnerability of the youth participants and the requirement that all youth are enrolled in school and youth must go directly to or from school from the learning site, the project provided a number of supports to facilitate their participation. This includes a transportation subsidy as well as lunch and snacks. The project also provided youth with shirts to identify youth as program participants and to eliminate any potential discrimination or stigma that might result from their clothing. Youth wore these shirts to the classroom and to the internships. Finally, the program provides some basic school supplies and hygiene kits that accompany lessons on personal hygiene and appropriate appearance in the workplace. These supports were provided to all participants (366 males and 508 females).

Although these supports were costly, the team felt they were linked to the positive results as it facilitated school participation, regular attendance in the program, and self-esteem. The lunchtime also provided youth with an opportunity to socialize, learn to use silverware and how to eat in front of others to as one might do at a workplace.

Result 3: Increased opportunities for youth to voice their perspectives and contribute to their communities

This result is focused on engaging youth in their communities. This was done through two strategies. The first was through peer education. In this activity, youth identified peers in their community who they thought would benefit from the program. The youth then selected specific learning projects they carried out in the classroom and replicated them with their peers. For example, youth identified peers in the community and provided IT training to those youth. This allowed youth who were unable to participate in the program to benefit from the curriculum and it allowed the youth participants to build their public speaking and presentation skills and to discuss social and technical topics with their peers. The second activity was through involvement in youth clubs.

Activity 1: Enhance existing Youth Clubs to continue to build skills and to contribute to their communities.

During the Capable Partners Mozambique activity, FHI 360 added Youth Clubs to the intervention to provide youth with an opportunity to continue building skills, to bring their skills and energy to community service activities, and to provide a structure for youth leadership and initiative. Many of the youth were eager to contribute to their communities and missed the contact with their peers following graduation. During YP Action, the team continued to support the youth clubs and introduced some new activities.

During YP Action, the youth clubs carried out nine activities including:

- Supporting youth to apply to the Young African Leaders Initiative (YALI)
- Holding regular meetings and debate sessions
- Supporting peer education activities
- Reinforcing learning by carrying out some of the learning projects from the classroom portion of the program
- Participation in a labor market mapping assessment that was being carried out with INEFP
- Carried out presentations at schools about gender, early marriage, SRH, HIV, children's rights, sanitation, civic education, male circumcision, and other issues
- Linking youth to short term work opportunity to support the Covida project to digitize M&E data
- Participation and implementation of the community problem research learning activity

Youth in the clubs decided to carry out presentations and debate sessions at nearly secondary schools. One of the topics was gender. The group was invited to provincial meeting of the National Front for Women. At that event, 2 PPF girls were invited to the National Meeting of the Front. One had demonstrated such knowledge and skills in talking about gender, that she was selected for a four-year provincial scholarship to attend the best university in the country.

All of these activities were led by debated, coordinated and implemented by the youth. These activities gave youth the opportunity to practice skills and become more involved in and committed to their communities.

One of the new club activities was the introduction of a new learning project that was structured to enable youth to identify an issue of concern in their community, develop research skills and then to research that issue using those new research skills. One potential outcome of the learning activity could be for youth to develop a business concept to meet problems in the community. Through this activity youth learned about research skills such as direct observation, semi-structured interviews, community mapping, relational mapping, research planning, instrument design and how to plan and implement data collection. The youth were able to carry out the research tasks and they used various different instruments.

Following is a brief summary of the problems explored and the findings of the research:

- Lack of employment: youth lacked technical and professional training, low levels of education, poor quality of CVs or sending CVs to companies even when there were no job vacancies;
- Lack of small scale agriculture: limited land, lack of family support to obtain necessary resources, lack of mechanized means to support small scale agriculture
- Problems of muddy water: lack of piped water, where there is piped water the pipes are buried and when it rains there is the potential for the pipes to burst which could contaminate the water,

poor maintenance of water stored in supply points and poor installation of pipes that provide water to homes.

The youth then decided to continue discussion and debate to identify solutions and proposed holding an event to present the problems and potential solutions to the community with leaders of the community and municipal and provincial officials

Result 4: Increased number of older OVC with improved literacy skills

Activity 1: Youth Literacy Strengthening Pilot Activity.

YP Action developed a literacy curriculum to address challenges youth had in reading, writing and vocabulary through a curriculum that contains 8 modules that cover topics that are covered in the full PPF curriculum including:

- Personal development
- Healthy choices
- Hygiene and sanitation
- Citizenship
- Communication
- The labor markets
- Financial skills and creativity

Each module is implemented for one week and has activities associated with reading and writing and using real texts and examples.

The literacy intervention was implemented in two cohorts in Beira and in one cohort in Maputo. As observed in Table 6, 151 youth enrolled in the literacy component, 14 dropped out during implementation, and 137 graduated.

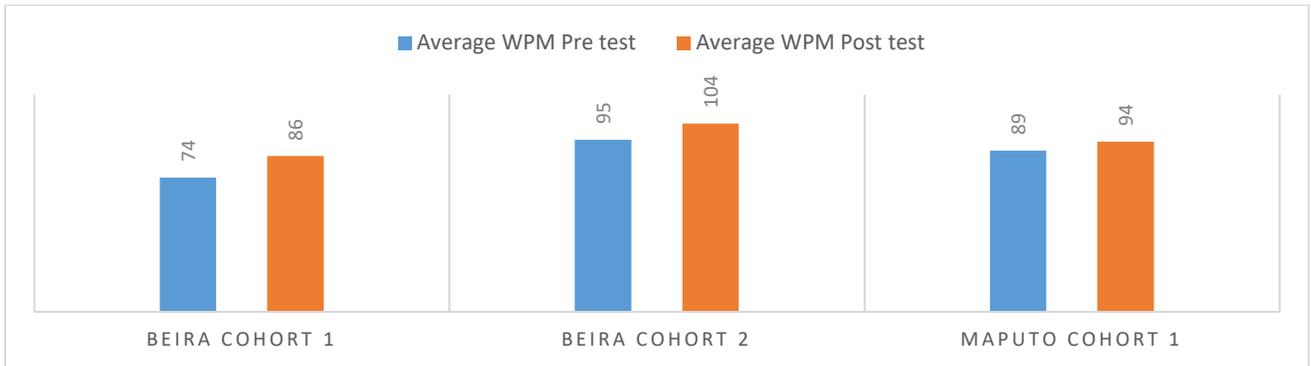
Table 6: Number of youth who enrolled, dropped out and graduated from the literacy intervention by city and cohort

	Beira cohort 1	Beira cohort 2	Maputo	Total
Enrolled	66	60	25	151
Dropped out	7	7	0	14
Graduate	59	53	25	137

To assess program effectiveness on youth’s literacy level, participants were asked to take a literacy test before and after their participation in the literacy intervention. The test is comprised of two main subtasks.

In the first subtask youth were asked to read a short story out loud. The enumerator stopped them after one minute and recorded the number of words read correctly (cwpm). The goal of this subtask is to measure oral reading fluency, which can be considered a measure of overall reading competence. As illustrate in Figure 1, the average cwpm increased for youth in both cohorts in Beira as well as in Maputo.

Figure 1: Average words read correctly per minute comparison of pre and post tests



Following the first subtask, youth were also asked to respond to reading comprehension questions based on the passage read. There is a total of six questions for this subtask and youth were asked questions only up to the point where they had stopped reading. Figure 3 shows the number of questions answered correctly based on total attempted for both pre- and post testes for youth in Beira. Figure 2 presents the same information, but for youth who participated in the program in Maputo. Overall, we observe a consistent increase on the average number of questions responded correctly by number of questions attempted in Beira (although in some cases this increase is very modest) and for most cases we also observe an increase in Maputo.

Figure 2: Comprehension scored by # of questions attempted comparison of pre- and post-tests - Beira

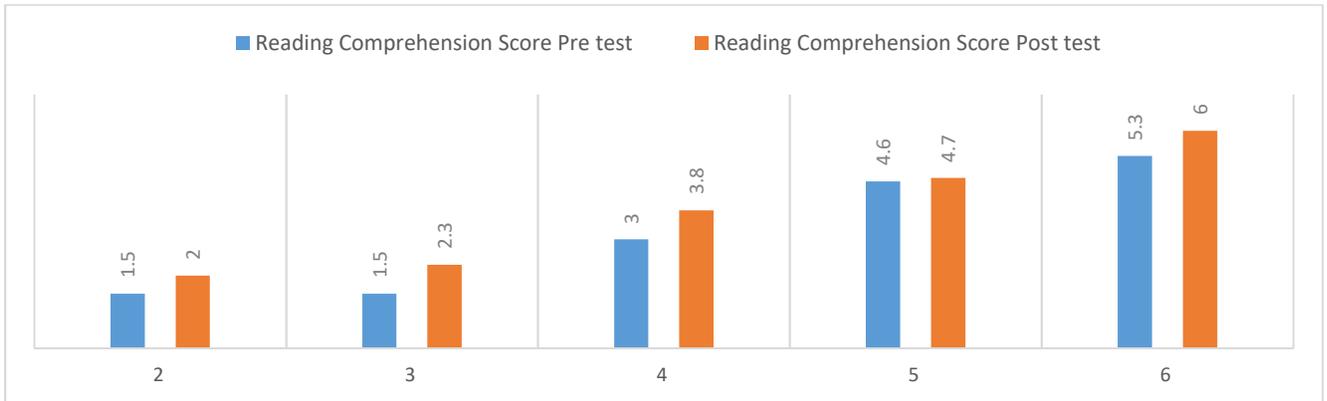
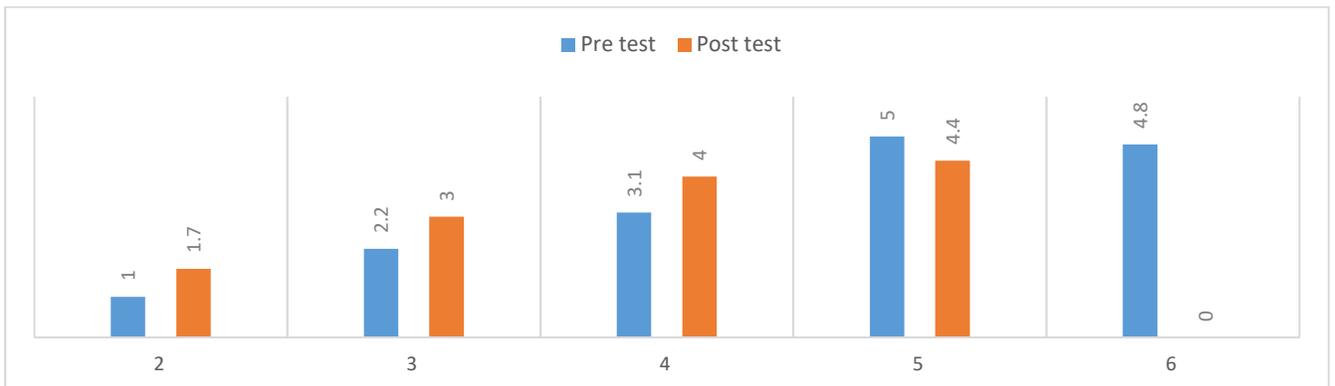


Figure 3: Comprehension scored by # of questions attempted comparison of pre- and post-tests - Maputo



Program Impact

Studies and Evaluations

While FHI 360 did not have the funds for a rigorous impact evaluation either under CAP or YP Action, it has conducted several studies over the years to learn how the program was impacting youth and why. Annex II provides a brief summary of a study carried by an external consultant at the end of the CAP project. The study was designed to determine retention of knowledge, identify youth perceptions of the most important aspects of the program, and to determine how youth lives had progressed since the end of the programs through case studies of PPF graduates from the earlier cohorts that represented graduates who were seen as positive or negative outliers in the program.

Under YouthPower Action, we adopted two approaches to assess the effectiveness of PPF's learning program. Through a before-and-after approach we estimated the difference over time in key outcomes of interest for youth in the treatment group. A baseline survey of participants was done before the learning program initiated (pre-assessment), and a follow-up survey (post assessment) was conducted 4.5 months later, right after participants completed the learning portion of the program. Through the second approach, we compare the difference between treatment and a non-randomized comparison group after the program.

Our comparison group is comprised of eligible youth who applied to the program under the same application and selection process but were only eligible for the literacy program since the full program was not being offered at that time. The surveys were applied to the comparison group during the application process whereas the treatment group completed the surveys once they had been selected as part of the group. Although applicants in the comparison group were told this survey was not part of the application process, it is possible that their answers could have been impacted by a belief that certain answers might improve their potential to be selected.

Below we highlight the main findings of the evaluation using both approaches per outcome area. Detailed information on the evaluation design and full set of results are provided in the PPF Evaluation Report.

- **Soft skills:** The percentage of youth scoring high on the soft skills increased from baseline to follow-up for all 6 soft skills measured and was statistically significant for all of them except for empathy. Table 7 shows the average percentage of youth scoring high on soft skills subscales at baseline and follow-up. The comparison between youth in treatment and comparison groups after the program did not yield any significant result. To assess if the gains in soft skills were maintained over time upon participation in the PBL intervention, PPF asked program participants in Beira to respond to the soft skills questions again 4 months after completion of PBL. We observe from Table 8 an increase in the percentage of youth who score high in all six soft skills subscales from the first to the second round of post assessments. We also compare the difference between the results for the second post assessment and the original pre-assessment. As indicated by results in Table 8, the difference was statistically significant for all soft skills subscales, except for empathy.

Table 7: Percentage of youth who obtain an average score of 3 points or more on each soft skills subscale with 1 being "Disagree" and 4 "Strongly agree", in pre and post assessments

	Post Alpha	Pre N	Pre Mean	Post N	Post Mean	Dif (Post-Pre)
Goals and Aspirations Subscale	0.7700	174	68.4%	191	82.7%	14.33**
Problem Solving Subscale	0.2592	171	18.7%	187	32.1%	13.37**
Self-efficacy Subscale	0.4085	173	31.2%	186	48.9%	17.71***
Empathy Subscale	0.5450	169	50.9%	185	57.8%	6.950
Cooperation and Communication Subscale	0.4191	170	44.1%	189	58.7%	14.61**
Self-Awareness Subscale	0.5516	170	48.2%	184	71.2%	22.96***

Note: Asterisks indicate statistical significance: * .10 ** .05 *** .001

Table 8: Percentage of youth from Beira who obtain an average score of 3 points or more on each soft skills subscale, which range from 1 to 4, 1 being "Disagree" and 4 "Strongly agree", in pre, post and second post assessments

	Pre		Post		Dif (Post-Pre)	Post 2		Dif (Post2-Pre)
	N	Media	N	Media		N	Media	
Goals and Aspirations Subscale	110	58.2	127	76.4	18.20**	129	79.8	21.66***
Problem Solving Subscale	108	17.6	124	33.9	16.28**	128	42.2	24.59***
Self-efficacy Subscale	108	32.4	124	49.2	16.79**	129	58.1	5.73***
Empathy Subscale	106	52.8	123	59.3	6.519	129	65.1	12.29
Cooperation and Communication Subscale	106	45.3	127	55.9	10.62	129	65.9	20.61**
Self-Awareness Subscale	107	44.9	121	71.1	26.21***	129	72.9	28.01***

Note: Asterisks indicate statistical significance: * .10 ** .05 *** .001

- Health:** The before-and-after comparison highlight the program effectiveness in getting youth tested for HIV/AIDS and in youth's use of contraceptive methods and condoms. The comparison between treatment and comparison support these findings, although it is only statistically significant for the HIV/AIDS testing outcome. Figure 4 shows the results for HIV/AIDS testing where there was an 22% in youth getting testing between the pre- and post-test and a 20% increase of the treatment group compared to the control group.

Figure 4: Percentage of youth who reported getting tested for HIV/AIDS in the past 12 months: pre- and post comparison and post comparison between comparison and treatment group



- Gender:** Youth in the program showed increased favorable perceptions around most gender statements from baseline to follow-up. The percentage of youth who disagree that there are tasks only for women and only for men increased by 27 percentage points. Also, the percentage of youth who believe men and women should have the same rights and opportunities increased by almost 12 percentage points. The comparison between treatment and comparison groups revealed that youth in the treatment group are more likely to exhibit favorable perceptions around gender roles. Figures a and b highlight results around two gender statements.

Figure 5: Percentage of youth who agree with the following statements on gender: pre- and post-comparison

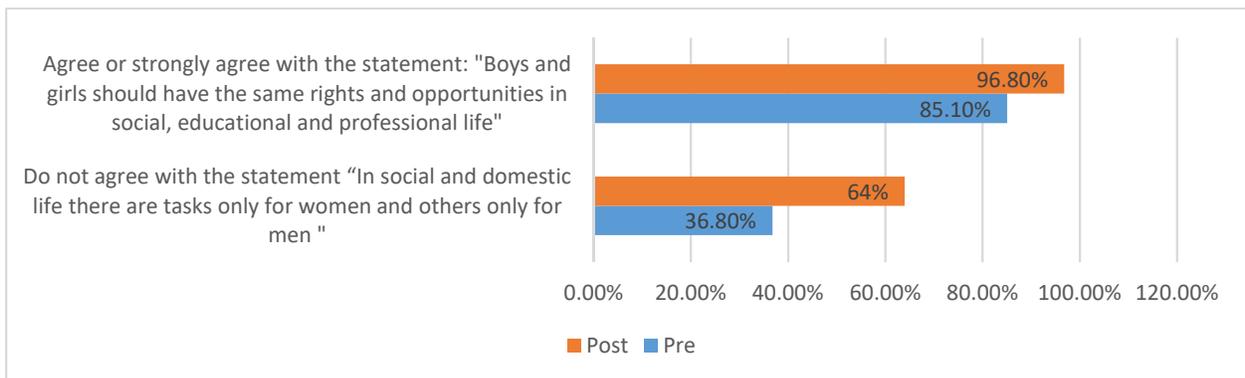
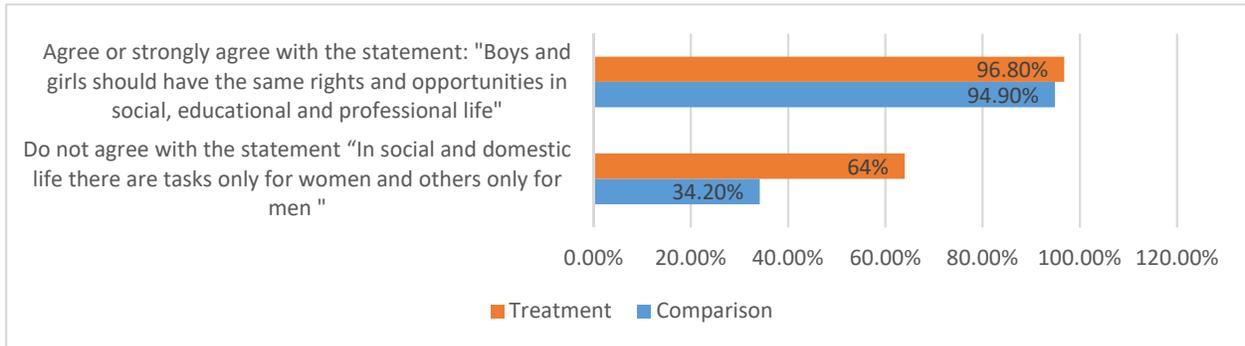


Figure 6: Percentage of youth who agree with the following statements on gender: post comparison between treatment and comparison group



- Employability:** Youth’s knowledge around job search increased from baseline to follow-up. Results also showed that when compared to the comparison group, youth in the treatment group are more likely report accurate knowledge around channels through which they can search for jobs, improved understanding of appropriate behaviors during an interview and actions they can take that may lead to a job. Figures 7 and 8 below highlight youth’s responses to two statements around employability.

Figure 7: Percentage of youth who agree with the following statements on employability: pre- and post-comparison

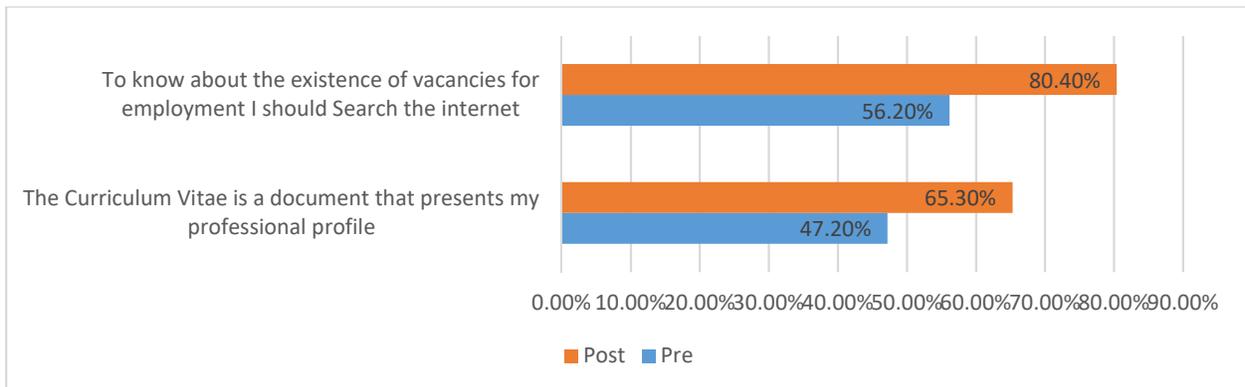
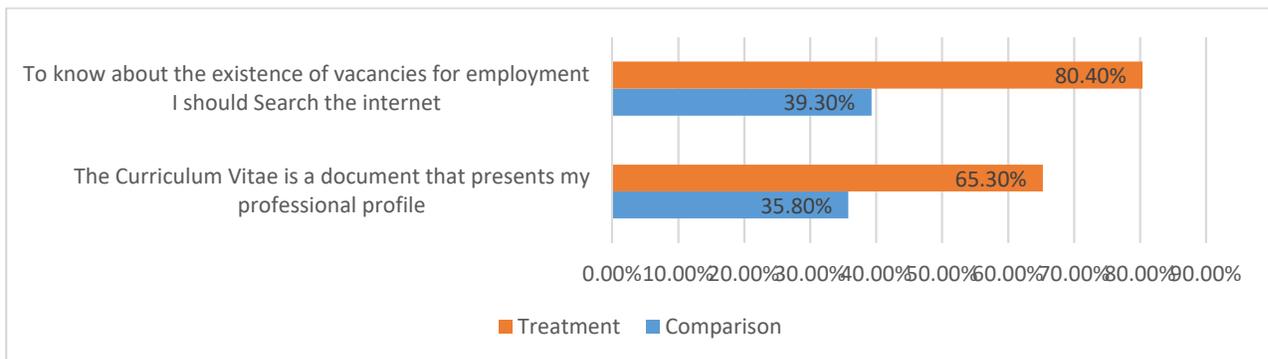


Figure 8: Percentage of youth who agree with the following statements on employability: post comparison between treatment and comparison group



- Financial literacy and entrepreneurship:** Results from the before-and-after comparison highlight an improvement in youth’s knowledge on most aspects of financial literacy and entrepreneurship measured. The comparison between the treatment and comparison group showed effectiveness in two outcomes only: youth in the treatment group are more likely to report that conducting a study of market feasibility is necessary in starting their own business and to identify microcredit institutions as a source of funding for youth. Figures 9 and 10 below highlight the results on these two specific outcomes.

Figure 9: Percentage of youth who agree with the following statements on financial literacy and entrepreneurship: pre- and post comparison

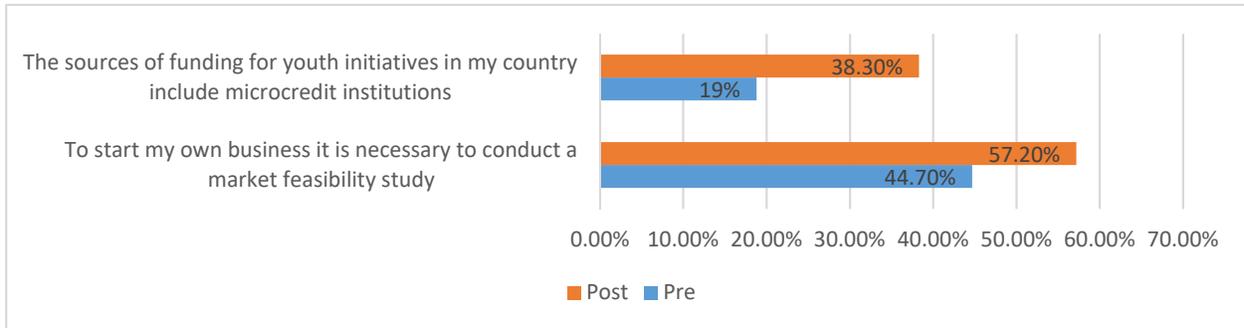
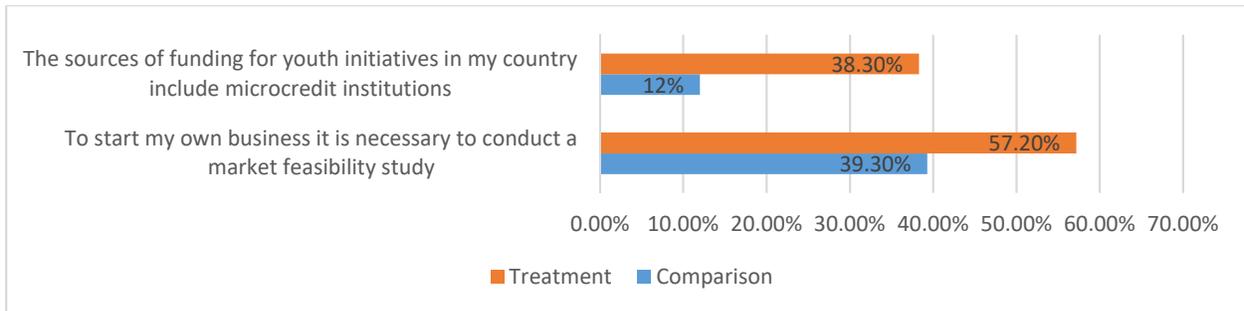


Figure 10: Percentage of youth who agree with the following statements on financial literacy and entrepreneurship: post comparison between treatment and comparison group



Overall, the program shows success in all five areas: the percentage of youth who report favorable skills, perceptions, behavior or knowledge increased from baseline to follow-up in key outcomes within each of the five areas assessed. For three of the areas (health, gender and employability) the success is robust across both evaluation strategies adopted meaning that youth in the treatment group are also more likely to exhibit improved skills, perceptions, behavior or knowledge in key outcomes when compared to youth in the comparison group.

In addition to these studies of PPF youth enrolled during YP Action, the team has also studied how youth have progressed following completion of PPF. Annex III provides a detailed response of surveys carried out with PPF graduates to determine their progress in terms of education and employment and their marital and family status. That analysis showed that the PPF graduates had substantially higher levels of secondary school completion and lower rates of pregnancy or parenthood than the rates in the province. Nearly 8 out of 10 of PPF graduates are either in school or working.

Performance Monitoring Plan Results

The program met all almost of its indicators. See Annex IV for the Performance Monitoring Plan.

Technical Considerations

The Evolution of the methodology

The PPF methodology has evolved over the years in Mozambique. The first pilot program was longer covering 9 months of implementation with a short internship and a limited e-mentoring program. The program was then implemented at a larger scale growing from 60 youth to 132 per cohort. The classroom portion was shortened to 6 months with a 13-week e-mentoring program and the internship expanded to 3 months. The next set of adaptation was the introduction of the peer education component, the youth clubs and the opportunity for some youth to participate in vocational training. The curriculum was also shortened to 4.5 months as the staff found that the youth were developing skills more quickly and as the learning projects were refined. Growth in the size of the program was limited by funding, space and a limited number of well qualified CBOs. Finally, under YouthPower Action, the remedial literacy component was added to address the weak literacy skills of many applicants who otherwise fit the profile and to respond to concerns from e-mentors about youth literacy skills. The parent support groups were added based on the request of youth and the success of parent support groups under YP Action Phase 1. Finally, the program was expanded from Beira to Maputo under YP Action.

Some see PPF as an employability program. One of the studies of PPF discouraged seeing the program through such a negative window because it had so many other benefits. PPF is much more than an employment program, it is a holistic program to address the many facets of youth transition into adulthood, however, employment is a huge priority for the youth. One of the more significant adaptations over the years has been expanding the option of vocational training. When PPF first began it focused on technical, focused on IT skills, and soft skills in terms of the employability aspects of the program. Particularly in the early years when the program was not well known in Beira, graduates had a hard time selling the importance of what they had learned. Many employers were looking for specific technical jobs related to the port, construction and other sectors. While employers recognized the importance of soft skills, that alone was not sufficient to secure a job. FHI 360 added the vocational training option to facilitate job placement. By 2018, however, there is much greater awareness among employers about the importance of soft skills with many employers applying tests to determine applicants' soft skills. This should help PPF graduates secure employment.

Sustainability and Impact

Our experience in recent years has shown that PPF graduates have had positive outcomes in terms of education, employment, gender beliefs and healthy behaviors and that nearly all (less than 2%) PPF youth had avoided early pregnancy or parenthood. Qualitative analysis shows higher levels of self-confidence, sense of direction and agency, positive friendships, an understanding of the negative impacts of alcohol and drugs and improved parent-youth relationships. Perhaps most importantly, the program vulnerable youth who have experienced loss, trauma and stigmatization can emerge out a vicious cycle to a virtuous cycle.

The program was implemented on a small scale and its goal was to support OVC youth rather than to develop a sustainable intervention by reforming government services. However, FHI 360 believes there are several opportunities to build on PPF's model that could have the potential for have a larger impact at a larger scale. These include:

- Introducing PPF into the school system. This could be done as a pilot activity to demonstrate the benefit of project based learning, of creating a positive learning environment and youth-centered

learning. Teachers could witness the learning methodology and be trained to integrate some of these practices into their classrooms.

- Integrating PBL and other strategies to improve soft skills into the vocational training program. Through CAP and YP Action, FHI 360 introduced these concepts to the government funded vocational training program (INEFP-IFPELAC) but additional attention is needed to make these changes. However, INEFP/IFPELAC has recognized the importance of soft skills and the approach PPF implemented and begun introducing new strategies to improve their programs. They have requested PPF materials and are eager to build on the model.
- Introduce the parent support groups to other programs including OVC, education, workforce and other programs that reach parents of adolescents.
- Identify opportunities to introduce PPF learning projects into other youth programming. The full curriculum could be modularized into shorter learning activities that could benefit youth employment, health, civic education or community development programs.
- Introduce the literacy program into the school and to non-formal learning programs. This 80-hour curriculum is easy to use and has shown results. With some adaptation, it could be used with younger cohorts.
- Engage youth as community health workers or peer educators. PPF graduates demonstrated great interest in community service and, despite some challenges, having young *activistas* as part of a larger cohort of *activistas* proved beneficial.

Annex I – Implementation of Soft Skills Guiding Principles

How PPF successfully integrates soft skills building

YouthPower Action previous research¹ has identified six guiding principles that enable youth soft skill development across different program contexts and youth characteristics. PPF is an example of how these principles can be integrated into a Positive Youth Development (PYD) program and applied in practice. Project-based Learning (PBL) as a cross-cutting methodology has allowed PPF to implement most of the guiding principles in practice, as described below.

Principle 1: Experiential Learning

PPF promotes experiential learning through the use of the PBL methodology. Through PBL, PPF promotes youth's engagement in real world projects that are interesting and contextually relevant. These projects are challenging but possible, and are paired with reflection. PBL is implemented in a cycle. First, youth in the program are broken-down into groups and each group is asked to identify a real world problem on a topic area that is given to them. Once they have identified the problem, they analyze the problem in their groups and design a field study and investigation to gather more information. Once the field work or research is complete, they then analyze the data and information collected, discuss the results and consider various solutions. Their final products-solutions are presented to the whole group. The presentation is followed by a moment of reflection where other groups are invited to give feedback to the team that has presented. Throughout this process youth practice key soft skills, such as problem-solving, teamwork, decision making, communication skills, self-esteem and critical thinking.

Principle 2: Address skills in combination

At the beginning of PPF facilitators focus on addressing foundational soft skills, such as self-awareness, self-esteem, empathy, teamwork. For example, PPF started by fostering self-awareness through the exercise WHO AM I, in which youth are encouraged to reflect deeply and write about themselves with the guidance of the facilitator. Group exercises at the beginning of the program aim to promote youth getting to know one another and develop initial teamwork and empathy skills. In a second stage, the project promotes more complex skills, such as problem-solving, critical thinking, decision-making, which are mostly promoted through PBL. Overall, through PBL the project adopts a cyclical approach, so all soft skills are introduced, revisited, and reinforced throughout the program. This way youth have a chance to practice the same skills in different settings and in different activities.

Principle 3: Strong relationships

PPF promotes exposure to new and different networks, creating ways for youth to form strong relationships across different settings and people. PPF promote strong relationships with 4 main actors:

- Professional mentors: E-mentoring with professionals provides career guidance, role models and professional networks;
- Project Facilitators: Facilitators connect well with youth, are sensitive to their reality, and interact with them in a positive and respectful manner;

¹ Soares, F., Babb, S., Diener, O., Gates, S., and Ignatowski, C. (2017). Guiding Principles for Building Soft Skills among Adolescents and Young Adults. Washington, DC: USAID's YouthPower: Implementation, YouthPower Action.

- Parents and caregivers: Meetings with parents and caregivers help them understand adolescence and how to support youth at home;
- Peers: Group work on PBL provides opportunities for strong peer connections;

Principle 4: Positive staff practices

PPF adopts the following positive staff practices:

- Modelling: Facilitators are encouraged to demonstrate the soft skills they want youth to emulate or develop. For example, project managers encourage facilitators to work well among themselves, in order to model cooperation and teamwork skills to the youth.
- Facilitation: Facilitators are encouraged to facilitate and not to teach or give answers. The following facilitation techniques are used in the scope of the program: strategic questioning, framing activities as learning experiences, and allowing youth to take active roles as learners
- Positive reinforcement: During PBL reflection, facilitators and youth peers are encouraged to reinforce positive behaviors rather than simply criticizing negative points. In fact, in PPF they do not call it negative points, they phrased as points for improvement. Facilitators limit the points for improvement to about 2-3 points and usually ask the team to provide the positive feedback first.

Principle 5: Safe, caring, supportive and enriching program environment

A safe, caring, supportive and enriching program environment is promoted by PPF so youth feel comfortable expressing themselves, feel included and appreciated by their peers and feel motivated to learn. The following practices are promoted by PPF:

- Facilitators hold high expectations and treat youth with respect
- Youth contribute to decision making and management of the classroom, giving rise to an autonomy supportive environment.
- A code of conduct is created by youth themselves; youth establish the rules they have to follow during the program and they are responsible for ensuring that these rules are followed.
- The program promotes consistent routines, activities, and procedures
- There is a low youth: staff ratio (10:1). Each class of 30 youth has three facilitators.

Principle 6: Integration of learning contexts

The program successfully promotes integration of different learning contexts by adopting approaches that involve families, the local community, local schools and the workplace.

- Parents and caregiver groups build parenting skills, improve parental interactions with youth and build stronger bonds;
- Partnerships with local employers promote visits to and from local employers and to find companies where youth can be placed for their internship;
- Youth work closely with the community by replicating activities and conducting dissemination activities to share knowledge;
- Youth replicate activities at local schools with peers to share knowledge.

Annex II – Major Findings from Capable Partners Mozambique Study

Major findings of the program review carried out at the end of the CAP project. The study consisted of three elements:

- A survey of PPF graduates to determine how much information they retained and whether their practices were consistent with the curriculum
- A ladder activity for youth participants to prioritize and rank order the different elements of the program
- Case study interview of 12 youth who were identified as positive and negative outliers in terms of success following completion of the program based on employment and education outcomes.

Retention of knowledge

- The general response rates do not reflect the all too common local practice of gender-based violence, showing that the graduates continue to live according to the standards taught at PPF in the face of pressure to conform. *Eighty-five percent of respondents disagreed that it is acceptable for a boy to force a girl to have sex and 85 percent of girls said they would refuse to have sex without a condom.*
- Views around personal issues on sexual behaviors revealed some interesting tensions. There was an apparent contradiction between the strong response that girls and boys should remain virgins until marriage, even though those belief were held by youth who said they were not virgins. This is possibly explained by the change in views on the part of the graduates who now believe in abstinence whereas before PPF they did not (or had not thought about it). This is borne out by those who said they were not virgins, but abstained from sex, and/or indicated that they planned to wait to be engaged or married before having an active sex life. *Three quarters of respondents believed youth between the ages of 14 and 18 years old should not be engaging in sexual intercourse.*
- The majority of graduates gained a high level of understanding about the dangers of drugs and alcohol.
- Most participants had a basic understanding of the benefits of condoms. *Eighty-eight percent knew that condoms prevent pregnancy, HIV/AIDs and STDs.*

Life progression of graduates (through case studies and interviews with PPF graduates, family members and supervisors or instructors)

- Without exception the interviewed graduates are seen as confident and mature, with clear ideas of what are their ways forward, even if they are not yet embarked upon a career. Self-esteem and self-evaluation being components of the program, PPF has clearly had a major influence in this increased confidence.
- Problem solving, conflict resolution and teamwork are some of the PPF components aimed at supporting the participants in overcoming challenges. Some of the challenges faced by the graduates are far reaching. In the few cases where there appeared to be somewhat less impetus to face and overcome challenges, the activities being undertaken by the graduates showed that despite expressing anxiety about their circumstances and the future, they were actually going

some way towards addressing the challenges, demonstrating a high level of initiative and agency in their life context.

- The program appears to have provided important friendships and contacts. Since participation and a place in the community is a crucial part of life in Mozambique, the ability developed at PPF to reach out and interact with a wide range of people is a profound achievement for the graduates' current and future life progression. Friendships and contacts developed at PPF also help protect the graduates from the risks of being drawn into unhealthy groups' behaviors, since they no longer have any interest in developing relationships with such groups.
- It appears that although education becomes a priority in the light of the PPF program, individual circumstances can prevent its achievement. It became vividly clear through the interviews with graduates that using employment or full- time education as the measure of success and progress is very limited. The circumstances of many of the graduates are such that success is the avoidance of vice, and achieving a stable home life.
- Participants with a stronger foundation of support are more likely to take the power of the program and translate it into success. While this is obvious to some degree, it clarifies the importance of helping the participant who has a limited or no foundation of support in the family to develop a broader and deeper social network elsewhere, such as in church, through encouraging membership of the PPF clubs, and through identifying other less obvious means of moral support.

Youth perceptions of the value of PPF

Appreciation of supportive environment of PPF: The participants were very aware that the PPF methodology was at the core of its success, especially the way in which the facilitators operated. The youth were aware that they were involved in planning and implementation, and valued this highly. The way in which they were treated with respect and as partners in learning was at the center of what made the program methodology special. This perception was supported by individual interviews, in which the graduates commented frequently on the atmosphere, structure and implementation of the program as being so different from school.

High priority on soft skills. Using a ladder activity to prioritize different elements of PPF, youth showed clearly that soft skills were at the core of the program, very often linked with their usefulness in finding and undertaking employment. While ICT was very often used as an example of what was taught at PPF, when taken beyond the tangible technical skills learned, the soft skills featured most strongly, with the project based learning methodology used being both a key to its success and a learning tool in itself.

Appreciation of the holistic curriculum. Although the graduates largely felt that the many of the health components were already covered elsewhere, the youth felt that projects relating to health are important elements that should not be omitted, since the participants' families are not necessarily aware of the issues and participants talked about ways they brought new health practices home.

Annex III - PPF Census of Graduates

PPF has applied a Census questionnaire to all of its graduates in Beira to gain in-depth understanding into long-term trajectories of youth upon program completion. Youth who graduated from the program were trained as enumerators and divided across different communities to survey other program graduates using a structured questionnaire. The questionnaire collected information on age, gender, education, employment status, and whether youth have become parents. The Census questionnaire was applied between September 2017 and April 2018 to all PPF cohorts and reached a total of 852 youth, out of 874 graduates (97% response rate). Table 1 below details response rates by cohort of graduation.

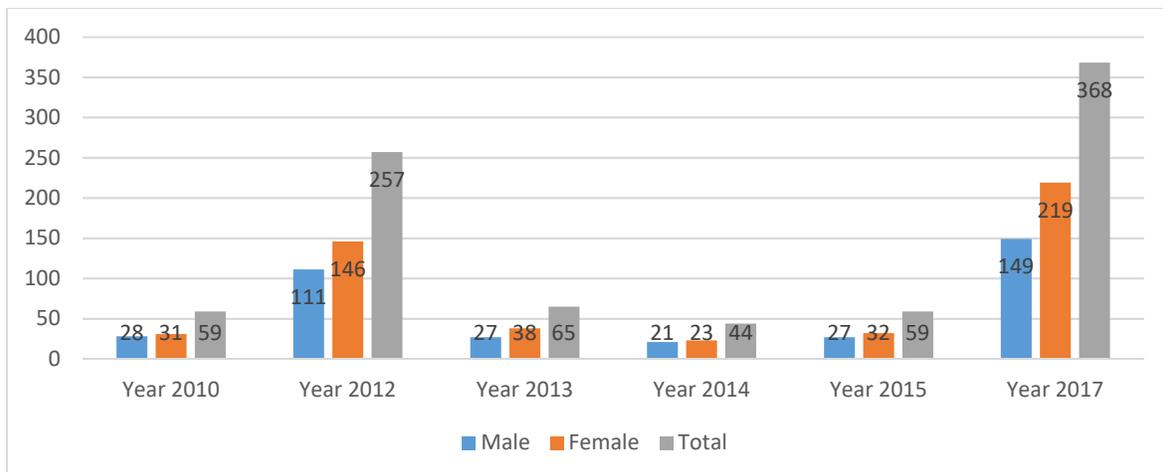
Table 1: PPF Census of Graduates response rates

	Total Graduates	Respondants	Response rate
Year 2010	60	59	98%
Year 2012	264	257	97%
Year 2013	66	65	98%
Year 2014	66	59	89%
Year 2015	44	44	100%
Year 2017	374	368	98%
Total	874	852	97%

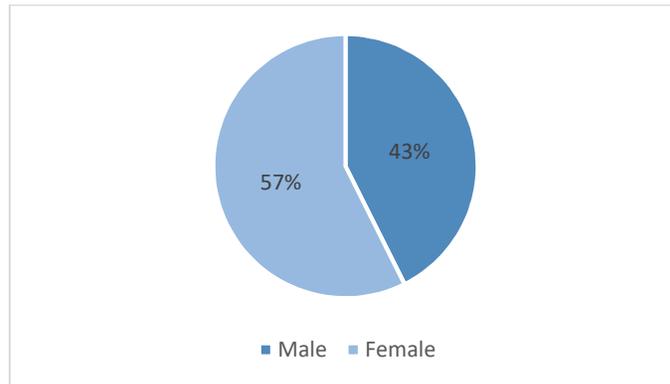
PPF Census Results

Graph 1 below detailed the number of program graduates by year of graduation and by gender. Out of the 852 graduates who responded to the Census, 363 are male and 489 are female.

Graph 1: Number of Program Graduates by Year of Graduation and by Gender



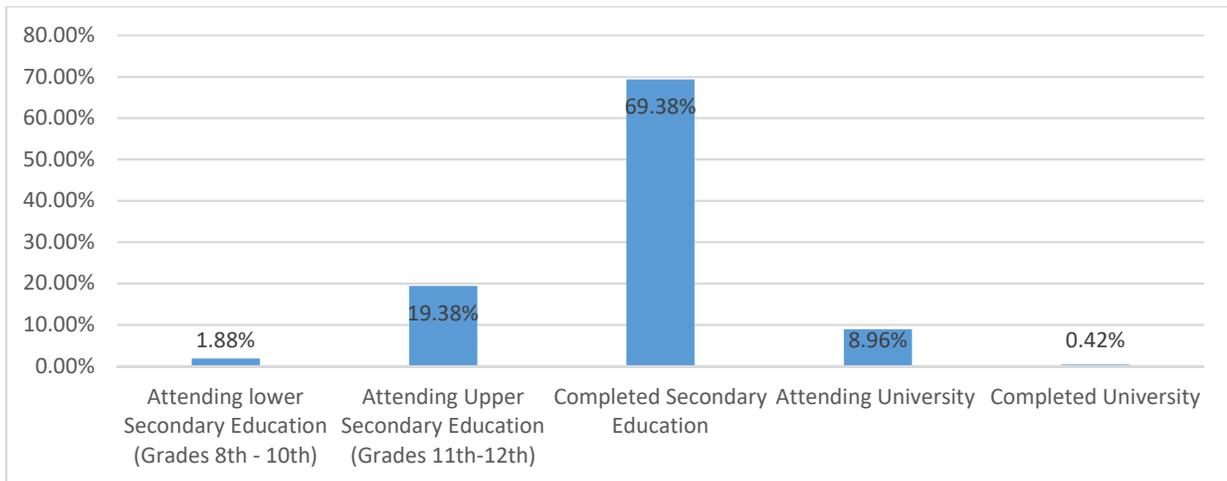
Graph 2: Program Graduates by Gender



Education

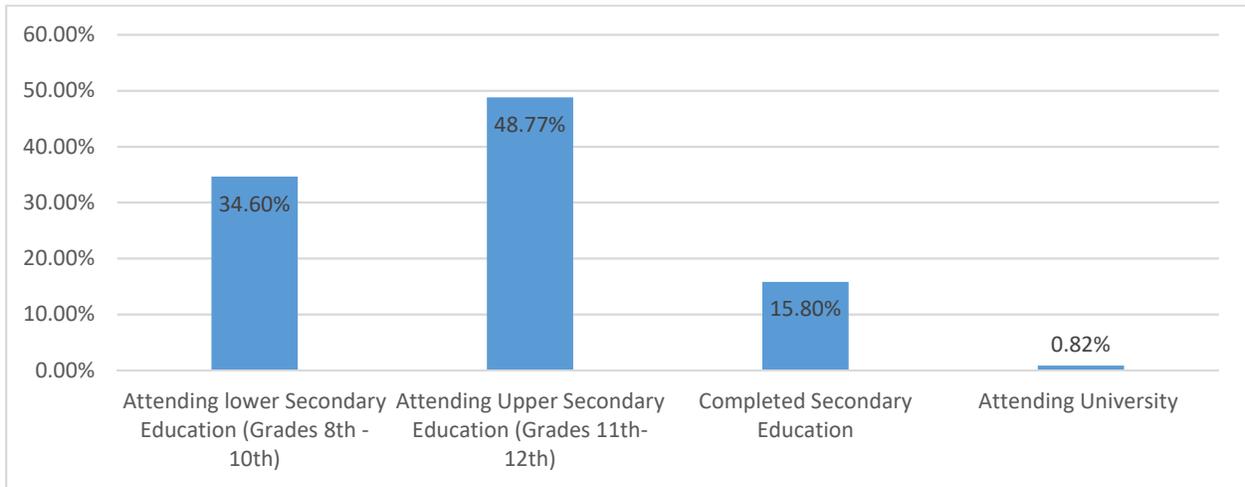
ALL of the youth who responded to the Census are either currently studying or have at minimum completed their secondary education. The results show that 78.76% of youth who graduated from the program between 2010 and 2016 completed at minimum their secondary studies, while the remaining are still pursuing their secondary education. This a stark contrast to the provincial secondary completion rates of approximately 12.6% (EPDC extraction of 2008 MICS dataset).

Graph 3: 2010 to 2016 graduates by current education status



As expected, most youth from the 2017 cohort (83%) are still attending lower or upper secondary education, while 16% have already completed their secondary studies.

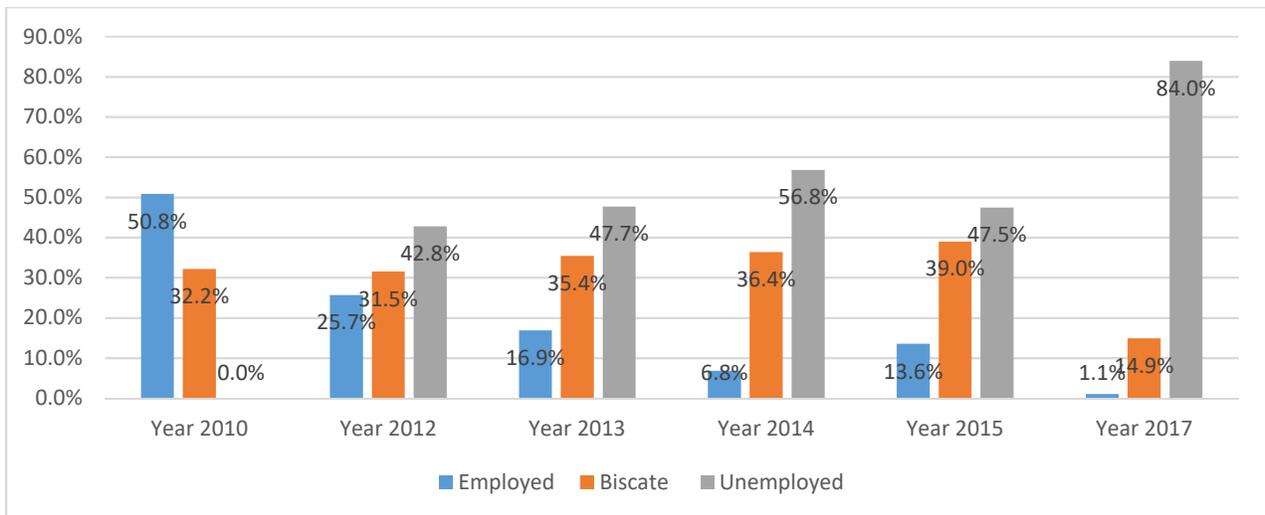
Graph 4: 2017 graduates by current education status



Employment

Graph 5 below report employment status of program graduates in 2018, by graduation cohort. For most cohorts, except 2017, over 50% of youth are employed or engaged in autonomous work (*biscate*). This is expected, as youth in these cohorts are more likely to have completed their secondary or university education.

Graph 5: Work status of program graduates in 2018, by graduation cohort

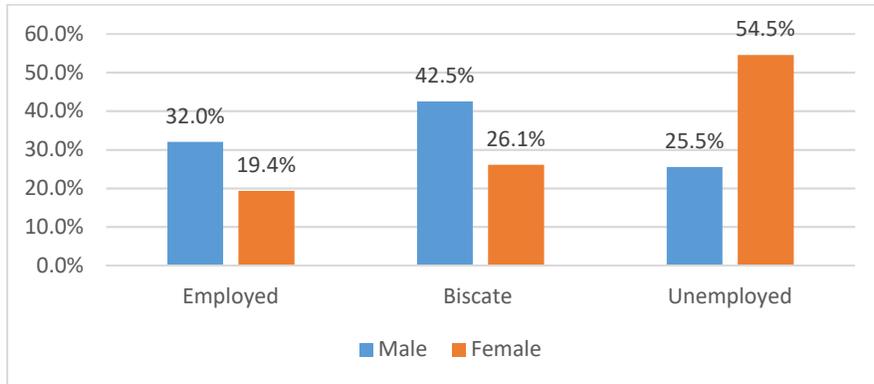


As expected, the percentage of youth employed or engaged in autonomous work is higher among youth who have completed their secondary or university education and are no longer studying. Over 55% of youth who completed secondary education and are no longer studying reported working (employed or *biscate*). Among all youth who have completed secondary education (considering those currently enrolled at university and those who are not studying), 53% reported working at the time of the survey.

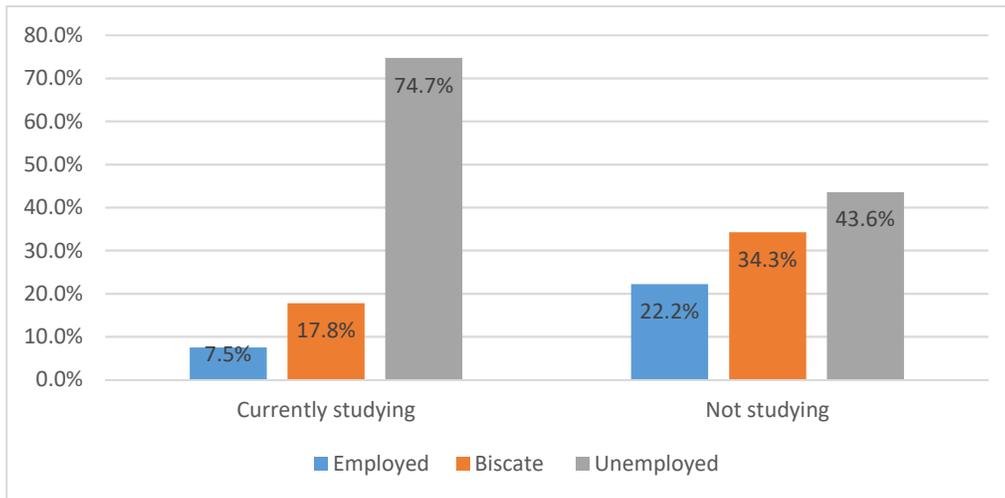
The percentage of youth employed or working autonomously is higher among male versus female youth. Although there is no gender parity on work status, the percent of females employed (19.4%) is getting

closer to the percent of males employed (32%). Since we do not have data on youth work status by gender for Mozambique, we cannot compare these rates with the national or provincial average.

Graph 6: Work status of program graduates in 2018, by gender



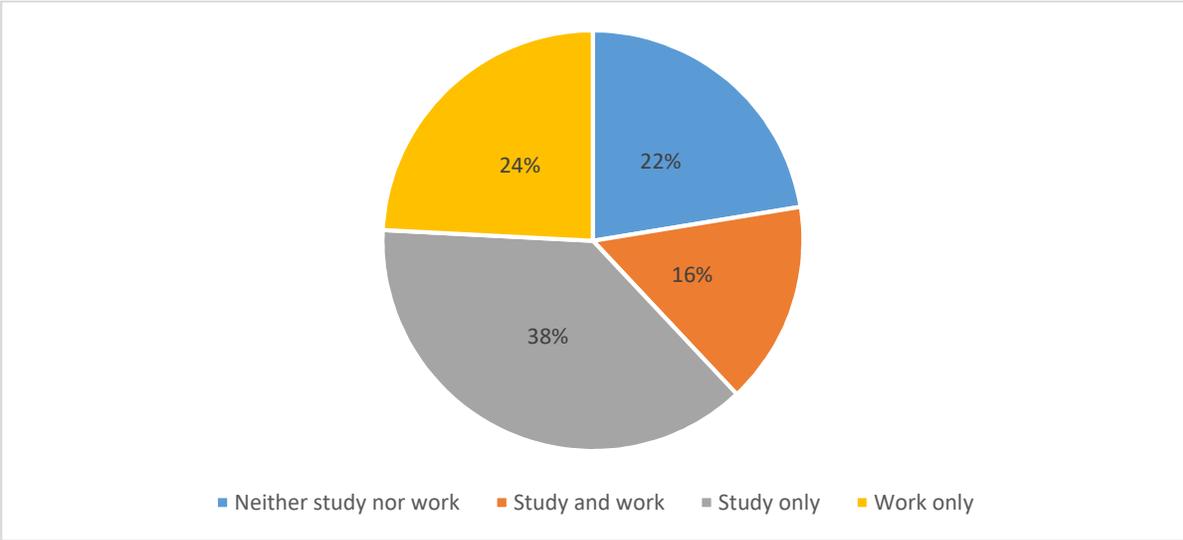
Graph 7: Work status of program graduates in 2018, by education status



Employment and Education

Overall, 78% of all youth graduates are studying, working or working and studying. 22% neither study nor work.

Graph 8: Education and Work Status of All Graduates



Youth who become parents

Only 29 program graduates (3.4% of total graduates) reported having children. Out of these, 7 are 20 years-old or younger and the remaining 22 are between 21 and 27 years-old.

Annex IV – Performance Monitoring Plan Indicator Tracking Matrix

YP Action Indicators	Target	Achieved Oct2016-Mar2017	Achieved Abril2017-Sept2017	Achieved Oct2017-Mar2018	Year Accumulated	% of target achieved
# Of CBO staff and project facilitators trained on Positive Youth Development Facilitadores	30	15	8	0	23	133%
# Of CBO staff and project facilitators trained on Positive Youth Development <i>Activistas</i>		12	5	0	17	
# Of Project facilitators trained on ToT - Literacy	15	7	8	0	15	100%
# Of new parents and caregivers participating in caregiver small group discussions	500	69	553	235	857	171.4%
# of active beneficiaries served by PEPFAR OVC programs for children and families affected by HIV. (referencias)	200	46	475	24	545	272.5%
# of PEPFAR OVC beneficiaries who qualify for social service support and then access it. (7 servicios)	320	0	392	66	458	143.1%
Number of graduates staying in school	360	0	209	186	395	110%
# of at-risk youth trained in social or leadership skills through USG assisted programs.	400	0	167	273	440	110%
# of Youth with a mentor.	380	0	374	0	374	98.4%
# of youth who participate in internships.	106	0	81	138	219	206.6%
% of graduates enrolled for vocational trainings.	5%	0	0	24%	24%	-

% of intern supervisors who report satisfaction on at least 50% of the categories in supervisor surveys.	90%	0	0	97.44%	-	-
# of older OVCs provided with social supports such as meals, uniforms and transportation stipends.	400	176	198	150	524	131%
% of older OVC who concluded the training.	360	0	167	195	362	100.6%
# of activities completed by Youth in the Youth clubs.	2per quarter	3	4	19	Average 4 per quarter	150%
# of Youth clubs created or continued.	3	2	1	7	-	233%
# of Graduates engaged in Youth clubs by type of Youth club and gender.	80	69	380	52	501	626.3%
% of Youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs.	90%	0	90%	90%	90%	100%
% of Older OVC with improved literacy skill.	45%	0	89%	83%	86%	191.1%

Annex V – Snapshots of Success



CHARLES ALBERTO CHALE

Enrolled in PPF in 2010 when he was in 9th grade. He has since finished secondary school and first at First National Bank (FNB) as cashier. He intends to study at the university level in Accounting and Auditing.



MARIANA QUIZITO

Enrolled PPF in 2010 when she was in the 9th grade. She has since finished secondary school and plans to study Informatics Engineering at the university level. She is currently working as a Mentor for the NGO Associação Kugarissica under the Dreams/FCC project.



SOFIA MANUEL ARTUR

Enrolled in PPF/YOUTHPOWER ACTION in 2012. During that time, she was in 12th grade. She lives in Goto and is currently studying Economics at Zambeze University. She works as cashier at Commercial Bank of Investment (CBI).



INTERNÁRIO ERNESTO

Enrolled PPF in 2010 when he was in 8th grade. He has since finished secondary school and entered university to study Engineering Informatics. He works as a Coordinator for Associação para o Desenvolvimento do Goto (ADG).



MARIA CASIMIRO RAFAEL

Enrolled in PPF/YOUTHPOWER ACTION in 2010, by that time she was in 10th grade. She lives in a community called Goto and is currently studying at Pedagogic University. Maria is working as a data collector in CHASS project - FHI360.



FRANCISCO GANIJO

Enrolled in PPF/YOUTHPOWER ACTION in 2010, was studying grade 10 and lives in a community called Goto. He has completed a degree on Nutrition at UNILURIO university. He works as Nutritionist at the Ministry of Health.



LUÍS JOAQUIM VICENTE,

Enrolled in **PPF/YOUTHPOWER ACTION** in 2010, he was in grade 9 at that time. He lives in a community called Chipangara and is currently studying Information Technology in Zambeze University. He works as project officer for DREAMS project at a local community based organization called Kugarissica.



ISABEL MACUBELE

Enrolled in PPF/YOUTHPOWER ACTION in 2012 by, then she had completed secondary school. She lives in a community called Chipangara. Currently she completed her 4th year of Environmental Management degree and works at Opportunity Bank as cashier.



FÁTIMA JOCUSSEMBA

Enrolled in PPF/YOUTHPOWER ACTION in 2012, she was not studying by that time. She lives in Munhava community. She completed a course as Secretary at Transporter Carlos Mesquita (TCM).



NELSON BANZE

Enrolled in PPF/YOUTHPOWER ACTION in 2012, when he was studying in grade 10. He lives in a community called Goto. He completed secondary level and is currently doing Agro-Economics at Eduardo Mondlane University..



SAQUINA AFONSO

Enrolled in PPF/YOUTHPOWER ACTION in 2013, when she was studying grade 10. She lives in a community called Munhava. She completed secondary school and is currently studying Business Management at Catholic University of Mozambique.



CARLOS JOSÉ JOÃO

Enrolled in PPF/YOUTHPOWER ACTION in 2010, he was not studying by then. He lives in Munhava community and is currently in grade 12. He owns a small enterprise for printing and service providers called **Carlos Computer**.



MARCOLINA PEREIRA

Enrolled in PPF/YOUTHPOWER ACTION in 2010, when she was in the 11th grade. She lives in Nampula province and completed her degree in Economics and Management at Catholic University. She is now working for Northern Corridor as an administrator.



NORDINO ALBERTO

Enrolled in PPF/YOUTHPOWER ACTION in 2010, when he was in grade 9. He lives in Munhava Community. He completed high school and is working at Copoleite making Yogurts.



BENEDITO LARSEN

Enrolled in PPF/YOUTHPOWER ACTION in 2012, when he was in grade 10. He lives in Goto. Currently, he is studying at Pedagogic University.



NORA EUSÉBIO

Enrolled in PPF/YOUTHPOWER ACTION in 2013, when she was in the 10th grade. She lives in Goto and is currently pursuing a degree from Pedagogic University.



MAENE NHAMITE

Enrolled in PPF/YOUTHPOWER ACTION in 2014 while he was studying in grade 11. He lives in Munhava community. He completed high level in Pharmacy and is now working as Pharmacist at Beira Central Hospital.



ANAPAUULA MAFICA

Enrolled in PPF/YOUTHPOWER ACTION in 2012 when she was in the 11th grade. She lives in Munhava and is currently studying in Zambezi University.



BEATRIZ LOURENÇO

Enrolled in PPF/YOUTHPOWER ACTION in 2014, when she was in grade 11. She lives in Munhava and is currently studying at Zambeze University.



JAIME TOMÉ ALMELIDA

Enrolled in PPF/YOUTHPOWER ACTION in 2010, when he was in grade 9. He lives in Goto Community. He completed high school level and is working at Copoleite.



ALBERTO AGOSTINHO

Enrolled PPF in 2012. At the time he was not in school. He re-enrolled in school and then finished secondary school. He is currently in his third year of studies in electronics at the Institute Industrial e Commercial da Beira. He works as staff at the Youth Club in the NGO Kugarissica.



ANTÓNIO MANUEL GANIJO MAZEMBE

Enrolled PPF in 2010 when he was in 9th grade. He is currently a student at the Zambeze Univeristy, studying Economics. He works as a cashier at the Transporter Carlos Mesquita (TCM) company.



JUDITE DINO AUGUSTO FUTETE

Enrolled in PPF/YOUTHPOWER ACTION in 2012, and was studying in 10th grade. She lives in a community called Goto and is currently studying at Pedagogic University. Judity works as hair dresser.



PINTO MANUEL

Enrolled PPF in 2013. At the time he was in the 11th grade. Since then, he finished the 12th grade and graduated as a teacher. He currently works at the Ministry of Education and Human Development in the Chibabava district of Sofala province.



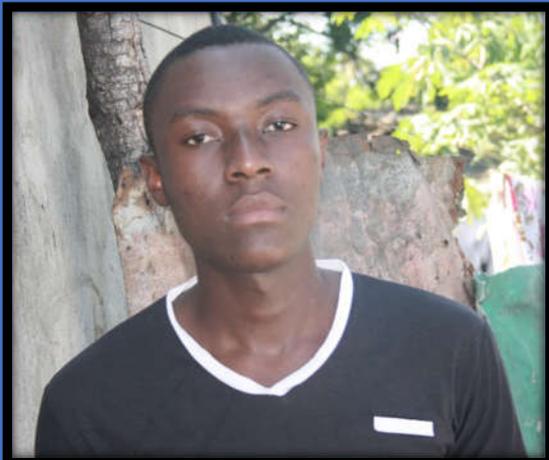
JOÃO MOISÉS MAZEMBE

Enrolled in PPF/YOUTHPOWER ACTION in 2012, when he was studying in grade 11 and lives in a community called Chipangara. Currently, he is studying Economics at Pedagogic University and works as cashier at Commercial Bank of Investment (CBI).



CHEILA DA GRAÇA MARIBATE

Enrolled in PPF/YOUTHPOWER ACTION in 2015, by then she was studying in grade 10. She lives in a community called Munhava. She completed secondary school as a mentor at Kugarrissica – Dreams/FCC and Rádio Pax announcer.



JOSE PINTO CUNDIZA

Enrolled in PPF/YOUTHPOWER ACTION in 2013, when he was in the 11th grade. He lives in a community called Chipangara and is currently in his 3rd year at Commercial and Industrial Institute of Beira. He works as Finance Assistant at Firme Alicerce organization.



DOMINGOS LUCAS CHAPO

Enrolled in PPF/YOUTHPOWER ACTION in 2010, when he was studying grade 11. He lives in Tete city. He completed secondary school and is currently working as manager in PEP shop in Tete Province.



NILZA ROQUE AUGUSTO

Enrolled in PPF/YOUTHPOWER ACTION in 2017, when she was studying in grade 12. She lives in Goto. She is currently working at Eduardo Mondlane University. She was given a scholarship by the Governor of Sofala Province, which resulted from her performance in a Youth meeting held last year.



BENONE BENJAMIM

Enrolled in PPF/YOUTHPOWER ACTION in 2010, he was in 9th grade by then and lives in Goto Community. He completed secondary school and became an English teacher. He is currently working as Ingles teacher in Caia and studying at Pedagogic University – Distant training course.



MATEUS MENESES TOMO

Enrolled in PPF/YOUTHPOWER ACTION in 2010, by then he was in his second year of accounting at Industrial school. In 2015, he completed the accounting course in Beira and is currently working at a company called AMI.



FRAQUE RAUL VALENHIUA

Enrolled in PPF/YOUTHPOWER ACTION in 2010, when he was in grade 9. He lives in Goto community. Currently, he is working as taxi driver (his own taxi).