STUDENTS LEADING CHANGE: EVALUATING THE SAIH SUPPORT FOR ZIMBABWE AND THE NORWAY CAMPAIGN OF 2009-2014

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Disclaimer:
The views and opinions expressed in this report are those of the authors and do not necessarily reflect the official policy or position of the client, SAIH.

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Acronyms

CSU	Counselling Services Unit
FSN	Female Student Network
PTUZ	Progressive Teachers Union of Zimbabwe
SAIH	Students and Academics International Assistance Fund
SAYWHAT	Students And Youths Working on Reproductive Health Action Team
SRC	Student Representative Council
SST	Student Solidarity Trust
UZ	University of Zimbabwe
YETT	Youth Empowerment Transformation Trust
ZINASU	Zimbabwe National Student Union
ZLHR	Zimbabwe Lawyers for Human Rights

Executive Summary

Overview

This report presents the findings of the evaluation of the Students and Academic International Assistance Fund's (SAIH) programme on Academic Freedoms support to Zimbabwean partners 2009-2012 and 2012-2014, as well as the SAIH campaign experience of 2011 and 2012. This evaluation has targeted the support provided by SAIH to three institutions namely, the Students Solidarity Trust (SST), Zimbabwe National Students Union (ZINASU) and Female Students Network (FSN). The evaluation has specifically focused on:

- Establishing the impact of the SAIH and SST support for victimized student activists in relation to their lives, jobs and social and political engagement and the gains and challenges in the fight for academic freedoms

- Establishing the effects that were unintended, either positive or negative

- Point out lessons learned of the advocacy work in the joint efforts for SAIH and partners in Norway

- Give recommendations for SAIHs future work on academic freedom

Methodology

The evaluation used a variety of data collection techniques including literature review, conducting of interviews and focus groups. As well as two surveys, one with beneficiaries and one of the campaign experience of 2011-2012 and included a 6-day field visit to Zimbabwe by the Team Leader (12-17 of November 2014).

Findings

The main findings and conclusions that have emerged from the evaluation include:

SAIH programme goals: The funding to the Zimbabwean organizations reviewed here fits well within the programme goals. SAIH's support has enabled and facilitated political and social participation by both creating environments that facilitate the participation of students and by ensuring that participants were protected if and when their participation in student protests encountered legal or academic repercussions. In addition SAIH has invested considerably in ensuring the engagement of female students. Overall the support has promoted the democratization of the educational process in Zimbabwe.

Weak institutions: In general the organizations under review here are weak institutions. They lack solid administrative and leadership structures and in some cases have failed to adapt to the changing needs of students.

Lack of strategic perspectives: The organizations funded tend to be reactive rather than proactive. Generally the organizations are often problem solving rather than looking forward to how they envisage their role in the Zimbabwean landscape long term and how their long-term vision can be achieved.

Gender Mainstreaming: Gender is an element that has thus far been largely categorised as meaning "women" and one that has generally remained part of the discussion without making clear headway in practical terms beyond the work of FSN.

Impact: The work conducted by the partner institutions, particularly SST, has had a direct impact on the individual beneficiaries in that it provided them with immediate, and long term support, as well as legal and medical support to be able to survive and respond to the cases and charges brought against them. However the long term cascading effect of the interventions is less clear. Similarly it is too early to see what the overreaching impact of the activities by FSN and ZINASU will be.

Sustainability: In the absence of SAIH support all the organizations would be forced to reduce or end their activities/services. Few efforts to strategize a future without donor aid have been made.

SAIH Support: aside from the benefit of the direct funding, SAIH has played a key role in providing a network for both the organizations (institutions) and for individual members. This network is claimed by respondents as having a clear value in terms of opening opportunities and also perspectives for the different organizations. The Norwegian experience is quite different from the Zimbabwean one and therefore expanding opportunities for south-south collaborations are an area of interest for partners in Zimbabwe.

Recommendations

General recommendations:

- SAIH should consider utilising south-south exchanges as way to support strategic thinking by partners. Learning from other movements that have had similar experiences in the past could be highly useful.
- SAIH should explore the opportunity to use concepts presented by the campaigns in Norway in partner countries. Clearly the way things are presented will need to be changed, but the campaigns themselves could be appealing in multiple contexts.
- SAIH should place focus on gender to ensure that the issue is more broadly understood and recognized by partner organizations. To this end efforts should be made to have an expansive conceptualisation of gender and its implications.
- SAIH should continue to use YETT as the interface for funding of the organizations in Zimbabwe, or another institution of equal calibre and capacity. Working with YETT reduces the risk of financial malfeasance substantially and thereby enables SAIH to focus on activities funded rather than on mechanisms to ensure the funds are adequately used.
- SAIH should consider supporting the funding of limited stipends to ZINASU leadership. Doing this would enable a higher degree of accountability (individuals would be responsible for taking on responsibility since it is paid) and reduce the temptation of abuse of funds. It is important to underscore that most

students have a very limited income so a limited stipends can be a key contribution to their livelihood.

- SAIH should consider supporting a process to strengthen the role of the administrative staff of ZINASU in order to enable more continuity and accountability within the organization.
- SAIH should consider supporting a senior mentorship position to work with the different institutions, particularly ZINASU, in order to facilitate continuity, accountability, and learning.
- SAIH should consider developing assessment tools that assess the progress made by each institution as a result of the activities that are funded. This could be Most Significant Change tools, but could also be other forms of self-assessment that would enable the organizations to reflect on the activities they undertake and on the impact that these have.
- SAIH should continue to engage in gender issues and encourage ZINASU leadership and members to become actively engaged in FSN as a way to show their commitment to gender issues and to supporting women.

Campaigns: In order to ensure that future campaigns have similar levels of success. It is recommended that the following elements/lessons learned be consistently considered:

- **Relevance of the subject:** Ensure that the subject is not only relevant to SAIH, but also to the target institution. For example, is in line with the Norwegian government policy.
- **Appeal of the presentation:** It is very important to be able to present the subject in a manner that is appealing, catchy, and interesting.
- **Length of the campaign:** The length of the campaign should be determined by what is expected as the outcome. It might be the case that a longer campaign is needed in order to establish a solid foundation. Carrying out a long-term campaign means that SAIH must keep the subject alive by using an innovative and changing presentation (reduce staleness).
- Innovation in the approach/response requested: It is important that the campaign be innovative on all levels. Both in how it presents the subject, but also in the way it solves the problem. This serves to entice participation.
- Building of partnerships: SAIH should consider the targets of the campaign as partners rather than adversaries. Ensuring that all agencies engaged are partners means that the campaign is understood as the common objective.

Funding model: SAIH has by and large focused on funding individual activities. In the case of SST the focus has been targeted on the victimization of individuals.. Focusing on this target group has been both useful and has served to secure immediate impact (i.e. the student received clear and tangible assistance). However it does not respond to the long term challenges of ensuring partners become sustainable, are able to adapt to

changing demands, think strategically, or become leading institutions and examples at an international level.

Therefore our principal recommendation is that SAIH consider modifying its funding model as it is currently applied in Zimbabwe, as well as in other environments where institutions have similar weaknesses. We propose than a three-pronged approach to funding would be better suited for long-term success. Such a model would include:

- **Funding of activities:** This element would remain from the current approach and hence secure immediate and visible impact on beneficiary individuals.
- **Structural focus:** This element would require a long-term institution-building plan that follows an institution building road map where solid capacity development is included into the activities undertaken. This should not solely focus on building the capacity of the individual holding a specific post, but rather focus on the development of training modules, procedures, rules, etc. This will ensure that overtime the organizational culture is better established around a sounds administrative and managerial system.
- **Interim direct support:** Recognizing that building institutional capacity is a long-term process means that in the interim organizations will need direct support. This support should be in the form of direct coaching of individuals working for the institution or the funding of staff positions. Irrespective of the approach taken it is imperative that the individuals involved in this kind of support take on a *support* role rather than a leading role. This type of engagement should enable the organization to carry on while it is becoming stronger institutionally (point above).

In the case of Zimbabwe much of the activities noted under point 2 and perhaps also 3 can be fulfilled by YETT, but this means that YETT would need to move beyond being a financial administrative body to supporting capacity development.

1.0   Introduction

This report presents the findings of the evaluation of the Students and Academic International Assistance Fund's (SAIH) programme on Academic Freedoms support to Zimbabwean partners 2009-2012 and 2012-2014, as well as the SAIH campaign experience of 2011 and 2012. While not under direct evaluation, the Zimbabwean institutional and collaborative experiences prior to 2009 are also considered in this document. This evaluation has targeted the support provided by SAIH to three institutions namely, the Students Solidarity Trust (SST), Zimbabwe National Students Union (ZINASU) and Female Students Network (FSN). The objectives of the evaluation have been to:

- Establish the impact of the SAIH and SST support for victimized student activists in relation to their lives, jobs and social and political engagement and the gains and challenges in the fight for academic freedoms.

- Establish the effects that were unintended, either positive or negative.

- Point out lessons learned of the advocacy work in the joint efforts for SAIH and partners in Norway.

- Give recommendations for SAIHs future work on academic freedom.

1.1   Methodology

The evaluation used a variety of data collection techniques, described below, and included a 6-day field visit to Zimbabwe by the Team Leader (12-17 of November 2014).

We first conducted a review of literature (see bibliography) that serves as the background for the interviews and surveys conducted. We then conducted a series of interviews with members of SAIH (current and former), a representative of the Norwegian government, key participants in the SAIH campaign, as well as the beneficiary organizations in Zimbabwe, organizations which collaborate with ZINASU, SST and FSN, as well as student beneficiaries and individuals who have had or are involved in the funded organizations in some capacity and hence were able to provide a further perspective on the work carried out, the challenges faced, and opportunities available. A full list of interview respondents is available in annex 2. We finally also conducted focus groups with beneficiaries and two online surveys. One survey targeted SST beneficiaries (n=28) and a second survey targeted University Students in Norway and focused on the SAIH campaign (n=54). The list of respondents targeted was presented in an inception report and agreed to by SAIH and by the counterparts in Zimbabwe (i.e., ZINASU, SST, and FSN), we did not include government representatives of any Zimbabwean state institution because some parties felt that our interviewing could have repercussion on their work later on and because it was felt that their perspective would not contribute in any drastic way to the findings arrived to through other means.

While, as noted above, this evaluation has collected data through a variety of means it is still important to highlight that in so far as impact is concerned, the findings here are not based on a controlled study, but rather on extensive interviews and a survey of beneficiary experiences and their perceptions of these experiences.

1.2   Conflict of interest

Mr Blessing Vava, the National Consultant involved in this assignment, was a member of the ZINASU leadership from 2008-2010. His involvement in ZINASU could have led to a conflict of interest for this evaluation. However since ZINASU did not receive direct funding from SAIH during Mr Vava's tenure with the institution and Mr Vava is currently not involved in any of the organizations evaluated nor does he have any intention or possibility of being part of the institutions in the future it was determined that his previous history with ZINASU would not be a hindrance to the evaluation. To the contrary his in-depth knowledge of the Zimbabwean situation based on his experience as a student activist himself and his in-depth knowledge of the organizations involved served to contribute a more in-depth and nuanced understanding of the local situation to the team discussions. Furthermore, with the exception of the beneficiary survey, the team leader led data collection in Zimbabwe. Mr Vava led the conduct of the beneficiary survey using a standardised tool.   Given all the factors mentioned above, we feel that the participation of Mr Vava was an asset rather than a detriment to the team.

1.3   Report Structure

This report comprises eight sections. An introduction to the evaluation goals and objectives as well as the methodology is presented in this section. Section two delineates some of the key contextual aspects that have characterised the environment where the activities have been conducted. Section three introduces the SAIH funding principles and the Zimbabwean partners who are included in this evaluation. Section four presents an overview of the activities carried out, and the outcomes and impact that emerged from the support provided by SAIH. Section five introduces some of the key challenges faced by SAIH in working in Zimbabwe with the partners identified. Section six introduces the campaign and the reasons attributed to its success as well as the noted shortcomings. Section seven focuses on the main conclusions of the evaluation and lastly section eight presents the recommendations that have emerged from this evaluation.

2.0   The Zimbabwean Environment: Understanding the context

Prior to examining the organizations funded and the activities carried out with SAIH support as part of the SAIH Academic Freedoms programme in Zimbabwe, it is important to understand the Zimbabwean context. In this section we present the backdrop against which the funded work has been conducted.

Zimbabwe is currently governed by an oppressive regime that does not respect the human rights of its citizens and does not allow dissent. Since 2013 Zimbabwe has enjoyed a new constitution following a parliament led constitution making process. While this can be regarded as progress, and in many ways the situation has improved in the last couple of years, following the establishment of the Government of National Unity which was sworn in February 2009, it is important to not see the new constitution as the panacea that will resolve the very complex situation in the country or that it will adeptly protect Zimbabweans from the authoritarian rule which they are currently subjected to.

In 2000, 2002 and most recently in 2007-2008 students were routinely subjected to police brutality, incarceration, long trials, suspension and even expulsion from state universities for organizing themselves and participating in events that brought attention to the governments' violation of human and student rights, and academic freedoms. By and large the demonstrations conducted by students were peaceful, but interviewees noted that the police often provoked violence or the destruction of property by using excessive force which meant students either retaliated or damaged property while trying to reach safety.

If arrested students found themselves with little recourse to legal representation, food while in custody, or medical attention. If they were charged with having committed a crime they had difficulty covering the costs of attending court. Failing to appear in court would lead to re-arrest and to being remanded in custody until the completion of their trial. In turn, staying in jail would mean being subjected to possible brutality at the hands of the police, and having to rely on an external food supply which was often hard to come by.

When students were suspended from university they automatically lost their student stipends (Government support), and their accommodation (student housing) which would mean they were suddenly destitute and had to rely on external assistance. Clearly expulsion from university had the same consequences. It is worth noting that suspension from university could be for very long periods of time which in some cases was a pseudo expulsion in practical terms.[1]

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[1] As an example: One respondent interviewed, for example, was suspended for a number of years. When he was allowed to return to university he found that the curriculum had changed and he was hence required to take additional classes. Now he has finished all the course work, he has been told that the first years of his university career will not be counted because their validity has lapsed. Hence now some 10 years after starting his university education, a 4 year degree is still unfinished and may never be recognized.

In short, participation in any type of civil disobedience could lead to a very detrimental situation both in terms of general access to education and in terms of livelihood (access to food, housing, medical and legal representation). To make matters worse, many students who participated in student protests found that their families did not support their engagement and that society at large was not necessarily supportive of the actions they were involved in. Individual families, and society more generally, often viewed student activists as *troublemakers* who should keep their head down and focus on getting an education. In many cases students attending state schools come from families with limited financial resources and hence being able to get an education at all is regarded by the family as a privilege that should not be *wasted* opposing a regime that they feel cannot be subjugated.

Although today the situation in Zimbabwe is still a matter of concern in terms of human rights, student rights and academic freedoms, the new constitution has brought with it some new legal recourse. Particularly since the Bill of Rights Section 4 and section 75.1(b), guarantees state supported education and is supposed to ensure that all students have access to higher education. The victimisation of student leaders has continued, albeit in lower numbers. A recent example of student victimisation is the expulsion of student leaders from the University of Zimbabwe earlier this year after they demanded an end to the privatisation of education. Despite the provisions in the Constitution, University and College Ordinances and Acts in Zimbabwe continue to act in manners that contravene existing legislation. This has led to calls from ZINASU, SST and FSN, the three organizations included in this evaluation, for a legislative and policy review of the Higher and Tertiary Education Act and the National Education Policy. They hope that such a review could lead to a stronger mechanism that will ensure both academic freedoms and the right to education for Zimbabwean students.

An element worth mentioning is that although in many cases the courts have ruled in favour of students on cases of suspension or dismissals the universities have, on some occasions, refused to honour the court ruling. In such cases students are faced with little recourse, as there is no mechanism in place that will serve to force the compliance.

The student movement has been characterised by the more prominent presence of male students. This calls attention to a number of issues pertaining to gender equity in terms of access to education and rights in a broader context . Undeniably in Zimbabwe female students entry into tertiary education remains constrained by social norms that view women's engagement in education as unnecessary and therefore not an area that is worthy of investment. The reduced number of women participating in higher education is also reflected in female participation in student activism and leadership.

Moreover there has been a culture of student activism that promoted *rebellious approaches* to addressing student issues, which is also at odds with the roles culturally ascribed to women. Indeed student activism in Zimbabwe has generally been characterised by violent demonstrations, arrests, torture and brutalization by the police and security services, suspensions and expulsion of student leaders and activists. This has prompted female students to take a less prominent role in student activism both

because the approaches used are at odds with female approaches to activism and because generally women are far outnumbered by their male colleagues in terms of enrolment.

Aside from the direct implications on female participation, another consequence of the *rebellio*us approach taken by the student movement has been that students who are able to mobilise their peers have most often filled leadership roles. This ability is clearly an important attribute for a leader of a social movement. Unfortunately due to a number of factors oratory competences is not necessarily coupled with solid managerial, strategic or forward looking skills or characteristics. Given that one of the side-effects of the governmental crack down on the population and the economic downfall of the country has been the exodus of large numbers of qualified citizens, new leaders often lack the administrative, managerial and strategic thinking role models or teachers that could have served to ensure that the movement capitalises on the opportunities available to it, adapts to changes in the environment and ensures its longevity. These two combined factors focus on oratory competence, and the lack of role models has had some clear implications for SAIH partner institutions in Zimbabwe (see section 5).

3.0   SAIH Principles and partners

The SAIH principles that govern funding as well as the funded partners in Zimbabwe are introduced in this section. ZINASU, SST and FSN are introduced individually and YETT will also be introduced as it plays a key role in the funding of the other institutions.

3.1   SAIH Principles

According to SAIH[2] all partners receiving funding must, at a minimum, meet the following seven criteria:

- The organization is based on democratic processes, where members and target groups are included in the planning, implementation and evaluation of projects
- The organization has good contact with and knowledge of the target group
- The organization has the technical expertise and administrative capacity to implement the relevant project activities
- The organization aims to fight discrimination based on factors such as gender, ethnicity, religion, disability or sexual orientation, and facilitates the active participation of women, minorities and marginalized groups
- The organization works for transparency and openness in all aspects of its work, including economic conditions, to prevent corruption and ensure accountability for the target group
- The organization seeks to promote democratic and fair processes in their own countries
- Collaboration to create synergies in SAIH´s network

In addition to the criteria for selecting organizations, SAIH demands that the organizations selected apply some basic principles to the projects they are involved in. These include:

- Projects should focus on education as a right and / or the means to achieve liberation
- The target groups of the projects will actively participate in the planning and evaluation of projects
- The projects are not operated on behalf of oppressed groups, but in cooperation with organizations where target groups have real participation rights
- Target groups have ownership of projects

In relation to the criteria for the selection of projects, it appears that all projects funded clearly met the specified criteria (see section 4.0).

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[2] Programme Document Application 2009-2012

3.2   The Partners

Here the key SAIH partners working with SAIH on Academic Freedoms are introduced. They include ZINASU, SST and FSN. In addition YETT and its role in support of the collaboration will also be introduced.

3.2.1   ZINASU

ZINASU, founded in 1986, is the national union of students in Zimbabwe comprised of 46 affiliate institutions of higher learning and is present in all provinces of Zimbabwe. The organization aims to defend academic rights and freedoms in Zimbabwe and support the realization of all fundamental freedoms, liberties and democracy. ZINASU is generally credited with playing a key role in ensuring the participation of the student body in national political processes.

ZINASU suffers from a perennial lack of funds. The Universities themselves are supposed to provide student associations, such as ZINASU, with financial support sourced from the student fees, the political position taken by ZINASU has meant they have never received this support. In addition to the aforementioned withholding of funds, a series of additional mechanisms have been put in place by government and university authorities to limit ZINASU's ability to secure funding. For example recently the government has put in place legislation that prevents ZINASU from engaging in any business enterprise that would allow them to generate independent income. These restrictions mean that in the absence of external funds, ZINASU is virtually penny less.

ZINASU does count a large power base that they are able to mobilise in support of initiatives that further the democratic process in Zimbabwe. They do count as an elected body of representatives and have a working organizational structure. The weakest link within the institution is its administrative structure (see section 5), but despite these weaknesses the organization remains a key player in defending academic rights and freedoms.

3.2.2   Students Solidarity Trust (SST)

As noted earlier students have little recourse if they find themselves facing problems with the police, the courts or the university administration, this realization was what prompted the establishment of the SST. The SST was originally a desk at ZINASU, but overtime it became apparent that the demand for the services that were, and could be provided by the SST, warranted the establishment of an independent organization. Simultaneously having a strong link to ZINASU was also recognized as important therefore in an effort to ensure that the link between ZINASU and SST remained strong, the SST guidelines estipulate that one of the board members of SST is the president of ZINASU.

SST has two principal roles: first to provide or facilitate the attainment of goods and services for student activists that find themselves incarcerated, face charges or are involved in disciplinary cases at university facing suspension or expulsion.   Second the

SST has played an important role in advocacy for policy and legislative reform in the field of human rights and democratic processes. To this end they engage in a variety of awareness raising activities as well as research. Research conducted by the SST on the conditions faced by students in Zimbabwe was a key resource in the development of the 2011 and 2012 SAIH campaign (see section 6).

The support provided by SST to student activist beneficiaries can be divided into two main efforts: first support provided to students who are arrested. This support includes immediate (or as soon as possible) visits to jail by an advocate, provision of food while detained, support to access legal counsel, access to medical care and trauma care if they have been victims of physical violence and/or torture, financial support to cover costs of attending court, provision of living stipends and safe houses. Second, support to students who are targeted by disciplinary action by their own university. This support focuses on students who are in danger of being expelled or suspended and or have been expelled or suspended.   This assistance includes support securing legal representation, if expelled or suspended support includes provision of scholarships to attend distance learning universities or private universities in Zimbabwe, support accessing alternative capacity development training, living allowances, housing, and legal representation.

3.2.3   Female Student Network (FSN)

The Female Students Network (FSN) is an organization which was established in 2005 as a loose network working with female students in tertiary institutions in Zimbabwe.   Its birth resulted from wide consultations with female students and various stakeholders in the student sector. Said consultations made it apparent that female specific needs were being neglected by the student association and that specific attention to gender issues more broadly and female students in particular was needed.

In 2010 FSN was registered as an institution with the Zimbabwe Youth Council under the Youth Council Acts and in 2013 as a Trust. FSN is a member network of students which welcomes both male and female students, but thus far has only registered female members.

The overall institutional aim of the FSN is to empower female students to secure space to enable their own participation and engagement in democratic processes both within their own academic institutional and at the national level. The organization also focuses on supporting women's rights; defending women against gender based discrimination and is a voice against gender-based violence.

FSN's vision is to be a sustainable and responsive organization dealing with issues affecting female students in Zimbabwe's higher and tertiary institutions of learning. The mission of the institution is to empower female students in tertiary education institutions of Zimbabwe through various participatory processes and provide a platform to enhance their lobbying and advocacy capacities. Thus far the organization has focused on bringing attention to women's issues at university and providing female students with training, and capacity on gender specific concerns. The FSN also publishes studies and

reports and publishes a newsletter on a monthly basis which brings attention to the challenges faced by female students. In this way the organization has focused considerable energy on awareness raising which they feel is the first and a necessary step given the discriminatory realities female students face in Zimbabwe today.

3.2.4   Youth Empowerment Transformation trust (YETT)

YETT is a youth network organization that was registered as a trust in Zimbabwe in 2009. They focus on a variety of areas that are intended to strengthen youth institutions. These include the provision of grant management support and capacity development. YETT is not a beneficiary of support from SAIH, but they currently operate as the fund administration agency for all three beneficiaries of SAIH funding mentioned above. Their role is to ensure that the use of funds by the SAIH beneficiaries meet all anti-corruption and transparency standards required by SAIH.

YETT retains 8% of the administered funds as an overhead payment for the rendering of services, but is not remunerated for any additional support beyond financial oversight. However they do carry out ad hoc support in the field of administrative coaching and institutional capacity development on a pro-bono basis (see section 5).

3.3   Concluding assessment

By and large the three partners, introduced above, namely ZINASU, SST and FSN meet the basic criteria introduced in section 3.1. The key area that has proved the most difficult in some cases has been the development and implementation of a mechanism to ensure corruption is kept at bay.

A review of documentation reveals that SAIH has had to note inconsistencies in financial management on numerous occasions. In an effort to eliminate the threat of corrupted activities and ensure that the SAIH investment is adequately cared for and that all the work to support the aforementioned partners over the years is not lost, SAIH has availed itself of the support of YETT as a financial accountability partner (see section 3.2.4). With the support of YETT, SAIH has managed to ensure that the financial investment is well accounted for and that the other long term investments (e.g., in institutional support) are capitalized upon.

4.0   The Programme In Zimbabwe

What projects were funded and the implications of these efforts in terms of outputs, outcome and impact are presented in this section. According to SAIH's programme document for 2009-2012 during the 2007 annual meeting it was decided that SAIH work would focus on education for development. This focus was understood as falling within two categories:

- Academic strengthening and democratization of education.
- Strengthening of the target group's political and social participation.

In addition, women's rights and gender equality and sexual and reproductive rights were identified as a cross cutting issues relevant to all funded work. These elements serve as the backdrop for all the work that has been funded in Zimbabwe (see section 4.1). Overall, as is clear from the following sections, the activities funded fit well within the parameters established by the programme document.

4.1   Investment in Zimbabwe

Listed below is the support provided to each institution and the purpose for funding provided as well as a commentary on what we know has come of the funding provided and any lessons learned that should be highlight are provided.

4.1.1 ZINASU

ZINASU received funding for four different projects during the period under evaluation (see table 1). They had received funding earlier, but the funding was halted for some years prior to 2012 due to financial reporting inconsistencies. This particular issue has been resolved by securing the support of YETT to provide financial administration.

Table 1 ZINASU projects funded

Project Title	Funding Period	Total Grant USD	Activities Implemented
Education Recovery Support Initiative–Academic Freedom Train Campaign - Institutional Development Initiative.	2011	$30000	ZINASU National Executive Council Meetings Stakeholders (Students, SAYWHAT, SCMZ and Parliamentary Portfolio Committee on Education, SST, ZLHR) Meetings on sensitization of academic freedoms.[3]
Institutional Development	2012	$28100	Constitutional Indaba Conferences 1 Board Meeting

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[3] ZINASU Narrative Report Period 2009-2012

			2 National Executive Council (NEC) Meetings
			Strategic Planning was carried out.[4]
Academic Freedom Train Campaign Institutional Development Initiative	2013	$30000	Bi-annual Congress
			Annual Female Students Summit
			Executive NEC Meetings
			Staff Development and Institutional Policy Formulation
			Website Creation and Maintenance
			IEC Material Production
			Staff Salaries and Benefits
			1 laptop procured
			Administrative Costs.[5]
Repositioning Students Voice on Defence of Academic Freedoms and the Pursuit of Developmental Democracy in Zimbabwe	2014	$30000.00 $6000.00	1 National and Provincial Public Discussion Forums
			3 Gender Mainstreaming Conferences
			NEC Meetings
			Creation of Website and Maintenance
			Annual Strategic Planning Exercise
			Female Parliamentary Engagement
			4 research programmes.[6]

Overall the aforementioned projects have led to a number of activities/outputs (see table 1). These activities have generally contributed to either allow ZINASU to carry out basic institutional activities such as executive council meetings, board meetings, annual congress, drafting of a strategic plan, etc, as well as the running of their office including payment for operational costs such as rent, purchase of computer equipment, and support with the creation of a web page. The latter has yet to be finalized. Additional ad hoc activities have been carried out by ZINASU, including, for example, gender mainstreaming conferences in multiple locations around Zimbabwe (e.g., Bulawayo, Harare, Gweru, Masvingo, Mashonaland and Mutare).

Despite solid efforts by SAIH and clear support for a range of activities aiming to strengthen the institution itself, such as the conduct of general council meetings, board meetings, elections, etc ZINASU remains weak. Their organizational weakness is illustrated by the lack of documentation clearly outlining the activities carried out, their purpose, output and outcome. Similarly delays in complying with the contractual agreements for funding are another example of

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[4] Ibid

[5] Ibid

[6] Source: ZINASU Coordinator Samuel Gwenzi during the meeting with ZINASU leaders on the 19th of November 2014, since the project is yet to be reported.

organizational weaknesses. The web page, for example, which has been funded by SAIH, has yet to materialize and it is unclear how much follow up has been provided to the activity. Organizational documentation, including for example leadership transfer protocols, policies and structures remain and administrative abilities are limited as has been illustrated by their difficulties budgeting appropriately. The challenges encountered in the financial area however have been resolved by using the services of YETT, but the overall experience does point to the need for a stronger mechanism for institution building support.

4.1.2 SST

SST received funding for one main project during the period under evaluation (see table 2). Like ZINASU, the funding provided to SST is also administered through YETT.

Table 2 STT projects funded

Project Title	Funding Period	Total Grant USD	Activities Implemented
Social Safety Net	2009	$105000	Educational Programme – Supported SST fellows with tuition fees, purchase of study packs and attending graduation ceremonies.[7]
	2010	$99000	Students Rapid Solidarity Support Services – assisted students with food while in detention, legal representation, transport to attend to court proceedings and college disciplinary hearings, bail payments and fines as well as mobilising students to give solidarity to activists during court proceedings.[8] Against All Odds – this ceremony sought to honour student activists for completing their studies against a background of persecution by the state.[9]
	2012	$70177	In addition to previously funded tasks (see above) the following activities were also funded starting in 2012.
	2013	$42680	Research and Documentation Stakeholder Engagement to improve service delivery
	2014	$68000	IEC materials production and distribution.[10]

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[7] SST Narrative Report 2009-2012
[8] Interview with SST Staff at SST Offices, 12 November 2014
[9] Ibid
[10] Ibid

The support provided to SST has largely enabled them to provide support to students who, as a result of their opposition to the government of Zimbabwe, were arrested, and or suspended or expelled from University. As is highlighted in section 4.2 the implications of this support were profound. In doing this work they have not only provided direct support themselves, but also linked up with multiple organizations which are able to extend their support to victimized students. For example the ZLHR and CSU. Overall 533[11] cases of students were attended to during the period under review. Of these 533 only 16 received assistance with student fees.   However, it is important to underscore that the number of students victimized has drastically decreased in recent years reducing the amount of funding required for this kind of support. It is also worth highlighting that over the years the rules that determined the details of the support provided, for example, the amount of a stipend, or any additional support provided such as the purchase versus the loan of books has not been clearly defined. To the contrary it appears that these kinds of decisions were made based on funding available and on an ad hoc basis.

 SAIH has additionally supported the conduct of research and advocacy work. SST has become a reliable voice in terms of documenting human rights violations. Indeed their work served as a solid information basis for the 2011-2012 campaign in Norway. One example of the documents produced is a report entitled: "Inside the Pandora Box: the State of Education Sector in Zimbabwe and the Solid Impact Stories" [12]

The research material, however, is categorized by clear and solid numerical documentation, but a limited analytical scope that clearly delineates the implications of findings, and/or forges a way forward (strategic thinking) for the institution itself or more broadly. SST has been involved in advocacy work, both alone and in coordination with other organizations. Again, however, the activities are largely short sighted and fail to respond to a set of long term strategic goals. In terms of dissemination of the information they do produce there appears to be few if any clear concerted plan for how information is disseminated and how SST can ensure that the material they produce reaches all the relevant audiences and is able to cause the greatest impact possible.

In general SST has not focused much attention to the support of women because they argue that the majority of student activists that come into problems with the law or the university administration are men. However they do claim to have a gender policy. This document was unfortunately not made available to the evaluation team.

As has been the case with ZINASU, SST also encountered administrative challenges. They failed, for example, to take into consideration currency fluctuation and had budgetary challenges emerging from this oversight. SST does have a strategic plan, but said plan has failed to view the Zimbabwean situation, and their role as part of it, in a critical way that would enable a clear way forward. In this particular aspect they also require considerable assistance. The organization has, undoubtedly, been able to provide support to students when funds were available, but it has failed to solidify its role beyond this type of activity.

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[11] Ibid
[12] SST Narrative Report 2009-2012

4.1.3 FSN

FSN has received funding for three main projects during the period under evaluation (see table 3). Like ZINASU, and SST, the funding provided to SST is administered through YETT. The main focus of funding has been for creating spaces that enable and/or facilitate the empowerment of women. While gender equality is clearly an issue involving both men and women, the situation in Zimbabwe is still such that focusing on empowering women alone is an important element to levelling the gender playing field. In this regard the work conducted by FSN is key.

Table 3 FSN projects funded

Project Title	Funding Period	Total Grant USD	Activities Implemented
Empowering Female Students To participate in National Democratic Processes	2011-2012	$20000.00	Strategic Planning Female Students Leadership Development Stop violence campaign Global political agreement debates National gender conference Gender sensitization workshops 16 days of activism against gender based violence.[13]
Enhancing female students capacities to participate in leadership	2012 - 2013	$28000.00	Leadership Training and Training for Transformation
Promoting female students active participation in students movements	2013 - 2014	$39583.00	Small group discussions in 5 provinces Training of trainers Stakeholders Convention Breakfast Meeting.[14]

The support provided to FSN has led to the enabling of numerous events designed, as aforementioned, to enable women's participation. Direct examples of results that can largely be credited to FSN include the entry of female students into students politics at Solusi University (3 female elected representatives) and the support of females to enter university. The support of student representatives to become active members of ZINASU has led to two female members in the ZINASU leadership. In addition FSN has been active in bringing attention to issues affecting women primarily, such as violence and abuse towards women generally and students in particular. FSN has also been able, throughout its life span to expand its areas of work and respond to the new needs of female students as it recognizes them. In addition FSN has expansion plans that are

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[14] FSN-SAIH report Narrative Report 2014

strategic, but are currently restricted by a lack of viable income generating activities and hence are highly reliant on donors, particularly on SAIH.

4.2   Examining results: what came of the investment

The outputs of the support provided to the three institutions are highlighted in section 4.1. Here the report focuses on the general outcome of the support to each institution, and specifically on the outcome and impact of the support provided to the SST.
The role played by ZINASU in the Zimbabwean context, the extent of coverage of the institution and the authority it enjoys, should not be underestimated. Therefore it is a vital partner in terms of promoting democratization, academic rights and freedoms, albeit a weak one in institutional terms. To this end SAIH has invested considerably in enabling ZINASU to carry out basic activities such as meetings of the leadership, congresses, and of supporting basic administration. These activities have enabled the institution to carry out some of its key *obligatory* activities. SAIH has also supported gender focused activities and in so doing highlighted the gender issue within ZINASU. ZINASU maintains that gender is a clear area of focus for the institution, but there is limited evidence of this. For example none of the ZINASU male leadership are members of the FSN.

FSN has managed to make considerable progress in its institutionalization process and has implemented all the activities that were demanded of it. The institution fills a clear void in the attention to female students and issues affecting female students. Although the organization does welcome male members it has none and this means that the focus on female issues remains largely a women's issue. That is to say women work towards women's rights as opposed to everyone working towards the rights of women as equal members of the student body and of society. This issue deserves mention, but should not be misunderstood as a critique of the FSN, rather it should be understood as pointing towards the need to focus attention on women's and gender issues more broadly.

One of the main objectives of this evaluation has been to better understand the impact of the activities carried out by the SST with SAIH funding. Considering the time and scope constraints of this evaluation the presentation on impact is based on the data collected through face-to-face interviews with key informants, focus groups with beneficiaries and a survey that targeted student beneficiaries. These findings are presented below.

As was delineated in section 2 students that faced problems with the legal system (incarceration, charges against them) or the university administration (suspension or expulsion) were subject to a whole variety of challenges and hardships and had few opportunities to access assistance. The SST as is noted in section 3 and 4.1 attempted to mitigate the hardships encountered by students by providing them with direct support or facilitating access to third party support. The types of assistance included:

In case of arrest:

- SST sent a representative to the jail to meet with the detained person. This could be very quick, if the detention was/is in Harare or take many hours if

outside of Harare. SST representatives essentially travel to the location of the detention as soon as they have notice that a student activist has been detained.

- SST provides food and personal care items to individuals detained for as long as they are detained.
- SST contacts the Zimbabwean Lawyers for Human Rights (ZLHR) and secures access to legal representation for the detained activist. It is important to note that the ZLHR is an independent organization that provides attention to all Zimbabwean citizens whose rights are being violated and who require legal counsel. They are a non-profit agency that has secured their own funding. The SST did not cover the costs of the ZLHR support, but rather served to facilitate the contact. The SST does have its own legal counsel, but this position has an advisory role rather than a service provision role.
- SST contacts the Counselling Service Unit (CSU) and secures access to medical and/or counselling services for the detained activist, if needed. Like the ZLHR, CSU also provides treatment and care for any citizen whose rights have been violated and who has been a victim of physical or emotional violence at the hands of the security forces or other entities of the state. As such students who have been victimised by the security forces are entitled to care by the CSU. Therefore the role of the SST has been to facilitate the engagement between the student activist and the CSU. The SST has not paid for services on behalf of student activists and, as is the case with the ZLHR, the CSU secures its own funding. The CSU also counts with its own network of agencies and entities, such as hospitals, which are able to treat the physical injuries of their patients.
- SST covered the cost of transport to court, and also provided stipends to cover living expenses (food and housing) when needed.

In case of suspension or expulsion:

- SST was able to support the identification of legal counsel. Most often this support was provided by the ZLHR (see above).
- SST provided access to scholarships to attend alternative schools and or other capacity development courses.
- SST provided support with housing and living expenses in the form of a stipend or access to a safe house.

The findings from the survey show the following:

- **Gender of beneficiaries:** As noted earlier in this report the majority of student activists are men, accordingly the majority of beneficiaries of the SST assistance were also male and so were the survey respondents (23 males; 5 females).
- **Time period of start of support:** Beneficiaries interviewed received SST assistance during different time periods (ranging from 2005 to 2014) with the majority (n= 26, x=10) having received support in 2007. While the sample is not representative, these numbers do coincide roughly with the times that SST has been most active.

Types of support: In terms of support received the graph overleaf (see figure 1, n=28) shows that the majority of beneficiaries received multiple types of support. The survey shows that the main types of support received included stipends to attend court (71%), living expenses (67%) and support securing a lawyer (64%). In addition a total of 82% of respondents attained some kind of support to continue their education. This could be support to secure a scholarship from a third party, or the payment of fees for an alternative university.

Figure 1 Type of support received by beneficiaries surveyed
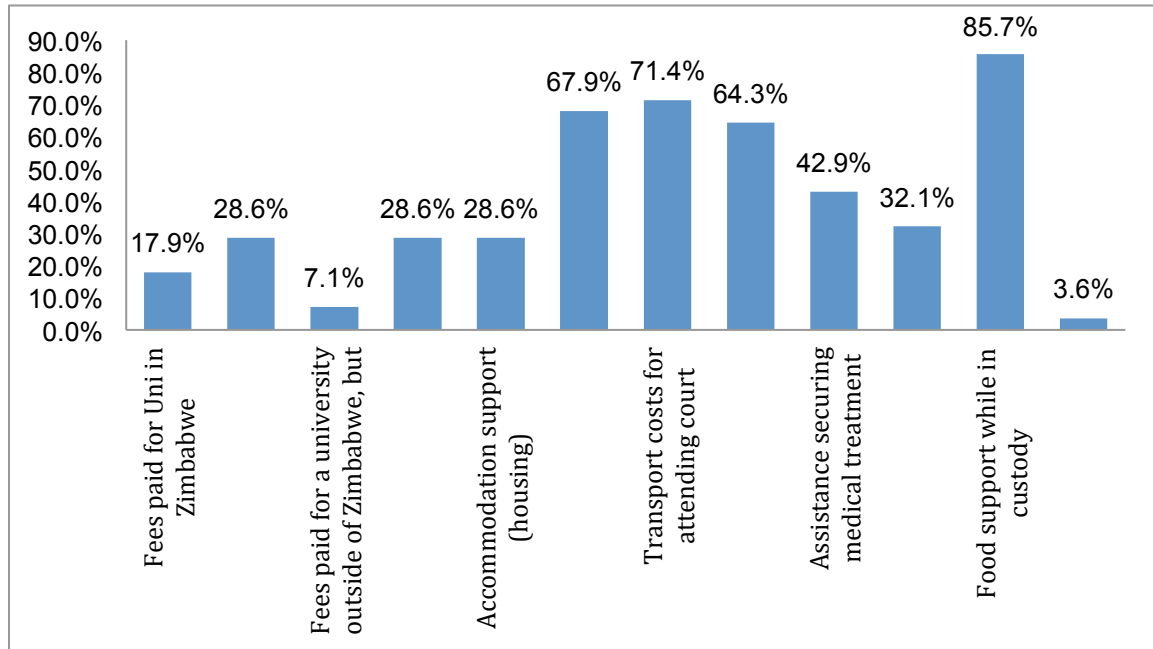
- **Completion of studies:** 71 of those interviewed (n=26) have been able to complete their education, while a further 21% are in the process of finishing their education. This means that of those interviewed only 2 individuals received support and have failed to complete their education despite the support attained. It is important to note that while the reasons for this are not clear, some of the interviewees noted that they had chosen to discontinue their university education and focus all their attention on advocacy work.
- **Subject of study:** There was no trend in subject of study amongst those surveyed. This suggests that it is likely student activism is not limited to certain type of students or faculties, but it is something that appeals to students with varied interests.
- **Predicament in the absence of SST:** When asked what would have happened in the absence of SST support the majority of respondents noted that they would not have been able to access legal representation or been able to attend court. A number of them mentioned that they would have not been able to continue their education and in many cases they would have become destitute. In short, the support provided to these students was seminal in securing both their access to legal representation as well as their ability to complete their education. In this

way the support provided has not only served its immediate objective of reducing the impact of arrest, suspension or expulsion, but has also ensured that students were able to finish their education. While it is not possible to know for sure, the fact that SST has been able to provide support to student activists is one element that appears to have contributed to student activism. This was highlighted as a key factor during the focus group discussions conducted with beneficiaries. During the focus group discussions respondents stressed that it was only possible to be active if one knew that there was some form of support or recourse (i.e., someone that could provide direct support such as food, assistance in finding a lawyer, pay for transport to court, assistance with basic living expenses). Focus group participants stressed that if the SST had not existed the number of student activists would have been far fewer because the consequences would have been far more severe. This finding, supported by the survey, suggests that in the absence of the SST students would in many cases have become destitute and or would have spent a far longer time imprisoned.

- **Long-term political activism:** An important finding from the survey   to note is that 21 of 26 respondents claimed to remain politically active. Given the hardships encountered by those who are politically active in Zimbabwe, this proportion is notable.
- **Current status:** All but two of the respondents claimed to be either employed or full time enrolled in university at present.
- **Method to access SST support:** The survey also found that the half of the beneficiaries (52%, n=25) sought support from SST themselves while a further 32% attained support from SST through a third party and in 16% of the cases SST approached the beneficiary. This suggests that the organization is reasonably well known and that they have some ability to approach students who are facing hardship themselves.

Overall the survey, and focus groups, showed that the SST support has been very important for the individuals who received support, and suggests that the existence of the SST has had a positive influence in promoting student activism by serving as a safety net for those who are targeted by the security forces or the university administration as a result of their actions. However this second finding would require a much more extensive survey of students who are active politically and have not been arrested, suspended or expelled in order to know with a higher degree of certainty if their actions have been in fact influenced by the existence of the SST.

5.0   Working in Zimbabwe: The challenges

In this section we turn our focus to some of the challenges experienced when working with ZINASU, SST and FSN.

5.1   The Organizational Abilities of the Partners

It is undeniable that each of the institutions which have partnered with SAIH, and are under review here, counts with a very committed workforce/membership. Although in some cases completely unpaid, as is the case with ZINASU, without exception all interviewees showed a clear commitment to the tasks they undertake and to the goals of the institution.

This staff commitment has been vital in ensuring that the organizations were able to meet the demands of what was asked of them. However, commitment is not the only element that plays a role in ensuring that an institution meets its full potential. In general the three organizations are institutionally weak. This conclusion is supported if the abilities approach is used to briefly examine the inner workings of the organizations.[15]

Ability to be: All three institutions have been legally established and exist as independent entities. Both ZINASU and FSN implement a membership system. Particularly in the case of ZINASU its membership is a very important component of the organization because it gives ZINASU a strong mobilisation power. FSN has a membership and collects fees which would enable it to operate at a very basic level if funding was halted, but it is unclear if members would see the benefit of membership if the services provided and activities carried out were drastically reduced as a result of loss of funds. All organizations have an executive board generally staffed by individuals who lack the experience, expertise and role models. This makes meeting the managerial, and strategic long term needs of each institution difficult. In the case of ZINASU particularly the leadership is often comprised of individuals who have good oratory talents rather than extensive experience as strategic thinkers. The focus is on immediate mobilisation rather than on what the organization might be able to accomplish overtime.

While all three institutions can benefit from further strengthening in this area, of the three institutions FSN has been the organization most able to adapt and progress institutionally making it the strongest in relation to this specific ability. SST has had difficulty redefining and adapting its role to changing needs. Indeed although the numbers of students requiring support due to incarceration, or dismissal from University

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[15] The abilities framework was not applied in full to the organizations covered by this evaluation as the scope of this evaluation was not the review of each institution. However this approach is used here to illustrate the areas where the organizations funded are visibly weakest based on a review of documentation, interviews, and focus groups conducted as part of this evaluation. The model is developed from a framework prepared by INTRAC, UK. "Participatory Self Assessment of NGO Capacity".

has decreased drastically, this area of work remains one of the key areas of SST engagement. ZINASU faces, amongst the three institutions, the most leadership challenges. ZINASU has suffered from both splits and divides within the leadership as well as very weak accountability structures. As noted FSN is the strongest of the three, but all could benefit from support in the development and strengthening of long-term flexible strategies that respond dynamically to the challenges put before them by the Zimbabwean government structures.

Ability to organize: As was highlighted earlier in this report, Zimbabwe has suffered a substantial brain drain. This has meant that many possible role models and teachers have left the country.   In the face of clear and present threats by the government, student organizations have largely focused on reactive approaches to oppression rather than forward looking longer-term strategies.

In addition to the brain drain experienced and the lack of roles models, SST and FSN have limited funds to cover salaries; this means that they are not competitive employers. ZINASU faces an even worse predicament as they currently do not remunerate their leadership in any way and have very few staff supporting the institution.[16] Lack of staff generally and more specialised and competent staff specifically, threatens the ability of all three organizations to implement, manage and self-evaluate their own activities. This is not to say that the staffs employed do not have skills, but that the inability to be a competitive employer has clear consequences both in who is hired and also how long the staff chooses to stay with the institution.

Clearly student organizations such as ZINASU suffer from a perpetually revolving door because students graduate and disengage from the institution. This means that the organization requires strong procedures and a well-established culture of highly professional administrative and operational mechanisms, which for now is lacking. The lack of remuneration of the ZINASU leadership, noted above, coupled with the loose administrative mechanism and follow up of activities has allowed for the loose management of funds and for some known corruption.[17]

In terms of procedures and mechanism for operating, FSN appears to be making progress in the institutionalization of processes and procedures. SST seems to implement a largely ad hoc process in the provision of support which appears to be based on available funds rather than on a clear delineation of what kind of support should be provided and under what circumstances. ZINASU has limited procedures and even fewer mechanisms to ensure these are accounted for. This has been a major challenge for donors, including SAIH.

The limited financial organizational abilities demonstrated by the institutions has been a key reason for why SAIH has relied on YETT to administer the funds on behalf of the different organizations. These efforts as well as work with ZINASU in particular, to improve their ability report have attempted to strengthen the organizational abilities of

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[16] Only one administrator has a remunerated position.

[17] There is no evidence to suggest that funds illegally extracted originated from SAIH.

the institutions. Overall relying on YETT to provide financial administration serves to ensure that the financial accountability challenges experienced earlier are no longer a threat and that focus can be placed on the activities organized.

Ability to do: The activities conducted by each institution are, or have been, relevant. In the case of SST particularly it seems that the need for the type of support that they have largely focused on is now reduced, but that there is a broad need for an organization that serves as a safety net for student activists and that is able to conduct studies and educate the student body on their rights. Each institution is well respected and the services and activities they provide are appreciated, but none have a solid mechanism to adapt to changing needs or to effectively strategize.

All three institutions are highly reliant on donor support to carry out their activities. Indeed in the absence of donor support SST would not be able to carry out activities at all, FSN would be forced to rely on membership fees only and this would reduce their activities substantially, and ZINASU could continue to exist, but again their ability to carry out activities that require any funding would be halted or drastically reduced. None of the institutions have an effective long term self sustainability plan, which is also a sign of limited long-term strategic thinking.
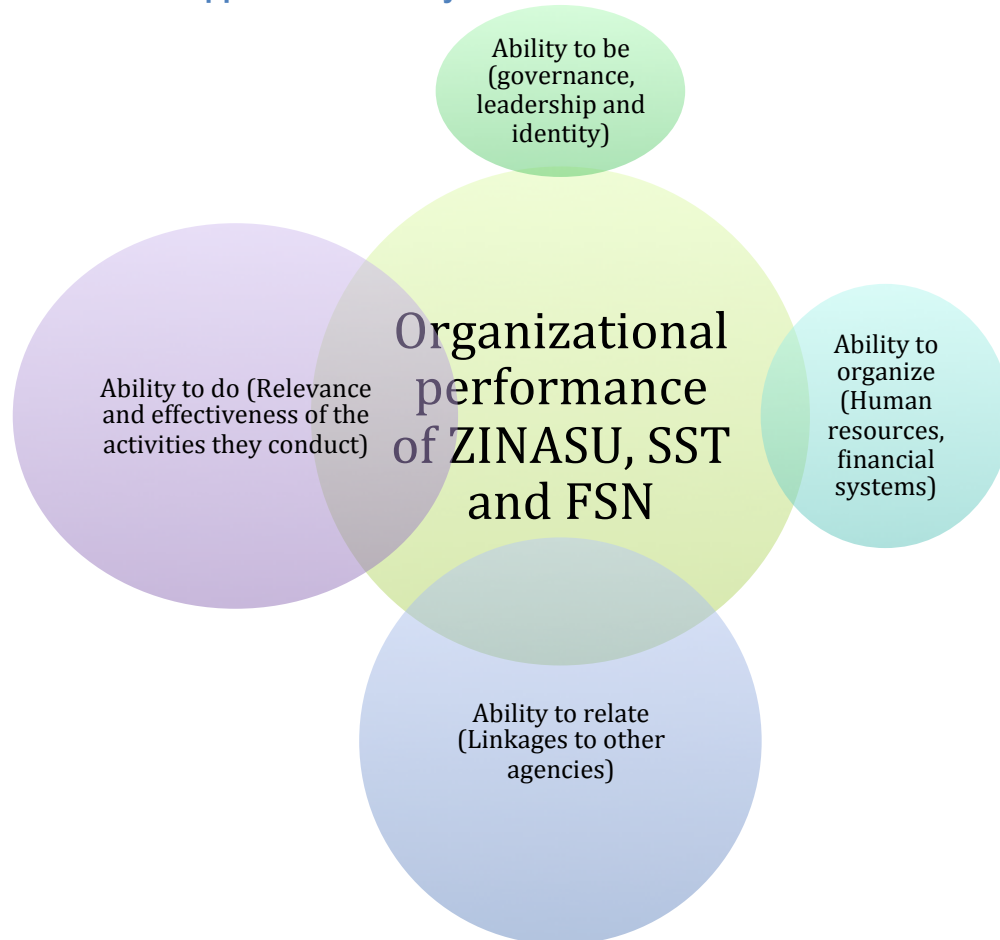
Ability to relate: This is perhaps the, or one of the, areas where all institutions are the strongest. ZINASU has strong relationships both with the other organizations funded and has benefited extensively from its ties to SAIH. Not only at an institutional level, but at an individual member level as it has allowed ZINASU members to build strong international networks which they have, in some cases, been able to keep as they have moved into the workforce. The weakest link in terms of relationships for ZINASU is, undoubtedly, the government. Some convincingly argue that ZINASU's ability to mobilize the student body makes them a threat to the current regime and hence their ability to build strong partnerships with offices of the state is very limited. This point aside ZINASU is regarded and understood as an institution with clout.

SST has, as noted earlier, a very strong link to ZINASU, but also to other organizations including ZLHR and CSU as well as a series of other institutions. FSN is, amongst the three institutions, the one that has the strongest ties to government bodies including university administrations. Indeed they count on the support of most universities for the conduct of their activities.

Figure 2 shows how the strengths of all three organizations can be depicted. While it is clear that not all the organizations are the same, generally all three follow the same trends with weak governance and leadership structures; weak organizational structures which are substantially strengthened in practical terms by the engagement of YETT. All three organizations have solid engagement with partners and all have shown relevance and effectiveness in terms of the activities they engage in. It is important to reiterate that across all areas FSN is the strongest of the three as it is clearly making solid progress in relation to their own governance, human resources and financial system, has solid partners and its work is highly relevant. SST, although an older organization does not

seem to have progressed in the same way in relation to systems and structures related to the provision of the support they have provided and most importantly its weakness today ties directly to its inability, thus far, to adapt to changing needs. Its identity and activities remain rooted in a set of needs which gave the organizations its initial aim. However today the situation is different and the demand for the type of support they have specialised in has been reduced. Still SST has not yet redefined its focus. ZINASU is the weakest of all the institutions in that the governance, human resources and financial systems and ability to carry out activities are very limited. However they are the strongest in terms of their ability to engage and mobilise the student union and hence remain an important player in the Zimbabwean environment.

Figure 2 Abilities approach summary of all there institutions

Ability to be (governance, leadership and identity)

Ability to do (Relevance and effectiveness of the activities they conduct)

Organizational performance of ZINASU, SST and FSN

Ability to organize (Human resources, financial systems)

Ability to relate (Linkages to other agencies)

5.2 The long term implication of supporting activities

The principal focus of the support by SAIH has been on the funding of direct activities. As was noted in section 4.1 by and large the activities have been conducted and have had the desired outcome. However the focus on individual activities has also meant that in the absence of SAIH funding most, if not all, the activities will be halted.

Supporting individual activities does mean that the number of direct beneficiaries can more easily be quantified and that in some cases the benefit is highly visible. For example when a student is provided a scholarship or a living allowance the impact on him or her is clear and immediate. However the multiplier effect of this kind of support is quite limited. In the case of the conduct of conferences and meetings, as well as information dissemination, as is the case with the majority of the activities conducted by the FSN and ZINASU, the lack of a strong institution that can self-evaluate and adapt to findings of self evaluation means little is known of the direct impact the activities have had.

Supporting activities when partners are relatively weak, as is the case in Zimbabwe, means that the need for financial support is long term. The strategic impact of the support provided is, therefore, very limited.

6.0   The campaign: Delineating the road to success

The campaign organized by SAIH in 2011 and 2012 can be unequivocally regarded as a success. Indeed the basic demands of the campaign, that Norway host and educate students that are unable to continue their education in their own country as a consequence of their role as human rights defenders, has been granted and the first group of 20 students is due to arrive in Norway to start their studies in the fall of 2015.

This success is a result of a very long process, however, which should not be underestimated nor misunderstood. Within SAIH the campaigns are part of the routine work they carry out. In this sense the 2011-2012 campaigns were not new nor was the process to identify a subject, which is done by the board, or the system to develop the campaign, which is done by a committee of volunteer SAIH members.

What can be credited with the roots of the success in this particular case? In an effort to gauge perceptions about factors that contributed to the success of the campaign we interviewed individuals who were involved in the campaign from the SAIH side, as well as a representative from the government side, and conducted a survey targeting SAIH members during the campaign period.

In doing the aforementioned, the following apparent markers of success emerged:

Relevance: The campaign spanned over a two year period with the first year serving to lay the foundation for the presentation of *demands* carried out in the second year. The subject was appealing at many levels (see below), but also very relevant not only to the politics of the time in Norway, but also to the SAIH goals and objectives, and above all to the students who are persecuted in their own countries and are deprived of access to education due to their participation in human rights activism. In addition to it being relevant from a theoretical perspective it was relevant in a practical sense: it was possible to bring students to Norway. Indeed the concept of exchanges, for example, was not new, neither was the idea of providing asylum. In this particular case the two ideas were intertwined into a new concept that was uniquely relevant to the challenge of supporting persecuted student activists. Overall the relevance of the subject was multifaceted and appealed to all participants in one-way or another (e.g., SAIH, The Norwegian governments, Norwegian Universities, etc.).

Appeal (to the target audience): Like in previous campaigns this campaigned aimed to focus on an issue of relevance that could be appealing to the student community. In finding such a topic SAIH explored possibilities that could be appealing to the student body and which could be depicted in an interesting way. Indeed, when asked, survey respondents noted the following 5 elements as the most important in the success of the campaign (n=45):
  • That the campaign was original (86%)
  • That the campaign was catchy (84%)

- That they liked the posters, which means that the system to convey the message was appealing and easily understood (77%)
- That it had a solidarity element (75%)
- That the theme was easily understood (73%)

In addition to the topic having an appeal to the students, it needed to be a subject that was appealing to the government. From a government perspective the following elements were noted as centrally relevant:

- That the campaign was in line with the governmental policy of the time.
- That the objective of the campaign (the solution) was very clear and doable.

However choosing the right topic is only one component towards success at home (in Norway). A different issue is how the topic resonates in the source/inspiration country, in this case Zimbabwe.

The 2011-2012 campaign was very much tied at a conceptual level to the conditions and realities in Zimbabwe and specifically to the report entitled **The Language of the Police Baton**. Indeed this document was essential to provide information on the subject that the campaign was focusing on. However the document itself had little influence on the success of the campaign from a public view perspective (only 15.56% of respondents n=45 thought that the report was good or contributed to the success of the campaign). This shows that the source material is important for SAIH, but in order for a campaign to be appealing to the general public the message from the source material needs to be translated in an effective way.

Although the campaign relied on the participation of student activists from Zimbabwe and used student stories to highlight the problem faced by student activists, the campaign was largely unknown in Zimbabwe and hence had no ramifications there. Indeed the one area where the campaign could be considered to have been weak is in the degree to which it was able to actively involve Zimbabwean participants who were in Zimbabwe in a way that ensured the campaign was influential not only in Norway, but also in the *source* country: Zimbabwe.

Campaign Length: An important element was the length of the campaign. In this particular case the campaign started in 2011 and continued on the same subject matter in 2012. On the basis of the interviews conducted it seems that having a relatively long period to lay the ground work (e.g., introduce the topic, garner support for the idea, develop a nuanced plan to approach the target institution, etc.) was an important element in securing success. In addition having a long time also allowed the government to take its time to work though the idea, and the logistics associated with the implementation of what was being asked of them. Having a long implementation period, of course can be dangerous as it can allow support to tire and dwindle. Hence the process needs to be phased in a way that ensures the dynamism remains and increases over time. In this way the campaign phases (2011 and 2012) were important components as the first phase was used to lay the groundwork, introduce the subject, garner general support and the second was used to lobby for the attainment of a positive result.

Innovation: Although the topic itself was not new as such, it was pointed out during interviews, and in particular by the then government representative that the solution proposed during the campaign was innovative and that this also served to ensure the success of the campaign. The objective of the campaign was very clear and the approach suggested very tangible. While it demanded a lot of logistics to be arranged and issues to be considered overall it provided a very neat response to a very real and complex problem. It was pointed out during interviews both by individuals involved in the campaign on behalf of SAIH and by the government representative that suggesting that Norway provide education and allow entry to student human rights defenders raised a number of red flags in terms of immigration legislation and policy. Ensuring that the programme did not become a gateway for students from other countries to immigrate to Norway was a clear issue of concern. However the fact that SAIH was patient and constructive, and allowed the government to find adequate solutions (see partnerships below) was an important component for the success of the campaign. In this way, not only the solution sought after by SAIH, but also how the government of Norway responded to its own concerns were innovative.

Building partnerships: The identification of allies on the one hand and the conceptualization of the campaign as a partnership between participants rather than supporting an "us" and "them" dynamic were also essential success factors. As pertains to allies, the campaign was able to secure considerable support from student associations around the country, but also and perhaps most importantly it was able to identify other key participants that would find the subject appealing, and/or in line with their own work. An important factor was finding alignment with institutions which could serve to support the initiative, for example, bringing issues of rights to the attention of Universities and having them align their requirements of partner institutions more closely to their own principles. This can be exemplified in the fact that some Norwegian Universities have now agreed to ensure that universities they engage with meet some basic requirements in terms of student rights and academic freedoms. A second aspect of partnerships relates specifically to how SAIH approached the Norwegian government, and particularly MFA, in their effort to garner support for the output of the second campaign (i.e., bringing students to Norway when the political situation in their home countries was prohibitive). Here it seems that a central element was that SAIH approached the government not as an adversary to which they made demands, but as a partner with whom they could materialise their objective. This approach meant, in tangible terms, that SAIH understood the restrictions, bureaucracies, and requirements faced by the government and did not grow impatient. In short treating the "target" of the campaign as a partner rather than an "adversary" was as essential component in the success of the campaign as it allowed constructive rather than reactive progress.

As was briefly noted earlier, the campaign was highly successful in Norway, but the level of impact it had in Zimbabwe was minimal or zero. This could be because the campaign happened some time ago, but still the lack of any knowledge regarding the campaign was remarkable.

7.0   Main Findings and Conclusions

The main findings and conclusions that have emerged from this evaluation include:

SAIH programme goals: The funding to the Zimbabwean organizations reviewed here falls well within the programme goals. Indeed the funding has enabled and facilitated political and social participation by both creating environments for participation (events such as workshops, meetings and conferences) and ensuring that participants were protected (SST work with victimised students). By supporting the engagement of the student organizations in Zimbabwe SAIH has also played a key role in supporting the democratization of education by both supporting access to education generally and specifically supporting women. In relation to gender SAIH has played a key role in funding activities and engagement that enable the engagement of women. The current situation in Zimbabwe is such that before being able to discuss gender as equal participation of all genders it is important to actively engage women so as to level the playing field.

Weak institutions: The organizations under review here and supported by SAIH are weak institutions. This is a result of a lack of a strong management structure. That includes both the lack of an established clear institutional mechanism which will survive the exodus of staff, and staff who are not experienced and lack teachers and role models.

Lack of strategic perspectives: The organizations funded tend to be reactive rather than proactive. This is a result of both a weak institutional structure and an environment that is demanding and changing. This means that organizations are often problem solving rather than looking forward to how they envisage their role in the Zimbabwean landscape in the long term and how their long-term vision can be achieved.

Gender Mainstreaming: Gender is an element that has thus far been largely categorised as meaning "women" and one that has generally remained part of the discussion without making clear headway in practical terms beyond the work of FSN. The danger here is that gender could become an issue of concern only for women and hence develop into a movement by women for women, rather than a movement about equality for all. This distinction is understandable because it has not been coupled with a more general approach to target gender inequity within society. This means that organizations feel gender mainstreaming is met by ensuring the participation of individual women, rather than by a more nuanced understanding about the restrictions faced by individuals based on their gender and how these negatively affect society as a whole.

Impact: The work conducted by the partner institutions, particularly SST, has had a direct impact on the individual beneficiaries in that it provided them with immediate support (i.e. food), and long term support (shelter, and food stipends) as well as legal and medical support to be able to survive and respond to the cases and charges brought

against them. However the long term cascading effect of the interventions is less clear. Similarly it is too early to see what the overreaching impact of the activities by FSN will be. ZINASU members have benefited from the support by SAIH, but the organizational structures remain very weak.

Sustainability: In the absence of SAIH support all the organizations would be forced to reduce or end their activities/services. Little attention has been paid to enabling mechanism that will secure the long-term longevity of the organizations without external donor funding.

SAIH Support: Aside from the benefit of the direct funding, SAIH has played a key role in providing a network for both the organizations (institutions) and for individual members. This network is claimed by respondents as having a clear value in terms of opening opportunities and also perspectives for the different organizations. It was noted that the Norwegian experience is quite different from the Zimbabwean one and therefore expanding opportunities for south-south collaborations facilitated by SAIH is an important element of SAIH collaboration.

8.0   Recommendations

The following recommendations fit well within SAIHs Solidarity Strategy 2012-2017 as they are aligned with SAIHS principles for Solidarity and Development Cooperation.

General recommendations:

- SAIH should consider utilising south-south exchanges as way to support strategic thinking by partners. Learning from other movements that have had similar experiences in the past could be highly useful.
- SAIH should explore the opportunity to use concepts presented by the campaigns in Norway in partner countries. Clearly the way things are presented will need to be changed, but the campaigns themselves could be appealing in multiple contexts.
- SAIH should place focus on gender to ensure that the issue is more broadly understood and recognized by partner organizations. To this end efforts should be made to have an expansive conceptualisation of gender and its implications.
- SAIH should continue to use YETT as the interface for funding of the organizations in Zimbabwe, or another institution of equal calibre and capacity. Working with YETT reduces the risk of financial malfeasance substantially and thereby enables SAIH to focus on activities funded rather than on mechanisms to ensure the funds are adequately used.
- SAIH should consider supporting the funding of limited stipends to ZINASU leadership.   Doing this would enable a higher degree of accountability (individuals would be responsible for taking on responsibility since it is paid) and reduce the temptation of abuse of funds. It is important to underscore that most students have a very limited income so a limited stipends can be a key contribution to their livelihood.
- SAIH should consider supporting a process to strengthen the role of the administrative staff of ZINASU in order to enable more continuity and accountability within the organization.
- SAIH should consider supporting a senior mentorship position to work with the different institutions, particularly ZINASU, in order to facilitate continuity, accountability, and learning.
- SAIH should consider developing assessment tools that assess the progress made by each institution as a result of the activities that are funded. This could be Most Significant Change tools, but could also be other forms of self-assessment that would enable the organizations to reflect on the activities they undertake and on the impact that these have.
- SAIH should continue to engage in gender issues and encourage ZINASU leadership and members to become actively engaged in FSN as a way to show their commitment to gender issues and to supporting women.

Campaigns: In order to ensure that future campaigns have similar levels of success. It is recommended that the following elements/lessons learned be consistently considered:

- **Relevance of the subject:** Ensure that the subject is not only relevant to SAIH, but also to the target institution. For example, is in line with the Norwegian government policy.
- **Appeal of the presentation:** It is very important to be able to present the subject in a manner that is appealing, catchy, and interesting.
- **Length of the campaign:** The length of the campaign should be determined by what is expected as the outcome. It might be the case that a longer campaign is needed in order to establish a solid foundation. Carrying out a long-term campaign means that SAIH must keep the subject alive by using an innovative and changing presentation (reduce staleness).
- Innovation in the approach/response requested: It is important that the campaign be innovative on all levels. Both in how it presents the subject, but also in the way it solves the problem. This serves to entice participation.
- Building of partnerships: SAIH should consider the targets of the campaign as partners rather than adversaries. Ensuring that all agencies engaged are partners means that the campaign is understood as the common objective.

Funding model: SAIH has by and large focused on funding individual activities. In the case of SST the focus has been targeted on the victimization of individuals.. Focusing on this target group has been both useful and has served to secure immediate impact (i.e. the student received clear and tangible assistance). However it does not respond to the long term challenges of ensuring partners become sustainable, are able to adapt to changing demands, think strategically, or become leading institutions and examples at an international level.

Therefore our principal recommendation is that SAIH consider modifying its funding model as it is currently applied in Zimbabwe, as well as in other environments where institutions have similar weaknesses. We propose than a three-pronged approach to funding would be better suited for long-term success. Such a model would include:

- **Funding of activities:** This element would remain from the current approach and hence secure immediate and visible impact on beneficiary individuals.
- **Structural focus:** This element would require a long-term institution-building plan that follows an institution building road map where solid capacity development is included into the activities undertaken. This should not solely focus on building the capacity of the individual holding a specific post, but rather focus on the development of training modules, procedures, rules, etc. This will ensure that overtime the organizational culture is better established around a sounds administrative and managerial system.
- **Interim direct support:** Recognizing that building institutional capacity is a long-term process means that in the interim organizations will need direct support. This support should be in the form of direct coaching of individuals working for the institution or the funding of staff positions. Irrespective of the approach taken it is imperative that the individuals involved in this kind of support take on a *support* role rather than a leading role. This type of engagement should enable

the organization to carry on while it is becoming stronger institutionally (point above).

In the case of Zimbabwe much of the activities noted under point 2 and perhaps also 3 can be fulfilled by YETT, but this means that YETT would need to move beyond being a financial administrative body to supporting capacity development.

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Annex 1: TOR

Terms of Reference

For

Students' and Academic's International Assistance Fund's (SAIH)

and

Partners in Zimbabwe within the SAIH program Academic Freedom

Student Solidarity Trust (SST), Zimbabwe National Student Union (ZINASU),
Female Student Network(FSN)

Background

Country Context

Attacks on students in Zimbabwe started back in the late nineties. During the economic down fall, the student movement became one of the main critics of the government, particularly raising their concern for corruption in the government. Students and teachers viewed the government as corrupt and not willing or able to allocate sufficient funding towards the education sector. The government responded to the lack of sufficient resources in the education sector by privatization and commercialization of the education sector. This resulted in massive anti-privatization demonstrations by tertiary students mainly organized by Zimbabwe National Student Union (ZINASU). In these demonstrations the students united with the labour movement ZCTU, the National Constitution Assembly (NCA) and the Women's Coalition. The relationship between ZINASU and ZCTU became prominent due to the fact, that the privatization of education affected the ZCTU directly, as many of the workers were also parents to tertiary students. For the workers privatization meant that they were expected to pay for the education of their children - something they strongly believed was the government's responsibility. The anti-privatization demonstrations gained momentum around the year 2000. Arrests, threats and kidnappings of students increased in this period.

At that time the opposition party Movement for Democratic Change was formed, which the student movement Zimbabwe National Student Union (ZINASU) together with the Zimbabwe Congress of Trade Unions (ZCTU), the Women's Coalition and the National Constitutional Assembly (NCA) were instrumental in setting up.

In order to respond to the great numbers of arrested and expelled students, ZINASU set up a desk to respond to the needs of the affected students. In 2002 an organisation called Student Solidarity Trust (SST) was formed to work full time on support to victimized students.

During the Unity Government (2009-2013), attacks on students were relatively low compared to previous years under the ZANU-PF (Zimbabwe African National Union – Patriotic Front) government.

Few female students participate in student activism in Zimbabwe. The male students, especially at national level, mainly dominate student politics. The male students believe that the confrontational manner of ZINASU does not appeal to female students hence the female students do not participate in activism.

Organisational background

The Students and Academic International Assistance Fund (SAIH) was formed by student activists in 1961. The yearly budget is around 35 million NOK. The main donor is NORAD. Approximately 8 million NOK comes from the student community in Norway.

Each year SAIH congress elects a board. Representatives from unions, student parliaments and SAIH local branches sit on the board. The elected student president and the two vice presidents work full time for a year in SAIH local offices in Oslo.

SAIH works within three areas: development assistance, advocacy and information work. The majority of SAIH funding goes towards development assistance. SAIH channels the funding through partner organisations in Latin

America and Southern Africa. As part of SAIH advocacy and information work, each year the annual meeting selects a theme for a campaign

SAIH has been engaged in educational and health development projects in Zimbabwe since the liberation of Zimbabwe in 1980. In the current period with NORAD funding, SAIH cooperates and financially supports several Zimbabwean civil society organisations.
Some of the partner organizations advocate for academic freedom and others train youths within the thematic areas of media, education, democratization, sexual and reproductive health rights.

The SAIH board approves of the program and of each individual project within the programme. SAIH office is headed by an executive director. The projects in Zimbabwe are followed up by a programme advisor.

Relevant Operation

In 2011 and 2012, the SAIH information campaign in Norway focused on students' rights. The long-term relationship with SST and ZINASU and their knowledge and data on violations of students' rights were key when SAIH formulated and designed the objective for the campaign. SAIH lobbied the Norwegian government to set up a program for expelled students to come to Norway to finalize their studies. The Norwegian government included funding for "a student at risk program" in the national budget for 2013.

Zimbabwe National Student Union (ZINASU) and Student Solidarity Trust (SST) are both long time partners of SAIH in Zimbabwe. SAIH supported ZINASU in the late nineties, and occasionally up till 2010. However, since 2010 SAIH has given financial support to ZINASU on a yearly basis. SAIH has supported SST since its inception in 2002.

Female Student Network (FSN) has exisited for some time as a loosely formed network, but was formally established in 2011. SAIH started to support the

initiative under Student Solidarity Trust in 2010 and has since 2012 supported FSN as independent organisation.

However, the financial support to all three organisations (ZINASU, SST and FSN) has been channelled through another SAIH partner (under a different program) the Youth Empowerment Transformation Trust (YETT). YETT is a network organisation for youth organisations in Zimbabwe. YETT is administrating SAIHs funding to the student organisations (ZINAUS, SST and FSN) to assist in ensuring accountability while at the same time strengthening the capacity of the organisations.

SST has received the total amount of approximately 6, 2 mill NOK from SAIH, while ZINASU has received approximately 1,6 mill NOK and FSN got approximately 450 000 NOK.

With the funding from SAIH, Student Solidarity Trust (SST) has given support to students, who were suspended for long periods or expelled from their institutions, so that they could study at private universities in Zimbabwe or do distant learning degrees with the University of South Africa (UNISA). SST has also supported arrested students to get legal support, psychosocial support and medical aid. The funding also included setting up the organisation and training of students on human rights and gender issues.

The support from SAIH to Zimbabwe National Student Union (ZINASU) has been for organizational development: holding congresses, developing and strengthening their constitutions, administrative costs, training and campaigns. Female Student Network (FSN) has received support from SAIH to arrange training to prepare female students to participate in student politics.

Stakeholders

See Appendix III for stakeholder's record.

The Assignment Methods

Rationale

1. Measure the impact
2. Recommend on the way forward

Intended users and uses of the study

SAIH is the main user of this study:

- SAIH wants to document the impact of our support to the students in Zimbabwe
- SAIH would like to get a common understanding of how our development assistance, information and advocacy work were brought together in the 2011 and 2012 campaign, in order for us to build on this to improve the collaboration with our partners

Partners will also be users of this study:

- Partners should get documentation of the changes they have brought to the student community in Zimbabwe
- Partners can get recommendations on how to build the legitimacy of the student movement in Zimbabwe

Objectives

- **Establish the impact of the SAIH and SST support for victimized student activists in relation to their lives, jobs and social and political engagement and the gains and challenges in the fight for academic freedoms**
- **Establish effects that were unintended, either positive or negative**

- **Point out lessons learned by the advocacy work in the joint efforts for SAIH and partners in Norway**
- **Give recommendations for SAIHs future work on academic freedom**

Scope of the evaluation since:

1. Assess the outcome of the SAIH program (2009-2012) and (2012-2014) in the country context of Zimbabwe, and the partners objectives in the projects
2. Assess the different strategies/approaches of the student movement: resistance, human rights defenders, political activism, policy dialogue in relation to the legitimacy and efficient advocacy work in Zimbabwe
3. Review and assess SAIH support to strengthen female participation in the student movement
4. Assess the processing of and systems for data collection and verification for students who have been victimized
5. Establish the success factors of the both joint and individual information and advocacy efforts for SAIH and partners particularly focusing on the SAIH campaign 2011 and 2012

Assignment Preparation

The consultants will have access to annual reports, organisational assessments, evaluations (more details in appendix II), but should be aware of that there is limited baseline data and gaps exist in the logical framework approach for the program and projects, in particular in the early phases.

Proposed Assignment Approach

- Interviews with former SST fellows (student activists) – SST is able to track at least 30 of the first students who benefitted in the onset of the project. Some of the former SST fellows live outside Zimbabwe.
- Interviews with SAIH and partners staff and relevant organisations in Norway and Zimbabwe

- Interviews with selected stakeholders (see Appendix III for stakeholder record)
- Review relevant documents

Phases, timelines and deliverables

Field visits will be carried out in October 2014. Approximately 2 ½ working days will be in Oslo and 6-7 working days will be spent in in Harare.

Both partners and SAIH should comment on the drafted report before a final report is ready by the 27 th of November 2012. Presentation of the findings and recommendations should be held for SAIH and partners (depending on country of residence for the evaluation team).

Timeline	Deadline	Estimate of working days	
Oktober		2 days	Reading days
Oktober		10 ½ days	**Evaluation**
			SAIH, Oslo
			SST, ZINASU, FSN, Lawyers for Human Rights, CSU etc, Harare
			interviews with former student leaders and activists
November	**10.**	3 days	**Draft report due**
			Review of drafted evaluation report by SST, FSN and SAIH
		1 day	Integrate feedback into the evaluation report
November	**27.**		**Final report due**
December	11.	½ day	**Presentation** Oslo and Harare

Budget

SAIH has budget for costs of 300 000 NOK, approximately 48 000USD, for the total evaluation. Estimate include travel costs of one international/regional consultant, 17 working days for a team of three consultants, pr.diem and hotel costs.

Roles and Responsibilities for the Assignment

Assignment team

The evaluation team should compose of person(s) with experience in carrying out reviews and evaluations of development projects, programmes and organisations. There should be one team leader. The team should have a good understanding of student activism, and the Zimbabwean political context. Knowledge on information and advocacy work is needed. Knowledge of human rights violation assistance and verification is beneficial..

There must be both an English and a Norwegian speaking person amongst the team members.

The evaluation report should be a source of learning for the SAIH.

None of the members of the evaluation team may have a stake in the outcome of the evaluation.

Communication
- The team leader should develop a terms of reference for the other team member(s) to clarify roles, division of work and deliverables.
- Preferably different genders should be represented on the team.
- The evaluation should be presented to SAIH board and SST, FSN and ZINASU.

Bids submission Contact

Please send a proposal before the 3rd of October for undertaking the task with detailed profiles and professional fee quotation to the Program Advisor Kari Lindemann: kari.lindemann@saih.no

The application should contain:
- Profile of the consultant with traceable references and copies of previous writing and published materials
- Professional fee quotation indicating envisaged actions, the requested fee for the work in the job description.
- Letter of interest
- A layout and a breakdown of how the consultants understand and plan to carry out the assignment

Annex 2: List of respondents

Date of Interview/Meeting	Name	Sex	Position / Org.	Contact Details	Type of data collection
Interviews not conducted in Zimbabwe					
10.10.14	Kari Lindemann	F	Programme Advisor	Kari.Lindemann@saih.no	Introduction meeting
19.11.14	Anja Bakken Riise	F	Vice President of SAIH (2011), Member of the information committee	anja@framtiden.no	Skype Interview
02.12.14	Gry Larsen	F	Former State	Gry.Larsen@arbeiderpartiet.no	Skype Interview

			Secretary		
01.12.14	Håvard Hovdhaugen	M	Director of SAIH (since April 2014)	Havard.Hovdhaugen @saih.no	Skype Interview
19.11.14	Jørn Wichne Pedersen	M	Current president of SAIH	Jorn.Wichne.Pedersen@saih.no	Skype Interview
05.12.14	Lucy Makaza	F	Director of YETT	lucym@yet.org.zw	Skype Interview
21.11.14	Welcome Zimuto	M	Student Activist from Zimbabwe participant to the Campaign process	welcomezim@gmail.com	Skype Interview
Interviews in Zimbabwe					
12/11/14	Simbarashe Moyo	M	SST Director	+263772864572 rebelmoyo@gmail.com	Interview
12/11/14	Darlington Madzonga	M	SST Programs Officer	cdedanso@gmail.com	Interview
13/11/14	Madock Chivasa	M	SST Beneficiary	mchivasa@gmail.com	Focus Group Discussion
13/11/14	Hilary Zhou	M	SST Beneficiary	hilaryzhou@gmail.com	Focus Group Discussion
13/11/14	Farirai Mageza	M	SST Beneficiary	fmageza@gmail.com	Focus Group Discussion
13/11/14	Evernice Munando	F	FSN Director	femalestudent2011@gmail.com	Interview
13/11/14	Zachariah Godi	M	CSU Programs Officer		Interview
13/11/14	Jimmy Wilford	M	SAYWHAT Director	jimmy@saywhat.org.zw	Interwiew
14/11/14	Jeremiah	M	ZLHR	bamujm@gmail.com	Interview

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14/11/14	Zechariah Mushawetu	M	SST Beneficary	+263777518818	Focus Group Discussion
14/11/14	Fr Nigel Johnson	M	ZINASU Board Chairperson	njohnson@mweb.co.zw	Interview
14/11/14	McDonald Lewanika	M	SST Founding Coordinator	mcdonaldlewanika@gmail.com	Interview
14/11/14	Prolific Mataruse	M	Researcher	mayibuyesimba@gmail.com	Interview
15/11/14	Rodrick Ndiweni	M	ZINASU Member		Focus Group Discussion
15/11/14	Blessing Bishau	F	ZINASU Harare Province		Focus Group Discussion
15/11/14	Makomborero Haruzivishe	M	ZINASU Harare Chairperson	+263777129018	Focus Group Discussion
15/11/14	Ostallos Siziba	M	UZ SRC President		Focus Group Discussion
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15/11/14	Ephraim	M	ZINASU		Focus

	Mutombeni		Secretary for Education		Group Discussion
15/11/14	Gilbert Mutubuki	M	ZINASU President	gilbertmutubuki@gmail.com	Focus Group Discussion
17/11/14	Naome Boka	F	FSN Information Officer	naomeboka@gmail.com	Debriefing
17/11/14	Samuel Gwenzi	M	ZINASU Coordinator	cdegwenzi@gmail.com	Debriefing
17/11/14	Simbarashe Moyo	M	SST Coordinator	rebelmoyo@gmail.com	Debriefing
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