



UNIVERSIDADE EDUARDO MONDLANE

QUARTERLY REPORT I

OCTOBER – DECEMBER 2021

USAID Higher Education Career Development Initiative (HECDI)

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ABBREVIATIONS AND ACRONYMS

ADEMO	Association for People with Disability
AMEL	Activity Monitoring, Evaluation, & Learning
CC	Career Centers
CLA	Collaborating, Learning, and Adapting
CoP	Chief of Party
UEM	Universidade Eduardo Mondlane
FAMOD	Forum of Mozambican Associations of People with Disability
GOM	Government of Mozambique
HEIs	Higher Education Institutions
HECDI	Higher Education Career Development Initiative
ISPM	Instituto Superior Politécnico de Manica
KP	Key Personnel
LOE	Level of Effort
ME&L	Monitoring, Evaluation, & Learning
MSU	Michigan State University
PwDs	Persons with disabilities
UP	Universidade Púnguè
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

INTRODUCTION

The USAID Higher Education Career Development Initiative (HECDI) activity is a four-year project funded by the United States Agency for International Development's (USAID) Mission in Mozambique (USAID/Mozambique), which runs from September 27, 2021, through September 26, 2025. This quarterly report covers the period of October through December 2021. HECDI is designed to increase access to quality employability services through the development of sustainable Career Centers where students gain soft, technical, and entrepreneurial skills so they become highly qualified interns and graduates who are prepared to meet the demands of current and future labor market needs of the private sector. Project activities span across four objectives: (1) Establish pilot Career Centers with partner universities that are sustainable; (2) Provide career guidance and employability services, and improve opportunities to gain skills (technical, soft, and entrepreneurial) for all students, regardless of gender, race, religion, disability, sexual orientation, language, culture, or economic status; (3) Establish systems for analyzing labor market needs and for sharing insights and information with the campus community to improve alignment of curriculum with labor market needs and to close skills gaps; (4) Facilitate dialogue and a forum for conversations that may lead to better alignment among relevant ministries (Higher Education, Education and Human Development, Economics and Finance, Labour, Tourism and Culture, and Agriculture), HEIs, and the Private Sector to develop and implement policy.

QUARTERLY HIGHLIGHTS

During the first quarter of the HECDI project (September to December, 2021) several activities were initiated and deliverables produced:

- Onboarding of Key Personnel and other staff members including the Chief of Party, Focal Points, Career Center Managers, Monitoring, Evaluation, & Learning Lead, and Data Analysts.
- MSU initiated the sub-awards to the three partner institutions.
- Monitoring, Evaluation, & Learning training was provided to 12 HECDI team members.
- HECDI Team members participation in the **Global Career Service Summit – Building Talent in Africa Forum**.
- All partner universities identified space for their Career Centers.
- Submission of mandatory deliverables/reports including the First Year Annual Workplan; Branding Strategy and Marketing Plan; and Activity Monitoring, Evaluation, & Learning Plan.
- Each partner institution created a Career Center Facebook page to promote the resources and activities each Career Center will offer during the life of the project.

I. TECHNICAL ACTIVITIES

Career education and services, including the development of soft and workplace skills and career-focused initiatives beyond the academic curriculum, are virtually non-existent in schools or public education in Mozambique. Moreover, youth are forced to rely on informal advisory services by professors or small offices equipped with limited services and resources or other types of informal networks. During their academic careers, students must make do with the limited guidance resources that are available to them within their institutions. The Michigan State University (MSU) Consortium has developed a portfolio of activities and programs focused on increasing the capability, contributions, and quality of key stakeholders, enhancing the ability of our partners to sustainably manage the Career Centers, and strengthening the higher education sector in Mozambique. The MSU Consortium is comprised of a partnership among MSU, Universidade Eduardo Mondlane (UEM), Instituto Superior Politécnico de Manica (ISPM), and Universidade Púnguè (UP). HECDI activities will substantially improve individual, institutional, and system performance of our core partners and stakeholders to impact the status of youth in the economic sector, including women and Persons with Disabilities (PwDs), and advance their access to and participation in employment.

The primary beneficiaries of this initiative are youth, partner institutions, Career Center staff, and employer partners. Youth will increase soft skills, exploration of career paths, and job search skills, which complement academic knowledge and leads to employability in their chosen field of study. Additionally, youth may learn entrepreneurship skills where they can generate their own employment and employ others. The Career Centers will provide greater access for marginalized and vulnerable youth, which is likely to yield greater retention rates among these students. Career Center staff will gain in-depth knowledge of youth development, gender biases and accessibility issues, human resource issues, partnership building, event and program creation and implementation, capacity building and professional development through regular training, study tours, and strategic planning. The knowledge gained through these initiatives will continue to be realized once the support from USAID concludes.

OBJECTIVE I: ESTABLISH PILOT CAREER CENTERS WITH PARTNER UNIVERSITIES THAT ARE SUSTAINABLE

Creating sustainable Career Centers requires the development of a set of robust learning activities, target projects with employer partners, and strategies that lead to changes at the individual, institutional, and system levels. We seek to accomplish these changes by working to provide the pilot Career Centers located at each partner university with access to market information on viable career pathways, work readiness and soft-skills training, and opportunities to connect with the private sector. The sustainability of each center is enhanced by the MSU Consortium partner institution's buy-in and strong engagement with diverse labor market employers who look to collaborate to increase workforce needs through youth employability. Achievements made this quarter include the following activities:

- Onboarding of Key Personnel and other staff members including the Chief of Party, Focal Points, Career Center Managers, Monitoring and Evaluation Lead, and Data Analysts (September 2021-December 2021).
- MSU initiated the sub-awards of the three partner institutions (October 2021-December 2021).

- Monitoring, Evaluation, & Learning training was provided to 12 HECDI team members (December 16, 2021).
- All partner universities identified space for their Career Centers (Pictures of the spaces are below) (September 2021-December 2021).



The Career Center at UEM



The Career Center at UP



The Career Center at ISPM

Upcoming key activities for the next quarter are based on the Year I Annual Work Plan for Objective 1 and include:

- Onboarding of financial analysts.
- Recruitment of Career Center Student Peer Helpers, who will serve as career ambassadors.
- Training of Career Center personnel (e.g., career development center managers, peer helpers, data analysts).
- Development of Career Center curriculum.
- Development of Career Centers management structures.
- Marketing and communication activities to promote the Career Centers.
- Survey of current Career Center type activities taking place informally at partner universities.

OBJECTIVE 2: PROVIDE CAREER GUIDANCE AND EMPLOYABILITY SERVICES, AND IMPROVE OPPORTUNITIES TO GAIN SKILLS (TECHNICAL, SOFT, AND ENTREPRENEURIAL) FOR ALL STUDENTS, REGARDLESS OF GENDER, RACE, RELIGION, DISABILITY, SEXUAL ORIENTATION, LANGUAGE, CULTURE, OR ECONOMIC STATUS

The HECDI project will offer a wide range of education and training skills to youth at various stages of their career pathways starting upon matriculation to the university. The Career Centers will work collaboratively and with consultation from partner employers to create an inclusive set of core Career Center services and workshops, guides, and resources targeted to youth at strategic career points during their university experience. These resources will be grounded with specific learning objectives and measurable outcomes to enhance students' career readiness (e.g., transferable skills, CV writing, employment application preparation, interviewing, internships, and practical co-curricular experiences).

Upcoming key activities for the next quarter are based on the Year I Annual Work Plan for Objective 2 and include:

- Youth mobilization and engagement with Career Centers.
- Private sector mobilization and engagement.

OBJECTIVE 3: ESTABLISH SYSTEMS FOR ANALYZING LABOR MARKET NEEDS AND FOR SHARING INSIGHTS AND INFORMATION WITH THE CAMPUS COMMUNITY TO IMPROVE ALIGNMENT OF CURRICULUM WITH LABOR MARKET NEEDS AND TO CLOSE SKILLS GAPS

The HECDI project will conduct a labor market analysis to identify economic trends and gaps in skills required for the labor market by formalizing communication between partner institutions and the private sector. We will engage stakeholders (e.g., faculty and other content experts) in a free-form information-gathering phase through focus group interviews with current industry and private sector employers and then seek out companies in each industry to identify and analyze employment trends, business demands, soft skill gaps, talent readiness for youth employability, internship opportunities for

youth, different career pathways available, and their expectations for new employees. These initiatives will help us to expand our network and strengthen partner relationships, which we will utilize to establish employer partner programs and advisory boards that link to key organizations that may offer internships and employment opportunities and identify specific examples of soft skills and behaviors required by employers.

Upcoming key activities are anticipated to start in the third and fourth quarter.

OBJECTIVE 4: FACILITATE DIALOGUE AND A FORUM FOR CONVERSATION THAT MAY LEAD TO BETTER ALIGNMENT AMONG RELEVANT MINISTRIES (HIGHER EDUCATION, EDUCATION AND HUMAN DEVELOPMENT, ECONOMICS AND FINANCE, LABOUR, TOURISM AND CULTURE, AND AGRICULTURE), HEIS, AND THE PRIVATE SECTOR TO DEVELOP AND IMPLEMENT POLICY

HECDI will track participation of youth, alumni, faculty, and private sector employers in the Career Centers with data tracking tools and monitoring systems to capture student success, identify learning outcomes gained from attending Career Center workshops and training, demonstrate return on investment, support continuous improvement of services, and map career pathways for youth. We will share results across partners to offer feedback loops, which can inform decision-making and successful adaptive management to continue with or modify initiatives to better align with strategic priorities. The impacts of these efforts will be at the individual level (e.g., youth will be able to assess their own learning from participation in Career Center initiatives), institutional level (e.g., Career Center initiatives and programs will produce interns and graduates with the soft skills and talent readiness needed for the market), and systemic level (e.g., youth will have a positive impact on the labor market and economy).

Upcoming key activities for the next quarter are based on the Year I Annual Work Plan for Objective 4 and include:

- Conduct assessment and gap analysis of current private sector partnerships.
- Host an external launch meeting to connect with partner employers (tentatively scheduled for end of February 2022).
- Stakeholder mapping in each region (alums, government, private sector, nonprofit, and civil society).

2. CROSS CUTTING THEMES

The Mozambique education sector is characterized by systemic and structured gender imbalance, discriminatory practices against marginalized groups, and limited youth participation in policymaking. In addition, youth and marginalized groups are more vulnerable to conflicts. The current situation in Mozambique, namely the conflicts in the North and the military tension in Central Mozambique, affects the students' higher education experiences. Each of the partner institutions will receive incoming students from conflict-affected areas. In the first quarter, the HECDI team worked on getting a general view of the situation and mapping entry points for diversity and inclusion in the project.

GENDER

The HECDI worked on two main activities in the first quarter. The first activity aimed to identify the gender consultant who will assist the HECDI with the Gender Analysis and Action Plan. The gender

analysis will identify the root causes of existing gender inequalities/obstacles to female empowerment to identify opportunities to promote women's leadership and participation. The gender analysis will also identify potential adverse impacts and/or risks of gender-based exclusion that could result. This quarter the project team developed a Scope of Work for the Gender Analysis and Action Plan and have identified a consultant who will lead the development of the reports in partnership with the HECDI team. In addition, each of the local partner organizations has identified the gender specialist who will promote the integration of gender within the Career Centers. To ensure capacity building, the HECDI gender specialist will work with the gender consultant on the data collection, analysis, and development of the Gender Analysis and Action Plan.

The second activity consisted of integrating gender in the project's AME&L plan. The performance indicators are relevant to gender and will be further reviewed and adjusted to include and reflect the findings of the gender analysis.

YOUTH

One of the strategic approaches to reach youth and marginalized groups is the integration of peer helpers. During the first quarter the HECDI team discussed strategies to successfully translate the MSU experiences of this model to a Mozambique context. This discussion will be used to design the peer helpers SOW and hire the peer helpers.

PERSONS WITH DISABILITIES

In the first quarter, the HECDI team worked on getting a general view of existing PwD's related activities and resources at each partner institution. Each partner is at different stages of integration, with UEM having more experience and ISPM with less. All the institutions experience a variety of challenges and those will be addressed after the disability analysis.

UPCOMING ACTIVITIES

The HECDI will use the USAID's Conflict Sensitivity in Education Programs to promote inclusion and equity in their activities. The upcoming key activities are based on the Year I Activity Plan and include:

Gender:

- Work with gender consultant to develop/review draft questionnaires.
- Data collection and analysis.
- Report and validation.
- Conduct assessments identifying constraints and current best practices regarding gender-based employment rights, non-discrimination policy in hiring, pay-equity, and workplace harassment.

Youth

- Develop the scope of work for the Peer Helpers.
- Hire and train the Peer Helpers.

- Create a marketing and branding competition with the youth.

Persons with Disabilities

- Conduct a Disability Analysis with a summary of best practices in increasing PwD's continued participation in the workforce and a list of proposed PwD-focused activities.
- Develop accessible training materials and integrate the needs of youth with disabilities.

3. MONITORING, EVALUATION, AND LEARNING (ME&L)

In the first quarter, the HECDI team assisted by the ME&L consultant developed the project's Activity Monitoring, Evaluation & Learning plan (October 2021-December 2021). The development of the AMEL was participatory as it involved the project management team and the personnel at each of the partner institutions (the focal point and the Career Center managers). The AMEL plan was submitted to USAID for revision and validation. In addition, the ME&L consultant organized a training on ME&L for the HECDI team (project manager, Chief of Party and the ME&L Lead Officer) and the career development centers personnel (focal point, managers, gender specialist, and data analyst from each of the partner institutions). The training served two purposes:

- Introduce ME&L in the USAID context.
- Introduce, discuss, and validate the HECDI performance indicators.

Upcoming key ME&L activities include:

- Develop the protocols for data collection and conduct the baseline study.
- Identify training needs of ME&L team.
- Develop templates and data collection instruments to track Career Center Performance including the pre and post training evaluation forms and ME&L forms.
- Establish the ME&L system.

4. LESSONS LEARNED AND SUCCESS STORIES

One of our biggest successes was maintaining momentum on the HECDI project with our subaward partners, particularly given the challenges created by COVID-19. Much of this success is undoubtedly attributable to the equitable and collaborative approach taken by the members of the MSU Consortium to lay a foundation of transparent and collaborative engagement. Members of the MSU Consortium continued to meet twice each week throughout the first quarter developing the ME&L Plan, budgets, and Year 1 Annual Workplan.

There are three challenges we have worked to overcome. First, we engaged in a series of conversations with consultants at one of the partner institutions to assist in the development of our Gender Analysis and Gender Action Plan. The proposed budget by the consultants was well beyond what could be incorporated into the budget. The USAID Gender specialist was then very helpful in providing contact information for another consultant in Mozambique. We have

submitted our scope of work to the new consultant and will be moving forward with the Gender Analysis and Action Plan. Our second challenge is working through language barriers. The official language of Mozambique is Portuguese. Since our Chief of Party and ME&L Lead are both Mozambicans, they translate conversations so that other members of the consortium can contribute to the development of the project. Another strategy we are using is to develop training modules in a classroom management software, Moodle, that converts content from English to Portuguese. We will then be able to use the modules for subsequent training. Finally, Internet bandwidth remains a concern, particularly for members of the MSU Consortium in Mozambique. We have tried a variety of web-based platforms for our virtual meetings. Zoom seems to be the most stable, but the downside of it is some people are not able to use their video cameras.

5. MANAGEMENT AND ADMINISTRATION ACTIVITIES

REPORTING DELIVERABLES

This quarter mandatory deliverables/reports were submitted to USAID for approval:

- First Year Annual Workplan (January 6, 2022)
- Branding Strategy and Marking Plan (October 25, 2021)
- Activity Monitoring, Evaluation, & Learning Plan (January 11, 2022)
- The EMMP was deemed not applicable by the EMMP USAID team (October 29, 2021)
- Quarter I Accrual and Pipeline Reports (December 3, 2021)

PERSONNEL

The onboarding of Key Personnel and other staff members including the Chief of Party, Focal Points, Career Center Managers, ME&L Lead, and Data Analysts occurred this quarter. Staci Haag also provided STTA this quarter supporting the development of the Activity Monitoring, Evaluation, & Learning Plan. Next quarter, hiring student peer helpers will occur to provide future support for Career Center program delivery and Career Center outreach. Furthermore, HECDI will be supported next quarter by a short-term assignment by gender consultant Maxi Ussar who will lead the development of the Gender Analysis and Action Plan.

SUBAWARD MANAGEMENT

MSU initiated the sub-awards of the three partner institutions this quarter.

COMMUNICATIONS

The following communications activities were conducted this quarter:

- MSU issued a press release to promote the launch of the project.
- Each partner institution created a Career Center Facebook page to promote the resources and activities each center will offer during the life of the project.

- The Chief of Party is drafting press release templates for each partner institution for announcements of the partner career development centers in Quarter 2.

ANNEX 1: CAPACITY BUILDING ACTIVITIES QUARTER I

TRAINING, CONFERENCE, WORKSHOP	TYPE	LOCATION	MALE	FEMALE	TOTAL
ME&L Training for HECDI Staff	Training	Virtual	7	6	13

ANNEX 2: DOCUMENTS PRODUCED IN QUARTER I

PUBLICATION	DELIVERABLE TYPE	PUBLICATION DATE
Annual Workplan	Project Start-Up	January 6, 2022
Branding Strategy and Marking Plan	Project Start-Up	October 20, 2021/January 6, 2022
Activity Monitoring, Evaluation, & Learning Plan	Project Start-Up	January 11, 2022

ANNEX 3: SUMMARY MONITORING, EVALUATION & LEARNING TABLE QUARTER I

Context Indicator	Type of indicator	Unit of measure	Disaggregation	Baseline Year	Baseline value	Current Value		Observation
						Year	Value	
Goal: To increase access to quality employability services through the development of sustainable Career Centers								
Intermediate Result I. Sustainable pilot career centers established with partner universities								
Percent of USG assisted organizations with improved performance	Standard Outcome	Percent	Type of organization, geography	2022				
Number of host country higher education institutions receiving capacity development support with USG assistance	Standard Output	Number	Type of organization, geography	2022				
Number of individuals affiliated with higher education institutions received capacity development support with USG assistance	Standard Output	Number	Sex, age, role, geography PwD, the field of expertise	2022	2021	13		
Intermediate Result 2. All students, regardless of gender, race, religion, disability, sexual orientation, language, culture, or economic status are provided with career guidance and employability services, and given improved opportunities to gain skills (technical, soft, and entrepreneurial)								
Number of learners reached by USG Assisted in Higher Education Initiatives	Standard Output	Number	Sex, age, geography, PwD, area of study	2022				
Number of individuals with improved soft skills following participation in training programs	Custom Outcome	Number	Sex, age, geography PwD, area of study	2022				

Intermediate Result 3. Systems established for analyzing labor market needs and for sharing insights and information with the campus community to improve alignment of curriculum with labor market needs and to close skills gaps. Program monitoring that track

Number of undergraduates who have a destination survey on post-graduate plans on file within six months of graduation.	Custom Outcome	Number	Gender, geography, PwD, University name	2022
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Intermediate Result 4. Facilitated dialogue and forum for conversations that leads to better alignment among relevant ministries (HE, Labour, Youth, and others), HEIS, and the private sector to develop and implement policy.

Number of partners reporting effective collaboration as a result of USG support	Custom Outcome	Number	Sector, region/location	2022
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Cross-cutting Result

CDC Net Promoter Score	Custom Outcome	Number	Sex, age, location, PwD, academic program	2022
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