

KNOWING WHAT WORKS

Central project evaluation

Youth Employment and Vocational
Education and Training in Kenya
Project number 2016.2110.1

Evaluation Report

On behalf of GIZ by Marie Ganier-Raymond (alteri), Alfred Ojwang (MICRODE CONSULT)

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Abbreviations

AHK	The Delegation of German Industry and Commerce for Eastern Africa – Auslandshandelskammer
BMZ	German Federal Ministry for Economic Cooperation and Development
CBET	Competency-based education and training
CDACC	Curriculum Development, Assessment and Certification Council
CPE	Central Project Evaluations
DAC	Development Assistance Committee
FC	Financial Cooperation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GmbH	Limited Company
HCD	Human Capacity Development
JSSWG	Joint Sub-Sector Working Group
KAM	Kenya Association of Manufacturers
FKE	Federation of Kenyan Employers
KEPSA	Kenya Private Sector Alliance
KfW	German Development Bank / Credit Institute for Reconstruction
KNQA	Kenya National Qualification Authority
ILO	International Labour Organisation
MoE	Ministry of Education
OECD/DAC	Organisation for Economic Cooperation and Development (OECD)/Development Assistance Committee (DAC)
PN	Project number
PWG	Permanent Working Group
TC	Technical Cooperation
TTI	Technical training institution
TVET	Technical and vocational education training sector
TVETA	Technical and Vocational Education and Training Authority
TWG	Technical Working Group



The project at a glance

Kenya: Promotion of youth employment and vocational training

Project number	2016.2110.1
Creditor reporting system code	11330 Vocational training
Project objective	The employability of qualified workers in Kenya is improved through practice oriented vocational training, promotion of entrepreneurship, and self-employment
Project term	01 January 2019 to 31 December 2020
Project value	EUR 3,000,000
Commissioning party	German Federal Ministry for Economic Cooperation and Development (BMZ)
Lead executing agency	Ministry of Education (MoE)
Implementing organisation in Kenya	Ministry of Education (MoE)
Other development organisations involved	Kreditanstalt für Wiederaufbau (KfW)
Target groups	Direct target groups: • Training personnel and management of three selected vocational training institutes • In-house trainers from selected companies participating in the cooperative training programme • State Department for Vocational and Technical Training Indirect target groups: • Trainees in companies and vocational training institutions in three cooperative training classes • Final beneficiaries are young people between 18 and 34 with an improved qualified labour market integration

1 Evaluation objectives and questions

This chapter describes the purpose of the evaluation, the standard evaluation criteria, and additional stakeholder knowledge interests and evaluation questions.

1.1 Evaluation objectives

The project to be evaluated is titled Youth Employment and Vocational Education in Kenya (PN 2016.2110.1), which will be referred to as the 'project' throughout the remainder of the report. It was a technical cooperation project that started on 1 January 2019 and ended on 31 December 2020. This is therefore a final project evaluation and part of GIZ's centrally steered Central Project Evaluations (CPEs). This project was randomly selected for evaluation following the GIZ CPE guidelines. These specify that about 40% of all GIZ projects with a commissioning value of at least three million euros are randomly selected, based on the regionally proportionate distribution of annual project locations.

Central project evaluations of projects commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) fulfil three basic functions: they support evidence-based decisions, promote transparency and accountability, and foster organisational learning within the context of contributing to effective knowledge management. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH structures the planning, implementation and use of evaluations to contribute best to these basic functions (GIZ, 2018a).

The specific evaluation objectives include:

- assessing the extent to which the project has achieved its expected short-term and intermediate outcomes;
- reviewing the implementation effectiveness and efficiency, and drawing lessons that can help determine the level of accountability and applicability of those lessons in decision-making;
- establishing how the outputs and outcomes link to the target beneficiaries, and what impact has been achieved so far against the project inputs;
- assessing how the structures, intervention methodologies and strategies contributed directly to successful implementation and how the project benefited from its participatory and partnership approach, including management structures, communications, and relationships to community/stakeholder involvement;
- assessing the alignment of the project with national and international development goals;
- assessing the integration of the project in the German development strategy;
- assessing the project's complementarity with the development strategies of other donors;
- assessing the project's financial management with respect to establishing value for money; and
- lessons learned and recommendations for stakeholder groups.

The findings on the project implementation, the conclusions and lessons learned will lead to recommendations and concrete suggestions for the next steps to further improve the activity of the follow-on project.

1.2 Evaluation questions

The project is assessed on the basis of standardised evaluation criteria and questions to ensure comparability by the German Development Cooperation. This is based on the Organisation for Economic Co-operation and Development ([OECD/Development Assistance Committee \(DAC\) evaluation criteria](#) (updated 2020) for international cooperation and the [evaluation criteria for German bilateral cooperation \(in German\)](#): **relevance, coherence, efficiency, effectiveness, impact and sustainability**.

Specific assessment dimensions and analytical questions have been derived from this framework. These form the basis for all central project evaluations in GIZ and can be found in the **evaluation matrix** (Annex). In addition, contributions to the 2030 Agenda for Sustainable Development and its principles are taken into account as well as cross-cutting issues such as gender, the environment, conflict sensitivity and human rights. Aspects regarding the quality of implementation are also included in all OECD/DAC criteria. Complementary to these questions, some stakeholders expressed specific knowledge interests in this evaluation, which are listed below.

Table 1: Knowledge interests by main evaluation stakeholder groups

Evaluation stakeholder group	Knowledge interests in evaluation/additional evaluation questions	Relevant section in this report
• GIZ Germany • MoE • AHK Kenya • Embassy • BMZ	• Is the industry satisfied with the training arrangements? • To what extent is the project feasible and replicable for the entire sub-sector? • To what extent is the concentration on the three domains of activities relevant?	Included in relevance criterion
• Cluster coordination • MoE	• To what extent are the aspirations of people living with disabilities taken care of in the project?	Included in relevance criterion
• BMZ	• To what extent does the project fit with the competencies of the trainers and the situation in the training institutions?	Included in relevance criterion
• GIZ Germany • MoE • Industry stakeholder	• To what extent can online formats replace classical settings (due to the COVID-19 situation)? Are such formats working?	Included in effectiveness criterion
• KAM • BMZ	• What value are partners deriving from the cooperative training? • To what extent does the introduced technology fit with the Kenyan situation?	Included in effectiveness criterion
• Cluster • BMZ	• Is an acceptance of the cooperative training concept to be expected in other business areas? • Is such a spill-over already visible? • What innovative methods could the project open for the market?	Included in effectiveness criterion
• AHK • MoE • Embassy	• Will there be a long-term need for the German Chamber of Trade to take a proactive role in order for this system to function? • What is required to ensure a better linkage between technical and financial cooperation? • How efficient is it to concentrate on technical and vocational training when so many donors already focus on it?	Included in efficiency criterion
• Cluster coordination	• To what extent does the project design gear towards poverty reduction?	Included in impact criterion
• Embassy	• How is students' transition to higher education treated during the implementation?	Included in sustainability criterion
• MoE • GIZ Germany • BMZ • Embassy	• What can be done to positively affect the mind-set concerning vocational and technical training as an option within society? • What needs to be done to ensure a broad impact? What does it mean in terms of ownership?	Included in sustainability criterion
• German Embassy • BMZ	• How sustainable is a high-end training approach for a few (maximum 800), when one million young people enter the labour market every year?	Included in sustainability criterion
• GIZ Germany • BMZ	• What are the activities and types of intervention already/jointly undertaken by other entities and to what extent have possibilities for coordination been explored? • What other agencies working in similar sectors?	Included in coherence criterion

2 Object of the evaluation

This chapter explains the evaluation object, including the theory of change and the results hypotheses.

2.1 Definition of the evaluation object

This evaluation aimed to assess the processes, results, and potentials of the project Youth Employment and Vocational Education and Training in Kenya (PN 2016.2110.1). The project was implemented in the Greater Nairobi area, the hub of industrial activity in the Republic of Kenya, over a two-year period (January 2019 to December 2020). It was financed by BMZ at a cost of up to 3 million euros.

The project had been granted a cost neutral time extension until 31 March 2021. Furthermore, the amendment offer for a follow-on module with an increased volume of 6.5 million euros has been granted, starting in April 2021 and ending in December 2022. The project had no direct predecessor.

Even though Kenya had the most advanced industrial sector in East Africa, this sector's contribution to overall economic performance was stagnating at around 20% over the years before 2019. One of the assumed reasons for this is the shortage of qualified professionals required to increase the country's industrial productivity and materialise the growth-potential of Kenya's manufacturing industries (GIZ, 2017: 7). Consequently, the shortage of adequately skilled professionals was attributed primarily to the weaknesses in Kenya's vocational education and training system, which was overly theoretical and did not target the needs of industry enough (KNQA, 2020: 7). The TVET Act 2013 established the Kenya Technical and Vocation Education and Training Authority (TVETA for the organisation and TVET for the sector) to regulate and coordinate all training in the technical and vocational training sector. The problem associated with skills shortage is exacerbated by the wide gender disparity in the training sector and imbalanced gender access to decision-making platforms in Kenya. In addition to males dominating at policy level, only 37% of students enrolled in training institutions were female in 2020 (Draft TVET Finance Policy 2020). Kenya is considered a fragile country because of the threats caused by the terrorist organisation Al-Shabaab in parts of the country. However, the project is being implemented in less conflict prone areas and it is actively contributing to economic integrating young people so it reduces the potential for radicalisation. Those setting up the project identified a core problem in a lack of personnel, training contents and organisations to carry out an initial implementation of employment-oriented cooperative training as described in the sub-chapter below.

2.2 Results model including hypotheses

The project is complementary to a financial cooperation measure, providing infrastructure and equipment to selected training and vocational institutions (Centres of Excellence) for job qualification and to a grants programme to ensure achievement of the project. The project focuses on the three main stakeholder groups that are part of the framework for the cooperative vocational training approach:

- the private sector – enterprises and private sector associations in the industrial sector,
- technical and vocational educational training centres – public training institutions, and
- TVETA, implementing reform of the Kenyan vocational training system.

The political partner of the project was the Kenyan Ministry of Education (MoE). The private sector associations Kenya Association of Manufacturers (KAM), Kenya Private Sector Alliance (KEPSA), Federation of Kenyan Employers (FKE), Permanent Working Group and the delegation of the German Industry and Commerce in Eastern Africa (AHK) played an important role as intermediaries with companies and with representation of the

private sector at political level. The direct target groups of the project were companies and technical training institutions (TTI) that could benefit from the cooperative training model. The ultimate beneficiaries for this project were young people finding qualified employment in industry in Greater Nairobi. The project focused on capacity development on individual, organisational and system levels.

The module aimed to create the preconditions for piloting an employment-oriented cooperative training system. The project focused on three main fields of activities with expected outputs for each that should contribute to the module objective:

Output A: Selected enterprises in the industrial sector are supported through capacity development and advisory measures that enable them to play an active role in designing and implementing cooperative vocational education and training. This result would be reached by (A.1) private and public participants jointly developing occupational standards and curricula and (A.2) qualifying in-company trainers to develop training possibilities within companies.

The major activities for output A were:

- coordination of private sector involvement in the technical and training education initiative;
- organisational development towards establishing sector skills advisory committees;
- specific advisory services and capacity development of specialised staff within the state department for the adaptation of professional standards and curricula;
- educating in-house trainers; and
- advisory services to companies for the introduction of practice-oriented internal training.

Output B

Selected public training institutions are strengthened through human capacity development (HCD) and organizational development to enable them to implement the new cooperative training courses in close coordination with the enterprises involved in the project. This result would be reached by (B.1) two new cooperative training courses adapted by training institutions; (B.2) procuring advanced practice-oriented training measures for teachers; and by (B.3), improving the institutional capacities for cooperative training.

The major activities for output B were:

- advisory services on developing and adapting educational materials;
- practice-oriented training for technical teachers;
- organisational and technical advice and capacity development for the school management of selected technical training institutions; and
- advisory services for cooperation between technical training institutions and firms for organising and implementing cooperative training.

Output C

Cooperative vocational training is institutionalised as an innovative model within the framework of Kenya's vocational education reform, and the state vocational education and training institutions that are responsible for implementing the reform are strengthened through the project's advisory and capacity development measures. This result would be reached by (C.1) promoting responsible government agencies in adapting regulations and guidelines for accreditation and certification of new cooperative training courses; (C.2) supporting the responsible government agencies in using two existing dialogue formats to coordinate cooperative training with the participation from the private sector.

The major activities for output C were:

- thematic and process capacity development as well as qualification measures for staff of the national vocational training system at the level of TVETA, the Curriculum Development, Assessment and Certification Council (CDACC) and the Accreditation Board; and
- advisory services for expanding public-private dialogue formats to promote knowledge management and feeding back learning experiences from the implementation of cooperative training into the reform process.

The three chains of results were assumed to lead to outputs (A, B, C), which in return should lead to the module objective: “The preconditions for the pilot realisation of employment-oriented cooperative vocational training are met.” The results model was based on various hypotheses, described as follows:

- **Hypothesis A:** If companies receive capacity development support to develop occupational standards and curricula for cooperative tuition and their in-house educators participate in schemes to train their trainers, they will gain more capacity to plan and implement high-quality cooperative training programmes.
- **Hypothesis B:** If cooperative training curricula include both companies and vocational schools as training facilities are developed and adopted by the relevant institutions – and educators develop their practical competencies and courses (adapted to needs and circumstances) along with cooperative training capacities in institutions – the quality of cooperative training will be ensured.
- **Hypothesis C:** If regulations and guidelines for accrediting and certifying new cooperative training courses are drafted and dialogue channels for stakeholders in cooperative processes are in place, then adequate tools to strengthen the coordination and regulation of agencies responsible for vocational training in fulfilling their mandate will exist.

The combination of hypotheses A, B and C was assumed to be the basis for fulfilling the module objective: the preconditions for the pilot implementation of cooperative vocational training are met. Preconditions for setting up the cooperative training model required that the ability of companies to provide training has developed together with the capacity of technical training institutions to provide vocational education in both locations – and that this took place according to the recognised occupational standards. Such a cooperative training approach would educate young people according to the needs of the private sector. This approach could contribute at impact level to improving the qualifications and employability of young people, which is the overarching development goal.

The goal would be attained in conjunction with other modules of technical and financial cooperation that could include support for start-up centres, entrepreneurship, scholarship and counselling. The technical and financial cooperation modules were part of the development cooperation programme commissioned by BMZ: Sustainable Economic Development – Promotion of Youth Employment and Vocational Training. The project contributed to the programme objective jointly with the KfW financial project for promoting vocational training: while GIZ concentrated on capacity development and advisory services, KfW focused on rehabilitating training institutions, infrastructure development and providing technical and IT equipment, capacity development for support and scholarships for trainees. By addressing both individual and institutional capacities, the modules supported one another. They were designed to bring system-level change to technical education and training at local and national levels.

The project was found to have a positive impact on the UN Sustainable Development Goals (SDGs): the cooperative training approach aimed to provide quality education (SDG 4) and influence qualified employment within industry, thus promoting economic growth (SDG 8). It also had a participatory development and good governance marker (PD/GG1), which was addressed by a project design that fostered dialogue and cooperative processes between state and industry for economic growth. Both expected positive impacts corresponded to the poverty orientation marker (AO1) granted to the programme. The project was granted a GG1 marker, which demands gender sensibility in its implementation, hence contributing to gender equality (SDG 5).

Overarching considerations were:

- Although the cross-cutting issues such as gender and environment were fundamentally addressed, the developed occupational profiles were male-oriented and promotion of the automotive sector leads to higher environmental concerns.
- The technical cooperation module and financial cooperation module were parts of the same programme and needed effective coordination in their timing.
- A precondition for the success of such a project is a well-functioning coordination process among the key stakeholders.
- Sustainability requires technical training institutions with an industry coordination committee and a strategic business plan to steer the implementation process.

Finally, potential unintended results were part of the evaluation. Some that were identified by the evaluation team during the inception mission included:

- The government responded with increased environmental regulations in relation with the development of the modern automotive sector.
- The project responded to the COVID-19 pandemic by introducing online training as a way to develop competencies during lockdown. The technical training institutions (TTIs) and industry trainers underwent online pedagogy and online content development training. Unintended effects could be an extension of their digital range and work ethics.

Potential negative unintended results:

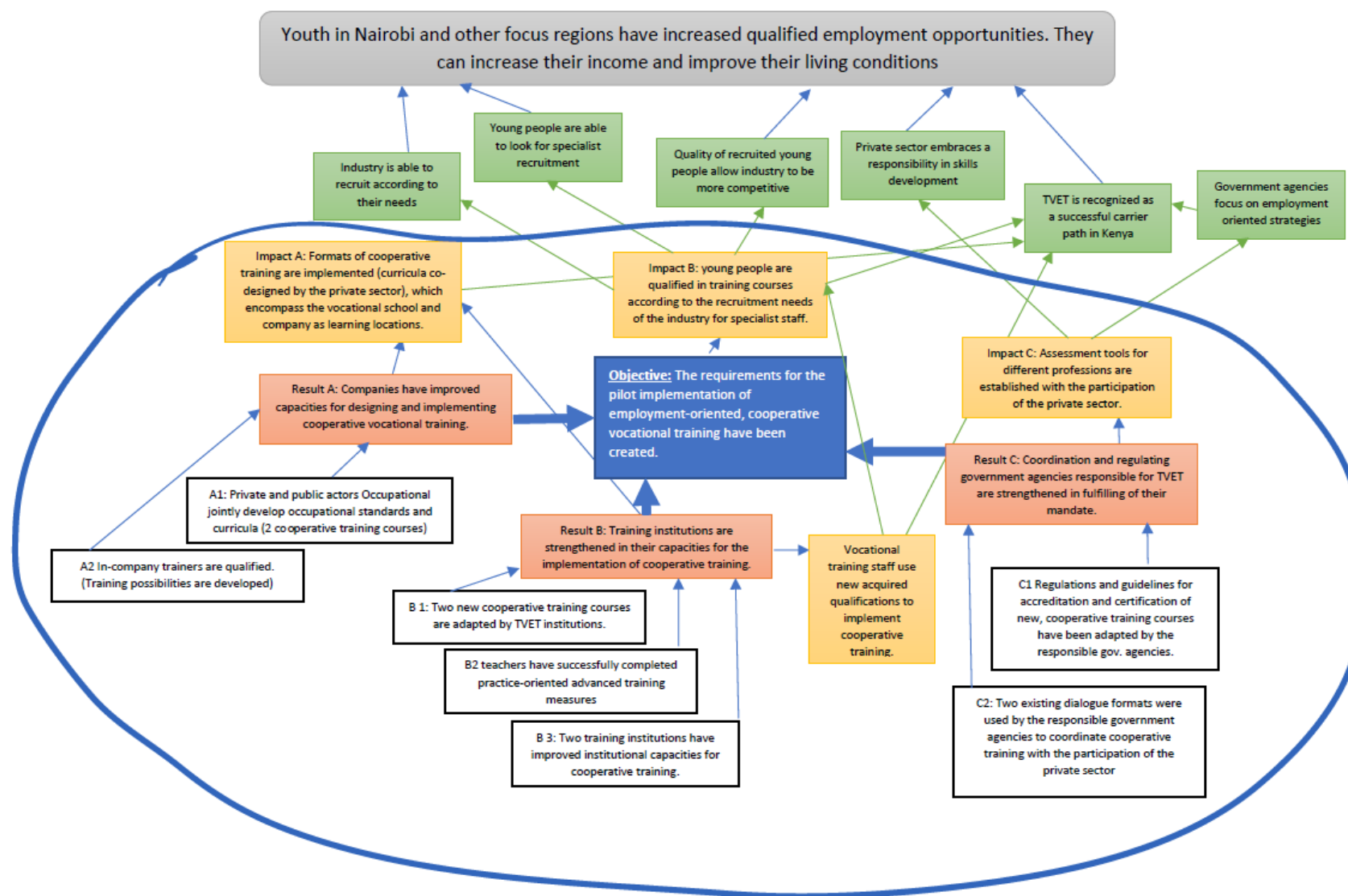
- Young women might refrain from entering cooperative training programmes in male-dominated occupations due to socio-cultural factors and the gender gap in qualifications could increase.
- Young women could be prone to gender-based violence and discrimination when they are a minority in a male environment.
- The project's success could contribute to the growth of the classic automotive sector, which would increase environmental damage in terms of carbon emissions and toxic waste management in repair shops.
- If successful, the low number of training places in the cooperative vocational training scheme might lead to conflicts among young people feeling left out of a privileged opportunity for qualified job market integration, thus fostering envy and radicalisation.

Figure 1 on the following page, which formed part of the project documents, was jointly reviewed during the theory of change workshop with the team and amended again during the evaluation mission. The results model represented the theory of change logic of the project. The white frames represent results leading to the results at output level (A, B, C). The project objective is highlighted in blue in the results' model. The orange frames represent results at outcome level that still lie within the system boundaries:

- **Impact A:** Formats for cooperative training are implemented (curricula codesigned by the private sector), which encompass the vocational school and company as learning locations.
- **Impact B:** Young people are qualified in training courses according to the recruitment needs of the industry for specialised staff.
- **Impact C:** Assessment tools for different professions are established with the participation of the private sector.
- **Impact D:** Vocational training staff use newly acquired qualifications to implement cooperative training.

The green frames outside the system boundaries represent results at impact level that lead to the overarching goal of the development programme: "Youth in Nairobi and other focus regions have increased qualified employment opportunities. They can increase their income and improve their living conditions". The project can only have an indirect influence on the expected results to be brought about by the conjunction of the results of all modules within the development programme commissioned by BMZ: Sustainable Economic Development – Promotion of Youth Employment and Vocational Training. The rationale behind the German development programme is that qualified employment demands a recognition of vocational training as a quality career path.

Figure 1: Current results model (March 2020) adapted during the evaluation mission



It demands that the private sector contributes to the recognition of vocational training as a means to recruit employees according to its needs in order to be competitive. Such changes will support the government's focus on employment-oriented strategies. The higher recognition of vocational training will then allow young vocational training graduates to look for specialist employment.

3 Evaluability and evaluation process

This chapter clarifies the availability and quality of data and the process of the evaluation.

3.1 Evaluability: data availability and quality

This section covers the following aspects:

- availability of essential documents,
- monitoring and baseline data including partner data, and
- secondary data.

Availability of essential documents

All essential documents have been available from the inception phase of the evaluation mission. The quality of the documents has allowed an unrestricted view of the project implementation. Project documents on the follow-on phase and amendment offers have been made available. Further, all essential documents in German language were made available in English translation in order to ensure equal participation of both evaluators.

Monitoring and baseline data including partner data

The project had the standard GIZ tool results-based monitoring as a main qualitative monitoring base. The project addressed three pioneer cooperation training classes with 15 to 21 trainees each and 36 trainers from 18 companies and three technical training institutions in total. Therefore, the qualitative monitoring base suited the purpose. At the inception of the project, the baseline was zero for all indicators. The project monitored the risks linked to the COVID-19 situation in Kenya and worldwide along with the political situation by receiving fortnightly briefs from the Security and Risks Management Office, which was in constant contact with the government and other international organisations (UN bodies and embassies). There was a high consciousness within the team that a fully-fledged monitoring system will be needed as soon as the project entered its first scaling-up phase (from 2021 on) with up to 200 trainees and potentially over 100 companies.

Considering the actual very small base of data, the project decided to set up a qualitative process milestones document with the official indicators. The document was regularly updated during the weekly meeting with the whole team (four persons), therefore there was clarity within the project team on when and how to collect information required. This allowed it to gather information for each indicator and add it to the practical monitoring document. The actual data was transferred to the results-based monitoring. The KOMPASS was not yet been introduced. There are no specific activities to monitor unintended negative results.

The monitoring is not linked to the partner's monitoring and evaluation system since the partners are monitoring different aspects of training and vocational education that are not linked to the cooperative training system. The project also carried out regular discussions with the MoE and the chambers where the milestones are discussed. The ministry aimed to accomplish the integration of 800 trainees into the cooperative system. The overall objectives for the next phase were decided during a workshop in January 2021, which had the

objective of setting up a monitoring system. For the time being, monitored project data was fed into the monitoring system of the overarching development programme Sustainable Economic Development and Vocational Training in Kenya.

Multiple context analyses were conducted by GIZ (professions) and KfW (technical training institutions) before the development measures started.

The qualitative context analysis and results-based monitoring were useful for this evaluation process. To assess the alignment, this data was linked to data from the cluster Sustainable Economic Development and Vocational Training in Kenya.

Secondary data

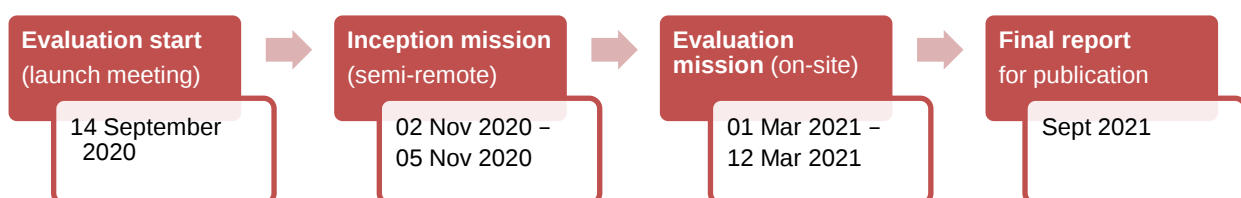
Secondary data included in the evaluation stem from government sources. They are the major sources utilised to assess the criteria relevance, coherence, efficiency and sustainability. They were also used for triangulation purposes and they are listed in the list of references at the end of the report.

3.2 Evaluation process

This section covers the following aspects:

- milestones of the evaluation process,
- involvement of stakeholders,
- selection of interviewees,
- data analysis process,
- roles of international and local evaluators,
- (semi-)remote evaluation,
- and context and conflict sensitivity within the evaluation process (if applicable).

Figure 2: Milestones of the evaluation process



Involvement of stakeholders

The evaluation team has been taking a fundamentally participatory approach to ensure evidence-based evaluation results, which should be useful to all stakeholders of the project. Therefore, the project team and major stakeholders were involved in the evaluation process from the start of the inception phase. During the inception and evaluation missions, the evaluation team carried out intensive semi-remote workshops with the whole GIZ project team, ending with the restitution workshop. The embedding of the project in the German development programme was evaluated through discussion with all major GIZ stakeholders, BMZ and KfW.

The questions from major stakeholders with potential knowledge interests in the assessment process were added to the evaluation design after interviews during the inception mission (see Table 1 in Chapter 1.2). Other stakeholders were informed in February 2021, and all agreed to be involved in the main evaluation phase.

The table below shows how data was collected during the evaluation mission and lists the interview partners. The data collection process included individual interviews and focus group discussions with representatives of German technical and financial cooperation and other development partners. It also involved the large range of national stakeholders as well as external stakeholders, mainly other donors implementing projects in the training field as well as an external technical training institution focusing on young people with special needs. This allowed a more comprehensive view of the training and vocational institutions landscape and gave an example of focus on vulnerable groups according to the LNOB principle. The mix of interview partners was important for assessing the potential of the project for scaling up as well as its replicability in other geographic and thematic areas. Interviews and/or workshops were also carried out with beneficiaries, which were trainees profiting from the cooperative training scheme with practical courses in industry and qualified trainers in the two pioneer classes as well as technical institute trainees outside of the cooperative system. The evaluation mission ended with a debriefing meeting with the project team, the GIZ country manager and sectoral department, and the cluster coordinator. This created a shared understanding and allowed for clarification, changes, or additions into the evaluation findings.

The final evaluation report and its recommendations will be published by GIZ, and it should be useful for the other stakeholders in Kenya as well as GIZ and BMZ. Although the follow-on project has already started, lessons from the initial project will be used to inform its work. Positive findings can strengthen related activities, while the results of lessons and key findings for sustainability can be considered in the implementation process.

Selection of interviewees

The process leading to the selection of interview partners started with reconstructing the theory of change towards an understanding of which individuals and groups play a role in the project context, and which external stakeholders might also provide knowledge on training development in Kenya. The evaluation team ensured a representation of all groups of stakeholders: GIZ and BMZ, representatives of TVETA training institutions, private companies and the other donors. The project team helped with contacts for the suggested interview partners. However, the evaluation team made the final decisions and organised the appointments independently. The small number of stakeholders and final beneficiaries and the fact that the project was implemented around the city of Nairobi made it possible to reach a good representation of all central stakeholders without any limitations.

Table 2: List of evaluation stakeholders and selected participants

Organisation/company/ target group	Overall number of people involved in evaluation (including gender disaggregation)	Number of interview participants	Number of focus group participants	Number of workshop participants	Number of survey participants
Donors	1	1 (f)			
BMZ					
GIZ	10	5 (f) 5 (m)		6	
Project team Kenya, Cluster Sustainable Economic Development Kenya, German country management, Sectoral Department					
Partner organisations (direct target group)	14	9 (m) 5 (f)			

Organisation/company/ target group	Overall number of people involved in evaluation (including gender disaggregation)	Number of interview participants	Number of focus group participants	Number of workshop participants	Number of survey participants
MoE, TVETA, KAM, Kenya National Qualification Authority, Curriculum Development Assessment and Certification Council, Joint Sub-Sector Working Group, Permanent Working Group, technical training institutions, in-house trainers from various companies					
Other stakeholders (public sector participants, other development projects)	4	3 (f) 2 (m)			
KfW, World Bank Nairobi, Mastercard Foundation, USAID, Canadian High Commission					
Civil society and private sector actors	(m)				
Cooperative training company Krones: chief trainer. Automotive company conducting cooperative training: manager. Industrial mechanical company conducting cooperative training: manager. Autobody company conducting cooperative training: manager					
Universities and think tanks	1	1 (m)			
University of Nairobi, Department of Engineering					
Final beneficiaries/indirect target groups (sum)					
Cooperative training trainees	14 (m), 5 (f)		14 (m), 5 (f)		
External trainees	11 (f), 10 (m)				
Note: f = female; m = male					

Data analysis process

In the context of this evaluation the data collection method was purely qualitative, due to the small number of direct and indirect beneficiaries linked to the prototype character of the project (mentioned as pilot implementation in the project objective). Data collection took place through direct interviews, workshops and group discussions using adapted versions of the questions from the evaluation matrix and the results were transcribed in a master document. The qualitative data was analysed through thematic coding and triangulation. All the narratives were thematically displayed in excel spreadsheets for sorting and corroboration purposes. The method specifically focused on extracting the voices of the key, primary and secondary stakeholders to explain the changes and describe the achievements, lessons learned and mitigation measures during the implementation period.

Since the overall number of direct target groups (trainers, firms, government bodies) was very small, the evaluators have conducted interviews with all. They applied the same methodology to final beneficiaries, given that only two pioneer classes have taken place so far. The external trainees who were interviewed come from classes that had similar contents but were not part of the pioneer cooperative training classes. The evaluators also contacted technical and training institutes not participating in the project for external views on the project.

Roles of international and local evaluators

The table below outlines the profiles and roles of international and national evaluators.

Table 3: Roles and tasks of the evaluation team

	International evaluator	National evaluator
Role	- Steering of the evaluation project - Main contact person for the GIZ evaluation unit and BMZ - Main author of the evaluation report	- Local context expert - Main contact during the evaluation mission - Co-author of the evaluation report
Splitting of tasks	- Main responsibility during the inception phase - Drafting of interview guidelines - Data collection with partners, stakeholders in Kenya, GIZ, KfW, BMZ (virtual interviews, group discussions and online workshops) - Participation in workshops and presentations with the project team, the evaluation unit and other stakeholders - Data triangulation	- Contribution to the inception phase - Main responsibility in data collection with technical institutes, private companies and final beneficiaries - Data collection with GIZ, national partners and stakeholders in Kenya - Participation in workshops and presentations with the project team, the evaluation unit and other primary stakeholders - Data triangulation

Semi-remote evaluation

Both the inception mission and the evaluation mission were semi-remote missions due to COVID-19. Whenever possible, evaluators carried out the interviews jointly, with the international evaluator virtually present; meanwhile the national evaluator was either on the premises or virtually present. Limitations to the methodology were:

- Technical training institutes and companies did not have sufficient internet access to allow the international evaluator to participate.
- Virtual meetings did not allow the international evaluator to fully appreciate the situation, as they are normally given tours of the premises and take part in ad-hoc discussions with spontaneously identified informants.
- There were only limited possibilities to redirect a discussion when necessary, since the virtual context does not allow the evaluation to carry out spontaneous informal discussion about the process.

Therefore, semi-remote evaluation missions demand a higher level of coordination, comparison of results and potential re-steering of the evaluation process during the evaluation mission and the data analysis process. Major hurdles experienced during the semi-remote evaluation process were:

- Assessment based on visual perception of the situation was not possible for the international evaluator.
- Spontaneous interviews with secondary knowledge carriers on interview premises were excluded.
- Loops in interview processes during the course of the mission (such as coming back to an interviewee for clarification or precision) were not possible.
- Continuous informal analysis within the evaluation team between the face-to-face interviews or at the end of an evaluation day could not take place.
- The two evaluators did not always have direct access to the same data: for instance, the international evaluator could not access direct assessment of technical and training institutions and the national evaluator had no direct appraisal of German decision-making processes.

Context and conflict sensitivity within the evaluation process

Kenya is considered a fragile country (GIZ, 2020e: 12). Therefore, the project proposal demands design and monitoring based on the “do no harm” principle. The evaluation incorporated questions on context and conflict sensitivity into the evaluation design to specifically pose to German stakeholders (GIZ, BMZ, KfW) and cross-check with the primary stakeholders in the process. The evaluation process was not subject to any specific

risks since the Nairobi area is not particularly prone to conflicts and the issue of training and vocational education is not conflictive as such.

4 Assessment according to OECD/DAC criteria

The assessment of the project addressed all dimensions and standard evaluation questions from the evaluation matrix (see Annex).

4.1 Impact and sustainability of predecessor projects

The evaluation object Youth Employment and Vocational Education and Training in Kenya (PN 2016.2110.1) has no predecessor. No other German bilateral cooperation project carried out an intervention with a similar approach in the past.

4.2 Relevance

This section analyses and assesses the relevance of the project Youth Employment and Vocational Education and Training in Kenya.

Summarising assessment and rating of relevance

Table 4: Rating of OECD/DAC criterion – relevance

Criterion	Assessment dimension	Score and rating
Relevance	Alignment with policies and priorities	30 out of 30 points
	Alignment with the needs and capacities of the beneficiaries and stakeholders	27 out of 30 points
	Appropriateness of the design	20 out of 20 points
	Adaptability – response to change	19 out of 20 points
Relevance total score and rating		Score: 96 out of 100 points Rating: highly successful

Youth Employment and Vocational Education and Training in Kenya (PN 2016.2110.1) had a high correspondence to Kenya's national vision for creating quality jobs in manufacturing with the involvement of the private sector in technical and vocational educational training development. The project was consistent with the government's Vision 2030 (NESC, 2007), which aims to transform Kenya into "a newly-industrialised, middle income country". It addressed one key policy direction that expected training institutions to 'provide improved quality and efficiency of the training of personnel that meets human trained the industry need' (Government of Kenya [2020a: 2](#)). The project was also in line with the Big Four Transformative Agenda that aims at 'increasing the manufacturing share of GDP from 8.4% to 15% in 2030' (Government of Kenya, 2020b: 1). The Big Four Agenda has been the catchphrase for President Uhuru Kenyatta's development priority areas focusing on manufacturing, universal healthcare, affordable housing and food security to ensure prosperity and economic growth ([World Bank, 2021](#)).

The project conformed with the German bilateral cooperation agreement with its focus on cooperative training and vocational education in the context of sustainable economic development in Kenya. According to key decision-makers (Int_1,2,23) in the Ministry of Education, the project came at the right time when the government made training a national priority and it was providing resources to the sector. Senior management staff (Int_28,29,30) of the technical training institutions were unanimous in their opinions that the cooperative training approach was providing what they require to deliver demand-driven programmes that respond to the new government initiatives. The companies agreed that the project provides them with the skilled workforce they need (Int_5,6,7). The limited scope of the project's design with only selected technical training institutes and companies was appropriate for testing the approach in Kenya in a precise way.

In total, the relevance of the project was rated as level 1: highly successful with 96 out of 100 points.

Analysis and assessment of relevance

An analysis and assessment of relevance examined the extent to which the project objectives were aligned with the policies and priorities of the major stakeholders. In the Kenyan context, the relevance criterion assessed the project's alignment with the training and vocation educational sector's main objective of expanding youth employability and creating a mass of skilled potential employees for industrial development. The data on relevance derived from national documents. The German Country Strategy on Bilateral Development Cooperation Kenya 2018–2024 (BMZ 2018) and the overarching German development programme provided primary data sources to assess the relevance. Triangulation of findings took place through interviews with official sources within the Kenyan MoE authorities, and with key stakeholders and German Development Cooperation officials to confirm or contradict assumptions concerning the relevance of the project.

Photo 1: Presidents Frank-Walter Steinmeier (Germany) and Uhuru Kenyatta (Kenya) lay foundation stone (Source: evaluation team).



Relevance dimension 1: alignment with policies and priorities

The project was aligned with the Kenyan government's Vision 2030 that aims to transform Kenya into 'a newly-industrialising, middle income country' (NESC, 2007) with effective and relevant skills to service a modern economy. Interviews with key stakeholders (Int_1,2,16) assert that the project is aligned with the Kenyan policies and priorities of human development. It is also aligned to the Big Four Agenda 'increasing the manufacturing share of GDP from 8.4% to 15% in 2030' (Government of Kenya, 2020b: 1). Manufacturing could contribute 1.3 million new jobs by 2022 (GIZ 2020e). The project was aligned well with the German Country Strategy on Bilateral Development Cooperation, which refocused from health to training and employment creation (BMZ 2018). Interviews with officials within the German Development Cooperation, MoE senior personnel and with key stakeholders, all confirmed assumptions on the project's relevance to the Kenyan economy (Int_1,16).

The project had rolled out in a conflict-sensitive country. Therefore, it assessed the potential risks that could affect its operation with a Peace and Conflict Analysis matrix (GIZ 2016d). The matrix analysed threats caused by the terrorist organisation Al-Shabaab in parts of the country. Since the project was implemented in less conflict-prone areas and was actively contributing to integrating youth economically and reducing radicalisation potential, the project has been deemed safe (Int_1). During project implementation, the Security and Risk Management Office regularly updated the GIZ office on potential risks and spelled out adapted recommendations as part of the standard operating procedures. The office also assessed COVID-19 risks, and the project devised a strategy to continue with training during the COVID-19 lockdown.

Relevance dimension 1 – alignment with policies and priorities – scored **30 out of 30 points**.

Relevance dimension 2: alignment with the needs and capacities of the beneficiaries and stakeholders

The direct beneficiaries of the project included the training personnel and management of the selected technical and training institutes. They also included in-house trainers from selected companies participating in the cooperative training project, the State Department of Vocational and Technical Training, and TVETA. The training institute staff lacked practical knowledge on up-to-date industrial technology and requirements. According to the project team, the trainers generally concentrated on imparting theoretical and outdated vocational training. As a result, companies hiring young graduates needed to retrain them before they could be fully effective (Int_1,2,3,15,29). The in-house trainers in return lacked pedagogic competencies to ensure the effectiveness of new recruits (Int_1,3,5,6). TVETA was a young institution set up in 2013, which needed to develop the structure of its competency-based education and training (CBET) accreditation system and its regulation procedures. The project was set up to offer a response to such expressed needs (Int_1,2). All parts of the educated formal sector in the capital city of the country turned out to be beneficiaries and primary stakeholders. The young people participating in the cooperative training project (final beneficiaries) were selected through an entry examination process. Therefore, the principle of Leave No One Behind from Agenda 2030 was not explicitly taken into account in the project.

The interviewed beneficiaries acknowledged that the project conformed with their needs and capabilities (Int_2,3,18). In addition to enhancing practical and pedagogic competencies, the project was promoting collaboration between industries and technical institutes, which had a positive impact on the exchange of practical experiences. Due to capacity development of the trainers, their trainees acquired the skills needed for employment after graduation (Int_4,10,16). All interviewed companies confirmed that the competency-based curricula elaborated in the course of the project were adapted to the needs of existing industries in Kenya (Int_5,6,7). The curriculum development process was conducted in collaboration with technical institutes, companies, and the TVETA – which regulates the certification process of the new curricula. The State Department for Vocational and Technical Training confirms the project's relevance because it strengthens the procedures of the national authorities.

Relevance dimension 2 – alignment with the needs and capacities of the beneficiaries and stakeholders – scored **27 out of 30 points**.

Relevance dimension 3: appropriateness of the project design

The evaluation team reviewed the appropriateness of the intervention's design in terms of technical, organisational and financial aspects. The team also assessed its approach to sustainable development. The intervention was based on a holistic approach to sustainable economic development. This was achieved by concentrating on flexible competency-based contents, and the increasing ability of stakeholders to collaborate on developing training according to actual needs. Staff and management (Int_4,28,29,30) of the technical institutes were unanimous that the project provided what they needed in order to deliver employment-oriented vocational training. They considered the design to be precise and plausible. Technically, the project curriculum was based on industrial occupational standards described by industry: it was built on competency-based education and it was driven by demand (Int_1,7,16).

The project approach was tailored on high-level collaboration among stakeholders such as TVETA and the Kenya National Qualification Authority (KNQA), technical institutes, development partners and industries (Int_1,3,4,13). It also decided that the scale of its operation be limited to three institutes with the surrounding industries: therefore, the selected system boundaries were clearly defined and plausible. This not only saved time but also the cost of its operations, and it allowed to assess whether the design can be rolled out on a bigger scale. The project is designed in line with the KNQA framework which demands training providers "to prepare market ready graduates to meet industry demand" (KNQA, 2020). The activities, instruments and outputs were all directly relevant for reaching the project objective. The strong collaboration processes between the three groups of major stakeholders confirmed the plausibility of the underlying hypotheses. Coordination was enhanced by how the Technical Working Group set up the project, which included participation by TVETA and development partners to ensure the continuous alignment of donor projects with national policies. New initiatives along with ongoing projects in the vocational training sub-sector were also discussed on a quarterly basis within the Joint Sub-Sector Working Group, with active contributions from the project. TVETA, donors and the private sector met on this larger platform (Int_1,3). The Joint Sub-Sector Working Group discussed pathways from education to employment (R15) and also strengthened the relevance and complementary aspects of the development projects that were carried out in the sector.

Within the scope of the project objective, KfW focuses on rehabilitating training institutions, which offers an added value for the sustainable development of the training sector after the project is phased out.

Relevance dimension 3 – appropriateness of the design – scored **20 out of 20 points**.

Relevance dimension 4: adaptability – response to change

The project was adapted to TVET pedagogical change introduced in the country in 2018: The Competency Based Education and Training (CBET) is a mode of training that emphasises the acquisition of competences instead of theoretical knowledge. It was designed to meet the demands of industry and business (TVET Strategic Plan 2018–2022). Stakeholders (Int_1,2,15) affirmed in interviews that the project has responded to the TVET Act (Government of Kenya, 2013) and the National Skills Qualifications Policy (KNQA, 2020). The project's response to change has also been noted in how it met the challenges of COVID-19 by introducing online learning for its training module to ensure that (theory-based) elements of the training continued. Online training has become a permanent feature that offers flexibility, which allows institutions to cater for different intakes.

Relevance dimension 4 – adaptability and response to change – scored **20 out of 20 points**.

Methodology for assessing relevance

Table 5: Methodology for assessing OECD/DAC criterion – relevance

Relevance: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Alignment with policies and priorities	Analysis of the alignment of the project (PN 2016.2110.1) with • BMZ German development country strategy Kenya • BMZ sector strategy on training and vocational education. • Kenya national strategies (Vision 2030, TVET Reform Act and sector strategy for Sustainable Economic Development and Vocational Training Kenya.) Analysis of consistency with national standards mentioned in the Kenya Vision 2030 and international norms and standards set out by ILO. Analysis and assessment of risks the project faces and its mitigation considerations.	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1); no specific evaluation design was applied. Empirical methods: • Analysis of development cooperation documents • Analysis of national and international norms and standards • Triangulation with qualitative interview transcripts.	• No restrictions on availability and access to relevant project and programme data. • Good representation of the key stakeholders. • High response rate: interest expressed by interview partners in contributing to understanding of the intervention. • Possibility of data triangulation through comparison of context analyses with interview transcripts. • High evidence strength through open discussions with German development partners. • No negative influence from the fragile context on the quality and validity of the data and access to target groups.
Alignment with the needs and capacities of the beneficiaries and stakeholders	Analysis of the alignment of the project with the Kenyan effort to improve youth integration in the labour market and the needs of the direct and indirect beneficiaries. According to the preliminary context analyses these are: • Direct beneficiaries need capacity development to provide high-quality training to young people within training institutes and companies • Indirect beneficiaries require high-quality training in order to start qualified work within companies.	Evaluation design: Same as above Empirical methods: Same as above	Ibid.
Appropriateness of the design*	Analysis of the intervention design, its precision and plausibility and the underlying assumptions. Analysis of its sustainability in the country's economic needs. Analysis of its complementarity and coordination with the development efforts of other donors and its use of existing systems.	Evaluation design: Same as above Empirical methods: Same as above	Ibid.

Adaptability – response to change	There is no official change offer. Therefore, analysis of the project response to national changes in orientation and COVID-19 linked challenges and potential risks.	Evaluation design: Same as above Empirical methods: Same as above	Ibid.
* The project design encompassed the project's objective and theory of change (GIZ results model, graphic illustration, and narrative results hypotheses) with outputs, activities, instruments and results hypotheses as well as the implementation strategy (methodological approach, capacity development strategy, results hypotheses).			

Conflict sensitivity in the project design

Kenya has been considered a fragile country by BMZ due to the terrorist activities of the Somali Islamic organisation Al-Shabaab in remote regions bordering Somalia (GIZ 2016d). The terrorist organisation was taking advantages of the radicalisation of desperate young people. The project design was concentrating on the capital city and offered better economic integration opportunities for young people. According to BMZ and all primary stakeholders of the project, its design offered a contribution to stabilising the country. It was therefore relevant for the struggle against terrorist threats.

4.3 Coherence

This section analyses and assesses the coherence of the project. It is structured according to the assessment dimensions in the GIZ project **evaluation matrix** (see annex).

Summarising assessment and rating of coherence

Table 5: Rating of OECD/DAC criterion – coherence

Criterion	Assessment dimension	Score and rating
Coherence	Internal coherence	45 out of 50 points
	External coherence	50 out of 50 points
Overall score and rating		Score: 95 out of 100 points Rating: highly successful

The project was highly successful in terms of both internal and external coherence. Internally, the project was highly coherent with other interventions of the German bilateral cooperation within the framework of sustainable economic development: 'Promotion of youth employment and vocational training'. The objective of the development programme was: 'The employability of qualified workers in Kenya has improved' (GIZ, 2020). The cooperative training project was one of the modules contributing, together with other technical and financial cooperation projects, to achieving this objective. Internal coherence was ensured through close interlinkage between projects within the development cluster. This involved communication between the financial and the technical cooperation modules, with a joint monitoring and reporting structure for introducing the cooperative training project. Cooperation of the project with the Delegation of German Industry and Commerce for Eastern Africa (AHK) also contributed to the coherence: the trade association participated on one hand by identifying private companies with potential to conduct cooperative training and on the other hand, with capacity building for industry training that ended with an official certification for the companies.

Externally, the project proved highly coherent with national efforts in vocational training development with its introduction of training based on industry demand. The coherence with the development efforts of other donors

was guaranteed by the activities of the Joint Sub-Sector Working Group, in which all major donors coordinated their efforts towards the development of vocational training. The external coherence is also highly ensured through the incorporation of the training approach in existing technical institutes and company structures.

In total, the coherence of the project is rated as **level 1: highly successful with 95 out of 100 points**.

Analysis and assessment of coherence

Analysing coherence involved an appraisal of the project's compatibility with other interventions in Kenya in the context of skills-based promotion of employment. Internal coherence required an analysis of the potential synergies and division of tasks with other German cooperation projects in this specific area. It also needed an assessment of the project's adherence to national and international norms. An investigation of external coherence assessed coordination and harmonisation within the donor landscape. The data available for the coherence criterion came initially from the government itself. External coherence was mainly analysed through the same base of data, with the addition of qualitative interviews with stakeholders among and coordinating bodies in the field of operations.

Coherence dimension 1: internal coherence

The project was part of the cluster that carries out a variety of projects related to the sustainable economic development programme, which also includes financial cooperation projects implemented by KfW. All projects lead to the goal of improving employment perspectives of youth.

The project focused on practice-oriented vocational training. The other modules within the development programme promoted youth integration through scholarships for poor young students, supported small businesses in the formal and informal sector, and promoted entrepreneurship in start-ups (GIZ 2020b); this ensured the complementarity of approaches within the programme. Therefore, developing the preconditions for pilot implementation of the cooperative training project fit into the broader German engagement for employment-oriented vocational training. The project strengthened the involvement of companies in the description of competences required for the economy, and their capacity to provide in-house trainings. This had potential for synergies with the other technical and financial cooperation projects, since self-employed youth could then provide services on demand to the companies offering cooperative training. This would enhance the contribution of private companies to economic growth (Modulvorschlag:13) and strengthen the ability of state authorities to harmonise training qualifications and standards, a key to recognising skills developed in the informal sector (KNQA, 2020: 7).

Furthermore, these developments could strengthen the ability of technical and training institutions to provide high-quality preparation that is coherent and complementary with the objectives of the other German technical and financial modules focusing on scholarships, self-employment in the formal and informal service sector, start-ups and digitalisation. The training of trainers approach implemented within the institutions and the companies could also contributed to skills development that corresponds to the activities of other German cooperation projects. Therefore, synergies were created between the project and further technical and financial cooperation projects.

The project was consistent with international norms and standards to which Germany is committed, specifically with [ILO Human Resource Development Convention \(C142\)](#), which Germany has ratified. This standard supports the harmonisation process in the vocational training field:

- **Article 1** codifies the adoption and the development of comprehensive and coordinated policies and programmes of vocational guidance and vocational training, closely linked with employment.
- **Article 2** calls for the establishment of open, flexible, and complementary systems.
- **Article 4** focuses on the extension and harmonisation of training and vocational education systems.
- **Article 5** demands the integration of employers' and workers' associations together with other interested bodies (ILO, 1975).

The configuration of the project was particularly coherent with this convention through the participative integration of companies' associations, the formation of the Technical Working Group – which included the private sector and all donors contributing to training and vocational education belong – and regular coordination with the State Department (GIZ 2017: 17,18; Int_2,3,6,17). It was also consistent with the 'do no harm' principle since it introduced a new approach within an existing system without weakening its pillars: companies, technical institutes and the corresponding state authority were strengthened in all their functions.

Internal coherence was achieved with transparent cooperation processes and an effective steering structure within the development programme as well as at cluster level. Through monthly meetings within the cluster, its coordination was able to promote synergies among the projects. Furthermore, the GIZ training and vocational team met weekly.

The primary stakeholders acknowledged the strong coordination within the German development programme as an asset for the coherent growth of the Kenyan training sector (GIZ 2017: 15; Int_2,3,6). The extended exchange structure between TC and FC projects create a strong base for synergies and complementarity within the development programme. The project met formally each month with the KfW head of office and it met on a quarterly basis with the State Department for Vocational and Technical Training to steer coordination between the technical and financial cooperation projects. The project also conducted frequent informal meetings with the consultant implementing the financial cooperation project within the technical training institutions (Int_1,31,33). An obstacle to the joint FC and TC pilot implementation of the cooperative training approach is linked to the differing decision-making structures for GIZ and KfW. While GIZ rolled out the technical cooperation module in January 2019, launch of the financial cooperation module focusing on the structural improvement of technical institutions where cooperative training takes place is still pending (at time of publication). This led to different time frames for implementation and a potential decrease in up-to-date practical training within the institutions (Int_2,13).

The project was highly successful in achieving internal coherence and scored **45 out of 50 points**.

Coherence dimension 2: external coherence

As stated above, the TVET Act of 2013 created the TVETA, TVET-CDACC, and the TVET Funding Board. The project actively supported the national training sector reform process, specifically through the output process C (GIZ, 2016e). The coherence of the project's activities with the partner's own efforts to develop the training sector were coordinated every other week during the *Jour Fixe* with the political partner. The partner started its efforts to modernise its training programmes in 2013 with the TVET Reform Act (Government of Kenya, 2013), which corresponds to a goal of the Kenya Vision to substantially increase the transition rate to technical institutions (NESC, 2007: 6).

Germany was not the sole partner contributing to the development of vocational training in Kenya. Other donors implementing vocational training and skills development programmes in Kenya were World Bank, USAID, Mastercard Foundation and the Canadian High Commission (GIZ, 2020: 6). The project was unique in that it is the only development partner introducing a cooperative training approach with the equal involvement of companies, technical institutes and state authorities. The project carried out its activities within the existing premises of the technical institutions and private companies, which were slated for improvement during project

implementation through financial cooperation brought about by KfW in the framework of the German Development Programme (Int_3,11,28,29). External coherence was ensured through the monthly coordinating activities of the Technical Working Group, which was set up by the project with the State Department (TVET Secretariat) as a new coordinating structure. Development partners participated in the coordination to ensure that donor-supported projects were aligned with national policies. The meetings were also used to facilitate mutual understanding of the benefits of the implemented approaches (Int_3,11,17). Content, progress and limits in the vocational training sub-sector were discussed on a quarterly basis within the Joint Sub-Sector Working Group, which had been in existence prior to the project. State Department, donors and the private sector met on this broader platform (Int_1,3). The working group discussed potential pathways from education to employment (Int_1,15,31) and also contributed to the coherence and complementarity of the projects. The structures, however, were not used for monitoring and evaluation.

The project is highly successful in achieving external coherence.

Coherence dimension 2 – External Coherence – **50 out of 50 points** in coherence dimension 2.

Methodology for assessing coherence

Table 6: Methodology for assessing OECD/DAC criterion – coherence

Coherence: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Internal coherence	Analysis of the complementarity of the project (PN 2016.2110.1) with the other German development projects in Kenya that are parts of the country strategy on youth employment and lie within the development programme (cluster) Sustainable Economic Development and Vocational Training Kenya and promote youth integration through self-employment and start-ups. Analysis of the consistency with national and international norms and standards: • Kenya Vision 2030 • TVET Reform Act • German Bilateral Cooperation Strategy • SDG and Leave No One Behind principle • ILO TVET standard	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1); no specific evaluation design was applied. Empirical methods: • Analysis of development cooperation documents • Analysis of national and international norms and standards • Triangulation with qualitative interview transcripts	• No restrictions on the availability of project and programme data • Good representation of the specific stakeholders • Direct response rate • Possibility of data triangulation through comparison of context analyses with interview transcripts • High evidence strength through open discussions with German development partners • No negative influence from the fragile context on the quality and validity of the data and access to target groups – no restriction to accessing relevant data
External coherence	Analysis of the project's coherence with the Kenyan effort to improve youth integration in the labour market; analysis of complementarity and coordination with the development efforts of other donors along with use of existing systems.	Evaluation design: Same as above Empirical methods: Same as above	• No restrictions on the availability of relevant national documents • Good representation of the specific stakeholders • Collection of additional data possible • Strong evidence quality through open discussions with other development partners

4.4 Effectiveness

This section analyses and assesses the effectiveness of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex 1).

Summarising assessment and rating of effectiveness

Table 7: Rating of OECD/DAC criterion – effectiveness

Criterion	Assessment dimension	Score and rating
Effectiveness	Achievement of the (intended) objectives	30 out of 30 points
	Contribution to achievement of objectives	30 out of 30 points
	Quality of implementation	20 out of 20 points
	Unintended results	15 out of 20 points
Overall score and rating		Score: 95 out of 100 points Rating: highly successful

The project was highly successful in all dimensions of the effectiveness criterion. All four project objective indicators originally agreed with BMZ were assessed as SMART (specific, measurable, achievable, relevant and time-bound). Targets were overachieved in time for three out of four indicators. Since the project contributed to better employment and consolidation of a higher quality vocational training system, it helped advance the stabilisation of the country through potential for improving the economic integration of youth. The project also reached a higher than planned integration of young women into the training schemes.

The outputs were partially be delivered according to original planning. A delay in implementation is due to the closing of TTIs during the COVID-19 lockdown. Therefore, the first curricula elaborated comprised e-learning elements. Despite the lockdown, internal monitoring showed that both the institutes and in-house trainers used their new pedagogical and technical competencies and worked according to the cooperative training curricula and three new professional standards with participation of the private sector were accredited.

Cooperation and communication among stakeholders of the training system has increased. The contribution of the project to achieving the objective was obvious because it had a unique approach within the Kenyan vocational training landscape, which was acclaimed by other donors. Activities carried out in parallel with state authorities, private sector and training institutes were the major internal factors contributing to realising the objectives. The sectoral coordination bodies – including those functioning before the project's inception – were external factors contributing to the achievements. This facilitated set-up of a steering structure and strategy implementation and its new cooperation processes. An unintended positive result was the introduction of e-learning modules as part of the competency-based training strategy and new digital competencies for both trainers and trainees.

In total, the effectiveness of the project was rated level 1: highly successful with **95 out of 100 points**.

Analysis and assessment of effectiveness

Analysis of effectiveness set out to appraise how well the project had reached its objectives, along with the conditions that could have affected its progress. It also sought to determine the project's contribution towards achieving the objectives, the quality of implementation itself and whether the project had unintended results. The analysis began with an appraisal of the project indicators and their achievement.

Effectiveness dimension 1: achievement of the (intended) objectives

All project documents show that the objectives were met, and indicator targets (over) achieved. The conjunction of the indicators adequately reflected the project objective. The theory of change discussed with the project team was appropriate: it led from activities to outputs, which led to the project outcome. The project had planned to achieve two curricula codesigned by the private sector and the state authorities with companies and TTI as separate training locations equal in quality. At the end of the project, three curricula were designed; the difference from the agreed upon operational plan consisted in additional e-learning contents – in light of the COVID-19 situation. The trainers used their new qualifications in their teaching activities, which was mentioned both by the trainers and trainees during the interviews (Int_17,18).

Training institutes and in-house trainers participated jointly in programmes, thus enhancing the potential for collaboration. They formed working relationships with each other and shared educational competencies. In-house trainers pursued the technical qualifications of the institute trainers, which reinforced the linkage between the parts of the cooperative training system. The organisational development qualifications for training and technical institute managers (strategic planning and management workshops) prepared the ground for putting the cooperative training approach into action. The project effectively achieved its objective to promote Kenyan technical and vocational education training reform through various dialogue formats. Another important factor rested in the active role of the project team in the Technical Working Group and the Joint Sub Sectoral Working Group (Int_1, 6, 15). The project has also broadcasted several sessions on national TV and radio on the cooperative training, print and online media have also published about the project's activities (Int_2). The reforms, based on qualification according to industry needs, will only be assessed after the pioneer classes are completed at the end of 2022.

Table 8: Assessed and adapted objective indicators for specific modules (outcome level)

Project's objective indicators according to the offer	Assessment according to SMART* criteria	Specified objective indicator (only if necessary for measurement or understanding)
Formats of cooperative training are implemented (curricula codesigned by the private sector), which encompass the vocational school and company as educational locations for two new vocations. Base value (01.2019): 0 Target value (12.2020): 02 Current value (03.2021): 03 Achievement in % (03.2021): 100% Source: Progress Report 01.20-12-20	Specific: yes Measurable: yes Attainable: yes Relevant: yes Timely: yes	Not applicable
70% of 36 persons out the qualified TVET personnel confirm three months after completing their training that they use their new qualification. Base value (01.2019): 0 Target value (12.2020): 25 Current value (03.2021): 41 Achievement in % (03.2021): 100% Source: Progress Report 01.20-12-20	Specific: yes Measurable: yes Attainable: yes Relevant: yes Timely: yes	Not applicable
Assessment tools for two cooperative training courses are established with the participation of the private sector. Base value (01.2019): 0 Target value (12.2020): 02 Current value (03.2021): 03	Specific: yes Measurable: yes Attainable: yes Relevant: yes Timely: yes	Not applicable

Project's objective indicators according to the offer	Assessment according to SMART* criteria	Specified objective indicator (only if necessary for measurement or understanding)
Achievement in % (03.2021): 100% Source: Progress Report 01.20-12-20		
70% of 13 cooperating training companies confirm that the new cooperative training qualifies young people according to the recruitment need of the industry for specialist staff. Base value (01.2019): 0 Target value (12.2020): 9 Current value (03.2021): 0 Achievement in % (03.2021): 0% Source: Progress Report 01.20-12-20	Specific: yes Measurable: yes Attainable: yes Relevant: yes Timely: yes	Not applicable
* SMART: specific, measurable, achievable, relevant and time-bound		

The evaluation team came to the conclusion that all project objective indicators were fully achieved by the end of the project.

Effectiveness dimension 1 – achievement of the (intended) objectives – scores **30 out of 30 points**.

Effectiveness dimension 2: contribution to achievement of objectives

This dimension analysed the project's tangible contribution to establishing preconditions for employment-oriented cooperative training, following the chain of results from activities to output to outcome. It tackled the question of what would have been achieved without the project. Given the small size of the project, all three hypotheses from the theory of change have been selected.

Table 9: Selected results hypotheses for effectiveness

Hypothesis 1 (activity – output – outcome)	If companies receive capacity development support to work with state authorities in occupational standards and curricula for cooperative training and their in-companies house trainers participate in training of trainers' schemes, then they will have more capacities to plan and implement high quality cooperative training schemes.
Main assumptions	The companies need support to fulfil their role in actively contributing to standardised skills development.
Risks/unintended results	Risk could be that companies are unwilling to contribute in order to avoid disclosure of their mode of manufacturing. Unintended positive result would be companies engaging in quality circles with other members of the private sector.
Alternative explanation	Occupational standards are developed according to international state of the art standards and companies can profit from these standards without personal involvement.
Confirmed/partly confirmed/not confirmed	Confirmation of the hypothesis
Hypothesis 2 (activity – output – outcome)	If cooperative training curricula, including companies and vocational schools as training sites, are developed and adopted by training institutions - together with trainers developing their practical competencies and training courses adapting according to current needs and situations, and cooperative training capacities in training institutions improving - then the quality of cooperative training will be ensured.

Main assumptions	The TTI trainers need to train according to curricula corresponding to the industrial needs in order to contribute to youth employment.
Risks/unintended results	Risks could involve trainers seeing themselves in competition with in-company trainers and/or TTI infrastructure is outdated and competency-based education and training cannot be implemented.
Alternative explanation	TTI provide only theoretical training, but together with practical training within companies, graduates possess the skills demanded by industry.
Confirmed/partly confirmed/not confirmed	Confirmation of the hypothesis
Hypothesis 3 (activity – output – outcome)	If regulations and guidelines for accreditation and certification of new cooperative training courses are drafted and dialogue channels for stakeholders in cooperative processes are in place, then adequate tools to strengthen the coordination and regulating agencies responsible for vocational training in fulfilling their mandate will exist.
Main assumptions	Regulations including accreditation and certification processes are necessary to enhance and consolidate the quality of vocational training.
Risks/unintended results	Risk could be that processes may be delayed through slow institutional proceedings. Positive unintended result could be enhancement of the dialogue and coordination culture within the administration.
Alternative explanation	The enhanced quality of training in companies and TTIs is as such enough to raise the acceptance of vocational training, therefore the regulation bodies do not need to strengthen their mandate.
Confirmed/partly confirmed/not confirmed	Confirmation of the hypothesis

The project possessed a unique character in the sense that no other major capacity development stakeholder in Kenya put the expressed needs of the private sector at the centre of its strategy when setting up training schemes. The project configuration had formed a cooperation structure with the TVET Secretariat, the private sector and the training institutions themselves, which had the means to achieve employment-oriented training schemes. Interviews with other donors in the training sector, with the Joint Sub-Sectoral Working and also with the Technical Working Group (Int_6,7,16,24) pointed out that the approach developed by the project was more comprehensive than any other elaborated in the country, and it actively contributed to implementing cooperative training that takes place simultaneously within companies and training institutions.

Hypothesis 1 – which states that companies need support to participate in the development of occupational standards – has been confirmed. Before the project began, firms had profound knowledge of their needs in terms of qualifications but they were not drafting occupational standards that national training institutions could transform into curricula. Instead, they would retrain young employees through their in-house trainers who did not possess adequate educational skills (Int_2,5,6).

The project actively contributed to achieving the objective by developing companies' capacities to work with the Curriculum Development Assessment and Certification Council (TVET-CDACC) to transform their requirements in occupational standards (Int_1,5,6). The AHK trade association played an important role in developing a double certification for each vocation. Graduates would be awarded with a National Kenyan certificate (Level 6 diploma) and at the same time, a German C-Level certificate. The award was offered through the AHK, in accordance with the German Chambers of Industry and Commerce categories for vocational training. The project set up the Technical Working Group as a cooperation structure that would mobilise the relevant stakeholders to ensure timely delivery of outputs as well as steering project interventions.

There was also a TTI – Industry Coordination Committee, comprising TTI and the companies participating in the respective training (such as industrial mechatronics). The task of this committee – which met every three months – involved constant review of the training quality and effectiveness. The project also participated in the Joint Sub-Sector Working Group for technical and vocational education training, which developed partner coordination – its 21 members included embassies and organisations of donors' countries, the African Development Bank, the World Bank, AHK, Mastercard Foundation and UNESCO (Int_1,7). The three occupational standards resulted from the cooperation processes steered by the project and demonstrated the growth of capacity to plan and implement cooperative training schemes. This capacity development succeeded because it corresponded to an acknowledged demand by the companies, which otherwise would have continued to retrain its new employees without adequate methodologic and pedagogic competences.

Hypothesis 2 – concentrating on the ability of TTIs to offer quality training according to industry needs – has been confirmed. The project contributed to this achievement by providing several weeks of training of trainers, which were performed by in-company trainers within the company premises, thus promoting cooperation between the two training locations (Int_1,2,4,28,29). The coherence of processes between the training locations was enhanced through company personnel and TTI management participating together in qualification-oriented workshops on strategy development and management (Int_2,5,6,12). Since the project carried out training of trainers in cooperation with companies, which also took part in curriculum development, it contributed to a comprehensive development of training capacities according to the needs of the industry. As interview partners within and outside of the system boundaries unanimously highlighted (Int_2,9,13,15,23,30), the project was the first in the Kenyan training stakeholder landscape to install cooperative training curricula developed jointly by all primary stakeholders, along with capacity development for these stakeholders. This enabled them to successfully carry out cooperative training and set up adequate cooperation and steering processes among the institutions. Without the project, the institutes would have carried on training the usual way without direct connections to industry needs and their trainers would not have benefited from capacity development.

Hypothesis 3 on regulations and accreditation processes was also confirmed. While dialogue processes and coordination bodies existed in Kenya before the project inception, the project had genuinely contributed to setting up new dialogue formats for regulating and accrediting cooperative training, with active participation from state authorities and the private sector (Int_1,2,5). At the technical level, the new vocational curricula and their regulation were developed in cooperation with the Curriculum Development, Assessment and Certification Council (CDACC) incorporating the occupational standards of industry (Int_1,31). TVETA completed the curriculum development process through the accreditation procedures. The project's advisory services contributed to organisational expertise on how to set up a cooperative accreditation and regulating system for further occupational standards (Int_1,2). The project also helped to implement reform of the training sector by strengthening the ability of the responsible regulating agencies to cooperate with the private sector. The constant interaction between the private sector and the state authorities as well as the steering structure through the technical working group were seen as genuine contributions by the interview partners (Int_1,2,35,40). The project has put into practice a methodology that translates the goals of the Kenya Vision (NESC 2007) into reality, which might have facilitated the introduction of new regulatory processes.

The project was highly successful in contributing to the achievement of objectives. Effectiveness dimension 2 – contribution to achievement of objectives – scored **30 out of 30 points**.

Effectiveness dimension 3: quality of implementation

This dimension analyses to what extent quality standards have been applied in making the project operational and the extent of its success in doing so. The project established cooperation structures to achieve its objectives. The communication strategy was bindingly agreed with the partners at the beginning of the project in the Map of Stakeholders and Steering Structure (2019), which included tasks, level of communication and

regularity of meetings. The steering structure differentiated between a 'politico-normative' steering structure, 'strategic' steering and 'operational' steering. Interview partners confirmed that the steering structure was effectively used to achieve the objectives (Int_3,13,14). All relevant participants were involved as part of the recurrent processes described in the Process Map (2019). The specific cooperation with the private sector to introduce the cooperative training approach was based on memoranda of understanding with each industry sector. The stakeholders were therefore committed to cooperate.

The project used results-oriented monitoring, which was regularly updated within the agenda of steering and cooperation meetings with the partners. The data were disaggregated by gender. This allowed the project to verify that the objective of integrating 30% of young women into the pioneer classes was reached; if necessary, it would allow assessment of whether either gender had specific difficulties with the training setting. Decisions could be taken accordingly. Updating of the data also occupied a place on meeting agendas. The data also serve as a basis for evidence-based decisions among partners: for instance, necessary time changes to ensure the achievement of the objective. One example would be the inclusion of e-learning modules into training curricula during the COVID-19 lockdown, which ensured achievement of the objective.

The regular meeting structure with transparent fact-based discussion allowed participants to gather evidence on the project's progress and its potential hurdles and needs (Int_2,7,13). Capacity development was conducted according to such information. Overachievement of most project objective indicator targets established evidence of the quality of decision-making processes. There was a culture of equality within the small project team (including both the national and the international staff) that allowed for all members to be perceived as respected counterparts, able to contribute to expert discussions and decision-making (Int 15,17,20). This was experienced during the evaluation process, with team members of both genders equally contributed to topical discussions with partners and within the team. The open communication structure also contributed to making evidence-based decisions and promoted context-specific adjustments when necessary.

In addition to the changes related to COVID-19, the project identified the need for extended support for the regulating bodies CDACC and TVETA, which received guidance that would enhance their capacity for action (Int_2). One aspect of capacity development focused on the ability to mediate between the industry and CDACC (Int_2,8), which led to meeting the objectives. Meanwhile, the project received a cost-neutral time extension until the end of March 2021 to adapt to delays caused by the pandemic and initial shortcomings in the capacity for action in the State Department of TVET.

The cooperative training approach demanded a learning and innovation-friendly cooperation culture because its success depended on the mutual learning of separate entities that were working together for the first time. The project also set up the Technical Working Group as an effective project steering structure. The productive exchanges within the Joint Sub Sectoral Working Group as well as technical group offered proof of the culture of learning and innovation within the project context and it was cited by all the interviewed donors interviewed (World Bank, USAID, Mastercard Foundation) as a major asset of the project.

While Kenya was designated a fragile country, it was previously stated that the area where the project was implemented had not been prone to specific risks. Nevertheless, the GIZ risks management system was applied to the project, especially during trips outside of the capital city – the standard safety measures were observed.

The project was highly successful in terms of this dimension.

Effectiveness dimension 3 – quality of implementation – scored **20 out of 20 points**.

Effectiveness dimension 4: unintended results

Assessing effectiveness in terms of unintended results involved locating positive and negative unintended results and analysing which benefits and risks arise from these specific results. It also meant assessment of which response was made by the project and if the risks and unintended negative results were monitored in a systematic way.

The major unintended positive effect of the project due to the COVID-19 pandemic was the increased ability for institute trainers and in-house trainers to teach online, for curriculum developers to design online course contents and for trainees to enhance their online learning ability. Although these activities were elaborated as a response to an emergency situation, trainers have welcomed the broadening of their teaching competencies (Int_5,6,7,28,29,30). E-learning will not disappear once the COVID-19 restrictions are lifted but will complement the set of methodologies used to impart knowledge. The trainers and principals appreciated the development and administration of e-learning contents (Int_4,5,8,9). Such contents have the potential for trainees to deepen their knowledge outside of the classroom and come back autonomously to the course content out of interest. In a reflection of what has happened worldwide, the major potential attached to the introduction of e-learning is that the target groups and final beneficiaries might develop a culture of self-education and continue using the internet in that spirit.

The potential unintended negative result linked to the above is that learners coming from remote areas without stable internet access might be disadvantaged since they would not be able to develop online self-education abilities. Furthermore, the rural-urban divide might increase with urban youth becoming increasingly competent (through formal learning and self-education) and rural youth becoming increasingly left behind. A school degree without the complement of internet-based self-education could exclude them from vocational training recruitment processes (digital gap).

Unintended negative effects could arise from ranking and distortions in competencies among trainers and trainees:

- Cooperative trainees were selected in a structured assessment process according to their pre-existing knowledge and skills. Their vocational training differed from the training in the institutes, which might have a negative effect on integration within the institution. Therefore, the project should ensure transparency in selection processes and communication about the cooperative training approach. In addition, the cooperative training approach so far has not been directed at vulnerable groups – so they might in future remain left out of such training opportunities.
- Training institute staff were often regarded as less capable than in-house trainers by cooperative training students who underwent practical training from the beginning of their vocational education (Int_6,7). In addition to developing the capacity of technical institute trainers, the project should ensure appreciative exchange among trainers from both locations to de-escalate negative views within the system.

Effectiveness dimension 4 – unintended results – scores **15 out of 20 points**.

Photo 2: Student in automotive mechatronics laboratory (Source: evaluation team).



Methodology for assessing effectiveness

Table 10: Methodology for assessing OECD/DAC criterion – effectiveness

Effectiveness: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and Limitations
Achievement of the (intended) objectives	Analysis of achievement of the objective: The requirements for the pilot implementation of employment-oriented cooperative vocational training have been created with four indicators meeting the SMART criteria as described in Table 10.	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1); no specific evaluation design was applied. Empirical methods: • Analysis of programme proposal, progress report, <i>Wirkungsmonitoring</i> • Interviews with direct target groups	• No restrictions on the availability of project and programme data • Good representation of the groups of beneficiaries and other donors in qualitative interviews • Possibility of data triangulation through comparison of policy and development cooperation documents with interview transcripts • No negative influence of fragile context on the quality and validity of the data and access to target groups and there was no restriction for access to relevant data • High evidence strength
Contribution to achievement of objectives	The basis for assessment consists in the three hypotheses listed in Table 8 above.	Evaluation design:	Same as above

Effectiveness: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and Limitations
		Contribution analysis of the project's tangible contribution to setting up employment-oriented cooperative vocational training, following the chains of results from activities to output, outcome and impact – concentration on steps 1 to 4 of contribution analysis Empirical methods: • Analysis of programme proposal, progress report <i>Wirkungsmonitoring</i> • Interviews with direct target groups • Interviews with external stakeholders in the training system • Interviews with external companies	
Quality of implementation	Analysis of the five Capacity Works success factors (strategy, cooperation, steering, processes, learning and innovation). Analysis of the monitoring system	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1); no specific evaluation design was applied. Empirical methods: • Interviews with direct target groups • Interviews with external stakeholders in the training system • Interviews with external companies	Same as above
Unintended results	Explorative analysis of unintended positive and negative results of the project put together with feasibility studies preceding project implementation (such as PCA, gender analysis, safeguards, baselines)	Evaluation design: Analysis of effective results compared to anticipated results and integration into the cluster. Most significant change in the perception of Technical and Vocational Education and Training. Empirical methods: • Interviews with direct target groups • Interviews with external stakeholders in the training system • Interviews with external companies	Same as above

Effectiveness: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and Limitations
* SMART: specific, measurable, achievable, relevant and time-bound			

4.5 Impact

This section analyses and assesses the impact of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex 1).

Summarising assessment and rating of impact

Table 11: Rating of OECD/DAC criterion – impact

Criterion	Assessment dimension	Score and rating
Plausibility of impact	Plausibility of higher-level (intended) development changes/results	25 out of 30 points
	Contribution plausibility to higher-level (intended) development results/changes	35 out of 40 points
	Contribution plausibility to higher-level (unintended) development results/changes	25 out of 30 points
Plausibility of impact score and rating		Score: 85 out of 100 points Rating: successful

It was highly plausible that the project would achieve higher-level development results through integration of young people with adapted qualifications into the labour market who had participated in the cooperative training approach. The cooperative training courses trained according to the needs of industry. Through the methodology developed by the project, the stakeholders now have the tools at hand to continue with the approach and scale it up according to industry needs. The advantage of the project rested with its development in cooperation with manufacturing companies, which corresponded to the Big Four Agenda (Government of Kenya, 2020b); it fit with the economic development vision of the country. Kenya has been seen as the economic engine of East Africa with steady economic growth and an increasing stable manufacturing sector (ADB 2019: 6). The participating companies have also been assessed by the project and the AHK as resilient enough to carry out the approach. Since the cooperative training approach offered the practical orientation needed by the companies themselves, it was very likely that the cooperative training approach would reduce the costs otherwise linked to hiring young people under traditional conditions; therefore, the project contributed to their economic stability.

The working structures promoting industry and state engagement in industry-oriented vocational training were institutionalised, and CDACC strengthened in its ability to develop vocational education curricula jointly with the private sector. Another impact factor was that the project tapped into a strategic interest of the country in a qualified workforce. The impact could be potentially high since the productive collaboration structures could function independently of the project. Furthermore, industry interest in the cooperative training approach surpassed the actual absorption capacity of the project; this would constitute a plausible ground for successful scaling-up. The methodology could be easily transferable to other identified industry sectors such as food, beverage and hospitality. Through the productive cooperation structures within the Joint Sub-Sector Working Group, the Technical Working Group and the coordinating committee between industry and the training institutes, the project has showed the potential to influence training sector projects implemented by other donors that seek a better alignment with the labour market. The impact depended however on the ability of

KfW to provide the training institutes with infrastructure modernisation before the project was phased out, and to adapt projects' activities to the new premises. The KfW project was part of the Sustainable Economic Development programme. It prepared the ground for renovating or building training premises but the final agreement by the German Ministry of Finance has been pending, which has delayed implementation.

In total, the impact of the project was rated level 2: successful with 85 out of 100 points.

Analysis and assessment of impact

Analysing the impact involved posing the question: what difference did the intervention make? It required an assessment of the higher-level development changes, with the precondition that the project had already produced significant results at the overarching level or would be expected to do so in the future. The impact criterion referred to the results of the development intervention. It aimed to analyse the project's contribution to the higher-level changes: would they have happened anyway without the project? The impact analysis also looked at the internal factors (within the system boundaries), leading to higher-level development and the external factors (other development contributors). Also, part of the impact analysis involved observation of changes at institutional level, including the potential model character of the project and the potential for scaling up. Along with the analysis and assessment of effectiveness, the impact criterion also looked at the unintended changes – positive and/or negative.

In the case of this project however, the assessment concentrated on the possibility of impact since the evaluation was performed before the first pioneer classes with the cooperative training approach were completed. The trainees were not yet trying to enter the labour market and after two years of project duration, the stability of any institutional change could not yet be assessed. The evaluation could however look at whether the project contributes to reaching the impact indicators once its activities are successfully rolled out.

Impact dimension 1: higher-level (intended) development changes/results

Assessing the plausibility of higher-level development changes involved an examination of the overarching development programme and appraisal of the extent that project-related activities led to the expected changes. The overarching development result of the project is: **Youth in Nairobi and future focus regions receive increased employment opportunities and can improve their income and living conditions.**

The project aimed to contribute to this objective through skills development as demanded by the industry. To this purpose, the project set up a cooperative training system with private sector companies as major stakeholders together with the TVET-CDACC. This would actively contribute to skills development schemes – in cooperation with training institutes – that fit their own strategic needs in human resources.

Two impact indicators stated in the German Development Cooperation Programme – Overarching Programme (GIZ 2020c) are related to the project:

- 70% of the beneficiaries of the vocational training and further education measures supported by the development cooperation projects are employed six months after successful completion of the training and receive wages in line with the market.
- At least 70% of the employers surveyed confirm their satisfaction with the quality of the training six months after having hired.

The evaluation mission was not able to measure the fulfilment of the indicators since those participating in the pioneer classes have not yet completed their training and will not be seeking employment before 2022. Therefore, there was no valid data for these indicators at the time. However, major stakeholders from the private sector that are potentially hiring the young people upon graduation, state authorities, training institutes and training sector stakeholders outside the programme confirmed that the cooperative training approach – with its high involvement of the private sector and practice-oriented training – has provided what is required to promote youth employment (Int_2,3,6,7,13,30). The project has also managed to enrol a 30% proportion of

young women in the pioneer classes in mechatronics, which is traditionally male-dominated field. It therefore fulfilled the requirements for the GG1 marker.

Responsibility for providing the framework for employment-oriented quality training rests with the State Department for Vocational and Technical Training. It is a young institution that still needs capacity development support to become fully operational and develop its regulation and accreditation system (Int_1,2,16) – and the project has provided such support. The department has begun to elaborate industrial profiles and design curricula in active collaboration with the private sector, which lays the ground for further vocational profiles adapted to employer requirements. Through the national strategic orientation with the Big Four Agenda, the country could become attractive for international investors, which could increase the development of manufacturing industry in the country ([PWC 2021](#)). The thorough partnership processes between the state and industry correspond to the project's PD/GG1 marker. Therefore, reaching an impact in dimension 1 is highly plausible.

There is a point of concern linked to the potential impact: the cooperative training approach was a high-end training approach with a comparatively small number of participants (currently three pioneer classes with 15 trainees each) in urban areas and a modern industrial branch (automotive). The pioneer classes have been the final beneficiaries of the project. The participants successfully passed selection tests to be included in the training, which meant they belonged to a better educated portion of the population. This meant on one hand that they possessed a high chance of qualified labour market integration. It also meant that the project, although it has an AO-1 poverty orientation marker, would not directly contribute to poverty alleviation. Along similar lines, the cooperative training approach in its actual configuration was not specifically appropriate to include the most vulnerable parts of the population.

Impact dimension 1 – higher-level (intended) development changes/results – scored **25 out of 30 points**.

Impact dimension 2: contribution to higher-level (intended) development results/changes

This dimension analysed the tangible contribution of the project to youth employment. It also tackled the question of what could have been achieved without the project. At the time of this evaluation, the project is still rolling out pioneer classes that will need another year to be completed; therefore, the analysis also concentrates here on the plausibility of the project's contribution.

Hypothesis 1 from the theory of change focuses on the reinforced ability of institute trainers as a direct target group to provide labour market-adapted skills education to the final beneficiaries – the institute trainees, who in return would find qualified employment. The major assumption is that correspondence between the competencies imparted by the trainers and the labour market demands leads to youth integration in the labour market. The hypothesis was congruent with the overarching results model (GIZ 2020b), which put practice-oriented training at the centre of the path to youth employment. Vocational institute trainers (Int_4,28,29)) confirmed that through training for trainers performed by in-house staff, they have been in a better position to provide practice-oriented training. Final beneficiaries – pioneer class trainees – mentioned the difference of skills level and practice orientation between the training provided within the companies and within the institutes. The trainees realised that in some cases, through training in industry, they had more practical orientation than their teachers (Int_18). This proved the need for repeated skills training for the training institute teachers and showed that the trainees were knowledgeable about industry demand. Another aspect of the potential impact of the approach was that the institute trainers did not restrict their teaching to the pioneer classes. They also taught trainees undergoing classic vocational training courses with their new abilities, so that all institute trainees could partly profit from the project even if they were not attached to companies.

Other stakeholders, specifically within the Joint Sub-Sector Working Group and the Technical Working Group confirmed that capacity development comprising both a strengthened ability to teach (pedagogy) and teaching

the relevant technology as openly expressed by the companies themselves could be central to providing graduates with comprehensive competencies as required by the labour market. (Int_13,15,17) Evidence of the plausibility of impact would be that the other donors active in the training sector have begun to investigate how to integrate more industry orientation into their own projects (Int_13,38)). If the cooperation structure between the state and the private sector is retained after project completion and partly copied by other donors, it would also provide evidence of the innovative contribution of the cooperative training project to developing vocational education relevant to Kenyan industry (Int_11,17). Within the system boundaries, more impact could be made once the infrastructure is effectively provided by KfW. The training for new technology has so far been done under the old conditions.

Hypothesis 2 focuses on the company-related contribution to skills development according to occupational standards and curricula co-developed with the state authorities, thus actively contributing to the development of training and vocational education for their own benefit.

The hypothesis was congruent with two programme indicators on the ability of young people to receive wages according to market and on the satisfaction of companies with the quality of their workforce. Firms already began to express satisfaction about the level achieved by cooperative training students (Int_5,7,11). The project's major contribution to the objective linked to this hypothesis was an innovative one: companies did not only benefit from a trained workforce but they also proactively determined – at national level – training content corresponding to their industrial development strategy. The project introduced structured cooperation and communication processes between companies and the authorities developing the training sector. This included a requirement for the firms to disclose their needs and production methods in detail, which was new in the Kenyan context (Int_5,6,12). The other stakeholders in the training context (Int_13,38) said that they did not strategize their training projects together with the private sector. Therefore the cooperative training project has been unique in that sense. Other projects took a rather macro approach to skills broadly needed for development. As stated above, the country's economic growth meant that private companies have been seeking more quality workers in order to supply adequate services and goods – therefore the demand for cooperative training graduates is potentially very high. Despite the very significant plausibility of the project's contribution at impact level, a longer-term shortcoming could be the restricted time available for private firms to devote to developing curricula and occupational standards, and renewing the occupational standards according to industrial modernisation. This could lead in the longer term to a drop in satisfaction with the training results.

The intervention as such did not have a specific contribution to enhancing inclusion of particularly disadvantaged and vulnerable groups. However, a training sector configuration that leads to better chances of employment for youth leads in return to a revaluing of the sector. Thus, various parts of the population (including vulnerable groups) could begin to see it as a promising option. Furthermore, if quality training leads to higher industry demands for a skilled workforce, then skills development for vulnerable and disadvantaged groups will also become an option for the industry.

Table 12: Selected results hypotheses for impact

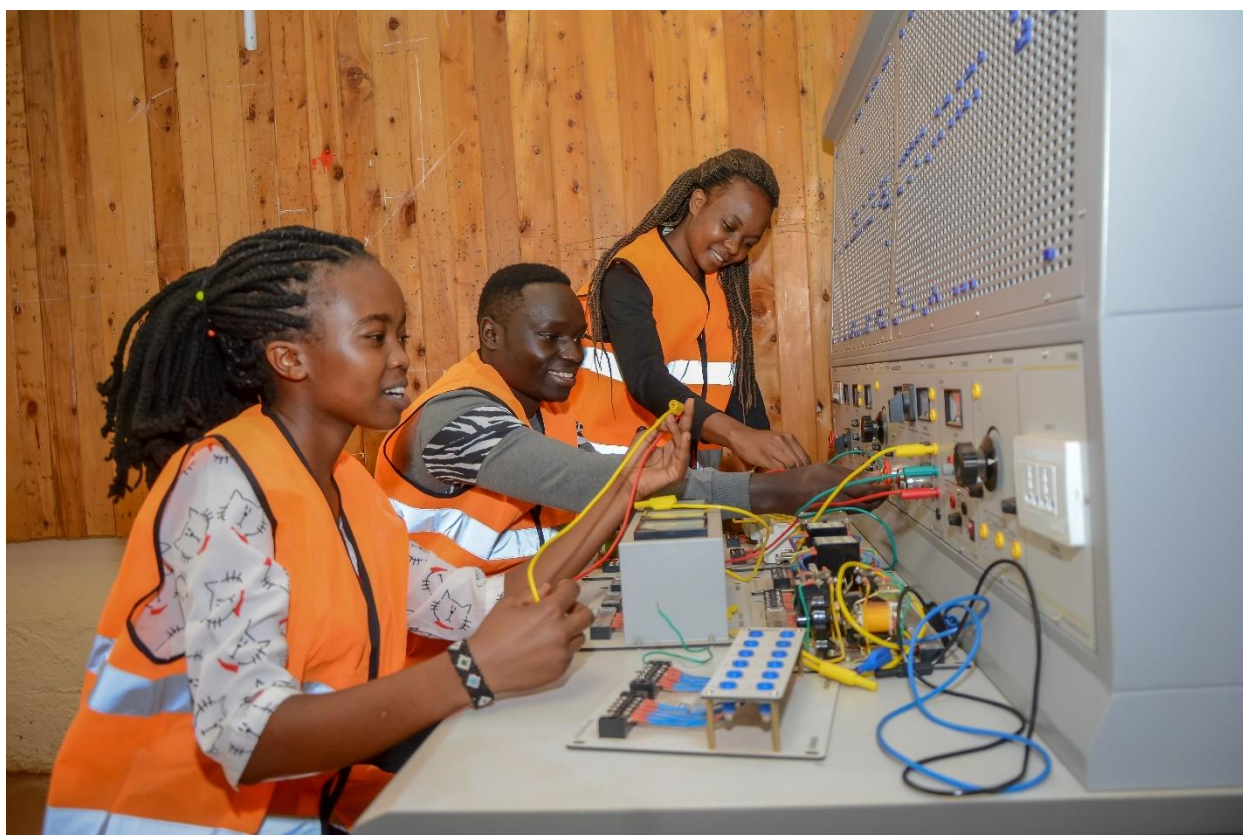
Results hypothesis 1 (outcome – impact)	If teachers from training institutions provide practice-oriented trainings, the trainees' skills will correspond to market demand and they will have better chances of employment.
Main assumption	The training provided in technical and training institutes does not correspond to the demands of the labour market.
Risks	The cooperation required between technical institute trainers and in-house trainers is not sufficient to initiate practice-oriented training within the institutes. The infrastructure of the training institutes is too obsolete to allow up- to-date practical training.

Alternative explanation	Private sector provides skills training to all young people after recruitment, so that they work according to needs after completing in-house training.
Confirmed/partly confirmed/not confirmed	Plausibility of hypothesis confirmed.

Results hypothesis 2 (outcome – impact)	If in-company trainers provide high-quality training according to the occupational standards and curricula, the companies will be satisfied with the better qualified staff.
Main assumption	The in-company trainers are not skilled enough to conduct training according to occupational standards and curricula.
Risks	The in-company trainers consider themselves as technical experts and are not prepared to assimilate pedagogical contents
Alternative explanation	Practice-oriented training within TTI strengthens the ability of trainees to quickly get the technical expertise within the company without the involvement of in-company trainers.
Confirmed/partly confirmed/not confirmed	Plausibility of hypothesis confirmed

Impact dimension 2 – potential contribution to higher-level (intended) development results/changes – scores **35 out of 40 points**.

Photo 3: Students in mechatronic laboratory (Source: evaluation team).



Impact dimension 3: Contribution to higher-level (unintended) development results/changes

An assessment of potential impact in terms of unintended higher-level changes aims to locate positive and negative unintended results and analyse which benefits and risks arise from these specific results. It also aims to assess which response has been taken by the project.

The project's already visible unintended contribution to development showed up in the perception of the training sector as a high-quality educational path leading to potential social changes. Interviews with internal and external final beneficiaries, who are the students in the sector themselves, gave evidence that those participating in cooperative training are proud of their skills and aware of the difficult selection process leading to their enrolment (Int_37,38). They sometimes regarded their skills as already surpassing than those of their institute trainers. Some external students expressed a certain aversion to cooperative training students as outsiders to their own TTI and even – in a very few cases – questioned the validity of the selection process as a way to express their feeling of exclusion from a better training opportunity. This envious outlook would need to be tackled by the management of the TTI, for instance through team cohesion activities. However, the situation also showed the potential for improving the perception of the training sector so it would not be seen as a second-class educational path in future. The downside of this higher profile was that cooperative training concentrated on the outstanding students and did not include disadvantaged or vulnerable groups. Instead, it has contributed to the creation of elites. This was not a negative impact factor in itself, but it hinted at the need for proactive interventions – within the context of the overarching development programme – towards those most vulnerable.

The project's concentration on automotive technology did lead to environmental concerns. Although the newest environmental norms were respected while modernising the training premises, promoting the production and sales of cars and trucks would not have a positive impact on the country's CO₂ emissions.

At the economic level, higher-level positive impact could be attained through the ability of industry to develop strategies integrating external stakeholders, which was strengthened through a steering and cooperation methodology. The project did not have a specific impact on conflict and fragility in the country outside of helping to enhance the role of the training sector as economic integrator, thus giving hope to the youth. An unintended negative impact of the project could become the lack of credibility for TTI teachers due to the high skill levels of students partly trained by firms in modern technologies. This could even lead to animosity among the teachers of the participating TTIs and pose an impediment to the sustainable roll-out of the cooperative training system.

Impact dimension 3 – contribution to higher-level (unintended) development results/changes – scores **20 out of 30 points**.

Methodology for assessing impact

Table 13: Methodology for assessing OECD/DAC criterion – impact

Impact: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Higher-level (intended) development changes/results	Achievement of the overarching development result of the project which is: Youth in Nairobi and future focus regions receive increased employment opportunities and can improve their income and living conditions. The indicators are:	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1). However, since the young people are not yet applying for jobs, the design will concentrate on the plausibility of higher development changes. Empirical methods:	• Good availability of programme data • Collection of additional data through interview transcripts • Good representation of specific stakeholders/groups • Possibility of data triangulation with national development documents • Low evidence strength due to short duration of the project

Impact: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
	• 70% of the beneficiaries of the vocational training and further education measures supported by the development cooperation projects are employed six months after successful completion of the training and receive wages in line with the market. • At least 70% of the surveyed employers confirm their satisfaction with the quality of the training six months after having been hired.	• Analysis of programme proposal, progress report, matrix of effects • Interview with cluster coordinator • Interview with state authorities • Interviews with internal and external stakeholders • Interviews with final beneficiaries	
Contribution to higher-level (intended) development results/changes	Assessment of the impact hypotheses. Hypothesis 1: If teachers of training institutions provide practice-oriented trainings, the trainees skills will correspond to market demand and they will have better chances of employment. Hypothesis 2: If in-house trainers provide high-quality training according to the occupational standards and curricula, the companies will be satisfied with better qualified staff.	Evaluation design: Contribution analysis of the tangible contribution of the project to the overarching development programme. Concentration on steps 1 to 4 of contribution analysis. Empirical methods: • Analysis of programme proposal, progress report, overarching model of results • Interviews with direct target groups • Interviews with external stakeholders in the training system • Interviews with contributing and external companies • Interviews with State Department	Same as above
Contribution to higher-level (unintended) development results/changes	Analysis of unintended positive and negative results at higher level in the context of the overarching development programme put together with feasibility studies preceding the project implementation (PCA, gender analysis, safeguards, baselines etc.)	Evaluation design: Analysis of plausible higher-level development results compared to anticipated results in the framework of the overarching programme. Most significant change in the perception of training sector. Empirical methods: • Interviews with direct target groups • Interviews with stakeholders of German development cooperation (GIZ, KfW, BMZ)	Same as above

4.6 Efficiency

This section analyses and assesses the efficiency of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex 1).

Summarising assessment and rating of efficiency

Table 14: Rating of OECD/DAC criterion – efficiency

Criterion	Assessment dimension	Score and rating
Efficiency	Production efficiency (resources/outputs)	65 out of 70 points
	Allocation efficiency (resources/outcome)	30 out of 30 points
Efficiency score and rating		Score: 95 out of 100 points Rating: highly successful

The production efficiency of the project was highly successful. Most expenditures have focused on capacity development and setting up collaboration structures, and it has led to achieving objectives beyond the original expectations. The foreseen expenditures and the effective costs corresponded to the stage of the project. All project costs were aligned with and split among the outputs. The project had a unique character in the Kenyan development context and concentrated on setting up the preconditions for implementation a cooperative training approach, inspiring the private sector to substantially contribute to developing an adequate training sector. The project was a prototype. The allocation of resources was proportionally reflected in the achieved results. The cooperative training approach was a comparatively costly approach with a small outcome in terms of trained personnel. However, since the project relied to a great extent on existing resources – on one hand the companies and their trainers and on the other hand the training institutions – the efficiency was very high. It added to the allocation efficiency that important parts of the cooperation model occurred within already existing structures; for instance, TVETA and the Joint Sub-Sector Working Group.

In total, the efficiency of the project is rated level 1: highly successful with 95 out of 100 points.

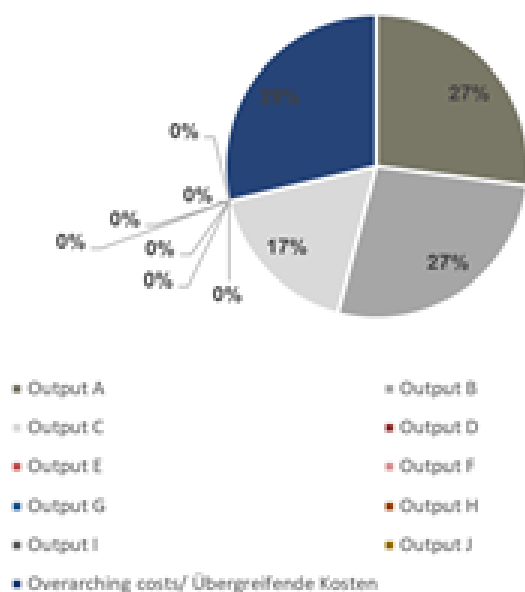
Analysis and assessment of efficiency

The analysis of the efficiency was conducted by appraising the project results against expenditures. This was done with the “follow the money” approach, which means assessing how the budget granted by BMZ was used to reach production efficiency. The second part of the efficiency analysis consisted of appraising the conditions and design that could obtained the results in a more cost-effective way. It looked into the extent and nature of the project team’s reflection on alternative designs to improve the relationship of input to outcome.

Efficiency dimension 1: production efficiency

This dimension posed the question of whether the project could have been implemented with the same level of efficiency in a less costly manner. It also analysed whether more outputs could have been reached through the alternative use of inputs. Project figures showed that the project was highly efficient in producing outputs.

Figure 3: Overview costs per output.



The project had three outputs. It was 100% financed by BMZ and did not have any cofinancing. The money spent on the project was divided as follows among the outputs:

• **Output 1:** Selected enterprises in the industrial sector are supported through capacity development and advisory measures in playing an active role in designing and implementing cooperative vocational education and training. **27%**

• **Output 2:** Selected public training institutions are strengthened through human capacity development and organisational development to enable them to implement the new cooperative training courses in close coordination with the enterprises involved in the project. **27%**

• **Output 3:** Cooperative vocational training is institutionalised as an innovative model within the framework of Kenya's vocational education reform; the state vocational education and training institutions that are responsible for implementing the reform are strengthened through the project's advisory and capacity development measures. **17%**

- **Overarching costs: 29%**

The absolute majority of outputs has been overachieved with no amendments to the initially planned budget, thus indicating a high production efficiency, corresponding well to the project aim to set the preconditions for a new training approach in Kenya. The outputs were ambitious enough to serve the purpose. The reason for not achieving Output 3.1 was linked to the pace of the accreditation process within the training authorities going beyond the project time, especially under COVID-19 restrictions. The conditions for accreditation were met.

Table 15: Efficiency tool cockpit:
output

Output Indicators	Output indicator 1.1: Two occupational standards and curricula for cooperative training courses have been co-developed by specialists from the cooperating companies	Output indicator 2.1: For 2 cooperative training courses, adapted teaching and learning materials and training plans are available in the three training institutions.	Output indicator 3.1 The regulations and guidelines necessary for the accreditation and certification of training courses are adapted for three new cooperative training courses by the responsible state authorities
Achievement	150%	150%	0%
Output Indicators	Output indicator 1.2: Out of 70% of the 18 companies cooperating, company training staff has successfully passed training courses (for example technical, pedagogical, didactic)	Output indicator 2.2: 70% of the 9 trainers involved in the new cooperative training courses from the three selected training institutions have successfully completed practical training courses (professional, pedagogical, didactic).	Output indicator 3.2 Two existing dialogue formats, points introduced by the responsible state authorities to improve the framework conditions for cooperative vocational training involving the private sector were discussed. .
Achievement	143%	683%	100%
Output Indicators			

		Output indicator 2.3: The two training institutes each use three examples to demonstrate that their institutional capacities for co-operative training (e.g., improvement of quality management, establishment of co-ordination committees and examination committees with private sector/companies) have improved.	
Achievement		150%	

Since the project was using GIZ infrastructure for office space and contributed to the running costs as presented in the overarching costs, the material and investments costs were kept at a low level; this ensured a lean project structure. At the same time, the overarching costs were still relatively high. This was linked to the fact that the project was setting up an innovative approach in a new location, which demands a high level of investment. The project's human resources allocation was very low. It has one direct international expert (team leader) contributing to 50% of output costs (10% output A, 10% output B and 30% output C) and 50% of overarching costs. The two national experts contributed each to 90% of output A and B. The project contributed 30% of the costs of the cluster coordinator.

The current costs and commitments showed that experts' assignments made up 73% of the total project expenditures, more than half consisted of third party personnel expenditures. Procurement of materials and equipment amounted to about 6% of the budget, travel costs came to about 2%. The project had a high concentration on capacity development. Therefore, there was a high coherence between the high level of human resource expenditures and achieving the outputs. Therefore, the project was highly efficient in terms production efficiency.

Efficiency dimension 1 – production efficiency – scores **65 out of 70 points**.

Efficiency dimension 2: allocation efficiency

This dimension poses the question of how the project could have been more cost-efficient in achieving the objectives by using an alternative design. The assessment of the cost allocation showed a high level of logic in the project implementation to reach the desired outcome. At the end of the project period, it has overachieved three out of four objective indicator targets. The achievement of the fourth indicator has been expected at a later stage because the cooperative training students have not graduated yet and were not yet seeking qualified employment. In light of other results of the evaluation, the plausibility of the cooperative training students finding employment upon graduation is high.

The fact that the objectives have been overachieved indicates that the project was efficient in its expenditures because it has managed to produce more with the initially planned budget. As stated above, the high level of achievement did not mean that the goals were not ambitious enough. Although the project value of EUR 3,000,000 might appear very high for the small outcome of cooperative training graduates, number of qualified personnel, amount of assessment tools and number of potential employers, the project has shown a high potential for spill-over and scaling up:

- According to interviews with the project team and the AHK, more companies were interested in participating in the project than could be involved.
- The trained personnel use their qualifications and impart competencies to other trainees beyond the scope of the project.
- The private sector showed an increased interest in training investment for a higher rate of return.
- The project has developed a methodology for developing training courses according to the needs of the private sector so that the extension to other industries can take place with a reduced amount of costs.
- The costs for organisational development of the training sector authorities were more necessary at the initial stage of the development concept than later on when the authority developed its capacity for action. Future costs might decrease.

The project was a prototype, therefore higher costs were expected for 'creating preconditions for the implementation of employment-oriented, cooperative vocational training approach' (project objective) than for a later stage once the cooperation and steering processes were well-established and the cooperative training approach was accepted within Kenyan industry.

In regard to alternative designs for implementing Kenyan technical and vocational education projects rolled out by other donors, they (for instance, World Bank) have shown increased interest in the inclusion of private sector needs in their concept and expressed desire to learn from the cooperative training approach.

Efficiency dimension 2 – allocation efficiency – **scored 30 out of 30 points.**

Methodology for assessing efficiency

Table 16: Methodology for assessing OECD/DAC criterion – efficiency

Efficiency: assessment dimensions	Basis for Assessment	Evaluation design and empirical methods	Data quality and limitations
Production efficiency (Resources/outputs)	Direct and comparative analysis of the inputs and outputs based on the costs commitment report, as reported in the efficiency tool.	Evaluation design: Strict use of the "follow the money" approach. Empirical methods: Filling the empirical tool on the basis of the financial report, the human resources report, operational plan, discussion with the project leader. Interviews with other donors	• Availability of data without restrictions • Collection of additional data with other donors or GIZ projects
Allocation efficiency (Resources/outcome)	Analysis of potential alternative designs to reach higher qualified youth employment.	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1). Furthermore, questions on the rate of return of cooperative training for the heads of companies have been added. Empirical methods: • analysis of the empiric tool • transcripts of discussion with other donors	• Availability of data without restrictions • Collection of additional data with other donors or GIZ projects

4.7 Sustainability

This section analyses and assesses the sustainability of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex 1).

Summarising assessment and rating of sustainability

Table 17: Rating of OECD/DAC criterion – sustainability

Criterion	Assessment dimension	Score and rating
Sustainability	Capacities of the beneficiaries and stakeholders	17 out of 20 points
	Contribution to supporting sustainable capacities	25 out of 30 points
	Durability of results over time	47 out of 50 points
Sustainability score and rating		Score: 89 out of 100 points Rating: successful

The project was still at a very early stage. Therefore, the evaluation concentrated on the plausibility of sustainability. The Kenyan key stakeholders emphasised involvement as the key factor that determined the sustainability of dual cooperative training results and benefits. The potential for full responsibility and involvement, as expressed by all Kenyan stakeholders interviewed by the evaluation team and inferred from their participation in the project, was high. The stakeholders pointed out that the potential sustainability depended on certain factors. They argued that the project could be sustainable if the political will of the government in promoting the training sector in the country is maintained, thus investing in human resources within the State Department for Vocational and Technical Training. The project began capacity development within the State Department and the follow-on project continues to reinforce the institutional capacities. The structured collaboration among the key stakeholders – such as private sector associations, Department of TVET, training institutions and industries – needs to continue over a longer period. Policy framework binding all training institutions to collaboration with surrounding industries requires full implementation. CBET curriculum with the participation of industries should be expanded to other sub-sectors. Long-term strategic sustainability plans in the project's training institutions must be fully implemented, including recurrent training of the trainers. Training institutions and companies should introduce continuous learning approaches to ensure adaptation to technological changes. There should be guidelines specifying the roles and responsibilities of the private sector associations, training institutions and GIZ, especially on financial management. An enhanced synchronisation of technical and financial cooperation with KfW modernising premises could lead to more sustainability.

In total, the sustainability of the project was rated level 1: highly successful with 92 out of 100 points.

Analysis and assessment of sustainability

Assessing the project's sustainability entailed an examination of whether the benefits of its intervention could last. It required a look at the possibilities and the will of the key stakeholders to sustain the positive results of the intervention and limit potential negative effects. It also looked at the potential resilience of the key stakeholders and beneficiaries in terms of overcoming crises. An assessment of sustainability should also look at the project's contribution to a durable use of the cooperative training approach in the Kenyan context. The assessment of the sustainability criterion should concentrate on the viability of results by taking an overarching view of the context of the project; its external conditions and potential hurdles to sustainability that it could face.

Sustainability dimension 1: capacities of the beneficiaries and stakeholders

The evaluation team analysed and assessed the institutional, human and financial resources – and the willingness of the beneficiaries and stakeholders to sustain the positive results of the intervention over time. Senior government officials, training institution principals and industry representatives felt that the project was sustainable (Int_1,2,3,9) because it corresponded to their own requirements and offered capacity development in a domain where stakeholders had a keen interest and need for strengthened abilities to roll out their own strategies. There was a renewed government enthusiasm to promote the training and vocational education sector in the country (TVETA 2017). The project's latest progress report mentioned the new strategy plan from the MoE, which focused on developing a quality workforce that could stabilise the macroeconomic environment along the lines of the *Third Medium Term Plan 2018–2022* (GIZ 2020d: 7). As mentioned in the progress report, the sustainability of the project was plausible due to its high internal coherence with other German development projects and its high external coherence, which stemmed from its identification of synergy potential with other donors (GIZ 2020d). So far, no activities were taken over by other projects because the project concentrated on setting preconditions for its own implementation.

As stated in the chapter on impact, other donors showed an increased interest in taking parts of the approach – specifically the strong links with industry – in their own development projects (Int_15,17). This contributed to the sustainability of the approach, which was no longer a stand-alone in the training development landscape. There was also a policy framework that has been binding all training institutions to collaborate with surrounding industries in their training. The development and approval of a competency-based curriculum with participation from industries was another way to ensure the project's sustainability (Int_1,3). Meanwhile, TTIs have developed strategic sustainability plans for their own benefits (Int_4,9). The proposed sustainability projects were viable for ensuring the institutional continuity of positive project results. The analysis also indicated that the government had created strong structures and provided human and financial resources to support training and vocational education initiatives. Agencies such as the Kenya National Qualification Authority, the funding agency of the system (TVET Fund), CDACC and TVETA had clear mandates to support and sustain programmes (TVET Strategy 2018 -2030). Interviews with different stakeholders showed that there were strong political, strategic, and operational steering committees that supported project sustainability that were visible in the Map of Stakeholders and Steering Structure (GIZ 2016e; Int_1,2,6,15).

The fact that the project was rolled out during the COVID-19 pandemic might also have a positive effect on the sustainability of the project. The introduction of e-learning curricula has brought about an unexpected technological advancement into the project context, raising the ability of learners and teachers to use electronic media in crisis. Therefore, the resilience of the target groups was enhanced and can be sustained over time. Even if it might be costly to develop online course contents, the potential broad diffusion and promotion of self-learning processes allows to broaden the project's outreach over time. Furthermore, the volition to look independently for learning contents online could be sustained after the project is phased out.

Sustainability dimension 1 – capacities of the beneficiaries and stakeholders – scored **17 out of 20 points**.

Sustainability dimension 2: contribution to supporting sustainable capacities

The evaluation team analysed and assessed the project's contribution to the capabilities of government and other stakeholders to sustain the project's positive results and limit possible negative results. The project's way of operating has created synergy among key stakeholders to collaborate in their pursuit of a common goal. This was the first project to bring together the State Department of TVET, training institutions, industries and development partners to collaborate in developing industrial occupational standards and a cooperative training curriculum (Int_1,2,3,4). Three curricula have been approved and they have come into operation.

Interviews with TTI representatives (Int_4, 28,30) and private industry trainers (Int_6,11, 12) indicate that more capacity building for trainers both for TTIs and industry would be one way of sustaining the positive project results. The interviews also indicated that the project enhanced the capability of trainers to develop and present

online contents (Int_4,5,17,18). The training institutions' proposed sustainability plans, when put into action, would generate enough funds to enable them to continue with dual cooperative training. The industries felt that the cooperative training approach would reduce the cost of hiring their staff in the future (Int_4,12). The involvement of private sector umbrella organisations such as KAM, KEPISA, FKE, and AHK formed a collaboration network to sustain the capacities of key stakeholders.

The follow-on project focused on implementing the cooperative training approach according to the results of the project. It increased the number of participating training institutions and companies and diversified the industry branches included in the project. The results of the project also showed the need for stronger support from the state. Therefore, the follow-on project also focused on anchoring the approach within the partner institution through more capacity development and advisory services.

Sustainability dimension 2 – contribution to supporting sustainable capacities – scored **25 out of 30 points**.

Sustainability dimension 3: durability of results over time

The government has created a conducive environment for training sector activities to thrive through several national policies and strategies. The TVET Strategic Plan (2018 -2022) showed that the government Vision 2030 addressed key policy directions that expects training sector institutions to provide improved quality and efficiency for training personnel, who would meet industry needs.

The durability of the intervention's positive results was influenced by the TVET Reform Act 2013. It set conditions for harmonising training qualifications and the 'participation and consultation with the stakeholders at the country, national and international levels' (Government of Kenya, 2013). The Kenya National Qualifications Authority framework had a strong impact on how training institutions carry out their work. It required that they 'prepare market ready graduates to meet industry demand' (KNQA, 2020). Another influence was the policy framework that found all training institutions to collaborate with surrounding industries. Durability of the intervention's positive results was mirrored through key stakeholders' interviews, which stated that the potential of cooperative training durability was huge (Int_13,14). The industries saw the cooperative training approach as a cost-saving venture because 50% of the training took place in the institutions (Int_1,3,16). The government considered it the right approach, which should have come earlier (Int_2,3). The training institutions on the other hand regarded cooperative training as an approach that should redeem their graduates from redundancies in future (Int_4,10). The potential of the training results will be seen in the number of graduates employed in industries or those who have started their own businesses. Although the probability of durability of results over time was considered very high, so far there has been no tangible proof of the durability of results over time.

Sustainability dimension 3 – durability of results over time – scored **47 out of 50 points**.

Photo 4: Students in industrial mechatronic laboratory (Source: evaluation team).



Methodology for assessing sustainability

Table 18: Methodology for assessing OECD/DAC criterion – sustainability

Sustainability: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Capacities of the beneficiaries and stakeholders	Analysis of the project's contribution to the human resource and financial capacity of government and other stakeholders to sustain the project (PN 2016.2110.1). Analysis of their apparent willingness to take full responsibility for the project. Analysis of the project contribution to strengthening the resilience of beneficiaries and stakeholders to sustain the project's positive results and overcome future dangers that could jeopardise its accomplishments.	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1). However, since the first pioneer classes have not been completed, the evaluation design concentrates on plausibility and preconditions for sustainability. Empirical methods: • Analysis of government's documents (Vision 2030, Big Four Agenda, training strategy documents) • Interview transcripts	• No restriction in the availability of government and project data • Good representation of specific stakeholders and groups • Possibility of data triangulation through comparing context analysis with interview transcripts • High evidence strength through open discussions with development partners • No negative influence of fragile context on the quality and validity of the data and access to target groups.
Contribution to supporting sustainable capacities	Analysis of the situation in Kenya where the project was implemented. Analysis of how the existing situation in the country has influenced positive project results. Analysis of potential durability of positive (and negative if any) results in the project's implementation environment.	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1). Empirical methods: • Review of national documents • Interview transcripts with direct beneficiaries and final beneficiaries • Interview transcript with major stakeholders, project, industry, training institutions	Same as above
Durability of results over time	Analysis of the stability of the situation in Kenya where the project is implemented. Analysis of how the existing situation in the country has influences positive results of the project. Analysis of possible durability of positive (negative if any) results in the project's implementation environment.	Evaluation design: The analysis follows the analytical questions from the evaluation matrix (see Annex 1). Empirical methods: • Review of project documents • Interview transcripts	Same as above

4.8 Key results and overall rating

The project has been assessed as highly successful, starting with the pre-existing conditions that enabled a successful implementation. First of all, there was political will to promote training and vocational education in the country as a way to ensure economic advancement. Secondly, the national vision for development perceived a qualified workforce to be a precondition for reaching sustained economic growth. Therefore, the project tapped into a national priority and easily enjoyed acceptance by potential partners. The German development programme for sustainable economic development and vocational training, which included the project, concentrated on creating an enabling environment for qualified integration of youth into the economy. The project also reinforced the capacity for action by vocational trainers in industry and training institutions as well as the state department of TVET.

The project made productive use of existing cooperation structures, created new ones and it integrated industry into decision-making and policy processes in an innovative way. The small size of the project in terms of partners and direct beneficiaries, continuous assessment of progress and obstacles could take place regularly through exchanges within the steering structure established in the context of the project. Therefore, the project inspired learning and innovation through reflection among the key participants.

The project's major strength was its ability to involve the industry and maintain cohesion with other stakeholders in the training development landscape. The fact that external stakeholders involved in training and companies external to the project expressed interest in the approach reinforced the plausibility of the project's impact and sustainability.

An identified weakness was that the project did not particularly embrace the UN's Leave No One Behind principle. On the contrary, it concentrated on a small number of talented young people.

Photo 5: Student in body construction and welding workshop (Source: evaluation team).



Table 19: Overall rating of OECD/DAC criteria and assessment dimensions

Evaluation criteria	Dimension	Max	Score	Total (max.100)	Rating
Relevance	Alignment with policies and priorities	30	30	96	Level 1: highly successful
	Alignment with the needs and capacities of beneficiaries and stakeholders	30	27		
	Appropriateness of the project design*	20	20		
	Adaptability – response to change	20	19		
Coherence	Internal coherence	50	45	95	Level 1: highly successful
	External coherence	50	50		
Effectiveness	Achievement of the (intended) objectives	30	30	95	Level 1: highly successful
	Contribution to achievement of objectives	30	30		
	Quality of implementation	20	20		
	Unintended results	20	15		
Impact	Higher-level (intended) development changes/results	30	25	85	Level 2: successful
	Contribution to higher-level (intended) development results/changes	40	35		
	Contribution to higher-level (unintended) development results/changes	30	25		
Efficiency	Production efficiency	70	65	95	Level 1: highly successful
	Allocation efficiency	30	30		
Sustainability	Capacities of the beneficiaries and stakeholders	20	17	89	Level 2: successful
	Contribution to supporting sustainable capacities	30	25		
	Durability of results over time	50	47		
Mean score and overall rating		100	93		Level 1: highly successful*

Table 20: Rating and score scales

100-point scale (score)	6-level scale (rating)
92–100	Level 1: highly successful
81–91	Level 2: successful
67–80	Level 3: moderately successful
50–66	Level 4: moderately unsuccessful
30–49	Level 5: unsuccessful
0–29	Level 6: highly unsuccessful
Overall rating: Effectiveness, impact and sustainability were knock-out criteria: if one of the criteria was rated at level 4 or lower, the overall rating could not go beyond level 4 although the mean score may be higher.	

5 Conclusions and recommendations

5.1 Key findings and factors of success/failure

The cooperative training approach is new to Kenya. The promising findings were linked to the correlation of the project's objective with national development objectives. Kenya focused on the competitiveness of the industry to reach its development goals. Therefore, the innovative inclusion of companies as part of the national training reform implementation contributed actively to achieving national development efforts.

Major factors of success were:

- The design of the project took place in line with the existing political will and the strategy was elaborated jointly within terms of equal cooperation with the political partner.
- The implementation of the cooperative training approach corresponded to a demand from companies to employ a qualified workforce that allowed them to become more competitive.
- There was a high demand from the private sector to participate in the project.
- The project had been implemented in the automotive sector, but it could also be implemented in selected other sectors of industry. Therefore, the approach was not restricted to one specific branch.
- Jointly designed with the partner, the strategy spelled out the steps for implementation. If necessary changes in strategy occurred, they were agreed upon jointly.
- The young governmental institution Department of TVET benefited from support, which strengthened its strategic competencies and its capacity of action in terms of policy and regulation.
- The steering structure was based on the Technical Working Group – comprising international banks, UNESCO and all donors involved in the training sector – a structure established in the context of the project but operating in a similar way to other Kenyan working groups. Therefore, the participants were familiar with the steering process developed in the context of the project.
- Steering processes were based on the evidence base and conducted in a transparent way.
- The cooperation processes took advantage of already existing structures such as private sector associations and the Joint Sub-Sector Working Group where other training stakeholders were active.

- Cooperation processes were carried out within and outside the project boundaries through the active project's participation in the permanent working group on the training and vocational education sector.
- The cooperative training approach was disseminated among donors and other training stakeholders through participation in working groups outside of the scope of the project itself.
- The approach was disseminated within the private sector with active participation from private sector associations in cooperation processes.
- The parallel capacity development of institutions and intermediaries (trainers within companies and within the training institutions) led to the overall strengthening of capacities for major participants.
- Capacity development in terms of training for trainers prepared the ground for durability. The training of trainers from vocational institutions through in-house trainers reinforced the durable links between the two locations of the approach.
- The intervention logic built up processes that are effectively interlinked in order to lead to higher development results.
- The success of the steering structures and processes ensured learning and innovation in the context of the project.

The evaluation mission did not find factors of failure within the scope of the project. However potential factors of failure for the future could be:

- Replication of the project methodology by other donors and training stakeholders without ensuring that the cooperation processes are strongly structured and followed up.
- Competition between various donors taking over the methodology and addressing the same private sector stakeholders, thus overwhelming the capacity of potential private sector participants.

Findings regarding Agenda 2030

The cooperative training approach aimed to provide quality education (SDG 4) and influence qualified employment within industry, thus promoting economic growth (SDG 8). The project also had a participatory development/good governance marker (PD/GG1), which was addressed by a project design that fostered dialogue and cooperative processes between state and industry for economic growth. Both expected positive effects that correspond to the poverty orientation marker (AO1) granted to the programme.

Universality, shared responsibility, and accountability

- The project contributed to achieving the Sustainable Development Goals on quality education (SDG 4) by providing high-quality training and activities that lead to the promotion of sustainable economic growth (SDG 8). The very small number of participants in the project however strongly limited the scope of achievements. Concerning the contribution to SDG 5 on Gender Equality, the project has overachieved the number of young women enrolled in the cooperative training classes. While this again concerned a small number of participants, it gave an indication of future development that would be supported by national legislation promoting gender equality.
- The intervention design used the existing system (vocational schools and companies) and it was reinforcing the existing structures, thus ensuring that the cooperation system was not perceived as coming from outside the national training sector context.
The project made sure that tasks were tackled in a complementary way among development partners through the cooperative bodies such as Joint Sub-Sector Working Group and Technical Working Group. The cooperative training approach was unique in Kenya, so there was no duplication. Through the cooperation structures, the benefits of the approach were demonstrated and shared with other donors.
- The monitoring results are discussed within the technical working group. There is so far no sharing of systems used for monitoring, learning and accountability, because of the prototype character of the project and the limited number of participants.

Interplay of economic, environmental and social development

- The project did not pursue a specifically holistic approach because it concentrated predominantly on socio-economic development without taking a fundamental environmental approach.
- There have not been any specific positive or negative interactions between the social, economic, and environmental results achieved by the intervention.

Inclusiveness – Leave No One Behind

- The project did not develop any specific activity to support the participation of particularly vulnerable groups. It may be due to the restricted size of the project, on the other hand because of its prototype character that focuses on setting up the pre-conditions for the implementation of cooperative training.
- There has therefore been no change for disadvantaged or vulnerable groups.

5.2 Recommendations

The project was found by the evaluation team to be highly successful. It had several recommendations based on the finding that more could be done to sustain the momentum:

- Effectiveness of processes: GIZ in cooperation with the political partner could develop guidelines defining the processes needed to implement the cooperative training approach. This would lead to anchoring the approach within institutions and guide other stakeholders that aim to utilise the methodology.
- Effectiveness of cooperation system: GIZ together with the political partner could develop orientations on the roles and responsibilities of the private sector, the vocational training institutions and the national authorities in a successful implementation of the cooperative training approach.
- Effectiveness of implementation: GIZ and the cooperation partners could draft descriptors on the basic skills required for each occupational standard taught within the technical training institutions before starting in-house training at companies.
- Effectiveness of implementation: Department of TVET, technical training institutions and companies could prioritise training of trainers on technical and pedagogical contents.
- Effectiveness of implementation: GIZ together with the partner could draft guidelines on communication channels between students, companies and vocational training institutions.
- Efficiency of processes: GIZ could support the partner in developing guidelines and policies on financing cooperative training.
- Efficiency of implementation: The state authorities could draft guidelines on incentives for companies to take in cooperative training students, depending on the number of cooperative training approaches (for instance, tax relief).
- Quality of implementation: GIZ and KfW could strive for a synchronised roll-out of technical cooperation implemented by GIZ and financial cooperation implemented by KfW. This would ensure that capacity development of training personnel takes place with state-of-the-art equipment and it would also encourage interest in adopting the cooperative training approach.
- Impact of the project: GIZ and key stakeholders could collaborate in raising awareness on training and vocational education as a key to specialist employment. The popularisation of the training sector is needed to change the negative mindset of Kenyan society towards it.
- Scaling up the cooperative training approach: GIZ – together with the partner and the training institutions – could showcase the benefits of the project to enhance interest among more industries and companies.
- Durability of the approach: GIZ and the implementation partners could work together in setting up guidelines on the long-term cooperation processes between the State Department for TVET, vocational training institutions and private sector associations.
- Inclusiveness of the approach: The partner could set up regulations on how to integrate people with special needs and disadvantages within the cooperative training approach.

These recommendations could contribute to ensuring a continued successful implementation of the cooperative training approach in Kenya.

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GIZ standard project documents

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GIZ (2016b): *Impact Model*
GIZ (2016c): *Gender Analysis*
GIZ (2016d): *PCA Matrix*
GIZ (2016e): *stakeholder Map*
GIZ (2017): *Module Proposal (in German)*
GIZ (2019): *Project Operational Plan*
GIZ (2020a): *Results Matrix, actualisation June 2020*
GIZ (2020b): *Results Logic Programme Cluster Sustainable Economic Development*
GIZ (2020c): *German Development Cooperation Programme, Matrix of Effects, June 2020*
GIZ (2020d): *Progress Report (in German)*
GIZ (2020e): *Programme Proposal (German)*
GIZ (2020f): *Costs Assessment Report*
GIZ (2020g): *Results Oriented Monitoring*

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Annex: Evaluation matrix

OECD-DAC Criterion RELEVANCE (max. 100 points)						
Assessment dimensions	Filter - Project Type	Evaluation questions	Evaluation indicators	Data collection methods (e.g. interviews, focus group discussions, documents, project/partner monitoring system, workshop, survey, etc.)	Data sources (list of relevant documents, interviews with specific stakeholder categories, specific monitoring data, specific workshop(s), etc.)	Evidence strength (moderate, good, strong)
The project concept (1) is in line with the relevant strategic reference frameworks. Max. 30 points	Standard	Which strategic reference frameworks exist for the project? (e.g. national strategies incl. national implementation strategy for 2030 agenda, regional and international strategies, sectoral, cross-sectoral change strategies, if bilateral project especially partner strategies, internal analysis frameworks e.g. safeguards and gender (2))	Extent to which frameworks, strategies and safeguards and gender documents have been drafted (Categorical)	Revision of documentation available	GIZ key documents, Kenya Vision 2030, BMZ country strategy Kenya, project documents, TVET sector reform strategy, Kenya	strong
	Standard	To what extent is the project concept in line with the relevant strategic reference frameworks?	Coherence between national strategies and module objectives (explorative/qualitative)	Assessment of results model in view national strategies; reconstruction of ToC during inception workshop	GIZ key documents, Kenya Vision 2030, BMZ country strategy Kenya, project documents, TVET sector reform strategy, Kenya, Model of results, visualization of reconstruction of ToC	strong
	Standard	To what extent are the interactions (synergies/trade-offs) of the intervention with other sectors reflected in the project concept – also regarding the sustainability dimensions (ecological, economic and social)?	Imbedding of intervention in the national development landscape under consideration of sustainability dimension (explorative/qualitative)	Interview with project manager, with sustainable development cluster, with other actors within the development landscape and triangulation through analysis of other development strategies	Documents from the intersectoral working group, project proposal	good
	Standard	To what extent is the project concept in line with the Development Cooperation (DC) programme (if applicable), the BMZ country strategy and BMZ sectoral concepts?	Imbedding of intervention in the BMZ development strategy for Kenya (explorative/qualitative)	Interview with project team, interview with LM in Germany, interview with BMZ during inception phase, comparison with findings during exploration phase	German Development Strategy for Kenya, GIZ development projects with Kenya, logic of effects Cluster TVET Kenya	strong
	Standard	To what extent is the project concept in line with the (national) objectives of the 2030 agenda? To which Sustainable Development Goals (SDG) is the project supposed to contribute?	Coherence with SDG 4, 8, 9 and 10, and contribution to LNOB (explorative/qualitative)	Interview with project team, interview with LM in Germany, interview with BMZ, interviews and focus groups with target groups and beneficiaries	SDG national strategy, project proposal, results model, curricula and MoU	strong
	Standard	To what extent is the project concept subsidiary to partner efforts or efforts of other relevant organisations (subsidiarity and complementarity)?	Project subsidiarity and complementarity (qualitative)	Interview with project team, interview with LM in Germany, interview with BMZ	German Development Strategy for Kenya, GIZ development projects with Kenya	strong
The project concept (1) matches the	Standard	To what extent is the chosen project concept geared to the core problems and needs of the target group(s)?	Awareness about core problems and needs of target	Document review and workshop with team	National qualification survey, TNAs, Project documents, results model	good

needs of the target group(s).			groups (categorical/qualitative)			
Max. 30 points	Standard	How are the different perspectives, needs and concerns of women and men represented in the project concept?	Inclusion of gender in the project concept (categorical/qualitative)	Document review and workshop with team	Gender analysis, Results matrix. PCA matrix and project documents	strong
	Standard	To what extent was the project concept designed to reach particularly disadvantaged groups (LNOB principle, as foreseen in the Agenda 2030)? How were identified risks and potentials for human rights and gender aspects included into the project concept?	Inclusion of persons with special needs (physical, economic, social, cultural) (explorative/qualitative)	Interview with project team. Interview with special groups and with external stakeholders, visit of the training premises	IPCA, project documents, results model	good
	Standard	To what extent are the intended impacts regarding the target group(s) realistic from today's perspective and the given resources (time, financial, partner capacities)?	Achievability of intended impact (quantitative/qualitative)	Interview with head of project, efficiency matrix, results model, interview MoE departments, exploration target groups and external stakeholders	Project documents, results model, MoU	strong
The project concept (1) is adequately designed to achieve the chosen project objective. Max. 20 points	Standard	Assessment of current results model and results hypotheses (theory of change, ToC) of actual project logic: - To what extent is the project objective realistic from today's perspective and the given resources (time, financial, partner capacities)? - To what extent are the activities, instruments and outputs adequately designed to achieve the project objective? - To what extent are the underlying results hypotheses of the project plausible? - To what extent is the chosen system boundary (sphere of responsibility) of the project (including partner) clearly defined and plausible? - Are potential influences of other donors/organisations outside of the project's sphere of responsibility adequately considered? - To what extent are the assumptions and risks for the project complete and plausible?	Validity of results model and project logic (explorative/qualitative)	ToC reconstruction workshop with team, individual interviews with team members, interviews with project partners, Technical Institutions and other stakeholders in the TVET landscape in Kenya	Project documents, results model, MoU	strong
	Standard	To what extent does the strategic orientation of the project address potential changes in its framework conditions?	Adaptation to changes (explorative/qualitative)	ToC reconstruction workshop with team, interview with team leader, interview with national partner, assessment of adaptation to COVID	Project proposal, project reports, results model, curricula developed, interview transcripts, national economic development publication	good
	Standard	How is/was the complexity of the framework conditions and guidelines handled? How is/was any possible overloading dealt with and strategically focused?	Handling of complexity and quantity (explorative/qualitative)	ToC reconstruction workshop with team, interview with team leader, interview with national partner and TVET institutions principals	Project documents, results model, interviews transcripts	strong
The project concept (1) was adapted to changes in line with requirements and re-adapted where applicable.	Standard	What changes have occurred during project implementation? (e.g. local, national, international, sectoral, including state of the art of sectoral know-how)?	Adaptation to changes (explorative/qualitative)	ToC reconstruction workshop with team, interview with team leader, interview with national partner and TVET institutions principals	Interview transcripts, monitoring data, national documents, realignment documents in times of COVID	strong

Max. 20 points	Standard	How were the changes dealt with regarding the project concept?	Imbedding of changes in the overall project concept (categorical/qualitative)	ToC reconstruction workshop with team, interview with team leader, interview with national partner, interview with cluster	Interview transcripts, monitoring data, project reports	good
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(1) The 'project concept' encompasses project objective and theory of change (ToC, see 3) with activities, outputs, instruments and results hypotheses as well as the implementation strategy (e.g. methodological approach, CD-strategy, results hypotheses)

(2) In the GIZ Safeguards and Gender system risks are assessed before project start regarding following aspects: gender, conflict, human rights, environment and climate. For the topics gender and human rights not only risks but also potentials are assessed. Before introducing the new safeguard system in 2016 GIZ used to examine these aspects in seperate checks.

(3) Theory of Change = GIZ results model = graphic illustration and narrative results hypotheses

(4) Deescalating factors/ connectors: e.g. peace-promoting actors and institutions, structural changes, peace-promoting norms and behavior. For more details on 'connectors' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 55/135.

(5) Escalating factors/ dividers: e.g. destructive institutions, structures, norms and behavior. For more details on 'dividers' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 135.

(6) All projects in fragile contexts, projects with FS1 or FS2 markers and all transitional aid projects have to weaken escalating factors/dividers and have to mitigate risks in the context of conflict, fragility and violence. Projects with FS1 or FS2 markers should also consider how to strengthen deescalating factors/ connectors and how to address peace needs in its project objective/sub-objective?

OECD-DAC Criterion EFFECTIVENESS (max. 100 points)						
Assessment dimensions	Filter - Project Type	Evaluation questions	Evaluation indicators	Data collection methods (e.g. interviews, focus group discussions, documents, project/partner monitoring system, workshop, survey, etc.)	Data sources (list of relevant documents, interviews with specific stakeholder categories, specific monitoring data, specific workshop(s), etc.)	Evidence strength (moderate, good, strong)
The activities and outputs of the project contributed substantially to the project objective achievement (outcome).(1) Max. 30 points	Standard	To what extent have the agreed project outputs been achieved (or will be achieved until the end of the project), measured against the output indicators? Are additional indicators needed to reflect the outputs adequately?	Timely achievement of project outputs (quantitative)	Document review, ToC workshop	Project reports, milestones progress document, Wirkungsmontoring	strong
	Standard	How does the project contribute via activities, instruments and outputs to the achievement of the project objective (outcome)? (contribution-analysis approach)	Extent to which the project does contribute to the achievement of project objective (categorical/qualitative)	Document review, individual interviews with project team and interviews within the cooperation landscape	Project reports, transcripts of interviews, results of focus groups discussion, annotated impact model	strong
	Standard	Implementation strategy: Which factors in the implementation contribute successfully to or hinder the achievement of the project objective? (e.g. external factors, managerial setup of project and company, cooperation management)	Particular contributing and hindering factors for project achievement (explorative/qualitative)	Documents review, individual interviews with project team and focus groups within the cooperation landscape including external stakeholders	Project reports, transcripts of interviews, visualizations of focus groups	good
	Standard	What other/alternative factors contributed to the fact that the project objective was achieved or not achieved?	External contributing factors (explorative/qualitative)	Document review, individual interviews with project team and focus groups within the cooperation landscape including external stakeholders	Project reports, transcripts of interviews, visualizations of focus groups	good
	Standard	What would have happened without the project?	Difference made through the project (explorative/qualitative)	Document review, individual interviews with project team and within the cooperation landscape including external stakeholders	Project reports, transcripts of interviews, review of national strategies, other development projects	strong
No project-related (unintended) negative results have occurred – and if any negative results occurred the project responded adequately. The occurrence of	Standard	Which (unintended) negative or (formally not agreed) positive results does the project produce at output and outcome level and why?	Extent of non project related results at output and outcome level (explorative/qualitative)	Document review, individual interviews with project team and focus groups within the cooperation landscape including external stakeholders	Project reports, transcripts of interviews, review of national strategies, other development projects	moderate

additional (not formally agreed) positive results has been monitored and additional opportunities for further positive results have been seized. Max. 30 points	Standard	How were risks and assumptions (see also GIZ Safeguards and Gender system) as well as (unintended) negative results at the output and outcome level assessed in the monitoring system (e.g. 'Kompass')? Were risks already known during the concept phase?	Extent of assessment of risks and assumptions (quantitative, descriptive)	Project documents, S+G/Gender documents, analysis of monitoring system results	Project documents, team interviews transcripts	strong
	Standard	What measures have been taken by the project to counteract the risks and (if applicable) occurred negative results? To what extent were these measures adequate?	Extent of specific measures taken to counteract negative results (descriptive/quantitative)	Project documents, analysis of monitoring system results, reconstruction of ToC	Project documents, transcripts of interviews, visualization of ToC / results model	strong
	Standard	To what extent were potential (not formally agreed) positive results at outcome level monitored and exploited?	Extent of exploitation of potential positive results (quantitative)	Project documents, analysis of monitoring system results, reconstruction of ToC	Project documents, transcripts of interviews, visualization of ToC / results model	strong

(1) The first and the second evaluation dimensions are interrelated: if the contribution of the project to the objective achievement is low (2nd evaluation dimension) this must be considered for the assessment of the first evaluation dimension also.

(2) Deescalating factors/ connectors: e.g. peace-promoting actors and institutions, structural changes, peace-promoting norms and behaviour. For more details on 'connectors' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 55/135.

(3) Escalating factors/ dividers: e.g. destructive institutions, structures, norms and behavior. For more details on 'dividers' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 135.

(5) Escalating factors/ dividers: e.g. destructive institutions, structures, norms and behavior. For more details on 'dividers' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 135.

(5) Escalating factors/ dividers: e.g. destructive institutions, structures, norms and behavior. For more details on 'dividers' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 135.

(4) All projects in fragile contexts, projects with FS1 or FS2 markers and all transitional aid projects have to weaken escalating factors/dividers and have to mitigate risks in the context of conflict, fragility and violence. Projects with FS1 or FS2 markers should also consider how to strengthen deescalating factors/ connectors and how to address peace needs in its project objective/sub-objective?

(5) Risks in the context of conflict, fragility and violence: e.g. contextual (e.g. political instability, violence, economic crises, migration/refugee flows, drought, etc.), institutional (e.g. weak partner capacity, fiduciary risks, corruption, staff turnover, investment risks) and personnel (murder, robbery, kidnapping, medical care, etc.). For more details see: GIZ (2014): 'Context- and conflict-sensitive results-based monitoring system (RBM). Supplement to: The 'Guidelines on designing and using a results-based monitoring system (RBM) system.', p.27 and 28.

OECD-DAC Criterion IMPACT (max. 100 points)

Assessment dimensions	Filter - Project Type	Evaluation questions	Evaluation indicators	Data collection methods (e.g. interviews, focus group discussions, documents, project/partner monitoring system, workshop, survey, etc.)	Data sources (list of relevant documents, interviews with specific stakeholder categories, specific monitoring data, specific workshop(s), etc.)	Evidence strength (moderate, good, strong)
The intended overarching development results have occurred or are foreseen (plausible reasons). (1) Max. 40 points	Standard	To which overarching development results is the project supposed to contribute (cf. module and programme proposal with indicators/ identifiers if applicable, national strategy for implementing 2030 Agenda, SDGs)? Which of these intended results at the impact level can be observed or are plausible to be achieved in the future?	Extent of contribution of project to overarching development results (categorical/quantitative)	Project documents, interview with project leader, interview with leader of cluster, interview with institutional partner	Project documents, interview transcripts, cluster documents, national SDG strategy	good
	Standard	Indirect target group and Leave No One Behind (LNOB): Is there evidence of results achieved at indirect target group level/specific groups of population? To what extent have targeted marginalised groups (such as women, children, young people, elderly, people with disabilities, indigenous peoples, refugees, IDPs and migrants, people living with HIV/AIDS and the poorest of the poor) been reached?	Extent of contribution of project to indirect target groups and LNOB, e.g. Agenda 2030 SDG (explorative/qualitative)	Project documents, interview with project leader, government department heads, TTI principals, industry stakeholders	Project documents, interview transcripts	good
The project objective (outcome) of the project contributed to the occurred or foreseen overarching development results (impact).(1) Max. 30 points	Standard	To what extent is it plausible that the results of the project on outcome level (project objective) contributed or will contribute to the overarching results? (contribution-analysis approach)	Plausibility of contribution of project results to overarching results (explorative/qualitative)	Workshop with project team and reconstruction of ToC, Interview with partners, review of national strategies and project documents	Project documents, transcripts of interviews, visualization of ToC / results model, national strategy documents	moderate
	Standard	What are the alternative explanations/factors for the overarching development results observed? (e.g. the activities of other stakeholders, other policies)	Alternative contributing factors to results (explorative/qualitative)	Workshop with project team and reconstruction of ToC	Project documents, transcripts of interviews, visualization of ToC / results model, national strategy documents	moderate
	Standard	To what extent is the impact of the project positively or negatively influenced by framework conditions, other policy areas, strategies or interests (German ministries, bilateral and multilateral development partners)? How did the project react to this?	Imbedding of intervention in international development strategy for Kenya (explorative/qualitative)	Workshop with project team and reconstruction of ToC, Interview with partners	Project documents, cluster documents, transcripts of interviews, visualization of ToC, national strategy documents	good
	Standard	What would have happened without the project?	Difference made through the project (explorative/qualitative)	Document review, individual interviews with project team, cluster sustainable development and within the cooperation landscape	Project reports, transcripts of interviews, review of national strategies, other development projects	moderate

	Standard	To what extent has the project made an active and systematic contribution to widespread impact and were scaling-up mechanisms applied (2)? If not, could there have been potential? Why was the potential not exploited? To what extent has the project made an innovative contribution (or a contribution to innovation)? Which innovations have been tested in different regional contexts? How are the innovations evaluated by which partners?	Assumptions on scaling-up potential of project (explorative/qualitative)	Document review, individual interviews with project team and within the cooperation landscape	Project reports, transcripts of interviews, review of national strategies, other development projects	moderate
No project-related (unintended) negative results at impact level have occurred – and if any negative results occurred the project responded adequately.	Standard	Which (unintended) negative or (formally not agreed) positive results at impact level can be observed? Are there negative trade-offs between the ecological, economic and social dimensions (according to the three dimensions of sustainability in the Agenda 2030)? Were positive synergies between the three dimensions exploited?	Extent of non project-related results at impact level (qualitative)	Document review, individual interviews with project team and within the cooperation landscape, including external partners	Project documents, transcripts of interviews, visualization of ToC / results model, national SDG strategy	good
The occurrence of additional (not formally agreed) positive results at impact level has been monitored and additional opportunities for further positive results have been seized. Max. 30 points	Standard	To what extent were risks of (unintended) results at the impact level assessed in the monitoring system (e.g. 'Kompass')? Were risks already known during the planning phase?	Extent of assessment of risks and assumptions (categorical/quantitative)	Project documents, analysis of monitoring system results, consequence of adaptation to COVID situation	Project documents, monitoring documents, progress reports	moderate
	Standard	What measures have been taken by the project to avoid and counteract the risks/negative results/trade-offs (3)?	Extent of specific measures taken to counteract negative results (explorative/categorical)	Project documents, analysis of monitoring system results, reconstruction of ToC	Project documents, monitoring data, visualization of ToC workshop	strong
	Standard	To what extent have the framework conditions played a role in regard to the negative results? How did the project react to this?	Extent of negative results through external factors (qualitative)	Project documents, analysis of monitoring system results, reconstruction of ToC, adaptation to COVID situation	Project documents, transcripts of interviews, visualization of ToC / results model	strong
	Standard	To what extent were potential (not formally agreed) positive results and potential synergies between the ecological, economic and social dimensions monitored and exploited?	Extent of exploitation of potential positive results (qualitative/quantitative)	Project documents, analysis of monitoring system results, reconstruction of ToC	Project documents, analysis of monitoring system results, visualization of reconstruction of ToC	strong

(1) The first and the second evaluation dimensions are interrelated: if the contribution of the project outcome to the impact is low or not plausible (2nd evaluation dimension) this must be considered for the assessment of the first evaluation dimension also.

(2) Broad impact (in German 'Breitenwirksamkeit') is defined by 4 dimensions: relevance, quality, quantity, sustainability. Scaling-up approaches can be categorized as vertical, horizontal, functional or combined. See GIZ (2014) 'Corporate strategy evaluation on scaling up and broad impact: The path: scaling up, the goal: broad impact' (<https://www.giz.de/de/downloads/giz2015-en-scaling-up.pdf>)

(3) Risks, negative results and trade-offs are separate aspects and are all to be considered.

OECD-DAC Criterion EFFICIENCY (max. 100 points)

Assessment dimensions	Filter - Project Type	Evaluation questions	Evaluation indicators (pilot phase for indicators - only available in German so far)	Data collection methods (e.g. interviews, focus group discussions, documents, project/partner monitoring system, workshop, survey, etc.)	Data sources (list of relevant documents, interviews with specific stakeholder categories, specific monitoring data, specific workshop(s), etc.)	Evidence strength (moderate, good, strong)
The project's use of resources is appropriate with regard to the outputs achieved. [Production efficiency: Resources/Outputs] Max. 70 points	Standard	To what extent are there deviations between the identified costs and the projected costs? What are the reasons for the identified deviation(s)?	Das Vorhaben steuert seine Ressourcen gemäß des geplanten Kostenplans (Kostenzeilen). Nur bei nachvollziehbarer Begründung erfolgen Abweichungen vom Kostenplan.	Review of project documents, interview with project leader	Obligo report, HR report, transcript of interviews	strong
	Standard	Focus: To what extent could the outputs have been maximised with the same amount of resources and under the same framework conditions and with the same or better quality (maximum principle)? (methodological minimum standard: Follow-the-money approach)	Das Vorhaben reflektiert, ob die vereinbarten Wirkungen mit den vorhandenen Mitteln erreicht werden können.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Das Vorhaben steuert seine Ressourcen gemäß der geplanten Kosten für die vereinbarten Leistungen (Outputs). Nur bei nachvollziehbarer Begründung erfolgen Abweichungen von den Kosten. Die übergreifenden Kosten des Vorhabens stehen in einem angemessenen Verhältnis zu den Kosten für die Outputs. Die durch ZAS Aufschriebe erbrachten Leistungen haben einen nachvollziehbaren Mehrwert für die Erreichung der Outputs des Vorhabens	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Die übergreifenden Kosten des Vorhabens stehen in einem angemessenen Verhältnis zu den Kosten für die Outputs.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Die durch ZAS Aufschriebe erbrachten Leistungen haben einen nachvollziehbaren Mehrwert für die Erreichung der Outputs des Vorhabens.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard	Focus: To what extent could outputs have been maximised by reallocating resources between the outputs? (methodological minimum standard: Follow-the-money approach)	Das Vorhaben steuert seine Ressourcen, um andere Outputs schneller/ besser zu erreichen, wenn Outputs erreicht wurden bzw. diese nicht erreicht werden können (Schlussevaluierung). Oder: Das Vorhaben steuert und plant seine Ressourcen, um andere Outputs schneller/ besser zu erreichen, wenn Outputs erreicht wurden bzw. diese nicht erreicht werden können (Zwischenevaluierung).	Too early to determine	Too early to determine	moderate

	Standard	Were the output/resource ratio and alternatives carefully considered during the design and implementation process – and if so, how? (methodological minimum standard: Follow-the-money approach)	Das im Modulvorschlag vorgeschlagene Instrumentenkonzept konnte hinsichtlich der veranschlagten Kosten in Bezug auf die angestrebten Outputs des Vorhabens gut realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Die im Modulvorschlag vorgeschlagene Partnerkonstellation und die damit verbundenen Interventionsebenen konnte hinsichtlich der veranschlagten Kosten in Bezug auf die angestrebten Outputs des Vorhabens gut realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Der im Modulvorschlag vorgeschlagene thematische Zuschnitte für das Vorhaben konnte hinsichtlich der veranschlagten Kosten in Bezug auf die angestrebten Outputs des Vorhabens gut realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Die im Modulvorschlag beschriebenen Risiken sind hinsichtlich der veranschlagten Kosten in Bezug auf die angestrebten Outputs des Vorhabens gut nachvollziehbar.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Die im Modulvorschlag beschriebene Reichweite des Vorhabens (z.B. Regionen) konnte hinsichtlich der veranschlagten Kosten in Bezug auf die angestrebten Outputs des Vorhabens voll realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		Der im Modulvorschlag beschriebene Ansatz des Vorhabens hinsichtlich der zu erbringenden Outputs entspricht unter den gegebenen Rahmenbedingungen dem state-of-the-art.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard		siehe oben	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
	Standard	For interim evaluations based on the analysis to date: To what extent are further planned expenditures meaningfully distributed among the targeted outputs?				
The project's use of resources is appropriate with regard to achieving the projects objective (outcome). [Allocation efficiency: Resources/Outcome] Max. 30 points	Standard	To what extent could the outcome (project objective) have been maximised with the same amount of resources and the same or better quality (maximum principle)?	Das Vorhaben orientiert sich an internen oder externen Vergleichsgrößen, um seine Wirkungen kosteneffizient zu erreichen.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	good

Standard	Were the outcome-resources ratio and alternatives carefully considered during the conception and implementation process – and if so, how? Were any scaling-up options considered?	Das Vorhaben steuert seine Ressourcen zwischen den Outputs, so dass die maximalen Wirkungen im Sinne des Modulziels erreicht werden. (Schlussevaluierung)	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Oder: Das Vorhaben steuert und plant seine Ressourcen zwischen den Outputs, so dass die maximalen Wirkungen im Sinne des Modulziels erreicht werden. (Zwischenevaluierung)			
Standard		Das im Modulvorschlag vorgeschlagene Instrumentenkonzept konnte hinsichtlich der veranschlagten Kosten in Bezug auf das angestrebte Modulziel des Vorhabens gut realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Die im Modulvorschlag vorgeschlagene Partnerkonstellation und die damit verbundenen Interventionsebenen konnte hinsichtlich der veranschlagten Kosten in Bezug auf das angestrebte Modulziel des Vorhabens gut realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Der im Modulvorschlag vorgeschlagene thematische Zuschnitte für das Vorhaben konnte hinsichtlich der veranschlagten Kosten in Bezug auf das angestrebte Modulziel des Vorhabens gut realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Die im Modulvorschlag beschriebenen Risiken sind hinsichtlich der veranschlagten Kosten in Bezug auf das angestrebte Modulziel des Vorhabens gut nachvollziehbar.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Die im Modulvorschlag beschriebene Reichweite des Vorhabens (z.B. Regionen) konnte hinsichtlich der veranschlagten Kosten in Bezug auf das angestrebte Modulziel des Vorhabens voll realisiert werden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Der im Modulvorschlag beschriebene Ansatz des Vorhabens hinsichtlich des zu erbringenden Modulziels entspricht unter den gegebenen Rahmenbedingungen dem state-of-the-art.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard					
Standard	To what extent were more results achieved through cooperation / synergies and/or leverage of more resources, with the help of other ministries, bilateral and	Das Vorhaben unternimmt die notwendigen Schritte, um Synergien mit Interventionen anderer Geber auf der Wirkungsebene vollständig zu realisieren.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong

Standard	multilateral donors and organisations (e.g. co-financing) and/or other GIZ projects? If so, was the relationship between costs and results appropriate or did it even improve efficiency?	Wirtschaftlichkeitsverluste durch unzureichende Koordinierung und Komplementarität zu Interventionen anderer Geber werden ausreichend vermieden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Das Vorhaben unternimmt die notwendigen Schritte, um Synergien innerhalb der deutschen EZ vollständig zu realisieren.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Wirtschaftlichkeitsverluste durch unzureichende Koordinierung und Komplementarität innerhalb der deutschen EZ werden ausreichend vermieden.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Die Kombifinanzierung hat zu einer signifikanten Ausweitung der Wirkungen geführt bzw. diese ist zu erwarten.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Durch die Kombifinanzierung sind die übergreifenden Kosten im Verhältnis zu den Gesamtkosten nicht überproportional gestiegen.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
Standard		Die Partnerbeiträge stehen in einem angemessenen Verhältnis zu den Kosten für die Outputs des Vorhabens.	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong
and IKT	To what extent has the utilization of digital solutions contributed to gains in efficiency? To what extent have digital solutions offered opportunities for upscaling?	Efficiency of ICT solutions to bridge the COVID situation	Review of project documents, interview with project leader, focus group with project team	Obligo report, HR report, transcript of interviews	strong

OECD-DAC Criterion SUSTAINABILITY (max. 100 points)						
Assessment dimensions	Filter - Project Type	Evaluation questions	Evaluation indicators	Data collection methods (e.g. interviews, focus group discussions, documents, project/partner monitoring system, workshop, survey, etc.)	Data sources (list of relevant documents, interviews with specific stakeholder categories, specific monitoring data, specific workshop(s), etc.)	Evidence strength (moderate, good, strong)
Prerequisite for ensuring the long-term success of the project: Results are anchored in (partner) structures. Max. 50 points	Standard	What has the project done to ensure that the results can be sustained in the medium to long term by the partners themselves?	Extent of capability of partners to take over (qualitative) : Examines the extent to which positive results of the intervention can be expected to last once the intervention has ended.	Focus group with project team, individual interviews with project partners, focus groups with beneficiaries, project publications	Project documents, publications, transcripts and visualizations	moderate
	Standard	In what way are advisory contents, approaches, methods or concepts of the project anchored/institutionalised in the (partner) system?	Extent of anchoring on partners' system (categorical/qualitative)	Focus group with project team, individual interviews with project partners, focus groups with beneficiaries, project publications	Project documents, publications, transcripts and visualizations, MoU, regulations, assessment of professions	good
	Standard	To what extent are the results continuously used and/or further developed by the target group and/or implementing partners?	Extent of capability within partners systems (qualitative)	Individual interviews with project partners, focus groups with beneficiaries, project publications	Project documents, publications, transcripts and visualizations	moderate
	Standard	To what extent are resources and capacities at the individual, organisational or societal/political level in the partner country available (long-term) to ensure the continuation of the results achieved?	Extent of resources (human, financial, political will) with the partner system to pursue with the results (quantitative)	Individual interviews with project partners, focus groups with beneficiaries, project publications	Project documents, publications, transcripts and visualizations	moderate
	Standard	If no follow-on measure exists: What is the project's exit strategy? How are lessons learnt for partners and GIZ prepared and documented?	Existence of an exit strategy (categorical)	Individual interviews with project leaders and government officials	Project documents, MoU, regulations, assessment of professions	moderate
	Standard	To what extent are the results of the project durable, stable and resilient in the long-term under the given conditions?	Extent of sustainability of results (qualitative)	Individual interviews with project leaders, documents review	Project documents, transcripts from interviews	moderate
Forecast of durability: Results of the project are permanent, stable and long-term resilient. Max. 50 points	Standard	What risks and potentials are emerging for the durability of the results and how likely are these factors to occur? What has the project done to reduce these risks?	Assessment of risks and response (qualitative)	Individual interviews with project leaders, documents review	Project documents, transcripts from interviews	moderate

(1) Escalating factors/ dividers: e.g. destructive institutions, structures, norms and behavior. For more details on 'dividers' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 135.

(2) Deescalating factors/ connectors: e.g. peace-promoting actors and institutions, structural changes, peace-promoting norms and behavior. For more details on 'connectors' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 55/135.

(3) All projects in fragile contexts, projects with FS1 or FS2 markers and all transitional aid projects have to weaken escalating factors/dividers and have to mitigate risks in the context of conflict, fragility and violence. Projects with FS1 or FS2 markers should also consider how to strengthen deescalating factors/ connectors and how to address peace needs in its project objective/sub-objective?

Annex 1: EVALUATION MATRIX

Additional Evaluation Questions					
Assessment dimensions	Evaluation questions	Evaluation indicators	Data collection methods (e.g. interviews, focus group discussions, documents, project/partner monitoring system, workshop, survey, etc.)	Data sources (list of relevant documents, interviews with specific stakeholder categories, specific monitoring data, specific workshop(s), etc.)	Evidence strength (moderate, good, strong)
Impact and sustainability (durability) of predecessor project(s)	Which of the intended impact of the predecessor project(s) can (still/now) be observed?	Extent of visibility of impact of predecessor project (qualitative)	Not applicable		moderate
	Which of the achieved results (output, outcome) from predecessor project(s) can (still) be observed?	Extent of visibility of results of predecessor project (qualitative)	Not applicable		good
	To what extent are these results of the predecessor project(s) durable, stable and resilient in the long-term under the given conditions?	Extent of resilience of predecessor project (qualitative)	Not applicable		moderate
	In what way were results anchored/institutionalised in the (partner) system?	Extent of anchoring with partner system (qualitative)	Not applicable		strong
	How much does the current project build on the predecessor project(s)? Which aspects (including results) were used or integrated in the current project (phase)?	Integration of predecessor project within actual one (qualitative)	Not applicable		strong
	How was dealt with changes in the project context (including transition phases between projects/phases)? Which important strategic decisions were made? What were the consequences?	Extent of change processes in the transition phase (qualitative)	Not applicable		strong
	Which factors of success and failure can be identified for the predecessor project(s)?	Identification of prior successes and failures (qualitative)	Not applicable		good
Follow-on project (if applicable)	Based on the evaluations results: Are the results model including results hypotheses, the results-oriented monitoring system (WoM), and project indicators plausible and in line with current standards? If applicable, are there any recommendations for improvement?	Standard level of the results model (categorical)	Not applicable		strong
Additional evaluation questions	Not applicable				

(1) Please add additional questions of interests raised by the project including partner or target group during the inception phase that could not be included into the OECD/DAC criteria.

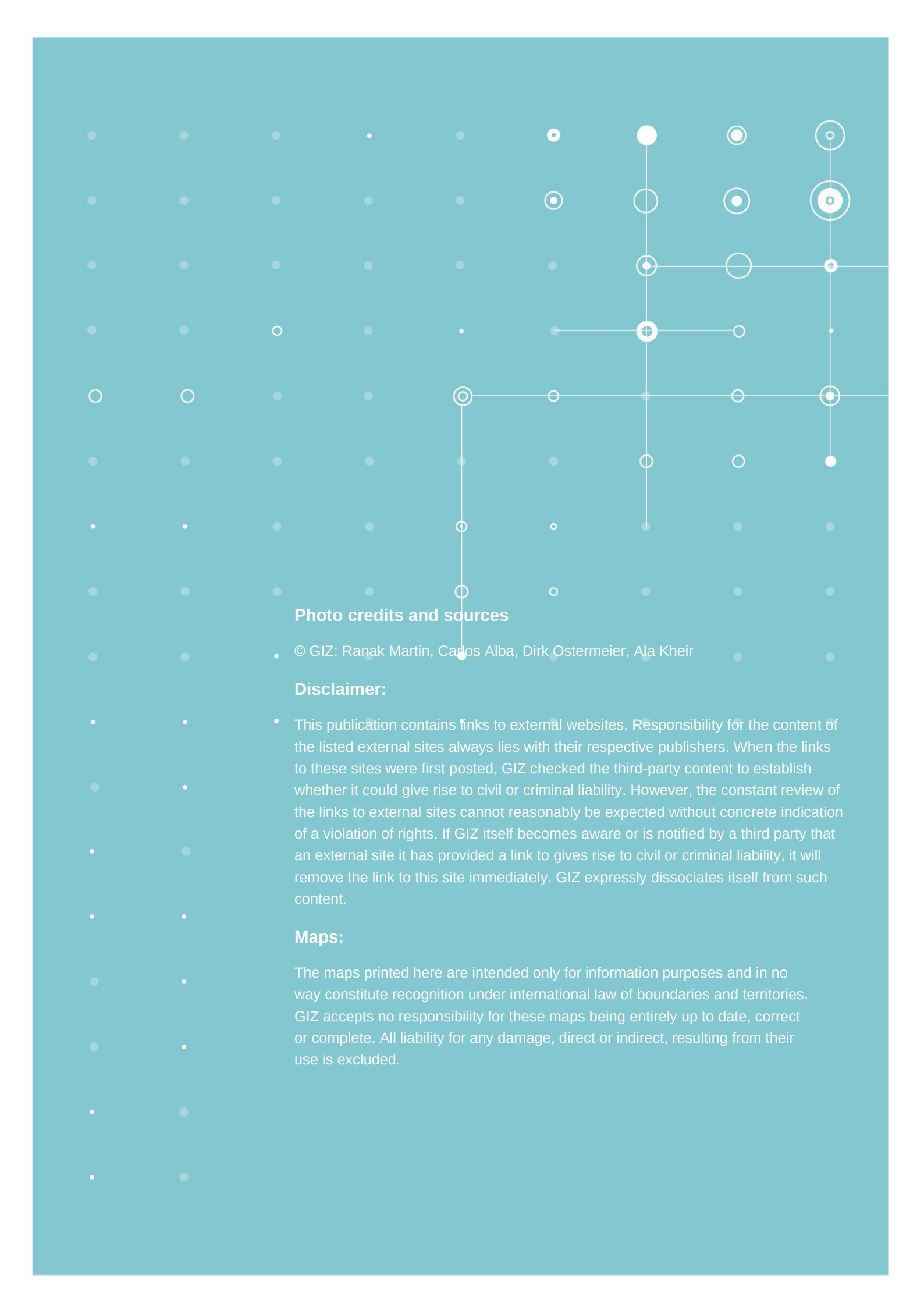


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