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Central Project Evaluation

New perspectives through academic education and training for young Syrians and Jordanians, Jordan

Project number 2014.4063.5

Evaluation Report

On behalf of GIZ by Dr Judith Abdel-Massih-Thiemann (Madiba Consult GmbH)

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The Evaluation Unit commissioned external independent evaluators to conduct the evaluation. This evaluation report was written by these external evaluators. All opinions and assessments expressed in the report are those of the authors.

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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
CPE	Central Project Evaluation
DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GJU	German Jordanian University
JOSY	Abbreviation of project name: New perspectives through academic education and training for young Syrians and Jordanians
SDG	Sustainable Development Goal
SI	Special Initiative
SMART	Specific, measurable, achievable, relevant, time-bound
ToC	Theory of change
UNHCR	United Nations High Commissioner for Refugees
UoJ	University of Jordan



The project at a glance

Jordan: New perspectives through academic education and training for young Syrians and Jordanians

Project number	2014.4063.5
Creditor reporting system code(s)	11420 - higher education
Project objective	The perspectives of young Syrians and Jordanians in host communities are improved.
Project term	December 2014 – December 2020
Project value	EUR 11,800,000
Commissioning body	German Federal Ministry for Economic Cooperation and Development (BMZ)
Lead executing agency	Jordanian Ministry of Planning and International Cooperation
Implementing organisations (in the partner country)	Jordanian Ministry of Planning and International Cooperation
Other development organisations involved	Deutscher Akademischer Austauschdienst (DAAD)
Target group(s)	Syrian refugees and marginalised Jordanians from host communities

1 Evaluation objectives and questions

This chapter aims to describe the purpose of the evaluation, the standard evaluation criteria, and additional stakeholders' knowledge interests and evaluation questions.

1.1 Evaluation objectives

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 scope of contributing to effective knowledge management. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH structures the planning, implementation and use of evaluations so that the contribution the evaluation process and the evaluation findings make to these basic functions is optimised.

This evaluation is embedded in the context of the central project evaluation (CPE) and is part of the Evaluation Unit's random sample for final evaluations. The purpose of the evaluation is to provide a summative report synthesising the results of a mid-term review of the project carried out in 2018, an alumni tracer study carried out in 2019/2020 and the project progress reports for the whole project period. Due to the existing mid-term project review and the de facto end of project activities in 2020, the evaluation will be carried out as a desk study synthesising the mid-term review, the alumni tracer study and various project reports. These will be complemented by additional interviews with remaining members of the project team and some partners (GIZ, 2020a; Int_5). The findings of the evaluation report may be used for the planning of future scholarship projects. No follow-on project is envisaged.

1.2 Evaluation questions

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

The evaluation is not planned as a comprehensive CPE but to complement and/or validate the results of the 2018 mid-term review. Hence, not all evaluation dimensions and questions from the standardised evaluation matrix (separate annex) will be considered. There will be a specific focus on the OECD/DAC criteria of effectiveness and impact, within which all dimensions of the evaluation matrix will be included. For the other criteria (relevance, efficiency and sustainability), information from existing documents will be compiled, and their validity analysed. Additional information gained from interviews will be used; however, no specific tool to gather further information will be designed. All criteria and dimensions will be rated to allow comparability with other CPEs, though for some ratings there might not be sufficient evidence. If this is the case, it will be reported accordingly in the evaluation.

Questions regarding fragility will not be included in the evaluation, yet questions on unintended results, external factors and alternative explanations for the project's achievements will be considered as far as possible with the existing information. No additional questions or specific interests were raised in the course of the inception phase by GIZ's sectoral unit, the project or other stakeholders mentioned (Int_5).

2 Object of the evaluation

This chapter aims to define the evaluation object, including the theory of change, and results hypotheses.

2.1 Definition of the evaluation object

The subject of this evaluation is the project 'New perspectives through academic education and training for young Syrians and Jordanians – JOSY' (PN 2014.4063.5), initially a stand-alone technical cooperation measure within the Special Initiative (SI) 'Tackling the root causes of displacement, reintegrating refugees'. In 2018, JOSY was embedded in the technical cooperation programme Education and Employment Promotion in Jordan.

Since the outbreak of the civil war in Syria in 2011, around 5.5 million people have fled the country to escape violence and destruction. According to the United Nations High Commissioner for Refugees (UNHCR), by November 2020 more than 661,997 Syrian refugees had officially registered. Around 7,500 of them are students in undergraduate and graduate study programmes. Syria runs the risk of losing an entire generation of academics, future specialists and managers who have left the country due to the war but are urgently needed for the reconstruction of the country after the civil war ends. The government of the Hashemite Kingdom of Jordan's (hereafter referred to as Jordan) wants to contribute to overcoming the crisis in Syria; higher education is regarded as a significant factor in achieving this aim. However, Jordanian universities are not prepared to integrate refugee students into their university structures, given their specific needs and demands. In addition, tuition fees are extremely high because refugee students are treated as international students and pay approximately two and a half times as much as Jordanians. Furthermore, the present economic situation is characterised by a high unemployment rate among young people – including academics – and work permits for refugees with a tertiary degree are almost impossible to obtain. As a consequence, both young Syrian refugees and the marginalised Jordanian population lack reliable life perspective in the host communities.

GIZ was commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) to implement the project 'New perspectives through academic education and training for young Syrians and Jordanians' (JOSY) with an original project period from 2015 to 2017 and a budget of EUR 4.275 million, which was modified several times, resulting in a project period ranging from 2015 to 2020 and an overall budget of EUR 11.8 million.

The objective of JOSY was 'The perspectives of young Syrians and Jordanians in host communities are improved'. Until 2018, JOSY provided scholarships to Jordanian and Syrian students, expecting a certain percentage of students to successfully complete their studies (module indicator 1); 50% of the scholarship holders should have been female (module indicator 2). Scholarship holders were expected to get involved voluntarily in social programmes in the host communities and community-based organisations, thereby contributing to effectively mitigating conflict and social tensions (module indicator 3). The fourth and last module indicator referred to the development and implementation of the concept Studying as a refugee through at least two universities. In 2018, the concept underlying JOSY was changed. It subsequently operated in three areas of intervention. In area of intervention 1 (provision of scholarships), JOSY awarded scholarships for master's degrees and courses at Jordanian universities. Students – Syrians as well as underprivileged Jordanians in the host communities (mainly in the northern region and Amman) – received financial support (scholarships), as well as psychosocial and further academic support according to individual needs. Half of the recipients were young women. The project worked on the assumption that well-educated Jordanians are equipped to continue the development of their country, while the Syrian students would be the generation that rebuilds their country once the war is over. In area of intervention 2 (employment promotion of scholarship holders), the project supported

Syrian refugees and disadvantaged Jordanians in attending shorter diploma courses in social work/refugee and migration studies at different Jordanian universities, as these are areas of work where professionals are needed at the moment and where it is easier for Syrians to find employment. Courses in career counselling and life skills were funded to improve the matching of skills of university graduates with those required in the labour market. In area of intervention 3 (cooperation with universities), JOSY supported networking and funded studies to assess the situation of refugees, their motivation for migrating and integration possibilities in universities and the Jordanian labour market. Further recommendations for universities to improve their approach towards students from marginalised populations and refugee students and for future projects in this sector were elaborated and implemented as pilot measures in one of the project's universities.

Changing conditions

The original project offer of 2014, initiated by the German Federal Minister of International Cooperation and Development, Dr. Gerd Müller, was based on the assumption that the civil war in Syria would end soon and Syrian refugees would return quickly to rebuild their country. In the course of the project implementation period, this assumption proved to be far too optimistic. In addition to that, Jordan insisted on securing 50% of total scholarships for Jordanians from vulnerable backgrounds. The project strategy had to be changed to be more employment-oriented and little consideration was given to the fact that Syrian refugees faced severe difficulties in obtaining working permits (GIZ JOSY, 2014, 2015, 2016b, 2019a).

Positions and roles within the stakeholder structure

The political partner of the project was the Ministry of Planning and International Cooperation. The Ministry of Higher Education and Scientific Research was assessed as a primary actor and not as a key actor or partner by the project's stakeholder map (GIZ JOSY, 2018b), and it was not systematically involved in the project until early 2018 when it participated in the second JOSY conference entitled 'Higher Education and Forced Migration – From Challenges to Opportunities'.

The scholarship programme (area of intervention 1) – excluding extracurricular activities of psychosocial support – was implemented by the Deutscher Akademischer Austauschdienst (German Academic Exchange Service, DAAD). From the beginning, the programme also cooperated closely with the German Jordanian University (GJU). Both DAAD and GJU were marked as key actors in the stakeholder map (GIZ JOSY, 2018b). Other universities such as the University of Jordan (UoJ), the Yarmouk University and the Jordan University of Science and Technology were recognised in the beginning as primary actors only, but turned out to be more important after the strategy was changed in 2018 when financial contracts were signed with UoJ to offer a professional diploma in 'Refugee studies and forced migration' to two intakes of students and with the Yarmouk University to offer a professional diploma in 'Career orientation and labour market integration' to four intakes of students. Furthermore, cooperation was established with KIRON (an online learning platform) for a summer school. The British Council, the Norwegian Refugee Council and the Danish Refugee Council were contracted to deliver additional educational training, such as language training or life skills training, or to implement activities on social cohesion in the host communities.

Communication took place with other relevant stakeholders and donors within the 'tertiary education group', such as UNHCR, the European Union (EU) and the European Union Madad Trust Fund.

Socio-economic impact, poverty orientation and human rights

JOSY was designed to contribute to demand-oriented support for young Syrian refugees and marginalised Jordanians by offering master's scholarships to improve future perspectives for the young generation in Syria and the Jordan. The project included elements of psychosocial support, life skills support and support to enter the labour market – as far as possible. In addition to having an opportunity to gain a master's degree as an entry ticket into the labour market or to further their academic career, the young people who participated expanded their life skills in the areas of communication, conflict prevention and management, social cohesion and, ulti-

mately, increased self-esteem and trust. This has to be considered within the context of the target group of Syrian refugees, specifically the aspect of war-related traumatisation. To promote employment, in 2019 JOSY also supported the establishment of a professional diploma in social work with the GJU to offer labour-market oriented certificates to scholarship holders. The cross-cutting aspects of gender (50% gender rate within the group of scholarship holders) and human rights/right to education were well considered in the project design (GIZ JOSY, 2014, 2016a, 2018a, 2019b; Wollny 2018).

JOSY took the Agenda 2030 into account and contributed to five of the 17 Sustainable Development Goals (SDGs): SDG 1 (reduced poverty), SDG 4 (quality education), SDG 5 (gender equality), SDG 8 (decent work and economic growth) and SDG 10 (reduced inequalities). Environmental aspects were not included in the project design. (BMZ 2011, 2019; UN, 2015a, 2015b)

2.2 Results model including hypotheses

The theory of change (ToC) is the central basis expected by GIZ for the theory-based evaluation approach. It is essential for assessing the five OECD/DAC criteria, specifically the criteria of effectiveness and impact. An initial results model and ToC were drafted in the course of the inception mission of the evaluation based on the last modified offer and impact matrix of 2019, as neither an impact logic nor an approved impact model or hypothesis were provided during the inception phase.

The ToC (shown in Figure 1) reflects the actual approach and concept responding to the core problems addressed by JOSY: 'Both young Syrian refugees and the marginalised Jordanian population lack reliable life perspectives in the host communities'.

The ToC does not reflect the original impact logic as envisaged by the project in 2014, as several changes took place in the course of the modified offers in 2015, 2016 and 2019. Major changes affected areas of intervention 2 and 3.

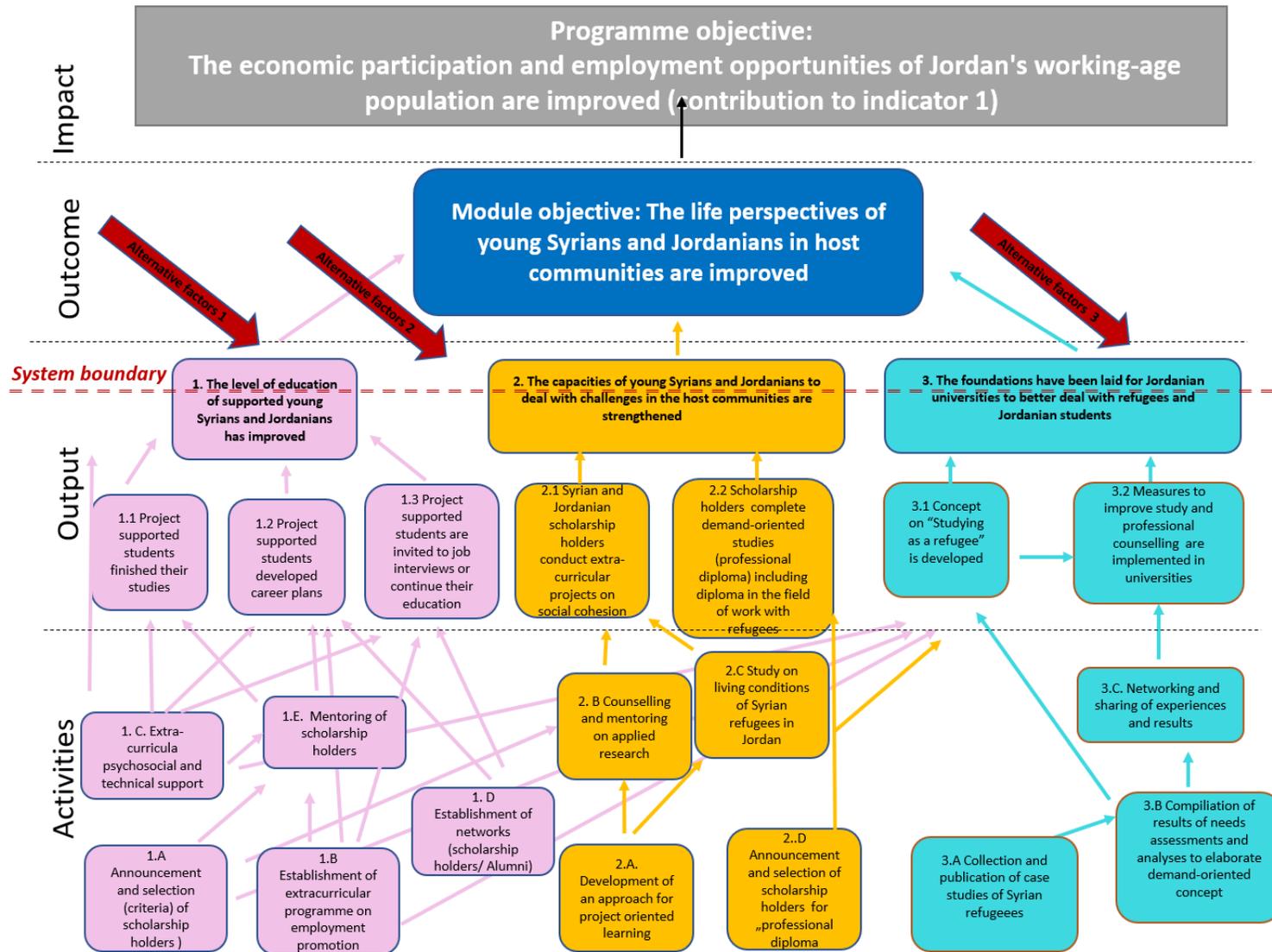
Area of intervention 2, which originally focused on increasing self-help capacities and social cohesion, turned to the area of 'employment promotion', including training on career planning, start-ups and labour market orientation in 2017/2018. Likewise, area of intervention 3, which originally focused on networking, changed its area of focus to cooperation with universities, concentrating on the implementation of demand-oriented measures through universities to address the needs of refugee students (GIZ JOSY, 2014, 2015a, 2016b, 2017a, 2018a, 2019a; Int_4, 8, 7).

Furthermore, in 2018, JOSY, which was conceptualised as a stand-alone development cooperation measure under the SI 'Tackling the root causes of displacement, reintegrating refugees', was embedded in the technical cooperation programme Education and Employment Promotion in Jordan. With this shift, JOSY area of intervention 2 was changed to 'employment promotion' and JOSY was expected to contribute to the programme's indicator 1: '36% of participants in German development cooperation measures in labour market-oriented higher education, vocational training courses and labour market services have been employed within 6 months after their participation in accordance with their qualification (20% women; 10% Syrian refugees).'

The present ToC is based on the changed impact logic and focuses on the three areas of intervention 'provision of scholarships' (area of intervention 1), 'employment promotion of scholarship holders' (area of intervention 2) and 'cooperation with universities' (area of intervention 3).

In area of intervention 1, which includes the provision of scholarships and the supervision and mentoring of scholarship holders, JOSY provides scholarships to selected young Syrian refugees and marginalised Jordanians (activity 1A). Apart from the 'pure' scholarship programme, JOSY offers – as per the demands of the spe-

Figure 1: Results model



cific target group – extracurricular activities such as psychosocial and technical support (activity 1C), mentoring (activity 1E) and exchange platforms for students (activity 1D) to improve their chances of graduating successfully (output indicator 1.1). In order to promote the employability of students after their graduation, JOSY also offers extracurricular services on employment promotion (activity 1B) and mentoring (activity 1E) to support students in elaborating career plans (output indicator 1.2) and increase their chances of being invited to job interviews (output indicator 1.3). The latter is further supported through exchange platforms (activity 1D). Therefore, the educational level of supported young Syrians and Jordanians is improved (output 1), not only with regard to their academic knowledge but also their capacities to cope with their past and current living situation and to make an informed decision for their future as employees, freelancers, business owners or academics. In this regard, the life perspectives of the young people who are supported by the project are improved (outcome). Some of the them who are supported – Jordanian as well as Syrian – will have found adequate employment in line with their qualifications within 6 months after graduation, contributing to the overall programme objective (indicator 1).

Area of intervention 2 was linked to social cohesion at the beginning of the project period. It envisaged that JOSY would develop an approach for project-oriented learning (activity 2A), offering counselling and mentoring on applied research for master's scholarship holders (activity 2B). It included a study on the living conditions of Syrian refugees in Jordan (activity 2C) and fostered extracurricular activities on social cohesion within the host communities for master's scholarship holders (output 2.1). This was intended to strengthen the capacities of young Syrians and Jordanians to deal with the challenges in the host communities (outcome).

Since 2018, area of intervention 2 has been named 'employment promotion of scholarship holders'. The above-mentioned activities have been kept for documentation purposes, although no further activities in the field of extracurricular activities on social cohesion have been planned. Since 2019, JOSY has been approving grant agreements with universities to finance scholarships for short-term professional diplomas – including a professional diploma in social work – within area of intervention 2 (activity 2D). These diplomas were selected according to labour market demands in Jordan and to potential future labour market demands in Syria. It is expected that the likeliness of the scholarship holders finding employment after graduation will increase, on the one hand, due to demand and, on the other, due to the fact that Syrian graduates could be employed as freelancers or interns by international organisations in this field. Scholarship holders who completed the demand-oriented professional diploma (output 2.2.) are expected to have strengthened their capacities to cope with the challenges in the host communities (output 2) and, therefore, have better life perspectives. Tracer studies on the real employability of graduates with professional diplomas (impact) are not envisaged.

Within **area of intervention 3**, 'cooperation with universities', JOSY strives to improve the systemic approach of the interventions, which in the beginning mainly focused on the individual, at the risk of neglecting the institutional context. A collection of case studies on Syrian refugees considers cases of scholarship holders or others (activity 3A) and compiles the information and the results of analyses and needs assessments (activity 3B) into a demand-oriented concept Studying as a refugee (output indicator 3.1). The concept is shared with others during a conference and other networking activities (activity 3C) in order to share lessons learnt and demands, to establish measures to improve the situation at universities and to offer professional counselling services (output indicator 3.2). This lays the foundation for Jordanian universities to better deal with refugee students and their specific needs as well as Jordanian students (output 3) and, thus, improves the life perspectives for the target group (outcome). In the long term, better university services might also influence the employability of students, which might influence their economic situation (programme indicator 1).

Hypotheses underlying JOSY's concept

In reference to the current project impact logic and the ToC, four hypotheses were formulated to apply the contribution analyses for the criteria of effectiveness and impact:

Hypothesis 1 – Extracurricular programme and social projects in host communities: Through project-related learning and the implementation of projects on social cohesion in host communities, master's scholarship holders improve their capacities to cope with challenges and to develop solutions, leading to better life perspectives (outcome).

Hypothesis 2 – Concept Studying as a refugee: The elaborated concept forms the basis for universities to improve their approach/counselling services for students and refugee students, respectively, creating better life perspectives for the target group.

Hypothesis 3 – Scholarships: Syrian refugees and marginalised Jordanians improve their access to the labour market or their ability to open their own business by receiving a scholarship (impact).

Hypothesis 4 – Extracurricular activities: Extracurricular activities, such as psychosocial support, and extracurricular courses on employment orientation included in the programme's services help the students to successfully complete their studies and make informed career decisions, improving their economic participation and employment opportunities (impact).

System boundary and unintended results

The assumptions behind the intervention logic have to be seen in the light of external factors or alternative explanations for the achievements. Achievements under area of intervention 1 might be influenced – positively or negatively – by activities conducted by students' universities outside the influence of the JOSY project. Universities might improve their (extracurricular) services because of interventions made by other actors and donors, and this may affect JOSY scholarship holders. Moreover, scholarship holders are highly influenced by their families and friends, which might affect their performance and/or the probability of finalising their studies. The general socio-political environment – and specifically Jordan's policies on Syrian refugees – might influence the behaviour of students from both countries and impact decisions on how and whether they complete their studies. In addition, further migration of the target group might influence the number of final graduates.

As in the case of area of intervention 1, the activities of other actors and donors might influence the students' progress – positively or negatively. Their progress might also be influenced by the general development of society, specifically in regard to social and economic development.

Area of intervention 3 is mainly influenced by the general attitude of universities towards refugee students and the application of the elaborated concept as well as the country's policy. The economic situation of the universities has to be taken into consideration as well. The activities of other donors and actors also have to be considered when it comes to changes in university approaches and structures.

Unintended results were anticipated when designing the project; these were validated and completed in progress reports and in the mid-term review in 2018. Major potential unintended results referred to the fact that graduates would not find a job after graduation due to the weak labour market or would not even be allowed to apply for jobs due to the existing job policy for refugees, leading to considerable frustration among graduates. The high vulnerability of refugee scholarship holders was identified as a potential risk factor for dropout, but this has not proved to be the case in reality. Considering that the project fostered an even more highly qualified workforce for an already limited number of available job opportunities, the increased tension in the labour market has had an influence on the population's behaviour and acceptance of refugees. Furthermore, the existence of further attractive scholarship programmes in the region might increase the expectations of scholarship holders, decreasing their initiative and responsibility for their life while depending on 'external funding' (GIZ JOSY, 2016b, 2018a, 2019b; Wollny, 2018; Int_8, 12).

3 Evaluability and evaluation process

This chapter aims to clarify 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.

The evaluability of the project was limited. As stated in the ToR, the evaluation was not planned as a comprehensive CPE, but rather as a means to review, complete and validate the mid-term review of 2018 (Wollny, 2018), the tracer study of 2020 (Forbes, 2020) and project progress reports (GIZ JOSY, 2016a, 2017a, 2018a, 2019b). In the process, a special focus was placed on the dimensions of effectiveness and impact. The information in the above-mentioned documents was complemented by a few additional project-related documents, such as the concept *Studying as a refugee* (GIZ, 2018), an article about the psychological challenges faced by JOSY scholarship holders (Steinhilber, 2019), the project's context analyses (Sabra, 2016) and GIZ's report on gender analyses in Jordan (Augustin, 2015). Some informally documented case studies were also made available, as were examples of extracurricular activities that were conducted (Int_8, 13, 16).

The project partners did not provide any monitoring data that could be considered for the evaluation. The only exception was DAAD's final report (GIZ, 2020b), which covered the number, social status and performance/graduation of scholarship holders, as well as the overall implementation of the project activities conducted by DAAD in area of intervention 1. Some additional interviews to verify and complement available data, or to grasp different perspectives were conducted with GIZ staff, project staff, DAAD staff, university staff and external experts.

The project developed a monitoring system based on project indicators called WebMo. WebMo was established in 2015 by an external consultant and was used until the project staff changed. Since 2016, the external monitoring expert has identified gaps in the monitoring system. However, recommendations to establish a conflict-sensitive monitoring system that includes aspects of unintended results, external factors or escalating and de-escalating factors in a fragile context have not been processed. A preliminary impact model was presented by an external consultant in 2015 and was completed in 2016, but due to inconsistencies with project staff it was not developed further and was not used for monitoring or steering (GIZ JOSY, 2015b, 2016d). The project focused on the special monitoring required by BMZ for SIs and the monitoring of indicators for the annual progress reports (Int_4, 8, 13). The first participatory operational plan was developed in February 2017; it was approved, but then withdrawn after a few months (GIZ JOSY, 2017b). The 2018 mid-term review also reported on the lack of coherent results-based monitoring and the challenges in identifying relevant monitoring data. Since then, the situation has not improved, especially as project staff numbers have been cut (Wollny, 2018; Int_4, 8, 13). Thus, the results presented in the mid-term review regarding a monitoring system can be validated. Nevertheless, updated data on the current status of the project in relation to all indicators could be extracted from the 2019 progress report (GIZ JOSY, 2019b) and was provided by the project team (Int_4, 8). Further information on unintended results and external factors/alternatives for the project's achievements was obtained from progress reports (GIZ JOSY, 2016a, 2017a, 2018a, 2019b), the mid-term review (Wollny, 2018), the tracer study (Forbes, 2020), DAAD's final report (GIZ, 2020b) and additional interviews.

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 (if applicable), and
- context and conflict sensitivity within the evaluation process (if applicable)

The implementation of the evaluation was based on a preliminary document review/desk study and a launch meeting between the GIZ Evaluation Unit, the project team and the evaluator to identify the project's interest in the evaluation, agree on the focus (criteria of effectiveness and impact) and format of the evaluation, and decide upon the evaluation process.

This evaluation was based mainly on the mid-term review conducted in 2018. This review involved various stakeholders such as GIZ, the JOSY team, DAAD, GJU, UoJ, British Council, Danish Refugee Council, German Embassy in Jordan (advisor for economic cooperation and development), UNHCR and individual experts. A second basis for the evaluation was the tracer study (Forbes, 2020), during which comprehensive interviews with scholarship holders were conducted. Furthermore, the concept Studying as a refugee (GIZ, 2018) presents the findings of interviews with stakeholders and universities. Due to the limited time available and limited accessibility to stakeholders for this evaluation, only a few knowledgeable respondents were included in the process. Interviewees were selected by the project and the GIZ Evaluation Unit based on their responsiveness, availability and accessibility. Representatives from BMZ, the Ministry of Planning and International Cooperation or the final beneficiaries were not included. This is partly because no added value was envisaged by doing so, partly to avoid overburdening respondents by repeated requests for interviews, especially in relation to the final target group (Int_5, 4, 8).

Tableau 1: List of evaluation stakeholders and selected participants

Organisation/company/target group	Overall number of persons involved in evaluation (including gender disaggregation)	No. of interview participants	No. of focus group participants	No. of workshop participants	No. of survey participants
GIZ	10 (9 females, 1 male)	7	3		
GIZ project team/GIZ partner country staff					
GIZ headquarters Germanv					
Partner organisations (direct target group)	4 (all female)	2	2		
Deutscher Akademischer Austauschdienst (DAAD)					
Civil society and private actors	1 (male)	1			
Consultants					

Organisation/company/target group	Overall number of persons involved in evaluation (including gender disaggregation)	No. of interview participants	No. of focus group participants	No. of workshop participants	No. of survey participants
Universities and think tanks	1 (male)	1			
German Jordanian University (GJU)					

The evaluation was planned as a desk study to be conducted by one international consultant. The Evaluation Unit will be tasked with transferring the evaluation results, as the project will be over and no project team will be available to ensure the dissemination of results. It can be anticipated that lessons learnt and recommendations will be considered in case similar projects are planned. A follow-on project is not envisaged.

4 Assessment according to OECD/DAC criteria

To introduce this chapter, it has to be restated that the evaluation was not conceptualised as a comprehensive CPE but as a desk study to review, validate and – if necessary – complement the mid-term review with a special focus on the criteria of effectiveness and impact.

No particular evaluation design was therefore used to evaluate the criteria of relevance, efficiency and sustainability. Available documents that focused on the 2018 mid-term review, project progress reports and the 2019/2020 tracer study were analysed, compared and triangulated to answer the questions in the evaluation matrix. Potential contradictory information was assessed for plausibility, while relevant validation questions were included in the additional interviews with staff and stakeholders to allow triangulation. The selection of interviewees depended on the availability of respondents as well as their knowledge of the project and their ability to answer specific questions. In reference to the criterion of efficiency, the efficiency tool was not applied due to lack of data. For all three criteria, all of their dimensions were rated according to the standardised CPE format to allow comparison with other CPEs. For some dimensions, insufficient evidence meant that a precise rating could not be calculated. In such cases, the evaluator made an ‘educated guess’ and reported this accordingly.

The evaluation of effectiveness focused on the project’s outcomes and main outputs. It included a quality check of the indicators (using SMART criteria – specific, measurable, achievable, relevant and time-bound) as one key task, referring to the final indicators in the modified offer of 2019 (GIZ JOSY, 2019a). The basis for the evaluation was the latest progress report of 2019 (GIZ JOSY, 2019b) as well as updated figures presented by the project team. Aspects of fragility, escalating and de-escalating factors were not included. Moreover, the plausible links between project activities, instruments and implementation strategies and the results at the outcome level were assessed using the contribution analysis.

To evaluate the overarching development results and the contribution to the development programme Education and Employment Promotion in Jordan (indicator 1), the following sources were used to define the criteria against which the impact was measured: project proposals, modified offers, project progress reports, including assigned identifiers (Kennungen) (AO-1, PG-1, GG-1, FS-1). The project’s contribution to five of the 17 SDGs was taken into account. The causal relationships between the outcome of the project and its impact were examined using the contribution analysis method, based on the ToC and the two hypotheses that had been elaborated. The tracer study, DAAD’s final report and the concept Studying as a refugee represent the main source

for the analysis. These were complemented by information from the mid-term review and the additional interviews.

The occurrence of unintended positive or negative results and/or external factors/alternative explanations for achievements (both at the outcome and the impact level) has not been monitored systematically. Some relevant information was found in the above-mentioned documents. Further relevant questions were included in the interviews.

4.1 Relevance

This section analyses and assesses the relevance of the project Jordan: New perspectives through academic education and training for young Syrians and Jordanians.

The evaluation matrix comprises the following assessment dimensions for assessing the project's relevance:

- The project design is in line with the relevant strategic reference frameworks.
- The project design matches the needs of the target groups.
- The project is adequately designed to achieve the chosen project objective.
- The project design was adapted to changes in line with requirements and re-adapted where applicable.

The project was conceptualised in line with relevant national and international strategic frameworks. It was based on the aim of German development cooperation policy to create perspectives for refugees (BMZ, 2017), and the priority areas of cooperation with Jordan including the SIs for refugees (BMZ, 2020) as well as the general BMZ policy for human rights (BMZ, 2011) – specifically the rights of young people (No Lost Generation) and inclusive development (Leave No One Behind). Furthermore, JOSY was planned in line with the Jordan Response Plan for the Syrian crisis (Hashemite Kingdom of Jordan, 2016, 2018) and the National Strategy for Human Resource Development (Hashemite Kingdom of Jordan, 2015). The project design considered international strategies such as Agenda 2030 (UN, 2015b; BMZ, 2019) and contributed to five of the 17 SDGs. For more detailed information please see Chapter 4.3.

In the realm of the Syrian civil war, JOSY was the first scholarship programme in the Middle East and North Africa (MENA) region to focus on master's studies and offer comprehensive services, including adequate living allowances and extracurricular support according to the needs of the target group. Hence, it paved the way for, complemented but also competed against other scholarship programmes such as the EU-funded EDU-SYRIA programme, the HOPES project (Higher and Further Education Opportunities and Perspectives for Syrian) funded by the EU Madad Trust Fund and the UNHCR-funded DAFI programme as well as national programmes funded by the private sector (e.g. Luminus) or non-governmental organisations (e.g. JOHUD) (GIZ JOSY, 2014, 2018a, 2019a,b; Sabra, 2016; Wollny, 2018; Forbes, 2020; Int_6, 4, 8, 9, 12). Due to its close alignment to German, national and international strategic frameworks and complementarity with other scholarship programmes, **relevance dimension 1 was rated with 30 out of 30 points.**

JOSY also met the need of the target group to complete academic educational courses as assessed in a baseline study conducted by the University of California, Davis and the International Institute of Education in 2013 (GIZ JOSY, 2014, 2015a, 2016b) and verified by assessments and surveys conducted in the course of the project's context analyses (Sabra, 2016), the mid-term review (Wollny, 2018) and the tracer study (Forbes, 2020). However, although specific consideration for the vulnerable population, including women and people with disabilities, is mentioned in GIZ's project offer, this was only introduced as a selection criterion for scholarship holders in the second intake. For the first intake, the implementing organisation (DAAD) focused on academic performance (Wollny, 2018; Int_7, 8, 11, 13). In addition, different information was presented concerning the matching of extracurricular activities (such as JOSY days and further training) to the target group's needs: in some cases, activities were randomly conducted without impact or strategic orientation, target group consultation or needs assessment, but rather to 'spend the money' (Wollny, 2018; Forbes, 2020; Int_4, 8, 11, 9, 16).

Some interviewees, however, stated that activities were mutually decided upon and planned together with the target group and took into account the changed strategic orientation, e.g. the shift towards employment promotion (GIZ JOSY, 2016c, 2018a, 2019a, 2019b, Forbes, 2020, Int_8, 13, 14, 16). Considering the contradictory results obtained for some of the dimension's questions, **relevance dimension 2 was rated with 25 out of 30 points.**

When assessing the project design, it has to be considered that JOSY was planned in 2014 at very short notice and under the very optimistic assumption that the war in Syria would end soon and scholarship holders would return to Syria to rebuild the country. Although the concept itself was plausible, a detailed impact logic or results model was never elaborated. Thus, the project design lacks a systematic approach: institutional analyses, detailed needs assessments (e.g. labour market analyses) and analyses of external factors were not included in the conceptualisation process. Draft impact models and operational plans were not applied further (GIZ JOSY, 2014, 2015b, 2017b; Wollny, 2018; Int_6, 7, 9, 10, 13, 15). Even the JOSY team was not well prepared to offer the required services and, in the beginning, there was no system in place for the care or supervision of staff working in this sensitive field. The latter was only offered in mid-June 2016 (Int_7, 8, 13). As a result, **relevance dimension 3 was rated with 5 out of 20 points.**

In addition, due to the changing conditions and the apparent wrong initial assumption that the civil war in Syria would end soon and Syrian refugees would return to rebuild the country, the project's strategy, outputs and indicators were changed several times (GIZ JOSY, 2015a, 2016b, 2019a). Apart from the financial increase (an additional EUR 4 million) and extension of the project (an additional two years) in 2015, indicators were only slightly amended without significantly changing the original concept – which is partly rooted in the financial grant obligations towards DAAD to implement the scholarship programme. The networking activities stated in the original offer were replaced by a strategy for refugee students and the implementation of relevant measures by two universities (GIZ JOSY, 2014, 2015a). In 2016, the project was again extended for two years, amounting up to a total of seven years; the project value was increased from EUR 8.5 million to a total of EUR 11.5 million. In the same year, some changes took place: community-based organisations were included in area of intervention 2 to implement projects on social cohesion to enable scholarship holders to increase their self-help capacities. In response to the project's experience, further life skills training was offered to scholarship holders, and universities were encouraged to implement demand-oriented courses in the area of social work and work with refugees. Between 2017 and 2018, it was decided to incorporate the stand-alone project into the development cooperation programme Education and Employment Promotion in Jordan. This meant that the impact that JOSY had was measured against employment statistics, even though external factors hindering its achievements relating to Syrian graduates were known. From 2018, short-term courses (diploma level) were financed (area of intervention 2, output B) and capacity development measures at selected universities were implemented (area of intervention 3, output C). This was initiated by the development of the concept Studying as a refugee (GIZ, 2018), which was included as a module indicator to promote the institutional capacity development of universities. In 2019, the project term was limited to six years, meaning it was due to end in December 2020, and slight amendments were made to the indicator target values. Extracurricular projects on social cohesion implemented by scholarship holders were withdrawn, as this concept did not work out and the envisaged effects did not materialise. The module indicator for social cohesion was eliminated. Network activities under former output C were withdrawn and the concept Studying as a refugee was placed under area of intervention 3 (module indicator 3) and complemented by implementation measures based on the concept itself. The rationale for and traceability of all these changes during the project period were only partly evident. Clear hypotheses resulting from a detailed impact model were missing (Wollny, 2018; GIZ JOSY, 2017a, 2018a; Int_6, 7, 10, 12, 13). **Relevance dimension 4 was rated with 10 out of 20 points.**

Tableau 2: Rating of OECD/DAC criterion: relevance

Criterion	Assessment dimension	Score and rating
Relevance	The project design is in line with the relevant strategic reference frameworks	30 out of 30 points
	The project design matches the needs of the target group(s)	25 out of 30 points
	The project is adequately designed to achieve the chosen project objective	5 out of 20 points
	The project design* was adapted to changes in line with requirements and re-adapted where applicable	10 out of 20 points
Relevance score and rating		Score: 70 out of 100 points Rating: Level 3: moderately successful

4.2 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).

To assess the project's effectiveness, the evaluation matrix comprises the following assessment dimensions:

- The project achieved the objective (outcome) on time in accordance with the project objective indicators.
- The activities and outputs of the project contributed substantially to the achievement of the project objective (outcome).
- No project-related (unintended) negative results have occurred – and if any negative results occurred the project responded adequately. The occurrence of additional (not formally agreed) positive results has been monitored and additional opportunities for further positive results have been seized.

Moreover, the evaluation reviewed the indicators as a basis for measuring the achievements of the project against the SMART criteria. The mid-term review identified several weaknesses in the indicators used in the modified 2016 impact matrix (GIZ JOSY, 2016b; Wollny, 2018). Due to the significant changes made to the indicators in the course of the implementation, this evaluation does not include an analysis of the original indicators. The following paragraphs and tables portray the current status of the project as of October 2020, including notes on the quality of the current indicators. The data presented refer to the tracer study conducted in 2019/2020 (Forbes, 2020) and/or updated monitoring data delivered by the project team.

The outcome indicators set for JOSY were effectively achieved except for outcome indicator 1, which had an achievement rate of 78%. This indicator is highly influenced by the current labour market situation and the restrictive Jordanian labour policy (please see Chapter 2), which lies outside the responsibility of the project and was not considered when developing the indicator or when deciding about the open choice of fields of studies without considering labour market access in Jordan. External factors were not systematically monitored or used for steering purposes. Outcome indicator 2 (gender equity for Syrian scholarship holders) was only achieved during the second intake, after GIZ explicitly required the inclusion of vulnerability and gender aspects in the selection process of scholarship holders. In the second intake, the focus was shifted to include gender during the selection process rather than focusing solely on the academic qualifications of candidates, which caused a drop in the number of scholarship holders who had the coping skills to complete a master's study programme. Unintended results like this one were not considered when planning the project; nor were

they monitored or used for steering purposes (GIZ JOSY, 2019; Wollny, 2018; Forbes, 2020; Int_4, 8, 10, 11, 13, 14, 15).

Tableau 3: Outcome assessment according to SMART criteria

Project objective: The prospects of young Syrians and Jordanians in host communities are improved Project's outcome indicators according to the change offer of 2019	Achievement as of October 2020	Assessment according to SMART criteria
<p>Outcome indicator 1. 60% of the 75 graduates from the scholarship programme for young Syrians and Jordanians (40% women) found a job related to their studies up to 6 months after graduation or continued their education Baseline: 0 Target value: 60% of the 75 graduates, which corresponds to 45, including 18 women</p>	<p>Actual value: 34 out of 58 (59%) graduates who responded were employed or continued their academic career; this figure included 8 women Achievement: 76% (44% of women on the programme)</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: yes; however, external factors for being employed have to be considered • Time-bound: moderate; the target value of the indicator can be achieved at the end of the project term, as the 6-month time frame did not apply to all graduates
<p>Outcome indicator 2. 50% of the scholarship holders are women Baseline: 0 Target value: 40 scholarships awarded to women</p>	<p>Actual value: 40 scholarship holders were women. Achievement: 100%</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: yes • Time-bound: yes
<p>Outcome indicator 3. One concept about studying as a refugee is developed and implemented with Jordanian universities and representatives of scholarship holders Baseline: 0 Target value: 1 university is implementing this concept</p>	<p>Actual value: concept is developed, 1 university and 1 non-governmental organisation are implementing measures Achievement: 100%</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: no (the development of the concept only impacts the output level) • Time-bound: yes

An additional indicator to measure the increased life perspectives for Syrian refugees, including aspects of psychosocial and extracurricular measures, would have been an added value, as outcome indicator 1 refers mainly to Jordanian graduates. **Effectiveness dimension 1 is rated with 30 out of 40 points.**

In reference to the effectiveness of dimension 2, the output indicators were mainly achieved or even overachieved. Output indicator 1.2 (with an achievement of 57%) and output indicator 1.3 (with an achievement of 90%) reflect to a certain degree the labour market situation and/or the possibility for Syrian refugees to enter the labour market. External factors had a pivotal influence on the achievement of these indicators but were not monitored, nor were they used for steering purposes. Calls for applications, selection of students and awarding of scholarships were achieved in time. While all 35 graduates in the first intake completed their studies within the 36-month time frame, only 17 out of 32 could do so in the second intake. Consequently, extraordinary scholarship extensions had to be approved. This can be explained partly by the shift from the use of academic-oriented criteria to select scholarship candidates to the use of selection criteria that focus more on vulnerability and gender with a subsequent significant drop in the average academic performance. No other relevant delay in the implementation could be observed (GIZ JOSY, 2019; Wollny, 2018; Forbes, 2020; Int_8, 11, 13, 15).

Tableau 4: Output assessment according to SMART criteria

Project's output indicators according to the change offer of 2019	Achievement as of October 2020	Assessment according to SMART criteria/Assessment
<p>Output 1.1: 75% of the 80 scholarship holders (50% women) have completed their studies successfully Baseline (2015): 20 Syrians and 20 Jordanians have begun their studies (in total 80 scholarships are planned) Target value: 60 scholarship holders (30 of them women) graduate successfully</p>	<p>Actual value: 67 scholarship holders had graduated, among them 34 women Achievement: 112% (113% in the case of women)</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: yes • Time-bound: moderate; it should be considered that several students did not complete the studies within the scheduled 36 months
<p>Output 1.2: 75% of the Syrian scholarship holders (50% women) have made 2 alternative career plans for the first 2 years after studying Baseline: 0 Target value: 30 Syrians (including 15 women) have developed 2 alternative career plans for the first 2 years after studying</p>	<p>Actual value: 17 Syrian scholarship holders, including 8 women, made 1 or more career plans Achievement: 57% (53% in the case of women)</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: moderate; it has to be considered that career plans for Syrians might not be too relevant due to the restrictive policy on obtaining work permits • Time-bound: yes
<p>Output 1.3: 75% of the 40 Jordanian scholarship holders (40% women) will be invited to job interviews by the time the project ends or they will plan to continue their education Baseline: 0 Target value: 30 of the Jordanian scholarship holders (12 women) get invited to job interviews or continue their education</p>	<p>Actual value: 27 Jordanian scholarship holders (including 15 women) were invited to job interviews Among the 31 students who responded, 13 (including 12 women) plan to continue their education Achievement: 90% (125% in the case of women)</p>	<ul style="list-style-type: none"> • Specific: moderate; two different aspects are included (job interview and/or further education plans) • Measurable: yes • Achievable: yes • Relevant: yes • Time-bound: yes
<p>Output 2.1: Syrian and Jordanian scholarship holders have completed 10 projects to strengthen social cohesion in 2 host communities Baseline: 0 projects Target value: 10 projects</p>	<p>Actual value: 10 projects were implemented Achievement: 100%</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: moderate; the completion of projects does not necessarily strengthen self-help capacities • Time-bound: yes
<p>Output 2.2: In cooperation with 10 Jordanian universities, 30 students successfully complete professional diplomas that will allow them to work with refugees Baseline: 0 Target value: Diplomas are awarded by 2 universities, 30 students (10 Jordanians, 20 Syrians) have completed the diploma</p>	<p>Actual value: 3 universities offer professional diploma courses, from which 61 students (35 Syrians, 26 Jordanians) graduate successfully Achievement: number of universities: 150%, number of graduates: 203%</p>	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: yes • Time-bound: yes (if project end date is seen as the deadline)
<p>Output C1: One concept Studying as a refugee has been developed together with Jordanian universities and scholarship holders Baseline: 0 Target value: 1 concept</p>	<p>Actual value: one concept Studying as a refugee is developed Achievement: 100%</p>	<ul style="list-style-type: none"> • Specific: moderate; 'together with' is not precise • Measurable: yes • Achievable: yes • Relevant: yes • Time-bound: yes (if the project end date is seen as the deadline)

Output C2: 2 activities are implemented at 1 Jordanian university which helps to improve the advisory services for students regarding academic achievement and career counselling Baseline: 0 Target value: 2 activities	Actual value: Baseline was surveyed in 2019; 1 measure implemented by Yarmouk University, 1 by the non-governmental organisation NAUA Achievement: 100% (with limitations)	<ul style="list-style-type: none"> • Specific: yes • Measurable: yes • Achievable: yes • Relevant: yes • Time-bound: yes
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The focus of the second evaluation dimension refers to the analysis of causal links between project activities, outputs and outcomes. Two hypotheses were selected from the ToC to assess these causal links and their contribution to the project's outcome.

Hypothesis 1: partly confirmed

'Through project-related learning and the implementation of projects on social cohesion in host communities, master's scholarship holders improve their capacities to cope with challenges and to develop solutions, leading to better life perspectives (outcome).'

Tableau 5: Analysis of hypothesis 1

Hypothesis 1: (activity – output – outcome)	Development of an project learning approach – advice and technical support on how to conduct applied research – study of the living conditions of Syrian refugees – mentoring – simultaneously conducting extracurricular projects on social cohesion (output indicator 2.1) – based on the knowledge gained, students' own capacities to cope with the challenges arising in the host communities increase (outcome)
Contribution to the outcome	<p>An additional new scholarship approach was established using a project-oriented approach (activity 2A). This included providing training and advice to master's scholarship holders on applied research (activity 2B) and supporting them in analysing the living conditions of Syrian refugees (activity 2E). Through extracurricular projects on social cohesion conducted by master's scholarship holders in the host communities (output indicator 2.1), master's graduates strengthened their capacities to cope with the challenges in host communities (output 2) and therefore improved their life perspectives (outcome). Specifically, because the project-oriented approach complemented the universities' theoretical approach, master's scholarship holders were better prepared to complete their master thesis – which was a precondition for graduation – and at the same time, improve their life skills and future perspectives.</p> <p>Although extracurricular training and activities were essential to improve life skills and employability, the contribution that students could make to extracurricular volunteer projects on social cohesion (output indicator 2.1) was limited, as scholarship holders lacked the time to fully engage in social projects and the effect on host communities did not meet the project's expectations. Furthermore, the implementing organisation did not always work with the same students as JOSY did. The original plan for 30 extracurricular projects in the host communities was changed to a qualitative indicator in 2018 and changed again in 2019 to 10 projects. After 10 projects were implemented without the expected results, there was no further follow-up.</p>
Risk(s)/unintended result(s)	<ul style="list-style-type: none"> • Weak contribution of scholarship holders to community projects on social cohesion • Frustration of graduates who did not find an adequate job opportunity • High costs for the implementation of extracurricular activities
Alternative explanation(s)	<ul style="list-style-type: none"> • Specific wish of BMZ to have a social cohesion component • Influence of the labour market situation • Influence of general development in society due to limited resources • Influence of other national and international actors in the field of social cohesion

Sources: GIZ JOSY, 2016a, 2017a, 2018a, 2019a, 2019b; Forbes 2020; Int_6, 7, 8, 9, 11, 14

Hypothesis 2: partly confirmed

'The concept forms a basis for universities to improve their approach/counselling services for students and refugee students, respectively, creating better life perspectives for the target group'

Tableau 6: Analysis of hypothesis 2

Hypothesis 2: (activity – output – outcome)	Collection of case studies (scholarship holders and others) (activity 3A) – collecting results of need assessments and analyses (activity 3B) – compiling results (activity 3B) – elaborating an evidence-based concept Studying as a refugee (output indicator 3.1) – distributing the information, sharing experiences and networking (activity 3C) – implementing respective measures in universities (output indicator 3.2) – setting the foundation for better professional services in universities (output 3) – better services create better perspectives for young Syrians and Jordanians (outcome)
Contribution to the outcome	<p>Case studies and results of need analyses of living conditions of Syrian refugees and Jordanian students were collected and analysed (activities 3A, 3B) and compiled in a concept Studying as a refugee (output indicator 3.1). The information was disseminated among universities and relevant line ministries to share experiences and identify activities to improve the situation for Syrian and Jordanian students (activity 3C). In addition to counselling and mentoring, this was intended to include aspects of labour market orientation, career planning and the link to the labour market. The concept was intended to form the basis for universities to identify gaps and measures to improve the situation. This in turn would establish a basis for better service delivery to promote and facilitate future perspectives for the target group.</p> <p>The concept was developed and shared with relevant actors and ministries during the second JOSY conference entitled ‘Higher Education and Forced Migration – from Challenges to Opportunities’. Although the concept was well received by most universities, it did not lead to significant changes within the universities’ structures. This shows that there are two different perspectives – those of the university management on one hand and those of lecturers and students on the other hand – regarding the existing support structures for students and refugee students. For example, the topic of counselling was subject to many reservations and even taboos, and most university administrators saw little need for action. Furthermore, university administrators consistently neglected the specific needs of refugees. Nevertheless, being financially supported by JOSY, several measures based on the concept findings were implemented by the partner universities UoJ, Yarmouk University and GJU (part of output indicator 3.2).</p> <p>The concept has created the foundation for a more structured institutional capacity development approach to establish structures for sustainable partners (output 3); however, this opportunity could be addressed only to a limited extent due to the limited funds (not DAAD-bound) still available. It is questionable how far the concept will be used, and whether it will lead to sustainable changes within the universities’ structures in order to improve life perspectives for young Syrians and Jordanians (outcome).</p>
Risk(s)/unintended result(s)	<ul style="list-style-type: none"> • The financial gap for universities to implement relevant measures • The concept will not be used by universities or the ministry to lead to adequate change within the universities’ structures • The concept is seen as external interference and as neglectful of existing structures (universities’ perspective)
Alternative explanation(s)	<ul style="list-style-type: none"> • From the perspective of some universities, some of the information provided by the concept was already known to them • Intervention of other national and international actors to improve the situation for refugees and students
<p>Sources: GIZ 2020; Int_4, 6, 8, 9, 12, 13, 14</p>	

Without the project, most of the scholarship holders would not have been able to start and/or complete their master’s studies, although some of them – especially in the first intake – originated from wealthy backgrounds. Future perspectives improved for all of them as a result of the project. Scholarship holders who were studying for a master’s benefited greatly from the new project-oriented approach, which complemented the theoretical approach taken by universities, and from the additional life skills they could obtain by conducting social projects. Consequently, thanks to the improved competences, their employability increased. The plan to motivate master’s scholarship holders to engage in volunteer projects on social cohesion in the host communities did not materialise as expected. The elaborated concept Studying as a refugee could have been a basis for structural capacity development for universities to adapt their approaches to the specific needs of refugee students, but the implementation of recommendations was not taken up by the universities without the intervention of GIZ. (Wollny, 2018; GIZ JOSY, 2019b; Forbes, 2020; Int_4, 7, 8, 11, 13). **Effectiveness dimension 2 was rated with 20 out of 30 points.**

Neither unintended results – positive or negative – nor external factors were systematically monitored or used for steering purposes. In the course of the project’s document review and the evaluation interviews, some unintended negative and positive results could be identified. As one of the first scholarship programmes in the region for Syrian refugees, JOSY was regularly perceived as an example by other stakeholders and the international donor community. Several aspects of JOSY were adopted by other programmes, such as EDU-SYRIA and HOPES. Lessons learnt could be shared and success stories multiplied. To a certain degree, institutional learning within universities took place unintentionally (Wollny 2020; Int_4, 6, 7, 8, 9, 13, 14).

With regard to the final target group, a high level of frustration could be perceived among graduates who did not find employment based on the qualification they had acquired. The external factor of labour market influence and the effects of the restrictive national policy were not considered when planning the project; nor were they monitored systematically. The selection of scholarship holders did not always correspond to the set target group criteria as stated in GIZ’s project proposal (GIZ JOSY, 2014). This was particularly the case in the first intake. Until DAAD was specifically requested by GIZ to include vulnerability and gender aspects in the selection process, DAAD applied their proven tools and processes for the selection of candidates based on excellence rather than vulnerability. For Jordanian and – to a lesser degree – Syrian candidates, the criterion of vulnerability was not inherent. In the second intake, the criterion of vulnerability was included, leading to a pool of more vulnerable candidates but with fewer academic qualifications. As a consequence, greater efforts (in the area of human and financial resources) had to be made to support these students in completing their studies, including delaying graduation in some cases.

To a certain degree, the migration of master’s graduates to different countries for a PhD or for work could also be seen as a sort of brain drain, especially in light of the initial assumption that the Syrian war would end soon and Syrian scholarship holders would return to build up their country. However, as this assumption turned out to be too optimistic and it proved to be almost impossible for refugees to work in Jordan, the option for graduates to continue their PhD or find a job abroad has to be assessed positively given the circumstances. Furthermore, the way that GIZ intervened in the selection process for the scholarship holders was perceived to have a negative effect on the atmosphere of cooperation. Nonetheless, it was GIZ’s insistence that managed to get the aspect of vulnerability considered in the selection process. Adequate communication, precise distribution of roles and responsibilities and the mutual setting of goals had not taken place at the beginning due to the considerable time pressure exerted by the commissioning ministry (BMZ) to start implementation. (Wollny, 2020; Int_4, 6, 7, 8, 13, 11, 14, 15)

Moreover, the above-average scholarship allowances motivated some of the scholarship holders to delay their graduation to extend the period of funding – knowing that there would be very little difference between the amount they received in funding and what they would earn in a job. The project team and partners reported that some students became very demanding and expectations of the JOSY team grew during the project implementation period. This was enhanced by the number of additional services as well as the very high engagement of JOSY staff and the very close supervision and care. This situation led to a high workload and psychological stress for JOSY staff, who had not been adequately prepared for the type of work or were not adequately supervised and coached (Wollny, 2020; Int_4, 6, 7, 8, 13, 11, 15). At this point, it should also be mentioned that it is questionable whether the intensive individual support provided to scholarship holders by GIZ staff was the purpose of the project to begin with. The rating for **effectiveness dimension 3 was 10 out of 30 points.**

Tableau 7: Rating of OECD/DAC criterion: effectiveness

Criterion	Assessment dimension	Score and rating
Effectiveness	The project achieved the objective (outcome) on time in accordance with the project objective indicators ¹	30 out of 40 points
	The activities and outputs of the project contributed substantially to the project objective achievement (outcome) ²	20 out of 30 points
	No project-related (unintended) negative results have occurred – and if any negative results occurred the project responded adequately	10 out of 30 points
	The occurrence of additional (not formally agreed) positive results has been monitored and additional opportunities for further positive results have been seized	
Effectiveness score and rating		Score: 60 out of 100 points Rating: Level 3: moderately unsuccessful

4.3 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).

To assess the project's impact, the evaluation matrix comprises the following assessment dimensions:

- The intended overarching development results have occurred or are expected (plausible reasons).
- The project objective (outcome) contributed to the occurred or expected overarching development results (impact).
- No project-related (unintended) negative results at impact level have occurred – and if any negative results occurred the project responded adequately. 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.

According to the reconstructed results model, the impact of the project should have been assessed based on its contribution to indicator 1 of the development cooperation programme Education and Employment Promotion in Jordan: The economic situation and employment opportunities of Jordan's working-age population are improved. This approach had its limitations, as JOSY had been conceptualised in 2014 as a stand-alone project under the SI, with the module objective (outcome) that life perspectives of young Syrians and Jordanians in host communities were improved. The contribution to the impact was only considered to a certain degree and the project focused on fast support and fast results rather than long-term and sustainable results. The project was only aligned to the overall programme in 2017/2018 and the impact of JOSY was measured against employment numbers in the Jordanian population without being able to change the concept retrospectively. Basic structures (such as labour market orientation), designed to achieve the newly defined impact, were not included in the project design. Activities were included to achieve some contributions only at the output level. Furthermore, the main target group – Syrian scholarship holders – was not included in the impact indicator (GIZ JOSY, 2017a, 2018a; Int_4, 7,12).

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

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

JOSY contributed to the programme indicator 1, as 19 Jordanian males and 6 Jordanian females found employment that was in line with their qualifications. One Jordanian male and one Jordanian female opened their own business. This accounted for 34% of the supported target group, which is almost the rate set for the indicator (Forbes, 2020; Int_4, 8).

From the perspective of the stakeholders, JOSY left its footprint by initiating the first complete scholarship programme including refugees in Jordan; lessons learnt were used by similar projects contributing to national strategies (GIZ JOSY, 2019a, 2019b; Wollny, 2018; Forbes, 2020; GIZ, 2020a; Int_4, 8, 7, 9).

Potential interactions between social, economic and environmental results (within the meaning of Agenda 2030) refer to the impact on five of the 17 SDGs. By offering scholarships, JOSY supported 40 Syrian refugees and 40 Jordanians (not all of whom were marginalised) to complete a qualitative education. The policy document Studying as a refugee could be seen as a foundation for universities to adapt their services to the specific needs of refugee students and improve conditions for them (SDG 4 – quality education). Together with extra-curricular activities related to employment promotion, this formed the basis for future prospects and opportunities for decent work and economic growth (SDG 8): 28 scholarship holders found employment, 3 opened their own business and 4 continued their academic career by starting a PhD. These results are expected to contribute to the reduction of poverty (SDG 1, identifier AO-1). By including marginalised Jordanians and refugees, the project contributed to reducing inequalities between the ‘elite’ and the vulnerable population (SDG 10 – reduced inequalities). DAAD considered academic qualifications regardless of social, religious or financial background as an entry point for scholarships in the first intake. GIZ guaranteed the inclusion of vulnerability as a criterion in the selection of candidates in the second intake, taking on board the principle of leave no one behind and the specific criteria for the defined target group. Finally, JOSY promoted gender equality (SDG 5, identifier GG-1) by setting a rate for female participants (Augustin, 2015). By offering future economic prospects, implementing the ‘do no harm approach’, considering refugees and members of host communities equally and including aspects of social cohesion (area of intervention 2), JOSY created a basis for increased social cohesion and a peaceful co-existence (identifier FS-1). Environmental results are not considered by the project (GIZ JOSY, 2014, 2015a, 2016a, 2017a, 2018, 2019a, 2019b; Forbes, 2020). **Impact dimension 1 is rated with 30 out of 40 points.**

Two hypotheses were selected to assess the contribution of JOSY to the overall programme.

Hypothesis 3: partly confirmed

‘Syrian refugees and marginalised Jordanians improve their access to the labour market or their ability to open their own business by receiving a scholarship (impact).’

Tableau 8: Analysis of hypothesis 3

<p>Hypothesis 3: (activity – output – outcome – impact)</p>	<p>Syrian refugees and marginalised Jordanians receive scholarships for master’s studies (activity 1A) – scholarship holders are closely mentored (activity 1E) and have access to additional measures, such as psychosocial support (activity 1C; output indicator 1.2), further training (technical, practical, life skills) (activities 2D, 2E; output indicator 2.1) – scholarship holders are helped to elaborate their career plans and to apply for jobs (output indicator 1.2) – scholarship holders are invited to job interviews or encouraged to further their education (output indicator 1.3) – life perspectives are improved (outcome) – economic participation has increased (impact)</p>
<p>Contribution to the impact</p>	<p>Selected scholarship holders received a comprehensive package of support to enable them to successfully complete their master’s studies (activities 1A, 1C, 1E, 2B, 2C, 2E). Support measures included an extensive financial package to allow them to fully concentrate on their studies without financial constraints. Some respondents and documents reflected that the scholarship was too generous, leading to a very limited number of beneficiaries, on the one hand, and negative influences – such as the extension of studies just to receive the funds, demanding attitudes among students, a dependency on donors by students or increased competition among donor programmes – on the other hand. Other information justifies the importance of adequate scholarship and other funds so that scholarship holders (specifically men) do not have to work at the same time but rather</p>

	<p>can concentrate on their studies. Some students often financed their whole family with the scholarship allowances. Finally, the scholarship allowances were equivalent to general scholarships fees in the region, e.g. DAAD's Third Country Programme (not the tuition fees). The selection of scholarship holders, especially in the first intake, was not based on vulnerability but on academic qualifications. This also meant that young Syrians and Jordanians from wealthier backgrounds could benefit from the project.</p> <p>All scholarship holders confirmed the benefits of the project and their improved life perspectives (outcome). Some 28 graduates found a job within six months after graduation, three opened their own business and four continued their academic career with a PhD (impact). However, Syrian refugees in particular could not link their increased qualifications with employability (only nine found a job) due to the restrictive national employment policy. Although a lawyer was hired to identify options for Syrian refugees to work, the problem could not be solved. A high level of frustration resulted from what was perceived to be a 'useless' degree.</p> <p>The concept Studying as a refugee (output indicator 3.1) could be a sound basis for universities to adapt their structure and processes (output 3). However, as long as financial resources are not guaranteed and the system is not established with partners or in political structures, it is hard to prove clear plausibility of a sustainable impact.</p> <p>Therefore, the project's contribution to improved life perspectives is highly plausible, but only to a certain degree when it comes to the impact of increased economic participation.</p>
Risk(s)/unintended result(s)	<ul style="list-style-type: none"> • General attitude and policy towards the integration of Syrian refugees in the labour market • Lack of labour market orientation for Jordanian scholarship holders • Concept not anchored in partner structures • Implementation of cost-intensive additional measures ('luxury') • Increased expectations and demanding attitudes of some scholarship holders • Frustration among Syrian graduates who were not able to find a job • Donor dependency of scholarship holders
Alternative explanation(s)	<ul style="list-style-type: none"> • Activities of other actors and donors
Sources: Wollny, 2018; GIZ JOSY, 2019b; Forbes 2020; GIZ 2020b; Int_6, 7, 8, 9, 11, 13, 14	

Hypothesis 4: Partly confirmed

'Extracurricular activities, such as psychosocial support, and extracurricular courses on employment orientation included in the programme's services help the students to successfully complete their studies and make informed career decisions, improving their economic participation and employment opportunities (impact).'

Tableau 9: Analysis of hypothesis 4

Hypothesis 4: (activity – output – outcome)	Offering psychosocial support (activity 1C) – offering mentoring (activities 1E, 2C) – successful completion of the master's study programme (output indicator 1.1) – offering additional career-oriented measures and training (output indicators 1.2, 1.3) – elaborating career plans – improved employability – improved life perspectives (outcome) – increased economic participation (impact)
Contribution to the impact	<p>Hypothesis 4 is closely linked to hypothesis 3, as extracurricular activities and measures were part of the comprehensive scholarship package. Therefore, the same results apply for hypothesis 4 as described for hypothesis 3.</p> <p>Intensive technical and social mentoring (activities 1E, 2C) and psychosocial support (activity 1C) were offered. If required, the project financed additional educational measures (e.g. language, applied research) but also life skills training and project-related learning (activities 2B, 2D). Some 67 out of 80 scholarship holders successfully completed their studies by October 2020 (output 1). Psychosocial support was widely recognised as an important measure, specifically for Syrian refugees; however, it was neglected by some respondents. The very diverse response made validation difficult. Nonetheless, the link between psychosocial support and completed studies and improved life perspectives seemed to be plausible.</p>

	<p>In addition, JOSY offered training to increase employability, for example, CV writing, digital skills, communication skills, career plans (activities 2B, 2D, 2E; output indicators 1.2, 1.3). Scholarship holders confirmed the contribution that JOSY made in improving their life perspectives (outcome). Some 28 graduates found a job within six months after graduation, three opened their own business and four continued their academic career with a PhD (impact). Additional support measures were rated as very important in some cases, but as a 'waste of time and funds' in other cases. This depended on the individual's perspective and thus is difficult to evaluate objectively.</p> <p>With regard to increased employability (impact), Syrian refugees in particular could not link their increased qualifications with employability (only nine found a job) due to the restrictive national employment policy. Even the lawyer who was hired could not help to identify options for Syrian refugees to obtain work permits. A high level of frustration resulted from what was perceived to be a 'useless' degree.</p> <p>Therefore, the contribution of the project to improved life perspectives is highly plausible, but only to a certain degree when it comes to the impact of increased economic participation.</p>
Risk(s)/unintended result(s)	<ul style="list-style-type: none"> • General attitude and policy towards the integration of Syrian refugees in the labour market • Lack of labour market orientation for Jordanian scholarship holders (who were allowed to freely choose their studies based on personal interests) • Concept not anchored in partner structures • Implementation of cost-intensive additional measures ('luxury') • Increased expectations and demanding attitudes of some scholarship holders • Frustration among refugee graduates who were not able to find a job
Alternative explanation(s)	<ul style="list-style-type: none"> • Activities of other actors and donors • Restricted labour market policy • Weak labour market
<p>Sources: Augustin, 2015; Wollny, 2018; Steinhilber 2019; GIZ JOSY, 2019b; Forbes 2020; GIZ 2020b; Int_6, 7, 8, 9, 11, 12, 13, 14, 15</p>	

Without the project, most of the scholarship holders would not have been able to start and/or complete their master's studies. A plausible contribution to improved life perspectives (outcome) could be assessed, specifically as a result of additional measures such as psychosocial support.

However, studies were chosen based on personal interests and were not linked to labour market demands in Jordan. This had a negative effect on future employability, especially for the Syrian students and to a limited extent for the Jordanian students. Master's degrees are still relative rarely required by the Jordanian labour market. Bachelor's degrees are normally sufficient and several scholarship programmes exist at this level. The project reacted by introducing a short-term professional diploma in social work, where there was greater potential for employability. However, Syrian refugees always faced restrictions on obtaining work permits, reducing the impact of the project in terms of economic participation. (Wollny, 2018; Steinhilber, 2019; GIZ JOSY, 2019b; Forbes, 2020; GIZ, 2020b, Int_4, 7, 8, 11, 13). **Impact dimension 2 is rated with 10 out of 30 points.**

Unintended results, positive or negative, as well as external factors, were not systematically monitored or used for steering purposes. Unintended results identified for the effectivity criterion are also valid for the impact criterion. It is difficult to distinguish clearly between negative results at outcome or impact level. Unintended results should not be repeated at this point. **Impact dimension 3 is rated with 10 out of 30 points.**

Tableau 10: Rating of OECD/DAC criterion: impact

Criterion	Assessment dimension	Score and rating
Impact	The intended overarching development results have occurred or are expected (plausible reasons) ³	30 out of 40 points
	The outcome of the project contributed to the occurred or expected overarching development results ⁴	10 out of 30 points
	No project-related (unintended) negative results at impact level have occurred – and if any negative results occurred, the project responded adequately	10 out of 30 points
	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	
Impact score and rating		Score: 50 out of 100 points Rating: Level 4: moderately unsuccessful

4.4 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).

To assess the project's efficiency, the evaluation matrix comprises the following assessment dimensions:

- The project's use of resources is appropriate with regard to the outputs achieved.
- The project's use of resources is appropriate with regard to achieving the project objectives (outcome).

Due to the lack of information about the allocation of costs to outputs and the fact that it was not planned as a comprehensive CPE, the GIZ efficiency tool was not applied. This evaluation was based on the findings of the mid-term review and responses from interviews conducted with GIZ staff and other stakeholders. A focus was placed on the question of maximising possibilities, to identify recommendations for potential future scholarship projects.

Project costs of EUR 4.275 million were originally planned; in the course of the project implementation period, this amount was increased to EUR 11.8 million and 80 final beneficiaries were agreed (GIZ JOSY, 2014, 2015a, 2016b; Wollny, 2018). The main reason for the increase in costs was the extremely high tuition fees in Jordan. Due to cost and time reasons, a third intake of master's students was not organised. However, low-cost, short-term professional diplomas were introduced. Furthermore, the currency crash in January 2015 had implications for the exchange rate and led to a loss in real project funds. In addition, the strict budget limitations and calendar year structure of the SI led the project's management team to concentrate more on cash flow rather than on realistic planning processes. Furthermore, the financial tracking of DAAD and JOSY expenditure

³ The first and the second impact dimensions are interrelated: if the contribution of the project outcome to the impact is low or not plausible (second impact dimension), this must also be considered for the assessment of the first impact dimension.

⁴ The first and the second impact dimensions are interrelated: if the contribution of the project outcome to the impact is low or not plausible (second impact dimension), this must also be considered for the assessment of the first impact dimension.

corresponded well with the specific agency's guidelines, but differed between organisations: while JOSY followed the calendar year, DAAD followed the academic year. All of this made adequate planning and efficient use of funds difficult (Wollny 2018; Int_4, 7, 8, 9, 11, 13). According to the last cost-obligo report (Kosten-Obli-go-Bericht) issued in October 2020, 52% of the budget was granted or subcontracted, of which 45% went to DAAD to implement the scholarship activities. Almost one-third (30%) of the overall budget was spent on GIZ's personnel costs (Wollny, 2018; GIZ JOSY, 2020c), including almost 5% on time records.

A comprehensive and highly competitive scholarship package was provided for students. It covered living expenses, tuition fees and the costs of additional mentoring. The administration of scholarships was professionally organised by DAAD. Following the mid-term review (Wollny, 2018; Int_10, 7), the relationship between tuition fee expenditure, allowances for scholarship holders and overhead/administration and staff costs indicated relatively high administrative costs. However, at the end of the project, DAAD contested this assessment. The official data presented by DAAD showed the following breakdown of expenditure: 51% for scholarships (thereof 32% for monthly allowances and 19% for tuition fees), 21% programme costs, 12% staff costs, 1% business trips and 10% overhead costs. The remaining 5% was repaid to GIZ.

Compared to other programmes, JOSY was recognised as the most expensive scholarship programme in Jordan. For example, EDU-SYRIA supported 1,289 students in various study programmes with a budget of EUR 15 million. It can be discussed whether the high subsistence payment to JOSY scholarship holders or additional measures could have been reduced. Instead, funds for output 2 might have been used to offer scholarships to more young people (output 1) (Steinhilber, 2019; Int_9, 10, 11, 14, 15). The project design confirmed that the payment for living expenses was adequate to allow students to concentrate on their studies instead of having to earn money at the same time and that additional measures like psychosocial support, additional life skills training and sports facilities were essential for the students to cope with their difficult life situation or trauma. The low dropout rate can be seen as proof of the success of this strategy (Int_6, 7, 8, 13). It remained difficult to assess whether the high level of funding and support for JOSY scholarship holders was ineffective or whether it can be justified, as the benefits for scholarship holders were very significant. It raises the question of quantity versus quality. Nevertheless, it should be critically considered in case another scholarship programme is planned.

There exists a unified perception that the high tuition fees could have been reduced by cutting the number of partner universities and by negotiating adequate tuition fees, as Syrian refugees paid the same tuition fees as international students. For instance, UNHCR managed to negotiate lower fees through better donor coordination. This also applied to other external service providers, who were paid fees that were much higher than the average fees paid in Jordan (Wollny, 2018; Int_7, 8, 9, 10, 11). Funds could have been used more efficiently by offering activities that were more appropriate to the country rather than 'luxury' activities, which were conducted at GIZ's request of (e.g. sport, workshops).

The evaluation could not obtain sufficient qualitative or quantitative evidence of allocation efficiency based on the logical framework's indicators. The general impression obtained from a review of the documents and stakeholders' responses was that JOSY was not planned or implemented efficiently. **Efficiency dimension 1 is rated with 35 out of 70 points.**

The allocation efficiency of JOSY is closely interlinked with production efficiency. Although JOSY was recognised by stakeholders as a pioneering initiative and stakeholders confirmed that they learnt a lot from it, the experience gained through JOSY was not fully exploited by the partners. The main reason for this was the poor communication between the two cooperation partners. There were clear differences in how the cooperation was understood. DAAD considered the project as a type of joint venture in which it had a clear role: implementing the scholarship programme based on its own institutional paradigm, which prioritised academic quality and previous performance, regardless of gender, age, ethnic background or religion. From a contractual point of

view, DAAD was a grant recipient (Zuwendungsverfahren), whose role was to implement the scholarship programme in accordance with the terms and conditions of development cooperation and, thus, to take a broad equity approach in the context of the Special Initiative. Insufficient communication and exchange of logical framework information were noted. For example, the local DAAD team was not aware of the logical framework. Furthermore, communication between the partners was affected by the fact that the DAAD team leader was based in Bonn and the GIZ team leader was in Amman. Students had no clear guidelines as to which organisation they should contact for their requests, nor were they even aware of all the support services offered. Moreover, the implementation efficiency was negatively affected due to frequent changes in professional international personnel at GIZ's JOSY office (Wollny 2018; Forbes 2020; Int_4, 8, 9, 10, 11, 14, 13, 15).

JOSY did not exploit all the cooperation options available within GIZ's Jordanian portfolio, nor did it exploit the cooperation options with similar programmes. Although JOSY participated in the 'tertiary education group', there was no systematic and structured approach to sharing experiences and lessons learnt and exploring synergies (Int_4, 8, 7, 10). More intensive cooperation with the Ministry of Higher Education and Scientific Research could have led to greater effectiveness in regard to structural institutional capacity development. However, it has to be mentioned that the ministry did not express any interest in more intensive cooperation. In reference to the employment orientation of JOSY, the inclusion of the Ministry of Labour at certain levels could have been beneficial (Int_12, 14). The lack of a conflict-sensitive monitoring system that also considered system boundaries and external factors made effective steering difficult.

For a more detailed and validated analysis of the efficiency criterion, in-depth studies would have been necessary. However, these were outside the scope of this evaluation. **Efficiency dimension 2 is rated with 10 out of 30 points.**

Tableau 11: Rating of OECD/DAC criterion: efficiency

Criterion	Assessment dimension	Score and rating
Efficiency	The project's use of resources is appropriate with regard to the outputs achieved [Production efficiency: resources/outputs]	35 out of 70 points
	The project's use of resources is appropriate with regard to achieving the project's objective (outcome) [Allocation efficiency: resources/outcome]	10 out of 30 points
Efficiency score and rating		Score: 45 out of 100 points Rating: Level 5: unsuccessful

4.5 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).

To assess the project's sustainability, the evaluation matrix comprises the following assessment dimensions:

- Prerequisite for ensuring the long-term success of the project – results are anchored in (partner) structures
- Forecast of durability – results of the project are permanent, stable and long-term resilient

Achieving sustainability would require the establishment of a long-term relationship with the relevant ministries (Ministry of Higher Education and Scientific Research and Ministry of Labour) and the universities and intensification of the interaction with the donor coordination group – the ‘tertiary education group’. Focused needs assessments, communication and the development of joint objectives and clear strategies are considered important prerequisites for sustainably initiating change and anchoring procedures and processes.

At the institutional level, the project will have no sustainable effects (Int_9, 10). Even though the Ministry of Higher Education and Scientific Research was potentially a key line ministry, it was not (fully) involved in the project design, but joined the project at a late stage. The official political partner was the Ministry of Planning and International Cooperation, as sectoral responsibilities are clearly defined in Jordan. Institutional capacity development at the macro level was never included in the project design and did not take place. At the meso level (Jordanian universities), the main problem identified was the volatile quality and gaps in administrative and social support to students and scholarship holders. Although the concept Studying as a refugee was planned in 2016 as a basis for institutional capacity development, a participatory analysis only took place in 2018 and universities did not manage to take sustainable ownership of the project during its implementation. While project staff and scholarship holders consider the results of the study to be extremely important and essential for structural change, partner universities did not see an added value, but focused instead on ‘already known and implemented recommendations’ (Wollny 2018; Forbes, 2020; GIZ, 2018; Int_4, 8, 10). The establishment of networks to guarantee institutional exchange and lessons learnt was planned without any recognition of existing networks and did not materialise as expected. Efforts ceased in the course of the project implementation period (GIZ JOSY, 2016a, 2016b, 2017a, 2018a, 2019b; Int_4, 6, 7, 8, 9, 10).

Student selection procedures and scholarship administration were well established at DAAD, though with a focus on academic excellence rather than vulnerability. In accordance with GIZ’s specific requirement to include vulnerability and gender aspects as selection criteria for scholarship holders, DAAD applied this approach for the second intake and only for the JOSY project (GIZ JOSY, 2017a, 2020b; Int_4, 7, 8, 11, 14, 15). JOSY’s results – including approaches and material – were available to the universities but have not yet been anchored in partner structures (Wollny, 2018; Forbes, 2020; GIZ JOSY, 2020b; Int_4, 7, 8, 9, 11, 13). The financial resources for scholarships continue to depend on external funding and the individual strategies and concepts of the respective donors.

There was no exit strategy for JOSY to ensure long-term institutional and structural change to improve the situation of students and refugee students at Jordanian universities. A follow-on project is not envisaged, but a connection was made with the project Psychosocial Support and Trauma (PN 2016.4072.1) to ensure long-term implementation and sustainable achievements (GIZ JOSY, 2019b). JOSY’s achievements were analysed in a tracer study and lessons learnt and recommendations for future projects were summarised in the policy document Studying as a refugee. Furthermore, lessons learnt were exchanged during internal GIZ events and can be used for the planning of future projects. Aspects of sustainability were considered in the project design and the connectedness of the project’s achievements, but were not anchored in the partner structures. **Sustainability dimension 1 is rated with 20 out of 50 points.**

There is evidence that Syrian students are or will be better equipped to rebuild their country – if they return after the war is over – and Jordanian graduates will contribute to the economic development of Jordan. The prospects of degree holders are somewhat improved. PhD programmes elsewhere accepted a couple of master’s students (e.g. Germany, Russia, USA, Canada). Some graduates succeeded in finding employment, others opened their own business. This applied, however, only to Jordanian graduates and not Syrians, as the problems faced by Syrian refugees in entering the Jordanian labour market could not be resolved, even though efforts – such as the hiring of a specialist lawyer to identify opportunities for Syrians to obtain work permits – were made. Generally, the weak economy and the project’s lack of labour market orientation made it difficult for

graduates to achieve the programme objective of being employed. The project also offered short-term professional diplomas (e.g. in social work, an area in high demand in the labour market). However, no tracer study of these graduates was conducted to establish a clear statement on employability (GIZ JOSY, 2018a, 2019a, 2019b; Forbes 2020; Int_4, 8, 7, 10). **Sustainability dimension 2 is rated 30 out of 50 points.**

Tableau 12: Rating of OECD/DAC criterion: sustainability

Criterion	Assessment dimension	Score and Rating
Sustainability	Prerequisite for ensuring the long-term success of the project: results are anchored in (partner) structures	20 out of 50 points
	Forecast of durability: results of the project are permanent, stable and long-term resilient	30 out of 50 points
Sustainability score and rating		Score: 50 out of 100 points Rating: Level 3: moderately unsuccessful

4.6 Key results and overall rating

In this section, the key results of the evaluation are summarized and the validity of the project's results model is assessed.

The project's **relevance** was rated as **moderately successful**: JOSY was conceptualised in line with relevant national and international strategic frameworks, based on the aim of German development cooperation policy. It contributed to Agenda 2030 and five of the 17 SDGs while also considering cross-cutting aspects such as gender, Leave No One Behind and No Lost Generation. JOSY also met the needs of the target group as outlined by a baseline study conducted by the University of California, Davis and the International Institute of Education in 2013. Limitations were identified with regard to the vulnerability of scholarship candidates and the different perspectives portrayed in reference to the demand orientation of extracurricular activities. Although the overall concept of JOSY was plausible, a detailed impact logic or results model was never elaborated or applied. The project design lacked a systematic approach based on evidence. Due to the apparent incorrect initial assumption and changed conditions, the project's strategy, outputs and indicators were changed several times, without plausible justification or without presenting an adequate impact logic (GIZ JOSY, 2014, 2018a, 2019a, b; Sabra, 2016; Wollny, 2018; Forbes, 2020; Int_6, 4, 8, 9, 12, 13 16).

The project's **effectiveness** was assessed as **moderately unsuccessful**. JOSY's outcome indicators were achieved except for outcome indicator 1, which was significantly influenced by the current labour market situation and the restrictive Jordanian labour policy towards Syrian refugees. Further qualitative indicators to measure the extracurricular activities – specifically psychosocial support – leading to improved life perspectives were withdrawn. The output indicators were achieved or even overachieved. The two selected hypotheses were only partly confirmed. **Hypothesis 1** 'Through project-related learning and the implementation of projects on social cohesion in host communities, master's scholarship holders improve their capacities to cope with challenges and to develop solutions, leading to better life perspectives (outcome)' was only partly confirmed. This was because the capacities of scholarship holders improved through extracurricular measures and training, but the implementation of community projects on social cohesion did not achieve the expected results and only a few students implemented the projects (GIZ JOSY, 2016a, 2017a, 2018a, 2019a, 2019b; Forbes, 2020; Int_6, 7, 8, 9, 11, 14). **Hypothesis 2** 'The concept forms a basis for universities to improve their approach/counselling services for students and refugee students, respectively, creating better life perspectives for the target group' was also only partly confirmed, since there was a lack of institutionalisation and anchoring in the partner structures

to change the conditions structurally. Although it was the major decision-making body, the Ministry of Higher Education and Scientific Research was not involved as a partner institution (GIZ, 2020b; Int_4, 6, 8, 9, 12, 13, 14). Unintended results occurred but were not systematically monitored or used for steering.

The project's **impact** was rated as **moderately unsuccessful**. JOSY contributed to indicator 1 of the development cooperation programme Education and Employment Promotion in Jordan: The economic situation and employment opportunities of Jordan's working-age population are improved; however, this approach had its limitations. JOSY was conceptualised in 2014 as a stand-alone project under the SI and was only aligned to the programme in 2018; the lack of an adequate evidence-based concept was not taken into consideration. **Hypothesis 3:** 'Syrian refugees and marginalised Jordanians improve their access to the labour market or their ability to open their own business by receiving a scholarship' was partly confirmed, as the scholarships that were offered promoted the economic participation of Jordanian scholarship holders but only marginally promoted the economic participation of the Syrian target group (Wollny, 2018; GIZ JOSY, 2019b; Forbes, 2020; GIZ, 2020b; Int_6, 7, 8, 9, 11, 13, 14). **Hypothesis 4:** 'Extracurricular activities, such as psychosocial support, and extracurricular courses on employment orientation included in the programme's services help the students to successfully complete their studies and make informed career decisions, improving their economic participation and employment opportunities' was partly confirmed, since the contribution of extracurricular activities – specifically in the field of career planning – improved the employability of Jordanian scholarship holders, but again only marginally improved the employability of the Syrians. Extracurricular psychosocial support was plausibly linked to improved prospects for the target group (outcome), but not necessarily to improved employability (impact) (Augustin, 2015; Wollny, 2018; Steinhilber 2019; GIZ JOSY, 2019b; Forbes 2020; GIZ 2020; Int_6, 7, 8, 9, 11, 12, 13, 14, 15). In the case of the effectivity criterion, unintended results occurred but were not adequately monitored.

The project's **efficiency** was assessed as **unsuccessful**. Due to the lack of information regarding the allocation of costs to outputs and to the fact that the evaluation was not planned as a comprehensive CPE, it was not possible to apply the GIZ efficiency tool. This evaluation was thus based on the findings of the mid-term review and responses from interviews conducted with GIZ staff and other stakeholders. The evaluation could not obtain sufficient qualitative or quantitative evidence of allocation efficiency based on the logical framework's indicators. The conclusion drawn from a review of the documentation and interview responses was that JOSY was neither planned nor implemented efficiently. Scholarship fees were partly rated as too generous for the limited number of beneficiaries, tuition fees too high and extracurricular activities as luxurious (Int_4, 8, 7, 10). JOSY did not exploit all the cooperation options available within the GIZ Jordanian portfolio, nor did it exploit the cooperation options with similar programmes or even establish long-lasting partnerships (Wollny, 2018; Int_4, 8, 9, 11, 13, 15, 16).

The project's **sustainability** was rated as **moderately unsuccessful**. Achieving sustainability would have required the development of interaction with the relevant ministry (Ministry of Higher Education and Scientific Research), the universities and implementing partners, as well as intensification of the interaction with the donor coordination group – the 'tertiary education group'. Focused needs assessments, communication and the development of joint objectives and clear strategies are considered important prerequisites for sustainably initiating change and anchoring procedures and processes. JOSY did not succeed in this regard. Aspects of sustainability were considered in the project design and the connectedness of the project's achievements, but were not anchored in the partner structures (Wollny, 2018; Int_4, 6, 7, 8, 9, 10, 11, 13, 15, 16).

There is evidence that Syrian students and Jordanian graduates sustainably improved their life perspectives. PhD programmes elsewhere accepted a couple of master's graduates (e.g. Germany, Russia, USA, Canada). Some graduates succeeded in finding employment and others opened their own business. This applied, however, mostly to Jordanian graduates rather than Syrians, as the problems faced by Syrian refugees in entering the Jordanian labour market could not be resolved (GIZ JOSY, 2018a, 2019a, 2019b; Forbes 2020; Int_4, 8, 7, 10, 13, 15, 16).

Tableau 13: Overall rating of OECD/DAC criteria and assessment dimensions

Criterion	Score	Rating
Relevance	70 out of 100 points	Level 3: moderately successful
Effectiveness	60 out of 100 points	Level 3: moderately successful
Impact	50 out of 100 points	Level 3: moderately successful
Efficiency	45 out of 100 points	Level 4: unsuccessful
Sustainability	50 out of 100 points	Level 3: moderately successful
Overall score and rating for all criteria	55 out of 100 points	Level 3: moderately successful

Tableau 14: 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

5 Conclusions and recommendations

5.1 Key findings and factors of success/failure

Several factors led to the moderately unsuccessful assessment of JOSY: the mid-term review comprised a very detailed analysis of factors of failure and the overall management structure based on Capacity WORKS (strategy development, cooperation, steering, processes and learning), which could be validated mainly in the evaluation. This chapter summarises the main findings of the evaluation.

The external factors beyond the project's immediate range of responsibility were considered as risks that affected the module objective of improving perspectives for young Syrians and Jordanians through academic training/scholarships. These factors included those listed below.

- Political stability in Jordan remains fragile, partly due to the economic situation.
- The restrictive labour market policy makes it very difficult for Syrian refugees with a university degree to obtain a work permit.
- Cultural attitudes influence the opportunities for graduates, particularly female graduates.
- Differences in entry qualifications for Syrian and Jordanian students, specifically proficiency in English, reduce their chances of obtaining a scholarship.
- Many refugees suffered from traumatisation and were not familiar with the Jordanian education system, which had an impact on their academic performance.

(Augustin 2015; Sabra, 2016; Wollny, 2018; GIZ, 2018; GIZ JOSY, 2019a,2019b; Forbes, 2020; Int_4, 6, 7, 8,11)

The planning process for JOSY was inefficient. Due to time constraints, essential baseline assessments and needs assessments were not conducted or were conducted too late (e.g. labour market analyses, analysis of the need for master's studies versus bachelor's or short-term qualifications, assessment of university structures that were dependent on the Ministry of Higher Education and Scientific Research). A participatory planning approach including relevant line ministries such as the Ministry of Higher Education and Scientific Research and universities did not take place and mutual steering structures were never established. The evaluation could not even find a preliminary stakeholder mapping or risk assessment that could be implemented, as these were not developed due to the high time pressure. A context analysis was only conducted in 2016. No project staff – neither DAAD nor GIZ staff – were adequately prepared for such an intensive and sensitive project, nor were they prepared for cooperation between the two partners. However, there was constant pressure regarding cash flow. All of these aspects had a negative effect on quality from the beginning, which could not be completely reversed over the course of the project (GIZ JOSY, 2014; Sabra, 2016; Wollny, 2018; Int_4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16).

An indication of the poor preparation was the number of modifications needed to keep the project running, as well as the numerous changes within the project design, staff structure and implementation approaches. Most of these changes – again – were not based on evidence or participatory steering, but rather on an individual's decision-making. Furthermore, the poor quality of mutual planning and cooperation with DAAD as the implementing partner led to backfalls, misunderstandings and negative feelings among cooperation partners for the rest of the implementation phase. This also had an influence on scholarship holders, who found it difficult to navigate JOSY's structure (GIZ JOSY, 2014, 2015a, 2016b, 2019a; Wollny, 2018; GIZ, 2020b; Int_4, 6, 7, 10, 11, 12, 13, 14, 15, 16).

The constant changes within the project structure and approaches also had an effect on staff performance. The absence of consistent structures, planning reliability and a lack of sufficient supervision for those working in a conflict-sensitive field left its mark on staff health and well-being, with consequences for the project (e.g. differences between the follow-up of students in intake one and intake two) (Wollny, 2018; Int_4, 7, 8, 10, 11, 13, 14, 15, 16).

Administratively, the pressure of a timely cash flow within the Special Initiative seemed to influence the project's implementation and approaches. JOSY was recognised as the most expensive scholarship programme in Jordan; there was no obvious intention to negotiate with universities and other service providers to reduce costs, e.g. tuition fees or less expensive extracurricular activities (Wollny, 2018; Int_4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15).

The lack of results at impact and sustainability level can partly be attributed to the fact that the project did not have a political partner or an adequate capacity development strategy to meaningfully change the structure and approaches of universities to a more refugee-friendly and demand-oriented approach. To do this, cooperation with universities as a target group as well as the Ministry of Higher Education and Scientific Research as the decision-making body would have been necessary. Although the concept Studying as a refugee was one step in this direction, it did not constitute an implementation plan or a plan for policy adaptation (GIZ JOSY, 2014, 2017a, 2018a, 2019b; GIZ, 2020b; Wollny, 2018; Int_6, 7, 8, 12, 13, 15, 16).

5.2 Conclusions and recommendations

This report concludes with a set of overarching conclusions and recommendations for future scholarship projects that can be summarised as follows:

Conclusion 1: As mentioned above, planning and preparation for the project were not adequate. This contributed to several backfalls and modifications during the implementation of the project and affected its relevance and effectiveness.

Recommendation 1.1 → BMZ, GIZ: If further projects – outside the official German development cooperation strategy, and specifically as part of a Special Initiative – are planned, it should be ensured that quality criteria as set by GIZ (based on Capacity WORKS) are considered, if not in the planning phase, then at least during an inception phase (e.g. including relevant stakeholders, establishing a steering committee, developing a mutually agreed operational plan, agreeing approaches).

Recommendation 1.2 → GIZ: In the event of modifications, it should be ensured that all relevant partners and stakeholders are involved (steering committee) and modifications are evidence-based. A coherent impact logic should be developed.

Recommendation 1.3 → GIZ: If employment promotion is envisaged within the scope of a scholarship project, a labour market analysis (in reference to Jordanian scholarship holders) should form the basis for selecting suitable courses of study; relevant ministries (Ministry of Labour) and the private sector should also be more involved. The labour market situation should be made transparent to scholarship holders.

Recommendation 1.4 → GIZ: In the case of extracurricular activities, it should be ensured that they are demand-oriented (as was the case for the first intake, to a lesser degree for the second intake) and cost-efficient.

Recommendation 1.5 → GIZ: When working in a sensitive area, dealing with refugees and the issue of migration, GIZ staff should be well prepared and adequate supervision should be guaranteed to ensure staff's health and well-being.

Conclusion 2: JOSY's financial efficiency was assessed as unsuccessful, mainly due to the fact that costs were not negotiated. Other costs, such as those of extracurricular activities, also contributed to the financial inefficiency of the project.

Recommendation 2.1 → GIZ, universities: In future scholarship programmes, negotiations should take place with selected universities and reduced tuition fees should be negotiated. This also applies to other service providers.

Recommendation 2.2 → GIZ: Based on JOSY's initial activities, the potential of online studies should be further considered, including all the pros and cons of online training (e.g. fewer social activities, less potential for social cohesion). This is already being done by a regional GIZ project.

Conclusion 3: JOSY'S cooperation efficiency was assessed as unsuccessful, mainly due to gaps in the cooperation between DAAD and GIZ, but also due to a failure to use other cooperation opportunities to create synergies, specifically in the project design and during the first years of implementation of JOSY.

Recommendation 3.1 → GIZ, DAAD: In the case of future cooperation with DAAD in scholarship programmes, goals need to be jointly prepared and decided upon, and roles and responsibilities, approaches, processes and communication structures need to be defined precisely at the very beginning of the intervention. For this purpose, a steering committee or management board should be established. Financial and conceptual adaptations should be mutually discussed throughout the whole project period.

Recommendation 3.2 → GIZ: The potential for synergies with other GIZ projects in the country should be further explored – not only for the purpose of potential 'connectedness' at the end of a project but also when implementation starts. This should not be equated with a withdrawal from activities, which are also implemented by other projects, but should use the potential for cooperation (e.g. employment promotion, social cohesion and psychosocial support).

Recommendation 3.3 → GIZ, other donors: Communication with donors and sharing of lessons learnt could be organised more systematically and in a more structured and documented way to ensure an exchange of experiences, use of potential synergies and a combination of efforts (e.g. for negotiations with relevant ministries).

Conclusion 4: JOSY did not succeed in establishing sustainable structures or sustainably improved economic participation for all graduates, affecting its impact and sustainability.

Recommendation 4.1 → GIZ: Cooperation with relevant political partners (such as the Ministry of Higher Education and Scientific Research) should be prioritised to ensure changes within existing structures in the long term – potentially including capacity development.

Recommendation 4.2 → GIZ: A capacity development strategy for universities and service providers should complement the scholarship programme to ensure impact and anchoring in partner structures.

All in all, careful consideration should be given to whether the significant funding and support provided to JOSY scholarship holders was effective or whether it could be justified, as the benefits for scholarship holders were very significant. It raises the question of quantity versus quality.

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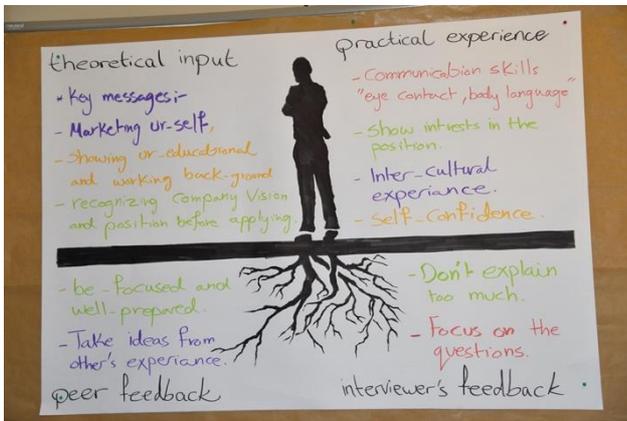
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Puls-Check JOSY Day 2 'Conflict Transformation'
Bildunterschrift lorem ipsum vellum consequat



Eval recr Evaluation JOSY Day 5 'Recruitment',
October 2016



Evaluation JOSY Day 4 'Self-Management, Time-Management', April 2016



Evaluation JOSY Day 3
'Communication', March

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)
<p>The project concept (1) is in line with the relevant strategic reference frameworks.</p> <p>Max. 30 points</p>	Standard	Which strategic reference frameworks exist for the project? (e.g. national strategies incl. national implementation strategy for 2030 agenda, regional and international strategies, if bilateral project especially partner strategies, internal analysis frameworks e.g. safeguards and gender	The project refers to international and national strategies, and contribute to the SGDs and the agenda 2030	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer Study, Country strategies . Agenda 2030 and SDGs.	strong
	Standard	To what extent is the project concept in line with the relevant strategic reference frameworks?	The project is in line with international and national strategies, and contribute to the SGDs and the agenda 2030	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report., Country strategies . Agenda 2030 and SDGs.	good
	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)?	The project reflect interventions/synergies with other sectors	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Country strategies . Agenda 2030 and SDGs.	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?	The project is in line with the strategy of the DC and BMZ	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, y, Country strategies .	strong
	Standard	To what extend 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?	Project is in line with the national objectives of the agenda 2030.	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer Study, Country strategies . Agenda 2030 and SDGs.	strong
	Standard	To what extend is the project concept subsidiary to partner efforts or efforts of other relevant organisations (subsidiarity and complementarity)?	The project is subsidiary to partner efforts or other relevant organisations	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report	good

The project concept (1) matches the needs of the target group(s).

Max. 30 points

Standard	To what extent is the chosen project concept geared to the core problems and needs of the target group(s)?	The chosen project's concept is geared to the core problems and needs of the target groups.	document review, interviews,	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer Study, Country strategies . Agenda 2030 and SDGs.	good
Standard	How are the different perspectives, needs and concerns of women and men represented in the project concept?	The different perspectives, needs and concerns of women and men are appropriately represented in the project's concepts.	document review, project monitoring system, interview	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer Study,	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?	The project's concept is designed to reach particularly disadvantaged groups as foreseen in the Agenda 2030 (LNOB) and the identified risks and potentials for human rights and gender aspects are included into the project concepts.	document review, project monitoring system, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer Study, Country strategies .Gender analyses,	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)?	The intended impacts are realistic from today's perspective and the given resources (time, financial, partner capacities).	document review, interviews, projects monitoring system	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer Study, Interviews	good

The project concept (1) is adequately designed to achieve the chosen project objective.

Max. 20 points

Standard	<p>Assessment of current results model and results hypotheses (theory of change, ToC) of actual project logic:</p> <ul style="list-style-type: none"> - 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? 	<p>The activities, instruments and outputs are adequately designed to achieve the project's objective. The underlying results hypotheses of the project are plausible. The chosen system boundary (sphere of responsibility) of the project is clearly defined and plausible. The potential influences of other donors/organisations outside of the project's sphere of responsibility are adequately considered. The assumptions and risks for the programme are complete and plausible.</p>	document review, project's monitoring system, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, context analyses	moderate	
Standard	To what extent does the strategic orientation of the project address potential changes in its framework conditions?	The strategic orientation of the project addresses changes in its framework conditions.	document review, interviews, programme monitoring system	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Interviews	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?	The complexity of the framework conditions and guidelines is handled adequately, any possible overloading was dealt with.	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Interviews	moderate	
The project concept (1) was adapted to changes in line with requirements and re-adapted where applicable. Max. 20 points	Standard	What changes have occurred during project implementation? (e.g. local, national, international, sectoral, including state of the art of sectoral know-how)?	The changes which occurred during projects implementation are documented.	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer study, final DAAD report, Interviews	good
	Standard	How were the changes dealt with regarding the project concept?	The projects concepts were adapted to changes.	document review, interviews	Projects offers and modified offers, project progress reports and module reports to BMZ, Mid Term Evaluation report, Tracer study, , Interviews	good

(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 separate 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 project achieved the objective (outcome) on time in accordance with the project objective indicators.(1) Max. 40 points	Standard	To what extent has the agreed project objective (outcome) been achieved (or will be achieved until end of project), measured against the objective indicators? Are additional indicators needed to reflect the project objective adequately?	Project's objectives and specific objectives have been achieved. Additional indicators were set if necessary.	document review, projects monitoring systems, interviews	Impact matrix, projects monitoring data, project progress reports, Mid-Term Evaluation, interviews	good
	Standard	To what extent is it foreseeable that unachieved aspects of the project objective will be achieved during the current project term?	All aspects of the project's objective will be achieved during the current project term.	document review, projects monitoring systems, interviews	Impact matrix, projects monitoring data, project progress reports, Mid-Term Evaluation, interviews	good
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?	All agreed outputs as of the last modifications have been achieved.	document review, projects monitoring system, interviews	Impact matrix, projects monitoring data, project progress reports, Mid-Term Evaluation, interviews	good
	Standard	How does the project contribute via activities, instruments and outputs to the achievement of the project objective (outcome)? (contribution-analysis approach)	The activities, instruments and outputs are successfully contributing to achieving the outcomes.	document review, projects monitoring system, interviews	Impact matrix, projects monitoring data, project progress reports, Mid-Term Evaluation, interviews, newly elaborated ToC	good
	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)	Success factors and obstacles to programme implementations are identified.	document review, projects monitoring system, interviews	Interviews, Mid Term Evaluation	moderate
	Standard	What other/alternative factors contributed to the fact that the project objective was achieved or not achieved?	Alternative factors to programme implementations are identified.	document review, projects monitoring system, interviews,	Interviews, Mid Term Evaluation	moderate
	Standard	What would have happened without the project?	The project successfully contributed to the achievement of the outcomes.	document review, projects monitoring system, interviews	Project progress reports, Mid-Term Evaluation, Tracer Study, interviews	good
No project-related (unintended) negative results have occurred – and if any negative results occurred the project responded adequately. The occurrence of additional (not formally agreed) positive results has been monitored and additional opportunities for further positive results have been seized. Max. 30 points	Standard	Which (unintended) negative or (formally not agreed) positive results does the project produce at output and outcome level and why?	The unintended results were identified (positively or negatively) and considered in the assessment and future planning.	document review, projects monitoring system, interviews,	Interviews, Mid Term Evaluation	moderate
	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?	Risks and assumptions as well as unintended negative results at the output and outcome level were correctly assessed in the monitoring systems.	document review, projects monitoring system, interviews,	Monitoring System, project progress reports, Mid Term Evaluation, Interviews	moderate
	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?	The measures taken by the projects to counteract the risks were adequate.	document review, projects monitoring system, interviews,	Project progress reports, Mid Term Evaluation, Interviews	moderate
	Standard	To what extent were potential (not formally agreed) positive results at outcome level monitored and exploited?	Unintended positive results at outcome level were monitored	document review, projects monitoring system, interviews,	Monitoring data, Project progress reports, Mid Term Evaluation, Interviews	moderate

adequately to be considered for further planning.

(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) 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?	The project contributes to regional and national strategies to improve the employability of specifically vulnerable people through improved academic access and additional services	document review, projects monitoring system, interviews	Monitoring system , project progress reports, Mid-Term-Evaluation, Interviews	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?	The results achieved are in line with the hypothesis and ToCs, the target groups were reached. Marginalised groups were reached to the degree foreseen in the offers.	document review, projects monitoring system, interviews	Monitoring system , elaborated ToC and hypotheses, project progress reports, Mid-Term-Evaluation, Tracer Study, DAAD report, Interviews	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)	It is plausible that the projects objectives contribute to the overarching programme objective.	document review, projects monitoring system, interviews	Monitoring system , elaborated ToC and hypotheses, project progress reports, Mid-Term-Evaluation, Interviews	good
	Standard	What are the alternative explanations/factors for the overarching development results observed? (e.g. the activities of other stakeholders, other policies)	Factors out of the projects' reach (system boundary) are identified and documented	document review, projects monitoring system, interviews	Project progress reports, Mid-Term-Evaluation, Interviews	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?	The way the impact of the projects have been (positively or negatively) influenced by framework conditions is analysed and documented and mitigation measures took place.	document review, projects monitoring system, interviews	Project progress reports, Mid-Term-Evaluation, Interviews	good
	Standard	What would have happened without the project?	Without the programme the results would not have been achieved.	document review, projects monitoring system, interviews,	Project progress reports, Mid-Term-Evaluation, Tracer study Interviews	good
	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?	The projects made an active and systematic contribution to widespread impact and scaling-up mechanisms were applied or have the potential to be applied.	document review, projects monitoring system, interviews	Project progress reports, Mid-Term-Evaluation, Interviews	good

<p>No project-related (unintended) negative results at impact level have occurred – and if any negative results occurred the project responded adequately.</p> <p>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.</p> <p>Max. 30 points</p>	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?	Positive or negative unintended results at impact level were observed, documented and adequately responded to.	document review, projects monitoring system, interviews	Monitoring system, Project progress reports, Mid-Term-Evaluation, Interviews	moderate
	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?	Risks regarding unintended negative results at the impact level were correctly assessed in the monitoring systems.	document review, projects monitoring system, interviews	Monitoring system, Project progress reports, Mid-Term-Evaluation, Interviews	moderate
	Standard	What measures have been taken by the project to avoid and counteract the risks/negative results/trade-offs (3)?	Appropriate measures to avoid and counteract the risks of negative results and trade-offs were applied by the projects	document review, projects monitoring system, interviews	Monitoring system, Project progress reports, Mid-Term-Evaluation, Interviews	moderate
	Standard	To what extent have the framework conditions played a role in regard to the negative results? How did the project react to this?	The project responded appropriately to framework conditions which played a role with regard to negative results.	document review, projects monitoring system, interviews	Monitoring system, Project progress reports, Mid-Term-Evaluation, Interviews	good
	Standard	To what extent were potential (not formally agreed) positive results and potential synergies between the ecological, economic and social dimensions monitored and exploited?	Potential unintended positive results and potential synergies between the ecological, economic and social dimensions were monitored and exploited by the project	document review, projects monitoring system, interviews	Monitoring system, Project progress reports, Mid-Term-Evaluation, Interviews	moderate

- (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)
<p>The project's use of resources is appropriate with regard to the outputs achieved.</p> <p>[Production efficiency: Resources/Outputs]</p> <p>Max. 70 points</p>	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate
	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate
	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate

	Standard		Die übergreifenden Kosten des Vorhabens stehen in einem angemessenen Verhältnis zu den Kosten für die Outputs.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	Standard		Die durch ZAS Aufschriebe erbrachten Leistungen haben einen nachvollziehbaren Mehrwert für die Erreichung der Outputs des Vorhabens.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	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 (Schluss-evaluierung). 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).	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	Standard		Die im Modulvorschlag beschriebenen Risiken sind hinsichtlich der veranschlagten Kosten in Bezug auf die angestrebten Outputs des Vorhabens gut nachvollziehbar.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	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.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	Standard		Der im Modulvorschlag beschriebene Ansatz des Vorhabens hinsichtlich der zu erbringenden Outputs entspricht unter den gegebenen Rahmenbedingungen dem state-of-the-art.	Slightly modified (simplified) efficiency tool	Projects cost-obligo report, projects HR reports, projects finance reports, workshop with projects' head of finance, M&E focal point and AVs	moderate	
	Standard		For interim evaluations based on the analysis to date: To what extent are further planned expenditures meaningfully distributed among the targeted outputs?	siehe oben			
The project's use of resources is appropriate with regard to achieving the projects objective (outcome).	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.	Document review, interviews	Mid Term Evaluation, Interviews	good

[Allocation efficiency: Resources/Outcome]

Max. 30 points

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)	Document review, interviews	Mid Term Evaluation, Interviews	moderate
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.	Document review, interviews	Mid Term Evaluation, Interviews	moderate
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.	Document review, interviews	Mid Term Evaluation, Interviews	moderate
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.	Document review, interviews	Mid Term Evaluation, Interviews	moderate
Standard		Die im Modulvorschlag beschriebenen Risiken sind hinsichtlich der veranschlagten Kosten in Bezug auf das angestrebte Modulziel des Vorhabens gut nachvollziehbar.	Document review, interviews	Mid Term Evaluation, Interviews	moderate
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.	Document review, interviews	Mid Term Evaluation, Interviews	moderate
Standard	Der im Modulvorschlag beschriebene Ansatz des Vorhabens hinsichtlich des zu erbringenden Modulziels entspricht unter den gegebenen Rahmenbedingungen dem state-of-the-art.	Document review, interviews	Mid Term Evaluation, Interviews	moderate	
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 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?	Das Vorhaben unternimmt die notwendigen Schritte, um Synergien mit Interventionen anderer Geber auf der Wirkungsebene vollständig zu realisieren.	Document review, interviews	Mid Term Evaluation, Interviews	good
Standard		Wirtschaftlichkeitsverluste durch unzureichende Koordinierung und Komplementarität zu Interventionen anderer Geber werden ausreichend vermieden.	Document review, interviews	Mid Term Evaluation, Interviews	moderate
Standard		Das Vorhaben unternimmt die notwendigen Schritte, um Synergien innerhalb der deutschen EZ vollständig zu realisieren.	Document review, interviews	Mid Term Evaluation, Interviews	good
Standard		Wirtschaftlichkeitsverluste durch unzureichende Koordinierung und Komplementarität innerhalb der deutschen EZ werden ausreichend vermieden.	Document review, interviews	Mid Term Evaluation, Interviews	good
Standard		Die Kombifinanzierung hat zu einer signifikanten Ausweitung der Wirkungen geführt bzw. diese ist zu erwarten.	Document review, interviews		
Standard		Durch die Kombifinanzierung sind die übergreifenden Kosten im Verhältnis zu den Gesamtkosten nicht überproportional gestiegen.	Document review, interviews		

Standard

Die Partnerbeiträge stehen in einem angemessenen Verhältnis zu den Kosten für die Outputs des Vorhabens.

Document review, interviews

Mid Term Evaluation, Interviews

good

OECD-DAC Criterion SUSTAINABILITY (max. 100 points)

Assessment dimensions	Filter - Project Type		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)
<p>Prerequisite for ensuring the long-term success of the project: Results are anchored in (partner) structures.</p> <p>Max. 50 points</p>	Standard	What have the projects done to ensure that the results can be sustained in the medium to long term by the partners themselves?	The project took appropriate measures to ensure that the results can be sustained in the medium to long term by the partners themselves.	document review, interviews	Projects offer and modified offers, project progress and module reports, Mid Term Evaluation, Tracer Study, Concept for Universities, interviews	good
	Standard	In what way are advisory contents, approaches, methods or concepts of the projects anchored/institutionalised in the (partner) system?	The advisory contents, approaches, methods or concepts of the project are anchored/institutionalised in the (partners/target groups) systems.	document review, interviews	Projects offer and modified offers, project progress and module reports, Mid Term Evaluation, Tracer Study, Concept for Universities, interviews	good
	Standard	To what extent are the results continuously used and/or further developed by the target groups and/or implementing partners?	It is plausible that the results will be continuously used and/or further developed by the target group and/or implementing partners.	document review, interviews	Projects offer and modified offers, project progress and module reports, Mid Term Evaluation, Tracer Study, Concept for Universities, interviews	good
	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?	Resources and capacities at the individual, organisational or societal/political level in the partner country are available (longer-term) to ensure the continuation of the results achieved.	document review, interviews	Projects offer and modified offers, project progress and module reports, Mid Term Evaluation, Tracer Study, Concept for Universities, interviews	strong
	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?	An exit strategy exists	Interviews	Interviews	strong

Forecast of durability: Results of the project are permanent, stable and long-term resilient. Max. 50 points	Standard	To what extent are the results of the project durable, stable and resilient in the long-term under the given conditions?	It is plausible that the results of the projects are durable, stable and resilient in the long-term.	document review, interviews	Projects offer and modified offers, project progress and module reports, Mid Term Evaluation, Tracer Study, Concept for Universities, interviews	good
	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?	Risks and potentials with regard to sustainability are identified, analysed and documented and the projects took adequate mitigation measures to reduce risks.	document review, interviews	Projects offer and modified offers, project progress and module reports, Mid Term Evaluation, Tracer Study, Concept for Universities, interviews	good

(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.

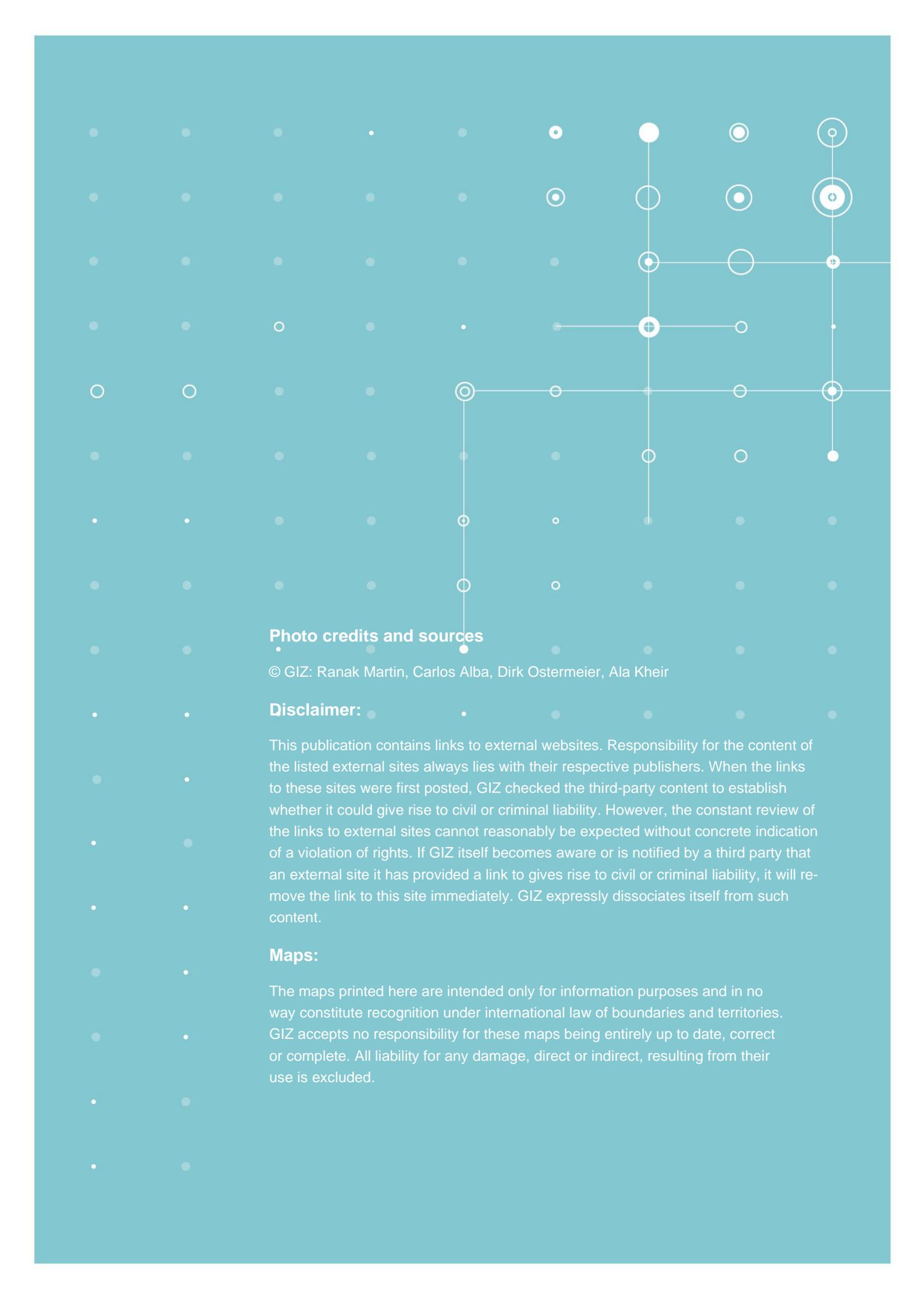


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