



ILO EVALUATION

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This evaluation classified as an “internal evaluation” in ILO evaluation types’ nomenclature has followed a formalised evaluation process managed by the responsible officer (RO) of the project. The purpose of internal evaluations largely serves organizational learning and the oversight process applied by the ILO Evaluation Office to ensure independence has not been used. The report has not been professional edited.

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LIST OF ABBREVIATIONS

BD	Business development
BDS	Business development services
CBET	Competency-based education and training
CTA	Chief Technical Advisor
HIVA	Research Institute for Work and Society (KU Leuven)
HND	Higher national diploma
HQ	Headquarters
ILO	International Labour Organization
M&E	Monitoring and Evaluation
NC	National certificate
ND	National diploma
PRODOC	Project Document
SCORE	Sustaining Competitive and Responsible Enterprises
SME	Small and medium enterprise
TOR	Terms of Reference
ToC	Theory of Change
ToT	Training of Trainer
TVET	Technical and vocational education and training
UN	United Nations
VTC	Vocational Training Centre
ZNQF	Zimbabwe National Qualification Framework
ZUNDAF	Zimbabwe United Nations Development Assistance Framework

Background & Context

Summary of the project purpose, logic and structure

The Green enterPRIZE Innovation and Development project intervention aims to raise awareness and develop capacities on skills and jobs for the green economy in Zimbabwe, addressing both supply and demand issues. More specifically, the aim is to contribute to the creation of green jobs for young women and men and support SMEs to adopt sustainable production processes and tap into the potential of a greener economy.

The project covers four areas: it aims at promoting new markets for green products and services; improved access to skills for green jobs; promoting green and growth-oriented SMEs owned by young women and men; and contribute to improved productivity and competitiveness. On the demand side, the main component is an innovation challenge for SMEs. The supply side component includes the development of new courses and the review of existing courses in three areas: waste management, renewable energy, and sustainable agriculture.

The project looks at the whole TVET system, and uses a competency-based approach to curriculum review, followed by hands-on activities with TVET institutions and counting on a high level of operational engagement with the ministry of higher and tertiary education. Aside from the enterPRIZE challenge modality, the project also supports more established firms through the Sustaining Competitive and Responsible Enterprises (SCORE) programme of the ILO.

Two components of the project (SCORE and business competitions for SMEs) are well-tested interventions in the global portfolio of ILO intervention models, although both are implemented simultaneously for the first time in Zimbabwe. The organisation of an innovation challenge with a specific focus on the green economy, is still quite new to the ILO. The project is executed by a project team based in Harare, at the ILO Country Office for Zimbabwe and Namibia.

Present Situation of the Project

The project has managed to develop a wide range of activities and deliver a number of corresponding outputs, but is confronted with an external environment that is not conducive for business and job creation due to the unstable macro-economic environment, and political and social unrest. The start-up phase of the project encountered substantial delays due to a combination of reasons, amongst others: a failure in reaching a final agreement between the ILO and the originally foreseen implementing partners, which resulted in a switch to the existing BDS providers; and a rather long recruitment process resulting in the late start of the international chief technical advisor.

Purpose, scope and clients of the evaluation

This midterm evaluation report is commissioned by the Green enterPRIZE Innovation and Development project of the ILO in Zimbabwe and it covers the operations between December 2017 and June 2019. The evaluation serves the purposes of learning and accountability for the following stakeholders: the project team, the ILO, the government of Zimbabwe, and social partners. It was

executed by an external evaluation consultant from the Research Institute for Labour and Society (HIVA-KU Leuven, Belgium), supported for the data collection by a Zimbabwean consultant.

Methodology of evaluation

The methodology included the application of the following data collection tools: document review, field work with face to face interviews and focus groups with a wide range of stakeholders in Zimbabwe, participant observation of a project activity, telephone/Skype interviews, and a stakeholders' workshop. The field work was executed between 9 and 22 October 2019.

Main Findings & Conclusions

This is an innovative project design in the way it addresses both supply and demand challenges in the green economy in Zimbabwe, and the way it has integrated disability, gender and fair transition as cross-cutting themes. It is well aligned with international and national policy frameworks.

Although delays were encountered at the start and the project faced many logistical challenges due to the macro-economic context, good progress was made for component 1 (TVET curricula review and training) and component 2 (innovation challenge).

Sustainability prospects are reasonable, but additional attention is required for the way the ILO project team positions itself at the operational level. A more in-depth integration of the three project components could have created additional synergies between demand side and supply side activities.

Relevance and strategic fit

The overall approach and thematic focus of the project aligns well with global and national priorities and needs. It embodies the spirit of the SDGs in the way it combines both socio-economic goals with environmental goals.

Looking at the first component of the project (TVET curricula review and training), the Theory of Change (ToC) has a logic build-up and sequencing but is rather ambitious in terms of timing and resources. The project managed to tap successfully into an emerging opportunity to support the government's efforts to implement a CBET-policy framework for curricula review, but the evaluation observed the need to further clarify the shape and content of the final products.

The second component (innovation challenge) is filling-up a gap in the existing Business Development Services (BDS) by the government and the private sector through its strong focus on the green economy, with specific attention to gender balance, youth participation and disability inclusion. The decision to cancel the partnerships with the initially foreseen Implementing Partners (IPs) had an effect on the institutional set-up, as one of the IPs was going to host the innovation challenge both as an IP and as a BDS provider with primarily technical support from the project. The IP was therefore replaced by several other providers, creating a division of work which had not been foreseen by project design. Subsequently, this placed significant additional pressure on the ILO project team to organise and coordinate the implementation of the first edition of the innovation challenge. The combination of a competition with the provision of different BDS (training, advice, and mentoring) is an appropriate model for the Zimbabwean context as well. There are however assumptions about the profile of the shortlisted SMEs that do not always hold. The hands-on role of the project team guarantees quality

and strong oversight, but is too time-intensive and risks delaying processes to build local ownership and capacity.

Similarly, the IP chosen for Component 3 on SCORE was also dropped and given the increased efforts by the project team to implement the innovation challenge this had opportunity costs with regards to the SCORE intervention, which was therefore delayed and still starting-up at the time of the evaluation. SCORE is a well-tested intervention model of the ILO and would be expected to be self-sustaining after some time. The project design did not explicitly build-in synergies between the three components of the project. As the components were implemented largely at different points of time, few opportunities for mutual interactions have emerged up to now.

Project progress and effectiveness

As the project has been confronted with a difficult start, delays have run-up to 5-7 months. Most progress has been made with the innovation challenge (component 2), with a high likelihood that the main targets will be achieved by the end of the project.

The project has developed a comprehensive promotional campaign and mobilized a wide group of stakeholders to support different phases of the competition. An additional sector was added to this component of the project: a competition for the arts sector. This has sparked a lot of interest in the creative industry and arts community, but at the same time added to the work load of a project team that already faced time pressure. The appreciation of training activities is high and beneficiaries are mostly very positive about the support received. Some further delays had to be dealt with as the project was confronted with a difficult macro-economic context and some office wide administrative and financial delays when the ILO Integrated Resources Information System (IRIS) was rolled out across Africa including Zimbabwe.

The TVET curricula review (component 1) took a rather slow start with the demand and supply study as the main outcome for year 1, but by June 2019 activities really took off under the guidance of a ministerial task force composed by curricula development experts. The main outputs of component 1 will be realised within the time frame of the project and sufficient expertise has been mobilised to guarantee good quality outputs. The core of this component is the curricula review of new and existing courses. The different studies were set to be completed by October-November 2019, leading the way to the validation of new and revised curricula. The project target of training 3000 students based on the revised courses before the end of 2020 seems difficult to achieve considering all the intermediary steps that need to be completed.

Under the third and final component (SCORE) a rapid market assessment had been done to assess the demand for SCORE by June 2019, one green economy summit was delivered and a call to identify SCORE consultants was being finalized in October 2019. The evaluation doubts if the final targets at company level can be reached for this component considering the limited remaining time for the finalisation.

Efficiency of resource use

The ILO project team has the necessary systems in place to manage the resources in a transparent and correct way, also taking into account cost-effectiveness principles throughout the intervention. The overall governance structure is effective, including the ILO support structures at the sub-regional level. While the project structures are effective in engaging national level structures, stakeholders at the district level were expecting a more systematic involvement in the implementation of the project,

especially regarding the BDS. As the project was confronted with delays in the start-up phase and the decision to drop the foreseen key implementing partner, the team opted for a hands-on role for the implementation of component 2 (innovation challenge). This allowed the project to make quick progress and follow-up closely on the work of the newly selected group of BDS providers. At the same time, there are indications that this operational role has had implications for local ownership and institutionalisation. In addition, the micro-management of a large group of SME beneficiaries for the first round of the innovation challenge was not a cost-effective task for an already over-stretched ILO project team. However, for the 2nd round, most of the promotional activities have been decentralised to the four BDS implementing partners and local governmental BDS providers, and the project team indicates that it is preparing for a further decentralisation of other tasks. The monitoring and evaluation framework is covering key domains of action of the project, but is lacking outcomes to map progress in the area of capacity development of intermediary structures.

Orientation to impact

It is too early to map the impact of the project on various beneficiary groups, as at the time of the evaluation, the project team was still laying the groundwork for engagement at that level, except for the innovation challenge where initial impacts could be observed. There are indications of impact for part of the winners and runners-up participating in the innovation challenge. For component 1 and 3, a number of important (intermediary) outcomes are likely to be achieved, but it seems unlikely that all the targets will be achieved in the remaining time of the project.

Sustainability

There is broad support amongst various stakeholders for the goals and strategies of the project, although there is still limited awareness about the feasibility of SME development in the green economy in the complex operating environment of Zimbabwe. While green economy interventions are possible and necessary in resource-poor environments, Zimbabwe is additionally confronted with hyper-inflation and macro-economic instability bringing investments levels to an all-time low. The tripartite implementation models is strong in engaging different stakeholders at the national level.

The TVET component has the best prospects for institutional sustainability at this stage, as it is strongly embedded in existing processes and structures, and has a ministry department in the driving seat.

The situation is more complex for the innovation challenge (component 2), which receives broad support, but at the time of the evaluation it was not yet clear which intermediary structure might host the competition over time.

The SCORE component has a reputation of being self-sustaining, but midterm in the project it was still being initiated, making it difficult to get a full picture of the feasibility of achieving sustainability.

Gender and disability

The project is systematically paying attention to the mainstreaming of gender issues in the different project activities and in the governance of the project, as well as creating equal opportunities for entrepreneurs with disability.

This is receiving broad support by all stakeholders. There have been learning points in the first round of activities, such as making sure that training rooms and accommodation are easily accessible for participants with disabilities.

Recommendations

Main recommendations and follow-up

1. Rethinking the institutional set-up for the innovation challenge to further strengthen ownership and sustainability (Responsibility: ILO project team, project Implementing Partners and Technical Working Group; Relevance: high; Timing: short-term; Resources: low)

Reconsider the hands-on role of the project team for the innovation challenge in order to lower the work pressure on the team, increase local ownership, and improve the chances for sustainability. An alternative set-up is presented in the ToC of the figure below.

2. Review project targets and timing considering current situation (Responsibility: project team; Relevance: high; Timing: short-term; Resources: low)

The project team has worked hard to catch-up with initial delays of the projects, but due to a number of external and internal factors the catch-up has not been fully completed, especially for component 1 and 3. Therefore there is a need to review the feasibility of the various project targets and adjust where necessary. Add new opportunities that have emerged where relevant.

3. Fine-tune outputs for the TVET component and strengthen communication with TVET institutions (Responsibility: task force; Relevance: high; Timing: short-term; Resources: low)

While the overall goals and targets for the TVET component are clear, the evaluation observed different understandings and expectations between different stakeholders about the type, level, and numbers of courses that would be developed and reviewed. A second challenge relates to the communication flow towards the TVET institutions. During the visits it emerged that there was some confusion about the timing, goals and outputs of the project. Therefore there is a need to fine-tune the outputs and strengthen the communication with TVET institutions.

4. Consider improving the synergies between the project components by taking an eco-systems approach (Responsibility: project team and stakeholders; Relevance: high; Timing: mid-term; Resources: medium)

The project could strengthen the potential to achieve effects beyond the individual SMEs participating in the innovation challenge, by optimizing the interactions between the different project components (SMEs, TVET institutions, government support services, and larger businesses). Triple and quadruple helix models have been successfully used to develop clusters of SMEs for specific technologies/sectors. While the remaining time might be too short to develop this approach, future projects on the green economy could consider this expansion strategy.

Lessons learned

1. The Green enterPRIZE Innovation and Development project demonstrates the continued relevance of investing in initial research and studies for projects that enter a new thematic domain or location, or experiment with new instruments. The studies provide guidance in making strategic choices inside the project (sectors to focus on, actors to work with), they allow to adapt the project to changes in the context (electricity provision) or to use new policy windows that emerge (CBET-

based curriculum review). In addition, the studies are essential in building local support and ownership for strategic choices that are being made inside the project.

2. Delays in the starting-up phase can put significant pressure on projects, especially if, due to the complex operating environment, there are limited opportunities to make-up for the time lost. These situations need to be avoided, especially for projects with a rather short timeline. In the case of Green enterPRIZE Innovation and Development project, there are multiple reasons for the delays encountered, some of them are beyond the control of the ILO or other stakeholders. One aspect that could possibly receive more attention in future projects: when the ILO is asked by back-donors to execute a project in collaboration with actors it has not worked with before, enough time should be taken to explore if the collaboration can work before the actual start of the project.

Good practices

1. The project team adapted the organisation of the TVET studies to make a more integrated assessment of the demand and supply for green skills and jobs possible. In the original PRODOC, the demand and supply studies were planned as two separate studies. However, after consulting with the Decent Work Team (DWT) skills and employability specialist, the decision was made to integrate both studies to guarantee that the assessment would provide a comprehensive and integrated picture of the demand and supply situation on the labour market and its relation with the TVET sector. This strategy turned out to be successful.
2. The innovation challenge component of the project managed to build on local private sector expertise by working in collaboration with specialised BDS providers, which together cover the necessary skills set. That includes the capacity to launch a multi-modal communication campaign, provide different types of BDS services across the country, and build sustainable networks with different SME associations. Decentralising the implementation of the innovation challenge also increased its efficiency, outreach and sustainability. The close involvement of various ministries further re-enforced the impact of the innovation challenge. The potential of the innovation challenge could be further realised if it would follow an ecosystem approach to develop clusters of SMEs for a specific commodity or service (see also recommendation 4). A further integration with supply-side interventions in the project would allow building synergies within the project.
3. This project is developing strategies that go beyond the development of TVET policies on the green economy, but also supports a CBET-based curricula development and review, and it is supporting the implementation of new curricula through training of trainers. This approach allows for a more integrated approach that addresses both supply and demand issues. It does require the ILO to build sufficient internal capacity to support the design of new projects with feasible timing and the provision of sufficient technical back-stopping. The project provides an excellent opportunity to document the learning experiences with this component.

1. INTRODUCTION

1.1 PROJECT DESCRIPTION

The Green enterPRIZE Innovation and Development project (Dec 2017-Dec 2020) in Zimbabwe, is implemented by the ILO Country Office for Zimbabwe and Namibia. It seeks to contribute to solving a series of inter-related development problems, such as high levels of youth employment, low levels of formal and growth oriented entrepreneurship and unsustainable production processes of SMEs in Zimbabwe. Against this background, it has the ambition to support to green and growth oriented SMEs, stimulate the market for green products and services through expansion of access to skills for green jobs and through the greening of existing enterprises (PRODOC, 2017). The project builds on the experiences with a similar project running in different phases in South Africa over the period 2011-2014 (phase 1) and 2014-2016 (phase 2).

Context

For a detailed assessment of the external context we refer to the PRODOC and various studies made in the context of the Green enterPRIZE Innovation and Development project. In summary, it can be concluded that the project is operating in an external environment which is hardly conducive for business and job creation due to the unstable macro-economic environment and political and social unrest.

To understand the origins of the project, it is useful to shortly look at its predecessor in South Africa, as inspiration was drawn from it and the same experts were involved in the formulation phase. The Sustainable Enterprise Development Facility in South Africa was financed by the Flemish development cooperation and implemented by the ILO in cooperation with local governments of Free State and Kwa-Zulu Natal provinces in South Africa. The project ran first over the period 2011 to 2014 and in an adapted format from 2014-2016. Difficulties with the original lead partner at the provincial level, caused the Flemish donor to engage the ILO as main implementing partner, while at the same time still insisting on close cooperation with the local government of Free State. In the first phase the project covered several activity clusters, with key activities being the development and introduction of a modular entrepreneurship education component, support to policy research on SME development through the establishment of an SME observatory, and an SME challenge competition complemented with support for business development services. The successes in the first phase and the resulting government interest and support, led to an expansion of the project to the entire province of Free State and Kwa-Zulu Natal. In the second phase, the focus was mainly on the EnterPRIZE challenge, but the format changed. Instead of an annual competition with a broad scope and different participant categories, it was redesigned as a set of five mini-challenges each aimed at a specific sector (e.g. catering, design for assistive devices, youth innovation, green recycling, and responsible tourism). Selection of the sectors was done on the basis of a market analysis and in consultation with local government. For each challenge the support services had to be tailored to the specific sectoral context: this included identifying how to reinforce and complement ongoing initiatives, mobilizing private sector players to partake in the organization of the challenges as well as in the follow-up trajectory that guided the participating SMEs to the market, rolling out a campaign to reach potential candidates and use the challenge as an awareness raising tool. Aside from this, the project continued with a

“startUP&Go” entrepreneurship package, which was implemented across a broad set of schools in the Free State province. This package was developed based on experiential learning methodologies such as entrepreneurship games and business simulation exercises.

Project objectives and intervention logic

The project intervention was inspired by the South African predecessor but should not be considered as an exact copy. The Zimbabwean project also has a SME competition at the core of the intervention logic, however with an explicit focus on the green economy, which was not the case in South Africa. More specifically, the aim is to contribute to the creation of green jobs for young women and men and support SMEs to adopt sustainable production processes and tap into the potential of a greener economy. The project covers four areas: it aims at promoting new markets for green products and services; improving access to skills for green jobs; promoting green and growth-oriented SMEs owned by young women and men; and contributing to improved productivity and competitiveness. In this way, similar to the South African project, it addresses both supply and demand issues but with an additional thematic scope (environment) and with a different focus on the skills supply side. While in the South African project, the educational package focused on teaching entrepreneurship skills, the Zimbabwean version focuses on developing new courses and reviewing existing courses in three areas: waste management, renewable energy, and sustainable agriculture. Also the target level of the educational system is different, in South Africa the focus was on secondary education pupils in more than 60 schools across two provinces, while in Zimbabwe the project looks at the whole TVET system and uses a competency-based approach to curricula review. Aside from SMEs, the project also supports more established firms through the Sustaining Competitive and Responsible Enterprises (SCORE) programme of ILO. SCORE has been in existence since 2009 and aims at improving productivity, working conditions for men and women in established SMEs in manufacturing and service sectors, while at the same time also facilitating SME participation in global supply chains. For the current project, the SCORE modules that deal with green economy aspects are expanded and adapted to the Zimbabwean context.

The intervention logic is described and assessed in more detail in the section on ‘relevance’.

Project’s funding arrangements

The project is funded through the Swedish Development Agency SIDA. The project was submitted by the ILO in response to a call for proposals initiated by SIDA in line with their 2017 strategy for Zimbabwe, more specifically the thematic line on livelihoods, climate change, and renewable energy. ILO’s project was accepted in the first call. The funding runs from December 2017 to December 2020.

Organizational arrangements for the project’s implementation

The project is implemented through the ILO Country Office for Zimbabwe and Namibia based in Harare with the technical support from ILO experts hosted in the sub-regional office in South Africa. The project team is coordinated by a CTA and further includes a national coordinator, a financial officer and logistical support functions. The overall governance of the project is done through a national steering committee and a technical working group with stakeholders from various ministries and social partners (more details can be found further in the report).

ILO, the project partners and other stakeholders

The ILO implements the project through a parallel project implementation unit. Various project partners and stakeholders are involved in the governance and implementation of the project. The exact governance and work division is described in the section under 'relevance'.

1.2 EVALUATION METHODOLOGY

Purpose and primary use of the evaluation

The overall aim of the midterm evaluation is to promote accountability, assess progresses and bottlenecks and strengthen learning among the ILO and key stakeholders. The specific objectives of the evaluation are to (see ToRs in annex 1):

- a) Assess the extent to which the project is on track or not;
- b) Identify the supporting factors and constraints;
- c) Identify unexpected positive and negative results;
- d) Assess the extent to which the project outcomes will be sustainable;
- e) Establish the relevance of the project in relation to the Zimbabwe, ILO and UN development frameworks and on climate change related strategies;
- f) Assess the implementation efficiency;
- g) Provide recommendations to projects stakeholders;
- h) Identify lessons learned and good practices.

Clients of the evaluation and the main audience of the report

The internal evaluation was managed by the project CTA. The evaluation users are the national key stakeholders in Zimbabwe, including the social partners, workers and employers, the Swedish embassy, as well as the ILO project team, the sub-regional ILO office in South Africa, and ILO headquarters.

Scope of the evaluation

The project has a national scope and its implementation period covers from 01 December 2017 to 30 November 2020. The evaluation covers the first cycle of the Green enterPRIZE Innovation and Development project in Zimbabwe (December 2017-June 2019). In terms of geographic scope data collection activities took place in six locations across Zimbabwe (Harare, Bulawayo, Gweru, Kwekwe, Masvingo, Mutare).

Evaluation criteria and questions

The evaluation questions are based on the Organisation for Economic Co-operation and Development (OECD)/Development Assistance Committee (DAC) evaluation criteria. These were formulated in the TOR and slightly adjusted at the inception phase:

1. Relevance and strategic fit

- Has the project taken into account the needs and priorities of tripartite stakeholders and beneficiaries identified in the project document and during the project implementation?

- In hindsight, was the project design realistic and purposeful towards achieving its objectives? Was the project design logical?
- How well the programme complements and fit with other ongoing ILO programmes in the country?
- How well does it support national commitment to relevant SDG and Paris Agreement on Climate Change targets and indicators?

2. Effectiveness

- To what extent did the project achieve its objectives or it is likely to by November 2020?
- Has the project followed its theory of change? Were the development hypotheses underpinning the logical framework supported or unsupported based on project performance data?
- Have the quantity and quality of the outputs produced been satisfactory?
- What outputs have not been produced and why?
- Have unexpected results (outputs and outcomes) taken place?
- To what extent has the project developed specific targets for intended beneficiaries (women, youth, disabled)?
- Have the project results been similar throughout the geographic and sector areas?
- How effective was the backstopping support provided by ILO Pretoria and HQs?

3. Efficiency of resource use

- How efficiently have resources (human resources, time, expertise, funds etc.) been allocated and used to achieve the project objectives? In general, did the results achieved justify the costs? Could the same results be attained with fewer resources?
- Were funds and activities delivered in a timely manner? If not, what were the bottlenecks encountered?
- Did the project budget make adequate provisions for addressing gender and inclusion related specific objectives/activities?
- Has an effective risk analysis and monitoring and evaluation system been established and implemented?

4. Impact orientation

- Is the project working towards achieving the proposed impacts? Is the programme strategy and programme management steering towards impact?
- Is the project working at policy and practice levels (change in practices, perceptions, technical capacity, and governance or enabling environment) and making significant contributions to gender and inclusion related concerns?

5. Sustainability of projects outcomes and impacts beyond the project's lifespan.

- Assess whether project outcomes have been or are expected to be achieved in a sustainable manner that enable continuing beyond the project's lifespan? To what extent will national institutions and implementing partners be likely to continue the project results without external funding or support?
- Has an effective and realistic exit strategy been developed and implemented? Are project beneficiaries likely to continue to feel improved conditions after the project's end?

Evaluation design, planning and implementation

The evaluation was conducted by Prof. Dr. Huib Huyse from the University of Leuven, who acted as the team leader. He was supported in the data collection process by a Zimbabwean consultant, Mrs. Naome Chakanya. The services of HIVA-KU Leuven were hired by the ILO via a competitive process, the lead consultant reported to the ILO CTA for the project.

Ongoing liaison between the evaluation team and other stakeholders was coordinated by the ILO CTA for the project, who acted as the evaluation manager of this internal evaluation, further supported by project national staff. The project team was very helpful and cooperative in providing access to programme documents and information requested by the evaluation team and in setting up interviews, both in-person and those conducted by telephone/skype.

Existing cross-cutting themes were integrated into the evaluation methodology. The gender dimension was considered at all times during the evaluation process. At the operational level, both men and women were involved in consultations, during the evaluation process and in the evaluation team. Moreover, the evaluators reviewed, where possible, data and information disaggregated by sex and assessed the relevance and effectiveness of gender-related strategies and outcomes. Other cross-cutting themes, such non-discrimination, social dialogue and tripartism, and fair transition were considered where possible and relevant. Examples includes the analysis of the way the project was innovative in integrating disability in the identification, coaching and follow-up of the beneficiaries, and the inclusion of social partners in the evaluation process.

Overall approach

The evaluation was conducted in accordance with the ILO policy guidelines for evaluation¹, which adhere to international standards, ethical safeguards and best practices, articulated in the Organisation for Economic Co-operation and Development (OECD)/Development Assistance Committee (DAC) Principles and the Norms and Standards for Evaluation in the United Nations System approved by the United Nations Evaluation Group (UNEG) in April 2016.

The methodology draws inspiration from **Realistic Evaluation**² in which the theory of change (ToC) of the project is reconstructed at the start of the project, and different understandings of this ToC are documented. This reconstructed ToC is then tested during the field work by assessing the relevance and effectiveness of the logic as well as by testing the assumptions underpinning it. Other OECD-DAC evaluation criteria are further integrated systematically in the evaluation design. The findings of the evaluation are finally used to make suggestions for an improved ToC and point at other areas that need to be strengthened.

The implementation of the evaluation was structured in three main phases.

September 2019 - Preparatory Phase - This phase included the following activities:

- Preliminary desk review of project information
- Contacts and interview with the project CTA and the sub-regional ILO skills expert

¹ ILO policy guidelines for evaluation: Principles, rationale, planning and managing for evaluations, 3rd ed. (Aug. 2017)

² Pawson, R., & Tilley, N. (1997). Realistic evaluation. London: Sage.

- Preparation of the methodological approach and tools, and operational planning of the evaluation

9-22 October 2019 - Data collection - This phase basically included the application of the data collection tools described below: document review, interviews in six locations across Zimbabwe (Harare, Bulawayo, Gweru, Kwekwe, Masvingo, Mutare) and a debriefing (accompanied by a ppt presentation).

November 2019 – March 2020 - Reporting phase - Once the collection phase was completed the evaluation team proceeded with the analysis of the information and the elaboration of a *draft Report*. The draft report has been submitted to the CTA for comment and factual correction. Taking into account feedback from the ILO, the evaluators produced a **final draft evaluation report**, which was circulated among stakeholders for their final review and comment.

The methodological proposal was aligned with the principles and ideas outlined in the ToR. Taking into consideration the wide diversity of stakeholders involved in the project, covering both supply and demand issues, all geographic areas in Zimbabwe, different sectors, and multiple levels of government versus the limited resources for the evaluation process, priorities had to be set in the data collection approach. While the evaluation managed to cover the operations in all the major cities of Zimbabwe and interacted with all the different types of stakeholders and beneficiaries, the sample size was constrained by the available time and resources. It was decided to use predominantly a qualitative approach, building at the same time as much as possible on existing quantitative and qualitative data sources.

Tools and instruments applied

In line with the above, the following data collection instruments have been applied:

Document review - Including key documents pertaining to ILO documents in general and the Green enterPRIZE Innovation and Development project in particular: national frameworks, UNDAF, SDGs, programme documents (PRODOC), progress reports, reviews and compilations of project outputs; and other relevant documents related to the different actions, including communication materials, workshop reports, and two studies produced in the context of the project.

Remote interviews - The purposive sample included representatives from the ILO DWT office in Pretoria; and the ILO project CTA in Zimbabwe.

In-person interviews with ILO representatives in Zimbabwe - The Evaluation Team conducted a set of semi-structured interviews with ILO representatives in Harare, either directly or indirectly connected to project, between the 9th and the 22nd of October 2019. These interviews were based on an interview guide that contained pre-determined set of open questions that prompted discussion.

In-person interviews with a sample of stakeholders and beneficiaries - The sampling was discussed with the project team. The evaluation team provided the following criteria to select stakeholders and beneficiaries: key informants from all of the stakeholder groups at different levels (national, district, local); various consultants and BDS providers that implemented parts of the project; a selection of beneficiaries which include both examples to be considered successful as well as examples that do not have the expected outcomes; geographical spread; and different types of winners and runners-up in terms of sectors and background.

The resulting selection included representatives from the donor (Swedish Embassy); ministry representatives at national, provincial and district level; TVET institutions; social partners (employer

representatives, trade union); BDS providers; and beneficiaries. The interviews have been organized mostly face-to-face or via Skype or telephone using an interview guide to prompt discussion. The team interviewed stakeholders and beneficiaries across the whole country, covering the five main cities (Harare, Bulawayo, Mutare, Masvingo, and Gweru).

Debriefing session (Harare) – During the field work, the project team was running on a skeleton basis due to overlapping agendas. In the first phase of the field work the national coordinator was abroad, in the second part the CTA was abroad. With gaps in the logistical capacity, it was decided to do a debriefing session rather than a full stakeholders workshop. A debriefing session took place at the end of the data collection stage in Harare on the 22nd of October 2019. During this 2 hour session, the lead evaluator engaged with the project team based in Harare (face-to-face and via Skype) and with the skills expert of ILO based in Pretoria (Skype) to present the findings and recommendations and receive feedback.

The list of interviewees and people contacted can be found in **annex 3**. The following table is a summary of the number of people contacted by stakeholder group.

Summary of people interviewed for the Green enterPRIZE Innovation and Development MTE by Stakeholder Group	
Stakeholder Group	No. of people Interviewed
Green enterPRIZE Innovation and Development project team	3
Other ILO staff in Zimbabwe and regional office	3
Ministry officials at national level	4
Ministry officials at provincial level	1
Ministry officials at district level	4
Social partners: employer organisations (1), trade union (1)	2
BDS providers (4 organisations)	6
TVET institutions: Polytechnics (2), VTC (2), private training providers (1)	15
Beneficiaries: winners (5), 1 st runners-up (5), 2 nd runners-up (2)	12
Participation to promotional event Mutare	1
Donor	1
TOTAL	52

Methodological limitations

While overall the evaluation process went rather smooth and representatives of most of the key stakeholders/beneficiaries of the project could be interviewed during the field work, some limitations in the evaluation process need to be pointed-out:

- For the TVET component of the project, the evaluation team observed a certain level of fatigue amongst the respondents from TVET institutions, as the evaluation was for some institutions

already the third or even fourth visit by outside consultants in the framework of the project, while most had not yet benefitted from any concrete project activities. In response, the evaluation team explained how the evaluation process fitted into the operations of the project and that it provided an opportunity to share their perspectives so that the implementation can be improved where necessary.

- The third component of the project (SCORE) received less attention in the evaluation process than the other components. Delays in the implementation implied that only few stakeholders or beneficiaries for this component had been engaging with project activities. The schedule therefore did not contain specific interviews for this component, aside for an interview with the regional ILO expert, based in South Africa.
- The fieldwork did not include interviews with candidates for the innovation challenge that were not selected or shortlisted but did not make it as winner or runners-up (the evaluator did not request this in the preparation of the field work as all the available time of the team was used for interviews and focus groups with other beneficiaries). While it would have been beneficial to meet this sub-group, the insights of key informants connected to the project, reports from training activities and M&E data allowed us to gain a basic understanding of their profile and the interaction with the project.

The impact of the limitations described above was not such that it affected in a significant way the validity of the evaluation process.

2. EVALUATION CRITERIA – FINDINGS

2.1 RELEVANCE AND STRATEGIC FIT

The assessment of this criterion follows the steps of the Realistic Evaluation approach described in the methodology. This involved the reconstruction and assessment of the ToC based on a systematic screening of all the project documents, as well as relevant policies and other operational documents of stakeholders and donors, studies performed in the context of the project, etc. In addition, interviews with key informants allowed us to clarify the issues that were not addressed and document implicit assumptions underpinning the ToC, as well as map different understandings of different stakeholders of how the project is expected to work. At the start of the field work, the reconstructed ToC was discussed with the project team and specific areas of attention for the rest of the field work were identified.

Alignment with global and national priorities and needs

The project aligns well with policy priorities at different levels. At the global level, the SDGs and the Paris Declaration (2015) encourage the mobilisation of all stakeholders in addressing climate change, with a clear recognition of the role to be played by the private sector in reducing emissions, developing new technological solutions, while realising this transformation in a socially just way. More specifically, the project contributes to SDG 5, 7, 8, 9 and 13.

At the national level, Zimbabwe does not have a specific policy framework to support efforts of the private sector for contributing to the greening of the economy, but a number of policies address related domains, such as in the area of the governance of natural resources and waste management, as well as a National Climate Change Response Strategy. In addition, a National Climate Change Department has been created in the Ministry of Environment, Water and Climate. In January 2019, Zimbabwe also ratified the Paris Agreement (2015) with quite ambitious targets for its Nationally Determined Contributions (NDC). This ILO project is perceived by national stakeholders, such as the ministry of higher and tertiary education, innovation, science and technology development, the ministry of lands and agriculture, the ministry of energy, the ministry of labour and others as **one of the key efforts** to operationalise several of these overarching policies. Several stakeholders refer to the fact that the project addresses both supply and demands issues, and appreciate the efforts to support SMEs to play a role in the green economy. A wide range of ministries are involved in the governance and/or implementation of different components of the project:

1. Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (main focus Component 1)
2. Ministry of Public Service, Labour and Social Welfare (cross-cutting)
3. Ministry of Women Affairs, Community, Small and Medium Enterprises Development (main focus Component 2 and 3)
4. Ministry of Youth, Sport, Arts and Recreation (main focus Component 1 and 2)
5. Ministry of Environment, Water and Climate (cross-cutting)
6. Ministry of Energy and Power Development (cross-cutting)
7. Ministry of Industry and Commerce (main focus Component 3)
8. Ministry of Lands, Agriculture & Rural Resettlement (main focus Component 1 and 3)

The project aligns with Outcome 1 of Priority area 2 on poverty reduction and value addition of the ZUNDAF³ 2016-2020 policy framework, which has the following objective: ‘Key institutions formulate and implement socio-economic policies, strategies and programmes for improved livelihoods and reduced poverty of communities’. In the framework explicit reference is made to the importance of supporting programmes with vulnerable groups and SMEs.

ILO’s policies on the need for **a just transition to low-carbon and climate-resilient development**, are reflected in the project design and implementation. The project focuses on a wide group of SMEs, many of them are micro enterprises with very limited resources and capacities, and it has over time increased efforts to mobilise and encourage participation of rural SMEs (at the time of the evaluation, this remained a challenge). Inclusiveness is further encouraged by facilitating access to the competition for disadvantaged groups, such as women and entrepreneurs with a disability.

While the ILO remains active with several development projects in the country, there is currently no updated version of ILO’s Zimbabwe Decent Work Country Programme 2012-2017 (at the time of the evaluation, the fourth generation of DWCP supposed to cover the period 2018-2020 was a working draft). The project is, however, in line with ILO’s existing policies, action plans and projects in Africa and for the Southern African region, as described in detail on page 22 of the PRODOC.

In general terms, the fact that the ILO is **systematically using evidence from studies** executed in the context of the project, increases strongly the contextual relevance and appropriateness of the project’s strategies and activities. This is explained in more detail when assessing the relevance and effectiveness of the activities under each of the three intermediary objectives.

Although the original project design makes some references to a systemic approach, it did not include specific objectives or activities to improve interactions between the three project components. Therefore, although it would have made sense to do this, **an integrated approach cannot be considered as a formal objective of the project**. As this was also not adapted in the implementation phase, the three components are discussed sequentially. We have opted not to include a visual for the overall ToC for the Green enterPRIZE Innovation and Development Project as it would have limited added value in explaining the overall logic of the programme. For this, we refer to the logical framework in the PRODOC. References to the level of integration across the components feature in the different sections.

2.1.a Intermediary objective 1: curricula review in TVET institutions

Alignment with institutional needs

While it could be assumed that the promotion of skills and jobs in the green economy would be to some extent a donor-driven topic in the economic and political reality of Zimbabwe, this did not emerge from the interviews with various domestic stakeholders. The project theme receives broad institutional support across the ministries and TVET institutions consulted. While the level of understanding of what this entails and how it should be done, varied considerably between the different stakeholders, many references were made to the potential of green technologies to (1) solve Zimbabwe’s electricity and water problems, (2) improve waste management, and (3) make agricultural production more resilient to climate change. By focusing the curriculum review on thematic priority areas that are widely supported, the project manages to tap into that enthusiasm. In addition, the

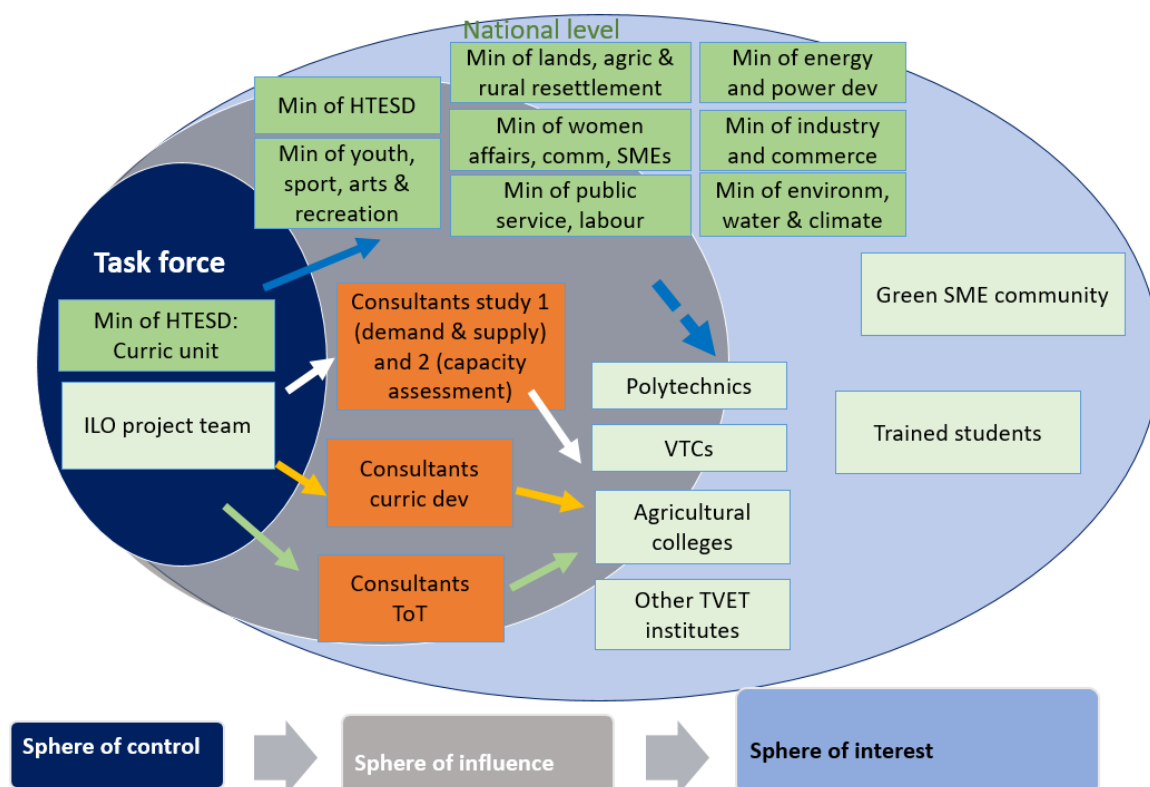
³ Zimbabwe United Nations Development Assistance Framework:
<http://www.zw.one.un.org/sites/default/files/Publications/UNZimbabwe/ZUNDAF%202016%20-%202020.pdf>

decision to support the ministry's effort to organise the curriculum review according to the CBET approach further improves the alignment with institutional needs and priorities. Finally, the fact that the project goes beyond policy recommendations for the supply side of the labour market, and engages in the actual implementation of reforms is appreciated by stakeholders (see also further).

Validity of the programme design

The theory of change for component 1 is visualised in a simplified way in the figure below, differentiating between different spheres of influence (from the viewpoint of the project). Importantly, for this component, the coordination is done jointly through a task force, which is headed by the curriculum review unit of the ministry of higher and tertiary education, innovation, science and technology development (MHTESD). This task force also involves other relevant ministries involved in TVET training in the country (see figure 1). Central to component 1 are groups of consultants who interact with the TVET institutions and the SME community. In this way, the project team does not have to engage directly with a multitude of stakeholders and can focus on overall coordination and oversight. The intervention logic is logically constructed, with relevant strategies to achieve the intermediary objective, the participation of all relevant stakeholders, good sequencing of the activities (remarks about the feasibility of the timing are provided later), and an institutional set-up that nurtures ownership and sustainability (especially if the coordinating role of the ministry stakeholders can be maintained and possibly further strengthened, as well as the linkages with the SME community).

Figure 1 – Simplified representation of theory of change of component 1: curriculum review in TVET institutions Some remaining learning points and challenges for the TVET component:



- From an ILO development cooperation perspective, the combination of a TVET curriculum review component with activities on the demand side, is rather new and unusual in the design of an ILO project. In the past, the ILO would typically set-up demand and supply studies and support policy development initiatives, but these would most often not involve operational

activities in the ministry of higher education and in TVET institutions. As a consequence, there is a learning curve on the side of the ILO on how to implement this component. One area of learning is the fact that the curriculum review requires more specialised expertise and time than was originally estimated. The project did finally manage to mobilise the necessary expertise. In addition, the decision to involve 27 institutions in the different studies has logistical challenges and is posing some problems in terms of expectations management.

- As the project team decided to follow the CBET approach to curriculum development, substantial efforts are put into developing qualification standards linked to observed needs for skills and competencies in the green job market. The selection of the qualification standards to be developed is based on the supply and demand study, and the institutional capacity assessment. At the time of the evaluation field work, there was not yet a shared understanding of what would be the final products of the curriculum review in terms of the exact numbers of qualification standards and courses that will be developed and how many existing courses will be reviewed, and at which level of the education and training system. This created some anxiety amongst the project stakeholders as the project had less than 14 months to go.
- While the original project design did not expand on opportunities to build synergies across the three components, and as such, was not in the results framework for the project team, the project could have benefitted from exploring areas that had the potential to re-enforce each other. For example, to what extent could some of the winners and runners-up be mobilised for the curriculum review? And would it be possible to develop regional clusters of SMEs working in similar areas, possibly supported by local TVET institutions according to a light version of the 'triple helix model'?

2.1.b Intermediary objective 2: Innovation challenge

Alignment with institutional needs

The Zimbabwe government has been investing in business development services (BDS) for SMEs and micro-entrepreneurs for some time, for example through dedicated ministry departments all the way up to the district level, where BD officers are supporting local entrepreneurs. Also within the private sector, there is BDS capacity that has grown over time. However, support services that focus specifically on skills and jobs in the green economy were largely lacking, while at the same time SMEs have been slowly mushrooming in sectors such as waste management and renewable energy. The project aligns well with these identified institutional gaps and needs and is clearly supported by both business players as well as the government.

The project set-up for this project component has been organised as a parallel project implementation unit in which the ILO project team implements part of the innovation challenge, supported through various BDS providers. In the original project set-up one of the implementation partners/BDS providers was going to host the innovation challenge (see section on sustainability), but with the change of BDS providers this scenario could no longer be pursued.

Gender mainstreaming and disability are additional priority areas in the innovation challenge. Again, this was not perceived as a donor requirement, but genuinely welcomed by the different stakeholders interviewed.

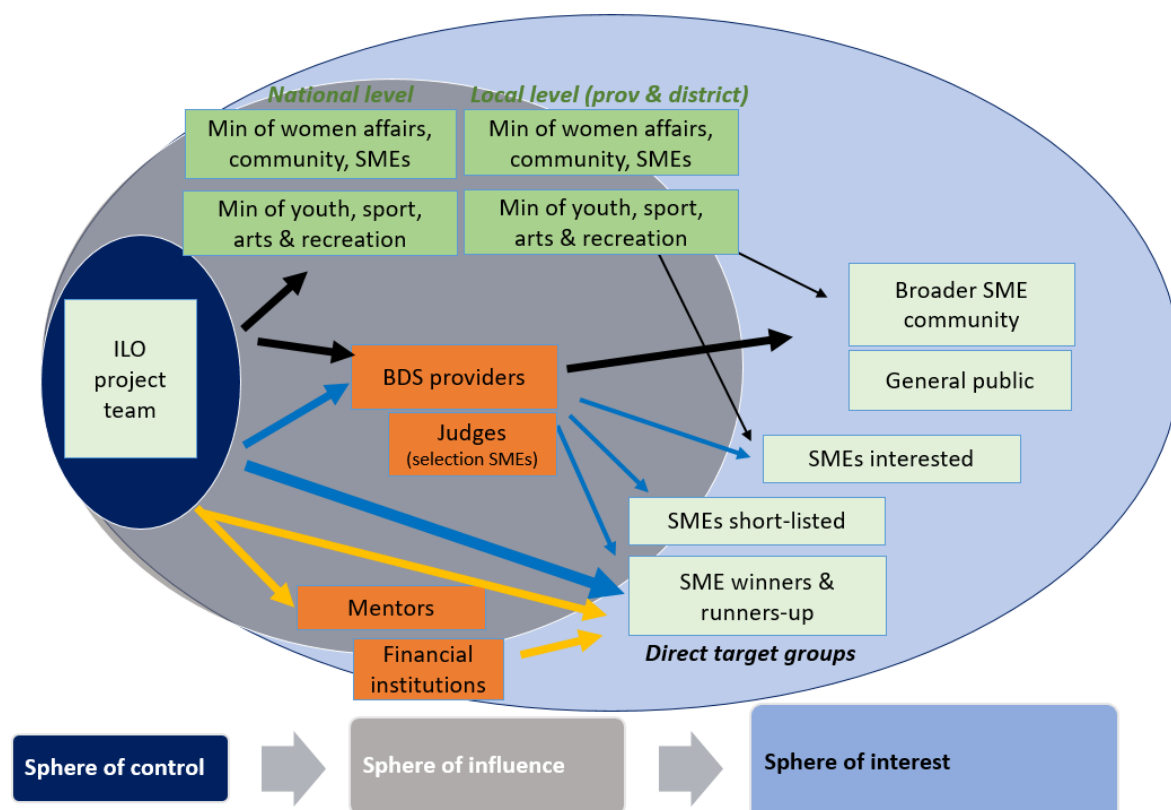
Validity of the programme design

The simplified version of the theory of change (ToC) is visualised in the figure below. The black arrows refer to the promotional work for the innovation challenge. The blue arrows to the activities related to the shortlisting, collective training activities, the awards, and the follow-up of the prizes. The yellow activities relate to the mentoring activities. For each cluster of activities there are slight differences in the institutional set-up.

The project has not yet collected systematic evidence on the impact of the project at the beneficiary level. Key assumptions underpinning the ToC are therefore not yet tested and validated. In the effectiveness and impact section initial pieces of evidence that point at potential impact are presented. This section will indicate that the project has a positive effect on the winners and runners-up, especially for SMEs that have already some size, basic capital and networks. The decision to pool the comparative strengths of different BDS providers has made it possible to mobilise a wide set of skills and resources for the promotional work and the training activities. The evaluation does raise a number of issues related to other assumptions underpinning the ToC, issues that might need further validation and verification:

- While the project is targeting high potential SMEs (gazelles) that have already a proof-of-concept, in reality a considerable section of the shortlisted candidates and winners of the innovation challenge can be described as vulnerable micro-entrepreneurs that might require sustained BDS support, including small amounts of financial assistance over prolonged periods of time. The services offered by the project under component 2 are likely to have the most impact for SMEs that have already some capital to invest, a client base, and professional networks to build on. The project cannot refer to convincing evidence in the literature or from earlier projects that demonstrate that shortlisted candidates with hardly any capital to invest and which even lack operational funds for basic costs (water, electricity, transport), will benefit substantially from the BDS training and mentoring activities.
- The innovation model is most likely to impact positively on (part of the) the winners and runners-up, and to a lesser extent the shortlisted SMEs. Candidates that are not shortlisted are not further supported. The project is likely to achieve the targets for the number of shortlisted SMEs to be reached (around 100 SMEs per round, leading to 300 SMEs for 3 rounds) and for the number of winners and runners-up, as indicated in the PRODOC. However, the fact that a sizable number of SMEs do not make it to the group of shortlisted SMEs raises questions about the cost of the project per beneficiary SME (see section on efficiency).
- Possible linkages with other components of the project have not been explored (this was not a clear objective in the PRODOC).

Figure 2: Simplified representation of theory of change of component 2: Green enterPRIZE Innovation Challenge



3.1.c Intermediary objective 3: SCORE

Alignment with institutional needs

The initial study executed under this intermediary objective brings evidence of the alignment of the SCORE work with institutional needs in Zimbabwe. This rapid market assessment (RMA) includes the identification of industry clusters and/or economic sub sectors with greening and job creation potential in the Zimbabwean economy, and suggests a prioritization of those clusters and sub sectors that should be targeted when introducing the SCORE programme to the Zimbabwean BDS market. The assessment suggests six sectors and nine industrial clusters with greening and green job creation potential. This assessment allows the further roll-out of SCORE to be fine-tuned to the local institutional and economic context, as well as integrate additional areas of interest related to the green economy.

Validity of the programme design

SCORE has been applied in a wide variety of countries over long periods of time and is therefore a well-tested approach of the ILO. Earlier experiences have shown that it can potentially develop into a self-sustaining training and coaching mechanism in which companies pay for the BDS services provided by consultants certified by the Global SCORE Programme at ILO Geneva. The Zimbabwean industry is hardly tapping into the potential of green technologies, neither to save energy and resources, nor to develop new markets and products. Some observers raised concerns about the viability of the SCORE model at a time when many industries are struggling due to the hostile economic environment. The question was raised if companies would be willing to invest in consultancy services to support them in workplace cooperation related to the green economy in this context. However, SCORE has proven to

work in similar contexts in other countries⁴ and the programme itself was developed as a response to similar concerns at the time of the global financial crisis in 2009. The evaluation team could not assess in-depth whether all elements of the SCORE model can function in the specific context of Zimbabwe as this component had just started and there were few stakeholders to interview about this part of the project. We expect that the project team will follow-up closely how the project activities are absorbed by the business community and adapt or fine-tune strategies if required.

2.2 PROJECT PROGRESS AND EFFECTIVENESS

This section provides an overall assessment of the progress of the programme followed by a summary of the findings, each corresponding to the three programme objectives and additional focus areas of the evaluation. It involved a review of the objectives and targets and compare them with the actual progress made. In addition, the quality of various outputs and activities was assessed. This was done through a review of programme monitoring reports and outputs, as well as by interviewing key informants and beneficiaries.

Overall, in the assessed implementation period (Dec 2017-June 2019), the project has partially met intermediate objective 1 and intermediate objective 2, and not (yet) met intermediate objective 3.

Intermediate objective 1: Young men and women with green technical and entrepreneurial skills start economic activities in the green economy – PARTIALLY MET

The curriculum review process is guided by a task force headed by the curriculum review unit of the ministry of higher and tertiary education. The decision was made by the taskforce to fully embed the curriculum review into the ministry's policy on the competency-based education and training (CBET) approach. In the development of the original PRODOC, the curriculum development activities were not designed with CBET in mind, while it is an approach which is quite labour-intensive and involves multiple stakeholder consultations and interactions. According to the head of the curriculum development unit from the ministry of higher and tertiary education, the CBET framework requires the development of an omnibus/portfolio of documents for each course, in which the necessary skills and competencies are identified in close consultation with industry players. The omnibus includes the development of five documents:

- Occupational profiles: indicating which occupations are targeted and the underlying competencies and skills that are required
- A Qualification Framework with the qualification standard
- Skills proficiency schedules
- Course content: student and teachers manuals
- Course regulation: stipulating entry requirements, assessment procedures, etc.

In the current project the development of occupational profiles was simplified (through a set of focus interviews) compared to the full CBET methodology as external consultants concluded that there was sufficient background material from other countries as inputs for the development of qualification

⁴ SCORE Sustaining Competitive and Responsible Enterprises: PHASE II FINAL REPORT (2017): https://www.ilo.org/wcmsp5/groups/public/-ed_emp/---emp_ent/documents/projectdocumentation/wcms_601899.pdf

standards. After finalising the content and corresponding course documents, each course will need to be accredited by the Zimbabwe National Qualification Framework authority (ZNQF). For training programmes at the national certificate (NC) level and the national diploma (ND) level, the ministry has a policy of organising a curriculum review every 5 years. For the NC level, the curriculum review was expected to be completed in 2019. The deadline for the submission of revised curricula (NC level) for accreditation by ZNQF was set at 30 September 2019. For the ND level, the process is planned for 2020.

The exact number of new courses to be developed at the different educational levels was not fully clear at the time of the evaluation field work. The ILO project team indicated that the project will focus on the development of courses at NC level only. However, several stakeholders interviewed stated that they expected specialised courses to be developed at all levels of the TVET system:

- Foundational level: taught in VTCs
- NC-level: taught in VTCs, Polytechnics and private training provides
- ND-level: taught in Polytechnics and through private training providers

In addition, the ambition is also to green the curriculum for the entrepreneurship course, which is taught across levels and institutions in Zimbabwe.

The **main changes** compared with the original project document have been:

- The integrated assessment of demand and supply of skills for a green economy, rather than through separate studies
- The collaboration with UNESCO Zimbabwe, which is one of the leading agencies in TVET reform in the country
- The systematic application of the CBET approach (see box below)
- Splitting the consultancy work for the institutional capacity assessment and the curriculum review

Unforeseen outcomes

The project is using an emerging policy window on the side of the Zimbabwean government by investing in a competency-based education and training approach (CBET) for the curriculum review. In this way, the ministry of higher and tertiary education and training can use this new project as an additional pilot of the CBET approach, a critical component of the new TVET policy framework (due to resource constraints the approach has not been systematically applied in the past). For the Green enterPRIZE Innovation and Development project, the enthusiasm around the CBET approach further strengthens policy support and builds ownership for the greening of the curriculum amongst the different stakeholders.

Summary of progress for intermediary objective 1

End of project targets	30 June 2019	22 October 2019
<ul style="list-style-type: none"> • 20 training institutions implementing relevant curricula 	<ul style="list-style-type: none"> • Taskforce established • Supply & demand study completed, including validation workshop • Co-organizing international event on green skills & TVET • ToR for 2 more studies launched 	<ul style="list-style-type: none"> • Supply & demand study completed • 2 studies almost completed • Curriculum review: draft qualification frameworks for x courses

<ul style="list-style-type: none"> 40 teachers (40% women) deliver green relevant skills courses 	none	none
<ul style="list-style-type: none"> 3,000 students receive relevant skills training 	none	none

Output 1.1. Technical vocational education and training institutions integrate gender mainstreamed green technical and business skills into their curriculum - PARTIALLY MET

This output consists of three main parts: by the end of June 2019 the demand and supply study was completed, the curriculum review had been initiated, and the gender mainstreaming was in the process of being integrated in other activities.

- a) The first sub-output relates to the **identification of vocations** that have significant impact on the environment. For this, the project has launched a comprehensive study which maps the supply and demand for green jobs. It is a combination of the original activities 1.1.1 and 1.3.1 and resulted in the following report: “ILO assessment of supply of and demand for technical and vocational skills to support green job opportunities for young women and men in Zimbabwe”. The supply and demand study provides the basis for the work under intermediary objective 1. The aim of the assessment was to assess new opportunities in relation to the “demand side” of green jobs and to document the requirements to enhance the necessary technical skills to perform in green jobs - the “supply side”, for both the formal and informal economy. By combining both the demand and supply side in one single study, rather than two separate studies (as originally planned), a more integrated analysis could be done. The draft report was validated in an official validation workshop in July 2018 with social partners and other stakeholders. In the study, 27 TVET institutions were selected from a total of 60 institutions which will be the main institutions targeted to engage with the different outputs of the project. The study also advised on the selection of three green priority sectors (sustainable agriculture, renewable energy, and waste management) to focus on for curriculum review, in-service training of lecturers and training of students. The study was also one of the inputs in a joint UNESCO-ILO Southern Africa Regional Meeting on Skills for Sustainable Development, organised in February 2019.
- b) The second product under output 1.1. involves a **curriculum review**, which includes both the greening of existing training programmes and the launch of new training programmes in the three priority sectors. Earlier on, it was decided that this curriculum review would be combined with another project activity (institutional capacity assessment/skills audit), but during the execution it turned out that the team of consultants for the institutional capacity assessment did not have all the areas of expertise for the curriculum review. As a consequence, the curriculum review was finally launched as a separate study in May 2019 with the objective to review curricula and training programmes to support skills development to meet the demand for green jobs. As a first step the team of consultants worked on the necessary qualification frameworks (under construction at the time of the evaluation). Two workshops were planned in November 2019 to contextualise and validate the proposed qualification frameworks for a selection of courses. The decision to split both studies has had cost implications and caused some further delays. The internal deadline for the curriculum review report was August 2019, but it was not yet available at the time of the field work (Oct 2019). The official deadline of 30 September for submission of revised NC curricula to ZNQF was also not realised. The curriculum review department indicated however that it was willing to make an exception as

this was an important review process in which the ministry was implicated as a key stakeholder. While the curriculum review consultants initially stated that they could not finalise their operations as long as the institutional capacity assessment report was not available, this was later resolved and both processes were running in parallel.

- c) A third output focuses on making sure that ongoing project activities with the curriculum and in the TVET institutions pay attention to **gender mainstreaming**. This component is therefore not a standalone product but is a cross-cutting area in the project. In practice this was done in the period under review in the following ways:
- The focus expanded from gender mainstreaming in the original PRODOC to a broader focus on inclusiveness including disability (see also intermediary objective 2).
 - In the demand and supply study, the researchers paid attention to (1) collecting gender-disaggregated and disability data on student enrolment; and especially by (2) suggesting courses in the three sectors/thematic areas that have a good representation of female students in the TVET institutions (43% female students). The latter does, however, not differ much from the overall average for all courses (40% female students).

Output 1.2. Reduced skills gap of training institutions' management and men and women teaching staff in green technical and business skills - JUST STARTED (NOT MET)

This output involves three main activities: a skills audit, a training of trainers, and a gender mainstreaming focus in the implementation of the training programmes.

The skills audit of TVET institutions was implemented as an institutional capacity assessment in 27 TVET institutions⁵. For this study a call was initiated in May 2019 (Study 2: Institutional capacity assessment of 27 TVET Zimbabwean institutions to support skills development to meet the demand for green jobs). The deadline for the report was end of July 2019, but it was not yet available at the time of the field work (October 2019). The purpose was to conduct an in-depth assessment of the current and potential institutional capacity of the 27 TVET institutions (selected in the first study) in terms of improving their contribution to a green economy. In doing so, the study is expected to provide "a baseline of the current capacity, awareness and experience of both management and key teaching/training staff to expand the TVET training offer in green economy related subjects" (ToR, May 2019).

The training of trainers' component was still waiting to be initiated at the time of the evaluation field work, as the content of the training depended on the revised curricula.

The gender mainstreaming is expected to be addressed as a cross-cutting theme in the other activities.

Output 1.3. Young men and women are provided with skills for self or wage employment in green jobs - PARTIALLY MET

The mapping of the demand for skills for green jobs was combined with the supply side study (see output 1.1.), and is therefore completed.

This output further refers to the development and implementation of short, low cost training programmes, and the provision of post training assistance to support the placement of young men

⁵ As indicated in the previous section, this was initially combined with the curriculum review, but later on separated to allow specialised consultants to work on the curriculum review.

and women. At the time of the field work, it was not completely clear if and how many short courses would be developed (see also introduction under intermediary objective 1).

Intermediate objective 2: Innovative green and growth oriented SMEs access financial and non-financial business development services and grow their businesses - PARTIALLY MET

Objective 2 covers almost 2/3rd of the overall project budget. The activities under this objective have taken-up most of the project team's time in the period under review. The main activity here is the Green enterPRIZE Innovation Challenge.

After the selection of the four new BDS providers in August 2018, this activity took off quickly. Project documents show evidence of the detailed planning exercises that were done and the wide range of activities that were undertaken for the organisation of the Innovation Challenge. By the end of June 2019, the first round of the innovation challenge was completed. What was left to do was the payment of the prizes and the organisation of the mentoring support (1 year) for all the winners and runners-up. In October 2019, most of the prizes were paid out, while the mentoring was still being organised. In September 2019 two more calls for the innovation challenge were launched. While most of the targets are likely to be achieved before the end of the project, it will be difficult to offer a full 12 months of mentoring to the winners and runners-up of round 2 and 3, as the mentoring phase is only likely to start in February or March 2020, less than 12 months before the end of the project.

The **main changes** compared with the original project document have been:

- Change of original two implementation partners/BDS providers to four new providers: see section 2
- Addition of a second innovation challenge for the arts sector: Fast Forward competition

Unforeseen outcomes

- The networking potential of the innovation challenge was an important secondary outcome: in round 1, participants active in the waste management sector started connecting and networking, and decided to set-up a Zimbabwean association for waste management recyclers to both promote waste recycling as well as defend the interests of the wide range of private recycling initiatives.
- On the initiative of the Swedish embassy, a specific innovation challenge was launched for the arts sector in July 2019 (Fast Forward).

Summary of progress for intermediary objective 2

End of project targets	30 June 2019	22 October 2019	30 November 2019
<ul style="list-style-type: none"> • 3 Green enterPRIZE Challenges designed • 3 Green enterPRIZE Challenges roadshows delivered • 1 competition website 	<ul style="list-style-type: none"> • 1 GE challenge designed & launched • 1 GE promotional tour delivered with 3 promotional workshops • Competition 1: award ceremony • <u>Additional activity</u>: Fast Forward competition preparation 	<ul style="list-style-type: none"> • 3 GE challenge designed and launched • 2 GE promotional tours delivered with 6 promotional workshops • <u>Additional activity</u>: Fast Forward competition: website 	<ul style="list-style-type: none"> • 3 GE challenge designed and launched • 3 GE promotional tours delivered with 13 promotional workshops and 16 stakeholders sensitization meetings • <u>Additional activity</u>: Fast Forward competition: website

<ul style="list-style-type: none"> • 15,000 hits on competition website • 750 business submissions received 	<ul style="list-style-type: none"> • Website Hits – to be advised* • 5,053 Tweets Impressions** (non-cumulative) • 450 Twitter followers • 21 Twitter Profile Visits • Total Facebook Page Likes 380 • 138 business registrations (34% female) • 117 successful submissions (31% female) 	<ul style="list-style-type: none"> • Website Hits – to be advised* • 47 400 Tweets Impressions** • 550 Twitter followers • 390 Twitter Profile Visits • Total Facebook Page Likes 470 • 138 business registrations (34%, female) • 117 successful submissions (31%, female) <u>Additional activity:</u> • Fast Forward competition: 83 29 (31% female) submissions 	<ul style="list-style-type: none"> • Website Hits – to be advised* • 27 300 Tweets Impressions ** • 610 Twitter followers • 594 Twitter Profile Visits • Total Facebook Page Likes 482 • 603 business registrations (40%, female) • 411 successful submissions (43%, female) <u>Additional activity:</u> • Fast Forward competition: 83 (25%, female) • Fast Forward Finalist 29 (31%, female)
<ul style="list-style-type: none"> • 75 (at least 50% women) applications funded for winners and runners-up 	<ul style="list-style-type: none"> • 28 winners and 1st and 2nd runners up received prize (31% female) 	<ul style="list-style-type: none"> • 28 winners and 1st and 2nd runners up received prize (31%, female) • <u>Additional activity:</u> Fast Forward competition: 	<ul style="list-style-type: none"> • 33 winners and 1st and 2nd runners up received prize (33%, female) • <u>Additional activity:</u> Fast Forward competition: 5 winners (40% female)
<ul style="list-style-type: none"> • 500 (at least 50% women) non-winners and runners-up receive non-financial BDS • 3 impact assessment Reports 	<ul style="list-style-type: none"> • 1 training event with 3 non winners (<i>not yet implemented</i>) 	<ul style="list-style-type: none"> • 2 training events with 0 persons (<i>not yet implemented</i>) • <u>Additional activity:</u> Fast Forward competition: 	<ul style="list-style-type: none"> • 2 training events with 0 persons (<i>not yet implemented</i>) • <u>Additional activity:</u> Fast Forward competition:

* The data on the number of website hits were not yet available on 5 June 2020.

** The reported results are cumulative as project implementation is progressing with the exception of ‘Tweets Impressions’ which only reflects the relative achievement in the month reported.

Output 2.1. The public and private sector, and especially young men and women entrepreneurs, have increased knowledge and understanding of the green economy - LARGELY MET (*with delays*)

The table above shows that by 30 June 2019 the first round of the Innovation Challenge campaign had been rolled-out. All stakeholders interviewed showed appreciation for the way the ‘launch event’, the media-campaign, website, promotional tour, etc. had been designed and implemented. Interviews with beneficiaries (winners and runners-up) show that there is also a positive appreciation about the way the selection process was organised. The main lessons learned from the first campaign were as follows:

- The need to increase the promotional work at provincial and district level to improve the reach, accessibility and support for candidates from other provinces and especially rural areas.
- The need to organise the division of labour between BDS providers according to geographical lines to improve coordination and efficiency.
- The need to simplify the online subscription forms to make enrolment more user-friendly
- The need to further explore contacts with private sector for co-funding

- The need to delegate the overall implementation of the promotional campaign to BDS providers

These lessons have been largely incorporated in the 2nd and 3rd round of the innovation challenge.

Output 2.2. Men and women entrepreneurs have developed and submitted green business models, have been screened and awarded prizes in specific categories - LARGELY MET (*with delays*)

Most of the activities were implemented according to the original project design, although with delays (as described in earlier sections). The actual judging was well-prepared and perceived by stakeholders as fair and effective. Interviews with beneficiaries and BDS providers provide indications that the training events for shortlisted candidates were well organised and effective, although the quality of certain sections varied depending on which BDS provider coordinated the training. From a review of the evaluation reports of all the four training activities (organised in the period under review), the following issues emerge:

- The overall of appreciation for the relevance and quality of the training activities is high, with generally 70% to 80% of the participants giving positive scores (the equivalent of 'good' to 'very good').
- The training activities were generally seen as excellent opportunities for networking with other entrepreneurs.
- There were quite big differences in the educational and professional background between the participants, making some parts of the training typically suitable for some but less for others.
- The first round training activities on the development of a business plan with the groups of shortlisted candidates (February – March 2019) received rather critical scores in the area of the training methodologies and tools used. The training component in the Harare-based workshop on accounting and costing was considered as too difficult and complex.
- In the interviews, remarks were made about the fact that a 5-day training is too long if you are running a small business (not all training activities were running for 5 days). In addition, a few participants complained about the fact that the training was announced only a few weeks before its start, which made it difficult for them to free-up space in the agenda or organise a replacement by someone else.

Output 2.3. Tailor made prizes consisting of financial and non-financial BDS have been designed for each annual winners and runners-up in the specific categories - PARTIALLY MET

This activity encountered further delays after the actual prize-winning ceremony in March 2019. Handing out the prizes only started in July 2019 (reasons for the delays are explained below this paragraph). Part of the BDS support services (training in group) started soon after the award ceremony, as well as consultations for the collective training activities and the collection of baseline data. The personalised mentoring had not started by October 2019. The ILO project team indicates that they used the July-October period to consult the beneficiaries, amongst other issues, about the mentoring programme. The project team encountered the following challenges, causing delays in the handing-out of prizes and the mentoring programme:

- Political instability in the first months of 2019

- Problems as consequence of changing government policies on USD transactions (requiring all SME beneficiaries to open forex accounts) and hyperinflation
- Software problems in the ILO office in Harare with the installation of the new IRIS operating system
- Delays in processing of payments due to the signature procedure which requires management to sign all payments twice (once electronically and once on paper)

However, many beneficiaries interviewed seemed to be in the dark about the timing and content of the mentoring programme, and were not clear what they could still expect in terms of support.

Output 2.4. Green business management training provided to men and women owned SMEs that compete in the enterPRIZE challenge, but do not qualify as winners and runners-up - LARGELY MET (with delays)

This was organised together with output 2.2. The evaluation team did not interview shortlisted candidates that were not selected as winner or runners-up (this was overlooked by the evaluation team in the preparation of the field work).

Intermediate objective 3: SMEs have greener management practices, improved work place cooperation and improved gender sensitive working conditions - PARTIALLY MET

This component of the project was still in starting-up phase at the time of the evaluation. It evolves around the ILO SCORE approach, which is to be contextualised to the Zimbabwean situation, with additional emphasis on green economy elements.

No major changes were reported at the time of the evaluation.

Summary of progress for intermediary objective 3

End of project targets	30 June 2019	22 October 2019
<ul style="list-style-type: none"> • 1 rapid market assessment (RMA) report • 5 MOUs and implementation agreements with business member organizations 	<ul style="list-style-type: none"> • 1 RMA report 	<ul style="list-style-type: none"> • 1 RMA report
<ul style="list-style-type: none"> • 1 set of adapted and gender mainstreamed SCORE materials • 1 materials printing and distribution mechanism in place with printing house 	none	none
<ul style="list-style-type: none"> • 5 implementation agreements with BDS providers • 9 TOTs • 5 BDS provider business plans 	<ul style="list-style-type: none"> • Call for SCORE consultants 	<ul style="list-style-type: none"> • 100 submissions for SCORE consultants • Processing of SCORE applications
<ul style="list-style-type: none"> • 75 enterprise baseline assessments • 75 gender balanced Enterprise Improvement Teams • 75 enterprise improvement reports • 40% of firms reached with policies that promote gender equality in the workplace are in place • 3 green economy summits with organized business 	<ul style="list-style-type: none"> • 1 green economy summit • 1 youth dialogue on green economy with industry players 	<ul style="list-style-type: none"> • 1 green economy summit • 1 youth dialogue on green economy with industry players

Output 3.1. Sub-sectors and clusters with greening and job creation potential selected - LARGELY MET

A rapid market assessment (RMA) was performed in the first phase of the project. This included the identification of industry clusters and/or economic sub sectors with greening and job creation potential in the Zimbabwean economy, and suggest a prioritization of those clusters and sub sectors that should be targeted when introducing the SCORE programme to the Zimbabwean BDS market. The assessment suggests six sectors and nine industrial clusters with greening and green job creation potential. The nine cluster are leather and leather products; manufacture of wood products (except furniture); manufacture of furniture; retail sale in non-specialised stores with food and beverages dominating; manufacture of chemicals and chemical products; other mining and quarrying; manufacture of other non-metallic minerals; wholesale of fruit and vegetables and short term accommodation services. In addition, potential SCORE trainers were identified in different regions in Zimbabwe. The report was presented in a workshop in February 2019 (see output 3.4).

Output 3.2. Locally adapted, gender-mainstreamed training materials available -

Not started yet

Output 3.3. Implementation partners and service providers have capacities to market, sell and organize training -

In the context of the launch of the RMA report (output 1.1) a workshop was held with business associations to validate the findings of the study, but also introduce the SCORE approach and discuss sectors prioritisation (February 2019). Other activities were still on the drawing board at the time of the evaluation.

Output 3.4. SMEs are trained in work place cooperation and cleaner production and impact documented -

Not started yet.

Concluding remarks about effectiveness of the three project components

Taking into account the initial delays of 5-7 months, most progress has been made with the *innovation challenge (component 2)*, with a real chance that the main targets will be achieved to a large degree⁶ by the end of the project. Some further delays had to be dealt with as the project was confronted with fresh challenges caused by hyperinflation, the ban of USD transactions in Zimbabwe, and other issues related to the unstable macro-economic environment. The *TVET curriculum review (component 1)* took a rather slow start with the demand and supply study as the main outcome for year 1, but by June 2019 activities really took off under the guidance of a task force. It took some time to identify consultants that had the necessary expertise to do a CBET-based curriculum review. The different studies were set to be completed by October-November 2019, leading the way to the validation of new and revised curricula. The project target of training 3000 students with the revised courses before the end of 2020 seems difficult to achieve considering all the intermediary steps that need to be completed beforehand. Under the *third and final component (SCORE)* a rapid market assessment had been done to assess the demand for SCORE by June 2019, one green economy summit was initiated

⁶ However, as indicated, it will be difficult to offer a full 12 months of mentoring to the winners and runners-up of round 2 and 3, unless the project is extended.

and a call to identify SCORE consultants was being finalized in October 2019. The evaluation doubts if the final targets at company level can be reached for this component considering the limited remaining time for the finalisation.

2.3 EFFICIENCY OF RESOURCE USE

Efficiency is assessed in general as good, with some specific areas of attention⁷. The management of resources is done in a transparent manner and cost-effectiveness is taken into account, for example when workshops are organised, and when various communication and BDS services are contracted. An example of the former is the ILO's policy, contrary to the practices of some other UN agencies, to avoid paying allowances to participants of training activities. Financial reporting is detailed and transparent and follows existing ILO procedures, complemented with protocols established by the ILO country office in Zimbabwe (see also further on in this section). Overall, the interviewees did not raise concerns about the project's efficiency. The evaluation team has some efficiency concerns about the operational role of the project team in component 2 of the project. More specifically the following issues can be raised:

Operational role ILO project team - While efficiency considerations have been considered in many ways, a more difficult discussion relates to the way the ILO project staff dedicate their time to different tasks inside the project. The project team displayed the characteristics of a hardworking, professional and effective team. However, as described in earlier sections, the evaluation team is of the opinion that **for component two, the team has taken too much of an operational role**, especially in terms of engaging directly with the large group of beneficiaries (27 shortlisted for the first innovation challenge). The operational planning documents show that ILO staff were expected to be directly involved in the

- SME needs assessment of individual SMEs
- Providing access to information to participants
- Online coaching of beneficiaries
- Face-to-face coaching of beneficiaries

While this allowed the project team to follow-up on activities on the ground, it has taken-up a lot of operational time which could not be spent on other project activities. It also allowed the project to follow from close by if the new BDS providers were delivering on the ground. However, considering the fact that the project was already running under time pressure, this supervision and quality control role could have been organised differently and more efficiently, for example, by (1) assigning most of the practical follow-up and coaching of and communication with beneficiaries to BDS providers (this would not have excluded the possibility of ILO project staff to participate to a limited selection of beneficiary visits, or to other activities); and by (2) setting-up a staged approach of localisation during the first round of the innovation challenge to gradually move coordination of the innovation challenge to a small task force with key BDS representatives, and possibly a selection of other stakeholders.

Change of Implementation Partners - Different views about the due diligence procedures to be followed by the implementing partners, were amongst the issues at the basis of the **decision to change**

⁷ As stipulated in the ToR, the evaluation did not include an audit of the Green enterPRIZE accounts, but it did involve a discussion of the existing procedures, implementation challenges, and budgetary choices.

the initially foreseen Implementing Partners with other organisations, namely four BDS providers. In this way, it can be seen as an illustration that efficiency and good governance issues were being considered from the beginning of the project (see also further on in this section). This issue was sensitive to handle as it had the potential to derail the project: the originally identified Implementing Partners, selected in agreement with the donor, were going to play an important role in the implementation of the project; and the negotiations to set-up a collaboration between the ILO and them, had reached an advanced stage by the time the disagreement emerged. However, the evaluation team is of the opinion that the disagreement between the initially foreseen partners and the ILO was resolved in a correct way by the ILO team, considering the difficult circumstances in which this was happening and the pressure to move on with the project as time was running out.

Innovation challenge – The project is likely to reach the targets in the project document for component 2. The largest impact is expected with a selection of the winners, to a lesser extent the runners-up and thirdly the shortlisted groups that did not win an award. In terms of resource allocation, the bulk of the project's resources will go to around 75-80 SMEs (3 rounds), aside from the provision of two training workshops to the shortlisted group of non-winners. While a full cost-benefit analysis could not be done in the context of this evaluation, the question should be raised if the project is using all the available opportunities to amplify its outreach. Would it be possible to, for example, do an (online) trajectory with the SMEs that have not been shortlisted by systematically sharing tools and training resources that were used in the various training sessions?

Due diligence in shortlisting phase of innovation challenge - Remarks were made by some interviewees about the need for **basic due diligence screening** of the SMEs that were shortlisted in the innovation challenge competition. Although, there were no reported problems⁸ with the shortlisted candidates, some interviewees were concerned that the project risks selecting some candidates into the competition while their actual business activities would not correspond with what was claimed on paper.

Monitoring and evaluation - The **monitoring and evaluation system** is adequate in following-up on output-level indicators and the targets at the beneficiary level. It does, however, not allow tracking progress in terms of the capacity development of intermediary structures (ministry level, BDS providers, ..). Tracking the institutionalisation process is important because many of the objectives of the project will require follow-up initiatives from the ministries involved, business actors, and other stakeholders after the project comes to an end. The adapted ToCs can form the basis to identify a limited set of capacity development indicators to track progress in this area.

Capacity building and support by the Decent Work Team based in the ILO Pretoria office – The ILO project team stressed on several occasions the importance of the **technical support received by the technical officers based in the Pretoria office**, and then especially through the Skills specialist and the Enterprise Development specialist. The fact that they had extensive experience with the predecessor project in South Africa, created opportunities in the design and start-up phase but also throughout the project's implementation.

Governance structure - The stakeholders consulted expressed **satisfaction towards the project governance structure**. Especially at the national level, the project represents a valuable attempt to

⁸ The ILO project team informed evaluators about a dispute with one of the winners in Bulawayo, but based on the information provided, the evaluation team concluded that the project team and other project stakeholders acted correctly and professionally throughout the process.

manage the programme from a multi-stakeholder perspective. The project is still establishing ways to engage more actively with the provincial and district level. There were some indications that **district-level business development officers did not feel sufficiently recognised** and empowered in the current project set-up. The collaboration between the BDS providers and the governmental BD officers was not optimal.

2.4 ORIENTATION TO IMPACT

It is too early to map the impact of the project on beneficiaries for component 1 (TVET) and component 3 (SCORE). For component 2, initial indications of impact for the group of winners and runners-up of the innovation challenge (round 1) have been identified through in-depth interviews⁹. The evaluation team documented individual stories of change that show that the participation to the project has been **transformational experience for some of the winners and runners-up**. Examples of initial signs of impact on this group can be found in the table below.

Table 1: Examples of impact in the group of 27 beneficiaries of the first innovation challenge (N=12)

Area of change	Examples
Networking	<ul style="list-style-type: none"> Established new business links that might help my business, e.g. access to supermarkets A group of waste management participants created the first association of waste management SMEs Inspiring to hear the stories of other small entrepreneurs Mutual support to improve business plan from other participants
Knowledge, skills, attitude	<ul style="list-style-type: none"> The second marketing and costing training (August 2019) was excellent and there were a lot of useful practical tricks and tips. It makes you consider cost items that you don't think about at the start Learned to use the type of language that other business people understand. This helps to network and be more credible towards financial institutions Higher confidence due to training, networking, and recognition The business plan training helped to improve the quality of the existing business plans Learned how to improve the ecological side of the business Acquired new presentation skills
SME – level	<ul style="list-style-type: none"> Helped to access new markets (e.g. supermarkets) It helped to grow the business: additional people were hired The fact of winning a prize from a UN-institution opens doors towards financial institutions, and towards local government (e.g. getting a permit/stand at a central market) Gave the confidence to use specialised accountancy software Now considering labour-issues when hiring staff

From this analysis the following can be derived at this stage:

- The project has deliberately not focused on influencing policy change, but rather envisaged impacting directly on SMEs, larger firms and students through various pathways and support

⁹ 12 beneficiaries were interviewed from a group of 27 winners and runners-up.

mechanisms. However, delays in the start-up phase of the project have as a consequence that project activities with those beneficiaries have been few in the first phase of the project, aside from the first round of the innovation challenge

- While the three components of the projects all have their merits and the project team is working very hard to beat the deadlines, the evaluation team considers it unlikely that the impact-related targets for component 1 and 3 (see section on effectiveness) will be achieved by the end of 2020.
- As indicated under the section on 'relevance', aside from high potential SMEs (gazelles), the project is also attracting and shortlisting vulnerable micro-entrepreneurs whose critical needs might not be fully met through the BDS support facility.

2.5 SUSTAINABILITY

The main purpose of this section is to assess up to what extent the benefits and positive effects generated by the project are likely to continue after donor funding has been withdrawn. The assessment looked at social sustainability, institutional and financial sustainability. This involved document review, interviews with key informants and an extended discussion of the topic during the workshops with the project team.

The **social sustainability**, the extent to which there is broad support for the goals and strategies of the project, is generally high. Stakeholders at different levels agree that the potential of the green economy is not sufficiently mobilised in Zimbabwe, and that there is a need to support the educational system, SMEs and larger firms to engage more actively with it. The high numbers of applications for the different rounds of the innovation challenge provide an illustration of the appetite in the SME and micro-entrepreneur community to develop and expand green-business opportunities. While there is a consensus about the need to take the green economy more seriously, there are concerns amongst several stakeholders questioning whether there is sufficient capital and economic stability in Zimbabwe to create a business-friendly climate to invest in green technologies and skills for green jobs.

In overall terms, the ILO tripartite governance model encourages local ownership of development projects. This is also the case for the Green enterPRIZE Innovation and Development project as it systematically engages with different stakeholders and social partners at the national level.

The **institutional and financial sustainability** differs for the three components of the project.

Component 1 - The TVET component has the best prospects for institutional sustainability at this stage. The curriculum development department is taking a leadership role in the task force for the curriculum review. In addition, the project can build on synergies with existing policies related to the CBET policy framework, in this way supporting the ministry with this long standing policy objective. Also at the level of the TVET institutions, there seems to be a genuine interest in greening the curriculum. In general, stakeholders share the observation that the lack of resources in TVET institutions for new equipment will affect the implementation of the project, but there was no agreement whether this was a critical problem or something that could be (partially) resolved through governmental resources or through partnerships with business.

Component 2 - The innovation challenge is supported at governmental level and in the SME community, but the institutionalisation is not obvious at this stage. As indicated in earlier sections, the change of the initial implementing partners/BDS providers has affected the project's sustainability

strategy for this component. Originally, the idea was that one of the BDS providers would host the innovation challenge, as they had experience with similar competitions, but with the change of providers this scenario could no longer materialise. In addition, as described in the section on efficiency, for various reasons the ILO team opted for a strong hands-on approach for the overall coordination and (parts of) the implementation of the innovation challenge, without a clear exit-strategy. Institutional ownership and sustainability is less developed at the provincial and district level. Especially existing BD officers at district-level showed some frustration about the fact that this project was mainly run by commercial BDS providers while they already had ongoing activities with SMEs across the country.

Component 3 - The SCORE component was not yet up and running at the time of the evaluation. Earlier experiences with SCORE demonstrate that it can run as a self-sustaining capacity development programme. Views differed about the extent to which this is possible in the current socio-economic situation of Zimbabwe.

Additional comments:

- The short time frame of the project (3 years) complicates efforts to consolidate the gains made after the initial delays of the project.
- ILO's global policy not to fund governmental structures in Zimbabwe directly, creates some additional challenges in the area of sustainability as it affects also the possibility to invest in structures, policies and processes.

3. CONCLUSIONS

General

1. The Green enterPRIZE Innovation and Development project intervention aims to raise awareness and build capacity on skills and jobs for the green economy in Zimbabwe, addressing both supply and demand issues.
2. Two components of the project (SCORE and competitions for SMEs) are well-tested interventions in the global ILO project portfolio across the world. The organisation of an innovation challenge with a specific focus on the green economy is still quite new to the ILO, only tested in a similar configuration in one previous project in South Africa. The TVET component involves a curriculum review and hands-on activities with TVET institutions. This level of operational engagement with a ministry of higher and tertiary education is also rather unusual/new for the ILO.
3. The project started in December 2017 but was confronted with an external environment that is not conducive for business and job creation more widely due to the unstable macro-economic environment, and political and social unrest. The start-up phase of the project encountered substantial delays due to a combination of reasons, amongst others, a failure in reaching a final agreement between the ILO and the original implementing partners, which resulted in a switch of the existing BDS providers; and a rather long selection procedure resulting in the late start of the international project coordinator.
4. This is an innovative project design in the way it addresses both supply and demand challenges in the green economy in Zimbabwe, and the way it has integrated disability, gender and fair transition as cross-cutting themes.. Although delays were encountered at the start and the project faced many logistical challenges due to the macro-economic context, good progress was made for component 1 (TVET reform and training) and component 2 (innovation challenge), sustainability prospects are reasonable but additional attention is required for the way the ILO project team positions itself at the operational level. A more in-depth integration of the three project components could have created additional synergies between demand side and supply side activities.

Relevance and strategic fit

1. The overall approach and thematic focus of the project aligns well with global and national priorities and needs. It embodies the spirit of the SDGs in the way it combines both socio-economic goals with environmental goals.
2. Looking at the first component of the project (TVET curriculum reform and training), the ToC has a logic build-up and sequencing but is rather ambitious in terms of timing and resources. The project managed to tap successfully into an emerging opportunity to support the government's efforts to implement a CBET-policy framework for curriculum review, but the evaluation observed some unclarity about the shape and content of the final products.
3. The second component (innovation challenge) is filling-up a gap in the existing BDS services by the government and the private sector through its strong focus on the green economy, with specific attention for gender, youth and disability. The change of BDS providers had an effect on the institutional set-up, as the BDS provider that was going to host the innovation challenge, was replaced by other providers. The combination of a competition with the provision of different BD

services (training, advice, and mentoring) is an appropriate model for the Zimbabwean context as well. There are however assumptions about the profile of the shortlisted SMEs that do not always hold. The hands-on role of the project team guarantees quality and strong oversight, but is too time-intensive and risks delaying processes to build local ownership and capacity.

4. The third component of the project (SCORE) was still starting-up in October 2019. SCORE is a well-tested approach inside the ILO and would be expected to be self-sustaining after some time. The project design did not explicitly build-in synergies between the three components of the project. As the components were implemented largely at different points of time, few opportunities for mutual interactions have emerged up to now.

Project progress and effectiveness

1. As the project has been confronted with a difficult start, delays have run-up to 5-7 months.
2. Most progress has been made with the *innovation challenge (component 2)*, with a real chance that the main targets will be achieved to a large degree by the end of the project. The project has developed a comprehensive promotional campaign and mobilized a wide group of stakeholders to support different phases of the competition.
3. An additional component was added to the project with the support of the Swedish embassy: a competition for the arts sector. This has sparked a lot of interest in the arts community, but at the same time added to the work load of a project team that already faced time pressure. The appreciation of training activities is high and beneficiaries are mostly very positive about the support received. Some further delays had to be dealt with as the project was confronted with a difficult macro-economic context and some initial start-up challenges when a new operating system was launched in the ILO country office.
4. The *TVET curriculum review (component 1)* took a rather slow start with the demand and supply study as the main outcome for year 1, but by June 2019 activities really took off under the guidance of a task force. The main outputs of component 1 will be realised within the time frame of the project and sufficient expertise has been mobilised to guarantee good quality outputs. The core of this component is the curriculum review of new and existing courses. The different studies were set to be completed by October-November 2019, leading the way to the validation of new and revised curricula. The project target of training 3000 students based on the revised courses before the end of 2020 seems difficult to achieve considering all the intermediary steps that need to be completed.
5. Under the *third and final component (SCORE)* a rapid market assessment had been done to assess the demand for SCORE by June 2019, one green economy summit was initiated and a call to identify SCORE consultants was being finalized in October 2019. The evaluation doubts if the final targets at company level can be reached for this component considering the limited remaining time for the finalisation.

Efficiency of resource use

1. The ILO project team has the necessary systems in place to manage the resources in a transparent and correct way, also taking into account cost-effectiveness principles throughout the intervention.
2. The overall governance structure is effective, including the ILO support structures at the regional level.

3. While the project structures are effective in engaging national level structures, stakeholders at the district level were expecting a more systematic involvement in the implementation of the project, especially regarding the BD support services. As the project was confronted with delays in the start-up phase, the team opted for a hands-on role for the implementation of component 2 (innovation challenge). This allowed the project to make quick progress and follow-up closely on the work of the newly selected group of BDS providers. At the same time, there are indications that this operational role has had implications for local ownership and institutionalisation. In addition, the micro-management of a large group of SME beneficiaries was not a cost-effective task for an already over-stretched ILO project team.
4. Most of the promotional activities have been decentralised to the implementing partners and local BDS providers, and the project team indicates that it is preparing for a further decentralisation of other tasks. The monitoring and evaluation framework is covering key domains of action of the project, but is lacking outcomes to map progress in the area of capacity development of intermediary structures.

Orientation to impact

1. It is too early to map the impact of the project on various beneficiary groups. There are indications of impact for part of the winners and runners-up.
2. For component 1 and 3, a number of important (intermediary) outcomes are likely to be achieved, but it seems unlikely that all the targets will be achieved in the remaining time of the project.

Sustainability

1. There is broad support amongst various stakeholders for the goals and strategies of the project, although there are some concerns about the feasibility of SME development in the green economy in the complex operating environment of Zimbabwe.
2. The tripartite implementation models is strong in engaging different stakeholders at the national level.
3. The TVET component has the best prospects for institutional sustainability at this stage, as it is strongly embedded in existing processes and structures, and has a ministry department in the driving seat.
4. The situation is more complex for the innovation challenge (component 2), which receives broad support, but at the time of the evaluation it was not yet clear which intermediary structure might host the competition over time. The SCORE component has a reputation of being self-sustaining, but midterm in the project it was still being initiated, making it difficult to get a full picture of the feasibility of achieving sustainability.

Gender and disability

1. The project is systematically paying attention to the mainstreaming of gender issues in the different project activities and in the governance of the project, as well as creating equal opportunities for entrepreneurs with a disability. This is receiving broad support by all stakeholders.
2. There have been learning points in the first round of activities, such as making sure that training rooms and accommodation are easily accessible for participants with disabilities.

4. LESSONS LEARNED AND EMERGING GOOD PRACTICES

4.1 LESSONS LEARNED

1. The project **demonstrates the continued relevance of investing in initial study work for projects that enter a new thematic domain or location, or experiment with new instruments.** The studies provide guidance in making strategic choices inside the project (sectors to focus on, actors to work with), they allow to adapt the project to changes in the context (electricity provision) or to use new policy windows that emerge (CBET-based curriculum review). In addition, the studies are essential in building local support and ownership for strategic choices that are being made inside the project.
2. **Delays in the starting-up phase can put significant pressure on projects, especially if, due to the complex operating environment, there are limited opportunities to make-up for the time lost.** These situations need to be avoided, especially for projects with a rather short timeline. In the case of Green enterPRIZE Innovation and Development project in Zimbabwe, there are multiple reasons for the delays encountered, some of them are beyond the control of ILO or other stakeholders. Two aspects could possibly receive more attention in future projects: when ILO is asked by back-donors to execute a project in collaboration with actors it has not worked with before, enough time should be taken to explore if the collaboration can work before the actual start of the project. Secondly, situations should be avoided where there is a need to recruit a CTA, while there is only a very short time between the signing of a project contract and the expected start of it.

4.2 EMERGING GOOD PRACTICES

1. The project team **adapted the organisation of the TVET studies to make a more integrated assessment of the demand and supply for green skills and jobs possible.** In the original PRODOC, the demand and supply studies were planned as two separate studies. However, after consulting with the Pretoria-based ILO skills and employability specialist, the decision was made to integrate both studies to guarantee that the assessment would provide a comprehensive and integrated picture of the demand and supply situation on the labour market and its relation with the TVET sector. This strategy turned out to be successful.
2. **The innovation challenge component of the project managed to build on local private sector expertise by working in collaboration with specialised BDS providers, which together cover the necessary skills set.** That includes the capacity to launch a multi-modal communication campaign, provide different types of BDS services across the country, and build sustainable networks with different SME associations. Decentralising the implementation of the innovation challenge also increased its efficiency, outreach and sustainability. The close involvement of various ministries further re-enforced the impact of the innovation challenge. The potential of

the innovation challenge could be further realised if it would follow an ecosystem approach to develop clusters of SMEs for a specific commodity or service (see also recommendation 4). A further integration with supply-side interventions in the project would allow building synergies within the project.

3. This project is developing strategies that **go beyond the development of TVET policies on the green economy, but also supports a CBET-based curriculum development review, and is supporting the implementation of the curriculum through training of trainers. This approach allows for a more integrated approach that addresses both supply and demand issues.** It does require ILO to build sufficient internal capacity to support the design of new projects with feasible timing and the provision of sufficient technical back-stopping. The project provides an excellent opportunity to document the learning experiences with this component.

5. RECOMMENDATIONS

1. Rethinking the institutional set-up for the innovation challenge to further strengthen ownership and sustainability

(Responsibility: ILO project team and project stakeholders; Relevance: high; Timing: short-term; Resources: low)

There is a need to reconsider the hands-on role of the project team for the innovation challenge in order to lower the work pressure on the team, increase local ownership, and improve the chances for sustainability. An alternative set-up is presented in the ToC of the figure below. Other suggestions to improve the innovation challenge are added as well.

- a) Develop urgently a transition strategy in which an intermediary structure gradually takes over the operational coordination of the innovation challenge, a strategy in which the roles of the project team are limited to strategic coordination and oversight.
- b) The composition of the intermediary structure (or task force in the figure below) needs to be considered carefully, as this structure ideally reflects the central role to be played by industry players, while at the same time also respects the tripartite nature of the innovation challenge. The structure should guarantee independence and oversight of the whole process.
- c) Develop a limited set of progress markers/indicators to follow-up on progress of the capacity development and institutionalization process.
- d) Attract additional expertise to serve under-resourced micro-entrepreneurs in a cost-effective way.
- e) Improve the engagement with BD officers at district-level by reflecting on opportunities to give them a more active role in the various phases of the innovation challenge.
- f) Consider strengthening the outreach of the project by, for example, making the training materials and other resources accessible online to the group of SMEs that were not shortlisted.

2. Review project targets and timing considering current situation

(Responsibility: project team; Relevance: high; Timing: short-term; Resources: low)

The project team has worked hard to catch-up with initial delays of the projects, but due to a number of external and internal circumstances this has not fully worked-out, especially for component 1 and 3.

- a) Review the feasibility of the various project targets and adjust where necessary. Add new opportunities that have emerged where relevant.
- b) A project extension needs to be considered to consolidate and finish a number of the change processes that have been initiated.
- c) Start the monitoring and evaluation activities (including tracer studies) as soon as possible to document progress and inform further decision making.
- d) Additional investment in data collection at impact level could establish a business case for the overall approach of the Green enterPRIZE Innovation and Development project.

3. TVET component: fine-tune outputs and strengthen communication with TVET institutions

(Responsibility: TVET task force; Relevance: high; Timing: short-term; Resources: low)

While the overall goals and targets for the TVET component are clear, the evaluation observed different understandings and expectations between different stakeholders about the type, level, and numbers of courses that would be developed and reviewed. A second challenge relates to the communication flow towards the TVET institutions. During the visits it emerged that there was some confusion about the timing, goals and outputs of the project.

- a) All the elements are there to make a decision about the exact outputs for the TVET component. This should be done in a strategic session with the task force and relevant external consultants.
- b) Develop strategies to improve the communication to TVET institutions about the process and progress of the project.

4. Consider improving the interaction between the project components by taking an eco-systems approach

(Responsibility: project team and stakeholders; Relevance: high; Timing: mid-term; Resources: medium)

The project could strengthen the potential to achieve effects beyond the individual SMEs participating in the innovation challenge, by optimizing the interactions between the different project components (SMEs, TVET institutions, government support services, and larger businesses). Triple and quadruple helix models¹⁰ have been successfully used to develop clusters of SMEs for specific technologies/sectors. While the remaining time might be too short to develop this approach, future projects on the green economy could consider this expansion strategy. Elements of such a wider approach could be to:

- a) Link SMEs for a given cluster (waste management, solar panels, ..) to a TVET institution and provide some seed-funding for collaborative research and training projects
- b) Develop small BDS activities to improve cluster interactions: enhancing efficiency, serving common markets, acquiring common technology, ..

¹⁰ A triple-helix model involves a collaboration of academia–industry–government, and involves the establishment of so-called ‘cluster initiatives’. Clusters are groups of firms engaged in similar or related economic activities. Firms in a cluster are linked either vertically – in a buyer–seller relation – or horizontally, by competing and collaborating to enhance their efficiency in serving the common markets or acquiring similar technology, labor, and raw materials. Both governmental and academic actors then play an important role in catalyzing cluster formation by facilitating access to technology and building mutual trust among the firms involved.

LIST OF ANNEXES

1. Terms of reference
2. Schedule of the evaluation process
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ANNEX 1 – TERMS OF REFERENCE

Terms of Reference

Project Green enterPRIZE Innovation and Development in Zimbabwe



International
Labour
Organization



Mid-term Evaluation

August - September 2019

Title of project to be evaluated	Green enterPRIZE Innovation & Development in Zimbabwe
TC Code	ZWE/17/01M/SWE
Administrative Unit responsible for administrating the project	ILO CO-Harare
Technical Unit(s) responsible for backstopping the project	ILO DWT & Country office in Pretoria; Skills, Green Jobs, Small Enterprise Unit and Enterprises Department, ILO Geneva
Type of evaluation	Mid-Term Evaluation
Evaluation Manager	Alice Vozza vozza@ilo.org
Geographical coverage	Zimbabwe
Funder	Government of Sweden
Budget	US\$ 3,090,632

Acronyms

BDS	Business Development Services
CTA	Chief Technical Advisor
DAC	Development Assistance Committee
DWCP	Decent Work Country Programme
DWT	Decent Work Team
EVAL	ILO Evaluation Office
ILO	International Labour Organization
PSC	Project Steering Committee
ROAF	Regional Office for Africa
SMEs	Small and Medium-sized Enterprises
TWG	Technical Working Group

I. Background

The world of work is intrinsically linked to the natural environment and climate change. According to the ILO's latest research, a 2 degrees Celsius scenario can result in sufficient job creation to more than offset job losses elsewhere. New jobs will be created by adopting sustainable practices in the energy sector, including changes in the energy mix, promoting the use of electric vehicles and improving the energy efficiency across all sectors. However, the job-creating potential of environmental sustainability is not a given: the right policies are needed to promote green industries while ensuring decent work within them. They are also needed to allow workers to transition to new sectors and to protect those who may lose out due to lower activity in industries that contribute to environmental degradation.

The ILO in Zimbabwe considers the promotion of green jobs, through green enterprise and skills development, as a vehicle for tackling environmental degradation and unsustainable ways of doing business. The world needs innovative solution to reverse climate change. In this context, ILO's activities in the country are aligned with a growing call for alternative forms of business and new models of economic growth, where the impact of the environment is also factored into the bottom line. Enterprises are no longer assessed based only on traditional metrics, but increasingly on the basis of their relationship with their workers, their customers and their communities as well as their impact on society and the environment at large.

The Government of Zimbabwe is aware and have been taking institutional steps to address the challenges to environmental degradation and the threat of climate change and the need for sustainable development. However, in the Zimbabwean context, there is still limited capacities to develop requisite skills to make the transition to a greener economy happen. Another widely cited problem is the mismatch between the skills being taught by the formal vocational training system and what is needed in the labour market. Skills shortages are acting as a barrier to driving transitions to greening the economy and post-secondary curricula is largely silent on greening strategies and technologies.¹¹

In terms of economic outlook, Zimbabwe has experienced positive annual economic growth rates over the past decade. Despite that, the economic outlook remains uncertain in the face of cash shortages and the three-tier pricing system. This coupled with foreign exchange shortages has led to excessive parallel market foreign exchange rates that have dampened demand and supply - constraining the goods and factor markets. The manufacturing sector had begun to show signs of a rebound with growing capacity utilization rates but this recovery is now in question. Productivity has remained low—particularly due to a poor allocation of capital and labour, both within and among firms. Heavy reliance on agriculture makes the poor rural population particularly vulnerable to climate change and natural disasters, and heightens the environmental challenges. The manufacturing sector also faces challenges in improving its productivity in the face of limited access to working capital and trade finance, antiquated equipment and production systems, low foreign direct investment, weak and costly public infrastructure.

Finally, financial institutions in Zimbabwe have not been forthcoming with the required investment for the transition to a green economy. The market for any type of business loans and credit is small and

¹¹ http://www.unevoc.unesco.org/fileadmin/user_upload/docs/Greening_TVET_Framework-Bonn-Final_Draft.pdf

constrained by low incomes, a declining corporate sector, shrinking formal sector employment, high levels of non-performing loans and increased informality.

II. ILO Development Cooperation project

With support from the Government of Sweden, the International Labour Organization (ILO) is implementing the Green enterPRIZE Innovation and Development Project in Zimbabwe. The project is being implemented in partnership with the Government of Zimbabwe, Employers Organizations (Employers' Confederation of Zimbabwe and Confederation of Zimbabwe Industries), Workers Organisations (Zimbabwe Congress of Trade Unions), the Private Sector and other Business Organisations, Non-Governmental Organisations and SMEs.

The aim of the Green enterPRIZE Innovation and Development Project is to support green and growth oriented male and female owned small and medium sized enterprises (SMEs), stimulate the market for green products and services through expansion of access to relevant skills and the greening of existing enterprises. The ultimate goal is the creation of 2,000 green and decent jobs especially for young women and men.

The following immediate objectives will collectively contribute towards achievement of the development objective:

1. Young men and women with technical and entrepreneurial skills start economic activities in the green economy;
2. Innovative green and growth oriented male and female owned SMEs access financial and non-financial Business Development Services (BDS) and grow their businesses;
3. SMEs have greener management practices, improved work place cooperation and improved gender sensitive working conditions.

The programme relies on the participation of public and private Technical Vocational Education and Training (TVET) institutions, Business Development Service (BDS) providers, business associations, workers' organizations, media and communication agencies, private sector development programmes, international organizations, foundations and community-based learning initiatives.

The project pursues a three-pronged strategy to create green growth and green jobs through technical skills development and SME development. Firstly, through supporting young men and women to access skills required to green the economy, secondly, by identifying and supporting growth oriented young male and female owned enterprises through a challenge fund and, thirdly, through the direct targeting of existing SMEs with practical training and in-factory consulting programme on improving productivity through improvement of working conditions and cleaner production in the manufacturing and service sectors through a gender lens.

The strategy is furthermore built on three concepts and assumptions that drive gender mainstreaming and measurement in enterprise development interventions. Firstly, that gender-based bias exists in the ability of men and women to participate in and benefit from economic activities. Secondly, that enterprise development interventions, unless designed otherwise, can contain inherent 'gender blindness' and as a result, can exclude women unintentionally by design, for instance presuming that there are no differences in women's and men's access to enterprise opportunities and that support for

men and women is the same. Thirdly, gender mainstreaming in enterprise development interventions may not be enough to level the playing field for men and women to participate and benefit in the project's activities. Therefore, transformative activities that proactively promote gender equality and focus on women are required to bring women's enterprises to a level where they can compete effectively.

The project has reported up to June 2019 the following key results:

Component 1

- The preliminary findings of the *Assessment of supply and demand for technical and vocational skills to support green jobs opportunities for young women and men in Zimbabwe* featured in the ILO's *Skills for Green Jobs* comparative analysis covering 32 countries.
- 27 professional (public and private) TVET training institutions confirmed their interest and availability to engage in the revision of existing and/or design of new training programmes to increase the provision of skills for green jobs.
- Task force established in the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTSTD) to support the curricula review and evaluate new pilot courses development across prioritized sectors.

Component 2

- Green enterPRIZE Innovation Challenge: 256 SMEs registrations received, 90 shortlisted (38%, female), 56 finalist (32.18%, female), 28 winners and runners up (40%, female).
- 4 BDS provider involved as Implementing Partners. TOT for BDS staff planned for 2019.
- Two new editions of the Green enterPRIZE Innovation Challenge ready for delivery in the second semester of 2019 (target: 50 winners from Northern and Southern Provinces).
- Business development programme for winners and runners-up and training for non-winners under delivery.

Component 3

- *A Rapid market assessment of industry clusters and or economic sub sectors with greening and jobs creation potential in the Zimbabwean economy* completed
- Eight clusters identified with potential for greening and productivity enhancement through the implementation of the SCORE programme, including: Leather tanning, Timber processing, Furniture manufacturing and distribution, Large retail supermarkets, Fertilizer cluster, Cement manufacturing and distribution, and Hospitality industry (Hotels mainly).
- Validation of SCORE strategy discussed and agreed with Business Associations, project Technical Working Group and Steering Committee.
- SCORE ready for roll-out to the manufacturing and horticulture sector in the second semester of 2019.

III. Project management arrangement

The project is administered by a Project Management Unit (PMU) that operates within the ILO Country Office in Harare. The PMU runs day to day operations of the project and facilitates implementation and coordination of all project activities among tripartite stakeholders.

The Project Management Unit comprises of one internationally recruited Chief Technical Advisor (CTA), responsible for the administrative, operational and technical supervision and implementation of all project interventions. Furthermore the team includes one National Project Officer, one Finance and Administration Assistant and one Driver. Activities are technically backstopped by the ILO Decent Work Team & CO - Pretoria (Senior Enterprise Development Specialist and Senior Skills and Employment Specialist) with support from the ILO Enterprise Department and Skills and Employability Branch in Geneva. The project also benefits from finance and administrative backstopping from the ILO Office in Harare - Programme Officer, Finance Officer, Human Resource Officer and the Director.

The project is guided by a national Project Steering Committee (PSC) comprising members from the Government of Zimbabwe, organised business, organised labour representatives, the Embassy of Sweden and the ILO. Furthermore, a Technical Working Group (TWG) was established to ensure direct involvement of technical officers from the tripartite constituency in the delivery of activities.

The National PSC has the primary mandate to provide policy and strategic guidance and fiduciary and technical oversight to the implementation of the project. Members of the National PSC should be relatively high-level decision makers able to provide policy support and influence decisions within their respective institutions.

The purpose of the TWG is to provide oversight in the implementation of the Green enterPRIZE Innovation and Development in Zimbabwe project, and to make recommendations for continuous improvements in its implementation.

IV. Project alignment with the DWCP, P&B, CPO & SDG

The Green enterPRIZE Innovation and Development Project will make a substantive contribution to the upcoming Decent Work Country Programme (DWCP) for Zimbabwe (2019-2022) which has highlighted *Employment Creation* and *International Labour Standards* as key priority areas. More specifically, its activities will be relevant to the *CPO ZWE103/Entrepreneurship development programmes with emphasis on youths and women* and the ILO Programme & Budget (P&B) Cross-Cutting Policy Driver on *Just transition to environmental sustainability*.

This project will also contribute to a number of Sustainable Development Goals (2015-2030), namely Goal 8 – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; Goal 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Goal 5 – Achieve gender equality and empower all women and girls; as well as to some of the environmentally-related Goals, such as Goal 7 – Ensure access to affordable, reliable, sustainable and modern energy for all; Goal 12 – Ensure sustainable consumption and production patterns and Goal 13 – Take urgent action to combat climate change and its impacts.

V. Evaluation background

The ILO considers evaluation as an integral part of the implementation of development cooperation activities. The evaluation in the ILO is for the purpose of accountability, learning and planning and building knowledge. It should be conducted in the context of criteria and approaches for international

development assistance as established by: the OECD/DAC Evaluation Quality Standard; and the UNEG Code of Conduct for Evaluation in the UN System.

The project will follow the ILO Policy on Evaluation for Technical Cooperation projects and the Development Cooperation Internal Governance Manual. A project of this nature, which takes over 30 months to implement, will undergo six (6) months progress reporting and an annual review led by the Project Team in collaboration with stakeholders, a mid-term evaluation in year 2 and a final independent evaluation in year 3 to be conducted by an independent Evaluation Consultant.

VI. Evaluation purpose, scope and clients

Purpose:

The overall purpose of the mid-term evaluation is to promote accountability, assess progresses and bottlenecks and strengthen learning among the ILO and key stakeholders. The specific objectives of the evaluation are to:

- Assess the extent to which the project has achieved or is on track or not to achieve its stated objective and expected results;
- Identify the supporting factors and constraints that have led to them, including implementation modalities chosen (how and why);
- Identify unexpected positive and negative results of the project;
- Assess the extent to which the project outcomes will be sustainable;
- Establish the relevance of the project design and implementation strategies in relation to the Zimbabwe, ILO and UN development frameworks and on climate change related strategies;
- Assess the implementation efficiency;
- Provide recommendations to projects stakeholders towards achievement of further development of the project outcomes;
- Identify lessons learned and good practices to inform the key stakeholders for future similar interventions.

Scope:

The evaluation will focus on the first 20 months of the project, namely from November 2018 to the end of July 2019, assessing all the results and key outputs that have been produced in this period. The geographical scope will be in line with the national components of the project.

The evaluation will integrate gender equality as cross-cutting concerns throughout its deliverables and process. It should be addressed in line with EVAL guidance note n° 4 and Guidance Note n° 7 to ensure stakeholder participation.

Clients:

The primary users of the evaluation are the Government of Zimbabwe, as implementer and recipient country, the project implementing partners (BDS providers and TVET institutions) as well as the ILO tripartite constituents, the ILO project technical unit, the ILO CO-Harare, the ILO DWT Office in Pretoria, the ILO Regional Office for Africa (ROAF), and the relevant technical units in ILO Headquarter and the donor, the Swedish government.

VII. Evaluation criteria and questions

The evaluation will cover the following evaluation criteria (in line with the DAC criteria, UNEG guidelines and ILO evaluation policy guidelines):

- Relevance and strategic fit;
- Effectiveness of project implementation and management arrangements;
- Efficiency of resource use and project set-up;
- Sustainability
- Impact orientation

The evaluation should consider key evaluations dimensions including Human rights, the SDGs (relevant SDGs and indicator's and the principle of "no one left behind") and ILO cross-cutting themes such as Gender and non-discrimination, Social dialogue and tripartism, Just transition to environmental sustainability and International Labour Standards.

The HR perspective in the evaluation means (i) linking the process to people, (ii) setting tools and approaches appropriate for collecting data; (iii) setting-up processes of broader involvement of stakeholders, and (iv) enhancing access of the evaluation results and process to all stakeholders.

A gender equality perspective implies (i) applying gender analysis by involving both men and women in consultation and evaluation's analysis, (ii) inclusion of data disaggregated by sex and gender in the analysis and justification of project documents; (iii) the formulation of gender-sensitive strategies and objectives and gender-specific indicators; (iv) inclusion of qualitative methods and use of mix of methodologies, (v) forming a gender-balanced team, and (vi) assessing outcomes to improve lives of women and men. Thus, analysis of gender-related concerns will be based on the ILO-EVAL Guidelines on Considering Gender in Monitoring and Evaluation of Projects (September, 2007). The evaluation will be conducted following UN evaluation standards and norms and the Glossary of key terms in evaluation and results-based management developed by the OECD's Development Assistance Committee (DAC).

In line with the results-based approach applied by the ILO, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation criteria and the achievement of the outcomes/ objectives of the project using the mainly , but not only, indicators in the logical framework of the project. The list of questions presented below should be reviewed and adjusted during the preparation of the Inception report. Any adjustment should be approved as part of the approval of the inception report by the Evaluation manger.

Key Evaluation Questions

The evaluator shall examine the following key issues:

8. Relevance and strategic fit

- Has the project taken into account the needs and priorities of tripartite stakeholders and beneficiaries identified in the project document and during the project implementation?
- In hindsight, was the project design realistic and purposeful towards achieving its objectives? Was the project design logical?
- How well the programme complements and fit with other ongoing ILO programmes in the country?

- How well does it support national commitment to relevant SDG and Paris Agreement on Climate Change targets and indicators?

9. Effectiveness

- To what extent did the project achieved its objectives or it is likely to by November 2020?
- Have the project followed their Theories of change? Were the development hypotheses underpinning the logical framework supported or unsupported based on project performance data?
- Have the quantity and quality of the outputs produced been satisfactory?
- What outputs have not been produced and why?
- Have unexpected results (outputs and outcomes) took place?
- To what extent the project has specific targets for intended beneficiaries (women, youth, disabled) in an equally way?
- Has been the project results similar by the project geographic and sector areas?
- How effective were the backstopping support provided by ILO Pretoria and HQs?

10. Efficiency of resource use

- How efficiently have resources (human resources, time, expertise, funds etc.) been allocated and used to achieve the project objectives? In general, did the results achieve justify the costs? Could the same results be attained with fewer resources?
- Were funds and activities delivered in a timely manner? If not, what were the bottlenecks encountered?
- Did the project budget made adequate provisions for addressing gender and inclusion related specific objectives/activities?
- Has an effective risk analysis and monitoring and evaluation system been established and implemented?

11. Impact orientation

- Is the project working towards achieving the proposed impacts? Is the programme strategy and programme management steering towards impact?
- Is the project working at policy and practice levels (change in practices, perceptions, technical capacity, governance or enabling environment) significant contributions to gender and inclusion related concerns within the realm of employment intensive programmes (?)

12. Sustainability of projects outcomes and impacts beyond the project's lifespan.

- Assess whether project outcomes have been or are expected to be achieved in a sustainable manner that enable continuing beyond the project's lifespan? To what extent will national institutions and implementing partners be likely to continue the project results without external funding or support?
- Has an effective and realistic exit strategy been developed and implemented? Are project beneficiaries likely to continue to feel improved conditions after the project closeout?

VIII. Methodology

The evaluation will be carried out through a desk review, Skype interviews with ILO relevant officers in ILO in Zimbabwe, ILO DWT-Pretoria and HQs, and the donor; and field visit to the project sites that will cover consultations with the government, employers and workers organizations, implementing partners, beneficiaries and other key stakeholders.

The evaluation will be implemented through a consultative and transparent approach and made use of, amongst others, the following methods and tools:

- Desk review of literature;
- Semi-structured interviews with key informants and stakeholders;
- Focus discussions with women and men beneficiaries of the project and other relevant stakeholders as appropriate;
- Direct observation during field visits.

Desk review

A desk review will analyse project and other documentation including the Theory of change logframe, implementation plan, annual reports project deliverables and other relevant documents. The desk review will suggest a number of initial findings that in turn may point to additional or fine-tuned evaluation questions. The desk review will include briefing interviews with the project team and the donor.

This will be reflected in the Inception report that will translate the TORs in an operational work plan. The Inception report will be reviewed and approved by the evaluation manager prior to the field work phase.

Interviews with ILO and Green enterPRIZE staff and project stakeholders

The evaluator will undertake group and/or individual interviews with the ILO staff of technical units and the field technical specialist who are involved with the management and implementation of the two components. A first meeting will be held with the ILO Director of Harare Office, CTA, and with the Project Team. After that, the evaluator will meet relevant stakeholders including members of various committees and Technical Working Group, as well as project beneficiaries to undertake more in depth reviews of the respective national strategies and the delivery of outputs of the respective objectives of the project. An indicative list of persons to be interviewed will be developed by the evaluator in consultation with the project management (CTA). This will include but not limited to:

- ILO CO-Harare
- ILO HQ staff: Enterprise Department and Skills and Employability Branch
- ILO technical backstopping staff at Pretoria DWT
- ILO Programme Staff
- TWG members, PSC members and Implementing Partners

Field Visits (including focus discussion and direct observation)

The evaluator should undertake visits to Harare, Bulawayo, Gweru, Mutare and Masvingo to interview implementing partners and key stakeholders.

The selection of the field visits locations should be based on criteria to be defined by the evaluator. Some criteria to consider may include:

- Locations with successful and less or unsuccessful results (from the perception of key stakeholders and the progress reports). The rationale is that extreme cases, at some extent, are more helpful than averages for understanding how process worked and results have been obtained;

- Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions;
- Locations next to and not so close to main roads (accessibility).
- Locations where either SMEs or TVET institutions are located, as main direct beneficiaries of the projects.

A Stakeholders workshop will be organized in at the end of the field work in Harare to validate findings and complete data gaps with key stakeholders, ILO staff and representatives of the donor.

The evaluation team will be responsible for organizing the workshop. The identification of the participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader.

At the beginning of the mission and after the workshop, a debriefing to the ILO Director of CO and the project team will take place.

Draft Report

After the field work, the evaluator will develop a draft evaluation report (see Deliverables below for the report outline its content) in line with EVAL Checklist 5.

The total length of the report should be a maximum of 30 pages for the main report, excluding annexes; background and details on specific projects evaluated can be provided in the annexes. The report should be sent as one complete document. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

The Evaluation Manager will circulate the draft report to key stakeholders, the project staff and the donor for their review and forward the consolidated comments to the evaluation team. The project will translate the report into national languages, if necessary, for submission to stakeholders in the countries.

Final report

The evaluator will finalize and submit the final report to the evaluation manager in line with EVAL Checklist 5. The report should address all comments and/or provide explanations why comments were not taken into account. The quality of the report will be assessed against ILO/EVAL's Checklist 6.

The evaluation manager will review the final version and submit to the RSMEIO and EVAL for final review. The evaluation report will be distributed to the key stakeholders to ensure enhance learning and uploaded in the ILO-EVAL e-discovery website for public use to provide easy access to all development partners, to reach target audiences and to maximise the benefits of the evaluation.

IX. Deliverables

1. Inception report (with detailed work plan and data collection instruments) following ILO EVAL Checklist 3 , the report should include:
 - Description of the evaluation methodology and instruments to be used in sampling, data collection and analysis and the data collection plan mentioned above;
 - Guide questions for questionnaires and focus group discussions;
 - Detailed fieldwork plan for the three regions should be developed in consultation with the Evaluation Manager and project team;

- Agenda for the stakeholders' workshop;
- The proposed report outline.

2. A draft and a final versions of evaluation report in English (maximum 30 pages plus annexes) as per the following proposed structure:

- Cover page with key project and evaluation data
- Executive Summary
- Acronyms
- Description of the project
- Purpose, scope and clients of the evaluation
- Methodology and limitations
- Clearly identified findings for each criterion or per objective
- Conclusions
- Recommendations (i.e. for the different key stakeholders)
- Lessons learned and good practices
- Annexes:
 - TOR
 - List of people interviewed
 - Schedule of the field work
 - Documents reviewed
 - Data Table on Project targets as per Project logical framework targets
 - ILO EVAL templates for each Lesson learned and Good practice identified

3. ILO template for the Executive summary completed.

All reports, including drafts, will be written in English. Ownership of data from the evaluation rests jointly with the ILO and the evaluator. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

X. Management arrangements, work plan & time frame

Management

The evaluator will report to the evaluation manager Ms. Alice Vozza, with whom he/she should discuss any technical and methodological matters. The evaluation manager will supervise the evaluator. The final approval of the report will be by the Regional SMEO.

The evaluation will be carried out with full logistical and administrative support of the ILO Office in Harare.

All draft and final outputs, including supporting documents, analytical reports and raw data should be provided to the evaluation manager in electronic version compatible with Word for Windows.

The first draft of the report will be circulated to stakeholders for a two weeks review. Comments from stakeholders will be presented to the evaluator by the evaluation manager for its integration into the final reports as appropriate or to document why a comment has not been included.

Evaluator qualification

The independent evaluator will be selected on the basis of proven evaluation experience and meeting the following independence criteria:

- A Master degree in Social Sciences, Development studies, Economics or related graduate qualifications
- A minimum of 5-7 years of professional experience specifically in evaluating international multi-country development initiatives, including UN projects, in particular with policy level work and institutional building
- Experience in qualitative and quantitative data collection and analysis, including survey design,
- A good understanding of ILO mandate and tripartite structure
- Experience in facilitating workshops for evaluation findings
- Have no previous or current involvement – or offers of prospective employment – with the ILO project or programme being evaluated
- Have no personal links to the people involved in managing the project/programme (not a family member, friend or close former colleague)
- Knowledge and previous experience on the project thematic area and the country/region will be an asset
- Fluent in spoken and written English.

The evaluator will start to work tentatively on mid-August 2019.

Output	Description	Work days
Desk review Including initial interviews with the project team and key stakeholders within the ILO, and the donor	Read and review the core set of project documents. Request any additional documentation required	1 day
	Skype based meetings with the project team and core staff at ILO HQs and Pretoria and the donor	2 days
	Inception report: An operational work plan which indicates the phases of the evaluation, finalises the set of evaluation questions, the approach, the timing, key deliverables and milestones, aligned with TOR	2 day
Filed work	Visits to project sites on interventions over interviews with the stakeholders in Zimbabwe : <ul style="list-style-type: none"> • Consultations with Project staff/management in Pretoria and Limpopo • Interview with national stakeholders in Harare • Field visit and interview • Presentation of preliminary findings and debriefing to stakeholders 	10 days
Draft report	A short (no more than 30 pages) report (templates and annexes not counted in the page numbers) addressing the evaluation questions.	5 days
Draft report circulated to stakeholders for comments by Evaluation Manager	Evaluation manager consolidates and forwards the feedback of the stakeholders to the evaluator All feedback from stakeholders for the evaluator will be communicated by the Evaluation Manager in a consolidated manner	0 days
Finalize evaluation report and submit to evaluation manager	The evaluator submits to the manager the final text of the evaluation report, the Evaluation Summary and other documents concerned with the ILO template for the review and final submission to EVAL	1 days
Total		21

XI. Budget

A budget is allocated for this evaluation and is under the full control of the evaluation manager for engagement of the evaluator, international and domestic travels and organization of workshops and consultative meetings with stakeholders. The evaluation budget includes:

- Fees for the evaluator for 21 work days;
- Cost of international travel from evaluator' home to Harare. In accordance with the relevant ILO rules, the ILO will provide pre-paid return air tickets in economy class and by the most direct route.
- Daily Subsistence Allowance (DSA) during the mission. The ILO will pay DSA at the standard UN rate for the dates of the trips to cover lodging, meals and incidentals while on travel, as per ILO policy;
- Local transportation in the project areas; Cost of meetings, workshops defined by the TOR.

A detailed budget and contract with the evaluator will be prepared by the Project Team, and, approved by the evaluation manager.

ANNEX 2 - RELEVANT ILO EVALUATION GUIDELINES AND STANDARD TEMPLATES

1. Code of conduct form (To be signed by the evaluator)
http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm
2. Guidance note No. 7 Stakeholders participation in the ILO evaluation
http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm
3. Guidance note No. 4 Integrating gender equality in M&E of projects
http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm
4. Checklist No. 3 Writing the inception report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm
5. Checklist No. 5 Preparing the evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm
6. Checklist No. 6 Rating the quality of evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm
7. Template for lessons learned and Emerging Good Practices
http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm
http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm
8. Template for evaluation title page
http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm
9. Template for evaluation summary:
<http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>

ANNEX 3 - SCHEDULE OF THE EVALUATION PROCESS



Mid-Term Evaluation Data Collection and Stakeholders Meetings

Key	Name and Contact Details	Time of Visit
IE	27 Sept and 4 Oct 2019: Scoping interviews through skype with Alice Vozza, ILO CTA, Green enterPRIZE Innovation and Development in Zimbabwe	Afternoon
IE	10 Oct 2019: Scoping interview through skype with Laura Brewer, Senior Skills and Employability Specialist, DWT Pretoria	Afternoon
	Tuesday 8 October 2019 - Travel from Harare to Masvingo	Afternoon
	Masvingo Province	
	Date of Visit: Wednesday 9 October 2019	
LE	Mushagashi Vocational Training Centre (TVET Institution) The Principal, Mushagashe Vocational Training Centre P Bag 809, Masvingo Contact Person: Mr Willam Hliziyo	Morning 08:30hrs – 10:00hrs
LE	1st Prize: Best Entrepreneur with disability (SME) Mr Timothy Mudarikwa Nuspectt Garden and Poultry Products (NGPP), Masvingo Province Address: 16619 Flame Tree Avenue, Rhodene, Masvingo; Masvingo Province	Morning 11:00hrs – 13:00hrs
	Travel from Masvingo to Mutare	Departure at 14:00hrs
	Manicaland Province	
	Date of Visit: Thursday 10 October 2019	
LE	Mutare Polytechnic College (TVET Institution) Josiah Tongogara/Vincent Avenue Contact Person: Mr. Nemaconde Maxwell Tel: +263 20 63141/63153; +263 772 934 498	Morning 08:30hrs – 09:30hrs
LE	Participation through Observation of the Green enterPRIZE Innovation Challenge Promotional Workshop at Mutare Polytechnic College Meeting with Business Development Service Provider Royal Business Consulting Trust, Contact Person: Mr Enock Mumba	Morning / Afternoon 10:00hrs – 14:00hrs

LE	2nd Prize: Best Renewable Energy Business (SME) Mr Matte Tichaona Trifact Engineering, Mutare, Manicaland Province Address: Shinga Business Hub, Office 312, CPIAF Building, 3rd Street Mutare Manicaland Province	Afternoon 15:00hrs – 16:30hrs
	1st Prize: Most Innovative Business (SME) Mr Munashe Musarurwa Greenit Diversified Group, Mutare, Manicaland Urban Address: 7 Montgomery, Bordervale, Mutare, Manicaland Province	Afternoon/evening
Date of Visit: Friday 11 October 2019		
LE	Travel from Mutare to Rusape, Marondera and Harare	Departure at 07:30hrs
LE	1st Prize: Best Agribusiness (SME) Mr Robert Mutisi Working for Bees (W-4-Bs), Makoni District, Manicaland Province Address: Stand Number 1077 Mabvazuva Township, Rusape, Makoni District Manicaland Province E-mail: robertmtisi@gmail.com Tel: 0772470633	Morning 09:00hrs – 10:30hrs
LE	Meeting with Skills Consultant: Institutional capacity assessment of 27 TVET Zimbabwean institutions to support skills development to meet the demand for green jobs Contact Person: Dr. Godwin M.A. Hlatshwayo- Managing Director GMAH Management and Consulting Inc.	12:00hrs – 13:00hrs
LE	1st Prize: Best Renewable Energy (SME) Mr Luke Makarichi GreenZim Ventures Private Limited T/a GreenTEC Energy, Marondera, Mashonaland East Province Address: House No 10/120 Mazowe Close Nyameni Marondera Mashonaland East Province	14:30hrs-16:30hrs
Harare Metropolitan Province		
Date of Visit: Monday 14 October 2019		
LE	Local Expert Farai Mpfunya, Executive Director Culture Fund of Zimbabwe Trust 51 Harvey Brown Road, Milton, Harare, Zimbabwe PO Box A762, Avondale, Harare, Zimbabwe www.culturefund.org.zw	08:00hrs 09:00hrs
LE	2nd Prize: Best Woman Entrepreneur (SME) Ms Vimbai Barbra Rukainga Tashin (Private Business Cooperation) PBC, Harare Metropolitan Province Address: 67 Muda Road, New Mabvuku, Harare Province	10:00 – 12:00hrs
IE	ILO Working session with ILO CTA (Alice Vozza) and Finance/Admin Officer (Tafadzwa Murungu) <ul style="list-style-type: none"> Intro to MTE + Working session with PT (CTA, Fin/Admin + Enterprise Specialist, DWT Pretoria via Skype) Work plan review with CTA 	09:30 – 12:30 ILO Harare Office

IE + LE	BDS Meetings BOOST Fellowship Trust Contact Person: Ms. Cleopatra Makoni Program Manager, The BOOST Fellowship, Enactus Zimbabwe 1 Walterhill Avenue, Eastlea, Harare Fine-Touch Consulting Contact Person: Mr. EIAM Mahohoma Venue: Cresta Lodge Msasa	14:00hrs – 15:00hrs 15:30hrs – 16:30hrs
Date of Visit: Tuesday 15 October 2019		
IE	Meeting with Embassy of Sweden , Ms Simangalis Chitate, Enterprise Programme Officer and donor's focal point for the Project 32 Aberdeen Rd, Avondale, Harare	09:30hrs – 10:30hrs
IE + LE	2nd Prize: Best Waste Management and Recycling (SME) Ms Helen Davidson Helen's Refuse Collections Services (Pvt) Ltd, Harare Metropolitan Province Address: 55 Pendennis Road, Mount Pleasant, Harare	11:00hrs – 13:00hrs
IE + LE	Delta Technical Institute (TVET Institution) 21 Manchester Road, Corner Highfield Road, Southerton, Harare Mr John Chuma Human Resources Development Manager	14:15hrs – 15:30hrs
IE + LE	1st Prize: Best Young Entrepreneur Mr Piwai Nigel Chikasha Alley Capital Group (Pvt) Ltd, Harare Metropolitan Province Address: 45 Jesmond Road, Hatfield, Harare	16:00 17:30
Midlands Province		
Date of Visit: Wednesday 16 October 2019		
IE	Travel from Harare to Gweru (via Kwekwe)	Dep 07:00hrs
IE	Lewis Durango – Skills Consultants Departure for Kwekwe at 10.00	08:15hrs – 09:30hrs
IE	Kwekwe Polytechnic College (TVET Institution) Acting Vice Principal then a Mrs. Chamunorwa (Head of Applied Sciences Division) and other Heads of Division 1 Railway Avenue, Kwekwe Gora Chamusingarevi (Mr.) Acting Vice Principal	14:00hrs -16:00hrs
Date of Visit : Thursday 17 October 2019		
IE	Stakeholders Meeting with Ministry of Women's Affairs, Community, Small and Medium Enterprises Development – Midlands Province and Gweru District <ul style="list-style-type: none"> Ms Dube, Provincial Development Officer Ms. Tsitsidzaishe Shumba - District officer 	08:15 – 09:15hrs
IE	3rd Prize: Best entrepreneur with disability (SME) Ms Nyasha C Mahwende Nyasha Holdings, Gweru Urban, Midlands Province Address: 166 Ingwe Street Mkoba 1 Gweru Midlands Province	09:45hrs – 11:30hrs
IE	3rd Prize: Best Young Entrepreneur (SME) Mr Tatenda Paradza – to be confirmed	14:00hrs – 15:30hrs

	Budiriro Youth Association, Gweru Urban, Midlands Province Address: Unit 18, 38 Zimre Complex, Shambrock Park Gweru Gweru; Midlands Province	
	Travel to BYO	Departure 15:45hrs
	Bulawayo Metropolitan Province	
	Date of Visit : Friday 18 October 2019	
IE	Meeting with BDS Empretec Zimbabwe Trust Empretec Zimbabwe 118 S.Pararenyatwa St Cnr 12 th Avenue, www.empretec.co.zw	08:15 – 09:15hrs
IE	Jairos Jiri Training Center (VTC focus on disabilities) 401 Southampton House, Main St, Bulawayo Mrs S. Mlauzi (NOTE: she was also a judge in the 2018 business competition) Chairperson Mr Tafadzwa Gochayi	09:45 – 10:45hrs
IE	2nd Prize: Best Green Business (SME) Mr Edson Makiyi Power Perked Investments (Pvt) Ltd T/A Edmak Engineering & Construction, Bulawayo Urban, Bulawayo Metropolitan Province Address: Shop 10 Phase 1, BCC Factory Shells Kelvin North Industrial Site, Bulawayo, Bulawayo Province	11:15hrs – 13:00hrs
IE	Stakeholders Meeting with Ministry of Ministry of Women's Affairs, Community, Small and Medium Enterprises Development (Provincial Representatives) – Bulawayo Contact Person: Gerald Chinjikupi Mhlahlanhlela Government Complex 10 th Avenue and Basche Street Bulawayo	14:15hrs – 15:15hrs
IE	Mycosapiens Takudzwa Nyakanyanga House No. 1866, New Magwegwe	15:30hrs – 17:00hrs
	TRAVEL TO HARARE	Saturday 19 Oct
	Date of visit: Sunday 20 October 2019	
IE	Stakeholders Meeting - Ministry of High and Tertiary Education, Science and Technology Development and Ministry of Labour Contact Person: Mr Wisdom Mtisi Head -Curriculum Research & Development (CRD) Directorate of Quality Assurance and Standards Ministry of Higher and Tertiary Education Science and Technology Development	10:30hrs – 11:30hrs
	Date of Visit : Monday 21 October 2019	
IE	Mr. Tafadzwa Chirinda, National Project Officer, ILO Green enterPRIZE Innovation and Development, ILO Country Office Harare	8.00

IE	<p>Stakeholders Meeting - Ministry of Women's Affairs, Community, Small and Medium Enterprises Development and Ministry of Youth, Arts, Sports and Culture</p> <p>Contact Person: Mr Kumbirai Chikoya</p> <p>Senior Economist</p> <p>Resource Mobilisation and Project Development</p> <p>SMEs Development Department</p> <p>Ministry of Women Affairs, Community and SMEs Development</p> <p>Kaguvi Building, 4th Street/Livingstone Avenue</p> <p>Ms Brenda Kakore</p> <p>National Training Officer</p> <p>Ministry of Youth, Sports, Arts and Culture, Kaguvi Building</p>	09:00hrs – 10:00hrs
IE	<p>Stakeholders Meeting – Zimbabwe Congress for Trade Unions (ZCTU)</p> <p>Contact Person:</p> <p>Mr Nathan Banda</p> <p>Zimbabwe Congress of Trade Unions (ZCTU)</p> <p>Garlon House, 2nd and 3rd Floor, No. 7 Jason Moyo Street</p> <p>Harare,</p>	Afternoon
IE	<p>Stakeholders Meeting – Employers Confederation of Zimbabwe (EMCOZ)</p> <p>Contact Person:</p> <p>Mr Tonderai Matongo</p> <p>Employers' Confederation of Zimbabwe (EMCOZ)</p> <p>21 Smit crescent, Eastlea, Harare</p>	Afternoon
Date of Visit : Tuesday 22 October 2019		
IE	<p>08:30 – 10:30 Preparatory work at the ILO Office</p> <p>10:30 – 12:00 Meeting with ILO Director</p> <p>13:30 – 15:30 Debriefing session with PT (NPO, CTA, Fin/Admin, Enterprise Specialist)</p>	08:30hrs – 15:30rs

ANNEX 3 – PEOPLE INTERVIEWED

S.N.	Name	Organisation	Designation	Mode of Interview*
Mr.	Timothy Mudarikwa	Nuspectt Garden and Poultry Products (NGPP) (SME)	2018 Winner - Best Entrepreneur with Disability	F2F
Mr.	Matte Tichaona	Trifact Engineering, Mutare (SME)	2018 1 st Runner-Up - Best Renewable Energy Business	F2F
Mr.	Munashe Musarurwa	Greenit Diversified Group (SME)	2018 Winner - Most Innovative Business	F2F
Mr.	Robert Mutisi	Working for Bees (W-4-Bs) (SME)	2018 Winner - Best Agribusiness	F2F
Mr.	Luke Makarichi	GreenZim Ventures (SME)	2018 Winner - Best Renewable Energy Business	F2F
Mrs.	Vimbai Barbra Rukainga	Tashin (Private Business Cooperation) PBC (SME)	2018 1 st Runner-Up - Best Woman Entrepreneur	F2F
Mrs.	Helen Davidson	Helen's Refuse Collections Services (SME)	2018 1 st Runner-Up - Best Waste Management and Recycling Business	F2F
Ms.	Nyasha C Mahwende	Nyasha Holdings (SME)	2018 - 2nd Runner-Up Best Entrepreneur with Disability	F2F
Mr.	Tatenda Paradza	Budiriro Youth Association (SME)	2018 - 2nd Runner-Up Best Young Entrepreneur	F2F
Mr.	Takudzwa Nyakanyanga	Mycosapiens (SME)	1 st Runner-Up – Best agribusiness	F2F
Mr.	Edson Makiyi	Power Perked Investments (SME)	2018 1st Runner Up - Best Green Business	F2F
Mr.	Piwai Nigel Chikasha	Alley Capital Group (Pvt) (SME)	2018 Winner - Best Young Entrepreneur	F2F
Mr.	John Chuma	Delta Technical Institute (TVET Institution)	Human Resources Development Manager	F2F
Mrs.	Chamunorwa	Kwekwe Polytechnic College (TVET Institution)	Acting Vice Principal & heads of division	F2F
Mr.	William Hliziyo	Mushagashi Vocational Training Centre (TVET Institution)	Principal	F2F
Mrs.	Sanele Mlauzi	Jairos Jiri Training Center (VTC focus on disabilities)	Chairperson	F2F
Mr.	Nemakonde Maxwell	Mutare Polytechnic College (TVET Institution)	Principal	F2F
Mr.	Tafadzwa Gochayi	Jairos Jiri Training Center (VTC focus on disabilities)	Director	F2F

Ms.	Dube	Ministry of Women's Affairs, Community, Small and Medium Enterprises Development - Midlands	Provincial Development Officer	F2F
Ms.	Tsitsidzaishe Shumba	Ministry of Women's Affairs, Community, Small and Medium Enterprises Development - Midlands	District officer	F2F
Mr.	Gerald Chinjikupi	Ministry of Women's Affairs, Community, SME Development	Director and 3 colleagues	F2F
Mr.	Wisdom Mtisi	Ministry of High and Tertiary Education, Science and Technology Development and Ministry of Labour	Head -Curriculum Research & Development (CRD)	F2F
Ms.	Brenda Kakore	Ministry of Women's Affairs, Community, SME Development	National Training Officer (Technical Working Group Member)	F2F
Mr.	Kumbirai Chikoya	Ministry of Youth, Arts, Sports and Culture	Senior Economist (Technical Working Group Member)	F2F
Mr.	Nathan Banda	Zimbabwe Congress for Trade Unions (ZCTU)	ZCTU Focal point for the project (Technical Working Group Member)	F2F
Mr.	Tonderai Matongo	Employers Confederation of Zimbabwe (EMCOZ)	EMCOZ Focal point for the project (Technical Working Group Member)	F2F
Mrs.	Simangalisio Chitete	Embassy of Sweden (Donor)	Enterprise Programme Officer and donor's focal point for the Project	F2F
Mr.	Enock Mumba	Royal Business Consulting Trust (BDS provider)	Executive Director	Observation and interview during the Green enterPRIZE Innovation Challenge Promotional Workshop
Mr.	Dr. Godwin M.A. Hlatshwayo-	GMAH Management and Consulting Inc. (Research)	Managing Director	F2F
Mrs.	Cleopatra Makoni	BOOST Fellowship Trust (BDS Provider)	Executive Director	F2F
Mr.	Farai Mpfunya	Culture Fund of Zimbabwe Trust (NGO)	Executive Director	F2F
Mr.	Pana Mnkandla	Empretec Zimbabwe Trust Bulawayo (BDS Provider)	Programme Manager	F2F
Mr.	Lewis Durango	Skills Consultants (Research)	Director	F2F
Mrs.	Alice Vozza	ILO	CTA	Telephone and F2F

Mrs.	Laura Brewer	ILO	Senior Specialist, Skills and Employability DWT Pretoria	Telephone
Mr.	Tafadzwa Chirinda	ILO	National Project Officer	F2F
Mr.	Tafadzwa Murungu	ILO	Project Admin and Finance Assistant	F2F
Mrs.	Hopolang Phororo	ILO	Director country office Harare	F2F
Mr.	Jens Dyring Christensen	ILO	Senior Specialist, Enterprise Development & Job Creation, DWT Pretoria	Skype

ANNEX 4 - BIBLIOGRAPHY

General

Green enterPRIZE Innovation and Development - PRODOC
Green enterPRIZE Innovation and Development - Project Summary
Green enterPRIZE Innovation and Development - Implementation Strategy IO2 and IO3
Submission of 1st Annual Progress Report
ILO Letter to Sida – Update on IPs
Final AWPB Year 2
Final AWPB Year 3
DCPR – Green enterPRIZE Year 1- Report and annexes
TREE Zimbabwe – section in Draft Final Independent Evaluation SKILLS 2015

Documents on component 1

Final Questionnaire for FGD Assessment
1st Assessment - ILO assessment of supply of and demand: various documents
2nd Assessment – TVET Capacity: various documents
3rd Assessment – Curriculum review: various documents
UNESCO ILO Stakeholder Consultation
Report on Regional Meeting Skills for Sustainable Development, Harare, February 2019
ToR – Review of Institutional Capacity to Support Skills for Green Jobs, ILO Harare
TVETs Focal Persons and Contact Up
TVET Policy Report UNESCO

Documents on component 2

Grant Agreement with beneficiaries
Description of companies - winners
Info brochure - Simuka-Phakama Green enterPRIZE Innovation Challenge
Fast Forward Competition for the Arts – Briefing note for Artists
Fast Forward Competition for the Arts – Concept note
List of finalists Competition for the Arts
BDS Providers proposed division of work

Documents on component 3

ILO Rapid Assessment Final Report March 2019
Ppt Final Presentation Rapid Assessment Validation Workshop
Concept Note and Agenda – Rapid Market Assessment
Copy of Attendance Register validation workshop, March 2019
SCORE presentation

ANNEX 5 – LESSONS LEARNED

Lesson Learned 1

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe
Project TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Huib Huyse

Date: October 2019

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	The project demonstrates the continued relevance of investing in initial study work for projects that enter a new thematic domain or location, or experiment with new instruments. The studies provide guidance in making strategic choices inside the project (sectors to focus on, actors to work with), they allow to adapt the project to changes in the context (electricity provision) or to use new policy windows that emerge (CBET-based curriculum review). In addition, the studies are essential in building local support and ownership for strategic choices that are being made inside the project.
Context and any related preconditions	/
Targeted users / Beneficiaries	ILO programming unit
Challenges /negative lessons - Causal factors	/
Success / Positive Issues - Causal factors	Systematic practice of evidence-based programming
ILO Administrative Issues (staff, resources, design, implementation)	/

Lesson Learned 2

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe
Project TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Huib Huyse

Date: October 2019

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	Delays in the starting-up phase can put significant pressure on projects, especially if, due to the complex operating environment, there are limited opportunities to make-up for the time lost. These situations need to be avoided, especially for projects with a rather short timeline. In the case of Green enterPRIZE Innovation and Development project in Zimbabwe, there are multiple reasons for the delays encountered, some of them are beyond the control of ILO or other stakeholders.
Context and any related preconditions	The complex operating environment in Zimbabwe further complicated efforts to make-up for the lost time.
Targeted users / Beneficiaries	ILO programming unit
Challenges /negative lessons - Causal factors	Two aspects could possibly receive more attention in future projects: when ILO is asked by back-donors to execute a project in collaboration with actors it has not worked with before, enough time should be taken to explore if the collaboration can work before the actual start of the project. Secondly, situations should be avoided where there is a need to recruit a CTA, while there is only a very short time between the signing of a project contract and the expected start of it.
Success / Positive Issues - Causal factors	Project team was creative in trying to make-up for the lost time by building synergies between activities or launching activities in parallel..
ILO Administrative Issues (staff, resources, design, implementation)	/

ANNEX 6 - GOOD PRACTICES

Emerging Good Practice 1

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe

TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Huib Huyse

Date: October 2019

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The project team adapted the organisation of the TVET studies to make a more integrated assessment of the demand and supply for green skills and jobs possible. In the original PRODOC, the demand and supply studies were planned as two separate studies. However, after consulting with the Pretoria-based ILO skills and employability specialist, the decision was made to integrate both studies to guarantee that the assessment would provide a comprehensive and integrated picture of the demand and supply situation on the labour market and its relation with the TVET sector. This strategy turned out to be successful.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Can be applied in all relevant employment promotion projects which require demand and supply study work
Establish a clear cause-effect relationship	The integrated assessment allowed the project team to develop follow-up activities on the demand and supply side that were aligned with each other.
Indicate measurable impact and targeted beneficiaries	N/A
Potential for replication and by whom	Can be applied in all relevant employment promotion projects which require demand and supply study work
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	N/A
Other documents or relevant comments	Study report Green enterPRIZE Innovation and Development Project

Emerging Good Practice 2

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe

TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Huib Huyse

Date: October 2019

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	This project is developing strategies that go beyond the development of TVET policies on the green economy, but also supports a CBET-based curriculum development review, and is supporting the implementation of the curriculum through training of trainers. This approach allows for a more integrated approach that addresses both supply and demand issues.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	It does require ILO to build sufficient internal capacity to support the design of new projects with feasible timing and the provision of sufficient technical back-stopping.
Establish a clear cause-effect relationship	While policy development is important, this approach guarantees elements of policy implementation and take-up across the TVET institutions.
Indicate measurable impact and targeted beneficiaries	N/A
Potential for replication and by whom	The Green enterPRIZE Innovation and Development Project provides an excellent opportunity to document the learning experiences with this component.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	N/A
Other documents or relevant comments	Green enterPRIZE Innovation and Development Project documentation.

Emerging Good Practice 3

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe

TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Huib Huyse

Date: October 2019

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The innovation challenge component of the project managed to build on local private sector expertise by working in collaboration with specialised BDS providers, which together cover the necessary skills set. That includes the capacity to launch a multi-modal communication campaign, provide different types of BDS services across the country, and build sustainable networks with different SME associations. Decentralising the implementation of the innovation challenge also increased its efficiency, outreach and sustainability. The close involvement of various ministries further re-enforced the impact of the innovation challenge.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The potential of the innovation challenge could be further realised if it would follow an ecosystem approach to develop clusters of SMEs for a specific commodity or service (see also recommendation 4). A further integration with supply-side interventions in the project would allow building synergies within the project.
Establish a clear cause-effect relationship	The evaluation report documented the scope and outreach of the innovation challenge and the strategies and factors that contributed to its success.
Indicate measurable impact and targeted beneficiaries	N/A
Potential for replication and by whom	Can be applied in situations where the policy framework for SME development is already in place or where it is not relevant or possible to focus on policy development.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	N/A
Other documents or relevant comments	Mid-term evaluation report

ANNEX 7 – ACKNOWLEDGEMENTS

This report was prepared by an evaluation team comprising of an external lead evaluator, prof. dr. Huib Huyse, head of the Sustainable Development Research Group, HIVA-KU Leuven (Belgium); and supported for the data-collection by Mrs. Noame Chakanye, independent Zimbabwean consultant.

The evaluation team would like to thank officials at ILO headquarters, regional office, and the Zimbabwe country office for their cooperation and support throughout the evaluation. Particular thanks are due to the Green enterPRIZE Innovation and Development project team in Zimbabwe, who provided support and inputs during this evaluation. This report could not have been completed without their cooperation and valuable insights.

Any errors or omissions are the responsibility of the evaluation team.