



ILO EVALUATION

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This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office

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List of Abbreviations

ABIWSI	African Beverage Industry Water Saving Initiative
ACTRAV	Bureau of Workers' Activities
AECF	Africa Enterprise Challenge Fund
AFIWSI	African Industry Water Saving Initiative
AGRA	Alliance for a Green Revolution in Africa
BCSDZ	Business Council for Sustainable Development Zimbabwe
BDS	Business Development Services
BET	Business Essentials Training
BPfA	Beijing Platform for Action
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
COP	Conference of the Parties
CTA	Chief Technical Advisor
CZI	Confederation of Zimbabwe Industries
DWT	Decent Work Team
EIT	Enterprise Improvement Team
EMCOZ	Employers' Confederation of Zimbabwe
GEM	Global Entrepreneurship Monitor
ILO	International Labour Organization
IOE	International Organization of Employers
IPSASB	International Public Sector Accounting Standards Board
ITC	International Trade Centre
KPI	Key Performance Indicator
MIS	Management Information System
MSEs	Micro and Small Enterprises
NDC	National Determined Contributions
NIR	Näringslivets Internationella Råd
OECD	Organisation for Economic Co-operation and Development
OSH	Occupational Safety and Health
PMU	Project Management Unit
PRODOC	Project Document
PSC	Project Steering Committee
RLF	Revolving Loan Fund

SCORE	Sustaining Competitive and Responsible Enterprises
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Agency
SIYB	Start and Improve Your Business
SMEs	Small and Medium Sized Enterprises
SYB	Start Your Business
TA	Technical Assistance
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFCCC	United Nations Framework Convention on Climate Change
YEF	Youth Entrepreneurship Facility
ZIMASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZBC	Zimbabwean Broadcasting Corporation
ZCTU	Zimbabwe Congress of Trade Unions
ZIMSTAT	Zimbabwe National Statistics Agency
ZNCC	Zimbabwe National Chamber of Commerce

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Elena Mancebo Masa

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Executive summary

In November 2017, the Swedish International Development Cooperation Agency (SIDA) represented by the Embassy of Sweden in Harare, granted the International Labour Organization (ILO) USD 3,090,632 to support to green and growth-oriented small and medium sized enterprises (SMEs), expand access to skills for green jobs and support the greening of existing enterprises. The ultimate goal of the Green enterPRIZE Innovation and Development Project in Zimbabwe was the creation of green and decent jobs for women and men, and especially young people, through sustainable enterprises by its completion in June 2021.

The Green enterPRIZE project

The **overall goal** of the Green enterPRIZE Innovation and Development Project in Zimbabwe was the creation of green and decent jobs for women and men, and especially young people, through sustainable enterprise development by its completion in June 2021. The project formed part of other approaches by the ILO in Zimbabwe through the Decent Work Country Programme framework to promote job creation through skills and entrepreneurship development targeting the informal economy composed by many informal micro and small enterprises (MSEs) as well as more formal small and medium-sized enterprises (SMEs.) The intention of the project was to shed more light on growth-oriented enterprises in Zimbabwe and contribute to answering the “sustainable inclusive growth, productivity and jobs” equation.

It had a **three-pronged strategy** to achieving the overall goal of job creation. The three strategies and the **ultimate outcomes** expected from each of them are describes below:

- Component 1: Greening TVET and Skills Development – Expanding access to skills for green jobs and markets for green products and services. *Expected outcome: Young men and women with technical and entrepreneurial skills start economic activities in the green economy*
- Component 2: Green enterPRIZE challenge – Supporting green, growth-oriented SMEs through an Innovation Challenge and Business Development Programme. *Expected outcome: Innovative green and growth-oriented male and female owned SMEs to access financial and non-financial Business Development Services (BDS) and grow their businesses.*
- Component 3: Sustaining Competitive and Responsible Enterprise (SCORE) – Enhancing productivity and competitiveness through workplace cooperation. *Expected outcome: SMEs to have greener management practices, improved workplace cooperation and improved gender sensitive working conditions.*

The project was implemented across Zimbabwe and targeted all ten provinces (Bulawayo Province, Harare Province, Manicaland Province, Mashonaland Central Province, Mashonaland East Province, Mashonaland West Province, Masvingo Province, Matebeleland North Province, Matebeleland South Province and Midlands Province). It was 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. Technical vocational education and training (TVET) institutions, business development services (BDS), training providers, business associations, media and communication agencies, private sector development programmes, and public, private, and community-based learning initiatives were also key in the implementation of the project (ILO, 2017).

Evaluation background

The **purpose of the evaluation** was to facilitate accountability, learning, planning and building knowledge. Specifically, the evaluation had the following objectives: 1) Establishing the relevance and coherence of the project design and implementation strategy in relation to the context, the national development frameworks, ILO, UN and final beneficiaries; b) Assess the extent to which the project has achieved its stated objectives and expected results, while identifying the supporting factors and constraints that have led to them; c) Identify unexpected positive and unexpected results of the project; d) Assess the implementation efficiency of the project; e) Assess the extent to which the project outcomes will be sustainable; f) Identify lessons learned and potential good practices, especially regarding models of interventions that can be applied further; g) Provide recommendations to project stakeholders to promote sustainability and support further development of the project outcomes.

In terms of **scope**, the evaluation covered the entire project period from 1st December 2017 to 30 June 2021 and all three project components as described in the previous section. The evaluation assessed project implementation across all target regions in Zimbabwe.

The primary intended use of the evaluation is to learn lessons for future programming. The primary **clients of the evaluation** are the ILO constituents. These include at national level 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.

Evaluation methodology

The evaluation used a mixed-method design and incorporated both qualitative and quantitative methods to arrive at findings and conclusions about the project's level of performance. The evaluation team conducted a desktop review of relevant programme documents, internal and external monitoring and evaluation reports, relevant background and policy documents. Information and experiences were gathered from 56 respondents (33 males and 23 females) through 31 individual interviews and 5 FGDs selected through a combination of purposeful, convenience and stratified sampling. In total, 12 Innovation Challenge beneficiaries and five SCORE training beneficiaries were interviewed, which constitutes a sample of 16% (out of 75) and 14% (out of 35) entrepreneurs, respectively.

In terms of **limitations**, the COVID-19 pandemic forced virtual primary data collection, which in remote and under resourced settings was not free of challenges; in addition, the short timeframe of the evaluation and multifaceted scope of the project, meant that not all aspects could be assessed with the same level of detail. Eventually, a flexible approach to data collection, the extensive use of secondary data and the focusing of the data collection process on primary project recipients, allowed for the evaluation team to successfully address all limitations, and arrive at valid and reliable evaluation findings.

Evaluation findings and conclusions

In terms of the project's **relevance and the validity of its design**, the evaluation found that the project was well-aligned with applicable national, ILO and donor strategies. Intended project objectives were highly relevant and in line with stakeholders' priorities. While the underlying theory of change was helpful to guide design and implementation, the project overly relied on job creation targets for the

tracking and reporting of project performance. The evaluation found that the approach used for Component 1 was highly appropriate: a multi-sectorial, consultative, and locally driven strategy for skills development, which has served to institutionalise the sustainability of the results of the project. Regarding Component 2, the project's strategy was purposeful and customised to tap into entrepreneurs' innovative potential and to build BDS provider capacity in the green economy. Certain design elements limited the project: assumption that sufficient innovative and growth-orientated enterprises ('gazelles'¹) that would deliver the required number of new jobs could be identified. Entrepreneurial ecosystem building was a secondary focus and efforts in this area (such as working with business associations and potential financiers) were not properly captured through M&E efforts. For Component 3, the use of SCORE training programme leveraged on a tried-and-tested model, which was found to be relevant to the needs of Zimbabwean businesses as well as government's environmental priorities.

Regarding **effectiveness**, the Green enterPRIZE project has broadly been implemented according to plan, most outputs and some outcomes have been achieved. Five new fully registered TVET courses in renewable energy and agriculture-related fields have been developed, 77 lecturers have been trained and as a result, the new courses are already open for teaching and learning; 500 MSMEs received various levels of BDS training, of which, 83 received both business development services and financial assistance. Thirty-five enterprises have been trained under the SCORE productivity capacity development programme. As a result, Component 1 was a source of new awareness and knowledge around green skills, green economy and environmental sustainability according to TVET stakeholders interviewed. BDS beneficiaries as well as BDS implementing partners and mentors involved in Component 2 experienced immediate benefits from the project including, new awareness and knowledge about the green economy and environmental practices, exposure to opportunities in the green economy, access to much-needed finance, new business knowledge and skills (marketing, business management, etc.), and new training approaches and new networks.

The COVID-19 associated lockdowns had a considerable negative effect on project implementation leading to delays and affecting beneficiary businesses' growth prospects. Some activities could not be pivoted online, however, the project's overall adaptation response was effective. Specifically in the case of Component 3, the implementation of SCORE was greatly affected by COVID-19 negative impact and led to a much smaller number of target companies being trained.

Key deviations experienced by the project include various implementation delays due to set-up challenges, and the negative impact of the COVID-19 pandemic. While the project managed to accelerate delivery in Year 2 and adapt implementation to fit social distancing requirements, outcome level training and job creation targets were not met. It is likely that student training targets will be met before the end of 2021.

In terms of **efficiency**, the evaluation found that the use of resources was appropriate despite the project facing internal and external challenges.

Regarding the project's **impact orientation**, the evaluation concluded that the project had a purposeful strategy towards long-term impact. In the short-term, the project has contributed to raising awareness and increasing knowledge around environmental sustainability business practices, green skills, improved business management practices, access to much needed funding for MSEs, new BDS training approaches as well as enhanced connections. There is also evidence of unexpected positive results in

¹ While there's no widely accepted definition for 'gazelle', they are traditionally recognised as high-growth SMEs, where growth is measured over a specific period of time.

the areas of improved collaborations and networks for BDS service provision as well as agenda policy setting.

The **sustainability assessment** revealed that while component 1 has in-built sustainability features, components 2 and 3 may require further support for emerging results to be sustained. The sustainability of the results achieved by Component 1 will depend on appropriate funding becoming available for course roll-out (toolkits, demonstrations sites, etc.) and ongoing capacity building of TVET lecturers and other staff. After project close-out, the challenge for businesses participating in component 2 will be for BDS providers to make their services financially viable, and for participating MSEs and SMEs, to retain new jobs created and continue newly acquired business practices in the tough Zimbabwean business context. The sustainability of SCORE training provision in Zimbabwe (Component 3) was enhanced by the registration of a legal entity by SCORE certificated trainers to continue the work after project close-out; while the feasibility of fee-based SCORE courses is unknown, the ILO has already shown its support to SCORE trainers to be able to develop a suitable business strategy.

Lastly, the project's **gender and non-discrimination** strategy was found to be purposeful and integrated; however, additional work is required to change entrenched unequal patterns and practices. Similarly, the evaluation found that the project greatly integrated tripartite issues and the promotion of international labour standards in its overall design and implementation.

Lessons learned and emerging good practices

Evaluators identified two lessons learned as part of the assessment, namely:

- 1. When formalising partnerships with external implementing organisations, the ILO should conduct thorough due diligence on potential partners** and be fully transparent and upfront early in the negotiation process, about the rules and regulations involved in partnering with the organisation for the delivery of an international development project.
- 2. Multi-dimensional projects**, such as the Green enterPRIZE project, **which integrate multiple and synergetic interventions along a continuum of development support, maximise the potential for effectiveness and lasting impact.** This project integrated skills supply and demand development within the green economy by supporting MSEs and SMEs and TVET curricula development.

Evaluators identified a **key emerging good practice** from the implementation of the project: **A highly participatory multi-stakeholder, cross-sectoral approach involving ministry representatives, skills experts, TVET principals and lecturers, industry representatives was used to develop five new TVET curricula in solar energy and agriculture with the support of the ILO in Zimbabwe following the government's competency-based approach to education and in full alignment with the requirements of the Zimbabwe National Qualifications Framework and relevant industry players.** The new curricula incorporate gender and entrepreneurship pathways across all occupations. The ILO team realized that 'outsourcing' the project to external curriculum development skill experts would have not guaranteed the ultimate integration of the curriculum by the system and adoption of new skills and practices by key TVET stakeholders. Instead, the new curricula will assist in providing young men and women with technical and entrepreneurial skills to start economic activities in the green economy.

Recommendations

This section provides the recommendations for key project stakeholders to improve the results of similar projects implemented in similar contexts:

Recommendation 1 (ILO Country Office; ILO Regional Office; ILO Global Offices)

Continue to embed curriculum development projects in local education systems by ensuring strong policy and regulatory alignment and promoting local ownership. Involving policymakers, future TVET users, industry and union representatives in the process ensures that the new curricula is modernised, while being rapidly institutionalised and demand driven.

Level of urgency: High priority; Level of resources: Medium; Timeline: Medium-term.

Recommendation 2 (ILO Country Office; ILO Regional Office; all tripartite partners)

Consider providing ongoing support to BDS partners and SCORE trainers to ensure sustained benefits from the project. This could involve partial funding of BDS and training programmes for businesses most in need, while incentivising self-funding by more established companies; continued brokering of networks and funding partnerships among organised business, labour, government and other international donor agencies to promote high quality and sustainable BDS provision.

Level of urgency: High priority; Level of resources: Medium; Timeline: Medium-term.

Recommendation 3 (ILO Country Office; ILO Regional Office;)

Consider designing follow-up work on gender-sensitisation for TVET lecturers, building on the awareness raised by the project. Now that materials have been developed and lecturers have been introduced to the importance of gender equality, there is a 'window of opportunity' to leverage on the unbiased curricula to address insensitive attitudes and practices in the classroom, as well as at the level of the institution and the community. This could be done by supporting the provision of follow-up training and mentorship of TVET lecturers grounded on the practical gender dynamics in the classroom and in the communities of origin.

Level of urgency: High priority; Level of resources: Medium; Timeline: Long-term.

Recommendation 4 (ILO Country Office; ILO Regional Office)

Prioritise a project's feasibility stage, especially when considering innovative projects. This could involve allocating additional time in the project's overall timeline for conducting rigorous project scoping studies such as partner due diligence and feasibility studies.

Level of urgency: High priority; Level of resources: Low; Timeline: Short.

Recommendation 5 (ILO Country Office; ILO Regional Office; ILO Global Offices)

Adjust project staff resourcing (human and financial) more closely to project scope to avoid teams being overstretched and/or under capacitated and ensure ILO teams have the capacity to manage project implementation effectively and efficiently.

Level of urgency: High priority; Level of resources: Low; Timeline: Short.

Recommendation 6 (Zimbabwean government; Employers' associations)

Prioritise the resourcing of green skill courses at project partner TVET institutions to enable appropriate implementation. While five green curricula have been made available, TVET institutions will require additional infrastructure and material support to acquire demonstration sites, start-up kits and ongoing maintenance thereof.

Level of urgency: High priority; Level of resources: Medium; Timeline: Short.

Recommendation 7 (Zimbabwean government)

Consider supporting TVET institutions in replicating suitable elements of green skill courses to other TVET schools towards the progressive greening of curricula.

Level of urgency: Medium priority; Level of resources: Medium; Timeline: Medium.

Recommendation 8 (Zimbabwean government)

Continue supporting the business sector by realising enabling legislation that supports productivity enhancement, cost reduction, environmental protection, and gender equality. This could follow on from the policy advancements made with the 2021-2025 National Micro Small Medium Enterprise Policy framework, as well as formulating new legislation incentivising businesses to transition towards the green economy.

Level of urgency: High priority; Level of resources: Medium; Timeline: Medium.

Recommendation 9 (Swedish Embassy to Zimbabwe)

Assist funding applicants in meeting agreement requirements and setting realistic project parameters by interrogating proposed goals, targets and timeframes with the experience and learnings gained from previous projects in the portfolio and other relevant research.

Level of urgency: Medium priority; Level of resources: Low; Timeline: Short.

Recommendation 10 (Swedish Embassy to Zimbabwe)

Consider strengthening the legacy of the Green enterPRIZE project by prioritising support to Zimbabwean government in developing conducive legislation for business and environmental protection.

Level of urgency: Medium priority; Level of resources: Low; Timeline: Short.

1 Background and programme description

1.1 Problem statement

While the Zimbabwean economy maintained positive economic growth since independence in 1965 throughout the 1980s, a collection of challenges, including mismanagement and corruption by government, the country has been in economic decline since the late 1990s. Today, Zimbabwe continues to face challenges that hamper the development of the private sector and employment creation. Though the unemployment rate stands at 11.3%, the larger socioeconomic challenge facing the country is the lack of decent and productive work (ILO, 2017). The majority of Zimbabweans are employed in the informal sector (76% out of the 2.6 million people who are employed) and the informal sector faces high numbers of underemployment, low incomes and low productivity (ZIMSTAT, 2020). The bulk of the unemployed and underemployed are youth aged 15-24 years; because the Zimbabwean population is youthful with an average age between 21 and 22 years of age, the majority of young Zimbabweans are effectively marginalised from mainstream economy and in a vulnerable position (ILO). These challenges affect young women to a larger extent. In terms of gender equity, the traditional and cultural practices continue to limit women economic empowerment. As a result, the working conditions for women are precarious and they continue to have unequal access to finances, skills and markets (ILO, 2017).

Zimbabwe is an entrepreneurial society with the 2012 FinScope survey finding that 5.7 million people were working in micro, small and medium-sized enterprises (MSMEs) (ILO, 2017). However, formal and informal SMEs experience difficulties in finding financial and business development support to contribute to business growth (ILO, 2017). Many of the MSMEs work in manufacturing and rely on natural resources as part of their production resource, use production technologies that are energy intensive and struggle with industrial waste management. The country struggles with environmental challenges such as pollution, poor waste management, deforestation, land degradation, veld fires, poaching and biodiversity loss (ILO, 2017). This indicates that there is a need for ways to manage the environmental degradation. Unfortunately, the larger majority of Zimbabwean public, entrepreneurs and enterprises are not familiar with concepts of the green economy and so there are limited capacities for SMEs to develop skills to transition to a greener economy (ILO, 2017). Unfortunately, the government does not have an established framework to tackle this challenge.

The environment in Zimbabwe is quite conducive for entrepreneurship considering large companies were forced out of business over the last decades due to several unfavourable socio-economic factors. Unfortunately, the macro-economic environment is not supportive with high inflation, hyperinflation and unstable domestic currency presenting a lot of uncertainties for businesses operations. In addition, to succeed, enterprises require both financial and technical support over considerable periods as they start off and grow their businesses.

1.2 The Green enterPRIZE Innovation and Development in Zimbabwe project: an overview

In November 2017, the Swedish International Development Cooperation Agency (SIDA) represented by the Embassy of Sweden in Harare, granted the International Labour Organisation (ILO) USD 3,090,632 to support to green and growth-oriented small and medium sized enterprises (SMEs), expand access to skills for green jobs and support the greening of existing enterprises. With a contribution of USD 313,475.00 from the ILO, the total project budget was USD 3,404,107.

The **overall goal** of the Green enterPRIZE Innovation and Development Project in Zimbabwe was the creation of green and decent jobs for women and men, and especially young people, through sustainable enterprises by its completion in June 2021. The project formed part of other approaches by the ILO in Zimbabwe through the Decent Work Country Programme framework to promote job creation through skills and entrepreneurship development targeting the informal economy and SMEs. The intention of the project was to shed more light on growth-oriented enterprises in Zimbabwe and contribute to answering the “sustainable inclusive growth, productivity and jobs” equation.

It had a **three-pronged strategy** to achieving the overall goal of job creation. Figure 1 below illustrates the three strategies or components designed by the project and the **ultimate outcomes** expected from each of them:

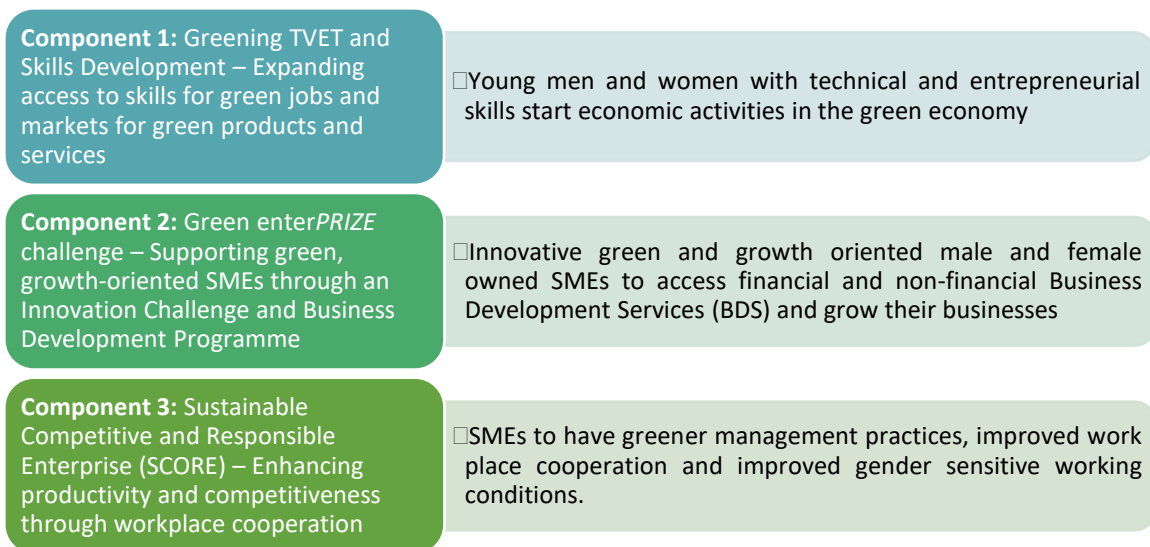


Figure 1 Strategies and intended outcomes of the Green EnterPRIZE in Zimbabwe project

According to the Project document (PRODOC) the targets were set as follows:

Component 1: Greening TVET and Skills Development

- At least 20 training institutions implementing revised gender mainstreamed green technical and business skills development curricula;
- At least male and female 40 lecturers will have their skills upgraded positioning them to cascade the key issues to future students;
- At least 3000 (revised down to 2000) male and female learners reached with the revised curriculum benefitting from green technical and business skills;

Key Outcome: Training institutions continue to design and deliver gender sensitive green technical and entrepreneurship skills to young men and women learners.

Key impact: 1000 young men and women secure employment and/or are economically active

Component 2: green enterPRIZE Challenge

- Gender sensitive, green and growth training tools in priority sectors developed and introduced in the BDS market.
- At least 5 BDS providers capacitated to deliver green enterprise growth training.
- At least one strategic alliance with a financial institution to make green finance available to growth-oriented men and women owned SMEs in addition to the grants provided by the project.

- At least 5 business partnerships established between growth-oriented SMEs who come through the competition and local/foreign corporate enterprises.
- At least 5 corporate sponsors contribute financial and non-financial support annually to the Green enterPRIZE challenge.

Key Outcome: Innovative green and growth-oriented SMEs will have accessed financial and nonfinancial BDS, they will have grown their business and created jobs for Zimbabwean men and women.

Key impact: 75 growth-oriented SMEs and 1'000 green jobs of which at least 50 percent are for women.

Component 3: Sustaining Competitive and Responsible Enterprises (SCORE)

- Institutional and trainer / consultant capacity developed in Zimbabwe to continue rolling out the SCORE programme with a cleaner production and productivity focus.
- At least 75 (revised down to 40) SMEs enterprises are continuously implementing greener management practices and reporting on sustainability.
- At least 250 men and women workers will have been trained in green skills and cleaner production techniques.

Key Outcome: More resource efficient production practices adopted among SMEs with at least 60 per cent of SMEs reached having adopted practises to reduce adverse environmental impact, as well as improved gender policies and improved productivity.

Key impact: 1000 male and female workers have improved gender equal working conditions.

The project was implemented across Zimbabwe and targeted all ten provinces, namely, Bulawayo, Harare, Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo, Matabeleland North, Matabeleland South, and Midlands.

The project was 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. Technical vocational education and training (TVET) institutions, business development services (BDS), training providers, business associations, media and communication agencies, private sector development programmes, and public, private, and community-based learning initiatives were also key in the implementation of the project (ILO, 2017).

The project was guided by a national Project Steering Committee (PSC) comprising members from the Government of Zimbabwe, organised business, organised labour representatives, the three key implementing partners, SIDA and the ILO. The PSC met periodically and had the primary mandate to provide policy and strategic guidance, and fiduciary and technical oversight to the implementation of the Programme.

2 Evaluation background

The **purpose of the evaluation** was to facilitate accountability, learning, planning and building knowledge. Specifically, the evaluation had the following objectives:

- Establishing the relevance and coherence of the project design and implementation strategy in relation to the context, the national development frameworks, ILO, UN and final beneficiaries;
- Assess the extent to which the project has achieved its stated objectives and expected results, while identifying the supporting factors and constraints that have led to them;
- Identify unexpected positive and unexpected results of the project;
- Assess the implementation efficiency of the project;
- Assess the extent to which the project outcomes will be sustainable;
- Identify lessons learned and potential good practices, especially regarding models of interventions that can be applied further;
- Provide recommendations to project stakeholders to promote sustainability and support further development of the project outcomes.

In terms of **scope**, the evaluation covered the entire project from 1st December 2017 to 30 June 2021 and all three project components as described in the previous section. The evaluation assessed project implementation across all target regions in Zimbabwe (Bulawayo Province, Harare Province, Manicaland Province, Mashonaland Central Province, Mashonaland East Province, Mashonaland West Province, Masvingo Province, Matebeleland North Province, Matebeleland South Province and Midlands Province).

The primary intended use of the evaluation is to learn lessons for future programming. The primary **clients of the evaluation** are the ILO constituents. These include at national level 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.

3 Methodology

The standard OECD-DAC evaluation criteria “relevance, efficiency, effectiveness, impact and sustainability” were applied. In the inception phase “validity of design, gender and non-discrimination of vulnerable groups” criteria were added. These concerns have been incorporated in the design of the evaluation framework included in the appendix, which was guided by the key questions initially posed to evaluators and listed below:

Relevance and strategic fit

1. How relevant were the project's expected results to the development priorities of the Government, the DWCP, the UNDAF, the ILO P&B 208-19 ad 2020-21 and the ILO Decent work agenda (including implementation of ILO Conventions)?
2. Has the project considered the needs and priorities of tripartite stakeholders and beneficiaries (men and women) identified in the project document and during project implementation?
3. How well does the project complement and fit with other ongoing ILO projects in the country?
4. How well does it support national commitment to relevant SDG and Paris Agreement on Climate Change targets and indicators?
5. To what degree does the project fit within Sweden's Development Cooperation Strategy for Zimbabwe 2017 – 2021?

Validity of design

6. Does the project have a clear theory of change that outlines the causality?
7. In hindsight, was the project design realistic, logical and purposeful towards achieving its objectives? Did the project adequately consider the risks of blockage?
8. Has the project planning included a useful monitoring and evaluation framework including outcomes indicators with baselines and targets?

Project progress and effectiveness

9. To what extent did the project achieve its objectives, or it is likely to by June 2021, which internal and external factors enabled or hindered these results?
10. Has the project followed its theory of change? Were the development hypotheses underpinning the logical framework supported or unsupported based on project performance data?
11. Have the quantity and quality of the outputs produced been satisfactory?
12. What outputs have not been produced and why?
13. Have unexpected results (outputs and outcomes) taken place?
14. Have the project results been similar throughout the geographic and sector areas?
15. How effective was the backstopping support provided by ILO DWT Pretoria and HQs?
16. Have the management and governance arrangement of the project contributed or hindered the project implementation?
17. To what extent is the COVID-19 Pandemic influencing project results and effectiveness and how has the project addressed this influence and has been ready to adapt to changes for at least some time from now-on?
18. To what extent did the project leverage partnerships (with constituents, national institutions and other UN/development agencies) that enhanced the project's relevance and contribution to SDG targets and indicators? (Explicitly or implicitly)

Efficiency

19. 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?
20. To what extent did the project leverage resources (financial, partnerships, expertise) and for which purposes?
21. Were the funds allocated according to the task at hand?
22. Were funds and activities delivered in a timely manner? If not, what were the bottlenecks encountered and how have been addressed?

Impact orientation

23. Did the project work towards achieving the proposed impacts? Is the project strategy and project management steering towards impact?
24. Did the project work 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?

Areas of special interest are:

- Improved opportunities for sustainable livelihoods, with a focus on sustainable food security, productive employment with decent working conditions, especially for women and young people.
- Improved access to renewable energy that is socially and environmentally sustainable.
- Improved capacity of stakeholders to contribute to environmental and climate sustainability.

Sustainability

25. Did the project design include an exit strategy and a strategy for sustainability?
26. To what extent are project outcomes likely to sustain overtime, especially in light of the impact of the COVID-19 pandemic? To what extent will national institutions and implementing partners be likely to continue the project results without external funding or support?
27. Are project beneficiaries likely to continue to feel improved conditions after the project's end?

Gender and non-discrimination

28. Has the project addressed gender and disability inclusion related issues in the project document?
29. Did the project budget make adequate provisions for addressing gender and inclusion related specific objectives/activities?
30. To what extent has the project developed specific targets and strategies for intended beneficiaries (women, youth, disabled)?

The following guidelines were used to guide the enquiry and to ensure the integrity and quality of the evaluation process and outputs, namely:

- The UNEG Code of Conduct for Evaluation in the UN System.

- EVAL guidance note n° 3.1 (on gender equality)
- EVAL guidance note n° 7 (on non-discrimination)
- EVAL guidance note n° 3.2 (on social dialogue and international labour standards)

The evaluation process included four phases: inception and design phase, data collection phase, data analysis, and sharing of findings as depicted in Figure 2 below.

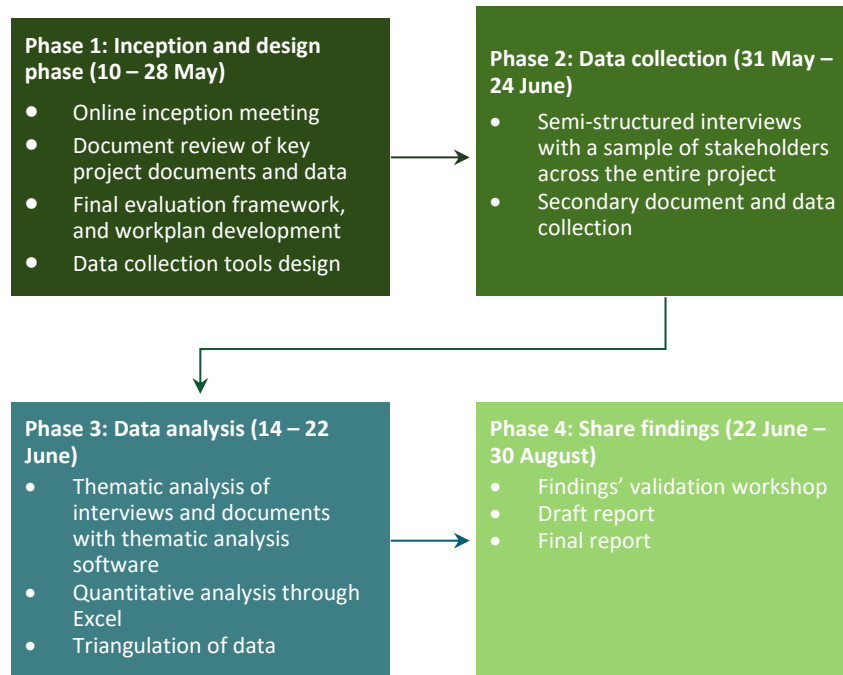


Figure 2 Evaluation Process

The evaluation used a **mixed-method design** and incorporated both qualitative and quantitative methods to arrive at findings and conclusions about the project's level of performance.

The evaluation team conducted a desktop review of relevant programme documents, internal and external monitoring and evaluation reports, relevant background and policy documents (for a full list, see Appendix 6). Information and experiences were gathered from 54 respondents through 31 individual semi-structured interviews and 5 focus group discussion (FGDs). Table 1 below lists the type and number of stakeholders participating in the evaluation (disaggregated by gender).

Table 1: Type and number of respondents

Informants / Stakeholder Group	# of respondents
Green enterPRIZE Innovation and Development project team	3 (1F, 2M)
Government of Sweden, other ILO staff in headquarters and regional office	4 (3F, 1M)
Direct recipients: TVET institution representatives (management and lecturers)	7 (2F, 5M)
Direct recipients: Ministry officials	4 (1F, 3M)
Direct recipients: Tripartite partners	2 (1F, 1M)
Implementing partners: BDS providers	4 (3F, 1M)
Beneficiaries of Innovation Challenge and SCORE training	17 (6F, 11M)
Mentors and SCORE trainers	13 (6F, 9M)
Total number of stakeholders consulted	54 (23F, 31M)

Source 1 Self-generated

ILO staff, government, employers' and workers' organizations and donor representatives, direct recipients as well as implementation partners were all purposively² sampled. Mentors and SCORE trainers were selected through a combination of purposive and convenience³ sampling. SCORE training beneficiaries were selected according to the level of participation in the project: companies that had been trained in at least 2 SCORE training modules were selected. Lastly, Innovation Challenge beneficiaries were proportionally sampled according to several strata, namely, gender, geographic location and level of participation in the project. Only 1st, 2nd and 3rd prize winners were interviewed. In total, 12 Innovation Challenge beneficiaries and five SCORE training beneficiaries were interviewed, which constitutes a sample of 16% (out of 75) and 14% (out of 34) businesses, respectively.

MS Excel was used to analyse quantitative data; open software (QCAmap and Nvivo) was used to analyse the qualitative data by categorising, coding and extracting themes from the data according to the evaluation questions.

At the end of the fieldwork period, the consultants presented the preliminary findings in a stakeholder workshop. This event was also an occasion to collect more information as the participants reflected on the findings, and it contributed to fill data gaps during the discussions that followed the presentation.

The evaluation team faced the following **limitations** in conducting this evaluation:

- Due to the COVID-19 pandemic, most interviews were conducted virtually, and the Team Leader did not visit the field. While most of the interviews could be successfully transferred online, connectivity posed a challenge to participation for some evaluation respondents. The evaluation team offered several strategies to maximise participation: the use of chat box during online FGDs in instances when audio connectivity was poor; one respondent who was hearing impaired was

² Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study (Henry, 1990).

³ Convenience sampling is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers (Henry, 1990).

sent a questionnaire to complete in writing and followed up with a brief visit (in Harare area where the team's local consultant was based).

- Challenges in securing interviews resulting in extended data collection period.
- Challenges in conducting interviews previously secured, either due to connectivity issues on the part of the respondent or lack of availability in the last-minute. As a result, three of the 25 target interviews with beneficiary businesses were not conducted.
- Challenges in analysing all aspects of the project given limited timeframe (i.e., ecosystem development work). The evaluation opted to focus on the primary intended outputs and outcomes of the evaluation (ecosystem development work being a secondary aspect as defined by the project and evaluation design).
- Absence of some stakeholder groups from the sample due to limited timeframe (i.e., Innovation Challenge non-winners, ecosystem partners). The evaluation opted to focus on the primary intended outcomes of the evaluation and those beneficiary groups, whose participation in the project had been more frequent and intense.

Through the use of secondary data and the focusing of the data collection process on primary project recipients, the evaluation team managed the above-mentioned challenges, which are considered nonmaterial to the validity of the evaluation findings.

4 Evaluation findings

4.1 Introduction

This section discusses the findings of the final evaluation against a set of six criteria agreed for the evaluation, namely, *relevance, validity of design, effectiveness, efficiency, impact orientation, sustainability and gender and non-discrimination.*

4.2 Relevance and strategic fit

This section discusses questions 1 – 5 of the evaluation framework, namely:

- How relevant were the project's expected results to the development priorities of the Government, the DWCP, the UNDAF, the ILO P&B 2018-19 and 2020-21 and the ILO Decent work agenda (including implementation of ILO Conventions)?
- Has the project considered the needs and priorities of tripartite stakeholders and beneficiaries (men and women) identified in the project document and during project implementation?
- How well does the project complement and fit with other ongoing ILO projects in the country?
- How well does it support national commitment to relevant SDG and Paris Agreement on Climate Change targets and indicators?
- To what degree does the project fit within Sweden's Development Cooperation Strategy for Zimbabwe 2017 – 2021?

With an ultimate focus on job creation, the Green enterPRIZE project aimed at supporting the emergence of a green economy in Zimbabwe through a combination of curriculum development, awareness raising, capacity building and funding of key stakeholders in the skills supply and demand side of the economy.

The development priorities of the Government of Zimbabwe are set out in several key documents, including, Zimbabwe's Agenda for Sustainable Economic Transformation (ZIMASSET, 2013 – 2018); the Transitional Stabilisation Programme (TSP, 2018 - 2020); the current National Development Strategy (NDS1, 2021 - 2025) and the country's Vision 2030. Economic growth, employment creation, Human Capital Development and Innovation are some of the key priorities of the NDS1, which are closely aligned with the Green enterPRIZE project. Micro, Small and Medium Enterprises (MSMEs) in the formal and informal sector are recognised by the policy as important role-players to achieving economic growth and stability. Innovation and "modernisation of the education system" are also captured as critical mechanisms for development. Components 1 and 2 of the Green enterPRIZE project appear highly relevant and well-aligned to governmental efforts. Since the 2016-2020 Zimbabwe United Nations Development Assistance Framework (ZUNDAF) reflects the country's national development priorities, as contained in the previously mentioned policies, the alignment with the project's expected results is also in place.

In terms of the project's alignment with ILO global Programme and Budget documents for 2018-2019 and 2020 - 2021, the project fits within Outcome 4 of the biannual plans, relevant to the promotion of sustainable enterprises, with an emphasis on employment creation, innovation and decent work. The project positions itself to address the challenge of access to capital for SMMEs,

especially for women-run businesses, and low productivity. Interventions such as promoting entrepreneurship and SME development, particularly for youth and women as well as providing training on productivity efficiency are all recommended as means of action for the ILO with its constituencies. In addition, Outcome 5 of the Programme and Budget 2020-2021 document focuses on “skills and lifelong learning to facilitate access to and transitions in the labour market”. Component 1 of the Green enterPRIZE project speaks directly to this objective, with an emphasis on “the promotion of skills for the transition to environmental sustainability” (ILO, 2019, p. 38), and the need to address the absence of equal opportunities for young women and men to access vocation training.

“Due to the Paris Agreement on Climate Change we wanted to look at ways of phasing out the use of fossil fuel and come up with clean manufacturing processes. We also examined the National Vision 2030 agenda which also influenced the design of the project. The national level influenced the idea that we should complement efforts under the project. We also considered the SDGs and the Paris agreement. As far as organized labour is concerned this project is part of the Decent Work Country Strategy in Zimbabwe and we were involved from various angles – representative of an ILO constituency.”

Regarding the project’s alignment with other ILO country activities, the evaluation found that alignment was in place. Overall, evaluation respondents indicated the project was well-aligned with other Harare office projects (such as women and youth empowerment, gender-based violence, and employment and labour-market collaboration); respondents did identify the need to further leverage mutual synergies across project teams to maximise efficiencies and potentially increase breadth and depth of project reach.

The evaluation also sought to establish the level of alignment of the project with the Zimbabwe’s commitment with the SDGs and the Paris Agreement. As indicated by the PRODOC, the green enterPRIZE project support SDGs 5 (Gender Equality), 7 (Affordable and clean energy), 8 (Decent work and economic growth), 9 (Industry, innovation and infrastructure) and 13 (Climate Action).

Zimbabwe is a signatory to the Paris Agreement since 2016 and has announced its Intended Nationally Determined Contribution (INDC) to the United Nations Framework Convention on Climate Change (UNFCCC). The focus of the strategy is on poverty reduction and adaptation in alignment with national development priorities. The mitigation component of the strategy focuses on the energy sector and prioritises the identification of affordable and clean-energy sources to enable the country to achieve a reduction of 33% in per capita emissions by 2030 compared to 2020 (Zimbabwe’s Intended Nationally Determined Contribution (INDC) Submitted to the United Nations Framework Convention on Climate Change (UNFCCC)).

With a clear recognition of the role to be played by the private sector in reducing emissions and developing new technological solutions, the Green enterPRIZE project was well in alignment with Zimbabwe’s commitments to the SDGs and the Paris Agreement. Specific project actions that supported this commitment include:

- Developing TVET curricula for five occupations in the renewable energy and agricultural sectors.
- Promoting clean energy solutions by designating a “Best Renewable Energy Business” category in the Innovation Challenge.
- Promoting SCORE training, which targets the greening of manufacturing processes and the workplace.

Furthermore, the project's intended outcomes operationalise the recognition that tapping into the country's vast potential for renewable energy production would not only contribute to a reduction of greenhouse gas emissions but also present a good opportunity for poverty alleviation, inclusive growth and improving livelihoods (Ulrika Akasson, 2016).

All stakeholders interviewed felt the project was well aligned with Zimbabwe's commitment to the SDGs and the Paris Agreement.

Lastly, the evaluation assessed the project's strategic fit with Sweden's Development Cooperation Strategy for Zimbabwe 2017 – 2021.

Sustainable and climate-resilient livelihoods and environmentally sustainable development is at the centre of Sweden's Development Cooperation Strategy with Zimbabwe (2017 – 2020). Improving outcomes for women and youth is also a key priority. Specific themes that are prioritised in the strategy and resonate with the Green enterPRIZE project include:

- An environmental and climate perspective;
- A gender-equality perspective;
- A focus on productive employment and decent work, especially for young people and women.
- The promotion of renewable energy access and energy efficiency to support sustainable economic growth.
- Capacity building of state and non-state actors, as a potential intervention strategy.

In this context, the Green enterPRIZE project was well aligned with Sweden's Development Cooperation Strategy.

Degree to which the project was relevant to the needs of its constituencies.

The strong policy alignment of the project discussed above enabled the project to be relevant to the needs and priorities of key stakeholders. The ILO's 2012 - 2015 Decent Work Country Programme in Zimbabwe seeks to promote job creation through skills and entrepreneurship development targeting the informal economy and SMEs, promoting productive employment, and strengthening social dialogue capacities for sustainable socio-economic development. The DWCP, which provided the conceptual and strategic framework to the Green enterPRIZE project, had been formulated by the ILO with its tripartite partners, and therefore, the project's relevance to local priorities had been pre-determined. In addition, the ILO used the technical working group platform to enhance alignment and relevance; representatives from tripartite partners agreed that the project design had well captured the requirements of their constituencies and had strengthened their mandates, as illustrated in the following quote:

Employment creation - component 2 of the project (...) helped the Ministry in delivering on its mandate, especially creating opportunities for women and youth in areas of green entrepreneurship. – Government representative

The evaluation also found that the project was highly consultative in the process of operationalising of the PRODOC into specific approaches, activities and workplans. Tripartite partners, implementing partners and project beneficiaries were involved in co-designing the project at different levels and moments throughout the project, thus providing the opportunity for needs and priorities to be considered and incorporated. Examples of such include:

- TVET institution principals and trainers with expertise in curriculum development, were asked to input into the process; according to a ministry representative, this contributed to ensuring that “*the design was informed by actual realities on the ground*”).
- Selected BDS partners were asked to contribute to the design of training and mentorship programmes (for example, BDS partners motivated for the introduction of ‘idea generation’ in the training package to better serve those competition participants, who had not been successful).
- Mentors were able to customise their mentorship approaches to their clients’ specific needs;
- SCORE trainers provided input into the updating of SCORE training materials and methods to ensure they were appropriate for the local context.

The interviews with Innovation Challenge winners as well as SCORE training participants shed some light into the degree to which component 2 and 3 of the project were relevant to the needs and priorities of ultimate beneficiaries. When asked to indicate their expectations from participating in the Innovation Challenge, most beneficiaries said they were hoping to receive funding to grow their businesses and/or business management skills, such as marketing, financial management, market identification, book-keeping and HR. Some entrepreneurs indicated that while having the technical knowledge, they lacked the necessary business skills to run their ventures. A few entrepreneurs were hoping to expand their networks and business connections.

“We had technical capacity because of our background, yet we needed help with the business part of our work”. – Innovation Challenge Winner

“Funding to buy our own machinery; training on writing a business proposal or business plan; getting linked with potential markets; as engineers we wanted to network with other stakeholders and innovators from more developed economies, so as to bridge the knowledge gap”. – Innovation Challenge Winner

By facilitating access to funding and business development services, the Green enterPRIZE project addressed some of the most pressing needs of entrepreneurs. Similarly, addressing issues of business productivity, competitiveness and management-worker cooperation were top of the list of needs of SCORE training participants and largely in line with the objectives of the SCORE training programme. The degree to which this support is likely to bring a long-term benefit to businesses is discussed in Section 3.7 of this report.

4.3 Validity of design

This section discusses questions 6 –8 of the evaluation framework, namely:

- Did the project have a clear theory of change that outlines the causality?
- Has the project planning included a useful monitoring and evaluation framework including outcomes indicators with baselines and targets?
- In hindsight, was the project design realistic, logical and purposeful towards achieving its objectives? Did the project adequately consider the risks of blockage?

The project’s Theory of Change (TOC) provided a useful foundation to guide project implementation. The diagram (included in Appendix, section 7.2) is detailed and includes outputs and outcomes, a concise list of project activities, and a useful set of assumptions to monitor during project

implementation. While the problem statement is omitted in the theory of change, the project proposal provides a detailed discussion of the problems that gave rise to the project as well as valuable theoretical underpinning for the TOC (i.e., findings from previous evaluations of ILO projects, lessons learned from the implementation of similar projects in relevant contexts). Among those, the project's theory of change is based on several fundamental premises, including:

- The growth of the green economy offers valuable opportunities for job creation, entrepreneurship, business growth and productivity, especially in constrained environments like Zimbabwe.
- Supporting the supply and the demand for green skills in the country will maximise the opportunities for businesses to have the appropriate capacity to grow in selected economic sectors with potential.
- In the context of macroeconomic and political instability, the ILO consciously decided to work directly with market actors (students, entrepreneurs, and businesses) and avoid any policy level work still required to grow the green economy.

The degree to which there is an emerging demand for green products and services in Zimbabwe to absorb a strengthened supply, especially given the macroeconomic difficulties facing the country and the business sector, received less attention. While greening businesses arguably brings environmental, social and economic benefits in the long-run, increased job creation and business revenue are not guaranteed results in the short term, especially when a weak legislative framework is in place and strong customer demand has not been developed. This element of the theory of change appears underexplored.

We note that the results level or the level of outcomes was insufficiently unpacked and the causal link to listed outputs is not clear. For example, the connection between output 3.1 and listed outcomes is not clear (it is assumed that the immediate result or outcome of output 3.1 would be that “young men and women identify new business opportunities in the green economy”). As a result, most of the projects' monitoring efforts were focused on outputs, which made it more difficult for the project to understand real progress towards intermediate outcomes. The final evaluation can therefore make a real contribution to the understanding of the degree to which the project resulted in positive and/or negative changes and the degree to which those are sustainable.

We now discuss the **appropriateness of the project's monitoring and evaluation (M&E) framework**. The ILO follows a results-based approach in the implementation and monitoring of its projects and programmes. The green enterPRIZE project was guided by a Theory of Change and a log frame, which was used as the key tool to record overall project progress. In addition, each project component used a comprehensive batterie of tools (technical expert progress reports, scorecards, visit reports, assessment tools, etc.) to conduct and report on monitoring activities. An assessment of relevant M&E documentation yielded the following findings regarding the usefulness of the system:

- The project designed and used many complementary tools and methods for tracking progress, which have produced ample and useful monitoring data;
- The project did not produce a unified monitoring and evaluation framework including outputs and outcomes, indicators, data collection methods, frequency, and responsibility; such a document facilitates internal monitoring functions and acts as a valuable 'index' for external evaluators to guide the review of monitoring data.

- Despite this, a systematic tracking of outputs was in place.
- The log frame, which was used as a key tracking and reporting mechanism on outputs and outcomes, did not include baseline and or benchmark figures. These would have been particularly useful at the design stage to guide the setting of realistic targets for intended project outcomes.

Lastly, we discuss the **degree to which the project design was realistic, logical and purposeful**.

The Green enterPRIZE Innovation and Development in Zimbabwe project goal was to contribute to “SMEs growing and creating more & better jobs for women and men through gender equal skills development and sustainable enterprises practices”. A review of the PRODOC and subsequent interviews with the project team reveal that the project design was based on sound and comprehensive research evidence as well as ILO’s own track record of running similar projects in relevant contexts.

Considering Zimbabwe’s complex socio-political and economic environment, the ILO made a conscious decision to avoid interventions in the policy space, which would have run the risk of delays. Instead, the project’s approach was to demonstrate how young people, SMEs and their workers can break out of the “business as usual” conundrum, through dedicated and targeted support, and thus pave the way for national policies and programmes (ILO, 2017).

Component 1 was designed to fill in a gap identified by the ILO in previous job creation projects looking to support the growth of new industries or economic sectors. The demand for green skills needs to be stimulated alongside the supply of green jobs into the market, and TVET institutions had been identified by international bodies such as UNESCO as critical role players in this field (ILO, 2017).

The approach to curriculum development was guided by the principles of local ownership, sustainability, and replication potential. Guided by local curriculum development experts, the process was closely aligned with Zimbabwe’s 5.0 Education Model and the Zimbabwe National Qualifications Framework (ZNQF) requirements. This strategic alignment ensured the buy-in of critical stakeholders, facilitated ownership of the process and products, and increased the potential for sustainable use of the new curriculum and replication to other colleges and disciplines.

This alignment and extensive consultation meant that the process took however much longer than initially anticipated. Most curriculum specialists interviewed concurred that curriculum development is a detailed and lengthy process if meant to be comprehensive and user-friendly. The specifics of what TVET curriculum development would require in the Zimbabwean’s context were insufficiently scoped in the original project design and timeline. As a result, the achievements attained by this project component were obscured by the rather ambitious target of having 2000 students trained in the new green curricula within the original three-year project period.

The strategy behind **component 2** was to tap into the existing innovation potential and resourcefulness of Zimbabwean entrepreneurs through an incentive-based scheme. The design of the Innovation Challenge was meant to identify growth-oriented entrepreneurs and enterprises, so-called ‘gazelles’, which would benefit from business development services to seize additional opportunities in the green economy and create 3000 jobs as a result. By defining specific categories for women and youth, the project provided a platform to recognise and showcase achievements by these two vulnerable groups.

“It [the project] ushered in a new approach in the engagement of youth in entrepreneurship development. Looking at a country like Zimbabwe where many people work in the informal

sector, the project was a game changer. It identified and recognized the capacity in SMEs and through the Innovation Challenge sought to build the capacity of SMEs in starting and growing a business” – Government representative.

While statistics specific to Zimbabwe are hard to find, the Global Entrepreneurship Monitor findings for Southern Africa indicate that “*countries [in the region] exhibit high discontinuance rates where many nascent and new businesses do not reach maturity and hence do not contribute significantly to employment*” (Mike Herrington, 2012, p. 9). Other sources indicate that only 15% of Zimbabwean businesses are in operation after 5 years of inception (Financial Tribunal, 2018). These statistics bring into question the degree to which sufficient ‘gazelle’ enterprises in fact are in existence in Zimbabwe; arguably, job creation would not appropriately reflect the success of the Innovation Challenge competitions and may have set this component up for failure with regards to meeting its targets. Even with the provision of BDS support over a 12-month period, the chances that benefitting enterprises grow and create sustainable jobs are narrow. This is particularly the case since only a minority of enterprises fit the profile of a ‘gazelle’. In this context, achieving the target of 3000 jobs over the project period appears unrealistic.

Lastly, **component 3** sought to use the good practice and experience collected by the ILO in the implementation of the SCORE programme globally, to improve productivity, address business-led environmental damage and improve working conditions at the workplace, specifically for women. Here the focus was on “*working neater*” (in the words of a social partner interviewed), meaning improving existing practices and processes to achieve higher productivity, better workplace cooperation, cost reductions, safer working environments and less waste, among others. In the context of macroeconomic instability and absence of a conducive policy framework to incentivise businesses adopting environmentally friendly practices, the implementation of SCORE Training is a feasible and relevant intervention to improve environmental and productivity outcomes for businesses, as well as the working environment for employees. The implementation of this project component was however severely affected by the delayed start of the project and the onset of the COVID-19 pandemic and subsequent lockdowns.

Some interview respondents expressed the view that component 3 was dislocated from the overall project since the target beneficiary (typically, an established business) was vastly different to the target beneficiaries of the other two project components. Arguably, however, this component was well positioned to raise awareness about the opportunities of clean production as well as to strengthen the network of businesses and intermediaries dedicated to promoting some or all aspects of the green economy in the country.

4.4 Effectiveness

This section discusses questions 9 – 18 of the evaluation framework, namely:

- To what extent did the project achieve its objectives, or it is likely to by June 2021, which internal and external factors enabled or hindered these results?
- 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?

- To what extent did the project achieve its objectives, or it is likely to by June 2021, which internal and external factors enabled or hindered these results?
- Have unexpected results (outputs and outcomes) taken place?
- Have the project results been similar throughout the geographic and sector areas?
- How effective was the backstopping support provided by ILO DWT Pretoria and HQs?
- Have the management and governance arrangement of the project contributed or hindered the project implementation?
- To what extent is the COVID-19 Pandemic influencing project results and effectiveness and how has the project addressed this influence and has been ready to adapt to changes for at least some time from now-on?
- To what extent did the project leverage partnerships (with constituents, national institutions and other UN/development agencies) that enhanced the project's relevance and contribution to SDG targets and indicators? (Explicitly or implicitly)

The question of effectiveness broadly refers to the **degree to which the Green enterPRIZE project was able to achieve its planned objectives**, what outputs were achieved and what adaptations were made, if any. Table 2 below provides an overview of the evaluators' assessment of performance of the project and it draws data the Logical Framework and Consolidated Results tracking sheet, dated 30 June 2021

Table 2: Intended outputs and assessment of performance

	Outcomes /Outputs	Progress indicators	Target ⁴ (cumulative from 1 December 2017 – 30 June 2021)	Actual Achievement	Progress robot	Comment / variance
Development objective/Expected impact	The project contributes to SMEs growing and creating more & better jobs for women and men through gender equal skills development and sustainable enterprises practices	Jobs created	2000	446 (57%F) green jobs created		22% (1)
		Jobs improved and greened	1000	2218 (26% F)		221% (2)
		Increased control over business profits as described by women (at least 50% of women reached)	Not set	Indicator not directly measured. See narrative discussion below.		
Immediate objectives/outcomes	Young men and women with technical and entrepreneurial skills start economic activities in the green economy	# of youth reached with relevant technical skills and business skills (2'000, at least 50% women)	2000	1210 (50% F) (772 Business skills training + 438 New 5 green economy training programme)		60% (3)
	Innovative green and growth oriented male and female owned SMEs access financial and non-	# of Growth Oriented Enterprises incubated (75, at least 50% women owned)	75	83 (42% F)		110.7% (4)

⁴ For all the indicators where a person is a unit of analysis the target was to reach at least 50% females.

	Outcomes /Outputs	Progress indicators	Target ⁴ (cumulative from 1 December 2017 – 30 June 2021)	Actual Achievement	Progress robot	Comment / variance	
	financial BDS and grow their businesses	# of SMEs access BDS (500, 50% women owned)	500	634 (42% F)		126.8% (5)	
	SMEs have greener management practices, improved workplace cooperation and improved gender sensitive working conditions	# of male and female owned SMEs have greened their business practices and improved OSH measures	-	34			
Outcome 1	Technical vocational education and training institutions integrate relevant technical and business skills into their curriculum	Training institutions implementing green economy curricula	20	25		125% (6)	
	Reduced skills gap of training institutions' management and key teaching staff in relevant technical and business skills	Teachers deliver relevant skills courses	40	77 (35% F)		192.5% (7)	
	Young men and women are provided with skills for self or wage employment in green jobs	Students receive skills training	2000	1210 (50% F)		60% (3)	
Outcome 2	The public and private sector has increased knowledge and understanding of the green economy	Innovation Challenges designed and completed	3	3		100%	
		Job Challenges road shows	3	12		400% (8)	
	Tailor made prizes consisting of financial and non-financial BDS have been designed for each annual winner and runners-up in the specific categories	Applications funded for winners and runners-up	75	83 (42% F)		110.7% (4)	
		Training manuals developed	3	3		100%	
	Green business management training provided to SMEs that compete in the enterPRIZE challenge, but do not	Non-winners and runners-up recipients of non-financial BDS		500	634 (42% F)		126.8% (5)
		Impact Assessment Reports		3	1		33.3% (9)

	Outcomes /Outputs	Progress indicators	Target ⁴ (cumulative from 1 December 2017 – 30 June 2021)	Actual Achievement	Progress robot	Comment / variance
	qualify as winners and runners-up					
Outcome 3	Sub-sectors and clusters with greening and job creation potential selected	Rapid Market Assessment Report	1	1		100%
		MOUs and implementation agreements with business member organisations	5	4		80% (10)
	Locally adapted, gender-mainstreamed training materials available	Set of adapted, OSH and gender mainstreamed SCORE materials	Completed			
		Materials printing and distribution mechanism	1	1		100%
	Implementation partners and service providers have capacities to market, sell and organize training	Implementation agreements with BDS providers	5	9		180% (11)
		BDS provider business plans to embed SCORE in service portfolio	5	9		180% (12)
	SMEs are trained in work place cooperation and cleaner production and impact documented and shared	Enterprise baseline assessments	40	35		88% (13)
		Gender balanced Enterprise Improvement Teams	40	35		88% (14)
		Enterprise improvement reports	40	10		25% (15)
		Firms reached with policies that promote gender equality in the workplace	-	34		
		Green economy summits with organised business	3	3		100
		SMEs adopting SCORE Action Checklist for the prevention and mitigation of COVID-19	40	35		88% (16)

Source 2: Self-generated from the Consolidated Green enterPRIZE Innovation and Development Results Tracker and the annual reports for the whole project cycle.

- (1) Target not met due to project delays and longer implementation timeline required.
- (2) This target reflects the staff compliment of the enterprises trained under SCORE. The use of virtual training allowed for more people to be trained than initially anticipated.

- (3) Training figures not met due to project delays and COVID-19 delays in the training programmes going live. It is projected that 1235 students will be trained by 31 December 2021.
- (4) More than expected business submissions were received and supported through BDS.
- (5) More than expected business submissions were received and supported through BDS.
- (6) The buy—in and endorsement at Director and Permanent Secretary levels across line Ministries through the Inter-Ministerial Technical Working Committee contributed to the surpassing the targets.
- (7) The expanded reach of teacher training targets was due to the use of online training methods.
- (3) Training figures not met due to project delays and COVID-19 delays in the training programmes going live. It is projected that 1235 students will be trained by 31 December 2021.
- (8) This is based on Innovation Challenge website analytics.
- (4) More than expected business submissions were received and supported through BDS.
- (5) More than expected business submissions were received and supported through BDS.
- (9) Instead of producing 3 impact reports, 3 Needs Assessment Reports were completed (1 Combined for 2 cycles); 4 Rounds of Mentors Monitoring Reports & 1 Final Impact Assessment).
- (10) MOUs only completed with SAZ; NSAA; IPMZ; and SCORE Trust.
- (11) Implementation agreements were adapted to the COVID-19 pandemic and this resulted in new modules (i.e. COVID 19 module and OSH measures), which influenced number of agreements with BDS providers.
- (12) Same as above. In addition, there was a need to represent gender identity.
- (13) Target not met because some of the SMEs have not conducted in-depth baseline assessments.
- (14) Target not met because there was a shortfall in gender diversity in participating enterprises.
- (15) Target not met because most firms do not have gender equality policies and implementing that change will require time.
- (16) Target not met because some of the SMEs have not implemented the checklist.
- (17) Target not met because some of the SMEs have not implemented the checklist.

The discussion of project effectiveness will be first focused on the high level intended outcomes, as per the Logic Model, namely *job creation, jobs improved and greened and level of control over business profits as described by women*; subsequently, a discussion on key outputs for each of the three project components is presented.

a) Job creation

The project has been able to create 446 out of a target of 2000 new green jobs, 57% of those for women. As of June 2021, 332 are new paid jobs (including business owners) & 93 are new unpaid jobs (including apprenticeships). The Impact Assessment conducted on the Innovation Challenge found that overall, Component 2 improved the quality of employment in the enterprises that participated in the Challenge: the proportion of unpaid employees declined from 14.3% in 2018 to 9.9% in December 2020 (Impact Assessment of Simuka-Phakama Green Enterprise Innovation Challenge, 2021, p. 4)

A few reasons explain the project's underperformance against the indicator target: on the one hand, only a minority of enterprises selected fit the profile of a gazelle; on the other hand, and the negative impact of COVID-19 challenged businesses growth prospects. While the evaluation has not been able to assess the actual profile of Innovation Challenge beneficiaries and the degree to which they fit the profile of 'gazelles', anecdotal evidence from the project's progress reports, and evaluation interviews indicate that many Innovation Challenge participants were micro-survivalist enterprises, which would

have required more intense level of support over a longer period to generate jobs. In addition, the COVID-19 pandemic affected the capacity of businesses to go ahead with their operations.

b) Improvement and greening of jobs

The project has overachieved its target of existing jobs to be improved and greened by 221% (the target of 1000 jobs was more than doubled, with 2218 positively impacted, 26% jobs performed by women). This target reflects the staff compliment of the enterprises trained under SCORE.

c) Level of control over business profits as described by women

Lastly, the project intended to shift the dynamics of control over business profits as described by participating women. Innovation Challenge Impact Assessment report does report on the extent to which women entrepreneurs improved their turnover and profit as a result of their participation in the Challenge. 75% of participating women owned businesses saw their turnover increase by 122% and their profit by 118% from baseline (Impact Assessment of Simuka-Phakama Green Enterprise Innovation Challenge, 2021, p. 11). The degree of shift of women's control over business profits cannot be inferred and remains unknown.

In addition to the above, there are several challenges that negatively affected the effectiveness of the project, including:

- The delayed deployment of the ILO project team in Harare, three months into the contract;
- The protracted negotiation with original intended DBS partners, which had to be eventually replaced and created a further six-month delay;
- COVID-19 pandemic and social distancing requirements, which forced the redesign of most of the project delivery mechanisms, involving additional time and in some instances, forcing the stalling of activities which could not be successfully adapted. A more detailed discussion on this topic is included in at the end of this section.

As a result, in November 2020 the project requested a no-cost extension until June 2021 and the revision of several targets to be more in line with realistic expectations of what the project could achieve. Most notably:

- The target for Output 1.3 *“Young men and women are provided with skills for self or wage employment in green jobs”* was revised down from 3000 to 2000.
- The target for Output 3.4 *“SMEs are trained in work place cooperation and cleaner production and impact documented and shared”* was revised down from 75 to 40 enterprises.

The level of achievement of output targets will be subsequently discussed per project component:

a) Component 1

All outputs leading to curriculum development have been achieved with the net result that five new curricula in energy and agriculture-related fields (specifically in Climate Smart Market Gardening, Solar Agro- Processing, Solar Sales and Marketing, Biogas Systems and Installations and Domestic Solar PV Installation and Maintenance) have been developed and certified for use at TVET level. At the point this evaluation was conducted, the courses were being positioned for registration under the ZNQF. It is worth noting that the target of teachers to be trained was surpassed (77 teachers were trained instead of the target of 40 enabled by the use of online training), however, less female teachers than intended were reached (35% instead of 50% of all training participants). The gender balance of TVET lecturers in traditionally perceived male-dominated fields is often at 90/10 and this dwarfed the

project's attempts. The 77 teachers were based at 28 participating TVET colleges situated in 10 provinces in Zimbabwe.

In addition, two cross-cutting learning pathways on entrepreneurship and gender were developed across all occupations, highlighting the project's strong commitment to these two development areas.

Due to several delays with the implementation of this project component, the target of TVET students to acquire new green skills by the end of the project has not been achieved (770 students out of 2000 were trained, 51% women).

This project component faced the specific challenge of alignment with Zimbabwean Education and TVET policies, which had not been fully operationalised. The green curriculum development process was effectively testing new ground as it moved through the phases of feasibility, participatory course identification (including skill expert consultants, government experts, TVET college principals and lecturers as well as industry representatives), material development, review and approval.

The new courses were open for the 2021 academic year and according to interview respondents, early enrolment figures suggest that original project training figures for youth will be achieved by the end of 2021.

b) Component 2

All intended outputs were achieved (some in a different modality) and in some instances, targets were surpassed: more Innovation Challenge participants received a financial reward (83 instead of 75 winners and runners-up) and more participants received 12-months of non-financial business development support (634 instead of 500 non-winners). It is worth noting the broad geographic reach achieved by the project through the hosting of two regional Innovation Challenge competitions, which attracted proposals from all 10 provinces in the country. In addition, female participation grew from 30% in 2018 to 42% in 2019; among other factors, the project's communications' efforts to widely profile first Challenge female entrepreneur winners can be credited for this increase.

c) Component 3

Component 3 was the area hardest hit by the impact of the COVID-19 pandemic, which is most clearly reflected by the fact that the revised target of 40 enterprises trained (from the original 75) under the SCORE Global training programme was not met. The implementation of this component was hampered by the onset of the COVID-19 pandemic, which interrupted the training and certification process of national trainers as well as the in-factory counselling activities of participating businesses. At the time the evaluation was conducted, three SCORE training models (1, 3 and a specific model on COVID-19 health and safety) had been adapted and incorporated, nine national trainers had completed their training, seven had been certified and 34 companies had been through one or more training modules.

The evaluation was asked to assess **the level of effectiveness of backstopping support** received by the project as well as the **project's governance arrangements**.

According to the PRODOC, a Senior Specialist for Enterprise Development was made available to the Green enterPRIZE project team for 3 months over the duration of the project. In addition, further backstopping was made available from ILO headquarters (enterprises and SMEs) as well as the Global SCORE Programme.

The support received by the backstopping team was highly appreciated by the project management team and Director. The backstopping team was responsive to the project support requests (i.e., to

participate in NSC meetings) and was described as “*technically rich and sound regarding enterprise development, informal economy and greening*”. In addition, the management team appreciated the administrative support received from the Pretoria office, at times when the Harare office had to route payments to service providers from out of the country.

Regarding governance arrangements, the project set up a National Steering Committee (NSC) structure to guide implementation in line with the ILO’s approach to tripartite alliance engagement and social dialogue. Members of the multi-stakeholder, cross-sectoral NSC included representatives from the Government of Zimbabwe, organised business, organised labour representatives, the donor and the ILO. A Technical Working Group (TWG) was set up to guide technical implementation. In addition, specific project components were supported by additional structures, for example, the curriculum review process was guided by a task force headed by the curriculum review unit of the Ministry of Higher and Tertiary Education.

According to interview respondents, the structures were very effective to provide beneficial oversight, guidance and technical input throughout the project.

The evaluation also assessed the **extent to which the project leveraged partnerships** for enhanced impact. Following the ILO’s engagement model, tripartite partners were engaged promptly and actively into the project design and implementation. From the review of project reports and consultations with project stakeholders, the following examples of partnership leveraging emerged and are categorised according to their project relevance:

Delivering outputs and expanding project’s reach and breadth:

- Involvement of the Zimbabwe National Chamber of Commerce (ZNCC), Confederation of Zimbabwe Industries (CZI) and the Employers Confederation of Zimbabwe (EMCOZ) in the delivery of Components 2 and 3: business associations direct participation in training activities with SMEs has provided a knowledge sharing opportunity and a platform for dialogue on how to address the macro-economic challenges facing businesses, in general and how to tap into emerging opportunities. ZNCC has availed itself to connect SMEs to potential investors, CZI and EMCOZ have actively joined SCORE and are discussing with the ILO future sustainability and marketability plans beyond the project activities.

Contribution towards continuous dialogue and agenda setting on the green economy:

- Under the NDC (Nationally Determined Contributions) Support Programme, representatives from tripartite partners (Ministry of Public Service, Labour and Social Welfare and Ministry of Environment, Water and Climate, EMCOZ and ZCTU) supported the conceptualisation of a dialogue on Just Transition (2019); this contribution illustrates a growing interest among government and non-government stakeholders in Zimbabwe in the social dimensions of climate change and the need for multi-stakeholder partnerships to develop suitable strategies;
- Under the theme ‘Fast Forward Future of Work Youth in Dialogue’, the ILO hosted an event at the 8th edition of the Green Expo 2021, an annual event organised by Zimbabwe Sunshine Group in partnership with Friedrich Ebert Stiftung Zimbabwe and Zimbabwe Agricultural Society. On the ILO’s 100-year celebration in 2019, the event provided a platform for CEOs and industry representatives to discuss the drivers of change for the world of work in Zimbabwe, and for young people to share their aspirations to jobs in low-carbon and more inclusive economies. The dialogue was attended by approximately 90 participants and each

discussion table was composed of representatives from industry (employers and workers), youth and international organisations and development partners (ILO, 2019, p. 14) .

Green economy ecosystem building:

- The ILO and the Ministry of Higher and Tertiary Education are considering the opportunity to launch public-private partnership projects to leverage on existing private sector contributions to skills development in the green economy (by companies such as M-Tron Energy and Oxygen Africa) and jointly develop short courses in renewable energy and other relevant skills.
- A series of corporate meetings, in partnership with the Shared Value Africa Initiative (SVAI), were planned for 2020 with the objective of linking large companies to small enterprises in waste recycling value chains and circular economies across the agricultural and waste to energy sectors (ILO, 2019, p. 9).

Human capital development: the ILO collaborated with UNESCO on a Southern Africa Regional Meeting on Skills for Sustainable Development in February 2019.

The project recorded several unintended results.

The evaluation recorded a series of positive unintended results sparked by the project, which reflect the aspirations of some stakeholders to transcend the project and continue growing skills for the green economy:

- The SCORE certified trainers established the Zimbabwe Productivity Centre, a registered Trust to implement SCORE training in the country after project close-out.
- Innovation Challenge participants active in the waste management sector decided to start the Zimbabwean Association for Waste Management Recyclers to both promote waste recycling as well as defend the interests of their private recycling initiatives.
- The 2021-2025 National Micro Small Medium Enterprise Policy framework, under the Ministry of SMEs was produced during the lifetime of the project and incorporates green jobs into the agenda. The input of the project's focal point from the Ministry is believed to have been instrumental in this policy development.
- The extended lockdown period in Zimbabwe, while posing some challenges, contributed to boosting innovation in training and facilitation delivery modalities. On the one hand, the project invested in content development and digitalization of capacity building services with the unintended benefit of reached a wider audience for some activities; on the other hand, project partners and beneficiaries alike were forced to 'think outside the box' which among others, accelerated the acceptance and use of online technology by some entrepreneurs, who would have otherwise remained reluctant (i.e., use of WhatsApp for communication, Facebook for marketing, etc.).

Lastly, the later part of this section presents the **factors identified by the evaluation to have enabled and challenged project implementation**. The specific impact of the COVID-19 pandemic is discussed in some detail.

Table 3 Project enablers

Internal enablers	External enablers
<ul style="list-style-type: none"> • Project relevance to the Zimbabwean context in terms of the need for jobs and environmental sustainability • Strong project alignment to national and international socio-economic development policies • Effective governance project structure (NSC and TWG) • Skilled, experienced, well-networked and dedicated ILO project management staff • Availability of specialised support from ILO Pretoria and HQ • ILO’s social tripartite dialogue approach, multi-sectoral stakeholder involvement and decentralised project implementation 	<ul style="list-style-type: none"> • Openness of tripartite partners and other key stakeholders (TVET institutions) to engage and collaborate. • Zimbabwean government’s supporting role with project implementation • Selected BDS partners’ strategic partnerships and their reach within their constituencies

Source 3 Self-generated

Table 4 Project barriers

Internal barriers	External barriers
<ul style="list-style-type: none"> • Project Management Unit onboarding was delayed and was overall understaffed. • Insufficient scoping of skill-supply side of project (feasibility studies, partner due diligence, SCORE trainer certification) leading to delays in project inception and implementation. Accelerated delivery led to some partners feeling rushed and ‘stretched’. • Insufficient timeframe for project scope. • Communication barriers and delays between project team and Swedish embassy. • Some project assumptions did not materialise in the Zimbabwean context i.e. existence of ‘gazelle’ enterprises. 	<ul style="list-style-type: none"> • Negative impact of COVID-19: lockdowns, urge to pivot activities online, additional cost of connectivity and lack of access and affordability for many, SCORE is not suitable for pivoting. • Lack of buy-in from some stakeholders at the district and provincial level as a result of inconsistent project introduction. • Initial political instability led to delay in establishing the project’s governance structure. • Macroeconomic instability, unconducive environment for doing business and lack of legal framework for businesses to adopt greening practices. • Financial volatility led to the decrease in available project funds.

Source 4 Self-generated

The **COVID-19 pandemic in 2020 posed a severe challenge** to the implementation of the project and demanded rapid adaptation. Through flexibility, leadership and resilience, the project managed to effectively implement most of the project’s outputs and harvest some unintended positive results.

- **Delays in training implementation of TVET TOT and SCORE:** TVET TOT was originally designed to be delivered face-to-face; parts of the SCORE training need to be delivered at the business premises. The need to adjust work virtually meant that there was a delay in the roll out of these activities. Even when SCORE training was reinstated, it was difficult to accelerated delivery as explained by the following quote:

“When lockdown restrictions were loosened, companies did not have the time to be trained, even when roll out was possible, because they were behind in their businesses process, and they were therefore not that willing... resulting in people not being available, not focused, etc.” – Green enterPRIZE PMU staff

- **Delays in pivoting caused by technological challenges:** The move to virtual or alternative platforms of communication and engagement, such as WhatsApp or Zoom, meant that the different stakeholders in the project needed access to smart devices, internet coverage and bandwidth, which were universally available, especially in rural areas.

Most respondents concurred that the ILO effectively responded to the need to move to digital and virtual platforms by pivoting its programmes online and providing participants with data, among others. In instances where physical engagement took place, numbers were small, and individuals adhered to the regulations such as sanitising, social distancing and the wearing of masks.

4.5 Efficiency

This section discusses questions 19 – 22 of the evaluation framework, namely:

- 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?
- To what extent did the project leverage resource (financial, partnerships, expertise) and for which purposes?
- Were the funds allocated according to the task at hand?
- Were funds and activities delivered in a timely manner? If not, what were the bottlenecks encountered and how have been addressed?

The project implementation was the responsibility of a management unit formed by a CTA, a national expert and an admin and finance assistant. Oversight was provided by the Director, Country Office for Namibia and Zimbabwe based in Harare and technical support was made available by ILO Decent Work Team, Skills, Green Jobs, Small Enterprise Unit (Pretoria) and Enterprise Department (ILO Geneva). The day-to-day management and coordination of the project fell on the management unit. All interview sources concur that the ILO team (project management unit and specialist support) was highly competent and committed, and as a result was able to, effectively and efficiently, manage a complex multifaceted project.

Over 80% of the project budget was spent on Component 2, which is to be expected given the requirements to advertise, market and implement the competitions, including providing financial rewards and remunerating BDS providers over 12-month cycles. Regarding implementation time, the project was originally supposed to be implemented over three years, however various delays led to the request of a seven-month no-cost extension until 30 June.

While most respondents felt that the project budget was adequate, the size of the management team as well as the implementation timeline were raised as problematic for the efficient management of the project scope.

The implementation of the Green enterPRIZE project relied heavily on forging strong partnerships with various actors that would support its implementation (government ministries, trainers, BDS providers, mentors). The project's mid-term review recommended a stronger decentralisation of Component 2 delivery by the delegation of coordination and implementation capacity to BDS partners according to their areas of technical and geographic expertise. This was a much-needed adjustment to the project management arrangements, which were already under severe pressure to deliver against various implementation delays. This recommendation was taken on board and enabled among others, the parallel implementation of round 2 and 3 of the Innovation Challenge competition. However, it became clear that the large, complex and multi-faceted nature of the project, would have required a larger staff compliment, especially in the face of the redesign and online pivoting required by the COVID-19 pandemic. While several evaluation respondents praised the technical capacity, strong motivation and work ethic of the PMU, the size of the team inevitably contributed to implementation delays that may have otherwise been avoided.

From a budgetary perspective, Zimbabwe presents a high-risk delivery environment due to currency volatility, high-rate inflation and difficulty to implement cost-planning and saving measures. As a result, the project budget was reduced by USD 246 021 due to currency exchange fluctuations. At the same time, the requirement to hold most activities online meant that the cost of participation had in some instances increased from what had been originally planned. Against this complicated budgetary context, the evaluation found several instances of cost containment, through the efficient planning of activities (i.e., collapsing economic studies for curriculum development) as well as the leveraging of partnerships for the implementation of well-aligned project activities (i.e., SCORE marketing was financed under the 'Zimbabwe Working' initiative). Overall, the evaluation found that the level of efficiency in the use of financial resources available was satisfactory, and in terms of human resources, the team excelled in the delivery of project outputs despite limited resources.

4.6 Impact orientation

This section discusses questions 23 & 24 of the evaluation framework, namely:

- Did the project work towards achieving the proposed impacts? Is the project strategy and project management steering towards impact?
- Did the project work 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?

According to the project's log frame, the Green enterPRIZE project's development objective was defined as follows: *"the project contributes to SMEs growing and creating more & better jobs for women and men through gender equal skills development and sustainable enterprises practices"*.

While original targets set by the project at impact level were not achieved, the evaluation found that the project actively pursued long-term impact, especially in the case of component 1.

As previously discussed, **component 1** was designed to ensure that curriculum materials and delivery practices by TVET lecturers, would be relevant and meaningful in the Zimbabwean context. By actively following the government's CBET approach and processes, management ensured that curriculum

implementation would carry on and possibly be expanded after project close-out. Project management recognised that Component 1 was about ‘systemic change’ and adopted an appropriate multi-sectorial, consultative, and locally driven strategy. A key impact mechanism of the strategy was the registration of the new training programmes with the Zimbabwe National qualifications authority, as explained in the quote below:

“The biggest strategy was registration of five new training programs with the Zimbabwe Qualifications Framework. It meant that the new programs now qualify to get funded under the 1% training levy disbursed by ZIMDEF.” – Government representative

Course registration opens the door for government funding to contribute to the future implementation of the courses, which is a critical contribution to long-term, sustainable implementation. The following quote illustrates the impact that most respondents expect to see from Component 1:

“The 5 new programs will translate into 5 new green occupations. The curriculum was developed and will continue to provide youth with skills needed to participate in the green economy.” - Government representative

The Training-of-trainers (TOT) approach also aimed to capacitate institutions to ensure current and future cohorts of young students receive relevant skills in the green economy. Lastly, three TVET institutions received funding for infrastructure greening projects; these investments had multiple objectives, namely, to provide practice sites for students, to serve as model institutions for other centres as well as to feed into policy-making processes around skill development interventions in connection with green technology and production processes.

Out of a target of 2000 youth (50% women) trained by the end of the project, 772 (or 38’6%) youth (59% women) had been trained by June 2021, and a further 418 (34% women) were undergoing training at the time. Most TVET representatives interviewed, and the project management team were confident that the target would be met by the end of the year.

The impact orientation of **Component 2** was mostly directed towards job creation targets and the greening of existing jobs. As of April 2021, the project had accounted for the creation of 428 (49% women) out of a target of 2000.

The project hypothesis was that by providing financial assistance and, or BDS to small and medium enterprises *with potential*, existing jobs would be improved, and new jobs would be created. The project’s ability to identify *potential* for growth and job creation was therefore a major critical success factor. Within the Zimbabwean’s context, where environment is largely uncondusive for businesses and unemployment is prevalent (ILO, 2017), using job creation as the primary impact indicator is arguably misguided. In addition, the project was expected to contribute to other objectives, which were not necessarily reflected in the Log Frame (i.e., regional distribution of businesses across the country, supporting rural as well as urban enterprises), which meant that selection guidelines needed to accommodate several objectives.

A more exhaustive analysis of various business metrics over a longer period would be necessary to establish the degree to which Component 2 has in fact provided the foundation for Innovation Challenge winners and finalists to grow their businesses over the medium-term and improve their capacity to create jobs. Preliminary evidence from mentoring reports and evaluation interviews indicates that businesses have benefited differently from their participation in the project with some

having experienced greater growth and transformation than others. Specific benefits are discussed in more depth below. Most respondents indicated that businesses that received financial assistance were most impacted by the project. This assumption is logical when access to finance is one of the major barriers to growth for Zimbabwean businesses.

Component 3 is based on a tried and tested training model, which has been delivered to 2100 SME's globally. To increase the impact orientation of the training programme in Zimbabwe, specifically around greening, the project invited companies from a selection of economic sub-sectors with greening and job creation potential (in the manufacturing and agricultural fields). In addition, SCORE training materials were adapted, and gender considerations were mainstreamed to increase local-relevance and speak directly to the project objectives.

The programme uses several metrics to track impacts at the enterprise level and records them in a central database. Over the period 2010 – 2017, trained SMEs around the world reported having improved productivity, including cost savings (65% of SMEs), reduction in waste produced (40% of SMEs), reduction in defects (39% of SMEs) and reduction in materials wasted (33% of SMEs) among others (International Labour Organisation).

It is too early to assess the degree to which sustained changes have been made by the enterprises trained by the programme, which presents an opportunity for the ILO Harare team in collaboration with SCORE trainers to monitor ongoing implementation of productivity adjustments over time. Monitoring reports from SCORE trainers, ILO case studies as well as interviews with evaluation respondents overall demonstrated a positive early response to the training, thus laying a necessary foundation for long-term benefits. Whether these impacts eventually materialise will highly depend on the degree to which enterprises are able to institutionalise change management practices and to tap into professional support when required.

The active engagement of EMCOZ, Ministry of Industry and Commerce, Ministry of Women's Affairs, Community, Small and Medium Enterprises Development in the project, as well as the exposure to other business organisations (ZNCC and CZI) has paved the way for wider discussions around how businesses stand to benefit from productivity enhancements and greening practices in line with the government's development priorities.

The remainder of this section discusses the **benefits experienced by project participants** (including ultimate MSMEs as well as implementing partners such as lecturers, mentors, and trainers) as reported by themselves.

TVET skills experts and government representatives interviewed indicated that their involvement with the ILO project offered them an opportunity to **increase their awareness and knowledge** about the green economy and environmental sustainability related issues. Prior to the project, most institutions focused their teaching on entrepreneurship and "traditional courses" such as carpentry, welding and woodwork and topics such as environmental sustainability had not been integrated into the curriculum. As illustrated by the quote below:

In teaching and learning we are now highly conscious of environmental waste management. Previously we were training students on entrepreneurship, however with the new knowledge we now include "green entrepreneurship" because we are now aware of the "green philosophy". So, students are now being taught to start their own business while taking into cognizant the environment. – TVET representative

The status of gender equality and inclusion at TVET institutions was another area where awareness was raised among project participants. Several TVET stakeholders recognised that the project had brought their attention to the low visibility of women in certain positions (such as lecturers or trainers) as well as low enrolment rates of young women in particular courses. Most respondents recognised the need for TVET institutions to mainstream gender issues in their policies.

Involvement of the female student in future projects is something the college is considering...we should have more female students participating so that the training will have a great impact in the community because once females are seen venturing in male dominated courses, then other females will be motivated to participate – TVET representative.

Alongside awareness raising, respondents appreciated the **tangible outputs received from the project**, including, **five new training courses and teaching materials** in modern, on-demand technologies, **practice sites** at some institutions and the **upskilling of lecturers**. The new curricula, which were open for registration in 2021, have received good levels of interest and enrolment, including young women. A few respondents theorised that the new occupations may be bypassing traditional gender biases and attracting more female students as a result.

“With the new curriculum we have observed that females are now coming into training courses normally viewed as patriarchal courses, e.g., in the electronic & electrical departments. It seems females view the new courses with different lenses as opposed to the traditional courses.” – TVET representative

Regarding the experience of MSMEs participating in the Innovation Challenge competitions, respondents indicated they received several benefits, including:

- **Direct benefit of receiving a cash prize**, which enabled some businesses to invest in new machinery, increasing and diversifying stock and overall expansion.

“The financial support enabled me to grow my business by increasing and diversifying stock thereby widens the market base. As a result, I successfully established another retail branch.” – Innovation Challenge Winner

- **Knowledge and skills to start and improve their business practices including** how to pitch their business, marketing, costing, bookkeeping, occupational health and safety.

“Mentorship linked me to suppliers in Harare who were a great help in information sharing and networking. I was also linked with other programs on renewable energy such as the SADC program.” - Innovation Challenge Winner

- **Making new connections and sharing information** with other business at Innovation Challenge Competitions. Some entrepreneurs reported to have been able to secure business deals at the competitions.

“We managed to secure business and networking opportunities during the competitions, the competition was a marketing platform for our services, so we got clients.” – Innovation Challenge Winner

- **Learning about the benefits and opportunities of environmentally sustainable practices**, which prompted entrepreneurs to adopt a varied set of new practices, including using biodegradable material, implementing improvements in waste management, adopting greener and more responsible ways of procuring raw materials and taking part in green activities such as National Tree Planting Day. For some entrepreneurs, the exposure to new opportunities in the green economy has opened exciting business prospects, as stated in the quote below:

“Through our mentor we were introduced to stakeholders in solar business space, and we are still into solar space business... we are assured of growth.” – Innovation Challenge Winner

Interviewed BDS implementing partner representatives and mentors also experienced positive benefits beyond the contractual agreements with the project. Most importantly, they appreciated the opportunity to learn **about green entrepreneurship and environmentally sustainable businesses practices** and to update their service offering, which they believed has modernised their services and brought them up in line with the new requirements of doing business. In addition, some mentors spoke about the benefits of being exposed to new training approaches, methods, and tools.

Lastly, representatives from **SCORE training participating enterprises spoke about the benefits their companies had experienced** as a result from their participation. These are listed below:

- All five companies interviewed indicated the companies had seen **improved workplace cooperation** because of their participation in Module 1. New and effective communication platforms between management and workers have been created, which had enabled workers to share their ideas to improve and grow the business operations. Managers adopted new engaging approaches to share business information with workers, thus increasing motivation and personal investment into the businesses, as illustrated by the quote below:

“Communication between managers and workers has improved to a great degree. Manufacturing or production companies struggle with employee and employer relations and so the existence of a third party helps to clarify things and show things in a better light”. – SCORE training recipient

- Companies participating in Module 3 spoke about the **benefits of learning and adopting new waste management practices on productivity and space efficiency**. Prior to the training, waste management practices were neglected. The connection between better waste management and better production had not yet been made. Companies learned how to deal with offcuts, scraps, and left-over material from manufacturing. Respondents mentioned that adopting more efficient waste management practices led to a considerable amount of space gained in their factories. The benefits of using greener resources and energy were also mentioned and included examples such as cutting down on electricity consumption, where possible, using less paper, recycling, and reusing. One company shared it has committed to participate in an annual tree planting event to reduce its carbon footprint.

“We were given a task under cleaner working environment, our workplace was congested and so we needed to clear the areas to make them conducive for work and also to recycle and reuse material where possible as much as we could.” – SCORE training recipient

- **Attitudes towards the role of women workers changed** as well as the importance to accommodate and ensure the wellbeing of female workers. More managers recognise the importance of having women in management positions and addressing exclusion by creating women-safe spaces in the workplace.
- One respondent shared that participating in SCORE training was an opportunity to network and market the enterprise's products.

Lastly, SCORE trainers indicated that the project had been a source of new business relations and collaborations. Trainers have established a strong network with one another (cemented in the registration of a legal entity) and they plan to collaborate on training projects in the future. Additionally, trainers gained knowledge about innovative and participatory training methods, which helped them to improve their practice.

4.7 Sustainability

This section discusses questions 25 – 27 of the evaluation framework, namely:

- Did the project design include an exit strategy and a strategy for sustainability?
- To what extent are project outcomes likely to sustain overtime, especially in light of the impact of the COVID-19 pandemic? To what extent will national institutions and implementing partners be likely to continue the project results without external funding or support?
- Are project beneficiaries likely to continue to feel improved conditions after the project's end?

The Green enterPRIZE Innovation and Development in Zimbabwe project applied different exit strategies in line with the diverse nature of the three project components.

Component 1 relied on strong alignment with the Ministry of Tertiary and Higher Education policies and procedures, specifically the CBET approach and registration of courses through ZNQF. The project's products have been handed over to the Ministry and process provides a blueprint for curriculum development process under the CBET system in the country.

The sustainability of the immediate results achieved will largely depend on appropriate funding becoming available for course rollouts at relevant TVET institutions for the purchase and maintenance of student toolkits and demonstration sites. Ongoing capacity building of TVET staff (beyond principals and lecturers directly participating in the project) will be essential to ensure the new green skills and ethos are fully embraced.

"The courses offered under the TVET component have been institutionalized ensuring sustainability over time." – Government representative

"...but I feel that this project provides some results that will stay overtime, curriculum will remain. Other projects target end-users and not the processes that can become more sustainable." - TVET skills expert

The sustainability strategy envisaged for **Component 2** involved identifying reputable BDS providers with solid networks and track record, and then capacitating them to the point where green entrepreneurship and green business practices had been embedded in their service offering. The findings on the project's impact orientation discussion in Section 3.6 highlighted the benefits experienced by BDS partners through their participation in the project. One BDS partner however revealed concerns at the degree to which the project had in fact prepared them to continue their operations after project close-out. This concern is arguably valid since high quality private sector support and BDS services are often not recognised, nor appropriately remunerated, especially in markets characterised by heavy donor presence (ILO, 2021, p. 30). By sponsoring 100% of the BDS support received by the Innovation Challenge competitions winners, especially those companies which may have been in the position to contribute to the cost of the service, the project may have missed an opportunity to 'educate' businesses around the value of paying for high-quality business support, which will in turn contribute to the sustainability of private sector support services.

From the perspective of MSMEs, the degree to which participating businesses can sustain and grow going forward will heavily rely on the opportunities offered by the Zimbabwean business ecosystem,

specifically around access to finance, markets and supply chains. The project involved key role players in the Zimbabwean business and government sectors in discussing the imperative towards a just transition as well as showcasing real opportunities offered by the green economy. This is a critical foundation for the emergence of a new economic sector and a major achievement in a context of macro-economic instability and absence of policy incentives. The degree to which this emerging ecosystem will strengthen by regularly sharing information, growing linkages and connections is unknown at this stage.

Lastly, regarding the sustainability of **Component 3**, the project relied on a few exit strategies, namely:

- Tried and tested training programme implemented by the ILO globally.
- Building buy-in and collaboration from key employer and business associations in Zimbabwe.
- Training-of-trainer approach to build local capacity that can carry on with training after project close-out.

While unintended, the nine SCORE trainers certified under this project constituted themselves into a trust (the Productivity and Continuous Improvement Centre Trust) to leverage the partnership and opportunities for furthering SCORE training in the country. Recognising the potential of this development to further the impact and sustainability of the project, the management team has committed to support the Trust going forward: by facilitating a linkage to the Global SCORE programme and by organising a one-day planning session for the Trust to discuss the marketability of fee-based courses and its overall strategy going forward. While this development strengthens the sustainability potential of Component 3, the actual sustainability of fee-based SCORE training courses in the Zimbabwean context remains unknown.

Regarding the sustainability of the benefits gained by SCORE training participating companies, it will largely depend on whether enterprises are able to institutionalise change management practices as well as to tap into professional training and advisory support around greening and productivity when required in the future.

4.8 Cross cutting issues: gender, non-discrimination, tripartite issues and international labour standards.

This section discusses questions 28 – 30 of the evaluation framework on gender and non-discrimination, as well as other general issues of concern. Specific questions include:

- Has the project addressed gender and disability inclusion related issues in the project document?
- Did the project budget make adequate provisions for addressing gender and inclusion related specific objectives/activities?
- To what extent has the project developed specific targets and strategies for intended beneficiaries (women, youth, disabled)?

The evaluation found that the Green enterPRIZE project had a very purposeful **gender and non-discrimination strategy** built-into the project design and carried through to implementation.

The PRODOC incorporated a discussion on the specific gender dynamics affecting the projects target groups and these were broadly incorporated into the ultimate project design and implementation. Examples of such include:

- The project set specific targets (50% across the board) for female participation (lecturers, students, women entrepreneurs, female workers); while the ambition towards parity is laudable, the project would have benefited from more realistic targets, which considered baseline conditions (i.e., 90% of TVET lecturers in green skills aligned courses are male).
- Gender was integrated as a cross-cutting issue into the curriculum development process for all selected TVET occupations; as well as SCORE training programme; it was a priority focus for the Innovation Challenge Competitions, which set to identify, reward, and promote women entrepreneurs as role-models through targeted media actions.
- Various examples of non-discrimination and alignment with a *Leave No One Behind* policy can be found in the selection of a TVET college with a focus on youth with disabilities; the creation of specific Competition challenge categories on Best Entrepreneur with disability as well as the efforts to reach to rurally based entrepreneurs through the two provincial Challenge competitions.

Despite this purposeful strategy, the project was faced with the reality of deeply entrenched gender inequality, which in the context of the project was illustrated by an unsupportive environmental of women entrepreneurs, lack of role models, limited exposure of women to technology and business practice, as well as insensitive attitudes and practices towards women entrepreneur, workers, lecturers, and students. As a result, embedding gender sensitivity at the individual and organisational level, requires ongoing capacity building as well as attitude and practice management change work overtime.

The evaluation found that the project greatly integrated **tripartite issues** in its overall design and implementation. Overall policy alignment with the country's DWP as well as national policies and regulations ensured that the issues that matter to the ILO's tripartite alliance in Zimbabwe were addressed. In addition, the formal representation of the tripartite into the project's governance arrangements allowed for ongoing participation and adaptation to ensure needs were met.

Regarding **international labour standards**, the evaluation found that such concerns were incorporated and made explicit throughout the project, for example, in the development of TVET curricula (i.e., by prioritising gender equality), in the design and provision of BDS services (i.e., by

promoting workplace diversity), and as part of the SCORE training programme roll-out (i.e., by emphasising practices against discrimination at the workplace).

5 Conclusions

This section presents a summary of the conclusions arrived at by the final evaluation of the Green enterPRIZE Innovation and Development in Zimbabwe Project implemented by the ILO. The evaluation has concluded that the Green enterPRIZE Innovation and Development in Zimbabwe project has been successful in producing most of the intended outputs and outcomes and laying an important foundation for the future growth of the green economy in Zimbabwe. Below, the specific conclusions are presented against each of the evaluation criteria:

5.1 Relevance and validity of project design

- The project was well-aligned with applicable national, ILO and donor strategies. Intended project objectives were highly relevant and in line with stakeholders' priorities.
- The project's theory of change was helpful to guide design and implementation; however, it overly relied on job creation targets for the tracking and reporting of project performance.
- For **Component 1**, the project used an appropriate multi-sectorial, consultative, and locally driven strategy for skills development, which has served to institutionalise the sustainability of the results of the project. Insufficient scoping work on curriculum development parameters in Zimbabwe contributed to delays and made it difficult for the project to achieve student training targets.
- Regarding **component 2**, the project's strategy was purposeful and customised to tap into entrepreneurs' innovative potential and to build BDS provider capacity in the green economy. Certain design elements limited the project: assumption that sufficient innovative and growth-orientated enterprises ('gazelles'⁵) that would deliver the required number of new jobs could be identified. Entrepreneurial ecosystem building was a secondary focus and not efforts in this area were not properly captured through M&E efforts.
- For **Component 3**, the use of SCORE training programme leveraged on a tried-and-tested model, which was found to be relevant to the needs of Zimbabwean businesses as well as government's environmental priorities.

5.2 Effectiveness

- Regarding **component 1**, most outputs have been met and registered green courses will likely enable student training targets to be met before the end of 2021. The project was a source of new awareness and knowledge around green skills, green economy and environmental sustainability according to TVET stakeholders interviewed.
- Regarding **component 2**, BDS beneficiaries as well as BDS implementing partners and mentors experienced immediate benefits from the project including, new awareness and knowledge about the green economy and environmental practices, exposure to opportunities in the green economy, access to much-needed finance, new business knowledge and skills (marketing, business management, etc.), new training approaches and new networks.
- The COVID-19 associated lockdowns had a considerable negative effect on project implementation leading to delays and affecting beneficiary businesses' growth prospects. Some activities could not be pivoted online, however, the project's overall adaptation response was effective. Specifically in the case of **Component 3**, the implementation of SCORE was greatly

⁵ While there's no widely accepted definition for 'gazelle', they are traditionally recognised as high-growth SMEs, where growth is measured over a specific period of time.

affected by COVID-19 negative impact and led to a much smaller number of target companies being trained.

- There is evidence of unexpected positive results in the areas of improved collaborations and networks for BDS service provision as well as agenda policy setting.

5.3 Efficiency

- The use of financial and human resources was found to be efficient despite the project facing internal and external challenges.

5.4 Impact orientation

- While original targets set by the project at impact level were not achieved, the evaluation found that the project actively pursued long-term impact, especially in the case of **Component 1**. Project management recognised that Component 1 was about '*systemic change*' and adopted an appropriate multi-sectorial, consultative, and locally driven strategy.
- A more exhaustive analysis of various business metrics over a longer period would be necessary to establish the degree to which **Component 2** has in fact provided the foundation for Innovation Challenge winners and finalists to grow their businesses over the medium-term and improve their capacity to create jobs.
- The benefits brought about by the SCORE training programme in participating companies (**Component 3**), including improved workplace collaboration, more efficient waste management and green energy practices, as well as the creation of safe spaces for female employees, will depend on whether enterprises trained are able to institutionalise change management practices and to tap into professional support in the future, when required.

5.5 Sustainability

- The sustainability of the results achieved by **Component 1** will depend on appropriate funding becoming available for course roll-out (toolkits, demonstrations sites, etc.) and ongoing capacity building of TVET lecturers and other staff.
- After project close-out, the challenge for **Component 2** project participants in this component will be to make BDS provision financially viable, retain new jobs created and continue newly acquired business practices in the tough Zimbabwean business context.
- The sustainability of SCORE training provision in Zimbabwe (**Component 3**) was enhanced by the registration of a legal entity by SCORE certificated trainers to continue the work after project close-out; while the feasibility of fee-based SCORE courses is unknown, the ILO has already shown its support to SCORE trainers to be able to develop a suitable business strategy.

5.6 Cross-cutting concerns

The project's gender and non-discrimination strategy were purposeful but additional work is required to change entrenched unequal patterns. Examples of how gender was integrated as a cross-cutting concern include: setting specific gender targets for all project components, integrating gender as a key issue in TVET curriculum processes, and designing a specific Innovation Challenge category for Best Entrepreneur with disability. Similarly, the evaluation found that the project greatly integrated tripartite issues and the promotion of international labour standards in its overall design and implementation.

6 Lessons learned and emerging good practices

Evaluators identified two lessons learned as part of the assessment, namely:

1. **When formalising partnerships with external implementing organisations, the ILO should conduct thorough due diligence on potential partners** and be fully transparent and upfront early in the negotiation process, about the rules and regulations involved in partnering with the organisation for the delivery of an international development project.
2. **Multi-dimensional projects** such as the Green enterPRIZE project, **which integrate multiple and synergetic interventions along a continuum of development support maximise the potential for effectiveness and lasting impact.** This project integrated skills supply and demand development within the green economy by supporting MSEs and SMEs and TVET curricula development.

Evaluators identified a key emerging good practice from the implementation of the project. It is briefly introduced below and described in more detail in Annex 1:

- A **highly participatory multi-stakeholder, cross-sectoral approach involving ministry representatives, skills experts, TVET principals and lecturers, industry representatives was used to develop five new TVET curricula in solar energy and agriculture with the support of the ILO in Zimbabwe following the government's competency-based approach to education and in full alignment with the requirements of the Zimbabwe National Qualifications Framework and relevant industry players.** The new curricula incorporate gender and entrepreneurship pathways across all occupations. The ILO team realized that outsourcing the project to external curriculum development skill experts would not guarantee the ultimate integration of the curriculum by the system and adoption of new skills and practices by key TVET stakeholders. Instead, the new curricula will assist in providing young men and women with technical and entrepreneurial skills to start economic activities in the green economy.

7 Recommendations

This section provides some recommendations for key project stakeholders to improve the results of similar projects implemented in similar contexts:

Recommendation 1 (ILO Country Office; ILO Regional Office; ILO Global Offices)

Continue to embed curriculum development projects in local education systems by ensuring strong policy and regulatory alignment and promoting local ownership. Involving policymakers, future TVET users, industry and union representatives in the process ensures that the new curricula is modernised, while being rapidly institutionalised and demand driven.

Level of urgency: High priority; Level of resources: Medium; Timeline: Medium-term.

Recommendation 2 (ILO Country Office; ILO Regional Office; all tripartite partners)

Consider providing ongoing support to BDS partners and SCORE trainers to ensure sustained benefits from the project. This could involve partial funding of BDS and training programmes for businesses most in need, while incentivising self-funding by more established companies; continued brokering of networks and funding partnerships among organised business, labour, government and other international donor agencies to promote high quality and sustainable BDS provision.

Level of urgency: High priority; Level of resources: Medium; Timeline: Medium-term.

Recommendation 3 (ILO Country Office; ILO Regional Office;)

Consider designing follow-up work on gender-sensitisation for TVET lecturers, building on the awareness raised by the project. Now that materials have been developed and lecturers have been introduced to the importance of gender equality, there is a 'window of opportunity' to leverage on the unbiased curricula to address insensitive attitudes and practices in the classroom, as well as at the level of the institution and the community. This could be done by supporting the provision of follow-up training and mentorship of TVET lecturers grounded on the practical gender dynamics in the classroom and in the communities of origin.

Level of urgency: High priority; Level of resources: Medium; Timeline: Long-term.

Recommendation 4 (ILO Country Office; ILO Regional Office)

Prioritise a project's feasibility stage, especially when considering innovative projects. This could involve allocating additional time in the project's overall timeline for conducting rigorous project scoping studies such as partner due diligence and feasibility studies.

Level of urgency: High priority; Level of resources: Low; Timeline: Short.

Recommendation 5 (ILO Country Office; ILO Regional Office; ILO Global Offices)

Adjust project staff resourcing more closely to project scope to avoid teams being overstretched and/or under capacitated and ensure ILO teams are on a good footing to manage project implementation effectively and efficiently.

Level of urgency: High priority; Level of resources: Low; Timeline: Short.

Recommendation 6 (Zimbabwean government; Employers' associations)

Prioritise the resourcing of green skill courses at project partner TVET institutions to enable appropriate implementation. While five green curricula have been made available, TVET institutions

will require additional infrastructure and material support to acquire demonstration sites, start-up kits and ongoing maintenance thereof.

Level of urgency: High priority; Level of resources: Medium; Timeline: Short.

Recommendation 7 (Zimbabwean government)

Consider supporting TVET institutions in replicating suitable elements of green skill courses to others towards the progressive greening of curricula.

Level of urgency: Medium priority; Level of resources: Medium; Timeline: Medium.

Recommendation 8 (Zimbabwean government)

Continue supporting the business sector by realising enabling legislation that supports productivity enhancement, cost reduction, environmental protection, and gender equality. This could follow on from the policy advancements made with the 2021-2025 National Micro Small Medium Enterprise Policy framework, as well as formulating new legislation incentivising businesses to transition towards the green economy.

Level of urgency: High priority; Level of resources: Medium; Timeline: Medium.

Recommendation 9 (Swedish Embassy to Zimbabwe)

Assist grant applicants in meeting grant requirements and setting realistic project parameters by interrogating proposed goals, targets and timeframes with the experience and learnings gained from previous projects in the portfolio and other relevant research.

Level of urgency: Medium priority; Level of resources: Low; Timeline: Short.

Recommendation 10 (Swedish Embassy to Zimbabwe)

Consider nurturing the legacy of the Green enterPRIZE project by prioritising support to Zimbabwean government in developing conducive legislation for business and environmental protection.

Level of urgency: Medium priority; Level of resources: Low; Timeline: Short.

Annex 1. Terms of reference



International
Labour
Organization

Terms of Reference

Independent Final Evaluation

Project Title	Green enterPRIZE Innovation and Development in Zimbabwe Project
Project Code	ZWE/17/01/SWE
Implementer	ILO CO Harare
Partners	<p>The ILO Constituents:</p> <p>Government</p> <ul style="list-style-type: none"> i. Ministry of Public Service, Labour and Social Welfare ii. Ministry of Environment, Climate Change, Tourism and Hospitality Industry iii. Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development iv. Ministry of Women Affairs, Community, Small and Medium Enterprises Development v. Ministry of Youth, Sport, Arts and Recreation vi. Ministry of Lands, Agriculture, Water and Rural Resettlement vii. Ministry of Energy and Power Development viii. Ministry of Industry and Commerce <p>Social Partners</p> <p>Zimbabwe Congress for Trade Unions (ZCTU)</p> <p>Employers Confederation of Zimbabwe (EMCOZ)</p> <p>Implementing Partners and Business Development Service Providers</p>

	Fine Touch Development Trust Royal Business Consulting Trust BOOST Fellowship Trust Empretec Zimbabwe Trust
Backstopping units	ILO DWT in Pretoria; Skills, Green Jobs, Small Enterprise Unit and Enterprises Department, ILO Geneva
Donor	Government of Sweden
Budget	USD2,867,379
Duration	01/12/2017 - 30/06/2021
Type of Evaluation	Independent
Timing of evaluation	Final

I. Background of the Project

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.

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

The 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.

Immediate objectives:

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 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 mainstreams gender equality and people with disabilities in enterprise development interventions.

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, Innovation, Science and Technology Development. Aside from the enterPRIZE Innovation 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 project has reported by February 2021 the following key achievements:

-Component 1

- Five new competency-based curricula (National Certificate, Level 4) has been completed by an inter-ministerial task force, coordinated by the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development with the support of a team of curriculum development consultants

-Component 2

- 500 entrepreneurs with improved capacity on green business development.
- A series of three green business competitions run where selected winners and non-winners accessed financial and non-financial business development services
- A network of private BDS providers consolidated and trained on how to foster green growth & now in charge of delivering high quality BDS through a decentralized

system, which contributes to the quality assurance & coaching provided by the main implementing partner; Fine Touch Development Trust. The community of enterprises and BDS providers connected to the project offers a platform and resourceful network that can continue to support the creation of green jobs and the piloting of green business models beyond the duration of the project.

-Component 3

- Seven out of ten trainers were certified Under the Sustaining Competitive and Responsible Enterprises (SCORE) programme.
- Two online Training of Trainers courses took place to familiarize trainers with the content of Module 3 (Cleaner Production) and a new SCORE module on COVID-19 and Occupational Safety and Health practices,
- 10 new companies have been enrolled to carry out either SCORE Module 1 or Module 3
- 14 companies have been exposed to the COVID-19 related module.
- The training material adaptation for the agricultural sector, in collaboration with the Best Farm Model project led by ZimTrade and PUM Netherlands was developed.

II. **Link to the Decent Work Country Programme, National Development Framework and Sustainable Development Goals**

The Green enterPRIZE Innovation and Development Project contributes to the Decent Work Country Programme (DWCP) for Zimbabwe (2019-2022) in the areas of Employment Creation and International Labour Standards as key priority areas. Regarding ILO planning its activities were relevant to the Country Programme Outcomes ZWE103/Entrepreneurship development programmes with emphasis on youths and women and the ILO Cross-Cutting Policy Driver on Just transition to environmental sustainability.

This project also contributed 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.

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 comprised of one internationally recruited Chief Technical Advisor (CTA), who was responsible for the administrative, operational and technical

supervision and implementation of all project interventions from which as of December 2021, the National Project Coordinator took over from the CTA. Furthermore the team includes one Finance and Administration Assistant and one Driver. Activities are technically backstopped by the ILO Decent Work Team & CO and the ILO Enterprise Department and Skills and Employability Branch in Geneva.

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.

III. 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. It has gone through an internal mid-term evaluation in October 2019 and a final independent evaluation.

IV. Purpose of the Evaluation

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, It has gone through an internal mid-term evaluation⁶ in October 2019 and a final independent evaluation.

⁶ The report is available on e-discovery <https://www.ilo.org/ievaldiscovery/#al2glss>

The final independent evaluation has the following objectives:

- Establish the relevance and coherence of the project design and implementation strategy in relation to the national development frameworks, ILO, UN and final beneficiaries
- Assess the extent to which the project has achieved its stated objectives and expected results, while identifying the supporting factors and constraints that have led to them;
- Identify unexpected positive and unexpected results of the project
- Assess the implementation efficiency of the project
- Assess the extent to which the project outcomes will be sustainable;
- Identify lessons learned and potential good practices, especially regarding models of interventions that can be applied further;
- Provide recommendations to project stakeholders to promote sustainability and support further development of the project outcomes

V. Scope of the Evaluation

The scope of the evaluation covers the entire project period from 1st December 2017 to 30th June 2021. In particular, the evaluation will measure progress towards all outcomes produced since the start of the project and will assess the overall level of achievement of the two immediate outcomes to understand how and why these have taken place.

The evaluation will follow the OECD-DAC framework and principles for evaluation. For all practical purposes, this ToR and ILO Evaluation policies and guidelines define the overall scope of this evaluation. Recommendations, emerging from the evaluation, should be strongly linked to the findings of the evaluation and should provide clear guidance to stakeholders on how they can address them.

The evaluation will integrate gender equality and non-discrimination as a crosscutting concern throughout its deliverables and process, with special attention to women workers. It should be addressed in line with EVAL guidance note n° 3.1 and Guidance Note n° 7 to ensure stakeholder participation. Furthermore, it should pay attention to issues related to social dialogue, international labour standards in line with EVAL guidance note 3.2, and fair environmental transition. Moreover, the impact of the COVID19 in the completion of the project will be taken into account.

VI. Clients of the Evaluation

The primary clients of the evaluation are the ILO constituents. These include at national level 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

- i) relevance and strategic fit,
- ii) validity of design,
- iii) project progress and effectiveness,
- iv) efficiency,
- v) impact orientation and sustainability as defined in ILO policy guidelines for results-based evaluation⁷.

Analysis of gender-related concerns will be based on the ILO 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, but not limiting to, the indicators in the logical framework of the project.

The evaluation should address the crosscutting themes presented in the Scope section throughout the evaluations questions as necessary.

The evaluation should address the questions bellow, answering not only what has or not been achieved but especially how and why. Other aspects can be added as identified by the evaluator in accordance with the given purpose and in consultation with the evaluation manager. Any fundamental changes to the evaluation criteria and questions should be agreed between the evaluation manager and the evaluator, and reflected in the inception report.

Key Evaluation Questions

The evaluator shall examine the following key issues:

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. Validity of design
 - Does the project have a clear theory of change that outlines the causality?
 - Has the design clearly defined achievable outcomes and outputs

⁷ ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations, November 2020

- Has the project planning included a useful monitoring and evaluation framework including outcomes indicators with baselines and targets?
- Did the project design include an exit strategy and a strategy for sustainability?
- Was the implementation approach valid and realistic? Has the project adequately taken into account the risks of blockage?
- Has the project addressed gender and disability inclusion related issues in the project document?
- Were the ILO tripartite constituents involved in the design of the project?

3. Project effectiveness

- To what extent did the project achieve its objectives or it is likely to by June 2021?
- 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?
- To what extent is the COVID-19 Pandemic influencing project results and effectiveness and how the project has addressed this influence and is ready to adapt to changes for at least some time from now-on?

4. 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 the funds allocated according to the task at hand?
- 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?

5. Effectiveness of management arrangements

- Has the management and governance arrangement of the project facilitated project results? Is there a clear understanding of roles and responsibilities by all parties involved into implementation and monitoring?
 - Has the monitoring & evaluation system in place relevant, including collecting and using data disaggregated by sex (and by other relevant characteristics, such as people with disabilities and other disadvantaged groups the project might have identified)?
6. Orientation to impact and sustainability
- 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?
- Areas of special interest are:
- Improved opportunities for sustainable livelihoods, with a focus on sustainable food security, productive employment with decent working conditions, especially for women and young people.
 - Improved access to renewable energy that is socially and environmentally sustainable.
 - Improved capacity of stakeholders to contribute to environmental and climate sustainability
- 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?
 - Identify and discuss gaps in the sustainability strategy and how the stakeholders, including other ILO projects support, could address these, taking into consideration potential changes in the country due to the COVID 19 pandemic
7. General
- How and why has or has not the project addressed the mid-term evaluation recommendations?

VIII. Methodology

The evaluation should be carried out in adherence with the relevant parts of the ILO Evaluation Framework and Strategy; ILO Policy Guidelines for Evaluation: Principles, Rationale, Planning and Managing for Evaluations and UNEG Principles.

In particular, this evaluation will follow the ILO policy guidelines for results-based evaluation; and the ILO EVAL Policy Guidelines Checklist 3 “Preparing the inception report”; Checklist 4 “Validating methodologies”; Checklist 5 “Preparing the evaluation report” and Checklist “6 Rating the quality of evaluation report”

Recommendations, emerging from the evaluation, should be strongly linked to the findings of the evaluation and should provide clear guidance to all stakeholders on how they can address them, indicating in each one to whom is directed, Priority, Resources required and timeframe (long, medium or short).

Due to the onset of the COVID-19 pandemic and its impact on the world of work, this evaluation will be conducted in the context of criteria and approaches outlined in the ILO internal guide: Implications of COVID-19 on evaluations in the ILO: An internal Guide on adapting to the situation (version March 25, 2020)

At the time of developing these ToRs, a team leader consultant will conduct the evaluation virtually (home-based), if not based in Harare, with support of a national consultant for fieldwork in the project area (subjected to the COVID 19 situation).

The methodology includes the application of the following data collection tools: document review, face to face or virtual 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 to be executed between April and June 2021.

The evaluation will be carried out through a desk review and field visit to the project sites in Zimbabwe and consultations with, implementing partners, beneficiaries, the donor, ILO and other key stakeholders. Consultations with relevant ILO units and officials in Geneva, Pretoria and Harare will be done. Triangulation of sources and techniques should be central

The draft evaluation report will be shared with all relevant stakeholders and a request for comments will be asked for 10 working days.

Desk review

The Desk review will include the following information sources:

- Project document
- Work plans
- Project monitoring plans
- Progress reports
- Project budget and related financial reports
- Reports from various activities (including trainings, workshops, task force meetings, video conferences etc.)
- Others as required

All documents will be made available by the National Project Coordinator (NPC), in coordination with the evaluation manager, in a drop-box (or similar) at the start of the evaluation.

In addition, the evaluation team will conduct initial electronic or telephone interviews with the project and the donor to reach a common understanding regarding expectations and available data sources.

The Inception report will cover status of logistical arrangements, project background and materials, key evaluation questions and evaluation indicators, evaluation matrix, detailed work plan, list of stakeholders to be interviewed, outline of the stakeholders' workshop and of the final report, and all data collection tools following EVAL Checklist 3 (see Annex 1). The Inception report that will operationalize the ToRs and should be approved by the evaluation manager before moving to data collection at field level.

The Evaluation team leader will receive a list of key stakeholders by the NPC. If the Evaluator requires contacting other stakeholders, beyond the list, this can be discussed with the Evaluation Manager during the preparation of the Inception report.

A desk review will analyze project and other documentation including the approved log frame, implementation plan, annual reports and other relevant documents. The desk review phase will produce the Inception report that will operationalize the ToRs and should be approved by the evaluation manager.

Data collection/field work

The current COVID-19 pandemic restricts mobility for country and field visits to international consultants. In line with these restrictions, the evaluation data collection methodology will combine remote/virtual (evaluation team leader) and field work data collection (evaluation team member). This will require enhanced engagement and collaboration with the project team in terms of organizing the contact with stakeholders.

The Evaluators will undertake group and/or individual discussions. The project will provide all its support in organization of these virtual interviews to the best extent possible. The evaluators will ensure that opinions and perceptions of women are equally reflected in the interviews and that gender-specific questions are included.

A virtual stakeholders' workshop will be organized to discuss initial findings and complete data gaps with key stakeholders, ILO staff and representatives of the development partners. The workshop will be logistically supported by the project and programmatically managed by the evaluation team. The details of it should be stated clearly in the Inception report for further preparation during the data collection phase.

The evaluator is encouraged to propose alternative mechanism or techniques for the data collection phase. These will be discussed with the project and the evaluation manager at the Inception phase. Any alternative should be reflected in the Inception report.

Interviews with ILO Staff

A first meeting will be held with the ILO CO Director for Harare and with the Project Team. The evaluator will undertake group and/or individual discussions with project staff

in Harare. The evaluator will also interview project staff of other ILO projects, and ILO staff responsible for financial, administrative and technical backstopping of the project. An indicative list of persons to be interviewed will be prepared by the NPC in consultation with the Evaluation Manager.

Interviews with Key Stakeholders in Harare and the project sites

The evaluator will meet relevant stakeholders including members of National Project Steering Committee (PSC), and stakeholders, project beneficiaries and local level government officials and experts to examine the delivery of outcomes and outputs at local level. List of beneficiaries will be provided by the project for selection of appropriate sample respondents by the evaluators. The evaluator will select the field visit locations, based on criteria defined by her/him. The criteria and locations of data collection should be reflected in the inception report mentioned above.

At the end of the data collection, the evaluators will organize, with logistic support from the project, a stakeholders' virtual workshop to present the preliminary findings of the evaluation to key stakeholders

Report Writing Phase

Based on the inputs from discussions and interviews with key stakeholders, the evaluation team will draft the evaluation report. The draft report will be sent to the Evaluation Manager for a methodological review, and then to be shared with key stakeholders for their inputs/comments.

The Evaluation Manager will consolidate all comments including methodological comments and will then share them with the Evaluator for consideration in finalizing the report.

The Evaluator will finalize the report, taking into consideration the stakeholder comments and submit the final version for approval of EVAL.

IX. Deliverables

1. Inception report (with detailed work plan and data collection instruments following EVAL Checklist 3 – see annex)
2. A concise draft and final Evaluation Reports (maximum 30 pages plus annexes and following EVAL Checklists 5 and 6 -see Annex) as per the following proposed structure:
 - Cover page with key project and evaluation data (using ILO EVAL template)
 - Executive Summary
 - Acronyms
 - Description of the project
 - Purpose, scope and clients of the evaluation
 - Methodology and limitations
 - Clearly identified findings for each criterion
 - Conclusions
 - Recommendations

- Lessons learned and good practices (briefly in the main report and a detailed in ILO EVAL template, annexed to the report)
- Annexes:
 - TOR
 - Evaluation questions matrix
 - Data Table on Project Progress in achieving its targets by indicators with comments
 - Evaluation schedule
 - Documents reviewed
 - List of people interviewed
 - Lessons learned and good practices (using ILO-EVAL template)
 - Any other relevant documents

3. Evaluation Summary using the ILO template.

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.

X. Management arrangements, work plan & time frame

Evaluation Manager

The evaluator will report to the evaluation manager, Perihan Tawfik (tawfik@ilo.org) under the supervision of Ricardo Furman (furman@ilo.org) and should discuss any technical and methodological matters with the evaluation manager should issues arise. The evaluation will be carried out with full logistical support of the project staff, with the administrative support of the ILO Office in Harare.

Work plan & Time Frame

The total duration of the evaluation process is estimated to 21 working days for the team leader and 15 for the team member.

N.	Activity	Responsible	International Consultant No days	National Consultant No days	Dates
1	Initial Discussion with the National Project Coordinator: Schedule and budget available	Evaluation Manager (EM)/NPC	0	0	January-February
2	Prepare a detailed Evaluation Budget and Draft the TOR a) EM develops b) NPO provides feedback	EM and NPC	0	0	February 3-15

	c) EM finalizes				
3	List of stakeholders (ILO all levels, national and donor) to share the TORs draft for comments (name, position , institution, and email)	NPC	0	0	February 10
4	Share the TORS with stakeholders for comments	EM	0	0	February 15-12 March
5	Integrate comments from constituents and final TORs	EM	0	0	15-19 March
6	Publish Dissemination of the Call for expression of interest of evaluators	EM	0	0	March 22-4- April
7	Selection of team leader (international or national) and team member(national)	EM and EVAL	0	0	April 5-15
8	Contract of team leader and national evaluator: IRIS and contract signature	NPC	0	0	April 16-May 7
9	Launch the Evaluation and Briefing to the Evaluator	EM	0.5		May 10
10	Desk-review phase and Inception report approval	Evaluator with project support	4.5	2	May 10-14
11	Data collection and field visits	Evaluator with project support	10	10	May 17-28
12	Draft report development	Evaluator	5	2	May 31-June 4
13	Methodological review of the draft before circulation	EM	0	0	June 7

14	Circulate the draft report to project team and stakeholders	EM	0	0	June 8-22
15	Consolidate comments from stakeholders and share with the Evaluator	EM	0	0	June 23
16	Incorporate comments from project team and stakeholders	Evaluator	1	1	June 24
17	Review by EVAL and approval	EM and EVAL	0	0	June 25-30
18	EVAL send to CO for dissemination and Management response	EVAL and CO Director	0	0	July 1
	Total number of days for evaluators		21	15	

XI. Evaluation team

Evaluation team responsibilities

Evaluation team leader responsibilities

- a. Desk review of programme documents
- b. Briefing with ILO/ Evaluation Manager
- c. Preliminary interviews with the project manager and the donor
- d. Development of the Inception report including the evaluation instrument
- e. Undertake interviews with stakeholders (skype, telephone, or similar means)
- f. Facilitate the virtual stakeholders' workshop
- g. Draft evaluation report
- h. Finalise evaluation report

Evaluation team member responsibilities

- a. Support the desk review of programme documents
- b. Undertake interviews with stakeholders (skype, telephone, or similar means)
- c. Filed visits
- d. Support the facilitate the virtual stakeholders workshop
- e. Provide inputs in the draft evaluation report

Profile of Evaluation team

The Evaluator team should have the following qualifications:

Team leader (international /national consultant)

- Advanced university degree in social sciences or related graduate qualifications;
- A minimum of 7 years of professional experience in evaluating social development projects initiatives; including role of sole evaluator or team leader, experience in the area of enterprises and skills will be an added advantage;
- Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
- Fluency in written and spoken English required.

- Knowledge and experience of the UN System of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its programming is desirable;
- Understanding of the development context of the Project Country is an advantage;
- Excellent consultative, communication and interview skills;
- Demonstrated ability to deliver quality results within strict deadlines.
- Not have been involved in the project.

Team member (national consultant)

- University degree in social sciences or related graduate qualifications;
- A minimum of 5 years of professional experience in evaluating social development projects initiatives or related social research; as team member (i.e. data collection and analysis, on the area of enterprises and skills will be an added advantage;
- Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
- Fluency in written and spoken Amharic and very good knowledge of English required.
- Knowledge and experience of the UN System of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its programming is desirable;
- Understanding of the development context of the Project Country is an advantage;
- Excellent communication and interview skills;
- Demonstrated ability to deliver quality results within strict deadlines.
- Not have been involved in the project.
- Based in Harare, Zimbabwe

XII. Budget

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

- Fees for the team leader for 21 work days and for the team member 15 days;
- 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 (subjected to the COVID 19 situation)
- Local transportation in the project areas; (subjected to the COVID 19 situation);

- Cost of meetings, workshops defined by the TOR (subjected to the COVID 19 situation);

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

Annex 1 Relevant documents and tools on the ILO Evaluation Policy

1. Code of conduct form (To be signed by the evaluator)
http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm
2. Checklist No. 3 Writing the inception report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm
3. Checklist 5 Preparing the evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm
4. Checklist 6 Rating the quality of evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm
5. 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
6. Guidance note 7 Stakeholders participation in the ILO evaluation
http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm
7. Guidance note 4 Integrating gender equality in M&E of projects
http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/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>
10. ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations, 4th ed
https://www.ilo.org/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm

Annex II: Project outcomes, outputs and indicators

Project structure	Indicators	Means of verification
<p>Development Objective/Expected impact</p> <ul style="list-style-type: none"> The project contributes to SMEs growing and creating more & better jobs for women and men through gender equal skills development and sustainable enterprises practices 	<p>Long-term impact indicators</p> <ul style="list-style-type: none"> # of jobs created (2'000 new jobs, at least 50% for women) # of jobs improved and greened (1'000, at least 50% for women) Increased control over business profits as described by women (at least 50% of women reached) 	<p>Sources of information</p> <ul style="list-style-type: none"> Gender disaggregated enterprise baseline data ex-ante and ex-post interventions Follow-up longitudinal surveys Quasi-experimental impact assessments
<p>Immediate objectives/project outcomes</p> <ol style="list-style-type: none"> Young men and women with technical and entrepreneurial skills start economic activities in the green economy Innovative green and growth oriented male and female owned SMEs access financial and non-financial BDS and grow their businesses SMEs have greener management practices, improved work place cooperation and improved gender sensitive working conditions 	<p>Indicators for short/mid-term impact</p> <p>1.1 # of youth reached with relevant technical skills and business skills (2'000, at least 50% women)</p> <p>2.1 # of Growth Oriented Enterprises incubated (75, at least 50% women owned)</p> <p>2.2. # of SMEs access BDS (500, 50% women owned)</p> <p>3.1 # of male and female owned SMEs have greened their business practices and improved OSH measures</p> <p>3.2 % increase of women in management positions / supervisory roles or in technical positions (at least 20% increase)</p>	<p>Sources of information</p> <ul style="list-style-type: none"> Gender disaggregated student/trainee records Training institutions data M&E data and entrepreneur score cards SCORE Smart Sheet M&E system Longitudinal entrepreneurship education surveys
<p><i>Regards immediate objective #1:</i></p> <p><i>Young men and women with technical and entrepreneurial skills start economic activities in the green economy</i></p>		<ul style="list-style-type: none"> Gender sensitive curricula

Project structure	Indicators	Means of verification
<p>Output 1.1: Technical vocational education and training institutions integrate relevant technical and business skills into their curriculum</p> <p>Output 1.2: Reduced skills gap of training institutions' management and key teaching staff in relevant technical and business skills</p> <p>Output 1.3: Young men and women are provided with skills for self or wage employment in green jobs</p>	<p>1.1.1: # of training institutions implementing relevant curricula (20)</p> <p>1.1.2: # of green economy curricula developed (5)</p> <p>1.2.1: # of TOTs (3)</p> <p>1.2.2: # of teachers deliver relevant skills courses (40, at least 40% women)</p> <p>1.3.1: # of students receive skills training (2'000) relevant</p>	<ul style="list-style-type: none"> • Gender disaggregated reports from material development workshops • M&E data including school reports and longitudinal surveys
<p><i>Regards immediate objective #2: Innovative green and growth oriented male and female owned SMEs access financial and non-financial BDS and grow their businesses</i></p> <p>Output 2.1: The public and private sector has increased knowledge and understanding of the green economy</p> <p>Output 2.2: Entrepreneurs have developed and submitted green business models /</p>	<p>2.1.1 # of green enterPRIZE Challenges designed (3)</p> <p>2.1.2 # of green enterPRIZE Job Challenges road shows (3)</p> <p>2.1.3: competition website</p> <p>2.2.1 # of hits on competition website and social media channels (15'000)</p> <p>2.2.2: # of business submissions received (750)</p>	<ul style="list-style-type: none"> • green enterPRIZE gender sensitive challenge information booklet • Gender disaggregated reports from road shows, judging and prize giving ceremonies • competition website statistics • physical evidence of applications • grant agreements with male and female winners and runners-up • media clippings, taped radio and TV shows telling the stories of successful male and female entrepreneurs

Project structure	Indicators	Means of verification
<p>ventures have been screened and awarded prizes in specific categories</p> <p>Output 2.3: Tailor made prizes consisting of financial and non-financial BDS have been designed for each annual winner and runners-up in the specific categories</p> <p>Output 2.4: Green business management training provided to SMEs that compete in the enterPRIZE challenge, but do not qualify as winners and runners-up</p>	<p>2.3.1: # of applications funded for winners and runners-up (75, at least 50% women)</p> <p>2.1.4: # of training materials developed covering formalization, environmental sustainability, OSH & COVID-19 measures for SMEs (3)</p> <p>2.4.1: # of non-winners and runners-up receive non-financial BDS (500, at least 50% women)</p> <p>2.4.2: # impact assessment reports (3)</p>	
<p>Regards immediate objective #3:</p> <p><i>SMEs have greener management practices, improved work place cooperation and improved gender sensitive working conditions</i></p> <p>Output 3.1: Sub-sectors and clusters with greening and job creation potential selected</p> <p>Output 3.2: Locally adapted, gender- mainstreamed</p>	<p>3.1.1: rapid market assessment report with key information on priority sectors including gender analysis (1)</p>	<ul style="list-style-type: none"> • RMA report • Physical evidence of MOUs • Adapted materials • Physical evidence of applications received • Implementation agreements entered into with BDS providers with clear gender equality targets

Project structure	Indicators	Means of verification
<p>training materials available</p> <p>Output 3.3: Implementation partners and service providers have capacities to market, sell and organize training</p> <p>Output 3.4: SMEs are trained in work place cooperation and cleaner production and impact documented and shared</p>	<p>3.1.2: # MOUs and implementation agreements with business member organisations (5)</p> <p>3.2.1: set of adapted, OSH and gender mainstreamed SCORE materials</p> <p>3.2.2: materials printing and distribution mechanism in place with printing house (1)</p> <p>3.3.1: # implementation agreements with BDS providers (5)</p> <p>3.3.2: # of TOTs</p> <p>3.3.3: # of BDS provider business plans to embed SCORE in service portfolio (5)</p> <p>3.4.1: # of enterprise baseline assessments (40)</p> <p>3.4.2: # of gender balanced Enterprise Improvement Teams (40)</p> <p>3.4.3: # of enterprise improvement reports (40)</p> <p>3.4.4: # of firms reached with policies that promote gender equality in the workplace are in place (at least 40%)</p> <p>3.4.5: # of green economy summits with organised business (3)</p> <p>3.4.6: # of SMEs adopting SCORE Action Checklist for the prevention and mitigation of COVID-19 (40)</p>	<ul style="list-style-type: none"> • Gender disaggregated project M&E reports • Gender disaggregated enterprise level data reports (ref to full list of SCORE indicators being measured) • Firm gender equality policies • Media clippings, documentary from of green economy summit

Appendix 2: Evaluation framework⁸

Table 5 Proposed evaluation framework.

Evaluation criteria	Evaluation Questions	Sources of Data?	Method?
RELEVANCE AND STRATEGIC FIT	1 How relevant were the project's expected results to the development priorities of the Government, the DWCP, the UNDAF, the ILO P&B 208-19 ad 2020-21 and the ILO Decent work agenda (including implementation of ILO Conventions)?	Project design documents ILO country strategy documents Interviews with ILO country representatives	Document analysis Individual and/or group interviews
	2 Has the project considered the needs and priorities of tripartite stakeholders and beneficiaries (men and women) identified in the project document and during project implementation?	Project design documents (concept document, Log Frame & TOC) Interviews with tripartite stakeholder representatives Interviews with <i>Green enterPRIZE</i> project team	Document analysis Individual and/or group interviews
	3 How well does the project complement and fit with other ongoing ILO projects in the country?	Project design documents ILO country strategy documents Interviews with ILO country representatives	Document analysis Individual and/or group interviews
	4 How well does it support national commitment to relevant SDG and Paris Agreement on Climate Change targets and indicators?	Project design documents Interviews with Ministry of Environment, Water and Climate of Zimbabwe	Document analysis Individual and/or group interviews

⁸This evaluation framework follows ILO Guidelines for Evaluation, Checklist 3 for inception reports. To avoid repetition of readily available information, who have opted to leave out the following components of the table: who will be collect / how often / cost / who will analyse. The evaluation team felt that the project's indicators did not consistently match with proposed evaluation questions and were therefore, also omitted. We are open to reconsider this, should the ILO think necessary to do so.

Evaluation criteria	Evaluation Questions	Sources of Data?	Method?
	5 To what degree does the project fit within Sweden’s Development Cooperation Strategy for Zimbabwe 2017 – 2021?	Project design documents Sweden’s Development Cooperation Strategy Interview with donor representatives	Document analysis Individual and/or group interviews
VALIDITY OF DESIGN	6 Does the project have a clear theory of change that outlines the causality?	Project design documents (concept document, Log Frame & TOC)	Document analysis
	7 In hindsight, was the project design realistic, logical and purposeful towards achieving its objectives? Did the project adequately consider the risks of blockage?	Project design documents Interviews with <i>Green enterPRIZE</i> project team Interviews with key project partners: relevant ministries & implementing partners	Document analysis Individual and/or group interviews
	8 Has the project planning included a useful monitoring and evaluation framework including outcomes indicators with baselines and targets?	Project design documents, including monitoring and evaluation guidelines.	Document analysis
PROJECT PROGRESS AND EFFECTIVENESS	9 To what extent did the project achieve its objectives, or it is likely to by June 2021, which internal and external factors enabled or hindered these results?	Project monitoring data and progress reports Project mid-term review (MTR) Interviews with <i>Green enterPRIZE</i> project team and key project partners	Document analysis Individual and/or group interviews
	10 Has the project followed its theory of change? Were the development hypotheses underpinning the logical framework supported or unsupported based on project performance data?	Project design documents (concept document, Log Frame & TOC) Project monitoring data and progress reports Project mid-term review (MTR)	Document analysis
	11 Have the quantity and quality of the outputs produced been satisfactory?	Project monitoring data and progress reports	

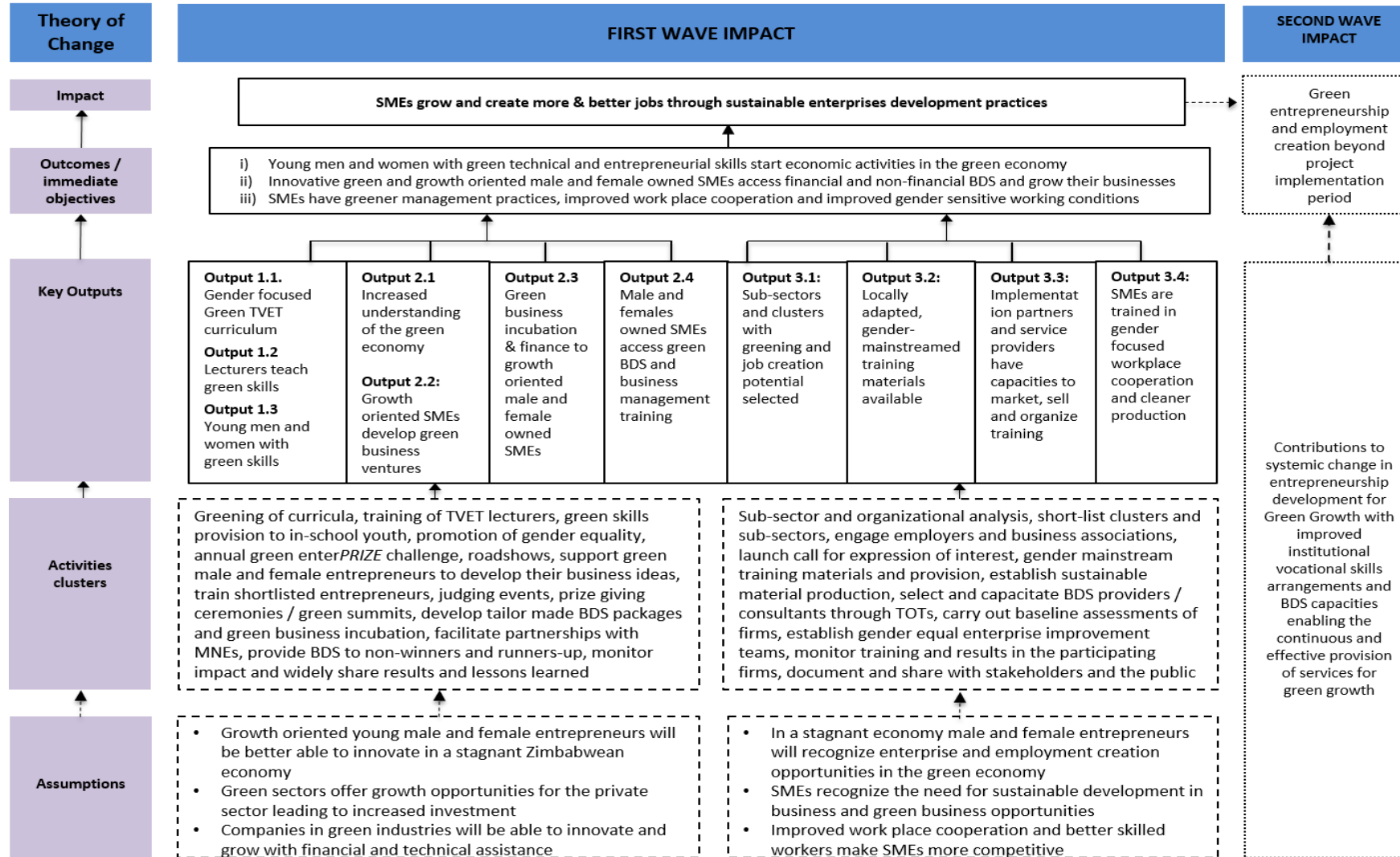
Evaluation criteria	Evaluation Questions	Sources of Data?	Method?
	12 What outputs have not been produced and why?	Project mid-term review (MTR)	Document analysis
	13 Have unexpected results (outputs and outcomes) taken place?	Interviews with <i>Green enterPRIZE</i> project team	Individual and/or group interviews
	14 Have the project results been similar throughout the geographic and sector areas?	Interviews with key project partners: relevant ministries & implementing partners	Individual and/or group interviews
	15 How effective was the backstopping support provided by ILO DWT Pretoria and HQs?	Interviews with <i>Green enterPRIZE</i> project team Interviews with key project partners: relevant ministries & implementing partners	Individual and/or group interviews
	16 Have the management and governance arrangement of the project contributed or hindered the project implementation?		
	17 To what extent is the COVID-19 Pandemic influencing project results and effectiveness and how has the project addressed this influence and has been ready to adapt to changes for at least some time from now-on?	Project monitoring data and progress reports Interviews with <i>Green enterPRIZE</i> project team Interviews with key project partners: relevant ministries & implementing partners	Document analysis Individual and/or group interviews
	18 To what extent did the project leverage partnerships (with constituents, national institutions and other UN/development agencies) that enhanced the project's relevance and contribution to SDG targets and indicators? (Explicitly or implicitly)		
EFFICIENCY	19 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?	Project budgets Project monitoring data and progress reports Project mid-term review (MTR)	Document analysis
	20 To what extent did the project leverage resources (financial, partnerships, expertise) and for which purposes?		

Evaluation criteria	Evaluation Questions	Sources of Data?	Method?
	<p>21 Were the funds allocated according to the task at hand?</p> <p>22 Were funds and activities delivered in a timely manner? If not, what were the bottlenecks encountered and how have been addressed?</p>	Interviews with <i>Green enterPRIZE</i> project team	Individual and/or group interviews
IMPACT ORIENTATION	<p>23 Did the project work towards achieving the proposed impacts? Is the project strategy and project management steering towards impact?</p> <p>24 Did the project work 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?</p> <p>Areas of special interest are:</p> <ul style="list-style-type: none"> • Improved opportunities for sustainable livelihoods, with a focus on sustainable food security, productive employment with decent working conditions, especially for women and young people. • Improved access to renewable energy that is socially and environmentally sustainable. • Improved capacity of stakeholders to contribute to environmental and climate sustainability. 	<p>Project monitoring data and progress reports.</p> <p>Project mid-term review (MTR)</p> <p>Interviews with implementing partners</p> <p>Interviews with institutional beneficiary groups: TVET, Employers and industry associations, national and sector trade unions and relevant ministries</p>	<p>Document analysis</p> <p>Individual and/or group interviews</p>
SUSTAINABILITY	<p>25 Did the project design include an exit strategy and a strategy for sustainability?</p> <p>26 To what extent are project outcomes likely to sustain overtime, especially in light of the impact of the COVID-19 pandemic? To what extent will national institutions and implementing partners be likely to continue the project results without external funding or support?</p>	<p>Project design documents</p> <p>Interviews with the project staff</p> <p>Interviews with implementing partners</p> <p>Interviews with institutional beneficiary groups: TVET, Employers and industry associations, national and sector trade unions and relevant ministries</p>	<p>Document analysis</p> <p>Individual and/or group interviews</p>

Evaluation criteria	Evaluation Questions	Sources of Data?	Method?
	<p>27 Are project beneficiaries likely to continue to feel improved conditions after the project's end?</p>	<p>Interviews with institutional beneficiary groups: TVET, Employers and industry associations, national and sector trade unions and relevant ministries</p> <p>Interviews with Green Challenge Fund Competition contenders</p> <p>Interviews with SCORE training participants</p>	<p>Individual and/or group interviews</p>
<p>GENDER AND NON-DISCRIMINATION</p>	<p>28 Has the project addressed gender and disability inclusion related issues in the project document?</p>	<p>Project design documents</p>	<p>Document analysis</p>
	<p>29 Did the project budget make adequate provisions for addressing gender and inclusion related specific objectives/activities?</p>	<p>Project budgets</p> <p>Project monitoring data and progress reports</p> <p>Project mid-term review (MTR)</p>	
	<p>30 To what extent has the project developed specific targets and strategies for intended beneficiaries (women, youth, disabled)?</p>	<p>Interviews with <i>Green enterPRIZE</i> project team</p>	<p>Individual and /or group interviews</p>

Appendix 3: Green enterPRIZE project Theory of Change

Theory of Change



Annex 4. List of persons interviewed.

S.N	Name	Organization	Designation	Mode of interview*
1	Mr Christensen, Jens Dyring	ILO support	Senior Specialist Enterprise Development and Jobs Creation Specialist	group / virtual
2	Mrs Alice Vozza	ILO support	Skills and Life Long Learning Specialist	
3	Mr Tafadzwa Chirinda	ILO project management	National Project Coordinator	group / virtual
4	Mr Tafadzwa Murungu	ILO project management	Assistant Finance and Administration Officer	
5	Ms Hopolang Phororo	ILO project management	ILO CO- HRE Director	individual / virtual
6	Mr Chinomwe Adolphus	ILO support	Senior Programme Officer - ILO HRE Programming Unit	individual / virtual
7	Ms Simangaliso Chitate	Donor	SIDA Embassy of Sweden (Donor)	individual / virtual
8	Mr Mtisi	Zim government	Ministry of High and Tertiary Education	individual / F2F
9	Ms Vimbai Chiza	Zim government	Ministry of Public Service, Labour and Social Welfare	individual / F2F
10	Ms Kudzai Ndidzano	Zim government	Ministry of Environment	individual / F2F
11	Mr Kumbirai Chikoya	Zim government	Ministry of Women's Affairs, Community, Small and Medium Enterprises Development	individual / F2F
12	Mr Nathan Banda	Tripartite partner	Zimbabwe Federation of Trade Unions	individual / F2F
13	Mrs N Mukwenha	Tripartite partner	Employers Confederation of Zimbabwe (EMCOZ)	individual / virtual
14	Ms Sibongile Sibanda	BDS implementing partner	Fine-Touch Development Trust	individual / virtual
15	Mr. Enock Mumba	BDS implementing partner	Royal Business Consulting Trust (RBCT)	individual / virtual

S.N	Name	Organization	Designation	Mode of interview*
16	Ms. Nyasha Murwira	BDS implementing partner	BOOST Fellowship	individual / virtual
17	Ms Sibusisiwe Bango	BDS implementing partner	Empretec Zimbabwe	individual / virtual
18	Mr N Mudzamiri	TVET rep	TVET	individual / F2F
19	Mr Tafadzwa Gochai	TVET rep	TVET	individual / virtual
20	Ms Poniso Watema	TVET rep	TVET	individual / virtual
21	Sandra Mutubuku	Mentors	Individual Consultant	FGD / virtual
22	Spencer Ngoma	Mentors	Individual Consultant	
23	Emmanuel Makiwa	Mentors	Hand in Hand	
24	Kevin Chikwava	Mentors	Q Partnership	
25	Vani Quinn	Mentors	Simuka Human Capital	
26	Virginia Sibanda	Mentors	Viri Microfinance	
27	Patience Samhutsa	Mentors	Individual Consultant	
28	Msipha Angela	SCORE trainers	SCORE trainers	FGD / virtual
29	Davison Maseva	SCORE trainers	SCORE trainers	
30	Trust Musoma	SCORE trainers	SCORE trainers	
31	Reuben Mlambo	SCORE trainers	SCORE trainers	
32	Kunetsa Kufakowadya	SCORE trainers	SCORE trainers	
33	Erica Nyangoni	SCORE trainers	SCORE trainers	
34	Lewis Durango	TVET rep	Skills experts	FGD / virtual
35	Eliam Mahohoma	TVET rep	Skills experts	
36	Elizabeth Molloy	TVET rep	Skills experts	
37	Juliana Mangwiwo	TVET rep	Skills experts	
38	Sithole	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
39	Manyonga	BDS support recipient	Innovation Challenge beneficiary	individual / virtual

S.N	Name	Organization	Designation	Mode of interview*
40	Gambiza	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
41	Davidson	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
42	Kurunzirwa Gono	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
43	Linzi	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
44	Dube	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
45	Shoniwa	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
46	Mupambwa	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
47	Dube	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
48	Jeyacheya	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
49	Nyapokoto	BDS support recipient	Innovation Challenge beneficiary	individual / virtual
50	Godfrey Chigweshe	SCORE training recipient	SCORE training beneficiary	individual / virtual
51	Jameson Chindavata	SCORE training recipient	SCORE training beneficiary	individual / virtual
52	Henry Ruzvidzo	SCORE training recipient	SCORE training beneficiary	individual / virtual
53	Patrick Justin	SCORE training recipient	SCORE training beneficiary	individual / virtual
54	Helen Mudondo	SCORE training recipient	SCORE training beneficiary	individual / virtual

Annex 5. Lessons learned

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe Project

Project TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Southern Hemisphere

Date: 24 June 2021

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.

<p>Brief description of lesson learned</p>	<p>When formalising partnerships with external implementing organisations, the ILO should conduct thorough due diligence on potential partners and be fully transparent and upfront early in the negotiation process, about the rules and regulations involved in partnering with the organisation for the delivery of an international development project.</p>
<p>Context and any related preconditions</p>	<p>This learning point is applicable to most ILO run development projects across contexts.</p>
<p>Targeted users / Beneficiaries</p>	<p>This learning point is for ILO staff developing and designing technical assistance projects in cooperation with stakeholders.</p>
<p>Challenges /negative lessons - Causal factors</p>	<p>Selecting an unsuitable partner to support the delivery of an ILO development project can derail its implementation.</p> <p>In the case of the Green enterPRIZE project, the ILO project team managed to identify potential future challenges before formalising the relationship. However, protracted negotiations and need to identify new suitable partners imposed significant delays and pressure on the project.</p>
<p>Success / Positive Issues - Causal factors</p>	<p>This learning point would maximise the possibilities of a successful partnership and the achievement of intended outcomes of a given project.</p>
<p>ILO Administrative Issues (staff, resources, design, implementation)</p>	<p>This is a design issue that ILO technical units/departments, development partners (donors) and tripartite alliance partners should keep in mind when designing projects.</p>

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe Project

Project TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Southern Hemisphere

Date: 24 June 2021

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.

Brief description of lesson learned	Multi-dimensional projects such as the Green enterPRIZE project, which integrate multiple and synergetic interventions along a continuum of development support maximise the potential for effectiveness and lasting impact. This project integrated skills supply and demand development within the green economy by supporting MSEs and SMEs and TVET curricula development.
Context and any related preconditions	This project was the first one of its kind in Zimbabwe for the ILO. It is applicable to other projects in the country or other contexts.
Targeted users / Beneficiaries	This learning point is for ILO staff developing and designing technical assistance projects in cooperation with stakeholders.
Challenges /negative lessons - Causal factors	Mono-dimensional projects are likely to miss opportunities for leverage, synergies and therefore, increased impact. In the case of skills supply and demand development projects such as the Green enterPRIZE project, an additional element could have added further impact, namely: a work-based learning component in the form of apprenticeships.
Success / Positive Issues - Causal factors	By adopting a multi-dimensional and multi-sectorial solution to addressing interconnected developmental problems, the project is more likely to gather support from a greater pool of stakeholders and achieve a more impactful and long-lasting solution.
ILO Administrative Issues (staff, resources, design, implementation)	This is a design issue that ILO technical units/departments, development partners (donors) and tripartite alliance partners should keep in mind when designing projects.

Annex 6. Emerging good practice

Project Title: Green enterPRIZE Innovation and Development in Zimbabwe Project

Project TC/SYMBOL: ZWE/17/01/SWE

Name of Evaluator: Southern Hemisphere

Date: 24 June 2021

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

<p>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</p>	<p>Five new TVET curricula in solar energy and agriculture were developed with the support of the ILO in Zimbabwe following the government’s competency-based approach to education and in full alignment with the requirements of the Zimbabwe National Qualifications Framework and relevant industry players. The new curricula incorporate gender and entrepreneurship pathways across all occupations.</p> <p>The new curricula will assist in providing young men and women with technical and entrepreneurial skills to start economic activities in the green economy.</p>
<p>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</p>	<p>The project realized that outsourcing the project to external curriculum development skill experts would not guarantee the ultimate integration of the curriculum by the system and adoption of new skills and practices by key TVET stakeholders.</p> <p>Instead, a highly participatory multi-stakeholder, cross-sectoral approach involving ministry representatives, skills experts, TVET principals and lecturers, industry representatives was used.</p> <p>While preferred this process was much more resource intensive and time-consuming than initially anticipated. To ensure that adequate resources are allocated, similar projects should consider conducting a pre-feasibility study prior to project design, to gain sufficient understanding of the regulatory and procedural requirements for curriculum development in a given country.</p>
<p>Establish a clear cause-effect relationship</p>	<p>By aligning the curriculum development process with the local Ministry of Education’s policies and regulations, the project outputs</p>

<p>Indicate measurable impact and targeted beneficiaries.</p>	<p>The five courses have already come live at selected TVET institutions and have registered high enrolment rates.</p> <p>Government representatives are highly satisfied with the level of institutional sustainability achieved by the project. TVET stakeholders view the new curricula as an opportunity to modernize teaching and learning at their institutions and to offer new and relevant occupations to the youth.</p>
<p>Potential for replication and by whom.</p>	<p>Opportunities for replicating elements of the new curricula across all modules exist and have already been identified by some TVET principals and lecturers.</p> <p>The participatory curriculum development process, involving industry, should be replicated to other occupations to ensure the relevance of skills training to industry and the job market.</p>
<p>Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)</p>	<p>The stakeholder involvement process followed by this project aligns with the ILO tripartite alliance ethos and the organization's priority to promote social dialogue.</p>

Appendix 7: Data collection tools



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SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE:

- GREEN ENTERPRIZE INNOVATION AND DEVELOPMENT PROJECT TEAM
- ILO STAFF IN ZIMBABWE AND REGIONAL STAFF

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1 hour to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction (TO ALL QUESTIONAIRES)

Hi, my name is Elena Mancebo/Zororo Gandah. I am part of the team appointed to evaluate the progress achieved by the Green enterPRIZE Innovation and Development programme implemented by the ILO in Zimbabwe. The purpose of the evaluation is to understand whether the Green enterPRIZE project was relevant for its partners and beneficiaries, what the project achieved, what worked well and what can be improved in future projects of similar nature:

- We are therefore interested in getting information from key stakeholders, who are willing to share openly and honestly.
- There are no 'right' or 'wrong' answers. I would like you to share your experiences, views, knowledge and opinions with us.
- The information gathered will be reported on but you will not be singled out in the findings, nor will your identity be disclosed.
- ***Do you have any questions?***
- The interview will take approximately 2 hours. ***Are you willing to proceed?***

Note to interviewer:

- **Permission to record the session:** Explain to participants that you will be audio recording the session but only for purposes of capturing the information accurately.
- **Consent:** Prior to proceeding with the interview, ensure that interviewee gives consent and provides verbal consent to proceed.

Specific comments (description of interviewer's observations, insights, reflections):

Introduction

1. Briefly explain your responsibilities in the context of the Green enterPRIZE Innovation and Development Project.

Background and Context

2. To what degree does the Green enterPRIZE Innovation and Development Project align with the ILO's strategy in Zimbabwe?

Project design and implementation process

3. How did the ILO establish the needs and priorities of the tripartite partners at the project onset?
4. How were cross-cutting issues (involving gender, and non-discrimination issues) incorporated into the project?
5. To what degree was the project being implemented according to plan? What deviations or adaptations, if any, did the project experience and why?
6. To what degree has the project achieved its objectives, and why?
7. To what degree did the project implement some or all of the recommendations made by the mid-term report?
8. What challenges has the team faced in implementing the project thus far?
9. What do you think are the gaps, if any, in how this project was designed/implemented?
10. To what extent did the ILO have the necessary resources to effectively achieve the project's objectives? [*Probe: finances, systems, time, infrastructure, experience/expertise/other...*]
11. To what extent was the backstopping support provided by ILO Pretoria and HQs effective?
12. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?
13. What was the project's exit strategy, if any?

Performance and emerging results

14. In your view, what have been the major achievements/milestones of the project in the past 3 years generally?
 - a. In terms of greening TVET and skills development?
 - b. In terms of incentivising and supporting SMEs in the green economy?

- c. In terms of improving transforming businesses practices towards productivity enhancement, workplace cooperation, environmental sustainability and gender inclusion?

- 15. What internal/external elements enabled/facilitated those achievements?
- 16. Which of the project results are *more* likely to sustain over time?
- 17. Which of the project results are *less* likely to sustain over time?
- 18. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

- 19. What lessons have you learnt, if any, from the implementation of each of the three project components?
- 20. What project elements would you change in future iterations of the project in a similar context?
[Probe: *What additional resources, partnerships, collaborations*]?
- 21. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



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SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE: TVET INSTITUTION REPRESENTATIVES

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1'5 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Kindly introduce yourself and briefly explain your responsibilities at your organisation.
2. Briefly, introduce your organisations' involvement with the ILO project and your role.

Background and context

3. Prior to the ILO project being implemented, to what degree did the TVET system in Zimbabwe did any of the following?
 - a. Promote entrepreneurship and prepare its students for it?
 - b. Promote technical skills for the green economy?
 - c. Connect graduates with the world of work?
 - d. Address relevant issues of environmental sustainability?
 - e. Address gender issues?
4. In your understanding, what were the project objectives / what did the project try to achieve?
5. What was [*your organization*] hoping to get out by participating in the ILO project?
6. To what extent did the project address your needs and expectations?

Project design and implementation process

7. How did the project come about? What role did [*your TVET institution*] play in designing specific components/activities in the project?

8. To what degree was the project being implemented according to plan? What deviations or adaptations, if any, did the project experience and why?
9. To what degree has the project achieved its objectives, and why?
10. What challenges have you / has your institution faced in implementing the project thus far?
11. What do you think are the gaps, if any, in how this project was designed/implemented?
12. To what extent did your institution have the necessary resources to effectively achieve the project's objectives? [*Probe: finances, systems, time, infrastructure, experience/expertise/other...*]
13. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?

Performance and emerging results

14. To what degree have you / has your institution changed its approach to teaching and learning with regards to
 - i. Green entrepreneurship
 - ii. Skills for the green economy
 - iii. Environmental sustainability
 - iv. Gender issues?Please, provide specific *examples* of any changes made.
15. In your view, what have been the major achievements/milestones of the project since inception?
16. What internal/external elements enabled/facilitated those achievements?
17. Which of the project results are *more* likely to sustain over time?
18. Which of the project results are *less* likely to sustain over time?
19. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

20. What lessons have you learnt, if any, from your involvement in this project?
21. What project elements would you change in future iterations of the project in a similar context? [*Probe: What additional resources, partnerships, collaborations*]?
22. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



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SUPPORTING MEANINGFUL CHANGE

FOCUS GROUP DISCUSSION: TVET SKILLS EXPERTS

Final evaluation of Green enterPRIZE Innovation and Development Project

This group discussion takes approximately 2 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Briefly, tell us your name and your responsibilities at your organisation.
2. How did you become involved with the project?

Background and context

3. Prior to the ILO project being implemented, to what degree did the TVET system in Zimbabwe did any of the following?
 - a. Promote entrepreneurship and prepare its students for it?
 - b. Promote technical skills for the green economy?
 - c. Connect graduates with the world of work?
 - d. Address relevant issues of environmental sustainability?
 - e. Address gender issues?

Project design and implementation process

4. What role did you play in designing specific components/activities in the project?
 5. To what degree has the project achieved its objectives, and why?
 6. What challenges have you / has your institution faced in implementing the project thus far?
 7. What do you think are the gaps, if any, in how this project was designed/implemented?
-

Performance and emerging results

8. To what degree have you / has your institution changed its approach to teaching and learning with regards to
 - i. Green entrepreneurship
 - ii. Skills for the green economy
 - iii. Environmental sustainability
 - iv. Gender issues?

Please, provide specific *examples* of any changes made.

9. In your view, what have been the major achievements/milestones of the project since inception?
10. Which of the project results are *more* likely to sustain over time?
11. Which of the project results are *less* likely to sustain over time?
12. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

13. What lessons have you learnt, if any, from your involvement in this project?
14. What project elements would you change in future iterations of the project in a similar context?
[Probe: *What additional resources, partnerships, collaborations*]?
15. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



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SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE: MINISTRY OFFICIALS

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1'5 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Briefly explain your responsibilities in the context of the Green enterPRIZE Innovation and Development Project.

Background and Context

2. To what degree does the Green enterPRIZE Innovation and Development Project align with the Zimbabwe's national development agenda, commitment to the SDGs and Paris Agreement on Climate Change and indicators, if at all?
3. In your understanding, what were the project objectives / what did the project try to achieve?

Project design and implementation process

4. How did the project come about? What role did *[your institution]* play in conceptualising and designing the project together with the ILO?
5. To what degree did the project design address the Ministry's needs and expectations regarding employment creation, environmental sustainability and gender inclusion?
6. To what degree was the project implemented according to plan? What deviations or adaptations, if any, did the project experience and why?
7. To what degree has the project achieved its objectives, and why?
8. What challenges has the team faced in implementing the project thus far?

9. What do you think are the gaps, if any, in how this project was designed/implemented?
10. To what extent did the ILO have the necessary resources to effectively achieve the project's objectives? [*Probe: finances, systems, time, infrastructure, experience/expertise/other...*]
11. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?
12. What strategies were put in place to support the sustainability of the results of the project overtime?

Performance and emerging results

13. In your view, what have been the major achievements/milestones of the project since inception?
 - d. In terms of greening TVET and skills development?
 - e. In terms of incentivising and supporting SMEs to launch/grow green businesses?
 - f. In terms of transforming businesses practices towards productivity enhancement, workplace cooperation, environmental sustainability and gender inclusion?
14. What internal/external elements enabled/facilitated those achievements?
15. Which of the project results are *more* likely to sustain over time?
16. Which of the project results are *less* likely to sustain over time?
17. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

18. What lessons have you learnt, if any, from the implementation of each of the three project components?
19. What project elements would you change in future iterations of the project in a similar context? [*Probe: What additional resources, partnerships, collaborations*]?
20. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



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SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE: TRIPARTITE PARTNERS

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1'5 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Kindly introduce yourself and briefly explain your responsibilities at your organisation.
2. Briefly, introduce your organisations' involvement with the ILO project and your role.

Background and context

3. In your understanding, what were the project objectives / what did the project try to achieve?
4. To what extent did the project design address the needs of your constituencies and your expectations as critical social partner?

Project design and implementation process

5. How did the project come about? What role did [*your institution*] play in designing the project?
6. To what degree has the project achieved its objectives, and why?
7. What internal / external barriers has the projects faced in achieving its objectives, if any?
8. What do you think are the gaps, if any, in how this project was designed/implemented?
9. To what extent was the project adequately resourced to achieve its objectives? [Probe: finances, systems, time, infrastructure, experience/expertise/other...]
10. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?

Performance and emerging results

11. To what degree has the project benefited your members around
 - v. Strengthening entrepreneurship efforts
 - vi. Gaining relevant skills for the green economy
 - vii. Improving sustainable business practices
 - viii. Improved working conditions for all workers, especially women?

Please, provide specific *examples* of any changes observed.

12. In your view, what have been the major achievements/milestones of the project since inception?
13. What internal/external elements enabled/facilitated those achievements?
14. Which of the project results are *more* likely to sustain over time?
15. Which of the project results are *less* likely to sustain over time?
16. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

17. What lessons have you learnt, if any, from the implementation of each of the three project components?
18. What project elements would you change in future iterations of the project in a similar context?
[Probe: *What additional resources, partnerships, collaborations*]?
19. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



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SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE: REPRESENTATIVE OF SWEDISH GOVERNMENT

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1'5 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Kindly introduce yourself and your role.

Background and context

2. How does the Green enterPRIZE Innovation and Development Project align with Sweden's development cooperation objectives and strategy?
3. To what degree does the Green enterPRIZE Innovation and Development Project align with the Zimbabwe's national development priorities, commitment to the SDGs and Paris Agreement on Climate Change and indicators, if at all?
4. What was the Government of Sweden expecting to achieve through funding this project?

Project design and implementation process

5. What role did the government of Sweden play in designing the project?
6. In your opinion, to what degree has the project achieved its objectives, and why?
7. What do you think are the gaps, if any, in how this project was designed/implemented?
8. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?

Performance and emerging results

9. To what extent has the project met your expectations as a donor?
10. In your view, what have been the major achievements/milestones of the project in the past 3 years generally?
 - a) In terms of green skills development?
 - b) In terms of incentivising and supporting SMMEs to launch green businesses?
 - c) In terms of improving transforming businesses practices towards environmental sustainability, gender inclusion and social protection?
11. What internal/external elements enabled/facilitated those achievements?

Key lessons learnt

12. What lessons have you learnt, if any, from the implementation of each of the three project components?
13. What project elements would you change in future iterations of the project in a similar context?
[Probe: What additional resources, partnerships, collaborations]?
14. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



Southern Hemisphere

SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE: BDS PROVIDERS

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1'5 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Kindly introduce yourself and briefly explain your responsibilities at your organisation.
2. Briefly, introduce your organisations' involvement with the ILO project and your specific role.

Background and context

3. What challenges do entrepreneurs in Zimbabwe face to establish and grow their businesses?
4. To what degree do entrepreneurs have the necessary knowledge and skills to embark on green businesses?
5. To what degree is the context conducive for women to start and run their own businesses?
6. In your understanding, what were the project objectives / what did the project try to achieve?
7. What was [*your organization*] hoping to get out by participating in the ILO project?
8. To what extent did the project address your clients' needs and your expectations as BDS provider?

Project design and implementation process

9. How did the project [*TE services to enterPRIZE competition contenders*] come about? What role did [*your organisation*] play in in designing specific components/activities in the project?
10. To what degree has the project been implemented according to plan? What deviations or adaptations, if any, did the project experience and why?

11. To what degree has the project achieved its objectives, and why?
12. What challenges have you / has your organisation faced in implementing the project thus far?
13. What do you think are the gaps, if any, in how this project was designed/implemented?
14. To what extent did your organisation have the necessary resources to effectively achieve the project's objectives? [*Probe: finances, systems, time, infrastructure, experience/expertise/other...*]
15. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?

Performance and emerging results

16. To what degree have you / has your organisation changed its approach to supporting entrepreneurs with regards to
 - a. businesses and sustainability;
 - b. women entrepreneurs and women workers?Please, provide *specific examples* of any changes made.
17. In your view, what have been the major achievements/milestones of the project since inception?
18. What internal/external elements enabled/facilitated those achievements?
19. Which of the project results are *more* likely to sustain over time?
20. Which of the project results are *less* likely to sustain over time?
21. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

22. What lessons have you learnt, if any, from the implementation of this project?
23. What project elements would you change in future iterations of the project in a similar context? [*Probe: What additional resources, partnerships, collaborations*]?
24. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



Southern Hemisphere

SUPPORTING MEANINGFUL CHANGE

FOCUS GROUP DISCUSSION: MENTORS

Final evaluation of Green enterPRIZE Innovation and Development Project

This group discussion takes approximately 2 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Briefly, tell us your name and your responsibilities at your organisation.
2. How did you become involved with the project?

Background and context

3. What challenges do entrepreneurs in Zimbabwe face to establish and grow their businesses?
4. To what degree do entrepreneurs have the necessary knowledge and skills to embark on green businesses?
5. To what degree is the context conducive for women to start and run their own businesses?
6. To what extent did the project address your clients' needs and your expectations as BDS provider?

Project design and implementation process

7. What role did *[your organisation]* play in designing specific components/activities in the project?
 8. To what degree has the project achieved its objectives, and why?
 9. What challenges have you / has your organisation faced in implementing the project thus far?
 10. What do you think are the gaps, if any, in how this project was designed/implemented?
-

Performance and emerging results

11. To what degree have you / has your organisation changed its approach to supporting entrepreneurs with regards to

- c. businesses and sustainability;
- d. women entrepreneurs and women workers?

Please, provide *specific examples* of any changes made.

12. Which of the project results are *more* likely to sustain over time?

13. Which of the project results are *less* likely to sustain over time?

14. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

15. What lessons have you learnt, if any, from your involvement in this project?

16. What project elements would you change in future iterations of the project in a similar context?

[Probe: *What additional resources, partnerships, collaborations*]?

17. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



Southern Hemisphere

SUPPORTING MEANINGFUL CHANGE

FOCUS GROUP DISCUSSION: SCORE TRAINERS

Final evaluation of Green enterPRIZE Innovation and Development Project

This group discussion takes approximately 2 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

1. Briefly, tell us your name and your responsibilities at your organisation.
2. How did you become involved with the project?

Background and context

3. What prevents businesses to follow sustainable business practices in Zimbabwe?
4. To what extent did the project address your clients' needs and your expectations as BDS provider?

Project design and implementation process

5. What role did [*your organisation*] play in in designing specific components/activities in the project?
6. To what degree has the project achieved its objectives, and why?
7. What challenges have you / has your organisation faced in implementing the project thus far?

Performance and emerging results

8. To what degree have you / has your organisation changed its approach to supporting entrepreneurs with regards to

- e. businesses and sustainability;
- f. women entrepreneurs and women workers?

Please, provide *specific examples* of any changes made.

- 9. Which of the project results are *more* likely to sustain over time?
- 10. Which of the project results are *less* likely to sustain over time?
- 11. What additional support/work is required to cement emerging results of the project?

Key lessons learnt

- 12. What lessons have you learnt, if any, from your involvement in this project?
- 13. What project elements would you change in future iterations of the project in a similar context?
[Probe: *What additional resources, partnerships, collaborations*]?
- 14. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.



Southern Hemisphere

SUPPORTING MEANINGFUL CHANGE

SEMI-STRUCTURED INTERVIEW SCHEDULE:

- Green enterPRIZE challenge contenders
- SCORE training participants

Final evaluation of Green enterPRIZE Innovation and Development Project

This interview takes approximately 1'5 hours to complete

Respondent's name:	
Respondent's position in organisation:	
Organisation/Institution:	
Location (City):	
Date of interview:	
Interviewer's name:	

Introduction

15. Kindly introduce yourself and your business.
16. Briefly, explain how your/ your business became involved with the ILO project.

Background and context

17. What is the environment for emerging entrepreneurs in Zimbabwe to start and grow their businesses? OR [*If respondent is female*] What is the environment for female emerging entrepreneurs in Zimbabwe to start and grow their businesses?
18. What are the challenges for entrepreneurs / women entrepreneurs in Zimbabwe to start green businesses?
19. In your understanding, what were the project objectives / what did the project try to achieve?
20. What were you / your business hoping to get out by participating in the ILO project?
21. To what extent did the project address your needs and expectations?

Project design and implementation process

22. What activities offered by the enterPRIZE project did you /your business take part in?
23. To what degree did the project address the needs of entrepreneurs and business owners like yourself? [*Probe for relevance of the project components*]
24. What challenges have you / your business faced participating in the project thus far?
25. What do you think are the gaps, if any, in how this project was designed/implemented?
26. To what degree was the project able to adapt to the effects of the COVID-19 pandemic if at all?

Performance and emerging results

27. What benefits, if any, did you / your business obtain from participating in the project? Please, elaborate [*Probe: financial support, non-financial TE support, SCORE training programme, networking, exposure, other.*]
28. To what degree have you / your business changed its approach to
 - a. Doing business and protecting the environment.
 - b. Management the business and the working conditions, specially towards female staff?
 - c. [*If respondent is female*] Accessing opportunities by combining sustainability, the environment and business?Please, provide *specific examples* of any changes made.
29. Has your business changed its staff compliment because of the project [*Probe: added staff, reduced staff, changed roles, increased diversity*]?
30. What elements enabled you / encouraged you / your business to change? [*Probe: internal elements to your business / external elements, in the environment/context*]
31. Are you planning to maintain those changes in the future? In your opinion, will the business be able to maintain those changes?
32. What factors could jeopardise the long-term sustainability of those changes / new practices over time?

Key lessons learnt

33. What lessons have you learnt, if any, from your participation in the project?
34. What recommendations do you have for project managers to improve the success of the project in future iterations?
35. Is there anything else you would like to share with me?

Thank you very much for your time and input. If there is any information you would like to share with me, please don't hesitate to call or email. You have my contact details.

Annex 6. Bibliography

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Annex 8: Documents consulted

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- Green enterPRIZE Project Theory of Change
- Approval Minute- ILO Sida Agreement & PRODOC- ZWE-17-01-SWE
- Strategy for Sweden's Development Cooperation in Zimbabwe 2017 – 2021
- ILO Programme and Budget 2018-2019 and 2020- 2021
- ILO Decent Country Programme Zimbabwe 2012 – 2015
- UNDAF 2018 - 2021
- 2020 Midterm Review of the Green EnterPRIZE project
- DCPR - Green enterPRIZE Year 1 Progress Report - 1 December 2017 to 30 November 2018
- DCPR - Green enterPRIZE Year 2 Progress Report - 1 December 2018 to 30 November 2019
- DCPR - Green enterPRIZE Year 3 Progress Report - December 2019 - November 2020
- Green enterPRIZE Innovation and Development Project in Zimbabwe: Logical Framework (revised)
- Amendment to the Agreement between Sweden and the International Labour Organization on support to 'ILO Green enterPRIZE Innovation & Development in Zimbabwe 2017-2020 (Sida Contribution No. 11283 - Amendment No. 01)
- Consolidated Green enterPRIZE Innovation and Development Results Tracker
- Sample of mentor reports, Green enterPRIZE Competition Challenge.
- Sample of SCORE Training reports
- Project budget document: “Combined AWPB 2018 – 2021 Actual per year”
- See bibliography below for additional references and works cited.