



# ILO EVALUATION

- **Evaluation Title:** Skills for Employment and Productivity in Low-Income Countries
- **ILO TC/SYMBOL:** MOZ/15/50/ROK
- **Type of Evaluation:** Final
- **Country:** Mozambique
- **Date of the evaluation:** June 2018
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- **ILO Technical Backstopping Office:** Skills and Employability Branch, EMPLOYMENT
- **Date project ends:** December 31, 2017
- **Donor:** KOICA, US\$ 1.8mln
- **Evaluation Manager:** Mr. Yadong Wang
- **Key Words:** rural employment, unskilled workers, vocational training, community development

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 Unit.

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## Acronyms

<b>CO</b>	Country Office
<b>CIC</b>	Community Implementation Committees
<b>CONSILMO</b>	Trade Unions Organization
<b>CSC</b>	Community Steering Committees
<b>CTA</b>	Chief Technical Adviser
<b>DSC</b>	District Steering Committees
<b>DW</b>	Decent Work
<b>G20</b>	Group of Twenty
<b>GDP</b>	Gross Domestic Product
<b>GOM</b>	Government of Mozambique
<b>HRD</b>	Human Resource Development
<b>IE</b>	Implementing Entity
<b>ILO</b>	International Labour Organization
<b>IFPELAC</b>	National Institute of TVET and Labour Studies Alberto Cassimo
<b>INEP</b>	National Institute of Employment
<b>INEFP</b>	National Institute of Employment and Vocational Training
<b>KOICA</b>	Korean International Cooperation Agency
<b>LIC</b>	Low-Income Countries
<b>MOLESS</b>	Ministry of Labour, Employment and Social Security
<b>NSC</b>	National Steering Committee
<b>NPC</b>	National Project Coordinator
<b>PDSIWF</b>	Provincial Delegation of Sea, Inland Waters and Fishing of Cabo Delgado
<b>PMU</b>	Project Management Unit
<b>TREE</b>	Training for Rural Economic Empowerment
<b>TVM</b>	Television of Mozambique (public)

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## I. Executive Summary

### Project Background

The project entitled “Skills for Employment and Productivity in Low-Income Countries” was implemented by ILO with funding support of the KOICA. The project was composed of three components. One of these components was the Mozambique component which is focused on supporting rural livelihoods through community-based training programmes using the ILO’s Training for Rural Economic Empowerment (TREE) methodology (hereinafter, ILO KOICA project in Mozambique). The main objective of this component of the project was thus to improve the access of people in the rural communities of Cabo Delgado province to the training and skills and the opportunities to transform these skills into productive livelihoods. The aim was to create a broad base of job creation along the value chain of the extractive industry through the accelerated development of human capital with a focus on the most vulnerable groups and especially on young people and women. The ILO KOICA project in Mozambique commenced in December 2014 and ended in December 2017 with an overall budget of 1.8 mln USD.

The immediate objectives of the ILO KOICA project in Mozambique were three-fold:

- To increase capacity of the National Institute for Employment and Vocational Training (INEFP) institutes and rural community groups to identify livelihood opportunities, develop appropriate training programs and provide post-training support to community and small-scale enterprises;
- To improve delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies;
- To increase collection and use of project information and national data on skill indicators.

The Project had several implementing entities: The National Institute for TVET and Employment (INEFP, divided in 2 different institutions in the beginning of 2017: The Institute for TVET and Labor Studies Alberto Cassimo (IFPELAC), and the National Institute for Employment (INEP); and Provincial Direction of Sea, Inland Waters and Fishery (PDSIWF).

The target group was 1,000 unemployed or underemployed young women and men (50% women) from rural and semi-urban areas facing decent work deficit will receive training, from which 700 will secure wage – or self-employment on the basis of training received.

### Evaluation Background

The final evaluation is to assess the performance of the ILO project in Mozambique over its thirty-six months period, as well as its success in achieving its planned results and objectives. This is the summative evaluation and the overall purpose is to learn from the project implementation so that lessons can be drawn to form the basis for making improvements to project planning, design and management of future projects and programs of a related nature.

The final evaluation was carried out from April to June 2018 by an independent consultant under the supervision of the Evaluation Manager of the Employment Policy Department of the ILO HQ.

This final evaluation covers the full duration of the project from its starting date on December 22, 2014 to December 31, 2017.

The principle audiences for this evaluation are Employment Policy Department (including involved branches); the donor; the Regional Office of Africa, DWT/CO Maputo and Lusaka, DWT Pretoria and tripartite constituents in Mozambique.

## Evaluation Methodology

The evaluation adheres to the ILO standard policies and procedures, the UNEG Norms and Standards, as well as the OECD/DAC Evaluation Quality Standards. It responds to twenty-seven overarching questions inspired by the Project's Outcomes and by the internationally accepted evaluation criteria. The Evaluation Expert adopted a consultative and transparent approach and made use of the following methods and tools: (i) a desk review of literature, including the documents detailed in Annex 6.1; (ii) preparation of an evaluation matrix with related evaluation questions; (iii) semi-structured interviews with 32 key informants (including Project staff, implementing entities, social partners, funder, ILO headquarter and regional office staff, TREE INEFP Trainers and Facilitators); (iv) focus groups with 117 INEFP young trainees and Steering Committees members at community and district levels, (v) beneficiary surveys among 80 INEFP young trainees, users of TREE platform and Steering Committees members in Chiure and Montepuez districts; (vi) direct observation during mission to Mozambique (Maputo, Montepuez and Chiure districts in Cabo Delgado Province) on May 2-11, 2018 and observations of six beneficiaries' projects launched in Montepuez and Chiure districts (carpentry, dressmakers, bread-makers, pisciculture).

### Limitations to the Evaluation

- *Changes in project management team:* The initial project's NPC and CTA left the ILO before the end of the ILO KOICA project in Mozambique (i.e. in June 2017 and August 2017 respectively) due to health and family issues and were not available for the interviews in the course of the final independent evaluation.
- *Access to direct beneficiaries in all target districts:* Due to the deterioration of security situation in Cabo Delgado province, the UN issued travel warnings for parts of the province following a wave of attacks by Islamic militants. For that reason, the Evaluator was not able to undertake a field visit as it was initially planned to one of the project's target district, i.e. Palma district and meet the project's beneficiaries there.

## Summary of Evaluation Findings and Conclusions

### *Relevance and strategic fit*

The ILO KOICA project in Mozambique enjoyed a high relevance, which remained throughout the project's lifespan. The project fully corresponds to the strategic documents of the Government of Mozambique, the donor, the ILO and the needs of beneficiaries. The project fits directly with the Mozambican Government's top priority to create skills for its citizens in order to contribute to the socio-economic development of the country (Mozambique's third Poverty Reduction Strategy Paper (PARP 2011-2015), Five-Year Government Programme 2015-2019, Employment and Vocational Training Strategy 2006-2015) and contributed also to the Africa regional policy priorities of fostering and entrepreneurial spirit and promoting employability through investing in education, skills development, lifelong learning, vocational training, apprenticeships and internships. The project was in direct support of the Mozambique Decent Work Country Programme 2011-2015 and strongly relevant towards achieving aspirations of the ILO-supported Decent Work Agenda for Africa (2007-2015), ILO's skills development strategy and ILO G20 Training Strategy on A Skilled Workforce for Strong, Sustainable and Balanced Growth. The project was also consistent with the UNDAF for Mozambique (UNDAF 2012-15 and 2017-20), the UN Millennium Development Goals (MDGs) Goal 1 and Goal 3, and the 2030 Agenda for Sustainable Development at country level. The project was also coherent with the donor's priorities, in particular the 2nd International Development Cooperation Plan (2016-2020) of the Korean Government, the KOICA's Mid and Long-Term Strategy for 2017-2021, the Republic of Korea's Country Partnership Strategy for the Republic of Mozambique for 2016-2020 and its mid-term development goals (2015-2019).

*Coherence and validity of design*

The project design was generally valid as was designed in accordance with the local needs, i.e. addressing the gaps in skills trainings (including in conceptualizing business ideas), start-up capital, and business support coaching and was developed in a participatory way through consultation with the MOLESS and conduction of a diagnostic study prior to the design of the project. However, the set goals of the project (number of beneficiaries to be targeted) were extremely ambitious when compared with the timeline for execution of the project without inception phase (initially 26 months). At the same time, the project used a systems approach to identify emerging and potential employment, income generation and small business opportunities and deliver training in practical skills and business management. The project's Logframe does not provide a clear causal chain and indicators are not always measurable as formulated in relative terms without providing a baseline against which to measure progress. The project implemented 67% of the MTE recommendations. One recommendation which was not implemented was the conduction of the survey among TREE graduates prior to training and post-training to quantify their monthly incomes and education levels. This happened due to the late finalization of M&E Guide for TREE trainers and facilitators and finalization of training delivery only at the end of the project duration.

*Effectiveness*

The project was effective where it did deliver. In general, completed only 79% of planned activities (11 out of 14). The ILO KOICA in Mozambique achieved most of the set targets under Outcome 1 and Outcome 3, while the expected results mostly exceeded the set targets under Outcome 2. The project under Outcome 2 prepared on 255% bigger number of local TREE trainers than anticipated (102 (actual) vs 40 (planned)), trained on 148% bigger number of beneficiaries than it was planned (1,438 (actual) vs 1,000 (planned)), designed and delivered on 600% more training programmes than it was expected (18 (actual) vs 3 (planned)), and provided on 177% more toolkits to the beneficiaries organized in associations than it was foreseen (259 (actual) vs 146 (planned)). The project did not achieve all set targets under Outcome 1 and Outcome 3 with regard to the conduction of tracer studies on TREE graduates, improving the skills development system and establishing mechanisms for INEFP managers at central and provincial levels to sustain the TREE cycle of needs assessment and training delivery. It happened due to delays with delivery of TREE trainings by the main implementing partner (INEFP/IFPELAC) and the lack of readiness of the Ministry of Labor, Employment and Social Security to work on this issue. Overall, while not being able to meet all its intended outputs due to time limitations and challenging operating environment, the available data (qualitative and quantitative) strongly suggest the project has been successful as a pilot initiative by identifying and then mobilizing target populations, helping to train them, and then fostering support for the former trainees so that a large majority finds gainful employment shortly afterward.

Gender issues were considered by the project through (i) carrying out gender analysis when profiling the communities; (ii) ensuring representation of women in the steering committees; (iii) inclusion of gender issues into the project's M&E manual; (iv) sensitizing trainers and facilitators towards special needs of women; (v) inviting women trainers; (vi) giving awards and recognition to master crafts persons, facilitators and community leaders for promoting gender equality; (vii) publicizing and giving special visibility successful women master crafts persons and women working in non-traditional occupations as role models. In spite of these efforts, the Project underachieved the target of reaching the women as only 25% of women beneficiaries (or 469 out of 1,458 beneficiaries) were covered by the project activities. It happened because women in the north of Mozambique can be characterized by strong stereotypes, prejudices and discrimination in terms of opportunities for education, employment and conducting a business.

*Efficiency of resources use (including effectiveness of management arrangements)*

Resources have been allocated strategically and used efficiently to achieve results. The budget utilization rate from the planned budget constitutes 99%. Almost half of the budget (45%) was spent on direct execution of

project activities, 38% was allocated for management costs, 12% for project support costs and 5% for operating costs. The budget spending was on the same level as it was initially planned in spite of the fact that the project was implemented in three districts instead of one initially planned district, trained on 148% more youth than it was initially planned (1,478 (actual) vs 1,000 (planned)), distributed toolkits to 177% more trainees than it was anticipated (1,238 (actual) vs 700 (planned)), designed on 500% more training programmes than it was intended (15 training programmes (actual) vs 3 (planned)), and prepared on 255% more local TREE trainers and facilitators (102 (actual) vs 40 planned).

The Project had a very efficient project governance structure which ensured community buy-in and support, but relied on insufficient staff capacity to ensure the adequate supervision and implementation of the project activities. At the same time, the project team received high level of support from Director of the ILO Regional Office for Zambia, Malawi and Mozambique, ILO Mozambique Programme Unit, DWT in Pretoria and ILO Geneva skills specialists. The project suffered some delays in implementation due to a number of internal and external factors that were for the most part out of its control. The project duration was revised once, i.e. from 32 months (December 22, 2014-August 31, 2017) to 36 months (December 22, 2014-December 31, 2017); however, the active implementation took place only during 27 months (October 2015- December 2017). The main reasons for delays included 10 months delay with recruitment of CTA and delays with implementation of activities by implementing entities (IFPELAC and INEP) both with regard to training delivery and post-training support.

#### *Impact orientation*

The project has shown the positive signs of short-term impacts at individual, district/community and institutional levels. The project brought a number of benefits to the youth and trainers, the target districts and communities, as well as the implementing partners in terms of increase in employment of youth in target communities and decrease in unemployment rate, creation of a workforce who can reduce the import of labor force from big town to smaller scale interventions, improvement of social infrastructure in target communities and reduction of youth beggars. The project allowed also to improve the delivery of demand-driven skills training by the implementing partners that is based on assessments of economic opportunities in each rural community as well as improved the skills of technical staff of all implementing entities in design, implementation and monitoring of TREE projects. However, still much more work has to be done to improve the access of persons in marginalized areas to training and employment opportunities in Mozambique as the project covered only one province of the country and within this province only 19% of districts (i.e. 3 out of 16) and 3% of the disadvantages' groups of this province such as youth and women.

#### *Sustainability*

The project undertook all necessary steps under its control and within its mandate to promote sustainable project outcomes. The project strengthened the capacity of the implementing partners (INEFP/IFPELAC, INEP, PDSIWF) to adapt and apply tools, and plan and implement strategies from the ILO's Training for Rural and Economic Empowerment (TREE) programme at central and regional level. The established TREE database of trainees is planned to be used further by implementing partners (INEFP/IFPELAC, INEP, PDSIWF) for post-training monitoring. The project was closed but the equipment (a car, computers, equipment for the office) was transferred to IFPELAC in Cabo Delgado province to make the post-training monitoring. The project also designed instruments to facilitate monitoring by the implementing partners. The pool of TREE trainers could pass on the knowledge gained in the project to a wider group of stakeholders. However, insufficient attention was paid for ensuring financial sustainability and enhancing institutionalization of project activities by implementing partners. In addition, the project did not have a separate sustainability plan, which specifies the partners' commitments and ownership of the results after the project has been completed.



## Overall Recommendations

1. The ILO KOICA project in Mozambique should be considered as a basis for further initiatives. The project duration was too short to bring lasting impact and the project requires continuation for at least 3 more years to ensure lasting impact of activities carried out and/or initiated by the project. The project administration modality should be decided internally by the ILO taking into consideration all pros and cons.
2. Future financial support is critical to ensure that the effects of this project and its activities are embedded within the institutional framework of the Project implementing Entity (Institute of Vocational Training and Labor Studies Alberto Cassimo (IFPELAC) which is specialized on trainings only and, the National Institute of Employment (INEP) specialized on the decent employment promotion of the Ministry of Labor, Employment and Social Security). KOICA should continue supporting human capital development initiatives aiming at improvement of employability skills and development of small businesses by marginalized groups in LIC like Mozambique. The issue is clearly relevant to KOICA's mandate and past projects have addressed genuine needs.
3. Planning for different interventions of a future project should be holistic, and take into consideration all components of the value chain. If the project duration will be 3 years, it should have realistic targets, like 500 beneficiaries (50%-m/50%-f), no more than 5 training areas with allocation of bigger budget for purchasing bigger toolkits. The future interventions should also include a separate awareness raising component which would allow to spread information about TREE (a local economic development methodology which promotes market driven community-based technical and vocational skills development in rural areas) to a wider group of stakeholders and beneficiaries. Apart from skills training on different trades, the training should include cross-cutting issues like HIV/AIDs, gender, environmental issues. Where technical expertise is lacking amongst implementing entities, such expertise should be sourced at an early stage from outside, instead of proceeding with deficient know-how.
4. To integrate the learning from the ILO KOICA project in Mozambique during development of the next Decent Country Programme (2019-2023).

## Lessons Learned

In contexts where there are limited opportunities for wage employment, skills projects should help position youth for success in self-employment. Oftentimes there is an expectation that skills training projects should affect wage employment, but in many places, youth need skills to help them enter and be more productive in self-employment.

Design curricula and teaching strategies to be accessible to low-literacy learners. Curriculum for low-literacy audiences should be participatory and activity-based; it should rely on pictures, avoid being too text-heavy, and use simple vocabulary.

Monitoring is necessary at every stage of project implementation. Monitoring is needed during outreach activities, the application and shortlisting processes, skills training, and importantly, when graduates are in jobs/businesses after the training ends.

Projects should identify emerging market opportunities and high value-added activities for young women. Skills training interventions present an opportunity to break occupational sex-segregation, but oftentimes they fail to do so.

The project experience shows that having a gender expert in the team throughout the project duration will be very helpful to facilitate the integration of gender concerns in the work of the PIU.

### Potential Good Practices

The requirement that the project management unit and staff of the main implementing partner at the provincial level should be located within the counterpart agency in projects of this type is frequently advocated in principle but not so often implemented in practice. The results achieved by ILO KOICA project in Mozambique as measured by the strong working relationships and the clear understanding and commitment of IFPELAC staff in implementing changes is further evidence of the importance and benefits to be gained in advocating this approach when other projects of this type are being proposed and implemented.

The implementing partners received access to considerable training and workshop activities as well as post-training monitoring. These manuals and guidebooks were widely acknowledged as major resources and references tools particularly for master and local trainers especially when they were reviewing and refining their training courses to suit communities' needs and the opportunities available in the labour market. The benefits of these aids and the importance of keeping them up to date should always be important considerations in projects of this type.

## II. Background and Project Description

This section provides a background context, as well as a project and evaluation overview for the ILO KOICA project in Mozambique.

### 2.1. Project context

Mozambique borders Tanzania, Malawi, Zambia, Zimbabwe, South Africa, and Swaziland. Its long Indian Ocean coastline (of 2,500 kilometers) faces east to Madagascar. Mozambique became independent from Portugal on June 25, 1975 after 500 years of colonial rule. It is endowed with ample arable land, water, energy, as well as mineral resources and newly discovered natural gas offshore; three deep seaports; and a relatively large potential pool of labor. It is also strategically located, with four of the six countries it borders landlocked and hence dependent on it as a conduit to global markets. Mozambique's strong ties to the region's economic engine, South Africa, underscore the importance of its economic, political, and social development to the stability and growth of Southern Africa as a whole.

About 70% of its population of 28 million (2016) live and work in rural areas. Population growth in Mozambique in the past decade has jumped to 3.5% per year, compared to 2.4% in the previous decade. It is now one of the highest in Africa - only Equatorial Guinea and Niger are higher, at 3.8%, as estimated by the World Bank. The sub-Saharan African average is 2.7% per year. It will take Mozambique less than a decade to reach 40 mln people<sup>1</sup>.

At independence in 1975, Mozambique was one of the world's poorest countries. Socialist policies, economic mismanagement, and a brutal civil war from 1977 to 1992 further impoverished the country. In 1987, the government embarked on a series of macroeconomic reforms designed to stabilize the economy. These steps, combined with donor assistance and with political stability since the multi-party elections in 1994, propelled the country's GDP from \$4 billion in 1993, following the war, to about \$37 billion in 2017. Fiscal reforms, including the introduction of a value-added tax and reform of the customs service, have improved the government's revenue collection abilities. In spite of these gains, Mozambique ranks 181 out of 187 countries in the most recent UNDP's Human Development Index; 70% of the total population lives in poverty<sup>2</sup>. The Human Development Index evaluates life expectancy, access to education and Gross National Income (GNI) to measure the progress of human development in a country. Most economic activity and employment are in agriculture, with little diversification into manufacturing or high value-added services<sup>3</sup>.

Although Mozambique has grown steadily over the past decade – with gross domestic product (GDP) expanding by 5–7% in real terms each year (one of Africa's strongest performances) – the economy has not developed structurally. The sizable external debt burden, donor withdrawal, elevated inflation, and currency depreciation contributed to slower growth in 2016-17. Two major international consortiums are seeking approval to develop massive natural gas deposits off the coast of Cabo Delgado province, in what has the potential to become the largest infrastructure project in Africa. The government predicts sales of liquefied natural gas from these projects could generate several billion dollars in revenues annually sometime after 2022<sup>4</sup>.

Access to formal education remains high in primary education. However, despite this advance in primary education enrollment, there are serious problems. While enrollment in primary enrollment has reached 100%, the completion rate for primary education remains low at (47.6%). About 58.9% of the population do not have a formal education and, overall, only 29.8% of Mozambicans have completed primary education<sup>5</sup>. As a result,

<sup>1</sup> <http://www.worldbank.org/en/country/mozambique/overview>

<sup>2</sup> <https://borgenproject.org/about-poverty-in-mozambique/>

<sup>3</sup> Balchin, N., Coughlin, P., Papadavid, P., te Velde, D.W. and Vrolijk, K. (2017) Economic transformation and job creation in Mozambique: synthesis paper. London: SET Programme, ODI

<sup>4</sup> [https://theodora.com/wfbcurrent/mozambique/mozambique\\_economy.html](https://theodora.com/wfbcurrent/mozambique/mozambique_economy.html)

<sup>5</sup> <https://www.bti-project.org/en/reports/country-reports/detail/itc/MOZ/>

Mozambique’s literacy rate is only 47%. The literacy rate for women is 48%, while for men it is 60%. As a result, women are more vulnerable to poverty than men<sup>6</sup>.

Moreover, the skills of those who have completed primary education remain low. Many people have serious difficulties reading, writing and doing simple calculations. The number of people entering the labor market each year is higher than the number of job opportunities available in the market. Recent job opportunities created by foreign investment are not enough for the existing workforce. There is still a mismatch between the qualifications offered in formal education and those demanded in the market. This might be related to a lack of vocational training. Thus, the majority of the population continues to work as unskilled labor mainly in the agricultural and informal sectors.

Unemployment and underemployment are major concerns throughout the developing world but are particularly acute in Mozambique. Tackling these challenges requires effective measures to increase employment opportunities for the growing supply of labor, in particular women and men living in rural areas, with the relevant and quality skills they need to enter the labor market. The “Skills for Employment and Productivity in Low Income Countries” project was launched by the ILO, with support from KOICA of South Korea, to address the need to create more quality jobs and increase the employability of vulnerable groups, in particular young women and men in Mozambique.

## 2.2. Project description<sup>7</sup>

The main objective of the Project was thus to improve the access of people in the rural communities of Cabo Delgado province to the training and skills and the opportunities to transform these skills into productive livelihoods. The aim was to create a broad base of job creation along the value chain of the extractive industry through the accelerated development of human capital with a focus on the most vulnerable groups and especially on young people and women. The Project commenced in December 2014 and ended in December 2017 with an overall budget of 1.8 mln USD.

The stated objectives of the Project were three-fold:

- I. To increase capacity of the National Institute for Employment and Vocational Training (INEFP) institutes and rural community groups to identify livelihood opportunities, develop appropriate training programs and provide post-training support to community and small-scale enterprises;
- II. To improve delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies;
- III. To increase collection and use of project information and national data on skill indicators.

These aims were supposed to be achieved through a range of project activities addressing Project’s components as follows:

- *Capacity Building*: Training for national and provincial officials and establishment of governance mechanisms to implement the TREE; development of benchmarking and monitoring tool for TREE beneficiary communities and individuals; based on the benchmarking and information management system.
- *Technical and Vocational Training*: Developing training proposals; defining training materials and supports, and training of trainers in selected industry or occupations; identification of local public and private training providers and assessment of their capabilities to deliver appropriate training in the identified economic opportunities; identification of public and private business service providers and to provide entrepreneurship training; tracer studies on TREE graduates.
- *Identification of economic opportunities and training needs assessment*: Collection and analysis of information and assessment of labour market demand, socio-economic profile of the community and

<sup>6</sup> <https://www.usaid.gov/mozambique/education>

<sup>7</sup> This sub-section prepared based on the ProDoc and TREE Report prepared by Roberto Monterde (June 2016)

community mobilization; identification of economic opportunities and training needs assessment; developing feasibility studies.

- *Post-training support*: Facilitation of job placement assistance; setting up of sustainable community structures such as cooperatives and self-help groups and improve their access to savings, credit institutions and micro credit; give small grants to start-up a business, according to a set of pre-requisites.

The project was implemented using the ILO methodology TREE (Training for Rural Economic Empowerment), which emphasizes the crucial role of skills and knowledge in creating new economic and employment opportunities for the poor, the underemployed, the unemployed and the disadvantaged. This methodology has a systemic approach which ensures that training is linked to economic and employment opportunities and that disadvantaged target groups, including poor women and people with disabilities, can realize these opportunities and thus be economically empowered.

The approach differs from conventional vocational training programs in three main respects:

- Identification of potential income generation opportunities and related training needs, before the corresponding training programs are developed;
- Involving the local community and social partners in identifying development opportunities, helping to drive program implementation;
- Facilitating post-training support, including guidance on the use of production technologies, facilitating access to credit and other financial services, supporting the formation of support groups and rural associations, etc., to ensure that women and men can start and maintain income generating activities, and increase productivity in business areas where training has been assured.

The project was implemented in Cabo Delgado, the third poorest province of Mozambique and in three districts namely: Palma, Montepuez and Chiúre.

Cabo Delgado Province is located in northern Mozambique, bordered by Tanzania to the north (by the Rovuma River), Niassa Province to the west, Nampula Province to the south and the Indian Ocean to the east. It has an area of 82,625 km<sup>2</sup>, a population of 2,333,278 inhabitants (48.5%-m/51.5%-f, 2017 census) and is divided into the 16 districts. Of these, about 65% are young people between the age of 15 and 34. The project planned to demonstrate effective community-based training and livelihood generation in the Province of Cabo Delgado, an area where the recent discovery of natural gas is generating large foreign investment and few local jobs. In Cabo Delgado, some 25,000 young people enter the labour market every year. This influx only adds to unemployment: only 6.2% of the economic active population in Cabo Delgado is employed. Almost all of the population, 90%, works in agriculture.

The district of Chiúre is located in the southern part of the province of Cabo Delgado, has a surface of 5,320 km<sup>2</sup>, a population of 316,267 and a population density of 43.5 inhabitants/km<sup>2</sup>. The potential economic dependency ratio is 1: 1.05, for every 10 children or elderly there are 10.5 people of working age. The population is young (46.3%, below 15 years of age), mostly female (47.9% male rate) and rural (urbanization rate 10%). The district of Chiúre has a commercial retail network concentrated at the district's headquarters, with 28 stores registered in 2012. The agricultural production is made predominantly in dry conditions and practiced manually in small family farms. The district is very rich in forest and wildlife resources. The district already has some signs of deforestation. Fuelwood and coal are the main fuels for domestic use, and both are marketed by the local population. The small local industry (fishing, carpentry, milling and handicrafts) emerges as an alternative to agricultural activity, or extension of it. There is a high illiteracy, in the order of 66.6% and the group of women is the highest percentage, in the order of 80.9%. Households are mostly composed of 3 to 5 people. The type of modal housing of the district is the hut, with pavement of earth beaten, roof of grass or thatch and walls of reed or sticks.

Most families do not have radio (39.6%), nor electricity (4%), every 10 families have 4 bicycles, and the majority of the population have no latrine. The water is collected directly into wells and holes. The consumption pattern in the rural area of Mozambique is 64.8%, dedicated to food products, followed by housing services (transportation, communications, energy, water) with 15.3%.

The district of Montepuez is located in the southern part of the province of Cabo Delgado, 210 km from the capital, has an area of 17,964 km<sup>2</sup> and a population of 261,535, with a population density of 12.1 inhabitants/km<sup>2</sup>. The ratio of potential economic dependence and 1: 1.18, for every 10 children or elderly people there are 18 people of working age. The population is young (46.8%, under 15 years of age), mostly female (male rate of 48.2%) and rural population (urbanization rate of 10%). The district of Montepuez has a commercial network concentrated in the headquarters of the district with retail, wholesale and specialized. The agricultural production is made predominantly in dry conditions and practiced manually in small family farms. Livestock development in the district has been weak with some growing cattle and livestock breeding. There are two game reserves for eco-tourism practice. The district already has some signs of deforestation and erosion due to mining activity. Fuelwood and coal are the main fuels for domestic use, and both are marketed by the local population. The small local industry (fishing, carpentry, milling, aviary) emerges as an alternative to agricultural activity, or an extension of its activity. There are mining gem mining and problems with gold miners. There is a high level of illiteracy, of 79%, with women having the highest percentage, of 85.1%. The households are mostly from 3 to 5 people. The type of modal housing of the district is the hut, with pavement of earth beaten, roof of grass or thatch and walls of reed or sticks. Most families do not have radio (40%) or electricity (3.5%), living in palhotes without a latrine and water collected directly from wells, holes, rivers and lakes. The consumption pattern<sup>4</sup> in rural Mozambique is 64.8%, with food services followed by housing services (transport, communications, energy, water) with 15.3%.

The district of Palma is located in the northern part of the province of Cabo Delgado, has a surface of 3,561 km<sup>2</sup> and a population 201,846, with a population density of 14.5 inhabitants/km<sup>2</sup>. The potential economic dependency ratio is 1: 1.76, for every 10 children or elderly there are 17.6 people of working age. The

Figure 1: Map of Cabo Delgado province<sup>8</sup>



<sup>8</sup> <http://www.maphill.com/mozambique/cabo-delgado/maps/shaded-relief-map/physical-outside/>



population is younger than in other districts (39%, below 15 years of age), mostly female (49.8% masculinity rate) and rural matrix (urbanization rate 10%). The district of Palma has a commercial retail network concentrated in the district's headquarters. The agricultural production is made predominantly in dry conditions and practiced manually in small family farms. The district is rich in wildlife resources, but it already shows some signs of deforestation. Wood and coal are the main fuels for domestic use and both are marketed by the local. The small local industry (fishing, carpentry and handicrafts) emerges as an alternative to agricultural activity, or an extension of its activity. Given the gas springs detected, a large increase in economic activity in the district is expected. There is a high illiteracy rate of 66.6%, with women having the highest percentage, with 80.9%. The households are mostly from 3 to 5 people. The type of modal housing of the district is the hut, with pavement of earth beaten, roof of grass or thatch and walls of reed or sticks. Most families do not have radio (42.7%), nor electricity (0.7%), with 4 bicycles in ten families, and living in huts without latrine and water, which is collected directly in wells and holes. The consumption pattern in rural Mozambique is 64.8%, with food services followed by housing services (transportation, communications, energy, water) with 15.3%.

The Project had several implementing entities: The National Institute for TVET and Employment (INEFP, divided in 2 different institutions in the beginning of 2017: The Institute for TVET and Labor Studies Alberto Cassimo (IFPELAC), and the National Institute for Employment (INEP); and Provincial Direction of Sea, Inland Waters and Fishery (PDSIWF).

The project's target group was 1,000 unemployed or underemployed young women and men (50% women) from rural and semi-urban areas facing decent work deficit will receive training, from which 700 will secure wage – or self-employment on the basis of training received.

### III. Evaluation Objectives and Methodology

#### 3.1. Purpose and Scope of the Evaluation

The overall objective of the final evaluation is to assess the performance of the ILO project in Mozambique over its thirty-six months period, as well as its success in achieving its planned results and objectives. This is the summative evaluation and the overall purpose is to learn from the project implementation so that lessons can be drawn to form the basis for making improvements to project planning, design and management of future projects and programs of a related nature. This evaluation exercise is meant to ensure ownership, result-based orientation, cost-effectiveness and quality of ILO services and act as a downward and upward accountability process by the ILO to the donor.

This final evaluation covers the full duration of the project from its starting date on December 22, 2014 to December 31, 2017.

#### 3.2. Evaluation Criteria and Questions

The evaluation adhered to UN System Evaluation Norms and Standards and applies OECD/DAC Evaluation Quality Standards and ILO Guidelines for the completion of evaluations. Regarding evaluation objectives, the main objectives was to assess the project's design, as well as the project's performance in terms of relevance, effectiveness, efficiency, sustainability and impact. The ToR include a comprehensive list of detailed, specific evaluative questions under each evaluation criteria, which provided focus for the final evaluation. In addressing the ILO evaluation criteria, the final evaluation focused on 27 evaluation questions (see Table 1 below).

Table 1. Key Evaluation Questions and Criteria

Criteria	Summary of Questions and Issues Addressed
Relevance	<ol style="list-style-type: none"> <li>1. Was the project relevant to the needs expressed by the tripartite constituents?</li> <li>2. Was the project relevant to the district, provincial/regional, national and international development frameworks (e.g. G20 Training Strategy)?</li> <li>3. How did the project align with and support ILO country-level strategies?</li> </ol>
Coherence & Validity of Design	<ol style="list-style-type: none"> <li>4. Was the results framework appropriate, given the expectations of the ILO and Korea?</li> <li>5. Was the intervention logic well taught, coherent and realistic? How appropriate and useful are the indicators for Mozambique?</li> <li>6. To what extent did the adjustment made after the mid-term internal review in December 2016 improved the coherence of the project?</li> </ol>
Effectiveness	<ol style="list-style-type: none"> <li>7. To what extent has the project achieved its objectives in terms of country, and province/regional level objectives and products? And how well did the results achieved at the national and provincial/regional level supported their respective country and province/region strategies?</li> <li>8. To what extent can the ILO, and national, provincial/regional and local capacities be considered enhanced as a result of this project?</li> <li>9. In which area did the project have the greatest achievements, and in which one did it achieve the least?</li> <li>10. To what extent, if any, did the project contribute to enhance ILO knowledge on tools and approaches for more effective policies for skills development?</li> <li>11. How well did the results contribute to the ILO's cross-cutting themes of gender and non-discrimination?</li> <li>12. Were there any unexpected results? And what were the reasons?</li> <li>13. What were the key factors of success?</li> <li>14. What were the main internal and external constraints/challenges to attain the expected results?</li> </ol>
Efficiency	<ol style="list-style-type: none"> <li>15. How much time, efforts and financial resources are needed to develop and implement projects that contribute to the outcomes? Have activities supporting the project been cost effective?</li> <li>16. Given the distribution of project's human and financial resources across country, province/region and district, and the progress made on each of them, are such resources efficiently allocated?</li> <li>17. To what extent did the projects at national, provincial/regional and district build on other initiatives and build partnerships?</li> <li>18. How effective was the communication between the project team, the donor and other stakeholders?</li> <li>19. How effectively was the project performance and results monitored?</li> <li>20. To what extent were the constituents' involved in project governance?</li> </ol>
Impact	<ol style="list-style-type: none"> <li>21. How did the project in the sub region, and Mozambique build the capacity of tripartite constituents to deliver on outcomes?</li> <li>22. How did the project influence coordination among the ILO and its strategic partners?</li> <li>23. How was the knowledge generated from the project shared at global, sub-region and country levels?</li> </ol>
Sustainability	<ol style="list-style-type: none"> <li>24. What recommendations and lessons could be offered to improve the sustainability of the ILO's work in the region?</li> <li>25. How can the findings of the evaluation inform the strategic direction of the sub region and country?</li> <li>26. What is the likelihood that the results of the project will be sustained and utilized after the end of the project as far as country products are concerned?</li> <li>27. What recommendations can be offered on the way forward?</li> </ol>



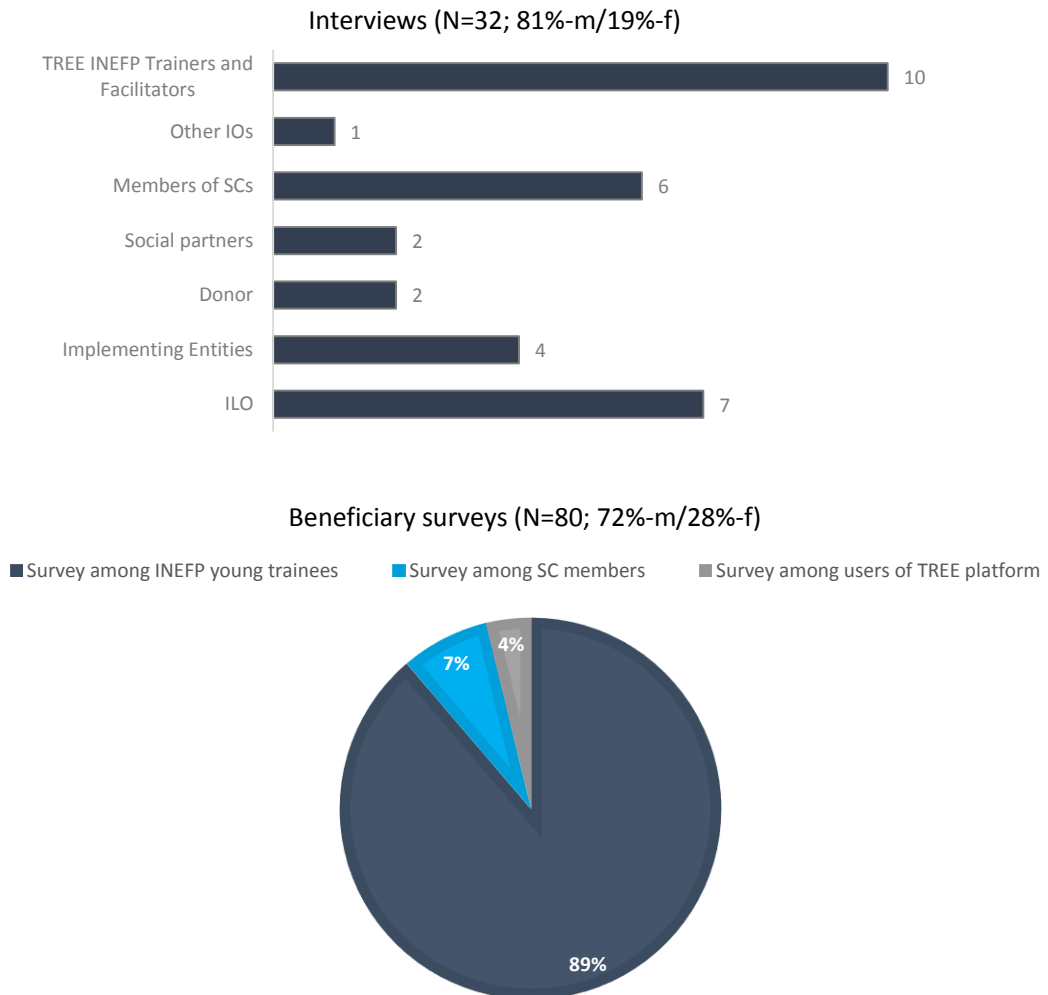
### 3.3. Evaluation Methodology

The evaluation work commenced in April 2018 and was concluded in May-June 2018.

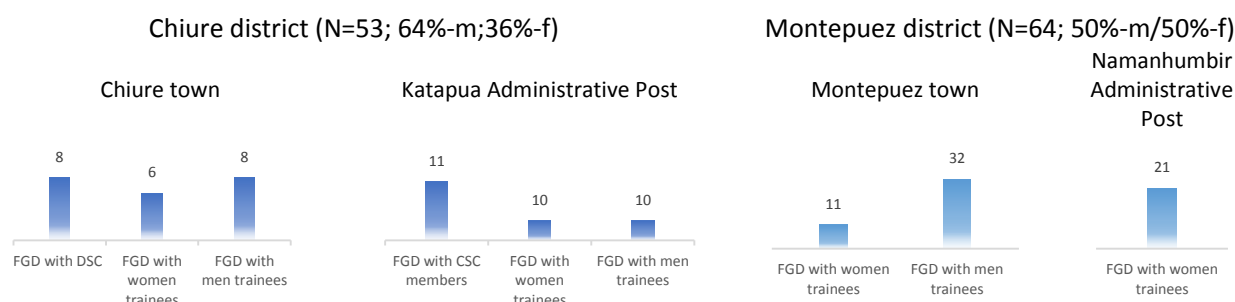
The evaluation methodology consisted of a triangulation exercise of data stemming from:

1. Desk review of documents produced by the project or of direct relevance to the project (including all Project’s progress reports, project documentation, TREE Mozambique web-platform, internal MTE, and relevant national, regional and international reports and literature);
2. Semi-structured interviews with key informants (including Project staff, implementing entities, social partners, funder, ILO headquarter and regional office staff, TREE INEFP Trainers and Facilitators);
3. Focus groups with INEFP young trainees and Steering Committees members at community and district levels;
4. Beneficiary surveys among INEFP young trainees, users of TREE platform and Steering Committees members;
5. Field mission to Mozambique (Maputo, Montepuez and Chiure districts in Cabo Delgado Province) on May 2-11, 2018 and observations of six beneficiaries’ projects launched in Montepuez and Chiure districts (carpentry, dressmakers, bread-makers, pisciculture).

Figure 2. Summary of Main Methods of Data Collection and Number of Stakeholders Reached in the framework of Final Evaluation



Focus groups (N=117; 56%-m/44%-f)



(See annexes 6.1 -6.5 for data collection tools, documentation and key informants).

### 3.4. Data Analysis

The final evaluation triangulated data by making use of pre-existing data sources, as well as by examining information collected by other means, as described above. The validity of each set was tested by first gathering and then comparing multiple data sets with each other. The most frequent methods were content, pattern and trend analysis to identify themes emerging from the data collection and document review exercises and response convergence/divergence analysis to determine where target groups exhibited similar or differing responses. The final evaluation aimed to strengthen the conclusions from the observations and to reduce the risk of false interpretations.

For comparability purposes, a scoring rubric on a scale from 1 to 6 for making judgments about different levels of performance and relative success of the different results areas of global component was adopted and it is disclosed in Table 2 below.

Table 2: Scoring Rubric for Performance

Satisfactory	Less than satisfactory
6- Highly Satisfactory: no shortcomings	3- Moderately Unsatisfactory: significant shortcoming
5- Satisfactory: minor shortcomings	2- Unsatisfactory: major shortcomings
4- Moderately Satisfactory: moderate shortcomings	1-Highly Unsatisfactory: severe shortcomings

The ratings are based on all the information available to the evaluator, including project documents, interactions with ILO staff, donor, implementing entities, direct beneficiaries and other stakeholders.

### 3.5. Evaluation Limitations

This evaluation went on well without obstacles. The Evaluator was able to work on the assessment in conditions that permit to make a reasonable opinion on the Project. The evaluation draws on data from a number of different sources so that the findings from each of the sources can be compared for consistency of findings.

Nonetheless it is important to highlight some limitations, which might affect the interpretation of this report. The limitations are summarized below:

- *Changes in project management team:* The initial project’s NPC and CTA left the ILO before the end of the ILO KOICA project in Mozambique (i.e. in June 2017 and August 2017 respectively) due to health and family issues and were not available for the interviews in the course of the final independent evaluation.

- *Access to direct beneficiaries in all target districts:* Due to the deterioration of security situation in Cabo Delgado province<sup>9</sup>, the UN issued travel warnings for parts of the province following a wave of attacks by Islamic militants. For that reason, the Evaluator was not able to undertake a field visit as it was initially planned to one of the project's target district, i.e. Palma district and meet the project's beneficiaries there.

The Evaluator mitigated these limitations and minimized possible biases through triangulation of methods and data. Additionally, these limitations were mitigated by holding anonymous surveys among INEFP young trainees, users of TREE platform and Steering Committees members. Furthermore, the ILO staff in Mozambique involved in the project (i.e. Country Director, as well as the project team (present CTA, NPC of the Sida funded project and NPC of the sister TREE project funded by the Norway) which took the project over after original CTA and NPC left) made themselves available to the Evaluator and provided detail feedback on the project background, performance and results. In addition, previous CTA left a detailed handover note<sup>10</sup> which was shared with the Evaluator and was used in the course of the preparation of the present report.

## IV. Evaluation Findings

This section reports the findings of this evaluation. In particular, the design and formulation, relevance and implementation of project are analyzed. This section also analyses the attainment of results according to the indicators set in the results framework, impact orientation of the project and discusses the findings concerning the sustainability of the project beyond its lifecycle.

### 4.1. Relevance and Strategic Fit

The project has been designed to be relevant to the situation in Mozambique, from the perspectives of national policies and strategies, ILO, UN and donor perspectives as well as from a technical point of view. It fits with existing strategies and addresses important long-standing problems (access of people in the rural communities to the training as well as job creation) that cannot be solved by a single project intervention.

#### 4.1.1. Relevance for the partner country

There is no doubt that the project is as valid today as it was three years ago when it was first conceived. The project aimed at contributing to the creation of decent work for Mozambican men and women, in particular youth and those living in rural areas. This fits directly with the Mozambican Government's top priority to create skills for its citizens in order to contribute to the socio-economic development of the country. The Government had been aware for some time that, despite high growth rates, growth was not being translated into increased jobs and lower poverty rates outside of the natural resource extractive industries. Over 70% of poor households live in rural areas in Mozambique. Thus, the ILO project enhanced rural livelihoods using the TREE methodology. As evident from the interviews with constituents, the project targeted the existed gaps or constraints in skills development systems and aimed to turn new potential for job growth into reality by overcoming skill gaps.

The project's objectives fit closely with **Mozambique's third Poverty Reduction Strategy Paper (PARP 2011-2015)** which places inclusive growth as a key national priority and recognizes that efforts to promote social development need to be complemented by an economic strategy that would boost productivity in labour-intensive sectors and trigger the structural transformation and diversification of the economy. The employment of women is particularly emphasized as a result of the perceived existing gaps, and recognition of the positive role that a gender specific investment in skills development could have for the entire economy

<sup>9</sup> <https://www.garda.com/crisis24/news-alerts/128296/mozambique-western-governments-issue-travel-warnings-for-cabo-delgado-province-update-1>

<sup>10</sup> Final end of contract report for the period of 4 October 2015-31 August 2017 prepared by Ana Cristina Paulo, CTA, ILO, August 31, 2017

and society. The project was also aligned with the priorities and supported pillars of the **Five-Year Government Programme 2015-2019** (Programa Quinquenal do Governo 2015–2019, PQG), specifically strategic objective 1 ‘Promotion of an inclusive, effective and efficient educational system that ensures the acquisition of skills required in terms of knowledge, skills and attitudes to meet the needs of human development’ through promotion of job creation in various sectors of economic and social activities and strategic objective 3 ‘Promotion of Employment, Productivity and Competitiveness’ through promotion of initial and continuing vocational training, including retraining and training of trainers as well as training of cadres MOLESS and social partners in various fields. Furthermore, the project was based on the overriding goals of the **Employment and Vocational Training Strategy 2006-2015**, which covers both rural and urban areas and focuses on self-employment for young people, people with disabilities and women entrepreneurs.

The project contributed also to the Africa regional policy priorities of fostering and entrepreneurial spirit and promoting employability through investing in education, skills development, lifelong learning, vocational training, apprenticeships and internships, which are being carried on through promoting of the implementation of Conventions concerning fundamental principles and rights at work by empowering local governments and communities for planning, implementation and monitoring of the overall cycle of training sessions focused on the promotion of skills and employability of local youth.

In addition, the project objectives were clearly aligned with the needs of direct beneficiaries (young men and women from the rural communities, with no job or no decent job) as the TREE methodology fully addresses the different elements required for youth to access high-potential opportunities, consisting in a comprehensive approach that includes diagnosis of economic opportunities, skills training (including in conceptualizing business ideas), start-up capital, and business support coaching.

#### 4.1.2. Relevance to UN Programming

The project was also consistent with the UNDAF for Mozambique, particular with **UNDAF 2012-15** (Outcome 2: Vulnerable groups access new opportunities for improved income and livelihoods, with a special focus on decent employment), and **UNDAF 2017-20** (Outcome 2: Poor people benefit equitably from sustainable economic transformation).

The project was also in direct support of the **UN Millennium Development Goals** (MDGs) and contributed for the Goal 1: Eradicate extreme poverty and hunger, in particular Target 1b: Achieve full and productive employment and decent work for all, including women and young people; and also Goal 3: Promote gender equality and empowerment. In addition, the project contributed to the implementation of the **2030 Agenda for Sustainable Development** at country level, specifically SDG 4. ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ (target 3 ‘By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university’) and target 4 ‘By 2030, substantially increase the number of youth and adults, who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by promoting training sessions for both woman and man at grassroots level in a safe conditions’) and SDG 8 ‘Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all’ (target 6 ‘By 2020, substantially reduce the proportion of youth not in employment, education or training’).

#### 4.1.3. Alignment with and support ILO global, regional and country-level strategies

The ILO project in Mozambique is consistent with the ILO priorities specified in the ILO country, regional and global-level strategies.

The project was in direct support of the **Mozambique Decent Work Country Programme 2011-2015**<sup>11</sup>: Priority 1 ‘Poverty Reduction through Creation of Decent Work with a special focus on Women, Youth, People with Disabilities and People infected and affected by HIV/AIDS’, Outcome 1.2: Improved conditions for enterprise creation and growth with a view to generating Decent Work, particularly in Micro, Small and

<sup>11</sup> [https://www.ilo.org/wcmsp5/groups/public/---africa/documents/publication/wcms\\_231471.pdf](https://www.ilo.org/wcmsp5/groups/public/---africa/documents/publication/wcms_231471.pdf)

Medium Enterprises. The project was also linked to CPO MOZ100 ‘Poverty Reduction through Creation of Decent Work with specific focus on Women, Youth, People with Disabilities and People infected and affected by HIV&AIDS’ for 2014-2015 and well aligned with the Strategy Policy Framework of the ILO under the Programme and Budget (P&B) framework for 2016-2017 specifically it directly contributes to the Policy Outcome on Decent work in the rural economy.

The Evaluation Mission found the overall project objective, planned outputs anticipated outcome and impact to be strongly relevant towards achieving aspirations of the **ILO-supported Decent Work Agenda for Africa (DWAA); 2007-2015**<sup>12</sup>—whose decent work policy portfolio focuses, among other things on: (i) Promoting conducive environment for the development of African enterprises, creation of decent work for young people, and promotion of skills development and employability, and (ii) promoting integrated approaches to upgrading the informal economy.

The project’s objectives were in line the **ILO’s skills development strategy** as codified by Recommendation 195 on Human Resource Development (2004) as well as the Conclusions of the International Labour Conference (2008) on skills for productivity, employment growth and development. One of the 2008 Conclusions of the Committee of Skills “Expanding the outreach of national training institutions to rural areas should be combined with innovative approaches, such as: (a) community-based training, in which training is provided in line with economic and employment opportunities of local areas; (b) distance learning by using information and communication technologies (ICT); (c) mobile training, which brings training closer to people; (d) emphasis in cooperatives on technical and entrepreneurship skills development; and (e) labour-based methods to improve rural infrastructure which provides training in construction, maintenance, and public contracting is very much in line with the project’s objectives in Mozambique.

Moreover, the project interventions and activities in Mozambique are explicitly linked to a number of high-priority “building blocks” that lead to strong training and skills development strategies and policies identified under the **ILO G20 Training Strategy on A Skilled Workforce for Strong, Sustainable and Balanced Growth**, specifically provision of support in tackling a number of challenges related to anticipation of skill needs, labour market information systems, sector-based approaches, and accessibility to good-quality training for vulnerable groups.

#### 4.1.4. Relevance for the donor

The project main donor is the KOICA of South Korea. Through the strategy of the donor it is clear how this project was of direct support; a view that was further stressed during the interviews that this evaluation held with the donor representatives. The project’s design was coherent with the **2<sup>nd</sup> International Development Cooperation Plan (2016-2020) of the Korean Government** which focuses on contributing to the achievement of SDGs, and the **KOICA’s Mid and Long-Term Strategy for 2017-2021**<sup>13</sup> (priority 2 ‘Improve developing countries ability to be self-reliant’ through developing workforce capabilities). The objective and activities of the project is also significantly relevant and strategically in line with the **Republic of Korea’s Country Partnership Strategy for the Republic of Mozambique for 2016-2020 and its mid-term development goals (2015-2019)**, in particular developing human and social capital as well as contributing to poverty reduction in Mozambique through establishing a foundation for sustainable national development by strengthening and training human resources under priority 4 ‘Education’.

<sup>12</sup> <https://www.ilo.org/public/english/standards/relm/rgmeet/11afirm/dg-thematic.pdf>

<sup>13</sup> [http://www.koica.go.kr/english/koica/policies\\_strategies/index.html](http://www.koica.go.kr/english/koica/policies_strategies/index.html)

## 4.2. Coherence and Validity of Design

### 4.2.1. Project design

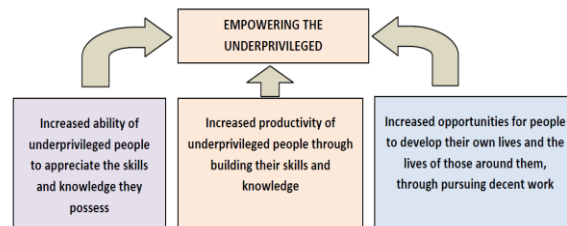
As evident from desk review and interviews, the design of the ILO project in Mozambique has both strength and weaknesses. On the one hand, the intervention logic is appropriate. The project offers a complex approach for achievement of its objectives. The project has an innovative character through usage of TREE methodology<sup>14</sup>, which plays a catalytic role in supporting the transitions of men and women in rural areas into decent work.

Its primary means of achieving this goal is as a tool for skills development: it provides the necessary training to access the labour market and assists those working in largely informal economies. As a result, it lifts workers out of poverty through employment and income generation. Furthermore, its focus on disadvantaged groups, such as women and young people, ensures that growth is inclusive, and its engagement with local stakeholders and social partners enhances the relevance of the training interventions.

The project was designed in accordance with the local needs. The existing programmes in Mozambique were not fully addressing the different elements required for youth to access high-potential opportunities. Key gaps across most programmes were skills trainings (including in conceptualizing business ideas), start-up capital, and business support coaching. In addition, organizations generally struggle to address gender disparities in their programs or cater to the unique needs of both urban and rural youth<sup>15</sup>. The ILO KOICA project addressed these gaps through identification of potential income generating activities and related training needs for the youth in rural areas/communities before designing the contents of specific training programmes and facilitating the necessary post-training support, including guidance in the use of production technologies, and provision of assistance in group formation to ensure that individuals or groups can initiate and sustain income generating activities. Moreover, the project was developed in a participatory way through consultation with the MOLESS and conduction of a diagnostic study prior to the design of the project<sup>16</sup>. This study identified areas of intervention and sectors to increase employment opportunities and skill gaps in Cabo Delgado province, the poorest province in the country in terms of employability. The KOICA project was designed taking into consideration the experience of the Norway funded project to strengthen the capacities of the Training Service providers, in particular the National Training Institute (INEFP). In addition, the evaluation interviews with implementing entities indicated that although there are a number of development actors in Mozambique and in Cabo Delgado province in particular, the ILO KOICA project was the first project which worked directly with the target groups on the ground.

On the other hand, the set goals of the project (number of beneficiaries to be targeted) were extremely ambitious when compared with the timeline for execution of the project without inception phase (initially 26 months). The process of impact analysis, changes made in beneficiaries lives requires exhaustive surveys, interviews with the sampled households and sufficient time to observe the changes. Besides, considering that TREE methodology is a new approach which was piloted in the country for the first time, sufficient time should have been allocated to familiarize the tripartite stakeholders and implementing entities with the methodology and adjust it to the country context as well as to ensure and build up the local ownership. In

Figure 3. TREE Logic Model



<sup>14</sup> Note: The TREE methodology is the methodology that was used and implemented in similar projects by ILO in more than 23 countries

<sup>15</sup> UNCDF, Youth Start Global - Inception Phase — Youth Economic Opportunity Ecosystem Analysis, Mozambique Country Report, October 2015

<sup>16</sup> The ILO together with the National Institute for Employment and Vocational Training (INEFP) commissioned a research on *job creation potential along selected supply chains feeding into the exploration of coal and gas in Tete province and Cabo Delgado province*. The study found that considerable skills shortages exist, in Cabo Delgado province due to the low quality and relevance of training. To address these constraints the ILO prepared a comprehensive strategy consisted in 3 projects funded by Norway, the SDG-F fund and KOICA.



Zimbabwe, for instance, a similar type of project was implemented by the ILO during 5 years<sup>17</sup>, which allowed it to demonstrate impressive results and it is considered a best practice model. This is so as the first two years of project implementation was focused on learning how to implement the TREE. The target group of the ILO KOICA project was the youth aged 15-29; however, as per the national legislation the youth are the citizens aged between 15-35 years<sup>18</sup>. In view of interviewed stakeholders, it would be better if the project focused more on the youth aged 25-35 years due to high level of vulnerability of these age group especially from 30 years and upward as they are leaders of the households, while 15 years old youth are still children and the effectiveness of technical trainings to them is not so high. The project had also a quite big geographical scope. Initially, it was planned to cover only 1 district within the target province, i.e. Palma. Nevertheless, by a recommendation of the first National Steering Committee, the project was extended to two more districts within the target province (Montepeuz and Chiuri), which increased the complexity of project's delivery and demanding a more creative and efficient use of resources<sup>19</sup>.

#### 4.2.2. Logframe

The Project Logframe does not provide a clear causal chain. There is confusion as to 'what is what', mixing up between objectives, outcomes and outputs. So, for instance, should the development objective express the situation expected to prevail at the end of the project, whereas it expressed as the direct results of activities in the Logframe. Also, indicators are not always measurable as formulated in relative terms without providing a baseline against which to measure progress. For example, the Logframe has two indicators at the level of Development Objective (e.g. Number of beneficiaries trained and Number of youths employed in gainful wage- or self-employment), both of which are outcome not impact indicators. In addition, only two outcomes out of three have indicators, but most of them are output rather than outcome indicators (e.g. Number of needs-related TREE training programmes designed and offered or Number of middle and top –level managers from partner organizations have been sensitized in lessons, tools and methodologies of the skills programme). Moreover, a number of indicators are missing, for instance, level of knowledge increase and satisfaction of participants of TREE training courses, number of geographic areas covered by the project, number of green jobs for young women and men created, level of changes in economic conditions of the target group after participation in the project activities, etc. Moreover, the Logframe did not contain any gender disaggregated indicators under each component, although this data was collected in the course of project implementation and presented in progress reports. Overall, the Logframe gives the impression of an 'activity based' design (i.e. a project driven primarily by inputs and intended activities) as opposed to a results-based design (i.e. starting from the intended results to ensure that the processes, products and services of the intervention contribute to the achievement of these results). In results-based management, the outcome represents the most important result level (i.e. the uptake of the outputs rather than the outputs themselves).

The assumptions made in the project document mainly related to sustained interest of government and social partners in skills development as a viable strategy to tackle the rising challenge of youth unemployment and rural development, commitment of training providers in designing new and adapted curricula providing training services related to new and existing local economic opportunities, ownership and active participation of local community organizations, leaders, and individuals in district community development efforts. The project document provides an Assumptions and Risks Table on page 16 of the ProDoc defining the risk level on each assumption and suggesting mitigation measures. Assumptions at the time of designing the project were realistic and based on the political environment at that time. However, they were too broad in some cases, which led to the situation when some important assumptions were overlooked, in particular the capacity of implementing entities to deliver TREE training, level of education of the communities and literacy rate of the

<sup>17</sup> Skills for Youth Employment and Rural Development in Western and Southern Africa project funded by DANIDA (2009-2014) with an overall budget of US\$ 6.881 million

<sup>18</sup> <http://www.youthpolicy.org/pdfs/factsheets/mozambique.pdf>

<sup>19</sup> Note: The distance from Pemba to Palma district is 448 km, from Pemba to Chiure and Montepeuz districts – 103km and 163km accordingly. It created a challenge of establishing effective communication with the project beneficiaries, particularly because they live mostly in rural areas as well as complexity with logistics and difficulties with monitoring of project activities as the project team was based in Pemba, capital of Cabo Delgado province.

beneficiaries for effective receipt of the technical training, willingness of women to participate in project's training and post-training activities.

### 5.2.3 Level of incorporation of MTE recommendations

The MTE provided three recommendations for Mozambique component of the project<sup>20</sup>. Evaluation interviews showed that two recommendations were fully implemented (Recommendation 1 and 4) and one recommendation was not implemented (Recommendation 2). The project team reviewed the budget and workplan and the project in Mozambique received a no-cost extension for 4 months to complete all the planned activities. In addition, the project team collected several impact stories which were published at the Global KSP web-platform and TREE Mozambique web-site. Nevertheless, the survey among TREE graduates prior to training and post-training to quantify their monthly incomes and education levels were not held. This is due to the late finalization of M&E Guide for TREE trainers and facilitators, i.e. just in February 2017, changes in CTA almost at the end of the project implementation (August 2017) and finalization of training delivery only at the end of the project duration (December 2017).

## 4.3. Project Progress and Effectiveness

### 4.3.1. Achievement of the targets

The project was relatively effective, in that the planned activities were implemented, in some cases beyond what was envisioned in the project document. However – due in part to the design weaknesses identified in the previous section and in part to the challenging operating environment – the degree of achievement of the project's expected outcomes was weaker than it could have been anticipated.

**In support of 'Outcome 1: Increased capacity of the National Institute for Employment and Vocational Training (INEFP) institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises', the following has been delivered:**

- Studies to diagnose economic opportunities and related skills needs in 6 rural communities were undertaken, and one global report was produced in June 2016;
- In collaboration with the United Nations Joint Programme on More and Better Jobs in Cabo Delgado and the International training Centre of the ILO, set up a web knowledge sharing MOODLE platform in Portuguese ([www.tree-mz.net](http://www.tree-mz.net)) in January 2016; 280 users were registered, 310 resources (studies, videos, national plans, reference documents) were uploaded during January 2016-December 2017. During January 2016-December 2017, TREE platform had 3,800 visitors, 6,500 sessions, and over 60,000-page views.
- Elaborated 4 TREE manuals/Guides ("Generic TREE Manual", "How to make the diagnoses of economic opportunities in rural communities", "Identification of training needs and Green Jobs assessment" and "Guide to monitor and evaluate training activities") and translated into Portuguese. 100 copies of Generic TREE Manual were published on paper and 100 CDROM. All training manuals were uploaded to the TREE Mozambique MOODLE platform.

<sup>20</sup> MTA recommendations to Mozambique (December 2016):

Recommendation 1: Project personnel should review budget and work-plans by the end of March 2017 to determine whether project objectives can be achieved by August 2017 or whether a no-cost extension should be requested.

Recommendation 2: CTA in Mozambique should consider whether a survey should be undertaken of TREE graduates prior to training and post-training to quantify their monthly incomes and education levels. Ideally, a control group of non-TREE graduates could be established and surveyed to compare this group to TREE graduates. Given the late stage of project implementation this may not be possible.

Recommendation 4: Project personnel will need in the coming months to more fully document the results of the work in Mozambique and Nepal for inclusion in the Global KSP.



The delivery of outputs under Outcome 1 could be assessed as satisfactory. All planned activities were implemented; however, not all set targets were achieved. As per the ProDoc, the project has to prepare the tracer studies on TREE graduates, based on the benchmarking and information management system (Activity 1.2). Due to the short project duration, the tools for conduction of tracer studies were developed; however, studies themselves have not been completed because of delays with delivery of TREE trainings by the main implementing partner (INEFP/IFPELAC).

The project as planned elaborated and adjusted to the local context TREE Guides, which have been used later by implementing partners for the identification and implementation of income-generation opportunities at community level. For instance, during April-May 2016, a study on consumer demand, feasible economic opportunities and related training needs of young people in target areas in Cabo Delgado province has been undertaken by team of 12 trained trainers and 2 experts on green jobs and solar energy. The TREE methodology instruments (the Consumer Demand Survey and Market Opportunity Survey) were applied. Training needs assessment was based on qualitative interviews with communities, traders, producers, and local actors including government authorities and non-state actors. Based on the findings of the assessment, the educational and economic profile of the communities have been defined and validated afterwards by the District and Community Steering Committees. It served as a basis for selection of training areas for each community, in particular for Chiure district (breadmaking, barbershop, carpentry, civil painting, crafts, dressmaking, fishing processing and pisciculture, mason, electricity, motorcycle mechanics), for Montepeuz district (hairstyle, breadmaking,, carpentry, civil painting, cookery, dressmaking, informatics, mason, electricity), and for Palma district (breadmaking, carpentry, civil painting, crafts, dressmaking, fishing processing and pisciculture, mason, electricity, gardening, motorcycle mechanics). The developed tools were used later on by one of the implementing partners (PDSIWF) for identification of proper post-training support in Palma district. As a result, 12 tanks of pisciculture were delivered in promotion of pisciculture component in both Chiúre and Palma districts; 4 solar panels for fishing products conservation in Palma district/green jobs photovoltaic systems were installed; 2 community shops of fishing supplies at grassroot level, in Palma district were opened; 6 machines for feeds production for fish in tanks were installed (2 in Chiure district and 4 in Palma; 5 boat engines for fishing associations in Palma district were delivered.

The project team also decided to set up an e-learning MOODLE platform in order to make information and resources available to all the partners and stakeholders as well as share the results and lessons with the public, governments, private sector, institutions and partners. This platform was developed by a service provider from Portugal in close collaboration with ITCILO Turin. On the one hand, it was professionally developed and as evident from statistics it has almost 300 users, more than 300 resources and 3,800 visitors during 2016-2017. It was also used for conduction of 3 e-learning courses (2 courses for INEFP Trainers under ILO KOICA project on needs assessment and evaluation of training and educational methods and techniques (70 hours), and on management and use of the Moodle platform (30 hours in classroom and 40 hours distance learning), and 1 course for TVET and INEFP trainers for ILO Norway and KOICA projects). On the other hand, it was not clear why for development and management of this platform an EU service provider was selected rather than the local one. Moreover, evaluation interviews demonstrated that Mozambique has big problems with the access to the Internet. The data suggests that only 6.4% of the population of Mozambique use Internet<sup>21</sup>. Due to the problems with electricity, the Internet can be used only in Maputo and in provincial cities, while the Internet is not available at district and community level. Such situation limited a

Figure 4. TREE Mozambique web-platform



<sup>21</sup> <http://www.internetlivestats.com/internet-users/mozambique/>

lot the accessibility of the platform to the direct beneficiaries (youth) as it was mainly used by the trainers, tripartite constituents and partners.

**In support of ‘Outcome 2: Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies’, the following has been delivered:**

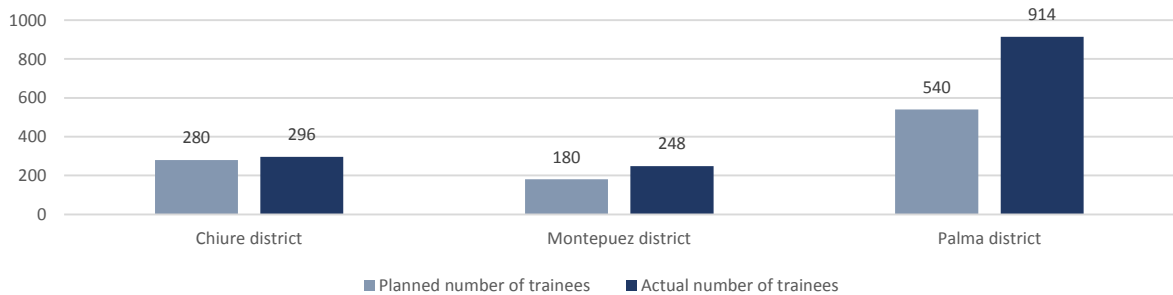
- The ILO KOICA project in Mozambique was delivered in the three districts of the province of Cabo Delgado (Chiúre, Montepuez and Palma). The districts were selected according to a set of indicators related to the percentage of young people in the total population in the age group project, feminization rate and poverty level.
- Prepared a pool of TREE trainers (145 middle and top –level managers from partner organizations at national and provincial level);
- Trained 102 TREE trainers (49 master and 53 local trainers) on TREE methodology, pedagogical and technical training, green jobs, gender during February 2016-March 2017;
- Designed and delivered 18 Training programmes on different training areas (15 training programmes were designed by IFELAC (mason, carpentry, breadmaking, dressmaking, civil painting, gardening, electronics, motorcycle mechanics, fruits processing, cookery, hairdressing, informatics, crafts), and 3 (fishing techniques, fish conservation and fish farming/pisciculture) by PDSIWF);
- Conducted pilot training for 323 young women and men from Cabo Delgado province in collaboration with the Multinational Enterprise Anadarko and the UNJP
- Trained 1,478 youth (75%-m/25%-f)/(850 by INEFP/IFELAC and 628 by PDSIWF) during November 2016-December 2017. The beneficiaries were selected based on the following set of criteria: (i) unemployed youth and the employed and self-employed people needed retraining and skills upgrading, (ii) independent artisans and non-agricultural workers who need identifiable skills for being productive and employable, (iii) peasants needing vocational skills for improving productivity of their agricultural activities and for reducing the cost of living and (iv) informal business entrepreneurs;
- Trained 60 young persons (20 in each one of the 3 districts) by IFPELAC in solar energy, in a course with 150 training hours;
- Delivered 259 toolkits to 1,238 beneficiaries organized in associations to set up own business (748 youth received 159 toolkits (carpentry, mason, sewing, motor mechanics, electricity, barber, hairdresser, bakery, agro-processing, dressmaking and civil painting) from INEP during July-December 2017; and 490 youth received 100 toolkits on fish farming from PDSIWF during June-November 2017);
- Formalized 6 youth associations in fishing sector covering 140 beneficiaries.

The Project achieved all the set targets and even exceeded some targets under Outcome 2. The only one planned activity on setting up of sustainable community structures such as cooperatives and self-help groups and improve their access to savings and credit institutions (Activity 2.2) was only partly achieved. Technical assistance to trainees organized in associations was provided by each local government of targeted districts; however, a number of procedures should be observed by associations to ensure their publication on Bulletin of the republic to enable their participation on bidding process to access credit in micro finance banks.

Feedback from evaluation interviews with stakeholders and surveys among beneficiaries show that the overall delivery of the outputs under Outcome 2 is perceived as highly satisfactory. The project under Outcome 2 prepared on 255% bigger number of local TREE trainers than anticipated (102 (actual) vs 40 (planned)), trained on 148% bigger number of beneficiaries than it was planned (1,438 (actual) vs 1,000 (planned)), designed and delivered on 600% more training programmes than it was expected (18 (actual) vs 3 (planned)), and provided on 177% more toolkits to the beneficiaries organized in associations than it was foreseen (259 (actual) vs 146 (planned)).

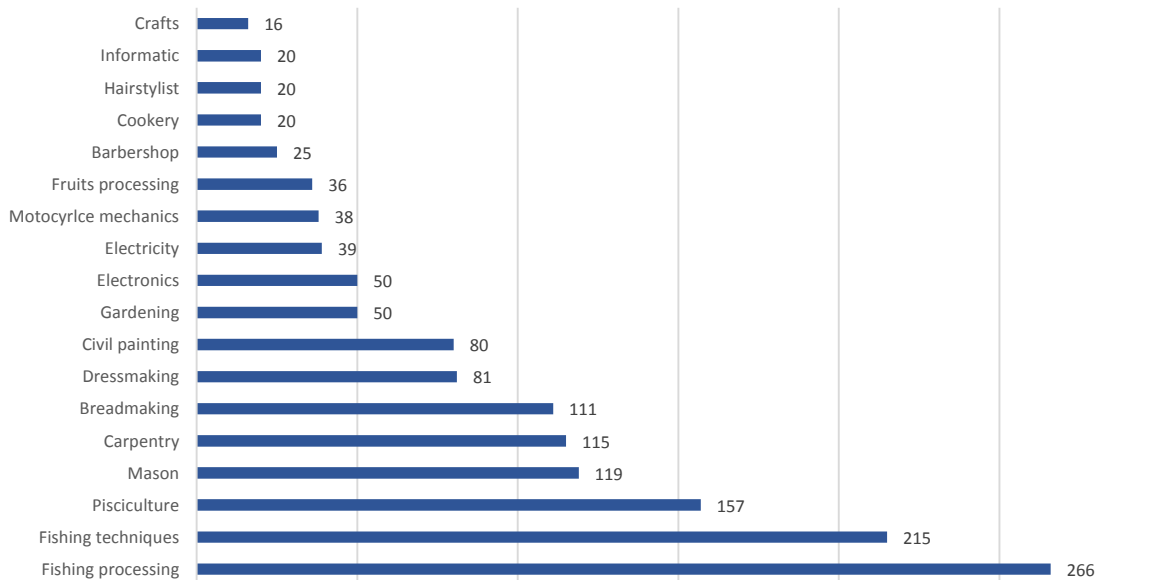
As evident from the document review, all target districts overachieved the set targets on the number of beneficiaries to be targeted, but the biggest number of beneficiaries trained on TREE was in Palma district (exceeding of the target on 69%), followed by Montepeuz district (exceeding of the target on 38%) and Chiure district (exceeding of the target on 6%). The most active was a Palma district due to pro-activeness of one of the implementing partners (PDSIWF), high demand for training on fishing among the target group and willingness of trainees to share with the attained knowledge and skills with other youth from their communities.

Figure 5. Planned vs Actual Number of Trainees disaggregated by target district



The most popular trades which have the biggest number of trainees were in fishing processing, fishing techniques, pisciculture, mason, carpentry, breadmaking, dressmaking, civil painting, and electronics. Top 3 trades in Palma district was fishing processing, fishing techniques, pisciculture; in Montepeuz it was mason, carpentry and civil painting; and in Chiure – breadmaking, electronics, and mason. The duration of the trainings varied from 45 days to 120 days depending on the field of training. The training was composed of 40% of theoretical part and the other 60% was practical part which was undertaken in target communities.

Figure 6. Total Number of Trainees Participated in Training Courses



58% of beneficiaries which participated in project’s capacity building programmes were trained by INEFP/IPELAC and the other 42% by PDSIWF. 62% of toolkits were delivered by INEP and the rest 38% by PDSIWF.

Figure 7. Ratio of Trainees Trained by IEs

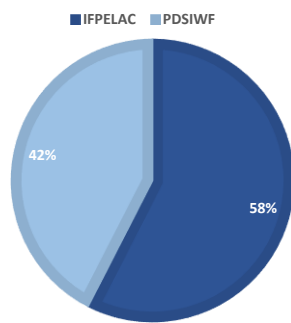
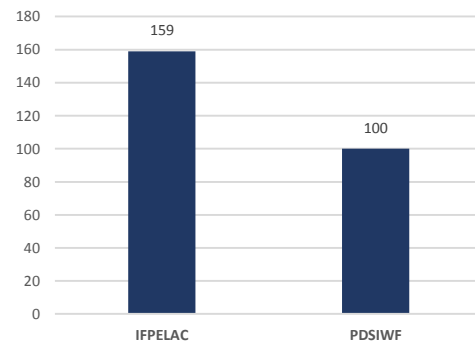


Figure 8. Number of toolkits delivered by the IEs



Source: Project M&amp;E database

The project prepared both master and local trainers on TREE methodology. The duration of TOT was different, i.e. ToT for master trainers lasted for 2 months (80 hours), while the ToT for local trainers for 1 month (40 hours). Master trainers and local trainers were certified by INEFP/IFPELAC. Several mentioned during focus groups that they are still waiting for certificates due to mistakes in the names of some trainers and the need to re-issue the certificate by IFPELAC. Interviews with trainers indicated also that they are very satisfied with ToTs and learned a lot of new things and improved their teaching skills. For example, in mason training area, local trainers learned on how to use some equipment (rulers and demarcation) which they have not used before, in electronics learned how to clean the cell phones and use different keys for opening the electronic equipment, in pisciculture learned how to improve the tank, how to deal with fish, how to clean tank, how to use feeds and at what time, in motorcycle mechanics learned on how to repair electronic components of the motorbikes. The project used a two-tier approach for reimbursement for the work of the local trainers: (1) monthly salary in the amount of 5,000 MZN (or US\$120) and with contract duration of 3 months, or (2) toolkit in the area of their work.

Out of 1,478 beneficiaries completed the TREE trainings, 82% were certified (or 1,200 beneficiaries) as of the end of December 2017. Certification process was followed by the MOLESS instructions which are pretty lengthy due to the bureaucratic procedures. As a result, the last group of 160 beneficiaries from Montepuez district is still waiting for certificates. The certificate mentions how many hours of training was received by a trainee and when. The certificate does not have an expiry date. All interviewed beneficiaries mentioned that certificates have high value for them as all employers in Mozambique request a certificate which proves their competence/qualification in technical area and allows easier to find a job.

The survey among beneficiaries held in the framework of the final evaluation suggest that most of trainees are either fully or somewhat satisfied with the attended TREE trainings. The focus groups with beneficiaries showed that the trainings helped them to improve their skills and help them to improve their income generating activities. At the same time, all interviewed trainees highlighted that the training duration was not sufficient. Most of trainees did not participate before in any trainings; therefore, some issues were new for them and they needed more time to learn properly. For example, under civil painting trade, there was not sufficient time to learn how to mix the colours, under cookery – how to produce different types of cakes, and juices depending on the season, under hairdressing – communication with clients and types of products that can be used, under pisciculture - how to process the feed for fish instead of buying in the market. In the trainees' opinion the duration of the training programmes should be on average on 1.5-2 times bigger than it was offered by the project (e.g. ideal duration of the training on mason is 4-5 months instead of 3 months, on civil painting – 6 months instead of 3 months, on informatics – 2 months instead of 1 month). The other issue which was highlighted during the focus groups is that some trainings were more theoretical than practical due to the late receipt of toolkits or insufficient quantity of available materials/equipment for practicing.



Figure 9. Examples of visited by Evaluator businesses started by TREE trainees within the ILO KOICA project in Mozambique

Civil painting project (Montepeuz district)



Pisciculture project (Chiure district)



Breadmaking project (Chiure district)



Carpentry project (Chiure district)



Carpentry project (Montepeuz district)



Shop for selling paints (Montepeuz district)



**In support of ‘Outcome 3: Increased collection and use of project information and national data on skill indicators’, the following has been delivered:**

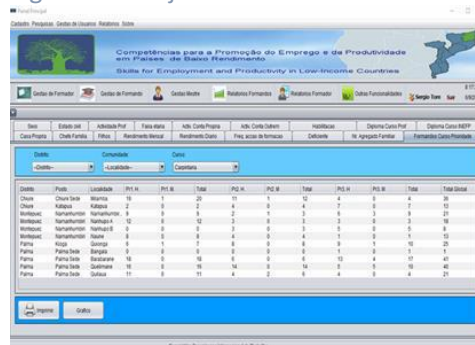
- Conducted a rapid assessment of the Public Employment Centre of Pemba at the request of MOLESS in 2015;
- Established a computerized database to register data on trainees, trainers, training courses in April 2016 and in a full operation since June 2016;
- Organized one 4 days study-visit to TREE projects in Zimbabwe for 12 participants during January-February 2017;
- One knowledge sharing international event ‘Inter-regional Technical Forum on Skills for Trade, Employability and Inclusive Growth’ on May 30-31, 2017 in Cambodia attended by 4 representatives from Mozambique (3 from social partners, the Provincial Delegate of INEFP in Cabo Delgado and one representative of one of the stakeholders, FUNAE/the National Fund for Renewable Energy);

- Conducted 2 knowledge sharing experiences workshops (1 in Pemba for 34 middle and top-level managers from partners organizations and social partners in July 2017 and 1 in Maputo for 40 participants in December 2017);
- Prepared 3 impact stories and uploaded to ILO CO Lusaka web-page, Global KSP and MOODLE platform;
- Produced 1 video by the Government Television (TVM) about women entrepreneurs in Cabo Delgado province (<https://www.youtube.com/watch?v=HbSCNGXljCs&t=93s>) in April 2017 and published it on TREE Mozambique Moodle platform, ILO Lusaka website and on Youtube (1,528 views);
- Prepared 2 articles about the project by INEFP/IFPELAC.

Delivery of outputs under Outcome 3 is perceived as moderately satisfactory. The project did not achieve all set targets under this component, in particular with regard to making at least 1 recommendation for national policy or instrument for improving the skills development system as well as making the recommendations by the national statistics agencies to improve LMIS to incorporate skills indicators from the G20 DWG “Database on Skill Indicators for employment (Activity 3.4) and establishing mechanisms for INEFP managers at central and provincial levels to sustain the TREE cycle of needs assessment and training delivery (Activity 3.2). The national statistics agencies were contacted through the National Work Observatory under the Ministry of Labor, Employment and Social Security which is dealing with marketing, statistical data, employment and employability in the country and recommendation of gender integration of skills was developed and the study together with recommendations were made available for interested stakeholders at the national level; however, any proposals for improvements in the areas of skills demand or skills matching in national statistics collections and reporting have been made by the national statistics agencies due to the lack of readiness of these agencies to work on this issue. Regarding influence on national policy, the target was partially achieved because some training curricula was designed and are in use at provincial level but, there is still a need to ensure their application at the national level by INEFP/IFPELAC and INEP. In addition, as evident from the desk review and interviews, discussions on skills and local employment generation in Cabo Delgado province became more present in policy debate at local and provincial level, visible in the debates held on the DSC and CSC and in the involvement and lessons learned by the provincial Direction of Labour.

The project designed a computerized database to register and characterize the beneficiaries, trainers and masters and monitor and evaluate the various training activities. This database was managed by INEFP/IFPELAC at provincial level and all implementing partners provided information to it on a regular basis. This database was composed of 4 modules: (i) Trainees, (ii) Trainers, (iii) Masters and local trainers, and (iv) Training modules. The interviews demonstrated that there were delays with updating of this database by the main implementing partner due to the lack of human resources. As a result, the project had to hire a short-term local consultant to assist the IFPELAC to update the database.

Figure 10. Project's TREE Database



District	Province	Location	PGI A	PGI B	Total	PGI A	PGI B	Total	PGI A	PGI B	Total
Chimoio	Chimoio	Manhiça	10	0	10	0	0	0	0	0	0
Chimoio	Chimoio	Kabinda	2	0	2	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça A	10	0	10	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça B	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça C	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça D	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça E	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça F	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça G	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça H	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça I	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça J	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça K	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça L	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça M	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça N	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça O	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça P	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça Q	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça R	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça S	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça T	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça U	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça V	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça W	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça X	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça Y	0	0	0	0	0	0	0	0	0
Manhiça	Manhiça	Manhiça Z	0	0	0	0	0	0	0	0	0

The knowledge sharing workshops and study tour were greatly appreciated by the interviewed counterparts as they allowed to get better acquainted with the TREE methodology, know and discuss lessons learned and the most effective methods and processes of implementation of TREE methodology based on international and local experience. Such type of activities also allowed to show the value of the TREE methodology in promoting market driven community-based technical and vocational skills development in rural areas.

Based upon an analysis of the triangulated data, **the ILO KOICA project in Mozambique in general completed only 79% of planned activities (11 out of 14). The biggest results have been achieved under Outcome 2 and**

**the least under Outcome 3.** The pace of the project implementation was influenced by a series of internal and external factors, which have an influence on the achievement of the expected results and smooth implementation of the Project. Those factors were identified during the interviews and focus groups with the project staff, beneficiaries and counterparts as part of this final evaluation.

#### Internal

- *Substantial delays with staff recruitment:* The Project did not have a CTA for 10 months (the project started in December 2014, while the CTA joined the project in October 2015), and the NPC was hired only in August 2016, i.e. 20 months after the project start.
- *Changes in project management at the end of project implementation:* The initial project's NPC and CTA left the ILO before the end of the ILO KOICA project in Mozambique (i.e. in June 2017 and August 2017 respectively) due to health and family issues. The CTA and NPC from other active ILO projects in Mozambique had to finalize the implementation of the project.
- *Short-deadlines for implementation of activities by implementing partners:* due to the short project duration and high volume of activities, the project set very tight deadlines for all implementing partners. As a result, the project did not have sufficient time for supporting the establishment of market linkages.

#### External

- *Change of the economic environment at the global level.* With the drop of the price of oil, the oil producing companies engaged in the exploration and extraction of the gas slowed down their operations. The government as well as local communities are concerned about the employment opportunities and the expected local economic opportunities linked to the extractive industry.
- *Change in government, which led to a change in the Minister in charge for MOLESS at the start of project implementation.* The change in leadership at MOLESS in early 2015 entailed a renegotiation of the project initiation phase which ultimately contributed to the delay with start-up phase of the project.
- *Willingness of the main partner (INEFP/IFPELAC) to apply the TREE methodology.* The capabilities of human resources and the profile of the training activities which was usually delivered by the Institute (in urban areas and much formalized, in terms of curricula and certification) made it difficult at the start of the project implementation to fully understand the practical use of the new concepts of the TREE methodology.
- *Recruitment of qualified trainers and drop-up and retention of trainees in the training activities.* The rural communities in question live in a situation of isolation not only geographically (distance from urban centres, difficulties in access) but also in relation to the centres of economic development and political decision-making. The trainees - more than 70% - do not have basic schooling and more than 40% do not know how to read or write, and only speak local languages. These characteristics make it difficult to recruit and mobilize qualified trainers, who do not exist at local level, but also require informal learning approaches and training practices that require considerable flexibility and creativity from the trainers. Poverty levels are also very high, leading to a difficult retention of trainees in training activities, which quickly give in favour of productive activities, for example in their "machambas" (agriculture fields), even if they are not very profitable.
- *Not timely receiving of certificates of training completion by trainees.* Certificates issuance by IFPELAC is a complex process, which requires a lot of time as some information is given by Maputo, some by Pemba, and some at district level. It created delays with issuance of certificates for the last group of trainees.
- *Delays with delivery of toolkits for trainers and trainees.* Toolkits were purchased but have not been distributed to all beneficiaries timely because INEP did not have sufficient time to come to the districts and distribute them to trainees.
- *Building trust with the communities.* The target communities did not have similar experience before with usage of community empowerment tools, and ILO could not show to the communities the

previous experience of implementation of TREE methodology in Mozambique. Therefore, the project team spent some time to convince the community members about the benefits of introduction of the TREE methodology.

#### 4.3.2. Gender mainstreaming

In overall, ILO KOICA project in Mozambique promoted and considered gender mainstreaming aspects. The project had a target of covering 50% of women youth through TREE training and post-training support. The analysis of project documents and interviews with project staff and partners showed that the Project used seven main ways to address gender issues during both the design and implementation of its activities, namely (i) carrying out gender analysis when profiling the communities; (ii) ensuring representation of women in the steering committees; (iii) inclusion of gender issues into the project’s M&E manual; (iv) sensitizing trainers and facilitators towards special needs of women; (v) inviting women trainers; (vi) giving awards and recognition to master crafts persons, facilitators and community leaders for promoting gender equality; (vii) publicizing and giving special visibility successful women master crafts persons and women working in non-traditional occupations as role models. In spite of these efforts, the Project underachieved the target of reaching the women as only 25% of women beneficiaries (or 469 out of 1,458 beneficiaries) were covered by the project activities. At the same time, it is important to mention that the number of women beneficiaries increased in the course of the project implementation from 10% in 2016 to 37% in 2017. In view of project staff and partners, the main success factor for that was conduction of gender equality sensitization sessions for all those involved in the project - women themselves, their families, communities, and partner organizations to change perceptions and overcome cultural barriers so that women enter non-traditional occupations and become entrepreneurs. The biggest number of women passed TREE trainings on such trades as fish processing, pisciculture, dressmaking, cookery and breadmaking; meanwhile, the largest number of women beneficiaries were in Palma district and the least in Chiure district.

Figure 11. Actual Number of Trainees disaggregated by target district and gender

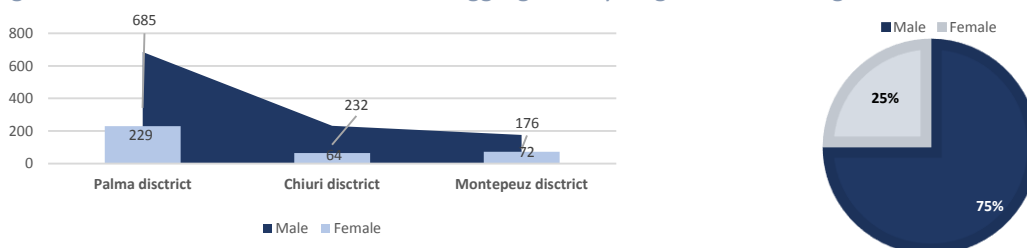
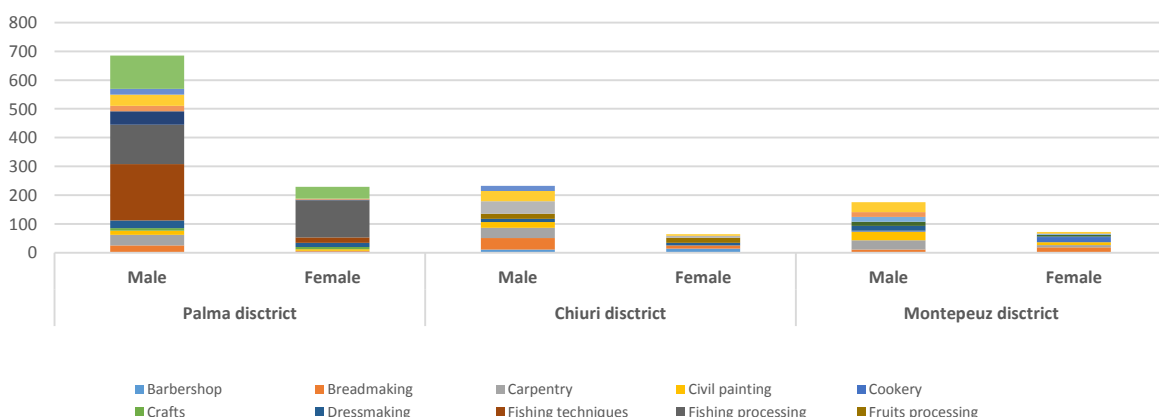


Figure 12. Actual Number of Trainees disaggregated by target district, gender and training course



Source: Project M&E database



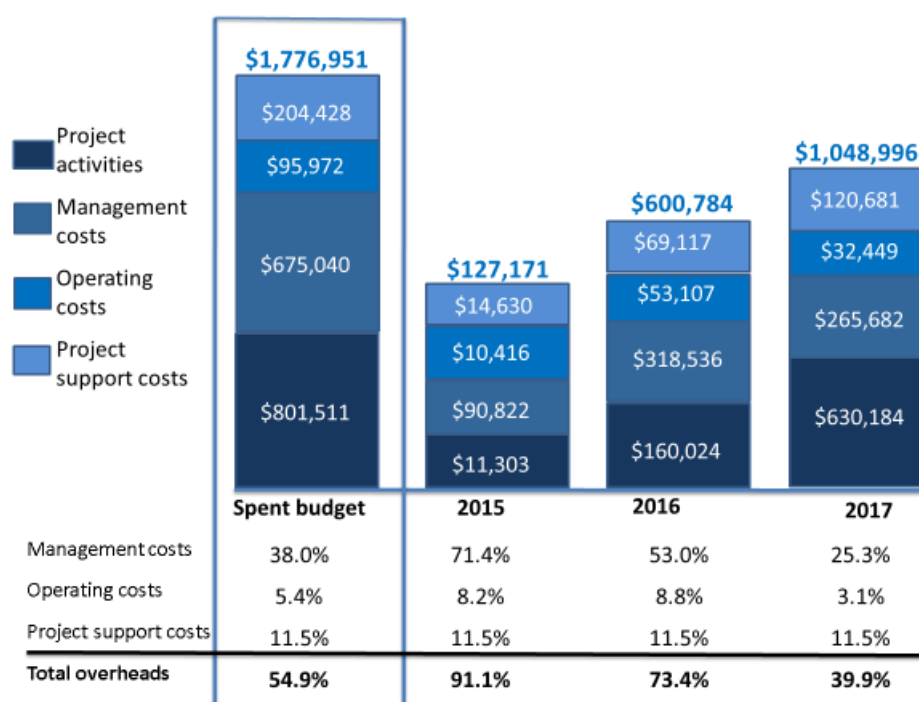
The lower than expected level of participation of women in the project’s activities could be explained by the fact that women in the north of Mozambique can be characterized by strong stereotypes, prejudices and discrimination in terms of opportunities for education, employment and conducting a business. Cabo Delgado Province is characterized by the lowest literacy rate among women and the highest early pregnancy rate. And, while there are very high drop-out rates for boys and girls in schools, the levels are higher for girls (more than 75% do not have basic education), and cases of early marriages are very common<sup>22</sup>. Moreover, the interviewed stakeholders highlighted that they are satisfied with achieved result in terms of women participation as there is a huge improvement when compared with the gender statistics data of the previous interventions in Cabo Delgado province.

#### 4.4. Efficiency of Resource Use (including effectiveness of management arrangements)

##### 4.4.1. Cost-effectiveness

The Project budget amounts to a total of US\$ 1,800,000, while the actual spending equals US\$ 1,776,951 as of December 31, 2017, i.e. the budget utilization rate from the planned budget constitutes 98.7%. The analysis of the project’s financial reports displays the project’s slow start and how it caught up speed over the next years. The implementation rate in 2015 constituted 7%, 33% in 2016, and 58% in 2017.

Figure 13. Annual planned project expenditures per budget line

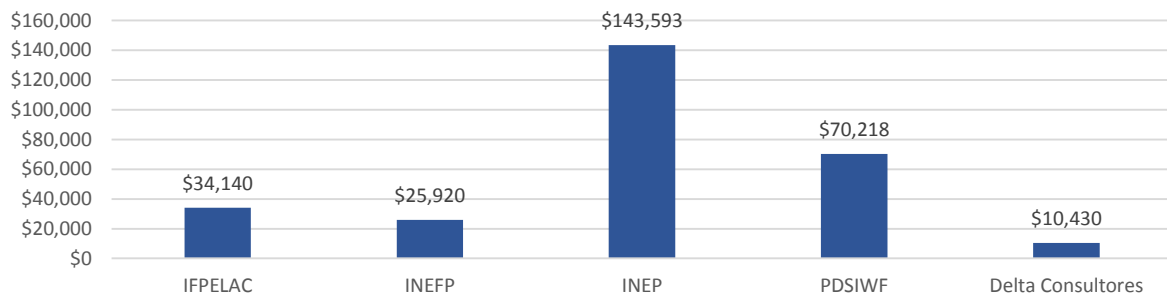


The review of the budget indicated that almost half of the budget (45%) was spent on direct execution of project activities, 38% was allocated for management costs, 12% for project support costs and 5% for operating costs.

The project had four main implementing entities and service providers (INEFP/IFPELAC, INEP, PDSIWF, Delta Consultores). The biggest budget was spent for post-training support which was carried out by INEP (US\$ 143,593), and the least for creation and operationalization of MOODLE platform by Delta Consultores (US\$ 10,430).

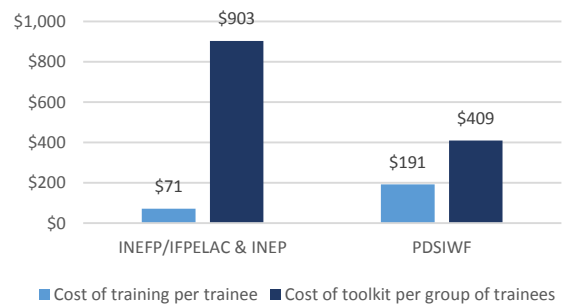
<sup>22</sup> <http://www.youthpolicy.org/factsheets/country/mozambique/>

Figure 14. Contracts with Implementing Entities



The analysis of the costs for conduction of training and post-training support by IEs displayed that the cost of training per trainee was on 270% more expensive for fishing farming delivered by PDSIWF than for other trades delivered by INEFP/IFPELAC (i.e. US\$191 vs US\$ 71). At the same time, the toolkit for fishing farming was more than twice cheaper than for other trades like carpentry, mason, sewing, motor mechanics, electricity, barber, hairdresser, bakery, agro-processing, dressmaking and civil painting (i.e. US\$ 409 vs US\$903).

Figure 15. Average cost of training per trainee and post-training support disaggregated by IEs



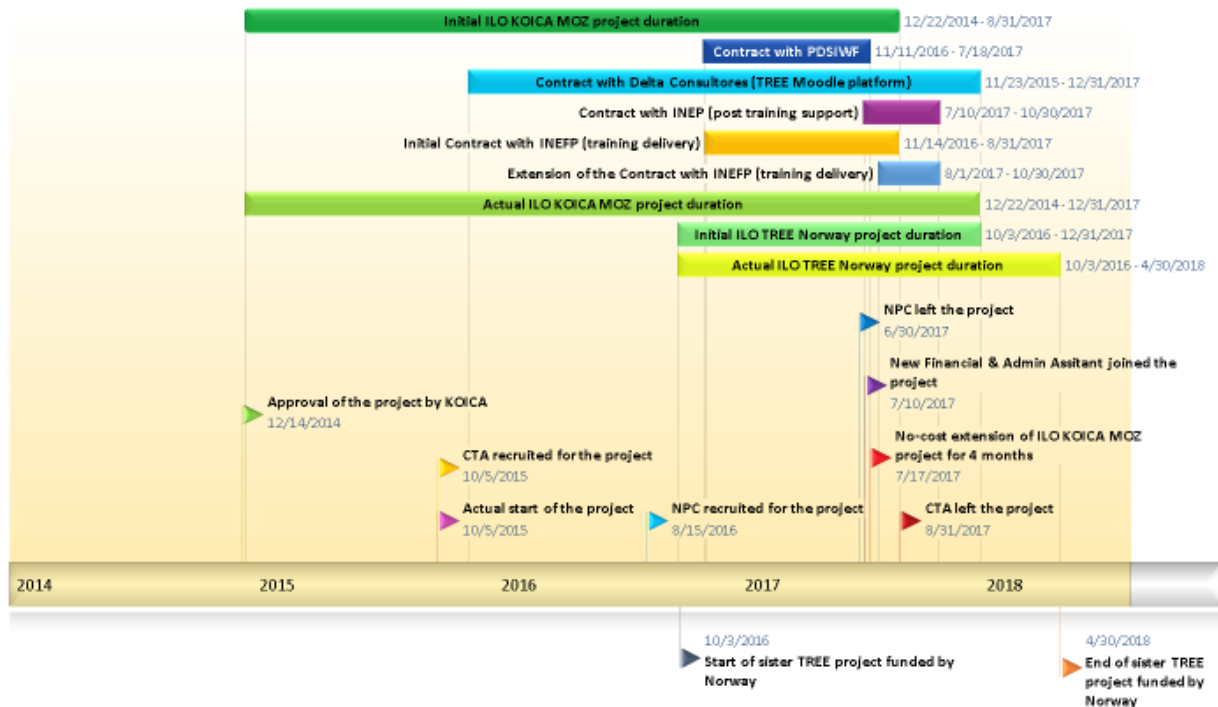
Overall, the use of the available resources was scrupulous and ILO tried to make its best to achieve cost efficiency. The budget spending was on the same level as it was initially planned in spite of the fact that the project was implemented in three districts instead of one initially planned district, trained on 148% more youth than it was initially planned (1,478 (actual) vs 1,000 (planned)), distributed toolkits to 177% more trainees than it was anticipated (1,238 (actual) vs 700 (planned)), designed on 500% more training programmes than it was intended (15 training programmes (actual) vs 3 (planned)), and prepared on 255% more local TREE trainers and facilitators (102 (actual) vs 40 planned). On a whole, the budget allocation for delivery of project activities was increased on 25%, i.e. from US\$370,000 to US\$498,260, mainly because of savings on the salaries of NPC as well as underutilization of the budget for furniture and office equipment, mission costs of ILO specialists, fellowships/study tours and seminars/workshops.

#### 4.4.2. Timeline of implementation

The project suffered some delays in implementation. The project duration was revised once<sup>23</sup>, i.e. from 32 months (December 22, 2014-August 31, 2017) to 36 months (December 22, 2014-December 31, 2017); however, the active implementation took place only during 27 months (October 2015- December 2017).

<sup>23</sup>Note: On July 17, 2017 the project received 4-months no-cost extension

Figure 16. ILO KOICA Mozambique Project’s Timeline



As evident from the desk review and interviews with interlocutors, the main reasons for delays with project implementation were two-fold:

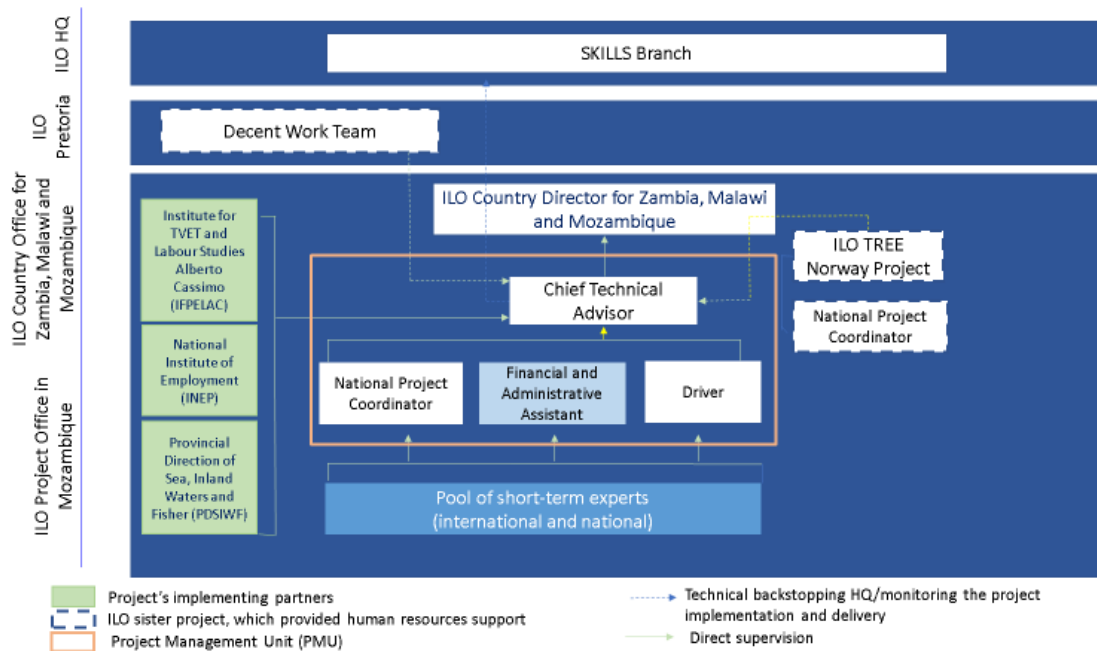
- 10 months delay with recruitment of CTA. The project was started in December 2014, while the CTA joined only in October 2015, and
- delays with implementation of activities by implementing entities (IFPELAC and INEP) both with regard to training delivery (initial contract November 2016-January 2017; actual timeframe of the contract November 2016-December 2017) and post-training support (one extension of the contract, initial contract July-August 2017; actual timeframe of the contract July-October 2017).

#### 4.4.3. Management arrangements

Project management was delegated to a Chief Technical Advisor (CTA) located in Pemba, Cabo Delgado province, who reported to the Director of the ILO Regional Office for Zambia, Malawi and Mozambique. The CTA was assisted by a small team composed of National Project Coordinator (NPC), Admin/Finance Assistant and Driver. The ILO Mozambique Programme Unit and Admin-Finance Unit monitored progress on technical and financial aspects, while the ILO regional office in Lusaka with experts in programming, finance and administration were responsible for advising the Mozambican team on ILO rules and regulations. Content-specific expertise was delivered by Short-Term external experts and ILO staff (Decent Work Team for Southern Africa located in Pretoria). The ILO’s Skills and Employability Branch in the Employment Policy Department at the headquarters in Geneva provided the technical backstopping for the project. The project has collaborated with 4 main implementing partners, INEFP<sup>24</sup>/IFPELAC, INEP, PDSIWF and CoRE under Outcome 1 and Outcome 2. The partners were responsible for designing of TREE training programmes and delivering of the trainings in the field as well as provision of post-training support to the beneficiaries (support to the formalization of Youth Associations, training in SMEs management and delivering of toolkits to Youth Associations).

<sup>24</sup> Background information: INEFP was divided in 2 different institutions in the beginning of 2017: (1) the Institute for TVET and Labor Studies Alberto Cassimo (IFPELAC), which is specialized only on trainings, and (2) the National Institute for Employment (INEP), which is specialized on the decent employment promotion

Figure 17. ILO KOICA Mozambique Management Structure



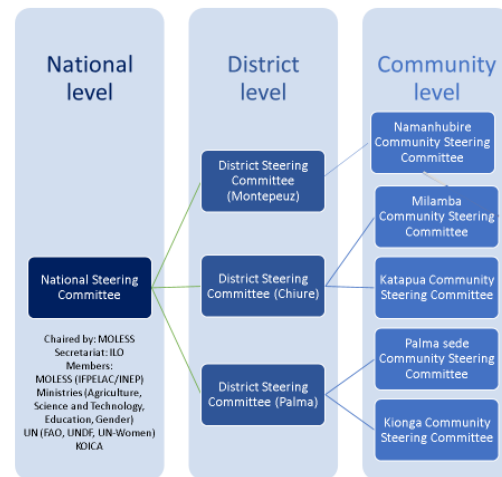
Overall, the project management structure was only partly effective although allowed reaching sustainable and meaningful results. The roles and responsibilities within staff members were clearly defined. The project team received high level of support from Director of the ILO Regional Office for Zambia, Malawi and Mozambique, ILO Mozambique Programme Unit, DWT in Pretoria and ILO Geneva skills specialists. Nevertheless, the project lacked a dedicated M&E Specialist which created an overburden on CTA and NPC, who could not make direct monitoring as frequent as it was needed due to the big scope of the project in terms of the direct beneficiaries to be targeted and geographical coverage of the project. Moreover, the capacity of implementing partners were quite different. PDSIWF, CoRE and INEP were strong both in terms quality and speed of delivery of activities and quality of reporting; meanwhile, INEFP/IFPELAC had a number of delays in carrying out the planned activities and poor reporting (both programmatic and financial). The main reasons for that were three-fold: (1) signature of contracts with INEFP/IFPELAC headquarters in Maputo, while all the activities were carried out by provincial divisions of the implementing partner in Cabo Delgado province; (2) changing in organizational structure of INEFP in late 2016 and the need of ILO to re-sign the contracts with two agencies (IFPELAC and INEP) which took about 3 months, and (3) delays of IFPELAC with justification of usage of funds of the second and final instalments under the new contract. Furthermore, in interviews with the project staff and implementing partners, it was mentioned that the structure of ILO in Mozambique is not very efficient as all decisions with regard to signature of the contracts and payments are done by ILO CO Lusaka not ILO Mozambique Programme Unit, which made it quite difficult to address the emergent issues from provincial and district levels because ILO Lusaka covers another two countries except Mozambique. The management of the project has generally been viewed in a positive light. The CTA was experienced programme manager with more than 20 years of experience on project management, skills and youth employment in Europe and Africa and fluent in Portuguese. It was universally agreed among interviewed stakeholders that fluency of the international CTA in the national language of the target country was one of the major strengths of the project team. Nonetheless, the project's CTA lacked good communication skills which created difficulties with establishment of proper relations with the main implementing partner (INEFP/IFPELAC) at the provincial level. As a result, it created many tensions and even the Director of the ILO Lusaka had to step in and assist with settlement of this issue. In June 2017, the CTA was transferred to Maputo to reduce the tension with the main implementing partner and afterwards the contract of the CTA was not prolonged for the duration of the project no-cost extension. At the same time, initial NPC was also a qualified staff member, but he had health problems and were not available for regular meetings with partners because of frequent sick leaves. The subsequent NPC who take over the project was very

professional in a view of project stakeholders and helped them to achieve most of the set targets. Evaluation interviews also indicated that the donor (KOICA Mozambique) was invited and participated in the National Project Steering Committee meetings of the project. However, in view of the donor, the ILO project team provided insufficient information and updates via e-mail with regard to the project’s performance and more pro-active approach towards communication would be much more beneficial.

#### 4.4.4. Governance structure

The project governance structure was represented by the Steering Committees (SC) established at national, district and community levels. At national level, a tripartite national steering committee (NSC) was set up and its main function was to provide policy influence, implementation advice and guidance on criteria and identification of country interventions. The NSC was chaired by the General Director of the Focal agency, the INEFP/MOLESS, ILO acted as a Secretariat and the donor had a role of an observer. The NSC invited also other most relevant institutional partners, from the most relevant Ministries (like Agriculture, Science and Technology, Education, Gender) and from other Agencies of the UN (FAO, UNDF, UN-Women).

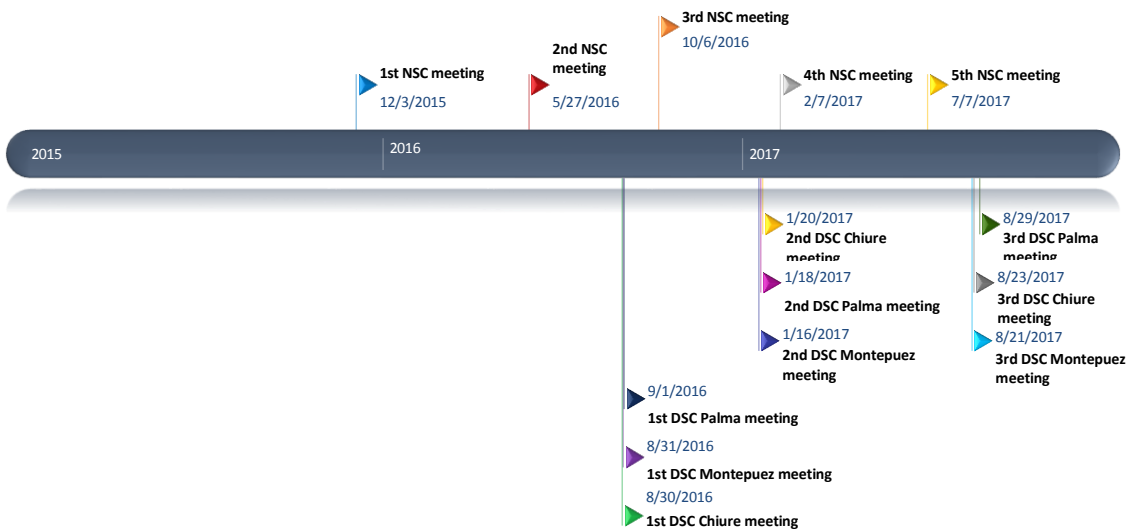
Figure 18. Governance structure of ILO KOICA Mozambique Project



At grassroots level and in each of the 3 districts selected, District Steering Committees (DSC) were established to ensure the supervision and monitoring of the project and were chaired by the District Administrator. It was composed of representatives from other relevant Ministries, considering the project objectives, like the Ministry of Women and Gender, Ministry of Science, Technology and TVET, Ministry of Industry and Commerce and the Ministry of Agriculture, representatives of social partners, private sector and women organisations as well as the Chairs of the Community Steering Committees. At community level, 5 Community Steering Committees were set up. At Chiure district in Milamba and Katapua, at Montepuez district in Namanhubire (there was just one CSC, that aggregated the representatives from the 2 communities where the project is being delivered, Namanhubire and Nanhupo) and at Palma district in Kionga and Palma sede. The CSCs were chaired by the Administrative Post Chief and were represented by the informal leaders of the communities, a representative of the local trainers, from youth and women (designated by the community) and from other local Committees. The CSCs ensured the communications between the local administration authorities and the communities. All SCs had a ToR and were supposed to meet at least twice a year, but in fact did it more frequently especially at district and community levels.

In total, 5 NSCs meetings were held during 2015-2017, 18 meetings of DSCs and CSCs were conducted during January 2016- October 2017.

Figure 19. Frequency of the Steering Committee Meetings at national, district and community levels



As evident from desk review, interviews and survey, the governance structure of the project was very good as it covered all counterparts involved in the project implementation at national, provincial and local level. The SCs had a fundamental role in promoting joint monitoring of project activities and continued dialogue to facilitate and speed-up appropriate responses to the risks. All interviewed stakeholders were highly satisfied with the project governance structure as it allowed to have a participatory approach during the project execution. At the same time, there was some issues with availability of the members of the SCs at district and community level due to their voluntary participation in the work of these committees.

#### 4.4.5. Synergies with ILO Norway project

ILO KOICA project had synergies with the ILO Norway project ‘Strengthening skills development systems to promote access & employability especially of young women and men’<sup>25</sup>, which was promoted strongly by the DWT Pretoria to ensure complementarity of efforts. The ILO Norway project had a number of similarities with ILO KOICA project, in particular (1) coverage of the same province, districts and communities, (2) usage of the same methodology and M&E tools. For that reason, both projects had common project management and governance structures. The main difference of the projects were five-fold: (i) different donors (Government of South Korea and Government of Norway), (ii) different number of beneficiaries to be targeted (KOICA project: 1,000, while Norway project: 200), (iii) different field of the training and number of training programmes to be delivered (KOICA: 18 trades - mason, carpentry, breadmaking, dressmaking, civil painting, gardening, electronics, motorcycle mechanics, fruits processing, cookery, hairdressing, informatics, crafts, fishing techniques, fish conservation and fish farming/pisciculture, and Norway: 3 trades - poultry, agriculture, and nutrition), (iv) different duration (KOICA: 32 months (initially), Norway: 14 months (initially)); and (v) different budget (KOICA: US\$1.8mln, Norway: about US\$1mln). Evaluation interviews indicated that joint programme management structure was seen as adequate by partners; meanwhile there was a mixed impression with regard to the joint project governance structure. On the one hand, it was good as allowed to perceive partners the ILO as an organization, not the different projects its implement. On the other hand, it brought some confusion for members of the steering committees in terms of which project is doing what.

<sup>25</sup> Background information: The ILO Norway project covered activities implemented in five African countries – Malawi, Mozambique, Tanzania, Uganda and Zambia – funded through a Programme Cooperation Agreement (PCA) between the ILO and the Government of Norway. In Mozambique, the project started its implementation in October 2016. It was supposed to finish in December 2017, but had a no-cost extension until April 2018.

#### 4.4.6. Monitoring and reporting

The CTA and NPC were responsible for M&E within the Project. The strong aspects of the project's M&E system is that the project developed: (1) an M&E manual in the first year of project implementation in close collaboration with implementing partners and trained them on M&E, (2) specialized database to register data on trainees, trainers, training courses in the second year of project implementation and stored it at INEFP/IFPELAC at provincial level, (3) used Logframe as a management tool in the course of project implementation, and (4) installed the MOODLE platform of the project.

During the project implementation period has been subject to regular monitoring according to ILO standards. Work schedules, project activities, outputs have been reviewed on a regular basis and quarterly progress reports were submitted for review to the project Steering Committees at district and community levels. Accordingly, if needed, the work plans have been revised and updated. The project team also organized regular site visits to the target communities together with INEFP/IFPELAC and INEP. Nevertheless, the implementation of the effective M&E was a challenge as the TREE facilitators/Focal Points in the districts as they did not have any vehicles, laptops and poor internet conditions to undertake regular supervision of trainings delivery and proper direct monitoring of beneficiaries on the phase of post-training support. In addition, in spite of organization of training for the implementing partners on M&E, the partners did not have sufficient capacity to do qualitative M&E due to the lack of human and financial resources. Moreover, due to the finalization of the last package of trainings in November 2017, the project team did not have sufficient time to undertake a full-scale analysis the beneficiaries' income levels and the level of changes in their lives.

The ILO KOICA Project in Mozambique prepared progress reports as per KOICA requirements. In total, 4 progress reports were prepared (3 annual and 1 final). Information gleaned from the desk review of project's progress reports shows that the progress reports are more activity- rather than result- oriented, although the vast majority of information was collected and presented in the implementing partners progress reports, but not fully reflected in the progress reports.

#### 4.5. Impact Orientation

Based upon an analysis of the triangulated data, the evaluator identified a number of positive effects which can be causally linked to the project's intervention at the beneficiary, trainer, community and institutional levels.

##### 4.5.1. Benefits of the project to the youth and trainers

The project influenced the change of mind of the poorest people at community level who cannot read or write to believe in the possibility of learning a profession that can allow them to generate incomes and improve their social and economic condition. Before participation in the project's capacity building activities, most of the beneficiaries worked in agriculture sector with an average annual income of 20,000MZN. After participation in the project, their average monthly income increased substantially, i.e. from 1.8 times to 6 times depending on the field of work.

Table 3. Average monthly income of beneficiaries after the participation in the project<sup>26</sup>

Trade	Average monthly income in MZN
Hairdressing	3,000-5,000
Breadmaking/food processing	3,000-5,000
Barbershop	5,000
Electronics	5,000
Informatics	6,000-7,000
Motorcycle mechanics	7,000

<sup>26</sup> Self-reported data of beneficiaries interviewed in the course of the final evaluation



Carpentry	8,000
Civil painting	8,000-10,000
Mason	9,000

The behavior of young people to work was changed as the ILO KOICA project showed that the issues learned in training sessions they are able to use in daily life for income generation. They also share with other unemployed youth the received knowledge and skills during TREE trainings and plan to employ another youth in businesses which were started.

A number of benefits were identified by trained youth in terms of organization of Associations (from 4 to 20 people depending on a trade) to start-up the business activity with the toolkits shared by the project, including easier to find orders for work, easier to negotiate a price, speed up performance of work, improvement of trust towards members and women in particular, and increase in number of clients. In total, 58 Associations were organized, but only 6 were formalized in Palma district. In overall, the project contributed towards improving the perceived value of cooperatives among their members. Local authorities have become more aware of the potential role (and challenges) of cooperatives in rural livelihood improvement and strengthening the outcomes of government policies and programmes.

The trainers also benefited a lot from the project. They upgraded their technical skills and received in most cases toolkits which they could use further in their work. They also improved the quality of their products or services to be offered to the community and it resulted in increase of the number of their clients. Now they are able to take more orders for work and do the job jointly with trainees. In one case, the master trainer from Palma district started his own business by opening of 10 tanks of Fish farming and with innovative ideas to create not only fish but also, shrimp, crabs among other seafood.

#### 4.5.2. Benefits of the project to the target districts and communities

The interviews with stakeholders at provincial level demonstrated that the biggest impact of the project is the increase in employment of youth in target communities and decrease in unemployment rate from over 40% to less than 25%. Youth before the participation in the project was marginalized and community looked on these people in a different way, i.e. people without occupation. Now these youth are working and the services offered by trained youth are in demand by the local communities.

The project created a workforce which is a very beneficial for districts governments because they can reduce the import of labor force from big town to smaller scale interventions and it can automatically reduce labour costs. In addition, the project contributed to the increase in taxes collection by the local governments. There are two types of taxes which shall be paid: (i) tax for national reconstruction paid by members of the Associations (15 MZN per year paid by each member of Association) to the community government, and (ii) collective tax for Association applicable according to the sales volumes (paid 4 times per year to the district government at the minimum rate of 1,000MZN per year by 1 Association).

The project contributed to improvement of social infrastructure in target communities through rehabilitation of government buildings (schools, health centers, residences of the local authorities) as a part of practical classes in civil construction courses on masonry, carpentry, civil painting and electricity. This is also allowed the district governments to make savings of the state budget for such type of activities. About US\$30,000 in three districts were saved and diverted to other basic services. The permanent secretaries of the communities during interviews mentioned that they are planning to use further the trained youth for the maintenance of the government buildings.

The project contributed to the reduction of youth beggars in one of the project's districts. In Chiúre district before the project started, there were registered 1,246 young beggars, but after the project interventions, the number dropped to 928 because 25% of those who previously begged joined the professional courses



delivered by the project. In Montepuez district the project contributed to the discouragement of young people working in illegal activity and mining happened with high risks and, ensure their participation in professional courses to develop skills and generate income in a safe way. In Palma district, the project helped to prepare a workforce for oil and gas companies. The employers have a priority to employ people trained by the ILO KOICA project. Those employers usually require workers for construction of resettlement villages<sup>27</sup> and offer a one-year contract with the minimum salary of 7,000MZN plus the food, transportation and health insurance. As of April 2018, around 300 trained youth were employed already by oil and gas companies in Palma district. In addition, the experience of the project on fish farming in Palma district were replicated in two neighboring districts of Moeda and Nangade. They requested the assistance of one of the project's implementing partners – PDSIWF in conduction trainings on pisciculture. As a result, they built 4 tanks for fish farming and installed machineries for feed production. They sell their products to Tanzania. Furthermore, the fishermen associations created during the project are being considering issues of green jobs specially on fish conservation, production in tanks and feeds processing with manual machineries available.

The project also empowered women to improve skills, generate income and contributed to broken of gender stereotypes in which women should not participate in male tasks such as carpentry, masonry, painting and others that were always considered merely male tasks. In target communities, although in small numbers, there are women in these professions who create admiration for the people around them and at the same time acting as a source of inspiration for other woman for changing minds.

Furthermore, the massive promotion of youth associations and cooperatives in the targeted districts contributed to the strengthening of civil society organizations and improvement in the number of members associations organized to make influence for decision-making processes in the context of development.

#### 4.5.3. Benefits of the project to the implementing partners

Government has the responsibility to create employment opportunities for the citizens of the country but there is a lack of vacancies and work opportunities especially at the grassroot level. The ILO KOICA project in Mozambique, in view of stakeholders, allowed to generate the employment for under- and unemployed youth. The project allowed also to improve the delivery of demand-driven skills training by the implementing partners that is based on assessments of economic opportunities in each rural community. In addition, the project improved the skills of technical staff of all implementing entities in design, implementation and monitoring of TREE projects. Moreover, each implementing partner has the 5 years strategic plans at provincial and district levels which are agreed by the national government and they supposed to implement them. However, there is no allocation of state budget for implementation of these plans. Evaluation interviews with implementing partners indicated that the project supported the implementation of these plans and achievement of the set targets.

However, still much more work has to be done to improve the access of persons in marginalized areas to training and employment opportunities in Mozambique as the project covered only one province of the country and within this province only 19% of districts (i.e. 3 out of 16) and 3% of the disadvantages groups of this province such as youth and women.

#### 4.6. Sustainability

Sustainability relates to whether and how the outcomes at the project immediate objective level will continue beyond the life and the context of the project. The sustainability analysis covered such dimensions of sustainability as: (1) Institutional Capacity, (2) Political Support and (3) Economic/Financial Viability.

To ensure sustainability, the whole process of project designing and implementation should be participatory. The ILO KOICA project in Mozambique followed fully this approach as the project activities have been designed

<sup>27</sup> Note: The total need in workforce is 2,500 construction workers in Palma district

and/or revised in coordination with all relevant stakeholders. At the same, the project did not have a separate sustainability plan, which specifies the partners' commitments and ownership of the results after the project has been completed.

#### *Institutional Capacity*

The project strengthened the capacity of the implementing partners (INEFP/IFPELAC, INEP, PDSIWF) to adapt and apply tools, and plan and implement strategies from the ILO's Training for Rural and Economic Empowerment (TREE) programme at central and regional level. All interviewed stakeholders confirmed that they are planning to use the TREE approach further in their work as it allows to develop activities in consultations with beneficiaries based on their needs. The established TREE database of trainees is planned to be used further by implementing partners (INEFP/IFPELAC, INEP, PDSIWF) for post-training monitoring. The project was closed but the equipment (a car, computers, equipment for the office) was transferred to IFPELAC in Cabo Delgado province to make the post-training monitoring. The project also designed instruments to facilitate monitoring by the implementing partners. The pool of TREE trainers could pass on the knowledge gained in the project to a wider group of stakeholders. At the same time, the sustainability of the MOODLE platform is low as it was not updated since December 2017. Moreover, there is no capacity on the local level to manage this web-platform in the future.

#### *Political Support*

The project maintained strong political support from partners in adoption and promotion of the TREE methodology. As a result, there is a high ownership of the main project results among the partners, which could be seen from the main implementing partner plans for replication of project's achievements. IFPELAC is planning to replicate a TREE project in another province in Mozambique, in particular Manica province which situated in the central part of the country and now is in the process of fundraising.

#### *Economic/Financial Viability*

The ILO was partly successful in ensuring financial sustainability of the project results. On the one hand, the TREE methodology is further used by the 5 years Norway funded project (2017-2021) which is implemented by the Bilibiza Agriculture Institute in 6 districts of Cabo Delgado province including 2 districts of ILO KOICA project (Hacania, Montepuez, Chiure, Ancambe, Quissanga and Tehuo); and planned to be used by Spanish Development Cooperation in their new 2 years project (2018-2019) which will focus on skills training of 200 youth in Montepuez district in tourism, civil construction, mining with invitation of masters and local trainers prepared by ILO KOICA project. On the other hand, the project was not effective in terms of advocacy for inclusion of TREE methodology neither in the IFPELAC General Plans in order to ensure state budget to allocation to ensure general oversight of the beneficiaries in the post-project period nor in the Economic and Social Development Plans of the targeted districts in order to ensure allocation of resources for the general supervision of the beneficiaries and, provision of technical assistance of the government in a regularly basis. INEP has a small budget for monitoring and will have 2 monitors who will undertake 2 times per year a post-training monitoring in all 11 provinces, but it is not enough to cover all beneficiaries.

## V. Conclusions and Recommendations

### 5.1. Conclusions

Evaluation Criteria	Rating	Explanations/Comments
Relevance and strategic fit	6-Highly satisfactory	The ILO KOICA project in Mozambique enjoyed a high relevance, which remained throughout the project's lifespan. The project fully corresponds to the strategic documents of the Government of Mozambique, the donor, the ILO and the needs of beneficiaries.
Coherence and Validity of Design	4-Moderately satisfactory	The project design was generally valid, although quite ambitious in terms of scope and duration taking into consideration the country context. At the same time, the project used a systems approach to identify emerging and potential employment, income generation and small business opportunities and deliver training in practical skills and business management.
Effectiveness	5 – Satisfactory	The project was effective where it did deliver. The ILO KOICA in Mozambique achieved most of the set targets under Outcome 1 and Outcome 3, while the expected results mostly exceeded the set targets under Outcome 2. Overall, while not being able to meet all its intended outputs due to time limitations and challenging operating environment, the available data (qualitative and quantitative) strongly suggest the project has been successful as a pilot initiative by identifying and then mobilizing target populations, helping to train them, and then fostering support for the former trainees so that a large majority finds gainful employment shortly afterward. Gender issues were considered by the project, but the set gender targets were achieved partly only.
Efficiency of resources use including effectiveness of management arrangements	5 – Satisfactory	Resources have been allocated strategically and used efficiently to achieve results. The Project had a very efficient project governance structure which ensured community buy-in and support, but relied on insufficient staff capacity to ensure the adequate supervision and implementation of the project activities. The project suffered some delays in implementation due to a number of internal and external factors that were for the most part out of its control.
Impact orientation	5 – Satisfactory	The project has shown the positive signs of short-term impacts at individual, district/community and institutional levels. The project helped unemployed and underemployed young women and men from rural communities to acquire the skills needed to obtain decent work that is productive and delivers a fair income as well as supported the local economic development in the target areas.
Sustainability	4-Moderately satisfactory	The project undertook all necessary steps under its control and within its mandate to promote sustainable project outcomes. However, insufficient attention was paid for ensuring financial sustainability and enhancing institutionalization of project activities by implementing partners.

## 5.2. Recommendations

Overall Recommendations	Relevant Stakeholders (Recommendation made to whom)	Priority of importance/ Time frame for the implementation	Resource implications to implement the recommendations
1. The ILO KOICA project in Mozambique should be considered as a basis for further initiatives. The project duration was too short to bring lasting impact and the project requires continuation for at least 3 more years to ensure lasting impact of activities carried out and/or initiated by the project. The project administration modality should be decided internally by the ILO taking into consideration all pros and cons.	ILO Programme Unit in Mozambique, ILO CO Lusaka	short-term/high	high
2. Future financial support is critical to ensure that the effects of this project and its activities are embedded within the institutional framework of the Project implementing Entity (Institute of Vocational Training and Labor Studies Alberto Cassimo (IFPELAC) which is specialized on trainings only and, the National Institute of Employment (INEP) specialized on the decent employment promotion of the Ministry of Labor, Employment and Social Security). KOICA should continue supporting human capital development initiatives aiming at improvement of employability skills and development of small businesses by marginalized groups in LIC like Mozambique. The issue is clearly relevant to KOICA's mandate and past projects have addressed genuine needs.	KOICA Mozambique, KOICA HQ	short-term/high	high
3. Planning for different interventions of a future project should be holistic, and take into consideration all components of the value chain. If the project duration will be 3 years, it should have realistic targets, like 500 beneficiaries (50%-m/50%-f), no more than 5 training areas with allocation of bigger budget for purchasing bigger toolkits. The future interventions should also include a separate awareness raising component which would allow to spread information about TREE (a local economic development methodology which promotes market driven	ILO Programme Unit in Mozambique, ILO CO Lusaka	long-term/ medium	medium

community-based technical and vocational skills development in rural areas) to a wider group of stakeholders and beneficiaries. Apart from skills training on different trades, the training should include cross-cutting issues like HIV/AIDs, gender, environmental issues. Where technical expertise is lacking amongst implementing entities, such expertise should be sourced at an early stage from outside, instead of proceeding with deficient know-how.			
4. To integrate the learning from the ILO KOICA project in Mozambique during development of the next Decent Country Programme (2019-2023).		short-term/high	low
5. In future interventions, the project development should proceed from the Logframe. Special emphasis should be placed on establishing logical links and clearly specified indicators with sex-disaggregated data, so that the Logframe can serve as a management tool for oversight of project delivery and also for monitoring and evaluation.	ILO Programme Unit in Mozambique, ILO CO Lusaka, and ILO HQ	short-term/medium	none
6. To consider building into the project design of a proper assessment of risk and assumptions relating to variations in the project intermediate objectives and associated outputs and activities over the lifespan of the project. This will allow for better mitigation of the risks and for undertaking timely adjustments.			
7. ILO CO Lusaka should consider more decentralization in terms of power and approval of payments by ILO Programme Unit in Mozambique. It will allow the projects management teams on the ground to be more flexible and react better to the emerging needs of implementing partners. It is suggested to increase the budget floor for approval of payments on local level from 10,000USD to 20,000 USD by ILO Maputo.	ILO CO Lusaka	short-term/high	none
8. Skills projects need an M&E Specialist who can help design the M&E plan and will bear the main responsibility for ensuring its implementation. The M&E Specialist should be fully engaged in the very early project design stages. It should be based either in Maputo or	ILO Programme Unit in Mozambique, ILO CO Lusaka	long-term/high	medium

Lusaka in order to provide timely advices. M&E Officer should have sound technical skills, solid familiarity with M&E concepts, and practical experience with project monitoring. The M&E Officer should also have excellent teambuilding skills so that s/he can help build a capable and dedicated monitoring team.			
9. To improve the training component of future projects by including systemized pre- and post-testing methodologies. This will allow for enhanced and accurate measuring of capacity development amongst trainees.	ILO Programme Unit in Mozambique	long-term/medium	low
10. To improve the contents of project progress reports in order to provide valuable information for interested parties that clearly illustrate the current state of the project with respect to the project's accomplishments status within the reporting period, challenges in the project implementation, as well as the project summary. To consider the introduction of the requirement to report on gender and human rights in the annual progress reports.	ILO Programme Unit in Mozambique, ILO CO Lusaka, and ILO HQ	short-term/high	none
11. In future interventions, to develop exit plans to ensure the sustainability of the project results on national and local level.	ILO Programme Unit in Mozambique, ILO CO Lusaka	short-term/high	none
12. In future interventions, ILO need to clarify with the implementing entities at the stage of contract(s) negotiations of what will be their contributions for the continuation of the project results and it should be a part of the contract.			medium
13. To ensure allocation of sufficient time for conduction of proper lessons learned exercises, i.e. 3 months prior to project end.	ILO Programme Unit in Mozambique	short-term/medium	low
14. In future interventions, to mainstream gender in the situation analysis, the project goals, outputs, indicators, and monitoring and evaluation framework on the stage of the project design.	ILO Programme Unit in Mozambique, ILO CO Lusaka	short-term/medium	low

## VI. Lessons learnt

### ILO Lesson Learned No1: Existence of M&E system is an important prerequisite for results-based management

Project Title: Skills for Employment and Productivity in Low-Income Countries

Project TC/SYMBOL: MOZ/15/50/ROK

Name of Evaluator: Katerina Stolyarenko

Date: June 2018

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

LL Element	Text
Brief description of lesson learned	Monitoring is necessary at every stage of project implementation. Monitoring is needed during outreach activities, the application and shortlisting processes, skills training, and importantly, when graduates are in jobs/businesses after the training ends. Oftentimes skills training projects may pay attention to what happens during the classroom phase, but they fail to monitor what happens before the classroom training starts or after the training ends.
Context and any related preconditions	M&E plans should be developed and implemented in a participatory manner. Traditional policing methodologies have created a sense of fear toward M&E. Skills training providers may be unaccustomed to rigorous monitoring and may need to be encouraged to comply and buy into the process. M&E plans should be built on principles of mutual respect and trust (for instance, the monitor is not a boss or supervisor and should serve with integrity) and transparency and equity (for example, all service providers should be appraised on a set of common agreed standards). Involve monitors and service providers in the definition of indicators and the development of monitoring tools. Involve service providers in the training for monitors.
Targeted users/ Beneficiaries	<ul style="list-style-type: none"> <li>▪ All ILO Programme and Project Managers</li> <li>▪ Tripartite constituents</li> </ul>
Challenges/negative lessons - Causal factors	<ul style="list-style-type: none"> <li>▪ Inability to deliver all planned outputs within project's timeframe</li> <li>▪ Difficulties in demonstrating tangible results because of coverage too many topics and sectors</li> </ul>
Success/Positive Issues - Causal factors	N/A
ILO Administrative Issues	<ul style="list-style-type: none"> <li>▪ Partnership with tripartite constituents and NGOs saves implementation cost, and thus contributes to sustainability</li> </ul>



## VII. Potential Good Practices

### ILO Emerging Good Practice 1: Capacity building and professional partnership

Project Title: Skills for Employment and Productivity in Low-Income Countries

Project TC/SYMBOL: MOZ/15/50/ROK

Name of Evaluator: Katerina Stolyarenko

Date: June 2018

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

GP Element	Text
<b>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</b>	The requirement that the project management unit and staff of the main implementing partner at the provincial level should be located within the counterpart agency in projects of this type is frequently advocated in principle but not so often implemented in practice. The results achieved by ILO KOICA project in Mozambique as measured by the strong working relationships and the clear understanding and commitment of IFPELAC staff in implementing changes is further evidence of the importance and benefits to be gained in advocating this approach when other projects of this type are being proposed and implemented.
<b>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</b>	Necessary condition for replication: <ul style="list-style-type: none"> <li>▪ The implementing partners should receive access to considerable training and workshop activities as well as post-training monitoring.</li> <li>▪ Continued support from donors is critical in replicating capacity building interventions. This is because the capacity building is relatively expensive and adequate support is needed to carry it out</li> </ul>
<b>Establish a clear cause-effect relationship</b>	It enhanced the skills of the personnel or individuals engaged on the projects, and thus facilitated the coordination and implementation of the project
<b>Indicate measurable impact and targeted beneficiaries</b>	With the skills, the individuals were able to impact the beneficiaries positively, thus helping to raise awareness on unemployed or underemployed young women and men from rural and semi-urban areas on wage- or self-employment opportunities in line with the projections of the ILO KOICA project.
<b>Potential for replication and by whom</b>	Any other ILO project
<b>Upward links to higher ILO Goals</b>	<ul style="list-style-type: none"> <li>▪ ILO Knowledge Strategy 2018–21</li> <li>▪ Programme and Budget for the Biennium 2018-19, Outcome 5 ‘Decent work in the rural economy’</li> </ul>
<b>Other documents or relevant comments</b>	N/A

## VIII. Annexes

### Annex 6.1. List of Documents Reviewed

ProDoc

Budget initial and revised

LFAs for each component

Cooperation Agreement

Programme's no-cost extension

Annual progress reports

Internal Mid-term evaluation

Financial statements

TREE Mozambique web-platform

Knowledge products developed and uploaded on the KSP web-platform

ToRs for NSC, DSC, CSC

Minutes of the mtgs of the SCs

IFPELAC Database of trainees

IFPELAC List of kits and budget for each category of kit

IFPELAC and Provincial Sea Directorate Strategic Plans (the parts which specify that are using the developed training programmes under KOICA project)

Diagnostic study

Monitoring tools used by ILO during monitoring visits to implementing entities

Monitoring tools used by IFPELAC to monitor TOTs and trainings delivered by trainers

Report on study visit to Zimbabwe

ToR and Report of Implementing Partner of TREE web-platform

Report on knowledge sharing experiences workshop organized in Pemba (Dec 2017)

Report on workshop to share experiences among the partner's (July 2017)

Report on training of Local Business Support Centre (CoRE)

Census 2017; <https://www.citypopulation.de/php/mozambique-admin.php?adm1id=02>

Mozambique Decent Work Country Programme 2011-2015 ([https://www.ilo.org/wcmsp5/groups/public/---africa/documents/publication/wcms\\_231471.pdf](https://www.ilo.org/wcmsp5/groups/public/---africa/documents/publication/wcms_231471.pdf))

KOICA website

[http://www.koica.go.kr/english/countries/region\\_asia/index.html](http://www.koica.go.kr/english/countries/region_asia/index.html)

<https://donortracker.org/country/south-korea>

[https://www.indexmundi.com/mozambique/demographics\\_profile.html](https://www.indexmundi.com/mozambique/demographics_profile.html)

## Annex 6.2. Agenda

Date	Time	Location	Activities
02.05.2018	9:30-10:45	Maputo town	ILO KOICA Mozambique Project staff
	11:00-12:00		IFPELAC
	14:30-15:30		INEP
03.05.2018	09:00-10:00		CONSILMO
	11:00-12:00		CTA
04.05.2018	15:00-16:00		JICA
	8:30-9:30	ILO KOICA Mozambique Project staff	
07.05.2018	10:00-11:00	KOICA Mozambique	
	9:00 -10:00	Pemba town	Provincial Director of Sea, Island Water and Fishing / Implementing entity
	10:30 - 11:30	Pemba town	Provincial Delegate of IFPELAC/ Implementing entity
	11:40 -12:10	Palma District	Government representative, Chair of the District Steering Committee
08.05.2018	13:15 - 13:45	Palma District	Chair of the community steering committee
	7:00-9:00	<i>Trip to Chiure District</i>	
	9:00 -10:00	Chiure District	Permanent secretary
	10:05 - 11:05		District steering committee
	11:10 - 12:10		Women -Trainees
	12:10 -13:10		Men -Trainees
	13:40 -14:40	Chiure District	Trainers of different courses
	14:45 -15:45	Chiure District	Field visit of some project in progress (Carpentry, Dressmakers, Bread makers)
15:45 -17:45	<i>Trip back to Pemba</i>		
09.05.2018	7:00 -10:00h	<i>Trip to Katapua Administrative Post /Chiure District</i>	
	10:00 -11:00	Katapua Administrative Post	Chief Administrative Post/ Chair of the Community Steering committee
	11:00 - 12:00		Community Steering Committee
	12:00 -13:00		Women -Trainees
	13:00-14:00		Men -Trainees
	14:00 -14:45		Trainers of different courses
	14:45-15:15	Observation of Pisciculture project in progress and others	
15:15 -17:30	<i>Trip back to Pemba</i>		
10.05.2018	7:00 -9:00	<i>Trip to Montepuez District</i>	
	9:00 -10:00	Montepuez town	Women -Trainees
	10:00 - 11:00		Men -Trainees
	11:10 -12:00		Trainers of different courses
	13:00-14:00		Chair of the community steering committee of Namanhumbir Administrative Post
15:00 -17:00	<i>Trip back to Pemba</i>		
11.05.18	7:30 -9:00	<i>Trip to Namanhumbir Administrative Post - Montepuez District</i>	
	9:00 -10:00	Namanhumbir Administrative Post	Permanent secretary/ Chair of the District steering committee
	11:00 -12:00		Trainers of different courses
	12-13:00		Women -Trainees
	13:00-14:30		Site visit of different projects
14:30 - 16:30	<i>Trip back to Pemba</i>		

## Annex 6.3. List of Interviews, Meetings and Site Visits

No	Name	Position, Organization	Gender	Type of Interview
1	Alexio Musindo	Director, ILO Country Office for Zambia, Malawi and Mozambique	m	skype
2	Edmundo Werna	CTA, ILO KOICA Mozambique Project	m	f-2-f
3	Antenor Pereira	National Project Coordinator, ILO Mozambique	m	f-2-f
4	Ilda Silva	National Project Coordinator, ILO KOICA Mozambique Project	f	f-2-f
5	Hatia Mahassa	Admin/Finance Assistant, ILO KOICA Project in Mozambique	f	f-2-f
6	Valentina Barucci	Programme Manager, Strengthening skills development systems to promote access & employability especially of young women and men project (Norway funded), ILO Geneva	f	f-2-f
7	Ashwani Aggarwal	Senior Skills and Employability Specialist, ILO SKILLS Branch, Geneva	m	f-2-f
8	Candido Manasse	IFPELAC	m	f-2-f
9	Sandra Menete	INEP	f	f-2-f
10	Euclides Timana	CONSILMO	m	f-2-f
11	Mauro Ferrão	CTA	m	f-2-f
12	Yasuma Takao	Researcher/Adviser, JICA	m	f-2-f
13	Kong Moo-Heon	Country Director, KOICA Mozambique	m	group
14	Elizabeth Mbuga	Assitant Manager, KOICA Mozambique	f	group
15	Cassamo Junior	Provincial Director of Sea, Island Water and Fishing / Implementing entity	m	f-2-f
16	Joao Massingue	Provincial Delegate of IFPELAC/ Implementing entity	m	f-2-f
17	Sério Sauale	Government representative, Chair of the District Steering Committee, Palma district	m	f-2-f
18	Silvino Silvério	Chair of the community steering committee, Palma district	m	f-2-f
19	Rui Jamal	Chief Administrative Post/ Chair of the Community Steering committee, Katapua Administrative Post	m	f-2-f
20	Cassiano Bernabé	Chair of the community steering committee of Namanhumbir Administrative Post	m	f-2-f
21	Ermelindo Augusto	Permanent secretary/ Chair of the District steering committee, Namanhumbir Administrative Post	m	f-2-f
22	Zefa Alberto	Permanent secretary, Chiure District	f	f-2-f
23	Komari Kashinji	Master Trainer, Chiuri district	m	group
24	Abudo M. Anhaue	Master Trainer, Chiuri district	m	group
25	Jony Rui	Master Trainer, Chiuri district	m	group
26	Joedie Damiaj	Master Trainer, Montepeuz district	m	group
27	Severiano Fedreiro	Master Trainer, Montepeuz district	m	group
28	Daidon Rager	Master Trainer, Katapua Administrative Post, Chiuri district	m	group
29	Chafim Goveia	Master Trainer, Katapua Administrative Post, Chiuri district	m	group
30	Xavizr Victorino	Master Trainer, Katapua Administrative Post, Chiuri district	m	group
31	Mario Luis	Master Trainer, Katapua Administrative Post, Chiuri district	m	group
32	Edmundo Eduardo	Master Trainer, Katapua Administrative Post, Chiuri district	m	group

## Annex 6.4. List of Focus Groups

No	Name	District	Community	Gender	Type of FGD
1	Agatinlo Momode	Chiure	Katapua Administrative Post	m	CSC
2	Hario Almeida	Chiure	Katapua Administrative Post	m	CSC
3	Este Dania Hadcode	Chiure	Katapua Administrative Post	f	CSC
4	Bauda Saide	Chiure	Katapua Administrative Post	f	CSC
5	Saude Dos Jantos Namele	Chiure	Katapua Administrative Post	m	CSC
6	Francisco Sebastiao Picneli	Chiure	Katapua Administrative Post	m	CSC
7	Eusebio Waca	Chiure	Katapua Administrative Post	m	CSC
8	Baprosto Gotrito	Chiure	Katapua Administrative Post	m	CSC
9	Grenablo Cululo Majalia	Chiure	Katapua Administrative Post	m	CSC
10	Isaque Adeuno Aquica	Chiure	Katapua Administrative Post	m	CSC
11	Jmacio Tanali	Chiure	Katapua Administrative Post	m	CSC
12	Marela Mario	Chiure	Katapua Administrative Post	f	Women trainees
13	Delfina Latino	Chiure	Katapua Administrative Post	f	Women trainees
14	Arminda Mario	Chiure	Katapua Administrative Post	f	Women trainees
15	Dacina Amisst	Chiure	Katapua Administrative Post	f	Women trainees
16	Amina Mario	Chiure	Katapua Administrative Post	f	Women trainees
17	Lucia Gabriel	Chiure	Katapua Administrative Post	f	Women trainees
18	Cecilia Xaver	Chiure	Katapua Administrative Post	f	Women trainees
19	Fiumena Rachot	Chiure	Katapua Administrative Post	f	Women trainees
20	Telma Tudwid	Chiure	Katapua Administrative Post	f	Women trainees
21	Feloberto Frederico	Chiure	Katapua Administrative Post	m	Men trainees
22	Joad Marcelio	Chiure	Katapua Administrative Post	m	Men trainees
23	Feleciano Awain	Chiure	Katapua Administrative Post	m	Men trainees
24	Zagarla Severano	Chiure	Katapua Administrative Post	m	Men trainees
25	Adumdo Arlando	Chiure	Katapua Administrative Post	m	Men trainees
26	Cardoso Zacadat	Chiure	Katapua Administrative Post	m	Men trainees
27	Korano Agosintro	Chiure	Katapua Administrative Post	m	Men trainees
28	Jacioro Pasuto	Chiure	Katapua Administrative Post	m	Men trainees

29	Joao Suede	Chiure	Katapua Administrative Post	m	Men trainees
30	Temto Do Savix	Chiure	Katapua Administrative Post	m	Men trainees
31	Manuel Vomlet	Chiure	Chiure town	m	Men trainees
32	Mateus Arlindo Lopec	Chiure	Chiure town	m	Men trainees
33	Abdul Francisco	Chiure	Chiure town	m	Men trainees
34	Alvex Eugenia	Chiure	Chiure town	m	Men trainees
35	Mahando Momade	Chiure	Chiure town	m	Men trainees
36	Londrino Augustio	Chiure	Chiure town	m	Men trainees
37	Paulo Adolfo	Chiure	Chiure town	m	Men trainees
38	Machude Etsimbo	Chiure	Chiure town	m	Men trainees
39	Komari Kashiami	Chiure	Chiure town	m	Men trainees
40	Abudo Minlano	Chiure	Chiure town	m	Men trainees
41	Tony Rui	Chiure	Chiure town	m	Men trainees
42	Marcena Gonganes	Chiure	Chiure town	f	Women trainees
43	Sandra Wis	Chiure	Chiure town	f	Women trainees
44	Paciencia Pedro	Chiure	Chiure town	f	Women trainees
45	Hawa Secundino	Chiure	Chiure town	f	Women trainees
46	Angela Seyeziõno	Chiure	Chiure town	f	Women trainees
47	Alima Paulina	Chiure	Chiure town	f	Women trainees
48	Ricardo Rodaraqe	Chiure	Chiure town	f	DSC
49	Sara Amigo	Chiure	Chiure town	m	DSC
50	Imuamo Bejamin	Chiure	Chiure town	m	DSC
51	Madona Fereca	Chiure	Chiure town	m	DSC
52	Martino Jetuo	Chiure	Chiure town	m	DSC
53	Jaimito A. Costes	Chiure	Chiure town	m	DSC
54	Jonas Abujate	Chiure	Chiure town	m	DSC
55	Amenico Camilo	Montepuez	Namanhumbir	m	Men trainees
56	Iudai Manuel	Montepuez	Namanhumbir	m	Men trainees



57	Saido Sabomete	Montepuez	Namanhumbir	m	Men trainees
58	Sernu Jargaja	Montepuez	Namanhumbir	m	Men trainees
59	Casimno Dinis	Montepuez	Namanhumbir	m	Men trainees
60	Zeca Caisse	Montepuez	Namanhumbir	m	Men trainees
61	Juma Domoagos	Montepuez	Namanhumbir	m	Men trainees
62	Amari Manuel	Montepuez	Namanhumbir	m	Men trainees
63	Lourenço Manuel	Montepuez	Namanhumbir	m	Men trainees
64	Jata Tonl	Montepuez	Namanhumbir	m	Men trainees
65	Ussene Fernando Ali	Montepuez	Namanhumbir	m	Men trainees
66	Proquen Feleciono	Montepuez	Namanhumbir	m	Men trainees
67	Marcio Luis	Montepuez	Namanhumbir	m	Men trainees
68	Nestor Joad	Montepuez	Namanhumbir	m	Men trainees
69	Tonique Ehas Augo	Montepuez	Namanhumbir	m	Men trainees
70	Mariano Sauei	Montepuez	Namanhumbir	m	Men trainees
71	Anabela Denis	Montepuez	Namanhumbir	f	Women trainees
72	Rena Jose	Montepuez	Montepuez town	f	Women trainees
73	Abiba Jaimit	Montepuez	Montepuez town	f	Women trainees
74	Muziza Alexandra	Montepuez	Montepuez town	f	Women trainees
75	Bia Ussana	Montepuez	Montepuez town	f	Women trainees
76	Amieni Jacinto	Montepuez	Montepuez town	f	Women trainees
77	Nelsa Antonio	Montepuez	Montepuez town	f	Women trainees
78	Custina Mahla	Montepuez	Montepuez town	f	Women trainees
79	China Silvilhano	Montepuez	Montepuez town	f	Women trainees
80	Amina Anbindo	Montepuez	Montepuez town	f	Women trainees
81	Ohga Armande	Montepuez	Montepuez town	f	Women trainees

82	Detoca Dominica	Montepuez	Montepuez town	f	Women trainees
83	Guaristo Htouso	Montepuez	Montepuez town	m	Men trainees
84	Centinho Esteyad	Montepuez	Montepuez town	m	Men trainees
85	Orlando Augusto	Montepuez	Montepuez town	m	Men trainees
86	Siniezero Assane	Montepuez	Montepuez town	m	Men trainees
87	Joma Esterad Salima	Montepuez	Montepuez town	m	Men trainees
88	Adriano Adelino	Montepuez	Montepuez town	m	Men trainees
89	Ahamada Homade	Montepuez	Montepuez town	m	Men trainees
90	Buchnir Paolo Adamo	Montepuez	Montepuez town	m	Men trainees
91	Salvador Layuini Tami	Montepuez	Montepuez town	m	Men trainees
92	Mauelio Tome	Montepuez	Montepuez town	m	Men trainees
93	Ali Momode	Montepuez	Montepuez town	m	Men trainees
94	Daniel Po التونio	Montepuez	Montepuez town	m	Men trainees
95	Malaugia Sefo	Montepuez	Montepuez town	m	Men trainees
96	Quiziro Joaquim	Montepuez	Montepuez town	m	Men trainees
97	Augusto Rafael	Montepuez	Montepuez town	m	Men trainees
98	Boavida Cosmo	Montepuez	Montepuez town	m	Men trainees
99	Brno Virgalo Meisis	Montepuez	Montepuez town	m	Men trainees
100	Mirage Amimo	Montepuez	Montepuez town	m	Men trainees
101	Richardinio Mercio Leoncio	Montepuez	Montepuez town	m	Men trainees
102	Domingos Amade	Montepuez	Montepuez town	m	Men trainees
103	Mario Juixiro	Montepuez	Montepuez town	m	Men trainees
104	Saide Gijadna	Montepuez	Montepuez town	m	Men trainees
105	Betumho Manul	Montepuez	Montepuez town	m	Men trainees
106	Elisio Edgar	Montepuez	Montepuez town	m	Men trainees

107	Carnelio Adelino	Montepuez	Montepuez town	m	Men trainees
108	Marsino Luis	Montepuez	Montepuez town	m	Men trainees
109	Elidio Damiad Marcos	Montepuez	Montepuez town	m	Men trainees
110	Juma Yassiul	Montepuez	Montepuez town	m	Men trainees
111	Ricardo Santo Lipelo	Montepuez	Montepuez town	m	Men trainees
112	Alexarsorg Antoxio	Montepuez	Montepuez town	m	Men trainees
113	Gardoso Conotantino	Montepuez	Montepuez town	m	Men trainees
114	Scmac Patricio	Montepuez	Montepuez town	m	Men trainees
115	Meto Germanito	Montepuez	Montepuez town	m	Men trainees
116	Sumail Ramos	Montepuez	Montepuez town	m	Men trainees
117	Momade Paulino	Montepuez	Montepuez town	m	Men trainees
118	Tocas Valerio	Montepuez	Montepuez town	m	Men trainees

## Annex 6.5. Data Collection Tools

## Interview guides

Date:	
Name(s) and function(s) of interviewee(s) (for evaluation data analysis only):	
Gender (f/m):	
Organization:	
Country:	
Type of interview (f-2-f/skype):	

Thank you for taking the time to meet with me. My name is Katerina Stolyarenko. I am an independent evaluation consultant and was invited by the ILO to undertake the final independent project evaluation of the ILO KOICA Project. I am carrying out this evaluation to assess how well the project is meeting the needs of internal and external stakeholders like you and to find out how various aspects of the project have been working during December 2014-December 2017.

This interview is voluntary; you can withdraw at any time, either before or during the interview. There are no right or wrong answers. I want to hear your thoughts, based on your experience and your involvement with the project. The interview should not take more than 60-90 minutes to complete. Following the interview, I may want to contact you again in a few days to confirm or clarify some of the information you have shared with me.

Are you willing to be interviewed for this evaluation?

Yes No

The information you provide will be essential to understanding the achievements and limitations of the ILO KOICA project. The information that will be provided by you is confidential and your name, position and organization will not be displayed in the evaluation report. I will not attribute any information that I receive to you, either in any report, transcript or notes from this discussion, or any conversations.

If you have no objections, I would like to record this discussion, but I wish to assure you that all recordings and notes will remain confidential and will be kept in a safe place. The recordings will be used for data analysis purposes only.

Do you mind if I record the interview? Yes No

Interview guide for ILO Project Team, ILO Specialists (HQ and Field) and ILO Consultants  
(International/National)

<b>Introduction</b>	
What was your role in the ILO KOICA Project?	
What is the ILO KOICA Project history (only for NPC)?	
<b>Relevance and strategic fit</b>	
How relevant is the project from your point of view to the needs of intended beneficiaries? (Probe: alignment of the project with provincial/regional, national development frameworks?)	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
How does the ILO KOICA Project complement and fit with ILO global and country-level strategies?	
How was the project planned and developed? (Probe: How were the needs of the target groups (recipient government and respective beneficiaries' agencies assessed?)	
<b>Project progress and effectiveness</b>	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO KOICA Project during December 2014-December 2017? Probes: 1) Increased capacity of the INEFP institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises 2) Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies Increased collection and use of project information and national data on skill indicators	
In your opinion, which project's interventions were the most effective? Please explain why. Probes: 1) Capacity Building 2) Technical and Vocational Training 3) Identification of economic opportunities and training needs assessment 4) Post-training support	
In your view, to what extent did the project contribute to enhance ILO knowledge on tools and approaches for more effective policies for skills development?	
What factors were crucial for the achievements and/or failures?	
What are the major challenges and obstacles that the ILO KOICA Project encountered? Was the project able to cope with them or may they prevent the project from producing the intended results?	
Are there any unintended results of the project identified or perceived?	
What measures were taken in order to ensure the inclusion of women and other potentially marginalised groups in the implementation of the project?	
Is the management structure of the ILO KOICA Project enabling its efficient implementation? Describe strengths and weaknesses. (Probe: Is project implementation sufficiently flexible to be able to deal with unforeseen events?)	
Does the established governance structure provide sufficient support for effective project implementation?	
What is the quality and timeliness of the administrative, technical and policy support provided by the ILO Offices in Maputo and Lusaka Offices and relevant SKILLS specialists?	
Which partnerships have been established by the ILO KOICA project with national and international partners?	

Describe the project monitoring plan and implementation? Probe: a) How was it established? b) How is it used? c) What tools did the project use to collect information on its performance and outcomes? d) What constraints does the project experience in tracking its performance (example, how did it track and verify how many/who was trained in various training programs?) e) Is relevant information and data systematically being collected and collated with support from partners?	
<b>Efficiency of resources use</b>	
In your opinion, how adequate is the funding allocated for the ILO KOICA Project with planned activities?	
Were there any financial constraints (if any) in the Project's implementation process? Probe: a) Are the disbursements and project expenditures in line with expected budgetary plans? Why? b) What counter-measures were put in place in light of delayed delivery of project funds?	
Was the project implemented in a timely manner?	
<b>Impact orientation</b>	
To what extent is the Project reaching its objective 'Improve the access of persons in marginalized areas to training and to opportunities to turn that training into productive livelihoods'? Evidence for that?	
What are the future likely impacts that can be causally linked to the project's interventions?	
How did the project build the capacity of tripartite constituents to deliver on outcomes?	
How did the project influence coordination among the ILO and its strategic partners?	
How was the knowledge generated from the project shared at global, sub-region and country level?	
<b>Sustainability</b>	
What practices and behaviors promoted by the ILO KOICA Project are/may be sustainable after the Project ends and why?	
What plans has ILO put in place to sustain the results of the project (i.e. exit strategy)?	
What are the potential risks/constraints to these being sustained?	
<b>Lessons learnt and Good Practices</b>	
What were the key lessons for the ILO from this project? Probe: a) What went well? b) What didn't go well or had unintended consequences? c) What kind of corrective actions should be taken while the project continues its implementation?	
What 'good practices' could be applied to future ILO projects of similar nature?	
<b>Closing</b>	
Is there anything more you would like to add?	



## Interview guide for implementing partners

<b>Introduction</b>	
Please describe your role/involvement with the ILO KOICA project (length of time, responsibilities, nature of interactions, etc.).	
<b>Relevance and strategic fit</b>	
How relevant is the project from your point of view to the needs of intended beneficiaries?	
Do you believe that the objectives of this project are realistic and measurable? (Discuss examples).	
To what extent are gender considerations included in the project development and implementation?	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
<b>Project progress and effectiveness (including effectiveness of management arrangements)</b>	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO KOICA Project during December 2014-December 2017?	
What factors were crucial for the achievements and/or failures?	
What are the major challenges and obstacles that the Project encountered?	
Which Project's activities were the most useful and why?	
Are there any unintended results of the project identified or perceived?	
Is the management structure of the ILO KOICA Project enabling its efficient implementation? Describe strengths and weaknesses.	
Does the established governance structure provide sufficient support for effective project implementation?	
Are you satisfied with the level of collaboration and coordination between ILO Project and your institution? Please elaborate.	
<b>Efficiency of resources use</b>	
In your opinion, how adequate is the funding allocated for the ILO KOICA Project compared with planned activities?	
Is the project implemented in a timely manner?	
<b>Impact orientation</b>	
To what extent is the Project reaching its objective 'Improve the access of persons in marginalized areas to training and to opportunities to turn that training into productive livelihoods'? Evidence for that?	
What are the future likely impacts that can be causally linked to the project's interventions?	
<b>Sustainability</b>	
What practices and behaviours promoted by the ILO KOICA project are/may be sustainable after the Project ends and why?	
What was the nature of commitments of your institution?	
What are the potential risks/constraints to these being sustained?	
<b>Lessons learnt and Good Practices</b>	
As part of the implementing team what have you learned and how can those lessons apply to future implementation? (Probe: What kind of corrective actions should be taken while the project continues its implementation?)	
What 'good practices' could be applied to future project implementation?	
<b>Closing</b>	
Is there anything more you would like to add?	

## Interview guide for donor

<b>Introduction</b>	
What is the link between the ILO project and the KOICA priorities in Mozambique?	
<b>Relevance and strategic fit</b>	
How relevant is the project from your point of view to the needs of intended beneficiaries?	
To what extent are gender considerations included in the project development and implementation?	
<b>Project progress and effectiveness (including effectiveness of management arrangements)</b>	
What are the most significant changes that have resulted from the activities and actions being promoted by the ILO KOICA Project during December 2014-December 2017? Probes: 3) Increased capacity of the INEFP institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises 4) Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies 5) Increased collection and use of project information and national data on skill indicators	
In your opinion, which project's interventions were the most effective? Please explain why. Probes: 1) Capacity Building 2) Technical and Vocational Training 3) Identification of economic opportunities and training needs assessment 4) Post-training support	
What are the major challenges and obstacles that the Project encountered?	
Are there any unintended results of the project identified or perceived?	
In your view, are the management and governance structures of the Project enabling its efficient implementation?	
To what extent are you satisfied with reporting (progress and financial)?	
<b>Efficiency of resources use</b>	
In your opinion, how adequate is the funding allocated for the ILO KOICA Project compared with planned activities?	
Are the disbursements and project expenditures in line with expected budgetary plans? Why?	
Is the project implemented in a timely manner?	
In your opinion, what project's activities were the most efficient and why?	
<b>Impact orientation</b>	
To what extent did the Project reach its goal 'Implement commitments of the G20 Development WG in the area of human resources development by supporting the target country in designing, implementing and assessing improvements in selected building blocks of their skills development systems in order to better connect training to productive and decent work?' Evidence for that?	
<b>Sustainability</b>	
In your opinion, which initiatives/practices created by the project are/will be sustainable and why?	
Do you plan to provide further support to ILO in the areas covered by the project? If yes, how? If not, why not?	
<b>Lessons learnt and Good Practices</b>	
What are your main lessons learnt and/or good practices that could be applied in the future project's activities and similar projects?	
<b>Closing</b>	
Is there anything more you would like to add?	

## Focus group guide for TREE INEFP Trainers and Facilitators

<b>Date:</b>		
<b>Number of participants:</b>	<b>Male:</b>	<b>Female:</b>
<b>Location:</b>		

## Questions

1. Why did you decide to take part in the training programme(s) offered by the project? How were you selected for becoming a trainer/facilitator?
2. In your opinion, what competences trainers/facilitators need to successfully provide trainings for youth for setting up/improving businesses? Were they developed by ILO? If yes, how? If no, why?
3. Were the trainings sufficient/adequate in terms of training themes and trainings duration? Were the provided training materials relevant and useful?
4. How would you rate the overall quality of the training programme, its training materials and expertise of tutors using a 5-rating scale, where 5 is the highest and 1 is the lowest grade?

	Rating
Overall quality of the training programme	
Expertise of tutors	
Quality of training materials	

5. What are the strengths of the ILO training program methodology and approach? What are the weaknesses of ILO training program methodology and approach? What are the aspects of the ILO training program need improvement and in which way?
6. Did you receive certificates after participation in the ILO training programme? If yes, was the certification process adequate? If no, is the certification process needed?  
(Probes: What attained? Importance to them? Meaning for the future?)
7. Were you able to deliver trainings as it was originally planned? Any challenges faced?
8. In your view, how youth behavior and work-related practices have been changed as a result of participation in the training programmes? Which skills/competencies of youth were strengthened the most? Why? Did you observe changes in self-confidence and degree of participation of trained youth? Please bring examples.
9. In your point of view, have any changes occurred in community perception of youth after their participation in training programmes? Please be specific and bring examples.
10. How you are going to use further the attained knowledge and skills as trainer/facilitator for development of youth life and work skills?
11. Suppose that you were in charge and could make one change that would make the programme better. What would you do?
12. Is there anything more you would like to add?

That concludes our focus group. Thank you so much for coming and sharing your thoughts and opinions with me.

Focus group guide for INEFP young trainees

<b>Date:</b>		
<b>Number of participants:</b>	<b>Male:</b>	<b>Female:</b>
<b>Location:</b>		

Questions

1. Why did you decide to take part in Training Programme? How were you selected for participation in this Programme? What topics were covered by the Training Programme?
2. Were the trainings sufficient/adequate in terms of training themes and trainings duration? Were the provided training materials relevant and useful?
3. How would you rate the overall quality of the training programme, its training materials and expertise of tutors using a 5-rating scale, where 5 is the highest and 1 is the lowest grade?

	Rating
Overall quality of the training programme	
Expertise of tutors	
Quality of training materials	

4. What were the major barriers for you to set up/improve your business? Do you think that these barriers have changed over the last year? Have your opinions and perceptions changed about what the barriers to business development are since participating ILO KOICA Training Programme? What are the barriers to gaining start-up capital? What are the barriers to maintaining a business?

5. Name benefits to you from participating in the ILO KOICA Training Programme?

Areas	Yes	No	Comments
Changes in self-confidence			
Changes in knowledge of main business topics			
Changes in attitude towards paying or contributing for the training costs			
Changes in entrepreneurs' perceptions of their future lives (e.g., more or less hopeful)			
Changes in business situation			Probes: Started first business after training Started new activities, in addition to existing Remained with the same business Had business but closed down Was not in business and has not (yet) started
Changes in business performance			
Changes of working environment			

6. Which Training Programme activities were most important to you, least important, or not offered?
7. Have you received the post-training support? If so, how would you assess its quality? If no, why not?
8. Do you observe any changes to you in your community after the start of participation ILO KOICA Training Programme? Please explain and bring examples.
9. What were the negative/short-comings of ILO KOICA Training Programme, and how could it have been done better?
10. What kind of skills and knowledge still you require to make your business sustainable?
11. Anything else you would like to share or comment on that is relevant to this evaluation?

After the brief oral summary, the question asked is: "Is this an adequate summary?"

That concludes our focus group. Thank you so much for coming and sharing your thoughts and opinions with me.

## Survey questionnaire for Steering Committees members

### INTRODUCTION

Dear ILO KOICA project partner,

At the moment, ILO is conducting an independent final evaluation of the ‘Skills for Employment and Productivity in Low-Income Countries’ project (ILO KOICA project) implemented in Mozambique between December 2014 and December 2017. The goal of this evaluation is to assess how well the project is meeting the needs of internal and external stakeholders, like you, and to find out how various aspects of the project have been working.

This survey is voluntary; you can choose not to participate or withdraw at any time during the survey. There are no right or wrong answers. I want to hear your thoughts, based on your experience and your involvement with the project. The survey should not take more than 20 minutes to complete.

The information you provide will be essential to understanding the achievements of the ILO project. All information you provide through this survey will remain confidential. In case you provide enough detail in your answers that may identify you and/or your organization, please be reassured that your answers will be kept strictly confidential (only researcher would know/be able to identify you and your organization). No information or responses will be linked to you.

Please note that all answers will remain strictly confidential. I will not connect the responses, which you provide via survey, to you, in any reports, transcripts, notes, or any conversations that I may have.

**If you agree to participate, please proceed with completing this survey.**

**Thank you again for your help in collecting this valuable information!**

**A. General information**

Gender:  Male  Female  I'd rather not say  
 Your position: \_\_\_\_\_  
 Organization: \_\_\_\_\_  
 District: \_\_\_\_\_

Please select in which Project's Steering Committee you were a member:

- National Steering Committee
- District Steering Committee
- Community Implementation Committee

**B. Implementation**

**1. How much were you involved at different stages of the ILO KOICA project?**

*(Please tick the appropriate answer, 1=poorest..., 4=best)*

	1	2	3	4	Don't know/No opinion
a. Design of the project, i.e. development of the project idea					
b. Implementation of the project activities					
c. Internal monitoring of the project					
d. Overall management of the project					
e. Dissemination of the project results					

**2. Overall, how well did project implementing partners work together?**

*(Please tick the appropriate answer)*

- Very well → Please continue with question 4
- Quite well → Please continue with question 4
- Not well at all

**3. What were the main problems in the cooperation?**

*(Please put down some key words)*

**4. How do you assess the effectiveness of the ILO KOICA project management and governance structure?**

*(Please tick the appropriate answer, 1=ineffective..., 4=very effective)*

	1	2	3	4	Don't know/No opinion
a. National Coordination Unit					
b. National Steering Committee					
c. District Steering Committee					
d. Community Implementation Committees					

**5. Overall, in your view, did the ILO KOICA project achieve the envisaged outputs under each project's specific objectives? *(Please tick the appropriate answer)***

	Yes, completely	Only partially	Not at all	Don't know/No opinion
Outcome 1: Increased capacity of the INEFP institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Outcome 2: Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outcome 3: Increased collection and use of project information and national data on skill indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. How would you assess the quality of the outputs achieved?**

*(Please tick the appropriate answer)*

	They exceeded our expectations	They met our expectations	They did not meet our expectations	Don't know/ No opinion	Please explain briefly
Outcome 1: Increased capacity of the INEFP institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2: Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 3: Increased collection and use of project information and national data on skill indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**7. How would you assess the inclusion of gender considerations in the project development and implementation under each component?**

	Very well	Quite well	Not well at all	Don't know/ No opinion	Please explain briefly
Outcome 1: Increased capacity of the INEFP institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 2: Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcome 3: Increased collection and use of project information and national data on skill indicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**8. How would you assess the level of participation of social partners in project implementation?**

- 5-To a great extent  4-To some extent  3-To a little extent  2-To a very little extent  1-Not at all  
 0- Don't know/No opinion

**C. Outcomes**

**9. What do you see as the ILO KOICA project's achievements?** *(Please describe in a few words)*

**10. Considering your organization, what do you see as the most useful project's achievements?**  
*(Please describe in a few words)*

**11. In your view, will the project have any effects on beneficiaries?** *(Please tick the appropriate answer)*  
 Yes  No → Please continue with question 13  Don't know → Please continue with question 13

**12. Please describe these effects with a few words:**

**D. The future**

**13. Will elements of the ILO KOICA project, or practices created, be continued in your organization after the end of the project?**  
*(Please tick the appropriate answer)*

- Yes  No → Please continue with question 15

**14. Please indicate which elements are being continued and how:**

**13. Do you envisage to have regular contact with implementing partners after the end of the ILO KOICA project?**  
 Yes, with all of them  Yes, with some of them  No

**14. Do you envisage to undertake any joint activities with one or more of implementing partners after the end of the ILO KOICA project?**  
 Yes  No → Please continue with question 16

**15. Please specify possible types of these joint activities in a few words (partnership in other projects, joint training programmes, policy/planning/legislative improvements etc.):**

**E. Conclusions**

**16. What in your opinion the two strongest points of the ILO KOICA project?** *(Please describe in a few words)*

1.	
2.	

**17. What in your opinion the two weakest points of the ILO KOICA project?**

*(Please describe in a few words)*

1.	
2.	

**18. All in all, how do you rate the following aspects of the ILO KOICA project?**

*(Please tick the appropriate answer, 1=poorest..., 4=best)*

	1	2	3	4	Don't know/No opinion
a) Clearness of objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Quality of partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

c) Clearness of the roles within the partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Communication among partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Level of cooperation among the partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) You yourself as a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g) Project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h) Clearness of information received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i) Respect of timing and deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j) Your involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k) Objectives achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
l) Usefulness of outputs for target groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
m) Usefulness of outputs for your organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
n) Sustainability of results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**19. Please, rate your level of agreement with the followings areas:**

	Absolutely agree	Somewhat agree	Uncertain	Somewhat disagree	Absolutely disagree
a. The <b>ILO KOICA project</b> was of high value for me/my institution					
b. I would get involved in in a similar project again					

**20. Finally, please use this space to give any additional comments that you might have.**

--

Thank you very much for taking time to complete this questionnaire!

## Survey questionnaire for registered users of TREE platform

Dear user of the TREE platform,  
ILO is now undertaking the final independent evaluation of the ‘Skills for Employment and Productivity in Low-Income Countries’ project (ILO KOICA project) implemented in Mozambique between December 2014 and December 2017. Within this project, the TREE platform was developed. We would like you to share your opinion about the usefulness of the TREE platform to you and your satisfaction with it. Please spare a few minutes to fill out this questionnaire. All information collected will be kept in strict confidence for statistical purpose only.

**1. How have you learned about the TREE platform ([www.tree-mz.net](http://www.tree-mz.net))?**

- Via ILO
- An internet search
- Knowing the URL of Global KSP website
- Other (please specify) \_\_\_\_\_

**2. How often do you visit the TREE platform?**

- Regularly (at least once a week)
- Monthly (1-2 times a month)
- Quarterly (3-4 times a year)
- Annually (1-2 times a year)
- On need basis

**3. What is the PRIMARY reason you registered at TREE platform? \_\_\_\_\_**

**4. What do you like about the TREE platform?**

(You can select more than one option)

- The website contains the information I need.
- Information is comprehensive.
- Information is interesting.
- Information is easy to find.
- Information is easy to understand.
- Graphic design is attractive.
- Others (please specify): \_\_\_\_\_
- None of the above

**5. What don't you like about the TREE platform?**

(You can select more than one option)

- Information does not meet my needs.
- Information is not comprehensive.
- Information is hard to find.
- Information is hard to understand.
- Graphic design is not attractive.
- The platform is not updated regularly.
- None of the above

**6. What is your overall impression of the TREE platform?**

Coverage of information	<input type="checkbox"/> 1- Poor	<input type="checkbox"/> 2-Below average	<input type="checkbox"/> 3- Average	<input type="checkbox"/> 4-Good	<input type="checkbox"/> 5-Excellent
Organisation of information	<input type="checkbox"/> 1- Poor	<input type="checkbox"/> 2-Below average	<input type="checkbox"/> 3- Average	<input type="checkbox"/> 4-Good	<input type="checkbox"/> 5-Excellent
Design and appearance	<input type="checkbox"/> 1- Poor	<input type="checkbox"/> 2-Below average	<input type="checkbox"/> 3- Average	<input type="checkbox"/> 4-Good	<input type="checkbox"/> 5-Excellent

Accuracy of information	<input type="checkbox"/> 1- Poor	<input type="checkbox"/> 2-Below average	<input type="checkbox"/> 3- Average	<input type="checkbox"/> 4-Good	<input type="checkbox"/> 5-Excellent
Ease of navigation	<input type="checkbox"/> 1- Poor	<input type="checkbox"/> 2-Below average	<input type="checkbox"/> 3- Average	<input type="checkbox"/> 4-Good	<input type="checkbox"/> 5-Excellent

**7. Overall, how satisfied were you with the TREE platform?**

- 5-Very satisfied
- 4- Satisfied
- 3-Neutral
- 2- Dissatisfied
- 1- Very dissatisfied
- 0- Don't know/No opinion

**1. To what extent the ILO KOICA Project contributed to the achievement of objectives on poverty reduction strategy and mineral resource development policy?**

- 5-To a great extent
- 4- To some extent
- 3- To a small extent
- 2- To a very small extent
- 1- Don't know/No opinion

**9. To what extent, the ILO KOICA Project helped to improve the local community with skills anticipation, LMIS, quality training of most vulnerable groups?**

- 5-To a great extent
- 4- To some extent
- 3- To a small extent
- 2- To a very small extent
- 1- Don't know/No opinion

**10. How likely are you to:**

	<input type="checkbox"/> 5- Very likely	<input type="checkbox"/> 4- Somewhat likely	<input type="checkbox"/> 3- Somewhat unlikely	<input type="checkbox"/> 2- Very unlikely	<input type="checkbox"/> 1-Not sure
a) Revisit the TREE platform on a regular basis					
b) Recommend the TREE platform site to a friend or colleague in the future					

**PERSONAL PARTICULARS**

**11. Sex**

- Male  Female

**12. Age**

- Under 20  20-30  31-40  41-59  60 or above

**13. Education Level**

- No schooling  Primary  Secondary  Tertiary or above

**14. Occupation**

- Civil servant  Entrepreneur  Student  Unemployed  Other (please specify) \_\_\_\_\_

**THANK YOU VERY MUCH FOR YOUR VALUABLE TIME!**



## Survey among INEFP young trainees

### Introduction

Dear young woman and man,

This is a short survey carried out by the independent evaluator together with the ILO, as a part of the final independent project evaluation of the “Skills for Employment and Productivity in Low-Income Countries” Project (ILO KOICA Project), implemented in Mozambique between December 2014 and December 2017.

The purpose of this evaluation is to assess the relevance, effectiveness, and impact of training programme(s) offered by the ILO KOICA Project.

This survey is voluntary but the evaluator would very much appreciate your assistance in responding to this survey, which will only take about 10 minutes to complete. The information provided in the survey, based upon your experience and your involvement with the training programme is essential to understanding the achievements of the ILO project. All information you provide through this survey will however remain confidential.

Thank you very much for your participation!



1. What is your gender?
  - a. Male
  - b. Female
  - c. I'd rather not tell
  
2. How old are you?
  - a. 15-18
  - b. 19-21
  - c. 22-26
  - d. 28-35
  - e. over 35
  
3. Which district are you from?
  - Palma district
  - Montepuez district
  - Chivre district
  
4. What is your highest level of education?
  - Less Than Secondary School
  - Secondary School Completed
  - Some University/Tertiary Institute Studies
  - University/Tertiary Institute Studies Completed
  
5. In which year, did you participate in the training programme(s) offered by the project?
  - 2015
  - 2016
  - 2017
  
6. Have you completed the training programme(s) offered by the project?
  - Yes  No (if 'No', please explain why?)
  
7. At the completion of your training, did you start your own business?
  - Yes (if 'Yes', please explain why you decided to start your own business?) \_\_\_\_\_
  - No (if 'No', please explain why you decided not to start a business? and move to Q12) \_\_\_\_\_
  
8. If Q7 is yes, are you currently still operating the enterprise you started:
  - Yes  No
  
9. What type of business you opened? \_\_\_\_\_
  
10. How many people does your business currently employ (besides yourself)? \_\_\_\_\_
  
11. What is the current average monthly total sales from your own business? \_\_\_\_\_
  
11. Did the ILO KOICA project contribute in setting up your business?
  - Yes  No
  
12. How would you rate the usefulness of training programme(s) organized by the ILO KOICA Project?
  - a. very useful
  - b. somewhat useful
  - c. not useful
  
13. Did you have a chance to apply the attained knowledge and skills in your business activities?
  - Yes  No
  
14. In overall, did the training programme meet your expectations?
  - a. Yes, fully
  - b. Only partly
  - c. Not at all

Thank you very much for taking time to complete this survey form. Your feedback is much appreciated and we hope the self-reflection has been useful to you.

## Annex 6.6. Indicators of Project Achievements disaggregated by three strands of activities

Level of intervention	Target	Actual	Status
<b>Development Objective</b>			
Effective community-based training programmes applied in pilot communities, providing vulnerable groups access to new opportunities, and building capacity of national stakeholders to apply tools on community-based training and skills indicators	1,000 beneficiaries trained	1,478 youth people trained (75%-m/25%-f)	<b>Exceeded target on 148%</b>
	700 youth employed in gainful wage- or self-employment	1,238 trainees received tool kit support and use it in self-employment developed in associative approach	<b>Exceeded target on 177%</b>
<b>Outcome 1</b>			
Increased capacity of the INEFP institutes and rural community groups to identify livelihood opportunities, develop appropriate training programmes and provide post-training support to community and small-scale enterprises	<b>No indicators listed in Logframe</b>	N/A	N/A
<b>Output 1.1</b>			
Institutional mechanisms for planning and implementing community-based training developed in target communities in Cabo Delgado Province and stakeholder capacity strengthened in TREE methodology	Tripartite NSC, TWG and TC established	Steering Committees established at National, provincial and district levels	Fully achieved
	At least 2 NSC, TWG and DIC meetings held annually	6 meetings of the NSC held; 3 meetings of each DSC (district Steering Committee) and Community Steering Committee (CSC) conducted during January 2016- October 2017	Fully achieved
	Programme visits, tours and sensitization workshops organized each year	1 sensitization workshop organized in 8 February 2016 in Maputo for 23 participants; 1 study visit to TREE project in Zimbabwe for 12 participants organized on 30 Jan to 2 Feb. 2017; 1 knowledge international event in May 2017 in Cambodia attended by 4 representatives from Mozambique; 2 knowledge sharing experiences workshops organized (1 in Pemba for 34 participants in July 2017 and 1 in Maputo with 40 participants in December 2017)	Fully achieved
	At least 1 economic opportunities and skills gap study completed in each selected community	5 ECOTRAIN studies and one global report produced	Fully achieved
<b>Output 1.2</b>			
Local economic and employment opportunities identified and training needs assessed using TREE for sustainable development in the selected communities	5 TREE proposals made by the end of project by partners	5 TREE proposals received and supported: 6 Machineries installed 2 Shops were opened to make available fishing farm supplies A freeze system to ensure conservation of fishing products installed 12 Tanks of pisciculture were opened and in operation	Fully achieved
<b>Outcome 2</b>			

Improved delivery of demand-oriented training and post-training support by public and private training providers in rural, informal economies	At least 3 needs-related TREE training programmes designed and offered	15 programmes designed and delivered	<b>Exceeded target on 500%</b>
	1,000 youth participate in TREE programmes	1,478 youth trained (850 trained by IFELAC in 12 technical training areas- carpentry, mason, welding, and 628 by the PDSIWF), in 3 training areas – fishing techniques, fish conservation and fish farming)	<b>Exceeded target on 148%</b>
	At least 50% of TREE Training graduates received microfinance and/or other post training support services	259 toll kits delivered to 1,238 beneficiaries organized in associations to set up own business (748 youth received toll kits by INEP/ IFPELAC and 490 by PDSIWF)	<b>Exceeded target on 177%</b>
<b>Output 2.1</b>			
Training programmes designed and delivered to meet local economic opportunities in two or three economic sectors or occupations	At least 20 TREE Trainers and 20 TREE Facilitators trained	102 local TREE trainers trained	<b>Exceeded target on 255%</b>
<b>Output 2.2</b>			
Post-training support for wage and self-employment is in place	No indicators listed in Logframe	100 kits on fish farming delivered to 490 trainees in the context of post training support; 159 kits from different field of training (carpenter, electricity, mason, civil painting, cooking, dressmakers, gardening, bread makers) delivered to 748 trainees	Fully achieved
		6 Youth Associations formalized in Palma district in the fishing sector	Partly achieved
<b>Output 2.3</b>			
Enabling and regulatory framework established to govern public-private partnerships between vocational training institutions and local employers including through informal apprenticeships	50% of programme beneficiaries have access to microfinance and/or other business development services (BDS)	Technical assistance to trainees organized in association was provided by each local Government of targeted districts; however, a number of procedures should be observed by associations to ensure their publication on Bulletin of the republic to enable their participation on bidding process to access credit in micro finance banks.	<b>Not achieved</b>
	20 persons trained from industry and INEFP	35 stakeholders trained by the Local Business Support Centre (CorE); 60 persons trained from INEFP	<b>Exceeded target on 475%</b>
<b>Outcome 3</b>			
Increased collection and use of project information and national data on skill indicators	Middle and top –level managers from 40 partner organizations have been sensitized in lessons, tools and methodologies of the skills programme	145 decision makers of different stakeholder at district, provincial and national level trained	<b>Exceeded target on 363%</b>

	At least 1 recommendation for national policy or instrument made for improving the skills development system		<b>Not achieved</b>
	The national statistics agencies make recommendations to improve LMIS to incorporate skills indicators from the G20 DWG “Database on Skill Indicators for employment”	The national statistics agencies were contacted through the National Work Observatory under the Ministry of Labor, Employment and Social Security, but recommendations to improve LMIS have not being made	<b>Not achieved</b>
<b>Output 3.1</b>			
Project monitoring and evaluation system developed in target Province	Computerized database system in place by the end of first year	Specific database on place in April 2016, register data on trainees, trainers, training courses	Fully achieved
<b>Output 3.2</b>			
Stakeholders sensitized on tools and methodologies of the programme as well as lessons learned	Two knowledge sharing workshops (lessons, good practices, tools and policy measures); two programme site visits and one NSC/TWG/DIC study tour organized	Knowledge sharing workshop organized in which the 1st one with 34 participants and, the 2nd one with 40 participants from National, District Community steering committees, social partners at national, provincial and district levels	Fully achieved
	5 journalists have written on change (case studies) in programme sites	3 Impact stories, 1 video produced by the Government Television (TVM) and 2 articles written by IFPELAC	Fully achieved
<b>Output 3.3</b>			
National statistics agencies and stakeholders set priorities for improving data collection and use of skills indicators and propose implementation options	Skills development and local employment generation feature more prominently in national policy debate about utilizing growth in extractive industries to spur local employment and livelihoods	Skills and local employment generation in Cabo Delgado province are more present in policy debate at local and provincial level, visible in the debates held on the DSC and CSC and in the involvement and lessons learned by the provincial Direction of Labor	Fully achieved
	Multi-stakeholder agreements on proposals for at least two improvements in the areas of skills demand or skills matching in national statistics collections and reporting	Partners attended 3 workshops discussing issues of extractive industry organized with provincial government together with private sector in Cabo Delgado province, specially Pemba town; however, any proposals for improvements in the areas of skills demand or skills matching in national statistics collections and reporting have being made	<b>Not achieved</b>

Annex 6.7. Analysis of survey results among TREE Trainees

Figure 1. Gender of surveyed trainees (N=59)

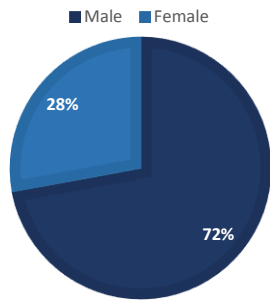


Figure 2. Age of surveyed trainees (N=59)

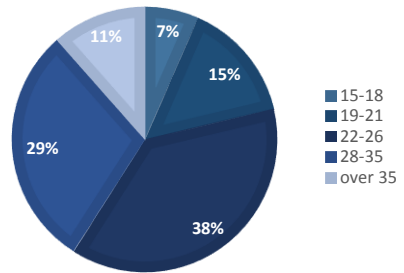


Figure 3. District of where the survey respondents took part in the project’s training programmes (N=59)

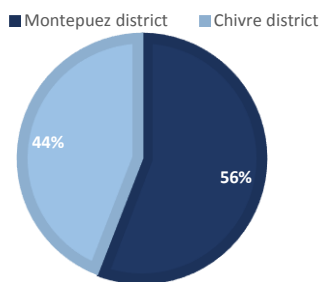


Figure 4. Year of participation in the training programmes offered by the ILO KOICA project in Mozambique (N=59)

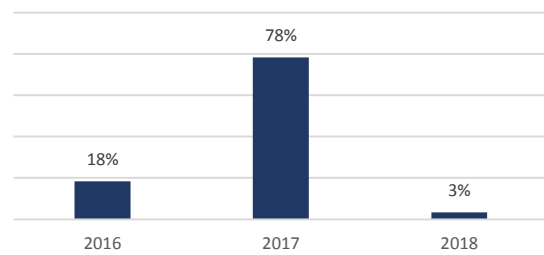


Figure 5. Level of education of surveyed trainees (N=59)

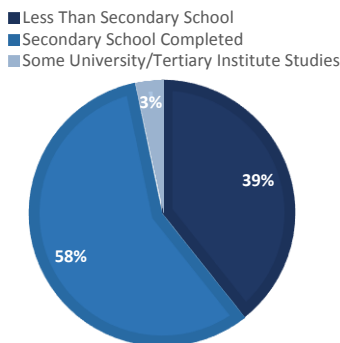


Figure 6. Usefulness of training programmes organized by the ILO KOICA Project in Mozambique (N=53)

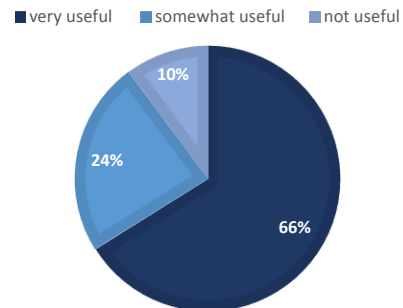


Figure 7. Extent to which project’s training programmes meet expectations of trainees (N=45)

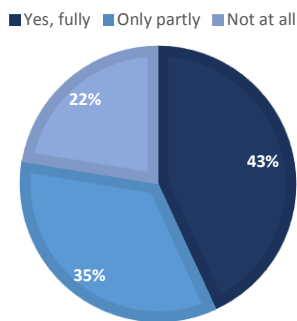


Figure 8. Level application in day-to-day life/work the attained knowledge and skills during project’s training programmes (N=59)

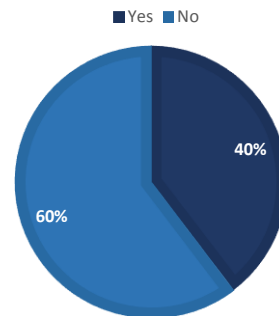


Figure 9. Contribution of the ILO KOICA project in setting up businesses by target beneficiaries (N=59)

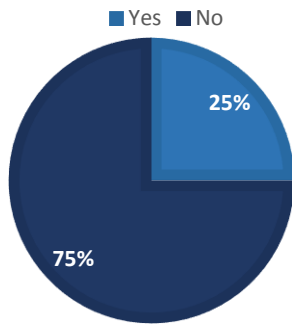


Figure 10. Percentage of survey respondents who started the business after completion of the project's trainings (N=59)

