

Final Report

End-of-term evaluation of sustained business creation through an improved employable skills project for young women in Mali and Zanzibar

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Abbreviations

CEPMA	Centre Professionnel d'Apprentissage des Métiers
FAWE	Forum for African Women Educators
FGD	Focus Group Discussion
ILFS	Integrated Labour Force Survey
ISA-B	Sonni Ali ber Training Institute in Bamako
KII	Key Informant Interview
DNFP	Direction nationale de la formation professionnelle
TVET	Technical Vocational training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VTAA	Zanzibar Vocational Training Authority

Summary

This report presents the *findings of the end-of-study evaluation of the Start-up project supported by improving the employability skills of young women*. It is funded by Norad, the Norwegian Agency for Development Cooperation. The agreement for the three-year project was reached in December 2018 between FAWE and NORAD, and was to be implemented in Mali and Zanzibar from January 2019 to June 2021, but due to COVID-19 restrictions in 2020 and a coup in Mali, some activities were delayed, hence the request and agreement for a free extension until December 2021 to complete all activities.

Project interventions aimed to build a strong framework for 850 adolescent girls and women in Mali and Zanzibar with livelihood skills through innovative training by December 2021. The activities (renewable energy skills in Mali and seaweed farming in Zanzibar) aim to economically empower girls and young women to improve their livelihoods and lift them out of poverty. The initial target was 900 adolescent girls and young women, but this number was revised to 850 to improve the quality of project delivery by providing participants in Zanzibar with work and entrepreneurship equipment for ultimate autonomy and reduce their vulnerability during agriculture.

The evaluation of the final term used a cross-sectional mixed methods design. A theory-based evaluation methodology was used to assess the plausibility of the project's causal assumptions, and to analyze the extent to which expected outcomes were achieved. Specific tools included a structured questionnaire to collect data from a statistical sample of 280 girls (140 in each country) who were affected by the project. A focus group interview guide (DMF) was used to gather the views, opinions and perspectives of girls and young women who benefited from the project. Key informant interview guides (KIIs) were used to gather information from FAWE staff, government officials, private sector entities and other experts in Zanzibar and Mali. Data triangulation techniques were used to compare dominant and recurrent insights, perspectives and messages emerging out of each data source. Triangulation also helped to validate the plausibility of causal assumptions made, and to trace the project's contribution to observed outcomes.

Results

The project was very relevant and timely. At the level of the main beneficiaries, the girls and young women targeted by the project would have missed out on significant life chances without the project. The project was also found to be relevant at the macroeconomic and market policy level. In Mali, UNESCO worked with FAWE-Mali to adapt the programme to the beneficiary level. Similarly, officials participated in the early phases of the project and participated in the development of the curriculum. The private sector was also supported, which partnered with UNESCO to provide entrepreneurship training and internships to interns.

In Zanzibar, UNESCO is adapting and improving the programme used for seaweed training in the TVET programme to develop a diploma programme on seaweed cultivation. The Zanzibar Vocational Training Authority (VLT) has also been prompted to act, which is a multiplier effect of the TVET project. It has launched a training programme on algae cultivation and processing, which will be used throughout Tanzania. In both countries, government officials agreed that the training provided by the project was relevant to national development goals and to the needs of the category of girls and young women targeted by the project.

The project was effective in meeting its baseline objectives, based on the assessment of its results framework. Project documents indicate that 101 cohort 1 beneficiaries in Zanzibar are currently self-employed, engaged in seaweed cultivation and processing of seaweed products, including soap, shampoo, body scrubs that they sell to members of their community.

In addition, 16 groups had been formed, 8 each from Pemba and Unguja, with groups ranging from 17 to 25 members. Interviews with key informants – teachers, In Zanzibar specifically, raising the awareness of the community to the many potential uses of seaweed products has the potential to enhance the marketability of some algae products processed by TVET trainees. Introducing new products to a new market requires concerted marketing campaigns, based on in-depth market analysis and understanding. As it stands, it may take some time before community perceptions change enough to allow TVET graduates to get the most out of the products they produce.

In Mali, all the trainees underwent their internship. Moreover, some of them benefited from additional mentorship on entrepreneurship (Bougouni: 1st cohort 50%, 2nd cohort 8 out of 50, 3rd cohort none; and Bamako 80%). Given the huge distances between Kayes and Bamako where entrepreneurship mentoring was being conducted, the trainees from Kayes could not benefit from this additional entrepreneurship incubation. In addition, four power plants in Mali had hired four girls. Likewise, some TVET graduates (50%) are participating in a joint initiative to create a start-up, which is being set up.

In both countries, 36% of TVET graduates from both countries who ventured into business felt that their company's growth prospects were all good. It must be understood that most of them are micro-enterprises that are still in the early stages of growth. The experience of business growth often indicates early challenges and difficulties in the survival of the company. The fact that 36% of them are confident that they can grow their business is therefore a good indicator of sustainability. Data triangulated from qualitative interviews and project documents point to group-based ventures having greater chances of survivability. In contrast, 23% said they struggled to grow their business, while 4% said they saw very low prospects for their company's growth.

Beyond the more visible tangible benefits of the project to the participants, there are also some rather subtle and less obvious benefits. Respondents mentioned the experience gained through internships that opened my eyes. In Mali, for example, several respondents observed that internships gave them the opportunity to prove to themselves and others that they could perform effectively in a previously male-dominated world – the installation and maintenance of solar energy. Many went on to gain the respect and recognition of their immediate families and other members of the community. This sense of self-esteem and personal accomplishment was evident, even when TVET graduates were still struggling to get stable jobs or to grow their businesses. Other benefits cited include networking with other graduates and in the world of work.

The project was implemented in complex contexts where many factors were admittedly out of control of project implementers. For instance, the willingness of governments to cooperate, positive changes in community attitudes towards changing gender roles, and the behaviour of employers and job markets are things that projects can seek to influence, but cannot control. Complex implementation environments present a myriad of uncertainties and unpredictability in terms of what can be viewed as success or failures of a project. In fact, early signs of success might turn out to be failures over the long term, and dismal performance and non-realization of project outcomes might eventually turn out to be highly

impactful contributions of a project. Moreover, unintended outcomes – both positive and negative – are common occurrences in complex projects. Due to these factors, evaluations that happen too close to an end of a project are likely to give misleading conclusions about a project's successes or failures.

In view of the above observations, and in spite of the remarkable achievements made by the project to date, caution needs to be exercised about making firm conclusions on which project outcomes will endure over the long term, or which hitherto unobserved outcomes emerge. Girls who have completed the training work in environments where social norms have not sufficiently adapted in favour of girls and women's economic empowerment. There seems to be a strong determination on the part of girls and young women who have taken the training to succeed despite gender norms and stereotypes that hinder women's economic empowerment. Girls and young women who have taken the training cite a sense of empowerment as their greatest achievement, as well as acquiring skills in solar energy or algae cultivation, and the ability to venture into business or get a job.

Conclusions and lessons learned

From the ongoing analysis, several conclusions and lessons can be drawn.

- a) There are early indications that the project has achieved its intended objectives. The objectives set at the outset were generally achieved by the end of the term. This is despite the fact that the operational contexts were very difficult and demanding. In Mali, the conflict situation constrained the operating environment, while in both countries, COVID-19 imposed severe negative economic impacts on the growth and functioning of markets for human labour, services and products. It can be concluded that project management teams have been effective in translating inputs into activities, and these into outputs, and to some extent into expected results.
- b) The project faced constraints in connecting TVET graduates from the classroom to the world of work. This is not unique to this project. The link between the training conference room and the world of work is tenuous in most TVET programmes. This difficulty becomes even more important when you consider that what the project was trying to achieve was unconventional – helping marginalized girls and young women enter a field where they had been marginalized before.
- c) Building property, especially with government and communities, is essential to sustainability. This is an important cog in the wheel that cannot be ignored. The conclusion is that this important dimension of the project has not received sufficient attention at certain points in the implementation of the project, which could be reviewed in future projects.
- d) Supporting the empowerment and action of girls and young women is probably the biggest achievement of this project. While other aspects of the project's benefits for TVET graduates may take some time to be fully realized, the immediate impact is the voice, agency and sense of empowerment that the girls and young women who have benefited from this project have developed. Many go against the grain, overcoming gender barriers and community attitudes and values regarding the role and place of women in economic and social relations. This is a commendable achievement.

Recommendations

- i FAWE should work with the training institutions and the government in Mali to ensure that certificates are issued to girls and young women who have benefited from the training. Structured discussions with the government should be conducted. Certificates will authenticate the knowledge and skills acquired through the training.
- ii Both governments should consider providing continuing professional development training to former graduates. Refresher courses that respond to emerging opportunities in the market should be considered. When structuring these refresher courses, the views of employers, alumni, government and key players in the main value chains of products and services should be taken into account. It needs to borne in mind that Governments rarely act without concerted advocacy and this recommendation would require continued advocacy and commitment from FAWE. It would be even more credibility if FAWE engaged girls and young women in such advocacy.
- iii FAWE could consider making documentaries about the project. Capturing graduate experiences and using them to profile training, and commercialize IR achievements could attract potential employers and other stakeholders willing to support the empowerment of girls and young women outside of school. It could also create a reservoir of learning and knowledge that others can tap into.
- iv Future projects should pay particular attention to labour market dynamics and the availability of service and product markets. Where resources permit, labour market studies and value chain analysis should proceed with the start-up of projects. These may be full-fledged investigations or systematic desk reviews, followed by targeted consultations with key stakeholders. To update this recommendation, FAWE needs to mobilize UNESCO, government and the private sector, and interest them in the benefits of market research, so that resources can be used for it.
- v The two governments should work in partnership with UNESCO and the private sector to develop appropriate programmes for TVET training for girls outside the school. The government should offer scholarships, ensure quality assurance and offer certification. UNESCO can support quality assurance and offer grants to training institutions for the purchase of equipment, while the private sector can be incentivized to offer internships, employment opportunities and mentorship to graduates. To do this, civil society must continue to push for an enabling policy and regulatory environment that ensures that TVET courses take into account the professional development needs of girls and young women, are market-relevant, and that all TVET courses use empowering teaching methods, in particular gender-sensitive pedagogy.

1. Introduction

The overall objective of the *Sustainable business start-ups through enhanced female youth employable skills* project is to equip girls and young women from vulnerable backgrounds with employable skills for the creation of decent jobs. It is funded by Norad, the Norwegian Agency for Development Cooperation, which provides quality assurance for Norwegian development cooperation. The agreement for the three-year project was reached in December 2018 between FAWE and NORAD, and was to be implemented in Mali and Zanzibar from January 2019 to June 2021, but due to COVID-19 restrictions in 2020 and a coup in Mali, some activities were delayed, hence the request and agreement for a free extension until December 2021 to complete all activities.

Project interventions aimed to build a strong framework for 850 adolescent girls and women in Mali and Zanzibar with livelihood skills through innovative training by December 2021. The activities (renewable energy skills in Mali and seaweed farming in Zanzibar) aim to economically empower girls and women to improve their livelihoods and lift them out of poverty. The initial target was 900 adolescent girls and young women, but this number was reduced to 850 due to the reduction in the number of young women targeted in Zanzibar, as agreed by Norad and FAWE. The aim was to improve the quality of project delivery by providing Zanzibari participants with work/entrepreneurship equipment for ultimate autonomy and also reducing their vulnerability during agriculture.

Based on its results framework, the project was designed to contribute to a number of Sustainable Development Goals. These include SDG 8 (*Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*) and SDG 1 (*End poverty*). The project also contributes to SDG 4 on the realization of girls' and young women's right to education, in particular affordable and quality technical, vocational and tertiary education (girls supported by technical training in vocational education (TVET), SDG 5 on gender equality; help girls and young women compete in trade. It also promotes gender-sensitive pedagogy which is an inclusive and quality education methodology that meets the needs of women and men and SDG 10 on reducing inequalities within the country by serving underserved and most vulnerable populations. The beneficiaries of this project are girls and young women from disadvantaged backgrounds, the majority of whom have dropped out of school.

This report presents the *findings of the end-of-study evaluation of the Start-up project supported by improving the employability skills of young women*. The report is based on the document review and primary data obtained on the ground in Mali and Zanzibar. Field data were collected over a one-week period at the end of February in Bamako, Bougouni and Kayes (Mali) and Unguja and Pemba (Zanzibar). Analysis of the data indicates that the project has been quite successful in achieving its objectives. Girls and young women who have taken the training cite a sense of empowerment as their greatest achievement, as well as acquiring skills in solar energy or algae cultivation, and the ability to venture into business or get a job.

The rest of the report is organized as follows. The following section provides context for the project. It describes the purpose, objectives, scope and context of the project. The following section builds on the contextual details by giving a brief overview of the TVET landscape in Africa. It is followed by a methodological section that highlights the choices made in the design of the final evaluation, the scope

of the study and the limitations. A later longer section presents the results of the study. Where appropriate, clarifications are provided on similarities in models and trends between the two countries, but contrasts are also established. Two other sections present conclusions and lessons learned, as well as recommendations.

2. Purpose and objectives of the evaluation

2.1 Evaluation Objective

The end-of-term evaluation aimed to generate learning and good practices that can inform the replication and scalability of the intervention in other countries with high numbers of out-of-school girls.

The overall objective of this evaluation was to:

- a) Assess the extent to which the expected outcomes of the program have been achieved.
- b) Review the effectiveness of program implementation
- c) Learn lessons learned, good practices that will improve scalability in other countries.

2.2 Project Context

This section provides context on the methodology used for the quarter-end evaluation. It also contextualizes the issues addressed in the final evaluation, providing an overview of the TVET landscape in Africa. This is important. The project's achievements and challenges are better understood within a broader framework of the structure and nature of TVET in Africa. This sheds light on the results, shedding light on the causal mechanisms that allow or limit the achievement of the intervention objectives set. It also helps to contextualize the contribution of the project, since the intervention is essentially an insertion in a broader and evolving context of women's empowerment through TVET and other interventions.

So far, TVET has played a marginal role in most sub-Saharan African countries, despite recurrent policy measures to combat youth unemployment and promote economic growth through the expansion of TVET provisions. The share of vocational enrolment in all secondary school enrolment was less than 10 per cent in most countries.¹ Most of the research has focused on the difficulties in promoting technical and vocational education and training, which are attributed to a number of problems, including its mismatch with the aspirations of young people. Although TVET has a difficult position in sub-Saharan African countries, there is some evidence that it leads to better integration into paid employment (*ibid.*). There is also new evidence indicating the considerable share of the self-employed.

A systematic review of evaluations of the impact of vocational training on women's employability and incomes found that it had positive but small effects on employment, formal employment and earnings. It was also established that when in-company training was combined with other components of the programme, it had positive effects on self-employment, as well as small but positive effects on sales or profits. There was further evidence of a positive relationship between the effects of vocational training programmes and the inclusion of a greater gender orientation, life skills training or internship in addition

¹ Oketch M., (2017) Cross-country comparison of TVET systems, practices and policies and youth employability in sub-Saharan Africa <https://discovery.ucl.ac.uk/id/eprint/10047240/1/Namibia%20VET%20chapter%20Kap.%202%20Moses%20Oketch.pdf>

to vocational training. These results suggest that the inclusion of a gender perspective, life skills training or internships could strengthen vocational training programmes.² Evidence of the current project corroborates to this observation. Gender training somehow isolates girls from the negative currents of misogynistic characterization of women as inferior and unable to perform certain tasks.

Most sub-Saharan African (SSA) economies are characterized by informality, reaching up to 70 percent³ in some countries. More women than men work in the informal sector, which is often accompanied by an increase in inequality. In these contexts, the improvement of vocational training through technical and vocational training for women has the dual effect, first, of enabling more women to access formal employment, thereby reducing informality in the economy; and, second, of increasing women's incomes. The entry of TVET-trained girls into the formal economy is nascent, partly because of the two national contexts.

Joseph and Leyaro (2019),⁴ using data from the 2014 Integrated Labour Force Survey (LFSI) to study the gender differential effect of technical and vocational education and training (TVET) in Tanzania, report that the effects of TVET on income are on average much higher among women than among men, for almost all categories of education and training. The results further show that although TVET training significantly increases the incomes of both men and women, TVET returns are significantly higher and statistically more significant for women than for men. Analysis of the broken down gender pay gap reveals significant gender income in Tanzania, where men tend to earn a significantly higher income of 58% than women. From their analysis, they come to two conclusions. First, TVET and general education increase the likelihood that women and men are in formal employment. Vocational training and education for girls has the potential to address rising youth unemployment and formalize the economy. Second, given that the returns from TVET and general education are significantly higher for women than for men, investing in girls' vocational training and education has the potential to address the problem of growing inequality and, by extension, the higher level of poverty rates in the country.

In Mali, of the total number of students enrolled in TVET institutions, girls are in the minority, accounting for only 39.5 per cent of those engaged in technical training and 35.16 per cent of those in vocational training. This highlights the need for communication and awareness-raising efforts to promote girls' equal access to TVET. Moreover, even when women actually attend TVET courses, their access to TVET remains more limited and some sectors remain clearly reserved for men. Women account for only 35.16 per cent of the total number of professional trainees and, too often, they are limited to so-called female training sectors (beauticians/hairdressers, sewing, etc.) which have lower social status and economic returns. Despite awareness-raising campaigns, women remain largely absent from more demanding training sectors, such as construction, metal construction and car mechanics, which are economically more profitable.

² Chinen, M, De Hoop, T, Balarin, M, Alcázar, L, Sennett, J, and Mezarina, J, 2018. Vocational and business training to improve women's labour market outcomes in low-income countries and intermediate: a systematic review. 3rd Systematic Review 40. London: International Initiative for Impact Assessment (3ie). Available at: doi: <https://doi.org/10.23846/SR71094>

³ Joseph, Cornel; Leyaro, Vincent (2019), Gender differential effects of technical and vocational training: Empirical evidence for Tanzania, CREDIT Research Paper, n° 19/04, Université de Nottingham, Centre de recherche en économie Développement et commerce international (CREDIT), Nottingham

⁴ Ibid..

There are growing regional disparities in access to TVET that have been amplified by the climate of insecurity in northern and central Mali and the closure of a large number of settlements. Increasingly, vocational training is concentrated in the safest regions, which are also the most prosperous. This inequality is reinforced by the actions of the technical and financial partners, which focus on the regions that are easiest to access and where there is already a well-developed infrastructure for vocational training.

3. Evaluation Methodology and Approach

The evaluation of the final term used a cross-sectional mixed methods design. The dominant methodological approach was theory-based. Theory-based evaluation attempts to disentangle the causal mechanisms that enable project activities or interventions to create or contribute to observed project results. It seeks to open the black-box of relationships between project activities, outputs, outcomes and impact. A theory-based evaluation allows an evaluator to account for, and explain why certain changes occur as they do along a project's impact pathway, and the role of context in shaping or influencing observed outcomes. It attempts to establish whether the assumptions made about how activities would lead to outputs, outputs to outcomes, and outcomes to impact were sound. In complex environments like the one in which this project was implemented, it is near impossible to be precise about which outputs contributed to which outcomes. Other extraneous confounding factors may account for observed outcomes, and single outputs might contribute to several outcomes, while a single outcome may be the product of several outputs (i.e. causal interdependencies). To overcome these difficulties, most theory-based approaches to evaluation focus on identifying the plausibility and soundness of the causal logic, as well as accounting for how project activities might have contributed to positive or negative outcomes. The role and contribution of project context is equally important. Theory-based evaluation is therefore typically outcome-based, rather than out-based.

The specific tools used for this evaluation included a structured questionnaire to collect data from a statistical sample of 280 girls (140 in each country) who were affected by the project. A focus group interview guide (DMF) was used for the DF sessions. The evaluation team used the FGD tool to gather the views, opinions and perspectives of the girls and young women who benefited from the project. Key informant interview guides (KIIs) were used to gather information from FAWA staff, government officials, private sector entities and other experts in Zanzibar and Mali.

All data collection tools were developed in English and then translated into French (for Mali) and Kiswahili (for Zanzibar). The translated versions of the interviews were cross-checked by different experts, to ensure that they are consistent with the original English version and to facilitate data entry and analysis .

Each survey tool included a first dedicated section that explained the purpose of the final assessment and the intended end use of the data. It was read to respondents and informed consent was sought prior to interviews. Once informed consent was obtained, all tools were then administered in French or Kiswahili, or another appropriate local language. For quantitative data, Kobocollect software downloaded to internet-connected tablets or smart phones was used, and the data was submitted to a central processing point. For FGDs and KIIs, all interviews were audiotaped, after obtaining informed consent to the audio recording. The recorded audio conversations were then transcribed into English and shared with the leader of the evaluation team. Field data collection in both countries was carried out simultaneously over a period of one week. Innovia Research Country Researcher recruited enumerators and research

assistants at each data collection site to support the data collection exercise. Joint virtual trainings were conducted separately in Zanzibar and Mali to take into account differences in language and study context.

In Mali, structured questionnaire interviews were based on a random sampling of project beneficiaries, in coordination with the managers of the training institutions, who took into account the availability of the beneficiaries. 99% of the interviews were carried out within the training institutions. The remaining 1% of interviews were conducted at participants' homes. These individual interviews covered a sample of 141 beneficiaries, with a selection of 47 beneficiaries per site. Key informant interviews were conducted with stakeholders from the National Directorate of Vocational Training and vocational and technical training institutions at the three project implementation sites. A total of 10 key informants were identified and interviewed based on their knowledge of the project, including representatives of the National Directorate of Vocational Training (DNFP), representatives of FAWE-Mali, directors of institutions and supervisors of beneficiaries. It is important to note that an expanded key informant fact sheet was used to interview NDSP representatives who wished to conduct the group interview. In addition, FGD sessions were held with 6 groups (each group being composed of 8 people) in the training institutions of Bamako, Kayes and Bougouni.

In Zanzibar, data collection took three days in Pemba and Unguja. The data collection team was divided into two groups of three members each. In Pemba, data were collected in the following areas: Micheweni, Ndagoni, Chokocho Chamagwane and Wete, while in Unguja, data were collected at the FAWE office, chutama and Kwerekwe vocational training institution. FAWE offices were chosen because they were suitable for the majority of respondents. The data collection exercise involved 8 people on KII, 140 people in structured interviews and 69 respondents in a focus group discussion that included 8 tutors and 4 community members.

Following the submission of the results of the evaluation project, national validation workshops were held in Zanzibar and Mali. Comments from both meetings were incorporated into the final report. In addition, information from field data was complemented by a more in-depth review and analysis of project documents and data, as well as a review of external literature. Data from all these sources have been triangulated to obtain a nuanced picture of what the project has accomplished, in relation to its intended purpose and objective, and the lessons that can be drawn from the project implementation and observed results.

The study has some limitations. First, it became difficult to find the respondents. Some of the girls and young women sampled for the study had since moved. This required replacing them with others that could be easily reached. Second, in certain instances, it became difficult to secure appointments with government officials, given their tight schedules and the limited time available to conduct the study. In Zanzibar, repeated virtual interviews were conducted with the 8 key informants interviewed in the first iteration of the KIIs, to fill data gaps that emerged after the national validation meeting. Methodologically, the fact that randomness in the selection of respondents could not be strictly applied, due to time constraints and other logistical challenges, has effects on internal validity. Finally, as with any end-of-term evaluation, recalling details by participants is always a challenge. Overall, however, adequate measures were taken to ensure the quality of the data and, therefore, the validity of the study results.

4. Evaluation Findings

This section presents the results, based on careful analysis and interpretation of the data. There was extensive triangulation of data by comparing project documents, FGD, KII and structured questionnaire data. Triangulation was used to obtain a nuanced picture of the relevance, efficiency, effectiveness, impact and sustainability of the project. In Mali, the project started in September 2019 at three different implementation sites with a total of 450 beneficiaries. Of these, **150** beneficiaries were trained at the Sonni Ali ber Training Institute in Bamako (ISA-B); **150 additional beneficiaries** at the Kayes Professional Automotive Mechanics Center (CPMA-K), and the last group of **150** beneficiaries were trained at the Professional Center for Apprenticeship of Trades (CEPMA) in Bougouni. In Zanzibar, seaweed cultivation training has been combined with other topics such as entrepreneurship and business management. The intervention was implemented simultaneously in Unguja and Pemba, where both sides had trained 200 girls by the time the project was completed. Due to some challenges, Pemba had to have two cohorts and, while Zanzibar maintained three cohorts as planned. In Unguja, training was provided at vocational training institutions in Mwankwerekwe and Mkokotoni and at vocational training institutions in Vitongoji in Pemba.

Retention has been largely good. In Bamako, 7 girls left the training. Of these, 5 were married, 2 could not be traced. Those who resigned were replaced. In Bougouni, about 3 to 4 girls resigned due to social pressures, but were not replaced. In Pemba, 7 girls failed to sit for their final exams – five due to illness and two were displaced from Pemba. In Unguja, 10 girls reportedly did not take their final exams. Thus, the attrition rate of beneficiaries was less than 10% in each country.

4.1. Relevance

The relevance criterion focuses on outcome 3 of the project's expected outcomes, namely the reduction of young women's vulnerability in labour markets in Mali (Sikasso, Bamako, Kayes) and Zanzibar (Pemba and Unguja), as well as related results on 3.1. (*National TVET policies address gender equity and labour market equality*); and 3.2. (*Governments and other employers in Zanzibar and Mali support the absorption of young women in TVET areas*).

The project was very relevant and timely. At the level of the main beneficiaries, the girls and young women targeted by the project would have missed important life chances without the project. ***The girls and young women interviewed were unanimous in observing that in the places where they lived and in their cultural structure, it is almost impossible for a girl or young woman to be admitted to a TVET course.*** First, knowledge about such opportunities is minimal. Second, the costs of implementing such a program are prohibitive. As one respondent to an FGD session in Bamako, Mali said:

It is really difficult for many young women in Bamako to acquire technical skills after high school. Indeed, having technical or business skills implies pursuing studies in business school when there is no public business school [that I know] in Mali. In fact, private business schools are very expensive and it is not easy to finance them.

As previously pointed out, the external literature supports the fact that the chances for a girl or young woman from a poor household to enter a TVET institution are very low. FAWE's intervention reduced likelihood, particularly by focusing on marginalized girls who otherwise would not have had the opportunity. According to quantitative data, 89% of girls found the training highly relevant and tailored to their career growth needs. Only 1% of respondents indicated that the training was neither relevant nor

tailored to their career growth needs. The relevance of training is experienced at different levels. Respondents told the evaluation team about the difficulties they had encountered in acquiring technical and professional skills before FAWE came to their aid. Many have had to fight ridicule, social prejudice and outright objection from their loved ones. As one respondent told Unguja, Zanzibar:

As girls, we need to fight stereotypes that a girl or a woman cannot do this or that. The greatest battle is the ridicule of men. But you have to have a strong will, believe in yourself and trust that you have the ability and the will to succeed. Eventually, they slowly get used to you doing what you do, and can even support you.

And Mali

I am the perfect illustration of this second type of woman [who faces family pressures]. My husband had totally forbidden me to do any kind of work. When I heard about the FAWE project, I begged my husband's sister to support my decision to join the project. That is how he agreed. Since I learned renewable energy skills, I repair our power system at home and my husband is really proud of me. He no longer has to pay breakdown fees. »

The relevance of the project can also be measured from how the government, the private sector and other development actors have responded to the training. In Mali, UNESCO worked with FAWE-Mali to adapt the programme to the beneficiary level. Similarly, officials participated in the early phases of the project and participated in the development of the curriculum. The private sector was also supported, which partnered with UNESCO to provide entrepreneurship training and internships to interns. In Zanzibar, UNESCO is adapting and improving the programme used for seaweed training in the TVET programme to develop a diploma programme on seaweed cultivation. In addition, the TVET project contributes to a foreshadowing of the government's plan to invest in the blue economy. Government investments in the blue economy require a cadre of skilled technicians to work in the industry, to which this project has partially contributed. In both countries, government officials agreed that the training provided by the project was relevant to national development goals and to the needs of the category of girls and young women targeted by the project.

In Zanzibar, the skills transmitted are relevant, but the concomitant availability or expansion of markets for seaweed products remains low. In summary, the skills imparted are relevant, but employment or entrepreneurship opportunities remain limited, given the constraints in both markets.

In the DFNP worked with FAWE in the early phases of the project in curriculum design, an indication of the government's interest in TVET. Even though there had been resistance by the DFNP to issue certificates to TVET graduates of the project in Mali, the agency has reached agreement with FAWE and the training centres to provide certificates to the girls who have been trained in the installation and maintenance of photovoltaic systems.

4.2. Effectiveness

An evaluation of effectiveness as a criterion focuses on project outcome 1 (*Increased employment and business opportunities for young women in Mali and Zanzibar*) and outcome 2 (*Reduction of institutional and socio-cultural gender bias contributing to women dropping out of school*) of the project results framework. Generally, effectiveness is a measure of the quality of implementation, i.e. whether the project implementation teams have used appropriate delivery strategies and approaches, and the extent

to which the expected results have been achieved. In other words, measuring effectiveness requires an assessment of the realization of causal assumptions on the impact pathway – based on the level of rigour and relevance of the implementation approaches used, and the strength of the assumptions made about related causal processes. Determining effectiveness is therefore central to any judgment and evaluative conclusion about the success of a project or otherwise.

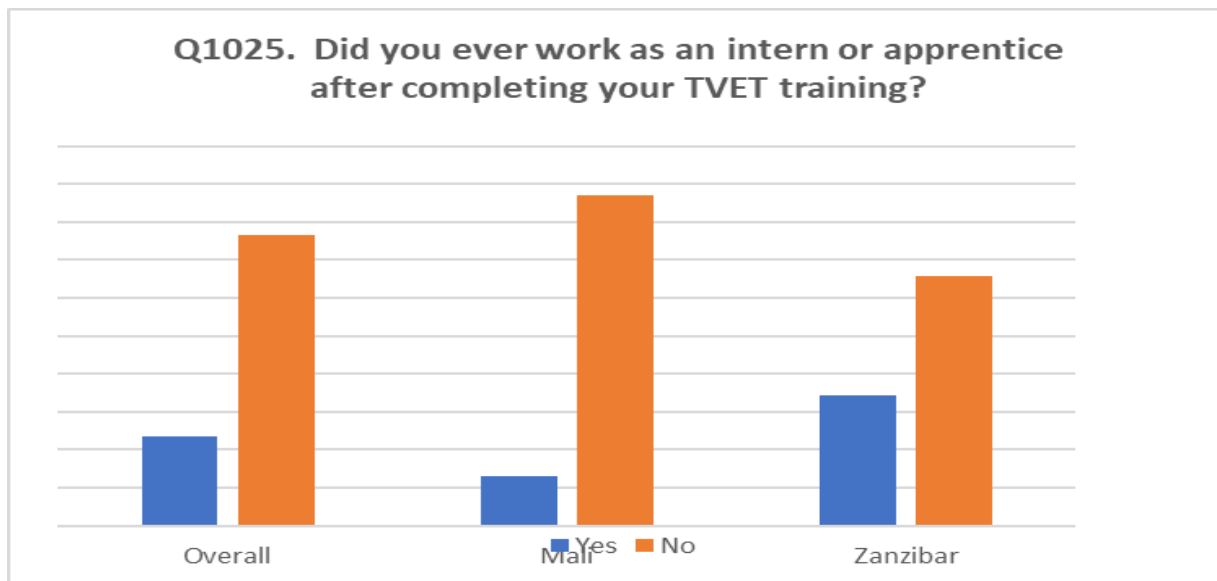
The questions to be asked when assessing the effectiveness of the project are twofold: first, overall, can it be reasonably inferred that the project has increased employment and business opportunities for recipients? Second, has the project been effective in addressing the underlying institutional factors and socio-cultural gender biases that contribute to girls dropping out of school? The answer to these questions presents a mixed picture. It is still too early to say whether these results will be achieved, given the complexity of the labour markets and products in which girls and young women in both countries operate.

A review of project progress reports indicates that the project was effective enough to achieve its objectives. Progress reports indicate that the project has filled some of the gaps identified during its design. For example, 700 girls registered in 2019 and 2020 – Mali (300) and Zanzibar (400). The evaluation found that 350 girls and young women were enrolled in three cohorts in 2020: Mali (100) and Zanzibar (250). In Zanzibar, 175 out of 250 girls enrolled in cohorts 2 and 3 received theoretical and practical training on algae. 75 young women were expected to complete their practical training in June 2021 and exams for both cohorts were done in June 2021. The retention rate is 99.4% in Zanzibar (10 girls did not pass their final exams). Mali experienced 94% retention (6 girls dropped out for reasons such as the opportunity cost of training due to father loss, emigration and marriage). In both countries, retention and completion average about 96.7%, indicating very low attrition rates for beneficiaries.

To anchor a gender-inclusive approach, FAWE Mali developed a strategy through which housing opportunities were offered to girls from villages far from Bougouni circle. European women have been hired to serve as babysitters to allow young female mothers to focus on their training and internship, an initiative appreciated by the parents and husbands of the learners. Similarly, in Zanzibar, VTA institutions have partnered with other institutions/schools and provided a space from which girls have been trained. In Unguja, theoretical training was carried out at Pindua Secondary School and Vitongoji VTA; while in Pemba, training was provided at Dunga Teachers College, Kitogani Primary School and La VTA Mkokotoni. This brought learning closer to the students and allowed them to reduce the costs of transport to the AVTs since the new training regions were strategically selected taking into account the places of origin of the beneficiaries. For Zanzibar, however, key informants lamented the long distances girls had to travel to training institutions, with some arguing that it was not very useful to recruit girls who did not stay close to the coast, as it would also be difficult for them to engage in algae cultivation or processing because they live far from the coast.

All participants received financial support for their studies. However, according to quantitative data, 95% of respondents mentioned that they had received financial support for their studies, with 82% indicating that the funding came from FAWE and 18% mentioning that it came from the "project". This could indicate that they have not been able to associate FAWE with the support they have received. In Zanzibar, FAWE also provided grants for business start-ups. More than half of those surveyed (67%) worked as trainees or apprentices during their training, including 64% in Mali and 71% in Zanzibar. In contrast, only

24% reported completing an internship at the end of their TVET training. The figure below provides a graphical presentation of the internship after the end of the training.



The internship is important because it connects the knowledge and skills gained through TVET education with the world of work. It also provides useful networks for TVET trainees, as well as their socialisation in the formal labour market. To achieve this objective, internships during training and incubation after training was offered. Extant literature points to the fact that interventions that have a more deliberate and focused approach on offering internships or traineeship to graduates fare much better in connecting TVET graduates to the world of work. In both countries, key informants argued that the project's efforts to connect trainees to the labour market were yet to have their full intended effect – product and labour markets are complex and the strategies used to link training to existing markets were weak.

Also with regard to the above, a major and useful indicator of effectiveness, from an evaluation perspective, is to understand the extent to which girls and young women supported by the programme have converted knowledge and skills into tangible economic opportunities in existing product, service or labour markets. This shift from the classroom (knowledge) to the world of work (practice) is important because it indicates that the knowledge and skills acquired are applied in practical real-life situations. Project documents indicate that 101 cohort 1 beneficiaries in Zanzibar are currently self-employed, engaged in seaweed cultivation and processing of seaweed products, including soap, shampoo, body scrubs that they sell to members of their community. A total of 175 students from cohorts 2 and 3 completed an internship. The remaining 75 completed their internship in June 2021. In addition, in Mali, graduates (cohorts 1 and 2) had completed their internships by the time of the evaluation. Out of a total of 300 girls, 169 young women received entrepreneurship mentorship (100 from Bamako and 69 from Bougouni). The 169 interns and graduates that were in incubation were earning income on small projects to which they offer their services.

To validate this data from the project documents, the evaluation team carried out validation evaluations to understand the extent to which the baseline objectives had been achieved. In Mali, the evaluation team found that some of the interns had benefited from mentorship in entrepreneurship (Bougouni: 1st cohort 50%, 2nd cohort 8 out of 50, 3rd cohort none; Bamako 80%, Kayes none because of the distance).

Similarly, 50 per cent (in cohorts 1 and 2) of those trained from Bougouni had found a job or started their own business, while none were reported for Bamako and Kayes. The evaluation team further found that four power plants in Mali had hired four girls. In addition, some TVET graduates (50%) are participating in an initiative to start a start-up, which is in the process of being set up. The evaluation team noted the presence of low levels of awareness among some employers in Kayes; such employers claimed that three months is too short a period to acquire requisite competencies.

In Zanzibar, the evaluation team found that 16 groups had been formed, 8 each from Pemba and Unguja, with groups ranging from 17 to 25 members. Interviews with key informants – teachers, FAWE staff and government officials – could not identify any of the TVET graduates who got jobs based on their training. FAWE staff and trainers explained that the training was designed to equip its graduates with the skills needed to start a business and not to secure a job. Key informants also highlighted the lack of community awareness of the beneficial uses of certain algae products, which limits the marketing of some algae products processed by TVET trainees. Introducing new products to a new market requires concerted marketing campaigns, based on in-depth market analysis and understanding. As it stands, it may take some time before community perceptions change enough to allow TVET graduates to get the most out of the products they produce.

The inevitable conclusion of the above analysis is that the project implementation strategies were appropriate and effective, but that the constraining constraints were too numerous. Some of the constraining constraints cannot be realistically addressed over the life of a three-year project. In addition, socio-cultural and gender constraints require the intervention of a number of actors working at several scales and are often prolonged. Similarly, market constraints sometimes require economy-wide measures that transcend the actions of a single project. Although the project's contribution was well targeted, it is difficult to conclude that the strategies used effectively responded to the most constraining constraints.

Quantitative data also support the above conclusion; only 38% of respondents have set up a business partnership, based on the knowledge and skills acquired through training. Many TVET graduates (44%) indicated that they do not currently use the skills acquired in an economically remunerative way. The majority (83 per cent) are in Mali, with Zanzibar reporting that 6 per cent of graduates do not use their skills profitably. In addition, only 2% of graduates reported having a job. The table below shows the percentages of girls and young women and how they are currently using the knowledge and skills acquired through training.

	Total	Mali	Zanzibar
	N= 280	N=140	N=140
I have created a company, which I run using the skills I have acquired through training.	15%	10%	21%
I am employed, based on my TVET qualifications and skills	2%	2%	2%
I am in partnership with other people in the management of a company	38%	5%	71%

I am an employee and I run a company at the same time	0%	0%	1%
None of the above applies to me	44%	83%	6%

It is clear from these statistics that the effects of the project are not yet being felt in the labour market or in the world of work in general. Key informant interviews tended to support quantitative data and generally paint a more realistic picture than project documents. The reason for the poor results in the number of graduates employed or those who have created viable businesses is that it is still too early for these changes to take place. In the opinion of one respondent who was involved in the implementation of the project in Zanzibar, *"It is still too early because most young women have just started to enjoy the benefits of growing seaweed. Starting a business is also difficult because machinery and equipment are very expensive."* As already noted for Mali, the lack of certification exacerbates these difficulties.

Essentially, creating gainful employment or creating viable businesses are arduous undertakings that require time and are usually beyond the control of a project. Secondly, the environments in which the project has been implemented in both countries are very competitive, e.g. Mali is in the grip of conflict; and in both countries, the project aimed to achieve something unconventional, i.e. to train girls and young women to venture into enterprises and labour markets where the participation of young people (especially women) is difficult. Change in such complex environments tends to be gradual, rather than rapid and stable. The growth curve of change is usually J-shaped or tiered, rather than straight and linear. Over time, the impact could be more visible. I repeat, it is still too early to make concrete judgments about the effectiveness of the project in achieving both results, in absolute terms. In addition, it is difficult to trace causal pathways between project activities and outcomes observed in complex environments, and this difficulty is particularly acute when the evaluation of project results occurs towards the end of project activities when changes in behaviour, practice and system are not yet clearly noticeable.

What can be inferred from the qualitative data is that girls and young women who have taken the training have the determination to succeed in these unexplored fields. For example, when asked what it takes to succeed in their area of specialization, many respondents mentioned phrases such as "believe in yourself"; "accept who you are and ignore opponents"; and "be focused and know that change is not easy, but through hard work." Respondents observed that even if incomes were not regular, they still found odd jobs to do. For example:

Now I work with a professional electrician in my area. I am able to install and perform electrical repair work. During my internship after completing the training, no one could believe that I was able to work in the field of renewable energy. They could not imagine that a woman could work in this field. Men are surprised at my abilities and I inspire many others in my community. My kids are very proud of me, they applauded the first day they saw me fix our solar energy at home. However, I have a hard time getting equipment due to lack of resources.

Similarly, in Unguja and Pemba in Zanzibar, respondents said the training they received helped them recognize different uses of algae plants and make different cosmetics like soap, oil and facial scrubs. In

addition, girls who participated in the TVET training observed that the training would equip them with skills to make food products from algae plants, thereby improving nutrition at the household level.

There are areas where effective implementation has had mixed results. For example, 64% of respondents indicated that they had taken additional complementary courses in business and life skills. However, a higher proportion (96%) were in Zanzibar, compared to Mali (22%). Similarly, satisfaction levels with the length of the course also differed across age groups. While in total, 51% of respondents found the course duration adequate, 54% of respondents in Zanzibar felt that the duration of the course was too short. Overall satisfaction with course length was lowest among those aged 30 to 34, with only 20% of respondents in this age group reporting that the duration was adequate. These variations highlight the need to adapt TVET course design to dynamics such as age, levels of education attained, and cultures of education and learning in mind.

Based on the discussions with participants, respondents observed that TVET training should place more emphasis on the provision of practical skills. This implicitly implies that TVET trainees prefer content that is more oriented towards practical and applied skills rather than focusing too much on theoretical exposure. The training could have been more effective, with more emphasis on the transmission of practical skills, taught by suitably qualified trainers dealing with specific specialties. Respondents lamented that there are very few trainers who deal with a variety of theoretical and practical aspects of training, thus somehow diluting the quality of the content offered.

In addition, most interviewees felt that while facilitation was generally good, payments were late, creating inconveniences. In Mali, in all FGD sessions, the lack of TVET certificates for those who have completed the training was mentioned as a major gap in implementation.

4.3. Efficiency

The project spent a total of USD 287,039 over three years to reach 850 girls and young women in both countries, which translates to a gross expenditure of USD 338 per every beneficiary reached. It needs to be borne in mind that not all these expenditures were spent on each beneficiary: there was advocacy, purchase of equipment (in Zanzibar) and administrative costs. In the absence of data on comparable projects, it is difficult to conclude whether the gross cost of USD 338 per beneficiary was cost-effective or not. In times of project delivery, it can be concluded that the project was delivered efficiently, even though the coup in Mali and COVID-19 occasioned slight delays. Overall, given the target beneficiaries of the project it can be surmised that the project was equitable in its design.

4.4. Durability

In terms of sustainability, the project has taken a number of steps to contribute to this. According to the project documents, the project has undertaken reflective work to create significant changes in behaviour, attitudes and practices at the group and institutional level. In addition, in Zanzibar, the evaluation found that 20 people (5 FAWE staff members, 11 lecturers from TVET institutions and 5 teachers from the Department of Science and Agriculture) were trained in Gender Responsive Education (GRP). FAWE Zanzibar and TVET partner institutions have updated the customized course curriculum designed for non-traditional seaweed cultivation to include new methods and content based on lessons learned from the

first cohort. The programme has been adopted by TVET institutions and is used in the fisheries programme. In Mali, 25 tutors, 4 lecturers (teacher-supervisors) and 4 administrative officers were trained in the GRP.

In summary, these interventions point to processes of institutional capacity-building and the strengthening of changes in practice that should lead to lasting change in the medium and long term. At the practice level, community members and local leaders have been leveraged to mobilize girls to enroll in TVET courses. Based on quantitative survey data, 50% of respondents reported being engaged by a community member; 23% learned the course through a former course beneficiary; 10% were mobilized by a government official and 16% learned about the project on their own. The participation of community members and local leaders could be seen as tacit recognition and acceptance by these people of the need for girls and young women to undergo TVET training. This is important for changing behaviour, attitudes and practice at the community level, as it serves as a signal to other community members to recognise and accept in the same way the role of girls and young women in TVET education.

In terms of sustainability too, teachers who have benefited from GRP training have reportedly changed their attitudes and teaching practices to become more gender-sensitive and inclusive. As a result, girls feel more encouraged to participate in classes. Improving teachers' ability to motivate and provide appropriate feedback to learners increased confidence and self-esteem, especially for girls, by answering questions in class and participating in various classroom activities. This finding was corroborated by interviews with girls who took the training. In both countries, girls surveyed said they felt confident to ask questions and ask their trainers for clarification on issues they did not understand.

Girls and young women supported by the project generally agreed that the learning environment in their respective TVET institutions was safe and friendly, and that they had been treated with dignity and respect. Only 2% of respondents mentioned that they had faced occasional incidents of verbal harassment by teachers. In the same vein, the pedagogical style adopted during teaching was considered very high, with 99% judging it very good. These views were also highlighted during the FGD sessions, where participants were full of praise for the way teaching was organized.

In Zanzibar, it is reported that the Zanzibar Vocational Training Authority (VTA) has set up an algae cultivation and processing course that will be used throughout Tanzania, driven by the large number of young women who have expressed interest in joining the NORAD-sponsored course. Similarly, afternoon classes were introduced in 2020 in the Mwanakwerekwe, Mkokotoni and Vitongoji ASVs and in various private TVET centres to give young mothers and widows the chance to drop out of school. This was in response to young mothers who needed to balance caregiving and continuing the TVET course. As previously highlighted, UNESCO has also adapted the TVET programme and developed a diploma course on algae cultivation, in response to and based on the FAWE TVET project model .

Sustainability also has to do with how TVET graduates cope in the world of work. It is stated in the project documents that additional support was provided to graduates beyond financial sponsorship for training. This was especially the case in Zanzibar. Quantitative data from the survey indicates that 16% of respondents received equipment and tools such as ropes, shoes, faiba, machinery and boats. Key informant interviews indicated that two boats were purchased (one for Mkokotoni VYTC and the other for Pemba VTA), but these are based in training institutions and are mainly used for teaching. Girls who have graduated would not have access to these boats. It is also reported that the Zanzibar Maisha Bora

Foundation (ZMBF) supports 2 groups each in Pemba and Unguja by connecting them to markets and providing a one-phase processing machine. Ten other organizations in Zanzibar provided various forms of support to the interns.

The evaluation team sought to establish the beneficiaries’ perceptions of the adequacy of support given to them by the project and others within their support systems. When assessing sustainability, it is always useful to see projects not as separate entities existing in silos or glass houses, but interventions inserted within existing community structures and processes. It is the support system around projects and project beneficiaries that contribute to sustainability of positive project effects. In this regard, the evaluation team used to the structured survey questionnaire tool to assess the extent to which the beneficiaries perceived themselves to have received this ‘all-rounded’ support. All beneficiaries received financial and other forms of support during training, as already described in preceding sections. In terms of of post-training support, 44% of TVET graduates reported receiving no other support after TVET training, with the highest proportion in Mali (63%). In Zanzibar, most interns received small grants to set up their group businesses. This support was appreciated by the trainees, even if the amounts involved were perceived to be low and insufficient. In addition, some key informants in Zanzibar lamented that some groups lack creativity and initiative, waiting instead to be kept on a continuous supply of subsidies – a creeping form of dependency syndrome.

In Mali, key informants observed that meetings with the interns' families and the government helped mobilize support for the project. FAWEE Mali also advocated for an enabling environment for the continuation of TVET and its subsequent absorption into the labour market or solar energy market and value chains. As a result, private companies in Bougouni and Bamako began to respond positively to the girls trained under the project. In Zanzibar, FAWEE Zanzibar engaged a consultant to review a number of policies to assess how empowering they were for girls and young women, and in particular for out-of-school girls and young women in TVET. Policy frameworks discussed included the Vocational Training Act No. 8 of 2006 and the Vocational Training (Amendment) Act No. 11 of 2007, the Employment Act No. 11 of 2005 and the Labour Relations Act No. 1 of 2005; (Protection of Spinsters and Single Parents Act 2005); Zanzibar Technical and Vocational Education and Training Policy, 2020; The Zanzibar Education Policy 2006 and the Zanzibar Strategy for Growth and Poverty Reduction (MKUZAIII) 2016/2017-2020/2021. The findings of the policy review were communicated to the government.

For TVET graduates who ventured into business, 36% rated their company's growth prospects as all good. It must be understood that most of them are micro-enterprises that are still in the early stages of growth. The experience of business growth often indicates early challenges and difficulties in the survival of the company. The fact that 36% of them are convinced that they can grow their business is therefore a good indicator of sustainability. In contrast, 23% said they struggled to grow their business, while 4% maintained that they saw very low prospects for their company's growth. The table below presents respondents' views on their company's growth prospects.

	Total	Mali	Zanzibar
	N=280	N=140	N=140
There are good prospects for the company's growth. I expand my customer base and improve the quality of the products...	36%	32%	39%

My business is currently struggling, but the prospects look promising. There is an unmet demand for the type of products and...	23%	0%	46%
The outlook looks very bleak. I doubt that this company will ever be able to overcome the challenges I am currently facing.	4%	1%	8%
There is absolutely no room for growth. I could go bankrupt soon.	0%	0%	1%
Does not apply to me	37%	67%	6%

For business growth and expansion, early-stage businesses need access to financing, markets and constant customer expansion. In terms of access to finance, 18% of respondents indicated that it was very easy to receive financial support for their businesses (32% in Zanzibar and 3% in Mali). According to qualitative interviews, access to finance was cited in all areas as the most constraining constraint. This limited not only startup for most respondents, but also the continuation of operations and growth. This partly explains why most TVET graduates prefer to work in partnership, as it allows for the pooling of resources, but also the pooling of risks and comfort in numbers. In fact, 38 percent of respondents indicated that they operate their business in partnership with others, and only 15 percent said they own and run their own business.

4.5. *Impact*

It is still too early to say with certainty whether the results achieved by the project will turn into long-term impact. In complex projects, change occurs in fits and starts, rather than in quick succession. Early examples of success can die out, and what looks like slow progress or dismal failure could prove to be very successful, as the underlying causal mechanisms are triggered differently across contexts, and changes in human behavior, attitudes, and practices are neither static nor static. Linear. These take time to collect, mature and be institutionalized. Nevertheless, there are initial indications that the project could have a long-term impact. These first signals are then examined.

Beyond the more visible tangible benefits of the project to the participants, there are also some rather subtle and less obvious benefits. Respondents mentioned the experience gained through internships that opened my eyes. In Mali, for example, several respondents observed that internships gave them the opportunity to prove to themselves and others that they could perform effectively in a previously male-dominated world – the installation and maintenance of solar energy. Many went on to gain the respect and recognition of their immediate families and other members of the community. This sense of self-esteem and personal accomplishment was evident, even when TVET graduates were still struggling to get stable jobs or to grow their businesses. Other benefits cited include networking with other graduates and in the world of work.

In addition, respondents in Zanzibar mentioned that they had gained invaluable knowledge and understanding of the diversity of ways in which seaweed products can be used. They said that now they know how to plant, protect and harvest algae. Women generally tend to have a more benevolent approach to the exploitation of natural resources, and it is therefore hoped that TVET graduates will be

able to exert a powerful influence among their peers and communities on environmental conservation and the sustainable exploitation of algae. Like their counterparts in Mali, they observed that the training helped them change their attitudes towards them and discover what they are capable of doing, including how they are perceived and treated by the community.

However, to achieve greater impact, there are still obstacles to overcome. These include difficulties in marketing their products and accessing niche markets for seaweed farmers in Zanzibar, slow change in attitudes of some community members, isolated incidents of sexual harassment by men, and ridicule and discouragement of community members. As one respondent aptly put it, the most appropriate response to adopt in these circumstances is *"an increased sense of self-awareness and acceptance, and the understanding that you need to dress in a particular way as part of performing your duties, and that's just OK."*

Greater impact will be achieved when governments in both countries adopt the TVET model for out-of-school girls and institutionalize it in policies. This will enable many other out-of-school girls and young women to acquire a diversity of employable TVET skills beyond the two areas on which the FAWE model has focused. It is also important to emphasize that the courses offered should be those with higher economic returns, especially technical courses that are needed in existing labour markets or economic sectors. In addition, greater impact could be achieved for girls and young women who have completed the training if tailored mentoring, increased access to financial services and, most importantly, opportunities for continuing professional development are offered in a structured and contextual manner.

Other gaps identified by respondents that could be improved through future projects included the prompt payment of transportation facilitation during internships, prompt payment of fees to TVET institutions, and the expansion of the range of courses offered. Most respondents felt that the training could have had more impact if courses such as marketing, IT and foreign languages had been included. In addition, most felt that there should be a little more diversity and ability to follow alternative paths other than what was offered. In Zanzibar, respondents said the training could have been more beneficial if they had been exposed to more diverse species of algae.

From the key informant interviews, there was a perception that awareness of TVET was low, and many of those who could have benefited from it did not. Respondents suggested using social media, radio and aggressive marketing campaigns to raise awareness among girls about the availability of sponsorship opportunities for TVET training. In focus group discussions with the project beneficiaries, the unemployed among, especially those from Mali, said they had not yet reaped all the benefits of training, given that many graduates from the first cohort are still unemployed. They felt that for the project's impact to be felt, it should have taken a more aggressive approach to connecting TVET graduates with potential employers, or provided access to finances and equipment to start its own business.

5. Conclusions and lessons learned

From the ongoing analysis, several conclusions and lessons can be drawn.

- e) There are early signs that the project has achieved its intended objectives. The objectives set at the outset were generally achieved by the end of the term. This is despite the fact that the

operational contexts were very difficult and demanding. It can be concluded that project management teams have been effective in translating inputs into activities, and these into outputs and, to some extent, outcomes. However, the achievement of the first two outcomes will take longer to achieve. Nevertheless, the project has made a commendable contribution to both outcomes.

- f) The project faced constraints in connecting TVET graduates from the classroom to the world of work. This is not unique to this project. The link between the training conference room and the world of work is tenuous in most TVET programmes. This difficulty becomes even more important when you consider that what the project was trying to achieve was unconventional – helping marginalized girls and young women enter a field where they had been marginalized before. Perhaps future projects could place more emphasis on the underlying factors of market constraints and socio-cultural barriers in a more focused and coherent manner, in addition to equipping girls with technical and entrepreneurial skills. In this regard, it would be useful to create synergies with stakeholders at several scales of action.
- g) Embedding projects within support systems in surrounding governmental and community structures is essential for sustainability. This is an important cog in the wheel that cannot be ignored. Governments own public resources, policies and institutional arrangements that help in cushioning and sustaining projects. Communities, on the other hand, offer platforms for the nurture and growth of project outcomes and effects. The conclusion that can be drawn from the scrutiny and reflection on the evidence in general is that more could have been done, and could still be done in strengthening these engagements.
- h) Supporting the empowerment and action of girls and young women is probably the biggest achievement of this project. While other aspects of the project's benefits for TVET graduates may take some time to be fully realized, the immediate impact is the voice, agency and sense of empowerment that the girls and young women who have benefited from this project have developed. Many go against the grain, overcoming gender barriers and community attitudes and values regarding the role and place of women in economic and social relations. This is a commendable achievement. Continued support, collective action and mentorship could institutionalize the action and voice of girls and young women, and deliberate profiling of their work would provide additional incentives for their empowerment.

6. Recommendations

After examining some of the following key lessons learned and conclusions, the report concludes with some recommendations.

- i FAWE should ensure that certificates are issued to girls and young women who have benefited from the training. Structured discussions with the government should be conducted. Certificates will authenticate the knowledge and skills acquired through the training.
- ii Both governments should consider providing continuing professional development training to former graduates. Refresher courses that respond to emerging opportunities in the market should be considered. When structuring these refresher courses, the views of employers, alumni, government and key players in the main value chains of products and services should be taken

into account. Governments rarely act without concerted advocacy and this recommendation would require continued advocacy and commitment from FAWE. It would have even more credibility if FAWE engaged girls and young women in such advocacy.

- iii FAWE could consider making documentaries about the project. Capturing graduates' experiences and using them to profile training, and market their achievements could attract potential employers and other stakeholders willing to support the empowerment of girls and young women outside of school. It could also create a reservoir of learning and knowledge that others can tap into.
- iv Future projects should pay particular attention to labour market dynamics and the availability of service and product markets. Where resources permit, labour market studies and value chain analysis should proceed with the start-up of projects. These may be full-fledged investigations or systematic desk reviews, followed by targeted consultations with key stakeholders. To update this recommendation, FAWE needs to mobilize UNESCO, the government and the private sector, and interest them in the benefits of market research, so that resources can be used for this.
- v The two governments should work in partnership with UNESCO and the private sector to develop appropriate programmes for TVET training for girls outside the school. The government should offer scholarships, ensure quality assurance and offer certification. UNESCO can support quality assurance and offer grants to training institutions for the purchase of equipment, while the private sector can be encouraged to offer internships, employment opportunities and mentorship to graduates. To do this, civil society must continue to push for an enabling policy and regulatory environment that ensures that TVET courses take into account the professional development needs of girls and young women, are market-oriented, and that all TVET courses use empowering teaching methods, in particular gender-sensitive pedagogy. This will require reviewing existing policies, as was done in Zanzibar, and working constructively with the government and other actors in the TVET sector to bring about policy changes. It can also mean changing inappropriate existing policies and replacing them with new ones, or developing completely new policies where there are gaps. Clearly, this level of effort requires large-scale coordination and collaboration between state and non-state actors in the TVET sector. FAWE could use its experience to rally other actors to this cause

Appendices –

Case Studies

Case Study 1: Against the grain – unsettling popular narratives and stereotypes against girls and young women

The project rightly sought to support the empowerment of girls by equipping them with employable skills. It also sought encourage accepting attitudes and perceptions in the community and the labour markets in both countries by engaging government, communities and the private sector through advocacy and awareness creation. These noble goals cannot be achieved without the girls themselves developing voice and agential power to override entrenched systems of marginalization of women and girls. Gender injustices are often part and parcel of the socialization of both men and women. Girls grow up having been socialized to perform, expect and conform to certain interpretations of their roles in society. Socialization and performativity are thus the means by which gender injustices are normalized and accepted. Anything that unsettles these accepted social norms and patterns are not only frowned on, but can be actively resisted.

In Mali, for instance, most of the young women narrated having to overcome the initial shock and resistance by community members and even relatives who doubted whether women could install or repair solar panels. As a project participant from Mali narrates

For a long time I was unemployed. In my locality, girls do not have the same opportunities as boys in the job market. I learnt about the FAWE project and was lucky enough to be among those who were selected to go through the training. This was a life-changing opportunity for me. This project offered me the chance to learn a lot of things including photovoltaic installation, welding and other forms of electrical installation. This project changed my vision of work from what before I thought. I had always believed that electricity was a job only for boys and men but through this project, I now understood that there is no job for men or woman. My family no longer has to rely on a convenience store and I go to neighboring villages to install or maintain solar panels. I intend to use the knowledge I have acquired through the project to assert myself and show women around the world that only work liberates and that there is no work only reserved for men.

Likewise in Zanzibar, the young women trained through the project faced ridicule and bullying by young men who felt that the young men were venturing into a territory reserved from men. Mockery often included making jokes about the young women’s dressing, and questioning whether they had the energy, stamina and resilience to brave the vagaries of the Indian Ocean and its waves and high tides. To this, most girls would respond by self-reassuring themselves that everything was possible through sheer strong will and determination.

The lesson to be drawn from here is that agency building begins with the targets of empowerment. When women feel empowered enough, they develop the tenacity to go against popular narratives. Secondly, supporting young women to work in groups helps them to exist within a supportive network of peers, to learn from each other, and to develop power with others, and power within themselves. This solidarity building is a critical ingredient for any endeavors that seek to successfully support women to break the glass ceiling in male dominated trades and labour markets.

Case Study 2: Geographical barriers remain spoilers to women’s empowerment

Other than the barriers imposed by social norms and socialization, women might face other intersecting barriers to their empowerment. Intersectional barriers can prove to be intractable, compounding existing forms of marginalization in often complex, multiple and overlapping ways. In this project, geographical barriers imposed limitations to the benefits derivable from the project for some beneficiaries.

In Mali, there was an opportunity for girls and young women who had benefited from the training to undergo incubation that would equip the young women with further skills for either self-employment, or the job market. The incubation was offered in Bamako. As such, the girls and young women from Kayes – some 600 km from Bamako – could not benefit from this because of the distances involved, the costs and the logistics. Projects always find themselves in a dilemma on this. By focusing on those who have easy access to certain benefits, they unwittingly perpetuate the continued marginalization of rural girls and young women who often are already encumbered with myriad barriers to their empowerment. Yet, by focusing on them and reaching out to them with projects, organizations might find themselves either having to spend huge sums of money to break these geographical barriers, or only reaching the marginalized young women with an incomplete package of benefits.

In Zanzibar, a similar scene plays out. Girls who live far away from the coastline find it hard to engage in seaweed farming unless they have relatives with whom they can stay post-training. This fact reinforces a prejudice that was encountered during key informant interviews. Most male key informants felt that it was a waste of resources to train such girls, because they cannot practice their skills after training. The sad reality is that geographical barriers might encourage and entrench socialized male attitudes that it is a waste of resources to attempt to break geographical barriers to rural women’s empowerment. Taking this narrative at face value, and accepting and normalizing reinforces gendered social injustices towards women.

The lesson from both cases is that projects need to be prepared right at the onset to spend extra resources in helping marginalized rural girls and young women to overcome the barriers to their marginalization. Marginalization must be seen from an intersectional lens: the same social and geographical barriers affect women differently, depending on their location, household characteristics, individual and group circumstances, including whether they have a disability or not.

Results Framework

Pact Statement: A Strong Framework for Adolescent Girls and Women with Livelihood Skills	
Results	Indicators
Result level	
1.0. Result 1	
Increased employment and business opportunities for young women in Mali and Zanzibar.	~ % proportion of beneficiaries employed as a result of TVET training.
	~ % of beneficiaries self-employed following TVET training.
	~ % increase in household income as a result of FAWE intervention.
Output level	

1.1. Young women graduates from TVET with employability skills in seaweed farming (Zanzibar) and renewable energy (Mali).	~ Number of young women enrolled in the TVET (algae and renewable energy) programme.
	% of registered beneficiaries taking TVET courses under the programme
	# community members mobilized to support girls' enrolment in TVET
1.2. Creation of companies established in the sectors of seaweed farming or renewable energies.	# groups of young women have formed and created joint ventures in the fields of algae or renewable energy.
	Number of young women mentored in entrepreneurship
	# Companies/CSOs offering mentorship and employment coaching support to young women in their respective areas of interest, including their businesses.
Outcome 2	
2.0. Reduction of institutional and socio-cultural gender biases contributing to women's dropping out of school	Number of gender issues integrated into TVET institutions targeted by the project.
	Gender index on trends in enrolment in TVET schools by country
Output level	
2.1. Improved institutional capacity to manage and coordinate programmes for out-of-school young women	Number of actions taken to transform the learning environment for out-of-school young women
	~ % change in retention of young women in TVET programmes
	Number of courses developed and/or aligned with the priority sector and skills identified for the programme
2.2. TVET staff are proficient in gender-sensitive pedagogy to better meet the needs of girls in their institutions.	Number of tutors and lecturers trained on the FAWE gender-sensitive pedagogy model.
	# TVET institution adopting the FAWE gender-sensitive pedagogical model.
Outcome 3	
3.0. Reducing the vulnerability of young women in labour markets in Mali (Sikasso, Bamako, Kayes) and Zanzibar (Pemba and Unguja)	% of young women participating in the labour market
	Number of positive measures taken by employers to welcome young women into the workplace
Output level	
3.1. National TVET policies address gender equity and equality in the labour market.	Number of gender-related policies reviewed for gender-responsiveness
	Number of measures taken to ensure that policy generation is popularized
3.2. Governments and other employers in Zanzibar and Mali support the absorption of young women in TVET areas.	# issues affecting young women addressed by the coalition of CSOs reviewed by governments and other employers
	Number of gender issues translated into feasible government plans
	Number of advocacy campaigns conducted at the national and regional levels

Study Questionnaires

Introduction: This is an end-of-term evaluation of the project to ***create businesses supported through improved employability skills for young people*** (FAWE TVET project). The evaluation is underway to determine whether the project has achieved its objectives and to gather lessons that can be used to improve future TVET projects for girls. You have been identified as someone with useful ideas and information about the project. I want to assure you that any information you give away will NOT be used for any other purpose, nor will it be shared with anyone else. I estimate that the interview will take about 15-25 minutes. You are free to decline my interview request. Do I have your permission to conduct the interview?

	Name of enumerator :	Answers	
	Date of interview		
	Start time : End time:		
1001	Country:		
	TVET Enrolment		
1002	Are you currently employed?	Yes []	Not []
1003	How long have you been working for your current employer?	Month []	Years []
1004	Are you currently running a commercial venture?	Yes []	Not []
1005	Are you the sole owner of your business?	Yes []	Not []
1006	How long have you been running the business?	Years []	Month []
1007	In which cohort were you in the TVET institution you attended?		
1008	At which educational institution did you take the TVET course(s)?		
	Respondent Demographic Information		
1009	How long have you lived in this area (refers to district/neighborhood/location)?		
1010	Are you currently living with your parents?	Yes []	Not []
1011	How many people live in the household where you currently live?	Indicate the number:	
1012	In what month and in what year were you born?	Month []	Year []
1013	What is your marital status?	Married:	Bachelor:
1014	Have you ever given birth? (if NO, go to Q1017)	Yes []	Not []
1015	If so, how many children do you have?		
1016	How old is your youngest child?		
	TVET Education: Knowledge, Skills and Learning Experiences		
1017	What was your major specialization in the TVET course you took?	A. Seaweed cultivation	B. Renewable energy
	In addition to the major specialization, have you taken any additional courses in the following categories?		
1018	A. Business Skills	Yes []	Not []
1019	B. Entrepreneurship	Yes []	Not []
1020	C. Life skills	Yes []	Not []
1021	On average, how many weeks or months did you take to cover these additional courses?		
1022	In your opinion, was the duration allocated to the course adequate?	Yes []	Not []
1023	During your TVET training, have you ever worked as an intern or apprentice? (if NO, go to Q1024)	Yes []	Not []

1024	<i>If so, how long did your internship or apprenticeship last?</i>		
1025	<i>Have you ever worked as an intern or apprentice after completing your TVET training? (if NO, go to Q1026)</i>	Yes []	Not []
1026	<i>If so, how long did your internship or apprenticeship last?</i>		
1027	<i>What process was used to get you admitted to TVET?</i> A. Approached and mobilized by a community member B. Informed by a former TVET beneficiary C. Informed and mobilized by a government representative D. I discovered the information myself		
1028	<i>During your TVET training, have you ever received financial support for your studies? (if NO, go to Q1029)</i>	Yes []	Not []
1029	<i>If so, who provided the financial support?</i>		
1030	<i>How do you currently use the skills you learned during your TVET training?</i> A: I have created a company, which I run using the skills I have acquired through training. B: I am employed, based on my TVET qualifications and skills C: I am in partnership with others in the management of a company D: I am an employee and I run a company at the same time E: None of the above applies to me		
1031	<i>To what extent was the training you received relevant and appropriate?</i> A: Highly relevant and appropriate B: Somehow relevant, but not tailored to my professional needs C: Adapted to my business needs, but most of the content was irrelevant D: Neither relevant nor adapted to my professional needs		
1032	<i>How user-friendly and safe was the learning environment at the institution where you took your TVET courses?</i> A: I felt safe – I was treated with respect and dignity B: It was quite safe and friendly, except for occasional incidents of verbal harassment by staff C: It was pretty safe, except for occasional incidents of sexual harassment by staff and/or other learners D: It wasn't safe or friendly – I felt disrespectful and not safe at the property		
1033	<i>How do you assess the language and teaching style used by your teachers or trainers at the TVET institution?</i> A: The teachers used respectful language towards the students. The language and teaching style made me feel respected and valued B: Some teachers used a language and teaching style that made me feel disrespectful and not valued at all. C: The language and teaching style used in the classrooms was completely disrespectful and insensitive to women and girls D: I prefer not to give my opinion on this subject		

1033	Besides financial assistance, what other support was provided to you during your TVET training?		
1034	Who provided the support? (List the number of people applicable)		
1035	<p>If you are currently employed, how would you assess the environment in your workplace?</p> <p>A: He is friendly and supportive with great prospects for career progression and growth. B: It's friendly but the prospects for career growth are limited C: There are opportunities for career growth, but the work environment is characterized by frequent harassment of female employees D: It's very exploitative and hostile. I don't see myself staying long in my current job. E: Not applicable to me</p>		
1036	<p>If you are currently in business, how would you assess your chances of successfully growing the business?</p> <p>A: There are good prospects for the company's growth. I expand my customer base and improve the quality of the products and services I offer B: My company is currently struggling, but the prospects look promising. There is an unmet demand for the type of products and services I offer C: The outlook looks very bleak. I doubt that this company will ever be able to overcome the challenges I am currently facing. D: There is absolutely no room for growth. I could go bankrupt soon. E: Not applicable to me</p>		
1037	Have you received additional training support since graduating from TVET?	Yes []	Not []
1038	<p>Is it easy for you to access financial support for your business?</p> <p>A: Very easy B: Not very easy C: Not easy at all D: I don't know yet</p>		

Key Informant Interview Guide

Introduction : This is an end-of-term evaluation of the project to **create businesses supported through improved employability skills for young people** (FAWE TVET project). The evaluation is underway to determine whether the project has achieved its objectives and to gather lessons that can be used to improve future TVET projects for girls. You have been identified as someone with useful ideas and information about the project. I want to assure you that any information you give away will NOT be used for any other purpose, nor will it be shared with anyone else. I estimate that the interview will take

about 45 minutes to 1 hour. You are free to decline my interview request. Do I have your permission to conduct the interview?

1. Looking at employment trends in this region/district in general, how easy is it for girls and young women to (ask based on context):
 - a. Securing economic opportunities in the weed farming sector?
 - b. Securing economic opportunities in the clean energy sector ?
2. From your experience, what are the **three** most important factors that influence whether a girl or young woman can succeed:
 - a. Marine weed growing business in this area?
 - b. Clean energy company in this area?
 - c. What more needs to be done for girls and young men to succeed in these types of businesses?
3. Now let's talk about TVET training, what effect does it have on a young woman's prospects of getting a decent job in the sector we talked about?
 - a. Could you give concrete examples of young women who have obtained employment in the sector through the TVET training they have received?
 - b. How could such examples be used to help more girls?
4. To what extent has this project contributed to the ability of young women to obtain decent jobs?
 - a. What specific approaches has it used to enable young women to get decent jobs?
 - b. In your opinion, what approaches have been the least effective in enabling young women to get a job?
 - c. Have there been any negative consequences for the young women who have been supported by this project?
5. To what extent has the project had an effect in enabling young women to start and run their businesses (focusing on either seaweed cultivation or clean energy, depending on the country)?
 - a. What specific approaches has he used to enable young women to start and run their businesses?
 - b. In your opinion, what approaches have been the least effective in enabling young women to start and run their businesses?
 - c. Have there been any negative consequences for the young women who have been supported by this project?
6. For the career development of young women, how should TVET training be structured in such a way as to offer skills that are more relevant, either for the labour market or for the creation of viable businesses?
7. To what extent are learning environments in TVET institutions user-friendly and enabling?
 - a. What specific measures exist to ensure that the learning environment is user-friendly and enabling?
 - b. What specific measures has this project supported to make the learning environment safe, friendly and secure for young women?
8. What specific initiatives exist to ensure that the language and teaching style used in TVET institutions empower, rather than prevent young women from reaching their full potential?
 - a. What form of support has the project provided in this regard?
 - b. To what extent are these measures likely to continue to be put into practice?

- c. What is the evidence?
- 9. What do you think is the biggest achievement of this project?
 - a. How likely is this success to last beyond the life of the project?

Focus Group Discussion Guide

Introduction : This is an end-of-term evaluation of the project to *create businesses supported through improved employability skills for young people* (FAWE TVET project). The evaluation is underway to determine whether the project has achieved its objectives and to gather lessons that can be used to improve future TVET projects for girls. You have been identified as someone with useful ideas and information about the project. I want to assure you that any information you give away will NOT be used for any other purpose, nor will it be shared with anyone else. I estimate that the interview will take about 45 minutes to 1 hour. You are free to decline my interview request. Do I have your permission to conduct the interview?

1. How easy is it for girls or young women in this field to venture out (ask depending on the context):
 - a. Marine weed growing business in this area?
 - b. Clean energy company in this area?
 - c. In your opinion, what skills are important for a girl or young woman who ventures into the company?
 - d. What are some of the barriers that girls and young women need to overcome to successfully engage in sea weed farming (or the clean energy business – ask if applicable)
2. Let's talk about the project that FAWE (use the local term used for the FAWE office) had in this area. What are some of the changes to which he has contributed?
 - a. What positive changes has the project contributed to?
 - b. What were the main benefits obtained by the young women who participated in the project?
 - c. What are some of the negative changes that have occurred as a result of this project?
 - d. In your opinion, have the girls and young women who participated in the project gained more control in making decisions about their lives or their future?
3. If there were to be another project like this:
 - a. What more could it do to ensure that more girls have access to training opportunities?
 - b. What other skills not provided through this project would be useful to girls and young women?
 - c. What should be discarded in future projects?

Annex II – Terms of Reference

Call for expressions of interest for the end-of-term evaluation

Sustained business start-up through improved employability skills of young women (NORAD-funded project)

Deadline^{Thursday}, November 4, 2021 at 5:00 pm (EAT).

1. About FAWE

FAWE is a pan-African non-governmental organization founded in 1992 by five women ministers of education to empower girls and women through gender-responsive education in sub-Saharan Africa. FAWE is headquartered in Nairobi, Kenya, with a network of 34 national chapters in 33 African countries. FAWE's missions and vision have continued to evolve with informed successes, global trends as well as the priorities of the African Union (AU) and national governments. Currently, FAWE's 2019-23 Strategic Plan focuses on imparting knowledge and instilling skills and competencies that will enable African girls and young women to be at the forefront of leading the African continent's development agenda.

FAWE envisions a just and inclusive society in which all African girls and women have access to quality education and training to reach their full potential. FAWE's mission is to promote gender-sensitive policies, practices and attitudes and foster innovations that will provide African girls and women with the opportunity to thrive in all areas of their lives.

In December 2018, FAWE partnered with the Norwegian Agency for Development Cooperation (NORAD) to implement a three-year project on the theme "Sustained business start-up **through improving the employability skills of young women**" in Mali and Zanzibar from January 2019 to June 2021, but due to COVID-19 restrictions in 2020 and a coup in Mali, some activities have been delayed, hence the request for a free extension to December 2021 to complete all activities. Interventions aimed to: (i) build a strong framework for adolescent girls and women with livelihoods through innovative training, in line with SDG target 4.4: i.e. *significantly increase the number of young people and adults with relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship by 2030*; Empowering girls to equip girls and young women with the skills needed for employability in the formal and informal sectors. (iii) policy influence through advocacy targeting stakeholders in sectors.

2. Project Overview

Business start-ups supported through an Enhanced Employable Skills for Young Women project aim to build a strong framework for **850⁵** adolescent girls and women in Mali and Zanzibar with livelihood skills through innovative training by December 2021. The specific expected effects were not only to train them in sufficient vocational skills, but also to reduce institutional barriers to women dropping out of vocational technical training (TVET) due to gender biases and to address the risks responsible for the vulnerability of adolescent girls and young women in the labour market.

⁵ The original agreement was to empower **900** adolescent girls in Mali and Zanzibar with sufficient professional skills to make them competitive in the work; a target that has been revised to 850 due to the reduction in the number of young women targeted in Zanzibar, as agreed between FAWE and NORAD in the updated 2020 implementation plan (Ref. to NORAD email of April 21 and referenced:

This has been achieved through the provision of vocational and technical training. The project partnered with the private sector to provide employability and entrepreneurship support and mentorship to beneficiaries. Other components of the project include building strategic alliances among key stakeholders in the TVET sub-sector, facilitating the establishment of alumni associations, and conducting policy advocacy and community mobilization.

When designing the project, a pre-evaluation was conducted in 2019 and an end-of-period evaluation from June 2021. The results of the pre-assessment informed the feasibility, the measures in accordance with the signed agreement. The graduation assessment was informed by learning and good practices that should inform the replication and scalability of the intervention in other countries with high numbers of out-of-school girls.

4. Evaluation Objective

The overall objective of this evaluation is to:

- d)** Assess the extent to which the expected outcomes of the program have been achieved.
- e)** Review the effectiveness of program implementation
- f)** Learn lessons learned, good practices that will improve scalability in other countries.

5.0 Scope of Work

The evaluation will be carried out in Mali and Zanzibar targeting beneficiaries, key stakeholders, six TVET institutions (three from each country) and implementing partners. The evaluation will use the following five criteria set out in the Development Assistance Committee's evaluation criteria.

A. Incidence

1. Identify and analyze the changes (positive and negative) that the project has brought to the lives of the targeted communities, intentionally or unintentionally. Understand what happened thanks to the intervention of the project.
2. Assess whether the project is likely to contribute to the overall impact of the project.
3. What real difference has the project made to the beneficiaries?
4. Provide evidence of practical stories in which the project made a difference
6. What are the prospects for scaling, replication or multiplier effects of the project?

B. Effectiveness

1. To what extent have the outcomes and outputs (objectives) set out in the project document and results framework been achieved?
2. What are the main factors that influenced the achievement or non-achievement of the objectives?
3. Were there any external factors that hindered or facilitated the achievement of the objectives set by the project?

4. Assess whether the number of girls in six⁶ TVET institutions has increased as a result of the project
5. Identify strategies that have proven to be particularly effective in achieving results
6. Assess how the views of recipient participants were considered at different levels of the

project cycle (design, implementation and evaluation).

C. Sustainability

1. Assess the sustainability of the project results – i.e. will the results last after the end of the project; what is the probability of progress towards impact and what are the main factors contributing to or hindering sustainability, for example, algae processing, renewable energy startups, company financing, among others.
2. Should groups, mentors and companies survive after the project ends?
3. Involvement of government agencies and other stakeholders in the implementation of the project.

D. Relevance

1. Assess the extent to which project activities have been relevant to the needs and priorities of the target group.
2. Have the appropriate beneficiaries been reached and what strategies have been most helpful?
3. What was useful for the target population and what was not ?
4. Assess the relevance of the project to the FAWE strategy.
5. Was the intervention logic clear and the matrix logical?
6. Was the project consistent with government policies, strategies and plans ?

Efficiency

1. Were the activities cost-effective, for example, were the least costly resources used to achieve the desired results?
2. Were project activities and objectives achieved on time?
3. How effective is the process of learning and disseminating the information provided by the trainer?
4. To what extent have lessons learned from previous Phase I been used effectively to improve project outcomes ?
6. How project funds were used and the controls in place; Were the funds sufficient, were there any savings or losses incurred and the reasons for the savings or losses?

⁶ (Vocational Training Institute, Centre of, Training Professionnelle (CPAM) in the Bugoini Region, Centre ProfessionnelMechanique Auto (CPMA) in the Kayes region) Mali (Vitongoji Kibokoni Vocation Training Centre (VTC) in Pemba, Mkokotoni VTC in Unguja, Mwanakwerekwe VTC in Unguja) in Zanzibar

6. Methodology

The evaluation methodology will include mixed methods such as the theory of change approach, literature and document review, observation, focus group discussion, semi-structured interviews, and an end-of-study survey (conducted by the evaluation team and validated by stakeholders in a workshop). Key stakeholders in Mali and Zanzibar will include FAWE staff, project beneficiaries, guardians of some TVET, government representatives from the Ministry of Education and the Ministry of Labour.

It is recommended to use videos and images during the data collection exercise. There will be visits to the project sites (to be identified in the initial report). The baseline (including the individual reference questionnaire) should be used to assess progress over time and to have comparative data. In addition, project documents and agreement, budget information, financial reports, mid-term review report, annual reports, manuals, posters and other documents prepared by the project or published technical reports, monitoring data and reports will be reviewed.

7.0. Management of the evaluation process

The FAWE Regional Secretariat (FAWE RS) with the support of FAWE Mali and FAWE Zanzibar will support the evaluation process. The team will oversee the process, which includes selecting evaluation respondents, verifying compliance with quality standards, and effectively communicating findings and recommendations.

8.0 Deliverables

The following deliverables will be submitted in accordance with the schedule and plan outlined in the proposal.

- **Initial report** (not exceeding 10 pages) detailing methodology, interim data collection tools, logistical arrangements and timelines
- Evidence that **all required ethics approvals and consents have been obtained** prior to the commencement of fieldwork.
- **Field report** summarizing data collection activities (not exceeding 10 pages).
- **Draft evaluation report** (not exceeding 45 pages) to be reviewed and provided comments by FAWE Mali, FAWE Zanzibar and the FAWE Regional Secretariat.
- **Final report** (not exceeding 30 pages) in MS-Word and PDF formats. The report should include the following sections:
 - o Contents
 - o Contexts
 - o Methodologies Section
 - o Analysis of the results (with at least 3 case studies, illustrative tables, matrices, graphs and boxes for easy interaction with the data)
 - o Recommendations

- o Lessons Learned
- o Conclusion
- **Note:** All relevant raw data, collection tools, videos, photos and supporting documents will be appended to the final report.

9.0 Timelines and Reports

The evaluation is expected to begin on November 15, 2021 and end on December 15, 2021 with the final report. The consultant is expected to develop the remaining timelines within the deadlines.

10.0 Qualifications

- The assessment team/principal applicant **MUST** have a research team in Mali and Zanzibar, and **MUST** have members with a good command of French, English and/or Swahili (all three languages are indispensable in a team). Specific experience in Mali or Zanzibar will be an additional asset.
- Evaluation team members should demonstrate a good understanding of TVET systems and their contribution to women's economic empowerment issues.
- The senior consultant **MUST** have at least ten years of practical experience in conducting reviews, assessments and similar studies in the development sector, particularly in the areas of education, policy, empowerment or partnership management in multicultural contexts.
- The principal consultant must have at least a master's degree in education, international development or social sciences or any other related field. A PhD will be an added benefit.
- Knowledge and experience in the design and administration of surveys, as well as the analysis of required statistical data.
- Experience in conducting qualitative research, using a blended approach to data collection and analysis in educational settings and substantial experience in training and facilitation.

11.0 Application and Submission

Each application package **MUST** include the following:

- A short letter expressing interest in the assignment and specifying the capacity, capacity and availability of the consultant or consulting firm to carry out the assignment.
- A proposal on how the review will be conducted by attaching the work plan and the detailed budget
- Biographies/CV of the team working on the mission
- At least 2 samples of previous work and 3 contacts of arbitrators for similar missions between countries.

All requests should be addressed to the **Executive Director** and sent to procurement@fawe.org; with the subject line: **Request for final review of the Norad project** to reach FAWE no **later than Thursday, November 4, 2021 at 17:00 (EAT)**.

