

# Ex-post Evaluation of Technology Development Center Extension Project in Kenya

– Executive Summary –

MAR 2023

## 1. Project Overview

- The expansion and improvement project of Kenya's technical training center expanded and improved the Kenya Athi River Training Center with EDCF support. It built and supplied facilities and materials omitted from the first project and some old materials were replaced with more modern materials. A further objective of the project is to enhance the functionality of the training center and promote the education of the latest technologies by expanding areas that can generate their own profit, such as auto repair shops. In addition, it seeks to strengthen the sustainability of loan projects through financial independence.
- The borrower of the project was Kenya's Ministry of Finance and the organization implementing this project, the Kenya National Training Authority (NITA), signed a consultant contract with Korea University of Technology and Education(KOREATECH). The EDCF loan was supported by tied aid, which meant that the countries eligible for purchase were limited to South Korea, and SeAH Networks was selected as the procurement contractor. Through this project, within TDC, three new buildings were built and departments and practicum labs in existing buildings were remodeled for relocation, facility educational materials and equipment were supplied for each department and training center, teachers were invited to Korea for training and experts were dispatched to the field to educate the teachers, detailed design of consulting services, including bidding and purchase management, construction and supervision, and equipment inspection were provided for.

## 2. Evaluation Method and Results

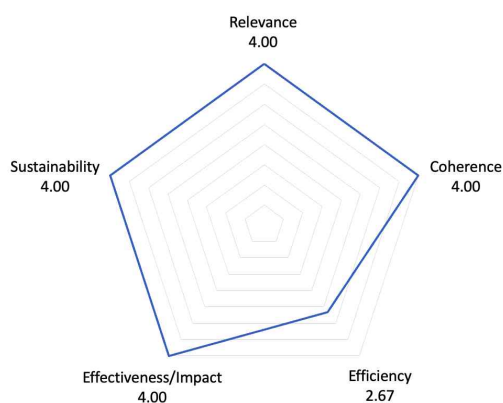
### □ Purpose of the Ex-post Evaluation

- The evaluation objective is to conduct the ex-post evaluation of the evaluation target project's performance using an objective and scientific analysis methodology. Accordingly, based on the OECD DAC evaluation criteria and EDCF ex-post evaluation guideline, the evaluation target project's relevance, coherence, effectiveness/impact, efficiency, sustainability, and cross-cutting issues were evaluated.

### □ Evaluation Method

- The ex-post evaluation was conducted comprehensively, taking into account the OECD DAC evaluation criteria and EDCF ex-post evaluation report guidelines, as well as cross-cutting issues, including the environment and gender.
- The ex-post evaluation was conducted based on collected data from literature reviews, surveys, in-depth interviews, and field surveys.

| Evaluation Criteria                              | Value | Evaluation Score | Evaluation Grade         |
|--|-------|------------------|--------------------------|
| Relevance  | 20%   | 4.00             | Highly Relevant          |
| Coherence  | 20%   | 4.00             | Highly Relevant          |
| Efficiency                                       | 20%   | 2.67             | Efficient                |
| Effectiveness /Impact                            | 20%   | 4.00             | Highly Relevant          |
| Sustainability                                   | 20%   | 4.00             | Highly Sustainable       |
| <b>Comprehensive Performance Score and Grade</b> |       | <b>3.73</b>      | <b>Highly Successful</b> |



□ **Comprehensive Performance Grade**

- A comprehensive evaluation grade was determined based on the scores of the five evaluation criteria (relevance, coherence, efficiency, effectiveness/impact, and sustainability). The project is evaluated as 'highly successful (3.73 points).'

□ **Evaluation Results as per Evaluation Criteria**

- **(Relevance)** The project aims to strengthen the training center's functions and sustainability. It was congruent with Kenya's mid-to-long-term economic development objective, 'Kenya Vision 2030,' and the Third Mid-Term Plan (2018–2022). It was also consistent with Korea's policy objectives and strategy. Furthermore, not only did a stakeholder who was capable of identifying the demands for development participate in the planning process, but it also met the demands of the project target regions. Therefore, the project design was highly relevant overall.
- **(Coherence)** This project was designed to supplement EDCF's existing first project (Construction of Technical Training Centers Project) so its internal coherence is outstanding and it can be considered to have external coherence because it is complementary to another ODA project, KOICA's 'NITA Athi River Capacity Strengthening Project.'
- **(Efficiency)** The details of the actual loan use were consistent with the project's plan. While there were issues associated with the change in project expenses, parts of the project scope were altered through the use of reserve funds, so the cost was properly allocated. However, in terms of operational efficiency, the project was not completed within the expected period due to a 34-month project. Therefore, it is difficult to say that appropriate countermeasures were taken.

- **(Effectiveness/Impact)** The majority of the outputs and short-term objectives have been achieved, and some are expected to be accomplished in the future. Stakeholders were very satisfied with the project outcome but slightly dissatisfied with the deterioration of the facilities and equipment. It was found that, despite the project's consistent performance, the level of awareness of the Kenyan people was lower than the project's high reputation. In addition, despite the increase in the unemployment rate due to external factors, such as the global economic recession and the spread of COVID-19, NITA's governance and the Kenyan government's initiative acted as positive factors in achieving the outcomes.
- **(Sustainability)** From the government's perspective, the Kenyan technical training center has excellent sustainability in curriculum development and training center support. In spite of the high level of competency of the teachers, there is a shortage of permanent teachers and staff. A quantitative and qualitative enhancement of teacher education programs is also considered to be necessary. In terms of finance, NITA covered the budget shortfall according to the allocation of the training center's budget. The newly constructed building is managed and maintained by the government so it can be regarded as having a high level of technical sustainability in the future.
- **(Cross-Cutting Issues)** Taking women into consideration, this project developed female students' skills and provided majors high in demand among women with other majors. These majors include fashion design/hairdressing, and clothing/textiles. However, it appears that there were no special measures considered for disadvantaged groups. The project was evaluated as having extremely small or no environmental impact in the pre-environmental impact assessment.

### 3. Lessons and Recommendations

#### A. Lessons Learned

##### Success Factors

- **(Active participation of the government)** A success factor in this project was the active participation and willingness of the Kenyan government regarding vocational training. NITA and Athi River governance structures place decision-making management at the center. Thus, the successful project performance and success factors of NITA Athi River are transferred to other affiliated training centers leading to an expansion in performance.
- **(Consideration of financial independence of the training center)** When planning this project, consideration of financial independence influenced the continuity of the training center's operations. Thus, even eight years after the completion of the project, the training center appears to be maintaining its status as a demonstration institution in the field of vocational training.
- **(Development of curriculum responding to industry demand and various academic industry collaboration programs)** Through various sponsorships and collaborations with not only the industry but also the county government and non-governmental organizations, it has become evident that the quality of education in the training center is improving.

##### Limitations

- **(External factors including the global economic recession and COVID-19)** The unemployment rate in Kenya is increasing every year due to the global economic recession and the employment rate of graduates is declining. Moreover, despite the reasonable training center tuition fees, some students found the fee burdensome in the current economic situation. As a result, there was a decrease in the number of registered students at the training center and the number of people using conference halls and other facilities. This adversely affected the activation of training and the operation of the training center.

- **(Absence of awareness of Kenyan citizens)** It was found that the training center's performance and reputation are not widely recognized by the Kenyan people. Therefore, the diffusion of its performance was confirmed to be limited. However, NITA is aware of these problems and is working to enhance awareness through advertising.
- **(Deterioration of supplied equipment)** The latest equipment was provided when the project was implemented. However, the change in technology over time appears to lower the training center's educational competitiveness. Furthermore, NITA Athi River dispatches teachers to industries to provide training. However, teachers had difficulties adapting to the latest equipment in the industry and training trainees.
- **(Delay in issuing certificates)** While NITA issued certificates to trainees for each education curriculum, the process of issuing certificates was protracted, which hindered graduates' job prospects.

## B. Recommendations

- (Tracking data record for project performance management)** There is a need for systematic monitoring of student accommodation capacity, financial independence, and employment rates to sustain and enhance performance. The contract should therefore clarify the collection and management of all data and the division of labor during the project.
- (Promoting effective maintenance by purchasing equipment and supplies available locally)** As a result of selecting materials and equipment mainly from Korea, maintenance problems occurred in the supply and repair of these materials and equipment. Accordingly, for the organization implementing the project to continue to utilize expensive equipment, maintenance that helps secure repair parts and consumables are required. In addition, support in establishing a suitable management system for expendable materials and spare parts of major materials and equipment not included in the F/S is needed.

- **(Establishing and tuning a logical framework and performance indicators to maintain project effectiveness)** Despite the high effectiveness of the project, performance at the end of the project and any subsequent changes in performance could not be checked due to the absence of a logical framework. A unique logical framework provided by EDCF, which is applicable to each country and sector, can be developed accordingly.
- **(Securing communication channels and personnel for continuous cooperation and effective post-management)** Connection with the target country's government administrator did not continue after the completion of the project. As a result, deficiencies were found in ex-post-management and continuous cooperation between countries. Moreover, although there is an increase in the demands in the education sector the partner country must promote in the future, the partner country lacks the capability to plan on its own, thus reinforcement of a close local communication channel to respond to additional cooperation details is required.
- **(Providing education and training to strengthen the operational capacity of teachers and project implementing agencies)** Although education to enhance capacity is being conducted by the Kenya government in this project, teachers are not satisfied with the quality and content of education. Thus, exchange and short-term education programs to learn about exemplary cases and project cooperation with Korean experts should be considered at the project planning stage.