



## EVALUATION OF ENZA

Final report

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8 February 2018

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## Abbreviations and acronyms

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|      |   |
|------|---|
| CSO  | Civil Society Organisation                    |
| MFA  | Foreign Affairs in Iceland                    |
| PSL  | Poverty Stoplight                             |
| SWOT | Strengths, Weaknesses, Opportunities, Threats |
| TCB  | The Clothing Bank                             |

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## **Executive Summary**

### **Introduction**

This report presents an evaluation of the Enza's project in South Africa that examining its results, relevance, sustainability, and the emerging institutional arrangements with the CSO The Clothing Bank (TCB). Enza has been funded by MFA Iceland since 2012.

### **The Enza Mbekweni Period**

Enza was formed in 2010 to train vulnerable women through a community centre in the township of Mbekweni, a severely under-resourced community in Paarl, South Africa. The centre provided life skills, computing, entrepreneurship advice, sewing, literacy classes for elderly women, health and hygiene awareness classes, animal awareness programmes, cooking classes, and income generating activities involving beading, crocheting, knitting and sewing.

Although popular and effective as a community centre, by 2015 Enza found that computer training was not enough to ensure access to employment or successful businesses, let alone release vulnerable women from poverty, which was its objective. The model was also strategically limited, being localised to one community and not easily scaled or replicated. In addition, crime in Mbekweni had escalated; placing staff, participants, and equipment at risk.

### **Changing the Enza approach**

Enza began a partnership with The Clothing Bank (TCB), a South African CSO established in Paarl in 2012. TCB provides a two-year training programme in entrepreneurship for poor mothers. Among its strengths are that it builds life skills and ensures that participants start their business from the first day, yielding a far more effective way of lifting women out of poverty. As Mbekweni came under both practical and strategic scrutiny, Enza was faced with a decision: either it needed to change its objectives to better fit the activities of the Mbekweni community centre; or find a better approach to achieving its original objectives. Enza opted to remain committed to poverty relief through entrepreneurship, joined forces TCB, and gradually closed the Mbekweni centre. As TCB opened branches across the country, the Enza programme was expanded from a single site, to five cities. It now exclusively trains for TCB.

### **The Enza / TCB Model**

The Enza project is today quite different from the earlier years. It now reaches a broader target group of adult women, and their families, in five cities through a tried and tested holistic entrepreneurship model. This model includes a first year devoted to developing life-skills, business acumen, self-esteem, and basic financial literacy through workshops and coaching. The second year includes the four-month Enza computer course and an accredited, formal small business development course, provided by another partner CSO. The programme has five intakes a year at its five sites, involving at least 250 trainees a year.

Computer training is seen as a crucial element to the skills, confidence, and technology needed to support the business ventures of the participants. All respondents to this evaluation had used computers since training, with particular value ascribed to internet access; marketing and market research on Facebook; and sophisticated phone-based communication with customers. Although used less frequently, Microsoft Word was useful for designing fliers and business cards. A few respondents had used Excel for stock and budget management, but most did not feel confident enough to use it independently.

TCB monitors outcomes of the training using the Poverty Stoplight (PSL) tool – a collective CSO initiative to measure change poverty using 50 indicators. PSL results show that after 12 months, 75 per cent of participants are rated as “not poor”, and after a second year of training, which includes Enza’s computer training module, 91 per cent are rated as “not poor”.

### **Institutional arrangements under TCB**

Enza and TCB are independent organisations, with a partnership which has evolved gradually over the last three years. TCB is far larger than Enza, and has well-established systems designed to work at scale, with equity and transparency, with large volumes of retail goods, managing a membership of hundreds of women at any time.

TCB has little interest or capacity for fundraising, aiming to entirely fund its operation through its social enterprise model. Computer training is a high cost, technically specialised function, which is why TCB has outsourced this activity.

Enza’s primary roles now involves fund-raising for computer training in Iceland and elsewhere, providing strategic input, and ensuring that funds are correctly spent. In the last few years, Enza has also been the main driver in design of the training course, development of intellectual property and materials to exactly match and needs and level of TCB participants.

TCB’s core capacity has enabled the scaling of the model into five cities. Enza would not have had the capacity for such expansion. TCB provides two essential functions to Enza: i) daily operational financial management, including procurement, disbursement, accounting, reporting and audit for computer training; and ii) monitoring and reporting on outputs, progress and results.

### **Funding**

Enza raises around R1 million a year (8 million ISK) for computer training, mostly from MFA Iceland (around 61 per cent), as well as from private sector philanthropists. Up to now, Enza South Africa has been the main in-country partner to Enza Iceland. Now that most of the grant is transferred directly to TCB, TCB has effectively become the in-country partner.

Sustainability will depend on continued diverse resource mobilisation. Enza’s presence and fundraising efforts in Iceland and South Africa – in both the private and public sectors – is an advantage.

## **Relevance to Icelandic development criteria**

Unemployment, gender inequity and severe poverty in urban slums are structural drivers of vulnerability for women in South Africa, where black women remain severely disenfranchised despite 20 years of post-apartheid democracy. Opportunities for employment or educational advancement are virtually inaccessible to the poor, and few are able to escape cycles of economic exclusion. TCB's and Enza's efforts aim to contribute to rebuilding society and social infrastructure by shifting the socio-economic imbalance. Enza's goal is therefore highly relevant to prevailing needs and the context.

The Enza project is relevant to promoting gender equality, income and environmental sustainability – all priority objectives of Icelandic civil society support. The Enza project does not, however, **strengthen civil society actors**. Nor is support used for **advocating for human rights, human rights principles and/or democracy**. Although the Enza project targets the poor, it is undertaken in a **middle income country**, while MFA guidelines prioritise low income countries.

Furthermore, Enza's Board has fewer than the policy guideline of 30 "members or backers" in Iceland. It does not have a Icelandic grassroots presence and thus its ability to raise awareness in Iceland is limited compared to CSOs with large membership.

Both Enza and TCB do have strong participatory practices through regular interaction, high quality engagement and responsive planning with their beneficiaries. Participation and constituency representation are intended to become more formalised in the future, through a system of alumni 'ambassadors'.

## **Conclusions**

Exclusion from online information and connectivity keeps poor people at a disadvantage. The computer training offered by TCB/Enza is integral to providing unemployed people with skills, confidence and opportunities necessary to manage and sustain small businesses.

Enza's recent shift to partner with TCB has enhanced the scale and the outcomes of the programme significantly. By combining computer training, life skills support with hands-on entrepreneurship from day one, the partnership creates a springboard that lifts women – and in extension their families – out of poverty. Together the two CSOs are well-designed to address severe poverty in urban areas, changing in the lives of women and their families in poor communities.

## **Recommendations**

- 1) The partnership agreement between Enza and TCB should specify that Enza Iceland, as opposed to Enza South Africa, is TCB's funding partner.
- 2) Enza as a whole should develop a clear and concise three-to-five year strategic plan.
- 3) To meet the demand of its constituency, Enza should provide more training on smart phone usage, and the option of applied further training in Excel should be considered.

- 4) TCB and Enza should continue to explore and address the causes for course dropout.
- 5) Sustainability would be usefully tested by repeating the PSL after three years, including alumni who no longer visit or buy from TCB.
- 6) Training in market research and access into local tourism markets could be part of a potential continuation of sewing and beading training, in addition to the core TCB model.

# 1. Introduction

## 1.1 BACKGROUND

Enza Empowering Women is a non-profit organisation that undertakes training, income generation, and enterprise development with underprivileged women. Enza's overall objective since 2012 has been:

*“To eradicate poverty amongst women in South African Townships, and assist them to take charge of their lives and become self-sustainable so they can support themselves and their families. Beneficiaries are computer literate and utilise technology in their businesses.”*

Its immediate objective is “women who have completed Enza training manage to generate an income as a result of the training.”

From 2012 to 2015 the Ministry for Foreign Affairs in Iceland (MFA) supported Enza's community training and multi-purpose centre in the Mbekweni area of Paarl near Cape Town, South Africa. MFA Iceland contributed annually, totalling 33 Million ISK over the period.

Enza's funding application to MFA Iceland for 2017-2018 described its intentions to expand its operations in deeper cooperation with partner organisation, The Clothing Bank (TCB), to provide computer training in Paarl, Cape Town, Johannesburg, East London, and Durban. The MFA approved the application conditionally, pending an external evaluation of the organisation, its project and the new strategic direction that has been suggested.

## 1.2 PURPOSE AND OBJECTIVES

This evaluation was commissioned to examine past results; appraise the programme document for the coming period; determine the opportunities and threats associated with expansion; and assess the institutional arrangements in the collaboration with TCB.

The evaluation questions that were set in the inception phase include the following:

1. **Effectiveness:** What are the results achieved and to what extent have the results achieved been in line with the objectives of the programme documents for the period 2012-2017, at the appropriate quality, quantity and at planned cost?
2. **Relevance:** To what extent do the programme results conform with the priorities outlined in Iceland's strategy for international development cooperation 2013-2016 and the CSO guidelines?
3. **Efficiency and institutional arrangements:** What is the nature of the collaboration between Enza and The Clothing Bank?
  - a. To what extent is Enza independent of The Clothing Bank?
  - b. What does the collaboration entail in terms of both operations and administration?
  - c. What is the strategic vision of the future relationship between Enza and The Clothing Bank?
  - d. How sustainable is the relationship?

4. **Sustainability:** What would the future hold with funding from Iceland? How broad is the funding base?
5. **Capacity:** To what extent does Enza have the organisational capacity to expand its programme to encompass project areas in Johannesburg, East London and Durban, including the capacity to effectively monitor their progress?

### 1.3 METHODOLOGY

The evaluation was conducted between late October and December 2017. A rapid, mixed methods approach was taken to reflect with Enza, TCB and MFA Iceland on the evaluation questions, using the following data collection methods:

- **Document review:** The documents reviewed include: Project documents, including past and future grant application and Enza reports; the Partnership Agreement outlining agreement between Enza and TCB; and reports from the Poverty Stoplight Tool, an outcomes tracking system (see Annex 4).
- **Interviews:** A total of eleven face-to-face or skype interviews were held with the following stakeholders (see Annex3):
  - MFA Iceland
  - Enza management (Chief Executive Officer, Board member, Accountant)
  - Trainer
  - TCB managers and staff (Training Manager, Finance Manager, Managing Director, Branch Training Coordinator)
- **Alumni Focus groups:** Two focus groups were held, with a total of 14 Enza graduates, one in Paarl and another in Cape Town. The Paarl group was purposively sampled by Enza from active and engaged alumni, and the Cape Town group was made up of a random selection from those who had completed training in the previous year.
- **Electronic SWOT survey:** A SWOT was administered using SurveyMonkey to 38 email addresses, of whom 16 responded. The survey was sent to members of two Enza boards (Iceland and South Africa); external informants, including Enza network and supporters and other grant makers; and Enza and TCB management who had also been interviewed in person. The questions included in the survey are provided in Annex 5.
- **Organisational self-assessment:** Five managers from Enza and TCB completed a paper-based organisational self-assessment followed by a group discussion on capacity, institutional arrangements, achievements and needs in relation to the expansion and TCB collaboration (Annex 6).
- **Visits to training facilities:** Training and computer rooms were visited in Paarl, Cape Town and Johannesburg, during which informal discussions were held with alumni since employed by TCB.

The evaluation faced a few limitations. The Mbekweni Centre was closed down before the evaluation started and could not be visited. The sewing machines were in storage and the final training for the year had been completed, so that direct observation of the training process was not possible. The reports and applications were generally in Icelandic, and English versions of reports were not provided. The document review therefore relied on incomplete information and poor quality google translations.

This evaluation report consists of seven chapters. The following chapter presents the background to Enza's development and its partnership with The Clothing Bank. Chapter 3 assesses the results of the Enza project – both from the first phase in Mbekweni, and in the second phase with TCB. Chapter 4 assesses the relevance of the Enza project in relation Icelandic policy priorities. Chapter 5 discusses efficiency and institutional arrangements and the final chapter presents overall conclusions and recommendations.

## 2. Enza's background and strategic development

This chapter begins by outlining Enza's development over the years. The second part discusses the rationale for the strategic shift Enza made starting in 2016.

### 2.1 ENZA'S HISTORY: MBEKWENI TO NATIONAL COVERAGE

The evaluation comes at a point when a substantial strategic shift has recently been agreed within Enza. The direction and nature of the project has changed from a local community centre (2010 – August 2017) to a national training programme in collaboration with a TCB (January 2016 – ongoing). The following sections outlines the chain of events leading to this decision

#### 2.1.1 2010 to 2012: Start up years

Enza was formed to provide training to vulnerable women by **establishing a community centre in Mbekweni**, a severely under-resourced community in Paarl. In parallel, a franchise of Cape Town CSO, The Clothing Bank (TCB) had formed in Paarl in 2012 (See Box 1).

##### **Box 1: The Clothing Bank – entrepreneurship model**

Through strategic partnerships with major South African clothing retailers, The Clothing Bank (TCB) receives donated excess or returned stock. Unemployed mothers join a two-year training programme. They buy donated clothing from The Clothing Bank at discounted prices, and very quickly start their small business by trading (mostly) in the informal sector. TCB has capacity to support 800 mothers from five branches in Cape Town, Johannesburg, Durban, East London and Paarl. The programme is holistic, practical and experiential, set in a nurturing and supportive environment, which builds self-belief. Participants receive over 1000 hours of practical training, coaching, mentoring and counselling. Training includes money management, business skills, computer skills and life skills. The objective is that each woman should earn at least R4000 (ISK 34 000) per month. (The minimum wage for full time work – 37,5 hour week - in South Africa is around R3300 per month)

#### 2.1.2 2013 to 2015: Consolidation and realisation

By the end of 2015, the **Mbekweni Enza Centre had become strongly established** as a multi-purpose community centre. The centre provided life skills (to both adults and youth), computing, entrepreneurship advice, sewing, literacy classes for elderly women, after-school homework assistance for girls aged 6 to 18, including access to computers and internet, health and hygiene awareness classes, animal awareness programmes and cooking classes. They also had music training and an Enza choir. Income generation programmes involving beading, crocheting, knitting and sewing were facilitated.. These activities evolved largely in response to emerging community needs and requests.

However, in this period, Enza found that graduates from its training initiatives at the Mbekweni community centre were **unable to find employment**, and its **goal of pulling women out of poverty** was not being achieved.

Enza therefore **entered into partnership with TCB Paarl in 2014**, whereby Enza's Mbekweni training participants were welcomed into the TCB's entrepreneurship programme, while Enza offered computer training to TCB members in Paarl.

### 2.1.3 2016: Change of strategy

Although successful and popular, Enza realised that the **Mbekweni community centre model had certain limitations** (see section 2.2).

At the same time, the TCB headquarters in Cape Town, came to the conclusion that it preferred working with Enza for computer training compared to other similar CSOs since Enza **taught computing effectively** at the correct level for its constituency group.

On careful reflection, **Enza agreed to fulfil the role of computer training provider** for TCB, and decided to gradually close down the Mbekweni centre in favour of a full partnership with TCB. **Mbekweni courses were discontinued in late 2016**. The building was sold to Norsa, a neighbouring CSO, in August 2017.

Enza began to provide computer training to more locations as TCB expanded its operations from Cape Town and Paarl to newly formed TCB branches in a further three cities (Johannesburg, Durban, East London).

### 2.1.4 2017-onwards: Full partnership

Since 2017, Enza trains exclusively for TCB. Enza branded training rooms have been established and are operational in all five TCB branches.

Other Enza functions have been discontinued and the centre in Mbekweni has been closed down. Equipment such as sewing machines have been taken into storage, with decisions pending on whether to continue training in sewing.

## 2.2 RATIONALE FOR STRATEGIC SHIFT TO TCB

As the Mbekweni shortcomings emerged, Enza was faced with a strategic decision: either to change the objectives of the programme and continue to focus on Mbekweni through its community centre; or to consider a more effective approach to achieving the original objectives. Since Enza remained committed to poverty relief and entrepreneurship, it chose to adopt the more effective strategy of joining forces with TCB.

The reasoning behind this major strategic change in direction lies in the following:

- The reality of South African slums is that there are very few employment options, and unemployment rates in the country are extremely high, especially among people lacking sufficient basic education. Thus while the computer training and the community centre were highly valued (see section 3.1), they were not enough to lift vulnerable women out of poverty. Although some graduates found employment, these jobs were often not sustained since work or business opportunities were scarce.

- Severely vulnerable people in South Africa cannot absorb and respond to training without fundamental shifts in life skills, confidence and self-esteem. Therefore, the first year of the TCB programme addresses this by focusing on building life skills and confidence along with, business acumen and basic financial literacy. The second year includes the four-month Enza computer course and an accredited, formal small business development course, provided by another partner CSO.
- TCB offers a supported, practical entrepreneurship model from the very beginning of participation in the programme. Participants have a carefully designed opportunity to build a small business through reselling donated clothing. The CSO processes 150 000 garments per month through a sensibly engineered social enterprise model.
- The escalating armed and violent crime in the vicinity of the Centre posed a serious threat to staff, participants, equipment, and infrastructure. This made it increasingly difficult to recruit a reliable centre manager.
- Enza’s project was localised in one community and could not be taken to scale or easily replicated.

### **2.2.1 Differences between the Mbekweni and TCB models**

Under the TCB model, Enza is part of a programme that offers more holistic support. This has resolved the main limitation of the Mbekweni model. Opportunities for income generation are provided through TCB’s the collective social entrepreneurship approach.

The Enza project is therefore now quite different. It reaches a broader target group of adult women in communities surrounding premises in five cities, rather than one community. The project enhances these women’s income, directly improving the situations of their families and communities, and having greater impact on poverty levels than the Mbekweni model could achieve.

While people from the Mbekweni community are able to participate in the TCB programme, there are no specific services for Mbekweni residents from Enza. Some of the entrepreneur-related training previously offered by Enza continues through TCB (life-skills, basic financial literacy), but most of the other activities and services offered at the Mbekweni centre – such as after-school care and cooking lessons – have been discontinued.

### 3. Effectiveness and Results Achieved

This chapter examines the effectiveness of the Enza project. First it looks at the Mbekweni period. This is followed by a section that outlines the main outputs of the Enza/TCB collaboration. The results of the Enza training are then discussed, and the final section focuses the effects the combined Enza/TCB support has had on poverty.

#### 3.1 MBEKWENI RESULTS

According to the Enza's reports, its objective each year was to train women with the expectation that 50 percent of the women would generate an income within a period of six months. In 2012, Enza set the target at 250 women trained. Between 2013 and 2015, the target was 100 women per year. However, while women were trained, Enza was not meeting its targets in terms of the employment after training. While it is likely that the target was far too high, even modest gains in employment and sustainable income were not consistently achieved, casting doubt after some time on whether the project design was appropriate to the intention.

Although the Mbekweni Community Centre did not serve as an entrepreneurship springboard that lifted people out of poverty, it made a huge difference to the lives of those who used it. Responding to community needs, Enza expanded the offerings of the Centre. It provided safe spaces for adolescents after school and during holidays, access to the internet, and training in a wide range of skills (beading, sewing, computer skills, etc.) – as well as a sense of community and mutual support.

In addition to the computer training, some of the former participants greatly valued the sewing and beading training provided by Enza in Mbekweni, finding that this had added considerable value to their TCB businesses and raised their incomes. Sewing and access to machines enabled members to repair damaged garments and make alternations that increased sales, mark-up and customer satisfaction.

Infrequently, but lucrative when the opportunity arose, Enza sewing graduates from the Mbekweni centre produced bags and other cloth items for sale in Iceland, which constituted a great boost to incomes. However, orders from Iceland have not been consistent or reliable, and dependence on Enza for marketing limited the agency and autonomy of the South African businesswomen in building client relationships and accessing markets.

The exit from the Mbekweni Centre was a gradual process – beginning with moving the formal training to TCB in January 2017, and ending with sale of the premises in August. Although the process was agreed beforehand by the Enza boards – there was **no clear change management process** or community dialogue to try to find other ways of filling the functions that Enza had provided through alternatives or community-driven solutions. Norsa, the CSO that has bought the premises, might continue with some of the services.

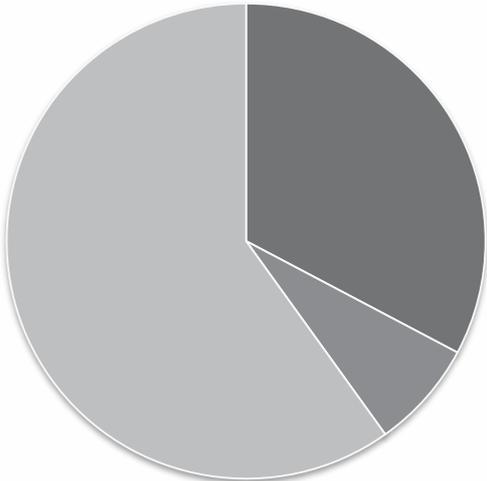
### 3.2 TCB / ENZA COMPUTER TRAINING

#### 3.2.1 The target group

Similar to the participants in the Mbekweni phase, TCB members are drawn from situations of severe poverty and high levels of unemployment. Conditions for entry into the TCB programme include being unemployed and having children. Most participants are also single, and the only breadwinner in the household (Figure A). Around 39 percent have not completed their schooling, which effectively excludes them from employment. Half of participants have attained matric, and a further nine percent have some form of post school certificate - education levels which are also insufficient for most employment, particularly among people living in marginalised areas, with the weak social capital of poor communities. Three percent have tertiary education (Figure B), which in the South African economy is directly related to employment opportunities (Figure C).

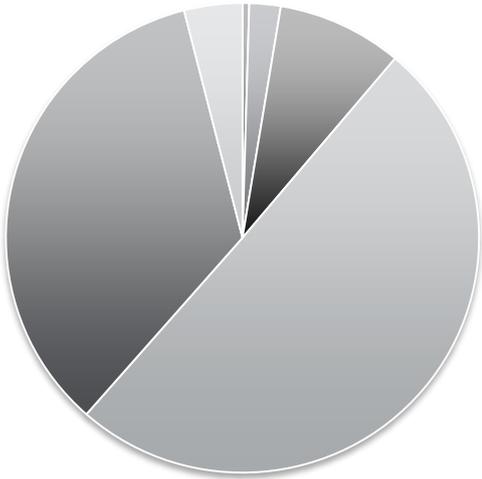
**Figure 1A. Single heads of household for women in the TCB programme**

- Married
- In a relationship
- Single / divorced / widowed (sole breadwinner)

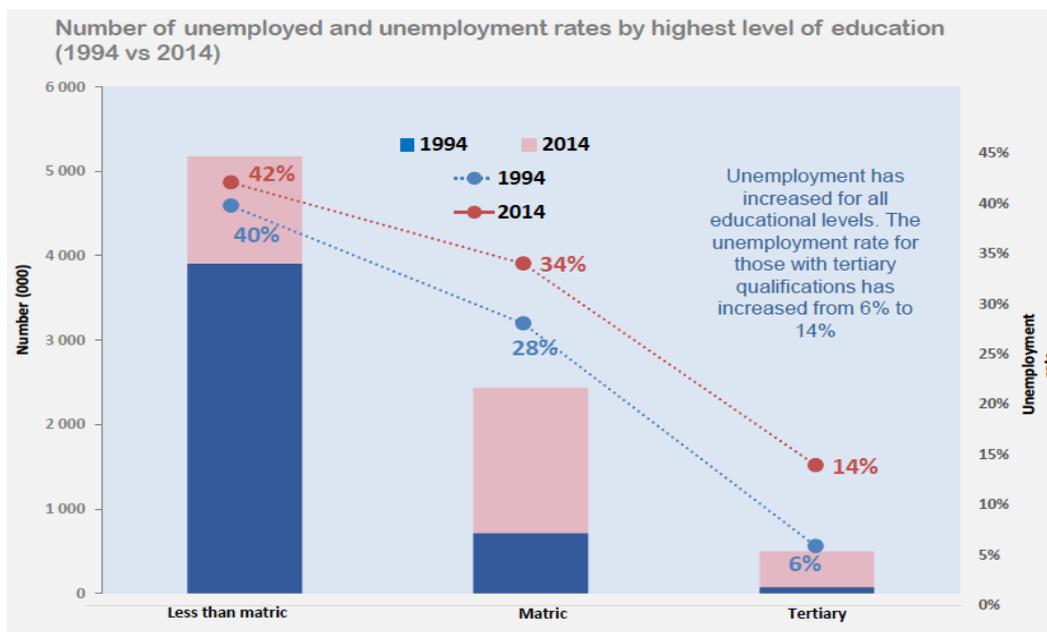


**Figure 1B. Highest level of education of TCB participants**

- Degree
- Diploma
- Certificate course
- Grade 12 / matric
- Partial senior secondary
- No senior secondary



**Figure 1C. National statistics on unemployment and level of education**



Source: Statistics South Africa 2014

### 3.2.2 Development and design of computer training for the target group

The training content that Enza offers has been developed over more than five years of adjustment, testing and design, using professional, specialist computer trainers, and ensuring that the level, pace and content are relevant and accessible to the target group. With many of the participants having limited formal education and most having never used a computer in their lives, achieving the correct level and pace has been challenging. The Enza investment in this intellectual property is a major reason for TCB choosing to partner with Enza. Most mainstream, commercial computer training courses do not meet the needs of this segment of the population.

### 3.2.3 Training output

With the start of the TCB/Enza partnership in 2017, the target for the number of women trained increased to 300. The current TCB/Enza computer programme has five intakes a year at five sites. An ideal group size of ten participants ensures at least 250 trainees a year. More than 300 participants were admitted to TCB’s programme, but due to dropout rates, just under 300 completed the training.

Figure 2 below shows the number of people trained at TCB <sup>1</sup>. In addition to training, the computer rooms in each TCB branch are open to all – past and present – programme participants and alumni. Thus, the participants have access to free internet, email, printers, and a place to store their records electronically.

**Figure 2. Total number of training participants in TCB per year, country-wide**

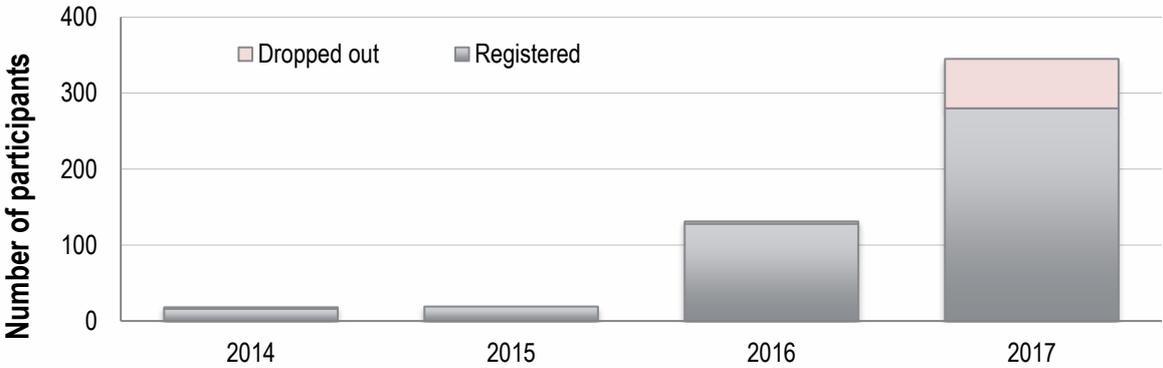
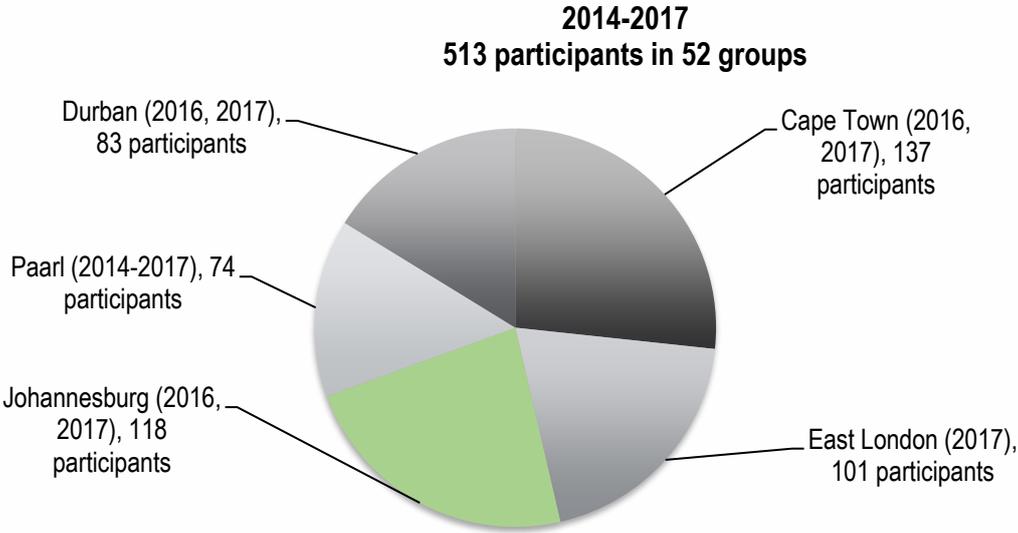


Figure 3 shows the distribution of training across the country, illustrating rapid expansion.

**Figure 3. Training participants per TCB branch 2014-2017**



<sup>1</sup> Until August 2016, training also took place in Mbekweni, the number for which are not included in this graph.

### 3.2.4 Retention

The growth in numbers trained has also led to a greater proportion of dropouts from the TCB programme in general (not the Enza training specifically). Figure 2 shows an increase in dropout rates in the process of expansion. This has been more acute in the newest sites:

| Training dropout rates per branch |            |                 |                 |          |
|-----------------------------------|------------|-----------------|-----------------|----------|
| Cape Town 15%                     | Durban 22% | East London 23% | Johannesburg 5% | Paarl 4% |

The causes for this are being examined, and possible entry requirements to the training module to avoid wastage are being considered.

It will be important for Enza and TCB to investigate whether the computer training experience might contribute to dropouts, and carefully review each loss to the programme. For example, one focus group respondent commented that *“When the class was too big, people got very frustrated and some dropped out. There were 14 students and only one teacher.”*

### 3.2.5 Training suggestions

Respondents asked for more time for questions after the lessons, access to coaching support in the computer rooms, additional teaching assistants (perhaps computer competent alumni), and optional advanced courses or refreshers.

Smartphones are by far the most accessible platform for participants, according to the participants interviewed,, while very few own or have access to a computer at home. Training on the use of Apps and phone-based data and storage was requested by participants interviewed.

“Enza didn’t give enough attention to phone apps. Smart phones are very cheap.”

Phone use can be optimized with training in managing apps, apps that support small businesses (e.g. Awethu, a stock and cash flow management app), banking, full use of social media functions. Furthermore, understanding and managing contracts with cell phone companies would be useful.,

Additional excel tutoring for business planning and finance was requested by some. At present very few graduates are confident enough to use excel. As an optional follow-up, the small business training assignments could be computerised (currently a paper portfolio) and run in parallel with additional Excel tutoring for business planning and finance.

## 3.3 TRAINING EFFECTS ON COMPUTER LITERACY

To gauge the effects of training on participants, the evaluation team undertook focus groups discussion with alumni. These discussions revealed that **all respondents had used computers since the training**. Respondents described the value of internet access in particular, enabling them to advertise using Facebook, and browse styles and pricing. Although used less frequently, Microsoft Word is valuable for designing fliers, creating e-pamphlets and business cards.

“[My customers] send requests and we send photos to see what [clothing] people want [to purchase]”

“I am able to make an invoice and save it, and keep a record of credit ... if I know the customer will pay at month end.”

“Using Whatsapp I can profile my stock by putting photos under my status.”

For a few respondents, excel has been used for stock and budget management, but the level of confidence reached in the course was generally not sufficient for most people to use excel independently.

“I would like to use excel for budget, stock management and finances, but there was not enough time to get to this level of use. This is too difficult for a first course.”

In addition to the many useful and practical applications for information and communication technology in small businesses, stakeholders highlighted the great value in the sense of being included and accepted in a world connected by technology. Computer training and access contribute to a sense of belonging, self-worth and equality, along with access to information and communication.

“Most people have never touched a computer.”

“I was terrified before. I didn’t want a touch screen phone. There were too many buttons.”

“I was so scared. I can now do a bit of it. I feel good about myself because I can do this. Not everything, but I feel I can learn by accident if I am experimenting.”

“I gained a lot more confidence. I always depended on the children. Now I list to gospel music on the computer. I am always learning a lot and I am not afraid of using computers.”

### 3.4 EFFECTS ON INCOME AND POVERTY

TCB and its participants are insistent that computer training is both essential to optimising the members’ businesses, as well as enabling the basic human right of access to information and technology. All respondents felt that the computer literacy training makes a substantial contribution to the overall TCB outcomes, and is seen as indispensable.

Enza’s computer classes contribute to the overall transformational change in relation to poverty levels achieved by the TCB programme. TCB identifies and records these changes by undertaking regular and detailed monitoring throughout implementation period. For this purpose it has adopted the Poverty Stoplight (PSL) tool - an initiative developed in Brazil that measures change in relation to levels of poverty. The PSL is based on a questionnaire that is completed at induction, after 12 months (before the Enza training) and at 24 months (after the Enza training, and at exit from the programme).

The questionnaire includes questions related to 50 indicators, across six dimensions of poverty:

1. Income & employment
2. Health & environment
3. Housing & infrastructure
4. Education & culture
5. Organisation & participation
6. Self-awareness & motivation

Participants complete the questions using well-defined definitions of poverty for each indicator, using the following scale:

- Poor - Red
- Intermediate - Orange
- Not-poor - Green

Participant’s responses are plotted against the indicators, and changes in their lives and conditions are tracked over their time in the programme. The results are also collated to give a sense of average progress in the group

The most recent cumulative PSL results (Figure 4) show that on average groups have improved the number of indicators “in the green” from 29 to 44 of the 50 indicators.

**Figure 4. Poverty Stoplight results for programme graduates 2015- March 2017**

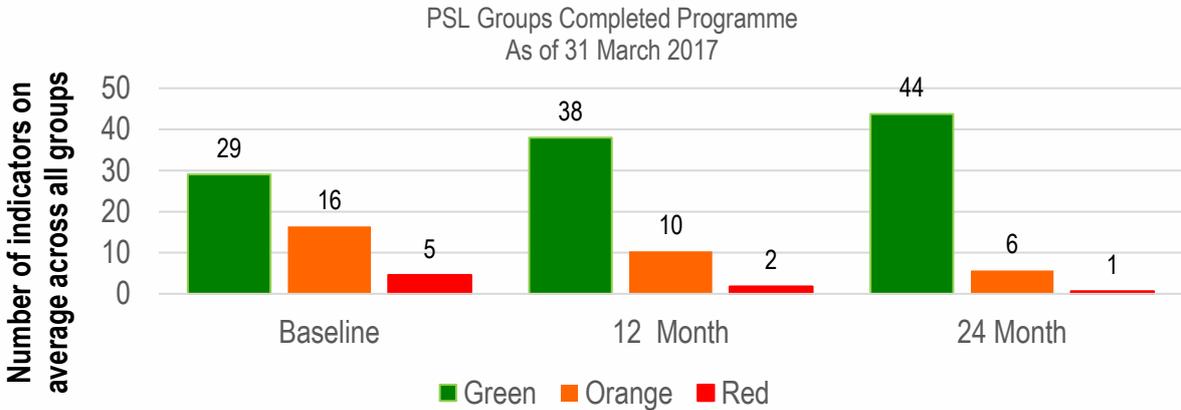
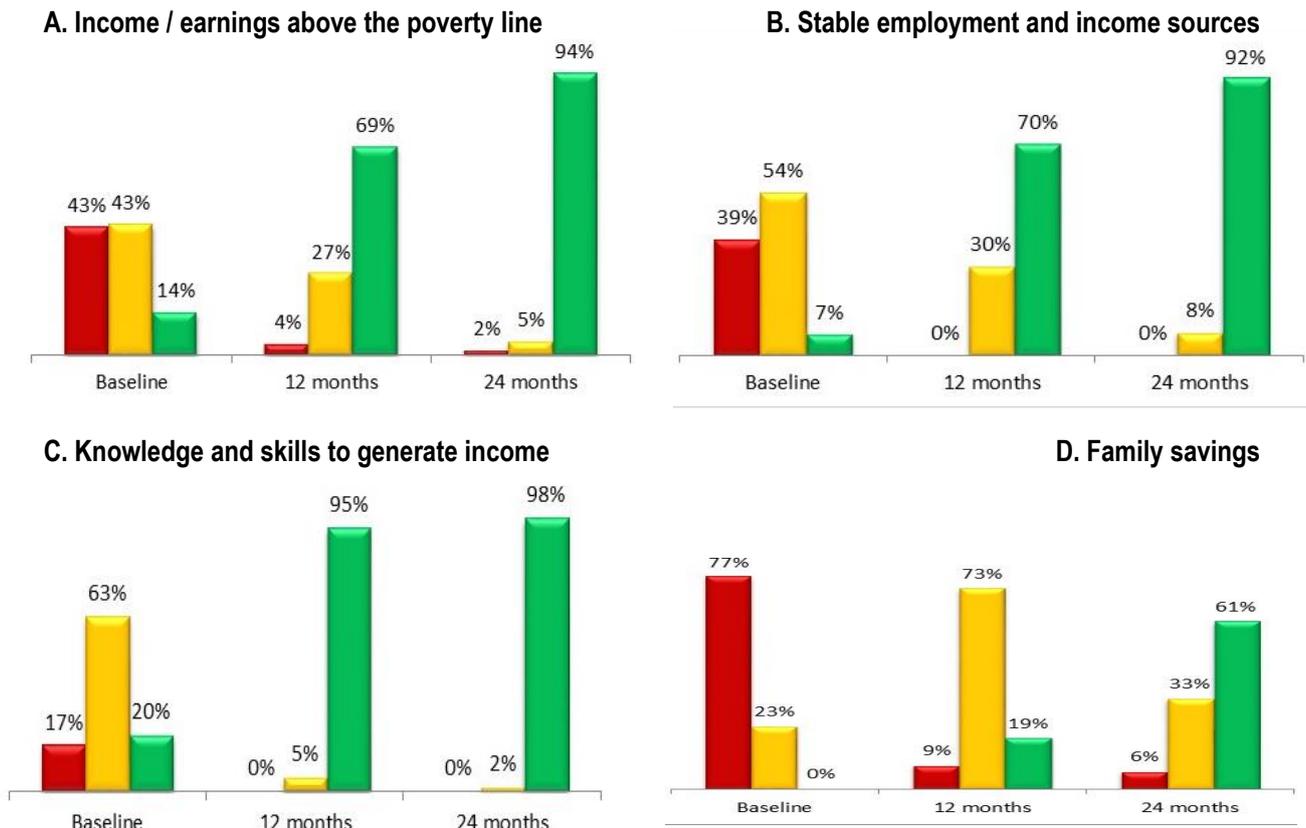


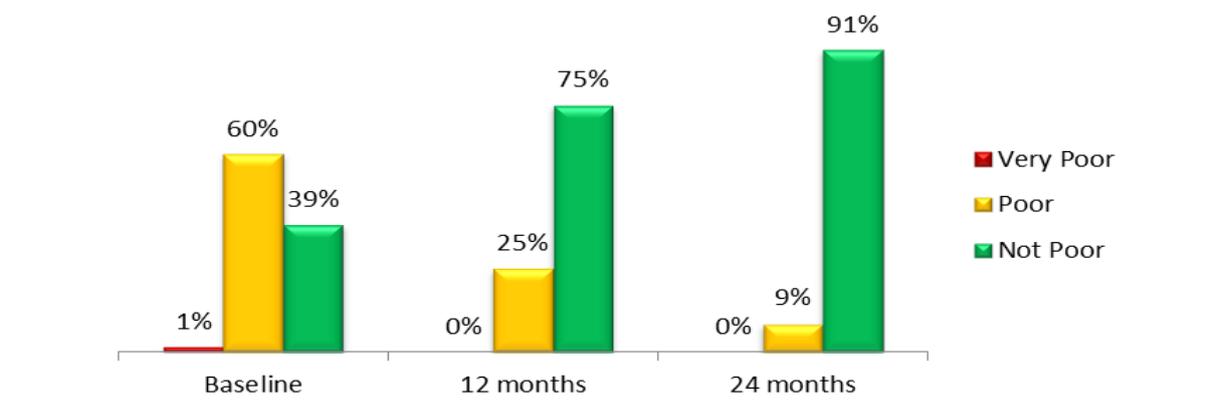
Figure 5 shows some of the strongest shifts from red to green, from a sample of six groups of participants, at three different time intervals. The data show that indicators related to knowledge and skills to generate income were among the weakest prior to the programme, with an average of over 80 per cent of participants having these indicators in the red or orange. By the end of the programme, these indicators were on average rated as ‘not poor’ for over 90 per cent. Where none of the participants had family savings at the start of the programme, and 61 per cent achieved a suitable form of savings by the end.

**Figure 5. The average levels of green (not poor) in four indicators (6 groups)**



The PSL indicator that most directly measures computer literacy and training is “*Access to information and means to communicate*”. Figure 6 shows how most people are initially considered “poor” against this indicator, a situation which rapidly improves with exposure to TCB and peer learning with other members in the first year of the programme. There is a further improvement from 75 per cent of participants being rated as “not poor” after 12 months, to 91 percent “not poor” after 24 months and the Enza computer training. The achievement of this virtually universal access to information and communication in the second year is likely to be largely due to Enza training.

**Figure 6. Average levels of green (not poor) for the indicator “Access to information and means to communicate” for 27 TCB/Enza groups at the end of 2017.**



## 4. Relevance

Unemployment, gender-based violence and severe poverty in urban slums are structural drivers of vulnerability among women in South Africa. Opportunities for employment or educational advancement are virtually inaccessible to the poor. TCB and Enza's efforts aim to contribute to rebuilding society and social infrastructure through social enterprise, up-cycling and collective entrepreneurship. By contributing to shifting socio-economic imbalances in a country where black women are severely disenfranchised, despite 20 years of post-apartheid democracy, Enza's goal is highly relevant to prevailing needs and the context.

While support is focused on marginalised and very poor women, it does not target those who are most destitute. The Enza/TCB approach has been found to be ineffectual, and even counter-productive, beyond a certain level of disenfranchisement. People who are exceptionally vulnerable are unable to consistently attend training or support, and have difficulty succeeding in entrepreneurship. At this level of insecurity, charitable support and humanitarian or welfare assistance are needed until the person recovers.

Enza's projects in South Africa, both during the Mbekweni Phase and the TCB partnership, are relevant to Icelandic development priorities outlined in the Development Cooperation Strategy and the Icelandic CSO Guidelines in three ways:

- By working with poor, marginalised, unemployed, urban women, Enza's efforts are relevant to MFA's focus on **gender equality and social infrastructure** and the priority of **mitigating poverty**.
- Core to Enza's project is promoting **income generation** and entrepreneurship through education and training, which are approaches specifically highlighted in the CSO Guidelines.
- The TCB project supports **environmental sustainability** by reselling and up-cycling clothing and appliances.

In other respects the Enza project does not align with Icelandic policy. It does not have a strategy that **strengthens civil society actors**. This is the central aim of Icelandic civil society support, although most other Icelandic CSO projects also have yet to address this aim. Enza is also not geared towards **advocating** for human rights, human rights principles and/or democracy. Advocating for relief from the social inequity, drivers of poverty, and the right to education, for example, are not part of the Enza core business.

The Enza project is in a **middle-income country**, while the Icelandic CSO guidelines specify that the support should go to low income countries. Within MFA it has been argued that since the support focuses on a very poor group in a country, the support could be considered relevant.

In terms of democratic structures in Enza South Africa and TCB, rather than formal grassroots constituencies or democratically nominated and elected governance structures, both Enza and

TCB have small boards, which are appointed rather than elected. Icelandic policy states that Enza Iceland should have at least 30 “members or backers”, who are registered as such. Enza has a board with fewer than 30 members, and does not have any further grassroots presence in Iceland.<sup>2</sup>

Instead of formalised **participation** in governance structures, both Enza and TCB have regular interaction with their constituency. This includes monthly community meetings; training feedback processes; regular and intensive personal contact; and informal conversations on relevance and emerging issues and needs. Enza has been responsive to people's requests and suggestions, which was for the basis for how the Mbekweni Community Centre's evolved. Participation is intended to become more formalised in the future, with TCB developing a system where the more confident graduates become 'ambassadors' after their two years are over. Ambassadors will represent participants and form a more formalised layer of communication with the constituency group.

**Raising awareness** about development cooperation in Iceland and engaging the Icelandic public in developing country issues are considered to be the added value of channelling overseas development assistance via Icelandic CSOs. In this regard, Enza's Director has written articles in the Icelandic media that promote entrepreneurship models and women's access to technology and computing. She has also spoken about these issues in international fora<sup>3</sup>. She has furthermore hosted large numbers of Icelandic visitors at the project sites, providing a direct educational experience. With no members, staff or body of volunteers in Iceland, however, Enza's ability to play a significant role in raising awareness in Iceland is limited compared to larger CSOs with Icelandic grassroots membership.

A value add that Enza has brought to its project by virtue of being an Icelandic organisation, is occasional access to Icelandic markets for some entrepreneurship initiatives by former training participants. Beadwork continues to be provided to a boutique in Iceland in a seemingly sustainable relationship with one Enza alumni crafter. Ethnic-inspired bags were made in 2016 for another Icelandic retailer, although no further orders were placed. The sustainability and momentum of Enza in support of international orders and marketing has been limited up to now.

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<sup>2</sup> The CSO Guidelines state that “The (Icelandic) organisations must be democratic and base their activities around transparent decision-making processes and a clear division of accountability. The organisations' own grassroots are vital as is the general participation of civil society in its entirety”.

<sup>3</sup> The Women's Economic Forum, “a *global gathering and international movement of leadership and empowerment*”.

## 5. Efficiency and institutional arrangements

### 5.1 ROLES OF ENZA AND TCB

Enza and TCB are independent organisations. The current institutional arrangement has evolved gradually over the last three years. Enza is a registered CSO in Iceland and South Africa<sup>4</sup> enabling it to fundraise and have charity status for tax purposes in both of these countries. TCB is a registered CSO in South Africa. TCB is far larger than Enza, and has well-established systems designed to work at scale; with equity and transparency; processing large numbers of garments for resale; and managing hundreds of participating women at any time.

While Enza is involved in strategic decisions and provides a lump sum to TCB for all direct and indirect costs of the computer training, TCB provides two essential functions to Enza. Firstly, TCB undertakes the daily operational financial management of the computer training. The TCB financial manager uses standard procedures to procure services, disburse the funds, account for expenses, report and submit for audit. TCB has sophisticated financial management systems, that that are consistent with transparency and accountability. Secondly, TCB undertakes quality monitoring and reporting on outputs, progress and results. The TCB training manager collates all training data, including demographics, results and progress of computer training participants. Enza is able to request details on individual test results, group averages and training delivered.

TCB is therefore responsible for the operational matters of the programme such as trainer procurement; equipment maintenance and asset control; financial management; monitoring and data management; and essentially all of the day-to-day running of the computer programme. This suits all concerned since it ensures that systems are linked up, and allows participants to move seamlessly through the TCB and the Enza training components.

Enza is responsible for fund-raising for the computer programme in Iceland and elsewhere, providing strategic input and ensuring that the funds are correctly spent. This arrangement works well. TCB aims to entirely fund its operation through social enterprise (it is currently 80 per cent self-funding), and has little interest or capacity for fundraising. Computer training is a high cost element, which requires technical specialists to deliver. TCB has regarded computer training as distinct from its core business and has always outsourced it to an inde-

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<sup>4</sup> It also used to be registered in the UK but was removed from the UK Charity Register on 21 July 2106 (<http://apps.charitycommission.gov.uk/Showcharity/RegisterOfCharities/RemovedCharityMain.aspx?RegisteredCharityNumber=1145179&SubsidiaryNumber=0>)

pendently funded CSO partner. Thus Enza's role has effectively evolved into being a sub-granter to TCB, which manages the finances and delivery accountability against a project budget that is audited annually

Strategic alignment and a shared vision is ensured by the Enza Managing Director (Ruth Gylfadóttir) serving on TCB board, and TCB Paal Manager (Tracey Collins) serving on the Enza South Africa board.

## 5.2 FINANCIAL AND ADMINISTRATIVE EFFICIENCY

Enza has a reputation for frugal financial management. It has been apt at negotiating for donations in kind – for example, computers have sometimes been donated or are reconditioned and the leadership offers unpaid time. Management and administration have been well streamlined between Enza and TCB and the partnership has further improved efficiency.

The scaling of the model using TCB core functions has been possible through the TCB organisational infrastructure, itself designed to expand and be duplicated. Enza alone would not have had the capacity to expand to five cities. TCB has the systems in place to expand as far as clothing donations to TCB and funding will permit.

## 5.3 ENZA'S STRATEGIC PLANNING

Having delivered a relatively straightforward project over the last seven years, and with the TCB partnership providing a different, but also uncomplicated approach, Enza has not seen a need for a strategic or operational plan. Instead, intentions, plans, budget and processes are documented into its funding applications. This does not, however, allow the organisation to plan its strategic direction, in a way that takes into account all its resources, funding sources, and the respective roles of the two registered organisations that constitute Enza (Iceland and South Africa).

## 5.4 FUNDING AND SUSTAINABILITY

TCB is 80 percent self-funded through a social enterprise model, but it must raise R5 million per year (39 million ISK) to cover its own programme shortfall. As a high cost, but essential element, computer training is dependent on donor support.<sup>5</sup>

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<sup>5</sup> Enza has also explored the option to generate funding for the computer training through social entrepreneurship or offering commercial courses in the computer rooms. This would need to be lucrative enough to provide both an income to women, *and* subsidise the computer training. Due to the comparatively higher cost of computer training this has not been possible. Furthermore, lack of accreditation and location outside of city centres mean that it would be uncompetitive compared with many available computer training courses.

MFA Iceland is Enza's largest donor. It provides around 61 per cent of the Enza project's funding. Enza Iceland has channelled its grant via Enza South Africa up until now. Under the current arrangement, most of this grant is redirected to TCB. The movement of funds has therefore effectively developed as: MFA Iceland > Enza Iceland > Enza South Africa > TCB. The inclusion of Enza South Africa in this financial flow is unnecessary, and contravenes Icelandic policy.

Enza has at least one other substantial funder (a British charity which prefers to remain anonymous), and a number of smaller donors. Enza raises around R1 million a year (8 million ISK) for computer training. Enza also engages with the private sector, especially in Iceland, although Enza is involved in fewer small funding relationships, since they are costly in terms of reporting and administrative time.

While Enza is strongly reliant on MFA, TCB is entirely reliant on Enza for computer training as a pillar in its programme. The risk that TCB's expansion and replication outstrips Enza's fundraising capacity and pace is a potential concern. Sustainability will depend on continued diverse resource mobilisation. Enza's presence and fundraising efforts in Iceland, and South Africa – in both the private and public sectors – is an advantage.

## 6. Conclusions and recommendations

Poor people have little access to online information and connectivity, something that is seen as a basic right and used intensively by people in better-resourced settings. Exclusion keeps people at a disadvantage. The computer training offered by TCB/Enza is an integral part of efforts to provide unemployed people with skills and opportunities to manage and sustain small businesses that allow them to become financially and socially independent. The training offered has been well-designed, and is pitched at the correct level for most participants. Since Enza joined forces with TCB, the findings show that women are able to market their businesses using technology (computers and cell phones), use the internet, make at least rudimentary use of word processing programmes, and become familiar with concepts around the use of spreadsheets.

In addition, the confidence and self-esteem of participants have increased significantly. This has enabled participants to establish and run more efficient and prosperous businesses. Most importantly, within a 24-month period, a significant majority of women who participate in the programme improve their lives and environment in relation to a wide range of indicators, effectively raising them out of poverty.

Before its collaboration with TCB, Enza was not able to meet its objective of ensuring that 50 per cent of its alumni were sustainably employed within six months of the training. Since its partnership with TCB, this is being achieved. Moreover, there is potential for the programme to expand to more than the planned 300 women per year as economies of scale emerge.

By supporting marginalised women to come out of poverty through a social entrepreneurship model that is based on up-cycling of goods, the Enza project is strongly relevant to several of Iceland's key priorities in development assistance. On the other hand, it does little to strengthening civil society in a low-income country, which is a key goal of Iceland's civil society support. Enza's support does not involve organisational development and the country in question is of middle-income level. Enza's ability to add value by raising awareness in Iceland is constrained by the fact that it does not have a constituency or grassroots base in Iceland.

Enza has negotiated a series of decisions and shifts in course over its seven years, and has been shown to be responsive and adaptable. Enza has been conscientious in ensuring that its efforts have the best possible outcomes, and resources are used efficiently and frugally. The recent shift in direction is a result of considerable reflection with colleagues at TCB.

Roles are appropriate and draw on each party's respective strengths – with TCB undertaking financial management, operational implementation, and monitoring; and Enza mobilising resources. The partnership has enabled Enza to expand to four more sites without a need for increased administrative capacity. The limits of expansion might be felt if Enza's fundraising for computer training is unable to keep pace with TCB's ability to attract more donations and participants

The TCB / Enza arrangement has strategic value in terms of optimising the transformation opportunities for participants by combining computer training with a broader programme and an entrepreneurship opportunity. Together, the two CSOs are more efficient and effective than the previous Enza model, and appropriately geared to address concerns of severe poverty in urban areas. Moreover, TCB's Poverty Stoplight tracking systems adds substantial value to the partnership for Enza, providing evidence that the combined efforts of Enza and TCB promote change in the lives of women in poor communities.

## 7. Recommendations

The evaluation has the following recommendations:

- 1) The partnership agreement between Enza and TCB should be revised to specify that Enza Iceland, as opposed to Enza South Africa, is the funding partner.
- 2) In the coming months, Enza as a whole (including its Icelandic and South African entities) should develop a clear and concise three-to-five year strategic plan that outlines its objectives, strategic intent, and the respective roles of its constituent parts. It should include a theory of change, a results framework and a work plan that is monitored and updated annually.
- 3) TCB and Enza should consider the training-specific suggestions made by participants including increased computer room assistance, and more training on smart phone usage and applied use of excel.
- 4) TCB and Enza should continue to explore the causes for dropout from its programme and make adjustments accordingly.
- 5) The sustainability of outcomes should be monitored by contacting former participants three years after attending the programme. Most alumni continue to buy clothing, and TCB collects data on their purchases as an indicator of longer-term outcomes. It would be useful, however, to repeat the PSL after three years, and to include a sample of alumni who no longer buy from TCB. Agreements with all alumni would be needed to facilitate such a follow-up process. The extent to which the programme permanently releases participants from poverty is an important question for both TCB and Enza.
- 6) For export market sales to offer a scalable, replicable and feasible direction for project beneficiaries, solutions are needed that promote both easy access to these markets and empower women in the trade relationship. This is acknowledged to be very difficult to achieve, and serendipitous orders for sewn products may offer occasional windfalls to some individuals, but cannot be a concrete part of the Enza strategy. Training in market research and access into local tourism markets could be part of a potential continuation of sewing and beading training, in addition to a focus on up-cycling of second hand clothing items for existing markets.



## Annex 2: Evaluation Framework

| Evaluation question   | Indicators   | Method / approach   |
|---|--|---|
| <i>Effectiveness / outcomes</i>   |  |   |
| 1. What are the results achieved and to what extent have the results achieved been in line with the objectives of the programme documents for the period 2012-2015, at the appropriate quality, quantity and at planned cost? | <p>Is ENZA achieving what they set out to? What else is achieved? What are the outcomes? And can the scale (number of graduates x outcome) be determined?</p> <ol style="list-style-type: none"> <li>Number and percentage of women graduating from the programme</li> <li>Number (and percentage) of women who manage to generate an income as a result of the Enza training program.</li> <li>Extent that testimonials of woman before and after training demonstrate personal progress throughout the program and applied their learning</li> <li>Extent that women have been able to enhance their lives <ul style="list-style-type: none"> <li>Set up businesses</li> <li>Build social networks with other women</li> <li>Release themselves from poverty</li> </ul> </li> <li>Extent that women have been able to enhance the lives of their family through <ul style="list-style-type: none"> <li>payment of school fees and supplies</li> <li>better diets</li> <li>medical costs</li> <li>household supplies</li> <li>other poverty indicators</li> </ul> </li> </ol> | <p>ENZA logical frame-work, objectives and routine M&amp;E sources.</p> <p>Staff and leadership interview</p> <p>Focus groups with beneficiaries</p> <p>Electronic SWOT</p> |
| <i>Relevance</i>  |  |   |
| 2. To what extent do the programme results conform with the priorities outlined in Iceland's strategy for international development cooperation 2013-2016 and the CSO guidelines?   | <p>The extent the support promotes human rights principles –</p> <ul style="list-style-type: none"> <li>Transparency</li> <li>Participation</li> <li>Accountability</li> <li>Non-discrimination</li> </ul> <p>The extent to which the support is contributing to an <b>independent, strong and diverse civil society</b> in low income countries that fights against poverty.</p> <p>The extent to which the support is contributing to civil society's capacity to <b>safeguard democracy and human rights</b> of marginalised people.</p> <p>The extent to which the support is taking into account the specific needs of <b>girls, boys, men and women and marginalised groups</b>.</p> <p>The extent to which the support is promoting <b>environmental sustainability</b></p> <p>The extent the support promotes <b>local ownership</b></p> <p>Types of information and public education initiatives that Enza has undertaken to inform public in Iceland</p>   | <p>Document review</p> <p>Staff and leadership interview</p> <p>MFA Iceland interview</p> <p>Observation</p> <p>Electronic SWOT</p>   |

| Evaluation question   | Indicators  | Method / approach   |
|---|---|---|
| <i>Appraisal questions</i>  |   |   |
| <p>3. What is the nature of the collaboration between Enza and the Clothing Bank?</p> <ul style="list-style-type: none"> <li>• To what extent is Enza independent of the Clothing Bank?</li> <li>• What does the collaboration entail in terms of both operations and administration?</li> <li>• What is the strategic vision of the future relationship between Enza and the Clothing Bank?</li> <li>• How sustainable is the relationship?</li> </ul> | <p>Division and lines of responsibility in relation to administration and operations</p> <p>Legal and financial separation</p> <p>Comparative advantage and value add of each party</p> <p>Expected advantages and synergies</p> <p>Strategies for maximising synergies and comparative advantages</p> <p>Potential risks of the collaboration and strategies to minimise these</p> | <p>Staff and leadership interview</p> <p>Interview with Clothing Bank</p> <p>Document review, content of cooperation agreement</p> <p>Map out in diagram the organisational arrangements</p> <p>Electronic SWOT</p> |
| <p>4. What would the future hold without funding from Iceland? How broad is the funding base?</p>   | <p>New and old activities, outputs and outcomes envisaged with additional Icelandic funding</p> <p>Feasibility of Enza's theory of change, assumptions and risks. Status of Enza's funding base</p> <p>Extent Enza is working mobilise other resources</p> <p>Prospect of financial sustainability</p>  | <p>Staff and leadership interview</p> <p>Document review</p> <p>Electronic SWOT</p>   |
| <p>5. To what extent does Enza have the organisational capacity to expand its programme to encompass project areas in Johannesburg, East London and Durban, including the capacity to effectively monitor their progress?</p>   | <p>Extent that Enza has leadership, trained staff, administrative set-up, systems that can ensure a smooth organisational growth</p> <p>Extent that Enza can ensure necessary facilities and materials to grow</p> <p>Extent that Enza has monitoring systems in place</p> <p>Extent that Enza has qualified staff for monitoring and follow-up</p>                                 | <p>Staff and leadership interview</p> <p>Document review</p> <p>Map out in diagram the organisational development and resourcing needs</p> <p>Organisational self-assessment</p>                                    |

## Annex 3: List of evaluation participants

| Name  | Position  | Affiliation         | Participated in   |
|---|---|---------------------|---|
| Davíð Bjarnason   | Director/Director Evaluations                       | MFA Iceland         | Inception discussion and review meeting   |
| Selma Sif Ísfeld Óskarsdóttir                           | Adviser   | MFA Iceland         |   |
| Ágúst Már Ágústsson                                     | Adviser   | MFA Iceland         | Interview and review meeting, and analysis discussion   |
| Ruth Gylfadóttir  | CEO (and also Consulate of Iceland in South Africa) | Enza                | Interview<br>TCB/Enza Joint Management Focus Group  |
|   | Board Member  | TCB                 |   |
| Tracey Collins  | Managing Director                                   | TCB Paarl           | Organisational self-assessment  |
|   | Board Member  | Enza SA             |   |
| James   | Accountant  | Enza                | Individual Interview  |
| Tracey Chambers   | CEO   | TCB                 | TCB/Enza Joint Management Focus Group   |
| Julia Milligan  | Accountant  | TCB                 | TCB/Enza Joint Management Focus Group<br>And individual interview<br>Organisational self-assessment |
| Jane te Water Naude                                     | Training Manager                                    | TCB                 | Individual Interview  |
| Tracey Lewis  | Trainer in Paarl and Cape Town                      | Enza                | Individual Interview<br>Organisational self-assessment  |
| Tracey Kinsey   | Branch Manager                                      | TCB<br>Johannesburg | Individual Interview  |
| 8 participants who completed Mbekweni training in Paarl | Training participants                               | Enza and TCB        | Focus Group Discussion  |
| 6 Participants who completed Enza training in Cape Town | Training participants                               | Enza and TCB        | Focus Group Discussion  |
| 3 participants in Johannesburg                          | Training participants                               | Enza and TCB        | Informal conversation   |
| 16 SWOT survey respondents                              |   |                     | Survey Monkey   |
| 3 anonymous respondents                                 | Funders or key informants on Enza                   | Independent         | Ruth sent an email requesting testimonials for Enza.  |

## **Annex 4: List of documents reviewed**

Strategic guidelines for cooperation with Icelandic civil society organisations in development cooperation and humanitarian assistance in 2015–2019 (English)

Verklagsreglur utanríkisráðuneytisins um samstarf við borgarasamtök – June 2015 (Guidelines for development assistance grants) (Icelandic)

Enza 2017 Application and Addendum (Icelandic)

Enza 2016 Progress Report (Icelandic)

Enza 2014 Application (Icelandic)

Enza 2014 Progress Report (Icelandic)

Enza 2013 Application (Icelandic)

Enza 2013 Progress Report (Icelandic)

Enza / TCB partnership agreement (English)

TCB Poverty Stoplight brochure and data (English)

TCB training outputs data (English)

## **Annex 5: SWOT survey questions**

1. What do you consider are the strengths of Enza and its collaboration with TCB across the five branches? Please list 4 strengths below.
2. What do you consider are the weaknesses/improvement points of ENZA and its collaboration with TCB, across the five branches? Please list 4 weaknesses/improvement points below.
3. What do you consider to be opportunities for ENZA in collaboration with TCB, across the five branches?

What do you consider the potential threats for ENZA in collaboration with TCB, across the five branches?

## Annex 6: Organisational self-assessment tool

| Capacity  | Definitions – key points that need to be looked at and measured  |
|---|--|
| <b>Legal status</b>                                       | <ul style="list-style-type: none"> <li>• Legal registration and fulfilment of requirements as a registered entity.</li> </ul>  |
| <b>ENZA and TCB</b>                                       | <ul style="list-style-type: none"> <li>• Legal basis for collaboration / partnership agreement</li> </ul>  |
| <b>Identity</b><br>(vision, mission, values and approach) | <ul style="list-style-type: none"> <li>• Clear written values, vision and mission</li> <li>• Developed with participation</li> <li>• Known and understood by the Board, staff and members</li> <li>• Clearly communicates what ENZA is doing and why.</li> <li>• Written positions on relevant issues</li> </ul>   |
| <b>ENZA and TCB</b>                                       | <ul style="list-style-type: none"> <li>• Common vision</li> <li>• Clearly outlined purpose of the collaboration</li> </ul>   |
| <b>Strategic planning</b>                                 | <ul style="list-style-type: none"> <li>• A clear, realistic strategic plan, which is updated</li> <li>• The plan guides the work of the organisation.</li> <li>• It describes how goals will be reached.</li> <li>• The plan is known, understood and used</li> <li>• The plan is based on ENZA vision, rather than responding to donor requirements or formats.</li> </ul>  |
| <b>ENZA and TCB</b>                                       | <ul style="list-style-type: none"> <li>• The partnership agreement which outlines the plan for the collaboration exists, describes how the goals of the collaboration will be met, is known and understood by all.</li> </ul>  |
| <b>Governance</b> (elected leadership)                    | <ul style="list-style-type: none"> <li>• Independent, functional, skilled, representative, diverse, involved, active, accountable Boards</li> <li>• Boards provide policy direction and oversight; regularly reviewing progress in relation to plans.</li> <li>• Written constitution or governance documents</li> <li>• Democratic and transparent governance systems (e.g. annual general meetings, clear minutes, etc).</li> <li>• Clear, documented division of responsibility between the board and the management.</li> <li>• The board receives regular reports of both finances and operations in both English and Icelandic, and reviews and approves these.</li> </ul> |
| <b>Management</b>   | <ul style="list-style-type: none"> <li>• Managers are team players who are able to: take decisions; ensure decisions are followed up; listen to employees and feed their views into decisions; delegate effectively; adapt and strategise.</li> <li>• Management implements Board decisions.</li> <li>• Managers are motivated and devoted.</li> <li>• There is a positive environment that encourages staff growth and development.</li> <li>• Management is committed to non-discrimination.</li> </ul>  |
| <b>Organisational change</b>                              | <ul style="list-style-type: none"> <li>• The recent organisational change was managed in a transparent, consultative, non-threatening, constructive way to minimise loss of impact.</li> <li>• Exit strategy from previous phase ensured sustainability.</li> </ul>  |
| <b>Financial control/management</b>                       | <ul style="list-style-type: none"> <li>• Clearly documented financial procedures.</li> <li>• Financial guidelines (e.g. petty cash) followed.</li> <li>• Regular, accurate and clear financial reporting.</li> <li>• Transparency financial systems with reports accessible to relevant stakeholders.</li> <li>• Annual audits.</li> <li>• Effectiveness internal controls over access to accounts, petty cash, authorisation.</li> <li>• A whistle blower system.</li> </ul>  |

| Capacity   | Definitions – key points that need to be looked at and measured   |
|--|---|
| <b>Internal communications</b><br>(including with branches, members, staff, the Board, volunteers) | <ul style="list-style-type: none"> <li>• Regular, clear communication eg meetings, email.</li> <li>• Team feels well-informed and has the information needed to perform their work.</li> <li>• Mechanisms in place for disagreements to be discussed and resolved.</li> <li>• Experiences documented, stored and communicated (positive and negative) for learning and good practice.</li> <li>• There is learning from mistakes which is openly communicated.</li> <li>• Administrative policies, procedures and systems exist in writing, are known wherever relevant and used by all.</li> <li>• There is regular and effective feedback to the team.</li> <li>• Everyone understands who to report to.</li> <li>• Decision-making is consultative and collaborative.</li> <li>• An accurate, up-to-date record of contact details, used to facilitate effective communications, hear participants' voices and learn from each other.</li> </ul> |
| <b>Approach to gender and social inclusion</b>   | <ul style="list-style-type: none"> <li>• There is gender balance in Board, staff and participants.</li> <li>• There is racial balance in Board and staff.</li> <li>• Women and marginalised groups have a voice in decision-making.</li> <li>• Inclusion of girls, women, youth, disabled people, people living in severe poverty, and other excluded groups encouraged in community and partners.</li> </ul>   |
| <b>Skilled staff</b>   | <ul style="list-style-type: none"> <li>• The technical skills required to achieve objectives are in place.</li> <li>• The team receives on-going training and professional development.</li> <li>• Staff understand the tasks required of them and use time effectively.</li> </ul>   |
| <b>Resource mobilisation and management</b>  | <ul style="list-style-type: none"> <li>• Sustainability is secured and funds are raised for core operational as well as project costs.</li> <li>• Effectiveness of fundraising strategy.</li> <li>• Income generating activities.</li> <li>• Diversity of the organisation's funding base.</li> </ul>   |
| <b>Project management and planning</b>   | <ul style="list-style-type: none"> <li>• Participatory, transparent operational planning, monitoring, reporting, documenting, evaluating.</li> <li>• Regular needs assessment, analysis of the external environment, and risk assessment and mitigation.</li> <li>• Sharing of learning about new approaches or skills.</li> </ul>  |
| <b>Managing people</b>   | <ul style="list-style-type: none"> <li>• Documented, widely understood HR policies, procedures and systems (e.g. recruitment / procurement, gender equality and parity, performance appraisals, professional development).</li> <li>• Annual appraisal linked with clear job descriptions.</li> <li>• Volunteer HR policies, systems and management.</li> <li>• Staff, team and volunteers are motivated, retained, receive relevant professional development opportunities.</li> </ul>   |
| <b>Physical resources</b>  | <ul style="list-style-type: none"> <li>• Enough, suitable infrastructure and physical resources.</li> <li>• Well-managed capital equipment.</li> <li>• Buildings and equipment can be accessed.</li> <li>• Clear procedures, roles and responsibilities regarding the security, management and maintenance of assets.</li> </ul>  |
| <b>Legitimacy and trust</b>  | <ul style="list-style-type: none"> <li>• The extent to which stakeholders, including the public, respect and have confidence in, or trust ENZA, and support its cause.</li> <li>• Participants feel the organisation represents them.</li> <li>• ENZA is consulted as having expertise.</li> <li>• ENZA's purpose is clearly communicated.</li> </ul>   |
| <b>TBC / ENZA Internal</b>   | <ul style="list-style-type: none"> <li>• ENZA and TCB cooperate, communicate effectively and share information.</li> </ul>  |

| Capacity   | Definitions – key points that need to be looked at and measured   |
|--|---|
| <b>cooperation and relations</b>   | <ul style="list-style-type: none"> <li>Decision-making is consultative and collaborative.</li> </ul>  |
| <b>Relations with civil society organisations:</b><br>International and local CSOs and networks. | <ul style="list-style-type: none"> <li>Links with national and international partners.</li> <li>Skill and effectiveness at networking and at identifying and building strong relationships.</li> <li>Enza holds leadership roles in networks or forums.</li> <li>Being relevant to others - giving advice or guidance on relevant issues.</li> </ul>  |
| <b>Relations with government</b>   | <ul style="list-style-type: none"> <li>Mutually beneficial links with government of Iceland.</li> <li>Government (or other authorities) consult Enza and trust its advice.</li> </ul>   |
| <b>Relations with donors</b>   | <ul style="list-style-type: none"> <li>Building of donor relations and donor research.</li> <li>Communication with potential/actual donors.</li> <li>Donors perceive Enza to be knowledgeable, effective, well-structured and efficient.</li> <li>Regular, timely, clear reports to donor.</li> <li>Engaging potential private sector donors.</li> </ul>  |
| <b>Relations with the wider community and the media</b>  | <ul style="list-style-type: none"> <li>The extent to which the community is aware of Enza's work, and engages with its work.</li> <li>The extent to which the media is aware of the Enza's work, and shows support and interest.</li> <li>The extent to which the Icelandic public is aware of Enza's work, development issues and models for assistance.</li> </ul>  |
| <b>Relevance</b>   | <ul style="list-style-type: none"> <li>Activities are relevant to participants.</li> <li>The wider public, other CSOs, government and/or donors see Enza as relevant and responding to needs.</li> <li>Monitoring of political, social and economic change (and local context) and responding strategically.</li> <li>Communities participate in planning, implementing and monitoring the organisation's performance.</li> </ul> |
| <b>Outcome and effectiveness</b>   | <ul style="list-style-type: none"> <li>Monitoring and evaluation systems.</li> <li>Participatory impact assessments.</li> <li>Well-documented evidence of positive change.</li> <li>This evidence is used for planning.</li> <li>Enza's work is recognised as being good quality</li> <li>Enza's work is of sufficient quantity</li> <li>Cost-effectiveness</li> </ul>  |
| <b>Advocacy and lobbying / addressing the drivers of need</b>                                    | <ul style="list-style-type: none"> <li>Existence of an advocacy strategy.</li> <li>Advocacy strategy based on evidence, directly responding to issues affecting target group.</li> <li>Relevant and effectiveness advocacy tools.</li> <li>Advocacy skills</li> <li>Ability to monitor the local context and policies and develop relevant advocacy messages/ approaches.</li> </ul>  |
| <b>Support to participants</b>   | <ul style="list-style-type: none"> <li>Clear, accessible documentation of the support offered to participants and how it responds to their needs.</li> <li>Learning from feedback from participants.</li> <li>Can Enza be described as 'participant led'?</li> </ul>  |
| <b>Support to branches</b>   | <ul style="list-style-type: none"> <li>A system of clear, accessible documentation of the programme in branches.</li> <li>Systems for gathering feedback from branches, adjusting plans and support, and learning from experience.</li> </ul>   |