



ILO EVALUATION

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This "internal evaluation" as per ILO/EVAL types of evaluation of the ILO followed a formalized evaluation process managed by an officer of the Regional Programming Unit of the Regional Office for Africa of the ILO. The purpose of internal evaluations largely serves organizational learning.

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Acronyms

CCTs	conditional cash transfers
CSOs	civil society organizations
FGDs	Focus Group Discussions
ILO	International Labour Organization
JSCs	Job Search Clubs
KII	Key Informant Interview
MSMEDA	Micro, Small and Medium Enterprises Development Agency
MOF	Ministry of Finance
MOSS	Ministry of Social Solidarity
MOY	Ministry of Youth
NGOs	Non-Governmental Organization
P&B	ILO Programme and Budget
SIYB	Start and Improve Your Business
SMAAC	The service Provider company
SDS	Sustainable Development Strategy
SOED	Strategic Objectives of Economic Development
T&K	Takaful and Karama, a conditional cash distribution programme (Solidarity and Dignity in Arabic).
UNPDF	United Nations Partnership Development Framework
UCCD	University Centres for Career Development

Executive Summary

Summary of the project purpose, logic and structure

As part of substantial economic changes undertaken since 2015, Egypt's government has created Takaful and Karama, a conditional cash distribution programme (Solidarity and Dignity in Arabic). As a result of the COVID 19 epidemic, the program's scope has steadily extended, and an expansion is predicted to help nearly 3.4 million Egyptian households. The government recognised the importance of supplementing cash transfers with services and incentives to foster job development and income production among the country's most disadvantaged people. As a result, the Ministry of Social Solidarity (MoSS) announced the commencement of the National 'Forsa' (Opportunity) initiative in 2017.

Target of the Project

The project targets local institutions and civil society organizations (CSOs) as partner institutions and CSOs that should then be able to promote wage and self-employment and entrepreneurship for women and youth. In that sense, the project's target group includes young job-seekers with basic education who've been unemployed and searching for work for at least 6 months. They are expected to have increased access to wage employment and are able to find and maintain suitable jobs.

The project also targets females excluded from the labour market and are unable to manage successful income generating projects due to restricted access to managerial skills training and capital. The project promotes female self-employment for them to have more resilient and profitable income generating activities. Targeting potential entrepreneurs and BDS providers, the project also anticipates economically empowered communities that start and sustain businesses with growth potential.

Purpose, scope and clients of the evaluation

This mid-term evaluation's major purpose is to give an unbiased assessment of the project's progress to date through an examination of relevance, effectiveness, efficiency, impacts, and impact direction. The mission was carried out between October and November of 2022. It encompassed the major implementation phase, which lasted from June 2020 until September 2022. An evaluation of all project results and outputs was performed. Centralised initiatives were evaluated at the capital and appropriate national partner levels, as well as at the governorate level in Asyut and Sharkia.

The evaluation is particularly valuable to the donor, ILO, partners and other stakeholders in understanding how and why the project achieved or did not achieve specified outcomes ranging from output to prospective repercussions.

Methodology of evaluation

The evaluation was carried out in adherence with the relevant parts of the ILO Evaluation Framework and Strategy following the ILO policy guidelines for results-based evaluation; and the ILO EVAL Policy Guidelines Checklist 3 "Preparing the inception report"; Checklist 4 "Validating methodologies"; Checklist 5 "Preparing the evaluation report" and Checklist "6 Rating the quality of evaluation report. The methodology was participatory and included a mix-methods approach, with analysis of both quantitative (secondary) and qualitative (primary) data and was conducted by an international experienced consultant with support of a national consultant. The evaluation data was collected through a desk review, site visit consultations and virtual consultations with, implementing partners, beneficiaries, the donor, ILO and other key stakeholders. It was carried out through three key approaches: a theory-based evaluation approach, a process evaluation approach and an impact evaluation approach. The sample size was determined in consultation with ILO

after which the individual beneficiaries' sample was randomly picked from the list provided by the project team. The consultants employed a judgmental sampling approach, a non-probability sampling approach in which only those individuals with adequate information on the project, are reachable and willing to participate in the study are included in the sampling framework. The analysis involved coding of themes and content analysis augmented with comparative analysis. Information from the different sources was integrated using question by method matrices to facilitate comparisons and to identify common trends and themes. Triangulation facilitated the validation of data through cross verification from two or more sources. A stakeholders' workshop was organized to discuss initial findings and complete data gaps with key stakeholders, ILO staff and representatives of the development partners. The objective of this workshop was to validate and refine the data and findings by the relevant project team and stakeholders.

Main Findings & Conclusions

Relevance, Coherence and Strategic fit

The ILO component is well aligned to the development objectives of the Government of Egypt and focus of the government and the social partners. It is specifically relevant to Egypt's vision 2030 and supports the Strategic Objectives of Economic Development (SOED) and Improving Employability of its Sustainable Development Strategy (SDS) 2030. Likewise, it aligns with the objectives of MOSS's strategy and falls under ILO Programme and Budget (P&B) 2020-2022 Outcome 5. The project also aligns with and serves SDGs 8 and 4. It is consistent with Employment Policy and Programmatic Levels, with an emphasis on capacity building of local partners. At the programmatic level, it focused on government goals, namely the FORSA Initiative, as well as additional EYE RAWABET linkages that supported the same demographic group in other rural regions via rural communities. Concerning youth, it is connected to the University Centres for Career Development (UCCD) initiative, which aims to help university graduates improve their employability skills in order to match labour market demands. Through SIYB path, the skills of the local trainers associated with UCCDs were successfully enhanced, and the trainees were either university graduates or enrolled in university programmes. The EYE Forsa programme is a continuation of previous ILO youth employment efforts, and it fits in perfectly with FORSA. It also supports the Forsa programming of the Ministry of Social Solidarity, which attempts to reach working-age members of "poor" households, such as those qualifying for T&K payments. The project is also consistent with the Norwegian government's foreign and development policy, which advocates for long-term poverty solutions.

Validity of design

In general, the project's design is feasible; the anticipated outputs and objectives could have been met within the period. Given the time and resources available throughout the design and planning phases, the project is achievable. However, factors outside the project's control, such as COVID-19 and the roughly one-year delay in asset transfers from MOSS to NGOs, make achieving deadlines difficult.

The project's M&E structure is practical and operational, with indicators at both the output and outcome levels. In addition to reporting on performance indicators, the yearly progress reports and trainings (activities) reports include comprehensive narrative information on project progress. Although the initiative cannot meet all demands, necessary corrective actions are made in response to participant feedback. The gender approach is mentioned explicitly in the output and outcome statements; the project has a clear focus on and connection to gender equality. Female participants are given extra consideration when

trainings and seminars are planned. The project deliberately targets women and young people, displaying gender awareness. The initiative works directly and closely with two of the three constituencies on Tripartism: employers and the government, which is principally represented through the MOSS. Dealing with the third component (labour unions) has proven difficult because of the primitive targeted rural communities and the inexistence of structured trade unions at the local level . Based on an evaluation of the project's Theory of Change, the design is logical. Each set of outputs is clearly related to the desired result. The programme clearly responds to and supports the needs of its immediate recipients. Its ultimate purpose is to promote wage and self-employment and entrepreneurship for women and youth, encouraging female self-employment, collaboration and value chains, and enabling communities to encourage entrepreneurship for the disadvantaged will certainly contribute greatly to this goal. MOSS involvement (at least centrally) in the activity design and implementation, as well as embedding highly qualified facilitators in both governorates, has addressed ownership and sustainability in the project design. Despite this, local implementers (directorates of Youth and Directorates of Social Solidarity) at the periphery level (governorates) believe they do not have a complete picture of the initiative (long-term vision)

Project effectiveness

The project made positive progress, achieving a great deal of the overall project objectives although there were certain contextual and institutional threats external to the project despite the positive factors. The first outcome has been partially met. Stakeholder CSOs have been assessed and supported in their efforts to promote wage employment and self-employment. Specifically, the initiative has so far trained 54 NGOs, 14 in Sharkia, 16 in Asyut and 25 NGOs from the 14 Governorates. These include 8 ToT trainings, 2 JSCs (1 in Asyut and 1 in Sharkia), 2 Financial Literacy workshops (1 in Asyut and 1 in Sharkia), 2 SIYB workshops (1 in Asyut and 1 in Sharkia), 3 GET Ahead workshops (1 in Asyut and 2 in Sharkia). The goal of expanding stakeholders' knowledge base, producing and disseminating evidence has however not been fully met. Round tables, as well as the development and distribution of publications and media items, have also not been completed. Round tables were planned to discuss the implementation outcomes, analyse and develop trends for future scale-up. As a result, they were not met in the first term of implementation. The Ministry of Finance's sluggish approval of cash transfers to NGOs, as well as the time gap between capacity building and the start of the asset transfer procedure, have been the most significant impediments to attaining this outcome.

So far, the second outcome has been accomplished in part via improving employable skills. At least 38% (73 out of 188) of Asyut's youth have greater access to paid work. Eleven job search clubs have been established, and 188 youth have been trained in employment and financial skills. In the post-test, up to 83% of the youngsters had achieved at least 80% of the essential employability and financial abilities. Furthermore, the programme has improved youth transition to sustainable work through job matching and job retention. Two (2) job fairs were held, with 150 people employed in Asyut and 300 in Sharkia. In addition, 32 employers (7 in Asyut and 25 in Sharkia) have been hired so far. The rounds of Supervisors Skills Training, on the other hand, are yet to be completed even though the beneficiaries regard the employable skills they have so far learned favourably. Some of the beneficiaries said that they were able to choose amongst open vacancies in order to acquire work. Females indicated they used the money to finance personal bills or to satisfy their families' basic needs and some of them have unintentionally generated work for others. One of them created her own project and has hired her sisters.

Outcome 3 has been reasonably successfully attained, owing to the support of income-generating activities and the improvement of microfinance services. Up to 440 females (239 Asyut, 201 Sharkia) have been trained on financial education and GET Ahead, with 19 training workshops organised for females, including 10 in Asyut (23 participants) and 9 in Sharkia (28 participants) of MFIs trained. There have been 19 GET Ahead sessions for rural women, and 19 MFIs trained. The women are pleased with the trainings as well as their acquired knowledge and talents. They've started budgeting their enterprises, separating project finance from personal finance, managing microprojects, locating possible new consumers, addressing community needs, and saving money (Direct and indirect). Their spending patterns have shifted, and they are now saving between 2 and 10 EGP every day, which is however a pittance given their fragility. The project target was 80% of women who to start their own business and based on the findings, the project has achieved only about 25% of its intended target of women who have started their own business. Specifically, only 20% of women in Asyut have managed to start their own businesses while the remaining 80% are still waiting for asset transfers. This suggests that the project's progress towards its intended outcome has been slow.

The project has partially accomplished outcome 4 through community empowerment and entrepreneurship assistance, primarily through the creation or support of 205 firms and the creation of 423 employment in new or upgraded businesses. There were 610 participants in entrepreneurship skills workshops (500 in Asyut and 110 in Sharkia). A concept note on access to business development services has been created, and the project is presently planning to provide training on BDS provision, based on the training toolbox established through another ILO-Cairo Office Norway-funded initiative. Despite attending a session on MSMEDA services during the training, recipients are concerned about their lack of access to the agency's services. They said that the sessions, notably in the financial services sector, did not fully represent the situation on the ground. Furthermore, according to MSMEDA, the youth did not satisfy the requirements for financial assistance, notably the required permits for their businesses prior to obtaining the award. Due to these challenges, MOSS is trying to establish pro-poor, specialised Microfinance programmes that provide better lending and non-financial services. Beneficiaries are also afraid that price hikes may make their enterprises less feasible. The project has achieved 82% of its intended target for creating or supporting businesses, with a total of 205 businesses created or supported out of the target of 250. The majority of the businesses created or supported were informal, which suggests that the project has been successful in engaging and supporting grassroots entrepreneurs in target communities. However, it is worth noting that only 23 out of the 205 businesses supported were formal, which may suggest a potential area for improvement in terms of supporting entrepreneurs to access the formal economy. In terms of job creation, the project has exceeded its intended target, having created 423 jobs in new or improved businesses. This suggests a positive impact in terms of economic empowerment and poverty reduction in target communities. Overall, the project has achieved a high level of success in terms of creating or supporting businesses and creating new jobs.

Project Efficiency

Resources were utilized efficiently with consideration for value for money with planned activities and budgets utilized according to approved plans. So far, resources have been used effectively and efficiently. Furthermore, various expenditures are continuously monitored and assessed in collaboration with numerous partners, the majority of whom are service providers. There has been a substantial amount of saving as a result of developments in the foreign currency market. As a result of the EGP depreciation, the project plan has had to be changed, resulting in budget savings. However, there was a delay in the start of

project operations, and ILO and partners made changes to accomplish the targets on time. The greatest challenges have been the asset transfer procedure's delay in relation to the time of the GET AHEAD training and the project's remaining duration. The FORSA initiative is now seeking help from partners to bridge the funding shortfall and expedite the asset transfer process. They also need technical support to aid MOSS in saving money on the asset transfer process's launch and administration.

Project impact and orientation to sustainability

The results of the intervention are to a large extent likely to have a long term, sustainable positive contribution to the SDGs 8 (Good Jobs and Economic Growth) and 4 (Quality Education) and relevant targets, both explicitly and implicitly. Positive changes in the lives of the project's end beneficiaries, as well as in national policies and practises, are visible. The intervention's effects are thus likely to have long-term, favourable influence on the applicable SDGs and objectives. The highly-trained MOSS and NGOs/CSO staff, as well as facilitators from community and governmental organisations, is the cornerstone of this project's long-term viability. The ILO's ongoing monitoring and close collaboration with diverse partners, particularly at the national level also enhances chances of sustainability. However, there are doubts regarding CSOs and NGOs' ability to manage value chains and industrial units effectively. As well, the project's effects may be harmed by the fixed budget for the targeted asset transfer in comparison to price inflation. The project's interventions are delivered through implementing partners, mainly including line ministries and their local offices as well as non-governmental organizations and community development associations at the grassroots level. While these partnerships demonstrate a commitment to sustainability and alignment with community needs, it is important to assess their effectiveness in promoting equitable access, addressing power imbalances, and promoting long-term impact. Monitoring and evaluation of outcomes is also crucial.

Gender equality and non-discrimination

The project mainstreamed gender equality and non-discrimination in the project strategy and outcomes and resources were allocated and suitably utilized for applicable activities. The project strategies are adaptive and sensitive to emerging challenges pertaining to non-discrimination and gender equality within the boundaries of their primary objectives. The gender factor was considered in many actions throughout the project. For example, there is a good representation of female facilitators among the trainers. Incorporating women and their husbands in the interviews prior to entering the GET Ahead programme would be beneficial in securing the spouses' support from the beginning of the training and, later, the microprojects established by women.

Conclusions

Relevance, Coherence and Strategic Fit: The project has exhibited a considerable level of coherence with the Egyptian Government's objectives, National Development Framework and beneficiaries' needs. It supports the 2nd and 4th Strategic Objectives of its SDS 2030 – Economic Development and Improving Employability, respectively. It also aligns with the objectives of MOSS's strategy and supports the outcomes outlined in ILO's CPOs and the SDGs, focusing on inclusion of women, further reinforcing its alignment with CPO 103 SDG 8 and 4.

Validity of Intervention Design: The project has largely been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available. While the present project design has achieved great success in terms of set targets thus far, in the coming period, and in reaction to the severe economic crisis, FORSA and MOSS are now attempting to expand the asset transfer component.

Effectiveness: The project has made quite some progress towards achieving the overall project objectives/outcomes although not all activities could be carried out as planned, as some have delayed. Subsequently, while for several indicators are being realized, the status quo varies among direct beneficiaries and target NGOs, accordingly, their current level of capacity.

Efficiency: Sound financial management and governance structures have been put in place, with the key stakeholders, partners and ILO always working seamlessly to achieve project goals and objectives. The working relationship (esp. between ILO and MOSS) and management approach is generally collaborative and cooperative.

Impact orientation and sustainability: The results of the intervention are likely to have a long term, sustainable positive contribution to the SDGs and relevant targets (explicitly or implicitly).

Gender equality and non-discrimination: The project successfully mainstreamed gender and disability equality in the project strategy and outcomes and resources utilized on DE activities.

Lessons Learned

- The quality of the training is improved by tailoring the course contents to the beneficiaries, the project, and the local environment.
- The attainment of outcomes is facilitated by careful selection of the training methods and instructors.
- Efficiency and effectiveness are increased when there is good communication among the project's partners (ILO, SMAAC, MOSS, and Master trainers).
- The likelihood of training success is increased by the careful selection of qualified recipients for the trainings.
- Keeping a watchful eye out for unforeseen hazards and adjusting project responses reduces delays.
- Despite the operational difficulties they encountered, the facilitators benefited from the close supervision and mentoring offered by expert trainers.
- The leadership of peripheral social units, who are in close touch with beneficiaries and are highly familiar with how to organise them, is the fastest approach to reach beneficiaries.

Good Practice

- The institutionalization of JSC in peripheral governorates in addition to the MOY in the center.
- The development of integrated model of GET AHEAD and Financial Education training was a very innovative approach particularly with decreasing the number of training days
- The selection of local facilitators from the local communities with around 50% affiliated with local NGOS/CSOS.

Recommendations

1. It is necessary to re-evaluate the sequence in which implementation tools are produced. (EYE-FORSA)
2. By establishing defined work plans and communicating them with the appropriate partners, the project will ensure that the local partners are much more compliant with the shared plan. (EYE_FORSA)
3. On a semi-annual basis, organize learning workshops at the governorate level facilitated by ILO with various local stakeholders to discuss previous periods' achievements, challenges. (EYE-FORSA)
4. Because a sizeable portion of FORSA recipients are women, the EYE-FORSA succeeded to comprehensively integrate the GET AHEAD and Financial Education into five-day program, however

there should be an opportunity for splitting the five days on two consecutive weeks each one is three days to incorporate more women. (EYE-FORSA)

5. The ILO should on a regular basis (through periodic meetings) connect MOSS with various commercial partners, government agencies, and ILO initiatives that have prior expertise managing value chains to strengthen the ties and deepen the joining efforts. (EYE-FORSA)
6. ILO should assist MOSS in establishing and administering an EYE FORSA communication strategy through accelerating the design and the implementation of the strategy in order to reach a larger number of people who potentially benefit from the EYE-FORSA initiative. (EYE-FORSA)
7. Build MOSS capability in M&E at the central and peripheral levels to guarantee a good data gathering process, DQA, correct databases. This will need to allocate more financial resources to guarantee adopted work environment and satisfactory performance (EYE-FORSA)
8. In Addition to capacity building of the CSOs staff, close technical assistance should be offered for CSOs/NGOs to achieve success during the value chains implementation. (EYE-FORSA-National FORSA)
9. National FORSA should identify and provide a clear mechanism to the public, linking the enrolment and the successions between National-FORSA and EYE-FORSA programs. This mechanism should include an explicit message of their journey from conditioned cash transfer recipients till their graduation of the program with complete financial independence. This will to mitigate for rumours that provide wrong messages to beneficiaries and threatening their participation. They will thus be more inclined to participate in project activities and subsequently the asset transfer process. (National FORSA)
10. To ensure beneficiary participation, the interval between behavior modification workshops, GET AHEAD workshops, and asset transfer should be kept to a minimum. (National FORSA)
11. There should be an opportunity for a range of micro initiatives rather than focusing on value chains of livestock and food systems. (National FORSA)
12. Choose assets that are suited for the local environment and people's lifestyles to guarantee that these assets can be handled by people. (National FORSA)
13. To guarantee a good start, GET AHEAD beneficiaries who already have microprojects should be prioritized at the outset of asset transfer which may have better chances for success. (National FORSA)
14. In light of the current economic situation and the estimated return on investment of micro-projects, National FORSA in collaboration with T&K program should adjust the timeframe and conditions for graduation of the beneficiaries from the conditioned cash transfer. (National FORSA)
15. ILO, MOSS, NGOs, and donors should collaborate closely to reduce the financial gap with asset transfers caused by price inflation. MOSS should try to enlarge the portfolio of funds allocated to economic inclusion thorough out partnerships. ILO needs to extend the program to include more unemployed and deprived young women and men, particularly in rural areas
16. More green jobs are needed to be developed as well as sustainable entrepreneurship schemes adopted to the local Egyptian context. (ILO, MOSS, NGOs)

1. Project Background

As part of major economic reforms implemented since 2015, the Government of Egypt has launched a conditional cash transfer programme entitled Takaful and Karama (Solidarity and Dignity in Arabic). The programme has gradually expanded its reach, and an increase is expected to benefit approximately 3.4 million Egyptian families as a result of the COVID 19 pandemic. As a result of fuel subsidies and other "fiscal consolidation" measures to reduce public debt, T&K is the main social assistance programme that provides income support to the poorest segments of the population. Egypt's poverty rate has been rising, and it now accounted for approximately 33% of the population by the start of the project.

The government recognised the need to supplement cash transfers with services and incentives to encourage job creation and income generation among its most vulnerable populations. As a result, the Ministry of Social Solidarity (MoSS) announced the 2017 launch of the National 'Forsa' (Opportunity in Arabic) programme. Since then, the ILO has assisted the Ministry in developing the programme. Forsa targets working-age members of "poor" households, such as those who qualify for T&K benefits under means testing and those who have applied for T&K and were found to live close to the means-test PMT score.

In 2019, a World Bank loan was signed, which included additional budget support for T&K as well as USD 50 million to kick-start Forsa. Forsa will offer services and incentives to encourage both self-employment and income generation, as well as access to existing jobs and wage employment. The ILO has been a constant source of assistance to the Ministry in the development of the Programme. It has advised the Minister and senior Ministry staff on good international practises in establishing "active" social assistance programmes or "graduation" programmes in collaboration with the World Bank.

It then funded technical expertise within the Ministry's Forsa programme unit, as part of its youth employment programme in Egypt. Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA) is a three-year ILO project funded by the Norwegian government with a USD 3.5 million budget. Some key factors must be in place for it to reach its full potential.

First, MoSS's capacities require significant development; with significant international assistance, the Ministry has been able to build its capacities around delivering the conditional cash transfers (CCTs) programme. Capacity development for Forsa will arguably necessitate an even greater effort. CCTs are primarily concerned with improving administrative processes; however, socioeconomic empowerment programmes also necessitate a certain level of technical expertise. This is a critical factor in the international success of ALMPs/graduation programmes.

The Ministry will not operate independently; rather, services to promote entrepreneurship, transfer rural productive assets, and establish apprenticeship programmes will be delivered through networks of CSOs/NGOs. Civil society organisations in poorer Governorates have primarily engaged in humanitarian and social activities at the grassroots level. Serious capacity development efforts are required for local CSOs to be able to manage and deliver socioeconomic services. Competitive training of trainers and expert training programmes on key skills and competencies are required on a large scale. The ILO, as the UN agency in charge of employment promotion, is well placed to deliver such a capacity development programme, building on previous work.

Another critical factor in promoting the realisation of target beneficiaries' socioeconomic rights is to adequately "test" support models. The ILO has been doing just that in Egypt for many years and will be able to roll out previously tested models with proven results. There is also a need to introduce some innovations into Egypt, such as models that have worked in other similar countries but have not yet been tested in Egypt. To determine their positive net effects, these models will be tested using solid evaluation measures.

2. Evaluation Background

The ILO regards project evaluations as an essential component of carrying out technical cooperation activities. According to the project document this project will be subject to a mid-term and to a final evaluation, one of them shall be conducted by an independent evaluator. Evaluations will be conducted under the responsibility of ILO's Evaluation team. Evaluations serve three functions: accountability, learning and planning, and knowledge building. It should be carried out in accordance with the criteria and approaches for international development assistance established by the OECD/DAC Evaluation Quality Standard, as well as the UNEG Code of Conduct for Evaluation in the UN System.

This evaluation followed the ILO policy guidelines for results-based evaluations; and the ILO EVAL Policy Guidelines Checklist 3 "Preparing the inception report"; Checklist 4 "Validating methodologies"; and Checklist 5 "Preparing the evaluation report". The evaluation also followed the OECD-DAC framework and principles for evaluation. For all practical purposes, ILO Evaluation policies and guidelines defined the overall scope of this evaluation. Recommendations are strongly linked to the findings of the evaluation and provide clear guidance to stakeholders on how they can address them.

2.1 Purpose and Objectives of the Mid-Term Evaluation

The primary goal of this mid-term independent evaluation is to provide an independent assessment of the project's progress to date through an analysis of relevance, effectiveness, efficiency, effects, and impact orientation. The following are the evaluation's specific objectives:

1. Assess the relevance and coherence of project's design regarding country needs and how the project is perceived and valued by project beneficiaries and partners.
2. Identify the contributions of the project to the sustainable development goals (SDGs), the country's United Nations Partnership Development Framework (UNPDF), the ILO objectives and Country Programme Outcomes (CPOs) and its synergy with other projects and programs.
3. Analyse the implementation strategies of the project with regard to their potential effectiveness in achieving the project outcomes and impacts, including unexpected results and factors affecting project implementation (positively and negatively).
4. Review the institutional set-up, capacity for project implementation and coordination mechanisms.
5. Assess the implementation efficiency of the project.
6. Review the strategies for outcomes' sustainability and orientation to impact.
7. Identify lessons and potential good practices for the tripartite constituents, stakeholders and partners;
8. Provide strategic recommendations for the different tripartite constituents, stakeholders and partners to improve implementation of the project activities and attainment of project objectives.

2.2. Evaluation Scope

The evaluation mission took place between October and November of 2022. It covered the main implementation period from June 2020 to September 2022. An assessment of all project outcomes and outputs was carried out.

Regarding the geographical scope of the evaluation, centralized interventions were assessed on the level of the capital and relevant national partners, and on the governorate level in Asyut and Sharkia. The

evaluation discusses how the project is addressing the ILO cross-cutting themes including gender equality and non-discrimination (“no one left behind”), international labour standards, tripartism and social dialogue and just transition to environmental sustainability that aligned also with Norway development cooperation cross-cutting themes (others than anticorruption that is assessed by ILO under the audits supervision out of the evaluation process).

The evaluation is especially useful in understanding how and why the project obtained or did not obtain specific results ranging from output to potential impacts.

2.3 Evaluation Criteria

The evaluation addresses the overall standard evaluation criteria: Relevance, effectiveness, efficiency, sustainability, impact and gender equality and non-discrimination as defined in the ILO Policy Guidelines for results-based evaluation, 2020.

Furthermore, during the inception phase, the evaluators incorporated evaluation questions regarding cross-cutting themes other than gender and non-discrimination (international labour standards, tripartism and social dialogue, and just transition to environmental sustainability).

The following evaluation questions are addressed in the midterm evaluation:

a) Relevance, coherence, and strategic fit,

- Is the project coherent with the Governments objectives, National Development Frameworks, County Development Frameworks, beneficiaries’ needs, and does it support the outcomes outlined in ILO’s CPOs as well as the UNPDF and SDGs?
- How does the project complement and fit with other on-going ILO activities in Egypt?
- What links have been established so far with other activities of the UN or other cooperating partners operating in the country in the areas of access to employment (i.e. youth employment), job creation, market development and community participation for increased access to public and social services?

b) Validity of intervention design

- Is the project realistic given the time and resources available, including performance and its M&E system, knowledge sharing and communication strategy, and resource mobilization?
- To what extent has the project integrated the cross-cutting themes in the design? * (gender, environment)
- Is the project’s Theory of Change (ToC) comprehensive, integrating external factors, and is it based on a systemic analysis?
- How has ownership and sustainability been addressed?

c) Effectiveness:

- What progress has been made towards achieving the overall project objectives/outcomes?

- Which have been the main contributing and challenging factors towards project's success in attaining its targets?
- What is the assessment regarding the quality of the project outputs?
- To what extent has the project management and governance structure put in place worked strategically with stakeholders and partners in the project, ILO and the donor - to achieve project goals and objectives?
- What is the assessment regarding how the project management has managed the contextual and institutional risks and assumptions (external and Internal factors to the project)?
- Within the project's thematic area, what were the facilitating and limiting factors in project's contribution/potential contribution to gender equality and non-discrimination?

d) Efficiency of resource use

- Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes? If not, why and which measures taken to work towards achievement of project outcomes and impact?
- Are the project's activities/operations in line with the schedule of activities as defined by the project team, work plans and budgets?
- To what extent did the project leverage resource to promote gender equality and non-discrimination?

e) Impact orientation and sustainability

- To what extent is there evidence of positive changes in the life of the ultimate project beneficiaries and on policies and practices at national level?
- To what extent are the results of the intervention likely to have a long term, sustainable positive contribution to the relevant SDGs and targets (explicitly or implicitly)?
- Is the project contributing to expansion of the knowledge base and building evidence regarding the project outcomes and impacts at national level?

f) Gender equality and non-discrimination

- To what extent did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to gender equality and non-discrimination?
- Within the project's thematic area, what were the facilitating and limiting factors in project's contribution/potential contribution to gender equality and non-discrimination?

3. Evaluation Methodology

3.1 The Evaluation Approach

The evaluation was carried out in accordance with the relevant sections of the ILO Evaluation Framework and Strategy, as well as the ILO Policy Guidelines for Evaluation: Principles, Rationale, Planning, and Managing for Evaluations and UNEG Principles. This evaluation specifically followed the ILO policy guidelines for results-based evaluation, as well as the ILO EVAL Policy Guidelines and Checklists 3–6. Checklist 3 is on "preparing the inception report," Checklist 4 is on "validating methodologies," Checklist 5 is on "preparing the evaluation report," and Checklist 6 is on "rating the quality of the evaluation report."

Participatory mixed-methods analysis of quantitative (secondary) and qualitative (primary) data was used in the methodology. The intervention's contributions to anticipated and unexpected outcomes are also captured.

The evaluation was carried out remotely by an experienced international consultant with help from a local consultant. The project locations were visited by the national consultant. In order to answer the evaluation questions, the evaluators facilitated discussions between significant stakeholders through bilateral consultations. They also organised a workshop to summarise the stakeholders' perspectives on the project in light of the various evaluation criteria. Desk reviews were incorporated to this as an addition.

3.2 The Evaluation Design

The consultants adopted a descriptive cross-sectional, collaborative, and participatory approach, using primarily qualitative and a few quantitative methods. It assessed the project's objectives and flaws, as well as the overall effects of the intervention—both intended and unintended, positive and negative, long-term and short-term.

The evaluation was conducted using a desk review and a combination of in-person and virtual meetings with implementing partners, beneficiaries, the donor, ILO, and other important stakeholders. Additionally, discussions were held with the appropriate ILO staff and units. As necessary, the evaluators employed a range of evaluation techniques, including meetings, workshops, and discussions with stakeholders. It was crucial to triangulate sources and methods.

A theory-based evaluation approach (analysing the potential for impact) and a process evaluation approach were the key approaches used in the evaluation.

Theory-based evaluation: In order to determine how much the intervention contributed to the desired change, it was necessary to elaborate on and test the project's theory of change. Working within the project's logic, the focus was on activities that had already been completed, with a particular emphasis on the targets, in order to assess how they contributed to long-term desired outcomes and lasting change. In order to ascertain the degree to which project activities contribute to observed change, the contribution analysis also made it possible to assess additional, non-project explanations for change.

The potential for impact was also analysed/assessed to help establish any changes in outcome that may be directly attributable to the project. Any baseline data collected (situation) prior to program implementation that is available were compared to the midline data (situation). Unlike general evaluations, which can

answer many types of questions, the potential for impact assessment was structured around one particular type of question: What is the potential impact (or causal effect) of the project on the outcomes of interest? the “so what?” question. This basic question incorporated an important causal dimension: the potential impact of the project, that is, the effect on outcomes that the project has so far directly caused. Broadly speaking, this aspect of the evaluation addressed the cause-and-effect questions. These also examined any outcomes and assessed what difference the intervention has so far made in outcomes.

Process evaluation: The evaluators conducted a process evaluation to assess the project delivery. This included;

a) Content evaluation to assess what it is the project is delivering, compared to what it meant to deliver as set out in the original planning documentation.

b) Implementation evaluation to assess the extent to which the project has so far delivered activities as originally intended, [whether the project has delivered the quantity and quality of activities initially planned; whether the activities and services are being used for the optimal effect; whether the project implementation is on track or off-track during the mid-term period and whether management arrangements facilitate the delivery process to the extent possible].

3.3 Data collection Techniques/Methodologies and Tools

The evaluator reviewed the existing data to avoid overlapping in the information gathered by ILO in the field, taking into account the data already available.

The evaluator used a variety of data collection techniques, including desk reviews and meetings with stakeholders through Key Informant interviews and Focus Group Discussions (KIIs and FGDs), as needed. It was critical to triangulate sources and techniques.

To have a personal touch with the project stakeholders, remote/virtual data collection entailed using various methods and tools such as MS Teams/Zoom. The availability of internet connectivity determined the use of these interactive and semi-interactive voice responses. This necessitated increased engagement and collaboration with the project team in terms of organising contact with stakeholders.

Documents Review

The evaluators conducted a desk review of Project documents (logframe, budget, implementation plan, project document, work plans) and documented deliverables, as well as all knowledge products created by the project, and other relevant documents from the project, to inform the design of the data collection tools and to assess how the project is being implemented as designed. The Project team, in collaboration with the evaluation manager, made relevant documents available at the start of the evaluation. Reviewing literature and documents shed light on the project's problem, the underlying assumptions, the design and how it seeks to address the gaps and/or needs of the targeted beneficiaries, and so on. The relevant literature and existing project documents were incorporated into primary data derived from meetings and interviews with key stakeholders.

Key Informant Interviews

Key informant interviews (KIIs) with internal and external project stakeholders were used to collect qualitative data. The evaluators met with project staff in groups and/or individually. The evaluators also interviewed ILO personnel in charge of the project's financial, administrative, and technical support. External stakeholder interviews were conducted with SMEs, backstopping specialists, the government, and the donor. KIIs with these respondents focused on the project activities' relevance and appropriateness given the context in the project zones.

All KIIs were carried out using interview guides designed based on the evaluation questions and adapted to the interviewees' role in project implementation. KIIs with internal project stakeholders focused on how well the project is being implemented in accordance with the project strategy, difficulties encountered during project implementation, best practises adopted, and lessons learned during project implementation.

Focus Group Discussions

The evaluators used focus group discussions to converse with some of the project beneficiaries (e.g., young job seekers, SIYB, JSCs, and GetAhead graduates, females with potential income generating activities) in order to provide overall findings on their perceptions of project implementation as well as the potential impact of the intervention. The project team compiled lists of participants and mobilised them as well. This involved site visits to the governorates of Asyut and Sharkia, as well as meetings in Cairo. The focus group discussions were conducted utilising a standard discussion guide, with minor adaptations made based on the group composition (e.g., gender and age, activities). Participants' perspectives of outcomes and their sustainability, as well as the relevance and appropriateness of project activities, were discussed.

3.4 Sampling

The sample size was decided in conjunction with the ILO, and the evaluators made certain that the opinions and perceptions of all groups were equally represented in the interviews. In terms of internal and external key informants, the evaluator purposefully chose the individuals to be questioned depending on the nature of their engagement with the project.

3.4.1 The Sampling Procedure

The consultants used a judgemental sampling method. This technique was chosen since there was a wide range of qualities among the different categories of respondents. Judgmental sampling is most effective when there are only a small number of people in a population who have attributes deemed acceptable for the study. This is a type of non-probability sampling in which only those people who have sufficient information about the project, are reachable, and willing to engage in the study are included in the sample framework.

As a result, the evaluators chose participants with care; only those with sufficient information on the project implementation, allowing for as in-depth an analysis as feasible, were chosen. In this situation, the number of interviews depended on the quality of information acquired because the evaluators would collect data based on the project theory of change, with most of the inputs, outputs, and outcomes not directly quantifiable. The evaluators ensured that all groups' ideas and impressions were equally represented in the interviews, and that gender-specific questions were included.

3.5 Data Analysis

Data collected during interviews and discussions was consolidated and entered into question-and-answer matrices at the conclusion of data collection in the field. The evaluators then reviewed data and identified and coded themes. Open-ended responses from key informant interviews, group discussions, literature, and program documents reviewed were recorded appropriately for further processing. The data was coded by identifying and labelling (coding) items of data with similarities in themes, certainty, and according to objectives and emerging themes using Atlas-ti software. The content analysis was augmented with constant comparative analysis. Information from the desk review, interviews and discussion were integrated using question by method matrices to facilitate comparisons and identify common trends and themes.

Triangulation: In this evaluation, a combination of several research methods was utilized to get a wide view of the project, and thus triangulation was a significant tool. Triangulation facilitated the validation of data through cross verification from two or more sources.

3.6 Limitations

The COVID-19 situation continued to be a risk to the execution on the evaluation, however the evaluation was conducted in the context of criteria and approaches outlined in an ILO internal guide as well as by observing the WHO and Egyptian government advisories.

The basis of this evaluation was self-reports by stakeholders in the project thus the evaluators corroborated responses and the validity of responses was assessed. Limited information was therefore enhanced through multiple data collection and analysis approaches to enable an in-depth understanding of the evaluation questions.

Another limitation was the participation rate as respondent reach was subject to their availability, but all efforts to reach potential respondents were made through repeated calls.

Finally, existing policies, rules and regulations did not permit the international consultant to physically visit the sites to interact with the stakeholders. This is besides the language barrier which inhibited communication with some of the stakeholders. In mitigation, the local consultant, who speaks Arabic was responsible for the physical visits to the sites as well as the interviews / communication between the international consultant and some of the stakeholders who speak only Arabic.

3.7 Report Writing Phase

Based on the documents reviewed, inputs from discussions and interviews with key stakeholders, the evaluators have produced a draft evaluation report. The draft report will be sent to the Evaluation Manager for a methodological review, and then to be shared with key stakeholders for their inputs/comments. The Evaluation Manager will consolidate all comments including methodological comments and will then share them with the Evaluators for consideration in finalizing the report. The Evaluators will finalize the report, taking into consideration the stakeholder comments and submit the final version for approval of EVAL.

The Validation Workshop

A stakeholders' workshop was organized to discuss initial findings and complete data gaps with key stakeholders, ILO staff and representatives of the development partners. The workshop was logistically

supported by the project and programmatically managed by the evaluators. The objective of this workshop was to validate and refine the data and findings outlined in the draft evaluation report by the relevant project team and stakeholders. This exercise was critical to review the initial evaluation findings and provide comments/feedback to further improve the report.

Once finalised, the evaluation findings will be shared with ILO and stakeholders. It is expected that these individuals will be ready and receptive to recommendations, since the evaluation process will be participatory, incorporating their priorities and interests.

4.0 FINDINGS

4.1 Relevance, coherence and strategic fit

The project is consistent with the objectives of the government, National Development Frameworks, County Development Frameworks, and the needs of the beneficiaries, and it supports the results indicated in the ILO's CPOs, as well as the UNPDF and SDGs.

Stakeholder representatives consulted throughout the review stated that the initiative "completely matches" with the aims of the Egyptian government (GoE).

Many EYE Forsa staff reached during the evaluation were able to identify the Strategic Objectives and Programs of Egypt Vision 2030 and the Sustainable Development Strategy (SDS) with which the project is aligned. The EYE Forsa project directly serves and feeds into the SDS's second and fourth Strategic Objectives, Economic Development and Improving Employability. As such, it contributes to the fifth Strategic Objective (Improving Living Standards).

The project directly supports Outcome 103 of the ILO's current CPOs: "Programs and strategies for lifelong learning and future oriented, inclusive skills development (including women) are designed, evaluated, and/or modified," according to ILO DWT/CO-Cairo and ILO project management. The project will contribute to achieving the P&B 2020-2021 outcomes, namely: Outcome 3: Economic, social and environmental transitions for full, productive and freely chosen employment and decent work for all; Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work; and Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market. It is linked to CPO EGY101, EGY 103 and 106. Indicators 3.5.1, 4.2.1, 5.1.1, 5.3.1, and 5.3.2.

The project is part of the ILO's Egypt Young Employment Programme, which seeks to promote and enable tripartite partnerships in order to sustain and scale up successful development programmes that provide decent jobs for Egypt's youth. It offers services and incentives to encourage both self-employment and income production, as well as access to current jobs and wage employment.

At the programmatic level it focused on government priorities mainly FORSA Initiative in addition to other links of EYE RAWABET that supported the same demographic category in other rural areas through rural communities. Regarding youth, it is linked to UCCD project that aims to help university graduates strengthen their employability skills to match labour market needs.

The EYE Forsa programme is a continuation of past ILO youth employment initiatives, and it fits with FORSA extremely well. The first of Forsa's three components, which is based on the behavioural economics idea, focuses on behaviour change and prepares the beneficiaries for employment. The second element involves preparing individuals who are of working age for employment through technical training, career guidance, and eventually participation in job fairs to obtain employment. The third component is Asset transfer through production units and value chains. The second and third components are supported by the ILO.

The initiative complements the Ministry of Social Solidarity's Forsa programming, which aims to reach working-age members of "poor" families, such as those eligible for T&K payments. Takaful and Karama beneficiaries get cash assistance because they are impoverished or near the poverty line. They are the most delicate and vulnerable population, especially given how much COVID-19 and economic inflation have

harmed them. They require assistance, whether they are women, men, youth, literate or illiterate, or working on formal or informal services. The project offers a wide range of categories with several tracks to make them more tolerant to extra shocks.

It is also aligned with the Norwegian government's foreign and development policy, which promotes for long-term solutions to poverty. The Norwegian government foreign and development policy advocates for solutions that can help bring people out of poverty for good.

Discussions with the MOSS suggests local institutions and civil society organisations (CSOs) are unable to give effective and long-term assistance to women and men seeking decent jobs. Members of job clubs confirmed that youth in Egypt struggled for extended periods of time to find respectable employment owing to a lack of employability skills and access to work information. The EYE Forsa project is important to the requirements of youth since youth unemployment in Egypt is increasing, with the unemployed aged 15 to 29 accounting for 61.9% of all unemployed individuals, up from 61.3% in the second quarter of 2022. The most recent peak in youth unemployment was 64.3% in the fourth quarter of 2021.¹

4.2 Validity of intervention design

In general, as several stakeholder groups and ILO project management have stated, the project's design is practical; the targeted outputs and outcomes could have been delivered within the timeframe "had everything gone according to plan." That being said, though, EYE Forsa staff noted that it requires an extended period of time and significant financial resources, and MOSS support to start with.

The project was feasible given the time and resources available during the design and planning phases. However, during execution, issues beyond the control of the various stakeholders, such as COVID-19 and the nearly one-year delay in asset transfers from MOSS to NGOs, make meeting targets on time difficult. The delay in money transfers from MOSS to NGOs was mostly due to delayed Ministry of Finance clearances, despite constant pressure from the MOSS side with the MoF, because the monies were from a World Bank loan and were subject to tight control by both the MoF and the WB. Because the project was created to fill gaps in the WB project, the decision was made to begin capacity development and mobilisation operations so that the beneficiaries could have the fundamental skills of managing their assets and workshops in order to be ready before the MoF approvals. Although the existing project design has demonstrated great success in terms of the set targets to date, in the coming period, and in response to the severe economic crisis, the FORSA programme and MOSS are currently working hard to expand the component of asset transfer. This is a good answer to the ongoing difficulties of limited access to capital, a lack of entrepreneurial skills, and the intended beneficiaries' limited education and experience. MOSS acknowledged the need to enhance engagement with funders in order to expand the programme, giving additional opportunity to young women and men to create microenterprises and IGAs.

The M&E framework of the project is made up of both output and outcome level indicators and is "realistic and operational," according to ILO project management. That is, gathering and analysing data and reporting on the indicators is not a technically difficult process that gives the information needed to track the project's progress. The annual progress reports and trainings (activities) reports, in addition to reporting on

¹ Enterprise, 2022: Enterprise Ventures LLC. <https://enterprise.press/stories/2022/11/16/unemployment-rate-ticks-up-in-3q-2022-87843/#:~:text=Youth%20unemployment%20rises%3A%20Jobless%2015,up%20from%2061.3%25%20in%202Q>.

performance metrics, provides full narrative information about project progress and problems encountered during the reporting period, as well as a description of activities scheduled for the next quarter. ILO project management stated that necessary corrective steps are taken in response to participant input, although the project cannot respond to individual comments and/or requests. However, some staff members remarked that, there has been no assessment/evaluation of "real performance" as a result of different trainings and interventions to measure the outcome of such capacity building activities on improving the wage employment and self-employment rates among participants, other than the present MTE, since NGOs haven't started yet the employment activities under the umbrella of National FORSA program.

The gender approach is expressly stated in the output and result statements; the project has a clear focus on and link to gender equality. When arranging trainings and seminars, special care is given to female attendees. The project explicitly targets women and young people, demonstrating sensitivity for the gender perspective. Women are prominently represented in the capacity-building activities of trainers and facilitators, with the exception of the "Making Microfinance Work" training, which is aimed specifically at CSO board members and executive staff and which by disposition have a fairly low representation of women.

On Tripartism, the ILO staff averred that the project works directly and closely with two of the three constituents: employers and the government, which is primarily represented by the MOSS. They stated that dealing with the third element (labour unions) has proven impossible owing to factors beyond their control. This is mostly because there are no established labour unions at the local level (rural areas). Egypt's labour unions remain inactive due to political factors. MSMEDA provides information to SIYB beneficiaries, records them in the MSMEDA database, and offers them loans in addition to other non-financial services like connecting them with suppliers through the MSMEDA database, technical workshops, having exhibitor space at product fairs, and other support services.

The design is rational, based on an assessment of the project's Theory of Change. Each set of outputs is clearly linked to the relevant outcome. The project obviously responds to and supports its direct beneficiaries' needs. The overall goal of the project is Employment and Economic Empowerment of Vulnerable Communities, promoting wage and self-employment and entrepreneurship for women and youth, promoting female self-employment, teamwork and value chains, and empowering communities to support entrepreneurship for the poor would clearly contribute significantly to this goal.

MOSS engagement (at least centrally) in the design and implementation of the activities, as well as embedding the highly-trained facilitators in both governorates, has addressed ownership and sustainability in the project design. Almost half of the facilitators were linked with local non-governmental organisations (NGOs), while others were affiliated with the government, such as MOY (JSC facilitators) and a good presence of public university UCCD faculty in SIYB TOF.

Local implementers (directorates of Youth and Directorates of Social Solidarities) at the peripheral level (governorates) nonetheless feel they lack the full picture of the project (long-term vision) or are hesitant about it and their roles, particularly when it comes to direct collaboration between different entities.

Despite the numerous initiatives aimed at assisting youth in finding work, they still do not know how to look for work. The facilitators stated that this programme should make a difference in the lives of the youth, which prompted them to participate in TOF training. Some were originally hesitant to join the programme, but afterwards realized it had good material for offering true and honest knowledge and skills to young people in order for them to get jobs. Females interviewed in focus groups claimed that women were excluded from the labour market and unable to manage effective income-generating businesses owing to a lack of managerial skills training and capital.

Consultant trainers collaborated closely with GETAHEAD master trainers and ILO Geneva to build training modules, integrate programmes, and monitor trainers. The programme conducted an assessment of NGOs before choosing those to participate in capacity development activities. This was an ILO answer to MOSS's request for a change from two modules (5 days each) to one integrated module (5 days). The integrated one would suit rural women better since it would reduce the number of days they had to leave their homes in the morning to attend the training programme. The trainings were designed to help them improve their organisational development in areas such as human resources, operations, resource management, and microcredits. These primarily targeted at CSO and NGO board members and executive directors. The training was thus useful to supporting the good administration of NGOs, particularly in the handling of microcredits, human resources, and organisational growth. Some of the requirements for participation in the course were prior expertise with microcredits or executive management jobs in non-governmental organisations. They chose local non-governmental organisations (NGOs) that are registered with MOSS and financial regulatory agencies. This implies that they must already be licensed to provide and handle microcredits. Furthermore, the candidates were interviewed to determine their talents and preparedness to participate in the "Making Microfinance Work" training. On average, between 50 and 60% of applicants were picked.

4.3 Effectiveness

The project's effectiveness is reflected through the provision of skills that has possibly led to behavior change and a change of attitude towards the economy. The intervention managed to provide a bundle of skills set as one package that also includes complimentary skills like facilitation skills, networking, employability skills, confidence, interview skills, CV writing skills amongst many others. This has even resulted to project participants exercising the skills learnt and some of them getting better jobs.

It was reported that the training sessions are practical, and the skills are applicable; they have helped the trainees learn how to make change and improvement in their organizations. Their success is pegged to the empowerment and the support provided. It was also noted that the trainers are knowledgeable, and they have a practical approach to the realities in the industry.

To increase the effectiveness of the intervention, especially the Integrated model of GET Ahead and Financial education, there are comprehensive online assessments for the trainers and in the field in both governorates. The trainers are provided with coaching, guidance, and tips for the action planning for beneficiaries at the end of the trainings and after 6-7 rounds in Asyut and two rounds in Sharkia. The trainers in Sharkia were given special coaching sessions to improve the quality of the action plans and their follow-up. To further their reach to women, the facilitators have been asked to reach women through mobile phones. For quick feedback, response, and communication a WhatsApp group was formed with the trainers.

The contribution by the trainers to the development of technical education on the materials has also enabled the process of training to be seamless. The training materials are prepared by ILO and modified to the Egyptian context by Master trainers; the facilitators (trainers) sometimes make fine adaptations, particularly when training rural women to ensure they understand the concepts well. ILO also focused on trainers' training skills, financial education and entrepreneurship. The fact that there were also 2 cohorts of trainers enabled the inclusion of trainers that specifically focused on women was also a plus to ease the intervention.

This has enabled targeted women to learn many things such as how to budget for projects, differentiate between project budget and the home budget, etc. They also learned how to choose the project that fits the needs of local community and to study the potential competitors, the marketing of their products and how to reach to suppliers. They learned a lot about savings, controlling their expenses. Some of the participants reported that they are now able to differentiate between real needs and desires and how to manage finances to focus mainly on the needs. They however still need close technical support (coaching) after the training to prepare well for new proposals.

The GET Ahead in EYE-FORSA programme is primarily aimed at women who can read and write, however the lists given by the National FORSA team contained women who couldn't read or write. Up to two-thirds of the women targeted can't read and write. Subsequently, with the modification and simplification of the program should be inclusive of the needs of uneducated but smart rural women. ILO and MOSS can hold technical conversations to determine how to incorporate such a category in some of the project's jobs related to the production units and value chains.

It is expected that the training on launching and managing microprojects should result in an increase in the number of projects once a proper assessment is done. Initially there was slow progress in the training provided for women due to insufficient support from SMAAC coordinators in Sharkia but with more support from MOSS in Sharkia and changing the SMAAC coordinator in Sharkia, the progress was accelerated. In addition, numerous facilitators had difficulties with their availability to provide training since they typically lack long-term, well-defined work plans

To increase efficiency at NGO level the project aimed to focus especially on the NGOs capacities in M&E as well as managerial and marketing skills to manage the coming projects and initiatives especially in food systems, livestock and agriculture related projects.

At the start of the project, the capacities of the local CSOs were evaluated. According to the assessment, CSOs should improve their managerial skills, their ability to manage value chains, their potential for wage employment interventions, their strategic planning abilities, and their institutional connections with other important development organizations.

Accordingly, capacity-building workshops on business model approach, behavior change, value chains, productive units, wage employment monitoring and evaluation, and sustainability were held centrally in Cairo and locally in Asyut and Sharkia for CDAs representatives holding leadership and executive positions.

The trainees of "Making Microcredits Work" reached during the evaluation noted that they got more experience and knowledge from the master trainers, in addition to knowledge on the different stages of microcredit management. This knowledge has enabled them to make some changes in their respective organizations and find ways of working. However, for some those changes are subject to their governance structures and board membership. The project participants also noted that there is a noticeable behavior

change while dealing with clients especially those who had challenges paying back their debts, with some of them accelerated the process and succeeded to decrease bureaucracy and increase efficiency.

"The NGOS proposal submitted before to MOSS lacked some basic concepts such as putting real money values for budget items, market research and unification of the proposal structures. Additionally, the training give more focus on economic empowerment proposals, selecting accurate indicators, SMART objectives, matching the available jobs with job seekers through tailored vocational trainings. Additionally, there was more focus on the budget items to reflect real money values. ILO has a significant role regarding the training provided in addition to evaluation of the proposals submitted by the local NGOs"

- Respondent

The project's success in JSC can be attributed to the thorough and elaborate selection of trainers through the support of MOY and ILO, hence ensuring that the trainers are committed and can provide the required support to the youth and women. MOY provided personnel for JSC, but other trainers were chosen through interviews with master trainers and the ILO. Setting of ground rules and expectations during the training supported in ensuring that there was order.

In addition to the above, the guidance and support from the master trainers and the management support from the directorate of Youth, came in handy to ensure that there was seamless implementation of the project activities. The strong networks that were built with their colleagues in the JSC also supported the roll-out of project activities.

The technical knowledge that the trainers have is very instrumental in ensuring that the training objectives are achieved. This is particularly the case for Asyut. This is further supported by the time and effort that goes to supporting and following up with women that are part of the program. The trainers are also accommodative and give enough time to listening, learning, and are willing to improve in areas pointed out by the project participants.

The training content that is used to deliver the training is well thought out and ordered, the contents are very practical and easy to relate to. The facilitation process of coaching, training and follow-up is instrumental to ensure that everyone is fully supported to acquire the skills and knowledge.

The recipients of SIYB training attested that the training was pertinent to their needs for budgeting, cost estimation, pricing, and market intelligence. They stated that Facebook ads, NGOs, and recommendations from their networks were how they first learned about the program. They recognize how closely the interactive workshops improved their skills in effective project management, budgeting, knowledge of business regulations, calculation of costs and prices, etc. The SIYB trainings supported the youth to overcome the current economic challenges through adapting their management style to reach new clients, launch new products and even to target new communities. The majority of SIYB instructors worked in public universities in Sharkia and Asyut. Since they offer career advising services in UCCs, the trainers guided the seniors in the final years in university programs to join the program and then start their own businesses. Additionally, they stated that they developed a pathway of entrepreneurship in the UCCs curriculum of

training and mentorship services. They concurred that the qualities they obtained from TOF would improve their capabilities while performing advisory roles for university students. It worth noting that the EYE-FORSA has conducted one SIYB tracer study, but the final report has not been signed off yet by the time of the MTE

On the quality of project outputs, it was noted that the training content and the master trainer skills are well designed. The facilitators conducted feedback sessions that enabled them to improve the quality of the training sessions. Even so, the lack of printed materials for the participants posed a challenge during the training sessions, although this was resolved by taking notes

It was however noted that with the diversity in the composition of project participants, there is a need for more time to be allocated to the trainings and individualized monitoring and technical support targeting the NGOs leadership.

Amongst the key barriers to effectively delivering the workshops was the delay caused by COVID-19 in 2020. In 2021 there was subsequently a need to accelerate the project processes and hence, the high levels of adaptability and flexibility supported the project implementation throughout the Covid-19 period although there were delayed approvals by MOSS and other logistical issues like the absence of participants and low capacities for example with the asset transfer component and lack of time to provide close coaching for the NGOs.

Moreover, there have been coordination challenges between the directorate of Social Solidarity and the directorate of Youth. This was further compounded by communication and synchronization challenges between the participating NGOs, ILO and SMAAC. ILO however supported the resolution of these challenges by playing a central communication role.

The ILO and SMAAC efforts on the ground has succeeded to a large extent to engage government partners in Sharkia (directorates of youth and social solidarity). However, the Directorate of Social Solidarity in Asyut has to give greater assistance to other partners in order to reach National FORSA clients. While not initially incorporated in the project, there is need to add directors of social units and social workers to the program to reach more beneficiaries in a more precise and more efficient way in the coming phase.

SMAAC, the service provider of the project, and ILO have been supportive, although some of the trainers have reported to have been overloaded with the process of selecting eligible trainees. Support is still needed from the directors of social units in villages in addition to social workers to reach National FORSA beneficiaries. The project management is positive and supportive, relying on existing networks to reach youth from the National FORSA program as well as using the available resources of youth centers to hold the workshops.

As for the women targeted by the project, permission from their husbands to participate is key and in some cases, some of the women have found it hard to get the permission to fully participate in the intervention. This is mainly caused by the socio - cultural role of women in the targeted areas, where participating in the program can be mistaken to be absconding their maternal responsibilities at home. The long training hours were also a challenge for the women in some cases as some came from far off places and still had to attend to their daily chores.

Micro-projects have lots of risks such as beneficiaries selecting similar traditional enterprise projects in the same area, for example a shop or working on sewing machines or selling vegetables and fruits. They usually face the problem of marketing their products in addition to the low level of skills.

The MSMEDA services were not as accessible to SIYB participants as expected. Some of the participants mentioned that there is a lot of bureaucracy and pre-conditions to be met. The training participants also mentioned that the lack of a certificate of participation as being a bit demoralizing.

The project did not invest much on visibility and branding, which if well done would help reach more participants and address the challenge of ineligible project participants.

Response and feedback to NGOs from MOSS was not as efficient as expected as MOSS would mostly respond to the umbrella NGO. Hence there were cases of incomplete communications between MOSS, the umbrella NGO and the NGOs themselves. The NGOs being on the ground feel they deserve direct communication from MOSS.

Some of the participating NGOs did not carry out feasibility studies, hence did not have their community needs well documented. There were also cases of some lacking financial management skills, which leaves the NGOs without competitive advantage to take up and adopt the new skills acquired particularly with the lack of time available for National FORSA members to coach them.

The varied operational experience in the NGOs has led to a very diverse group of participants operating at different levels leading to some of the less experienced NGOs being left behind. However, this also led to a forum where these NGOs could learn and get inspired by the more experienced ones.

The changing operational context that included changes in government regulations and compliance procedures also led to some delays in project implementation. The delay in asset transfer and agreements between MOSS and NGOS was a major obstacle for starting the implementation of value chains and productive units in rural communities.

This delay created a big-time gap between the Get-Ahead training and the expected time for asset transfer. This gap provides room for rumors regarding the exit of National FORSA beneficiaries from cash support which creates some laxity among beneficiaries to continue in the program.

The current economic challenges regarding the higher inflation rates and the devaluation of the Egyptian currency will limit the efficiency of the original money value (15,000 EGP) of asset transfer to cover the minimum requirements for microprojects. National Forsa program is working on filling in the gaps however, extra efforts are still necessary to make the asset transfer process more viable.

The return-on-investment numbers of microprojects will be affected by the local economy's instability, which will make it difficult for National FORSA beneficiaries to successfully exit the conditional cash transfer programmes in the recent future.

"Some of the ladies were not interested at the start of the training but after attending two days of training, some of them were interested to have projects and start to do their action plans since day 2 of training." - Trainer

Outputs Matrix

OUTPUTS	Indicator	Target	Achievement
Impact: Employment and Economic Empowerment of Vulnerable Communities			
Outcome 1: Strengthened partner institutions and CSOs promote wage and self-employment and entrepreneurship for women and youth	Ind. 1. # of Institutions & CSOs effectively engaged in employment & entrepreneurship promotion	50 Institutions/CSOs	54 NGOs trained
			14 in Sharkia, 16 in Asyut and 25 NGOs from 14 Governorates
Output 1.1: Stakeholders assessed to deliver wage employment and self-employment promotion	Ind. 1.1. % Of partner institutions and CSOs who acquire at least 80% of the capacity to deliver wage employment and self-employment	80% of partner institutions that received training	NA
			MOSS changed the strategy and worked with only three major "Umbrella" NGOs in two governorates
	Ind. 1.2. # Of ToT training held	8 ToT trainings (2 JSCs, 2 Financial Literacy ,2 SIYB, 2 GET Ahead)	8 ToT trainings
			2 JSCs (1 in Ayut and 1 in sharkia)
			2 Financial Literacy (1 in Asyut and 1 in Sharkia)
Ind. 1.3. # Of individuals completed ToT training on JSCs, financial literacy, SIYB and GET Ahead)	No specific target	2 SIYB (1 in Asyut and 1 in Sharkia)	
		2 GET Ahead (1 in Asyut and 2 in Sharkia)	
		159	
Output 1.2:	Ind. 1.4. # Of round tables held	4 roundtable discussions	GET AHEAD (24 Asyut, 17 Sharkia)
			Financial Education (22 Asyut, 22 Sharkia)
			SIYB (21 Asyut, 17 Sharkia)
Knowledge base of stakeholders enhanced, and evidence produced and disseminated	Ind. 1.5. # of publications and media materials produced and disseminated.	2 policy briefs	JSC (21 Asyut, 15 Sharkia)
			Not yet built tracer study
			Not yet waiting for tracer study

	Ind. 1.6. A mapping study of demanded skills has been conducted		The project has been working to prepare for the assessment of apprenticeship training programmes, with an aim to contribute to development of the apprenticeship in Egypt
			Mapping of Skills Demanded in Asyut: a mapping of skills demanded within private sector enterprises is carried out in cooperation with the Federation of Investors Association. A matching plan between the needs/ demands of employers and the skill sets (supply) of job seekers shall be available soon.
	Ind. 1.7. # Of tracer studies conducted	3 tracer studies	Not Yet (one study was on the draft status at the time of the evaluation)
Outcome 2: Youth in targeted areas have increased access to wage employment	Ind. 2. % Of youth with increased access to wage employment	80% of youth who received employability and financial skills training	39% 73 out of 188 in Asyut
Output 2.1: Enhanced employability and financial skills	Ind. 2.1. # Of job search clubs initiated/ held	60 JSCs	11 in Asyut
	Ind. 2.2. # Of youth trained on employability and financial skills.	1000 youth	188
	Ind. 2.3. # Of youth obtained at least 80% of the required employability and financial skills.	80%	28% of youth achieved 80% and above of the post-test grades however 83% in the post test had higher grades than the pre-test
Output 2.2.: Improved youth transition to sustainable employment through job matching and job retention.	Ind. 2.4. # Of job fairs organized	4 job fairs	2 Job Fairs (150 hired in Asyut and 300 hired in Sharkia)
	Ind. 2.5. # Of employers engaged.	150 employers engaged	32 (7 in Asyut, 25 in Sharkia)
	Ind. 2.6. # Of individuals attended supervisory skills training.	4 rounds of Supervisors Skills Training and 60 trainers 1 HR Academy	Not yet
Outcome 3: Female Self-Employment, teamwork and value chain promoted	Ind. 3. % of females who managed to start their own business.	80%	20% in Asyut
			Other 80% are still waiting for Asset transfer

Output 3.1: Income generating activities supported	Ind. 3.1. # Females trained on financial Education & GET Ahead	1000 females	440 (239 Asyut, 201 Sharkia)
	Ind. 3.2. # of training workshops held for females.	50 workshops	19 (Asyut, Sharkia)
Output 3.2: Microfinance services improved	Ind. 3.3. # of MFIs trained	(9 MFIs trained)	10 in Asyut (23 participants) 9 in Sharkia (28 participants)
	Ind. 4.1 # of businesses created or supported	250 Business	205 Business (182 informal and 23 formal businesses)
Outcome 4: Community empowered to support entrepreneurship for the poor, teamwork and value chain	4.2 # of jobs created in new or improved businesses	No Target	423
	Ind. 4.3 # Participants in entrepreneurial skills Workshops	1,000 individual participants	610 (500 in Asyut, 110 in Sharkia) 24 Workshop in Asyut, 5 workshops in Sharkia
Output 4.2: Access to business development services facilitated	Ind. 4.4 # BDS providers trained	(30 BDS providers)	Not Yet A concept note is developed, and The EYE Forsa project is currently preparing for the holding of a training on business development services (BDS) provision, building on the training toolkit that was developed through the ILO-Cairo Office Norway-funded project "Egypt Youth Employment: Jobs and Private Sector in Rural Egypt (RAWABET). The project is also working to identify target BDS providers in Asyut, the first target governorate.

Source; MTE

Achievements of Outcomes.

Outcome 1: Strengthened partner institutions and CSOs promote wage and self-employment and entrepreneurship for women and

This outcome has been partially achieved. Stakeholder CSOs have been assessed and supported to deliver wage employment and self-employment promotion. Specifically, the project has managed to train 54 NGOs, 14 in Sharkia, 16 in Asyut and 25 NGOs from the 14 Governorates. These include 8 ToT trainings, 2 JSCs (1 in Asyut and 1 in Sharkia), 2 Financial Literacy workshops (1 in Asyut and 1 in Sharkia), 2 SIYB workshops (1 in Asyut and 1 in Sharkia), 3 GET Ahead workshops (1 in Asyut and 2 in Sharkia).

Up to 159 participants have been reached with the GET AHEAD trainings (24 Asyut, 17 Sharkia), Financial Education (22 Asyut, 22 Sharkia), SIYB (21 Asyut, 17 Sharkia), JSC (21 Asyut, 15 Sharkia).

The part of this outcome that is not yet achieved is the enhancement of the Knowledge base of stakeholders, production, and dissemination of evidence. The project has been working to prepare for the assessment of apprenticeship training programmes, with an aim to contribute to development of the apprenticeship in Egypt. Mapping of skills demanded in Asyut within private sector enterprises is carried out in cooperation with the Federation of Investors Association. A matching plan between the needs/demands of employers and the skill sets (supply) of job seekers shall be available soon.

As previously indicated, the biggest obstacles to achieving this goal have been the Ministry of Finance's slow approval of funds transfers to NGOs and the significant time lag between the capacity building of NGOs/CSOs and the beginning of the asset transfer process by National FORSA program. The CSOs also need to know whether and how they will be participating in the project, as well as feedback on the proposals they have submitted to MOSS. In addition, numerous facilitators had difficulties with their availability to provide training since they typically lack long-term, well-defined work plans.

Outcome 2: Youth in targeted areas have increased access to wage employment

This outcome has so far been partially achieved through the enhancement of employability skills. At least 38% (73 out of 188) of the youth in Asyut have reported increased access to wage employment. Some 11 search clubs have been initiated and 188 Youth trained on employability and financial skills.

Up to 83% of the youth in the post test had obtained at least 80% of the required employability and financial skills. Additionally, the project has also managed to improve youth transition to sustainable employment through job matching and job retention. Two (2) Job Fairs were conducted with 150 being hired in Asyut and 300 hired in Sharkia. As well, some 32 (7 in Asyut, 25 in Sharkia) employers have so far been engaged.

The employability skills they acquired, such as CV writing, interview skills, job-searching abilities, negotiating skills, etc., were rated favourably by the beneficiaries. Some of the recipients reported having success choosing between open positions to secure employment. Females said they utilised the funds to cover personal expenses or to meet the fundamental necessities of their families. Unintentionally, some of the beneficiaries have created jobs for other people. One of the participants started a project on her own and employed her sisters.

Male youth had a low representation mostly because they moved to other governorates or worked as day labourers in their own governorate. Some young women claimed that their families (husbands, brothers),

to some extent, did not support the concept of them having jobs, but they managed to handle the issue well.

Outcome 3: Female Self-Employment, teamwork and value chain promoted

This outcome has been fairly well achieved, through supporting of income generating activities and supporting Microfinance services to improve. Up to 440 (239 Asyut, 201 Sharkia) females have been trained on integrated model of financial Education & GET Ahead, with 19 training workshops held for the females i.e., 10 in Asyut (239 participants), 9 in Sharkia (201 participants), in addition to ,19 MFIs have been trained in both governorates.

The women expressed their happiness with the trainings, as well as the newfound knowledge and abilities. They have begun budgeting their businesses, separating project finance from personal finance, managing microprojects, finding potential new customers, community needs, and saving money (Direct and indirect). They said that their spending habits had changed, and they have started saving between 2 and 10 EGP on a daily basis. This is however a very small amount of money, because the women are quite fragile. Women have stated that their husbands have slowly begun supporting their initiatives, particularly when males realised how the training had affected their wives' money-saving habits and the revenue from their ongoing microprojects. They mostly use the money made to meet their children's fundamental necessities, notably those related to schooling.

According to comments from many stakeholders on the ground, ambiguous information opens the door for more rumours that influence certain potential beneficiaries' decisions to enrol in the programme. Besides, due to a lack of information from facilitators or even MOSS staff in Sharkia and Asyut, some of the women are worried about completing the FORSA programme.

As well, beneficiaries need to attend refresher classes before the asset transfer may begin in order to ensure that their plans have been updated to reflect market price increases due to the time lag between the training and the asset transfer. Similarly, NGOs and CSOs stated that in order for beneficiaries to begin financially viable initiatives, the asset transfer package for them should be increased to account for economic inflation of raw material and tool costs.

While the female beneficiaries indicated a preference for a variety of microbusinesses, including those involving the sale of goods, clothing production, and beauty projects, the FORSA programme is more interested in value chains related to the livestock and food systems as well as agriculture-related production units and businesses.

Outcome 4: Community empowered to support entrepreneurship for the poor, teamwork, and value chain

The project has partially achieved this outcome through community empowerment and support for entrepreneurship, this was done mainly through the 205 businesses created or supported and the 423 jobs created in new or improved businesses.

There have been 610 (500 in Asyut, 110 in Sharkia) participants in entrepreneurial skills Workshops.

On the access to business development services, a concept note has been developed, and the project is currently preparing to hold training on business development services (BDS) provision, building on the

training toolkit that was developed through the ILO-Cairo Office Norway-funded project “Egypt Youth Employment: Jobs and Private Sector in Rural Egypt (RAWABET). The project is also working to identify target BDS providers in Asyut, the first target governorate.

Despite having a session in the training on MSMEDA services, beneficiaries are concerned about their lack of access to the agency's services. They said that, particularly in the case of financial services, the sessions did not accurately reflect the situation on the ground. Additionally, youth did not meet the conditions to get the financial help they needed, particularly the mandatory permits for their enterprises before receiving the grant, according to MSMEDA. Beneficiaries are also concerned about the possibility that price increases could make their enterprises less viable.

4.4 Efficiency of resource use

Various stakeholders indicated that various resources were used effectively and efficiently. Additionally, various costs are closely monitored and reviewed in cooperation with various partners, mostly service providers. However, there was a delay in the project activities' beginning, and ILO and partners made adjustments to meet the goals on schedule.

To ensure that the spendings are in line with the projected budget, ILO conducts at least a yearly round of budget review. Due to changes in the foreign currency market, there has been a significant amount of saving. The project plan has had to be adjusted as a result of the devaluation of the EGP, which is generating savings on the budget. The project has thus undertaken adaption actions, for instance, included hiring a new field coordinator from the service provider in Sharkia and entering into a "No Cost Extension" agreement with the donor.

Due to the rise of costs, stakeholders stated that there should be a reassessment of the funding for coffee breaks during trainings. Additionally, facilitators requested an increase in their transportation allowance and, if feasible, compensation for their efforts in contacting beneficiaries, sifting through the lists, screening applicants, and offering various courses.

The delay in the asset transfer process in comparison to the period of the GET AHEAD training and the remaining duration of the project has been the biggest challenge. The long-term advantages of the integrated GET AHEAD and financial education approach provided to rural women will be minimized by such a delay.

Moreover the National FORSA programme is nonetheless concerned about its capacity to increase budgets, which would require more government clearances. This will be reflected in the beginning of the asset transfer process.

The National FORSA programme now seeks assistance from partners to close this finance gap and quicken the asset transfer process. In order to help MoSS save money on the start-up and management of the asset transfer process, National FORSA program seek EYE-FORSA support through hiring experts of asset transfer to help MOSS save operational costs associated with the launch and management of the asset transfer process.

Partnership Arrangements

The project's interventions are delivered through implementing partners, mainly including line ministries and their local offices as well as non-governmental organizations and community development associations at the grassroots level. The project built the capacities of implementing partners, not only to deliver the ILO training programmes provided through the project, but also on identifying potential and promising economic opportunities in target local communities that are relevant to Forsa beneficiaries. Some of the ToT trainings were for instance carried out in partnership with the Micro Small and Medium Enterprises Development Agency (MSMEDA). In coordination with MoSS, the project developed a thorough stakeholders mapping and assessment to identify and appraise potential implementing partners from CDAs and relevant NGOs, with special focus on those that offer microcredit and business development services.

The partnership of the EYE Forsa project with implementing partners such as line ministries, local offices, non-governmental organizations, and community development associations at the grassroots level is a strategic approach to ensure effective implementation and delivery of the project's interventions. The project's capacity-building initiatives for implementing partners, particularly on identifying potential economic opportunities in target communities, demonstrate a focus on sustainability and impact beyond the project's duration.

The partnerships, for instance with Micro Small and Medium Enterprises Development Agency (MSMEDA) for ToT trainings, also suggests a collaborative approach to leveraging existing expertise and resources for the benefit of project beneficiaries. The thorough stakeholders mapping and assessment undertaken in coordination with MoSS to identify potential implementing partners from CDAs and relevant NGOs further highlights a commitment to ensuring the project's interventions are aligned with the needs and priorities of the target communities.

However, it is important to critically assess the effectiveness of the project's partnership with implementing partners, particularly in terms of ensuring equitable and inclusive access to project interventions, addressing power imbalances between partners, and promoting sustainability beyond the project's duration. Additionally, it is important to monitor and evaluate the outcomes and impact of the project's interventions, particularly on the economic empowerment of Forsa beneficiaries and the overall development of target communities.

4.5 Impact orientation and sustainability

Positive improvements in the lives of the project's final beneficiaries and on national policies and practises are somewhat evident. The outcomes of the intervention are therefore expected to have an explicit or implicit long-term, beneficial impact to the applicable SDGs and objectives.

The diversity of well-trained MOSS employees, NGOs/CSO staff, trainers, and programme facilitators associated with community and governmental organisations are the foundation of this project's sustainability. This is in addition to the involvement of MOSS and other partners in the planning and execution of various activities.

A further indicator of sustainability is the carefully planned and field-tested material of the various training programs as well as the ongoing assistance of the Master trainers.

Sustainability is also supported by ILO's continuous monitoring and strong cooperation with various partners, especially at the national level. This is evidence that the project is expanding the body of knowledge and developing proof of the initiative's effects at the national level.

Because they don't have a complete understanding of the project's activities and issues as described by various stakeholders, project stakeholders in the field can struggle to understand their responsibilities in the project, thus adversely affecting sustainability.

According to information provided by various stakeholders, the project also has some difficulties raising public awareness of its operations, necessitating the creation of a communication strategy in collaboration with National FORSA team. There are concerns about the CSOs' and NGOs' abilities to properly manage the value chains and industrial units provided by National FORSA initiative. A number of interested parties claimed that even the umbrella NGOs lack the required qualities to successfully manage such type of business independently and sustainably. Additionally, the National FORSA outcomes might potentially be adversely affected by the fixed budget for the intended asset transfer compared to the inflation in prices.

The asset transfer M&E operations also necessitate improving NGOs' and MOSS Staff's M&E capacities through workshops because of their doubtful capacity.

4.6 Gender equality and non-discrimination

Within the confines of their overarching objectives, the project strategies are adaptable and receptive to new issues relating to non-discrimination and gender equality. There are nevertheless enabling and restricting aspects in the project's actual or prospective contribution to gender equality and non-discrimination within the project's thematic area.

The project took into consideration the gender aspect in different activities. For instance, the trainers have good representation of women facilitators. As well, the GET AHEAD trainings were held in the villages to respond to women preference of not moving far from their homes. The trainings were also provided in safe places for women and girls while the accessibility for both women, men are equal regarding SIYB, JSC, ToF were equal.

Women in Egypt continue to face significant challenges in accessing economic opportunities and achieving economic empowerment. These challenges are often rooted in traditional gender norms and discriminatory practices that limit women's access to education, training, and employment. Although no policy was developed by this project, ILO has developed policies and frameworks to address gender inequalities in the workplace and promote women's economic empowerment. These include the Gender Equality in Employment (GEE) Policy and the Women's Entrepreneurship Development (WED) programme. The GEE policy seeks to promote equal opportunities for women and men in the workplace, while the WED programme aims to support women's entrepreneurship and help women-owned businesses to grow.

The main concern is however the accessibility of daily labourer from youth JSC since they may have work in the morning (the time of the training). This is in spite of their work is not being sustainable on the long run. The JSC could be a good opportunity for youth to enhance their chances to join the formal sector with more decent jobs rather than the current informal and temporary jobs they might have.

JSC married female beneficiaries had to put in more effort in daily household duties to maintain the same level of quality as before starting their present careers. Moreover, young women reported that an additional barrier to get employed is the far distance of the workplaces, so they gave the priority to jobs that are nearer to their residence areas.

Also, including women and their husbands in the interviews prior to entering the GET Ahead programme would be useful to secure the spouses' support from the start of the training and thereafter the microprojects launched by women. Women who started their micro-businesses, were able to save money and directed them to cover their needs. Women reported that their husbands appreciated their efforts and supported them running the business whenever needed.

The main barrier for micro-entrepreneurs was the economic inflation and the shooting up of the prices. Both men and women used the tactics they learned in the training workshops to reach new customers categories, to customize their products based on the clients emerged preferences and to collaborate together while buying their supplies to get cheaper offers.

4.7 Conclusions

Relevance, Coherence and Strategic Fit,

The project has exhibited a considerable level of coherence with the Egyptian Government's objectives, National Development Framework and beneficiaries' needs. The project supports the second and fourth Strategic Objectives of its SDS 2030 – Economic Development and Improving Employability, respectively. It also aligns with the objectives of MOSS's strategy. The project supports the outcomes outlined in ILO's CPOs and the SDGs. It focuses on inclusion of women which further reinforces its alignment with CPO 103 SDG 8 and 4.

The project will contribute to achieving the P&B 2020-2021 outcomes, namely: Outcome 3: Economic, social and environmental transitions for full, productive and freely chosen employment and decent work for all; Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work; and Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market. It is linked to CPO EGY101, EGY 103 and 106. Indicators 3.5.1, 4.2.1, 5.1.1, 5.3.1, and 5.3.2.

As well, the project complements and fits with other on-going ILO programmes and projects in the country besides leveraging the ILO contributions, through its comparative advantages (including tripartism, international labour standards, etc.).

Validity of Intervention Design

The project has largely been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available.

The project integrated gender and non-discrimination and international labour standards, as critical themes in the design. Tripartism is however not quite evident in the design.

Effectiveness

The project has made quite some progress towards achieving the overall project objectives/outcomes although not all activities could be carried out as planned, as some have delayed. Subsequently, while for several indicators are being realized, the status quo varies among direct beneficiaries and target NGOs, accordingly, their current level of capacity.

While FORSA recipients are free to decide whether or not to participate in the programme, they are naturally resistant to the notion, which adds to the complexity around the graduation process. MOSS is executing its job, however the exact length of time the beneficiaries will be carried off the T&K conditioned

cash transfer is a political decision that is beyond the project's control. This might be an opportunity for MOSS (National FORSA) to promote the word about the need of participating in capacity building and then income generating activities so that recipients can assure a greater income than conditioned cash transfers. After being trained, MOSS can employ social workers and directors of social units.

The trainings were successful in increasing the capacity of non-governmental organisations (NGOs) to manage wage employment and self-employment projects. As a result, the NGOs are now able to develop and submit quality project proposals to MOSS in order to contribute to the implementation of the national Forsa Program in target governorates.

However, NGOs continue to lack financial sustainability experience since they continue to solicit funds in their proposals to run their operations rather than employing earnings from value chains and production units to support their operations. This was the motivation for MOSS's determination to pursue partnerships with huge umbrella NGOS. MOSS is skeptical about umbrella NGOS' ability to properly manage value chains and production units.

Efficiency

Sound management and governance structures were put in place, with the key stakeholders, partners and ILO always working seamlessly to achieve project goals and objectives. The working relationship (esp. between ILO and MOSS) and management approach is generally collaborative and cooperative.

The project management effectively manages contextual and institutional risks external to the project. While the COVID-19 Pandemic influenced the timely delivery of project activities, the project has been able to successfully address the influence.

Project resources (financial, human, technical support, etc.) are well allocated to achieve the project outputs, and specially outcomes. The project has realized some savings resulting from favorable foreign exchange and leveraged resources to promote gender equality and non-discrimination.

Impact orientation and sustainability

The results of the intervention are likely to have a long term, sustainable positive contribution to the SDGs and relevant targets (explicitly or implicitly). The project has been successful in building the capacity of NGOs staff and Master trainers, to varying levels and many will be able to maintain the newly acquired knowledge and skills into the future. They will continue to carry out trainings, hold round tables and include women in their activities.

Gender equality and non-discrimination

The project successfully mainstreamed gender and disability equality in the project strategy and outcomes and resources utilized on DE activities.

4.8 Lessons learned

- The quality of the training is improved by tailoring the course contents to the beneficiaries, the project, and the local environment.
- The attainment of outcomes is facilitated by careful selection of the training methods and instructors.

- Efficiency and effectiveness are increased when there is good communication among the project's partners (ILO, SMAAC, MOSS, and Master trainers).
- The likelihood of training success is increased by the careful selection of qualified recipients for the trainings.
- Keeping a watchful eye out for unforeseen hazards and adjusting project responses reduces delays.
- Despite the operational difficulties they encountered, the facilitators benefited from the close supervision and mentoring offered by expert trainers.
- The leadership of peripheral social units, who are in close touch with beneficiaries and are highly familiar with how to organise them, is the fastest approach to reach beneficiaries.

4.9 Good Practice

- The institutionalization of JSC in peripheral governorates in addition to the MOY in the center.
- The development of integrated model of GET AHEAD and Financial Education training was a very innovative approach particularly with decreasing the number of training days from 10 to 5 days that is more suitable for a rural housewife with lower level of education.
- The selection of local facilitators from the local communities with around 50% affiliated with local NGOs/CSOS. Moreover, all the JSCs and some of SIYB facilitators are affiliated with local government entities such as youth centers and universities.

4.10 Recommendations

1. It is necessary to re-evaluate the sequence in which implementation tools are produced. (EYE-FORSA)
2. By establishing defined work plans and communicating them with the appropriate partners, the project will ensure that the local partners are much more compliant with the shared plan. (EYE_FORSA)
3. On a semi-annual basis, organize learning workshops at the governorate level facilitated by ILO with various local stakeholders to discuss previous periods' achievements, challenges. (EYE-FORSA)
4. Because a sizeable portion of FORSA recipients are women, the EYE-FORSA succeeded to comprehensively integrate the GET AHEAD and Financial Education into five-day program, however there should be an opportunity for splitting the five days on two consecutive weeks each one is three days to incorporate more women. (EYE-FORSA)
5. The ILO should connect MOSS with various commercial partners, government agencies, and ILO initiatives that have prior expertise managing value chains. (EYE-FORSA)
6. ILO should assist MOSS in establishing and administering an EYE FORSA communication strategy in order to reach a larger number of people who potentially benefit from the EYE-FORSA initiative. (EYE-FORSA)
7. Build MOSS capability in M&E at the central and peripheral levels to guarantee a good data gathering process, DQA, correct databases. (EYE-FORSA)

8. In Addition to capacity building of the CSOs staff, close technical assistance should be offered for CSOs/NGOs to achieve success during the value chains implementation. (EYE-FORSA-National FORSA)
9. National FORSA should identify and announce a clear mechanism to the public linking the enrolment and the successions between National-FORSA and EYE-FORSA programs. This mechanism should include an explicit message of their journey from conditioned cash transfer recipients till their graduation of the program with complete financial independence. They will be more inclined to participate in project activities and subsequently the asset transfer process. (National FORSA)
10. To ensure beneficiary participation, the interval between behavior modification workshops, GET AHEAD workshops, and asset transfer should be kept to a minimum. (National FORSA)
11. There should be an opportunity for a range of micro initiatives rather than focusing on value chains of livestock and food systems. (National FORSA)
12. Choose assets that are suited for the local environment and people's lifestyles to guarantee that these assets can be handled by people. (National FORSA)
13. To guarantee a good start, GET AHEAD beneficiaries who already have microprojects should be prioritized at the outset of asset transfer which may have better chances for success. (National FORSA)
14. In light of the current economic situation and the estimated return on investment of micro-projects, National FORSA in collaboration with T&K program should adjust the timeframe and conditions for graduation of the beneficiaries from the conditioned cash transfer. (National FORSA)
15. ILO, MOSS, NGOs, and donors should collaborate closely to reduce the financial gap with asset transfers caused by price inflation.

5.0 Annexes

5.1 Terms of Reference (ToR)

Terms of Reference

Midterm External Evaluation of the Project

Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA)

Title of Project	Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA)
Project Code	EGY/20/01/NOR
Administrative Unit in the ILO	DWT/CO Cairo
Technical Backstopping Unit in the ILO	DWT/CO Cairo
Project Duration	June 2020- June 2023
Total Project Budget	USD 3,519,905
Donor	The Government of Norway
Type of Evaluation	External
Timing of Evaluation	Midterm
Evaluation Manager	Ahmed Farahat

I. BACKGROUND INFORMATION

Description of the project

As part of major economic reforms implemented since 2015, the Government of Egypt has launched a conditional cash transfer programme entitled Takaful and Karama (Solidarity and Dignity in Arabic). The programme has gradually expanded its reach, and currently due to the repercussions of COVID 19 pandemic, an increase is expected to benefit around 3.4 million families in Egypt. As fuel subsidies and other “fiscal consolidation” measures have been taken to decrease public debt, T&K represents the main social assistance programme providing income support to its poorest segments. Poverty has been on the rise in Egypt and stood at the last count at about 33% of the population.

The Government acknowledged the need to complement cash transfers with services and incentives to promote jobs and income generation among its vulnerable segments. The Ministry of Social Solidarity (MoSS) thus announced the launch of the National ‘Forsa’ (Opportunity in Arabic) programme in 2017. The ILO has since supported the Ministry in conceiving the programme. Forsa targets working age members of “poor” households, e.g. those qualifying for T&K benefits under its means testing and those that are not currently benefitting but had applied to T&K and had been found to live close to the means-test PMT score. A World Bank loan in 2019 has been signed including additional budget support for T&K as well as USD 50M to kick-start Forsa.

Forsa provides services and incentives to promote both self-employment/income generation and access to existing jobs/wage employment. The ILO has provided continuous support to the Ministry in the development of the Programme. Together with the World Bank it has advised the Minister and senior staff of the Ministry on good international practices in setting up “active” social assistance programmes or “graduation” programmes. It has then funded technical expertise within the Forsa programme unit established by the Ministry, as part of its programme on youth employment in Egypt.

Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA) is a 3-years ILO project, funded by the Royal Government of Norway, with an approximate budget of USD 3.5 Million. To achieve its potential, some key factors need to be in place. First, the capacities of MoSS need substantial development; the Ministry has been able to build its capacities around delivering the conditional cash transfers (CCTs) programme with a lot of international support. Capacity development for Forsa will take, arguably, an even greater effort. CCTs are largely about getting administrative processes right; socio-economic empowerment programmes also require a level of technical expertise to be in place. This is a critical factor in the success of ALMPs/graduation programmes internationally. The Ministry will not be operating on its own; rather, services to promote entrepreneurship, transfer rural productive assets, or set-up apprenticeship programmes, will be delivered through networks of CSOs/NGOs. At the grassroots level, civil society organisations in poorer Governorates have for the most part undertaken humanitarian and social activities. For local CSOs to be able to manage and deliver socio-economic services, serious capacity development efforts are required. Competitive training of trainers and training of experts programmes, on key skills and competencies, are required on a rather large scale. As the lead UN agency on employment promotion, the ILO is well placed to deliver such a capacity development programme, building on previous work.

The other key factor to support the realisation of target beneficiaries socioeconomic rights is to adequately “test” models of support. The ILO has done just that for many years in Egypt, and will be able to rollout previously tested models that have demonstrated results. There is also a need to

introduce in Egypt some innovations, e.g. models that have worked in other similar countries but have not yet been tried out in Egypt. The testing of these models will build on solid evaluation measures, to ascertain their positive net effects.

Project Contribution to National Development Plans, Norway's Priorities, UNPDF, P&B , SDGs

- **Link to National Development Plans:**

With the above said, the project is linked to the social safety net programme established by the Ministry of Social Solidarity to allow poor families and household in the working age to transform from depending on social welfare to become part of the local workforce and equip them to be more resilient.

- **Link to Norway's priorities:**

The Government of Norway takes an integrated approach to its foreign and development policy, which is designed - among other things - to develop the private sector, promote economic development, good governance and measures that can lift people out of poverty for good. Norway is one of the founding member States of the ILO and a long-standing and generous partner in the promotion of the Decent Work Agenda. Norway has ratified the eight Fundamental Conventions and the four Priority Conventions, as well as 98 Technical Conventions

- **Link to United Nations Partnership Development Framework (UNPDF) for Egypt (2018-2022):**

The project will contribute to achieving UNPDF outcomes, namely Outcome 1.1: pro-employment economic policies for growth, investment and structural transformation; Outcome 1.2: local economic development and MSMEs; Outcome 1.3: technical & vocational training; Outcome 1.4: growth with equity: integration of poor and vulnerable groups; Outcome 4.1: women's economic empowerment.

- **Link to P&B 2022-2024:**

The project will contribute to achieving the P&B 2020-2021 outcomes, namely: Outcome 3: Economic, social and environmental transitions for full, productive and freely chosen employment and decent work for all; Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work; and Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market. It is linked to CPO EGY101, EGY 103 and 106. Indicators 3.5.1, 4.2.1, 5.1.1, 5.3.1, and 5.3.2.

- **Link to SDGs:**

The project is linked to Goal #8: Decent work and economic growth; indicator 8.5.1 Average hourly earnings of employees, by sex, age, occupation and persons with disabilities. Putting job creation at the heart of economic policy-making and development plans, will not only generate decent work opportunities but also more robust, inclusive and poverty-reducing growth as the project will seek to achieve. As well as Goal #1 aiming to end poverty in all its forms; indicator 1.3.1 Proportion of population covered by social protection floors, systems.

Project Objectives

The overall impact of the project is to contribute to “Economic Empowerment and Employment for Vulnerable Communities.” This is a project aimed mainly at supporting graduation from the conditional cash transfer schemes of the Egyptian Ministry of Social Solidarity, by feeding into the national Forsa programme and its supporting World Bank loan to support wage employment and self-employment. The project will have the following outcomes:

Outcome 1: Strengthened partner institutions and CSOs promote wage and self-employment and entrepreneurship for women and youth;

Outcome 2: Youth in targeted areas have an increased access to wage employment;

Outcome 3: Female Self-Employment, teamwork and value chain promoted; and

Outcome 4: Community empowered to support entrepreneurship for the poor, teamwork and value chain.

Key project results so far as report by the project by April 2022 are:

- The project acted as a technical advisory partner for the FORSA national programme, through solid collaboration with MoSS as the government partner.
- Rolling out NGOs capacity building interventions on Cairo level and in the two target governorates Asyut and Sharkia to be able to contribute in the implementation of the national programme.
- Building a pool of certified trainers on different entrepreneurship and wage employment training tools who are able to achieve EYE-FORSA project results, moreover they serve efficiently in achieving the FORSA national programme in the targeted areas.
- Rolling out the entrepreneurship, self-employment and wage employment training for youth and women in both target areas.

II. Evaluation Background

ILO considers project evaluations as an integral part of the implementation of technical cooperation activities. This project will go through two independent evaluations; a mid-term evaluation and a final evaluation. Both evaluations are managed by an ILO certified evaluation manager and implemented by independent evaluators.

The purposes of evaluations are accountability, learning and planning and building knowledge. It should be conducted in the context of criteria and approaches for international development assistance as established by the OECD/DAC Evaluation Quality Standard; and the UNEG Code of Conduct for Evaluation in the UN System.

This evaluation will follow the ILO policy guidelines for results-based evaluations; and the ILO EVAL Policy Guidelines Checklist 3 “Preparing the inception report”; Checklist 4 “Validating methodologies”; and Checklist 5 “Preparing the evaluation report”. The evaluation will follow the OECD-DAC framework and principles for evaluation. For all practical purposes, this ToR and ILO Evaluation policies and guidelines define the overall scope of this evaluation. Recommendations, emerging from the evaluation, should be

strongly linked to the findings of the evaluation and should provide clear guidance to stakeholders on how they can address them.²

III. PURPOSE AND OBJECTIVES OF THE MID-TERM EVALUATION

The main purpose of this mid-term independent evaluation is to provide an independent assessment of the progress to date, through an analysis of relevance, effectiveness, efficiency, effects and orientation to impact of the project. The specific objectives of the evaluation are the following:

1. Assess the relevance and coherence of project's design regarding country needs and how the project is perceived and valued by project beneficiaries and partners;
2. Identify the contributions of the project to the SDGs, the country's UNPDF, the ILO objectives and CPOs and its synergy with other projects and programs in both countries;
3. Analyse the implementation strategies of the project with regard to their potential effectiveness in achieving the project outcomes and impacts; including unexpected results and factors affecting project implementation (positively and negatively);
4. Review the institutional set-up, capacity for project implementation and coordination mechanisms;
5. Assess the implementation efficiency of the project;
6. Review the strategies for outcomes' sustainability and orientation to impact;
7. Identify lessons and potential good practices for the tripartite constituents, stakeholders and partners; and
8. Provide strategic recommendations for the different tripartite constituents, stakeholders and partners to improve implementation of the project activities and attainment of project objectives.

IV. EVALUATION SCOPE

The evaluation mission will take place over the month of October – December 2022. It is expected to cover the main period of implementation between June 2020 and September 2022. An assessment of all outcomes and outputs of the project will be expected.

Regarding the geographical scope of the evaluation, centralized interventions are to be assessed on the level of the capital and relevant national partners, and on the governorate level in Asyut and Sharkia.

The evaluation will discuss how the project is addressing the ILO cross-cutting themes including gender equality and non-discrimination (“no one left behind”), international labour standards, and just transition to environmental sustainability.

The evaluation should help to understand how and why the project has obtained or not the specific results from output to potential impacts.

V. EVALUATION CRITERIA AND QUESTIONS

a) Review criteria

The evaluation should address the overall standard evaluation criteria: Relevance, effectiveness, efficiency, sustainability and impact as defined in the ILO Policy Guidelines for results-based evaluation, 2020:³

- Relevance, coherence and strategic fit of the project;

³ https://www.ilo.org/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm

- Validity of the project design;
- Project effectiveness.
- Efficiency of resource use;
- Sustainability of project outcomes;
- Impact orientation; and
- Gender equality and non-discrimination

b) Key Evaluation Questions

Evaluation team shall examine the following key issues:

A. Relevance, coherence and strategic fit,

- Is the project coherent with the Governments objectives, National Development Frameworks, County Development Frameworks, beneficiaries' needs, and does it support the outcomes outlined in ILO's CPOs as well as the UNPDF and SDGs?
- How does the project complement and fit with other on-going ILO activities in Egypt?
- What links have been established so far with other activities of the UN or other cooperating partners operating in the country in the areas of access to employment (i.e. youth employment), job creation, market development and community participation for increased access to public and social services?

B. Validity of intervention design

- Is the project realistic given the time and resources available, including performance and its M&E system, knowledge sharing and communication strategy, and resource mobilization?
- To what extent has the project integrated the cross-cutting themes in the design? * (gender, environment)
- Is the project's Theory of Change (ToC) comprehensive, integrating external factors, and is it based on a systemic analysis?
- How has ownership and sustainability been addressed?

C. Effectiveness:

- What progress has been made towards achieving the overall project objectives/outcomes?
- Which have been the main contributing and challenging factors towards project's success in attaining its targets?
- What is the assessment regarding the quality of the project outputs?
- To what extent has the project management and governance structure put in place worked strategically with stakeholders and partners in the project, ILO and the donor - to achieve project goals and objectives?
- What is the assessment regarding how the project management has managed the contextual and institutional risks and assumptions (external factors to the project)?

D. Efficiency of resource use

- Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes? If not, why and which measures taken to work towards achievement of project outcomes and impact?
- Are the project's activities/operations in line with the schedule of activities as defined by the project team, work plans and budgets?
- To what extent did the project leverage resources to promote gender equality and non-discrimination?

E. Impact orientation and sustainability

- To what extent is there evidence of positive changes in the life of the ultimate project beneficiaries and on policies and practices at national level?
- To what extent are the results of the intervention likely to have a long term, sustainable positive contribution to the relevant SDGs and targets (explicitly or implicitly)?
- Is the project contributing to expansion of the knowledge base and building evidence regarding the project outcomes and impacts at national level?

VI. METHODOLOGY

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

The evaluation team will then answer the questions above through several techniques that may include a desk review of the project documentation (project document, work plans and documented deliverables) and all knowledge products created by the project, direct bilateral meetings with key stakeholders, focus group sessions, and a short quantitative questionnaire.

The evaluation will comprise the following key steps:

Step 1: Desk review of all project documents and progress reports, and preparation of inception report (see below) for clearance by the evaluation manager.

Step 2: Fieldwork considering the fooling techniques of data collection

- Review the design of the project and its logical framework and indicators, and review all knowledge products created by the project, followed by discussions with project team.
- On-site interviews with stakeholders (e.g. national partners) and focus group discussions with project beneficiaries (e.g. SIYB, JSCs and GetAhead graduates). This will include a site visit in Asyut and Sharkia Governorate, and meetings in Cairo.

Step 3: A debriefing meeting will be led by the evaluation team to present and discuss the preliminary findings with the project team for further elaboration and clarification. A final presentation and conclusions of the evaluation with the project stakeholders including the project partners, the project team and ILO Cairo

management and the donor. This will allow addressing factual errors, clarifying ambiguities or issues of misunderstanding or misinterpretation.

Step 4: Submission of evaluation first draft to the evaluation manager, who will share this with key stakeholders. Comments received will be provided to the evaluator for consideration, no later than 2 weeks after reception of the first draft. The evaluator will present clearly (a separate comments log or using track-changes mode on MS Word) how the comments have been addressed in the revised draft. The final draft will be reviewed by the Regional Evaluation Focal person and shared with EVAL to be uploaded in the e-discovery repository.

VII. MAIN DELIVERABLES

All deliverables of the evaluation mission are guided by the ILO EVAL Policy and a number of guidance notes, checklists, and templates. All evaluation documents are included in the following link: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_206158.pdf

In particular, this evaluation must make use of Checklist 3 “Preparing the inception report”; Checklist 4 “Validating methodologies”; Checklist 5 “Preparing the evaluation report” and Checklist 6 “Rating the quality of evaluation report”.

The expected deliverables are:

a) An inception report⁴, including to validate evaluation methodology⁵;

b) A draft evaluation report⁶ structured as follows:

Title page with key project and evaluation data

Executive Summary

Table of Contents

- List of Tables
- List of Figures
- List of Acronyms

Project Background: explanation of the project’s purpose, logic and structure and objectives

Evaluation Background: overview of the purpose, scope, clients of the evaluation, time period,

geographical coverage and groups or beneficiaries of the evaluation **Methodology:** description of the evaluation’s methodology for data collection and analysis and all methodological limitations

Main Findings: overall assessment of the project’s relevance, effectiveness, efficiency, impact and sustainability

Conclusions

Recommendations

Lessons learned and good practices

⁴ Checklist 3: Writing the Inception Report: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165972.pdf

⁵ Checklist 4: Validating methodologies: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_166364.pdf

⁶ Checklist 5: Preparing the Evaluation Report: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165967.pdf

Annexes⁷:

- Lessons learned template (one per lesson)
- Emerging good practice template (one per practice)
- Terms of Reference
- List of persons interviewed
- Data collection instruments
- Bibliography

c) The final evaluation report⁸

d) In addition to the evaluation report, the evaluator will use the ILO templates to prepare the Evaluation Summary⁹

The report will be submitted in English as MS Word Document and the quality of the report will be assessed against the referenced EVAL Checklists 5 &6.

VIII. MANAGEMENT ARRANGEMENTS AND WORK PLAN

The evaluator will report to the evaluation manager (Ahmed Farahat, ILO Cairo Office, email: mahmouda@ilo.org) and should discuss any technical and methodological matters with the evaluation manager should issues arise. The project team will provide the required direct administrative and logistical support including transportation, facilitation of contacts and the organisation of workshops.

EVAL publishes the report in i-eval Discovery and informs PARDEV and/or the ILO responsible official for the submission of the approved report to the key stakeholders, including the donor.

It is expected that the work will be carried out over a period of 6 weeks, according to the below timetable. The consultant is expected to dedicate 20 working days to the evaluation.

Tentative Work plan

Task	Responsibility	Deliverable	#WD	Duration
Preparation of TOR	Evaluation Manager			May 24, 22
ToR stakeholders review				June 16, 22
REO Review of the ToR				June 23, 22
ToR publishing				June 30, 22
Selection of the evaluation team				August 30, 22
Briefing with Evaluation Consultant				September 22

⁷ Guidance Note 3: Evaluation Lessons Learned and Emerging Good Practices:

https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165981.pdf

⁸ Checklist 6: Rating the quality of evaluation reports: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165968.pdf

⁹ Checklist 8: Preparing the evaluation summary for projects: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_166361.pdf

Desk Review	Evaluator	Inception Report	3	Early October '20
Field Mission		Presentation on main findings	10	Late October 22
Drafting Main Findings for stakeholders' Workshop			1	Mid-Nov. 22
Report Drafting		Draft Report	5	20 Nov. 22
Review of Evaluation report by stakeholders	Evaluation Manager			30 Nov. 22
Consolidation of comments by Evaluation Manager				
Finalising Evaluation report by Evaluator	Evaluator	Final Report Evaluation Summary	1	7 Dec. 22
Submission of Final Evaluation report to the Regional SMEO	Evaluation Manager			8 Dec. 22
Approval of Final report and send to EVAL for e-discovery	RSMEO			Dec. 22
Total Working Days			20	

Expected competencies of the Evaluation team.

Selection of the evaluation team will be based on the strengths of the qualifications provided under the ILO-EVAL certified internal evaluators' database. The evaluation team should include International Evaluator who would be responsible for the whole mission and specifically (Drafting inception report including research questions, methodology, and data collection tools – data analysis – meeting with the key partners in Cairo - drafting final report). The national Evaluator will be mainly for the data collection and consultations on the field level in the target governorates, contribute in the development of the data collection tools, and contribute in the data analysis, contribute to the draft final report if need be).

International Evaluator:

- Advanced university degree in economics, development, social sciences or relevant graduate qualification;
- 10-15 years of professional experience specifically in implementing and evaluating international development initiatives in socio-economic development.
- 7-10 years of technical experience in youth employment and enterprise development project notably income generation initiatives in rural context.
- Work experience in MENA region and Egypt will be an asset.
- Fluency in English Language, Arabic knowledge would be an asset.

- Proven familiarity with international evaluation good practices and social research methods (quantitative and qualitative);
- Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
- Knowledge and experience of the UN System and of the ILO would be an advantage;
- Excellent communication and interpersonal skills:
- Excellent analytical writing skills in English;
- Demonstrated ability to deliver quality results within strict deadlines.

National Evaluator:

- Advanced university degree in economics, development, social sciences or relevant graduate qualification;
- 7-10 years of professional experience specifically in implementing and evaluating international development initiatives in socio-economic development.
- 5-7 years of technical experience in youth employment and enterprise development project notably income generation initiatives in rural context.
- Work experience in Egypt will be required.
- Fluency in both English and Arabic Languages.
- Proven familiarity with international evaluation good practices and social research methods (quantitative and qualitative);
- Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
- Knowledge and experience of the UN System and of the ILO would be an advantage;
- Excellent communication and interpersonal skills:
- Excellent analytical writing skills in English;
- Demonstrated ability to deliver quality results within strict deadlines.

IX. LEGAL AND ETHICAL MATTERS

The evaluation will comply with UN Norms and Standards. The ToR is accompanied by the code of conduct for carrying out the evaluations. UNEG ethical guidelines will be followed. It is important that the evaluator has no links to project management or any other conflict of interest that would interfere with the independence of evaluation.

5.2 Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Data source	Data collection methods/tools	Methods of data analysis	Indicators/success stds.
a) Relevance, coherence and strategic fit	<ul style="list-style-type: none"> Is the project coherent with the Governments objectives, National Development Frameworks, County Development Frameworks, beneficiaries' needs, and does it support the outcomes outlined in ILO's CPOs as well as the UNPDF and SDGs? 	<ul style="list-style-type: none"> Local and National Stakeholders Donor ILO staff Documents MOSS ILO team 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions on level of coherence Proportion (%age) of achievement of objectives and outcomes
	<ul style="list-style-type: none"> How does the project complement and fit with other on-going ILO activities in Egypt? 	<ul style="list-style-type: none"> ILO team Donor ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions on level of complementarity and fit
	<ul style="list-style-type: none"> What links have been established so far with other activities of the UN or other cooperating partners operating in the country in the areas of access to employment (i.e. youth employment), job creation, market development and community participation for increased access to public and social services? 	<ul style="list-style-type: none"> Local and National Stakeholders Youth and women Donor ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Degree/quality of linkages. Number of existing linkages, Proportion (%age) of achievement of objectives and outcomes
b) Validity of intervention design	<ul style="list-style-type: none"> Is the project realistic given the time and resources available, including performance and its M&E system, knowledge sharing and communication strategy, and resource mobilization? 	<ul style="list-style-type: none"> MOSS Donor Documents ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Practicability/feasibility of project plans and activities Proportion (%age) of achievement of objectives and outcomes
	<ul style="list-style-type: none"> To what extent has the project integrated the cross-cutting themes in the design? * (gender, environment) 	<ul style="list-style-type: none"> Documents ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> # of cross cutting themes Level of integration
	<ul style="list-style-type: none"> Is the project's Theory of Change (ToC) comprehensive, integrating external factors, and is it based on a systemic analysis? 	<ul style="list-style-type: none"> Documents ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Clarity of ToC % of targets achieved Status of the assumptions
	<ul style="list-style-type: none"> How has ownership and sustainability been addressed? 	<ul style="list-style-type: none"> Documents ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> # of actions to enhance level of community sustainability is (how the community may carry out the project activities even after the ILO leaves), level of financial sustainability (how the financial support required for

					the project or the stakeholders will continue after ILO), and organizational sustainability (how the partner organizations themselves may continue to function after the project
c) Effectiveness	<ul style="list-style-type: none"> • What progress has been made towards achieving the overall project objectives/outcomes? 	<ul style="list-style-type: none"> • Documents • ILO staff • 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • # and level of project objectives / outcomes achieved so far against plans
	<ul style="list-style-type: none"> • Which have been the main contributing and challenging factors towards project's success in attaining its targets? 	<ul style="list-style-type: none"> • Documents • ILO staff • Local and national stakeholders • Donor • Service providers 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • # and level of challenging factors towards project's success #
	<ul style="list-style-type: none"> • What is the assessment regarding the quality of the project outputs? 	<ul style="list-style-type: none"> • Documents • ILO staff • Local and national stakeholders • Donor • Beneficiaries (men and women) • Service providers 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • Monitoring reports with disaggregated data on achievements available • Training reports
	<ul style="list-style-type: none"> • To what extent has the project management and governance structure put in place worked strategically with stakeholders and partners in the project, ILO and the donor - to achieve project goals and objectives? 	<ul style="list-style-type: none"> • Documents • ILO staff • MOSS • Donor • Service providers • 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • Respondent perceptions, # and outcomes of cases of an enabling environment
	<ul style="list-style-type: none"> • What is the assessment regarding how the project management has managed the contextual and institutional risks and assumptions (external and internal factors to the project)? 	<ul style="list-style-type: none"> • Documents • ILO staff • MOSS • Donor • 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • Respondent perceptions, # and outcomes of cases of challenges the project
	<ul style="list-style-type: none"> • Within the project's thematic area, what were the facilitating and limiting factors in project's contribution/potential contribution to gender equality and non-discrimination? 	<ul style="list-style-type: none"> • Documents • ILO staff • 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • Respondent perceptions on level of limitations • # of gender and equity issues

d) Efficiency of resource use	<ul style="list-style-type: none"> Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes? If not, why and which measures taken to work towards achievement of project outcomes and impact? 	<ul style="list-style-type: none"> Documents ILO staff Donor 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions, on proportions of resource allocation Project trends in comparison with planned activities
	<ul style="list-style-type: none"> Are the project's activities/operations in line with the schedule of activities as defined by the project team, work plans and budgets? 	<ul style="list-style-type: none"> Documents ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions, Level of achievement in comparison with planned activities
	<ul style="list-style-type: none"> To what extent did the project leverage resource to promote gender equality and non-discrimination? 	<ul style="list-style-type: none"> Documents ILO staff 	<ul style="list-style-type: none"> Desk review KII 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions, gender responsiveness
e) Impact orientation and sustainability	<ul style="list-style-type: none"> To what extent is there evidence of positive changes in the life of the ultimate project beneficiaries and on policies and practices at national level? 	<ul style="list-style-type: none"> Documents ILO staff Donor Beneficiaries (men and women) Local and national stakeholders Service providers 	<ul style="list-style-type: none"> Desk review KII FGD 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions, institutional change, changes in behaviour, policy changes promoted
	<ul style="list-style-type: none"> To what extent are the results of the intervention likely to have a long term, sustainable positive contribution to the relevant SDGs and targets (explicitly or implicitly)? 	<ul style="list-style-type: none"> Documents ILO staff Donor Beneficiaries Local and national stakeholders Service providers 	<ul style="list-style-type: none"> Desk review KII FGD 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions,
	<ul style="list-style-type: none"> Is the project contributing to expansion of the knowledge base and building evidence regarding the project outcomes and impacts at national level? 	<ul style="list-style-type: none"> Documents ILO staff Local and national stakeholders Service providers 	<ul style="list-style-type: none"> Desk review KII FGD 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions, institutional change, changes in behaviour, policy changes promoted
f) Gender equality and non-discrimination	<ul style="list-style-type: none"> To what extent did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to gender equality and non-discrimination? 	<ul style="list-style-type: none"> Documents ILO staff Donor Local and national stakeholders Service providers Beneficiaries 	<ul style="list-style-type: none"> Desk review KII FGD 	<ul style="list-style-type: none"> Thematic analysis Labeling (coding) Comparative analysis Triangulation 	<ul style="list-style-type: none"> Respondent perceptions, Project management structure

	<ul style="list-style-type: none"> • Within the project's thematic area, what were the facilitating and limiting factors in project's contribution/potential contribution to gender equality and non-discrimination? 	<ul style="list-style-type: none"> • Documents • ILO staff • Donor • Local and national stakeholders • Service providers • Beneficiaries 	<ul style="list-style-type: none"> • Desk review • KII • FGD 	<ul style="list-style-type: none"> • Thematic analysis • Labeling (coding) • Comparative analysis • Triangulation 	<ul style="list-style-type: none"> • Respondent perceptions, Project management structure
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5.3 Lessons learned

ILO Lesson Learned Template	
Project Title: Egypt Youth Employment: Economic Empowerment under Forsa Programme	
Project TC/SYMBOL: EGY/20/01/NOR	
Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem Date: December, 2022	
The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.	
LL Element	Text
Brief description of lesson learned (link to specific action or task)	The continuous process of collaboration between ILO, MOSS, donor, and MOY provided a good opportunity for learning and adaptation to challenges such as the delay in the start of the project activities due to COVID-19 restriction measures and the delayed approvals from MOF regarding the asset transfer process. The project has developed and prepared the local ecosystem for starting the process of asset transfer and micro business managed by local community members. This has been clearly appeared through building the capacities of wide network of facilitators in JSC, SIYB and integrated model of GET AHEAD and Financial Education. The facilitators started to test the well-developed training packages developed by ILO on the ground with ultimate beneficiaries of Youth and women.
Context and any related preconditions	There aren't many local trainers and facilitators with expertise in entrepreneurship, financial education, or employability skills.. Additionally, the youth in the local communities lack the soft skills to look for jobs, apply for and pass the job interviews and develop themselves in the work environment. Moreover, the local rural women who live on conditioned cash assistance from government, lack the skills to run and manage microbusinesses that could help them and their families to satisfy their need and family basic needs
Targeted users / Beneficiaries	The donor, ILO, MOSS, MOY as well as other relevant stakeholders from NGOs and CSOs
Challenges /negative lessons - Causal factors	A number of factors, including the limited capacities of local stakeholders to provide capacity building for youth and women to enter the labour market. The economic challenges of inflation and EGP devaluation add more pressures to local families to satisfy their needs.
Success / Positive Issues - Causal factors	The attention of the government paid for graduating FORSA beneficiaries from conditioned cash assistance to economic empowerment and financial independence.
ILO Administrative Issues (staff, resources, design, implementation)	The existence of project partners, government, NGOs and the trainers worked well in guiding the project implementation and components with the aim of ensuring realization of benefits to the target groups.

ILO Lesson Learned Template

Project Title: Egypt Youth Employment: Economic Empowerment under Forsa Programme

Project TC/SYMBOL: EGY/20/01/NOR

Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem Date: December, 2022

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	The adherence to selection criteria, proper selection of beneficiaries who can attend capacity building activities (JSC, SIYB, GET AHEAD and Financial Education), well prepared trainers and well-developed training materials guarantee the success of the training activities and then the impact on skills of ultimate beneficiaries.
Context and any related preconditions	There are low levels of knowledge and skills among youth and women regarding the managing business and landing jobs. Additionally, the low capacities of NGOs to provide such capacity building skills.
Targeted users / Beneficiaries	The donor, ILO, MOSS, MOY as well as other relevant stakeholders from NGOs and CSOs
Challenges /negative lessons - Causal factors	A number of factors, including the high rate of illiteracy among FORSA beneficiaries which limit efforts to include large number of such beneficiaries, the gap present between labour market available jobs and the employability skills of the youth.
Success / Positive Issues - Causal factors	The great experience of master trainers prepared the trainers well to select the eligible beneficiaries and to facilitate the sessions in a way that simple beneficiaries can understand especially women. The integrated model of GET AHEAD and Financial Education that decrease number of training days from 10 to 5 days that fit more rural women. The institutionalization of JSC in MOY and the MOY support to use their facilities and staff to run clubs.
ILO Administrative Issues (staff, resources, design, implementation)	The existence of project partners, government, NGOs and the trainers worked well in guiding the project implementation and components with the aim of ensuring realization of benefits to the target groups.

ILO Lesson Learned Template

Project Title: Egypt Youth Employment: Economic Empowerment under Forsa Programme

Project TC/SYMBOL: EGY/20/01/NOR

Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem Date: December, 2022

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	The lack of accurate information sharing from the central level to peripheral levels of stakeholders and the beneficiaries developed a new challenge in terms of beneficiaries' interest to join the economic empowerment activities and leave the conditioned cash transfer.
Context and any related preconditions	The errors in beneficiaries' information shared by MOSS limited the outreach activities to FORSA beneficiaries. The overall vision of the EYE-FORSA is not clear enough at the peripheral level among implementers affiliated with different stakeholders.
Targeted users / Beneficiaries	The donor, ILO, MOSS, MOY as well as other relevant stakeholders from NGOs and CSOs
Challenges /negative lessons - Causal factors	However, MOSS shared with FORSA beneficiaries the message regarding that they won't be eligible for conditioned cash transfer forever, the beneficiaries still resist this fact. This resistance in addition to unclear conditions for their graduation from FORSA, spread of rumours of removal of beneficiaries from the cash assistance database just after attending the trainings, the delay in the asset transfer process made the beneficiaries changing their minds regarding joining EYE-FORSA.
Success / Positive Issues - Causal factors	The ultimate beneficiaries benefit from the knowledge they gained from capacity building activities. The efforts of MOSS succeeded to get final approvals on asset transfer from MOF. The close technical support provided from ILO in capacity building of local trainers.
ILO Administrative Issues (staff, resources, design, implementation)	The existence of project partners, government, NGOs and the trainers worked well in guiding the project implementation and components with the aim of ensuring realization of benefits to the target groups.

5.4 Good Practice

ILO Emerging Good Practice Template

Project Title: Egypt Youth Employment: Economic Empowerment under Forsa Programme

Project TC/SYMBOL: EGY/20/01/NOR

Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem Date: December, 2022

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The selection of local facilitators from the local communities with around 50% affiliated with local NGOS/CSOS. Moreover all the JSCs and some of SIYB facilitators are affiliated with local government entities such as youth centers and universities.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	This unique blend will embed the facilitation skills of managing businesses and accessing labor market in members from the same community which would ensure the sustainability of the intervention and even scaling up of these activities if the NGOS or the government partners decided to build upon the current available capacities in the community.
Establish a clear cause-effect relationship	The sustainability of the capacity building activities is built upon the availability of the qualified trainer and the interest of local partners to help youth and women to prepare for better work opportunities. Both pillars are now available on the ground.
Indicate measurable impact and targeted beneficiaries	The facilitators found a change in their skills compared to time before training and they were supported by coaching tips and technical support from master trainers. This had a great impact on satisfaction of ultimate beneficiaries regarding the knowledge and skills they gained from facilitators.
Potential for replication and by whom	The activities could be replicated if needed by NGOs, and government partners such as MOSS, MOY and other organizations the facilitators are affiliated with.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	Regarding this approach, the project is linked to Strategic Policy Outcomes 3, 4, 5 in addition to Country Programme Outcome EGY 103 and EGY 106.
Other documents or relevant comments	Sources of funds for different partners to run such capacity building activities are questionable except for MOY who already had a specific budget for JSC, and the facilitators are their staff. Also MOY dedicate their staff and wide geographic distribution of youth centers to make such approach successful.

ILO Emerging Good Practice Template

Project Title: Egypt Youth Employment: Economic Empowerment under Forsa Programme

Project TC/SYMBOL: EGY/20/01/NOR

Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem **Date:** December, 2022

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The development of integrated model of GET AHEAD and Financial Education training was a very innovative approach particularly with decreasing the number of training days from 10 to 5 days that is more suitable for a rural housewife with lower level of education.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	the women were selected carefully to ensure their eligibility to attend the training with minimum requirements of reading and writing. Though they did not receive the whole 10 days package of training, the training was fitting the smaller and simpler scope of their proposed businesses, with minimal content that they can memorise and use on the ground.
Establish a clear cause-effect relationship	Sustainable microbusinesses is built on sound knowledge of business and financial management starting from accurately calculating the costs, then pricing carefully to reach the proper category of clients and finally separating the business budget from home budget.
Indicate measurable impact and targeted beneficiaries	Women started to save money even with minute amounts and some of them succeeded to start their own business without the proposed asset transfer and the others have some reserve of money that could provide a kind of support in addition to the asset transfer they are expecting
Potential for replication and by whom	the local NGOs and CSOS can use the same model to reach more beneficiaries in the community, and other partners from the government sector especially MOSS.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	Regarding this approach, the project is linked to Strategic Policy Outcomes 3, 4, in addition to Country Programme Outcome EGY 106.
Other documents or relevant comments	The lists of FORSA beneficiaries shared by MOSS showed lots of missed and inaccurate data the limited the reach out of more beneficiaries in addition to higher rate of illiteracy among targeted women. The delay in the asset transfer process limited the impact of the intervention since the project can't trace the success of asset transfer part built on one of its pillars to increase the capacities of women to run micro businesses

ILO Emerging Good Practice Template

Project Title: Egypt Youth Employment: Economic Empowerment under Forsa Programme

Project TC/SYMBOL: EGY/20/01/NOR

Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem **Date:** December, 2022

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The institutionalization of JSC in peripheral governorates in addition to the MOY in the center.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The MOY built on their previous experience with support from ILO on building the capacity of their staff in Sharkia and Asyut to be able to lead and facilitate JSC in youth centers. They have wide and good connections with youth in the rural areas. Additionally, the MOY had their own bylaws that institutionalize the approach financially and operationally. The limitation is mainly for the availability of educated FORSA beneficiaries that could join the workshops.
Establish a clear cause-effect relationship	The youth especially young women in these rural areas lack the employment skills and basics to search for available jobs, prepare themselves to apply and pass the interview. So, if they have coaches to technically support them to widen the circle, they are looking for a job in, and to soundly prepare themselves for the available jobs in the local labor market, they will be able to land opportunities they could miss in the past.
Indicate measurable impact and targeted beneficiaries	The impact was clearly reported from the youth who changed their ways of thinking and started to work hard on searching for jobs, applying, passing the interviews, negotiating for salaries and then retained in the jobs. Many of them reported how the income earned from their jobs even if it is small, helped them to satisfy their families basic needs especially supporting their kids in different education stages.
Potential for replication and by whom	The activities could be replicated if needed by MOYs staff even in other nearby governorates. The only limitation is the small number of FORSA program beneficiaries who are educated to join the JSC.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	Regarding this approach, the project is linked to Strategic Policy Outcomes 3, 4, 5 in addition to Country Programme Outcome EGY 103 and EGY 106.

Other documents or relevant comments	Sources of funds for different partners to run such capacity building activities are questionable except for MOY who already had a specific budget for JSC, and the facilitators are their staff. Also MOY dedicate their staff and wide geographic distribution of youth centers to make such approach successful.
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5.5 Evaluation schedule

Task	Responsibility	Deliverable	Duration
Briefing with Evaluation Consultant	Evaluation manager and evaluators		
Desk review	Evaluators		<i>01-06/10/2022</i>
Development of an Inception report	Evaluators	Draft Inception report	<i>11/10/2022</i>
Review and finalization of Inception report	Evaluation manager and evaluators	Final Inception report	<i>12 – 25/10/2022</i>
Field Mission	Evaluators	Raw data	<i>25/10 – 14/11/2022</i>
Drafting of evaluation Report	Evaluators	Draft evaluation Report	<i>15/11/22-23/11/22</i>
Stakeholder’s validation workshop	Evaluators	Preliminary findings	<i>24/11/2022</i>
Consolidation of comments by Evaluation Manager	Evaluation manager and evaluators	Final Evaluation Report	<i>30/02/2023</i>
Final Evaluation Report (English) with an Executive summary in English and Arabic	Evaluators	Final Evaluation Report (English) with an Executive summary in English and Arabic	<i>15/03/2023</i>

5.6 Documents reviewed

1. EYE-FORSA Logframe
2. EYE Forsa Project Document.
3. EYE Forsa. Progress Report 2021
4. EYE Forsa. Progress Report 2022
5. EYE Forsa. Work Plan. Updated.sept.2021
6. ILO EYE Forsa. Implementation Plans
7. Output-based budget Final
8. EYE-FORSA progress report to MOSS
9. NGOs Capacity Building Workshops reports for Cairo, Asyut and Sharkia
10. EYE Forsa Economic Opportunities IGAs in Asyut Subgrant Agreements
11. CDAs in Asyut Assessment Report
12. jobs analysis-asyut & Sharkia
13. Concept note SIYB Asyut roundtable
14. JSC training reports Asyut
15. Employment fair reports Asyut and Sharkia
16. Supervisory skills Training, trainer manual
17. GET AHEAD workshops
18. Making Microfinance Work workshops reports
19. SIYB Reports
20. EYE Forsa Presentation English

5.7 List of people interviewed

1. Donor
 - a) Arild Oksnevad
 - b) Eithar Soliman
2. ILO Management team
 - a) Eric Oechslin
 - b) Luca Fedi
 - c) Sara Sabry
 - d) Nancy Botros
3. ILO Project team
 - a) Nashwa Belal
 - b) Salah Eldin Elrashidy
 - c) Maryam Khalil
 - d) John Samuel
 - e) Rasha Radi
 - f) Ahmed Farahat
4. Ministry of social solidarity
 - a) Dr. Atef ElShabrawi
 - b) Medhat Abd Elrashid
 - c) Dr. Hegazy Hamdi
 - d) Mohamed sami
5. Ministry of Youth
 - a) Nanis El Nakory
6. Micro credit institutions
 - a) Dr. Ali Saad
7. Integrated Model (GET AHEAD & Financial Education) Master Trainers
 - b) Azza Shalaby
 - c) Fatma Metwaly
 - d) Faycal Zarrai
8. SIYB Master Trainers
 - b) Noha Fathi
 - c) Wael Gaber
 - d) Mostafa Helmy
9. SMAAC coordinators in Sharkia and Asyut
 - a) Mahmoud Elmasry
 - b) Faten ElGohary
10. JSC Master Trainer
 - a) Onsi Georgious
11. Making Microcredits Work Master Trainer
 - a) Dalal Takla
12. MOYS Asyut
 - a) Marwa Zakaria
13. MOSS Asyut
 - a) Magdi Naguib
 - b) Hanaa Abdel Shafy

14. MOSS Sharkia
 - a) AbdelHamid El Tahan
 - b) Ahmed Sokkar
 - c) Ragab Mohamed
 - d) Hamdy Seif
15. MESMEDA Asyut
 - a) Gamal Mohamed
16. MESMEDA Sharkia
 - a) Mohamed Abbas
17. SIYB female trainees Sharkia
18. SIYB male trainees Sharkia
19. SIYB facilitators Sharkia
20. JSC facilitators Sharkia
21. NGOs Staff Sharkia
22. Making Microcredits Work Sharkia trainees
23. Integrated Model (GET AHEAD & Financial Education) Facilitators Sharkia
24. Integrated Model (GET AHEAD & Financial Education) women trainees Sharkia
25. SIYB female trainees Asyut
26. SIYB male trainees Asyut
27. SIYB Facilitators Asyut
28. JSC trainees FORSA Beneficiaries Asyut
29. JSC Female Trainees Asyut
30. JSC Male Trainees Asyut
31. JSC Facilitators Asyut
32. NGOs Staff Asyut
33. Making Microcredits Work Trainees Asyut
34. Integrated Model (GET AHEAD & Financial Education) Facilitators Asyut
35. Integrated Model (GET AHEAD & Financial Education) women trainees Asyut



INTERNATIONAL LABOUR ORGANIZATION

Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Program (EYE/FORSA)*

FGDs Guide – Male and Female Beneficiaries

Introduction about the interview, interviewers, the evaluation objective and the voluntary participation of the participant in the interview

1. نبتدي ان كل واحد/ة يعرفنا على نفسه اسمه و السن و آخر مرحلة تعليمية وصل لها و بيشتغل ايه حاليا زي ما قولت لكم في الأول احنا النهاردة موجودين عشان ندرش معاكم شوية بخصوص مشروع " تشغيل الشباب / الشباب في مصر روابط ": في إطار برنامج فرصة بالتعاون بين وزارة التضامن الاجتماعي و منظمة العمل الدولية"
 2. خلونا نبتدي الأول عرفتم ازاى عن المشروع؟ مين دلکم على التدريبات (التحقق من الجهات و القنوات التي ساعدتهم في الوصول للمشروع) / الأنشطة المختلفة بتاعته؟
 3. وايه النشاط اللي شاركتم فيه و شاركتم فيه امي (أو متى انتهى)
 4. ايه اللي خلاكم شاركتم في التدريبات أو الأنشطة اللي حصلت لحد دلوقت
- خلونا نتكلم عن التدريبات شوية
5. ايه رأيكم في التدريب من حيث
 6. المحتوى : هل الحاجات اللي اتشرحت كنتم محتاجين تعرفوها قولوا لي أمثلة
 7. المدربين : قد ايه افادوكم – قد ايه قدروا يوصلوا لكم المادة العلمية ببساطة وسهولة و لو فيه حد لم يفدکم بالشكل المتوقع كانت ايه أهم ملاحظاتكم عليه
 8. مكان التدريب : بالنسبة لكم هل مكان اللي تم فيه التدريب كان مناسب لكم اشرحولي أكثر و لو مش مناسب قولوا لي ليه ماكانش مناسب
 9. بالنسبة لمواعيد التدريب قد ايه كانت مناسبة لكم اشرحولي أكثر و لو مش مناسب قولوا لي ليه ماكانتش مناسبة ليه
 10. لما حضرتم التدريبات كانت مجموعة التدريب ستات لوحدهم و رجاله لوحدهم ولا كانت المجموعات مشتركة و لو كانت مشتركة مين كانت أكثر فئة مشاركة و هل كان فيه أي تفرقة بين الرجالة (الشباب) و الستات (الشبابات) في التدريبات
 11. طيب قولوا لي اتعلمتم ايه في التدريب
 12. ازاى التدريب فرق معاكم بعد كده في شغلکم (مثل الحصول على وظائف جديدة / أفضل من سابقتها – إقامة مشاريع صغيرة- إدارة و توسيع مشاريع قائمة – تحسن الدخل – الحصول على خدمات أخرى)
 13. ازاى كان له تأثير بعد كده على حياتکم و حياة أسرکم (إعطاء أمثلة)

14. طيب زي ما انتم عارفين ان تدريب زي اللي حضرتم فيه اتكلف مصاريف مادية بالإضافة الى وجود قاعة تدريب و مدربين و حضراتكم وفرتم وقت و بذلتم مجهود للحضور هل كل الموارد دي تم استغلالها بشكل كويس ولا ليكم ملاحظات أو توصيات للاستفادة منها بشكل أفضل
15. هل كان فيه عوامل أخرى غير التدريب ساعدتكم على تطبيق ما تدرستم عليه في شغلكم أو مشاريعكم الصغيرة (السؤال عن أي تسهيلات أو مساعدات أخرى قدمتها وزارة التضامن أو الجمعيات المشاركة مع منظمة العمل الدولية- مؤثرات من ناحية الأسرة و البيئة المحيطة... الخ)
16. ايه هي العوامل أو المؤثرات اللي كانت بتعوقكم انكم تلاقوا فرصة عمل كويسة بعد التدريب أو انكم يكون عندكم مشروع صغير و تغلبتم عليها ازاى
17. بشكل عام تأثير التجربة عليكم (بعد ما حضرتم التدريب و اشتغلتم) شايفين التأثير كان إيجابي (حلو) ولا سلبي (وحش) أعطوني أمثلة لحاجات فرقت معاكم و مع أسركم
18. ازاى الحاجات الكويسة دي نقدر نحافظ عليها و نطور منها و الحاجات الوحشة نتغلب عليها ازاى في المستقبل عشان لو حد حب يشارك زيكم في هذه الأنشطة و التدريبات
19. بشكل عام هل كان فيه أي نوع من التفرقة بين الرجال و السيدات في الخدمات المقدمة أو الدعم المقدم من المشروع عشان تقدرنا تلاقوا وظيفة أو تعملوا مشروع وضحوا لي ازاى
20. بعد ما اشتغلتم أو عملتم مشروعكم هل ده أثر على علاقاتكم بأزواجكم أو زوجاتكم داخل البيوت أو من خلال معارفكم أو أصحابكم
21. بالنسبة لذوي الاحتياجات الخاصة (أصحاب الهمم) هل صادف و قابلتم حد في التدريبات كان مشارك معاكم شايفين من وجهة نظركم ازاى كانت التدريبات و الأنشطة مناسبة ليهم و هل فيه حاجات ممكن نعملها تساعدهم على إقامة مشروع أو انهم يلاقوا فرصة عمل مناسبة
22. هل فيه فئات آخر المشروع محتاج يأخذ باله منها أو يركز عليها في المستقبل عشان يلاقوا فرص عمل جيدة
23. توصياتكم للقائمين على المشروع

1. Let's start with everyone introducing himself / herself, age, and the last stage of education that he/she reached and what he/she is currently working for?

As I told you at the beginning, we are here to chat with you about the project "Employment of young men and women in Egypt: under Forsa program in cooperation between the Ministry of Social Solidarity and the International Labour Organization"

2. Let's start first. How did you know about the project? Who told you about the training (checking the entities and channels that helped them reach the project) / the different activities of the project?
3. And what activity did you participate in and when it was held
4. What made you participate in the training or activities that have taken place so far?
Let's talk about the trainings a little bit.
5. What do you think about training in terms of
6. Content: Did you have a need to know the things that were explained? Tell me examples
7. Trainers: How much they have benefited you – how much they have been able to deliver to you the scientific material simply and easily, and if they did not benefit you as expected, what were your most important concerns on it?

8. Training Location: For you, was the place where the training took place suitable for you? Explain to me more, and if it's not suitable, tell me why it wasn't appropriate.
9. About the training dates how suitable it was for you explain to me more and if it is not suitable tell me why it was not suitable for you
10. When you attended the training, the attendants of the training were women only, men only, or a mix of both? and if the groups of attendants were mix of men and women , who was the most participating category, and was there any difference between men (youth) and women (young women) in the training?
11. ok tell me what did you learn from the training ? give examples
12. How much training influence you in your occupation (such as getting new / better jobs than the previous ones - setting up small projects - managing and expanding existing projects - improving income - getting other services?)
13. and how it had an impact on your lives and the lives of your families (giving examples)?
14. Well, as you know, training like the one you attended costs financial expenses in addition to having a training hall and trainers, and your valuable time and efforts you made to be able to attend. Have all these resources been utilized well, or do you have concerns or recommendations to make better use of them?
15. Aside from training, what additional elements enabled you to use your training in your job or small business? (asking about any other facilities or assistance provided by the Ministry of Solidarity or CSOs participating with the ILO - influences in terms of the family and the surrounding environment)?
16. What are the factors or influences that were holding you back from finding a good job opportunity or launching or managing a small business after training and how did you overcome them?
17. In general, the effect of the participation experience in general on you (after you attended the training and worked) was positive or negative. Give me examples of things that made a difference with you and your families?
18. How can we keep these good things and develop from them, and the bad things how can we overcome them in the future to advise others if they want to participate like you in these activities and training?
19. In general, was there any kind of discrimination between men and women in the services provided or the support provided by the project while being trained or looking for a job or running a project and explain to me how?
20. After you worked or launched your project did this affect your relationships with your husbands or wives inside families or through your acquaintances or friends?
21. from your point of view how the training and activities were suitable for PWD, and are there things we can do that help them establish a project or that they find a suitable job opportunity?

22. Are there categories at the current time of the project that project team needs to take care of or focus on in the future in order to find good job opportunities?
23. Recommendations for implementers?

The End



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Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Program (EYE/FORSA)*

FGDs Guide – Facilitators / trainers

Introduction about the interview, interviewers, the evaluation objective and the voluntary participation of the participant in the interview

1. حابب في البداية أتعرف ببيكم – الاسم – التدريب اللي شاركت فيه في المشروع و الأنشطة التي تساعد فيها أو تنفيذها حاليا
2. ازاي اشركت في هذا المشروع (عرف ازاي و ازاي تم اختياره) و ايه اللي حفزك للمشاركة
3. بالنسبة لتدريب المدربين اللي حضرته ايه الإيجابيات و السلبيات بتاعته (تركيزي هنا أكثر على الفترة اللي حصل فيها التدريب "حدوث تأخير في جدول التدريبات- مواعيد غير مناسبة" – المكان – المحتوى – المدرب)
4. بعد ما حضرت التدريب ايه المراحل اللي مررتم بيها عشان تقدروا تقدموا التدريبات دي لوحدكم و تحصل على الشهادة انك مدرب معتمد (عمل جلسات تدريبية تحت اشراف المدربين – نصائح من المدربينالخ)
5. ايه التحديات اللي واجهتها خلال هذه الرحلة منذ بداية التدريب حتى الاعتماد كمدرب
6. ايه العوامل المساعدة من داخل المشروع (باق فريق العمل) اللي ساعدتك إنك تعدي هذه الرحلة وهذه التحديات
7. ايه الدعم / المتابعة اللي كنت بتقدمها للمشاركين في التدريب بعد انتهاء التدريب و بداية حصولهم على فرصة عمل
8. ازاي التدريب فرق معاك وانت بتدير جلسات التدريب مع المنتفعين او وانت بتقدم لهم الدعم سواء مع الرجال (الشباب) أو السيدات (الشابات)
9. أثناء تقديمك الدعم للمنتفعين و المنتفعات عشان يقدرروا بعد التدريبات يحصلوا على وظيفة أو يعملوا مشروع أو يكبروا مشاريعهم الصغيرة ايه التحديات اللي كانت بتواجهك و ازاي اتغلبت عليها
10. كمان ايه العوامل المساعدة ليك في انك تقدر تؤدي مهمتك بنجاح
11. بالنسبة للكورونا أيه كان تأثيرها على أنشطة المشروع اللي انت شاركت فيها وازاي تجاوزتم المرحلة دي
12. طيب زي ما انتم عارفين ان أي أو نشاط اتعمل داخل المشروع اتكلف مصاريف مادية بالإضافة الى وجود قاعة تدريب و مدربين بذلوا وقت و مجهود ، هل كل الموارد دي تم استغلالها بشكل كويس ولا ليكم ملاحظات أو توصيات للاستفادة منها بشكل أفضل
13. من خلال مشاركتكم في المشروع هل لاحظتم أي اختلاف في المشاركات بين السيدات أو الرجال يعني مثلا كان فيه تركيز على فئة منهم أكثر من الثانية – أو فئة كان أسهل لها الحصول على الخدمات أكثر من الثانيةالخ لو ده حصل ايه أسبابه لو ممكن كمان يكون فيه أمثلة على لمثل هذه الاختلافات

14. فئات أخرى زي مثلا زوي الإعاقة أو زوي الهمم لأي مدى أنشطة المشروع كانت مفيدة ليهم و هل فيه فئات محتاجين نركز عليها أكثر في المستقبل (أمثلة)
15. ايه توصياتكم للمشروع في الفترة القادمة عشان يقدر يحقق أهدافه و نوصل لأكبر عدد من المستفيدين عشان يكون عندهم تمكين اقتصادي أو اعتماد كامل على أنفسهم

English version

1. I would like to know you at the beginning to introduce yourself - the name - the training that you participated in the project and the activities that you are currently supporting or implementing?
2. How did you participate in this project (how did you know, how were you chosen) and what motivated you to participate?
3. As for the training of trainers that you attended, what are the pros and cons of it (my focus here is more on the period during which the training took place: "Delays in the training schedule - inappropriate dates" - place - content - trainer)
4. After you attended the training, what stages did you go through in order to be able to conduct the training on your own and get be a certified trainer (make training sessions under the supervision of trainers - mentoring from trainers etc)
5. What challenges did you face during this journey from the beginning of training until being certified?
6. What are the contributing factors from within the project (the rest of the team) that helped you to get through this journey and these challenges?
7. What assistance or follow-up did you offer the training participants once the course was over and they started the process of getting a job or running a business?
8. How did the training make a difference to you when you run training sessions with beneficiaries or while you provide them with support whether with men (youth) or women (young women)
9. While you were providing support to beneficiaries so that after the training, they can get a job or make a small business or grow their small businesses what are the challenges that you were facing and how did you overcome them?
10. Also, what are the factors that help you to be able to perform your mission successfully?
11. Regarding Corona what was its effect on the project activities that you participated in and how did you get through this stage?
12. As you know that any activity worked within the project costs financial expenses in addition to the presence of a training venue, materials, and trainers who have exerted time and effort, have all the resources been utilized in a better way and if you have concerns or recommendations to make better use of them

13. Have you observed any differences in the engagement or support given to women or men as a result of your involvement in the project? For instance, was one group of them prioritized more than the other, or was one group more likely to receive services than the other? What factors led to this, if it did? If such distinctions could also be demonstrated by examples
14. Other categories such as people with Disability or people with Determination; how useful were the project activities to them and whether there are other categories in need to more focus in the future (examples)
15. What suggestions do you have for the project in the upcoming time frame that will help it reach the greatest number of beneficiaries and enable them to become economically empowered

The End



INTERNATIONAL LABOUR ORGANIZATION

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Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Program (EYE/FORSA)*

Interview Guide – Master trainer

Introduction about the interview, interviewers, the evaluation objective and the voluntary participation of the participant in the interview

16. حابب في البداية أتعرف بيكم – الاسم – التدريب / النشاط الي كنت مسئول عنه في المشروع
17. ممكن في البداية تعطينا نيذة مختصر عن الأنشطة الي حضرتك مشرف عليه أو بتقدمها من خلال المشروع
18. بالنسبة لتدريب المدربين الي قدمته من وجهة نظرك ايه الإيجابيات و السلبيات بتاعته (تركيزي هنا أكثر على الفترة الي حصل فيها التدريب "حدوث تأخير في جدول التدريبات- مواعيد غير مناسبة" – المكان – المحتوى – اختيار المتدربين / الميسرين)
19. بعد التدريب شايف الى أي مدى الميسرين / المتدربين قدروا يطبقوا الي اتعلموه عشان يقدروا يقدموا الدعم المرجو للمتدربين من المشروع و ازي نحسن من أدائهم
20. بالنسبة للمتدربين (الشباب – الرجال – الشابات – السيدات) شايف لأي مدى النشاط الي حضرتك بتقدمه / مشرف عليه كان مناسب لاحتياجاتهم
21. ازاي الأنشطة – الدعم الي قدمته فرق مع المستفيدين من ناحية معارفهم و مهاراتهم أو انهم يحصلوا على عمل أو يقيموا مشروع
22. ايه التحديات الي واجهتك و انت بتقدم هذا الدعم / النشاط للمستفيدين في التدريب بعد انتهاء التدريب و بداية حصولهم على فرصة عمل و ازاي اتغلبت عليها
23. ايه العوامل المساعدة من داخل المشروع (مثل فريق العمل) الي ساعدتك إنك تقدر تقدم هذا الدعم / النشاط بنجاح
24. بالنسبة للكورونا أيه كان تأثيرها على أنشطة المشروع الي انت شاركت فيها وازاي تجاوزتم المرحلة دي
25. طيب زي ما حضرتك عارف ان أي أو نشاط اتعمل داخل المشروع اتكلف مصاريف مادية بالإضافة الى وجود مثلا قاعة تدريب و مدربين بذلوا وقت و مجهود ، هل كل الموارد دي تم استغلالها بشكل كويس ولا ليك ملاحظات أو توصيات للاستفادة منها بشكل أفضل
26. من خلال مشاركتك في المشروع هل لاحظتم أي اختلاف في المشاركات بين السيدات أو الرجال يعني مثلا كان فيه تركيز على فئة منهم أكثر من الثانية – أو فئة كان أسهل لها الحصول على الخدمات أكثر من الثانية... الخ لو ده حصل ايه أسبابه لو ممكن كمان يكون فيه أمثلة على لمثل هذه الاختلافات

27. في حالة عدم وجود اختلافات شايف ازاى المشروع استغل الموارد المتاحة في دعم فكرة المساواة بين الجنسين في الدعم / الخدمات المقدمة
28. في حالة وجود اختلافات ازاى المشروع تعامل مع هذه الاختلافات لضمان المساواة بين الجنسين في الوصول للخدمات
29. فئات أخرى زي مثلا زوي الإعاقة أو زوي الهمم لأي مدى أنشطة المشروع كانت مفيدة ليهم و هل فيه فئات محتاجين نركز عليها أكثر في المستقبل (أمثلة)
30. بشكل عام شايف لأي مدى أنشطة المشروع مناسبة لفكرة ان المستفيد ينتقل من مرحلة الاعتماد على المساعدات المادية لأنه يكون ممكن اقتصاديا و قادر يلبي احتياجاته بدون الاحتياج لأي مساعدة مادية و ازاى ده بيخدم توجهات الحكومة المصرية
31. لأي مدى الأهداف الموضوع ليكم عشان تحققوها مناسبة لفترة تنفيذ المشروع أو الموارد المتاحة و هل فيه أي تغيير مقترح على هذه الأهداف / النتائج
32. شايف من ناحية الاستمرارية على المدى الطويل ازاى المشروع راع الفكرة دي و هل فيه أي توصيات خلال الفترة المتبقية من المشروع لضمان استمرارية النتائج
33. حابب كمان أعرف عن التواصل / التعاون بينك و بين باقى فريق المشروع ازاى بيتم سواء مع الحكوميين – الشركات المنفذة – منظمة العمل الدولية ولأي مدى هو ناجح من وجهة نظرك في خدمة أهداف المشروع ولو هناك أي توصيات للتحسين مستقبلا خلال الفترة المتبقية
34. من خلال تعاملك مع الحكوميين (التضامن الاجتماعي / وزارة الشباب) هل كان فيه تأثير للمشروع على السياسات / القرارات الخاصة بيهم سواء على المستوى القوي أو المحافظة فيما يتعلق بتكئين الشباب اقتصاديا
35. ايه توصياتك الأخرى للمشروع في الفترة القادمة عشان يقدر يحقق أهدافه و نوصل لأكبر عدد من المستفيدين عشان يكون عندهم تمكين اقتصادي أو اعتماد كامل على أنفسهم

English version

1. I would like to first get to know you - the name - the training / activity that you were responsible for in the project?
2. Can you first give us a brief description of the activities that you are supervising or providing through the project?
3. Regarding the training of trainers that you provided, from your point of view, what are the positives and negatives of it (my focus here is more on the period during which the training took place “delays in the training schedule - inappropriate dates” - location - content - selection of trainees / facilitators)?
4. After the training, to what extent the facilitators/trainees were able to apply what they learned so that they could provide the desired support to the project beneficiaries and how to improve their performance?
5. When it comes to the beneficiaries (young men, men, young women, and women), how well the activity you presented or oversaw suited their needs?
6. What impact did the activities have on the beneficiaries' knowledge and skills, ability to get employment, or ability to start a project?
7. What were the difficulties you encountered when giving the beneficiaries this support or activity (during training, after training ended, and at the start of receiving a job chance), and how did you overcome them?

8. What are the supporting factors from within the project (such as the work team) that helped you to be able to provide this support / activity successfully?
9. What impact did Corona have on the project's operations that you were a part of, and how did you get through this phase?
10. As you may know that, any project-related activity incurs financial expenses in addition to the availability of resources like a training facility and trained instructors. Are all of these resources being used effectively, and do you have any suggestions for how they may be used more effectively?
11. Through your participation in the project, did you notice any difference in the participation of women or men, I mean, for example, there was a focus on one group of them more than the other - or a group that was easier to obtain services than the other etc. If this happened, what are the reasons, If possible, there are examples of such differences
12. In the absence of differences, how does the project make use of the available resources to support the idea of gender equality in the support / services provided?
13. If there are differences, how does the project deal with these differences to ensure gender equality in access to services?
14. Other categories, such as, for example, people with disabilities or people of determination, to what extent were the activities of the project useful to them, and are there categories in need that we focus more on in the future (examples)?
15. In general, you see to what extent the project activities are appropriate to the idea that the beneficiary moves from the stage of dependence on financial aid to be economically empowered and financially independent and able to meet his needs without the need for any financial assistance and how this serves the orientations of the Egyptian government?
16. To what extent were the objectives set for you to achieve appropriate for the project implementation period or the available resources, and is there any proposed change to these objectives/outcomes?
17. In terms of long-term sustainability, how did the project take into account this idea, and are there any recommendations during the remaining period of the project to ensure the continuity of results?
18. I would also like to know about the communication / cooperation between you and the rest of the project team, how was managed, whether with the governmental - the implementing companies - the International Labor Organization, and how successful it was from your point of view in serving the project goals, and if there are any recommendations for improvement in the future during the remaining period?
19. Through your interactions with the government (Social Solidarity/Ministry of Youth), did the project have an impact on their policies/decisions, whether at the national or governorate level with regard to the economic empowerment of youth?

20. What are your other recommendations for the project in the coming period so that it can achieve its goals and reach the largest number of beneficiaries so that they have economic empowerment or complete self-reliance?

The End



INTERNATIONAL LABOUR ORGANIZATION

Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA)*

KII Guide – Donor

Relevance and strategic fit

- 1. To what extent does the project complement and fit with other on-going Government of Norway, Ministry of Foreign Affairs' initiatives and projects in the country?**
- 2. And to what extent it matches the government strategies towards support provided for poor groups especially women and youth encouraging job creation and income generating activities?**

Validity of design

- 3. To what extent the implementation approach valid and realistic regarding in its objectives and targets taking into consideration available resources, time, results of the field studies?**

Project effectiveness

- To what extent have the expected outputs and outcomes been achieved in relation to its results framework?
 - a. In which area does the project have the greatest achievements so far?**
 - b. Why and what have been the supporting factors?**
 - What may have been the challenges in that regard?
 - Beyond the quantitative targets of project outputs how do you judge the quality of the implementation of project activities and consequently the outputs?
- To what extent the project management structure strategically succeed to achieve project targets in terms of To what extent the project management structure strategically succeed to achieve project targets in terms of synergizing and maximizing the efforts and harmonizing the powers of different stakeholders?

Efficiency of Resource Use

6. How efficiently have resources (human resources, time, expertise, funds etc.) been allocated and used to provide the necessary support and to achieve the broader project objectives?
7. To what extent have the disbursements and project expenditures been in line with expected budgetary plans? Why?
8. Was the intervention economically worthwhile, given possible alternative uses of the available resources?
 - a. Should the resources allocated to the intervention have been used for another, more worthwhile, purpose? How?

Management Arrangements

9. Is the management and governance arrangement of the project adequate?
10. To what extent you as a donor are involved in the implementation process to support partnership with stakeholders and how this was reflected on project implementation?
11. Are all relevant stakeholders involved in an appropriate and sufficient manner?

Orientation to impact and sustainability

12. To what extent is there evidence of positive changes in the lives of the ultimate project beneficiaries (women, youth and the community)?
13. Was the project up to the current time able to introduce changes in the government policies at the national or governorate level regarding job creation and income generating activities of poor households?
14. To what extent the outcomes of the project would have sustainable positive contribution to the relevant SDGs and targets?
15. What concrete steps have been and/or should have been taken to ensure sustainability?

Gender Equality and Non-discrimination

16. Were there any concerns with regards to gender equality and non-discrimination? like what and how the project interventions address such concerns?
17. What are the project's enabling factors that supported the promotion of non-discrimination and gender equality? And what are the difficulties or challenges that can impede gender equality??

The End



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KII Guide - ILO staff (Backstopping specialists, Office director)

36. Is the project coherent with the following.
- Governments objectives,
 - National Development Framework,
 - Beneficiaries' needs
37. Does the project support the outcomes outlined in;
- ILO's CPOs
 - the SDGs as well as UNPDF?
38. How does the project complement and fit with other on-going ILO programmes and projects in the country?
- What links have been established so far with other activities of the UN or other cooperating partners operating in the country in the areas of access to employment (i.e., youth employment), job creation, market development and community participation for increased access to public and social services?
39. Has the project been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available?
40. To what extent has the project integrated the following ILO cross cutting themes in the design?
- gender and non-discrimination,
 - international labour standards, and
 - just transition to environmental sustainability?
41. Has the project Theory of change been comprehensive?
- Does the Theory of Change integrate external factors?
 - Is the Theory of Change based on systemic analysis?
42. Has the project reflected participation of the three ILO constituents in its design and implementation?
43. To what extent the project implementation has been carried out as planned?

44. Which have been the main contributing factors towards project's success in attaining its targets?
45. Which have been the main challenging factors towards project's success in attaining its targets?
46. Beyond the quantitative targets of project outputs how do you judge the quality of the implementation of project activities and consequently the outputs??
47. Has the management and governance structure put in place worked strategically with all key stakeholders "MOSS", and the donor to achieve project goals and objectives?
48. What are the risks and other influencing factors you have expected before the start of the project and how have been managed during project design phase and afterwards?
49. What were the facilitating and limiting factors in the project's contribution/potential contribution to gender equality and non-discrimination within the project's thematic area?
50. How have resources (financial, human, technical support, etc.) been allocated to achieve the project outputs, and specially outcomes?
a) How strategically has this been done?
51. To what extent does the project leverage resource to promote;
a) gender equality and non-discrimination; and
b) inclusion of people with disability?
52. What are the evidences of positive changes in the life of the project beneficiaries and on developing policies and practices at national level regarding improving the access of women and men to decent employment opportunities? Probe for examples
53. How the results of the intervention likely to have a long term, sustainable positive contribution to the relevant SDGs and targets (explicitly or implicitly)?
54. Is the project contributing to expansion of the knowledge base and building evidence regarding the project outcomes and impacts at national level?
55. To what extent has the project mainstreamed gender equality and women's empowerment in the project strategy and outcomes? How this reflected on resources utilization?
56. What are the facilitating and limiting factors in the project's contribution/potential contribution to gender equality and non-discrimination within the project's thematic area?
57. What could be learned from the previous period of implementation and what could be recommended for the future.

The End



INTERNATIONAL LABOUR ORGANIZATION

Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA)*

KII Guide - ILO project team

58. Would you please introduce yourself? - your role in the project - the governorates / interventions you supported?

59. To what extent the project scope and interventions are relevant to.

- a) Governments objectives regarding graduating T&K beneficiaries from cash support programs under to financial independence
- b) National Development Framework,
- c) Beneficiaries' needs

60. Does the project support the outcomes outlined in;

- a) ILO's CPOs
- b) the SDGs as well as UNPDF?

61. How does the project complement and fit with other on-going ILO programmes and projects in the country?

- a) What links have been established so far with other activities of the UN or other cooperating partners operating in the country in the areas of access to employment (i.e., youth employment), job creation, market development and community participation for increased access to public and social services?

62. Has the project been able to leverage the ILO contributions, through its comparative advantages (including tripartism, international labour standards, etc.)?

F. VALIDITY OF INTERVENTION DESIGN

63. Has the project been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available?

- a) Has the project's performance and M&E system, knowledge sharing and communication strategy been realistic?

64. To what extent has the project integrated the following ILO cross cutting themes in the design?

- a) gender and non-discrimination,
- b) social dialogue and tripartism,
- c) international labour standards, and
- d) just transition to environmental sustainability?

65. Has the project Theory of change been comprehensive?

- a) Does the Theory of Change integrate external factors?
- b) Is the Theory of Change based on systemic analysis?

66. Has the project reflected participation of the three ILO constituents in its design and implementation?

- a) What has been the role and contribution of trade unions during the project implementation?

G. EFFECTIVENESS

67. To what extent you are satisfied about the outcomes of different activities? What are most successful and least successful activities and why?

68. What could be done differently to improve the quality of implementation and the outcomes of the activities?

69. Has the management and governance structure put in place worked strategically with all key stakeholders and partners, ILO and the donor to achieve project goals and objectives?

- a) To what extent was the working relationship (esp. between ILO and the donor) and management approach collaborative and cooperative?

70. What are the risks and other influencing factors you have expected before the start of the project and how have been managed by the project management?

71. What were the facilitating and limiting factors in the project's contribution/potential contribution to gender equality and non-discrimination within the project's thematic area?

H. EFFICIENCY

72. How have resources (financial, human, technical support, etc.) been allocated to achieve the project outputs, and specially outcomes?

- a) How strategically has this been done?
- b) If not, why not, and what steps are being taken to achieve project outcomes and impact?

73. To what extent are the project's activities/operations in line with the schedule of activities as defined by the project team, work plans and budgets?

74.To what extent does the project leverage resource to promote.

- a) gender equality and non-discrimination; and
- b) inclusion of people with disability?

I. IMPACT

75. What are the evidence of positive changes in the life of the project beneficiaries and on developing policies and practices at national level regarding improving the access of women and men to decent employment opportunities? Probe for examples

76.How the results of the intervention likely to have a long term, sustainable positive contribution to the relevant SDGs and targets (explicitly or implicitly)?

77.Is the project contributing to expansion of the knowledge base and building evidence regarding the project outcomes and impacts at national level?

J. GENDER MAINSTREAMING

78.To what extent has the project mainstreamed gender equality and women's empowerment in the project strategy and outcomes? How this reflected on resources utilization?

79.How have resources been utilized on women's empowerment activities?

- a) Has the use of resources on women's empowerment activities been sufficient to achieve the expected results?

80.Were there any concerns with regards to gender equality and non-discrimination? like what and how the project interventions address such concerns?

81.What are the facilitating and limiting factors in the project's contribution/potential contribution to gender equality and non-discrimination within the project's thematic area?

K. SUSTAINABILITY

82.What is the project strategy to ensure smooth transition of ownership and responsibilities for MOSS to ensure sustainability of the interventions on the long run

83.Regarding the upcoming period what are the recommended actions to be taken to ensure the achieving the quality of project outcomes by the end of the project.

- a) What would be your recommendations, taking into consideration the consistent development on the context?

The End



INTERNATIONAL LABOUR ORGANIZATION

Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment* under FORSA Programme (EYE/FORSA)

KII Guide – Local and National Stakeholders (Employers, Ministry of Youth, Ministry of Manpower, Federation of Egyptian industries, MSME Development Agency, National Council for Women)

Introduction about the interview, interviewers, the evaluation objective and the voluntary participation of the participant in the interview

84. Please introduce yourself and your engagement in the project activities

85. In your opinion how did the project interventions responded to:

- a) Your /your organization's /Ministry's/Agency's/Department's objectives,
- b) National Development Strategy, Egypt 2030
- c) Beneficiaries' needs (youth, women and local communities)

86. What have you/has your organization /Ministry/Agency/Department so far gained from cooperation with the ILO?

87. On the other hand, what was you/your organization's contribution to the project activities / outcomes?

88. If applicable, considering the time and resources at hand, is this intervention feasible in terms of achieving predicted project results? how?

89. From your experience, what are the risks and positive contributing factors to the project interventions?

- a) How does the project mitigate the risks?
- b) How does the project benefit from the positive factors?

90. Were you/Was your organization /Ministry/Agency/Department involved in the design and implementation of project activities? How? (Probe for examples and how this will be reflected on sustainability of the project in the future)

91. To what extent have project activities been carried out as planned? Was there any delay happened, rescheduling of activities? Give examples

92. If applicable, Have the project outcomes been realized as planned? Give examples as following
- i. To what extent have partner institutions and CSOs been strengthened to promote wage and self-employment and entrepreneurship for women and youth?
 - ii. To what extent have partner institutions and CSOs promoted wage and self-employment and entrepreneurship for women and youth?
 - iii. To what extent has access to wage employment been increased for youth in targeted areas?
 - iv. To what extent have female self-employment, teamwork and value chains been promoted?
 - v. To what extent have communities been empowered to support entrepreneurship for the poor, teamwork and value chain?
93. To what extent you are satisfied with the quality of the outcomes of the project.
94. To what extent has the COVID-19 Pandemic impacted the project activities you have been involved in?
- a) How have you/has your organization /Ministry/Agency/Department in collaboration with ILO addressed this impact?
95. How efficient is the project in utilizing project resources to deliver the planned results?
- a) Are there instances of waste (time and other resources)?
 - b) Were there any delays and what caused these?
96. What is the evidence of positive changes on developing policies and practices at national level and governorate levels regarding improving the access of women and men to decent employment opportunities? Probe for examples
97. To what extent the outcomes of the project would have sustainable positive contribution to the relevant SDGs and targets?
98. To what extent did the project activities take into consideration the following:
- a) gender equality, women's empowerment and non-discrimination,
 - b) sustainability of the interventions
99. To what extent has the project addressed vulnerable groups, such as people living in remote and rural areas including people living with disabilities?
100. What are your recommendations for the project in the coming period so that it can achieve its goals and reach the largest number of beneficiaries so that they became economically empowered or have self-reliance?

The End



INTERNATIONAL LABOUR ORGANIZATION

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Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA)*

KII Guide – MOSS

Introduction about the interview, interviewers, the evaluation objective and the voluntary participation of the participant in the interview

101. Please introduce yourself and your engagement in the project activities
102. In your opinion how did the project interventions responded to;
 - a) MOSS objectives,
 - b) National Development Strategy, Egypt 2030
 - c) Beneficiaries' needs (youth, women and communities)
103. Please elaborate on the links between EYE project and FORSA Program and how the EYE complement with and add to FORSA program objectives?
104. What has MOSS and in particular FORSA program gained from the ILO contribution and their comparative advantages (such as tripartism and international labour standards)?
105. Considering the time and resources at hand, is this intervention feasible in terms of achieving predicted project results? how?
106. Were MOSS involved in the design and implementation of project activities? How? (Probe for examples and how this will be reflected on sustainability of the project in the future)
107. To what extent have project activities been carried out as planned? Was there any delay happened, rescheduling of activities? Give examples
108. What are the reasons for such modification and how this will affect the implementation of the project

109. To what extent has the COVID-19 Pandemic impacted the project activities you have been involved in?
- a) How has MOSS in collaboration with ILO addressed this impact?
110. Have the project outcomes been realized as planned? Give examples as following
- To what extent capacities of the MOSSS staff were strengthened to promote wage and self-employment and entrepreneurship for women and youth?
 - To what extent have partner institutions and CSOs promoted wage and self-employment and entrepreneurship for women and youth?
 - To what extent has access to wage employment been increased for youth in targeted areas?
 - To what extent have female self-employment, teamwork and **value chains** been promoted?
 - To what extent have **communities** been empowered to support entrepreneurship for the poor, teamwork and value chain?
111. How were the previously mentioned results reflected on the lives of beneficiaries?
112. From your experience, what are the risks and positive contributing factors to the project interventions?
- a) **How does the project mitigate the risks?**
- b) How does the project benefit from the positive factors?
113. Has the management and governance structure put in place worked effectively to achieve the results and what could be improved in the future?
114. How efficient is the project in utilizing project resources to deliver the planned results?
- a) Are there instances of waste (time and other resources)?
- b) Were there any delays and what caused these?
115. What are the evidence of positive changes on developing policies and practices at national level regarding improving the access of women and men to decent employment opportunities? Probe for examples
116. To what extent the outcomes of the project would have sustainable positive contribution to the relevant SDGs and targets?
117. To what extent did the project activities take into consideration the following:
- gender equality, women's empowerment and non-discrimination,
 - sustainability of the interventions
118. To what extent has the project addressed vulnerable groups, such as people living in remote and rural areas including people living with disabilities?
119. What are your recommendations for the project in the coming period so that it can achieve its goals and reach the largest number of beneficiaries so that they became economically empowered or have self-reliance?

120. Also if you have very specific recommendations regarding the smooth transition of the lead on the activities from ILO to MOSS and consequently the sustainability plan in the coming period?

The End



INTERNATIONAL LABOUR ORGANIZATION

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Internal Midterm Evaluation of the Project *Egypt Youth Employment (EYE): Economic Empowerment under FORSA Programme (EYE/FORSA)*

KII Guide – Service providers

Introduction about the interview, interviewers, the evaluation objective and the voluntary participation of the participant in the interview

1. حابب في البداية أتعرف بيك – الاسم – دورك في المشروع – المحافظات اللي اشتغلت فيها
2. يا ريت تعطينا نبذة عن دور مؤسستك في تنفيذ أنشطة المشروع المختلفة داخل المحافظة و مين هم أهم المستفيدين من الأنشطة المختلفة
3. خلينا نبتدي نتعرف على أهم النتائج اللي وصلتم ليها في كل نشاط من الأنشطة المختلفة
4. شايف لأي مدى كانت النتائج اللي وصلتم ليها متوافقة مع ماهو متاح من موارد مثل الوقت المتاح للتنفيذ – الموارد المادية – الموارد البشرية و لأي مدى هتقدر تحقق كل الأهداف الموضوععة بنهاية المشروع
5. بالنسبة للموارد المتاحة شايف لأي مدى تم استغلالها في الوصول للنتائج الحالية و اذا كان فيه طرق أفضل لاستخدام هذه الموارد في الوصول لنفس النتائج
6. كمان هل معدلات تنفيذ الأنشطة و استخدام الموارد المالية متوافقة مع خطة عمل المشروع ولا فيه أي تغيير (تأخير في بعض الأنشطة أو ترحيلها – التركيز على أنشطة أكثر من غيرها)
7. لأي مدى انت راض عن جودة الأنشطة المنفذة و بالتالي جودة النتائج في ظل الموارد المتاحة و ازاى ممكن نحسن من الأنشطة الأقل جودة من وجهة نظرك
8. أي مشروع بتكون فيه دايمًا متابعة و تقييم لانجازاته شايف الفترة اللي فاتت ازاى تم عمل متابعة للتنفيذ من ناحية منظمة العمل الدولية و ازاى كانوا بيشاركوا معاكم المعلومات أو التوجهات لضمان جودة التنفيذ
9. شايف لأي مدى المشروع راع في تنفيذ و تصميم أنشطته احتياجات المستفيدين
10. كمان لأي مدى كان معمول حساب أي تحديات ممكن تقابلكم أثناء التنفيذ و ازاى اتغلبتم عليها
11. بالنسبة للمستفيدين من الرجال (الشباب) و الشبابات (السيدات) ايه أهم التغييرات اللي حصلت في حياتهم (النتائج) بعد اشتراكهم في المشروع
12. ايه العوامل الأخرى بجانب مشاركتهم في أنشطة المشروع اللي ساعدت المستفيدين انهم يطوروا من أنفسهم و يقدروا يكون عندهم وظيفة أو عمل خاص
13. ايه التحديات اللي قابلتهم و ازاى قدرو يتغلبوا عليها

14. ايه أكثر نشاط شايف انه أكثر نجاحا بالنسبة للمستفيدين المستهدفين و ايه أقل نشاط نجاحا و لماذا
15. حابب كمان أعرف أكثر عن إدارة المشروع وشكل التواصل / التعاون بينك وبين باق فريق المشروع ازاى بيتم سواء مع الحكوميين - المدربين - منظمة العمل الدولية - الجمعيات - ولأى مدى هو ناجح من وجهة نظرك في خدمة أهداف المشروع ولو هناك أي توصيات للتحسين مستقبلا خلال الفترة المتبقية
16. من خلال تعاملك مع الحكوميين (التضامن الاجتماعي / وزارة الشباب) هل كان فيه تأثير للمشروع على السياسات / القرارات الخاصة بيهم سواء على المستوى القومي أو المحافظة فيما يتعلق بتكثيف الشباب اقتصاديا
17. من خلال مشاركتك في المشروع هل لاحظت أي اختلاف في المشاركات بين السيدات أو الرجال يعني مثلا كان فيه تركيز على فئة منهم أكثر من الثانية - أو فئة كان أسهل لها الحصول على الخدمات أكثر من الثانية.... الخ لو ده حصل ايه أسبابه لو ممكن كمان يكون فيه أمثلة على لمثل هذه الاختلافات
18. في حالة عدم وجود اختلافات شايف ازاى المشروع استغل الموارد المتاحة في دعم فكرة المساواة بين الجنسين في الدعم / الخدمات المقدمة
19. في حالة وجود اختلافات ازاى المشروع تعامل مع هذه الاختلافات لضمان المساواة بين الجنسين في الوصول للخدمات
20. فئات أخرى زي مثلا ذوي الإعاقة أو ذوي الهمم لأي مدى أنشطة المشروع كانت مفيدة ليهم و هل فيه فئات محتاجين نركز عليها أكثر في المستقبل (أمثلة)
21. الفترة القادمة شايف من ناحية الاستمرارية على المدى الطويل ازاى المشروع راع الفكرة دي و هل فيه أي توصيات خلال الفترة المتبقية من المشروع لضمان استمرارية النتائج و ان وزارة التضامن تقدر تكمل على نفس الطريق (خطة الخروج من المشروع)
22. ايه توصياتك الأخرى للمشروع في الفترة القادمة بشأن يقدر يحقق أهدافه و نوصل لأكبر عدد من المستفيدين عشان يكون عندهم تمكين اقتصادي أو اعتماد كامل على أنفسهم

English version

1. I would like to first know you - would you please introduce yourself? - your role in the project - the governorates in which you worked?
2. Could you tell me a little bit about the project activities that your organisation is undertaking in the governorates as a service provider and who the main beneficiaries of the various activities are?
3. Let's start getting to know the main results that you have achieved in the different activities?
4. To what extent the results you have achieved are compatible with the available resources such as the time available for implementation - financial resources - human resources, and to what extent you will be able to achieve all the goals set at the end of the project?
5. Regarding the available resources, see the extent to which they have been utilized to reach the current results, and if there are better ways to use these resources to reach the same results?
6. Also, were the rates of implementation of activities and the use of financial resources in line with the project's work plan and there is no change (delay in some activities or their relocation - focus on more activities than others)
7. In light of the resources at hand, to what extent are you satisfied with the quality of the implemented activities and, consequently, the quality of the results? How can we improve, in your opinion?
8. Any project that regularly conducts evaluations and interventions for assessing its successes. how the International Labor Organization supported you through monitoring implementation of project

activities and consequently the results , and how they communicated with you such information to ensure proper implementation?

9. to what extent the project considered the needs of the beneficiaries when implementing and designing its activities?
10. In addition, how much did you consider potential implementation challenges and how did you deal with them?
11. What were the most significant changes (results) in the lives of the male beneficiaries (young men) and female beneficiaries (young women) as a result of their involvement in the project?
12. What are the other factors besides their participation in the project activities that helped the beneficiaries to develop themselves and be able to have a job or a small business?
13. What challenges did they encounter and how did they overcome them?
14. Which activity do you think is the most successful for the target beneficiaries and which activity is the least successful and why?
15. I would also like to know more about project management and the form of communication/cooperation between you and the rest of the project team, how do you do it, whether with government officials - trainers - ILO team- and to what extent it is successful from your point of view in serving the objectives of the project, and if there are any recommendations for future improvement during The remaining period?
16. Through your interactions with the government (Social Solidarity/Ministry of Youth), did the project have an impact on their policies/decisions, whether at the national or governorate level with regard to the economic empowerment of youth?
17. Through your participation in the project, did you notice any difference in the participation of women or men? For example, there was a focus on one group of them more than the other - or a group that was easier to obtain services than the other etc. If this happened, what are the reasons If possible, give examples of such differences?
18. In the absence of differences, how the project used the available resources to support the idea of gender equality in the support / services provided?
19. If there are inequalities, how does the project handle them to guarantee that both men and women have equal access to services?
20. How valuable were the project's activities for other categories, such as people with disabilities or people of determination, and are there groups in need that project should give more focus in the future (examples)?
21. in terms of sustainability, how did the project promote this idea and are there any recommendations during the remaining period of the project to ensure the continuity of results and that the Ministry of Solidarity is able to complete the same path (exit plan of the project)?

22. What are your other recommendations for the project in the coming period so that it can achieve its goals and reach the largest number of beneficiaries so that they have economic empowerment or complete self-reliance?