



International  
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i-eval Discovery



Higher Education for Life and Work (HELW) project

ILO DC/SYMBOL: EGY/20/04/GBR

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Evaluation nature: **Independent**

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ILO Administrative Office: Decent Work Team / Country Office Cairo

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*Keys words: Labour market, Education, youth employment, economic growth*

This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office.

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## Acronyms and Abbreviations

AAF	Al Alfi Foundation
AWP	Annual Work Plan
CAPMAS	Central Agency for Public Mobilization and Statistics
CPOs	Country Programme Outcomes
CSM	Career Service Management
DAC	Development Assistance Committee
CRF	Country Results Framework
DO	Direct Observation
DR	Desk Review
EPP	Employment Promotion Program
FCDO	the Foreign Commonwealth and Development Office
FE	Final Evaluation
FEC	Final Evaluation Consultant
FEI	Federation of Egyptian Industries
FGD	Focus Group Discussion
GEN	Global Entrepreneurship Network
GESI	Gender Equality and Social Inclusion
HE	Higher Education
HELW	Higher Education for Life and Work” project
IDI	In-Depth Interview
IE	Independent Evaluator
ILO	The International Labour Organization
M&E	Monitoring and Evaluation
MoHESR	Ministry of Higher Education and Scientific Research
MoY	Ministry of Youth
MSMEDA	Micro, Small and Medium Enterprises Development Agency
NCW	National Council for Women
OECD	Organization for Economic Cooperation and Development
PMF	Performance Measurement Framework
RBM	Results-Based Management
SDGs	The Sustainable Development Goals
SDS	Sustainable Development Strategy
STEM	Science, Technology, Engineering and Mathematics
TOC	Theory of Change
TOR	Terms of Reference
UNDAF	The countries United Nations Development Assistance Framework,

## Executive Summary

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The present document is the final independent evaluation report of the Higher Education for Life and Work (HELW) project. The proposal that led to the HELW project identified gaps in the quality and relevance of university curricula as the weaknesses in Egypt's higher education system. These weaknesses are seen as contributing factor to constrained economic growth. However, employers in Egypt are demanding better core skills for employability. As a result, the country has experienced high youth unemployment and underemployment rates due to the above weaknesses. To deal with this, the project initially aimed to build the capacity of universities and students, with a particular focus on Science, Technology, Engineering and Mathematics (STEM), to better align with the labour market, improve career guidance, leadership and core skills curriculum amongst higher education institutions.

The International Labour Organization (ILO) signed the agreement of HELW with the Foreign Commonwealth and Development Office (FCDO) on 14 October 2020 to 31 March 2023. Funds from FCDO was disbursed to ILO as consortium lead. HELW project was designed to be implemented across 30 months for a total amount of 8 million GBP. But due to COVID-19, delay of security clearance, delay of implementation starting also due to challenges on the donor side, caused by the merging of government ministries and changing priorities, there were budget uncertainties from FCDO side that were beyond the project's control, resulting to significant budget cuts in July 2021 (from 8 million GBP to 2.4 million GBP); and then the budget decreased from 2.4 M to 1.8 M.

As a result of previous: duration of implementation became 18 months in addition to staff shortage yet achieved most project's activities and outputs. The project completed in September 2023.

HELW project works in consortium with 4 partners, which are the ILO (lead), ICareer, the Al Alfi Foundation (AAF), and Advance Higher Education (Advance HE). Also, partnered with the Federation of Egyptian Industries (FEI) and governmental entities to implement the project as: Ministry of Higher Education and Scientific Research (MoHESR), 7 Egyptian Universities to build their capacity and ensures sustainability.

The objective of this evaluation is to assess the efficiency, effectiveness, relevance, impact and sustainability (evaluation criteria) of project implementation and, in particular, to document the results of the project in relation to its overall objectives and expected results as defined in the project document. Additionally, the evaluation identified good practices and lessons learned, both of which can be used when designing similar interventions in the future.

The evaluation was based on common evaluation standards, ethical standards, and adherence to gender equality and human rights-based approaches. The OECD-DAC evaluation criteria for humanitarian action (OECD 2019) which assesses relevance, coherence, effectiveness, efficiency, impact and sustainability; in addition to Gender Equality guided the evaluation assignment.

- **Document Review:** All available documents were consulted during the evaluation process
- **Quantitative & Qualitative Technique**

1. Stakeholders IDIs – 19 IDIs
  2. Beneficiaries Questionnaire – 43 Respondents out of 70 Contacted
  3. Beneficiaries Database
- **Data Analysis and Triangulation**

## **Main Findings & Conclusions**

- **Programme Design:** The HELW project's theory was generally relevant but lacked explicit definition post-design and inception phases.
- **Relevance:** Aligned with Egypt's 2030 strategy and UN SDGs, HELW contributed to education, gender equality, and economic growth, resonating with ILO's objectives.
- **Coherence:** Unique partnerships succeeded, but outcomes varied among partners, impacting Egyptian higher education development positively.
- **Effectiveness:** Achieved goals, notably benefiting students through comprehensive training systems, job connections, and high beneficiary satisfaction.
- **Efficiency:** Generally cost-effective but faced financial complexities between ILO and FCDO, with management challenges due to staffing and information flow issues.
- **Impact:** Extended employability impact beyond students to employers, equipped MoHESR with technological solutions, empowering over 7,000 beneficiaries.
- **Sustainability:** Project objectives aligned with MoHESR's vision, supporting governmental partners and universities, but faced challenges in integrating a comprehensive sustainability study.
- **Cross-cutting Approaches:** While gender-sensitive, the project lacked tailored actions for socially excluded groups like Persons with Disabilities, revealing an inclusivity gap.

To conclude the evaluation of the HELW project highlights commendable progress in partnerships and financial efficiency, leveraging the International Labour Organization's expertise. However, challenges persist in technical support, policy adherence, and consistent outcomes across project components. Management gaps, including inadequate staffing and fragmented information flow, hinder reporting and evaluation. Despite notable impacts in empowering beneficiaries, employment challenges for trainees raise concerns about sustained effectiveness in meeting market demands. The project's efforts toward sustainability align with MoHESR's vision, but the absence of clear criteria and challenges in implementing sustainability studies threaten its enduring impact. Overall, while successful in specific areas, the HELW project requires focused improvements in management, impact assessment, and sustainability planning for long-term effectiveness.

## **Main lessons learned and good practices**

It's clear that the HELW project's success hinged on lessons learned across its phases and the emergence of noteworthy practices that could be replicated:

## **Lessons Learned:**

- Inception & Planning Phases: Ambiguity in program theory during design led to unclear activity-outcome connections. Strengthening this phase enhances implementation plans, clarity, and alignment with stakeholder vision.
- Execution & Monitoring Phases: Assessment tools must inform decisions for effective monitoring. Lack of tool harmonization hindered evaluation of project outcomes.
- Closure Phase: Implementing an electronic monitoring system ensures updated beneficiary data and accurate project outcome tracking. Absence of comprehensive reports impedes closure and results interpretation.

#### **Emerging Good Practices:**

- Selection of High-Quality Management: Rigorous recruitment faced staffing challenges, resolved by a consultant with ILO policy experience, kickstarting progress despite security clearance delays.
- Unique Partnership Model with MoHESR: Carefully selected partners aligned with project components. The project equipped MoHESR with technological solutions, fostering better communication and needs assessment via the CSM portal for engaging university students.

For Future Interventions, The project stakeholders should:

1. Establish Project Steering Mechanisms and Baseline Studies – **Addressed to ILO;**
2. Engage Governmental Bodies and Streamline Coordination - **Addressed to ILO and Consortium Partners;**
3. Develop Clear Partnership Policies and Prioritize Sustainability Planning - **Addressed to ILO and Consortium Partners;**
4. Consolidate Consortium Efforts and Conduct Organizational Assessment - **Addressed to ILO and Consortium Partners;**
5. Implement Comprehensive Electronic Monitoring Systems and Focus on Capacity Building - **Addressed to ILO and Consortium Partners;**
6. Enhance Outreach to Persons with Disabilities and Gender Transformative Approaches - **Addressed to ILO and MoHESR;**
7. Facilitate Knowledge Exchange - **Addressed to ILO;**
8. Maintain Budget Stability - **Addressed to FCDO.**

## Project Background

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In 2015, the United Kingdom (UK) government announced a £1.2bn Prosperity Fund intended to promote the economic reform and development needed for growth and achievement of Sustainable Development Goals in partner countries, and as a secondary objective, to open up opportunities for UK industry to contribute to global poverty reduction. As part of this Fund, the Global Skills for Prosperity Programme (S4P) was announced in August 2018 to **operate across nine middle-income countries, including Egypt**, to tackle youth unemployment by improving the equity, quality, relevance, and cost-effectiveness of higher education and technical and vocational education and training. Youth unemployment, the skills deficit, and the transition from education to employment are among the most significant issues facing Egypt's youth and economy. Disadvantaged groups including young women, low-income youth in rural areas, and young people with disabilities are particularly affected by youth unemployment and face significant challenges in accessing higher education and transitioning into the labour market.

Egypt is a low-middle-income country and according to World Bank statistics<sup>1</sup>, Egypt's population sits at approximately 104 million. Concurrently, Egypt today welcomes an estimated 6.3 million migrants, many of whom live in urban settings such as Greater Cairo and Alexandria. Egypt counts as well more than 10 million expatriates who live mainly in the Middle East. Sustainable and innovative economic enterprise with a focus on youth is paramount to the future of Egypt's development. According to the Central Agency for Public Mobilization and Statistics (CAPMAS) statistics in 2021, youth represent an estimated 40%<sup>2</sup> of the local job market, proving a driving force in the economic development of the nation.

Some of the common employment obstacles that Egyptian youth face include: mismatched skills, inadequate self-awareness, preparation and information about labour market requirements, access to affordable training to develop marketable skills, employer contacts, and entrepreneurship training that is directly linked to market requirements<sup>3</sup>.

STEM skills coupled with an entrepreneurial attitude and the ability to use the developing platform economy are the keys to success. Addressing these issues in these ways will contribute to increasing youth employability, and bridging the gap between supply (skilled and talented youth) and demand (modern needs of the economy and labour market) and thus in the long term can have a positive impact on Egypt's economic growth and innovation capacity.

HELW is a three-year, USD 2,158,653 project, implemented by the ILO in partnership with Advance HE, Al Alfi Foundation, ICareer, and others. HELW was financed by the FCDO, and the project initially aimed to build the capacities of universities and students, with a particular focus on STEM, to better align with the labour market, improve career guidance, leadership and core skills curriculum amongst higher education institutions. Besides STEM skills, the project highlighted the need of improving soft skills as part of employability, including English language, business skills, communication, etc.

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<sup>1</sup> <https://data.worldbank.org/country/EG>

<sup>2</sup> [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms\\_737648.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_737648.pdf)

<sup>3</sup> [https://www.etf.europa.eu/sites/default/files/m/8B7FE470410B4DB8C1257E28004C06CA\\_Employment%20policies\\_Egypt.pdf](https://www.etf.europa.eu/sites/default/files/m/8B7FE470410B4DB8C1257E28004C06CA_Employment%20policies_Egypt.pdf)



Until mid-2022, HELW project was focusing on achieving the following four outcomes:

- (i) Increased access to public sector STEM Higher Education for target groups (Equity);
- (ii) Improved soft skills ecosystem in public universities delivering core skills training for target group students and graduates (Quality);
- (iii) Improved transition from STEM education to graduate-level employment and self-employment for target groups (Relevance);
- (iv) Enduring collaborative structure and process to support continued progress in equity, quality and relevance in the Egyptian Public Higher Education Sector established.

The project has faced significant challenges and delays due to external factors. For this reason, the project did not start any implementation until December 2021, and by mid-year 2022 had to abandon its original work plan and activities and produce a different work plan (now called Phase II) for donor approval that would allow for implementation in a challenging situation.

Since mid-2022, HELW new areas of focus as approved by the donor are the following three outcomes against which the final targets are measured:

**Pillar/Outcome 1:** Equity – Increase access and knowledge on STEM fields and needs.

**Pillar/Outcome 2:** Quality- Improve the employability of graduates, especially women and disadvantaged groups.

**Pillar/Outcome 3:** Relevance - Enhance collaboration with the private sector to facilitate increased on-the-job training and job placements.

Phase II covers the period of December 2022– September 2023. Although the project scope changed, the consortium partners did manage to implement some limited activities under the old original project work plan (Phase I).<sup>4</sup>

HELW is adopting a Theory of Change (TOC) that describes and illustrates how and why the project desired change and result. HELW assumes that improved employment rates and labour productivity of women and other economically and socially excluded young adults will be achieved by:

- Improving STEM education access and core skills acquisition in public universities
- Addressing the relevance of the skills required by industry and commerce in areas key to national economic development
- Improving equity in access to, and provision of, six key STEM fields key to national economic development
- Young women and other excluded young adults will take advantage of these opportunities
- Increasing competencies for the skills needed by industries and supply gaps will lead to higher employment rates and productivity
- Firms in the key economic areas will be again (Post COVID-19) able to employ additional staff<sup>5</sup>

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<sup>4</sup> HELW Project ToR

<sup>5</sup> HELW Project ToC



## Project Stakeholders

- International Labor Organization (ILO) as a focal partner
- Advance HE
- ICareer
- Al Alfy Foundation (AAF)
- Federation of Egyptian Industries (FEI)

## Governmental Policy Makers

- Ministry of Higher Education & Scientific Research (MoHESR)
- Egyptian Universities (7 universities in different regions)

## Donor

- FCDO

The evaluation was implemented as described in the following sequence with the mentioned key deliverables:<sup>7</sup>

Activity	Timing	Outputs	Key Deliverables
<b>Inception Phase</b>			
<ul style="list-style-type: none"> <li>▪ Desk Review of Key Project Documents;</li> <li>▪ Conducting initial meetings with ILO Evaluation Manager &amp; Project Manager;</li> <li>▪ Development of data collection tools.                             <ul style="list-style-type: none"> <li>▪ Preparation of <b>Inception Report</b></li> </ul> </li> </ul>	13 <sup>th</sup> – 25 <sup>th</sup> September 2023		
<ul style="list-style-type: none"> <li>▪ Send the Draft Inception Report to ILO Evaluation Manager</li> </ul>	26 <sup>th</sup> of Sep 2023	<ul style="list-style-type: none"> <li>▪ Draft Inception Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Draft Inception Report</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ Receive ILO comments on the Inception Report</li> </ul>	18 <sup>th</sup> of Oct 2023	<ul style="list-style-type: none"> <li>▪ Document including ILO comments</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Incorporate ILO comments and submit the final version of the Inception Report</li> </ul>	10 <sup>th</sup> of Nov 2023	<ul style="list-style-type: none"> <li>▪ Final version of the Inception Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Inception Report – Final Version</b></li> </ul>
<b>Data Collection and Analysis Phase</b>			
<ul style="list-style-type: none"> <li>▪ IDIs with Key Informants (in field)</li> <li>▪ IDIs with Key Informants (Online)</li> </ul>	2 <sup>nd</sup> – 14 <sup>th</sup> Nov 2023	<ul style="list-style-type: none"> <li>▪ Summary of field notes</li> <li>▪ Main analysis points</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Debriefing Session</b></li> <li>▪ <b>Feedback from ILO on the initial findings</b></li> </ul>
<ul style="list-style-type: none"> <li>▪ Questionnaire with beneficiaries (Students &amp; Graduates)</li> </ul>	14 <sup>th</sup> – 26 <sup>th</sup> Nov 2023		
<ul style="list-style-type: none"> <li>▪ Data analysis and initial debriefing to ILO</li> </ul>	2 <sup>nd</sup> - 26 <sup>th</sup> Nov 2023		
<ul style="list-style-type: none"> <li>▪ Presentation of the initial findings to ILO and get their feed back</li> </ul>	30 <sup>th</sup> Nov 2023	<ul style="list-style-type: none"> <li>▪ Workshop of initial key findings</li> </ul>	
<b>Reporting Phase</b>			

<sup>7</sup> HELW Project Final Evaluation Inception Report

<ul style="list-style-type: none"> <li>Consolidation of data and information from the DR and consultations to draft the report</li> </ul>	15 <sup>th</sup> Nov – 3 <sup>th</sup> Dec 2023		<ul style="list-style-type: none"> <li><b>Draft Final Report</b></li> </ul>
<ul style="list-style-type: none"> <li>Send the Draft Final Report to ILO with all other relevant attachments</li> </ul>	3 <sup>th</sup> of Dec 2023	<ul style="list-style-type: none"> <li>Draft Final Report</li> </ul>	
<ul style="list-style-type: none"> <li>Receive ILO comments on the first draft of the Final Report</li> </ul>	04 <sup>th</sup> of Dec 2023	<ul style="list-style-type: none"> <li>Document including ILO comments</li> </ul>	
<ul style="list-style-type: none"> <li>Incorporate ILO comments and submit the second draft of the Final Report</li> </ul>	04 <sup>th</sup> - 09 <sup>th</sup> of Dec 2023	<ul style="list-style-type: none"> <li>Document including the Consultant's answers to the ILO's comments</li> </ul>	
<ul style="list-style-type: none"> <li>Receive ILO comments on the third draft of the Final Report</li> </ul>	15 <sup>th</sup> of Dec 2023	<ul style="list-style-type: none"> <li>Document including ILO comments</li> </ul>	
<ul style="list-style-type: none"> <li>Incorporate ILO comments and submit the final version of the Final Report</li> </ul>	15 <sup>th</sup> – 27 <sup>th</sup> Dec 2023	<ul style="list-style-type: none"> <li>Document including Consultant's answers to the ILO's comments</li> </ul>	
<ul style="list-style-type: none"> <li>Receive ILO comments on the third draft of the Final Report</li> </ul>	30 <sup>th</sup> of Dec 2023	<ul style="list-style-type: none"> <li>Document including ILO comments</li> </ul>	
<ul style="list-style-type: none"> <li>Incorporate ILO comments and submit the fourth draft of the Final Report</li> </ul>	30 <sup>th</sup> Dec 2023 to – 19 <sup>th</sup> Jan 2024	<ul style="list-style-type: none"> <li>Document including the Consultant's answers to the ILO's comments</li> </ul>	
<ul style="list-style-type: none"> <li>Receive stakeholder comments on the fourth draft of the Final Report</li> </ul>	27 <sup>th</sup> Jan 2024	<ul style="list-style-type: none"> <li>Document including the Consultant's answers to the stakeholders' comments</li> </ul>	
<ul style="list-style-type: none"> <li>Send the Final Report to ILO</li> </ul>	30 <sup>th</sup> Jan 2024	<ul style="list-style-type: none"> <li>Final version of the Final Report</li> </ul>	<ul style="list-style-type: none"> <li><b>Final Report - Final Version</b></li> </ul>
<b><u>EVAL in Geneva will approve the report in January 2024</u></b>			

## Criteria & Questions

The evaluation will cover the following evaluation criteria (in line with the DAC criteria), UNEG guidelines and ILO evaluation policy guidelines:

- a) Relevance
- b) Coherence
- c) Effectiveness
- d) Efficiency
- e) Impact orientation
- f) Sustainability
- g) Gender equality and non-discrimination

The evaluation should consider key evaluations dimensions including Human rights, the SDGs (relevant SDGs and indicators and the principle of 'no one left behind') and ILO cross-cutting themes such Gender and non-discrimination, social dialogue and tripartism, just transition to environmental sustainability and International Labour Standards.

### Relevance and strategic fit

1. Was the project design relevant to the country's priorities, National Development Framework, beneficiaries' needs, ILO's CPOs as well as the SDGs?

2. How does the project complement and fit with other on-going ILO programmes and projects in the countries?
3. To what extent was the project's approach appropriate to achieving its goals and results given the time and resources available? / Are the implementation of activities and outputs of the HELW Project consistent with the overall goal and objectives?
4. To what degree was HELW Project's design and implementation gender responsive and inclusion sensitive?

#### **Coherence and validity**

1. To what extent has the project consortium coordinated with each other, with partners, and with other projects funded by different donors?
2. To what extent was the project complementary and coherent with other ILO or UN agency interventions underway in Egypt and with the target stakeholders?
3. Is the project theory of change coherent to meet its objectives and results?
4. How coherent was the HELW Project with the development agendas of the different partners involved and how did this affect the programme (positively and negatively).

#### **Effectiveness of projects' implementation and management arrangements**

1. To what extent are the projects in process of achieving its objectives, outcomes & outputs? What were the key internal or external factors that limited or contributed to achieving the project's outcomes?
2. How effective was the monitoring of performance and results in tracking the progress of the project?
3. To what extent has the project supported the participating universities to assess and remove the obstacles affecting the target stakeholders?
4. To what degree were the capacity building activities and /interventions effective in providing the HELW team the skills required for improved intervention/ implementation in the targeted universities?
5. What have been the unintended changes, positive and negative, resulting from HELW's interventions in the target universities?
6. What were the major factors influencing the achievement or non-achievement of the objectives?
7. How has the project adapted given the external challenges and the challenges faced by the COVID-19 Pandemic on achieving results and effectiveness?

#### **Efficiency of resource use**

1. Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and outcomes? If not, why and which measures have been taken to work towards achievement of project outcomes and impact?
2. Are the project's activities/operations in line with the schedule of activities as defined by the Project team and work plans?
3. Were the resources used efficiently? Are the project results in line with the resources used? If not, what were the bottlenecks?
4. Has the project assigned resources to promote gender and inclusion of people with disability?
5. What are the strengths and weaknesses of the project monitoring and evaluation system? How to improve the weaknesses?

#### **Impact orientation**

1. To which extent the results of the intervention are likely to have a long term, sustainable positive contribution to the SDG and relevant targets? (Explicitly or implicitly)

2. What evidence is there of the impact of the project at the level of national partners and target stakeholders?
3. Strengthening local gender and inclusion sensitive labour market system to support target beneficiaries in entrepreneurship and employability

### Sustainability

1. To what extent will the benefits of the project's activities be sustained by the national partners and /or other stakeholders?
2. Have measures been taken to ensure the sustainability of efforts related to gender & inclusion equality?
3. What are the major factors influencing the sustainability of the project?
4. To what extent were HELW's outputs institutionalized in the public and private sectors?
5. Value of knowledge products generated by HELW that can be used as a reference in the future by national and international partners.

### Gender equality and non-discrimination

1. What are the key achievements of the projects on gender equality and inclusion sensitivity?
2. Has the use of resources on inclusion activities been sufficient to achieve the expected results?
3. To what extent is the M&E data supporting projects' decision making related to gender & inclusion equity?

### Learning

1. What are the project successes, best practices, lessons learnt, and barriers? How has the project managed to mitigate the barriers faced??
2. What are the lessons learned to performance to capitalize on strengths and improve future programs?
3. What needs to be done differently to achieve and maximize a positive impact on beneficiaries' lives?

## Methodology

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The IE implemented a non-experimental design with a primary reliance on qualitative data collection techniques. The qualitative data provided depth, detailed insights and created openness, while the quantitative data relied on numeric information to create inferences. The interpretive nature of qualitative data provided better opportunities for exploring HELW by understanding limitations and difficulties and thereby giving room to critically reflect on the success of this program and develop appropriate recommendations.

The evaluation was based on common evaluation standards, ethical standards, and adherence to gender equality and human rights-based approaches. The OECD-DAC evaluation criteria for humanitarian action (OECD 2019) which assesses relevance, coherence, effectiveness, efficiency, impact and sustainability; in addition to Gender Equality guided the evaluation assignment. As such, the evaluation matrix assessed the standards of relevance, coherence, effectiveness, efficiency, impact, sustainability, gender equity of the HELW (Annex 5).

The TOR guided the development of the methodology, including the evaluation questions, indicators, and data collection plan. In developing the evaluation framework and tools, the IE adopted a participatory approach, seeking feedback from ILO during the inception phase to ensure that the methodology and data collection plan was realistic, relevant and culturally appropriate.

The IE put in place strict ethical procedures to ensure the dignity and diversity, confidentiality, and safety of the respondents. She carried out the final evaluation in accordance with the “Universal Declaration of Human Rights, Convention on the Elimination of Discrimination against Women and Convention on the Rights of Persons with Disabilities”. Additionally, the IE conducted the fieldwork in a manner that respected the core values of ILO of diversity and inclusion, integrity, and commitment. The IE demonstrated ethical behaviour, ensuring ethical and gender responsive approaches are used throughout the data collection processes. She ensured privacy and confidentiality during data collection sessions, protected beneficiary information and obtained consent from all the IDIs and FGDs interviewees.

## **DATA COLLECTION**

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The IE is based on both qualitative and quantitative research methodology; the qualitative technique relied on comprehensive in-depth interviews (IDIs) with stakeholders and Questionnaire with beneficiaries, in addition to the desk review and direct observation while the quantitative technique relied on analysing beneficiaries’ database and questionnaire responses.

The IE conducted a desk review of all of the relevant documents & workplans that was provided by ILO in relation to HELW (*a list of all the secondary resources is included in the Annexes*). The desk review formed the basis of the evaluation framework and supported the development of the evaluation matrix and tools.

The IE conducted the meetings with key informants during the inception phase as well as the implementation phase of the evaluation. Meetings during the inception phase intended mainly to gather information of the overall function and outcomes of the HELW as well as to understand ILO’s expectations from the IE. Meetings during the Data Collection and Analysis Phase were conducted in order to allow the interviewees to engage with the IE for the data collection process. As such, the data collection took the form of IDIs and questionnaire with a greater focus on collecting detailed data regarding the functionality and impact of HELW in reference to the developed evaluation matrix. The compiled qualitative data was gathered, coded, analysed and triangulated with the relevant documents in order to develop a set of key findings, general conclusions, in addition to recommendations for the program.

The IE conducted the fieldwork in November 2023, based on the availability of the interviewees. Many of the IDIs were conducted virtually through Microsoft teams or phone calls with an exception to a few that took place at their headquarters.

The IE conducted an initial kick-off meeting on 20<sup>th</sup> & 24<sup>th</sup> of September 2023 with HELW project manager and Evaluation manager in which project manager gave an introduction about HELW and responded to (some of the clarifications based on his time in the project management) that the IE has raised.

A total number of 19 key informants were interviewed for the evaluation, among which were 11 females (58%) and 8 males (42%). A list of the types of interviewed respondents that the Independent Evaluator “IE” met with during the data collection phases of the evaluation can be found in Annex 5.

The IE conducted a questionnaire with a sample of 70 beneficiaries (Students\Graduates) and 5 projects of competition finalists for a total number of 75 of HELW beneficiaries, among which 43 that

successfully responded to the questionnaire were 28 females (65%) and 15 males (35%) and the competition finalists didn't respond to the invitation for IDIs found in Annex 5.

## **DATA ANALYSIS**

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The data analysis process was guided by the research questions and evaluation framework, in particular the evaluation matrix indicators. The evaluation utilized a qualitative data analysis technique, which relied on qualitative data gathered from the IDIs, questionnaire, desk review and the direct observation based on the evaluation matrix indicators. The IE triangulated the gathered qualitative data with the secondary quantitative data in order to pinpoint discrepancies. When discrepancies arose, the IE investigated such inconsistencies, i.e., whether it was due to bias or inaccurate interpretation of data. As such, the data analysis process indicated the relevance, coherence, effectiveness, efficiency, impact, sustainability and gender equality and of HELW.

Also, the evaluation tackled gender and inclusion matters through IDIs and a database analysis of attendees. It was observed that female participation doubled that of males, primarily driven by the strong demand among females to prepare for the job market and their persistent drive. However, when consulting all involved partners about the integration of Persons with Disabilities (PWDs) in project interventions, they indicated that due to project challenges their focus on accommodating the specific needs of PWDs within the project's scope was hindered.

## **RISKS AND LIMITATIONS**

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A number of potential limitations, assumptions and constraints were identified during the inception stage. In most cases, these were addressed or mitigated with the support of the evaluation management and by triangulating information gathered from various sources in order to provide stronger evidence-based conclusions.

Throughout the final evaluation process, the IE developed a list of all potential interviewees who would be interviewed for the evaluation. However, some stakeholders that ILO identified and agreed upon with the IE to participate in the evaluation were not accessible, able or willing to participate in the evaluation. To mitigate this limitation, the IE tried many times to give them alternatives, until she managed to meet most of the identified interviewees.

One of the main limitations was contact with the direct beneficiaries of the project. The participants of this kind of project were disperse and did not usually have an overall picture of the project. It was also difficult to contact them. Ideally, the IE would have received more responses to the surveys from the direct beneficiaries. she exerted many efforts and time to reach the respondents of the survey; which affected reaching the planned number of respondents. Although, she explained to them clearly that this was for the purpose of the final evaluation of the project, but they still didn't want to take it.

Despite these limitations, these findings are considered to present a credible assessment of the project's progress and status.

## **Main Findings & Recommendations**

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### **RELEVANCE AND STRATEGIC FIT**

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The relevance of HELW refers to its relevancy to the following:



1. Was the project design relevant to the country's priorities, National Development Framework, beneficiaries' needs, ILO's CPOs as well as the SDGs?
2. How does the project complement and fit with other on-going ILO programmes and projects in the countries?
3. To what extent was the project's approach appropriate to achieving its goals and results given the time and resources available? / Are the implementation of activities and outputs of the HELW Project consistent with the overall goal and objectives?
4. To what degree was HELW Project's design and implementation gender responsive and inclusion sensitive?

## Relevance Findings

### Relevance design

Higher education faces many perennial challenges, including expanding and promoting equitable access, improving learning achievement, fostering educational quality and relevance, strengthening knowledge and technology transfer, and encouraging desired values, behaviours, and attitudes. Even when governments recognize these challenges, most governments lack the fiscal resources to address them using the existing financing model.

Egyptian higher education nowadays encounters numerous challenges attributed to the burgeoning demand placed on universities. These challenges stem from several factors:

- The demographic bulge, signifying a substantial increase in the population of college-aged individuals.
- The expanding middle class, contributing to heightened aspirations and expectations regarding tertiary education.
- The rise in accessibility and completion rates of secondary education, consequently amplifying the influx of students into higher education institutions.

Furthermore, these challenges are compounded by the escalating needs of the Egyptian market's knowledge economy. This sector necessitates a greater supply of skilled professionals capable of delivering significant value additions to meet the evolving demands of the industry.

The following figure summarizes the various challenges and pressures that the higher education system is experiencing and HELW Project interventions support throughout these challenges.

<sup>89</sup>So, HELW project design was relevant for the needs of MoHESR and supported the ministry to implement in 7 different universities (Ain Shams, Alexandria, Assuit, Mansoura, Minia, Sohag & Suez Canal) a system to provide equity, quality & relevance to Egyptian market.

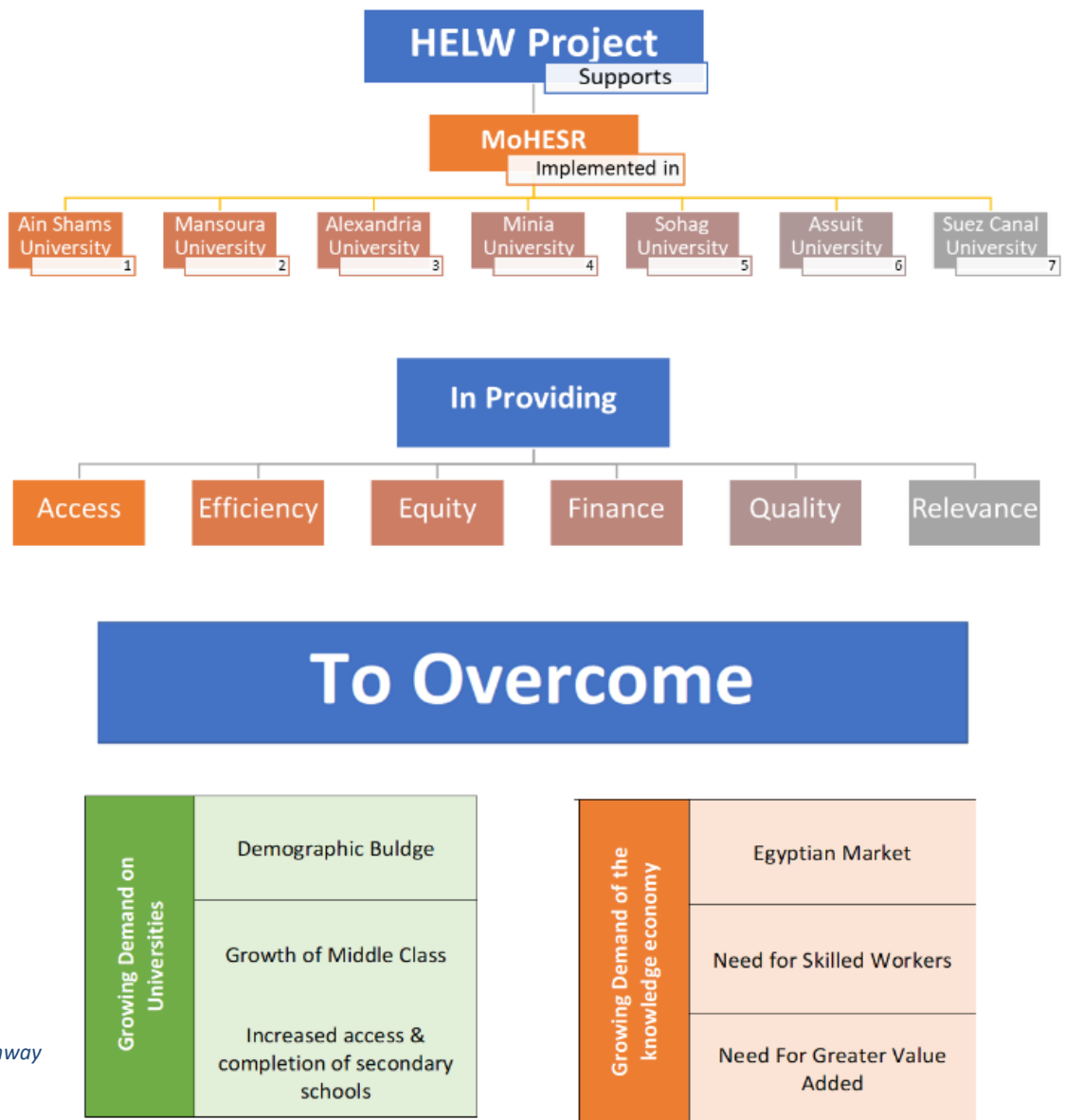


Figure 2 Project Pathway

<sup>8</sup> Designed by Independent Evaluator  
<sup>9</sup> Designed by Independent Evaluator

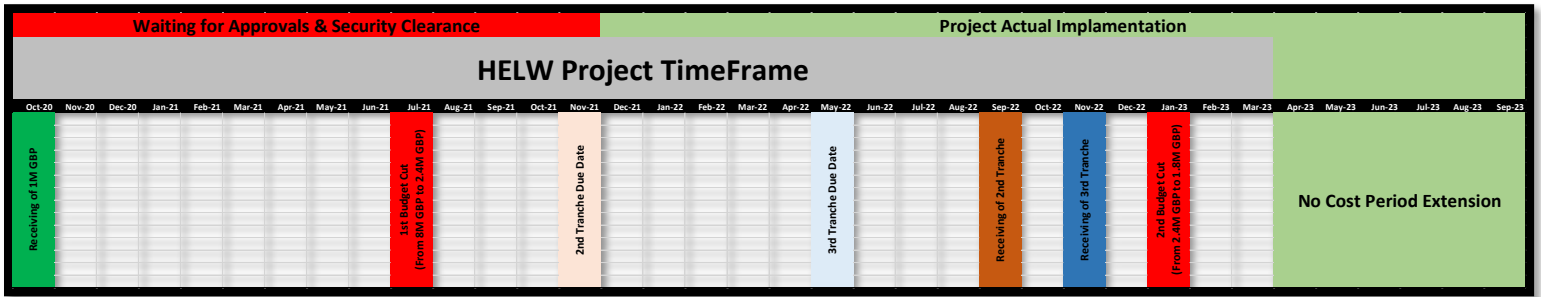


Figure 3 HELW Project TimeFrame

Considering the high unemployment and underemployment rates of the youth and low-income youth, including women, the project is deemed highly relevant for the needs of MoHESR. It supported the ministry to implement, in 7 different universities (Ain Shams, Alexandria, Assuit, Mansoura, Minia, Sohag & Suez Canal), a system to provide equity, quality & relevance to Egyptian market. Its design meets a crucial and emerging need for the direct beneficiaries as stated in the proposal and the updated proposal. The project design is also complete relevance to the policy of the Government of Egypt and Egypt strategy of 2030, in terms of Strategic Objectives for Technical Education and Training to 2030 as:<sup>10</sup>

- **The 1<sup>st</sup> Objective** is entirely responsible for the quality of the educational system, including application of global accreditation and quality standards via local accreditation of schools by the National Authority for Education Quality Assurance and Accreditation. This will require modifying local accreditation rules to comply with global standards in a way that coincides with the special nature of technical education and training.
- **The 2<sup>nd</sup> Objective** is responsible for providing adequate classrooms and training centers in rural and urban areas, for males and females, and for all classes of society. This objective also includes providing attractive schools in a way that help achieve discipline.
- **The 3<sup>rd</sup> Objective** is related to competitiveness tied to **quality and availability of education** as the higher objective is to have a graduate able to interact and compete in the local and external labor markets in order to enhance the dynamic relationship between the educational process and the labor market's requirements.

The HELW addresses United Nations Sustainable Development Goals (SDGs). The project is contributing to Goal 4: **SDG 4 Quality education: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; SDG 5 Gender equality: "Achieve gender equality and empower all women and girls."; Goal 8: Decent work and economic growth: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.** The project is also relevant to the objectives of ILO to Promote and realize standards and fundamental principles and rights at work.<sup>11</sup>

The HELW Project demonstrates responsiveness attributed to its programmatic strategies and methodologies, tailored to align with the specific context and challenges in Egypt. The project crafted its interventions by leveraging an evidence-based approach, addressing the requirements of the Higher

<sup>10</sup> Egypt Strategy 2030

<sup>11</sup> UN SDGs

Education sector, encompassing aspects of inclusion and facilitating entry into the job market. However, despite recommendations <sup>12</sup>from the Egypt post-BPR Results Framework in November 2021 emphasizing the significance of conducting a baseline study, HELW Project omitted this crucial step during the inception phase.

The project's approach was appropriate to achieving its goals and results. The project's design and execution prioritized adherence to the work plan, neglecting the consideration of intermediate outcomes concerning equity, quality, and relevance. Even though several studies were conducted during inception phase of HELW Project in collaboration with pertinent labor market sectors—such as the Revised Core Skills Study by AAF, GESI by ILO, and Recruitment in Egypt by ICareer—adhering to the recommendation to establish a baseline would have notably enhanced the project's efficacy. This inclusion would have provided the project with more pertinent findings and recommendations directly applicable to its objectives.

The outreach strategy tailored for the MoHESR and the targeted universities aligned effectively with HELW's objectives. This strategy was meticulously crafted to facilitate community diversification and engagement of HELW stakeholders through various means, including online sessions, announcements across online and offline platforms, informative sessions, seminars, as well as boot camps and hackathons.

ILO signed the agreement of HELW with FCDO on 14 October 2020 to 31 March 2023, funds from FCDO was disbursed to ILO as consortium lead shall collect and review all required information and deliverables requested for submission during inception phase based on due diligence carried out for the ILO as the lead of the delivery consortium. The ILO shall specify a focal point of contact to directly communicate with FCDO to represent the consortium as a consolidated team with all the different tiers of downstream partners. <sup>13</sup>

HELW technical proposal was designed to be implemented across 30 months but due to COVID-19, delay of security clearance, delay of implementation starting in addition to international obstacles at donor due to merging of governmental ministries and rearrangement of priorities in international funding that led to Budget uncertainties from FCDO side were beyond the project's control, this varied from significant budget cuts in July 2021 (from 8 million GBP to 2.4 million GBP); and then in the early 2023 the budget decreased from 2.4 M to 1.8 M. As a result of previous: duration of implementation became 18 months in addition to staff shortage yet achieved most project's activities and outputs.<sup>14</sup>

The main HELW project target was built the capacities of universities and students, with a particular focus on Science, Technology, Engineering and Mathematics (STEM), to better align with the labour market by cooperation with MoHESR but the project serviced young men and women students and graduates of Egyptian universities, but the project did not specifically focus on People with Disabilities

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<sup>12</sup> Egypt post-BPR Results Framework

<sup>13</sup> HELW Project MoU

<sup>14</sup> HELW Project Final Report and Ms. Laura Schmidt – Emailed at Jan 12<sup>th</sup>

(PWDs) or providing tailored accommodations for them – as stated in the stakeholders IDIs & by analysis of beneficiaries database-

Although Inexperience of ILO in working with MoHESR but the consortium partners of ILO succeeded in designing and implementing a unique partnership model that has been used as an essential and effective implementation modality that was shown in:

- Strategic Collaboration: collaborating with diverse stakeholders throughout the project.
- Specialization: leveraging of each strength aspects within consortium partners e.g., iCareer as leading technological solutions entity.
- Adaptability and innovative solutions: seen in the project progress after delay of security clearance and budget cut.
- Resources Optimization: adapting to budget cut and reallocate resources to implement the targeted activities.

The logical framework remained unaltered for a long period despite budget reductions and adjustments to the work plan due to FCDO regulations to be able to measure achievements on a global scale which affected HELW Project – Egypt.. As a result, a monitoring system was absent due to the lack of oversight and an evaluation official, leading to an undocumented count of project beneficiaries. This absence persists despite the availability of electronic databases at the HELW Project's headquarters within the International Labor Organization.

The delay in engaging from inception phase the MoHESR had a substantial impact on the project's progression, necessitating adjustments to align with the ministry's specific requirements.

The HELW project encountered delays due to security clearance issues, impacting the timely execution of activities. Consequently, the concept of organizing summits, such as the Qualify Summit and Supply Chain Summit, emerged as a strategy to initiate progress towards outcomes till the issuing of the security clearance.

The International Labour Organization oversaw the HELW project, managing distinct components with partner agencies but struggled to maintain comprehensive oversight of the integrated project. This fragmented approach adversely impacted the documentation and reporting of implementation specifics.

## **COHERENCE**

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The coherence of HELW refers to its adherence to the following:

1. To what extent has the project consortium coordinated with each other, with partners, and with other projects funded by different donors?
2. To what extent was the project complementary and coherent with other ILO or UN agency interventions underway in Egypt and with the target stakeholders?
3. Is the project theory of change coherent to meet its objectives and results?
4. How coherent was the HELW Project with the development agendas of the different partners involved and how did this affect the programme (positively and negatively)

## **Coherence Findings**

The evaluator found the HELW project coherent to tackle youth unemployment. As lead agency, ILO worked in consortium with the following partners: ICareer, AAF, Advance HE & FEI. The project also partnered with governmental entities to implement its activities as: MoHESR, and 7 Egyptian Universities to build their capacity and ensures the sustainability. Overall, all project partners may be classified into four main groups, including 1) Governmental Partners, 2) Technical Support Providers, 3) Private Sector, and 4) CSOs.

To reach its main goal, the HELW project was strongly coordinating with its partners. It succeeded in designing and implementing a unique partnership model. The latter marked a significant leap in Egyptian higher education development, particularly in creating ecosystem training materials for future strategic processes. Partners were carefully selected to match the scope of work of the different components of the project, based on clear selection criteria. However, achieving the results varied among the partners.

The HELW project built on the ILO's previous work experience and good reputation among governmental and non-governmental partners, which was an added value that helped to establish good linkages with local partners and build trust within the MoHESR. The ILO's cumulative experience in working in the field of employment and entrepreneurship helped to build a strong relationship with many of the government officials, partners, and beneficiaries, which helped to start the project on a solid ground and hit the ground running.

The project's theory of change is appropriate to meet its objectives and results. The HELW project had been divided into four results, then was reduced into three results. These results form a whole to achieve the main project's goal. On one hand, the technical providers supported the entrepreneurship component to provide high quality of services to the target beneficiaries. And on another hand, the Governmental and Non-Governmental partners were very effective in outreaching the target beneficiaries, supporting the project to achieve the planned results and providing the suitable place for the implementation of the project activities. In addition, the technical providers supported the project throughout all the implementation process to maintain the level of quality of the services provided.

The main obstacles to building good partnerships were the lack of a partnership policy and procedures manual that outlines specific, clear, and written criteria are explained for managing all partnerships, the follow-up mechanism with them, and the role of the partners during the project phase (also, there are also memoranda of understanding). Collaborating with governmental entities also demands meticulous planning to meet expectations and adhere to protocols. For the technical providers, there is no clear plan to maintain the results and support their continuity after the end of the project.

## EFFECTIVENESS

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This part involves the assessment HELW performance regarding the actual achievements; considering quantity, quality and timeliness of HELW outcomes and outputs achievements, it covers the following:

1. To what extent are the projects in process of achieving its objectives, outcomes & outputs? What were the key internal or external factors that limited or contributed to achieving the project's outcomes?
2. How effective was the monitoring of performance and results in tracking the progress of the project?
3. To what extent has the project supported the participating universities to assess and remove the obstacles affecting the target stakeholders?
4. To what degree were the capacity building activities and /interventions effective in providing the HELW team the skills required for improved intervention/ implementation in the targeted universities?
5. What have been the unintended changes, positive and negative, resulting from HELW's interventions in the target universities?
6. What were the major factors influencing the achievement or non-achievement of the objectives?
7. How has the project adapted given the external challenges and the challenges faced by the COVID-19 Pandemic on achieving results and effectiveness?

## Effectiveness Findings

The project encountered unprecedented technical support requirements, where the ILO became a significant impediment. Numerous criticisms arose, prompting attempts to address some issues. Primarily, the project suffered from poor management due to a protracted and inadequately selective recruitment process, leading to frequent team changes. The leadership styles of both the office director and management were detrimental to the project's progress.

The HELW project marked the initial engagement with the MoHESR, signifying the commencement of an ongoing collaboration. The project's focus was not solely on providing access to higher education but specifically on facilitating access to STEM education, extensively promoted through various promotional materials.

Security clearance and staffing instability caused implementation delays in the HELW project. However, strategic contracting in December 2021 facilitated alternatives for implementation, such as the Qualify Summit and Supply Chain Summit. The absence of established guidelines, protocols, and operational practices hindered the recognition and integration of best practices and lessons learned into work procedures. A formal management structure was lacking to ensure the implementation, follow-up, and oversight of such guidelines, protocols, and practices.

Despite this, the training programs within diverse project sectors were introduced with a flexible delivery mode, accommodating the varied needs of different segments through a mix of online and offline training sessions and workshops. Delay of security clearance, lack of time in addition to budget constraints led to the prioritization of project activities, resulting in the cancellation of scholarships targeting credit systems in public universities. Emphasis shifted towards general systems due to the minimal cost of accessing public universities.

Post-security clearance, the launch of Career Service Management (CSM) within universities commenced, with platform testing conducted in collaboration with MoHESR. The ILO played a pivotal managerial role, facilitating communication between consortium partners and MoHESR post-budget cut and security clearance issuing, overseeing implementation without direct interference.

iCareer’s follow-up system remains ongoing to ensure employment for all beneficiaries and support in securing improved job opportunities if needed. The project successfully collaborated with the Institute for Strategic Studies and Development (ISSD) and MoHESR for STEM project proposals, involving 70 senior students trained by the Arab Academy for Science, Technology & Maritime Transport (AAST) during a boot camp in Port Said.

STEM awareness was implemented through promotional materials in HELW Project Phase 1, targeting all students, including those in preparatory schools. Different demographic beneficiaries were targeted by iCareer & Al Alfi Foundation (AAF) compared to the Federation of Egyptian Industries (FEI), resulting in increased beneficiary numbers. However, when the students attended the HELW project training and then attended the internships by FEI, it was perceived to be more effective.

Employers, who were members of FEI, had developed individual training manuals for participants under age 26, lasting two months, with a 30-50% employment rate in the 2nd phase. The adoption of student/fresh graduate trainings became a part of the Corporate Social Responsibility (CSR) profile. The integration of employment processes into training aimed to bridge the gap between participant expectations and market needs.

The inexperience of the ILO working with MoHESR resulted in misunderstanding political protocols during events like the London visit. Understanding high-level protocols was crucial to avoid logistical obstacles and maintain a high level of management. The HELW project is considered a rich intervention, tapping into multiple domains and achieving most of its planned targets, especially with the support of the consortiums, partners, and stakeholders in all its components.

An independent evaluator collected the project database from the project partners (iCareer, AAF, and FEI). The project provided its various services to about 7266 beneficiaries, out of which 1176 were females and 718 were males. The number of female beneficiaries was almost double that of the male beneficiaries, with 5294 unavailable data disaggregated based on sex of the total beneficiaries.

**Table 1 HELW Database Beneficiaries’ Analysis (until September 2023)<sup>15</sup>**

Partner	#	Type	Total cohorts / Events	# of beneficiaries	Male	Female
Cohorts (iCareer + AAF)	1	Offline Cohorts	15	1000	327	673
	2	Online Cohorts	10	732	276	378
	3	Events	2	609	Unavailable Data	
	4	Be ready Summit	1	2,694	Unavailable Data	

<sup>15</sup> Beneficiaries Database Analysis



AAF	5	Competition	1	1,896	Unavailable Data	
FEI	6	Internships		240	115	125
Advance HE	7	Workshop	1	95	Unavailable Data	
<b>Total</b>				<b>7266</b>	<b>718</b>	<b>1176</b>

The training system implemented by each consortium partner proved beneficial for all participants, offering a structured framework from course participation to graduation. According to feedback from beneficiaries, it emerged as one of the most successful programs, effectively connecting them with the job market and covering areas such as interpersonal skills, career guidance, and English proficiency. The internships facilitated under the HELW project overseen by FEI offered trainees a comprehensive understanding of operational cycles, recruitment procedures, and market demands, providing them with valuable technical work experience.

Activities and interventions within the project significantly boosted beneficiaries' skills, aligning with their identified needs and preferences. This improvement notably reflected in their grasp of market requirements, particularly in areas like interpersonal and language skills. However, while this enhancement occurred, a clear correlation between these training programs and increased employability wasn't evident. Only 26.3% of participants managed to secure internships or job opportunities, leaving 73.7% without such placements, suggesting a need for further exploration of the impact of these programs on employment outcomes.

The execution of the Be Ready summit played a pivotal role in extending the project's reach to various university campuses, engaging with on-ground bases effectively. This initiative successfully reached 2694 beneficiaries, representing approximately 37% of the total beneficiaries achieved – see figure 4 -.

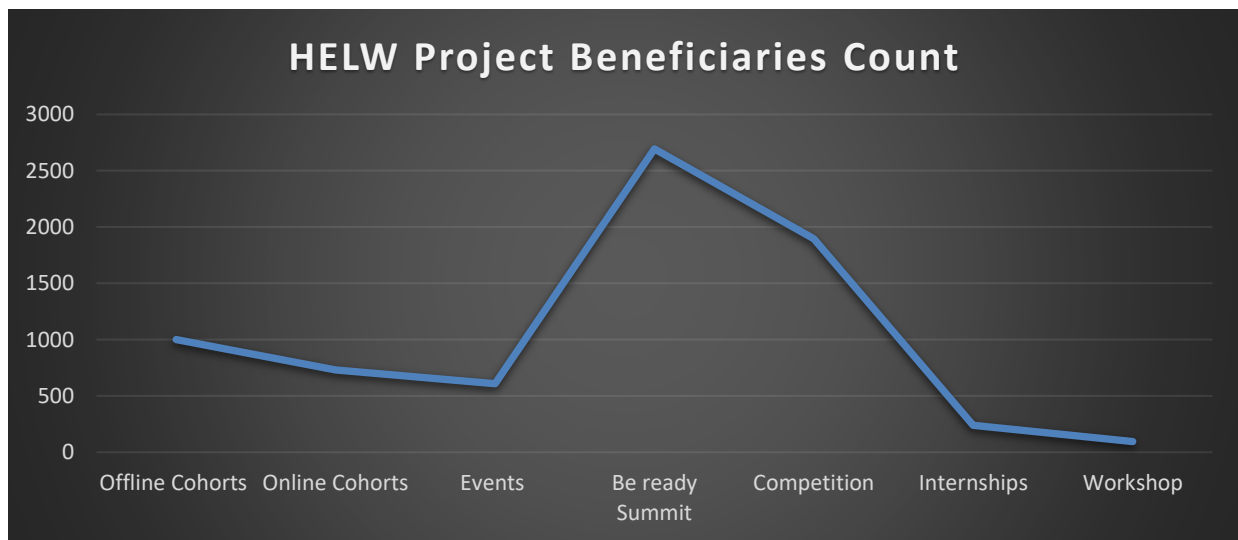


Figure 4 HELW Project Beneficiaries Count<sup>16</sup>

<sup>16</sup> Beneficiaries Database Analysis

The absence of a baseline study or benchmarking for the HELW project, combined with undefined target groups, significantly affected the project's assessment regarding its actual accomplishments and objectives. The unique aspect of the HELW project lies in its alignment with Egypt's 2030 strategic plan, integrating past insights and recommendations, exceeding the established targets for both trainees and employees. AAF's launch of the "Ejada" portal at <https://ejada.edu.eg/> stands as a notable and positive contribution to the youth community, providing crucial training to enhance their job market readiness. Its sustainability potential enhances its value as a continuous support and development resource for aspiring individuals.

During the COVID-19 Pandemic, the HELW project showcased adaptability by seamlessly transitioning to alternative communication methods. It effectively continued supporting beneficiaries by shifting from traditional, in-person training and workshops to utilizing online platforms, ensuring uninterrupted assistance despite the prevailing circumstances. However, the absence of a comprehensive database for beneficiaries categorized by partner organization, services received, gender, and employment status posed challenges in data analysis and achievement assessment. The incomplete role of the ILO in this regard necessitated a more proactive approach to gather and organize data, establishing a comprehensive database managed by the Independent Evaluator (IE).

**Pillar <sup>17</sup>indicator progress to explain the actual progress (results) and planned progress (targets) included in your Country Results Framework.**

**Pillar 1: EQUITY – Intermediate Outcome 1**

“Increased access and knowledge on STEM fields and needs”

INTERMEDIATE OUTCOME 1	Primary Indicator 1	Country Reporting Notes	Disaggregation by sex	Disaggregation by age	Disaggregation by income quintile	Disaggregation by other	Planned / Achieved	Baseline (Nov 2022)	Interim Milestone (March 2023)	Milestone (September 2023)	Assumptions
EQUITY: Increased access and knowledge on STEM fields and needs	Number of strategies/ awareness aimed at improving employment access in public and private sectors for marginalised groups	STEM awareness campaign and podcasts	No	No	No	No	Planned	5	7	7	Total: 19 (awareness videos + 12 podcasts + 2 competitions + bootcamps + 3 awareness events)
							Achieved	5	7	7	
<b>Source</b>											
Attendance of events; bootcamps; posts on social media; podcasts released											
OUTCOME WEIGHTING (%)											
	<b>RISK RATING:</b>										
	TBD										

Figure 5 S4P Country Results Framework - Intermediate Outcome 1

Table 2 Achievements of Intermediate Outcome 1

<b>Pillar 1: EQUITY – Intermediate Outcome 1</b>
<b>Increased access and knowledge on STEM fields and needs</b>
<b>Primary Indicator: Number of strategies/ awareness aimed at improving employment access in public and private sectors for marginalised groups.</b>
<b>No Evidence was presented for this pillar</b>

<sup>17</sup> S4P Final Report and S4P CRF

Numerous modifications were implemented in the intermediate outcomes and corresponding indicators within the Project LogFrame. However, the final indicators lacked measurability and specificity, impeding the IE's capacity to accurately reflect the actual achievements and results of the project.

The initial LogFrame featured more well-formulated and defined indicators that were both accessible and measurable, underscoring the substantial efforts invested in the effective implementation of the project.

**Pillar 2: QUALITY – Intermediate Outcome 2:**

“Improved employability of graduates, especially women and disadvantaged groups”

Discrepancies in the performance of university Career Centers were identified as arising from varying employee skill levels, emphasizing the need for recruiting high-caliber individuals and establishing a unified system across all centers. Tailored training, rooted in comprehensive assessments of both interpersonal and intrapersonal skills, significantly enhanced attendee satisfaction and highlighted the necessity for combined skill development among numerous students.

The HELW project conducted highly professional training sessions that resulted in significant positive impacts on students, subsequently shared as success stories across various social media platforms. Additionally, the project included three planned visits organized by Advance HE in collaboration with ILO as the lead partner. The Cairo visit provided valuable insights for customizing materials to suit Egypt's educational system needs in addition to the employer’s workshop attended by 95 employers. However, the London visit, initially intended as a cultural immersion experience, encountered logistical challenges due to unexpected high-profile political guests, necessitating significant alterations to the agenda and impacting its original objectives negatively. The third planned visit faced postponement due to VISA-related issues for the attendees, leading

INTERMEDIATE OUTCOME 2	Primary Indicator 1	Country Reporting Notes	Disaggregation by sex	Disaggregation by age	Disaggregation by income quintile	Disaggregation by other	Planned / Achieved	Baseline (Nov 2022)	Interim Milestone (March 2023)	Milestone (September 2023)	Assumptions
QUALITY: Improved employability of graduates, especially women and disadvantaged groups	Level of student satisfaction of graduates targeted by HELW with career guidance and training	Career to measure career guidance AI Alfi to measure English language and core skills training	Yes	No (age groups)	yes	graduate status	Planned	N/A	60%	70%	See assumptions tab
							Achieved	still unknown	85%		
Post-training surveys											
Source											
OUTCOME WEIGHTING (%)											RISK RATING:
											TBD

to its delay.

Table 3 Achievements of Intermediate Outcome 2:

<b>Pillar 2: QUALITY – Intermediate Outcome 2:</b>			
Improved employability of graduates, especially women and disadvantaged groups			
<b>Primary Indicator: Level of student satisfaction of graduates targeted by HELW with career guidance and training</b>			
<b>Partner</b>	<b># of respondent</b>	<b>Male</b>	<b>Female</b>

Figure 6 SAP Country Results Framework - Intermediate Outcome 2

Very satisfied	20	7	13
Satisfied	20	8	12
Neutral	2	0	2
Dissatisfied	0	0	0
Very dissatisfied	1	0	1
<b>Total</b>	<b>43</b>	<b>15</b>	<b>28</b>
		<b>34.9%</b>	<b>65.1%</b>

As per the FE questionnaire analysis, it was revealed that 46.5% of respondents expressed a high level of satisfaction with the training across different phases of the HELW project. Additionally, an equal percentage of 46.5% indicated satisfaction, resulting in an impressive overall satisfaction rate of 93% for the project's activities.

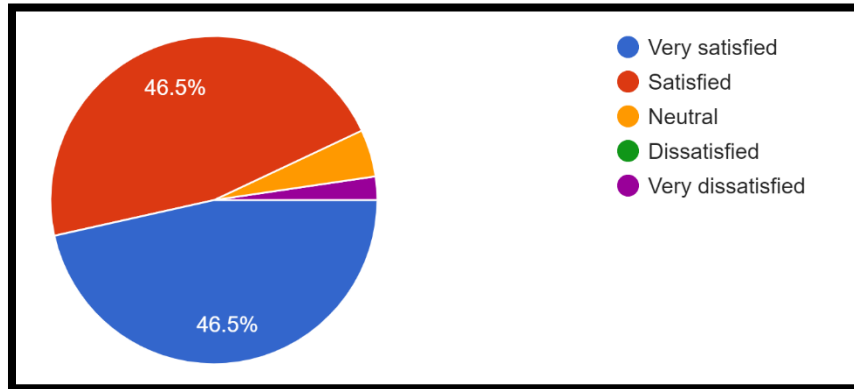


Figure 7 Satisfaction Rate of Beneficiaries

According to the FE questionnaire analysis, beneficiaries expressed a notably high level of satisfaction, reflecting their positive perception of the project services. This sentiment was particularly evident in their assessment of the quality of services, the project's alignment with market needs, interactive elements, logistical aspects, and the caliber of trainers, all of which garnered positive feedback from the beneficiaries.

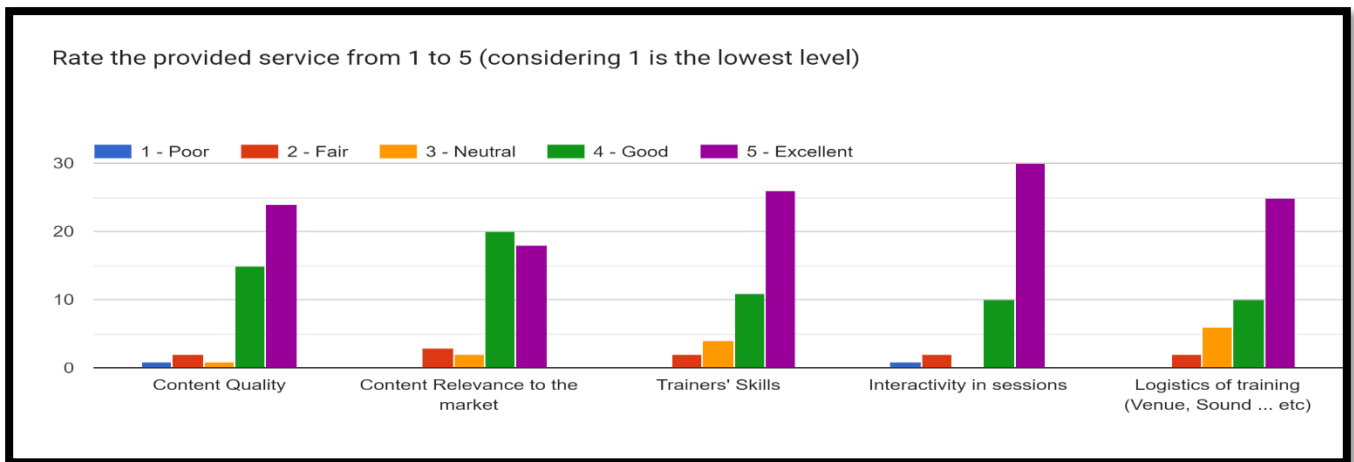


Figure 8 Evaluating services by beneficiaries

The satisfaction evaluation of beneficiaries during training lacked a consistent and standardized approach, hampering the objective assessment of the learning process. While iCareer conducted both pre- and post-assessments for trainees, AAF's evaluation focused solely on the trainers' performance and occurred after the training. Notably, that was revealed during in-depth interviews and there was no visible system shown the IE. This discrepancy underscored the absence of a unified method among training providers, thereby impacting the objectivity and consistency of the evaluation process.

### Pillar 3: Relevance – Intermediate Outcome 3:

“Enhanced collaboration with private sector to facilitate increased on-the-job training and job placements”

INTERMEDIATE OUTCOME 3	Primary Indicator 1	Country Reporting Notes	Disaggregation by sex	Disaggregation by age	Disaggregation by income quintile	Disaggregation by other	Planned / Achieved	Baseline (Nov 2022)	Interim Milestone (March 2023)	Milestone (September 2023)	Assumptions
RELEVANCE: Enhanced collaboration with private sector to facilitate increased on-the-job training and job placements	Number of internships / employment programmes implemented across participating employers	iCareer to measure internships + jobs	No	No	No	PWDs	Planned	124 internships	300 jobs	700 jobs	Total: 236 internships with FEI and 1,918 job placements
							Achieved	125 internships	330	1,588 jobs + 111 internships	
	Source			FEI internship records, monthly signatures from interns; iCareer job placement tracker							
OUTCOME WEIGHTING (%)	Primary Indicator 2	Country Reporting Notes					Planned	zero			RISK RATING:
							Achieved		1 Employability Framework	1 Blue print national Strategy for the Ministry of Higher Education and Scientific Research (MoHESR)	
	Source			Completed strategies for the Government of Egypt							

Figure 9 S4P Country Results Framework - Intermediate Outcome 3

Table 4 Achievements of Intermediate Outcome 3

Pillar 3: Relevance – Intermediate Outcome 3:							
Enhanced collaboration with private sector to facilitate increased on-the-job training and job placements							
Primary Indicator 1: Number of internships / employment programmes implemented across participating employers							
Employed				Unemployed			
Graduates		Students		Graduates		Students	
294		157		941		301	
Male	Female	Male	Female	Male	Female	Male	Female
95	199	67	90	333	608	123	178
451				1242			

The employment opportunities were categorized into internships, part-time positions, full-time roles, and freelancing opportunities, as illustrated in Figure 18<sup>10</sup>.

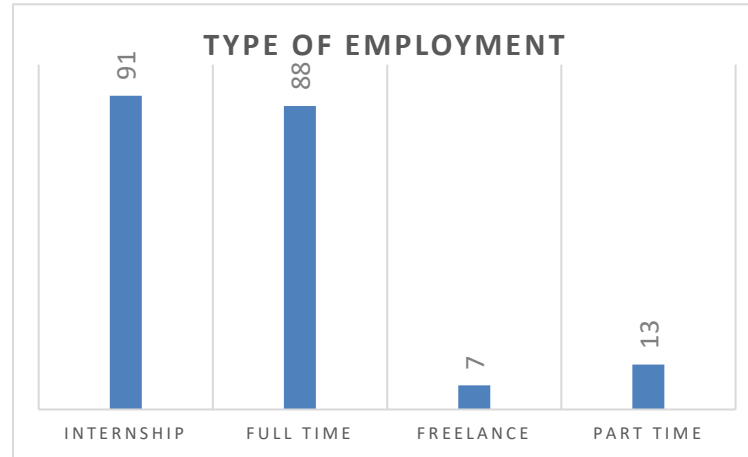


Figure 10 Type of Employment Opportunity

Supervising the entrepreneurship competition under ILO's guidance could have yielded a more positive impact, leveraging their extensive expertise in this field. However, the execution in collaboration with AAF and ISF resulted in a lack of follow-up with the finalists and in securing funding for their projects, ultimately affecting the competition's outcomes and support for the participants' endeavors (self-employment). Additionally, the Independent Evaluator "IE" attempted to engage with a subset of finalists, reaching out to 5 out of the 35 participants to gather their insights. Regrettably, despite these efforts, there was no response from the contacted finalists.

The HELW project subcontracted with FEI, leveraging their robust network that encompassed employers from various sectors as federation members. Through this collaboration, 240 interns were provided opportunities across two phases, securing placements in six different companies. – see figure 19<sup>11</sup>-

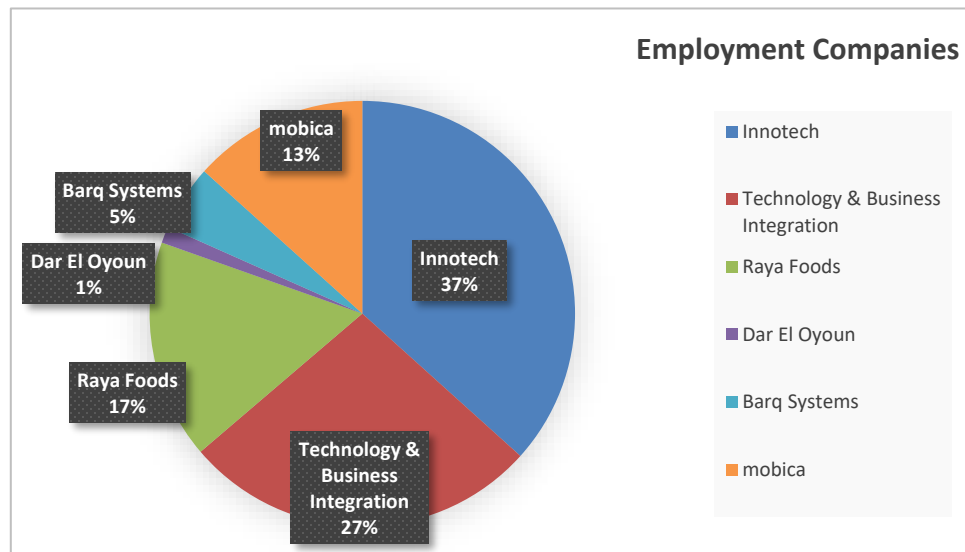


Figure 11 FEI Employers - Internship Program

Based on the beneficiaries' database analysis from iCaer, it was determined that 26.6% of total trainees had secured employment opportunities, including roles as interns, part-time, full-time, or

<sup>18</sup> Beneficiaries Database Analysis

<sup>19</sup> Beneficiaries Database Analysis

freelancers. However, a significant majority, accounting for 73.4%, did not secure any form of employment.

*Table 5 Achievements of Intermediate Outcome 3*

<p><b>Pillar 3: Relevance – Intermediate Outcome 3:</b> Enhanced collaboration with private sector to facilitate increased on-the-job training and job placements</p>
<p><b>Primary Indicator 2: Number of sustainable national and/or provincial TVET/HE/ELT strategies, policies, regulations implemented aimed at addressing skills following improved public/private sector partnerships and relationships</b></p>
<p>No Evidence was presented for this indicator</p>

Given the constrained timeframe, formal strategies or policies were not developed in collaboration with MoHESR. Nevertheless, a distinctive model was introduced to the ministry through the presentation of the Career Service Management (CSM) portal. This innovative platform streamlined communication and facilitated the assessment of youth needs, serving as an alternative approach to traditional strategies and policies within the project's time constraints.

A sustainability study designed for the HELW project faced multiple hurdles. Primarily, its integration within the project framework was ineffective, failing to encompass all project outcomes. Crucially, it lacked considerations for sustaining Career Service Management (CSMs), licensing, IT support, and other essential components.

Sustainability within the HELW project could potentially be achieved by reshaping the ministry's outlook on integrating technology into their management model, even when faced with resource constraints. This shift in perspective might pave the way for sustained implementation and utilization of project components.

The evaluation of the HELW project's effectiveness encountered significant challenges due to various factors. Firstly, the results framework underwent frequent alterations, with changes made to indicator phrasing and target numbers. These modifications posed a considerable obstacle to maintaining consistency in the assessment process.

Secondly, the execution of the project heavily relied on the annual work plan, resulting in a tendency to prioritize the implementation of activities over the measurement of outcomes. This shift in focus led to a lack of attention towards assessing the achieved results for each intended outcome.

Lastly, the absence of documented proof for the achieved numbers within the S4P country results framework until March 2023 added another layer of complexity. Additionally, the absence of a robust and clearly defined monitoring system further limited the evaluation of both outcomes and outputs. These combined factors significantly hampered the comprehensive assessment of the project's effectiveness and increase IE reliability on database analysis provided from consortium partners.

To conclude, Positively, there's a good chance that the project's broad promotion of STEM education led to an increase in student interest and enrolment in STEM-related fields. This surprising result could have changed the academic environment in the universities by encouraging more students to enrol in STEM degrees. Universities may have expanded their skill development programmes by adding new courses or workshops outside the project's original scope as a result of the emphasis on core skills and entrepreneurial training. It's possible that working with industry partners to provide internships and jobs unintentionally improved ties between universities and business, creating stronger alliances for subsequent projects. Furthermore, by providing students with more resources and exposure, the addition of new training modules or seminars might have enhanced the learning environment.

There were, nevertheless, some unfavourable unforeseen effects. The frequent team changes and staffing instability of the project may have unintentionally disturbed the dynamics among university staff or the consistency of implementation, which could have affected the quality of services provided. Furthermore, the project may have unintentionally taken funds away from other important outcomes (Scholarships Component), which could have had an impact on their efficacy or reach. This was due to the initiative's focused distribution of funds towards particular sectors like STEM education and skills training. Existing university institutions or curricula may have opposed the introduction of new programmes or workshops, creating possible dissonance or adoption difficulties so it was needed to integrate the MoHESR from the inception phase to accommodate their needs and harmonize the curricula with planned activities of the project.

These unintended changes—both positive and negative—highlight the complexity of putting large-scale initiatives into practice the importance of thorough preparation and impact evaluation before, during, and after project execution.

## **EFFICIENCY**

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The Efficiency of HELW refers to its utilization of appropriate methods and implementing modalities, it covers the following:

1. Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and outcomes? If not, why and which measures have been taken to work towards achievement of project outcomes and impact?
2. Are the project's activities/operations in line with the schedule of activities as defined by the Project team and work plans?
3. Were the resources used efficiently? Are the project results in line with the resources used? If not, what were the bottlenecks?
4. Has the project assigned resources to promote gender and inclusion of people with disability?
5. What are the strengths and weaknesses of the project monitoring and evaluation system? How to improve the weaknesses?

### **Efficiency Findings**



## Cost Efficiency

The HELW project faced formidable challenges in its implementation, chiefly attributed to the budget cuts and payment delays imposed by the FCDO. The timeline of financial difficulties began with a substantial funding reduction in July 2021, followed by a series of uncertainties and delays in tranche payments. Despite efforts to navigate these challenges, the project encountered further financial constraints with a drastic budget cut in early 2023. The financial disturbance continued with the FCDO's decision in January 2023 to define the extension period to end in September 2023 instead of March 2024, resulting in the non-transfer of the final tranche of £600,000. This timeline of budget cuts, delays, and the project's early closure placed immense pressure on the project team, requiring them to adapt and innovate to meet their objectives within the constrained financial parameters.

Despite these challenges, The HELW project demonstrated efficient utilization of the allocated financial resources throughout its implementation. The project effectively implemented planned interventions and achieved most targeted outcomes and results within the allocated budget, even considering an additional three months of extension. The resources proved adequate to fulfill project activities and deliver results, portraying the intervention as cost-effective while surpassing overall project targets without compromising quality.

### **Overall Budget Execution (USD)**

*Table 6 Financial Results<sup>20</sup>*

	Total Budget	Total Spend to Date	Budget Execution %
Output 1	496,599	496,599.43	100%
Output 2	45,530.28	45,530.28	100%
Output 3	214,818	214,818.92	100%
Output 4	85,510	85,510	100%
Output 5	38,126	38,122	100%
Output 6	619,221.91	579,776	93.6 %
Output 7	247,289	242,454.74	98 % (A+E)
Other Costs	165,202	141,595.36	85.7% (A+E)
PSI + PCI	248,599	239,773	96.4
<b>Total</b>	<b>2,160,898.59</b>	<b>2,084,180.51</b>	<b>96.4 %</b>

<sup>20</sup> S4P Presentation

The financial system of ILO lacks flexibility, leading to constraints and added complexities in managing financial reports between ILO and FCDO. An illustrative challenge was presenting all finances in USD while FCDO requested the reports in £, creating a discrepancy in currency presentation, it was also revealed by many stakeholders that approvals on their instalments take more time than expected.

### **Management and Processes**

The project encountered challenges due to a rigorous recruitment process at ILO, resulting in insufficient staffing that impacted implementation. Bringing in a consultant to manage the project had both positive and negative aspects—while innovative solutions were introduced, limitations such as restricted access hindered activities. Shifting responsibilities among ILO team members created fragmented information, affecting data collection and coherence for evaluation purposes.

The project's management was notably complex, lacking dedicated resources for effective monitoring during implementation. Designing the project without involvement in its coordination led to a deficiency in monitoring strategies and frameworks. Understanding and adhering to political protocols presented significant challenges, resulting in tension and logistical issues during specific events.

Additionally, the project lacked a robust Monitoring and Evaluation (M&E) system, crucial for accurate impact measurement. Staffing shortages compounded challenges, with one person handling multiple critical responsibilities, potentially affecting project management and evaluation quality.

### **IMPACT**

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This part assesses HELW's impact through in-depth analysis of the following areas:

1. To which extent the results of the intervention are likely to have a long term, sustainable positive contribution to the SDG and relevant targets? (Explicitly or implicitly)
2. What evidence is there of the impact of the project at the level of national partners and target stakeholders?
3. Strengthening local gender and inclusion sensitive labour market system to support target beneficiaries in entrepreneurship and employability

### **Impact Findings**

Based on iCareer's analysis of the beneficiaries' database, it was revealed that 26.6% of total trainees secured various employment opportunities, encompassing roles such as interns, part-time, full-time, or freelancers. However, a significant majority, comprising 73.4%, did not secure any form of employment during the HELW project.

FEI's initiatives during the project included offering internship programs to 240 STEM students/graduates, providing them with essential professional experience required for the job market. The project's impact on employability extended beyond students, reaching employers who benefited from access to a database of professionally trained youth ready to join their organizations when needed.

Beneficiaries experienced increased self-confidence and engagement in employment/entrepreneurship forums due to the HELW project's assistance. Technological solutions provided to MoHESR, such as the CSM portal, streamlined communication and facilitated the

assessment of youth needs. Seven career centers across universities now have direct access to MoHESR, enhancing their management of the CSM system due to the project's interventions. The HELW project empowered a total of 7,266 beneficiaries, out of which 1894 were disaggregated by sex, including 1176 (62%) being females, facilitating their pursuit of skilled and trained career paths.

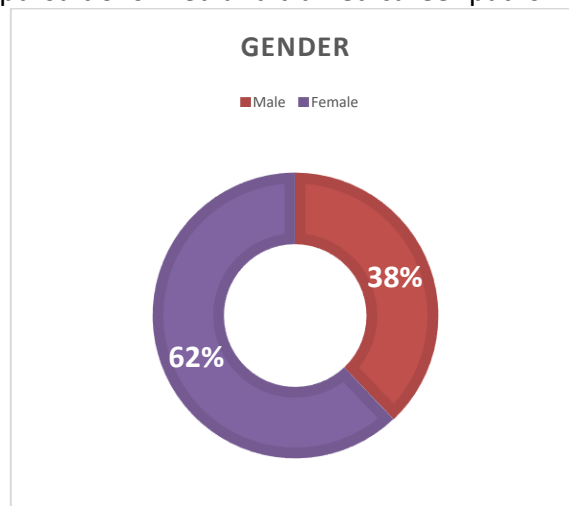


Figure 12 Sex segregated beneficiaries<sup>21</sup>

## SUSTAINABILITY

This part reviews and appraises HELW activities sustainability beyond the project cycle; it includes an analysis of the following issues:

1. To what extent will the benefits of the project's activities be sustained by the national partners and /or other stakeholders?
2. Have measures been taken to ensure the sustainability of efforts related to gender & inclusion equality?
3. What are the major factors influencing the sustainability of the project?
4. To what extent were HELW's outputs institutionalized in the public and private sectors?
5. Value of knowledge products generated by HELW that can be used as a reference in the future by national and international partners.

### Sustainability Findings

The HELW project was recognized by all partners as ambitious considering the available resources and the short time frame. However, its objectives were in line with MoHESR's vision, ensuring continuity and support for specific focus areas. MoHESR viewed the project as valuable and continues efforts to secure further funding for collaborative developmental initiatives with other ILO projects as well as USAID, reflecting alignment with their priorities.

Governmental partners highlighted the importance of focalization and prioritization approaches for sustainability. Improvements in selecting governmental universities and representatives for capacity-

<sup>21</sup> Beneficiaries Database Analysis

building activities were noted. The project supported governmental partners, particularly MoHESR, aiding technical and institutional sustainability by supporting seven governmental universities.

However, the sustainability study developed for the HELW project encountered challenges. Its implementation within the project framework was ineffective, and it failed to encompass all project outcomes, notably lacking considerations for CSM maintenance, licensing, and IT support, among other crucial components. Additionally, while the project possessed essential elements for success, it lacked clear sustainability criteria, presenting a potential obstacle to prolonged success beyond its initial implementation.

## **GENDER EQUALITY**

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This part is covering the following gender areas:

1. What are the key achievements of the projects on gender equality and inclusion sensitivity?
2. Has the use of resources on inclusion activities been sufficient to achieve the expected results?
3. To what extent is the M&E data supporting projects' decision making related to gender & inclusion equity?
4. Has the project taken into account tripartism, social dialogue, international labour standards and a fair transition to environmental sustainability in its design and implementation?

### **Gender Equality Findings**

The HELW project was acknowledged as gender-sensitive but lacked tailored actions for socially excluded individuals like Persons with Disabilities (PWDs), highlighting a gap in inclusivity within its initiatives.

A GESI study within the project indicated that while women constitute 48% of the STEM workforce, they are underrepresented due to social norms, biases, and educational shortcomings hindering their entry into certain STEM fields.

In addressing gender, the project's initiatives included the FemPower summit, the first women empowerment summit in Egypt, focusing on career guidance, workplace challenges, and gender integration measures within contracts and operational frameworks.

The project empowered a total of 7,266 beneficiaries, with 62% being females, supporting their pursuit of skilled and trained career paths.

### **GENDER ISSUES ASSESSMENT**

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The evaluation of the HELW project highlighted significant gender-related challenges. Despite its recognition as gender-sensitive, the project lacks specific actions catering to socially excluded groups, notably Persons with Disabilities (PWDs), revealing an evident gap in meeting their needs.

Additionally, women, constituting 48%<sup>22</sup> of the STEM workforce, face obstacles due to societal norms, biases, and inadequate educational preparation, resulting in their under-representation in certain STEM fields. Despite these challenges, commendable efforts were made, such as the FemPower

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<sup>22</sup> GESI Study

summit and the integration of Gender Equality and Social Inclusion (GESI) in contracts and Memorandums of Understanding (MoUs). These initiatives empowered a considerable number of beneficiaries, with 62% being females among the 1,894 individuals empowered. To address these issues effectively, the assessment recommends implementing tailored actions for marginalized groups like PWDs and enhancing educational strategies to equip women and girls with the necessary skills for STEM careers. While progress has been evident, targeted interventions and improved educational approaches are essential to ensure comprehensive gender equality within the HELW project.

### **TRIPARTITE ISSUES ASSESSMENT**

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The HELW Project focused on fostering collaboration among government entities, employers, and beneficiaries to bridge the gap between education and employment. Collaborating with the Ministry of Higher Education and Scientific Research (MoHESR), the project aimed to integrate technological solutions like the CSM portal within universities.

Engagement with FEI led to internship opportunities for beneficiaries in various companies, offering practical experience and exposure to the job market's demands. Efforts were also made to secure decent work contracts for beneficiaries, emphasizing the project's aim to facilitate job placements and support their transition into meaningful employment opportunities.

Through organized job fairs and events, the project brought beneficiaries and potential employers together, creating platforms for networking and potential job placements. Tailored training programs addressed specific skill gaps identified in collaboration with employers and government entities, aiming to enhance beneficiaries' employability by aligning skills development with market needs.

Despite these efforts, challenges persisted in translating training into job placements for a significant portion of beneficiaries. The correlation between training programs and actual employability required further exploration to enhance the effectiveness of these initiatives. Overall, while the project successfully facilitated engagement between government, employers, and beneficiaries, ongoing challenges remained in ensuring a smoother transition from training to sustainable employment for all beneficiaries.

### **INTERNATIONAL LABOUR STANDARDS ASSESSMENT**

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The evaluation identified several areas within the HELW project that intersect with International Labour Standards (ILS). While the project exhibited commendable efforts in fostering employment opportunities, particularly for disadvantaged groups, it faced challenges aligning with ILS regarding equitable employment access. Issues surfaced concerning the effectiveness of training programs in enhancing employability, with a significant percentage of beneficiaries failing to secure employment post-training. Additionally, the gender gap persisted in employment outcomes, indicating potential discrepancies in the project's approach to gender inclusivity, a fundamental aspect of ILS. Moreover, the absence of a robust monitoring and evaluation system affected the project's ability to accurately measure impact, hindering the demonstration of compliance with ILS benchmarks, notably those

related to equal opportunity employment and effective outcomes measurement. Addressing these gaps could bolster the project's alignment with ILS and further advance its mission of fostering equitable employment opportunities.

## **ENVIRONMENTAL SUSTAINABILITY**

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In the context of the HELW project and the broader scope of the ILO's work, environmental sustainability isn't explicitly integrated into the project's primary focus on employment and entrepreneurship. While the project aims to empower individuals through education and job opportunities, there's a notable absence of explicit emphasis on environmental sustainability within its objectives. However, the ILO's strategic direction towards safeguarding the natural environment is evident in its broader initiatives and policies, albeit not explicitly reflected in this specific project. The ILO has various programs focusing on green jobs, sustainable development, and just transitions, which underscore its commitment to aligning labor initiatives with environmental sustainability. Despite the absence of direct integration within the HELW project, the ILO's overarching strategic direction emphasizes the importance of environmental considerations in labor and employment policies, supporting the global imperative of environmental stewardship alongside economic development.

## **CAPACITY DEVELOPMENT**

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The evaluation suggests that several improved capabilities among beneficiaries are attributed to the intervention's efforts. These include enhanced skills in areas such as interpersonal, soft skills, and language proficiency, as well as increased confidence in employment and entrepreneurship forums. However, it's essential to acknowledge that while the intervention significantly contributed to these improvements, external factors may have also played a role. For instance, individual motivation, personal initiatives, and broader societal changes could have influenced some beneficiaries' enhanced capabilities. Evaluating the direct correlation between the intervention and improved capabilities against other external influences might provide a clearer understanding of the intervention's specific impact.

## **Conclusion**

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The evaluation of the HELW project reveals a multifaceted initiative that has made significant strides in various areas. It's clear that the project was built on a strong foundation, leveraging the ILO's past experience and reputation, fostering trust among partners and stakeholders. However, while the project demonstrated notable successes in partnership building and certain interventions, there were critical areas that require attention for sustained impact and future improvements.

In terms of effectiveness, the project showcased commendable efforts in consortium partnerships and governmental engagements. However, challenges persisted in technical support, policy adherence, and the lack of clear guidelines for partnerships. This hindered the project's ability to consistently achieve desired results across all partners and components. The reliance on

governmental entities demanded meticulous planning, showcasing the need for more adaptive strategies in navigating rigid policies.

Financially, the HELW project exhibited adept budget execution, efficiently utilizing allocated resources despite encountering substantial challenges such as budget cuts and payment delays imposed by the FCDO. However, the project was not immune to systemic challenges, as administrative complexities and reporting discrepancies between ILO and FCDO emerged. These issues highlighted systemic challenges that impacted financial flexibility and approvals, consequently influencing the project's pace and responsiveness.

Management and process-wise, the project faced hurdles due to inadequate staffing, resulting in fragmented information flow, further complicated by a lack of clear monitoring and evaluation systems. This impacted the project's coherence, hindering comprehensive reporting and accurate assessment of achievements.

The project's impact was notable in certain areas, such as employability enhancement, technological integration within MoHESR, and empowering beneficiaries. However, the lack of employment for a significant percentage of trainees raises questions about the sustainability and long-term effectiveness of the interventions in addressing market needs and job placement.

Sustainability efforts demonstrated alignment with MoHESR's vision, but the absence of clear sustainability criteria and challenges in implementing the sustainability study emerged as crucial areas needing attention. These gaps could potentially compromise the project's longevity and enduring impact.

The conclusions drawn from these findings underscore both the accomplishments and shortcomings of the HELW project. While it showcased successes in partnership establishment, financial efficiency, and certain impact areas, critical gaps in management, sustainability planning, and consistent impact assessment pose challenges to the project's long-term effectiveness. The validity of these conclusions stems from a comprehensive analysis of findings across various pillars, ensuring a fair and impartial assessment. The reliability lies in the consistent patterns observed across multiple sources, corroborating the need for specific improvements to maximize the project's lasting impact.

## Lessons Learned & Emerging Good Practice

### LESSONS LEARNED

<sup>23</sup>For any project, it undergoes 5 phases in its life cycle as following:

To enhance project performance and foster organizational learning, it is imperative to enhance considerations across each project phase.

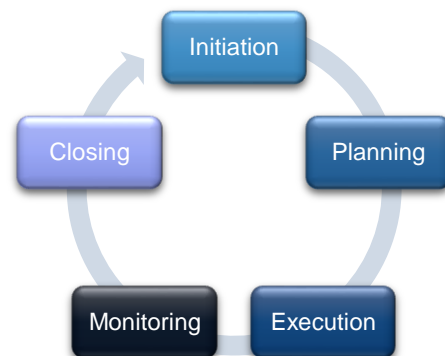


Figure 13 Project's Life Cycle

#### 1. During the Initiation & Planning phases (Enhancing the Design and Inception Stages of the HELW Project):

Insufficient clarity and linkage in a project's program theory during the design or inception phase led to ambiguous connections between activities and desired outcomes. Strengthening the inception phase in intricate interventions results in a more robust implementation plan, enhancing clarity, effective prioritization of actions, interlinking, and regional motivation. Selecting participating institutions, partners, and governmental entities aligned with the project's requirements ensures perfect alignment with the GoE vision.

#### 2. Throughout the Execution & Monitoring Phases (Enhancing Monitoring and Reporting within the HELW Project):

Utilizing assessment tools, such as surveys at workshops or events, should not only serve as mere evaluations but also inform decision-making and overall progress through their results. Inadequate harmonization and formal implementation of follow-up tools impede effective monitoring and evaluation of project outcomes.

#### 3. In the Closure Phase (For Improving the Development of Exit Strategies):

Implementing an electronic monitoring system to gather and validate beneficiary data ensures updated results and facilitates tracking project outcomes. The absence of comprehensive, validated systematic reports obstructs the closure phase and leads to misinterpretation of the project's efforts.

### EMERGING GOOD PRACTICE

Throughout HELW project we encountered two models that reflects good practice that are worthy of replication as:

#### 1. Selection of high-quality calibers to manage the project

The rigorous recruitment process at ILO resulted in challenges with insufficient staffing, impacting the project's implementation. But contracting with a consultant that had extensive experience in ILO

<sup>23</sup> PMP – Project Life Cycle



policies in addition to development field reflected on the kickstart of project progress amid the existing challenges of security clearance delay with her innovative strategies and solutions.

**2. A unique partnership model presented to MoHESR**

HELW project succeeded in designing and implementing a unique partnership model; Partners were carefully selected to match the area of work of the different components of the project based on clear criteria of selection.

Also, the HELW project successfully equipped MoHESR with technological solutions, presenting a comprehensive and updated system for engaging with university students. The CSM portal serves as a tool to streamline communication and effortlessly assess the needs of the youth.

**Recommendations**

The IE recommends the following actions:

Recommendations	Addressed to	Priority	Resources required	Timeframe
<p><b>Recommendation 1. Establish Project Steering Mechanisms and Baseline Studies:</b></p> <ul style="list-style-type: none"> <li>Develop robust project steering mechanisms to define a clear theory of change, link activities to objectives, and ensure stronger implementation plans. Conduct baseline studies for informed interventions and impact assessment.</li> </ul>	ILO	High	Expertise, Research Resources	Medium-Long Term
<p><b>Recommendation 2. Engage Governmental Bodies and Streamline Coordination:</b></p> <ul style="list-style-type: none"> <li>Involve governmental bodies in the design phase to streamline security clearances and partner with career &amp; disability centers in universities. Ensure coordination across all management levels for effective mainstreaming of interventions.</li> </ul>	ILO and consortium partners	High	Collaboration, Expertise	Medium-Long Term
<p><b>Recommendation 3. Develop Clear Partnership Policies and Prioritize Sustainability Planning:</b></p> <ul style="list-style-type: none"> <li>Create clear policies for managing partners throughout project phases. Prioritize sustainability by activating</li> </ul>	ILO and consortium partners	High	Policy Development, Monitoring Tools	Medium-Long Term

platforms to monitor beneficiaries' skills alignment with job markets and establish direct employer communication channels.				
<b>Recommendation 4. Conduct Organizational Assessment to consolidate consortium efforts:</b> <ul style="list-style-type: none"> <li>Leverage consortium strengths for a structured program benefiting youth.</li> <li>Conduct an organizational assessment to fortify integrated management systems, covering financial and hiring processes.</li> </ul>	ILO and consortium partners	High	Collaboration, Expertise	Medium Term
<b>Recommendation 5. Implement Comprehensive Electronic Monitoring Systems and Focus on Capacity Building:</b> <ul style="list-style-type: none"> <li>Expand M&amp;E team support and integrate holistic systems for reporting and analysis. Focus on capacity building for career &amp; disability centers in universities, fostering collaborations with FEI for consistent programs.</li> </ul>	ILO and consortium partners	High	Technology, Training Resources	Medium Term
<b>Recommendation 6. Enhance Outreach to Persons with Disabilities and Gender Transformative Approaches:</b> <ul style="list-style-type: none"> <li>Engage disability centers of universities and incorporate a gender transformative approach, focusing on societal dynamics between genders. Ensure GESI considerations are intrinsic to project activities.</li> </ul>	ILO and MoHESR	High	Collaboration, Training Resources	Medium Term
<b>Recommendation 7. Facilitate Knowledge Exchange:</b> <ul style="list-style-type: none"> <li>Establish platforms for sharing best practices among stakeholders.</li> </ul>	ILO	Medium	Networking, Collaboration	Short-Medium Term
<b>Recommendation 8. Maintain Budget Stability:</b> <ul style="list-style-type: none"> <li>Minimize significant budget reductions that could affect project interventions negatively.</li> </ul>	FCDO	High	Financial Resources	Short-Medium Term

## Annexes

### ANNEX 1: TERMS OF REFERENCES

## Terms of Reference

### FINAL INDEPENDENT EVALUATION

### Higher Education for Life and Work (HELW) Project



Project Title	Higher Education for Life and Work (HELW) project
DC Symbol	EGY/20/04/GBR
Administrative Backstopping	Decent Work Team / Country Office Cairo
Technical Backstopping	Decent Work Team / Country Office Cairo
Country	Egypt
P&B outcomes under evaluation	Outcome 1
SDG under evaluation	Goals 4 & 8
Donor	FCDO
Project Budget	£1,810,000 = \$ 2,158,653 USD
Duration of Project	20 October 2020 - 30 September 2023
Timing of Evaluation	Final
Type of Evaluation	Independent
Application deadline	04 July 2023
Period of evaluation	August to October 2023
Evaluation Manager	Emmanuel Moreno CHINAMULA

## 1. Project background

Egypt's economic growth depends on skills in the following areas: Science, Technology, Engineering and Mathematics (STEM). Several employers in the country are demanding better core skills for employability. However, the weaknesses in the quality and programmes of the Egyptian higher education system have not promoted the employability of the youth due to the lack of required skills. Unemployment and underemployment rates are higher among young women, low-income youth, and young people with disabilities, as they face significant challenges in accessing higher education and transitioning to the labour market. In terms of gender, the gap persists. For youth aged between 15 and 25 years, the unemployment rate of women is much higher than that of men (52% against 12.9%<sup>24</sup>).

To tackle youth unemployment, the International Labour Organization (ILO), in consortium with the iCareer, Al Alfi Foundation, Advance Higher Education (HE) and national partners, is implementing “Higher Education for Life and Work” (HELW) project, funded by the Foreign Commonwealth and Development Office (FCDO). The project initially aimed to build the capacities of universities and students, with a particular focus on STEM, to better align with the labour market, improve career guidance, leadership and core skills curriculum amongst higher education institutions. Due to unforeseen circumstances, however, in mid-2022 the project required a shift in focus, and thus “Phase II” which was launched in December 2022 now focuses on graduate capacity building, skills and employability, with the ultimate aim to facilitate job placements for unemployed youth.

The HELW project aims to use a systematic approach under the three pillars of Equity, Quality and Relevance<sup>25</sup> to:

- (i) Equity – increase access and knowledge on STEM fields and needs
- (ii) Quality- improve the employability of graduates, especially women and disadvantaged groups
- (iii) Relevance - enhance collaboration with the private sector to facilitate increased on-the-job training and job placements.

In terms of staffing, the current project team joined in late 2021 led by the ILO Cairo’s project back stopper (the Skills and Employability Specialist for North Africa) and the National Project Officer and they have ensured progress against the project’s objectives and expected results.

## P&B outcome and link to SDG

The project is linked to P&B outcome 1, specifically 590050- outcome 5: skills and lifelong learning to facilitate access to and transitions to the labour market. The project also falls predominately under Sustainable Development Goal (SDG) 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; as well as SDG 8 (under the project’s 7<sup>th</sup> outcome): promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work.

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<sup>24</sup> [ILO Data Explorer](#), 2019

<sup>25</sup> Sustainability will be a cross-cutting pillar across all three pillars

## Project progress

The project has faced significant challenges and delays due to external factors. For this reason, the project did not start any implementation until December 2021, and by mid-year 2022 had to abandon its original work plan and activities and produce a different work plan (now called Phase II) for donor approval that would allow for implementation in a challenging situation. Phase II covers the period of December 2022–September 2023. Although the project scope changed, the consortium partners did manage to implement some limited activities under the old original project work plan (Phase I)

## 2. Evaluation background

ILO considers evaluation as an integral part of the implementation of technical cooperation activities. Provisions are made in all projects in accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures. The HELW project is therefore subject to an independent final evaluation as per ILO evaluation policy and procedures.

The ILO applies the evaluation criteria established by the Organization for Economic Cooperation and Development (OECD) /Development Assistance Committee (DAC) Evaluation Quality Standard<sup>26</sup>; and the United Nations Evaluation Group (UNEG) Code of Conduct (ethical guidelines) for Evaluation<sup>27</sup>.

The present Terms of Reference have been developed by the project manager with technical support of the evaluation manager, under the lead of the Monitoring and Evaluation, Knowledge Management Officer -RO-Africa for standard issues. The current evaluation is the final independent one. It will be managed by the ILO certified evaluation manager, in close collaboration with RO-Africa, overseen by EVAL and conducted by an independent consultant.

## 3. Purposes and Scope, and clients of Evaluation

- a. Assess the relevance and coherence of project's design for both Phase I and Phase II regarding country needs and how the project is perceived and valued by the target groups.
- b. Identify contributions of the project to the Sustainable Development Goals (SDGs), the countries United Nations Development Assistance Framework (UNDAF), the ILO objectives and Country Programme Outcomes (CPOs) and its synergy with other projects and programs
- c. Analyse the implementation strategies of the project with regard to their potential effectiveness to achieve project outcomes and impacts; including unexpected results and factors affecting project implementation (positively and negatively).
- d. Review the institutional set-up, capacity for project implementation, coordination mechanisms and the use and usefulness of management tools including the project monitoring tools and work plans.
- e. Review the strategies for outcomes' sustainability and orientation to impact.
- f. Identify lessons and potential good practices for the key stakeholders.

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<sup>26</sup><http://www.oecd.org/dac/evaluation/qualitystandardsfordevelopmentevaluation.htm>

<sup>27</sup><http://www.unevaluation.org/document/detail/100>

- g. Provide recommendations for similar interventions and future work

The final evaluation has to cover the project duration from October 2020 to September 2023. The geographical analysis will cover activities conducted to date mainly in the Cairo and the Greater Cairo area.

The final evaluation will discuss the project's strategy and theory of change given the challenges faced in implementation and launching of the project. It will also give light to the project team on the project workplan and achievements made specifically in the last 22 months of implementation. It will also assess how the activities formulated for "Phase II" are addressing key cross-cutting issues such as mainstreaming gender, non-discrimination, disability, Gender Equality and Social Inclusion (GESI), social dialogue and tripartism, international labour standards, and issues of environmental. The evaluation should help to understand how and why the project has obtained or not the specific results from output to potential impacts.

The primary clients of the evaluation are the ILO and the project consortium partners. Other relevant clients are the donor FCDO, the Ministry of Higher Education and Scientific Research, and other implementing partners such as Federation of the Egyptian Industry (FEI) as well as the ILO Country Office Cairo, Decent Work team Cairo, and Headquarters (HQ) Skills.

#### **4. REVIEW CRITERIA AND KEY EVALUATION QUESTIONS**

The evaluation should address the overall ILO evaluation concerns such as relevance, coherence, effectiveness, efficiency, impact and sustainability, as defined in the ILO Policy Guidelines for results-based evaluation 4<sup>th</sup> edition. Using the above criteria, the evaluator will assess the project's performance and understand the factors driving or not driving the project's results.

The evaluation will also address the cross-cutting issues, such as gender equality, non-discrimination, tripartite processes, disability, ILO standards. The suggested evaluation questions are not exhaustive. The ILO encourages the evaluator to add any aspects that are deemed relevant for the purposes of this evaluation. Before doing so, the evaluator should discuss them with the evaluation manager and integrate them in the inception report. The evaluator is required to provide relevant data disaggregated by sex and gender.

The evaluator shall examine the following key issues:

##### **a) Relevance and strategic fit for the new work plan**

1. Was the project design relevant to the country's priorities, National Development Framework, beneficiaries' needs, ILO's CPOs as well as the SDGs?
2. How does the project complement and fit with other on-going ILO programmes and projects in the countries?
3. To what extent was the project's approach appropriate to achieving its goals and results given the time and resources available?

## **b) Coherence et validity**

4. To what extent has the project consortium coordinated with each other, with national partners, and with other projects funded by different donors?
5. To what extent was the project complementary and coherent with other ILO or UN agency interventions underway in Egypt and with the target stakeholders?
6. Is the project theory of change coherent to meet its objectives and results?

## **c) Effectiveness:**

7. To what extent has the project achieved its objectives, outcomes, and outputs? What were the key internal or external factors that limited or contributed to achieving the project's outcomes?
8. What are the project successes, best practices, lessons learnt, and barriers? How has the project managed to mitigate the barriers faced?
9. 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?
10. How has the project adapted given the external challenges and the challenges faced by the COVID-19 Pandemic on achieving results and effectiveness?
11. How effective was the monitoring of performance and results in tracking the progress of the project?
12. To what extent has the project supported the participating universities to assess and remove the obstacles affecting the target stakeholders?
13. To what extent has the project addressed cross-cutting issues such as gender, non-discrimination, tripartism, disability, and ILO standards?

## **d) Efficiency of resource use**

14. Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and outcomes? If not, why and which measures have been taken to work towards achievement of project outcomes and impact?
15. Are the project's activities/operations in line with the schedule of activities as defined by the Project team and work plans?
16. Were the resources used efficiently? Are the project results in line with the resources used? If not, what were the bottlenecks?
17. Has the project assigned resources to promote gender and inclusion of people with disability?
18. What are the strengths and weaknesses of the project monitoring and evaluation system? How to improve the weaknesses?

## **e) Impact**

19. To which extent the results of the intervention are likely to have a long term, sustainable positive contribution to the SDG and relevant targets? (explicitly or implicitly)

20. What evidence is there of the impact of the project at the level of national partners and target stakeholders?

#### **f) Sustainability**

21. To what extent will the benefits of the project's activities be sustained by the national partners and /or other stakeholders?

### **5. Evaluation Methodology**

The evaluation approach will be qualitative and quantitative. The evaluator will follow the ILO evaluation checklists in the annex. He will comply with the ILO Evaluation Framework and Strategy; the ILO Policy Guidelines for Evaluation: Principles, Rationale, Planning and Managing for Evaluations, which adhere to the OECD/DAC evaluation standards and the UNEG evaluation Principles. The evaluator, in consultation with the evaluation manager, will define the final evaluation methodology in the inception report.

Recommendations, emerging from the evaluation, should be strongly linked to the findings of the evaluation and should provide clear guidance to all stakeholders on how they can address them, indicating in each one to whom is directed, Priority, Resources required and timeframe (long, medium or short).

Thanks to a desk review of the project documentation, the evaluator will have bilateral consultations with key project stakeholders to answer to the questions above. Following these consultations, the evaluator will hold an information sharing workshop to synthesize the views of the stakeholders and beneficiaries based on the different evaluation criteria. The project team will provide the logistical aspects of the information sharing workshop. The key steps will comprise:

1. Desk review of all relevant documents and preparation an inception report for the evaluation process including the programme and methodology of the workshop and the outline of the evaluation report.

Desk review, including the following information sources:

- Project documents
  - Progress reports and outputs
  - Research and studies conducted by the Project
  - Project finance documents and records
  - All other relevant document from the project
2. Carry out bilateral consultations with key stakeholders and the donor:
    - a. ILO project team
    - b. Consortium partners
    - c. FCDO (donor)
    - d. Ministry of Higher Education and Scientific Research
    - e. Sub-contractors and implementing partners
    - f. Stakeholders and beneficiaries
  3. Organize a workshop with key stakeholders and beneficiaries (preferably face-to-face) to discuss the preliminary evaluation findings and identify lessons learned, emerging good practices, and recommendations



4. Produce a draft final report based on the desk review and the interviews conducted with key project stakeholders
5. Final evaluation report.

## 6. Main deliverables

All reports (inception report, draft final and final version) should be written in English. Meetings can be conducted in Arabic (for beneficiaries).

- a) An inception report (not more than 20 pages excluding the annexes) - upon the review of available documents and an initial discussion with the project management and the donor (EVAL Guidelines –Checklist 3) will be developed. The inception report will:
  - Describe the conceptual framework that will be used to undertake the evaluation;
  - Elaborate the methodology proposed in the TOR with changes as required;
  - Set out in some detail the data required to answer the evaluation questions, including desk review documentation and stakeholders to participate in the meetings.
  - Selection criteria for individuals for interviews and participation in the stakeholders workshop (as much as possible should include men and women);
  - Detail the work plan for the evaluation, indicating the phases in the evaluation, their key deliverables and milestones;
  - Set out the list of key stakeholders to be interviewed and the tools to be used for interviews and discussions;
  - Set out the agenda for the beneficiary meeting(s);
  - Set out outline for the final evaluation report;
  - Interview guides and other data collection tools

The Inception report should be approved by the Evaluation manager, by mutual agreement with the regional monitoring and evaluation officer, before proceeding with the field work.

- b) Agenda for beneficiary meeting(s). The evaluator will set the agenda for the meeting. The workshop will be technically organized by the evaluator with the logistic support of the project.
- c) First draft of the Final Evaluation Report in English: the report should be no longer than 40 pages, excluding annexes. The Evaluation Manager holds the responsibility of approving this draft. The draft review (as per EVAL Checklists 5 and 6) report will be shared with all relevant stakeholders and a request for comments will be asked within two weeks.
  1. Cover page with key project and evaluation data (standard ILO template)
  2. Table of content
  3. List of acronyms
  4. Executive Summary (maximum 4 to 5 pages)
  5. Context and description of the project including reported results
  6. Purpose, scope and clients of the evaluation
  7. Methodology and limitations
  8. Findings

9. Conclusions

10. Recommendations (not more than 10)

11. Lessons learned and good practices

12. Annexes:

- TOR
- List of people interviewed
- List of participants
- Schedule of work
- Documents examined
- Lessons learned and good practices (under EVAL formats)
- Others (photos of information sharing workshop, interviews with key project stakeholders, etc.).

d) Final version of the evaluation report incorporating comments received from ILO and other key stakeholders. Any identified lessons learned, and good practices will also need to have standard annex templates (one lesson learnt and one Good Practice per template to be annexed in the report) as per EVAL guidelines.

The final version is subjected to final approval by EVAL (after initial approval by the Evaluation manager/Regional monitoring and evaluation officer)

e) Executive summary in ILO EVAL template

## 7. Management arrangements and work plan

### Evaluation Manager

Evaluation Manager: the evaluation will be managed by Mr. Emmanuel Moreno CHINAMULA ([chinamula@ilo.org](mailto:chinamula@ilo.org)), a certified evaluation manager. He has no previous involvement in the project. He will be overseen by Mr. Pacome DESSERO ([dessero@ilo.org](mailto:dessero@ilo.org)), a Monitoring and Evaluation, Knowledge Management Officer -RO-Africa. The evaluation manager will gather all project documents, make them available to the evaluator, facilitate exchange between the evaluator and key project stakeholders. The evaluator should discuss any technical and methodological matters with the evaluation manager should issues arise. The evaluation will be carried out with full logistical support of the project staff, with the administrative support of the ILO Office in Cairo.

The evaluation manager is responsible for completing the following specific tasks:

- Draft and finalize the evaluation TOR with inputs from key stakeholders;
- Develop the Call for expression of interest and select the independent evaluator in coordination with the Monitoring and Evaluation, Knowledge Management Officer -RO-Africa;
- Coordinate the evaluation process;

- Circulate the TORs, the inception report, and the draft of the final evaluation report to the key project stakeholders for their inputs
- Review the evaluation reports, taking into consideration stakeholders' feedback
- Share the revise draft of the evaluation report to the Monitoring and Evaluation, Knowledge Management Officer -RO-Africa for quality review and approval.

### **Evaluator responsibilities**

- a. Desk review of programme documents
- b. Briefing with ILO/ Evaluation Manager
- c. Development of the Inception report including the evaluation instrument
- d. Interviews with the project manager, the donor and the key stakeholders (4-5)
- e. Facilitate beneficiary meetings
- f. Draft evaluation report
- g. Produce Final evaluation report

### **The tasks of the Project**

The project management team will provide logistical support to the evaluator. The project will ensure that all relevant documentations are up to date and easily accessible (in electronic form in a space such as Google Drive) by the evaluator from the first day of the contract (desk review phase).

### **Evaluation Timetable and Schedule**

The external final evaluation will be conducted from July – September 2023

<b>List of Tasks</b>	<b>Responsible</b>	<b>Number of evaluation team working days</b>	<b>Timeline (Tentative dates to be adjusted)</b>
Development of the EOI and TOR draft	Evaluation manager	0	01 May – 05 June 2023
Share the draft TOR with Ricardo and ILO Cairo DWT for comments	Evaluation manager	0	06 June 2023
Circulate TOR to project partners and key stakeholders	Evaluation Manager	0	16 -20 June 2023
Consolidate TOR	Evaluation Manager	0	21 June 2023
Publish the TOR	ILO	0	22 June – 04 July 2023
Selection of the consultant and contract signing (Call for EoI, selection and contracting)	Evaluation manager	0	04 July- 06 August 2023
Briefing with the evaluation manager, project, desk review of project documents, and development and submission of the Inception report	Evaluator	4	07- 18 August 2023
Feedback and approval of the inception report	Evaluation manager	0	25 August 2023
Interviews, meetings with stakeholders and consortium partners and MoHE	Evaluator	6	27 August - 10 September 2023
Workshop	Evaluator	1	12 September 2023
Consolidation of data and information from the desk review and consultations to draft the report	Evaluator	5	13 -24 September 2023
Review of the Zero Draft evaluation report	Evaluation manager	0	25 September – 01 October 2023

Circulate draft report among key stakeholders including the donor	Evaluation manager	0	02 – 08 October 2023
Consolidate feedback for sharing with the evaluator	Evaluation manager	0	09 – 12 October 2023
Finalize the report and submit to the evaluation manager	Evaluator	1	13 – 17 October 2023
Review for approvals by the evaluation manager and EVAL	Evaluation manager, and EVAL	0	18 – 30 October 2023
<b>Total days</b>		<b>17</b>	

## 8. Evaluator profile

### Qualifications

- University Degree with minimum 5-7 years of experience in project /program evaluation.
- Conducting evaluations on social development project, especially in labour market and employment;
- Strong background in Human Rights Based Approach programming and Results Based Management;
- Experience in facilitation of multi-stakeholders workshops
- Knowledge of ILO’s roles and mandate and its tripartite structure as well as UN evaluation norms and its programming is desirable;
- Excellent analytical skills and communication skills;
- Demonstrated excellent report writing in English, and strong oral skills in Arabic is an asset;
- Good knowledge of political situation, labour market and employment issues in Egypt is an asset;
- Working experience in Egypt is an asset.

## 9. Legal and ethical matters

The ILO is a member of the UNEG. As such, it adheres to its norms and standards, namely the four (4) guiding ethical principles for evaluation: integrity, accountability, respect, and beneficence. To conduct an evaluation within ILO, the evaluator is required to adhere to the above principles. In addition, he will also adhere himself in writing to the code of conduct (see Annex) and comply with the ILO evaluation principles of independence, transparency, impartiality, and quality.

## Resources

Estimated resource requirements at this point:

- Evaluator honorarium for 17 days.
- Flights and Daily Subsistence Allowance (DSA), as per ILO travel policy. DSA will be for 11 days.
- Interpreter (if the evaluator is non-Arabic speaker) for 3 days (to be supported by the project).
- Private car transportation for stakeholders' visits (to be supported by the project).

**ILO reserves the right to cancel the evaluator contract in case he does not comply with the ILO's code of conduct and UNEG guiding ethical principles for evaluation.**

## ANNEXES

### RELEVANT POLICIES AND GUIDELINES

ILO Policy Guidelines for evaluation: Principles, rationale, planning and managing for evaluations, 4<sup>rd</sup> ed.

[wcms 571339.pdf \(ilo.org\)](#)

Template 3.1: Code of conduct form (To be signed by the evaluators)

[wcms 746806.pdf \(ilo.org\)](#)

Checklist 4: Writing the inception report

[wcms 746817.pdf \(ilo.org\)](#)

Checklist 5: preparing the evaluation report

[CHECKLIST 4.2 PREPARING THE EVALUATION REPORT.pdf \(itcilo.org\)](#)

Checklist 4.9: rating the quality of evaluation report

[wcms 746818.pdf \(ilo.org\)](#)

Template 4.1: for lessons learnt and

[<Project title> \(ilo.org\)](#)

Template 4.2: Emerging Good Practices

[<Project title> \(ilo.org\)](#)

Guidance note 7: Stakeholders participation in the ILO evaluation

[https://www.ilo.org/global/docs/WCMS\\_165982/lang--en/index.htm](https://www.ilo.org/global/docs/WCMS_165982/lang--en/index.htm)

Guidance note 3.1: Integrating gender equality in the monitoring and evaluation of projects

[wcms 746716.pdf \(ilo.org\)](#)

Guidance note 3.2: Adapting evaluation methods to the ILO's normative and tripartite mandate

[wcms\\_746717.pdf \(ilo.org\)](#)

checklist 4.3: Template for evaluation title page

[wcms\\_746810.pdf \(ilo.org\)](#)

checklist 4.4: Template for evaluation summary

[wcms\\_746811.pdf \(ilo.org\)](#)

UNEG Ethical Guidelines for Evaluation, 2020

<http://www.unevaluation.org/document/download/3625>

## ANNEX 2: LIST OF STAKEHOLDERS COVERED DURING THE EVALUATION

### HELW Project IDIs - Stakeholders List

Name	Gender	Position	Organization	Date of Interview	Time of Interview	Means of Communication	Comments
Dahlia Rouque	Female	Former Project Manager	ILO	Tuesday 10th, Oct	3:00 PM	Online	
Eric Oechslin	Male	ILO Director		Tuesday 7th, Nov	9:30 AM	In Person	
Nancy Botros	Female	Finance Backstopper		Tuesday 7th, Nov	11:00 AM	In Person	
Laura Schmid	Female	Skills Specialist		Wednesday 8th, Nov	3:00 PM	In Person	Cancelled
Nael Mohamed	Male	HELW Project Manager		Thursday 12th, Oct	5:00 PM	In Person	
Sarah Sabri	Female	Programme Manager					Unresponsive
Akram Marwan	Male	Icareer CEO	Icareer	Thursday 8th, Nov	3:00 PM	In Person	
Ahmed Mamdouh	Male	Icareer Project Officer		Thursday 8th, Nov	3:00 PM	In Person	
Rania El Razzaz	Female	AAF Managing Director	AAF	Sunday 4th, Nove	3:00 PM	In Person	
Mona Mosallam	Female	AAF Project Officer		Sunday 4th, Nove	3:00 PM	In Person	
Ayman Farid	Male	Assistant Minister of MoHESR	MoHESR	Tuesday 14th, Nov	3:00 PM	In Person	
Sherouk Magdy	Female	Ayman's assistant		Tuesday 14th, Nov	3:00 PM	In Person	
Abdallah Hussein	Male	Ayman's assistant		Tuesday 14th, Nov	3:00 PM	In Person	



Rasha Magdy	Female	FEI Project Officer	FEI	Tuesday 14th, Nov	10:00 AM	In Person	
Mona Tantawy	Female	Ex FCDO & Ex British Council Representative	FCDO	Tuesday 14th, Nov	7:00 PM	In Person	
Daniel Sheratte	Male	Advance HE Representative	Advance HE	Thursday 2nd, Nov	4:00 PM	Online	

### **HELW Project IDIs - Employers List**

<b>Name</b>	<b>Gender</b>	<b>Organization</b>	<b>Date of Interview</b>	<b>Time of Interview</b>	<b>Means of Communication</b>
Basant Awadallah	Female	Barq Systems	Tuesday 14th, Nov	11:00 AM	Online
Wael Shehab	Male	iNNOTECH	Tuesday 14th, Nov	11:00 AM	Online
Reem Abdelghany	Female	Raya Foods	Tuesday 14th, Nov	11:00 AM	Online
Merihan Radwan	Female	Raya Foods	Tuesday 14th, Nov	11:00 AM	Online
Nihal Medhat	Female	Mobica	Tuesday 14th, Nov	11:00 AM	Online

### ANNEX 3: EVALUATION MATRIX

Criteria	Evaluation question	Indicators	Sources of data	Means of verification/methods	Who will collect	How often	Who will analyse
<b>Relevance and strategic fit for the new work plan</b>	1. Was the project design relevant to the country's priorities, National Development Framework, beneficiaries' needs, ILO's CPOs as well as the SDGs?	Extent of project design alignment to needs and priorities and different types of beneficiaries	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR  IDIs  FGDs	External Evaluator	The external evaluator will dedicate the inception phase to Desk Review and the data collection phase to FGDs and IDIs	External Evaluator
	2. How does the project complement and fit with other on-going ILO programmes and projects in the countries?	Extent of project alignment to on-going ILO programmes and projects in the countries	Project manager ILO Officials MoHESR officials	DR  IDIs			
	3. To what extent was the project's approach appropriate to achieving its goals and results given the time and resources available? / Are the implementation of activities and outputs of the HELW Project consistent with the overall goal and objectives?	Level of consistency with project's overall goal & objectives	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR  IDIs  FGDs			
	4. To what degree was HELW Project's	Extent to which degree the project's	Donor	DR			

	design and implementation gender responsive and inclusion sensitive?	design is gender & inclusion responsive.	Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	IDIs FGDs			
<b>Coherence and validity</b>	1. To what extent has the project consortium coordinated with each other, with partners, and with other projects funded by different donors?	Level of coordination of project consortium with each other, with national partners, and with other projects funded by different donors	Donor Project manager ILO Officials MoHESR officials Implementing partners	DR IDIs RTDs	External Evaluator	The external evaluator will dedicate the inception phase to Desk Review and the data collection phase to RTDs and IDIs	External Evaluator
	2. To what extent was the project complementary and coherent with other ILO or UN agency interventions underway in Egypt and with the target stakeholders?	Level of complementarity to other ongoing ILO, UN and government projects, interventions and programmes	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR IDIs RTDs			
	3. Is the project theory of change coherent to meet its objectives and results?	Level of coherence of project theory of change to meet its objectives and results	Donor Project manager ILO Officials	DR IDIs RTDs			

			MoHESR officials Implementing partners				
	4. How coherent was the HELW Project with the development agendas of the different partners involved and how did this affect the programme (positively and negatively).	Level of coherence of HELW project to different partners' development agendas  Extent that affected HELW programme	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR IDIs RTDs			
<b>Effectiveness of projects' implementation and management arrangements</b>	1. To what extent are the projects in process of achieving its objectives, outcomes & outputs? What were the key internal or external factors that limited or contributed to achieving the project's outcomes?	Extent to which projects are progressing towards achieving the objectives	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR IDIs RTDs			
	2. How effective was the monitoring of performance and results in tracking the	Level of effectiveness of monitoring performance and results in tracking	Donor Project manager ILO Officials	DR IDIs RTDs		The external	

	progress of the project?	the progress of the project	MoHESR officials Implementing partners Beneficiaries (Universities only)		External Evaluator	evaluator will dedicate the inception phase to Desk Review and the data collection phase to RTDs and IDIs	External Evaluator
	3. To what extent has the project supported the participating universities to assess and remove the obstacles affecting the target stakeholders?	Extent of support the project provided to the participating universities to assess and remove the obstacles affecting the target stakeholders	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs			
	4. To what degree were the capacity building activities and /interventions effective in providing the HELW team the skills required for improved intervention/ implementation in the targeted universities?	Degree of effectiveness of capacity building activities in providing the HELW team the skills required for improved intervention/ implementation in the targeted universities	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs			
	5. What have been the unintended	Areas of unintended changes	Donor	DR			

	changes, positive and negative, resulting from HELW's interventions in the target universities?		Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	IDIs RTDs			
	6. What were the major factors influencing the achievement or non-achievement of the objectives?	Areas where projects have greatest achievements  Areas where projects have lowest achievements	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR IDIs RTDs			
	7. How has the project adapted given the external challenges and the challenges faced by the COVID-19 Pandemic on achieving results and effectiveness?	Extent of external challenges and the challenges faced by the COVID-19 Pandemic on achieving results and effectiveness	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR IDIs RTDs			

<b>Efficiency of resource use</b>	1. Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and outcomes? If not, why and which measures have been taken to work towards achievement of project outcomes and impact?	Level of resources allocated to achieving objectives  Extent of possibilities for using fewer resources not explored	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs	External Evaluator	The external evaluator will dedicate the inception phase to Desk Review and the data collection phase to RTDs and IDIs	External Evaluator
	2. Are the project's activities/operations in line with the schedule of activities as defined by the Project team and work plans?	Extent to which the activities/operations were implemented on time	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs			
	3. Were the resources used efficiently? Are the project results in line with the resources used? If not, what	Level of efficiency in usage of resources	Donor Project manager ILO Officials MoHESR officials	DR  IDIs  RTDs			

	were the bottlenecks?		Implementing partners Beneficiaries (Universities only)				
	4. Has the project assigned resources to promote gender and inclusion of people with disability?	Level of resources assigned that promote gender and inclusion of people with disability	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs			
	5. What are the strengths and weaknesses of the project monitoring and evaluation system? How to improve the weaknesses?	Areas of strengths of the M&E system  Areas of weaknesses of the M&E system	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs			
<b>Impact orientation</b>	1. To which extent the results of the intervention are likely to have a long	Level of alignment of the project towards impact	Donor Project manager ILO Officials	DR  IDIs	External Evaluator	The external evaluator will	External Evaluator



	term, sustainable positive contribution to the SDG and relevant targets? (Explicitly or implicitly)		MoHESR officials Implementing partners Beneficiaries	FGDs RTDs		dedicate the inception phase to Desk Review and the data collection phase to FGDs, RTDs and IDIs	
	2. What evidence is there of the impact of the project at the level of national partners and target stakeholders?	Level of impact of the project to national partners and target stakeholders?	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs			
	3. Strengthening local gender and inclusion sensitive labour market system to support target beneficiaries in entrepreneurship and employability	Level of contribution to gender and inclusion	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs			
<b>Sustainability</b>	1. To what extent will the benefits of the project's activities be sustained by the national partners and /or other stakeholders?	Level of likelihood of continued benefits beyond the project lifespan	Donor Project manager ILO Officials MoHESR officials Implementing partners	DR IDIs FGDs RTDs			

			Beneficiaries		External Evaluator	The external evaluator will dedicate the inception phase to Desk Review and the data collection phase to FGDs, RTDs and IDIs	External Evaluator
2. Have measures been taken to ensure the sustainability of efforts related to gender & inclusion equality?	Measures taken to ensure the sustainability of efforts related to gender & inclusion equality	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs				
3. What are the major factors influencing the sustainability of the project?	Major factors influencing the sustainability of the project	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs				
4. To what extent were HELW's outputs institutionalized in the public and private sectors?	Extent of HELW's outputs institutionalized in the public and private sectors	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs				
5. Value of knowledge products	Level of knowledge generated by HELW	Donor	DR				

	generated by HELW that can be used as a reference in the future by national and international partners.	that can be used as a reference in the future by national and international partners.	Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	IDIs FGDs RTDs			
<b>Gender equality and non-discrimination</b>	1. What are the key achievements of the projects on gender equality and inclusion sensitivity?	Number and type of achievements regarding gender equality and inclusion sensitivity	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs	External Evaluator	The external evaluator will dedicate the inception phase to Desk Review and the data collection phase to FGDs, RTDs and IDIs	External Evaluator
	2. Has the use of resources on inclusion activities been sufficient to achieve the expected results?	Level of adequacy and use of resources to conduct inclusion activities	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries	DR IDIs FGDs RTDs			
	3. To what extent is the M&E data supporting projects' decision making	Extent to which M&E data supports decision making related to gender & inclusion equity?	Donor Project manager ILO Officials	DR IDIs FGDs			

	related to gender & inclusion equity?		MoHESR officials Implementing partners Beneficiaries	RTDs			
<b>Learning</b>	1. What are the project successes, best practices, lessons learnt, and barriers? How has the project managed to mitigate the barriers faced??	Identify successes, best practices, lessons learnt, and barriers  Level of mitigation to the barriers	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs	External Evaluator	The external evaluator will dedicate the inception phase to Desk Review and the data collection phase to RTDs and IDIs	External Evaluator
	2. What are the lessons learned to performance to capitalize on strengths and improve future programs?	Level of reflection of lesson learned to capitalize on strengths and improve future programs	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR  IDIs  RTDs			

	3. What needs to be done differently to achieve and maximize a positive impact on beneficiaries' lives	-	Donor Project manager ILO Officials MoHESR officials Implementing partners Beneficiaries (Universities only)	DR IDIs RTDs			
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## ANNEX 4: EVALUATION SAMPLE

### HELW Project Sample Analysis

Cohorts Beneficiaries			
1732			
Male		Female	
634	36%	1098	64%
Offline Cohorts		Online Cohorts	
1000		732	
Graduates	Students	Graduates	Students
582	418	579	153
Employed			
456			
Greater Cairo Region			
210			
Graduates	Students		
127	83		
Male	Female	Male	Female
39	88	32	51

Cohorts Beneficiaries Sample			
70			
Male		Female	
25	36%	45	64%
Graduates	Students	Graduates	Students
11	14	27	18
Competition Finalist Sample			
5 Projects			
Competition Applicants		1896	
Competition Finalists		35	

This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office.

## HELW Project Sample

Full Name	Gender	University	Are you Student or Graduate?	Hiring status	Sector	Type of Employment
Sama Ahmed	Female	Ain Shams University	Student	Yes	Banking	Internship
Amr Essam	Male	Ain Shams University	Student	Yes	Real estate development	Internship
Omar Abd EL-Rahman	Male	Cairo University	Graduate	Yes	Technology	Internship
Nada Mohamed	Female	Ain Shams University	Student	Yes	Banking	Internship
Mustafa Sayed	Male	Ain Shams University	Graduate	Yes	Outsourcing and Offshoring	Internship
Saif Abdelhamed	Male	Ain Shams University	Student	Yes	Petroleum Industries	Internship
Sara Ahmed	Female	Cairo University	Graduate	Yes	Languages	Internship
Nada Hossam Eldin	Female	Cairo University	Graduate	Yes	Technology Information & Internet	Internship
Abdulrahman Ahmed Saber	Male	Cairo University	Student	Yes	Education	Internship
Aseel Tamer Abdelhalem Abdelhalem	Female	Cairo University	Student	Yes	Legal	Internship
Ziad Badr	Male	Cairo University	Student	Yes	Education Administration Programs	Internship
Raghda Osama kamal	Male	Cairo University	Student	Yes	Banking	Internship
Hady Ashraf	Male	Ain Shams University	Graduate	Yes	Programming	Internship

Rahma Hassan	Female	Cairo University	Student	Yes	Legal	Internship
Ahmed Elsayyad	Male	Cairo University	Graduate	Yes	Education	Internship
Shorouk Salah	Female	Cairo University	Student	Yes	Banking	Internship
Donia Ahmed Desoky	Female	Cairo University	Student	Yes	Governmental	Internship
Hazem Nabil	Male	Cairo University	Graduate	Yes	Legal	Internship
Esraa Zaki	Female	Cairo University	Graduate	Yes	Educational	Part-time
Eslam Elsobky	Male	Ain Shams University	Graduate	Yes	Governmental	Internship
Yassmen Bakr	Female	Cairo University	Graduate	Yes	E-learning	Internship
Ahmed Hamza	Male	Cairo University	Student	Yes	Employment	Internship
Salah Yehia	Male	Ain Shams University	Student	Yes	Employment	Internship
Aya Hakeem	Female	Ain Shams University	Graduate	Yes	Communications	Full-time
ALHassan Nasser	Male	Cairo University	Student	Yes	CSR	Internship
Mohammed Abdallah Badr	Male	Cairo University	Student	Yes	law	Internship
salma ahmed	Female	Cairo University	Student	Yes	education	Internship
Areej Bahget	Female	Cairo University	Student	Yes	Recruitment	Part-time
Maria Osama	Female	Cairo University	Student	Yes	Pharmaceutical Manufacturing	Internship



MOHAMED Essam	Male	Cairo University	Student	Yes	Education	Internship
Al Sayed Ahmed	Male	Cairo University	Student	Yes	Construction	Internship
Mariam Waleed	Female	Ain Shams University	Student	Yes	Banking	Internship
Asmaa Abou	Female	Ain Shams University	Graduate	Yes	Banking	Full-time
Huda Ahmed	Female	Ain Shams University	Student	Yes	Banking	Internship
Om Kalthoum	Female	Ain Shams University	Student	Yes	Legal	Full-time
Ali Ezzat	Male	Cairo University	Graduate	Yes	Construction	Internship
fatma Al- Zahraa	Female	Cairo University	Graduate	Yes	Working Spaces	Freelance
Laila Elkhateeb	Female	Cairo University	Graduate	Yes	Food And Beverages Tech	Internship
Malak Ashraf	Female	Cairo University	Student	Yes	Medical	Internship
Omnia Abdalwahab	Female	Cairo University	Student	Yes	Government al	Internship
Yousra Ahmed	Female	Cairo University	Graduate	Yes	Eduaction	Full-time
Abdulrhaman Belal	Male	Ain Shams University	Graduate	Yes	Supply Chain	Full-time
Dina Saber	Female	Ain Shams University	Graduate	Yes	Wedding planning	Full-time
Eslam Mahmoud	Male	Ain Shams University	Graduate	Yes	Software development	Internship
Ersaa Saied	Female	Ain Shams University	Graduate	Yes	Medical	Internship
Mona Khaled	Female	Ain Shams University	Graduate	Yes	Telecommuni cations	Internship

Ahmed Rady	Male	Cairo University	Graduate	Yes	Legal	Internship
Nancy Halim	Female	Ain Shams University	Graduate	Yes	Cosmetics	Full-time
Norhan Elsadany	Female	Ain Shams University	Graduate	Yes	Contact Center	Full-time
Dalia Mohamed	Female	Ain Shams University	Student	Yes	Banking	Internship
Maryammah moud Hassan	Female	Ain Shams University	Graduate	Yes	electrical manufacturing and energy solutions	Internship
Shymaa Ahmed	Female	Ain Shams University	Graduate	Yes	Medicals	Full-time
Mazen abdelraddy	Male	Ain Shams University	Student	Yes	Customer Service	Full-time
Nourhan Omar	Female	Cairo University	Graduate	Yes	Programming	Full-time
Rawan Ashraf	Female	Ain Shams University	Graduate	Yes	Administration	Internship
Dina Dawood	Female	Cairo University	Student	Yes	Medicine	Internship
Salma Adel Amin	Female	Ain Shams University	Graduate	Yes	Software	Internship
Salma Ali	Female	Cairo University	Graduate	Yes	germany course	Internship
Merna Raouf	Female	Ain Shams University	Graduate	Yes	Contact centre	Full-time
Esraa Ahmed	Female	Cairo University	Graduate	Yes	Quality control	Internship
Ahmed Mohamed	Male	Ain Shams University	Graduate	Yes	Customer Service	Full-time
Youanna Mohsen	Female	Ain Shams University	Graduate	Yes	Education	Full-time
Omnia Ahmed	Female	Cairo University	Graduate	Yes	Banking	Internship

Amira Ashour	Female	Ain Shams University	Graduate	Yes	Medical	Internship
Samah Mohammed	Female	Ain Shams University	Graduate	Yes	medical	Internship
Sarah Mostafa	Female	Ain Shams University	Graduate	Yes	medical	Full-time
Mohamed Hussien	Male	Ain Shams University	Student	Yes	Construction	Internship
Jasant Nesem	Female	Ain Shams University	Student	Yes	Banking	Internship
Hager Samy	Female	Cairo University	Student	Yes	HR	Internship
Abdelrahman Mamdouh Mohamed Haredy	Male	Cairo University	Student	Yes	Financial	Internship

## HELW Project Competition Finalists Sample

#	Startup Name	Track	Brief about the startup	Team Member 1	Team Member 2	University Name	Logo
10	TSG	General	<p>The goal of our startup is to help all disabled people and let them have a better and easier life through our products. The first product is a smart glove with Sensors in order to receive the signal of finger movements that made in sign language, then it is converted into texts on the application on the phone and then to the sound to make the person who cannot understand the sign language able to communicate with the deaf and dumb people; And the same application receives the speech of the speaking person and converts it from sound to texts, to make it easier for the person to read it on his mobile phone. So, the customer can use the application to talk to others freely, order our products and can accesses to educational videos that teaches many sign languages.</p> <p>There are also other prototypes that are on hold for latter like glasses for blind people.</p>	Marwan Mahmoud Abd Al-Aziz Abd Al-Hameed	Mahmoud Mohamed Mahmoud Abdel Maksood	Helwan Uni	<a href="https://drive.google.com/open?id=1Hs74EzUJNp0w7QNhT5eNv_RSCLdqoyTf">https://drive.google.com/open?id=1Hs74EzUJNp0w7QNhT5eNv_RSCLdqoyTf</a>
13	NaturMagic	General	<p>The solution is that we treat burns and the effects caused by burns in a natural way without using of lasers or plastic surgery. The project contains two products an ointment to treat burn infections, and a cream provided with nanotechnology to treat the effects and eliminate deformities resulting from burns naturally without using any laser or surgical procedures, in addition the deformation treatment period, is short and the price is low compared to other competitors. in the other side burn patient' psychological conditions improve after treating the deformity resulting from burns, and returning their confidence in themselves.</p>	Salma Elmaaz	Ahmed Abdulaziz	Menofia Uni	<a href="https://drive.google.com/open?id=1GygYBWJcstWI-QfQGBvs3WmDubxfeLBU">https://drive.google.com/open?id=1GygYBWJcstWI-QfQGBvs3WmDubxfeLBU</a>

20	<b>Digital Tour</b>	Technology	<p>Project: Digital Tour Guide Explaining Temples and Museums in Aswan</p> <p>The project "Live Streaming Tour Guide in Aswan" aims to facilitate and enhance the tourism experience in the city of Aswan by utilizing technology and modern communication methods. The goal of the project is to provide detailed information and explanations about the important temples and museums in Aswan through live streaming by professional tour guides.</p> <p>The project will have several benefits, including:</p> <ol style="list-style-type: none"> <li>1. Detailed Information: Visitors will be able to obtain accurate and detailed information about the temples and museums in Aswan, including their history, culture, and significance through the explanations of specialized tour guides.</li> <li>2. Real-Time Experience: Visitors will be able to remotely visit the temples and museums in Aswan and see them live through the live streaming, allowing them to enjoy the cultural and historical beauty of the city regardless of their actual location.</li> <li>3. Interaction and Engagement: Visitors will be able to ask questions and get real-time answers from tour guides, enhancing their interaction with the virtual tour and providing them with a more engaging experience.</li> <li>4. Promoting Tourism: The project will contribute to promoting tourism in Aswan as a wide audience interested in visiting the city will have the opportunity to explore its landmarks and generate interest by sharing their virtual travel experiences on social media and other platforms.</li> </ol> <p>To implement the project, you will need:</p> <ol style="list-style-type: none"> <li>1. A team of professional tour guides specializing in temples and museums in Aswan.</li> <li>2. Technical equipment such as high-quality cameras and live streaming equipment.</li> <li>3. A reliable live streaming platform accessible to visitors</li> </ol>	Ahmed Amgad Abd El-Maqoud Mohamed	Mohamed Mamdoh	Aswan Uni	<a href="https://drive.google.com/open?id=11M9XYbAggKVVgRZBUNiHKDgoBBLrIBv9">https://drive.google.com/open?id=11M9XYbAggKVVgRZBUNiHKDgoBBLrIBv9</a>
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			<p>easily, such as a website or social media accounts.</p> <p>4. Promotion and marketing of the project to attract the audience and those interested in visiting Aswan.</p> <p>This project can be an excellent opportunity to attract tourists and promote tourism in Aswan, as well as to contribute to the local economy and provide job opportunities for professional tour guides.</p>				
24	<p><b>Old name:</b> <b>ATTAKA</b> <b>/ New name:</b> <b>GREENS HIELD</b></p>	Technology	<p>Our startup offers an innovative solution for weed management in the cultivation of medicinal and aromatic plants. Our core product is a state-of-the-art weeding robot equipped with advanced technology and AI capabilities. This robot provides precise and targeted weed detection and removal, ensuring the optimal growth, quality, and yield of these high-value crops.</p> <p>The weeding robot operates autonomously, using a combination of cameras, sensors, AI algorithms, and GPS to identify and eliminate weeds with precision. It navigates through the farm, detecting and removing weeds while minimizing any potential damage to the desired plants. The robot is designed to adapt to different growth patterns, crop densities, and sensitivities of medicinal and aromatic plants, offering a customized solution for each farm.</p> <p>Our solution stands out for its chemical-free approach to weed control, aligning with the priorities of organic farms and sustainable agricultural practices. By eliminating the use of harmful herbicides, we ensure the purity and integrity of medicinal and aromatic plants, meeting the increasing demand for organic and naturally grown products.</p> <p>The weeding robot not only saves farmers valuable time and labor costs but also improves operational efficiency. It automates labor-intensive weed management tasks, reducing the need for manual weeding and expensive herbicides. This results in significant cost savings for farmers while increasing overall productivity and profitability.</p> <p>Additionally, our weeding robot provides data-driven insights for optimal crop health. It collects and analyzes valuable data on weed distribution, growth patterns, and crop health, offering actionable insights to optimize weed management</p>	Shiref Elhalawany	Mohamed Zyad	El Galala Uni	<a href="https://drive.google.com/open?id=1kLP_s19uqNb4p1jJ7rSznbPDTtbOzhlp">https://drive.google.com/open?id=1kLP_s19uqNb4p1jJ7rSznbPDTtbOzhlp</a>

			<p>strategies. By leveraging these insights, farmers can make informed decisions, implement targeted weed control measures, and improve their overall crop yield and quality. To access our solution, farmers can rent the weeding robot through our user-friendly website or by contacting our customer service team. We provide comprehensive customer support, including technical assistance and maintenance services to ensure the smooth operation and effectiveness of the weeding robot throughout the rental period. Through our innovative product and service, we aim to revolutionize weed management in the cultivation of medicinal and aromatic plants. By offering a sustainable, efficient, and customizable solution, we empower farmers to achieve optimal crop health, meet market demands, and contribute to a greener and healthier agricultural industry.</p>				
28	<b>Eye Can</b>	Technology	<p>Eyecan is a smart foldable walker to serve the blind, especially the elderly blind. It has many features that help him rely on himself naturally without the need for anyone's help. The smart treadmill is also connected to a mobile application that provides him with some luxury features, in addition to connecting to his relatives' mobile to know his location and check on him in emergency situations.</p>	Muhammed Abd El Fattah Ali	Maaz sami mansour	Mansoura Uni	<a href="https://drive.google.com/open?id=1QvTpuRZucrysd-G7i776PcbpOP-0UALA">https://drive.google.com/open?id=1QvTpuRZucrysd-G7i776PcbpOP-0UALA</a>

## ANNEX 5: HELW PROJECT SECONDARY DOCUMENTS

<b>Project Documents</b>	<ul style="list-style-type: none"> <li>• AM_EGY2004GBR (October 2020).pdf</li> <li>• Annex 5-PRODOC-EGY-20-04-GBR.pdfInitial Work Plan</li> <li>• Recent Updated Work Plan</li> <li>• The Executive Summary of the Project</li> <li>• Theory of change for HELW project</li> </ul>
<b>Studies</b>	<ul style="list-style-type: none"> <li>• 2021 postBPR recommendations_ - Egypt RF ONLY</li> <li>• 2021 postBPR recommendations_ - Egypt</li> <li>• Final revist Core skills report</li> <li>• GESI Tables and content final report</li> <li>• Recruitment in Egypt I career report</li> <li>• Sustainability Strategy (This is also just a draft and will be updated)</li> </ul>
<b>M&amp;E Documents</b>	<ul style="list-style-type: none"> <li>• Country Results Framework ‘(which is the log frame you requested, and also this is just a draft and still to be finalized)</li> <li>• List of stakeholders template.xlsx</li> <li>• Results Matrix</li> <li>• The BeReady Program Beneficiary list.</li> <li>• Updated list of beneficiaries (you will have one sheet divided by the type of activity inside the sheet itself, and you will have another sheet specifically for the business plan competition that the project supported)</li> <li>• S4P Country Results Framework template. April 23 version.</li> <li>• HELW S4P Country Level VFM Indicator Workbook ASR Dec 2022.</li> <li>• HELW work plan Phase II</li> <li>• Reduced Work Plan HELW_v25112021</li> <li>• Partners beneficiaries’ database (iCareer-AIAIf-FEI)</li> </ul>
<b>Reports</b>	<ul style="list-style-type: none"> <li>• Annual Report “Latest Version”</li> <li>• Final Annual Strategic report for the whole project period (this is just a draft, and still to be finalized)</li> <li>• ILO Progress Summary</li> <li>• Progress Report specific to the Ministry of Higher Education and Scientific Research for June 2023</li> <li>• S4P Country Annual Report Oct20 – Sep20</li> <li>• S4P Country Annual Report Jan21-Dec21</li> <li>• S4P Presentation – Contingency</li> <li>• Vfm report (latest version that was just submitted to the donor, this is just a draft, and still to be finalized)</li> </ul>
<b>Financial Repots</b>	<ul style="list-style-type: none"> <li>• Annex 4-Financial Reporting Template-EGY-20-04-GBR.xlsx</li> <li>• Annex 6-Budget-EGY- 20-04-GBR.xlsx</li> </ul>



Annex Lessons learned and good practices.



International  
Labour  
Organization

Evaluation Office



## Template 4.1: Lessons Learned

Project DC/SYMBOL: EGY/20/04/GBR

Name of Evaluator: Hala El Dessouky

Date: 30/11/2023.

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.

<b>LESSON LEARNED ELEMENT</b>	<b>1. During the Initiation &amp; Planning phases (Enhancing the Design and Inception Stages of the HELW Project)</b>
<b>Brief description of lessons learned</b> (Link to specific action or task)	Insufficient clarity and linkage in a project's program theory during the design or inception phase led to ambiguous connections between activities and desired outcomes. Strengthening the inception phase in intricate interventions results in a more robust implementation plan, enhancing clarity, effective prioritization of actions, interlinking, and regional motivation.  Selecting participating institutions, partners, and governmental entities aligned with the project's requirements ensures perfect alignment with the GoE vision.
<b>Context and any related preconditions</b>	ToC of the project wasn't clear and explicit thus hindered connections between activities in the implementation phase
<b>Targeted users /Beneficiaries</b>	ILO & Consortium Partners
<b>Challenges /negative lessons -Causal factors</b>	Unclear linkage in project's ToC during the design phase
<b>Success / Positive Issues -Causal factors</b>	Selection of unique partners and alignment with governmental entity as MoHESR
<b>ILO Administrative Issues</b> (staff, resources, design, implementation)	Design
<b>LESSON LEARNED ELEMENT</b>	<b>2. Throughout the Execution &amp; Monitoring Phases (Enhancing Monitoring and Reporting within the HELW Project):</b>

<b>Brief description of lessons learned</b> (Link to specific action or task)	Utilizing assessment tools, such as surveys at workshops or events, should not only serve as mere evaluations but also inform decision-making and overall progress through their results. Inadequate harmonization and formal implementation of follow-up tools impede effective monitoring and evaluation of project outcomes.
<b>Context and any related preconditions</b>	Absence of a clear monitoring system and quantitative validated data reports
<b>Targeted users /Beneficiaries</b>	ILO & Consortium Partners
<b>Challenges /negative lessons -Causal factors</b>	Inadequate harmonization and formal implementation of follow-up tools impede effective monitoring and evaluation of project outcomes
<b>Success / Positive Issues -Causal factors</b>	Utilizing assessment tools to assure quality
<b>ILO Administrative Issues</b> (staff, resources, design, implementation)	Monitoring System

<b>LESSON LEARNED ELEMENT</b>	<b>3. In the Closure Phase (For Improving the Development of Exit Strategies):</b>
<b>Brief description of lessons learned</b> (Link to specific action or task)	Implementing an electronic monitoring system to gather and validate beneficiary data ensures updated results and facilitates tracking project outcomes. The absence of comprehensive, validated systematic reports obstructs the closure phase and leads to misinterpretation of the project's efforts.
<b>Context and any related preconditions</b>	Unclear Exit Strategy
<b>Targeted users /Beneficiaries</b>	ILO & Consortium Partners
<b>Challenges /negative lessons -Causal factors</b>	Implementing an electronic monitoring system to gather and validate beneficiary data
<b>Success / Positive Issues -Causal factors</b>	Having narrative reports
<b>ILO Administrative Issues</b> (staff, resources, design, implementation)	Monitoring System



## Template 4.2: Emerging good practices

Project DC/SYMBOL: EGY/20/04/GBR

Name of Evaluator: Hala El Dessouky

Date: 30/11/2023.

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

<b>GOOD PRACTICE ELEMENT</b>	<b>1. Selection of high-quality calibers to manage the project</b>
<b>Brief summary of the good practice</b> (link to project goal or specific deliverable, background, purpose, etc.)	The rigorous recruitment process at ILO resulted in challenges with insufficient staffing, impacting the project's implementation. But contracting with a consultant that had extensive experience in ILO policies in addition to development field reflected on the kickstart of project progress amid the existing challenges of security clearance delay with her innovative strategies and solutions.
<b>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</b>	Shortage of staffing in HELW project and excessive turn over.
<b>Establish a clear cause-effect relationship</b>	Kickstart of project progress amid the existing challenges of security clearance delay with her innovative strategies and solutions.
<b>Indicate measurable impact and targeted beneficiaries</b>	Starting on field activities as Qualify Summit & Supply Chain Summit.
<b>Potential for replication and by whom</b>	ILO must ensure resolving the shortage of staffing for any upcoming projects.
<b>Upward links to higher ILO Goals</b> (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	NA
<b>Other documents or relevant comments</b>	NA

<b>GOOD PRACTICE ELEMENT</b>	<b>2. A unique partnership model presented to MoHESR</b>
<b>Brief summary of the good practice</b> (link to project goal or specific deliverable, background, purpose, etc.)	<p>HELW project succeeded in designing and implementing a unique partnership model; Partners were carefully selected to match the area of work of the different components of the project based on clear criteria of selection.</p> <p>Also, the HELW project successfully equipped MoHESR with technological solutions, presenting a comprehensive and updated system for engaging with university students. The CRM portal serves as a tool to streamline communication and effortlessly assess the needs of the youth.</p>
<b>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</b>	Partnership with MoHESR for the 1 <sup>st</sup> time
<b>Establish a clear cause-effect relationship</b>	Governmental support given to HELW project and request of extension by MoHESR

<b>Indicate measurable impact and targeted beneficiaries</b>	Training a total of 7266 beneficiaries
<b>Potential for replication and by whom</b>	ILO
<b>Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)</b>	NA
<b>Other documents or relevant comments</b>	NA