Support to university centers for career development (UCCD) in Egyptian public universities - Final evaluation

Table of Contents

Executive Summary

Summary of the project purpose, logic and structure

Labour market information in Egypt is not readily available for different groups of users. While several institutions produce labour market information products, there is neither a joint repository, nor a common frame to produce labour market information in a unified manner. UCCDs require labour market information for two main purposes: (i) to guide students and graduates in their quest for employment, and (ii) to obtain information on the quality and relevance of educational services provided by universities.

Disability inclusion in education, training and the labour market is at the heart of the ILO's agenda on non-discrimination and decent work for all. Under a joint project with UNDP from 2015-2017 in Egypt, the ILO supported the creation of a business and disability network in Egypt, trained employment services and training providers on becoming more inclusive of persons with disabilities and introduced the ILO's Disability Equality Training (DET) methodology.

The International Labour Organization's contribution focused on three main areas:
1) Building capacity of UCCD staff on collecting, analysing and disseminating labour market information
2) Supporting the regular conduct of university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs, and recruitment needs
3) Enhancing the inclusiveness of UCCD services for students with disabilities

Target of the Project

Under component 1, UCCD staff benefited from a series of capacity building workshops to understand their role in providing local labour market information as one of their key services both for students and for university management. Trainings conducted through national and international experts focused on accessing and using local labour market information from different sources, mapping local stakeholders and institutions relevant for obtaining labour market information. In the Component 2, in close cooperation with the Ministry of Higher Education's Labour Market Observatory, UCCDs were supported in (i) conducting regular tracer studies of graduates and (ii) conducting regular basic skills establishment surveys with local employers. Given the low current capacity of UCCD staff, during the first year, a research institute supported research design, data collection tools, quality assure data collection and support data analysis. Under Component 3, UCCD staff participated in the DET training, and at least one person per university was trained to become a certified DET facilitator, following a structured process of training, facilitating, coaching and assessment.

Purpose, scope and clients of the evaluation

The evaluation assesses the relevance and coherence of project's design regarding country needs and how the project is perceived and valued by the target groups and identifies the contributions of the project to, the SDGs, the countries UNDAF, the ILO objectives and Country Programme Outcomes and its synergy with other projects and programs. It also analyses the implementation strategies of the project, reviews the institutional set-up, coordination mechanisms and the use and usefulness of management tools. Also assessed the implementation efficiency of the project, the strategies for outcomes' sustainability and orientation to impact to identify lessons and potential good practices for the key stakeholders. Based on these, it provides strategic recommendations for the different key stakeholders to strengthen the sustainability of project outcomes and for similar interventions in Egypt and in similar contexts.

The final evaluation covers the project duration from June 2018 to June 2022. The geographical analysis covers activities conducted in the project's target operating universities: Ain Shams, Alexandria, Mansoura,

Menoufia, Sadat, Zagazig, Aswan, Beni Suef, Minya, Sohag, Tanta. The evaluation discusses how the project has addressed its main issues and the ILO cross-cutting themes.

The primary clients of the evaluation are the ILO constituents. These include UCCD staff Egyptian public universities and officials of MoHE Labour Market Observatory (LMO). Other relevant clients are the donor, AUC/ USAID, and ILO.

Methodology of evaluation

The evaluation was carried out in adherence with the relevant parts of the ILO Evaluation Framework and Strategy following the ILO policy guidelines for results-based evaluation; and the ILO EVAL Policy Guidelines Checklist 3 "Preparing the inception report"; Checklist 4 "Validating methodologies"; Checklist 5 "Preparing the evaluation report" and Checklist "6 Rating the quality of evaluation report. The methodology was participatory and included a mix-methods approach, with analysis of both quantitative (secondary) and qualitative (primary) data and was conducted by an international experienced consultant physically with support of a national consultant. The evaluation data was collected through a desk review, site visit consultations and virtual consultations with, implementing partners, beneficiaries, the donor, ILO and other key stakeholders. It was carried out through three key approaches: a theory-based evaluation approach, a process evaluation approach and an impact evaluation approach. The sample size was determined in consultation with ILO after which the individual beneficiaries' sample was randomly picked from the list provided by the project team. The consultants employed a judgmental sampling approach, a non-probability sampling approach in which only those individuals with adequate information on the project, are reachable and willing to participate in the study are included in the sampling framework. The analysis involved coding of themes and content analysis augmented with comparative analysis. Information from the different sources was integrated using question by method matrices to facilitate comparisons and to identify common trends and themes. Triangulation facilitated the validation of data through cross verification from two or more sources. A stakeholders' workshop was organized to discuss initial findings and complete data gaps with key stakeholders, ILO staff and representatives of the development partners. The objective of this workshop was to validate and refine the data and findings by the relevant project team and stakeholders.

Main Findings & Conclusions
Relevance, Coherence and Strategic fit

The ILO component is well aligned to the development objectives of the Government of Egypt and focus of the government and the social partners. It is specifically relevant to Egypt's vision 2030 and supports the Strategic Objectives of Economic Development (SOED) and Improving Employability of its Sustainable Development Strategy (SDS) 2030. Likewise, it aligns with the third objective of MoHESR's strategy and falls under ILO Programme and Budget (P&B) 2020-2022 Outcome 5. The project also aligns with and serves SDGs 8 (Good Jobs and Economic Growth) and 4 (Quality Education). It compliments ILO's work with the Central Agency for Public Mobilization and Statistics (CAPMAS) and cooperates with ILO's ongoing projects. It is equally aligned to the youth employment and skills development programs and properly fits ILO's mandate to seal the gap between labour supply and demand labour market information is a key ILO mandate. The DET was a response to UCCD staff needs since it provides physical, informational, and social accessibility. The awareness training was highly relevant to the needs of the UCCD staff to be able to adopt for the inclusion of students with disabilities. The universities lacked information on the labour market and

therefore were unable to provide sound career guidance; LMI studies were thus an opportunity for to better understand the labour market. The LMI is well connected with the government's vision at the policy level while the roundtables were very good in networking the academia and business.

Validity of design

The project was clear in its articulation of the expected outputs, even though some of the planned activities were not realistic. The UCCD staff for instance provided idealistic action plans intended to make the UCCDs accessible but these could not all be achieved due to limited capacity and resources. The project was designed and succeeded in building the capacities of UCCD staff in LMI use, conducting enterprise skills surveys and tracer studies. A revision was made to the second outcome of the component with a view to support UCCDs carry out annual university-level tracer studies. The LMO had some coordination, participatory and for an extent supervision role and the structure of UCCDs was good although most of the time there were staff attrition and shortage of staff due to limited capacities at the universities.

Project effectiveness

The project made positive progress, achieving a great deal of the overall project objectives although there were certain contextual and institutional threats external to the project despite the positive factors. The UCCDs for instance achieved almost all of their targets on time except for delays because of COVID-19, the response to which was nonetheless rapid and UCCD centers largely transitioned to virtual platforms. Other threats to the realization of project goals included time constraints, overwhelmed staff, the limited availability of the databases of students, delays in approvals by university management and the high cost of required infrastructure renovation works.

Under outcome 1, the project succeeded in capacity building of UCCD staff especially on Disability Equality Training (DET), roundtables and enterprise skills surveys. The capacity-building program on collecting, analyzing and disseminating LMI was effective despite the time constraints, overwhelmed staff, and COVID-19. The analyses were done in close coordination with the Working Group (WG), comprising CAPMAS, MoHESR, UCCD select career counsellors and AUC. The Study tour to the US for UCCD staff, however, was virtual but it was a good opportunity to be exposed to some mature peers from the US.

Under the second outcome, the capacity building of the staff of ESS and Roundtables was successful and the Enterprise Surveys were effectively conducted. GISR conducted the first enterprise surveys and then the UCCD is involved gradually. In some of the universities where university management approval delayed, the surveys were conducted by the university research centre and not the UCCDs staff. Several Enterprise Roundtables took place in the different universities and were totally organized by UCCD staff with technical support from GISR and ILO team along the whole process. The direct contact with employers during the round tables gave the UCCDs more insights about the labor market needs, the available jobs and the skills needed.

Under outcome 3, Accessibility Assessment of UCCD premises, DET training, and development of action plans for accessibility enhancement have taken place in different universities and with varied outcomes. Action plans have been developed for enhancing disability inclusion of UCCD services with the support of two national experts and a guideline for physical accessibility assessment of existing facilities was also developed for use by the UCCDs. An important achievement in most universities is to have centers that are accessible and providing inclusive services for students. Some UCCDs were successful in having had University leadership support to make the required physical changes and new constructions initiated

enhancing accessibility for students with disabilities. However, this has not been possible is those where the assessment was done after the construction of the buildings, and it was felt this would require very expensive renovation works. Another achievement is having Certified National Facilitators in the universities who can do more capacity building for other UCCD staff and other University staff.

Management efficiency

The project had an arrangement in which ILO was a sub-grantee to AUC, with no direct communication or working relationship with the donor, USAID. There was no joint planning between AUC and ILO to develop a synchronized workplan for the entire project. As a result, there were frequent interruptions of many ILO activities because the UCCDs were often occupied or even overcome with other responsibilities. On the other hand, the project adopted a participatory approach through continually taking feedback from the UCCD staff, and ILO was supportive and responsive to partner needs

Prior to the start of LMI training in 2019, USAID AOR participated in a coordination conference at the ILO to launch the labor market training and studies component. The ILO strategy was considered during this meeting, and some agreements were made. As a result, there was interaction and communication with USAID. Additionally, the National Project Specialist at ILO and the Deputy Chief of Party for the UCCD consistently co-planned operational actions to coordinate LMI interventions and studies. This occurred at least annually and quarterly. Project Managers would receive agreements from the ILO from the DCOP, who would then provide the ILO with feedback and suggestions for improvement.

The project had a project manager responsible for one or more universities and still representing the AUC and ILO, and he/she was responsible for activities implementation. This ensured smooth communication; also helped in streamlining the communication with the university administration. ILO provided technical support to the project from 2 backstopping offices and provided technical support through a pool of experts in the field and manuals. Nonetheless, for some of the UCCD staff there was an apparent disintegration in the planning between the ILO component and the AUC component.

Efficiency of resource use

Resources were utilized efficiently with consideration for value for money with planned activities and budgets utilized according to approved plans. COVID-19 pandemic affected operational expenses resulting in savings as some activities were conducted virtually, thus cheaper. As well, working with student volunteers to support different aspects also contributed to some saving. The UCCDs financial resources were nevertheless inadequate for making the required changes to make the UCCD centres more inclusive. Besides, having two different targets of the project; one for ILO and one for AUC was overwhelming to the available UCCD staff.

Project impact and orientation to sustainability

The results of the intervention are to a large extent likely to have a long term, sustainable positive contribution to the SDGs 8 (Good Jobs and Economic Growth) and 4 (Quality Education) and relevant targets, both explicitly and implicitly. The UCCD staff are willing to make a real change and with the capacity building and coaching provided for the staff, in addition to available information resources (manuals). The project results may be considered sustainable. However, there are glitches that may depress the project sustainability: the unavailability of sufficient financial resources, the limited access to information/databases of students with disabilities to support them and the high turnover of the staff. On

their own, UCCDs should have action plans and clear strategies for the future with adequate resources for implementing and monitoring the strategy. As well, UCCDs should start to keep databases of their students who are prepared to enter the labor market.

Gender equality and non-discrimination
The project mainstreamed gender equality and non-discrimination in the project strategy and outcomes and resources were allocated and suitably utilized for applicable activities. Gender equality was maintained in different activities of the project even though more females are represented in UCCD staff, and the activities and services provided for students. While the gender parity in most of the universities is 60% males and 40% females, in a significant proportion of the centers there are 60% females and 40% males. Even so, there remains a gap in terms of distribution between males and females when it comes to certain jobs: more males are working in the engineering related fields than the females, who are mostly in the education and health sectors. Through the dialogue and partnerships with the employers, discussions were held around decent jobs and requirements of a decent job, which included gender inclusivity. This will also allow the graduates to receive decent job opportunities which are open to everyone irrespective of gender.

The DET, in addition to the Disability Inclusion Assessment, was a needed intervention to address the vulnerable groups of students with disability to access UCCD career services. The unavailable databases of disabled students in the universities, the limited support from some university leadership, and the expensive renovation of the buildings to be inclusive to disabled students hampered the success gender equality and non-discrimination efforts.

Implementation of the mid-term evaluation recommendations
Some of the midterm evaluation recommendations have been implemented; for instance, some UCCD staff had recommended changes in the LMI and DET trainings and ILO positively responded to the proposals. AUC also held a meeting with the ILO after the MTE to appraise the project progress which led to modification and updates to the implementation approach. More specifically, there was a modification around the employer roundtable. But other recommendations may not have been implemented because the findings and recommendations were not effectively disseminated. A project officer reported not to have heard of it, and that if there was any implementation, this may have happened at the level of senior project management.

Lessons Learned
1. The continuous process of learning and adaptation to challenges creates expertise on the ground with hands-on experiences. The challenges UCCDs faced, especially with regard to PWDs throughout the implementation made them better understand the difficulties and improved ways to overcome them.
2. Working with the MOHER LMO, a national state agency was critical for buy-in, dissemination and sustainability of the project ideas and objectives.
3. Increased awareness of accurate concepts regarding disability inclusion is the initial step in changing the mindset; knowledge sharing is a critical step to changing culture.

Good Practice
1. Sharing of information and experiences is a crucial step among all stakeholders, particularly from other mature organizations. The project facilitated a virtual tour to the US which was a good opportunity for

UCCD staff for exposure and to learn from their peers This was a rich resource for the UCCD intervention and for the future.

2. The virtual response to COVID-19 could be a channel to reach more employers, and other stakeholders in situations that need management approvals for face-to-face meetings as well as situation where employers are unavailable in place to attend in person.

3. The expanded partner approach used in designing the project brought together important stakeholders to make contributions. The round tables were a novel idea in Egypt where the University and employers' partnerships offered opportunities for students and staff, employment openings for students and the industry cultural awareness for academia. Traditionally, university-industry collaboration has mostly involved knowledge or technology transfer. This was innovative for the project, especially the choice of the universities.

Conclusions
Relevance, Coherence and Strategic Fit,
The project is coherent with Government's objectives, National Development Framework and beneficiaries' needs. It supports the outcomes outlined in ILO's CPOs and the SDGs. It also complements and fits with other on-going ILO programmes and projects in the country and been able to leverage the ILO contributions, through its comparative advantages/

Validity of Intervention Design
The project has been realistic in terms of expected outputs, outcomes, and impact given the time and resources available. The project targets, from the surveys, roundtables and DET trainings were also realistic and attainable although there was not factored in funds for implementing some of the recommendations of the accessibility assessment. The LMO was involved and was responsible for some coordination, participatory and for an extent supervision role.

While the structure of UCCDs was good, there were staff attrition and shortage of staff due to limited capacities at the universities and they were sometimes overwhelmed by other teaching tasks. Generally, the universities are short of staff and the government is not doing any more hires. The project had two separate components and not integrated ones: it was like two different projects, which some of the USSD staff found confusing.

Effectiveness:
Quite some achievements have been realized in the overall project objectives/outcomes with most activities carried out as planned, although Covid 19 affected some of these. For instance, the Training of Facilitators (ToF) for the Disability Equality Training (DET) had to be reorganized and conducted virtually with a less practically oriented focus. Nonetheless, the management and governance structure put in place may not have worked as anticipated. However, key stakeholders and partners, ILO and the donor were able to achieve project goals and objectives. The working relationship (esp. between ILO and AUC) and management approach was not the most collaborative and cooperative.

Efficiency of resource use
Resources (financial, human, technical support, etc.) were well allocated to achieve the project outputs, and specially outcomes The project was able to not only leverage resources to promote but realized some savings

Impact orientation and sustainability

The MOHE and UCCDs are likely to continue with most of the activities of the intervention which are likely to have a long term, sustainable positive contribution to the SDGs and relevant targets.

Gender equality and non-discrimination
To a large extent, the project has mainstreamed gender equality and the empowerment of persons with disability in the project strategy and outcomes and resources have been utilized on disability inclusion activities. The resources are nonetheless not sufficient to achieve the expected results.

Mid-term evaluation recommendations l
The project has addressed some of the mid-term evaluation recommendations including changes in the LMI and DET trainings that ILO positively responded to and there was a modification around the employer roundtable.

Recommendations

1. The UCCD needs more follow-up visits from the consultants and coaching sessions to give the UCCD staff more support to effectively integrate the inclusiveness of UCCD in all activities.

Responsible	Priority	Time Implication	Level of resources required
ILO	High	Short-term - Sept – December 2022	Medium

2. Target more employers for the DET training and conduct DET training by UCCDs for employers they partnered with.

Responsible	Priority	Time Implication	Level of resources required
UCCDs	High	Short-term - Sept – December 2022	Medium

3. Develop clear indicators for measuring the implementation of the Inclusion Action Plans and consider the timing of the activities to be more inclusive through building the capacity of the staff first than to start providing the services.

Responsible	Priority	Time Implication	Level of resources required
UCCDs	Medium	Short-term - Oct – Jan 2023	Low

4. The development of accurate databases for employers, students and graduates could be a future strategic step for the MOHE and ILO so more representative nationwide studies could be done.

Responsible	Priority	Time Implication	Level of resources required
UCCDs/LOM and ILO	High	Short-term - Sept – December 2022	Medium

5. The certification step came too early thus it would be better to allow the UCCD staff more opportunities to facilitate DETs and get advice preferably from their master trainers before they are officially certified.

Responsible	Priority	Time Implication	Level of resources required
AUC/UCCDs	Medium	Mid-term – Dec 2022 – Jan 2023	High

6. Repeating Study tours to the US for UCCD staff (in person) would be a future step for sharing experiences, more development and exploring the other model of working.

Responsible	Priority	Time Implication	Level of resources required
AUC	Medium	Long-term - Dec 2022 – Dec 2023	High

7. Have a common TOC for all project components and empower UCCD staff in the planning process to integrate all activities.

Responsible	Priority	Time Implication	Level of resources required
AUC	Medium	Mid-term - Sept – December 2022	Low

8. Future ILO projects should include trade union representation to enhance sound relations between employers and workers.

Responsible	Priority	Time Implication	Level of resources required
ILO	High	Mid-term - Sept – December 2022	Low

9. Improve the working relationship and management approach between ILO and AUC which was not the most collaborative and cooperative, through better management of the partnership by creating a shared partnership vision and roadmap founded on a transparent and effective communication.

Responsible	Priority	Time Implication	Level of resources required
ILO and AUC	High	Mid-term - Sept – December 2022	Low

1. Project background

In Egypt as in other countries, there is an important misalignment between the skills of the workforce and the actual (and future) needs of the economy. Part of the problem lies in the lack of appropriate information, or distorted perceptions, with the realities of the economy and of the labour market, that lead to poor choices being made in educational and professional career paths, in particular with regard to transitions from education to the world of work.

The University Centers for Career Development (UCCD) Project is a USAID-funded project managed by the American University in Cairo. It aims to establish 20 sustainable UCCDs in 12 Egyptian public universities in Upper Egypt, Delta and Greater Cairo over a four-year duration. The International Labour Organization has partnered with AUC aiming to enhance the capacity of already running UCCDs, increase the inclusiveness of UCCD services for students with disabilities and support the collection, analysis, and dissemination of quantitative and qualitative labour market information relevant for career guidance and counselling.

The International Labour Organization's contribution focused on three main areas:
1) Building capacity of UCCD staff on collecting, analysing, and disseminating labour market information.
2) Supporting the regular conduct of university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs, and recruitment needs.
3) Enhancing the inclusiveness of UCCD services for students with disabilities.

In terms of staffing, the project team of 2; the national project coordinator and a national project officer joined in June 2018 (9 months after its official start date) led by the ILO Cairo's project back-stopper (the Employment specialist for North Africa) and the National Project Coordinator.

Project alignment with the ILO Programme and Budget and SDGs

This project contributed to the ILO Programme & Budget (P&B) 2018-19[1], Outcome 1: Employment Promotion, Outcome 2: Skills Development in addition to the ILO P&B 2020-21, Outcome 5: Skills and lifelong learning to facilitate access and transition in the labour market, as well as the cross-cutting issues of disability inclusion and gender equality.

This project will also contribute to a number of Sustainable Development Goals (2015-2030), most prominently SDG 4 and 8. It specifically aligns with and serves SDGs 8 (Good Jobs and Economic Growth) and 4 (Quality Education).

Funding

The University Centers for Career Development (UCCD) Project is a USAID-funded project managed by the American University in Cairo. ILO, was a sub-grantee to the project (the ILO component) whose contracting and funding agency was AUC.

The project had a budget of USD 2,224,619.00 and was planned to start in September, 2017 although it actually started in June, 2018.

Project Implementation

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[1] The ILO Programme and Budget (P&B) of the Organization sets out the strategic objectives and expected outcomes for the Organization's work and is approved every two years by the International Labour Conference. The P &B specifies the strategies the ILO will implement to achieve results over the biennium, alongside the capacities and the resources required to deliver those results. The ILO's biennial programme of work is delivered in member States mainly through Decent Work Country Programmes (DWCP) and through Development Cooperation programmes

The critical project milestones include capacity building of UCCD staff on collecting, analyzing and disseminating labour market information which has seen the development of a report on the Labour market and a brochure on Labour Market Information for Education and Career Guidance and the training of UCCD Staff. Likewise, two officials from Ministry of Higher Education Labour Market Observatory (MoHE LMO) have been trained on LMI and enterprise surveys implementation to support UCCDs in collecting, analysing and disseminating LMI.

The other milestone is the support the regularly conduct university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs and recruitment needs. The project has so far conducted 1 tracer study, 42 enterprise surveys, developed 1 IT tool for online survey administration which is being used, supported 47 enterprise roundtables, tested and adapted 1 tracer study for Egyptian universities and tested and adapted 1 guide on enterprise surveys for UCCDs.

Enhancing the inclusiveness of UCCD services for students with disabilities is the other milestone where the project has managed to conduct 18 Accessibility Assessment and produce 18 reports, train 24 people on the DET facilitation approach and certified 10 DET facilitators. Additionally, 836 students and university staff have been reached through DET sessions and 18 Actions plans developed and are being implemented

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. This project has been subjected to a Mid-term internal evaluation and the current final independent evaluation as per ILO evaluation policy and procedures.

ILO applies the evaluation criteria established by the OECD/DAC Evaluation Quality Standard[2]; and the UNEG Code of Conduct for Evaluation in the UN System[3].

2.1. Purposes, scope, and clients of evaluation
a. Assess the relevance and coherence of project's design regarding country needs and how the project is perceived and valued by the target groups.
b. Identify the contributions of the project to, the SDGs, the countries UNDAF, the ILO objectives and Country Programme Outcomes and its synergy with other projects and programs
c. Analyse the implementation strategies of the project with regard to their potential effectiveness in achieving the project outcomes and impact, 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. Asses the implementation efficiency of the project.
f. Review the strategies for outcomes' sustainability and orientation to impact.
g. Identify lessons and potential good practices for the key stakeholders.

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[2]http://www.oecd.org/dac/evaluation/qualitystandardsfordevelopmentevaluation.htm
[3]http://www.unevaluation.org/document/detail/100

h. Provide strategic recommendations for the different key stakeholders to strengthen the sustainability of project outcomes and for similar interventions in Egypt and in similar contexts.

The final evaluation covers the project duration from June 2018 to June 2022. The geographical analysis covers activities conducted in the project's target operating universities: Ain Shams, Alexandria, Mansoura, Menoufia, Sadat, Zagazig, Aswan, Beni Suef, Minya, Sohag, Tanta.

The evaluation discusses how the project has addressed its main issues and the ILO cross-cutting themes that includes gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability.

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

The primary clients of the evaluation are the ILO constituents. These include UCCD staff in 18 operating centres in 11 Egyptian public universities and officials of MoHE Labour Market Observatory (LMO). Other relevant clients are the donor AUC/ USAID and ILO (i.e. Country Office Cairo, Decent Work team Cairo, and HQ Skills).

2.2. Review Criteria and Key Evaluation Questions

a) Review criteria

The evaluation addresses the overall ILO evaluation concerns such as relevance, effectiveness, efficiency, sustainability and impact as defined in the ILO Policy Guidelines for results-based evaluation, 2020:

(https://www.ilo.org/wcmsp5/groups/public/---ed_mas/-- eval/documents/publication/wcms_571339.pdf)

The review addresses the following ILO evaluation concerns;
• Relevance, coherence and strategic fit of the project.
• Validity of the project design.
• Project effectiveness.
• Efficiency of resource use.
• Sustainability of project outcomes.
• Impact orientation.
• Cross cutting issues

b) Key Evaluation Questions

The evaluator examines the following key issues:

a) Relevance, coherence and strategic fit,
• Is the project coherent with the Governments objectives, National Development Framework, beneficiaries' needs, and does it support the outcomes outlined in ILO's CPOs as well as the SDGs?
• How does the project complement and fit with other on-going ILO programmes and projects in the countries?
• Has the project been able to leverage the ILO contributions, through its comparative advantages (including tripartism, international labour standards, etc.)?

b) Validity of intervention design
• Has the   project been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available, including performance and its M&E system, knowledge sharing and communication strategy?
• To what extent has the project integrated ILO cross cutting themes in the design: gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability?

- Has the project a Theory of change been comprehensive, integrate external factors and is based on systemic analysis?
- Has the project reflected participation of the three ILO constituents in its design and implementation?

c) Effectiveness:

- What progress has been made towards achieving the overall project objectives/outcomes?
- 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?
- Assess how contextual and institutional risks and positive external to the project factors have been managed by the project management?
- To what extent has the project integrated ILO cross cutting themes in the project strategy and mainstreaming in results (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?
- To what extent has the COVID-19 Pandemic influenced project results and effectiveness and how the project has addressed this influence?
- Does the (adapted) intervention model used/to be used in the project suggest an intervention model for similar crisis response?

d) Efficiency of resource use

- Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes?
- How efficient was the Project in utilizing project resources to deliver the planned results?
- To what extent did the project leverage resources to promote gender equality and non-discrimination; and inclusion of people with disability?

e) Impact orientation and sustainability

- To which extent the results of the intervention likely to have a long term, sustainable positive contribution to the SDG and relevant targets (explicitly or implicitly)?
- Has the project developed and implement an effective exit strategy? Does the exit strategy mainstreamed ILO crosscutting themes (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?
- How has the sustainability approach of the project been affected by the Covid19 situation in context of the national responses?

f) Gender equality and non-discrimination

- To what extent the project mainstreamed gender equality and women's empowerment in the project strategy and outcomes?
- Has the use of resources on women's empowerment activities been sufficient to achieve the expected results?
- To what extent has the project M&E strategy supported project decision making related to gender?
- To what extent has the project addressed other vulnerable groups, including people living with disabilities and how this is reflected in project strategy and outcomes?

g) General

- How has the project addressed the mid-term evaluation recommendations?

3. Evaluation Methodology

3.1 The Evaluation Approach

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

In particular, this evaluation followed the ILO policy guidelines for results-based evaluation; and the ILO EVAL Policy Guidelines Checklist 3 "Preparing the inception report"; Checklist 4 "Validating methodologies"; Checklist 5 "Preparing the evaluation report" and Checklist "6 Rating the quality of evaluation report" and ILO EVAL guidelines on operating under the COVID 19 situation (see limitations subsection below).

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

The methodology was participatory and included a mix-methods approach, with analysis of both quantitative (secondary) and qualitative (primary) data. It also captures the intervention's contributions to the achievement of expected and unexpected outcomes.

The evaluation was conducted by an international consultant with and a national consultant. However, the international consultant could not conduct field visits to the project sites since Egypt existing policies, rules and regulations did not permit physical visits the universities to interact with the stakeholders. This was discussed and agreed at the inception phase of the evaluation.

Despite these constraints the international consultant had an appropriate chance to meet ILO teams, local and international, USAID Staff, AUC senior staff, a couple of field project managers, DET trainers, and Inclusion Assessment consultants, Roundtable consultant, Tracer study consultant in addition to leading on the validation workshop with different stakeholders from UCCDs, AUC, ILO and Consultants listening well to their voluntary inputs translated into English. The team of evaluators also sought to answer the evaluation questions through desk review of the project documentation, bilateral consultations, and a workshop to synthesize the views of the stakeholders on the project in the different evaluation criteria. The evaluation team was supported by the project team.

3.2 The Evaluation Design

The consultants employed a descriptive cross- sectional, collaborative and participatory approach using mostly qualitative methods. They assessed the overall effects of the intervention – intended and unintended, long-term and short-term, positive and negative; together with the project's targets and its strengths and weaknesses.

The evaluation data was collected through a desk review, site visit consultations and virtual consultations with, implementing partners, beneficiaries, the donor, ILO and other key stakeholders. Consultations with relevant ILO units and officials in Geneva, Cairo, and Addis Ababa was also done. Triangulation of sources and techniques will be central.

The Evaluation was carried out through three key approaches: a theory-based evaluation approach, a process evaluation approach and an impact evaluation approach.

Theory-based evaluation: This entailed elaborating and testing the project theory of change through a structured contribution analysis to assess the contribution the intervention is making to change. Working within the project logic, the focus was on activities carried out thus far, and with attention to the targets, so as to exploit their contribution to longer term desired outcomes and sustainable change. The contribution analysis also allowed an assessment of other non-project explanations for change to investigate the extent to which project activities have contributed to observed change.

Process evaluation: The evaluators conducted a process evaluation to assess the project delivery. This included;
a) Content evaluation to assess what it is the project has delivered, compared to what it meant to deliver as set out in the original planning documentation;

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

The process evaluation therefore helped assess the project effectiveness and efficiency.

To assess the project effectiveness, the evaluators first conducted an assessment of the progress made towards the achievement of results at the output and outcome levels through analysis of the status of programme/activity implementation comparing the targeted status and the actual status through information obtained from the project documents and KIIs. Secondly, the evaluators analysed the extent to which the outputs and outcomes represent progress towards the project's expected outputs, outcomes, indicators, and targets as stated in its results framework. The evaluators also assessed the quality of the outcomes, the critical factors contributing to or hindering the project's contribution to expected outcomes, particularly where there are no identified changes.

The analysis included establishing the variances between the actual performance and the summative targets, using the data collected from secondary sources. The evaluators also required to establish the project's contribution to the outcomes through the lens of both thematic work and programme strategies. The review thus interrogated the extent to which the project outputs and outcomes (planned and unplanned) were implemented within the scheduled time. Where the implementation targets were not achieved, the review sought to find out the major factors influencing the achievement or non-achievement of the expected results (considering any factors which were possibly beyond the control of the project). The efficiency component of the process evaluation focused more on value for money by assessing whether the project resources (budget, assets, and staff) were used efficiently in relation to the planned activities, outputs and outcome. Did any issues emerge, if so which ones and why? The evaluators interrogated what has facilitated and/or hampered efficiency, if anything. For instance, were inputs and strategies realistic,

appropriate and adequate to achieve the outputs and outcomes? how well have inputs been managed? how well have activities been implemented? to what extent have planned outputs been achieved? have there been unintended outputs? is the quality of outputs satisfactory? is the project being managed as planned? If not, what challenges have been encountered and how are they addressed?

Analysis of changes at outcome/Impact level: This helped establish any changes at outcome level that may be explicitly identified as the contribution of the project. Baseline information (situation) prior to program implementation available and the mid-term evaluation data were compared to the end of project data (situation). Unlike general evaluations, which can answer many types of questions, here the analysis was structured around one particular type of question: What is the impact (or likely causal effect) of the project on the outcomes of interest? the "*so what*?" question. This basic question incorporated an important contribution dimension: the potential impact of the project, that is, the effect on outcomes that the project has so far directly contributed to broadly speaking, this aspect of the evaluation addressed the cause-and-effect questions. These examined any outcomes and assessed what difference the intervention has made in outcomes.

3.3 The Evaluation Phases

The key steps comprised,

1. Inception meetings were held with the evaluation manager and key project team

2. Desk review of all relevant documents continued and preparation of an inception report, including the methodology was the result of this step. The desk review involved going through the following information sources:
    - Project documents (logframe, budget, implementation plan, etc.)
    - Progress reports and outputs
    - Research and studies conducted by the Project
    - Project finance documents and records
    - All other relevant document from the project

3. Carrying out consultations with key stakeholders and the donor:
    - Project team and backstopping specialists.
    - UCCD relevant staff and their project managers in selected universities
    - Head of MoHE LMO
    - Consultants and Experts who worked with the project
    - Employers
    - USAID and AUC

4. Field In-depth interviews: The Evaluation team met project beneficiaries' men and women to undertake more in-depth reviews on the project work and results. The selection of the field visit locations (institutions) was based on the aforementioned criteria as defined by the evaluation team at the inception phase.

5. A workshop with key stakeholders (face-to-face) to discuss the preliminary finding, recommendations, lessons and good practices

6. Develop a draft report based on data collection and the stakeholders'' workshop outcomes
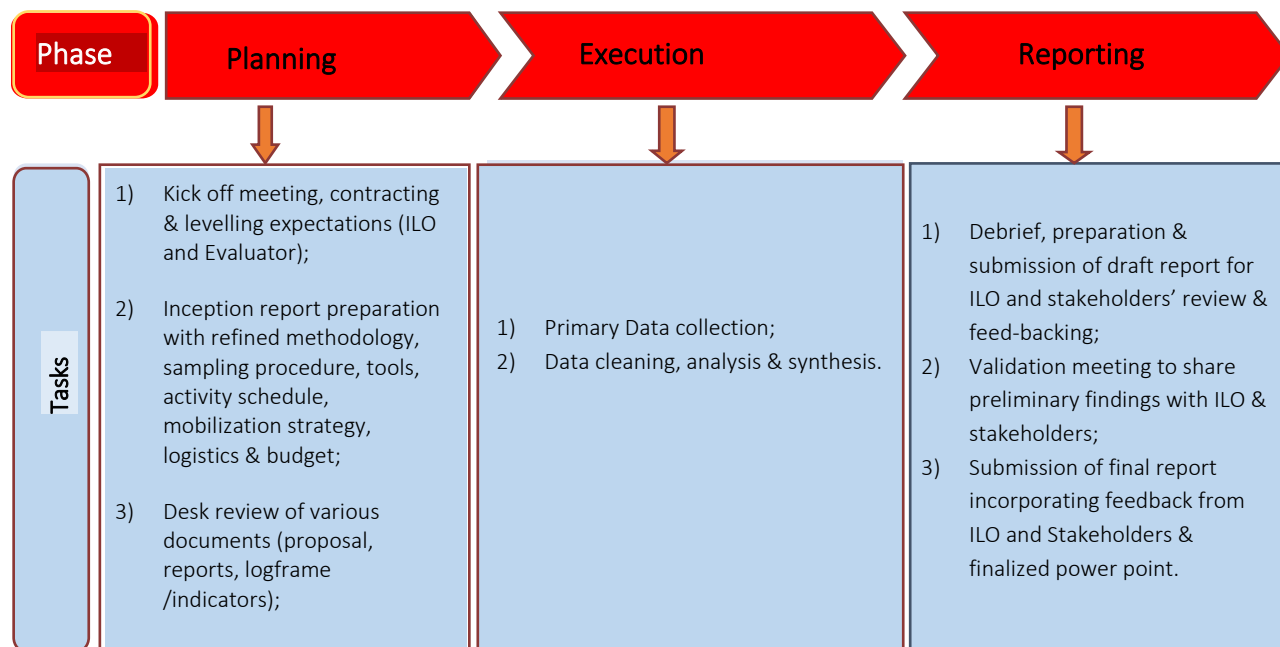
7. Final evaluation report.

The Evaluation Phases

The evaluation approach entailed detailed planning, a consultative and participatory approach, working hand-in-hand with the evaluation manager, the project team and continuous communication and feedback throughout the evaluation process.

A three-phase evaluation process was adopted. First, the evaluators held a kick-off meeting with the evaluation manager to agree on the nature, scope and thematic areas of focus of the exercise. The objectives of the meeting were to be provided with the secondary documents on the project, to firm up the work plan, timelines and deliverables and to explain and agree on the objectives of the assignment.

The execution of the phases followed the approved plan agreed by the evaluators and ILO during the inception meetings. The evaluators documented and reported the implementation of the different work streams as part of an accountability commitment.

The delivery and completion strategy included a debrief, validation and review of draft reports after consolidating feedback from all key stakeholders.

Phase	Planning	Execution	Reporting
Tasks	1) Kick off meeting, contracting & levelling expectations (ILO and Evaluator); 2) Inception report preparation with refined methodology, sampling procedure, tools, activity schedule, mobilization strategy, logistics & budget; 3) Desk review of various documents (proposal, reports, logframe /indicators);	1) Primary Data collection; 2) Data cleaning, analysis & synthesis.	1) Debrief, preparation & submission of draft report for ILO and stakeholders' review & feed-backing; 2) Validation meeting to share preliminary findings with ILO & stakeholders; 3) Submission of final report incorporating feedback from ILO and Stakeholders & finalized power point.

3.4 Data collection Techniques/Methodologies and Tools

Considering the data already available, the evaluators reviewed the existing data to avoid overlapping in the data already collected by ILO in the field. The evaluators applied a variety of data collection techniques – desk review, meetings with stakeholders (KIIs and FGDs), as applicable.

Country specific restrictions made it difficult for the international consultant to physically visit the institutions thus the data collection methodology was in some instances remote/virtual especially for the lead consultant. The remote/virtual data collection entailed using various methods and tools e.g. Ms Teams/Zoom to have a personal touch with the project stakeholders.

Documents Review

To inform the design of the data collection tools and to assess how the project was implemented as designed, the evaluators conducted a desk review of Project documents (logframe, budget, implementation plan, etc.), Progress reports and outputs, Research and studies conducted by the Project, Project finance documents and records, and other relevant documents from the project. Relevant documents were made available by the Project CTA, in coordination with the evaluation manager, at the start of the evaluation. Reviewing literature and documents helped illuminate the problem addressed by the project, the underlying assumptions, the design and how it sought to address the gaps and/or needs of the targeted beneficiaries, etc.

The relevant literature and existing project documents built into primary information from the meetings and interviews with key stakeholders. Reviewing literature and documents illuminated the problem addressed by the project, the underlying assumptions, the design and how it sought to address the gaps and/or needs of the targeted beneficiaries.

An Inception Report was the product of the desk review phase that operationalized the ToRs and had to be approved by the Evaluation Manager. It covered the project background and materials, key evaluation questions, detailed work plan, list of stakeholders to be interviewed, outline of the stakeholders' workshop and of the final report, and all data collection tools following EVAL Checklist 3 (see Annex 1).

Key Informant Interviews

Qualitative data was collected through Key informant interviews (KIIs) with internal and external project stakeholders. The evaluators carried out group and/or individual discussions with project staff. The evaluators also interviewed project staff of other ILO projects, and ILO staff responsible for financial, administrative and technical backstopping of the project. The evaluators interviewed ILO staff, the backstopping specialists, UCCD relevant staff and their project managers in selected universities, Head of MoHE LMO, Consultants and Experts who worked with the project, students, employers and AUC as the main implementer and the Donor. KIIs with these respondents focused on the relevance and appropriateness of the project activities given the context in the project zones. The Evaluation team leader received a list of key stakeholders from the Project manager.

All KIIs were conducted using interview guides developed based on the evaluation questions and tailored to interviewees' role vis-à-vis project implementation. KIIs with internal project stakeholders for instance focused on the degree to which the project was implemented in line with the project strategy, challenges faced during project implementation, and best practices developed, and lessons learned during project implementation.

3.5 Sampling

The sample size was determined in consultation with ILO after which the individual beneficiaries' sample was randomly picked from the list provided by the project team. The evaluators ensured that opinions and perceptions of all groups were equally reflected in the interviews. With regard to internal and external key informants, the evaluators purposively selected the individuals to be interviewed based on the nature of their collaboration with the project.

3.5.1 The Sampling Procedure

The consultants employed a judgmental sampling approach. This technique was preferred since there was diversity among categories of respondents in terms of their attributes. Judgmental sampling is most effective in situations where there are only a restricted number of people in a population with qualities perceived to be desirable for the study. This is a form of non-probability sampling in which only those individuals with adequate information on the project, are reachable and willing to participate in the study are included in the sampling framework.

The consultants therefore picked key informants purposively; only those with adequate knowledge about the project implementation, which would permit an in-depth analysis as possible, were selected. The sample size was determined in consultation with ILO. In this case, since the consultants collected data, as influenced by the project theory of change, with most of the inputs, outputs and outcomes not directly quantified, the number of interviewees depended on the quality of information obtained. The evaluator ensured that opinions and perceptions of all groups were equally reflected in the interviews and that gender-specific questions were included.

3.5.2 Sample frame

Respondent category	Approach	Reached
ILO staff (Country Office Cairo)	KII	2
ILO staff (Decent Work Team Cairo (DWT Cairo)	KII	1
ILO staff (HQ Skills)	KII	2
Trained UCCD staff	6 FGD (5 mixed gender)	37
Students	5 FGDs (4 mixed gender)	24
Project managers in selected Universities	KII	5
Ministry of Higher Education and Scientific Research (MoHESR) Labour Market Observatory (LMO)	KII	3
DET Facilitators (Including the National Facilitator)	KII	2
Disability Accessibility assessment consultants	KII	2
Tracer Study, ESS, and RT consultants	KII	2
Employers	4 FGDs (3 mixed)	17
Donor USAID	KII	1
AUC Senior Staff	KII	3
Trained University and community staff on DET	KII	2
Total		**103**

3.6 Data Analysis

Data collected during interviews were consolidated and entered into question-and-answer matrices at the conclusion of data collection in the field. The evaluators then reviewed the data, identified and coded

themes. Open-ended responses from key informant interviews, literature, and program documents reviewed were recorded appropriately for further processing. The qualitative data was transcribed in line with the evaluation objectives, scope, and questions. Data items with similarities in themes, certainty, and according to objectives and emerging themes were identified. The content analysis was augmented with constant comparative analysis. The information from the different sources was integrated using question by method matrices to facilitate comparisons and to identify common trends and themes.

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

3.6 Report Writing Phase

The Validation Workshop

A stakeholders' workshop was organized to discuss initial findings and complete data gaps with key stakeholders, ILO staff and representatives of the development partners. The objective of this workshop was to validate and refine the data and findings by the relevant project team and stakeholders. This exercise was critical to review the initial findings and provide comments/feedback to further improve the report.

Based on the documents reviewed, inputs from discussions and interviews with key stakeholders, the evaluators drafted the evaluation report. The draft report is sent to the Evaluation Manager for a methodological review, and then to be shared with key stakeholders for their inputs/comments.

The Evaluation Manager then consolidates all comments including methodological comments and will then share them with the Evaluators for consideration in finalizing the report.

The Evaluators finalizes the report, taking into consideration the stakeholder comments and submit the final version for approval of EVAL.

Once finalised this process, the evaluation report will be shared by ILO/EVAL through ILO Country Office with all stakeholders and make publicly available in ILO/EVAL website . It is expected that these individuals will be ready and receptive to recommendations, since the evaluation process will be participatory, incorporating their priorities and interests.

3.7 Limitations

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

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

Another limitation was the slow participation rate as respondent reach was subject to their availability, but all efforts to reach potential respondents was made through repeated calls. While employers in Mansours UCCD and one field project manager in AUC were missed, ultimately, over 99% of the target respondents were reached.

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

Nonetheless, these limitations do not invalidate the evaluation for the mitigation measures taken and the variant stakeholders met in person and virtually by the international consultant. This is in addition to the validation workshop which had appropriate representation from different UCCDs and other stakeholders speaking openly and voluntary confirming their key results that added more contextual nuances to the project implementation based on their varied experiences.

4.0 Findings

4.1 Relevance, coherence, and strategic fit

The ILO component is very well aligned to the development objectives of the Government of Egypt specifically to Egypt's vision 2030. It also supports the Strategic Objectives of Economic Development (SOED) and Improving Employability of Egypt's Sustainable Development Strategy (SDS) 2030. Skills development is one of the areas where ILO currently has a strong focus. It aligns with the third objective of MoHESR's strategy and directly supports the mandate of MoHESR's LMO. The MoHESR has set up an LMO in 2015 "to provide the Ministry with regular labour market information and feedback on the quality of education provided by public universities." The focus of the ILO component on LMI, and its collaboration with LMO therefore directly respond to the needs and mandate of the needs of MoHESR. The component has a strong emphasis on inclusion of SWDs is in line with both Egypt's and MoHESR's efforts to improve the inclusion of Persons with Disabilities (PWDs). It is connected to and serves the mandate and role of the UCCDs by enhancing their capacity to offer students and graduates with suitable career advice and guidance. The component also directly supports ILO DWT/CO Cairo Country Programme Outcome (CPO) 103. Its clear focus on inclusion of SWDs additionally buttresses its alignment with Outcome 103.

The ILO component falls under ILO Programme and Budget (P&B) 2020-2022 Outcome 5 and also aligns with and serves SDGs 8 (Good Jobs and Economic Growth) and 4 (Quality Education). It compliments ILO's work with the Central Agency for Public Mobilization and Statistics (CAPMAS) and cooperates with ILO's ongoing projects with a focus on skills development of PWDs, while it also draws on the expertise and backstopping of ILO in both Cairo and Geneva. The project, with its emphasis on tracer studies of university graduates, and through partnership with the Central Agency for Public Mobilization and Statistics compliments ILO's work with CAPMAS.

The project fits and complements other ILO projects; the youth employment and skills development projects and properly fits ILO's mandate to seal the gap between labour supply and demand labor market information is a key ILO mandate. It also seeks to guarantee better and decent employment and employability of the graduates, another key mandate of ILO.

Similarly focusing on disability inclusion and employment opportunities for the youth. The DET was a tangible response to UCCD staff needs since it provides physical, informational, and social accessibility. The awareness training was highly relevant to the needs of the UCCD staff to be able to adopt for the inclusion of students with disabilities because it changed the minds and created bonds among staff and students. The training provided to UCCD staff was aimed to ensure that the UCCD services are inclusive in addition thus the UCCD staff had the right knowledge on treatment of students with disabilities and relieving any misconceptions. However, since some of the UCCDs were already constructed, physical inclusion was a challenge (expensive). Nevertheless, those that were not completely constructed had an opportunity for physical preparation to be inclusive for students with disability. The TOF provided for selected staff from the UCCD to be certified facilitators to conduct training on disability.

The career centre is a concept not familiar to most academic professors and Public Universities; most had an ad hoc entrepreneurship centre and a career centre in one or two universities. The Enterprise Surveys

and Employers' Roundtables were thus an important instrument to help them identify labour market needs. This would, then, enable them to design and offer appropriate training packages to students at third and fourth year of universities to help them better engage in the labour market, besides identify training/internship opportunities for the students. The universities lacked information on the labour market and therefore were unable to provide sound career guidance; LMI studies were thus an opportunity for to better understand the labour market. The current studies conducted through the project were nonetheless basic in nature and cannot adequately represent the whole Egyptian community of university graduates. While the studies remain a good start to shed light on the gap between the labor market needs and university graduates' skills, they cannot be relied on to develop new national policies or legislations. The sample of the interviewed students or employers was too small to be relevant to whole the population and to provide a comprehensive accurate understanding of the current situation. There was limited availability of updated databases of graduates and a difference in scope of employers in different governorates. For examples he employers in Sohag are different from the employers in Sharkia in terms of business.

The LMI is well connected with the government's vision at the policy level while the roundtables were very good in networking the academia and business. These provided a good entry point for businesses and employers into public universities and provided networking and interaction opportunity for universities with employers. These also helped to build relations with the business and to decrease gaps between graduates and labor market needs. These brought to light the emergent needs such as supply chain and digital marketing. Through their participation in roundtables and surveys, UCCD staff got to understand the way of thinking of employers and the skills that the employers required.

4.2 Validity of intervention design

The project was realistic in its expected outputs and outcomes, even though some action? plans were not. The time and financial resources were not, for instance, realistic to achieve the aims of the inclusion of SWDs component. This requires more time and substantial financial resources. The UCCD staff provided overly ambitious action plans aimed at making the UCCDs accessible, however these plans could not be achieved due to limited capacity and resources. Nonetheless, further follow up with UCCD and coaching transformed some of the action plans to realistic targets that saw some of the UCCDs become more accessible than before, even if they did not achieve all the required standards.

The ILO component mainstreams gender equality as a cross-cutting theme, even though it is not obviously specified in the project design. The component to some extent also integrates ILO's crosscutting issue of non-discrimination as seen in the strong focus on inclusion of students with disabilities in the UCCD activities. The component works directly and closely with tripartite constituents; employers especially in the roundtables and enterprise survey and the government through the MOHE in the LMI activities. Even so, the direct engagement with the third constituent (labour unions) is not explicit.

The evaluation noted that there is no explicit Theory of Change included in the sub-agreement between AUC and ILO. This is lacking in the entire UCCD project and for the ILO component. The ILO project management are thus unable to have a clear and reflective discussion on the project's ToC. Even so, a lucid analysis of the project documents feedback of stakeholders' representatives on the project outputs and outcomes suggest a rational design of the component. Explicit connections between the various groups of outputs and the

matching outcome can be deciphered. It is clear that the eventual outcome of the project is the enhancing of the employability of university graduates by increasing the capacity of the component's direct beneficiaries (UCCDs and MoHESR LMO). Ideally, this would evidently contribute to this outcome. The degree to which external, institutional factors have been taken into consideration in the design stage of the project remains unclear. The various assumptions and external risks to the project success such as the availability of and access to reliable information in Egypt, and cooperation of universities' management while critical challenges that the component faced, and continues to, were not considered in the design.

The project target outputs, from the surveys, roundtables and DET trainings were also realistic and attainable even though some UCCD staff had very short notice before activities took place which usually put them in difficult situations to coordinated among different project components and availability of the staff.

The training and certifying of facilitators were realistic but there were some technical barriers regarding change of mindset among UCCD staff. It was not easy to have a mental shift from the teacher to facilitator mentality. Additionally, the staff were required to use DET training manual without sufficient guidance to create their own schedule and sequence of sessions instead of the ready-made one. DET training contributed much in improving the awareness of the UCCD staff on students with disabilities rights, capabilities, practical ways to identify their needs and help them without embarrassment, but implementing the action plans is difficult because enhancing disability inclusion requires quite hard investments to make equipping the facilities properly.

The project was designed and succeeded in building the capacities of UCCD staff in LMI use, conducting enterprise skills surveys and tracer studies. These, besides the lack of career education approach in the Egyptian education system from high schools to university students, were the gaps the project was designed to address. A revision was made to the second outcome of the component with a view to support UCCDs carry out annual university-level tracer studies. Nonetheless, neither the universities, nor MoHESR, nor CAPMAS had any valid data bases for this purpose. An extensive tracer study would provide an opportunity to produce data that is useful for Egypt in general, thus support MoHESR in enunciating its national higher education policy. The limiting factors were thus mainly the unavailable databases for graduates, and the universities lacking any graduate tracing systems. On the other hand, CAPMAs data base for employers were irrelevant and outdated. Nonetheless, these activities remained important and added value by providing UCCDs with updated information on the local labour market skills requirements. This has enabled them to provide students and graduates with appropriate career advice.

Although the LMO was involved from the start of the project, the turnover of their staff made the latest staff to be engaged in the middle of the project. They had some coordination, participatory, and to some extent, supervision role. They launched a central unit for following up the work of UCCD in the universities, according to the general policy and strategy of MOHE to provide technical support and supervision role for the UCCDs.

The structure of UCCDs was good although most of the time there were staff attrition and shortage of staff due to limited capacities at the universities. The high turn-over was because they found better career opportunities in terms of higher financial rewards and lower levels of workload. There are also reports of

staff being sometimes overwhelmed by other teaching tasks. In a nutshell, there is an overall shortage of university staff, since the hiring process in the universities is slow and complex, while the capacity of the hired staff to join the UCCDs is limited. Some centres thus did not have adequate staff; the universities are generally short of staff and the government is not doing any more hires, an issue that is outside the control of the project.

The project had a project manager responsible for one or more university and mainly representing the AUC while liaising with ILO for activities implementation. Having one project manager ensured smooth communication; also helped in streamlining the communication with the university administration. ILO provided technical support to the project from 2 backstopping offices and also provided technical support through a pool of experts in the field and manuals.

Although there was an apparent disintegration in the planning between the ILO component and the AUC component, the all-encompassing UCCD organogram in addition to the harmonization role of the Project Manager were effective in communication with ILO, AUC, and the universities. A project stakeholder reached during the evaluation averred that, "*the project had two separate components and not integrated ones. It was like two different projects*." The structure of the UCCD is fine but they are not autonomous units since they are located within the university that has its own structures and system. Any proposed policy change has to be done through the administration and the UCCD staff can only advise.

The only element of tripartism in the project was the fact that some employers are UCCD staff with no official representation of trade unions. Still, some of UCCD staff are members in trade unions. Other community organizations, local government officials and federations such as the Chamber of commerce were also invited to project activities, specifically the round tables. Future ILO projects should include trade union representation to enhance sound relations between employers and workers through the promotion and protection of freedom of association, collective bargaining agreements and dispute resolution.

The AUC is one of the most prestigious universities in the middle east while the ILO is a respectable organization of the UN thus having the two big entities eased the project entry. The universities are a good point to access the students and build the capacity of the UCCDs and that the project involved academia, people who have been around the world, seen things, how things work and understand the value of the project. The UCCDs were thus a good entry point to reach the beneficiaries and for making sure that they enter the labour market. Similarly, the Ministry of Higher Education as a partner was also a good choice to enable sustainability of the project outcomes.

4.3 Effectiveness

The project made some positive progress and achieved a great deal of the overall project objectives and outcomes. This was made possible by the solid management and governance structure put in place that worked strategically with all key stakeholders and partners, ILO and the donor to achieve project goals and objectives.

On the other hand, there were certain contextual and institutional threats external to the project despite the positive factors. These were sufficiently managed by the project management in ways that saw project still achieve most of the planned objectives. The UCCDs for instance achieved almost all of their target

outputs and outcomes on time except for delays because of COVID-19. However, some activities were conducted in a hurry due to short time available. For instance, more than one roundtable was conducted in one quarter or conducting two enterprise skills surveys in less than 9 months. Even so, the response to COVID-19 was rapid and UCCD centers largely transitioned to virtual platforms and when needed, they supported the students with internet packages.

The project planned 40 capacity building workshops for UCCD staff (2 per centre) on collecting, analysing and disseminating LMI and managed 42 by the end of the project. The capacity building program on collecting, analyzing and disseminating LMI was thus effective given the time constraint, overwhelmed staff, and COVID-19. More workshops and refreshers were conducted by ILO to make sure UCCD staff are capable of analyzing and disseminating LMI. It was planned that 1 UCCD staff per university, 1 MoHE LMO staff, 1 ILO staff participate in study tour to the US although up to 17 stakeholders participated in a virtual tour which was a good opportunity to be exposed to some mature peers from US. At least 5 MoHE LMO staff benefited from ILO capacity building activities when only 2 were initially planned to benefit. As a result, MoHE LMO was supportive to a number of UCCD activities during the whole project.

The ILO component planned to conduct and repeat 12 pilot tracer studies and 12 enterprise surveys each year at each of the 12 universities but managed only 1 tracer study. However, up to 41 enterprise surveys were conducted. There were plans for 2 enterprise roundtables per university in first 3 years supported conducted by UCCD staff and the project achieved 47 by the time of the evaluation. There were implemented under close supervision before the UCCDs were able to conduct the survey and round tables independently.

Up to 18 accessibility assessments had been conducted for each university by end of the project, the success of which were mainly built upon the staff passion, willingness to do some change and the expertise in the field. Some of the UCCDS took advanced steps to be more inclusive. While it was planned that at least 100 staff of UCCDs be trained on the DET facilitation approach to raise awareness among university staff on disability inclusion only 24 had benefited by the end of the project. With this however, the understanding, the attitude change and knowledge enhancement about inclusion of Disabled students was successful. The trained National facilitators started the process of increasing the awareness of students, university staff and even more the surrounding community staff of inclusion of students with disabilities and by the end of the project 836 students and university staff reached through DET sessions against a target of 1000. By the end of the project 18, Actions Plans for enhancing disability inclusion of UCCD services were developed and being implemented against a target of 20.

4.3.1 Outputs Matrix

OUTPUTS	Indicator	Target	Achievement	Achievements
	Overall Objective: Strengthen capacity of 20 UCCDs in 12 public universities in Egypt			
	**Outcome 1: Building capacity of UCCD staff on collecting, analyzing and disseminating labour market information**			
1.1 Capacity building workshops for UCCD staff on collecting, analysing and dissemination LMI conducted	Number of capacity building workshops for UCCD staff (2 per centre) on collecting, analysing and disseminating LMI	40	42	• The capacity building program on collecting, analyzing and disseminating LMI was effective given the time constraint, overwhelmed staff, and COVID-19
1.2 Study tour to the US for UCCD staff organized	Number of people participating in study tour to the US	1 UCCD staff per university, 1 MoHE LMO staff, 1 ILO	17	• Workshops and refreshers were conducted by ILO to make sure UCCD staff are capable of analyzing and disseminating LMI.
1.3 Capacity of MoHE LMO staff built to support UCCDs in collecting, analysing and disseminating LMI	Number of MoHE LMO staff benefiting from ILO capacity building activities	2	5	• The Study tour to the US for UCCD staff although virtual was a good opportunity to be exposed to some mature peers from US.
1.4 Technical manual for UCCDs prepared building on project experience	Manual for UCCD staff on collecting analyzing and disseminating LMI is prepared and used by UCCD staff	1	1	• MoHE LMO was supportive to all UCCDS during the whole project
	**Outcome 2: Supporting the regular conduct of university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs and recruitment needs**			
2.1 Pilot tracer studies conducted and repeated each year at each of the 12 universities	Number of tracer studies conducted per year	12	1	• Round tables were a crucial step opening the channels of communication between the employers and the academia
2.2 Pilot enterprise surveys conducted and repeated each year at each of the 12 universities	Number of enterprise surveys conducted per year	12	41	• The capacity building of the staff of ESS and Roundtables was successful despite the challenges mentioned before
2.3 IT tool developed to administer survey data	IT tool for online survey administration is developed and being used	1	1	• The sustainability of this part was built on gradual transitioning of the UCCD staff from being trainees to shadow the process then implement under close
2.4 Enterprise roundtables conducted by UCCD staff	Number of enterprise roundtables supported	2 per university in first 3 years,	47	supervision before conducting the survey and round tables mostly independently, with minor coaching.
2.5 Guide on tracer studies for Egyptian universities developed	Guide on tracer studies for Egyptian universities has been tested and adapted	1	1	• The approach of sectorial round tables was an innovative step in the project and opened the door for UCCD staff for lots of information on the local labor market
2.5 Guide on enterprise surveys for UCCDs developed	Guide on enterprise surveys for UCCDs has been tested and adapted	1	1	

				• The networking and partnership building with the local employers was appreciated by the employers, staff and students
Outcome 3: Enhancing the inclusiveness of UCCD services for students with disabilities				
3.1 Accessibility assessments conducted for each university by end of 1st year	Accessibility assessment reports are available	1	18	• Success was mainly built upon the staff passion, willingness to do some change and the expertise in the field • Support of the university leadership was a crucial step
3.2 Awareness is raised among university staff on disability inclusion	Number of people trained on the DET facilitation approach	100	117	• The understanding, the attitude change and knowledge enhancement about inclusion of Disabled students was successful • Some of the UCCDS took advanced steps to be more inclusive
	Number of certified DET facilitators	12	10	• New constructions in some universities were taken into consideration by university leadership to be accessible to Students with disabilities
	Number of students and university staff reached through DET sessions	1000	836	• The success was having certified national facilitators in the universities who can do more capacity building for other UCCD staff and other University staff
3.3 Actions plans for enhancing disability inclusion of UCCD services are developed	Actions plans are developed and being implemented	20	18	• Several National facilitators started the process of increasing the awareness of students, university staff and even more the surrounding community staff of inclusion of students with disabilities

Source;

1. Project progress reports: first up to 17th Quarter Progress Report May 2022
2. UCCD Fact Sheet 1: Introducing Egyptian Public Universities to Labor Market Information Systems and Tools 2018-2022
3. UCCD Fact Sheet 2: Promoting Stronger Inclusivity for Students with Disability 2018-2022.
4. Verification of the final figures with Project team inputs achieved in the last month of the Project.

Achievement of Outcomes.

Outcome 1: "Building capacity of UCCD staff on collecting, analysing and disseminating labour market information".

The project succeeded in capacity building of UCCD staff especially on DET, roundtables and enterprise skills surveys. There were several workshops on how to digest the main messages of the LMI and how to use such information while coaching students also was a good impact. Rather than focusing solely on grades in study subjects, the UCCD faculty guided students in the core skills required by the market for applicants, such as English language skills, communication and persuasive skills, computer skills, and interview skills. The students were enrolled in various workshops offered by the UCCDs in order to strengthen their abilities to access the labour market through internships and ultimately job offers. ILO brought on board international and national expertise who guided and supported the local UCCD staff in addition to developing several manuals for different activities with pure examples on Egyptian universities context. The roundtables and surveys were so successful that by the end of the project, UCCD staff were able to conduct both independently. ILO procured the support of "The Egyptian Center for Public Opinion Research" (Baseera) to provide technical assistance to CAPMAS in the design of the national graduates' tracer study.

The capacity-building program on collecting, analyzing and disseminating LMI was effective despite the time constraints, overwhelmed staff, and COVID-19. LMI trainings were conducted by June 2020 and another in December 2020. Staff of MoHESR LMO and CAPMAS continued to be engaged in ILO activities. Additionally, workshops and refreshers were conducted by ILO to make sure UCCD staff were capable of analyzing and disseminating LMI. MoHE LMO was supportive to all UCCDS during most of these activities. An IT survey management tool has been developed to administer survey data and is now completely owned and managed by MOHE, a crucial step in conducting more national surveys in the future

The limited availability of the databases of students made it impossible carry out university level tracer studies. As well, the limited accurate national data on student's data limited the total number involved in the national study.

The analyses were done in close coordination with the Working Group (WG), comprising CAPMAS, MoHESR, UCCD select career counsellors, and AUC. The final English and Arabic brochure were produced in August 2020 and a workshop on "How to make use of and disseminate the brochure for Education and Career Guidance "conducted in November 2020. This was attended by 13 staff (9 male/4 Female) from 7 UCCDs in 4 Universities: Alexandria, Beni Suef, Mansoura, and Sadat.

The Study tour to the US for UCCD staff, however, was virtual but it was a good opportunity to be exposed to some mature peers from the US. The tour, although conducted virtually in Gouna, Egypt, was a very good opportunity to get experiences from career centers in the US universities especially with regard to sustainability.

Outcome 2: "Supporting the regular conduct of university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs, and recruitment needs"

The capacity building of the staff of ESS and Roundtables was successful, and the Enterprise Surveys were effectively conducted. GISR conducted the first enterprise surveys and then the UCCD is involved gradually. While in five universities (out of 11) where university management approval was delayed, the surveys were conducted by the university research centre and not the UCCDs staff. Reports for the enterprise surveys were drafted in English and Arabic and an online workshop held to present the most significant findings of the surveys. UCCDs staff were also trained on SPSS and report writing to help them in the regular conduct of enterprise quantitative surveys.

Several Enterprise Roundtables took place in the different universities and were totally organized by UCCD staff with technical support from GISR and ILO team along the whole process. The approach of sectorial round tables was an innovative step in the project and opened the door for UCCD staff for lots of information on the local labour market. As well, the frequency of holding round tables was every 6 months and surveys every 9 months which allowed time for follow up on the results and recommendations.

Moreover, the direct contact with employers gave the UCCDs more insights about the labor market needs, the available jobs and the skills needed, such as language, computer skills and communication. One of the students mentioned that he had an opportunity, through the round tables to develop a video about the project idea to present to employers. The impact of these successes on coaching sessions provided for students also opened doors for students for landing more internships and jobs. The round tables were a crucial step in opening the channels of communication between employers and the academics. Through their participation in surveys and roundtables, UCCD staff learned communication skills, problem-solving skills and are now able to better interrelate with HR personnel and business owners.

Most of the recommendations from roundtables were implemented by UCCDs and they were able to enter into partnerships with other associates to better build the capacity of students. The networking and partnership building with the local employers was appreciated by the employers, staff, and students. Even so, updating university programs was beyond the authority of UCCD to implement. This includes all recommendations that require core changes in universities educational programs since the process is highly central and needs very long duration to be approved.

The sustainability of this element was built on the gradual transitioning of the UCCD staff from being trainees to shadowing the process then implementing it under close supervision. Afterwards, they should be able to conduct the survey and round tables completely independently, with minor coaching.

The main restraining factor to the accomplishment of these project activities was that the UCCD staff were sometimes overwhelmed with targets of ILO, AUC, and other University usual tasks. The involvement of the UCCD staff in the long-term planning of the project activities was also limited. There were also delays in approvals of conducting roundtables in some of the universities.

Outcome 3: *"Enhancing the inclusiveness of UCCD services for students with disabilities"*

Accessibility Assessment of UCCD premises, DET training, and development of action plans for accessibility enhancement have taken place in different universities and with varied levels of achievements as detailed below. The development of action plans for enhancing disability inclusion of UCCD services was done with

the support of two national experts. A guideline for physical accessibility assessment of existing facilities was also developed for use by the UCCDs.

DETs were conducted for UCCDs and academic staff from the universities, the first by a certified national DET facilitator with coaching from the international DET expert. The initial plan was to conduct the DET ToF for UCCDs staff. The aim of the ToF was to train at least one person per university to become a certified DET facilitator. This was to be delivered by an international expert. With the outbreak of COVID-19 pandemic, it was not possible for the expert to travel to Egypt. ILO HQ Disability Team discussed alternative options with the international trainer, given the extended travel restrictions in Europe. Accordingly, online DET trainings were later delivered online by the facilitators.

An important achievement in most universities is to have centers that are accessible and providing inclusive services for students. Three UCCDs out of six sampled universities were successful in having had University leadership support to make the required physical changes to make UCCD accessible. However, other UCCDs faced lots of challenges with university leadership. The support of the university leadership was a crucial success factor.

The DET seems to have missed on the practical component which would have helped the UCCDs to utilize the newly acquired information. While action plans for accessibility enhancement may have been developed, in a participatory manner with UCCDs staff, the extent to which these plans could actually be implemented is perhaps less than was initially anticipated. New constructions have been initiated by university leadership in some of the universities, enhancing accessibility for students with disabilities. However, this has not been possible in those where the assessment was done after the construction of the buildings, and it was felt this would require very expensive renovation works.

Another achievement is having Certified National Facilitators in the universities who can do more capacity building for other UCCD staff and other University staff. Several national facilitators have started the practice of increasing the awareness among students, university staff and even the surrounding community staff on the inclusion of students with disabilities. An equally significant achievement of the project is to have several UCCD certified facilitators who can give DET training in their universities and even to other universities. An equally important achievement is the diffusion of the right knowledge on inclusion among the UCCD staff and students.

The project built the capacities of UCCDs to be able to deal with and help students with disabilities and also to put realistic action plans in place. "*We have learned how to deal with students with disability without harming them psychologically. Before we were not interested in making our programs inclusive and we did not consider their presence (Students with disability), but now we are able to assess their needs and learn about their rights and how to make our services inclusive*", averred one UCCD staff. Additionally, the project was able to create practical manuals to help students with disabilities needs based on the inputs of the UCCD staff. Success was mainly built upon the staff's passion, willingness to initiate some change and the expertise in the field. Many of the facilitators exhibited outstanding performance due to the big shift in their minds and way of thinking. The understanding, the attitude change and knowledge transfer around the inclusion of students with disabilities were thus largely successful.

While some of the UCCDs took advanced steps to be more inclusive, there was generally limited capacity among the staff to develop a monitoring system for action plans to track progress and determine success. In addition, due to COVID-19, some of the activities were delayed or done virtually. For instance, the pandemic prevented international seasoned experts from coming to Egypt. The trainings had to be conducted virtually which was not as effective as face-to-face trainings would have been. However, the virtual activities provided good channels for completing the project activities and to make sure that the project did not stop or shut down.

4.4 Management Efficiency

The project had an arrangement in which ILO was a sub-grantee to the project, with no direct communication or working relationship with the donor, USAID. ILO was sub granted by AUC with whom they had the contract with AUC as the funding agency. All project management discussions to do with workplans, activities, reporting, and release of funding were all managed between AUC and ILO. Similarly, ILO project management did not have direct communications with UCCDs, either. All communication related to ILO activities and interaction with UCCDs, including requests for approval from university management, was channeled through AUC PMs.

Moreover, there was no joint planning between AUC and ILO to develop a synchronized workplan for the entire project. ILO would submit their workplan to AUC but then had no access to AUC's plan, making it problematic to adjust their timeline to fit with the overall workplan. Consequently, there were frequent interruptions of many ILO activities because the UCCDs were often occupied or even overcome with other responsibilities. At the same time, there were occurrences where AUC requested elucidation and explanation of ILO activities or made what ILO staff thought were technically illogical opinions. This led to further deferring the execution of ILO activities.

Prior to the start of LMI training in 2019, USAID AOR participated in a coordination conference at the ILO to launch the labor market training and studies component. The ILO strategy was considered during this meeting, and some agreements were made. As a result, there was interaction and communication with USAID. Additionally, the National Project Specialist at ILO and the Deputy Chief of Party for the UCCD consistently co-planned operational actions to coordinate LMI interventions and studies. This occurred at least annually and quarterly. Project Managers would receive agreements from the ILO from the DCOP, who would then provide the ILO with feedback and suggestions for improvement.

Conversely, the project adopted a participatory approach through continually taking feedback from the UCCD staff. ILO was supportive and responsive to partner needs and as reported by a representative of BEESRA, "*They helped us a lot*"

4.5 Efficiency of resource use

By the beginning of 2021, the general expenditure rate of ILO component was about 28% of the total budget, just above a quarter of the total budget spent over a span of above two-thirds of the element's real lifetime. This low rate was due to interruptions in many activities, as well as reduced cost of the activities that were now conducted virtually.

Resources were utilized efficiently with consideration for value for money with activities planned in advance and budgets utilized according to approved plans and within budget ceilings.

The COVID-19 pandemic affected operational expenses resulting in savings not envisioned at the start of the project. It curtailed the ability of the trainers to visit UCCDs as required and some activities were conducted virtually, thus cheaper. Working with student volunteers to support different aspects of data collection and roundtables activities also contributed to some saving. Besides, manuals were developed based on actual UCCD need basis, rather than actual plans, which were often higher than actual requirements. The project adopted a participatory approach by continually taking feedback from the UCCD staff

The UCCDs financial resources were nevertheless inadequate for making the required changes to make the UCCD centres more inclusive. The required changes on infrastructure were tremendously capital intensive. Equally, there were staff shortages and some of the staff were overloaded with UCCD tasks and teaching tasks. Furthermore, having two different targets of the project; one for ILO and one for AUC was overwhelming to the available UCCD staff.

Although the ILO component did not avail resources that would foster inclusion of SWDs, such as sign language interpreters and Braille publications/materials, the set of manuals developed to support UCCD to deal with different aspects of disabilities are useful beyond the project.

4.5 Impact orientation and sustainability

The results of the intervention are, to a large extent, likely to have a long term sustainable positive contribution to the SDGs, mainly SDG8, SDG5, and SDG4 and relevant targets, both explicitly and implicitly. There has been an implicit exit strategy for the project which was the basis for sustainably mainstreaming ILO crosscutting themes. For example, the UCCD staff are willing to make a real change and with the capacity building and coaching provided for the staff, in addition to available information resources (manuals), the project is considered sustainable. They are able to convene Enterprise Roundtables and conduct Enterprise Surveys. They may however not be able to effectively implement inclusion activities with SWDs especially due to challenges of securing required university financial resources required to implement their Inclusion Enhancement Plans.

There are still few glitches that may depress the project sustainability: the unavailable financial resources, the limited access to information/databases of students with disabilities to support them, the high turnover of the staff and the limited university support and the retention of trained UCCDs staff. Moreover, University' support is also a critical influence in the continuation of the services.

On their own, UCCDs have action plans for the future however the access to adequate resources for implementing and monitoring the strategy is a challenge. As well, UCCDs should start to keep databases of their students who are prepared to enter the labor market. Moreover, UCCD should start tracing the new trends in the industry and jobs to match the needs in the university programs and continuing to network with other university career centers to get more experiences.

4.6 Gender equality and non-discrimination

The project mainstreamed gender equality and non-discrimination in the project strategy and outcomes and resources were allocated and suitably utilized for applicable activities. The project strategy addressed, specifically people living with disabilities which was fully reflected in the project strategy and outcomes.

The DET, in addition to the Disability Inclusion Assessment, was a needed intervention to address the vulnerable groups of students with disability to access UCCD career services.

However, some factors such as 1). the unavailable databases of disabled students in the universities, 2). limited support from some university leadership, and 3). the expensive renovation of the buildings to be inclusive to disabled students, hampered the success. There were also difficulties for students, especially those living with disability who stayed far from the university since the costs of transportation was a challenge to many. Likewise, UCCD staff exhibited limited technical capacities for developing the inclusion access plans. The staff had limited knowledge of developing measurable indicators for their action plans

There were also limited frequencies of follow-up from the DE consultants due to limited time available for UCCD staff for such regular follow-up.

It worth noting that all stakeholders confirmed the equitable access of both males and females to different project activities. The staff of the UCCDs showed remarkable representation of women in the management structure of the UCCD. While males and females have equal opportunities to join UCCDs, volunteering in different activities, the female students showed higher representation based on their overall higher percentage in enrollment in universities and male students focused more on work outside universities. The ratios sometimes differ from one school to another based on the preference of students to enroll in such schools. For example, Schools of Engineering has more male students than females, however schools of Early childhood almost have female students only.

Additionally, some roundtables with employers have discussed the gender equality in the labor market in different governorates. Employers also reported some labor sectors where females are dominating such as education and health sector, however males are dominating the labor market in industries especially in the factories far from the residential areas. Both UCCD staff and employers reported that business usually prefer to hire females for two main reasons; their low turnover rates and the lower salaries they usually accept compared to male peers. This situation developed a new emerging trend among females to work as freelancers especially in e-commerce, cosmetics and other services provided mainly for women in the local community.

4.7 Mid- term evaluation recommendations

A number of the midterm evaluation recommendations have been implemented while others have not, for various reasons. For instance, some UCCD staff had recommended changes in the LMI and DET trainings and ILO positively responded to the proposals. AUC also held a meeting with the ILO after the MTE to appraise the project progress which led to modification and updates to the implementation approach as a response for the third midterm recommendation for both ILO and AUC. More specifically, there was a modification around the employer roundtable.

The ILO successively implemented the fourth recommendations regarding the focus of DET TOF training on practical approaches and techniques. Additionally, the ILO partially achieved the second recommendations regarding the assessment of the project progress towards the intended targets especially after the period of lockdown of COVID-19 in 2020. At the output level, since there was no evidence of identification of outcome indicators, the ILO had suggested the need for generating outcome indicators to AUC. However, AUC insisted on prioritizing attaining targets at the output level and adhering to the original M&E plan. The ILO also partially achieved the first recommendation regarding development and implementation of exit strategy with particular focus on financial and institutional sustainability of the UCCD. At the institutional level, the UCCDs have the capacities to lead on the activities independently, but the financial capacity is still questionable.

The MOHE LMO is working to find solutions on the current higher education bylaws to financially stabilize the UCCD activities. Furthermore, the majority of the sampled universities (four out of six) have their own sustainable plans, but these plans require close monitoring from the AUC as a principal implementer. On the other hand, ILO communicated what necessary actions for sustainability with AUC and UCCDs, including recently during the phase out workshop.

4.8 Lessons learned

1. The continuous process of learning and adaptation to challenges creates expertise on the ground with hands-on experiences. The challenges UCCDs faced, especially with regard to PWDs throughout the implementation made them better understand the difficulties and improved ways to overcome them. The engagement and links with DET increased outreach and impact on Disability Equality. The project has developed a resource base on facilitators who can be utilized post the project.

2. Working with the MOHER LMO, a national state agency is critical for buy-in, dissemination and sustainability of project outcomes. Involving LMO staff so they could enrich the process of labour market information analysis, and dissemination was critical.

3. Increased awareness of accurate concepts regarding disability inclusion is the initial step in changing the mindset; knowledge sharing is a critical step to changing culture. Practical training and coaching of the staff made the staff more confident in dealing with disabled students

4.9 Good Practice

- Sharing of information and experiences is a crucial step among all stakeholders, particularly from other mature organizations. The project facilitated a virtual tour to the US which was a good opportunity for UCCD staff for exposure and to learn from their peers This was a rich resource for the UCCD intervention and for the future.

- The virtual response to COVID-19 could be a channel to reach more employers, and other stakeholders in situations that need management approvals for face-to-face meetings as well as situation where employers are unavailable in place to attend in person.

- The expanded partner approach used in designing the project brought together important stakeholders to make contributions. The round tables were a novel idea in Egypt where the University and

employers' partnerships offered opportunities for students and staff; employment openings for students and the industry cultural awareness for academia. Traditionally, university-industry collaboration has mostly involved knowledge or technology transfer. This was innovative for the project, especially the choice of the universities.

4.10 Conclusions

Generally, the ILO component of the project has had commendable achievement of its outputs despite earlier interruptions resulting from circumstantial and administrative challenges that were beyond its control. It is well aligned to the developmental objectives of the Government of Egypt (GoE) at the strategic level and is relevant to the needs of national partners and serves their needs. The project effectively utilized existing opportunities to consolidate its accomplishments and increase the sustainability potentials of its impact.

Relevance, Coherence and Strategic Fit,

The project has exhibited a considerable level of coherence with the Egyptian Government's objectives, National Development Framework and beneficiaries' needs. The ILO component supports the second and fourth Strategic Objectives of its SDS 2030 – Economic Development and Improving Employability, respectively. It also aligns with the third objective of MoHESR's strategy. It also aligns with and serves the mandate and role of the UCCDs by capacitating their staff to be better able to offer students and graduates with appropriate career advice and guidance. The ILO component of the project support the outcomes outlined in ILO's CPOs and the SDGs. It focuses on inclusion of SWDs which further reinforces its alignment with CPO 103 SDG 8 (Good Jobs and Economic Growth) and 4 (Quality Education).

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

Validity of Intervention Design

The ILO component has largely been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available. Nonetheless, the realization of the third outcome has not been conceivable as it requires university approvals and financial resources; both of which are beyond the control of ILO.

The project integrated gender and non-discrimination and international labour standards, as critical themes in the design. Tripartism is however not quite evident in the design with its only element in the project being the fact that some employers are UCCD staff with no official representation of trade unions.

Effectiveness

The component has made quite some progress towards achieving the overall project objectives/outcomes although not all activities could be carried out as planned, for instance the Training of Facilitators (ToF) for the Disability Equality Training (DET), delayed and was mostly carried out online with a less practically oriented focus. Subsequently, while for several indicators may have been realized, the status quo varied among UCCDs especially in terms of the extent they could benefit from ILO component's interventions and, accordingly, their current level of capacity.

Efficiency

While sound management and governance structures were put in place, the key stakeholders and partners, ILO and the donor did not always work seamlessly to achieve project goals and objectives. The working relationship (esp. between ILO and AUC) and management approach was not constantly collaborative and cooperative.

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

Project resources (financial, human, technical support, etc.) were well allocated to achieve the project outputs, and specially outcomes. The project leveraged resources to promote gender equality and non-discrimination; and inclusion of people with disability.

Impact orientation and sustainability

The results of the intervention are likely to have a long term, sustainable positive contribution to the SDGs and relevant targets (explicitly or implicitly). The ILO component has been successful in building the capacity of UCCDs staff, to varying levels and many will be able to maintain the newly acquired knowledge and skills into the future. They will continue to curry out tracer studies, hold round tables and include disabled students in their activities.

Gender equality and non-discrimination

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

3.9 Recommendations

1. The UCCD needs more follow-up visits from the consultants and coaching sessions to give the UCCD staff more support to effectively integrate the inclusiveness of UCCD in all activities. It would be more effective if the project targeted some of the resources to buy some inexpensive equipment that could make the UCCD more accessible and thus would get the buy-in of the university leadership. Additionally, the UCCDs can involve the businesses and employers in the DET and share with them the accessibility problem for PWD

Responsible	Priority	Time Implication	Level of resources required
AUC	High	Short-term - Sept – December 2022	Medium

2. Target more employers for the DET training and conduct DET training by UCCDs for employers they partnered with.

Responsible	Priority	Time Implication	Level of resources required
UCCDs	High	Short-term - Sept – December 2022	Medium

3. The certification step came too early thus it would be better to allow the UCCD staff more opportunities to facilitate DETs and get advice preferably from their master trainers before they are officially certified.

Responsible	Priority	Time Implication	Level of resources required
AUC/UCCDs	Medium	Mid-term – Dec 2022 – Jan 2023	High

4. Develop clear indicators for measuring the implementation of the Inclusion Action Plans and consider the timing of the activities to be more inclusive through building the capacity of the staff first than to start providing the services.

Responsible	Priority	Time Implication	Level of resources required
UCCDs	Medium	Short-term - Oct – Jan 2023	Low

5. Repeating Study tours to the US for UCCD staff (in person) would be a future step for sharing experiences, more development and exploring the other model of working.

Responsible	Priority	Time Implication	Level of resources required
AUC	Medium	Long-term - Dec 2022 – Dec 2023	High

6. The development of accurate databases for employers, students and graduates could be a future strategic step for the MOHE and ILO so more representative nationwide studies could be done. UCCDS should start to update their local employer's databases from field mapping and networking to include them in the future studies to have a representative sample

Responsible	Priority	Time Implication	Level of resources required
UCCDs/LOM and ILO	High	Short-term - Sept – December 2022	Medium

7. Have a common TOC for all project components and empower UCCD staff in the planning process to integrate all activities.

Responsible	Priority	Time Implication	Level of resources required
AUC	Medium	Mid-term - Sept – December 2022	Low

8. Future ILO projects should include trade union representation to enhance sound relations between employers and workers through the promotion and protection of freedom of association, collective bargaining agreements and dispute resolution.

Responsible	Priority	Time Implication	Level of resources required
ILO	High	Mid-term - Sept – December 2022	Low

9. To improve the working relationship and management approach between ILO and AUC which was not the most collaborative and cooperative, there is need to more effectively manage the partnership by creating a shared partnership vision and roadmap founded on a transparent and effective communication based on knowledge of each partner's strengths and weaknesses

Responsible	Priority	Time Implication	Level of resources required
ILO and AUC	High	Mid-term - Sept – December 2022	Low

5.0 Annexes

1. Terms of Reference (ToR)

Terms of Reference
Final Evaluation of the project
University Centers for Career Development (UCCD) Project
Version 10 May 2022

Project Title	University Centers for Career Development (UCCD)
DC Symbol	**EGY/17/02/AUE**
Administrative Backstopping	Decent Work Team / Country Office Cairo
Technical Backstopping	Decent Work Team / Country Office Cairo
Donor	AUC/USAID
Project Budget	2,224,619 USD
Duration of Project	20 September 2017- 19 September 2022
Timing of Evaluation	Final
Type of Evaluation	Independent

1. Project background

In Egypt as in other countries, there is an important misalignment between the skills of the workforce and the actual (and future) needs of the economy. Part of the problem lies in the lack of appropriate information, or distorted perceptions, with the realities of the economy and of the labour market, that lead to poor choices being made in educational and professional career paths, in particular with regard to transitions from education to the world of work.

The University Centers for Career Development (UCCD) Project is a USAID-funded project managed by the American University in Cairo. It aims to establish 20 sustainable UCCDs in 12 Egyptian public universities in Upper Egypt, Delta and Greater Cairo over a four-year duration. The International Labour Organization has partnered with AUC aiming to *enhance the capacity of already running UCCDs*, *increase the inclusiveness of UCCD services for students with disabilities* and *support the collection, analysis, and dissemination of quantitative and qualitative labour market information relevant for career guidance and counselling*.

The International Labour Organization's contribution focused on three main areas:

4) Building capacity of UCCD staff on collecting, analysing and disseminating labour market information
5) Supporting the regular conduct of university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs, and recruitment needs
6) Enhancing the inclusiveness of UCCD services for students with disabilities

In terms of staffing, the project team joined in June 2018 (9 months after its official start date) led by the ILO Cairo's project back-stopper (the Employment specialist for North Africa) and the National Project Coordinator.

Project alignment with the ILO Programme and Budget and SDGs

This project contributed to the ILO Programme & Budget (P&B) 2018-19[4], Outcome 1: Employment Promotion, Outcome 2: Skills Development in addition to the ILO P&B 2020-21, Outcome 5: Skills and lifelong learning to facilitate access and transition in the labour market, as well as the cross-cutting issues of disability inclusion and gender equality.

This project will also contribute to a number of Sustainable Development Goals (2015-2030), most prominently SDG 8.

Project progress

By May 2022, the project completed the following key results:

1) **Building capacity of UCCD staff on collecting, analyzing and disseminating labour market information**

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[4] The ILO Programme and Budget (P&B) of the Organization sets out the strategic objectives and expected outcomes for the Organization's work and is approved every two years by the International Labour Conference. The P &B specifies the strategies the ILO will implement to achieve results over the biennium, alongside the capacities and the resources required to deliver those results. The ILO's biennial programme of work is delivered in member States mainly through Decent Work Country Programmes (DWCP) and through Development Cooperation programmes

- A report on the "Labour market dynamics for university graduates 2009-2017" and the user-friendly brochure on "Labour Market Information for Education and Career Guidance" have been developed, with 32 UCCD staff trained in its.
- 49 UCCD Staff and two officials from Mof Higher Education Labour Market Observatory (MoHE LMO) trained on LMI and enterprise surveys implementation
- 2 MoHE LMO staff trained to support UCCDs in collecting, analysing and disseminating LMI

2) **Supporting the regular conduct of university-level tracer studies, enterprise skills surveys and roundtables with employers to obtain quantitative and qualitative information about labour market insertion of graduates, satisfaction with graduates' skills, workforce skill needs and recruitment needs**

- Enterprise Qualitative Skills Survey for the 11 universities to understand the current and forthcoming recruitment needs and competency requirements and to identify opportunities for internships or traineeships developed.
- 49 **staff from 18 UCCDs in 11 universities** with improved capacities on sampling design, data collection and surveys administration.
- 200 **volunteering students** from 7 universities were trained on phone calls surveying interviews and participated in the data collection process.
- A survey management system (SMS) to automate and facilitate the survey creation and results gathering processes, and then build informative reports based on collected data that will serve as basis for informative decision making developed
- The final version of LMI and Enterprises Skills Survey Manual has been finalized and is being currently reviewed and designed by a peer research center to be disseminated among all UCCDs.
- A total of 38 Enterprise roundtables took place in 10 universities to strengthen partnerships and obtain additional relevant information on local labour markets.

The first step-by-step guide on how to implement an enterprise roundtable discussion has been developed, designed and distributed among the UCCDs and the e-version was uploaded on ILO's website.

Enhancing the inclusiveness of UCCD services for students with disabilities

18 Physical accessibility assessments for UCCD premises have been conducted and results discussed for 18 UCCDs in 11 universities. Moreover, a manual on accessibility assessment has been developed as a reference for all UCCDs.

92 UCCD staff trained on National Disability Equality policies.

18 Actions plans for enhancing disability inclusion of UCCD services were developed for 18 UCCD in 11 universities.

66 UCDD staff from 18 UCCDS in 11 universities trained on "how to effectively communicate and deal with students with mental, hearing and visual disability" & on "how to make the UCCD's Facebook page accessible and to use it for advertisement and knowledge sharing"

Four manuals have been developed as an outcome of these trainings: 1) how to make the UCCD's Facebook page accessible and to use it for advertisement and knowledge sharing 2) how to communicate appropriately and effectively with students with hearing, intellectual and visual and motor disabilities, introducing services provided, explaining procedures, rules, responsibilities, accommodations 3) how to assist students with visual and motor/physical disabilities in orientation, mobility and access to services and facilities.

Three manuals developed and disseminated: 1) How to include disability issues in labour market studies, 2) Making the Services and Training Programs of UCCDs Accessible, and 3) Mapping the available services for students with disabilities.

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. This project has been subjected to a Mid-term internal evaluation and the current final independent evaluation as per ILO evaluation policy and procedures.

ILO applies the evaluation criteria established by the OECD/DAC Evaluation Quality Standard[5]; and the UNEG Code of Conduct for Evaluation in the UN System[6].

3. Purposes and Scope, and clients of Evaluation

i. Assess the relevance and coherence of project's design regarding country needs and how the project is perceived and valued by the target groups.
j. Identify the contributions of the project to, the SDGs, the countries UNDAF, the ILO objectives and Country Programme Outcomes and its synergy with other projects and programs
k. Analyse the implementation strategies of the project with regard to their potential effectiveness in achieving the project outcomes and impact, including unexpected results and factors affecting project implementation (positively and negatively).
l. 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.
m. Asses the implementation efficiency of the project.
n. Review the strategies for outcomes' sustainability and orientation to impact.
o. Identify lessons and potential good practices for the key stakeholders.
p. Provide strategic recommendations for the different key stakeholders to strengthen the sustainability of project outcomes and for similar interventions in Egypt and in similar contexts.

The final evaluation has to cover the project duration from June 10th, 2018 to June 2022. The geographical analysis will cover activities conducted in the project's target operating universities:

1. Ein Shams,
2. Alexandria,
3. Mansoura,
4. Menoufia,
5. Sadat,
6. Zagazig,
7. Aswan,
8. Beni Suef,
9. Minya,
10. Sohag,

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[5]http://www.oecd.org/dac/evaluation/qualitystandardsfordevelopmentevaluation.htm
[6]http://www.unevaluation.org/document/detail/100

11. Tanta.

The evaluation will discuss **how the project has addressed its main issues and the ILO cross-cutting themes that includes gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability.**

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

The primary clients of the evaluation are the ILO constituents. These include UCCD staff in 18 operating centres in 11 Egyptian public universities and officials of MoHE Labour Market Observatory (LMO). Other relevant clients are the donor AUC/ USAID and ILO (i.e. Country Office Cairo, Decent Work team Cairo, and HQ Skills).

4. REVIEW CRITERIA AND KEY EVALUATION QUESTIONS

a) Review criteria

The evaluation should address the overall ILO evaluation concerns such as relevance, effectiveness, efficiency, sustainability and impact as defined in the ILO Policy Guidelines for results-based evaluation, 2020: (https://www.ilo.org/wcmsp5/groups/public/---ed_mas/-- eval/documents/publication/wcms_571339.pdf)

The review will address the following ILO evaluation concerns.
➢ Relevance, coherence and strategic fit of the project.
➢ Validity of the project design.
➢ Project effectiveness.
➢ Efficiency of resource use.
➢ Sustainability of project outcomes.
➢ Impact orientation.
➢ Cross cutting issues

b) Key Evaluation Questions
The evaluator shall examine the following key issues:
h) Relevance, coherence and strategic fit,
➢ Is the project coherent with the Governments objectives, National Development Framework, beneficiaries' needs, and does it support the outcomes outlined in ILO's CPOs as well as the SDGs?
➢ How does the project complement and fit with other on-going ILO programmes and projects in the countries?
➢ Has the project been able to leverage the ILO contributions, through its comparative advantages (including tripartism, international labour standards, etc.)?

i) Validity of intervention design
➢ Has the project been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available, including performance and its M&E system, knowledge sharing and communication strategy?
➢ To what extent has the project integrated ILO cross cutting themes in the design: gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability?

➢   Has the project a Theory of change been comprehensive, integrate external factors and is based on systemic analysis?

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

j) Effectiveness:

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

➢   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?

➢   Assess how contextual and institutional risks and positive external to the project factors have been managed by the project management?

➢   To what extent has the project integrated ILO cross cutting themes in the project strategy and mainstreaming in results (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?

➢   To what extent has the COVID-19 Pandemic influenced project results and effectiveness and how the project has addressed this influence?

➢   Does the (adapted) intervention model used/to be used in the project suggest an intervention model for similar crisis response?

k) Efficiency of resource use

➢   Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes?

➢   How efficient was the Project in utilizing project resources to deliver the planned results?

➢   To what extent did the project leverage resources to promote gender equality and non-discrimination; and inclusion of people with disability?

l) Impact orientation and sustainability

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

➢   Has the project developed and implement an effective exit strategy? Does the exit strategy mainstreamed ILO crosscutting themes (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?

➢   How has the sustainability approach of the project been affected by the Covid19 situation in context of the national responses?

m) Gender equality and non-discrimination

➢   To what extent the project mainstreamed gender equality and women's empowerment in the project strategy and outcomes?

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

➢   To what extent has the project M&E strategy supported project decision making related to gender?

➢   To what extent has the project addressed other vulnerable groups, including people living with disabilities and how this is reflected in project strategy and outcomes?

n) General

➢ How has the project addressed the mid-term evaluation recommendations?

5. Evaluation Methodology

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

In particular, this evaluation will follow the ILO policy guidelines for results-based evaluation; and the ILO EVAL Policy Guidelines Checklist 3 "Preparing the inception report"; Checklist 4 "Validating methodologies"; Checklist 5 "Preparing the evaluation report" and Checklist "6 Rating the quality of evaluation report"

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).

The evaluation is an independent evaluation, and the final methodology and evaluation questions will be determined by the consultant in consultation with the Evaluation Manager.

The methodology should be participatory and include a mix-methods approach, with analysis of both quantitative and qualitative data. It should also be able to capture the intervention's contributions to the achievement of expected and unexpected outcomes.

The evaluation will be conducted by an international experienced consultant physically with support of a national consultant if no travel restrictions will be faced due to Covid-19. If needed, the national consultant will conduct field visits to the project sites. This will be discussed at the inception phase of the evaluation.

The evaluation team or evaluators will facilitate a discussion among key stakeholders to answer the questions above through a desk review of the project documentation, bilateral consultations, and a workshop to synthesize the views of the stakeholders on the project in the different evaluation criteria. The evaluation team or evaluators will be supported by the project team.

The key steps will comprise:

8. 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 (logframe, budget, implementation plan, etc.)
   - Progress reports and outputs
   - Research and studies conducted by the Project
   - Project finance documents and records
   - All other relevant document from the project
9. Carry out bilateral consultations with key stakeholders and the donor:
   a. Project team and backstopping specialists.
   b. UCCD relevant staff and their project managers in selected universities
   c. Head of MoHE LMO
   d. Consultants and Experts who worked with the project
   e. Donor

10. Field In-depth interviews: The Evaluation team is expected to meet project beneficiaries' men and women to undertake more in-depth reviews on the project work and results. The selection of the field visit locations should be based on criteria to be defined by the evaluation team at the inception phase.
11. Workshop with key stakeholders (preferable face-to-face) to discuss the preliminary finding, recommendations, lessons and good practices
12. Develop a draft report based on data collection and the stakeholders'' workshop outcomes
13. Final evaluation report.

6. Main deliverables

The Inception report should be written in English, and the evaluation report at draft and final version should be in English with Executive summary in Arabic and English

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;
  - ➢ 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 stakeholders workshop;
  - ➢ 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 before proceeding with the field work.

b) **Agenda of the stakeholders' workshop**, considering the evaluators will set the agenda for the meeting. The presentation should provide a brief review of key results for each evaluation criteria and evaluation methodology. The workshop will be technically organized by the evaluation team with the logistic support of the project.

c) **First draft of Evaluation Report** in English with Executive summary in English and Arabic: the report should be no longer than 30 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
  2. Executive Summary
  3. Acronyms
  4. Context and description of the project including reported results
  5. Purpose, scope, and clients of the evaluation
  6. Methodology and limitations
  7. Findings (this section's content should be organized around evaluation criterion), including a table showing output and outcome level results through indicators and targets planned and achieved and comments on each one.
  8. Conclusions

9. Recommendations (i.e., for the different key stakeholders), indicating per each one priority, timeframe and level of resources required
10. Lessons learned and good practices
11. Annexes:

   - TORs

   - Evaluation matrix

   - List of people interviewed

   - Schedule of work

   - Documents examined

   - Lessons learned and good practices (under EVAL formats)

   - Others

d) **Final version of the evaluation report** incorporating comments received from ILO and other key stakeholders. The final version is subjected to final review by ILO/EVAL (after initial approval by the Evaluation manager/Regional 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 Ricardo Furman, Regional, Senior monitoring and evaluation officer (ROAF). 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 TORs with inputs from key stakeholders.
- Develop call for expression of interest and select the independent evaluator in coordination with EVAL.
- Approve the inception report.
- Brief the evaluator on ILO evaluation policies and procedures.
- Initial coordination with the project team on the development of the field mission.
- Circulate the first draft of the evaluation report for comments by key stakeholders.
- Ensure the final version of the evaluation report address stakeholders' comments (or an explanation why any has not been addressed) and meets ILO requirements.
- - Approve the draft version before circulation and first approval of the final version and submission to EVAL for final approval.

The Evaluation Team

- The evaluation team will consist of one international consultant and one national consultant that can be individually contracted or as a firm.
- The team leader will have responsibility for the evaluation report.
- The evaluation team will agree on the distribution of work and schedule for the evaluation and stakeholders to consult.
- The team leader will have the oversight responsibility to translate the report executive summary into Arabic. The ILO will reimburse the cost of translation.
- The team leader will report to the evaluation manger.

Team Leader 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 the virtual stakeholders' workshop
f. Draft evaluation report
g. Finalise evaluation report

Team Leader profile
Qualifications
- University Degree in social development or economic or related subject or equivalent, with minimum 5-7 years of experience in theory of change based project /program evaluation, including, as much as possible, labour market and inclusiveness of people living with disabilities and gender issues.
- Strong background in Human Rights Based Approach programming and Results Based Management.
- Experience in applying, qualitative and quantitative research methodologies including participatory community-based, Knowledge of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its programming
- Experience in facilitation of multi-stakeholders' workshops
- Excellent analytical skills and communication skills.
- Demonstrated excellent report writing and oral skills in English level, Arabic will be an asset.

Team member
- University Degree in social development or economic or related subject or equivalent i with minimum 3-5 years of experience in n theory of change-based project /program evaluation or social research, (including, as much as possible, in labour market and inclusiveness of people living with disabilities and gender issues would be an asset).

- Experience in applying, qualitative and quantitative research methodologies including participatory community-based,
- 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 good report writing skills in English and Arabic.
- Based in Cairo.

The tasks of the Project:
The project management team will provide logistical support to the evaluation team and will assist in organizing the data collection (documents and interviews). The projects 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).

Budget

A budget under the full control of the evaluation manager will cover:

For the evaluation team:
- Fees for the team leader of the evaluation team for 22 days
- Fees for the team member of the evaluation team for 15 days
- DSA and travel as per ILO regulations

For the evaluation exercise as a whole:

- Stakeholders' workshop
- Translation of Executive summary from English to Arabic (if necessary)
- Any other miscellaneous costs

ANNEXES

RELEVANT POLICIES AND GUIDELINES

ILO Policy Guidelines for evaluation: Principles, rationale, planning and managing for evaluations, 4ed.
http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm
Code of conduct form (To be signed by the evaluators)
http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm
Checklist No. 3: Writing the inception report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm
Checklist 5: preparing the evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm
Checklist 6: rating the quality of evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm
Template for lessons learnt and Emerging Good Practices
http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm
http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm
Guidance note 7: Stakeholders participation in the ILO evaluation
https://www.ilo.org/global/docs/WCMS_165982/lang--en/index.htm
Guidance note 4: Integrating gender equality in the monitoring and evaluation of projects
http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm
Template for evaluation title page
http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm
Template for evaluation summary
http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc
UNEG Ethical Guidelines for Evaluation
http://www.unevaluation.org/document/download/548

2. Evaluation questions matrix

Evaluation criteria	Key questions	Data source	Data collection methods/tools	Methods of data analysis	Indicators/success standards
Relevance and strategic fit	1. Is the project coherent with the Governments objectives, National Development Framework, beneficiaries' needs, and does it support the outcomes outlined in ILO's CPOs as well as the SDGs?	• Interviews • FGDs • Project document • Reports	• KIIs • FGDs • Documents review	• Thematic analysis • Labelling (coding) • Comparative analysis • Triangulation	• Respondent perceptions, level of achievement of objectives and outcomes
	2. How does the project complement and fit with other on-going ILO programmes and projects in the countries?	• Interviews • FGDs • Project document • Monitoring reports	• KIIs • FGDs • FGDs • Documents review	• Thematic analysis • Labelling (coding) • Comparative analysis • Triangulation	• Respondent perceptions, project design
	3. Has the project been able to leverage the ILO contributions, through its comparative advantages	• Interviews • FGDs • Project document • PMPs • Reports	• KIIs • Documents review	• As above	• Respondent perceptions, level of achievement of objectives and outcomes
Validity of design	1. Has the project been realistic (in terms of expected outputs, outcomes, and impact) given the time and resources available, including performance and its M&E system, knowledge sharing and communication strategy?	• Interviews • Project document • Reports	• Documents review • KIIs	• -do-	• Respondent perceptions, project design and project delivery
	2. To what extent has the project integrated ILO cross cutting themes in the design: gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability?	• Interviews • Project document • Reports	• Documents review • KIIs	• -do-	• Respondent perceptions, project design and project delivery
	3. Has the project a Theory of change been comprehensive, integrate external factors and is based on systemic analysis?	• Interviews • Project document • Reports	• Documents review • KIIs	• -do-	• Respondent perceptions, project design and project delivery

Evaluation criteria	Key questions	Data source	Data collection methods/tools	Methods of data analysis	Indicators/success standards
	4. Has the project reflected participation of the three ILO constituents in its design and implementation?	• Interviews • Project document • Reports	• Documents review • KIIs	• -do-	• Respondent perceptions, project design and project delivery
Project Effectiveness	1. What progress has been made towards achieving the overall project objectives/outcomes?	• Interviews • FGDs • Project document • Project reports	• Documents review • KIIs	• Thematic analysis • Labelling (coding) • Comparative analysis • Triangulation • Simple descriptive statistics	• Monitoring reports with disaggregated data on achievements available • # Of women-owned growth-oriented businesses • # of gender-sensitive BDS • # of functional cooperatives • # of active advocacy platforms • Training reports • Training and certification records
	2. 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?	• Interviews • FGDs • PMPs and reports	• KIIs • FGDs • Documents review	• Thematic analysis • Labelling (coding) • Comparative analysis • Triangulation	• Respondent perceptions, # and outcomes of cases of an enabling environment
	3. Assess how contextual and institutional risks and positive external to the project factors have been managed by the project management?	• Interviews • PMPs	• KIIs • Documents review	• Thematic analysis • Comparative analysis • Triangulation	• Respondent perceptions, # and outcomes of cases of challenges the project
	4. To what extent has the project integrated ILO cross cutting themes in the project strategy and mainstreaming in results (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?	• Interviews • Project • FGDs document	• KIIs • Documents review	As above	• Respondent perceptions, cases of unintended results
	5. To what extent has the COVID-19 Pandemic influenced project results and effectiveness and how the project has addressed this influence?	• Interviews • FGDs • Project document	• KIIs • Documents review	As above	• Respondent perceptions, cases of unintended results
	6. Does the (adapted) intervention model used/to be used in the project suggest an intervention model for similar crisis response?	• Interviews • Project document	• KIIs • Documents review	As above	• Respondent perceptions, cases of unintended results

Evaluation criteria	Key questions	Data source	Data collection methods/tools	Methods of data analysis	Indicators/success standards
Efficiency *(use of resources and management arrangements)*	1. Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outputs and specially outcomes?	• Interviews • Project document	• Documents review • KIIs	• As above	• Project expenditure and delivery trends, project work plans and budget revisions
	2. How efficient was the Project in utilizing project resources to deliver the planned results?	• Interviews • Project document • PMPs	• KIIs • Documents review	As above	• Project expenditure and delivery trends, project work plans and budget revisions, procurement timelines
	3. To what extent did the project leverage resources to promote gender equality and non-discrimination; and inclusion of people with disability?	• Interviews • Project documents	• KIIs • Documents review	• As above	• Periodic reports, joint workshops, and consultative meetings, and minutes of meetings/decisions
Impact orientation and sustainability	1. To which extent the results of the intervention likely to have a long term, sustainable positive contribution to the SDG and relevant targets (explicitly or implicitly)?	• Interviews • Project doc,	• Documents • KIIs	• As above	• Respondent perceptions, , project design
	2. Has the project developed and implement an effective exit strategy? Does the exit strategy mainstreamed ILO crosscutting themes (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?	• Interviews • Project document	• KIIs • Documents review	• As above	• Respondent perceptions, gender responsiveness
	3. How has the sustainability approach of the project been affected by the Covid19 situation in context of the national responses?	• Interviews • FGDs • Project doc.	• KIIs • Documents review	• As above	• Respondent perceptions, Project management structure
Gender equality and non-discrimination	1. To what extent the project mainstreamed gender equality and women's empowerment in the project strategy and outcomes?	• Interviews • FGDs • Project doc.	• KIIs • Documents review	As above	• Respondent perceptions, Project management structure
	2. Has the use of resources on women's empowerment activities been sufficient to achieve the expected results?	• Interviews • FGDs • Project doc.	• KIIs • Documents review	As above	• Respondent perceptions, Project management structure
	3. To what extent has the project M&E strategy supported project decision making related to gender?	• Interviews • FGDs • Project doc.	• KIIs • Documents review	As above	• Respondent perceptions, Project management structure

Evaluation criteria	Key questions	Data source	Data collection methods/tools	Methods of data analysis	Indicators/success standards
	4. To what extent has the project addressed other vulnerable groups, including people living with disabilities and how this is reflected in project strategy and outcomes?	• Interviews • FGDs • Project doc.	• KIIs • Documents review	As above	• Respondent perceptions, Project management structure
General	1. How has the project addressed the mid-term evaluation recommendations?	• Interviews • Project document	• KIIs • Documents review	As above	• Respondent perceptions, gender marker data assigned to the project

3. Lessons learned

<table>
<tr><td colspan="2" align="center">ILO Lesson Learned Template

Project Title: University Centers for Career Development (UCCD)
Project TC/SYMBOL: EGY/17/02/AUE
Name of Evaluator: Dr. Edwin Okul, PhD and Dr. Ahmed Seliem
Date: August, 2022
The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.</td></tr>
<tr><td>LL Element</td><td align="center">Text</td></tr>
<tr><td>Brief description of lesson learned (link to specific action or task)</td><td>The continuous process of learning and adaptation to challenges creates expertise on the ground with hands-on experiences. The engagement and links with DET increased outreach and impact on Disability Equality. The project has developed a resource base on facilitators who can be utilized post the project.</td></tr>
<tr><td>Context and any related preconditions</td><td>There are low levels of expertise in disability equality, mainly due to lack of training opportunities, and lack of networks for support and advocacy.</td></tr>
<tr><td>Targeted users / Beneficiaries</td><td>The donor, ILO, UCCDs partners as well as other relevant stakeholders, DET facilitators</td></tr>
<tr><td>Challenges /negative lessons - Causal factors</td><td>A number of factors, including the physical and political environment to encumber disabled student's participation in career guidance, employment and enterprise unless addressed. Infrastructural realities which reinforce them and restrict their access to facilities, technical and business skills training and the institutions which require appropriately designed facilities proficient trainers, ought to be addressed.</td></tr>
<tr><td>Success / Positive Issues - Causal factors</td><td>The DET facilitators and UCCD staff trained on disability inclusion which enables them to carry out DE training and disability friendly career guidance. They have been trained on various aspects of DE, enabling them to be independent in carrying out their activities without reliance on donors.</td></tr>
<tr><td>ILO Administrative Issues (staff, resources, design, implementation)</td><td>The existence of project partners, government, the UCCDs and the trainers worked well in guiding the project implementation and components with the aim of ensuring realization of benefits to the target groups.</td></tr>
</table>

ILO Lesson Learned Template

Project Title: University Centers for Career Development (UCCD)

Project TC/SYMBOL: EGY/17/02/AUE

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

Date: August, 2022

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	Working with state agencies is critical for buy-in, dissemination and sustainability of ideas. Involving LMO staff so they could enrich the process of labour market information analysis, and dissemination was critical.
Context and any related preconditions	Labour market information in Egypt is not readily available in government custody for different groups of users. While several institutions produce labour market information products, there is neither a joint repository, nor a common frame to produce labour market information in a unified manner
Targeted users / Beneficiaries	The donor, ILO, the government, UCCDs, AUC as well as other relevant stakeholders, Technical Officers, Monitoring and Evaluation Officers.
Challenges /negative lessons - Causal factors	There was no proper data base even at the state partner level. The turnover of LMO staff made the latest staff to be engaged in the middle of the project thus slowed processes.
Success / Positive Issues - Causal factors	There is strong ownership and support by the key stakeholders as seen by involvement in the UCCDs, MoHESR and the LMO. There is also an elaborate and structured ILO administrative policies and procedures, which allow for transparency in decisions regarding use of resources against agreed project actions.
ILO Administrative Issues (staff, resources, design, implementation)	ILO has an office in Cairo which has increased the efficiency of management and the project adopted a participatory approach through continually taking feedback from the UCCD staff.

ILO Lesson Learned Template

Project Title: University Centers for Career Development (UCCD)

Project TC/SYMBOL: EGY/17/02/AUE

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

Date: August, 2022

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	Increased awareness of accurate concepts is the initial step in changing the mindset; knowledge sharing is a critical step to changing culture. Practical training and coaching of the staff made the staff more confident in dealing with disabled students
Context and any related preconditions	The design was based on the country context and the underlying root causes of the development objectives well-articulated. The needs assessment, tracer studies and enterprise surveys carried out to establish the prevailing status of LMI and disability friendly systems/infrastructure with focus on UCCDs and addressing challenges of graduate employment and disability inclusion informed the project design.
Targeted users / Beneficiaries	The AUC, ILO, the government, UCCDs/universities as well as other relevant stakeholders, Technical Officers, Monitoring and Evaluation Officers.
Challenges /negative lessons - Causal factors	The lack of LMI did not allow the UCCDs and graduate students to understand the labour market. Most of them had very weak data and track record of graduate tracing.
Success / Positive Issues - Causal factors	Besides supporting the implementation, the LMO continued to champion for research for accurate LMI and will continue to engage with other partners, including the universities.
ILO Administrative Issues (staff, resources, design, implementation)	There were structures encompassed in institutional arrangements which ensured policy and strategic guidance guaranteeing successful delivery of the project and the various partners, including the government had a direct interest in the project.

5. Good Practice

ILO Emerging Good Practice Template

Project Title: University Centers for Career Development (UCCD)

Project TC/SYMBOL: EGY/17/02/AUE

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

Date: August, 2022

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The virtual response to COVID-19 could be a channel to reach more employers, and other stakeholders in situations that need management approvals for face-to-face meetings as well as situation where employers are unavailable in place to attend in person.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The blend of the two approaches, virtual and physical, were a very rich recipe for the achievements of the project during Covid-19. Though limited by network connectivity and the lack of personal touch, the practical approaches in the trainings saw up-take of capacity for tracer studies, enterprise surveys and DE.
Establish a clear cause-effect relationship	The blend of the two project components ensured maximum utilization of locally available resources to turn around the fortunes of the UCCDs
Indicate measurable impact and targeted beneficiaries	The UCCDs have been facilitated to organize themselves so that they can carry out tracer studies and enterprise surveys in various locations across the country.
Potential for replication and by whom	The DET facilitators were trained and obtained certification continue to impart the skills learnt in their communities on need-by-need basis. The foundation set by the project for replication of DE intervention, provides for a multi-level approach to development.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The project aligns with all the four key priorities of the previous DWCP of Egypt and is contributing to the National Development Priorities.
Other documents or relevant comments	Sources of funds for the capital-intensive disability friendly infrastructure was an opportunity missed in the design of the project.

ILO Emerging Good Practice Template

Project Title: University Centers for Career Development (UCCD)

Project TC/SYMBOL: EGY/17/02/AUE

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

Date: August, 2022

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The participatory approach used in designing the project brought together all potential stakeholders to make contributions. This was very innovative for the project especially the choice of the universities and the MOHER LMO.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The blend of the two partners created were a very rich recipe for the achievements of the project. Though limited by data and records, the practical approaches in the trainings saw up-take of skills in tracer studies, surveys and disability inclusion.
Establish a clear cause-effect relationship	Sustainable strategies for addressing LMI depends on partnerships between the main stakeholders, public and private sectors. This ensured maximum utilization of locally available resources to turn around the fortunes of the UCCDs.
Indicate measurable impact and targeted beneficiaries	The DE trainers have been facilitated so that they can launch different initiatives to boost the disability inclusion in various universities and the work place across the country.
Potential for replication and by whom	The UCCG staff trained in tracer studies and enterprise surveys will continue to use the skills learnt on need-by-need basis. The foundation set by the project for replication of the LMI intervention, provides for a multi-level approach to development.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The project aligns with all the four key priorities of the previous DWCP of Egypt and is contributing to the National Development Priorities.
Other documents or relevant comments	Prior availability of university and national level students' data missed in the design of the project.

ILO Emerging Good Practice Template

Project Title: University Centers for Career Development (UCCD)

Project TC/SYMBOL: EGY/17/02/AUE

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

Date: August, 2022

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	Sharing of information and experiences is a crucial step among all stakeholders. Sharing models of work and experiences from other mature organizations was a rich resource for the UCCD intervention and for the future
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The UCCDs had no prior experience with tracer studies, enterprise surveys and roundtables as models for enhancing the benefits from career guidance for students.
Establish a clear cause-effect relationship	The Study tour to the US for UCCD staff was a good opportunity to be exposed to some mature peers from the US which led to them getting experiences from career centers in the US universities especially with regard to sustainability.
Indicate measurable impact and targeted beneficiaries	A number of UCCD staff have had their capacity of on sustainably collecting, analyzing and disseminating labour market information
Potential for replication and by whom	The UCCG staff trained in tracer studies and enterprise surveys will continue to use the skills learnt on need-by-need basis. The model learnt from the peers provides for an opportunity to continuously collect, analyze and disseminate labour market information.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The project aligns with all the four key priorities of the previous DWCP of Egypt and is contributing to the National Development Priorities.
Other documents or relevant comments	An in-person tour would have been a better opportunity for sharing experiences, and exploring other models

5. Evaluation schedule

List of Tasks	Responsible	Timeline	Deliverables
Briefing with the evaluation manager, desk review of project documents, and development and submission of the Inception report	Evaluation Manager, Project team, Evaluators	27 June-4 July	Draft Inception Report with data collection tools
Feedback and approval of the inception report	Evaluation manager	8 – 12 July	Approved Inception report and tools
Data collection and stakeholders' workshop	Evaluator	21 July – 9 August	Raw data, Valid information
Development of the draft report	Evaluator	11-25 August	Draft report
Review of the Zero Draft evaluation report and finalization of the draft report	Evaluation manager-Evaluator	25 – 31 August	Draft report
Circulate draft report among key stakeholders including the donor	Evaluation manager	1 - 5 Sept	Feedback (comments and input) on draft report
Consolidate feedback for sharing with the evaluator	Evaluation manager	7 – 10 Sept	Refined report
Finalize the report and submit to the evaluation manager in English and Arabic executive Summary	Evaluator	17 - 18 Set	Final Evaluation Report
Review for approval by the evaluation manager, Regional M&E officer and reviewed by EVAL	Evaluation manager/Regional M&E officer, and EVAL	19 -25 Sept	Approved Final Evaluation Report

6. Documents reviewed

1. MTE Report
2. Quarterly Progress Reports
3. Subgrant Agreements
4. AUC and ILO Teaming Agreement
5. UCCD – ILO Workplan
6. UCCD – ILO M and E Plan
7. UCCD – ILO Proposal summary
8. Tracer Study report
9. Enterprise Survey report

7. List of people interviewed

1. DET Consultants
   a) Dr Abd Elhamid Kabesh
   b) Dr Eglal Shenouda
   c) Dr Gehan ElSharkawy
      d) Dr Nabil

2. AUC Team
   a) Maha Fakhry – COP
   b) Dina El Gohary Deputy – COP
   c) Dr Wael Amer - M&E Advisor

3. USAID Representative
   a) Ms. Wafaa El Adawy

4. MOHE LMO
   a) Dr Mohamed Elsayed (M) Director of Strategic Planning LMO
   b) Mohamed Saeid (M) Assistant Expert of Strategic Planning LMO
   c) Ahmed Seif Research Assistant (M) LMO

5. ILO Project Team
   a) Dr Heba Rashed
   b) Dina Rafea

6. Bassira
   a) Dr Hanan Girgis

7. GISR
   a) Shaaymaa Kadry

8. AUC PMs
   a) Mohamed Ihab (M) Mansoura and Ain shams UCCD PM
   b) Maryam El Gaby (F) Tanta UCCD PM
   c) Amir Roshdy (M) Zagazig PM
   d) Hannem Elshenawy (F) PM Alex
   e) Dr Amal Abd Elwahed (F) PM Sohag and Aswan

9. UCCD Sohag
   a) Sohag employers
      1- Meena Samy (M) Pharmacist and marketing expert
      2- Mahmoud Kassem (M) Enineer in a private company
      3- Hasnaa Talaat (F) Business development manager in a private company
      4- Ahme Sultan (M) Member of Investor association and owner of a private company
      5- Essmat Farag (M) HR director in a hospital
      6- Haidy Gamal (F) Private Schools
   b) Sohag Students
      1- Nevine Shoukry (F): Roundtables and surveys
      2- Donia Atef (F) : Surveys
      3- Mohamed Awaad (M) Roundtables and Surveys
      4- Ahmed Abo Bakr (M)
   c) Sohag UCCD staff
      1-Dr Sayed Gebril (M) Deputy director

2- Dr Mahmoud (M) Director

3-Nehmedo Mansour (F) RO

4-Alaa Mohamed (F) Admin staff

5- Amr Mohamed (M) IT staff

10. UCCD Ain Shams
    a) Ain Shams University UCCD staff
       1-Dr Amgad Hanna (M) Senior CDS
       2-Doaa Emam Mohamed (F) Deputy director of UCCD

11. Zagazig University
    a) Employers Zagazig UCCD
       1- Dr Ahmed Mostafa (M) Education expert
       2-Eng. Mohamed Tayssir (M) Technology entrepreneurship expert
       3-Ahmed Tantawy (M) HR manager4- Abd Elrahman Samir Food Company Employer
    b) Students Zagazig UCCD
       1- Ammar Abd Salam (M)
       2- Hagar Atef (F)
       3-Mohamed Rizk (M)
       4- Mohamed Mady
       5- Nihal Ateya(F)
       6- (Zeinab Mohamed (F)
    c) Zagazig UCCD staff
       1- Rehab Mahmoud (F) deputy director
       2- Ahmed Hassan (M) RO
       3- Mohamed Sayed (M) Recruitment Officer (RO)
       4- Abd Alim Ismaeil (M) Director of general center
       5-Sameh Yousef (M) RO
       6- Enal Mohamed (F) CDS
       7- Sally Galal (F) Deputy Director General
       8- Sayed Abd Monsif (M) Deputy Director Engineering School

12. Mansoura University
    a) Staff trainees on DET conducted to UCCD DET Facilitator
       1- Mohamed Ezz Edin (M)
       2- Amr Ramadan (M)
    b) Students Mansoura UCCD
       1- Mohamed Khater (M)
       2- Yara Hossam (F)
       3- Aya Gamal(F)
       4- Menna Hossam (F)
       5- Engy Mohamed
    c) UCCD Staff Mansoura
       1- samar Gaber (F) IT
       2- Mohamed Saraya (M)Director
       3- Mohamed fathy (M) training coordinator
       4-Osama Abo Elnasr (M)
       5-Ibrahim Galal (M) CDS
       6- Wafaa Nadim (F) CEO
       7-Tasnim Aly (F) IT
       8- Hisham Yssin (M) Deuty Director Commerce School center

9- Tarek Bahey (M) RO

10- Ahmed Ramadan (M) Director of Commerce school Center

11- Heba Abd Bary (F) Training coordinator

13. Alexandria University
    a) Employers Alexandria UCCD
       1- Reham Adel (F) HR Consultant
       2-Dr Mohamed Aly (M) Economic expert
       3-Ahmed Helmy (M) Entrepreneurship consultant
    b) Students Alexandria UCCD
       1- Nadia Sayed (F)
       2-Hanin Ahmed (F)
       3-Hanaa Ragab (F)
       4- Salwa Gamal
    c) Alex UCCD staff
       1- Laila Delawar (F) Deputy director UCCD general
       2- Salma Mounir (F) CDS
       3-aisha Hamdy (F) Director of UCCD college of commerce
       4- Walaa Wagdy (F) UCCD Eng RO
       5- Mona Mohamady (F) Data specialist
       6- Kholoud Ibrahim (F) Employer relation Officer
       7- Nehal Nazmy (F) Data and Information specialist

14. Aswan University
    a) Aswan UCCD staff
       1- Laila Saady (F) Deputy director UCCD
       2- Rawya Mostafa (F) Data specialist and IT
       3- Shaimaa Kamal (F) Recruitment Officer
       4- Makram Khodary (M) Admin and training coordinator
    b) UCCD Student
       1- Hagar Salah (F)
       2- Israa Habib (F)
       3- Aya Osama (F)
       4- Ahmed Mostafa (M)
       5-Abdalla Yasserv (M)
    c) Aswan UCCD employers
       1- Randa Eltayeb(F)
       2- walaa Mohab (F)
       3-Marwa Mahdy (F)
       4- (Ahmed Awadalla (M)

8. Evaluation schedule

Briefing with the evaluation manager, desk review of project documents, and development and submission of the Inception report	Evaluator	4	2	12-14 July
Feedback and approval of the inception report	Evaluation manager	1	0	17 July
Data collection and stakeholders' workshop	Evaluator	10	10	21 July – 10 August
Development of the draft report	Evaluator	4	2	15-21 August
Review of the Zero Draft evaluation report and finalization of the draft report	Evaluation manager-Evaluator	1	0	22 – 31 August
Circulate draft report among key stakeholders including the donor	Evaluation manager	0	0	10-15 Sept
Consolidate feedback for sharing with the evaluator	Evaluation manager	0	0	15 September
Finalize the report and submit to the evaluation manager in English and Arabic executive Summary	Evaluator	2	1	16 September
Review for approval by the evaluation manager, Regional M&E officer and reviewed by EVAL	Evaluation manager/Regional M&E officer, and EVAL	0	0	1-5 October
Total days		22	15	

INTERNATIONAL LABOUR ORGANIZATION

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

DET Trainers / Consultants

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

1.   Please introduce yourself and your role in the project activities

Name of Interviewee	Background of the interviewee:		Role in the project
1-	1-		1-
2-	2-		2-
3-	3-		3-
4-	4-		4-
Date	Time	Duration	Notes By

o)   RELEVANCE, COHERENCE AND STRATEGIC FIT,

2.   In your opinion how have the project interventions you have been involved in responded to beneficiaries' needs?

   a)   Students and

b) University Staff

p) VALIDITY OF INTERVENTION DESIGN

3. From your experience, what were the risk factors or the positive contributing factors to the project interventions?
   a) How did the project mitigate or benefit from them?

4. Have the main stakeholders (University Staff / Students) been involved in the design and implementation of project activities? How? (*Probe for examples*)

q) Effectiveness:

5. To what extent have activities been carried out as planned; DET trainings and Coaching sessions? Give examples

6. To what extent has the COVID-19 Pandemic impacted project the activities you were involved in?
   a) How has the university, in collaboration with ILO addressed this impact?

7. To what extent could the project response to COVID-19 be repeated in a different crisis?

8. How have the activities directed towards enhancing the inclusiveness of UCCD services for students with disabilities impacted the labor opportunities for students with disabilities?

r) Efficiency of resource use

9. How successful was the project in prudently utilizing project resources to deliver the planned results for Students with disabilities?

s) Impact orientation and sustainability

10. To what extent is the university able to take the lead and continue this initiative on its own especially regarding gender and non-discrimination, and the inclusiveness of UCCD services for students with disabilities.

11. How could the Covid19 situation in the context of the national responses affect the sustainability of the project?

t) Gender equality and non-discrimination

12. To what extent have the project activities taken into consideration the following:
    a) gender equality, women's empowerment and non-discrimination,
    b) inclusion of UCCD services for students with disabilities,
    c) sustainability of the interventions

13. How did the project activities promote women's empowerment activities?
    a) What are the factors that supported you in this initiative?

14. To what has extent the project addressed vulnerable groups, other than students living with disabilities?

u) General

15. What suggestions would you make for UCCDs in various universities to improve graduates' abilities, to be ready for the skills and recruiting needs of the labor market especially for Students with disabilities?

INTERNATIONAL LABOUR ORGANIZATION

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

UCCD Staff

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

16. Please introduce yourself and your role in the project activities

Name of Interviewee	University	Position in the University	Role in the project
1-			
2-			
3-			
4-			
5-			
6-			
7-			
Date	**Time**	**Duration**	**Notes By**

v) RELEVANCE, COHERENCE AND STRATEGIC FIT,

17. In your opinion how has the project interventions responded to.

     a) Beneficiaries' needs (Students and University Staff)

     b) Your university objectives,

18. What did your university gain from the ILO contribution especially with ILO comparative advantages (such as tripartism and international labour standards)?

w) VALIDITY OF INTERVENTION DESIGN

19. Considering the time and resources at hand in UCCD, was it feasible in terms of achieving predicted project results? how?

20. To what extent has ILO support your university in assessing the quality and results of project activities as well as knowledge sharing and communication of the results to stakeholders of interest?

21. From your experience what were the risk factors or the positive contributing factors to the project intervention?

     a) How did the project mitigate or benefit from them?

22. Was your university involved in the design and implementation of project activities? How? (*Probe for examples*)

x) Effectiveness:

23. To what extent activities have been carried out as planned, for instance the round tables with employers, and capacity building workshops for UCCD staff with a more practically oriented focus? Give examples

24. Has the management and governance structure of UCCD put in place worked effectively to achieve the results and what could be improved in the future?

25. To what extent has the COVID-19 Pandemic impacted project activities you have involved in?

     a) How has the university in collaboration with ILO addressed this impact?

26. To what extent can the project response to COVID-19 be repeated in a different crisis?

y) Efficiency of resource use

27. How successful was the project in prudently utilizing project resources to deliver the planned results?

z) Impact orientation and sustainability

28. To what extent is your university able to take the lead and continue this initiative on its own especially regarding gender and non-discrimination, social dialogue, and international labour standards?

     a) What support you may need.

29. How could the Covid19 situation in the context of the national responses affect the sustainability of the project?

aa) Gender equality and non-discrimination

30. To what extent have the project activities taken into consideration the following:

     a) gender equality, women's empowerment and non-discrimination,

     b) inclusion of UCCD services for students with disabilities,

     c) sustainability of the interventions

31. How did the project activities promote women's empowerment activities?

    a) What resources / factors supported you in this initiative?

32. To what extent has the project addressed vulnerable groups, such as students living in remote and rural areas including students living with disabilities?

    a) How has ILO supported your university in project decision making related to gender and inclusion of students with disabilities?

bb) General

33. How has the project addressed recommendations of different stakeholders obtained during different project activities?

34. What suggestions would you make for UCCDs in various universities to maintain the utilization of quantitative and qualitative labor market information to improve graduates' abilities, to be ready for the skills and recruiting needs of the labor market?

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project-EGY/17/02/AUE

UCCD Staff

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

35.   Please introduce yourself and your role in the project activities

Name of Interviewee	University	Position in the University	Role in the project
1-			
2-			
3-			
4-			
5-			
6-			
7-			
Date	Time	Duration	Notes By

cc)   RELEVANCE, COHERENCE AND STRATEGIC FIT,

36. In your opinion how has the project interventions responded to your needs as students?

A. VALIDITY OF INTERVENTION DESIGN

37. Were you in any way involved in the design and implementation of project activities? How? (*Probe for examples*)

B. Effectiveness:

38. To what extent has the COVID-19 Pandemic impacted project activities you were involved in?

   a) How has the university in collaboration with ILO addressed this impact?

C. Gender equality and non-discrimination

39. To what extent have the project activities taken into consideration the following:

   a) gender equality, women's empowerment and non-discrimination,

   b) inclusion of UCCD services for students with disabilities,

40. How did the project activities promote women's empowerment activities?

41. To what extent has the project addressed vulnerable groups, such as students living in remote and rural areas including students living with disabilities?

D. General

42. What suggestions would you make for UCCDs in various universities to maintain the utilization of quantitative and qualitative labor market information to improve graduates' abilities, to be ready for the skills and recruiting needs of the labor market?

INTERNATIONAL LABOUR ORGANIZATION

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

Roundtables Consultant

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

43. Please introduce yourself and outline your role in the project activities

Name of Interviewee 1- 2-	Organization	Position in the organization	Role in the project
Date	Time	Duration	Notes By

dd) RELEVANCE, COHERENCE AND STRATEGIC FIT,

44. In your opinion, how have the project interventions (Round Tables) responded to beneficiaries' needs?

   a)   Students and

   b)   University Staff

ee) VALIDITY OF INTERVENTION DESIGN

45. To what extent has ILO supported you in delivering high quality activities as well as in sharing the results to stakeholders of interest?

46. From your experience, what were the risk factors or the positive contributing factors to the project interventions?

   a) How did you mitigate or benefit from them?

47. To what extent were the universities involved in the design and implementation of round tables? How? (*Probe for examples*)

   ff) **Effectiveness:**

48. To what extent have the round tables have been carried out as planned? Give examples

49. To what extent has the COVID-19 Pandemic impacted the project activities you were involved in?

   a) How did you work in collaboration with ILO to address the impact of Covid 19?

50. To what extent the project response to COVID-19 could be repeated in different crisis?

   gg) **Impact orientation and sustainability**

51. To what extent are the universities able to take the lead and continue this initiative on their own?

   a) What support you may need?

   hh) **Gender equality and non-discrimination**

52. To what extent have the round tables taken into consideration the following?

   a) gender equality, women's empowerment, and non-discrimination,

   b) inclusion of UCCD services for students with disabilities,

   c) sustainability of the interventions

53. How did the project activities promote women's empowerment activities?

   a) And what resources / factors supported you in this initiative?

54. To what extent has the project addressed other vulnerable groups, such as students living in remote and rural areas?

   ii) **General**

55. How has the project addressed recommendations of different stakeholders obtained during round tables?

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

KII Guide – Donor (AUC and USAID)

Relevance and strategic fit

1. **To what extent does the project complement and fit with other on-going AUC and USAID initiatives and other ILO and UN projects in the country?**

Validity of design

2. **Was the implementation approach valid and realistic in meeting beneficiary needs?**
   a. **Has the project adequately taken into account the context?**

Project effectiveness

3. To what extent have the expected outputs and outcomes been achieved in relation to its results framework?
   a. In which area does the project have the greatest achievements so far?

   b. Why and what have been the supporting factors?

Efficiency of Resource Use

4. How efficiently have resources (human resources, time, expertise, funds etc.) been allocated and used to provide the necessary support and to achieve the broader project objectives?

5. To what extent have the disbursements and project expenditures been in line with expected budgetary plans? Why?

6. Was the intervention economically worthwhile, given possible alternative uses of the available resources?
   a. Should the resources allocated to the intervention have been used for another, more worthwhile, purpose? How?

7. To what extent did the project leverage partnership (with constituents, national institutions and other UN/ Development agencies) that enhanced project relevance and contributed to priority SDG targets and indicators?

8. To what extent did the project budget factor-in the cost of specific activities, outputs and outcomes to address:
   a. Gender equality and non-discrimination?
   b. Inclusion of people with disabilities?

Management Arrangements

9. Was the management and governance arrangement of the project adequate?
   a. Was there a clear understanding of roles and responsibilities by all parties involved?

10. Did the project receive adequate administrative, technical and - if needed - political support from the implementing organizations and partners?

11. Were all relevant stakeholders involved in an appropriate and sufficient manner?

Orientation to impact and sustainability

12. To what extent is there evidence of positive changes in the life of the ultimate project beneficiaries?

13. What concrete steps have been and/or should have been taken to ensure sustainability?

14. What are the gaps in the sustainability strategy and how can the stakeholders, including other ILO projects support, address these, taking into consideration potential changes in the country due to the COVID 19 pandemic?

15. What were the intervention's long-term effects in terms of reducing/exacerbating?
    a. Gender inequalities and gender based discrimination?

    b. Inequalities and exclusion faced by people with disabilities?

The End

INTERNATIONAL LABOUR ORGANIZATION

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

Employers tool

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

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

jj) RELEVANCE, COHERENCE AND STRATEGIC FIT,

57. In your opinion how did the project interventions responded to;

   a) Your recruitment needs as an employer of university graduates

   b) Governments employment objectives,

   c) Beneficiaries' needs (university students and University Staff) regarding decreasing the gap between the employment market and the skills of the university graduates

58. How do you see the role of the ILO contributions, responding to such needs?

kk) VALIDITY OF INTERVENTION DESIGN

59. From your experience in attending the roundtables, how effective are such roundtables in building partnerships between academia and business to decrease the gaps between what is being studied in the universities and the actual needs of the business?

ll) EFFECTIVENESS

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

   a) How did the project mitigate the risks?

b) How did the project benefit from the contributing factors?

61. To what extent has the COVID-19 Pandemic impacted the project activities you have involved in?

a) How has the project addressed this impact?

62. To what extent can the project response to COVID-19 applied in a different crisis?

mm) EFFICIENCY OF RESOURCE USE

63. How efficient was the project in delivering the planned results?

a) Were there any delays?

nn) IMPACT ORIENTATION AND SUSTAINABILITY

64. To what extent are the Universities able to take the lead and continue this initiative on their own? What support they may need?

65. How could the Covid19 situation, in the context of the national responses affect the sustainability of the project?

oo) GENDER EQUALITY AND NON-DISCRIMINATION

66. To what extent have the project activities taken into consideration the following:

a) gender equality, women's empowerment and non-discrimination,

b) inclusion of UCCD services for students with disabilities,

c) sustainability of the interventions

67. To what extent has the project addressed vulnerable groups, such as students living in remote and rural areas including students living with disabilities?

pp) GENERAL

68. How has the project addressed recommendations of the round tables?

69. What are your recommendations for UCCDs in different governorates to sustain the use quantitative and qualitative information about labour market to enhance graduates' skills, to respond to market workforce skill needs and recruitment needs?

INTERNATIONAL LABOUR ORGANIZATION

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

Ministry of Higher Education and Scientific Research (MoHESR) Labour Market Observatory (LMO)

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

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

qq) RELEVANCE, COHERENCE AND STRATEGIC FIT,

71.   In your opinion how did the project interventions responded to;

   a) MOHE and Universities objectives,

   b) National Development Strategy, Egypt 2030

   c) Beneficiaries' needs (Students and University Staff)

72.   What did the MOHE and Universities gain from the ILO contribution and their comparative advantages (such as tripartism and international labour standards)?

rr) VALIDITY OF INTERVENTION DESIGN

73.   Considering the time and resources at hand, was it feasible in terms of achieving predicted project results? how?

74.   To what extent did ILO support MOHE in the project's performance assessment, knowledge sharing and communication of the results to stakeholders of interest?

75. From your experience, what were the risks and positive contributing factors to the project interventions?
    a) How did the project mitigate the risks?
    b) How did the project benefit from the positive factors?

76. *Has MOHE been involved in the design and implementation of project activities? How? (Probe for examples)*

ss) Effectiveness:

77. To what extent have activities been carried out as planned, for instance the Training of Facilitators (ToF) for the Disability Equality Training (DET), and capacity building workshops for UCCD staff with a more practically oriented focus? Give examples
    a) Were there any delays and what caused these?

78. Has the management and governance structure put in place worked effectively to achieve the results and what could be improved in the future?

79. To what extent has the COVID-19 Pandemic impacted project activities you have involved in?
    a) How has the MOHE in collaboration with ILO addressed this impact?

80. How can the project response to COVID-19 be repeated in a different crisis?

tt) Efficiency of resource use

81. How efficient was the project in utilizing project resources to deliver the planned results?
    a) Were there instances of waste (time and other resources)?

uu) Impact orientation and sustainability

82. To what extent are the Universities able to take the lead and continue this initiative in their own especially regarding gender and non-discrimination, social dialogue, and international labour standards? What support may they need?

83. How could the Covid19 situation in context of the national responses affect the sustainability of the project?

vv) Gender equality and non-discrimination

84. To what extent did the project activities take into consideration the following:
    a) gender equality, women's empowerment and non-discrimination,
    b) inclusion of for students with disabilities in UCCD services,
    c) sustainability of the interventions

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

86. To what extent has the project addressed vulnerable groups, such as students living in remote and rural areas including students living with disabilities?

87. How has ILO supported MOHE in project decision making related to gender and inclusion of students with disabilities?

ww) General

88. How has the project addressed recommendations of different stakeholders obtained during different project activities?

89. What are your recommendations for UCCDs in different governorates to sustain the use quantitative and qualitative information about labour market to enhance graduates' skills, to respond to market workforce skill needs and recruitment needs?

INTERNATIONAL LABOUR ORGANIZATION

Final Evaluation of the Final Evaluation of the University Centers for Career Development (UCCD) Project- EGY/17/02/AUE

KII Guide - ILO staff, Backstopping specialists, UCCD relevant project staff and Project managers (including AUC PMs) in selected Universities

xx) RELEVANCE, COHERENCE AND STRATEGIC FIT,

90.   Is the project coherent with the following;
   a) Governments objectives,
   b) National Development Framework,
   c) Beneficiaries' needs

91.   Does the project support the outcomes outlined in;
   a) ILO's CPOs
   b) the SDGs?

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

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

yy) VALIDITY OF INTERVENTION DESIGN

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

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

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

a) gender and non-discrimination,

b) social dialogue and tripartism,

c) international labour standards, and

d) just transition to environmental sustainability?

96.   Has the project Theory of change been comprehensive?

a) Does the Theory of Change integrate external factors?

b) Is the Theory of Change based on systemic analysis?

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

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

zz) Effectiveness:

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

a) Have all activities been carried out as planned, for instance the Training of Facilitators (ToF) for the Disability Equality Training (DET), with a more practically oriented focus?

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

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

100.   How have contextual and institutional risks and positive external to the project factors been managed by the project management?

101.   To what extent has the COVID-19 Pandemic influenced project results and effectiveness?

a) How has the project addressed this influence?

102.   Does the (adapted) intervention model used in the project suggest an intervention model for similar crisis response?

aaa) Efficiency of resource use

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

a) How strategically has this been done?

104.   How efficient was the project in utilizing project resources to deliver the planned results?

105.   To what extent did the project leverage resources to promote;

a) gender equality and non-discrimination; and

b) inclusion of people with disability?

bbb)   **Impact orientation and sustainability**

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

107.   Has the project developed and implement an effective exit strategy?

a) Does the exit strategy mainstream ILO crosscutting themes (i.e. gender and non-discrimination, social dialogue and tripartism, international labour standards, and just transition to environmental sustainability)?

108.   How has the sustainability approach of the project been affected by the Covid19 situation in context of the national responses?

ccc) Gender equality and non-discrimination

109.   To what extent has the project mainstreamed gender equality and women's empowerment in the project strategy and outcomes?

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

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

111.   To what extent has the project M&E strategy supported project decision making related to gender?

112.   To what extent has the project addressed other vulnerable groups, including people living with disabilities?

a) How this is reflected in project strategy and outcomes?

ddd)   **General**

113.   How has the project addressed the mid-term evaluation recommendations?