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EVALUATION

Workforce Improvement and Skills Enhancement (WISE) Midterm Performance Evaluation

March 11, 2018

This publication was produced at the request of the United States Agency for International Development. It was prepared independently by Soheir El Sherif, with contributions from Vicki Roberts, Atef Aly, Mohamed Azab, Maha Abdel Halim, Fayez Nasr and May Gadalla under The QED Group, LLC Egypt SIMPLE project.

MIDTERM PERFORMANCE EVALUATION OF THE WORKFORCE IMPROVEMENT AND SKILLS ENHANCEMENT ACTIVITY (WISE); TECHNICAL ASSISTANCE, TRAINING ACTIVITIES AND CAPACITY BUILDING

March 11, 2018

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COVER PHOTO: El Qusseir Advanced Technical Hotel School in El Qusseir, Red Sea Governorate.
Photo courtesy of Vicki Roberts.

DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States government.

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TABLE OF CONTENTS

Acronyms	i
Biographies	iii
Executive Summary	v
Introduction	1
Evaluation Purpose & Evaluation Questions	1
Activity Background	2
Evaluation Methods & Limitations	5
<i>Evaluation Question 1a: How effective has the capacity building provided to the Transition to Employment Units been with regard to improving the skills of the teachers?.....</i>	<i>9</i>
<i>Evaluation Question 1b: How effective has the capacity building provided to the Transition to Employment Units been with regard to improving the skills of the students through career guidance and entrepreneurship?</i>	<i>11</i>
<i>Evaluation Question 1c: How effective has the capacity building provided to the Transition to Employment Units been with regard to creating more linkages between the schools and the private sector through the employment and Labor Market Information Department under the Transition to Employment Units?</i>	<i>17</i>
<i>Evaluation Question 1d: How effective has the capacity building provided to the Transition to Employment Units been with regard to establishing a system of sustainability through the Local and Central Units for Transition to Employment?</i>	<i>20</i>
<i>Evaluation Question 2a: To what extent do WISE interventions in the areas of workforce skills, productivity upgrades and improvements in human resource strategies (3R) contribute to improving the efficiency (e.g., labor productivity, workers' turnover) of participating firms?.....</i>	<i>21</i>
<i>Evaluation Question 2b: Does the current M&E system provide necessary data to estimate the benefits stream from these interventions as compared to cost?</i>	<i>22</i>
<i>Evaluation Question 2c: If not, what additional data need to be tracked?</i>	<i>23</i>
<i>Evaluation Question 3a.1: Are the activity's initial assumptions and operating environment still valid; i.e., does the bilateral relationship between the GOE and the USG remain positive and fully collaborative?</i>	<i>23</i>
<i>Evaluation Question 3a.2: Are the activity's initial assumptions and operating environment still valid; i.e., does the GOE maintain trained teachers and implement a sustainability plan?</i>	<i>24</i>
<i>Evaluation Question 3a.3: Are the activity's initial assumptions and operating environment still valid; i.e., does USG assistance to the private sector remain unimpeded by new GOE regulations?</i>	<i>24</i>
<i>Evaluation Question 3a.4: Are the activity's initial assumptions and operating environment still valid (i.e., are funding/resources available to implement planned interventions)?</i>	<i>24</i>
<i>Evaluation Question 3b: What parts [of the WISE Activity] are doing exceptionally well and which face challenges?</i>	<i>24</i>
<i>Evaluation Question 4a: To what extent did the project succeed in addressing gender gaps?</i>	<i>27</i>
<i>Evaluation Question 4b: To what extent did the project succeed in enhancing the economic empowerment of women?</i>	<i>28</i>
<i>Evaluation Question 5a: How much value did the interventions under Result B (improved skills and productivity of the workforce in selected governorates and economic sectors) create and contribute to the assisted firms?.....</i>	<i>29</i>
<i>Evaluation Question 5b: Did the value created by interventions under Result B outweigh the cost?</i>	<i>32</i>
ANNEXES	1
Annex I: Evaluation Statement of Work	2
Annex II: Tables and Graphs	17

Annex III: Evaluation methods and limitations	95
Annex IV: Data Collection Instruments	101
Annex V: Data Collection Schedule	256
Annex VI: List of WISE Phase I TVET Secondary Schools	258
Annex VII: Selection Criteria and Technical Schools Selected for WISE Midterm Performance Evaluation.....	259
Annex VIII: Bibliography	262
Annex IX: Timeline.....	268
Annex X: USAID Criteria to Ensure Quality of Evaluation Report.....	278

Acronyms

3R	Recruit, Retrain and Retain
ABA	Alexandria Business Association
ACOR	Agreement Contracting Officer's Representative (USAID)
CAPMAS	Central Agency for Public Mobilization and Statistics
CBA	Cost-Benefit Analysis
CUTE	Central Unit for Transition to Employment
DEC	Development Experience Clearinghouse
DO	Development Objective
ECP	Egypt Competitiveness Project
ER	Ebdaa Rehletak ("Start Your Journey"; a program that supports out-of-school job seekers in WISE-supported economic sectors and governorates and connects them to factory-based training and jobs)
EFIA	Egyptian Federation of Investors' Associations
ENCC	Egyptian National Competitiveness Council
EPC	Economic Partnership Council
ERU	Ebdaa Rehletak Unit
FEI	Federation of Egyptian Industries
GD	Group Discussion
GIZ	German International Cooperation Agency
GIZ-EPP	Employment Promotion Program of GIZ
GOE	Government of Egypt
HR	Human Resources
ILO	International Labor Organization
IR	Intermediate Results
IT	Information Technology
KII	Key Informant Interview
KPI	Key Performance Indicator
LCP	Local Compensation Plan
LUTE	Local Unit for Transition to Employment
MIIC	Ministry of Investment and International Cooperation
MoETE	Ministry of Education and Technical Education
MoLD	Ministry of Local Development
MOU	Memorandum of Understanding
MSME	Micro, Small and Medium Enterprise
MTC	Management and Training Corporation
MTI	Ministry of Trade and Industry
NAQAAE	National Authority for Quality Assurance and Accreditation for Education
NCERD	National Council for Education Research Department
NGO	Non-governmental Organization
OEG	Office of Economic Growth
PAU	Policy Advocacy Unit
PIP	Productivity Improvement Program
RFTOP	Request for Task Order Proposal
RMG	Ready-Made-Garments
SDS	Sustainable Development Strategy
SIMPLE	Services to Improve Performance Management, Enhance Learning and Evaluating
SMART	Specific, Measurable, Accepted, Relevant and Time-bound

SME	Small and Medium Enterprise
SO	Strategic Objective
SOW	Statement of Work
SUTE	School Unit for Transition to Employment
TAR	Training Achievement Record
TOCO	Task Order Contracting Officer
TOT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNIDO	United Nations Industrial Development Organization
USAID	United States Agency for International Development
USG	United States Government
VTEC	Vocational Training and Employment Center
WISE	Workforce Improvement and Skills Enhancement

Biographies

Soheir El Sherif is an economist with 35 years of experience in socioeconomic research, capacity building, and project evaluation (ex-ante, ex-post, and midterm). She holds a PhD in project evaluation methodologies and empirical analysis. She is an expert on applying national and sector-level cost-benefit (CBA) and cost-effectiveness (CEA) analyses. In the field of education, she was engaged in the evaluation/CBA of programs sponsored by the World Bank (Early Childhood Education) and USAID (Higher Education – LEAD Program). She worked on several projects sponsored by bilateral and multilateral development organizations, including: USAID, CIDA, DFID, GIZ, Netherlands Dev. Agency, SDC, KfW, JETRO, EC, WB Group, UNDP & UNIDO.

Vicki Roberts is a specialist in TVET and quality frameworks. She has over 25 years of experience in business development, capacity building, project monitoring and evaluation (M&E), education frameworks, vocational education accreditation, teacher training, curricula development, training and assessment evaluation, and quality education outcomes. She holds a PhD in Education, and a Master's in Online Learning, as well as qualifications in VET, leadership, human resource management, accounting and auditing of quality management systems. Since 1992, Vicki has helped public and private organizations establish and ensure quality outcomes through systematic approaches. She has served as Team Leader and technical advisor on international funding bodies' (ADB, AUSAID, USAID and World Bank) education and policy projects involving youth, women, the long-term unemployed, disadvantaged and disenfranchised groups, as well as previous country-wide education M&E projects funded by USAID in Afghanistan and Egypt.

Atef Aly has over 22 years of experience as a TVET Specialist. He has extensive experience in VET system reform, TVET policies, VET system auditing, conducting market surveys, developing M&E procedures for training centers and technical secondary schools, adolescent and adult learner teacher training, strategic framework development, designing quality management systems, managing the implementation of training schemes, and career guidance. In Egypt, Atef conducted a study on adult learning (lifelong learning) with the European Training Foundation (ETF), and established TVET public-private partnerships (PPP) with TVET I.

Mohamed Azab is an evaluator with 16 years of experience in socioeconomic research, capacity building, and project evaluation in a number of sectors including education, technical education, value-chain in industry, sustainable low-cost eco-housing and green businesses, Women's Equality through Economic Empowerment (WEEE), and urban development and slums. He has experience in managing evaluations for international organizations (UNDP, Save the Children, Plan International, Handicap International) and Egyptian ministries (Ministry of Education, Ministry of State for Urban Development and Slums, Ministry of Industry, and Ministry of Health). He holds a Master's Degree in Governance and a Master's Degree from Coady Institution in Community Leadership.

Maha A. Halim has 18 years of experience in development work that focuses on project management and planning, M&E projects, communication, social and community accountability evaluation research and building individual and organizational capacity. Maha's Egyptian experience includes consulting for international organizations such as American Development Foundation, Infonex, Midwestern Universities Consortium for International Activities, Save the Children, UN World Food Program, Family Health International 360 and Catholic Relief Services. She has also consulted for UN Women, Care International, and Handicapped International.

Fayez Nasr has more than 52 years of experience in TVET, including 39 years in PVTD/MoTE, and a role as the Undersecretary of Vocational Training Affairs. During this period, he shared, supervised, and followed up on all activities related to training of trainers, apprenticeship, establishing new VTCs, and other actions on projects involving ILO, GIZ, KOICA, JICA, and USAID. Recently, Fayez worked with GIZ/MKI and TVETI/EU for six years and CRS/USAID. He is a member of the Engineering Syndicate, has represented the MoTI on Management Committees, and represented TVETI in the Function/IDSC committee.

May Gadalla is an Assistant Professor at Cairo University, Faculty of Economics and Political Science. She holds a PhD in Biostatistics from the University of California, Los Angeles, and a Master's degree in Statistics from Cairo University. She is also a research associate at the Economic Research Forum (ERF Middle East), Cairo, Egypt. She has 25 years of experience in the field of quantitative and mixed method analysis which included statistical consultant work for the World Bank, UNFPA, ERF, Social Research Centre (SRC American University), Population Council (Middle East), and USAID, Deputy Director at the Center of Economics and Financial Studies, Cairo University, Head of the Social Justice Observatory at the Social Contract Centre and Senior Program Officer at the Population Council (Middle East). She has led teams in conducting and supervising national surveys, and conducted capacity building workshops in monitoring and evaluation, impact evaluation, advanced statistical tools, and survey methodologies.

Mahmoud Kamel is an interpreter of English and Arabic languages. He holds a Ph.D. and MA in Translation and Interpretation in English and Arabic Languages. Mahmoud has 32 years of experience in translating, interpreting and teaching translation and interpretation at the university level. He has worked as an interpreter with the United Nations, the League of Arab States LAS, the African Union AU, Egyptian TV and Radio, Saudi TV and Radio as well as many conference organizers in Egypt. Mahmoud is a Professor and Head of English Language, Translation and Interpretation at the Academy of Arts, Egypt. He has published a number of books on translation and interpretation, an English Arabic dictionary and numerous research papers.

Hanan Shawky is an Administration, Human Resource (HR) and Logistics Coordinator. She has over 15 years of experience with NGOs, donors' projects (USAID, EU, GIZ), and governmental organizations. Hanan has solid experience in overseeing daily administration and providing logistical support for M&E project activities including management of budget/expenditure reports, coordination and following-up on project actions and handling of all goods and services procurement arrangements in accordance with donors' procedures and regulations.

Executive Summary

Over 800,000 new job seekers enter the Egyptian labor market annually, but businesses have not kept pace with the number of jobs needed. The Central Agency for Public Mobilization and Statistics (CAPMAS) reported an unemployment rate of 5.2 percent in 1980. By the fourth quarter of 2016, it had risen to 12.4 percent, and currently stands at 12 percent (first quarter of 2017). The relatively low employability of Egypt's youth is a recognized constraint to economic growth. To address this constraint, USAID/Egypt is collaborating with the Ministry of Education and Technical Education (MoETE) and the Ministry of Trade and Industry (MoTI) to improve technical secondary education to meet the needs of the job market.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

This midterm performance evaluation examines the effectiveness of the WISE interventions implemented by the Management and Training Corporation (MTC), in particular, those related to upgrading technical education, and improving labor productivity and human resource management at the firm level, as measured by outcomes and perceptions of beneficiaries and stakeholders. The evaluation offers recommendations on how to address current challenges and strengthen WISE activity best practices and successful achievements to date, and inform activity implementation in the remaining 2017-2018 performance period, and 2019 option year.

ACTIVITY BACKGROUND

The Workforce Improvement and Skills Enhancement Activity (WISE) contract focuses its technical assistance and training activities on improving labor skills, creating job opportunities, promoting innovation, and advocating for necessary policy and regulatory reform related to human capital development. It also aims at reducing the current skills mismatch and improving labor productivity and employability especially among the youth and females. WISE is also partnering with the Federation of Egyptian Industries (FEI) to improve the performance of the private sector through training in improved human resource strategies that reduce staff turnover, as well as building the capacity of business associations to advocate for reforms related to labor market efficiency.

EVALUATION QUESTIONS

The evaluation seeks to answer five questions focusing on (a) capacity building for Transition to Employment Units (TEUs), and (b) technical assistance and training to private firms in Alexandria, Port-Said, Ismailia, Red Sea, and Aswan.

EVALUATION DESIGN, METHODS AND LIMITATIONS

The evaluation team used a mixed methods approach for answering the midterm performance evaluation questions. The use of mixed methods enables triangulation of qualitative and quantitative data of the subject under study, thereby strengthening the validity, reliability, and integrity of the observed findings. By mixing both quantitative and qualitative results, the evaluator offsets weaknesses inherent in using a singular approach.

A total of 1,740 individuals were consulted in Cairo and five project intervention governorates (Alexandria, Ismailia, Port Said, Red Sea, and Aswan) from December 2 through December 20, 2017.

Key informant interviews and group discussions were held with 538 individuals, while 1,202 stakeholders and/or beneficiaries were surveyed.

Data were collected in five governorates (Alexandria, Ismailia, Port Said, Red Sea, and Aswan) from December 2 through December 20, and supplemental telephone interviews were held on December 24, 26, and 27, 2017 in order to mitigate then emerging risks associated with low response rates among graduates.

QUANTITATIVE DATA SOURCES

The evaluation team used five paper and pencil surveys for collecting primary quantitative data derived from a purposive sample of beneficiaries and service providers, resulting in the following sample sizes:

1. Currently enrolled students in grades 1, 2, and 4 (n=712) from 12 technical schools (4th grade is available only in the 5-year schools).
2. Available SUTE officers/teachers from the 12 technical schools (n=138).
3. Non SUTE teachers from the 12 technical schools (n=259).
The first three surveys were conducted face to face with the participants.
4. Graduates and individuals from the surrounding community (n=63), who were employed through SUTE. A subset filled out the questionnaire face-to-face, and some were interviewed by phone.
5. Job seekers (n=28) who approached SUTE for a job, but who were not yet hired through SUTE. This whole sample was interviewed by phone.

SAMPLE SELECTION

A purposive school sample selection was conducted in two stages. The first stage was a non-random selection of 12 WISE-assisted technical schools from a candidate pool of 32 Phase I schools (equivalent to 37.5%). Six schools were excluded from selection due to (a) unnecessarily high-risk security/safety considerations (Qantara Sharq Industrial Secondary School in Ismailia), (b) certain schools (El Batoul Technical School in Port Said and Gamal Abdel Nasser Technical Secondary School in Port Said) did not receive full support until project implementation Year 2 (November 2016 - January 2017), and (c) technical training programs in renewable energy and/or logistics were in the initial stages of roll out (Alexandria Advanced Technical School in Alexandria, Heavy Equipment Technical School in Ismailia and Mohamed Saleh Harb Advanced Technical School in Aswan). Notwithstanding, the number of schools selected from a given governorate was directly proportionate to the geographic distribution of the remaining 26 WISE-assisted Phase I technical schools. However, a minimum of two schools were selected from each governorate.

The second stage of sampling targeted (1) currently enrolled students in each selected school, (2) SUTE officers within each selected school, and (3) teachers who are not in the SUTE unit (non-SUTE teachers) within each selected school. Although the entire population of SUTE officers was targeted, only 30 students from each of the grades 1, 2, and 4 (where applicable) were targeted. A sample of 30 non-SUTE teachers from each school was targeted.

A non-probabilistic purposive sample was used to select the students' and non-SUTE teacher samples. To the extent possible, enumerators sought to achieve gender balance.

DATA COLLECTION

In-person surveys were conducted during field visits from December 2 to December 20. Owing to the difficulties in accessing graduate job seekers, and the few number of employed graduate questionnaires received in the field, lists of graduates' contacts were requested of and provided by SUTEs and LUTEs during the field visits. The lists included graduate job seekers who applied for SUTEs while searching for jobs, and employed graduates by SUTEs in factories/companies.

LIMITATIONS ENCOUNTERED

A general limitation was reliance on a non-probabilistic purposive sampling approach, which does not permit the use of in-depth statistical inferential analysis. In addition, there was a possible selection bias associated with interviewees being provided by SUTE coordinators.

RECOMMENDATIONS FOR END-OF-TERM RIGOROUS EVALUATION DESIGNS

For employing statistical techniques for an end-of-term evaluation of the WISE project using rigorous statistical analyses, it is recommended that a sampling strategy based on a representative sample of project-related stakeholders/beneficiaries be designed, using either a stratified sampling or cluster sampling technique. Stratified sampling distributes the sample among the population's characteristics of interest. It implies that the portion of each characteristic from the overall sample (n) is determined by its weight in the population. Cluster sampling implies dividing the targeted population, to the extent possible, into clusters across homogenous elements within that population. A sample would be determined by selecting elements from each and every cluster. In general, it is recommended to follow the cluster sampling technique, as it will likely be more convenient, economical, and practical when targeting geographically dispersed intervention areas.

Accordingly, in order to employ statistical techniques, it will be necessary for the project's collaborating partners to identify and maintain updated records of the known universe of targeted individuals/groups to support a randomized representative sample selection of beneficiary groups to be studied; i.e., SUTE officers, non-SUTE teachers, LUTE managers, students currently enrolled in grades 1, 2 and 4, graduates, and/or other groups of interest. By utilizing a randomized representative sample, evaluators are able to generalize findings about the overall population, and depend less on non-probabilistic purposive sampling techniques and their associated limitations on generalizability.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Evaluation Question 1: How effective has the capacity building provided to the Transition to Employment Units been with regard to (i) improving the skills of the teachers, (ii) improving the skills of the students through career guidance and entrepreneurship, (iii) creating more linkages between the schools and the private sector through the employment and labor market information department under the Transition to Employment Units, and (iv) establishing a system of sustainability through the Local and Central Units for Transition to Employment?

Conclusion 1a: WISE's capacity-building activities provided managers and officers of the CUTE, LUTEs, and SUTEs with increased and transferrable skills, which they, in turn, shared with non-SUTE teachers resulting in a more effective and professional teaching staff in WISE-assisted technical secondary schools; i.e., peer-to-peer cascading training model.

Finding 1a.1: Out of 138 SUTE officers, 95.6% reported receiving training from WISE in one or

more fields.

Finding 1a.2: In key informant interviews and/or group discussions, 100% of SUTE units (n=12) and 100% of LUTE units (n=5) reported that aspects of their personal and professional life improved as a result of newly gained knowledge and skills. These included increased self-confidence, better communication and coaching skills with students and peers, and improved class management and lesson planning.

Finding 1a.3: In the 12 technical schools visited, 95.6% of SUTE officers (n=45) rated WISE training in career guidance as most effective for enhancing their skills. Ninety-four percent rated training of trainers' (TOT) teacher training (n=50), and 93.3% rated employment and labor market information (n=15) as most effective.

Conclusion 1b: Through the Transition to Employment Units' student soft skills training, guidance counseling, participation in internships and entrepreneurial competitions, the SUTEs were able to effectively impart knowledge, skills and work experience to assist students explore employment opportunities and make more informed career choices

Finding 1b.1: Of the 666 students from grades 1, 2, and 4 who participated in career guidance sessions, 85.0% reported that the material was useful, 11.7% reported a neutral opinion, and 3.3% reported that the material was not useful. As of the date of the fieldwork (3-20Dec18), entrepreneurship sessions have been formally offered to grades 1 and 2 in three and five-year schools. Accordingly, all grade 4 participants surveyed (n=40) elected to voluntarily attend the sessions, despite their not being formally offered to their grade level.

Finding 1b.2: Of the 412 students surveyed from grades 1, 2, and 4 who participated in entrepreneurship sessions, 74% (n=303) reported that the material was helpful, 19.% (n=80) reported a neutral opinion, and 7% (n=29) reported that it was not helpful. As of the date of the fieldwork (3-20Dec18), entrepreneurship sessions have been formally offered to grade 2 in three-year schools, and grade 4 in five-year schools. Accordingly, all grade 1 participants (n=90) have elected to voluntarily attend the sessions, despite their not being formally offered to their grade level

Finding 1b.3: Examples of students' successful entrepreneurial activities were gathered through KII discussions. For example, three winning teams at the NAWAH Social Entrepreneurial Challenge 2017 were from WISE-assisted schools.

Recommendation 1b.1: USAID should consider providing supplemental funding to MTC in order to pilot conducting tracer studies, based on statistically representative stratified random samples, of graduated students from WISE-assisted schools across multiple sectors in order to evaluate select TEU model outcomes; including for example, graduated student employment rates, employer retention rates, sector-specific financial compensation, alignment of TVET curriculum with labor market skill requirements, et. al, as well as to enable analyses of gender differentiated results. If piloting proves successful and useful, decisions can be made between USAID and IP on next steps for the current project. Same applies for making decision in future programming by USAID.

Conclusion 1c.1: As a result of the capacity-building training provided to the Transition to Employment Units, effective linkages have been established as evidenced by a) signing memorandums of understanding (MOUs) and Letters of Commitment (LOCs) with private sector firms and b) since the

start of the project (November 2015), a total of 5,707 graduates have gained employment, and 5,363 enrolled students have received in-company training.

Finding 1c.1: In the 2017/2018 academic year, a curriculum for pursuing a diploma in Logistics was successfully piloted in two WISE-assisted Phase I schools. Further, at the time of the field work (December 2017), the evaluation team was informed that a competency-based Renewable Energy curriculum was currently under development.

Finding 1c.2: Some 61.9% of employed graduates surveyed (n=63) reported that SUTEs helped them locate a job in less than a month, 30.2% reported locating a job in two to six months, and 7.9% reported a period of more than six months.

Recommendation 1c.1: MoETE should a) build on the advances of the “Logistics” and “Renewable Energy” curriculum development to improve linkages between student skills acquired in TVET training (supply) and private sector needs (demand) for skilled labor and b) introduce additional emerging areas of specialization as requested by the private sector and agreed upon with the MoETE.

Conclusion 1d.1: The capacity building of the Transition to Employment unit was effective. However, a sustainable system is dependent on the continual support of the MoETE.

Finding 1d.1: On 18 November 2017, the Deputy Minister for Technical Education informed the USAID WISE project manager of the Supreme Council for Pre-University Education’s 26 August 2017 decision to issue a resolutions to facilitate and enhance the activities of the Transition to Employment units; i.e., as part of the institutional restructuring of the Technical Education Sector, the resolution states that the Transition to Employment units are to be institutionalized as sub-divisions of the General Administration for the Centre of Technical Education Development, under the jurisdiction of the Central Administration for Technical Education Development.

Recommendation 1.d.1: In line with the institutionalization of the Transition to Employment Units within the Technical Education Sector at the Ministry of Education, sustaining continuous capacity building of SUTE teachers/officers through a formal progressive professional development program in career guidance and entrepreneurship is highly recommended. A well-established mechanism to transfer knowledge among SUTE teachers under the supervision of qualified WISE trainers will help in further upscaling SUTE activities among technical schools while ensuring delivery of high quality trainings.

Evaluation Question 2: To what extent do WISE interventions in the areas of workforce skills, productivity upgrades and improvements in human resource strategies (3R) contribute to improving the efficiency (e.g., labor productivity, workers’ turnover) of participating firms? Does the current M&E system provide necessary data to estimate the benefits stream from these interventions as compared to cost? If not, what additional data need to be tracked?

Conclusion 2a.1: Results of the 3R and PIP interventions are not measurable. This is due to: (a) the relatively early stages of implementation (of the action plans drawn up by the 3R consultants), and (b) the absence of SMART key performance indicators (KPIs), which – even with the completion of action plans’ implementation – would represent an obstacle to calculating any measurable results.

Finding 2a.1: In Year 2, WISE signed agreements with 48 new private sector companies, for a total of 57 companies on one or more of the three programs (3R, PIP, ER). Of nine private

sector firms visited, six have participated in the 3R and PIP programs, one has participated in only the 3R program, and two have not participated in either of the two programs.

Finding 2a.2: Through the 3R Program, WISE provided HR basics training for 25 private companies, conducted pre-assessments of those same companies, and implemented 18 interventions.

Finding 2a.3: Five companies have provided pulsing turnover data. These indicate that, three to five months from the 3R intervention, the reduction in workers' turnover averaged 1.6 percentage points.

Recommendation 2a.1: WISE 3R consultants and PIP experts should work with the task forces of participating companies to set SMART (specific, measurable, accepted, relevant, and time-bound) key performance indicators (KPIs). These would be monitored and measured throughout implementation of the action plans recommended in the assessment reports that were prepared in the course of the two interventions conducted to date

Conclusion 2c: Data of key performance indicators related to the 3R and PIP interventions need to be tracked. Descriptions and examples of those types of data are presented in Annex II, part G2.

Finding 2c.1: No key performance indicators have been developed for the 3R and PIP interventions. One exception is the employees' turnover rate, as set under the 'Retain' component of the 3R intervention.

Recommendation 2c.1: WISE 3R consultants and PIP experts should work with the task forces of the companies participating in the 3R and PIP interventions to set SMART KPIs for the activities they are implementing as a result of their assessment reports. Systematic and routine monitoring of KPIs should be an integral part of participating firms' implementation plans.

Evaluation Question 3: Are the activity's initial assumptions and operating environment still valid? What parts are doing exceptionally well and which face challenges? How can implementation be adjusted to address those changes/challenges and speed up the intervention that has lagged behind (if any)?

Conclusion 3a.1: Although bilateral relationships with the MoETE and NAQAAE remain positive and collaborative, other bilateral relationships with NGOs, including business associations, are not able to be formed, due to the NGO law.

Finding 3a.1: Throughout the KIIs and group discussions, MoETE senior officials (n=12) and the NAQAAE manager expressed satisfaction with and highly praised the USAID-funded intervention. As further evidence that the bilateral relationship between the GOE and the USG is positive and fully collaborative, the 18 November 2017 letter from the Deputy Minister for Technical Education, informing USAID of three resolutions issued by the Supreme Council for Pre-University Education to facilitate and enhance the activities of the Transition to Employment Units, begins with the opening phrase, "Within the framework of our fruitful and continuous cooperation."

Conclusion 3a.2: The WISE Activity's critical assumption regarding "USG assistance to the private sector remains unimpeded by new GOE regulations" is no longer valid.

Finding 3a.2: Private sector firms are indirectly affected by the delay in the issuance of the NGO Law Executive Regulation (Law No. 20 of 2017, the Law of Associations and Other Foundations Working in the Field of Civil Work) and the associated uncertainties that the delay conveys. Entities directly affected include business associations and NGOs providing services to the private business sector (e.g., advisory and advocacy organizations, and other business-related think tanks). The NGO law has had a direct, negative impact on the ability of WISE to assist the private sector through strategic alignments and MOUs with associations such as Egypt National Competitiveness Council (ENCC) and Egyptian Federation of Investors Association (EFIA).

Conclusion 3b.1: Select interventions are generating positive results, while others face challenges.

Finding 3b.1: Aspects of WISE interventions doing exceptionally well include:

- Change in student behavior as a result of career guidance and entrepreneur skills training (KIs and GDs).
- Approval and implementation of logistics and renewable energy curricula. Industry input in the development of competencies ensures alignment with industry needs, thereby improving job seekers' opportunities for gainful employment and suitable internships.
- Development of industry based curricula for other specialties is a paradigm shift for MoETE.
- Improvements in SUTE and non-SUTE teacher techniques/performance as a result of training (KIs and GDs).
- Cooperative development between WISE and NAQAAE of a manual to rate the quality standards of technical education schools.
- Developing and publishing the Directory for Entrepreneurs and guidelines for technical school students.

Conclusion 3b.2: As measured by progress on performance indicators, overall performance on WISE interventions demonstrates mixed results. Result A activities have exceeded their targets with a 172% demonstrated performance. Result B activities have nearly achieved their targets with a 79% demonstrated performance, whereas Result C activities lag behind with a 50% achievement of planned targets.

Finding 3b.2.6: Result C reports 50% achievement of its targeted performance. Achievement varies among the eight performance indicators. Activities related to the completion of the (1) labor market study, (2) EPC model, and (3) study tour report have all been achieved. However, the following performance indicators have significantly lagged behind: (1) the institutional setup of the Policy Advocacy Unit, (2) selection criteria and operational guidelines for member associations of the Policy Advisory Group, (3) defined role, strategy, and implementation plan of the Policy Advocacy Unit, (4) EPCs established in selected governorates and (5) documentation of EPC meeting minutes. Multiple stakeholders contend that a major impediment to the effective and timely implementation of Result C activities has been the delay in the issuance of the Executive Regulations of the NGOs Law.

Challenge: Planned productivity assessments and implementation plans for select Result B private sector firms were not achieved due, in part, to the limited labor market supply of well-qualified productivity experts. This resulted in a relatively slow pace of progress in PIP activities. A contributing factor to the slow progress is the limited supply and unanticipated high cost of (exceeding USAID local compensation plan [LCP] limits) productivity assessment subject matter experts.

Mitigation Strategy: MTC may wish to consider a cost-share solution for billing for 3R and productivity assessment subject matter experts at the prevailing market rate to help cover the true cost of service.

Challenge: There are challenges with assistance to selected NGOs/associations in developing strategies to advocate for policy reforms related to labor market efficiency. The new NGO law is creating uncertainties among all stakeholders of development initiatives in Egypt. Since the Executive Regulations of the Law are still under preparation, such uncertainties and delays of collaborative assignments with NGOs (e.g., ENCC, NCHRD, and EFIA) remain unresolved.

Mitigation Strategy: Given the delay in the issuance of the Executive Regulations of the NGO Law, MTC should explore alternative strategies to advocate for policy reforms addressing labor market efficiencies in closer collaboration with government entities.

Evaluation Question 4: To what extent did the project succeed in addressing gender gaps and enhancing the economic empowerment of women?

Conclusion 4a: Current training programs include, and future training programs are programmed to include gender awareness. Gender awareness among stakeholders (education officers and employers) helps to bridge the gender gap between education and employment.

Finding 4a.1: Of the 32 Phase I technical schools, 13 are male-only enrollments (40%), eight are female-only enrollments (25%), and 11 are mixed-gender enrollments (35%). When combining female-only and mixed-gender schools, a total of 60% of Phase I technical schools (n=19) provide access to female students.

Finding 4a.2: At the request of the WISE Project, the MoETE introduced the newly approved specializations of “Renewable Energy” and “Logistics,” into five Phase I mixed-gender technical secondary schools to ensure that girls have an equal educational opportunity to pursue careers in these non-traditional sectors. The Renewable Energy program is offered in two mixed-gender schools in Aswan and in one all-female school in the Red Sea. The Logistics program is offered in one mixed-gender school in Ismailia and one all-male school in Port Said.

Finding 4a.3: One hundred percent of employed graduates (n=65) in five group discussions agreed that jobs found by the SUTEs were equally available to males (n=19) and females (n=46).

Recommendation 4a.1: To ensure equal access for female students to non-traditional subjects such as “Renewable Energy” and “Logistics,” MTC should raise awareness among students, teachers, family, community members, and local employers to actively encourage females to pursue non-traditional TVET specializations.

Evaluation Question 5: How much value did the interventions under Result B create and contribute to the assisted firms, and did it outweigh the cost?

Conclusion 5a: Both the 3R and PIP interventions have resulted in tangible benefits for the participating firms, albeit at a variable pace and progress. The evaluation team was able to document, through primary and secondary sources of data and information, the benefits of which did, in fact, materialize. However, those data are neither recorded, nor verbally expressed in monetary terms. Thus, a monetized cost-benefit analysis is not possible at the current implementation stage of Result B interventions. Accordingly, the evaluation team has selected an alternative approach to the comparison

of monetary costs and benefits, namely, the presentation of case studies. Based on WISE assessments and analyses of the results of the 3R and PIP interventions, case studies have been selected and documented. The rationale for using case studies is to derive proxies and orders of magnitude of the benefits that would be generated for the private sector as results of certain levels of expenditure on activities typical of those performed under Result B interventions.

Finding 5a.1: According to WISE reporting on the 3R-related deliverables, implementation of firm-level action plans is underway for 10 firms, whereas six have not begun implementation. Therefore, no measurable results are available at this time, except for turnover pulsing data for five firms.

Finding 5a.2: During Year 2, only four firms, out of a planned 25, participated in the PIP intervention. WISE reports attributed the low progress to: “Delays in sourcing qualified productivity experts, which resulted in delays of the assessments and engagement in companies.” Similar to the case of the 3R intervention, though for different reasons, this has resulted in insufficient measurable outputs (not to mention outcomes) of the PIP activities.

Recommendation 5a.1: MTC should report routinely (quarterly is recommended) and systematically on implementation results. In this regard, reporting templates could be developed by the subject-matter experts to include quantifiable results for multiple implementation parameters/indicators. Not all parameters/ indicators need be expressed in monetary terms. Select parameters could be related to productivity/ management performance, in terms of (a) output per time or per worker, (b) rate of compliance with quality standards, and (c) industry/location workers’ turnover rate. Monetization can take place in a subsequent step.

Recommendation 5a.2: MTC should sign non-disclosure agreements with participating firms to ensure confidentiality of firm-specific results, while guaranteeing anonymity in results reporting.

Recommendation 5a.3: PIP interventions need to focus on building the capacities of companies’ productivity task forces and technical/middle managers to monitor lean manufacturing. To date, PIP interventions have addressed only a few of the tools available for doing so. Refer to Annex II, part G2 for a comprehensive listing of 25 tools and corresponding descriptions of the uses and benefits. Knowledge and use of these tools would ensure a greater probability of sustaining intervention results through the rest of the project performance period and beyond project closeout. Parenthetically, it is advisable to develop KPIs for monitoring capacity building of productivity task force personnel and technical/middle managers for advancing this objective.

Conclusion 5b: Data on Result B expenditures are available on an aggregate basis. However, data on results (benefits) are not. Therefore, calculations of benefits vis-à-vis costs are not possible at the current stage of Result B interventions.

Finding 5b.1: WISE data on 3R and PIP-related expenditures are available on an “aggregate” basis. No disaggregation is currently available by sub-activity (e.g., training, assessment, technical assistance, other) or by firm. At this point in time, the lack of disaggregated data does not adversely affect calculations, owing to the absence of data on corresponding monetary benefits. However, this limitation is worth noting for the purpose of future prospective analyses aimed at comparing costs and monetized/ quantifiable benefits. It is also worthy to note that, given the absence of pre-intervention baseline data, final estimates on the return on investments on Result B interventions will likely be underestimated, unless proxy baselines can be reconstructed.

Recommendation 5b.1: MTC should maintain records of expenditures classified by sub-activity and firm. Consider tracking other cost coefficients to help conduct cost efficiency and cost effectiveness, as well as benchmark the cost data over time and on a cross-sectional basis (i.e., across activities).

OVERALL CONCLUSION

The WISE initiatives are well established in participating schools and private sector firms visited by the evaluation team in Alexandria, Port Said, Ismailia, Red Sea, and Aswan governorates. The results of the midterm evaluation demonstrate improved job opportunities for students and graduates, as well as improved human resource and production systems for participating firms. The training and support given to the Transition to Employment Units has provided a vehicle by which to more effectively align the placement of graduated technical secondary school students in gainful employment with the private sector's need for up-skilled workers.

The USAID-funded WISE interventions have: (1) assisted the MoETE in establishing a systematic approach for increasing technical and vocational education teacher skills and improving teacher attitudes; (2) established Transition to Employment Units at the central, local, and secondary school levels to assist in the development and placement of work-ready graduates with employers; and (3) assisted private sector firms in establishing and/or improving on existing human resource and productivity systems and processes that will likely contribute to overall long-term increased operational effectiveness and profitability.

Introduction

Egyptian businesses have not kept pace with the number of jobs needed for the 800,000 plus job seekers who enter the labor market annually. The Central Agency for Public Mobilization and Statistics (CAPMAS) reported an unemployment rate of 5.2 percent in 1980. By the fourth quarter of 2016, it had risen to 12.4 percent, and currently stands at 12 percent (first quarter of 2017). CAPMAS measures the unemployment rate as the number of people actively looking for a job as a percentage of the total labor force. The number of unemployed workers reached 3.503 million in the first quarter of 2017, which is equal to 12 percent of the total labor force. This amounted to a decrease of 88,000 unemployed persons (2.5 percent), compared to the fourth quarter of 2016; and a decrease of 118,000 unemployed persons (3.3 percent) compared to the same quarter of the previous year. Refer to Annex II, Figures H.1 and H.2, for charts illustrating Egypt's unemployment rates and numbers for the period January 2015 to July 2017.

On October 12, 2017, USAID/Egypt issued a Request for Task Order Proposal (RFTOP) to QED under the Services to Improve Performance Management, Enhance Learning and Evaluation (SIMPLE) Indefinite Delivery/Indefinite Quantity (IDIQ) contract AID-263-I-15-00001, requesting that SIMPLE conduct a midterm performance evaluation of the Workforce Improvement and Skills Enhancement Activity of the Office of Economic Growth.

The primary audience for the evaluation report is USAID/Egypt senior management, the program office in the Office of Economic Growth and Development, and the Management and Training Corporation (MTC) implementation team. Secondary audiences include the Government of Egypt's Ministry of Education and Technical Education (MoETE), Ministry of Trade and Industry (MoTI), Ministry of Local Development (MoLD), Ministry of Investment and International Cooperation (MIIC), WISE-assisted Technical Secondary Schools (TSS), Federation of Egyptian Industries (FEI), Egyptian Federation of Investors' Association (EFIA), and private sector firms benefiting from WISE's technical assistance. USAID/Egypt will share the executive summary, final report, and recommendations with MoETE and the general public via the Development Education Clearinghouse (DEC) within 90 days of the report's completion.

Evaluation Purpose & Evaluation Questions

EVALUATION PURPOSE

As per the evaluation statement of work (refer to Annex I), the evaluation examines the effectiveness of the WISE interventions implemented by Management and Training Corporation (MTC), in particular, those related to capacity building and training for stakeholders and counterparts. These interventions seek to (a) upgrade technical secondary education to meet the needs of the market in selected governorates and economic sectors, (b) enhance workforce skills and productivity in selected sectors and governorates; and (c) improve labor market

efficiency and advocacy for workforce development. The evaluation offers recommendations on how to address current challenges and strengthen WISE activity best practices and successful achievements to date, and informs activity implementation in the remaining 2017-2018 performance period and 2019 option year.

EVALUATION QUESTIONS

The evaluation team was tasked with answering the following questions:

1. How effective has the capacity building provided to the Transition to Employment Units been with regard to (a) improving the skills of the teachers, (b) improving the skills of the students through career guidance and entrepreneurship, (c) creating more linkages between the schools and the private sector through the employment and labor market information department under the Transition to Employment Units, and (d) establishing a system of sustainability through the Local and Central Units for Transition to Employment?
2. To what extent do WISE interventions in the areas of workforce skills, productivity upgrades and improvements in human resource strategies (3R) contribute to improving the efficiency (e.g., labor productivity, workers' turnover) of participating firms? Does the current M&E system provide necessary data to estimate the benefits stream from these interventions as compared to cost? If not, what additional data need to be tracked?
3. Are the activity's initial assumptions and operating environment still valid? What parts are doing exceptionally well and which face challenges? How can implementation be adjusted to address those changes/challenges and speed up the intervention that has lagged behind (if any)?
4. To what extent did the project succeed in addressing gender gaps and enhancing the economic empowerment of women?
5. How much value did the interventions under Result B create and contribute to the assisted firms, and did it outweigh the cost?

Activity Background

Many in Egypt seek employment with small and medium enterprises (SMEs). These constitute more than 95 percent of private enterprises. While SMEs account for only ten percent of investment in Egypt and 25 percent of GDP, they generate over 80 percent of private sector employment.

A constraint to SME growth is low employability of Egypt's youth. Secondary education is primarily rote memorization, and technical secondary schools do not provide students with marketable skills to enhance their employability. Further, schools lack linkages with the private sector to prepare students for the needs of the marketplace, and to connect them with employment opportunities. For SMEs to grow, Egypt's youth must be employable, and the quality of the current labor force must be strengthened. Improving technical education systems, employment skills, and workforce development will enable thousands of youth and women to gain productive employment, and reduce the current skills mismatch.

USAID/Egypt initiated the TIPE (Trade and Investment Promotion in Egypt) project to work toward the development objective, “Inclusive Economic Growth Accelerated.” The goal of TIPE is to promote inclusive economic growth, and to improve the competitiveness of the private sector in Egypt through the development of Micro, Small, and Medium Enterprises (MSMEs), entrepreneurship, and workforce skills. TIPE is expected to create new jobs, and generate additional income for Egyptian small business owners, laborers, and entrepreneurs, especially women and youth (15-29 years of age). The project has two sub-purposes: (1) “MSME Development and Entrepreneurship Supported;” and (2) “Technical Education and Vocational Training and Workforce Development Improved.” The WISE contract focuses its technical assistance and training activities on sub-purpose no. 2 (i.e., improving labor skills, creating job opportunities, promoting innovation, and advocating for necessary policy and regulatory reform related to human capital development). It also aims to reduce the current skills mismatch, and improve labor productivity and employability, especially among youths and females.

Two prior activities predated and informed the development of the WISE Activity. The first was the Egypt Competitiveness Project (ECP), which operated from October 2010 to June 2014. This project supported comprehensive regulatory reform by supporting the development of a more transparent and business friendly regulatory environment, specifically in commercial law, fiscal decentralization, and budget transparency. Most directly related to the WISE contract, ECP worked to improve labor skills and productivity by bridging labor/business skill gaps, and promoting entrepreneurship. The “Skills to Market” component of ECP was dedicated to improving the quality of technical education in the secondary schools to increase the productivity and employability of beneficiaries. The component worked closely with the Ministry of Education and Technical Education to ensure that the education students receive will lead to improved employment prospects, either in sustainable jobs or self-employment.

The second activity relating to WISE was the Grants Innovation and Technology Transfer Center (GITTC) at Alexandria University, which lasted from October 2011 to October 2013. The major activities under this grant focused on training and employing graduates in the food processing sectors, and providing on-the-job training for existing workers in food processing firms. Additionally, the project established innovation clubs inside selected technical schools in many governorates to instill the culture of innovation, and to help potential student innovators develop their ideas.

Today, Egypt stands at a critical juncture. Around 19 million young people are unemployed and frustrated by their inability to find work and earn a livelihood. At the same time, the private sector has repeatedly reported the lack of qualified and adequately trained personnel as one of the main problems facing MSMEs. Technical schools and institutes face the greatest challenges in the Egyptian education system, due to inadequate facilities, poorly trained instructors, and a disconnect between the curricula and the needs of the private sector. Other problems include the large number of institutions responsible for vocational training (more than 20 institutions and 14 ministries), and the lack of regular high quality labor market information. More troubling, graduates of technical schools have higher unemployment rates (35% for males, and 41% for females in 2012) than young individuals (12.1% in 2012) (WISE AID-263-C-00002).

The objective of the WISE Activity is to enhance the capacity of technical secondary schools

and teachers to prepare students for the needs of the job market. WISE seeks to strengthen the performance of the private sector through in-company training and improved human resource strategies that enhance the skills of current workers and increase retention. Through improved public-private dialogue and an economic partnership structure, the activity builds the capacity of business associations and other organizations to identify and address barriers to labor market efficiency at the local and national levels.

USAID envisions that the WISE Activity will improve technical secondary education and labor skills, create job opportunities, promote innovation and quality assurance at the school and governorate levels, improve the performance of the private sector through enhanced labor productivity, and advocate for necessary policy and regulatory reforms related to workforce development and labor market efficiency. This activity supports the TIPE goal, *“Promote inclusive economic growth and improve the competitiveness of the private sector in Egypt through the development of MSMEs, entrepreneurship, and workforce skills,”* by improving skills, labor productivity, and employability of beneficiaries, especially youth and females; promoting innovation and improved performance of technical workforce education; and supporting policy and regulatory reforms related to human capital development in areas where GOE commitment is evident (WISE AID-263-C-00002).

Organized by Result, the main activities for WISE include the following:

Result A: Upgrade Technical Secondary Education to Meet the Needs of the Market

1. Improving technical secondary education and labor skills to meet the needs of the market by establishing and building the capacity of 60 Transition to Employment Units in 11 governorates, developing two new specialization curricula, training teachers, and linking schools to the private sector.
2. Promoting innovation and quality assurance at technical schools. This will include establishing innovation clubs in 24 technical schools, to be subsequently rolled out by the MoETE to more schools.
3. Establishing partnerships between businesses and technical schools in order for schools to understand the skills needed for employment, create a pool of qualified candidates, and link students with jobs through career centers and employment fairs.

Result B: Improved Skills and Productivity of the Workforce

1. Improving the performance of the private sector through enhanced labor productivity gained via training and improved human resource strategies that reduce workers' turnover; assistance is targeted at 25-50 firms.
2. Building the capacity of the Alexandria Business Association Vocational Training and Employment Center to offer certified training and work opportunities.
3. Improving the skills of selected job seekers through on-the-job training, and linking them with the private sector for employment.

Result C: Improved Labor Market Efficiency

1. Building the capacity of business associations to work with government agencies on reforms related to workforce development and labor market efficiency.

Evaluation Methods & Limitations

The evaluation team used a mixed methods approach to answer the evaluation questions. The use of mixed methods enables triangulation of qualitative and quantitative data on the subject under study, thereby strengthening the validity, reliability, and integrity of the observed findings. By mixing both quantitative and qualitative results, the evaluator offsets weaknesses inherent in using a single approach.

A total of 1,740 individuals were consulted in Cairo and five project intervention governorates (Alexandria, Ismailia, Port Said, Red Sea, and Aswan) from December 2 through December 20, 2017. Key informant interviews and group discussions were held with 538 individuals, while 1,202 stakeholders and/or beneficiaries were surveyed.

Desk Review

The team conducted a desk review of all activity-related qualitative and quantitative materials identified in the scope of work, additional cost benefit TVET-related technical references gathered from a review of the literature, and materials made available by collaborating organizations in the course of field work. Refer to Annex VIII for a list of bibliographical references.

The desk review informed the development of the data collection tools, and helped identify the primary stakeholder organizations to be consulted.

Qualitative Data Sources

Key informant interviews and group discussions were conducted with 538 project-related individuals, including international donors, government agency officials, CUTE, LUTE and SUTE officers and managers, participating TVET school teachers, private sector employers, business associations and consultants, currently enrolled students and job-seeking and employed graduates. Supplemental telephone interviews were held on December 24, 26, and 27, 2017 with employed and job-seeking graduates. Refer to Annex X and XI for lists of project-related personnel consulted.

The evaluation team systematically met after site visits to consolidate findings, confer on lessons learned, and ensure that the quality of the data met USAID standards as per the agency's Evaluation Policy of January 2011 (updated October 2016) (refer to Annex XII).

Content analysis, summarized in tally sheets, was used to quantify qualitative data. Recurring themes, supplemented by outlier themes, were identified, tabulated, and analyzed. Quantitative and qualitative findings were triangulated/integrated to cross-validate the findings.

Quantitative Data Sources

The evaluation team used five paper and pencil surveys for collecting primary quantitative data from the following stakeholders/service providers and project beneficiaries:

1. Students currently enrolled in grades 1, 2, and 4 (n=712) from 12 technical schools (4th grade is available only in the five-year schools).¹
2. Available SUTE officers/teachers from the 12 technical schools (n=138).
3. Non SUTE teachers from the 12 technical schools (n=259).
4. Graduates and individuals from the surrounding community (n=63) who were employed through SUTEs.
5. Job seekers (n=28) who approached SUTEs for a job, but who were not yet hired through SUTEs.

Sample Selection

The evaluation team was obliged to use a purposive sampling methodology, since the universe of stakeholders and beneficiaries is not documented, therefore, could not facilitate a random selection. Accordingly, a purposive school sample selection was conducted in two stages.

The first stage was a non-random selection of 12 WISE-assisted technical schools from a candidate pool of 32 Phase I schools (equivalent to 37.5%). Six schools were excluded from selection. This was because (a) there were unnecessarily high-risk security/safety considerations (Qantara Sharq Industrial Secondary School in Ismailia), (b) certain schools (El Batoul Technical School in Port Said and Gamal Abdel Nasser Technical Secondary School in Port Said) did not receive full support until activity implementation Year 2 (November 2016-January 2017), and (c) technical training programs in renewable energy and/or logistics were in the initial stages of rollout (Alexandria Advanced Technical School in Alexandria, Heavy Equipment Technical School in Ismailia, and Mohamed Saleh Harb Advanced Technical School in Aswan). The number of schools selected from a given governorate was directly proportionate to the geographic distribution of the remaining 26 WISE-assisted Phase I technical schools, with a minimum of two schools selected from each governorate. Refer to Annex VII for a detailed explanation of the criteria used to select technical secondary schools.

The second stage of sampling targeted (a) currently enrolled students in each selected school, (b) SUTE officers within each selected school, and (c) teachers who are not in the SUTE Unit (non-SUTE teachers) within each selected school. The team targeted the entire population of SUTE officers, but only 30 students from each of the grades 1, 2, and 4 (where applicable). A sample of 30 non-SUTE teachers from each school was targeted. To the extent possible, enumerators sought to achieve gender balance.

Contacting graduates was challenging. Prior to conducting fieldwork, the evaluation team was informed by the implementing partner that lists of graduates and private sector firms employing graduates would be provided by the SUTEs. Upon consulting with the SUTEs, the evaluation team discovered that lists were either not available or outdated. Therefore, the team targeted an increased number of employed graduates while visiting firms in order to increase the

¹ In the Egyptian educational system, graduating from a five-year technical school is equivalent to a two-year higher educational degree.

response rates among graduates. As for graduate job seekers, sampling depended on coordinating/networking among graduate job seekers identified in the field which, ultimately, failed to locate a pool of qualified candidates.

Data Collection

In-person surveys were conducted from December 2 to December 20 during field visits. Owing to the difficulties in accessing graduate job seekers, and the few number of employed graduate questionnaires received from the field, lists of graduates' contacts were requested of, and provided by, SUTEs and LUTEs during the field visits. The lists included graduate job seekers who applied for SUTEs while searching for jobs, and employed graduates by SUTEs in factories/companies.

From the lists provided by the SUTEs and LUTEs, the team randomly selected a total sample of 96 graduates (42 job seekers and 54 employed graduates). Although the lists did not include the entire population of employed graduates, nor the job seekers who approached SUTE for a job, a systematic random sample was used to select the names to be called by phone.

Limitations Encountered

A general limitation was reliance on a non-probabilistic purposive sampling approach, which does not permit the use of in-depth statistical inferential analysis. In addition, there was a possible selection bias associated with interviewees being provided by SUTE coordinators. Limitations associated with data collection included the following:

1. A lack of reading and writing proficiency among TVET students required enumerators to read the questions one by one to them ensure a) clarity in the interpretation of the survey questions, and b) correct completion of the survey forms.
2. Select schools had only a small number of students attending classes on the day of the evaluation team's site visit. Consequently, the targeted minimum number of 30 enrolled students per school could not always be achieved.² Notwithstanding, as this was a purposive sample, this circumstance will not negatively impact survey results.
3. Collecting data from employed graduates was problematic for multiple reasons. First, two of the firms visited refused to allow their employees to leave the production line to be interviewed and/or surveyed. Second, graduates reported as employed were no longer employed at the listed private sector firm. Third, graduate cell phone numbers were no longer active or valid. The evaluation team sought to mitigate these challenges by meeting graduates after work hours, and/or by conducting after work telephone surveys of graduates whose cell phone numbers were still active.
4. There was potential response bias among employed TVET school graduates who were required to complete the survey in the presence of a supervisor during a workplace site visit. This was mitigated immediately following the first and only incident, by requiring that supervisors not be present while employees completed the survey. Two schools were replaced in the original purposive sample due to: (a) renovation of school facilities

² El Qussier Advanced Technical Hotels Schools in Red Sea and Maritime Industrial School in Port Said are small schools, and had the lowest response rates.

(SIMPLE replaced the mixed gender RMG, textile and furniture Borg Elarab Technical School in Alexandria with the all-boys RMG and furniture Mohamed Ali Decorative and Architectural Technical School in Alexandria); and (b) the unplanned earlier than scheduled start of school midterm exams (SIMPLE replaced the all-boys food processing El Ras El Swoda Technical School in Alexandria with the all-girls RMG Rowsdy Technical School in Alexandria). Although SIMPLE succeeded in replacing one of the two schools with an alternate school specialized in the furniture sector from the same governorate, it could not select an alternate technical school specialized in food processing, as there was only one such school among the entire Phase I participating schools. Notwithstanding, use of a purposive sample means that this will not necessarily impact survey results negatively.

5. An unreliable TVET graduate registration system made it difficult for the team to get a representative sample (at a 95% confidence interval with a 5% margin of error) of 322 job-seeking and/or employed graduates from a 1,979 student population (as per MTC Q3Y2 Quarterly Report for May-July 2017) who graduated through SUTEs from the 12 sampled Phase I technical schools linked to project-related private sector firms. Following consultations with the implementing partner, SIMPLE understood that graduates from the technical schools are only monitored for a period of up to three months following graduation. The inability of the evaluation team to contact job-seeking and employed graduates, due to outdated contact information, resulted in a reduction of 229 graduates originally targeted to be surveyed.

Recommendations for Alternative Evaluation Designs Utilizing Representative Sampling for Conducting a Rigorous End-of-Term Evaluation of the WISE Project

For employing statistical techniques for an end-of-term evaluation of the WISE project using rigorous statistical analyses, it is recommended that a sampling strategy based on a representative sample of project-related stakeholders/beneficiaries be designed, using either a stratified sampling or cluster sampling technique. Stratified sampling distributes the sample among the population's characteristics of interest. It implies that the portion of each characteristic from the overall sample (n) is determined by its weight in the population. Cluster sampling implies dividing the targeted population, to the extent possible, into clusters across homogenous elements within that population. A sample would be determined by selecting elements from each and every cluster. In general, it is recommended to follow the cluster sampling technique, as it will likely be more convenient, economical, and practical when targeting geographically dispersed intervention areas.

Accordingly, in order to employ statistical techniques, it will be necessary for the project's collaborating partners to identify and maintain updated records of the known universe of targeted individuals/groups to support a randomized representative sample selection of beneficiary groups to be studied; i.e., SUTE officers, non-SUTE teachers, LUTE managers, students currently enrolled in grades 1, 2 and 4, graduates, and/or other groups of interest. By utilizing a randomized representative sample, evaluators are able to generalize findings about the overall population, and depend less on non-probabilistic purposive sampling techniques and their associated limitations on generalizability.

Rigorous statistical analyses can be performed when available data constitute a representative sample of the entire population. Depending on the evaluation question, example statistical techniques that could be used include regression analysis, association measuring, discriminant analysis, pre and post comparisons, difference in differences, propensity score matching, and/or inferential statistics (i.e., estimation and hypothesis testing).

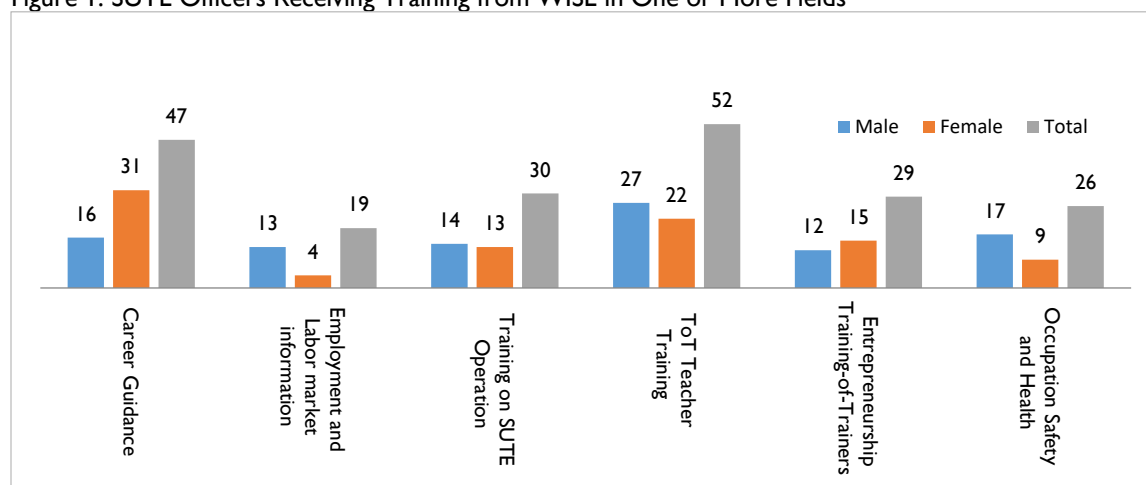
Findings, Conclusions & Recommendations

Evaluation Question 1a: How effective has the capacity building provided to the Transition to Employment Units been with regard to improving the skills of the teachers?

Conclusion 1a.1: WISE's capacity-building activities provided managers and officers of the CUTE, LUTEs, and SUTEs with increased and transferrable skills, which they, in turn, shared with non-SUTE teachers resulting in a more effective and professional teaching staff in WISE-assisted technical secondary schools; i.e., peer-to-peer cascading training model.

Finding 1a.1: Out of 138 SUTE officers, 95.6% reported receiving training from WISE in one or more fields. Refer to Annex II Figure B.1. In follow-up discussions with the implementing partner, it was suggested that SUTE officers who did not receive any training (n=6) was likely due to the fact that they were newly appointed, and were replacing previously trained SUTE officers.

Figure 1: SUTE Officers Receiving Training from WISE in One or More Fields



Finding 1a.2: Information gathered from key informant interviews and group discussions confirmed that the capacity building of managers and officers in the SUTEs (7 of 12), LUTEs (3 of 5), and CUTE (1 of 1) was positive. Project-related staff affirmed that training in career guidance and counseling, employment and labor market information,

entrepreneurship and innovation, and occupational safety and health favorably impacted their attitudes, while increasing their knowledge and skills.

Finding 1a.3: In key informant interviews and/or group discussions, 100% of SUTE units (n=12) and 100% of LUTE units (n=5) reported that aspects of their personal and professional life improved as a result of newly gained knowledge and skills. These included increased self-confidence, better communication and coaching skills with students and peers, and improved class management and lesson planning.

Finding 1a.4: In the 12 technical schools visited, 95.6% of SUTE officers (n=45) rated WISE training in career guidance as most effective for enhancing their skills. Ninety-four percent rated training of trainers' (TOT) teacher training (n=50), and 93.3% rated employment and labor market information (n=15) as most effective. Refer to Annex II, Table B.3.

Finding 1a.5: In twelve group discussions with SUTE officers (n=105), ten groups agreed that the training they received was transferred to other teachers inside the school, while two groups reported not transferring their training to non-SUTE teachers within their schools.

Finding 1a.6: Twenty-eight percent of non-SUTE teachers surveyed (n=259) had received at least one WISE training delivered by SUTE officers (n=73), 29% received from two to nine trainings (n=74), and 43% of non-SUTE teachers had not received any form of SUTE training (n=112).

Finding 1a.7: Twenty percent of non-SUTE teachers (n=259) reported receiving training in classroom management, SMART board, human development, and other soft skills related training.

Finding 1a.8: In ten group discussions with non-SUTE teachers (n=105), nine groups agreed that SUTE training covered theory and practical areas of teaching. One group was undecided.

Finding 1a.9: In key informant interviews and group discussions, 75% of the SUTE officers (n=59) from the Training and Skills Enhancement departments of the 12 technical schools visited reported that the teacher training sessions they delivered improved non-SUTE teachers' teaching skills.

Finding 1a.10: One hundred thirty-eight SUTE teachers surveyed (68 males and 65 females) ranked the activities they thought should be introduced in all other TVET secondary schools. The highest ranking activities were career guidance and counseling (51%, n=70), graduate student job placement (33%, n=46), and teacher support training (33%, n=46). Refer to Annex II, Figure B.3.

Finding 1a.1.1: Roughly 77% of non-SUTE teacher respondents (n=197) reported that they received WISE training between January and December 2017. Refer to Annex II, Figure E.1.

Finding 1a.1.2: Throughout KIs and group discussions, SUTE teachers emphasized the need to institutionalize SUTEs and LUTEs to ensure sustainability of the WISE interventions.

Finding 1a.1.3: Of the 12 schools surveyed, 74.6% of SUTE officers in the Training and Skills Enhancement department (n=59) rated their department's training of non-SUTE teachers as very effective for improving their teaching skills; 20.3% rated the training sessions as neither positive nor negative for improving teaching skills. Refer to Annex II, Table B-8.

Recommendation 1.a.1: In line with the institutionalization of the Transition to Employment Units within the Technical Education Sector at the Ministry of Education, sustaining continuous capacity building of SUTE teachers/officers through a formal progressive professional development program in career guidance and entrepreneurship is highly recommended. A well-established mechanism to transfer knowledge among SUTE teachers under the supervision of qualified WISE trainers will help in further upscaling SUTE activities among technical schools while ensuring delivery of high quality trainings.

Recommendation 1.a.2: Coordinate with training and quality accreditation related activities held by the MoETE in order to ensure the sustainability of the SUTE Skills Enhancement Department activities and avoid inconsistency with current institutional setup and practices.

Evaluation Question 1b: How effective has the capacity building provided to the Transition to Employment Units been with regard to improving the skills of the students through career guidance and entrepreneurship?

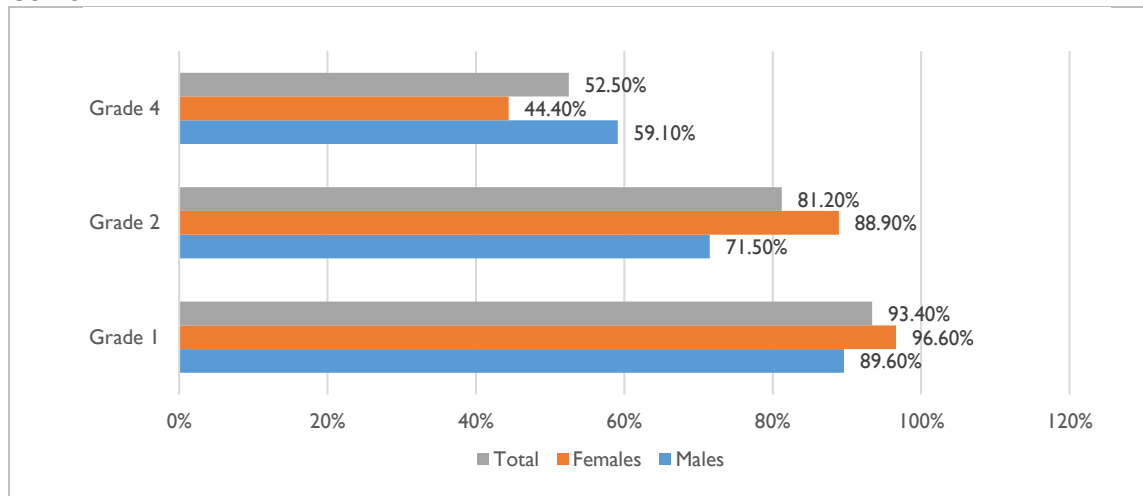
Conclusion 1b.1: Through the Transition to Employment Units,' student soft skills training, guidance counseling, participation in internships and entrepreneurial competitions, the SUTEs were able to effectively impart knowledge, as well as entrepreneurial, innovation, soft skills and work experience to assist students explore employment opportunities and make more informed career choices.

Finding 1b.1: In the 12 schools visited, 97.9% of SUTE officers (n=47) in the career guidance department (equivalent to 17 males and 29 females) reported that career guidance courses were effective for the students. One SUTE teacher/officer expressed a neutral opinion.

Finding 1b.2: In the 12 schools visited, 85.7% of SUTE officers from the entrepreneurship department (n=28) reported that the entrepreneurship courses were effective for the students. Four SUTE officers expressed neutral opinions.

Finding 1b.3: Of the 666 students from grades 1, 2, and 4 who participated in career guidance sessions, 85.0% reported that the material was useful, 11.7% reported a neutral opinion, and 3.3% reported that the material was not useful. As of the date of the fieldwork (3-20Dec18), Career guidance sessions have been formally offered to grades 1 and 2 in three- and five-year schools. Accordingly, all grade 4 participants (n=40) have elected to voluntarily attend the sessions, despite their not being formally offered to their grade level. Refer to Figure 2 below.

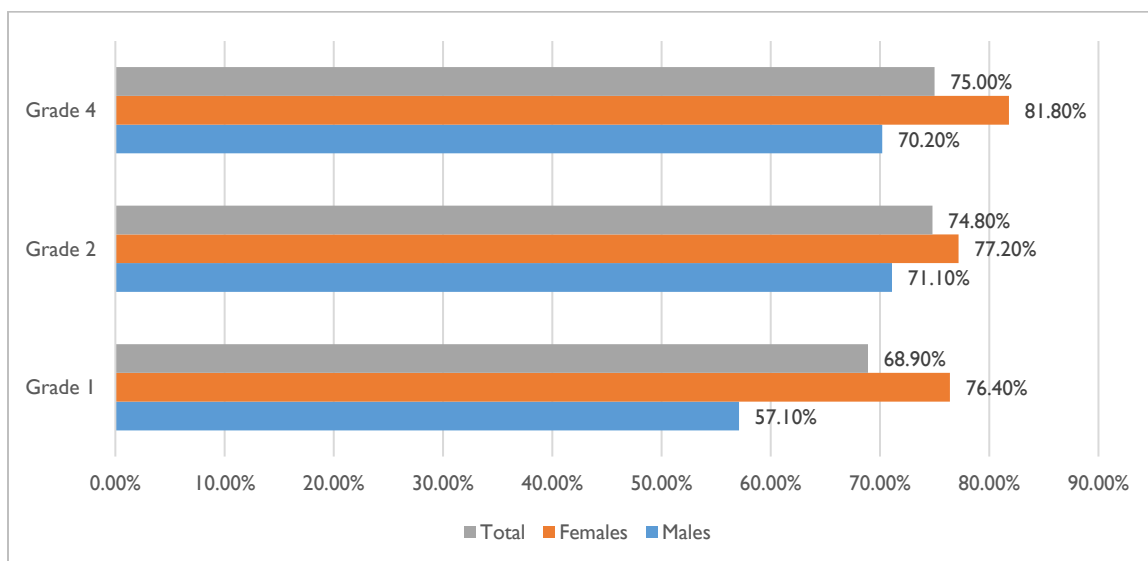
Figure 2: Percentage of Students Reporting Career Guidance as "Helpful," Disaggregated by Grade and Gender



Note: The total number of students in grade 1 is 297 (138 males and 158 females). The total number of students in grade 2 is 250 (98 males and 152 females). The total number of students in grade 4 is 21 (13 males and 8 females).

Finding 1b.4: Of the 412 students surveyed from grades 1, 2, and 4 who participated in entrepreneurship sessions, 73.5% reported that the material was helpful, 61.0% reported a neutral opinion, and 4.6% reported that it was not helpful. As of the date of the fieldwork (3-20Dec18), entrepreneurship sessions have been formally offered to grade 2 in three-year schools, and grade 4 in five-year schools. Accordingly, all grade 1 participants (n=90) have elected to voluntarily attend the sessions, despite their not being formally offered to their grade level. Refer to Figure 3 below.

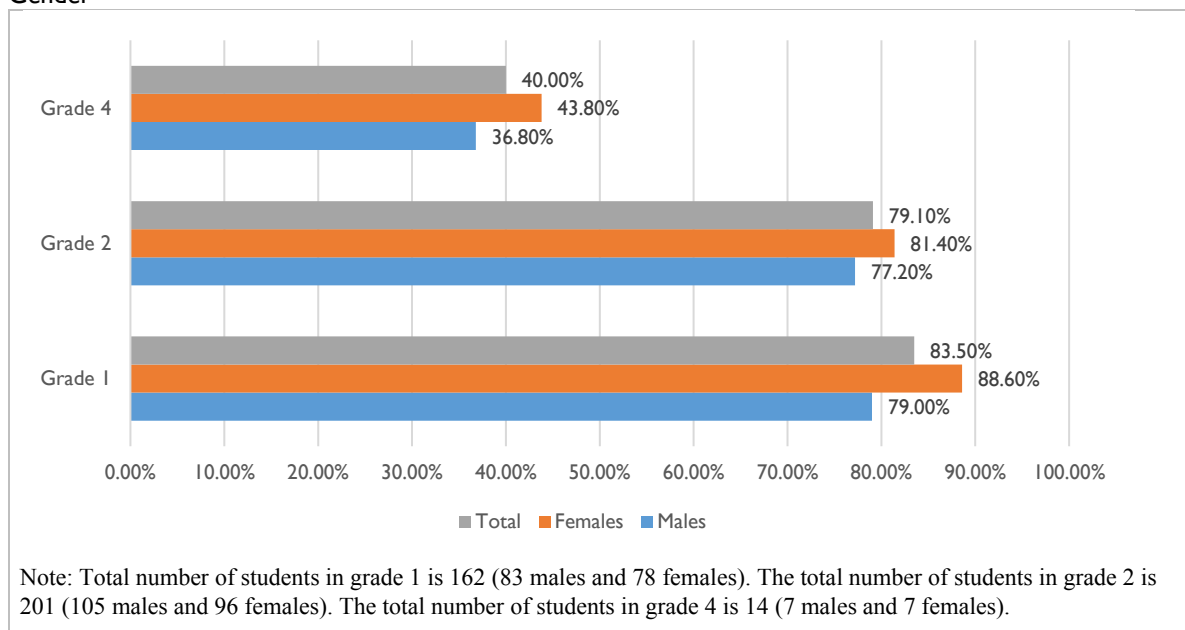
Figure 3: Percentage of Students Reporting Entrepreneurship as "Helpful," Disaggregated by Grade and Gender



Note: Total number of students in grade 1 is 62 (20 males and 42 females). The total number of students in grade 2 is 181 (69 males and 112 females). The total number of students in grade 4 is 60 (33 males and 27 females).

Finding 1b.5: Of the 483 students surveyed from grades 1, 2, and 4 who participated in soft skills training sessions, 78.0% reported that the material was helpful, 15.7% reported a neutral opinion, and 6.2% reported that it was not helpful. As of the date of the fieldwork (3-20Dec18), entrepreneurship sessions have been formally offered to grade 2 in three-year schools, and grade 4 in five-year schools. Accordingly, all grade 1 participants (n=194) have elected to voluntarily attend the sessions, despite their not being formally offered to their grade level. Refer to Figure 4 below.

Figure 4: Percentage of Students Reporting Soft Skills Training as “Helpful,” Disaggregated by Grade and Gender



Finding 1b.6: In key informant interviews, participating technical school principals (n=6), LUTE managers (n=3), and SUTE officers (n=8) confirmed that training in career guidance and entrepreneurship were effectively transferred to non-SUTE teachers.

Finding 1b.7: As much as 99.6% of surveyed students currently enrolled in grades 1, 2, and 4 (n=704) have heard about the SUTE unit in their respective technical secondary schools. Refer to Tables A-2.1 and A-2.2 in Annex II.

Finding 1b.8: As much as 91.8% of surveyed students currently enrolled in grade 1 (n=318) are “satisfied” with SUTE activities in their respective technical secondary schools. Refer to Table A-3 in Annex II.

Finding 1b.9: Some 82.6% of surveyed students currently enrolled in grade 2 (n=310) are “satisfied” with SUTE activities in their respective technical secondary schools. Refer to Table A-3 in Annex II.

Finding 1b.10: Some 68.8% of surveyed students currently enrolled in grade 4 (n=77) are “satisfied” with SUTE activities in their respective technical secondary schools. Refer to Table A-3 in Annex II.

Finding 1b.11: As much as 93.4% of grade 1 (n=318), 81.2% of grade 2 (n=308), and 52.5% of grade 4 (n=40) students reported career guidance as “helpful.” Refer to Annex II, Figure A-1.

Finding 1b.12: A total of 68.9% of grade 1 (n=90), 74.8% of grade 2 (n=242), and 75.0% of grade 4 (n=80) students reported entrepreneurship as “helpful.” Refer to Annex II, Figure A-1.

Finding 1b.13: As much as 95.4% of surveyed grade 1 students who work while attending school (n=99) found their jobs either by themselves, or through family and/or friends. Refer to Annex II, Table A-13.

Finding 1b.14: 87.3% of surveyed grade 2 students who work while attending school (n=135) found their jobs by themselves, or through family and/or friends. Refer to Annex II, Table A-13.

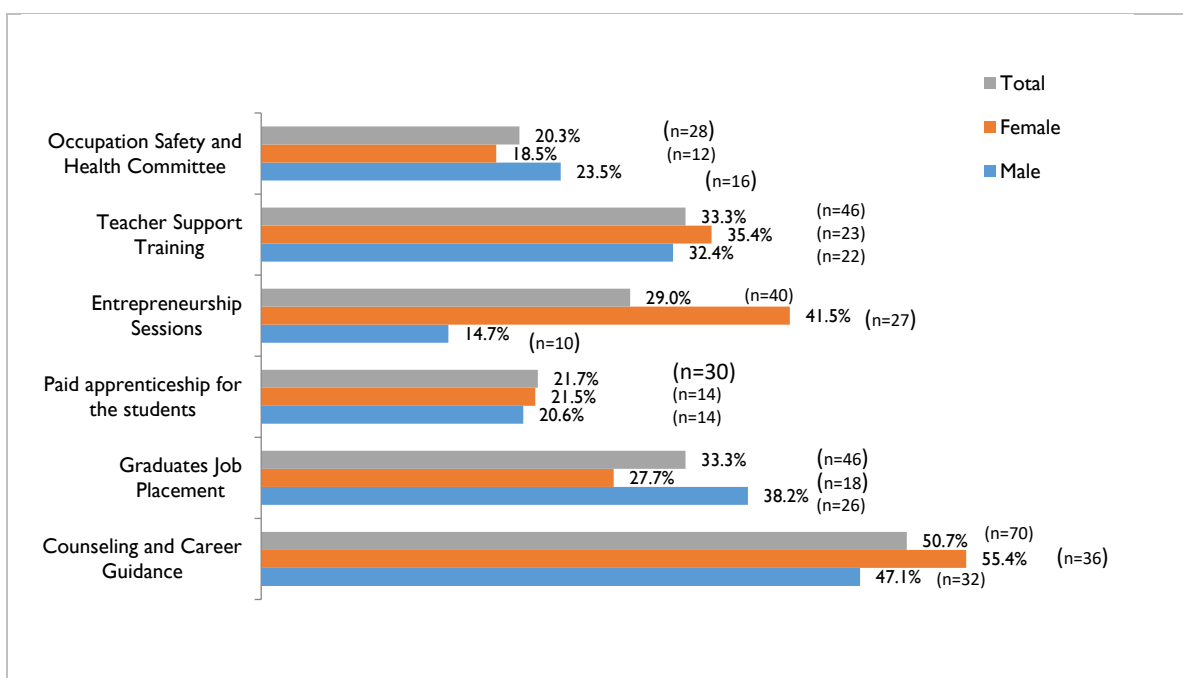
Finding 1b.15: 88.8% of surveyed grade 4 students who work while attending school (n=27) found their jobs by themselves, or through family and/or friends. Refer to Annex II, Table A-13.

Finding 1b.16: Examples of students’ successful entrepreneurial activities were gathered through KII discussions. For example, the three winning teams from the technical education track at the NAWAH Social Entrepreneurial Challenge 2017 were from WISE-assisted schools.

Finding 1b.17: In key informant interviews, three of the five LUTE managers rated the effectiveness of career guidance and entrepreneurship training (in terms of improving student attitudes) as “very high;” two LUTE managers rated their effectiveness as “average.”

Finding 1b.18: SUTE officers surveyed (n=138) recommended that four activities in particular be implemented across all TVET schools. These include: (a) career guidance (50.7%), (b) graduate job placement (33.3%), (c) teacher support training (33.3%), and (d) entrepreneurship sessions (29.0%).

Figure 5: SUTE Officers’ (n=138) Recommendations of Activities to be Applied in all TVET Schools



Recommendation 1b.1: USAID should consider providing supplemental funding to MTC in order to conduct tracer studies, based on statistically representative stratified random samples, of graduated students from WISE-assisted schools across multiple sectors in order to evaluate select TEU model outcomes; including for example, graduated student employment rates, employer retention rates, sector-specific financial compensation, alignment of TVET curriculum with labor market skill requirements, et. al, as well as to enable analyses of gender differentiated results.

Recommendation 1b.2: SUTE Guidance Departments should consider extending career counseling services to include the local community to support a) opportunity and work awareness and b) transition to employment skills for non-student populations.

Recommendation 1b.3: MTC, in collaboration with MoETE, should further develop the Career Guidance curriculum to include modules tailored to targeted specializations in technical education in order to help the students better plan for their career path. Specializations should be complemented by counselling emphasizing the importance of business-related skills; e.g., language, computer, and soft skills as well as advising on the availability of quality providers of training on these skills in their local communities.

Recommendation 1b.4: WISE should pilot providing training on a small scale to SUTE officers/teachers in relevant aptitude and personality tests to assess the change in students' behavior and attitudes as a result of WISE promoted subjects of study (e.g., Career Guidance and Counselling, Entrepreneurship and Innovation). Applying such tools will also assist in the end-of-term evaluation of WISE project activities. If this training proves successful and useful to WISE, USAID should consider it for future program design.

Recommendation 1b.5: MTC should pursue linking the SUTE's Entrepreneurship and Innovation Departments with incubators in order to help students get qualified technical support to further develop their ideas into commercially viable projects and serve as a venue for access to finance.

Recommendation 1b.6: MTC should ensure the dissemination of the developed Directory for Entrepreneurs among schools and students and assist the SUTE officers at the Entrepreneurship and Innovation department to start creating linkages with listed organizations/incubators.

Evaluation Question 1c: How effective has the capacity building provided to the Transition to Employment Units been with regard to creating more linkages between the schools and the private sector through the employment and Labor Market Information Department under the Transition to Employment Units?

Conclusion 1c.1: As a result of the capacity-building training provided to the Transition to Employment Units, effective linkages have been established as evidenced by a) signing memorandums of understanding (MOUs) and Letters of Commitment (LOCs) and b) since the start of the project (November 2015), a total of 5,707 graduates have gained employment, and 5,363 enrolled students have received in-company training.

Finding 1c.1: Of 63 surveyed graduates employed through SUTEs, 81% were employed within two months (n=51) of approaching the SUTEs for a job placement. This was equivalent to 22% males (n=11) and 78% females (n=40). Refer to Annex II, Table C-3.

Finding 1c.2: Twenty-eight members (20 males and 8 females) of the Employment and Labor Market Information (LMI) Departments were selected to participate in a condensed introductory training course (January 28-30, 2017). This enabled them to begin collecting employment data and placing students in internships and jobs. WISE field officers monitored their performance, assisted them in developing action plans, and facilitated linkages to the private sector by signing memorandums of understanding (MOUs) and Letters of Commitment (LOCs) (WISE Quarterly Report, Year 2 Quarter 3, 12-13).

Finding 1c.3: In Year 2, WISE-supported SUTEs (Phase I and Phase II combined) secured employment for a total of 5,187 school graduates (3,833 males and 1,354 females), and in-company training for 4,870 students (2,401 males and 2,469 females). Since the start of the project (November 2015), a total of 5,707 graduates (4,174 males and 1,533 females) have gained employment, and 5,363 (2,508 males and 2,855 females) have received in-company training (Draft WISE Year 2 Annual Report, 19-20). It is also to be noted that apart from the formal placement of currently enrolled students in internship programs and graduates in jobs among more than 139 participating firms through SUTE activities, analysis of evaluation survey results of currently enrolled students (grades 1, 2 and 4) reveals that Phase I WISE assisted school teachers were also helpful for a) securing internships for currently enrolled students during the 2017 summer months as well as b) for locating part-time jobs for financially needy students while attending school. Refer to Annex II Table A-7 for summary statistics on the means by which surveyed students

secured internship and Annex II Table A-13 for summary statistics on the means by which surveyed students located part-time jobs.

Finding 1c.4: As of September 2017, 139 private sector firms are reported to be actively cooperating with WISE to offer employment and/or grant internships to graduates in the WISE Phase I governorates: Alexandria (n=72), Ismailia (n=31), Port-Said (n=9), Red Sea (n=26), and Aswan (n=1). (MTC M&E Reports).

Finding 1c.5: Of 59 employed graduates surveyed, 42.4% reported that their school specialization helped them in the jobs they located through SUTE assistance. However, 35.6% reported that the jobs they located through SUTEs required different skills from what they learned in school. Refer to Annex II, Table C-6.

Finding 1c.6: Some 74.6% of surveyed graduates employed through SUTEs (n=59) reported their monthly salary to be between EGP 1,000 and EGP 1,999, 28.3% reported EGP 2,000 and above, and 10.2% reported less than EGP 1,000. In Table 3 listed below, it can be seen that the mean wage reported for males is approximately 67% higher than that for females.

Table 1: Average Monthly Wages for Employed Graduates Disaggregated by Gender³

Gender	N	Average	Maximum	Minimum	Standard Deviation
Male	233	1243.21	4800	0	805.698
Female	27	745.19	2000	110	430.799
Total	260	1191.49	4800	0	789.480

Note: The reported 0 minimum value refers to one student who works in a family business. Fifteen respondents were reported as employed, but did not report wages. The exchange rate for 1 USD was equal to 17.8 Egyptian Pounds at the time fieldwork was conducted, i.e., December 2017.

Finding 1c.7: In the 2017/2018 academic year, a curriculum for pursuing a diploma in Logistics was successfully piloted in two WISE-assisted Phase I schools; refer to Annex VI for a list of Phase I WISE assisted schools, and corresponding areas of specialized technical and vocational education and training. Further, at the time of the field work (December 2017), the evaluation team was informed that a competency-based Renewable Energy curriculum was currently under development.

Finding 1c.8: Some 61.9% of employed graduates surveyed (n=63) reported that SUTEs helped them locate a job in less than a month, 30.2% reported locating a job in two to six months, and 7.9% reported a period of more than six months. Refer to Annex II, Table C-3 and Figure 5-A below. Refer to Figure 5-B for the amount of time surveyed graduates have reported as being employed.

³ The majority (71%) of surveyed graduates employed through SUTEs (n=59) reported working between 8 to 9 hours per day in a work week of 5 to 6 days. Refer to Annex II, Table C-7 for details.

Figure 5-A: Average Time SUTE Took to Place Graduates in Jobs, By Gender

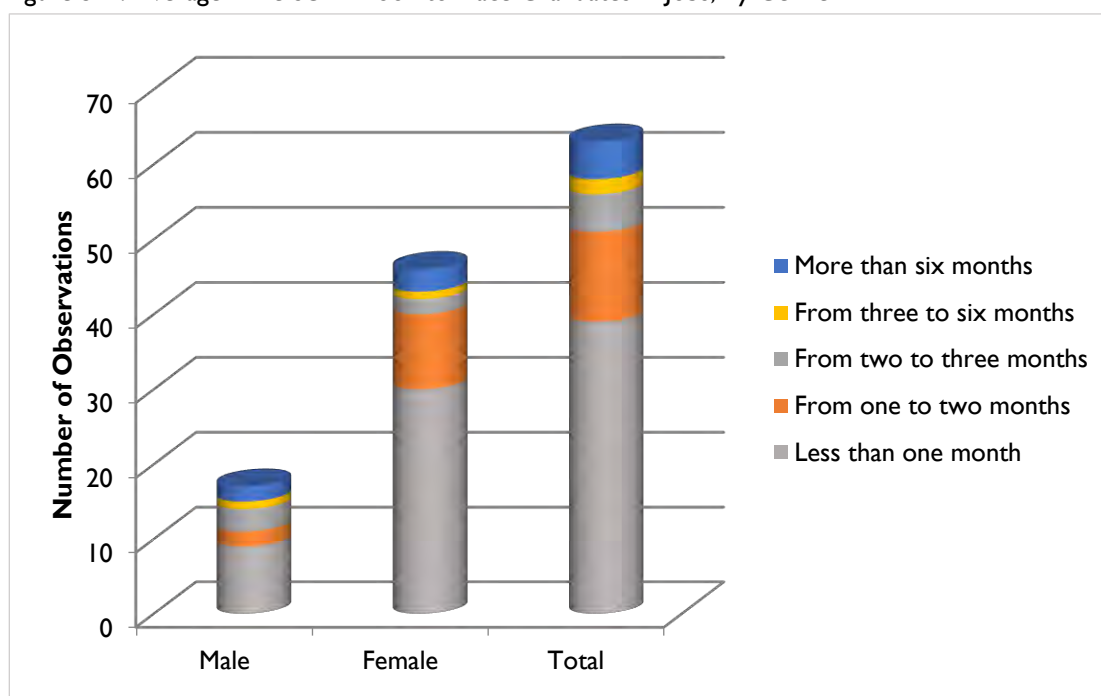
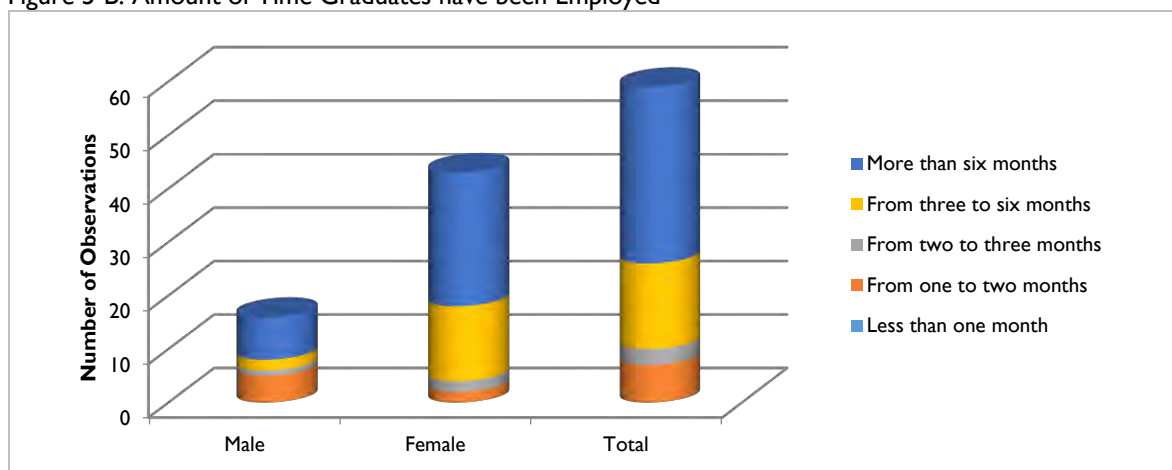


Figure 5-B: Amount of Time Graduates have been Employed



Finding 1c.9: In the 12 schools surveyed, 70.4% of SUTE officers in the Employment and Labor Market Information department (n=28) reported that the department's support services for helping graduates get jobs were very helpful to the graduates; 29.6% rated the support services as neither helpful nor unhelpful. Refer to Annex II, Table B-9.

Finding 1c.10: In the 12 schools surveyed, 77.3% of SUTE officers in the Employment and Labor Market Information department (n=22) reported that the department's support services for assisting students get internships were very helpful to the students; 22.7% rated the support services as neither helpful nor unhelpful. Refer to Annex II, Table B-9.

Finding 1c.11: In the 12 schools surveyed, 68.8% of SUTE officers in the Employment and Labor Market Information department (n=22) reported that the department's entrepreneur sessions were very helpful to the students; 12.5% rated the sessions as neither helpful nor unhelpful, and 18.8% rated the sessions as not helpful. Refer to Annex II, Table B-9.

Finding 1c.12: Some 62.7% of surveyed graduates employed through SUTES (n=59) were offered jobs that were relevant to their school specialization, whereas 37.3% reported the jobs located with the assistance of SUTES were not related to their school specialization. Refer to Annex II, Table C-6.

Finding 1c.13: A total of 71.2% of surveyed graduates employed through SUTES (n=59) reported working between eight to nine hours per day, 22% reported working between 10 and 12 hours per day, and 6.8% reported working between five and seven hours per day. Refer to Annex II, Table C-7.

Finding 1c.14: Some 59.3% of surveyed graduates employed through SUTES (n=59) reported working six days a week, and 37.3% reported working five days a week. Refer to Annex II, Table C-7.

Recommendation 1c.1: MoETE should a) build on the advances of the “Logistics” and “Renewable Energy” curriculum development to improve linkages between student skills acquired in TVET training (supply) and private sector needs (demand) for skilled labor and b) introduce additional emerging areas of specialization as requested by the private sector and agreed upon with the MoETE.

Recommendation 1c.2: USAID should encourage the development of training centers and specialized curricula within the WISE-assisted technical schools supported by the private sector. This would be a work-based learning model that addresses the problem of the relatively obsolete equipment and machinery of the schools facilities. The contractual arrangements for collaboration between the schools and the private sector can be adaptable to the individual cases of such a collaboration. Job creation due to this work-based learning system would be substantial, with likely higher levels of employability of the students involved.

Evaluation Question 1d: How effective has the capacity building provided to the Transition to Employment Units been with regard to establishing a system of sustainability through the Local and Central Units for Transition to Employment?

Conclusion 1d: The capacity building of the Transition to Employment unit was effective. However, a system of sustainability is dependent on the continual support of the MoETE.

Finding 1d.1: On 18 November 2017, the Deputy Minister for Technical Education informed the USAID WISE project manager of the Supreme Council for Pre-University Education's 26 August 2017 decision to issue three resolutions to facilitate and enhance the activities of the Transition to Employment units.

Resolution 1 refers to integrating the curricula of (a) Career Guidance and Counselling, and (b) Entrepreneurship and Innovation into the set of mandatory subjects of study for students in all technical schools, starting with the 2018/2019 school year. Two classes per week are to be scheduled for each of the new curricula. As no examination is stipulated, the new curricula will not be part of the students' final grades.

Resolution 2 acknowledges the Ministry of Education's formal approval of the Transition to Employment Unit's 2017-2022 Strategic Plan.

Resolution 3, as part of the institutional restructuring of the Technical Education Sector, states that the Transition to Employment units are to be institutionalized as sub-divisions of the General Administration for the Centre of Technical Education Development, under the jurisdiction of the Central Administration for Technical Education Development.

Finding 1d.2: The need to institutionalize SUTEs with dedicated functions and budgets within the MoETE's was identified in KII interviews with MoETE senior officers (n=3), LUTE managers (n=3), school managers (n=1), and SUTE officers (n=4).

Recommendation 1d.1: The Ministry of Education and Technical Education (MoETE) should provide financial incentives or training accreditation to participating SUTE officers and non-SUTE teachers who currently participate on a voluntary basis if the institutionalization of the Transition to Employment Units as sub-divisions of the General Administration for the Centre of Technical Education Development is not implemented in the short term. It is assumed that the formal institutionalization of LUTEs and SUTEs will result in increased operating budgets for WISE-assisted schools so as to provide for fair compensation to participating more highly trained SUTE officers and non-SUTE teachers.

Evaluation Question 2a: *To what extent do WISE interventions in the areas of workforce skills, productivity upgrades and improvements in human resource strategies (3R) contribute to improving the efficiency (e.g., labor productivity, workers' turnover) of participating firms?*

Conclusion 2a.1: Results of the 3R and PIP interventions are not measurable. This is due to: (a) the relatively early stages of implementation (of the action plans drawn up by the 3R consultants), and (b) the absence of SMART key performance indicators (KPIs), which – even with the completion of action plans' implementation – would represent an obstacle to calculating any measurable results.

Finding 2a.1: In Year 2, WISE signed agreements with 48 new private sector companies, for a total of 57 companies on one or more of the three programs (3R, PIP, ER). Of nine private sector firms visited, six have participated in the 3R and PIP programs, one has participated in only the 3R program, and two have not participated in either of the two programs.

Finding 2a.2: At the end of Year 2, WISE had interventions underway with 10 private sector companies for implementing tailored PIPs.

Finding 2a.3: Through the 3R Program, WISE provided HR basics training for 25 private companies, conducted pre-assessments of those same companies, and implemented 18 interventions.

Finding 2a.4: Five companies have provided pulsing turnover data. These indicate that, three to five months from the 3R intervention, the reduction in workers' turnover averaged 1.6 percentage points (refer to Table 4 below).

Table 2: 3R Firms – Pulsing Turnover Results

Company	Governorate	Month Prior to Implementation 2017	%	Sep-17	Improvement
Steignberger Daw	Red Sea	Jul-17	5.5%	3.9%	-1.6%
Steignber Aqua Magic	Red Sea	Jul-17	7.8%	4.7%	-3.1%
Maarib	Al-sharkia	Jul-17	10%	8.5%	-1.5%
Jade Textile	Al-sharkia	May-17	2.8%	2.6%	-0.2%
Givrex	Alexandria	May-17	12.4%	10.6%	-1.8%

Source: MTC (January 8, 2018)

Finding 2a.5: WISE trained 120 representatives from 12 companies. Some 15 Training Achievement Records (TARs) were developed for the food processing, tourism, ready-made garment, and furniture sectors in workshops facilitated by WISE.

Recommendation 2a.1: WISE 3R consultants and PIP experts should work with the task forces of participating companies to set SMART (specific, measurable, accepted, relevant, and time-bound) key performance indicators (KPIs). These would be monitored and measured throughout implementation of the action plans recommended in the assessment reports that were prepared in the course of the two interventions conducted to date. Examples of such KPIs are included in Annex II, Table G8.

Evaluation Question 2b: Does the current M&E system provide necessary data to estimate the benefits stream from these interventions as compared to cost?

Conclusion 2b.1: Three of WISE's nine Result B M&E indicators relate indirectly to the estimation of the benefits streams generated from the 3R and PIP interventions. These are: (1) number of companies with improved labor productivity, (2) number of firms with reduction in workforce turnover, and (3) number of firms with improved training practices as a result of USG assistance. Such reported data do not allow derivation of measurable streams of benefits. Data relevant to costs are not being captured in the framework of the current WISE M&E system.

Finding 2b.1: In terms of measurement units, and given the indicator-type limitation, the three performance indicators mentioned above are confined to monitoring *numbers of firms* that, respectively, demonstrate: (1) improved labor productivity, (2) reduction in workforce turnover, and (3) improved training practices. However, measurement of the benefits streams is not possible by the mere counting of firms in the M&E reports. Numbers of firms are necessary, but not sufficient, performance indicators.

Recommendation 2b.1: WISE should adopt the recommendations under EQ 5, as related to the quantification of benefits and the disaggregation of costs. These recommendations are directly related to the measurement of the efficiency improvements of the 3R and PIP participating firms.

Evaluation Question 2c: If not, what additional data need to be tracked?

Conclusion 2c: Data of key performance indicators related to the 3R and PIP interventions need to be tracked. Descriptions and examples of those types of data are presented in Annex II, Table G7.

Finding 2c.1: No key performance indicators have been developed for the 3R and PIP interventions. One exception is the employees' turnover rate, as set under the 'Retain' component of the 3R intervention.

Recommendation 2c.1: WISE 3R consultants and PIP experts should work with the task forces of the companies participating in the 3R and PIP interventions to set SMART KPIs for the activities they are implementing as a result of their assessment reports. Systematic and routine monitoring of KPIs should be an integral part of participating firms' implementation plans.

Evaluation Question 3a.1: Are the activity's initial assumptions and operating environment still valid; i.e., does the bilateral relationship between the GOE and the USG remain positive and fully collaborative?

Conclusion 3a.1: Although bilateral relationships with the MoETE and NAQAAE remain positive and collaborative, due to the NGO law, other bilateral relationships with NGOs, including business associations, are not able to be formed.

Finding 3a.1: Throughout the KIs and group discussions, MoETE senior officials (n=12) and the NAQAAE manager expressed satisfaction with and highly praised the USAID-funded intervention. In this regard, and as further evidence of the bilateral relationship between the GOE and the USG remaining positive and fully collaborative, the 18 November 2017 letter from the Deputy Minister for Technical Education informing USAID of three resolutions (refer to Finding 1d.1), issued by the Supreme Council for Pre-University Education to facilitate and enhance the activities of the Transition-to-Employment Units, begins with the opening phrase, "Within the framework of our fruitful and continuous cooperation."

Evaluation Question 3a.2: Are the activity's initial assumptions and operating environment still valid; i.e., does the GOE maintain trained teachers and implement a sustainability plan?

Conclusion 3a.2: The GOE sustains trained teachers for a minimum of three years.

Finding 3a.2.1: In response to WISE requests, MoETE issued a resolution stipulating that SUTE officers/teachers not be seconded or transferred, nor assigned supervisory or substitution tasks over their regular classroom and SUTE duties for a minimum of three years.

Finding 3a.2.2: Resolution 2 of the 18 November 2017 letter from the Deputy Minister for Technical Education to USAID acknowledges the Ministry of Education's formal approval of the Transition to Employment Units' 2017-2022 Strategic Plan.

Evaluation Question 3a.3: Are the activity's initial assumptions and operating environment still valid; i.e., does USG assistance to the private sector remain unimpeded by new GOE regulations?

Conclusion 3a.3: The WISE Activity's critical assumption regarding "USG assistance to the private sector remains unimpeded by new GOE regulations" is no longer valid.

Finding 3a.3: Private sector firms are indirectly affected by the delay in the issuance of the NGO Law Executive Regulation (Law No. 20 of 2017, the Law of Associations and Other Foundations Working in the Field of Civil Work) and the associated uncertainties that the delay conveys. Entities directly affected include business associations and NGOs providing services to the private business sector (e.g., advisory and advocacy organizations, and other business-related think tanks). The aforementioned NGO law has had a direct, negative impact on the ability of WISE to assist the private sector, through strategic alignments and MOUs, with associations such as Egypt National Competitiveness Council (ENCC) and Egyptian Federation of Investors Association (EFIA).

Evaluation Question 3a.4: Are the activity's initial assumptions and operating environment still valid (i.e., are funding/resources available to implement planned interventions)?

Conclusion 3a.4: The evaluation team found no evidence to indicate that there is a lack of availability of the funding/resources required to implement [WISE] planned interventions.

Evaluation Question 3b: What parts [of the WISE Activity] are doing exceptionally well and which face challenges?

Conclusion 3b.1: Select interventions are generating positive results while others face challenges.

Finding 3b.1: Aspects of WISE interventions doing exceptionally well include:

- Change in student behaviour as a result of career guidance and entrepreneur skills training (KIs & GDs).
- Approval and implementation of Logistics and Renewable Energy curricula. Industry input in the development of competencies ensures alignment with industry needs, thereby improving job seekers' opportunities for gainful employment and suitable internships.
- Development of industry based curricula for other specialties is a paradigm shift for MoETE.
- Improvements in SUTE and non-SUTE teacher techniques/performance as a result of training (KIs and GDs).
- Cooperative development between WISE and NAQAAE of a manual to rate the quality standards of technical education schools.
- Developing and Publishing the Directory for Entrepreneurs and Guidelines for technical school students.

The following analyses are based on MTC's quarterly reporting on the achieved versus targeted performance indicators for Years 1 and 2. Refer to Annex II, Part I, Table I.1.

Conclusion 3b.2: As measured by progress on performance indicators, overall performance on WISE interventions demonstrate mixed results. Result A activities have exceeded their targets with a 172% demonstrated performance. Result B activities have nearly achieved their targets with a 79% demonstrated performance whereas Result C activities lag behind with a 50 % achievement of planned targets.

Finding 3b.2.1: Result A.1 (i.e., schools' capacity improved to provide students with technical, practical, entrepreneurial, innovation, and soft skills needed by the market to enhance their employability) is reported to have achieved 81% of its target. Performance ranged from a minimum of 77% to a maximum of 110%. Only two of its 12 targeted outputs were not achieved.

Finding 3b.2.2: Result RA.2 (i.e., curricula developed and implemented that meet international standards and address market needs) exceeded its targets demonstrating a 350% performance against targets. The principle output responsible for this over performance is the implementation of entrepreneurship curricula in 20 schools with a reported performance of 600%.

Finding 3b.2.3: Result RA.3 (i.e., quality of education enhanced through quality control and assurance system benchmarked to international best practices), exceeded its targets with the "training for the core team of assessors" reporting a 168% level of achievement.

Finding 3b.2.4: Result RA.4 (i.e., school governance and management improved) achieved 88% of its planned targets.

Finding 3b.2.5: Three of the four Result B performance indicators were nearly achieved; of the four indicators, "in-company mentors trained on using TAR Tool" was reported to have achieved 162% of its planned target. However, the "productivity assessments and

improvement plans for selected companies” performance indicator was reported to be significantly underperforming at 16% of its planned target.

Finding 3b.2.6: Result C reports 50% achievement of its targeted performance. Achievement varies among the eight performance indicators. Activities related to the completion of the 1) labor market study, 2) EPC model, and 3) study tour report have all been achieved. However, the following performance indicators have significantly lagged behind: 1) the institutional setup of the Policy Advocacy Unit, 2) selection criteria and operational guidelines for member associations of the Policy Advisory Group, 3) defined role, strategy and implementation plan of the Policy Advocacy Unit, 4) EPCs established in selected governorates and 5) documentation of EPC meeting minutes. Multiple stakeholders contend that a major impediment to the effective and timely implementation of Result C activities has been the delay in the issuance of the Executive Regulations of the NGOs Law.

Box 1

“[As a result of SUTE training] the behavior of teachers changed inside the classroom; used better teaching methods and better teaching tools plus relationship with colleagues improved- now have attitude to help others; this is a volunteering job that takes much time and effort.” (SUTE KII, Huraira)

Evaluation Question 3c: How can implementation be adjusted to address those changes/ challenges and speed up the intervention that has lagged behind (if any)?

Challenge: Planned productivity assessments and implementation plans for select Result B private sector firms were not achieved due, in part, to the limited labor market supply of well-qualified productivity experts resulting in a relatively slow pace of progress in PIP activities. A contributing factor to the slow progress is the limited supply and unanticipated high cost of (exceeding USAID local compensation plan (LCP) limits) productivity assessment subject matter experts.

Mitigation Strategy: MTC may wish to consider a cost-share solution for billing for 3R and productivity assessment subject matter experts at the prevailing market rate to help cover the true cost of service.

Challenge: There are challenges with assistance to selected NGOs/associations in developing strategies to advocate for policy reforms related to labor market efficiency and the new NGO law is creating uncertainties among all stakeholders of development initiatives in Egypt. Since the Executive Regulations of the Law are still under preparation, such uncertainties and delays of collaborative assignments with NGOs (e.g., ENCC, NCHRD, and EFIA) remain unresolved.

Mitigation Strategy: Given the delay in the issuance of the Executive Regulations of the NGO Law, MTC should explore alternative strategies to advocate for policy reforms addressing labor market efficiencies in closer collaboration with government entities.

Evaluation Question 4a: To what extent did the project succeed in addressing gender gaps?

Conclusion 4a: Current training programs include, and future training programs are programmed to include gender awareness. Gender awareness among stakeholders (education officers and employers) helps bridge the gender gap between education and employment.

Women account for a significant share of Egypt's workforce. However, they have yet to reach their full economic potential, as they continue to be disadvantaged in the labor market. Gender equality, then, is a major priority for WISE interventions. Under Result A, WISE targets women when recruiting for such positions as SUTE members and/or career guidance counselors. Also, capacity-building activities emphasize equal participation of men and women. Under Result B, WISE emphasizes the engagement of firms employing female workers, namely, the RMG, food processing, and tourism/hospitality sectors. Other sectors demonstrate certain challenges related to the employment of females. Accordingly, the challenges facing women in the labor market can be addressed by introducing approaches aimed at improving the employment and retention of female workers in the workforce.

Finding 4a.1: Of the 32 Phase I technical schools, 13 are male-only enrollments (40%), eight are female-only enrollments (25%), and 11 are mixed-gender enrollments (35%). When combining female-only and mixed-gender schools, a total of 60% of Phase I technical schools (n=19) provide access to female students.

Finding 4a.2: At the request of the WISE Project, the MoETE introduced the newly approved specializations of "Renewable Energy" and "Logistics" into five Phase I mixed-gender technical secondary schools in order to ensure that girls have an equal educational opportunity to pursue careers in these non-traditional sectors. The Renewable Energy program is offered in two mixed-gender schools in Aswan and one all-female school in the Red Sea. The Logistics program is offered in one mixed-gender school in Ismailia, and one all-male school in Port Said.

Finding 4a.3: One hundred percent of employed graduates (n=65) in five group discussions agreed that jobs found by the SUTEs were equally available to males (n=19) and females (n=46).

Finding 4a.4: WISE is integrating gender-related modules into training of trainers (TOT) for SUTE officers and for the Ebdaa Rehletak (Start Your Journey) Units (ERU) to raise private sector comprehension and commitment to gender equity in workforce development and employment (Sustainability Plan, December 2016, 6). Fifty-four staff from the National Center for Human Resources Development participated in WISE capacity building workshops to enable them to lead Ebdaa Rehletak activities for job seekers (WISE Year 2 Annual Report, 4).

Finding 4a.5: Since the WISE activity began in November 2015, a total of 5,707 graduates have gained employment through 60 Phase I and Phase II WISE-supported SUTEs. Of these,

26.9% (n=1,533) are females. Of the 5,363 students who have received in-company training through the 60 WISE-supported SUTEs, 53.2% (n=2,855) are females.

Finding 4a.6: According to the WISE Sustainability Plan (December 2016), and in recognition of diverse participant backgrounds, technical assistance and capacity building is offered equally to both men and women so that no teachers, trainers, students, entrepreneurs, and/or job seekers are discriminated against.

Finding 4a.7: In the 12 schools visited, SUTE officers reported that there is no gender disparity among male and female teachers' opportunities to deliver training to other teachers and/or students.

Finding 4a.8: Some 39.9% of surveyed students currently enrolled in grade 1, grade 2, and grade 4 (n=692) reported working during the school year. This is equivalent to (a) 59.4% males and 4.5% females (n=312) in grade 1; (b) 81.3% males and 13.1% females (n=307) in grade 2; and (c) 80.9% males and 15.4% females (n=73) in grade 4. Refer to Annex II, Table A-12.

Recommendation 4a.1: In order to ensure equal access for female students to non-traditional subjects, such as "Renewable Energy" and "Logistics, MTC should raise awareness among students, teachers, family, community members, and local employers to actively encourage females to pursue non-traditional TVET specializations.

Evaluation Question 4b: To what extent did the project succeed in enhancing the economic empowerment of women?⁴

Conclusion 4b: The training provided to the Transition to Employment Units successfully enhanced the economic empowerment of women.

Finding 4b.1: In eight of nine key informant interviews with private sector firms (88.9%), employers asserted that female workers are recognized and rewarded for their work contribution, afforded respect, and paid according to their position and assigned tasks.

Box 3

"Girls started marketing their products inside and outside of school. The girls have increased confidence in themselves and in their skills and knowledge. For example, some girls started to refuse some inappropriate work. Some girls have a source of income from their products to the extent that they have become their household heads." (School Management KII, Alexandria).

⁴ Economic empowerment is the capacity of women and men to participate in, contribute to, and benefit from growth processes in ways that recognize the value of their contributions, respect their dignity, and make it possible to negotiate a fairer distribution of the benefits of growth (Women's Economic Empowerment - OECD.org).

Finding 4b.2: Key informant interviews with LUTE managers (n=3), school principals (n=6), SUTE officers (n=8), and currently enrolled students (n=5) reported that entrepreneurial activities were successful and well received among students. This was evidenced by the fact that three award-winning teams in the NAWAH Social Entrepreneurship Challenge 2017 were from three WISE-assisted schools; two teams included three female participants. Refer to Box 2 and Box 3.

Box 2: NAWAH Social Entrepreneurship Challenge 2017

[For] the third year in a row, ILO, MCSBE, USAID, and GIZ announce the call for application[s] to Nawah Competition, the Egyptian Innovation Award for Social Entrepreneurship Competition for innovative business plans that can impact Egyptian society and drive business growth....[The objective of] Nawah's Social Entrepreneurship Challenge [is] to contribute to a flourishing, collaborative, and conscious entrepreneurship ecosystem by empowering young entrepreneurs to develop their skills...and expand their network and resources. (Source:

<http://egyptinnovate.com/en/%D9%81%D8%B9%D8%A7%D9%84%D9%8A%D8%A7%D8%AA-%D9%88-%D8%A7%D8%AC%D8%AA%D9%85%D8%A7%D8%B9%D8%A7%D8%AA/nawah-competition-2017>).

Finding 4b.3: Key informant interviews with LUTE managers (n=3), school principals (n=6), and SUTE officers (n=8), and group discussions revealed that employment opportunities facilitated through SUTEs increased female employment, due to greater support from parents. Refer to Box 4.

Box 4

"As the company provided separate transport for females and the SUTE arranged the job placement, the employed graduates were encouraged to accept the job as trust was built with the families and they were comfortable with their daughter travelling alone."
(Employed graduates GD, Ismailia [RMG & textile firms])

Recommendation 4b.1: Partner with employers' associations to encourage internship placements for female students, and advocate for internship opportunities that accommodate logistical constraints women may face, such as start and end work hours, location, transportation, and safety.

Evaluation Question 5a: How much value did the interventions under Result B (improved skills and productivity of the workforce in selected governorates and economic sectors) create and contribute to the assisted firms?

Conclusion 5a: Both the 3R and PIP interventions have resulted in tangible benefits for the participating firms, albeit at a variable pace and progress. The evaluation team was able to document, through primary and secondary sources of data and information, that those benefits did, in fact, materialize. However, those data are neither recorded, nor verbally expressed in monetary terms. Thus, a monetized cost-benefit analysis is not possible at the current implementation stage of Result B interventions. Accordingly, the evaluation team has selected an alternative approach to the comparison of monetary costs and benefits, namely, the presentation of case studies. Based on WISE assessments and analyses of the results of the 3R and PIP interventions, case studies have been selected and documented. The rationale for using case studies is to derive proxies and orders of magnitude of the benefits that would be generated for the private sector as results of certain levels of expenditure on activities typical

of those performed under Result B interventions. Refer to Annex II, Table G1: Status of 3R Interventions as of End of Year 2.

Finding 5a.1: Benefits generated for firms participating in the 3R and PIP interventions are not available on a regular basis for all participating firms. WISE's quarterly and annual reports highlight operational conditions, management practices, and the perceptions of some staff in the individual firms as underlying reasons for this limitation.

Finding 5a.2: According to WISE reporting on the 3R-related deliverables, implementation of firm-level action plans is underway for 10 firms, whereas six have not begun implementation. Therefore, no measurable results are available at this time, except for turnover pulsing data for five firms. The WISE Year 2 Annual Report indicates that "3R final report with impact and lessons learned is planned for Year 3."

Finding 5a.3: During Year 2, only four firms, out of a planned 25, participated in the PIP intervention. WISE reports attributed the low progress to: "Delays in sourcing qualified productivity experts, which resulted in delays of the assessments and engagement in companies." Similar to the case of the 3R intervention, though for different reasons, this has resulted in insufficient measurable outputs (not to mention outcomes) of the PIP activities.

Finding 5a.4 In key informant interviews with executives/HR managers of 3R and PIP participating firms (n=9), a majority (n=7) attached substantial value to the 3R and the PIP interventions. The remaining two firms did not actually participate in any of the interventions due to: (1) cancellation of the MOU by WISE (for lack of commitment on the firm's side), and (2) their inability to adopt practices and procedures that were different from those set by their international headquarters. All respondents also confirmed that their firms did not incur any costs in the course of implementing the 3R or PIP activities.

Finding 5a.5 Key informant interviews confirm that the objectives of the 3R and PIP interventions are expected to be achieved. Five out of seven firms responded positively to the question of whether the expected progress in terms of outputs had been properly achieved. All seven firms agreed that the quality of outputs (including those of capacity-building support) were satisfactory. Six out of seven firms believed that the outputs (including capacity building) are still likely to lead to the expected outcomes.

Finding 5a.6: Regarding the status of the 3R intervention, the WISE Year 2 Annual Report indicates that the 3R consultants have completed pre-assessment assignments for 17 firms. Refer to Annex II, Table G1. Sectors include RMG/textile, food processing, and tourism/hospitality. One firm in the food processing sector was found to be already applying all 3R-related systems and practices, hence, no further technical assistance is needed. Of the remaining 16 firms, action plans were developed for 12, while four are still in the process of preparing action plans. Actual implementation of the 3R activities is ongoing for 10 firms.

Finding 5a.7: At the inception of the 3R interventions, WISE delivered structured training and guidance to the HR managers and line managers involved. A total of 25 firms participated in the training by nominating 82 HR and line-managers (73 males and 9 females). Refer Annex II, Table G2.

Finding 5a.8: Pulsing turnover results indicate that there is reduced worker turnover as a result of the 3R activities. As of September 2017, five firms reported an average reduction of 1.64 percentage points in their workers' turnover rate three to five months from the start of 3R activities. Refer Annex II, Table G3.

Finding 5a.9: Table G4 in Annex II summarizes the status of the PIP intervention as of October 2017 (WISE Year 2 Annual Report). Nine firms in the food processing, RMG, furniture, and tourism/hospitality sectors in Alexandria, Sharquia, and Red Sea have been included in the reporting. There has been an average of three visits to each of the firms by productivity experts. Four of nine participating firms have reported results.

Finding 5a.10: Productivity enhancement training has been given to 120 employees (100 males and 20 females) in 25 firms. Refer Annex II, Table G5.

Finding 5a.11: The 3R action plans for the individual companies are included in Annex II, Table G6. All action plans lack key performance indicators. They only take the form of recommendations, the fulfillment of which would only show deliverables (should those recommendations be implemented). Therefore, even with completion of the action plans' implementation, no benefits would be measureable, as compared to the baselines, or pre-implementation status, except for the turnover of employees.

Finding 5a.12: Four PIP assessment reports were made available to the midterm evaluation team for review. The following salient observations are noted. First, assessment processes are limited in scope to aspects of the companies' productivity. Second, in the context of capacity building for the companies' task forces, there is limited usage/coverage of available productivity improvement tools (e.g., the range of lean manufacturing tools). This falls short of meeting the sustainability objectives of the PIP intervention. Refer to Annex II, Tables G6, G7, G9, and G10 for a list of 3R and PIP assessment reports, and a recommended short list of KPIs and associated tools for monitoring/measuring performance.

Recommendation 5a.1: WISE should encourage firms participating in 3R and/or PIP activities to implement the tasks included in their respective action plans. A recommended incentive could be certificates of recognition, both for the firm and for members of their assigned task forces.

Recommendation 5a.2: WISE should report routinely (quarterly is recommended) and systematically on implementation results. In this regard, reporting templates could be developed by the subject-matter experts to include quantifiable results for multiple implementation parameters/indicators. Not all parameters/indicators need be expressed in monetary terms. Select parameters could be related to productivity/management performance, in terms of (a)

output per time or per worker, (b) rate of compliance with quality standards, and (c) industry/location workers' turnover rate. Monetization can take place in a subsequent step.

Recommendation 5a.3: MTC should sign non-disclosure agreements with participating firms to ensure confidentiality of firm-specific results, while guaranteeing anonymity in results reporting.

Recommendation 5a.4: 3R assessments should include key performance indicators. This would be instrumental in monitoring, measuring, and evaluating results of the 3R interventions in order to calculate benefits generated for the firms, and, ultimately, enable relevant parties to conduct cost-benefit analysis and calculate a project-wide return on investments on Result B intervention. Refer to Annex II, Table G8 for examples of KPIs for 3R interventions.

Recommendation 5a.5: PIP interventions need to focus on building the capacities of companies' productivity task forces and technical/middle managers to monitor lean manufacturing. To date, PIP interventions have addressed only a few of the tools available for doing so. Refer to Annex II, Table G10 for a comprehensive listing of 25 tools and corresponding descriptions of the uses and benefits. Knowledge and use of these tools would ensure a greater probability of sustaining intervention results through the rest of the project performance period and beyond project closeout. Parenthetically, it is advisable to develop KPIs for monitoring capacity building of productivity task force personnel and technical/middle managers for advancing this objective.

Evaluation Question 5b: Did the value created by interventions under Result B outweigh the cost?

Conclusion 5b: Data on Result B expenditures are available on an aggregate basis. However, data on results (benefits) are not. Therefore, calculations of benefits vis-à-vis costs are not possible at the current stage of Result B interventions.

Finding 5b.1: WISE data on 3R and PIP-related expenditures are available on an "aggregate" basis. No disaggregation is currently available by sub-activity (e.g., training, assessment, technical assistance, other) or by firm. At this point in time, the lack of disaggregated data does not adversely affect calculations, owing to the absence of data on corresponding monetary benefits. However, this limitation is worth noting for the purpose of future prospective analyses aimed at comparing costs and monetized/ quantifiable benefits. It is also worthy to note that, given the absence of pre-intervention baseline data, final estimates on the return on investments on Result B interventions will likely be underestimated, unless proxy baselines can be reconstructed.

Recommendation 5b.1: MTC should maintain records of expenditures classified by sub-activity and firm. Consider tracking other cost coefficients to help conduct cost efficiency and cost effectiveness, as well as benchmark the cost data over time and on a cross-sectional basis (i.e., across activities).

OVERALL CONCLUSION

The WISE initiatives are well established in participating schools and private sector firms visited by the evaluation team in Alexandria, Port Said, Ismailia, Red Sea, and Aswan governorates. The results of the midterm evaluation demonstrate improved job opportunities for students and graduates, as well as improved human resource and production systems for participating firms. The training and support given to the Transition to Employment Units has provided a vehicle by which to more effectively align the placement of graduated technical secondary school students in gainful employment with the private sector's need for up-skilled workers.

The USAID-funded WISE interventions have: (a) assisted the MoETE in establishing a systematic approach for increasing technical and vocational education teacher skills and improving teacher attitudes, (b) established Transition to Employment Units at the central, local, and secondary school levels to assist in the development and placement of work-ready graduates with employers, and (c) assisted private sector firms in establishing and/or improving on existing human resource and productivity systems and processes that will likely contribute to overall long-term increased operational effectiveness and profitability.

ANNEXES

ANNEX I: EVALUATION STATEMENT OF WORK

I. Evaluation Rationale

a. Evaluation Purpose

The USAID/Egypt Mission is conducting a mid-term project performance evaluation of its Workforce Improvement and Skills Enhancement Activity (WISE). The evaluation will examine the effectiveness of the interventions under WISE, in particular the interventions related to upgrading technical education and improving labor productivity and human resource management at the firm level, as measured both by outcomes and perceptions of beneficiaries and stakeholders. The evaluation will be used to inform activity implementation in the remaining years, based on the recommendations on how to address current challenges and strengthen WISE activity best practices and successful achievements to date.

b. Audience and Intended Uses

The primary audience of the evaluation report will be USAID/Egypt, specifically the Office of Economic Growth (OEG). Secondary audiences include the Government of Egypt's Ministry of Education and Technical Education (METE), Ministry of Trade and Industry (MTI), Ministry of Investment and International Cooperation (MIIC), WISE assisted technical schools, the Federation of Egyptian Industries, the Investors' Association, and private sector firms benefiting from WISE technical assistance.

USAID/Egypt will review and share the executive summary, final report and recommendations with the METE, and the general public via the Development Education Clearinghouse (DEC).

II. Summary Information

Activity Name	Workforce Improvement and Skills Enhancement Project (WISE)
Implementer	Management and Training Corporation (MTC)
Cooperative Agreement #	AID-263-C-16-00002
Total Estimated Ceiling of the Evaluated Activity(TEC)	\$ 24,648,432
Life of Activity	November 2015- October 2019 (including option year)
Active Geographic Regions	Phase 1: Alexandria, Port-Said, Ismailia, Aswan, Red Sea, Phase 2: Add: Sharqiya, Gharbiya, Beni-Sweif, Damietta, Fayoum, and Menoufiya
Development Objective(s) (DOs)	4.1 Egyptian Economy is More Competitive and Inclusive
USAID Office	Office of Economic Growth, USAID/Egypt

III. Background

Over 800,000 job seekers enter the Egyptian labor market annually, but businesses have not been able to keep pace with the number of jobs needed. The unemployment rate was 5.2 percent in 1980 and has since risen to 12.8 percent. Many seek employment with small and

medium enterprises (SMEs), as they constitute more than 95 percent of private enterprises and generate over 80 percent of private sector employment in Egypt. But while incomes have risen across the board since 1975, SMEs account for only ten percent of investment in Egypt and 25 percent of GDP.

A constraint to SME growth is low employability of Egypt's youth. Secondary education is primarily rote memorization, and technical secondary schools do not provide students with marketable skills to enhance their employability. Further, schools lack linkages with the private sector to prepare students for the needs of the market and connect students with employment opportunities.

Workforce Development

USAID/Egypt initiated the TIPE (Trade and Investment Promotion in Egypt) project to work toward the development objective: "Inclusive Economic Growth Accelerated". The goal of the TIPE project is to promote inclusive economic growth and improve the competitiveness of the private sector in Egypt through the development of MSMEs (Micro, Small, and Medium Enterprises), entrepreneurship, and workforce skills. The TIPE project is expected to create new jobs and generate additional income for Egyptian small business owners, laborers, and entrepreneurs, especially women and youth. Youth is defined for the purpose of this activity as individuals who are between ages of 15 and 29 years old. The TIPE project has three sub-purposes: (1) "MSME Development and Entrepreneurship Supported;" (2) "Technical Education and Vocational Training and Workforce Development Improved.;" and (3) "Macroeconomic Foundation for Growth Improved."

Project Description

The WISE (Workforce Improvement and Skills Enhancement activity) contract focuses its technical assistance and training activities on improving labor skills, creating job opportunities, promoting innovation, and advocating for necessary policy and regulatory reform related to human capital development. It also aims at reducing the current skills mismatch and improving labor productivity and employability especially among the youth and females. Through the WISE project, USAID is collaborating with the MOETE and MTI to improve technical secondary education to meet the needs of the job market, benefiting vocational school students and teachers as well as the private sector; and to improve labor productivity. The activity is establishing partnerships between businesses and technical schools in order for the schools to understand skills needed for employment – reducing the current skills mismatch, creating a pool of qualified candidates, and linking students with jobs. WISE is also partnering with the Federation of Egyptian Industries and the Investors Association to improve the performance of the private sector through training in improved human resource strategies that reduce staff turnover. WISE will seek to build the capacity of business associations to advocate for reforms related to labor market efficiency.

Main activities:

Result A:

- Improving technical secondary education and labor skills to meet the needs of the market by establishing and building the capacity of 60 Transition to Employment Units in 11 governorates, developing two new specialization curricula, training teachers, and linking schools to the private sector.

- Promoting innovation and quality assurance at technical schools. This will include establishing innovation clubs in 24 technical schools, to be rolled out by the METE to more schools.
- Establishing partnerships between businesses and technical schools in order for schools to reflect an understanding of skills needed for employment, creating a pool of qualified candidates, and ultimately linking students with jobs through career centers and employment fair.

Result B

- Improving the performance of the private sector through enhanced labor productivity gained via training and improved human resource strategies that reduce workers' turnover. Assistance will be targeted to 25-50 firms.
- Building the capacity of the Alexandria Business Association Vocational Training and Employment Center to offer certified training and work opportunities
- Improving the skills of selected job seekers through on the job training and linking them with the private sector for employment.

Result C:

- Building the capacity of business associations to work with the government agencies towards reforms related to workforce development and labor market efficiency.

Achievements to Date:

Result A:

- Established School Transition to Employment Units (SUTE) in 28 technical schools in five governorates and built the capacity of the 382 members of those units
- Built the capacity of 30 members in the Local Units for Transition to Employment (LUTEs) members in the 5 governorates and 11 Central Unit members
- Drafted the Strategic Plan for the Central Unit for Transition to Employment (CUTE)
- Trained 59 school managers from the 28 WISE schools on leadership and management
- Trained 114 career guidance facilitators and supported the introduction of the Career Guidance materials and sessions in the 28 schools, benefiting more than 8000 students
- Succeeded in providing employment for 1979 school graduates through the School Transition to Employment Units (SUTE)
- Provided internships to 1840 students and supported the introduction of the Career Guidance materials and sessions in the 28 schools, benefiting more than 8000 students
- Provided entrepreneurship training to more than 5800 students
- Worked with the ILO, GIZ, UNIDO and EU on developing an Entrepreneurship curriculum for technical schools based on the ILO Know About Business (KAB) and UNIDO material
- Trained 98 entrepreneurship facilitators, benefiting more than 5800 students
- Developed basic occupational safety and health (OSH) material and trained 87 OSH school supervisors on the material
- Currently building the capacity of the members of the School Unit for Transition to

Employment (SUTE)s in the new selected 32 schools in the additional six governorates

- Developed curricula and assessment materials for the first two semesters of instruction for the three new logistics specialties (warehouse operations, transportation supervision, and stevedoring) that were introduced for the first time in 2 technical secondary schools in Port Said and Ismailia.
- Currently developing curricula and assessment materials for the first two semesters of instruction for the two new Renewable Energy specialties (solar and wind)

Result B:

- Finalized the Labor Skills, Productivity, and Human Resources Management Strategy that identifies the challenges and issues faced by job seekers and employers, recommends the sectors and governorates for WISE activities, identifies constraints in the labor market, and provides stakeholder mapping to guide activities related to advocacy
- Selected and started building the capacity of the Ebdaa Rehletek (Start Your Journey) Training for Employment Program Units at the Investors association in the eleven governorates.
- Trained 23 master trainers on the 3R (Recruit-Retrain-Retain) methodology to work with the selected private sector companies to improve their human resource strategies. Trained an additional 10 participants representing the Federation of Egyptian Industries (FEI) and 4 of its affiliated Industrial Chambers as potential candidates for the 3R function that has been established at the FEI. These trainers are currently providing technical assistance to 15 firms.
- Developed productivity surveys for workers and employers in 30 selected companies to be used in establishing a baseline for the productivity of each partner company. Started productivity training in 5 companies. One firm reported a 40% increase in productivity after the training.

IV. Development Hypothesis

The economic challenge confronting the GOE is to broaden the base for sustained economic growth in the medium term. The development hypothesis is that broad based economic growth can only be achieved through job creation and an increase in the poor households' share of the economic benefits of growth, both of which are highly dependent on a strong and highly competitive workforce that meets the demands of the private sector. Upgrading technical education will produce a pool of skilled technical school graduates that meet the current and future demand of the private sector. Improving the soft and technical skills of the current unemployed youth through Training for Employment programs linked to the needs of the firms will serve the purpose of providing decent employment for the youth and meeting the demand for skilled labor by the private sector, both of which will lead to more income generated. This, in addition to the interventions aimed at upgrading the productivity of the existing labor force at the firm level and improving human resource strategies to retain the skilled workers, will maximize the positive impact on business competitiveness and growth, leading to increased productivity and employment growth while reducing poverty. This is especially true when growth is triggered by the sectors that have the highest

potentials for generating employment, innovation, diversification of the production base, and linkages to the international global supply chains. The selection of sectors (ready-made garments, textiles, furniture, food processing, tourism, logistics, and renewable energy) and governorates under WISE was based on such considerations. Finally, improving the enabling environment for labor market efficiency will guarantee that the impact and sustainability of the interventions made on the supply side (quality of labor) and demand side (the needs of the market). As such, one of the key conditions for sustainability is to ensure a continuous public private partnership and dialogue to address the constraints impeding labor market efficiency.

Critical Assumptions

- The bilateral relationship between the GOE and the USG remains positive and fully collaborative;
- The GOE maintains trained teachers and implements a sustainability plan;
- USG assistance to the private sector is not impeded by new GOE regulations; and
- Funding/resources are available to implement planned interventions.

V. Relevant Documentation

The COR, through USAID/Egypt's Economic Growth Office, will provide relevant activity documents within 5 days of award of contract. These documents include:

1. Original contract and amendments
2. Available quarterly and annual reports
3. WISE work plan
4. WISE monitoring and evaluation plan and results
5. WISE Reports (e.g. Labor Market Assessment study)
6. WISE Gender Assessment and Gender Action Plan

In addition to the above list, the evaluation team shall review other secondary literature deemed relevant to the evaluation work.

VI. Evaluation Questions

The evaluation will answer the following questions focusing on capacity Building for Transition to Employment Units and Technical Assistance and Training to Private Firms in Alexandria, Port- Said, Ismailia, Red Sea and Aswan:

Questions	Suggested Data Sources (*)	Suggested Data Collection Methods	Data Analysis Methods
1. How effective has the capacity building provided to the Transition to Employment Units been with regard to: i) improving the skills of the teachers, ii) improving the skills of the students through career guidance and entrepreneurship, iii) creating more linkages between the schools and the private sector through the employment and labor market information Department under the Transition to Employment Units, , and iv) establishing a system of sustainability through the Local and Central Units for Transition to Employment?	- Activity progress reports. - Surveys with teachers, students and private firms on public private partnerships, skills and student's perception of the new interventions. - Secondary data and records of the Transition to Employment Units.	- Desk review - Survey - Focus Group Discussion - Key informant interviews	- Analyze results of survey and key informant interviews, and disaggregate results by geography and other important characteristics where needed.
2. To what extent do WISE interventions in the areas of workforce skills, productivity upgrades and improvements in human resource strategies (3R) contribute to improving the efficiency (e.g., labor productivity, workers turnover) of participating firms? Does the current M&E system provide necessary data to estimate the benefits stream from these interventions as compared to cost? If not, what additional data need to be tracked?	- Surveys with 3R Master Trainers - Surveys with participating firms. - Secondary data from firms regarding pre-and post-WISE intervention productivity levels as measured by in the ratio of the output of goods and services to the labor hours devoted to the production of that output/service.	- Desk review - Survey - Key informant interviews	- Use desk review to determine the extent of the implementation of the 3R intervention. - Analyze results of surveys, disaggregate results by sex, geography and other important characteristics.
3. Are the activity's initial assumptions and operating environment still valid? What parts are doing exceptionally well and which face challenges? How can implementation be adjusted to address those changes/ challenges and speed up the intervention that has lagged behind (if any)?	- Activity progress reports - Interviews with stakeholders - Interviews with sub-contractors	- Desk review - Survey - Key informant interviews	- Define and determine "operating environment." - Analyze results of survey and key informant interviews.
4. To what extent did the project succeed in addressing gender gaps and enhancing the economic empowerment of women?	- TIPE Gender Assessment - WISE Gender Assessment	- Desk Review - Surveys	- Analyze results of survey and key informant interviews.

	- WISE Work plan	- Key informant interviews	
5. How much value did the interventions under Result B create and contribute to the assisted firms, and did it outweigh the cost?	- WISE budget and expenditure - Survey impact on productivity - Survey impact labor retention and secondary data from firms records	- WISE Expenditure - Survey	- Estimate total cost and total benefits of Result B interventions - Estimate payback period - Estimate internal rate of return

VII. Evaluation Design and Methodology

This is a mid-term performance evaluation and intended to focus on how WISEE Is implemented, what the Activity has achieved to date, whether expected results were attained according to the Activity design and underlying development hypothesis, and how activities are perceived and valued by stakeholders. Evaluators will use a mix of quantitative and qualitative data collection and analysis methods to answer the questions of interest in this evaluation. All person-level data should be disaggregated by sex. The evaluation must follow the principles and guidelines for high quality evaluations outlined in the USAID Evaluation Policy (Updated October 2016)

<https://www.usaid.gov/sites/default/files/documents/1870/USAIDEvaluationPolicy.pdf>

Data Collection Methods:

The evaluation team must develop data collection tools that are consistent with the evaluation questions to ensure high quality analysis. The evaluation team is required to share data collection tools with the USAID Evaluation Program Manager for review, feedback and/or discussion with sufficient time for USAID's review before they are applied in the field. The evaluation team must complete the review of all debriefing materials cited in the "Relevant Documentation" section prior to the team leader's arrival in Egypt." The evaluation team may also review additional resources to the extent necessary to perform its work.

Data collection methods may include a combination of the following:

- a. Desk review of relevant documentation: USAID/Egypt will provide the Evaluation Team with soft copies of the activity related documents before arrival to Cairo, (including success stories with the beneficiaries who received technical assistance and training from WISE, including technical schools and private sector firms). All team members shall review these documents in preparation for the initial team planning meeting.
- b. Key informant interviews - sample size will be determined by the evaluation team;
- c. Group discussions with beneficiaries and other counterparts and stakeholders (disaggregated by sex).
- d. Survey of students and graduates.
- e. Survey (complete enumeration) of firms.

Interviews and Site Visits:

Fieldwork will take place in Alexandria, Port-Said, Ismailia, Red Sea, and Aswan. These are the 5 governorates in which WISE worked during phase one of the project. WISE activities in the remaining six governorates started in July 2017, with extensive training being given to the selected School Transition to Employment Units taking place over the period July-September 2017. Key Informant and Group Interviews will include, but may not be limited to:

- USAID/Egypt Office of Economic Growth COR.
- Teachers and principals from the 28 technical schools in the 5 governorates
- METE Deputy Minister, Head of Technical Education Sector, and other staff.
- Staff from the Local Units of Transition to Employment in the 5 governorates.
- Staff from the Central Unit of Transition to Employment at the MOETE.
- Private sector firms benefiting from WISE assistance.

- Technical school students and graduates from the 28 schools.
- Members of Transition to Employment Units Employees (200) and school principals (28) who benefited from WISE training.

The evaluation team must provide a more detailed explanation of the proposed methodology for collecting data. A list of interviewees and key stakeholders will be provided by USAID prior to the assignment's inception.

Data Quality Standards:

The evaluation team must ensure that the data they collect clearly and adequately represents answers to the evaluation questions, is sufficiently precise to present a fair picture of performance, and is at appropriate level of details.

Data Analysis Plan:

Prior to the start date of data collection, the evaluation team must develop and present, for USAID/Egypt review and approval, a data analysis plan that details how focus groups and key informant interviews will be transcribed and analyzed; what procedures will be used to analyze qualitative and quantitative data from key informant and other stakeholder interviews and surveys; and how the evaluation will weigh and integrate qualitative data from these sources with quantitative data from performance indicators, secondary data from firm records, and records of Transition to Employment Units and the activity performance monitoring records to reach conclusions about the effectiveness and efficiency of the capacity building provided to the Transition to Employment Units and the productivity and human resource interventions at the firm level. Data will be disaggregated by sex when applicable, to identify how the activity benefitted women.

The comparison of financial benefit and cost associated to the WISE activity interventions can be challenging since it largely involves human capacity building with longer term impacts. The Evaluation Team is expected to use widely accepted assumptions and common practice in conducting this type of analysis. In particular, the team must propose guidelines on how to classify activity expenditures for inclusion as activity cost. The team must also propose a methodology of estimating the benefits derived from the activity as well as the procedure of collecting the necessary data to support such estimate. The team must use standard activity appraisal measures to compare the cost and benefit of the activity.

Data Limitation:

USAID expects that all issues affecting validity be discussed and documented during the evaluation planning. Measures to mitigate these issues will be addressed with all team members and USAID in the implementation phase and detailed in the final report.

VIII. Evaluation Products

A. Deliverables

- o USAID Team Planning Meeting: A team planning meeting must be held in Egypt at the outset of the evaluation. This meeting will allow USAID/Egypt to discuss the purpose, expectations, and agenda of the assignment with the Evaluation Team. In addition, the

team will:

- Finalize team members' roles and responsibilities;
 - Review and make recommendations for improving the precision of evaluation questions;
 - Review and finalize the assignment timeline;
 - Present and discuss data collection methods, instruments, tools and guidelines; and
 - Review and clarify any logistical and administrative procedures for the assignment.
- o Work Plan: A well-written, detailed methodology and data analysis plan (evaluation design, data analysis steps and detail, operational work plan) must be prepared by the team and discussed with USAID during the planning meeting. An interview schedule will be submitted as part of the work plan. USAID will provide the evaluation team with an initial list of interviewees, from which the evaluation team can work to create a more comprehensive list. The evaluation team will construct an interview schedule that includes different stakeholders, and then share with USAID the updated lists of interviewees and schedules as meetings/interviews take place and informants are added to/deleted from the schedule. A final list must be sent to USAID within three working days after the USAID Team Planning Meeting. The evaluation team should submit the Work Plan and evaluation methodology to the Evaluation Manager for approval.
- o Evaluation Design: The evaluation team must submit to the Evaluation Manager an evaluation design (which will become an annex to the Evaluation report). The evaluation design will include: (1) a detailed evaluation design matrix that links the Evaluation Questions in the SOW to data sources, methods, and the data analysis plan; (2) draft questionnaires and other data collection instruments or their main features; (3) the list of potential interviewees and sites to be visited and proposed selection criteria and/or sampling plan (must include calculations and a justification of sample size, plans as to how the sampling frame will be developed, and the sampling methodology); (4) known limitations to the evaluation design; and (5) a dissemination plan. Data collection instruments will be shared with USAID's Evaluation Program Manager for review, feedback and/or discussion and approval prior to start of fieldwork.
- o Mid-term Briefing: The evaluation team is expected to hold a mid-term briefing to discuss the status of data collection and preliminary findings. This presentation will be scheduled as agreed upon during the Team Planning Meeting. This briefing is mainly for the EG Office and is to present preliminary findings, conclusions and emerging recommendations.
- o Debriefing with the USAID OEG and the Implementing Partner: The evaluation team must present its findings to the implementing partner. The debriefing must include a discussion of findings, including project achievements and challenges, as well as recommendation for the future activity designs and implementation.
- o Final presentation: The evaluation team must present their final findings to USAID/Egypt within 15 business days after conducting the field visits. The Mission debriefing must include a discussion of achievements and issues as well as recommendations for WISE implementation. The team must consider any USAID/Egypt comments and revise the

draft report as appropriate.

- o Draft Report: The draft evaluation report should be consistent with the guidance provided in Section IX: Final Report Format. The report will address each of the questions identified in the SOW and any other issues the team considers to have a bearing on the objectives of the evaluation. Any such issues can be included in the report only after consultation with USAID.

The team leader will submit a draft report of findings as per the attached timeline, conclusions and recommendations to QED/SIMPLE for review and comment. QED will submit the draft evaluation report to the USAID Evaluation Manager within 15 business days of the team leader's departure. The written report must clearly describe findings, conclusions and recommendations for future programming. The submission date for the draft evaluation report will be determined in the evaluation work plan. Once the initial draft evaluation report is submitted, it must undergo a peer review and the Mission will have 10 business days in which to review and comment on the initial draft, after which point the Evaluation Manager will submit the consolidated comments to the evaluation team.

- o Final Report and data sets: The final report must be submitted within five business days from receiving USAID's comments. The final report must not exceed 30 pages in length (not including appendices, lists of contacts, etc.). The format must include an executive summary, table of contents, glossary, methodology, findings, and conclusions. The report must be submitted initially in English, electronically, and later, an Arabic translation of the Executive Summary must be submitted within seven business days. All project evaluation data and records will be submitted in full and should be in electronic form in easily readable format, organized and documented for use by those not fully familiar with the intervention or evaluation, and owned by USAID. At the time of submission, the final English language report, the survey instruments, interviews and data sets must be submitted on a flash drive to the evaluation program manager. USAID/Egypt intends to disseminate the report within USAID and to stakeholders. All quantitative data collected by the evaluation team must be provided in machine-readable, non-proprietary formats as required by USAID's Open Data policy (see ADS 579). The anonymized data should be organized and fully documented for use by those not fully familiar with the activity or the evaluation. USAID will retain ownership of the survey and all datasets developed.

IX. Evaluation Report Requirements

FINAL REPORT FORMAT

The evaluation final report should include an abstract; executive summary; background of the local context and the strategies/projects/activities being evaluated; the evaluation purpose and main evaluation questions; the methodology or methodologies; the limitations to the evaluation; findings, conclusions, and recommendations. For more detail, see "How-To Note: Preparing Evaluation Reports" and ADS 201mah, USAID Evaluation Report Requirements. An optional evaluation report template is available in the Evaluation Toolkit.

The executive summary should be 5-7 pages in length and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, conclusions, and recommendations and lessons learned (if applicable). The executive summary should also be translated to Arabic.

The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (e.g., selection bias, recall bias, unobservable differences between comparator groups, etc.)

The annexes to the report shall include:

- The Evaluation SOW;
- All data collection and analysis tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides;
- All sources of information, properly identified and listed, including secondary literature review; and
- Signed disclosure of conflict of interest forms for all evaluation team members, either attesting to a lack of conflicts of interest or describing existing conflicts.
- Any “statements of difference” regarding significant unresolved differences of opinion by funders, implementers, and/or members of the evaluation team.
- Summary information about evaluation team members, including qualifications, experience, and role on the team.

In accordance with ADS 201, the contractor will make the final evaluation reports publicly available through the Development Experience Clearinghouse within three months of USAID formal written approval of the final report (English only), executive summary (English and Arabic) and corresponding infographics (English and Arabic).

Criteria to Ensure the Quality of the Evaluation Report

Per [ADS 201maa](#), Criteria to Ensure the Quality of the Evaluation Report, draft and final evaluation reports will be evaluated against the following criteria to ensure the quality of the evaluation report. See ADS 201mah, USAID Evaluation Report Requirements and the Evaluation Report Review Checklist from the Evaluation Toolkit for additional guidance.

- Evaluation reports should represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity.
- Evaluation reports should be readily understood and should identify key points clearly, distinctly, and succinctly.
- The Executive Summary of an evaluation report should present a concise and accurate statement of the most critical elements of the report.
- Evaluation reports should adequately address all evaluation questions included in the SOW, or the evaluation questions subsequently revised and documented in consultation and agreement with USAID.
- Evaluation methodology should be explained in detail and sources of information properly identified.
- Limitations to the evaluation should be adequately disclosed in the report, with

particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).

- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people's opinions.
- Findings and conclusions should be specific, concise, and supported by strong quantitative or qualitative evidence.
- If evaluation findings assess person-level outcomes or impact, they should also be separately assessed for both males and females.
- If recommendations are included, they should be supported by a specific set of findings and should be action-oriented, practical, and specific.

The final evaluation report must be submitted to USAID/Egypt's Evaluation Program Manager in electronic format (Microsoft Word) as well as printed and bound copies (five copies in English and five in Arabic for the executive summary. The Arabic translation of the executive summary must be submitted to USAID within 7 working days after USAID formal written approval of the evaluation report. The entire report must be no longer than 30 pages, single-spaced in Times New Roman font, size 12 type fonts. The evaluation report is not to exceed the 30 page and will serve as the document of reference for creating an Infographics version (English and Arabic) of the evaluation report. All data and materials are to be surrendered to and will remain the property of USAID.

X. Evaluation Management

A. Logistics

USAID will provide overall direction to the evaluation team, identify key documents, and assist in facilitating a work plan. USAID will assist in arranging meetings with key stakeholders identified by USAID prior to the initiation of field-work. The evaluation team is responsible for arranging other meetings as identified during the course of this evaluation and advising USAID/Egypt prior to each of those meetings. The evaluation team is also responsible for arranging transportation as needed for site visits in and around Cairo and other governorates. The evaluation team will be responsible for arranging its own work/office space, computers, internet access, printing, and photocopying. The evaluation team is also responsible for procuring and paying for translation services for interviews, reports and any other evaluation related task. Evaluation team members will be required to make their own lodging and travel payments. USAID personnel will be made available to the team for consultations regarding sources and technical issues, before and during the evaluation process.

B. Scheduling:

Work is to be carried out over a period of approximately 8 weeks. Each week will be a 6 working day week.

1. Desk Review
2. Preparation for data collection tools
3. Team planning meeting with USAID including submission of the draft schedule of data collection interviews, draft methodology, and data analyses plan
4. Submission of final methodology, final schedule of data collection interviews and data analysis plan

5. Conduct data gathering
6. Conduct compilation and analysis
7. Oral Debriefing session with USAID
8. Draft Report and Executive Summary in English
9. USAID will provide written comments to the evaluation team as the per the draft report peer review outcome. USAID reviews within 5-7 business days from draft report submission
10. Final Report in English
11. Executive Summary in Arabic
12. Infographic in English
13. Infographic in Arabic

a. Team Composition:

The team shall include the following personnel and all efforts should be made for the team to be compromised of a balanced number of male and female members.

Evaluation Team Leader:

The team leader should be a senior international expert with 10 years' experience in conducting evaluations of technical and vocational programs and conducting monitoring or evaluation for workforce development and private sector competitiveness activities. S/he must be familiar with evaluating technical, career, or vocational education schools, particularly at the secondary level (curriculum, pedagogy, instruction, and school to work) and be knowledgeable about the vocational education sector and development needs of Egypt. Previous experience in conducting evaluations of training programs in the Middle East region with particular focus on economic cost and benefit is highly desirable. S/he must also have experience in designing monitoring and evaluation systems, leading data collection teams, analyzing data and summarizing findings as well as leading evaluation teams, and excellent interpersonal relations and professional writing skills. Previous experience in conducting evaluations in the Middle East region is highly desirable.

Team members:

1) Senior Workforce Development (WD) Expert: The Evaluation Team shall include a local WD expert. It is strongly recommended that the following characteristics be reflected in the WD Expert: fluency in Arabic language; 8-10 years of past experience in monitoring and evaluation of WD development projects; extensive field experience in Egypt or the MENA region; strong written and verbal communication skills.

2) Mid-level Monitoring and Evaluation Expert: The Evaluation Team shall include a local monitoring and evaluation expert. The following characteristics must be reflected in the monitoring and evaluation expert in in order to maximize use of time and effectiveness of the survey: fluency in Arabic and English language; 4-5 years past experience in monitoring and evaluation of workforce development and labor productivity development projects; extensive field experience in Egypt; and strong written and verbal communication skills.

3) The Local Logistics Coordinator: A local consultant will serve as local logistics coordinator. The person should be fluent in written and spoken Arabic. He/she will provide logistical, administrative, and clerical support to the team. He/she will have at least four years of experience in an administrative support role.

XI. Estimated LOE

	Task/Deliverable	Team Leader	WD and private sector competitiveness expert	M&E Local Expert	Logistical Support Coordinator
1	Travel to Egypt	2 days	0	0	0
2	Review background documents, draft work plan, methodology and data collection tools	5 days	5 days	5 days	0
3	Team Planning meeting and meeting with USAID/Egypt	4 days	4 days	4 days	0
4	Data collection. Includes interviews with key stakeholders (stakeholders and USAID staff) and site visits	20 days	20 days	20 days	20 days
5	Preparation of Draft Report	15 days	15 days	15 days	1 day
6	Discussion, analysis, and draft evaluation report in country	8 days	8 days	8 days	0
7	Exit briefing with the EG Team and Debrief meeting with USAID and key stakeholders (preliminary report due to USAID); and presentation to Mission	2 days	2 days	2 days	0
8	Depart Egypt/travel to US	1 day	0	0	0
9	USAID/Egypt provides consolidated comments on draft report	7 days	0	0	0
10	Team revises draft report and submits final to USAID	5 days	5 days	5 days	0
11	Translation of Executive Summary and Infographics	0	5 days	5 days	
12	Submission of final report to the USAID DEC	1 day	1 day	1 day	
13	Total estimated LOE	70 days	65 days	65 days	21 days

ANNEX II: TABLES AND GRAPHS

Part A: Current Students in Selected Schools (Paper and Pencil Survey) (n=712)

Table A-I: Distribution of Current Students by Governorate, School, Gender, and Grade

		Male	Female	Total	Grade 1	Grade 2	Grade 4	Total	Total
Alexandria	Mohamed Ali Decorative and Architectural Technical School	60	0	60	32	28	0	60	60
	Roushdy Industrial School, Girls	0	63	63	30	33	0	63	63
	El Wardian Industrial (Technical) School, Girls	0	61	61	31	30	0	61	61
	Total	60	124	184	93	91	0	184	184
Ismailia	Ismailia Advanced Hotel & Tourism School, Mixed	15	38	53	30	23	0	53	53
	Fayed Industrial (Technical) School, Boys	59	0	59	29	30	0	59	59
	Abo Atwa Technical School, Girls	0	60	60	26	34	0	60	60
	Total	74	98	172	85	87	0	172	172
Port Said	Port Foad Advanced Technical School, Boys	91	0	91	23	34	34	91	91
	Maritime Industrial School, Boys	30	0	30	24	6	0	30	30
	Total	121	0	121	47	40	34	121	121
Red Sea	Hurghada Industrial School, Boys	48	0	48	27	21	0	48	48
	El Qussier Advanced Technical Hotels Schools, Mixed	5	29	34	5	13	16	34	34
	Total	53	29	82	32	34	16	82	82
Aswan	Aswan Advanced Technical Hotels School (5 years), Mixed	35	54	89*	30	29	31	90	90
	Martyr Mohamed Mohsen Industrial School, Girls	0	63	63	32	30	0	62*	63
	Total	35	117	152*	62	59	31	152*	153
Total		343	368	711	319	311	81	711	712

*One observation missing, gender and grade

Table A-2: Students' Participation in SUTE's Activities, by Gender and Grade (%)

SUTE's Activities		Grade 1						Grade 2						Grade 4					
		Male		Female		Total		Male		Female		Total		Male		Female		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Have heard about the SUTE unit	Yes	153	98.7	162	100	315	99.4	139	99.3	169	100	308	99.7	48	100	33	100	81	100
	No	2	1.3	0	0	2	0.6	1	0.7	0	0	1	0.3	0	0	0	0	0	0
	Total	155	100	162	100	317	100	140	100	169	100	309	100	48	100	33	100	81	100
Attending the classes of the career guidance course	Never	1	0.6	0	0	1	0.3	2	1.4	1	0.6	3	1	28	58.3	16	48.5	44	54.3
	Few times	12	7.7	1	0.6	13	4.1	12	8.6	5	2.9	17	5.5	7	14.6	11	33.3	18	22.2
	Many times	48	31	57	35	105	33	67	47.9	71	41.5	138	44.4	9	18.8	6	18.2	15	18.5
	All the time	94	60.6	105	64.4	199	62.6	59	42.1	94	55	153	49.2	4	8.3	0	0	4	4.9
	Total	155	100	163	100	318	100	140	100	171	100	311	100	48	100	33	100	81	100
Attending entrepreneurship sessions	I never heard of it	133	85.8	109	66.9	242	76.1	44	31.4	31	18.1	75	24.1	1	2.1	0	0	1	1.2
	Heard about it but never attended	13	8.4	39	23.9	52	16.4	18	12.9	23	13.5	41	13.2	3	6.3	2	6.1	5	6.2
	Attended few times	7	4.5	11	6.7	18	5.7	50	35.7	55	32.2	105	33.8	23	47.9	22	66.7	45	55.6
	I always attend	2	1.3	4	2.5	6	1.9	28	20	62	36.3	90	28.9	21	43.8	9	27.3	30	37
	Total	155	100	163	100	318	100	140	100	171	100	311	100	48	100	33	100	81	100
Attending soft skill training (CV writing, interviews...)	I never heard of it	48	31	75	46	123	38.7	6	4.3	58	33.9	64	20.6	28	58.3	20	62.5	48	60
	Heard about it but never attended	25	16.1	35	21.5	60	18.9	36	25.9	28	16.4	64	20.6	11	22.9	7	21.9	18	22.5
	Attended few times	43	27.7	36	22.1	79	24.8	65	46.8	45	26.3	110	35.5	9	18.8	4	12.5	13	16.3
	I always attend	39	25.2	17	10.4	56	17.6	32	23	40	23.4	72	23.2	0	0	1	3.1	1	1.3
	Total	155	100	163	100	318	100	139	100	171	100	310	100	48	100	32	100	80	100

Table A-3: Participation of Students in Three Grades in SUTE's Activities, by Gender (numbers and percentages)

SUTE's Activities	Responses	Totals for Three Grades					
		Male		Female		Total	
		N	%	N	%	N	%
Have heard about the SUTE unit	Yes	340	99	364	100	704	99.6
	No	3	1	0	0	3	0.4
	Total	343	100	364	100	707	100
Attending the classes of the career guidance course	Never	31	9	17	5	48	7
	Few times	31	9	17	5	48	7
	Many times	124	36	134	37	258	36
	All the time	157	46	199	54	356	50
	Total	343	100	367	100	710	100
Attending entrepreneurship sessions	I never heard of it	178	52	140	38	318	45
	Heard about it but never attended	34	10	64	17	98	14
	Attended few times	80	23	88	24	168	24
	I always attend	51	15	75	20	126	18
	Total	343	100	367	100	710	100
Attending soft skill training (CV writing, interviews...)	I never heard of it	82	24	153	42	235	33
	Heard about it but never attended	72	21	70	19	142	20
	Attended few times	117	34	85	23	202	29
	I always attend	71	21	58	16	129	18
	Total	342	100	366	100	708	100

Table A-4: Students' Perceptions of the SUTE Activities/Materials, by Gender and Grade

SUTE Activities		Grade 1						Grade 2						Grade 4					
		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
General satisfaction of SUTE activities	Not Satisfied	6	3.9	1	0.6	7	2.2	5	3.6	4	2.3	9	2.9	3	6.3	0	0.0	3	3.9
	Neutral	13	8.4	6	3.7	19	6.0	27	19.4	18	10.5	45	14.5	13	27.1	8	27.6	21	27.3
	Satisfied	135	87.7	156	95.7	292	91.8	107	77.0	149	87.1	256	82.6	32	66.7	21	72.4	53	68.8
Material of the career guidance sessions	Not Helpful	3	1.9	1	0.6	4	1.3	10	7.3	3	1.8	13	4.2	3	13.6	0	0.0	3	7.5
	Neutral	13	8.4	4	2.5	17	5.3	29	21.2	16	9.4	45	14.6	6	27.3	10	55.6	16	40.0
	Helpful	138	89.6	158	96.9	297	93.4	98	71.5	152	88.9	250	81.2	13	59.1	8	44.4	21	52.5
Material of the entrepreneurship session	Not Helpful	5	14.3	6	10.9	11	12.2	11	11.3	6	4.1	17	7.0	1	2.1	0	0.0	1	1.3
	Neutral	10	28.6	7	12.7	17	18.9	17	17.5	27	18.6	44	18.2	13	27.7	6	18.2	19	23.8
	Helpful	20	57.1	42	76.4	62	68.9	69	71.1	112	77.2	181	74.8	33	70.2	27	81.8	60	75.0
Material of the soft skills training sessions	Not Helpful	5	4.8	0	0.0	5	2.6	13	9.6	2	1.7	15	5.9	5	26.3	5	31.3	10	28.6
	Neutral	17	16.2	10	11.4	27	13.9	18	13.2	20	16.9	38	15.0	7	36.8	4	25.0	11	31.4
	Helpful	83	79.0	78	88.6	162	83.5	105	77.2	96	81.4	201	79.1	7	36.8	7	43.8	14	40.0

Notes: (1) The scale was 1 to 5. However, due to the small numbers, 1 and 2 were combined into the category “Not Helpful” or “Not Satisfied;” 3 is “Neutral;” and 4 and 5 were combined into the categories “Helpful” and “Satisfied.”

(2) Students’ perceptions include only those who ever participated in or attended a SUTE activity.

Table A-5: Students' Knowledge of Availability of SUTE Activities, by Gender and Grade (%)

SUTE's Activities		Grade 1						Grade 2						Grade 4					
		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Do you have a committee of occupational safety and health in this school?	No we don't	9	5.9	1	0.6	10	3.2	7	5	21	12.3	28	9	7	14.6	3	9.1	10	12.3
	Never heard of it	51	33.3	10	6.1	61	19.3	45	32.1	24	14	69	22.2	6	12.5	6	18.2	12	14.8
	Yes we do, but not a member in it	84	54.9	140	85.9	224	70.9	71	50.7	106	62	177	56.9	33	68.8	23	69.7	56	69.1
	Yes we do and I am a member	9	5.9	12	7.4	21	6.6	17	12.1	20	11.7	37	11.9	2	4.2	1	3	3	3.7
	Total	153	100	163	100	316	100	140	100	171	100	311	100	48	100	33	100	81	100
Do you have a peer help program "together we soar" in this school?	No we don't	37	24.3	68	42	105	33.4	32	23.4	40	23.4	72	23.4	12	25	22	66.7	34	42
	Never heard of it	75	49.3	9	5.6	84	26.8	59	43.1	37	21.6	96	31.2	29	60.4	11	33.3	40	49.4
	Yes we do, but not a member in it	29	19.1	75	46.3	104	33.1	30	21.9	62	36.3	92	29.9	7	14.6	0	0	7	8.6
	Yes we do and I am a member	11	7.2	10	6.2	21	6.7	16	11.7	32	18.7	48	15.6	0	0	0	0	0	0
	I don't know	152	100	162	100	314	100	137	100	171	100	308	100	48	100	33	100	81	100
	Total	153	98.7	162	100	315	99.4	139	99.3	169	100	308	99.7	48	100	33	100	81	100

Table A-6: Students' Satisfaction with Health and Occupational Safety at School, by Gender and Grade

Satisfaction	Grade 1						Grade 2						Grade 4					
	Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not Satisfied	26	20	5	3	31	11	28	21	20	12	48	16	14	32	4	15	18	26
Neutral	24	19	23	14	47	16	20	15	31	18	51	17	18	41	6	23	24	34
Satisfied	77	61	135	83	212	73	87	64	117	70	204	67	12	27	16	62	28	40

Table A-7: Students' Participation in Internship Last Summer, by Gender and Grade (%)

Participation in Internship Last Summer		Boys		Girls		Total	
		N	%	N	%	N	%
Grade 1	Yes	4	2.6	7	4.3	11	3.5
	No	150	97.4	156	95.7	306	96.5
	Total	154	100	163	100	317	100
Grade 2	Yes	29	21.2	19	11.1	48	15.6
	No	108	78.8	152	88.9	260	84.4
	Total	137	100	171	100	308	100
Grade 4	Yes	9	18.8	4	12.1	13	16
	No	39	81.3	29	87.9	68	84
	Total	48	100	33	100	81	100

A-8: Medium through which Student got Internship Last Summer, by Gender and Grade (%)

Medium of Internship		Boys		Girls		Total	
		N	%	N	%	N	%
Grade 1	Myself	1	25	2	28.6	3	27.3
	Family or friends	3	75	4	57.1	7	63.6
	A teacher in the school	0	0	1	14.3	1	9.1
	Total	4	100	7	100	11	100
Grade 2	Myself	8	27.6	2	10.5	10	20.8
	Family or friends	6	20.7	1	5.3	7	14.6
	A teacher in the school	7	24.1	7	36.8	14	29.2
	SUTE	8	27.6	9	47.4	17	35.4
	Total	29	100	19	100	48	100
Grade 4	Myself	2	22.2	0	0	2	15.4
	Family or friends	1	11.1	0	0	1	7.7
	A teacher in the school	4	44.4	4	100	8	61.5
	SUTE	2	22.2	0	0	2	15.4
	Total	9	100	4	100	13	100

A-9: Length of Students' Internships Last Summer, by Gender and Grade (%)

Length of Internship		Boys		Girls		Total	
		N	%	N	%	N	%
Grade 1	From two to four weeks (less than one month)	0	0	2	28.6	2	18.2
	From one to two months	2	50	3	42.9	5	45.5
	More than two months	2	50	2	28.6	4	36.4
	Total	4	100	7	100	11	100
Grade 2	Two weeks or less	9	32.1	6	31.6	15	31.9
	From two to four weeks (less than one month)	3	10.7	2	10.5	5	10.6
	From one to two months	5	17.9	1	5.3	6	12.8
	More than two months	11	39.3	10	52.6	21	44.7
	Total	28	100	19	100	47	100
Grade 4	Two weeks or less	1	11.1	0	0	1	7.7
	From two to four weeks (less than one month)	1	11.1	0	0	1	7.7
	From one to two months	0	0	3	75	3	23.1
	More than two months	7	77.8	1	25	8	61.5
	Total	9	100	4	100	13	100

A-I0: Average Monthly Wage Received during Internship, by Gender and Grade (%)

Gender	N	Mean	Maximum	Minimum*	Std. Deviation
Boys	35	1192.57	2500	0	687.395
Girls	27	688.52	1800	0	484.117
Total	62	973.06	2500	0	653.258

Note: 10 observations did not report their wages; 7 were unpaid interns.

A-I1: Relevance of Internship to Study Specialty by Medium of Internship Attainment, by Gender and Grade (%)

Medium of Internship Attainment			Gender					
			Boys		Girls		Total	
			N	%	N	%	N	%
Training was not through SUTE*	Grade 1	Yes	1	25.0	3	42.9	4	36.4
		No	3	75.0	4	57.1	7	63.6
		Total	4	100.0	7	100.0	11	100.0
	Grade 2	Yes	10	47.6	4	40.0	14	45.2
		No	11	52.4	6	60.0	17	54.8
		Total	21	100.0	10	100.0	31	100.0
	Grade 4	Yes	2	28.6	3	75.0	5	45.5
		No	5	71.4	1	25.0	6	54.5
		Total	7	100.0	4	100.0	11	100.0
	Total	Yes	13	40.6	10	47.6	23	43.4
		No	19	59.4	11	52.4	30	56.6
		Total	32	100.0	21	100.0	53	100.0
Training was through SUTE	Grade 2	Yes	5	71.4	7	77.8	12	75.0
		No	2	28.6	2	22.2	4	25.0
		Total	7	100.0	9	100.0	16	100.0
	Grade 4	Yes	2	100.0	0	0.0	2	100.0
		Total	2	100.0	0	0.0	2	100.0
	Total	Yes	7	77.8	7	77.8	14	77.8
		No	2	22.2	2	22.2	4	22.2
		Total	9	100.0	9	100.0	18	100.0

Notes: (1) All other options (Myself, Family or friends, and Teacher at school) were combined.

(2) Answers reflect students' perceptions.

A-12: Internship's Need of Skills Attained through SUTE or Otherwise, by Gender and Grade (%)

Internship's Need of Skills		Gender					
		Boys		Girls		Total	
		N	%	N	%	N	%
Training was not through SUTE	Job doesn't need any skills	1	3.2	2	9.5	3	5.8
	Job needs different skills than I learned	16	51.6	4	19.0	20	38.5
	I haven't learned any skills here	2	6.5	0	0.0	2	3.8
	My education helped me in the job	12	38.7	15	71.4	27	51.9
	Total	31	100.0	21	100.0	52	100.0
Training was through SUTE	Job doesn't need any skills	1	2.6	2	6.7	3	4.3
	Job needs different skills than I learned	17	43.6	8	26.7	25	36.2
	I haven't learned any skills here	3	7.7	0	0.0	3	4.3
	My education helped me in the job	18	46.2	20	66.7	38	55.1
	Total	39	100.0	30	100.0	69	100.0

Notes: (1) All other options (Myself, Family or friends, and Teacher at school) were combined.

(2) Answers reflect students' perception.

Table A-13: Student Employment, by Gender and Grade (%)

Currently working, or ever worked during school year?		Gender					
		Boys		Girls		Total	
		N	%	N	%	N	%
Grade 1	Yes	92	59.4	7	4.5	99	31.7
	No	63	40.6	150	95.5	213	68.3
	Total	155	100.0	157	100.0	312	100.0
Grade 2	Yes	113	81.3	22	13.1	135	44.0
	No	26	18.7	146	86.9	172	56.0
	Total	139	100.0	168	100.0	307	100.0
Grade 4	Yes	38	80.9	4	15.4	42	57.5
	No	9	19.1	22	84.6	31	42.5
	Total	47	100.0	26	100.0	73	100.0
Total	Yes	243	71.3	33	9.4	276	39.9
	No	98	28.7	318	90.6	416	60.1
	Total	341	100.0	351	100.0	692	100.0

A-14: Medium through which Student got Job, by Gender and Grade (%)

Medium of Job Attainment		Gender					
		Boys		Girls		Total	
		N	%	N	%	N	%
Grade 1	Myself	39	42.4	4	57.1	43	43.9
	Family or friends	50	54.3	1	14.3	51	51.5
	SUTE	0	0	2	28.6	2	2
	Other	3	3.3	0	0	3	3.1
	Total	92	100	7	100	99	100
Grade 2	Myself	50	44.2	7	31.8	57	42.2
	Family or friends	53	46.9	8	36.4	61	45.1
	A teacher in the school	4	3.6	0	0	4	3
	SUTE	3	2.7	4	18.2	7	5.3
	Other	3	2.7	3	13.6	6	4.5
	Total	113	100	22	100	135	100
Grade 4	Myself	12	52.2	0	0	12	44.4
	Family or friends	10	43.5	2	50	12	44.4
	A teacher in the school	0	0	1	25	1	3.7
	SUTE	0	0	1	25	1	3.7
	Other	1	4.3	0	0	1	3.7
	Total	23	100	4	100	27	100

Note: This table reports on students who had jobs. Fifteen of them who reported they did work did not respond to this question.

A-15: Job's Average Monthly Wage, by Gender and Grade (%)

Gender	N	Mean	Maximum	Minimum	Std. Deviation
Male	233	1243.21	4800	0	805.698
Female	27	745.19	2000	110	430.799
Total	260	1191.49	4800	0	789.480

Note: The 0 appeared for only one student who works with family. Fifteen who reported working did not report the wage.

A-16: Relevance of Job to Study Specialty by Medium of Job Attainment, Gender, and Grade (%)

Medium of Job Attainment			Gender					
			Boys		Girls		Total	
			N	%	N	%	N	%
Job was not through SUTE	Grade 1	Yes	9	10.1	0	0.0	9	9.6
		No	80	89.9	5	100.0	85	90.4
		Total	89	100.0	5	100.0	94	100.0
	Grade 2	Yes	18	16.7	6	35.3	24	19.2
		No	90	83.3	11	64.7	101	80.8
		Total	108	100.0	17	100.0	125	100.0
	Grade 4	Yes	4	17.4	1	33.3	5	19.2
		No	19	82.6	2	66.7	21	80.8
		Total	23	100.0	3	100.0	26	100.0
	Total	Yes	31	14.1	7	28.0	38	15.5
		No	189	85.9	18	72.0	207	84.5
		Total	220	100.0	25	100.0	245	100.0
Job was through SUTE	Grade 1	No	0	0.0	2	100.0	2	100.0
		Total	0	0.0	2	100.0	2	100.0
	Grade 2	Yes	2	66.7	3	75.0	5	71.4
		No	1	33.3	1	25.0	2	28.6
		Total	3	100.0	4	100.0	7	100.0
	Grade 4	No	0	0.0	1	100.0	1	100.0
		Total	0	0.0	1	100.0	1	100.0
	Total	Yes	2	66.7	3	42.9	5	50.0
		No	1	33.3	4	57.1	5	50.0
		Total	3	100.0	7	100.0	10	100.0

A-17: Job's Need of Skills by Medium of Job Attainment, Gender, and Grade (%)

Job's Need of Skills		Gender					
		Boys		Girls		Total	
		N	%	N	%	N	%
Job was not through SUTE	Job doesn't need any skills	42	19.2	2	8.7	44	18.2
	Job needs different skills than I learned	106	48.4	8	34.8	114	47.1
	I haven't learned any skills here	8	3.7	0	0.0	8	3.3
	My education helped me in the job	59	26.9	12	52.2	71	29.3
	I haven't learned any skills in the internship	4	1.8	1	4.3	5	2.1
	Total	219	100.0	23	100.0	242	100.0
Job was through SUTE	Job doesn't need any skills	0	0.0	1	14.3	1	10.0
	Job needs different skills than I learned	1	33.3	3	42.9	4	40.0
	My education helped me in the job	2	66.7	3	42.9	5	50.0
	Total	3	100.0	7	100.0	10	100.0

A-18: Percentage of Students who Ever Approached SUTE for Internship, by Gender and Grade (%)

Did you try asking SUTE for help in finding an internship?		Gender					
		Boys		Girls		Total	
		N	%	N	%	N	%
Grade 1	Yes	24	16.2	56	34.6	80	25.8
	No	124	83.8	106	65.4	230	74.2
	Total	148	100.0	162	100.0	310	100.0
Grade 2	Yes	35	25.7	54	32.1	89	29.3
	No	101	74.3	114	67.9	215	70.7
	Total	136	100.0	168	100.0	304	100.0
Grade 4	Yes	9	34.6	19	59.4	28	48.3
	No	17	65.4	13	40.6	30	51.7
	Total	26	100.0	32	100.0	58	100.0
Total	Yes	68	21.9	129	35.6	197	29.3
	No	242	78.1	233	64.4	475	70.7
	Total	310	100.0	362	100.0	672	100.0

Figure A-1: Percentage of Students Reporting Career Guidance as "Helpful," by Gender and Grade

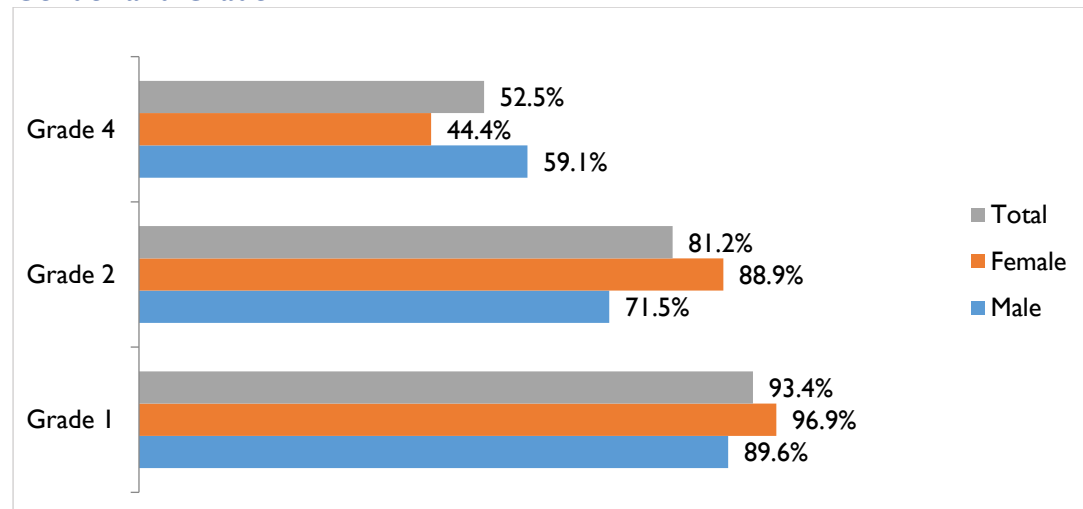


Figure A-2: Percentage of Students Reporting Entrepreneurship as "Helpful," by Gender and Grade

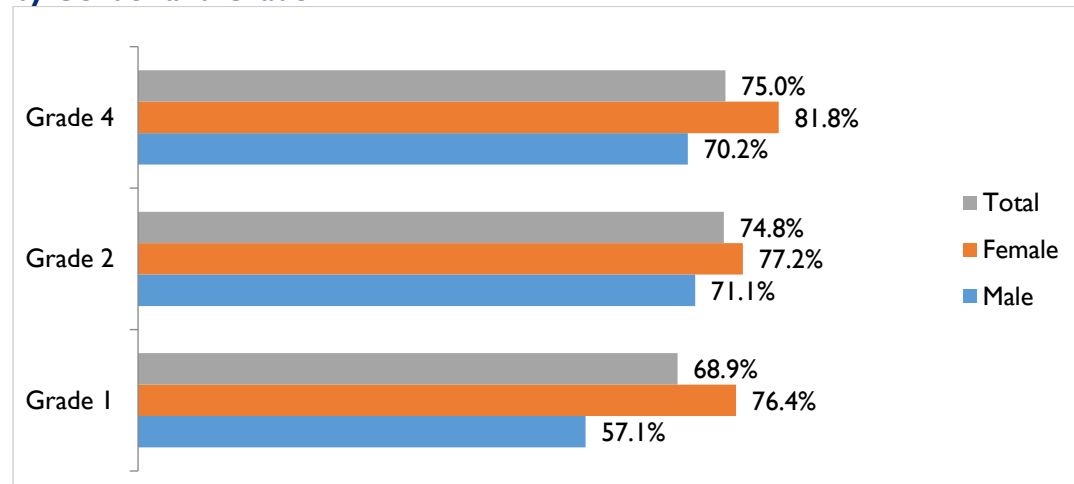


Figure A-3: Percentage of Students Reporting Soft Skills Training as "Helpful," by Gender and Grade

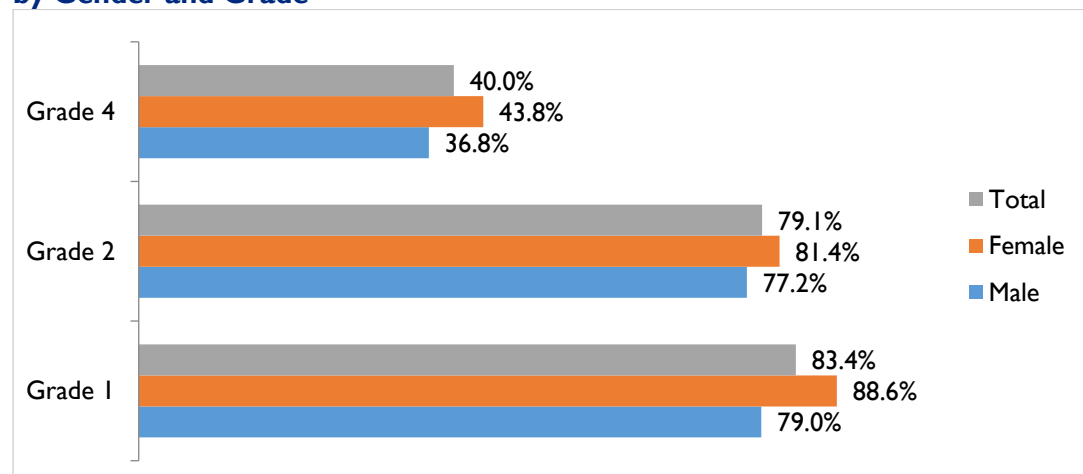


Figure A-4: “Is Your Job Relevant to Your Specialty?” Responses from Graduates Employed by SUTE

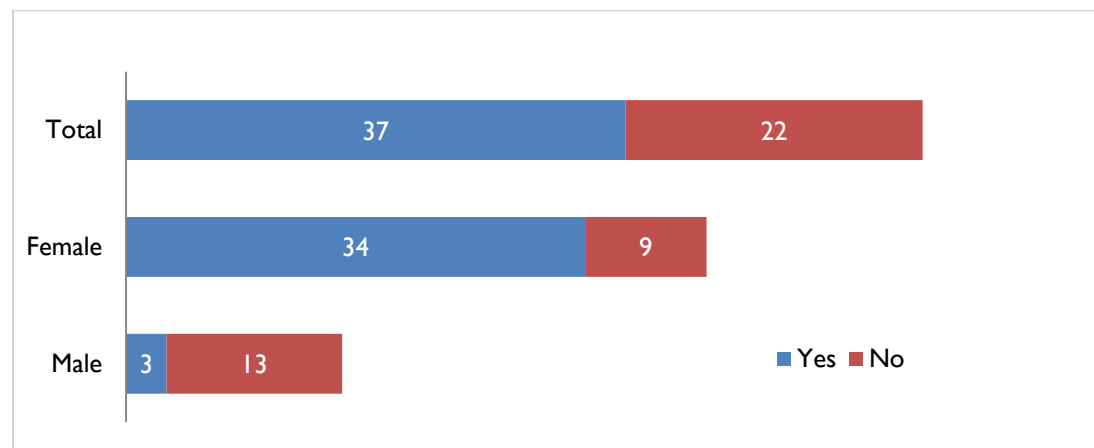
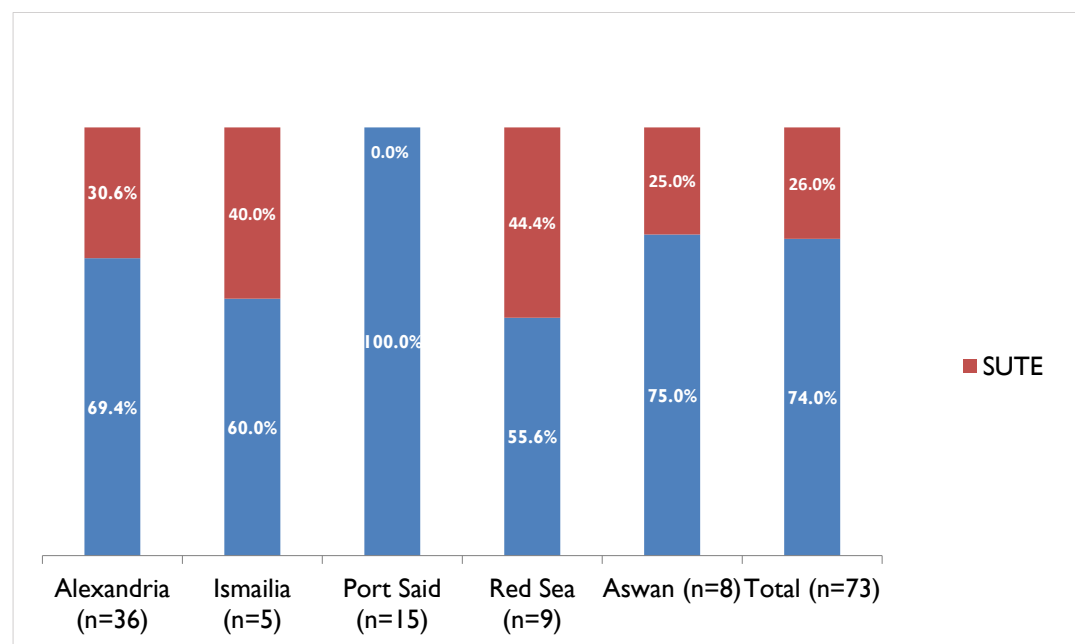


Figure A-5: Student Participation in Internships through SUTE (Summer 2017)



Part B: SUTE Officers in the Selected Schools (Paper and Pencil Survey) (n=138)

Table B-1: Distribution of SUTE Officers' Sample, by Governorates, School, and Gender

Demographics for SUTE Teachers		Gender		
		Male	Female	Total
Alexandria	Mohamed Ali Decorative and Architectural Technical School, Boys	5	6	13*
	Roushdy Industrial School, Girls	3	5	8
	El Wardian Industrial (Technical) School, Girls	2	7	9
	Total	10	18	30*
Ismailia	Ismailia Advanced Hotel & Tourism School, Mixed	3	7	10
	Fayed Industrial (Technical) School, Boys	11	1	12
	Abo Atwa Technical School, Girls	3	10	13
	Total	17	18	35
Port Said	Port Foad Advanced Technical School, Boys	11	4	15
	Maritime Industrial School, Boys	7	0	7
	Total	18	4	22
Red Sea	Hurghada Industrial School, Boys	9	3	12
	El Qussier Advanced Technical Hotels Schools, Mixed	4	4	9*
	Total	13	7	21*
Aswan	Aswan Advanced Technical Hotels School (5 years), Mixed	4	7	13*
	Martyr Mohamed Mohsen Industrial School, Girls	6	11	17
	Total	10	18	30*
Total		68	65	138*

Note: *Five observations are missing gender.

Table B-2: Wise Training Received by SUTE Officers, by Gender (%)

Have you received WISE training in any of the following?		Gender				Total	
		Male		Female		N	%
		N	%	N	%		
Career guidance	No	52	76.5	34	52.3	91	65.9
	Yes	16	23.5	31	47.7	47	34.1
Peer Help program	No	62	91.2	54	83.1	121	87.7
	Yes	6	8.8	11	16.9	17	12.3
Employment and labor market information	No	55	80.9	61	93.8	119	86.2
	Yes	13	19.1	4	6.2	19	13.8
SUTE operation	No	54	79.4	52	80.0	108	78.3
	Yes	14	20.6	13	20.0	30	21.7
Competencies, assessment, and curriculum for logistics	No	65	95.6	64	98.5	134	97.1
	Yes	3	4.4	1	1.5	4	2.9
Competencies, assessment, and curriculum for renewable energy	No	67	98.5	65	100.0	137	99.3
	Yes	1	1.5	0	0.0	1	0.7
ToT teacher training	No	41	60.3	43	66.2	86	62.3
	Yes	27	39.7	22	33.8	52	37.7
Entrepreneurship	No	56	82.4	50	76.9	109	79.0
	Yes	12	17.6	15	23.1	29	21.0
Innovation club	No	64	94.1	57	87.7	126	91.3
	Yes	4	5.9	8	12.3	12	8.7
Occupation safety and health	No	51	75.0	56	86.2	112	81.2
	Yes	17	25.0	9	13.8	26	18.8

Table B-3: SUTE Officers' Evaluation of WISE Training in Relation to their Skills' Enhancement, by Gender (%)

Training Subjects		Gender				Total	
		Male		Female		N	%
		N	%	N	%		
Career Guidance	Least	0	0.0	0	0.0	0	0.0
	Neutral	1	6.7	1	3.3	2	4.4
	Most	14	93.3	29	96.7	43	95.6
Peer Help Program	Least	0	0.0	0	0.0	0	0.0
	Neutral	2	50.0	0	0.0	2	14.3
	Most	2	50.0	10	100.0	12	85.7
Employment and Labor market information	Least	0	0.0	0	0.0	0	0.0
	Neutral	1	10.0	0	0.0	1	6.7
	Most	9	90.0	3	100.0	14	93.3
SUTE Operation	Least	0	0.0	1	9.1	1	4.8
	Neutral	2	22.2	1	9.1	3	14.3
	Most	7	77.8	9	81.8	17	81.0
Competencies, Assessment, and Curriculum for Logistics	Least	1	50.0	0	0.0	1	33.3
	Neutral	0	0.0	0	0.0	0	0.0
	Most	1	50.0	1	100.0	2	66.7
Competencies, Assessment, and Curriculum for Renewable Energy	Least	0	0.0	0	0.0	0	0.0
	Neutral	0	0.0	0	0.0	0	0.0
	Most	0	0.0	0	0.0	0	0.0
ToT Teacher Training	Least	1	3.8	0	0.0	1	2.0
	Neutral	1	3.8	1	4.8	2	4.0
	Most	24	92.3	20	95.2	47	94.0
Entrepreneurship Training-of-Trainers	Least	0	0.0	1	7.1	1	3.7
	Neutral	1	9.1	1	7.1	2	7.4
	Most	10	90.9	12	85.7	24	88.9
Innovation Club Teacher Training	Least	2	66.7	1	14.3	3	30.0
	Neutral	0	0.0	0	0.0	0	0.0
	Most	1	33.3	6	85.7	7	70.0
Health and Occupational Safety	Least	3	18.8	0	0.0	3	13.0
	Neutral	1	6.3	0	0.0	1	4.3
	Most	12	75.0	7	100.0	19	82.6

Notes: (1) The scale was 1 to 5. However, due to the small numbers, 1 and 2 were combined into the category "Least," 3 is Neutral, and 4 and 5 were combined into the category "Most."

(2) Those who did not attend are excluded.

Table B-4: Percentage of SUTE Officers Receiving Training Each Workshop, by Gender (%) (n=138)

Workshop Subjects	Gender				Total	
	Male		Female		N	%
	N	%	N	%		
Training and skills enhancement	17	25.0	15	23.1	33	23.9
Counseling and career guidance	14	20.6	31	47.7	45	32.6
Employment and labor	10	14.7	4	6.2	17	12.3
Entrepreneurship and innovation club	11	16.2	12	18.5	23	16.7
Teacher support training	4	8.9	2	3.6	6	4.3
Health and occupational safety	15	22.1	5	7.7	20	14.5

Notes: (1) Multiples answers are allowed.

(2) Five observations are missing gender, so adding by gender does not equal the total.

(3) The percentage is out of the total (male (65)/ female (68)/ teachers (138)).

(4) Seven observations did not report the department; four of them were corrected based on the information given in the questionnaires; and three remained unidentified.

(5) Nine teachers reported that they are officers in two departments.

Table B-5: SUTE Officers' Evaluation of Effectiveness of WISE Activities, by Gender (%) (n=138)

WISE Activities		Gender				Total	
		Male		Female		N	%
		N	%	N	%		
Career guidance and counseling	Not Effective	1	2.1	1	1.9	2	2.0
	Neutral	2	4.2	5	9.6	7	6.9
	Effective	45	93.8	46	88.5	93	91.2
Peer helping program "Together We Soar"	Not Effective	4	19.0	4	20.0	8	19.5
	Neutral	1	4.8	3	15.0	4	9.8
	Effective	16	76.2	13	65.0	29	70.7
Graduates job placement	Not Effective	6	15.0	1	2.9	7	8.9
	Neutral	13	32.5	5	14.3	18	22.8
	Effective	21	52.5	29	82.9	54	68.4
Paid apprenticeship for the students	Not Effective	6	21.4	0	0.0	6	10.7
	Neutral	9	32.1	4	16.7	13	23.2
	Effective	13	46.4	20	83.3	37	66.1
Innovation club	Not Effective	6	30.0	3	23.1	9	26.5
	Neutral	9	45.0	0	0.0	9	26.5
	Effective	5	25.0	10	76.9	16	47.1
Entrepreneurship sessions	Not Effective	4	9.5	1	2.5	5	5.9
	Neutral	2	4.8	0	0.0	2	2.4
	Effective	36	85.7	39	97.5	78	91.8
Teacher support training	Not Effective	2	4.7	1	3.0	3	3.8
	Neutral	7	16.3	0	0.0	7	9.0
	Effective	34	79.1	32	97.0	68	87.2
Health and occupational safety and committee	Not Effective	2	4.0	1	2.5	3	3.3
	Neutral	7	14.0	1	2.5	8	8.7
	Effective	41	82.0	38	95.0	81	88.0

Notes: (1) The scale was 1 to 5. However, due to the small numbers, 1 and 2 were combined into the category "Not Effective," 3 is Neutral, and 4 and 5 were combined into the category "Effective."

(2) Table excludes those who said not available yet and those who did not answer.

Table B-6: SUTE Officers' Recommendation of the Two Activities that can be Applied in all TVET Schools, by Gender (%) (n=138)

WISE Activities	Gender				Total	
	Male		Female		N	%
	N	%	N	%		
Counseling and Career Guidance	32	47.1	36	55.4	70	50.7
Peer Help Program "Together we Soar"	8	11.8	10	15.4	18	13.0
Graduates Job Placement	26	38.2	18	27.7	46	33.3
Paid apprenticeship for the students	14	20.6	14	21.5	30	21.7
Innovation Club	10	14.7	15	23.1	25	18.1
Entrepreneurship Sessions	10	14.7	27	41.5	40	29.0
Teacher Support Training	22	32.4	23	35.4	46	33.3
Health and Occupational Safety Committee	16	23.5	12	18.5	28	20.3

Note: The percentages are out of the total (male: 68/ female: 65/ teachers: 138), and present how many chose the activity.

Table B-7: SUTE Teachers' Recommendation of the Two Activities that can be Applied in all TVET Schools, by Gender (%) (n=138)

SUTE Teachers responses to: What are the main two activities that can be applied in all other TVET schools?	Male	Female	Total
Counseling and Career Guidance	47.1	55.4	50.7
Graduates Job Placement	38.2	27.7	33.3
Paid apprenticeship for the students	20.6	21.5	21.7
Entrepreneurship Sessions	14.7	41.5	29.0
Teacher Support Training	32.4	35.4	33.3
Occupation Safety and Health Committee	23.5	18.5	20.3

Table B-8: SUTE Officers' Evaluation of Training Benefits of the Main Activities, by Gender (%)

Teachers' evaluation of training benefits		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
From Scale 1 to 5, where 1 is the least and 5 is the most, how much do you think these training sessions for the teachers did improve their teaching skills?	Least	3	8.6	0	0.0	3	5.1
	Neutral	8	22.9	4	17.4	12	20.3
	Most	24	68.6	19	82.6	44	74.6
	Total	35	100	23	100	59	100
From Scale 1 to 5, where 1 is the least and 5 is the most, how much do you think these career guidance helpful for the students?	Least	0	0	0	0	0	0
	Neutral	1	5.6	0	0.0	1	2.1
	Most	17	94.4	29	100.0	46	97.9
	Total	18	100	29	100	47	100
From Scale 1 to 5, where 1 is the least and 5 is the most, how much do you think the entrepreneurship sessions were helpful for the students?	Least	0	0	0	0	0	0
	Neutral	2	13.3	2	15.4	4	14.3
	Most	13	86.7	11	84.6	24	85.7
	Total	15	100	13	100	28	100

Note: (1) The scale was 1 to 5. However, due to the small numbers, 1 and 2 were combined into the category "Least," 3 is Neutral, and 4 and 5 were combined into the category "Most."

(2) Only officers of the same department answered these questions.

Table B-9: Evaluation by SUTE Officers in Employment Departments as to the Main Activities' Effectiveness on Students, by Gender of SUTE Officers (%)

From Scale 1 to 5 , where 1 is the least and 5 is the most, how much do you think these activities were helpful for the students, even if you didn't participate in?		Gender				Total	
		Male		Female			
		N	%	N	%	N	%
Helping students get internship	Least	0	0.0	0	0.0	0	0.0
	Neutral	4	26.7	1	25.0	5	22.7
	Most	11	73.3	3	75.0	17	77.3
Help graduates get jobs	Least	0	0.0	0	0.0	0	0.0
	Neutral	7	38.9	1	16.7	8	29.6
	Most	11	61.1	5	83.3	19	70.4
The training sessions to students on soft skills (writing CV, having an interview.....)	Least	1	6.7	0	0.0	1	4.2
	Neutral	5	33.3	2	33.3	7	29.2
	Most	9	60.0	4	66.7	16	66.7
The entrepreneur sessions	Least	2	16.7	1	33.3	3	18.8
	Neutral	1	8.3	1	33.3	2	12.5
	Most	9	75.0	1	33.3	11	68.8
The job fair	Least	3	33.3	0	0.0	3	18.8
	Neutral	1	11.1	1	25.0	2	12.5
	Most	5	55.6	3	75.0	11	68.8

Table B-10: Average Number of Males and Females who Approached SUTE for Employment since Beginning, as Reported by SUTE Officers (%)

Since SUTE started, on average how many graduates approached SUTE for employment opportunities?	Males		Females	
	N	%	N	%
Less than 10	2	10.5	2	13.3
10 – 30	13	68.4	7	46.7
30-50	0	0	1	6.7
More than 50	4	21.1	5	33.3
Total	19	100	15	100

Table B-11: Average Percentage of Males and Females Employed by SUTE, as Reported by SUTE Officers

On average, what percentage of graduates did SUTE manage to find job opportunities for?	Males		Females	
	N	%	N	%
Less than 25%	5	26.3	9	60
25 – 50%	7	36.8	1	6.7
More than 50%	6	31.6	2	13.3
All of them	1	5.3	3	20
Total	19	100	15	100

Table B-12: Main Challenges SUTE Officers Face in Teacher Training, as Reported by SUTE Officers (%)

As SUTE officer, what are the main challenges that you face in the following activities, starting with the most important challenge to the least important challenge in teacher training?						
Challenges	First Challenge		Second Challenge		Third Challenge	
	N	%	N	%	N	%
No incentive	8	11.3	5	13.2	2	11.1
Heavy schedule / not enough teachers	8	11.3	7	18.4	3	16.7
I don't know	14	19.7	0	0	0	0
I am not in charge	5	7	0	0	0	0
lack of facilities / no room	4	5.6	5	13.2	4	22.2
Not enough / we need more	6	8.5	0	0	1	5.6
Weakness of teacher's turnout	6	8.5	1	2.6	1	5.6
No joint free time / no time	14	19.7	12	31.6	3	16.7
Head of department is not cooperative	0	0	2	5.3	0	0
Other	6	8.5	6	15.8	4	22.2
Total	71	100	38	100	18	100

Table B-13: Main Challenges SUTE Officers Face in Entrepreneurship Sessions, as Reported by SUTE Officers (%)

As SUTE officer, what are the main challenges that you face in the following activities, starting with the most important challenge to the least important challenge in entrepreneurship sessions?						
Challenges	First Challenge		Second Challenge		Third Challenge	
	N	%	N	%	N	%
No specific timing the schedule	9	16.7	2	11.8	4	36.4
Students' Carelessness	3	5.6	1	5.9	0	0
Lack of facilities / no room	3	5.6	4	23.5	5	45.5
Few Number of students in the school	2	3.7	0	0	0	0
Only few sessions	2	3.7	0	0	0	0
I don't know	27	50	0	0	0	0
Not in charge	2	3.7	0	0	0	0
No available	2	3.7	0	0	0	0
Class high density	0	0	2	11.8	0	0
Facilitators have crowded schedule	0	0	4	23.5	0	0
Teachers' sarcasm	0	0	1	5.9	1	9.1
Other	4	7.4	3	17.6	1	9.1
Total	54	100	17	100	11	100

Table B-14: Number and Percentage of SUTE Members Reporting Training's Effectiveness in Improving their Skills

	Male		Female		Total	
	N	%	Female	%	N	%
Career Guidance	14	93.3	29	96.7	43	95.6
Employment and Labor market information	9	90.0	3	100.0	14	93.3
SUTE Operation	7	77.8	9	81.8	17	81.0
ToT Teacher Training	24	92.3	20	95.2	47	94.0
Entrepreneurship Training-of-Trainers	10	90.9	12	85.7	24	88.9
Occupation Safety and Health	12	75.0	7	100.0	19	82.6

Figure B-1: Number of SUTE Teachers Who Received WISE Training, by Subject (n=138)

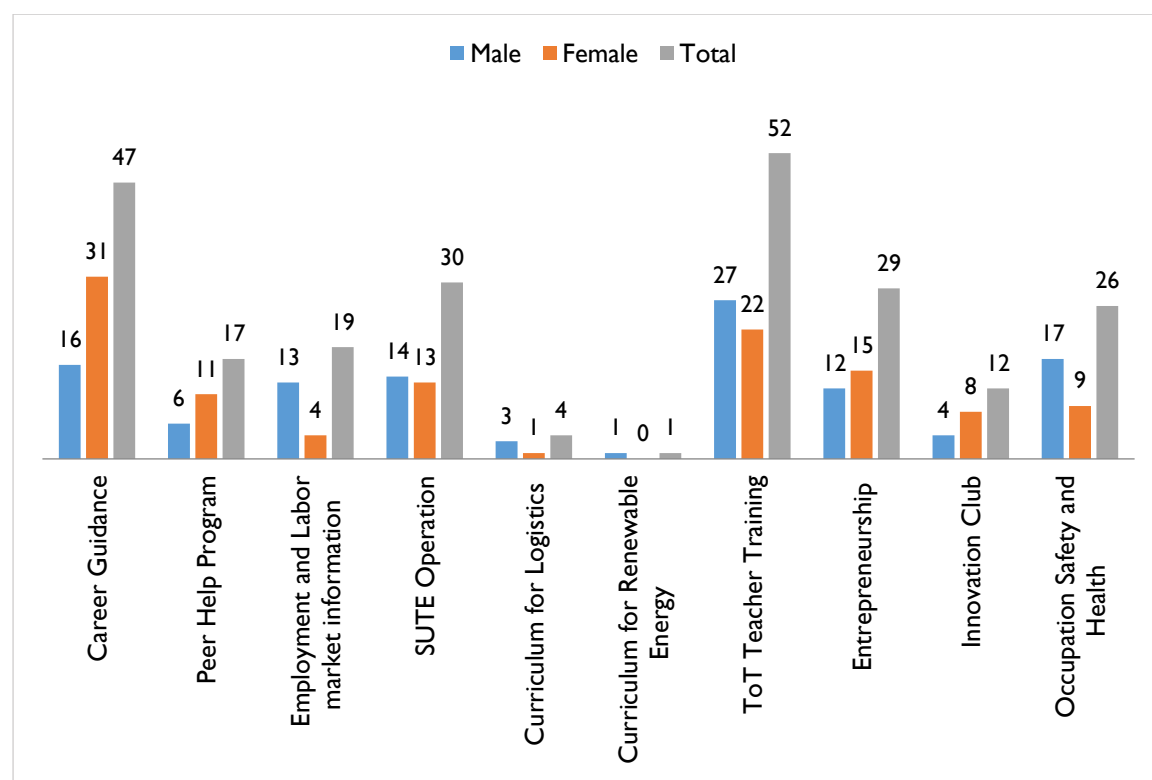


Figure B- 2: Percentage of SUTE Teachers Reporting Training's Effectiveness in Improving their Skills

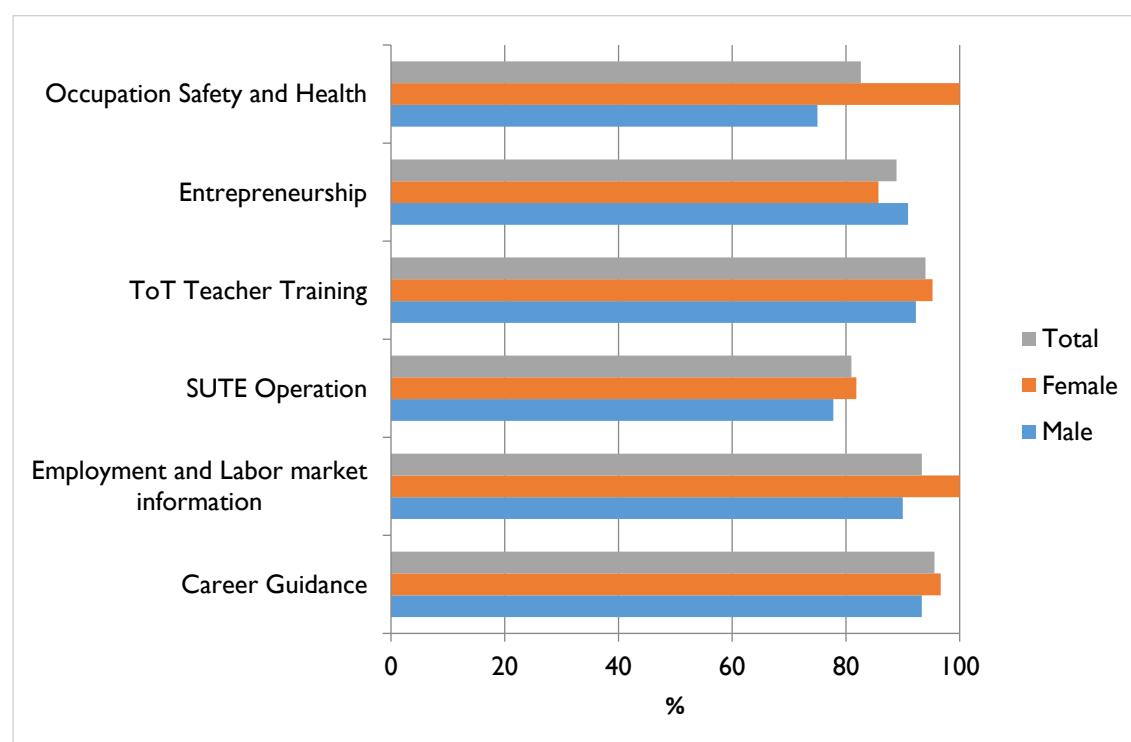


Figure B-3: SUTE Officers' Recommendation of Two Activities that can be Applied in all TVET Schools (n=138)

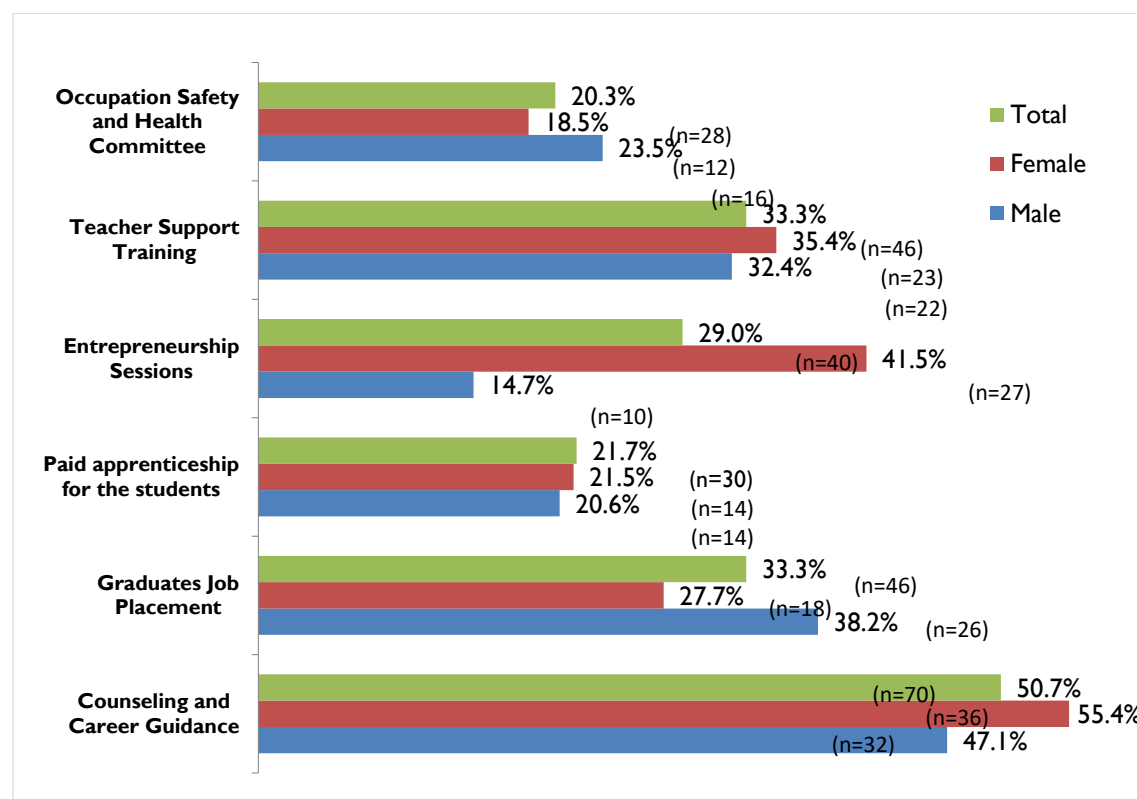


Figure B-4: Evaluation by SUTE Officers in Employment Departments as to the Main Activities' Effectiveness on Students

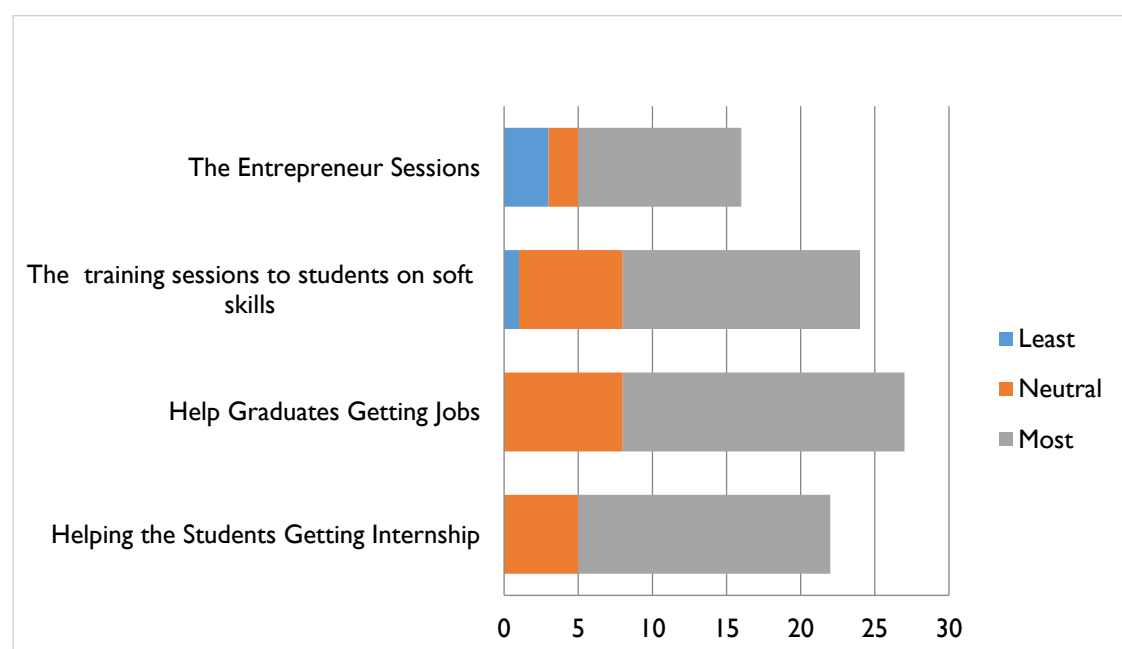


Figure B-5: Percentage of SUTE Officers Who Rated the Contribution of Courses to Other Teachers' Skills as 4 and 5 (Most)

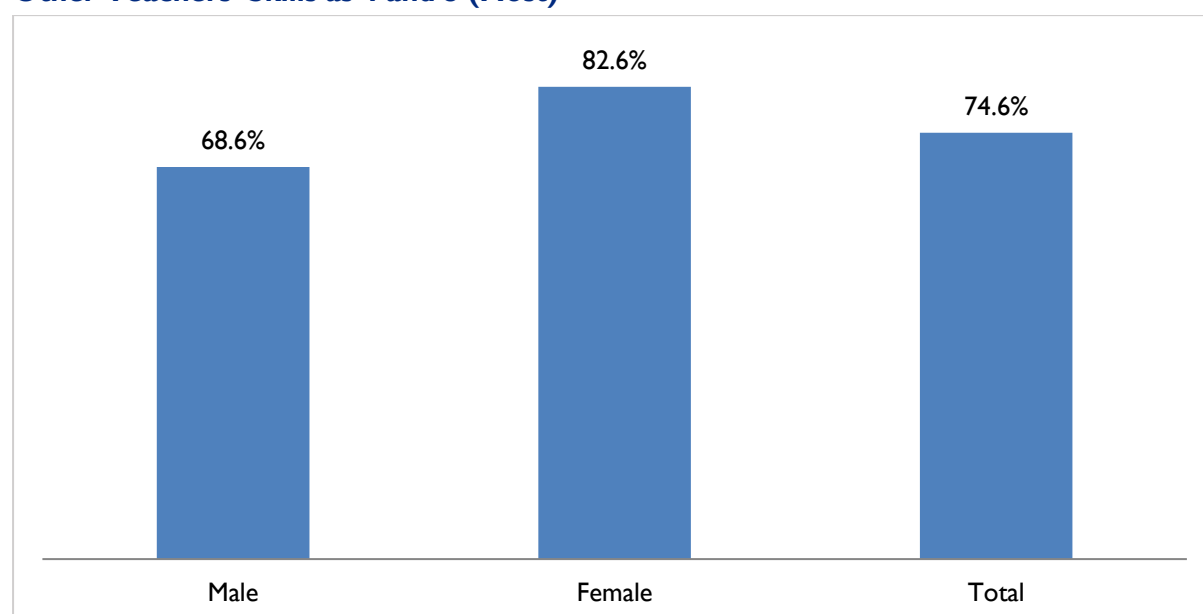


Figure B-6: Number and Percentage of SUTE Officers Who Thought Entrepreneurship Courses Effective for Students

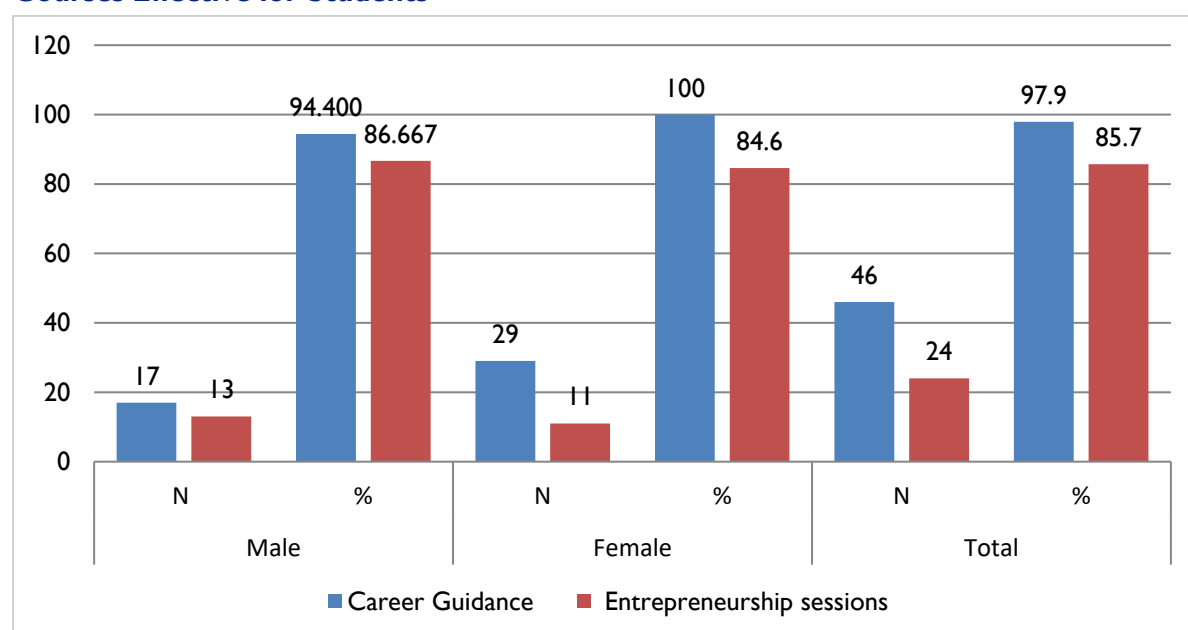
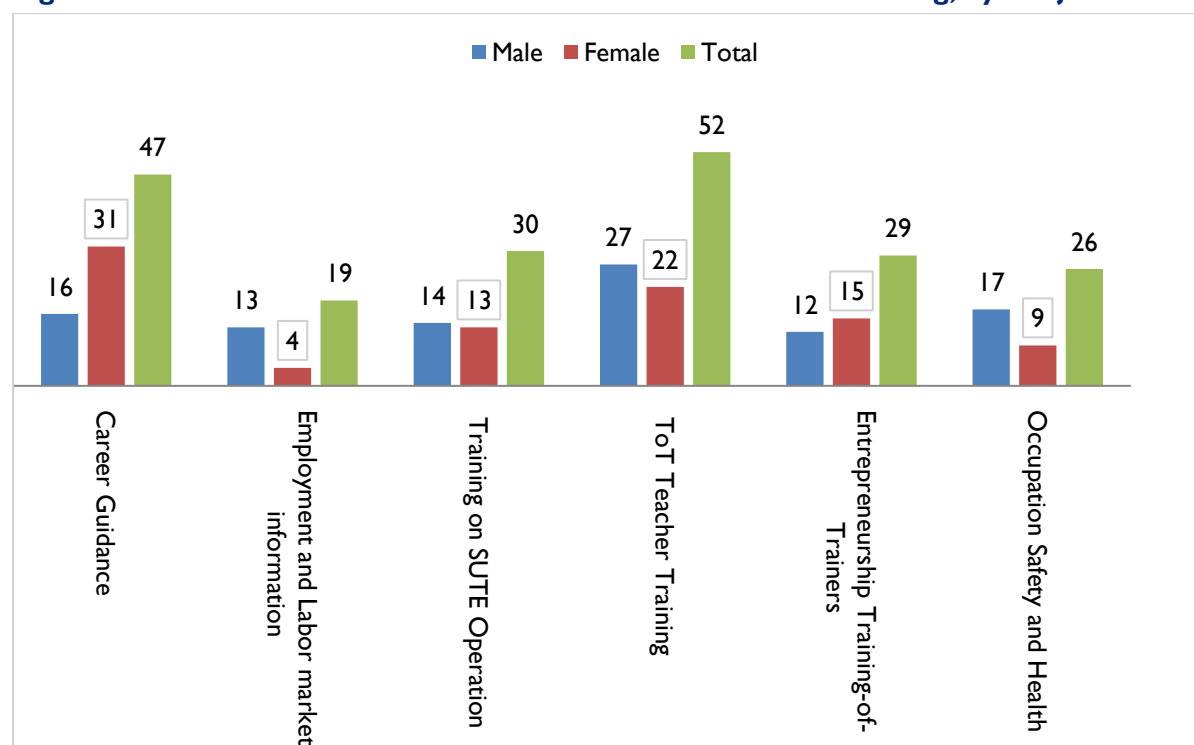


Figure B-7: Number of SUTE Officers Who Received WISE Training, by Subject



Part C: Employed Graduates (Phone and Paper and Pencil Survey) (n=63)

Table C-1: Distribution of Employed Graduates, by Governorate, School, and Gender

Demographics of Employed Graduates		Gender		
		Male	Female	Total
Alexandria	Mohamed Ali Decorative And Architectural Technical School, Boys	7	0	7
	Roushdy Industrial School, Girls	0	4	4
	El Wardian Industrial (Technical) School, Girls	0	23	23
	Other	5	1	6
	Total	12	28	40
Ismailia	Fayed Industrial (Technical) School, Boys	0	4	4
	Abo Atwa Technical School, Girls	0	11	11
	Other	2	2	4
	Total	2	17	19
Port Said	Total (Only from Other)	1	0	1
Red Sea	Total (Only from Other)	2	0	2
Aswan	Aswan Advanced Technical Hotels School (5 years), Mixed	2	0	2
	Other	0	1	1
	Total	2	1	3
Total		19	46	65

Note: (1) Other indicates graduates from the surrounding community.

Table C-2: Employed Graduates, by Graduation Year and Gender

Graduation Year	Male		Female	
	N	%	N	%
No Degree	1	0.6	0	0
Before 2015	8	49.8	2	4.3
2015 to 2017	8	49.8	44	95.7
Total	16	100.0	46	100.0

Note: There is one male with an elementary degree.

Table C-3: Average Time SUTE Took to Place Employed Graduates in Jobs, by Gender (%)

Duration to Work	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Less than one month	9	52.9	30	65.2	39	61.9
From one to two months	2	11.8	10	21.7	12	19.0
From two to three months	3	17.6	2	4.3	5	7.9
From three to six months	1	5.9	1	2.2	2	3.2
More than six months	2	11.8	3	6.5	5	7.9
Total	17	100	46	100	63	100

Table C-4: Percentage of Employed Graduates Who Remained in Jobs found through SUTE, by Gender (%)

Same Job Found by SUTE?	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Yes	16	94.1	43	93.5	59	93.7
No	1	5.9	3	6.5	4	6.3
Total	17	100.0	46	100.0	63	100.0

Table C-5: Economic Activity of Employed Graduates, by Gender (%)

Economic Activity	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
"RMG"	9	56.3	29	72.5	38	67.9
Porcelain	0	0.0	9	22.5	9	16.1
Cafe	1	6.3	0	0.0	1	1.8
Tourism	2	12.5	0	0.0	2	3.6
School (as Bus driver or proctor)	2	12.5	1	2.5	3	5.4
Other	2	12.5	1	2.5	3	5.4

Table C-6: Employed Graduates' Perception of their Job's Required Skills, by Gender (%)

Job Skills		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Is your job relevant to your specialty you did study at school?	Yes	3	18.8	34	79.1	37	62.7
	No	13	81.3	9	20.9	22	37.3
Does your job need any specific skills?	My job doesn't need any skills	4	25.0	7	16.3	11	18.6
	Job needs different skills than I learned	9	56.3	12	27.9	21	35.6
	I didn't Learn any Skills at the School	1	6.3	0	0.0	1	1.7
	My Specialty Helped me in the Job	2	12.5	23	53.5	25	42.4
	Other	0	0.0	1	2.3	1	1.7

Table C-7: Job Quality based on Job's Characteristics, by Gender (%)

Job Characteristics		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Having a Contract	Yes	12	75.0	27	62.8	39	66.1
	No	4	25.0	16	37.2	20	33.9
Monthly Wage in Egyptian Pound	Less than 1000	0	0.0	6	14.0	6	10.2
	1000-1499	4	25.0	21	48.8	25	42.4
	1500-1999	7	43.8	12	27.9	19	32.2
	2000-2499	4	25.0	4	9.3	8	13.6
	2500 and above	1	6.3	0	0.0	1	1.7
Working Hours per Day	5	1	6.3	0	0.0	1	1.7
	6	1	6.3	1	2.3	2	3.4
	7	1	6.3	0	0.0	1	1.7
	8	4	25.0	21	48.8	25	42.4
	9	9	56.3	8	18.6	17	28.8
	10	0	0.0	10	23.3	10	16.9
	12	0	0.0	3	7.0	3	5.1
Working Days per Week	4	0	0.0	1	2.3	1	1.7
	5*	9	56.3	13	30.2	22	37.3
	6	6	37.5	29	67.4	35	59.3
	7	1	6.3	0	0.0	1	1.7

Note: *One individual reported working 5 to 6 days per week. However, it was considered 5 days/week.

Table C-8: Main Challenges Employed Graduates Face at Work

What are the main two challenges you are facing in the job?	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Long working hours	0	0.0	13	30.2	13	22.0
Doesn't match my skills	1	6.3	2	4.7	3	5.1
Far from home	1	6.3	14	32.6	15	25.4
Bullying from workmates	1	6.3	1	2.3	2	3.4
Bullying from boss	0	0.0	4	9.3	4	6.8
Working environment makes me uncomfortable	1	6.3	1	2.3	2	3.4
Total Observations	16		43		59	

Note: (1) The percentage represents how many out of the total (16 males, 43 females, 59 total) reported this challenge.

(2) Most of the interviews in the firms were conducted in the presence of the employers.

(3) The total does not add up, because two challenges were asked for, and many did not complain of any problems.

Figure C-1: Average Time SUTE Took to Place Graduates in Jobs, By Gender

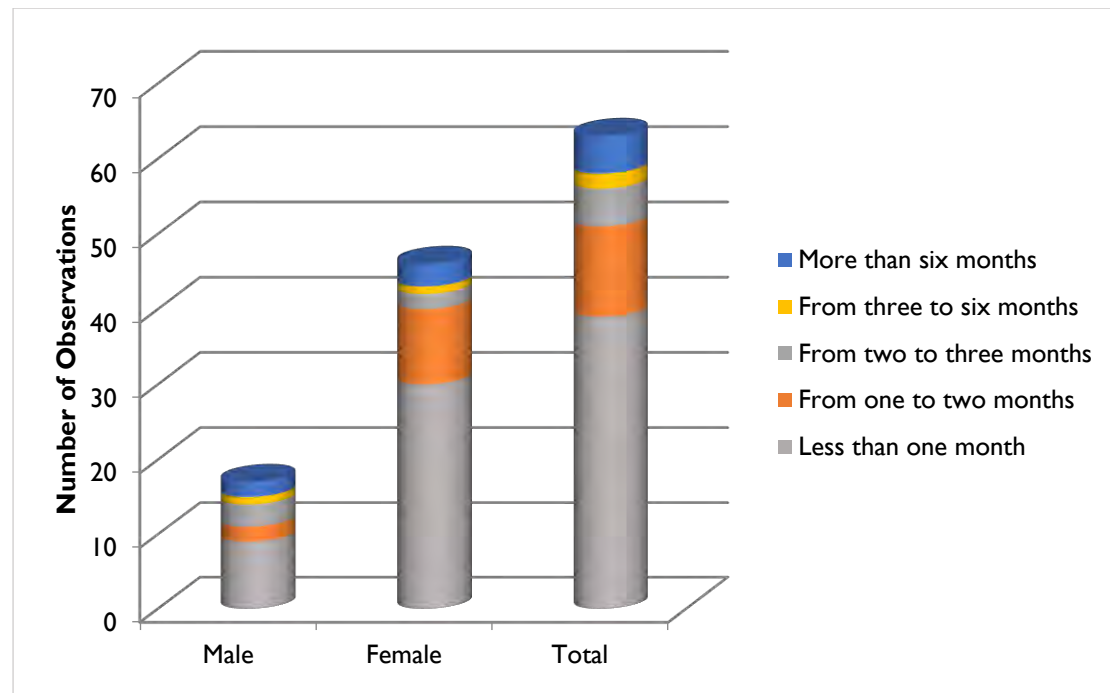


Figure C-2: Average Time Employed Graduates Working in Job

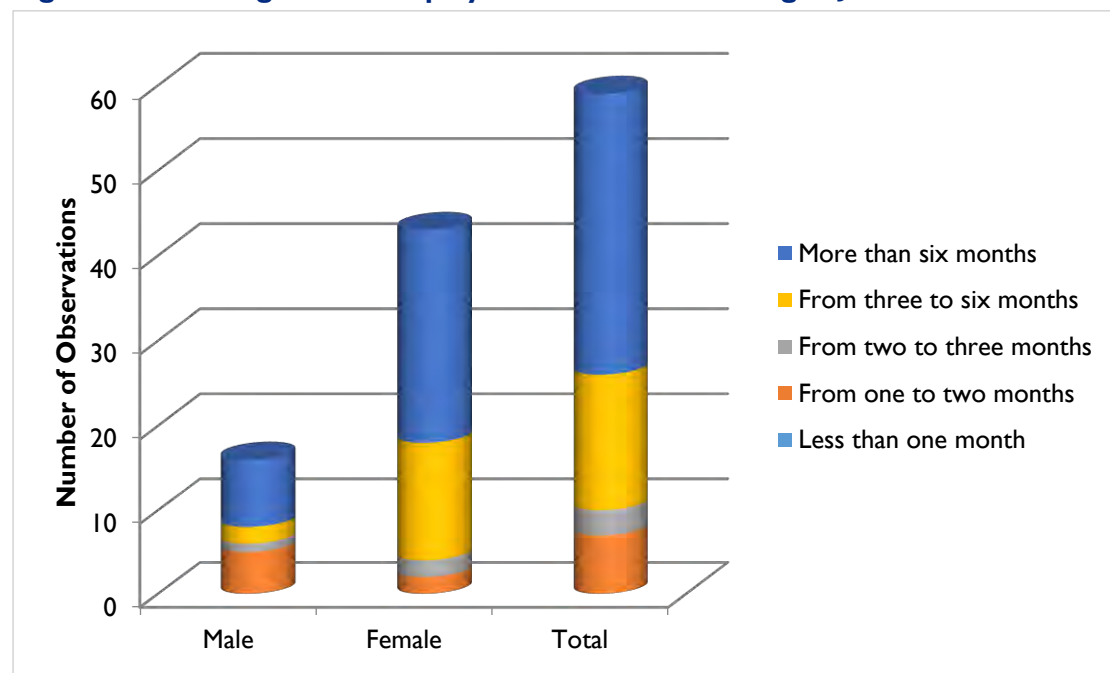


Figure C-3: Employed Graduates' Economic Activity

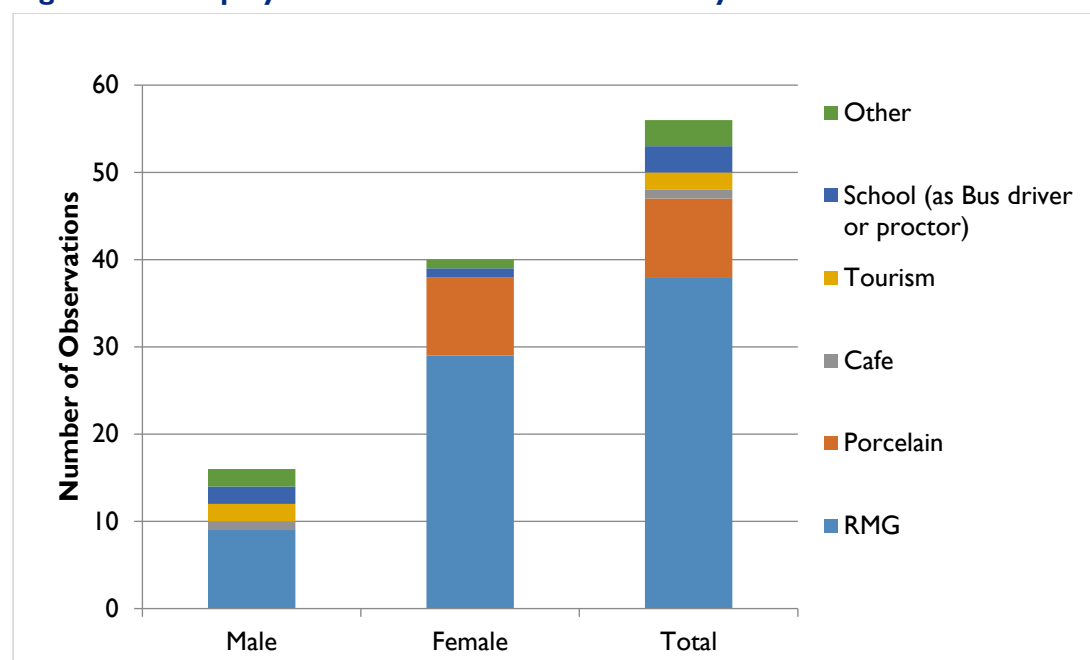


Figure C-4: Job's Relevance to Field of Study, by Gender

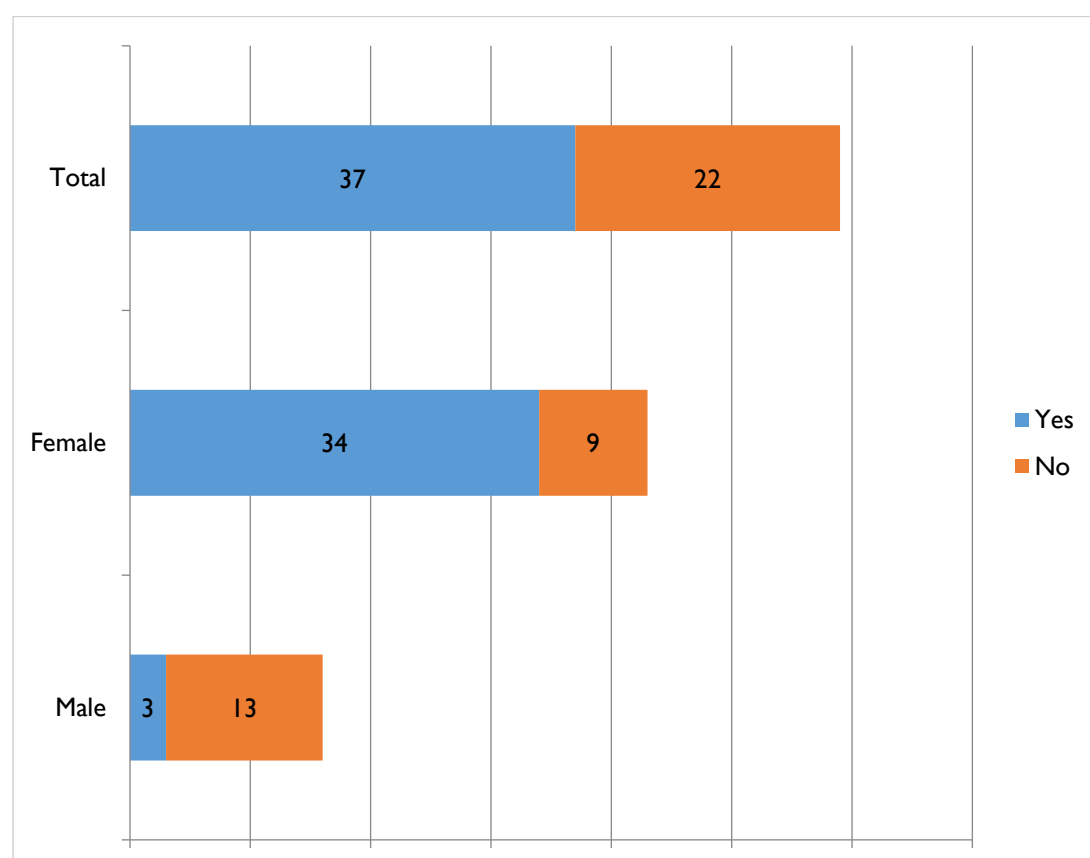


Figure C-5: Skills Needed in Job

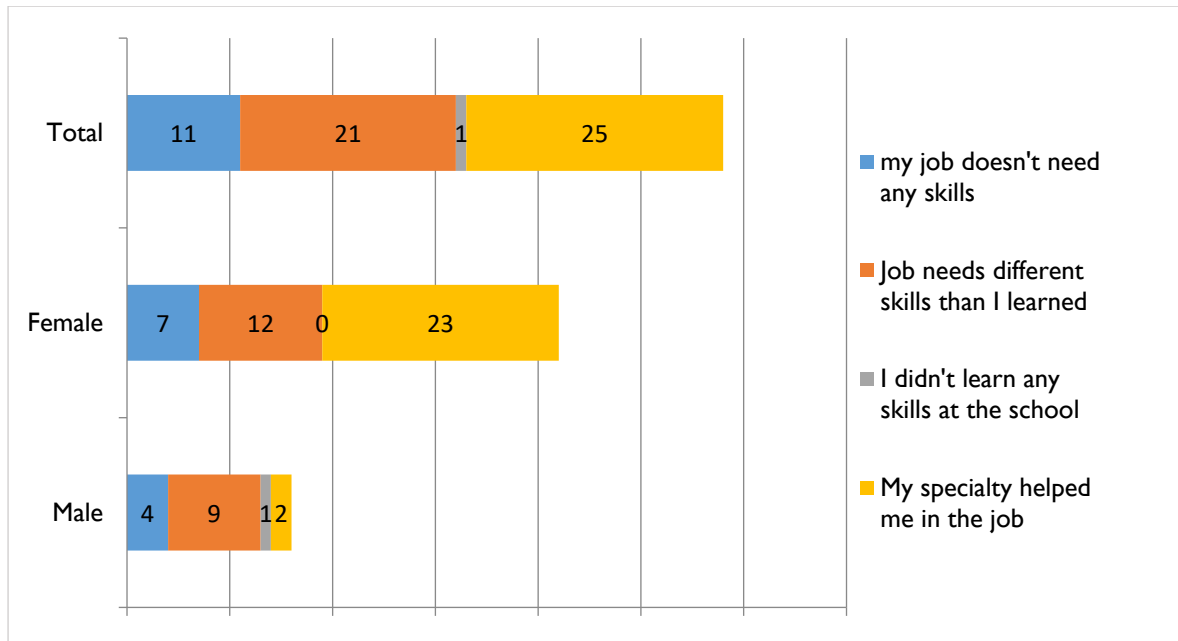
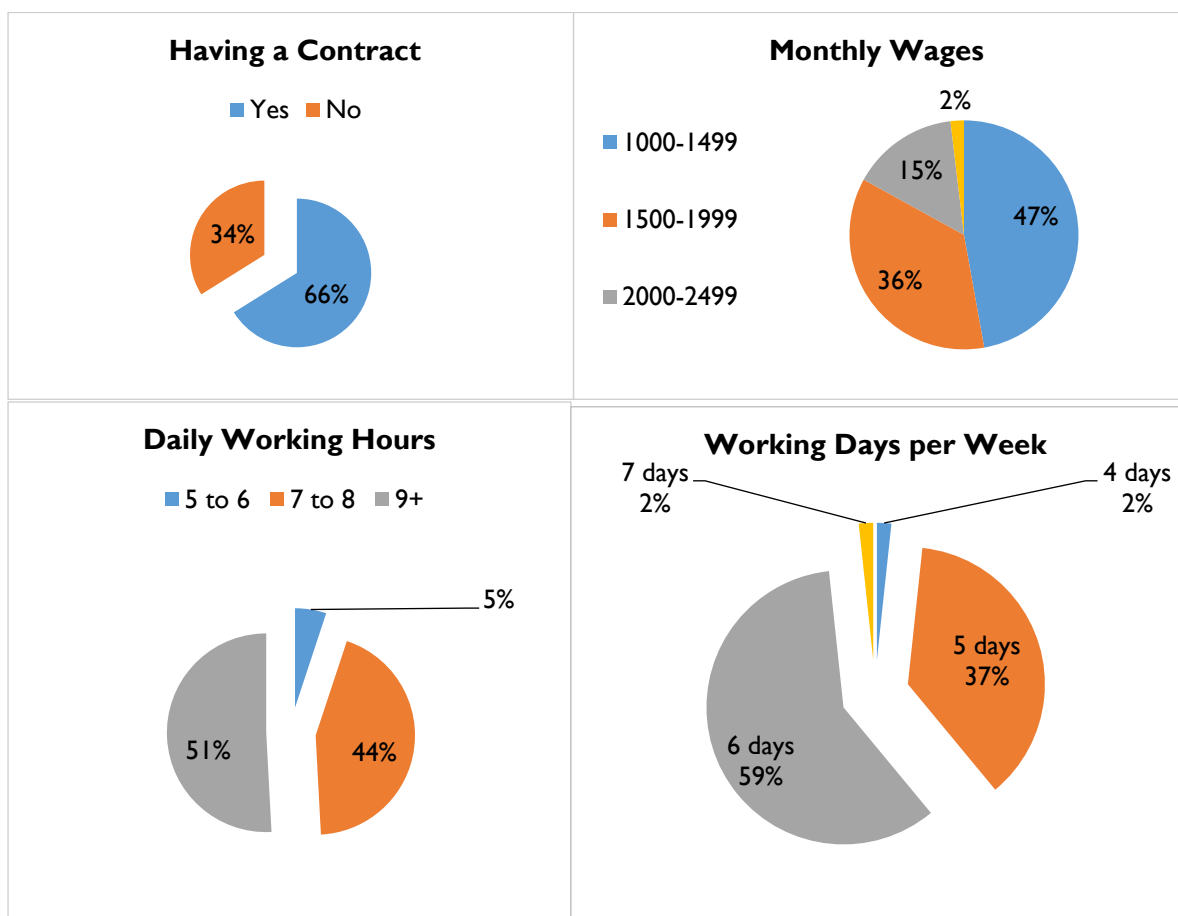


Figure C-6: Employed Graduates' Job Quality



Part D: Job Seekers through SUTE (Phone Survey) (n=28)

Table D-1: Distribution of Job Seekers, by Governorate and Gender

Governorate	Gender		
	Male	Female	Total
Alexandria	3	6	9
Port Said	3	3	6
Aswan	13	0	13
Total	19	9	28

Table D-2: Job Seekers, by Graduation Year and Gender

Graduation Year	Male		Female		Total	
	N	%	N	%	N	%
No Degree	1	5.3	0	0.0	1	3.6
Before 2015	16	84.2	4	44.4	20	71.4
2015-2017	2	10.5	5	55.6	7	25.0
Total	19	100	9	100.0	28	100

Table D-3: Average Time Job Seekers Spent since Approaching SUTE/LUTE for a Job, by Gender (%)

Time since Approaching SUTE/LUTE for a Job	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Less than a week	2	11.1	0	0.0	2	7.7
Less than one month	1	5.6	3	37.5	4	15.4
From one to two months	2	11.1	2	25.0	4	15.4
From two to three months	0	0.0	0	0.0	0	0.0
From three to six months	0	0.0	0	0.0	0	0.0
More than six months	13	72.2	3	37.5	16	61.5

Table D-4: Current Working Status of Job Seekers, by Gender

Current Working Status	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Working:	11	61.1	1	12.5	12	46.2
Self employed	2	18.2	0	0.0	2	16.7
In a small shop	5	45.5	0	0.0	5	41.7
In a firm	4	36.4	1	100.0	5	41.7
Not Working	7	38.9	7	87.5	14	53.8
Total	18	100.0	8	100.0	26	100.0

Part E: Non-SUTE Teachers in Selected Schools (Paper and Pencil Survey) (n=259)

Table E-1: Distribution of Non SUTE Teachers, by Governorate, School, and Gender

Demographics for Non-SUTE Teachers		Male	Female	Total
Alexandria	Mohamed Ali Decorative and Architectural Technical School, Boys	21	10	33*
	Roushdy Industrial School, Girls	2	26	29
	El Wardian Industrial (Technical) School, Girls	1	30	31
	Total	24	66	93
Ismailia	Ismailia Advanced Hotel & Tourism School, Mixed	2	13	15
	Fayed Industrial (Technical) School, Boys	16	6	22
	Abo Atwa Technical School, Girls	3	22	25
	Total	21	41	62
Port Said	Port Foad Advanced Technical School, Boys	5	22	27
	Maritime Industrial School, Boys	10	9	19
	Total	15	31	46
Red Sea	Hurghada Industrial School, Boys	6	9	15
	El Qussier Advanced Technical Hotels Schools, Mixed	3	7	10
	Total	9	16	25
Aswan	Aswan Advanced Technical Hotels School (5 years), Mixed	2	14	16
	Martyr Mohamed Mohsen Industrial School, Girls	0	17	17
	Total	2	31	33
Total		71	185	259

Note: One to three observations are missing gender.

Table E-2: WISE Training Received by Non SUTE Teachers, by School and Gender (%)

Have you received WISE training in any of the following areas?		Gender			
		Male		Female	
		N	%	N	%
Career guidance	No	53	74.6	140	75.7
	Yes	18	25.4	45	24.3
Peer help program	No	66	93.0	154	83.2
	Yes	5	7.0	31	16.8
Employment and labor market information	No	69	97.2	152	82.2
	Yes	2	2.8	33	17.8
SUTE operation	No	63	88.7	155	83.8
	Yes	8	11.3	30	16.2
Competencies, assessment, and curriculum for logistics	No	67	94.4	181	97.8
	Yes	4	5.6	4	2.2
Competencies, assessment, and curriculum for renewable energy	No	69	97.2	181	97.8
	Yes	2	2.8	4	2.2
ToT teacher training	No	66	93.0	177	95.7
	Yes	5	7.0	8	4.3
Entrepreneurship	No	66	93.0	156	84.3
	Yes	5	7.0	29	15.7
Innovation club	No	65	91.5	160	86.5
	Yes	6	8.5	25	13.5
Health and occupational safety	No	61	85.9	106	57.3
	Yes	10	14.1	79	42.7
Other training	No	56	78.9	88	47.6
	Yes	15	21.1	97	52.4

Table E-3: Other WISE Training Received by Non SUTE Teachers, by Gender (%)

Other Training	Gender			
	Male		Female	
	N	%	N	%
Smart board	11	69	40	23
Computer skills	2	13	17	10
Human development	0	0	44	25
Active learning	2	13	41	24
School logistics	1	6	20	11
Arabic language	0	0	6	3
Technical training	0	0	6	3
Total	16	100	174	100

Table E-4: Training Received by Non SUTE Teachers, by Governorate and Gender (%)

Governorate		Gender		Total
		Male	Female	
Alexandria	No	9	6	15
	Yes	15	60	75
	Total	24	66	90
Ismailia	No	7	6	13
	Yes	14	35	49
	Total	21	41	62
Port Said	No	10	12	22
	Yes	5	19	24
	Total	15	31	46
Red Sea	No	4	3	7
	Yes	5	13	18
	Total	9	16	25
Aswan	No	0	2	2
	Yes	2	29	31
	Total	2	31	33
Total	No	30	29	59
	Yes	41	156	197
	Total	71	185	256

Table E-5: Non SUTE Officers' Evaluation of WISE Training on Enhancement of their Skills, by Gender (%)

Training Subjects		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Teacher training	Least	3	17.6	6	14.0	9	15.0
	Neutral	6	35.3	7	16.3	13	21.7
	Most	8	47.1	30	69.8	38	63.3
Peer helping program facilitators	Least	1	25.0	3	12.0	4	13.8
	Neutral	1	25.0	4	16.0	5	17.2
	Most	2	50.0	18	72.0	20	69.0
Employment and LMI: Labor market information systems	Least	0	0.0	3	9.4	3	8.8
	Neutral	1	50.0	8	25.0	9	26.5
	Most	1	50.0	21	65.6	22	64.7
SUTE operation	Least	0	0.0	5	25.0	5	20.8
	Neutral	3	75.0	6	30.0	9	37.5
	Most	1	25.0	9	45.0	10	41.7
Competencies, assessment, and curriculum for logistics	Least	1	33.3	0	0.0	1	20.0
	Neutral	1	33.3	0	0.0	1	20.0
	Most	1	33.3	2	100.0	3	60.0
Competencies, assessment, and curriculum for renewable energy	Neutral	1	50.0	0	0.0	1	20.0
	Most	1	50.0	3	100.0	4	80.0
ToT teacher training	Least	1	50.0	1	12.5	2	20.0
	Neutral	0	0.0	1	12.5	1	10.0
	Good	1	50.0	6	75.0	7	70.0
Entrepreneurship training-of-trainers	Least	2	40.0	4	16.0	6	20.0
	Neutral	1	20.0	9	36.0	10	33.3
	Most	2	40.0	12	48.0	14	46.7
Innovation club teacher training	Least	1	25.0	5	23.8	6	24.0
	Neutral	1	25.0	3	14.3	4	16.0
	Most	2	50.0	13	61.9	15	60.0
Health occupational safety	Least	1	11.1	6	8.8	7	9.1
	Neutral	2	22.2	16	23.5	18	23.4
	Most	6	66.7	45	66.2	51	66.2
	Don't know	0	0.0	1	1.5	1	1.3

Notes: (1) The scale was 1 to 5. However, due to the small numbers, 1 and 2 were combined to into the category "Least," 3 is Neutral, and 4 and 5 were combined into the category "Most."

(2) Those who did not attend are excluded.

Table E-6: Non SUTE Officers' Knowledge of WISE Activities, by Gender (%)

WISE Activity		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Career guidance and counseling	No	21	30.4	41	22.4	62	24.6
	Yes	48	69.6	142	77.6	190	75.4
Peer helping program	No	54	78.3	115	62.8	169	67.1
	Yes	15	21.7	68	37.2	83	32.9
Graduates job placement	No	29	42.0	52	28.4	81	32.1
	Yes	40	58.0	131	71.6	171	67.9
Paid apprenticeship to the students	No	49	71.0	111	60.9	160	63.7
	Yes	20	29.0	71	39.0	91	36.3
Innovation club	No	54	79.4	141	77.9	195	78.3
	Yes	14	20.6	40	22.1	54	21.7
Entrepreneurship sessions	No	51	73.9	100	54.6	151	59.9
	Yes	18	26.1	83	45.4	101	40.1
Teacher support training	No	33	47.8	78	42.6	111	44.0
	Yes	36	52.2	105	57.4	141	56.0
Health and occupational safety	No	31	44.9	44	24.0	75	29.8
	Yes	38	55.1	139	76.0	177	70.2

Table E-7: Non SUTE Officers' Evaluation of Effectiveness of WISE Activities, by Gender (%)

WISE Activities		Gender					
		Male		Female		Total	
		N	%	N	%	N	%
Career guidance and counseling	Not Effective	4	9.3	8	5.8	12	6.6
	Neutral	12	27.9	30	21.6	42	23.1
	Effective	26	60.5	94	67.6	120	65.9
	Don't know	1	2.3	7	5.0	8	4.4
	Total	43	100.0	139	100.0	182	100.0
Peer helping program "Together We Soar"	Not Effective	2	14.3	3	4.8	5	6.5
	Neutral	6	42.9	17	27.0	23	29.9
	Effective	3	21.4	39	61.9	42	54.5
	Don't know	3	21.4	4	6.3	7	9.1
	Total	14	100.0	63	100.0	77	100.0
Graduates job placement	Not Effective	3	7.9	7	5.6	10	6.1
	Neutral	9	23.7	16	12.7	25	15.2
	Effective	22	57.9	87	69.0	109	66.5
	Don't know	4	10.5	16	12.7	20	12.2
	Total	38	100.0	126	100.0	164	100.0
Paid apprenticeship for students	Not Effective	0	0.0	2	13.3	2	11.1
	Neutral	1	33.3	5	33.3	6	33.3
	Effective	2	66.7	8	53.3	10	55.6
	Total	3	100.0	15	100.0	18	100.0
Innovation club	Not Effective	2	15.4	3	8.1	5	10.0
	Neutral	6	46.2	2	5.4	8	16.0
	Effective	4	30.8	25	67.6	29	58.0
	Don't know	1	7.7	7	18.9	8	16.0
	Total	13	100.0	37	100.0	50	100.0
Entrepreneurship sessions	Not Effective	1	5.6	3	3.8	4	4.1

	Neutral	5	27.8	14	17.7	19	19.6
	Effective	8	44.4	46	58.2	54	55.7
	Don't know	4	22.2	16	20.3	20	20.6
	Total	18	100.0	79	100.0	97	100.0
Teacher support trainings	Not Effective	3	8.8	7	7.1	10	7.5
	Neutral	11	32.4	6	6.1	17	12.8
	Effective	19	55.9	76	76.8	95	71.4
	Don't know	1	2.9	10	10.1	11	8.3
	Total	34	100.0	99	100.0	133	100.0
Health and occupational safety committee	Not Effective	2	5.6	11	8.1	13	7.6
	Neutral	3	8.3	23	17.0	26	15.2
	Effective	30	83.3	93	68.9	123	71.9
	Don't know	1	2.8	8	5.9	9	5.3
	Total	36	100.0	135	100.0	171	100.0

Note: Only teachers who knew about the activity reported their evaluation. Please note some missing observations.

Table E-8: Non SUTE Officers' Recommendation of the Two Activities in all TVET Schools, by Gender (%)

Wise Activities	Gender					
	Male		Female		Total	
	N	%	N	%	N	%
Counseling and Career Guidance	30	42.3	75	40.5	106	42.2
Peer Help Program "Together we Soar"	2	2.8	16	8.6	19	7.6
Graduates Job Placement	39	54.9	103	55.7	144	57.4
Paid apprenticeship for the students	14	19.7	50	27.0	65	25.9
Innovation Club	2	2.8	15	8.1	17	6.8
Entrepreneurship Sessions	5	7.0	25	13.5	30	12.0
Teacher Support Training	40	56.3	71	38.4	111	44.2
Health and Occupational Safety Committee	27	38.0	68	36.8	96	38.2

Note: Percentages are out of the total (male: 71/ female: 185/ teachers: 259), and present how many chose this activity.

Figure E-1: Percentage and Number of Non-SUTE Teachers Who Received Training through WISE Activity

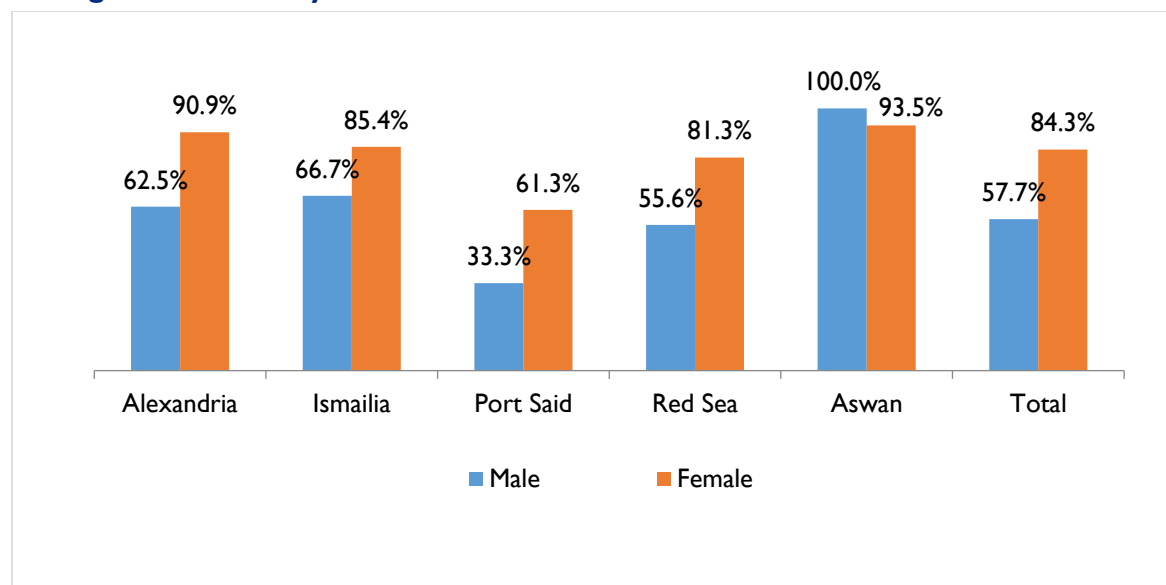


Figure E-2: Number of Non-SUTE Teachers Who Received WISE Training, by Subject

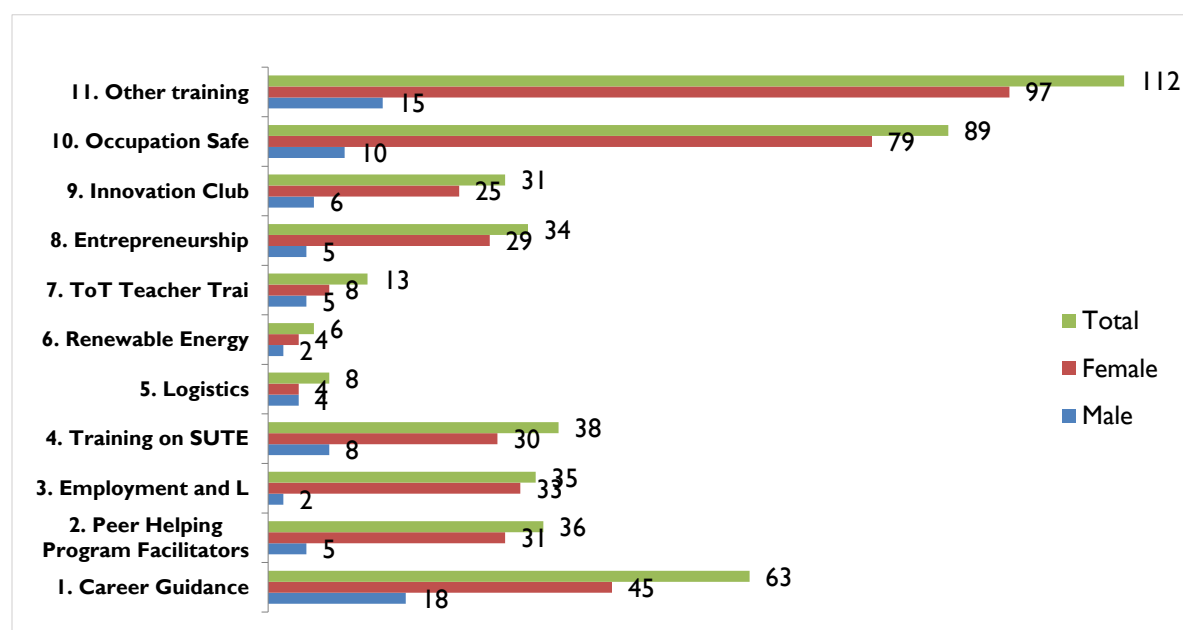


Figure E-3: Number of Non-SUTE Teachers Who Received SUTE Training in Other Subject Areas

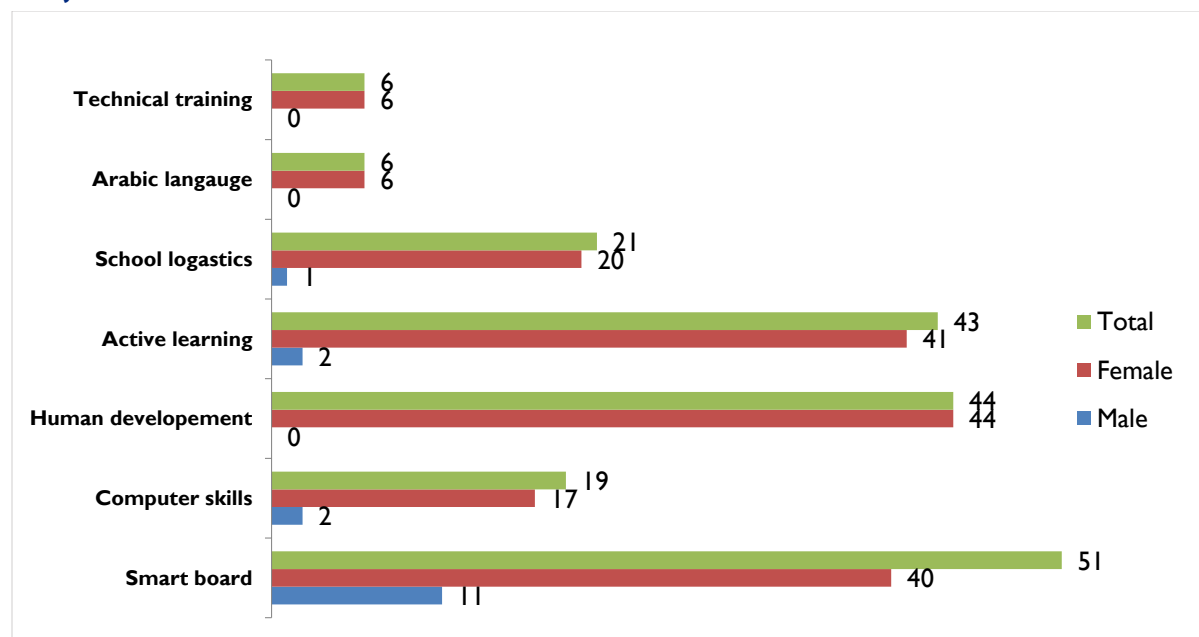
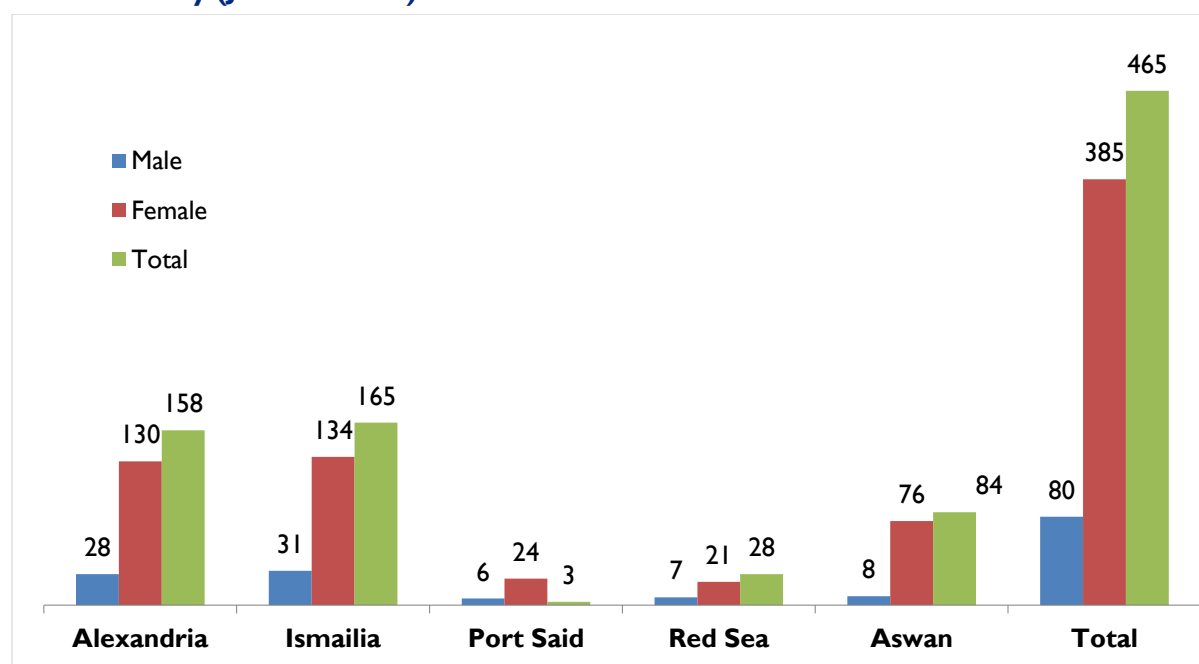


Figure E-4: Number of Trainings Received by Non-SUTE Teachers Surveyed through WISE Activity (Jan-Dec 2017)



Part F: WISE Performance Reporting

Table FI: Performance Indicators

#	Indicator	Indicator Type	Unit of measures, Definition, Disaggregation	Data Collection Method, Source	Frequency, Responsible party	Target				
						Year 1	Year 2	Year 3	Year 4	LOP
13	Number of companies with improved labor productivity	Outcome, custom from contract	Companies that show improvements in workforce productivity disaggregate by size of company, governorate, size and sector	Productivity assessments before and after interventions/ company surveys	Annually, Result B Technical lead	0	15	15	15	45
14	Number of firms with reduction in workforce turnover	Outcome, custom from contract	Companies with lower annual turnover disaggregate by sector, size of company and governorate	HR functions assessment/ company surveys	Annually, Result B Technical lead	0	10	10	10	30
15	Number of firms with improved training practices as a result of the USG assistance	Outcome, custom from contract	Companies with self-developed training needs assessment and training plans	HR functions assessment/ company surveys	Annually, Result B Technical lead	0	10	10	10	30

Source: WISE M&E Plan – Annex 8

Table F2: Performance Reporting

RESULT B: Improved Skills and Productivity of Workforce in Selected Sectors and Governorates

#	Indicator	Baseline Year	Baseline Value	Baseline explanation	Target and Progress				
					Year 1 Planned	Year 2 Planned	Year 3 Planned	Year 4 Planned	LOP Planned
13	Number of companies with improved labor productivity	FY16	0	Assessment of labor productivity will be conducted before intervention will reveal current productivity within companies	0	15	15	15	45
14	Number of firms with reduction in workforce turnover	FY17	0	Intervention hasn't started. Assessment before intervention will be conducted to record baseline	0	10	10	10	30
15	Number of firms with improved training practices as a result of the USG assistance	FY17	0	Intervention hasn't started. Assessment before intervention will be conducted to record baseline	0	10	10	10	30

Source: WISE M&E Plan – Annex 10

F3: Performance Reporting – Y2 Q3

RESULT B: Improved Skills and Productivity of the Workforce in Selected Sectors and Governorates

#	Indicator	Target and Progress										Total Project to Date
		Year 2 Planned					Year 2 Actual					
		Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	
13	Number of companies with improved labor productivity	0	0	5	10	15						
14	Number of firms with reduction in workforce turnover	0	0	5	5	10		1			1	1
15	Number of firms with improved training practices as a result of the USG assistance	0	0	5	5	10						

Source: WISE Y2 Q3 Report – Annex A

Table F4: WISE Reporting on Deliverables, as of End of Year 2

No.	Deliverable	Progress Update				Comment	Unit of Measurement	Tool
		Year 1 Planned	Year 1 Progress	Year 2 Planned	Year 2 Progress			
RB.3: Productivity of the existing labor force improved								
1	Productivity assessments and improvement plans for selected companies			25		The project is currently recruiting subject-matter experts to engage them in formal assessments with client companies.	Document	50 improvement plans for 50 companies
2	Impact of intervention per company			25	1	One company has started productivity implementation. Formal assessment hasn't been conducted.	Document	Progress reports, quarterly reports
RB.4: Firms better able to recruit, retrain and retain their staff								
1	3R implementation approach	1	1			3R roadmap and 3R implementation approach developed and submitted to USAID.	Document	Guidelines for implementing 3Rs

2	Institutional setup for 3Rs Unit within partner organization(s)			I		It was agreed that the 3R unit will start as a function undertaken by the HR team and will develop into a unit as it matures.	Document	MOU with partner organization and structure or 3Rs unit
3	Service Package						Document	3R Service Manual including costing model, pricing model and marketing approach
4	3R local experts selected and trained	25	23				Local experts trained	Database of trained personnel, quarterly reports
5	Assessment of HR functions in companies			15		Assessments are starting in Q3	Document	Company assessment reports
6	Implementation reports of 3Rs in selected companies			15			Document	Quarterly reports, intervention reports

Source: Year 2 Annual Report – Annex C

Part G: Results of 3R and PIP Interventions

Table G1: Status of 3R Interventions as of End of Year 2

Company (1): Naga (RMG, Alexandria) • <u>Pre-assessment</u>: Completed • <u>Action Plan</u>: Developed and approved by management • <u>Implementation</u>: Underway • <u>Pre-assessment Results</u>: Recruitment: 53% / Retraining: 16% / Retention: 37% / Turnover: 12% • <u>Intervention Status</u>: - o Identifying company strategy (vision, mission, goals, values). Conducted SWOT analysis to identify strategic objectives. Developing performance management system, reward system guide, and job evaluation system - o Providing assistance on conducting job analyses and formulating job descriptions, and recruitment and selection process, manpower plan, competency-based interviews, and exit interviews. Conducted job analysis and created job description for cost accounting manager position. Trained HR personnel on designing job descriptions, which are now being utilized. Reviewed manpower plan. Reviewed Naga recruitment application form and amended. - o Presented task analysis and determining the knowledge, skills, tools, conditions, and requirements needed to perform a job by gathering, organizing, evaluating, and reporting work-related information. - o Presented job rotation strategy implementation, monitoring and evaluation, and how to set a systematic movement of employees from one job to another. - o Set hierarchy of career path for six departments—Production, Cost Accounting, Shipping, Maintenance, HR, Quality Assurance. - o Presented step-by-step method for establishing training department, generated training plan and training evaluation system.
Company (2): Marseilia Beach (Tourism, Alexandria) • <u>Pre-assessment</u>: Completed • <u>Action Plan</u>: Developed and approved by management • <u>Implementation</u>: Underway • <u>Pre-assessment Results</u>: Recruitment: 81% / Retraining: 61% / Retention: 52% / Turnover: 6.3% • <u>Intervention Status</u>: - o Reviewing company strategy (vision, mission, goals, values) with the department heads. - o Held workshop on company core values with the department heads. - o Held workshop and identified and defined seven core values. - o Finalized communications plan, defining staff responsibilities employee and client awareness. - o Assisting in conducting job analysis for finance and quality control department head positions, and food and beverage and housekeeping department positions. - o Assisting in conducting job analysis for food and beverage, housekeeping, laundry, and kitchen department positions.

- In June 2017, the WISE expert began implementation with the hotel. Through July-August, the human resources department became increasingly uncooperative. WISE contacted senior management who were unresponsive. In September, WISE requested a written letter of commitment from senior management that the hotel would cooperate with WISE. The deadline to receive this commitment passed, and WISE discontinued working with the hotel in September.

Company (3): Jade Apparel (RMG, Alexandria)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment Results: Recruitment: 53% / Retraining: 11% / Retention: 65% / Turnover: 6.4%
- Intervention Status:
 - o Implementation delayed due to internal conflicts in the company and worker strikes. Implementation expected to start in October 2017 with:
 - o Drafting a communications strategy—emphasizing human resources policies and designed resolve issues between workers and top management.
 - o Establishing supervisor assessments based on competencies.
 - o Designing and implementing an induction program.
 - o Drafting a policy for internal vacancies.

Company (4): Jade Textile (Textiles, Ismailia)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment Results: Recruitment: 97% / Retraining: 78% / Retention: 85% / Turnover: 1.3%
- Intervention Status:
 - o Delivered and explained list of competencies according to type of work in garment industry to human resources team, and conducted workshop on job competencies and difference between skills and competencies. The human resources team selected competencies for both blue- and white-collar jobs to be added to each job description. The human resources team will complete remaining job descriptions with competencies that they select from the list. The human resources team has finalized adding competencies to job descriptions and received management approval.
 - o Presented how to conduct training needs assessment, and conducted a workshop with human resources team to design a company-specific assessment document. Recommended adding other sources of training needs assessment (e.g. legal requirements, client requirements, performance management outputs) to the document. The document was finalized and the human resources team conducted a training needs assessment for one of three departments selected for piloting.

- o Held a workshop on workers' satisfaction survey methods and analysis. The human resources team selected a best method for the company and developed a workers' satisfaction survey for the company. Following management approval, the team distributed survey to workers.

Company (5): Givrex (Food Processing, Alexandria)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment Results: Recruitment: 64% / Retraining: 50% / Retention: 52% / Turnover: 25%
- Intervention Status:
 - o Assisting in prioritizing action plan with top management and human resources team.
 - o Assisting in hiring the new human resources manager.
 - o Began developing organizational chart for all factories.
 - o Training taskforce on calculating turnover and data-collection for this purpose.
 - o Coaching human resources team with the new tasks
 - o Assisting taskforce with writing new job description for employees, coding files, and developing checklists.

Company (6): Egypt Tailoring (RMG, Ismailia)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment Results: Recruitment: 53% / Retraining: 6% / Retention: 35% / Turnover: 6%
- Intervention Status:
 - o Presented recruitment and selection strategy to human resources team, and discussed development and implementation of the strategy.
 - o Presented employee satisfaction survey, and discussed development and implementation of the survey.

Company (7): Swiss Garments (RMG, Ismailia)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment Results: Recruitment: 56% / Retraining: 6% / Retention: 35% / Turnover: 6%
- Intervention Status:
 - o Presented recruitment and selection strategy to human resources team, and discussed development and implementation of the strategy.
 - o Presented employee satisfaction survey, and discussed development and implementation of the survey.

Company (8): Steinberger Al Dau (Tourism, Red Sea) & Steinberger Aqua Magic (Tourism, Red Sea)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management

- Implementation: Underway
- Pre-assessment Results: Recruitment: 83% / Retraining: 68% / Retention: 78% / Turnover: 9%
- Intervention Status:
 - o Discussed with human resources managers of the two hotels and taskforce members the Steigenberger's different strategy components and how to relate each to achieving guest and employee satisfaction, as well as profits.
 - o Conducted a workshop with human resources team and taskforce members on how to reflect hotel's core values in individual performance appraisal forms.
 - o Reviewed and discussed current interview process, sample job descriptions, and hiring template. Conducted workshop, guiding taskforce on development of new hiring form, which was submitted for management approval.
 - o Reviewed and discussed current exit interview process and current exit interview template. Through an interactive workshop, guided the taskforce on developing a new exit interview form, which was submitted for management approval. Created an exit interview database and provided it to management and human resources team for their use, if appropriate.
 - o Reviewed current orientation/induction program and offered enhanced program for possible use.
 - o Oriented taskforce on concept and application of training needs assessments. Conducted a workshop, guiding taskforce on application of a training needs assessment, based on selected Steigenberger job descriptions, and coaching the team training others to implement a training needs assessment.

Company (9): El Horreia (Food Processing, Sharquia)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment Results: Recruitment: 57% / Retraining: 33% / Retention: 67% / Turnover: 5%
- Intervention Status:
 - o Provided technical assistance to review and improve company hiring policy and recruitment procedures to human resources manager and staff, who made recommendations for improvement. Human resources manager and staff are revising and enhancing the hiring policy and recruitment procedures, and the draft will be finalized in consultation with the WISE 3R expert.
 - o Coached the company's 3R taskforce, quality control manager, and other managers, as appropriate, on development of training needs assessments. Explained how to structure and establish a training needs assessment program for company departments, and how to develop a related training plan.

Company (10): Marib International (RMG, Sharquia)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: Underway
- Pre-assessment: Completed
- Action Plan: --
- Implementation: --
- Pre-assessment Results: Recruitment: 42% / Retraining: 39% / Retention: 48% / Turnover: 6.9%

- Intervention Status:
 - 0 Conducted conduct SWOT analysis with taskforce in order to set company strategies.
 - 0 Delivered technical assistance and coached taskforce on setting company goals and objectives according to the balance scorecard system, objective characteristics, and SWOT analysis.
 - 0 Worked with taskforce to set initial company goals and objectives.

Company (11): Hilton Long Beach (Tourism, Red Sea)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: --
- Pre-assessment Results: Recruitment: 67% / Retraining: 87% / Retention: 100% / Turnover: 6.7%
- Intervention Status:
 - 0 Following the pre-assessments of the Hilton Long Beach (and the Hilton Hurghada), these hotels stated interest in only the WISE recruitment services. Despite approval of senior management to implement the 3R Program, the hotels' human resources departments reported they were obliged to follow certain approaches as dictated by the corporation, and thus, cannot benefit from the 3R Program. Work with this hotel ended in August 2017.

Company (12): Hilton Hurghada (Tourism, Red Sea)

- Pre-assessment: Completed
- Action Plan: Developed and approved by management
- Implementation: --
- Pre-assessment Results: Recruitment: 97% / Retraining: 100% / Retention: 97% / Turnover: 3.7%
- Intervention Status:
 - 0 Following the pre-assessments of the Hilton Hurghada (and the Hilton Long Beach), these hotels stated interest in only the WISE recruitment services. Despite approval of senior management to implement the 3R Program, the hotels' human resources departments reported they were obliged to follow certain approaches as dictated by the corporation, and thus, cannot benefit from the 3R Program. Work with this hotel ended in August 2017.

Company (13): Halwani Brothers (Food Processing, Sharquia)

- Pre-assessment: Completed
- Action Plan: --
- Implementation: --
- Pre-assessment Results: Recruitment: 86% / Retraining: 83% / Retention: 94% / Turnover: 0.4%
- Intervention Status:
 - 0 The pre-assessment of Halwani Brothers revealed that the company has an extremely low turnover rate and is already implementing effective 3R systems. Therefore, it was agreed that Halwani Brothers would not benefit from continuation with the WISE 3R Program.

Company (14): Crystal (Textiles and RMG, Beni Suef)

- Pre-assessment: Completed
- Action Plan: Due in November 2017
- Implementation: --
- Pre-assessment Results: Recruitment: 69% / Retraining: 6% / Retention: 30% / Turnover: 7.6%
- Intervention Status:
 - o The company's pre-assessment was complete late in Quarter 4.

Company (15): Emessa Denim (RMG, Beni Suef)

- Pre-assessment: Completed
- Action Plan: Due in November 2017
- Implementation: --
- Pre-assessment Results: Recruitment: 19% / Retraining: 11% / Retention: 40% / Turnover: 11.7%
- Intervention Status:
 - o The company's pre-assessment was complete late in Quarter 4.

Company (16): NatureTex (Textiles and RMG, Sharquia)

- Pre-assessment: Completed
- Action Plan: --
- Implementation: --
- Pre-assessment Results: Recruitment: 81% / Retraining: 72% / Retention: 83% / Turnover: 2%
- Intervention Status:
 - o Development of the action plan was due to begin in late October 2017.

Company (17): Isis Organic (Food Processing, Sharquia)

- Pre-assessment: Completed
- Action Plan: --
- Implementation: --
- Pre-assessment Results: Recruitment: -- / Retraining: -- / Retention: -- / Turnover: --
- Intervention Status:
 - o Pre-assessment was completed in late October 2017, but the related reports were still being developed at the end of Year 2.

Table G2: Structured Training and Guidance to the HR Managers and Line Managers Involved in 3R Interventions

Date	Participating Firms	Participants by Gender		
		Males	Females	Total
March 12-16, 2017	Marseilia Beach	18	6	24
	Jade Apparel			
	Jade Textile			
	Naga			
April 23-27, 2017	Hilton Long Beach	11	0	11
	Hilton Hurghada			
	Steigenberger Al Dau			
	Steigenberger Aqua Magic			
May 21-25, 2017	Nature Tex	19	1	20
	Isis Organic			
	Marib International			
	Egypt Tailoring			
	Swiss Garments			
	Halwani Brothers			
	El Horreia			
	Green Land Group			
July 6-10, 2017	Golden Fabric	25	2	27
	Town Team			
	Delta Pastries			
	Arab Novelties			
	Mahalla Apparel			
	Golden Yarn			
	Emessa Denim			
	Crystal			

Table G3: 3R Firms – Pulsing Turnover Results

Company	Governorate	Workers' Turnover				Improvement (Rate 2 – Rate 1)
		Rate (1)*	Date (1)*	Rate (2)**	Date (2)	
Jade Textile	Sharquia	2.8	May-17	2.6	Sep-17	-0.2
Givrex	Alexandria	12.4	May-17	10.6	Sep-17	-1.8
Steigenberger Dau	Red Sea	5.5	Jul-17	3.9	Sep-17	-1.6
Steigenberger Aqua Magic	Red Sea	7.8	Jul-17	4.7	Sep-17	-3.1
Marib International	Sharquia	10.0	Jul-17	8.5	Sep-17	-1.5

Table G4: Status of PIP implementation, as of End of Year 2

<u>Company (1): Givrex (Food Processing, Alexandria)</u> • <u>No. of Visits:</u> 4 • <u>Gap Analysis:</u> a) flowchart for packing area, b) 5S for packing area, c) study process time for each step in packing area, d) breaking frozen okra better than current method. • <u>Improvement Plan:</u> a) draw packing process flowchart and record number of operators for each step, b) sort process for items inside packing area. • <u>Results:</u> Increased production rate by 52% in packing area.
<u>Company (2): El Horreia (Food Processing, Sharquia)</u> • <u>No. of Visits:</u> 4 • <u>Gap Analysis:</u> a) housekeeping is very poor, not up to standard, b) factory layout is not built to standard—production line equipment not installed in any standard shape (line, U, etc.), is unbalanced, and very crowded. • <u>Improvement Plan:</u> a) study reconfiguration options for chocolate kitchen layout to reduce handling time, b) redistribute workers in packaging area to raise production line performance, c) reconfigure layout of flow-back lines to reduce packaging time. • <u>Results:</u> a) removed and stored unused equipment from “Wafer Hall #3” , b) rearranged reception area of raw materials and final products, c) marinating equipment and cream leakage has been reduced.
<u>Company (3): Steigenberger Al Dau and Aqua Magic Hotels (Tourism, Red Sea)</u> • <u>No. of Visits:</u> 2 • <u>Gap Analysis:</u> a) substantial amounts of broken dishes in back area, b) bad smell of dishes after washing • <u>Improvement Plan:</u> a) create flowchart for dishes moving from front area to back area, b) create flowchart for dish handling in back area, c) analyze each step in the dish-handling process, d) monitor dishwashing machines. • <u>Results:</u> a) reduced number of broken dishes, b) eliminated bad smell of dishes.
<u>Company (4): Afro Egypt/ Sunny Wood (Furniture, Sharquia)</u> • <u>No. of Visits:</u> 1 • <u>Gap Analysis:</u> raw material inventory area requires housekeeping • <u>Improvement Plan:</u> a) remove unnecessary materials, b) organize materials. • <u>Results:</u> a) removed unnecessary materials, b) sorted required materials according to size and type.
<u>Company (5): NatureTex (RMG, Sharquia)</u> • <u>No. of Visits:</u> 2 • <u>Gap Analysis:</u> unbalanced production line • <u>Improvement Plan:</u> a) rearrange sequence of production process, b) redistribute worker tasks, c) improve handling within production lines. • <u>Results:</u> Not reported.
<u>Company (6): Isis Organic (Food Processing, Sharquia)</u> • <u>No. of Visits:</u> 4 • <u>Gap Analysis:</u> local market vegetable plant has poor housekeeping with no separation between raw materials, waste, and packaging materials, and final products are located same place, but without clear identification. • <u>Improvement Plan:</u> a) implement 5S concept in vegetable plant, b) implement 5S concept in herb plant, c) reconfigure layout of the two local-market vegetable production lines, d)

measure time of local market vegetable production lines, redistribute workers to reduce packing time. • <u>Results:</u> Not reported.
Company (7): Naga (RMG, Alexandria) • <u>No. of Visits:</u> 4 • <u>Gap Analysis:</u> a) handling in production line inadequate, b) handling by operators inadequate. • <u>Improvement Plan:</u> a) videotape each process in production line, b) draw “Spaghetti diagram” for production line. • <u>Results:</u> Not reported
Company (8): Marib International (RMG, Sharquia) • <u>No. of Visits:</u> 4 • <u>Gap Analysis:</u> a) lack of knowledge of productivity improvement, b) increasing number of defects in production lines. • <u>Improvement Plan:</u> a) develop awareness plan, b) conduct root cause analysis to determine cause of production line defects; <i>Improvement plan completed but waiting for management approval</i> • <u>Results:</u> N.A
Company (9): Jade Apparel (RMG, Alexandria) • <u>No. of Visits:</u> 1 • <u>Gap Analysis:</u> Under preparation

Table G5: Productivity Enhancement Training

Sector	Dates	Participating Companies	Participation by Gender		
			Males	Females	Total
Food Processing	Jan 16-26, 2017	Givrex	20	8	28
RMG	Jan 18-23, 2017	Elite	2	2	4
Textiles, RMG & Tourism	Apr 30 -May 4, 2017	Jade Textile	15	2	17
		Naga			
		Marseilia Beach			
RMG & Food Processing	Jul 9-13, 2017	Marib International	18	0	18
		El Horreia			
RMG, Food Processing & Furniture	Jul 16-20, 2017	Isis Organic	12	4	16
		Nature Tex			
		Afro Egypt/Sunny Wood			
Tourism	Jul 23-27, 2017	Steigenberger Al Dau	13	3	16
		Steigenberger Aqua Magic			
Tourism	Aug 20-24, 2017	Steigenberger Al Dau	20	1	21
		Steigenberger Aqua Magic			

Table G6: 3R Assessment Reports (as performed by WISE 3R Consultants)

Areas of Assessment (Standard approach adopted for all companies)
<u>Strategy</u> • Does the company have a written strategy? • Is there a clear objective and goal for the company? • Is there a vision/mission statement of what your company wants to accomplish? • Are there clear key values of the business? • Does the company use its values to challenge regularly the culture and behavior of the organization and to inspire everyone to improve continuously?
<u>Recruiting</u> <u>Company</u> • Techniques you use to recruit new employees • Hiring policy • Workforce plan for new hires • Selection techniques used • Internal vacancies offered to existing employees • Job rotation system in the company • Organization chart and job description for all jobs • Training plan for new staff • Job applicants' interview system • Exit interview technique <u>Employees</u> • Employees /workers have a labor contract • Employees have a clear understanding about your job description
<u>Retraining</u> • Training Needs Assessment • Annual Training Plan for each department • Company offer skills-enhancement trainings • Company provides regular trainings based on the needs assessment? • Job grading system in the company • Known career path for all jobs
<u>Retaining</u> <u>Performance management system</u> • Performance management system implemented • Clear key performance indicators (KPIs) • Performance appraisal system • Schemes to increase employees' performance • Employees performance management enable managers to coach employees • Employee satisfaction survey implemented <u>Rewarding system (compensation and benefits)</u> • Compensation system regular review • Pay structure and compensation policy evaluated periodically • Additional allowances (e.g. shift, special post) • Benefits system applied • Overtime system applied • Rewarding schemes based on performance <u>Communication strategy and other benefits</u> • Informal workers' representation in the company • Open-door policy with the employees • Suggestion or complaint boxes • Non-monetary motivational schemes implemented in the company • Effective salary payment system in the company

- Salaries increase system implemented in the company

Turnover

- System to measure the turnover rate
- System to lower the percentage of absenteeism
- Turnover rate

Action Plans (company-specific, as recommended by WISE 3R consultants)

Jade Textiles - RMG

- Communication plan for company's vision and strategy
- System for cascading monthly targets for departments
- Reviewing current criteria, and creating an extensive recruitment and selection policies and procedures, including the required forms.
- Creating a full on-boarding process for new employees.
- Implement competency-based interview; this includes training for HR staff.
- Activate job rotation at workplace.
- Update the current exit interview system.
- Create job description for all positions, especially blue collar, and create communication plan.
- Set criteria for internal recruitment in the company.
- Implement training needs assessment in the company.
- Activate career paths for blue collar workers.

Steigenberger – Two hotels

- Task force is to be trained on how to deliver interactive orientation to staff on Grade 2/3, as well as full team of core administrative staff such as HR and finance (junior to middle management).
- Task force/ HR staff is to be oriented on how to set a SMART definition of the four core values of Steigneberger, and embed it in each staff members' performance evaluation forms (grades 1 to 5).
- Hiring policy should be shared with/mailed to concerned staff members such as HR, finance, supervisors, and middle management. It can be posted on hotel's intranet.
- Adding some job related questions to the hiring form of waiters such as "Do you mind delivering Alcohol?"
- Task force/HR staff is to be oriented on how to apply an effective exit interview, then capture interview data in a report to be accumulated and reported monthly to the HR manager concerned.
- Review induction components of major functions, and extend its content and length according job grade and customer exposure.
- Job description should be explained and handed to each employee upon hiring.
- JD of grade 4 and 5 might need to be translated to Arabic upon required qualifications of each job.
- A statement can be added on the footer that this is not an exclusive list of job duties, and that relevant assignment can be added based on business needs.
- Staff members should sign for receiving, and the copy should be placed in employee's file attached to his/her contract.
- Task force/HR staff is to be oriented on how to relate Training Needs Assessment to employees' job descriptions and hotel's core values versus their actual performance.
- Identified needs should be reported by department heads to the Training and Development director/HR Manager quarterly or semiannually.
- Task force/HR staff is to be oriented on how to set smart and well-defined KPI's on sample key jobs.
- Performance evaluation scale (1 to 5) should be given SMART definition. Task force will be oriented on how to measure qualitative and quantitative performance outputs.
- Task force/HR staff is to be oriented on how to train others on setting SMART and well defined KPIs, as well as how to avoid main problems of performance appraisal.
- Orientation for staff members of grades 1, 2 & 3 (i.e., all supervisors and managers should be included even if they belong to grade 4 or 5) on how to coach, write clear SMART objectives, and avoid performance appraisal problems.
- Ensure that all staff performance evaluation (grades 1-5) forms include:
 - smart KPIs
 - well-defined performance evaluation scale

- o semiannual performance appraisal (June and December every year)
- Phase 2 (Future Plan): Job Specification needs to be included for each job.
- Phase 3 (Future Plan): Based on job descriptions and specification, core and technical competencies need to be drafted.
- Phase 2 (Future Plan): Create career path based on hotels' existing grading structure, then communicate to employees.
- Future Plan: one of the HR staff members of both hotels is to be assigned to distribute an annual satisfaction survey, accumulate/ gather data, and report it to the HR manager concerned.

Givrex – Food Processing

- Working on improving the company's strategy.
- Working on cascading the strategy for all staff.
- Determining how to calculate the turnover rate
- Developing the HR manual and procedures.
- Developing and practices on hiring flow chart (process).
- Training and practices on job descriptions updating for all positions
- Review contracts for all employees with signed signature as copy I received by employees.
- Training and practices on workforce plan must be updated every three months.
- Developing the exit interview and questionnaire practices.
- Practices on orientation program training for new candidates, as food safety or hygiene must be well documented and planned.
- Developing and practices on training needs assessment
- Practices on training plans
- Introduction to soft skills and interpersonal skills trainings
- Training on turnover data gathering and how to analyze
- Training and practices on performance appraisal development
- Compensation system examples and procedures practices
- OT payment must comply with legal law.
- Practices on communications system with employees
- Working hours and shifts must be adapted according to work and season plans, also to comply with law orientation and practices.
- Activate performance appraisal for the company with its criteria
- Implement satisfaction survey.
- Create simple pay grades.
- Create a proposed saving plan.
- Activate individual incentives plans.
- Evaluate supervisory level leadership skills.

Egypt Tailoring - RMG

- Coach the internal task force to build an HR strategic vision, mission and core values that is aligned with the current company strategy.
- **Coach the internal task force to focus on connecting employees with company's vision,** mission and core values, (e.g., tying the company vision to team and individual goals) and reinforce shared values.
- Coach the internal task force to create and implement creative ways to promote and communicate the company strategy more effectively (example: make it visible to everyone).
- Coach the internal task force to create and implement a recruitment and selection policy.
- Coach the internal task force to create and implement internal hiring procedures.
- Coach the internal task force to create and implement exit checklist and exit interview procedure
- Coach the internal task force to create and implement an employee referral program.
- Coach the internal task force to create and Implement a proper induction program.
- Coach the internal task force to incorporate employee learning and development plans into the performance management process.
- Coach the internal task force to create and implement training and development procedures.

- Coach the internal task force to design and implement an employee satisfaction survey (to know what employees like most and least about their company).
- Coach the internal task force to create and implement service recognition programs.
- Coach the internal task force to create and implement an effective PMS to all employees.
- Coach the internal task force to design and implement (appreciation awards / punctuality award/ employee of the month).
- Coach the internal task force to design an HR notice board for blue collar workers, and post any important updates on it.
- Coach the internal task force to build and implement saving schemes or retirement plan to encourage the long service.
- Coach the internal task force to design and implement a good absence management policy to reduce absenteeism
- Coach the internal task force to improve the current pay structure and benefits system as much as possible.

Hilton Hurghada

- Helping them in recruiting new calibers, and having a database in their system with potential candidates to join whenever needed.
- Supporting them with the articulation of Hilton's brand for recruitment requirement.
- Working on tools to identify the personalities and the needs of the newly hired.
- Supporting with the target fulfillment to hire 5%-10% female workers training sessions on how to accept and deal with the new target of female workers.
- Follow up on the turnover rate of all staff members including female workers; to be hired after training.
- Follow up the updates and implementation of HOD KPIs to include staff motivation and gender inclusion; turnover reflection. (Note: The assessment report does not define the HOD KPIs).

Hilton Long Beach

- Revise sourcing strategy, and conduct a brainstorming session on how to reach out to as many sources for workers as possible. No creativity whatsoever in finding recruits.
- Recruiting females to achieve the target of 5-10% increase in female workers. Brainstorm a strategy for obtaining female workers.
- Training HODs on gender issues.
- Designing the recruitment presentation/ package to acquire female talent.
- Training supervisors and HODs on employee motivation and action plan to reduce turnover of workers in Housekeeping, F&B, and Kitchen in particular.
- Training material creation and delivery and follow up (3+3+2) = 8 days
- Revisit KPIs to include female hires and retention.
- Revisit KPIs to tie employee turnover per department to manager KPIs. (No KPIs are defined in the assessment report).
- Revisit all compensation and benefit schemes and tie them to the new needs: gender inclusion and decreasing turnover.

Marseilia Hotel

- Company objectives and mission should be developed.
- Company values need to be revised to enforce employees to change behavior and culture.
- Hiring policy should be revised and developed.
- JDs need to be updated after the company objectives, mission, values & KPIs.
- Employment contract is poorly written with no clear employee/employer rights.
- No training plan only a fixed personal development plan for employees extracted from the performance appraisal system, performance appraisal system should be developed more, then linking the management system to the main company objectives and cascading objectives to individuals.
- Creating job grading system from the scratch.
- After developing the organization structure and the JDs; a clear career path linked to the grading system results.
- Developing a compensation management system with policies and procedures across all level.

- A complete system for employees' complaints and escalation policy for fair treatment.

Jade Apparel

- Company improve to adjust JDs by adding KPIs. Competences for all jobs then to re distribute updated JDs to all workers.
- Company needs to establish TNA system and perform TNA to be used as a main input in processing training plan.
- Company needs to work on job grading system.
- Company needs to identify career paths for all jobs.
- Company needs to identify KPI for all jobs to be used as a main element PMS.
- Company needs to perform employees' satisfaction survey periodically, and analyze result in order to maintain an action plan.

Swiss Textiles – RMG (Note: This action plan is the typical the action plan drawn up for Egypt Tailoring.)

- Coach the internal task force to build an HR strategic vision, mission and core values that is aligned with the current company strategy.
- Coach the internal task force to focus on connecting employees with company's vision, mission and core values (e.g., tying the company vision to team and individual goals) and reinforce shared values.
- Coach the internal task force to create and implement creative ways to promote and communicate the company strategy more effectively (example: make it visible to everyone).
- Coach the internal task force to create and implement a recruitment and selection policy.
- Coach the internal task force to create and implement an internal hiring procedures.
- Coach the internal task force to create and implement an exit checklist and exit interview procedures.
- Coach the internal task force to create and implement an employee referral program.
- Coach the internal task force to create and implement a proper induction program.
- Coach the internal task force to incorporate employee learning and development plans into the performance management process.
- Coach the internal task force to create and implement a training and development procedures.
- Coach the internal task force to design and implement an employee satisfaction survey (to know what employees like most and least about their company).
- Coach the internal task force to create and implement service recognition programs.
- Coach the internal task force to create and implement an effective PMS to all employees.
- Coach the internal task force to design and implement (appreciation awards/ punctuality award/employee of the month).
- Coach the internal task force to improve the current pay structure and benefits system as much as possible.
- Coach the internal task force to ensure overtime is paid according to the labor law.
- Coach the internal task force to design an HR notice board for blue collar and post any important updates on it.
- Coach the internal task force to build and implement saving schemes or retirement plan to encourage the long service.
- Coach the internal task force to design and Implement a good absence management policy to reduce absenteeism.

Naga Homme – RMG

- Working with the HR task force to identify the company's strategy (Setting Vision - Mission - Goals - Values)
- Conducting SWOT analysis
- Identifying strategic objectives, performance management system, reward system guide and job evaluation
- Implement strategic management
- Working with the HR task force on how to conduct job analysis and to formulate job description.
- Recruitment and selection process, manpower plan, competency based interview and exit Interview.
- Working with the HR task force on how to conduct task analysis, job rotation implementation, job rotation monitoring and evaluation, career path, employee's relation, and communication guide.

Notes: (1) Standard structure of the 3R assessment reports (for 10 companies): The purpose is to show that the assessment structure does not include key performance indicators for any of the assessment topics (strategy, recruit, retrain and retain). Exceptions are: (i) calculation of the turnover rate, and (ii) mentioning of KPIs as components of the strategy assessment. However, no specific, relevant results are shown in the assessments or the action plans based on those assessments.

(2) Action plans: These action plans (for the individual companies) are included in the annex for the purpose of showing that – without exception – they are void of any key performance indicators. They are mere recommendations, the fulfillment of which would only show deliverables, should those recommendations be implemented. Even for such outputs/deliverables, no reporting is available. There is a common understanding about the reason underlying the inexistence of such reports, namely, the early stages of implementation, for some companies or the non-initiation of implementation for others.

(3) Recommended KPIs for the 3R companies: The purpose of recommending those KPIs is to help measure, monitor and evaluate results of the 3R interventions, thus, develop estimates of the benefits generated for the companies and ultimately conduct a cost-benefit analysis and calculate ROI.

Table G7: SMART Key Performance Indicators – KPIs
(Recommended by WISE midterm evaluation team for monitoring & measuring progress and results of WISE 3R Intervention)

A. KPIs for Training & Development <u>Training penetration rate:</u> Number of employees completing content areas of training, as a ratio of the total number of employees. <u>Average no. of training hours per employee:</u> Total number of training hours divided by the number of employees. This average can be classified by job family, organizational level, gender <u>Ratio of training hours:</u> Number of total training hours divided by the total of working hours (quarterly and annually). <u>HR budget spent on training:</u> Percentage of Human Resources budget spent on training. <u>Ratio of high-performing employees:</u> Number of employees in the a high- performance band, divided by the total number of employees. This ratio can be classified by job family, organizational level, tenure, gender <u>Training ROI (%):</u> % or level of increase (e.g., on a 3- or 5-point scale) in knowledge or capability assessed, measured on the bases of pre- and post-training tests	A. Recruitment & Retention <u>New-hire retention:</u> Percentage of new- hire retention after a certain period (e.g. 6-12 months). This is considered an opposite KPI of the turnover rate. It is useful for the focus on the new hires. <u>Job satisfaction index:</u> Satisfaction score of employees’ satisfaction, measured through periodic surveys. Most commonly covered aspects are: i) communication with managers, ii) cooperation with colleagues, iii) working conditions, iv) long-term career opportunities, and v) salary and benefits. <u>Employee-engagement index:</u> Percentage of employees “Engaged”, as concluded through a workforce engagement survey. This differs from employee “satisfaction.” An employee may be satisfied, (i.e., perceived to be treated well), but not aligned with the goals/values of the organization. <u>Human-capital value added:</u> $\text{Revenue} - (\text{operating expense} - ([\text{compensation cost} + \text{benefits cost}]) / \text{total number of employees (full-time equivalent-FTE)})$

Table G8: Examples of Key Performance Indicators (KPIs), expressed in terms of Cost Coefficients

Cost coefficient KPIs for measuring effectiveness of the 3R interventions

Indicators under this category focus on the intervention outcomes. The following examples are related to the 3R intervention. Corresponding indicators for the PIP intervention are not standardized so, due to the heterogeneity of the problems addressed in the individual companies.

A. Cost per one-percentage-point reduction in turnover

3R assessments have included detailed calculations of employees turnover cost. So, what's required is to:

- i) monitor progress of turnover rates in the individual companies;
- ii) calculate the associated cost (based on the cost parameters already calculated in the 3R assessment reports) and
- iii) derive the cost per one-percentage point reduction in employees' turnover.

B. Cost per one-point score difference of training tests results

Following are the steps involved:

- i) Pre- and post-tests of the training courses(s) are assessed (on a 5-point Likert scale). Such tests are presumed to be measuring trainees' knowledge, skills and attitudes (KSA), as related to the topic/competence of training.
- ii) Differences in scores are calculated, per employee(s) and training course(s).
- iii) Cost coefficient of per one-point score difference is calculated by dividing the average cost per trainee/course by the number of score-point difference.
- iv) Recurrent application of this exercise to all courses under the 3R intervention would reveal improvement, or otherwise, of the training activities effectiveness.

C. Cost per one-point score difference of job satisfaction

Several 3R assessment reports recommend implementation of job-satisfaction surveys. Findings of such surveys are presumed to be reflecting results of the 3R interventions. So, it's recommended that, throughout the remaining period of WISE activity, two rounds of job satisfaction surveys be conducted for each of the participating companies. The difference in the score of satisfaction, as revealed by the respective survey rounds could be associated with the cost (incurred by WISE) in the Recruiting and Retraining components of the company-specific 3R intervention (costs of 3R consultants in for consulting, training and coaching to the company taskforces and management).

D. Cost per one-point score difference of employee engagement

The same concept and rationale of the KPI © above applies here. The exception is that employee engagement measure is recommended by the mid-term evaluation team, as a tool complementing the job satisfaction survey.

Cost coefficient KPIs for measuring efficiency of the 3R interventions

- Indicators under this category focus on the intervention outputs. The following examples are related to both the 3R and PIP interventions.
- The underlying concept is calculation of unit cost of all activities performed then, monitoring and assessing the progress of those unit costs.
- The purpose of calculating those costs is to develop benchmarks for assessing efficiency of the expenditure. Benchmarks can be cross-sectional (i.e., cross-company) or time-based.
- Calculation of these KPIs does not require additional cost calculation burden. It's presumed that aggregate cost figures are summations of disaggregated ones. Also, given the fact that all costs are incurred by WISE activity, the derivation of those figures would not be problematic.
- Examples of the efficiency-related KPIs include:
 - o Cost per training course.
 - o Cost per trainee.
 - o Cost per new hire (baselines are included in the 3R assessment reports).
 - o Cost per firm assisted, broken down into:
 - Consultants costs
 - Other costs

0	Cost per firm assisted, classified by size (number of employees), sector of activity and governorate.

Table G9: WISE PIP Assessments (as performed and reported on by WISE PIP experts)

Company-level Assessment Findings & Recommendations	
<i>N.B. The midterm evaluation team had access to only four detailed PIP assessment reports. Assessments of additional six companies are still being prepared.</i>	
Steigenberger Hotel	
A. <u>Findings/problems</u>	• The dishes were not organized • The water was dropping on the floor • Dishwasher detergents portions were not used properly • Long working hours (up to 15 H) • No clear stewards' roles and responsibilities • Low motivation • Usage of dirty towels • No stainless steel squares for soaking • Service employees are not walking on the right route • Different dishes sizes are not organized well on the trolley & tray
B. <u>Recommendations</u>	• Implementing 5S concept (Sorting) • Drying the Floor • Wearing safety boots • Conducting a training courses to stewards to enhance their skills • Assigning clear roles & responsibilities • Developing incentives plan • Purchasing new towels & tools • Training steward to use the best route and organize trolley • Putting tags and marks on the counter for different dishes sizes
C. <u>WISE Conclusion</u>	By applying WISE's PIP, taskforce team solved the problem of bad dishes smell and they do not have any guest complains regarding this problem. The management team has sent a "thank you" e-mail to WISE project for such an achievement.
Naga Homme – RMG	
A. <u>Findings/problems</u>	A.1 <i>Production Line</i> • Inventory waste • Waiting time • Non-value added activities • Ability to handle problems A.2 <i>Maintenance Department</i> • Worker chairs is not comfortable • Machine attachments • Unused tables
B. <u>Recommendations</u>	B.1 <i>Production Line</i> • Time & motion study • Line balancing • 5S implementation B.2 <i>Maintenance Department</i> • Purchasing new chairs • Purchasing machine for shelves
C. <u>WISE Conclusions</u>	• The new design of the production line providing space in the production hall facilitated the sequence of the production steps. • The new layout decreased the handling time and motion between machines. • The calculated time measured (actual time) was less than the estimated time calculated by the planning department.

- Top management agreed on project recommendation and it will be done according to the priorities and the cost.
- Top management agreed on project recommendation given to the planning department to recalculate the estimated time.

Jade Apparel

A. Findings/problems

A.1 *Packing area*

- Unorganized packing area
- Time of packing per box

A.2 *Production line*

- Unnecessary movement
- Excess of production time

A.3 *Training department*

- Few skilled/trained labor
- No skill test after training

B. Recommendations

B.1 *Packing area*

- 5S implementation

B.2 *Production line*

- Time & Motion study

B.3 *Training department*

- Design a training course
- Design a training test

C. WISE conclusion

As an example in one process which is the sleeve bending, the actual time is less by 140% from the target time and the target percentage of the production.

Comment by WISE midterm evaluation team:

- o The first part of above statement is not logical. Logically, maximum time decrease would be 100%, i.e., reaching 0 time. What's the meaning of 140% decrease? Can time be negative?!
- o The second part of the above statement '....and the target percentage of the production' is not clear.

Givrex – Food Processing

A. Findings/problems

A.1 *Packing area*

- Unused material and equipment
- Layout for the packing area
- welding machines BDs

A.2 *Abies plant*

- Some issues in Quality

A.3 *Maintenance workshop*

- *There is no real maintenance activity*

B. Recommendations

B.1 *Packing area*

- Start implementing 5S concept (Sorting)
- Draw a layout chart to measure the productivity
- Measure the BD times and frequency.
- Provide a spare m/c beside the packing lines to recover any sudden BD and not affecting the productivity.

B.2 *Abies plant*

- Prepare an action plan for Quality strategy not only QMS.

B.3 *Maintenance workshop*

- Assign responsible for Maintenance.

- Prepare an action plan for establishing Maintenance Management System to enhance the machines' productivity.

C. WISE Conclusion

Based on the assessment findings of the packing area, the following tasks were assigned to the taskforce team:

- Drawing the packing process flow chart.
- Writing down the number of operator for each step.
- Sorting process for the items inside the packing hall.
- Generating ideas to be studied.
- Rearranging the layout of the packing tables.
- Generating new ways for breaking the frozen products better than the current way.

Notes: (1) The purpose of doing the company-level PIP assessments is to show that they were void of any KPIs or objectives that can be measured or monitored. Moreover, the assessments include results of the interventions, a matter implying that the PIP intervention was a one-time completed activity, with results reported (i.e., no further follow up or measurement of results is deemed necessary). Comments by the evaluation team on these assessments are trifold, namely, (i) the limited scope of the productivity aspects addressed, (ii) the limited focus on the capacity-building of the companies' taskforces, a matter which contradicts with the sustainability issue of the PIP intervention, and (iii) the inevitable result of the first two, being the very narrow selection of the productivity improvement tools recommended for the companies.

(2) Recommended tools for assessing PIP intervention are selected from the core pool of tools, which is the lean manufacturing tool package. The purpose is to recommend usage of more than the limited two to three lean manufacturing tools recommended and used by the PIP experts. A full list/menu of the lean manufacturing (25 tools) is recommended to be used the PIP experts, as appropriate for each company's needs, in the course of the capacity-building or consulting services. The aim is to permit the measuring and monitoring of the intervention's outputs and outcomes, to ensure sustainability of the program, as well as to enable evaluators to conduct CBA and calculate ROI.

Table G10: Recommended Lean-Manufacturing Tools for Monitoring and Measuring Progress of WISE PIP Interventions

1. 5S

- Approach: Organize the work area:
 - o Sort (eliminate that which is not needed)
 - o Set In Order (organize remaining items)
 - o Shine (clean and inspect work area)
 - o Standardize (write standards for above)
 - o Sustain (regularly apply the standards)
- Benefit: Eliminates waste that results from a poorly organized work area (e.g. wasting time looking for a tool).

2. Andon

- Approach: Visual feedback system for the plant floor that indicates production status, alerts when assistance is needed, and empowers operators to stop the production process.
- Benefit: Acts as a real-time communication tool for the plant floor that brings immediate attention to problems as they occur – so they can be instantly addressed.

3. Bottleneck Analysis

- Approach: Identifies which part of the manufacturing process limits the overall throughput and improve the performance of that part of the process.
- Benefit: Improves throughput by strengthening the weakest link in the manufacturing process.

4. Continuous Flow

- Approach: Manufacturing where work-in-process smoothly flows through production with minimal (or no) buffers between steps of the manufacturing process.
- Benefit: Eliminates many forms of waste (e.g. inventory, waiting time, and transport).

5. Gemba (The Real Place)

- Approach: A philosophy that reminds managers to get out of our offices and spend time on the plant floor – the place where real action occurs.
- Benefit: Promotes a deep and thorough understanding of real-world manufacturing issues – by first-hand observation and by talking with plant floor employees.

6. Heijunka (Level Scheduling)

- Approach: A form of production scheduling that purposely manufactures in much smaller batches by sequencing (mixing) product variants within the same process.
- Benefit: Reduces lead times (since each product or variant is manufactured more frequently) and inventory (since batches are smaller).

7. Hoshin Kanri (Policy Deployment)

- Approach: Align the goals of the company (Strategy), with the plans of middle management (Tactics) and the work performed on the plant floor (Action).

- Benefit: Ensures that progress towards strategic goals is consistent and thorough – eliminating the waste that comes from poor communication and inconsistent direction.
- 8. Jidoka (Autonomation)**
- Approach: Design equipment to partially automate the manufacturing process (partial automation is typically much less expensive than full automation) and to automatically stop when defects are detected.
 - Benefit: After Jidoka, workers can frequently monitor multiple stations (reducing labor costs) and many quality issues can be detected immediately (improving quality).
- 9. Just-In-Time (JIT)**
- Approach: Pull parts through production based on customer demand instead of pushing parts through production based on projected demand. Relies on many lean tools, such as: Continuous Flow, Heijunka, Kanban, Standardized Work and Takt Time.
 - Benefit: Highly effective in reducing inventory levels. Improves cash flow and reduces space requirements.
- 10. Kaizen (Continuous Improvement)**
- Approach: A strategy where employees work together proactively to achieve regular, incremental improvements in the manufacturing process.
 - Benefit: Combines the collective talents of a company to create an engine for continually eliminating waste from manufacturing processes.
- 11. Kanban (Pull System)**
- Approach: A method of regulating the flow of goods both within the factory and with outside suppliers and customers. Based on automatic replenishment through signal cards that indicate when more goods are needed.
 - Benefit: Eliminates waste from inventory and overproduction. Can eliminate the need for physical inventories (instead relying on signal cards to indicate when more goods need to be ordered).
- 12. KPIs (Key Performance Indicators)**
- Approach: Metrics designed to track and encourage progress towards critical goals of the organization. Strongly promoted KPIs can be extremely powerful drivers of behavior – so it is important to carefully select KPIs that will drive desired behavior.
 - The best manufacturing KPIs:
 - o Are aligned with top-level strategic goals (thus helping to achieve those goals)
 - o Are effective at exposing and quantifying waste (overall equipment effectiveness - OEE is a good example)
 - o Are readily influenced by plant floor employees (so they can drive results)
- 13. Muda (Waste)**
- Approach: Locating anything in the manufacturing process that does not add value from the customer's perspective.
 - Benefit: The elimination of muda (waste) is the primary focus of lean manufacturing.

14. Overall Equipment Effectiveness (OEE)

- Approach: Framework for measuring productivity loss for a given manufacturing process. Three categories of loss are tracked:
 - o Availability (e.g. down time)
 - o Performance (e.g. slow cycles)
 - o Quality (e.g. rejects)
- Benefit: Provides a benchmark/baseline and a means to track progress in eliminating waste from a manufacturing process. 100% OEE means perfect production (manufacturing only good parts, as fast as possible, with no down time).

15. PDCA (Plan, Do, Check, Act)

- Approach: An iterative methodology for implementing improvements:
 - o Plan (establish plan and expected results)
 - o Do (implement plan)
 - o Check (verify expected results achieved)
 - o Act (review and assess; do it again)
- Benefit: Applies a scientific approach to making improvements:
 - o Plan (develop a hypothesis)
 - o Do (run experiment)
 - o Check (evaluate results)
 - o Act (refine experiment; try again)

16. Poka-Yoke (Error Proofing)

- Approach: Design error detection and prevention into production processes with the goal of achieving zero defects.
- Benefit: Find all defects through inspection, and correcting defects typically gets significantly more expensive at each stage of production.

17. Root Cause Analysis

- Approach: A problem solving methodology that focuses on resolving the underlying problem instead of applying quick fixes that only treat immediate symptoms of the problem. A common approach is to ask why five times – each time moving a step closer to discovering the true underlying problem.
- Benefit: Helps to ensure that a problem is truly eliminated by applying corrective action to the “root cause” of the problem.

18. Single-Minute Exchange of Dies (SMED)

- Approach: Adoption of techniques including:
 - o Convert setup steps to be external (performed while the process is running)
 - o Simplify internal setup (e.g. replace bolts with knobs and levers)
 - o Eliminate non-essential operations
 - o Create Standardized Work instructions
- Benefit: Enables manufacturing in smaller lots, reduces inventory, and improves customer responsiveness.

19. Six Big Losses

- Approach: Six categories of productivity loss that are almost universally experienced in manufacturing:
 - o Breakdowns
 - o Setup/Adjustments
 - o Small Stops

- o Reduced Speed
 - o Startup Rejects
 - o Production Rejects
- Benefit: Provides a framework for attacking the most common causes of waste in manufacturing.
- 20. SMART Goals**
 - Approach: Goals that are: Specific, Measurable, Attainable, Relevant, and Time-Specific.
 - Benefit: Helps to ensure that goals are effective.
- 21. Standardized Work**
 - Approach: Documented procedures for manufacturing that capture best practices (including the time to complete each task). Must be “living” documentation that is easy to change.
 - Benefit: Eliminates waste by consistently applying best practices. Forms a baseline for future improvement activities.
- 22. Takt Time**
 - Approach: The pace of production (e.g. manufacturing one piece every 34 seconds) that aligns production with customer demand. Calculated as Planned Production Time/Customer Demand.
 - Benefit: Provides a simple, consistent and intuitive method of pacing production. Is easily extended to provide an efficiency goal for the plant floor (Actual Pieces/Target Pieces).
- 23. Total Productive Maintenance (TPM)**
 - Approach: A holistic approach to maintenance that focuses on proactive and preventative maintenance to maximize the operational time of equipment. TPM blurs the distinction between maintenance and production by placing a strong emphasis on empowering operators to help maintain their equipment.
 - Benefit: Creates a shared responsibility for equipment that encourages greater involvement by plant floor workers. In the right environment this can be very effective in improving productivity (increasing up time, reducing cycle times, and eliminating defects).
- 24. Value Stream Mapping**
 - Approach: A tool used to visually map the flow of production. Shows the current and future state of processes in a way that highlights opportunities for improvement.
 - Benefit: Exposes waste in the current processes and provides a roadmap for improvement through the future state.
- 25. Visual Factory**
 - Approach: Visual indicators, displays and controls used throughout manufacturing plants to improve communication of information.
 - Benefit: Makes the state and condition of manufacturing processes easily accessible and very clear – to everyone.

Part H: Unemployment Statistics

Figure H.1: Egypt's Unemployment Rates, January 2015-July 2017



Source: TradingEconomics.com, CAMPAS. Viewed January 16, 2018 <https://tradingeconomics.com/egypt/unemployment-rate>

Figure H.2: Egypt's Unemployment Numbers, January 2015-July 2017



Source: TradingEconomics.com, CAMPAS. Viewed January 16, 2018 <https://tradingeconomics.com/egypt/unemployment-rate>

Table H.3: Unemployment Rates, 1993-2017

Egypt Unemployment Rate						
In Egypt, the unemployment rate measures the number of people actively looking for a job as a percentage of the labour force. This page provides - Egypt Unemployment Rate - actual values, historical data, forecast, chart, statistics, economic calendar and news. Egypt Unemployment Rate - actual data, historical chart and calendar of releases - was last updated on January of 2018.						
Actual	Previous	Highest	Lowest	Dates	Unit	Frequency
11.90	11.98	13.40	8.10	1993 - 2017	percent	Quarterly

Source: TradingEconomics.com, CAMPAS. Viewed January 16, 2018 <https://tradingeconomics.com/egypt/unemployment-rate>

Table H.4: Labor Information, 1993-2017

Egypt Labour	Last	Previous	Highest	Lowest	Unit
Unemployment Rate	11.90	11.98	13.40	8.10	percent
Unemployed Persons	3513.00	3496.00	3695.00	2022.00	Thousand
Minimum Wages	1200.00	1200.00	1200.00	700.00	EGP/Month
Population	92.80	90.10	92.80	27.90	Million
Wages High Skilled	3500.00	1700.00	3500.00	1700.00	EGP/Month
Wages Low Skilled	2160.00	1270.00	2160.00	1270.00	EGP/Month
Living Wage Family	2580.00	2370.00	2580.00	2300.00	EGP/Month
Living Wage Individual	1110.00	970.00	1110.00	890.00	EGP/Month
Employed Persons	25959.00	25687.00	25959.00	18284.00	Thousand

Part I: WISE Outputs and Deliverables

Table I.I: WISE Activity - Achieved vs. Planned Outputs & Deliverables (Years 1 & 2)

Outputs & Deliverables	Planned for Years 1 & 2	Achieved in Years 1 & 2	% Achieved
Result A: Upgraded technical secondary education to meet the needs of the market in selected governorates and sectors			
RA.1: Schools' capacity improved to provide students with technical, practical, entrepreneurial, innovation and soft skills needed by the market to enhance their employability			
Schools receiving support – via establishment of SUTEs - through WISE	60	60	100
Teachers trained to operate SUTEs	600	464	77
Innovation clubs established	10	10	100
Seed funding for Prototyping innovations	15	0	0
Innovation competition	1	1	100
Entrepreneurship competitions at schools and governorates	1	1	100
Handbook for connecting individuals to funding opportunities	1	1	100
Work based learning model and evaluation report	1	1	100
Institutionalized LUTEs in 10 governorates	10	11	110
LUTEs supported to roll out SUTE model	20	17	85
Strategic Planning for SUTE model implementation	1	1	100
Delivery of IT equipment to SUTES and LUTES	72	0	0
Average % Achieved (RA.1)			81
RA.2.: Curricula developed and implemented that meet international standards and address market needs			
Curricula for 2 new specialties	2	2	100
Implementation of entrepreneurship curricula in 20 schools	10	60	600
Average % Achieved (RA.2)			350
RA.3: Quality of education enhanced through quality control and assurance system benchmarked to international best practices			
Training for core team of Assessors	100	168	168
RA.4: School governance and management improved			
Off-shore training for school management/ senior officials	20	15	75
Basic OSH materials	1	1	100
Average % Achieved (RA.4)			88
Average % Achieved (Result A)			172
Result B: Improved skills and productivity of the workforce in selected sectors and governorates			
RB.1: Labor skills, productivity and HR management problems faced by private firms and major policy constraints contributing to restrictive labor regulations analyzed and understood			
Labor Market Analysis Report	1	1	100
RB.2.: Technical, practical and soft skills of selected job seekers upgraded and those job seekers linked to the private sector for employment			

Design document and work plan of Ebdaa Rehletak	1	1	100
Communication strategy of Ebdaa Rehletak	1	1	100
Partnership with Federation of Investors Association (NCHRD)	1	1	100
Number of Ebdaa Rehletak units established	15	12	80
Companies engaged in WISE interventions	50	44	88
Trained personnel within Ebdaa Rehletak units	60	58	97
In-company mentors trained on using TAR Tool	50	81	162
Alexandria-focused labor market assessment and a business plan for VTEC	1	1	100
Capacity building plans and implementation for VTEC	1	1	100
Average % Achieved (RB.2)			103
RB.3: Productivity of the existing labor force improved			
Productivity assessments and improvement plans for selected companies	25	4	16
RB.4: Firms better able to recruit, retrain and retain their staff			
3R Implementation guide/ approach	1	1	100
Institutional setup for 3Rs Unit within partner organization	1	1	100
3R local experts selected and trained	50	34	68
Assessment of HR functions in companies	15	19	127
Average % Achieved (RB.4)			99
Average % Achieved (Result B)			79

Outputs and Deliverables for Result C : Improved labor market efficiency environment			
RC.1: Policy issues and other challenges that prohibit efficient labor market dynamics are identified and interventions for improvements are proposed			
Labor market study with focus on policy issues: stakeholders map; key policy challenges; Recommendations	2	2	100
RC.2.: Selected NGOs/associations are assisted in developing strategies to advocate for policy reforms related to labor market efficiency			
Institutional setup for Policy Advocacy Unit including: structure and JDs; operational plans; sustainability measures	1	0	0
Policy Advisory Group model including: scope; selection criteria for member associations; operational guidelines	1	0	0
Policy advocacy strategy and implementation plan with defined role of PAU in the strategy implementation	1	0	0
Average % Achieved (RC.2)			0
RC.3: Stakeholders at the governorate level are supported in addressing identified challenges to labor market efficiency			
EPC model including design document, members definition and governance setup, and Central Unit for Economic Growth and Employment	1	1	100
EPCs established in selected governorates	5	0	0
Minutes of meetings of EPCs	10	0	0
Study tour report	1	1	100

Average % Achieved (RC.3)	50
Average % Achieved (Result C)	50
Average % Achieved (Total WISE Intervention)	100

ANNEX III: EVALUATION METHODS AND LIMITATIONS

The evaluation team used a mixed methods approach for answering the midterm performance evaluation questions. The use of mixed methods enables triangulation of qualitative and quantitative data of the subject under study, thereby strengthening the validity, reliability, and integrity of the observed findings. By mixing both quantitative and qualitative results, the evaluator offsets weaknesses inherent in using a singular approach.

The evaluation team conducted a desk review of all project-related qualitative and quantitative materials as identified in the scope of work, additional cost benefit TVET-related technical references gathered from a review of the literature, and additional materials made available by collaborating organizations in the course of field work. Refer to Annex VIII for a list of bibliographic references.

Content analysis, summarized in tally sheets, was used to quantify qualitative data. Recurring themes, supplemented by outlier themes, were identified, tabulated, and analyzed. Quantitative and qualitative findings were triangulated/integrated to cross-validate the findings. The evaluation team systematically met after site visits to consolidate findings, confer on lessons learned, and ensure that the quality of the data met USAID standards as per the agency's Evaluation Policy of January 2011 (updated October 2016).

Data were collected in five governorates (Alexandria, Ismailia, Port Said, Red Sea, and Aswan) from December 2 through December 20, and supplemental telephone interviews were held on December 24, 26, and 27, 2017 in order to mitigate emerging risks associated with low response rates.

Quantitative Data Sources

The evaluation team used five paper and pencil surveys for collecting primary quantitative data. These were derived from a purposive sample of beneficiaries and service providers, which resulted in the following sample sizes:

6. A sample of students currently enrolled in grades 1, 2, and 4 (n=712) from 12 technical schools (4th grade is available only in the 5-year schools).⁵
7. Available SUTE officers/teachers from the 12 technical schools (n=138).
8. Non SUTE teachers from the 12 technical schools (n=259).
The first three surveys were conducted face-to-face with the participants.
9. Graduates and individuals from the surrounding community (n=63), who were employed through SUTE. A subset filled out the questionnaire face-to-face, and some were interviewed by phone.
10. Job seekers (n=28) who approached SUTE for a job, but who were not yet hired through SUTE. This whole sample was interviewed by phone.

Sample Selection

A purposive school sample selection was conducted in two stages. The first stage was a non-random selection of 12 WISE-assisted technical schools from a candidate pool of 32 Phase I schools (equivalent to 37.5%). Six schools were excluded from selection due to either (a) unnecessarily high-risk security/safety considerations (Qantara Sharq Industrial Secondary School in Ismailia), (b) certain schools (El Batoul Technical School in Port Said and Gamal Abdel Nasser Technical Secondary School in Port

⁵ In the Egyptian educational system, graduating from a five-year technical school is equivalent to a two year higher educational degree.

Said) did not receive full support until project implementation Year 2 (November 2016 - January 2017) and (c) technical training programs in renewable energy and/or logistics were in the initial stages of roll-out (Alexandria Advanced Technical School in Alexandria, Heavy Equipment Technical School in Ismailia and Mohamed Saleh Harb Advanced Technical School in Aswan). Notwithstanding, the number of schools selected from a given governorate was directly proportionate to the geographic distribution of the remaining 26 WISE-assisted Phase I technical schools. However, a minimum of two schools were selected from each governorate. (Refer to Table III.1 for a list of schools disaggregated by gender and governorate).

Table III.1: Schools' Geographic and Gender Distribution in the Population and Selected Sample

Schools' Characteristics		Total WISE Phase I Technical Schools	Schools Selected
Students' Gender	Boys Only	13	5
	Girls Only	8	4
	Mixed	11	3
Location	Alexandria	10	3
	Ismailia	8	3
	Port Said*	7	2
	Red Sea	4	2
	Aswan	3	2

*Port Said Advanced Technical Schools were reported as mixed in WISE Y2Q3 report, but during the field visit, it was found to be a boys-only school.

The second stage of sampling targeted (a) currently enrolled students in each selected school, (b) SUTE officers within each selected school, and (c) teachers who are not in the SUTE unit (non-SUTE teachers) within each selected school. Although the entire population of SUTE officers was targeted, only 30 students from each of the grades 1, 2, and 4 (where applicable) were targeted. A sample of 30 non-SUTE teachers from each school was targeted.

A non-probabilistic purposive sample was used to select the students' and non-SUTE teacher samples. To the extent possible, enumerators sought to achieve gender balance. Table III.2 shows the samples as a percentage of the targeted populations.

Table III.2: Population and Achieved Sample Sizes of Targeted Groups in the Evaluation

Cohort	Achieved Sample Size	Sample as Percentage of Targeted Population	Targeted Stakeholders/ Beneficiaries
Phase I Wise-Assisted Schools	12	37.5	12 of 32
SUTE Teacher/Officers	138	96	144 (estimated average of 12 per school)
Non-SUTE Teachers	259	72	360 (30 from each school visited)
Currently Enrolled Students	712	66	1,080 30 from each of Grades 1, 2 and 4 per school visited
Employed Graduates	63	N/A	Not applicable

			(14 telephone interviewees)
Job-Seeking Graduates	28	N/A	Not applicable (28 telephone interviewees)
Result B Firms	9	82	9 of 11

Sampling from the graduates was more complicated, as there was no contact data available for graduates prior to the start of the field work. Therefore, the team targeted employed graduates while visiting firms. As for graduate job seekers, sampling depended heavily on coordinating and networking in the field itself, which failed to locate a pool of qualified candidates.

Data Collection

In-person surveys were conducted during field visits from December 2 to December 20. Owing to the difficulties in accessing graduate job seekers, and the few number of employed graduate questionnaires received in the field, lists of graduates' contacts were requested of and provided by SUTEs and LUTEs during the field visits.

The lists included graduate job seekers who applied for SUTEs while searching for jobs, and employed graduates by SUTEs in factories/companies.

From the lists provided by the SUTEs and LUTEs, a total sample of 96 graduates (42 job seekers and 54 employed graduates) was randomly selected. Although the lists did not include the entire population of employed graduates, nor the job seekers who approached SUTE for a job, a systematic random sample was used in selecting the names to be called by phone. This is shown in Table III.3.

Table III.3: Graduates' Phone Survey's Response Rates Based on Achieved and Targeted Sample Size, by Governorate

Governorate	Selected Sample		Total	Actual Response		Total
	Job Seekers	Employed Graduates		Job Seekers	Employed Graduates	
Alexandria	21(*)	14	35	9	4	13
Aswan	21(φ)	15	36	13	6	19
Ismailia	--	19(α)	19	---	2	2
Red Sea	---	6(β)	6	----	2	2
Total	42	54	96	22	14	36

Notes: (*) The selected sample represented three main schools in Alexandria, and was distributed evenly across them. The three schools are Mohamed Aly El Zokhratia; Roshdy Industrial School for Girls; and Al Wardian Industrial School for Girls.

(φ) The list of names and contact details in Aswan was provided by the LUTE.

(α) Among the selected sample of employed graduates in Ismailia (19), four were provided by SUTE in the Hotel and Tourism School in Ismailia, and 15 were provided by the Swiss Garments Co.

(β) List of Employed Graduates in the Red Sea was provided through the LUTE.

Seven observations were selected from each list provided by schools. The names from each school were numbered and listed. In order to have seven observations, an interval was computed and a random number generated by STATA software based on the interval (for example r). Next, each individual ranked r+7 was selected in the sample. All names were selected if the list contained seven or fewer individuals.

The response rate from the phone calls was 52.4% for job seekers, and 26% for employed graduates. Non-response reasons varied according to the following — no answer, unavailable cellular number, and inaccurate names.

Limitations Encountered

With regard to sampling, a general limitation was reliance on a non-probabilistic purposive sample which does not permit the use of in-depth statistical inferential analysis. In addition, there was a possible selection bias associated with interviewed individuals being provided by SUTE coordinators. Limitations associated with the data collection stage include:

1. A lack of reading and writing proficiency among TVET students required enumerators to read the questions one by one.
2. Some of the schools had only a small number of students. Hence, the target number of enrolled students could not be achieved.⁶ (Refer to Table III.4)
3. Select field visits coincided with exam week in one of the schools which likely limited the participation of some students and teachers.
4. Collecting data from employed graduates was problematic; for example, two of the firms visited refused to allow their employees to leave the production line to be interviewed and in four of the workplaces visited, reported hired graduates already left their jobs.
5. Potential response bias among employed TVET school graduates who were required to complete the survey in the presence of a supervisor during the workplace site visit.
6. Two schools were replaced in the original purposive sample due to 1) the renovation of school facilities (SIMPLE replaced the mixed gender RMG, textile and furniture Borg Elarab Technical School in Alexandria with the all-boys RMG and furniture Mohamed Ali Decorative and Architectural Technical School in Alexandria); and 2) the early start of school mid-term exams (SIMPLE replaced the all-boys food processing El Ras El Swoda Technical School in Alexandria with the all-girls RMG Rowshdy Technical School in Alexandria).
7. The lack of a reliable TVET graduate registration system which resulted in difficulty in locating job-seeking and/or employed graduates.

Table III.4: Currently Enrolled Students' Response Rates Based on Achieved and Targeted Sample Size, by Governorate and School

Governorate	School's Name	Achieved Sample Size	Targeted Sample Size*	Response Rate %
Alexandria	Mohamed Ali Decorative and Architectural Technical School	60	60	100.0
	Rowshdy Industrial School, Girls	63	60	105.0
	El Wardian Industrial (Technical) School, Girls	61	60	101.7
Ismailia	Ismailia Advanced Hotel & Tourism School, Mixed	53	60	88.3
	Fayed Industrial (Technical) School, Boys	59	60	98.3

⁶ El Qussier Advanced Technical Hotels Schools in Red Sea, and Maritime Industrial School in Port Said are small schools and had the lowest response rates.

	Abo Atwa Technical School, Girls	60	60	100.0
Port Said	Port Foad (Port Said) Advanced Technical School, Boys	91	90	101.1
	Maritime Industrial School, Boys	30	60	50.0
Red Sea	Hurghada Industrial School, Boys	48	60	80.0
	El Qussier Advanced Technical Hotels Schools, Mixed	34	90	37.8
Aswan	Aswan advanced technical hotels school(5 years), Mixed	90	90	100.0
	Martyr Mohamed Mohsen Industrial School, Girls	63	60	105.0
Total		712	1080	65.9

* 60 students were expected from three-year schools, and 90 from five-year schools.

Data Coding

With the exception of open-ended questions, questionnaires were designed to be pre-coded. Due to the relatively small number of observations (n=138) in the SUTE officers' dataset, open-ended questions investigating the problems that SUTE officers' face regarding teacher training and entrepreneurship programs of study were post-coded following data entry by the senior statistician.

Data Entry and Data Cleaning

Data collection took place in the field from December 3 through December 20, 2017. Data entry began after the first week of data collection and ended one week following data collection. Due to time concerns in reviewing and double entering the questionnaires, the following steps were taken to ensure the quality of the data:

1. Double data entry was used on all paper and pencil surveys; i.e., each questionnaire was individually entered by two different data entry personnel and files were compared to ensure that both files matched. Mismatched files were verified against the hard-copy questionnaire to ensure correctness and completeness.
2. Ten percent of the completed questionnaires collected after the first week of data collection were randomly selected and back-checked against hard-copy questionnaires.
3. All employed graduates or job seeking graduates unfamiliar with SUTEs and/or LUTEs were eliminated from the data set as an unqualified respondent.

Software Used

Both SPSS 20 and STATA 13 statistical software packages were used to clean and analyze the data.

Data Anonymization

In order to minimize possible response bias, questionnaires did not require recording respondent names. Phone numbers were requested from SUTE officers and of Non-SUTE teachers to resolve any shortcomings that might appear in the collected data so as to ensure a high response rate. However, telephone numbers were not recorded in order to ensure the anonymity (removal of personally identifiable information) within the dataset.

Data Analysis (Across Data Sources)

Descriptive analyses were conducted on all primary quantitative datasets for generating frequency tables and cross tabulations disaggregating data by gender and grade.

ANNEX IV: DATA COLLECTION INSTRUMENTS

Following is the full text (translated into English) of surveys, interview protocols, and discussion protocols used by the evaluation team during data collection. These instruments are listed below.

Paper and Pencil Questionnaires	
Tool 1	Currently Enrolled/Graduated Students Paper and Pencil Questionnaire
Tool 2A	Graduated Students Working in the Firms Paper and Pencil Questionnaire
Tool 2B	Graduated Students in SUTE Paper and Pencil Questionnaire
Tool 3A	School Unit for Transition to Employment (SUTE) Officers Paper and Pencil Questionnaire
Tool 3B	School Teachers Paper and Pencil Questionnaire
Key Informant Interview Protocols	
Tool 4A	Protocol for Key Informant Interview of Ministry of Education and Technical Education (MoETE)
Tool 4B	Protocol for Key Informant Interview Technical Education Directorates (at the Governorate Level) and Ministry of Local Development (MoLD)
Tool 4C	Protocol for Key Informant Interview of Ministry of Trade and Industry (MoTI)
Tool 4D	Protocol for Key Informant Interview of National Authority for Quality Assurance and Accreditation Education (NAQAAE)
Tool 4E	Protocol for Key Informant Interview of Central Unit for Transition to Employment (CUTE)
Tool 5	Protocol for Key Informant Interview of Egyptian National Competitiveness Council (ENCC)
Tool 6	Protocol for Key Informant Interview of Private Sector
Tool 7	Protocol for Key Informant Interview with United States Agency for International Development (USAID)
Tool 8A	Protocol for Key Informant Interview of German International Cooperation Agency (GIZ)
Tool 8B	Protocol for Key Informant Interview of International Labor Organization (ILO)
Tool 8C	Protocol for Key Informant Interview of United Nations Industrial Development Organization (UNIDO)
Tool 9A	Protocol for Key Informant Interview of Federation of Egyptian Industries (FEI)
Tool 9B	Protocol for Key Informant Interview of Egyptian Federation of Investor's Association (EFIA)
Tool 9C	Protocol for Key Informant Interview of Alexandria Business Association (ABA) – Vocational Training and Employment Center (VTEC)
Tool 10	Protocol for Key Informant Interview of Local Unit for Transition to Employment (LUTE)
Tool 11	Protocol for Key Informant Interview of School Management
Tool 12	Protocol for Key Informant Interview of School Unit for Transition to Employment (SUTE)
Tool 13A	Protocol for Key Informant Interview of Experts-3R Master Trainers and HR Consultants
Tool 13B	Protocol for Key Informant Interview of Productivity Experts
Tool 14	Protocol for Key Informant Interview of WISE/MTC
Group Discussions	
Tool 15	Current Students Group Discussion
Tool 16	Graduated Students Group Discussion
Tool 17	School Teachers Group Discussion
Tool 18	SUTE Officers Group Discussion

The Arabic version of these instruments follow the English translations.

The question numbers and parenthetical notations such as (1a), (2a), etc. refer to the relevant Evaluation Question (EQ) from USAID's Statement of Work. Those EQs are:

- (1) How effective has the capacity building provided to the Transition to Employment Units (TEU) been with regard to:
 - (1a) Improving the skills of the teachers?
 - (1b) Improving the skills of the students through career guidance and entrepreneurship?
 - (1c) Creating more linkages between the schools and the private sector through the Employment and Labor Market Information Department under the Transition to Employment Units?
 - (1d) Establishing a system of sustainability through the Local and Central Units for Transition to Employment?
- (2a) To what extent do WISE interventions in the areas of workforce skills, productivity upgrades and improvements in human resource strategies (3R) contribute to improving the efficiency (e.g., labor productivity, workers' turnover) of participating firms?
- (2b) Does the current M&E system provide necessary data to estimate the benefits stream from these interventions as compared to cost?
- (2c) If not, what additional data need to be tracked?
- (3a) Are the activity's initial assumptions and operating environment still valid?
- (3b) What parts are doing exceptionally well and which face challenges?
- (3c) How can implementation be adjusted to address those changes/challenges and speed up the intervention that has lagged behind (if any)?
- (4) To what extent did the project succeed in addressing gender gaps and enhancing the economic empowerment of women?
- (5a) How much value did the interventions under Result B (Improved skills and productivity of the workforce in selected governorates and economic sectors) create and contribute to the assisted firms?
- (5b) Did the value of the interventions created under Result B outweigh the cost?

**Tool 1: Currently Enrolled/Graduated Students
Paper and Pencil Questionnaire**

A	General Information	EQ 1A	IB	IC
A-1	Governorate:		EQ 1A	
	1. Alexandria		4A	
	2. Ismailia			
	3. Port Said			
	4. Red Sea			
	5. Aswan			
A-2	Gender		EQ 1A	
	1. Male		IB, IC	
	2. Female		4A	
A-3	School's Name _____		EQ 1A,	
			IB, IC	
			4A	
A-4	School type		EQ 1A,	
	1-3 Years		IB, IC	
	2-5 Years		4A	
A-4	School's Sector(FIELD)		EQ 1A,	
	1. Agricultural		IB, IC	
	2. Industrial		4A	
	3. Tourism			
A-5	What was your specialty while you were in school?		EQ 1A,	
	1. Food Processing		IB, IC	
	2. Textile		4A	
	3. Ready Made Garments			
	4. Furniture			
	5. Tourism			
	6. Other (please specify-----)			
A-6	Which grade are you in?		EQ 1A,	
	Grade 1		IB, IC	
	Grade 2		4A	
	Grade 3			
	Grade 4			
	Grade 5			

B) Knowledge and Satisfaction regarding SUTE and its Activities (to be asked to the student)

B-1	Have you heard about the SUTE unit in this school?		EQ 1A,
	1. Yes		IB, IC
	2. No----- go to section C		4A

B-9	What are the main two problems you faced in the training or activity? 1.----- 2.-----		

C) Internship before graduation (EQ IC) (to be asked to the student)

C-1	Did you participate in any internship during last summer?		EQ IC 4A
	1. Yes		
	2. No-----go to section D		

If he /she did participate in an internship in the summer, please answer the following

C.1.1	How did you get the internship?		EQ IC 4A
	1. Myself		
	2. Family or Friends		
	3. A teacher in the school		
	4. SUTE		
	5. Other (Specify-----)		
C.1.2	What is the name of the firm you worked in? -----		EQ IC 4A
C.1.3	What is the firm's main activity? -----		
C.1.4	How long was your internship?		
	1. Two weeks or less		
	2. From two to four weeks (less than one month)		
	3. From one to two months		
	4. More than two months		
C..1.5	How much did you get paid per month during in the internship? -----		EQ IC 4A
C.1.6	How many hours did/do you work per day?		EQ IC 4A
C.1.7	Was your job relevant to your specialty you study?		EQ IC 4A
	1. Yes		
	2. No		
C.1.8	How can you describe the relation between the skills needed in the job and the skills you learned here?		EQ IC 4A
	1. Job doesn't need any skills		
	2. Job needs different skills than I learned		
	3. I haven't learned any skills here		
	4. My education helped me in the job		
	5. I haven't learned any skills in the internship		

D) Work while in School (EQIC) (to be asked to the student)

D.1	Are you currently working, or did you work during school year?		EQ IC 4A
	1. Yes		
	2. No-----go to section E		

If he /she is currently working or worked during school year

D.1.1	How did you get the job?		EQ IC 4A
	1. Myself		
	2. Family or Friends		
	3. A teacher in the school		
	4. SUTE		
	5. Other (Specify-----)		
D.1.2	Where did you work?		EQ IC 4A
	1. Self employed		
	2. Small enterprise		
	3. A firm Please specify firm's name-----		
D.1.3	How much did you get paid per month? -----		EQ IC 4A
D.1.4	How many hours did/do you work per day?		EQ IC 4A
D.1.5	Was your job relevant to your specialty you study?		EQ IC 4A
	1. Yes		
	2. No		

D.1.6	How can you describe the relation between the skills needed in the job and the skills you learned here?		EQ IC 4A
	1. Job doesn't need any skills		
	2. Job needs different skills than I learned		
	3. I haven't learned any skills here		
	4. My education helped me in the job		
	5. I haven't learned any skills in the internship		

E	Did you try asking the SUTE for help to find an internship?		EQ IC 4A
	1. Yes		
	2. No		

Tool 2A: Graduated Students Working in the Firms
Paper and Pencil Questionnaire

A	General Information		EQIC 4A 4B
A-1	Governorate:		EQIC 4A 4B
	1. Alexandria		
	2. Ismailia		
	3. Port Said		
	4. Red Sea		
	5. Aswan		
A-2	Gender		EQIC 4A 4B
	1. Male		
	2. Female		
A-3	School's Name _____		EQIC 4A 4B
A-4	Will you please provide us with the phone number for follow up _____		
A-5	School's Sector(FIELD)		EQIC 4A 4B
	1. Agricultural		
	2. Industrial		
	3. Tourism		
A-6	What was your specialty while you were in school?		EQIC 4A 4B
	1. Food Processing		
	2. Textile		
	3. Ready Made Garments		
	4. Furniture		
	5. Tourism		
	6. Other (please specify-----)		
A-7	When did you graduate from the school?	Year	EQIC 4A 4B

If SUTE did EVER place you in a job, please answer the following, even if you have left that job?

B-1	How long did you wait until the SUTE found you the job?		EQIC 4A 4B
	1. Less than one month		
	2. From one to two months		
	3. From two to three months		
	4. From three to six months		
	5. More than six months		
B-2	Are you still working in the same job the SUTE placed you in?		EQIC 4A 4B
	1. Yes		
	2. No		
B-3	If this is the same job the SUTE placed you in, how long have you been working?		EQIC 4A 4B
	1. Less than one month		
	2. From one to two months		
	3. From two to three months		
	4. From three to six months		
	5. More than six months		
B-4	What is the firm's name? _____		
B-5	What industry do you work in? _____		
B-6	Is your job relevant to your specialty you did study at school?		EQIC 4A 4B
	1. Yes		
	2. No		
B-7	Does your job need any specific skills?		
	1. my job doesn't need any skills		
	2. Job needs different skills than I learned		
	3. I didn't learn any skills at the school		
	4. My specialty helped me in the job		
	5. Other (please specify _____)		
B-8	Do you have a contract?		EQIC 4A 4B
	1. Yes		
	2. No		
B-9	How much do you gain (wage and incentives) from the job every month?		EQIC 4A 4B
	1. less than 1000		
	2. 1000-1499		
	3. 1500-1999		
	4. 2000-2499		
	5. 2500 and above		

B-10	How many hours per day do you work?		EQIC 4A 4B
B-11	How many days per week do you work?		EQIC 4A 4B
B-12	What are the main two challenges you are facing in the job?		EQIC 4A 4B
	1. Long working hours		
	2. Low wage		
	3. Doesn't match my skills		
	4. Far from home		
	5. Bullying from workmates		
	6. Bullying from boss		
	7. Working environment makes me uncomfortable		
	8. Other Please specify-----		

Tool 2B: Graduated Students in SUTE
Paper and Pencil Questionnaire

A	General Information		EQ IC 4A 4B
A-1	Governorate:		EQ IC 4A 4B
	1. Alexandria		
	2. Ismailia		
	3. Port Said		
	4. Red Sea		
	5. Aswan		
A-2	Gender		EQ IC 4A 4B
	1. Male		
	2. Female		
A-3	School's Name _____		EQ IC 4A 4B
A-4	Will you please provide us with the phone number for follow up _____		
A-5	School's Sector(FIELD)		EQ IC 4A 4B
	1. Agricultural		
	2. Industrial		
	3. Tourism		
A-6	What was your specialty while you were in school?		EQ IC 4A 4B
	1. Food Processing		
	2. Textile		
	3. Ready Made Garments		
	4. Furniture		
	5. Tourism		
	6. Other (please specify-----)		
A-7	When did you graduate from the school?	Year	EQ IC 4A 4B

If SUTE did EVER place you in a job, please answer the following, even if you have left that job?

B-1	How long did you wait until the SUTE found you the job?		EQIC 4A 4B
	1. Less than one month		
	2. From one to two months		
	3. From two to three months		
	4. From three to six months		
	5. More than six months		
B-2	Are you still working in the same job the SUTE placed you in?		EQIC 4A 4B
	1. Yes		
	2. No		
B-3	If this is the same job the SUTE placed you in, how long have you been working?		EQIC 4A 4B
	1. Less than one month		
	2. From one to two months		
	3. From two to three months		
	4. From three to six months		
	5. More than six months		
B-4	What is the firm's name? _____		
B-5	What industry do you work in? _____		
B-6	Is your job relevant to your specialty you did study at school?		EQIC 4A 4B
	1. Yes		
	2. No		
B-7	Does your job need any specific skills?		
	1. my job doesn't need any skills		
	2. Job needs different skills than I learned		
	3. I didn't learn any skills at the school		
	4. My specialty helped me in the job		
	5. Other (please specify _____)		
B-8	Do you have a contract?		EQIC 4A 4B
1. Yes			
2. No			
B-9	How much do you gain (wage and incentives) from the job every month?		EQIC 4A 4B
	1. less than 1000		
	2. 1000-1499		
	3. 1500-1999		
	4. 2000-2499		
	5. 2500 and above		
B-10	How many hours per day do you work?		EQIC 4A 4B

B-11	How many days per week do you work?		EQIC 4A 4B
B-12	What are the main two challenges you are facing in the job?		EQIC 4A 4B
	1. Long working hours		
	2. Low wage		
	3. Doesn't match my skills		
	4. Far from home		
	5. Bullying from workmates		
	6. Bullying from boss		
	7. Working environment makes me uncomfortable		
	8. Other Please specify-----		

C- If you have left the job SUTE placed you in? Please answer the following

C-1	Why did you leave the job SUTE found it for you?		EQIC 4A 4B
	1. They fired me		
	2. Long working hours		
	3. Didn't match my skills		
	4. The wage was low		
	5. Working environment was not suitable		
	6. I found a better job		
	7. I decided to stay home		
	8. Other (please specify-----)		
C-2	How long did you stay in the job before leaving?		EQIC 4A 4B
	1. Less than a week		
	2. Less than one month		
	3. From one to two months		
	4. From two to three months		
	5. From three to six months		
	6. More than six months		
C-3	Are you currently working?		EQIC 4A 4B
	1. Yes		
	2. No -----go to section E		
C-4	How did you find your current job?		EQIC 4A 4B
	1. A teacher in the school who is not a SUTE teacher.		
	2. I found it through the job fair in the school		
	3. I found it by myself		
	4. I started it by myself		
	5. I work with friends / family members		
	6. Other (please specify-----)		

C-5	Where do you work now?			
	1. Self Employed		EQIC 4A 4B	
	2. In a small shop (please specify-----)			
	3. In a firm (please specify name-----)			
C-6	How would you compare you current job with the job the SUTE found for you in terms of the following?		EQIC 4A 4B	
	A) My job now fits my skills better			
	1. Yes			
	2. No			
		3. No difference		
	B) My wage now is better			
	1. Yes			
		2. No		
		3. No difference		
	C) My job now has better relation with colleagues			
1. Yes				
2. No				
	3. No difference			
D) My job now has better working hours				
1. Yes				
	2. No			
	3. No difference			
E) My work now is worse				
1. Yes				
2. No				
	3. No difference			
F) Other				
Please specify-----)				

D- If you did ask the SUTE to find you a job, but they never did, please answer the following?

D-1	Since when did you ask SUTE to find you a job?		EQIC 4A 4B
	1. Less than a week		
	2. Less than one month		
	3. From one to two months		
	4. From two to three months		
	5. From three to six months		
	6. More than six months		
D-2	Are you currently working?		EQIC 1A 4B
	1. Yes		
	2. No-----go to section E		
D-3	If you are currently working, how did you find your current job?		
	1. A teacher in the school who is not a SUTE teacher.		
	2. I found it through the job fair in the school		EQIC 4A 4B

	3. I found it by myself		
	4. I started it by myself		
	5. I work with friends / family members		
	6. Other (please specify-----)		
D-4	Where do you work now?		
	1. Self Employed		EQIC 4A 4B
	2. In a small shop (please specify-----)		
	3. In a firm (please specify name-----)		

E- If you are NOT working now?

E-I	Why are you NOT working now? (You can choose up to three answers)		EQIC 4A 4B
	1. I am looking currently for a work		
	2. I have to go to the military services		
	3. I didn't find a job that matches my skills		
	4. I didn't find a job that is not far from my home		
	5. The working hours are long		
	6. My parents / husband don't want me to work		
	7. Other Specify (-----)		

**Tool 3A: School Unit for Transition to Employment (SUTE) Officers
Paper and Pencil Questionnaire**

Serial Number				

A	General Information		
A-1	Governorate: 1. Alexandria 2. Ismailia 3. Port Said 4. Red Sea 5. Aswan		EQ 1A & 1B
A-2	Gender 1. Male 2. Female		EQ 1A & 1B & 4A
A-3	School's Name		EQ 1A & 1B & 4A
A-4	Phone Number for Follow-Up (If Possible)		
A-5	School's Sector(FIELD) 1. Agricultural 2. Industrial 3. Tourism		EQ 1A 1B 4A
A-6	What is your field specialty in teaching? 1. Food Processing 2. Textile 3. Ready Made Garments 4. Furniture 5. Tourism 6. Logistics 7. Renewable Energy 8. Other (please specify-----)		EQ 1A 1B 4A
A-7	Have you received any WISE training in any of the following? Please Check all that applies: 0. I haven't attended any workshops 1. Career Guidance and Counseling Teacher Training 2. Career Guidance and Counseling Peer Helping Program Facilitators 3. Employment and LMI: Labor Market Information Systems 4. Training on SUTE Operation 5. Competencies, Assessment, and Curriculum for Logistics 6. Competencies, Assessment, and Curriculum for Renewable Energy 7. ToT Teacher Training 8. Entrepreneurship Training-of-Trainers 9. Innovation Club Teacher Training 10. Occupation Safety and Health 11. Other training (Please specify-----)		EQ 1A 1B 4A

B-4	If NONE of these activities can be applied, please write the main reason why? -----		EQ IA IB

C. If you are SUTE officer in the Training and Skills Enhancement Department, please answer the following.

C-1	How many workshop training have you received from WISE related to Training and Skills Enhancement Department?		EQ IA IB 4A
	1. Less than 2		
	2. 2-4		
	3. More than 4		
	4. Other (please specify-----)		
C-2	Did you become a trainer in this department?		EQ IA IB 4A
	1. Yes		
	2. No		
C-3	Approximately how many of the school teachers have received training from this department?		EQ IA IB
	1. No one		
	2. Less than 25% of the teachers		
	3. Almost 50% of the teachers		
	4. More than half of the teachers		
C-4	From Scale 1 to 5 , where 1 is the least and 5 is the most, how much do you think these training sessions for the teachers did improve their teaching skills? 1 (Least) 2 3 4 5 (Most)		EQ IA IB

D. If you are SUTE officer in the Career guidance and counseling Department, please answer the following.

D-1	How many workshop training have you received from WISE related to Career guidance and counseling Department?		EQ IA IB 4A
	1. Less than 2		
	2. 2-4		
	3. More than 4		
	4. Other (please specify-----)		
D-2	Did you become a career guidance facilitator?		EQ IA IB 4A
	1. Yes		
	2. No		
D-3	From Scale 1 to 5 , where 1 is the least and 5 is the most, how much do you think these career guidance helpful for the students? 1 (Least) 2 3 4 5 (Most)		EQ IA IB 4A

D-4	Approximately how many of the school teachers have received training from this department? 1. No one 2. Less than 25% of the teachers 3. Almost 50% of the teachers 4. More than half of the teachers		EQ IA IB

E. If you are SUTE officer in the Employment and Labor Market Information Department, please answer the following

E-1	How many workshop training have you received from WISE in the Employment and Labor Market Information Department? 1. Less than 2		EQ IA IB 4A
	2. 2-4		
	3. More than 4		
	4. Other (please specify-----)		
E-2	In which of the following activities did you participate?		EQ IA IB 4A
	1. Helping students getting summer internship		
	2. Helping graduates getting jobs		
	3. Gave training sessions to students on soft skills (writing CV, having an interview.....		
	4. Holding job fairs in the school		
	5. Teaching sessions on the entrepreneurship		
	6. Other Please Specify.....		
E-3	From Scale 1 to 5 , where 1 is the least and 5 is the most, how much do you think these activities were helpful for the students, even if you didn't participate in? 1 (Least) 2 3 4 5 (Most) 6 (Not Applied Yet)		EQ IA IB 4A
	1. Helping Students get internships		
	2. Helping graduates getting jobs		
	3. Gave training sessions to students on soft skills (writing CV, ..having an interview.....		
	4. Holding job fairs in the school		
	5. Teaching sessions on the entrepreneurship		
	6. Other Please Specify.....		
E-4	On average, how long it takes you to find a job for the Graduates?		EQ IC
	1. Less than 1 month 2. 1 – 3 months 3. 2- 4 months 4. More than 4 months		
E-5	Since SUTE started, on average how many graduates approached SUTE for employment opportunities?		

	A- Males 1- None 2- Less than 10 3- 10 – 30 4- 30 – 50 5- More than 50, please specify	B- Females 1- None 2- Less than 10 3- 10 – 30 4- 30 – 50 5- More than 50, please specify		EQ IC, 4A
E-6	On average, what is the percentage of graduates did the SUTE manage to find job opportunities for?			EQ IC, 4A
	A- Males 1- None 2- Less than 25% 3- 25 – 50% 4- More than 50% 5- All of them	B- Females 1- None 2- Less than 25% 3- 25 – 50% 4- More than 50% 5- All of them		

F- If you are SUTE officer in the Innovation and Entrepreneurship Department, please answer the following:

F-1	How many workshop training have you received from WISE in the Innovation and Entrepreneurship? 1. Less than 2		EQ IA IB 4A
	2. 2-4		
	3. More than 4		
	4. Other (please specify-----)		
F-2	Did you become an innovation and entrepreneurship facilitator? 1- Yes		EQ IA IB 4A
	2- No		
F-3	From Scale 1 to 5, where 1 is the least and 5 is the most, how much do you think entrepreneurship sessions were helpful for the students? 1 (Least) 2 3 4 5 (Most)		EQ IA IB 4A

G- For all SUTE officers

G-1	As SUTE officer what are the main challenges that you face in the following activities starting with the most important challenge to the least important challenge? a) Innovation Clubs 1..... 2..... 3..... b) Teacher Training 1..... 2..... 3..... c) Entrepreneurship Training 1.....	EQ 4A

	2..... 3..... 		
G-2	What are the main challenges that students face in the following activities starting with the most important challenge to the least important challenge?		EQ 4A
	A. Boys	B. Girls	
	a) Innovation Clubs 1..... 2..... 3.....	a) Innovation Clubs 1..... 2..... 3.....	
	b) Entrepreneurship Training 1..... 2..... 3.....	b) Entrepreneurship Training 1..... 2..... 3.....	

**Tool 3B: School Teachers
Paper and Pencil Questionnaire**

School Teachers (Non SUTE Officers)

Serial Number:				

A	General Information			EQ IA
A-1	Governorate:			EQ IA IB
	1. Alexandria			
	2. Ismailia			
	3. Port Said			
	4. Red Sea			
A-2	Gender			EQ IA IB 4A
	1. Male			
	2. Female			
A-3	School's Name _____			EQ IA IB 4A
A-4	Cellular Number for follow-up			
A-5	School's Sector (FIELD)			EQ IA IB 4A
	1. Agricultural			
	2. Industrial			
	3. Tourism			
A-6	What is your field specialty in teaching?			EQ IA IB 4A
	1. Food Processing			
	2. Textile			
	3. Ready Made Garments			
	4. Furniture			
	5. Tourism			
	6. Logistics			
	7. Renewable Energy			
	8. Other (please specify-----)			
A-7	Have you received any SUTE/ WISE training in any of the following?	Yes	No	EQ IA IB 4A
	Please Check all that applies:			
	0. I haven't attend any SUTE/WISE workshops (<i>If yes, please go to section B</i>)			
	1. Career Guidance and Counseling Teacher Training			
	2. Career Guidance and Counseling Peer Helping Program Facilitators			
	3. Employment and LMI: Labor Market Information Systems			
	4. Training on SUTE Operation			
	5. Competencies, Assessment, and Curriculum for Logistics			
	6. Competencies, Assessment, and Curriculum for Renewable Energy			
	7.ToT Teacher Training			
	8. Entrepreneurship Training-of-Trainers			
	9. Innovation Club Teacher Training			
10. Occupation Safety and Health				

	11. Other training, Please Specify.....)			

A-8	From Scale 1 to 5 , where 1 is the least and 5 is the most, how much do think SUTE/WISE courses you did attend did enhance your skills?			EQ 1A 4A		
	1 (Least)	2	3		4	5 (Most)
	Please reply for only those you did attend:					
			Rate		Didn't attend	
	1. Career Guidance and Counseling Teacher Training					
	2. Career Guidance and Counseling Peer Helping Program Facilitators					
	3. Employment and LMI: Labor Market Information Systems					
	4. Training on SUTE Operation					
	5. Competencies, Assessment, and Curriculum for Logistics					
	6. Competencies, Assessment, and Curriculum for Renewable Energy					
	7. ToT Teacher Training					
	8. Entrepreneurship Training-of-Trainers					
9. Innovation Club Teacher Training						
10. Occupation Safety and Health						
11. Other Workshops, Please Specify.....						

Section B

B-1	Which of the following SUTE/WISE activities in the school are you familiar with?		EQ 1A 1B 4A					
	Please check all that applies							
	1. Career guidance and counseling							
	2. Peer Helping Program "Together We Soar"							
	3. Graduates Job placement							
	4. Paid apprenticeship for the students							
	5. Innovation Club							
	6. Entrepreneurship Sessions							
	7. Teacher support training							
8. Occupation Safety and health Committee								
B-2	From Scale 1 to 5, where 1 is the least and 5 is the most, how much do you think these activities are effective?		EQ 1A 1B 4A					
	1	2		3	4	5	Rate	Not in school yet
	Least					Most		
	Please reply for only those you know about:							
	1. Career guidance and counseling							
	2. Peer Helping Program "Together We Soar"							
	3. Graduates Job placement							
	4. Paid apprenticeship for the students							
	5. Innovation Club							
	6. Entrepreneurship Sessions							
7. Teacher support training								
8. Occupation Safety and health Committee								
B-3	In your opinion, which are the main two activities that can be applied in all other TVET schools? Please circle them.		EQ 1A 1B 4A					
	1. Career guidance and counseling							
	2. Peer Helping Program "Together We Soar"							

	3. Graduates Job placement		
	4. Paid apprenticeship for the students		
	5. Innovation Club		
	6. Entrepreneurship Sessions		
	7. Teacher support training		
	8. Occupation Safety and health Committee		
	9. NONE of these activities		

Tool 4A: Protocol for Key Informant Interview of Ministry of Education and Technical Education (MoETE)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	With a focus on improving TVET, describe the MoETE role/support to the WISE project.	
2	Describe the differences between WISE and the other development projects in the Education sector that have been funded by international cooperatives and donors in Egypt.	
3	During the past 18 months, have there been any changes in the relationship between the Ministry and WISE?	3A
4	Describe positive situations/events that have had an impact on the relationship between the Ministry and WISE.	3A
5	Describe negative situations/events that have had an impact on the relationship between the Ministry and WISE.	3A
6	Do you consider that the Ministry and WISE relationship has remained positive and fully collaborative during the WISE implementation period?	3A
7	Give situation/event examples that evidence a positive or negative relationship.	3A
8	Give situation/event examples that evidence collaboration or lack of collaboration between the Ministry and WISE during the WISE implementation period.	3A
9	a) In your opinion, do you consider the Ministry maintains trained teachers?	ID
	b) Explain your response with an example related to the maintaining of trained teachers	ID
	c) In your opinion, do you consider the Ministry has implemented a plan to ensure sustainability?	ID
	d) Explain your response with an example related to the Ministry maintaining sustainability	ID

10	In your opinion, do you consider the capacity building interventions that WISE have provided to the Transition to Employment Units are able to be sustained?	
11	a) Using examples, explain how sustainability can be achieved through the local Units for Transition to Employment.	ID
	b) Using examples, explain how sustainability can be achieved through the central Units for Transition to Employment.	
12	a) Describe the most important challenges that are expected to face the WISE project interventions at the ministry and other levels.	ID
	b) Rank the challenges that are related to the standards from most important (1) to least important (5)	
13	With a focus on improving TVET in schools, describe the steps to be taken through the WISE project and partners “the Ministry of Education, the Ministry of Local Development, etc.” to support the technical sustainability elements of capacity building activities?	ID
14	Describe what are the steps to be taken through WISE project and partners “the Ministry of Education, the Ministry of Local Development, etc.” to support the financial sustainability elements of capacity building activities?	ID

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention’s objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits, and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 4B: Protocol for Key Informant Interview
Technical Education Directorates (at the Governorate Level)
and Ministry of Local Development (MoLD)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ identifier
1	a) Describe the collaboration opportunities between WISE and MoETE Directorates (to be changed to MoLD, in KII with MoLD relevant officials).	ID
	b) Describe the collaboration opportunities between the MoLD and WISE in the governorate level (only for MoLD).	ID
2	Describe the differences between WISE and the other development projects in technical Education sector that have been funded by international cooperatives and donors in Egypt.	ID
3	In your opinion, do you consider the capacity building interventions that WISE have provided to the Transition to Employment Units are able to be sustained? Yes No	ID
4	c) Using examples, explain how sustainability can be achieved through the local Units for Transition to Employment.	ID
	d) Using examples, explain how sustainability can be achieved through the central Units for Transition to Employment.	ID
5	With a focus on improving TVET in schools, describe the steps to be taken through the WISE project and partners "the Ministry of Education, the Ministry of Local Development, etc." to support the technical sustainability elements of capacity building activities?	ID
6	Describe what are the steps to be taken through WISE project and partners "the Ministry of Education, the Ministry of Local Development, etc." to support the financial sustainability elements of capacity building activities?	ID

7	b) Describe the most important challenges that are expected to face the WISE project interventions at the ministry and other levels. c) Rank the challenges that are related to the standards from most important (1) to least important (5)	

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits, and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 4C: Protocol for Key Informant Interview of Ministry of Trade and Industry (MoTI)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	With a focus on improving TVET, describe the MoTI role/support to WISE project.	
2	Describe the differences between WISE and the other development projects in the Education sector that have been funded by international cooperatives and donors in Egypt.	
3	During the past 18 months, have there been any changes in the relationship between the Ministry and WISE?	3A
4	Describe positive situations/events that have had an impact on the relationship between the Ministry and WISE.	3A
5	Describe negative situations/events that have had an impact on the relationship between the Ministry and WISE.	3A
6	Do you consider that the Ministry and WISE relationship has remained positive and fully collaborative during the WISE implementation period?	3A
7	Give situation/event examples that evidence a positive or negative relationship.	3A
8	Give situation/event examples that evidence collaboration or lack of collaboration between the Ministry and WISE during the WISE implementation period.	3A
9	Give examples of WISE planned activities where the resources allocated were or were not used effectively during implementation.	3D
10	d) Describe the most important challenges that are expected to face the WISE project interventions at the Ministry and other levels. e) Rank the challenges from most important (1) to least important (5)	
11	Give examples of WISE planned activities where the results could have been improved during implementation if they were provided further funding.	

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits, and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 4D: Protocol for Key Informant Interview of National Authority for Quality Assurance and Accreditation Education (NAQAAE)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	With a focus on improving TVET quality standards and implementation of quality standard in schools, describe the NAQAAE's role/support to the WISE project.	
2	Describe the differences between WISE and the other development projects in the Education sector that have been funded by international cooperatives and donors in Egypt.	
3	During the past 18 months, have there been any changes in the bilateral relationship between the NAQAAE and WISE?	3A
4	Describe positive situations/events that have had an impact on the bilateral relationship between the NAQAAE and WISE.	3A
5	Describe negative situations/events that have had an impact on the bilateral relationship between the NAQAAE and WISE.	3A
6	Do you consider that the NAQAAE and WISE relationship has remained positive and fully collaborative during the WISE implementation period?	3A
7	Give situation/event examples that evidence a positive or negative relationship.	3A
8	Give situation/event examples that evidence collaboration or lack of collaboration between the NAQAAE and WISE during the WISE implementation period.	3A
9	d) In your opinion, do you consider the MoETE maintains trained teachers?	3B
	e) Explain your response with an example related to the MoETE maintaining trained teachers	3B
	f) In your opinion, do you consider the MoETE has implemented a plan to ensure sustainability?	3B

	g) Explain your response with an example related to MoETE maintaining sustainability	3B
10	f) Describe the most important challenges that are expected to face the WISE project interventions at the ministry and other levels. g) Rank the challenges that are related to the standards from most important (1) to least important (5)	
11	With a focus on Egyptian vocational education standards, give examples of recommended WISE activities where the results could improve during implementation if they were provided further funding.	

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits, and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 4E: Protocol for Key Informant Interview of Central Unit for Transition to Employment (CUTE)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ____ Female ____ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	When did the WISE project start working with the Ministry of Education and Technical Education (MoETE) and the technical education sector?	
2	a) How many directorates, departments and schools have worked with the WISE project?	
	b) Describe the criteria used to identify the directorates, departments and schools that worked with the WISE project?	
3	Rate the below 1 (most important) to 5 (least important). Career Guidance Skill development Labor market information Occupation health and safety Entrepreneurship and innovation	
4	a) What is the extent of your contribution at the Ministry level in the planning - follow-up and evaluation of activities carried out during the WISE project?	ID
	b) How have your contributions aligned with the Ministry's Strategic Plan?	ID
5	What activities have been taken by the Ministry - Technical Education Sector - to support the sustainability of WISE capacity building activities in the Transition to Employment Units?	ID
6	Describe the methods the Ministry - Technical Education Sector has used to ensure sustainability after WISE project completion.	ID
7	a) Can the current Ministry provide technical sustainability after project completion?	ID
	b) What steps have been taken by the Ministry - Technical Education Sector - to support technical sustainability elements and capacity building activities?	ID

	c) Describe the systems and resources that may be /will be employed to provide technical sustainability.	ID
8	a) Is there a need for decisions to be made or policies to be developed that would support the technical and financial sustainability after project completion?	ID
	b) Explain your response regarding support for the technical and financial sustainability after project completion	ID
9	a) In your opinion and based on your knowledge, rate the extent you think the decisions of the Ministry - Technical Education Sector support and maintain trained teachers and the implementation of a sustainability plan?	3B
	b) Explain how the decisions of the Egyptian government support this sustainability plan? Please provide examples.	3B
10	In your opinion, what are the most important challenges facing the WISE project interventions at the ministry level - technical education sector?	3B
11	In your opinion, what are the most important recommendations that can be made to improve the WISE project interventions during the coming period?	3B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

- 3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?
- 3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 5: Protocol for Key Informant Interview of Egyptian National Competitiveness Council (ENCC)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	ENCC collaborated with WISE on the Labor Skills, Productivity and Human Resource Management Study, and also on the initiative to create Enabling Environment Unit (EEU) and the Enabling Environment Advisory Group (EEAG). Are there additional collaborative interventions?	3C, 3D & 3E
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by ENCC and WISE.	3C, 3D & 3E
4	Describe negative situations/events that have had an impact on the collaborative interventions by ENCC and WISE.	3C, 3D & 3E
5	Do you consider that – overall - the collaboration between ENCC and WISE was positive during the WISE implementation period?	3C, 3D & 3E
6	Do you consider the resources (human resources/funding) used in ENCC- WISE collaborative activities have been used efficiently and effectively?	3C, 3D & 3E
7	Give examples of activities where the resources allocated were, or were not, used efficiently or effectively during implementation.	3C, 3D & 3E
8	Give examples of ENCC-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	3C, 3D & 3E

Efficiency, Effectiveness and Sustainability Matrix Questions

I. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

I.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

I.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

- a) Do the resources correspond to the needs of the intervention?
- b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?
- c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

- a) If there are delays, how significant are they?
- b) Have the reasons been identified?
- c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

- a) To what degree have the deliverables/outputs been delivered/produced?
- b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

- 2.1 Has the expected progress in terms of outputs been properly achieved?
- 2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?
- 2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

- 3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?
- 3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 6: Protocol for Key Informant Interview of Private Sector

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	Your company collaborated with WISE on the Recruit, Retrain and retain (3R) Program and the Productivity Improvement Program (PIP). Are there additional collaborative interventions with WISE?	1C, 2A, 4A, 4B, 5A & 5B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaboration between your company and WISE.	1C, 2A, 4A, 4B, 5A & 5B
4	Describe negative situations/events that have had an impact on the collaboration between your company and WISE.	1C, 2A, 4A, 4B, 5A & 5B
5	Do you consider that – overall - the collaboration between your company and WISE was positive during the WISE implementation period?	1C, 2A, 4A, 4B, 5A & 5B
6	a) Describe the benefits generated for your company due to the results of the 3R program. b) Rank your list from 1 (highest benefit) to 5 (lowest benefit)	1C, 2A, 4A, 4B, 5A & 5B
7	a) Describe the costs incurred for your company, due to the implementation of the 3R program. b) Rank your list from 1 (highest cost) to 5 (lowest cost)	1C, 2A, 4A, 4B, 5A & 5B
8	a) Describe the benefits generated for your company, as a result of the PIP program. b) Rank your list from 1 (highest benefit) to 5 (lowest benefit)	1C, 2A, 4A, 4B, 5A & 5B
9	a) Describe the costs incurred by your company, due to the implementation of the PIP program. b) Rank your list from 1 (highest cost) to 5 (lowest cost)	1C, 2A, 4A, 4B, 5A & 5B

10	Give examples of WISE activities where the resources allocated were or were not used efficiently or effectively during implementation.	1C, 2A, 4A, 4B, 5A & 5B
11	Give examples of future/improved collaborative activities between your company and WISE, where the results would positively enhance the achievement of the WISE objectives.	1C, 2A, 4A, 4B, 5A & 5B
12	In your opinion and based on your knowledge, rate the extent you think the training and capacity building of graduates sent by the SUTE has met your business needs.?	1C
13	Have you provided the students/graduates extra training to improve their capacity or were they able to go directly to the job?	1C
14	a) In your business, are there any preferences related to gender for jobs? b) If there is a gender preference, which gender do you hire?	4A
15	Do you think that female workers in your company are recognized and rewarded for their work contribution, provided respect and paid according to their role?	4B
16	Give an example that illustrates your response.	4B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 7: Protocol for Key Informant Interview with United States Agency for International Development (USAID)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution: USAID
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	During the WISE implementation period, have there been any changes in the Egyptian TVET environment that indicate the WISE project's initial assumptions are no longer valid?	3A, B, C, D
2	Describe situations/events that have had a positive impact on the TVET school operating environment and facilitated WISE implementation.	3A, B, C, D
3	Describe situations/events that have had a negative impact on the TVET school operating environment and impeded WISE implementation.	3A, B, C, D

Efficiency, Effectiveness and Sustainability Matrix Questions

I. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

- a) To what degree have the deliverables/outputs been delivered/produced?
- b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

- 2.1 Has the expected progress in terms of outputs been properly achieved?
- 2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?
- 2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

- 3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?
- 3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?
- 3.3 If there is a financial contribution needed for continued access to the benefits of the interventions. Can the stakeholders/beneficiaries afford such payments?
- 3.4 Has the private sector been involved to ensure the sustainability of the interventions?
- 3.6 Have the necessary measures been taken into account to ensure equal participation and benefit for women and men?

Tool 8A: Protocol for Key Informant Interview of German International Cooperation Agency (GIZ)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	GIZ collaborated with WISE on the career guidance and counseling activities across the TVET sector and entrepreneurship-related activities. Also, there was coordination to resolve overlapping activities in schools and for future collaboration on GIZ-sponsored TVET activities (Local Market Assessment Observatories, Dual System Expansion, and Employment Services). Are there other collaborative interventions with WISE?	ID, 3C, 3D & 3E
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by GIZ and WISE.	ID, 3C, 3D & 3E
4	Describe negative situations/events that have had an impact on the collaborative interventions by GIZ and WISE.	ID, 3C, 3D & 3E
5	Do you consider that – overall - the collaboration between GIZ and WISE was positive during the WISE implementation period?	ID, 3C, 3D & 3E
6	Do you consider the resources (human resources/funding) used in GIZ- WISE collaborative activities have been used efficiently and effectively?	ID, 3C, 3D & 3E
7	Give examples of activities where the resources allocated were or were not used efficiently or effectively during implementation.	ID, 3C, 3D & 3E
8	Give examples of GIZ-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	ID, 3C, 3D & 3E

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 8B: Protocol for Key Informant Interview of International Labor Organization (ILO)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ identifier
1	ILO collaborated with WISE on entrepreneurship-related activities in Egypt (particularly, curricula development and training for teachers). Are there additional collaborative interventions with WISE?	1D, 3C, 3D, 3E, 4A & 4B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by ILO and WISE.	1D, 3C, 3D, 3E, 4A & 4B
4	Describe negative situations/events that have had an impact on the collaborative interventions by ILO and WISE.	1D, 3C, 3D, 3E, 4A & 4B
5	Do you consider that – overall - the collaboration between ILO and WISE was positive during the WISE implementation period?	1D, 3C, 3D, 3E, 4A & 4B
6	Do you consider the resources (human resources/funding) used in ILO- WISE collaborative activities have been used efficiently and effectively?	1D, 3C, 3D, 3E, 4A & 4B
7	Give examples of activities where the resources allocated were or were not used efficiently or effectively during implementation.	1D, 3C, 3D, 3E, 4A & 4B
8	Give examples of ILO-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	1D, 3C, 3D, 3E, 4A & 4B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 8C: Protocol for Key Informant Interview of United Nations Industrial Development Organization (UNIDO)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	UNIDO collaborated with WISE on entrepreneurship and innovation-related activities in Egypt (particularly, curricula development and training for teachers). Are there other collaborative interventions? Are there additional collaborative interventions with WISE?	ID, 3C, 3D, 3E, 4A & 4B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by UNIDO and WISE.	ID, 3C, 3D, 3E, 4A & 4B
4	Describe negative situations/events that have had an impact on the collaborative interventions by UNIDO and WISE.	ID, 3C, 3D, 3E, 4A & 4B
5	Do you consider that – overall - the collaboration between UNIDO and WISE was positive during the WISE implementation period?	ID, 3C, 3D, 3E, 4A & 4B
6	Do you consider the resources (human resources/funding) used in UNIDO- WISE collaborative activities have been used efficiently and effectively?	ID, 3C, 3D, 3E, 4A & 4B
7	Give examples of activities where the resources allocated were or were not used efficiently or effectively during implementation.	ID, 3C, 3D, 3E, 4A & 4B
8	Give examples of UNIDO-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	ID, 3C, 3D, 3E, 4A & 4B

Efficiency, Effectiveness and Sustainability Matrix Questions

I. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 9A: Protocol for Key Informant Interview of Federation of Egyptian Industries (FEI)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	FEI collaborated with WISE on the 3R program for member companies of 4 manufacturing chambers and for staff members of FEI. Also, there is potential collaboration for capacity building of FEI's Advocacy Unit to help promote labor market efficiency. Are there additional collaborative interventions with WISE?	2A, 3C, 4A, 4B, 5A & 5B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by FEI and WISE.	2A, 3C, 4A, 4B, 5A & 5B
4	Describe negative situations/events that have had an impact on the collaborative interventions by FEI and WISE.	2A, 3C, 4A, 4B, 5A & 5B
5	Do you consider that – overall - the collaboration between FEI and WISE was positive during the WISE implementation period?	2A, 3C, 4A, 4B, 5A & 5B
6	Do you consider the resources (human resources/funding) used in FEI- WISE collaborative activities have been used efficiently and effectively?	2A, 3C, 4A, 4B, 5A & 5B
7	Give examples of activities where the resources allocated were or were not used efficiently or effectively during implementation.	2A, 3C, 4A, 4B, 5A & 5B
8	Give examples of FEI-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	2A, 3C, 4A, 4B, 5A & 5B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits, and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 9B: Protocol for Key Informant Interview of Egyptian Federation of Investor's Association (EFIA)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	EFIA collaborated with WISE on Ebdaa Rehlatak activity, and possibly on the prospective Economic Partnership Councils (EPCs). Are there additional collaborative interventions with WISE?	1C, 3C, 4A, 4B, 5A & 5B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by EFIA and WISE.	1C, 3C, 4A, 4B, 5A & 5B
4	Describe negative situations/events that have had an impact on the collaborative interventions by EFIA and WISE.	1C, 3C, 4A, 4B, 5A & 5B
5	Do you consider that – overall - the collaboration between EFIA and WISE was positive during the WISE implementation period?	1C, 3C, 4A, 4B, 5A & 5B
6	Do you consider the resources (human resources/funding) used in EFIA- WISE collaborative activities have been used efficiently and effectively?	1C, 3C, 4A, 4B, 5A & 5B
7	Give examples of activities where the resources allocated were or were not used efficiently or effectively during implementation.	1C, 3C, 4A, 4B, 5A & 5B
8	Give examples of EFIA-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	1C, 3C, 4A, 4B, 5A & 5B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 9C: Protocol for Key Informant Interview of Alexandria Business Association (ABA) – Vocational Training and Employment Center (VTEC)

Introduction

Following personal introductions, the interviewer reads the Assessment Team’s standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	ABA-VTEC collaborated with WISE on the strategic planning and capacity building for the VTEC management team. Collaborative activities have specifically covered: courses design, training of trainers (TOT), ISO OSH certification, quality management systems, marketing of VTEC services, fund raising, establishing corporate social responsibility partnerships, among others. Are there additional collaborative interventions with WISE?	1C, 2A, 3C, 4A, 4B, 5A & 5B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on the collaborative interventions by ABA-VTEC and WISE.	1C, 2A, 3C, 4A, 4B, 5A & 5B
4	Describe negative situations/events that have had an impact on the collaborative interventions by ABA-VTEC and WISE.	1C, 2A, 3C, 4A, 4B, 5A & 5B
5	Do you consider that – overall - the collaboration between ABA-VTEC and WISE was positive during the WISE implementation period?	1C, 2A, 3C, 4A, 4B, 5A & 5B
6	Do you consider the resources (human resources/funding) used in ABA-VTEC- WISE collaborative activities have been used efficiently and effectively?	1C, 2A, 3C, 4A, 4B, 5A & 5B
7	Give examples of activities where the resources allocated were or were not used efficiently or effectively during implementation.	1C, 2A, 3C, 4A,

		4B, 5A & 5B
8	Give examples of ABA-VTEC-WISE future/improved collaborative activities where the results would positively enhance the achievement of the WISE objectives.	1C, 2A, 3C, 4A, 4B, 5A & 5B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 10: Protocol for Key Informant Interview of Local Unit for Transition to Employment (LUTE)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	When did the WISE project start working with the Ministry of Education and Technical Education (MoETE) and the technical education sector?	
2	c) How many directorates, departments and schools have worked with the WISE project?	
	d) Describe the criteria used to identify the directorates, departments and schools that worked with the WISE project?	
3	Rate the below 1 (most important) to 5 (least important). Career Guidance Skill development Labor market information Occupation health and safety Entrepreneurship and innovation	
4	Describe the WISE training courses that the LUTE team members attended.	IA
5	Describe the WISE training courses the Teachers in Muderiyya attended.	IA
6	Describe the WISE training courses that school management in Muderiyya attended.	IA
7	Describe the WISE training courses that students in the schools in Muderiyya attended.	IA
8	a) Explain to what extent at the ministry level you are involved in the planning - follow-up and evaluation of activities carried out during the WISE project. b) Give examples that illustrate your contribution at the ministry level in the planning - follow-up and evaluation of activities carried out during the WISE project.	ID
9	Explain how your contributions aligned with the Ministry's Strategic Plan.	ID
10	a) Rate the effectiveness of the capacity building provided to the LUTE staff through career guidance and entrepreneurship to improve their performance. 1 (high) 2 3 4 5 (low)	IA

	b) Give examples that illustrate the change (positive or negative) in the capacity of the LUTE staff	
11	a) Rate the effectiveness of the capacity building provided to the schools managers and inspectors through career guidance and entrepreneurship to improve their performance 1 (high) 2 3 4 5 (low) b) Give examples that illustrate the change (positive or negative) in the capacity of the schools managers and inspectors	1A
12	a) Rate the effectiveness of the capacity building provided to the SUTE members through career guidance and entrepreneurship to improve their performance 1 (high) 2 3 4 5 (low) b) Give examples that illustrate the change (positive or negative) in the capacity of the SUTE members	1A
13	a) Rate the effectiveness of the capacity building provided to the students through career guidance and entrepreneurship to improve their performance 1 (high) 2 3 4 5 (low) b) Give examples that illustrate the change (positive or negative) in the capacity of the students	1B
14	c) In your opinion and based on your knowledge, rate the extent you think the decisions of the Egyptian government support and maintain trained teachers and the implementation of sustainability plan?	3B
	d) Explain how the decisions of the Egyptian government support this sustainability plan? Please provide examples.	3B
15	Explain using an example that illustrates the extent the capacity building contributes to the relations between schools and the private sector at the level of the Directorate.	1C
16	a) Explain the role of the LUTE unit at the level of the Directorate in contacting the private sector. b) Give an example to illustrate your response	1C
17	In relation to communication with the private sector, describe the most important results that should be monitored as they demonstrate change has occurred.	1C
18	Explain the actions and activities that the LUTE have been involved with to support the sustainability of WISE capacity building activities in the Transition to Employment Units.	1D
19	Describe the actions and activities the LUTE have used to ensure sustainability after WISE project completion.	1D
20	a) Describe the actions and activities that have been taken on by the LUTE to support the technical sustainability elements of the WISE project. b) Describe the actions and activities that have been taken on by the LUTE to support the capacity building elements of the WISE project?	1D
21	Describe the systems and resources that may be /will be employed to provide technical sustainability of the WISE project.	1D
22	Is there a need for decisions to be made or policies to be developed that would support the technical and financial sustainability after project completion?	1D
	Explain your response regarding support for the technical and financial sustainability after project completion	1D
23	In your opinion, what are the most important challenges facing the WISE project interventions at the local level?	3B

24	In your opinion, what are the most important recommendations that can be made to improve the WISE project interventions during the coming period?	3B
25	a) Describe the interventions that have been undertaken through the WISE project period to support gender gap reduction? b) Give examples to illustrate your response.	4A
26	a) How would you rate the extent that the WISE project facilitates empowerment of women? 1 (high) 2 3 4 5 (low) b) Give examples to illustrate your response.	4B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits, and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool II: Protocol for Key Informant Interview of School Management

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	When did the WISE project start working with the Ministry of Education and Technical Education (MoETE) and the technical education sector?	
2	e) How many directorates, departments and schools have worked with the WISE project?	
	f) Describe the criteria used to identify the directorates, departments and schools that worked with the WISE project?	
3	Rate the below 1 (most important) to 5 (least important). Career Guidance Skill development Labor market information Occupation health and safety Entrepreneurship and innovation	
4	Describe the WISE training courses that Teachers in the school attended	IA
5	Describe the WISE training courses that school management (principals, deputy principles) attended.	IA
6	Describe the WISE training courses that students in the schools attended.	IA
7	c) Explain to what extent at the school level you are involved in the planning - follow-up and evaluation of activities carried out during the WISE project. d) Give examples that illustrate your contribution at the school level in the planning - follow-up and evaluation of activities carried out during the WISE project.	ID
8	Explain how your contributions aligned with the Ministry's Strategic Plan.	ID
9	c) Rate the effectiveness of the capacity building provided to the schools management through career guidance and entrepreneurship to improve their performance. 1 (high) 2 3 4 5 (low) d) Give examples that illustrate the change (positive or negative) in the capacity of the schools management	IA
10	c) Rate the effectiveness of the capacity building provided to the SUTE members through career guidance and entrepreneurship to improve their performance	IA

	1 (high) 2 3 4 5 (low) d) Give examples that illustrate the change (positive or negative) in the capacity of the SUTE members	
11	c) Rate the effectiveness of the capacity building provided to the students through career guidance and entrepreneurship to improve their performance 1 (high) 2 3 4 5 (low) d) Give examples that illustrate the change (positive or negative) in the capacity of the students	1B
12	In your opinion and based on your knowledge, rate the extent you think the capacity building contributes to the relations between schools and the private sector at the school level. Explain using an example that illustrates the extent the capacity building contributes to the relations between schools and the private sector at the school level.	1C
13	c) Explain the role of the school management in contacting the private sector. d) Give an example to illustrate your response	1C
14	In relation to communication with the private sector, describe the most important results that should be monitored as they demonstrate change has occurred.	1C
15	Explain the actions and activities that the school have been involved with to support the sustainability of WISE capacity building activities in the Transition to Employment Units.	1D
16	Describe the actions and activities the school management have used to ensure sustainability after WISE project completion.	1D
17	Describe the systems and resources that may be /will be employed to provide technical sustainability of the WISE project.	1D
18	Is there a need for decisions to be made or policies to be developed that would support the technical and financial sustainability after project completion?	1D
19	Explain your response regarding support for the technical and financial sustainability after project completion	1D
20	c) Describe the interventions that have been undertaken through the WISE project period to support gender gap reduction? d) Give examples to illustrate your response.	4A
21	c) How would you rate the extent that the WISE project facilitates empowerment of women? 1 (high) 2 3 4 5 (low) d) Give examples to illustrate your response.	4B
22	In your opinion, what are the most important challenges facing the WISE project interventions at the school level?	3B
23	In your opinion, what are the most important recommendations that can be made to improve the WISE project interventions during the coming period?	3B

Tool 12: Protocol for Key Informant Interview of School Unit for Transition to Employment (SUTE)

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier					
1	When did the WISE project start working with your school?						
2	When was your SUTE unit established?						
3	Describe the criteria used to identify the teachers and students that worked with the WISE project?						
4	Rate the below 1 (most important) to 5 (least important). <table><tr><td>Career Guidance</td><td>Skill development</td><td>Labor market information</td><td>Occupation health and safety</td><td>Entrepreneurship and innovation</td></tr></table>	Career Guidance	Skill development	Labor market information	Occupation health and safety	Entrepreneurship and innovation	
Career Guidance	Skill development	Labor market information	Occupation health and safety	Entrepreneurship and innovation			
5	Describe the WISE training courses that the Teachers attended.	IA					
6	Describe the WISE training courses that the SUTE staff attended.	IA					
7	Describe the WISE training courses that students in the school attended.	IA					
8	e) Explain to what extent you are involved in the planning - follow-up and evaluation of activities carried out during the WISE project. f) Give examples that illustrate your contribution in the planning - follow-up and evaluation of activities carried out during the WISE project.	ID					
9	Explain how your contributions aligned with the Ministry's Strategic Plan.	ID					
10	e) Rate the effectiveness of the capacity building provided to the teachers through career guidance and entrepreneurship to improve their performance. 1 (high) 2 3 4 5 (low) f) Give examples that illustrate the change (positive or negative) in the capacity of the teachers	IA					

11	a) Rate the effectiveness of the capacity building provided to the SUTE members through career guidance and entrepreneurship to improve their performance. 1 (high) 2 3 4 5 (low) b) Give examples that illustrate the change (positive or negative) in the capacity of the SUTE members	1A
12	e) Rate the effectiveness of the capacity building provided to the students through career guidance and entrepreneurship to improve their performance 1 (high) 2 3 4 5 (low) f) Give examples that illustrate the change (positive or negative) in the capacity of the students	1B
13	In your opinion and based on your knowledge, rate the extent you think the capacity building contributes to the relations between schools and the private sector at the level of the school? Explain using an example that illustrates the extent the capacity building contributes to the relations between schools and the private sector at the school level.	1C
14	e) Explain the role of the SUTE in contacting the private sector. f) Give an example to illustrate your response	1C
15	In relation to communication with the private sector, describe the most important results that should be monitored as they demonstrate change has occurred.	1C
16	Explain the actions and activities that the school have been involved with to support the sustainability of WISE capacity building activities in the Transition to Employment Units.	1D
17	Describe the actions and activities the school have used to ensure sustainability after WISE project completion? -	1D
18	Describe the systems and resources that may be /will be employed to provide technical sustainability of the WISE project.	1D
19	Is there a need for decisions to be made or policies to be developed that would support the technical and financial sustainability after project completion?	1D
20	Explain your response regarding support for the technical and financial sustainability after project completion	1D
21	e) Describe the interventions that have been undertaken through the WISE project period to support gender gap reduction? f) Give examples to illustrate your response.	4A
22	e) How would you rate the extent that the WISE project facilitates empowerment of women? 1 (high) 2 3 4 5 (low) f) Give examples to illustrate your response.	4B
23	In your opinion, what are the most important challenges facing the WISE project interventions at the SUTE level?	3B
24	In your opinion, what are the most important recommendations that can be made to improve the WISE project interventions during the coming period?	3B

Tool 13A: Protocol for Key Informant Interview of Experts-3R Master Trainers and HR Consultants

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	You collaborated with WISE on the Recruit, Retrain & Retain (3R) program. Are there additional collaborative interventions with WISE?	2A, 3C, 4A, 4B, 5A & 5B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on your collaboration with WISE.	2A, 3C, 4A, 4B, 5A & 5B
4	Describe negative situations/events that have had an impact on your collaboration with WISE.	2A, 3C, 4A, 4B, 5A & 5B
5	Do you consider that – overall - your collaboration with WISE was positive during the WISE implementation period?	2A, 3C, 4A, 4B, 5A & 5B
6	a) Describe the benefits generated for the companies you worked with, as results of the 3R program. b) Rank your list from 1 (highest benefit) to 5 (lowest benefit)	2A, 3C, 4A, 4B, 5A & 5B
7	c) Describe the costs incurred by the companies you worked with, due to the implementation of the 3R program. d) Rank your list from 1 (highest cost) to 5 (lowest cost)	2A, 3C, 4A, 4B, 5A & 5B
8	Give examples of activities where the resources allocated were, or were not, used efficiently or effectively during implementation.	2A, 3C, 4A, 4B, 5A & 5B

9	Give examples of future/improved collaborative activities between you and WISE where the results would positively enhance the achievement of the WISE objectives.	2A, 3C, 4A, 4B, 5A & 5B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 13B: Protocol for Key Informant Interview of Productivity Experts

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	You collaborated with WISE on the Productivity Improvement Program (PIP). Are there additional collaborative interventions with WISE?	2A, 3C, 4A, 4B, 5A & 5B
2	If 'yes', please identify additional interventions.	
3	Describe positive situations/events that have had an impact on your collaboration with WISE.	2A, 3C, 4A, 4B, 5A & 5B
4	Describe negative situations/events that have had an impact on your collaboration with WISE.	2A, 3C, 4A, 4B, 5A & 5B
5	Do you consider that – overall - your collaboration with WISE was positive during the WISE implementation period?	2A, 3C, 4A, 4B, 5A & 5B
6	Describe and quantify the benefits generated for the companies you worked with, as results of the PIP.	2A, 3C, 4A, 4B, 5A & 5B
7	Describe and quantify the costs incurred by the companies you worked with, due to the implementation of the PIP.	2A, 3C, 4A, 4B, 5A & 5B
8	Give examples of activities where the resources allocated were, or were not, used efficiently or effectively during implementation.	2A, 3C, 4A, 4B, 5A & 5B
9	Give examples of future/improved collaborative activities between you and WISE, where the results would positively enhance the achievement of the WISE objectives.	2A, 3C, 4A, 4B, 5A & 5B

Efficiency, Effectiveness and Sustainability Matrix Questions

1. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

1.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

1.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

1.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

1.4 Delays

a) If there are delays, how significant are they?

b) Have the reasons been identified?

c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

a) To what degree have the deliverables/outputs been delivered/produced?

b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

2.1 Has the expected progress in terms of outputs been properly achieved?

2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?

2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?

3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?

Tool 14: Protocol for Key Informant Interview of WISE/MTC

Introduction

Following personal introductions, the interviewer reads the Assessment Team's standardized introductory statement.

Date of the meeting:
Time of the meeting:
Interviewer/ other team members:
Notes taken by:

Background Information

Involvement in WISE Project:	Name of Institution:
Name of Key Informant:	Gender: ☐ Female ☐ Male
Title:	Department:
Other persons accompanying interviewee:	

#	Questions	EQ Identifier
1	During the past 18 months, have there been any major changes in WISE activities?	3D & 3E
2	Describe positive situations/events that have had an impact on WISE performance.	3D & 3E
3	Describe negative situations/events that have had an impact on WISE performance.	3D & 3E
4	Do you consider that relations with WISE stakeholders have started/remained positive during the WISE implementation period?	3D & 3E
5	Give situation/event examples that evidence a positive, or negative, relationship(s).	3D & 3E
		3D & 3E
8	Do you consider the resources available to WISE have been used efficiently and effectively?	3D & 3E
9	Give examples of WISE planned activities where the resources allocated were, or were not, used efficiently and effectively during implementation.	3D & 3E

Efficiency, Effectiveness and Sustainability Matrix Questions

I. Efficiency: the measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into outputs.

I.1 Are the chosen implementation mechanisms (incl. choice of implementation methods, entities and contractual arrangements) conducive for achieving the expected results?

I.2 Do stakeholders effectively contribute to the planning of the interventions (including capacity development)?

I.3 Inputs

a) Do the resources correspond to the needs of the intervention?

b) Do stakeholders provide the inputs (human or physical) that would be required to implement the intervention in an efficient manner?

c) To what degree are resources (inputs) available in a timely manner from the stakeholders?

I.4 Delays

a) If there are delays, how significant are they?

- b) Have the reasons been identified?
- c) Have revisions of planning been properly implemented?

1.5 Deliverables/Outputs

- a) To what degree have the deliverables/outputs been delivered/produced?
- b) Have the outputs been delivered/produced in a cost-efficient manner?

2. Effectiveness: the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

- 2.1 Has the expected progress in terms of outputs been properly achieved?
- 2.2 Is the quality of outputs (including those of capacity-building support) satisfactory?
- 2.3 Are the outputs (including capacity building) still likely to lead to the expected outcomes?

3. Sustainability: the continuation of benefits generated by the interventions after the development assistance has been completed; the probability of continued long-term benefits and the resilience to risk of net benefit flows over time.

- 3.1 Is an adequate level of human and institutional capacity put in place in order to continue delivering the intervention(s) benefits?
- 3.2 Are the roles of the beneficiaries in the management and the monitoring of the activities sufficiently supporting the enhancement of their capacities?
- 3.3 If there is a financial contribution needed for continued access to the benefits of the interventions. Can the stakeholders/beneficiaries afford such payments?
- 3.4 Has the private sector been involved to ensure the sustainability of the interventions?
- 3.5 Have the necessary measures been taken into account to ensure equal participation and benefit for women and men?

Tool 15: Group Discussion Protocol for Current Students

#	Group Discussion for Current Students / Question	EQ Identifier
1	What type of activities did you participate in with the School Unit for Transition to Employment (SUTE)?	1A
2	For your future, how valuable do you consider the training/learning you received from the school or SUTE teachers?	1A
3	KAP (knowledge, attitudes, skills practice) analysis: Describe the changes in your knowledge and attitude to work through participating in activities and workshops that relate to - Peer Helping Program "Together We Soar (Peer Mediator, Peer Ambassador, Peer Tutor, Career Helper) Ranking - entrepreneurship and employment unit - ranking - innovation clubs and NAWAH competition - ranking	1B
4	a) How did you use the skills and knowledge that you gained from your learning in the workplace? b) Give examples of activities	1B
5	The SUTE has been able to make linkages between you and the private sector. A) Rate the level of effectiveness? 1 (high) 2 3 4 5 (low) B) Give examples that demonstrate effective outcomes C) Give example where improvements can be made to the effectiveness of the SUTE program	1C
6	When you first employed in a private company during summer or after school, did you find that your knowledge and skills gained from the SUTE training was able to be used for tasks that could be used in the workplace.	1C
7	a) Did you think that the jobs offered by the private sector through the SUTE were suitable and appropriate to your qualification? b) Give examples of job situations where a positive outcome was achieved c) Give examples of job situations where a negative result was the outcome	1C
8	Do you believe that the SUTE training period was sufficient to gain the skills that enabled you to join the workplace?	3E
9	Are there any challenges that you face in attending the SUTE training?	3E
10	a) Are there opportunities and/or jobs through the SUTE equitably available for both male and female? b) What are the challenges that you face in accessing jobs for males and females? • Wages • Working hours • Working conditions	4A
	For female groups only: Were the private sector jobs provided by the SUTE convenient for you as female workers, in term of working hours, social insurance, and other benefits?	
11	Give some examples of success stories related to economic empowerment of women, in terms:	4B

	- finding new income sources - attending paid work - on the job training - starting new business idea	
12	What are your recommendations to improve the quality of SUTE services to students in the upcoming period?	

Tool 16: Group Discussion Protocols for Graduated Students

#	Question	EQ Identifier
1	What type of activities do you know are provided by the School Unit for Transition to Employment (SUTE)?	IC
2	a) Did you participate in SUTE activities before graduation? b) Describe the type of activities. c) How frequently were you able to attend the SUTE activities?	IC
3	The SUTE has been able to make linkages between you and the private sector. D) Rate the level of effectiveness? 1 (high) 2 3 4 5 (low) E) Give examples that demonstrate effective outcomes F) Give example where improvements can be made to the effectiveness of the SUTE program	IC
4	Did you think that the jobs offered by the private sector through the SUTE were suitable and appropriate to your qualification?	IC
	d) Give examples of job situations where a positive outcome was achieved e) Give examples of job situations where a negative result was the outcome	
5	a) Do you believe that you gained the required skills for work “from the school” before graduation? b) Did you find the private sector needed different skills that you didn’t have? c) Give examples of skills needed in the workplace that were not part of your school training	IC
6	a) Do you think you can establish a small commercial project by your own? b) If yes, explain... why you would like to do this? c) What are the challenges that may stop you? d) What activities could assist you in developing a small commercial project?	
7	c) Are there opportunities and/or jobs through the SUTE equitably available for both male and female? d) What are the challenges that you face in accessing jobs for males and females? • Wages • Working hours • Working conditions	4A
8	For female groups only: Were the private sector jobs provided by the SUTE convenient for you as female workers, in term of working hours, work location, work condition, social insurance, and other benefits?	4A
9	Give some examples of success stories related to economic empowerment of women, in terms: - finding new income sources - attending paid work - on the job training - starting new business idea	4B

II	What are your recommendations to improve the quality of work available for graduates?	

Tool 17: Group Discussion Protocols for School Teachers

#	Question	EQ Identifier
1	a) What type of training did you receive from the School Unit for Transition to Employment (SUTE) teachers/facilitators? b) What topics were covered in workshops? c) Which SUTE units provided the training you attended?	IA
2	a) Describe the skills/knowledge you gained from the SUTE officers/management mentoring and training which benefited you in improving your teaching skills and knowledge. b) Did the SUTE training cover theory and practical areas of teaching? YES/NO c) Give examples of the areas covered in the SUTE training.	IA
3	How frequently did you use the knowledge and skills gained from the SUTE training with the students in the school? Examples 5 days a week, every day, never, etc.	IA
4	Only for logistic and renewable energy schools a) Do you see advantages in the new curricula developed and implemented through the WISE program? b) Explain your response with examples c) Do you see any disadvantages in the new curricula developed and implemented through the WISE program? d) Explain your response with examples	IA
5	a) Inside your school, which unit/s of SUTE are active and effective? b) Give examples that illustrate their activities are effective. c) Give examples of SUTE activities that need to be improved.	IA
6	For SUTE Career Guidance UNIT: Explain how the SUTE trainings you provided to students enhanced the skills of the students in career guidance and entrepreneurship.	IB
7	For employment and labor market unit Explain the process that you use to create linkages between the schools and private sector.	IC
8	Explain your role in locating employment opportunities for students or graduates.	IC
9	a) Do you think that the jobs offered by the private sector through the SUTE were suitable and appropriate to the student's qualification? b) Give examples of job situations where a positive outcome was achieved c) Give examples of job situations where a negative result was the outcome	IC
10	Explain types of mechanisms, processes or systems that could assist sustain the SUTE after the project ends.	ID
11	Explain how the WISE interventions considered gender gap and equality, when it comes to participating in workshops and providing services to students.	4A

Tool 18: Group Discussion Protocol for SUTE Officers

#	Questions	EQ Identifier
1	c) What type of training did you receive from the WISE project? d) What topics were covered in workshops? e) Which School Unit for Transition to Employment (SUTE) units provided the training you attended?	IA
2	Describe the skills/knowledge you gained that were most beneficial in performing your role/function effectively in SUTE?	
3	Have you transferred the training you received to other teachers inside the school? If yes, what processes you used to assist other teachers?	IA
4	Give examples of how that improved the skills of teachers.	IA
5	d) Inside your school, which unit/s of SUTE are active and effective? e) Give examples that illustrate their activities are effective. f) Give examples of SUTE activities that need to be improved.	IA
6	For career guidance UNIT: Explain how the SUTE trainings you provided to students enhanced the skills of the students in career guidance and entrepreneurship.	IB
7	For employment and labor market unit Explain the process that you use to create linkages between the schools and private sector	IC
8	Explain your role in locating employment opportunities for: (a) students (b) graduates (c) people in the community.	IC
9	d) Do you think that the jobs offered by the private sector through the SUTE were suitable and appropriate to the student's qualification? e) Give examples of job situations where a positive outcome was achieved f) Give examples of job situations where a negative result was the outcome	IC
10	Explain types of mechanisms, processes or systems that could assist sustain the SUTE after the project ends.	ID
11	Explain how the WISE interventions considered gender gap and equality, when it comes to participating in workshops and providing services to students.	4A

المسلسل				

البيانات الأساسية		A
الحافظة:		A-1
	1. الإسكندرية	
	2. السم النجدي	
	3. بوز سعدي	
	4. لبحر ألحمر	
	5. أسوان	
النوع:		A-2
	1. ذكر	
	2. نثي	
اسم المدرسة:		A-3
يترجم درسك:		A-4
	1. هنوات.	
	2. هنوات.	
تخصص المدرسة:		A-5
	1. زراعي	
	2. صناعي.	
	3. سيحي.	
ايتخصصك في المدرسة؟		A-6
	1. الصناعات الخفيفة.	
	2. الغزل النسيج.	
	3. الملابس الجاهزة.	
	4. أثاث.	
	5. السباحة.	

6. أخري(تذكر):.....	
يترين في أي سن دراسية؟	A-7
1. السنة الأولى.	
2. السنة الثانية.	
3. السنة الثالثة.	
4. السنة الرابعة.	
5. السنة الخامسة.	

B: قياس درجة المعرفة و الرضا بخصوص وحدة تيسير الانتقال إلى سوق العمل (سوت) و أنشطتها.						
سمعت عن وحتي سري رالتقال إلى سوق لا عمل)سوت في مدرستك؟					B-I	
1. نعم.						
2. لا.----- لتقل إلى س م C						
في سمعت عن وحتي سري رالتقال إلى سوق لا عمل)سوت (جواب علي ي لي:						
فتقي ي يم من 1-5 يجي 1 هوأقل و 5 هوأعلى ما هو درج رضائك عن لخدمة لال يتقدمها وحتي سري رالتقال إلى سوق لا عمل)سوت؟						
B-I.1		1 أقل لرضا	2	3	4	5 أكثر لرضا
فتقي ي يم من 1-5 يجي 1 هوأقل و 5 هوأعلى ما هو درج رضائك عن دوسين وحتي سري رالتقال إلى سوق لا عمل)سوت(صفة عامة؟						
B-I.2		1 أقل	2	3	4	5 الأكثر
هل حضرت تدريب الرشاد وولوجي ه القوي في في المدرسة؟						
1. بلداً.-----تقل لسؤال B-3						
2. مران لولة.						
3. مران لثيرة.						
4. طول الوقت.						
B-2						

لؤنت حضرت تدريبالارشاد فتويجى هالظفي، جاب على حيلى:				
فتقي ييم من 1-5جيث 1 هوالقل و 5 هوالعلى، اداه درجة جودة المنهج التهيبي ليهك؟				
1	2	3	4	5
لجيس اعني بيدا				ساعني جدا
فتقي ييم من 1-5جيث 1 هوالقل و 5 هوالعلى يتق درتص فلكفاءة المدرس لذي ق لمتوي سل تدرى ب ليهك؟				
1	2	3	4	5
يرغك فو على الإطلاق				لفاعي لة
هل حضرت جاضرات يادة ال علم في المدرسة؟				
1. ببدأ. ----- لتقل الى B-4				
2. مرانق لولة.				
3. مرانق شيرة.				
4. طول الوقت.				
لؤنت حضرت جاضرات يادة ال عمل، جاب على حيلى:				
فتقي ييم من 1-5جيث 1 هوالقل و 5 هوالعلى، اداه درجة جودة المنهج التهيبي ليهك؟				
1	2	3	4	5
لجيس اعني بيدا				ساعني جدا
فتقي ييم من 1-5جيث 1 هوالقل و 5 هوالعلى يتق درتص فلكفاءة المدرس لذي ق لمتوي سل تدرى ب ليهك؟				
1	2	3	4	5
يرغك فو على الإطلاق				لفاعي لة
هل حضرت تدريج مهارات مثل ملة تكتب السيرة الخا في المدرسة؟				
1. ببدأ. ----- لتقل لسؤال B-5				
2. مرانق لولة.				

3. مراهقة شيرة.						
4. طول الوقت.						
لنونت حضوت تديبال موارات، جاب على مايلى:						
فتقري يم من 1-5 حيت 1 هو القل و 5 هو العلى، اناي ه درجة جودة المنهج التهيبي ليك؟						
B-4.1		1 لميس اعني بدا	2	3	4	5 ساعني جدا
فتقري يم من 1-5 حيت 1 هو القل و 5 هو العلى يتق درتوص فكفاءة ال مدرسلذي ق لعتوي سل تديري باليك؟						
B-4.2		1 يرغك فو على الاطلاق	2	3	4	5 وفية كبيرة
هل عذلفي الموسة لحق الصحة لسلامة المديرة؟						
1. لا يوجد.						
2. لم لم ععنها من قبل.						
3. عن دنالوكن انا مش عصفويها.						
4. عن دنال وناضو فيها.						
B-5						
فتقري يم من 1-5 حيت 1 هو القل و 5 هو العلى، ايه هي درجة رضائلي الصحوال سلامة المديرة؟						
B-5.1		1 القل رضا	2	3	4	5 للش رضا
هل عن دك مبن امج مس اعدة القران "مطلق" في المدرسة؟						
1. لا يوجد.----- يتق لالى B 7						
2. لم لم ععنها من قبل. ----- يتق لالى B7						
3. عن دنالوكن انا مش عصفويها.						
4. عن دنال وناضو فيها.						
B-6						
لو عذك مبن امج مس اعدة القران "مطلق" في الموسة، جاب على مايلى:						
فتقري يم من 1-5 حيت 1 هو القل و 5 هو العلى، ما هي درجة رضاك عن المبن امج؟						
B-6.1		1 غير راض	2	3	4	5 راض جدا
						6 لا أعرف

فتحي ييم من 1-5 حيت 1 هوالقل و 5 هوالعلى، ما هي درجة رضائك عن المدرس للمسؤول عن ن اديال مس اعدة؟						
B-6.2	1 غير راض	2	3	4	5 راض جدا	6 لا أعرف

B-7	أنت شاركت في أي أنشطه أو تهييب اهدوت سي رالتقال إلى سوق العمل)سوت(؟					
	1. لم أشارك					
	2. نعم نثقل لى B-9					
B-8	لم اذال تش ارل في أي تديب أو تش اظبع وحتي سي رالتقال إلى سوق العمل)سوت(عبرجاء ذلك بسبب الي بي فسقط. التقال لى سم C					
B-9	فبالتك أي مشاك لى ب أنشطه أو تهييبات وحتي سي رالتقال إلى سوق العمل)سوت(؟ 1. نعم وحتي ب عض المشاكل 2. لا لم تواجهني أي مشكل..... نثقل لى سم C					
B-10	ما طيمش كل تولى في بي يين لتي واجتلفي لكريب أولن شاط؟ 1..... 2.....					

C: فترة التدريب قبل التخرج		
في شاركت في تدريب خارج المدرسة في الماضي؟		C-I
	1. نعم.	
	2. لا.-----نلتحق الى قسم D	
يجابو علي الأسئلة التالية اللي تلقي التدريب		
كي فحص لتي على التدريب ؟		C.I.I
	1. أنا دور بتغنسي.	
	2. عن طريق الملاحظين.	
	3. عن طريق مدرس في المدرسة.	
	4. عن طريق وحتي سير التفتح الى سوق العمل(سوت).	

.....أخري تذكر.....	
C.1.2	ايه اس لم شركه اللى يثبتت في ه؟
C.1.3	في افنش الال ساس يلل شركه؟
C.1.4	مدة التديب كلت اد في ه؟
	1. سأل بعين او قل.
	2. من أسبو وجيل- أبعة أسيلي ع(اقل منشهر).
	3. منشهر لشوين.
	4. ألفشر منشهرين.
C.1.5	لكن بتبضفل وسهده افى الشهر م قبل التديب؟
C.1.6	لكن بتتدرب عدد ساعات في اليوخ ال فتر قل تديب؟
C.1.7	هل فليفتك ثقل اعلى تديب في لى له ا علفق شخص صلفي ال دراسه؟
	1. نعم.
	2. لا.
C.1.8	ازايتق درتوص فلو عالى بقين ال م هاراتللي كانل بكري ب حجاج له وال م هاراتللي علفي ال مدرسه؟
	1. الشغل مش حجاج أي م هارات.
	2. الشغل مش حجاج لم هارات مختلفه عن لى ت غلفها.
	3. انا لم بعلم أي م هارات هلفي لم مدرسه.
	4. بعلمي ميا عدن في فلي غلفي.
	5. انا لم بعلم أي م هارات في لى تديب

D: الشغل اثناء المدرسة.	
هل بتشتغل حاليًا / أو عمرك تريتعلت ثناء لمرنة لدراري؟	
D.1	1. ن عم.
	2. لا. ----- ن تفتلق سم E
بلوش تفلح حاليًا / أو عمر لكش تفلت ثقاء المسنة اللمسة ج اوب على مولي:	
كي فحصلت على هذال عمل؟	
D.1.1	1. انا دور تفتنسي.
	2. عن طريق ال هالال صدقاء.
	3. عن مدرس في ل مدرسة.
	4. عن طويق وحتي سير التيق ال إلى سوق ال عمل (سوت).
	5. اخي تفكر.

تشتغلين / اوكنيتشتن فين؟		D.1.2
	1. شغلنل حسابي.	
	2. في محل.	
	3. في شركة. اكراس مه.....	
كن بتقبض فلوس ق دايع فيال شهر؟		D.1.3
لكن تتعمل عد ساعك قن اي فيل يوم؟		D.1.4
هل شغلنك لي ه ا ع لققه خصص لفي لدراسة؟		D.1.5
	1. نعم.	
	2. لا.	
ازا بتقدر توضح فلوع القيقين ال م ه ارات لالي لكال تدري ب جتاج له اوال م ه ارات لاليت عل ف في المدرسة؟		D.1.6
	1. الشغل مش جتاج أي م ه ارات.	
	2. الشغل مش جتاج لم ه ارات مختلفة عن لالي ت غ م ه ا.	
	3. انا لم بتعلم أي م ه ارات ه نا.	
	4. بتعلي ميا عدني فتي شغلي.	
	5. انا لم بتعلم أي م ه ارات فتي بتدري ب	

طوبت تسأل وحييقي سيرن لقق الاله سوق لاعم ل)سوت (ن م ك س ا ع ل ف ي ل ج ل ت د ر ي ب خ ا ر ج ل ل م د ر س ل ك؟		E
	1. نعم.	
	2. لا.	

سجل					
A		البيانات الأساسية			
A-1		الجماعة:			
		6. إلكترونية			
		7. الإحصائية			
		8. بور سعيد			
		9. لبحر الأحمر			
		10. ملوان			
A-2		النوع:			
		3. ذكر			
		4. أنثى			
A-3		المدرسة:			
A-4		تخصص المدرسة:			
		4. زراعي			
		5. صناعي.			
		6. سياحي.			
A-5		ما هو تخصصك لم التفتي المدرسة؟			
		7. الصناعات الخفيفة.			
		8. الغزل والنسيج.			
		9. الملابس الجاهزة.			
		10. أثاث.			
		11. سياحة.			
		12. أخرى (تذكر):			
		A-6		تخرج من مدرستك؟	
السنة					

لوئنت مناللي ويختيقي سيرر للتقال من المدرسة إلى سوق العمل يست (شغلتم، يحيي لوبت الشغل بعد كده

جاولي الأسئلة الآتية:

B-1	قعدت مبقدي اي هل حدل ماس وتوفرت للوشغل؟	
	1. اقل من شهر.	
	2. من شهر لشهرين.	
	3. من شوي نل- 3شهور.	
	4. من 3شور ل- 6شهور.	
	5. أكثر من 6شهور.	
B-2	هل ما زلتت عملفي فسرالشغل اللي وفره لكسوت؟	
	1. نعم	
	2. لا -----من على المقابلة	
B-3	لو نبتلس في فسرالشغل اللي وفره لكسوت بقالك قد في هنت في فسرالشغل ده؟	
	1. اقل من شهر.	
	2. من شهر لشهرين.	
	3. من شوي نل- 3شهور.	
	4. من 3شور ل- 6شهور.	
	5. أكثر من 6شهور.	
B-4	اسم الشركة المصنعة التي تعمل بها؟	
B-5	اي هو المنشاط في سطر الشركة / المصنعة التي تعمل بها؟	
B-6	هل شغلك على تخصص صك الذي درسته في المدرسة؟	
	1. نعم	
	2. لا	
B-7	هل شغلك يحتاج لـ مهارات عينة؟	
	1. لا يحتاج لـ أي مهارات.	

	2شغلي بيتاجالي مهارات مقيمة التي تتعلمها.	
	3. مللت علم أي مهارات من المدرسة.	
	4. تضررتي ساعتي في شغلي.	
	5. أخرى متذكر.....	
	هل مع القوم لشغلك؟	
	1. نعم	B-8
	2. لا	
	تسلكهم من شغل (الجر + الحافلة) الشمر؟	
	1. قل من 1000 جريه.	B-9
	2. 1499 – 1000 .	
	3. 1999 – 1500 .	
	4. 2499 – 2000 .	
	5. أكثر من 2500 جريه.	
عدد الساعات في اليوم	تشتغل كم ساعتي اليوم؟	B-10
عدد أيام في الاسبوع	تشتغل كم ايام في الاسبوع؟	B-11
	ما هي كل تسيق ابل فدي شغلك؟	B-12
	1. ساهت العمل طويلا	
	2. جراً قليلا	
	3. مهناسب ل مهالتي	
	4. بعدي عزلتي	
	5. مضايقات من زملاء العمل	
	6. ضايقات مني يسي	
	7. بيئة العمل مشويحة	
	8. أخرى متذكر.....	

سجل سل							
البيانات الأساسية							A
الجماعة:							A-1
11. بل كنري							
12. إسم النجدة							
13. بورسعيد							
14. لبحر أل حمر							
15. لموان							
النوع:							A-2
5. ذكر							
6. نثي							
لم المدة:							A-3
تخصص المدرسة:							A-4
7. زراعي							
8. صناعي.							
9. سياعي.							
ما هو تخصصك لم التفتي المدرسة؟							A-5
13الصناعات الخفيفة.							
14.الغزل النسيج.							
15. لملبس ال جاهزة.							
16. الناث.							
17السباحة.							
18. اخري (تذكر):							
السنة	تخرج من مدرستك؟						A-6

لوئيت مناللي ويحيق سيري رلتق ال الى سوق لاعم (سوتن غلتمم حتيو سبتلش غلب عكده ، ج اوب على الالسئلة اللي:

غيرك دوتقواللى القسم D

B-1	قعدت حبق د اي هل حدل ماس وتوفرت لللش غل؟	
	6. اقل من شهر.	
	7. من شهر لش هرين.	
	8. من شوي نل- 3ش هور.	
	9. من 3شور ل- 6ش هور.	
	10. ألفتر من 6ش هور.	
B-2	هل ما زلتت ع ملفي فسلال شغل اللي وفره لكسوت؟	
	3. نعم	
	4. لا ----- لتقاللى القسم C	
B-3	لو نل تس في فسلال شغل لالي وفره لكسوت بقالك قد يفتت فيلش غل ده؟	
	6. اقل من شهر.	
	7. من شهر لش هرين.	
	8. من شوي نل- 3ش هور.	
	9. من 3شور ل- 6ش هور.	
	10. ألفتر من 6ش هور.	
B-4	اسم الشركة المصنع التي تعمل بها:	
B-5	اي هو النشاطي س فيل شركة / المصنع التي تعمل بها؟	
B-6	هل شغلك على قتبص صصك الذي رسته في المدرسة؟	
	3. نعم	
	4. لا	
B-7	هل شغلك يحتاج لى مهارات معينة؟	

	6. لا يحتاج الي أي مهارات.	
	7. شغل ي يحتاج الي مهارات مختلفة التي تعلمتها.	
	8. ملكت علم أي مهارات من المدرسة.	
	9. تخصص صري ساعني فشغل ي.	
	10. أخري، تفكر.....	
	هل مع التوقع لشغلك؟	
	3. نعم	B-8
	4. لا	
	تتسبب من شغل (الاجر + الحوافز) الش هـ؟	
	6. قل من 1000 جريه.	B-9
	7. 1499 – 1000 .	
	8. 1999 – 1500 .	
	9. 2499 – 2000 .	
	10. أكثر من 2500 جريه.	
عدد أسابيع فطلي يوم	تشتغل كم ساع في اليوم؟	B-10
عدد أيام في السبوع	تشتغل كم ايام في الاسبوع؟	B-11
	ما هي الامشاكل التي تقابل فمدي شغلك؟	
	9. ساهت ال عمل طويلة	
	10. جراً قل ي	
	11. مفن اسب ل مهالتي	
	12. عدي عزل ي	
	13. مضايقات من زملاء العمل	
	14. ضمايقات من ئي ي	
	15. بيئة العمل مشوي حة	
	16. أخرى تفكر	

C: لوترك شغل سوت ج اوب عل لئسئلة تلي

اي السيليوينى يسيلالى لثالتسي بيش غى سوت؟		
1.	هم لست غفوا عنى.	C-1
2.	عد ساعات الشغل لثيرة.	
3.	الشغل لثيرة نلب مع موالتى.	
4.	ال جوص غير.	
5.	بىئة ال عمل غير من اسية.	
6.	ل قى تشغل فضل.	
7.	قرر بى بعد فى البيت.	
8.	اخرى تذكر.....	
قعدت مدقدا افيه الشغل قبل ملتي ييه؟		
1.	قل من رابوع.	C-2
2.	اقل من شهر.	
3.	من شهر لثيرة.	
4.	من شهر لثيرة 3شهور.	
5.	من 3شور لـ 6شهور.	
6.	أكثر من 6شهور.	
هل انت تشغل لجاى؟		
1.	نعم.	C-3
2.	لا.----- اتواللى القسم E	
ازاي عفتت لافش غلك ال لى؟		
1.	عن طريق مولى مدرس تب عسوت.	C-4
2.	ل قى ته عن طريق معرض ال وظيف فى ل مدرسة.	
3.	جبت نفسى.	
4.	ببلى نفسى.	
5.	أصدقاء ال قاربس اعدونى.	
اخرى تذكر-----		
تشغل لى لوقتى؟		
1.	لملح ل حسابى ال خاص.	C-5
2.	فى محلص غير. اذكر ن شاطه.....	
3.	فى مؤسسه. اذكر اسم ه.....	

C-6		إزاي تتق دوتق لك شغل بحالي بال شغل لال ليوفره لك سوت في قبل؟ من خالل مايلي:
		هل عملك للاحالي في اسب مملوك أكثرف السابق؟
	1. نعم	
	2. لا	
	3. لا يوج فرق	
		هل اجر لك للاحالي أفضل في السابق؟
	1. نعم	
	2. لا	
	3. لا يوج فرق	
		هل م عملك لاسرفي مكان العمل ايجي أفضل في السابق؟
	1. نعم	
	2. لا	
	3. لا يوج فرق	
		هل عدد ساعات العلم في عملك لال ايجي أفضل في السابق؟
	1. نعم	
	2. لا	
	3. لا يوج فرق	
		هل عملك لال ايجي اسوأ في السابق؟
	1. نعم	
	2. لا	
	3. لا يوج فرق	

انت هتألسئلقمن ي عمل بحالي ا

D: لو كنت سالت سوتيل شغل لك سوت لمتفره لك.

برج اعالج ابكم ايلي:

D-1	تسي سالت سوت ع شغل؟

	1. قُل من أبوع.	
	2. أقُل من شمر.	
	3. من شمر لشويين.	
	4. من شويين لـ 3شور.	
	5. من 3شور لـ 6شور.	
	6. ألفت من 6شور.	
	هل تعلم حلها؟	
	1. نعم.	D-2
	2. لا. ----- انتقالي القسم E	
	لو لم تتعلم حلها، انظر فصلت على هذا العمل؟	
	1. عن طريق مهريس مدرستك عوت.	D-3
	2. لقيته عن طريق معرض الونظف في المدرسة.	
	3. ببيتك في.	
	4. ببيتك في.	
	5. ألقوا ألقا ريسا عوني.	
	6. أحي تذكر.....	
	لم نتعلم حلها؟	
	1. بعلمك سابي الخاص.	D-4
	2. في محلص غير.	
	اذكر اسم.....	
	3. في مؤسسة.	
	اذكر اسمها.....	

E: لو لم تتعلم حلها أجاب عطي لي:		
لهذه انت مشيت شغل في الوقت حاله؟		E-1
تقدر تختار لحد 3 الخيارات		
	1. بدور علي شغل.	
	2. لأنني عندي خدمة عكريه.	
	3. لأذ مش القوي غل يناسب بهاراتي.	

	4. لأذ مش القنيس غل رقيب من بيتي.	
	5. لان الشغل للبيب الفقيه عدد ساعاته طويلة.	
	6. لان ولدي/زوجي مش مجازن يا شغل.	
	آخرى تذكر.....	

للمدرسين الأعضاء وتيسر الانتقال من المدرسة إلى سوق العمل وحقق سير التحق من المدرسة إلى سوق العمل) سوت

أعضاء وحقق سير التحق من المدرسة إلى سوق العمل وحقق سير التحق من المدرسة إلى سوق العمل) سوت

مسلسل			

البيانات الأساسية		A
الجامعة:		A-1
16	السكنية	
17	السماعية	
18	بورسعيد	
19	البحر الأحمر	
20	لوان	
النوع:		A-2
7	ذكر	
8	نثي	
المدرسة:		A-3
ممكن خفض لتركيبات لطلبية:		A-4
تخصص المدرسة:		A-5
10	زراعي	
11	صناعي	
12	بياحي	
ما هو تخصص لولي يفي التدريس؟		A-6
1	الصناعات الخفيفة	
2	الغزل النسيج	
3	الملاسل جافة	
4	إلثا	
5	السياح	
6	أخرى (تفكر):	
لا	نعم	A-7

		0 لم تال قاي تيديو تب ع وحيييشيرنالتقال من المدرس لى سوق لالعمل)سوت(WISE) . (ن)لقلل ق س م -----B)
		1. تدري ب لمرسين في الرشاد لولتوحي والظي في
		2. تدري ب لمرسين لبرن امج مس اعة القران
		3. نظم جل وم اتلسوق.
		4. تدوي ب عل برن امج وحدة التقال من المدرس لى سوق لالعمل)سوت).
		5. تحضير مناهج لى حيتيات.
		6. حضير مناهج تجي ل طاقة
		7. تدري ب مر ب TOT.
		8. تدوي ل يتدري سر يادة ال عمل.
		9. تدوي ب لمرسين على نوال لى بتكار.
		10. تدري ب لسلامة لاص حة ل مرية.
		11. توي بات اخرى تذكر(.....)

فتقي ي م من 1-5 ح ي 1 هوالقل و 5 هوالعلى ما هي درج تح سين م طلك ب عدل ق ي لتوي ب من WISE؟ اعمل الة ٧ / ام المرق الم من اسب						
5 الاكثر	4	3	2	1 أقل	0 لم ي حضر	
						1. تدري ب لمرسين لى الرشاد لولتوحي والظي في
						2. تدري ب لمرسين لبرن امج مس اعة القران
						3. تقي س يرنا لقل الل سوق لالعمل.
						4. تدوي ب عل برن امج وحدة تقي س يرنا لقل من المدرس لى سوق لالعمل (سوت) .
						5. تحضير مناهج لى حيتيات.
						6. حضير مناهج تجي ل طاقة.
						7. تدري ب مر ب TOT.
						8. تدوي ب ل يتوي س يادة ال عمل..
						9. تدري ب لمرسين على نوال لى بتكار.
						10. تدري ب لسلامة لاص حة ل مرية.
						11. توي بات اخرى تذكر(.....)

A-8

B-1	حضرته مسهول في اتيق س فبى و بى سى ال ن ن ق ال من ل م د ر ق ل س و ق ال ع م ل و بى س ر ال ن ق ال من ال مدرسه الى سوق ل ا ع م ل س و ت ف ي اى م ح ل ل ي : - ي ر ج ي ت ح ي د ك ل م ا ي ط ل ب .)	نعم	لا
	1. لتدوين وتنفيذ مهارات		
	2. الرشاد لوتو على وظيفي		
	3. التوظيف نظم عمل و م ا ت ل س و ق		
	4. الابتكار وريادة الاعمال		
	5. تدريب الجوسين على نوالى ب ت ك ا ر .		
	6. ل م ا ل م د ر م ر ي ة ل ا ص ح ة .		

ما عدلتك يارب اتلتى حصلت علي هدى من اجل التطوي ف نظم عمل ومات الس وق؟
ضعدائرة حو ال جبلة المن اسية

E-2	الملاحظة: يرجى مشاركة تبادلاً ملاحظة: يرجى مشاركة تبادلاً	
	1. مساعدة الطالب في الحصول على الوثائق	
	2. مساعدة الطالب في الحصول على عمل	
	3. مساعدة ناس من المنطقة في الحصول على عمل	
	4. إعطاء محاضرات تدريبية في كيفية كتابة السيرة الذاتية أو عمل ملخص أو عمل ملخص	
	5. إعطاء محاضرات تدريبية في كيفية كتابة السيرة الذاتية أو عمل ملخص أو عمل ملخص	
	6. مساعدة أخرى-----	

E-4	تقريباً فأي المنوس طبي أخنوقت اد بي دل حد ملقى شغل للخليج؟ ضعدائرة حو الالجلة المناسية
	1. اقل من شهر.
	2. شهر الثمين .
	3. من شويين لأبوعة
	4. أكثر مناربعشهور

197

4. بين 30 و 50	4. بين 30 و 50	
5. ألفتر من 50 (جد رقم-----)	5. ألفتر من 50 (جد رقم-----)	
تقريباً نسبة ايه لوقت لم شغل؟ ض عائرة ول ال جابل قمل اسبة		E-6
أ- والد	ببنات	
1. ما فيش.	1. ما فيش.	
2. قل من 25% .	2. قل من 25% .	
3. بين 25% و 50%	3. بين 25% و 50%	
4. ألفتر من 50%	4. ألفتر من 50%	
5. كلهم	5. كلهم	

F-1 إذكنت من مسئول تقس مدالب تكار وياة ال عمل، رجاء الاجابة عم اعلى:

ما عدلت هيرب اتلتي حصلت علي هلي للبتكار وي ادة ال عمل ؟ ض عائرة حو ال جلة الفل اسبة		F-1			
1. قل من 2.					
2. من 2الى 4 .					
3. الفتر من 4.					
4. اخري (تذكر):.....					
هل صبحت مدرس في للبتكار وري ادة الأعمال؟ ض عائرة حو ال جلة الفل اسبة		F-2			
1نعم					
2. ال					
فتقي ي يم من 1-5 معي 1 هو الأقل و 5 هو الأعلى : م حاضرات ي ادة ال عمل كان تم في دة اد لي هل طلبة؟ ض ع نظرة حول الخ اب الفل من اسبة؟		F-3			
1	2		3	4	5
أقل					الأعلى

G-1 إلى مسئول ويطيقس ير ال تقال في المدرسة إلى سوق ال عمل) سوت

كأحد مسئول ويطيقس ير ال تقال من المدرسة إلى سوق ال عمل) سوت (ما هي لشكل لتي واجهت في الشطة التي قبدع ال أهم أقل ال دة؟ أ) نوادي للبتكار ب) نوادي المدرسين		G-1

ج) تهييب ريادة الأعمال 3)		
G-2 ما هي أهم لمخاطر التي تواجه هذا لطبق في الأنشطة التي قبدع ب الأدم الفل أدهية.		
أ. الذكور • نوادي للبلتكار 1) 2) 3) • محاضرات ريادة الأعمال 1) 2) 3)	ب. إناث • نوادي للبلتكار 1) 2) 3) • محاضرات ريادة الأعمال 1) 2) 3)	

مدرسين للمدرسة من غير أعضاء وخصي سيري للتقال من المدرسة إلى سوق العمل)سوت)

مدرسي للمدرسة من غير أعضاء وخصي سيري للتقال من للمدرسة إلى سوق العمل)سوت)

سجل سل

A		البيانات الأساسية
A-1		الحافطة:
		21. بل كنيري
		22. إسم النجوة
		23. يور سخي
		24. لبحر ألحمر
		25. لوان
A-2		النوع:
		9. ذكر
		10. نثي
A-3		لم المدرسة:.....
A-4		مكن خفض لكرق لتي فون لم لبع:-
A-5		تخصص المدرسة:
		13. زراعي
		14. صناعي.
		15. بني يحي.
A-6		ما هو خصص لول يسي في التدريس؟
		7. الصناعات الخفيفة.
		8. الغزالي النسيج.
		9. لملايسال جافة.
		10. أثاث.
		11. لسيحة.
		12. للوجيات
		13. اللطة المتجددة

		14. أخري(تذكر)-----				
لا	نعم	تعلق يبتدري بمتبع وحقيقي سير التثقال في المدرسة إلى سوق العمل(سوت(WISE/ في أي مجلي :- يخرج يتحدي ذلك علي طبق).				
		0. لمثال أي توي يتبع قوسي سير التثقال من المدرسة إلى سوق العمل(سوت(WISE/ .----- لنوع من التثقال سم B				
		12تدريب للمدرسين في الإرشاد الوظيفي				
		13تدريب للمهنيين لبرنامج مساعدة القرآن				
		14 لتطويف نظم عمل وماتل سوق.				
		15. تويب على برنامج وحلقن تثقال من المدرسة فسوقا لعملي توي سير التثقال من المدرسة إلى سوق العمل(سوت((.))		A-7		
		16. تحضير من اه لالوجييتيات.				
		17. يحض ير من اه لالطق في امتجدة				
		18تدري بدمب ين TOT.				
		19. توي ليتدري سر يادة ال عمل.				
		20. تويب للمهنيين على نوال في بتكار.				
		21تدري بلسلامه لاصحالة مديرة.				
		22. تويبات أخري(تذكر).....				
فتقي ييم من 1-5حيث 1 هوأقل و 5 هوألعلى						
ما هي درجات حيين ما تبلغ تلقى التويب من WISE/ وتحتي سير التثقال من المدرسة إلى سوق العمل(سوت(؟						
5 الاكثر	4	3	2	1 أقل	0 لهي حاضر	
						12. تدريب للمدرسين الإرشاد الوظيفي
						13. تدريب للمهنيين لبرنامج مساعدة القرآن
						14. تيسير التثقال للسوقا ل عمل.
						15. تويب على برنامج SUIT.
						16. تحضير من اه لالوجييتيات.
						17. تحضير من اه لالطق في امتجدة
						18. تدري بدمب ين TOT.
						19. توي ليتدري سر يادة ال عمل..
						20. تدريب للمدرسين على نوال في بتكار.
						21. تدري بلسلامه لاصحالة مديرة.
22. تويبات أخري(تذكر).....						

هل تعرف عن نشطة تيسير الانتقال من المدرسة إلى سوق العمل (سوت آل تي)؟ يخرج حدي ذلك لطبق.							B-1
لا	نعم						
		1. الإرشاد لوتو على وظيفي.					
		2. برنامج مع أنشطتي ببرنامج مساعدا القرآن					
		3. توظيف الوحي جين.					
		4. لهقيب مدفوع الاجر للطلبة.					
		5. نادى الفكر					
		6. حاضرا تربية الالعمال					
		7. تدويب دع المهنين.					
		8. لجن ناس لامتو الص حة لمهنية					
						B-2	
لا أعرف	5 الشر	4	3	2	1 أقل		فتقي يي م من 1-6 بحيث 1 هو الأقل و 5 هو الأعلى تقوي ذلك كفاءة هائل نشطة من خلال مساعده؟
							1. الرشاد لوتو على وظيفي.
							2. برنامج مع أنشطتي ببرنامج مساعدا القرآن
							3. توظيف الوحي جين.
							4. لهقيب مدفوع الاجر للطلبة.
							5. نادى الفكر
							6. حاضرا تربية الالعمال
							7. تدويب دع المهنين.
						8. لجن ناس لامتو الص حة لمهنية	
فى رأيك في تلك النشطين يمكن تطبيق هبى بقى ال مدراس فلان ية الاخرى ضع دائرة حول اقل الجابتين							B-3
1. الإرشاد لوتو على وظيفي.							
2. برنامج مع أنشطتي ببرنامج مساعدا القرآن							
3. توظيف الوحي جين.							
4. لهقيب مدفوع الاجر للطلبة.							
5. نادى الفكر							
6. حاضرا تربية الالعمال							

7. تويب دع المهنين.	
8. لصالمة لمة رية و لاصحة	
9. للامكن هتبيق ايمن البرام نجي بقل لمدارس فلية	

أداة 4-أ- المصنفوكولالخاص المقاشللفسوية لخبذي للقراروالخبراعبدالغربي في التوايليم

مقدمة

بعد التعرف ولتقديم للشخصي يقوم الامح اوربتقي في فريق للتقديم فوق الكقدمة للتقديم في التتيتم اعدادها.

تواي خفي ابله/ الجتماع:
مواي ابله / الاجتماع:
لمحاور/ الحضور خفي ال عمل:
السويول عن تدفي نالموضوعاتال جارمفي اقش تلمكن المال جتماع:

بيان اسري

شاكل والميلقك عاون محال شروع:	لنفس سة بوزالليقر بي لولتليهم
اسمالش خصال جارمفي ابلته:	لنوع ال جتماعي: نلش
المنس لمعوظي في:	لنسم:
الحضور من ال جة ال جاري مقالته:	

- 1 ليولكيز على دعليل في الفين وال تدرب لمنى ما هوال دورالذي متعبه من ال عمل كمفي دعليل في ذال شروع (مقدمة) WISE؟
- 2 من وجهة نظركم ملو ال اختلافيين شروع WISE ول شروعات ال خالفتي يتم تمهله من ال مبادرالك عاون (مقدمة) الدول؟
- 3 الللثمانيه عمو شمر للمضريه، ملثاوت غي ير فيل عالقابتيين وزارقال ليولتليهم شروع ال WISE؟ (3A)
- 4 برج اعوص فلمواقف ال حادثال جابيلقي تي ثرت لحي لالعلاقات بين وزارقال ليولتليهم شروع ال WISE؟ (3A)
- 5 برج اعوص فلمواقف/ ال حادث الللثمانيه التي ثرت على عالقابتيين وزارقال ليولتليهم شروع ال WISE؟ (3A)
- 6 ملثرون أن لخالق ابتيين وزارقال ليولتليهم شروع ال WISE كان سقوم بال جابيلقي قولت عاون الفلتن في ذ شروع WISE؟ (3A)
- 7 بلو جوفير ملثله / ألة ذانصلة لفي توض لحن ا ما لمواقف/ ال حادث ال جابيلقي قولت بي. (3A)
- 8 بلو جوفير ملثله / ألة ذانصلة لفي توض لحن ا موق فللث عاون أو علك عاون الفلتن في ذ شروع WISE (3A)
- 9 ا) ماهي ال خطوات لتلي تم تخ اذه من خال ال وزارة ق طاع الخ على ملني - لدع عن اصر للات دلم لبقاء على لمصين الفين تي تيهم تعطي لمل مقنيم برج الفلثري على لي: ما هي الطرق الصلتي خدمه لضمن ال ستمد راريه لعللة بدع انته ال مل شروع - ملثي تي فيعري قال عمل لالحي تي فير الللث لملثني في علقته ال شروع - ماهي ال خطوات لتلي تم تخ اذه ال لقرارات الوزاريه - مل يوجد لتي لالحق رتلوا و س ياسات لدع عن اصر للات دلم لتيه لالم التي ذال شروع؟ (ID)
- ب) برج اع لثو لثله توض ح دور ال وزار ق طاع الخ على لموسين لتيهم تي تدري بهم (ID)
- ث) ماهي ال خطوات لتلي تم تخ اذه من خال ال وزارة ق طاع الخ على ملني لتي في ذ خطة لضمن ال ستمد ا ل شروع؟ (ID)

وزار بقله يتقروا لتعليق ملحق الفنى على مستوى المصاحفة

بعد التعرف والتقييم الشخصي، يقوم المراجعون بفرق التقييم فوق الأقدمية التعريفية التي تم إعدادها.

شكّل وأيقنك عاون معال شروع:	أفيس فتمت خذيل قرارو الخاء بوزار فيلتنية الحجة التعليق على مدى لى الحافظة
اسم الشخص الجاوب عليه:	لنوع الخدماء: نلى
المدى الزمني:	لنوع الخدماء: نلى
الحضور من الجارة الجارية:	لنوع الخدماء: نلى

- ٤٤٤

(ب) باخدا م الأمثلة، وضيفك يمكن تحقيق الس تدامة من الال الو حنا الم ح لية ل لانتقال إلى توظيف.

5 بالبري زعل ليس عليه عقل ولا فطن ولا تفكير في المدارس، وصحح الخطلات التي يجتازها من اللمشروع (1) WISE ووزلة التنقيح المحلية، وزارة التربية لتتبع كل ملامح التغيير في السندادة القدرات؟ (D)

6 ما هي الخطوات التي يجب اتخاذها من خلال مشروع WISE للشرقاء "والاقترب من كل واحد، وزارة التربية المحلية،" للحد من اصل السندادة الملائمة شططين اعل القدرات؟ (1)

7 أ) من وجهة نظرك ما هي أهم التحديات من المتوقع أن تواجهه انشطة للمشروع على مستوى الوزارات وليس على المستوى الأخرى؟ (D)

من صفوف الأسيول قمت بصلب عماد يري ال كفاءة، الوف بجاية، والاستدامة

1.1. هل ذلك ألي استاذ الفقه في علم من علم أو ألي في الطب الفيزيذي، وأولهم سائلنا المرحوم في بيانات التمتع اقد في حق ليلق تائج المتوق في علم مشروع؟

3.1.1 المد الت

هل تضرطع الأطراف للمشاركةفى المشروعوعوغير المدخلالكىلشريهوالامايهالالتحقفىذالأنشطهبحى
نحو تيسرالىكفاءه؟

206

4.1 تأخير الإنشطة

أ. إذا كان هناك تأخير، ما هي درجاته؟

ب. هل يتم تصديها بأبلى التأخير؟

ج. هل يتم في ذال خطط المعلقة على عمل محلي؟

5.1 المخرجات والتأثيرات

أ. ما هي بظان يجب تحقيق المخرج المتوخى لاجل الهدف؟

ب. هل يتم تحقيق المخرجات والتأثيرات على نحو يتسبب بالإنهاء من حياياتك؟

الأنواع: عيار / قياس لدرجات تحقيق أو إكمال في تحقيق نتائج وأهداف المشروع أخذ في الاعتبار أهمية النتيجة.

1.2 هل يتم إحراز التقدم المتوقع في مخرجات تحقيق المخرجات؟

2.2 هل يتم تحقيق المخرجات المتضمنة من نقل المخرجات قبل انقضاء الوقت المبرر؟

3.2 هل الزايل من المخرجات أن تؤدي المخرجات المحققة (بما في ذلك المخرجات المتضمنة من انقضاء الوقت) إلى تحقيق الهدف؟

3.3 هل سيتم دمج عيار القياس لدرجات بلوجية المنافع من أجل أنشطته المشروع بعناية مع هذه، احتياطي التمرار المنافع المحققة على أجل الطويل وموالية المظهر والتعديلات.

3.3 هل سيتم انقضاء التنبؤية والموثوقية لبلوجيات الزم السيت مزايا على انقضاءات جين أنشطته المشروع؟

2.3 هل يحد لوفيات المتوقعة في إدوات ابعة / رصد أنشطة فلغاب القلق الكافي لدع ويتعزز قدراتهم؟

3.3 إذا ما كان من الكاحاجة للمساهمة للمهنية لاستمرار المرافق المحققة من أنشطة المشروع، هل تستطيع على اتل مساهمة توفير لوفاء (ببذلك المساهمة للمهنية اللازمة؟

3.3 هل يتم إشراك طاق العمل لضم انشطة مزايا على انقضاءات المشروع؟

3.3 هل يتم ألغفي التعيار لإجراءات الازمة / هل يتم وضع للتعبير الالزام فلضمان نجاح فرص بتأثير ذلك من

النساء والرجال للمساهمة في أنشطة المشروع وبالتفاد من؟

أداة 4 ج- الميرتوكول الخاص المرفق لفقدوىة لمت خذوالقراروال خبر اعبوزارة التجارة والصناعة

مقدمة

بعد التعارف والتقويم الشخصي، يقوم الماح أو ربتقي في فريق للتعلم فوق الأقدمية للتعرفية التي تم إعدادها.

تواریخ فی اہلہ/ الیتماع:
موعده فی اہلہ / الاجتماع:
لمحاور/الحضور غیر فی ال عمل:
الیه یول عن یندی زالموضو عات ال جرم فی اقش تلمثن المال یتماع:

هي ان اتسل اسرىة

شغل والى وقت عاون مع العمل شروع:	الخبس من تحت خذول قرار والغاء بوزار وقت ج ا و ا ل ص ن ا ع
اسم الشخصل ا و ق ا ب ل ت ه:	ل ن س و ا ل م ا م ا ع ي: ن ك نى
ل م س ا ل م ط ي ف ي:	ل ن س م:
ال م ج ر و ر م ن ا ل ج ر ا ل ج ر ا ي م ج ا ل ت ه:	

1. أليس من الغريب أن نرى في بعض الأحيان أن بعض الأشخاص الذين هم من ذوي القدرات العقلية العالية هم من الذين هم من ذوي القدرات العقلية العالية؟
 2. من وجهة نظركم ما هو الاختلاف بين مشروع WISE والمشروعات الأخرى التي تم تمويلها من خلال المبادر المتعاونين؟
 3. خلال المضيئة عشرة شهور الماضية، هل ترون أي تحفيز في العلاقات بين زوايا الصناعات ومشروع WISE؟
 4. برجاء وصف المواقف / الأحداث التي هي التي أثرت على العلاقات بين زوايا الصناعات ومشروع WISE؟
 5. برجاء وصف المواقف / الأحداث التي هي التي أثرت على العلاقات بين زوايا الصناعات ومشروع WISE؟
 6. هل ترون أي تعاون بين الوزارة ومشروع WISE؟
 7. برجاء وصف المواقف / الأحداث التي هي التي أثرت على العلاقات بين زوايا الصناعات ومشروع WISE؟
 8. برجاء وصف المواقف / الأحداث التي هي التي أثرت على العلاقات بين زوايا الصناعات ومشروع WISE؟
 9. برجاء توفير أمثلة على النتائج التي تم تحقيقها في WISE حيث كانت الجهود المخصصة أولًا خصصت لخدمة أولئك الذين هم من ذوي القدرات العقلية العالية؟
 10. (أ) برجاء وصف أهم النتائج التي من المتوقع أن يتحققها مشروع WISE على مستوى الوزارة والمستويات الأخرى.
 11. (ب) تصنف النتائج التي تم تحقيقها في WISE (أ) إلى أقل أهمية (5) إلى أعلى أهمية (1).
 12. برجاء توفير أمثلة على النتائج التي تم تحقيقها في WISE من الممارسين في القطاع الخاص الذين هم من ذوي القدرات العقلية العالية؟

من فوق السيل قمت صلياً مع اوريال كفاءة، الوف نجاهة، والاستدامة

الكفاءة عتققي ياس - من البن طور القنص ادي لظلم في قتلى متعمد وج بفظح وي ل الموارد لمدخلات (الموارد للملي للبشرية، الوقت....) الى مخرجات.

١.١ هل ذلك الذي انت انا في بعض من أساليب الفنون، ولهم سائل ما يصيبك؟ الت عاؤني قال حق في كائى لم يتوقع
للشروع؟

2.1 هل يسهم شره كءال شر و عيصورة فعلة فحفي خطيط ألنش ططقت ضم نبقن اعل قد رات؟

3.1.1 المد الت

أ. هل تعدّ الموارد أقلّية حتّى اجابات الأنشطة؟

بلى، تصّطلع الأطراف المشاركون فى المشروع وغير المدخلات البشرية والمالية) الى التوقف في ذلك الشطة لى وجو تيسم لكفاءة؟

ج- إلى أي درجة تعد الموارد (المدخلات) المطلوبة من شركاء المشروع متعة في التوفيقات الازمة؟

4.1. تأخير الألف نشطة

۱. ا. اِذَا كَانَ مِنْكَ نَظِيرٌ، مَا هِيَ رَجْتُهُ؟

ب. هل تم تعديس أبابلي تلخيري؟

جـ۔ ملے تو یہی ذال خ ط ط ا ل م ع ل ی ے ن ح و ل ی م؟

5.1 المخرجات وطلباتي ج

أ. ماضي بس بظن ان جفت حريق المخرج التزويك اي جل مستندة؟

ب. لم تَحْقِيقِ لَمْ خَرَجَاتٍ وَالْمَلَأْتُ جَعَلْتُ نَحْوَ تَقْسِمٍ بِالْإِغْوَاءِ مِنْ حَيْثُ الشَّكْفِ؟

الافعالية: عيار / قياس لدرج تحقق أو الإنجاء تحقق لتلحاج وأهداف المشروع أخلفي الاعتبار أدمته النفسية.

2. اهل تم احران طبق دمل ووقوعی می ای خ هت حق یق لم خرج ات زوات ای ج؟

2.2 هل تتحقق فيق المخرج التمثيل ضمن نقل الحماة علق قبل انغلاق دراتها الوجهة المرضية؟

3.2 ل الزال من الوقوع أن تؤدي المخرجات المتوقعة (بما في ذلك المخصصات) على قدرات (المرتبطة) المتوقعة؟

أ. هل تعد للموارد كفاية لتحتياجات الأنشطة؟
 ب. هل تتضطلع الأطراف المشاركون في المشروع بعبء غير المدخلات (شرية أو المادية) التي تقع في ذل أنشطته على عاتقهم بالتساوي؟
 ج. إلى أي درجة تعد للموارد (المدخلات) المطلوبة من شركاء المشروع وتنتج في التوقعات الزمة؟

4.1 تأخي الزل أنشطة

أ. إذا كان هناك تأخير، ما هي درجاته؟
 ب. هل يتم تعديس أسباب التأخير؟
 ج. هل يتم في ذل خطط العمل على حل في حلول يمة؟

5.1 المخرجات والنتائج

أ. ما هي سبلان التي فتحق المخرج التي نتج عن العمل في هدفه؟
 ب. هل تم تحقيق المخرجات والنتائج على نحو يتسم بالكفاءة من حيث التكلفة؟
الافعال: عيار / قياس لدرجة تحقيق أو الجاهزية لتحقيق النتائج وأهداف المشروع أخذ في الاعتبار أهية الفاعلية.
 2.1 هل تم إحراز النتائج في ميعاد محدد؟
 2.2 هل تم تحقيق المخرجات التي تم التزم بها من قبل المبتاعين قبل انقضاء مدة المراجعة المرضية؟
 3.2 هل زال كل ما يوجب أن تؤدي المخرجات المحققة بالمعنى ذل في المستقبل قبل انقضاء المدة التي كان من المفترض أن تحققها؟

3.3 استدامة مخرجات هي اس لدرجات التوجيهية المدخلات التي نتج عن أنشطة المشروع بعينها، حيث لم يتم استمرارية المخرجات على الأجل الطويل والكفاءة في استخدام الموارد.

3.4 هل تم تحقيق النتائج المرجوة والمأمولة في ظل الظروف المتغيرة؟
 3.3 هل يعد لنواتج الفعالية في إدوابة / رصد الأنشطة فاعل بالكلية في دفع وتعزيز قراراتهم؟
 3.3 إذا ما كان هناك حاجة للمساهمة في الاستمرارية للمخرجات، هل تم التزم بالخطط والخطط (بشكل) المساهمة في ذلك الزمة؟
 4.3 هل تم إشراك طاق العمل في ضمان استدامة نتائج المشروع؟
 5.3 هل تم الأخذ في الاعتبار الإجراءات اللازمة / ملتم وضع للتغيير اللازمة لضمان نجاح فرص تنفيذها في ذلك من الفناء والدرج اللشاركون في أنشطة المشروع سالت فائدة منه؟

CUTE

بعد التعارف والتقىم للشخصى، يقوم الماحور بيقى فوق التقيم فوق الأقدمه التعريفية التى تم إعدادها.

توای محلی اہلہ / الجتماع:
موجللی اہلہ / الاجتماع:
لمحاور الحضور غیرتی ال عمل:
البری یول عزتدی نال موضوعات ال جارمقا قشتملشن المال بتماع:

شركل وألعلقك عون مكال شروع:

شكّل وألق نفسك اون معال شروع:	لخص من قدمت خذ لقرار والبقاء بوزار في تنمية للمحبة
اسم الشخص ال ج اوتو ابل تة:	لانوع الاستخدام اعى: نلى فكر
المس لمعوطي فف:	اوسم:
الجذور من الة الجارى مبالته:	

وزار نقل تنبوية الى على م - ومخوقس ى ر القتال لسوق ل عمل:

م	الاسم	التعليق	القطاع	الدويب الوحدة	السن	الموئل
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

- 1 متيبدأالعملمنخلالالمشروع مع ق طابقعليالمفنيوزارة لتيوالوقتعلي؟ (مق دمة)
- 2 أ) ماهي عددالهيئات الإدارات ولمدارسالتيتم لعمل معاه من خلالالمشروع ؟ (مق دمة)
- ب) ماهي مهيئتيحداليهيئات والإدارات ولمدارس التييتملعمل معاه من خلالالمشروع ؟ (مق دمة)
- 3 رتبأهلنشطة من وجههظنكم؟

1 الانكر اهمية

☐	☐	☐
☐	☐	☐

4	أ) ما هي مدى جسامة عملهم على عس تنوى الوزاق في خطي ط - متباعدة تقوى المألن ش طقت تي تمت خلال لمشروع؟ ب) ما مدى القة مس لمت كمال خ ط ق س تنواي جي؟	1D 1D
5	ما هوان ش طبقين الق دار لني تنهني ذه من خلال المشروع ي دعم ع ل ص الل س ت د ا ل ن ش ط ك ل مشروع؟ لهذا؟ كي ف م ج ر ا ا ل ل ش ا ر ا لى ل غ ل ؟	1D
6	ما ه و ا ل س ل ل لى است خ د م ت ه و ز ا ر ق ت و ب ي ت و ا ل ل ي ل ه و م ا ل ل س ت د ا م ق ب ع د ا ن ت ه ا ل م ش ر و ع م ج ر ا ا ل ل ش ا ر ا لى ل غ ل ؟	1D

- 7 أ) ما هي المبادئ التي يجب مراعاتها عند إعداد مشروع؟
 ب) ما هي الخطوات التي يتم اتخاذها من قبل الوزارة - قطاع التعليم الفني - لدعم الممارسين في القطاع؟
- 8 أ) ما هي الخطوات التي يتم اتخاذها من قبل الوزارة - قطاع التعليم الفني - لدعم الممارسين في القطاع؟
 ب) ما هي الخطوات التي يتم اتخاذها من قبل الوزارة - قطاع التعليم الفني - لدعم الممارسين في القطاع؟
- 9 أ) من وجهة نظرك، ما هي أهم التحديات التي تواجه الانشطة المشروعة على مستوى الوزارة - قطاع التعليم الفني؟
 ب) من وجهة نظرك، ما هي أهم التحديات التي تواجه الانشطة المشروعة على مستوى الوزارة - قطاع التعليم الفني؟
- 10 من وجهة نظرك، ما هي أهم التحديات التي تواجه الانشطة المشروعة على مستوى الوزارة - قطاع التعليم الفني؟
 11 من وجهة نظرك، ما هي أهم التحديات التي تواجه الانشطة المشروعة على مستوى الوزارة - قطاع التعليم الفني؟

سوف الأسئلة التالية تغطي مواضيع الكفاءة، والوفاء، والاستدامة

الكفاءة: مدى جودة العمل - من منظور القصة التي ترويها، والوفاء: مدى جودة العمل - من منظور القصة التي ترويها، والاستدامة: مدى جودة العمل - من منظور القصة التي ترويها.

- 1.1. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 2.1. هل لديك أي أفكار أو ملاحظات حول الموضوع؟

3.1. المبدأ

- أ. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 ب. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 ج. هل لديك أي أفكار أو ملاحظات حول الموضوع؟

4.1. المبدأ

- أ. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 ب. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 ج. هل لديك أي أفكار أو ملاحظات حول الموضوع؟

5.1. المبدأ

- أ. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 ب. هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 ج. هل لديك أي أفكار أو ملاحظات حول الموضوع؟

3.1. المبدأ: هل لديك أي أفكار أو ملاحظات حول الموضوع؟

- 3.2. المبدأ: هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 3.3. المبدأ: هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 4.3. المبدأ: هل لديك أي أفكار أو ملاحظات حول الموضوع؟
 5.3. المبدأ: هل لديك أي أفكار أو ملاحظات حول الموضوع؟

أداة وبروتوكول الاختصاص بملحق ابله بالاجتماع مع ممثل لى المجلس الوطنى لى الفاسية

مقدمة

بعد التعرف والتقييم الشخصي يقوم الماحورين في فريق التقييم فوق الأقدمية التعرفية التي تم إعدادها.

تتويج على ابله / الجتماع:
مؤ على ابله / الاجتماع:
لم حاور / الحضور غيري ال عمل:
البيبول عن تدني ال موضوعات ال جاري اقش تطفن المال اجتماع:

بيان اتسل اسمي

ش لكل وأليفك عاون مع الشروع:	الويس س: لأم جل بال وطنى للثق سري:
اسم المبرع ول الجاوي باب ته:	للنوع المسماعى: نئى
المس المعوظي في:	السم:
المنور من الجة الجاري مقالتا:	

السؤال	الاجابة
1. هل يمكن ان يكون لدى المجلس العربي للثقافة مشروع WISE في مجال دراستك وعملك وإدارة الموارد البشرية في مصر، وليس بشأن المبادرة له هدفه الى شراء وحدة البيئة الداعمة (Enabling Environment Unit (EEU) ولمجموعة العيش (البيئة الداعمة). Enabling Environment Advisory Group (EEAG).	3C, 3D & 3E
2. هل يمكن ان يكون مع مشروع WISE بيتش أن نشطة أخرى؟	3C, 3D & 3E
3. إن كانت إلى جهة "عم"، نرجو اننا نرى تلك الاشياء المطلوبة.	3C, 3D & 3E
4. ما هي المواقف والأحداث التي أسفرت عن نتائج إيجابية في عمليات التواصل مع اهل الوطن العربي؟	3C, 3D & 3E
5. ما هي المواقف والأحداث التي أسفرت عن نتائج إيجابية في عمليات التواصل مع اهل الوطن العربي؟	3C, 3D & 3E
6. هل يترون أن يكون لدى المجلس العربي للثقافة مشروع WISE في مصر؟	3C, 3D & 3E
7. هل يترون أن الموارد البشرية والموارد المالية التي وجدت أن تكون مطلوبة في إطار عمل المجلس العربي للثقافة؟	3C, 3D & 3E
8. نرجو اننا نرى تلك الاشياء المطلوبة في إطار عمل المجلس العربي للثقافة؟	3C, 3D & 3E

من فوف السئل قمت بصلب قمع ايرى ال كفاءة، الوف بخاية، والاستدامة

الكفاءة تعني قياس - من منظور القصص ادي لطيفي قتلى متعموج بطل حويل الموارد المدخلات (الموارد المادية، والبشرية، والوقت،....) الى مخرجات.

1.1 هل ذلك ألي انتالفةي ذمك من ءأسل لي بالفني ذ، وألهمس انالام عني تي بات الة عاقي قاةل حق قك اى لي لم توقع عقل ش روع؟

2.1. هل يسهم شركاء اهل شر وعي بصورة فعالة في تخفيف خطيئة الناس طمق (تضمين بنين اهل قدرات)؟

3.1.1 مخدرات

أ. له تعدد الموارد الكلية التي يحتاجها أ. لنشطة؟

بطل، تضطلع الأطراف للمشاركة في مشروع وفي إطار المدخلات البشرية (الامتياز) في ذات الشئ طوعاً وبغيره بالتكفأة؟

ج- إلى أي درجة عد الموارد (المدخلات) المطلوبة من شركاء لبدء وعتمة في التوقعات الزم؟

4.1 أخيرا لنشطة

۱. ا. لڏا ڪان هن ڪٿي ت آخري، ما هي ڇو جت ه؟

ب. ہل بقا تھدی ہر آب ایل لکھی ؟

ج۔۔ ملے تو یہی ذال خطاطا ملے علیہ علین حو لیم؟

5.1 المخرجات وظيفائى ج

- أ. ما هي نسبة الخسائر التي تتحقق في المخرج النهائي؟ هل هي متوقعة؟
- ب. هل تتحقق المخرجات والمطلوب على نحو يتسم بالإنهاء من حيث الكلفة؟
- الفاعلية:** عيار / قياس لدرج تحقيق أو المكثف لتحقيق نتائج وأهداف المشروع أخذ في الاعتبار أهمية النتيجة.
- 2.1 هل تم إحراز النتائج المتوقعة في المخرجات النهائية؟
- 2.2 هل تتحقق المخرجات المتوقعة من قبل المتابعين على قدراتها الفعلية المرضية؟
- 3.2 ل الزال هل يحقق أن تؤدي المخرجات المتوقعة بالمضي ذللك لم يضر بقدراتها (التي ينبغي المتوقعة؟
- 3.3 استدامة:** عيار / قياس لدرج استدامة المخرجات المتوقعة من أنشطة المشروع بعينها، احتسباً استمرارية المخرجات المتوقعة على الأجل الطويل والمخاطر المتوقعة.
- 3.3 هل تساهم القدرة البشرية والمهنية في تحقيق النتائج المتوقعة من أنشطة المشروع؟
- 3.3 هل يعد لوائح العمل في إدارة المشروع / رصد الأنشطة فاعلاً في تحقيق الأهداف؟
- 3.3 إذا ما كان هناك حاجة للمساهمة البشرية لاستمرار المخرجات المتوقعة من أنشطة المشروع، هل تستطيع على التمتع بهدفه وتبني الوفاء (ببذلك) المساهمة البشرية الزم؟
- 4.3 هل تم إشراك طاق العمل في ضمانات استمرار نتائج المشروع؟
- 5.3 هل تم الأخذ في الاعتبار الإجراءات اللازمة / ملتم وضع التغيير اللازم لضمان نجاح فرص تحقيقه من النفع والدرج التي شارك في أنشطة المشروع سائر الفائدة منه؟

أداة 6 للبريق وكول الخاص بملق ابله اب الاجتماع مع مثلي شركائك طاع الخاص

مقدمة

بعد لتعارف ولتقويم للشخصي، يقوم الامح اوربتي في فريق للتقويم فوق ألك قدمة لتعقيبة لتتيم اعدادها.

تواي خياي ابله/ الاجتماع:
موقع ابله / الاجتماع:
لمحاور/الحضور من فوقي العمل:
السؤال عن تدوين الموضوعات لاجرام في اقش تملك المال اجتماع:

هي ان اتسل اسريه

شاكل والميلقك عاون معال شرووع:	اسم الشركة:
اسم المديول الاجام ابله:	لنوع العمل:
المدس لمعوظي في:	لنوع العمل:
الحضور من الة الاجاري مقاليته:	لنوع العمل:

أسئلة	الأسئلة	#
تؤليي المنظرة IC, 2A, 4A, 4B, 5A & 5B	1. تملك عاونين شركتكم وشرووع WISE في عمل التوظيف، واعاد في كريب حثافاظ بالقوة لا عمل (3R) /بونامج تسجيلا لتايجي هل تملك عاون مع شرووع WISE بش ان نشطة أخرى؟	
IC, 2A, 4A, 4B, 5A & 5B	2. اذ كانت ابله ناعم، نرج الاشالي في تلك الاش طلق اضافية. 3. مامى الموقف والاحداث لتى امفرت عنتاي جايية في حثافاظ عاون لملك بين شركتكم وشرووع WISE؟	
IC, 2A, 4A, 4B, 5A & 5B	4. مامى الموقف والاحداث لتى امفرت عنتاي جايية في حثافاظ عاون لملك بين شركتكم وشرووع WISE؟	
IC, 2A, 4A, 4B, 5A & 5B	5. هل ترون ان لملوع بين شركتكم وشرووع WISE قنرتب لعيه بصورة اجملي قناتاي جايية؟	
IC, 2A, 4A, 4B, 5A & 5B	6. (أ) نرجو لملوع والمزايا التي حققت لشركتكم في حثافاظ عاون لملك بين شركتكم وشرووع WISE (ب) نرجو تربي بملك لا يملع ولا مزيلا فوقاً لا هيته (1: الاكتر امة 5: اقل امة)	
IC, 2A, 4A, 4B, 5A & 5B	7. (أ) نرجو لملوع والمزايا التي حققت لشركتكم في حثافاظ عاون لملك بين شركتكم وشرووع WISE (ب) نرجو تربي بملك لا يملع ولا مزيلا فوقاً لا هيته (1: الاكتر امة 5: اقل امة)	
IC, 2A, 4A, 4B, 5A & 5B	8. (أ) نرجو لملوع والمزايا التي حققت لشركتكم في حثافاظ عاون لملك بين شركتكم وشرووع WISE (ب) نرجو تربي بملك لا يملع ولا مزيلا فوقاً لا هيته (1: الاكتر امة 5: اقل امة)	
IC, 2A, 4A, 4B, 5A & 5B	9. المروجو ذلك لملوع التي تم تبنيها في حثافاظ عاون لملك بين شركتكم وشرووع WISE (ب) نرجو تربي بملك لا يملع ولا مزيلا فوقاً لا هيته (1: الاكتر امة 5: اقل امة)	
IC, 2A, 4A, 4B,	10. نرجو لملوع لملوع التي تم تبنيها في حثافاظ عاون لملك بين شركتكم وشرووع WISE (ب) نرجو تربي بملك لا يملع ولا مزيلا فوقاً لا هيته (1: الاكتر امة 5: اقل امة)	

أداة 7- المرفق و كود الاختصار في جولة الاجتماع مع ممثلي الوكالة الأمريكية للتنمية الدولية (USAID)

مقدمة

بعد التعرف والتقييم الشخصي، يقوم المخرج أو رقيب فريق التقييم فوق الأقدمية التعرفية التي تم إعدادها.

تتوي خلق ابله / الاجتماع:
مؤعد خلق ابله / الاجتماع:
لم حاور / الحضور خيري العمل:
السميول عن تدي نال موضوعات ال جارمي اقش تلمن المال اجتماع:

بيان اتسل اسرية

شكّل وألفقك عون مـعال شروع:	لؤسسـة: الوكـلة الألفـكية للثـين في الدولة
اسم الشـخص الـجـاوي بـلـتـه:	للـنوع الـمـتـمـاعـي: نـكـثى
	نـكـثى
الـمـسـالمـو طـي في:	لؤسسـم:
الـمـضـور مـن الـجـة الـجـاري مـقـالـتـه:	

#	السؤال	المتن
1	فلما تروى هذا شروع، هل حدثت تغيرات في انقياس من طوم مقبوض في غلظت لوليتري لم في تشرالى أن فلما تروى الأول في قل من روعت عص الحة؟	3A, B, C, D
2	ما هي الموقف الأول حدثت في أسفرت عن تائى جاج في قف ما يتغير في ال عمل بهل الت لوليتري لم في تشرالى أن فلما تروى الأول في قل من روعت عص الحة؟	3A, B, C, D
3	ما هي الموقف الأول حدثت في أسفرت عن تائى جاج في قف ما يتغير في ال عمل بهل الت لوليتري لم في تشرالى أن فلما تروى الأول في قل من روعت عص الحة؟	3A, B, C, D

مصفوف الأسئلة لمحتصلي معايير الكفاءة، الهدف النهائي، والاستدامة

الكفاءة تعني قياس - من المنظور القصص ادي لطيفي قتلى متعموج بظله حويل ل موارد المدخلات (الموارد الملمية، والعشيرة، والوقت،....) الى مخرجات.

- 1.1. هل لديك آليات لتأجيل عدم بضم من أُنزل في القرآن، ولماذا؟
- 2.1. هل يسلم شركاءك أن شرعك غير صحيح؟

3.1.1 مخدرات

أ. له تعدد الموارد الكلية التي يجب اجتيازها؟

يطلب تضطلع الأطراف المشار كفى ال مشربوع وغير المدخلات (بشرية والامدية) ال لتتف في يد أن ش طلع عي يتسم بال كفاءة؟
جـ إلى أى در جت عد لموارد (مدخلات) لطلبة مشربكاء ل مشربوع عدة فلى الوقتات ال زمة؟

4.1 اتأخي وألن نشطة

۱. ا. إذا كان ذلك تأخير، ما هي رجاته؟

ب. ہل بقا تعدی ہا ابلی طلخی ر؟

جـ.. هل تتنم في ذال خ ط ط ا ل م ع لة ع لى ن ح و ل ي م ؟

5.1 المخرجات وطلبات

أ. ما هي سبلان اجيقت حق يق الم خرج انك نيك اي بل مستهدف؟

ب. هل تمّ سحق قلبك لآخر جات والتمنى بجزلي نحو تقسيم بلل الغفاءة من حال شتاكفة؟

الفاعلية: عيار / في اس لدرج ق ت حقق أو الج ك ل ق ت حقق ت ل ج وأهداف ل شروع أخذ في الاعتبار أهميته للنسبة.

2. اهل بیت احرارالتقید و ملتوق فی مای خصلتی حق لقلم خرجت فانی ای ج؟

2.2 هل تستحق إيقاف الامخرج انتم كمن نقل الى متاعق قبيل اعل قد ردت استبا الوجهة المرضية؟

3.2 ل الزال من الحق أن تؤدي المخرجات المتوقعة بلا مفي ذي ل ل بعض ل تبين ل قدرات (التي نتج ل المتوق ٤٤؟

- 3.3** **السداد** مفعي ار قى اس لدرج قى نويية المن افلغ ن ا ج ع ن أن ش طة الش روع ب ع ن ت م ع ن ية، ا ح ت م ل ية ا س ت م ر ل م ا ف ع ل م ق قة ع ل ي ا ل ج ل ا ط ه ل و م ك بة ل ا م خ ا ط ر ل ي ت ع د ي ا ت .
- 3.1** هل ت س م ا ن ا ل ق د ر ا ل ت ب ش ر ية و ا ل م ع ية ل ي ا ق د ر ا ل ز م ا س ت م ر ا ر ط ي ع ن ا ف ل ع ن ا ت ج ع ن أن ش ط ل م ش ر و ع ؟
- 3.2** هل ي ع د ل ي و ي ن ا ت ا ل م ع ية ف ي ا د ا و م ت ا ب عة / ر ص د ا ل ش طة ف ا ن ع ا ب ا ل ق ل ل ك ا ف ي ل د ي و ت ع ي ز ق ت ر ا ت م ؟
- 3.3** إذا م ا ك ا ن ه ن ا ك ح ا جة ل ل م س ا م ا ت ا ل ل ه ية ل ا س ت م ر ل م ا ف ع ل م ق قة م ن ا ن ش طة الش ر و ع ، هل ت س ت ط ي ع ل ع ل ي ا ل ت ه د فة و ي ق ب ر ا ل و ف اء (ب ي ه ل ك ا ل م س ا م ا ت ل م ا ل ي ه ل ا ل ز مة ؟
- 3.4** هل ت م ا ش ر ا ل ظ ل ق ط ا ع ا ل خ ل س ل ض م ا ن ت ر ا ت د ا م ق ن ا ش ط ل م ش ر و ع ؟
- 3.5** هل ت م ا ل خ ف ي ا ل ت ع ب ا ر ا ل ج ر ا ا ت ا ل ل ا ز مة / هل ت م و ض ع ل ت ع ل ي ر ل ا ل ا ز مة ل ض م ا ن ت ر ا ح ف ر ص ت م ا ف ل ي ق ل ك ل م ن ا ل ن ع ا و ا ل ر ج ا ل ل ا ش ا ر ك ف ي ا ن ش طة الش ر و ع س ا ل ت ف ا نة م ن ه ؟

(GIZ)

بعد التعرف والتقييم الشخصي يقوم الماحورين بقياس الفرق التقييم فوق الالقدمة للتوعية التي يتم إعدادها.

السَّيِّئُ يُولِ عَن تَدْرِيزٍ أَلْ مَوْضُوعَاتِ جَارِدِي أَقْشَتِ لَمْ تَنْ هَالِ جَتَمَاعَ:

شكّل والهيئة عون معال شروع:

الحضور من الوجة الجاري مقالتها:

#

- هل تم التعاون مع مشروع WISE بشأن أنشطة أخرى؟

2. إذك انت إلهجة ن عم' ، نرجو إلهش إلهش تلك الأش طلقض افية.

3. ما هي الموقف والأحداث التي أسفرت عنها أي محاولة في بيعت صالات تعاون لـ شرك بين GIZ ومشروع WISE؟

4. ما هي المحورف والأحداث التي أسفرت عنها هذه الجب فيفاي بيت طربالت عاوانل مشتركين GIZ ومذروع WISE؟

5. ملٽرون اِنٽوول بىن GIZ ومشروع WISEق هيٺ بعله بصوره اچلاي قتاى چاچا ابي؟

6. ملتبزون أن لمدوارنا للبثية والوصول للبثية وجبت ألرئيس طلفن فدفى إطال بك اوبين GIZ وشرع WISE سرات خلمها حل يترسم بال كفاءة قول لى ؟

7. نرجو توضيحه للأشطقتين خدمات أو لم تتخدم - للموارد الخاصة له على رأسه بالكفاءة والى الة
فليتحقق في ذ.

8. نرجو تكميل أولئك الذين لم يملأوا استبيانهم في وقت سابق من خلال استبيان GIZ ومشروع WISE بمصفح حقوقي أهداف المشروع على الإنترنت.

الكفاءة في اس - من المنظور القصة ادي كلوف في قتلى متبمو جبلة حويل الموارد المدخلات (الموارد الحية، والشرية، والوقت،....) إلى

مخرجات.

1.1 ملديك آلي اتقالت في ذمك من ذمة أسل في بالقيني ذ، ولؤميس اسئل لم عني في بات الت عا قدي قاتل حق في قاتل اي لجم لتوق عقل مش روع؟

2.1 هل يسهم شركاء العمل في روج بصورة فعالة في التخطيط للنش طقم (تضمن بنى اعل قدرات)؟

3.1.1 خلاصہ

أ. له تعدد الموارد الكلية التي يحتاجها؟

بجمله توضیحی از احوال و اوضاع و احوال شرکت در این صورت که به موجب این اساسنامه، هر یک از اعضا باید در وقت تعیین شده در مجمع حاضر شود و اگر کسی در وقت تعیین شده در مجمع حاضر نشود، آن شخص را می توان به موجب این اساسنامه، محکوم کرد به پرداخت خسارت و جبران ضرر و زیان وارده به شرکت. آیا این امر صحیح است؟

4.1 أخيرا لنشطة

۱. ا. اِذَا كَانَ مِنْكَ تَأْخِيرٌ، مَا هِيَ رَجْتُهُ؟

ب. هل تم تحدي هـ أب ابل للآخر؟

جـ.. ملقن في ذال خ ط ط ا ل م ع لى ع لى ن ح و ل ي م ؟

5.1 المخرجات وطلبات ج

أ. ما هي نسبة النجاة حيث حقق المخرج التزويك أي بل صنت هدفه؟

ب. لم تتحقق لمخرجات **والله اعلم** بجلى نحو **نيسم** بلل افساءة من حيال شت كلفة؟

الفاعلية: عيار / قياس لدرج تحقق أو الإنجيزت تحقيق الحاج وأهداف المشروع أخنفي الاعتبار أهتة النسبة.

2. اهل تم احر الزنق دم لتوق فع ي م اي خ ص حق يق ل م خ ر ج ا ت ز ن ق ا ي ج ؟

2.2 هل تحرق يرق المخرج اتم (تضمن نقل الحمت أعرق قبن اعلق در اتم) الوجة الم مرضية؟

3.2 ل الزال من الوقوع أن تؤدي المخرجات المفقودة (بما في ذلك المصالح قبل إغلاق درات) إلى زيادة المفقوعة؟

3 الس تدا مة م ع ا ر ا ل ا س لدر ح ق ت م ر ا ر ي ق ط ل ا ف ل ع ن ا ت ج م ع ن ا ش ط ة ا ل ش ر و ع ب ع ن د ت ه ل ع ن ي ه ، ا ح ت ا ل ع ي ة ا س ت م ر ل و م ل ا ف ع ا ل م ق ر ة ع ل ا ا ل ج ل ا ط و ي ل و ا ل ك ت ب ة ا ل ا م ا خ ا ط ر ل و ا ل ك ت ب ا ت .

3. امل تدمير القدر البشري والاهلية بالمقدرة الزم الستم اري قتل افاعنات ج معن أنش طفل مشروع؟

2.3 هل يحد لوفائات المسنقمة في إداومتابعة/ رصد أنشطة فاعل الكاركافيلد مع وتيزير قتراتهم؟

3.3 إذا ما كان من الكاحاجة للمساهمات المالية لاستمرار العمل دافع لمصلحة من المشرع، فليس يتسبى لعل على امتثال التهدفه وقبىر الوفاء (ببذلك) للمساهمات على اللى فال لزم؟

4.3 هل تم تبني الطلق طاعا لخلل لضم انساب دامق ناش طفل مشروع؟

5.3 هل يتم ألخفي التعار / إجراءات الازمة / ملتم وضع التغيير للازم فليضمن ان يباح فرص تحقيقه فليكن من اللراء والرج اللشارك في ناشطة ل شروع سالتفاة من؟

أداة 8/ بـ لـ يـ و تـ و كـ و لـ ا لـ خـ ا بـ و لـ مـ قـ ا بـ لـ ا لـ مـ ا لـ جـ مـ ا لـ مـ عـ فـ يـ مـ ا لـ مـ ا لـ لـ و لـ مـ ا لـ لـ و لـ مـ ا لـ لـ و لـ مـ a
(منظمة العمل الدولية)

مقدمة

بعد التعارف والتقىم للشخصى، يقوم الماحور بيقى فى فوق للقيم فوق الأقدمه للتعرفه للتيتم إعداده.

تواي محلی اہلہ / الجتماع:
موجللی اہلہ / الاجتماع:
لمحاور الحضور غیرتی العمل:
البری یول عزتدی نال موضوعاتال جارمیا قشتملشن المال جتماع:

هي ان اتسل اسمي

شكّل وألفق عاون عمل مشروع:	المؤسسة: منظم العمل للمؤسسة
اسم المبرمج أو المبرمات:	لنوع البرنامج: نكثي
المدى الزمني:	نكثي
المدى الزمني:	نكثي
المدى الزمني:	نكثي

#	السئلة	أسئلة
1.	تلك عاونين في ظمة ل عمل الولية ومشروع WISE في مجال أنشطة التطبيق ادة العمل في مصر ب(وصفة خاصة في مجال الخصم مع المراهج، وتدريب المهنيين). هل تمك عاون مع مشروع WISE بش أن نشطة أخرى؟	ID, 3C, 3D, 3E, 4A & 4B
2.	إن كانت إجابة عم' نرج الإله التي تلك الأئش طلق اضيفة.	ID, 3C, 3D, 3E, 4A & 4B
3.	ما هي الموقف والأحداث التي أسفرت عن نتائج ايجابية في تصيلات عاون لشبك بين من ظمة ل عمل الدولية ومشروع WISE؟	ID, 3C, 3D, 3E, 4A & 4B
4.	ما هي الموقف والأحداث التي أسفرت عن نتائج سلبية في تصيلات عاون لشبك بين من ظمة ل عمل الدولية ومشروع WISE؟	ID, 3C, 3D, 3E, 4A & 4B
5.	هل ترون أن سلوعا بين من ظمة ل عمل الدولية ومشروع WISE قد تركز على به بصورة إجرامية نتائج ايجابية؟	ID, 3C, 3D, 3E, 4A & 4B
6.	هل ترون أن لموارد للبلدية والتمويل في تلك وجبت أن تشمل فئات أخرى إبطال عاونين من ظمة ل عمل الدولية ومشروع WISE تمت خدمها على نحو يتسلف الفاءة وفلاحي؟	ID, 3C, 3D, 3E, 4A & 4B
7.	نرجوكم مثالا لأش طلقت خدمات خدمت أو لم تتخدم - للموارد الخاصة له على نحو يتسلف الكفاءة فاللعالية الل فلت يتق في ذ.	ID, 3C, 3D, 3E, 4A & 4B
8.	نرجوكم فكر لنقل ل الملائمة لتربية /المطور فتى يومك لشك عاونين أن قللي علمي من ظمة ل عمل الدولية ومشروع WISE بهدف حقوقي أمثل للمشروع على نحو يتسلف الجاهز يد مرأالي ايجابية.	ID, 3C, 3D, 3E, 4A & 4B

س فوف ال سئل قمت صلح مع اى رى ال كفاعة، الوف غايه، والاستدامة

الكشف أعقب قياس - من المهن طور القنص اذ يطلع على مقلب متبعه وجب بطلح ويل الموارد المدخلات (الموارد الحية، والبشرية، والوقت،....) الى مخزجات.

- 1.1. هل لديك آلي استعاقبة في مضمرة أم لا **يبالغي** في ذلك، ولماذا؟ من استلامه على أي شيء يات التمتع في حقك أي لم يتحقق غفل مشروع؟
- 2.1. هل تسم شركاءك مشروع وعصورة فلة غفيرة خطيطة النشيط مضمرة بين اطلاق قدرات؟

3.1 المدخلات

- أ. له تعدد للموارد كلفة التسيير أو الإنتاج؟
ب. هل تتدخل الأطراف المشاركة في المشروع في تحديد المدخلات (شريعية وإلزامية) أو لا؟
ج. إلى أي درجة تعدد للموارد (المدخلات) المطلوبة من شركاء المشروع نتيجة في المتطلبات الملزمة؟

4.1 تأثيرات المدخلات

- أ. إذا كان هناك تأخير، ما هي درجاته؟
ب. هل يتم تعديس أبواب الإنتاج؟
ج. هل يتم تعديل خطة العمل على عملين محولين؟

5.1 المخرجات المتوقعة

- أ. ما هي نسبة النجاح في تحقيق المخرجات المتوقعة؟
ب. هل يتم تحقيق المخرجات المتوقعة على النحو المتصور بأكفائها من حيث الكلفة؟
2.1. **الفعالية:** عيار / قياس لدرجة تحقيق أو إمكانية تحقيق نتائج وأهداف المشروع أخذ في الاعتبار أهمية النتيجة.
2.2. هل يتم إحراز النتائج المتوقعة في المخرجات المتوقعة؟
2.2. هل يتم تحقيق المخرجات المتوقعة من قبل المتلقيين قبل إكمال قدراتها الواعدة المرضية؟
3.2. هل يزال هناك تحقيق أن تؤدي المخرجات المتوقعة بأقصى قدر من الكفاءة في ظل قدرات (التي لا تتغير) المتوقعة؟
3. **الاستدامة:** عيار / قياس لدرجات استدامة المخرجات المتوقعة من أنشطة المشروع بعد انتهاء تنفيذها، احتياطي الاستدامة للمدخلات المتوقعة على الأجل الطويل والمخاطر المتعددة.
3.1. هل يتم إكمال قدرات التشغيل والمساهمة في تحقيق الأهداف المرجوة من أنشطة المشروع؟
3.2. هل يعدد لوائح التشغيل في إدوامة/ رصد الأنشطة فاعل بالقليل كافٍ لدفع وتغيير قراراتهم؟
3.3. إذا ما كان هناك حاجة للمساهمة للمساهمة المستمرة للمدخلات المتوقعة من أنشطة المشروع، هل تستطيع على التمتع بهدفه وتغيير الوفاء (ببشكل) المساهمة المتوقعة في ذلك؟
3.3. هل يتم إشراف القطاع الخاص على المخرجات المتوقعة من أنشطة المشروع؟
3.3. هل يتم الأخذ في الاعتبار الإجراءات اللازمة / ملتم وضع للتغيير اللازم فليضمان إتاحة فرص تنفيذها في ذلك من اللوائح والدرجات المشاركة في أنشطة المشروع سلبية فائدة منه؟

أداة 8/ج- لبلروت وكول الخص المحق ابل قب الال جتماع مع أنظمة الاملات حلقن مطلقا ناعية
(الين يديو)

مقدمة

بعد التعارف والتقديم الشخصي، يقوم الماحور بفتح في فريق التقديم فوق الأقدمية التعريفية التي يتم إعدادها.

تاريخ التقييم والجدول الزمني:
موقع التقييم والجدول الزمني:
المحل أو الأجزاء التي سيتم فحصها:
السمات أو الخصائص التي سيتم فحصها:

بيان أسس ية

شرك فواليت عون مع المشروع:	الموسس فلينوي دو
اسم المسئول لاج اوقابلت ه:	بنوع الينعام عي: أنثى ذكر
المسئول وظيفي:	بقسم:
الحضور من لاجة الينعام اوقابلت ه:	

أسئلة

أسئلة القتييم المنظره

1. بتلت عاون ليديون يدووم مشروع WISE ي مجال النشطة المربط بطقريادة العمل والابتكار في مصوريصة خاصة في مجال التخصص مي المنهج، وتديلي لدرس ين). تعلم الت عاون مع مشروع WISE شأن أنشطة أخرى؟
ID, 3C, 3D, 3E, 4A & 4B
2. إذا لظن نطالجابة ن عم'، نرجو الإشارة إليك الآن طة الطفوية.
3. ماهي الواقف ال أحداث التي أسفرت عن نتائج إيجاب فيقيم اتيصل للالت عاون لم شترك ليديون يدووم مشروع WISE؟
ID, 3C, 3D, 3E, 4A & 4B
4. ماهي الواقف ال أحداث التي أسفرت عن نتائج إيجاب فيقيم اتيصل للالت عاون لم شترك ليديون يدووم مشروع WISE؟
ID, 3C, 3D, 3E, 4A & 4B
5. هل ترون الت عاون ليديون يدووم مشروع WISE ترتبع ليه بصورة إجلالي ق نتائج إيجابية؟
ID, 3C, 3D, 3E,

4B

7. نرجو ذلك أمثلاً لنش طقت طيس خدمتو لم تست خدم -ال موارد لم خصص لها على من محبت سم
كفالف عالفة على الترة الفنيذ.

8. نرجو ذكر أمثلة لكل من الاستراتيجيات التي تم استخدامها لتطوير البرنامج، مع وصف موجز للنتائج التي تم تحقيقها. يرجى تقديم أمثلة على كيفية استخدام البرنامج في الممارسة العملية.

2.3 له عدد لوفيات المتوفرة في اداومت ابعة/ رصد السلطة فاعاب القلارك افي لدم ويتوز قيراتهم؟

- 3.3 إذا ما كان هناك حاجة للمساهمة اللهي لاستمرار المرافق المحقة من أنشطة المشروع، هل تستطيع هيئة المتألفة دفعه وتبني الوفاء (ببهاك المساهمة انظم اليه الزمة؟
- 4.3 هل تم إشراك القطاع الخاص لضمانات دامت أنشطة طفل مشروع؟
- 5.3 هل تم الأخذ في الاعتبار الإجراءات اللازمة / هل تم وضع التعليمات اللازمة لضمانات دامت أنشطة طفل مشروع؟
- نشطة المشروع سالت فائدة منه؟

أداة 9/أ- الهدف وكشور الخ اصير الحق ابله بال اجتماع مع مثالي من ظات ال عمل
(تتلم الصناعات لصرية)

مقدمة

بعد التعارف والتقديم للشخصى، يقوم الملاح أو رقيق بالتقديم فى الأصل القديمة للتعرف على النيتم اعدادها.

توازي على ابله/ العتدماع:
موعده على ابله / الاجتماع:
لمحاور/ الحضور غير في ال عمل:
البيوتول عن تدهي نال موضوعات ال جرمي اقش تلمثن المال يتدماع:

هي ان اتسل اسرىة

[illegible][illegible]

سوف ألتصّل بعمليّة كفاءة، الهدف، والاستدامة

المشقة عمققياس - من المهن طور القمص ادي لتعليق في قتلى متبهمو جب حفظ حويل المواردا لمدخلات (الموارد المالية، والبشرية، والوقت،....) الى مخبرات.

١.١ هل لديك آليات لتلقي ملاحظات من أصحاب المصلحة؟، والمؤمر يسائل المصنفات التي لديها آليات لتلقي ملاحظات من أصحاب المصلحة؟

2.1 ملئ اسم شركاء المشروع وعيصة فاعلة في خطى ط الش طقم بضم يقن اعل قدرات؟

3.1.1 خلاصه

أ. له تعدد الموارء دكلىة النعى اءا أألنشطة؟

جاء إلى أي درجت عد لموارد (المدخلات) لطلبة من شركاء لشررو عتبة فيل التوقعات الالزمه؟

4.1 أخى رألن شطة

١. ا. إذا كان منك تأخير، ما هي درجته؟

ب. هل تقترحى سرأب ابل طئخىر؟

ج۔ ملحقہ فی ذال خط طالم علیہ علین حولی م؟

5.1 المخرجات وطلباتي ج

أ. ما هي نسبة الخسائر حققتها الشركة المخرجة للربح أي جل مستهدف؟

ب. لم تترك حقوقي لمخرجات والمثلث جعلني نحو يتسم بالانفاعة من حالي شكك في؟

الفاعلية: عيار / في اسلدرج ق ترقق أو الجرق ق ترقق تلج وأمداف لشروع أخذفى الاعبار أدهه النهىة.

2. اهل تم احراق بلطوق عیسیٰ علیہ السلام ختم حق بلخرجات نال ای ج؟

2.2 هل تم حرق المخرج المتمم من قبل الممتد؟ من أجل قدر استيعاب الوجهة الممرضة؟

3.2 ل الزال من الحق أن تودي المخرجات المتوقعة بالحافى ذل لقلمن الحاق قدرات التي نتيح الدتوق؟

3 ليست دائما مهمة عياري التي اسلدر جافس بتوجيهي المن افلا عن ات جعين أنش طقة المشروع بعين ت ولعت فيه، احت لم ية است جر لوم افع لم مقة على الال جل الطويل و لكبة الام خاطر لتحت يدات.

3. امل تسامح القدر التشبیهی و الامتیازة لیقدر ال زم السیتر ایل قیل افاعنات جهمین أنش طفل مشر و ع؟

2.3 هل يعد ليعقبات المصروفة في ادوات ابعة/ رصد أنشطة فاعبالا لك افي لدعم وتعزيز قدراتهم؟

3.3 إذا ما كان من الكرامة للمساهمة في الهوية لاستمرار العمل فاعلم أنك قد فشلت في شروطه، فستستحيل على التمتع بالثبات مدفوع وبغير (بمهلك) المساهمة في الهوية (الزمن)؟

4.3 هل تم إشر الطلق طاعا لعل خلل لضم از نبرات دامق نأش طفل مشر و ع؟

5.3: تم الأخفى التعداد لإجراء التلازم / ملتم وضع التغيير اللازم قرض نفقته؛ لذلك جن النباء والرج اللل شارك في رئاسة الشروع والتفاقة من؟

أداة 9/ بـ لـ يـ وـ كـ وـ لـ خـ اـ جـ لـ مـ قـ اـ بـ لـ ةـ بـ اـ لـ جـ تـ مـ عـ مـ عـ فـ لـ يـ مـ نـ ظـ مـ اـ تـ الأـ عـ مـ اـ لـ
(لـ تـ حـ اـ هـ لـ مـ صـ رـ يـ لـ جـ عـ يـ اـ تـ الـ مـ تـ شـ عـ رـ يـ نـ)

مقدمة

بعد التعارف والتقييم الشخصي يقوم الماح اوربتي في فريق التقييم فوق الالقدمة التعريفية التي يتم إعدادها.

تتوي خلق ابله / الخدمات:
مؤدق ابله / الاجتماع:
لم حاور / الحضور / خبرتي العمل:
السعي ل عن تدني ال موضوعات ل اقرش لملثن المال خدمات:

بيان اتسل اسمية

شكّل وألفق تعاون عمل مشروع:	الرئيسة: أ.ت.ح.ادل مصريل ج.ع.يات اليكثري
اسم المديول الجاوي ابل ت:	للنوع اليعم اعي: نلئى
المس المعو ظي في:	نكر
ال حضور من ال جة ال جاري م قال ت:	ال قسم:

1. تملك عاونيين التحالف المصري جمعيات الاستثمارين ومشروع WISE في مجال البضائع شرط البدء "لجتيك"،
ويُنفذ مبادرته ليشاء مع المجلس الشراكة للتصايف (EPCs) Economic Partnership Councils
هل تملك تعاون مع مشروع WISE بشأن أنشطة أخرى؟
2. إذا كانت إجابة نعم، نرجو الإجابة على تلك الأسئلة الإضافية.
3. ما هي المواقف والأحداث التي أسفرت عن نتائج إيجابية في عمليات التعاون التي بين الاتحاد المصري لجمعيات
الاستثمارين ومشروع WISE؟
4. ما هي المواقف والأحداث التي أسفرت عن نتائج سلبية في عمليات التعاون التي بين الاتحاد المصري لجمعيات
الاستثمارين ومشروع WISE؟
5. هل يترون أن نموذج بين الاتحاد المصري لجمعيات الاستثمارين ومشروع WISE قد تم تبنيها بصورة إيجابية -
تأثير إيجابي؟
6. هل يترون أن الموارد البشرية والتعليمية ووجهات النظر قد تفتقر إلى إكمال تعاونيين التحالف المصري لجمعيات
الاستثمارين ومشروع WISE تمديد خدماتها على نهج تحسين الكفاءة والفاعلية؟
7. نرجو توضيحاً للأسس التي تم استخدامها في تقديم الخدمات - الموارد المخصصة لها على نهج تحسين الكفاءة والفاعلية -
التي تم تبنيها.
8. نرجو تكميل نموذج التقييم التكميلي للمطور التي يمكن أن تعاونيين التحالف المصري لجمعيات الاستثمارين
ومشروع WISE لتحسين أهداف المشروع على نهج تحسين الكفاءة والفاعلية.

من فوفة ألسن لعل تصليحهم على رأي الكفاية، الهدف غاي، والاستدامة

الكفاءة تقني يأس - من المن طور القنص ادي لظلم في تكلّي متبموج بعتق حويل ل موارد المدخلات (الوارد للمعية، والبشري، والوقت،) الى مخرجات.

1. هل يك آي انتا في بي دمض من اهل بي بلقيز، ولهل من اسائلهم عن بيتي بات الت عاقي في الف حق فيك اي ليل فوق غفل مشروع؟
2. هل سم شوك اءال مشر وعصورة فعلة غبي خطي طالنش طمغض من بين اءل قدرات؟

3.1 المدخلات

- أ. له تعدد للموارد كلفة التسيير، أ. لنشطة؟
ب. هل تتدخل الأطراف المشاركون في المشروع؟
ج. إلى أي درجة تعدد للموارد (المدخلات) المطلوبة من شركاء المشروع وتنتج في التوقعات الزمة؟

4.1 تأخير الأنشطة

- أ. إذا كان هناك تأخير، ما هو درجته؟
ب. هل يتم تعديس أبواب التأخير؟
ج. هل يتغير هذا الخطط المعلقة على عملين حولي؟

5.1 المخرجات والتأثير

- أ. ما هي نسبة النجاح في تحقيق المخرجات المتوقعة؟
ب. هل يتم تحقيق المخرجات والتأثير على نحو يتسم بالكفاءة من حيث الكلفة؟
2.1. **الفعالية:** عيار / قياس لدرجة تحقيق أو إمكانية تحقيق نتائج وأهداف المشروع أخذ في الاعتبار أهمية النتيجة.
2.2. هل يتم إحراز النتائج المتوقعة في المخرجات؟
2.2. هل يتم تحقيق المخرجات المتوقعة من قبل المتأخرين قبل انقضاء المدة المبرمجة؟
3.2. هل يزال هناك تحقيق أن تؤدي المخرجات المتوقعة بالمضي ذللك لم يضر قبل انقضاء المدة المتوقعة؟
3.3. استدامة: عيار / قياس لدرجات التوقعية المنافع الناتجة عن أنشطة المشروع بعينها، حيث يمكن استمرارية المنافع المتوقعة على الأجل الطويل ووجوبه للمخاطر المتعددة.
3.3. هل يمكن القدرة التنبؤية والموثوقية بالقدرة الزم السبب من أجل توقعات جته أنشئ طفل مشروع؟
3.3. هل يعدد لوجيستيكات الفعالية في إدوابة / رصد الأنشطة فاعل بالقليل كافٍ لدفع وتعزيز قدراتهم؟
3.3. إذا ما كان هناك حاجة للمساهمة للمساهمة لاستمرار المنافع المتوقعة من أنشطة المشروع، هل تستطيع على التنبؤ بحدوثها (ببشكل المساهمة المتأخرين)؟
3.3. هل يتم إشراك القطاع الخاص لضمانات دامت أنشئ طفل مشروع؟
3.3. هل يتم الأخذ في الاعتبار الإجراءات اللازمة / ملتم وضع للتغيير اللازم لضمانات دامت أنشئ طفل مشروع؟
3.3. هل يتم الأخذ في الاعتبار الإجراءات اللازمة / ملتم وضع للتغيير اللازم لضمانات دامت أنشئ طفل مشروع؟

أداة 9/ جل-حيوتوكولخالصالحق ابله لباجتماع مع ففهي منظمات الأعمال
(جمعية رجال الأعمال بلللكنزوية- مكراتالعلم لولكر ليفلنلى)

مقدمة

بعد التعارف والتقييم الشخصي يقوم الماح اوربتي في فريق التقييم فوق الالقدمة التعريفية التي يتم إعدادها.

تتوي على ابله / الجتماع:
مو على ابله / الاجتماع:
لم حاور / الحضور غيري العمل:
البيبول عن تدني ال موضوعات ال اقرشت للمثلن المال اجتماع:

بيان اتسل اسرية

شكّل وأليفك عاون مع الشروع:	المؤسسة: جمعية رجال الأعمال بالبن ديرة-لفهر التتبعيم الوتوي ب هليلي
اسم المبرر/الجهة:	لنوع المبرر/الجهة: نكثي
المسؤول في:	قسم:
المشروع من الجهة الجارية:	مقالته:

أسئلة

1. تملك عاونين جمعية رجال الأعمال السكنية في محل التخطيط الاستراتيجي وبنوا قدرات فريق إدارة مركز لتدريب الموظفين على إتقان العمل في هذا المجال على إنشاء منظمة تضم جميع التدريسيين المهنيين، وبرامج شهادة ولتزو في م التسلية للصحة المهنية ونظم إدارة الموارد البشرية في خدمات المركز، ولما لم تشارك في مجال العمل في الامتيازات، ضمن م الت أخرى.
هل تملك عاون مع مشروع WISE بشأن أنشطة أخرى؟
2. إنك انت إلى جلة ن عم'، نرج الش التي تلك الأشياء التي ضا في.
3. ما هي المواقف والأحداث التي أسفرت عن نتائج إيجابية في حياتك كصاحب عمل؟ بين جمعية رجال الأعمال
ألم تكن درية- مركز للتعليم والتدريب الفني ومشروع WISE؟
4. ما هي المواقف والأحداث التي أسفرت عن نتائج إيجابية في حياتك كصاحب عمل؟ بين جمعية رجال الأعمال
ألم تكن درية- مركز للتعليم والتدريب الفني ومشروع WISE؟
5. هل ترون أن التوسع بين جمعية رجال الأعمال بالبلد السكنية- مركز للتعليم والتدريب الفني ومشروع WISE قد تتركب
عليه بصورة إيجابية نتائج إيجابية؟
6. هل ترون أن الموارد البشرية والتدريب في بلدتي وجهت أنشطتها في إكمال عاونين جمعية رجال الأعمال
ألم تكن درية- مركز للتعليم والتدريب الفني ومشروع WISE تأسست خداما لم تكن نتج من التكاليف أو فوائد إيجابية؟
7. نرجو أن تكون مثالا للأشخاص الذين خدمت أو لاهتمت بخدمهم - الموارد المخصصة لها على نحو يتسبب في كفاءة العمل
فإنه يتفق في ذلك.
8. نرجو أن تكون مثالا للأشخاص الذين خدمت أو لاهتمت بخدمهم - الموارد المخصصة لها على نحو يتسبب في كفاءة العمل
فإنه يتفق في ذلك.

من فوف ال سئل فقلت صليتم ع ابي ال كفاعة، الهف غايه، والاستدامة

[illegible]

أ. له تعدد الموارد الكلية المتعيها اا األنشطة؟

١.4 أخيرا لانشطة

ب. هل تقترح دي هس أب ابل للبخير؟

5.1 المخرجات وطلباتي ج

ب. لم تتحقق المخرجات والمطلوب جعلى نحو يتيسر بليل لفداءة من ح

2. اهل تم احرازیت قدمالت ووقعی می ای خه حق حقیق لم خرجات زکات ای ج؟

2.2 ملتمس حقیقہ لامخرج اتمتہ ضمن نقل الی مدت اعقب قبیل اعلیٰ در استیفاء الوجہ

3.2 ل يزال من الموقوع أن تؤدي المخرجات الموقعة بها في ظل المصلح بقب الغلقات (التي تتيح المقتوع؟

3. اهل تبليغ القدر البشريه والاعمالية بلقاء قدر الزم الستمرار في فعل افلاحت جوعين أنش طفل مشروع؟

2.3 هل يحدد لوائح المصنفات في إدوқта ابعة/ رصد أنشطة فاعل القلوك افي لدع وتبريز قدراتهم؟

4.3 هل تم إشراك طاعال خطر لضم انبرات دامقأش طفل مشروع؟

232

أداة 10- البوت وكول ال خلس المنقشة ال جماعية / الفريديفويق وجة فيسريال انتق ال سوق ل عمل على مستوى لاميرية

مقدمة

بعد التعرف والتقييم الشخصي يقوم الماحورين في فريق التقييم فوق الأقدمية التعرفية التي يتم إعدادها.

تتويج على ابله / الجتماع:
مو على ابله / الاجتماع:
لم حاور / الحضور غيري العمل:
البيبول عن تدبير ال موضوعات ال جاري اقش ثلثن المال اجتماع:

بيان أسس

شكّل وألغى مكتب عون عمل شهر عود:	لأوسيس: وحقبة بيرزات في السوق العمل على صيغتي المدينة
اسم الشخص خاص الجواب له:	لأنوع النظم اعني: نكثى
المسالمون ظي في:	لنظم:
الجنود من الجلة الجاري مقابلة:	

الميقا التلعي هي:

الهدفظة:

م	الاسم	الوظيفة	الإدارة	لدور بللوحدة	السن	المؤمل
1						
2						
3						
4						
5						
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7						
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- تي بدأل عمل من اللال شروع داخل لميري؟
 أ) ما هي عدد الدارات ولمدارس التي تمت لمعمل معها من اللال شروع؟
 ب) ما هي اللامع التي تمت بها لتغير الدارات ولمدارس التي تمت لمعمل معها من اللال شروع؟
 ج) ما رتب من (1 إلى 5) أهمي؟
 د) ما هي اللامع التي تمت بها لتغير الدارات ولمدارس التي تمت لمعمل معها من اللال شروع على مستوى المضي؟

☐	☐	وحرية وتنمية مهارات	☐	الرشاد لوقت وخلق وظيفي	☐
☐	☐	والوقت وظيفي ان انت سوق العمل	☐	لس المجال صحة للمهنية	زيادة العمل والابتكار

4	المعيدري بياتسلي تم تال عرضاء و عييش يالن تق اللسوق لا عمل على مبيتوى لميدي؟	1A
5	المعيدري بياتسلي تم تال للوسين (الان ظريوال على) من اللال مشربوالمعيدري؟	1A
6	المعيدري بياتسلي تم تال لإدارة للوسية من خال المشروع على مبيتوى لميدي؟	1A
7	المعيدري بياتسلي تم تال للاميد من اللال مشروع على مبيتوى لميدي؟	1A
8	أبرج انتوضيخ ما مدى مساهمك كأعض لفوق عمل وجة يسير ألال عمل على مبيتوى لميدي في تخطي طم تاب ع قتيقيا الن شطة التي تم تال مشروع؟	1A
	بابرجاء فكر لفة تبوضح مساهمك فيل تخطي طومك ابعة اوقايي م؟	1A
9	ثلرح لفيقت لشي من مساهماتك مكال خطة الامتويل جي للوزارة؟	1D

27 أ) (ايفتيقري م مدي بس هام شرووع مجوز فيتم ليني نللي دات؟)

(ب) إعطاء الأقلية وضيح ردكم.

- 1.1. هل يمكن أن يكون الترخيص غير متساوياً؟ ولماذا؟
- 2.1. هل يمكن أن يكون الترخيص غير متساوياً؟ ولماذا؟

أ. هل تعد الموارد المالية حتمية لاجات الإنشطة؟

4.1. تخيير الأنشطة

۱. ا. اِذَا كَانَ مِنْكَ تَأْخِيرٌ، مَا هِيَ رَجْتُهُ؟

ب. هل تقترح دي هس أب ابل للأكخير؟

جـ.. ملقن في ذال خ ط ط ا ل م ع ل ه ع ل ي ن ح و ل ي م ؟

5.1 لم احتجوا الى انتاى ج

أ. مامی س بظن انجیفت حق یق الم خرج الترفك ای جل مستهدفه؟

ب. لم تَحْقِيقِ الْمَخْرَجَاتِ وَالْمُتْلَى جَعَلِي نَحْوِ يَتَسَمَّ بِإِلْفَاءِ مَنْ حَيْثُ تَكْفِيَّةٌ؟

لأفلاحي قمعيار / في اس لدرج تحقيق أو إكثري تحقيق تلج وأمداف الشروع أخفلي الاعتبار أهية اللبسية.

2. اهل تم احراز التوقيت وقضي م اى خضه حق يق ا لم خ رج مل اى اى ج ؟

2.2 ملتمس حريق لم يخرج اتم (تضمن نقل الممت اعقب قبل اعلق در اتم) الوضحة المرضي؟

3.2 ل الزال من المقوع أن تؤدي المخرجات المفقودة (بما في ذلك المصل قبل نقله) إلى قدرات (التي تخرج المفقودة)؟

3- للميت دامة ثم عري امرئها في اسلحة لوجه استماري فلما لم يفلح على ان يخرج عن رأسه الموتى عرو ب جرحتهاء فتغيبه، ليخبر اليه اسلحة الممن اف بل حرققة على أل رجل الطويل ولم تكتبه الا ما طرأ لوتجديت.

3. هل تبين اقل قدر التبشيرية والهيمنة على قدر الزم الستمر ادى قبل افلاحتات جهم أنش طفل مش روع؟

2.3 هل يعد لوفيات المتصدفة في إداوة تابعة/ رصد أنشطة فاعل القتل كافي لدعم وتوضيح قيراتهم؟

3.3 إذا ما كان من الكاحجة للمهاتمة لاستمرار العمل دفع المصروفة من المخرورع، فكيف يتغير على المتهاتلة المدفوعة وقبيل الوفاء (ببهاك) المهن امتثال على الازمة؟

4.3 هل تم إشرار الظل ق طاع ال خل ل ضم ان س ات دام ق ن اش ط فل مش روع ؟

5.3 تم أُلخفي التيجار لإجراء اتال لازم ة / ملتم موضع التليير ال لازم في ضم ان بداح قرص نفاذ في ذلك من اللسءاء والرج اللش ارك في راشتة اللش روع ة الل فافاة من؟

أداة 4ب- للتوت وكول ال خطس المنقشة الفرية لميري ونواب وميري لمدارس

مقدمة

بعد التعارف والتقويم الشخصي، يقوم المحاور ببقى فريق التقويم فوق القدمة التعريفية التي تم إعدادها.

تواي جلي ابله/ الجتماع:
مو عدي ابله / الاجتماع:
لم ح اور/ الحضور فخرقي ال عمل:
البيبول عرتدي زال موضوعات ال جاري اقش ثلثن المال جتماع:

بیان اساسی

شكّل وألفقت عاون مع ال مشروع:	المؤسسة: لميريون واب وميري ال مدارس
اسم الش خص ال ج اوقابل ته:	لنوع ال بعام عي: نأى
المس المعوظي في:	السم:
ال حضور من ال جة ال جاري مقالبته:	

- 1 مدني بـقنني دم شروع WISE مع وزارة للتربوي قوال تعليمي يوق طالع تعليمي يغلني؟ (مق دمه)
- 2 أ) لكم عد الدارات، لمدارس لتعليمت مع شروع WISE؟ (مق دمه)
- ب) ما هي للمعجمي لتعليمي من خال التعليم، لتعليمي لتعليمي يات ولمدارس لتعليمت عمل مع شروع WISE؟ (مق دمه)

- 3 رجا رتب من 1) العلى أهمية (حتى 5) القول أهمية ؟

☐ ولجنته يرب وتبعية لممارات	☐ الرشاد لوت وعل وطني في	☐ ريادة آل عمل وانشاء
☐ ولجنته يرب يرب ارب سوق العمل	☐ لس العمل والصحة للمهني	

- 4 مالمقدرى باتتلى نيفت يذا لهدوسى نأعضع فى وميتس الى ننتق الى س وقل عمل من ال WISE ؟ (IA)

- 5 مالم يدرى بانتهلى بغيره لحدس وتلك لم يعضد فى وجهه فسرير التيق الدسوق ال عمل من ال WISE ؟ (IA)

- 6 ماله في دري باتل في تن في ذلل طبة من ال WISE؟

- 7 أ(إلى أي مدى - في مستوى المدرسة كن تتشاك في تخطي طابعة و تفهم الشططي نفدت من الل
WISE؟

8. ب (بر) يقوي الثأمة وتوضح دور حضرة في تخطي طاعة وتييم الانشطة التي فذت من الال WISE ؟
 ID (توضي) دور حضرة كمدى الاطلا على استراتيجيات لوزارة ؟

- 9 أ) فمجدد عناية بن المقدر استلم قدم الدارة المدرس في اللاتويجه المبني ويادة الأعمال ترحين المئيم
1 ألقا (2 3 4 5) ألقا (1A)

- (ب) رجاء إعطاء أمثلة توضيحية لغير الجوابي أو ليفيفي بن اعلقدرات اللمرة المدرسة؟

- 10 (أ) قيمتي عالية بن اعلق درانتل مقول فريقي ال SUTE ال للتوحي والممني ويادة أل عم التسجين أليهم (1A)

- 1 أَلْفَتَر) 2 3 4 5 (أَلْقَل)

- ب(بر جاء إعطاء أمثلة توضيحية لغير الجوابي أو لغير بني بن اعلاق قدر ان تفرد ق ال SUTE؟

11 أ) قيم تقييم الية بناء على قدراتك في خال التوجيه للمنهج في زيادة الأعمال التجارية التي هم (IB)

1 اللفتر) 2 3 4 5 (القل)

(IB) ب) برجاء إعطاء أمثلة توضيحية لغير الجوابي أو لغير الذين القدرات اطلبية؟

12 رأيك واستند إلى مديتك، ما تستعد أن تكون الملقدراني ساهم على القدرات بين المدارس القطاع الصخر على مستوى المدرسة؟ (IC)

(IC) ب) بعد النظر امثلة توضيح مدى مساهمة الملقدراني في القدرات بين المدارس القطاع الصخر على مستوى المدرسة؟

13 أ) ما هو دور ادارة المدرسة في اتصال بالقطاع الخاص؟ (IC)

(IC) ب) برجاء ذكر الفهم توضيح دور ادارة المدرسة في اتصال بالقطاع الخاص؟

14 فوي يعلق للتواصل مع القطاع الخاص برجاء وصف الفهم التي ينبغي رصده أن لها تظهر حدوث تغيير؟ (IC)

15 برجاء شرح الإجراءات والأنشطة التي تشارك فيها المدرسة لدعم المبادرات في القطاع بناء قدرات مشروع ال WISE وحداثتها في العمل؟ (ID)

16 برجاء وصف الإجراءات والأش التي تشارك فيها ادارة المدرسة في ضمان الملتزامات ودعم المشاريع WISE؟ (ID)

17 برجاء وصف الأنظمة والموارد التي تدعم تقديم الفهم في المبادرات التي لشرع WISE؟ (ID)

18 هل هناك اجرة اتخاذ قرارات أو وضع سياسات تدعم المبادرات في القطاع وللمساعدة في إنجاز ال مشروع؟ (ID)

19 برجاء توضيح دورك في دعم المبادرات في القطاع في المبادرات بدعم المشاريع WISE؟ (ID)

20 أ) برجاء وصف الاش التي تشارك فيها ادارة المدرسة لشرع WISE لدعم الحد من الفجوة بين الين؟ (IB)

(4A) ب) إعطاء أمثلة لتوضيح ردكم؟

21 (ك) في تقييم مدى مساهمة مشروع WISE في مجتمعي للمراة؟

1 اللفتر) 2 3 4 5 (القل)

(4B) ب) إعطاء أمثلة لتوضيح ردكم؟

22 من وجهة نظرك ما هي أهم التحديات التي تواجه انشطة المشروع على مستوى المدرسة؟ (4B)

23 من وجهة نظرك ما هي التحديات التي تواجه تقديمها من الكفاءات وخصائصها التي تسوق العمل في انشطة المشروع التي تشارك في تقديمها؟ (4B)

أداة 4 مابل برتوكول الخاصل من اقشة لم جموع قلد موسري نال مشركي نفجدة تيسري النقتال لسوق ال عمل ليل المدرسة

مق دمة

بعد لتعارف ولتقيهم للشخصي يتقوم لامح اوربتق في فبريق للتقيهم فوق الك قدمة لتعقيفة لتي يتم اعدادها.

تواي خلق ابله/ الجتماع:
موقد لقا ابله / الاجتماع:
لمح اور/ الحضور فبريق ال عمل:
السويول عن تدي نال موضوعات ال جرمي اقش تملكن المال جتماع:

بيان استل اسري

شاكل والتلفك عاون مكال شرووع:	لغس سة المدرسي مثلال اركين في وحيثيس يالن تنق اللسوق ال عمل بل مدرسة
اسم الشخص ال ج اوقي ابل ته:	لانوع ال جتماعي: نلثى ذكر
المس لمعوظي في:	لقسم:
الحضور من ال جة ال جاري مقبالتها:	

جدول ال مشركي نفسي الم جموعة لهورية:

م	السم	الظيفة	الدويبالوحدة	السن	الموهد
1					
2					
3					
4					
5					
6					
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12					

- 1 متي بدال عمل من اللال شرووع داخل المدرسة؟ (مق دمة)
- 2 ومتي تأسيس الوحدة؟ (مق دمة)
- 3 ما للمع عاي يري الصلخ لمف تخرج ديال للمع يين وال السيلان ذشاركو فسى شرووع WISE؟ (مق دمة)
- 4 رتب أ هم الاشارة من وجهة نظركم؟ (مق دمة)

1 الاكر امة 5 القل امة

ولجقة تريب و تيمية لمهارات	☐	الرش ادولت و ليل و ليل في	☐	ريادة ال عمل و ليل لكار	☐
ولجقة تريب في ارات سوق ال عمل	☐	لس ال موال ص حة لمهري	☐		

- 5 مالعيدر يباستللي نقيقتي هذه للموسري نأعضاع في وحيثيس يالن تنق اللسوق لال عمل من الل WISE؟ (IA)

- 6 م العتيدي باتللم يتن في لعل حضراتكم أعضاء في وجة تيسيرن لنق الل سوق ل عمل من خال ال WISE ؟ (IA)
- 7 م العتيدي باتللم يتن في لعل طلبة من ال WISE ؟ (IA)
- 8 أ) ما هو دور حضرتك في تحقيق النشطة ؟ (IA)
ب) برجاء نقوي رسالة توضح دور حضرتك في تحقيق النشطة ؟ (IA)
- 9 بقاء توضيح دور حضرتك لمسا مفسر ال خلائق ستخرجي لوزارة ؟ (ID)
- 10 أ) قيمي عالياية بن علا قدراتك مقدرة على فني ال للتوحيه الممنه ويادة ال عمل لتجربن أليهم (IA)
- 1 ال لفر (2 3 4 5 ال قل)
- (IA) ب) برجاء إعطاء أمثلة توضح كيف تغير ال عاب اولي في بن علا قدراتك لم فني ؟
- 11 أ) قيمي عالياية بن علا قدراتك مقدرة على فني ال SUTE ال للتوحيه الممنه ويادة ال عمل لتجربن أليهم (IA)
- 1 ال لفر (2 3 4 5 ال قل)
- (IA) ب) برجاء إعطاء أمثلة توضح كيف تغير ال عاب اولي في بن علا قدراتك لم فني ال SUTE ؟
- 12 أ) قيمي عالياية بن علا قدراتك مقدرة على فني ال للتوحيه الممنه ويادة ال عمل لتجربن أليهم (IB)
- 1 ال لفر (2 3 4 5 ال قل)
- (IB) ب) برجاء إعطاء أمثلة توضح كيف تغير ال عاب اولي في بن علا قدراتك لم فني ؟
- 13 رأيك واستنذا إلى رميتك، هل تعتقد أن ال قدراتك ساهي ال علا قاتبي ال مدارس ال قطاع المخر على مستوى المدرسة ؟ (IC)
- (IC) ب) بغير نظر امثلة توضح مدى مساهمة بن علا قدراتك ال علا قاتبي ال مدارس ال قطاع المخر على مستوى المدرسة ؟
- 14 أ) ما هو دور وحدة ال SUTE ال لتصل ال بالقطاع الخاص ؟ (IC)
ب) برجاء فكر كيف توضح دور وحدة ال SUTE ال لتصل ال بالقطاع الخاص ؟ (IC)
- 15 فوي يعلق ال لتواصل مع القطاع الخاص برجاء وصف ال لفتاء ال لتي بغي رصده أن ال تظهر حدوث تغيير ؟ (IC)
- 16 برجاء شرح ال إجراءات والأنظمة ال لتشاركت فيها ال مدونة ل دعم ال دافعة بن علا قدراتك ل شروع ال WISE وحادن لنق ال لعل عمل ال ؟ (ID)
- 17 برجاء وصف ال إجراءات والأنظمة ال لتشاركت فيها ال مدونة لضمن ال الاستلمة ب عاداتهاء مشروع WISE ؟ (ID)
- 18 برجاء وصف ال نظم والموارد ال لتي دمت خدم مت خ لمل قوي ال لتدعم ال لتي ل شروع WISE ؟ (ID)
- 19 مل من اك حاجة لاتخاذ قرارات أو وضع عي اسل لتدعم ال لتقنية ول لاجبة عد انجاز ال شروع ؟ (ID)

☐

لا

☐

نعم

20 إجراء توضيحي دُفوفى لدعم ملتدا القنولية وللإيف عن انتهاء مشروع WISE؟ (ID)

21 أ) رجاء وصف الاش طلق تيتم إجراؤها الفلتر م شروع WISE لدعم الحد مل طعة بين الينين؟

4A)

ب) إعطاء ملل توضيحي ردكم؟

22 (ك) يف قتييم مدى مساهمة شروع WISE لى مج التلمين ال مرأة؟

1 ال لفر) 2 3 4 5 ال لول)

4B)

ب) إعطاء ملل توضيحي ردكم؟

4B)

23 من وجهة نظرك ما هي أ ملل لعددي التي تتواج ه انشطة شروع على مستوى الوحدة؟

4B)

24 من وجهة نظرك ما هي الأملوصي التي تم لين تؤديها من ال لكم لأعضاء وبع جيسير القتل لسوق ال ملل حين انشطة شروع ال لفر لل قادم؟

بعد التعارف والتقىم الشخصى يقوم الام حاور بنقى فريق التقييم فوق المقدمة للتعرفىة للتيتم اعدادها.

بعد التعارف والتقويم الشخصي، يقوم المحاور بتقويم فريق التقويم فوق الأولية للتعرف على التي تم إعدادها.

بيان اسم السريّة	
شكّل وأعطيت عون معال شروع:	
اسم السخبر	لأنواع السخبر: ذكر
المسالم في:	الشركة:

صفوف السِّلْمِ قُلْتُ صَلِّ بِمَعَارِي كِفَاءةً، الْوَفَّاءُ، وَالْإِسْتِدَامَةُ

1. ا. ملديك آلي استاقاف، ايم بضم ن، ائل يب، الفين، ذ، و لومس اس ائل عوي، يت، يلات الت عاق، في، الت ح، ي، ق، الت اى، ل، ب، اتوق، عقل، مشرو ع؟
2. ا. دليسم شوك اءال مشرو ع، صوره فاعلة، غت، خطي ط، انش طقم، بضم ن، بقرن، اءل، ق، درات؟

أ. له تعدد الموارد الكلية المتعدي اجا الأنشطة؟

١.4 أخيرا لنشطة

ب. هل تقترح دي هس أب ابل للبخير؟

جـ.. ملقن في ذال خ ط ط ا ل م ع لى ة ع لى ن ح و ل ي م ؟

أ. ما هي نسبة النجاسات في حق قيق المخرج الكروني إلى جل مستهدف؟

ب. لم تتحقق لمخرجات والمطلوب جعلى نحو يتيسر بل إلغاء من حيث كلفة؟

الفاعلية: عيار / في اسلدرج ت تحرق أو الحرق ت تحرق وتخرج وأهداف المشروع أخفني الاعتبار أهية اللبسية.

2. اهل تم احران وقت دمالت ووقعي م اي خص حق يق لام خرج ات زلت اي ج؟

2.2 هل تم حرق أو لم يخرج اتم (تضمن نقل الختم) عقب قبيل اطلاق در اتم (الوضع) المرضي؟

3.2. ل الزال من المتوقع أن تؤدي المخرجات المتوقعة (بما في ذلك المضيق) إلى إغلاق درات إلى الحد الذي لا يتوقع؟

3. اهل تيمناؤ القدر التبشيرية ولهم هبة بالقدر الزم الست ماري قتل افاعات جمن أنش طفل م شروع؟

2.3 هل يحد لظروفئات المتضمنة في إداومتابعة/ رصد أنشطة فاعالق لكافيلدم وتبميز قراتهم؟

3.3 إذا ما كان من الكاحاجة للمؤمنات اللهيية لاستمرار العمل لافاع الممققة من نشطة المشروع، فمستطيل على المتهلالت هدفية وقهير للوفاء (ببهلك المؤمنات اللهيية) الزلزمة؟

4.3 هل تم إشراك طاق العمل ضمن انشطة دامج أطفال مشروع؟

5.3.5 تم ألخفي التيجار الإجراءات اللازمة / ملتم وضع التحجير اللازمة لمضمّن انبعاث فرص نقله في ذلك من النساء والرج اللشارك في أنشطة لشرع سالتفائدة منه؟

أداة 3 | بلل صوت و كؤل ال خ اصل مق ابلة | بال اجتماع مع خراج عن لرم تحسین ال نتیة

مقدمة

بعد التعرف والتقديم الشخصي يقوم المرحل أورتينقي في فريق التقييم فوق الأقدام التوعوية التي يتم إعدادها.

تتوي خلق ابله / المجتمع:
مؤدق ابله / الاجتماع:
لم حاور / الحضور هفرفق ال عمل:
البيبول عن تدهي نال موضوعات ال جاريف اقش تملكن المال جتماع:

بيان اتسل اسرية

شكّل وألغىك عاون معال شروع:	
اسم الـخبر	النوع الـمعماري: نكثى
المسالمه ظي في:	الشركة:

[illegible]

من فوف السئل قبل تصليته مع ايدي ال كفاعة، الوف بخايه، والاستدامة

الكشاف عقدي اس - من المنظور القصص اديك في قتلى متعموج ببطح و يل ل موارد ل مدخلات (ل موارد ل طعية، و لش رية، و لوقت،) الى مخرج ات.

١.١ هل لديك آلي اتصالاتي نم بضم منة أسأل لي بطفلي نذ، وأؤميس ان تللم عني تي بات الت عا قدي قلات حق ي ق لك اي لجم بتوق عقل مشروع؟

2.1 هل يسهم شركاء ائال مشروع بصورة فعلة في تخيط ألنش طقم (تضم نبقن اعلق درات)؟

3.1 امداد خلات

أ. له تعدد الموارد الكلية المتعيها اا األنشطة؟

بجلى تضطلع الأطراف المشاركون فى المشروع وفى المداخلات (شرية والمالية) التى تقف فى ذلك الشئ طوعا وعي يتقسم بال كفاءة؟

ج- إلى أي درجة تعد الموارد (المدخلات) المطلوبة من شركاء المشروع عتبة في التوقيتات الزمنية؟

١.4 أخيرا لانشطة

۱. ا. اِذَا كَانَ مِنْكَ نَظْخِيرٌ، مَا هِيَ رَجْتُهُ؟

ب. هل تقترح دي هس أب ابل للبخير؟

جـ.. ملقنوم في ذال خ ط ط ا ل م ع لى ة ع لى ن ح و ل ي م ؟

5.1 المخرجات وطلباتي ج

أ. ما هي نسبة النجاسات في حق قيق المخرج الكروني إلى جل مستهدف؟

ب. لم تتحقق المخرجات والمطلوب على نحو يتيسر بليل إغواء من حال شكك في؟

الفاعلية: عيار / في اسل درج ق ت حرق أو إكثرت ق ت حرق تلج وأهداف المشروع أخلفي الاعتبار أهتبه النسبية.

2. اهل تم احرانوق دمالتوق فعيم اي خصحق يق لامخرج ات زوات اي ج؟

2.2 هل تم حرق أو لم يخرج الدم (بضم ن) نقل الدم (عقوبن) غلق در اثناء الوضوء المبرضي؟

3.2. ل الزال من المتوقع أن تؤدي المخرجات المتوقعة (بما في ذلك المضيق) إلى إغلاق درات إلى الحد الذي لا يتوقع؟

3) ليست دامة عيار ٧٥ اس لدر جاق طبيعي المن افلا عن ات ج م ن أن ش ط ة الش ر ع ب ع ن ن ت م ل ع ت ي ن ه ، ا ح ت م ل ي ة ه ا س ت م ر ل م ل ا ف ع ل م م ق ة ع ل ي ال ج ل الط و ل و ه ا ل ف ي ة ا ل م خ ا ط ر ل و ا ت ه د ي ت .

3. اهل تسليما القدر التبشيرية ولهم هبة بلقادر الزم الستمر اري قتل افاعات جتمعن أنش طفل مشروع؟

2.3 هل يعد لوفيات التمهيد في إدومة تابعة/ رصد أنشطة فاعل القتل في لدع وتبريز قدراتهم؟

3.3 إذا ما كان من الكساحجة للمساهمة المالية لاستمرار العمل دفع المقتضة من شروط المشروع، فليس يتسنى على هذا المبدأ دفعه وتلقيه الوفاء (ببذلك المساهمة المالية إلى الزمة؟

4.3 هل تم إشرار الظل قطاع ال دخل لضم ان سرات دام قش طفل مش روع؟

5.3 لم يتم إلخفي التعديار / إجراءات اللازمة / ملتمس وضع للتفسير اللازم لضم أن بباح قمرص بمختلفة فذلك من النساء والرج اللداش ارك في ناشطة لشروع سالتفافة منه؟

أداة 4 | البروتوكول الخاص بالقبول بالاجتماع مع ممثل الشركة الهدف لمشروع WISE (MTC)

مقدمة

بعد التعارف والتقييم للشخص، يقوم المراجع وربط في فريق التقييم فوق الكفاءة للتعبئة التي يتم إعدادها.

تواي خفي ابله/ الاجتماع:
موقع ابله / الاجتماع:
لمحاور/الحضور خفي العمل:
السؤال عن تدبير الموضوعات التي ناقشتها في الاجتماع:

هناك أسئلة

اسم الشخص: MTC	شكل واللقب عمل بل مشروع:
لنوع الاجتماع: نثى	اسم الشخص الذي أجاب عن أسئلة:
لقسم:	المسؤول عن فريق:
	الحضور من جهة العمل في مقابلة:

أسئلة
تؤلى ي
المنظمة

الأسئلة

#

- 1 ما هي التغييرات التي يسببها عدم إكمال خطة عمل مشروع WISE الـ الأشهر القادمة عشر لمضري؟
- 2 ما هي المواقف والأحداث التي أسفرت عن نتائج إيجابية في تصليب أداء مشروع WISE؟
- 3 ما هي المواقف والأحداث التي أسفرت عن نتائج سلبية في تصليب أداء مشروع WISE؟
- 4 هل ترون أن الوقت مع الأطراف المعنية للمشروع بدأت بولتوت في صورة إيجابية في مديرتنا؟
- 5 نرجو تقييم المواقف/أحداث يكون من شأنها أن تعتبر من على العلاقات الإيجابية، للبرالية.
- 6 نرجو تقييم تلك المواقف التي يمكن أن تؤدي إلى تحقيق أهداف المشروع على نحو يتسم بزيادة من الإيجابية.
- 7 هل ترون أن الموارد المتاحة للمشروع تأسست خدمة بفعلة وفعالية؟
- 8 نرجو تقييم تلك المواقف التي أسفرت عن خدمات أو لم تخدم - للموارد الخاصة لها على نحو يتسم بالكفاءة والفعالية الـ

سوف الأسئلة التي تصيب عاير الكفاءة: الفعالية، والاستدامة

الكفاءة: مدى إسهام الشخص في تحقيق الأهداف (الموارد المدخلة، والوقت، والوقت،....) إلى مخرجات.

- 1.1 هل لديك أي استراتيجيات محددة من أجل تحسين الأداء، ولهمس استراتيجيات التي قد تؤدي إلى تحسينات في المشروع؟
- 2.1 هل ترون أن الموارد المتاحة للمشروع تأسست خدمة بفعلة وفعالية؟

3.1 المدخلات

أ. هل ترون أن الموارد كافية لتحقيق الأهداف؟

ب. هل ترون أن الأطراف المشاركة في المشروع وعوامل المدخلات البشرية والمادية التي قد تؤدي إلى تحسينات في المشروع؟

ج. إلى أي درجة ترون أن الموارد (المدخلات) المطلوبة من شركاء المشروع تأسست خدمة بفعلة وفعالية؟

4.1 نتائج العمل

أ. إذا كان هناك تأخير، ما هي أسبابه؟

ب. هل ترون أي أسباب أخرى؟

جـ.. هل تتخيل في ذال خطط المعلقة على ن حولي م؟

5.1 المخرجات وطلبات ج

أ. ما هي نسبة النجاسات في حق يق المخرجات زوات اي بل صتي هدفه؟

ب. لم تَحْقِيقِ الْمَخْرَجَاتِ وَلَهْلُؤِ جُلَى نَحْوِ يَسْمِ بِطِلْ لِفَاءَةِ مِنْ حِيَالِ شَتَاكُفَةِ؟

الرفع اليه: عيار / قياس لدرج قتحرق أو إحتراق قتحرق تلحاج وأمداف الم شروع أخنظي الاعتبار أهتبه النسيه.

2. اهل تم اجر الزوق دلم توقع معي م اي خص حق يق لم خرج ات زوق اي ج؟

2.2 هل تم حرق المخرج اتم (ضمن نقل الختم) عقب قبيل اعل قد ارتفع الوجه المرضي؟

3.2 ل الزال من الوقوع أن تؤدي المخرجات المفقودة (بما في ذلك المصالح قبل إغلاق درات) التي ينتج الم توقع؟

3) ليست دامة عيار ٧٥ ليس لدرجته تقويية الدم اقل من اعلانات جيمع أن شرطة الشرع بعنات طرقت فيه، احتياطي هاست مدر لملا فاع لم ترة على الالجل الطويل ولتلفة الامخاطر لوتجديتات.

3. اهل تبعا القدر التبشيرية والهيبة بلقادر الازم الستمرار في قتل افاعيات جوعن أنش طفل مشروع؟

2.3 هل يعد لوفيات التمهينة في إدوامة ابعة/ رصد أنشطة فاعاب القلاك افي لدع وتتعيز قدراتهم؟

3.3 إذا ما كان من الكاحاجة للمساهمات المالية لاستمرار العمل دافع لمصلحة من أنشطة المشروع، فليس يتسبب في إلحاق أي أضرار مالية أو مادية (ببطلانك) للمساهمات المتداولة في الزمة؟

4.3 هل تم إشراك طاعال خيل لضم منسبات دامقش طفل مشروع؟

5.3 هل تم ألخفي التعبد / إجراء ات الازمة / ملتم وضع للتغيير للازمة فليض من انبجاص فرص تفهفئ فلفل من الفداء وللرج اللداشارك في ناشطة الشروع سالتفادة منه؟

أداة 15 دليل أداة المجموع والتمثيل في كل خاص بطلاب لمدارس لفرقة

نتائج الامتحان:
مواضيع الامتحان:
المواضيع التي تم حلها:
المواضيع التي لم يتم حلها:

جدول امتحان

اسم المدرس	
نوع المدرسة	
المدرسة التي يدرس بها	
عدد الدقائق	عدد الدقائق: عدد الدقائق: إلخ

#	السؤال	الوقت
1	ما هي نوعية التوظيف التي تسمى التوظيف؟	1A
2	كيف يتم تقييم التوظيف؟ وما هي العوامل التي تؤثر على التوظيف؟	1A
3	سواء كان التوظيف داخلياً أو خارجياً، فإن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة. ما هي الخطوات التي يجب اتباعها في عملية التوظيف؟	1B
4	أ. كيف يتم تقييم التوظيف؟ ب. راجع الجواب أمثلة	1B
5	في حالة التوظيف، فإن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة. ما هي الخطوات التي يجب اتباعها في عملية التوظيف؟	1C
6	عن دما عرفت لأول مرة في قطاع العمل، فإن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة. ما هي الخطوات التي يجب اتباعها في عملية التوظيف؟	1C
7	هل ترى أن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة؟ أ. برجاء ذكر أمثلة عن نماذج التوظيف التي تعرفها. ب. برجاء ذكر أمثلة عن نماذج التوظيف التي تعرفها.	1C
8	أه ترى أن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة؟	3E
9	هل ترى أن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة؟	3E
10	هل ترى أن التوظيف هو عملية اختيار الأشخاص المناسبين للقيام بمهام معينة؟	4A

أداة 16 - دليل أداة المجموع لتقليل قتل في ظل خصم خبيث جي ال مدارس لفضية

تاري خال جېتماع :
موعدا ل جېتماع:
له پالقي ايملي تير:
له لمړني استوغي ناصيل ال جېتماع:

عمل و ماتسل اسريّة

اسم المدرسة	
نوعية المدرسة	
الصف الذي اسي للطلاب	
عدد الاناث: عدداً ذكورا: الإجمالي	

#	السؤال	EQ
1	أفكر أن أنواع المهن التي تعلمتها في المدرسة لم تكن مناسبة لي. ماذا أفعل؟	IC
2	أ) هل لديك أي مهارات أو خبرات يمكنك استخدامها في العمل؟ ب) ما هي هذه المهارات؟ ت) ما هي دوراتك في المدرسة؟ العمل (مدرسة) داخل المدرسة؟	IC
3	في حالة أنك لم تكن واثقاً من قدراتك، ماذا تفعل؟ أ) حدد هدفك في العمل. ب) اطلب المساعدة من الآخرين. ج. اطلب المساعدة من الآخرين. ح. اطلب المساعدة من الآخرين.	IC
4	هل تعلم أن المهارات التي تعلمتها في المدرسة يمكن استخدامها في العمل؟	IC
5	أ) هل تعلم أن المهارات التي تعلمتها في المدرسة يمكن استخدامها في العمل؟ ب) هل وجدت أي مهارات تحتاج إلى تعلمها في العمل؟ ت) أذكر مثالاً عن المهارات التي تحتاج إلى تعلمها في العمل.	IC

6	أ) هل يظن أن هيكلة لنشاء مشروع استثماري صغير خجل بك ؟ نعم ال ب) إذا كانت الإجابة نعم.....للمتري ذلك؟ ت) ما هي المميزات التي تشكل للعقبة في ذلك ؟ ث) ما هي الأسباب التي تسبب عفاك في إنشاء مشروع صغير ؟	IC
7	أ) هل هناك فرص و/أو وظائف متاحة لك في سوق العمل من الان؟ ب) ما هي للمميزات التي تتيح في واجبك في العمل لك من الان؟ • الدخل • ساعات العمل • ظروف العمل	4A
8	لجميع مجالات العمل في القطاع الخاص من خلال المهني سيرة العمل للسوق للعمل وظروف العمل، ومزايا أخرى	4A
9	أ) كم عدد المجالات التي تملكها في سوق العمل؟ ب) كم عدد المجالات التي تملكها في سوق العمل؟ ج) كم عدد المجالات التي تملكها في سوق العمل؟ د) كم عدد المجالات التي تملكها في سوق العمل؟	4B
10	أ) كم عدد المجالات التي تملكها في سوق العمل؟ ب) كم عدد المجالات التي تملكها في سوق العمل؟ ج) كم عدد المجالات التي تملكها في سوق العمل؟ د) كم عدد المجالات التي تملكها في سوق العمل؟	

سوف الـ سؤال في هذا القسم هو: كيف يمكنني الاستفادة من الموارد البشرية، والاستفادة من الموارد البشرية، والوقت،... إلى مخرجات. 1.1. هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ 2.1. هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟

3.1. أ) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ب) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ج) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟

4.1. أ) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ب) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ج) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ 5.1. أ) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ب) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ج) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ 2.1. أ) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ب) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟ ج) هل هناك أي اتجاهات في هذا الموضوع من أجل لي بالقياس، ولهمس من التكاليف في باب التكاليف في هذا الموضوع؟

- 2.2 هل تتحقق في المخرج انتم (تضمن نقل المداخيل) قبل اطلاق دراستها الى جهة المرضى؟
- 3.2 ل الزال من المداخيل ان تؤدي المخرجات الى تحقق هذا المعنى (هذا المعنى قبل اطلاق دراستها) الى المداخيل المتوقعة؟

أداة 17 تل يل أداة الم جموع التل قتل يل قل خاص قم مدرس يل المدارس قلى نة

باري خال جتماع:
وعد ال جتماع:
المراقب المخلص:
المراقب المخلص في اصيل ال جتماع:

عمل و ماتسل اسیره

اسم للمدرسة		
عادل حاضرين	إناث	ذكور
سليم حاضرين	عادل حاضرين من وجدل مغربي ودعمال موارات	
	عادل حاضرين من وحدة الارشاد والتوجيه لمدنى	
	عادل حاضرين من حلقه تشغل	
	عادل حاضرين من وحدة لسلامة طاص حلقه منية	
	عادل حاضرين من وحدة ريادة الاعمال	

[illegible]

أداة 18 ولي أداة المجموع اثنان قتل في إلّا خاص قبمدرس يلمس ولي
وخصيق سرير اللقّال في المدرسة أله سوق لأعدل)سوت) داخل الخوس الفنية

داري خال چيتم ا ع:
مو عدال چيتم ا ع:
لڊال قاي ليليتوي ر:
لڊل لڊا اي تڊوغي فاصي ل ال چيتم ا ع:

عمل و ماتسل اسی

		اسم للمدرسة
إجمالي عدد الحاضرين	إن ائ	ذكور
عدد الحاضرين من حلقتي تويب ودعم للمهارات		
عدد الحاضرين من وحدة الوشاد والتوجيه للمني		
عدد الحاضرين من وحدة نقل غيل		
عدد الحاضرين من وحدة مسالمة لخاصة للمبرية		
عدد الحاضرين من وحدة زيادة العمال		

[illegible]

ANNEX V: DATA COLLECTION SCHEDULE

Day	Date	Site/Stakeholder		
		Team A	Team B	Team C
Day 1	Sunday December 3, 2017	Alexandria Technical Secondary School for Girls (Ready Made Garments)	Ismailia Education Directorate LUTE	Ismailia Jade Textiles
Day 2	Monday December 4, 2017	Alexandria El Wardian Technical Secondary School (Ready Made Garments)	Ismailia Advanced Hotel & Tourism Technical Secondary School (Hotels & Tourism)	Ismailia Swiss Textiles
Day 3	Tuesday December 5, 2017	Alexandria Mohamed Ali Decorative & Architectural Technical Secondary School (Ready Made Garments & Furniture)	Ismailia Advanced Hotel & Tourism Technical Secondary School (Hotels & Tourism)	Alexandria Nagaa Homme - Ready Made Garments Marseille for Hospitality Alexandria Business Association – Vocational Training & Employment Center ILO
Day 4	Wednesday December 6, 2017	Alexandria Education Directorate LUTE	Ismailia Fayed Technical Secondary School (Furniture)	Alexandria Jade Apparel (Ready Made Garments) Givrex (Food Processing)
Day 5	Sunday December 10, 2017	Aswan Education Directorate LUTE Basma Hotel	Ismailia Abo Attwa Technical Secondary School (Ready Made Garments)	Red Sea Education Directorate LUTE Hilton Hotel Steinberger Hotel
Day 6	Monday December 11, 2017	Aswan Mohamed Mohsen Shoeib Technical Secondary School (Ready Made Garments) Phone Interview Former Head of Technical	Port Said Education Directorate LUTE Egyptian Federation of Investors Association	Red Sea El Qwessier Advanced Technical Secondary School (Hotels & Tourism)

		Education Sector – Ministry of Education and Technical Education		
Day 7	Tuesday December 12, 2017	Aswan Advanced Technical Secondary School (Hotels & Tourism)	Port Said Maritime Industrial Technical Secondary School (Logistics)	Red Sea El Qwessier Advanced Technical Secondary School (Hotels & Tourism)
Day 8	Wednesday December 13, 2017	Aswan Advanced Technical Secondary School (Hotels & Tourism)	Port Said Advanced Technical Secondary School (Logistics)	Red Sea Hurghada Technical Secondary School for Boys (Furniture)
Day 9	Thursday December 14, 2017		Port Said Advanced Technical Secondary School (Logistics)	Red Sea Business
Day 10	Sunday December 17, 2017	Ministry of Education and Technical Education	UNIDO	WISE 3R consultants & productivity experts GIZ
Day 11	Monday December 18, 2017	Management & Training Corporation WISE Task Leaders		
Day 12	Tuesday December 19, 2017	National Authority for Quality Assurance and Accreditation	Curriculum Development Officials In Suez	Federation of Egyptian Industries Technical Education Sector Curriculum Development Officer Renewable Energy CUTE
Day 13	Wednesday December 20, 2017	Egyptian National Competitiveness Council		
Day 14	Sunday December 24, 2017	Phone Interviews with Graduate Students and Job Seekers Conducted during Data Analysis Workshop		
Day 15	Monday December 25, 2017	Phone Interviews with Graduate Students and Job Seekers Conducted during Data Analysis Workshop		
Day 16	Wednesday December 27, 2017	Key Informant Interview with USAID Activity Manager Conducted during Data Analysis Workshop		

ANNEX VI: LIST OF WISE PHASE I TVET SECONDARY SCHOOLS

Ref	School	Type	Sector
Alexandria			
1	El Ras El Swoda Technical School	Boys	Agricultural (Food Processing)
2	Alexandria Advanced Technical School	Boys	Industrial (Renewable Energy)
3	El Salam Technical School	Boys	Industrial (Furniture)
4	Alexandria Advanced Hotel and Tourism School	Mixed	Commercial (Hotels/Tourism)
5	El Wardian Technical School	Girls	Industrial (RMG)
6	Borg El Arab Technical School	Mixed	Industrial (RMG/Textiles/Furniture)
7	Rowshdy Technical School	Girls	Industrial (RMG)
8	Tosson Technical School	Boys	Industrial (Furniture)
9	Mohamed Ali Decorative and Architectural Technical School	Boys	Industrial (RMG/Furniture)
10	Mostafa Kamel Technical School	Girls	Industrial (RMG)
Ismailia			
11	Ismailia Advanced Hotel and Tourism School	Mixed	Commercial (Hotels/Tourism)
12	Al Kassassen Technical School	Mixed	Industrial (RMG)
13	Decorative Technical School	Girls	Industrial (RMG)
14	Heavy Equipment Technical School	Boys	Industrial (Renewable Energy)
15	Eng. Ebrahim Ahmed Osman Technical School	Boys	Industrial (Logistics)
16	Abo Atwa Technical School	Girls	Industrial (RMG)
17	Fayed Technical School	Boys	Industrial (Furniture)
18	Qantara Sharq Industrial Secondary School	Mixed	Industrial (Logistics)
Port Said			
19	El Tahrir Technical School	Girls	Industrial (RMG)
20	Port Said Decorative Technical Secondary School	Boys	Industrial (RMG)
21	Port Said Advanced Technical School	Mixed	Industrial (RMG)
22	Port Said Hotels School	Mixed	Commercial (Hotels/Tourism)
23	El Batoul Technical School	Girls	Industrial
24	Gamal Abdel Nasser Technical Secondary School	Boys	Industrial
25	Maritime Industrial Secondary School	Boys	Industrial (Logistics)
Red Sea			
26	Hurghada Technical Secondary School	Boys	Industrial (Furniture)
27	El Qussier Advanced Technical Hotels School	Mixed	Commercial (Hotels/Tourism)
28	Gamal Nazim Advanced Technical School	Mixed	Commercial (Hotels/Tourism)
29	Safaga Secondary Marine Technical School	Boys	Industrial (Logistics)
Aswan			
30	Aswan Advanced Technical Hotels School	Mixed	Commercial (Hotels/Tourism)
31	Martyr Mohamed Mohsen Shoaib Technical School	Girls	Industrial (RMG)
32	Mohamed Saleh Harb Advanced Technical School	Mixed	Industrial (Renewable Energy)

ANNEX VII: SELECTION CRITERIA AND TECHNICAL SCHOOLS SELECTED FOR WISE MIDTERM PERFORMANCE EVALUATION

The selection of WISE-assisted Phase I technical schools is based on a purposive sample. The total number of Phase I technical schools is equal to 32 distributed across 5 governorates. Refer to Annex VI for a comprehensive list of Phase I technical schools. A total of 6 technical schools were eliminated from the eligible schools list due to a) unnecessarily high risk security/safety considerations, b) certain schools did not receive full support until project implementation Year 2 (November 2016 - January 2017) or 3) renewable energy and/or logistics programs of technical training were in initial stages of roll-out; refer to paragraphs 3, 4, 5 and 6 for identification of the affected schools.

In order to ensure the maximum opportunity for geographic, gender, small versus larger school enrollment, and sector-specific representation, a number of selection criteria were established to guide the selection process. Firstly, SIMPLE targeted a sample of not less than 35% of the total number of schools. Secondly, the total number of schools selected from any given governorate was based on the governorate's share of schools as a percentage of the total number of Phase I schools across the five governorates. However, no one governorate has less than two schools represented in the final selection. Thirdly, the final selection of schools within a given governorate ensures a representative sample of a) small and large student enrollment schools, b) a gender balance of boy, girl or mixed gender schools and c) sector-specific economic activities while ensuring that all 6 sector-specific economic activities were represented. The following observations are noted:

1. Twelve WISE-assisted technical schools have been selected from a candidate pool of 32 Phase I schools; equivalent to 37.5%. Refer to Table I.a, listed below, for a listing of the selected schools.
2. The number of schools selected from a given governorate is directly proportionate to the geographic distribution of the 32 WISE-assisted Phase I technical schools with the exception that a minimum of two schools are selected from each governorate. Accordingly, 3 of a total of 9 schools are selected from Alexandria, 3 of 8 from Ismailia, 2 of 7 from Port Said, and 2 schools were selected from both the Red Sea and the Aswan governorates resulting in the 12 WISE-assisted Phase I technical school sample.
3. Qantara Sharq Industrial Secondary School (Ismailia) was deemed ineligible for selection due to unnecessarily high risk security/safety considerations.
4. The El Batoul Technical School (Port Said) and Gamal Abdel Nasser Technical Secondary School (Port Said) were deemed ineligible as said schools did not begin to receive full project support until Year 2; i.e., November 2016 - January 2017.
5. The Alexandria Advanced Technical School (Alexandria), Heavy Equipment Technical School (Ismailia), Mohamed Saleh Harb Advanced Technical School (Aswan) were deemed ineligible as said schools are in early stages of rolling-out the renewable energy training program.
6. The Eng. Ebrahim Ahmed Osman Technical School (Ismailia) and Safaga Secondary Marine Technical School (red Sea) were deemed ineligible as said schools are in early stages of rolling-out the logistics training program.
7. Three of the twelve sampled schools received support under the 2011/14 Egypt Competitiveness Project (ECP) I); three from the Alexandria governorate (reference numbers

1, 5 and 6 in the table listed below) and one from the Aswan governorate (reference number 30 in the table listed below).

8. Four of the twelve sampled schools are “advanced” technical schools consisting of 5 grade levels with students from 14-19 years of age; one from Ismailia, one from Port Said, one from Red Sea and one from Aswan.
9. Of the 12 selected schools, all six sectors are represented; including, a) food processing (1 of 1), b) ready-made garments (4 of 10), c) textiles (1 of 1), d) furniture (3 of 6), e) hotels/tourism (3 of 5), and f) logistics (1 of 4). The sum of these sectors exceeds 12 due to some schools being active in multiple sectors; e.g., Borg El Arab Technical School in Alexandria (ready-made-garments, textiles and furniture).
10. Of the 12 selected schools (12 of 32), 4 are all boy schools (4 of 13), 3 are all girl schools (3 of 7) and 5 are mixed gender schools (5 of 9).
11. Sampled technical schools include a combination of a) boys, girls and mixed gender, b) boys and mixed gender or c) girls and mixed gender across the 5 governorates in order to ensure relative gender balance.
12. Technical schools specialized in “Hotels/Tourism” were purposely selected for the Red Sea and Aswan governorates due to the importance that this commercial activity represents for private sector firms/investors.

Table VII.1: Technical Schools Selected for the WISE Midterm Performance Evaluation

Ref	WISE-Assisted Technical Schools	Type	Sector	Opened Saturdays	ECP
Alexandria					
1	El Ras El Swoda Technical School	Boys	Agricultural (Food Processing)	Yes	Yes
5	El Wardian Technical School	Girls	Industrial (Ready-Made-Garments) (RMG)	Yes	Yes
6	Borg El Arab Technical School	Mixed	Industrial (RMG/Textiles/Furniture)	No	Yes
Ismailia					
11	Ismailia Advanced Hotel and Tourism School	Mixed	Commercial (Hotels/Tourism)	Yes	No
16	Abo Atwa Technical School	Girls	Industrial (RMG)	No	No
17	Fayed Technical School	Boys	Industrial (Furniture)	No	No
Port Said					
21	Port Said Advanced Technical School	Mixed	Industrial (RMG)	No	No
25	Maritime Industrial Secondary School	Boys	Industrial (Logistics)	No	No
Red Sea					
26	Hurgada Technical Secondary School	Boys	Industrial (Furniture)	No	No
27	El Qussier Advanced Technical Hotels School	Mixed	Commercial (Hotels/Tourism)	No	No

Aswan					
30	Aswan Advanced Technical Hotels School	Mixed	Commercial (Hotels/Tourism)	No	Yes
31	Martyr Mohamed Mohsen Shoaib Technical School	Girls	Industrial (RMG)	No	No

Table VII.II: List of WISE-Assisted Result B Private Sector Firms

Ref	Governorate	Sector
Alexandria		
1	Naga for Ready Made Garments	Ready-Made-Garments
2	Marseilia Beach for Touristic Investment	Hotels/Tourism
3	Jade Apparel	Ready-Made-Garments
4	Givrex (Robert Mansour and Co.)	Food Processing
Ismailia (Includes 10th of Ramadan)		
5	Egypt Tailoring for Ready Made Garments	Ready-Made-Garments
6	Jade Textile Egypt	Textiles
7	Swiss Garment Company	Ready-Made-Garments
Red Sea		
8	Steigenberger Aqua Magic	Hotels/Tourism
9	Steigenberger Al Dau Beach Hotel	Hotels/Tourism
10	Hilton Hurghada Long Beach Resort	Hotels/Tourism
11	Hilton Hurghada Resort	Hotels/Tourism

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WISE Productivity Assessment Reports

Short Term Technical Assistance Annual Reviews and Assessments

WISE Internal Annual Assessments

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- _____. *WISE Improved Skills and Productivity of the Workforce in Selected Sectors and Governorates Assessment Report*. Washington, DC: USAID, November 14, 2017.
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Labor Market Statistics

- CAPMAS Economic Census 2012
- CAPMAS Labor Market Survey 2013, 2015, 2016
- Ministry of Trade and Industry Statistics

ANNEX IX: TIMELINE

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017			Nov. 2017			Dec. 2017			Jan. 2018			Feb. 2018			Mar. 2018			Apr. 2018			May-18			Jun-18			Jul-18												
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-27		
1	RFTOP Issued to QED	12-Oct-17																																								
	1- Touchpoint 1 of 14: QED Final Review and Comment on SIMPLE Working Draft of Technical Proposal	25-Oct-17																																								
2	QED Submits Technical and Financial Proposals to USAID for Review and Comment (COB US)	26-Oct-17																																								
3	USAID Submits Request for Revisions to Technical and Financial Proposals to QED/SIMPLE (COB Egypt)	2-Nov-17																																								
4	QED Submits Revised Technical/Financial Proposals to USAID (COB US)	5-Nov-17																																								
5	USAID Issues Task Order Award to QED (COB Egypt)	16-Nov-17																																								
6	QED Contracts International Consultant/Team Leader (Day 1 of 1)	16-Nov-17																																								
7	SIMPLE Contracts Select Local Consultants/Sub-Contractor Contracts Select Local Consultants (Day 3 of 3)	16-Nov-17																																								
8	Evaluation Team Desk Review (Day 3 of 3)	17-Nov-17																																								
9	Team Leader Departs US/Arrives in Egypt (Day 2 of 2)	18-Nov-17																																								

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017		Nov. 2017			Dec. 2017			Jan. 2018			Feb. 2018		Mar. 2018		Apr. 2018		May-18			Jun-18		Jul-18																	
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-31		
	2- TouchPoint 2 of 14: Evaluation Team Planning Workshop Day 1 includes a) presentation of SIMPLE PowerPoint, b) review of SOW, c) QED quality assurance guidance (Teleconference) and d) discussion of SIMPLE/QED collaboration role.	18-Nov-17																																								
10	SIMPLE Evaluation Conducts Team Planning Workshop to Develop Data Collection Instruments, Coordinate Field Visits, Finalize Proposed Work Plan for Presentation at the USAID Team Planning Meeting (Day 9 of 9)	28-Nov-17																																								
	3- TouchPoint 3 of 14: SIMPLE forwards draft data collection instruments and PowerPoint to QED for review and comment. (OOB/DC)	28-Nov-17																																								
11	Deliverable 1: Evaluation Team Conducts Team Planning Meeting with USAID	29-Nov-17																																								

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017		Nov. 2017					Dec. 2017					Jan. 2018					Feb. 2018					Mar. 2018					Apr. 2018					May-18					Jun-18					Jul-18				
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-27					
12	Evaluation Team Documents USAID Recommended Revisions and Pilots Revised Data Collection Tools (Day 1 of 1)	30-Nov-17																																															
	4- TouchPoint 4 of 14: M&E Specialists prepare a weekly field update to Team Leader and Evaluation Manager forwards to QED (FYI).	7-Dec-17																																															
13	5- TouchPoint 5 of 14: M&E Specialists prepare a weekly field update to Team Leader and Evaluation Manager forwards to QED (FYI).	14-Dec-17																																															
	Deliverable 2: Mid-Term Oral Debrief to Office of Economic Growth on Findings, Conclusions and Emerging Recommendations (Team Leader on Skype)	17-Dec-17																																															
14	Data Collection Period (Day 13 of 13)	27-Dec-17																																															
	6- TouchPoint 6 of 14: M&E Specialists prepare a weekly field update to Team Leader and Evaluation Manager forwards to QED (FYI).	21-Dec-17																																															

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017	Nov. 2017					Dec. 2017		Jan. 2018					Feb. 2018		Mar. 2018		Apr. 2018		May-18			Jun-18		Jul-18									
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-31
	7- TouchPoint 7 of 14: Evaluation team reviews SIMPLE/QED guidance on distinguishing findings from conclusions.	21-Dec-17																																		
	8- TouchPoint 8 of 14: Team Leader and Evaluation Manager conduct teleconference to update QED on status of Analysis Workshop.	27-Dec-17																																		
15	Evaluation Team Conducts Data Analysis Workshop (Day 11 of 11)	2-Jan-17																																		
	9- TouchPoint 9 of 14: Team Leader forwards draft Findings, Conclusions, Recommendations (FCR) to Evaluation Manager to forward to QED.	31-Dec-17																																		
	10- TouchPoint 10 of 14: Team Leader and Evaluation Manager conduct teleconference to discuss FCR matrix.	2-Jan-18																																		

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017		Nov. 2017			Dec. 2017			Jan. 2018			Feb. 2018		Mar. 2018		Apr. 2018		May-18			Jun-18		Jul-18																			
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-31				
16	Evaluation Team Prepares a 6-8 Page Draft Executive Summary and 15-20 Slide PowerPoint Presentation of Findings, Conclusions and Emerging Recommendations for USAID Oral Debrief	3-Jan-18																																										
	11- TouchPoint 11 of 14: Team Leader forwards draft USAID Oral Debrief PowerPoint to Evaluation Manager to forward to QED for review and comment. (OOB/DC)	3-Jan-18																																										
17	SIMPLE Forwards 6-8 Page Executive Summary and 15-20 Slide Presentation of Oral Debrief Findings, Conclusions and Emerging Recommendations to USAID (COB Egypt)	4-Jan-18																																										
	12- TouchPoint 12 of 14: Evaluation team submits draft introductory text and annexes to SIMPLE/QED for review and comment.	5-Jan-18																																										

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017	Nov. 2017				Dec. 2017		Jan. 2018			Feb. 2018		Mar. 2018		Apr. 2018		May-18			Jun-18		Jul-18																			
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-31			
	Deliverable 3: Preliminary Oral Debrief to USAID Office of Economic Growth and Program Office on Findings, Conclusions and Emerging Recommendations. Follow-up presentation to implementing Partner	4-Jan-18																																									
18	13- TouchPoint 13 of 14: Evaluation team submits three of five draft evaluation question findings, conclusions and recommendations to SIMPLE/QED for review and comment.	6-Jan-18																																									
	14- TouchPoint 14 of 14: Evaluation team submits two remaining draft evaluation question findings, conclusions and recommendations and executive summary (6-8 pages) to SIMPLE/QED for review and comment.	8-Jan-18																																									
19	Team Leader Submits Consolidated Draft Report to QED/SIMPLE for Review and Comment (Day 10 of 10)	9-Jan-18																																									

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017			Nov. 2017			Dec. 2017			Jan. 2018			Feb. 2018			Mar. 2018			Apr. 2018			May-18			Jun-18			Jul-18											
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-31	
20	Deliverable 4: Mission-Wide Oral Debrief on Findings, Conclusions and Emerging Recommendations	9-Jan-18																																							
21	International Consultant/Team Leader Departs from Egypt	10-Jan-18																																							
22	Deliverable 5: Draft Results Report, Executive Summary and Associated Annexes on Findings, Conclusions and Recommendations (English only) Submitted to USAID	28-Jan-18																																							
23	USAID Submits Consolidated Comments on Draft Evaluation Report to QED/SIMPLE for Revision (COB Egypt) (Day 10 of 10)	11-Feb-18																																							
24	Deliverable 6: QED Submits Final Revised Version of the Evaluation Results Report to USAID (OOB Egypt)	8-Mar-18																																							
25	USAID Approves Revised Final Version of the Evaluation Report (Day 10 of 10)	22-Mar-18																																							

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017		Nov. 2017				Dec. 2017			Jan. 2018				Feb. 2018		Mar. 2018		Apr. 2018		May-18				Jun-18		Jul-18															
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-31			
26	SIMPLE's Sub-Contractor Contracts Translation Services for Executive Summary from English to Arabic QED Contracts Service Provider to Generate Infographic (English only) of Evaluation Findings, Conclusions and Recommendations (Day 1 of 1)	23-Mar-18																																									
27	SIMPLE's Sub-Contractor conducts Translation of Executive Summary from English to Arabic. (Day 10 of 10)	28-Mar-18																																									
28	Deliverable 7: QED Submits Arabic Translation of Executive Summary for USAID Approval and Infographic (English Only) for USAID Review and Comments	5-Apr-18																																									
29	USAID Reviews Revised Infographic (English Version) and Provides QED Written Approval for Translation into Arabic (COB Egypt) (Day 10 of 10)	19-Apr-18																																									

No	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017		Nov. 2017				Dec. 2017		Jan. 2018				Feb. 2018		Mar. 2018		Apr. 2018		May-18				Jun-18		Jul-18															
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-27		
30	Deliverable 8: QED Submits Revised Infographic (English Version) to USAID for Written Approval	3-May-18																																								
31	Deliverable 9: SIMPLE Submits Anonymized Datasets and Supporting Technical Documentation to USAID for Review and Comment. (COB/Egypt) (Day 1 of 1)	17-May-18																																								
32	QED Submits Arabic Translation of Infographics to USAID for Review and Comment (COB US) (Day 10 of 10)	17-May-18																																								
33	Deliverable 10: USAID Reviews Arabic Translation of Infographics and Provides Written Approval (COB Egypt) (Day 10 of 10)	31-May-18																																								

iNo	Tasks / Deliverables	Actual / Estimated Date	Oct. 2017		Nov. 2017				Dec. 2017		Jan. 2018				Feb. 2018		Mar. 2018		Apr. 2018		May-18			Jun-18			Jul-18																				
			7-12	14-19	21-26	28-2	4-9	11-16	18-23	25-30	2-7	9-14	16-21	23-28	30-4	6-11	13-18	20-25	27-1	3-8	10-15	17-22	24-1	3-8	10-15	17-22	24-29	31-5	7-12	14-19	21-26	28-3	5-10	12-17	19-24	26-31	2-7	9-14	16-21	23-29	30-6	7-13	14-20	21-21			
34	Deliverable 11: QED Posts Evaluation Report (English), Expanded Executive Summary (English and Arabic) and Infographics (English and Arabic) to the Development Experience Clearinghouse and forwards Hyperlink to USAID (Day 1 of 1)	21-Jun-18																																													
35	Deliverable 12: Delivery of printed and electronic copies of approved evaluation products to USAID	28-Jun-18																																													
36	End of Task Order Performance Period	31-Jul-18																																													

ANNEX X: USAID Criteria to Ensure Quality of Evaluation Report

1. The evaluation report should represent a thoughtful, well-researched and well organized effort to objectively evaluate what worked in the project, what did not work and why.
2. Evaluation reports shall address all evaluation questions included in the scope of work.
3. The evaluation report should include the scope of work as an annex. All modifications to the scope of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology or timeline need to be agreed upon in writing by the technical officer.
4. Evaluation methodology shall be explained in detail and all tools used in conducting the evaluation such as questionnaires, checklists and discussion guides will be included in an Annex in the final report.
5. To the extent possible, evaluation findings will assess differentiated outcomes and impacts on males and females.
6. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
7. Evaluation findings should be presented as analyzed facts, evidence and data and not based on anecdotes, hearsay or the compilation of people's opinions. Findings should be specific, concise and supported by strong quantitative or qualitative evidence.
8. Sources of information need to be properly identified and listed in an annex.
9. Recommendations need to be supported by a specific set of findings.
10. Recommendations should be action-oriented, practical and specific, with defined responsibility for the action.

U.S. Agency for International Development
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