



Final Evaluation Report

EBRD-SECO ITCP Early-Stage Assessment

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March 2024

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TABLE OF ABBREVIATIONS

Abbreviation	Full Name
AHK	German Arab Chamber of Industry and Commerce
ANETI	National Employment and Self-Employment Agency
ARTC	Almaza Recruitment and Training Centre
CEI	Chamber of Engineering Industries
CFPK	Khélidia Training and Development Centre
CRDA	Regional Commissary for Agricultural Development
DAC	Development Assistance Committee
E3C	Egyptian Electrical Equipment and Cables
EBRD	European Bank for Reconstruction and Development
EFE	Education for Employment
EIS	Economic Inclusion Strategy
ENIT	National School of Engineers of Tunis
ENSTAB	National School of Advanced Sciences and Technologies of Borj Cedria
ETF	European Training Foundation
ETP	Enterprise TVET Partnership
FEI	Federation of Egyptian Industries
GDA	Agricultural Development Groups
GPEC	Workforce Planning Mechanism (forward planning of skills and workforce)
G&EI	Gender and Economic Inclusion
HR	Human Resources
ILO	International Labour Organization
ITC	Industrial Training Council
ITCP	Inclusion Technical Cooperation Programme
KII	Key Informant Interviews

M&E	Monitoring and Evaluation
MAF	Majid Al Futtaim
MICEVN	Ministry of Industry, Trade, Green and Digital Economy
MoE	Ministry of Education (Egypt)
MOU	Memorandum of Understanding
NEET	Not in Education, Employment, or Training
NEPCO	National Electric Power Company
NOSS	National Occupational Skills Standard
OECD	The Organisation for Economic Co-operation and Development
OL	Operation Leader
REC	Repositories of Jobs and Skills
SECO	State Secretariat for Economic Affairs
SEMED	Southern and Eastern Mediterranean
SME	Small and Medium Enterprise
SPGE	Strategy for the Promotion of Gender Equality
STA	United Metals / El Sewedy Technical Academy
STEG	Skills Assessment for Energy Production and Utilities in Tunisia
SSC	Policy dialogue initiative - “Supporting Economic Inclusion Policy Dialogue in Egypt - Electrical Equipment and Cables sector”
SSP	Sector Skills Platform
Sup’Com	Higher School of Communication of Tunis
TC	Technical Cooperation
TVET	Technical and Vocational Education and Training
UMC	United Metals Company

DEFINITIONS

Client: Refers to both recipients of loans from the EBRD and implementing institutions/establishments of the Inclusion Technical Cooperation Programme.

Inclusion Model: Model to promote a sustainable and inclusive market economy by creating economic opportunities for every segment of the economy including women, youth, minorities, and other marginalized groups. Examples include work-based learning programmes, improving corporate standards on training and recruitment, and policy engagement to enhance the private-public dialogue to improve the skills supply and match the demand.

National Occupational Skills Standards (NOSS): Refers to a set of standards that define the required skills, knowledge, and competencies for various occupations within a specific country. This document outlines the specific tasks, performance criteria, and underpinning knowledge necessary for successful job performance.

OECD DAC Evaluation Criteria: Consists of six evaluation criteria measuring:

Relevance – if the intervention is doing the right things,

Coherence – the extent to which the intervention fits,

Effectiveness – if the intervention is achieving its objectives,

Efficiency – the extent to which the resources are used to achieve the objectives in an economic and timely way,

Impact – the difference that the intervention makes, and

Sustainability – the extent to which the benefits last over the long-run.

Sector Skills Platform (SSP): The use of “platform” instead of “council” to reflect the coverage of the sector skills, which is the sub-sector of electrical and engineering equipment.

EXECUTIVE SUMMARY

The EBRD-SECO SEMED Inclusion Technical Cooperation Programme (ITCP) was launched in September 2017 with the primary objective of supporting countries in the SEMED region (Egypt, Tunisia, Jordan, and Morocco) move towards an inclusive market economy. The ITCP was tied to EBRD investments, and it financed activities, such as market-relevant trainings and policy dialogue institutionalizing the role of the private sector in skills development in the SEMED region. This target region faces high unemployment rates and low labour force participation for women and youth resulting from a mismatch in the skills demanded and supplied in the labour market. A2F was hired to evaluate the EBRD-SECO SEMED ITCP, its achievements, and lessons learned. The A2F team assessed the programme's performance against key OECD DAC criteria and based on the objectives and expected goals of the programme. The evaluation methodology combined a detailed document review, Key Informant Interviews (KIIs), and deep dive case studies including a survey of training beneficiaries.

Logframe

The logframe consisted only of general programme-level targets and lacked a centralized detailed results framework to capture the project-specific gender and social inclusion targets. The logframe effectively captured the high-level objectives a mix of outcomes and outputs measured against relevant and achievable targets, such as the number of entities trained, partnerships established, and policy engagements. However, given the fluidity of the programme pipeline it did not include targets at the project level. A centralized and dynamic results framework with specific targets measuring gender and social inclusion, such as number or proportion of women and vulnerable groups trained and employed or recruited, that is consistently updated to reflect the pipeline was missing, which would have enhanced the monitoring and assessment of the programme.

Relevance & Coherence

The ITCP was relevant as it was designed to be demand-driven to address the specific needs and gaps of the clients and included assessments and diagnostics at the country and client level. EBRD was guided by its strategic priorities of economic inclusion and access to skills and employment, which is a prevalent issue in the SEMED region. The ITCP targeted skills development at the root through the development of sector skills councils that are led by the private sector to inform the skills needed in the labour market. Additionally, the trainings offered were designed to match with the employers' needs and priorities by working directly with the private sector. EBRD also engaged SECO in the project selection phase to ensure that the projects aligned with SECO's expertise of education and skills development, although further coherence could have been achieved from increased involvement of SECO local offices. Additionally, the programme was designed to be agile and flexible to adapt to exogenous factors and remain relevant to changes in the needs and priorities of the target countries.

Efficiency

While most of the projects in the pipeline were conducted efficiently, there were unique challenges in some cases, such as COVID-19, projects being tied to infrastructural investments that were significantly delayed and the slow and complicated legal processes that affected the policy dialogues. Tying the ITCP projects to EBRD investments ensured a high level of commitment and ownership of the projects by the clients; however, in some cases, it also led to delays. For instance, in the Tunisia Southern Oases project, the ITCP component was tied to an EBRD investment updating the hydraulic infrastructure of four governorates which was planned for 2018 but was still not implemented by early 2023. Given the design of the project, the delay on the infrastructural investment delayed the implementation of the related ITCP project as well. The policy-related engagements faced more challenges than the firm-level projects because of the slow and complicated legal process in the countries like Egypt and Jordan and their political and sectoral

environment, especially in the technical and vocational education and training (TVET) sector. Efficiency was supported by existing financial relationships with the private-sector clients bolstering their commitment to the projects. The multi-country framework contributed to the efficiency by providing flexibility in the allocation of funding and projects across the region.

Effectiveness

The programme was effective and achieved most of the high-level objectives stated in the logframe even surpassing targets for policy dialogues, entities trained for economic inclusion, and stakeholder engagement. 90.9% of targets were achieved and 81.8% surpassed. Nonetheless, the target number of 10 training programmes implemented was not reached by the conclusion of the first semester 2022 progress report, while all other targets have been met or exceeded. Collaborating with local educational institutions has allowed the programme to tap into their expertise and resources, which has helped achieve the programme objectives in many projects. Additionally, EBRD's support through the programme was instrumental in getting clients to address their needs and achieve their goals, by providing the needed funding and technical expertise. The ITCP also contributed to four Sustainable Development Goals (SDG) toward quality education (SDG 4), gender equality (SDG 5), decent work and economic growth (SDG 8), and reduced inequalities (SDG 10).

Impact

The programme was instrumental in helping clients address specific challenges, and positive impact has been observed on both addressing skill gaps and initiating policy discussions for skills development. The programme was able to increase access to high-quality market-relevant training, address skills gaps, and secure employment opportunities through several projects. In some cases (for example, STA, STEG, Skills in Business, Osiris), the programme supported the clients in designing and providing training that meet their needs, whether they needed support in human resources or capacity building in teaching a new or updated curriculum. In other cases (for example, Almaza Recruitment and Training Centre, STA, Skills Development and Certification for Energy Production and Utilities), market-relevant training were designed and delivered to young people that improved their competencies and competitiveness in the labour market and also secured employment opportunities. The programme also impacted the policy and legal framework regarding the skills mismatch, through the development of National Occupation Skills Standards (NOSS) and the institutionalisation of the role of the private sector with the creation of sector skills councils, which resulted in the collaboration between the private sector and relevant ministries to support the legalization of the sector skills councils and other regulatory frameworks.

Sustainability

The programme had several characteristics that inherently ensure sustainability; however, the long-term effects will be conditional on the level of client commitment and competence. Sustainability is built into the design of the programme through its demand driven approach, activities being tied to EBRD investments, long-standing relationship with clients, and the cost sharing design of the projects. The projects are developed to be integrated into client's strategic plans and institutional frameworks through the development of gender strategies and reform of human resources policies, also ensuring sustainability. The policy projects further incorporate sustainability by fostering continued discussions between the private and public sector, relevant stakeholders, and development partners in addressing skills mismatch.

Lessons Learned – Programme Level



Having properly staffed offices with local gender and inclusion experts in the programme area to actively engage and foster a close coordination with SECO local offices can further enhance the relevance of the programme, foster close coordination with local stakeholders and support implementation and monitoring.



Having the inclusion projects tied to investments helped the EBRD foster commitment and ownership from private-sector clients, but it can also become a bottleneck if the main investment is delayed. Better strategic foresight in the selection of projects to attach inclusion components will ensure the disbursement timeline falls within the timeline of the programme.



The programme could benefit from a more coherent and centralised Monitoring & Evaluation (M&E) system that is communicated across all parties involved to ensure the collection of high-quality data and efficient monitoring.



Client buy-in and commitment through reoccurring visibility events, dissemination of the results with a wide audience, and stakeholder engagements has been crucial to ensuring that the project is implemented efficiently.



Based on the target areas, it is important to assess and mitigate the risk of brain drain after job trainings by implementing a policy requiring participants to sign a legally-binding agreement.



Dealing with bureaucracy within the public sector has illuminated the need for a separate strategy compared to the private sector clients such as incorporating clear and well-defined channels of communication and a longer, more flexible, timeline to accommodate lengthy decision-making processes. Programme approach should be tailored to the type of clients, such that with large public company, customized strategies are adopted like streamlining communication processes with designated liaisons and aligning operational procedures with the client's specific requirement.

Lessons Learned – Project Level



Engaging with more than one representative from the client or partner organization can help mitigate potential risks from personnel changes. In the event of changes, having a Memorandum of Understanding (MOU) can also ensure the continuity of the work.



Some projects were found to be more challenging because their implementation needed engagement with multiple stakeholders, requiring a high level of coordination and understanding of each party's roles and responsibilities. Having clearly defined roles and responsibilities communicated through official commitments/agreements can facilitate the coordination and smooth implementation of such projects.



The programme was adept at fostering direct engagement and seamless coordination with private employers in the development of training initiatives, as seen in the establishment of the City Centre Almaza Recruitment and Training Centre and STA. This approach ensures direct linkages to employment for training beneficiaries.



The absence of competency assessments, pre-, post-, and during trainings, pose a limitation in assessing the true impact of the training programmes. Thus, future interventions should incorporate competency-based models, which require participants to master certain skills before moving on to other modules, hence ensuring that the beneficiaries are genuinely enhancing their competencies and facilitating the evaluation of the trainings. Additionally, as some clients were not technologically ready for hybrid training delivery, an assessment of the clients' technical capacity, facility, and equipment should be conducted beforehand to ensure the effectiveness of distance learning.



Future technical inclusion interventions should leverage the programme's success factors such as direct engagement with private employers and local education providers in training development and cultivating strong relationships with clients and partners.



1 INTRODUCTION

1.1 EBRD INCLUSION MODEL

The EBRD launched its first Economic Inclusion Approach (EIS) in 2013, which established the Bank's inclusive transition approach to achieve sustainable market economies and developed its Economic Inclusion Strategy (EIS 2017-21) in 2017, building on the lessons learned from the EIS approach. An inclusive market economy removes barriers that may prevent some segments of the economy, including women, youth, ethnic minorities, and/or other marginalized groups, from accessing opportunities. In recognition of the critical role of promoting efficient and sustainable market economies, the EBRD builds inclusion elements directly into its investments. The EIS was adopted to leverage the power of the private sector to create inclusive economic opportunities by improving access to employment and skills, entrepreneurship and finance, and services. Through a private sector-led inclusion model, EBRD has successfully created pathways into jobs and training for young people, women, and those in less developed regions. The EIS made significant achievements, including supporting policy reforms that promote better access to economic opportunities to vulnerable populations.

Additionally, in recognition of the critical role of gender equality in promoting equitable and sustainable market economies, the EBRD adopted its Strategy for the Promotion of Gender Equality in 2016 (SPGE 2016-21). The SPGE mandates the Bank to mainstream gender across its operations and policy engagements to create equal opportunity for men and women regardless of socio-economic status. The SPGE focuses on three objectives, including increasing access to employment opportunities and skills for women. In 2021, the SPGE for the period 2021-2025 was approved to further scale up the gender mainstreaming activities across the Bank's operations and ensure that a focus on gender equality is an integral part of the Bank's business model.

The EIS evolved into the Equality of Opportunity Strategy (EOS 2021-25) to expand the Bank's private sector-focused approach to economic inclusion through investments and policy engagement and strengthening of human capital development and resilience. To achieve its objectives, the EOS introduced three actions including an enhanced approach to equality of opportunity that accounts for stressors; an operational response along expanded focus areas; and a stronger emphasis on systemic impact, ranging from individual to the way a company operates, to the market/institutional level. The proposed actions ensure that the Bank's approach is well-targeted and responds to the specific needs of its countries of operations, clients, and people. The strategy also seeks to enable companies and policy partners to leverage opportunities with the advancement of technology and transition to a greener economy.

EBRD's economic inclusion model centres around a bottom-up approach. At the project level, EBRD engages with clients and offers tailored training and opportunities adapted from international best practices. At the local level, the Bank fosters partnerships between clients and local schools, education providers, and universities, and supports them in developing new or improved internships, traineeships, apprenticeships, and career guidance with a gender focus through training of trainers and local job brokerage. At the national level, the Bank supports countries in creating or improving engagement mechanisms between private sector and education authorities. This is done through the development of national skills standards in various key occupations and enhanced dual learning models. At the policy level, the EBRD's inclusion policy engagement seeks to open avenues for the private sector to participate in the national dialogue on the skills gaps, enhancing dialogue for better skills governance by establishing

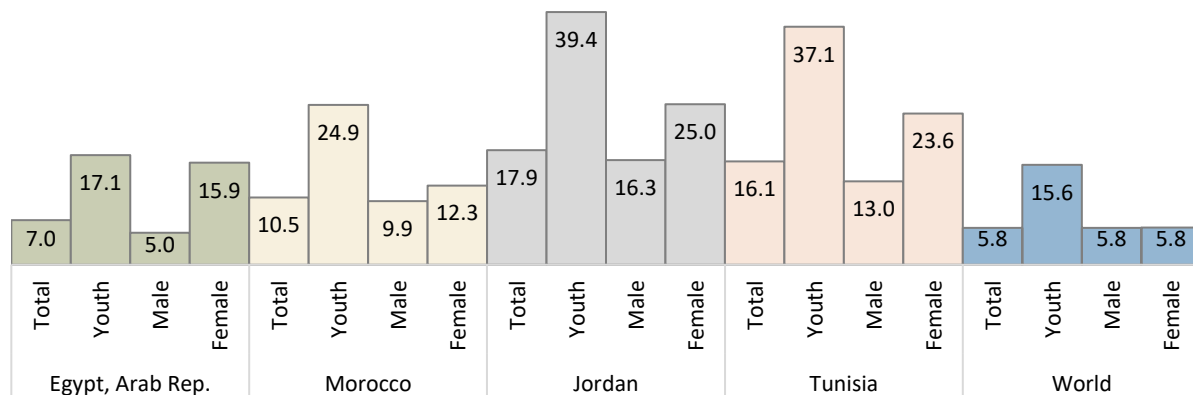


pertinent structures and skills strategies for future labour market demand to improve the employability of trainees.

1.2 ITCP PROGRAMME BACKGROUND

The SEMED region (Egypt, Tunisia, Jordan, and Morocco) faces high unemployment rates and low labour force participation among women and youth. As seen in Figure 1, unemployment rates are significantly higher among youth and women as compared to men and overall figures and worldwide rates. In 2022, 25% of youth and 17% of women in the region's labour force were unemployed, compared to an average of 15.6% youth and 5.8% female unemployment rates worldwide. A larger number of women and youth are Not in Employment, Education, nor Training (NEETs) compared to men due to insufficient decent formal work opportunities and the persistent view of women as caretakers.¹ The SEMED region also faces high unemployment rates among young people with a tertiary education.² Nonetheless, a study found that educational attainment can still increase the likelihood of being employed as seen in Egypt and Jordan.³ The same study identified a persisting gender gap, as male job seekers are almost 600 times more likely to find opportunities than females.⁴

Figure 1: 2022 Unemployment Rates (% of labour force) (modelled ILO estimate)



Source: World Bank Data

The labour market trends in the SEMED region are indicative of a non-inclusive market economy where groups, such as women and youth, have access to limited opportunity, which leads to the rampant unemployment and low labour market participation. Unless markets are inclusive, they will only reach experienced actors in the market systems, excluding the poor, women, youth, ethnic minorities, and other marginalized groups. By enabling all segments of the economy to benefit from increased economic activity, inclusive markets can sustainably reduce poverty, and at a much larger scale. In recognition of the critical role of promoting efficient and sustainable market economies, the EBRD builds inclusion elements directly into its investments. Through its operations, the EBRD seeks to create economic

¹ ETF, 2021. Unlocking the Potential of Youth in the Southern and Eastern Mediterranean.

² Ibid

³ In Scarrone, 2021. The Education Paradox in the Southern and Eastern Mediterranean – Youth, Human Capital and Transition to Work, Egyptians with a tertiary education were 13 times more likely to be employed while in Jordan, vocational training was a similar pathway to jobs.

⁴ Ibid



opportunities for marginalized groups often excluded from markets, such as young people, women, and those from less developed regions.

In September 2017, the donor-funded EBRD-SECO SEMED ITCP was launched to support countries in the SEMED region shift towards an inclusive market economy targeting the three groups that suffer the largest gaps in economic participation – young people, women, and populations in less-developed regions. To this end, the programme was designed to create training models that equip future employees with the skills they need to compete in the labour market, and foster policy dialogue between private-sector employers and the public sector. Donor funds facilitated the creation of sustainable economic inclusion models that respond to client and market needs in a timely manner. The programme received an overall budget of EUR 2.5 million for three years (36 months) from February 2017 to February 2020 but was extended to 2022 following a no-cost extension request in 2020. It was further extended to 2024 with additional funding of EUR 625,000. The ITCP financed activities linked to 13 projects ranging from energy to industrial electronics, to hospitality and tourism in the four countries.⁵ It aimed to address the inclusion gaps by supporting the private sector, economic institutions, and education providers in offering inclusive high-quality training and skills enhancement opportunities that meet the needs of employers. Thus, the programme helped employees become competitive in the labour market and improve their access to employment opportunities.

This early assessment of the ITCP programme is structured into five sections, including the introduction as Section 1. Section 2 provides an overview of the evaluation methodology that A2F undertook for the purpose of the evaluation. Section 3 presents the regional and local context of the programme target area. This includes a discussion of the unemployment and labour market trends in women and youth in each country and the underlying causes of the trends. Section 4 details the evaluation findings consolidated by the evaluation criteria. It begins with the overall programme evaluation followed by the three case studies. The last section of the report focuses on the lessons learned and recommendations at the programme and project level informed by the evaluation the ITCP.

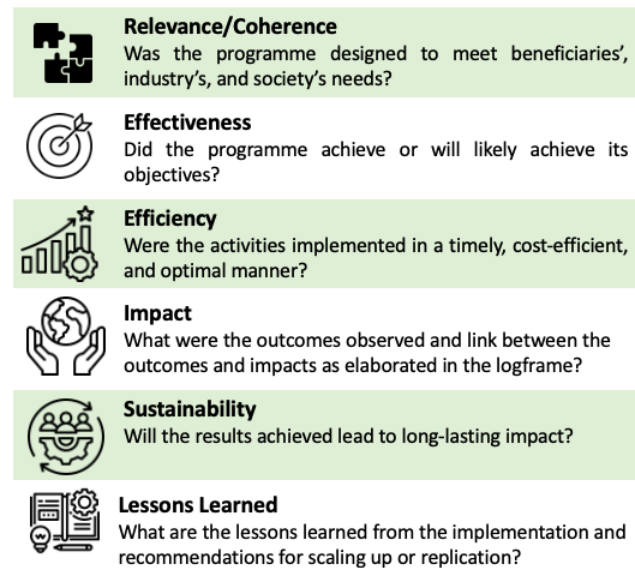
⁵ Details on the 13 projects are included in Annex I



2 EVALUATION METHODOLOGY

This evaluation aims to understand the programme in terms of its design, implementation, and results. The A2F team examined i) the validity of the ITCP's logframe (design), ii) the degree to which the activities were implemented (implementation), and iii) early outcome results and lessons learned (results). The findings from this step were synthesized to inform the performance evaluation of the programme based on the objectives and expected goals of the programme, its achievements and impact, and recommendations for future programmes. The consolidated assessment is based on the OECD DAC criteria: (i) Relevance/Coherence, (iii) Effectiveness, (iv) Efficiency, (v) Impact, (vi) Sustainability, and (vii) Lessons Learned as depicted in Figure 2.

Figure 2: OECD DAC Criteria



The methodology combined a detailed document review, Key Informant Interviews (KIIs), and deep dive case studies of 3 completed projects namely the, Skills Assessment for Energy Production and Utilities in Tunisia (STEG), United Metals / El Sewedy Technical Academy (STA), and policy dialogue initiative - “Supporting Economic Inclusion Policy Dialogue in Egypt - Electrical Equipment and Cables sector” (SSC). The A2F team reviewed and studied documents collected from stakeholders, including the bi-annual progress reports, steering committee notes, TORs, and deliverables of the case study projects.⁶ This was complemented by KIIs with the relevant staff at the EBRD and SECO, managers for the 13 projects, and partner private sector firms, consultants, policymakers, and industry representatives relevant to the case study projects.⁷ The case studies give an introspective view of the EBRD-SECO ITCP programme from the investment and selection process to the operational and implementation processes. The selection of case studies was done by the EBRD. The team also conducted a brief desk research on the best practices to address the low access to employment in the area.

The STA case study was complemented with a Voice of the Beneficiaries Survey conducted over the phone on a list of trainees from STA's class of 2020. The A2F team received a list of 220 students with phone numbers from STA for the purpose of the survey. The resulting survey sample consisted of 99 trainees (9% female and 91% male) aged 15 to 20 years old with an average age of 16. Forty percent of the sample reported having below high school level of education prior to the training. With most of the trainees in the sample reporting a training start date of 2017 and end date of 2020, the sample reflects the overall male-dominated student population at STA, which had only 8 female students in 2017.

⁶ The list of documents reviewed is in Annex III.

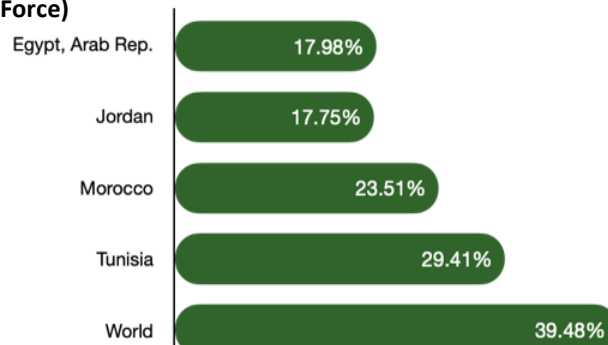
⁷ The list of stakeholders interviewed is in Annex II.



3 CONTEXT

The economic inclusion of women and youth is a major challenge for the SEMED region. The private sectors within the region are underdeveloped and contributes to the insufficient job creation. SEMED countries have historically relied on the public sector for employment; however, public sectors have continued to shrink in recent years. Meanwhile, universities and education providers are unable to provide youth with the skills demanded in the labour market. In fact, education and training systems remain largely supply-driven because of the lack of incentives from policy and administrative structures to respond to changes in demand⁸. The qualification standards for specific jobs are also missing, making it hard for those in the labour market to identify the skills demanded by employers.

Figure 3: Female Labour Force, 2022 (% Of Total Labour Force)



Source: World Bank Data

Tunisia

Tunisia's labour market is challenged by high unemployment and low participation of women stemming from the inadequate creation of suitable and decent jobs to accommodate the rising working-age population. The mismatch in skills supplied and demanded is the result of the lack of formal employment, shortcomings in public education, universities, and vocational training, discrimination and gender bias, and the low capacity of the private sector to drive skills demand.⁹ The women and youth unemployment rate also continues to increase despite improvements in the level of education and further exacerbated by the lack of mobility, especially for those that live in rural areas.¹⁰ The labour force participation rate for young women (15 to 24 years old) without a tertiary education degree is below 25%, compared to around 50% for women with tertiary degrees, and above 70% on average for men.¹¹ Tunisia also has a large portion of youth NEET, which reached 34% in 2014.¹²

Jordan

Jordan also suffers from large youth and women inclusion gaps due to a predominantly young population and an education system unable to supply the workforce needed. The percentage of youth unemployed reached a 30-year record high in 2020 at 43.7%, although the fraction of youth NEET has been steadily declining since 2017, going from 48% to 38% in 2021.¹³ Jordan's women labour force participation is one of the lowest rates in the world, reaching 13.8% in 2021. An EBRD study estimated that 70,000 Jordanians join the labour market each year while fewer than 30,000 jobs are created annually.¹⁴ Despite a relatively advanced educational system, there is a mismatch between the skills developed and those needed by the market, which creates a systemic problem regarding employability in

⁸ Synthesis Review of ILO Experience in Youth and Women's Employment in the MENA Region, 2015.

⁹ EBRD, 2018. Tunisia Diagnostic paper: Assessing Progress and Challenges in Unlocking the Private Sector's Potential and Developing a Sustainable Market Economy.

¹⁰ Boughzala, 2019. Unemployment in Tunisia: why it's so high among women and youth.

¹¹ OECD Ecoscope, 2022. Improving Skills and Employment Opportunities in Tunisia.

¹² World Bank Data.

¹³ World Bank Data.

¹⁴ EBRD, 2020. Jordan Diagnostic.



the country.¹⁵ Educational attainment, specifically through vocational study, has been shown to increase the likelihood of being employed.¹⁶

Egypt

Egypt's fast-growing population and inadequate formal job opportunities pressure its labour market, resulting in high unemployment rates, especially among women and youth. With almost 60% of its population below the age of 30, the country faces strong labour supply pressures that fail to match the current demand, resulting in unemployment. The share of youth NEET was around 30% in 2020 and was even higher for young women at 44% of the total female population. Contrastingly, the NEET rates among OECD countries were only 16% of female and 11% of male population.¹⁷ There has been a decline in public sector jobs coupled with limited growth of formal private sector jobs to offset the decline and inadequate preparation of Egyptian graduates for the available jobs.¹⁸ The decline in public sector jobs affects women disproportionately because of the general tendency of young women in Egypt to prepare for careers in the public sector in the fields of education, health, or public administration. The irregular and seasonal work sector in Egypt has experienced much more substantial growth and as a result a substantial share of workers, in particular women, have shifted toward informal employment.¹⁹

Morocco

Morocco suffers from the education paradox phenomenon as the country's advancement in education has not translated into employment. Morocco's unemployment is concentrated among young people living in urban areas, reaching 32.7 % in 2022.²⁰ Many educated young people remain unemployed due to the lack of jobs that fit their profile, skills, and expectations. Meanwhile, youth without formal education generally cannot afford to be unemployed and must accept the first available job, instead of searching for more gainful employment. The NEET rate was quite high in 2019, estimated at 22 %.²¹ Gender imbalances in Morocco persist as the fraction of young Moroccan women economically active in urban areas is just below 12 %, while it is 32% for men.²²

4 EBRD SECO PROGRAMME EVALUATION FINDINGS

4.1 ASSESSMENT OF THE LOGFRAME

The logframe effectively captured the high-level objectives of the programme with relevant, measurable, and achievable targets. Reported to SECO bi-annually, the logframe includes output and outcome indicators to monitor the programme's effectiveness against pre-defined targets, such as the number of trainings, number of private sector and local institutions engaged, and policy dialogues and recommendations. While most of the targets were met or surpassed, the programme faced various challenges including the global pandemic that halted or disrupted activities. The original logframe of 2018 was updated in the first semester of 2020 to match the evolution of the pipeline, clients, and target countries' demand, which resulted in some targets being made more ambitious, such as the previous target of the 2 policy dialogue initiatives (1 per the 2 countries engaged at the national level) that was

¹⁵ Ibid

¹⁶ European Training Foundation. Unlocking the Potential of Youth in the Southern and Eastern Mediterranean.

¹⁷ World Bank Data.

¹⁸ RAND Corporation, 2020. Barriers to Employment that Women Face in Egypt.

¹⁹ World Bank data.

²⁰ Haut-Commissariat Au Plan. 2022. Activité, Emploi et Chômage.

²¹ IEMed. Mediterranean Yearbook 2022. Youth, Women and Employment in the Mediterranean Region: Continuity and Change.

²² IFAD and ILO. Morocco Country Brief.



adjusted to 4 policy dialogue initiatives. Looking at similar EBRD technical inclusion projects in the SEMED region, such as the Mall of Arabia targeting training for 100 Egyptian youths and the Ayala Oasis Regeneration project targeting 80 Jordanian youths, the ITCP projects were generally more ambitious with training targets much higher. For instance, the ARTC targeted 275 youth, STA: 500, and NEPCO: 140.

While the logframe provided targets at the programme level, a centralized detailed results framework is missing to capture project specific targets with a gender and social inclusion lens. Based on stakeholder interviews, the logframe was used as the main tool to monitor and track the programme

“ ... When you work with private sector and it depends very much on the pipeline, it's a bit hard to basically quantify your targets...how to set a realistic target because it very much depends on the type of client ~ Programme level stakeholder ”

progress; however, it did not include specific targets and baseline on projects, such as the number of trainees or the percentage of youth and women employed, due to the fluidity of the pipeline. The logframe initially measured the number of target group members entering

employment as an impact indicator, but this was removed in 2020 as not every project included a training component. The project results matrix included in the TC overview sheets for each project is very general with indicators, such as the number of groups to receive training and training courses and does not contain specific gender and social inclusion targets, such as the number of women trained and employed. A centralized detailed result framework that is updated to reflect the pipeline is missing to support the monitoring and evaluation of the gender and social inclusion goals of each project, such as the number or proportion of women and vulnerable or disabled youths trained and put into employment or dual learning contracts, the number of male and female teachers, managers, and employees trained in specific subjects.

4.2 EVALUATION FINDINGS BY THE OECD DAC CRITERIA

4.2.1 Programme Relevance and Coherence

The ITCP was relevant as it was designed to be demand-driven to address the specific needs and gaps of the clients and include assessments and diagnostics at the country and client levels. The EBRD was guided by its strategic priorities of promoting economic inclusion and access to skills and employment, a prevalent issue in the SEMED region. The programme responded to the needs of the countries in the target region as the EBRD conducted regular country diagnostics that inform its priorities, policy engagements, and projects. In fact, the logframe uses EBRD's assessment of transition qualities (ATQ) from the country diagnostics as an impact measurement. The EBRD also listened to the feedback from clients and its own country teams to understand the gap between the skills demanded by the private sector and the skills supplied by the technical and vocational education system. Thus, the ITCP was designed to both increase the private sector's access to highly skilled labour and improve the quality of skills developed in the region. The ITCP targeted skills development at the root through the development of national occupational skills standards (NOSSs), the policy dialogues to establish sector skills councils led by the private sector to enable them to inform the skills needed in the labour market, and the design of market-relevant trainings. Interviews with clients and other stakeholders confirmed that the programme also responded to the needs of the clients. Since the majority of the clients are major actors in the industries, such as United Metals Company and El Sewedy, the Tunisian Company of Electricity and Gas (STEG), Majid Al Futtaim (MAF), and the National Electric Power Company (NEPCO), and relevant ministries in the sector, such as Tunisia's Ministry of Agriculture, Hydraulic Resources and Fisheries and Morocco's Ministry of Industry, Trade, Green, and Digital Economy (MICEVN), their needs well reflected the needs of the sectors they are in.



...Those interventions were based on the strategies, but also the needs of the client in solving a business problem or a business challenge ~ Project level stakeholder

...It is demand-based because for us it's important to build our story around the business case, which is based on the needs of the client ~ Project level stakeholder

...We benchmark with our peers for example ADB, IFC, IDB, EIB, IADB. And then we also work with the European Training Foundation on the skills side and ILO as well ~ Programme level stakeholder



Informant interviews also reported that significant effort was taken to align the programme with other development partners through benchmarking. The benchmarking was conducted by observing what others have done through workshops, stakeholder engagements, and partnerships, although this was not always successful. For instance, to support the technical and vocational skills development commission (TVSDC) in Jordan, a series of national workshops were organized with key actors from sector skills councils and development partners such as World Bank, GIZ, ETF, ILO, and EU to discuss the next steps in the dialogue with the TVSDC and in engaging the private sector in TVET reform. The feedback from the workshops determined the next two activities of the policy dialogue engagement, which would involve operationalizing the secretariat overseeing the sector skills councils and the development of additional NOSSs.

The EBRD engaged SECO in the project selection phase to ensure that the projects aligned with SECO's expertise in education and skills development, although further coherence could have been achieved from increased involvement of SECO local offices. The selection of projects for the programme began with engaging the EBRD clients, which was followed by a discussion with SECO to ensure alignment with both the EBRD's and SECO's strategies alongside the needs of the clients. SECO regional offices were also consulted at the design level to ensure relevance to SECO's country priorities, although there are discrepancies in the level of involvement of the local SECO teams based on informant interviews. The Egypt and Tunisia offices were reported to be more involved than Morocco, which had a much smaller pipeline than expected due to issues identifying large companies willing to take part in the programme. While this issue was mitigated with the Skills in Business project targeting small and medium enterprises, informant interviews reported that coherence and synergies with local programmes would have resulted with a greater involvement of the SECO Morocco office.²³

The programme was designed to be agile and flexible to adapt to exogenous factors and remain relevant to changes in the needs and priorities of the target countries. The programme initially focused on firm-level engagements but when the opportunity came, the programme pipeline expanded to include policy work in the second half of 2018. Additionally, the request for a no-cost extension²⁴ of the programme was submitted in 2020 and proposed reallocating budgets allocated for firm level engagements to more policy dialogue initiatives. The programme pipeline was fluid and adapted to the EBRD's investments and clients' keenness to participate in the programme. Informant interviews reported that the Morocco's pipeline was extremely slow due to the lack of large firms. Since most projects are tied to EBRD investments, these clients are generally large entities as EBRD financing for private sector projects typically range between 5 to 250 million euros with an average of 25 million euros and the clients are required to provide significant cash or in-kind contributions in terms of training venues and staff time.²⁵ This reduces the pool of candidate firms as some may not have the financial capacity and resources to fulfil this requirement. The Skills in Business project, which targets small and medium enterprises (SMEs) across the SEMED region,

²³ Based on stakeholder interviews, there was a change in the EBRD staff overseeing the project in the Morocco office, which led to a prolonged vacancy of the position disrupting the coordination and engagement with the SECO local office.

²⁴ A request to extend the timeline without additional funding.

²⁵ EBRD Project Finance.

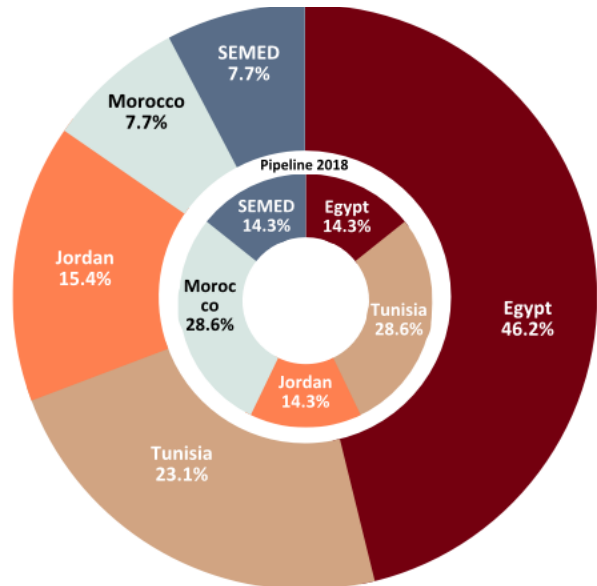


provided an avenue to boost Morocco's pipeline with 2 SME clients (Lamatem and Project Azur) signed as of 2022, which are more prevalent within the country.

4.2.2 Programme Efficiency

The multi-country framework contributed to the programme's efficiency by providing flexibility in the allocation of funding and projects across the region. For instance, the pipeline in 2018 as reflected in Figure 4 shows that Morocco and Tunisia had the most projects; however, in 2022, the pipeline composition completely shifted with the almost half of the projects being in Egypt. Additionally, the initial budget allocated 12% to Tunisia and 23% to Morocco; however, due to the lack of projects in Morocco, Tunisia was allotted a higher allocation. The implementation of the multi-country programme was facilitated by the physical presence of the EBRD in the project countries ensuring greater interaction with clients and supporting follow-ups and progress monitoring. The EBRD had a local presence across the countries targeted in the programme along with Gender and Economic Inclusion experts in Egypt and Jordan.

Figure 4: Distribution of Projects in the ITCP



“...We are providing some flexibility in case anything happens or the pipeline slows down, that it doesn't tie up donor funds that could be used for neighboring countries~ Programme level stakeholder

...We felt that multi-country programmes actually provide some flexibility in shifting resources and taking advantage of a momentum where there is one~ Programme level stakeholder”

Tying the ITCP projects to other EBRD investments ensured client's high level of commitment and ownership of the projects; however, in some cases it also led to delays. Several interviews reported the commitment of the clients and implementing partners ensured the projects were implemented efficiently. For instance, with STEG, the team tried to mitigate the effect of COVID-19 by using their personal devices to communicate and continue work during the lockdown. However, there were cases where this approach generated additional delays, such as in Morocco where there are fewer large firms that would be eligible for EBRD loans to the private sector, which generally range from 5 to 250 million euros, with significant financial or in-kind contribution. This resulted in a slowdown of the inclusion pipeline, especially for Morocco. Additionally, the inclusion components are susceptible to delays in the main EBRD investments, as in the case of the Tunisia Southern Oases. This inclusion project was tied to an EBRD investment that planned to update the hydraulic infrastructure of four governorates, with the goal of developing and implementing an economic inclusion plan for women and youth in the project area taking advantage of the updated infrastructure. Its implementation was designed to go hand-in-hand with the replacement and rehabilitation of the infrastructure, which was delayed.

Policy-related engagements in Egypt and Jordan faced challenges due to the slow and complicated legal process within the countries and their political and sectoral environment, especially within the technical



and vocational education and training (TVET) sector. In Morocco, the Industry recovery plan with the MICEVN went smoothly thanks to efficient consultants and a good coordination with the ministry while the dialogues in Egypt and Jordan were not as smooth. The policy projects were challenged by changes in the leadership of the counterparts, such as clients and government entities, which occurred after the start of implementation. In Egypt, informant interviews reported several changes in the managing staff at El Sewedy Technical Academy that disrupted the commitment and understanding of the project. In Jordan, the CEO of the TVSDC was replaced, affecting the time needed for the new leadership to process and understand the project. Additionally, Jordan's Ministry of Labor changed three times during the span of the project. For the policy dialogue project in Egypt that aimed to establish a sector skills platform, informant interviews reported on the status of the TVET sector in Egypt consisting of several stakeholders involved in different parts but lacking clear leadership. Coordination between all donor agencies (USAID, GIZ, EU, and ETF in Egypt and the same agencies along with ILO in Jordan) and implementing partners also proved challenging. For instance, development partners working on establishing sector skills councils each had their own approach, with different methodologies based on their funding and timeline. There was also scepticism resulting from previous unsuccessful experiences in setting up sector skills councils. On the SSC project, stakeholder interviews revealed that governmental counterparts were reluctant to assume ownership for another institutional platform for the private sector similar to the Chamber of Engineering (CEI).

The programme faced other challenges that disrupted implementation, such as COVID-19, however, the projects achieved their objectives due to competent consultants and motivated clients.

COVID-19 and the resulting restrictive measures required some activities to be conducted online; however, the work still progressed, and objectives were achieved, largely due to highly competent and efficient consultants. A little over half of the projects under the programme experienced some delays. This ranged from minor delays, such as the STEG project that was delayed by a couple of months, to significant delays of several years such as the Tunisia Southern Oases that is still awaiting the infrastructure construction investment part. Despite the disruption in implementation, the programme stayed within budget for the most part, except for the STA project. A request for additional budget was made and approved for STA to acquire and translate textbooks as part of the project.

Figure 5: Commonly Cited Issues and Challenges



4.2.3 Programme Effectiveness

The programme was effective and achieved most of the high-level objectives stated in the logframe, even surpassing targets for policy dialogues, entities trained for economic inclusion, and stakeholder engagement (Figure 6).²⁶ The work at the policy level has been especially successful in addressing skills issues systematically. For instance, in Egypt, a Sector Skills Platform for the Egyptian Electrical Engineering and Cables sector was set up with a plan to expand the work to the wider industrial engineering sector in the second phase. As of the second semester of 2022 progress report, two policy dialogues (SSC phase 2 and the TVSDC) are still ongoing. The programme resulted in six country engagements in inclusion policy, which was three times the targeted goal. Similarly, there were three sets of recommendations developed

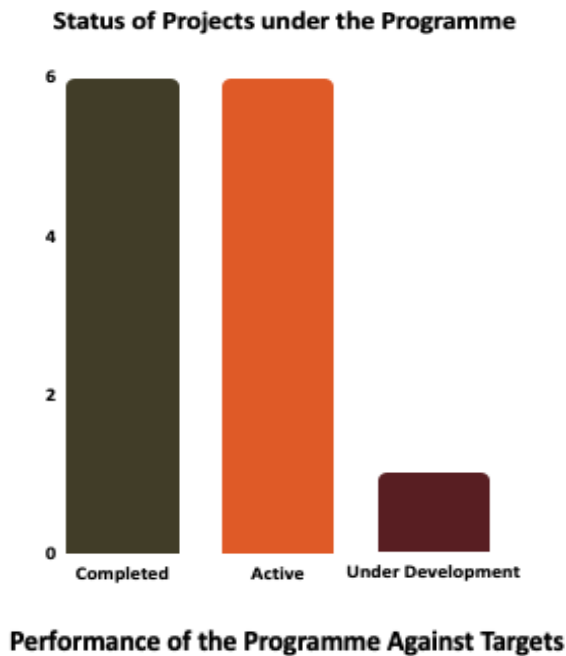
²⁶ While the targets were surpassed for the majority (~80%), this does not imply that the targets were not ambitious enough. In fact, there were no indications that the targets were too easily attainable and lacked challenge.



for three policy engagement countries, surpassing the goal of one set of recommendations. The recommendations were developed on skills standards and the provision of those skills and dual learning in the SSC project for the Egyptian electrical equipment and cables sector (E3C) in Egypt, the industry recovery plan for development of technical and soft skills project for the ministry of industry, trade, green and digital economy (MICEVN) of Morocco's work planning in the automotive and aerospace manufacturing industry, and the TVSDC for the Ministry of Labour and TVSDC. The programme also surpassed its stakeholder engagement goals by identifying and collaborating with 16 institutions in the education and labour sector with an original target of only 5 institutions. NOSSs were developed for numerous occupations in projects, such as STEG in Tunisia and SSC in Egypt, setting standards on the competencies required and providing guidance for technical education providers in developing their curriculum (NOSSs were developed for 10 priority occupations in the renewable energy and digital transition in the STEG project).



Figure 6: Overall Programme Performance



Training Participants per Country

Egypt	Morocco	Tunisia	Jordan
1,047 (and 750 more planned)	183	110 (and 100 more planned)	68 (and 190 more planned)

RESULTS ACHIEVED AGAINST SET TARGETS



1

SKILLS GAP ASSESSMENT

- 1 baseline assessment (Target: 1 per project)
- 6 skills gap assessment (Target of 2 skills gap assessments)



2

ENTITIES TRAINED FOR ECONOMIC INCLUSION

- 12 entities trained (10 target)



3

PARTNERSHIPS WITH NATIONAL AND INTERNATIONAL STAKEHOLDERS ON SKILLS MISMATCH

- 6 country engagements in inclusion policy reforms (2 country engagements targeted)
- 6 policy dialogue (Target of 4 policy dialogues 1 to 2 per country)

4

TAILORED INCLUSION MODELS RECOMMENDED TO COMPANIES

- 7 training programs (target of 10)
- 15 inclusion models (target of 10)
- 762 students and 12 teachers trained at STA, 22 trainers in OSIRIS, 68 employees in NEPCO, 110 employees in STEG (target of 500 STA students)



5

RELEVANT EDUCATION/LABOR-RELATED STAKEHOLDERS IDENTIFIED AND ENGAGED

- 16 institutions (5 institutions targeted)
- 12 consultants (10 targeted)



6

POLICY ENGAGEMENT AND LOCAL CAPACITY-BUILDING ACTIVITIES CONDUCTED

- 3 sets of recommendations for 3 of the policy engagement countries - Egypt, Jordan, and Morocco (1 set of recommendations for each of the two policy engagement countries)



Target Met. Target Surpassed. Target Not Met



The programme effectively achieved its goal of providing high-quality and market-relevant training for existing employees and young women and men in the labour market. A total of 1,003 youths job seekers have been trained through the programme including in the STA project expansion and subsequent training of 762 students in September 2020 of which 165 were in the industrial electronics field, 233 in the Almaza Recruitment and Training Centre (ARTC) trained in retail, customer service, business skills, and health and

Table 1: ARTC and STA Gender Disaggregated Training Results

	Training Participants	Secured Employment
ARTC	Men: 134 Women: 99 Total: 233	Men: 93 Women: 48
STA	Men: 661 Women: 101 Total: 762	All graduates

safety, and 8 in energy engineering the skills development and certification for energy production and utilities in Jordan with the National Electric Power Company (NEPCO). Some projects, like NEPCO and Hyatt are specifically targeting young women. NEPCO, which is still ongoing, seeks to train 140 young people with a minimum of 25% women and Hyatt, also still ongoing, will train at least 250 young women. More than 400 employees and in-company trainers also received training through the programme in topics, such as gender and social inclusion, performance management, career planning and human resources management. The STA project provided training for 12

trainers on the new curriculum for industrial electronics. The Osiris project, which supported the Gouna Hospitality School, also delivered training to 22 in-company trainers and is developing a new curriculum to benefit students interested in hospitality management. At NEPCO, 68 employees were trained with an almost equal distribution of men and women, and 110 additional employees were trained at STEG. The Skills in Business project also focused on building the internal capacity of the clients in strategy development, performance management and human resources, such as competency frameworks (for job descriptions), employee retention, career planning, etc.

“ *...We've helped them organize first an entry level training programme and induction for newcomers to the hotel but also mid and senior level ~ Project level stakeholder*

...The training centre was not only there to deliver training, to improve skills and to certify young people for those skills. It also had this sort of job brokering function where following the training, the centre would really connect those graduates with the job opportunities that were coming through from the tenant, retailers and the different restaurants that were part of the mall~ Project level stakeholder ”

The target number of 10 training programmes implemented has not been reached as of the progress report for the first semester of 2022. There are 7 trainings currently under implementation, and at least 2 under development. Thus, at the time of the evaluation, the programme is on track to achieve 90% of its target. A potential reason for the underperformance can be attributed to changes in the pipeline regarding projects placed on hold or cancelled.²⁷ These include projects such as the Caravel project, which was supposed to provide high-quality training in the hospitality and tourism sector, or project Rock which envisaged providing 2 training programmes on real estate management.²⁸ Projects were cancelled due to a mix of reasons including a cancellation of the underlying EBRD investments (Project Royal, Fusion, and

²⁷ The projects that were in the pipeline but eventually got cancelled included: Project Rock, Caravel, IFMIA, Project Fusion, Project Royal, Cultural Heritage Framework, Project Foody, Hassan Allam Training Academy, Vocational Programme for plumbers through EGIC, Transtu Tunisia, Vermeg Carthage, Inclusive Tourism and Property Framework, Egypt Policy Dialogue COVID response in Tourism.

²⁸ Since the data is based on the 2022 Q1Q2 progress report, there may have been further progress since then.



Vermeg Carthage), projects not being compatible with SECO funding (Project Foody, Hassan Allam, and Transtu), or cancellation of the inclusion TC while the investment still went through.

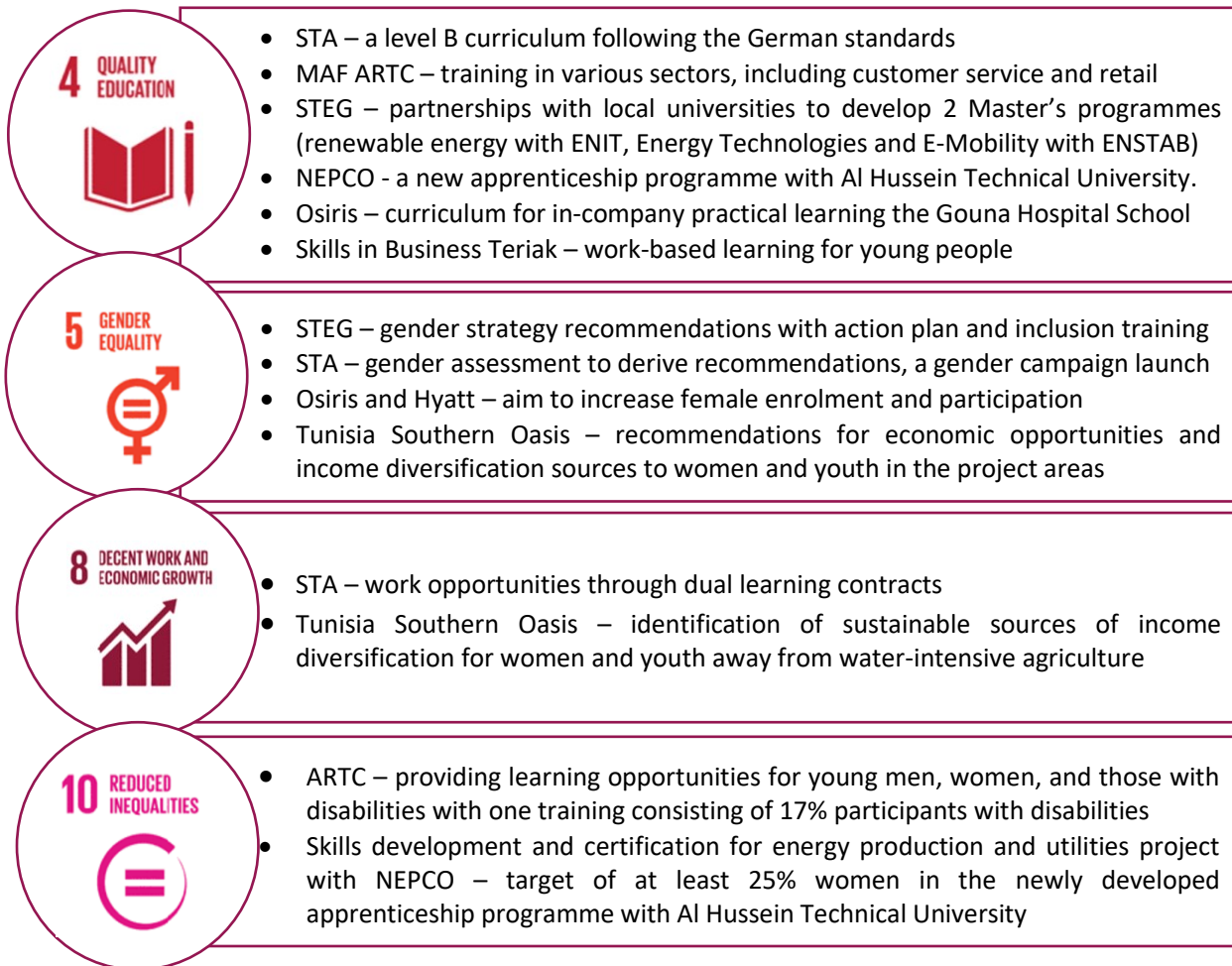
Collaborating with local educational institutions has allowed the programme to tap into its expertise and resources, which helped achieve the programme objective. For instance, the Education for Employment (EFE) Egypt was engaged to run the MAF Almaza Recruitment and Training Centre (ARTC) project. EFE Egypt delivered market-relevant trainings by partnering with the local employers to match the skills supplied with demand. In addition, EFE Egypt used its stakeholder events to promote the ARTC programmes to secure even more partnerships. In the skills development and certification for energy production and utilities project in Jordan with the National Electric Power Company (NEPCO), a partnership was developed with Al Hussein Technical University to provide market-relevant skills to young people. Additionally, STEG has signed three partnerships with universities to develop new Master's programmes in fields relevant to renewable energy and digital transition, research and development opportunities, and continuous training for STEG staff.

EBRD's support through the programme proved to be pivotal in empowering the clients to effectively address their specific needs and realize their strategic goals. By offering both crucial financial resources and essential technical expertise, the programme played a central role in facilitating the clients' success, getting them to address specific needs, and make substantial progress toward their objectives. While clients were motivated and driven to accomplish a particular goal, they may lack the necessary funding to finance the activity and the technical expertise required, which they received through this programme.

The ITCP also contributed to four Sustainable Development Goals (SDG) toward quality education (SDG 4), gender equality (SDG 5), decent work and economic growth (SDG 8), and reduced inequalities (SDG 10). Numerous projects contributed to the SDG 4 - providing inclusive and equitable quality education and lifelong learning opportunities for all, as it is one of ITCP's main focuses. The programme resulted in the development of a new and rigorous curricula (two: in STA and Osiris) and two Master's programmes (in STEG) delivering high-quality and market relevant training.

Addressing inequalities (SDG 10) and promoting gender equality (SDG 5) are two other priorities of the programme. The ITCP resulted in increased learning opportunities for young men and women alongside those with disabilities (ARTC). The programme also promotes women's enrolment in technical education through gender outreach and awareness campaign. At the client level, the programme supports organization-wide gender mainstreaming efforts in STEG and STA.

The programme also contributes to SDG 8, which focuses on promoting sustained, inclusive, and sustainable economic growth in addition to productive and decent employment for all through two projects. The programme supported by providing dual learning contracts for its students, which resulted in the employment of all graduates. It also supports women and youth in the southern oases region of Tunisia in diversifying their income from water-intensive agriculture.



4.2.4 Impact

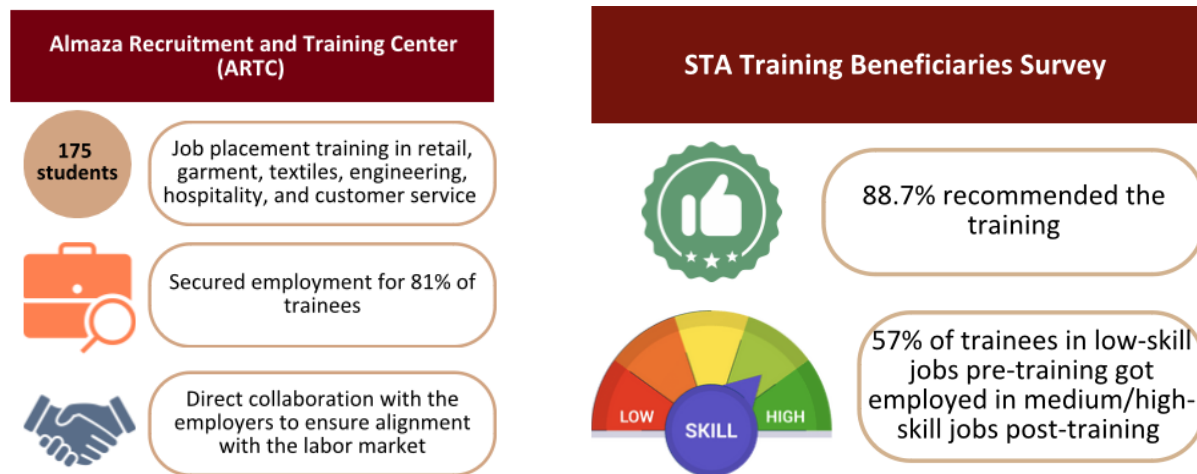
The programme was able to increase access to high-quality market-relevant training, address skills gaps, and secure employment opportunities. Several projects such as STA, MAF Almaza, STEG, Hyatt, and the Skills Development and Certification for Energy Production and Utilities, provided training to young people that improved their competencies and competitiveness in the labour market and also secured employment opportunities (**Figure 7**). For STA, 762 students were enrolled by September 2020, of which 165 were in industrial engineering. Prior to this project, STA’s capacity was 200 students, indicating a significant increase in the number of students with access to skills development to improve their situation in the job market. Additionally, all STA graduates were supported with employment according to the first semester 2022 progress report. A survey of STA’s training beneficiaries found that almost 90% of trainees recommended the training, praising its quality including the teaching style, practicability of the skills acquired, and job prospects after graduation.²⁹ The incorporation of practical training was the most commonly cited reason for beneficiaries’ recommendation. Moreover, STA trainees participating in the survey reported an improvement in their occupation post-training, with 30% of those previously engaged

²⁹ The survey of beneficiaries at STA was originally planned to be delivered online; however, the beneficiaries data received only contained phone numbers. Thus, we first proceeded to send the survey link through text messages before calling each respondent individually and administering the survey over the phone. The change in methodology does not affect the findings as the phone survey ensured all questions were answered and follow up questions asked as needed.



in medium-skill jobs securing employment in higher-skilled jobs after the training. For MAF ARTC, employment was secured for 81% of the trainees.

Figure 7: Programme Impact Examples from MAF ARTC and STA



The programme contributed to outcomes that would not have happened without the programme's financial and technical support. While the design of the programme ensured that only clients willing and committed were selected, these clients required the financial support from the programme to get the activities started. For instance, some clients wanted to update their curriculum to be more challenging and responsive to the market but lacked the funds to finance such activity. Additionally, the programme provided the technical expertise that the clients lacked in order to implement the project. For instance, the STA project included a capacity enhancement from an international expert and the SSC project engaged both a national and an international expert in the implementation. The expansion of STA and delivery of training to many more students from the academy's original capacity required both the financial support and expertise provided by EBRD through the programme and would not have happened otherwise. The project to support the Technical and Vocational Skills Development Commission (TVSDC) in Jordan to establish a directorate that oversees the work of sector skills councils also brought in local and international experts.

The programme also impacted the policy and legal framework regarding the skills mismatch through the development of NOSS and sector skills councils. NOSSs were developed for numerous occupations in projects such as STEG in Tunisia and SSC in Egypt, setting standards on the competencies required and providing guidance for technical education providers in developing their curriculum. The occupations were selected based on assessments and diagnostics of the sector and/or the client (for instance, the NOSSs were developed for 10 priority occupations in the renewable energy and digital transition in the STEG project). Since the NOSS developed specifies the standard competencies that employees must have in a specific sector or occupation, it can help employers recruit people with the right skills for specific positions, especially for new technical positions, such as those in renewable energy and digitalization. NOSS can also be used by technical education providers to ensure that they are teaching the skills demanded and required for specific occupations and is therefore a step toward ensuring that the skills supplied match the demand.



The programme is raising awareness of the importance of institutionalizing the role of the private sector in skills governance, which is helping address the skills mismatch between the private employers and job seekers. Pushing the private sector to have an active role in skills governance and development is highly impactful since the SEMED region is plagued with high unemployment resulting from skills mismatch. The programme is raising awareness, fostering discussions, and understanding of the role of the private sector in market-driven skills development. In the TVSDC project in Jordan and SSC in Egypt, awareness was raised through stakeholder engagement and workshops. Stakeholders interviewed about sector skills councils in Egypt have reported that the umbrella organization for the sector skills councils has been established under the Ministry of Planning. The process to establish a regulation formalizing sector skills councils is also ongoing according to informant interviews; however, no law has been passed yet. Nonetheless, positive advancements include the partnership of the Ministry of Planning with USAID, to work on sector skills councils in three sectors other than the ones supported through the EBRD SECO programme. The roadmaps developed under the Egyptian electrical equipment and cables sector skills platform or E3C SSP will be valuable tools to continue and expand the work of sector skills councils into other sectors.

“ *... Now the notion of sector skills council is much more understood. There's much more awareness ~ Project level stakeholder*

...EBRD's project helped: having a sector with a real support was a good push to have proofs that sector skills councils are important ~ Project level stakeholder

... So, what the EBRD have done in their first phase of this project on the platform is to give a lot of learned lessons for the other projects and for the government that it is very essential that the private sector have to be involved in the skill anticipation to bridge the gap between the skills of the workforce. Sector skills councils will help a lot in the employability ~ Project level stakeholder ”

BOX 1: RELATED BEST PRACTICE FROM THE REGION

USAID's Women's Economic Empowerment Forum (WEEF) under the MENA OECD Competitiveness Programme on Gender

The issue of skill development in policy dialogue was approached with an additional focus on gender equality in this USAID project being conducted in the MENA region. Over 200 participants from 13 MENA and 26 OECD countries came together to discuss gender-sensitive education and skills development policies in the MENA region, with a focus on developing girls' digital skills in a post-COVID-19 world. The regional dialogue was the first of a new webinar series launched by the WEEF on “*Women's Empowerment and Digitalization in the post-COVID-19 MENA economies*”. The WEEF will continue to enhance peer learning and will strengthen its attention to labour policies and to the inclusivity of rural women through two more webinars.

Source: WEEF webinar conclusion document

The programme resulted in the collaboration between the private sector and relevant ministries, which supports the legalization of the sector skills councils and other regulatory frameworks. In Egypt, an umbrella organization was created to oversee the work of the sector skills council under the Ministry of Planning, signalling the interest of the government in developing new sector skills councils. The bylaws of the Egyptian National Authority for Quality Assurance and Accreditation (ETQAAN), which is responsible for the development of policies and strategy to ensure the quality of technical and vocational education and training, are also being discussed to establish the connection between the sector skills councils and curriculum development. In Jordan, the workshop on private sector engagement was hosted under the



patronage of the Minister of Labour and welcomed 65 participants from other existing sector skills councils, business associations, public sector stakeholders, and development partners. The output of the workshop helped guide the direction of the policy dialogue engagement.

One potential unintended consequence of the programme reported by stakeholders is brain drain, which is a concern in the SEMED region. While the programme was initially designed to enhance skill development within the region, an unintended outcome is the outflow of talented youths to more developed countries. Research shows that the SEMED region is facing widespread brain drain, i.e., the migration of highly-skilled and educated people, to the Global North, especially Europe.³⁰ This phenomenon stems from the heightened competitiveness and recognition of graduates from the programme on the global stage through international accreditation (German level B industrial electronics at STA and its students to receive internationally recognized certification), leading to enticing offers and incentives from foreign institutions and employers. For the programme countries, Egypt is the most impacted by the brain drain ranking 9th globally with a human flight and brain drain index of 9.2 on a scale of 0 (low) to 10 (high) and followed by Jordan with an index of 7.2.³¹ The human flight and brain drain index considers the economic impact and consequences of human displacement for economic or political reasons on a country's development with the higher the index, the greater the human displacement. Tunisia and Morocco rank much lower on the human flight and brain drain index with 5.5 and 5.4 respectively (or at 97th and 100th place globally out of 177 countries).³² Nonetheless, informant interviews reported the challenge of retaining newly trained youth in Tunisia to prevent them from seeking opportunities elsewhere, as the brain drain is an issue faced across all sectors. For the STEG project, the skill sets tackled in the ITCP in the fields of renewable energy and digital transition are highly sought after in Europe, yet STEG salaries are reported to be considerably lower, which increases the risk of brain drain. Nonetheless, interviews with counterparts in Egypt reported that brain drain is less of a threat in the country due to the high population growth, ensuring the sufficient supply of youth to be trained.

4.2.5 Sustainability

Sustainability is built into the design of the programme through its demand-driven approach, activities tied to EBRD investments, long-standing relationship with clients, and the cost sharing design of the projects. The demand-driven design of the projects ensures that there is a business case for the clients to engage and commit to the activities. Since most projects are tied to investments, the clients and EBRD have built a relationship that can foster future collaboration to follow up on the current projects. The EBRD acts as both a donor and an investor and has cultivated long-standing relationships with the clients

“ *...The structures that we're offering have tangible outcomes but also action plans that they're going to embed in the strategies and implementation and carry it forward beyond the project~ Project level stakeholder*

...The design of the governance model for the training centre itself was to write a service contract for a training provider who will provide those training and job brokering service to MAF. The contract was signed with a two- or three-year tenure ~ Project level stakeholder

...We designed it to be sustainable such that the apprenticeship programme was not dependent on the financing in order to continue. Implementation of the programme was the responsibility of Al Husain Technical University and NEPCO ~ Project level stakeholder ”

³⁰ Atlantic Council. 2023. *There's a gendered brain drain in MENA. It's because women are unrecognized and underestimated.*

³¹ The Global Economy. *Human flight and brain drain index – Country rankings.*

³² The Global Economy. *Human flight and brain drain index – Country rankings.*



to ensure the sustainability of the programme. Additionally, the client buy-in is further ensured with the cost-sharing design where the client can share up to 20% of the cost to set up a new training programme or skills academy, etc. providing a financial incentive to only begin activities the client intends to continue. The establishment of the City Centre Almaza Recruitment and Training Centre (ARTC) project was designed to have the client, Majid Al Futtaim (MAF) contract with a local training provider to continue the training at the centre. MAF contracted with Education for Employment Egypt (EFE) in November 2020 to deliver the training moving forward. Since June 2021, EFE-Egypt has provided 16 job placement training programmes with a placement rate of 81% in addition to several career directions, entrepreneurship, and alumni support programmes.

While the programme is designed to be sustainable, the long-term effects will be conditional on the level of client commitment and competence. The evidence suggests that sustaining the outcomes of the projects and scaling up any effects will be primarily determined by the commitment and involvement of the clients. However, frequent turnover at the decision-making level within client organizations and low levels of commitment can act as an impediment to sustainability. At STA, stakeholder interviews reported several changes in the STA project counterpart due to the political situation within the organization. STEG – a large public company, was reported to be needing more support from the implementing consultants in accomplishing their part of the project. The consultants provided additional coaching and supported the STEG team by sharing some useful methodologies, approaches, and best practices to help them achieve the tasks. There were questions as to whether the new STEG management would be committed to continuing the work and implementing the recommendations and measures provided to them without additional support in future. This was not seen with the private clients; thus, the reluctance could be related to the inherent nature of a large public company, burdened with complex bureaucratic processes, challenging decision-making, coordination, and the swift implementation of project tasks.

The projects are developed to be integrated into the client's strategic plans and institutional frameworks, ensuring sustainability. For instance, in the development of the gender strategy under the STA project, STA received recommendations based on a gender assessment developed by the consultants in addition to an action plan and detailed steps on conducting a gender campaign. Based on the EBRD's monitoring activities, STA has been implementing the recommendations that range from the organization's marketing to application interviews, school facilities, student privileges and career services, equal opportunity and anti-harassment and monitoring and evaluation. By integrating these recommendations into its practices and operations, STA continues to advance toward gender equality in the long-run and assuring sustainability. Similarly, with the market insight for the potential location of a new school, general guidelines regarding where to establish new schools were provided to STA which it can use for future expansion. With the STEG project, the programme has transformed the organization's HR policies. As with STA, these policies will have a long-term impact on STEG's workforce, recruitment and retention, and career path.

The policy projects incorporate sustainability by fostering continued discussions between the private and public sector, relevant stakeholders, and development partners, in addressing skills mismatch. Based on stakeholder interviews, the positive results from the SSC project in Egypt are already rippling through other sectors thanks to the increased interest in establishing sector skills councils. The Ministry of Planning, in charge of the umbrella organization to house all sector skills councils, is partnering with USAID to work on sector skills councils in three other sectors. The success of the programme is motivating work in other sectors and promoting continued discussions and establishment of more sector skills councils. In Jordan,

“ *...It's sustainable in the way that we are building trust between each other and we are building this cooperation that might continue on other topics ~ Project level stakeholder* ”



the Industry Recovery Plan with the Ministry of Industry, Trade, Green and Digital Economy (MICEVN) project on forecasting skills demand and supply in the automotive and aerospace manufacturing led to the signature of an MOU between MICEVN and the Ministry of Education to support the plan to address the skills mismatch.

Several projects included a training-of-trainers approach, which prepares the teacher to train future batches of students along with new groups of teachers. In projects such as STA, Osiris, and the establishment of the City Centre Almaza Recruitment and Training Centre (ARTC) for young people and those with disabilities, the training-of-trainers approach ensures that trainers have the necessary skills and are well prepared to train other colleagues. By building a pool of skilled trainers, the programme ensured the continuous dissemination of expertise even after its formal conclusion, fostering a self-

“...If trainings need to be replicated, it would be through TOT and there are also focal points that were assigned for the project that are embedded within the companies so they can easily replicate the work if they wanted to ~ Project level stakeholder”

sustaining network of capacity building. This approach not only strengthens the skillsets of direct beneficiaries of the training-of-trainers but also empowers them to independently carry out similar training sessions, adapting them to the evolving needs of their respective contexts. As a result, the programme's impact can reach far beyond its initial scope, leaving lasting expertise.

4.3 CASE STUDIES

4.3.1 United Metals / El Sewedy Technical Academy (STA)

4.3.1.1 Project Background

The project titled the “Economic inclusion of young women and men through improved access to high quality dual education and training in Egypt” addresses skills mismatch through the expansion of STA. This is part of the US \$25 million loan to the Egyptian copper rods manufacturer United Metals Company (UMC). UMC is a subsidiary of El Sewedy Electric, and STA works under the umbrella of the El Sewedy Electric Foundation. STA offers 15 fields and specialization including electronics and cables, energy, logistics, network and computer programming, iron and steel, electrical maintenance, chemicals, mechanics, and agri-food. The STA project was designed to increase access to skills development and work-based learning opportunities for young people. At the design stage, the implementing consultants, GFA, chose the curriculum to be upgrade after detailed investigation and comparison of the skills requirement of El Sewedy companies.

The project had three components: (i) curriculum development for Industrial Electronics based on the German System of Dual Education and Training, (ii) expansion of STA’s capacity with the setting up of new schools, and (iii) supporting of STA’s gender mainstreaming efforts. The first component included the certification and accreditation, obtaining approval and endorsement from the Ministry of Education (MoE) and the German-Arab Chamber of Industry and Commerce (AHK), and a vocational school component for theoretical and soft skills and in-company training for practical, hands-on guidance. The AHK will act as the quality assurance and accreditation body and the MoE’s role was to approve the curriculum and facilities. The second component supported the initial phase of setting up and managing new demand-driven schools. The third component involved a gender diversity assessment study and the development of Gender Strategy Recommendations.

4.3.1.2 Evaluation

I. Relevance and Coherence



The EBRD's bottom-up and demand-driven approach, which began by understanding the needs and the goals of STA through a baseline skills gap assessment, ensured the relevance of the project activities.

The STA project stemmed from STA's reported intention to develop a new curriculum aligned with the German standards and upskill its trainers, teachers, and administration. A baseline skills gap assessment was conducted at the company, sector, and country levels to ensure the project activities respond to the needs of the client, sector, and country. The

STA project addressed the pertinent issue of skills mismatch resulting between employers and job seekers in Egypt by

“*...For the component of the curriculum development and training, the needs were reached ~ Project level stakeholder*”

enhancing the quality and quantity of highly skilled labour and matching it with the needs of employers. STA is part of El Sewedy Electric, which is a global leader in wires, cables, electrical products, engineering and more, employing over 18,000 people, and growing, so EBRD's support helped the technical academy provide technical education on the skills demanded at El Sewedy and ensuring employment of the graduates. By following a demand-driven approach, EBRD's technical support was targeted at developing and improving specific in-demand skills, such as industrial electronics. The ITCP was instrumental in providing STA with the expertise and financial support to reach its goal of developing new curriculum in line with the German model and setting up the new school more than doubling its capacity.

The curriculum development component enhances the skills of trainees to match the sector and industry needs. STA has three core business: i) industrial electronics, ii) energy and power components, and iii) mechanics, maintenance, and repair. The curriculum for Industrial Electronic Technician was chosen after detailed assessment of the needs of El Sewedy companies in order to match the demand. The conventional Egyptian curriculum primarily emphasizes classroom-based learning, but with the support of the AHK as a quality assurance and accreditation body, STA implemented a curriculum based on the German System of Dual Education and Training. The German-based curriculum is more rigorous and incorporates a heavy focus on practical (in-company) training complemented with theoretical training. The industrial electronics training programme following the German standards fits within STA's current offerings and provides an upgrade to its dual learning education in terms of curriculum, practice, tests, and exams, etc.



The geographical expansion component of STA was also relevant as it would increase the economic opportunities of young men and women alongside the supply of highly skilled labour. For the new school to reach its full capacity and potential, careful consideration was taken in choosing its location. Thus, the implementing consultants provided some guidelines for selecting locations and conducted a market study for Sadat City, a potential location. The study ensured that the location of the new school is optimal, taking into consideration accessibility and transportation, demographics such as age distribution in the area and its surrounding, gender, education, income, etc, and the presence of potential students among others.

BOX 2: RELATED BEST PRACTICE FROM THE REGION

Competency Based Training (CBT) and Upgrade of Informal Apprenticeships by The International Labour Organization (ILO) to Improve the Quality and Relevance of Education and Training Opportunities

The skills gap is a prominent issue in the MENA/SEMED region which has required many organizations to find unique methods to address this issue. CBT is a methodology where training content is linked to measurable performance competencies expected in the workplace, identifying market demand, and structuring the training programme around competencies identified through engagement with the private sector. Additionally, CBT has upgraded informal apprenticeship systems in the region. The method is noted as an important contribution to changing practices in the region. For instance, in Lebanon, decision-makers expressed interest in expanding the CBT approach to other programmes in the education and training system. However, both CBT and upgraded apprenticeship had limited success – and admittedly limited opportunity – to promote changes in the gender division of labour which is a prominent feature of the labour markets in the MENA region as the projects necessitate a focus on quick employment outcomes that tended to reinforce the segregation of women into the low productivity sectors.

Under the Gender Mainstreaming component, a gender assessment was conducted at STA II to inform the STA Gender strategy to ensure its relevance. The strategy was developed to address the gaps identified in the gender assessment and from discussions with the leaders at STA. The assessment was thorough and collected information to identify the gender-based differences and challenges for admission and success within STA and how to eliminate those challenges. The assessment included a review of the STA facilities including access/transportation, students, and parents to assess its public relations and social media presence, admission process and school period, the environment of female/male students at STA partner companies, and school-to-work transition. STA management in consultation with the implementing consultants decided to widen the scope of this project component to include career development for men and women as the assessment revealed that both genders were unclear about training outcomes and employment opportunities post-trainings. The resulting gender strategy recommendations, centred around 7 components (public relations and marketing, application interviews, school facilities, student privileges and career services, equal opportunity and anti-harassment, and monitoring and evaluation), were highly relevant as they align with the current efforts of STA and tackle the issues revealed in the gender assessment and consultations with the leadership.

II. Efficiency

The project experienced delay stemming from numerous changes in the STA leadership, and it also required an additional funding to support the purchase of textbooks. Based on its terms of reference, the project was originally envisaged to take 24 months from beginning to the end starting in November 2018, but was finalised in early 2021. The numerous changes in the leadership at STA led to the delay in implementation. The change in the STA management affected the commitment and understanding of the



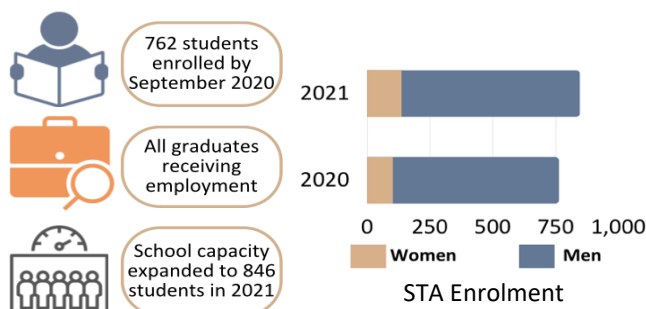
project, which disrupted the momentum of implementation. The changes in key personnel implied that the new management staff needed time to familiarize themselves with the project's objectives, strategies, and intricacies. Informant interviews revealed that these changes impeded effective communication and created some uncertainty and confusion about the project. Additionally, while the terms of reference for the project mentioned the development of related materials and courseware for the curriculum including the translation of the learning materials, a request for additional funding was needed for the purchase of textbooks and their translations.

The efficiency of the project was also challenged by the need for coordination between several entities involved in the project. The project involved STA as the training academy, industry representatives, the AHK, and the MoE, each with different goals, needs, and requirements. While the project was designed to take into consideration the various stakeholders to be involved, the level of coordination necessary to fulfil the needs and requirements of each partner remained challenging. For instance, stakeholders reported that a lot of coordination was required because the Ministry has fixed examination times, but the industry also has production lines that cannot be stopped for the sake of the examinations. Additionally, while the AHK is to support the development of the new curriculum aligned with the German standards, the MoE also must approve the new curriculum through its own process.

III. Effectiveness

The project interventions effectively addressed the existing skills gap, enhancing the skills supply in industrial electronics, expanding employment opportunities for all graduates, and promoting economic inclusion (Figure 8)³³. The MoE has approved the development of the three-year curricula, and the

Figure 8: STA Project Key Results



training of 12 teachers (of which 4 are women and 8 are men) has been accomplished successfully.³⁴ The project also contributed to enhanced dual-model training by receiving the level B classification from the German Chamber. The project achieved its target of ensuring that all industrial engineering graduates (165 students total, with 70 women and 95 men) receive a nationally or internationally acknowledged certification.³⁵ At the academy overall, capacity was increased surpassing the target of 500 students, which is

300 more than STA's original capacity of 200. By September 2020, 762 students were enrolled and trained surpassing the target.³⁶ The project resulted in securing employment for all graduates and increased enrolment by 11% between 2020 and 2021.

The gender mainstreaming component also proved successful as recommendations for a gender strategy were delivered based on a thorough assessment. Based on the findings from the gender assessment, a gender strategy and action plan were developed to help monitor progress and

³³ The female representation at STA is low as only 4 programmes in the 15 fields and specialization offered enrol females: logistics, industrial electronics, electrical installation, and programming but it was reported that STA is doing considerably better in terms of attracting both men and women.

³⁴ Annex IV, Projects 2020 H1 vf document shared by EBRD

³⁵ Annex I-Logframe 2022 H1 vf document shared by EBRD

³⁶ Ibid



achievements.³⁷ The gender strategy encompasses all of STA's operations including marketing and public relations, application interviews, school facilities, student privileges, career services, internal policies (code of conduct, anti-harassment, and equal opportunity), and monitoring and evaluations. The Gender Diversity Action Plan presented specific recommendations, encompassing various aspects, such as relevance, implementation time frames, responsible parties, stakeholders involved, estimated costs, and comments to promote and support female enrolment at STA and further strengthen female accessibility across all activities. STA enrolment increased from 762 students to 846 in 2021, which demonstrates a positive level of interest and participation, with efforts made to ensure inclusivity and address gender disparities with the fraction of women enrolled increasing from 13.3% to 16.1% in 2021. While the increase in female enrolment is small, it is significant as there are only four programmes out of 15 at STA that enrol women. Nationally, industrial programme is the most popular TVET sector with graduates accounting for 30% of the entire sector but young women are more present in the other sector such as commerce and hospitality.³⁸ Female students, 51.5%, are mainly concentrated in the commerce track.³⁹

The Coronavirus restrictions negatively affected training that had to be switched to an online format.

As part of the project, the teachers were supposed to receive capacity building from an international expert, which conducted multiple field missions in 2019 but only managed to do one in 2020 due to the travel restrictions during the pandemic. The training of teachers to enhance their qualifications needed to transition from in-person sessions to online sessions, but often faced internet connectivity and equipment issues that hindered its effectiveness. In some cases, the teachers used their personal smartphones as means of communication due to the lack of equipment. Technical issues were also experienced with the Moodle platform that was used to send invitations to the participants and upload teaching materials. The participants displayed low participation in video sessions and engagement in tasks remained limited, with only one or two out of 12 participants actively participating.⁴⁰



...Internet connection issues in Egypt are a thing. Also, equipment is a big issue ~ Project level stakeholder

...The coronavirus was disrupting a lot of activities, especially the trainings and the follow up for the trainings. There was an issue regarding the effectiveness of the distance learning due to the corona situation ~ Project level stakeholder



IV. Impact

The project has had a positive impact on the employability of women and youth by increasing their access to high-skilled jobs and building their capacity with demand-driven training. Interviews reported that the curriculum was developed in fields highly popular with young women, and scholarships were provided benefiting a full class of young women in Industrial Electronics. A beneficiary survey was conducted with 99 STA trainees (**Figure 9**). The survey sample is composed of 9 females and 90 males,

³⁷ Final Report – Economic Inclusion of Young Women and Men Through Improved Access to High Quality Dual Education and Training in Egypt. February 2021

³⁸ Egypt Statistics. Capmas.gov.eg.

³⁹ Population Council. *Young Women Technical and Vocational Education in Egypt*.

⁴⁰ Ibid



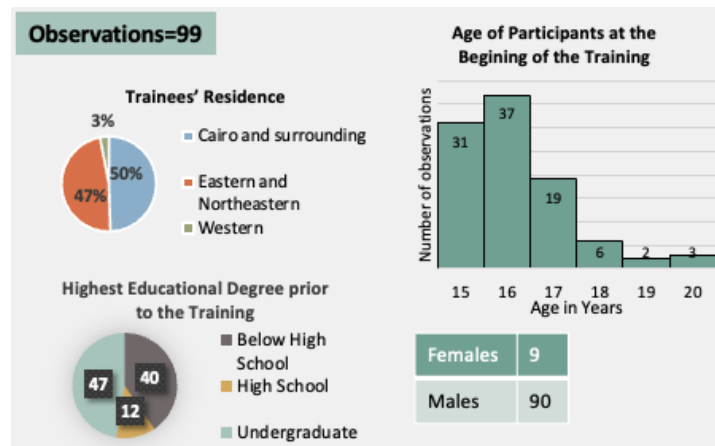
Figure 9: Some Key Findings From the STA Beneficiaries Survey



Mean Monthly Salary Before the Training	EGP 448
Mean Monthly Salary After the Training	EGP 2478
<ul style="list-style-type: none"> • Mean Increase in Salary After the Training (adjusted for inflation) = EGP 2,014 • Participants with decrease in salary=5% • Participants with no change in salary= 4% 	

which is largely representative of the overall male dominated student population at STA with an overall acceptance rate of 8% for women. There are four programmes that accepts women at STA out of the 15 offered. In 2017, there were only 8 female students, but it grew to 120 out of 895 (or 13.4% of the student population) in 2020. Half of the participants were under the age of 18 and 7% reported being engaged in low-skill occupations at the start of the training. Additionally, 52% were at a high school or below prior to the training. Generally, Egyptian students enter secondary school or vocational secondary at 15 and complete in three years or longer for vocational school. After that, they can go into university or post-secondary technical institutes.

Figure 10: Demographics of STA Beneficiaries Survey Respondents



The survey showed that 87% of trainees found the training to improve their competencies significantly⁴¹ and 62.6% found the training had added value to their employability (Figure 10). Nonetheless, dissatisfactions were reported by roughly 10% of participants due to the unavailability of textbooks for some students and the high cost of tuition. The survey participants reported an increase in salary of EGP 2,014⁴². Given that number of participants at or below high school and under the age of 18 prior to the training, a salary jump is to be expected for most participants, especially since 100% of STA graduates were reported to be employed in the 2022 first semester logframe. The average monthly salary of the participants after training was 2,478 EGP (not adjusted for inflation), which is still below the average monthly salary rate of entry level cable wirer

⁴¹ There was no evidence of a competency test conducted prior to the training.

⁴² The salary adjusted for inflation was calculated using a start date of 2017, and end date of 2020 since three quarter of the survey respondents reported a training length of about 3 years beginning in 2017 and ending in 2020.



and electronics worker in Cairo, Egypt at roughly 6,500 EGP.⁴³ After the training, 57% of participants engaged in low-skill jobs upgraded to employment in high or medium-skill occupations while 30% of those in medium-skill jobs prior to the training upgraded to high-skill jobs after the training; 39% remained in medium-skill jobs; and 20% downgraded to low-skill occupations. This outcome is slightly better compared to the national average in 2014 where only 18% of TVET graduates upgraded from the low-skill occupations they held in 2009 to medium-skill jobs in 2014.⁴⁴

The project had a positive impact at the organization level by providing STA with the experience of working with an international organization and increasing its visibility. The EBRD SECO project was the first collaboration with an international organization that STA engaged with and has opened up the door toward more partnership opportunities. Additionally, beyond the reinforcement of the capacity of teachers and trainers, the cooperation with international experts reinforced the soft and interpersonal skills of STA educators. The market insight conducted for the school expansion was also used to increase STA's collaboration and partnership with other companies in the Sadat City area.

“*...Impact on women and youth employability through two ways: first by introducing a new curriculum that is highly recommendable for females and second because this provided also visibility to the girls that are enrolled in this curriculum because it was an international programme ~ Project level stakeholder*”

V. Sustainability

While the project was designed with various measures to ensure the sustainability of the results, more time is needed to fully assess whether the positive impact is sustained. For instance, sustainability can result from the newly developed level B curriculum according to German standards once fully approved by the MoE. The level B curriculum will become available to all technical schools benefiting all students at the national level and improving their employability. Additionally, the project led to the employability of the graduates, however, how long they remain employed has yet to be seen, in addition to how well they perform at their job.

“*...This is a new curriculum that has been developed here in Egypt based on the market needs but from the side of the ministry, there is this challenge of the full approval but once this will be done, the curriculum will be available for all the other technical schools in the country ~ Project level stakeholder*”

The Gender Strategy will result in sustainable change if it is implemented well and updated as needed to remain relevant to address the current challenges of the organization and students. Informant interviews reported that the gender strategy and action plan recommendations have been put into action, aiming to create a more inclusive and supportive environment for female students at STA. Positive results have been observed with the portion of female enrolment between 2020 and 2021 (from 13.3% to 16.1% female). In addition to enrolment, the gender strategy recommendations included other dimensions, such as school facilities, career services, and equal opportunity and anti-harassment policy but more time is needed to assess whether, for instance, there have been fewer or more reports of harassment or misconduct and how the misconducted were handled based on the policy. Thus, while the recommendations aimed to integrate gender into decisions and operations which can lead to sustainable change, it depends on how well they are implemented, enforced, and remain current.

The project was designed to promote sustainability through the enhancement of the teachers' capacity leading to improving teaching practices, knowledge transfer, and institutional development. Since

⁴³ Economic Research Institute.

⁴⁴ The Economic Research Forum Policy Portal. 2018. *Technical and vocational education in Egypt: The missing link*.



teachers and trainers play a pivotal role in delivering quality education and training, building their capacity enhances learning outcomes for all future students and trainees. Enhancing their capacity can also create a ripple effect that extends beyond individual educators through knowledge transfer to foster the replication and scaling of effective practices. Even if the teachers leave STA for another position, they will be able to use their acquired skills to enhance the capacity of any organization they join.

4.3.1.3 Lessons Learned

This project highlighted the importance of having mitigation and contingency plans to minimize delays in implementation, such as having a Memorandum of Understanding (MOUs) or other forms of commitment outlining the roles and responsibilities of each party involved. The delays associated with several changes in the STA management could have been mitigated with the existence of an MOU that establishes a formal agreement outlining the roles, responsibilities, and commitments of all parties involved. This can provide clarity and continuity even in the event of a change in leadership or key contacts in a client organization. With projects involving different partners, the roles, and responsibilities of each should be clearly defined to prevent any friction. Additionally, the MOU can include provisions for knowledge transfer and seamless onboarding of new leaders, ensuring that they are well informed about the project's status, goals, and ongoing activities. Indeed, effective knowledge transfer and maintaining open lines of communication throughout the transition period is key to ensuring the continuation of the project. Through the MOU, client organization and project stakeholders have established a stable and structured framework that helps maintain momentum and commitment toward successful project implementations, regardless of leadership changes.

Since distance learning is becoming a widespread form of education after the Coronavirus restrictions, it is essential for project due diligence to include a thorough assessment of the readiness and capabilities of education provider clients. As educational institutions rapidly transitioned to remote learning, their technological infrastructure, digital resources, and faculty training have become critical factors in ensuring successful online education delivery. Informant interviews reported that STA was not technologically prepared for the switch to digital learning and communication with outdated servers and equipment, which hindered the effectiveness of some project components. Thus, the due diligence process should evaluate the client's capacity to offer seamless virtual learning experiences, including the availability of reliable internet connectivity, access to appropriate learning management systems, and the implementation of user-friendly online platforms. Furthermore, assessing the faculty's proficiency in delivering online instruction and their familiarity with digital teaching tools is crucial to maintain the quality of education.

While the overall response of trainees noted by the survey was positive, there were areas of dissatisfaction, such as costs, materials, and clarity on support post-graduation, that should be considered when planning similar programmes in the future. Seven percent of survey respondents indicated that the tuitions for the training were high, which is one of the reasons some trainees may not recommend the programme to their friends. A few respondents discussed not receiving books that were an important module of the project. Some respondents were not clear on the hiring component after the training. Trainees that were well-informed on the project received the most benefits from it.

4.3.2 Supporting Economic Inclusion Policy Dialogue in Egypt – Electrical Equipment and Cables Sector (SSC)

4.3.2.1 Project Background

The project builds on the EBRD's existing relationship with UMC and STA to support public-private dialogues that assists the private sector in communicating the skills demanded in the labour market.

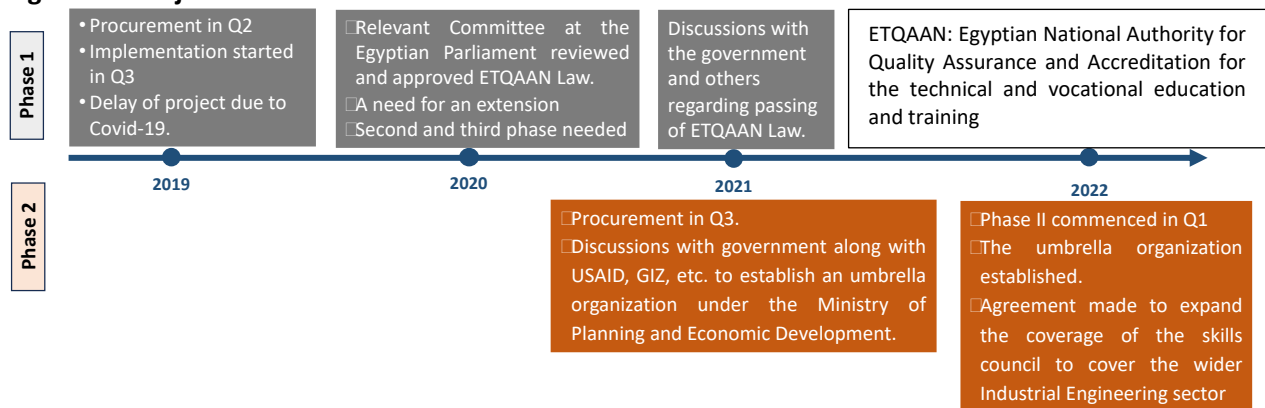


UMC is one of the biggest copper rod plants in the region and was involved in a consultative process with EBRD and other stakeholders following a request from the Federation of Egyptian Industries (FEI) and the Ministry of Education and Technical Education (MoE) to support setting up a platform institutionalizing the role of the private sector in labour market policies and skills governance. Stakeholders included the MoE, UMC, FEI, the Chamber of Engineering Industries (CEI), GIZ, USAID and more. As a result of the consultations, EBRD signed two MOUs with (i) FEI and CEI and (ii) the Government of Egypt /European Union – Technical and Vocational Education and Training (TVET) Egypt programme for EBRD to pilot the setting up of a sector skills platform (SSP) in the Egyptian Electrical Equipment and Cables (E3C) sub-sector. The SSC project was contracted in 2019 with UMC to engage in discussions with the government and relevant stakeholders to set up the E3C SSP led by the private sector. At the design stage, since the client, UMC, is a market leader in the sector and has an established relationship with EBRD in inclusion programmes with the STA project, the E3C sub-sector was chosen. The EU TVET programme was reportedly responsible to work top-down - focusing on the legislative framework of establishing sector skills councils while the EBRD was to work bottom-up. Additionally, key stakeholders, including other donors like GIZ and organizations like the European Training Foundation (ETF), were consulted to learn from Egypt's previous experience in sector skills councils and secure buy-in and support for the project. The Industrial Modernisation Centre (IMC) representative, who was an external specialist in skills standards, helped identify the priority occupations for the NOSSs.

The first phase of the project focused on setting up the high-level E3C SSP led by the private sector, which was completed with the establishment of the mandate for the platform, its operation and strategic plan, and appointment of its board members as well as a roadmap for creating more sector skills councils. The E3C SSP Board consists of 10 leading large, medium-sized, and multinational companies in the electrical equipment and cables and representatives from the public sector TVET providers, such as the MoE and the Productivity and Vocational Training Department (PVTB) in the Ministry of Trade and Industry (MoTI) responsible for industrial development, and the Industrial Modernisation Centre (IMC). The first phase with the E3C sub-sector served as a pilot and proof of concept of getting a sector skills platform operational and facilitating the establishment of future sector skills councils in the wider sector. It also aimed to develop skills standards in various priority occupations in the sector to inform training provisions. The occupations were determined from consultations with the IMC representative responsible for the skills standards. Then, the second phase started in early 2022 to build on the achievements of the first phase, continue the work of supporting the E3C SSP and expand the sector skills council to encompass the wider industrial engineering sector in Egypt (SSP EI). An umbrella organization has been created under the auspices of the Ministry of Planning and Economic Development to oversee all sector skills councils. A sectoral labour-market survey is planned in collaboration with European Training Foundation (ETF). Based on the labour market assessment, up to 15 new NOSSs in priority occupations and 5 new competency-based curricula are planned to be developed. The phase II will support the establishment of the sector skills council in the hospitality and tourism sector as well.



Figure 11: Project Timeline



4.3.2.2 Evaluation

I. Relevance and Coherence

The SSC project is demand-driven and responsive to the market as it aligns with the current TVET strategy for reforming the skills development system. Stakeholders reported that this project fed exactly into Egypt's priorities in the TVET and private sector. The TVET reform strategy 2.0 sets the tone for the development of demand-driven skills and increased involvement of the private sector. Additionally, the

“...At the time, they just passed the TVET reform strategy 2.0 in essence to reform the skills development system to become demand driven and responsive to market demands of skills ~ Project level stakeholder

“...EBRD took this decision that from the start we were going to work bottom up ~ Project level stakeholder

priority occupations were determined from discussions with the Industrial Modernisation Centre (IMC), which was previously involved in the development of skills and occupation standards. IMC works under the umbrella of the Ministry of Trade and Industry to support

industrial enterprises and thus is highly knowledgeable of the priority occupations in the sector and the market needs. Thus, the occupations chosen for the National Occupational Skills Standards (NOSS) were determined to be the priorities in the sector. EBRD has been instrumental in raising the awareness of sector skills council again after the failed attempts through iterative stakeholder engagement, workshops, and consultations with the relevant actors in the sector. It has helped fuel national discussions and advancement in legislation towards the institutionalization of the role of the private sector and resulted in the development of these NOSSs for priority occupations.

The numerous attempts at establishing sector skills councils that were later dissolved reflects the need for successful sector skills councils in Egypt. The National Skills Standards Project (NSSP) established in 2000, was previously involved in developing skills standards in the industrial, construction, and tourism sector. Although its mandate was transferred to the Ministry of Industry's Industrial Training Council (ITC) in 2006 and expanded to include additional occupations, it was dissolved in 2017. The Enterprise TVET Partnerships (ETPs) established under the EU TVET 1 project between 2006 and 2013 had very similar mandates to sector skills councils, with their boards mostly coming from the private sector. Some ETPs successfully developed occupational standards as well by engaging with the (ITC). Nonetheless, the past attempts at establishing sector skills councils failed due

“...There have been trials to establish sector skills council for electrical equipment or supplier of electrical equipment. There are also some attempts to extend this to other sectors but the process has not resulted in the formation of a real sector skills council up till now ~ Project level stakeholder



to the unavailability of funding to sustain them, a lack of governance, and interest from the private sector stemming from not understanding of what a sector skills council is. To ensure its success, the SSC project promoted a clear understanding of what the council is and what role the private sector should play in the labour market and skills governance through various workshops, consultations, and extensive discussions with stakeholders. Thus, the project has motivated and fostered engagement with the private sector and created an SSP that is institutionally ready with a board of governance and strategic and operating plans. Additionally, the umbrella academy under the Ministry of Planning and Economic Development will act as a governing body to coordinate and support all sector skills councils and to ensure their long-term financial and technical sustainability.

II. Efficiency

Challenges brought by the COVID-19 restrictions, stakeholders' scepticism due to Egypt's history of setting up sector skills councils, and the geographical landscape of the country that limited mobilization of key stakeholders led to delays. The COVID-19 crisis restricted physical meetings and interactions, but efforts were taken to communicate virtually. Informant interviews revealed that the level of ownership by the private sector was expected to be much greater, but there was scepticism regarding the viability

“*...It was clear from the start of the process that it was not going to be a smooth journey for different reasons ~ Project level stakeholder*”

of the project based on Egypt's previous attempts at establishing a sector skills council. There was also a lack of understanding and some confusion on the actual role of a sector skills council. These were mitigated by organizing various meetings and workshops to engage with the private sector players and the government. The project

also faced logistical challenges in assembling the SSP boards because of Egypt's large and diverse geographical landscape requiring careful planning and consideration of transportation, accessibility and infrastructure when coordinating large gatherings. This was mitigated by creating a smaller working group with the flexibility to meet often.

III. Effectiveness

The project has been effective in establishing an SSP in the E3C sub-sector in coordination with the relevant stakeholders and national and international experts but still awaiting the legislative framework to be instituted legally. The E3C sub-sector SSP was set up along with a shadow board composed made up of 10 leading companies in electrical equipment and cables, and large and medium size Egyptian companies, as well as multinational companies, representatives from the main public sector TVET providers, such as the Ministry of Education and Technical Education (MoE), and a member of the quasi-governmental agency responsible for industrial development. The mandate for the Electrical Equipment and Cables sub-sector skills platform was drafted along with the three-year strategic plan, the

“*...We've done a lot of groundwork that is ready once the legislative framework is done. So, we have the procedures, the manuals, and the bylaws...in addition to some technical work related to the occupational skill standards, which we've developed jointly with the private sector in the first phase ~ Project level stakeholder*”

first-year operational plan, and a roadmap for establishing sector skills councils in Egypt. An umbrella organization for the sector skills councils has reportedly been established under the Ministry of Planning to oversee the work of all sector skills councils, but the legislative framework for formally establishing the sector skills councils is still not in place.

The project developed NOSSs in priority occupations and roadmaps for establishing NOSSs in other sectors. Five priority occupations for the sector including electric circuit maintenance at production lines, industrial electric circuits maintenance, electronic control, mechatronic systems maintenance, and



computer numerical control (CNC) equipment maintenance were identified. NOSSs were developed for those occupations along with a roadmap and methodology for developing occupational standards that can be used by other sectors. The roadmap for developing NOSSs was endorsed by key stakeholders including the MOE and IMC, which helped validate the document to the wider environment and facilitate its adoption into other sectors and occupations.

National and international experts were engaged in order to conform to international best practices and the local context to ensure the effectiveness of the project activities and their implementation. The project drew from international best practices with the engagement of international consultants that had previously worked on the sector skills council in India, as well as on developing occupational and skills standards. The international experts worked in tandem with the national consultant, who provided expertise in the local context. This helped in designing the sector skills platform based on what has been successful, which is important given the number of unsuccessful attempts at establishing sector skills councils in Egypt. Informant interviews also reported that the roles and responsibilities were communicated clearly and understood by all parties involved, which ensured a smooth and seamless implementation.

IV. Impact

The project was designed to have a lasting impact on the workforce with the creation of the NOSSs for the five priority occupations. The NOSSs specify the required skills, knowledge, and competencies that employees must have in a specific occupation. The grouping of sector companies enables the identification of the changing demands within that sector that inform the NOSSs. Once the NOSSs are approved, they become the standard for the specific occupation that will facilitate the alignment of training programmes, certifications, and assessments with industry needs. In terms of approval, the timeline varies per sector and countries. Our data does not include an exact timeline for the length of approval process for Egypt but in the STEG project in Tunisia, it took two years to get approval from the relevant governmental entity. In the second phase of the project, competency-based curricula are being developed that align with the created NOSSs to ensure that individuals from the TVET sector entering the workforce possess the skills and qualifications that employers demand and are better equipped to meet the evolving demands of the labour market. By promoting consistency and uniformity in skill development, NOSS enhances the overall quality of the workforce, leading to increased productivity and competitiveness.

“...The fact that the occupational skills standards that were developed will have impact on the technical aspect and in the next stage, we look into the development of the curriculum based on these and we found most of them have already been incorporated by the providers, especially the Ministry of Education and Technical Education ~ Project level stakeholder”

The project led to collaboration with relevant government and development partners that continues the discussions on sector skills councils in Egypt. The SSC project has been instrumental as it raised the awareness of sector skills council again after the failed attempts and promoted a greater understanding of what a sector skills council is supposed to be. As it aligns with the Egypt's current TVET strategy, it also helped fuel national discussions and advancement in legislation towards the institutionalization of the role of the private sector. The project included a significant stakeholder engagement component, from both private and public sectors, which promoted the discussion on sector skills councils and raised awareness on the role and need of such councils. The stakeholders included those

“...As a bank, the interventions are really targeted so we needed to work with other partners of the government, GIZ, ILO, USAID, ETF, and others so that we ensure the continuation of the intervention~ Project level stakeholder”



with previous experience in setting up sector skills councils-type entities. Collaborations ensued with various stakeholders, including government and development partners, such as GIZ, ILO, USAID, and ETF, to ensure the continued commitment and interest in the work. The EBRD's success with the E3C SSP has already incentivized other development partners to engage in this field. For instance, the Ministry of Planning is partnering with USAID to work on three sector skills councils.

V. Sustainability

Sustainability will require the Prime Minister's decree formalizing the sector skills council to be issued as the E3C SSP already created roadmaps for establishing sector skills councils and NOSS. The E3C SSP is functionally ready as soon as the legislation is passed. The timeline for this is not set; however, stakeholder interviews reported that the legislation is at an advanced stage as a draft has been sent to the Prime Minister, who shared it with the relevant ministries for feedback and the Ministry of Planning and Economic Development is working on the final draft. There has been a reference to sector skills councils in a decree passed by the Egyptian Quality Assurance Accreditation Authority for Technical Education but the legislation formalizing the councils is not yet in place. Based on interviews with stakeholders knowledgeable and experienced in Egypt's previous sector skills councils, the support of the government is imperative in ensuring the success and sustainability of the councils. Thus, the platform may also not remain in the long run without the legal framework in place. Nonetheless, once the legal framework is complete, sector skills councils in other sectors can be established using the experience and lessons learned from this project. Steps have already been taken in the establishment of the umbrella academy under the auspices of the Ministry of Planning, which will support all sector skills councils. The roadmaps for establishing sector skills councils and NOSS are developed, which would facilitate the creation of councils and NOSS in other sectors.

The next phase of the project, currently underway, continues the work on the sector skills council expanding into the industrial engineering and the hospitality and tourism sectors and enhancing the sustainability of the results. Given the success in creating a fully functional SSP with a board, mandate, and operation plan, Phase 2 expands the coverage of the E3C SSP to the wider industrial engineering sector and institutionalizes the platform into a council linked to the CEI. The second phase is also supporting the establishment of a sector skill council in the hospitality and tourism sector. These components will involve activities, such as mapping the relevant stakeholders in the engineering industries in Egypt and establishing of the cooperation arrangements with donors and stakeholders to ensure a sustainable sector skills council mechanism. Additionally, more occupational standards will be developed that will target other occupations along with 5 competency-based curricula, which will support education providers in delivering the skills needed in the labour market. This will have a lasting impact on the labour market of the specific sectors/occupations.



...I think we've gone to a stage where we can't go back: better involvement and steering by the private sector with the legislation that hopefully happens very soon~ Project level stakeholder



4.3.2.3 Lessons Learned

Effective stakeholder engagements with the relevant public and private sector agents as well as other donors and development partners in establishing a sector skills council is a key success factor. The discussions with government, private sectors, and development partners were beneficial to share knowledge and learn from any previous relevant experience in the topic, build awareness, and secure support for the continuation of the work especially when there have been similar unsuccessful activities in the past creating scepticism. The engagement with donors and development partners is important to ensure a creation of a sustainable sector skills councils' framework since several of the previous sector



skills councils were dissolved due to a lack of funding. Addressing doubts require proactive efforts by the implementing entities (the national consultant and SkillSonics as the international consultant), such as hosting regular meetings and workshops with relevant stakeholders in the field, to clarify the project's objectives, benefits, and mechanisms, and providing progress update, discussing challenges encountered and solution/mitigation measures, alongside the steps moving forward. Multimedia can also be used to complement the meetings to provide information on the project and increase the reach toward those unable to attend the meetings.

The COVID-19 restrictions and logistical challenges underscored the importance of adaptability and virtual communication. While physical meetings were constrained, leveraging digital platforms for engagement proved essential for maintaining collaboration and progress. Additionally, the challenges associated with assembling large gatherings across a massive country like Egypt can be mitigated by the establishment of a smaller working group that makes frequent interactions easier. Lastly for stakeholder engagements, utilizing diverse media channels, including newspapers, TV, radio, social media, and interactive websites with features to leave comments and feedback, can enhance outreach, engage a wider audience, and inform those unable to attend meetings and workshops physically or virtually.

More efforts need to be allocated to securing governmental support in the form of the legalization of the sector skills councils. While the project has achieved its objectives and created a fully functional platform for the E3C sub-sector, the effectiveness of the project will be limited if the legal framework establishing the councils is not in place. Governmental support in the form of legalization unlocks opportunities for funding and resources, strengthening the councils' ability to implement impactful initiatives.

4.3.3 Support to Energy Production and Utilities in Tunisia (STEG)

4.3.3.1 Project Background

EBRD supported STEG (La Société Tunisienne de l'Électricité et du Gaz) and its partners in the energy sector with the goal of addressing the skills mismatch in the sector by improving STEG's internal and national policies and practices regarding employment. STEG is a Tunisian state-owned, vertically integrated enterprise in charge of electrifying the country, developing its natural gas network, and the electrification and gas infrastructure. The project focused on two main objectives, with the first being the improvement of STEG's HR policies, and the advancement of policy engagements with the Ministry of Vocational Training and Employment (MFPE) that includes the development of NOSS or Repositories of Jobs and Skills (REC).⁴⁵ The second objective was to support the Khélidia Training and Development Centre (CFPK)⁴⁶ in its development plan for 2022 and the design of upskilling programmes. At the design stage, the implementing consultants, EY, was responsible for identifying the priority projects and classify them into groups. They also devised a structured phased approach to ensure effective implementation. STEG's business departments and key stakeholders including ministries and governmental agencies, higher education, and private sector: engage in discussion with EY on the identification of the project and classification.

4.3.3.2 Evaluation

I. Relevance and Coherence

⁴⁵ NOSS and REC mean the same thing but in the STEG project, they use the term REC. The remainder of the report will continue to use "NOSS" for consistency with the other projects in the programme and prevent any confusion.

⁴⁶ The CFPK was established in 1976 as an integrated training centre for STEG employees to ensure the continuous skills and competencies development.



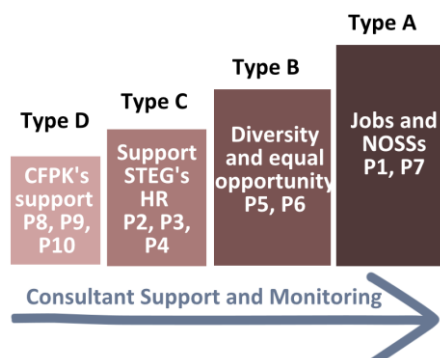
A labour market assessment was conducted prior to the main project, which ensured the relevance of the project activities to the needs of STEG, the industry, and the country. The assessment revealed the mismatch in skills and competencies demanded and supplied in the energy sector. At the policy level, the assessment outlined how private sector participation could be encouraged in closing the identified skills gaps and in reforming education provision, specifically at the TVET level. Other challenges highlighted in the assessment were the aging workforce of STEG and the changing work environment that the younger generation seeks to allow more flexibility and inclusion.

“...We did a little bit of qualitative and a little bit of quantitative analysis of the current situation in Tunisia for supply and demand in skills and competencies in the energy sector, with a sectorial focus, then on the STEG case, where we identified potential opportunities and challenges ~ Project level stakeholder

...Skill gaps were identified at the client's level governance systems but as well as the market level hence the focus of the project on addressing skills gap on both green and digital side ~ Project level stakeholder”

The project activities were carefully structured based on the findings from the assessment and feedback from the client. Time and careful consideration were taken to determine the structure of the activities.

Figure 12: Design of the STEG 10 Priority Projects into Four Categories



(P2, P3, and P4) dealt with improving STEG's HR policy and workforce planning. Projects D (P8, P9, and P10) focused on improving STEG's CFPK training programme and upgrading the trainers' skills.

II. Efficiency

The project implementation was successful and remained on-time overall despite delays in some individual components due to changes in the ministries and disagreements within the client's

Issues and Risks <ul style="list-style-type: none"> - There were changes in the leadership of one of the university partners. - COVID-19 restrictions affected the interactions with the key stakeholders as they were not prepared nor equipped. - Reportedly, the fact that STEG was such a large structure posed some challenges with due the bureaucracy. 	Mitigation measures <ul style="list-style-type: none"> - The signed partnership agreements should mitigate the potential loss of commitment. - The team involved were committed so they made an effort and used their personal devices for communicating virtually. - The consultants remained flexible and found work arounds while university counterparts stayed patient and took time to build trust to ensure the success of the partnerships. 	organization. Challenges during the implementation included the personnel changes within the Ministry of Employment and Vocational Training coupled with lengthy bureaucratic processes. The approval of the NOSS, which goes through the National Employment Agency and Self Employment (ANETI) and is under the supervision of the
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Ministry of Employment, experienced heavy delays from having to rediscuss matters with new personnel to first gain the approval of ANETI and then the Ministry. The project was also initially designed to have significant engagement with the training centre of STEG; however, informant interviews reported that a



falling out between the HR Director and the training centre Director that resulted in the loss of the connection with the training centre and a shift of project activities away from STEG's training centre.

The project was implemented efficiently thanks to competent consultants, committed and motivated clients, and the careful planning and structuring of the project activities in the beginning. The initial assessment and time taken at the beginning ensured that the activities were structured adequately for efficient implementation. Several informant interviews echoed how the consultants were well-organized, acutely aware of the context, and well-connected in the industry. A detailed project implementation methodology for each project was developed, that laid out a clear roadmap to carry out activities in an efficient manner.

“*...We have very good consultants. EY has been extremely organized. They are very well connected within STEG as well as the policy environment of Tunisia ~ Project level stakeholder*”

There are concerns regarding the ability of STEG to implement the recommendations of the implementing consultants Ernst & Young (EY) without additional support. For some components of the project, STEG required additional resources from the implementing consultants in order to advance the work. The project was structured into thematic groups and level of support from the consultant, which meant that some activities were designed to receive smaller support compared to others (**Figure 12**). Based on informant interviews, STEG struggled to perform the project activities that received the least support from the implementing consultants. While STEG showed engagement by setting up a specific team for each project, informant interviews reported the difficulties encountered in getting the STEG team to work on the projects C and D, that were designed with more involvement from STEG and less support from the consultants.⁴⁷ Some projects were marked as higher priority, the type A and B projects but the roadmaps for the C&D projects were to continue to be implemented after the consultant's support ended. As a result, the consultants had to perform additional tasks for STEG to push these projects forward.

III. Effectiveness

The projects A were effective in supporting skills development and adapted training for the energy and digital transition. STEG achieved its target with the development of 10 standard job descriptions for critical jobs in energy, digital and ecological transition with consultations and close collaboration with key players in the ecosystem, including representation from the private sector.⁴⁸ The NOSSs were communicated internally and externally, and STEG is currently developing a partnership with the Ministry of Employment and Vocational Training (MEFP) to integrate them nationally. STEG also signed partnerships with three universities that consist of the development of a Master's programme in renewable energies with the National School of Engineers of Tunis (ENIT), continuous education in smart grid for STEG engineers with the Higher School of Communication of Tunis (Sup'Com), and research and development with the National School of Advanced Sciences and Technologies of Borj Cedria (ENSTAB) as well as Master's degree in renewable energy-based e-mobility in higher education.

⁴⁷ The 10 projects (P1 through P10) were structured into four categories: A, B, C, and D, based on the topic and level of support and monitoring from the implementing consultants. Projects A received the greatest support, followed by B, C and D, receiving the least support.

⁴⁸ The 10 jobs for which RECs were developed are in renewable energy: business development manager, operations & maintenance manager, and operations & maintenance technician; in smart grid: project manager, operations & maintenance manager, operations & maintenance technician, data scientist, cybersecurity strategy manager, and cybersecurity operations manager; and in energy efficiency: energy manager.



The projects B effectively achieved their objectives of supporting and improving existing mechanisms for better inclusion and retention with evidence-based recommendations and the development of STEG's gender action plan. A diagnosis of STEG's talent recruitment and retention policy and a benchmarking of best practices was conducted to inform the recommendations for improving STEG's employment policies. Similarly, the gap in STEG's HR practices in terms of equal opportunities was identified through an analysis of international trends (benchmarking of best practices, standards, and guidelines for improving the working environment and opportunities for women) and internal diagnostic (interviews, surveys, and focus group discussions) to inform its gender action plan. Twenty initiatives were proposed in the action plan covering STEG's governance, attractiveness, recruitment, retention, and development policies. A dashboard with key performance indicators were created to monitor the progress of the action plan and more than 100 STEG managers received training in gender inclusion. The project won the silver medal of EBRD's Sustainability Awards in the Gender and Economic Inclusion category.

BOX 3: RELATED BEST PRACTICE FROM THE REGION

Women in Business Unit (WiB) Within the Federation of Egyptian Industries (FEI) With the Support of ILO

Efforts were made to address gender gaps in HR and other workplace policy at the industry level through this ILO's support project in Egypt. FEI is one of Egypt's largest employers' associations. WiB was established in 2014 to attest to FEI's commitment to promote gender equality and mainstreaming the gender perspective into its vision and strategy. WiB provides training, support, advocacy, research, and data collection to develop and enforce equality and non-discrimination policies. They conducted several training activities for women entrepreneurs and hosting conferences to highlight women's roles in Egyptian industries and set up a Human Resources & Gender Academy. In 2019, the WiB Unit issued a position paper on women's entrepreneurship development (WED) in Egypt, drafted with ILO support formulating proposals for creating an enabling environment for WED, building the institutional capacity of WED, and developing tools and support services for women entrepreneurs.

Source: Synthesis Review of ILO Experience in Youth and Women Employment in MENA Region.

Projects C and D implementation have been less effective as most objectives, other than the HR Strategy 2030, have not been achieved yet. These projects have been reported to be less effective in the KIs since they received the least support from the implementing consultants. One objective has been achieved, which is the new HR strategy that was finalized after an evaluation of STEG's current strategy along with discussions with top management. However, it now needs to be implemented solely by STEG as the EBRD's support through the programme has ended. Meanwhile, the development of a succession plan, the forward-looking workforce planning mechanism (GPEC), and digital learning platform are ongoing and will depend on STEG's implementation post ITCP. For the GPEC component, the EBRD's support ended with the selection of a population for a pilot test of the mechanism along with the development and validation of skills gap. STEG is responsible for its generalization. For the succession plan, the current state of STEG was analysed, and the succession procedure was developed with the ITCP but the organization of the commission for the selection of succession candidates is STEG's responsibility after the programme's support. The setting up of the e-learning platform will also be implemented by STEG.

IV. Impact



The project raised awareness on the topic of gender equality and jump-started the gender mainstreaming activities at the organization with a positive impact on recruitment already being observed. Reportedly, STEG had not previously approached gender in a systematic way, the project helped the organization identify the current issues and develop an action plan with a series of activities to be implemented in the upcoming years. In the last recruitment campaign of September 2022, some jobs that were previously reserved only for men were opened to women and the commitment to diversity was emphasized to the recruitment panel. As a result, more than 20 women were recruited in positions historically exclusively reserved for men, such as meter readers and technical assistants.⁴⁹ Based on the 2022 and 2021 recruitment sessions, the project has had a tremendous impact on the recruitment of women going from 54 in the previous session to 112 in the latest session, indicating 107% increase.⁵⁰ On the other side, there was a decrease in the male recruitment going from 613 in the previous session to 538 in the September 2022 session. Recently, four Tunisian women made history in becoming power line fitters which has been a male-exclusive profession, after passing the aptitude test at the STEG training and excellence centre.⁵¹



...Gender was quite transformational because they had never really approached in a systematic way the issue before. It brought together the management and the staff and the CEO around this topic that achieved a lot and got a lot of visibility ~ Project level stakeholder

... I think the implementation was overall very successful but the gender side is really where it increased the activities of STEG from 0 to 100 ~ Project level stakeholder



The training and continuous education components coupled with the development of NOSSs are creating a skilled and knowledgeable workforce. The impact of continuing education is multi-fold as it boosts employee confidence and job satisfaction, improves their performance and productivity, and enhances their ability to adapt to evolving challenges and technologies, such as renewable energy and digital transition. Additionally, NOSSs provide a clear outline of the skills, knowledge, and competencies required for the various critical occupations and are in the process of being fully approved and integrated into the national repository and Tunisia's vocational training programmes through partnerships with the Ministry of Employment and Vocational Training (MEFP) subordinate bodies (ANETI and the Tunisia Agency for Vocational Training – AFTP). Once approved, the NOSSs would ensure that Tunisian youth receive the skills demanded for the specific occupations from training providers. This leads to an enhanced match between job seekers and job requirements, reducing skill gaps and improving the overall quality of the workforce.

V. Sustainability

The partnership with universities and relevant entities is a long-term commitment, which ensures sustainability and can also produce more partnerships with other stakeholders. The Master programmes designed with the partnership will be receiving cohorts every year, which means the positive results will continue in the future. As long as the partnerships with the universities are active, such as research and development or update of curriculum, sustainability will ensue given adequate efforts from SETG. The success of the partnerships and collaborations can also act as incentives for STEG to engage in even more partnerships, which would ensure that positive outcomes are obtained for the longer term. For instance, the General Director of ANETI has sent an official request to STEG to develop an MoU to work on further NOSSs, which would allow it to tackle other occupation profiles not previously developed.

⁴⁹ EY Closing Report - Support STEG in its RH transformation – STEG Talents 2030, March 2023

⁵⁰ Ibid

⁵¹ Managers. 2023. Pour la première fois en Tunisie, des femmes monteuses de lignes électriques à la Steg. <https://managers.tn/2023/02/02/pour-la-premiere-fois-en-tunisie-des-femmes-monteuses-de-lignes-electriques-a-la-steg/>



The gender action plan was designed to ensure sustainable gender change if STEG remains committed to promoting gender equality in its operations. The development of the gender action plan and the gender committee to implement the plan moving forward, if implemented successfully, would have a transformative and long-lasting result toward gender equality. The action plan includes short-term and medium to long-term actions affecting all aspects of STEG's activities, policies, and practices. Moreover, ongoing commitment from STEG is crucial to sustaining these efforts beyond the initial implementation phase. This commitment can be demonstrated through dedicated resources, regular monitoring and evaluation, transparent reporting, and fostering a gender-responsive organizational culture. Early results

“...We implemented a structure in STEG that was approved by the director and that it will continue to implement other actions related to gender equality~”
Project level stakeholder

show that STEG is committed to enhance diversity, improve decision-making processes, tap into a wider talent pool, and foster innovation with the opening of certain male-only positions to women and

increasing awareness and training of its employees. Sustainability will depend on STEG's ongoing commitment to the work and effective implementation of the action plan developed.

Based on multiple key informant interviews reporting projects C and D, STEG does not seem to be in a position to implement the recommendations on its own without the support of the consultants, which would threaten the sustainability of the project. STEG needed additional help from consultants on projects C and D and the consultants provided support, in terms of coaching and guidance, discussing best practices and different methodologies. STEG employees may lack the capacity to implement various measures and the motivation to engage in additional tasks beyond their job descriptions. Sustainability will depend on whether STEG manages to implement the recommendations properly.

4.3.3.3 Lessons Learned

For projects with large public entities, such as STEG, additional time and effort needs to be factored into project design and implementation to allow for proper structuring of the activities and establish trust with the counterpart. It was important to take the time at the beginning of the project to properly structure and organize the activities based on the needs of the clients as well as the resources available and the context. During this stage, understanding the technical capabilities and capacity of the organization is crucial and need to be factored into the project structure and activities, especially if there are activities envisaged to be implemented solely by the organization, beyond the project's timeline and support. Additionally, given the large size and bureaucracy of public companies, additional time and effort may be needed to identify the right counterpart to engage in different activities, establish a line of communication, and build trust and motivation to complete the project. Interviews reported the difficulty of getting in contact with the right person at the beginning of their engagements.

5 LESSONS LEARNED & RECOMMENDATIONS

5.1 PROGRAMME LEVEL

Having properly staffed offices with local experts in the programme area to actively engage and foster close coordination with SECO local offices can enhance the relevance of the programme and support implementation and monitoring. Informant interviews reported the importance of local presence to support coordination and engagement with stakeholders. While EBRD has offices in all programme areas, the Gender and Economic Inclusion experts are only in Egypt and Jordan. Stakeholder interviews reported that the EBRD staff in charge of the project in Morocco left early in the programme and was not replaced,



which likely contributed to low involvement of the SECO office in Morocco compared to Egypt and Tunisia. The engagement with SECO, especially the regional offices, was also reportedly on a high level, meaning that specific information about projects were not divulged when deciding whether to fund or not. A greater engagement with the SECO regional offices can strengthen the programme's local presence, align the programme with the country's priorities, and support finding potential synergies with other projects in each country. The local project focal point could ensure the engagement of the SECO local offices. Thus, a recommendation would be to have a clear strategy for engaging with the SECO local offices on at least a quarterly basis in addition to putting in place local focal points to foster engagements with other donors.

The programme could benefit from a more coherent Monitoring & Evaluation (M&E) system that is communicated across all parties involved to ensure the collection of high-quality data and efficient monitoring. The overall programme M&E centralized under the logframe can be enhanced with a centralized results framework capturing the gender and social inclusion objectives of each projects. Additionally, there needs to be a proper mechanism to communicate the key indicators to consultants and other involved parties and collect and report data against those indicators. Since the logframe focuses on the high-level targets, the results framework would capture the more detailed and project-specific targets and will update as the pipeline grows or changes. Additional monitoring at the project level should include processes, such as competency tests pre- and post-training programmes, tracer surveys on training graduates for short, medium, and long-term impact, and follow up on signed partnerships and activities undertaken. Informant interviews also reported the need for more frequent reporting within EBRD and SECO headquarters and local offices in the programme areas to track progress and be appraised of issues or challenges in implementation. The infrequent reporting limited the opportunity for local offices to provide potential support during implementation. Enhancing the M&E system with a simple visualization detailing the overall and project-level progress would be beneficial for internal stakeholders to easily access information on the overall programme and various projects and track implementation and results. A well-structured and communicated M&E system is also a key enabler of programme flexibility by equipping decision-makers with the data and insights needed to make informed choices, adapt to changing circumstances and allocate resources effectively.

Client buy-ins and commitment through reoccurring visibility events, dissemination of the results with a wide audience, and stakeholder engagements are crucial to ensure that the project is implemented efficiently. These efforts bring awareness of the projects, serve as accountability mechanisms for the client and thus builds motivations and buy-ins. For instance, the establishment of the ARTC project included high visibility events, such as the launch ceremony held under the auspices of the Ministry of Solidarity and had attendance from the Deputy MoE, and promotional events, such as EFE Egypt Community Iftar Event with over 170 stakeholders in attendance. These efforts resulted in engaging 58 employers to collaborate on job placement as well as partnerships with Workforce Egypt, GIZ, the Productivity Vocational Training Department (PVTD), and more.



...Visibility, whenever it takes place through an event, a closing event or an article or a piece, it encourages further clients and further stakeholders to want to ask support and get involved because it directly creates a win-win situation for the company or the client ~ Project level stakeholder



There should be better strategic foresight in the selection of projects to attach inclusion components to ensure the disbursement timeline falls within the timeline of the programme. Since most projects in the ITCP are tied to EBRD investments, they generally only start after the investment project has begun or at some specific stage. This results in delay in the inclusion component if there are delays in the investment project. For instance, the Tunisia Southern Oasis project has been significantly delayed as it is tied to an infrastructure project, which has been in the pipeline since the beginning of 2018 but is only expected to



begin in mid-2023. However, as the ITCP is coming to a close, there will only be a short period of time to disburse the funds once the project begins. Particularly for large infrastructural investments that are prone to delays, it is recommended to regularly evaluate the likelihood that activities will take place within the scope of the framework and re-allocate funds if needed.

A legally-binding agreement requiring participants to remain in their home country for employment could help to mitigate the risk of brain drain. The agreement will not only encourage participants to seek employment within the country for a certain period to mitigate the risk of brain drain but also stipulate that they must repay the cost of their training if they choose to leave. This approach will help retain valuable talent within the region and fostered a sense of responsibility and commitment among the programme's beneficiaries. It serves as a powerful incentive for individuals to contribute their newly acquired skills to the local workforce, ultimately promoting economic growth and sustainable development in the SEMED region.

Programme approach should be tailored to the type of clients, such that with large public company, customized strategies are adopted like streamlining communication processes with designated liaisons and aligning operational procedures with the client's specific requirement. Dealing with bureaucracy and navigating complicated procedures within the public sector has illuminated the necessity for a distinct programme strategy compared to interactions with private sector clients. In the public sector, meticulous attention to regulatory compliance, transparency, and accountability is paramount. Therefore, future programmes must incorporate clear, well-defined channels for communication that align with the unique requirements of government organizations. Additionally, flexibility and patience are key virtues when working with public sector clients, as they often contend with longer decision-making processes and administrative complexities. By recognizing these distinctions and customizing programmes accordingly, both public and private clients can be better served, fostering more productive and fruitful partnerships while achieving mutual goals.

5.2 PROJECT LEVEL

Engaging with more than one representative from the client or partner organization can help mitigate potential risks from personnel changes. Changes in the ministries or government entities can disrupt the implementation of projects. Thus, efforts should be taken at the beginning of projects to identify at least two key contacts. Additionally, having MOUs with project partners would be beneficial to ensure the continuation of the work in the event of a change in leadership or priorities. An official commitment from two representatives of any government engaged in policy dialogue would provide some flexibility and assurance that the work will continue if one becomes unavailable.

Due to the complex environment of some projects involving multiple stakeholders, roles and responsibilities need to be clearly defined and communicated through official commitment/agreement or MOUs to ensure efficient implementation. For instance, the Osiris project was supporting the El Gouna Hotel School, but the school is owned by the Sawiris Foundation. Implementation has reportedly been challenging due to the different layers of involvement. Similarly, for STA, implementation required a high level of coordination between various parties: STA the school, MoE, and AHK. Thus, a recommendation is to have a written agreement of the roles and responsibilities of all parties involved beforehand to ensure alignment and efficient implementation.

“ *...Definitely the agreement on the roles and responsibilities needs to be very clear in written format at the very beginning ~ Project level stakeholder* ”

Given the risk of brain drain, skills development programmes need to have a direct linkage to desirable employment through direct engagement with private employers. Addressing the unintended brain drain



effect requires a nuanced approach that balances the benefits of training and skill enhancement with measures to retain and incentivize these skilled individuals to contribute to the prosperity of their home countries. The first step in this is to secure gainful employment for participants. The programme was adept at fostering direct engagement and seamless coordination with private employers in the development of training initiatives, a strategy exemplified by the notable achievements of MAF Almaza and STA. This approach has not only ensured the relevance and real-world applicability of the training programmes but has also enabled graduates to seamlessly transition into gainful employment.

In terms of training, it is recommended that future programmes incorporate competency-based models and hybrid delivery approaches to ensure effectiveness and maximize impact. Competency-based training models emphasize practical application and mastery of skills which ensures that the trainees are better equipped to translate their training into their jobs. While assessing STA, the value added from a CBT model was apparent to ensure an evidence-based appraisal of the training. By integrating competency-based training into dual training programs, students can progress at their own pace, mastering each skill before moving on to the next. Then, an assessment prior and post-training ensures that the training effectively delivers on its objectives and provides the trainees the competencies required for the specific field. Moreover, integrating hybrid delivery methods, which combine traditional classroom instruction with online resources and interactive platforms, acknowledges the diverse learning preferences of individuals and harnesses the advantages of both in-person and virtual learning environments. This holistic approach not only accommodates the needs of a digitally interconnected world but also promotes accessibility, flexibility in the case of events like COVID, and adaptability for those unable to access in-person training (people in rural areas, women with care responsibilities, etc.) ultimately paving the way for more impactful and future-proofed training programmes. To this end, the client's technical capacity, facility, and equipment need to be assessed beforehand to ensure they are adequate and conducive for distance learning.

Future technical inclusion interventions should leverage ITCP's success factors such as direct engagement with private employers and local education providers in training development and cultivating strong relationships with clients and partners. The programme was adept at fostering direct engagement and seamless coordination with private employers in the development of training initiatives, a strategy exemplified by the notable achievements of MAF Almaza and STA. This approach has not only ensured the relevance and real-world applicability of the training programmes but has also enabled graduates to seamlessly transition into gainful employment. The programme's commitment to engaging with local education and training providers also ensured the sustainability of the market-relevant training by not relying on programme funds to operate, as in the MAF Almaza collaboration with EFE Egypt, NEPCO's partnership with Al Hussein HTU, and STEG's three university alliances. Moreover, the programme's exceptional rapport with clients and implementing partners has undeniably contributed to its accomplishments. This has facilitated a keen understanding of the clients' needs and a nimble response to dynamic market demands, resulting in tailored and impactful training initiatives. As future programmes are envisioned, it is strongly recommended that they integrate these successful features into their design.



ANNEXES

ANNEX I: PROJECT DETAILS

Figure 13: Overview of the Projects in the ITCP

Skills Assessment for Energy Production and Utilities in Tunisia	Tunisia	Completed
United Metals / El Sewedy Technical Academy (STA)	Egypt	Completed
<i>"Economic inclusion of young men and women through improved access to high-quality dual education and training in Egypt"</i>		
Policy dialogue initiative	Egypt	Completed
<i>"Supporting Economic Inclusion Policy Dialogue in Egypt - Electrical Equipment and Cables sector"</i>		
Industry Recovery Plan: Programme for Development of Technical and Soft Skills	Morocco	Completed
Establishment of the City Centre Almaza Recruitment and Training Centre for young people and those with disabilities	Egypt	Completed
Skills in Business, TC Framework	Regional (MENA)	Active
Support to Energy Production and Utilities in Tunisia	Tunisia	Active
Support the Technical and Vocational Skills Development Commission (TVSDC)	Jordan	Active
Skills Development and Certification for Energy Production and Utilities in Jordan	Jordan	Active
Youth inclusion through improved skills governance and high-quality dual learning provision in hospitality and tourism in Egypt (Project Osiris)	Egypt	Active
Inclusive Project Hyatt – Phase 1	Egypt	Active
Supporting Economic Inclusion Policy Dialogue in Egypt - Electrical Equipment and Cables sector – Phase 2	Egypt	Active
Tunisia Southern Oases – Phase 1	Tunisia	Under development
Inclusive Tourism and Property Framework	Egypt	Cancelled



1) Skills Assessment for Energy Production and Utilities in Tunisia

Contracted: Q2 2020	Country: Tunisia	Client: Tunisian Company of Electricity and Gas (STEG)	Status: Completed
Objective	The assignment was to support a labour market analysis of the skills needs and gaps for STEG and the broader energy sector in Tunisia. Specifically, it aims to gain an in-depth understanding of industry expectations and demand versus educational and training supply in the energy sector, including future skills needs forecasting. This will be done by identifying the current skills endowments and possible skills initiatives to promote women's participation in the sector and determining how private sector participation could be encouraged in closing the identified skills gaps and in reforming education provision, specifically at the TVET level.		
Activities	A market analysis of the skills needs and gaps for STEG as well as at the broader energy sector level in Tunisia.		
Progress	<ul style="list-style-type: none"> The market analysis of the skills needs and gaps for STEG as well as at the broader energy sector level in Tunisia was finalized and presented to stakeholders, with SECO attendance. The STEG assessment report on skills assessment report for the Tunisian Energy sector was finalized and presented during a webinar with SECO participation. 		



2) United Metals / El Sewedy Technical Academy (STA)

Contracted: Q4 2018	Country: Egypt	Client: El Sewedy Technical Academy	Status: Completed
Objective	The project aims to increase access to skills development and work-based learning opportunities for young people by supporting a vocational training school focusing on industrial electronics. The envisaged scope includes curriculum development, training of trainers, national/int'l accreditation, development of sustainable governance, management, and operational structure, as well as partnership development with the private sector and the industry training council.		
Activities	<ul style="list-style-type: none"> Curriculum and examination development for a priority discipline, such as Industrial Electronics; including training of teachers and support on national accreditation of training. Support STA during their expansion, the first phase in setting up and administering new demand-driven schools (school no. 3 and no. 4+), support on communication, strategy, and development of new offers for students. Support STA to promote and enhance gender mainstreaming, taking into account their already ongoing efforts in this area. 		
Progress	<ul style="list-style-type: none"> A full gender assessment was completed, and recommendations were shared. Gender awareness during enrolment increased female enrolment for some disciplines. Enrolment went from 762 (13.3% women, 86.6% men) in 2020 to 846 (16.1% women, 83.9% men) in 2021. All 846 graduates were supported by private sector employers and employed via dual learning contracts. The online gender campaign and market study were finalized and shared with the client. A verification workshop was held with expert consultants and government stakeholders. The capacity of STA's two training facilities (STA 1 and 2) was expanded to 600 from the original 300 students. The building for the new school in Sadat City is being finalized but teachings have started in a temporary building with 150 students, 7 classes, and 6 partners. TA received ISO 29900, a quality management system standard for providers of education and training services. A three-year curriculum was developed and approved by the Ministry of Education and provided training for teachers. The curriculum received level B certification from the German Arab Chamber. 762 young people enrolled by September 2020 (13.3% women, 86.6% men) of which 165 in industrial engineering (42.4% women, 57.6% men); 12 teachers trained (33% women, 66% men) were trained on inclusion models. All students enrolled in industrial engineering expected to graduate were to receive nationally or internationally acknowledged certification. El Sewedy Group is a pioneering representative of the new Sector Skills Platform for Industrial Engineering. An additional €8,600 in funding was approved to buy textbooks, of which €7,568 went into translators who are finalizing the textbooks. 		



3) Policy Dialogue Initiative: Supporting Economic Inclusion Policy Dialogue in Egypt - Electrical Equipment and Cables Sector

Contracted: Q3 2019	Country: Egypt	Client: United Metals Company (UMC)	Status: Completed
Objective	This assignment aims to facilitate dialogues between the private sector in the Electrical Equipment and Cables sub-sector under the Chamber of Engineering Industries (CEI) and technical and vocational education and training providers. It also aims to devise skills standards in the various occupations that will then inform the design of training provisions.		
Activities	<ul style="list-style-type: none"> Engage in discussions with the government (Ministry of Education) and other stakeholders. Set up a high-level Sector Skills platform (SSP) for the Electrical Equipment and Cables sub-sector led by the private sector. 		
Progress	<ul style="list-style-type: none"> The E3C SSP was formally established by the end of 2019 by means of a decree by the Chairman of the CEI and administered within the CEI. COVID-19 caused some delays in passing the ETQAAN law but the support from the government and other key stakeholders remained strong. The E3C SSP Board is made up of 10 leading companies in electrical equipment and cables, large and medium size Egyptian companies as well as multinational companies, and representatives from the main public sector TVET providers like the Ministry of Education and Technical Education (MoE) and the Productivity and Vocational Training Department (PVTD) affiliated to the Ministry of Trade and Industry (MoTI) and a member of the quasi-governmental agency responsible for industrial development, the Industrial Modernisation Centre (IMC). The E3C SSP developed numerous literature to be utilized to guide setting up Skills Councils in other economic sectors, including a roadmap for setting up Skills Councils in general, a roadmap and methodology for developing National Occupational Skills Standards (NOSS) that was endorsed by key stakeholders including the MOE and IMC, stakeholder mapping and links with the E3C SSP, and a comparative study on international best practices of setting up private sector-led platforms to dictated skills demand in the market. Key products were developed by the E3C SSP Board: <ul style="list-style-type: none"> E3C mandate that defines the breadth and width of the E3C SSP and will function as the blueprint for other councils to be guided by. E3C SSP medium-term Strategic Plan and E3C SSP short-term Action Plan. Development of 5 NOSS for priority occupations previously identified by the Board. Due to a delay in the project, a need for an extension has been identified and a second phase has been set up. 		



4) Skills in Business

Contracted: Q4 2019	Country: SEMED	Clients: El Roda, Farm Fresh, Lamatem, Project Azur, Teriak Laboratories, Medlabs	Status: Active
Objective	The overall objective is to design and introduce work-based learning schemes to SMEs as a tool to recruit, build, and retain a skillful young labour force and support the school-to-work transition for young women and men. Specifically, it aims to enhance the capacity of up to 10 SMEs in the region to effectively recruit and retain skilled young people, as well as contribute to reducing skills mismatch by supporting quality internships and on-the-job training with local enterprises, possibly with an additional emphasis on young women. The project focuses on Egypt, Morocco, and Tunisia.		
Activities	<ul style="list-style-type: none"> • Baseline assessment • Training components • For El Roda, three training sessions were composed of capacity building and training on the new agreed performance management process, communicating business strategy to the workforce, using KPIs, and measuring impact. • For Lamatem, a train-the-trainer programme to support the massive growth it experienced, induction training, and a coaching programme for supervisors. • The support to Teriak will consist of opening up work-based learning for young people and introducing improved HR practices in this context. • Medlabs will be supported through a skills training programme. 		
Progress	<ul style="list-style-type: none"> • Six clients have been signed: El Roda and Farm Fresh (Egypt), Lamatem and Project Azur (Morocco), Teriak Laboratories (Tunisia), and Medlabs (Jordan). • Baseline assessments and training components for El Roda and Lamatem, have been completed. • For El Roda, three training sessions were delivered to the management team during Jan-Feb 2021: (1) on developing strategies, performance management, and measuring impact, (2) on competency frameworks, retention, and career planning, and (3) on learning approaches and project status, summary. • For Lamatem, a train-the-trainer programme was developed. Skills needs analysis was completed on 195 individuals. Seven supervisors/managers in the organization were trained to support induction training and 99 individuals were trained by the newly trained supervisors. A coaching programme for supervisors was also developed and finalized. 77 individuals participated in work-based learning and 7 individuals were promoted in 2021. Lamatem is supported by ESITH (High School of Textile Industries) in creating its own work-based learning centre. • The implementing consultants for Teriak and Medlabs have been selected and the baseline reports for both were completed. • Two possible transactions are under assessment to be implemented under this TC framework. The transactions are with Atlas Olive Oil in Morocco, which is a family-owned business where staff lack independence and are looking for ways to better manage and guide talent, and with RK Food in Tunisia. 		



5) Establishment of the City Centre Almaza Recruitment and Training Centre (ARTC) for Young People and those with Disabilities

Contracted: Q4 2019	Country: Egypt	Client: Majid Al Futtaim Holding LLC (MAF)	Status: Completed
Objective	The assignment aims to support MAF, a large shopping mall operator, to improve access to training and work-based learning opportunities for young women and men through a bespoke on-site training facility offering accredited learning opportunities attuned to resident retailers' needs.		
Activities	<ul style="list-style-type: none"> Establish a training facility at its new retail and entertainment centre, delivering new training and work-based learning opportunities to young people and those with disabilities. Design the new facility to a) provide market-relevant training to young people accessing jobs within the new shopping centre; b) deliver such training to people with disabilities in line with international best practices; and c) advise tenant businesses within the centre on how best to engage and integrate disabled workers. Phase I is to provide the relevant scoping support to establish a functional business model for the new facility and engage training providers. Phase II to facilitate implementation through the formalization of relevant services contracts (for an initial three-year operating period), development of training curricula and materials, fulfillment of the training of trainers, and the launch of the new facility's inaugural training sessions benefiting young women and men alongside individuals with disabilities. 		
Progress	<ul style="list-style-type: none"> Phase I of the work was finalized successfully in May 2020 and Phase II was launched in the summer of 2020. The virtual launch of the Academy occurred in April 2021. The virtual form will deliver the types of training the tenants need through a digital delivery mode, with the intention of switching to the physical centre once it becomes available to do so. The training materials and training of trainers for ARTC were completed. The first online graduation ceremony of 14 trainees for one of the online courses took place, with the ceremony being shared on social media. The physical space was completed with a launch where the Swiss Ambassador spoke in February 2022 attracting many media outlets and increasing visibility to raise awareness of the project. The centre is running smoothly with support from the existing consultants. A report formalizing an agreement between MAF and EFE-Egypt (Education for Employment) to continue providing services to the Client after the duration of the EBRD support was completed. 		



6) Support to Energy Production and Utilities in Tunisia

Contracted: Q1 2021	Country: Tunisia	Client: Tunisian Company of Electricity and Gas (STEG)	Status: Completed
Objective	This project aims to support STEG and its partners in the energy sector in reducing gender and youth inclusion gaps. The project includes the improvement of STEG's HR policies and practices and supports to inclusive policy engagements with the Ministry of Vocational Training and Employment. Additionally, the project aimed to provide support to the Khélidia Training and Development Centre (CFPK), its development plan for 2022, and the design of upskilling programmes.		
Activities	<ul style="list-style-type: none"> • The TC will develop National Occupational Skills Standards (NOSSs/RECs) for at least four occupations, in line with STEG's needs and industry requirements. These occupations will be chosen among those that the National Agency for Employment, ANETI under the Ministry of Employment is improving in the REM system to ensure that it meets the future requirements of the labour market. • STEG will also contribute to the implementation of the new national employment strategy 2020-2030 that the MFPE is drafting along with ILO and the trade unions, with a view to improving the employment legislation. • With TC support, the focus of STEG's recommendations will be on facilitating the hiring of interns, expanding apprenticeship schemes across public companies, and promoting remote/flexible working arrangements for women and men. • Three partnerships with technical universities (ENIT, Sup'Com, and ENSTAB) to develop Master's programmes on digital and green skills for energy specialists are being established. 		
Progress	<ul style="list-style-type: none"> • Ten job and skills standards were developed, selected among those that will be critical to facilitate the green economy transition –i.e., Renewable Energy Manager/ Technician, Smart Grid Manager/ Technician, Energy Data Analyst, Cybersecurity Manager, and Energy System Manager. The NOSSs are being discussed for approval with the National Agency for Employment and Self-Employment (ANETI). • The consultants have developed and finalized the Gender Action Plan for inclusive employment. • 110 employees were trained in gender inclusion workshops, in jobs' referential and training programmes workshops, and as part of the HR team's capacity-building activities. • The three partnership agreements with technical universities were signed at the STEG Talents 2030 event. Specific topics were defined for each university partner to cover under the continuous education in the energy and digital sector. • The project won the silver medal of EBRD's Sustainability Awards, in the G&EI category. 		



7) Industry Recovery Plan: Programme for Development of Technical and Soft Skills

Contracted: Q1 2021	Country: Morocco	Client: Ministry of Industry, Trade, Green and Digital Economy of Morocco (MICEVN)	Status: Completed
Objective	This assignment will identify the skills-related needs among engineers, middle managers, and senior technicians within Morocco's automotive and aerospace manufacturing industries and develop a detailed approach to meeting these skills requirements in partnership with local education and training bodies during 2021-2025. The goals will be achieved by working in collaboration with MICEVN.		
Activities	<ul style="list-style-type: none"> Forecasting skills demand: identify the regional quantitative and qualitative needs of engineers and senior technicians over the period 2021-2025 through in-depth discussions with business leaders, employers' associations, education and training providers, and other relevant stakeholders; establish a plan to improve education and training of relevant managerial and executives focusing on qualifying training for new middle managers, upgrading skills of an existing middle manager, and training in soft skills. Evaluating skills supply: assess the existing higher and technical education and training offer that meets the needs of the manufacturing industry, automotive and aerospace sub-sectors in particular; identify key gaps in their delivery of a) technical skills for engineers and senior technicians; b) managerial skills of middle managers; and c) soft skills; benchmark Morocco's training delivery with the systems in relevant competitor countries including at least China, India, Spain, and Turkey. Designing a plan and negotiating partnerships to supply the required skills: elaborate a new training system (initial, qualifying, and/or continuing) to meet the identified needs and its implementation (cost estimate, sources of funding, implementation deadlines, operational and partnership model). 		
Progress	<ul style="list-style-type: none"> The TC was finalized at the end of Q4 2021, with findings shared with SECO and the Ministry satisfied with the work. As part of the finalization of the project, a Memorandum of Understanding was signed between the MICEVN and the Ministry of Education. The final report was well received by the Ministry, and it's being used as part of their work planning in the coming months. This project was tied to a transaction with FEV UTAC, an automotive testing company that received financing to build the first high-tech automotive testing facility in Africa. FEV UTAC will be the private sector champion to help deliver this work. Through this project, MICEVN established a partnership with a local vocational school to develop new standards in automotive testing. 		



8) Support the Technical and Vocational Skills Development Commission (TVSDC)

Contracted: Q2 2021	Country: Jordan	Client: TVSDC	Status: Active
Objective	This assignment will support the TVSDC in establishing a directorate that will oversee the work of the various sector skills councils (SSC) in Jordan.		
Activities	<p>Work in collaboration with the Ministry of Labour, a national consultant, and the TVSDC to achieve the goal through:</p> <ul style="list-style-type: none"> • providing support in developing the mandate and organizational structure of the SSC Governance Directorate at the TVSDC and its operationalization, • organizing a series of national workshops on the role and mandate of SSCs, and • providing support for technical inputs for the development of National Occupational Skills Standards (NOSS) in the tourism and hospitality sector. 		
Progress	<ul style="list-style-type: none"> • The work on the SSC governance directorate has begun with dialogue currently ongoing. • A draft bylaw and organizational structure for the SSC governance directorate. • Several meetings have been held with the International Labour Organization (ILO) to learn best practices with SSC set-ups. • TVSDC is working on revising the bylaw for SSCs, by working on a more detailed legal instrument to regulate the operations of SSCs. The national consultant engaged in this project is acting as a silent member on the committee established to draft the bylaw, thus bridging the work between drafting the mandate of the directorate and revising the bylaws. • A workshop on Private Sector Engagement for Progress: Coordinating the Work of Sector Skills Councils and the TVSDC was hosted on March 30, 2022, under the Patronage of the Minister of Labour, with more than 65 participants including the different SSCs, Business Associations, public sector stakeholders and development partners (World Bank, GIZ, ETF, ILO, EUD and Swiss Embassy). Based on the outputs of this workshop, the policy dialogue engagement will continue in two key approaches: <ul style="list-style-type: none"> - Skillsonics, an Indian expert in SSC engagement with the public sector, will continue to engineer the processes and operationalize the SSC Governance Secretariat designed in line with best practices and feedback received from the workshop in collaboration with the ILO and the World Bank. This assignment is funded by SECO. - The development and accreditation of NOSS for the tourism and hospitality sector will continue with the goal to develop and accredit 20 NOSS by the end of 2022. • A new president for the TVSDC was appointed at the end of Q1 2022, with whom EBRD is coordinating closely on this TC. 		



9) Skills Development and Certification for Energy Production and Utilities in Jordan

Contracted: Q2 2021	Country: Jordan	Client: National Electric Power Company (NEPCO)	Status: Active
Objective	<p>The project focuses on economic inclusion with three technical cooperation (TC) areas. The first aims to assist NEPCO to act on equal opportunities across its human resources (HR) policies including designing new policies and practices, with a view to improve career opportunities for women in the company and increase women's participation in key areas of the workforce. The second aims to design, formalize, and implement an apprenticeship arrangement between NEPCO's Electrical Training Centre (ETC) and the Bachelor programme in Energy Engineering of Al Hussein Technical University of the Crown Prince Foundation (HTU) so that 140 young people will gain accredited market-relevant skills as part of this arrangement, including a minimum 25% of women. The third aims to respond to the market's needs by supporting NEPCO's design of a new mechanism for quality electrical technicians and specialists, working with the National Energy and Minerals Regulatory Commission (EMRC), the Ministry of Energy, and the Ministry of Labour.</p>		
Activities	<ul style="list-style-type: none"> • Baseline and needs assessment of NEPCO's organizational structure, HR strategy, and capacity-building measures. • Stakeholder engagement and cooperation: stakeholder mapping. • Equal opportunities action plan: identification of the actions required to advance equal opportunities across NEPCO's operations. • Development of gender-sensitive products and other toolkits and knowledge products in line with the needs assessment findings. • Training and capacity building. 		
Progress	<ul style="list-style-type: none"> • The main achievements of the first TC, completed in May 2022, include capacity building of the human resources department on updated HR policies and methodologies within the context of equal opportunities. 68 employees were trained in gender diversity and equal opportunities. • The second TC started in Q2 2022. HTU and NEPCO ETC are working to develop the curriculum and processes for the apprenticeship with the first cohort of 8 students entering in February 2023 and 2 cohorts of 8-12 students will be welcomed every year. • Discussion is ongoing between NEPCO ETC and HTU, one of the leading universities in Jordan. Technical teams from both parties have assembled a working group to devise curricula for the apprenticeship arrangement. A technical expert will be brought on board to facilitate the implementation of this apprenticeship arrangement. • A Memorandum of Understanding with the apprenticeship programme was signed by HTU in February 2022 with the Swiss Embassy in attendance. • The technical expert that will work on the policy dialogue component has been selected, and the TC will commence in H2 2022. • The assignment paved the way for NEPCO to continue their engagement on equal opportunities and skills as part of a separate investment and TC package, indicating the sustainability of the results. 		



10) Youth Inclusion through Improved Skills Governance and High-Quality Dual Learning Provision in Hospitality and Tourism in Egypt (Project Osiris)

Contracted: Q2 2021	Country: Egypt	Client: Restricted – owner of Red-Sea Governorate Hotels	Status: Active
Objective	<p>The assignment aims to address significant and structural youth inclusion challenges, particularly for young women, in terms of access to employment and skills, by engaging a private sector leader in the hospitality and tourism industry to introduce new training programmes and high-quality dual learning opportunities in addition to a new policy engagement to implement new apprenticeship legislation. The assignment will contribute to youth and gender inclusion by promoting work-based learning opportunities across hospitality and tourism investments in Egypt in a new partnership with the Sawiris Foundation. The assignment will also link to the Bank's upcoming investment with (restricted) client – owner of red-sea governorate hotels.</p>		
Activities	<p>Provide expert support to the Gouna Hospitality School (GHS) in:</p> <ul style="list-style-type: none"> • Strengthening GHS governance structure to ensure ongoing alignment of dual learning curricula with private sector needs: map the most relevant stakeholders and training hotels, develop an engagement plan for key stakeholders, establish communication with key stakeholders, and outline concrete roles and responsibilities under the proposed cooperation arrangements, • Developing and implementing a gender outreach and awareness campaign to enhance female enrolment, and • Developing curricula for the within-company practical learning component of the GHS qualification(s) to enhance student learning outcomes and close skills gaps at the level of hotels (including management level awareness and implementation support): curricula specialization in Hotel Specialist/Manager. 		
Progress	<ul style="list-style-type: none"> • This assignment was originally presented under the Inclusive Tourism and Property Framework. • The third component of this assignment commenced in Q2 2021, with consultants developing the curricula for the within-company practical learning component of the GHS qualifications. The first phase of the component was completed with the training of trainers finalized. 22 in-company trainers were trained. • The other components have been delayed due to Covid-19. • A visibility event on this project was planned for the summer of 2021 but it didn't materialize. • Difficulty finding experts appropriate for the project delayed procurement and the launch of the other two components, including a marketing firm to launch the gender campaign. However, the TORs for the other two components have now been completed, the experts were selected, and the contracts are being finalized. 		



11) Tunisia Southern Oases – Phase 1

Contracted: Procurement expected Q4 2023	Country: Tunisia	Client: Ministry of Agriculture, Hydraulic Resources and Fisheries (MAHRF)	Status: Under development
Objective	The objective of this assignment is to (a) support women and youth in accessing existing economic opportunities in the project area by supporting entrepreneurship development and on-the-job training, as well as (b) identify opportunities for future income generation that reduce dependence on fossil groundwater resources, in the context of modernization of public hydraulic infrastructure in the traditional oases.		
Activities	<ul style="list-style-type: none"> • Baseline and needs assessment: building on and updating existing data, collect and present socio-economic sex-disaggregated data on the challenges and economic opportunities in the region short and long term; assess the current gaps and benefits from improved irrigation, and map existing initiatives in the region or comparable regions in Tunisia. • Stakeholder engagement and cooperation arrangements: stakeholder mapping and engagement plan. • Develop prioritized and actionable recommendations to promote economic opportunities for women and youth including income diversifications with a view to reducing dependence on water-intensive agriculture and present to MAHRF, Regional Commissary for Agricultural Development (CRDA), and Agricultural Development Groups (GDA) for senior-level buy-in, capacity-building measures, tools, toolkits, and knowledge products. • Develop and implement an 'Economic Inclusion Plan' for women and youth: implement entrepreneurship training and on-the-job programme for at least 100 women and youth, liaise activities with relevant stakeholders and deliver regional peer learning and network building initiatives; deliver capacity building for senior and middle management of MAHRF, CRDAs, and GDAs. 		
Progress	<ul style="list-style-type: none"> • The TOR for the project has been developed and SECO and the Client have approved the TOR for the project. • The TC requires the underlying infrastructure, which the EBRD is financing to be built before it can be launched. However, local delays in the infrastructure construction are slowing the timeline for implementation. • The originally planned launch date was Q3 2021, but the expected launch of the project was pushed to the end of H2 2023. 		



12) Inclusive Project Hyatt – Phase 1

Contracted: Q4 2021	Country: Egypt	Client: Hyatt	Status: Active
Objective	This TC aims to support Hyatt in developing and implementing a high-quality training programme tailored to client needs in hospitality and tourism, with a focus on introducing a new work-based learning programme for young labour market entrants as well as life-long learning management training modules. This assignment will complement the client's recruitment plans starting in 2021 and will provide support to provide accredited training to at least 250 young women and men across Hyatt's operations including front office, food and beverage, hotel maintenance, etc. This assignment was originally presented under the Inclusive Tourism and Property Framework.		
Activities	Conduct an equal opportunities assessment and recommendations on gender-sensitive and inclusive recruitment, active outreach, and promotion of women's participation in tourism.		
Progress	<ul style="list-style-type: none"> The consultants for this project have been selected and have completed the first scoping mission, which consisted of the initial meeting between the Hyatt team and consultants and the exchange of relevant documents related to the engagement plans and employees. A second scoping mission has been planned for September 2022 to launch focus groups and begin stakeholder engagement with local training counterparts and more. 		



13) Supporting Economic Inclusion Policy Dialogue in Egypt - Electrical Equipment and Cables Sector – Phase 2

Contracted: Q3 2021	Country: Egypt	Client: United Metals Company (UMC)	Status: Active
Objective	This assignment aims to build on the achievements previously attained of setting up the E3C SSP and expand its coverage to the wider industrial engineering sector in Egypt and facilitate dialogues between the private sector in that sector and technical and vocational education and training providers. It also aims to develop skills standards in the various occupations that will then inform the design of training provisions. It will also provide technical support to the development of the regulatory framework, institutionalizing the role of the private sector in the skills development process.		
Activities	<ul style="list-style-type: none"> • Produce up to 15 National Occupational Skills Standards (NOSS) in priority occupations in the industrial engineering sector complemented by 5 competency-based curricula. • Continue to provide support for the E3C SSP. • Implement the first sectoral labour-market survey branded by the E3C SSP in collaboration with the European Training Foundation (ETF) • Engage in discussions and consultations between development partners and national counterparts with the goal to expand the coverage of the skills council to the wider industrial engineering sector. • Development of NOSS and competency-based curricula. • Provide technical support to initiate setting up a Hospitality and Tourism Sector Skills Council. 		
Progress	<ul style="list-style-type: none"> • Phase II started in Q1 2022. • Jointly with USAID, GIZ, and other development cooperation partners, extensive discussions and consultations took place with national counterparts that resulted in the establishment of an umbrella organization under the auspices of the Ministry of Planning and Economic Development. • EBRD's consultations with the Chamber of Engineering Industries (CEI) and the Federation of Egyptian Industries (FEI) in collaboration with El Sewedy, resulted in the agreement to expand the coverage of the skills council to cover the wider Industrial Engineering sector. • The methodology for the labour market studies is being finalized after discussions with the ETF on the methodology and details for commissioning a well-analysed sector labour market intelligence reports branded by this SSC. • Coordination with GIZ and USAID is ongoing in line with the Ministry of Planning and Economic Development's requests. 		



ANNEX II: PROGRAMME LOGFRAME



OUTPUTS	OUTPUT INDICATORS
1. Skills gap assessment conducted at company, sector, or country levels	<ul style="list-style-type: none"> Number of project/company level baseline assessments Number of sector/country level skills gap assessments
2. Entities trained for economic inclusion activities	<ul style="list-style-type: none"> Number of entities (e.g. companies, ministries, associations etc.) trained and advised on corporate governance, human resources management, etc
3. Partnerships established with national and international stakeholders on addressing skills gap	<ul style="list-style-type: none"> Number of countries engaged at the national level in inclusion policy reforms Number of policy dialogue initiatives developed (e.g. platform for policy dialogue between the private sector and public authorities) Number of private sector companies engaging in policy dialogue
4. Tailored inclusion models recommended to companies	<ul style="list-style-type: none"> Number, type and target group/s (disaggregated by gender) of trainings implemented Number, type and target group/s of trainings developed Number of men and women trained, e.g. staff, members of associations and cooperatives, entrepreneurs, employees, professionals, students
5. Relevant education- or labour-related stakeholders identified and engaged in a given sector	<ul style="list-style-type: none"> Number of partnerships with local institutions (training providers, civil society organizations, etc) Number of engagement of local consultants
6. Policy engagement and local capacity building activities conducted	<ul style="list-style-type: none"> Number of recommendations in relation to the public-private dialogue on skills standards, provision, and dual learning supported by the programme



ANNEX III: LIST OF STAKEHOLDERS INTERVIEWED

Name	Type
Louisa Barzen	EBRD OL Tunisia Southern Oasis
Dagmara Chwalowska	EBRD OL
Sunita Pitamber	EBRD Associate Director, Gender
Marko Stermsek	EBRD OL City Centre ARTC and MICEVN
Margherita Calderone	EBRD OL STEG
Sarra Farhat	STEG Consultant
Rami Samain	EBRD OL SSC
Dr. Ahmed Ashmawi	SSC national consultant
Yasmeen Shahzadeh	EBRD OL Skills development and certification (NEPCO) and TVSDC
Reem Mikhael Bassem	EBRD OL Project Osiris and Hyatt
Krasny Pawel	EBRD OL Skills in Business
Zeina Dowidar	EBRD OL STA
Johannes von Stamm and Christian Prange	STA Consultants
Zeina Dowidar	EBRD GEI Team
Biljana Radonjic Ker-Lindsay	EBRD GEI Team
Christine Lewis	SECO Headquarters
Laila Kenaway and Michal Harari	SECO Cairo Egypt
Patrik Zimmerli	SECO Tunis Tunisia
Bouchra Boutaleb and Nathalie Marville Dosen	SECO Morocco
Moatasem El-Alefy	Head of SSC
Mona Ayoub	German Arab Chamber – STA case study
Pasqualino Mare	European Training Foundation (ETF)
Mohamed Megahed	Ministry of Education and Technical Education – SSC case study
Ahmed Hosny	SSP Coordinator



Marco Colombara	El Sewedy STA
Dr. Hanan Nazir	Ministry of Planning and Economic Development – SSC case study
Adrian Andreas	GIZ – SSC case study
Leila Bouteraa	STEG
Khaled Grayaa	ENSTAB - STEG case study
Faten Kardous	



ANNEX IV: LIST OF ITCP DOCUMENTS REVIEWED

Programme Level	- Terms of Reference for Demonstration of the impact and sustainability of the outcomes from the EBRD-SECO Inclusion Technical Cooperation Programme in SEMED
	- EBRD Progress Update: Economic Inclusion
	- EBRD Economic Inclusion MENA Credit Proposal for SECO
	- EBRD Economic Inclusion Programme Concept Note for SECO
	- The Equality of Opportunity Strategy 2021-2025. EBRD
	- Economic Inclusion Strategy (EIS) 2017-2021 Mid-term review
	- Bi-annual Progress Reports 2018 Q1 Q2 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, and Annex IV-Projects
	- Bi-annual Progress Reports 2018 Q3 Q4 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, and Annex IV-Projects
	- Bi-annual Progress Reports 2019 Q1 Q2 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, and Annex IV-Projects
	- Bi-annual Progress Reports 2019 Q3 Q4 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, Annex IV-Projects, and Request for a No-Cost Extension Proposal
	- Bi-annual Progress Reports 2020 Q1 Q2 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, Annex IV-Projects, and Annex V
	- Bi-annual Progress Reports 2020 Q3 Q4 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, Annex IV-Projects and Annex V-TOR-SSC Skillsonics, SSC Ahmed Ashmawi, and Tunisia Southern Oasis
	- Bi-annual Progress Reports 2021 Q1 Q2 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, and Annex IV-Projects
	- Bi-annual Progress Reports 2021 Q3 Q4 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, and Annex IV-Projects
	- Bi-annual Progress Reports 2022 Q1 Q2 with Annex I-Logframe, Annex II-Activities, Annex III-Budget, and Annex IV-Projects
	- EBRD SECO Steering Committee Meeting Agenda
	- TC Overview Sheet with Terms of Reference – MAF Almaza ARTC
	- ARTC Report – Dec 2021-Feb 2023
	- Excel Summary of ARTC Programmes – Dec 2021-Feb 2023
	- TC Overview Sheet with Terms of Reference – Skills in Business
	- TC Overview Sheet with Terms of Reference – Skills in Business El Roda
	- TC Overview Sheet with Terms of Reference – Skills in Business Lamatem



	- Skills in Business El Roda Final Report December 2022
	- Skills in Business Lamatem Final Report December 2022
	- Skills in Business MedLabs Baseline Report December 2022
	- Skills in Business Teriak Baseline Report January 2023
	- TC Overview Sheet with Terms of Reference – MICEVN
	- TC Overview Sheet with Terms of Reference – NEPCO
	- TC Overview Sheet with Terms of Reference – Project Osiris
	- TC Overview Sheet with Terms of Reference – TVSDC
	- Tunisia Southern Oasis Terms of Reference
Case Study - SSC	- TC Overview Sheet – E3C SSC
	- SSC Egypt International Consultant Terms of Reference
	- SSC Egypt National Consultant Terms of Reference
	- Policy Dialogue Ahmed El Ashmawi Terms of Reference
	- E3C Egypt Skillsonics Terms of Reference
	International Case Studies:
	- Case Study on Sector Skills Councils in India
	- Case Study on Vocational Education and Training System in Switzerland
	- Lessons from International Literature on Sector Skills Councils
	Egyptian Vocational Competence-based Qualifications (NSSP) for the Electronics Cluster
	- Electronic Processing & Control Level 1
	- Electronic Processing & Control Level 2
	- Electronic Processing & Control Level 3
	- Manufacturing and Maintenance of Industrial Electronics System Level 1
	- Manufacturing and Maintenance of Industrial Electronics System Level 2
	Egyptian Vocational Qualifications for the Engineering Industries Sector
	- Electrical Maintenance & Repair of Industrial Systems Level 2
	- Electrical Maintenance & Repair of Industrial Systems Level 3
	Egyptian Vocational Training Qualifications for the Engineering Industries Sector



	- Operation and Maintenance of Mechatronics System Level 1
	- Roadmap for Establishment of Sector Skills Councils in Egypt – Draft #1
	- Roadmap for Development of Egyptian National Occupational Standards – Draft #1
	- The Egypt Electrical Equipment and Cables Sub-sector Skills Platform – Draft Mandate #4
	- The Egypt Electrical Equipment and Cables Sub-sector Skills Platform First Year Operational Plan – Draft #1
	- The Egypt Electrical Equipment and Cables Sub-sector Skills Platform Draft Strategic Plan Years 1-3
Case Study - STA	- STA Terms of Reference
	- STA TC Overview
	- Final Report – Economic Inclusion of Young Women and Men through Improved Access to High Quality Dual Education and Training in Egypt by GFA Consulting Group February 2021
	- Final Report Annex 7.1 Market Insights Sadat City
	- Final Report Annex 7.2 Company Directory Sadat City
	- Final Report Annex 8.1 Gender Strategy Recommendations
	- Final Report Annex 8.2 Gender&Diversity Action Plan Recommendations
	- Final Report Annex 8.3 Gender Online Campaign
	- Final Report Annex 9.2 Job Preparation Manual Outline
	- STEG Terms of Reference and Budget
	- TC Overview Sheet – STEG
	- EBRD STEG Kick-off Meeting 15 th March 2021 presentation
	- Atelier de structuration des projets – 22 Mars 2021
	- EBRD STEG Talents 2030 Executive Summary A&B projects
	- EBRD STEG Talents 2030 P07 Scénarios de partenariats V1.0
	- EBRD STEG Talents 2030 P07Rapport de diagnostic V1.0



Case Study - STEG	- EBRD STEG Talents 2030 P07 Rapport de diagnostic V1.2
	- EBRD STEG Talents 2030 P01 Shortlist des emplois prioritaires V1.2
	- EBRD STEG Talents 2030 P02 Rapport de diagnostic V1.2
	- EBRD STEG Talents 2030 P03 Rapport de diagnostic V1.2
	- EBRD STEG Talents 2030 P03 Scénarios de la démarche GPEC V1.0
	- EBRD STEG Talents 2030 P04 Rapport de diagnostic V1.1
	- EBRD STEG Talents 2030 P05 Rapport de diagnostic V1.3
	- EBRD STEG Talents 2030 P06 Rapport de diagnostic V1.1
	- STEG Talents 2030 P06 Elaboration d'un plan d'action pour l'égalité Homme/Femme au sein de la STEG – Questionnaire V2.1
	- STEG Talents 2030 Enquête Egalité des Genres P06 Raw Answers to Questionnaire Report
	- EBRD STEG Talents 2030 Plan d'action P08 P09
	- EBRD STEG Talents 2030 Plan d'action P10
	- Livrable Phase 3: Recommandations - Évaluation des compétences et des emplois pour la production et les services relatifs à l'énergie en Tunisie
	Livrables – Projets A:
	<ul style="list-style-type: none"> - P01 Fiches emplois V1.0 Excel - P07 Convention cadre de partenariat scientifique – STEG ENIT V06 - P07 Convention cadre de partenariat scientifique – STEG ENSTAB V04 - P07 Convention cadre de partenariat scientifique – STEG SUPCOM V05 - P07 Recommandations sur les contenus des partenariats V1.0
	Livrables – Projets B:
	<ul style="list-style-type: none"> - P05 Note de cadrage initiatives prioritaires V1.0 - P06 Focus Group Gender V1.0 - P06 Note de cadrage Gender V1.1 - P06 Résultats enquête Gender V1.0
	Rapports suivi – Projets C:
	<ul style="list-style-type: none"> - Compte rendu – Phase d'initiation à l'implémentation Comité Projets P02 P03 P04 Réunion du 24/09/2021 - Compte rendu – Phase d'initiation à l'implémentation Comité Projets P02 P03 P04 Réunion du 13/10/2021 - Compte rendu – Phase d'initiation à l'implémentation Comité Projets P02 P03 P04 Réunion du 29/10/2021



	<ul style="list-style-type: none"> - Compte rendu – Phase d’initiation à l’implémentation Comité Projets P02 P03 P04 Réunion du 20/12/2021 - P02 – Proposition d’un Framework d’analyse de la performance RH - Atelier de travail P04 – Framework d’analyse Octobre 2021
	<p>Rapports suivi – Projets D:</p> <ul style="list-style-type: none"> - Compte rendu – Phase d’initiation à l’implémentation P08/P09 Comité Projet Réunion du 10/12/2021 - Rapport d’analyse des enquêtes – Projet P08/P09
	<p>Réunion avec la présidence du gouvernement</p> <ul style="list-style-type: none"> - Compte rendu – Projet P05: Réunion de communication avec la présidence du gouvernement. Réunion du 07/03/2023 - Résultats des projets P05 07/03/2023
	<ul style="list-style-type: none"> - Programme STEG Talents 2030 V01
	<ul style="list-style-type: none"> - Programme STEG Talents 2030 V02
	<ul style="list-style-type: none"> - STEG Talents 2030 Charte du programme
	<ul style="list-style-type: none"> - STEG Talents 2030 Closing report V1.0
	<ul style="list-style-type: none"> - STEG Talents 2030 Rapport de clôture V1.0
	<ul style="list-style-type: none"> - STEG -LaRINA/ENSTAB Cooperation Interview Presentation



ANNEX IV: EBRD ASSESSMENT GRID

Rating is based on a scale of 0 to 4 in the column “score”:

0 = not assessed

1 = highly satisfactory

2 = satisfactory

3 = unsatisfactory

4 = highly unsatisfactory

Key aspects based on DAC criteria	Score (0-4)	Justification
Relevance Note: The assessment here captures the relevance of objectives and design <i>at the time of evaluation</i> . In the evaluation report, both relevance at the design stage as well as relevance at the time of evaluation should be discussed.		
1. The extent to which the objectives of the intervention respond to the needs and priorities of the target group.	2	The programme objectives were determined based on country diagnostics to align with country priorities and take into account feedback from existing clients and country teams. The programme objectives were also measured with outcome and output indicators and respective targets in the logframe. A satisfactory score was given because the primary objective of the programme was inclusive market economy; however, the programme predominantly benefited the urban population. There was only one project, Tunisia Southern Oases, that explicitly targeted rural or relatively less developed areas in the countries.
2. The extent to which the objectives of the intervention respond to the needs and priorities of indirectly affected stakeholders (not included in target group, e.g., government, civil society, etc.) in the country of the intervention.	1	The programme’s two key objectives were to introduce training models for future employees and foster policy dialogue between the private sector and the public sector. Beyond these target groups, the programme has supported local universities, such as ENSTAB and Al Hussein Technical University (HTU), through partnerships with the project clients STEG and NEPCO. The programme responded to their needs through partnerships, for instance in developing market-relevant programmes and curriculums (apprenticeship programme at HTU and international Master of Science in Renewable Energy and e-mobility at ENSTAB).
3. The extent to which core design elements of the intervention (such as the theory of change, structure of	2	The target group of the programme was youth, women, and people in less developed regions, yet most projects (STA, STEG, MAF ARCT, Osiris) offered trainings or job



the project components, choice of services and intervention partners) adequately reflect the needs and priorities of the target group.		placements to youths and women and not really people in less developed regions except for the Tunisia Southern Oases targeting those in the oasis towns. The policy dialogues promoting the creation of sector skills councils and national skills standards could benefit those in less developed regions; however, that will depend on access to educational providers that implemented curriculum based on the created standards and access to employers in the targeted sectors of the skills councils. The targets set in the logframe were lacking specificity in terms of the target groups, which are youth, women, and people from less developed regions. For instance, the logframe does not have any target on the number of women or people from less developed regions trained or employed.
Coherence		
4. Internal coherence: the extent to which the intervention is compatible with other interventions of Swiss development cooperation in the same country and thematic field (consistency, complementarity and synergies).	2	SECO was involved in the project selection for the programme which ensured that it aligned with SECO's priorities and expertise; however, there were reported different levels of engagement with the SECO regional offices, which could have limited the synergies with other projects.
5. External coherence: the extent to which the intervention is compatible with interventions of other actors in the country and thematic field (complementarity and synergies).	1	The programme aligned with the priorities and work of the target countries overall. For instance, the policy dialogue in Egypt was especially compatible with the reform that the country was pursuing in the technical and vocational education and training. The Ministry of Education was also involved in the STA and MAF ARTC project. The local universities targeted for the partnerships with STEG were highly cooperative.
Effectiveness		
6. The extent to which approaches/strategies during implementation are adequate to achieve the intended results.	2	The EBRD's strategy in implementing the programme was to ensure the commitment and ownership of the clients, which proved to be a key success factor. The ownership stemmed from proposing interventions that respond to the client's need and also having the client cost-share the activities. The EBRD also fosters a close relationship with the clients and follows up closely with them as well as the consultants. In addition, there were multiple reports of having engaged highly competent implementing consultants, such as the MAF ARTC, MICEVN, and STEG. The consultants and clients were also flexible, for instance when dealing with the restrictions of the pandemic in switching in-person activities to online (MAF Almaza, STA, STEG), although there were reports of client not being technologically ready to make the switch, such as with STA. The EBRD also used its staff on the ground of the project countries to support implementation, for instance for the policy components,



		EBRD had its local staff speak with the national counterparts and ministries to make sure that momentum continued. Except for the case of Tunisia Southern Oasis, having the inclusion component attached to EBRD investments have been positive in fostering clients' commitment. With Tunisia Southern Oasis, the delay in the infrastructure project blocked the start of project so it has remained in the pipeline since the start of the programme.
7. The extent to which the intervention achieved or is expected to achieve its intended objectives (outputs and outcomes).	1	Overall, the programme objectives have been achieved and surpassed in some cases. The only output that has not been achieved based on the 2022 first semester logframe is the number training programmes implemented. The target is 10 while only 7 are under implementation but at least 2 were under development. Thus, by the end of the programme, it is expected that the target will be achieved. The underperformance on this objective is related to the changes in the pipeline with projects getting on hold or cancelled, such as Caravel, which was supposed to provide high-quality training in the hospitality and tourism sector, or project Rock envisaged to provide 2 training programmes on real estate management. Meanwhile, several targets have been surpassed including the number of entities trained for economic inclusion with 10 targeted and 12 achieved and the number of education or labor-related stakeholders engaged with a target of 5 institutions and 10 consultants and engaging 16 institutions and 12 consultants.
8. The extent to which the intervention achieved or is expected to achieve its intended results related to transversal themes.	2	Transversal themes were supported in some projects but there was not a clear strategy toward their inclusion in the programme. For instance, in terms of gender equality, there was no specific target of women trained, enrolled into a training programme, or placed into employment in the logframe. There were a few projects that supported the human resources functions and governance of the clients to support their efforts toward skills development and inclusion practices (MAF Almaza, STEG, El Roda Skills in Business, Lamatem Skills in Business). Several projects incorporated gender equality as an integral component (STA, STEG, MAF Almaza, NEPCO, Osiris, and Hyatt). Project Osiris also looked at the gender and inclusion aspects in their communication practices, for example, how they address the public.
Efficiency		
9. The extent to which the intervention delivers the results (outputs, outcomes) cost-effectively.	1	The programme delivered the results in a cost-effective manner, as only one project requested an additional funding, which was STA for acquiring textbooks. All other projects within the programme were implemented according to the set budget and did not need



		any adjustments. The multi-country framework contributed to the cost-efficiency of the programme by providing flexibility and spreading the risk across the region rather than concentrated into one country and using the resources efficiently. For instance, the initial budget had 12% allocated to Tunisia and 23% to Morocco; however, due to the lack of projects in Morocco, Tunisia ended up with a higher allocation.
10. The extent to which the intervention delivers the results (outputs, outcome) in a timely manner (within the intended timeframe or reasonably adjusted timeframe).	2	Since the programme began in September 2017, the COVID-19 pandemic caused some delays in the projects that fell within the period of the resulting work and interaction restrictions. Additionally, slow disbursement of funds resulted in a request for a no-cost extension of the programme in April 2020, which extended the timeline to 2024 instead of closing in 2022. The slow disbursement is a by-product of delays in the actual investment projects to which the inclusion components are attached and the lengthy EBRD project approval process during which investments can fall through for various reasons. For instance, the delay in the infrastructure investment project for the Tunisia Southern Oasis blocked its start so the TC remains in the pipeline even though procurement was expected to occur in the second half of 2019.
11. The extent to which management, monitoring and steering mechanisms support efficient implementation.	2	The projects under the programme were efficiently managed by operation leaders at EBRD. Meanwhile, EBRD had local presence in Egypt and Jordan that supported the implementation and monitoring and promoted the engagement of SECO regional offices. However, the lack of project point person in Morocco seemed to have been a detriment in the involvement of the SECO counterpart in the country. There were two semi-annual progress reports each year along with progress meetings, regular steering committee meetings, and exchanges between EBRD and SECO headquarters, country teams, and consultants. The monitoring is all centralized under the logframe but there was not a formalized mechanism for communicating the key indicators to consultants and other involved parties to ensure the collection of high quality and relevant data against those indicators. Informant interviews reported the need for more frequent reporting to track progress and the desire to access more information on the programme overall and specific projects.
Impact		
12. The extent to which the intervention generated or is expected to generate 'higher-level effects' as defined in the design document of the intervention.	1	The programme had a positive impact on increasing access to market-relevant training addressing skills gap, securing employment opportunities, and fostering dialogues between the public and private sector. Projects, such as, STA, MAF Almaza, STEG, Hyatt,



<p>Note: when assessing this criterion, the primary focus is the intended 'higher-level effects'. In the event that <i>significant</i> unintended negative or positive effects can be discerned, they must be specified in the justification column, especially if they influence the score.</p>		<p>Skills Development and Certification for Energy Production and Utilities, provided training to young people that improved their competencies and competitiveness in the labour market and also secured employment opportunities. The TVSDC project in Jordan and SSC in Egypt is raising awareness of the importance of institutionalizing the role of private sector in skills governance although the decree legally formalizing sector skills council is still needed in Egypt.</p>
<p>Sustainability</p>		
<p>13. The extent to which partners are capable and motivated (technical capacity, ownership) to continue activities contributing to achieving the outcomes.</p>	<p>2</p>	<p>Overall, there was a high level of ownership from the clients since the projects were only selected if the clients were interested and cost-shared the activities. The programme essentially built the technical capacity of the clients, through the engagement of international and national experts, to enable them to continue the activities on their own. Successes have been reported, for instance, with STA implementing the expansion and already operating in a temporary building, the MAF ARTC run by Education for Employment Egypt delivering 16 job placement programmes and securing funding and collaborations with partners, and the development of the umbrella organization to house the sector skills councils in Egypt under the Ministry of Planning. However, there was also one client, STEG, that was reported to require more support in implementation of the recommendations.</p>
<p>14. The extent to which partners have the financial resources to continue activities contributing to achieving the outcomes.</p>	<p>0</p>	
<p>15. The extent to which contextual factors (e.g., legislation, politics, economic situation, social demands) is conducive to continuing activities leading to outcomes.</p>	<p>2</p>	<p>In general, the legislation and politics are conducive for continuing the programme activities but were slow to action. For instance, it took STEG two years to get a signed partnership with National Employment Agency and Self-Employment (ANETI) under the Ministry of Employment and Vocational Training. There were also multiple reports of changes within various ministries involved in the programme, which further disrupted momentum. The TVET reform in Egypt is also highly conducive of the activities there; however, the process of getting the regulatory framework of sector skills councils seems to be still ongoing.</p>

Title of the intervention: EBRD SECO SEMED Inclusion Technical Cooperation Programme

Assessor(s): A2F ConsultingA2F Consulting

OFFICIAL USE





ANNEX V: KII QUESTIONNAIRES

EBRD and SECO Staff

Introduction

Thank you for taking the time to meet/speak with us. Before we start the interview, we would like to give you an overview of the purpose of this meeting. Our company, A2F Consulting has been hired by the EBRD to evaluate the ITCP.

- To this end, we aim to review the design, implementation, and results on the different projects in the programme.
- We need to assess the sustainability of observed and expected results.
- We also need to incorporate the lessons learnt and recommendations based on the project' experience so far and the local context.

The interview will take approximately 1 hour. Your individual remarks will remain confidential. The information and opinions you provide will be anonymized. Neither your name nor the name of your organization will be referenced in any document based on this survey. ICI and its donors are held to EU Regulation 2016/679 "General Data Protection Regulation" - GDPR and all personal data will be deleted following analysis.

We will take notes during the interview for reference purposes. Is that ok?

Do you have any questions before we start?

General Information

Date of interview:

Name of interviewer:

Name of respondent's institution:

Name of respondent:

Respondent's email:

Respondent's phone number: *(important in case there are WiFi connection issues)*

1. Gender of respondent:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>



2. Position of respondent:

3. Role of respondent:

Programme Logic

4. What was the guiding principle to initiate this programme?
5. What is the overall objective of the programme?
6. How does the programme's objective relate to the private sector needs and the priorities of national and local governments?
7. What kind of baseline assessments were conducted to inform the logframe?
8. What were the key findings, if any, from baseline assessments?

Design

9. What challenges were identified during the design phase, and how were they addressed in the design?
10. Please explain the programme design process. How were the projects chosen to be included in the programme?
11. Were gender and youth relations incorporated into this process? How were they incorporated?
12. Were activities aligned with country strategic priorities? How was this assured?
13. Were activities aligned with work of other development partners? How was this assured?
14. What led to the project being designed as a multi-country framework instead of focusing on one country?
15. What design factors will ensure sustainability of the results?

Multi-country Implementation

16. To what extent have the specified objectives been achieved, and what evidence is available to support the findings?
17. What steps were in place to ensure an efficient and effective multi-country implementation?
18. Would you consider a multi-country framework easier or more challenging to manage?
19. Were there synergies that were exploited with regard to the multi-country framework?
20. Please discuss the experience of managing projects across sectors and countries in the programme. What are the critical lessons learned from the experience?
21. Were the roles and responsibilities clearly defined and shared with staff at all levels? What steps were taken in this regard?

Governance and M&E framework

22. Please describe the governance structure in place to ensure timely completion.



23. Were the governance structure and M&E framework the same for all the countries in the programme, or were they customized to the country context?
24. Were there any challenges faced in monitoring the projects? Please give details.
25. Were all activities delivered on time and within budget? If no, please explain why not?
26. To what extent can the evaluation measure if the shorter-term activities can provide sustainable results?

Observed Impacts

27. What are some programme-level impacts observed in the region at the sector or industry level?
28. What are some programme-level impacts observed in the region at a policy level?
29. Which projects showed most positive impact? Why?
30. Do you believe the results will be sustainable? If so, what factors will make them sustainable? If not, what factors will limit their sustainability?
31. What additional steps can be added to ensure sustainability of the results in some of the projects?



Project Managers, SEMED Country Staff, Consultants for Individual Projects

Introduction

Thank you for taking the time to meet/speak with us. Before we start the interview, we would like to give you an overview of the purpose of this meeting. Our company, A2F Consulting has been hired by the EBRD to evaluate the ITCP.

- To this end, we aim to review the design, implementation, and results on the different projects in the programme.
- We need to assess the sustainability of observed and expected results.
- We also need to incorporate the lessons learnt and recommendations based on the project' experience so far and the local context.

The interview will take approximately 1 hour. Your individual remarks will remain confidential. The information and opinions you provide will be anonymized. Neither your name nor the name of your organization will be referenced in any document based on this survey. ICI and its donors are held to EU Regulation 2016/679 "General Data Protection Regulation" - GDPR and all personal data will be deleted following analysis.

We will take notes during the interview for reference purposes. Is that ok?

Do you have any questions before we start?

General Information

Date of interview:

Name of interviewer:

Name of respondent's institution:

Name of respondent:

Respondent's email:

Respondent's phone number: *(important in case there are WiFi connection issues)*

1. Gender of respondent:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Position of respondent:



3. Role of respondent:

Implementation

4. Was there an assessment conducted prior to project design?
5. How would you evaluate the implementation process? Was it a smooth implementation, or were there several issues on the field? Explain.
6. What are some of the exogenous factors that positively or negatively affected the implementation of the project?
7. How was the project affected by these exogenous factors?
8. What are some internal factors that positively or negatively affected the implementation of the project?
9. Were all project activities delivered on time and in budget? If not, why not?
10. Were the roles and responsibilities of different members in the project clearly defined and communicated?
11. What would you change in the implementation process, if any?

Output

12. What are the key results achieved by this project?
13. Did the project manage to change attitudes towards the role of women in the society?
14. What do you expect to be the long-term effect of this project?
15. What follow up activities should be set in place to ensure a long term and sustained effect?
16. How does your project support the work at the policy level?
17. To what extent has the project led to improvement in employability of the target groups?
18. Has this project led to inclusion practices or the introduction of new and improved standards at national or subnational levels?

Impact

19. How well was the project designed to meet the challenges faced by women, youth, and other vulnerable populations?
20. What were the design's key features that led to the most impact?
21. What other features would you add for a similar project in the future?
22. How do you estimate the impact of the project?
23. How sustainable are the observed results according to you, why?
24. What features of the design or implementation were key to ensure sustainable impacts?



Policy Makers and Industry Representatives

Introduction

Thank you for taking the time to meet/speak with us. Before we start the interview, we would like to give you an overview of the purpose of this meeting. Our company, A2F Consulting has been hired by the EBRD to evaluate the ITCP.

- To this end, we aim to review the design, implementation, and results on the different projects in the programme.
- We need to assess the sustainability of observed and expected results.
- We also need to incorporate the lessons learnt and recommendations based on the project' experience so far and the local context.

The interview will take approximately 1 hour. Your individual remarks will remain confidential. The information and opinions you provide will be anonymized. Neither your name nor the name of your organization will be referenced in any document based on this survey. ICI and its donors are held to EU Regulation 2016/679 "General Data Protection Regulation" - GDPR and all personal data will be deleted following analysis.

We will take notes during the interview for reference purposes. Is that ok?

Do you have any questions before we start?

General Information

Date of interview:

Name of interviewer:

Name of respondent's institution:

Name of respondent:

Respondent's email:

Respondent's phone number: *(important in case there are WiFi connection issues)*

1. Gender of respondent:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Position of respondent:



3. Role of respondent:

Give a brief introduction of the projects in the relevant country and industry for reference.

Baseline

4. Can you describe the access to work for women and youth in high skill jobs?
5. Is there a disparity in access to high level education among women?
6. What are some of the steps that you or your organization has done to ensure access to work for women, youth, and other vulnerable populations?
7. What are the attitudes or perceptions about gender equality among policy-makers?

Impact

8. Do you think the projects undertaken will have a significant impact in assisting women and youth enter high skill job market?
9. Is the programme working with the private sector to address the issue?
10. What are some of the potential negative impacts of such projects on the economy?

Sustainability

11. To what extent can the projects in the portfolio support the work at the policy level and vice versa?
12. What are some additional steps that can be instituted to ensure sustainability of the observed positive outcomes?
13. What are some recommendations for similar programmes in the region in future?



Companies associated with individual projects

Introduction

Thank you for taking the time to meet/speak with us. Before we start the interview, we would like to give you an overview of the purpose of this meeting. Our company, A2F Consulting has been hired by the EBRD to evaluate the ITCP.

- To this end, we aim to review the design, implementation, and results on the different projects in the programme.
- We need to assess the sustainability of observed and expected results.
- We also need to incorporate the lessons learnt and recommendations based on the project' experience so far and the local context.

The interview will take approximately 1 hour. Your individual remarks will remain confidential. The information and opinions you provide will be anonymized. Neither your name nor the name of your organization will be referenced in any document based on this survey. ICI and its donors are held to EU Regulation 2016/679 "General Data Protection Regulation" - GDPR and all personal data will be deleted following analysis.

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Do you have any questions before we start?

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Name of respondent:

Respondent's email:

Respondent's phone number: *(important in case there are WiFi connection issues)*

1. Gender of respondent:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Position of respondent:

3. Role of respondent:

**Background**

4. What were the issues faced by your corporation that were addressed by participating in the programme?
5. What were the ratio of men and women at high skill jobs prior to the programme?
6. What is the current ratio of men and women at high skill jobs at your institute?
7. What were the ratio of youth in your workforce at high skill jobs prior to the programme?
8. What is the current ratio of youth in your workforce at high skill jobs at your institute?

Project Implementation

9. Please describe your involvement with the project.
10. Was the design of the project set to meet your needs? Explain.
11. How important was the project for your business's profitability and success?
12. What are some anticipated and unanticipated negative effects of the project on the associated firm and the market?
13. What were your goals with the project? Were you able to realize them or expect to do so?

Sustainability

14. Did the project manage to change attitudes towards the role of women in the society?
15. What are some additional steps that can be instituted to ensure sustainability of the observed positive outcomes?
16. What are some of your recommendations based on your experience with the programme so far?



ANNEX VI: SURVEY METHODOLOGY AND QUESTIONNAIRE

A voice of beneficiaries survey was conducted over the phone with a list of students from the class of 2020 at STA. To ensure a sample that is representative of all end beneficiaries, we obtained a complete list of 220 students, which included names and phone numbers.

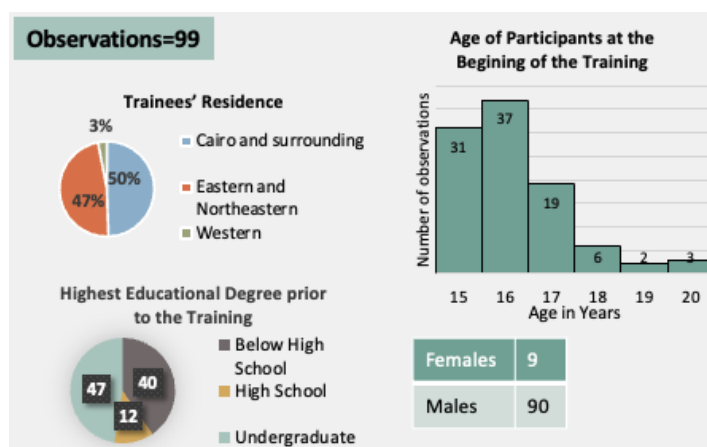
The survey questionnaire was drafted in English and then translated to Arabic. The questionnaire was subsequently back-translated to English to ensure comprehension. The administered questionnaire can be found below.

The survey of beneficiaries at STA was originally planned to be delivered online; however, the beneficiaries data received did not have the students' email addresses. Thus, we first proceeded to send the survey link through text messages before calling each respondent individually and administering the survey over the phone. Each alumni from the list was contacted several times and the final sample size was 99 respondents. The data was then cleaned and analysed using STATA.

The survey sample is composed of 9 females and 90 males, which is largely representative of the overall male dominated student population at STA with an overall acceptance rate of 8% for women. There are four programmes that accepts women at STA out of the 15 offered. In 2017, there were only 8 female students, but it grew to 120 out of 895 (or 13.4% of the student population) in 2020. Half of the participants were under the age of 18 and 7% reported being engaged in low-skill occupations at the start

of the training. Additionally, 52% were at a high school or below prior to the training. Generally, Egyptian students enter secondary school or vocational secondary at 15 and complete in three years or longer for vocational school. After that, they can go into university or post-secondary technical institutes.

Figure 14: Demographics of STA Beneficiaries Survey Respondents



**Basic Information on the Training**

1. Did you attend and complete training by El Sewedy?

Yes ☐ No ☐

2. Please describe the training you completed.

3. What was your age during the training received by El Sewedy?

4. Please specify the start date of the training (dd/mm/yyyy).

5. Please specify the end date of the training (dd/mm/yyyy).

Demographic Information

6. Full Name:

7. Please select your gender.

Male ☐ Female ☐ Do Not Wish to Disclose ☐

8. What is your birth city and state?

City State

9. What is your city and state of residence?

10. What was your highest educational degree prior to the training?

High School ☐ Undergraduate ☐ Diploma ☐
Postgraduate ☐

**Pre-Training Information**

11. Were you engaged in industrial electronics prior to or during the training?

Yes ☐ No ☐

12. What was your salary earned before or at the time of the training (in Egyptian pound)?

Per month Per year

13. Who was your employer before or at the time of the training?

14. Please briefly describe your role and job type for your job before or at the time of the training.

Low-skill ☐ Medium-skill ☐ High-skill ☐

Detailed Information on the Training

15. On a scale from 1 to 5, with 1 being not informative and 5 being most informative, how informative were the textbooks received?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

16. Please describe why do you think the books were not informative and how they can be improved.

17. Please briefly describe the reason for your ranking.



18. On a scale from 1 to 5, with 1 being no improvement and 5 being most improvement, to what extent did your competencies improve as a result of your participation in the training activity?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

19. Please describe why you believe the training did not lead to any improvement in your competency.

20. Please briefly describe the reason for your ranking.

21. On a scale from 1 to 5, with 1 being no added value and 5 being most added value did the training add value to your employability?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

22. Please describe why you think the training did not lead to any value added to your employability.



23. Please briefly describe the reason for your ranking.

24. Would you recommend your friends to undertake this training programme?

Yes ☐ No ☐

25. Please state why you would recommend the training.

26. Please state why you would not recommend the training

27. Do you have any recommendation or feedback about the training programme?

**First Job After the Training**

28. What was your first salary earned after the training (in Egyptian pound)?

Per month

Per year

29. Who was your first employer after the training?

30. Please briefly describe your role and job type for your first job after the training.

Low-skill

☐

Medium-skill

☐

High-skill

☐