

INDEPENDENT EVALUATION DIVISION  
OFFICE OF EVALUATION AND INTERNAL OVERSIGHT

## INDEPENDENT TERMINAL EVALUATION

ARAB REPUBLIC OF EGYPT

### **INCLUSIVE AND SUSTAINABLE LOCAL ECONOMIC DEVELOPMENT IN UPPER EGYPT (SOHAG) – PHASE 2 (HAYAT)**

UNIDO PROJECT ID: 150141



UNITED NATIONS  
INDUSTRIAL DEVELOPMENT ORGANIZATION

Distr. GENERAL

ODG/EIO/IED/20/R.2

September 2020

Original: English

This evaluation was managed  
by the responsible UNIDO Project Manager  
with quality assurance by the  
Independent Evaluation Division

The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations Industrial Development Organization (UNIDO) concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

Mention of company names and commercial products does not imply the endorsement of UNIDO. The views and opinions of the team do not necessarily reflect the views of the involved Governments and of UNIDO.

This document has not been formally edited.

# Table of Contents

Acknowledgements .....	iv
Acronyms and abbreviations.....	v
Glossary of evaluation terms.....	vi
Executive summary.....	vii
1. Introduction.....	1
1.1 Evaluation objective and scope.....	1
1.2 Overview of the project context.....	2
1.3 Project summary.....	3
1.4 Evaluation methodology.....	5
2. Project’s contribution to development: results, effectiveness and impact.....	10
2.1 Projects achieved results and overall effectiveness .....	10
2.2 Progress towards impact.....	18
3. Projects quality and performance .....	21
3.1 Project design, intervention logic and the Theory of Change.....	21
3.2 Theory of Change.....	25
3.3 Efficiency, coordination and project management .....	26
3.4 Performance of partners.....	28
3.5 Relevance.....	29
3.6 Sustainability .....	31
3.7 Gender mainstreaming.....	34
4. Factors affecting the achievement of results.....	34
4.1 Results based management and monitoring and evaluation.....	34
4.2 Additional factors facilitating and hindering project results .....	36
4.3 Overarching assessment and ratings table .....	37
5. Conclusions, recommendations and lessons learned.....	38
5.1 Conclusions.....	38
5.2 Recommendations.....	41
5.3 Lessons learned.....	43
5.4 Good practices.....	43
ANNEXES.....	45
Annex A: Terms of Reference .....	45
Annex B: Evaluation Framework.....	81
Annex C: List of documents reviewed.....	84
Annex D: List of stakeholders consulted.....	85
Annex E: Terminal evaluation FGD guidelines.....	89
Annex F: General quantitative questionnaire for value chains .....	91

## List of Figures

Figure 1: Evaluation Rating Calculation.....	8
Figure 2: Overall Project Rating.....	37

## List of Tables

Table 1: Age of Beneficiaries Responding to Agriculture Questionnaire.....	6
Table 2: Perceived Satisfaction Regarding UNIDO Project Training (all responses) .....	14
Table 3: Reported Percentage Increase in Agricultural Product value (weighted).....	15
Table 4: Reported Percentage Increase in Input Costs (weighted) .....	16
Table 5: Disbursements as of 31 December 2019.....	27
Table 6: Agricultural Beneficiary Perceptions on Impact and Sustainability.....	33

## **Acknowledgements**

The Terminal Evaluation expresses particular gratitude to Cristina Pitassi, Programme Manager in Vienna; Mohammed Sabri the Agribusiness Development Expert and Hossam Badawy, Entrepreneurship and Vocational Education consultant all of whom provided significant time and support for the evaluation.

Gratitude is expressed to Hesham El Helbawy and Sharifa Maher of the Ministry of Local Development in Cairo and numerous officials of the Arab Republic of Egypt, particularly from the Ministries of Local Development, Ministry of Manpower, the Agricultural Pesticide Committee and the agricultural and educational Directorates in Sohag Governorate.

The active participation of Petra Widmer and Laila Kenawy from the Swiss Development Corporation is acknowledged as they provided an important perspective necessary for the evaluation.

Finally, very particular gratitude is expressed to the hundreds of farmers, entrepreneurs, students and teachers who attended meetings voluntarily and frankly expressed their opinions.

## Acronyms and abbreviations

Abbreviation	Meaning
APC	Agricultural Pesticide Committee
CBO	Community Based Organization
CHF	Swiss Franc
EE	Entrepreneurship in Education
EU	European Union
FGD	Focus Group Discussion
GoE	Government of Egypt
<i>HAYAT</i>	<i>"Life" in Arabic</i>
HSF	Human Security Fund
ISID	Inclusive Sustainable Industrial Development
KAP	Knowledge attitudes and practice
KII	Key Informant Interview
KPI	Key Performance Indicator
LARU	Local Administrative Reform Unit (of the MOLD)
LE	Egyptian Pound
LED	Local Economic Development
LIU	Local Implementation Unit (of the UELDP)
LLD	Local Development Forum
MoALR	Ministry of Agriculture and Land Reclamation
MoETE	Ministry of Education and Technical Education
MoLD	Ministry of Local Development
MoSS	Ministry of Social Solidarity
MoTI	Ministry of Trade and Industry
MDG	Millennium Development Goal
NGO	Non-Governmental Organization
OECD	Organization for Economic Development and Cooperation
PSC	Project Steering Committee
RBM	Results Based Management
SDC	Swiss Agency for Development and Cooperation
SDG's	Sustainable Development Goals
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
MSME	Micro, small and medium enterprise
Sohag	City on the west bank of the Nile in Egypt and the capital of the Sohag Governorate
SWOT	Strengths, Weaknesses, Opportunities, Threats
TA	Technical assistance
TOC	Theory of Change
TOT	Training of Trainers
TE	Terminal Evaluation
TORs	Terms of Reference
TSST	technical secondary school teachers
TVET	Technical Vocational Education and Training
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UELDP	Upper Egypt Local Development Programme (WB)
UNIDO	United Nations Industrial Development Organization

## Glossary of evaluation terms

Term	Definition
Baseline	The situation, prior to an intervention, against which progress can be assessed.
Effect	Intended or unintended change due directly or indirectly to an intervention.
Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Impact	Positive and negative, intended and non-intended, directly and indirectly, long term effects produced by a development intervention.
Indicator	Quantitative or qualitative factors that provide a means to measure the changes caused by an intervention.
Lessons learned	Generalizations based on evaluation experiences that abstract from the specific circumstances to broader situations.
Logframe (logical framework approach)	Management tool used to facilitate the planning, implementation and evaluation of an intervention. It involves identifying strategic elements (activities, outputs, outcome, and impact) and their causal relationships, indicators, and assumptions that may affect success or failure. Based on RBM (results-based management) principles.
Outcome	The likely or achieved (short-term and/or medium-term) effects of an intervention's outputs.
Outputs	The products, capital goods and services which result from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Relevance	The extent to which the objectives of an intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donor's policies.
Risks	Factors, normally outside the scope of an intervention, which may affect the achievement of an intervention's objectives.
Sustainability	The continuation of benefits from an intervention, after the development assistance has been completed.
Target groups	The specific individuals or organizations for whose benefit an intervention is undertaken.
Theory of Change	A set of hypotheses on how and why an initiative works

## Executive summary

This report represents the main findings, conclusions, lessons learned and recommendations from an Independent Terminal Evaluation (TE) of the UNIDO implemented Project “*The Inclusive and sustainable local economic development in Upper Egypt (SOHAG) – Phase 2 (HAYAT)*”. The project is hereafter referred to during this report as either the Sohag Project or simply the Project.

### Project Fact Sheet

Project title:	Inclusive and Sustainable Local Economic Development in Upper Egypt (Sohag) – Phase 2 (Hayat)
UNIDO Project number:	150141
Duration:	30 months
Actual start date:	17 March 2017
Completion date:	31 March 2020
Project site:	Sohag and Tahta districts in the Governorate of Sohag
Government counterpart agency:	Ministry of Local Development (MoLD) and the Governorate of Sohag
Cooperating agencies:	Ministry of Trade and Industry (MoTI), Ministry of Education and Technical Education (MoETE), Ministry of Agriculture and Land Reclamation (MoALR)
Executing agency:	United Nations Industrial Development Organization
Donor:	Swiss Agency for Development and Cooperation (SDC)
Total UNIDO budget:	USD 1,116,934.45 excl. support costs (13 per cent)
Total funds received to date:	USD 1,116,934.45 excl. support costs (as of 30 June 2019)
Terminal Evaluation Date:	January to March 2020
Project title:	Inclusive and Sustainable Local Economic Development in Upper Egypt (Sohag) – Phase 2 (Hayat)
UNIDO Project number:	150141

Based very largely on a previous more extensive project Hayat 1, the development goal of the Sohag project was to improve human security in two Districts of the Sohag Governorate in Upper Egypt. The intended outcome was strengthened socioeconomic security (improved livelihoods) through improving local participation for planning processes. Project outputs focus on developing participatory governance frameworks, enhancing employment and employability (focused mainly on key agricultural value chains and vocational schools), with allocation of identified priorities supported by a Human Security Fund that facilitated training and small-scale livelihood investments.

The objective of this TE is to assess the performance of the Sohag project against the Organization for Economic Co-operation and Development - Development Assistance Committee (OECD–DAC) criteria and provide recommendations and lessons to feed into the design and implementation of similar future projects.

The TE was undertaken between January and March 2020 in the Sohag Governorate, Cairo and Vienna. The TE was a collaborative process with extensive time allocated by key project staff to support the process and the involvement of about 600 stakeholders including direct beneficiaries.

The TE followed guidance provided by the UNIDO Evaluation Manual and was supported throughout by the UNIDO Independent Evaluation Division and the UNIDO project management team in Vienna, Cairo and the Governorate of Sohag. The evaluator used the Theory of Change (TOC) designed consultatively during the evaluation process enabling some determination of the extent to which project outcomes contribute to the necessary transformations and the contribution the project made to inclusive and sustainable local economic development.

The TE rates the project as **moderately satisfactory overall (with an overall score of 4.6)**. The Sohag project had particular strengths in practical training for agricultural beneficiaries and vocational schools resulting in observed and reported behaviour change, but with some weaknesses in project design, identification and monitoring of human security criteria and challenges regarding replicability and upscaling.

#	<u>Evaluation criteria</u>	<u>Rating (1 lowest, 6 highest)</u>
<b>A</b>	<b>Impact</b>	<b>5</b>
<b>B</b>	<b>Project design</b>	<b>3.5</b>
1	• Overall design	3
2	• Log frame	4
<b>C</b>	<b>Project performance</b>	<b>4.7</b>
1	• Relevance	6
2	• Effectiveness	5
3	• Efficiency	4
4	• Sustainability of benefits	4
<b>D</b>	<b>Cross-cutting performance criteria</b>	<b>4.7</b>
1	• Gender mainstreaming	6
2	• M&E: M&E design M&E implementation	4
3	• Results-based Management	4
<b>E</b>	<b>Performance of partners</b>	<b>5</b>
1	• UNIDO	5
2	• National counterparts	5
3	• Donor	5
<b>F</b>	<b>Overall assessment</b>	<b>4.6</b>

The **project design is rated as moderately satisfactory** (scoring 3.5 overall). While based upon a previous phase it is not clear the project design took sufficient account of challenges faced in its predecessor project. Although based upon a relatively clear intervention logic and TOC, designed in a collaborative manner and built on previous experience of UNIDO, the project design does not sufficiently address the criteria of measuring human security making it difficult to determine impact. Regarding the logical framework, the output to establish and operationalize local

development governance appears ambitious in the context of ever-developing Egyptian local frameworks and structures. It is assessed this also proved problematic during implementation. Strengths in the project document included the emphasis on youth with a focus on entrepreneurship training for vocational education students, and for women for specifically tailored agricultural activities. However, a large majority of male farmers were not youth.

***There is no doubt as to the relevance of the project which is determined as highly satisfactory*** and relevance is scored as 6. The project is relevant to the national and local development strategies of the Government of Egypt (GoE), with their focus on transforming vocational education, decentralizing local development planning, developing agriculture and improved land management. The project is also broadly relevant to the wider goals of UNIDO Including Inclusive and Sustainable Industrial Development (ISID) and to the Swiss Agency for Development and Cooperation (SDC) with its focus on environmentally sustainability, agricultural development and food security, basic education and vocational skills development, and gender equality. Relevance was also enhanced by the comprehensive and collaborative value chain assessment, the previous implementation experience of UNIDO in Egypt and the extensive practical support provided by UNIDO Egypt to beneficiaries.

The project is rated as ***moderately satisfactory regarding efficiency*** (scoring a 4) simply because there were problems with timeliness both at commencement and the need for a no cost extension. Overall efficiency was generally enhanced by UNIDO's implementation experience of previous and closely related projects. It is assessed there was a very high commitment from Field Based Office staff in both Cairo and the Sohag Governorate, a strong commitment from the Vienna PM and a strong active commitment from the donor. Comments were received by the evaluation that the employment of a Chief Technical Advisor (CTA), could have improved the overall reporting of the project at the highest levels of potential impact. However, it is assessed that a lack of indicators at the impact level made reporting and evaluation difficult, it was also not possible to even consider intermediate impact until after the growing seasons and real impact can only be measured ex post. Additional work was also taken by the project to further specify indicator measurement, KAP and a TOC. This evaluation would suggest the structure of project management was correct and cost efficient, leveraging national expertise both within and beyond UNIDO and with difficulties in transforming institutional structures of LED, sustainability was efficiently (and effectively) vested in national organizations such as universities academic institutes and lead farmers. Nationally experienced organizations such as CARE were also sub contracted to undertake some activities where they had experience and capacity. It is also a positive finding that UNIDO implemented so many components over a relatively short timescale.

***The project is rated as satisfactory with respect to overall effectiveness*** with minor shortcomings scoring a 5. The integrated human security approach for development was broad ranging and covered community involvement and mechanisms for local development, technical capacity building for income generation and educational capacity building towards entrepreneurial knowledge, skills and attitudes of teachers. The broad ranging nature of the project was necessary in the human security context and the project has successfully taken the first steps in supporting both agricultural and educational development in the target districts. Actual implementation was supported by committed organizations including UNIDO, the Ministry of Local Development (MoLD) the Universities, Departments of the Governorate and the donor. Counterparts repeatedly stressed the effectiveness of interventions and independent quantitative

and qualitative evaluation suggests effective transformation of vocational schools teaching methodologies, farming practices and some capacity enhancement for individuals in local planning processes and methodologies

The structure of UNIDO operations appears correct with a focus on local offices in target areas (a lesson from Hayat 1) and demonstrable commitment from staff. Consultation, practical involvement and communication with multiple counterparts was also evident and multiple Departments in the Governorate particularly stressed the practical effectiveness of the project. Cost effectiveness was enhanced by using national Egyptian consultants who were senior leaders/practitioners in their field and the use of Egyptian community-based structures such as village NGOs.

***Sustainability is rated as moderately satisfactory (scoring 4).*** In the absence of a fully developed institutional structure for local development, the project has focused on lead farmers, demonstration plots, universities and sector specific lead academics, vocational schools and lead government practitioners. It is assessed that this is the best response when the governmental-institutional structure for sustainability is not yet fully developed. However, many constraints remain. Further capacity building will be needed for Local Economic Development (LED) processes, financial commitment from the GoE is needed and structures of local governance need to be finalized. It is almost certain the government will depend on further donor capacity and finance to implement changes.

From the beneficiary perspective sustainability is much more likely as changed practices seem to be leading to more money and opportunities, however there was an overwhelming desire for additional practical training. It is not assessed that this desire is the result of gaps in UNIDO training, rather it relates to the insecurity beneficiaries feel in the absence of agricultural extension services, their capacity to cope with future challenges and a need to further develop domestic and international markets. Macroeconomic policies, not sufficiently considered in the project design, could also positively or negatively affect further value chain development.

***Localized impact was already evident*** principally for the agricultural and educational beneficiaries. A measurable positive local impact on socio-economic security was evident with improved agricultural production, quality and income generation and some increased access to domestic and international markets. Gender was also very specifically factored into project design and implementation, and impact was reportedly high for women who were contributing new money to education and health. Through improved and reduced pesticide use and improved fertilizer application the project has contributed to safeguarding the environment on a modest scale with better natural resource management and reduced health hazards from pesticides related particularly to better handling, application, storage and awareness.

For entrepreneurship education, it is too early to determine the full transformational impact this might have on local economic development but there appeared to be very high motivation from both teachers and their students to continue the training, tools and methodologies provided by the project. Significant intermediate changes have been in helping to overcome the previously low social opinion of technical education. There were also positive indirect impacts of the entrepreneurship training resulting in improved attendance, punctuality and group work.

For institutes, individuals and communities targeted by the project, impact is unquestionable. However, scaling up and replicating impact outside Tahta and Sohag Districts remains the principal challenge and the intention (as determined by the project document) to establish an operational participatory governance framework for local development is incomplete and long term sustainable impact rests with the GoE and likely future donors. It is a positive finding that all the components focused on by the Sohag project will very likely be followed up by the GoE, specifically the MoLD and the World Bank's (WB) Upper Egypt Local Development Programme (UELDP) but this will be post project.

## **Recommendations**

Recommendations focus predominately on lessons learned from implementation of the Sohag Project that are of relevance to designing future human security projects implemented by UNIDO, the SDC or the GoE.

### **Short-term recommendations for UNIDO and the SDC (Hayat and IGGE).**

1. Consider holding a formal round table meeting with MoLD, the donor, UNIDO and other partners on the results and lessons learned from Hayat II. This could ensure handover and linkages to ongoing/planned development support projects to reduce the risk that UNIDO's efforts are lost.
2. Develop a risk management plan for future projects (specifically the IGGE) in the context of changes of political commitment and institutional structures and capacities of public administration in Egypt.
3. Develop a comprehensive monitoring and evaluation plan very early in the IGGE and reach consensus on SMART indicators especially covering all OECD-DAC criteria, especially impact and sustainability.

### **Long-term recommendations for UNIDO, the Government of Egypt and the Donor.**

1. Design specific human security indicators and ensure these impact measurements are sufficiently considered in the design phase of future related projects.
2. Ensure that potential need for macro-economic policy support is considered during project design and consider providing advice and recommendations at the highest policy levels.
3. Ensure long term commitment to human security development projects. It is recommended human security projects operate for a minimum of three to five years.
4. Ensure project objectives, outcomes and outputs are realistic and attainable. For example Output 1 as written should not have been assessed as realistic in the timeframes allotted.
5. During the design and early implementation phases carefully evaluate the number of value chains that are to be supported. Balance the respective breadth with the depth of value chain development to enable further development along value chains while covering human security criteria and leveraging the clear comparative advantage of UNIDO.

# 1. Introduction

The Inclusive and Sustainable Local Economic Development in Upper Egypt (SOHAG) – Phase 2 (HAYAT) – (hereafter referred to as the Sohag project) builds on the human security concept, which focuses on protection from threats such as precarious livelihoods, financial and economic downturns and environmental degradation. For community security, the Sohag project focused on community empowerment measures with the aim to enhance community capacity towards self-reliance in addressing future vulnerabilities.

Responding to a specific request from the Egyptian MoLD, the Sohag Project was a geographical extension of the previous Hayat 1 Project, which was designed to improve the human security of vulnerable households in target communities previously implemented by five UN agencies in the Upper Egyptian Governorate of Minya between 2013 and 2017<sup>1</sup>.

Based on the experience and lessons learned from Hayat 1, the Sohag project was established to target inclusive, pro-poor socio-economic development interventions in two districts of the Sohag Governorate in Upper Egypt through enhancing potential employment opportunities, with a focus on women and youth; and increasing profitability of small and medium scale enterprises for farmer beneficiaries.

This report outlines the findings of the TE of the Sohag project and was undertaken in accordance with UNIDO Technical Cooperation (TC) Guidelines which previously mandated independent evaluations for all projects over a €1 million threshold<sup>2</sup>.

The TE was undertaken between January and March 2020 by Mr. Andrew Young an international evaluation consultant. While no national evaluator was employed, invaluable coordination was provided by the project, particularly the PM in Vienna and the Project team from Cairo accompanied by an independent translator who travelled with the evaluator to all project's sites.

## 1.1 Evaluation objective and scope

The overall purpose of this TE is to assess whether the project has achieved or is likely to achieve its main objective, as well as to what extent the project has also considered sustainability and scaling-up factors for increasing contribution to sustainable results and further impact. The objectives and scope of the TE were clearly outlined in the evaluation Terms of Reference (ToR).

The TE has three main objectives:

- (i) Assessment of the project's performance against principal OECD-DAC criteria of relevance, effectiveness, efficiency, sustainability and progress to impact,
- (ii) Identification of key learning to feed into the design and implementation of future projects and,
- (iii) Development of a series of findings, lessons and recommendations.

---

<sup>1</sup> Human security through inclusive socio-economic development in Upper Egypt implemented by UNIDO as lead agency, the ILO, UN WOMEN, UN-Habitat and IOM.

<sup>2</sup> This has now been changed to a €2 million threshold

The scope of the TE covers the period of project implementation from its commencement in 2017 to the date of the TE. Through its assessment, the Evaluation should enable the Government, donors, counterparts, stakeholders and UNIDO verify prospects for development impact and sustainability, while providing an analysis of the attainment of the project objectives, delivery and completion of project outputs/activities. The assessment includes a reexamination of the relevance of the objectives and other elements of project design.

The TE draws lessons and develops recommendations for UNIDO, the Government, the donor and project stakeholders/partners, which may help improving the design and implementation of similar future projects and activities in the country. The TE report includes an example of good practices for other projects in the focal area, country, or region.

## **1.2 Overview of the project context**

Since the January 25 revolution of 2011, Egypt witnessed an economic downturn that aggravated poverty, as well regional and gender disparities. The Central Agency for Public Mobilization and Statistics (CAPMAS) maintained that Egypt's poverty rate increased over the years 2012/2013 and that this disproportionality affected rural areas<sup>3</sup>.

Reports from the World Bank and the World Food Programme used at the time of project formulation indicated that the poverty rate is highest in Upper Egypt and specifically in rural Upper Egypt. The prevalence of income poverty in Upper Egypt is critically high in Sohag Governorate with the poverty rate of 55 percent far exceeding the national rate of 26 percent. Within the Governorate; Tahta District suffered from the highest poverty rate at 67.3 percent<sup>4</sup>. However, as with most southern governorates, Sohag has a competitive edge in agriculture due to its microclimate.

Following these economic challenges, the Egyptian Government focused on decentralization as a response to generate local development and alleviate poverty. The MoLD is the principal Ministry tasked with the responsibility of decentralizing power and to provide employment for youth and women<sup>5</sup>.

Part of the combined GoE/UN response to counter challenges to human security as a result of economic downturn was the implementation of the "Human security through inclusive socio-economic development in Upper Egypt" which focused on the Governorate of Minya in Upper Egypt. The project was implemented jointly by UNIDO, ILO, UN Women, UN-Habitat and IOM between 2013 and 2016 and focused on employment creation opportunities and increased employability of the local labor force, while contributing to mitigate threats to key human security aspects including the environment, community and food security.

The Sohag project should also be placed in the context of other key interventions. These include the Upper Egypt Local Development Programme (UELDP) which commenced in 2016; a USD 500 million loan to enhance the institutional environment in select Upper Egypt governorates to enable

---

<sup>3</sup> Household Income, Expenditure and Consumption Survey 2012-2013 (CAPMAS).

<sup>4</sup> According to IFAD this has now increased to 66% in Sohag: Sustainable Transformation for Agricultural Resilience in Upper Egypt Project Design Report IFAD 2019

<sup>5</sup> MoLD Website: <https://mld.gov.eg/en/programs>

sustainable and private sector led local development in the region. Accountability of government and inclusion of citizens was of particular relevance to UNIDO.

UNDPs 'Supporting the MoLD in Integrated Local Economic Development and Decentralization with Special Emphasis on Upper Egypt' builds on previous collaboration with the MoLD since 2007. Through this project UNDP aims to support the MoLD create a modernized and decentralized local administration system at the central and local levels in selected governorates.

### 1.3 Project summary

The three-year Sohag project is implemented by UNIDO with the Counterpart MoLD and the Governorate of Sohag, with funding from the Swiss Agency for Development and Cooperation. The project finished in March 2020 following a six-month no cost extension.

The overall Development Objective (or impact as outlined in the logical framework) of the project is ***Human security of vulnerable households, youth, women and children is improved in target communities through inclusive, pro-poor socio-economic development.***

As outlined by the Project Document the Sohag Project aims to enhance the human security and livelihood of rural communities in the Sohag Governorate by;

- (i) Strengthening the institutional capacity of local organizations to support measures for socio-economic development (LED),
- (ii) Fostering entrepreneurship among youth in secondary schools, and
- (iii) Improving productivity of local small-scale enterprises and farmers.

The project outlines the following outputs, outcome and impact in the Logical framework

OUTPUTS	OUTCOME	IMPACT
Output 1. Participatory governance framework for local development established and operational	Improved local participation in target communities and strengthened socio-economic security of beneficiaries	Human security of vulnerable households, youth, women and children is improved in target communities through inclusive pro-poor socio economic development
Output 2. Human Security Fund (HSF) established to realize community-based interventions in support to human (economic) security		
Output 3. Employability and economic empowerment of youth and women is improved through skills development training and support schemes for employability and productivity		
Output 4. Entrepreneurship programs for youth channeled via TVET schools complemented with financial education		

In summary, the project is intervening predominately in community, economic, and environmental interventions under a framework for human security similar to that established by Phase 1 of the project in Minya Governorate. The Sohag project is a more geographically focused intervention than its predecessor and as such focusses on only two of the more vulnerable agricultural districts; Sohag and Tahta in the Sohag Governorate of Upper Egypt.

With an overarching project development goal towards enhanced human security through inclusive pro-poor socio-economic development, the projects principle areas of intervention are in the development of consultative LED frameworks; value chain development for key agricultural commodities already produced in the Governorate, and the development of entrepreneurship training capacities for local technical and vocational educational schools (TVET).

To enable community led interventions part of the project budget was allocated as a Human Security Fund (HSF). The HSF operated more as a grant than credit and was not intended to be sustainable beyond the life of the project nor was the intention to have this administered by national institutions.

The project has an emphasis on youth with a focus on entrepreneurship training for college students, and for women with a focus on tailored agricultural activities, such as poultry breeding, and livestock care; activities traditionally undertaken by female household members.

## **1.4 Evaluation methodology**

The Terminal Evaluation (TE) followed guidance provided by the UNIDO Evaluation Manual and was supported throughout by the UNIDO Independent Evaluation Division and the UNIDO project management team in Vienna, Cairo and the Governorate of Sohag. The evaluator used the Theory of Change (TOC) approach. The TOC provided a roadmap to assess the extent to which project outcomes contribute to the conditions necessary to achieve the broad adoption of behaviors necessary for transformation. A draft TOC was prepared through a consultative process between the PM in Vienna, UNIDO project staff in Cairo and the evaluator. The final TOC provided in this report was significantly clarified by the UNIDO PM during the course of the TE.

The independent TE based its findings on an extensive review of written documents as well as qualitative and quantitative data gathered from UNIDO Vienna, the Project Office in Cairo and the UNIDO field staff and government directorates in Sohag Governorate and from the main project counterparts and beneficiaries in Sohag Governorate.

Contribution analysis was used to draw conclusions about the contribution the project has made to inclusive and sustainable local economic development. Contribution analysis was assisted by the development of the TOC, multiple secondary sources such as evaluations and reports provided by the project and enabled the development of concise questions to be asked of primary respondents for triangulation.

### **Document review**

To better inform the field mission, a desktop review was undertaken on related project documents and other background publications prior to visiting Egypt and the Sohag Governorate. Of particular relevance were the 2017 project document “Inclusive and Sustainable Local Economic Development in Upper Egypt (SOHAG) – Phase 2 (HAYAT)” and associated UNIDO Project Biannual Progress reports one to four. The UNIDO “In-Depth Gender Sensitive Value Chain Analysis of Horticultural and Livestock Sectors in Sohag and Tahta Districts” were analyzed as were the Final Project Report and the 2017 UNIDO Independent TE of Human Security through Inclusive Socio-Economic Development in Upper Egypt. HAYAT Phase 1.

During the TE field mission a significant number of additional project related documents were collected. These mainly related to government strategies regarding agriculture and education, internal M&E reports for all of the various component activities, component training reports, and project media communication. Annex C includes the full list of documents reviewed.

### **Coverage and development of themes in the qualitative and quantitative questionnaire**

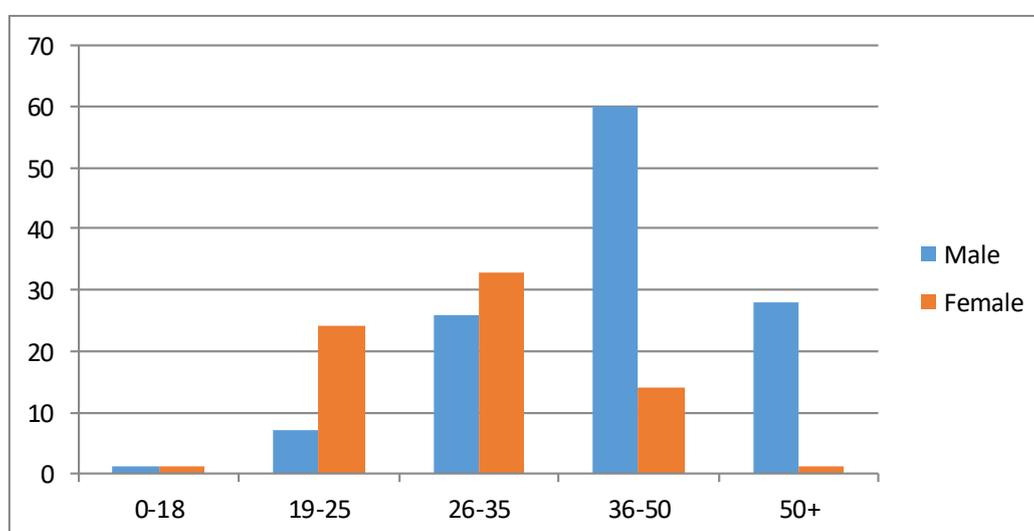
The ToR for the TE (included as Annex A) included a comprehensive list of qualitative best practice evaluation questions outlined by both the Independent Evaluation Division and project specific questions outlined by the UNIDO Project Manager. Guideline interview questions were incorporated into a broad evaluation framework from the TOR, preliminary analysis of the project documents, and the UNIDO Evaluation Manual.

All these documents were used in conjunction with findings from desktop literature review to prepare a detailed Inception report outlining the overall methodology, the rating criteria and evaluation questions to be included in the TE. Annex B includes the Broad Evaluation Framework and related questions predominately for use during key informant interviews (KII).

Following initial meetings with beneficiaries involved in the agricultural sector during the field mission, and based on their willingness to talk about broad percentage increases in their income related to better farming practices, a simple quantitative questionnaire was designed to cover most of the key agricultural sectors being supported. The intention of the quantitative questionnaire was to generally determine satisfaction regarding training received, whether interventions were increasing productivity or market opportunities, and whether input costs were increasing. The questionnaire was deliberately designed to enable comparison across all the agricultural value chains supported. It also gives an opportunity to validate the reported income increases from the projects internal M&E. Questionnaires were not designed for every component of the project, including the entrepreneurship education output. The majority of beneficiaries were students who were not yet working or teachers and qualitative data collection was evaluated as sufficient. The questionnaire is included as Annex G.

Two hundred and ten questionnaires were administered across the agricultural value chains. Fifty each for poultry, onion and livestock, with 40 for loofah production, 10 for loofah processing and 10 for grafted seedlings. Women are represented in the poultry, livestock and loofah growing and processing value chains, representing about 37 percent of total responses. Women made up 100 percent of the sample in poultry and 36 percent in livestock. While the majority of the women from the sample could be categorized as youth (at under 36 years old)<sup>6</sup>, the majority (72 percent) of male beneficiaries who were farmers of onion, loofah and livestock would not be categorized as youth even using the highest possible age range for what determines youth in Egypt.

**Table 1: Age of Beneficiaries Responding to Agriculture Questionnaire (By no. of responses)**



<sup>6</sup> The age of youth is not clearly determined in Egypt. CAPMAS defines ages between 18 and 29, however, the Ministry of State for Youth Affairs defined youth as 18-35. The upper age range has been used in this evaluation.

## **Key Informant Interviews and Focus Group Discussions**

The TE interviewed over 600 stakeholders between January 30 and February 13, 2020. A list of attendees is included as Annex D and broad guidelines for FGD for beneficiaries and trainers is included as Annex E.

The selection of interviewees was assisted by UNIDO in Vienna and the project staff in Cairo. The evaluator changed the participants and sometimes the scheduling of meetings as additional information was required. To encourage a fully independent approach, especially when asking about gaps in support or problems encountered, the TE used an independent translator and UNIDO project staff introduced the meeting and kindly left the meeting to allow people to talk freely. The donor observed two days of meetings predominately for the poultry breeding and entrepreneurship education components.

Key informant interviews were held with UNIDO project management in Vienna and Cairo, the Swiss Agency for Development and Cooperation in Egypt, Egyptian government counter parts from the MoLD in Cairo and members of the agricultural and educational directorates in the Sohag Governorate. KII were also held at Sohag University; with a private sector exporter; with the Ministry of Manpower and the Chairman and members of the Agricultural Pesticide Committee in the Ministry of Agriculture & Land Reclamation. All the key UNIDO consultants from the various agricultural and entrepreneurship components were interviewed individually to further verify findings from community meetings.

A large number of direct beneficiaries were involved in the TE and 24 FGD focusing predominately in the project focus districts of Sohag and Tahta were held. This included a total of 601 direct beneficiaries, forty five percent of which were women (268 in total). Women were generally equally involved in all the FGD though they were the clear majority when it came to Poultry and were not involved in carpentry.

Regarding local governance structures for local development, the TE held two FGD with 30 participants from 11 LED units from various districts and villages in Sohag. Related to project support to the agricultural value chains and pesticide application, the TE undertook 11 FGD over four Districts in Sohag with 318 farmers, breeders and processors in the Loofah, Onions, Livestock, and Poultry value chains as well as beneficiaries of the carpentry and nursery management components. Regarding the Entrepreneurship component for youth, the TE undertook 11 FGD with 253 teachers' students and school managers from various technical, mechanical, agricultural commercial, industrial and hospitality schools. Sixty-one percent of participants were female.

A preliminary presentation of findings and recommendations from the field was held on the 11 February 2020 in Cairo for the purpose of initial verification. The meeting was attended by the donor, some key members of the PSC and key UNIDO project staff. Findings and recommendations were further clarified and adjusted according to feedback. A further presentation was given to UNIDO on the 13 February 2020 in Vienna.

## Rating criteria used in the terminal evaluation

A rating criteria of six for highly satisfactory to one for highly unsatisfactory is used during the TE (see Figure 1 below). Ratings are applied to overall project design and the project logical framework, project performance including relevance, efficiency, effectiveness, sustainability and likelihood of impact, crosscutting performance criteria including gender, M&E and results-based management and performance of partners.

**Figure 1: Evaluation Rating Calculation**

Score	Definition*	Category
6	Highly satisfactory Level of achievement clearly exceeds targets and expectations and there is no shortcoming.	SATISFACTORY
5	Satisfactory Level of achievement meets expectations (indicatively, over 80-95 per cent) and there is no or minor shortcoming.	
4	Moderately satisfactory Level of achievement more or less meets expectations (indicatively, 60 to 80 per cent) and there are some shortcomings.	
3	Moderately unsatisfactory Level of achievement is somewhat lower than expected (indicatively, less than 60 per cent) and there are significant shortcomings.	UNSATISFACTORY
2	Unsatisfactory Level of achievement is substantially lower than expected and there are major shortcomings.	
1	Highly unsatisfactory Level of achievement is negligible and there are severe shortcomings.	

## Limitations of the evaluation

It is too early to assess the long-term impacts of the projects evident effect on behavior-change, as the project was still ongoing at the time of the TE. This was also a constraint regarding some of the activities especially related to the sustainability and exit strategies, which were a focus of much project activity after the field evaluation was completed.

With the questionnaire for the agricultural value chains providing useful primary analysis, a basic questionnaire regarding changing attitudes among young students and their teachers in entrepreneurship could have been useful. However, it is considered that with the very high number of qualitative meetings with students and teachers (and their universally positive feedback) a questionnaire would have been unlikely to reveal much additional information. With a focus of the project on income generation it was also considered further analysis was required on those sectors that had been actually capacitated to generate additional income as a priority.

Some focus group discussions (FGD) were rather large with more than 30-40 participants. While a challenge to get everybody to participate, this can be the same with small FGD with only one or two people often contributing. The evaluation countered this constraint with multiple FGD from the same sector (for example poultry) which allowed flexibility in qualitative questions as the

evaluation learned about particular issues. Holding often three FGD across each sector also allowed further verification of issues/constraints across multiple groups from the same sector. With large groups the evaluator asked questions in a way that could be confirmed by the majority, asking the whole group whether they agreed with the statement of their colleagues frequently by a show of hands. Overall the significant number of beneficiaries seen is evaluated as a positive.

The lack of a national evaluator was a constraint. However, with questions clearly defined by the inception report, the experience of the international evaluator and the employment of an independent translator, meetings were held independently of UNIDO. While not involved in any project implementation, the translator had consulted with the project (for translation) on three previous occasions. This gave her additional knowledge about the project and she independently provided the international evaluator with additional information, verification and background.

Questionnaires were administered by project staff and not the evaluation. While this presents some risk of bias, questionnaires were entirely quantitative in nature and often focused on yes or no answers. Questionnaire results (for example with livestock) did reveal some project related issues for project beneficiaries suggesting the questionnaires were working as intended. Questionnaires were designed as an additional evaluation tool for agricultural value chain beneficiaries when it was evident respondents were comfortable talking about personal income.

There also remains the risk of bias in the selection of FGDs by UNIDO (for example not many agricultural students were seen). While this is a valid point raised by a senior stakeholder, the evaluation took complete control of the timetable cancelling some meetings, rescheduling meetings and holding a quite significant number of additional meetings for verification. As with the administration of questionnaire distribution, access to villages, communities and the large number of responses that was required without coordination by UNIDO would have required the creation, training and payment of an independent team which would not have been time or cost efficient to either the donor or the project. In any case, access to communities would still require administrative assistance by UNIDO Egypt.

## **2. Project's contribution to development: results, effectiveness and impact**

Effectiveness assesses the extent to which the development intervention's *objectives are achieved* or are expected to be achieved by project completion and impact refers to the *long-term effects* produced by that intervention. Impact may be positive or negative, intended or unintended.

It is assessed the project broadly met its objective to improve the human security of vulnerable households in target communities through inclusive pro-poor socio-economic development. There was a clear emphasis on gender but many male beneficiaries working in agriculture could not be defined as youth.

The integrated human security approach for development was broad ranging and covered community involvement and mechanisms for local development, technical capacity building for income generation and educational capacity building towards entrepreneurial knowledge, skills and attitudes of teachers. Further specific details at the outcome and output level are discussed below.

### **2.1 Projects achieved results and overall effectiveness**

The project had completed the majority of its planned activities by the time of the TE. There had not been any significant adjustments to the original scope of the project, though the donor had ensured the project placed a much greater emphasis on exit and sustainability towards the end and there had been a need for a no cost extension.

With a broadly collaborative, focused and practical application of interventions, there is little doubt that it was the project rather than external factors that has resulted in both behaviour and small scale economic change. It is also assessed the right target groups were selected for intervention due to the broad ranging nature of project components and the collaborative manner in which interventions were selected. The specific focus on gender and the environment were important and outlined clearly in the design phase. Stakeholder feedback to the TE was entirely positive regarding effectiveness of the project interventions with UNIDO's work being highly regarded for its practical application, even comparing favorably with much larger development projects implemented by other agencies. There were no specific gaps in training or support provided by the project reported to the TE from any of the beneficiaries across all interventions.

An almost universal concern, however, was the stated need for additional training to face new challenges that may arise and concerns frequently cited about who would be able to replace UNIDO once the project ended. It was clear that UNIDO was seen as a principal service provider to some extent replacing both the lack of comprehensive agricultural extension services and, operating as a conduit facilitating consultation between communities and their local and central authorities. This must be considered an ongoing constraint, especially as the project aimed to build more self-sufficient capacity for communities. Some lead farmers were reporting, however they had more personal contact from individuals in the relevant Governorate departments and academic institutes.

It is evaluated that in one case, macro-economic policies were directly reducing the effectiveness of interventions. Livestock farmers reported they were detrimentally impacted by the government policy to encourage imports of Somali and Sudanese meat. This had the effect of keeping the price of Egyptian livestock low, even if the cattle had improved weight and health. This was not the case for dairy production, however, which had reportedly increased because of improved animal health and was capable of locally competing against imports.

One of the potential value chains to use fibers and wood from banana trees in handicraft or furniture product development was also identified by the UNIDO value chain assessment as high potential for employing women while mitigating environmental consequences of poor disposal practices. However, this was not really pursued beyond awareness raising campaigns with 200 banana producers as the project assessed the material equipment and time needed to develop a handicraft industry would be beyond the capacity of the project.

The Egyptian Sawiris Foundation working in the area confirmed to the TE that many interventions over a long time period would be needed but while UNIDOs training had been welcome it was limited in scope.

A summary of specific project activities is outlined below;

### **Output 1**

Through regular meetings with the WB UELDP and the MoLD, the project facilitated the establishment of LD fora both at district level in Tahta and Sohag and at the Governorate level. Training was provided by the project to LD forums and Governorate officials. District fora as well as LED unit were established by Governor's Decree in January and November 2018 respectively. Following issuance of the November decree, three LED Unit staff (situated inside the Local Implementation Unit of the UELDP) were identified.

During the life of the project the MoLD introduced several institutional mechanisms for enhancing participatory local economic development in Sohag. These included:

- Expansion of local development forums (LD forums) at district level;
- Development of a manual for the operation of the LD forums;
- Establishment of a LD forum at governorate level; and
- Establishment and staffing of a LED Unit.

The Sohag project has focused mainly on training in the concept of local development, participatory strategic planning, community asset mapping and data collection and project development training for communities. It supported the baseline research and sectoral assessments of the main horticultural, livestock and wooden furniture value-chains. The project had also intended to design an operational manual to guide and support the LD fora regarding their role, responsibilities and operation. However, with ongoing changes in MoLD's plans to establish a LED department and the extent to which the UELDP or UNDP would contribute to this proved too indeterminate to continue this planned assistance.

## **Output 2**

Under Output 2 the project document outlined that at least 15 interventions would be financed through a HSF supporting different domains of human security to empower communities to take action on their own behalf. Interventions were based on community needs assessments, stakeholder consultations as well as an economic analysis conducted in Sohag and Tahta. The budget was allocated for national experts (to provide technical assistance and training); subcontracts (to provide necessary services and equipment needed for meeting community and enterprise needs) and in-service training.

The HSF was essentially operated as a small-scale project implementation budget. Regarding institutional and 'core' capacities (political and economic security), the budget component contributed to community development capability through training in asset mapping, local project development and financial management for key members of LD fora and for community members. Training was provided in partnership (and as a request of) the UELDP.

Regarding environmental security the HSF contributed to safe pesticide application; storage and handling for farmers, women and teachers in agricultural technical secondary schools. One hundred pesticide applicators from the Governorate were certified as nationally recognized pesticide applicators. Training was provided under the framework of national standards set by the Ministry of Agriculture's Agricultural Pesticide Committee.

The project also focused on a training program for women in their household and community and produced a best practice guideline to be used by the APC in Cairo, the Governorate and potentially nationally. The project undertook a public awareness campaign on pesticide hazards and safe handling through public institutions. This was a follow up to UNIDO's previous Green Trade Initiative Project which had supported the launch of a national program to train professional pesticide applicators led by the Agricultural Pesticides Committee.

Regarding LED, the HSF contributed small scale processing equipment for value chain development such as feed mixers for poultry and livestock, sewing machines for loofah processing workshops, seedling nurseries and best practice model farms. Awareness campaigns on alternative uses of banana waste and cattle health were also undertaken.

The effectiveness of the HSF is evaluated as particularly important for the agricultural value chain activities. The seedling nurseries were increasingly being used by farmers in the district as they realized the decreased needs for reduced inputs with more resilient grafted seed varieties. Small scale investment in business support infrastructure was effective for Loofah, with the workshops beginning to expand independently and one even commencing export. Cucumber and onion farmers were also reporting increased production and export.

The development of potential for future entrepreneurship was also an important component of the HSF with a focus on technical secondary skills. This is reported under Output 4 below.

### **Output 3**

Output 3 aimed to improve the employability and economic empowerment of youth and women through skills development training and support schemes for employability and productivity. The activity was supported full time by a National UNIDO Expert.

The “In-depth Gender Sensitive Value Chain Analysis of Horticultural and Livestock Sectors in Sohag and Tahta Districts” was an important result, and from the outset was designed to incorporate women’s agricultural opportunities. With Local government institutions and community members participating actively in the planning process, outputs of the analysis resulted in the prioritization of four agricultural value chains, onions, loofah, household poultry, cattle (meat and dairy products) and three interventions in plant nursery management, integrated pesticide management and banana tree waste management. The findings and recommendations of the value chain analysis were used during implementation.

General support across all value chains and input supplies focused on multiple farm visits by technical experts and field support staff from the project; formal group training and field trips to support peer to peer knowledge transfer and open access to markets. Technical experts that were employed were all Egyptian nationals working in Government or academic institutes who were already leading knowledge providers in their field. A lesson learned from the Hayat 1 project had also been the importance of having a field based project office in Sohag which enabled multiple field visits to follow up with beneficiaries. It was reported to the TE, for example, that for poultry breeding project staff were visiting several times a month for the duration of the project. Quantitative analysis corroborated the high number of field visits undertaken by UNIDO staff with as many as 20-30 visits sometimes reported, especially for poultry.

During implementation, the project worked with local village or community NGOs<sup>7</sup> to facilitate access to beneficiaries and it is assessed this focus on local NGOs particularly enhanced effectiveness and sustainability. It was also reported to the TE that beneficiaries were transferring their new technical competencies to family members outside the project area and that nearby villages that were not selected for direct intervention were sometimes copying the new techniques now evident.

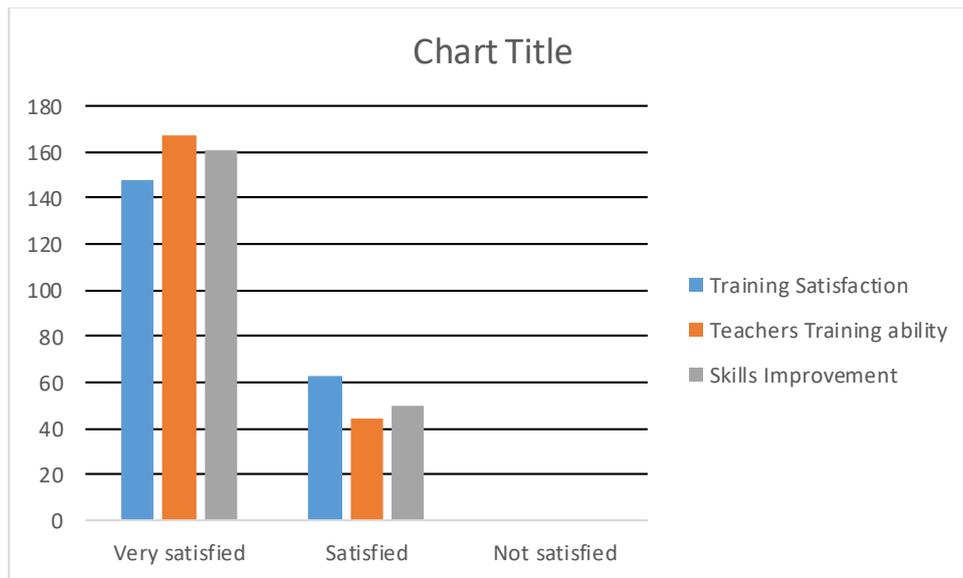
Low cost, printed technical guidelines were produced by the project for each of the onion, loofah, livestock, poultry and carpentry value chains and disseminated to stakeholders, village/community based NGOs and farmers. Specific animal feeding guidelines based on an animals weight, age and food requirements were also developed by the UNIDO livestock consultant. Although durability of the products should be considered (for constant use in the field), it is assessed that these are best practice and should be replicated by stakeholders in Egypt and future UNIDO projects.

With training being the major methodology used for capacity building, quantitative analysis for beneficiaries in the agricultural value chains was undertaken regarding the perceived quality of trainers and trainees. Table 2 below reveals positive results regarding satisfaction of training received.

---

<sup>7</sup> Local NGOS appeared to be basic community based organisations operating sometimes at a single village level but registration under the Ministry of Social Solidarity classifies them as NGOs.

**Table 2: Perceived Satisfaction Regarding UNIDO Project Training (By no. of responses)**



For poultry and livestock support, training focused on animal health and reduced mortality through improving feed mixes and improved access to veterinarian services. For poultry a financial literacy component was suggested to create the basic building blocks of empowerment for women. This was undertaken by a National NGO Dandara. Training also included the basics of reading and writing and this was a development greatly appreciated by the woman as reported to the TE.

CARE Egypt was also subcontracted as a service provider for animal husbandry and in conjunction with the Department of Veterinary Medicine provided cattle owners access to free treatment, vaccinations, and artificial insemination. The production of silage from the cultivation of maize as a low-cost high-quality animal feed was also introduced to the farmers, though farmers reported to the TE they were not always introducing this as it depended on the amount of land they had.

For the onion value chain, six demonstration plots were established to demonstrate methods of improved irrigation and the cultivation of new types of onion and garlic crops to enhance productivity and export potential. The project reported support to 60 lead onion farmers on demonstration plots and support to a total of 585 individuals involved in production and harvest of onions over 28 days of field-based support. There was also a matchmaking event provided between farmers and exporters aimed to promote business linkages, open new export markets and promote traditional and new onion varieties being grown as a result of the project. Whether this matchmaking event would occur again post-UNIDO seemed unlikely from conversations with an exporter and some lead farmers. While contacts were established during the matchmaking event stakeholders reported that further events should be supported by the central and local government and that exporters would be unlikely to contact these authorities without a third party such as UNIDO. It was a reported view that there was limited practical support and coordination coming from the government in this respect.

For Loofah, the higher yield and larger size of harvested loofah sponge reported by the project (and validated by TE discussions with the beneficiaries) provided the opportunity for women to start processing the product into bath sponges. This was providing new employment opportunities for women not previously employed and new domestic and even international market opportunities.

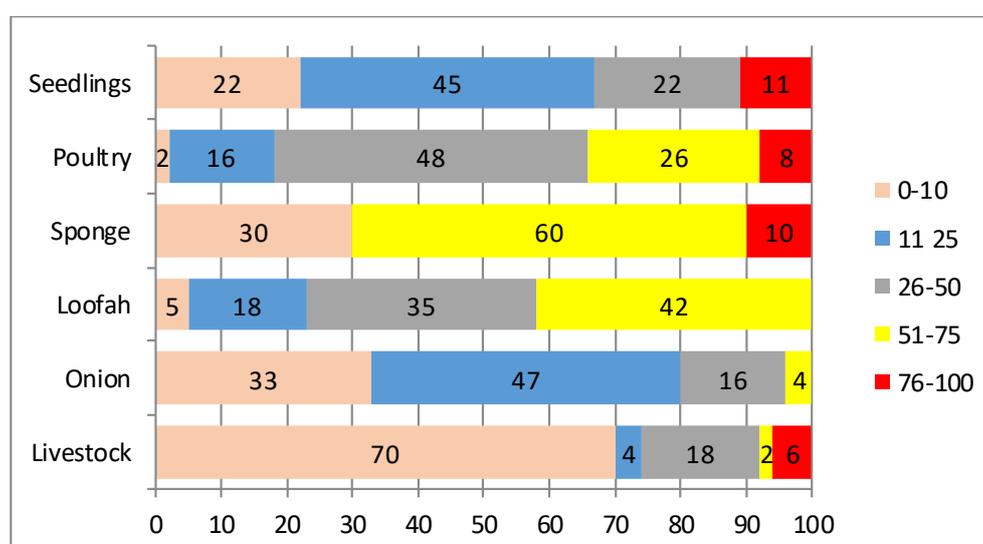
The project worked to improve the technical expertise of existing seed nurseries that had suffered from poor quality seeds that sometimes had diseases and focused on private nurseries, agricultural academics, students and agricultural workers. The project reported it had provided training to 230 people. Training focused on potential business development and promotion as well as the technical aspects of micro grafting to improve seed resilience and study tours to the North of Egypt to demonstrate existing businesses. The project paid for the installation of a modern greenhouse, while the University provided the land, staff and teachers. It is evaluated the University remains committed to continue advice and training to students and local producers post-UNIDO as an MoU between the University and UNDO was signed to this effect in November 2019.

Onion growers were reporting access to new markets both because of improved productivity but also because of reduced pesticide residue. Poultry and livestock farmers were reporting a reduction in animal mortality and improved animal health and weight. Loofah farmers were reporting an increase in productivity and were now producing inputs for loofah processing.

Farmers were also increasingly using grafted seedlings for the first year and cucumber farmers reported they would increase their purchases in the following year due to improved productivity. Some livestock, and onion farmers also reported they were using demonstration plots as an example and when they had the land, were replicating the techniques demonstrated.

Quantitative evaluation undertaken by the TE focused on one of the most important aspects of the project; actual income generation. Participants in the agricultural value chains were asked to approximate their percentage increase that had resulted from project interventions. Table 3 outlines the results below.

**Table 3: Reported Percentage Increase in Agricultural Product value (weighted)**



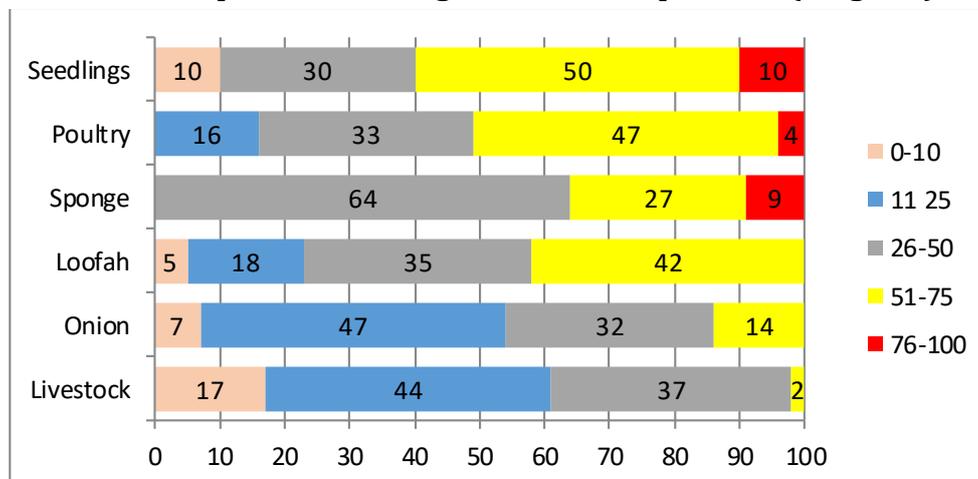
Results generally indicated livestock was often generating the least increased income but that the processing of loofah (sponge) generated the highest increase. This corroborates qualitative data suggesting that meat import was affecting the value of domestic cattle and that loofah processing was often new employment for women. Loofah agriculture and poultry respondents reported product values had increased by over half by 42 and 34 percent respectively. After livestock, onion

generally appeared to have quite modest increases with 80 percent of respondents reporting a zero to 25 percent increase. Grafted seedlings did not yet appear to be generating the significant value addition anticipated but the sample was very small. It is also noted that seedling beneficiaries reported increases of 76-100 percent by the highest margin (11 percent). It is important to note that the loofah crop had value added twice; first by improving agricultural practices and then by processing.

While beneficiaries across all value chains reported an increased income to the TE it was those value chains with additional processing such as loofah or dairy and milk production that reported the highest income changes. VCs with processing were most effective in generating income. Input costs were also approximated by the TE and the results are outlined in Table 4 below. Input costs are calculated independently of product cost increases and are only approximate estimates. However, there appears to be some correlation between the amount of product value and input costs with seedlings having the highest for both, and livestock the lowest. It is tentatively suggested by the evaluation that farmers paying the highest input costs were also seeing some of the highest product-value returns.

Reasons for an increase in input costs were unanimously reported across all categories as primarily due to the devaluation of the Egyptian pound. The primary agricultural products of onion, loofah and livestock also sometimes reported they were having to use inputs more often and pay more to agricultural service providers. Though not specified by the questionnaire it is suggested the generally higher input costs for secondary agricultural activities of seedlings and loofah processing are related to small scale equipment purchasing. Although reporting the lowest product value increase, animal husbandry had the lowest costs and it is suggested this is directly a result of the project providing free veterinary services. It is also a positive finding that the project considered the potential impact of agricultural input costs from the outset through appropriate pesticide and fertilizer application.

**Table 4: Reported Percentage Increase in Input Costs (weighted)**



The project also provided minor support to furniture making and banana waste management. Ten beneficiaries in the furniture making reported improved competitiveness of their products with higher finishing standards. For banana waste management two awareness raising workshops focused on using banana waste in compost production, mitigating environmental consequences of discarding banana trees in rivers or burning and the potential use of fiber for handmade products.

#### **Output 4**

Output 4 stated, “*Entrepreneurship culture is instilled among the youth complemented with financial education*”. In practice, it aimed to encourage entrepreneurial attitudes particularly for youth who were studying in TVET schools in the target districts. It complemented the Ministry of Technical Vocational Education and training activities to change the TVET curriculum into one that is less theoretical and more competence-based.

By introducing Entrepreneurship Education (EE) into the technical secondary school sector in Sohag the anticipated long term aim of the Sohag project was to foster local entrepreneurship development and to improve potential employment and employability through improving the learning capacity, entrepreneurial mindset and communication ability of students<sup>8</sup>. The project reported EE was complemented with financial education in order to encourage a more entrepreneurial mindset among both students who were teaching the lessons and their students.

The activity was supported full time by a National UNIDO Expert and part time by an International UNIDO Expert. Mentoring and support was also provided in Sohag by two Luxor Governorate officials who had engaged with the UNIDO’s IMKAN Project in Luxor Governorate. and were particularly committed to entrepreneurship education.

The project focused its activities on improving teacher abilities to stimulate enterprising attitudes amongst students, encouraging students to set up small businesses both theoretically and in some cases, in actual practice. The project reported that 95 teachers from eight industrial, commercial and agricultural high schools, reaching around 2,500 students had been trained.

Training was provided over three stages. Off-site training was provided over six sessions by the international advisor to selected teachers, focused mainly on integrating skills into lesson-plans. The second stage focused on how these skills had been applied and lessons learned for improvement with a third stage involving the submission of a teacher’s portfolio to complete the planning, preparation, implementation and evaluation cycle of teaching. Core training on modules to support entrepreneurial education were complemented with formal training in workshop settings to support critical self-review and expand knowledge on financial literacy.

Training commenced in 2017 with 60 teachers from four schools selected to receive eight days training on integrating entrepreneurship into their existing training plans. Teachers received six blocks of Entrepreneurship in Education including Teachers trained in 2017 then mentored teachers selected for training in 2018. At the time of the TE, the teachers selected from 2019 had just started receiving training a few months previously.

To practically implement the training received by the teachers and students, the ‘Hayat Student Competition’ was held in April 2019 whereby 12 teams of students (out of 25) were selected to set up market stalls to display their concept and answer questions asked by a panel of judges. Twenty-eight teachers from Sohag and Tahta and 127 students participated, the majority of whom were female. The Governor of Sohag, representatives from the Ministry and Directorate of Education

---

<sup>8</sup> According to the ILO PP6: Enhancing youth employability: What? Why? And How? (ILO, 2013). The ability to learn and adapt; listen and communicate effectively; think creatively; work in teams or groups and lead effectively as well as follow supervision are core skills for the world of work.

and the Donor attended.

The TE met seven female members from three small home based companies established because of the competition that were operational in food delivery and children's clothes manufacture. While the students wished to continue their studies, they were also intending to maintain, reinvest and expand their businesses.

## **2.2 Progress towards impact**

The single largest impact of the Sohag project is assessed as the increased potential to generate income contributing to the agro-economic potential of Tahta and Sohag Districts and the anticipated project outcome to strengthen socio-economic security of beneficiaries. The project anticipated that at least 1000 beneficiaries from the target communities would benefit from direct technical assistance provided by the project. By December 2019 the project reports that 5157 beneficiaries were directly reached by the project. At the outcome level, key performance indicators showed that 600 people had been reached predominately in the area of economic security, 35 percent of production units reported increased income and or production, 100 new or improved jobs had been created and there were 5 new starts ups all as a specific result of the project.

Income generation potential is predominately being realized by beneficiaries in the agricultural value chains and there was widespread consensus from beneficiaries that productivity had increased (increasing value). While input costs had decreased specifically for inputs like fertilizer and animal feed, quantitative evaluation suggests costs still increased over the life of the project. Challenges still relate to non-competitiveness of livestock without processing and a need for more outreach for pesticide applicators. There also appears to have been a somewhat limited link between the entrepreneurship outputs of the project for students and the agricultural value chains with limited evidence current EE students were working or intended to work in the project supported agricultural components. However, the intention of the EE was to give students the capacity to identify and potentially develop entrepreneurial opportunities for themselves. An important aspect is that students independently selected projects and none chose to do so in agriculture. Farmers currently working in agriculture were also fully aware of the potential to develop their own value chains, especially if they were provided inputs, government support and sometimes small scale agricultural infrastructure. It is too early to evaluate whether in the long term the agricultural sector will provide multiple opportunities for entrepreneurship. Onion processing had previously, for example, been an important processing value addition activity in Sohag but the factory had closed for 'unspecified' reasons. Notwithstanding the above it is still evaluated UNIDO could perhaps have leveraged its considerable technical expertise in agricultural value chain development and small scale agro-industry and processing opportunities with students.

Other significant intermediate changes have been helping to overcome the previously low social opinion of technical education and opportunities for graduates. The clearest impact appears to have been a result of increased linkages between theoretical content and practical activities in lessons, group work and a reported improvement in lesson planning. It is too early to determine the transformational impact this might have on local economic development but entrepreneurial youth were already identifying local opportunities and establishing small scale businesses and

many interviewed stressed their future ambition to do so. As beneficiaries of the trainings, teachers also stressed the significant impact the EE training had. One teacher best summarized the perceived changes stating, “I am 58 years old and I feel like a teacher for the first time.”<sup>9</sup>

There have also been clear indirect impacts resulting from the introduction of EE. While the rationale for introducing EE is the belief that it fosters innovation and the development of micro small and medium enterprises (MSME), the TE would concur with observations of the International UNIDO entrepreneurship expert who indicated “in addition to improving student knowledge and understanding of entrepreneurial activities, EE serves to improve student social and behavioral measures, such as attendance and punctuality reflecting greater levels of student engagement and enthusiasm for all of their studies”. These were clear findings of the TE from extensive conversations with students and teachers and validate the projects TOC.

The project has contributed to safeguarding the environment on a modest scale with better natural resource management and reduced health hazards from pesticides related particularly to better handling, application, storage and awareness.

### **2.2.1. Behavior Change**

#### **2.2.1.1. Advancing economic competitiveness and safeguarding the environment**

Poor behaviour regarding the overuse and incorrect use of pesticides on common horticultural crops was assessed as posing hazards to human and environmental health. It was also reducing access to markets that prohibited crops with pesticide residue. With the training of pesticide applicators and community awareness raising campaigns for safe use of pesticides, it is assessed there are positive results related to environmental benefits, improved safety and health and economic competitiveness. Importantly, 300 women were trained to reduce the risks of pesticide contamination in their homes and the Sohag Project had produced a simple manual to explain the risks of safe storage and use specifically for women.

Farmers across all value chains indicated to the TE they were using less pesticides, but more appropriately and this was increasing soil and crop productivity. Some onion farmers indicated they were now capable of entering new European export markets.

Trained pesticide applicators were reportedly not raising their costs of application to farmers as they were using less pesticides, less frequently. Farmers were also copying and learning from the demonstration plots that had been established. The awareness campaigns were reported as highly effective by the APC especially for women. This is discussed further in section 3.7.

#### **2.2.1.2 Socially inclusive methodology towards local development**

Members of the LED fora that were interviewed indicated that the process of local planning had been reinvigorated by the project. The Sohag Project was established with the overarching objective of social inclusion for local development planning processes. The development of Local Development forums was a specific output of the project and they both received training to enhance

---

<sup>9</sup> Evaluation FGD 9<sup>th</sup> February 2020

their capacity to plan inclusively and participated in selecting community priorities.

Regarding entrepreneurship education there were very strong reports of behaviour change both from students themselves and their teachers. It was the emphasis on practical training with a focus on group-based roundtable project rather than theoretical “blackboard training” work that changed the way that teachers taught practical subjects. It was reported that students were much keener to learn, attendance and attention had increased and there was greater participation in groups. Students were clearly proud of their products, especially young women who had formed household group businesses and soft skills training appeared very highly effective reportedly changing behavior beyond the classroom. Teachers confirmed that practical teaching was now being used across the syllabus and that they now had more detailed lesson plans.

### **2.2.2. Mainstreaming, replication and scaling-up**

The extent to which the project will be mainstreamed, replicated and or scaled up is difficult to assess and there have been no specific legislative changes as a result of the interventions. From the perspective of individual beneficiaries there appear to be multiple positive indications that the interventions may scale up. This will also be of relevance to sustainability. Whether local governance will upscale UNIDO's methodologies is uncertain, but further sectoral support appears likely given the importance of agriculture in Sohag and its potential to operate as driver for economic security.

That a participatory governance framework for local development [**will be**] established and operational was an ambitious project output as this is largely dependent on the GoE, the MoLD and potentially the UELDP WB project loan. It is too early to say whether the consultative community mechanisms used by the project to help identify key agricultural and educational interventions will operate efficiently and systematically and while there is little doubt as to the impact of the interventions on direct beneficiaries, sustainability of local development forums seems to remain outside the scope and capacity of the project.

The MoLD reported that the potential for continued impact and replication and upscaling depends on further institutional capacity to mobilize/expand best practice and ToT across all components. It is evaluated that while entirely correct this is actually a government role though they can and should request further *specific* support from development agencies and donors.

Positively, the MoLD confirmed it will continue to plan for the furniture cluster under the UELDP and that by September 2020 strategic planning will focus on the second cluster which is very likely to include agriculture and possibly poultry, livestock, onion and livestock. Implementation would commence in 2021. The donor and UNIDO should follow this up with both the government and the WB-UELDP as they have a continued presence and commitment in Egypt.

Regarding the institutional and structural capacity at the Governorate level, it is likely to include the development of an LED department perhaps by 2020<sup>10</sup>, which will supersede the LED units created in November 2019. To some extent, this is indicative of a regularly changing structure that has still not been finalized, but this is the remit of the government and UNIDO can only provide

---

<sup>10</sup> This was initially stated by the MoLD for April 2020 but recent events with Covid 19 may affect this timeline.

advice if requested by the MoLD or the GoE.

Regarding both educational and agricultural components, some replication and upscaling was already evident. For entrepreneurship, youth reported they were advising family members who have business (outside Sohag) and 2017 trainers were reportedly training 2019 teachers effectively. It is noted positively the Educational Directorate confirmed it will continue the ToT methodology **post** UNIDO. For agriculture, beneficiaries were advising family members both within and beyond the Governorate on best practices and their lessons learned. The APC has also expressed a desire to specifically replicate the safe pesticide training, especially for women, nationwide and will distribute educational animation clips for the safe handling of pesticides.

There is the possibility of an ongoing debate between the donor and UNIDO on the transformational impacts of the project specifically regarding sustainable LED structures. However, it is independently assessed that the project document and the logical framework were overambitious (and not sufficiently defined) in their intention to deliver “sustainable inclusive local economic development”. This is especially pertinent considering the relatively small budget and limited timeframe of the project. Both the donor and UNIDO required specific impact at the local level and there is strong evidence of LED for those beneficiaries that were selected. Had the project focused resources predominately at the institutional level for LED there was the risk that impact would be minimal and not necessarily sustainable once the GoE changed its structures which is beyond the remit of any donor or development agency anyway. The project has provided best practice examples and the GoE seems to be committed to continue support (with donor assistance) to important livelihood and educational sectors that already show nascent change. Institutional transformation takes considerable time and a development agency and donor can influence with best practice but they do not have the remit to implement. It is up to the Government.

### **3. Projects quality and performance**

This section analyses the methodology in which the Sohag project contributed to the expected development results examining particularly the original project design and intervention logic the project TOC, efficiency of implementation of the project, the performance of principal stakeholders and project partners, the projects relevance and its likelihood of sustainability.

#### **3.1 Project design, intervention logic and the Theory of Change**

Based on previous projects, particularly the Hayat 1 project in Minya Governorate and UNIDO's Imkan project implemented in Luxor Governorate, the Sohag project had a clear overall intervention logic which could be summarized ***in the context of human security*** as ‘reducing poverty through developing socially inclusive community-based interventions for micro-small and medium, enterprise (MSME) development’.

Both the project logical framework and TOC included risks and assumptions that remained relevant during implementation, for example, that authorities do not pursue the consultation process after project closure remains pertinent today. However, there were no specific risk ratings or mitigation measures identified in the project document. Similarly, the project document did not outline an M&E plan, and analysis against outcomes and impact were largely measured quantitatively as

numbers of meetings/training and beneficiaries reached. While useful for basic activity progress monitoring this was not sufficient to determine the fundamental objective of the project to enhance human security and the multidimensional aspects pertinent to that.

There were some practical problems with the project design reported by both the donor and UNIDO, especially regarding the output related to the 'establishment and operationalization of a participatory governance framework for local development'. This is evaluated as an over-ambitious output and while the development of LED institutional capacity is of complete relevance especially for sustainability, the output does not (and could not predict), the fluid structures implemented by the GoE for LED and the significant work that would be done by other agencies in this area such as the UELDP and UNDP inputs. In practice, the project consequently focused on training for created units. It is also noted that the output does not indicate a 'sustainable' governance framework should have been created which is evaluated as an oversight.

It is noted by the TE that in multiple human security funded projects, UNIDO often partnered with other development agencies such as the ILO or UNDP (as it did with Hayat 1) and during implementation of this project, UNIDO pragmatically partnered with the UELDP WB.

The existence of a 'human security fund' was also reported as confusing by project management especially 'the *creation* of a HSF. In practice, this was specific budget line allocation for small-scale livelihood infrastructure and training, national experts, subcontracts and in-service training.

While the Sohag project document specifically states it is based on lessons learned and best practices from Hayat 1<sup>11</sup> it is unclear how this could be the case beyond some successful approaches already evident. The original project proposal was designed in 2015 while Hayat 1 was still being implemented and could not consequently reference the final evaluation of Hayat I which was not published until 2017. This is relevant as there appear to be similar challenges faced by both projects during implementation which directly resulted from project design. The consistent issues are assessed broadly as follows;

- 1) While a human security approach was used to reduce and prevent vulnerability, vulnerability and its associated human security criteria were not clearly defined in the project document. This limited systematic targeting and impact assessment.
- 2) Objectively verified indicators (OVIs) are mostly focused on measuring quantitative results, and therefore resemble targets rather than indicators, again limiting the potential to determine impact.
- 3) The final evaluation of Hayat 1 determined that "replication of such [project] activities requires a phased exit to warrant the availability of technical guidance to the community". With Sohag 1 a lot of substantive work, especially handover was being implemented in the closing stages of the project.

---

<sup>11</sup> Project Document pp.7

## **The Sohag Project Theory of Change**

Based on the TOC and the logical framework, the expected contribution to transformation was that the broader socio-economic environment (therefore human security) in the selected Districts would become more inclusive and therefore more likely sustainable. This would be achieved by improving livelihoods through direct interventions in value chains and EE that were selected in a participatory manner, while simultaneously strengthening formal government processes at a decentralized level to support ongoing selection of interventions for LED and education.

The direct benefits (or intermediate changes) to enable the required development impact required the operationalization of consultative community mechanisms, the specific (ultimately self-supporting) development of agricultural value chains with improved natural resource management and reduced environmental hazards; and, enhanced opportunities for youth to identify local economic opportunities.

To achieve anticipated impact and benefits, the TOC required a broad range of behaviour changes most especially in people's active selection of project interventions in partnership with local authorities. For the required agricultural development, behaviour change required smallholders to realize the benefits to improved farming practices such as improved processing, and access to quality inputs such as seeds, fertilizers, pesticides and animal husbandry. This also required broader communities' and their households to understand the benefits of improved farming practices and pesticide application as well as the development of quality service providers. The behaviour change required for teachers and their students needed new teaching methodologies with the introduction of specific entrepreneurship training and the practical implementation of this training.

It is evaluated overall the project has contributed towards the human security approach through a holistic multi-sectoral and inclusive approach. The Sohag project TOC and overall intervention logic required a collaborative process and it is evaluated the project was designed in a consultative manner and particularly benefited from being in line with the development plans of the MoLD. Generally, the project document clearly articulated the problems to be addressed by the project with a relatively strong focus on youth and gender regarding target beneficiaries. As discussed in Section 2 previously, broad ranging behaviour change is evident (especially in EE), agricultural value chains and farming practices have been improved and small-scale entrepreneurship is developing.

For transformation to occur there were specific preconditions and assumptions for project outputs to achieve anticipated outcomes of behaviour change and direct benefits and for those outcomes to achieve the development impact of enhanced inclusive socio-economic sustainability in the targeted rural communities.

The TOC for Hayat-Sohag makes the following overarching assumptions:

1. The Egyptian LED implementation processes are inclusive,
2. The government of Egypt intends to promote equitable and sustainable development and that macro-economic policy is supportive,
3. Agricultural outputs are better managed leading to competitive advantages, and

4. Key stakeholders perceive benefits and pursue LED opportunities from the expected transformation.
5. Competition through cheap agricultural imports does not increase consequently lowering the value of domestic products.

A1: (i) LED consultative groups and local institutions understand the benefits of the LED process; (ii) LED consultative mechanisms are established

A2: The returns on LED participation are positive and reinforce the commitment of the LED actors

A3: Government and Governorate earmark sufficient resources for planning, implementation and monitoring

B1: (i) Appropriate technical and managerial information reaches the target groups; (ii) The target groups want to improve their operations

B2: The returns from adopting good practices are positive, and encourage others to imitate

B3: Productivity gains are likely to result in increased incomes

C1: (i) Appropriate technical information reaches the target groups; (ii) The target groups want to improve their practices

C2: Government institutions (APC and Department of Agriculture) continue to raise awareness in the community

C3: (i) Improvements in product quality are likely (ii) Reduced environmental contamination leads to better health

D1: Teachers feel confident in their newfound abilities and will be more willing to experiment and apply their learnings in the classroom

D2: Improved quality of teaching experience will increase student engagement and motivation

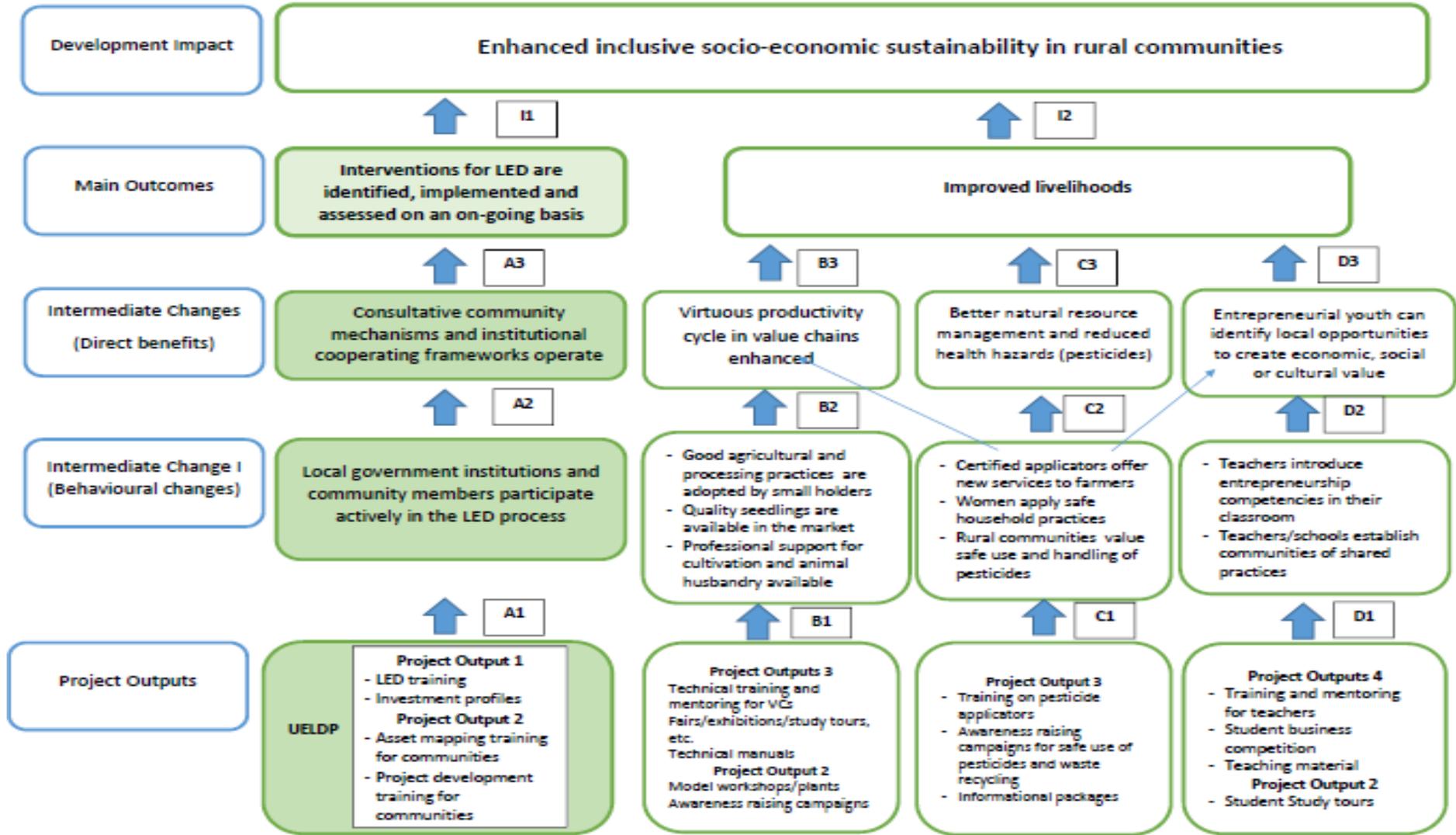
D3: Entrepreneurial youth are a driver for local development

I1: LED strategies and plans are tailored to the community's priorities

I2: Improved livelihoods are likely to expand the range of choices available to communities, especially women and youth.

The full TOC is outlined in section 3.2 below.

### 3.2 Theory of Change



### 3.3 Efficiency, coordination and project management

Efficiency is rated as *moderately satisfactory* as there were shortcomings related to timeliness both in commencing and finalizing the project<sup>12</sup>. Some concerns were also raised regarding the overall management structure.

As with effectiveness, overall efficiency was generally enhanced by UNIDO's continued presence in Cairo, and through UNIDO's implementation experience of previous and closely related projects. It is assessed there was a very high commitment from Field Based Office staff in both Cairo and the Sohag Governorate, a strong commitment from the Vienna PM and a strong active commitment from the donor.

However, there were issues with timeliness regarding implementation. There were more than a year's delays from January 2016 due to the Ministry of Foreign Affairs requesting the project document be prepared in the format of a legal agreement. UNIDO did not agree as it already had a standard legal agreement (used internationally for all projects) and the Sohag project was simply an extension of a previous one already approved by the government of Egypt. Additionally, all projects in Egypt require security clearance and the time to obtain this was reported by the project as at least several months and potentially up to a year. The project document was not agreed until the 16th March 2017 when it was signed by the MoLD and UNIDO.

The project was originally planned for a period of 30 months from the date of signature but there also the need for a no cost project extension. UNIDO requested a six-month extension "to enable the Project to consolidate sustainability of project interventions and bring full results in the Governorate. Following agreement from the donor the duration of the Project was officially extended to 31 March 2020 in September 2019.

It was suggested to the TE that the lack of a full-time international CTA could have hindered the higher level analysis at the impact and outcome level. This is discussed in full under monitoring and evaluation. Rather than a full time CTA there was a focus on national technical assistance provided by key Egyptian personnel from the government and academic institutions employed as short term UNIDO consultants. These supported the full time UNIDO agribusiness and entrepreneurship expert advisors who were also locally employed. International TA came in for short periods for example with entrepreneurship and the PM from Vienna was an active participant in the project travelling to Cairo, the Governorate project sites several times a year and was an active participant in the PSCs.

Regarding actual implementation of activities, however, it is independently assessed the UNIDO project management structure appears correct with the UNIDO Office in Cairo being responsible for overseeing the project and providing strategic and administrative support (including limited local disbursements and recruitments). Importantly, there was an 'on site' Field Office on the Governorate which enabled frequent meetings, follow up and support to beneficiaries. It is evident to the TE the project management worked proactively to overcome quite a few challenges during implementation.

It is assessed the project involved relevant Government bodies and community LED F ora including

---

<sup>12</sup> This determination was made even before the COVID 19 outbreak during the last stages of the project.

national NGOs were sometimes involved in the PSC and during implementation. The project had a PSC that had a Terms of Reference indicating meetings would be held biannually. The PSC has met previously as planned on four occasions and a final PSC is anticipated before project closure. Members of the PSC included the key line ministries involved such as the MoLD, the Ministry of Education, Ministry of Industry, Trade and SMEs, the Ministry of Foreign Affairs. Private sector representatives were also members of the PSC as were the Swiss Agency for Development Cooperation (SDC) and representatives from the Governor's Office of Sohag Governorate. Representatives from the Upper Egypt Local Development Programme (UELDP) also attended.

Project progress was reported to the PSC, particularly developments in the creation of LED Units, the Local Development Forums and the anticipated change of the LED units into departments. The relationship between the Governorate (especially the former Governor) and UNIDO was reported as particularly important to facilitate implementation as was the relationship with the MoLD.

As of 31 December 2019, total expenditures amounted to USD 817,291.68 from a total budget of 1,116,934.45 (excluding project support costs) and all money has been released by the donor. The breakdown is included below.

**Table 5: Disbursements as of 31 December 2019**

Project code	Description	Total budget (excl. psc)	Released budget (excl. psc)	Expenditures (excl. psc)	
				amount	% of released budget
<b>Output 1</b>	LED framework established	91,262.15	91,262.15	29,373.00	32.19
<b>Output 2</b>	Human Security Fund established	353,784.34	353,784.34	220,603.54	60.64
<b>Output 3</b>	Employability of youth and women improved	247,907.52	247,907.52	239,801.66	96.73
<b>Output 4</b>	Entrepreneurship culture instilled	238,748.59	238,748.59	230,553.59	96.57
<b>Operations</b>	Project management	164,864.11	164,864.11	157,850.46	95.75
<b>Evaluation</b>	Independent evaluation conducted	65,048.56	65,048.56	23,813.92	36.61
	<b>Total (excl. psc)</b>	<b>1,161,615.27</b>	<b>1,161,615.27</b>	<b>936,099.58</b>	<b>80.59</b>

Cost effectiveness can only be superficially assessed. To assess the input cost of training provided against the output of improved productivity, income or employment potential is beyond the scope and TOR of this TE. However, the largest component of the budget (predominately outputs 2, 3 and 4) was for employment improvement and quantitative analysis for the agricultural value chains suggests positive value addition across all components. Potential for students could be high, but it is too early to measure.

General observations are also possible on whether alternative approaches would accomplish the same results at less cost. There was very little procurement and the procurement that was made was local and therefore not subject to import delays. Procurement for agricultural equipment was also subject to methodological selection criteria regarding beneficiary communities. The employment of largely national experts who were knowledgeable in their field enhanced the cultural appropriateness of interventions. Cost effectiveness was also enhanced by the mobilization of supportive ministries and local organizations (such as village/ community-based NGOs). Adopting a ToT and mentoring approach in both the entrepreneurship and agricultural components enhanced cost efficiency reducing the need for international training.

Despite a relatively modest budget and multiple component activities, the employment of a full time CTA could have facilitated more comprehensive project reporting (according to one stakeholder). However, it remains unclear to the independent evaluation whether a CTA would have added to the technical services required for impact, especially as the project hired two experienced senior national consultants to manage the livelihood and educational interventions. Additionally, there were no indications from the government or counterparts to the TE that results were not cost effective. Government counterparts in both Cairo and the Governorate in fact stressed the efficiency of the project when compared to those with a much larger budget.

### **3.4 Performance of partners**

#### **National counterparts**

The main Government counterpart agency was the MoLD and the Governorate of Sohag, with cooperating agencies being Ministry of Trade and Industry (MoTI), the Ministry of Education and Technical Education (MoETE) and the Ministry of Agriculture and Land Reclamation (MoALR). Ministries were reported as supportive at the central level and representatives normally attended the PSC. The Sohag projects relationship with the MoLD and the Agricultural Pesticide Committee in Cairo is evaluated as particularly strong principally because the project had worked with the Ministry during Hayat 1 and the MoLD had requested geographical expansion to the Sohag Governorate. As with the MoLD, the APC had worked with UNIDO on previous UN projects. The Sohag project also implemented some activities in partnership with the Local Administration Reform Unit (LARU) of the MoLD particularly in LED strategies and their cluster development. One constraint reported had been the turnover of staff both within the LED fora that UNIDO trained and also some senior supporting political positions and the lack of availability of some key persons during some meetings.

A strong relationship between UNIDO and the agricultural and, educational directorates and the Office of the Governor of the Governorate of Sohag were evident, though this had taken time to develop, and officials indicated the project had been implemented in a consultative manner and in some cases counterparts were providing in kind support mainly facilities and land (for example the seedling nursery was situated in SOHAG University).

## The Donor

Inputs from the donor have been an important factor towards enhancing efficiency and effectiveness of the project. It was reported the donor has been actively involved in project development and monitoring and especially sustainability strategies. The donor has been an active member of the PSC and representatives from their Cairo office have visited the project sites and met beneficiaries.

The donor has been particularly focused on the institutional sustainability of the project components and delayed the third instalment for six months expressing the view that more work needed to be done on the projects exit strategy. It was also evident to the TE the donor had anticipated a higher level of reporting, especially greater analysis at the outcome and impact level rather than just activity reporting.

### 3.5 Relevance

There is little doubt as to the Projects relevance which is assessed as **highly relevant with no shortcomings**. Relevance to inclusive pro-poor socio-economic development was enhanced by the human security approach of broad-based community interventions for employment creation which focused on multiple value chains, institutional training for decentralized planning, and educational transformation. All the activities were designed to create new business opportunities in a Governorate that was assessed as one of the poorest in Upper Egypt but that had significant natural resources, and the intervention was specifically requested by the MoLD.

Relevance was also enhanced by the comprehensive and collaborative value chain assessment. The interventions selected were either primary livelihood income generation opportunities or important household income contributors. Reports to the TE from beneficiaries in every component were highly positive regarding the usefulness of training received and the changes this had made to their behaviour, income and productivity.

Many of the components were specifically relevant to crosscutting issues such as gender, with a focus on gender sensitive value chains; and to the environment with respect to improved and reduced fertilizer use.

While the development of a participatory governance framework for local development under Output 1 was dependent on an evolving relationship between the MoLD and the UELDP project and inputs from other development agencies such as UNDP it is assessed this was a necessary and relevant component of the project. While the wording of the project output appears overambitious, the training provided to the LED fora was highly regarded, reinvigorating a local planning process in development according to the members of the LED forums from Sohag and Tahta Governorates, staff of the LED unit in Sohag, the MoLD and the Governorate.

While it is necessary to realize the very modest budget of the Sohag project and the relatively broad nature of Egyptian development strategies it is assessed the project was very well placed to respond to priority objectives of the GoE. The project is particularly relevant to the *Sustainable Development Strategy (SDS): Egypt Vision 2030* with its focus on inclusive growth, innovation and improved technical education, participatory local governance and an improved environment. Regarding

agriculture, *The Sustainable Agricultural Development Strategy: Towards 2030* main strategic objectives include more sustainable use of natural agricultural resources, increased agricultural productivity and food security, enhanced competitiveness of agricultural products in local and international markets; improving the climate for agricultural investment; and improving the living standards of rural inhabitants. The project is also relevant to Egypt's Inclusive Development Program for Lagging Regions (IEDLR) specifically regarding improving citizen engagement and improving competitiveness for private sector led growth.

Regarding technical education, the GOEs vision for 2030 included the goals of more comprehensive professional development to improve the quality of technical education, making it more relevant to the labor market and developing educational curricula and teaching methods and tools that encourage creative thinking and develop the culture of innovation. The component was in line with the Ministry of Technical Vocational Education and Training (MoETE) and their efforts to change the TVET curriculum into one that is more competence-based. The entrepreneurship component was also in line with the European Union's project for the formulation and implementation of a national TVET reform policy.

The human security approach is seen as a key to achieve sustainable development<sup>13</sup> and the most relevant aspects of the HSF framework were written into the project from the outset. These were predominately relevant to economic security (through creation of employment opportunities) health and environmental security (regarding pesticide application). Output 2. Specified that a Human Security Fund (HSF) is established to enable target communities to implement at least 15 project interventions in different domains of human security. The project was also relevant to the SDC themes<sup>14</sup> of agriculture and food security which favor environmental sustainability, Basic education and vocational skills development and Gender equality all of which are also incorporated into their work on human security.

While not specified in any project documentation it is assessed the project had relevance to multiple Sustainable Development Goals (SDG); mainly Goal 4: Quality education by transforming the way teachers taught and students learned and to SDG 9 – Industry, Innovation and Infrastructure (value chains and markets for small scale industry). With a strong emphasis on woman across the agricultural, EE and LED interventions, the project practically implemented all its activities with relevance to Goal 5: Gender equality. The project is also relevant to SDG 12 (the sustainable management and efficient use of natural resources) with improved chemical application.

The project was also particularly relevant to UNIDO's Inclusive and Sustainable Industrial Development approach (ISID); notably that economic growth must be socially inclusive and environmentally sound. Established in collaboration with the Ministry of Trade and Industry, the UNIDO office has been present in Cairo for over 20 years. Relevance of the activities was therefore also enhanced by UNIDO's previous experience, having participated and implemented multiple relevant previous projects especially the "Human security through inclusive socio-economic development in Upper Egypt" (Phase 1) and UNIDO's 2014-2017 Japanese funded Imkan project which introduced entrepreneurship education in Luxor Governorate. UNIDO has also previously

---

<sup>13</sup> Human Security Handbook: An integrated approach for the realization of the Sustainable Development Goals and the priority areas of the international community and the United Nations system. (2016 UNTFHS)

<sup>14</sup> <https://www.eda.admin.ch/deza/en/home/sdc/portrait.html>

introduced the Entrepreneurship Curriculum Programme (ECP) in 11 countries.<sup>15</sup>

### 3.6 Sustainability

An analysis of sustainability should be considered from two perspectives. The first is whether the project built institutional capacity that will encourage sustainability, replication and scaling up. The second is the likelihood of sustainability for the direct beneficiaries in the targeted districts and the likelihood they can transfer lessons learned and best practices to others.

It is assessed overall, that the projects strong practical focus on agricultural and education-methodology has enhanced the sustainability for target communities but institutional capacity building has not been a strong result and project results are certainly not fully institutionalized. The projects response was to focus on lead practitioners and institutes in the agricultural and education sectors but without the further development of formalized structures for decentralized LED sustainability can only be evaluated as *moderately satisfactory*.

The high national relevance of the project interventions, the strong sense of government ownership and the high reported local impact are likely to encourage further inputs from the GoE both centrally and at the governorate level but how and when are not yet determined. Currently there do not appear to be significant socio-political risks in Egypt or the Governorate and stakeholders at all levels are extremely interested to see the continuation of activities.

As summed up by the Director of the MoLD “Institutional transformation is the key result we need for LED, otherwise there is no sustainability”. However, it is the GoE itself who is in the position to provide the necessary political focus to finalize its LED institutional structures and the impact that UNIDO or the donor can have on this could only be indirect and would require a long term (and potentially very long) commitment to build the capacity of key individuals to exert influence on Government structures and policies. There also remain financial risks to sustainability in the long run as Egyptian budgets were reported to be inflexible and there was strong continued reliance on donor aid. One senior stakeholder meeting suggested, for example, that there were plans to continue educational initiatives and the only decision left to make was “*which donor to choose*”. This suggests the possibility that independent national financial and economic resources may not be allocated to the projects positive results.

The formal establishment of an LED Unit inside the governorate via decree signed by the former Governor and the appointment of personnel is a positive indicator towards institutional strengthening. The fact that this unit may be upgraded to a department is also an indication of the focus the GoE is placing on local development and community participation.

The project certainly contributed to the development of the LED unit and the associated LED fora both providing some structural advice, terms of reference and providing education in community asset mapping. However, the role of the LED fora and their capacity to implement development plans will depend on financial resources. It is also evaluated the LED Units and fora need significant further capacity building.

---

<sup>15</sup><https://www.unido.org/our-focus/creating-shared-prosperity/agribusiness-and-rural-entrepreneurship-development/entrepreneurship-curriculum-programme>

The extent to which the units/departments will be maintained and their capacity is now going to be dependent on the will and commitment of the MoLD and the Governorate of Sohag. The TE would concur with the view of several senior counterparts/stakeholders that the political will and guidance is present but the problem will be in implementation. The very high reliance on UNIDO to provide basic agricultural support and development reported by all beneficiaries also suggests some disconnect between communities and their administrators as these would traditionally be roles of government services. There were, however, reports from some lead farmers/practitioners that this relationship had now changed and communication was more regular which was a positive finding and suggested a nascent transformational impact regarding communication.

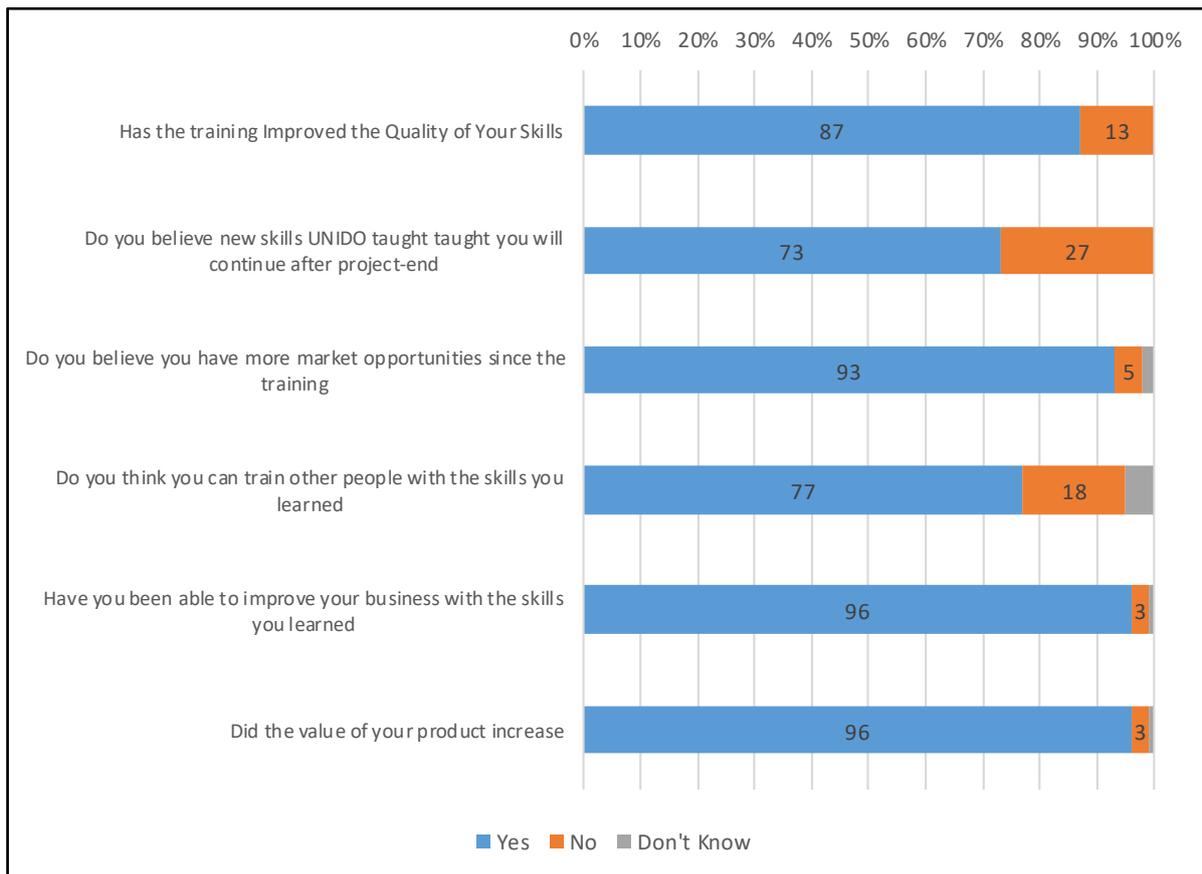
As indicated in section 2.2.2 on replication and scaling up, the MoLD confirmed it is very likely to develop plans for agriculture including possibly poultry, livestock and onion with the UELDP project in 2021. It is noted, however, that this in the earliest stages of planning and appears likely to consider a very wide range of inputs from development partners, governmental and non-governmental agencies adding to the risk that the UNIDO experience could be lost, especially in the context of ever developing government strategies and structures for local development. It is also unclear whether current local government staff that were trained by UNIDO will be retained.

Potential sustainability for beneficiary communities has been enhanced through the projects holistic and participatory approach whereby communities helped to identify community priorities. Consequently, for direct beneficiaries' the likelihood of sustainability is rated as **satisfactory** with no identified gaps in the training provided according to beneficiaries (apart from the need for more training). A consistently voiced concern was what would happen when UNIDO leaves, especially when new challenges arise.

The use of lead farmers and national community CBO/NGOs and educational institutes together with demonstration plots enhances likelihood that lessons learned will not be forgotten. Regarding entrepreneurship competencies, sustainability of new training methods appears high especially as teachers universally reported they now felt generally more skilled at their profession and youth universally reported they were learning in a new way and were keen to continue their training and were more motivated. Lead managers of the Universities and the educational directorate of Sohag Governorate had no concerns about sustainability, but they did want more training and replicability.

Table 6 below reveals generally positive quantitative findings from the perspective of agricultural beneficiaries. Almost all respondents reported increased product value, improved business and more market opportunities. Agricultural beneficiaries were also training others with their new skills which suggests at least local replicability. While the majority of farmers/processors believed their new skills would continue after project end, almost a quarter did not. It is suggested this supports qualitative findings on the desire for further training and some insecurity about facing new challenges post UNIDO with limited agricultural extension services in place.

**Table 6: Agricultural Beneficiary Perceptions on Impact and Sustainability (By no. of responses)**



Although not completed for all components quantitative data supports qualitative findings that beneficiaries will try to continue to implement and disseminate their training and it appears likely much improved farming and educational practices will remain sustainable. One female beneficiary of the poultry training perhaps best summed this up stating “*I am making more money now so why would I change?*”.

Environmental sustainability was built into the project design from the outset and the increased reported productivity, coupled with reduced input costs of pesticides and some new markets are highly likely to encourage continuity of improved agricultural practices.

In its closing stages and as a response to donor requests, the project has prepared a detailed sustainability and exit plan, which further specifies stakeholders’ roles, focusing on awareness campaigns, technical training and guideline development and dissemination. It is estimated by the project this is about 90 per cent complete though the MoLD were particularly vocal about the continued need for guidelines<sup>16</sup>. A Memorandum of Understanding has been signed by the University of Sohag indicating its responsibility to continue training and the University appeared heavily committed to this as it reported very positive results of the grafted seedlings component.

<sup>16</sup> At the time of writing this report the outbreak of Covid 19 is going to impact the timeliness of these activities before project completion.

### **3.7 Gender mainstreaming**

Gender was mainstreamed into the project from the design phase which clearly articulated how it intended to focus specific activities to support women. During implementation, the project clearly disaggregated all project reports and internal M&E by gender. The value chain analysis used by the project to prioritize areas of intervention was also gender sensitive with a specific emphasis on the role of women in various agricultural value chains and a strong emphasis on gender in its data collection methodology.

It is assessed the project has effectively supported women by focusing on particular small-scale processing and agricultural activities undertaken predominately by women, especially the support to loofah processing, the training provided for livestock care (predominately a woman's role in the household) and poultry breeding. The project also specifically provided support to 100 female producer groups. Out of 2,263 beneficiaries of agricultural training, 42 percent were women.

As a follow-up to the UNIDO GTI project which had produced best practice manuals on pesticide application the Sohag project, 300 women were trained in reducing pesticide risks and safe application especially regarding reducing potential household contamination. Due to its reported effectiveness the APC wanted to role this out nationally.

Regarding entrepreneurship education, out of 98 teachers who received training 40 percent were female teachers despite the fact that TVET could have been seen as a male oriented vocation. Women were also strongly represented in the LD fora and represented 40 percent of the 83 participants who received LED training.

Cultural attitudes to women working were not reported to the TE as having changed significantly. Women have traditionally been active in the formal and informal employment sector in Egypt and have always played a role in agricultural activities. However, there were positive changes regarding increased household income, (frequently managed by the female head of household) and women reported they were able to invest more in education and health than previously. Women were also reinvesting when they were operating a small business.

## **4. Factors affecting the achievement of results**

Project implementation was facilitated by monitoring at the output level at and continuous working relationship in country with key project stakeholders. Implementation was facilitated by an onsite project office in the Governorate with regular visits by the Cairo project office and the Vienna PM.

### **4.1 Results based management and monitoring and evaluation**

It is assessed that results-based management was undertaken predominately against the project logical framework that was prepared in 2015, though indicators were strengthened and updated by the M&E Plan submitted in April 2018.

The project did report challenges especially in the areas of impact analysis, reporting against

human security criteria and measuring changes that were not defined in the project document regarding knowledge, attitudes and practice (KAP). There is, however, comprehensive activity reporting against targets specifically set out in the project document with many additional targets that were developed during implementation.

A monitoring and evaluation specifications document against indicators in the log frame was outlined as a requirement in the project document, but this did not include requirements for a full M&E plan. Mandatory indicators were listed in the project logframe, but the development of an M&E plan with more detailed indicators at the output, outcome and impact level was completed with the donor's concurrence within the first year of implementation by April 2018. Once impact was evident after the first growing season, the project started gathering the first lessons in April 2019, and reporting findings to the donors and counterparts. In addition, key performance indicators (KPIs) were designed, at the outcome and output level during project implementation. Output KPIs focused mainly on the number of beneficiaries reached and the number of trainings delivered. At the outcome level, KPIs also included the number of new production units, enhanced productivity, improved employability and application of training. An assessment on the likely status of completion by project end for both sets of KPIs was measured. A supplemental addition to the more quantitative progress reporting was the addition of changes in KAP.

A total of 10 reports over three years were prepared for the Steering Committee and the Donor, together with several additional explanatory notes and documents. It was reported to the evaluation a dedicated project person-maintained communication with the donor from October 2017 to June 2019 and over certain periods communication was reportedly very frequent.

It is assessed the M&E plan measures principally at the outcome and output level of the project but less clear reporting against the projects objectives at the impact level. However, as determined in Section 3 in this report on project design there were no clear measurements of human security and the development impact is hard to quantify. Indicators are, however, very comprehensive at the output level and quantitative measurement and reporting is strong across all the components. Intermediate or short term impact was only becoming evident following project interventions, which sometimes occurred later in the project and it is assessed that as these impacts were known they were reported. Long term impact can only be measured *ex-post*.

With a specific requirement for the project to deliver improved income and economic security potential through enhanced employability and productivity, the project needed to measure the beneficiaries situation both pre and post intervention. This was clearly undertaken as a priority.

The agricultural value chains included comprehensive analysis using a range of evaluation tools including questionnaires, interviews and focus groups discussions. The projects questionnaires were able to provide detailed changes in production and income generation patterns including profit, productivity, sales and costs related to inputs. Importantly, the project M&E attempted to ascertain the likely sustainability of results.

CARE Egypt was sub-contracted to undertake the training and engage veterinarians to provide free services in animal husbandry. Their reports included particularly comprehensive analyses of their baseline evaluation findings, lessons learned and challenges still facing the project.

All training undertaken included a form of M&E with training across all components including a pre-training and post-training assessment focused on what the participants had learned. In some cases, such as the carpentry activities, carpentry teachers were asked to assess the level of improvement of the students upon completion of the trainings. A useful addition could have been an analysis on constraints and challenges faced by participants across all components as this could have better informed training focus and responded to frequent comments that's trainees wanted more practical application.

Although not a full-time position, the M&E undertaken appears comprehensive at the activity level. Evaluation reports were prepared after each training session for each output and included a summary of the perceived value added from the training. The reports also included basic recommendations on the nature and type of further training required.

M&E did involve key partners principally through results and progress reporting (at the output level) being presented to the PSC to facilitate participatory decision making and needed corrective actions. It is assessed management was adaptive when needed and responded to recommendations from the PSC and from the donor.

It is assessed the project did much to measure tangible results against baseline data collected. Baseline reports were produced for agricultural value chains which enabled quite comprehensive analysis of the actual impacts of the project intervention. The project also produced a range of case studies which specifically illustrated the impacts and changes as a result of the project intervention on individual beneficiaries.

Despite comprehensive M&E and reporting at the activity level it is assessed the project could have benefited from a full time M&E position/function. There was somewhat limited reporting at the impact level and M&E could have been enhanced by more analysis at the outcome level. It was reported to the evaluation, however, that the project final report will contain a section on lessons learned for each component and value chain.

The TOC was not developed until the last stages of the project though it is noted by the evaluation this was not a requirement of the project document. A draft TOC was prepared by the evaluation in consultation with the Egypt UNIDO team and submitted to Vienna for further input. The evaluation TOC was then further developed by the UNIDO PM in consultation with Vienna headquarters and the final TOC used in this report specifically considers all the projects impacts, outcomes and impact together with their intermediate changes regarding anticipated direct benefits and behaviour change. The TOC is evaluated as quite comprehensive.

## **4.2 Additional factors facilitating and hindering project results**

Other factors that have facilitated the project results have been a wide range of communication and media tools. These included guidelines for each of the value chains, which are distributed, available, and already used by local communities. Potential best practice has also been enhanced through videos, testimonials and case studies collected for most of the project interventions, especially for the value chains and entrepreneurship education.

Substantial potential barriers to inclusive and sustainable LED remain. At the micro level, these

include a relatively limited human, institutional and financial resource capacity at Governorate level for LED and limited agricultural extension and veterinarian services. There were also indications that pesticide application needed greater outreach and replication of the work done by UNIDO with the APC was going to be a challenge according to the MoLD. At the macroeconomic level there also remain some significant potential barriers, especially policies encouraging the impact of foreign meat that are affecting potential profits for local cattle producers. The amount of time it might take to register some products such as the Sabeeni onion to facilitate export was also unclear.

### 4.3 Overarching assessment and ratings table

Figure 2: Overall Project Rating

#	<u>Evaluation criteria</u>	<u>Rating (1 lowest, 6 highest)</u>
<b>A</b>	<b>Impact</b>	<b>5</b>
<b>B</b>	<b>Project design</b>	<b>3.5</b>
1	• Overall design	3
2	• Log frame	4
<b>C</b>	<b>Project performance</b>	<b>4.7</b>
1	• Relevance	6
2	• Effectiveness	5
3	• Efficiency	4
4	• Sustainability of benefits	4
<b>D</b>	<b>Cross-cutting performance criteria</b>	<b>4.7</b>
1	• Gender mainstreaming	6
2	• M&E: M&E design M&E implementation	4
3	• Results-based Management	4
<b>E</b>	<b>Performance of partners</b>	<b>5</b>
1	• UNIDO	5
2	• National counterparts	5
3	• Donor	5
<b>F</b>	<b>Overall assessment</b>	<b>4.6</b>

## 5. Conclusions, recommendations and lessons learned

### 5.1 Conclusions

The Sohag Project has had its most positive impact on beneficiaries' livelihoods in terms of primary income generation and developing the potential for current and future entrepreneurship on a local scale. While difficult to currently measure, coverage of all principal agricultural value chains is likely to support broad local economic security, in turn contributing to broader human security in the Sohag Governorate. Potential drivers for economic resilience have been enhanced by project activities. These include the reported reinvigoration of local planning processes, basic agricultural value chain development and a change in mindset and practice regarding entrepreneurship training.

As with Hayat 1, the Sohag project is assessed as having had quite a remarkable impact on income and business opportunities for targeted individuals and this was evident from conversations with beneficiaries across every component apart from livestock. However, a challenge faced by the project is assessed as institutional transformation at the level of central and particularly local governance for LED. This was a problem also reported by the Hayat I project yet the first output of the Sohag project still aimed to "establish an operational participatory governance framework for local development". Additionally, while intervening across a wide variety of components was necessary for the holistic human security approach, each component came with its own particular challenges and lessons learned.

Overcoming all the challenges in developing multiple value chains, fully developing a government owned decentralized LED processes, transforming entrepreneurship education and opportunities, all while potentially influencing policy and enhancing broad based human security are significant challenges (and possibly overambitious). While it cannot be evaluated the project has transformed the local environment for inclusive and sustainable LED, it is found the project has at least made a contribution towards desired transformation. Income generation, environmental, health and educational interventions have contributed towards enhanced human security at a limited and generally local scale. Ultimately, this evaluation would concur with an important comment from the UNIDO SMARTFISH Evaluation in Indonesia that "System transformations take time and rarely do they take place within the period of a project".

This TE, the previous Hayat 1 evaluation and multiple evaluations undertaken for the Japanese trust fund for human security projects (undertaken by the evaluator) found UNIDO has a strong comparative advantage even against other UN agencies when it comes to practical low-cost methodologies for adding value to agricultural value chains. It is assessed, however, UNIDO could perhaps better leverage its comparative advantage if it focused on a limited number of value chains but supported them further. This would likely add additional value through enhanced opportunities for processing (where real value seems to lay), further support sustainability, and would provide better opportunities for replication and upscaling. Indeed some senior stakeholders indicate that Sohag was not a value chain project at all.

The project would have benefitted from additional indicators designed for human security which would also have required particular vulnerabilities faced by beneficiary populations to be assessed

at the outset of project activities. Human security is a multidimensional response and indicators should have reflected this. This would also facilitate reporting of project progress against higher level impact criteria and would help ensure outputs lead to outcomes and outcomes to the intended transformational impact. Perhaps given greater time and/or focus the project could have measured knowledge attitudes and practice of beneficiaries against select human security criteria before and after project intervention. An example from the Sohag project is the additional (though not unanticipated), benefit of entrepreneurship education that was reported to be positively changing people's behaviour beyond the classroom. P, this could have a greater impact on human security than improved teaching methodologies but there are limited criteria and certainly no current indicator against which to measure this.

Despite significant additional work done by the project and significant input from the donor to develop the M&E not clarified in the original project document (such as indicator development, KAP, the TOC and specific quantitative measurements at the outcome and output level) it is found greater consensus is needed between the donor and UNIDO. This is not a negative finding, rather an indication of significant commitment by both partners for what was a relatively small-scale but very ambitious project. It is suggested future consensus predominately needs building on impact measurement, sustainability and institutional transformation. If the institutional transformation is anticipated at the government level this will be complex and long term as national capacities, systems of governance and commitment have to be taken into account as well as the fundamental fact that neither donors nor development agencies can implement policy. This will require the donor to provide the resources and time needed to influence change and for UNIDO to be realistic about what it can deliver. If the institutional transformation needed is predominately at the non-government level (e.g. academic or agricultural institutes) as was the case with Hayat, this is likely to be relatively simpler and more sustainable but then opportunities for systemic upscaling and replication will likely remain a challenge.

For Hayat, systems have been put in place for replication and upscaling but these rely more on academic service providers, lead farmers, farmers associations and lead teachers in entrepreneurship, rather than local authorities. Sustainability for local development governance relies principally on the continued commitment of the GoE undoubtedly with a need for further technical assistance likely provided by the UELDP. UNIDO provided some impetus and training for local development, but it is assessed human and institutional capacity for decentralized LED remains limited and Government (and reportedly donor) investment will be needed to support this process. While this can be partly attributed to the projects emphasis on income and entrepreneurship generation rather than institutionalization of project results, the GoE is ultimately responsible for the structure of decentralized governance and UNIDO can only advise and provide best practice if requested. Both UNIDO and the donor also required tangible and practical results to impact livelihoods and support human security.

There remain broader potential barriers to sustainable LED and these relate to the macroeconomic aspect of LED that was not sufficiently considered during project development. Two examples of policy support required would include the need to register the Sabeeni onion for export and the fact that imported meat is keeping the value of local cattle low, irrespective of development assistance. For future similar projects a clear examination of potential macroeconomic opportunities and constraints would be beneficial. Overarching all of this is the need for the GoE itself to finalize its own decentralized LED.

It was widely reported by beneficiaries the project had a positive effect at the household level regarding enhanced income and a greater understanding of business development opportunity. The Project has had a specific positive impact on women in terms of contributing additional household income which is often used for education. While empowerment might not be a major constraint in Egypt, women have still additionally benefited from soft skills training, particularly basic reading and writing skills.

It is evaluated the new TOC for the Sohag project appears comprehensive and logical, linking specifically to the work actually undertaken by the project with the relevant focus mainly in livelihood development towards enhanced human security and the nascent development of community cooperation mechanisms - such as LED fora and specific cooperation between primary producers and processors and exporters, as well as a transformation in local EE. Export is beginning to develop for some products, market values are generally increasing and domestic market opportunities have been enhanced.

While the project specified it would focus on youth and women, the focus on youth outside the entrepreneurship education appears somewhat limited as many farmers were not youth. However, the project was required to actually generate income as a principal component of economic and human security and had to implement basic value addition across multiple value chains. Value chain selection was inclusive and collaborative and it was widely reported these were the right foci of the projects time and resources. The project could have enhanced focus on only providing support to younger farmers, but this could well have presented problems if the owners of farms were excluded from capacity building. While not a post conflict project, the principles of do no harm are still relevant and it would have been difficult to justify the exclusion of older farmers who could potentially make the most local economic difference.

Working across so many different components has likely enhanced overall economic security, but this has also created challenges. Undertaking so many activities over a relatively short timescale makes it very difficult to fully develop coherence across every activity. There were possibly, for example, further opportunities to better link entrepreneurship education with needed agricultural development and value chains have only been developed at the most provisional level. These are certainly not evaluated as a lack of knowledge or desire on the part of UNIDO, but rather a lack of time.

It is evaluated, however, that significant opportunities to further develop the value chains selected by the project have been created, especially in the areas of processing and further linkages to both domestic and international markets. Provisional discussions about the future planning process of the MoLD indicated the likelihood that most of the value chains selected by the project will be prioritized for future support by the GoE (possibly with donor money).

There are already nascent signs of improving competitiveness, a small increase in agricultural export as a result of increasing quality production and improved business opportunities, especially for lead farmers and younger students. Some students have already practically utilized their training to establish very small scale businesses.

It is assessed the project added value by using national experts and Egyptian village/community organizations. This both reduced costs of implementation but perhaps more importantly, invested

the new knowledge in individuals, institutions and communities that will remain, whatever decentralized governance structure is finally implemented. Technical skills exist and sustainability for targeted beneficiaries is possible with new knowledge and skills already resulting in basic income improvements.

While impact for the targeted communities appears clear, replication and upscaling currently remains a challenge with many beneficiaries facing uncertainty following the project closure with some reporting doubts that benefits will sustain. Emerging challenges in agriculture and markets and limited government support could render positive changes obsolete in the long term. There was a frequently cited view across every component that more training was needed and that only UNIDO could do it. While a compliment to UNIDO's technical capacity this does not necessarily bode well for sustainability with people seeming to have little confidence in national capacities and suggests they do not feel fully self-sufficient; a stated aim in the project document.

## 5.2 Recommendations

Recommendations below particularly relate to the development and implementation of future projects with a particular focus on project design, impact measurement and sustainability. Recommendations also refer to the experience of the Hayat 1 project when relevant. It is anticipated recommendations are of relevance to UNIDO, the donor and the Government of Egypt. Some of the following recommendations were made by stakeholders during the TE.

### Short-term Recommendations for UNIDO and the donor.

#### Sustainability and Impact for Hayat II

1. ***Consider having a formal round table meeting with MoLD, the donor, UNIDO and other partners on the results and lessons learned from Hayat II. This could help ensure handover and linkages to ongoing/planned development support projects.*** With ongoing support from multiple development partners such as the SDC and the UELDP (though this is a financier and not an implementer) and other development projects coming online, it is vital to ensure that UNIDO's and the donor's experience and lessons learned with Hayat consider linkages to these new projects. An example would be the MoLD and UELDP project loan and relates to the MoLD's unofficial reference that value chains identified by UNIDO would likely continue to receive planning and implementation focus by the GoE in 2020-2021. Specific examples would include opportunities for linking Silage production and banana waste activities for the new SDC/UNIDO Inclusive Green Growth in Egypt

Additionally, if UELDP has an infrastructure investment component, model farms, greenhouses and food-mixers are low cost and would add value to developing value chains<sup>17</sup>. ***Responsible entities UNIDO Egypt and the SDC.***

---

<sup>17</sup> Identifying and completing missing infrastructure and facility needs for the value chain expansion in Upper Egypt and in particular tying in village-based economies is objective 3 of the WB: Inclusive Economic Development Program for Lagging Regions (IEDLR) which is working in Upper Egypt.

## Impact and Sustainability for the Inclusive Green Growth in Egypt project

- 2. Develop a comprehensive monitoring and evaluation plan very early in the IGGE and reach consensus on SMART indicators especially to cover OECD-DAC criteria.** As well as the usual relevance, efficiency, and effectiveness; impact and sustainability are issues that are of particular interest to both the donor and UNIDO and it is incumbent on both organizations to leverage their extensive experience to clearly define what they anticipate those indicators are and to reach consensus. Indicators must be SMART<sup>18</sup> to facilitate both quantitative and qualitative measurement. UNIDO instituted some good practice with the Hayat II such as the TOC and their work on KAP. It is suggested these should be developed early in the IGGE and indicators need to reflect this at both the individual and institutional level. With such a positive focus on impact and sustainability required by the SDC and UNIDO, the M&E plan might wish to include resources for an *ex-post* evaluation. **Responsible entities UNIDO and the SDC.**

### Long-term recommendations for UNIDO, the Government of Egypt and the Donor.

#### Project Design

- 1. Design specific human security indicators for human security projects.** This will facilitate measurement of impact. Impact indicators should include criteria for measuring against principle elements of human security including economic, food, health, and environmental, personal and political security indicators. **Responsible entities UNIDO Vienna and the GoE**
- 2. Ensure that potential need for macro-economic policy support is considered during project design, especially in the areas of export promotion strategies.** Micro-economic support provided by the Sohag project, especially for example in the area of livestock value will continue to have limited impact while broader government policies are heavily substituting potential Egyptian meat with imports. There is also the need for government support to register the Sabeeni onion for export and this was identified early during implementation. **Responsible entities UNIDO IED Vienna and future Programme Managers**
- 3. Ensure long-term commitment to human security development projects.** It is recommended human security projects operate for a minimum of three to five years. Slightly lengthening the period of human security interventions could help overcome the time it was reported for people to change their mindset and practices. It might also increase the opportunity for further development of the institutional frameworks for sustainability that are the key to replication and upscaling. Slightly longer periods would also allow for an independent mid-term evaluation. Undertaking a mid-term evaluation is assessed as critically important for complex multi-dimensional projects that are trying to transform institutions as well as individuals. Longer periods could also enhance the

---

<sup>18</sup> SMART indicators are specific, measurable, achievable/attainable/attributable, realistic and time-bound (the last would generally refer to what will be possible in the life of the project but also refers to progress to be tracked in a cost-effective manner at the desired frequency for a set period)

potential complementarity between different project components. **Responsible entity UNIDO Vienna**

4. **Ensure project objectives, outcomes and outputs are fully realistic and attainable.** Both Hayat 1 and this project attempted to specifically develop income generation for more vulnerable populations while at the same time build the capacity of a decentralized government towards local economic development. With UNIDO's experience in Egypt and the clear evidence of continuously changing structures of government, Output 1 as written should not have been assessed as realistic and the TE would go so far as to suggest this output alone looks like a long term project independent of Hayat. In practice, this development is anticipated with the UELDP, not UNIDO. **Responsible entities UNIDO IED and future Programme Managers.**
5. **Develop a risk management plan for future projects (specifically the IGGE) in the context of changes of political commitment and institutional structures.** The major risk in any project which includes an element of sustainable institutional transformation is changes in organizational structure, the priorities of the Government and the capacity of its public administration.  
**Responsible entities UNIDO IED and future Programme Managers.**
6. **During the design and early implementation phases carefully evaluate the number of interventions (including value chains) that are to be supported to fully leverage the comparative advantage of UNIDO.** The Sohag Project was a holistic approach to mitigate challenges to human security and one of the projects most significant interventions has been in value chain development contributing to economic, environmental and health security at the local level. Operating across multiple value chains increases the breadth of coverage meaning more beneficiaries get training. The disadvantage to this approach, however, is the relatively limited time spent for multiple value chains that are taking their first steps in increasing value. **Responsible entities UNIDO Programme Managers in Vienna and UNIDO Country Offices.**

### 5.3 Lessons learned

- LED is ultimately dependent on an institutional process. However, if government institutions at the local level are not yet fully developed, anchoring the project with institutions like local Universities, lead farmers, farmers associations, cooperatives and NGO/CBOs should help ensure lessons learned are not forgotten.
- While short-term projects focused on livelihood, income and value chain development are very likely to benefit selected beneficiaries and their communities, this does not necessarily lead to sustainable institutional transformation.

### 5.4 Good practices

- Some very low-cost tools have been designed which appear to be a best practice. Adjustable handheld cardboard livestock feeding guides have been developed by the project. These were reportedly being used by farmers to provide livestock with the right

amount and types of food. While durability could currently be an issue these simple low cost and effective tools seem ideal for distribution.at least at the Governorate level and perhaps even nationally. The additional focus on KAP within the M&E system and the development of a TOC were also good practices of the project.

# ANNEXES

## Annex A: Terms of Reference



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

### Independent Terminal Evaluation

UNIDO Project: Inclusive and sustainable local economic development in Upper Egypt (SOHAG) – Phase 2 (HAYAT)

UNIDO Project ID: 150141

**2 October 2019**

## Project background and overview

### Project factsheet

Project title	Inclusive and Sustainable Local Economic Development in Upper Egypt (Sohag) – Phase 2 (Hayat)
UNIDO project ID	150141
Region	Arab
Country	Egypt
Planned implementation start date	16 March 2017
Planned implementation end date	30 September 2019 (30 months)
Actual implementation start date	April 2017 (The project document was signed by counterparts on 16 March 2017)
Actual implementation end date	31 March 2020 <sup>19</sup>
Implementing agency	United Nations Industrial Development Organization (UNIDO)
Government counterpart agency	Ministry of Local Development (MoLD) Governorate of Sohag
Support and cooperating agencies	Ministry of Trade and Industry (MoTI) Ministry of Education and Technical Education (MoETE) Ministry of Agriculture and Land Reclamation (MoALR) <sup>20</sup>
Donor	Swiss Agency for Development and Cooperation (SDC)
Total project budget	CHF 1,300,000

Source: Project document<sup>21</sup>

### Project context

**Country background** Around 2.4 million people in the Governorate of Sohag suffer from income poverty<sup>22</sup>. The Governorate contains 250 of Egypt’s poorest villages and approximately 30 percent of the population experience multidimensional poverty driven by inadequate infrastructure, low private capital accumulation and low investment in human capital<sup>23</sup>. At the same time, Sohag is richly endowed with natural resources and agriculture is the key economic sector, employing 50 percent of the labour force and utilizing 84 percent of the total cultivated area. Local industry holds potential for economic growth, especially those sectors based on agricultural resources.

Despite its rich soil and significant natural resources, scarcity of skilled agricultural labour has been identified by previous UNIDO interventions as a major barrier to realising productive capacity. The agribusiness sector in Sohag showed that there is a general need to improve the marketing situation and market access of farmers and farmers associations, recognizing the

<sup>19</sup> A six month no-cost extension has been approved.

<sup>20</sup> MoALR was added on request of the members of the project steering committee at its first session in February 2018.

<sup>21</sup> Project information data throughout these TOR are to be verified during the inception phase.

<sup>22</sup> World Food Programme, 2013, *The Status of Poverty and Food Security in Egypt: Analysis and Policy Recommendations*. <https://documents.wfp.org/stellent/groups/public/documents/ena/wfp257467.pdf>.

<sup>23</sup> Egypt’s Network for Integrated Development, 2013, *A Profile of Poverty across Egypt and Recommendations*. Policy Brief 15, [http://enid.org.eg/uploads/Pdf/Pb15\\_povertyprofile\\_egypt.pdf](http://enid.org.eg/uploads/Pdf/Pb15_povertyprofile_egypt.pdf).

sector's potential for income generation and employment. Production and post-harvest treatment is another key area that requires technical assistance.

**Project background** The project 150141 on “Inclusive and Sustainable Local Economic Development in Upper Egypt, Sohag” (hereafter referred to interchangeably as Hayat-Sohag or the Project) is being implemented by UNIDO in collaboration with the Ministry of Local Development (MoLD) and the Governorate of Sohag, and is funded by the Swiss Agency for Development and Cooperation (SDC).

In alignment with the Government of Egypt's Inclusive Economic Development Program for Lagging Regions (IEDLR) and the on-going Upper Egypt Local Development Program (UEDLP)<sup>24</sup>, the overall objective of the Project is to strengthen the socio-economic security of vulnerable households by capacitating them to become more economically active and self-sufficient. The focus is on communities, youth and women living in Tahta and Sohag districts.

Hayat-Sohag is an extension of a previous UNIDO project “Human security through inclusive socio-economic development in Upper Egypt” (hereafter referred to as Hayat-Minya), which was implemented in the nearby Governorate of Minya<sup>25</sup> during 2013-17, with the support, *inter alia*, of SDC. It also builds on other UNIDO interventions promoting employability and shared prosperity in Upper Egypt<sup>26</sup>.

Building on UNIDO's work in Upper Egypt, project formulation was conducted in 2015 by UNIDO office in Cairo in close consultation with MoLD and SDC. Although the financing agreement between SDC and UNIDO was concluded on 17 December 2015, the project document was signed by the counterparts on 16 March 2017, following receipt of security clearance from the Government of Egypt (GoE). Implementation started soon after with an inception phase to define the target districts and the key sectors of intervention. The original duration of the project was 30 work months, with the completion date to 30 September 2019. With the wish to consolidate the project results, supported by MoLD and the Governorate of Sohag, SDC approved a six-month no-cost extension until 31 March 2020.

The project document foresees regular monitoring of progress and achievements against a set of defined indicators, disaggregated by gender and age, as well as an independent terminal evaluation (TE).

## **Project objective**

With a view to strengthening socio-economic security in the target districts of Sohag and Tahta, the Project focuses on building sustainable communities. That is, communities that are economically viable, maintain the long-term productivity of their natural resources, offer equal opportunities to current and future generations, and are economically self-determinate. Economic empowerment of youth and socio-economic empowerment of women is a cross-cutting theme.

The ultimate objective of the Project is to provide assistance to at least 1,000 direct beneficiaries from the districts of Tahta and Sohag to help them improve their incomes/livelihoods. In addition to project management and monitoring and evaluation (M&E), the Project is structured as it follows.

---

<sup>24</sup> Under a loan from the World Bank, the UELDP is being implemented the governorates of Sohag and Qena.

<sup>25</sup> Hayat-Minya project was jointly implemented by five UN agencies with UNIDO as lead agency over a period of five years. It was co-funded by the SDC, the United Nations Trust Fund for Human Security (UNTFHS) and the Government of Japan.

<sup>26</sup> Including: Imkan Project for Youth Employability and Entrepreneurship in Upper Egypt; Green Trade Initiative; and EMAP: Upgrading the Medicinal and Aromatic Plans Value Chain project.

**Table 1: Project logical framework**

The following <b>project components</b> (as seen in Figure 1 below) have been developed to achieve the project objectives: <b>OUTPUTS</b>	<b>OUTCOME</b>	<b>IMPACT</b>
<b>OP1.</b> Participatory governance framework for local development established and operational	Strengthened socio-economic security and improved local participation in target communities	Human security of vulnerable households, youth, women and children is improved in target communities through inclusive pro-poor socio economic development
<b>OP2.</b> Human Security Fund (HSF) established to realise community-based interventions in support to human (economic) security		
<b>OP3.</b> Employability and economic empowerment of youth and women is improved through skills development training and support schemes for employability and productivity		
<b>OP4.</b> Entrepreneurship programs for youth channelled via TVET schools complemented with financial education		

Source: Project Document, p.34-37

Annex 1 shows the project logical framework, detailing the indicators identified at the time of project formulation in 2015. As implementation started in 2017, adjustments to the original list of indicators were made to reflect the results of the inception report and the assessment of local horticultural and livestock value-chains and the findings of the independent terminal evaluation of Hayat-Minya.

The following are the key performance indicators (KPIs) at outcome and impact levels presented at the first Project Steering Committee in February 2018.

**Table 2: Key performance indicators at objective and outcome levels**

<b>OBJECTIVE/ OUTCOME CODE</b>	<b>OBJECTIVE/OUTCOME DESCRIPTION</b>	<b>KEY PERFORMANCE INDICATORS (KPIs)</b>
<b>OB</b>	Human security of vulnerable households, youth, women and children is improved in target communities	<b>KPI OB.1</b> Number of direct beneficiaries received assistance from the project to help them improve their incomes / livelihood received (disaggregated by age and gender)
		<b>KPI OB.2</b> percentage increase in economic security perception by beneficiaries
<b>OU</b>	Strengthened socio-economic security and improved local participation in target communities	<b>KPI OU.1</b> Number of community-led development plans elaborated/approved as a result, <i>inter alia</i> , of project intervention
		<b>KPI OU.2</b> Number of persons reached through HSF interventions in the domain of economic security and other human securities (disaggregated by age and gender)
		<b>KPI OU.3</b> Number of production units <sup>27</sup> that recorded increased productivity and/or income as a result of project intervention (disaggregated by age and gender)

<sup>27</sup> The term “production unit” refers to any company or association or cooperative or household that produce goods and/or services for sale or own consumption.

OBJECTIVE/ OUTCOME CODE	OBJECTIVE/OUTCOME DESCRIPTION	KEY PERFORMANCE INDICATORS (KPIs)
		<b>KPI OU.4</b> Number of new start-ups established as a result of project intervention
		<b>KPI OU.5</b> Number of individuals with new or better employment as a result of project intervention (disaggregated by age and gender)
		<b>KPI OU.6</b> Percentage of participants who applied knowledge or techniques from project training / awareness campaigns to improve their income generating prospects (disaggregated by gender and age)

Source: Project logical framework and monitoring and evaluation plan (LMEP)

### Project implementation arrangements

The overall strategic guidance for project implementation is provided by the Project Steering Committee (SC). It has been meeting twice annually since February 2018. Its members are the counterparts (Ministry of Local Development and Governorate of Sohag), government ministries and the donor.

UNIDO is the implementing agency. To this end, UNIDO is responsible for establishing a core project team which has been working with short-term experts, subcontractors and NGOs and in close cooperation with counterparts and local stakeholders. The HQs project manager (PM) has been supervising the project team. In addition, UNIDO acts as the Secretariat of SC.

### Main findings on project progress

Since March 2017, the Project has been working with Central and Local Government, the private sector, educational institutions and local communities to enhance economic opportunities for local communities, youth and women. The Project has been leveraging existing resources and assets to increase employability and strengthen productive groups through activity packages, which include awareness sensitization, formal training and follow up coaching/technical support. By the end of June 2019, the main results were the following:

**Table 3: Main project results at outcome and output level (as of June 2019)**

OUTCOME	RESULTS
<b>OU</b> Strengthened socio-economic security and improved local participation in target communities	<ul style="list-style-type: none"> <li>• 600 persons reached through HSF interventions in the domain of economic security and other human securities, of which 130 were women and 247 youth</li> <li>• 100 loofah producers reporting an estimated 30% increase in productivity and 86% in revenue during the growing season 2017-18</li> <li>• Onion producers reporting 60% increase in productivity and 90% in income</li> <li>• A school plant nursery with a net profit of 7,890 EGP</li> <li>• More than 80% beneficiaries reporting application of knowledge and new techniques acquired through Hayat training/coaching in their work</li> <li>• 3 new production units launched</li> <li>• 330 individuals with new or better employment, of which 77 women and 163 youth</li> </ul>

Source: Project Progress Report Jan-Jun 2019, pp. 51-52

OUTPUTS	RESULTS
<b>OP1.</b> Participatory governance framework for local development established and operational	<ul style="list-style-type: none"> <li>43 government officials with a better understanding of the processes of Local Economic Development</li> </ul>
<b>OP2.</b> Human Security Fund (HSF) established to realise community-based interventions in support to human (economic) security	<ul style="list-style-type: none"> <li>25 nongovernment organizations trained in human security and local economic development</li> <li>7 community-based groups developing concepts for community-based business enterprises</li> </ul>
<b>OP3.</b> Employability and economic empowerment of youth and women is improved through skills development training and support schemes for employability and productivity	<ul style="list-style-type: none"> <li>2,098 individuals have been reached and are applying their new knowledge, bringing about productivity/income gains in the selected value chains</li> <li>674 youth who are applying better agricultural practices with new technical skills (e.g. pesticide management and quality plant seedlings)</li> <li>784 women who are equipped with new technical skills to improve their livelihoods including women poultry producers, women working in loofah value addition and women university students</li> <li>100 nationally recognised pesticide applicators helping local farmers with green agricultural production, also creating a new source of income.</li> <li>1793 individuals that have participated in 13 awareness raising and agribusiness development events</li> </ul>
<b>OP4.</b> Entrepreneurship programs for youth channelled via TVET schools complemented with financial education	<ul style="list-style-type: none"> <li>68 teachers incorporating entrepreneurship competencies via lessons plans, reaching some 2,500 technical secondary school students</li> <li>26 teacher-student groups developing concepts for community-based business enterprises, of which 16 were selected to participate in Hayat school competition in April 2019.</li> </ul>

Source: Project Progress Report Jan-Jun 2019, pp.53-55

## Budget information

**Table 4a. Financing plan summary – project component breakdown excl. psc**

Project outputs	Total (in CHF)
1. LED framework established	94,000.00
2. Human Security Fund established	374,697.79
3. Employability of women and youth improved	234,744.69
4. Entrepreneurship culture instilled	212,250.00
Project Management	167,750.00
Monitoring and Evaluation	67,000.00
<b>Total (in CHF)</b>	<b>1,150,442.48</b>

Source: Project Document

**Table 4b. Financing plan summary – project component breakdown excl. psc**

<b>Project outputs</b>	<b>Total (in CHF)</b>
1. LED framework established	91,262.15
2. Human Security Fund established	363,784.34
3. Employability of women and youth improved	247,907.52
4. Entrepreneurship culture instilled	230,748.59
Project Management	162,864.11
Monitoring and Evaluation	65,048.56
<b>Total (in USD)</b>	<b>1,161,615.27</b>

Source: UNIDO. ERP database as of 2 October 2019

**Table 5a. UNIDO budget execution<sup>28</sup> by budget line (Grant No.: 2000003297)**

<b>Items of Expenditure</b>	<b>Expenditure (in USD)</b>			
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>
International consultants	20,589.99	75,309.32	65,413.83	161,313.14
Local travel	8,509.01	39,732.68	30,336.72	78,578.41
Staff travel	5,468.88	9,746.16	5,218.14	20,433.18
National consultants	20,316.04	121,329.51	119,578.50	261,224.05
Contractual services	17,000.47	37,336.46	111,648.54	165,985.47
Training/Study tours	2,896.91	80,127.65	69,029.68	152,054.24
Premises	0	0	1,837.76	1,837.76
Equipment	0	13,664.85	7,848.94	21,513.79
Other direct costs	1,401.39	7,868.30	16,612.81	25,882.50
<b>Total</b>	<b>76,182.69</b>	<b>385,114.93</b>	<b>427,524.92</b>	<b>888,822.54</b>
Project support costs IDC	9,903.75	50,064.94	55,578.24	115,546.93
<b>Grand Total</b>	<b>86,086.44</b>	<b>435,179.87</b>	<b>483,103.16</b>	<b>1,004,369.47</b>

Source: UNIDO. ERP database as of 2 October 2019

**Table 5b. UNIDO budget execution<sup>29</sup> by project output (Grant No.: 2000003297)**

<b>Items of Expenditure</b>	<b>Expenditure (in USD)</b>			
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>Total</b>
1. LED framework established	0	6,337.61	22,521.64	28,859.25
2. Human Security Fund established	9,287.79	67,068.24	157,944.15	234,300.18
3. Employability of women and youth improved	13,854.84	112,474.73	102,156.99	228,486.56
4. Entrepreneurship culture instilled	39,994.33	114,754.31	69,950.55	224,699.19
Project Management	13,045.73	80,262.86	59,682.56	152,991.15
Monitoring and Evaluation	0	4,217.18	15,269.03	19,486.21
<b>Total</b>	<b>76,182.69</b>	<b>385,114.93</b>	<b>427,524.92</b>	<b>888,822.54</b>
Project support costs IDC	9,903.75	50,064.94	55,578.24	115,546.93
<b>Grand Total</b>	<b>86,086.44</b>	<b>435,179.87</b>	<b>483,103.16</b>	<b>1,004,369.47</b>

Source: UNIDO. ERP database as of 2 October 2019

<sup>28</sup> Disbursement: Expenditure, incl. commitment

<sup>29</sup> Disbursement: Expenditure, incl. commitment

## Scope and purpose of the evaluation

The overall purpose of the terminal evaluation (TE) is to assess whether the project has achieved or is likely to achieve its main objective, as well as to what extent the project has also considered sustainability and scaling-up factors for increasing contribution to sustainable results and further impact. Through its assessment, the Evaluation Team (ET) should enable the Government, donors, counterparts, stakeholders and UNIDO to verify prospects for development impact and sustainability, while providing an analysis of the attainment of the project objectives, delivery and completion of project outputs/activities. The assessment shall include reexamination of the relevance of the objectives and other elements of project design according to the project evaluation parameters defined in chapter III below.

In addition, the TE should draw lessons and develop recommendations for UNIDO, the Government, the donor and project stakeholders/partners, which may help improving the design and implementation of similar future projects and activities in the country and on a global scale. The TE report should include examples of good practices for other projects in the focal area, country, or region.

The TE will cover the whole duration of the project from its starting date (April 2017) to the date of the evaluation. It will assess project performance against the evaluation criteria: relevance, effectiveness, efficiency, sustainability and impact.

Specifically, TE has three main objectives:

- (i) Assess the project performance in terms of relevance, effectiveness, efficiency, sustainability and progress to impact;
- (ii) Identify key learning to feed into the design and implementation of future projects; and
- (iii) Develop a series of findings, lessons and recommendations for enhancing the design of new and implementation of ongoing projects by UNIDO.

## Evaluation approach and methodology

The TE will be conducted in accordance with the UNIDO Evaluation Policy<sup>30</sup>, UNEG Norms and Standards for evaluation and the UNIDO Guidelines for the Technical Cooperation Project and Project Cycle<sup>31</sup>. The evaluation team will take into consideration the recently published DG Bulletin on UNIDO quality assurance framework (DGB/2019/11 of 30 May 2019) and PBC Conference Paper on UNIDO integrated results and performance framework IRPF (PBC.35/CRP.11).

The evaluation will be carried out as an independent in-depth evaluation using a participatory approach whereby all key parties associated with the project will be informed and consulted throughout the evaluation. The evaluation team leader will liaise with the UNIDO Independent Evaluation Division on the conduct of the evaluation and methodological issues.

In line with its objectives, the evaluation will have two main components. The first component focuses on an overall **assessment of performance** of the project, whereas the second one focuses on the **learning** from the successful and unsuccessful practices in project design and implementation.

The ET will use the Bennett's result chain approach and mixed methods to collect data and information from a range of sources and informants. It will pay attention to triangulating the data

---

<sup>30</sup> UNIDO. (2018). Director General's Bulletin: Evaluation Policy (DGB/2018/08, dated 1 June 2018)

<sup>31</sup> UNIDO. (2006). Director-General's Administrative Instruction No. 17/Rev.1: Guidelines for the Technical Cooperation Programme and Project Cycle (DGAI.17/Rev.1, 24 August 2006)

and information collected before forming its assessment. This is essential to ensure an evidence-based and credible evaluation, with robust analytical underpinning.

The Bennett's result chain will identify causal and transformational pathways from the project outputs to outcomes and longer-term impacts, and drivers as well as barriers to achieve them. The learning from this analysis will be useful to feed into the design of the future projects so that the management team can effectively manage them based on results.

In those cases where baseline information for relevant indicators is not available, the evaluation team will aim at establishing a proxy-baseline through recall and secondary information.

### **Data collection methods**

The ET will be required to use different methods to ensure that data gathering and analysis deliver evidence-based qualitative and quantitative information, based on diverse sources, as necessary: desk studies and literature review, statistical analysis, individual interviews, focus group meetings/discussions, surveys and direct observation. This approach will not only enable the evaluation to assess causality through quantitative means but also to provide reasons for why certain results were achieved or not and to triangulate information for higher reliability of findings. The specific mixed methodological approach will be described in the inception report.

Following are the main instruments for data collection:

- (a) **Desk and literature review** of documents related to the project, including but not limited to:
  - The original project document, monitoring reports (such as progress and financial reports), output reports, back-to-office mission report(s), end-of-contract report(s) and relevant correspondence
  - Notes from meetings of committees involved in the project
- (b) **Stakeholder consultations** will be conducted through structured and semi-structured interviews and focus group discussion. Key stakeholders to be interviewed and surveyed include:
  - UNIDO Management and consultants involved in the project;
  - Representatives of donors and counterparts
- (c) **Field visit to Cairo and Sohag governorate**
  - On-site observation of results achieved by the project, including interviews of actual and potential beneficiaries
  - Interviews with the relevant UNIDO Country Office(s) representative to the extent that he/she was involved in the project, the project's management members and various authorities dealing with project activities at national and governorate level
- (d) Other interviews, surveys or document reviews as deemed necessary by the evaluation team and/or by the Independent Evaluation Division for triangulation purposes. Surveys will be administered to project's beneficiaries and involved trainers/teachers.

### **Key evaluation questions and criteria**

The ET will develop interview guidelines. Field interviews can take place either in the form of focus-group discussions or one-to-one consultations.

The key evaluation questions are the following:

- (a) What are the key drivers and barriers to achieve the long term objectives? To what extent has the project contributed to put in place the conditions, which are likely to unleash the drivers, overcome barriers and, then, contribute to reach the long term objectives?
- (b) How well has the project performed? Has the project been implemented efficiently, with good value for money?
- (c) What have been the project's key results (outputs, outcome and impact)? To what extent have the expected results been achieved or are likely to be achieved? To what extent the achieved results will sustain after the completion of the project?
- (d) What lessons can be drawn from the successful and unsuccessful practices in designing, implementing and managing the project?

The evaluation will assess the likelihood of sustainability of the project results after the project completion. The assessment will identify key risks (e.g. in terms of financial, socio-political, institutional and environmental risks) and explain how these risks may affect the continuation of results after the project ends. Table 6 below provides the key evaluation criteria to be assessed by the evaluation. The detailed questions to assess each evaluation criterion are in Annex 2. The **rating criteria** and table to be used is presented in Annex 8.

**Table 6. Summary of project evaluation criteria**

Index	Evaluation criteria	Mandatory rating
<b>A</b>	<b>Progress to Impact</b>	<b>Yes</b>
<b>B</b>	<b>Project design</b>	<b>Yes</b>
1	• Overall design	Yes
2	• Logframe	Yes
<b>C</b>	<b>Project performance</b>	<b>Yes</b>
1	• Relevance	Yes
2	• Effectiveness	Yes
3	• Efficiency	Yes
4	• Sustainability of benefits	Yes
<b>D</b>	<b>Cross-cutting performance criteria</b>	
1	• Gender mainstreaming	Yes
2	• Environment and socio-economic aspects	
2	• M&E: (focus on Monitoring) ✓ M&E design ✓ M&E implementation	Yes
3	• Results-based Management (RBM)	Yes
<b>E</b>	<b>Performance of partners</b>	
1	• UNIDO	Yes
2	• National counterparts	Yes
3	• Donor	Yes
<b>F</b>	<b>Overall assessment</b>	<b>Yes</b>

## Rating system

In line with the practice adopted by many development agencies, the UNIDO Independent Evaluation Division uses a six-point rating system, where 6 is the highest score (highly satisfactory) and 1 is the lowest (highly unsatisfactory) as per Table 7 below.

**Table 7. Project rating criteria**

Score		Definition	Category
6	Highly satisfactory	Level of achievement presents no shortcomings (90% - 100% achievement rate of planned expectations and targets).	SATISFACTORY
5	Satisfactory	Level of achievement presents minor shortcomings (70% - 89% achievement rate of planned expectations and targets).	
4	Moderately satisfactory	Level of achievement presents moderate shortcomings (50% - 69% achievement rate of planned expectations and targets).	
3	Moderately unsatisfactory	Level of achievement presents some significant shortcomings (30% - 49% achievement rate of planned expectations and targets).	UNSATISFACTORY
2	Unsatisfactory	Level of achievement presents major shortcomings (10% - 29% achievement rate of planned expectations and targets).	
1	Highly unsatisfactory	Level of achievement presents severe shortcomings (0% - 9% achievement rate of planned expectations and targets).	

## Evaluation process

The evaluation will be implemented in phases, which are not strictly sequential, but often iterative, conducted in parallel and partly overlapping. The following are the main phases:

### a. Evaluation team

UNIDO Independent Evaluation Division (IED) identifies and selects the Evaluation Team members, in consultation with UNIDO Project Manager

### b. Inception phase

- ✓ Desk review and data analysis: The evaluation team will review project-related documentation and literature and carry out a data analysis
- ✓ Briefing of consultant(s) at UNIDO Headquarters (HQ)
- ✓ Preparation of inception report: The evaluation team will prepare the inception report providing details on the methodology for the evaluation and include an evaluation matrix with specific issues for the evaluation; the specific site visits will be determined during the inception phase, taking into consideration the findings and recommendations of project progress reports or mid-term reviews.
- ✓ Interviews, survey

### c. Field phase

- ✓ Country field visit(s)
- ✓ ET Debriefing in the field to project stakeholders

#### **d. Reporting phase**

- ✓ After field mission, HQ debriefing with preliminary findings, conclusions and recommendations by the ET leader
- ✓ Data analysis and draft report writing
- ✓ Draft report submission
- ✓ Sharing and factual validation of draft report with stakeholders
- ✓ Final evaluation report Submission and QA/clearance by IED
- ✓ Two pages summary take-away message

#### **e. Terminal evaluation report**

IED follows up issuance and distribution of the TE report, publication of evaluation report in UNIDO intra/internet sites and completion of management response sheet from UNIDO Project Manager.

### **Evaluation team composition**

A staff from IED will be assigned as Evaluation Manager and will coordinate and provide evaluation backstopping to the evaluation team and ensure the quality of the evaluation. UNIDO Project Manager and national project teams will act as resource persons and provide support to the evaluation team and the IED Evaluation Manager.

The evaluation team will be composed of one international evaluation consultant acting as the team leader and one national consultant. The evaluation team members will possess relevant strong experience and skills on evaluation and evaluation management, including gender. Expertise and experience in the related technical subject of the project is desirable. The evaluation consultants will be contracted by UNIDO. The tasks of each team member are specified in the job descriptions in Annex 4 to these terms of reference.

According to UNIDO Evaluation Policy, members of the evaluation team must not have been directly involved in the design and/or implementation of the project under evaluation.

### **Time schedule**

The evaluation is scheduled to take place from December 2019 to March 2020.

The evaluation field mission is tentatively planned for January/February 2020.

The Draft Evaluation report will be submitted 2 to 4 weeks after the end of the field mission.

The Final Evaluation report will be submitted 2 weeks after comments received from project counterparts, key stakeholders and project team.

### **Evaluation deliverables**

#### **Inception report**

This Terms of Reference (ToRs) provides some information on the evaluation methodology, but this should not be regarded as exhaustive. After reviewing the project documentation and initial interviews with the UNIDO Project Manager, the international evaluation consultant will prepare, in collaboration with the national evaluation consultant, a short inception report that will operationalize the ToRs relating to the evaluation questions and provide information on what type of and how the evidence will be collected (methodology). It will be discussed with and approved by the responsible UNIDO Evaluation Manager.

The Inception Report will focus on the following elements: preliminary project theory model(s); elaboration of evaluation methodology including quantitative and qualitative approaches through an evaluation framework (“evaluation matrix”); division of work between the international evaluation consultant and the national evaluation consultant; mission plan, including places to be visited, people to be interviewed and possible surveys to be conducted; and a debriefing and reporting timetable<sup>32</sup>.

### **Evaluation report and review procedures**

The draft report will be delivered to UNIDO Independent Evaluation Division (the suggested report outline is in Annex 4) and circulated to UNIDO staff and national stakeholders associated with the project for factual validation and comments. Any comments or responses, or feedback on any errors of fact to the draft report provided by the stakeholders will be sent to UNIDO Independent Evaluation Division for collation and onward transmission to the project evaluation team who will be advised of any necessary revisions. On the basis of this feedback, and taking into consideration the comments received, the evaluation team will prepare the final version of the terminal evaluation report.

The ET will present its preliminary findings to the local stakeholders at the end of the field visit and take into account their feed-back in preparing the evaluation report. A presentation of preliminary findings will take place at UNIDO HQ after the field mission.

The TE report should be brief, to the point and easy to understand. It must explain the purpose of the evaluation, exactly what was evaluated, and the methods used. The report must highlight any methodological limitations, identify key concerns and present evidence-based findings, consequent conclusions, recommendations and lessons. The report should provide information on when the evaluation took place, the places visited, who was involved and be presented in a way that makes the information accessible and comprehensible. The report should include an executive summary that encapsulates the essence of the information contained in the report to facilitate dissemination and distillation of lessons.

Findings, conclusions and recommendations should be presented in a complete, logical and balanced manner. The evaluation report shall be written in English and follow the outline given in Annex 4. The ET should submit the final version of the TE report in accordance with UNIDO Independent Evaluation Division standards.

### **Quality assurance**

All UNIDO evaluations are subject to quality assessment by UNIDO Independent Evaluation Division. Quality assurance and control is exercised in different ways throughout the evaluation process (briefing of consultants on methodology and process of UNIDO Independent Evaluation Division, providing inputs regarding findings, lessons learned and recommendations from other UNIDO evaluations, review of inception report and evaluation report).

The quality of the evaluation report will be assessed and rated against the criteria set forth in the Checklist on evaluation report quality, attached as Annex 5. UNIDO’s Independent Evaluation Division should ensure that the evaluation report is useful for UNIDO in terms of organizational learning (recommendations and lessons learned) and is compliant with UNIDO’s evaluation policy and these terms of reference. The draft and final evaluation reports are reviewed by UNIDO Independent Evaluation Division, which will issue and circulate it within UNIDO together with a management response sheet, as well as submit to relevant stakeholders as required.

---

<sup>32</sup> The evaluator will be provided with a guide on how to prepare an evaluation inception report and a guide on how to formulate lessons learned (including quality checklist) prepared by the UNIDO Independent Evaluation Division.

## Annex 1: Project's Logical Framework

Results	Indicators	Means of verification	Assumptions & Risks
<b>Impact</b>			
Human security of vulnerable households, youth, women and children is improved in target communities through inclusive, pro-poor socio-economic development.	<ul style="list-style-type: none"> <li>At least 1,000 direct beneficiaries received assistance from the project to help them improve their incomes/livelihood</li> <li>% change in <b>local community development index</b><sup>33</sup> at the household level in the targeted communities</li> </ul> <p>data disaggregated by age, gender, and index domains including health, food, and economic security</p>	<ul style="list-style-type: none"> <li>Baseline data</li> <li>Progress Reports</li> <li>Training Reports</li> <li>Evaluation Report</li> </ul>	<p><b>Risks:</b> Precarious security conditions in target governorate may delay the implementation of certain project activities Political situation becomes unstable</p> <p><b>Assumptions:</b> Target communities participate in the project initiatives Strong support from the Governorate</p>
<b>Outcome</b>			
<ul style="list-style-type: none"> <li>Strengthened socio-economic security and improved local participation in target communities.</li> </ul>	<ul style="list-style-type: none"> <li># of new businesses/start-ups and types of businesses</li> <li># of beneficiaries who were able to get a job</li> <li>Increase in productivity and/or profitability of the MSEs and farmer beneficiaries</li> <li>Functioning of inclusive and efficient participatory framework</li> <li>Community consultative units'</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data</li> <li>Client information sheets</li> <li>Project progress report</li> </ul>	<p><b>Assumptions:</b> Project able to mobilize other support systems to help start-ups e.g. investors, finance from SFD or micro finance institutions Target beneficiaries (youth groups, women, MSEs/farmers, ) willing to participate in the project</p>

<sup>33</sup> The Local Community Development Index (LCDI) is a composite index comprised of various studied human security domains. These are namely: **Economic Insecurity** measured by the poverty index (lack of ownership of productive and non-productive assets) and by unemployment, **Health Insecurity** measured by level of health awareness and health issues faced by households, **Food Insecurity** measured by the CARE Int'l "Coping Strategies Index", and the **Security Perception Index** which involves household perceptions on their level of safety and security.

Results	Indicators	Means of verification	Assumptions & Risks
	<p>propositions included in the planning of the sectoral development of Sohag for the year</p> <ul style="list-style-type: none"> <li>All data disaggregated by age and gender</li> </ul>		
<b>Outputs</b>			
1. Participatory governance framework for local economic development is established	<ul style="list-style-type: none"> <li>District LED Unit established in the two operational districts and functioning</li> <li>Technical and operational staff of District LED Unit apply knowledge gained from training programs conducted</li> <li>A mechanism for community consultative groups' contribution to the district action has been established and adopted</li> <li># of community consultative units trained on advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Baseline</li> <li>Training evaluation reports</li> <li>Community development plans</li> <li>Perception report</li> <li>Interviews with community consultative units</li> </ul>	<p>The project is reinforced by the broader LED strategy of the government</p> <p><b>Risk:</b> Certain groups try to monopolize the fora to serve particular interests</p> <p><b>Risk:</b> Authorities do not start or pursue the consultation process after project closure.</p>
2. Human Security Fund (HSF) is established to enable target communities to implement at least 15 project interventions in different domains of human security	<ul style="list-style-type: none"> <li># of priority projects financed</li> <li>Extent to which HS fund disbursements are allocated effectively towards prioritized human security domains</li> <li>Value and percentage of funds leveraged/ mobilized from sources external to the project (government, donors and private sector)</li> <li>3 of the projects funded are directly benefitting women</li> </ul>	<ul style="list-style-type: none"> <li>Project Reports</li> <li>Site visits and interviews with beneficiaries</li> </ul>	<p>The reporting and monitoring mechanisms will ensure transparency and accountability which are critical to the credibility of the fund</p> <p><b>Risk:</b> Attempts to monopolize the HSF to serve personal interests</p>

Results	Indicators	Means of verification	Assumptions & Risks
<p>3. Employability and economic empowerment of youth and women is improved through the introduction of training packages and innovative support schemes to encourage start-ups and improve productivity and incomes of existing MSEs.</p>	<ul style="list-style-type: none"> <li>• 50 women (60% ages 16-30 years old) assisted to establish their own livelihood activities</li> <li>• 100 farmers trained in vertical cultivation through greenhouses</li> <li>• 5 greenhouses established by the farmer beneficiaries as a result of project intervention</li> <li>• 5 Youth groups establish 5 start-ups in waste management</li> <li>• At least 2 productive networks of MSEs undertaking joint activities to solve common problems</li> <li>• Number and type of core, short-term skills training programs organized to qualify youth to specific job profiles in demand</li> <li>• Number of youth who got jobs as a result of the skills training programs</li> </ul> <p>All data disaggregated by age and gender</p>	<ul style="list-style-type: none"> <li>• Client visit reports</li> <li>• Interviews with clients</li> <li>• Training Reports</li> </ul>	<p>Youth groups willing to participate in the project; project able to mobilize the target number of youth required</p> <p>MSEs willing to participate and avail of the services provided by the project</p> <p>Ability of the beneficiaries and the project to mobilize resources for counterpart funding</p> <p>Women interested and able to participate in the project activities</p> <p>Project beneficiaries qualify for the financial services offered by financing institutions</p> <p><b>Risks:</b> Resistance to change in consolidated traditional practices</p> <p>Low interest among the beneficiaries trained in accessing financial products</p>
<p>4. Entrepreneurship culture is instilled among the youth complemented with financial education</p>	<ul style="list-style-type: none"> <li>• At least 50 unemployed youth from the communities trained to provide entrepreneurship training to youth and micro entrepreneurs (disaggregated by gender; of which 30% are female)</li> <li>• Youth interns able to train 600 youth on entrepreneurship and 200 MSEs</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data</li> <li>• Training reports</li> <li>• Attendance Sheets</li> <li>• Evaluation report</li> </ul>	<p>Ministry of Education and the Directorate in the Governorate support the initiative to introduce entrepreneurship education</p> <p>Willingness of the teachers to handle additional subjects</p>

Results	Indicators	Means of verification	Assumptions & Risks
	<ul style="list-style-type: none"> <li>• 25 youth interns trained to provide industrial extension services to MSEs</li> <li>• 50 MSEs improve their productivity through industrial extension provided</li> <li>• At least 10% of the youth trained on entrepreneurship have prepared their business plans and ready for submission to a financing institution</li> <li>• # of technical schools allocated by the Min. of Education/Directorate introducing entrepreneurship education in their schools</li> <li>• # of teachers trained on EDP (disaggregated by gender)</li> <li>• # of students who had undergone EDP training (disaggregated by gender)</li> <li>• Positive change in perception and mind-set of students on self-employment and business</li> </ul>		<p>Students willing to learn entrepreneurship and parents support the initiative</p>

The above table reproduces the original logical framework. As indicated in section 3 in chapter I, adjustments have been made to the list of KPIs.

## Annex 2: Detailed questions to assess evaluation criteria

The evaluation team will assess the project performance guided by the questions below.

No.	Evaluation criteria
<b>A</b>	<b>Progress to impact</b>
1	<ul style="list-style-type: none"> <li>✓ <u>Likelihood</u> to contribute to the expected impact</li> <li>✓ Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended, including redirecting trajectories of transformational process and the extent to which conditions for trajectory change are being put into place.</li> <li>✓ <u>Replication</u>: To what extent the project's specific results (e.g. methodology, technology, lessons, etc.) are reproduced or adopted</li> <li>✓ <u>Mainstreaming</u>: To what extent information, lessons or specific results of the project are incorporated into broader stakeholder mandates and initiatives such as laws, policies, regulations and project?</li> <li>✓ <u>Scaling-up</u>: To what extent the project's initiatives and results are implemented at larger geographical scale?</li> <li>✓ What difference has the project made to the beneficiaries?</li> <li>✓ What is the change attributable to the project? To what extent?</li> <li>✓ What are the social, economic, environmental and other effects, either short-, medium- or long-term, on a micro- or macro-level?</li> <li>✓ What effects are intended or unintended, positive or negative?</li> </ul> <p>the three UNIDO impact dimensions are:</p> <ul style="list-style-type: none"> <li>✓ <u>Safeguarding environment</u>: To what extent the project contributes to changes in the status of environment.</li> <li>✓ <u>Economic performance</u>: To what extent the project contributes to changes in the economic performance (e.g. finances, income, costs saving, expenditure) of individuals, groups and entities?</li> <li>✓ <u>Social inclusiveness</u>: To what extent the project contributes to changes in capacity and capability of individuals, groups and entities in society, such as employment, education, and training?</li> </ul>
<b>B</b>	<b>Project design</b>
1	<ul style="list-style-type: none"> <li>• <u>Overall design</u></li> <li>✓ The project design was adequate to address the problems at hand?</li> <li>✓ Is the project consistent with the Country's priorities, in the work plan of the lead national counterpart? Does it meet the needs of the target group? Is it consistent with UNIDO's Inclusive and Sustainable Industrial Development? Does it adequately reflect lessons learnt from past projects? Is it in line with the donor's priorities and policies?</li> <li>✓ Is the applied project approach sound and appropriate? Is the design technically feasible and based on best practices? Does UNIDO have in-house technical expertise and experience for this type of intervention?</li> </ul>

No.	Evaluation criteria
	<ul style="list-style-type: none"> <li>✓ To what extent the project design (in terms of funding, institutional arrangement, implementation arrangements...) as foreseen in the project document still valid and relevant?</li> <li>✓ Does the project document include a M&amp;E plan? Does the M&amp;E plan specify what, who and how frequent monitoring, review, evaluations and data collection will take place? Does it allocate budget for each exercise? Is the M&amp;E budget adequately allocated and consistent with the logframe (especially indicators and sources of verification)?</li> <li>✓ Were there any changes in project design and/or expected results after start of implementation.</li> <li>✓ Did the project establish a baseline (initial conditions)? Was the evaluation able to estimate the baseline conditions so that results can be determined?</li> <li>✓ Risk management: Are critical risks related to financial, social-political, institutional, environmental and implementation aspects identified with specific risk ratings? Are their mitigation measures identified? Where possible, are the mitigation measures included in project activities/outputs and monitored under the M&amp;E plan?</li> </ul>
2	<ul style="list-style-type: none"> <li>• <u>Logframe</u></li> <li>✓ Expected results: Is the expected result-chain (impact, outcomes and outputs) clear and logical? Does impact describe a desired long-term benefit to a society or community (not as a mean or process), do outcomes describe change in target group's behaviour/performance or system/institutional performance, do outputs describe deliverables that project will produce to achieve outcomes? Are the expected results realistic, measurable and not a reformulation or summary of lower level results? Do outputs plus assumptions lead to outcomes, do outcomes plus assumptions lead to impact? Can all outputs be delivered by the project, are outcomes outside UNIDO's control but within its influence?</li> <li>✓ Indicators: Do indicators describe and specify expected results (impact, outcomes and outputs) in terms of quantity, quality and time? Do indicators change at each level of results and independent from indicators at higher and lower levels? Do indicators not rest ate expected results and not cause them? Are indicators necessary and sufficient and do they provide enough triangulation (cross-checking)? Are they indicators sex-diagggregated, if applicable?</li> <li>✓ Sources of verification: Are the sources of verification/data able to verify status of indicators, are they cost-effective and reliable? Are the sources of verification/data able to verify status of output and outcome indicators before project completion?</li> </ul>
<b>C</b>	<b>Project performance</b>
1	<ul style="list-style-type: none"> <li>• <u>Relevance</u></li> <li>✓ How does the project fulfil the urgent target group needs?</li> <li>✓ To what extent is the project aligned with the development priorities of the country (national poverty reduction strategy, sector development strategy)?</li> <li>✓ How does project reflect donor policies and priorities?</li> </ul>

No.	Evaluation criteria
	<ul style="list-style-type: none"> <li>✓ Is the project a technically adequate solution to the development problem? Does it eliminate the cause of the problem?</li> <li>✓ To what extent does the project correspond to UNIDO's comparative advantages?</li> <li>✓ Are the original project objectives (expected results) still valid and pertinent to the target groups? If not, have they been revised? Are the revised objectives still valid in today's context?</li> </ul>
2	<ul style="list-style-type: none"> <li>• <u>Effectiveness</u></li> <li>✓ What are the main results (mainly outputs and outcomes) of the project? What have been the quantifiable results of the project?</li> <li>✓ To what extent did the project achieve their objectives (outputs and outcomes), against the original/revised target(s)?</li> <li>✓ What are the reasons for the achievement/non-achievement of the project objectives?</li> <li>✓ What is the quality of the results? How do the stakeholders perceive them? What is the feedback of the beneficiaries and the stakeholders on the project effectiveness?</li> <li>✓ To what extent is the identified progress result of the project rather than external factors?</li> <li>✓ What can be done to make the project more effective?</li> <li>✓ Were the right target groups reached?</li> </ul>
3	<ul style="list-style-type: none"> <li>• <u>Efficiency</u></li> <li>✓ How economically are the project resources/inputs (concerning funding, expertise, time...) being used to produce results?</li> <li>✓ To what extent were expected results achieved within the original budget? If no, please explain why.</li> <li>✓ Are the results being achieved at an acceptable cost? Would alternative approaches accomplish the same results at less cost?</li> <li>✓ What measures have been taken during planning and implementation to ensure that resources are efficiently used? Were the project expenditures in line with budgets?</li> <li>✓ Could more have been achieved with the same input?</li> <li>✓ Could the same have been achieved with less input?</li> <li>✓ How timely was the project in producing outputs and outcomes? Comment on the delay or acceleration of the project's implementation period.</li> <li>✓ To what extent were the project's activities in line with the schedule of activities as defined by the Project Team and annual Work Plans?</li> <li>✓ Have the inputs from the donor, UNIDO and Government/counterpart been provided as planned, and were they adequate to meet the requirements?</li> </ul>
4	<ul style="list-style-type: none"> <li>• <u>Sustainability of benefits</u></li> <li>✓ Will the project results and benefits be sustained after the end of donor funding?</li> <li>✓ Does the project have an exit strategy?</li> </ul> <p><i>Financial risks:</i></p>

No.	Evaluation criteria
	<ul style="list-style-type: none"> <li>✓ What is the likelihood of financial and economic resources not being available once the project ends?</li> <li><i>Socio-political risks:</i></li> <li>✓ Are there any social or political risks that may jeopardize the sustainability of project outcomes?</li> <li>✓ What is the risk that the level of stakeholder ownership (including ownership by governments and other key stakeholders) will be insufficient to allow for the project outcomes/benefits to be sustained?</li> <li>✓ Do the various key stakeholders see that it is in their interest that project benefits continue to flow?</li> <li>✓ Is there sufficient public/stakeholder awareness in support of the project's long-term objectives?</li> <li><i>Institutional framework and governance risks:</i></li> <li>✓ Do the legal frameworks, policies, and governance structures and processes within which the project operates pose risks that may jeopardize the sustainability of project benefits?</li> <li>✓ Are requisite systems for accountability and transparency and required technical know-how in place?</li> <li><i>Environmental risks:</i></li> <li>✓ Are there any environmental risks that may jeopardize the sustainability of project outcomes?</li> <li>✓ Are there any project outputs or higher level results that are likely to have adverse environmental impacts, which, in turn, might affect the sustainability of project benefits?</li> </ul>
	✓
<b>D</b>	<b>Cross-cutting performance criteria</b>
1	<ul style="list-style-type: none"> <li>• <u>Gender mainstreaming</u></li> <li>✓ Did the project design adequately consider the gender dimensions in its interventions? Was the gender marker assigned correctly at entry?</li> <li>✓ Was a gender analysis included in a baseline study or needs assessment (if any)? Were there gender-related project indicators?</li> <li>✓ Are women/gender-focused groups, associations or gender units in partner organizations consulted/ included in the project?</li> <li>✓ How gender-balanced was the composition of the project management team, the Steering Committee, experts and consultants and the beneficiaries?</li> <li>✓ Do the results affect women and men differently? If so, why and how? How are the results likely to affect gender relations (e.g., division of labour, decision-making authority)?</li> <li>✓ To what extent were socioeconomic benefits delivered by the project at the national and local levels, including consideration of gender dimensions?</li> </ul>
2	✓ Environment and socio-economic aspects
3	<ul style="list-style-type: none"> <li>• <u>M&amp;E: (focus on Monitoring)</u></li> </ul>

No.	Evaluation criteria
	<ul style="list-style-type: none"> <li>✓ <b>M&amp;E design</b></li> <li>○ Was the monitoring plan at the point of project approval practical and sufficient?</li> <li>○ Did it include baseline data and specify clear targets and appropriate indicators to track environmental, gender, and socio economic results?</li> <li>○ Did it include a proper M&amp;E methodological approach; specify practical organization and logistics of the M&amp;E activities including schedule and responsibilities for data collection;</li> <li>○ Did it include budget adequate funds for M&amp;E activities?</li> <li>✓ <b>M&amp;E implementation</b></li> <li>○ How was the information from M&amp;E system used during the project implementation? Was an M&amp;E system in place and did it facilitate timely tracking of progress toward project results by collecting information on selected indicators continually throughout the project implementation period? Did project team and manager make decisions and corrective actions based on analysis from M&amp;E system and based on results achieved?</li> <li>○ Are annual/progress project reports complete and accurate?</li> <li>○ Was the information provided by the M&amp;E system used to improve performance and adapt to changing needs? Was information on project performance and results achievement being presented to the Project Steering Committee to make decisions and corrective actions? Do the Project team and managers and PSC regularly ask for performance and results information?</li> <li>○ Are monitoring and self-evaluation carried out effectively, based on indicators for outputs, outcomes and impact in the logframe? Do performance monitoring and reviews take place regularly?</li> <li>○ Were resources for M&amp;E sufficient?</li> <li>○ How has the logframe been used for Monitoring and Evaluation purposes (developing M&amp;E plan, setting M&amp;E system, determining baseline and targets, annual implementation review by the Project Steering Committee...) to monitor progress towards expected outputs and outcomes?</li> <li>○ How well have risks outlined in the project document and in the logframe been monitored and managed? How often have risks been reviewed and updated? Has a risk management mechanism been put in place?</li> </ul>
4	<ul style="list-style-type: none"> <li>● <b><u>Project management</u></b></li> <li>✓ Review overall effectiveness of project management as outlined in the Project Document. Have changes been made and are they effective? Are responsibilities and reporting lines clear? Is decision-making transparent and undertaken in a timely manner? Recommend areas for improvement.</li> <li>✓ Review whether the national management and overall coordination mechanisms have been efficient and effective? Did each partner have assigned roles and responsibilities from the beginning? Did each partner fulfil its role and responsibilities (e.g. providing strategic support, monitoring and reviewing performance, allocating funds, providing technical support, following up agreed/corrective actions)?</li> </ul>

No.	Evaluation criteria
	<ul style="list-style-type: none"> <li>✓ The UNIDO HQ-based management, coordination, monitoring, quality control and technical inputs have been efficient, timely and effective (e.g. problems identified timely and accurately; quality support provided timely and effectively; right staffing levels, continuity, skill mix and frequency of field visits)?</li> <li>✓ The project implemented outreach and public awareness campaigns. Outreach and public awareness materials produced are in line with the relevant UNIDO and donor advocacy guidelines?"</li> </ul>
<b>E</b>	<b>Performance of partners</b>
1	<ul style="list-style-type: none"> <li>• <u>UNIDO</u></li> <li>✓ <b>Design</b> <ul style="list-style-type: none"> <li>○ Mobilization of adequate technical expertise for project design</li> <li>○ Inclusiveness of project design (with national counterparts)</li> <li>○ Previous evaluative evidence shaping project design</li> <li>○ Planning for M&amp;E and ensuring sufficient M&amp;E budget</li> </ul> </li> <li>✓ <b>Implementation</b> <ul style="list-style-type: none"> <li>○ Timely recruitment of project staff</li> <li>○ Appropriate use of funds, procurement and contracting of goods and services</li> <li>○ Project modifications following changes in context or after the Mid-Term Review</li> <li>○ Follow-up to address implementation bottlenecks</li> <li>○ Role of UNIDO country presence (if applicable) supporting the project</li> <li>○ Engagement in policy dialogue to ensure up-scaling of innovations</li> <li>○ Coordination function</li> <li>○ Exit strategy, planned together with the government</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• <u>National counterparts</u></li> <li>✓ <b>Design</b> <ul style="list-style-type: none"> <li>○ Responsiveness to UNIDO's invitation for engagement in designing the project</li> </ul> </li> <li>✓ <b>Implementation</b> <ul style="list-style-type: none"> <li>○ Ownership of the project</li> <li>○ Support to the project, based on actions and policies</li> <li>○ Counterpart funding</li> <li>○ Internal government coordination</li> <li>○ Exit strategy, planned together with UNIDO, or arrangements for continued funding of certain activities</li> </ul> </li> </ul>

No.	Evaluation criteria
	<ul style="list-style-type: none"> <li>○ Facilitation of the participation of Non-Governmental Organizations (NGOs), civil society and the private sector where appropriate</li> <li>○ Suitable procurement procedures for timely project implementation</li> <li>○ Engagement with UNIDO in policy dialogue to promote the up-scaling or replication of innovations</li> </ul>
3	<ul style="list-style-type: none"> <li>✓ <b>Donor</b></li> <li>✓ Timely disbursement of project funds</li> <li>✓ Feedback to progress reports, including Mid-Term Evaluation</li> <li>✓ Support by the donor's country presence (if applicable) supporting the project for example through engagement in policy dialogue</li> </ul>
F	<p><b>Overall project achievement</b></p> <ul style="list-style-type: none"> <li>✓ Overarching assessment of the project, drawing upon the analysis made under Project performance and Progress to Impact criteria above but not an average of ratings.</li> </ul>

**Annex 3: Detailed questions to assess evaluation criteria** (See Annex 2 of the UNIDO Evaluation Manual)

**Annex 4: Job descriptions**

**TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)**

<b>Title:</b>	International evaluation consultant, team leader
<b>Main Duty Station and Location:</b>	Home-based
<b>Missions:</b>	Missions to – Vienna, Austria – Cairo and Sohag, Egypt
<b>Start of Contract (EOD):</b>	1 December 2019
<b>End of Contract (COB):</b>	31 March 2020
<b>Number of Working Days:</b>	32 working days (w/d)

**ORGANIZATIONAL CONTEXT**

The UNIDO Independent Evaluation Division (ODG/EIO/IED) is responsible for the independent evaluation function of UNIDO. It supports learning, continuous improvement and accountability, and provides factual information about result and practices that feed into the programmatic and strategic decision-making processes. Evaluation is an assessment, as systematic and impartial as possible, of a programme, a project or a theme. Independent evaluations provide evidence-based information that is credible, reliable and useful, enabling the timely incorporation of findings, recommendations and lessons learned into the decision-making processes at organization-wide, programme and project level. ODG/EIO/IED is guided by the UNIDO Evaluation Policy, which is aligned to the norms and standards for evaluation in the UN system.

**PROJECT CONTEXT**

Detailed background information of the project can be found the terms of reference (TOR) for the terminal evaluation.

The international evaluation consultant/team leader will evaluate the project in accordance with the evaluation-related terms of reference (TOR). He/she will perform, inter alia, the following main tasks:

MAIN DUTIES	Concrete/ Measurable Outputs to be achieved	Working Days	Location
<b>Inception phase</b>			
1. Undertake a desk review of project documentation and relevant country background information (national policies and strategies, UN strategies and general economic data)	Comprehensive desk review of project documentation and country context	5 w/d	Home-based
2. In collaboration with the national evaluation consultant, determine key data to collect in the field and design appropriate methodology for data collection;	Data collection protocol		

MAIN DUTIES	Concrete/ Measurable Outputs to be achieved	Working Days	Location
3. In consultation with the national evaluation consultant, prepare a work plan for the evaluation detailing responsibilities of each ET member and list of stakeholders and beneficiaries to be interviewed	<ul style="list-style-type: none"> <li>• Work plan and division of tasks of ET</li> <li>• Draft list of stakeholders and beneficiaries to be interviewed during the evaluation field mission</li> </ul>		
4. Draft an inception report—as per ToRs—detailing the specific aspects to address in the evaluation, Bennett’s result chain/theory of change to apply, the evaluation methodology, data collection methods, preliminary list of interview questions and tentative agenda for field work.	Inception report submitted to the IED evaluation manager		
5. Finalize inception report, work plan and field mission agenda with IED evaluation manager	Final evaluation work plan, final inception report and preliminary field mission agenda (incl. list of stakeholders to be interviewed and planned site visits)		
<b>Field mission phase</b>			
6. Undertake an evaluation field mission <sup>34</sup> in tandem with the national evaluation consultant to consult project stakeholders, partners and beneficiaries and collect empirical data/information to assess the relevance, effectiveness, efficiency and sustainability of the project	Field mission conducted  Accurate information/data collected to assess project results	8 w/d	Cairo and Sohag
7. Examine the main findings of the evaluation mission with the national evaluation consultant	<ul style="list-style-type: none"> <li>• Analysis of project results</li> <li>• Agreement on the structure and content of the evaluation report and the distribution of writing tasks</li> </ul>		
8. Present and discuss preliminary evaluation findings with counterparts, donor and relevant stakeholders at the end of the mission	<ul style="list-style-type: none"> <li>• Presentation of the ET’s preliminary findings, draft conclusions, recommendations and lessons learnt to stakeholders in the country</li> </ul>		

<sup>34</sup> The exact mission dates will be decided in agreement with the Consultant, UNIDO HQ, and the country counterparts.

MAIN DUTIES	Concrete/ Measurable Outputs to be achieved	Working Days	Location
<b>Reporting phase and terminal report</b>			
9. Undertake a debriefing mission to UNIDO HQ to: <ul style="list-style-type: none"> <li>– Present preliminary findings, recommendations and lessons learnt to relevant for factual validation and comments</li> <li>– Hold additional meetings with Evaluation Manager/UNIDO Project Manager and other staff as required to obtain additional information, if required</li> </ul>	<ul style="list-style-type: none"> <li>• Power point presentation</li> <li>• Feedback from stakeholders obtained and discussed</li> <li>• Additional meetings held as required</li> </ul>	2w/d	Vienna, Austria
10. Prepare the draft evaluation report, with inputs from the national evaluation consultant, and in accordance with the evaluation TOR	Draft evaluation report submitted to evaluation manager for review and comments	13 w/d	Home-based
11. Submit draft evaluation report to the evaluation manager for feedback and comments			
12. Revise the draft evaluation report based on comments and suggestions received through the Evaluation Manager and finalize the evaluation report according to UNIDO Independent Evaluation Division standards, including language editing	Final evaluation report submitted to Evaluation Manager	3 w/d	
13. Prepare a two pages summary of a take-away message from the evaluation	Two pages summary take-away message from the evaluation submitted to the evaluation manager	1 w/d	
14. Prepare an end-of assignment report detailing activity undertaken and challenges faced, if any.	End-of assignment report		

## **REPORTING AND DELIVERABLES**

- 1) At the beginning of the assignment the Consultant will submit a concise Inception Report, which will outline the general methodology and presents a concept Table of Contents
  - 2) The field mission will have the following deliverables:
    - Presentation of initial findings of the mission to key national stakeholders
    - Draft report
    - Final report, comprising of executive summary, findings regarding design, implementation and results, conclusions and recommendations
  - 3) Debriefing at UNIDO HQ:
    - Presentation and discussion of findings
    - Concise summary and comparative analysis of the main results of the evaluation report
- All reports and related documents must be in English and presented in electronic format.

## **MINIMUM ORGANIZATIONAL REQUIREMENTS**

**Education:** Advanced degree in development studies, agricultural economics, education or related areas

### **Technical and functional experience:**

- Minimum of 10 years' hands on experience in evaluation of development projects in the area of rural development
- Knowledge about entrepreneurship development in rural context
- Experience in project management of development projects and knowledge of UNIDO activities an asset
- Knowledge about multilateral technical cooperation and the UN, international development priorities and frameworks
- Working experience in developing countries

**Languages:** Fluency in written and spoken English is required. Knowledge of spoken and/or written Arabic an asset

## **REQUIRED COMPETENCIES**

### **Core values:**

1. Integrity
2. Professionalism
3. Respect for diversity

### **Core competencies:**

1. Results orientation and accountability
2. Planning and organizing skills
3. Communication and trust
4. Team orientation

### **Absence of conflict of interest:**

According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the UNIDO Independent Evaluation Division.

## Job description

### TERMS OF REFERENCE FOR PERSONNEL UNDER INDIVIDUAL SERVICE AGREEMENT (ISA)

Title:	National evaluation consultant
Main Duty Station and Location:	Home-based
Mission/s to:	In-country travel to project sites in Sohag Governorate, Egypt
Start of Contract:	1 December 2019
End of Contract:	31 March 2020
Number of Working Days:	32 working days (w/d)

### **ORGANIZATIONAL CONTEXT**

The UNIDO Independent Evaluation Division (ODG/EIO/IED) is responsible for the independent evaluation function of UNIDO. It supports learning, continuous improvement and accountability, and provides factual information about result and practices that feed into the programmatic and strategic decision-making processes. Evaluation is an assessment, as systematic and impartial as possible, of a programme, a project or a theme. Independent evaluations provide evidence-based information that is credible, reliable and useful, enabling the timely incorporation of findings, recommendations and lessons learned into the decision-making processes at organization-wide, programme and project level. The UNIDO Independent Evaluation Division is guided by the UNIDO Evaluation Policy, which is aligned to the norms and standards for evaluation in the UN system.

### **PROJECT CONTEXT**

Detailed background information of the project can be found the terms of reference (TOR) for the terminal evaluation. As evaluation team member, the national evaluation consultant will evaluate the project according to the terms of reference (TOR) under the leadership of the team leader (international evaluation consultant). S/he will perform, inter alia, the following main tasks:

<b><u>MAIN DUTIES</u></b>	<b>Concrete/measurable outputs to be achieved</b>	<b>Expected duration</b>	<b>Location</b>
<b>Inception phase</b>			
1. Review and analyze project documentation and relevant country background information	Comprehensive desk review of project documentation and country context	2 w/d	Home-based with possible in-country travel
2. In collaboration with the international evaluation consultant: - Determine key data to collect in the field, - Recommend adjustments to the country-specific context, - Design appropriate tools for key data collection accordingly - Translate key tools (questionnaires, interview guides, etc.) into Arabic, as required	Data collection protocol and translation of relevant material into Arabic	4 w/d	

<b><u>MAIN DUTIES</u></b>	<b>Concrete/measurable outputs to be achieved</b>	<b>Expected duration</b>	<b>Location</b>
3. In collaboration with the international evaluation consultant, prepare a work plan for the evaluation detailing responsibilities of each ET member and list of stakeholders and beneficiaries to be interviewed	Work plan and division of tasks of ET  Draft list of stakeholders and beneficiaries to be interviewed during the evaluation field mission	7 w/d	
4. Assist the International evaluation consultant in compiling and analyzing relevant country/project background information for the inception report, as required	Background information compiled/analyzed		
<b>Field mission phase</b>			
5. Coordinate logistical arrangements for the evaluation field mission including setting up meetings, organising project site visits, preparing interview materials, etc.	Logistics for field mission arranged effectively	3 w/d	Home-based with in-country travel
6. Together with the team leader, participate actively in the field mission to assess project results and assist her/him with translation, when necessary	Interviews and site visits undertaken  Detailed interview notes taken	8 w/d	
7. Examine main findings of the evaluation mission with the international evaluation consultant	Analysis of project results  Agreement on the content of the evaluation report and the distribution of writing tasks		
8. Assist the team leader in presenting the preliminary findings to counterparts, donor and relevant stakeholders	Inputs of the ET's preliminary findings, draft conclusions, recommendations and lessons learnt to stakeholders in the country		
<b>Reporting phase and terminal report</b>			
9. Triangulate data/information on project results and draft inputs for the evaluation report as agreed with the team leader	Inputs for the draft evaluation report submitted to team leader	7 w/d	Home-based
10. Assist the team leader in revising the terminal evaluation by corroborating	Inputs to the evaluation terminal report submitted to the team		

<b><u>MAIN DUTIES</u></b>	<b>Concrete/measurable outputs to be achieved</b>	<b>Expected duration</b>	<b>Location</b>
data/information, incorporating comments and amend inconsistencies, as required	leader		
11. Assist the team leader in preparing a a two pages summary of take-away messages from the evaluation	Inputs to the two-page summary of take-away messages	1 w/d	
12. Draft an end-of-assignment report detailing activities undertaken, challenges and recommendations	End-of-assignment report		

### **MINIMUM ORGANIZATIONAL REQUIREMENTS**

**Education:** Advanced university degree in developmental studies, agricultural economics, education or related areas

**Technical and functional experience:** A minimum of 5 years of hand-on experience in project management and/or evaluation of technical assistance projects; practical experience in data compilation; knowledge of rural development and/or entrepreneurship education

**Requirements:**

- sensitive to gender- and youth-related issues
- excellent communication and interpersonal skills
- excellent analytical skills and sound judgemental abilities
- computer literate and good writing skills

**Languages:** Fluency in English, Arabic mother-tongue.

### **REQUIRED COMPETENCIES**

**Core values:**

1. Integrity
2. Professionalism
3. Respect for diversity

**Core competencies:**

1. Results orientation and accountability
2. Planning and organizing
3. Communication and trust

**Absence of conflict of interest:**

According to UNIDO rules, the consultant must not have been involved in the design and/or implementation, supervision and coordination of and/or have benefited from the programme/project (or theme) under evaluation. The consultant will be requested to sign a declaration that none of the above situations exists and that the consultants will not seek assignments with the manager/s in charge of the project before the completion of her/his contract with the UNIDO Independent Evaluation Division.

## **Annex 5: Outline of an in-depth project evaluation report**

Executive summary (maximum 5 pages)  
Evaluation purpose and methodology  
Key findings  
Conclusions and recommendations  
Project ratings  
Tabular overview of key findings – conclusions – recommendations

### **1. Introduction**

- 1.1. Evaluation objectives and scope
- 1.2. Overview of the Project Context
- 1.3. Overview of the Project
- 1.4. Theory of Change
- 1.5. Evaluation Methodology
- 1.6. Limitations of the Evaluation

### **2. Project's contribution to Development Results - Effectiveness and Impact**

- 2.1. Project's achieved results and overall effectiveness
- 2.2. Progress towards impact
  - 2.2.1. Behavioral change
    - 2.2.1.1. Economically competitive - Advancing economic competitiveness
    - 2.2.1.2. Environmentally sound – Safeguarding environment
    - 2.2.1.3. Socially inclusive – Creating shared prosperity
  - 2.2.2. Broader adoption
    - 2.2.2.1. Mainstreaming
    - 2.2.2.2. Replication
    - 2.2.2.3. Scaling-up

### **3. Project's quality and performance**

- 3.1. Design
- 3.2. Relevance
- 3.3. Efficiency
- 3.4. Sustainability
- 3.5. Gender mainstreaming

### **4. Performance of Partners**

- 4.1. UNIDO
- 4.2. National counterparts
- 4.3. Donor

### **5. Factors facilitating or limiting the achievement of results**

- 5.1. Monitoring & evaluation
- 5.2. Results-Based Management
- 5.3. Other factors
- 5.4. Overarching assessment and rating table

### **6. Conclusions, recommendations and lessons learned**

- 6.1. Conclusions
- 6.2. Recommendations
- 6.3. Lessons learned
- 6.4. Good practices

### **Annexes (to be put online separately later)**

- Evaluation Terms of Reference
- Evaluation framework

- List of documentation reviewed
- List of stakeholders consulted
- Project logframe/Theory of Change
- Primary data collection instruments: evaluation survey/questionnaire
- Statistical data from evaluation survey/questionnaire analysis

## Annex 6: Checklist on evaluation report quality

Project title:

UNIDO Project ID:

### Evaluation team

Evaluation team leader:

National evaluation consultant:

Evaluation manager (IED):

Quality review done by:

Date:

Report quality criteria	UNIDO Independent Evaluation Division assessment notes	Rating
A. Was the report well-structured and properly written? (Clear language, correct grammar, clear and logical structure)		
B. Was the evaluation objective clearly stated and the methodology appropriately defined?		
C. Did the report present an assessment of relevant outcomes and achievement of project objectives?		
D. Was the report consistent with the ToR and was the evidence complete and convincing?		
E. Did the report present a sound assessment of sustainability of outcomes or did it explain why this is not (yet) possible? (Including assessment of assumptions, risks and impact drivers)		
F. Did the evidence presented support the lessons and recommendations? Are these directly based on findings?		
G. Did the report include the actual project costs (total, per activity, per source)?		
H. Did the report include an assessment of the quality of both the M&E plan at entry and the system used during the implementation? Was the M&E sufficiently budgeted for during preparation and properly funded during implementation?		
I. Quality of the lessons: were lessons readily applicable in other contexts? Did they suggest prescriptive action?		
J. Quality of the recommendations: did recommendations specify the actions necessary to correct existing conditions or improve operations ('who?' 'what?' 'where?' 'when?'). Can these be immediately implemented with current resources?		
K. Are the main cross-cutting issues, such as gender, human rights and environment, appropriately covered?		
L. Was the report delivered in a timely manner? (Observance of deadlines)		

### Rating system for quality of evaluation reports

A rating scale of 1-6 is used for each criterion: Highly satisfactory = 6, Satisfactory = 5, Moderately satisfactory = 4, Moderately unsatisfactory = 3, Unsatisfactory = 2, Highly unsatisfactory = 1, and unable to assess = 0.

## **Annex 7: Guidance on integrating gender in evaluations of UNIDO projects and Projects**

### **A. Introduction**

Gender equality is internationally recognized as a goal of development and is fundamental to sustainable growth and poverty reduction. The UNIDO Policy on gender equality and the empowerment of women and its addendum, issued respectively in April 2009 and May 2010 (UNIDO/DGB(M).110 and UNIDO/DGB(M).110/Add.1), provides the overall guidelines for establishing a gender mainstreaming strategy and action plans to guide the process of addressing gender issues in the Organization's industrial development interventions.

According to the UNIDO Policy on gender equality and the empowerment of women:

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not suggest that women and men become 'the same' but that women's and men's rights, responsibilities and opportunities do not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. It is therefore not a 'women's issues'. On the contrary, it concerns and should fully engage both men and women and is a precondition for, and an indicator of sustainable people-centered development.

Empowerment of women signifies women gaining power and control over their own lives. It involves awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discriminations and inequality.

Gender parity signifies equal numbers of men and women at all levels of an institution or organization, particularly at senior and decision-making levels.

The UNIDO projects/projects can be divided into two categories: 1) those where promotion of gender equality is one of the key aspects of the project/project; and 2) those where there is limited or no attempted integration of gender. Evaluation managers/evaluators should select relevant questions depending on the type of interventions.

### **B. Gender responsive evaluation questions**

The questions below will help evaluation managers/evaluators to mainstream gender issues in their evaluations.

#### **B.1. Design**

- Is the project/project in line with the UNIDO and national policies on gender equality and the empowerment of women?
- Were gender issues identified at the design stage?
- Did the project/project design adequately consider the gender dimensions in its interventions? If so, how?
- Were adequate resources (e.g., funds, staff time, methodology, experts) allocated to address gender concerns?
- To what extent were the needs and priorities of women, girls, boys and men reflected in the design?
- Was a gender analysis included in a baseline study or needs assessment (if any)?
- If the project/project is people-centered, were target beneficiaries clearly identified and disaggregated by sex, age, race, ethnicity and socio-economic group?
- If the project/project promotes gender equality and/or women's empowerment, was gender equality reflected in its objective/s? To what extent are output/outcome indicators gender disaggregated?

#### **B.2. Implementation management**

- Did project monitoring and self-evaluation collect and analyze gender disaggregated data?
- Were decisions and recommendations based on the analyses? If so, how?

- Were gender concerns reflected in the criteria to select beneficiaries? If so, how?
- How gender-balanced was the composition of the project management team, the Steering Committee, experts and consultants and the beneficiaries?
- If the project/project promotes gender equality and/or women's empowerment, did the project/project monitor, assess and report on its gender related objective/s?

### **B.3. Results**

- Have women and men benefited equally from the project's interventions? Do the results affect women and men differently? If so, why and how? How are the results likely to affect gender relations (e.g., division of labour, decision making authority)?
- In the case of a project/project with gender related objective/s, to what extent has the project/project achieved the objective/s? To what extent has the project/project reduced gender disparities and enhanced women's empowerment?

## Annex B: Evaluation Framework

SN	Questions	MoV			
		Counterpart	Donor	UNIDO	Beneficiaries
	Note: Questions will be adapted as necessary during implementation. For example discussions with the direct benefices will not focus specifically on UNIDOS risk and mitigation strategies.				
<b>Project Design and Intervention Logic</b>					
1	To what extent were previous projects/evaluations used in the project design	x		x	
2	How does the project align to national development priorities and policies, (1,000 Poorest Villages Initiative) UELDP/UNDAF etc.	x	x	x	
3	Why were the particular counterparts selected to partner with UNIDO	x		x	
4	To what extent were government counterparts, key stakeholders and beneficiaries involved in the project design	x	x	x	x
5	What were the particular strengths and weaknesses of the project	x	x	x	x
6	Were risk and mitigation strategies specifically factored into project design			x	
7	How was sustainability factored into Project Design	x		x	
8	Were outputs, outcomes, impacts and indicators SMART and did they generally prove correct during implementation			x	
9	Would you design, support and implement the project exactly the same. With hindsight what could have been done better	x	x	x	x
<b>Relevance and Ownership</b>					
10	How is the project relevant to intended target groups/beneficiaries	x	x	x	x
11	Are the main stakeholders/beneficiaries taking overall leadership of the project implementation	x	x	x	x
12	What has been the type of involvement of donor/ government counterparts / private sector during implementation	x	x	x	x
13	To what extent outputs are/were sufficient to achieve the Project outcomes and objective			x	
<b>Efficiency</b>					

SN	Questions	MoV			
14	How was coordination/synergies among UNIDO activities at the national level? Was there for example coordination with other UN/NGO projects/agencies (Value Added)	x	x	x	x
15	Have resources/inputs converted into outputs in a timely and cost-effective way? Any problems faced?	x	x	x	
16	To what extent overall were UNIDO services adequate (expertise, training, equipment, methodologies)	x	x	x	x
17	Were UNIDO procurement services provided as planned and were they adequate in terms of timing and value	x		x	
<b>Project Coordination and Management</b>					
18	Does the MoLD and Governorate contribute specifically to the project and how	x		x	
19	Does the MoLD and Governorate have independent financial resources to contribute (sustainability)	x		x	
20	To what extent has the management structure contributed to generate the planned outputs and achievement of outcome	x		x	
21	Has the national management and overall field coordination mechanisms of the project been efficient and effective	x		x	x
22	Has monitoring and self-evaluation (based on indicators for outputs, outcomes and objectives) been used in PSC etc. Has this resulted in changes (adaptive management)	x		x	
23	Were any changes in implementation approved and documented. By who?	x		x	x
24	How was the project monitoring conducted and were resources sufficient	x		x	
25	What were the main barriers, if any, encountered during project implementation	x		x	x
26	How has the project management addressed barriers and challenges	x		x	
27	To what extent is UNIDO Vienna involved in supervising and monitoring projects	x	x	x	
28	To what extent were project progress reports updated/recorded systematically	x	x	x	
<b>Effectiveness</b>					
29	How does the project contribute to inclusive and sustainable LED (and ISID).	x	x	x	
30	What are the main outputs of the project so far? (To what extent and how has the capacity of the MoLD, Cooperating Agencies and the Governorate increased )	x	x	x	
31	Were there any unanticipated positive or negative consequences of the Project	x	x	x	x

SN	Questions	MoV			
32	To what extent are outcomes established in the project document being achieved. Are outputs leading to outcomes and will outcomes lead to objectives			x	
33	How have target Direct Beneficiaries benefitted from the project in terms of improved income, Improved livelihoods and skills Improved planning and coordination for project selection improved community and household security Reduced economic threats Reduced concerns about health and habitat	x	x	x	x
34	What could be improved (if anything) on UNIDO's model of intervention	x	x	x	x
<b>Impact and Sustainability</b>					
35	Specifically how has the project impacted intended beneficiaries? Were any impacts youth or gender specific	x		x	x
36	How is the project contributing to national/international development priorities	x	x	x	
37	Are results sustainable and what further Govt. or donor assistance is required	x	x	x	x
38	What are the key risks to sustainability and what are the plans to ensure continuity after project end	x	x	x	
39	What is the level of local/national funding/financing	x	x	x	
<b>Crosscutting Issues</b>					
40	Was gender mainstreamed, monitored and reported during implementation	x		x	
41	To what extent has the project contributed to empowerment of women and gender equality	x	x	x	x
42	To what extent has the project contributed (positively or negatively) to environmental sustainability	x	x	x	x
43	Are there opportunities for replication and upscaling	x	x	x	x
<b>Lessons Learned</b>					
44	What are the particular lessons we learned during this specific project	x	x	x	

## **Annex C: List of documents reviewed**

### **Primary Source material**

Project Document 150141: Inclusive and sustainable local economic development in Upper Egypt (SOHAG) – Phase 2 (HAYAT)

In-depth gender sensitive value chain analysis of horticultural and livestock sectors in Sohag and Tahta districts (UNIDO - UELDP) Abdelnabby M.

UNIDO Project Biannual Progress reports 1, 2 ,3 and 4.

M&E plans and reports, PSC meetings, training and workshop reports.

Project Key performance Indicators at outcome and output level.

Project Exit and sustainability plans

### **Secondary Source Material**

Final Project Report. Human Security Through Inclusive Socio-Economic Development In Upper Egypt. December 2017 (Hayat 1 Project)

UNIDO Independent Evaluation Division (2016). Independent mid-term evaluation EGYPT Human security through inclusive socioeconomic development in Upper Egypt UNIDO project Nos. 120203 and 140098

UNIDO Independent Evaluation Division (2017) Independent Terminal Evaluation Human Security Through Inclusive Socio-economic Development in Upper Egypt (HAYAT) UNIDO Project No: UNIDO 120203 and 140098

UNIDO Independent Evaluation Division (2017) Independent Evaluation GREEN TRADE INITIATIVE (GTI) UNIDO Project No.: 100089

Human Security In Theory And Practice: Application of the Human Security Concept and the United Nations Trust Fund for Human Security: Human Security Unit Office for the Coordination of Humanitarian Affairs, United Nations.

Arab Republic of Egypt: Sustainable Agricultural Development Strategy. Towards 2030. Cairo, 2009.

UNIDO Independent Evaluation Division (2018): Evaluation Manual.

OECD/DAC Working Party on Aid Evaluation, 2002: Evaluation and Aid Effectiveness.

## Annex D: List of stakeholders consulted

### LIST OF KEY INFORMANT INTERVIEWS

NAME	GENDER	DESIGNATION	ORGANIZATION/OCCUPATION
<b>VIENNA</b>			
Christina Pitassi	F	Industrial Development Officer, Rural Entrepreneurship, Job Creation and Human Security Division	UNIDO Vienna – PTC/AGR/RJH
Brigitte Roecklinger	F	Senior Project Assistant	UNIDO Vienna
Johannes Dobinger	M	Chief – Independent Evaluation Division	UNIDO Vienna
Francesco Cuda	M	Evaluation Analyst – Independent Evaluation Division	UNIDO Vienna
<b>CAIRO</b>			
Petra Widmer	F	Deputy Director of Cooperation	Embassy of Switzerland in Egypt
Laila Kenawy	F	National Programme Officer	Embassy of Switzerland in Egypt
Mohammed Abdel-Mgeed	M	Chairman APC	Ministry of Agriculture & Land Reclamation
Mohamed Sabri	M	Agribusiness Development Expert	UNIDO Cairo
Hossam Badawy	M	Entrepreneurship and Vocational Education Consultant	UNIDO Cairo
Hesham El Helbawy	M	Director	Ministry of Local Development
Sharifa Maher	F	Assistant to Director	Ministry of Local Development
Mohamed Yahlia	M	Sales and export manager	Taibah (private company exporting onions)
<b>GOVERNORATE OF SOHAG</b>			
General Tarek El Feky	M	Governor	
Hesham Abu Zaid	M	Deputy Director	Ministry of Manpower

NAME	GENDER	DESIGNATION	ORGANIZATION/OCCUPATION
Ami Ismael	M	Head	Sohag Agricultural Directorate
Refat Marey	M	UNIDO Consultant - Onion	Agricultural Research Centre, Sohag University
	M	UNIDO Consultant - Poultry	El Wady University (Quena Governorate)
Gamal Solouma	M	UNIDO Consultant - Livestock	Head of animal production Faculty of Agriculture Sohag University
Khaled El-Sheik		UNIDO Consultant – Vegetable seed grafting	Head of Horticulture Department
Nadi Habib	M	Woodwork Trainer	
Ali El-Saied	M	Woodwork Trainer	
Mohammed Qasem	M	Entrepreneurship unit	Sohag Educational Directorate
Mahmoud El Agamy	M	Technical Education Director	Sohag Educational Directorate
Ahmed Adam	M	School to Work transition Unit director	Sohag Educational Directorate
Mohammed Fahmy	M	Head of NGO (Banana Waste)	Dar es Salam and Saqualta
Abdel Mohammed	M	Agronomist and pesticide applicator, cucumber grower	Om Doma Village, Tema District
Omnia Farrage	F	Veterinarian	Al Bytar Veterinarian Company
Amany Al-Rahiman	F	Veterinarian	Al Bytar Veterinarian Company
Mohammed Al Yammani	M	Executive Manager	Local NGO, El Surawan Village, Tahta District
Khalel Hassan	M	Board Member	Local NGO, El Surawan Village, Tahta District
Eng. Ibrahim Saloma	M	NGO Executive Director	Local NGO, Nazlet Emara Village, Tahta District
Ashraf Mohammed	M	Head of NGO	Local NGO, Etfaa village Sohag District

### LIST OF FOCUS GROUP DISCUSSIONS

NUMBER IN FGD	GENDER	OCCUPATION	LOCATION IN SOHAG GOVERNORATE
4:16	F:M	LED Fora Group 1	
<b>I forgot ☹️ Think it was 8 females</b>		LED Fora Group 2	
29	M	Onion Seed Growers and Farmers	Awlad Yehlia Village Dar Elsalam District
20	M	Onion Seed Growers and Farmers	Bait Dawood Village, Girga District
9:1	F:M	Loofah Processing	Loofah workshop, Abu Khors village, Tahta District
28	M	Loofah Farmers Group 1	BenHarb village
25	M	Loofah Farmers Group 2	Nag Elkrakba village
6:4	F:M	Loofah Processing	Loofah workshop Beni Harb village
13	M	Carpenters	Vocational Training Centre Tahta
12:8	F:M	Livestock Breeders and dairy processors	Touns Village, Sohag Municipal Division
35	F	Poultry Breeders	El Surawan Village, Tahta District
3	M	Board Members Village NGO	El Surawan Village, Tahta District (Feed Mixer)
18	M	Livestock Farmers	Nazlet Emara Village, Tahta District
30	M	Livestock Farmers	Al Goraisal Village, Tahta District
27	F	Poultry Breeders	Etfaa village Sohag District
7	M	Grafted seedling growers (Cucumber)	Om Doma Village, Tema District
24:14	F:M	Grafted vegetable seedling students	Sohag University

NUMBER IN FGD	GENDER	OCCUPATION	LOCATION IN SOHAG GOVERNORATE
11	M	Pesticide applicators	Private sector
26:4	F:M	Teachers (first group)	Sohag Technical, Mechanical and Agricultural Schools Awlad Nosier Commercial School Eldankla Industrial School Sohag Decoration School
22:12	F:M	Teachers (second group)	Sohag Technical and Decoration Schools
33:26	F:M	Students	Sohag Technical and Mechanical Schools
3	M	School Managers	Omar - Sohag Decoration School Sohag Mechanical School Sohag Technical School
12:2	F:M	Teachers 2017 & 2018	Tahta Industrial School (Girls) Tahta Agricultural School
18	F	Teachers 2019	Tahta Industrial School (Girls)
8	F	Entrepreneurship Competition Students	Tahta Industrial School (Girls)
34:24	F:M	Students	Tahta Hotel School Tahta Industrial School (Boys)
10:15	F:M	Teachers 2017 & 2018 & 2019	Tahta Hotel School Tahta Industrial School (Boys)
3	M	School Managers	Tahta Industrial School (Boys)

## Annex E: Terminal evaluation FGD guidelines

### Generic guide for KII/FGD (multisector)

*Note for Independent Evaluation team and UNIDO Egypt:*

*Meetings should be conducted in the local language and respondents should be told there are no right or wrong answers. We are interested in what has changed in their lives/livelihoods since the UNIDO intervention. What went well and were there things that were not very useful or that could have been done better. What if any are the lessons learned?*

*We will record how many beneficiaries are in the meeting. It is also vital to disaggregate responses by gender, especially when responses differ.*

### Questionnaire guideline: beneficiaries

1. What is your occupation/trade/product
2. What were the main challenges you faced regarding your income and occupation ***before*** the UNIDO intervention (***examples*** might be given as low income, costs of inputs, transport/market price etc.)
3. What activities have you undertaken with the UNIDO project team
4. If you received training/assistance, what type was it
5. Do you believe training has improved the quality of your skills. In what particular ways
6. If you received financial planning training did it improve your livelihood/income
7. Were you involved in selecting priorities for your community (asset mapping and project development)
8. Was the asset mapping useful
9. Are you aware of the Human Security Fund?
10. What have been the main things that have changed in your (and community) livelihood since the UNIDO project.
11. If you believe the UNIDO project has increased your income (or value of product), could you very approximately estimate by how much. (Example could be 25%, 50%, 75%, 100%, 200%, 300%)
12. Are you training other people with some of the new skills you have learned
13. Do you believe the UNIDO assistance makes yourself and your community less vulnerable to social and economic threats. In what ways
14. Are you meeting more regularly with people from the local government and the private sector as a result of UNIDO assistance.
15. Do you believe the project makes a specific difference for women. In what ways
16. Do you believe the project makes a specific difference for young people. In what ways
17. Do you believe the assistance you received could have been improved or done in a 'better' way
18. What are the major challenges you ***still face*** with regards to your income and occupation (As above ***examples*** might be low income, costs of inputs, transport/market price)

## Questionnaire Guideline: Trainers/Associated organizations

1. What kind of assistance did you receive from the UNIDO project
2. Was the UNIDO training/assistance useful or not. In what ways
3. Do you believe the UNIDO project is responding to the most critical social and economic challenges faced by the communities.
4. What kind of training did you provide to UNIDO beneficiaries.
5. What are the major challenges faced by teachers/trainers.
6. What are the major socioeconomic challenges faced by the communities you work with/train
7. Do you intend to continue the training after UNIDO leaves. Who and what will you train
8. What are the major impacts the training has had on a) trainers and b) beneficiaries and their communities
9. Do you know if the UNIDO assistance has increased beneficiaries incomes and the value of their product. If yes, could you roughly estimate by how much? (Example could be 25%, 50%, 75%, 100%, 200%, 300%)
10. Do you know whether beneficiaries are transferring their new skills to other family or community members.
11. Do you believe the UNIDO assistance has made any difference to key social and economic challenges faced by the beneficiaries and their communities. What difference.
12. Do you believe the project makes a specific difference for women. In what ways
13. Do you believe the project makes a specific difference for young people. In what ways
14. Is there anything that is badly needed that should be done by this particular UNIDO project. Could something have been done differently.
15. Do you believe the assistance will have a long term impact on beneficiaries and local communities. In what ways?
16. Have you noticed improved coordination between the local government, private sector and community based organizations as a result of UNIDO assistance.
17. Would it be useful to repeat these activities and could they be done at larger level (***do not raise expectations***)



14. The training improved my skills	A lot <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all <input type="checkbox"/>
15. Do you believe any new skills/abilities that UNIDO trained you will continue after the UNIDO Project stops	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know/ <input type="checkbox"/>
16. Do you believe you have more market opportunities since the training?	Yes <input type="checkbox"/> No <input type="checkbox"/>
17. Are you exporting your product	Yes <input type="checkbox"/> No <input type="checkbox"/>
18. Do you think you can train other people with the skills you have learned?	Yes <input type="checkbox"/> No <input type="checkbox"/>
19. Have you been able to improve your business using the skills you learned during the training?	Yes <input type="checkbox"/> No <input type="checkbox"/>
20. Did the value of your product increase because of the training	Yes <input type="checkbox"/> No <input type="checkbox"/>
21. If yes, by about how much more?	<input type="checkbox"/> 0-10% more than before <input type="checkbox"/> 11-25% more than before <input type="checkbox"/> 26-50% more than before <input type="checkbox"/> 51-75% more than before <input type="checkbox"/> 76-100% more than before
22. Do you have to pay more input costs since 2017	Yes <input type="checkbox"/> No <input type="checkbox"/>
23. Why?	<input type="checkbox"/> Floating of Egyptian pound <input type="checkbox"/> Using inputs more times <input type="checkbox"/> Have to pay more to service providers
24. If yes, by about how much more (in total)?	<input type="checkbox"/> 0-10% more than before <input type="checkbox"/> 11-25% more than before <input type="checkbox"/> 26-50% more than before <input type="checkbox"/> 51-75% more than before <input type="checkbox"/> 76-100% more than before

**Date of interview**

**Name of interviewer:** \_\_\_\_\_

**Notes**

---



---



---



---



---



---



---