**OUTLINE OF EXPECTED TASKS (FOR GUIDANCE)**

1. For guidance purposes, the below is an outlines of the expected tasks we anticipate are essential to achieving the four main output areas: (**The suppliers are encouraged to provide alternative outline(s) of tasks required to achieve the four main output areas as they deem appropriate and favourable to the compilation of this study).**

**Tasks for Output 1: (Ref: Para 11 of TOR)**

2. Provide a synthetic literature review/narrative review and evidence-based research to examine the development, challenges and the future of the employment landscape in Egypt in general. The research must reflect on the current degree to which tertiary education is linked to job market requirements in. This research should also provide historical and futuristic analysis of the size of the local job market of major university programs/specializations that are offered in state universities taking into account the volumes of graduates per year vs. the likelihood of job creation and their employability chances. This exercise should contemplate both supply and demand side dimensions, including the accessibility of the job market, the relationship between higher education institutions, and employers, the attractiveness of job opportunities to potential job seekers and the attractiveness of job seekers’ credentials to potential employers. While also taking into account the effect of the wider labour regulations and wider economic and investment policy issues.

3. Identify and thoroughly list the prospective jobs that are very likely to in moderate or high demand in the next ten years 2020 – 2030, this projection of jobs must be adequately supported by empirical research evidence as appropriate. The jobs/occupations in this thorough list should be grouped by sector or industry, and were possible, to drill down to the different occupation levels within each particular job or occupation in detail.

4. Identify and prepare a comprehensive list of the corresponding skills to the above predicted jobs/occupations that are likely to be in moderate or high demand in Egypt 2020 - 2030. This list should be able to drill down to the levels of each particular skill in detail. This projection of skills in demand must be adequately supported by empirical research evidence as appropriate.

5. Identify and list broadly the jobs and skills that are likely to be at risk in the next ten years leading to 2030. This projection of skills at threat must be adequately supported by empirical research and practical evidence as appropriate.

6. Provide a summary of other donor activity, public and private sector initiatives working on this particular issue of ‘skills and employment’.

7. The jobs/skills that are going to be projected as either in demand or under threat must be primarily mapped to the International Standard Classification of Occupations of ILO (ISCO -88) and the other relevant national standards that are of interest and consideration to the government of Egypt. In the boarder scheme, the Sustainable Development Strategy: Egypt Visions 2030 and all other validated research and data already exists from both the public sector and the relevant international organizations should help shape and guide the output of these tasks.

**Tasks for Output 2: (Ref: Para 12 of TOR)**

8. Provide a synthetic literature review/narrative review and evidence-based research to examine and describe in detail the skills gap in the labour market context in Egypt and how the education to employment process improvement can better address the skills required to close gap. This exercise must be referring to the International Standard Classification of Occupations of ILO (ISCO -88) when defining and comparing the current education attainments of the Egyptian graduates to the actual labour market requirements, which forms the real ‘‘skills gap’’.

9. Collect and filter relevant findings of research to examine and describe in detail the scale and the degree of the skills development work/interventions and viable and sustainable solutions to narrow the skills gap, and to upskill graduates of state universities to enter the competitive job market of today. This should be presented in the form of a comprehensive technical report.

**Tasks for Output 3: (Ref: Para 13 of TOR)**

10. Create a process map for Egypt’s education-to-employment process focusing on; the scale and reasons (lack of jobs, lack of skills, or lack of coordination) for the graduate unemployment problems in Egypt, which groups of graduates/employers in Egypt are struggling the most. A particular focus on quality, relevance, and equity and cost effectiveness should be taken into account when completing this task.

11. Collect and filter relevant findings of research diagnosing Egypt’s public education-to-employment process, with a particular focus on programs, institutions and qualifications. This exercise should be highlighting areas of improvements and suggesting solutions/interventions that are sustainable and in line with the country’s 2030 vision.

12. Identify and prepare a comprehensive list of the university programs that are more likely to result in quick employment chances, and those that are likely to be under threat in the next ten years leading to 2030 where enrolling more leaners to which programs is sure to affect the employment rates in either cases (in demand programs would result in a decrease in unemployment rates, and under threat programs would result in an increase in unemployment rates). This projection of both in demand and under threat university programs must be adequately supported by empirical research evidence as appropriate.

13. Provide a rich assessment of the likely impact of automation and other forthcoming labour market shifts on the Egypt education-to-employment system, and of how UK-Egypt collaboration through the Prosperity Fund Skills programme should best confront this challenge.

**Tasks for Output 4: (Ref: Para 14 of TOR)**

14. Summarise (in a technical report format) the potential areas for responsive technical assistance within the higher education sector (standard tertiary education) which can be provided by the UK Prosperity Fund Skills programme, including delivery methods and potential stakeholders in Egypt, the UK and internationally. This should be presented a detailed analysis of the UK’s expertise and experience in the specific areas identified above as areas of technical assistance for Egypt.

15. Draw the initial programme design recommendations based on findings of the above Outputs, while incorporating evidence from the diagnostic, findings of the scan of other initiatives in the country, and finally an in-depth understanding of the international and UK education expertise and capabilities. These recommendations including illustrative potential three to five key interventions as to where, in which sectors and how the Prosperity Fund Skills programme should best be leveraged to help Egypt address deficiencies in impact and sustainability through education, enhancing quality, relevance, equity and cost-effectiveness.

16. The recommendations should align with the Skills programme business case, including its intended impact and expected outcome as listed above, as well as the nature of the collaboration (technical assistance). These recommendations of programme interventions should also be able to deliver against the programme theory or change, and be aligned with assessment of feasibility and potential impact in Egypt. It should include detail of interventions proposal, and associated budget, how it would be implemented in the time period available and what resources would be required. These recommendations should be in line with the reality of potential funding available/cost in line with overall budget, programme timeline and feasibility of recommendation. The recommendations should be prepared taking into consideration the following elements:

17. The likely impact of the fourth industrial revolution and other forthcoming labour market shifts;

18. Geographical factors (strategic approach to determining where to implement activities);

19. The imperative of combating gender inequality.

20. Propose practical exit strategies, taking into account the fact that the Skills programme is a fixed-term technical assistance programme.