



Toolkit for Developing the Midterm National Sustainable Development Plan - MTNSDP

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1. Introduction

The Midterm National Sustainable Development Plan (MTNSDP) is a critical framework for guiding national progress toward achieving National Sustainable development Goals over a designated period and its key purpose is to operationalize the Long-Term Sustainable Development Plan, currently reflected in the Updated Egypt Vision 2030, while closely adhere to government priorities.

The MTNSDP outlines in a comprehensive manner the overarching economic, social, and environmental objectives, along with corresponding policies, programs, projects activities, and indicators, with the aim of efficient and effective implementation of sustainable economic and social development of the country.

This Toolkit dissects the key MTNSDP components and stages of its preparation, serving as a comprehensive guide for the development and implementation of the MTNSDP, outlining the necessary procedures, methodologies, and best practices that ensure its effectiveness and alignment with national priorities and global sustainability objectives.

The MTNSDP plays a pivotal role in fostering long-term economic, social, and environmental sustainability. It provides a strategic roadmap for the allocation of resources, the prioritization of actions, and the monitoring of progress toward achieving both the national and international commitments set forth under the SDGs. This Toolkit is designed to support government officials, planners, policymakers, and development partners in creating a robust, inclusive, and transparent process for the development of the MTNSDP.

By adhering to the processes outlined in this document, stakeholders can ensure that the plan is responsive to the evolving needs of the population, reflects the diverse perspectives of communities, and sets achievable targets that are both ambitious and realistic in an ever-changing context. While the starting point for the development of MTNSDP is updated Egypt Vision 2030, its preparation is closely linked to two lines of current reforms in Egypt – the one on strategic planning, encompassed in the requirements of the State General Planning Law No.18 for year 2022 and the other on programme based budgeting.

The Toolkit starts from describing the guiding principles of the planning process, while fostering inclusiveness, transparency and partnerships, then it describes the general planning framework and function of the MTNSDP in light of the State General Planning Law, to focus on the stages of development and implementation of the MTNSDP, with relevant methodological tools and international best practices.

The Toolkit is the result of the joint work of OECD and MPEDIC teams and it is, inter alia, based on conclusions and recommendations from the shared discussions over a series of workshops organized during 2025, with the aim of developing a highly contextualized medium-term plan, with focus on overcoming challenges and gaps in implementation of various public policies in Egypt, to the benefit of its citizens.

2. Guiding Principles

The Toolkit ensures guiding principles within the MTNSDP that are fully aligned with the State General Planning law principles, these include the following:

Sustainability: *Achieving balanced social, economic, and environmental development for current and future generations. This includes guaranteeing optimal use and maintenance of natural, human, and material resources to fulfill the needs of coming generations.* It aims to fulfill current needs while ensuring that future generations retain the capacity to satisfy their own requirements. This principle resonates with the worldwide dedication to the Sustainable Development Goals (SDGs), guaranteeing that the Plan fosters a lasting, sustainable future for everyone.

Diversity: *Considering diverse cultural, human, environmental, and material characteristics, as well as existing economic activities. These characteristics should be utilized to enhance competitiveness and spatial leadership.* By acknowledging the profound richness of Egypt's cultural, environmental, and economic diversity, the plan strategically utilizes these distinctive attributes to bolster competitiveness and secure regional leadership. Through the embrace of diversity, it guarantees that every community - irrespective of geographical location or socio-economic standing-receives equitable attention and resources, thereby fostering inclusivity in all developmental initiatives.

Decentralization: *Empowering local administration units by transferring authorities and responsibilities from the central level. This enables them to plan for utilities and services provision at the nearest service recipient level, in line with the mandate transferred to these units.* In alignment with national planning governance, the MTNSDP reinforces the principle of decentralization by empowering local administration units through engaging them in the planning process. This enables decision-making at the level closest to beneficiaries, enhances responsiveness to local priorities, and strengthens accountability in service delivery. The plan therefore supports a multi-level planning architecture that ensures coherence between national objectives and local implementation.

Fair Balanced Development: *Formulating policies that ensure a balance between development levels and rates among different local units. This principle aims to achieve social justice across various societal categories and address developmental gaps at both sectorial and spatial levels.* MTNSDP aims to foster fairness by guaranteeing that progress is harmonized across various sectors and regions, with a particular emphasis on mitigating inequalities among diverse geographical locations and socio-economic categories. Through the prioritization of policies that advocate for social justice, the MTNSDP seeks to diminish inequalities and guarantee that all communities, particularly those that are marginalized, reap the benefits of developmental opportunities.

Specifying Financial Ceiling: *The government, through concerned ministries, must specify expected financial flows on a medium-term and annual basis. Within these limits, the most effective and efficient alternatives and priorities are chosen to fund programs and projects, thereby achieving the goals set for the plans.* Financial resources are distributed with meticulous attention, adhering to well-defined financial ceilings and guaranteeing

the optimal and efficient utilization of available funds. the MTNSDP emphasizes result framework is well designed and grounded in evidence based, to ensure actions level are economically viable and congruent with national development objectives and resource availability, guaranteeing that economic advancement is not merely vigorous but also judicious and enduring.

Flexibility in Planning: *Maintaining the ability to adapt to new developments and changes in social and economic conditions that may affect established plans, in accordance with relevant laws, decisions, and regulations.* The planning process inherently incorporates flexibility, enabling the adaptation of plans in response to evolving circumstances. This guarantees that the MTNSDP is capable of addressing emerging developments or unexpected challenges promptly and efficiently, thereby preserving its significance throughout the planning duration.

Continuity and Succession: *Ensuring the stability of sectorial and spatial policies and goals, unless there are justified reasons for change. This requires periodic review and evaluation.* The MTNSDP aims to establish stability through the preservation of coherent sectoral and spatial policies, guaranteeing that modifications occur solely when deemed essential. Consistent assessments and analyses are essential components of this process, allowing for necessary adjustments to the plan while remaining aligned with the overarching developmental vision and the comprehensive framework of the Sustainable Development Goals

Participation and Openness to Society: *Involving civil society organizations, the private sector, universities, research, and studies' centers in the implementation, follow-up, and publicizing of development plans.* Involving a diverse array of stakeholders, such as civil society organizations, private sector entities, academic institutions, and the general public, is fundamental to the MTNSDP. This comprehensive methodology guarantees that every perspective is acknowledged, promoting clarity, responsibility, and a collective sense of investment in the developmental journey.

Cooperation between State Institutions: *Ensuring coordination among ministries, public authorities, and local administration units in preparing their plans, both centrally and locally. This also extends to implementing programs and projects, and providing targeted or achieved outcomes and results to these entities.* The effective execution of the MTNSDP necessitates a collaborative effort among ministries, government agencies, and local authorities. Through the cultivation of a collaborative and coordinated culture, it guarantees that policies and projects are harmonized across all tiers of government, resulting in more effective and unified development outcomes.

Compliance with Planning Standards and Regulations: *Ensuring that no entity involved in planning violates the planning conditions and standards established by the Ministry in coordination with other ministries.* The MTNSDP is implemented in strict conformity with national planning standards and regulatory requirements issued by MPED. All programs, projects, and initiatives under the plan comply with established technical, financial, and procedural criteria to ensure consistency, efficiency, and alignment with the overarching sustainable development framework. This guarantees institutional discipline and safeguards the integrity of the planning system.

Encouraging Innovation: *Implementing projects using modern methods and specifications, and incorporating these specifications into planning standards and conditions issued annually by the Ministry at specified timings for plan preparation. The MTNSDP advocates for the integration of cutting-edge solutions and contemporary technologies in the realms of project planning and execution. By adopting novel methodologies and maintaining a receptiveness to innovation, it guarantees that the development process is not only dynamic and efficient but also adept at confronting the evolving challenges of a constantly shifting landscape.*

Exchange of Data and Information: *Facilitating data exchange between planning entities, using a spatial numbering system as a source for information exchange. This aims to unify different development efforts within a single framework, considering laws governing information exchange and national security. Effective implementation of the MTNSDP relies on structured data exchange among ministries, public authorities, and local administration units. The plan promotes interoperable information systems, spatial data integration, and harmonized reporting mechanisms to unify development efforts within a coherent national framework. This evidence-based approach strengthens transparency, enhances coordination, and supports informed decision-making while respecting applicable laws governing data management and national security considerations.*

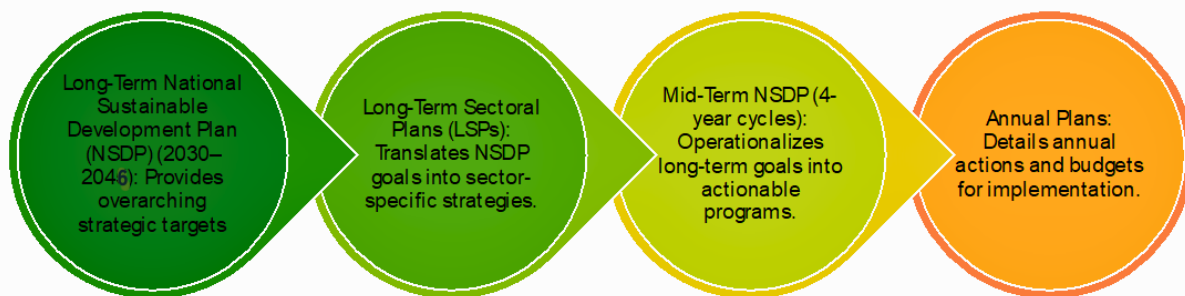
3. General Framework

MTNSDP IN THE SYSTEM OF PLANNING DOCUMENTS IN EGYPT

In line with the State General Law on Planning no 18, as of 2022, the national planning framework is structured into four tiers, each defined by different temporal terms, objectives, and stakeholders. The tiers are hierarchically aligned to ensure coherence between long-term strategic goals and short-term implementation. The process emphasizes **integration**, **review cycles**, and **alignment with fiscal frameworks** (e.g., Medium-Term Budget Framework, MTBF).

Key components in the planning system at the national level include:

Figure 1: Key components in the planning system at the national level



- Long-Term National Sustainable Development Plan (LNSDP): Provides overarching strategic targets
- Long-Term Sectoral Plans (LSPs): Translates NSDP goals into sector-specific strategies.
- Mid-Term National Sustainable Development Plan (MTNSDP) (4-year cycles): Operationalizes long-term goals, in light of government priorities and government work programs, into actionable programs.
- Annual Plans: Details annual actions and budgets for implementation.

This planning framework represents an integrated and tiered system that ensures coherence between the long-term strategic vision and short-term implementation priorities. It entails a systematic transition from defining broad directions to formulating sectoral policies, and subsequently translating them into specific, actionable programs and projects.

This sequence contributes to enhancing the efficiency of resource allocation and ensures the alignment of plans with government priorities and programs, thereby supporting the achievement of sustainable development in a balanced and measurable manner. It also allows for flexibility in updating plans through annual plans in response to evolving economic and social conditions.

Box. 1: How the Plans Interconnect Over Time

- LNSDP (A long-term plan is defined as a plan with an interval exceeding five years, and it encompasses several mid-term plans and cycles. For example, a long-term plan covering the period FY 2030/31 – FY 2045/46 would include four mid-term cycles of four years each) provides the overarching long-term vision and strategic direction, guiding the preparation of Long-Term Sectoral Plans (LSPs), which may extend to a similar horizon.
- LSPs: Translate national strategic objectives into sector-specific pathways and feed into the formulation of the Mid-Term National Sustainable Development Plans (MTNSDPs).
- MTNSDP (4-year cycles: FY 2026/27-2029/30, FY 2030/31-2033/34, etc.): Represents the operationalization of the LNSDP - serving as its action plan - while also being shaped by sectoral strategies and government priorities
- Annual Economic and Social Development Plans (e.g., (FY 2026/27 – 2027/28, etc.): Are derived from the MTNSDP and define detailed annual actions, projects, and allocations. These Annual Plans enable dynamic adjustment of budgets and projects in response to evolving economic and social conditions.

PURPOSE OF THE MTNSDP

The MTNSDP translates the general goals of the long-term sustainable development Plan, along with the government priorities into actionable medium-term objectives and targets through **a participatory and evidence-based policy planning process.**

Figure 2: PURPOSE OF THE MTNSDP



Key function of the MTNSDP is the operationalization of the LNSDP, as it aims to ensure comprehensive implementation of goals and objectives set out in the LNSDP, as well as to underpin policy coherence, promote effective and efficient investments, rationalize budgeting, and optimize the use of all available financing sources. Along with the sector plans, MTNSDP informs the Medium-Term Budgetary Framework (Referred to as MTBF), translates the policies and plans of national, regional and local government levels into a Four years plan, thus enhancing transparency, accountability and effective public financial management.

SCOPE OF THE MTNSDP

MTNSDP serves as a national policy planning instrument that translates the overarching long-term strategic Objectives and general goals of LNSDP, into medium-term objectives and measurable targets, while setting out key policies, programmes and projects for their implementation.

The MTNSDP follows a comprehensive top-down participatory planning approach, starting from the strategic objectives – **driven from the LNSDP and government priorities** - which form the structural foundation of the plan, towards establishing medium-term goals, pertaining indicators and key actions with responsible institutions. The objectives and targets established in the MTNSDP will not only guide the formulation of sectoral, regional and local medium-term plans (programs and projects) but will also drive the key actions identification and project selection under the AESDP. Furthermore, these objectives and targets will play a central role in informing the MTBF and annual budget ceilings, ensuring alignment, integration, and consistency across all levels of the national planning framework.

The MTNSDP approach covers comprehensive policy analysis for each Strategic Objective, employing a participatory methodology that engages key actors from all relevant sectors. This approach enables the precise identification of development gaps and builds on macro-level evidence of national development performance.

The plan systematically maps causal relationships across development domains, ensuring strong alignment with national priorities and the coherent integration of cross-cutting policies. It deliberately structures attributions, contributions, and interlinkages between long-term and medium-term strategic objectives, outcomes, and government key actions and programs, making cause-and-effect relationships explicit across sectors. Medium-term outcomes and targets, aligned with each strategic objective, are articulated through a clear results-chain approach and assigned to responsible sector(s), whether individual ministries or coordinated clusters of ministries and national entities, thereby strengthening accountability and policy coherence.

Key national policies and framework - such as the State Ownership Policy, and Egypt's Integrated National Financing Strategy (E-INFS) - will guide the policy analysis across all domains. In addition, essential cross-cutting policies such as green investment, and inclusive gender and youth policies, will be fully embedded in both the planning and the operationalization process of goals.

TIMELINE

The Long-term national objectives are to be achieved through number of consecutive MTNSDP cycles that collectively constitute the comprehensive framework required to achieve the long-term objectives. Each Midterm planning cycle spans four years (including a base year and three Forward years) on rolling basis (with outer year that is updated annually), and is anchored in specific milestones. All level of results and targets will be systematically monitored and documented to support continuous learning and informed adjustments, both in target-setting and operationalization mechanisms. The results of each cycle's evaluation (end-of-cycle review) will directly inform the design and focus of the subsequent cycle.

The MTNSDP is a 4 rolling year live planning document, whose key purpose is to operationalize LNSDP objectives into actionable policies within a 4-year window “timeframe” updated on annual base with additional outer year projection. It is anchored in a structured, evidence-based cycle that balances credibility, flexibility, and strategic continuity.

Each MTNSDP cycle spans four fiscal years, with the first year serving as the base year, featuring firm, budget-backed, and politically endorsed targets, while subsequent three forward years (+1, +2, +3) provide semi-firm or indicative projections designed to guide trajectory, inform the medium-term budget framework (MTBF), and signal policy direction without representing strict binding commitments. This rolling approach ensures that forward targets (especially the outer-year targets) remain adjustable and scenario-based, allowing planners to recalibrate rather than redesign annually.

For example, in the First MTNSDP cycle FY26/27–FY29/30 “MTNSDP1”, FY26/27 (base year) is prepared and operationalized through AESDP1, followed by sequential AESDP preparations for FY27/28 to FY29/30, each accompanied by annual performance reviews that assess outputs of the AESDP and outcomes of the MTNSDP, validate assumptions, and adjust the forward years' targets, and inform the outer-year projections.

At the end of the four-year mid-term planning cycle (Year 4: FY29/30), a comprehensive cycle review examines objectives and outcomes achievement, fiscal sustainability, risk realization, institutional capacity, and examine ex-post alignment with national priorities, setting the stage for MTNSDP2 (FY30/31–FY33/34) and AESDP5 for FY 30/31 as its base-year operational plan. Thus, comprehensive monitoring and evaluation frameworks should be instituted to assess advancement toward specified objectives, thereby guaranteeing accountability and fostering ongoing enhancement. Performance indicators are meticulously crafted to assess the impact, outcomes, and outputs of the plan, offering profound insights into the efficacy of the actions undertaken. This procedure not only guarantees transparency but also harmonizes the MTNSDP with international best practices and the Sustainable Development Goals.

This structured combination of annual reviews and end-of-cycle evaluations ensures disciplined adaptation, transparent target management, and credible progression toward long-term national development objectives.

The work on MTNSDP preparation, monitoring and evaluation should follow the stages of the example cycle below:

MTNSDP Planning and Review Cycle (Example: FY26/27–FY29/30)

- **FY0 (2025/2026) – Preparation Phase:** During this year, the first MTNSDP covering FY26/27–FY29/30 is prepared, along with AESDP1 for FY26/27, which serves as the base-year operational plan. This phase establishes the strategic direction and overall framework for the first mid-term cycle.
- **FY1 (2026/2027) – Base Year of MTNSDP1:** AESDP2 for FY27/28 is prepared while AESDP1 is implemented. The annual performance review assesses the outcomes and outputs of MTNSDP1 based on AESDP1 implementation results. MTNSDP1 is updated to extend its horizon by one outer year, now including FY30/31. The rolling horizon for the plan covers FY27/28–FY30/31.
- **FY2 (2027/2028) – Second Year of MTNSDP1:** AESDP3 for FY28/29 is prepared, while AESDP2 is implemented. The annual performance review assesses the outcomes and outputs of MTNSDP1 based on AESDP2 implementation results. MTNSDP1 is updated to include FY31/32, shifting the rolling horizon to FY28/29–FY31/32.
- **FY3 (2028/2029) – Third Year of MTNSDP1:** AESDP4 for FY29/30 is prepared as AESDP3 is implemented. The annual performance review assesses the outcomes and outputs of MTNSDP1 based on AESDP3 implementation results. MTNSDP1 is updated to incorporate FY32/33. The rolling horizon spans FY29/30–FY32/33.
- **FY4 (2029/2030) – Fourth Year / Transition Point:** This year marks the transition to the second mid-term cycle. While AESDP4 is being implemented, the strategic end-of-cycle review of MTNSDP1 (covering FY26/27–FY29/30, AESDP1–AESDP4) is conducted, and MTNSDP2 (second Midterm cycle) covering FY30/31–FY33/34 is prepared, alongside AESDP5 for FY30/31 as the base year of MTNSDP2 (second Midterm cycle). The rolling horizon advances to FY30/31–FY33/34 as reflected in MTNSDP2.
- **FY5 (2030/2031) – Base Year of MTNSDP2:** AESDP6 for FY31/32 is prepared while AESDP5 is implemented. The annual performance review assesses the outcomes and outputs of MTNSDP2 based on AESDP5 implementation results. MTNSDP2 is updated to include FY34/35, and the rolling horizon covers FY31/32–FY34/35.
- **FY6 (2031/2032) – Second Year of MTNSDP2:** AESDP7 for FY32/33 is prepared while AESDP6 is implemented. The annual performance review assesses the outcomes and outputs of MTNSDP2 based on AESDP6 implementation results. MTNSDP2 is updated to include FY35/36, establishing a rolling horizon from FY32/33–FY35/36. And the cycle continues in same pattern

Table 1: MTNSDP Planning and Review Cycle (Example: FY26/27– FY29/30)

| Fiscal Year | Phase & Activities | MTNSDP & AESDP Preparation / Implementation | MTNSDP & AESDP Review & Rolling Horizon (outer years) |
|------------------------|--------------------------|--|---|
| FY0 (2025/2026) | Preparation Phase | Prepare MTNSDP1 (FY26/27–FY29/30) and AESDP1 (FY26/27, base year). Set strategic | — |

| | | | |
|----------------------------|---|---|--|
| | | direction and operational plan. | |
| FY1 (2026/2027) | Base Year of MTNSDP1 | Prepare AESDP2 (FY27/28); Implement AESDP1 (FY26/27). | Conduct annual performance review for FY26/27. Update MTNSDP1 to extend horizon to FY30/31 (Outer year). Rolling horizon: FY27/28–FY30/31. |
| FY2 (2027/2028) | Second Year of MTNSDP1 | Prepare AESDP3 (FY28/29); Implement AESDP2 (FY27/28). | Annual performance review for FY27/28. Update MTNSDP1 to include FY31/32. Rolling horizon: FY28/29–FY31/32. |
| FY3 (2028/2029) | Third Year of MTNSDP1 | Prepare AESDP4 (FY29/30); Implement AESDP3 (FY28/29). | Annual performance review for FY28/29. Update MTNSDP1 with FY32/33. Rolling horizon: FY29/30–FY32/33. |
| FY4 (2029/2030) | Fourth Year MTNSDP1 / Preparation Phase of MTNSDP2 | Prepare MTNSDP2 (FY30/31–FY33/34) and AESDP5 30/31 (base year of MTNSDP2); Implement AESDP 4. | Conduct strategic end-of-cycle review of MTNSDP1 (FY26/27–FY29/30, AESDP1–AESDP4). Rolling horizon: FY30/31–FY33/34 (MTNSDP2). |
| FY5 (2030/2031) | Base Year of MTNSDP2 | Prepare AESDP6 (FY 31/32); Implement AESDP5. | Annual performance review for FY30/31. Update MTNSDP2 to include FY34/35. Rolling horizon: FY31/32–FY34/35. |
| FY6 (2031/2032) | Second Year of MTNSDP2 | Prepare AESDP7 (FY 32/33); Implement AESDP6. | Annual performance review for FY31/32. Update MTNSDP2 to include FY35/36. Rolling horizon: FY32/33–FY35/36. |

Key Structure of MTNSDP

The foundational structural unit of the Medium-Term National Sustainable Development Plan (MTNSDP) is derived from the long-term objectives and goals set out in the Long-Term National Sustainable Development Plan (LNSDP). For example, an MTNSDP1 cycle (such as 2026/27 - 2029/30) could be organized into six sections corresponding to the Egypt Vision 2030 (LNSDP) Strategic Objectives, and 32 chapters aligned with the 32 General Goals of Egypt Vision 2030. This structure creates a clear vertical linkage between long and medium-term objectives, enhancing the traceability of the results chain - from long term strategic objectives till mid-term outcomes and through shorter

actions and programs. It also facilitates examination of the attributions and contributions of executive programs against national long-term goals.

However, the specific structural configuration of the MTNSDP should remain adaptable to prevailing national priorities and any refinements introduced within the LNSDP. In principle, the long-term objectives and goals should serve as the structural backbone of the MTNSDP, ensuring consistency, coherence, and clarity, while allowing sufficient flexibility to respond to emerging policy directions and government priorities. These long-term objectives should be translated into mid-term objectives (adjusted in line with government priorities), followed by clear outcomes to be achieved by the end of the MTNSDP cycle. These outcomes should be anchored to well-defined government key actions, aligned with the overall structure of government programs.

For each mid-term objective - presented as an individual chapter in the MTNSDP document - the following components should be covered:

- **Comprehensive macro-level policy analysis and review, using a results-based lens.** Each review must include a clearly articulated problem statement supported by evidence-based performance assessments, drawing on both national and international data, and comparisons with peer countries or regions. Past trends and benchmarking are systematically integrated into the analysis. The analysis should lead to:
 - A precise problem definition, statement, and weighting of the development gap.
 - Identification of affected domains, based on the problem and gap analysis. This includes causal linkages between domains. All analyses should be conducted through gender and environmental lenses, where applicable. Detailed guidance—including steps, tools, and methodologies for structured diagnosis and policy analysis—is elaborated in Chapter [4].
 - Root cause analysis, answering the “why” questions, supported by clear evidence and relevant indicators.
 - A complete list of identified problems and development gaps for each goal.
- **Prioritized reform areas, translated into a results-chain framework.** These areas should define:
 - The key results to be achieved as the ultimate objectives of the four-year intervention cycle. Each result must directly address the problem statement through a reverse-logic approach.
 - Specific intended outcomes supported by measurable targets.
 - For each outcome, the key actions and policy interventions, articulated in alignment with the current government program structure.
 - Key performance indicators (KPIs) for all outcomes and interventions, including both target and baseline values, to enable effective monitoring and evaluation within a performance management framework.”

Note Bene – *It is important to distinguish between documenting the planning process and presenting the actual plan structure. The documentation of the planning process should include all forms and templates across their iterations, such as stakeholder mapping and*

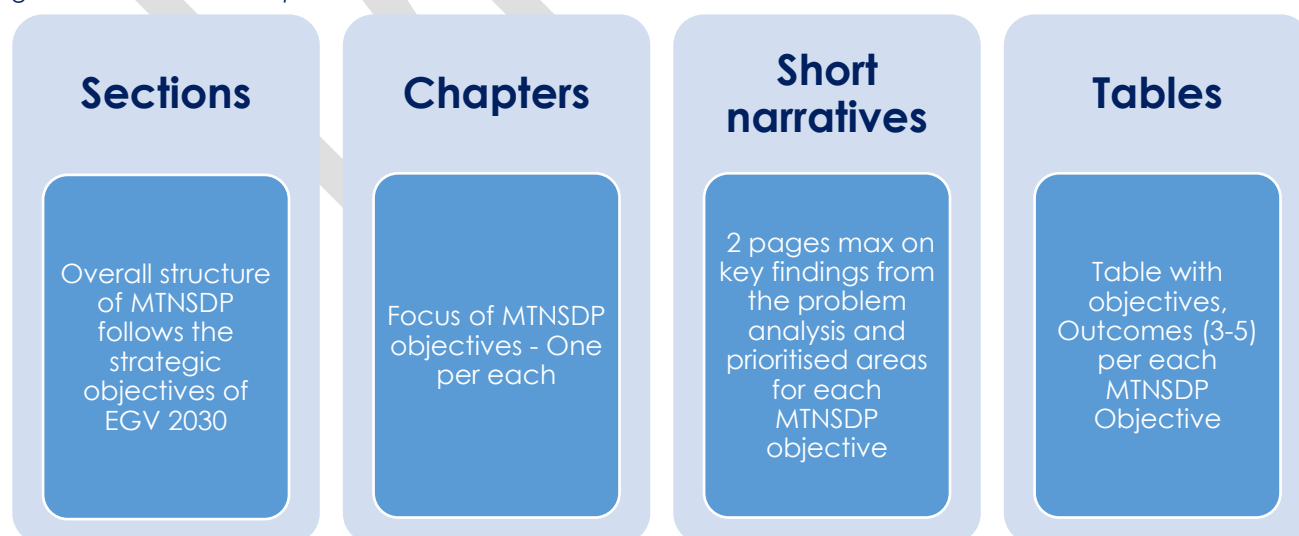
the stakeholders engagement plan, the various assessment tables, and individual program fiches used in the coherence examination. It is essential that all processes and templates are documented in their different versions; however, this does not mean that the full set of process documents should appear in the MTNSDP plan itself. Instead, some key templates may be annexed, while a comprehensive description of the methodology and process can be included at the beginning of the plan document to ensure clarity and transparency without overloading the main structure.

The components of the plan are developed by relevant teams in stages, as explained in the next section of this Toolkit. While the teams will work with various methodological templates, these templates serve only as auxiliary tools to guide the process in a more evidence-based, innovative, and pragmatic direction. The ultimate outcome is the formulation of clear Mid-term objectives, Outcomes, policy actions, and indicators. Once all work is completed, the Medium-Term National Sustainable Development Plan will be structured as follows:

- **Sections:** The number of sections will correspond to the strategic objectives outlined in the LNSDP.
- **Chapters:** Each section will cover one mid-term objective, prioritized for the MTNSDP cycle based on government priorities. These objectives are anchored to the general goals in the LNSDP and distributed across sections using the same alignment applied in the LNSDP.
- **Narratives:** Each chapter will be accompanied by a short narrative highlighting key findings from the problem analysis in reform-prioritized areas.
- **Tables of Outcomes:** Every chapter will include a table presenting 2–5 selected mid-term outcomes. Each outcome will be paired with specific targets, explicit timelines, key actions, and assigned responsibilities

The figure below presents an illustrative example of the MTNSDP structure, aligned with Egypt Vision 2030 as the Long-Term National Sustainable Development Plan (LNSDP).

Figure 3: illustrative example of the MTNSDP structure



Example of a Table: Chapter 4: MTNSDP1 SO 4: Increased equitable access to pre-university education and enhanced learning outcomes for all students in underserved rural and peri-urban areas. - anchored to Egypt Vision 2030 General Goal 4 - Quality Education System, Government Priority area of: Ensure equitable access to quality education nationwide)

Table 2: Example of a Table: Chapter 4- MTNSDP1 SO 4

| MTNSDP1 SO 4: Increased equitable access to pre-university education and enhanced learning outcomes for all students in underserved rural and peri-urban areas. | | Outcome Indicators: | | Baseline Year 2026 | Target Year 2030 |
|---|---|---|----------------------------|--|----------------------------|
| Outcome 4.1: Children in underserved areas have sustained access to pre-university education with reduced dropout and repetition rates. | | # Classrooms constructed/rehabilitated | | | |
| | | % Percentage of targeted villages meeting national school proximity standards (e.g., within 2–3 km for primary level) | | | |
| | | Pupil–classroom ratio' | | | |
| | | Dropout rate (%) | | | |
| | | Grade repetition rate (%) | | | |
| Key Actions: | Output Indicator | Baseline Year 2026 | Target Year 2030 | Lead Institution/Partners | |
| Project 1: Rural School Infrastructure Expansion | Number of classrooms constructed in targeted rural/peri-urban areas. Number of classrooms rehabilitated/upgraded to meet national standards. | | | Lead: Ministry of Education and Technical Education | |
| Project 2: Community & Multi-Grade School Initiative | Number of community/multi-grade schools established or converted. Number of teachers recruited and trained for multi-grade pedagogy | | | Lead: Ministry of Education and Technical Education Partners: Community Development Associations (CDAs) | |
| Project 3: Conditional Education Support (cash transfers, school feeding) | Number of students receiving conditional cash transfers. Number of students receiving daily school meals. Number of beneficiary households enrolled and monitored for compliance conditions (attendance/performance). | | | Lead: Ministry of Education and Technical Education Partners: Ministry of health and Population, Ministry of Social Solidarity, Community Development Associations (CDAs) | |

| | | | | |
|---|--|--|--|--|
| Project 4: Early Warning & Student Tracking System | Number of schools equipped with functional student tracking system. Number of school staff trained on early warning system protocols. Number of at-risk student cases recorded and assigned intervention plans | | | Lead: Ministry of Education and Technical Education Partners: Ministry responsible for Education etc. |
|---|--|--|--|--|

THE MID-TERM Planning Development stages and processes - sequencing and approach

The midterm planning process offers a strategic pathway to move from fragmented policy responses to coherent, evidence-based, and results-oriented development planning. It empowers stakeholders to see beyond individual programs, diagnose root issues, and align interventions with national goals. **Through careful sequencing of analysis, planning, and consultation, the process ensures that sectoral and sub-national policies are not only responsive to current gaps but are also resilient enough to shape transformative outcomes in the years ahead.**

The formulation of the Midterm National Sustainable Development Plan (MTNSDP) follows a structured and methodical framework that promotes broad participation, clarity, and coherence with national objectives. The process begins with the establishment of a dedicated team to oversee preparation, ensuring clear accountability and effective communication, followed by the development of a comprehensive stakeholder engagement plan and the creation of inclusive platforms to support participation throughout all planning stages. Next, the content of the MTNSDP is defined in alignment with national priorities. Finally, a detailed roadmap ('Tables') is prepared, setting out explicit objectives, outcomes, key actions, performance indicators, timelines and responsibilities.

The MTNSDP development is foundational for the formulation and enhancement of Policies, in conjunction with the establishment of a Risk Management Plan (based on sectoral input) and a comprehensive Monitoring and Evaluation (M&E) Plan to assess progress and facilitate adaptability. Upon the formulation of the plan, it shall proceed to a phase of Review and Consultation, aimed at soliciting feedback and enhancing the draft. Upon completing the necessary revisions, the finalization and approval of the MTNSDP is advanced towards, ensuring its alignment with governmental priorities. Upon receiving approval, the plan will undergo regular evaluations and modifications to uphold its pertinence, thereby facilitating ongoing enhancement and the realization of sustainable development objectives.

The stages of the MTNSDP preparation should therefore follow the following stages:

1. Stage 1: Launching a Participatory Process – Engaging Stakeholders for Major Quality of Inputs
2. Stage 2: Promoting an Evidence-Based Approach – Using Situation Analysis Tools (SWOT, PESTLE)
3. Stage 3: Problem Analysis and Reform Identification – Dissecting Policy Issues

4. Stage 4: Stakeholders Analysis and Responsibility Mapping – From Reform Logic to Institutional Accountability
5. Stage 5: Implementation Mechanisms – Key Actions Based on Policy Planning Instruments
6. Stage 6: Policy Coherence & Portfolio Selection
7. Stage 7: Laying Foundations for Better Performance Information – Logical Matrix and Indicators
8. Approval and Endorsement – including agreement on Monitoring and Evaluation Mechanism for MTNSDP

DRAFT

4. MTNSDP Stages

4.1 Stage 1: Launching a Participatory Process – Engaging Stakeholders for Major Quality of Inputs

A successful midterm plan begins with a strong participatory foundation that ensures inclusion, transparency, and ownership. This stage involves identifying and engaging key stakeholders-government institutions, civil society, private sector actors, academic experts, and development partners. By creating a representative planning structure (such as steering and technical committees, thematic working groups and Laps, and local consultation platforms), the process gains legitimacy and benefits from diverse expertise and lived experience. This inclusive engagement helps validate Egypt Vision 2030's strategic relevance while shaping its practical implementation with grounded, community-informed insights.

Stakeholder engagement is not a one-off event but a structured, ongoing process. It requires careful understanding of interests, and influence, as well as a clear communication strategy to manage expectations and sustain collaboration. This stage ensures that the means to achieve Egypt Vision 2030 are not imposed top-down, but co-designed through dialogue, negotiation, and consensus-building. The result is a strong foundation for the next stages, anchored in collective responsibility and political buy-in - an essential condition for implementing reforms in a complex and often volatile policy environment.

MPED's Operational Framework already envisages the Country-Led Multi-Stakeholder Engagement Framework as a modus operandi in planning national development policies, engaging different stakeholders – from ministries, governorates and public sector entities, to development partners, academia, private sector, NGOs, Think Tanks and more. The work on MTNSDP will be yet another occasion to demonstrate the commitment to this approach.

In practice, technical and thematic inter-governmental collaboration mechanisms - such as task forces, committees, or working groups - can be highly beneficial. These structures can adopt flexible membership arrangements, allowing the inclusion of relevant technical contributors based on the thematic focus of policy planning (e.g., research institutes). At the same time, private sector representatives - such as chambers of commerce - may participate to the proposed collaboration platforms to contribute to overall policy coordination.

Additionally, a specialized stakeholder engagement platform dedicated to SDG implementation could be established, such as a National Forum on Sustainable Development (similar to those in some OECD countries, e.g. Germany or Norway¹) that bring together academia, civil society and the private sector.

¹ OECD (2024), Unleashing Policy Coherence to Achieve the SDGs: An Assessment of Governance Mechanisms, OECD Publishing, Paris, <https://doi.org/10.1787/a1c8dbf8-en>.

Engagement of stakeholders should be structured and planned well, so that the inputs obtained during the preparation of the MTNSDP are meaningful in terms of the impact on a society (priorities and policy solutions discussed from the angles of business, academic, civil and government spheres). Moreover, this dialogue with the stakeholder should be maintained in the implementation stage as well, when policy instruments are tested in the real environment and the results of policies come into the light.

Box 2. Entrepreneurial Discovery Process

An example of how a stakeholders' dialogue can be organized in an efficient and continuous way can be found in the context of organizing the so-called Entrepreneurial Discovery Process during the design and implementation of smart specialization strategies in the EU enlargement and neighbourhood region, aimed at engaging businesses, academia and civil sector. The relevant guidelines provide practical advice along the way, including the timeframe for collecting inputs (entire Entrepreneurial Discovery Process -EDP should not last longer than 6 months) and a detailed process plan entailing launching activities, draft rules on participation and decision making in EDP working groups, an action plan for organisation and implementation of EDP workshops and a plan of required resources: human, physical and financial resources.

Although the EDP was specifically developed for smart specialization strategies - where private sector engagement is essential to ensure effective research and development policies - many of its practices can be adapted to the design and implementation of the MTNSDP. In this context, the EDP approach could serve as a practical working matrix to guide and operationalize the relevant collaboration structures.

Source: Radovanovic, N. and Bole, D., Guidelines for the stakeholder dialogue in the process of designing and implementing smart specialisation strategies in the EU enlargement and neighbourhood region, Publications Office of the European Union, 2024, <https://data.europa.eu/doi/10.2760/498191>

Planning Stakeholder Engagement Across MTNSDP Stages

To ensure effective stakeholder engagement, a general engagement plan should be developed to identify who needs to be involved at the different stages of the MTNSDP and how. This plan clarifies which stakeholders should be engaged at each stage, in what capacity, for what purpose, and under what engagement rules.

Stakeholder involvement is not static; it evolves throughout the planning and implementation cycle. Therefore, engagement must be structured, time-bound where

relevant, and supported by clear participation criteria, decision-making modalities, and resource planning (human, financial, and logistical).

For each stage, the overview should outline the following elements:

- Stage Objective – What the stage aims to achieve.
- Primary Stakeholder Types – Categories most relevant to the stage.
- Role / Function – Why they are engaged (input provider, validator, co-designer, decision contributor, monitor).
- Mode of Engagement – How they contribute (consultation, co-design workshop, validation session, formal review, monitoring forum).
- Timeframe & Participation Rules – Duration of engagement cycle, decision-making procedures, nomination criteria where applicable.
- Resource Consideration – Human, technical, and logistical requirements.

Table 3: Example of Stakeholder Engagement plan

| Stage | Stage Objective | Primary Stakeholder Types ² | Role / Function | Mode of Engagement ³ | Timeframe |
|--|---|---|---|--|------------|
| Stage 1 – Launching the Participatory Process | Establish governance structure and engagement framework | Central planning and coordination units | Co-design participation mechanisms, define scope and mode of engagement | Inception workshops and meetings | One month |
| Stage 2 – Evidence-Based Approach | Build a shared understanding of the current context | Data producers (e.g., CAPMAS), analytical units (e.g., IDSC), thematic experts | Provide data, validate evidence base | Thematic workshops, data exchange meetings | Two months |
| Stage 3 – Problem Analysis & Reform Identification | Define core challenges and reform directions | Technical analysts, practitioners, think tanks, subject matter and sector experts | Identify bottlenecks, propose reform pathways | workshops, expert panels | Two months |
| Stage 4 – Implementation Mechanisms | Determine delivery instruments (actions, programs) and sequencing | Implementation agencies, operational teams, financing entities | Define actions, responsibilities, timelines | Action-planning consultations, technical working groups, thematic Laps | One month |
| Stage 5 – Policy Coherence & | Ensure cross-sectoral | Coordination units, cross- | Assess relevance, | Inter-ministerial | One month |

² The provided examples are generic and intended for illustrative purposes of the process; they can be adapted according to the institutional arrangements and context

³ The provided examples are generic and intended for illustrative purposes of the process; they can be adapted according to the institutional arrangements and context

| | | | | | |
|---|--|--|---|--|---------------|
| Portfolio Alignment | alignment and avoid duplication | ministerial actors, financing entities | confirm synergies | review sessions, thematic working sessions | |
| Stage 6 – Performance Information Foundations | Translate reforms into results frameworks | M&E specialists, program managers, statisticians | Design result chains and indicators | Logic model co-design sessions and workshops | One month |
| Stage 7 – Approval & Endorsement | Formal validation and political buy-in | Leadership, oversight bodies, steering committees | Endorse plan and confirm monitoring modalities | High-level validation meetings | Two months |
| Stage 8 – Implementation Monitoring & Stakeholder Follow-Up | Track implementation and maintain accountability | Monitoring units, civil society observers, private sector reps, beneficiary groups | Review progress, provide feedback, monitor delivery | Periodic review forums, public reporting sessions, stakeholder monitoring meetings | 3 years cycle |

Quality criteria checklist:

The following checklist is intended to assess the scope and quality of the stakeholder engagement process

Table 4: Quality criteria checklist - stage 1

| 1. Stage 1: Launching a participatory process | YES | NO |
|---|------------|-----------|
| Overall comment: | | |
| 1.1. Has a relevant coordination mechanism been established within MPED? | | |
| Comment: | | |
| 1.2. Has a relevant coordination platform been launched with the stakeholders beyond MPED? | | |
| Comment: | | |
| 1.3 Has a plan of engagement with the stakeholders been elaborated?⁴ | | |
| Comment: | | |

⁴ E.g. a series of workshops over certain period\months, similar to Entrepreneurial Discovery Process for EU Smart Specialization Strategies, focus groups for academia or private sector, “policy labs”: for governorates

4.2 Stage 2: Promoting an Evidence-Based Approach – Using Situation Analysis Tools (SWOT, PESTLE)

This stage represents the basis for all subsequent steps and it anchored them in evidence, comprehensive analysis and data, as it ensures that planning decisions are grounded in reality, using structured tools to diagnose the current situation and anticipate external developments. SWOT analysis helps assess both external and internal factors⁵-strengths to leverage and weaknesses to address-while PESTLE analysis examines the external context, including political trends, economic shifts, social dynamics, technological change, legal frameworks, and environmental factors. Together, these tools offer a 360-degree view of the operating environment, guiding the selection of strategic priorities that are both necessary and feasible.

Table 5: Core Analytical Tasks and Expected Outputs

| Task | What to do | Output |
|--|--|---------------------------------|
| Collection and synthesis of available evidence To Review past performance | <ul style="list-style-type: none"> • Compile data, evaluations, diagnostics, and relevant studies. Identify gaps that require additional inquiry. • Identify achievements and shortcomings of previous plans or strategies where relevant. | Consolidated information base |
| Internal-external assessment using SWOT | Map strengths to leverage, weaknesses to address, opportunities to pursue, and threats to mitigate. Validate with stakeholders. | Structured situational overview |
| Macro-environment analysis using PESTLE | Examine political, economic, social, technological, legal, and environmental factors shaping the operating context. | Context analysis matrix |
| Synthesis into situation profiles per general goal | Translate findings into concise analytical summaries to inform priority-setting. | Situation analysis chapters |

First - Collection and Synthesis of Available Evidence – Establishing the Analytical Baseline

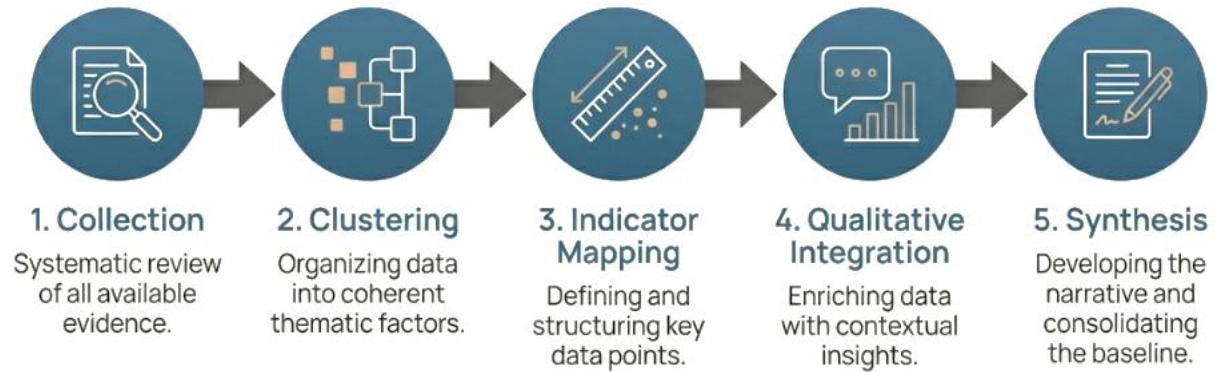
This stage builds a consolidated, data-driven understanding of each general goal area by gathering and interpreting existing evidence rather than redoing past assessments. Working teams review secondary national and international sources, organize quantitative indicators and qualitative insights into thematic clusters, and map data gaps to ensure coherence and comparability. Through this process, they generate concise synthesis narratives that explain the meaning behind the data-capturing key trends, bottlenecks, and potential drivers of progress across regions, population groups, and sectors. The resulting situation analyses provide a comprehensive analytical baseline that

⁵ <https://knowledge.unicef.org/resource/swot-and-pestel>

anchors subsequent assessments: they supply the evidence base for identifying strengths and weaknesses in the SWOT analysis and guide the examination of external influences in the PESTLE analysis. In doing so, this step ensures that problem identification, reform design, and strategic prioritization are grounded in a unified and contextualized picture of current conditions

The following steps outline how this process is conducted:

Figure 4: Establishing the Analytical Baseline Process

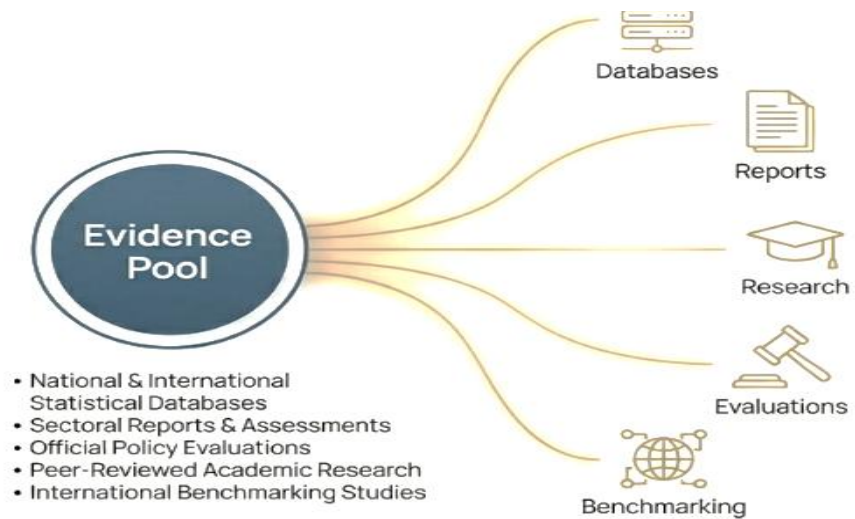


1. Systematic Data Collection and Review

The process begins with a **systematic review of secondary national and international sources.**

Working teams gather information from statistical databases, sectoral reports, policy evaluations, academic research, and international benchmarking studies. This ensures that the assessment is grounded in verified, comparable information rather than duplicating past efforts.

Figure 5: Systematic Data Collection and Review



2. Clustering into Thematic Factors

To avoid fragmentation and manage large volumes of data, the collected information is organized into **thematic clusters** related to specific goals. Examples of these clusters include productivity, competitiveness, governance, and workforce development. This organization promotes coherence across different regions, population groups, and

Figure 6: Clustering into Thematic Factors

Why: To ensure coherence and avoid fragmentation when dealing with large volumes of data.



How: For each general goal, the collected information is grouped into logical, thematic factors. This enables comparison and structured analysis.

economic sectors.

3. Quantitative Indicator Mapping

For every thematic cluster, teams identify specific **national and international indicators**. These indicators must be organized in a structured table and include:

- **Exact title and definition** of the measurement unit to ensure clarity.
- **Values and trends**, specifically highlighting baseline and the most recent data.
- **Traceable sources** and publication dates.
- **Interpretation:** descriptive narrative that interpret the indicator and its values

Figure 7: Quantitative Indicator Mapping

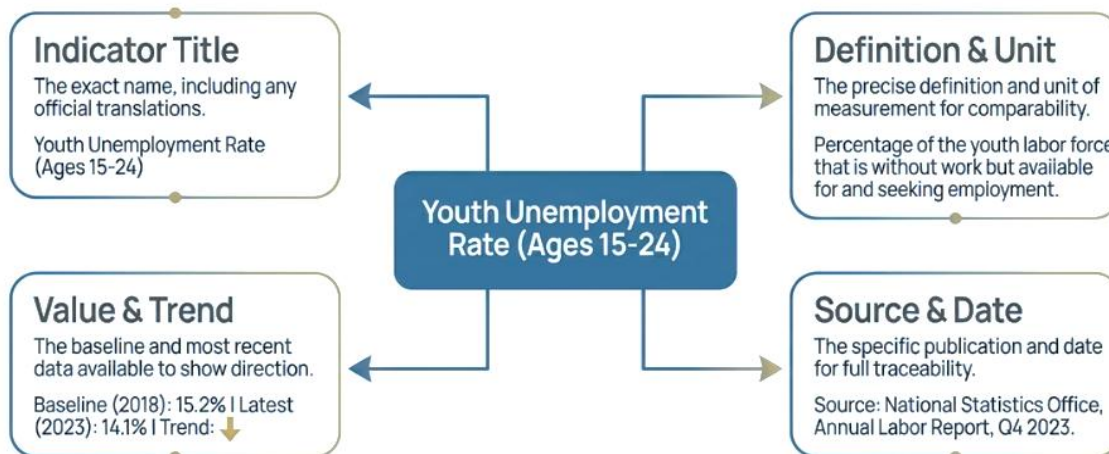


Table 6: Example of Quantitative Indicator Mapping

| Theme Indicator / | Key Data | Interpretation | Source(s) |
|--|---|---|--|
| Employment Rate | Employment-to-Population Ratio (2024): ~40.4 % , female ~15.1 %, male ~70.3 % | Low formal employment limits household incomes and social protection access-especially for women-reducing the potential impact on poverty alleviation | OECD Economic Survey 2024; ILO/World Bank estimates via trade data |
| Labor Force Participation Rate (LFPR) | ~60–63% modelled by ILO (2023); CAPMAS estimates ~44.2% (2024), female participation ~16.9%; male ~70.3% | Substantial inactive population-particularly youth and women-reduces economic engagement and limits poverty escape routes | ILOSTAT / World Bank (OECD , World Bank) |

4. Qualitative Contextualization

Once quantitative mapping is complete, **qualitative inputs** are gathered to validate the data and reflect operational realities. This is done through expert consultations, focus group discussions, and insights from implementation actors. These inputs help identify emerging trends and stakeholder perspectives that may not be captured in numerical datasets.

Figure 8: Qualitative Contextualization

Quantitative data shows *what* is happening. Qualitative input helps explain *why*. This step ensures the synthesis reflects operational realities, emerging trends, and stakeholder perspectives not visible in numerical datasets.



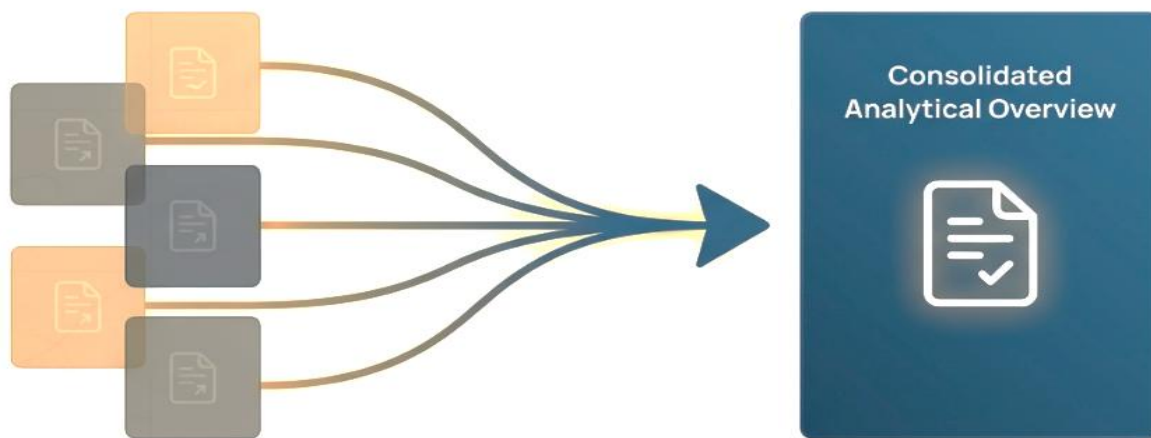
5. Development of the Synthesis Narrative

The working teams interpret the collected data by writing a **synthesis narrative** for each clustered factor. This narrative aims at:

- Interpreting the meaning behind the data.
- Highlighting key trends, both positive and negative.
- Identifying significant bottlenecks to progress.
- Showing potential drivers of future success.
- Summarizing what the evidence collectively reveals about the current situation.

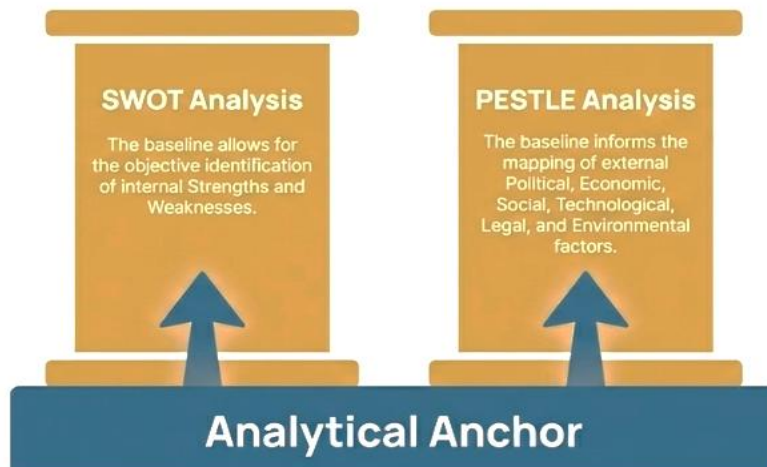
These individual narratives are then compiled into a **consolidated analytical overview**, which serves as the "analytical backbone" or baseline for the entire project.

Figure 9: Development of the Synthesis Narrative



This consolidated synthesis acts as the **analytical anchor** for subsequent assessment tools. It provides the necessary evidence to conduct a **SWOT analysis** (identifying internal strengths and weaknesses) and a **PESTLE analysis** (mapping external factors), ensuring a continuous link between raw evidence and strategic prioritization.

Figure 10: Consolidated Synthesis



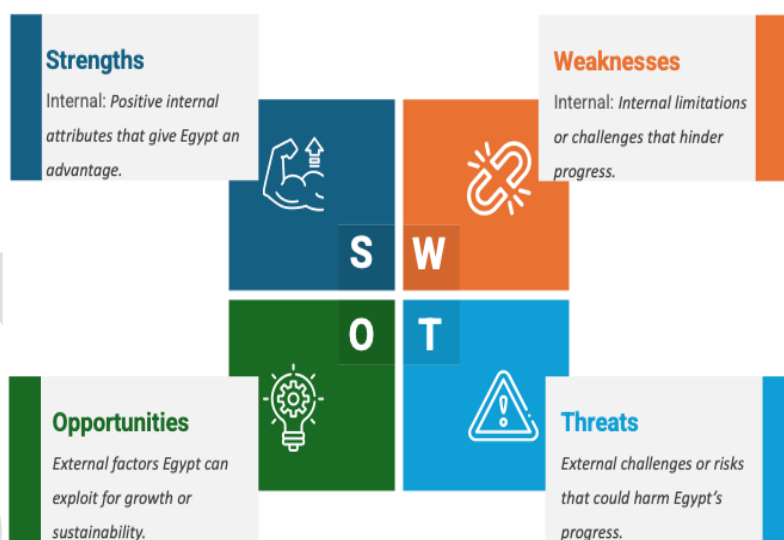
Second – Structure the findings in structured analysis tools - SWOT and PESTAL Analysis

This stage is built on the synthesized available data and identifies evidence gaps. It brings together and structures the findings of the sector-specific data, national statistics, evaluations, and insights from previous strategies to build a comprehensive picture of each general goal area. This process also enables comparison across regions, population groups, and economic sectors, promoting equity and coherence in planning. The outcome is a structured set of contextualized situation analyses that serve as the analytical backbone for problem identification and reform design.

The SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats)

is a structured tool used during the preparation of the MTNSDP to assess both internal and external factors that shape development outcomes. It provides a balanced snapshot of the current situation by identifying national strengths that can be leveraged, weaknesses that must be addressed, opportunities emerging from the external environment, and threats that could undermine progress. By systematically organizing this information, SWOT ensures that policy priorities are evidence-based, realistic, and tailored to Egypt's evolving context. It also facilitates stakeholder dialogue, as different groups can validate or challenge assumptions, ensuring that the plan builds on comparative advantages while addressing systemic bottlenecks.

Figure 11: The SWOT analysis



The SWOT analysis should be conducted around the least level of objectives in the long term plan (the level of the general goals of Egypt Vision 2030), with the analysis structured around the main thematic clusters (components) that collectively define each general goal. These clusters\components serve as analytical dimensions to ensure full coverage while maintaining manageable granularity.

Table 7: Example 1: Pre- university Education as one factors component of “quality education general goal #4” (Hypothetical)

| STRENGTHS (S) | WEAKNESSES (W) |
|---|--|
| <p>S1. Strong centralized mandate and planning architecture: 100% of governorates operate under unified planning framework; 92% average education budget execution rate over last three years; 95% school-level annual reporting compliance.</p> | <p>W1. Overcrowded classrooms in rural schools: Rural pupil–classroom ratio averages 45:1 vs national 38:1; 28% of rural schools operate double shifts.</p> |

| | |
|--|--|
| S2. Existing school feeding and social protection delivery systems: 4.2 million students covered nationally by feeding program; 78% targeting accuracy among poorest quintile households. | W2. Weak early identification of dropout risks: 60% of dropouts occur without prior intervention; only 25% of rural schools use formal tracking tools. |
| S3. Active teacher training reform initiatives: 35% of teachers nationally trained in competency-based pedagogy (only 20% in rural target areas). | W3. Low foundational literacy and numeracy levels: 55% of Grade 3 rural students below minimum reading benchmark; rural proficiency rate 45% vs urban 62%. |
| S4. Expanding national digital education platforms: 65% of preparatory/secondary schools connected to digital platform; rural primary connectivity only 15%. | W4. Unequal distribution of learning resources: Rural student–textbook ratio 1:3 vs national 1:1.8; 40% of rural schools lack functional science labs. |
| | W5. Weak transition support across education stages: Rural primary → preparatory transition rate 75% vs national 83%; dropout increases by +4pp at preparatory stage. |
| | W6. Limited teacher retention in remote areas: 18% annual teacher turnover in remote schools vs 9% national average; 14% vacancy rate at academic year start. |
| OPPORTUNITIES (O) | THREATS (T) |
| O1. Rapid rural digital infrastructure expansion: Rural broadband penetration increased from 35% to 55% over four years. | T1. Macroeconomic pressure on public investment: Capital expenditure growth slowed to 2% annually; inflation averaging 15%. |
| O2. Strong national focus on human capital development: Education budget share increased from 16% to 19% of total public expenditure. | T2. Household poverty increasing dropout risk: 27% of rural households below poverty line; dropout among poorest quintile 18% vs 8% richest quintile. |
| O3. Development partner prioritization of foundational learning (FLN): Three major international programs financing early-grade literacy and numeracy reforms. | T3. Teacher turnover in remote areas: 18% attrition rate in remote schools; 14% vacancy rate at start of year. |
| O4. Growing CSR and private-sector education funding: 12% annual increase in corporate CSR spending directed toward education infrastructure. | T4. Inflation affecting sustainability of feeding programs: School feeding unit costs increased by 22% in two years. |
| O5. Demographic dividend potential: 34% of population under 18; rural youth population growing at 2.1% annually. | T5. Climate-related disruptions in rural areas: 8% of rural schools reported closure days due to extreme weather last year. |
| | T6. Digital inequality across households: 40% of rural students lack home internet access. |

Table 8: Example 2: Employment as one component of “decent employment general goal#15” (Hypothetical)

| | |
|---|---|
| <p>Strengths (Internal)</p> <p>Demographic Dividend: A large, youthful population (60% under age 30) offers a workforce ready for training and innovation.</p> <p>National Initiatives: Existing programs like <i>Decent Life</i> (rural development) and vocational training centers provide foundational frameworks.</p> <p>Strategic Partnerships: Collaboration with international organizations (e.g., OECD, EU) for skills development and job creation.</p> <p>Growing Sectors: Emerging industries (renewable energy, ICT) with potential to absorb skilled labor.</p> | <p>Weaknesses (Internal)</p> <p>Skills Mismatch: Outdated education systems fail to align with market needs (e.g., only 12% enrollment in vocational training).</p> <p>High Informality: 63% of employment is informal, lacking social protection and productivity incentives.</p> <p>Gender Disparities: Cultural norms and limited childcare restrict female labor participation (18%).</p> <p>Bureaucratic Hurdles: Rigid labor laws and fragmented governance slow formal job creation</p> |
| <p>Opportunities (External)</p> <p>Green Jobs: Global demand for renewable energy and sustainability roles (e.g., solar technicians, waste management).</p> <p>Digital Transformation: Growth in e-commerce, fintech, and AI creates demand for digitally skilled workers.</p> <p>Regional Labor Mobility: Exporting skilled workers to GCC countries under bilateral agreements.</p> | <p>Threats (External)</p> <p>Economic Volatility: Inflation (33% in 2023) and currency depreciation deter private sector hiring.</p> <p>Technological Disruption: Automation risks displacing low-skilled workers in sectors like manufacturing.</p> <p>Sociocultural Resistance: Slow acceptance of women in non-traditional roles and informal sector resistance to formalization.</p> |

PESTLE is known as the method of the analysis of context that serves to gather relevant knowledge on the macro environment, needed to understand key factors which may impact a policy. "PESTLE" refers to a mnemonic guideline of the domains it considers: Political, Economic, Social (or Socio-cultural), Technological, Legal and Environmental. PESTLE is developed as a guiding check list, which helps systematizing the collection of information on the context and to identify specific relevant factors - i.e. economic trends, social attitudes, technological developments, etc.- that are significant in the policy design.

Figure 12: PESTLE



Box 3. Example: Brief PESTLE checklist for the policy area of agriculture in Egypt (Hypothetical)

Political: Egypt's commitment to reforming its agricultural sector is evident through its policies to increase farm profitability and land reform initiatives. This political will is supported by international partners' donor support for sustainable agriculture.

Economic: The sector contributes significantly to Egypt's GDP and employment. However, reliance on cotton has economic risks due to global price volatility. Therefore, diversification strategies are crucial. Small size of holdings and fragmentation are challenges, as well.

Social: The rural population relies heavily on agriculture for livelihood. Enhancing agricultural education and technology adoption can improve living standards. Skills for modern farming need to be developed.

Technological: Limited access to modern farming technologies hampers productivity. Irrigation infrastructure need to be modernized. Significant donor support in R&D for agriculture, which is currently available, is an opportunity.

Legal: Regulatory reforms aimed at improving land use and water management are vital. On the other hand, their implementation will rely on the numerous bylaws, in the field that still need to be elaborated. In particular, food safety standards require extensive regulatory reform. Regulatory framework prohibiting encroachment on agricultural lands is missing.

Environmental: Climate change poses significant risks to Egypt's water-dependent agriculture sector. Exploring alternative sources, including of Nile water, is a prerogative.

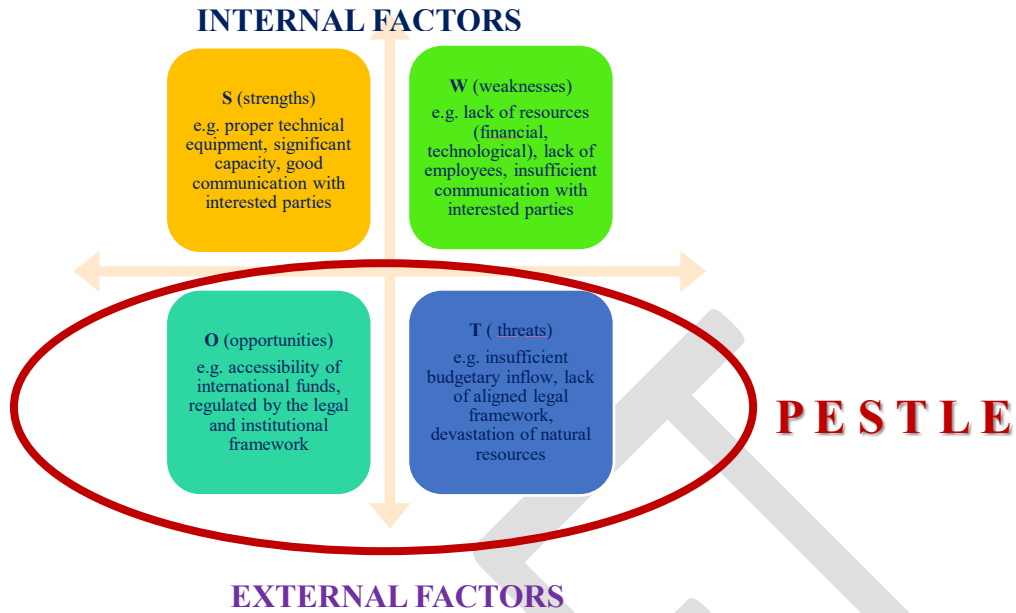
Relationship between SWOT and PESTLE:

Used sequentially or in combination, the two tools build a **complete analytical picture**: PESTLE defines the wider landscape, while SWOT pinpoints where action is most impactful within that landscape.

Table 9: Relationship between SWOT and PESTLE

| | | SWOT | PESTLE |
|------------------------------------|--|---|--|
| Internal vs. external focus | | Mainly internal, with external links | Fully external |
| Level of analysis | | Goal-specific | Macro-contextual |
| Primary function | | Identify strategic levers and bottlenecks | Scan systemic trends and drivers |
| Contribution to planning | | Shapes priorities and intervention logic | Anticipates risks, assumptions and enabling conditions |

Figure 13: Relationship between SWOT and PESTLE



Quality Criteria Checklist:

The following checklist is intended to assess the scope and quality of the Situation Analysis process

Table 10: Quality Criteria Checklist -Stage 2

| 2. Stage 2: Promoting the evidence-based approach | YES | NO |
|--|------------|-----------|
| 2.1. Does the MTNSDP provide a brief situation analysis per each of the 32 general goals of the EGV 2030? Comment: | | |
| 2.2. Have the relevant situation analysis tools been used (e.g. PESTLE, SWOT) Comment: | | |
| 2.3 Does the situation analysis contain the performance analysis (including drawbacks) of the previous planning document, if any? Comment: | | |
| 2.4 Is the situation analysis based on measurable data (if possible, with references towards sources of information for further reading- reports, research, surveys etc.) Comment: | | |
| 2.5 Does situation analysis include the stakeholders' feedback? Comment: | | |

4.3 Stage 3: Problems and Reforms Identification – Dissecting Policy Issues

At this stage, planners transform analytical insights into a clear understanding of policy challenges. Using tools like problem trees, they deconstruct complex issues into their root causes and direct effects. This process clarifies what exactly needs to be fixed, why it persists, and how it impacts citizens, especially marginalized groups. By visualizing causal chains, it becomes easier to identify reform opportunities that address systemic bottlenecks rather than superficial symptoms.

The resulting problem trees are then inverted into objective trees, translating problems into positive, actionable goals. Each branch of the tree becomes a potential entry point for reform: causes turn into targeted interventions, and effects become the benefits to be achieved. This logic helps identify which means under Egypt Vision 2030 can be translated into measurable objectives, and which ones may remain aspirational. The process ensures reform planning is driven by need, not assumption, and fosters consensus on policy priorities grounded in real-world constraints.

Problem-Tree Analysis is used for identification of the main problems and their causal links. The results of such an analysis are usually given in the form of a graphical presentation of the problems and their causes (the reasons that led to the problem) and effect (the consequences of the problem). A problem tree is one of the forms of analysis that also requires the involvement of all stakeholders and is useful for gaining a better understanding of the problem and the resources that are needed to be deployed in order to solve the problem. It facilitates, at the same time, the prioritization process and setting of objectives and goals

The cause and effect diagram, similar to the so-called Ishikawa fishbone diagram⁶, facilitates establishing the relation between sub-causes, causes, problems and adverse consequences. Moreover, this helps get to the so-called **Solution (Objective) Tree**, used to present the structure of the Plan document and which enables noticing logical linkages between strategic goals and operational objectives, the accompanying actions, indicators and desired effects.⁷

⁶ <https://kaizen.com/insights/ishikawa-diagram-root-cause-analysis/>

⁷ More at How to Establish Problem Tree, <https://wikis.ec.europa.eu/display/ExactExternalWiki/Problem+and+objective+tree>

Figure 14: Example: Problem Tree for the policy area of education in Egypt

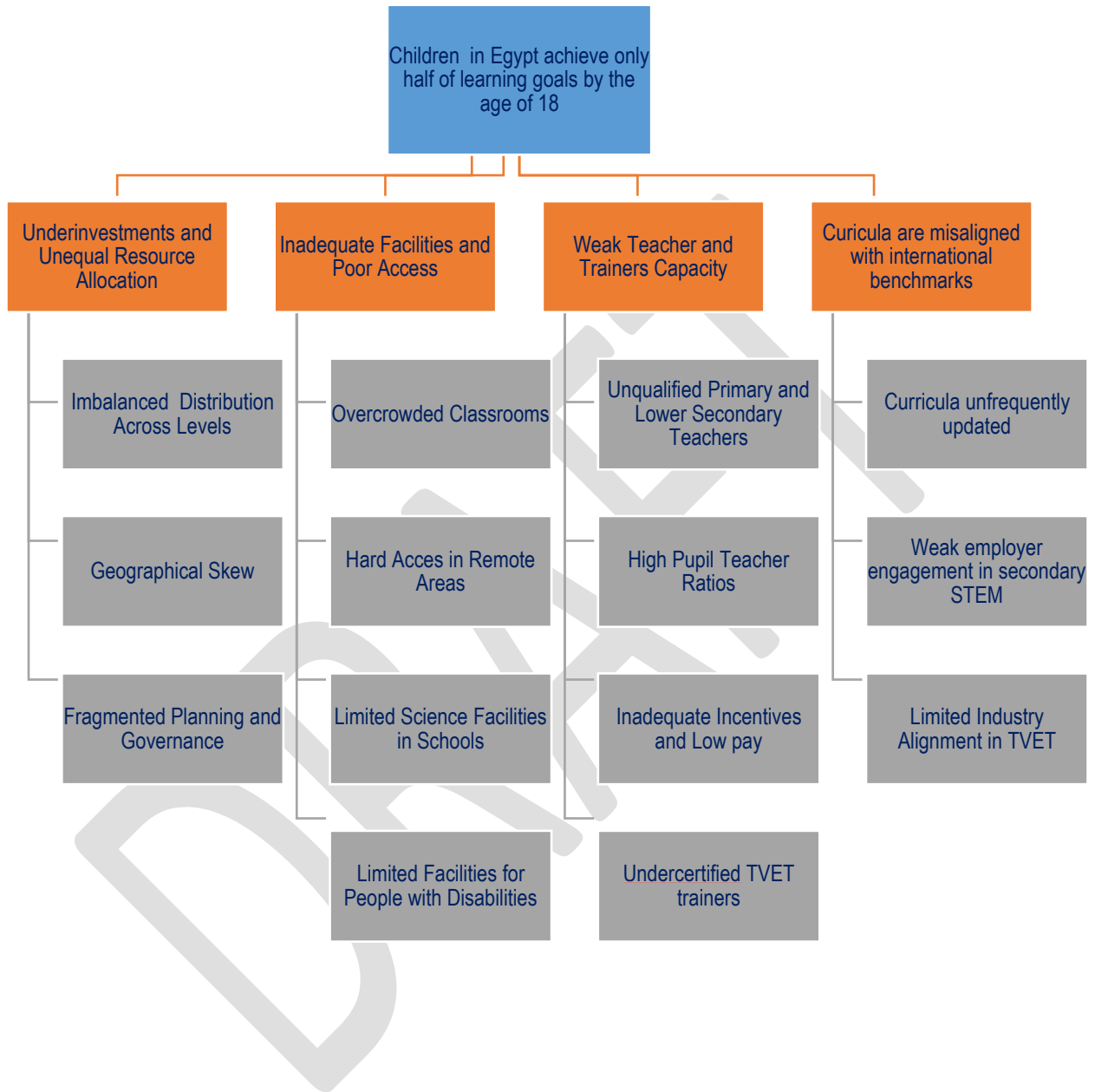
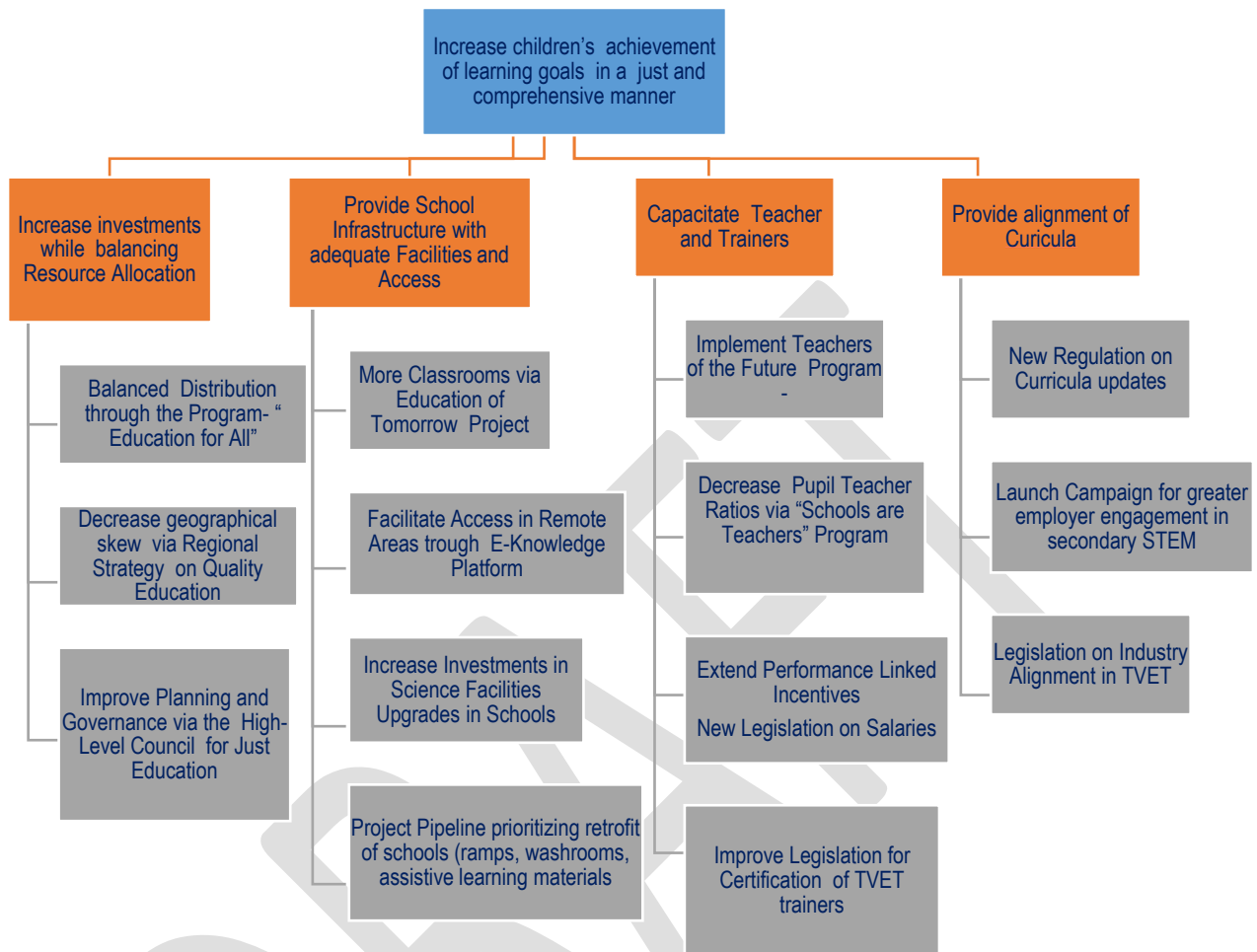


Figure 15: Example: Tree of Objectives/Solutions for the policy area of education in Egypt



Keep in mind that building a Problem Tree is a brainstorming exercise, designed as a participatory group event, as various stakeholders may have various angles to the problems, their causes and effects. Agreeing on the core problem, reviewing the diagram and getting back to grouping and categorising of causes and sub-causes is also inherent to this exercise, so it is important to be flexible and keep an open mind. Reminding the working group that there might be significant problems or causes that have still not been mentioned is also advisable.

When developing MTNSDP, we already have a "known" high order problem, as the starting point are the LNSDP general goals (i.e. the 32 general goals from EGV 2030), so the Problem Tree tool should fully focus on delving into the causes and sub-causes to the "pre-established" problems. The identified causes (expressed as negative statements) from the Problem tree will be subsequently translated into objectives (positive statements) in the Tree of Objectives. The benefit of "digging deeper" into the sub-causes will trigger more ideas for policy actions.

Box 4. Key steps

1. Define the Central Problem

- Select a general goal from the LNSDP (e.g., Vision 2030 general goals) and identify the key development problem it addresses.

- Break down the goal and its means statements into keywords for focused analysis.

2. Identify Dimensions and Key Factors

- Decompose the central problem into thematic dimensions (social, economic, institutional, environmental, technological).

- Identify contributing factors and ground the analysis in available sector data, building on synthesized findings from the preceding stage.

3. Trace Root Causes Using Causal Layering

- Apply iterative “why” questioning to uncover direct and underlying causes.

- Map causal relationships and assess the strength and direction of influence between factors.

4. Map Effects and Consequences

- Identify short-, medium-, and long-term effects of the problem across domains.

- Trace these effects to reveal wider consequences on development outcomes and population groups.

5. Structure the Problem Tree

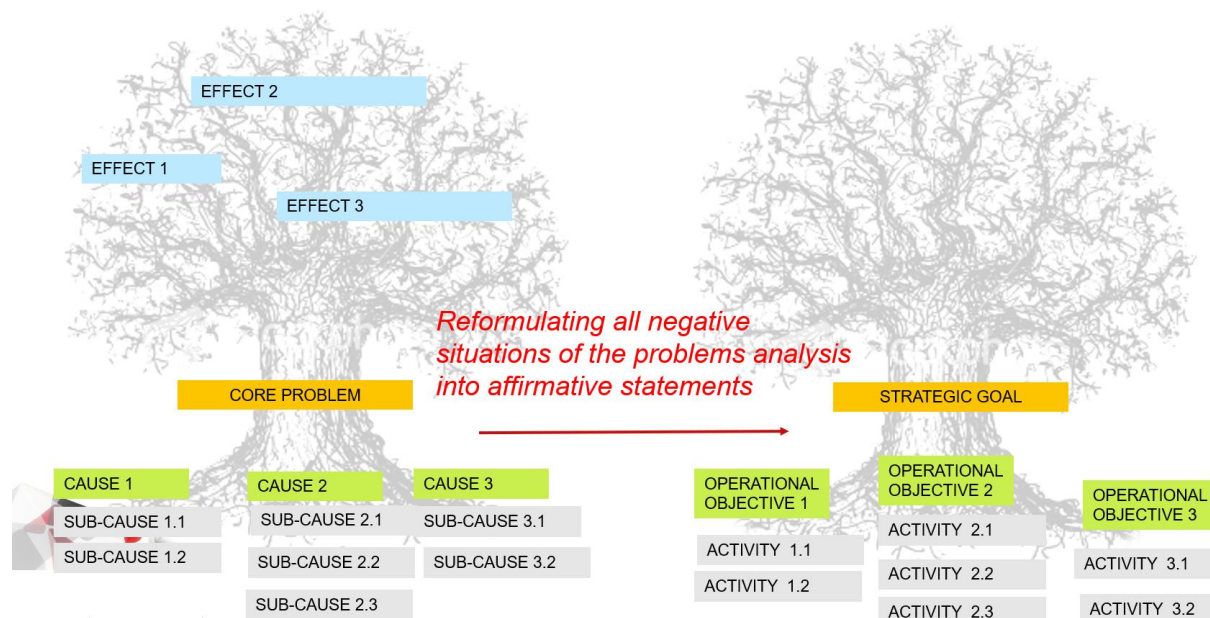
- Organize identified causes and effects into a hierarchical structure.

- Cluster related issues and highlight interdependencies to reflect system dynamics.

6. Structure the Tree of Objectives

- Reformulate all negative situations identified in the problem analysis into affirmative statements

From problems to solutions



Complementing the Problem Tree Analysis with the review of means defined in the Updated Vision of Egypt 2030

At this stage, it is useful to be reminded that the work on developing MTNSDP is not starting from scratch, as this medium-term plan is intended to operationalise what has already been established in the Updated Vision of Egypt 2030. Therefore, it is very important to review the means set out under each of the 32 general goals. During this process, some of the means may be turned into MTNSDP objectives, while some will become its key actions⁸, some of them may come out as too ambitious or unrealistic, while others will be dropped out in further prioritisation process.

Methodologically, it is advisable to perform the Problem Analysis as a first step and then do the review of means as a second step, but this should eventually be the choice of the planners on how they want to structure the work in each policy area.

The review of the means may be performed by use of the check table below:

Table 11: Egypt Vision 2030 means review

| Strategic Goal 1: Quality of Life and Living Standards | | | | |
|---|--------------------------------|--|---------------------|---------------------|
| General Goal 1: Poverty Eradication | Identified during the Analysis | Not identified during the Analysis, but still relevant | Equals an Objective | Equals a Key Action |
| Means: <ul style="list-style-type: none"> Control Population Growth through regulating increasing population growth is essential, as poverty is often linked to larger-sized families, which burdens the capacity to provide basic needs. Establish an integrated protection system for those below the poverty line. Expand exceptional social protection programs to include those living below the poverty line and the most in need groups, even in challenging circumstances. Introducing additional social protection programs to combat poverty, and offer conditional cash assistance. Promoting private sector investments to foster the creation of more decent employment opportunities. Coordinate civil efforts through facilitating the collaboration between the private sector, civil society institutions, and the government to execute <u>developmental projects effectively</u> . | X | X | | |
| | X | X | | |
| | X | X | | |
| | | X | | |

⁸ In order to easily distinguish objectives from key actions, see the following sections 4 and 5 of this the toolkit

Prioritisation of issues that will eventually be addressed in the MTNSDP

As there should not be too many medium-term objectives (i.e. 3-5 per each out of 32 general goals), the prioritisation will be crucial, once the Problem and objective trees are elaborated.

The significance of prioritization is not about artificially reducing the number of objectives, but about adequate allocation of resources – human and financial – aimed at solving the key issues in various policy areas. This saves time and facilitates the implementation of planning documents, because only realistic assessment of the situation can lead to setting realistic and, thus, achievable objectives.

If objectives are too many, the first advice is to go back and review the Problem/Objective Tree diagram and try clustering of similar topics. Once the problem/solution tree is re-examined, assessment of each objective should start, by observing the two key rules:

1. Eliminate objectives already addressed by another EGV 2030 goal
2. Consider eliminating objectives significantly addressed by a sector strategy which is already in the system (e.g. avoid duplicating objectives/targets in MTNSDP that are already envisaged by Egypt's National Climate Strategy by 2050)

Although there are normally two basic parameters for prioritisation

1. Political prioritisation, and this align very much with the government priority, and
2. Available financial and other resources

However, further prioritisation of problems/objectives may be performed as a participatory group event through engagement of stakeholders. Stakeholders would be asked to rate the state of play under each problem/objective in line with the following table⁹:

Table 12: Prioritization of problems/objectives rating criteria

| Rating | Meaning | Comment |
|--------|---------|---|
| 1 | POOR | The overall situation within the particular statement area is very bad and no previous reform initiatives have either taken place or been successfully implemented, or the issue is something very new for the country. “Urgent reforms are needed.” |
| 2 | FAIR | The overall situation for the particular statement requires substantive reforms, due to previous reforms being either fragmented and poorly planned, not previously targeted, or postponed for some reason. (probably raised in international assessments). “A planned approach towards reforms in this particular aspect is needed.” |

⁹ Adapted from OECD Sigma Prioritisation Tool for PAR strategies

| | | |
|---|-------------|--|
| 3 | AVERAGE | The overall situation for the particular statement aspect is neither critically bad nor particularly satisfying. Some reforms have already taken place, but they have not fully achieved the intended policy objectives “Further steps/ milestones need to be included in MTNSDP” |
| 4 | GOOD | The overall situation for the particular statement is quite good and simply requires fine-tuning. There have been previous reform efforts in this area and most of the outstanding issues have been dealt with good results. “Limited reform steps are needed, but they are not considered urgent (no need for inclusion in MTNSDP)” |
| 5 | EXCEPTIONAL | The overall situation for a particular statement is very good and does not require any further reform efforts. |

Stakeholders base their assessment on the following questions (dimensions)

- *Dimension 1: Regulatory - What is the state of play of the regulatory framework in that area? Gaps and inconsistencies?*
- *Dimension 2: Institutional capacity - Is the institutional set-up adequate? Capacities?*
- *Dimension 3: Implementation - How about the implementation so far? Bottlenecks, impediments or strengths?*

All ratings should be supported by evidence or justification based on data (Evidences underpinning the argumentation). E.g. rankings, analyses by development partners, International Organisations, NGOs.

Calculation method of the priority score

The prioritization score is conducted through a structured participatory exercise in which stakeholders assess each problem or objective against three core dimensions: **regulatory framework**, **institutional capacity**, and **implementation performance**. For every dimension, participants assign a score from 1 (Poor) to 5 (Exceptional), based on the defined qualitative criteria. Ratings must be substantiated with clear evidence - such as national data, audit findings, evaluations, rankings, or assessments by international organizations and development partners - to ensure that judgments are objective and justified.

Table 13: Dimensions and qualitative rating Matrix

| Assessment Dimension | Guiding Questions | 1 – Poor | 2 – Fair | 3 – Average | 4 – Good | 5 – Exceptional | Evidence / Justification |
|--|---|--|--|--|--|--|--------------------------|
| Regulatory Framework | <ul style="list-style-type: none"> • What is the state of play of the regulatory framework? • Are there gaps or inconsistencies? | No coherent legal framework; major gaps; outdated or conflicting regulations | Fragmented or partially developed framework; significant inconsistencies | Core framework exists but requires amendments or harmonization | Comprehensive and largely coherent framework; minor adjustments needed | Fully aligned, up-to-date, consistent with international standards | |
| Institutional Set-Up & Capacity | <ul style="list-style-type: none"> • Is the institutional set-up adequate? • Are roles clear? • Are capacities sufficient? | No clear institutional mandate; severe capacity shortages | Mandates exist but overlap/coordination problems; limited capacities | Institutional structure functional but capacity gaps remain | Clear mandates; adequate staffing and coordination mechanisms | Strong, well-coordinated institutions with sustainable capacity | |
| Implementation Performance | <ul style="list-style-type: none"> • How is implementation progressing? • Bottlenecks or strengths? | Policies largely not implemented; major bottlenecks | Limited implementation ; repeated delays | Partial implementation; moderate progress | Effective implementation with minor constraints | Consistent, effective implementation with measurable impact | |

The dimension scores are then consolidated (e.g., through averaging or facilitated consensus) to determine an overall priority score for each problem/objective. This overall score guides the level of priority within the planning cycle.

Priority Score of **1 (Poor)** signal urgent and high-priority reforms requiring immediate inclusion in the MTNSDP with clearly defined corrective measures and resource allocation. A score of **2 (Fair)** indicates the need for structured and well-sequenced reform actions to be incorporated into the plan. A score of **3 (Average)** calls for targeted improvements and additional milestones within the MTNSDP to close remaining gaps. Scores of **4 (Good)** generally imply limited or non-urgent actions that may be addressed through routine institutional adjustments rather than major plan commitments. Finally, a score of **5 (Exceptional)** suggests that no further reform intervention is required at this stage, and the focus should remain on sustaining achieved results. This structured scoring approach ensures that technical assessment complements political prioritization and resource considerations, resulting in a transparent and evidence-based determination of overall priorities and associated actions.

The feedback from all the stakeholders is collected and a relevant report prepared.

Quality Criteria Checklist:

The following checklist is intended to assess the scope and quality of the Problems and Reforms identification process

Table 14: Quality Criteria Checklist:- Stage 3

| 3. Stage 3: Problem Analysis and Reform Identification | YES | NO |
|---|------------|-----------|
| Overall comment: | | |
| 3.1. Does the problem analysis identify priority problems per each of the LNSDP general goals, together with their causes and consequences (Problem Tree)? | | |
| Comment: | | |
| 3.2. Has a relevant Tree of Objectives been elaborated per each of the general goals, in line with the identified reform opportunities? | | |
| Comment: | | |
| 3.3. Have the proposed objectives (from the Tree of Objectives) been compared (and prioritised) in line with the Review of Egypt vision 2030' Means¹⁰ per each of its general goals? | | |
| Comment: | | |

¹⁰ EGV 2030' Means are reviewed by use of Table# 11 Egypt Vision 2030 means review

4.4 Stage 4: Stakeholders Analysis and Responsibility Mapping – From Reform Logic to Institutional Accountability

While Stage 3 translated policy problems into prioritized and evidence-based reform objectives, this stage shifts the focus from what needs to be achieved to who must deliver it. Building directly on the validated Problem and Objective Trees, Stage 4 anchors each selected objective within the institutional architecture of the state. It systematically identifies the actors who hold mandates, resources, delivery capacity, and political leverage across the reform chain.

By mapping stakeholders' roles, interests, influence, and stance, this stage starts operationalizing the reform logic developed under MTNSDP. In essence, Stage 4 ensures that medium-term objectives under the MTNSDP do not remain conceptual commitments but become institutionally owned, and administratively executable. It strengthens horizontal coordination across ministries, clarifies vertical linkages between central and local levels, and reduces overlaps or accountability gaps. By explicitly defining responsibility and decision-making authority across relevant anchors, this stage transforms prioritized reforms into a structured governance framework capable of delivering measurable results.

The fourth stage of the planning process reflects the shift from setting objectives to effective institutional implementation, which aligns with the requirements of national planning frameworks under the General Planning Law. This approach emphasizes:

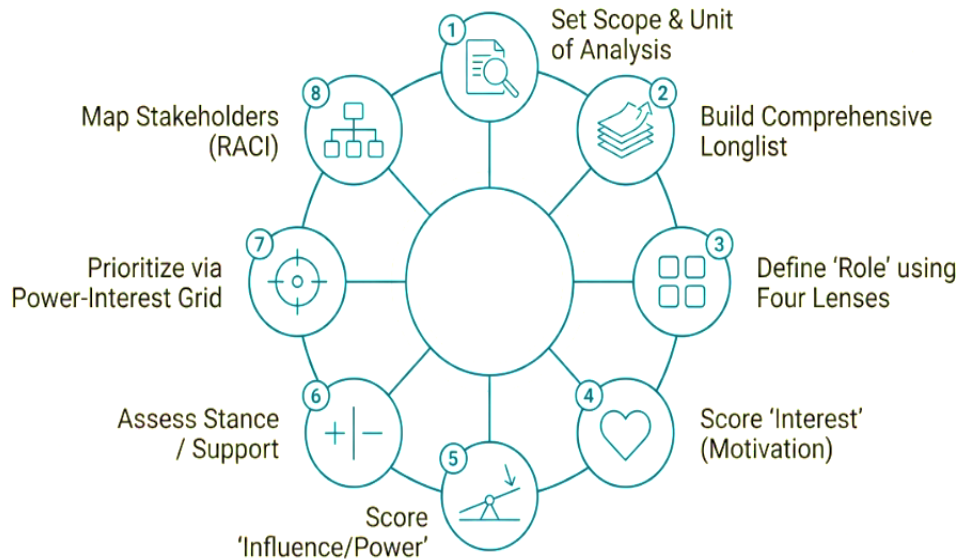
- Linking objectives to responsible entities: Ensures that each objective aligns with the mandates and resources of government bodies, transforming theoretical commitments into clear implementation responsibilities.
- Enhancing governance: By defining the roles of relevant actors and clarifying vertical and horizontal linkages, this approach reduces overlaps and ensures accountability.
- Continuous monitoring and evaluation: Embedding objectives within the institutional structure enables the establishment of measurable performance indicators, consistent with monitoring and evaluation requirements in national planning frameworks.
- Integration with medium- and long-term plans: This process ensures coherence between the MTNSDP, LNSDP objectives, and Egypt Vision 2030, guaranteeing that priority reforms are translated into implementable programs and projects aligned with sectoral and fiscal policies.

In short, this stage ensures that national objectives become practically implementable plans, supported by institutional structures and governance, with clear links between planning, execution, and accountability, thereby enhancing the effectiveness of development planning in Egypt.

Stakeholders Analysis and Mapping – Step-by-Step

Figure 16: Stakeholders Analysis and Mapping – Step-by-Step

An 8-Step Stakeholder Analysis



Step 1: Set Scope & Unit of Analysis

The primary goal of this initial step is to establish a clear analytical boundary. This involves confirming the core strategic objective (e.g., "Reduce poverty and improve living standards") and identifying the main sub-objectives derived from the project's objective tree. This clarity ensures that the subsequent analysis remains focused and relevant.

Output: A concise "One-page scoping note" that lists the specific objectives and sub-objectives to be mapped.

Step 2: Build a Comprehensive Longlist

The next step is to cast a wide net to identify all potential stakeholders. This is achieved through a thorough desk review of foundational documents, including laws, decrees, national strategies, organizational charts, program portfolios, and budget books. The aim is to create an exhaustive initial list before moving to prioritization.

Output: A "Longlist sheet" containing essential information for each stakeholder: name, official mandate, key programs, geographic scope, and a designated focal person.

Step 3: Define Stakeholder "Role" Using Four Lenses

A stakeholder's role is not a single attribute but a composite view derived from four distinct perspectives. Analyzing each stakeholder through these lenses provides the objective evidence needed to understand their function within the system and, later, to assign a precise RACI classification.

- Mandate lens: The stakeholder's legally or strategically defined responsibilities.
- Program lens: The flagship programs they implement, including their scale and target groups.
- Budget lens: Their control over financial resources, such as subsidies or transfers.
- Footprint lens: Their geographic reach and on-the-ground implementation capacity.

Figure 17: Stakeholder "Role" Using Four Lenses



Step 4: Score "Interest" (Scale 1–5)

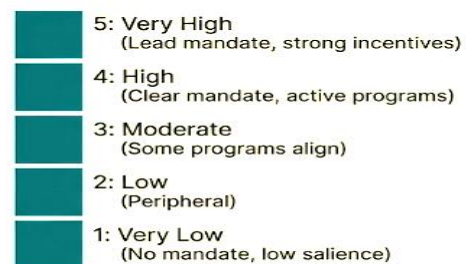
"Interest" is defined as the stakeholder's motivation to achieve the objective. This score is based on the alignment of the objective with their core mandate, its political salience, and the direct benefits they stand to gain from its success.

| Score | Description |
|-------|---|
| 1 | Very Low (no mandate, low salience) |
| 2 | Low (peripheral) |
| 3 | Moderate (some programs align) |
| 4 | High (clear mandate, active programs) |
| 5 | Very High (lead mandate, strong incentives) |

Figure 18: Interest (Scale 1–5)

Definition: How motivated the stakeholder is to achieve the objective.

Evidence: Alignment with mandate, political salience, ministerial statements, current KPIs.



Evidence Sources: Strategy texts, ministerial statements, and current Key Performance Indicators (KPIs).

Step 5: Score "Influence/Power" (Scale 1–5)

"Influence/Power" refers to the stakeholder's ability to shape outcomes. This can be derived from formal authority, budget control, regulatory power, convening capacity, or control over critical delivery systems.

| Score | Description |
|-------|--|
| 1 | Minimal (advisory only) |
| 2 | Low (limited levers) |
| 3 | Medium (some levers in domain) |
| 4 | High (major budget/regulatory remit) |
| 5 | Very High (system gatekeeper, cross-government sway) |

Evidence Sources: Budget size, decree powers, procurement authority, and network centrality.

Figure 19: Influence/Power (Scale 1–5)

2. Influence (Power) | Score 1-5

Definition: Ability to shape outcomes.

Evidence: Formal authority, budget control, regulatory power, delivery systems, network centrality.



Step 6: Assess Stance / Support (Scale –2 to +2)

"Stance/Support" assesses the stakeholder's likely position towards the objective, ranging from active opposition to championship. This forward-looking judgment helps anticipate potential challenges and identify key allies.

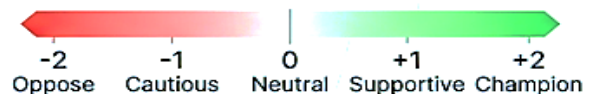
- -2: Oppose
- -1: Cautious
- 0: Neutral
- +1: Supportive
- +2: Champion

Evidence Sources: Past cooperation on similar initiatives, reform track record, and public positions.

Figure 20: Stance / Support (Scale –2 to +2)

Definition: Likely support, neutrality, or resistance to change.

Evidence: Past cooperation, reform track record, public positions.

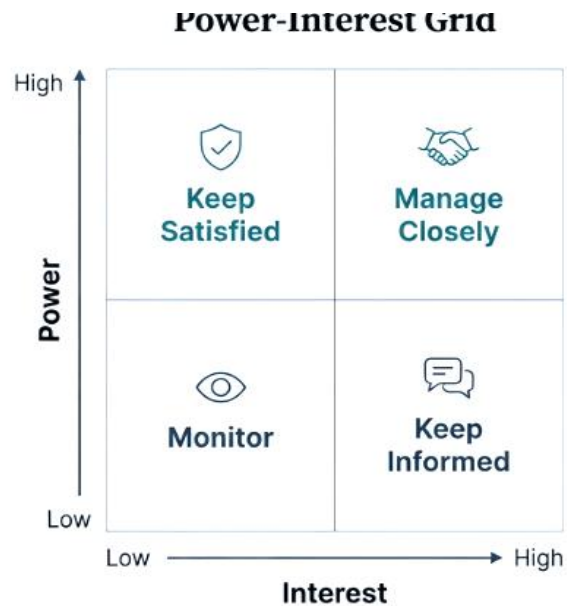


Step 7: Prioritize via the Power–Interest Grid

The Power-Interest Grid is a strategic tool for prioritizing engagement efforts. By plotting each stakeholder based on their scores for influence (power) and interest, you can tailor your communication and engagement strategy for maximum impact.

- **Manage closely:** Stakeholders with high power and high interest are critical players who require direct and frequent engagement.
- **Keep satisfied:** Stakeholders with high power but low interest must be kept satisfied to prevent them from becoming obstacles. Engagement should be efficient and focused on their areas of concern.
- **Keep informed:** Stakeholders with low power but high interest are often valuable allies and sources of on-the-ground intelligence. Keep them informed with regular, targeted communication.
- **Monitor:** Stakeholders with low power and low interest require minimal effort, but should be monitored for any changes in their position.

Figure 21: Prioritize via the Power–Interest Grid



Step 8: Map Stakeholders to the Objective Tree (RACI)

The final step in the analysis is to assign a specific role to each key stakeholder for every objective and sub-objective. This is done using the RACI framework, which clarifies responsibilities and decision-making authority.

- **Responsible:** Does the work to achieve the task.
- **Accountable:** Has the final decision-making authority and ownership.
- **Consulted:** Provides two-way input and expertise.
- **Informed:** Is kept up-to-date on progress and decisions.

The evidence gathered through the Four Lenses provides a logical basis for assigning RACI roles, ensuring that assignments are defensible and aligned with reality.

- A **Mandate** combined with **Budget** control typically points to an **Accountable (A)** role.
- A **Mandate** combined with a strong **Program** portfolio and a wide **Footprint** indicates a **Responsible (R)** role.
- A stakeholder with a small or highly technical **Program** relevant to the objective is often best suited for a **Consulted (C)** role.
- A stakeholder with no direct mandate or budget but a need for awareness should be **Informed (I)**.

Figure 22: the RACI framework



Table 15: Example Role\Interest\Influence Stakeholders' analysis for Egypt Vision 20230 General Goal 1- poverty reduction

| Stakeholder | Role | Interest | Influence |
|--|---|--|--|
| Ministry of Social Solidarity (MoSS) | Lead agency for social protection programs (e.g., Takaful & Karama, Forsa), subsidy reforms, NGO coordination. | High - central mandate to reduce poverty, expand safety nets, and support vulnerable groups. | Very High - manages key national programs and budget allocations; policy-setter for social protection. |
| Ministry of Planning and Economic Development and International Cooperation (MPED) | Oversees Vision 2030 implementation, allocates investment budgets, monitors poverty reduction indicators. | High - responsible for integrating poverty reduction into national strategies. | High - controls public investment plans, can direct funding toward poverty-targeted projects. |
| Ministry of Finance (MoF) | Allocates resources for social programs, manages fiscal policy, sets taxation and subsidy frameworks. | High - aims for sustainable financing of poverty interventions. | Very High - financial gatekeeper for all poverty-related initiatives. |
| Ministry of Education and Technical Education (MoETE) | Expands access to basic and technical education, reduces illiteracy, aligns education outcomes with labor market needs. | High - education is a core dimension of multidimensional poverty. | High - large reach through the national school system. |
| Ministry of Higher Education and Scientific Research (MoHESR) | Reforms higher education, promotes employable skills, partners with private sector for graduate employment. | Medium - focus on reducing graduate unemployment and skills mismatch. | Medium - important for long-term poverty reduction through human capital. |
| Ministry of Manpower (MoM) | Regulates labor market, enforces labor rights, promotes formalization, offers vocational training. | High - job creation and formalization directly linked to poverty reduction. | High - can influence employment policies and workplace standards. |
| Ministry of Local Development (MoLD) | Oversees local poverty alleviation projects, manages rural infrastructure development, coordinates governorates. | High - key player in reducing regional disparities. | Medium-High - strong at governorate level, but dependent on central funding. |

| Stakeholder | Role | Interest | Influence |
|---|--|--|---|
| Ministry of Health and Population (MoHP) | Expands healthcare access, manages maternal and child health programs, implements family planning initiatives. | Medium - health is a core dimension of multidimensional poverty. | Medium - nationwide service delivery through primary health units. |
| Ministry of Housing, Utilities and Urban Communities (MoHUUC) | Expands housing for low-income families, improves water, sanitation, and infrastructure in poor areas. | Medium-High - infrastructure access strongly impacts living standards. | High - major infrastructure investor. |
| Ministry of Agriculture and Land Reclamation (MoALR) | Improves rural livelihoods, food security, and agricultural productivity in poor regions. | Medium - agriculture is critical for rural poverty reduction. | Medium - important in rural and Upper Egypt interventions. |
| Ministry of Supply and Internal Trade (MoSIT) | Manages food subsidies, ration cards, and food price stabilization. | High - food security is a direct poverty dimension. | Very High - controls the primary safety net for low-income households. |
| Ministry of Communications and Information Technology (MCIT) | Expands internet access and digital literacy, closes the rural digital divide. | Medium - digital inclusion supports employment, education, and service access. | Medium - key for Objective 7 in the tree (Objective 7: Ensure Universal Access to Basic Services and Infrastructure). |
| Ministry of Youth and Sports (MoYS) | Promotes youth inclusion, entrepreneurship, and skill development programs. | Medium - youth are disproportionately affected by poverty. | Medium - targeted demographic programs. |
| Ministry of Trade and Industry (MTI) | Expands manufacturing jobs, supports SMEs, and promotes export-led growth in labor-intensive sectors. | Medium-High - employment generation links directly to poverty reduction. | High - industrial policy affects job markets. |
| Ministry of Environment (MoE) | Ensures environmental sustainability in rural development and waste management projects. | Medium - environmental quality impacts health and livelihoods in poor areas. | Medium - role is cross-cutting but less direct on monetary poverty. |

Table 16: RACI EXAMPLE of MTNSDP Strategic Objectives anchored to Egypt Vision 2030 general goal 1 "Poverty Reduction"

| Strategic Objective / Outcomes of the MTNSDP | Responsible (R) | Accountable (A) | Consulted (C) | Informed (I) |
|---|-----------------|-----------------|----------------------------|-------------------------------|
| 1. Expanded Access to Decent and Equitable Employment | | | | |
| Promoted large-scale job creation in manufacturing, agriculture, tourism, logistics | MoM, MTI, MoALR | MoM Minister | MPED, MoF, MoYS | MoLD, Employers' Associations |
| Provided private sector employment incentives (wage support, tax incentives) | MoF, MoM | MoF Minister | MTI, MoLD | MoSS |
| Reduced youth unemployment (entrepreneurship, vocational training) | MoYS, MoM | MoYS Minister | MoETE, MoHESR | NGOs, Private Sector |
| Increased women's labor participation (childcare, eldercare, digital jobs) | MoM, MoSS | MoSS Minister | MoLD, MCIT | Employers, Parliament |
| 2. Ensured Comprehensive and Fair Social Protection | | | | |
| Expanded contributory and non-contributory programs for universal coverage | MoSS, MoF | MoSS Minister | MPED, MoLD | NGOs, Parliament |
| Integrated informal workers via flexible, low-cost entry points | MoM, MoSS | MoSS Minister | Workers' Unions, Employers | MoLD |

| | | | | |
|---|----------------------|-----------------|-------------------------------|-------------------------|
| Linked programs via interoperable digital platform | MoSS, MCIT | MoSS Minister | MoF, CAPMAS | All relevant ministries |
| 3. Improved Education Quality and Aligning Skills with Market Needs | | | | |
| Expanded access to quality primary/secondary education | MoETE | MoETE Minister | MoLD, NGOs | MoSS |
| Aligned TVET and higher education with labor market needs | MoETE, MoHESR | MoHESR Minister | MoM, Private Sector | MPED |
| Strengthened PPPs for skills development | MoETE, MoM | MoM Minister | MTI, Employers | MoYS |
| 4. Formalized Informal Employment and Improving Job Quality | | | | |
| Simplified registration for small businesses & informal workers | MoM, MTI | MoM Minister | MoLD, MoF | SMEs Associations |
| Provided social protection for informal workers | MoSS, MoM | MoSS Minister | Workers' Unions and Syndicate | Parliament |
| Enforced labor standards and minimum wage | MoM | MoM Minister | Employers' Federations | MoSS |
| 5. Reduced Regional and Demographic Inequalities | | | | |
| Targeted interventions to Upper Egypt & rural Delta | MoLD | MoLD Minister | MoSS, MoALR | MoETE |
| Expanded early childhood development and nutrition programs | MoSS, MoETE | MoSS Minister | MoHP, MoLD | NGOs |
| Strengthened family planning & reproductive health | MoHP | MoHP Minister | MoSS, MoLD | MoM |
| 6. Strengthened Economic Resilience to Inflation and External Shocks | | | | |
| Stabilized household real income (index benefits & wages) | MoF, MoSS | MoF Minister | MoM, CAPMAS | Parliament |
| Built macroeconomic buffers (food/fuel reserves) | MoF, MoSIT | MoF Minister | MPED | MoLD |
| Supported inclusive sectors (agriculture, green energy, SMEs) | MoALR, MTI | MTI Minister | MoE, MoM | MoSS |
| 7. Ensured Universal Access to Basic Services and Infrastructure | | | | |
| Expanded rural broadband & digital literacy | MCIT | MCIT Minister | MoETE, MoYS | MoLD |
| Upgraded water, sanitation, waste management infrastructure | MoHUUC | MoHUUC Minister | MoLD, MoE | NGOs |
| Enhanced food security & nutrition programs | MoSIT, MoSS | MoSIT Minister | MoLD | |

Quality Criteria Checklist:

The following checklist is intended to assess the scope and quality of the Stakeholders Analysis and Responsibility Mapping identification process

Table 17: Quality Criteria Checklist:- Stage 4

| 4. Stage 4: The Stakeholders Analysis and Responsibility Mapping | | YES | NO |
|---|--|------------|-----------|
| Overall comment: | | | |
| 4.1. | Has the stakeholder long list been identified to the validated Objective Tree? | | |
| Comment: | | | |
| 4.2. | Has a comprehensive, evidence-based 4-lenses stakeholder analysis been conducted covering each of the identified objectives? | | |

| | | | |
|-------------|---|--|--|
| Comment: | | | |
| 4.3. | Have stakeholders been systematically assessed and prioritized based on interest, influence/power, and stance, with documented justification? | | |
| Comment: | | | |
| 4.4. | Has a clear RACI matrix been developed per objective/sub-objective, ensuring distribution of responsibilities among identified actors? | | |
| Comment: | | | |

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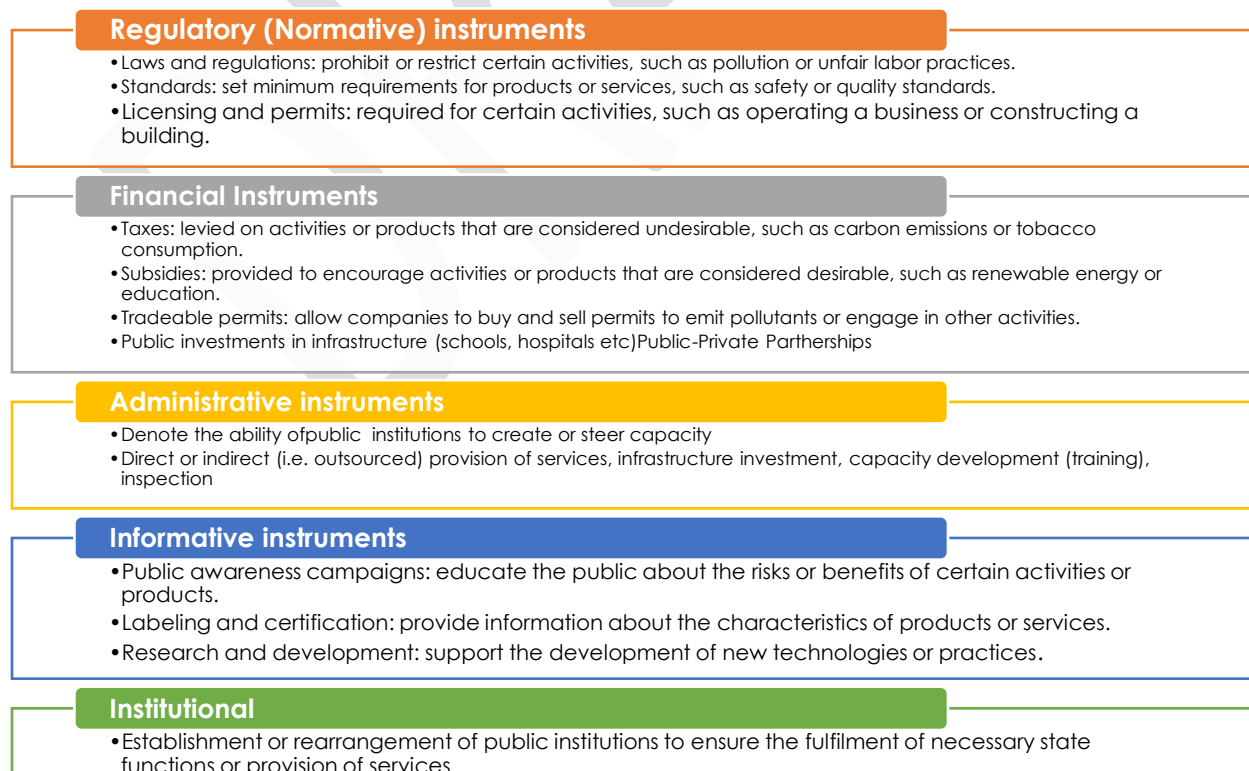
4.5 Stage 5: Implementation Mechanisms – Key Actions Based on Policy Planning Instruments

This stage turns strategic intent into operational reality. It involves developing detailed action plans that outline the key steps, resources, timelines, and institutional responsibilities required to implement each objective. This includes specifying which agencies lead or support which actions, identifying synergies between actors, and sequencing reforms for maximum impact. The process ensures that each objective is accompanied by a credible implementation pathway grounded in existing policy instruments, capacities, and budgets.

This stage also should be complemented by practical tools to enhance accountability and coordination. These include responsibility matrices, Gantt charts, and risk registers to manage execution challenges. Crucially, the implementation phase answers the question: “Who does what, how, and by when?” It aligns resources with reforms, creates milestones for delivery, and defines mechanisms for cross-sector coordination and monitoring. Ultimately, this stage operationalizes Egypt Vision 2030’s aspirations into a results-oriented, time-bound midterm plan that can be delivered with confidence.

Key actions based on types of policy instruments - Determining the key actions entails taking into consideration the different policy instruments that governments apply to solve problems in the society. The implementation of different policy instruments is crucial to achieve the goals defined in public policies. The most common types of policy instruments used by governments can be grouped accordingly:

Figure 23: The most common types of policy instruments used by governments



ICAT's Methodology on Sustainable Development¹¹ identifies a wider categorization of sustainable development policy instruments, as below:

Table 18: Sustainable development policy instruments

| Type of policy | Description |
|--|--|
| Regulations and standards | Regulations or standards that specify abatement technologies (technology regulation or standard), or minimum requirements for energy consumption, pollution output or other activities (performance regulation or standard). They typically include penalties for non-compliance. |
| Taxes and charges | Levies imposed on each unit of activity by a source – for example, a fuel tax, carbon tax, traffic congestion charge, or import or export tax. |
| Subsidies and incentives | Direct payments, tax reductions, price supports or the equivalent provided by governments to an entity for implementing a practice or performing a specified action. |
| Voluntary agreements or actions | Agreements, commitments or actions undertaken voluntarily by public or private sector actors, either unilaterally or jointly in a negotiated agreement. Some voluntary agreements include rewards or penalties associated with participating in the agreement or achieving the commitments. |
| Information instruments | Requirements for public disclosure of information. They include labelling programmes, reporting programmes, rating and certification systems, benchmarking, and information or education campaigns aimed at changing behaviour by increasing awareness. |
| Emissions trading programmes | Programmes that establish a limit on aggregate emissions of various pollutants from specified sources; require sources to hold permits, allowances or other units equal to their actual emissions; and allow permits to be traded among sources. These programmes are also referred to as emissions trading systems or cap-and-trade programmes. |
| Research, development and deployment policies | Policies aimed at supporting technological advances, through direct government funding or investment, or facilitation of investment, in technology research, development, demonstration and deployment activities. |
| Public procurement policies | Policies requiring that specific attributes (such as social or environmental benefits) are considered as part of public procurement processes. |
| Infrastructure programmes | Provision of (or granting a government permit for) infrastructure, such as roads, water, urban services and high-speed rail. |
| Implementation of technologies, processes or practices | Implementation of technologies, processes or practices (e.g. those that reduce emissions compared with existing technologies, processes or practices). |
| Financing and investment | Public or private sector grants or loans – for example, those supporting development strategies or policies (e.g. development policy loans or development policy operations such as loans, credits and grants). |

¹¹ ICAT (Initiative for Climate Action Transparency) (2020). Sustainable Development Methodology: Assessing the Environmental, Social and Economic Impacts of Policies and Actions, D. Rich, R. Song and K.H. Olsen eds. Washington D.C.: World Resources Institute; Copenhagen: UNEP DTU Partnership. <https://climateactiontransparency.org/our-work/icat-toolbox/assessment-guides/sustainable-development-2/>

The various types of policy instruments should be taken into account as an inspiration for the choice of key actions in the MTNSDP, that are intended to address the sub-causes identified in the Problem Tree exercise above, and attribute to output indicators.

Table 19: Example- Policy Area Climate Change Response

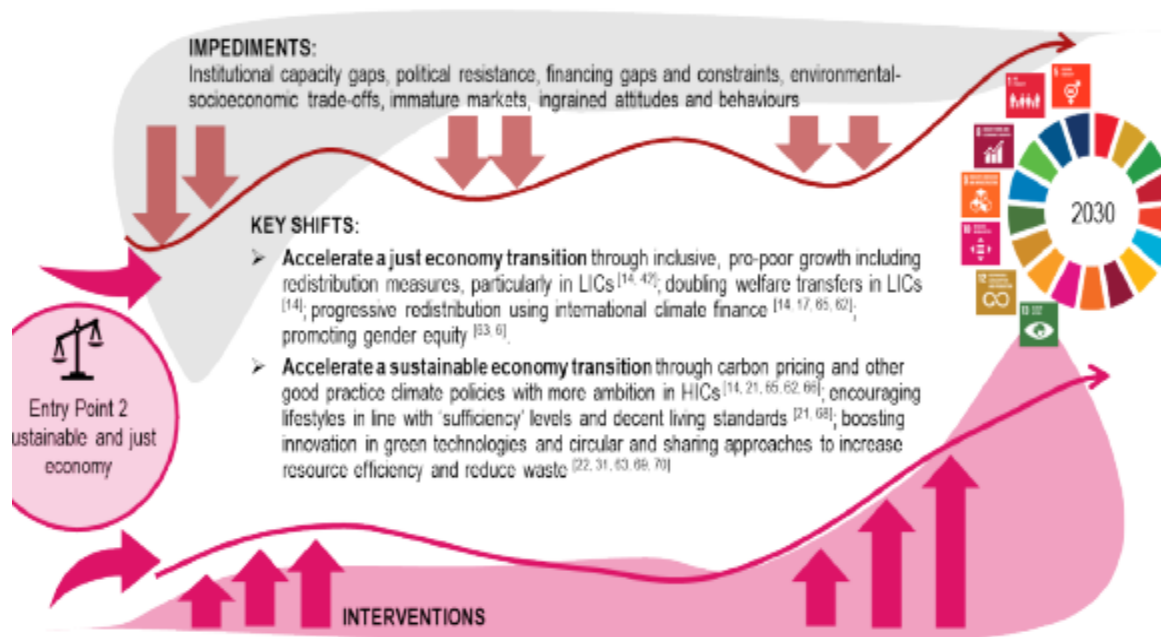
| Policy Actions | instruments/Key | Output indicators |
|--|-----------------|--|
| Renewable portfolio standard | | Total electricity generation by source (such as wind, solar, coal, natural gas). |
| Waste Regulation | Management | Tonnes of waste sent to landfills, tonnes of waste sent to recycling facilities, tonnes of waste sent to incineration facilities. |
| Energy efficiency standards for appliances | | Number of appliance standards and reporting templates published, number of appliance manufacturers from which information on sold appliances is collected. |
| Government buildings retrofit programme | | Number of retrofit projects procured. |
| Subsidy for home insulation | | Amount of subsidies issued. |
| Sustainable agriculture programme | | Soil carbon content, tonnes of synthetic fertilisers applied, crop yields |
| Information campaign to encourage home energy conservation | | Household energy use |
| New Public Transport Strategy | | Passenger kilometres travelled by mode (such as subway, bus, train, private car, taxi, bicycle). |

Choice of Key Policy Actions in the MTNSDP should be driven by intention to solve the problems, i.e. address their causes and sub-causes, but also inspired by some good practices towards achievement of the SDGs. In the article “Accelerating progress on the SDGs: Policy guidance from the global modeling literature”¹², there is an overview of key policy interventions in six transformation entry points identified by global research, meant to accelerate the attainment of the SDGs (well-being, the economy, food, energy, urban, and environmental systems) which can be useful to take into account when designing policy actions for the MTNSDP.

Below in (figure 24) is the example of the **Entry point 2: Sustainable and just economies**, with key policy shifts (more general and higher-level outcome assumptions) and **example interventions (more specific actions, categorized by authors as policy, finance, technology, and behavioral changes)**.

¹² Allen et al., Accelerating progress on the SDGs: Policy guidance from the global modeling literature, One Earth (2025), <https://doi.org/10.1016/j.oneear.2025.101286>

Figure 24: The modeling literature of sustainable and just economies



| | |
|-------------------|---|
| Policy | <p>Just Economy: Policies for redistribution, income transfers, and redirecting public investments to focus on productive capacity and raising the incomes of the poor^{30,71}, including universal cash transfers¹⁴, universal insurance coverage,⁶² or instituting a basic income⁴². Social transfer schemes can include equal per capita payments or progressive redistribution inversely proportional to income⁶².</p> <p>Sustainable Economy: good practice climate policies including economy-wide carbon pricing using carbon taxes or cap-and-trade to set a uniform global price which varies over time^{21,66,67} or regional differentiation with higher prices in higher-income regions (e.g. USD40/tCO₂ in OECD, EU countries; USD25/tCO₂ in Russia, Eastern Europe, China, Korea and Latin America; and USD10/tCO₂ in all other countries by 2030)⁶⁶. Environmental policies and taxation to accelerate behaviour change, for example when applied to transport or energy⁴³. Governments can also create markets for new innovations through regulations, tax exemptions, deployment subsidies and labelling⁶³.</p> |
| Finance | <p>Just Economy: recycling revenue raised from carbon taxes in all countries to households to alleviate poverty, with shortfalls in LICs to be met by a portion of revenues raised in HICs and committed to a global fund⁶⁵. For example, 5% of energy-sector carbon revenues in industrialized countries could provide USD100 billion/year (or 0.2% of GDP of donor countries)⁶². Addressing the absolute poverty gap (shortfall in income relative to the poverty line) requires USD84 billion by 2030 compared to potential carbon tax revenues of USD436-1360⁶⁵. Greater concessional finance and debt relief for developing countries to ensure scope for social spending³⁰.</p> <p>Sustainable Economy: Global carbon tax revenue potential of USD436-1360 billion by 2030 under different mitigation pathways⁶⁵. Rollout of good practice climate policies would cost 0.02% in annual GDP growth to 2050⁶⁵.</p> |
| Technology | <p>Sustainable Economy: Industry technology measures include carbon capture and storage (HICs 1.5% of total CO₂ emissions by 2030), improving final energy efficiency (HICs 11% and LMICs 6% by 2030); and reducing N₂O emissions⁶⁶. Support for green innovations from state investment banks, public-private financing facilities, and government science funding mechanisms, including increasing investment in R&D²¹ and divestment in current business-as-usual practices and technologies²².</p> |

Quality Criteria Checklist:

The following checklist is intended to assess the scope and quality of Identifying Implementation Mechanisms and Key Actions Based on Policy Planning Instruments process

Table 20: Quality Criteria Checklist:- Stage 5

| 5. Stage 5: Focus on Implementation | yes | No |
|---|------------|-----------|
| 5.1 Are the Key Actions Defined per each objective? | | |
| Comment: | | |
| 5.2 Are the Key Actions defined based on some policy planning instrument (normative, financial, institutional, administrative, informative)? | | |
| Comment: | | |
| 5.3 Is there a leading institution/partner institution(s) designated to implement the agreed Key Actions? | | |
| Comment: | | |
| 5.4 Are start and end dates set for the Key Actions? | | |
| Comment: | | |
| 5.5. Are output indicators set for each Key Action? | | |
| Comment: | | |

4.6 Stage 6: Policy Coherence & Portfolio Selection

Stage 6 of the national planning cycle serves as the critical bridge between strategic planning and concrete action. It transforms a collection of draft programs, developed in earlier stages, into a coherent, finance-ready national development portfolio. This process of ensuring that these programs collectively advance Vision 2030 in the most effective manner possible. By systematically evaluating program interactions, this stage is designed to maximize positive synergies, mitigate harmful trade-offs, and ultimately present decision-makers with an evidence-based portfolio before final plan endorsement.

Purpose and Core Objective of Stage 6

This stage is not a bureaucratic exercise but a vital diagnostic process. It converts a long list of candidate programs into a prioritized, evidence-based portfolio that is ready for budget allocation and execution. The analysis conducted here provides the analytical foundation for high-stakes decisions on which initiatives to fund, which to refine, and which to discontinue.

The primary purpose of Stage 6 is to diagnose the alignment of proposed programs with national goals, reveal hidden synergies and trade-offs between them, and select or refine a final portfolio for official endorsement. It directly answers the central question for portfolio management:

Central Question Answered by Stage 6

“Which programmes should be endorsed, redesigned, piloted, sequenced or discontinued so the MTNSDP advances Vision 2030 without harmful trade-offs?”

The Core Analytical Tools

To ensure that diverse programs are assessed objectively and on a comparable basis, the Egypt PCSD Guidance - developed under the OECD-Egypt Country Programme (ECP) Component 5.1- provides the methodological foundation for examining policy coherence. This framework establishes the standardized tools and processes required to analyze how well proposed actions align with MTNSDP goals, national priorities, sectoral strategies, and Egypt Vision 2030.

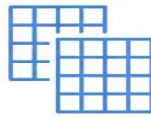
The framework is operationalized through the application of two core tools adapted from the Italian experience: The Policy Coherence Fiche is used to generate the evidence-based analysis needed to detect potential trade-offs and inconsistencies at an early stage, while the Policy Coherence Matrix serves to identify interlinkages and strengthen synergies across policy domains. This structure ensures methodological rigor and defensibility by positioning coherence as a core quality of planning within the mid-term planning process, rather than a parallel or stand-alone exercise.

Figure 25: PCSD Guidance - Tools and Methods



The Coherence Fiche

The "single source of truth." A standardized document compiling all essential data and evidence for each individual programme.



The Coherence Matrices (A & B)

The architectural framework. Two matrices that map and structure the relationships between all programs and national goals.



The TOM Scoring Method

The analytical engine. A transparent formula used to quantify the nature and strength of each program's impact on each goal.

A. The Coherence Fiche

The Coherence Fiche serves as the "single source of data" for **each programme** under assessment. It is a standardized document that compiles all essential information and evidence required to conduct a thorough and consistent coherence assessment. A completed fiche must include:

- Policy¹³ Identification
- Official Title
- Legal Basis
- Reference Code
- Responsible Authority
- Start/End Dates
- Total Budget
- Policy Objectives
- Primary Objectives
- Secondary Objectives
- Measurable Targets
- Target Groups
- Beneficiary Groups
- Eligibility Criteria
- Geographic Scope
- Policy Instruments
- Instrument Classification
- Implementation Mechanisms
- Coherence Assessment
- Internal Coherence Analysis
- External Coherence Analysis
- Indicators and Monitoring
- Performance Indicators
- Data Sources
- Monitoring Frequency
- Document Control
- Version Number
- Date
- Approval Status

Figure 26: The Coherence Fiche

A standardized document that compiles all essential information and evidence required to conduct a thorough and consistent coherence assessment. It is the primary data source for all scoring.

| | |
|-------------|---|
| [Title Box] | |
| | Policy Identification Official Title, Responsible Authority, Budget, Dates. |
| | Policy Objectives Primary & Secondary Objectives, Measurable Targets, Beneficiary Groups. |
| | Policy Instruments Instrument Classification, Implementation Mechanisms. |
| | Coherence Assessment Analysis of Internal and External Coherence. |
| | Indicators & Monitoring Performance Indicators, Data Sources. |

The Critical Rule

The Fiche provides the verifiable evidence that is cited to justify every score assigned in the matrices.

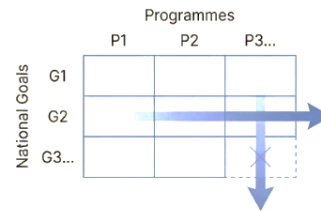
¹³ In this context, a policy refers to a program. However, the policy fiche is a tool that represents objectives - such as Vision 2030 strategic objectives, general objectives, and specific sectoral objectives - as well as the programs designed to achieve them.

B. The Coherence Matrices

Two complementary matrices that provide a structured way to map and quantify the relationships between programs and strategic goals.

Matrix A (Goal-Centered): This matrix maps **Goals** (Vision General Goals / Mid-term Goals) against all candidate **Programmes**. Its primary function is to assess the overall level of support each national goal receives from the portfolio, highlighting areas of strong coverage as well as potential gaps.

Figure 27: Matrix A (Goal-Centered)



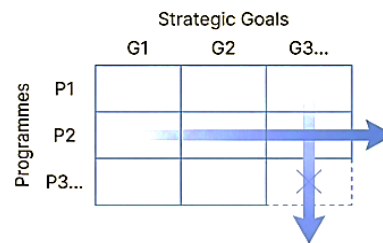
Structure: Maps National Goals (rows) against all candidate Programmes (columns).

Core Question Answered: "How well is Goal X supported by our entire portfolio?"

Purpose: Assesses the overall support each national goal receives, highlighting strong coverage and identifying critical gaps.

Matrix B (Programme-Centered): This matrix maps **Programmes** against all strategic **Goals**. It is used to analyze the specific impact profile of each individual programme, detailing which goals it supports, which it may hinder, and the overall breadth of its influence.

Figure 28: Matrix B (Programme-Centered)



Structure: Maps Programmes (rows) against all strategic Goals (columns).

Core Question Answered: "What is the full impact profile of Programme Y across all our national goals?"

Purpose: Analyzes the specific impact of each individual programme, detailing which goals it supports or hinders.

In short, Matrix A provides a 'goal-centric' view to answer, "How well is Goal X supported by the entire portfolio?", while Matrix B provides a 'programme-centric' view to answer, "What is the full impact profile of Programme Y across all the national goals?"

The TOM Scoring Method

The TOM scoring method is the analytical engine used to quantify the nature and strength of the relationship between a single programme and a specific strategic goal. Each interaction is assigned a score based on a simple, transparent formula.

The formula is presented as: $\text{Score} = T \times O \times M$

Figure 29: The TOM Scoring Method

$$\text{Score} = T \times O \times M$$

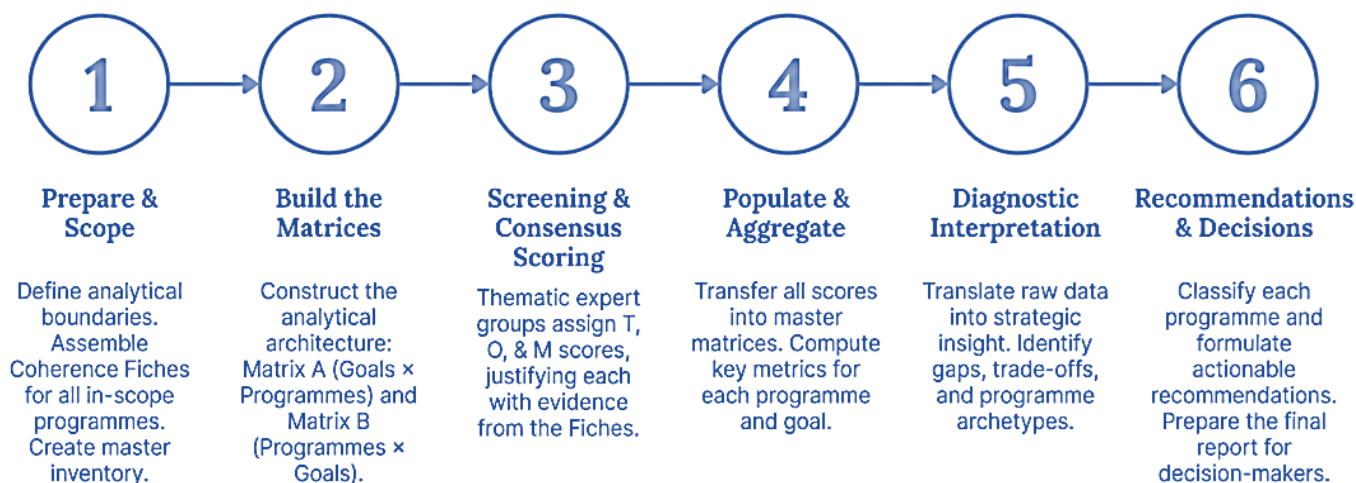
| T (Type) | O (Orientation) | M (Magnitude) |
|--|--|--|
| How directly the programme contributes. | Whether the impact is positive or negative. | The scale or significance of the impact. |
| <ul style="list-style-type: none"> • Direct = 1 • Indirect = 0.4 • None = 0 | <ul style="list-style-type: none"> • Positive = +1 • Negative = -1 | <ul style="list-style-type: none"> • High = 1 • Average = 0.7 • Low = 0.4 • Very Low = 0.1 • Null = 0 |

For example, a programme designed to directly improve educational access (T=1), which makes a positive contribution (O=+1) at a moderate scale (M=0.7), would receive a score of $1 \times +1 \times 0.7 = 0.7$.

The 6-Steps Implementation Process

To translate raw program data into a coherent strategic portfolio, the Policy Coherence for sustainable development guidance advises following a structured, six-steps process. This sequence is essential for ensuring a rigorous, auditable, and consensus-driven outcome.

Figure 30: Steps to translate raw program data into a coherent strategic portfolio



Step 1: Prepare & Scope

This foundational phase involves defining the analytical boundaries of the exercise - which programmes, goals, and timeframes are under review. The core task is to assemble the Coherence Fiches for all in-scope programmes. A master inventory must be created that links each programme's unique ID to its corresponding Logical Matrix entries.

Step 2: Build the Matrices

In this phase, the analytical architecture is constructed by creating Matrix A (Goals × Programmes) and Matrix B (Programmes × Goals).

Practical Note: Use a single spreadsheet (with protected tabs) to keep matrices consistent and auditable. To focus the analytical effort, pre-mark any obvious non-links between a programme and a goal as zero before the detailed scoring begins.

Step 3: Screening & Consensus Scoring (TOM)

This is the core analytical phase, conducted by thematic working groups of 3–6 subject-matter experts. The process involves two key activities: first, screening each programme-goal pair to remove any irrelevant links, and second, assigning T, O, and M scores for all remaining relevant links. A critical requirement of this phase is that a 1-2 sentence justification, citing evidence directly from the programme's Coherence Fiche, must be provided for every score.

Rule: Require at least one cited evidence item for each non-zero cell to reduce subjectivity.

Step 4: Populate & Aggregate

Once the working groups complete their scoring, all individual TOM scores and justifications are transferred into the master matrices (A & B). From this raw data, key metrics are computed to facilitate analysis:

For each Programme (in Matrix B): Calculate the mean positive score, the number and percentage of negative scores, and the programme's 'footprint' (the sum of its absolute scores, representing its total influence, both positive and negative).

For each Goal (in Matrix A): Calculate the total support (the sum of all positive scores it receives), identify coverage gaps (goals with weak or few supporting links), and determine the share of goals with no support.

Figure 31: Screening & Consensus Scoring

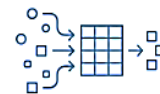


Conducted by thematic working groups of 3–6 subject-matter experts to ensure diverse perspectives and reduce bias.

****The Golden Rule****

A 1-2 sentence justification, citing specific evidence from the programme's Coherence Fiche, **must be provided for every single non-zero score**. This is essential to reduce subjectivity.

Figure 32: Populate & Aggregate



Once scoring is complete, key metrics are calculated to enable analysis:



For Each Programme (in Matrix B): Mean positive score, number of negative scores, and total 'footprint' (sum of absolute scores).



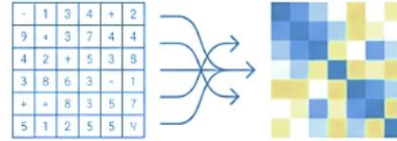
For Each Goal (in Matrix A): Total support from the portfolio, identification of coverage gaps.

Step 5: Diagnostic Interpretation

This is the point where raw data is translated into strategic insight. The analysis focuses on answering several key diagnostic questions:

- Which goals are **well-supported** by the portfolio, and which are **under-supported** (coverage gaps)?
- Is there potential **duplication** of effort or are there significant **gaps** across the entire portfolio?
- Are there significant **trade-offs**, where a programme has strong positive impacts on some goals but critical negative impacts on others?
- How can programmes be classified into **archetypes** to guide recommendations? The use of visual aids, such as heatmaps, is highly recommended for presenting these findings clearly.

Figure 33: Diagnostic Interpretation



This is where raw numbers are translated into strategic insight - by answering key questions:

- Which goals are well-supported and which are neglected?
- Are there significant trade-offs (strong positive and negative impacts within one programme)?
- Is there potential duplication of effort across the portfolio?

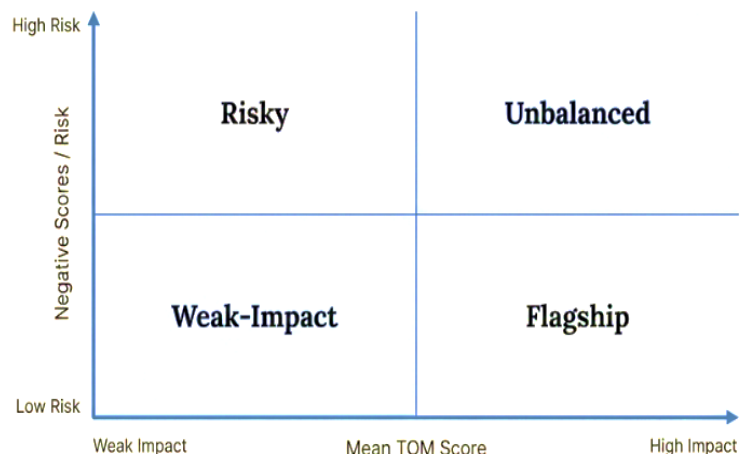
Use visual aids like heatmaps of the matrices to present findings clearly.

Step 6: Recommendations & Decisions

In the final phase, the analytical insights are converted into actionable recommendations for FINAL programs selections. Each programme is classified into one of four categories, each with a corresponding action: **Endorse**, **Redesign w/ mitigation**, **Pilot/Defer**, or **Discontinue**. Any recommendation for a "Redesign" must be accompanied by a short, practical mitigation plan. The final deliverable is the **Coherence Assessment Report**, which is submitted to technical committees and budget authorities for final decisions.

Figure 34: Programme archetypes

This process culminates in a set of clear classifications that help decision-makers navigate complex choices, as detailed in the programme archetypes below.



Box 5. Interpreting Programme Archetypes

Programme archetypes are a powerful classification system used to translate complex scoring data into clear, standardized strategic recommendations. By categorizing programs based on their impact profiles, decision-makers can apply a consistent logic to portfolio selection. The TOM score thresholds noted here are indicative and can be adapted to fit national priorities.

1. Flagship (Endorse)

- **Criteria:** The programme has a mean TOM score ≥ 0.6 with minimal or zero negative scores.
- **Recommendation:** These are high-impact, low-risk programmes. The recommendation is to **endorse** for full implementation or scale-up.

2. Unbalanced (Redesign)

- **Criteria:** The programme has a strong positive impact (mean TOM score ≥ 0.6) but also generates material negative scores.
- **Recommendation:** The programme's negative impacts must be addressed. The recommendation is to **redesign** with a clear mitigation plan before it can be endorsed.

3. Weak-Impact (Defer/Pilot)

- **Criteria:** The programme has a mean TOM score between 0.1 and 0.6 and a limited overall footprint.
- **Recommendation:** The programme's projected impact does not justify a full-scale investment at this time. The recommendation is to **defer**, consolidate it with other weak programmes, or run a **pilot** to validate its impact.

4. Risky (Reject/Major Redesign)

- **Criteria:** The programme has a mean TOM score ≤ 0 or is associated with multiple critical negative scores that are difficult to mitigate.
- **Recommendation:** This programme poses a net risk to the national agenda. The recommendation is to **reject** it outright or return it for a complete overhaul and resubmission.



1. Flagship

Criteria: High positive impact (mean TOM score ≥ 0.6) with minimal or zero negative scores.

Recommendation: **Endorse**. These are high-impact, low-risk programmes ready for full implementation or scale-up.



2. Unbalanced

Criteria: Strong positive impact (mean TOM score ≥ 0.6) but also generates material negative scores.

Recommendation: **Redesign**. The programme's negative impacts must be addressed via a clear mitigation plan before it can be endorsed.



3. Weak-Impact

Criteria: Limited positive impact (mean TOM score between 0.1 and 0.6) and a limited overall footprint.

Recommendation: **Defer/Pilot**. The projected impact doesn't justify full investment now. Consider deferring, consolidating, or running a pilot.



4. Risky

Criteria: Net negative impact (mean TOM score ≤ 0) or multiple critical negative scores that are difficult to mitigate.

Recommendation: **Reject/Major Redesign**. This programme poses a net risk to the national agenda and should be rejected or completely overhauled.

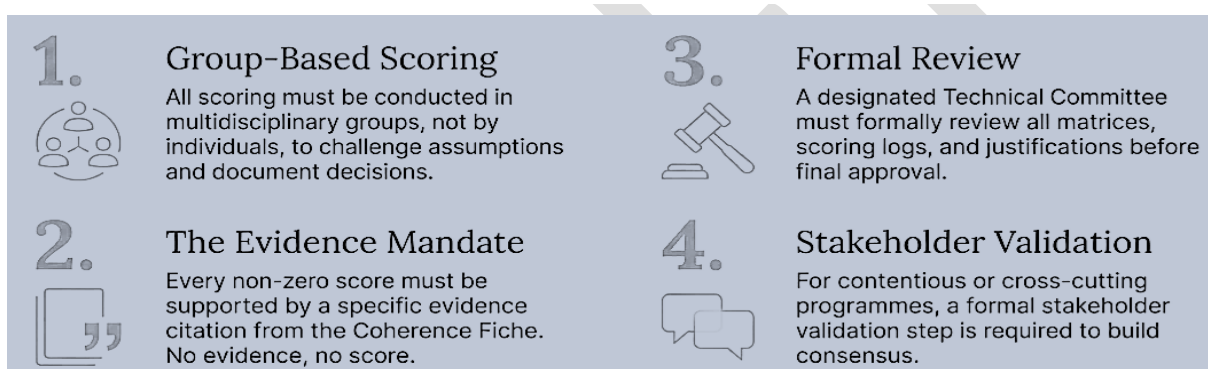
These classifications provide a direct and evidence-based input into the national budget allocation and governance processes.

Quality Assurance & Governance

To ensure a high-quality, objective, and transparent process, the following rules must be enforced:

1. **Group-Based Scoring:** All scoring must be conducted in multidisciplinary groups, not by individuals, and all decisions and justifications must be fully documented.
2. **Evidence Mandate:** Every non-zero score assigned in the matrices must be supported by a specific evidence citation recorded in the programme's Coherence Fiche.
3. **Formal Review:** A designated Technical Committee must formally review all matrices, scoring logs, and validation notes before the final Coherence Assessment Report is approved.
4. **Stakeholder Validation:** For programmes that are particularly contentious or have highly cross-cutting impacts, a formal stakeholder validation step is recommended to build consensus and ensure all perspectives are considered.

Figure 35: Quality Assurance & Governance rules



Integration with Budget & Ex-Ante Checks (project selection criteria as listed in AESDP Toolkit)

The outputs of Stage 6 feed directly into the next phases of annual planning and projects endorsement. Selected programmes in the MTNSDP will still undergo into appraisal (projects selection process and criteria illustrated in AESDP Toolkit) and are prioritized for budget allocation. Redesigned programmes receive conditional approval, pending the implementation and validation of their mitigation plans.

Figure 36: Integration with Budget & Ex-Ante Checks



Note Bene - Rank programmes by a composite index (coherence score × strategic priority × feasibility) and allocate the mid-term budget framework and fiscal envelope sequentially.






Tip: Retain a small contingency to pilot redesign options before full funding.

Deliverables

The successful completion of Stage 6 is marked by the production of five key outputs:

- Populated Matrix A & B (in an electronic master file)
- Completed Coherence Fiches for all assessed programmes
- The full TOM scoring log with all justifications
- A programme classification list with recommended actions and required mitigation plans
- The final Coherence Assessment Report for decision-makers with all supporting annexes (matrices, fiches, scoring log)

Figure 37: Key outputs of stage 6

| | | |
|----|---|--|
| 1. |  | Populated Matrix A & B The complete electronic master file with all scores. |
| 2. |  | Completed Coherence Fiches One for every assessed programme. |
| 3. |  | The Full TOM Scoring Log Includes all scores with their corresponding justifications and evidence citations. |
| 4. |  | Programme Classification List A summary table of all programmes, their archetype classification, and recommended actions (including mitigation plans). |
| 5. |  | The Final Coherence Assessment Report The formal report for decision-makers, with all other deliverables included as supporting annexes. |

Final Best Practices (Do's and Don'ts)

Adhering to these simple best practices will significantly enhance the quality, efficiency, and credibility of the assessment.

Table 21: Coherence Assessment Do's and Don'ts

| Do | Don't |
|---|--|
| Require written evidence for all non-zero scores to ground the analysis in facts. | Ensure that political considerations do not override evidence-based coherence; any such override must be explicitly documented and justified. |
| Work in small multidisciplinary teams to challenge assumptions and reduce individual bias. | Don't confuse a lack of evidence with a negative impact; record it as a data gap and plan accordingly. |
| Keep templates simple and focused to ensure they can be completed in a timely manner. | |

Quality Criteria Checklist:

The following checklist is intended to assess the scope and quality of checking Policy Coherence & Portfolio Selection process

Table 22: Quality Criteria Checklist:- Stage 6

| Stage 6 - Policy Coherence & Portfolio Selection | Yes | No |
|---|------------|-----------|
| 6.1 Do all programmes within scope have a Coherence Fiche prepared? | | |
| Comment: | | |
| 6.2 Are Matrix A and Matrix B fully populated and aggregated? | | |
| Comment: | | |
| 6.3 Is TOM scoring completed within thematic groups and supported by evidence? | | |
| Comment: | | |
| 6.4 Are Programme archetypes assigned, with mitigation plans drafted where required? | | |
| Comment: | | |
| 6.5 Is the Coherence Report prepared and validated? | | |
| Comment: | | |
| 6.6 Are Recommendations integrated into the ex-ante and budget processes? | | |

4.7 Stage 7: Laying Foundations for Better Performance Information – Logical Matrix and Indicators

This stage is setting performance indicators and comes in line with/as part of the "program & performance" methodology, as stipulated by the law 18/2022.

With problems clearly defined and objectives in sight, the next step is to formalize results using the logical framework approach. This stage helps convert broad ambitions into structured results chains, beginning with strategic objectives and translating them into outcomes and outputs¹⁴ (results), in addition to activities (interventions). It supports the development of clear, measurable indicators-anchored in baselines and targets-so that performance can be tracked over time. The Logical Framework Matrix (Log frame) becomes the central planning tool to ensure alignment between inputs, actions, and intended results.

Performance information is vital for transparency, accountability, and adaptive management. This stage equips planners with the skills to formulate SMART quantitative indicators (Specific, Measurable, Achievable, Relevant, and Time-bound), and RACR qualitative indicators (Reliable, Accepted, Credible, and Robust), define data sources, and assign responsibilities for data collection and reporting. It also promotes solutions such as digital data platforms and third-party validation. By the end of this stage, every objective in the midterm plan is supported by a clear performance framework, making success measurable and progress reportable.

The Log-Frame Matrix provides a structured results chain that connects strategic Objectives with actions. Each component has a distinct role:

1. Strategic Objective of the MTNSDP

Definition: A medium-term national development priority derived from broader LNSDP goals and national policy commitments, including Egypt Vision 2030. It represents the higher-level change that the MTNSDP seeks to achieve through the collective realization of its outcomes.

Purpose: Provides strategic direction and ensures that the MTNSDP contributes directly to long-term sustainable development commitments.

Characteristics: Strategic and nationally owned - Broad but direction-setting - Achieved through multiple reinforcing outcomes

Example: Under the LNSDP Priority Area "Ensure equitable access to quality education nationwide" (VISION 2030 General Goal 4 "quality of education"), the anchored MTNSDP strategic objective is **"Increased equitable access to pre-university education and enhanced learning outcomes for all students in underserved rural and peri-urban areas."**

¹⁴ The MTNSDP covers the results levels till outcomes, while the output level is usually covered in the detailed action plan, in this context the AESDP

2. Outcomes

Definition: The measurable changes in behavior, performance, institutional capacity, or social conditions that occur as a result of MTNSDP interventions and collectively lead to achieving the strategic objective.

Purpose: Capture the tangible benefits experienced by citizens, institutions, or systems as a result of government programs and Interventions.

Characteristics: Measurable - Medium-term - Largely attributable to implemented policies and programs (though influenced by external factors)

Example:

Children in underserved areas have sustained access to pre-university education with reduced dropout and repetition rates.

Teaching practices and school-based learning interventions improved student proficiency in literacy, numeracy, and core subjects.

3. Output

Definition: The direct deliverables produced by ministries, agencies, or partners through government programs and interventions to achieve outcomes. These include goods, services, or regulations delivered within the planning cycle.

Purpose: Demonstrates whether ministries and implementing institutions are delivering on their commitments.

Characteristics:

- Fully within the control of implementing institutions
- Usually quantitative
- Serve as the building blocks for realizing the change indicated in the outcome.

Example:

- "10,000 new classrooms built"
- "Number of students receiving daily school meals"

4. key Actions¹⁵ [key actions are explained in details in stage 5 – but referenced here as it is integral part of the log-frame]

Definition: The specific interventions, projects, or initiatives carried out by ministries, agencies, or partners to generate outputs.

Purpose: Provide operational detail and ensure that planned outputs are translated into concrete, time-bound activities.

Characteristics:

¹⁵ Activity and action levels are primarily detailed in the annual plans, where they may appear as standalone STEPS of projects or as components of sectoral projects and initiatives. However, in line with common practice, key actions are also incorporated into the mid-term national plans to ensure alignment, traceability, and reference to national development objectives.

- Time-limited
- Resource-bound
- Operational and actionable
- Most detailed level of the framework

Example:

- **Expand Rural and Peri-Urban School Infrastructure:** Formulate and implement policies ensuring equitable construction, rehabilitation, and resource allocation of classrooms and learning facilities in underserved rural and peri-urban areas.
- **Promote Community-Based & Multi-Grade Schooling in Rural and Peri-Urban Areas:** Institutionalize multi-grade and community-supported schooling models targeted at sparsely populated or hard-to-reach rural villages and underserved peri-urban neighborhoods.
- **Implement Conditional Education Support Programs for Rural and Peri-Urban Students:** Establish cash transfer and school feeding policies linked to enrollment, attendance, and learning performance to incentivize participation of children in rural and peri-urban schools.
- **Establish Early Warning & Student Tracking Systems in Rural and Peri-Urban Schools:** Mandate monitoring and early identification systems in rural and peri-urban schools to track attendance, learning outcomes, and dropout risks, enabling timely and localized interventions.
- Support retention through school feeding programs

Note Bene: For operationalization and traceability, all MTNSDP key actions in the log-frame should be anchored to the national program structure - elaborated by the Ministry of Finance (MoF) and the Ministry of Planning and Economic Development (MPED) in alignment with the program performance budgeting framework - and described as Key action anchored to certain government sub-program under the Main Government programs.

5. Indicators

Definition: Quantitative or qualitative measures used to track progress and assess performance at each level of the results chain (strategic objective, outcome, output, or activity).

Purpose: Translate ambitions into measurable commitments and enable effective monitoring and evaluation.

Characteristics:

- Must meet **SMART** and **RACR** criteria¹⁶
- Each indicator should have:
 - Baseline value

¹⁶ SMART quantitative indicators (Specific, Measurable, Achievable, Relevant, and Time-bound) provide a structured framework for setting clear, trackable targets. In parallel, RACR qualitative indicators (Reliable, Accepted, Credible, and Robust) ensure that qualitative assessments are trustworthy, broadly endorsed, evidence-based, and resilient across different contexts. Together, SMART and RACR offer a balanced approach to monitoring and evaluation, combining precision in measurement with rigor in qualitative judgment.

- Target value
- Source of data
- Responsible body
- Indicators should be verifiable and attributable to the relevant interventions

Example:

- **Strategic Objective-level:** Percentage of children aged 6–18 in targeted rural and peri-urban areas enrolled in pre-university schools, measured annually, aiming to increase Net enrollment ratio (NER) from baseline 80% to 92% by end of FY4.
- **Outcome-level:** Average number of students per classroom in targeted rural and peri-urban schools, measured annually, targeted to reduce from 45:1 baseline to 36:1 by FY4.
- **Output-level:** (Number of classrooms constructed)- (Number of schools equipped with functional student tracking system.)

Indicator Passport \ Card

Definition:

A structured document that provides detailed information about a specific indicator, enabling consistent understanding, tracking, and reporting. It serves as the “identity card” of an indicator within a monitoring and evaluation system.

Purpose:

- Ensure that every indicator is clearly defined, measurable, and actionable.
- Facilitate data collection, analysis, and reporting by providing all necessary reference information in one place.
- Promote consistency and comparability across projects, programs, and result levels.
- Enhance accountability by linking indicators directly to responsible institutions and interventions.

Key Elements of an Indicator Passport:

- Indicator Name: Clear and descriptive title of the indicator.
- Result Level: Strategic objective, outcome, output, or activity the indicator measures.
- Definition: Explicit description of what the indicator measures.
- Unit of Measurement: Quantitative (e.g., percent, ratio, number) or qualitative.
- Rationale / Purpose: Explanation of why this indicator is relevant for monitoring progress.
- Baseline Value (with Year): Starting point for measuring change.
- Target Value (with Year): Desired achievement by a specific time.
- Data Source(s): Official sources from which data will be collected.
- Method of Data Collection: Surveys, administrative records, inspections, or other techniques.
- Method of calculation
- Responsible Institution(s): Lead and supporting agencies accountable for data accuracy and reporting.

- Frequency of Data Collection / Reporting: Annual, quarterly, or as relevant.
- Assumptions / Risks: Factors affecting the indicator's performance or reliability.
- Notes / Comments: Any additional clarifications or guidance.

Example Indicator Passport

Indicator Name: Student–Textbook Ratio

Result Level: Outcome 4.2 – Learning Environment & Digital Readiness

Definition: Average number of students per textbook in core subjects at the pre-university level, measuring adequacy of learning resources.

Purpose: Tracks availability of essential learning materials, ensuring equity and quality in rural and peri-urban schools.

Unit of Measurement: Ratio (students per textbook)

Baseline Value (2026): 3:1

Target Value (2030): 1:1

Data Source(s): Ministry of Education inventory records; EMIS (Education Management Information System)

Method of Calculation:

Student–Textbook Ratio = (Total enrolled students ÷ Total textbooks available)

Responsible Institutions for Data Collection:

- Lead: Ministry of Education – Planning and Policy Sector
- Supporting: Local Education Directorates

Frequency: Annual (aligned with academic year)

Assumptions / Risks: Timely procurement and distribution of textbooks; risk of supply chain delays.

Note bene: Indicator Passports and Cards are not part of the Logframe itself, but are developed as separate documents. They are typically referenced within the monitoring and evaluation framework or plan.

6. Baseline and Target Values

Baseline: The quantitative value or qualitative status of an indicator measured at a specific point in time - typically before or at the start of the planning cycle. It serves as the reference point against which future progress and change are assessed.

Target: The desired quantitative value or qualitative status of an indicator to be achieved by the end of the planning cycle, with annual milestones.

Purpose: Establishes clear benchmarks for measuring progress, ensuring accountability, and enabling performance monitoring.

Example:

- Baseline: 88% primary school enrollment in 2026

- Target: 95% primary school enrollment by 2030
- Annual targets: Y1:90%, Y2: 92%, Y3:94%, Y4:95%

7. Assumptions and Risks

Definition: External conditions, events, or factors that are outside the direct control of the MTNSDP but may positively (assumptions) or negatively (risks) influence the achievement of objectives and outcomes

Purpose: Ensure that planners systematically anticipate vulnerabilities, and incorporate mitigation or contingency measures into implementation.

Characteristics:

- Outside the direct control of implementing institutions
- Identified at each results level (objective, outcome, output)
- Prioritized based on likelihood and potential impact
- Linked, where relevant, to mitigation or response strategies (though detailed risk matrices may be handled in sectoral plans).

Example:

- **Assumption:** "Global economic conditions remain stable, with major international financial crises."
- **Risk:** "Teacher turnover in remote areas as of 18% attrition rate and 14% vacancies at start of year.", "Inflation affecting sustainability of feeding programs: Unit costs increased 22% over 2 years"

Risk Log:

A risk log is not just a static register of potential problems; it is a living management tool that evolves with the project or policy cycle. It captures risks in a structured format, assigns clear ownership, and ensures that mitigation measures are tracked over time. By combining likelihood, impact, and priority ratings, the log helps decision-makers focus on the most critical threats to delivery.

Preparing a risk log requires systematic identification, assessment, and documentation of risks through participatory methods (workshops, expert reviews, stakeholder consultations). It should be updated regularly, with each entry reviewed for changes in probability or severity. Importantly, the risk log also serves as a communication instrument, making risks transparent to all stakeholders and embedding accountability into the governance framework.

In practice, the risk log becomes a bridge between planning and monitoring, ensuring that risks are not only anticipated but actively managed, with evidence of progress recorded against mitigation actions.

It is important to note, however, that the risk log itself is not a formal component of the MTNSDP plan. Instead:

- The risks identified are integrated into the Log-frame to ensure alignment with strategic objectives.
- The mitigation actions are embedded within program activities in the Annual Plan (AESDP), making them operational and actionable.
- The risk indicators are incorporated into the Monitoring & Evaluation (M&E) framework and plan, ensuring systematic tracking and accountability.

Table 23: Example: Conditional Education Support project Risk-Log

| Risk ID | Description | Likelihood | Impact | Rating | Mitigation | Owner | Early Warning Indicator | Trigger Value |
|----------------|--|-------------------|---------------|---------------|---|--------------------------------------|---|--|
| R1 | Delays in cash transfer disbursement | Medium | High | High | Automate payment system; partner with banks | MoETE + MoSS | % of households reporting late payments; variance between planned vs. actual disbursement dates | >10% of households report delays OR >2 weeks variance in disbursement schedule |
| R2 | Supply chain disruption for school meals | High | Medium | High | Diversify suppliers; local sourcing | MoETE + Ministry of Supply and Trade | % of schools reporting meal delivery delays; stockout frequency in local warehouses | >15% of schools report delivery delays OR >3 consecutive days of stockouts |
| R3 | Low community acceptance of conditionality | Medium | Medium | Medium | Awareness campaigns; parent engagement | MoETE | Attendance rate trends; # of complaints/refusals in feedback systems | Attendance drops by >5% in a term OR >50 formal complaints logged in a quarter |

For documentation purposes, the risk log may be annexed to the plan document or maintained as part of the broader process documentation, serving as a transparent reference tool for stakeholders.

8. **Institutional Responsibilities** [Roles assignment is explained in details in stage 4 – but referenced here as it is integral part of the log-frame]

Definition: The clear designation of lead and supporting institutions responsible for delivering each strategic objective, outcome, output, and activity within the MTNSDP framework.

Purpose: Ensure accountability, avoid duplication, and strengthen coordination across ministries, agencies, and partners throughout implementation and monitoring.

Characteristics:

- Every objective, outcome, output, and activity must have one clearly designated lead institution.
- Supporting/partner institutions are identified where joint implementation or coordination is required.
- Roles are defined through stakeholder analysis and structured role assignment (e.g., RACI approach), as detailed in Stage 4 (Section 4.4 of this guide).
- Responsibilities should align with legal mandates and institutional capacities.

Example:

Strategic Objective: Increased enrollment and retention rates of pre-university stages in underserved rural and peri-urban areas.

- **Lead Institution:** Ministry of Education and Vocational Training

Outcome: Reduced Class density or overcrowded

- **Lead Institution:** Ministry of Education and Vocational Training

Output: 5,000 additional classrooms constructed in high-density districts.

- **Lead Institution:** General Authority for Educational Buildings - Ministry of Education and Vocational Training

Key Actions:

Recruit and train teachers for newly constructed classrooms

- Lead: Ministry of Education and vocational training
- Supporting: Central Agency for Organization and Administration

Support retention through school feeding programs

- Lead: Ministry of Education and vocational training
- Supporting: Ministry of Health and population; Ministry of Supply and Trade

Table 24: Hypothetical Example of Log-Frame

MTNSDP Strategic Goal 4: Increased equitable, high-quality, and inclusive pre-university education that enables children in underserved rural and peri-urban areas to complete schooling with the knowledge, skills, and competencies required for productive participation in society and the economy.

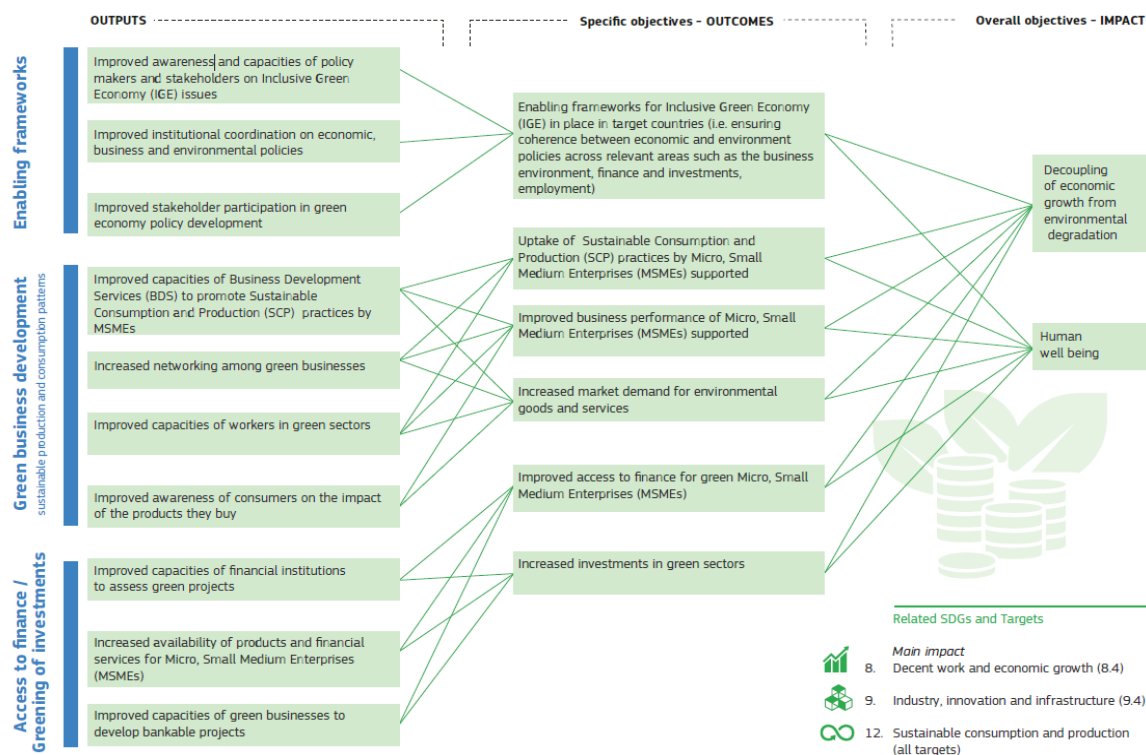
– Anchored to the LNSDP (Egypt Vision 2030) General Goal #4 of Quality of Education

| Results Hierarchy | Result Statement | Indicators | Baseline | Y1 (Firm) | Y2 (Semi-Firm) | Y3 (Indicative) | Y4 (Indicative) | Total 4-Year Target | Key Actions | Anchored Government Subprogram | Lead Institution | Risk |
|---|---|---|---|---|---|--|--|---|---|---|---|------|
| Strategic Objective (Medium-Term) | Increased equitable access to pre-university education and enhanced learning outcomes for all students in underserved rural and peri-urban areas. | <ul style="list-style-type: none"> - Net Enrollment Rate (%) - Dropout Rate (%) - Transition Rate (%) - % students meeting national proficiency benchmarks - Average standardized assessment score improvement | <ul style="list-style-type: none"> - NER 80% - Dropout 12% - Transition 75% - Proficiency 45% - Avg Score 50 | +2pp -1pp +3pp +2pp +2 | +3pp -1pp +3pp +3pp +3 | +3pp -1pp +3pp +3pp +3 | +4pp -1pp +4pp +3pp +4 | <ul style="list-style-type: none"> - NER +12pp - Dropout -4pp - Transition +13pp - Proficiency +20pp - Avg Score +12 | Main program: Pre-University Education Services program | | Ministry of Education & Technical Education | |
| Outcome 4.1 Access & Retention | Children in underserved areas have sustained access to pre-university education with reduced dropout and repetition rates. | <ul style="list-style-type: none"> # Classrooms constructed/rehabilitated % villages with access to school Pupil-classroom ratio' Dropout rate (%) Grade repetition rate (%) | <ul style="list-style-type: none"> 0 60% 45:1 12% 8% | <ul style="list-style-type: none"> 200 65% 42 11% 7% | <ul style="list-style-type: none"> 180 70% 40 10% 6% | <ul style="list-style-type: none"> 160 75% 38 9% 5% | <ul style="list-style-type: none"> 140 80% 36 8% 4% | <ul style="list-style-type: none"> 680 classrooms 80% villages 36:1 pupil-class Dropout 8% Repetition 4% | <ul style="list-style-type: none"> Project 1: Rural School Infrastructure Expansion Project 2: Community & Multi-Grade School Initiative Project 3: Conditional Education Support (cash transfers, school feeding) Project 4: Early Warning & Student Tracking System | <ul style="list-style-type: none"> 1. Educational Facilities Management 2. Educational Facilities Management 3. School Feeding 4. Monitoring & Evaluation | Ministry of Education & Technical Education (with Ministry of Social Solidarity, Health, Agriculture for Project 5) | |

| | | | | | | | | | | | | |
|---|---|--|-------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-----------------------------|--|---|--|---|--|
| Outcome 4.2 Transition & Completion | Students successfully progressed through pre-university stages, completing each cycle on time. | Transition rate of Primary to Preparatory to Secondary (%) Preparatory & Secondary completion rates (%) | 75% 70% | 78% 72% | 80% 74% | 82% 76% | 85% 78% | Transition 85% Completion 78% | Project 5: Transition Bridge & Career Orientation Program Project 6: Preparatory & Secondary Capacity Expansion Project | 5. Student Skills Development 6. Educational Facilities Management | Ministry of Education & Technical Education | |
| Outcome 4.3 Learning Quality & Teacher Development | Teaching practices and school-based learning interventions improved student proficiency in literacy, numeracy, and core subjects. | % students achieving minimum proficiency in literacy & numeracy Average student assessment scores % teachers trained in competency-based pedagogy Classroom observation quality score | 45% 50 20% 60% | 50% 52 40% 65% | 55% 54 60% 70% | 60% 56 70% 75% | 65% 58 80% 80% | Literacy/Numeracy 65% Avg Score 58 Teacher trained 80% Classroom quality 80% | Project 7: Rural Teacher Professional Development & Coaching Project 8: Foundational Literacy & Numeracy Acceleration (FLN) Project 9: Structured Remedial & Small Group Tutoring | 7. Teacher Training 8. Curriculum & Learning Materials 9. Student Skills Development | Ministry of Education & Technical Education | |
| Outcome 4.4 Learning Environment & Digital Readiness | Schools provide a supportive, resource-equipped, and digitally ready environment that enhances teaching and learning. | Student-textbook ratio % schools with functional learning resources % schools using digital learning platforms | 1:3 60% 15% | 1:2.5 65% 25% | 1:2 70% 35% | 1:1.8 75% 45% | 1:1.5 80% 60% | Student-textbook 1:1.5 Functional resources 80% Digital usage 60% | Project 10: Rural School Learning Resource Upgrade (labs, libraries, materials) Project 11: Digital Learning Access & Smart Classroom Expansion | 10. Educational Facilities Management 11. Curriculum & Learning Materials | Ministry of Education & Technical Education | |
| Outputs (Annual AESDP) | Yearly delivery of schools, teachers, remedial programs, and learning resources to operationalize SOs. | Schools built/rehabilitated Teachers deployed/trained Students supported Remedial sessions delivered Digital/physical resources provided | 0 0 0 0 | 200 5,000 100,00 0 | 180 5,500 110,0 00 | 160 6,000 120,0 00 | 140 6,500 130,0 00 | Schools 680 Teachers 23,000 Students 460,000 Remedial sessions 4,600 Digital resources 230 | Projects sequenced annually through AESDP with budget allocation, geographic targeting, and performance monitoring | Pre-University Education Services | Ministry of Education & Technical Education | |

Chain of Results example for the EU policy priority Green Economy¹⁷

Figure 38: Chain of Results example for the EU policy priority Green Economy



Quality Criteria Checklist:

The following checklist is intended to assess the scope and quality of the **Performance foundations and information** process

Table 25: Quality Criteria Checklist:- Stage 7

| Stage 7: Laying foundations for better performance information | YES | NO |
|---|-----|----|
| Overall comment: | | |
| 7.1 Has the Logical Matrix (Log Frame) approach been applied for each of the Prioritized LNSDP general goals, with MTNSDP objectives matched with outcome indicators and key actions with output indicators? | | |
| Comment: | | |
| 7.2 Are 2-3 objectives per each of the Prioritized LNSDP general goals been agreed? | | |
| Comment: | | |

¹⁷ More of the examples of the results chains at the EU level available at: https://capacity4dev.europa.eu/resources/results-indicators_en

| | | |
|--|--|--|
| 7.3 Do the agreed objectives correspond to the problems identified during the problem analysis? | | |
| Comment: | | |
| 7.4 Are the agreed objectives finetuned to be SMART (specific, measurable, action-oriented, realistic and time-bound)? | | |
| Comment: | | |
| 7.5 Have the indicator passport (an ID card) per each result level (Strategic objectives – Outcomes and Outputs) indicator been prepared? | | |
| Comment: | | |
| 7.6 Has each strategic objective been attributed at least one to two outcome indicators? | | |
| Comment: | | |
| 7.7 Are outcome indicators RACER (relevant, accepted, credible, easy-to-monitor, robust)? | | |
| Comment: | | |
| 7.8 Are baseline and target values set for outcome indicators? | | |
| Comment: | | |
| 7.9 Is there a regular data collection and reporting mechanism to track progress against objectives and indicators? | | |
| Comment: | | |
| 7.10 Are there provisions for using performance data to inform evidence-based decision-making and mid-course adjustments? | | |
| Comment: | | |
| 7.11 Have potential risks affecting the achievement of objectives or key actions been identified? | | |
| Comment: | | |
| 7.12 Are mitigation strategies or contingency plans in place to address these risks? | | |
| Comment: | | |

4.8 Approval and Endorsement

The Approval and Endorsement phase is the final step in formalizing the Midterm National Sustainable Development Plan (MTNSDP) and ensuring its official adoption. During this phase, the finalized MTNSDP is submitted to the relevant government bodies, such as the Cabinet and Parliament, for official approval. The plan is presented along with supporting documents that highlight its alignment with national priorities, sustainable development goals, and its feasibility. This phase is critical for securing the necessary political and institutional support to move forward with implementation. Once the plan receives approval, it is formally endorsed, and the government commits to its execution. The approval and endorsement stage also marks the point at which the plan transitions from a draft to an actionable blueprint for national development, ensuring a unified direction for the country's sustainable growth.

Commitment towards execution – agreeing on the monitoring and evaluation mechanism for MTNSDP

Quality Criteria Checklist:

Table 26: Quality Criteria Checklist:- Stage 8

| Stage 8: Monitoring and Evaluation Mechanisms | YES | NO |
|---|------------|-----------|
| Overall comment: | | |
| 8.1 Does the MTNSDP envisage monitoring, data collection and reporting mechanisms? | | |
| Comment: | | |
| 8.2 Is there a body designated for monitoring? | | |
| Comment: | | |
| 8.3 Are the deadlines and frequency of reporting agreed? | | |
| Comment: | | |
| 8.4 Are the modalities of reporting defined – the addressee and publication of reports? | | |
| Comment: | | |
| 8.5 Is evaluation of MTNSDP foreseen? | | |
| Comment: | | |
| 8.6 Is it indicated what type of evaluation would that be and by what entity will it be performed? | | |
| Comment: | | |

ANNEXES

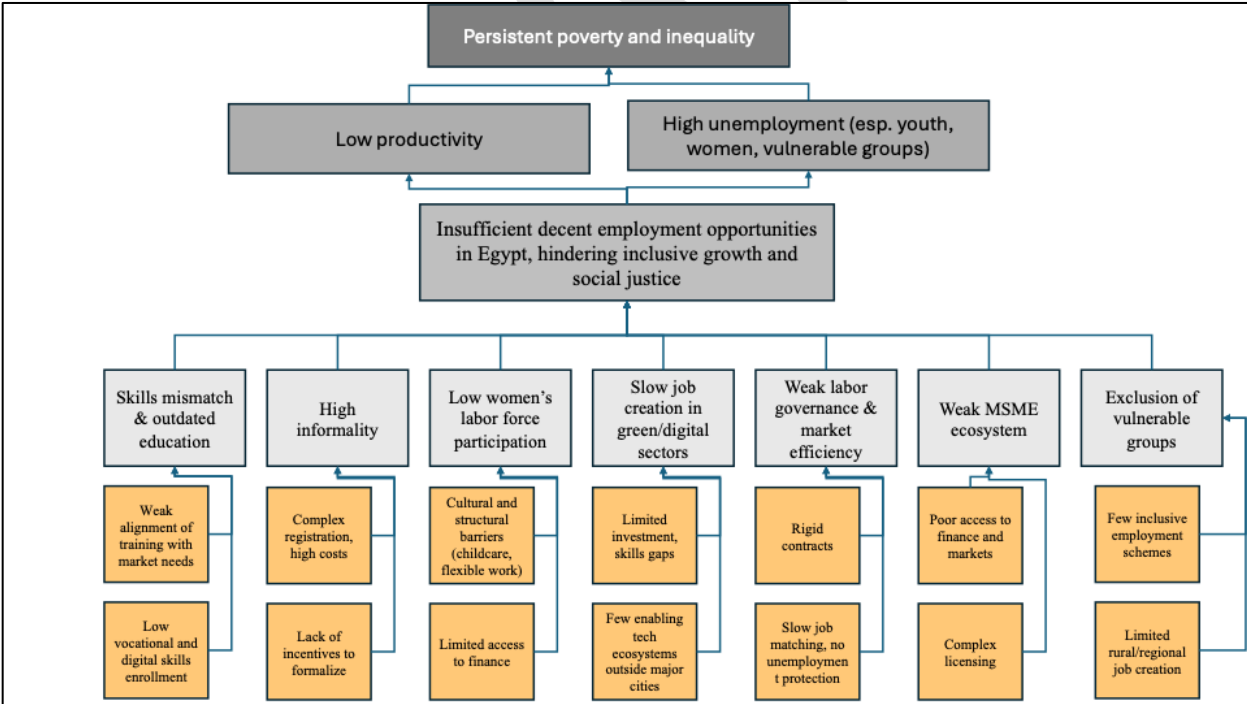
Annex 1: Example SWOT/PESTLE Analysis

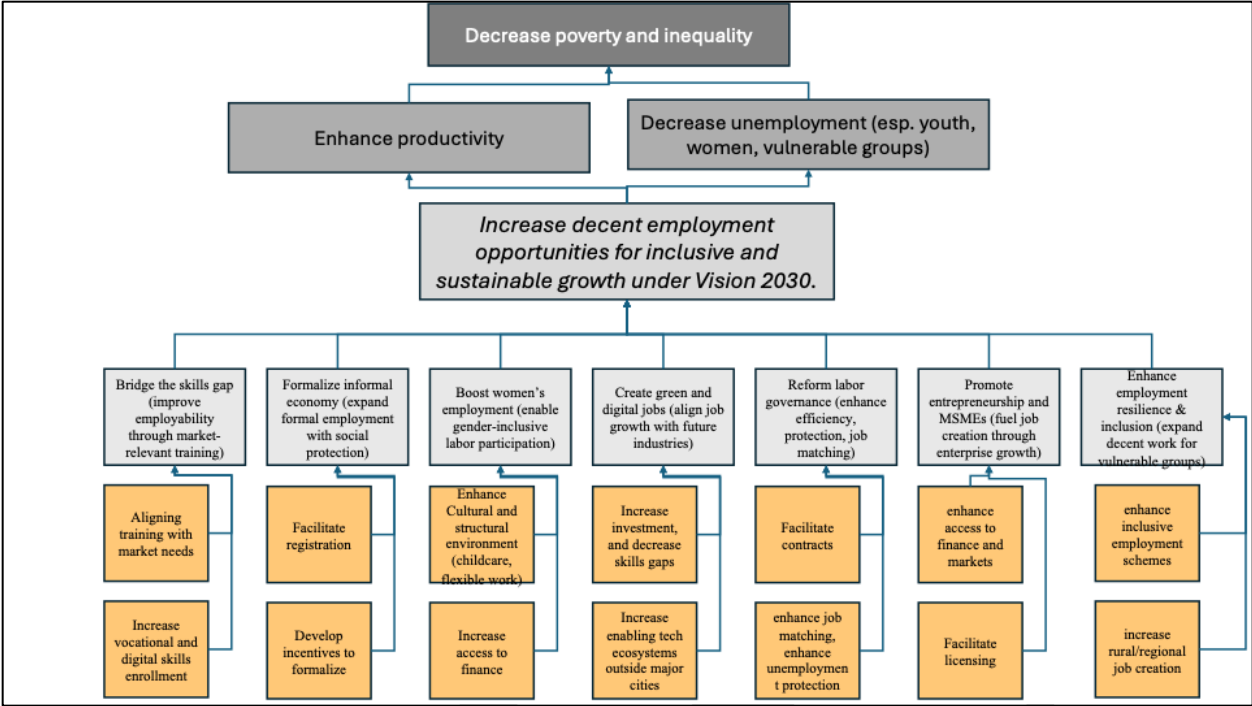
| Internal Factors | External Factors (PESTEL) |
|--|--|
| ## Strengths | ## Opportunities |
| S1. Demographic dividend: large youth cohort (~60% under 30) ready for training, entrepreneurship, innovation. | Political (P): Ongoing policy attention to jobs/TVET; scope to leverage regional accords (AfCFTA/GCC labor cooperation) to place skilled workers. |
| S2. National program platforms: <i>Decent Life</i> (rural dev.), existing public TVET & employment centers offer delivery infrastructure. | Economic (E): FDI pipelines in energy, logistics, ICT, manufacturing; nearshoring/regional value chains can absorb skilled labor. |
| S3. International partnerships: active collaboration with OECD/EU/ILO/UNDP on skills/labor reforms and financing. | Social (S): Rising demand for fair wages, safe workplaces, and inclusion-social momentum to expand “decent work”. |
| S4. Sectoral growth poles: renewables, ICT, logistics, creative economy, tourism niches. | Technological (T): Digitalization (fintech, e-commerce, cloud/AI) creates new occupations; rapid reskilling possible via online pathways. |
| S5. Public investment envelope: ongoing infrastructure (transport, energy, connectivity) can embed local jobs clauses & apprenticeships. | Environmental (E): Green transition (solar, wind, energy efficiency, waste/circularity, water mgmt) → steady green-jobs ladder. |
| S6. Reform momentum: program-based budgeting and M&E units (within MPED) can anchor performance contracts for jobs. | Legal/Institutional (L): Updating TVET qualification frameworks, accreditation/recognition of prior learning (RPL), and labor mediation systems. |
| Weaknesses | Threats |
| W1. Skills mismatch: curricula lag market demand; low technical/vocational uptake (~12% enrollment). | Political (P): Regional instability can disrupt mobility and investor confidence; policy reversals risk. |
| W2. High informality: ~63% of jobs lack social protection/productivity incentives; thin compliance capacity. | Economic (E): Inflation/currency pressure (e.g., 2023 spike) squeeze real wages and hiring; high borrowing costs dampen SME job creation. |
| W3. Low female participation: FLFP ~18%; constrained by care gaps, | Social (S): Resistance to women in non-traditional roles; pushback from |

| | |
|---|--|
| workplace norms, safety/transport barriers. | informal actors against formalization/taxation. |
| W4. Fragmented governance: overlapping mandates; slow administrative processes; uneven local delivery capacity. | Technological (T): Automation/AI displace routine low-skill jobs (manufacturing/services) faster than reskilling cycles. |
| W5. Employer services weak: underpowered intermediation (career services, job matching, ALMPs); limited SME HR capacity. | Environmental (E): Water stress/climate shocks depress rural/agri jobs; heat risk reduces outdoor work productivity. |
| W6. Data gaps: labor/skills data not timely or granular; limited tracer studies & vacancy analytics. | Legal (L): Patchy enforcement of labor standards; slow dispute resolution; complex business procedures prolong informality. |

Annex 2: Sample Problem/Objective Trees

Example: Problem Tree for the policy area of “decent employment” in Egypt, followed by the relevant Tree of Objectives/Solutions





Annex 3: Objectives and Activities

Objectives/Activities

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners | |
|--|--|-----------------|---------------|---------------------------|----------------------|
| 1. Bridge Skills Gap: Provide market-relevant, inclusive, and future-proof skills to at least 60% of new labor market entrants by 2026. | TVET enrollment rate | 12% | 25% | Ministry of Education | |
| | Workforce digital literacy rate | 15% | 40% | Ministry of ICT | |
| Launch National Skills Accelerator Program (NSAP): Sector-specific training (ICT, renewables, healthcare) in partnership with private firms. | % of trainees employed within 6 months | | | Ministry of Education | of Q1 2026 |
| Expand dual vocational education model to 10+ schools | # of dual vocational education model schools established | | | Ministry of ICT | Q2 2026 |
| Scale "Digital Egypt Workforce" initiative (AI/e-commerce training). | Workforce digital literacy rate | | | Ministry of ICT | Q2-Q4 2026 |
| Establish Centers of Excellence for digital/green skills | # of Centers of Excellence established | | | Ministry of Education | of Q1 2025 – Q4 2026 |

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners | |
|---|---|-----------------|---------------|----------------------------------|--------------------|
| 2. Formalize Informal Economy: Reduce informal employment by integrating 50% of informal workers into formal frameworks with access to social protection by 2027. | % of workforce in formal sector | 37% | 50% | Ministry of Finance | |
| | Newly registered informal businesses | N/A | 200,000 | Ministry of Local Development | |
| | Informal workers covered by social insurance | 10% | 40% | Social Insurance Authority | |
| Establish one-stop shops in governorates for simplified business registration. | # of one-stop shops established in governorates | | | 1. Ministry of Finance | of Q1-Q4 2025 |
| Deploy mobile registration and insurance units in rural areas | # of mobile registration and insurance units in rural areas established | | | 2. Ministry of Local Development | Q3 2025-Q4 2026 |
| Provide business & financial literacy training for informal workers | # of those trained | | | 3. Ministry of Local Development | Q3 2025-Q4 2026 |
| Run awareness campaigns on benefits of formalization | # of awareness campaigns | | | 4. Ministry of Finance | of Q3 2025-Q4 2026 |
| 3. Boost Women's Employment: Double the | 1. Female labor force participation rate | 18% | 30% | National Council for Women | |

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners | |
|--|--|-----------------|---------------|----------------------------|-----------------|
| female labor force participation rate by 2027 through gender-responsive policies and inclusive entrepreneurship support. | 2. % of firms compliant with childcare mandate | 2% | 40% | Ministry of Manpower | |
| | 3. Women-led SMEs created | 15,000 | 50,000 | Central Bank of Egypt | |
| -Subsidize 50% of childcare costs for employers hiring women. | # of employers receiving subsidy | | | National Council for Women | 2025 Q2–2026 Q4 |
| Enforce childcare facility requirements in firms | % of inspected firms compliant | | | Ministry of Manpower | 2025 Q3–2026 Q4 |
| Launch Women's Entrepreneurship Fund | # of loans disbursed; total value disbursed | | | Central Bank | 2025 Q1 |
| Run mentoring/networking programs for women entrepreneurs | # of women entrepreneurs mentored/networked | | | National Council for Women | 2025 Q2–2026 Q4 |
| Promote flexible/remote work policies | # of firms adopting flexible work policies | | | Ministry of Manpower | 2025 Q2–2026 Q4 |
| 4. Create Green & Digital Jobs: Facilitate the creation | Green/digital jobs created | 20,000 | 100,000 | Ministry of Environment | |

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners |
|---|---|-----------------|---------------|---|
| of 100,000 green and digital jobs, prioritizing youth and regional inclusion. | FDI in green/digital sectors (\$) | \$0.5B | \$2.0B | Ministry of Trade & Industry |
| | Youth employed in tech parks | 5,000 | 25,000 | ITIDA |
| Train 50,000 workers in solar/waste management | # of workers trained; % certified | | | Ministry of Environment 2025 Q2–2026 Q4 |
| Develop 5 tech parks in secondary cities | # of tech parks operational; # of startups hosted | | | Ministry of Communications 2025 Q1–2026 Q4 |
| Provide tax incentives for green/digital employers | # of firms receiving tax incentive | | | Ministry of Finance 2025 Q2–2026 Q4 |
| Organize green innovation competitions/hackathons | # of competitions held; # of participants | | | Ministry of Environment 2025 Q3–2026 Q4 |
| 5. Reform Labor Governance: Modernize labor market governance for efficiency, equity, and resilience, cutting vacancy filling time by two-thirds and expanding unemployment insurance coverage. | Avg. time to fill vacancies (days) | 90 | 30 | Ministry of Manpower |
| | Youth unemployment rate | 17.8% | 12% | Ministry of Manpower |
| | Informal workers covered by insurance | 0% | 20% | Financial Regulatory Authority |

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners | |
|---|---|-----------------|------------------------|--------------------------------|-----------------|
| <ul style="list-style-type: none"> Develop AI-powered National Employment Portal | Portal operational; # of jobseekers registered | | | Ministry of Manpower | 2025 Q1–Q3 |
| <ul style="list-style-type: none"> Pilot flexible labor contracts for seasonal sectors | # of sectors/firms using flexible contracts | | | Ministry of Manpower | 2025 Q2–2026 Q4 |
| <ul style="list-style-type: none"> Design and launch unemployment insurance fund | Fund operational; # of workers enrolled | | | Financial Regulatory Authority | 2025 Q2–2026 Q4 |
| <ul style="list-style-type: none"> Train labor inspectors on new regulations | # of inspectors trained | | | Ministry of Manpower | 2025 Q3–2026 Q4 |
| <p>6. Promote Entrepreneurship and MSME Growth: Foster a dynamic entrepreneurial ecosystem and strengthen the capacity and sustainability of micro, small, and medium enterprises (MSMEs) to create at least 100,000 new decent jobs, especially for youth and women, by 2026.</p> | # of MSMEs receiving startup grants, microfinance, or seed funding | 0 | 50,000 MSMEs supported | Ministry of Trade & Industry | |
| | MSME survival rate after 2 years (%) | NA | NA | Ministry of Trade & Industry | |
| | # of jobs created through supported MSMEs | 0 | 100,000 | Ministry of Trade & Industry | |
| Launch startup grants/microfinance | # of startups receiving funding | | | Ministry of Trade & Industry | 2025 Q2–2026 Q4 |

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners | |
|--|---|-----------------|---------------|------------------------------|-----------------|
| Provide business advisory services | # of MSMEs receiving advisory services | | | Ministry of Trade & Industry | 2025 Q2–2026 Q4 |
| Simplify MSME licensing | # of MSMEs licensed through new process | | | Ministry of Trade & Industry | 2025 Q2–2026 Q4 |
| Facilitate Market linkages | # of local procurement contracts awarded to MSMEs | | | Ministry of Supply | 2025 Q3–2026 Q4 |
| 7. Enhance Resilience & Inclusion of Vulnerable Groups: <i>Expand decent work opportunities for vulnerable populations-including persons with disabilities, rural poor, and marginalized youth-ensuring equitable access to employment and doubling their labor force participation by 2026.</i> | # of vulnerable individuals (e.g., persons with disabilities, rural poor) employed through targeted programs | NA | 50,000 | | |
| | % increase in labor force participation rate among persons with disabilities / vulnerable groups | NA | 2X | | |
| | # of inclusive employment schemes or public works programs implemented in disadvantaged regions | 0 | 100 programs | | |

| Objective/ Key Actions | Indicators | Baseline (2023) | Target (2026) | Lead Institution/Partners | |
|---|--|-----------------|---------------|-------------------------------|-----------------|
| Fund inclusive employment schemes for persons with disabilities | # of persons with disabilities employed via scheme | | | Ministry of Social Solidarity | 2025 Q3–2026 Q4 |
| Create public works programs in poor regions | # of jobs created; # of projects implemented | | | Ministry of Local Development | 2025 Q2–2026 Q4 |
| Support social enterprises employing vulnerable groups | # of social enterprises funded/supported | | | Ministry of Social Solidarity | 2025 Q2–2026 Q4 |

Annex 4: Risk Assessment Matrix Example

Cross-Cutting Risk Register \log (Portfolio Level)

| # | Risk (Category) | Affects | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|----|--|---------|---|---|-----------|--|---|----------------------|
| C1 | Macroeconomic volatility (inflation, FX, interest rates) | 1-7 | 4 | 5 | 20 | CPI↑; policy rate↑; FX shortages; capex cuts | Prioritize labor-intensive, quick-disbursement programs; protect job programs in MTEF; index key targets to real terms; diversify funding | MPED, MoF, CBE |
| C2 | Fiscal constraints / delayed releases | 1-7 | 4 | 4 | 16 | Budget virements; arrears; slow procurement | Front-load critical skills/placement actions; quarterly cash plans; performance-based tranches | MoF, MPED |
| C3 | Policy/regulatory slippage (labor, TVET, childcare bylaws) | 1,3,5 | 3 | 4 | 12 | Drafts stalled; low compliance | Regulatory calendar; inter-ministerial taskforce; transitional guidance; pilots before scale | MoM, MoE, NCW |
| C4 | Coordination gaps across ministries/governorates | 1-7 | 4 | 4 | 16 | Missed milestones; duplicated programs | IMG/Technical Committee monthly reviews; RACI maps; joint KPIs | MPED, All line mins. |
| C5 | Private sector under-engagement (apprenticeships, co-financing) | 1,4,6 | 3 | 4 | 12 | Low MoUs; vacancy postings↓ | Incentivize via tax credits tied to verified placements; supplier-dev. schemes; sector skills councils | MTI, ITIDA, MoF |
| C6 | Data quality & availability gaps | 1-7 | 3 | 4 | 12 | Late/fragmented reporting; no tracer data | Indicator passports; standardized templates; | MPED-PP, CAPMAS |

| # | Risk (Category) | Affects | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|---|---------|---|---|-----------|--|--|------------------|
| | | | | | | | quarterly dashboards; third-party verification | |
| C7 | Sociocultural resistance (women in non-traditional roles; formalization) | 2,3,7 | 3 | 4 | 12 | Low female applications; formalization drop-outs | Behavior change campaigns; safe transport; childcare subsidies; simplified "easy-in" formalization bundles | NCW, MoM, MoF |
| C8 | Technology & connectivity constraints | 1,4,5 | 3 | 3 | 9 | Outages; low portal traffic | Phased roll-out; offline options; service-level agreements; redundancy | MCIT/ITIDA, MoM |
| C9 | Cybersecurity & privacy incidents (Employment Portal) | 5 | 3 | 5 | 15 | Suspicious access; downtime; breaches | ISO-27001 controls; privacy-by-design; pen-testing; incident response playbook | MoM, MCIT |
| C10 | Supply chain bottlenecks (equipment for renewables/tech parks) | 1,4 | 3 | 3 | 9 | Lead times↑; import delays | Framework contracts; local content; staggered procurement | MTI, MoEnv, MCIT |
| C11 | Climate shocks (heat, water stress) | 4,7 | 3 | 4 | 12 | Heat alerts; water rationing | Heat-safe work protocols; shift scheduling; climate-proof public works | MoEnv, MoLD |
| C12 | Skills drain / outward migration | 1,4,5,6 | 3 | 3 | 9 | Visa outflows↑; domestic vacancies unfilled | Retention bonuses; bonded scholarships; circular migration MoUs | MoM, MFA |
| C13 | Weak enforcement capacity (labor inspections, dispute resolution) | 2,3,5 | 3 | 4 | 12 | Case backlog; low sanction rates | Risk-based inspections; e-case mgmt; training; ADR/mediation | MoM, FRA |
| C14 | Integrity risks (grants/incentives capture) | 2,4,6 | 3 | 4 | 12 | Complaints; anomalies in awards | E-procurement; transparency portals; random audits; conflict-of-interest declarations | ACA, MoF, MTI |

| # | Risk (Category) | Affects | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|---|---------|---|---|---|--------------------------------|---|---------------------|
| C15 | M&E reporting, definitions) slippage (missed inconsistent) | 1-7 | 3 | 3 | 9 | Late dashboards; "N/A" values | Fixed reporting calendar; MPED QA; consequences for non-reporting | MPED-PP, Line mins. |

B) Objective-Level Risk Register

Obj. 1 – Bridge Skills Gap (NSAP, dual TVET, digital literacy, CoEs)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|--|---|---|----|--------------------------------|--|----------------|
| 1.1 | Curricula & accreditation lag market needs | 3 | 4 | 12 | Employer satisfaction < 70% | Sector skills councils; outcome-based standards; fast-track micro-credentials; RPL | MoE, MCIT, MTI |
| 1.2 | Low employer uptake of apprenticeships | 3 | 4 | 12 | Few MoUs; slots unfilled | Tax credits per verified apprentice → hire; simple contracts; SME HR toolkits | MTI, MoF |
| 1.3 | Training-to-job conversion weak | 3 | 4 | 12 | < 60% placed in 6 months | Tie provider payments to placement; job-matching services; career coaching | MoE, MoM |
| 1.4 | Gender inclusion falls short | 3 | 3 | 9 | Low female enrollment | Childcare, safe transport; female mentors; cohorts & targets | NCW, MoE |

Obj. 2 – Formalize Informal Economy (one-stops, mobile units, awareness)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|-------------------------------------|---|---|----|--------------------------------|--|-----------------|
| 2.1 | One-stop shops delayed/underused | 3 | 3 | 9 | Footfall low | Digital + mobile units; governorate outreach; KPI-based management | MoF, MoLD |
| 2.2 | Resistance to formalization (costs) | 4 | 4 | 16 | High churn | "Easy-in" bundles: presumptive tax bands, micro-insurance, fee holidays; tiered compliance | MoF, SIA |
| 2.3 | Social affordability insurance | 3 | 4 | 12 | Lapses ↑ | Subsidized premiums; portable benefits; seasonal options | SIA, MoF |
| 2.4 | Data matching gaps (duplication) | 3 | 3 | 9 | Registry inconsistencies | Unique IDs; inter-agency data-sharing; deduplication | MPED-PP, CAPMAS |

Obj. 3 – Boost Women’s Employment (subsidies, childcare compliance, fund)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|--|---|---|----|--------------------------------|--|---------------|
| 3.1 | Low employer uptake of childcare subsidy | 3 | 3 | 9 | Few applicants | Simple application; awareness; link to tax credits | NCW, MoM, MoF |
| 3.2 | Compliance weak on childcare mandates | 3 | 4 | 12 | Low compliance rate | Graduated enforcement; grace periods + support; penalties for repeat offenders | MoM |
| 3.3 | Credit risk in Women's Fund | 3 | 3 | 9 | NPLs rising | Partial guarantees; mentorship; staged disbursement | CBE, MTI |
| 3.4 | Cultural pushback | 3 | 3 | 9 | Attrition post-hire | Safe transport; flexible/remote work; anti-harassment compliance | NCW, MoM |

Obj. 4 – Create Green & Digital Jobs (training, tech parks, incentives)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|---------------------------------------|---|---|----|--------------------------------|--|---------------|
| 4.1 | FDI shortfalls vs targets | 3 | 4 | 12 | Project delays | Investment aftercare; de-risking tools; PPPs; local content | MTI, GAFI |
| 4.2 | Training not mapped to real vacancies | 3 | 4 | 12 | Low placement | Employer co-design; demand-led cohorts; certification recognized by industry | MoEnv, MCIT |
| 4.3 | Tech parks under-utilized | 3 | 3 | 9 | Low occupancy | Anchor tenants; incentives tied to hiring; incubation services | MCIT/ITIDA |
| 4.4 | Incentive misuse / deadweight | 3 | 3 | 9 | Many claims, few jobs | Jobs-linked verification; clawbacks; publication of beneficiaries | MoF, MTI |

Obj. 5 – Reform Labor Governance (portal, flexible contracts, UI fund)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|-------------------------------|---|---|----|--------------------------------|--|---------------|
| 5.1 | Portal adoption/cyber risk | 3 | 5 | 15 | Low DAUs; security incidents | UX testing; omni-channel (SMS/USSD); SOC monitoring; privacy by design | MoM, MCIT |
| 5.2 | Flexible contracts abused | 3 | 4 | 12 | Complaints↑ | Clear rules; audit; penalties; grievance redress | MoM |
| 5.3 | UI fund solvency/moral hazard | 3 | 4 | 12 | Claims spike | Actuarial design; eligibility checks; contribution parity; MIS | FRA, MoM |
| 5.4 | Inspectorate capacity | 3 | 3 | 9 | Backlogs | Risk-based targeting; e-inspections; training | MoM |

Obj. 6 – Entrepreneurship & MSMEs (finance, advisory, licensing, market links)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|---------------------------------|---|---|----|--------------------------------|---|---------------|
| 6.1 | Low MSME survival | 3 | 4 | 12 | High exit rate | Bundled finance+advisory; phased tranches; peer networks | MTI, MSMEDA |
| 6.2 | Grants/loans capture | 3 | 4 | 12 | Complaints, anomalies | Transparent criteria; third-party scoring; audits | ACA, MTI |
| 6.3 | Licensing simplification stalls | 3 | 3 | 9 | Processing times↑ | One-stop e-licensing; statutory SLAs; dashboard | MTI, MoLD |
| 6.4 | Weak market linkages | 3 | 3 | 9 | Few contracts | Local procurement targets; supplier dev.; matchmaking fairs | MoS, MTI |

Obj. 7 – Resilience & Inclusion (PWD, rural poor, marginalized youth)

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|-----------------------------|---|---|---|--------------------------------|---|---------------|
| 7.1 | Targeting & access barriers | 3 | 3 | 9 | Low enrollment of PWD | Community outreach; accessibility standards; quotas | MoSS, MoLD |

| # | Risk (Category) | L | I | R | Early-Warning Indicators (EWI) | Mitigation / Controls | Risk Owner(s) |
|-----|------------------------------------|---|---|---|--------------------------------|---|---------------|
| 7.2 | Public works don't convert to jobs | 3 | 3 | 9 | Low post-program placement | Embed certification; link to employers; exit coaching | MoLD, MoEnv |
| 7.3 | Social enterprise viability | 3 | 3 | 9 | Low revenues | Hybrid financing; impact procurement; capacity building | MoSS |

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Annex 7: Stakeholder Engagement Log Example

| Stakeholder | Role in Employment Agenda | Interest Level | Influence/Power | Potential Contribution | Key Risks/Concerns | Engagement Strategy |
|--|---|----------------|-----------------|---|---|--|
| Supreme Council / Cabinet | Political endorsement; alignment with Egypt Vision 2030 | High | Very High | Approves reforms; allocates resources; champions visibility | Political turnover; shifting priorities | Continuous political briefings; integrate jobs agenda into Vision 2030 updates |
| Parliament (Committees on Labor, Economy, Gender) | Legislation (labor law, MSME law, social protection) | High | High | Legal reforms; budget oversight; constituency feedback | Partisan gridlock; slow approval | Targeted policy dialogues; draft bills in committee; evidence briefs |
| MPED (Plan & Performance Divisions) | Coordination, M&E, budgeting coherence | Very High | High | Logical matrix, risk dashboard, budget ceilings | Data delays; over-centralization | Technical steering role; quarterly reviews; data sharing MoUs |
| Ministry of Manpower | Labor governance, inspections, employment portal | Very High | High | Job-matching, labor market reforms, UI fund | Capacity gaps in enforcement | Strengthen inspectorate; risk-based audits; social dialogue |

| Stakeholder | Role in Employment Agenda | Interest Level | Influence/Power | Potential Contribution | Key Risks/Concerns | Engagement Strategy |
|---|---|----------------|-----------------|--|-------------------------------------|--|
| Ministry of Education (TVET) | Skills development, curriculum reform, NSAP | High | High | Curriculum modernization, dual education, CoEs | Resistance from legacy institutions | Employer-led councils; incentive-linked pilots |
| Ministry of ICT / ITIDA | Digital skills & jobs; tech parks | High | Medium-High | Workforce upskilling, digital literacy, e-work hubs | Risk of elite capture (urban bias) | Decentralize training to governorates; public-private ICT partnerships |
| Ministry of Trade & Industry | MSMEs, entrepreneurship, industrial jobs | High | High | Start-up finance, business services, supply chain linkages | Low survival rate; market barriers | Simplify licensing; link MSMEs to procurement; advisory services |
| Ministry of Finance | Fiscal incentives, regime space, tax | High | Very High | Incentives for employers; formalization bundles | Fiscal constraints; leakage | Jobs-linked tax credits; transparent subsidy tracking |
| Ministry of Local Development | Governorate-level implementation; one-stops | High | Medium | Local outreach; public works; rural targeting | Uneven local capacity | Train governorate staff; embed job KPIs in governorate plans |

| Stakeholder | Role in Employment Agenda | Interest Level | Influence/Power | Potential Contribution | Key Risks/Concerns | Engagement Strategy |
|---|---|----------------|-----------------|--|---------------------------------------|---|
| Ministry of Social Solidarity | Vulnerable groups, PWD, social enterprises | High | Medium | Inclusive employment programs; subsidies | Stigma; weak enterprise models | Awareness campaigns; hybrid finance; quotas |
| Ministry of Environment | Green jobs policy, training for renewables/waste | High | Medium | Green skills curricula; innovation challenges | Low uptake if FDI lags | Align with COP commitments; PPPs with green firms |
| National Council for Women (NCW) | Women's employment advocacy oversight | Very High | Medium | Gender-responsive policies, subsidies, mentoring | Resistance from firms; cultural norms | Public campaigns; employer dialogues; monitoring childcare compliance |
| Financial Regulatory Authority (FRA) | Insurance fund oversight; financial sector regulation | Medium | Medium | Unemployment insurance fund; labor-linked products | Solvency risks | Actuarial models; transparent reporting; phased rollouts |
| Central Bank of Egypt (CBE) | Credit policy; women/SME finance | High | High | Women's Fund; SME lending | NPL risk; political pressure | Blended finance; guarantees; M&E on disbursement impact |

| Stakeholder | Role in Employment Agenda | Interest Level | Influence/Power | Potential Contribution | Key Risks/Concerns | Engagement Strategy |
|---|---|----------------|-----------------|--|---|--|
| Private Sector (large firms, SMEs, chambers, federations) | Job creation; apprenticeships; compliance | High | Very High | Scale employment; innovation; FDI anchor tenants | Risk of compliance fatigue; costs | Sector skills councils; incentive packages; supplier development |
| Trade Unions & Worker Associations | Worker rights; social dialogue | Medium | Medium | Protect conditions; support formalization | Pushback on flexible contracts | Social dialogue forums; grievance redress |
| Civil Society & NGOs | Outreach to informal/vulnerable groups | High | Medium | Mobilize, train, and mentor workers | Resource dependence; fragmentation | Sub-grants; partnerships; monitoring roles |
| Youth & Women's Networks | Beneficiaries, advocates | High | Low-Medium | Awareness; peer-to-peer training | Disillusion if jobs don't materialize | Advisory roles in SWGs; feedback loops |
| Development Partners (ILO, OECD, EU, UNDP, WB, AfDB, GCC donors) | Technical/financial support; policy reform advocacy | High | Medium-High | Funding, TA, pilots, benchmarking | Donor fatigue; coordination duplication | Joint partner platform; align with Vision 2030 |
| Academia & Think Tanks | Evidence, tracer studies, labor market analytics | Medium | Medium | Skills anticipation; M&E | Limited policy uptake | Embed in SWGs; commission studies |



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