Skill-training programs for youth in Egypt: A study of key targeting and associated employment services

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The American University in Cairo
School of Global Affairs and Public Policy

SKILL-TRAINING PROGRAMS FOR YOUTH IN EGYPT: A STUDY OF KEY TARGETING AND ASSOCIATED EMPLOYMENT SERVICES

A Thesis Submitted to the
Public Policy and Administration Department

in partial fulfillment of the requirements for the degree of

Master of Public Administration

by Afaf Ramzy Faryz

under the supervision of Dr. Ghada Barsoum

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SKILL-TRAINING PROGRAMS FOR YOUTH IN EGYPT: A STUDY OF KEY TARGETING AND ASSOCIATED EMPLOYMENT SERVICES

Afaf Ramzy Faryz

Supervised by Professor Ghada Barsoum

ABSTRACT

The thesis examines the skill training programs implemented by the non-governmental organizations (NGOs) in Egypt and their implementation types. The thesis focuses on five types of skill-training programs based on a secondary data resource available on the Youth Employment Inventory (YEI) online database. Common characteristics are examined between 100 skill-training programs in Egypt. Similarities and differences between the programs in both the urban and rural places and an evaluation of their strengths and weaknesses concerning training, labor market barriers, the targeted groups, beneficiaries, types of programs, and other services provided from the programs is discussed. The study shows that there are some gaps that need to be addressed by the NGOs regarding the beneficiaries of the training, the services provided in addition to the training, and the labor market barriers or failures that these programs established to resolve.

Keywords: Active Labor Market Policies (ALMPs), Skill-training programs for youth, Employment services, Egypt.
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Introduction:

Youth unemployment is one of the most important economic and social issues that Egypt faces. Egypt has experienced high rates of unemployment in the past two decades, the periods from 1994-1998 the unemployment rate was 9.4%, from 1999-2003 it was 9%, from 2004-2008 it was 12% and from 2009-2013 it was 11.9% (World Bank, 2014). The debate on the unemployment problem has been a leading feature of Egypt’s public policy for years with the problem now taking the top spot on the agenda as a whole. Numerous measures have been taken by the Egyptian government dealing with the reduction of the high unemployment and the creating of job opportunities but, the fact is that, unemployment remains high.

There is also imbalance in the labor market because the labor supply exceeds the labor demand. The dislocation between labor demand and supply is one of the main characteristics of the Egyptian labor market (Bilgin & Kilicarslan, 2008). It is envisioned that the high growth rate of labor force is likely to continue in the near future due to population growth.

One of the approaches to understanding the labor market of young people in a country is the Active Labor Market Policies “ALMP”, defined as the sets of direct polices that focus on youth employment programs (Assaad & Barsoum, 2007). This examines the set of ALMP policies that concern the skill-training programs especially for the disadvantaged young people in Egypt. The term “disadvantaged” being understood in the literature as youth who are unemployed, out-of-school, and/or at risk of dropping out of school. These programs include the vocational, the technical, the soft-skills programs and other kinds of skill-training interventions.

In Egypt, there are about 1,237 vocational training centers affiliated with 27 different ministries; these ministries operate independently through the country’s 19 governorates (Angel & Leon, 2013). The Ministry of Education only administrates around 1,600 vocational and
technical schools while the Ministry of Higher Education managed 47 middle technical
institutes. Therefore, there is a fragmentation in the delivery of vocational education and training
that leads to duplication and inefficiencies. Furthermore, the entrepreneurship programs are
limited in scope and the secondary schools do not teach life skills. According to 2012 the World
Bank report, about one third of employers interviewed in Egypt complained about the lack of life
skills of their recent hired employees.

The purpose of this thesis is to document the experience of implementing ALMPs for the
disadvantaged young people in Egypt through the skill-training interventions implemented by the
non-profit sector.

The thesis will discuss in the first part of literature, the ALMPs in more details: the
definition, their characteristics, the types of the implemented programs under the umbrella of
these policies, their focus and functions, their design and implementation, and the targeting
group. Then in the second part of literature, the study will go through various skill-training
models implemented by non-profit organizations worldwide to have a wide vision on these kinds
of programs and their secrets of success. The research question follows as: what are the common
characteristics of our sample of a hundred skill-training programs in Egypt? And what are the
effects of implementing ALMPs by the civil society through these programs? I will continue
with the methodology using quantitative analysis on these hundred skill-training programs based
on a secondary resources data available at the “Youth Employment Inventory” YEI website. The
last chapter will explore the skill-training programs of the illustrative case study NGO (Nahdet
El Mahrousaa) that comes after a brief background about the NGO itself. Finally, the argument
will be concluded and relevant recommendations will be offered at the end of the thesis.
I argue that skill-training programs for youth that are implemented by the NGOs could be a key factor for real development for Egypt, and therefore any developing country and could resolve the weaknesses of this sector in the public agencies and schools and as a result could help increase the employability for youth in the country if well targeted.

**Statement of the problem**

The purpose of the study is to review and document the experience of implementing ALMPs for the disadvantaged young people in Egypt through the skill-training interventions implemented by NGOs. An illustrative case study will be examined in this study, a NGO named “Nahdet El Mahrousaa” that provided several skill-training programs in rural and urban areas in Egypt.

Our focus in this NGO will be on the programs, the initiatives, and the incubated projects that are related to improving the skills for youth through the skill-training.

**Literature review**

The literature review on skill-training programs can be categorized into two parts. The first part of the literature review looks into the definition and determinations of the ALMPs and highlights which definition will be followed in the study and which sets of these policies will be examined. In the second part, we will go through successful models of skill-training programs implemented by NGOs worldwide to figure out what factors led to this success and how could they ensure sustainable development for the economy.

**A. ALMPs in literature:**

According to (Lawson, 2004), there are several factors that must be taken into consideration while talking about the performance of the labor market. These factors highly affect the labor market and the economy of any country in general from the point of view of
individuals rather than central authority, which are unemployment insurance, unionization, minimum wages, mandated benefits, marginal tax rates, hiring and dismissal restrictions, and the ALMPs. The thesis will highlight in the literature review the ALMPs, especially the ones related to the skill-training programs in order to understand these policies. First, the study has to define them however as well as to understand their characteristics, identify the types of implemented programs in Egypt and worldwide and finally evaluate these programs.

The ALMPs are introduced by Auer (2008) as the tools of the policy making, which directly combine a transfer payment with either work or training activities. They are considered as a set of measures for the sake of supporting job searches as well as the training and educating of unemployed people in order to obtain jobs and participate in job-creation activities, such as community work programs. These sets of policies are also interrelated with the passive labor market policies (e.g. unemployment benefits) (Auer, 2008, p. v).

However in defining the ALMPs, Nassar (2011) mentioned that ALMPs’ policies are one of three sets of labor market policies: active, passive and institutional policies. These policies are defined as governmental interventions for the purpose of correcting labor market failure. The author claimed that although there is wide use of these policies in developed countries, they do not succeed in developing countries due to the reasons, such as the lack of administrative capacity and the scarcity of monitoring and evaluation tools, which considered vital tools for implementing these policies.

Rosas and Rossignotti (2005) considered the ALMPs example of targeted initiatives that address both demand and supply of labor through a combination of varying comprehensive initiatives. Over the past 20 years, the ALMPs focused on raising the demand of workers and increasing the young people’s employability. These policies’ function is to mediate between the
labor supply and labor demand in order to mitigate the failure of the labor market. They are considered complements to the microeconomic policies rather than substitutes. If they are well designed and implemented, they would efficiently target the most disadvantaged young people. Recently, several countries have shifted to ALMPs in order to increase the employment opportunities for unemployed youth (Rosas & Rossignotti, 2005).

Almeida, Behrman, and Robalino (2012) differentiate between three types of vocational and technical programs: the pre-employment technical and vocational education and training (TVET), on-the-job training (OJT), and the training related to active labor market programs ALMPs. They argue that ALMPS are characterized by their short duration and mainly target the people who are looking for a second chance and who do not have access to either of the above mentioned two types of training: TVET and OJT. He added that the ALMPs' programs consist of classroom training complemented by subsidies to find internships or jobs and counseling for trainees.

Jelili (2010) stated that the unemployment rates in Europe during the period of the 1970s and 1980s attributed to the mismatch between the labor skills demanded and the supply side in addition to several other problems, such as the excessive wages, “over-generous out of work benefits,” and the rigid institutions. One of the possible solutions was the group of policies that has been labeled the ALMPs, with which the government can better manage the changes in demand, decreased labor costs and increased job search efficiency. ALMPs were the key to minimizing the long-term unemployment risk that could result from passive income support.

El Hamidi (2004) urged that without ALMPs’ policies based on governmental continuing interventions in funding and providing a high quality of technical and vocational education and training, “the high skill-high participation” workface will not be developed in most countries.
The author attributes that to the high capital governmental investment and its importance for quality vocational education, as it cannot be left to be determined by the market force. She thought that the private sector institutes have either the capacity or the vision to provide the level of training needed to create an optimally skillful workforce. The author did not address the non-profit sector role in this regard.

Kergel (2009) added that there is a call for ALMPs among the developing countries as well as countries with economies in transition to increase the employability and improve the working conditions as well as to reinforce national efforts in capacity building. In the US and other countries there is a shift from focusing on demand problems to emphases on supplies of domestic resources under the umbrella of mobilizing the domestic resources.

Our focus in this paper will be on the ALMPs in Egypt, especially the policies related to the skill-training programs.

ALMPs are mostly provided by the public sector in countries such as Tunisia, Morocco and Algeria, however, in countries like Egypt, Syria, and Jordan these programs are often provided by the civil society, the international organizations and the ministries (Angel 2010).

According to Assaad and Barsoum (2007) the ALMPs were considered one of the direct polices that focus on youth programs; these policies include job search assistance and employment services, the training programs for unemployed youth, job creation through employment subsidies, self-employment and public works, and micro finance services. This set of policies includes several programs, and one of these programs is our focus in this study, which is the skill-training program. Most active labor market programs are provided through governmental or quasi-governmental institutes. They have been criticized by their limited efficiency, the high reliance on international supports from donors, and the inability to be
sustainable over the long term. Therefore, many of these programs are insufficiently institutionalized or integrated into a policy framework despite the success of some NGOs. In Egypt there has been no systematic evaluation of most of the programs that address the youth employment in Egypt (Assaad & Barsoum 2007). There are however rare studies that address the pre and post intervention designs involving control, which include a huge knowledge gap that precludes the learning of lessons and creating of new projects.

By examining the labor market in Egypt, according to Abdel Mowla (2011) the self-employment assistance is one of the most common ALMPs that can be used in Egypt for females, heads of households, workers above 40, and workers with no school certificate who are less likely to get paid jobs. She considered the vulnerable employment in Egypt as a big challenge for policy makers.

Nassar (2011) highlighted the “job creation,” as one of the greatest challenges that face the Egyptian economy, as unemployment rates in Egypt are still high and the capacity of the economy in generating enough jobs is limited.

B. Skill-training models worldwide:

The skill-training and educational programs have been shown to be a driving force for productivity and growth in several countries as it will be explored in more details latter. Some of these countries could achieve a noticeable development by adopting these kinds of programs implemented by the public sector; however, others failed to do so through the formal sector but by the assistance of the private and the non-profit sectors. Many researchers consider vocational training as one of the most effective solutions for poverty reduction in developing countries (Asada, 2013)
In this part of literature, the study will look into successful models of skill-training programs in other countries worldwide in order to figure out the secrets of their success.

In the developing world, there is an example of a successful vocational training program called “Passport to Success” or PTS (Poindexter, 2013). The program has been implemented in 13 countries: China, Hungary, India, Kyrgyzstan, Lebanon, Mexico, Morocco, Pakistan, the Philippines, Poland, Russia, and Senegal. The program served more than 61,000 young people, male and female, in both urban and rural communities. It was designed to target the youth, ages 14-24 years old, who are at (high) risk of dropping out school or who are currently out of school or out of work. The partner of the program is IYF (International Youth Foundation) and is funded by their NGOs, USAID, the GE Foundation and Wrigley.

The curriculum of the program has been tested in both public and private primary and secondary schools, vocational training institutes, training colleges and the non-profit organizations. In order to have access to the curriculum, one must be a partner with IYF, which is available only by invitation. IYF engages with local institutions, such as universities and schools, in order to ensure the long-term sustainability of the program. They conduct the needed assessments and the teacher training and offer any teaching support. The PTS program has developed a 60 life-skills lessons curriculum currently being taught in 14 countries. There are more than 61,000 young people who have completed the program. Ninety seven percent from the program graduate in Mexico and 86% in India were employed or in school six months after the program completion. In Mexico, the dropout schools were reduced by up to 50% compared with groups not in the program.

In El Salvador, Latin America, there is another program called “Fundación Pestalozzi El Salvador” (Cooper, 2011). This program was established in 2008 to contribute sustainably in
order to ensure economic, social, and cultural rights of adolescents and young people living in exclusion conditions and risk of violence. One of the program's main objectives is to develop the technical skills of the teenagers who participate in the project in order to enable them to seize better job opportunities and generate income through their participation in technical and vocational training programs. In 2009, 70% of the participants were employed after the program was completed but giving the level of information provided, it cannot be said whether it was due to the program or not.

In Ghana, an innovative program was started in 1992 called Citi savings and loans, LTD, incorporated and licensed by the Bank of Ghana in order to operate as a non-bank financial institute to provide financial services to the informal sector's micro and small projects which had no access to the normal facilities of traditional institutions (Nwuke, 2002). Citi started with branches in peri-urban centers of the capital then developed an approach to interface the non-formal market place with the formal using canvassers at the grassroots market. It designed two specific financial products named “AdomBosea” for mostly foodstuff retailers and kayayoo-teenage girl porters in the local markets and “MmoaBosea” mostly for chopbar or food caterers and dressmakers. The success of the program was due several factors. First, the program provides a vocational training out of its profits for the young poor illiterate individuals. Second, it organizes youth into small groups. Third, it targets assistance in the form of credit and enterprise formation to groups. Fourth, it provides basic management training. Finally, it gives moral support to the trainees.

In Namibia, a loan guarantee program called Credit for Youth in Business (CYB) is an program initiated by the National Youth Council of Namibia in 2008 to support the youth who are involved in business and graduate from vocational training centers aged from 18 to 35
(Mulunga, 2010). The loan amounts ranges from N$3000-14000 and the beneficiaries are required to pay 10% of the required bank loan in advance. The CYB is financially supported by the EU through the National Planning Commission under the Spanish Cooperation and the Rural Poverty Reduction Program. The program itself is not a skill-training program but it considered a supportive program for the vocational training centers in Namibia.

In Vietnam (Asada, 2013), the VET program is used to teach Japanese cooking skills (investing in the service sector) to disadvantaged Vietnamese youth. A Japanese NGO in Hanoi called “KOTO” is one of the two NGOs that provide free vocational training in Vietnam. This NGO started a free vocational training for poor youth in rural areas by teaching them Japanese cooking skills in order to support their work in the city with the increasing demand for Japanese restaurants in the city and the increasing growth in the service sector of the country.

Reasons behind the gap between graduate of VET schools and market needs were:

1. The low number of vocational training schools given the market demand;
2. The outdated curricula in VET schools that focuses more on theory than on practical skills;
3. The few numbers of qualified teachers;
4. School managers' lack of experience in income-generating measures to sustain and grow schools.

KOTO provides food and living expenses and free accommodation to the trainees as well as assisting with job placement for graduate students. The international donors and partners provide the NGO with up-to-date training programs, and the NGO has opened resultants and hotels enabling them to fund their activities. The graduates of the program then come back to teach in the NGO.

In Indonesia (Jung, 2010), a successful program called “House of learning and development” was designed by the NGO YaysanCintaAnakBangsa (YCB) to provide certified
basic education, skills advancement and vocational training, including: hair and beauty; bag sewing; paper recycling; printing; and food and beverage work study courses. The program also provide job placement for children and young people in Indonesia. The object of this project is to give opportunities to underprivileged youth towards independence through education empowerment and entrepreneurship programs.

In Bangladesh, one of the largest NGOs that use a comprehensive primary health care framework is an NGO named Gonoshasthaya Kendra (GK) (Kelman, 2013). This NGO has utilized some form of community health worker network. It has grown from a health service provider into a PHC(Primary Health Care) development organization. Its system has both rural and urban PHC systems and has grown to encompass education, nutrition, agriculture, environment, generic drug manufacturing, vocational training and medicinal plant research (Kelman, 2013).

In Thailand, one of the successful projects that care about the youth development is a project named “Unlocking the potential of Asian Youth” (Poindexter, 2013). The project's goals are to address the needs of youth by providing them with support in three critical areas: Life skills, education, and career preparation. The project targets the youth at risk. It was designed to provide them with vocational skills training, entrepreneurship skills, and seed capital to startup their business. The project also provides those disadvantaged youth with scholarships in five cities in China to improve their career prospects and life skills. Also, the young people who were living in four runway shelters in and around Seoul in South Korea received education, life skills training, and career support.

The project started in 2007 and ended in 2011. It was funded by the Tiger Woods Foundation with the International Youth Foundation as its partner. The project served about 1982
youth aged from 14-20 years old, both male and female. It was started in three rural Northern provinces of Thailand then spread to the urban area in five Chinese cities and South Korea. At the end of the project in 2011, 1982 youth had strengthened their skills and broadened their employability prospects through the training and education that were provided by the project.

In Hong Kong (Yan, 2012), a Christian vocational training center has set up a Fullness Hair Salon (FHS) with an initial donation of HK $0.8M from a church with an additional amount of HK $0.2M interest free loan from church members. This NGO established the first salon at Mongkok in 2001 then relocated to Sai Wan Ho in 2004. The purpose of the project is to help the deviant youth to reintegrate into the society. In 2008, Fullness Christian Social Enterprise Limited was set up to be in charge of the salon operations. In 2009, a second salon in Sai Wan Ho was set up. The salon does not rely on government funds since it was established in 1988. In 2009, it was quoted by Government Home Affairs Bureau as the most successful NGO funded social enterprise. The salon is sustained by issuing company shares: 24% of the salon is owned by the social enterprise and 76% is in the market. On the operational side, there is an 18-month training program for marginal youth and ex-inmates for joining the salon. The managerial staff occasionally visits prisons to recruit youth, and they have established good relations there with the correctional services department (CSD). In addition to the above, for testing the market process, the management recruits university students to conduct surveys on how many hair salons exist in the area and what prices they are charging. The future development plan of this NGO is to open 10 hair salons in the coming 5 years.
The Research Question:

In the light of the ALMPs that mostly implemented by the NGOs in the developing countries including Egypt and based on our analysis of a hundred skill-training programs in Egypt our sample in this thesis, the research question that need to be answered is that what are the common characteristics of these programs? The study need to figure out the similarities and differences between these programs in both the urban and rural areas. The purpose is to explore the strengths and weaknesses that need to be developed regarding the targeting group and beneficiaries. In addition, to realize the types of programs exist and the other services that can be provided beside the training as well as the places that need to be covered by these interventions.

The methodology:

In this thesis, I am using both the qualitative and qualitative methodology in analyzing the skill-training programs in Egypt. On one hand, I will be doing a quantitative analysis to examine a hundred skill-training programs in Egypt by using the SPSS system. On the other hand, I will qualitatively test the experience of one of the largest NGOs that work on several skill-training programs in Egypt, which is “Nahdet El Mahrous” (NM) by contacting the responsible persons using a questionnaire.

The quantitative component relies on data on 100 skill-training interventions implemented by NGOs in Egypt to test the correlation between these projects. The data which we have collected about these interventions during the period 2012-2013 is available online at the Youth Employment Inventory (YEI). YEI is a multi-agency initiative aiming to collect information and evidence on youth employment programs around the world. It is a joint effort of the World Bank, the German Ministry of Economic Cooperation and Development, the Inter-American Development Bank, the Multilateral Investment Fund, the International Labour
Organization (ILO), and the Youth Employment Network (YEN). It is considered as the first comprehensive database to provide comparative information on more than 700 youth employment interventions from around 90 countries. The national inventory of youth employment interventions in Egypt aims to provide the basis for further research on trends and investment in youth as well as evidence-informed decision-making in Egypt (Barsoum et al., forthcoming).

The primary search through the youth employment inventory (YEI) with the keyword “skills training” as a main category of the interventions in Egypt resulted in a sum of 122 interventions, including in-class, workplace, non-formal apprenticeship schemes, life/soft skills, and second chance education programs. Nineteen of them were implemented by governmental agencies, three were implemented by the private sector, and a 100 were implemented by NGOs, multilateral organizations, donor agencies and others, so I am going to eliminate interventions implemented by governmental agencies and the private sector, which are a sum of 22, and will keep the 100 interventions implemented by the non-profit sector as our database sample for this research.

I am going to do a descriptive analysis for 100 interventions by testing the different variables, including the targeting group, the targeted gender, the project status, the project location, the project concentration on income, education, risk and disabilities, the project cost, evaluation, and quality. I will test whether the January 25th 2011 revolution had an effect on the number of interventions established or ended by measuring the start and end dates of these interventions. Also, I will test the correlation between two variables using the cross-table tool, such as:

- The relation between the project status and its location
• The relation between the intervention location and (the targeted gender, income status, education, disabilities, individuals at risk)

• The relationship between the five different intervention types and (the different cross-cutting services, such as search assistance and access to labor market information, job counseling services, job placement services, and financial assistance to job search)

• The relation between the different types of intervention and the different market barriers that the intervention has been established for, such as the inappropriate general education, inadequate technical skills, inadequate soft/life skills, job matching problems, lack of labor market information, lack of labor demand, and discrimination (of disabled, ethnic groups, migrants, gender etc.)

• The relation between different intervention types and different financial resources

On another hand, I will use the same questionnaire designed by ILO Egypt and which we have used to collect the data about the youth employment programs in Egypt during the period 2012-2013 with my illustrative case study NGO “Nahdet El Mahrousaa”. I have contacted the responsible persons on the two skill-training programs that the NGO has to know more about these programs and their experience with these kinds of interventions. The meetings took place at the NGO and via emails and through phone calls during the period July-October, 2014. The discussions focused on getting updated figures and information about these programs; the data that is not available at their website page. The responsible persons at the NGO were helpful and filled out the required questionnaire and sent me in addition documents include more details: their fact sheet, brochures, and the labor market assessment of their programs.

Before starting my research, I have applied to the Institutional Review Board “IRB” at my university “AUC” to approve my research proposal as for all kinds of research that involve
human issues for the protection of human subjects. They asked me first to take their online training and pass the test and I did so then filled out the required form with all the details about my research topic and the methodology that will be used in the thesis. Ten days later, I received a phone call from the chair of the IRB with some comments and I worked on them then resubmitted the required form. Afterward, I received the approval letter appendix with my thesis.
Quantitative analysis of a hundred skill-training programs in Egypt:

In this chapter, I am going to apply a quantitative analysis on a hundred interventions work on the skill-training programs to figure out what could be included about these kinds of programs in Egypt. All of these interventions were implemented by non-profit organizations and the data collected is available online at YEI.

Types of the skill-training programs:

The study will go through five types of skill-training programs; two of them are categorized according to the location of the skill-training activities whether they are in-classroom or at workplace vocational and technical training. The three other types are categorized according to the kind of services they provide which are the non-formal apprenticeship schemes, the life-skills training programs, and the second chance education programs. I will briefly describe and summarize Betcherman (2007), for each of them separately introducing what is known to be more effective and its advantages and disadvantages.

1. In-classroom vocational and technical training Programs:

This kind of skill-training programs targets youth aged from 14-30 years old. Most of those young people are un/underemployment with low income and education levels. It served equally in rural and urban areas with some focus in the main cities in the developing countries. There is some orientation of these kinds of programs toward women in developing economies. According to Angel (2010), the in-classroom vocational and technical training programs are the type of programs that belong to the comprehensive training programs targeted to youth (16-29) through public-private-partnerships. These kinds of programs have proven to increase employability. Recently, Egypt has initiated important efforts to design and implement labor market program targeted to youth and women. Most of these programs focus on in-class training (hard skills).
Few of them provide some type of practical experience, focus on soft-skills, and provide some type of employment services and labor market intermediation. She argues that currently many countries are moving from the in-classroom training toward a more comprehensive training models that include the provision of in-classroom, workplace, and soft-skills training in addition to supplementary services, such as counseling, monitoring, job search and placement assistance.

2. Workplace Training Programs

The workplace training programs are one of the programs that work on increasing the viability and effective of the skill training programs. According to Angel (2012), the interaction between the in-classroom and workplace training programs increases the likelihood of positive labor market impacts by 30%, and when they combined with other employment services, the probability of obtaining a positive impact increases by 53%. She argues that the success of the in-classroom training programs increases when they include life-skills or on-the-job (workplace) training or both to it (Angel, 2012)

3. Non-formal Apprenticeship schemes

This type of training systems includes public-private alliances in the design and provision of services (Betcherman, 2007). It creates cost-sharing structures and allows consistency between courses and skills demanded by the market. According to Angela (2010), the entrepreneurship programs had the highest positive impact rating although the number of these interventions in the inventory YEI is too small to draw firm conclusions.

4. The life-skills training programs

According to Angel (2010), the life skills programs provide disadvantaged youth with the required training on problem solving and presentation skills. The evaluation of these programs based on the test scores. The program beneficiaries and members of the control group were
tested in subjects that are related to topics covered during the program before initiation of the program and upon completion. The evaluation revealed that program beneficiaries had acquired around 50% more knowledge in the subjects evaluated as compared to peers who had not taken the classes. In addition the evaluations showed that the percentage of students who felt that a successful career was ‘very important’ differed by 12% from the comparison group. Students who participated in the program felt more confident in their ability to solve problems 33% higher rates of confidence as compared to the control group. The evaluations also revealed that some training courses have a greater educational impact than others. For instance, a program could offer both problem solving and presentation skills, but examinations would show a higher improvement in tests scores conducted in the area of problem solving vs. the comparison group.

5. The second chance education programs

These kinds of interventions are intended to bring the youth who drop-out school up to an academic level equivalent to what they have lost by not completing their school programs (Betcherman, 2007). The program aims to strengthen the employment possibilities for unemployed young people with low-education level and to provide motivation for them to return to education. The evaluation evidence indicates small but positive short-run effects on employment; however, this is largely due to an increase in the transition rate from unemployment to schooling rather than to employment. There is no data available on cost-effectiveness.

The first descriptive analysis of our study sample of the hundred skill-training programs is shown in the results below taking into account the overlap between the five types of programs as some NGOs incubate more than one type. The in-classroom vocational and technical education and training programs are 56 interventions. The workplace programs are 30
interventions e.g. internships, on-the-job training schemes. The non-formal apprenticeship schemes are 4 interventions. The life-skills training programs are 58 interventions. The second chance education programs are five interventions e.g. basic literacy and numeracy programs; accelerated learning and equivalency programs.

It is clear that the life-skills training programs have the highest weight of the overall skill-training programs as measured in percentage 58% of the total number of interventions, then comes the in-class vocational and technical programs by a 56%, the workplace training programs by 30%, the second chance education programs by 5% and the latest is the non-formal apprenticeship schemes by 4% out of the total number of interventions. I will do a descriptive analysis for these hundred skill-training programs to figure out the relation between the different dependent and independent variables we have in our database.

Targeting approach and beneficiaries:

In this part, I will do a descriptive analysis about the beneficiaries of these hundred skill-training programs regarding the gender considerations, the disability considerations, the ethnic considerations, the income level, the education level, and the risk considerations to figure out the correlation between these hundred programs. The analysis regarding the interventions’ beneficiaries can be summarized in the table below:

<table>
<thead>
<tr>
<th>Table 1: Targeting approach and beneficiaries:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>NC= 86</td>
</tr>
<tr>
<td>Men=3</td>
</tr>
<tr>
<td>Women=11</td>
</tr>
</tbody>
</table>

NC: Not a criterion.

Source: Author’s calculations, YEI data set

Figure 1: Targeting approach and beneficiaries:
From the table above, it can be noticed that for the hundred skill-training interventions, the gender was not a criterion for 86% and the interventions that targeted men were only 3%, while interventions that targeted women were 11%.

However, regarding the disabilities, it is clear that for 91% of the interventions disabilities were not a criterion while 9% of these interventions targeted disabled youth. Regarding the ethnic considerations, in 100% of the interventions ethnic was not a criterion. Regarding the income level, in 77% of the interventions income was not a criterion while 23% of the interventions targeted primarily low income individuals.

For the education level, in 49% of the interventions education was not a criterion while 41% of the interventions targeted only educated individuals and only 10% of the interventions targeted primarily individuals with low levels of education and/or drop-outs.

With regard to targeting the individuals at risk, the risk issue was not a criterion in 89% of the interventions, while there is 7% of the interventions target primarily the individuals at-risk, e.g. individuals who left school early without learning or having problems with drug abuse or violence and there is only 4% target primarily not in risk youths.
Other services are provided by the programs in addition to the training:

1. Entrepreneurship promotion services offered as part of the skill-training programs:

In this section, the study will test the entrepreneurship promotion services that different NGOs may offer to the trainees associated with the skill-training programs they provide. When it examines the entrepreneurship promotion services that different interventions may offer to the trainees during or after they complete the required training successfully, it will be found that three kinds of services that will be tested here. These services are the entrepreneurship training, the advisory services e.g. mentoring, business development services, or business and cooperatives formalization, and the access to microfinance. By using the SPSS analytical system in doing a descriptive analysis of these kinds of services regarding each type of the five skill-training programs the study has, it comes up with the below results summarized in the table hereunder:

**Table 2: Entrepreneurship promotion services offered by the skill-training programs:**

<table>
<thead>
<tr>
<th></th>
<th>In-classroom vocational training</th>
<th>Workplace training</th>
<th>Non-formal apprenticeship schemes</th>
<th>Life-skills training programs</th>
<th>Second chance education programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship training</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Advisory services</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Access to microfinance</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Total number of projects</td>
<td>56</td>
<td>30</td>
<td>4</td>
<td>58</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Author’s calculations, YEI data set

**Figure 2: Entrepreneurship promotion services offered by the skill-training programs:**
For the in-classroom vocational and technical education and training programs: there are only 2 interventions out of 56 in-classroom interventions that offer entrepreneurship training services which count as 3.57% of the total number of the in-classroom interventions.

One of these two interventions is called “AnamelMasriya Artisans” implemented by the NGO (AWTAD) Association for Women’s Total Advancement and Development. The program focuses on reviving original Egyptian crafts and talented artisans and artisan clusters mainly in the fields of wood, glass, metals, and fabrics. Its training workshops focus on unique designs and marketing. Training mixes art and business and runs in 3-4 month cycles. It also covers life skills, such as teamwork and communication, as well as how to run a business and make money are taught. Program is administered in the governorates through partner NGOs, and uses master designers and trainers. There are four main training components of this intervention, which are general product and creativity training, skills training and refinement, quality control, and entrepreneurship and creating a business. Exhibitions are held after training product samples are evaluated by the master trainers. All of this occurs within varied work groups or ‘clusters’ mixing artisans from different backgrounds to maximize learning and reach their potential.
The second intervention called “Step By Step” implemented by the Alexandria Business Association NGO. In December 2010, Alexandria Business Association (ABA) in partnership with MEDA launched the Step By Step (SBS) pilot program which will target 150 youth per month for small grants and vocational training, financial education, and capacity building in business management and administration. The intervention targets young people between the ages 18 and 22 years with a maximum of high school education. Youth who successfully complete this program are eligible for lending through the organization's regular lending program. Back to the table and the in-class vocational and technical training programs, there are only 7 interventions offer advisory services which are 12.5%, and 11 interventions offer access to microfinance services for the trainees which is 19.64%.

For the workplace training: there are only 2 out of 30 workplace interventions that offer entrepreneurship training which count as 6.66% of the total number of workplace interventions. One of these interventions is called “Career & Entrepreneurship Development Office (CEDO)” implemented by NM, which is our case study NGO in this thesis. The thesis will discuss this program in more details in the next chapter.

The second intervention is called “Fayoum Sons Labor Market Preparation Program” implemented by the charitable society for Fayoum sons in Alexandria NGO. The training component (lasted from 2004 to 2006) provided training on IT software and hardware support, cleaning water tanks training programs, and pest control training programs. The second ongoing activity is to provide micro-loans. The lending cycle lasts for 10 months and loan sizes ranged from LE 300 to LE 1500. The provision of loans is accompanied by ad-hoc entrepreneurship training. Back to the table and the work place training programs, there are 3 out of 30
interventions offer advisory services which is 10%, 3 out of 30 offer access to microfinance which is also 10% of the total number of workplace interventions.

For the non-formal apprenticeship schemes: there are 3 out of the 4 interventions offer entrepreneurship training which count as 75% of the total number of non-formal apprenticeship schemes programs, 3 out of 4 offer advisory services which is also a 75% of the total number of non-formal apprenticeship schemes programs, and no intervention offer access to microfinance services.

For the life-skills training programs: there are 11 out of 58 programs offer entrepreneurship training services which are 18.96% of the total number of life-skills programs, 6 interventions offer advisory services which is 10.34%, 6 interventions offer access to microfinance service which is also a 10.34% of the total number of life-skills programs.

For the second chance education program: there are only one intervention out of five offer entrepreneurship training services which count as 20% of the total number of second chance education program. This intervention is called “New Horizon: Enhancing the Abilities of Women and Youth in Misr El Qaddima” implemented by the NGO “New Horizon Association for Social Development”. This intervention focuses on socio-economic and political empowerment of women and youth who live in the marginalized areas of Old Cairo through awareness raising, training and lending. There is none of the second chance programs offer advisory services, and one out of five offer access to microfinance services which is also a 20% of the total number of second chance education programs. This intervention is the same one which offers entrepreneurship training services, the “New Horizon: Enhancing the Abilities of Women and Youth in Misr El Qaddima” program.
As a sum up, it can be concluded that the Entrepreneurship Promotion services that the skill-training programs offer in addition to the skill-training programs ordered from high to low percentages in the analysis are the entrepreneurship training services, then comes the access to microfinance services comes then the advisory services.

2. Employment and other cross-cutting services offered in addition to the skill-training programs:

While testing the employment and other cross-cutting services that different interventions may offer to the trainees in addition to the main skill-training services they provide, the study figured out that there are five kinds of employment services need to be tested here. These services are the search assistance and access to labor market information, job counseling, job placement, the financial assistance for job search e.g. stipend for job search, and the sanctions for not complying with the intervention's rules. The study summarizes the results in the table below:

**Table 3:** Employment and other cross-cutting services offered in addition to skill-training programs:

<table>
<thead>
<tr>
<th>Search assistance and access to labor market information</th>
<th>In-classroom vocational training</th>
<th>Workplace training</th>
<th>Non-formal apprenticeship schemes</th>
<th>Life-skills training programs</th>
<th>Second chance education programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search assistance and access to labor market information</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Job counseling</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Job placement</td>
<td>19</td>
<td>13</td>
<td>0</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Financial assistance for job search</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sanctions for not complying with the intervention's rules</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Total number of programs

<table>
<thead>
<tr>
<th></th>
<th>56</th>
<th>30</th>
<th>4</th>
<th>58</th>
<th>5</th>
</tr>
</thead>
</table>
| Source: Author’s calculations, YEI data set

**Figure 3:** Employment and other cross-cutting services offered in addition to skill-training programs:

For the in-classroom vocational and technical training programs, there are 12 out of 56 interventions offer search assistance and access to labor market information services which counts as 21.42% of total number of in-classroom programs, 5 out of 56 offer job counseling services which is 8.93%, 19 out 56 offer job placement services which is 33.93%, none offer financial assistance for job search, and none has sanctions for not complying with the intervention’s rules.

For the workplace training programs, there are 7 out of 30 interventions offer search assistance and access to labor market information services which counts as 23.33% of the total number of workplace training program, 3 out of 30 offer job counseling services which is 10%, 13 out of 56 offer job placement services which is 23.21%, none offer financial assistance for job search, and none has sanctions for not complying with the intervention’s rules.

For the non-formal apprenticeship schemes, there are 3 out of 4 interventions offer search assistance and access to labor market information services which counts as 75% of the total
number of non-formal apprenticeship schemes, none offer job counseling services, none offer job placement services, none offer financial assistance for job search, and none has sanctions for not complying with the intervention’s rules.

For the life-skills training programs, there are 17 out of 58 interventions offer search assistance and access to labor market information services which counts as 29.3% of the total number of life-skills training programs, 12 out of 58 offer job counseling services which is 20.69%, 17 out of 58 offer job placement services which is 29.31%, none offer financial assistance for job search, and none has sanctions for not complying with the intervention’s rules.

For the second chance education program, there are zero intervention out of five interventions offer search assistance and access to labor market information services, one intervention out of five offer job counseling services which counts as 20% of the total number of second chance education programs. This intervention is called “AlashanekYaBalady Training and Career Guidance Program” implemented by the NGO AlashanekYaBalady (AYB). The intervention aims to increase the skills of marginalized youth and women participating in the training programs and to create a positive perception and attitude of marginalized youth and women towards work in general. There are two out of five interventions offer job placement services, which is 40%. One of these two interventions is called “Ana El Masry Training and Employment to Rehabilitate Street Children” implemented by the NGO “Ana El Masry”. The program seeks to provide street children with skills needed to re-integrating them and providing them with a second-chance opportunity. The second intervention is called “Employment Program for Street Children” implemented by the “Arab Center for Services”. The initiative works on training and employing street children and child laborers. The organization covers the training costs. The selection criteria is targeted towards those who are out of schools, with the
majority working on the street and considered as street children. The Arab Center for Services conducts small-scale market research in order to approach the private sector and engage it in employment and training. These employment partnerships are then used to place beneficiaries in jobs following the training. The organization requires employers to provide a legal contract and social insurance to placed youth. The curriculum includes negotiation skills, business values, life skills and personal development. There is none of the interventions offer financial assistance for job search, and none has sanctions for not complying with the intervention’s rules.

To sum up, it can be said that the employment and other cross-cutting services that NGOs can offer in addition to the skill-training programs ordered from high to low percentages in the analysis are the job placement services, the search assistance and access to labor market information services, the job counseling services, then comes the financial assistance for job search services and Sanctions for not complying with the intervention's rules.

**Labor market barriers/failures intended to be addressed by the Intervention:**

In this section, I am going to examine the labor market barriers or failures that have to be addressed by the interventions as identified by the implementers. By barriers, I refer to any internal or external element that stand against finding a job opportunity in a labor market for a disadvantaged youth in a society. The purpose here is to examine these barriers for each type of the five skill-training programs. These barriers, such as the inappropriate general education, the inadequate technical skills, the inadequate soft/life skills, the lack of financial capital, the job matching problems, the lack of labor market information, the lack of labor demand, the discrimination of disabled, ethnic groups, migrants, gender etc., the constraints in labor market mobility, and others. By using the SPSS analytical system, the results can be summarized as below:

**Table 4:** Labor market barriers/failures intended to be addressed by the Intervention
<table>
<thead>
<tr>
<th>Problem</th>
<th>In-classroom vocational training</th>
<th>Workplace training</th>
<th>Non-formal apprenticeship schemes</th>
<th>Life-skills training programs</th>
<th>Second chance education programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate general education</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Inadequate technical skills</td>
<td>48</td>
<td>23</td>
<td>4</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Inadequate soft/life skills</td>
<td>24</td>
<td>13</td>
<td>0</td>
<td>54</td>
<td>3</td>
</tr>
<tr>
<td>Lack of financial capital</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Job matching problems</td>
<td>15</td>
<td>9</td>
<td>0</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Lack of labor market information</td>
<td>11</td>
<td>9</td>
<td>3</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Lack of labor demand</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The discrimination</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Constraints in labor market mobility</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total number of programs</td>
<td>56</td>
<td>30</td>
<td>4</td>
<td>58</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Author’s calculations. YEI data set
For the in-classroom vocational and technical training programs, there are 9 out of 56 interventions address the inappropriate general education which counts as 16.07% of the total number of in-class vocational and technical training programs, 48 out of 56 interventions address the inadequate technical skills which is 85.71%, 24 out of 56 address the inadequate soft/life skills which is 42.85%, 10 out of 56 interventions address the lack of financial capital which is 17.85%, 15 out of 56 interventions address the job matching problems which is 26.78%, 11 out of 56 interventions address the lack of labor market information which is 19.64%, 3 out of 56 interventions address the lack of labor demand which is 5.35%, 8 out of 56 interventions address the discrimination issues which is 14.28%, none address the constraints in labor market mobility, and no other barriers have to be addressed by the in-class vocational and technical training programs.

For the workplace training, there are 2 out of 30 interventions that address the inappropriate general education, which counts as 6.66% of the total number of workplace
training programs. One of these interventions is called “Career & Entrepreneurship Development Office (CEDO)” and the thesis talked about it before in this chapter, and the second one is called “Training to Prepare Nurses” implemented by the NGO “Al Moslem El Sagheer”. The intervention trained 200 girls to become nurses in public and private hospitals. The intervention started in January, 2010 and ended on May 2012. The participants received the classroom training at Al Arish NGO Training center by professors from the Suez University for 3 months. This training was followed by on-the-job training for six months at the Suez Canal University hospital. At the end of the training program, trained nurses were employed at North Sinai public and private hospitals and medical centers.

There are 23 out of 30 interventions address the inadequate technical skills which is 76.6%, 13 out of 30 interventions address the inadequate soft/life skills which is 43.3%, 2 out of 30 address the lack of financial capital which is 6.66%. One of these two interventions is “Fayoum Sons Labor Market Preparation Program”. The second intervention called “Learn and Earn” implemented by the NGO “Association for the Protection of the Environment”. This program has three main components: training and in-kind lending, and marketing support. The program provides female garbage collectors with technical training on the production of hand made products such paper crafts, weaving and patchwork. The Association pays 85 EGP monthly to each trainee during the training phase (3 months). Training takes place at the Association's workshop. Upon completion of the training, young women receive a weaving a loom, the cost of which is considered as a loan. The Association provides beneficiaries with the raw materials and design. The Association also markets and sells their products. Trained women pay a percentage from their monthly earnings to the association as installments of the machines and materials provided.
There are 9 out of 30 interventions address the job matching problems which is 30%, 9 out of 30 interventions address the lack of labor market information which is 30%, 3 out of 30 address the lack of labor demand which is 10%, 2 out of 30 interventions address the discrimination issues which is 6.66%. One of them is “Learn and Earn” the program that has been discussed earlier, and the second intervention is called “Ebtessama Young Adults with Disabilities (YAD) Program” implemented by the NGO “A Right for an Equal Life – Ebtessama Foundation”. The program focuses on developing the social and life skills of Young Adults with Disabilities (YAD), improving their communication skills and increasing their knowledge of the work environment and job-related skills. In-classroom training is provided for duration of 6 months, for 5 days a week, from 9:00 am to 5:00 pm. The NGO uses training methods such as brainstorming, group work, games and exercises. The three main areas included in the curriculum are the social incubator to develop social and communication skills, theoretical training to introduce business to participants in order to develop work skills, and on-the-job training. The on-the-job training lasts for 3 months to get beneficiaries acquainted to their future positions. Upon completion of the training program, the organization places beneficiaries in the tourism sector, in jobs where they are guaranteed contracts, social and medical insurance. There is none of the interventions address the constraints in labor market mobility and no other barriers have to be addressed by the workplace training programs.

For the non-formal apprenticeship schemes, there is no interventions address the inappropriate general education, 4 out of 4 interventions address the inadequate technical skills which is 100% of the total number of the non-formal apprenticeship schemes, none of the interventions address the inadequate soft/life skills, none address the lack of financial, none address the job matching problems, 3 out of 4 interventions address the lack of labor market
information, none address the lack of labor demand, none address the discrimination issues, none address the constraints in labor market mobility, and no other barriers have to be addressed by the non-formal apprenticeship schemes.

For the life-skills training programs, there are 12 out 58 interventions address the inappropriate general education which counts as 20.69% of the total number of the life-skills training programs, 20 out of 58 interventions address the inadequate technical skills which is 43.48%, 54 out of 58 address the inadequate soft/life skills which is 93.10%, 6 out of 58 interventions address the lack of financial capital which is 10.34%, 19 out of 58 interventions address the job matching problems which is 32.75%, 18 out of 58 interventions address the lack of labor market information which is over 31%, none address the lack of labor demand, 4 out of 58 interventions address the discrimination issues which is 6.89%, none address the constraints in labor market mobility, and no other barriers have to be addressed by the life-skills training programs.

For the second chance education programs, there are 3 out 5 interventions address the inappropriate general education which counts as 60% of the total number of second chance education programs, 2 out of 5 interventions address the inadequate technical skills which is 40%. One of these two interventions is called “Ana El Masry Training and Employment to Rehabilitate Street Children” which has been discussed earlier.

The second intervention is called “Income Improvement Program” implemented by the NGO “Man Ahyaha”. The youth employment program consists of a technical training component for handmade carpets and sewing, as well as a literacy component for beneficiaries that have dropped out of school. The program operates with a charity approach targeting the poor.
There are 3 out of 5 addresses the inadequate soft/life skills which is 60%, 1 out of 5 interventions address the lack of financial capital which is 20%. This intervention is called “New Horizon: Enhancing the Abilities of Women and Youth in Misr El Qaddima”, this has been discussed earlier.

There is 1 out of 5 interventions address the job matching problems, which is 20%. This intervention is called “Employment Program for Street Children” implemented by the “Arab Center for Services,” a NGO. The initiative works on training and employing street children and child laborers. The organization covers the training costs. The selection criteria is targeted towards those who are out of schools, with the majority working on the street and considered as street children. The Arab Center for Services conducts small-scale market research in order to approach the private sector and engage it in employment and training. These employment partnerships are then used to place beneficiaries in jobs following the training. The organization requires employers to provide a legal contract and social insurance to place youth. The curriculum includes negotiation skills, business values, life skills and personal development.

There are 2 out of 5 interventions address the lack of labor market information, which is 40%. One of these interventions is “AlashanekYaBalady Training and Career Guidance Program” and the other intervention is called “Ana El Masry Training and Employment to Rehabilitate Street Children” and both have been discussed earlier.

There is no intervention addressed the lack of labor demand, none addressed the discrimination, none address the constrains in labor market mobility, and no other barriers have to be addressed by the second chance education programs.

In general and based on our analysis, it can be said that the barriers or the failures that the non-profit organizations in Egypt trying to address according to their priority ordered from high
to low percentages in the analysis are the inadequate technical skills, the inadequate soft/life skills, the job matching problems, the lack of labor market information, the inappropriate general education, the lack of financial capital, the discrimination, the lack of labor demand, and the constraints in labor market mobility then any other barriers come next.

The skill-training programs start and end dates:

The study also will test whether the January 25\textsuperscript{th} 2011 revolution that occurred in Egypt has any impact on the number of interventions established or ended at the revolution time by measuring the start and end dates of the 100 skill-training interventions assuming other factors are constant. The study summarizes the start and end dates of these interventions since 1971 in table 5 below:

\textbf{Table 5}: The skill-training programs start and end dates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>77</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>87</td>
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<td>-</td>
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<tr>
<td>94</td>
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<tr>
<td>98</td>
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<td>08</td>
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<td>09</td>
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<td>9</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Author’s calculations. YEI data set

\textbf{Figure 5}: The skill-training programs start and end dates:
The total number of interventions in this analysis is only 93 as there are 7 missing data about 7 interventions. The skill-training interventions with unknown end date are 60 out of 93, which is 64.5% of the total number of interventions.

From the table above, it can be noticed that the startup of the skill-training interventions in Egypt was increasing during the period 71-2001 then it was swinging between an increase and a decrease from the period 2001-2006 then it increased again during the period 2007-2010 by 13.2%. At the revolution year 2011, there were 9 out of 93 skill-training interventions started which counts as 9.6% of the total number of interventions; however, only 4 skill-training interventions started in 2012 which was 4.3% of the total number of interventions. It can be concluded that the revolution has an effect on increasing the number of skills-training interventions that have started up during the period of 2011-2012 while keeping other factors constant. However, the number of interventions returns to shrank in 2012 that could be due to the restrictions that Egyptian government set on the non-profit organizations in 2012 after the 25th of January revolution or could be for other reasons; this is not clear. According to the database, there is no data available about the skill-training programs after 2012.
Correlation between different variables in the skill-training programs:

The study here will test the correlation between two different independent variables using the cross-table tool in SPSS system, this correlation, such as:

- The correlation between the project status and its location:

It appears from the first glance that there is a relation between the program status and its location. In Egypt, it is customary that projects in rural areas are the short term ones with specific tasks and purposes; however, projects in urban areas are mostly the long term ones. In the table below, the study is going to examine this assumption by facts and figures and know its credibility and accuracy.

**Table 6**: The correlation between the project status and its location

<table>
<thead>
<tr>
<th>Location</th>
<th>Urban</th>
<th>Rural</th>
<th>Both</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>Ongoing</td>
<td>25</td>
<td>2</td>
<td>27</td>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author’s calculations. YEI data set

It can be noticed from table 6 that there are 41% of the interventions located in the urban areas, 13% of the interventions locate in the rural areas, 37% of the interventions locate in both the urban and rural areas, and 9% interventions with unknown locations. However regarding the program status, there are 36% of the interventions are completed, 59% of the interventions are ongoing, and 5% of the interventions with unknown status. Therefore, it is noticeable that the highest percentages of the skill-training programs located in the urban areas, and more than half of the interventions are still ongoing programs.
Regarding the urban skill-training interventions, 36.5% of the interventions are completed, 60.98% of the interventions are still ongoing, and 2.43% of the interventions with unknown status.

Regarding the rural skill-training interventions, 76.9% of the interventions are completed, 15.3% of the interventions are still ongoing, while 7.69% of the interventions with known status.

Regarding the skill-training interventions that work in both rural and urban areas, 27% are completed interventions, 72.9% of the interventions still ongoing, and 0% with known status.

The research can sum up the results based on the analysis that the skill-training interventions have the biggest weight in urban places rather than rural places. There are more than half of the skill-training interventions are still ongoing projects at the time of the analysis, most of the urban skill-training interventions are ongoing projects while most of the rural skill-training interventions are completed. However, most of the skill-training interventions that work in both the urban and rural places are still ongoing projects.

- The correlation between the intervention location and the targeted beneficiaries:

  The correlation regarding gender, disability consideration, income, education, ethnic consideration, and risk consideration summarized in the table below:

  **Table 7**: The correlation between the intervention location and the targeted beneficiaries

<table>
<thead>
<tr>
<th>Location</th>
<th>Urban</th>
<th>Rural</th>
<th>Both</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a criterion</td>
<td>36</td>
<td>9</td>
<td>34</td>
<td>7</td>
<td>86</td>
</tr>
<tr>
<td>Men</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Women</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>---------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a criterion</td>
<td>38</td>
<td>13</td>
<td>32</td>
<td>8</td>
<td>91</td>
</tr>
<tr>
<td>Disabled</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Ethnic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a criterion</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>A criterion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a criterion</td>
<td>31</td>
<td>8</td>
<td>30</td>
<td>8</td>
<td>77</td>
</tr>
<tr>
<td>Low income</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a criterion</td>
<td>16</td>
<td>9</td>
<td>20</td>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>Educated</td>
<td>21</td>
<td>4</td>
<td>13</td>
<td>3</td>
<td>41</td>
</tr>
<tr>
<td>Low education</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Risk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not a criterion</td>
<td>35</td>
<td>13</td>
<td>33</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td>At risk</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Not at risk</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Author’s calculations, YEI data set

**Figure 6**: The correlation between the intervention location and the targeted beneficiaries
From the table above number 7, the study comes up with the below:

For the interventions in urban places, gender is not a criterion by 87.8% while 2.43% of the interventions designed only for men and 9.75% designed only for women. Disability consideration is not a criterion by 92.68% while 7.31% of the interventions target disabled youth. Ethnic consideration is not a criterion by 100%. The income level is not a criterion by 75.6% while there are 24.39% of the interventions targeted low income individuals. The education level is not a criterion by 39% interventions while 51.2% of the interventions designed only for educated individuals and 9.75% of the interventions targeted individuals with low level of education. The risk consideration is not a criterion by 85.36% of the intervention while 12.19% of the interventions target the individuals at risk and 2.43% of the interventions target not at risk individuals.

For the interventions in rural places, the gender is not a criterion by 69.23% while 7.69% of the interventions designed only for men and 23% designed only for women. Disability consideration is not a criterion by 100%. Ethnic consideration is not a criterion by 100%. The income level is not a criterion by 61.53% while there are 38.46% of the interventions targeted
low income individuals. The education level is not a criterion by 69.23% interventions, while 30.76% of the interventions designed only for educated individuals and none of the interventions targeted individuals with low level of education. The risk consideration is not a criterion by 100%.

For the interventions that work in both urban and rural places, the gender is not a criterion by 91.89% while none of the interventions designed only for men and 8.1% designed only for women. Disability consideration is not a criterion by 86.48% while 13.51% of the interventions target disabled youth. Ethnic consideration is not a criterion by 100%. The income level is not a criterion by 81% while there are 18.9% of the interventions targeted low income individuals. The education level is not a criterion by 54% interventions, while 35.13% of the interventions designed only for educated individuals and 10.81% of the interventions targeted individuals with low level of education. The risk consideration is not a criterion by 89.18% of the intervention while 2.7% of the interventions target the individuals at risk and 8.1% of the interventions target not at risk individuals.

- The correlation between the skill-training interventions in general and the main sources of financing these programs can be summarized as below:

**Table 8:** The correlation between the skill-training interventions and the main sources of finance

<table>
<thead>
<tr>
<th></th>
<th>Government</th>
<th>Beneficiaries</th>
<th>Employers</th>
<th>Non-governmental organizations</th>
<th>Multilateral organizations</th>
<th>Donor country agency</th>
<th>Individual donors</th>
<th>Private sector</th>
<th>Unknown</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>16</td>
<td>4</td>
<td>15</td>
<td>4</td>
<td>20</td>
<td>46</td>
<td>2</td>
<td>22</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author’s calculations. YEI data set

**Figure 7:** The correlation between the skill-training interventions and the main sources of finance
From the table above, it can be noticed that 46% of the skill-training interventions financed by individual donors e.g. foundations or companies, 22% financed by known sources or refused to provide the data collection team with info. about their financial sources, 20% financed by donor country agency, e.g. Germany Ministry of Economic Cooperation and Development (BMZ), United Kingdom, Department for International Development (DFID), Sweden, Swedish International Development Cooperation Agency (Sida), 16% financed by Beneficiaries which means the member contributions, 15% financed by NGOs including civil society organization or non-profit organization including charitable organizations, 11% financed by government, 4% financed by Multilateral organization e.g. development banks, UN organizations, 4% financed by employers as part of the company's policy of training its employees, 4% other financial sources, and only 2% financed by the private sector. There is an overlapping between these sources of finance as some NGOs financed by more than one source of finance.

**Table 9:** In more detailed data, the relation between the five types of skill-training interventions and the main sources of financing these programs can be summarized in the table below:
<table>
<thead>
<tr>
<th></th>
<th>In-classroom vocational training</th>
<th>Workplace training</th>
<th>Non-formal apprenticeship schemes</th>
<th>Life-skills training programs</th>
<th>Second chance education programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Employers</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Non-governmental organizations</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Multilateral organizations</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Donor country agency</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Individual donors</td>
<td>25</td>
<td>16</td>
<td>0</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>Private sector</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
<td>5</td>
<td>0</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Author’s calculations. YEI data set
An illustrative Case study: Nahdet El Mahrous (NM) skill-training programs

In this chapter, I attempt to analyze the case study NGO in the thesis, the non-profit organization Nahdet El Mahrous (NM). I will describe its skill-training programs in details to figure out what lessons could be learnt from their successful experience in the field of vocational and technical training. NM has two main skill-training programs which are Egypt@work program and CEDO program.

Background about Nahdet El Mahrous (NM) NGO

NM is an NGO, the name of which means “Renaissance of Egypt” and was founded in 2002 by a young Egyptian man called Ehaab Abdou who is interested in development issues. The NGO believes in empowering the ideas of young Egyptians to create new and innovative initiatives that lead to a real social change. NM is considered the first incubator of early stage social enterprises in the Middle East and one of the few global NGOs that incubates young social enterprises at the conception or idea stage. Since its inception, it has incubated more than 40 social enterprises in areas such as youth employment, development, education, health services, environment, scientific advancement, arts and culture. It annually reaches and impacts approximately 50,000 individuals in Egypt. Its board consists of 9 persons, and it employs about 30 staff members.

Over the past eight years, NM has incubated more than 30 initiatives and social enterprises from across several fields of life, impacting over 10,000 beneficiaries annually. These enterprises, such as AblaAbla, Bosletak “Youth Career Advising Portal,” CEDO, CORD, Dayra, Egypt carpoolers, ESS “Engineering Support Society”, Green Arm, Harass Map, HawyetSiwa, Icecairo, Kherna, KonozYadaweya, mashrou3 Al Mareekh, Mesta3gel, Nabta, Nama Initiative for Sustainable Development, Nawaya, OREED, OTDI, Outa Hamra, Oyoon Art Group, Patrons
of the Egyptian Cairo Museum, Sharek, SHDI, The Nile Project, Young Innovators Awards, Misriyati, and work@Egypt (Social enterprises, n.d)

The skill-training programs that “NM” has:

1. Career and Entrepreneurship Development Office (CEDO)

Description of the program:

The first skill-training program that they have in NM is called CEDO. The program has two offices currently in Egypt: one in Cairo and another one in Assuit. The CEDO Cairo has three senior program coordinators and five staff members, while the Assuit office has three staff members in addition to the director.

The program described by the NGO as an innovative and pioneering solution to the challenge of young unemployment people. The program addresses the problem of the unemployed youth of the universities graduates that Egypt has been experiencing for years now. They see that the fresh graduates are lacking the skills needed to join the job market and the skills required to start their own businesses. Therefore, NM established in 2006 its first CEDO office in Cairo University. It has expanded beyond the Faculty of Engineering where it started to include an office at the Faculty of Science, helping to fulfill increased student demand. CEDO has also cooperated with Cairo University’s “Technical Center for Job Creation” to organize successful employment fairs every year since 2007.

The main objectives of the programs are:

- Fostering a culture of innovation and entrepreneurship.
- Transforming the university students into quality graduates and assets for the new job market.
- Creating a new generation of business leaders by fostering innovation and business culture.
- Serving the corporate sector as our direct client to ensure supply of quality caliber workers
• Facing the unemployment by addressing the scarcity of employable youth.

The main components of the program are:

1. Career advising and counseling: Explores beneficiaries’ potential and improvement areas, improves skills through enrollment in relevant courses, and provides suitable paths for their careers. It also offers Placement services: connecting students with employers through employment fairs, recruitment services for corporations, and job announcements.

2. Skills enhancement: internship programs (nationally and abroad); training on soft skills, foreign languages, and ICT; and entrepreneurship courses.

The beneficiaries and the other employment services that the program provides:

The program is an ongoing program started in 2006 targets the educated youth aged from 17-35 years old. It provides workplace training as well as in-classrooms soft-skills training, works in both the rural and urban areas. In addition, the program provides entrepreneurship-training services, as it believes that self-employment can be achieved through inciting and encouraging youth to take the risk of starting their own business. This service focuses on how a process model for enterprise education can be used to target various recipients. It emphasizes the need to teach entrepreneurship to non-business students and graduates who in many instances are the originators of ideas, but do not have the required business knowledge to develop their ideas further. It provides employment and other cross-cutting services, such as search assistance and access to labor market information, job counseling, and job placement services as CEDO services as a liaison between university students/graduates and employers through the employment fairs in addition to the recruitment services for corporations and job announcements. The intervention addresses some of the labor market failures, such as the inappropriate general education, inadequate soft/life skills, job matching problems, and lack of
labor market information. The total number of the beneficiaries of this program till this year is 16,000 individual, and the average number of beneficiaries per round is 25 persons. The unit cost by individual is 1100 LE constant prices year 2014.

More about the program:

The main sources of financing the program are the beneficiaries themselves that means it financed by the member contributions, the donor country agency, and individual donors.

CEDO conducted a process evaluation in 2010 which resulted that over 4,000 students received CEDO training courses and more than 700 of them were placed in jobs using CEDO’s connection services. Moreover, CEDO’s 2010 employment fair created 321 job vacancies, and currently CEDO is closely collaborating with over 60 employers to ensure job placements of CEDO trainees.

The program works currently on turning CEDO into a national program for providing career and entrepreneurship services to students and recent graduates in all public universities in Egypt by replicating the CEDO of Cairo university model.

2. Egypt@work program

Description of the program:

The International Youth Foundation (IYF) and NM in partnership with The MasterCard Foundation (MCF) are implementing the program Egypt @ Work. It is a four-year program, which addresses the need for increased youth employment and entrepreneurship in Egypt. It was launched in 2011 to target the disadvantaged youth whether they are unemployed, underemployed, employed in poor-quality jobs, at risk of becoming unemployed, dropping out schools or out of schools.
This program works on building alliances between sectors and assisting local organizations with capacity building, technical service strengthening and on-the-ground implementation of the program. The organizations that are participating in the program will provide 10,000 disadvantaged youth with the skills, knowledge, and opportunities needed to find and maintain employment or to start new enterprises. These essential programs are responsive to market demand and informed by youth workforce assessments as well as by ongoing input of the private and public sectors.

The global partner of the program is the MasterCard foundation, the managing partner is IYF, and the national partner is the NGO NM. In addition to that, the implementing partners which are Alashanek ya Balady Association, Asyut Businessman Association, El Minya Branch (ASBA), Egyptian Association for Educational Resources (E-ERA), Etijah Youth and Development Consultancy and Institute, Faiyum Agro Organic Development Association (FAODA), Life Vision for Development, The National Program Management Unit (NPMU), New Horizon Association for Social Development, and Youth Association for Population and Development (YAPD).

The main objectives of the programs are:

1. It addresses the need for increased youth employment and entrepreneurship in Egypt. Provide 10,000 disadvantaged youth with the skills, knowledge, and opportunities needed to find and maintain employment or to start new enterprises.

2. It builds alliances between sectors and assist local organizations with capacity building, technical service strengthening and on-the-ground implementation of the program.

The beneficiaries and the other employment services that the program provides:
The program is an ongoing program targeted only young people. It also targeted the low-income individuals with low education or dropouts schools aged from 15-29 years old. The program has 10 branches in Egypt: in Sharqiaa, Beheira, Cairo, Faiyu, BeniSuef, Minya, Asyut, New Valley, Qena and Luxor. It provides a technical and a life/soft skills training in classroom and at the workplace. It also offers entrepreneurship mentoring, training and linking to financing in addition to other employment and cross-cutting services, such as the search assistance, access to labor market information, job placement and counseling, coaching and mentoring. The program is addressing some labor market barriers, such as the inappropriate general education and inadequate soft/life skills.

Figure 8: Egypt@work branches in Egypt:

![Egypt@work branches in Egypt](source: Nahdet El Mahrous NGO)

More about the program:

The program is an initiative of five millions dollars. Its target was to reach 10,000 youths, 5,000 of them are female which counted, as are 50%. According to their previous fact-books past years, there were 80% of the total number completed the training program, 65% of them have found paid employment or created their own businesses. However, according to the figures of
July 2014 fact-book, the total actual number of the trained youth in the program is 10,562 individual which exceeded the target by 5.62%. The total number of graduated youth is 9504 individuals which counts about 90% of the total number who joined the program. Out of them, there are 6920 youth are employed or started their own business, which counts as 72.8% out of the total graduate numbers.

**Figure 9:** Egypt@work target and beneficiaries:

![Figure 9](image)

Source: Nahdet El Mahrousa NGO

In addition to the above, Egypt@Work released a new study, entitled “Labor Market Assessment of Post-Revolution Egypt: Opportunities and Challenges for the Future,” which examines the country’s current job market and potential areas of economic growth. The report highlights the perspectives of youth and employers on how to overcome the youth unemployment crisis in Egypt and offers recommendations to help shape future youth development programs and strategies.
Conclusion and recommendations:

This chapter summarizes the findings and the recommendations based on our analysis in the previous chapters. The previous analysis of our sample of the hundred skill-training programs has shown that there are several common characteristics between the skill-training programs in Egypt. The study will address below the results of these analysis regarding the beneficiaries of the training, the services provided in addition to the training, the labor market barriers or failures that these programs established to address, and many other correlations will be concluded here.

1. Targeting approach and beneficiaries:

   In analyzing the common characteristics of the skill-training programs in Egypt regarding the beneficiaries of the skill-training programs, the study showed that there was a lack of focus on the ethnic consideration, so it was not a criterion by 100% of the interventions, then comes the disabilities issue which was not a criterion by 91%, then comes the risk issue which was not a criterion by 89%, then comes the gender issue by 86% as there was not a focus for these hundred skill-training programs on one specific gender rather than the other as it has been shown in the analysis. However, regarding the income level, it was not a criterion by 77% but for almost the quarter of the interventions (23%) targeted the low-income youth. Regarding the education level, it was not a criterion by 49% which is almost half of the interventions; however 41% of the interventions targeted educated youth and only 10% of the interventions targeted low level of educated youth.

2. Other services provided by the program in addition to the training:

   - Entrepreneurship promotion services:

     In analyzing the entrepreneurship promotion services that the skill-training programs in Egypt can offer in addition to the skill-training programs they provide, It can be noticed that
these services ordered from high to low percentages are the entrepreneurship training services by 16% of the total number of skill-training programs, then comes the access to microfinance services comes by 14% then the advisory services by 13% of the total number of interventions.

- Employment and other cross-cutting services:

  Regarding the employment and other cross-cutting services that NGOs in Egypt can offer in addition to the skill-training programs they provide, it can be noticed that these services ordered from high to low percentages in the analysis are the job placement services by 29% of the total number of interventions, the search assistance and access to labor market information services by 23%, the job counseling services by 12%, comes the financial assistance for job search services and Sanctions for not complying with the intervention's rules by 0%.

3. Labor market barriers/failures to be addressed by the Intervention:

  Based on our previous analysis, we can say that the barriers or the failures that the non-profit organizations in Egypt established to address ordered from high to low percentages in the analysis are the inadequate technical skills by 61% of the total number of interventions, then comes the inadequate soft/life skills by 55%, the job matching problems by 27%, the lack of labor market information by 24%, the inappropriate general education by 20%, the lack of financial capital by 12%, the discrimination by 9%, the lack of labor demand by 4%, then the constraints in labor market mobility and any other barriers come next by 0%.

4. The skill-training programs start and end dates:

  As shown in the previous chart, the startup of the skill-training interventions in Egypt was increasing during the period 1971-2001 then it was swinging between an increase and a decrease from the period 2001-2006 then it increased again during the period 2007-2010 by 13.2%. At the revolution year 2011, there was 9 out of 93 skill-training interventions started
which counts as 9.6% of the total number of interventions; however, only 4 skill-training interventions started in 2012 which is 4.3% of the total number of interventions. As can be noticed that the revolution has an effect on increasing the number of skills-training interventions that have started up during the period of 2011-2012 while keeping other factors constant; however, the number of interventions returns to shrank in 2012 that could be due to the restrictions that Egyptian government set on the non-profit organizations in 2012 after the 25 of January revolution or could be for other reasons; this is not clear. According to our database, there is no data available about the skill-training programs after the year 2012.

5. The correlation between different variables in the skill-training programs in Egypt:

- The intervention status and its location:
  
  1. The highest percentages of the skill-training programs in Egypt locate in the urban areas rather than the rural places.
  2. More than half of the skill-training programs in Egypt are still ongoing programs at the time of the analysis.
  3. Most of the urban skill-training interventions in Egypt are ongoing projects while most of the rural skill-training interventions are completed. Therefore, the hypothesis which presumes that the projects in rural areas are the short term ones with specific tasks and purposes; however, the projects in urban areas are mostly the long term ones has proven to be true.
  4. Most of the skill-training interventions in Egypt that work in both the urban and rural places are still ongoing projects.

- The intervention location and the targeted beneficiaries:

  From the previous table in the quantitative chapter, our findings can be summarized as below for the skill-training interventions:
1. For the interventions that work in rural places, almost the quarter of these interventions (23%) designed for women, so there is a focus on women programs in rural places more than the urban areas.

2. There was not a focus at all on disabilities, ethnic issue, or risk issue in the rural places while there are in the urban areas as none of the skill-training interventions target disabled youth or take ethnic and the individuals at risk in consideration.

3. The interventions that targeted low-income individuals are higher in rural places rather than the urban places.

4. Almost half of the interventions in the urban areas (51.2%) target educated individuals while none of the interventions in the rural areas target individuals with low-level of education.

• **The interventions and the main sources of finance:**

   By analyzing the skill-training programs in Egypt and their sources of finance in the previous chapters, it can be noticed that there is an overlapping between these sources of finance as some NGOs financed by more than one source of finance. In details, there are 46% of the interventions financed by individual donors, 22% financed by known sources or the NGOs refused to provide the collecting team with the info. about their financial sources, 20% financed by donor country agency, 16% financed by Beneficiaries which means the member contributions, 15% financed by Non-governmental organizations, 11% financed by government, 4% financed by Multilateral organization, 4% financed by employers as part of the company's policy of training its employees, 4% other financial sources, and only 2% financed by the private sector.
The study highly recommend the skill-training programs to keep working on their programs in Egypt regardless any internal or external barriers that could affect negatively on their goals.

1. Regarding the targeting approach and the beneficiaries, there should be skill-training programs focus on the ethnic consideration and youth at risk. More focus should be on the disabled youth especially in the rural areas, and more focus as well on women skill-training interventions in the urban areas.

2. Regarding the entrepreneurship promotion services, there should be more focus on providing advisory services as this service takes the lowest weight among other services.

3. Regarding the employment and other crosscutting services, the skill-training programs have to work on offering financial assistance services for job search as well as there have to be sanctions for not complying with the intervention’s rules.

4. Regarding the market barriers, these should be interventions work to address the problem and constraints in labor market mobility. More focus should be on the interventions that address the lack of labor market demand to achieve a balance between the supply and demand in the market of labors.

5. Skill-training programs supposed to expand not shrank after the 25th of January revolution to make use of the skills and abilities of the new generations of the Egyptian youth. The start and the end dates of these kinds of programs shouldn’t be affected by any political issue.

6. Regarding the interventions location, more skill-training programs need to be establishing in the rural places. There should be a focus on skill-training programs designed only for disables youth and youth at risk and who suffer from ethnic considerations in rural places. The urban areas have
to increase the skill-training programs that target the low-income individuals; however, the rural places have to create interventions to target the individuals with low-level of education.

7. Regarding the sources of finance, the skill-training programs have to make a portfolio diversification not to rely on one source for financing their projects. They should increase their financial resources that be provided by the employers themselves. On another hand, expanding the partnership between the NGOs in Egypt and the government and the private sector is also recommended.

8. It is also preferred for the skill-training programs in Egypt to be short-term ones rather than long-term programs to extract larger number of trainees.

There are still some barriers in the implementation process need to be addressed by the skill-training interventions. These barriers, such as the limited administrative capacity, flaws in the program design, and the scarcity of monitoring and evaluation tools as Nassar mentioned in his article “Growth, Employment Policies and Economic Linkages: Egypt” (Nassar, 2011). For most of the hundred skill-training programs that have been analyzed, the data was missing or unavailable regarding the costs of the program, the outcome results, any surveys have been conducted, the evaluation methodology that has been used in addition to any data could lead to measuring the quality of the intervention. There is also a need for enhancing the job creation and supporting more the creativity and the incubation of the new ideas and initiatives which raised up by youth; the way the NGO “NM” is doing with the new initiatives. The self-employment assistance is also one of the main ALMPs that have been used in Egypt and need to be activated more as it is an effective tool to pull the vulnerable out of vulnerability according to Al Mowla (2001). Therefore, the ALMPs can reach a higher degree of effectiveness and efficiency if the non-profit organizations in Egypt that work on the skill-training programs could improve more
the implementation process of such policies to over-come any barriers or failures they may face in the youth labor market.
References


Nwuke, K. (2002). Youth and employment in Africa. *Youth Employment Summit, ECA, ESPD Background Paper, (1).*


Appendix: IRB Approval Letter

CASE #2014–2015–05

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

To: Araf Faryz
Cc: Enas Abdel Azim
From: Atta Gebril, Chair of the IRB
Date: Sep 29, 2014
Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled “Technical and vocational training programs for disadvantaged young people in Egypt: VET training services of the NGO Nahdet El Mahrous ‘NM’,” and determined that it required consultation with the IRB under the "expedited" heading. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

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