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To: Rasha Abbas
Cc: Dena Riad
From: Atta Gebril, Chair of the IRB
Date: Feb 6, 2019
Re: Approval of study


This is to inform you that I reviewed your revised research proposal entitled "Civil Society Organizations' Support for Vulnerable Youth in Transition: A Case Study from Egypt" and determined that it required consultation with the IRB under the "full board" category. 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.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

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Thank you and good luck.


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The American University in Cairo
Graduate School of Education (GSE)


Civil Society Organizations' Support for Vulnerable Youth in Transition: A Case Study in Egypt


A Thesis Submitted by
Rasha Abbas Abdel Salam Ghazi


Submitted to the Department of International & Comparative Education

November 26, 2019

In partial fulfillment of the requirements for
The degree of Master of Arts
in International & Comparative Education
has been approved by

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Running head: SUPPORT FOR VULNERABLE YOUTH

**Civil Society Organizations' Support for Vulnerable Youth in Transition: A Case
Study in Egypt**

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in International & Comparative Education

by Rasha Abbas A. Ghazi

Under the supervision of Dr. Mustafa Toprak

The American University in Cairo

Graduate School of Education

Fall 2019

Abstract

Youth in their transition to independence and adulthood usually face a lot of challenges forging their identity. Young orphans in transition face much harder challenges. At eighteen years of age, they are expected to work, to study, to have financial management knowledge, to make new relationships and to maintain a healthy lifestyle while keeping away from drugs, crime and any unacceptable behavior; all this without being prepared. Unfortunately, what those young people face during transition is way from being a smooth transition. They are not only transitioning to adulthood, but they are also transitioning to a new life without having the proper gears to navigate through. This is where civil society organizations (CSO) come into the picture. Several of them work closely with orphans offering their financial support, economical support, educational support or psychological support. This research aims to explore a specific intervention model offered by an Egyptian non-governmental organization (NGO) offering support to young orphans in transition. Methodologically, this is a case study; triangulation was applied; eight interviews and one focus group of four were conducted, documents were reviewed and conference observation reflections were reported. The findings of this research document the success of the NGO in offering young orphans a positive support model and highlights important points to consider for future service provision development.

***Keywords:* young orphans, transition, support, CSO, NGO, skills**

Acknowledgment

First and foremost, I would like to sincerely thank my supervisor Dr. Mustafa Toprak for his much appreciated guidance, support and continuous encouragement during this research. I would also like to express my gratitude to Dr. Ibrahim Karkouti and Dr. Teklu Abate for their valuable and enriching comments. I also wish to extend my thankfulness to all my professors at the Graduate School of Education at AUC for making my journey rich in knowledge, happy with memories and warm with love.

I would also like to express my gratitude to Amera Ghonim, my colleague and my dearest friend, for reviewing the interviews with me and sharing her insightful comments.

Similarly, I am grateful to Wataneya for the help, assistance and support it provided me during my interviews; and to the beautiful youth I interviewed, thank you from the bottom of my heart for sharing your experiences with me; I couldn't have done it without you.

Last but not least, I would love to deeply thank my parents for the trust, the continuous support and the endless love they provided me during my journey. They have always been the source of my motivation and encouragement. In the end, I wish to thank the apple of my eye, my pride and joy, Yahia my son, for his faith in me, for his sweet and kind little prayers and for his beautiful encouraging words helping me to go on. I sincerely appreciate your understanding for my absence sometimes, I know it was a bit hard but we finally made it!

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Chapter 1: Introduction

Overview

With all the global pressure present on the international arena, the world states' race to realize the 2030 Sustainable Development Goals (SDGs) is indeed challenging. One of the lessons learned from the experience of the Millennium Development Goals (MDGs), calls for the inclusion of more stakeholders for future development (UNDG, 2014). This has been established with the adoption of the 2030 SDGs, and the expressed interest on global partnerships shared through Goal #17 (UN, n.d.). SDGs challenges are global concern, thus the participation of all countries, developed and developing, and the contribution of all stakeholders, governments, civil society, private sector, academia, is imperative for the realization of sustainable achievements (UN, n.d.).

“Civil society occupies a unique space where ideas are born, where mindsets are changed, and where the work of sustainable development doesn't just get talked about, but gets done” was the opening statement of the United Nations Development Group's (UNDP) report on partnership with civil society organizations (CSO), quoting its secretary-general Kofi Annan (UNDP, 2003). The quote echoes the international recognition of the impact of CSOs on sustainable development, which, for more than a decade continued to be continuously encouraged in multiple international platforms such as the “Paris Declaration of Aid Efficiency” in 2005, the “Acra Agenda for Action” in 2008, the “Busan Partnership for Effective Development” in 2011, and the Human Development Report in 2016 (UNDP, 2016). The impact of CSOs support in a given society is reflected on three different levels, a political level, an economical level, and a social level (Desse, 2012), which will be the focus of this research.

In 2014, the State of World Population shared by the United Nations Population Fund (UNFPA) highlighted that the number of world youth between the age 10-24 has reached 1.8 billion (UNFPA, 2014). The size of that population enables young people to be a major stakeholder and significant contributors in transforming their societies through their participation as supporting active members. However, 85% of world youth live in

developing countries where they are confronted with inequalities and face developmental challenges which heighten the risk of exposure to more vulnerable conditions (UNDP, 2014). Global statistical facts show that by the end of 2030 the number of youth between the ages 15-24 is expected to rise by 8%, with a 44% increase from Africa only (UNDESA, 2015a; UNDESA, 2015b).

Unfortunately, according to recent statistics, the number of out-of-school youth in upper secondary education, ranging between 15- 18 years old, is four times higher than primary and middle school students (UNESCO UIS, 2018). Instead of school education, young people at that age tend to search for employment opportunities; poverty, among other factors, is the primary reason for abandoning education at this very critical age (UNESCO UIS, 2018). While SDG Target 4.4 emphasizes preparing youth and adults with relevant technical and vocational skills to raise their chances for employability, the fact that youth have low education attainment increases their chances of falling in the “Not in Education, Not in Employment and Not in Training (NEET) category” (UNESCO, 2018, p. 4). According to the International Labor Organization (ILO), NEET broadly indicates the number of out of employment youth who are capable of contributing in national development, through higher level of education or specific training opportunities (ILO, 2017). Undoubtedly, poverty and poor economic conditions produce more vulnerable youth; still other factors such as war, health issues, and cultural norms contribute as well in the production of further vulnerable societies. As a result, the ILO clearly emphasizes on building cooperative partnerships on the national and international levels to speed up the development measures to address the situation of vulnerable and disadvantaged groups (ILO, 2017). One of the main causes of vulnerability is the loss of one or both parents. In such situation, this cohort of individuals is prone to be more “exposed to risks than their peers” (World Bank, 2005, p. 9). Because the transition from childhood to adulthood is considered a very critical time (Stein 2006), orphaned youth are more likely to face harder challenges, which makes them more vulnerable than young people at the same age.

In this regard, several national and international organizations have been working on providing support for orphaned youth in transition, tailored to their needs and

conditions. The United Nations Children's Emergency Fund (UNICEF), Save the Children, Cooperative for Assistance and Relief Everywhere (CARE), and Plan International are all examples of international organizations working towards supporting vulnerable societies around the world. Adding to the international organizations working in Egypt, similarly, national CSOs work on the ground to provide assistance and support for vulnerable beneficiaries whom among which are orphaned youth. Save the Children, SOS Children's Villages International, Plan International, Coptic Orphans, Face for Children in Need, Orphan's Friend Association and Wataneya Society, which will be the focus of the study, are to name a few of the civil society organizations working with Orphans and Vulnerable Children (OVC) in Egypt.

The Statement of the Problem

An orphan is a child who has lost his mother, his father or both and who is usually between the ages 0–17. (UNIAD, UNICEF & USAID, 2004; World Bank, 2005). When a child loses his family and no longer has a place to live, it is the responsibility of the state to provide him with the proper care he needs. Although the United Nations (UN) has set clear guidelines aiming at the protection and the welfare of children, orphans and orphanhood still remain major concerns as evidenced by research (Skinner, et al., 2006; UN, 2009). Orphanhood renders children vulnerable to diverse risk factors such as psychological problems, emotional challenges, abuse, substance misuse, and poverty (Arora, Shah, Chaturvedi, & Gupta, 2015; Skinner et al., 2006; World Bank, 2005).

In Egypt, the number of orphans living in institutional care was reported to be around 12 thousand children from which, 9.5 thousand were between 6–17 years old (CAPMAS & UNICEF, 2017, p. 206). The number of orphans has witnessed a total increase of 12% between the years 2009–2016 (CAPMAS & UNICEF, 2017). However, since the endorsement of the Guidelines for the Alternative Care of Children (UN, 2009) and the support of family-based care as a better substitute for institutional care (Van IJzendoorn et al., 2011), Egypt, along with the assistance of Save the Children, have been working towards developing better alternative care options for orphaned children (Save the Children, 2012). As a result, there was a significant increase in the number of children

under 2 years of age who live in foster families between years 2009–2016, which indicates a major change in the Egyptian society's perception regarding adoption and kafala, the equivalent of adoption in Islamic countries. In kafala, a child could live with a family who takes care of him and provides him with all the needed support however, with no legal obligation from the family's side and no child-parent relationship is approved by the law (CAPMAS & UNICEF, 2017; Moussa, 2017). While the increase of family-based care is progressing in Egypt, the number of orphaned children and adolescents is still on the rise (CAPMAS & UNICEF, 2017). Thus inevitably, a large number of youth will be leaving residential care; and without proper planning, preparation and support, would risk facing severe challenges whether in education or employability or even leading a healthy life style.

Although several support interventions are developed and shared in the international discourse such as the models provided by Create Foundation, Drive Forward Foundation and SAYes Trust which will be further discussed in the literature review, limited information is shared regarding intervention models in the Middle East and Egypt. Therefore, this study aims to document Wataneya Society's contribution as an Egyptian intervention model supporting orphaned youth in transition.

Purpose and Significance of the Research

This study focuses on the support offered by CSOs to young orphans leaving institutional care. A variety of support programs are discussed in the literature. However, the main objective of this research is to explore one particular program, which is FORSA for Youth Development. FORSA is a training program specifically designed to support and prepare young orphans who will soon be leaving their residential care, or who already left but still in need of support. The program is conducted by Wataneya Society, an Egyptian non-governmental organization (NGO), whose work's core is to create equal opportunities for orphaned children. Wataneya's work is based on a set of unified quality standards, from which stem all its supporting activities. FORSA provides support for in-care youth who are 15 years of age as well as out-of-care young orphans through designed tailored programs that aim to prepare them for their independent life after

leaving care. Due to the scarce literature on this topic, the study aims to explore FORSA program as an example of a supportive intervention model that caters for the needs of this specific group of young individuals. The documentation of FORSA, which represents an existing tailored support for young orphans during their transition to independent living in an Arab country, could provide the first step for documenting similar experiences not only in the region but beyond. For NGOs with similar work orientation, reviewing others' support interventions and evaluating their results, will lead to improved service models and enhanced goals achievement. Creating a repertoire of shared experiences through continuous research will entail constant review and evaluation of what is being offered from the part of NGOs in order to provide the best for those young orphans.

Accordingly, in order to capture the necessary information that highlight the research main objective, the following research questions will be investigated:

1. How does Wataneya address the needs of orphaned youth in transition?
2. How successful is Wataneya in meeting the needs of orphaned youth in transition?
3. What are the challenges encountered throughout FORSA program?
4. How could Wataneya develop its future support?

Chapter 2: Literature Review

This chapter will begin by outlining some operational definitions clarifying what is meant by vulnerable youth in transition within the context of this research. The following section will focus on care leavers, highlighting their challenges, their fears and how they cope with the transition phase. Their views and inputs will also be shared. This section will also focus on the implications of being raised in institutional care and will share some recommendations and suggestions discussed in the literature. Then literature on the CSO, their types and functions will be explored with special emphasis on NGOs and their contribution in inducing sustainable development in vulnerable societies. Lastly, different intervention models from around the world will be shared highlighting the various types of support offered according to specific youth's needs.

Vulnerable Youth in Transition

In language, vulnerable means someone who is “able to be easily physically, emotionally, or mentally, hurt, influenced, or attacked (Cambridge Dictionary, 2018). Thus, vulnerability means a situation or a condition of being fragile or negatively affected. In other words, being in risky conditions renders a person more vulnerable than his peers. The World Bank (2005) in the OVC toolkit describes vulnerability as “a high probability of negative outcome” (p.8). Being in a vulnerable situation, renders individuals more susceptible to peril. The OVC toolkit shared nine characteristics defining vulnerable children among which was being abandoned by parents, being stigmatized, being abused by caregivers, having a disability or incurable disease such as AIDS; however, the first characteristic of vulnerable children was being orphaned due to the loss of one or both parents. What is common among all vulnerable children is that they have no one to depend on. Accordingly, vulnerability focuses on three main features of reliance (Arora et al., 2015):

- Materialistic features that are reflected in tangible needs such as food, shelter and different types of services.
- Emotional features which are intangible needs such as care, support and love.

- Social features reflected in kinship and the provision of peer or elderly support.

Youth can be defined as a cohort of individuals between 15–24 years of age with specific age related characteristics (Nugent, 2006; UNDESA 2013; UNICEF, 2017). However, youth’s age range might differ according to different contexts, for example UN Habitat refers to youth as those individuals between 15–32 years of age, while the African Youth Charter categorizes them between the ages of 15–35 (UNDESA, 2013). Meanwhile, the World Health Organization (WHO) agrees with the UN definition, however, a further segregation is highlighted where individuals between 10–19 years of age are referred to as “Adolescents”, and the whole group aged 10–24 years is called “Young People (WHO, n.d.). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines “Youth” as a period of transition between childhood and adulthood (UNESCO, 2017). Transition to adulthood covers three ranges of age; the early stage ranging between 10–14 years, the middle stage covering an age range of 15–20 years, and the last stage ranges between 21–24 years of age (Nugent, 2006).

In language, “transition” means a change, a development or an evolution that occurs from one stage to another. Erik Erikson’s eight stages of psychosocial development clearly explain the concept of development and transition throughout a person’s life span. In Erikson’s categorization, stage five is where identity formation takes place. Adolescents between the ages 12–18 are transitioning from childhood to adulthood; they become more independent and start to develop a futuristic view about themselves. This is the identity formation stage, during which young people start to make a sense of self and develop their own values and beliefs. Stage six is the young adulthood where they begin to form relationships and develop emotional social bonds.

Who are “vulnerable youth in transition”?

The transition between adolescence and adulthood is normally considered a critical stage during which young people experience multidimensional changes be it physically, emotionally, socially or mentally (Government of South Australia, n.d.; HM Government, 2013; Stein, 2006). The transition is not always smooth; facing adulthood challenges and responsibilities may not always be successful. However, guided with care

from their families, young people are usually supported socially, emotionally and financially. Unfortunately, for some group of youth, the transition may be bumpier. Due to the additional challenges faced by this cohort of young people, they are more likely to face high risks of poor outcomes. According to the “Vulnerable Youth Framework” developed by the Australian Office of Youth (2014), youth transition is divided into four levels according to specific risk factors; in levels 1 and 2 youth have a rather smooth transition with minimal risk factors, thus requiring minimum amount of support. However, youth in levels 3 and 4 are at much higher risks which render them extremely vulnerable, consequently special support would be required (p.3–4). The “Vulnerable Youth Framework” categorizes “out-of-home” care as one of the highest risk factors across all levels.

International research on out-of-home care youth reveals severe disadvantages this group of young people face (Beauchamp, 2014; Mendes, 2011); it also indicates that they are prone to have poor outcomes especially in education attainment, employment opportunities, mental and health condition and social inclusion (Stein, 1997; Stein & Munro, 2008). In that sense, the term “vulnerable youth” does not mean an innate vulnerability but rather a vulnerability that is acquired due to unfavorable circumstances.

Challenges of care leavers in transition.

In Europe, the term “care leavers” refers to those young people who live independently after reaching the age of leaving care; ‘care leaving’, ‘throughcare’ and ‘aftercare’ are terms usually used in the United Kingdom (UK) and Australia (Quinn, Davidson, Milligan & Cantwell, 2017); while in North America, the process of leaving care is either called “ageing out of care” or “emancipation from care” (Stein, Ward, & Courtney, 2011). Around the age of eighteen, the child now a young individual, leaves institutional care and is expected to start his own independent life (Gillian, 2017; HM Gov., 2013; MOSS, 2018; Storø, 2012). Although this is considered the age of transition to adulthood, still, not necessarily all young people would be ready at the same time and or the same age. With the global economic crisis, more and more youth are delaying their leaving home process, and are relying on their families’ assistance and support, both

emotionally as well as financially (Storø, 2012). Conversely, residential care youth will leave care not because they are ready, but because “it is time to” (Gillian, 2017). Unfortunately, with the compounded risk factors, the condition of care leavers is more precarious. The transition timeline referred to in this study covers the time prior leaving care during which, young people need to get prepared for the “transition” to independent living, as well as the time post leaving care where they also need to gear up for the “transition” to adulthood. Research has shown that out-of-care youth face higher risks than their peers in being unemployed (NAO, 2015), and socially excluded, which increases the chances of extended poverty and other related hazardous risks (Beauchamp, 2014; Cuisick & Courtney, 2007; Stein, 2006). In a normal family setting, if parents were asked when they expect their children to leave home, most probably they would reply by saying “whenever they are ready!”; regrettably, ready or not, some youth have to leave care knowing that they will be on their own with no place to turn to during their path to independence. Adding to the missing family support, they are also expected to find a job, arrange for a decent place to live in, pursue an education, manage expenses and maintain a healthy and social lifestyle.

McDowell (2009) in her report prepared for CREATE foundation, says that more than one third of Australian care leavers were actually homeless a year after they left care; a little less than fifty percent of young men were involved in crime; around two third did reach 12th grade education; and about one third were unemployed compared to the national average of their peers which was less than ten percent (Beauchamp, 2014; McDowall, 2009). A similar report compiled by the Center for Social Justice in UK found that almost a quarter of imprisoned adults and around thirty percent of homeless people have been in residential care; from among a children population of fifty nine percent, almost one tenth only of children in residential care manage to get A* in their General Certificate of Secondary Education (GCSE) exams; in addition, they are much likely to develop mental illness than their peers (The Centre for Social Justice, 2008). With few additions, the aforementioned findings resonate with what is shared in the international reviews about the characteristics of care leavers. Accordingly, young people leaving care are at risk of getting involved in criminal acts; are at risk of using drugs; are

likely to be unemployed or underemployed, and when employed they are more likely to have low wages which renders them susceptible to poor living conditions; they are at risk of being homeless or have unstable residence; they are expected to have mental health illness, and they risk having a poor level of education (Stein, 1997; Tweddle, 2007; Xie, Sen, & Foster, 2014).

The challenges that youth in care face are compounded if they happen to experience several problems at once, so they might end up being on drugs, homeless, and unemployed, or involved in criminal acts and with no relationships offering support (Stein, 2006). A major contributor to the poor outcomes young people encounter is the number of placements orphans have to go through during their stay in care. The constant placement of children and youth, which is considered one of the indicators on how well youth will fare in their future life (Cashmore & Mendes, 2008), and the early departure from care hinder their capabilities of building strong relationships (Cashmore & Paxman, 2007). Along with changing their place, they also change schools, which means broken relations with friends and school teachers who might be an important source of psychological support beyond academics (Stein 2005; Cashmore & Paxman, 2007). The disturbances on both the emotional and the behavioral levels encountered by care leavers starting from an early age throughout their journey in residential care, cast a dark shadow on their future progress in life (Wade & Munro, 2008). Failure to develop a strong sense of self and the inability to establish healthy social relations may result in isolation and exclusion (Dunkle & Harbke, 2017).

Care leavers in transition in the Middle East and Egypt.

As mentioned earlier, research about the situation of care leavers in the Middle East in general and Egypt in particular is very limited. Due to the similarities of both cultures, most of the problems encountered by residential care children and youth are communal issues. The Arabic culture is family-based and patriarchal in nature. Families are considered the backbone of individuals; thus their interests are prioritized over the individual's. In Arab's culture, a person's deeds need to be well chosen for they not only affect him but impinge on the whole family (Ibrahim & Howe, 2011). Although values

are deeply embedded in the society, the prevailing patriarchal nature implicitly gives individuals the “right” for their judgmental and bigoted thoughts.

Nonetheless, most in-care youth have similar challenges. The problems that children raised in residential care experience continue to affect how they fare after leaving care. Several research studies have proven the negative impact on the children’s emotional, cognitive and social development (Gibbons, 2005). Mental health problems continue to be present among residential care children; the stressful conditions they live in are strong enablers to develop depression symptoms (Fawzy & Fouad, 2010). The aggression, anxiety and depression developed during their stay in care are reflected in rebellious behavior against society as they grow old (EL Koumi, Ali, El Banna, Youssef, Raya, & Ismail, 2012).

Stigmatization is one of the challenges that deeply affect orphans throughout their entire life (IRCKHF, 2017). The possibility of being born out of wedlock poses on them the curse of being viewed and referred to as “bastards” (Gibbons, 2005; Ibrahim & Howe, 2011; Hanssanin, 2018). If not “bastards” then they are always considered as “a special case” or “piteous” simply because they are orphans, which causes high discomfort and dislike for the young people (Ibrahim & Howe, 2011; IRCKHF, 2017). Most youth in-care feel discriminated against when they are in school. Discrimination ranges from being called names from mates and teachers, stealing food from, being the first to condemn in case of any unacceptable behavior, severely punished and even physically assaulted (Ibrahim & Howe, 2011; IRCKHF, 2017; Hassanin, 2018). This prevalent stigma leaves young people feeling socially isolated because most of the time they tend to keep low profile and keep their identities discrete to avoid being an “easy prey” (Ibrahim & Howe, 2011, p. 2471).

The lack of support from the unqualified caregivers (Ibrahim & Howe, 2011; IRCKHF, 2017; Hassanin, 2018) leads the young people to develop a cluster of negative emotions and perceptions about themselves, their future and their environment. Because of the low expectations and lack of motivation they receive from caregivers, they create a low self-perception view of themselves which by default influence their future aspiration (IRCKHF, 2017). Marriage is considered the best future for girls. In Egypt, some

orphanages “indirectly” entice their girls not to pursue higher education out of fear from the possibility of meeting a suitable groom. They explain their indirect encouragement as a way of protection for girls from being harmed because she will not be accepted or approved of by the groom’s family, so it is safer not to get high expectations and it is better for girls to marry early and continue in a suitable vocational education (Gibbons, 2005, p. 14). Similarly, in Jordan, early girls’ marriage is highly supported. Unfortunately, because of their situation, no special investigation is considered when a groom proposes which leaves the girls getting married to either disabled persons, or non-Jordanians, or old men (IRCKHF, 2017). Marriage is also a problem for male youth. Due to the social stigma they find it difficult to find acceptance from girls’ families which eventually leads them to marry an orphan girl (IRCKHF, 2017).

Most youth leave care with either no post-secondary education or two years post-secondary vocational education (Ibrahim & Howe, 2011). However, several of them get to continue their higher education especially with the support from several CSOs (IRCKHF, 2017). Finding a suitable accommodation is a challenging process for care leavers. Stigma again plays a major role especially for girls who always fear being judged or taking advantage of (Ibrahim & Howe, 2011). In most of the situations they have to tell lies regarding their identities and the reasons for living alone (p. 2771–2472). Moreover, the housing offered by the Jordanian Ministry of Social Affairs for the year after they leave care is in poor condition which reflects the neglects and lack of support from the official side (IRCKHF, 2107, p. 30).

Finding a suitable job is always a challenge for orphans. Once their identity is revealed their morals are immediately questioned (Gibbons, 2005), which is once again a social stigma they have to face. To be able to find a job you need to have connections; nepotism is a propagated phenomenon (Ibrahim & Howe, 2011; Hassanin, 2018). Similarly, in Jordan, young people have difficulties finding an employment, however good portion of them said that they had found jobs that they were happy with. Moreover, they were content with the support they received from their employers and colleagues who knew about their background. In general, most of the youth were fearful from the

transition experience. They felt unprepared to face society, and unready and unequipped to independently look after themselves (IRCKHF, 2107).

One of the major contributions addressing the situation of young care leavers in Jordan was the project implemented by the Information and Research Center in collaboration with the United States Agency for International Development (USAID) with the objective of identifying and eliminating the inequalities faced by this vulnerable sector in society. One of the significant contributions was the creation of a “Care Leavers Kit” addressing all concerns shared by care leavers during the project implementation, and answering all possible questions they might have, as well as the contacts of supports center and services they might need during their transition (Haqqi, 2018).

Youth transition from care to independent living is a universal concern among all countries. Taking into consideration contextual cultural differences, most of them experience similar challenges. Consequently, sharing best practices on successful support models could assist governments, policy leaders and CSOs in borrowing and adapting similar interventions. In this regard, Propp, Ortega and Newheart (2003) indicate two types of supporting skills for youth preparing for independent living, “tangible skills and intangible skills” (p. 261). Tangible skills such as education, finding convenient accommodation, looking for employment, managing financial issues, vocation, are all easily measured in contrast to intangible skills such as communication, making decisions, organization and planning, self-worth and confidence and other related social skills which are more difficult to assess but nevertheless are critically needed for independent living. One of the success models in providing assistance and support to care leavers is the SOS semi-independent living program model (Quinn et al., 2012, 2017; Manso, 2015). The duration of the program is three years, during which young people live in suitable accommodations, being supervised and assisted financially. The main objectives of this program are to make sure youth are employed, living in a convenient housing and capable of taking care of themselves. The gradual transition helps young people to go through transition with less stress and stronger connections (SOS, 2009, 2018).

Reid (2007) eloquently abridged the needs of youth transitioning from care in her suggestion of the seven pillars and the foundation for youth leaving care. The seven

pillars are relationships, education, housing, life skills, identity, youth engagement, and emotional healing, and where the foundation relied on financial support (p. 4–8).

Tackling each point separately will not optimally address the situation, however a collective approach might aid in resolving and enhancing the life situation for this cohort of vulnerable young individuals.

Civil Society Organizations

Definition and structure.

The presence of civil society, “the world’s new super power” as characterized by UN Secretary General Kofi Annan (Dee, 2005), has become unquestionably noticeable in almost all fields of science (Dalton, 2104). The first powerful attendance of NGOs was in 1990, during the World Conference for Education for All (WCEFA) organized in Thailand by the UNICEF, the World Bank and other international organizations (Kendall, 2009). In response to the global challenges depicted in the economic inequalities among nations, the conference called upon governments and NGOs to support new means of basic education provision for all as it is a fundamental approach for human development (UNDO, UNESCO, UNICEF & World Bank, 1990). Mundy & Murphy (2001) argues that the inclusion of NGOs for the first time in such a significant global conference reflects the recognition of governments and international organizations of the potentials and impact NGOs could provide in the field of social service.

In English language, civil society is defined as being “...the part of society that consists of organizations and institutions that help and look after people, their health, and their rights. It does not include the government or the family” (Macmillan Dictionary, 2018). Although the talk about civil society has gained a broad interest that developed strong supporters, in fact, the concept has been present in the European political, philosophical and sociological discourse since the 17th and 18th century (Dalton, 2014; DeWeil, 1997). Similarly, in the Arab region, the concepts of voluntary actions and solidarity which are some of the basics that formulate the notions around civil society could be traced back to the times of Sufis who, through their orders, organized assemblies for the help of the poor and needy (Kandil as cited in Kandil, 2004).

Although there is no single definition for civil society, however several meanings were found in literature and others were shared by international organizations where each, attempted to define it in light of its scope of interests. According to Barnes (2009), civil society through its organizations expresses and guides society's political, spiritual and cultural views. A more descriptive view is shared in Egypt Human Development Report 2008 where it defines civil society as a "...arena of voluntary collective actions..." (p. 4) held by a group of people, distinct from families and governmental bodies and for-profit organizations, and who share common values, interests and beliefs (UNDP, 2008). During the Civic Education Conference in Alexandria in 2013, Rucht described civil society as being "the sphere of all kinds of non-governmental and non-profit associations" (Rucht, 2014, p.16). The same description is adopted by the United Nation and the World Bank where they refer to civil society as the coalition of organizations acting as a "third sector" next to governments and corporate sector (UN, n.d.; Salamon, Anheier, List, Toepler, & Sokolowski, 1999; World Bank, 2006).

Civil society organizations are mainly not-for profit, voluntary and separate entities from the state. Under this general framework falls a vast array of institutions including but not limited to faith-based organizations, international and non-governmental organizations (INGOs, NGOs), advocacy groups, foundations, charity institutions, community-based organizations (CBOs), environmental groups, human rights organizations, professional groups such trade unions and associations, social groups representing a specific sector such as women, youth or people with special needs and think tanks (African Union, n.d; UNICEF, 2012; UNDP, 2007). Regardless of their variations, they all share five main characteristics (Salamon et al., 1999). All civil society entities are: i) organizations with clear scope and structure, ii) private; they do not belong to the state, iii) not-for-profit, meaning they do not generate income for their owners/managers, iv) self-governed; in other words they have full control over their work, and v) voluntary since working with them is a choice and membership is not obligatory (Salamon et al., 1999). As some types of organizations are difficult to categorize, the international classification of non-profit organizations (ICNPO) classified non-governmental organizations according to their activities which resulted in twelve

groups of NGOs: culture and recreation, education and research, health, social services, environment, development, civics and advocacy, philanthropy, international, religious, business and professionals, unions, and other (Salamon & Anheier, 1996; UNDESA, 2003).

CSOs roles in social service provision.

Global challenges are on the rise; poverty, inequity, health and environment are just to name a few of what governments and nations are facing today. Accordingly, it is logical to believe that poor and developing countries are the ones who suffer the most; thus, creating more vulnerable societies which might develop into a precarious situation if not rightfully addressed. An evident example is the vulnerable situation created within nations who are at war or facing conflicts. As a result, the limitation of governments to address societies' needs along with tight resources, justify the growing roles of NGOs, especially in social service provision (UNDP, 2008). In that sense, NGOs through their transformative work in social service could be considered not only as service providers but as change enablers who catalyze tangible development within societies (Pearce, 2010)

United together, civil society organizations, including non-governmental organizations, all work to fulfill their ultimate objective which is "social development". The variation in the types of NGOs is reflected in the diverse causes they support such as women rights, human rights, OVC rights, poverty alleviation and advocacy (Miltin, 2001; Pearce, 1993). From this perspective, NGOs contributions could be witnessed in various domains such as education programs, technical and vocational support, health awareness, advocacy campaigns, low income housing...etc, where most of the beneficiaries would be vulnerable individuals (Miltin, 2001; UNDP, 2008). Due the success of some development intervention models, UNESCO highlighted four major indicators for best practice (BP): 1) the model must provide innovative solutions to common problems; 2) the model must display substantial impact for beneficiaries' life; 3) the model must provide sustainable solutions such as sustained income generation or social inclusion interventions; and 4) the model needs to be replicable to be used for policies enhancement and with other future implementations (UNDP, 2008). To maintain their

transformative roles, NGOs need to provide and maintain sustainable solutions. In other words, they need to go beyond philanthropic dependency and create sustainable solutions by investing in projects and programs that provide ongoing and continuous assistance for people (Nothias, 2018).

CSOs support models for care leavers.

“Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime” (Quote Investigator, n.d.). Regardless of the debatable origin of this wisdom, it clearly describes the role of CSOs and their approach in service provision. They might act as “protectors” by providing direct support in certain circumstances, for example giving financial assistance for the poor. They could also be “preventers” by controlling the recurrence of certain situations; this could be achieved by providing alternative solutions like money generating options. “Promoters” is another role that could be played by CSOs where they can act as advocates for a specific cause or groups of people. Last, CSOs could be “transformational” where they adopt leading roles in restructuring and transforming societies (Salamon et al., 1999). This role play is evident through the diversified support interventions that CSOs provide for care leavers shared through the following support models.

CREATE foundation.

CREATE is a foundation founded in 1999 by a coalition of supporter of children and youth in care (CREATE Foundation, 2014). Its mission is for all children and youth in care to reach their full potential; its vision is to provide them with better opportunities by connecting them together, empowering them through skills building and inclusion and last but not least by changing the care system through advocacy, best practices and policy reform (CREATE Foundation, 2014). Create works with youth aged 14 to 25 and provides them with several types of programs.

- *Speak Up*. To give space for youth to share their views and represent themselves and their case, CREATE developed a three level training program for young people who wish to become CREATE’s Consultants. During the training, participants gain knowledge on the care system while getting the chance to develop their leadership, communication and

public speaking skills; all with the opportunity to share their experience and advocate their case nationally.

- *CREATE Your Future*. This is a series of workshops specifically designed to provide young people aged 15–25 with the necessary life skills needed during their stay in care and throughout their transition to independent living and adulthood. Along with these workshops there is an annual fund to assist ClubCREATE members with their needs for personal achievements. (ClubCREATE is a club hosting members aged zero to 25. It aims to connect its members with various national services. Moreover, it offers a great network for young people to enjoy, have fun through activities and gatherings, in addition to several training programs).

- *Youth Advisory Groups*. Regular meetings are arranged for youth aged between 15–25. The main objective is to provide a platform for youth to share their problems and challenges while at the same time indulge in fun activities. The meetings provide great insights that could help organizations and governments in developing effective interventions and policies.

- *Case Worker Training*. The work of CREATE goes beyond the youth themselves. The foundation offers training for case workers working with youth. The goal of the training is to provide them with the knowledge and skills needed when working with youth. CREATE consultants, the graduates of Speak Up programs, are the ones who facilitate the training. Once case workers gain understanding of young people's needs, they will be more supportive in assisting them with their future planning.

- *Go Your Own Way Kits*. This kit is an excellent resource for young people above 15 years of age and need to prepare for their soon independent life. This kit includes all the information youth will need during their transition plan. It is also of great value for case workers who assist young people with their plan. The kit includes a variety of information on identity issuing, housing and accommodation, education and training, how to manage own money, how to maintain a healthy lifestyle and what life skills are needed for communication.

Al Aman fund.

In 2012, the *Moving Forward* handbook project was developed to facilitate the implementation as well as the evaluation of the Guidelines for the Alternative Care Children around the world adopted by the UN in 2009 (Quinn, Davidson, Milligan, Elsley & Cantwell, 2012). The handbook shares extensive information on child care related concerns ranging from family-based setting to care provision during emergencies. A special focus was dedicated to the *Preparation for leaving care and after care support* (p. 98), where three intervention models supporting care leavers were discussed from different continents. One of the successful models was the creation of Al Aman Fund in Jordan.

Al Aman Fund was developed as a result of the continuous challenges faced by orphans and care leavers in Jordan (Quinn et al, 2012). In 2003, Al Aman Fund for the Future of Orphans was initiated by Her Majesty Queen Rania Al Abdullah and in 2006 it was institutionalized as non-governmental organization (Al Aman Fund, 2017). The beneficiaries of this intervention are both orphaned youth who have lived in residential care, and orphaned youth who did not live in a residential care but are categorized as poor individuals living with a guardian or a relative caregiver. Although age is not explicitly stated, from the eligibility criteria it could be deducted that the programs offered cater for youth who are above eighteen years of age. The fund supports four main focus areas.

- *Educational scholarships.* Young people are supported by the fund that covers their tuition fees during higher education and post-secondary education whether in colleges or technical and vocational education. Moreover, it also covers for skills training such as IT skills training, language training as well as any other related developmental training courses.

- *Living expenses.* Youth benefiting from this program are given a monthly salary covering their personal expenses and paying their accommodation rent and transportation. Being in education and working at the same time is a stressful situation for young people; so offering financial support at this stage reliefs the stress and facilitates better results.

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- *Guidance and Counseling.* Social counselors work with orphaned youth on two main tracks; academic counseling during which they explore with them their plans for the future and motivate them to pursue their education, and psychological counseling the aim of which is to provide support for orphans who already left residential care for better social inclusion and integration in society.

- *Internship & Employment.* Al Aman Fund continues to support young people after they graduate through a variety of employability skills training and workshops such as curriculum vitae writing, interview skills, graduates gain the knowledge and skills for better job opportunities. Moreover, in cooperation with the business sector, the Fund offers young graduates the possibility of having on-the-job training or internships to increase their competitive edge in the labor market.

Drive Forward Foundation.

In 1993, the British organization “Partners in Hope” started its services supporting vulnerable children and young people. In the beginning the focus was on Russian children in residential care. The aim of the foundation was to provide the young people leaving care with good education and better employment opportunities. However, due to political reasons, the Foundation was unable to proceed with its work in Russia and decided to transfer its knowledge and experience to the young people in UK. In 2012, Drive Forward Foundation was launched aiming to provide British young care leavers with the emotional support and practical skills they need for better life opportunities (Drive Forward Foundation, n.d.).

The Foundation assists young people through counseling, training and advocacy using creative ways and techniques that even begin with the names of their programs.

- *Forward Motion.* This is a program designed for those young people who are just starting their career but are not sure what they really want. This is a self-reflective program that will give the young people the chance to reflect on their desires and needs. They will gain more understanding about their potentials and their surroundings. The ultimate objective of this program is to help youth set their goals and be able to understand their challenges and capabilities.

- *Professional Pathways Fast Stream*. This is a double-edged program for youth who are ready to enter the labor market and who are aware of their goals. On one side, the program offers networking opportunities with top employers and human resources (HR) advisors; and on the other side, young people get the chance to gain knowledge and experience on curriculum vitae writing skills, interview skills and work-related skills. The program takes place over a period of two weeks where they will visit prominent business models, get the chance to meet HR advisors and attend business skills workshops.

- *Professional Pathways Flexi Stream*. Unlike the Fast Stream program, the target group for this program is people who are already working fulltime but desire to explore their opportunities and stretch their chances. Every three weeks the Foundation organizes what it called Career Club where people get together and work on their work applications with the assistance of professional advisors. In addition, networking events are organized where they get too meet with HR professionals, get engaged in intensive interviews and get instant feedback. Drive Talks is another approach used in the Flexi Stream where famous figures, entrepreneurs, and business owners share their success stories to motivate the young people, share experience and as well as their best practices.

Moreover, the Foundation uses art a medium for self-discovery, self-expressing and cause advocacy. This trend is observed in the following programs.

- *Light is Everywhere*. The main objective of this program is to develop the transferable skills everybody has, so they work on their creativity, their communication capability and teamwork spirit. Photography is the artistic medium through which they will get to enhance those skills. They will understand basic photography techniques and they will learn how to use light painting not only as a form of art but as way of expressing their views and opinions. Mixing skills training and art open the space for youth to use their compounded abilities to make them heard and allows them to discuss their views and share those using innovative methods.

- *Tripping Point*. This is a creative writing and reflective thinking program. Delivered by professionals, young people will explore a variety of stories, will reflect on them and will

learn how to create their own future life stories. This is a reflective program where participants are taken through a journey of stories displayed through art and music from which they will be able to shape their own personal vision (story) for the future.

South African Youth Education for Sustainability (SAYes) Trust.

In 2008, Michelle Potter along with her friend Gillian Anderson established SAYes Trust. It was during Michelle's trip to South Africa that she realized the challenge South African care leavers are facing. When she returned to the UK, she wrote her dissertation on the transition support in South Africa juxtaposed to the UK. Through the founders' search for what do those care leavers need, they discovered from the numerous interviews they have conducted that the one thing they really need was someone to talk to, to guide them through and help them address their concerns; and so that was the essence over which SAYes was established (SAYes, n.d.). All support models are based on one-on-one mentorship that continues with the care leaver, thus establishing a solid relation based on trust and continuous support. The four youth programs are run through the Transition to Independent Life (TIL) platform.

- *TIL Care.* This program is designed for orphans aged 14–17 who are still living in residential care. Each young person is supported by a mentor who meets up with him in scheduled weekly morning sessions that take place either inside or outside the house. The focus of the sessions is to help the mentee's with his plans and preparation for his future life. The mentee is supported with information that helps him make better choices and lead a healthy living. In addition, partners working with the program provide the youth with job shadowing opportunities as well joining clubs, learning a new sport or take part in special outings.

- *TIL Community.* This program caters for youth aged between 15–17 who neither live in residential care nor live with their families. The same services are provided as above and the only difference is that the mentor gets to meet the mentee in a community-based setting. The mentor guides the mentee through his future planning, supports him in making his future decisions and assists him in leading a healthier lifestyle of his own. Partners too, offer them the same opportunities as with TLI Care with a bit more of tangible support such as clothes and textbooks.

- *TLI Special Needs*. This program addresses young people aged 14–25 who have neurological problems. The same approach is used with weekly sessions either inside or outside of home. The focus of the mentor is to help the mentee develop his independent abilities and adopt a healthy lifestyle.

- *TIL Independents*. This program is for youth aged 18–25 who previously lived in care and are now adult members of the community. The same weekly meetings with the same focus take place, in addition to evening meetings that are specially customized based on the need of the mentee. External partners always provide the resources, support and opportunities they need.

Wataneya Society and FORSA Program.

Wataneya Society is an Egyptian CSO working in the field of alternative care since 2008. Wataneya’s mission is to “create equal future opportunities for children and youth without parental care and providing quality of life for every orphan” (Wataneya, 2016). Guided by international best practices, Wataneya targets to develop a unified and integrated system for Egyptian orphanages based on the quality standards for care within institutional homes for children without parental care. The journey started in 2011 when Wataneya called for the collaboration of national and international organizations to apply the standards on the national level. The involvement of the Ministry of Social Solidarity (MOSS) in 2013 led to the issuing of the ministerial decree no. 188 in the following year, which accordingly mandated the implementation of “The Quality Standards for Alternative Care” within all national care institutions. (Wataneya Society, 2015a)

FORSA is an Arabic word that means “opportunity”. The name reflects the essence of the program, which is providing better opportunities for young orphans and offering them targeted support during their transition from institutional care. Two of the main quality standards developed by Wataneya are “Preparation for Independent Living” and “Life after Institutional Care”, both with the aim to empower and develop youth capabilities to independently take control over their lives. Accordingly, FORSA program was created to help in the implementation and integration of Wataneya’s quality standards (Wataneya Society, 2015a). The beneficiaries of this program are in-care young

orphans starting from the age of 14, as well as out-of care youth (Wataneya Society, 2016). The program description is reported in later parts of this research.

Theoretical Framework

This research is guided by the Empowerment theory. Literature has covered a wide range of definitions on the meaning of empowerment. For example, Rappaport (1987) sees empowerment as a complex theory carrying both a psychological sense of personal power and a concern with social power; this notion could be applied to individuals, organizations and communities (Rappaport, 1987). He defines empowerment as “a construct that links individual strengths and competencies, natural helping systems, and proactive behaviors to social policy and social change” (p. 122). For change to happen, empowerment is viewed as a process and an outcome. Zimmerman highlights the difference between empowering processes and empowered outcomes; he explains that empowering processes are the opportunities given to individuals that allow them to gain control over of their lives, and empowered outcomes are the results of these processes (Perkins & Zimmerman, 1995; Zimmerman, 1995 & 2000). In that sense, if for example individuals get empowered by learning decision making skills, team work skills and resources management skills, then the outcomes would be raised self-confidence and control, more engaging attitude and raised awareness which will enable them to gain mastery over their current situation (Zimmerman, 2000).

In an attempt to provide a more consistent application of the construct, Cattaneo & Chapman (2010), building on previous work, developed their empowerment process model which they describe as a continuously changing process that consists of main core elements, thus creating a more practical and easy application model that could address various types of research. Accordingly, they define empowerment as:

an iterative process in which a person who lacks power sets a personally meaningful goal oriented toward increasing power, takes action toward that goal, and observes and reflects on the impact of this action, drawing on his or her evolving self-efficacy, knowledge, and competence related to the goal; social context influences all six process components and the links among them (p. 647).

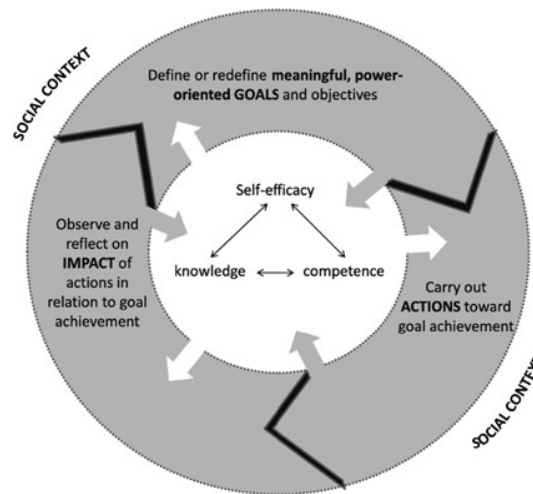


Figure 2.1 The Empowerment Process Model (Cattaneo & Chapman, 2010)

Figure 1.1 portrays the interrelations among all six elements. The model begins by setting personal, *powerful and meaningful goals*. The way they address the notion of power in goal-setting relies on Riger’s (1993) differentiation where she explains three constructs of power, the “power over” reflecting influence and dominance, the “power to” reflecting liberty of choice, and the “power from” reflecting resistance to external pressures (Riger, 1993 as cited in Cattaneo & Chapman, 2010, p. 650). However, goals need not only to be powerful but meaningful as well. They further explain that in general, individuals commit to their own behaviors either for personal enjoyment, or for responding to external circumstances, or as a deliberate action to attain specific desired goals which are influenced by cultural values that control the importance of goals and even the means through which they are fulfilled. The motivation for individuals’ behavior is called “integrated regulation” (p.651). Setting goals is usually a conscious decision; therefore, external reward is its integrated regulation, which would be power in this empowerment model (Markland, Ryan, Tobin, & Rollnick, 2005, as cited in Cattaneo & Chapman, 2010). The effect of these “power-oriented goals” (p.652) could lead to improved social interactions and a step forward towards substantial relations and independence.

Self-efficacy, knowledge and competence are the gears to the whole iterative process. *Self-efficacy* is the individuals’ belief about their own capabilities (Riger, 1993 as cited in Cattaneo & Chapman, 2010). Motivation and performance are directly affected

by one's own belief. The higher the self-efficacy is, the greater is the motivation and the better is the performance. As much as this is true, the impact of social environment on one's self-efficacy must be taken into consideration (Cattaneo & Chapman, 2010). Once a goal has been chosen and the capabilities acknowledged, knowledge is the following step in the process. Cattaneo and Chapman (2010) define *knowledge* in the context of their model as the understanding of the social context in relation to the chosen goal, as well as comprehending the means of achievement and reaching and acquiring supporting resources. The concept of knowledge is not fixed; the type of identified goals guides the type of knowledge acquired. After knowing what is required to accomplish goals, it is necessary to understand what *competence* is needed in light of previous knowledge. Cattaneo and Chapman (2010) differentiate between knowledge and competence; they view that knowledge answers the "what to do", while competence covers the "how to do" (p.653). Assessing individual's interpretation regarding own competence is same as assessing own understanding about self-efficacy. During action, this interpretation could highlight important information about the social context and on individual's capacities and limitations.

Action in this empowerment model is guided by specific personal goals; motivated by individuals' belief in their capabilities; empowered by appropriate knowledge; and accomplished by employing suitable skills. *Impact* then follows; this is where the effect of the action is reflected upon. If the impact supports individual's goals then self-efficacy is heightened; similarly, even in the event of goals' mismatch, the process of reflection highlights any impediments which will benefit the "knowledge" process leading to further goals improvement.

In order to facilitate a practical and manageable application of the model, Cattaneo and Chapman (2010, p.657) developed a list of questions (see Table 2.1) at both individual and program levels. As mentioned earlier, it is the aim of this research to explore FORSA program, an intervention model supporting orphaned youth in transition. Accordingly, it is believed that adopting the empowerment process model developed by Cattaneo and Chapman (2010) would provide clear guidance for this research when exploring the program.

Table 2.1

Cattaneo and Chapman's program list of questions

Component	What programs should assess
Personally meaningful, power-oriented goals	<ol style="list-style-type: none"> 1. To what extent do clients tend to have a clear idea of their goals when they request services? 2. What mechanisms do we have to assess how our services might relate to client goals? 3. What is the range of typical client goals? 4. What goals is our program designed to assist with?
Self-efficacy	<ol style="list-style-type: none"> 1. What mechanisms do we have in place to learn about clients' beliefs and the context of those beliefs?
Knowledge	<ol style="list-style-type: none"> 1. What do clients need to know, and how can the clients we tend to see best learn? 2. What resources do clients need, and what is their access to those resources? 3. How can we enhance their access to these resources? 4. What mechanisms do we have in place to ensure that we learn about obstacles and opportunities in each client's environment? 5. What mechanisms do we have in place to consider power dynamics related to clients' goals?
Competence	<ol style="list-style-type: none"> 1. What do clients need to be able to do, and clients we see best build these skills? <i>(Table continues)</i> 2. What resources are needed to support their skill building? 3. How can we increase access to these resources? 4. What mechanisms do we have in place to learn about obstacles to and opportunities for skill building in each client's environment?
Action	<ol style="list-style-type: none"> 1. What are the pros and cons of taking action? 2. Are there ways we could shift the balance? 3. What mechanisms do we have in place to assess how pros and cons vary depending on clients' context?
Impact	<ol style="list-style-type: none"> 1. What is the impact of actions we encourage, or that clients tend to take? 2. What is the impact on our client, on our program, and on others? 3. What in the environment affects that impact? 4. Are there ways we could influence the response to clients' actions?

Adapted from (Cattaneo & Chapman, 2010)

Chapter 3: Research Methodology

Research Design

This is a qualitative research adopting the case study approach. When employing case studies, the researcher develops in-depth analysis of the case, be it a program, a specific activity or a group of individuals (Creswell, 2014, Merriam, 2009). One of Yin's (2003) views regarding case studies' applications is the "description of specific intervention and the real-life context in which it occurs" (p. 15). Plano and Creswell (2015) describe the case study approach as a "set of qualitative procedures used to explore a bounded system in depth" (p. 292) and where the "system" could be group of people or a specific program which would be the case of the study. Accordingly, since the aim of the research is to explore and describe a specific intervention model, which is FORSA program, case study approach is viewed as the most convenient approach serving the purpose. To be able to generate in-depth information, case studies rely on multiple resources. In order to validate the findings, the researcher has used both triangulation and member checking for maximum validity (Creswell, 2012, p.259). Yin (2003) suggests four information collection methods, "observations, interviews, documents, and artifacts" (p. 8). Hence, in order to gather in-depth information about the program, interviews, focus groups, document review and direct observation will be the data collection instruments applied in the research.

Regarding the researcher's position, she is part of Wataneya's team of freelance trainers. Being a certified Positive Discipline Educator, she specifically facilitates tailored "Positive Discipline" trainings for caregivers who are responsible of caring for street children in institutional care. This type of engagement with Wataneya assisted in providing better understanding of the cause through informal discussions with a diverse number of employees working at Wataneya, ranging from managers to out-of-care young individuals. This raised awareness was the main incentive for initiating this research. In that sense, the researcher has an insider perspective but has made efforts to keep a balanced approach to the topic.

Research Participants

Participants taking part in this research are purposefully selected. The logic behind purposeful sampling is to select “information-rich cases” (Patton, 1990, p.169). Studying information-rich cases leads to deeper insights and provide deeper understanding about the inquiry, which makes it the best choice especially when the aim of the study is to learn more about the effect of certain program, then selecting a small group of individuals who are directly related to that program would provide the rich-information the research seeks to explore (Patton, 2002, p. 230).

Hence, in order to reach the intended in-depth information, the research participants were divided into three groups: i) Wataneya representatives, ii) program participants, and iii) caregivers. Wataneya representatives were the Founder and Chairperson of Wataneya Society, The Deputy Executive Director, and the Learning and Development Manager. The intention of the researcher was to interview the Youth and Development Manager who was responsible of FORSA program, unfortunately she left the company few months earlier and until the interview dates, the position was still vacant.

From the program participants, seven males were interviewed, four of which graduated from the program, while the other three are still in the program. It was the intention of the researcher to interview other female participants; however, due to time restrictions and the unavailability of the girls due to their exam study commitments, it was difficult to set a suitable date; accordingly, the interviews could not be conducted. The average age of participants was twenty years old. Three participants have attended FORSA in its early beginnings and graduated between years 2012 and 2014. From the remaining four, only one graduated in 2017 and the rest are still in the program.

Two caregivers from two different care institutions were interviewed; one male caregiver and one which was the responsible for the girls who cancelled the interview. However, both caregivers were/are in direct contact with FORSA youth. All interviews were arranged through Wataneya; scheduled meetings were organized in accordance with participants' time convenience. The interviews with Wataneya's staff, three participants

from the youth and one caregiver, took place in Watanya’s premise. The focus group and an interview with one caregiver took place in their institution. The coded representation of all participants is described in tables 2, 3 and 4 below.

Prior to data collection, Institutional Review Board (IRB) and Center Agency for Public Mobilization and Statistics (CAPMAS) approvals were acquired (see Appendices A and B). Participants’ approval was collected via Consent Forms and custodian approval was also collected for those who were still in-care (see Appendix C).

Table 3.1

List of participants

Title	Code	Graduation Year	Status
Chief Executive Officer	M1		
Chief Executive Officer Deputy	M2		
Learning & Development Manager	M3		
Caregiver 1	C1		
Caregiver 2	C2		
Youth Participant 1	Y1	2014	Out-of care
Youth Participant 2	Y2	2102	Out-of care
Youth Participant 3	Y3	2014	Out-of care
Youth Participant 4	Y4	2017	Out-of care
Youth Participant 5	Y5	not yet	Out-of care
Youth Participant 6	Y6	not yet	In-care
Youth Participant 7	Y7	not yet	In-care

Data Collection Instruments

Instruments used for data collection in this research are: i) document review, ii) semi-structured interviews, iii) focus group, and iv) conference observation. Documents review covered program documents, brochures, organization website and published reports. The tool was used i) to provide information on the research context, ii) to offer supplementary information to get a concrete holistic view, and iii) to validate findings

collected through other tools (Bowen, 2009). Thus, the aim was to gain a holistic overview about Wataneya's role and develop a better understanding of FORSA. All these data sources yielded valuable information which is covered in the discussion section. In this context, with the objective of collecting supplementary information, secondary data was reviewed where a recent external impact evaluation on Wataneya's quality of care project was also examined.

Eight semi-structured interviews were conducted with three of Wataneya's staff, with two caregivers, and with three program participants (Y1, Y2 & Y3). The reason for conducting one-on-one interview with the selected youth was due to the fact that they were among the first batches that have graduated from FORSA; accordingly, the researcher wanted to capture their experience and compare it with the new batches. Semi-structured interview is an ideal instrument to collect in depth information about individual experiences and are usually chosen around pre-identified set of questions, while at the same time provides room for both the interviewer and the respondents to further elaborate on perceived topics or ideas (DiCicco-Bloom & Crabtree, 2006; Plano & Creswell, 2015). The average duration of one interview was around forty five minutes. The pre-defined questions revolved around the same themes however were modified according to participants' position in the program (see Appendices D, E, and F).

One focus group was conducted with four youth participants (Y4, Y5, Y6, Y7), one of which graduated from FORSA in 2017, while the other three are still in the program. The reasons for grouping the selected youth in a focus group are: i) they all live/ed in the same institution (two have recently moved outside of the institution to an after-care place supervised by the institution), ii) they attended the program together, and iii) there is no significant age difference between them. Plano and Creswell (2015) believe that the similarities within the group and the cooperation between them are keys to a successful focus group. The time spent in the focus group interview was around ninety minutes. The questions during the interview were designed to elicit information about youth experiences with Wataneya while reflecting on their shared insights and highlighting their different opinions (Been, 2006).

Observation was the last instrument used in this research. In March 2019, Wataneya Society, under the auspices of the League of Arab States and the partnership with the Ministry of Social Solidarity, organized “The 1st Arab States Conference on Aftercare for Orphaned Youth” with the aim of “...enhancing aftercare policies and institutional practices through connecting alternative care stakeholders and setting a platform for learning and collaboration among Arab nations to overcome the challenges of Aftercare” (Sanad Conference, 2019). A rich collection of participants attended the two days conference ranging from national and regional government representatives, national, regional and international NGOs, national and international subject matter experts, academia, media representatives, corporate and business sector representatives, national and regional care institutions managers and last but not least the orphaned youth. The regional representation was from Kingdom of Saudi Arabia, Kuwait, Jordan, Lebanon, United Arab Emirates, and Morocco. Two international experiences were present in the conference, one from India and the other was from UK. The objectives of the conference were i) to raise awareness regarding the challenges aftercare youth face and to recommend practical solutions, ii) to display best practices, and iii) to enhance the whole aftercare experience through recommendations and suggestions. The day during the conference was divided into two periods; the morning period was dedicated for the plenary sessions, while the afternoon period was the time for parallel sessions. The first half of day one of the conference started by the opening speeches of eminent figures in that context, such as the minister of social solidarity, international subject matter experts, Wataneya’s CEO and youth experiences. Sharing experiences and best practices were also important that were shared during the morning sessions. The parallel sessions were in the form of mini discussion was managed by a moderator and a group of subject matter experts who were chosen according to the theme or topic of the discussion. Since all discussions took place in parallel, thus it was impossible to attend them all. However, after the conference, Wataneya created a website only to share all the conference activities over the two days (Sanad, 2019). Being a non-participant observer, the researcher’s aim from his observation was to collect “firsthand” information on an event that directly touched upon her research topic (Plano & Creswell, 2015, p.343). The assembled information was based on the reflective notes recorded by the researcher

during the conference in which she recorded her thoughts and insights (Plano & Creswell, 2015). However, the core of her information collection during her observation was to triangulate the data and validate the findings from the interviews that were conducted prior to the conference. (Kawulich, 2012; Plano & Creswell, 2015).

Data Analysis Procedures

Data analysis depended on the research questions:

1. How does Wataneya address the needs of orphaned youth in transition?
2. How successful is Wataneya in meeting the needs of orphaned youth in transition?
3. What are the challenges encountered throughout FORSA program?
4. How could Wataneya develop its future support?

The aforementioned instruments were chosen for data collection, among which were the interviews and the focus group. After the permission of participants, all interviews (including the focus group) were audio recorded, then transcribed. The analysis process utilized was Braun and Clarke (2006) thematic analysis model (see Appendix G). Thus, after transcribing the interviews and to familiarize herself with the data, the researcher started reading it several times attempting to spot preliminary thoughts. Coding remarkable attributes in the data was the next step and similar data were gathered under the same codes. During this phase the researcher started to choose quotes that seemed relevant to the objectives of the research. Ultimately, potential codes were then grouped together developing themes that related to the research questions. Themes were then checked to make sure it properly relates to the data collected, then refined by going through the characteristics of each theme and deciding on clear themes names reflecting those characteristics before developing final conclusions (see Figure 3.1).

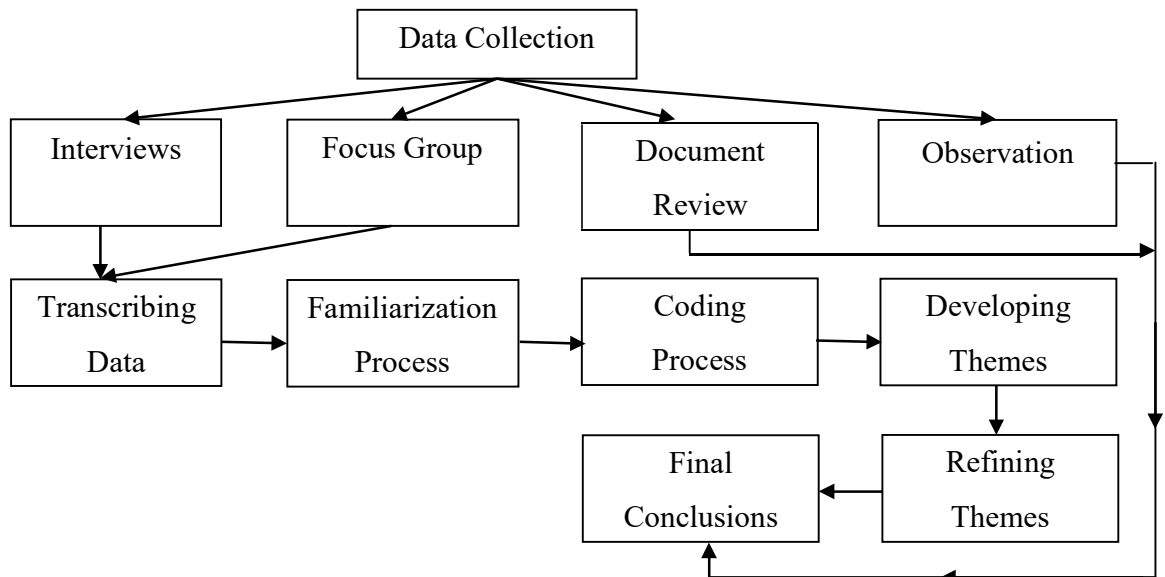


Figure 3.1. Data analysis procedures

The Coding process yielded four themes and each theme led to several sub-themes. Themes and sub-themes were addressed one of the research questions. The relation between the research questions, themes, sub-themes and data collection instruments is identified and collected together (see Table 3.2).

Table 3.2

Thematic analysis, research questions and instruments

<p>Q1: How does Wataneya address the needs of orphaned youth in transition? Theme: FORSA Initial Framework Sub-themes: Holistic process/ Asset-based approach/ Selection criteria/ Exposure Instruments: Document review/ Interviews/ Focus group</p>
<p>Q2: How successful is Wataneya in meeting the needs of orphaned youth in transition? Theme: Program outcomes Sub-themes: Success indicators/ Impact on youth Instruments: Interviews/ Focus group/ Observation</p>

(Table continues)

<p>Q3: What are the challenges encountered throughout FORSA program? Theme: Challenges Sub-themes: Internal challenges/ Youth needs Instruments: Interviews/ Focus group/ Document review</p>
<p>Q4: How could Wataneya develop its future support? Theme: Future progress Sub-themes: Program revamp / Steps forward Instruments: Interviews/ Focus group/ Observation</p>

Trustworthiness

To guarantee the rigour of qualitative research, four criteria need to be considered: i) credibility, ii) transferability, iii) dependability, and confirmability (Schwandt, Lincoln, & Guba, 2007 as cited in Anney, 2014; Korstjens & Moser, 2017). In order to ensure the fulfillment of trustworthiness in this research, for credibility, triangulation of data was applied; information was collected from different sources which were further described in the data collection instruments section. Besides multiple sources of data, multiple participants were also interviewed for better results enhancement (Anney, 2014; Creswell & Miller, 2000). When discussing transferability, Bitsch (2005) explains that for a qualitative research to be able to yield transferable results, it must provide “thick description and use purposeful sampling” (p.85). Accordingly, participants were purposefully selected while explaining the reason why for using this sampling method; in addition, thick description was shared throughout the research about the theory adopted, the methodology applied, the participants, the organization and the program which are the focus of the study. Since dependability and confirmability focus on the consistency and the neutrality in data interpretation (Lincoln & Guba, 1985 as cited in Korstjens & Moser, 2017; Anney, 2014), peer debriefing was also adopted. According to Bitsch (2005), peer debriefing assists the researcher to be honest about his findings and provides a deeper level of analysis that could lead to reflective insights.

Limitations

To explore the proposed questions in this research, three instruments were mainly used; interviews and focus group, document review and conference observation. However, the limited number of participants and the lack of a realistic gender representation were some limitations that could have influenced the results. As for the focus group, although it is one of the widely used data collection tools, participants might have been affected by each other's responses. Furthermore, the lack of some documents did not yield the intended full scope vision of FORSA. Concerning the observation, due to the organization of the sessions during the conference, it was impossible to attend all of the discussions during the two days; however, the researcher resorted to the conference website which offered the opportunity to go through all of the discussions.

Chapter 4: Findings

The main objective of this chapter is to present the research findings resulted from the data collection process. The findings are chronologically presented in relation to the research questions as shared in table 3.2. After presenting the raw data under each theme and relating it to each question, the findings were analyzed and linked to associated literature (if any) in order to synthesize answers for the research questions. However, before this, a thorough description of FORSA is presented. The information shared hereunder was mainly collected through document analysis.

Q1. How does Wataneya address the needs of orphaned youth in transition?

The first question needed to explore the role of Wataneya in helping orphaned youth in transition. The *Initial Framework* was the first theme that addressed this question from which branched-out four sub-themes: *i) holistic process, ii) asset-based approach, iii) selection criteria, and iv) exposure* (see Table 3.4), that collectively provided the answer for the first question.

Holistic process. In order to understand the role of FORSA it was essential to know the holistic vision Wataneya adopts in addressing the issue of orphans as a whole. The study of the organizational documents, the annual reports, the presentations, the website and the social media related links resulted in compiling a holistic understanding of the actual role of Wataneya. As explained earlier, since its establishment, Wataneya's objective was to standardize and certify all features of alternative care in Egypt. For that, along with its national and international partners, they developed a set of National Quality Standards (NQS) that were approved by the Ministry of Social Solidarity and mandated in 2014. The development of the NQS led them to adopt a holistic approach in all of their interventions. Wataneya's work is based on three main axes: *i) institutional development, ii) learning and development, and iii) raising awareness and gaining support.* Accordingly, they develop institutional development programs which covers the building infrastructure measures and institutional management; they provide caregivers with specialized capacity building programs that cover raising their awareness regarding their occupational requirements and educate them on the psychological development of

children and accordingly bring to their attention the best and safest ways to support children and youth. In addition, they design tailored programs targeting orphaned children and youth, and last but not least, they organize social awareness campaigns in schools, universities and social media. Moreover, they developed the first internationally accredited learning and development center in the Middle East, 'Aman', to be responsible for all training programs provided by Wataneya, under which falls FORSA for youth development regarding which additional information are highlighted hereunder.

FORSA objectives. To strengthen the capacities of young orphans, to enable them to express themselves and to promote their social inclusion by encouraging them to become active members in their societies (Wataneya Society, 2015b).

Methodology. The methodology of the program follows the Asset-based approach, which is an approach adopted by several institutions that work with youth. This approach seeks to identify and build upon youth capabilities through a work methodology based on three dimensions: 1) the creation of supportive environment, 2) service provision, and 3) opportunities provision (Wataneya Society, 2015b).

Core values. The program aims to inspire the orphaned youth through six main core values: i) freedom of choice. It starts from the beginning of the program. Young people are the ones who decide on which workshop or training they want to enroll in throughout the stages of the program; ii) the ability to dream. Young people are encouraged to think about their dreams and develop a future about their life through tailored workshops that allow participants to self-discover their inner dreams and potentials; iii) self-confidence. This is realized through skills development trainings and social integration; iv) exposure. By encouraging young people to learn about themselves and get involved in new experiences they have not been exposed to before; v) communicating with society. This is achieved through workshops, events, training and employment opportunities offered to young participants; and vi) self-acceptance. This is fulfilled via tailored workshops and exposure to different experiences that help young people to reconcile with their identity and to free themselves from the society's view about them (Wataneya Society, 2015b).

Implementation. The program consists of three basic stages aimed at discovering and developing young orphans' self-perception and potentials, and encouraging them to become effective community members. i) *Self-discovery stage*. This is a key stage for new young participants. It is achieved through a workshop on self-discovery the aim of which is to enable participants to dream, to be able to discover their potential, to know how to overcome their psychological challenges, especially with regard to "identity", and to understand their rights and duties towards society. This stage mainly focuses on discovering talents and capabilities, identifying personal objectives, developing a plan for achieving one's dream, and identifying the influential people in one's life. These points are addressed through interactive activities, applied theatre, and tailored trainings and workshops (Wataneya Society, 2015b). ii) *Personal development stage*. During this stage the talents and abilities discovered earlier are developed. Workshops range from photography, creative writing, fine art, handicrafts, filmmaking, robotics, football, and scouting skills. It is worth to mention that these workshops are prone to change according to participants' choice and interest. The aim of these workshops is to give space for young people to discover their interests, accordingly enable them to develop their abilities while providing them with the tools to express themselves. Hence, the objectives of this stage are to broaden the horizon of participants and expose them to new experiences, to develop and maintain a new hobby, and to create the possibility of starting a new career path (Wataneya Society, 2015b). iii) *Internship and employability stage*. This stage is achieved through the collaboration of and networking with supporting companies and organizations that offer specialized programs and trainings or internships and employment opportunities. This stage focuses on four main points:

- Self-development – advanced level. Advanced workshops are designed to deepen participants' abilities in the domain of their special interest.
- Training. It provides a wider range of training opportunities where young people could apply what has been shared during the previous stages through internships or training opportunities offered by supporting companies.
- Educational and specialized training grants. Partial or full grants are provided to young people to assist them with their education or career path, as well as attending

special/technical training programs that might support them with their future career. These grants are provided upon young people's request after request investigation and upon available budget.

- Employment opportunities. Through networking with supporting organizations, youth are provided with the chance to find employment opportunities in the field of their interest or expertise (Wataneya Society, 2015b).

Supporting pillars. The supporting pillars of FORSA go in parallel with the three stages of the program. The aim of the pillars is to provide the mental and psychological support for young people. This support enables the program to contribute in the development of psychologically healthy young people who are capable and ready to contribute and blend with society. The support is provided via three main pillars.

- Life coaching sessions with the aim to encourage young people to join a journey of self-discovery and self-learning. The sessions include consultation and discussions in order to prompt the participants to develop their abilities, to direct their desires and rethink, reflect and reach for what they want. The ultimate objective of these sessions is to break down the boundaries, free up their potential energies and raise their life performance. The sessions are divided throughout the program implementation time and according to youth's needs. Moreover, the life coaching support is provided either through group sessions where experience is shared and reflections are discussed collectively, or through individual sessions that are organized and tailored according to the specific needs of the individual (Wataneya Society, 2015b).

- Integrating and interacting with society. This is achieved via several means such as visiting different places like different institutions, organizations and companies to expose and broaden the experience of young people. Another way to encourage young people to interact with society is by allowing volunteers to take part in the workshops offered by Wataneya, thus, creating a sense of friendliness and warmth which gradually helps in developing social connections. In addition, volunteering as assistants and organizers in Wataneya's internal and external events helps and empowers youth to self-present their cause.

- Continuous support is the pillar that focuses on the sustainability of the relationship between the young people and the program as well as the relationship with Wataneya's team. The focus usually covers two main aspects; i) the social aspect, which is maintained through a regular monthly gathering that takes place in the first Saturday of every month. The objective of the meeting is to maintain an ongoing relationship, and offer space for discussing their issues or problems; and ii) practical aspect, which focuses on the continuous development of young people according to the job market needs. Special workshops are organized to cover certain topics such as presentation skills, team building, resume writing and interviewing skills. The objective of these workshops is to equip young people with basic employability skills to increase their chances in finding a job. (Wataneya, Society, 2015b).

Caregivers. From the literature reviewed above, qualified caregivers are considered one of the important cornerstones that contribute in the development of a healthy well-being and emotionally stable individuals. Accordingly, Wataneya believes that in order to provide a sustainable and effective support for youth in-care, it is imperative to qualify the caregivers who are responsible of those young people on how to optimally care for them. The tailored programs aim to raise the caregivers' awareness on what are the child protection mechanisms, how to develop a positive view about orphans, and how to communicate with adolescents. In addition, specific extra topic could be added to the training based on the needs of the participants. These might include case management, substance protection, team building, personality assessment, training, behavior management, program design, monitoring and evaluation, and building partnerships (Wataneya Society, 2015b).

So going back to the holistic process and the way Wataneya addresses orphans' needs, it must be said that without the three axes mentioned above, a single stand-alone program or intervention would have failed in fulfilling satisfying results. Therefore, talking about FORSA without talking about pre and post FORSA would result in an incomplete vision of events. In this regard, this is what M1 emphasized during the meeting:

We don't want to consider FORSA as FORSA only, FORSA is pre and post. I mean focusing alone on the program will not give the holistic picture. We know that FORSA will lead to the Moltaka, which is the progress, the pro; and before FORSA there should be the children program aged 7-14. So what I want to clarify is that the impact of FORSA is based on the pre and post activities altogether.

The Moltaka is an Arabic word that means the forum. In December 2017, Wataneya realized the necessity for a continuous support channel for orphaned youth from age 18 and up; accordingly they developed the Moltaka where they meet in the first Saturday of every month together with youth who are in aftercare or who already left care but would like to join. The objective of the Moltaka as M2 explains:

To enable youth care leavers themselves to be leaders and take the responsibility in future reforms and to become peers and role models to their brothers and sisters.

The idea of the Moltaka is the post FORSA stage. Wataneya believes that at this age their needs differ, so there must be room for them to evolve and develop, which is what M1 shares:

They are growing and their needs are different now, different from their needs at 14 and 16 years of age when they were in FORSA. So, we happily say that we evolve with the development of their age and their needs.

Because the objective of the Moltaka is to enable youth to take leading roles, they are given the opportunity to develop future plans as per their vision. Moreover, Wataneya's work that is based on mutual partnerships with diversified stakeholders provides them with the tools and mechanisms to actualize their plans. This was clearly demonstrated by how this year's plan was organized as shared by M2:

This year was a turning point as we told them that we (as Wataneya) are not going to put the action plan of 2019 and this will be your job. Of course we shared with them the objectives that Wataneya developed in the beginning of the Moltaka and there was a general consensus, and from among these objectives we told them that they will be responsible for developing the action plan for 2019. So for example they agreed on a code of conduct for running the meetings. From our part in order to help them, our consultant volunteered to teach them how to set objectives, sub-objectives and smart objectives. So they developed the idea of committees and decided they needed a committee for external relations, a committee for legislations and a committee for learning and development.

The early intervention or as described earlier, pre FORSA phase, aims to target children in care institutions who are between the age of 7 and 14. A wide range of programs are usually offered for children. They address a variety of topics such as protection programs to raise the children's awareness regarding their physical safety and to understand how to protect themselves from abuse; cultural programs through which they visit several cultural places, physical programs such as football activities and tournaments; other programs could aim at encouraging children to read books, and sometimes activities could be event based like sharing with them how to make Ramadan Lanterns during the holy month. However, Wataneya was not the only provider for all activities offered to children; as a matter of fact they have networked with other partners like for example the ones shared by M3 "...Safarni, Alwan we Awtar, Go Green. Robotics and sports were also among the children's activities", to assist them with their activities for children. Additionally, they want now to start even earlier with younger children but they believe that the care institutions and the caregivers would fit best with that age, which is what M2 explained:

As we are moving forward, we really want to start early so that we could develop a junior program for younger children, but we need to empower the institutions to take charge of it or maybe connect them subject matter experts; in other words the implementation modality would be different. We mainly provide two things for the children, the protection program and the psychological development program. As for the teenaged, we know that it is best for us to take the lead and we also cooperate with other organizations.

The presence of FORSA was also emphasized by the caregivers and the youth from the later batches. C1 emphasized Wataneya's presence saying:

We have been cooperating with Wataneya since 2010. We have a mutual plan together. Three of our employees were certified from Pearson Edexcel. We have cooperation and training plans between us and Wataneya for caregivers and the children.

Similarly, C2 responded when she was asked about how the youth get to know about FORSA "...there are several areas of work between Wataneya and us, so it was easy for us to know any information". Moreover, Y4, Y5, Y6 and Y7 acknowledged knowing about Wataneya since they were young "yes Wataneya was present since we were young". Y4 elaborated:

Of course there were activities. I remember for example the activity of making Ramadan Lantern when were young. We use to have skills development activities and physical protection activities. We used to have several activities.

All four participants recall activities however the genre of activities recollected varies; most of them recall the skills development activities; however, Y7 only recalls the presence of Wataneya but does not remember the activities mentioned by his colleagues, which was clear when he answered “to be honest I don’t recall these activities, but I remember when Wataneya used to come over and talk to us”. It is worth mentioning that from the old batches, nobody stated any activities during their childhood years.

Asset-based approach. The core objective of FORSA is based on the concept of asset-based approach. Through Wataneya’s work with care institutions, they started to monitor the challenges young orphans were facing and one of the major problems was how they perceived themselves, so they thought of developing a program that mainly focuses and this area. This is what was explained by M2:

In 2011 there was a gap, the youth had a low self-esteem issue that disabled them to confront society and get socially integrated. So, the objective of FORSA was to raise their self-esteem and improve their self-image towards themselves to be able to resume their life... We had a vision that those youth need to raise their self-awareness, who they are, what they want to do or what they want to achieve in their lives.

When she was asked about the training itself, what was the design and the methodology adopted during the implementation phase, M2 explained:

In 2011, we didn’t have the experience we have today. So I can tell you that FORSA had a framework and an approach, which was the asset-based approach. The idea was to concentrate on the skills they already possess, and probably this is what they liked about the program. For instance, we never told them you are missing on something or why can’t you do such a thing? When they did the assessment (before joining the program) they realized that they were capable.

She continued elaborating on the framework and program design:

The framework was designed into stages; stage one was “you discover yourself” or self-discovery, stage two was self-development or skills development, in other words acquiring some interpersonal skills, and last

stage was the idea of integration or opportunities, we call it networking and opportunities. Each stage differed from one year to another according to the training provider; for example the program manager sits with an X training provider who trains on self-discovery, he understands our insights and he creates the content accordingly. We also believed that spreading the stages over one year time was enough and suitable because they had schools, so we were not able to access them all the time because studying was a priority.

The concept of the approach was also identified by almost all participants. When they were asked about their understanding of the objective of FORSA, there was almost a general consensus. For example, C2 thought the objective is "...to try and extract from the youth things they didn't even know existed within themselves"; while C1 said "... they [Wataneya] try to extract from them true talents. FORSA program gives the young man the opportunity to discover his buried talent, and opens for him paths he could follow". Y1, Y2 and Y3 who graduated during the early beginning of the program gave the same reply when asked what they thought about the objective of FORSA; they said:

FORSA works on two main axes, self-development where you discover yourself and discover your goals in life, and skills development where you get to learn some life skills, in addition to interest related workshops such as photography, film making, creative writing, and drawing.

The articulation of the program's objectives was a little different for the rest of the young orphans, Y4, Y5, Y6 and Y7. Y4 said:

There are hidden skills you are unaware of, so when you join FORSA and start working on those skills, they start to appear gradually. Then you realize that, oh! I have good skills after all then you can accomplish what you want and can have a future. If you can work on those skills, not in only during FORSA but for your entire life, you will be able to realize what you wish for.

As for Y5, he said that according to him, the objective is "to look for the skills you already possess and develops them". While Y7 provided two words answer saying "the objective is to help us and make us happy", Y6 was more descriptive saying:

Honestly, FORSA has several objectives. First [raising] self-awareness and awareness of the community you live in; you learn how to communicate in society. Besides, time management, you learn how to manage your time.

After reviewing related documents, one document was found to mention FORSA program description, while extra information related to the workshops offered were found

in the company’s annual reviews. The program description document divided the program into seven phases and two pre and post phases (see Table 4.1).

Table 4.1

FORSA program description

FORSA Program Implementation Phases		
Phases	Duration	Description
Pre-Implementation	18 days	Youth and caregivers are introduced to the Forsa program and its components through a presentation and individual interviews with young people to fill out the forms.
Phase One Participant self-assessment and needs assessment	16 days	The development team identifies the participants so that they can stand on the aspects of their uniqueness and excellence, thus designing individual activities and competency-based individualized tracks that promote this excellence and uniqueness, as well as supporting young people to identify themselves and realize their potential and interests which supports their self-confidence and develop a plan of action for each of them to achieve his goal and motivates them to move on the path of training and personal development.
Phase Two Self-discovery	5 days	During this phase, participants are presented with a set of concepts that help to understand deeper self and discover the positive aspects of life in general and in each participant in particular, leading to open new horizons for personal development.
Phase Three Re-self-evaluation	20 days	Based on the outputs of the previous stage, participants' self-evaluation is repeated to determine the evolution in concepts and skills and based on the results then determine the individual and collective paths.
Phase Four Reflection and individual practice	1 day/week (4 weeks)	Participants are given time to reflect on what has been provided to them during the previous stages, but through a systematic approach to provide support and help to extract the benefits of what has been acquired during training.
Phase Five Professional competencies development	16 days	In this phase, a range of competencies (Table continues) skills, and behaviors) are presented in relation to their professional life as well as their social intelligence which enables them to communicate with others and face the challenges of life, especially working life.

Phase Six Applied project	1 day/week (4 weeks)	During this phase, participants identify a practical project through which they apply all the knowledge, skills and self-abilities they have explored during the earlier stages of the program. The participant's determination of clear goals and a plan of action to reach these goals is a success in itself.
Phase Seven The stage of assessing individual developments and reviewing the learning plan and personal development	10 days	Participants are given time to reflect on what has been provided to them during the previous stages, but through a systematic approach to provide support and help to extract the benefits of what has been acquired during training. In addition, re-self-evaluation is repeated to determine the development of concepts and skills, and development plan for each trainee is also reviewed.
Post implementation	monthly meeting	Continuing to provide psychological and professional support to the graduates of the program with the challenges that they may face on both professional and personal levels.

Regarding to the interviews during selection, M3 further added:

The objective of the interview during the selection criteria was to check the dynamics of the applicant and to evaluate his psychological readiness; in other words, how does he articulate his situation, how does he express himself, how far was he self-accepting. However, the orientations and interviews were only consistent in the early years of the program.

C1 explained their selection criteria for youth as follows:

We know about new programs from the communication emails between us and Wataneya. Inside the institution, we monitor the behavior of the children, and we have a graph for every child throughout the whole year. When we notice a child with some challenges and we believe that his participation would benefit, then we nominate him of course. We also don't have a problem if anyone who is interested to join the program as well if Wataneya does not object.

The girls living in the care institution where C2 works joined in only two courses until the time of the interview. C2 further explained the selection criteria saying:

We [institution management] know from Wataneya about the programs. We suggest to the girls the topics offered by the program. Honestly, the topic of self-discovery was necessary, so we did not really give them the freedom of choice, it was mandatory for all girls to attend this program. For the drawing course, only one chose not to join.

The choice was also reciprocal, which means, the young participants too had the chance to choose/ or not to participate. So when they were asked how they came to know about FORSA, how they were selected and why they chose to participate in the program, they almost had similar answers. For example Y1 said “I knew about FORSA through the interview they did with us at home asking us about our future goals and ambitions... I joined because it was a nice experience and a new idea”. Similarly, Y2 knew about FORSA from the presentation held at the institution; he was interested to join because as he explained “Although it was not explicitly mentioned, but I understood that FORSA would offer us opportunities that were not available at home”. Y3 shared the same answer however the reason behind his participation was a bit different, which was out of curiosity he explained “I joined the program because at the time I used to notice that my older brother who joined the program used to return home happy after the session, so I was curious to see what happens there and why they were that happy”. Y4 was selected to participate however still had the choice not to. Both Y5 and Y6 said they were “curious about what their older brothers were doing in Wataneya. They wanted to know what FORSA was”. As for Y7, said that his experience was different”. He too was “curious to join but was denied participation not knowing why”; however his brothers in the focus group said it was due to age; he was younger than the age range in FORSA at the time.

According to FORSA program implementation document (see Table 4.1), the first two phases, the pre-implementation phase and the participants’ self-assessment and needs assessment phase, both covered the selection process for FORSA. The stages described above by M2 are mapped against the program description document (see Table 4.2)

Table 4.2

Overall stages mapped against program description

Stages	Program Phases	Supporting Topics
1st Stage, self-discovery	Phase Two	Life coaching sessions on: - Thoughts, Emotions, and attitudes - The Map is not the Reality - Personalities Types - The Wheel of Life and well being - Perception and the thinking trap - Mindfulness and how to manage anxiety - The impact of Positive thinking on our life - Maslow Hierarchy of Needs - Identify and locate your resources - The Law of Manifestation
2nd Stage, interpersonal skills	Phase Three & Phase Five	- A session on the value of learning and the belief in the importance of all experiences and the confidence in self-development capabilities - Setting goals, prioritization, planning & scheduling - Communication, self-confidence, assertiveness, constructive feedback, conflict resolution - Critical Thinking, decision-making & problem solving - Fundamentals of SME management - Time management - Finance for non-financials - Fundamentals of management
3rd Stage, networking & opportunities	Post- implementation	- Life coaching sessions - Internships and job opportunities - Volunteering

Parallel to the main programs, several other workshops were also provided, such as art activities, photography, film making and creative writing, all serving the same program objective, as M1 said “all the activities that we provide such as art and photography, were all geared to self-discovery and self-expression”. Sometimes, not often though, participating in the activities was a free choice. However, Wataneya believed it was very important for to participants to stretch their limits and challenge any negative personal negative perceptions about their capabilities; accordingly it was

mandatory most of the times for everybody to attend specific activities. M2 highlighted this point saying:

Sometimes we insisted that youth participate in the art course for example. Why? to give it a try. The concept of trials is not present in care institutions; it's always 'routine'. It was a very positive experience for some people who did not even realize that they had the talent for art. You have nothing to lose if you try. T other times, we gave them the freedom to choose between creative writing or art or photography; however we did not do it often; everybody joined in all courses.

Exposure. Exposure in FORSA was always guided by the asset-based approach. The aim was to raise the participants' self-awareness, to develop their interpersonal skills and to motivate them to work on their goals and future development. In FORSA, they experienced two levels of exposure, internal and external exposure. The attendees of FORSA did not come necessarily from the same institution, which means that during the course they were exposed to different people with whom they shared the same situation. In addition, genders were mixed together; boys and girls attend the same courses, which is not the case inside care institutions where boys and girls are usually separated. Moreover, famous people and influencers were always invited to share their stories and experiences with the young participants.

External exposure was designed through field trips and outdoor activities. For example a special occasion was around the corner, so participants and caregivers went and attended the day. Hiking trips, simulation camps, new initiatives, music concerts were also examples of external exposure participants experienced during FORSA.

Q2: How successful is Wataneya in meeting the needs of orphaned youth in transition?

'Program outcomes' is the theme that answers this question. It aims to explore the impact of the program on orphaned youth. However, due the nature of the program, it was very difficult to evaluate any measurable impact. The program is unique in nature and no similar initiatives were available to replicate any best practice. This idea was confirmed by M2 when she said "...we were doing something from scratch; we didn't find similar initiative like this in Egypt". Accordingly, they measured the impact through

their monitoring and observation during the sessions, as well as the feedback they received from instructors.

Success indicators. The success indicators in this context refer to the ones observed by Wataneya throughout the course of the program. As mentioned above, they based their evaluation on small changes they witnessed as they went along. After all, they fully understood the challenges those young people were experiencing, so they had a different perspective when they observed participants. This notion was evident when M2 said "...he did not experience life as we have, accordingly, he must be given credit for the things we perceive as normal". The success indicators were evident in different ways; for example a smile and sharing experience from a participant who has been abused is an indicator. M2 said "A success indicator would be when a young person starts to open up and smile. Sometime along the way, we discovered someone who has been abused, starts to open up and share his/her experience". Another indicator could be getting over the problem of stigma by offering to join Wataneya knowing that his/her identity will be exposed, which becomes very clear during the Moltaka meetings as mentioned by M2 "Like what happens during the Moltaka when they dare to say they are orphans and they were raised in care institutions and they accept who they are, this is also an impact of FORSA". One of the observations shared by an instructor during the program as explained by M2 was:

She had a young participant who used to cover his face every time he comes to class by constantly wearing a head cap. Towards the end of the program he started to come without it. For us, that was a success indicator". We know the impact is intense, however it is intangible.

Another success indicator was the level of commitment. The young people were very committed they could even make a fight at home if something jeopardized their attendance. They were keen on being there because they felt they were in "their comfort zone" as described by M2. They were free to express themselves in a judgment-free environment.

Impact on youth. The impact of the FORSA varied in the eyes caregivers and the youth themselves. For caregivers the impact was not always the same. Some participants were not interested and saw no added value, some of them dropped-out, but for the ones

for whom the program had a good impact, they showed a positive attitude towards their future. C1 explained:

They had mixed reactions. For some, it helped them get over severe depression, some used and employed their new acquired skills, for example one of the participants started his own project, another one started to work in design, a girl started to write and another discovered his passion for photography. For others, FORSA did not have an impact. The results of our in-house evaluation showed that around 70% to 80% benefited from the program, while the remaining 30% varied between no additions and did not feel anything.

The same meaning was shared by C2 when she said that during self-discovery sessions the girls “were not enthusiastic to attend”, she felt they did not benefit much. On the contrary, they were eager to attend the art sessions. According to her, the girls discovered the capability to paint and some of them still draw till now.

For the young people there was almost a general consensus on the positive impact FORSA had on their lives, except for Y7 who said that he did not experience anything because he participated only in the drawing course and he already had the skill. All youth from the focus group acknowledged the benefits of FORSA because they learned about themselves, they appreciated the values of respect, love and cooperation they felt during the program, they also cherished the safe environment they felt when dealing with Wataneya. They felt that their expectations were fulfilled. Y4 said “the program realized for me what I wanted and what I didn’t know I wanted”; Y5 said “it helped me realize things I needed. I had a communication issue with people around me, and that was an obstacle”, and Y6 said “FORSA made me belong to Wataneya; they got something that makes you feel attracted to them and wanting to belong to this community. That was a very beautiful feeling”.

The older graduates as well, all agreed on the helpful impact of FORSA, which was clear in their replies when they were asked to describe how they evaluate their experience with FORSA. One of the reasons that encouraged Y3 to join the program was the positive impact he saw on his older brothers; he saw them “retuning home happy...I felt they started to express themselves in a nicer way, their conversation was more

enjoyable and much nicer which encouraged me to go through the experience”. He further shared his experience saying:

The program gave me more than what I expected. I first joined for the sake of experience, and then the whole thing was totally shifted when it became my own business. I also never expected that one day that would be standing in front of FORSA youth to give them photography course.

As for Y1, this is what he shared:

FORSA showed us the world a little bit. We learned new things; we knew how to communicate better with people around us, how we can articulate ourselves and not be afraid to admit we are orphans who live in care institutions. We felt equal to the rest and sometimes even better. I also managed to develop my communication skills and volunteered with Wataneya and this is one of the benefits I really appreciate and I am available for any volunteer work whenever they need me. This had a huge impact on me.

Y3 as well shared similar opinion. One of the things he really appreciated in FORSA was the concept of individuality saying “everyone in FORSA was special”, we were addressed by our names and were assessed according to our own individual skills, which was the opposite of how they were treated at home, as a group. He also emphasized the impact of the self-discovery course by saying “self-discovery made a huge shift in my life because by the time I left the program, I had my life planned till 2026”. Volunteering was also one the impactful results of FORSA, the idea of sharing and giving to community is what makes him feel of value; in this he said “my sense of value is to help others”. He also explained that the exposure he experienced through FORSA allowed him to perceive life differently and thus assess his situation realistically. According to Y3, FORSA changed his life 180 degrees and he concluded saying that he perceives FORSA as “a journey during which his personality was developed ad it was a phase for maturity to reach the person he is today”.

In Sanad conference, the impact of FORSA was also witnessed during two specific sessions; the first session was discussing how the contributions to the aftercare for youth orphans could serve the Sustainable Development Goals, and the second session covered the importance of social skills in social inclusion of care leavers. During both sessions two FORSA graduates were among the panel discussion and they had the

opportunity to highlight the impact of FORSA on their lives. One participant said “If FORSA had not been in my life, I don’t know what could have happened in my life and how could have been my career today”. The other participant emphasized how the interpersonal skills he gained through FORSA helped him become more effective at work.

Q3: What are the challenges encountered throughout FORSA program?

The question aims to uncover the challenges that might impinge FORSA from realizing its objective. Under the main them “challenges”, two sub-themes emerged addressing a 360 degree view for the challenges encountered in the program, first *internal challenges*, and second *youth needs*. The needed information answering this question was collected from both the documents (secondary data) as well as all interviews.

Internal challenges. The lack of program documents is one of the major challenges found in the program. There is an absence of updated information regarding the beneficiaries and no content was available to review. Content development was the responsibility of the training provider who created the content as per the vision shared by Wataneya, in addition the provider was not the always the same. Thus, an inconsistency in the quality of training was evident. C2 pointed to this when she compared her experience with the self-discovery program she herself had few years earlier with Wataneya, and the program given to the girls she cares for in the institution when she said “I had that course before with Wataneya and it was excellent in everything, and if it was the same thing with the girls, it would have affected them differently”. Consequently, this meant inconsistent trainers as well. It is not easy for young orphans to build trust; “one of the challenges is building trust” was a comment shared by M2 when she was describing one of the reasons why the program is spread over a year time; similarly, Y2 when he was describing how badly he was affected by the constant change of his surrogate mother he said “this [the constant change] hugely affected the trusting issue within me”. In this context, C2 clearly mentioned how her trainer played an important role in the success of the program and she also highlighted that the girls were familiar with the art trainer which is why they were motivated to attend the class. The same notion

was shared by all the focus group participants when they were talking about the course that had the most impact on them – which was the self-discovery course, they didn't call the course self-discovery, they called it by the name of trainer; they said "honestly he was treating us like brothers; his good spirit helped us during the training".

In the external evaluation report conducted earlier this year assessing the work of Wataneya over the past five years one of the challenges shared was the high turnover of personnel, among which was the youth and development manager who was in charge of FORSA. This was seen as negatively affecting the communication between Wataneya and the beneficiaries, especially young orphans who usually get attached to the person rather than the position or the job, which was also admitted by Wataneya. In addition, participants had high expectations from Wataneya, like for example when the first cohort of trainees believed that FORSA will be an employment program, which means that the message delivered by Wataneya was probably not clear. Another challenge that Wataneya had with some institutions was the result of the struggle young orphans felt due to the difference in the way they were treated in Wataneya. As mentioned above by the youth themselves, they felt they were treated differently, they felt respected; however this created a conflict for them because they wanted to be treated the same way at home, which created a power struggle between them. Last but not least, FORSA had a limited capacity that did not exceed twenty participants; thus was unable to cater for the high demand on program.

Youth needs. The unclear and unscheduled presence of FORSA jeopardize the credibility of the whole program, accordingly the youth could no longer be interested and might drop the program. This view point was shared by C1 "when they [Wataneya] are not there [present], children forget, and soon it will be over". C2 also shared the challenge of time from a different perspective. She said that several programs were offered however the timing was unsuitable for the girls because they had to study, so the girls did not attend. That same comment was also mentioned by the focus group; since they were all boys, they used to work and because of the timing of the courses, sometimes they were unable to participate.

Age gap between the participants of FORSA was not welcomed by most of the participants except for Y2 who said he didn't find it annoying, and for Y3 who did not like it either but emphasized the feeling of 'looking-up' to someone older than you with the same experience. As for the rest, they all said that they preferred similar age groups to attend together and share suitable activities for their age and experience. They also agreed that the program lacks the part of employability skills that will be highly important for them when they leave institutional care; which is why Y1 when he was asked by whether or not FORSA has fulfilled his expectation he replied saying "by 70%. Communication and self development had a strong impact on me, however the part of employability skills, this is what I did not find in Wataneya".

Q4: How could Wataneya develop its future support?

This question mainly focuses on possible future development of FORSA in light their continuous development plan. Accordingly, under the main theme *future progress* that addressed this question emerged two sub themes, *program revamp and steps forward*. Wataneya is aware of the shortcomings, they have a vision and they have the will to amend and develop. This is the reason why they put the program on hold since last year in order to have time to reflect and proceed forward with new comprehensive approach, which was explained by M2 saying "... Yes we are aware of our the program challenges, that is why we are putting it on hold for almost a year now because we understand that we need focus on them and build our capacity".

Program revamp. Institutionalization was the first point shared by M2 saying "first, the program needs to be institutionalized; in other words, the design and the program could stand any change even when some persons could be missing from the picture". FORSA needs to be institutionalized within the bigger picture of Wataneya, which was referred to in the reviewed strategic objectives in late 2106. As explained by M2, "the reviewed objective clearly states the need for care institutions to participate in creating future cadres and to help change the outlook of society".

Program validation of the program was next discussed with M2. This is a very important point to consider, especially if the program is to be scaled-up in the future.

According to M2 “Wataneya used to work with institutions that possessed good financial means, but how about other institutions that exist in different environment, maybe in less fortunate governorates? So we need to validate that our product is scalable in the first place”. In other words, the program must be revised to ensure that it truly addresses the real needs of youth as well as their respective institutions in their special environment. Similarly, an important question to address is whether or not the current design of the program is suitable to accomplish the ultimate objectives. M2 also addressed this issue saying “from our observation and practical experience, we know there are other components that could be added to the program to render more effective and efficient results”. In order to minimize variables and facilitate program’s assessment, a thorough documentation of the program must be available, starting from the conceptual framework of the program and covers all related activities and final outcomes. In this regards, M2 said “we need to document the objectives, phases and content of the program, which will result in having a fixed toolkit and this will serve the point of scalability”.

Steps forward. Two major events demonstrate that Wataneya is not only aware and acknowledge the areas for FORSA’s future development, but is going beyond to extend its development to after-care support as well. As mentioned earlier, Wataneya organized the first Regional Conference on After-Care for Orphaned Youth with four main objectives: i) to raise awareness about the after-care issue in the Arab World, ii) to share, adopt and adapt best practices in the field of after-care, iii) to develop a proposal to refine the after-care system in institutional homes, and iv) to provide a platform for care leavers, to share their success stories, current challenges and proposed solutions. The conference raised several important issues and provided the platform to share and extend knowledge. The near future will reflect how successful was Sanad and to what extent progress has been really achieved.

Secondly, Wataneya is working on a five years project focusing on supporting young orphans in transition. As explained by M3 “one of the objectives of the new project is to work on the employability skills area to provide extra support for the youth”. As explained in the project document, the design of the project will focus not only on the young orphans in transition but also on their institutions as well in order to support, equip

and qualify them for departure from an early age. They will also be working on developing the entire system on the national level through advocacy. For scalability and cost effectiveness, Wataneya will be implementing the project along with other partners and will also engage the private sector to assist in offering employment opportunities for the project's graduates.

Chapter 5: Discussion and Conclusion

In 2008, Wataneya was created with a vision to create equal opportunities for children and youth without parental care and to provide quality life to every orphan. Guided by international best practices, Wataneya proceeded on with its mission through extensive research and with the support and collaboration of local and international partners, SMEs and government representatives; together, they developed a comprehensive set of quality standards for alternative care that were approved and mandated by the ministry of Social Solidarity. Hence, Wataneya needed to lead the changes within care institutions to ensure a proper implementation of the quality standards. For this purpose, they developed assisting toolkits for beneficiaries, among who were children and young orphans. Accordingly, guided by the quality standards and adopting an asset-based approach, FORSA program was created with a mission to empower and develop youth capabilities to independently take control over their lives and be socially integrated in society.

In the literature review, Soloman et al. (1999) described the roles of NGOs as per the kind of work they provide. Accordingly, through what has been reviewed about Wataneya, it could be said that the roles adopted by the NGO are both ‘transformational’, through which they lead the restructuring and the transformation of the concept of quality and descent living for orphaned youth, as well as ‘promoter’ by advocating the rights of children and young orphans in Egypt. Based on the two types of supporting skills mentioned by Propp et al. (2003), and in light of the vision of FORSA program, the focus was more on the intangible skills part covering communication, making decisions, organization and planning, self-worth and confidence and other related social skills which were difficult to assess due to their nature, but still were critically important for that group of youth. According to the participants’ inputs, Wataneya, through FORSA, succeeded in making a difference in those young people’s lives. Reid (2007) suggested seven pillars of needs that young orphans need for a smooth transition from care; from the findings, FORSA managed to assist the youth in four pillars: i) life skills through the various trainings provided, ii) identity through the self-discovery course, iii) youth engagement through youth participation and volunteering, and iv) emotional healing

through counseling and coaching sessions. What enabled FORSA to succeed in supporting the young orphans was the asset-based approach it adopted from its early beginning. Choosing to implement this approach transformed Wataneya's support intervention from a need-based approach into an approach that focuses on the capacities and skills of individuals and communities (Eberson & Mbetse, 2003; Eberson & Eloff, (2006). In a need-based approach the focus is always on what is lacking or missing; in response, the solutions and support provided address problems challenges. In addition, this approach helps in creating a mental picture regarding those individuals as being disadvantaged, incapable and powerless persons who are in constant need of help (Eberson & Eloff, 2006). In contrast, asset-based approach starts from thinking of what people possess and what they can do rather than what's their problem and what they cannot do; in other words, it considers the half-full cup rather than the half-empty cup (Stuart & Perris, 2017). Because it's a "bottom-up" approach (Eberson & Eloff, 2006), asset-based enables individuals to gain control over their lives and gives them the chance to be part of the solution instead of being viewed as part of the problem, which increases their well-being and self-esteem and empowers them to develop their knowledge, their social connections as well as important life and work skills (Foot. & Hopkins, 2009; GCPH, 2012). In other words, the support provision is altered from having a service scope into having an empowering scope (Eberson & Eloff, 2006).

Through the interviews, Wataneya's management acknowledged adopting the asset-based approach with the young orphans, which had a positive impact as shared by them through their reflection during the interviews; and instead of playing the victims' role, they chose to change their circumstances and take control over their problems. This was evident through the new relationships they have developed through their volunteering work with younger orphans and as advocates for the cause in social media and in conferences, and through their active participation in Al Moltaka. Moreover, because asset approach encourages community participation (Eberson & Eloff, 2006), Wataneya was able to engage other community members who were key players in achieving FORSA's objectives. Accordingly, caregivers were involved, the public and private sector as well as volunteering community members. This community engagement

played an important role in empowering young orphans by developing their knowledge and skills which increased their self-esteem and consequently their self-efficacy.

From the intervention models examples shared earlier, three were found have some similarities with some aspects in FORSA. The Youth Advisory Board supported by CREATE Foundation, is very much similar to the Moltaka which is considered the post FORSA phase. Maybe the age group is slightly different, however the main objective is to provide a platform for the young orphans to share their experiences and discuss their problems. Always supported by CREATE is the Case Worker Training. Wataneya too believes that it is necessary for caregivers to have the knowledge and skills to better understand young orphans’ needs and thus provide them with better support which is based on knowledge and understanding. Accordingly, they develop special trainings for caregivers through their learning and development center. Also similar to asset-based approach adopted by FORSA is the Forward in Motion intervention which is supported by Drive Forward Foundation. This is self-reflective program that encourages young people to reflect on their desires and needs with an ultimate objective of assisting them to set their goals and realize their capabilities and challenges. The idea of Forward in Motion is similar to the self-discovery course provided at FORSA.

Reflecting on the empowerment model that guides this research, FORSA elements are seen to be fitting through the process (see Figure 5.1).

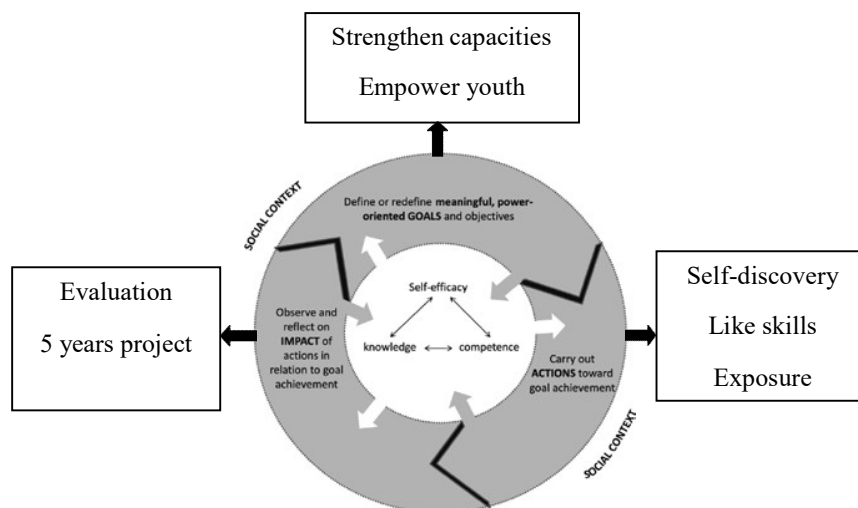


Figure 5.1 FORSA Mapped on Empowerment Process Model (Cattaneo & Chapman (2010))

FORSA began with a goal to empower youth and help them discover themselves and their capabilities while working on developing their skills and promoting their social inclusion. They believed in the cause which increased their self-efficacy; they had the knowledge through the research they went through before that resulted in the development of the quality standards and they resorted to subject matter experts who the right competencies needed to realize their goals. As a result, they developed FORSA (Action). Through its three main elements they were able to fulfill the program's objective. As they went along, some problems started popping up. Through observations, feedback and external evaluation, they revised their situation and developed a five years plans modified to cater for the needs of their growing participants (Impact and Redefined Goals). Adopting an asset approach enabled Wataneya to build on the assets it had. It had dedicated personnel who had diversified knowledge, it had helpful connections in the field and most importantly it had the desire and will to really make a change.

FORSA is indeed a unique intervention model, quoting M2 and Y3 "it is a journey, it is a life changing experience". Putting the welfare of children and young orphans as the ultimate objective, Wataneya's work is too a changing experience, not only for the orphans themselves but for all parties who are involved in the process. In Egypt's Human Development Report 2008, the UN shared four best practices against which intervention models are compared: i) provision of innovative solutions, ii) impactful results for beneficiaries, iii) provision of sustainable solutions like income generation or social inclusion, and iv) possible replication of the model (UNDP, 2008). From the findings, it could be concluded that FORSA, as an intervention model, has almost fulfilled the first three best practices. The program is innovative in the adoption of the asset-based approach; it has impacted the lives of all young orphans who participated in the program; and it managed to include young orphans through external exposure and volunteering. Driven by awareness, self-reflection and passion to excel, FORSA will soon be fulfilling the fourth best practice on the hope to replicate the intervention to serve a wider range of beneficiaries.'

On a global level, Wataneya is proving to have great awareness of the 2030 sustainable goals through its work on the well-being of orphans by providing tailored

education support for all stakeholders and equip care institutions with knowledge and skills in order to reduce injustice and inequalities and provide better opportunities for this group of young individuals, and the same time executing its work through diversified cooperation and partnerships.

Recommendations

In light of the findings and the thorough exploration of FORSA, and based on the inputs shared by all participants, hereunder are some recommendations and suggestions:

1. Develop a comprehensive training kit with the assistance of professional instructional designers and subject matter experts. The kit should contain a trainer manual and a participant manual. The kit should be considered the guide for all trainers; in other words, all trainers will use the content for his/ her respective module. The idea is to eliminate variations in the quality of the provided courses; consequently facilitate assessment.
2. Create a pool of trainers who would be responsible for all FORSA trainings. The idea is to develop over time a trusted relationship with the young orphans, thus augmenting the success rate of the whole experience.
3. Restructure the program differently in order to start earlier with the young orphans and cater for their needs according to their respective age and needs.
4. Develop an assessment tool to enable a continuous and sustained development
5. In light of the previous recommendation, the following is a program suggestion proposed as viewed by the researcher in response to the needs expressed and deducted from the participants.

1. General overview

In the new suggested design, FORSA is viewed as a longitudinal program that takes place over a period of four consecutive years. One-year time span will likely to be divided into two phases; *phase one* will last for two weeks fitting the mid-year school vacation, and *phase two* will be during summer holidays and would account for three

successive months. The rationale behind dividing the program into four years mainly aims at:

- Spread youth as per their age over the four years, thus creating an age range for each year. First year from 14-15 years old, second year from 15-16 years old, third year from 16-17 years old, and fourth year from 17-18 years old.
- Customize the training for each age range which will help to maximize the training benefits.
- Overcome the “one size fits all” concept.
- Share a clear vision from the beginning of the program with all beneficiaries; hence eliminate conflicts, struggles or miscomprehended messages.
- Give participants something to look forward to the following years, hence eliminating boredom and heightening program participation.
- Capitalize on time and labor market needs to well equip trainees with the necessary KSA (knowledge, skills, and attitude) adequate for their situation serving at the end the ultimate objective of FORSA.

The program will cover three main focus areas: i) self- development, ii) employability skills, and iii) final project/ internship.

2. Focus Areas

i) Self-development. Within this area of focus, participants will go through a self awareness and self discovery journey. They will gain better self-awareness; they will learn how to identify their capabilities as well their areas of focus. Moreover, they will be able to understand how to make better decisions for future flourishing. This is seen to be achieved through the following elements:

- *Introduction to self-awareness*
What is meant by self-awareness? And why is it important? Recognizing oneself allows better understanding of how we function, how we are being observed by others, and others react in given situations.
- *Capabilities, limitations, likes and dislikes*

Trainees will gain a deeper level of awareness by knowing their personal capabilities and identifying their shortcomings. They will also be able to spot their areas of interest and process how they feel and think.

- *Social function*

At this point, trainees will come to realize their own personal values and how do they fit in relation to others. This concept could be built upon by connecting it to what kind of career matches their personal values.

- *Dealing with failure*

Trainees will know how to positively accept failure. They will get to understand the implications of not taking risks if they are constantly afraid of failure.

Moreover, they will learn how to identify and set realizable goals while being aware of the healthy balance between work and life.

- *Self-management*

Under this element, trainees will learn how manage oneself and be aware of their reactions. They will also learn that each one has a role and a responsibility that they need to know, acknowledge and be responsible for.

- *Stress management*

Trainees will understand the drawbacks of stress on their personal as well their career life. They will learn how to deal with stressful situations and they will come to understand how to self-motivate themselves.

- *Decision Making*

Trainees will understand the main stages of decision making and they will be able to relate to their personal experience. They will manage to identify pitfalls in earlier decisions and suggest solutions for future better decisions. They also learn how to prioritize and how to chunk their goals into achievable ones.

ii) Employability skills. Employability refers to a set of life/work essential skills needed to enhance a person's situation and assist him during his/ her future career search. If the end objective of FORSA is to empower care leavers in their future life, then providing the opportunity for gaining the necessary skills would be an immense advantage.

Under this focus area two tracks could be identified: 1) the skills training track, and 2) the certification track. The skills track would cover most of the essential skills considered important for work; these could include:

- Language skills. Language is indisputably necessary for any kind of work. Because of its nature it need to be the one skill that continues with the trainees from day one they register in the program till the last day they leave.
- Computer literacy (MS Word, MS Excel, PowerPoint, Internet). It is expected that naturally most youth have computer knowledge; however, literacy here means how this knowledge or skill is used for business purposes, which is where it will be used eventually.
- Communication skills (including active listening and building rapport).
- Teamwork skills.
- Presentation skills.
- Time management.
- Negotiation skills.
- Creativity and problem solving.
- Budgeting.
- Decision making.
- CV writing.
- Interview skills.
- Job search skills.
- Leadership skills.
- Entrepreneurial skills.

In addition, vocational skills training could be of interest to some trainees who have clear vision on what they might want to do in the future. Such skills could include:

- Carpentry & wood work.
- Leather work.
- Jewellery making & design.
- Culinary.

- Glass work.
- Fashion design.
- Brass/ metal work ...etc.

While the first track focuses on skills, the certification track focuses on knowledge gained specifically for particular work fields. Certifications could vary depending on time, cost, what is available, business requirement and definitely trainees' interests. Some examples could be:

- HR diploma.
- Graphic design diploma.
- ICT related diplomas (software, hardware, programming...etc.).
- Digital marketing. ...etc.

iii) Final Project/ Internship. This is where all the knowledge and skills gained throughout the program culminate. Trainees who were interested in the work skills track whether they had the opportunity to gain or not any further certification for a specific work field are expected to be given internship and job opportunities to join a work environment matching – as much as possible – their acquired skills and knowledge. As for the ones who chose to use their entrepreneurial skills, they will be expected to create a real project of their own while applying all the related skills they covered throughout the program. Support and mentoring will be necessary at this stage.

3. Suggested Timeline

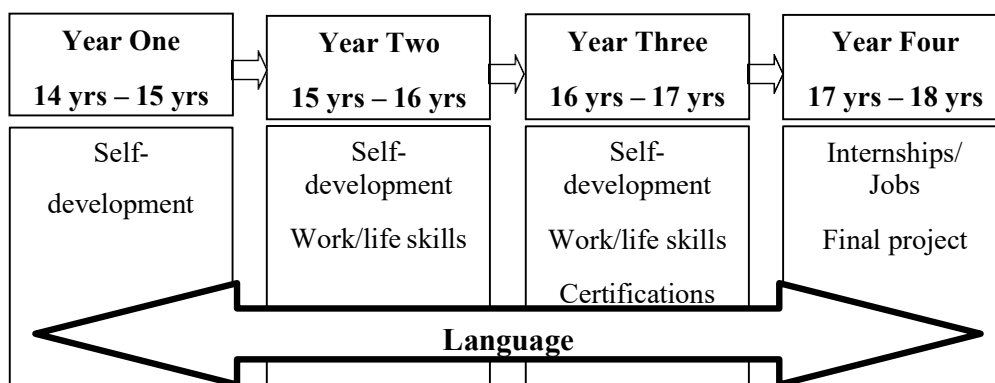


Figure 5.2 Timeline of FORSA Suggested Program

Implication for Theory and Practice

FORSA provides a good example documenting a support intervention model for care leavers in transition. This work needs to be complemented with further research sharing best practices in the region and worldwide. Although different contexts could imply different intervention model, nonetheless all similar youth share almost similar challenges and have similar needs. Accordingly, this type of research could provide decision makers with a broader view regarding support models for this group of young people. In addition, the asset-based approach must be further researched and measurement tools must be considered to facilitate the evaluation of support models that rely on this approach.

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Appendix A: IRB Approval



CASE #2018-

2019-070

To: Rasha Abbas

Cc: Dena Riad

From: Atta Gebril, Chair of the IRB

Date: Feb 6, 2019

Re: Approval of study

This is to inform you that I reviewed your revised research proposal entitled “**Civil Society Organizations’ Support for Vulnerable Youth in Transition: A Case Study from Egypt**” and determined that it required consultation with the IRB under the "full board" category. 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.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

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. Ashraf Hatem. 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.

Dr. Atta Gebril

IRB chair, The American University in Cairo

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2046 HUSS Building

T: 02-26151919

Email: agebril@aucegypt.edu

Appendix B: CAPMAS Approval



الجهاز المركزي للتعبئة العامة والإحصاء

الموضوع: القيد:
المرفقات: التاريخ: ٢٠١٩ / ٢ / ١٣
السيد الأستاذ الدكتور/ مستشار الجامعة الأمريكية بالقاهرة

تحية طيبة وبعد ،،،

بالإشارة لكتاب سيادتكم ومرفقاته الوارد للجهاز في ٢٠١٩ / ٢ / ١٣ بشأن طلب الموافقة على قيام الباحثة / رشا عباس عبد السلام غازى - المسجلة لدرجة الماجستير / قسم التعليم الدولى المقارن كلية الدراسات العليا للتربية / الجامعة الأمريكية بالقاهرة - بإجراء دراسة ميدانية بعنوان :
(دعم منظمات المجتمع المدني للشباب المستضعفين فى مرحلة الإنتقال : دراسة حالة من مصر) .
وذلك وفقا للإطار المعد لهذا الغرض .

يرجى التكرم بالإحاطة بأن الجهاز المركزي للتعبئة العامة والإحصاء يوافق على قيام الباحثة / رشا عباس عبد السلام غازى - بإجراء الدراسة الميدانية المشار إليها بعالية وفقا للقرار رقم (١٢٩٢) لسنة ٢٠١٩/٢٠١٨ اللزم فى هذا الشأن وعلى إن يوافق الجهاز بنسخة من النتائج النهائية كاملة فور الانتهاء من إعدادها طبقا للمادة رقم (٧) من القرار .

٢٠١٩
مجدى محمد جاد
القائم بأعمال
مدير عام الإدارة العامة للأمن

وتفضلوا بقبول فائق الاحترام ،،،



Appendix C: Consent Form



Documentation of Informed Consent for Participation in Research Study

Project Title: Civil Society Organizations' Support for Vulnerable Youth in Transition: A Case Study from Egypt.

Principal Investigator: *Rasha Abbas Abdel Salam Ghazi*

*You are being asked to participate in a research study. The purpose of the research is to study the support offered by CSOs to orphans in transition to independent life. Thus, the study will examine a specific program called FORSA offered by an NGO called Wataneya. The findings may be published and/or presented in a conference. The expected duration of your participation is only during the day of the interview.

The procedures of the research will be as follows: data will be collected from interviews that will be later transcribed as well as other sources. Data analysis will follow resulting in findings sharing and ending with suggestions and recommendations.

*There will not be any risks or discomforts associated with this research.

*There will be benefits to you from this research. By sharing your experience and projecting your thoughts, reflections, and ideas, you will provide the NGO with valuable information that could be used for enhancing FORSA program in the future.

*The information you provide for the purpose of this research is confidential and no names will be mentioned in the study.

* For any questions about the research and the research subject's rights please contact: *Rasha Abbas Abdel Salam Ghazi*, telephone number: 0100 1415 403.

* Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

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Signature _____

Printed Name _____

Date _____

Appendix D: Wataneya's Interview Questions

- What are the objectives of FORSA training program?
- How do you select the training content and who is responsible for the content creation?
- How is the program designed?
- How are participants selected?
- What is the role of participants in the program?
- What are the program's success indicators?
- How successful was the program in helping/preparing care leavers for their independent living?
- What are the challenges of FORSA?
- How do you plan on enhancing FORSA in the future?

Appendix E: Youth's Interview Questions

- How did you know about FORSA?
- Why did you decide to join FORSA?
- What are the objectives of FORSA training program?
- How long have you been in the program?
- What topics did you cover so far?
- What did you learn so far from your participation?
- What are the challenges you face in the program?
- How do you evaluate your experience?
- What are the challenges you encountered after leaving the institution and you wished you could have been ready for?
- How did FORSA help/prepare you for your independent life?
- If you could add/change something in the program, what would it be? Why?

Appendix F: Caregivers' Interview Questions

- How do youth know about the program?
- What are the objectives of FORSA training program?
- How is program participation decided? Is there an internal selection process?
- What is the feedback you receive from young participants?
- What is the impact you see on participants (current and ex-participants if available)
- How do you evaluate FORSA? Does it really help young orphans? (examples)
- What do you think are the needs of young orphans to be better prepared during their transition to independent living?
- In your opinion, how can FORSA be further developed?

Appendix G: Thematic Analysis Steps

Phase	Description of the process
1. Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

(Braun & Clarke, 2006, p.87)