



ANNEX C:
EEA Egypt Evaluation Report

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Executive Summary

The goal of the Egyptian Education and Employment Alliance program (EEEE) was to develop partnerships among the public, private and NGO communities to pilot and expand innovative, new approaches that would address critical education and employment gaps for young Egyptians. Public sector involvement was a key component of the program in order to promote scale and sustainability.

Overall, this study, based on interviews and surveys of 230 participants, partners and employers in the EEEA program, together with analysis of evaluation data from each of EEEA's projects, finds that the alliance approach adopted by EEEA was effective in building partnerships and promoting innovative scalable youth employability programs. Although some challenges are important to continue to address, as described in this report, the program's two pilot programs – the University Career Development Centers and Youth Center One Stop Shops – created implementing models that show new innovations in the Egyptian context and have the potential to be widely replicable. The university pilots at the Faculties of Engineering at Ain Shams and Cairo universities represented the first ever career centers in the Egyptian public university system. The flexibility of the model and array of career services and solutions offered through the Centers have received strong support from senior levels of the university administration, setting the stage for their models to be replicated to other faculties and public universities. In this respect, MOUs have been signed to replicate the CDC model in at least twelve new faculties as well as a number of other public universities including Alexandria, Tanta and Fayoum Universities. In addition, EEEA developed a strategic partnership with the U.S. based National Career Development Association (NCDA) to provide career facilitation and counseling at EEEA's career centers which has the potential to create a ripple effect if this partnership can be expanded to reach students at new faculties and universities where the MOUs have been signed.

The program's strategy to partner with formal, public sector institutions to build the foundation for this expansion was the key ingredient to this scalability. At the outset, partnering with the government was perceived to be both a priority and quite challenging. Notwithstanding bureaucratic challenges along the way, the program was successful in penetrating Egypt's challenging public sector to directly reach youth with needed services. Through its alliance building model, the program built an extensive network of private sector and NGO partners that leveraged almost \$3 million in cash and in-kind resources to increase service offerings and reach a larger number of participants. However, while the program was able to leverage significant contributions from the private sector, the relatively short duration of the projects – particularly for the One Stop Shop pilots which were only one year interventions – did not allow enough time to refine program models, improve effectiveness in key areas, and build business models that were robust enough for long term sustainability. Building trust and good relations with the youth center managers was a necessary step to executing on program deliverables, but this was time consuming and left little time for identifying the most successful programmatic interventions, addressing any challenges, and advocating for replication.

Evaluation findings also show that the program was effective in improving access to and quality of education and employability outcomes for youth. Both the university career development centers and the One Stop Shop youth center models have evolved from simple job matching programs in 2006 to career development centers at program end. At the program's closure, the number of youth reached through EEEA activities was 17,644¹ – fifty percent above the original target number of 11,750 youth. The university Centers delivered a variety of career development services for students in areas such as career exploration and counseling, soft skills and language training, and student assessment. Through the Youth Center One Stop Shops, the program also targeted out of school youth in the community as well as in-school secondary and technical institute students who were eager to supplement their formal training at school with workplace readiness skills in an afterschool setting.

Notwithstanding large participation rates in the program, direct employment through the EEEA program proved to be very challenging. As will be detailed further in this evaluation, low job placement rates were the result of a number of factors including: 1) EEEA programs at the university level were largely reaching students in their first, second, and third years of school (and thus not yet ready to enter the job market) as opposed to only in their final years as originally conceived; 2) grantees were overly optimistic about the number of job placements their new career development center model could provide and set original targets too high; and 3) because projects were piloting new, untested models for youth employment, they

¹ With grant support from Samsung Electronics to continue EEEA activities at Cairo and Ain Shams Universities as well as Ain El Sira and Minia youth centers and to expand career development activities to Fayoum University, the number of beneficiaries served by the EEEA framework has now reached to over 20,000 young people.

lacked a comprehensive job placement strategy and system to guide the placement process after participants received training. It should be noted, however, that EEEA was relatively more successful at placing students in internships and entrepreneurship opportunities than in formal sector jobs.

EEEA has taken steps to improve job placement efforts directly, but strategies in this area still need refinement, particularly in light of the continuing economic crisis which makes job placement even more difficult. There is also a need to further customize EEEA's current job placement strategy to include outcomes in job preparation for young people that are still in school and not looking for immediate employment or income generating opportunities. In this respect, the valuable services that are provided through the EEEA programs – job counseling, skill building, as well as practical experience building opportunities through internships and volunteer opportunities – merit further attention and support to help young people at various levels along the continuum of training to employment. Given the strong potential for scalability of EEEA initiatives, such a comprehensive strategy would position EEEA more strategically for success in scaling its programs and for responding to future job market and training needs for youth in Egypt.

Section I: Introduction

Project Evaluation Objectives, Design and Methodology

A. Evaluation Objectives

This final evaluation report provides an end of project assessment of the Egyptian Education and Employment Alliance (EEEE) – a program of the International Youth Foundation (IYF) carried out in partnership with Egyptian NGO Nahdet El Mahrousa. The report discusses the effectiveness of the Education and Employment Alliance in promoting youth employability, and in particular evaluates the effectiveness, relevance and sustainability of the Alliance model it used in this pursuit. In so doing, the evaluation report also evaluates the program effect on direct beneficiaries, examining to what extent EEEA's project approaches were successful in enhancing youth employability skills and placing targeted youth in internships, formal employment or entrepreneurship opportunities.

The actual evaluation was conducted from January through April 2009 alongside four other assessments conducted by IYF for EEA programs in Indonesia, Morocco, Pakistan and the Philippines. As such, the information in this report not only informs partners and key stakeholders in Egypt about the effectiveness of programmatic activities, but hopes also to directly inform the evaluation of the Global Education and Employment Alliance managed by IYF.

In conducting the study, the evaluation aims to respond to three core questions, each corresponding to one of the EEEA Intermediate Results (IRs) set forth the overall EEEA Results Framework set forward early in the program and outlined in Section II of this report:

- 1) To what extent was the Alliance approach effective in building partnerships, promoting sustainable and scalable youth employability programs? Answers to this question focused particularly on:
 - Assessment of the overall value and utility of the Alliance approach versus traditional development approaches which depend mainly on contributions from a single donor
 - The extent and effectiveness of alliance building in raising contributions for EEEA programs
 - Analysis of partnerships that have formed as a result of the innovative programs technically or financially supported by EEEA
 - Identification of new partnerships, mechanisms and approaches created as a rippling effect of working with EEEA to support youth employability
 - Identification of non-target institutions that request to adopt EEEA promoted programs, models and tools as part of their activities
 - The effectiveness and efficacy of EEEA's unique management structure of global and national secretariats, an EEEA advisory board, subgrantees and leverage partners to successfully implement and monitor program activities and deliverables
 - Identification of lessons learned and best practices for future programming efforts
- 2) How successful was the program in improving access to and quality of education and employability opportunities for youth through EEEA's designed activities? Focus areas include:
 - Analysis of nature and extent of program activities and initiatives and their ability to reach out to target groups
 - Analysis of various target groups (age, gender, socio-economic status, etc)
 - Analysis of the effectiveness of EEEA training and employability programs in better preparing young people to improve their personal lives, obtain quality employment and/or start entrepreneurial ventures, and become positively engaged and productive in community
 - Identification of lessons learned and best practices for future programming efforts
- 3) How successful was the program in improving prospects for employment and entrepreneurship through EEEA's designed activities? Focus areas here include:
 - Analysis of the effectiveness of EEEA in placing young people in internships, jobs and entrepreneurship opportunities
 - Extent of satisfaction among youth and employers with the services received with a highlight on best practices and other activities/approaches could be undertaken to further strengthen program effects

B. Evaluation Design and Methodology

The evaluation study was designed to be both summative and formative in nature, in order to adequately assess program achievements and weaknesses. The summative evaluation examined target group response to the program activities and services, while the formative evaluation explored potential improvements to best practice approaches as EEEA pilot programs continue beyond initial USAID support through the EEA program and look to scale and replicate at a national level. The report closes with recommendations and lessons learned through the evaluation process. It also includes direct input from stakeholders and their respective analyses of project successes and areas for improvement. In addition, the end of this evaluation provides a series of conclusions regarding practice, process, and methodology.

The evaluation of Egypt's alliance program was overseen by Ms. Shereen Nasef, IYF consultant and Monitoring and Evaluation (M&E) Specialist for the EEEA program. She was assisted in this effort by IYF personnel who have been responsible for overall management of the Egypt EEA program. Ms. Nasef also served as one of four core members on the Global Evaluation team which was formed to plan the evaluation process for the overall global program to ensure consistency of approach and results across the five EEA countries. In conducting the evaluation, 230 individuals from six different stakeholder groups were asked to provide insights into how the project was implemented. These stakeholders included young people participating in the program, implementing partners, the national secretariat, government partners, employers and internship providers, and trainers. A total of 156 youth or roughly one percent of the 14,759 graduates participated in the evaluation. A complete list of stakeholders that participated in the data gathering process is provided in Annex A. The evaluation employed a variety of data collection techniques including a desk review of program reports and other secondary data, place-based focus group discussions, survey questionnaires and semi-structured interviews. In most cases, purposeful sampling was used to collect data. The selection criteria for respondents were primarily based on their availability and accessibility to the field team. Almost all data collection was conducted in Arabic and then translated into English and input into Survey Monkey, EEA's main evaluation survey tool, with the help of a data entry clerk.

C. Evaluation Limitation and Challenges

In conducting the evaluation, there were several limitations that could have affected the outcomes of the findings. First, there was insufficient time, resources and staffing capacity to conduct an exhaustive study. It was quite challenging for one evaluator to carry out all the research required given the large size of the Egypt program, coupled with the long distances involved to conduct place based surveys in several governorates. In addition, the evaluator experienced some challenges related to the availability of informants. Because the evaluation was conducted during Egypt's scholastic examination period, many of the students participating in the program were not responsive to the surveys or were difficult to contact. In general, youth beneficiaries who started their own businesses were easier to reach. Because of these difficulties, the evaluation relied on triangulation of data to verify the results and to ensure that the findings portrayed a sufficiently realistic view of program accomplishments.

Additionally, as discussed in detail in the overall global evaluation, this study is inherently limited by the lack of a fully external evaluation of program outcomes. As noted in the global introduction, given both resource constraints and the desire to leverage the broad experience of program participants to fully compare and contrast approaches used in the different countries for governance, program design, leveraging of resources and other elements, a strategic decision was made to utilize participants in the overall program to support this evaluation. In the interest of promoting learning and improvement, the EEA teams have done their best to fully express challenges and problems within programs and the alliance structure, grounded in the reality of their experience in the program; however the study does have this inherent limitation, which is important to disclose fully.

Program summary, problem statement and EEEA's response

A. Summary

In Egypt, EEA operated under the leadership of Egyptian NGO, Nahdet El Mahrousa through a grant from IYF of USAID funds totaling \$742,544. This total grant amount was comprised of \$565,500 dedicated to seed funding for EEEA projects with the remainder dedicated to management or "Secretariat" support provided by Nahdet El Mahrousa (NM) to the overall alliance, including the conduct of seed funded activities. In recognition of the enormous employment challenge faced by Egyptian youth, the Egyptian Alliance provided grants and in-kind donations to spur new action-oriented public-private partnerships to carry out what were designed to be innovative education and employment pilot programs for youth. Egypt's program began in February 2006 and ended on April 30, 2009.

B. The Problem Statement

Egyptian youth deserve a chance to succeed in today's economy. Yet many are denied that opportunity because they do not have the skills to compete in the employment market. Egyptian employers have noted consistently that the growth and vitality of their businesses are hampered by the lack of highly skilled graduates. At the same time, young people in Egypt have little access to practical job and entrepreneurship training. The Egyptian public education system in particular is driven by theoretical training and lacks the practical training necessary to better prepare young people for today's competitive job market. This problem gets deeper in poor urban areas and in governorates outside Cairo and Alexandria where young people lack even the most basic workplace skills, rarely have English and/or computer skills, and have limited access to good educational opportunities that will further education or lead to employment. At the same time, the employment situation in Egypt is changing rapidly. By 2015, government employment is expected to drop rapidly from 43% to 24%. Furthermore, eighty percent of private employment outside of agriculture is expected to be in small and medium enterprises, making entrepreneurial skills a priority.

C. EEEA's Response

In an effort to support youth livelihoods in Egypt, the goal of the Egyptian Education and Employment Alliance was to foster innovative, scalable programs that would better prepare unemployable graduates of Egyptian universities and other disadvantaged youth for quality employment. This focus was in direct recognition of the very difficult employment situation faced by the Egyptian economy. To help bridge the gap, EEEA sought to support and develop demand-driven skill building programs to enhance the employability of Egyptian youth through two program interventions – building career development centers in Egyptian public universities and creating “One Stop Shops” for youth development in Egypt's national youth centers. EEEA programs focused on providing demand driven trainings in the fields of basic life skills, employability skills, information technology, business English and specific technical skills that are requested by the employers. EEEA also developed and supported activities that assisted young Egyptians in developing small and medium enterprises that can serve as engines for economic growth, enhance Egyptian productivity and create new jobs.

The Egyptian Alliance was managed by NM as the National Secretariat which supported alliance building and leveraging activities for the program and ensured that EEEA was recognized and supported at the national and governmental levels. NM also identified resources - financial and in kind - that would contribute to the sustainability of the pilot programs and broaden program potential. NM also provided important capacity building and other technical assistance to subgrantees or project implementers.

Background on Pilot Projects

In close collaboration with IYF, NM organized two solicitation rounds for the award of grants. Through a request for proposals (RFP) solicitation disseminated through NM's network of partners in 2006, EEA Egypt's first set of programs created two “Career Development Centers” at the Faculties of Engineering at Cairo and Ain Shams Universities. In a second phase of subgranting in July 2007, the Secretariat awarded three pilot programs for the development and implementation of “One Stop Shops” for employment training and youth engagement in four Egyptian youth centers. EEEA subgrantees are listed in Figure 1 below:

Figure 1: List of EEEA Subprojects and Implementing Partners

NGO	Pilot Program
Nahdet El Mahrousa (as an implementing partner)	Career Development Office at Cairo University ²
Egyptian Junior Business Association (EJB)	Career Development Center at Ain Shams University
Alashanek Ya Balady for Sustainable Development (AYB)	One Stop Shop at Ain El Sira Youth Center, Misr Qadeema, Cairo
Business Enterprise Support Tools (BEST)	One Stop Shop Youth Center – Minia

² Now called the Career and Entrepreneurship Development Office (CEDO).

NGO	Pilot Program
	One Stop Shop Youth Center – Fayoum
SEKEM	One Stop Shop Youth Center – Maadi El Gadeeda, Cairo

NM and EJB’s pilot projects were located on campus at the Faculties of Engineering at Cairo and Ain Shams Universities respectively and targeted university students. The other three subgrantees worked directly with youth centers targeting marginalized youth in Cairo, Minia and Fayoum governorates. By April 30, 2009 when EEEA officially came to an end, 17,644 young people had participated in the program, with 14,759 completing program activities. Although EEEA program participation rates significantly exceeded targets, significantly fewer program beneficiaries were placed in internships and jobs at the conclusion of their programs than originally targeted. At the same time, the number of young people starting their own businesses exceeded targets. The evaluation points to a number of reasons for why job placement rates were low which are explained below. Of particular note is the fairly significant number of young people who were trained who were not yet eligible for full time employment given their continued schooling. Of those who did find jobs, internships, or started their own businesses, they expressed satisfaction with their new positions and the income earned by their new businesses. A summary description of EEEA’s five pilot programs is provided below.

University Career Development Centers

Cairo University Career Entrepreneurship and Development Office (CEDO): As an implementing partner, Nahdet El Mahrousa launched a new career development office at Cairo University’s Faculty of Engineering for new graduates and private sector employees. The office was structured to operate on two complementary dimensions: career counseling and job matching. To complement academic work with practical and more in-depth experience, the Center linked engineering and other students to training courses, mentorship opportunities, workshops, career counseling services, student activities, internships and business competitions – all with the aim of producing students and graduates, fit for employment. To ensure students gained skills, most desired by employers, the CEDO built an important network of corporate partnerships and training providers, which included the British Engineering Institute, Diamler, Vodafone and Proctor & Gamble, AMIDEAST and Injaz, among others. The overall program targeted the provision of services to 5,450 youth with 1,565 job placements. IYF provided NM with a \$190,380 grant and the CEDO received substantial cash and in-kind leverage from other partners. NM recently received a grant from Samsung (via IYF) to continue some program activities at Cairo University for another year.

Ain Shams Career Development Center (CDC): In January 2007, a second grant of \$130,300 in seed funds was awarded to the Egyptian Junior Business Association (EJB) to develop a campus-based Career Development Center at the Faculty of Engineering in Ain Shams University. The program also secured considerable leverage from EJB’s extensive network of business partners. Similar to Cairo University’s CEDO, the Ain Shams program provided direct access to students for job training and placement services, offering training courses, mentorship opportunities, internships, career development opportunities and increased job placements for students. Business partners and training providers at EJB’s Center included INJAZ, Proctor and Gamble, Vodafone, ExxonMobil and Mobinil, among others. It targeted 1,935 students for participation in the program and 242 job placements. EJB recently received a grant from Samsung (via IYF) to continue some program activities at Ain Shams University for another year.

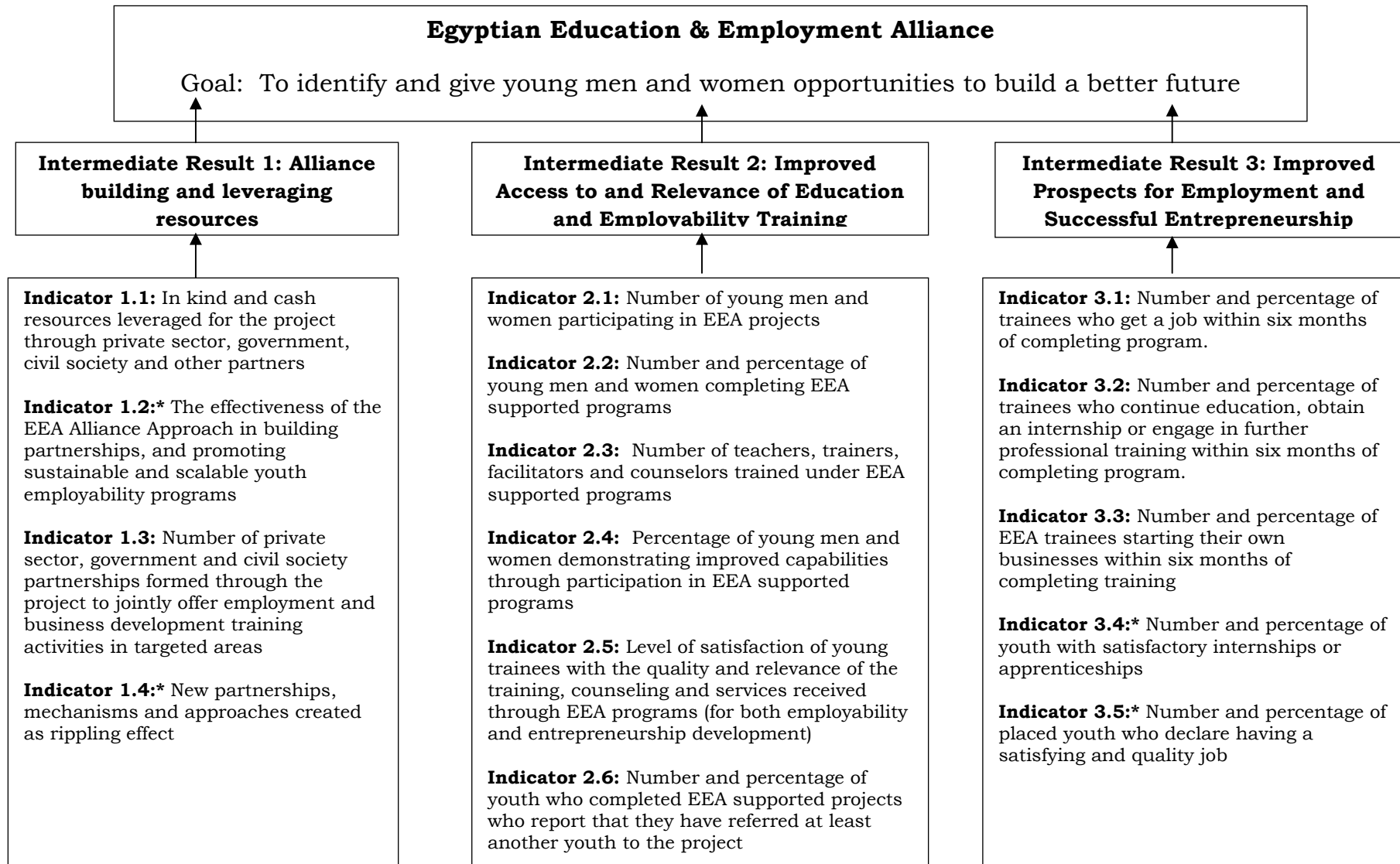
“One Stop Shop” Youth Centers: EEEA’s second set of programs piloted “One Stop Shops” for youth development in Egyptian National Youth Centers. Working in close partnership with the National Youth Council, EEEA piloted new approaches to better utilize the over 4,500 National Youth Centers located across Egypt to provide life skills and employability training, health awareness and cultural and artistic enrichment activities targeted at disadvantaged youth not traditionally served with extra-curricular skills development activities. Three pilot projects were implemented by Alashanek Ya Balady (AYB), Business Enterprise Support Tools (BEST), and Sekem Development Foundation to recreate Youth Centers as “One Stop Shops” that provide local youth with critical employment and life skills, job placement services and social and cultural enrichment activities. Programs lasted approximately thirteen months. A total of 4,365 youth were targeted for participation in youth center activities during the pilot phase. A brief description of partner programs is provided below:

- **Ain El Sira “Mind Profit” One Stop Shop Youth Center:** Through a grant of \$83,000 Egyptian NGO Alashanek Ya Balady Association for Sustainable Development (AYB-SD) expanded and improved the quality of education and employment programs it had been

providing to youth at the Ain El Sira Youth Center in Cairo. Building on six years of experience working with the center, AYB-SD provided much needed organizational capacity to upgrade the Center's existing service offerings through the establishment of a new program called "Mind Profit"- an effort that provided demand-driven soft skills and technical training, employment services and volunteer training to disadvantaged youth and young women, ages 12-30. The program targeted 2,565 youth for participation in the youth center activities and 325 to be placed in jobs. AYB has worked closely with Center management and staff to help them to continue to provide EEA-supported training programs beyond the grant. AYB recently received a grant from Samsung (via IYF) to continue some program activities at the Ain El Sira youth center through December 2009.

- **Fayoum and Minia One Stop Shop Youth Centers:** Business Enterprise Support Tools (BEST) NGO started as an initiative under the cooperation of UNDP/Egypt and The Social Funds for Development (SFD) with the purpose of supporting micro and medium enterprises. BEST has five offices in different governorates. EEEA Program operated in two of BEST's offices in Minia governorate (Upper Egypt) and Fayoum governorate. With a budget of \$83,350 BEST aimed to fundamentally transform the Fayoum and Minia youth centers into productive, sustainable centers through a comprehensive package of life skills and vocational training, health and physical development activities, cultural development activities, volunteerism and community development initiatives. Activities were designed for young people ages 18-30, who are largely unemployed and with limited income. Students of secondary schools, technical institutes and universities were also targeted, as well as rural women, particularly those who are low income and reside at home. The program also focused on improving management and operational capabilities of Center staffs, in hopes of enabling the Centers to continue these programs after the EEA intervention concludes. The program targeted 1,000 youth for participation in Center activities with 390 youth obtaining jobs or starting their own businesses. BEST recently received a grant from Samsung (via IYF) to continue some program activities at Minia youth center through December 2009.
- **Maadi El Gadeeda Youth Center One Stop Shop:** In partnership with the Egyptian Biodynamic Association, grantee Sekem Development Association designed and implemented a series of innovative activities that transformed the Maadi El Gadeeda Youth Center into a "One Stop Shop" that managed effective employment training programs and more fully engaged youth in productive, civic activities. The program specifically targeted disadvantaged youth from surrounding areas, including special needs and handicapped youth. As the program was being crafted, it was clear the Center faced many challenges, particularly in designing and implementing programs aimed at youth development in the areas of vocational and technical skills. A major focus of activities therefore was the establishment of a green house and plant nursery for raising seedlings and training youth on cultivating and selling organic horticulture products. The program targeted 800 youth for participation in Center activities, and 100 to obtain jobs in the formal sector or start their own businesses. Sekem received a grant of \$78,470 from EEEA to administer the One Stop Shop at the Maadi El Gadeeda youth center.

Section II: EEEA Results Framework



*Indicators 1.2, 1.4, 3.4, and 3.5 represent indicators that were added for EEA's global evaluation study and are not part of the Egypt's country level Results Framework. Several of these indicators were also tracked at tracked the subgrantee level.

Section III: Findings and Analytical Review of Program Achievements

Intermediate Result I: Alliance Building and Leveraging Resources

Summary of Intermediate Result One Findings

Research conducted during the evaluation study shows that overall, EEEA's Alliance building approach was an effective model for Egypt's National Secretariat and its implementing partners to build partnerships and promote sustainable and scalable youth employability programs. The approach taken by the Egyptian program appears to be successful in several ways.

First, EEEA engaged Egypt's public sector as strategic partners in the program model laying the foundation for scaling successful pilot projects at the national level. Partnerships with Egypt's two largest public universities, Cairo and Ain Shams, allowed for the creation of the first ever Career Development Centers in Egypt's public universities, setting the stage for the replication of their model to Egypt's other public universities. At the writing of this report, EEEA partners had signed MOUs with twelve new faculties at Cairo University and three new public universities including Alexandria University, Tanta University and Fayoum Universities for the replication of the program, assuming sufficient resources are available. Similarly, a strategic partnership with the National Youth Council enabled the delivery of extracurricular employability training and social and cultural enrichment activities directly on the premises of four national youth centers. In recent years, the National Youth Council has made significant efforts to reform Egypt's 4,500 plus youth centers, many of which are in disarray and are sorely in need for new youth friendly services that better respond to the needs of local youth. EEEA's "One Stop Shop" solution directly complimented the NYC's desire transform these centers into more meaningful community gathering points. Although less tested and less mature than the university level career centers, the One Stop Shop model has been replicated at one new youth center (Abou El Souood youth center in Misr El Qadeema) and all EEEA One Stop Shop implementers said they had been approached by other youth center managers who asked how the One Stop Shop services could be replicated to their youth centers.

In addition to strategic alliances with Egypt's public sector institutions, the EEEA program also greatly benefited from robust partnerships with corporations, training companies, and non-governmental organizations (NGOs) which contributed leverage that allowed for improved training content, increased number and range of courses offered, and a much greater number of beneficiaries to be reached than originally targeted.

Despite strong success in this area, one area of challenge noted by the study is the high level of focused time and effort required to effectively build partnerships during program design and implementation. This area of challenge was pointed out by survey participants, particularly implementing partners. Views in this area are counterbalanced by a feeling that there was significant value in developing such partnerships, although support and resources for such efforts were considered insufficient overall.

Further analysis of EEEA's alliance building approach and leverage results as well as the effectiveness of EEEA's management structures, including the National Secretariat and Advisory Board is provided below.

Indicator 1.1: In kind and cash resources leveraged for EEEA through private sector, government, civil society and other partners

EEEA's demand driven employment models attracted strong leverage support from individuals, institutions, and organizations in public, private and civil society sectors. Government partners donated valuable and highly sought after office and training spaces directly on university campuses and at youth centers. The donation of strategically located, onsite space created high visibility for EEEA's programs helping to attract cash and in-kind resources from a range of civil society and private sector partners, including education foundations, training providers, private businesses and multinational companies. The strategic location of the pilot programs, which attracted large cohorts of young people, fresh graduates and first time job seekers, also created a "win-win" situation as both EEEA and leverage partners aimed to reach the same target audience.

Education foundations, NGOs and private companies provided cash and in kind resources including cash contributions, equipment, newspaper and media coverage, training curricula, training providers, office and training space, consulting services and more. With an initial investment of \$565,500 in seed money for the implementation of five pilot projects, EEEA raised a total \$2,985,246 in leveraged contributions. This represents a 5:1 leverage ratio, far exceeding the 1:1 leverage ratio required by USAID for EEA programs. Figure 2 outlines the dollar amount of contributions (cash and in-kind) the Secretariat and each of the five subgrantees were able to leverage:

Figure 2: Seed Funds and Leverage Contributions

Implementing Partner/Project	Seed Funds	Leverage	Total Budget	Leverage Ratio
NM/Cairo University Career and Entrepreneurship Development Office	\$190,380	\$1,109,748 ³	\$1,300,128	5.83
EJB/Ain Shams University Career Development Center	\$130,300	\$1,260,923	\$1,391,223	9.68
AYB/Mind Profit - Egyptian Youth Center One Stop Shop	\$83,000	\$350,581	\$433,581	4.22
SEKEM/ Maadi El Gadeeda Youth Center One Stop Shop	\$78,470	\$105,885	\$184,355	1.35
BEST/Fayoum and Minia Youth Center One Stop Shops	\$83,350	\$158,109	\$241,459	1.90
Total	\$565,500	\$2,985,246	\$3,550,746	5.28

Indicator 1.2: The number of private sector, government and civil society partnerships formed

The Egyptian Alliance created approximately eighty public and private sector partnerships at the Secretariat and subgrantee level. These partnerships enabled the diversification and expansion of program offerings, guided the localization of training to meet market needs, and helped EEEA to reach more program beneficiaries than targeted. Because EEEA's pilot programs received only seed funding from IYF, the alliance building model of continuously building a network of leverage partners was an essential step towards successful implementation of the program and building its long term sustainability. The figure below illustrates the most significant partnerships achieved at the Secretariat and subgrantee level:

Figure 3: Typology of EEEA Partners and Their Roles

Partner Name		Partner Role
Corporate		
1	Abercrombie and Kent	Cash contribution to Ain El Sira Youth Center
2	The Academy of Engineering Sciences	Mobile maintenance training for Minia Youth Center; also employment opportunities for youth from the Center
3	Berlitz	Training for Ain Shams CDC
4	BP	Trainers/speakers/career coaching for Ain Shams CDC and Cairo CEDO

³ This figure includes \$569,507 in leverage generated to support the National Secretariat (NM) in its role to provide cross-cutting assistance and support to all EEA projects in Egypt.

Partner Name		Partner Role
5	Cameron Petroleum Company	Internships opportunities for Cairo CEDO students
6	Center for International Private Enterprise	Entrepreneurship program curriculum for Cairo CEDO; TOT training
7	CISCO	Trainers for the project training activities (IT essentials) for Minia Youth Center
8	CompuMe	Training costs for Ain Shams CDC
9	Dale Carnegie	Training and internships for Ain Shams CDC
10	Diamler Chrysler	Internship program offered through Young Arab Leaders (YAL)
11	Egyptian Holding Company	Internship opportunities for Cairo CEDO students
12	Etisalat	Employment opportunities Ain El Sira Youth Center
13	Exxon Mobil	Trainers for Cairo CEDO, Ain Shams CDC, and Ain El Sira Youth Center
14	Hands On	Trainers/speakers for Ain Shams CDC
15	HP	One high-tech computer lab for Cairo CEDO
16	IBM	Trainers/speakers for Ain Shams CDC
17	Leoni AG	Likely hard skills training and internship program at Ain Shams CDC
18	LINKdotNET	Job placement, internships and participation in employment fairs at Cairo CEDO and Ain Shams CDC
19	Logic	Training for Ain Shams CDC
20	MAC Carpet	Trainers/speakers/career coaching for Ain Shams CDC and Cairo CEDO
21	Manaret El Mostakbal	Hired CEDO graduate
22	Mansour Company	Internship opportunities for Cairo CEDO students
23	Microsoft	Training and internship opportunities for Cairo CEDO and Ain Shams CDC; training and Unlimited Potential curricula for all four pilot youth centers
24	MILE	Marketing support to corporate sector for Cairo CEDO
25	Mobinil	Trainers for skill development programs with Cairo CEDO
26	Modern Motors Egypt	Training and internships for Cairo CEDO
27	Mog Company	Training costs for Ain Shams CDC
28	Olympic Group	Training costs for Ain Shams CDC
29	Pachin	Upgrades to the Ain El Sira Youth Center
30	Pepsico	Potential support for Cairo CEDO; offers internships

Partner Name		Partner Role
		opportunities
31	Pepsi Cola	Employment/internship opportunities for Ain Shams CDC
32	Premira	Employment opportunities for Cairo CEDO
33	Proctor & Gamble	Trainers/speakers/career coaching for Ain Shams CDC
34	ProService	Internships opportunities for Cairo CEDO
35	Samsung	Funding for additional year of EEEA activities at Cairo CEDO, Ain Shams CDC, Ain El Sira Youth Center and Minia Youth Center; offered one CEDO student scholarships for post-graduate studies
36	Seweidy Electric Meter	Training costs for Ain Shams CDC
37	Seweidy Foundation	Financial contribution to Cairo CEDO for renovation
38	Smart Village	Employment/internship opportunities for Ain Shams CDC
39	SODIC	Provided Cairo CEDO with an advanced soft skills curriculum implemented by Hands-on/YAL; will provide Cairo CEDO and Ain Shams CDC with all needed equipment to establish a computer lab
40	Shell	Trainers/speakers for Ain Shams CDC
41	Talaat Moustafa Group	Employment opportunities for Cairo CEDO
42	Team Misr	Training for Ain Shams CDC
43	Top Notch HR Company	Conducted HR manager survey
44	Vodafone	Mentorship, and support for Cairo CEDO and Ain Shams CDC
45	Wazif Masr	Employment opportunities
46	Winning Academy	Training (Montage) for Minia Youth Center
47	Zaafrana Factory	Employment opportunities sewing trainees for Maadi El Gadeeda Youth Center
Government		
48	Cairo and Ain Shams Universities	Space and personnel costs for hosting of Cairo CEDO and Ain Shams CDC infrastructures
49	The faculties of Mass Communication, Art, Computer Science, Urban Planning at Cairo University	MOUs signed extend project activities to other faculties
50	The faculties of Science and Agriculture at Fayoum University	Trainers for the project training activities at Fayoum Youth Center
51	Governorate of Fayoum	Provided support to Fayoum Youth Center
52	National Youth Council	Approval of decentralized youth center operations by EEEA

Partner Name		Partner Role
53	Youth centers of Ein El Sera (Cairo), El Maadi El Gedeeda (Cairo), El Madina (Minia) and Saha El Shabia (Fayoum)	Implementation of EEEA activities at these youth centers
54	Minia Youth Directorate	Facilitation of project activities inside the Minia Youth Center
55	Ministries of ICT, Transportation, Finance, Tourism, and Culture	Possible job opportunities for Ain Shams CDC graduates
56	Industrial Modernization Council/Industrial Training Council	Cash contributions for training at Ain Shams CDC
Non-governmental organizations		
57	Aboubakr EL Sedik	Trainees for Maadi El Gadeeda Youth Center
58	AIESEC	Training provider for Ain Shams CDC
59	Alashanek Ya Balady	Ain Shams CDO/Ain El Sira Youth Center implementing partner, training provider, financial contributor
60	American University in Cairo-School of Continuing Education (AUC/SCE)	Training for Cairo CEDO
61	Bashier El Khir	Provided children with special needs to participate in SEKEM recycling training at the Maadi El Gadeeda Youth Center
62	AMIDEAST	Training provider for Ain El Sira Youth Center and Cairo CEDO
63	BEST	Implementing partner for Fayoum and Minia Youth Centers
64	Education For Employment Foundation	Training provider for Cairo CEDO; life skills curricula for Ain El Sira Youth Center
65	The Egyptian Association for Biological Planting	Training and supervision for SEKEM's nursery at Maadi El Gadeeda Youth Center
66	Egyptian Scouts Association	Assisted in organization of, and provided Scout volunteers for, a youth camp in which participants renovated the Minia Youth Center; provided space and Scouts trainees for training in mushroom cultivation; potential establishment of a selling point for the mushroom on Scouts' premises.
67	El Mahrousa Balady	Provided a number of trainees for SEKEM training in Maadi El Gadeeda Youth Center
68	EJB	Implementing partner for Ain Shams CDC
69	Injaaz	Training provider for Cairo CEDO
70	Institute of International Education (IIE)	Training for Cairo CEDO and Ain Shams CDC
71	Near East Foundation	TOT training for AYB-SB volunteers
72	Nahdet El Mahrousa	EEEA National Secretariat, implementing partner for Cairo CEDO
73	Rotaract clubs	Provided services to target groups at Fayoum Youth Center

Partner Name		Partner Role
74	SEKEM	Implementing partner for Maadi El Gadeeda Youth Center
75	SEKEM School and Academy	Provided trainers for the project training and culture activities (Art activities, scouts, recycling and nursery plant activities) at Maadi El Gadeeda Youth Center
76	Synergos	Cash contribution, capacity building and training activities
77	Young Arab Leaders	Financial contributions, technical assistance, mentorships, internships, and training curricula for Cairo CEDO and Ain Shams CDC
Overseas Development Organizations		
78	USAID Washington and Egypt	Funding, programmatic guidance and collaboration
79	UNDP	Possible partnership under UNDP/IBLF Global Company program
80	UNESCO/ICDL	Training for Ain Shams CDC

Indicator 1.3: The effectiveness of EEEA alliance approach in building partnerships, and promoting sustainable and scalable youth employability programs

Overall Effectiveness

The alliance building approach was effective in bringing together diverse partners from the public, private and NGO sectors to support EEEA's programs. Without this, the program would not have been able to reach as many youth as it did, particularly in the case of the university career centers where fifty percent more than the number of students targeted benefitted from the services offered as a result of leverage in the form of cash contributions, additional training providers and curricula, donated equipment, volunteers and other in-kind resources. While the Alliance building approach was new for NM and most of the subgrantees, the implementing partners felt the alliance approach strengthened their programs and built unity across the EEEA program. EEEA's Secretariat NM and the subgrantees all reported gaining valuable experience and know-how building public private partnerships. One subgrantee reported transferring the knowledge gained from building partners and leverage for EEEA to another youth-focused program. Equally as important, the strategic partnership with Egypt's formal sector institutions (i.e. Egyptian public universities and the National Youth Council) created a natural platform for scaling and replicating the program in public universities and youth centers across Egypt. The success of EEEA partnership model is evidenced by the fact that all implementing partners have been asked to expand their programming to new locations.

While the Alliance building model of having multiple partners created larger effect than a single partner intervention, it also created some challenges in efficiently managing activities and contributions of the program's multiple leverage partners. Several subgrantees interviewed for the evaluation said that the time involved with creating new partnerships and meeting IYF leverage requirements at times took focus away from the delivery of core implementation activities. Building partnerships with public sector institutions was especially time-consuming. First, a level of trust had to be cultivated with public sector officials unfamiliar or uninterested in working with NGOs. Once trust was developed, the program experienced governmental and bureaucratic delays in the setting up of MOUs required to begin implementation at Cairo and Ain Shams Universities and the National Youth Council. In the case of the One Stop Shop pilot initiatives – which were launched in a second round of funding after the launch of the university career development centers – it took approximately six months for the signing of an MOU between the NM Secretariat and the National Youth Council. This delay meant that grants to EEEA's youth center implementers could only be given for the duration of one year which was a time frame too short to ensure adequate self sustainability of program activities and to maximize the full potential of the pilot intervention. Other challenges were related to the youth centers' inexperience working with NGOs and on donor funded development projects. Youth centers were not generally accustomed to tailoring

programming to donor wishes and were also not used to justifying and reporting on program activities to outside organizations. Finally, although subgrantees expressed overall satisfaction with the technical assistance and quality of communication with the Secretariat, implementing partners said that they would have preferred more site visits and capacity-building workshops, as well as exchange visits between different project sites.

All told, however, the alliance approach was effective in that it 1) enabled EEEA to serve more beneficiaries with varied and high quality curricula than a single donor program would have been able to, and 2) created a framework and elements of self-sustainability and replication, particularly through public sector interface, that have outlived the life of the EEEA project.

Effectiveness of the Secretariat

Nahdet el Mahrousa, an Egyptian NGO founded in 2003 to promote Egypt's development through engaging Egyptian youth as active, empowered citizens in the public arena, served as the EEEA program secretariat. As an NGO led by young Egyptian business leaders with a strong network of business and development contacts, Nahdet El Mahrousa was assessed by IYF as well positioned to use its contacts with the business sector and youth to serve in the role of the Secretariat. In addition, NM's working culture had a strong entrepreneurial ethos which made it a natural broker connecting business and leverage opportunities to EEEA's partners. When it came to the time consuming and often challenging process of building partnerships with EEEA's public sector partners, NM's reputation as a strong youth-led NGO, combined with guidance and intervention from EEEA's influential Advisory Board members (discussed below), appears to have been essential in developing successful partnership arrangements. For example, it would not have been possible for EEEA's One Stop Shop implementing partners to sign individual MOUs with the management of the youth centers at Ain El Sira, Maadi, Minia and Fayoum without a strategic MOU between NM and the National Youth Council signed in November 2008 which demonstrated NYC's support and backing for the One Stop Shop model.

Once EEEA had brokered overall partnerships with public sector universities and youth centers, EEEA was then able to bring new partners from civil society and business that helped strengthen projects and support long term efforts to promote sustainability. The evaluation shows that NM's wide network of organizations and individuals working in the field of youth development was of great benefit to implementing partners and the Secretariat played an important role in introducing subgrantees to potential training partners, volunteers, as well as qualified staff to hire. Some important partnerships that the Secretariat successfully brokered to support EEEA's pilot interventions include:

- El Sewedy for a substantial grant to fully renovate the CEDO office at Cairo University
- SODIC for an advanced soft skills curriculum
- British Petroleum for a cash donation to support training activities
- The Center for International Private Enterprises (CIPE) for an entrepreneurship curriculum and Training of Trainers (ToT) training
- UNIDO/HP for a high tech computer labs and cash grant
- Samsung (through the International Youth Foundation) for a large grant to sustain EEEA activities at Cairo University, Ain Shams University, Ain El Sira and Minia Youth Centers and to expand the CDC model to Fayoum University

In addition to supporting the creation of partnerships under the EEEA framework, the Secretariat played an important role in building the capacity of implementing partners to implement USAID funded projects. NM, with IYF support, conducted several workshops for subgrantees in the areas of monitoring and evaluation, leverage and financial reporting and good governance. Two planned workshops on program report writing and job placement strategies did not end up taking place which was unfortunate given that these were both subjects which partners could have benefited from. Workshops were typically limited in space and as such, they were only attended by the project director or focal point of the project. Several implementing partners said that it would have been beneficial to also include participation of other project staff members who were directly involved in the day to day management of program activities in the field.

Effectiveness of the Advisory Board

One of the first steps in creating the EEEA program was the formation of an Advisory Board of excellent stature and reputation within Egypt on issues of educational reform and employability needs. Core board members included:

- Amr Salama, former Minister of Higher Education and Scientific Research (EEEA Advisory Board Co-Chair)
- Iman El Kaffas, Associate Dean and Executive Director of Diversity Scholarships and the Students Leadership Development Program at AUC (EEEA Advisory Board Co-Chair)
- Alaa Hashim, MAC
- Helmy Abouleish, Director of Industrial Modernization Center
- Sahar El Sallab, Vice Chairman, Commercial International Bank

At the outset of the program, it was envisioned that EEEA's Advisory Board would convene on a quarterly basis. In reality, it proved challenging to convene all members together particularly given the demanding schedules of such prominent members of Egypt's education reform landscape. Adapting to this reality, the Secretariat instead met with board members on an individual basis to provide updates and seek guidance. This approach appears to have been quite effective in maintaining the active engagement of at least several individual board members. Board members opened up relationships with public institutions, negotiated commitments from Cairo University, helped design and launch the program and gained a formal agreement with the National Youth Council. In particular, certain board members with previous experience in government and strong reputations across Egypt for engaging in constructive and successful efforts at reform helped directly negotiate partnership commitments with Cairo University as well as the National Youth Council. This "door opening" and subsequent support in troubleshooting and addressing challenges in relationships proved critical to the ultimate integration of EEEA models into the challenging Egyptian public sector environment.

Effectiveness of the Alliance Approach from the Subgrantees Perspective

The evaluation study found that subgrantees were generally pleased with the alliance approach and rated it reasonably highly (as a three or four on a scale of one to five). Subgrantees credited the alliance approach with creating opportunities to cooperate with partners—namely public institutions—that they would not have had the opportunity to partner with otherwise. Subgrantees also felt that the alliance approach strengthened their programs by helping them to leverage additional resources and share best-practices and lessons learned among fellow EEEA subgrantees.

At the same time, subgrantees found the alliance approach challenging at times. In focus group interviews, subgrantees indicated that it was sometimes difficult to work with public institutions because they were unaccustomed to partnering with NGOs. Subgrantees also mentioned that they needed to set aside significant time in the beginning of the programs to build trust and credibility with their public sector partners before program activities could commence and that the time involved with building new partnership and raising leverage sometimes distracted their attention from focusing on program activities and outcomes. Recommendations for how to better balance time between partnership and leverage building and program activities can be found in the recommendation section.

Finally, although subgrantees were in general very pleased with the level and quality of communication between the Secretariat and themselves, they wished there had been more site visits, capacity building workshops, and exchange visits among sub grantees. In addition, they wished there had been more opportunities for subgrantees to convene regularly as a group to discuss challenges and exchange learnings, particularly for the One Stop Shop youth center implementers.

Effectiveness of the Alliance Approach in Promoting Program Sustainability

Sustainability of alliance programs can be viewed from multiple angles. At the highest level, EEEA could envision the creation of a national public-private alliance of stakeholders to nurture and expand current efforts and create the framework for new programs to be generated. This sustainability strategy would also by necessity require continued support of the National Secretariat, through some form of donor contribution or revenue generation strategy.

Such a long term goal for the program was not set explicitly and was likely unrealistic given the fairly small investment of resources to the project and the enormous landscape of actors – including government, civil society and private companies – that have a stake in broader efforts to support more effective youth employability programming. Nonetheless, in this area, the EEEA program appears to have made significant progress, gathering a prominent group of advisors that have first supported the integration of EEEA models into the public sector and are now advocating for their broad replication throughout public systems. Moreover, should additional resources come available, this platform is ready for long term expansion and, over time, government ownership of successful models. In this respect, on Advisory Committee member, former Minister of Higher Education Dr. Amr Salama, has advocated for new policies that make mandatory the creation and support of career development frameworks in all public universities in Egypt. It is particularly interesting to note that EEEA has already secured MOUs with twelve different university faculties and three additional universities to replicate the program should resources become available. As such, a framework for national policy dialogue to meet in the middle with on the ground tested models and interest is ready to be activated.

On a different level of sustainability, the alliance approach is becoming increasingly project-focused, seeking avenues to continue support for project activities that have proven successful. In this respect, because the alliance based approach always emphasized the search for new partners and leverage opportunities, EEEA had some success mobilizing grants from new and existing partners. For example, a \$340,000 grant from Samsung enabled EEEA to continue to support the Secretariat and carry out some training activities at the Career Centers at Cairo and Ain Shams Universities and at the Ain El Sira youth center, albeit at a more limited level. This leverage also enabled EEEA to replicate the career development center model to a third public university - Fayoum University.

Additionally, a number of the subgrantees undertook activities to generate revenue as a means of promoting self sustainability over time. For example, at the university level, CEDO and CDC organized employment fairs in which participating companies were required to pay a sponsorship fee in order to participate. This leverage was used to cover the costs involved in organizing the fair and to fund a limited number of each center's training activities. The centers also introduced fee based training for many of their courses, although the fees charged were very small and typically covered only immediate expenses related to the costs of delivering the course such as course material supplies. The CDC at Ain Shams University also began charging several companies for the successful job placement of CDC's network of graduates, however to date this has only been done on a limited scale. The Centers' management felt that in the start-up phase of the Career Centers it was particularly important to engage as many businesses as possible in support of their activities and that it was important to first earn the trust and respect of companies before charging them placement service fees.

At the youth center level, a number of the subgrantees charged a nominal fee to students for services and activities. The funds collected were then used to help support the costs of new activities for the beneficiaries. Another means by which the youth centers helped support themselves was by selling goods produced under the various vocational track components. For example, the leather goods produced by youth trained at AYB's Ain El Sira youth center are sold to cover the costs of production, pay those who have worked to produce them and to buy new material for the production of new goods. In another example, Sekem established a greenhouse and a plant nursery for decorative plants that will be sold at the Maadi El Gadeeda Youth Center as an income-generating activity.

Despite such efforts, it is clear that EEEA's pilot programs were too short in duration to develop successful mechanisms for long-term sustainability. Even subgrantees at the university level, which had higher capacities for fundraising because of their association with reputable faculties at Cairo and Ain Shams Universities, needed more time to generate funds from the activities and develop effective, sustainable business models. Both subgrantees working with the One Stop Shop youth centers and youth center management themselves required further capacity-building training in resources mobility and fundraising. An additional consideration must also be paid to the fact that such public sector programs are rarely able to self-perpetuate through revenue generation, and will often require some form of public subsidy. Nonetheless, through concerted efforts built up over time, EEEA projects can create more robust revenue streams that reduce the level of such public subsidy. Figure 4 summarizes the sustainability status of each subgrant project:

Figure 4: Sustainability Status by Subgrant Project

EEA Projects	Project Summary	Partners	Sustainability Status
Ain Shams University Career Development Center	To create a Career Development Office at Ain Shams University to provide 1,050 students access to job training, placement, and mentorship activities and to place two hundred graduating students in jobs	Egyptian Junior Business Association, Ain Shams University; EJB Members, Industrial Modernization Council, Microsoft	<ul style="list-style-type: none"> • Twelve MOUs signed with faculties and three universities to replicate the career development model pending available resources, • A Samsung grant enabled EEEA to continue to support the Secretariat and carry out some training activities at the Career Centers at Cairo and Ain Shams Universities as well as to replicate the career development center model at Fayoum University. • Some limited revenue generating mechanisms have been put in place. • Samsung grant enabled EEEA to continue to support some “One Stop Shop” Activities at AYB Mind Profit Youth Center and BEST Minia Youth Center. • Some revenue generating mechanisms have been put in place.
Cairo University Career Development Office	To create a Career Development Office at Cairo University providing 2,600 students access to job training, placement, mentorship and placing four hundred in jobs	Nahdet El Mahrousa, Seweidy Family Foundation, Cairo University, TopNotch HR Company, BP, I-Source, Training Providers	
Mind Profit - Egyptian Youth Center One Stop Shop	To develop a self sustainable one stop shop for youth employability at Ain el Sira Youth Center in Cairo that provides training programs for 1,500 youth and links 540 to jobs	Alashanek Ya Balady, Vodafone, German University in Cairo, American University in Cairo and Mirqah	
Maadi El Gadeeda Youth Center One Stop Shop	To develop a self sustainable one stop shop for youth employability at the Maadi Gadeeda Youth Center, providing employability training in environmentally friendly businesses and placing three hundred youth in jobs	Sekem Development Foundation, Egyptian Biodynamic Association	
Fayoum and Minia Youth Center One Stop Shops	To develop a self sustainable one stop shop for youth employability at two youth centers in Minia and Fayoum that improves vocational training and life skills programs for 1,300 youth and links four hundred of them to jobs	BEST Foundation, Catholic Relief Organization, Axon International Studies Network, Ministry of ICT, Cisco, Shell	

Cost Effectiveness: Under EEA’s global framework, which included a series of both country and global level activities, the overall cost effectiveness of EEEA program has been assessed at two levels. The first level of such costs are directed related to country program subgrants, which include both seed grants administered by USAID and leverage contributions contributed by other partners to support EEA country programs. The second level of costs includes Alliance building and program support costs, which include costs related to the functioning of the EEEA National Secretariat – NM, and local consultants in Egypt, as well as IYF direct and indirect expenditures attributable to the EEEA program. Each of these cost categories are discussed in more detail below.

Subgrant Project-level Costs: As noted above, subgrant project-level costs include seed funds and leverage contributions invested toward individual projects which typically covered curriculum design or improvement, training, job placement, enterprise development costs, and project specific costs of NGO subgrantees. EEEA provided complementary two to five-day job readiness training together with job matching services at public universities. Through Youth Centers, EEEA provided longer training programs (sometimes one month long) which consisted of providing vocational, technical and life skills training together with job placement services and enterprise development support.

The amount of seed funding support from USAID toward individual projects is a useful metric to assess cost effectiveness given that such funds are directly focused on implementation of projects, are directly leveraged by investments from other parties, and are best positioned for increased efficiency when additional beneficiaries are added to successful pilot programs. In Egypt, the USAID support of approximately \$565,500 in seed funds that were coupled with leverage investments of \$2,415,739 reached a total of 17,644 beneficiaries. If all project-level costs are taken in account, this brings the cost to **\$169 per beneficiary**, of which \$32 was borne directly by USAID and \$137 was shouldered by the alliance partners as presented in Figure 5 below.

Figure 5: Project-level Costs

Subgrant Project Name	Number of Beneficiaries	USAID Funds	Leverage	Total Project Budget	Cost Per Beneficiary
Cairo University CDC	2,917	\$ 190,380	\$ 540,241	\$ 730,621	\$ 250
Ain Shams CDC	9,962	\$ 130,300	\$ 1,260,923	\$ 1,391,223	\$ 140
Mind Profit One Stop Shop	1,276	\$ 83,000	\$ 350,581	\$ 433,581	\$ 340
SEKEM One Stop Shop	1,921	\$ 78,470	\$ 105,885	\$ 184,355	\$ 96
BEST One Stop Shop	1,568	\$ 83,350	\$ 158,109	\$ 241,459	\$ 154
TOTAL	17,644	\$ 565,500	\$ 2,415,739	\$ 2,981,239	\$ 169

Alliance Building and Program Support Costs: A more expansive examination of costs by necessity also includes those alliance building and program support costs related to the EEEA program. These costs supported significant, collective efforts by IYF, NM as National Secretariat, and program consultants to: manage the design and implementation of alliance based interventions; provide international technical expertise on successful employability approaches; assist in leveraging of resources; provide capacity building support to implementing partners in skills training, job matching and post training support to entrepreneurs; provide financial oversight, compliance, and direct monitoring and evaluation support. Upon examination of IYF accounting records, these costs taken together with indirect costs attributable to the EEEA program, totaled \$846,756⁴. This USAID-borne cost adds approximately **\$48 on a per beneficiary basis** as presented in Figure 6.

Figure 6: Alliance Building and Program Support Costs

Subgrant Name	Number of Beneficiaries	Alliance Building and Program Support Costs	Cost Per Beneficiary
Aim Shams CDC	9,962	\$ 169,351	\$ 17
Cairo University CDC	2,917	\$ 169,351	\$ 58
Mind Profit One Stop Shop	1,276	\$ 169,351	\$ 133
SEKEM One Stop Shop	1,921	\$ 169,351	\$ 88
BEST One Stop Shop	1,568	\$ 169,351	\$ 108
TOTAL	17,644	\$ 846,756	\$ 48

⁴ In order to ensure comparability of data across the EEA program, this figure is exclusive of leverage raised to support NM in its role as EEEA Secretariat.

Taken together, these overall costs of both seed funds and Alliance building program support costs total approximately **\$217 per beneficiary**. Of the cost of \$217 per beneficiary, \$80 was borne by USAID and \$137 was contributed by alliance partners as calculated in Figure 7 below.

Figure 7: Cost per Beneficiary

Cost per beneficiary	USAID	Alliance Contributions	Total Cost Per Beneficiary
Project-level	\$ 32	\$ 137	\$ 169
Alliance building and program support	\$ 48	\$ -	\$ 48
Total	\$ 80	\$ 137	\$ 217

Finally, and perhaps most significantly, a full assessment of cost efficiency would also require a more thorough assessment of the implication of alliance building activities on long term sustainability and scalability of proven practice programs. For example, should the new efforts to substantially expand the EEEA model in Egypt be successful, the cost effectiveness of initial EEA investments could be dramatically expanded. While the longitudinal study required for this type of evaluation goes beyond the scope and resources available for this study, such factors should be addressed more directly in similar employability projects in the future.

Indicator 1.4: New partnerships, mechanisms and approaches created as rippling effects

EEEA’s alliance based approach - where leverage opportunities are continually sought after, public sector integration and policy issues are at the forefront, and advisory committee members bring strong networks – carries with it a wide set of expansion possibilities. As mentioned earlier in this report, at the university level, MOUs have been signed with twelve additional university faculties and three new public universities to bring the career development model to their campuses pending available funding.

The One Stop Shop model is primed for expansion given the successes of the initial pilot projects and the partnership with the National Youth Council which oversees a network of 4,500 youth centers across Egypt. Consider, for example, the ripple effect of the success of the Ain El Sira Youth Center, located in Cairo’s Misr El Qadeema district and managed by NGO Alashanek Ya Baladay (AYB). At the Ain El Sira Youth Center, out-of-school young women from the neighborhood receive vocational training in the production of high-quality handicrafts. AYB sells their handicrafts at cultural exhibitions, hotel chains and clothing stores. Program participants can choose to work on a full time basis and receive a regular salary, work part-time and be paid on a per piece system, or alternatively receive a loan through AYB’s partner network to start their own business. The overall proceeds from the sales of the handicrafts are reinvested into the Center to help sustain other non-revenue-generating programs. Profit margins from the sales have been robust enough that AYB has been able to expand some of its training activities to Abou El Souood Youth Center. If revenue continues to be strong, AYB could also expand the One Stop Shop services to other four youth centers in the Misr El Qadeema district which have expressed interest in such activities.

Beyond the actual replication of the career development and One Stop Shop models, EEEA developed an important strategic partnership with the US-based National Career Development Association (NCDA) which, pending funding availability has the potential to create a positive ripple effect in the Egyptian public university system. Through the partnership with NCDA, a number of staff members from the career centers received certified training to become career development facilitators, setting the stage for a first generation of internationally certified career counselors in Egypt’s tertiary education system. Four of these trainers have now achieved Global Career Development Facilitator (GCDF) certification. Since the close of EEEA, one of these certified career facilitators continued his training and has recently been certified as an “instructor” which means he can now train other Egyptians to be career facilitators.

Career facilitation and counseling is a novel idea in Egypt and one that did not exist in public universities before EEEA’s career centers introduced it among its activities. There is a tremendous need for career counseling services because most university students do not have a broad understanding of the various career tracks available to them and end up selecting their career as a default – either because their high

grades necessitate that they study medicine or engineering or because their parents push them into a particular field of study. Career facilitation and counseling gives students the opportunity to think carefully about the kinds of career options available to them and how to pursue a track that they are both most interested in and is relevant to the local job market. EEEA's partnership with NCDA was highly strategic and has the potential to create a ripple effect if this partnership can be expanded to reach more students at more public universities in Egypt with needed services.

Intermediate Result II: Improved Access to and Relevance of Employability Training

Summary of Intermediate Result Two Findings

By April 30, 2009 when EEEA officially came to an end, 17,644 young people had participated in the program, with 14,759 completing program activities. Most of these youth were students in their first, second or third year of university or secondary school who were able to benefit from skills development trainings which were originally conceived for final year students or recent graduates. As such, while EEA's job placement targets were developed assuming target beneficiaries would be entering the job market, this factor reduced the program's focus on job placement in favor of a greater focus on job-readiness related training for young people moving into the job market in the coming years. While moving away from this original focus, the flexibility of the program, with diverse training options for underserved and disadvantaged young people at both the university and youth center levels, met student needs and served more students than originally targeted. EEEA's alliance based approach, leveraged training space, training curricula and training providers and improved both the access and relevance of EEEA's education and employment training. Students and employers said they found the program to be effective in providing quality and relevant employability skills training to underserved Egyptian youth.

Introduction

At both the university and youth center level, training topics included soft skills, IT, technical vocational subjects, and entrepreneurship. Although all EEEA programs contained a mix of technical and soft skills, each subgrantee had a considerable amount of freedom and flexibility to tailor their program activities to meet the specific needs of the target groups they were serving. At the university level, the Career and Entrepreneurship Development Center (CEDO) and the Career Development Office (CDO) were housed in Faculties of Engineering on the campuses of Cairo and Ain Shams Universities respectively. Technical training largely targeted engineering topics; the centers also provided soft skills and work place readiness training in a variety of topics including: effective communication, team work, decision-making, leadership, success in the workplace, CV writing, interviewing techniques, and effective job-hunting. As the university programs matured, entrepreneurship components as well as group and individual career exploration and counseling sessions were added.

Generally speaking, compared to the students served through the CEDO and CDC, participants at the youth center levels are less educated and from lower socio-economic backgrounds. Activities at the youth center level included soft skills training at a more introductory level, language, IT and entrepreneurship training as well as vocational training in such areas as handicrafts, sewing, mobile maintenance, mushroom cultivation, and fishing, among others.

Indicator 2.1: Number of young men and women participating in EEEA projects

An aggregated 17,644 young people participated in EEEA supported programs, exceeding the original target of 11,750.⁵ The evaluation found that program flexibility was one of the factors that enabled the subgrantees to reach many beneficiaries. Although all programs delivered soft skills training and technical training aligned to market needs, programs at both the university and youth center level were flexible and offered courses targeted to different age and education levels, and were varied in duration and level of difficulty. This flexibility enabled the projects to meet the needs of a diverse group of beneficiaries including university students, students with only a middle school-level education, illiterate youth, very poor youth, young widows, and divorcees. The evaluation also found that "word of mouth" played a major role in promoting the programs and recruiting new student trainees with 55% of surveyed youth stating they heard about the program activities through a friend or a family member who had participated in the program. Furthermore, it became clear in discussions with youth in focus groups that they trusted other students' opinions more than they might other "more official" sources of information.

⁵ During the course of the pilot programs, EEEA implementing partners tallied "service counts" rather than participant or head counts because many youth, at both the youth center and university level, enrolled in multiple courses. While it is not feasible to determine actual head counts in this study, we have examined records related to new activities being undertaken by the project partners with Samsung support in which the projects have tallied both service counts and individual head counts. Under these new programs, we have found that individual headcounts are roughly equal to 60% of "service counts." Therefore, given 29,407 service hits were recorded in EEEA, it was estimated that 17,644 individuals were served.

Gender Distribution of Program Participants: As noted in the chart below, the total number of males participating in EEEA training in the last five quarters (when complete gender statistics were maintained) exceeded the number of female participants. A major reason for this disparity is that the university career development centers – where the vast majority of EEEA beneficiaries were trained – were housed at the Faculties of Engineering at Cairo and Ain Shams Universities which traditionally enroll many more male students than female students. Nevertheless, it should be noted that women accessed the youth center programs at higher rates than the university level programs. In the case of AYB’s One Stop Shop Youth Center at Ain El Sira Youth Center, 66% of program participants were women and only 34% were men, reflecting the deliberate strategy of this youth center to target women and girls from the community by offering vocational programming – such as sewing and craft-making – which tended to attract more women than men.

Figure 8: Number of Participants and Completers by Subproject

Project	Total number of youth participated	Total number of youth participated in last five quarters	Total number of male participants in last five quarters	Total number of female participants in last five quarters
NM/Cairo University Career and Entrepreneurship Development Office	2,917	2,337	1,600 (68%)	737 (32%)
EJB/Ain Shams University Career Development Center	9,962	9,275	6,931 (75%)	2,344 (25%)
AYB/Mind Profit – Ain El Sira Youth Center One Stop Shop	1,276	1,276	428 (34%)	848 (66%)
BEST /Fayoum and Minia Youth Center One Stop Shop	1,921	1,921	928 (59%)	993 (41%)
SEKEM/ Maadi El Gadeeda Youth Center One Stop Shop	1,568	1,568	1,122 (58%)	446 (42%)
Total	17,644	16,377	11,009 (67%)	5,368 (33%)

Indicator 2.2: Number and percentage of young men and women completing EEEA supported projects

At the conclusion of the EEEA program, 14,759 men and women completed training, far exceeding the original target of 8,252 as detailed in Figure 9 below. In fact, trainees completing the program constituted 84% of those that commenced programs.

Figure 9: Number of Completers against Targets

Project	Total Target	Total Actual	Percentage of Target
NM/Cairo University Career and Entrepreneurship Development Office	4,085	2,495	61%
EJB/Ain Shams University Career Development Center	894	8,096	906%
AYB/Mind Profit – Ain al Sira Youth Center One Stop Shop	1,923	690	36%
BEST /Fayoum and Minia Youth Center One Stop Shop	750	1,558	208%
SEKEM/ Maadi El Gadeeda Youth Center One Stop Shop	600	1920	320%
Total	8,252	14,759	179%

Indicator 2.3: Number of teachers, trainers, facilitators and counselors trained under EEEA supported programs

Subgrantees recruited program trainers through requests for proposals, utilizing their own networks, or from training company alliance partners who supplied their trainers as in-kind contributions. Trainers were regularly evaluated on the bases of trainee feedback as well as the observations of subgrantee partners. The project supported a total of 111 trainers against a target of 102 (109% of the target).

Indicator 2.4: Percentage of young men and women demonstrating improved capabilities through participation in EEEA supported programs

Generally, students' impressions of the training were very positive. In fact, 82% of youth surveyed indicated that the training they received under the EEEA program gave them the necessary knowledge and skills to find a job and/or start their own business. Percentages of young people demonstrating improved capabilities through the program as measured through post-training assessment tests and self-evaluations, exceeded or met targets in all cases.

Figure 10: Percentage of Youth Demonstrating Improved Capabilities by Subproject

Project	Target	Actual
NM/Cairo University Career and Entrepreneurship Development Office	80%	85%
EJB/Ain Shams University Career Development Center	80%	82%
AYB/Mind Profit – Ain al Sira Youth Center One Stop Shop	75%	87%
BEST /Fayoum and Minia Youth Center One Stop Shop	75%	75%
SEKEM/ Maadi El Gadeeda Youth Center One Stop Shop	75%	87%

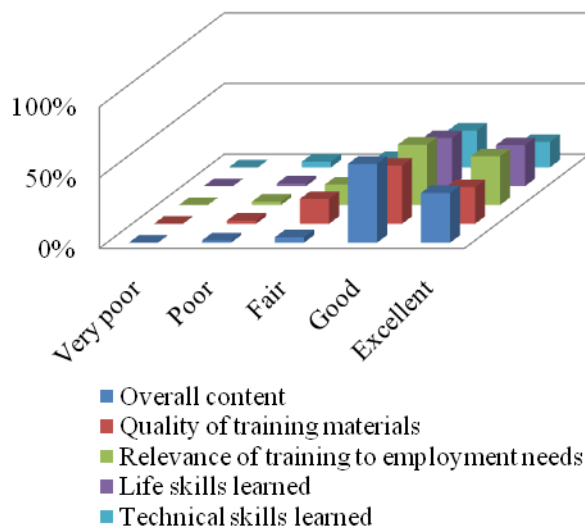
Indicator 2.5: Level of satisfaction of young trainees with the quality and relevance of the training, counseling and services received through EEEA programs

Trainees were asked to rate the quality and relevance of the training as *very poor*, *poor*, *fair*, *good* or *excellent*. Survey results indicate that program graduates were generally happy with the quality and relevance of training provided.

- Ninety-one percent of program beneficiaries said that the overall content of the training program was either *good* or *excellent*. Only two percent ranked the training *poor*.
- In terms of relevance of training, 34% of trainees felt that the training relevance was *excellent*, 43% as *good*, and 15% as *fair*.
- Eighty-seven percent of program beneficiaries rated the career counseling and mentorship they received in the program as *excellent* or *good*.
- Ninety-three percent of trainees felt that the technical knowledge of trainers/counselors/facilitators was *excellent* or *good*.
- Finally 82% of respondents indicated that they gained the necessary knowledge and skills that they needed to find a job or start their own businesses.

With respect to youth satisfaction with EEEA entrepreneurship training, of eight entrepreneurs surveyed, all felt that the EEEA program gave them the entrepreneurial knowledge and skills to start a program and all of those surveyed felt “prepared and empowered” as a young entrepreneur following the program.

Figure 11: Youth Satisfaction with EEEA training



Indicator 2.6: Number and percentage of youth who completed EEEA training and report that they have referred to at least another youth to the project

The assessment survey asked whether graduates have referred other youth to EEEA projects and received responses from 132 youth. A total of 122 (92% of respondents) indicated that they had referred other youth to the program. This data reinforce the conclusion above that youth were satisfied with the quality and relevance of these training they received.

Indicator 2.7: Level of employers’ satisfaction with the soft skills and/or technical skills of EEEA trained youth

Only four employers were able to be contacted under this survey⁶, but all employers surveyed indicated that they were pleased with the EEEA graduates whom they employed. In this respect, all employers surveyed indicated that the overall performance of EEEA graduates was either *good* or *excellent*. Employers rated the technical skills of employees as either *good* or *excellent* and the soft skills of their new employees as *good*. Finally, all surveyed said that they found EEA graduates to be much better than employees of similar age range and educational background, and they would definitely considering offering jobs, internships or apprenticeships to EEA graduates in the future.

⁶ A total of 156 student participants (representing approximately one percent of the 14,759 who completed training) were interviewed for this evaluation. The evaluator, however, had an especially difficult time eliciting responses from employers of program participants and only four employers agreed to be interviewed for the evaluation. A number of employers indicated that they were too busy to respond to questions about an individual employee and others indicated that company policy prohibited them from revealing information about their employees’ performances. The evaluator suggests that in future iterations of the program the right to evaluate program participants’ performance in their job placements be included in MOUs that employers sign when they hire program graduates.

Intermediate Result III: Improved Prospects for Employment and Successful Entrepreneurship

Summary of Intermediate Result Three Findings

Although EEEA program participation rates exceeded targets, significantly fewer program beneficiaries were placed in internships and jobs at the conclusion of their programs than originally targeted. At the same time, the number of young people starting their own businesses exceeded targets. The evaluation points to a number of reasons for why fewer internship and job placements were made than originally targeted which are explained below. Of particular note is the fairly significant number of young people who were trained who were not yet eligible for full time employment given their continued schooling. Of those who did find jobs, internships, or started their own businesses, they expressed satisfaction with their new positions and the income earned by their new businesses.

Among 14,759 youth who completed the EEEA training, 2,750 youth (1,708 from universities⁷ and 1,042 from youth centers⁸) were estimated to be ready for employment or self-employment at the conclusion of the program. Of these 2,750 graduates ready to work, 32% obtained jobs or set up small businesses. Broken down by program-type:

- Seventeen percent of 1,708 university-level trainees obtained jobs (234) or set up small businesses (50).
- Fifty-eight percent of 1,042 youth center trainees obtained jobs (250) or established small businesses (352).

Figure 12: Number and Percentage of EEA Graduates Employed or Self-employed

	Number of graduates ready for employment or self-employment	Number of employed youth	Number of self-employed youth	Total number of graduates who are employed or self-employed	Total percentage of graduates who are employed or self-employed
Universities	1708	234	50	284	17%
Youth Centers	1042	250	352	602	58%
Total	2750	484	402	886	32%

⁷ At the university level, only those trainees who were in the final year of university (as opposed to the significant number of students in their first, second and third years of study who ended up accessing EEEA training) were considered eligible to work immediately post-program. Only 14% (1,134) of those completing training at Ain Shams University's Career Development Center and 23% (574) at Cairo University's Career and Entrepreneurship Development Office (CEDO) were in their final year of university.

⁸ The EEEA evaluator has indicated, based on sample of databases recording enrollment at the youth center level (not all youth center databases provided complete data on educational level/current position of trainees) that 15% of those who enrolled in training were eligible to work post-training and the remaining 85% were estimated to be either in their first, second or third year of secondary or tertiary school or were homemakers unable to hold a permanent job due to their role as primary family caretakers. Because this estimate was based only on a sample of the youth enrolled, the evaluation team decided to increase the estimation of eligible to work to 25% (or 1,042 individuals) in order to be err on the side of conservatism in assessing employment outcomes.

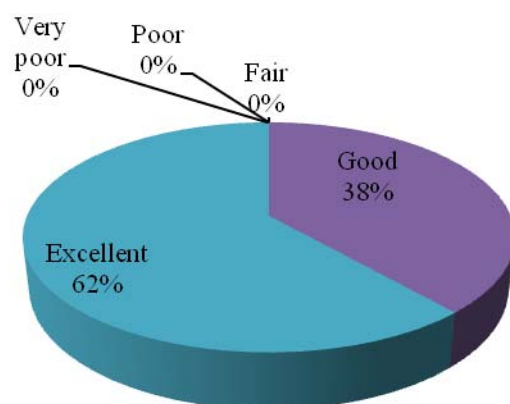
Indicator 3.1: Number and percentage of trainees who get a job within six months of completing program

As noted above, an aggregated 2,750 graduates from universities and youth centers were determined to be ready to be employed or self-employed and 484 were placed in jobs (compared to a target of 2,497) within six months of completing the training. While overall EEEA program participation rates were high, the number of job placements was considerably lower than originally targeted. It appears that this is due to five conditions as elaborated below:

- 1) As mentioned above, EEEA programs at the university level were largely reaching students in the first, second, and third years of school (as opposed to only their final years as originally conceived) and those students still in school were not yet eligible for job placements. Similarly, a large percentage of individuals trained at the youth center level were also not in a position to obtain jobs after the training because they were still in school or the primary care takers of their children.
- 2) During the latter half of the program, employers expressed less interest in expanding and taking on new employees due to the downturn in the global economic climate. Participation of employers at job fairs that were hosted by the university programs, for example, dropped dramatically as the full breadth of the economic crisis became apparent.
- 3) It appears the original job placement targets set were unrealistically high. The high targets were primarily the result of three phenomena:
 - grantees did not realize how much interest their programs would garner from those individuals still in school (and thus not eligible to work immediately post-training)
 - grantees did not conduct significant and rigorous labor market assessments at the beginning of the program and as such they were overly optimistic about the number of job placements their new career development center model could provide
 - because projects were piloting new, untested training models for youth employment, they may have over-estimated the possibilities of placement through short term training activities. In fact, in EEEA's career development center model, the substantial bulk of beneficiaries were participants in training courses lasting anywhere from two-days to a week, and not the kind of months long comprehensive training programs (integrating life skills, targeted technical and vocational skills, and internship/job placements) that other EEA programs engaged in and were able to attain much higher job placement rates with.
- 4) It is difficult to draw a direct connection between valuable career guidance support provided to students and job placement. Future training may need to be more intensive to achieve better job placement rates, or different outcomes should be determined for such short term training and career guidance.
- 5) Finally, also because projects were piloting new, untested models, they lacked a comprehensive job placement strategy. Rather, program partners – particularly at the university level – engaged in short term training followed by “job matching” rather than intensive months long targeted training geared to specific job openings or sectors experiencing economic growth. In this area, it is clear that EEEA partners need to focus more attention to refine existing job placement strategies, and perhaps, as mentioned above, the length and relevance of training in order to build more robust outcomes in this important area. Given the economic downturn, such emphasis and refinement will become even more important for the future.

One important and positive indicator in this area, illustrated in the two charts below, is that those students who were in position to obtain jobs post graduation (from the program and from university) did so relatively quickly and were happy with the job placement services they received. Ninety-two percent of the surveyed youth found jobs in less than three months, and the rest within four to six months of completing the training. At the university level, most job placements were in the engineering field; a number of other placements were in marketing or office administration. At the youth center level, job placements were in the following fields: marketing, office administration, sales, factory work, quality control, and hotels and tourism.

Figure 13: Youth Satisfaction with the Quality of Job Placement Services



Indicator 3.2: Number and percentage of trainees who continue education, obtain an internship or engage in further professional training within six months of completing the program

The number of EEEA trainees who continued their education, obtained an internship or engaged in further professional training (outside of EEEA) at the conclusion of their programs was also much lower than expected: an aggregated 161 youth as opposed to 1,292 targeted. The evaluation finds that internship placement rates were lower than anticipated for a number of reasons that became clear in focus group discussions:

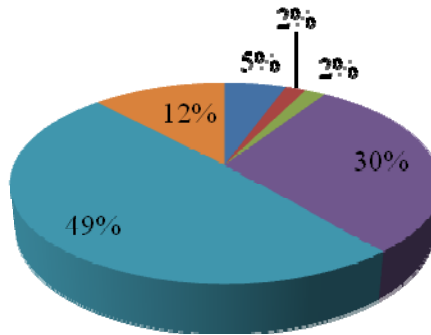
- Faculty of Engineering students accessing EEEA training at CEDO and CDC indicated in focus groups that they were “stressed out” at the end of the school year and wanted to spend their summers “relaxing” instead of obtaining experience on the job.
- Youth were not always ready to intern at a company far away from where they live. Many Egyptian factories are located in 6th of October and 10th of Ramadan areas which are far away from central Cairo and from most residential areas.
- Many companies were not interested in paying stipends to interns thus discouraging trainees from taking internships.
- Many Egyptian companies are not yet aware of the importance of hiring interns; subgrantees had to devote additional time and awareness to encourage them to advocate for the importance of internships.

The low numbers of internships notwithstanding, the evaluation did find that the vast majority of youth surveyed expressed an interest in continuing their educations or were already registered to pursue further education.

Figure 14: Percentage of Youth Willing to Pursue Further Education

Are you willing to pursue further education as a result of EEA participation?

- No, I am already working
- No, I would like to work immediately
- No, I would like to start my own business



Indicator 3.3: Number and percentage of EEEA trainees starting their own businesses within six months of completing training

A total of 402 participants started businesses within six months of training, well exceeding the target set of 153. Business start-ups aligned with local market needs and included mushroom cultivation, rabbit breeding, the production of leather goods, and advertising and tourism among other enterprises. It is likely that the relatively high rates of new business start-ups by participants (as opposed to the lower job and internship placement rates) can be attributed to the extra effort the EEEA team committed to publicizing both entrepreneurship and soft skills training in university and youth center programs: courses were heavily advertised in special recruiting seminars where speakers emphasized the importance of such training for young people in order to compete in a tight job market.

That said, however, participants at the youth center level were found to be more active in starting their own businesses than university students (with the one exception of the Sekem Youth Center in Maadi el Gadeeda). The evaluation team finds that especially high entrepreneurship rates at the youth center level can likely be attributed to the careful thought the EEEA team placed into entrepreneurship training – linking the entrepreneurship track with complementary soft skills courses and a specific vocational track, thus exposing beneficiaries to a targeted and integrated skill set they would need to start their own businesses and hopefully succeed at them.

Figure 15: Youth-led Businesses Started by Subproject

Project	Target	Actual
NM/Cairo University Career and Entrepreneurship Development Office	-	45
EJB/Ain Shams University Career Development Center	-	25
AYB/Mind Profit – Ain al Sira Youth Center One Stop Shop	28	99
BEST /Fayoum and Minia Youth Center One Stop Shop	75	224
SEKEM/ Maadi El Gadeeda Youth Center One Stop Shop	50	9
<i>Total</i>	<i>153</i>	<i>402</i>

Securing funds for participants who wanted to start their own businesses was a main challenge, despite the fact that subgrantees at the youth center already provide loans to youth through other programs. Evaluation focus groups found that youth were reluctant to take loans because they feared that they would not be able to pay them back.

Figure 16: Youth Satisfaction with the EEEA Entrepreneurship Training

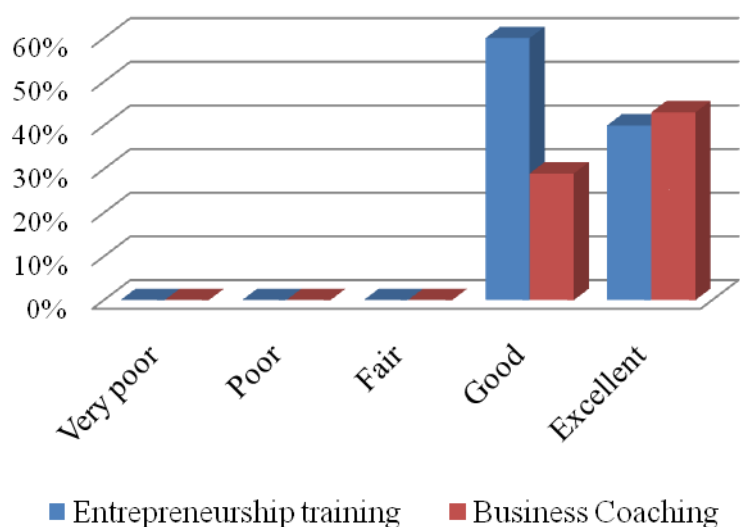
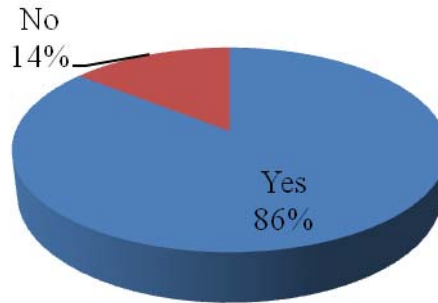


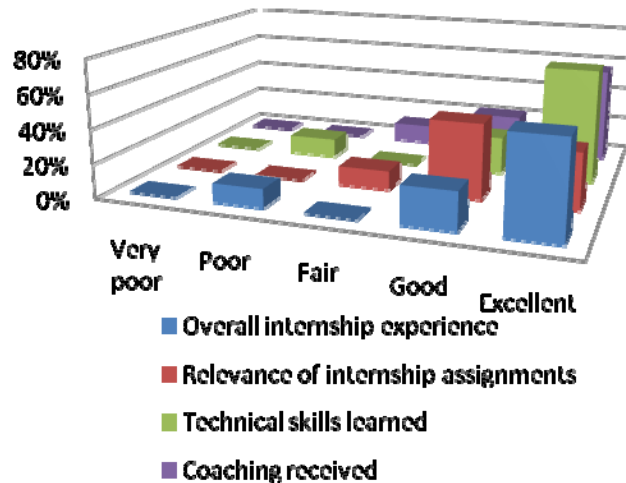
Figure 17: Percentage of Surveyed Youth-led Businesses Making Profits



Indicator 3.4: Number and percentage of EEEA-trained youth with satisfactory internships or apprenticeships

Although few students engaged in internships, those who did, were generally very pleased with their experiences as outlined in the chart below. For example, 67% of participants who received internships evaluated the technical skills that they gained through the internship as *excellent*, 22% as *good*, and 11% as *poor*. Additionally, participants rated the relevance of training assignments and coaching received during the internship as mostly *excellent* or *good*. Finally, in focus groups, youth indicated that they appreciated having the opportunity to work in real world business environments and reported gaining practical knowledge related to organizational behavior, work ethics, time management and project management.

Figure 18: Youth Satisfaction with Internships



Indicator 3.5: Number and percentage of placed youth who declare having a satisfying and quality job

Some EEEA participants were employed at the time of their training or had been employed in the past. The training helped them to obtain better offers and/or provided them with upgraded skills to improve their on the job performance. While only a limited number of survey participants fit into these criteria, according to the survey, participants who started in a new job after enrolling in the program rated their new jobs as better of much better than their old jobs.

Figure 19: Job Satisfaction Rates



Section IV: Challenges, Lessons Learned and Recommendations

The EEEA program reached a wide range of young people and had many accomplishments. Notwithstanding these successes, NM, subgrantees, youth participants, and other program stakeholders have identified a number of lessons learned as well as recommendations for improvements. It is important to note that some of the recommendations suggested below were not actually possible because of the pilot nature of EEEA's interventions and the limited grant amounts for each project which restricted both the scope of activities and staff capacity to implement these activities. Nonetheless, these recommendations are important considerations in planning future interventions that build on EEEA's models and activities. This is particularly the case for EEEA which has proven quite successful in penetrating public sector programs to enable for direct and significant access to young people for training, as well as in leveraging new resources to expand training efforts. The recommendations presented below are applicable to both the university and youth center programs unless specified.

Part I: Lessons Learned and Recommendations Corresponding to Intermediate Result One: Alliance Building Approach and Leveraging Resources

Building sustainable alliance programs requires more time and funding in order to be most effective

Both NM and subgrantees needed more time to activate the partnerships built through the project and to raise leverage. The youth center One Stop Shops programs were particularly short in duration (at one year each) and there was barely sufficient time to build partnerships and even less time to activate them. Each subgrantee indicated that they needed a minimum of five years to build strong alliance partnerships.

Similarly, EEEA's pilot programs were too short in duration to develop successful mechanisms for long-term sustainability. Even subgrantees at the university level, which had higher capacities for fundraising because of their association with reputable faculties at Cairo and Ain Shams Universities, needed more time to generate funds from the activities and self sustain their business models. Both subgrantees working with the One Stop Shop youth centers and youth center management themselves required further capacity-building training in resources mobility and fundraising. At the same time, it should also be noted that such public sector programs are rarely able to self-perpetuate through revenue generation, and will often require some form of public subsidy. Nonetheless, through concerted efforts built up over time, EEEA projects can create more robust revenue streams that reduce the level of such public subsidy.

In addition to implementing and sustaining the program activities inside the youth centers, more funds should have been dedicated to upgrading the youth center's infrastructure and equipment in order to engage youth center management and build their trust and in order to facilitate the continuation of One Stop Shop activities for the long-term. Furthermore, youth center managers were frequently more keen to sustain their sports programs rather than the other One Stop Shop services which often targeted the wider community; therefore more effort should be directed to training the youth center management and governing boards about the value of non sports-focused activities. In light of these different factors, future donor-funded youth center activities should think seriously about including incentive structures for youth center management, and should frame programs to help guide youth center development toward the areas most essential for long term development of Egyptian youth.

In conclusion, necessary factors for long-term sustainability include: sufficient time to develop and implement programming as well as to cultivate partnerships/alliances; capacity-building workshops at the subgrantee level in fundraising/leveraging resources; funds dedicated for the upgrading of youth center infrastructure to enable the continuation of activities for the long-term; and a greater degree of attention paid to developing income-generating plans/activities in program design and from the outset of program implementation, including plans for reinvestment of revenues and scaling up of those activities that are more successful at generating revenue.

Building relations with government partners takes time but yields positive results in the long term

EEEA's National Secretariat and implementing partners spent considerable effort to build relations and earn the trust of its government partners, particularly in the early phase of program implementation.

While time consuming and sometimes challenging, these efforts paid off. Having the support and buy-in of government partners was not only essential for the successful delivery of pilot activities but has meant that EEEA is well positioned for significant replication of its models in the future. It should be noted that three years after the conception of the career development centers, there are efforts by Egypt's education reform leaders, including EEEA Advisory Board Co-Chair Dr. Amr Salama, to lobby for the creation and passing of a government bill that would require all Egyptian public universities to offer career services for its students and recent graduates. Success in this area could be enormously important for Egyptian youth, and the models developed through EEEA, refined to ensure maximum potential, could be dramatically scaled with appropriate levels of support.

Early program-funded small-scale renovation of government premises helps earn the trust and engagement of government partners

Early program-funded small-scale renovations in the form of freshly painted classrooms, upgraded sports equipment and improved landscaping went a long way to earning the initial trust and support of government partners for the EEEA program, particularly at the youth center level. It is recommended that these types of small scale infrastructure investments be part of the "implementation package" in future expansion or replication of EEEA's pilot models.

Encouraging subgrantees to collect leverage is an innovative strategy and was very successful under the EEEA program

Securing leverage to broaden program effectiveness was highly successful for the Egyptian Alliance. At the same time, implementing partners indicated that the level of effort expended in securing new leverage partners and documenting/calculating leverage amounts could be time consuming and draw important resources away from program administration. It is recommended that future programs with significant leverage requirements plan for sufficient levels of support and resources to devote to the leverage effort. If additional support and resources are not readily available, more realistic leverage outcomes - ones that partners are able to easily reach with the resources available to them - should be established at the outset.

Sign longer MOUs with focal alliances (three to five years at least) with clear definitions of responsibilities and expectations

Subgrantees at the university level should sign long-term agreements with the universities to guarantee the on-campus location of their centers for the longer-term. Longer term agreements will avoid the time, hassle and effort involved in renegotiating MOUs after one or two years. To overcome any potential conflicts between the program and government bodies, a program should adopt certain procedures to ensure the success of the relationship. For example, programs should plan ahead for expected delays and wait times, document all correspondences and decisions, and keep government partners involved and updated.

Carefully consider the selection of university faculty and youth center partners for program implementation

The reason for selecting the Faculties of Engineering – as opposed to other university faculties – to pilot the university career development centers was largely because the early champions of the CDC model came from the Faculties of Engineering at Cairo and Ain Shams Universities. That said, one of the challenges of rolling out training programs for engineering students is that they have very high expectations for internship and employment outcomes while at the same time have little time to invest in training because their workloads are so heavy. While working with engineering students was not a serious handicap to the program, if the program had been designed at a Faculty of Engineering in addition to other university faculties, we may have been able to draw conclusions about which implementation experiences were common to more than one faculty and which were unique to the Faculty of Engineering. The main lesson learned therefore is to think carefully about prospective partners at the university level and potentially engage a variety of university faculty partners in order to determine best practices for a broader range of Egyptian university students. In the same vein, careful pre-program evaluation of potential youth center partners is also important and selection should ideally be made on the basis of a center's forward thinking management, capacity and the level of community support for that center.

Ensure knowledge transfer by university career development center staff and One Stop Shop youth center project directors of best practice models and learnings related to setting up new centers at the university and youth center levels

The staff and management of EEEA's university career centers and One Stop Shop youth centers have learned a number of best practices and valuable lessons related to the design and delivery of employability-based training and job matching services to youth in Egypt's formal sector. These trained team members carry an enormous amount of institutional knowledge with them, and in the case of the university programs, career center staff represent a first generation of career development specialists in Egypt's tertiary public education system. It is recommended that their knowledge be shared and transferred to other individuals, and that best practices be documented – both to ensure continuation of good practices as models are replicated as well as to ensure that, if current management decides to leave, they will be replaced with knowledgeable individuals. One particular area to be built upon is the nascent effort at developing a skilled cadre of career counselors in Egypt certified by the U.S.-based career developed accrediting agency, the National Career Development Association (NCDA). Using NCDA's platform of certified and tested curricula and instructor-level training certifications, future efforts can significantly expand the accessibility of career counseling services available to Egyptian youth. Egyptian public university students, who are often tracked early into career paths that are unsuitable for their interests and skills, will benefit greatly from greater exposure to career counseling; they will be more likely to be employed in jobs that suit their skills and interests and less directed toward bottlenecks in Egyptian labor market.

Regular meetings of Alliance members

When a program involves multiple subgrantees, networking facilitates cross fertilization and sharing of best practices and ultimately improves outcomes for all parties. EEEA's National Secretariat organized marketing and capacity-building events but there were too few alliance meetings that involved all subgrantees. Regularity of meetings is beneficial so that subgrantees can learn from and share experiences with one another throughout all stages of program development. In addition, inclusion of all staff involved in the project (beyond just the project director level) should be considered in future interventions both to deepen local capacity building and build a deeper level staff motivation vis-à-vis the projects. Suggestions going forward would be: 1) to have monthly partner meetings with an opportunity for all staff to convene every second month for example or 2) a rotation system which ensures that each member of the subgrantees' staff are at least present in some meetings even if it is difficult to include all of them every time.

Allow subgrantees to conduct exchange visits to one another

Since the program activities are consistent in themes and, to some extent, approach, it would have been a very good learning opportunity to organize exchange visits between various programs where subgrantees could learn from each others' activities and brainstorm new innovative approaches to program delivery and monitoring and evaluation together.

Conduct more field visits

Although subgrantees were divided in their opinions about the adequacy of the number of visits of NM staff to the program, all expressed the importance of visits and the importance of maintaining a consistent level of communication with the Secretariat.

Include all subgrantee project staff in capacity building training as much as possible

As mentioned above, the inclusion of involved wider selection of staff members is recommended and would be appreciated by subgrantees. In addition, a thorough assessment of staff's capacity needs and work toward filling these needs would have made the program even more successful. Similarly, training programs for youth center staff focusing on the subjects of development, mobilizing resources, fundraising, managing and sustaining income-generating activities would have been useful.

Add qualitative approaches to M&E system

Most of the indicators of the EEEA M&E system were quantitative. Subgrantees expressed their interest in evaluating the quality of the pilot projects as well as keeping track of their quantifiable achievements.

Simplified Monitoring and Evaluation (M&E) tools for subgrantees

EEEA's M&E system framework (ranging from five to nine tracking tools) was perceived as cumbersome by some subgrantees. While it is important to monitor and evaluate all aspects of a program, it is recommended to decrease the number and complexity of tools designed to capture program achievements; this is particularly important when working with implementing partners who have had minimal experience with monitoring and evaluation systems prior to EEEA and/or have minimum capacity to implement M&E activities.

Part II: Lessons Learned and Recommendations corresponding to Intermediate Result Two: Improved Access to and Relevance of Education and Employability Training

Design and implement effective awareness campaigns at project launch

Since the launch is the most important phase of a program, a program should design and implement effective awareness campaigns at the project launch that will target the largest possible number of prospective participants and potential partners.

Provide advanced courses to participants

Participants have indicated that it would have been helpful if the program provided advanced-level training courses in addition to introductory, beginner and intermediate level courses. Many trainees expressed interest in pursuing additional, advanced level courses not offered by the EEEA program and were forced to enroll in such courses outside of EEEA. While EEEA's interventions represented initial activities, as programs move beyond the pilot phase, offering more advanced employability courses would prepare students even better for the job market.

Require soft/life skills training as a core component of all programs

Some students did not realize the importance of soft skills and/or that they lacked certain soft skills until they actually enrolled in soft skills training classes. Post-enrollment, students from a number of different educational and socio-economic backgrounds indicated that they appreciated the soft skills training. In fact, many participants recommended the program provide additional soft skills training topics. Because the communication skills of their prospective trainees were so low, one youth center subgrantee required that life skills training be taken before participants were allowed to enroll in other vocational or technical training courses. Such a strategy proved to be successful and it is recommended that other projects consider adopting a similar strategy.

Engage parents, young children and demographic target groups from the community in One Stop Shop youth center activities

The One Stop Shop youth center program was originally designed to serve youth aged 18 to 30. However, many other demographic groups from the community also made use of the the youth centers including young children, parents of youth, and those above thirty. The evaluation shows that in cases where these groups were indirectly integrated into program activities, it was very helpful in galvanizing community and/or parental support for the program. It is recommended that the One Stop Shop activities actively target and engage a variety of different age groups to make sure no one community group feels "left out" or marginalized when accessing services. At the same time, job placement targets should be further adjusted to account for those trainees who will be engaged in training but not necessarily eligible to work post-training.

Customize program career development center interventions for different age cohorts

Given the especially large participation in the university career development center programs of age cohorts not originally targeted for training programs, the EEEA program should consider customizing interventions for different age groups based on their eligibility to work post-program. For example, students in their first, second and third years of university should be offered career counseling and guidance to help them understand the range of career options available to them. Students should also be placed in summer internships to help them explore different career sectors and to give them the kind of practical experience employers look for when they apply for jobs post-graduation. Students in their fourth year, on the other hand, should be given training that complements their studies and directly relates to areas of economic growth and, if possible, existing job openings; such training should then be followed by intensive job placement and matching services.

Ensure ongoing communication with former participants and knowledge transfer

The program has built a strong base of constituencies among participants. It is very important for program implementers to maintain active communication with their trainees. Subgrantees working with

universities have some mechanisms in place to ensure continuous communication with CDC alumni (i.e., Yahoo groups, websites, SMS). Universities should broaden these practices and youth center partners should learn from and adopt similar technologies. Both universities and youth centers should also host occasional networking events between alumni and current trainees.

Make more explicit EEEA's definition of "marginalized youth" and set indicators and tools to monitor the selection of youth meeting the definition

The meaning of "marginalized" was not clearly defined at the outset of program. Early on, new iterations of the program should clearly define what "marginalized" constitutes for EEEA, and then develop performance indicators and monitoring tools around this definition.

Pay special attention to gender considerations in upper Egypt (e.g., girls have to be home before sunset)

One of the subgrantees implemented project activities in upper Egypt where there are some social restrictions on girls' leaving their homes in the afternoons. The program should address such community concerns by offering more training sessions earlier in the day or establish special courses for females only.

Part III: Lessons Learned and Recommendations Corresponding to Intermediate Result Three: Improved Prospects for Employment and Successful Entrepreneurship

Conduct comprehensive market studies before launching program activities

Allocating a portion of program budgets to conduct at least a rapid labor market assessment prior to the project launch is essential in an employability focused project. More comprehensive research would enable program partners to design training programs which are specifically geared towards areas of economic growth as well as to those sectors actively engaged in employing marginalized youth. Compiling information on the specific skills demanded by employers and on those geographical areas with increased employer demand would have been helpful in securing employment or internship commitments in advance of program activities and improving employment outcomes.

Set realistic targets for employability activities

Securing first time employment is extraordinarily difficult in Egypt where unemployment is largely a problem of educated youth graduating from public university or secondary technical institutes. In addition, fostering a culture of entrepreneurship is not an easy task in a country that has traditionally guaranteed employment through the public sector. As such, the program should set realistic job placement targets based on an assessment of labor market demands instead of setting unrealistically high targets which are very hard to achieve. In addition, these targets should be reviewed on a one to two-year basis based on changing conditions of the market.

Set clear strategies for job placement and employability activities

The program should have developed a clear employment strategy from the beginning on how to get youth beneficiaries employed. Recommendations include:

- Assigning higher level and increasingly market driven training to senior students
- Securing employment or internship agreements with companies and/or factories in advance of program activities
- Developing clear marketing plans for the centers, particularly geared toward employers
- Having clear strategies for corporate outreach and building employer relations based on successful models from human resource companies, job placement agencies and others
- Putting in place systematic monitoring and support mechanisms with clear indicators to track each participant's path to employment including surveying participants' satisfaction after they get hired/receive internships and keeping in contact with them
- Building a strong internship strategy for first, second and third year students which is increasingly important to successful job placement upon graduation
- Implementing training activities in parallel with employment activities, such as resume development, practice interviews, etc., in order to show the connectivity between training and ultimate efforts at securing a job
- Being aware of the limitations of short-term training courses for successful job placement. Although short-term employability-related training courses are important for rounding out the formal education young people receive in the university, the EEEA program showed that such courses cannot always directly correlate to job placement.
- Implementing training programs which target smaller numbers of participants with a more intensive employability training. Such an approach will likely yield higher outcomes per participant versus the current EEEA model which targets larger cohorts of participants in order to scale the program for larger demographic reach.

Adopt follow-up activities for participants who start their own business (during and after start-up)

Although following up with participants who started their own projects was not an initial goal of the program, many participants identified mentoring as a critical need. Participants needed both mentoring and support to follow up with their registration procedures and start up of their business. They also need advisory schemes along the way to guide them on business adjustments needed and to ensure that they were on the right track.

Involve youth beneficiaries in program design

Involving youth beneficiaries in the program design and implementation activities such as program administration, event organizing, fundraising, public relations, and outreach yields positive results – it both ensures that programming is relevant to youth and their needs and also gives youth additional experience, skills and competencies that will be helpful on the job.

Conclusion

As a pilot program, the Egyptian Education and Employment Alliance was innovative and produced strong results. The program adopted several innovative approaches that ensured its success including, first and foremost, the involvement of local Egyptian leaders on EEEA's Advisory Board who, through their strategic connections, formalized early program partnerships with Egyptian public institutions. The involvement of the formal/governmental sector in the youth employability models created a natural platform for program expansion at both the university and youth center level and broad scale outcomes. In this respect, MOUs have been signed to replicate the career development center model in at least twelve new faculties as well as on the campuses of Alexandria, Tanta and Fayoum Universities. In addition, EEEA's partnership with the U.S. based National Career Development Association (NCDA) to provide career facilitation and counseling at EEEA's career centers was very strategic and has the potential to create a ripple effect if this partnership can be expanded to reach students at new faculties and universities where the MOUs have been signed.

The EEEA program also succeeded in establishing a broad network of alliance members and partners which brought close to \$3 million in cash and in-kind resources to the program enabling the program to reach many more young people than originally conceived. As EEEA is sustained and expanded over time, it will be important to heed attention to the recommendations and lessons learned from the pilot phase including the need for a more comprehensive job placement strategy for the career development centers and One Stop Shops that is demand driven and reflective of current labor market realities and making this strategy a core element of all future training and implementation activities. In addition, future expansion investments should consider more funding and longer implementation times for replicating the model; upgrading the youth center facilities upon program launch to ensure sustainability of the program; and strengthening the income generating component of activities to ensure the long-term sustainability of the program.

Annex A: List of Stakeholders Participated in the Data Collection Process

February-April 2009, Egypt

Interview code	Name	Stakeholder Type/position	Subgrantees (affiliation)	Gender
Project Alliance members: Semi-Structured Interview				
Cairo, Fayoum,				
Survey Monkey	Dr. Mohamed Helal	Government/focal appointed person from FOE in CEDO office	CEDO	M
Survey Monkey	Dr. Samir Ahmed Seif	Dean of FOA/Fayoum University	BEST Fayoum	M
Survey Monkey	Dr. Mohamed Abdulwahab Morsy	Deputy Dean of FOHT/Fayoum University and Manager of Faculty Center for Services and Training	BEST Fayoum	M
Nahdet El Mahrouse: Semi-Structured Interview				
Cairo, NM Office				
NM-I-1	Jackline Kameel and Karine Zabal	EEEE Secretariat	NM	2 F
Sub – grantees and YC Staff: Semi-Structured Interviews				
Cairo, Fayoum and Minia				
BM-I-1	Shoukry Mahmoud Mohamed	YC Manager – <i>Madina A - Minia</i>	BEST Minia	M
BM-I-2	Waleid Hussien	BEST Minia Manager	BEST Minia	M
BM-I-3	Mohamed Kamel, Ahmed Ibrahim and Mohamed Hamed	Project Volunteers	BEST Minia	3 M
BM-I-4	Suziuet Samir, Badr Essam and Hassan	Project Manger and two coordinators	BEST Minia	1 F and 2 M
BF-I-1	Karem and Lamyaa El Saiad	BEST Fayoum Office Manager and project coordinator	BEST Fayoum	1 M and 1 F
AYB-I-1	Ibrahim Ahmed Abd El Halim	YC Manager – <i>Ein El Sera YC</i>	AYB	M
AYB-I-2	Raghda Mahmoud Abdulnabi, Shimaa Fayed Gabullah, Nihal Nashat and Radwa Fayeze Khairy	AYB project staff	AYB	4 F
S-I-1	Salah Abdulatif	YC Manager – <i>El Maadi El</i>	SEKEM	M

		<i>Gedeeda</i>		
S-I-2	Ahmed Aboulgheit	Project coordinator	SEKEM	M
S-I-3	Dr. Mahassen Hassanin	Program Director	SEKEM	F
CDC-I-1	Seham	Office Coordinator	CDC	F
CDC-I-2	Ines Houzein	Office Manager	CDC	F
CDO-I-1	Hesham Nassar, Wafaa Bekhit, Amnai Ali, Arrej Moustafa, Ahmed Ali, Ahela, Riham	Office team	CEDO	2 M and 5 F
CDO-I-2	Salma Elbahrawy	Office Manager	CEDO	F
Employers: Semi-Structured Interviews				
Cairo, Fayoum and Minia				
Survey Monkey	Dr. Mohamed Abdulwahab Morsy	Deputy Dean of Faculty of Hotel and Tourism/Fayoum University and Manager of Faculty Center for Services and Training	BEST Fayoum	M
Survey Monkey	Dr. Magda Soliman Abdullah,	Deputy Dean of the Faculty of Agriculture	BEST Fayoum	F
Survey Monkey	Mr. Mohamed Taha Abdulhalim	The International Academy for Teaching Mobile Maintenance	BEST Minia	M
	Mr. Ayman Mohamed	El Forkan Company for manufactured food products	BEST Minia	M
Trainers: Semi-Structured Interviews				
Cairo, Fayoum and Minia				
Survey Monkey	Haitham Abdulhamid Mohamed	Trainer on human development courses- Best Minia	BEST Minia	M
Survey Monkey	Mohamed Ewis Mohamed Hassan	In- House professional trainer on Information systems	BEST Fayoum	M
Survey Monkey	Dr. Ashraf Abdul Maaboud	Trainer on hospitality and rooms division	BEST Fayoum	M
Survey Monkey	Mahmoud El Seid Abdulaziz	Trainer in the kitchen division of Faculty of Hotel and Tourism/Fayoum in University	BEST Fayoum	M
Survey Monkey	Dr. Adly Thomas	Professional trainer	CDC	M
Survey Monkey	Hesham Nassar	In-House professional trainer	CEDO	M

Survey Monkey	Asmaa Barakat	In-House trainer	SEKEM	F
Survey Monkey	Nagah Abdulhadi	In-House trainer (YC staff)	SEKEM	F
Survey Monkey	Moustafa Mohamed Eissa	In- House professional trainer (SEKEM)	SEKEM	M
Project beneficiaries: Interviews, Random Samples and Focus Groups				
Cairo, Fayoum and Minia				
Survey Monkey	156 participants who were interviewed, part of FGs or randomly selected	156 participants who were interviewed, participated in FGs or randomly selected	All subgrantees	83 M and 73 F
11 FGs	11 FGs conducted that involved 116 participants	116 participants participated in FGs discussions	All subgrantees	48 M and 68 F

Annex B: Data Collection Process and Instruments

Collecting data in the field lasted for 17 days among different subgrantees and different project locations and sites: BEST Minia (3 days) in Minia governorate at different locations, BEST Fayoum (2 days) in Fayoum governorate at different locations, CDC (2 days) at CDC office in FOE, *Ein Shams* University, CEDO (3 days) at CEDO office in FOE, Cairo University, AYB (2 days) at AYB office and target YC, SEKEM (2 days) at SEKEM office and target YC and NM (2 days) at NM office. All interviews, surveys and FGs were conducted in native language (Arabic) and then translated to English in the minutes reporting and data entry process.

Eleven focus groups were conducted that involved a total of 116 youth, 48 males and 68 females, from various education and social backgrounds. Each FG had from 7- 12 participants. FGs were conducted at different places and premises as detailed in the figure below:

FGs locations

Premises	Number of FG conducted
Cairo University CEDO office	2
Ain Shams CDC office	1
BEST Minia office	1
YC/BEST Minia	1
BEST Fayoum office	1
Faculty of Hotel and Tourism, Fayoum University/ BEST Fayoum	1
YC/AYB	2
YC/SEKEM	2
Total	11

Each FG lasted between half an hour to one and half hours depending on the information, size of each FG and informant's availability. FG participants also filled a survey questionnaire prior to starting the FG. Similarly, the interviews with subgrantees, participants and other stakeholders were conducted at various locations. Each interview lasted between one to two and half hours depending on the information and informant's availability.



The International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens. IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more, visit www.iyfnet.org



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