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Promotion of Blue Collar Jobs

Consultancy for conducting a Study on the Social Perception of the "Driver" in the frame of Promoting the job profile in close cooperation with PepsiCo

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Table of Contents

EXECUTIVE SUMMARY.....	4
1. INTRODUCTION:.....	6
2. STUDY OBJECTIVES	7
3. STUDY METHODOLOGY	7
4. DRIVING PROFESSION MOTIVATION FACTORS.....	11
5. COMMUNITY PERCEPTION OF UNEMPLOYED YOUTH GRADUATES WORKING AS DRIVERS.....	14
6. YOUTH GRADUATES CHALLENGES TO WORK AS PROFESSIONAL DRIVERS.....	17
7. PROFESSIONAL DRIVING LICENSE ISSUING PROCEDURES AND TRAINING CHALLENGES.....	19
8. THE ROLE OF CIVIL SOCIETY ORGANIZATIONS (CSOs) IN PROMOTING THE DRIVING PROFESSION	22
9. STRATEGIES FOR CHANGING COMMUNITY AND YOUTH GRADUATES PERCEPTION ON PROFESSIONAL DRIVING	25
10. GENERAL FINDINGS AND RECOMMENDATIONS.....	28
ANNEX 1: STUDY PLAN.....	31
ANNEX 2: STUDY TOOLS.....	39
ANNEX 3: LIST OF INTERVIEWEES' NAMES AND CONTACT INFORMATION	101

List of Tables

Table 1: Sample Number and Percentage	8
Table 2: Random Drivers Sample Driving Licenses Levels	10
Table 3: Main Challenges to Start Driving Profession	12
Table 4: Community Negative Perception of Driving Profession Reasons	15
Table 5: Challenges of the Graduate to Work as Drivers (Samples)	17
Table 6: CDAs and Youth Centers Interview Analysis	22
Table 7: CSOs Activities to Encourage Youth to work in Driving Profession	23
Table 8: CDAs and Youth Centers Challenges to Promote Driving Profession	24
Table 9: Techniques to Improve Community Perception	26

List of Charts

Chart 1: Driving Types	10
Chart 2: Driving Sector	10
Chart 3: Reasons for Drivers Leaving the Company	13
Chart 4: Community Appreciation of the Driving Profession	15
Chart 5: Preference Ranking of the Driving Types for Diploma and University Graduates	16
Chart 6: Most Suitable Sectors for Youth Graduates	17
Chart 7: Challenges of the Graduate to Work as Drivers (Mean)	19
Chart 8: Challenges of Professional Driving License Issuing	21
Chart 9: Drivers' Ranking of the Assistance to the Graduate Youth to issue the Professional Driving Licenses	22
Chart 10: Strategies to Increase the Youth Graduates Motivation to Work as Professional Drivers	25
Chart 11: Ranking of Tools to Convey Messages to Community	27

Executive Summary

Egypt is one of the countries that have a major problems related to the unemployment for a long time. The causes of unemployment are varied and it may be due different factors, some of them are related to attitude towards employers; willingness to work; perception of employees; and employee values. In this regard, The “Promoting the Attractiveness of ‘Blue Collar Jobs’ programme (PN 2011.2171.4-001.00) aims at creating a higher social acceptance of employment opportunities mainly in the field of so called ‘Blue Collar’ jobs. The project assumes that the "driver profile" seems to be a promising occupation on the Egyptian employment market and aims at promoting of this job profile. Accordingly, this study is conducted in order to collect market data and analyze the social perception of professional drivers within society and companies in Egypt. The study will serve as baseline for developing the convenient strategy as well as the promotion instruments in order to promote the profile and serve as starting point for changing the public opinion.

The study employs a comprehensive methodology to achieve the stated objectives and collected data by administering number of tools: nine questionnaires, individual interview checklists, and focus group discussion guidelines. Based on the study objectives, the sampling process includes the following targets: Community Members; Youth Graduates (University and Diploma); Random Drivers Sample; PepsiCo Drivers Sample; Employment Facilitation Unit; Syndicate Members; Driving Training School; and PepsiCo Management and the total number of the interviewed sample is 200.

The study concludes some general findings as follows:

The perception of the Egyptian community has been changed positively towards driving profession in general. Moreover, the community perceives positively that university or diploma graduates can work as drivers to solve the unemployment problem. There are some reasons that make youth graduates reluctant to apply for driver positions. Most of the addressed reasons related to the nature of working as drivers and sales and work conditions and environment. Some of the reasons are: poor financial package that companies offer, particularly in the case of working as driver and sales or distributor; bad work conditions and environment; restrictions that company hold on the drivers; sophisticated procedures to issue the professional driving license; and lack of advertising on drivers job.

The study wrap up that Civil Society Organizations (CSOs) have a small role in promoting the driving profession. The Community Development Associations (CDAs) and Youth Centers carry out some activities related to the unemployment problem such as: linking job seekers with employers, conducting training programs; and implementing awareness campaigns to encourage youth to think differently and accepting nontraditional type of work. As well, the Drivers Syndicate lacks vision and capacity to carry out its mandate.

The Egyptian Traffic Law identifies procedures and prerequisites that required to issuing the professional driving license. There are driving training schools that licensed from the traffic authority and local municipality. There are two driving schools in Cairo governorate provide training “theory and practical”. There are some challenges addressed by drivers and Drivers Syndicate concerning the sophistication of the professional driving issuing procedures and the poor quality of the driving school courses.

Based on the analysis of the study results, some recommendations could be addressed as follows:

A national campaign should be launched to improve the image of the driving profession amongst community members- in general and youth graduates in particular. This campaign could be managed through cooperation between private sector, CSOs, Drivers Syndicate, and national or international chambers in Egypt.

Private Sector – in particular- those companies depend intensively on drivers in their business need to plan for a long- term strategy to encourage youth graduates “Diploma and University” to enter the driving profession.

The Drivers Syndicate can play a major role in improving the image of the driving profession, and to do so, the syndicate needs for a technical and financial assistance.

A partnership strategy between CSOs “CDAs and Youth centers” and private sector could be of help to improve the image of driving profession and encourage graduate youth to accept blue collar jobs, as the CSOs have the advantage of direct communication with community and youth and accordingly they can carry out awareness activities, training and play the role of the mediator between job seeker and employers.

1. Introduction:

Unemployment has been one of the major problems of Egypt for over a few decades. As a matter of fact the problem of unemployment in Egypt has increased significantly since the 1960s. The unemployment rate in Egypt was last reported at 12.6 percent in the second quarter of 2012. Historically, from 1993 until 2012, Egypt Unemployment Rate averaged 10.0 percent reaching an all time high of 12.6 percent in March of 2012 and a record low of 8.1 percent in June of 1999. Unemployment has had severe effects on the Egyptian economy and also had negative mental and physical impacts on the Egyptian society. The youth of Egypt are most severely affected by the unemployment problem. Egyptian graduates have to wait for more than five years on an average to get employed by the labour force administration. Hence, unemployment is highest among the young graduates in Egypt.

The causes of unemployment are varied and it may be due factors such as: rapid changes in technology; recessions; inflation; disability; decline in demand for certain services as well as products; attitude towards employers; willingness to work; perception of employees; employee values, and ability to look for employment. While Egypt had set up the objective of attaining full employment, this objective remained far from fulfilment at the turn of the new century. The problem of unemployment worsened further and is now one of the major causes of concern. For the urgency of this problem, it is crucial that the government, the private institutions and the labour force need to co-operate in order to solve the problem of unemployment in Egypt (¹).

The “**Promoting the Attractiveness of ‘Blue Collar Jobs’**” programme (PN 2011.2171.4-001.00) aims at creating a higher social acceptance of employment opportunities mainly in the field of so called ‘Blue Collar’ jobs. Through the usage of instruments and career orientation, selected job profiles would become serious income opportunities for job seeking Egyptian youth. In the frame of these measures one project is to be designed and implemented to foster the attractiveness of the occupational profile “Professional Driver”. This project shall be implemented jointly with PepsiCo Egypt and possible other private partners. Based on the intensive discussions and analysis of job profiles, the "driver profile" seems to be a promising occupation on the Egyptian employment market. The profile serves a variety of sectors such as FMCG (Fast Moving Consumer Goods), Logistics, Tourism, Transportation, etc. For the promotion of this job profile, this study is conducted in order to collect market data and analyze the social perception of professional drivers within society and companies in Egypt. The study will serve as baseline for developing the convenient strategy as well as the promotion instruments in order to promote the profile and serve as starting point for changing the public opinion.

1 Sources:

Trading Economics (<http://www.tradingeconomics.com/egypt/unemployment-rate>
Economy Watch :14 October 2010 <http://www.economywatch.com/unemployment/countries/egypt.html>

2. Study Objectives

According to the consultancy Terms of References (TOR), the study aims at achieving the following objectives:

- To collect information on the perception of the "Driver" job profile in Greater Cairo;
- To provide information on existing mechanisms to access professional driving license (Authorities, entities, organizations, etc.);
- To inform about the available courses, trainings for professional licenses and number of people participating;
- To provide comprehensive information about the perception for being a professional driver through interviews and discussion rounds;
- And, to describe the main challenges and constraints about the profile.

3. Study Methodology

The study employs a comprehensive methodology to achieve the stated objectives. The used methodology comprises five sections: study approach; data collection tools; sample size and distribution; data analysis; study limitations; and study plan.

- **Study approach:** The study utilizes the system and comparative approaches. The main objective of using the system approach is to identify different factors that affect on the people perception and to what extent there are external factors that affect that perception, as well, to analyze the output of the perception process and to test its effect on people reaction towards the driving profession. Meanwhile, the comparative approach is used to analyze differences among participants in the study with regard to the driving profession.
- **Study plan:** Based on the discussion with the “Promoting the Attractiveness of ‘Blue Collar Jobs’” programme staff, a field study plan and preliminary data collection design proposal in order to outline the study steps within the given time frame was developed and approved by the programme staff. The detailed study plan is attached in annex: 1
- **Data collection tools:** The focus of study is on attitude and perception, accordingly, the importance of primary data cannot be over-emphasised. However, secondary data is collected to supplement the study, mainly in the area of procedures related to professional driving licences. The researcher collected data by administering number of tools: nine questionnaires, individual interview checklists, and focus group discussion guidelines. In general, the data collection tools consists of six main sections: personal data or organization profile; general information on driving profession “socio- economic data”; community perception of driving profession; main factors affect negatively or positively on perception of the driving profession; acceptance of working as driver; and finally

means to change community perceptions towards the driving profession. A complete copy of the used study tools is in annex : 2.

- **Sample size and distribution:** Based on the study objectives, the sampling process includes the following targets: Community Members; Youth Graduates (University and Diploma); Random Drivers Sample; PepsiCo Drivers Sample; Employment Facilitation Unit; Syndicate Members; Driving Training School; and PepsiCo Management. The sample size (number and Percentage) is explained in table: 1

Table 1: Sample Number and Percentage

Sample	No	%
Community Members	64	32%
Youth Graduates (University and Diploma)	65	33%
Random Drivers Sample	31	16%
PepsiCo Drivers Sample	21	11%
Employment Facilitation Unit	4	2%
NGOs and Youth Canters	6	3%
Syndicate Members	5	3%
Driving Training School	2	1%
PepsiCo Management	2	1%
Total	200	100%

In the following section, the study elaborate more on the description of the community members, unemployed youth, and drivers samples as they are form the main bulk of the sample.

Community members' sample: The community sample was selected equally from three districts of greater Cairo (Kalyobia governorate: Shobra El- Khyima; Cairo Governorate: El-Zahraa; Giza governorate: Imbaba). The community sample is divided into two categories: wide-ranging group which reflects parents and other community members such as friends, brothers, and colleagues of potential youth graduates to work as drivers and the second group focused on girls in the age between 18-35 years to reflect the youth female perception on the driving profession.



The analysis portrays that 56% of the community members' sample have relatives who are working as drivers, and some of them (34%) are from immediate family, which will support the

credibility of the sample responses as they closely aware of the driving profession. On the other hand, some of the sample has no direct experience with relatives who are working as drivers. As well, the analysis indicates that 78% of the community members' sample are educated (university and diploma), the majority are females (87%), and their ages between 17- 58 years.

Unemployed Youth Sample: The total number of unemployed youth sample is 65 persons, their age range from 19-38 years and 71% of them are singles. The sample analysis reflects that the sample is equally distributed between diploma and university graduates. They got their certificates in different fields such as: Education; Computer Science; Social Science; Law; Commerce; Arts; and Tourism & Hotels.



The sample comprises 60% who are doing some temporary work and gain an average monthly income of 1000 Egyptian pound. 57% of the sample has relatives working as drivers, some of them from immediate family.

Drivers Sample: The drivers sample comprises two sectors: random sample which is selected from the three target districts (31 drivers and equal 16% of the total sample number), and the PepsiCo drivers sample which selected intentionally by PepsiCo management from Ein Shams Branch.

Random Drivers Sample



PepsiCo Drivers Sample



The PepsiCo sample number is 21 drivers and equal 11% of the total sample number. The PepsiCo sample average age is 37 years, and most of them have diploma certificate and married. Meanwhile, the average age of the random drivers' sample is 36 years, most of them (61%) have a technical diploma certificates, and married. The drivers in the sample have different levels of driving licenses as indicated in table: 2

Table 2: Random Drivers Sample Driving Licenses Levels

Level of license	Frequency	Percent
Private Driving License	4	13.3
Third Driving License	19	63.3
Second Driving License	2	6.7
First Driving License	5	16.7
Total	30	100.0

The following two charts: 1&2 indicate the driving types and sectors of the random drivers' sample

Chart 1: Driving Types

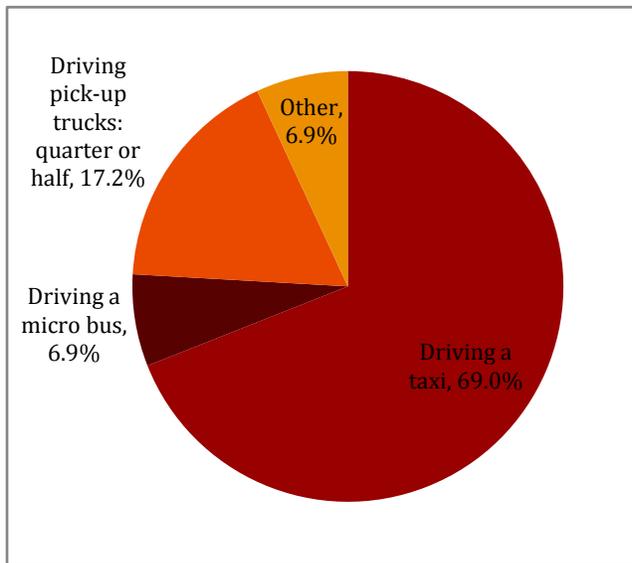
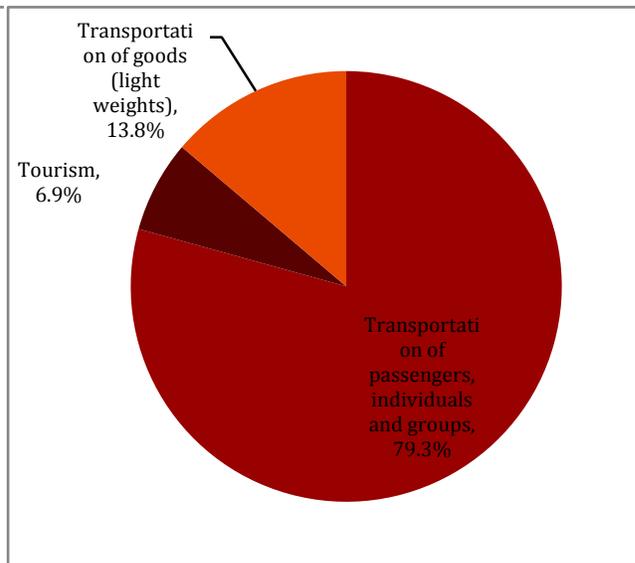


Chart 2: Driving Sector



A list of the interviewees' names and contact information is presented in annex: 3

- Data analysis:** The study utilizes quantitative and qualitative data analysis techniques through employing the SPSS software (Statistical Package for Social Science). It is worth mentioning that the responses to the structured close-ended questions are rated in percentages and the percentage of respondents for each alternative is analyzed. The study employs three statistical factors to carry out the analysis which are: mean, standard division, and correlation.

- **Study limitations:** the study centred mainly on assessing the community perception towards the driving profession by at large and particularly concerning graduate males who decide to work as drivers. According to the study resources and time limitations, the study was conducted in a sample from three districts of greater Cairo. It was planned to collect information from different sources in order to study the driving profession in Egypt from different angle such as: number and categorization of driving licences; analysis of the demand and supply concerning this profession; requirements and procedures to issue profession driving licences; and the role of Drivers Syndicate. According to the study time limitation and the political situation in Egypt, it was extremely difficult to arrange interviews with the traffic department in the Ministry of Interior, nonetheless, the study team managed to interview two persons from the driving school and get some information concerning the professional driving licence issuing procedures and challenges, meanwhile, no available data concerning the issued professional driving licences.

The study team conducted one interview with a group from the Drivers Syndicate to get information regarding the number of driving licences and role of the syndicate, unfortunately, there is no available data- base and all information collected from them was mainly generic information which reflects their perception and opinions. The study team ask for a meeting with the Syndicate Chairperson, but there was no positive response as he was fully busy.

4. Driving Profession Motivation Factors

Improving working conditions and environment is one of the modern business management goals in order to maintain workforce stability and productivity. The working conditions refer to the aspects of an employee's terms and conditions of employment. This covers: the organization of work and work activities; training, skills and employability; health, safety and well-being; working time and work-life balance; and financial compensation. Where the work environment refers to the location where a task is completed and involves the physical geographical location as well as the immediate surroundings of the workplace such as a construction site or office building, the quality of the air, and noise level. This section of the study analyzes the effect of the working conditions and environment on the motivation of being a professional driver.

The analysis of the drivers sample responses reveals that the average of the driver's monthly income is range from L.E 1070- L.E 1338, nonetheless, this average reflects a wide range of variance among the sample as the standard deviation is very high. The two driver samples agree that their monthly income as drivers is sufficient to cover their needs to a certain extent. The analysis of the sample responses indicates that 40% of the random sample and 57% of the PepsiCo drivers sample were doing other jobs before working as drivers, and reasons for leaving those jobs are mainly low salary and personal dissatisfaction.

Most of the unemployed youth sample (68%) has graduate friends who work as taxi drivers. The youth reaction and assessment of their friend experience is neutral as they have not yet decide on the value of this experience to be replicated by themselves. 29% of the sample thought more than one time to work as drivers as a solution of their unemployment problem, however, they did not continue to carry on that, and the main challenges to start driving profession are presented in table: 3

Table 3: Main Challenges to Start Driving Profession

Reasons	Frequency	%
Non availability of financial means to buy a taxi or truck.	31	47
Difficulty of obtaining the required professional license	23	35
The family or the relatives have objected	15	23
There was no opportunity within any of the companies	10	15
Other reasons	1	1.5

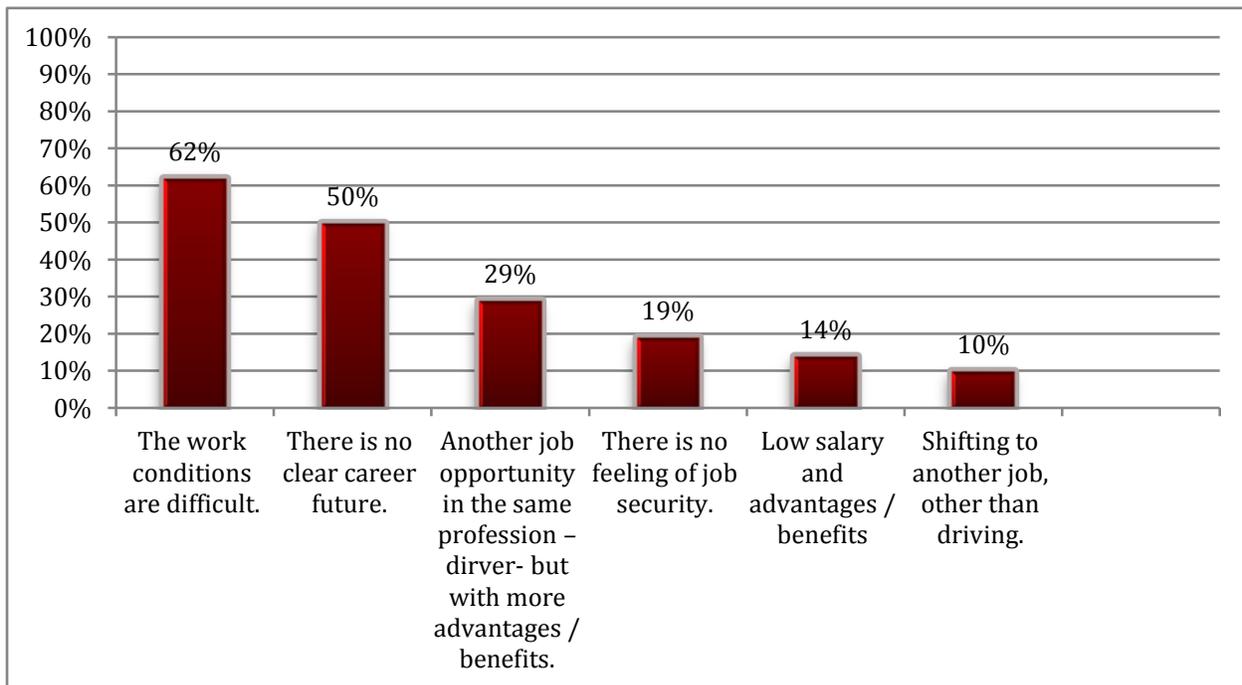
Most of the unemployed youth sample did not decide if they would like to work as drivers (neutral), nonetheless, there is a tendency amongst the university graduates not to accept to work as drivers, meanwhile diploma gradates are more willing to work as drivers. In case of accepting to work as drivers they prefer the package of working as driver and sale, because - as they stated during the focus group discussion- this will gain more money; received better from community; and grantee career development as they might be promoted in the future to be a supervisor or other managerial position. In addition, 48% of the unemployed youth sample expressed their willingness to work as drivers for a company if they received training and assistance to issue the professional driving license from that company.

The reasons for rejecting to work as driver from the unemployed youth point of view are mainly centered on: they do not have professional driving license and they prefer to work in a specialization that is related to their certificates. The analysis of the unemployed youth responses portrays that the negative perception of the community towards the driving profession is not the main reason that withhold them from working as drivers, as reasons related to the community negative perception of the driving profession was expressed by 19% of the sample and the family rejection was 11%.

The comparison between the drivers random sample and PepsiCo sample regarding the motivation and reasons why they decide to work as drivers indicates that the main reason for the random sample (58%) is the lack of job opportunities, on the other hand, PepsiCo drivers (38%) stated that the experience of driving before completing their education was the main reason that motivated them to carry on and work as drivers. In addition, the analysis of the advertising effect on attracting drivers to apply for driver job in companies show that the majority of the PepsiCo drivers' sample (80%) joined the company not through an advertisement but through a recommendation of somebody from the company. And the main reasons to continue with the company as driver are: a chance to be promoted to higher jobs in the company (43%) and Social advantages, since the job has acceptance from the society (33%). It is worth to mention that the financial package was not in the high rank from the driver point of view to motivate them to continue with the company.

On the other hand, PepsiCo drivers' sample stated that some of their colleagues have left the company, and the reasons for that are indicted in chart: 3

Chart 3: Reasons for Drivers Leaving the Company



The above chart portrays that the main reason to leave the company is the difficulty of the work conditions and environment. During the focus group discussion the PepsiCo drivers' sample mentioned some work difficulties that they face daily as follows:

- Long procedures to finalize order to load the car, some of them mentioned that this procedures may take more than two hours;
- Long working time as they sometimes had to work until late in the night, which affect negatively on their families;
- There is a lack of the car cleaning and maintenance which affect on their driving mode.

However, during the meeting with the branch manager, he said that the company is applying a replacement strategy for the old car, and they – in Ein Shams branch- hired a qualified engineer to supervise drivers and garage work and gradually he will improve the work conditions as he is dealing with them in a more professional way.

In this regard, and based on the comparison between PepsiCo drivers sample and Unemployed youth sample –during the focus group discussion- The study concludes that there are similarities between point of view of drivers and unemployed youth sample on factors that affect negatively on driving profession in companies. As the unemployed youth sample stressed that some of the above mentioned reasons they consider as non motivating factors to work as drivers in companies in particular:

- Working for a long time and has to deal with different classes of people;
- Bad conditions and old model of cars which will need a lot of hard efforts to drive;
- Low salaries comparing with efforts that they do as drivers and sales;
- High risk in driving companies cars –especially those days and lack of security on roads;
- The companies force them to sign a receipt with amount of money that covering the price of the car and commodities that they receive to distribute;
- Lack of job security -as most of experience they know- the companies forced people to leave the companies without giving them their rights;
- Changing work time, as they work in different times according to the changing of shifts;

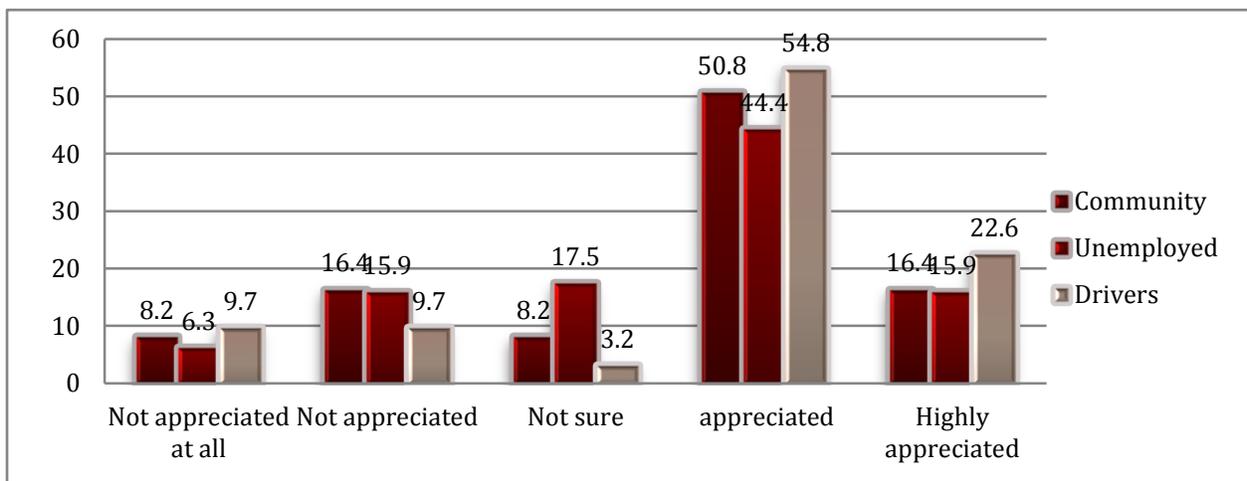
5. Community Perception of Unemployed Youth Graduates Working as Drivers

The analysis of the community members sample indicates that the majority of the sample (70%) has relatives who are working as drivers, most of them from the immediate family. More than half of the sample admitted that if their relatives who are working as drivers asking for their opinion to continue working as drivers they will support them. As a matter of fact, there is no significant difference in point of views between community sample by at large and girls sample in this regard. The reasons why they support relatives to carry on working as drivers are - as stated during the focus group discussion: working as driver is better than setting without work at home; help youth to gain more experience and interaction with others; and is better than working in some other job such as cleaning building or as street sales. In contrast, reasons for not

supporting relatives if they decide to work as drivers are: why they receive education if they will work as drivers and drivers' behavior is not good at all for those types of graduate youth.

The three samples (community, unemployed youth, and drivers) were asked for their opinion concerning "to what extent the community appreciates the driving profession". The analysis – taking into consideration factors such as: education, gender, and districts- reveals that there is no significant difference amongst the three samples and the samples responses are explained in chart: 4

Chart 4: Community Appreciation of the Driving Profession



Nonetheless, it is notable that there is a tendency amongst the university graduates to underestimate the community appreciation of the driving profession. The three samples (community members, unemployed youth, and drivers) agree that the main two reasons that form the community negative perception of the driving profession are: the reputation pertaining to the behavior of some drivers and dangers that surround the profession in terms of accidents and injuries. Nonetheless, there are other reasons as presented in table: 4.

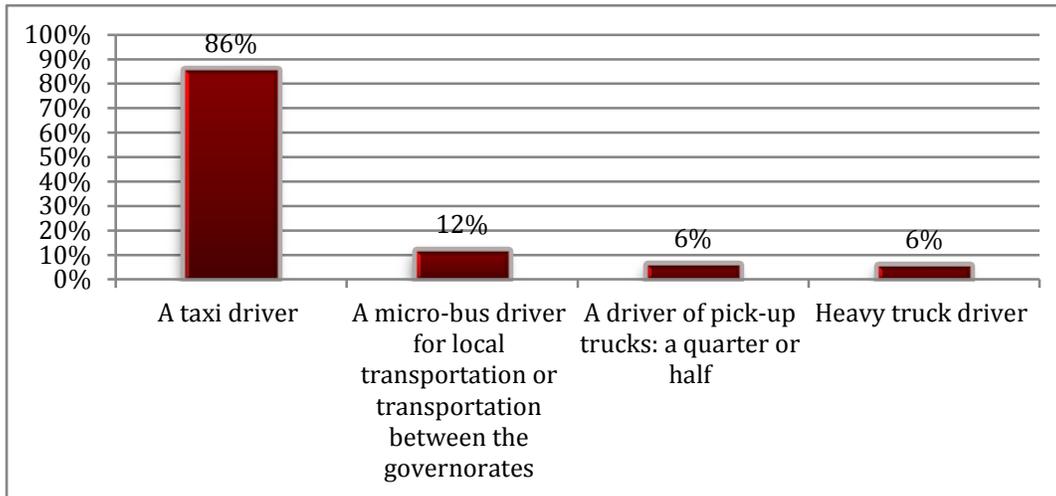
Table 4: Community Negative Perception of Driving Profession Reasons

Reasons for community negative perception	Community Members	Unemployed Youth	Drivers
The environment in which the driver works is unsuitable.	19%	15%	10%

Reasons for community negative perception	Community Members	Unemployed Youth	Drivers
A difficult task and causes problems to those working in it.	21%	17%	3%
The reputation pertaining to the behavior of some of those working in the driver's profession.	31%	28%	16%
Dangers that surround the profession in terms of accidents and injuries.	31%	20%	10%
Others	0%	2%	0%

There is a tendency among community members and unemployed youth samples to accept that diploma graduates can work as drivers, meanwhile there is less tendency towards supporting university graduates to work as drivers. The average of the three samples opinions (community members, unemployed youth, and drivers) indicates that the preference ranking of the driving types for diploma and university graduates is to work as a taxi driver as presented in chart: 5.

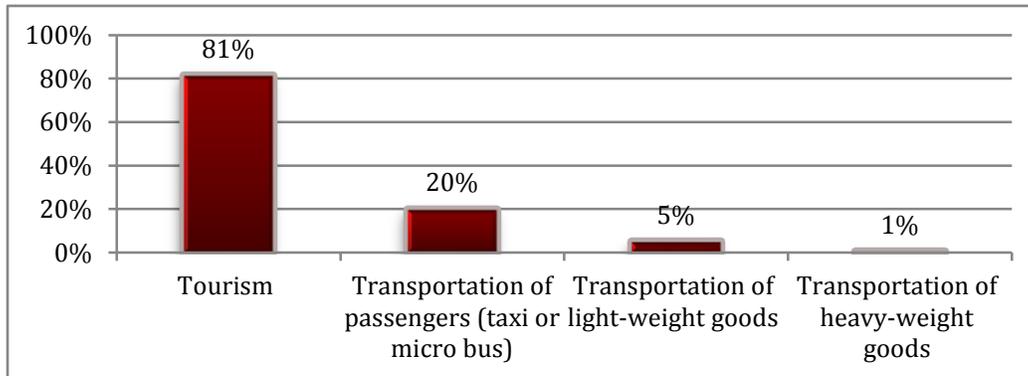
Chart 5: Preference Ranking of the Driving Types for Diploma and University Graduates



The samples justifications for ranking taxi driving as first preference are: taxi does not need a heavy work; type of people that the driver deals with is better than micro-bus; and working in pick up and truck need a special behavior which is not suitable for the university graduates.

As well, the three samples agreed that working in the tourism sector is the most suitable for university and diploma graduates who would like to work as drivers, as shown in chart: 6

Chart 6: Most Suitable Sectors for Youth Graduates



6. Youth Graduates Challenges to Work as Professional Drivers

One of the main tasks for the study is to identify and analyze challenges that university or diploma graduates may face if they decided to work as drivers. The four samples (community members, unemployed youth, drivers' random sample, and PepsiCo drivers' random sample) were given structured alternative challenges and asked to check if these proposed challenge are valid from their point of view and to add any others if they have. In addition to the given alternatives, the four samples discussed thoroughly the challenges during the focus group discussion. The analysis of the samples responses is presented in table: 5

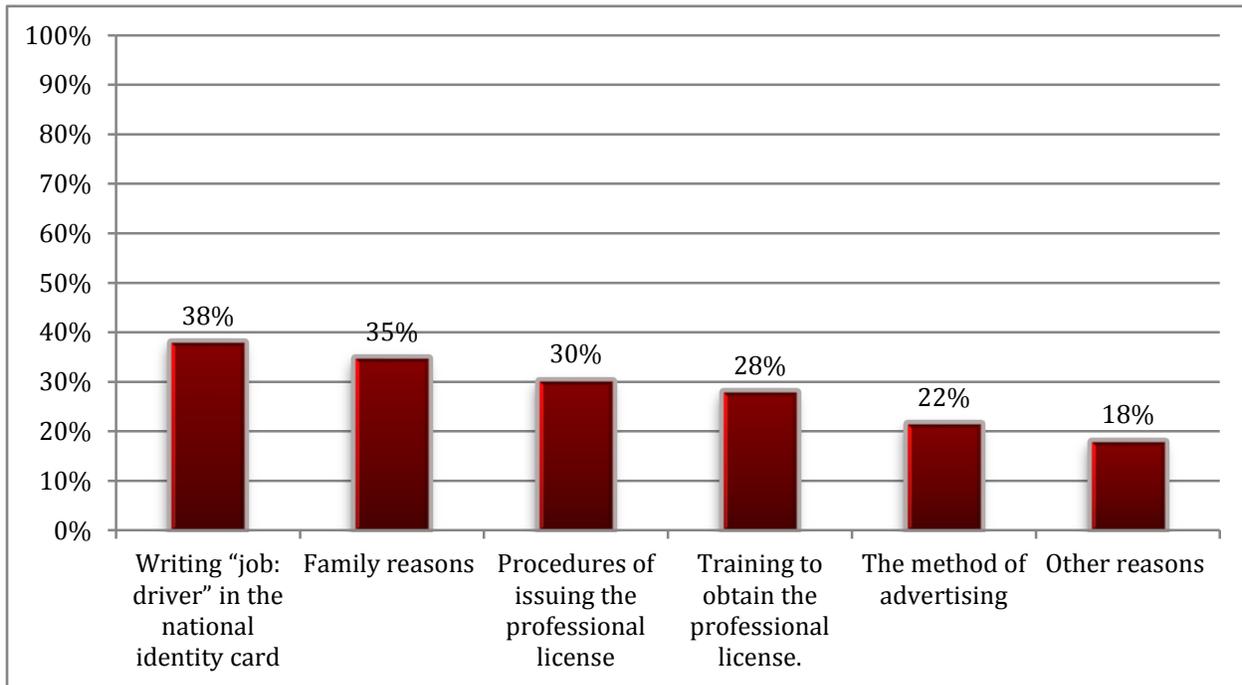
Table 5: Challenges of the Graduate to Work as Drivers (Samples)

Challenges	Community Members	Un employed Youth	Random drivers sample	Pepsi Co Drivers Sample	Mean
Family (family, current wife, future wife) refuses that he works as a driver.	52%	28%	16%	43%	35%
The method of advertising for drivers jobs is not attractive, thus it does not draw attention.	20%	19%	23%	24%	22%
Difficulties standing in the way of receiving the training	31%	26%	26%	29%	28%

Challenges	Community Members	Un employed Youth	Random drivers sample	Pepsi Co Drivers Sample	Mean
necessary to obtain the professional license.					
Requirements and procedures of issuing the professional license are complicated.	34%	40%	23%	24%	30%
Writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education.	31%	28%	26%	67%	38%

The above table point out that community members agree that Family (family, current wife, future wife) will refuses that the graduate works as a driver, but unemployed youth believe that the main challenge will be the requirements and procedures of issuing the professional driving license are complicated, meanwhile random drivers sample and PepsiCo drivers sample think that condition for writing “job: driver” in the national identity card, which would worry holders of certificates. The calculation of the four samples’ responses mean confirm that the ranking of the challenges as presented in chart: 7.

Chart 7: Challenges of the Graduate to Work as Drivers (Mean)



7. Professional Driving License Issuing Procedures and Training Challenges

This section of the study elaborates on the driving licenses issuing procedures and the available driving education and training sources that unemployed youth graduates could use to get training on driving to be qualified to issue the driving licenses. According to the Traffic Law No. 66 of 73 as amended by Law No. 155 of 99, the car driver's licenses types are as follows:

- A private driver's license: Permit holder to driving a private car, and driving taxis operating in the tourism and farm tractor with a view to personal use, and pick-ups that do not increase the tonnage of the two thousand kilograms.
- A third degree driving license: Permit holder – professional driver- to drive taxis, and buses that do not increase the number of passengers on the seventeen passengers, as well as the car specified in the previous level.
- A second- degree driving license: Authorizes the holder, driving taxis, and buses, in which passengers' number more than seventeen up to twenty-six passengers, transport vehicles, and heavy equipment, as well as driving permission that mentioned in the

previous two types. The condition to issue this type of driving license is the holder should spent at least three years after obtaining the second degree professional license.

- A first degree -driving license: Authorizing the holder to drive all kinds of cars, and the condition to issue this type of licenses is to spend three years after having the second degree professional licenses.

The traffic law and its executive regulation identify the following prerequisites to issue a driving license:

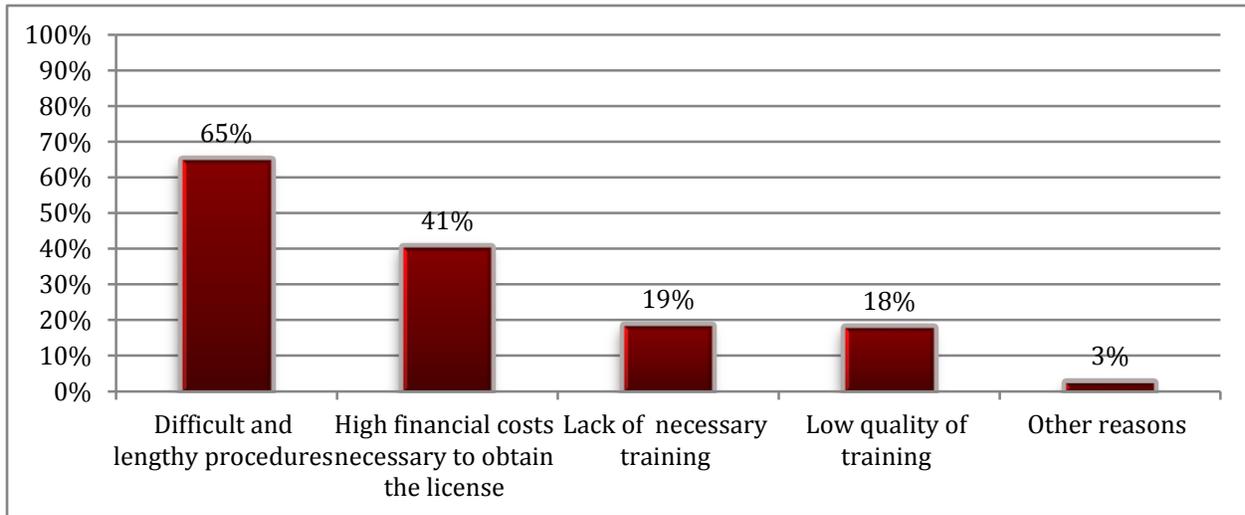
- Licenses should be issued from the traffic office in the area of which the applicant's residence is located.
- Age not less than 18 years for the private driving licenses and 21 years old for 3rd, 2nd, 1st degree driving licenses.
- A proof of completing a school phase, or literacy certificate from the General Authority of Literacy and Adults Education.
- Two medical certificates proving the applicant's medical fitness and specifying his blood type.
- Passing the theoretical and practical tests in driving and the rules and ethics of traffic.
- For 3rd, 2nd, and 1st degree driving licenses applicant should submit a criminal status.
- Applicant should be a member of one of the syndicates or labour union.

The interview with two employees in one of traffic schools in Cairo, explained that the traffic law and its executive regulation set the requirements and procedures to get a licences of establishing a driving training school, and the driving school licences must be issued from the local traffic authority and under its supervision. There are two driving schools in Cairo governorate and graduate a number of 1500-2000 per a year with different driving licence degrees.

On the other hand, in a meeting with a sample from Drivers Syndicate “White Taxi Drivers Association”, they stated that the training that provided by the driving schools is not enough for the professional drivers, as the practical driving training is very limited and the training focuses on basics, meanwhile there are other skills could be gained through different types of training for example on –the- job training.

The driver samples through the structured questionnaires and focus groups demonstrate that the university or diploma graduates face challenges when proceed on with the professional driving license issuing process. The challenges' ranking according to the sample responses is explained in chart: 8

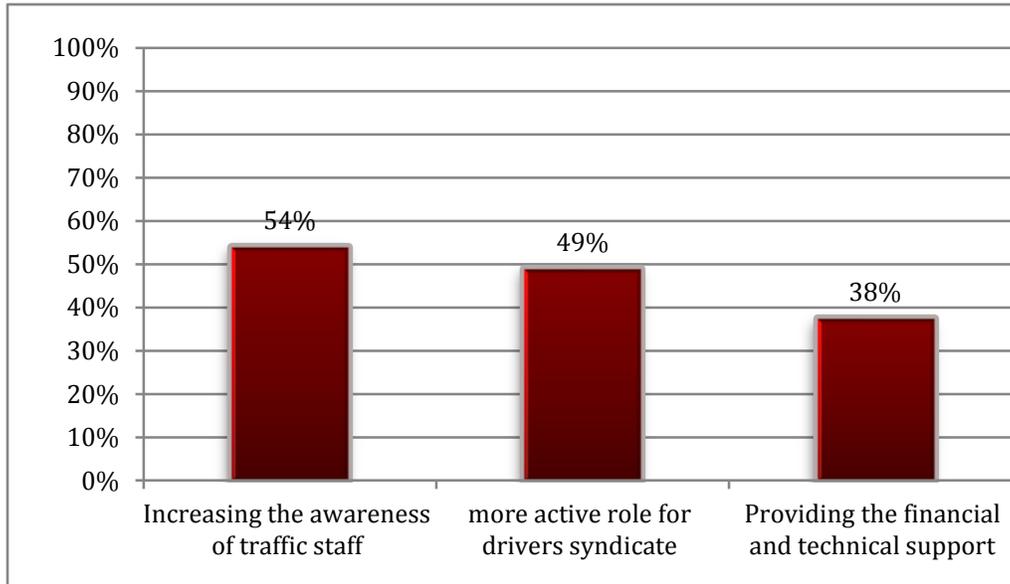
Chart 8: Challenges of Professional Driving License Issuing



The above chart portrays that the length of procedures and the high financial cost are the main two challenges that face the professional driving licenses issuing from the drivers point of view. In reality, the interview with the Drivers Syndicate sample and the employees from the driving school confirmed that the sophistication and lengthy of the professional driving licenses procedures is one of the main challenges that face drivers in general and graduate youth in particular. For example, the applicants must go to different places - far from each other- in order to get some forms which waste time and increase the financial expenses.

The driver's samples suggested that assistance should be provided to the graduate youth who would like to issue a professional driving license through increase the awareness of the traffic departments in order to simplify procedures of the license issuing. In addition, the role of the Drivers Syndicate should be activated – as most of the drivers during the interview stressed that they do not know the role of the Drivers Syndicate except two cases as they should be a member in the syndicate to get the professional driving license and in the case of accidents or retirement they get compensation or pension. And finally, some of the interviewees believe that providing with financial assistance to the graduate youth in order to pay for the license cost will be a motive. The ranking of the assistance that should be provided to the graduate youth to issue the professional driving licenses from the drivers' point of view is presented in chart: 9.

Chart 9: Drivers' Ranking of the Assistance to the Graduate Youth to issue the Professional Driving Licenses



8. The Role of Civil Society Organizations (CSOs) in Promoting the Driving Profession

The study emphasizes on three types of CSOs which are: Community Development Associations (CDAs), Youth Centers, and The Drivers Syndicate. It was planned to interview one CDA and one Youth center from each district, however, according to the availability of the interviewees from those organizations, the study team was able to meet with 4 CDAs and two Youth Centers. A structured questionnaire was used to interview members from the identified organizations. The questionnaire centered on collecting data concerning the role of CSOs in the unemployment problem in Egypt in general and promoting graduate youth to work in blue collar jobs in particular. The following table: 6 presents the interviewed organization analysis.

Table 6: CDAs and Youth Centers Interview Analysis

Interview item	Hawaa CDA	Taahil CDA	Mobadraa CDA	Hia CDA	Iskan Nasr Youth Center	Al Amiria Youth Center
District	Giza - Imbaba	Kalyobia-Shobra EL Khima	Cairo-zahaara	Cairo-zahaara	Giza - Imbaba	Cairo - Al Amiria
Declaration Year	1996	1966	2007	2012	1986	Not available

Interview item	Hawaa CDA	Taahil CDA	Mobadraa CDA	Hia CDA	Iskan Nasr Youth Center	Al Amiria Youth Center
Has Activities to solve unemployment problem	Yes	Yes	Yes	Yes	Yes	Yes
In case of yes, what activities	Link graduate with job opportunities. Training and awareness for youths.	Rehabilitate the disable to work.	Training and link youth with job opportunities.	Partnership with other NGO to provide training and increase the awareness of youth on the available job opportunities.	Awareness and facilitate the advertising of available job opportunities.	Awareness for youth to change their mentality and accept nontraditional type of work.

The above mentioned table indicates that CDAs and Youth centers have some activities related to the unemployment problem solving and some of them have a program that provide technical assistance and training to youth in order to find a suitable job opportunity. The meeting with the two CDAs (Hawaa and Mobadra) reveals that the two CDAs cooperate with the Employment Facilitation Unit “one of the GIZ project that promotes youth to work in blue collar jobs” (EFU), through link the unemployed youth with the unit and organize awareness panel in order to increase the youth awareness of the available non-traditional job opportunities. The interviewees from CDAs and Youth centers explained that their organizations and similar organizations can play a major role to encourage youth to work in driving profession through implementing some activities as indicated in table: 7.

Table 7: CSOs Activities to Encourage Youth to work in Driving Profession

Roles	Hawaa CDA	Taahil CDA	Mobadraa CDA	Hia CDA	Iskan Nasr Youth Center	Al-Amiria Youth Center
Changing the unsuitable image of the driving profession.	√	-	√	√	-	√
Partnership with the private sector for providing opportunities of training to youth to issue professional driving licence.	√	√	√	√	-	√
Providing assistance to the youth to issue the professional license.	√	-	√	√	√	√
Coordinating with the driving training	√	√	√	√	√	√

Roles	Hawaa CDA	Taahil CDA	Mobadraa CDA	Hia CDA	Iskan Nasr Youth Center	Al-Amiria Youth Center
centres to provide adequate training opportunities.						

In addition, the interviewees stressed that their organizations face some challenges that may hold them back from achieving the potential roles. Some of these challenges are stated in table: 8

Table 8: CDAs and Youth Centers Challenges to Promote Driving Profession

Challenges	Hawaa CDA	Taahil CDA	Mobadraa CDA	Hia CDA	Iskan Nasr Youth Center	Al-Amiria Youth Center
Lack of financial resources.	√	√	-	√	-	√
Lack of capacitated human resources.	√		-		√	
Weak of organization capacity building in this regard.		√	-		√	√
Weak of Board Members capacity and orientation toward the unemployment problem.	-	-	-	-	-	-
Lack of youths' enthusiasm to participate in employment programme.	-	-	√	-	-	-

One of the main CSOs that concerned directly with the driving profession is the Drivers Syndicate. The Drivers Syndicate is under the General Union of Workers in the land transport and located in Cairo. The interviews with the sample of the syndicate members and as well the drivers' samples reveal some facts concerning the effectiveness of the syndicate roles. The drivers samples perception towards the syndicate as: just an obligatory step to have the professional driving license; no services provided to them from the syndicate; a very little pension and compensation is provided in case of accidents; and finally they do not know anything about the role, structure, or elections of the syndicate board members. The Drivers Syndicate sample explained the reasons for the negative perception of drivers towards the syndicate as a result of lack of syndicate needed capacity to play an effective role in supporting the drivers, add to that, there is a lack of awareness amongst the drivers concerning the role of the syndicate and this because the lack of financial resources that needed to conduct such activities.

The Drivers Syndicate sample stressed that the syndicate need for technical and financial assistance in order to develop its capacity and be able to represent and address drivers' problems and needs. As well, the Drivers Syndicate should play a major role in improving the image of the driving profession – as one of the main objective for the syndicate.

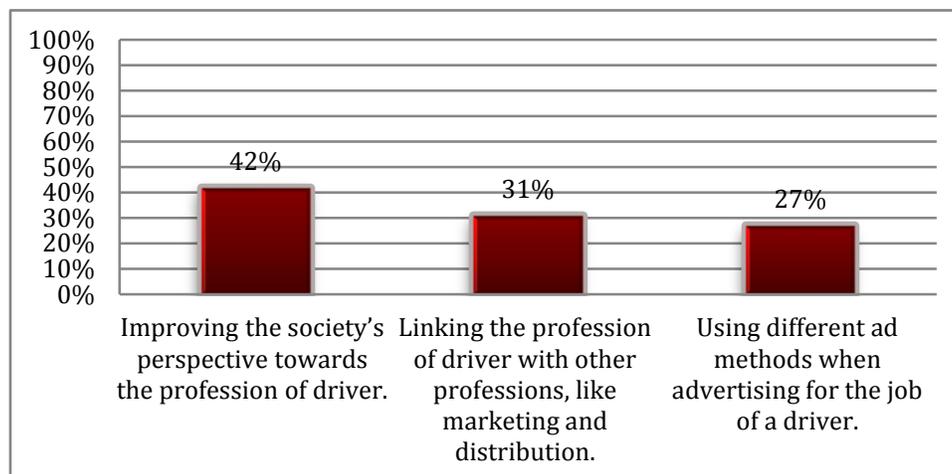


These interventions could be implemented through partnership and cooperation with government and private sectors. Regarding the reluctance of graduate youth to work as drivers, they suggest that the syndicate can play a major role in conducting awareness activities and facilitate the driving training and professional driving license issuing.

9. Strategies for Changing Community and Youth Graduates Perception on Professional Driving

The four samples (community members, unemployed youth, random drivers sample and PepsiCo drivers sample) agreed that some actions should be taken in order to increase the youth graduates motivation to work as professional drivers. The four samples ranked the proposed strategies in the questionnaire as in chart: 10

Chart 10: Strategies to Increase the Youth Graduates Motivation to Work as Professional Drivers



As indicated in the chart the samples give the first priority to improving the community perception of the driving profession to attract graduate youth to work as professional drivers.

During the focus group discussions, they clarified that if the graduate youth find a job opportunity to work as a professional drivers – provided that other type of difficulties are solved such as issuing the professional driving license- they will accept, however, they will be internally unsatisfied to work as driver. Accordingly, the main objective of improving the community perception of the driving profession is to create youth graduate self-motivation to choose to start driving profession even if they have other alternatives.

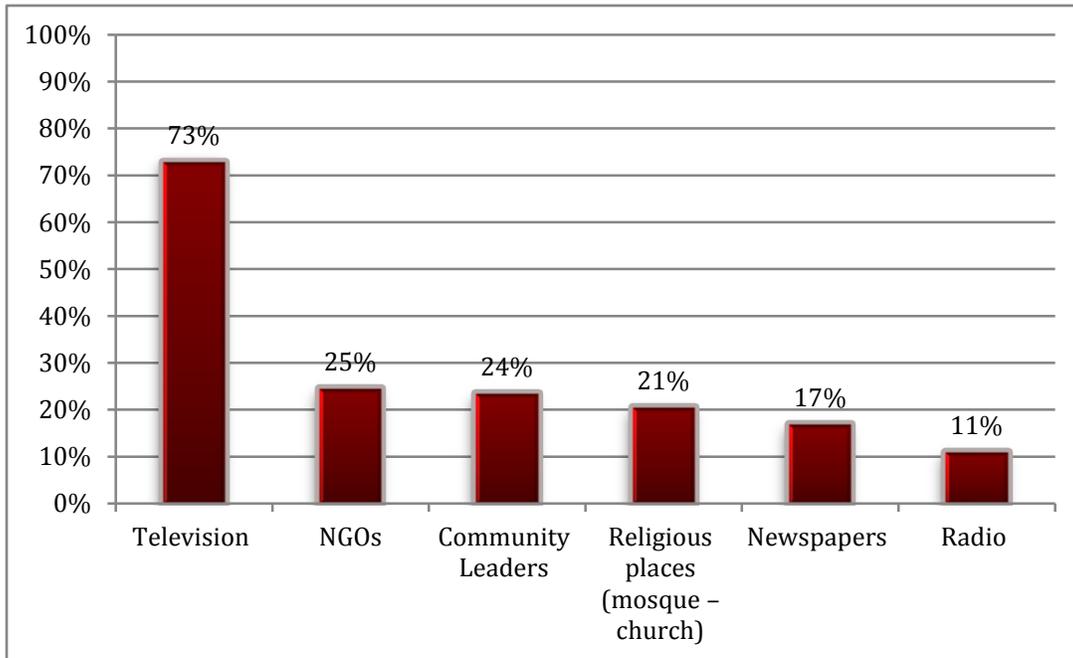
In order to improve the community perception of the driving profession, there are some proposed techniques that could be employed. The first preference from the samples point of view – is using different media tools, and then presenting a positive model of the youth graduates who start the driving profession, and finally launch community awareness campaign. The table: 9 explains the techniques ranking.

Table 9: Techniques to Improve Community Perception

Techniques	Four samples responses mean
Using different media, TV, radio and press, for conveying positive messages around the job of a driver.	45%
Presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image of driver in the eyes of the society.	43%
Launching awareness campaigns for the target group of young people.	31%

The media technique might be employed through using different tools to convey messages to the target group such as: television, Non Governmental Organizations (NGOs), community leaders, religious organizations, newspapers, and radio. As a matter of fact the samples agreed that the television will be the most suitable tool. The following chart: 11 shows the samples ranking of different tools.

Chart 11: Ranking of Tools to Convey Messages to Community



10. General Findings and Recommendations

The study concludes some general findings as follows:

- Community Perception of the Driving Profession:** The perception of the Egyptian community -limited to the sample districts- has been changed positively towards driving profession. Moreover, the community perceives positively that university or diploma graduates can work as drivers to solve the unemployment problem. In fact, the growing number of university graduates who start the driving career on a taxi or in the tourism sector encourage other graduates to think seriously to start this profession. As indicated in the analysis, the university or diploma graduates do not consider the low social ranking of the drivers as a critical reason for refusing to work as a driver. The study traces a number of cases in which a female university graduates marry a university graduate who is working as a driver. In this regard as well, community and graduates stress that working as a driver in company is well perceived and accepted by graduates and their families, moreover working as driver and sale or distributor is welcomed by graduates.
- Unwillingness of University and Diploma Graduates to apply for Driver Positions:** There are some reasons that make youth graduates reluctant to apply for driver positions. Most of the addressed reasons related to the nature of working as drivers and sales and work conditions and environment. Some of the reasons are: poor financial package that companies offer, particularly in the case of working as driver and sales or distributor; bad work environment (working for more than 12 Hours, using old cars, changing shifts, etc.); restrictions that company hold on the drivers such as (responsibility of car and commodities through forcing drivers to sign a receipt in advance as warranty; sophisticated procedures to issue the professional driving license; and lack of advertising on drivers job, as most of the applicants came through connections in the company.
- Role of Civil Society Organizations: CDAs, Youth Centers, and Drivers Syndicate:** The study wrap up that Civil Society Organizations – limited to the sample organizations interviewed- have a small role in promoting the driving profession. The CDAs and Youth Centers carry out some activities related to the unemployment problem such as: linking job seekers with employers, conducting training programs; and implementing awareness campaigns to encourage youth to think differently and accepting nontraditional type of work, meanwhile there is no clear role in promoting the driving profession or providing training or technical assistance in this regard. As well, the Drivers Syndicate lacks vision and capacity to carry out its mandate, there is no available data base – up to the knowledge of study team- that could be effectively used to study the market and plan for the driving profession promotion, however, most of the professional drivers must have the syndicate membership, according to the traffic law procedures to issue or renew the professional driving licenses.
- Driving Training Schools and Professional Driving Licences Procedures:** The Egyptian Traffic Law identifies procedures and prerequisites that required to issuing the professional

driving license. There are driving training schools that licensed from the traffic authority and local municipality. There are two driving schools in Cairo governorate provide training “theory and practical”. There is no available data base concerning the exact number of issued professional driving licenses or driving schools trainees. There are some challenges addressed by drivers and Drivers Syndicate concerning the sophistication of the professional driving issuing procedures and the poor quality of the driving school courses.

Based on the analysis of the study results, some recommendations could be addressed as follows:

- A national campaign should be launched to improve the image of the driving profession amongst community members- in general and youth graduates in particular. This campaign could be managed through cooperation between private sector, CSOs, Drivers Syndicate, and national or international chambers in Egypt. The campaign might employ media such as: television and publications in order to promote for blue collar jobs among graduate youths. Most of the graduate youth – particularly – who are interested in driving profession would like to have more supported environment which encourage them to start this career. An example for media messages were given by the interviewed youth such as: using a positive character in the drama which reflect that graduate youth can work as driver and at the same time don't affected by some bad behaviors of some drivers.
- Private Sector – in particular- those companies depend intensively on drivers in their business need to plan for a long- term strategy to encourage youth graduates “Diploma and University” to enter the driving profession. This strategy could be implemented through media and CSOs. Youth graduates stressed that companies should improve the image of driving profession with them, for example some companies insert in their advertisement sections related to the work environment and explain that drivers are treated in a professional way. Some youth graduates recall the experience of Ezz Steel Company when used the advertisement on television to show their employees in a good image. As well, companies may develop a strategy to provide training, technical & financial assistance to the interested graduates to assist them in issuing the professional driving license. This could be done through cooperation with CSOs. In addition, the announcement of the drivers' job could be improved in a way that attracts graduates to apply, as discussed with the PepsiCo HR management the job fair could be one of those methods that attract youth graduates.
- The Drivers Syndicate can play a major role in improving the image of the driving profession, and to do so, the syndicate needs for a technical and financial assistance. The syndicate capacity building might be implemented through partnership with private sector or international or national development organizations. The activation of the Drivers Syndicate role will have two advantages: contribute the institutionalization of the improving the driving profession strategy; and can provide a base for a national body which has the mandate and legitimacy to deal with the challenges that face graduates who

decide to work as drivers such as simplification of the professional driving licenses procedures.

- A partnership strategy between CSOs “CDAs and Youth centers” and private sector could be of help to improve the image of driving profession- in particular and encourage graduate youth to accept blue collar jobs. The CSOs have the advantage of direct communication with community and youth and accordingly they can carry out awareness activities, training and play the role of the mediator between job seeker and employers.

Annex 1: Study Plan

Consultancy for conducting a Study on the Social Perception of the "Driver" in the frame of Promoting the job profile in close cooperation with PepsiCo

Paper for meeting discussion

Mosaad Radwan Abdel hammed, ph.d

June 20, 2012

1. Sample distribution

No	Target group	Sample size	Data collection method	Sample Specification
1	Drivers from Aramex and PepsiCo.	20	Focus group and individual questionnaire	The sample should represent the drivers community at the two companies i.e junior and seniors; high performers and average performers; etc.).
2	Drivers from different sectors (FMCG, tourism, logistics and transportation	30	Focus group and individual questionnaire	Three groups from three districts in greater Cairo (Shobra EL Khima, Cairo, and Giza), each group consists of 10 interviewees. The sample will represent drivers who have High school vocational education certificate (Diplom), different ages and experience with driving.
3	Unemployed men	60	Focus group and individual questionnaire	2 focus groups (10 for each) will be conducted in each district. The sample will be selected randomly from the Unemployed men who have High school vocational education certificate and the age Varity will be considered.
4	Society members	60	Focus Group	2 focus groups (10 for each) will be conducted in each district. The sample will represent parents, community leaders, and youth).
5	HR and Management of	1	In-depth Individual	

No	Target group	Sample size	Data collection method	Sample Specification
	PepsiCo (Source of Information).		Interview	
6	Employment Facilitation Units (Source of Information).	1	In-depth Individual Interview	
7	NGOs and Youth Centers	6	In-depth Individual Interview	Based on the availability, it will be based on the experience of NGO or Youth center with the unemployment issue.
8	Ministry of Interior: Traffic Department (Source of Information).	1	In-depth Individual Interview	Based on availability and acceptance of doing the interview.
9	Drivers Syndicate (Source of Information).	1	In-depth Individual Interview	
10	Heavy Machinery Association (Source of Information).	1	In-depth Individual Interview	

2. Field Work Action plan

No	Target group	23-6	24-6	25-6	26-6	27-6	28-6	29-6	30-6	1-7	2-7	3-7	4-7	5-7	6-7	7-7	8-7
1	Employment Facilitation Units (Source of Information).																
2	HR and Management of PepsiCo (Source of Information).																
3	Drivers from Aramex and PepsiCo.																
4	Ministry of Interior: Traffic Department (Source of Information).																
5	Drivers Syndicate (Source of Information).																
6	Heavy Machinery Association (Source of Information).																
7	Drivers from different sectors (FMCG, tourism, logistics and transportation																
8	Unemployed men																
9	Society members																
10	NGOs and Youth Centers																

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3. Data Collection Matrix

Target group Dimension	Drivers (Pepsi co & Aramex)	Drivers (Rando mly)	Unemploy ed men	Society members	HR and Management of PepsiCo	Employment Facilitation Units	NGOs and Youth Centers	Traffic Department	Drivers Syndicate
Driving Profession baseline data								√	√
Driving license procedures (mechanisms to access professional driving license).								√	√
Driving skills training (sources, cost, availability, effectiveness, problems, etc.)	√	√			√	√		√	√
Drivers life standards and social economic status	√	√	√	√	√	√	√	√	√
Driving Profession Challenges	√	√	√	√	√	√	√	√	√
Willingness to start driving career (amongst			√	√			√		√

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Target group Dimension	Drivers (Pepsi co & Aramex)	Drivers (Rando mly)	Unemploy ed men	Society members	HR and Management of PepsiCo	Employment Facilitation Units	NGOs and Youth Centers	Traffic Department	Drivers Syndicate
youth and unemployed men)									
Inspiring factors to work as driver	√	√	√	√	√	√	√		√
Non- motivating factors to work as a drivers	√	√	√	√	√	√	√		√
Community awareness of the un-employment problem			√	√	√	√	√		√
Activities to raise community awareness on nontraditional solutions for un- employment problem.	√	√	√	√		√	√		√
To what extent driving profession socially ranked and accepted	√	√	√	√		√	√		√
Different strategies to change community perception of the driving profession	√	√	√	√		√	√		√

Annex 2: Study Tools

This report is the intellectual property of GIZ and is carried out under the implementation responsibility of 'Promotion of Blue Collar Jobs', financed by the Open Regional Fund on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ).

Project-number: EG1 11.2171.4-001.00

Promotion of Blue Collar Jobs

- *Study on the Social Perception of the "Driver" in the frame of Promoting the job profile in close cooperation with PepsiCo -*

Study conducted by: Mosaad Radwan Abdel Hamed, Ph.d

Timeframe: June- July 2012

Table of Contents

1. EMPLOYMENT FACILITATION UNIT (EFU).....	42
2. PEPSICO HUMAN RESOURCES MANAGEMENT INTERVIEW	43
3. PEPSICO DRIVERS INTERVIEW	52
4. DRIVERS FROM OUTSIDE PEPSI CO INTERVIEW.....	57
5. UNEMPLOYMENT YOUTH "MALE" SAMPLE INTERVIEW	65
6. COMMUNITY MEMBERS SAMPLE INTERVIEW	74
7. NGOS AND YOUTH CENTERS SAMPLE INTERVIEW	81
8. DRIVERS SYNDICATE INTERVIEW.....	81
9. MINISTRY OF INTERIOR AND DRIVING TRAINING CANTERS INTERVIEW	89

Employment Facilitation Unit (EFU)

A. Sample Distribution and Time plan

Sample Size	One person (Concerned staff)
Venue	Down town (Employment Facilitation Unit
Date	June 27, 2012 at 10.00 am

B. Interview Checklist

- Orientation and brief on the EFU objectives and activities.
- Understanding strategy of matching employers and job seekers.
- Discuss attitude of job seekers with respect to working as drivers.
- Numbers of job seekers apply for driving jobs.
- From job seekers point of view “Diploma and university graduate”, what are challenges of working as drivers.
- Other issues will be identified based on the orientation and in relation to the designed questionnaires.

PepsiCo Human Resources Management Interview

A. Sample Distribution and Time plan

Sample Size	One person (NEA Commercial Talent Acquisition Manager)
Venue	PepsiCo – Nasr City
Date	June 28, 2012 (12.00 am)

B. Interview Questionnaire

**Questionnaire of the Human Resource Department
at PepsiCo**

First: The main data about the company and those working as “drivers”	
Number of jobs earmarked as “company driver” jobs	
Rate of covering the jobs pertaining to “driver job” (rate/percentage of shortage within the jobs)	
Second: Specifying the tasks that are carried out by the driver and the other relevant tasks, as well as the required qualifications	
Tasks and duties that the driver carries out in general within the company	
Required qualifications and skills for occupying the job of a driver	
What are the most important tasks that represent an attraction for workers to apply for the job of a driver in the company	
What are the major tasks that represent a repellent factor and make the workers refuse to take on	

the job of driver in the company									
Third: Method of advertising for vacancies in the drivers sector									
What are the most important methods used for advertising	<table border="1" data-bbox="812 552 1511 1188"> <tr> <td data-bbox="812 552 1045 764"><input type="checkbox"/> Advertising board at the company</td> <td data-bbox="1045 552 1279 764"><input type="checkbox"/> Specialised newspapers or magazines</td> <td data-bbox="1279 552 1511 764"><input type="checkbox"/> Daily or weekly newspapers</td> </tr> <tr> <td data-bbox="812 764 1045 1188"><input type="checkbox"/> Others, to be mentioned</td> <td data-bbox="1045 764 1279 1188"><input type="checkbox"/> Advertising board displayed in places where groups of drivers meet</td> <td data-bbox="1279 764 1511 1188"><input type="checkbox"/> Advertising through a mediator (employment agencies/ companies)</td> </tr> </table>			<input type="checkbox"/> Advertising board at the company	<input type="checkbox"/> Specialised newspapers or magazines	<input type="checkbox"/> Daily or weekly newspapers	<input type="checkbox"/> Others, to be mentioned	<input type="checkbox"/> Advertising board displayed in places where groups of drivers meet	<input type="checkbox"/> Advertising through a mediator (employment agencies/ companies)
<input type="checkbox"/> Advertising board at the company	<input type="checkbox"/> Specialised newspapers or magazines	<input type="checkbox"/> Daily or weekly newspapers							
<input type="checkbox"/> Others, to be mentioned	<input type="checkbox"/> Advertising board displayed in places where groups of drivers meet	<input type="checkbox"/> Advertising through a mediator (employment agencies/ companies)							
Rate of applying after ads have been placed, ratio to the number of available jobs									
Rate of those excluded because they do not correspond to the set conditions									
What are the main conditions that do not apply in case of exclusion									
Main interventions that were made by the									

<p>administration / management / Department in order to increase the number of applicants for the job of driver</p>	
<p>Fourth: competitive advantages offered to the workers in the drivers sector</p>	
<p><input type="checkbox"/> Salary, compensations and financial/ material allowances</p>	
<p><input type="checkbox"/> Insurance services (social and health)</p>	
<p><input type="checkbox"/> Social activities</p>	
<p><input type="checkbox"/> Training and skill development</p>	
<p>Career <input type="checkbox"/> development / Promising career</p>	
<p><input type="checkbox"/> Other advantages, kindly mention</p>	
<p>Fifth: turnover rate in the drivers sector</p>	
<p>Turnover of workers in the drivers sector (annual) in general</p>	
<p>Kindly specify the reasons for which drivers in</p>	<p><input type="checkbox"/> Low salary and benefits <input type="checkbox"/> Difficult work conditions <input type="checkbox"/> No clear career future</p>

<p>general leave work (through analysis of the HR Department) .(Exit Interview)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Insecure feeling about the job <input type="checkbox"/> Social reasons, family or surrounding environment have refused <input type="checkbox"/> Another job opportunity in the same job category –driver- yet with more advantages <input type="checkbox"/> Changing over to another job, other than driving <input type="checkbox"/> Other reasons, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>
<p>Turnover of workers in the drivers sector (annual) among those that have medium level education / qualifications</p>	
<p>Special reasons behind the turnover of workers (medium level education / qualifications)</p>	
<p>Turnover of workers in the drivers sector (annual) among holders of higher level education / qualifications (university graduates)</p>	
<p>Special reasons behind the turnover of workers (medium level education / qualifications)</p>	

<p>Main interventions that were made by the HR Department in order to reduce the workers turnover rates</p>	
<p>Sixth: Analyses carried out by the Human Resource Department in search for the reasons that make the graduates of higher and medium education reluctant to apply / take on the job of driver in the company</p>	
<p>What are the challenges that can face a young man who holds a certificate of high or medium education when working as a driver in one of the different sectors (tourism – transportation – companies –)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses working as a driver <input type="checkbox"/> The method of advertising for drivers jobs are not attractive, thus it does not draw attention <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated <input type="checkbox"/> Conditions for writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education <input type="checkbox"/> Other reasons, kindly mention in details: ----- ----- -----
<p>What are in your opinion the major things that can attract holders of a high or medium education certificate to work as a driver</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the perspective of the society in perceiving the job of a driver <input type="checkbox"/> Linking the driver’s job with other jobs like marketing and distribution <input type="checkbox"/> Different use / application of the methods of advertising for the job of a driver <input type="checkbox"/> Other things, kindly mention ----- ----- -----
<p>How can the perspective</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of

<p>of the society towards the job of a driver be improved</p>	<p>communication (religious institutions – youth centers – NGOs -)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver <input type="checkbox"/> Monitoring and presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image of a driver in the eyes of the society <input type="checkbox"/> Other reasons, kindly mention in details: ----- ----- -----
<p>What are the major challenges that face young people when attempting to obtain the professional license</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Few opportunities for receiving the necessary training <input type="checkbox"/> Low quality of training <input type="checkbox"/> Financial costs necessary to obtain the license <input type="checkbox"/> Difficult and lengthy procedures <input type="checkbox"/> Other reasons, kindly mention in details: ----- ----- -----
<p>In your opinion how can the procedures for issuing the professional license for young people be improved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Providing the financial and technical support by some companies to help young people to obtain the professional license <input type="checkbox"/> Increasing the awareness of staff at the traffic departments about the importance of facilitating the procedures for issuing the professional license in order to solve the problem of unemployment <input type="checkbox"/> Other reasons, kindly mention ----- ----- -----
<p>Sixth: Fields of cooperation between the company, the labor organisations and the civil society organisations for improving the processes of raising interest in / of positive attitude towards applying for the job of driver at the company</p>	
<p>What in your opinion are the roles that the drivers' trade union should play for supporting and</p>	

<p>encouraging the graduates to take on the job of a driver.</p>						
<p>What in your opinion is the evaluation / appraisal of the role that the drivers' trade union is currently playing for supporting the job of a driver and for encouraging the holders of qualifications / education certificates to enter into this field.</p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 20%;"><input type="checkbox"/> Weak</td> <td style="width: 20%;"><input type="checkbox"/> Medium</td> <td style="width: 20%;"><input type="checkbox"/> Good</td> <td style="width: 20%;"><input type="checkbox"/> Very good</td> <td style="width: 20%;"><input type="checkbox"/> Excellent</td> </tr> </table>	<input type="checkbox"/> Weak	<input type="checkbox"/> Medium	<input type="checkbox"/> Good	<input type="checkbox"/> Very good	<input type="checkbox"/> Excellent
<input type="checkbox"/> Weak	<input type="checkbox"/> Medium	<input type="checkbox"/> Good	<input type="checkbox"/> Very good	<input type="checkbox"/> Excellent		
<p>In case the evaluation / appraisal is less than good, kindly mention the reasons.</p>						
<p>Kindly mention some of the roles that the trade union has played and that you see as being of benefit.</p>						
<p>What is the support that the company can give to the trade union to help in</p>						

this direction.	
Do you find that the organisations of the civil society (example the NGOS and the youth centers) can play an important role in changing the society's image about the job of the driver.	<input type="checkbox"/> Yes <input type="checkbox"/> No
In case the answer is yes, what are the most important activities that those organisations can undertake and that can be supported by the company in this direction	

PepsiCo Drivers Interview

A. Sample Distribution and Time plan

Sample Size	20 drivers (two focus groups)
Venue	PepsiCo – Nasr City
Date	TBD with Pepsi Co focal point

B. Interview Questionnaire

Questionnaire Interview with drivers working in PepsiCo

Name (optional):			
Age:			
Educational qualification:	<input type="checkbox"/> Above intermediate degree	<input type="checkbox"/> University degree	
	<input type="checkbox"/> Preparatory school	<input type="checkbox"/> Intermediate degree	
	<input type="checkbox"/> Literacy certificate	<input type="checkbox"/> Primary school	
Graduation year:			
Kind of specialisation (in case of university or intermediate degree)			
Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married and provides for others		

Did you work in another profession other than the driving profession	<input type="checkbox"/> no <input type="checkbox"/> Yes					
In case the answer is yes: what was it						
What are the main reasons for which you left the other profession	<input type="checkbox"/> Low income <input type="checkbox"/> Wanting to work as a driver <input type="checkbox"/> I do not want the nature of this work <input type="checkbox"/> The wish for change <input type="checkbox"/> Others, to be mentioned -----					
Current average of monthly income						
Current monthly income from working as a driver	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 20%;"><input type="checkbox"/> Completely sufficient</td> <td style="width: 20%;"><input type="checkbox"/> Sufficient</td> <td style="width: 20%;"><input type="checkbox"/> Sufficient to a certain extent</td> <td style="width: 20%;"><input type="checkbox"/> Insufficient</td> <td style="width: 20%;"><input type="checkbox"/> Totally insufficient</td> </tr> </table>	<input type="checkbox"/> Completely sufficient	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Sufficient to a certain extent	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Totally insufficient
<input type="checkbox"/> Completely sufficient	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Sufficient to a certain extent	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Totally insufficient		
What is the motive behind preferring the job of a driver	<input type="checkbox"/> A member of the family works in this profession and I see that it is good and suitable. <input type="checkbox"/> I have experience in working in the driving profession prior to finishing my education. <input type="checkbox"/> I did not find another work opportunity, thus I took on this profession. <input type="checkbox"/> I love this profession for what it provides in terms of change factors and different life style. <input type="checkbox"/> I took on this profession only as long as it is within the scope of the company. <input type="checkbox"/> Other reasons, kindly mention ----- ----- -----					
How did you get the job of a driver in the	<input type="checkbox"/> One of the persons working in the company recommended me. <input type="checkbox"/> Reading one of the ads seeking drivers <input type="checkbox"/> Others, to be mentioned					

company	-----					
In your opinion, what are the major advantages that you get from working as a driver in the company	<ul style="list-style-type: none"> <input type="checkbox"/> Only material / financial advantages. <input type="checkbox"/> Social advantages, since the job has acceptance from the society. <input type="checkbox"/> Experience from interacting with different types of people. <input type="checkbox"/> Training and qualification provided by the company. <input type="checkbox"/> A chance to be promoted to higher jobs in the company. <input type="checkbox"/> Others, to be mentioned <p style="text-align: center;">-----</p>					
Is there a proportion of colleagues that leave work	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> A high proportion</td> <td style="padding: 5px;"><input type="checkbox"/> High</td> <td style="padding: 5px;"><input type="checkbox"/> Medium</td> <td style="padding: 5px;"><input type="checkbox"/> Low</td> <td style="padding: 5px;"><input type="checkbox"/> None</td> </tr> </table>	<input type="checkbox"/> A high proportion	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> None
<input type="checkbox"/> A high proportion	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low	<input type="checkbox"/> None		
Kindly specify the reasons behind leaving the job	<ul style="list-style-type: none"> <input type="checkbox"/> Low salary and advantages / benefits <input type="checkbox"/> The work conditions are difficult. <input type="checkbox"/> There is no clear career future. <input type="checkbox"/> There is no feeling of job security. <input type="checkbox"/> Social reasons, since the family and the surrounding environment have refused. <input type="checkbox"/> Another job opportunity in the same profession –driver- but with more advantages / benefits. <input type="checkbox"/> Shifting to another job, other than driving. <input type="checkbox"/> Other reasons, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>					
Do you prefer to shift to a desk-job (clerk) or an administrative job with lower salary	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> I totally agree</td> <td style="padding: 5px;"><input type="checkbox"/> I agree</td> <td style="padding: 5px;"><input type="checkbox"/> I am not sure</td> <td style="padding: 5px;"><input type="checkbox"/> I do not agree</td> <td style="padding: 5px;"><input type="checkbox"/> I totally do not agree</td> </tr> </table>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally do not agree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally do not agree		
In case you agree, kindly mention the reasons	<ul style="list-style-type: none"> <input type="checkbox"/> I do not want to work in the profession of driver. <input type="checkbox"/> The social milieu in which I live (family, relatives, friends) does not want me to continue working as a driver <input type="checkbox"/> The way the society looks upon the profession of driver is not good. <input type="checkbox"/> There is no clear future for working in the profession of a driver. <input type="checkbox"/> Other reasons, kindly mention them in detail: <p>-----</p>					

	<p>-----</p> <p>-----</p>
<p>In your opinion what are the most important things that can attract the holders of university and intermediate education degrees to work in the profession of driver</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the society's perspective towards the profession of driver <input type="checkbox"/> Linking the profession of driver with other professions, like marketing and distribution <input type="checkbox"/> Using different ad methods when advertising for the job of a driver. <input type="checkbox"/> Other thinks, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>
<p>How can the perspective of the society towards the profession of a driver be improved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of communication (religious institutions – youth centers – NGOs -) <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver <input type="checkbox"/> Monitoring and presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image in the profession of driver in the eyes of the society <input type="checkbox"/> Other reasons, kindly mention in details: <p>-----</p> <p>-----</p> <p>-----</p>
<p>What are the challenges that can face a young man who holds a certificate of high or medium education when working as a driver in one of the different sectors</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses working as a driver <input type="checkbox"/> The method of advertising for drivers jobs are not attractive, thus it does not draw attention <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated <input type="checkbox"/> Conditions for writing "job: driver" in the national identity card, which would worry holders of certificates of high or medium education <input type="checkbox"/> Other reasons, kindly mention in details: <p>-----</p>

(tourism – transportation – companies –) 	----- -----
What are the major challenges that face young people when attempting to obtain the professional license 	<ul style="list-style-type: none"> <input type="checkbox"/> Few opportunities for receiving the necessary training <input type="checkbox"/> Low quality of training <input type="checkbox"/> Financial costs necessary to obtain the license <input type="checkbox"/> Difficult and lengthy procedures <input type="checkbox"/> Other reasons, kindly mention in details: ----- ----- -----
In your opinion how can the procedures for issuing the professional license for young people be improved 	<ul style="list-style-type: none"> <input type="checkbox"/> Providing the financial and technical support by some companies to help young people to obtain the professional license <input type="checkbox"/> Increasing the awareness of staff at the traffic departments about the importance of facilitating the procedures for issuing the professional license in order to solve the problem of unemployment <input type="checkbox"/> Other reasons, kindly mention ----- ----- -----

Drivers from outside Pepsi Co Interview

A. Sample Distribution and Time plan

Sample Size	30 drivers (three focus groups) Three districts from greater Cairo
Venue	Districts to be identified
Date	July 3-8, 2012

B. Interview Questionnaire

Questionnaire Interview Drivers from outside Pepsi Co

First: Personal Data			
Name (optional):			
Age:			
Educational qualification:	<input type="checkbox"/> Degree above intermediate	<input type="checkbox"/> University degree	
	<input type="checkbox"/> Preparatory school	<input type="checkbox"/> Intermediate degree	
	<input type="checkbox"/> Literacy certificate	<input type="checkbox"/> Primary school	
Graduation year:			
Kind of specialization (in			

case of university or intermediate degree)					
Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married and provides for others				
Second: Experience in the field of driving “driver’s profession”					
Degree of current (driving) license	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><input type="checkbox"/> First</td> <td style="text-align: center;"><input type="checkbox"/> Second</td> <td style="text-align: center;"><input type="checkbox"/> Third</td> <td style="text-align: center;"><input type="checkbox"/> Private</td> </tr> </table>	<input type="checkbox"/> First	<input type="checkbox"/> Second	<input type="checkbox"/> Third	<input type="checkbox"/> Private
<input type="checkbox"/> First	<input type="checkbox"/> Second	<input type="checkbox"/> Third	<input type="checkbox"/> Private		
Kind of field that he is working in	<input type="checkbox"/> Freelance driver, driving a taxi <input type="checkbox"/> Freelance driver, driving a micro bus <input type="checkbox"/> Freelance driver, driving pick-up trucks: quarter or half <input type="checkbox"/> Freelance driver, driving heavy trucks <input type="checkbox"/> Others, mention -----				
The field that he is working in	<input type="checkbox"/> Transportation of passengers, individuals and groups. <input type="checkbox"/> Tourism <input type="checkbox"/> Transportation of goods (light weights) <input type="checkbox"/> Heavy weight transportation				
Did you work in another profession other than the driving profession	<input type="checkbox"/> No <input type="checkbox"/> Yes				
In case the answer is yes:					

what was it										
What are the main reasons for which you left the other profession	<input type="checkbox"/> Low income <input type="checkbox"/> Wanting to work as a driver <input type="checkbox"/> I do not want the nature of this work <input type="checkbox"/> The wish for change <input type="checkbox"/> Others, to be mentioned <p>-----</p>									
Current average of monthly income of the driver working in the same specialization as yours.										
Current monthly income from working as a driver	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> Completely sufficient</td> <td style="padding: 5px;"><input type="checkbox"/> Sufficient</td> <td style="padding: 5px;"><input type="checkbox"/> Sufficient to a certain extent</td> <td style="padding: 5px;"><input type="checkbox"/> Insufficient</td> <td style="padding: 5px;"><input type="checkbox"/> Totally insufficient</td> </tr> </table>					<input type="checkbox"/> Completely sufficient	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Sufficient to a certain extent	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Totally insufficient
<input type="checkbox"/> Completely sufficient	<input type="checkbox"/> Sufficient	<input type="checkbox"/> Sufficient to a certain extent	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Totally insufficient						
What is the motive behind preferring the job of a driver	<input type="checkbox"/> A member of the family works in this profession and I see that it is good and suitable. <input type="checkbox"/> I have experience in working in the driving profession prior to completing my education. <input type="checkbox"/> I did not find another work opportunity, thus I took on this profession. <input type="checkbox"/> I love this profession for what it provides in terms of change factors and different life style. <input type="checkbox"/> I took on this profession only as long as it is within the scope of the company <u>(only for the drivers in companies).</u> <p>-----</p> <p>-----</p> <p>-----</p>									
How did you get the job of a	<input type="checkbox"/> One of the persons working in the company recommended me. <input type="checkbox"/> Reading one of the ads seeking drivers									

<p>driver in the company in which you are working at present <u>only for the drivers in companies</u></p>	<p><input type="checkbox"/> Others, to be mentioned</p> <p>-----</p>					
<p>In your opinion, what are the major advantages that you get from working as a driver in the company <u>only for the drivers in companies</u></p>	<p><input type="checkbox"/> Only material / financial advantages. <input type="checkbox"/> Social advantages, since the job has acceptance from the society. <input type="checkbox"/> Experience from interacting with different types of people. <input type="checkbox"/> Training and qualification provided by the company. <input type="checkbox"/> A chance to be promoted to higher jobs in the company. <input type="checkbox"/> Others, to be mentioned</p> <p>-----</p>					
<p>Do you prefer to shift to an office/ a desk-job (clerk) or an administrative job with lower salary</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><input type="checkbox"/> I totally agree</td> <td style="text-align: center;"><input type="checkbox"/> I agree</td> <td style="text-align: center;"><input type="checkbox"/> I am not sure</td> <td style="text-align: center;"><input type="checkbox"/> I do not agree</td> <td style="text-align: center;"><input type="checkbox"/> I totally do not agree</td> </tr> </table>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally do not agree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally do not agree		
<p>In case you agree, kindly mention the reasons</p>	<p><input type="checkbox"/> I do not want to work in the profession of driver. <input type="checkbox"/> The social milieu in which I live (family, relatives, friends) does not want me to continue working as a driver. <input type="checkbox"/> The way the society looks upon the profession of driver is not good. <input type="checkbox"/> There is no clear future for working in the profession of a driver. <input type="checkbox"/> Other reasons, kindly mention them in detail:</p> <p>-----</p>					

Third: How the society perceives the profession of a driver

<p>What is in your opinion the society's valuation of / regard to the profession of driver</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Highly appreciated</td> <td style="padding: 5px;">Acceptable appreciation</td> <td style="padding: 5px;">I am not sure about that</td> <td style="padding: 5px;">Not appreciated</td> <td style="padding: 5px;">Not appreciated at all</td> </tr> </table>	Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all
Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all		

<p>In case the answer is: not sure or less, then the reason might be:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The milieu in which the driver works is unsuitable. <input type="checkbox"/> A difficult task and causes problems to those working in it (difficult work conditions). <input type="checkbox"/> The reputation pertaining to the behaviour of some of those working in the driver's profession. <input type="checkbox"/> Dangers that surround the profession in terms of accidents and injuries. <input type="checkbox"/> Other, mention -----
---	---

<p>In your opinion what are the most important things that can attract the holders of university and intermediate education degrees to work in the profession</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the society's perspective towards the profession of driver. <input type="checkbox"/> Linking the profession of driver with other professions, like marketing and distribution. <input type="checkbox"/> Using different ad methods when advertising for the job of a driver. <input type="checkbox"/> Other thinks, kindly mention ----- ----- -----
---	--

of driver	
How can the perspective of the society towards the profession of a driver be improved	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of communication (religious institutions – youth centers – NGOs -) <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver <input type="checkbox"/> Monitoring and presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image in the profession of driver in the eyes of the society <input type="checkbox"/> Other means and methods, kindly mention in details: ----- ----- -----
Fourth: challenges of working as a professional driver	
What are the challenges that can face a young man who holds a certificate of high or medium education when working as a driver in one of the different sectors (tourism – transportation – companies –)	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses that he works as a driver. <input type="checkbox"/> The method of advertising for drivers jobs is not attractive, thus it does not draw attention. <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license. <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated. <input type="checkbox"/> Conditions for writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education. <input type="checkbox"/> Other reasons, kindly mention in details: ----- ----- -----
What are the major challenges that face young	<ul style="list-style-type: none"> <input type="checkbox"/> Few opportunities for receiving the necessary training. <input type="checkbox"/> Low quality of training. <input type="checkbox"/> Financial costs necessary to obtain the license. <input type="checkbox"/> Difficult and lengthy procedures. <input type="checkbox"/> Other reasons, kindly mention in details:

people when attempting to obtain the professional license	<p>-----</p> <p>-----</p> <p>-----</p>
---	--

In your opinion how can the procedures for issuing the professional license for young people be improved	<ul style="list-style-type: none"> <input type="checkbox"/> Providing the financial and technical support by some companies to help young people to obtain the professional license. <input type="checkbox"/> Increasing the awareness of staff at the traffic departments about the importance of facilitating the procedures for issuing the professional license in order to solve the problem of unemployment. <input type="checkbox"/> Having the drivers trade union play a role that is more positive in facilitating the procedures <input type="checkbox"/> Other suggestions, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>
--	---

Fifth: the suitable work nature in the profession of a driver for holders of qualifications / education degrees

In your opinion, what is most suitable for holders of intermediate or university degrees among the following kinds of driving		<input type="checkbox"/> Yes	<input type="checkbox"/> No	A micro-bus driver for local transportation or transportation between the governorates
				A taxi driver
				A driver of pick-up trucks: a quarter or half
				Heavy truck driver

Kindly mention the reasons for the choices	<p>-----</p> <p>-----</p> <p>-----</p>
--	--

In your opinion,		<input type="checkbox"/> Yes	<input type="checkbox"/> No	Transportation of passengers (taxi or micro bus)
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what is most suitable for holders of intermediate or university degrees among the following working sectors				Tourism Transportation of light-weight goods Transportation of heavy-weight goods										
Kindly mention the reasons for the choices	----- ----- -----													
In your opinion, how does the society look upon a holder of a university degree when he works in the profession of a driver in a company and additionally carries out marketing activities / tasks	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Totally accepts</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Accepts</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Neutral</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Does not accept</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Does not accept at all</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> </table>				<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does not accept	<input type="checkbox"/> Does not accept at all	<input type="checkbox"/>				
<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does not accept	<input type="checkbox"/> Does not accept at all										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
Kindly clarify the reasons in case of acceptance or non-acceptance	----- ----- -----													

Unemployment Youth “Male” Sample Interview

A. Sample Distribution and Time plan

Sample Size	60 Unemployed (6 focus groups) Three districts from greater Cairo
Venue	Districts to be identified
Date	July 3-8, 2012

B. Interview Questionnaire

Questionnaire Interview of Unemployed Young “Male” Graduates

First: Personal Data			
Name (optional):			
Age:			
Educational qualification:		<input type="checkbox"/> Above intermediate or intermediate (education) degree	<input type="checkbox"/> University degree
			<input type="checkbox"/> Intermediate (education) degree
Graduation year:			
Kind of specialisation (in case of university or intermediate degree)			
Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married		

	<input type="checkbox"/> Married and provides for others
Second: Nature of the current activity / job	
Do you do any kind of work / activities at present	<input type="checkbox"/> Yes <input type="checkbox"/> NO
Kindly mention the nature of those activities	
What is the average monthly income from those activities / this work	
Third: Analysing the problem of unemployment	
In your opinion what is the percentage of unemployment among the graduate youth in the area (%)	
What are the main reasons for the unemployment	<input type="checkbox"/> Non availability of governmental jobs <input type="checkbox"/> Non availability of jobs in the private sector <input type="checkbox"/> Weak skills of the graduate that would enable him to take on some jobs available in the private sector <input type="checkbox"/> The graduate does not wish to work in some fields <input type="checkbox"/> Other reasons, kindly mention them ----- ----- -----
In case you agree on the reason for the	----- -----

reluctance of some graduates to work in some sectors that require labor, kindly mention examples of those sectors	----- 					
Kindly clarify the reasons behind the reluctance of the graduates to work in those sectors	----- ----- -----					
Fourth: Opinion about / the perspective of looking upon the profession of a driver						
Do you have any relatives working in the profession of a driver	<input type="checkbox"/> Yes <input type="checkbox"/> No					
In case the answer is yes, what is the degree of relation	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; text-align: center;"> <input type="checkbox"/> Immediate family relation (father – brother) </td> <td style="width: 33%; padding: 5px; text-align: center;"> <input type="checkbox"/> Family (Uncle (on father’s side) – Uncle (on mother’s side) – cousin (on father’s side)–) </td> <td style="width: 33%; padding: 5px; text-align: center;"> <input type="checkbox"/> Another kind of relation degree </td> </tr> </table>	<input type="checkbox"/> Immediate family relation (father – brother)	<input type="checkbox"/> Family (Uncle (on father’s side) – Uncle (on mother’s side) – cousin (on father’s side)–)	<input type="checkbox"/> Another kind of relation degree		
<input type="checkbox"/> Immediate family relation (father – brother)	<input type="checkbox"/> Family (Uncle (on father’s side) – Uncle (on mother’s side) – cousin (on father’s side)–)	<input type="checkbox"/> Another kind of relation degree				
What is in your opinion the society’s valuation of / regard to the profession of driver	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px; text-align: center;">Highly appreciated</td> <td style="width: 20%; padding: 5px; text-align: center;">Acceptable appreciation</td> <td style="width: 20%; padding: 5px; text-align: center;">I am not sure about that</td> <td style="width: 20%; padding: 5px; text-align: center;">Not appreciated</td> <td style="width: 20%; padding: 5px; text-align: center;">Not appreciated at all</td> </tr> </table>	Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all
Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all		
In case the answer is: not sure or less,	<input type="checkbox"/> The milieu in which the driver works is unsuitable. <input type="checkbox"/> A difficult task and causes problems to those working in it (difficult work					

<p>then the reason might be:</p>	<p>conditions).</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reputation pertaining to the behaviour of some of those working in the driver's profession. <input type="checkbox"/> Dangers that surround the profession in terms of accidents and injuries. <input type="checkbox"/> Other, mention ----- 					
<p>Do you have a friend who is a holder of a university degree or a diploma (intermediate education degree) and has an experience of working as a driver</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 					
<p>If the answer is yes, what kind of work does he do</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A micro-bus driver for local transportation or transportation between the governorates <input type="checkbox"/> A taxi driver <input type="checkbox"/> A driver of pick-up trucks: a quarter or half <input type="checkbox"/> A driver of pick-up trucks: a quarter or half 					
<p>If the answer is yes, what is your evaluation of this experience</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> Very good</td> <td style="padding: 5px;"><input type="checkbox"/> Good</td> <td style="padding: 5px;"><input type="checkbox"/> I am not sure</td> <td style="padding: 5px;"><input type="checkbox"/> Not good</td> <td style="padding: 5px;"><input type="checkbox"/> Not good at all</td> </tr> </table>	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> I am not sure	<input type="checkbox"/> Not good	<input type="checkbox"/> Not good at all
<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> I am not sure	<input type="checkbox"/> Not good	<input type="checkbox"/> Not good at all		
<p>Did you ever think about working as a driver in order to overcome the</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> More than once</td> <td style="padding: 5px;"><input type="checkbox"/> Not seriously</td> <td style="padding: 5px;"><input type="checkbox"/> I never thought about</td> </tr> </table>	<input type="checkbox"/> More than once	<input type="checkbox"/> Not seriously	<input type="checkbox"/> I never thought about		
<input type="checkbox"/> More than once	<input type="checkbox"/> Not seriously	<input type="checkbox"/> I never thought about				

problem of non-availability of a job opportunity				that					
If you have thought about working as a driver, what are the reasons for not having the idea crystallize till its completion	<input type="checkbox"/> The family or the relatives have objected <input type="checkbox"/> Non availability of financial means to buy a car <input type="checkbox"/> There was no opportunity within any of the companies <input type="checkbox"/> Difficulty of obtaining the required professional license <input type="checkbox"/> Other reasons, kindly mention them <hr/> <hr/> <hr/>								
What is your opinion about a holder of a technical school diploma / certificate working as a driver	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I totally agree</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I do not agree</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I am neutral</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I agree</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I totally disagree</td> </tr> </table>				<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree					
Kindly mention the reasons in case the answer is "I agree" or "I do not agree".	<hr/> <hr/> <hr/>								
What is your opinion about a holder of a university degree working as a driver	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I totally agree</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I agree</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I am neutral</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I do not agree</td> <td style="width: 20%; text-align: center; padding: 5px;"><input type="checkbox"/> I totally disagree</td> </tr> </table>				<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree					
Kindly mention the reasons in case the answer is "I agree" or "I do not agree".	<hr/> <hr/> <hr/>								
In your opinion, what is the average									

income of the driver										
In your opinion, what is most suitable for holders of intermediate or university degrees among the following kinds of driving	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	A micro-bus driver for local transportation or transportation between the governorates					
					A taxi driver					
					A driver of pick-up trucks: a quarter or half					
					Heavy truck driver					
Kindly mention the reasons for the choices	----- ----- -----									
In your opinion, what is most suitable for holders of intermediate or university degrees among the following working sectors	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Transportation of passengers (taxi or micro bus)					
					Tourism					
					Transportation of light-weight goods					
					Transportation of heavy-weight goods					
Kindly mention the reasons for the choices	----- ----- -----									
In your opinion, how does the society look upon a holder of a university degree when he works in the profession of a driver in a company and additionally carries out marketing	<input type="checkbox"/>	Totally accepts	<input type="checkbox"/>	Accepts	<input type="checkbox"/>	Neutral	<input type="checkbox"/>	Does not accept	<input type="checkbox"/>	Does not accept at all
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

activities / tasks						
Kindly clarify the reasons in case of acceptance or non-acceptance	<p>-----</p> <p>-----</p> <p>-----</p>					
Would you accept to work as a driver in one of the companies		<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree
If you agree to work as a driver in one of the companies, what is then your preference	<ul style="list-style-type: none"> <input type="checkbox"/> To work only as a driver. <input type="checkbox"/> To work as a driver, as a sales representative, or as responsible for marketing or as a distributor <input type="checkbox"/> Others, mention <p>-----</p> <p>-----</p> <p>-----</p>					
If you are not sure or if you do not agree on working as a driver, then the reasons can be	<ul style="list-style-type: none"> <input type="checkbox"/> Family reasons <input type="checkbox"/> Negative perspective of the society towards the profession of driver <input type="checkbox"/> I have no professional (driving) license <input type="checkbox"/> I prefer office / desk work <input type="checkbox"/> I prefer working in a specialization that is related to the qualification <input type="checkbox"/> Other reasons, kindly mention them <p>-----</p> <p>-----</p> <p>-----</p>					
Fifth: Improving the motivation and the working environment of a driver						
In your opinion what are the most important things that can attract the holders of university and intermediate education degrees to	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the society's perspective towards the profession of driver. <input type="checkbox"/> Linking the profession of driver with other professions, like marketing and distribution. <input type="checkbox"/> Using different ad methods when advertising for the job of a driver. <input type="checkbox"/> Other thinks, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>					

work in the profession of driver in one of the companies							
How can the perspective of the society towards the profession of a driver be improved	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of communication (religious institutions – youth centers – NGOs -) <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver <input type="checkbox"/> Monitoring and presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image of driver in the eyes of the society <input type="checkbox"/> Other means and methods, kindly mention in details: ----- ----- ----- 						
What are the most suitable means of communication that can be used to make the society aware of the importance and value of work that is related to the profession of worker	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> Television</td> <td style="padding: 5px;"><input type="checkbox"/> Radio</td> <td style="padding: 5px;"><input type="checkbox"/> Newspapers</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Houses of worship (mosque – church)</td> <td style="padding: 5px;"><input type="checkbox"/> NGOs and youth centers</td> <td style="padding: 5px;"><input type="checkbox"/> Influential community leaders</td> </tr> </table> <p style="margin-top: 10px;">There are other suggested means: ----- ----- -----</p>	<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers	<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders
<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers					
<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders					
What are the challenges that can face a young man who holds a certificate of high or medium education when working as a driver in one of the different sectors	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses that he works as a driver. <input type="checkbox"/> The method of advertising for drivers jobs is not attractive, thus it does not draw attention. <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license. <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated. <input type="checkbox"/> Conditions for writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education. <input type="checkbox"/> Other reasons, kindly mention in details: ----- 						

(tourism – transportation – companies –)	<p>-----</p> <p>-----</p>				
<p>If one of the companies offers you the provision of the necessary training and support to issue the professional (driving) license on condition that you take on the job of a driver and agent/ representative of distribution and marketing in the company</p>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree
<p>Kindly clarify the reasons for accepting or refusing</p>					

Community Members Sample Interview

A. Sample Distribution and Time plan

Sample Size	60 community members (Randomly selected and represents all categories and gender (6 focus groups) Three districts from greater Cairo
Venue	Districts to be identified
Date	July 3-8, 2012

B. Interview Questionnaire

Questionnaire Community Members

First: Personal Data			
Name (optional):			
Age:			
Educational qualification:	<input type="checkbox"/> Degree above intermediate	<input type="checkbox"/> University degree	
	<input type="checkbox"/> University degree	<input type="checkbox"/> Degree above intermediate	
	<input type="checkbox"/> Preparatory school	<input type="checkbox"/> Intermediate degree	
	<input type="checkbox"/> Literacy certificate	<input type="checkbox"/> Primary school	
		<input type="checkbox"/> No certificate	
Graduation year:			

Marital status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married and provides for others
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Second: Analyzing the problem of unemployment

In your opinion what is the percentage of unemployment among the graduate youth in the area / dwelling area (%)	
---	--

What are the main reasons for the unemployment	<input type="checkbox"/> Non availability of governmental jobs <input type="checkbox"/> Non availability of jobs in the private sector <input type="checkbox"/> Weak skills of the graduate that would enable him to take on some jobs available in the private sector <input type="checkbox"/> The graduate does not wish to work in some fields <input type="checkbox"/> Other reasons, kindly mention them <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>
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In case you agree on the reason for the reluctance of some graduates to work in some sectors that require labor, kindly mention examples of those sectors	<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>
---	---

Kindly clarify / elicit the reasons behind the reluctance of the	
--	--

graduates to work in those sectors									
Third: Opinion about / the perspective of looking upon the profession of a driver									
Do you have any relatives working in the profession of a driver	<input type="checkbox"/> Yes <input type="checkbox"/> No								
In case the answer is yes, what is the degree of relation	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Immediate family relation (father – brother) </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Family (Uncle (on father’s side) – Uncle (on mother’s side) – cousin (on father’s side)–) </td> <td style="width: 33%; padding: 5px; vertical-align: top;"> <input type="checkbox"/> Another kind of relation degree </td> </tr> </table>				<input type="checkbox"/> Immediate family relation (father – brother)	<input type="checkbox"/> Family (Uncle (on father’s side) – Uncle (on mother’s side) – cousin (on father’s side)–)	<input type="checkbox"/> Another kind of relation degree		
<input type="checkbox"/> Immediate family relation (father – brother)	<input type="checkbox"/> Family (Uncle (on father’s side) – Uncle (on mother’s side) – cousin (on father’s side)–)	<input type="checkbox"/> Another kind of relation degree							
What is in your opinion the society’s valuation of / regard to the profession of driver	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%;">Highly appreciated</td> <td style="width: 20%;">Acceptable appreciation</td> <td style="width: 20%;">I am not sure about that</td> <td style="width: 20%;">Not appreciated</td> <td style="width: 20%;">Not appreciated at all</td> </tr> </table>				Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all
Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all					
In case the answer is: not sure or less, then the reason might be:	<ul style="list-style-type: none"> <input type="checkbox"/> The milieu in which the driver works is unsuitable. <input type="checkbox"/> A difficult task and causes problems to those working in it (difficult work conditions). <input type="checkbox"/> The reputation pertaining to the behaviour of some of those working in the driver’s profession. <input type="checkbox"/> Dangers that surround the profession in terms of accidents and injuries. <input type="checkbox"/> Other, mention ----- 								
What is your opinion about a holder of a technical school diploma / certificate	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%;"> <input type="checkbox"/> I totally agree </td> <td style="width: 20%;"> <input type="checkbox"/> I do not agree </td> <td style="width: 20%;"> <input type="checkbox"/> I am neutral </td> <td style="width: 20%;"> <input type="checkbox"/> I agree </td> <td style="width: 20%;"> <input type="checkbox"/> I totally disagree </td> </tr> </table>				<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree					

working as a driver						
Kindly mention the reasons in case the answer is “I agree” or “I do not agree”.	<p>-----</p> <p>-----</p> <p>-----</p>					
What is your opinion about a holder of a university degree working as a driver	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 20%;"><input type="checkbox"/> I totally agree</td> <td style="width: 20%;"><input type="checkbox"/> I agree</td> <td style="width: 20%;"><input type="checkbox"/> I am neutral</td> <td style="width: 20%;"><input type="checkbox"/> I do not agree</td> <td style="width: 20%;"><input type="checkbox"/> I totally disagree</td> </tr> </table>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree		
Kindly mention the reasons in case the answer is “I agree” or “I do not agree”.	<p>-----</p> <p>-----</p> <p>-----</p>					
Do you have a relatives who are holders of a university degree or a diploma (intermediate education degree) and are suffering from the problem of unemployment	<input type="checkbox"/> Yes <input type="checkbox"/> No					
In case the answer is yes , kindly specify the degree of relation	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Immediate family member</td> <td style="width: 33%;"><input type="checkbox"/> Family</td> <td style="width: 33%;"><input type="checkbox"/> Other degree of relation</td> </tr> </table>	<input type="checkbox"/> Immediate family member	<input type="checkbox"/> Family	<input type="checkbox"/> Other degree of relation		
<input type="checkbox"/> Immediate family member	<input type="checkbox"/> Family	<input type="checkbox"/> Other degree of relation				
In case the answer is yes , and they ask you for your opinion	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 20%;"><input type="checkbox"/> I totally agree</td> <td style="width: 20%;"><input type="checkbox"/> I agree</td> <td style="width: 20%;"><input type="checkbox"/> I am not sure</td> <td style="width: 20%;"><input type="checkbox"/> I do not agree</td> <td style="width: 20%;"><input type="checkbox"/> I totally disagree</td> </tr> </table>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am not sure	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree		

about working in the profession of driver, what will your reaction be					e	
Kindly clarify the reasons, whether in case of refusal / rejection or approval						
In your opinion, what is the average income of the driver						
In your opinion, what is most suitable for holders of intermediate or university degrees among the following kinds of driving	<input type="checkbox"/> Yes <input type="checkbox"/> No	A micro-bus driver for local transportation or transportation between the governorates <hr/> A taxi driver <hr/> A driver of pick-up trucks: a quarter or half <hr/> Heavy truck driver				
Kindly mention the reasons for the choices	----- ----- -----					
In your opinion, what is most suitable for holders of intermediate or university degrees among the following working sectors	<input type="checkbox"/> Yes <input type="checkbox"/> No	Transportation of passengers (taxi or micro bus) <hr/> Tourism <hr/> Transportation of light-weight goods <hr/> Transportation of heavy-weight goods				

Kindly mention the reasons for the choices	<p>-----</p> <p>-----</p> <p>-----</p>										
In your opinion, how does the society look upon a holder of a university degree when he works in the profession of a driver in a company and additionally carries out marketing activities / tasks	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Totally accepts</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Accepts</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Neutral</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Does not accept</td> <td style="width: 20%; padding: 5px;"><input type="checkbox"/> Does not accept at all</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does not accept	<input type="checkbox"/> Does not accept at all	<input type="checkbox"/>				
<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does not accept	<input type="checkbox"/> Does not accept at all							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Kindly clarify the reasons in case of acceptance or non-acceptance	<p>-----</p> <p>-----</p> <p>-----</p>										
In your opinion what are the most important things that can attract the holders of university and intermediate education degrees to work in the profession of driver in one of the companies	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the society's perspective towards the profession of driver. <input type="checkbox"/> Linking the profession of driver with other professions, like marketing and distribution. <input type="checkbox"/> Using different ad methods when advertising for the job of a driver. <input type="checkbox"/> Other thinks, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>										
How can the perspective of the society towards the	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of communication (religious institutions – youth centers – NGOs -) <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver 										

<p>profession of a driver be improved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring and presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image of driver in the eyes of the society <input type="checkbox"/> Other means and methods, kindly mention in details: <p>-----</p> <p>-----</p> <p>-----</p>						
<p>What are the most suitable means of communication that can be used to make the society aware of the importance and value of work that is related to the profession of worker</p>	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> Television</td> <td style="padding: 5px;"><input type="checkbox"/> Radio</td> <td style="padding: 5px;"><input type="checkbox"/> Newspapers</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Houses of worship (mosque – church)</td> <td style="padding: 5px;"><input type="checkbox"/> NGOs and youth centers</td> <td style="padding: 5px;"><input type="checkbox"/> Influential community leaders</td> </tr> </table> <p>There are other suggested means:</p> <p>-----</p> <p>-----</p> <p>-----</p>	<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers	<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders
<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers					
<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders					
<p>What are the main challenges that can face a young man who holds a university degree or a medium education certificate when working as a driver in one of the different sectors (tourism – transportation – companies –)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses that he works as a driver. <input type="checkbox"/> The method of advertising for drivers jobs is not attractive, thus it does not draw attention. <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license. <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated. <input type="checkbox"/> Conditions for writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education. <input type="checkbox"/> Other reasons, kindly mention in details: <p>-----</p> <p>-----</p> <p>-----</p>						

NGOs and Youth Centers Sample Interview

A. Sample Distribution and Time plan

Sample Size	6 Organizations, one NGO and One Youth Center from Each District Three districts from greater Cairo
Venue	Districts to be identified
Date	July 3-8, 2012

B. Interview Questionnaire

Questionnaire NGO and Youth Centers

First: General data about the organisation	
Names of those participating in the interview and the interview date	
Name and address of the organisation:	
Date of the official registration:	
Number of members	

of the General Assembly:	
Are among the organisation's activities the item of dealing with the problem of unemployment	<input type="checkbox"/> Yes <input type="checkbox"/> No
In case of answering with "yes", kindly specify those activities	----- ----- -----
In case of having (such) activities, kindly specify "approximately" the number of job opportunities that have been provided	
Second: the problem of unemployment in the scope of work of the organisation	
In your opinion what is the percentage of unemployment among the graduate youth in the area / dwelling area (%)	
What are the main reasons for the	<input type="checkbox"/> Non availability of governmental jobs <input type="checkbox"/> Non availability of jobs in the private sector

unemployment	<input type="checkbox"/> Weak skills of the graduate that would enable him to take on some jobs available in the private sector <input type="checkbox"/> The graduate does not wish to work in some fields <input type="checkbox"/> Other reasons, kindly mention them <hr/> <hr/> <hr/>
In case you agree on the reason for the reluctance of some graduates to work in some sectors that require labour, kindly mention examples of those sectors	<hr/> <hr/> <hr/>
Kindly clarify / elicit the reasons behind the reluctance of the graduates to work in those sectors	
In your opinion, how can it be dealt with this reluctance	<hr/> <hr/> <hr/>
Did the organisation do any attempts to encourage youth to work in those sectors	<hr/> <hr/> <hr/>

Third: the image that the society has in relation with the profession of driver

<p>What is in your opinion the society's valuation of / regard to the profession of driver</p>	Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all	
<p>In case the answer is: not sure or less, then the reason might be:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The milieu in which the driver works is unsuitable. <input type="checkbox"/> A difficult task and causes problems to those working in it (difficult work conditions). <input type="checkbox"/> The reputation pertaining to the behaviour of some of those working in the driver's profession. <input type="checkbox"/> Dangers that surround the profession in terms of accidents and injuries. <input type="checkbox"/> Other, mention ----- 					
<p>What is your opinion about a holder of a technical school diploma / certificate working as a driver</p>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree	
<p>Kindly mention the reasons in case the answer is "I agree" or "I do not agree".</p>	<p>-----</p> <p>-----</p> <p>-----</p>					
<p>What is your opinion about a holder of a university degree working as a driver</p>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I totally disagree	
<p>Kindly mention the reasons in case the</p>	<p>-----</p> <p>-----</p>					

answer is “I agree” or “I do not agree”.	-----							
In your opinion, what is the average income of the driver								
In your opinion, what is the average income of the driver								
In your opinion, what is most suitable for holders of intermediate or university degrees among the following kinds of driving	<input type="checkbox"/> Yes	<input type="checkbox"/> No	A micro-bus driver for local transportation or transportation between the governorates					
			A taxi driver					
			A driver of pick-up trucks: a quarter or half					
			Heavy truck driver					
Kindly mention the reasons for the choices	----- ----- -----							
In your opinion, what is most suitable for holders of intermediate or university degrees among the following working sectors	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Transportation of passengers (taxi or micro bus)					
			Tourism					
			Transportation of light-weight goods					
			Transportation of heavy-weight goods					
Kindly mention the reasons for the choices	----- ----- -----							
In your opinion, how does the society look	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Totally accepts</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Accepts</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Neutral</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Does</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Does not</td> </tr> </table>			<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does	<input type="checkbox"/> Does not
<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does	<input type="checkbox"/> Does not				

upon a holder of a university degree when he works in the profession of a driver in a company and additionally carries out marketing activities / tasks				not acce pt	accept at all
Kindly clarify the reasons in case of acceptance or non-acceptance	----- ----- -----				
Fourth: Improving the surrounding environment and the motives for working in the profession of driver					
In your opinion what are the most important things that can attract the holders of university and intermediate education degrees to work in the profession of driver in one of the companies	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the society's perspective towards the profession of driver. <input type="checkbox"/> Linking the profession of driver with other professions, like marketing and distribution. <input type="checkbox"/> Using different ad methods when advertising for the job of a driver. <input type="checkbox"/> Other thinks, kindly mention ----- ----- -----				
How can the perspective of the society towards the profession of a driver be improved	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of communication (religious institutions – youth centers – NGOs -) <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver <input type="checkbox"/> Monitoring and presenting positive models (role models) of 				

	<p>young people working as drivers in different sectors in order to improve the image of driver in the eyes of the society</p> <p><input type="checkbox"/> Other means and methods, kindly mention in details:</p> <p>-----</p> <p>-----</p> <p>-----</p>						
<p>What are the most suitable means of communication that can be used to make the society aware of the importance and value of work that is related to the profession of worker</p>	<table border="1" data-bbox="410 667 1336 825"> <tr> <td><input type="checkbox"/> Television</td> <td><input type="checkbox"/> Radio</td> <td><input type="checkbox"/> Newspapers</td> </tr> <tr> <td><input type="checkbox"/> Houses of worship (mosque – church)</td> <td><input type="checkbox"/> NGOs and youth centers</td> <td><input type="checkbox"/> Influential community leaders</td> </tr> </table> <p>There are other suggested means:</p> <p>-----</p> <p>-----</p> <p>-----</p>	<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers	<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders
<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers					
<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders					
<p>What are the main challenges that can face a young man who holds a university degree or a medium education certificate when working as a driver in one of the different sectors (tourism – transportation – companies –)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses that he works as a driver. <input type="checkbox"/> The method of advertising for drivers jobs is not attractive, thus it does not draw attention. <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license. <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated. <input type="checkbox"/> Conditions for writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education. <input type="checkbox"/> Other reasons, kindly mention in details: <p>-----</p> <p>-----</p> <p>-----</p>						
<p>Fifth: NGOs (Non–Governmental Organisations)</p>							
<p>The role of NGOs in encouraging the</p>	<p><input type="checkbox"/> Disseminating / Raising awareness among the citizens and the target groups of the importance of work</p>						

<p>youth to work in the profession of driver</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Changing the unsuitable image around the profession of driver <input type="checkbox"/> Partnership with the companies of the private sector for providing opportunities of training and work in the field of driving. <input type="checkbox"/> Providing assistance to the youth to issue the professional license. <input type="checkbox"/> Coordinating with the driving training centres (training for the profession of driving) to provide adequate training opportunities. <input type="checkbox"/> Other roles, kindly specify. <p>-----</p> <p>-----</p> <p>-----</p>
<p>What are the main challenges that the organisation faces when attempting to carry out the above mentioned roles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Financial resources <input type="checkbox"/> Human resources <input type="checkbox"/> Organising and building capacities <input type="checkbox"/> Board of directors <input type="checkbox"/> Others, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>
<p>What are the main forms of support that are needed by the organisation to carry out the above mentioned roles</p>	<p>-----</p> <p>-----</p> <p>-----</p>

Drivers Syndicate Interview

A. Sample Distribution and Time plan

Sample Size	Concerned staff (Based on availability)
Venue	Venue to be identified
Date	First week of July, 2012

B. Interview Questionnaire

Drivers Syndicate Interview

First: General Data on the Syndicate	
Names of those participating in the interview:	
Date of Interview:	
Date of "official registration" of the syndicate	
Syndicate's objectives	
Formation / Members of Board of Directors and of committees:	
Number of members:	

Membership conditions:	
Membership procedures:	
Membership fee:	
Sources of funding the activities:	
Services provided by the syndicate to the members:	Health – cultural – social –

Second: Main data on the profession of driving in Egypt

<p>Estimating the number of those working in the profession of driver: Does the syndicate have a distribution of specialisations for those working in the profession of driving “driver”, e.g. the sectors in which they are working “tourism–transportation...”. A copy or a discussion about the available data is to be attached.</p>			
<p>Is there a qualitative distribution in terms of levels of education of those working in the profession of driver</p>	<table border="1"> <tr> <td><input type="checkbox"/> University certificate / qualification</td> <td><input type="checkbox"/> Above intermediate education certificate / qualification</td> </tr> </table>	<input type="checkbox"/> University certificate / qualification	<input type="checkbox"/> Above intermediate education certificate / qualification
<input type="checkbox"/> University certificate / qualification	<input type="checkbox"/> Above intermediate education certificate / qualification		

	<input type="checkbox"/> Intermediate education certificate / qualification	<input type="checkbox"/> Preparatory school certificate
	<input type="checkbox"/> Primary school certificate	<input type="checkbox"/> Literacy certificate
Total number of new entrants into the profession of driver every year		
What is the average income of the driver, distributed according to the sectors.		
Do you have data on the requirements of the market for the profession of a driver, and what is the percentage of deficit	<input type="checkbox"/> Yes <input type="checkbox"/> No	
In case the answer is no, kindly give data in this concern		
What are the procedures followed for issuing a professional (driving) license	----- ----- -----	
What are the main challenges that face the process of issuing the professional (driving) license	----- ----- -----	

Third: The challenges that face the profession of driving in Egypt

What are the main problems that face those working in the profession	<input type="checkbox"/> Organisational / structural, pertaining to dealing with the governmental authorities. <input type="checkbox"/> Social, pertaining to the community.
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of driver.	<input type="checkbox"/> Health related, pertaining to driving. <input type="checkbox"/> Professional, pertaining to the nature of driving. <input type="checkbox"/> Risks related to the nature of the work. <input type="checkbox"/> Others, kindly mention. <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>
What are the main interventions that the syndicate undertakes to deal with the previously mentioned problems	
What are the main challenges that face the syndicate when undertaking the previously mentioned interventions	

Fourth: The technical and procedural support provided to the syndicate members

Does the syndicate offer the members training courses in the field of driving and skills or providing the knowledge related to such	<input type="checkbox"/> Yes <input type="checkbox"/> No
In case the answer is yes, kindly mention them	<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>
How are they advertised	
Cost price / value	

Does the syndicate provide technical support to the members to issue the higher professional (driving license)	<input type="checkbox"/> Yes <input type="checkbox"/> No
In case the answer is yes, kindly clarify what kind of assistance this is	

Fifth: The image of the society / community about the profession of driving

What is in your opinion the society's / community's valuation of / regard to the profession of driver	<table border="1"> <tr> <td>Highly appreciated</td> <td>Acceptable appreciation</td> <td>I am not sure about that</td> <td>Not appreciated</td> <td>Not appreciated at all</td> </tr> </table>	Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all
Highly appreciated	Acceptable appreciation	I am not sure about that	Not appreciated	Not appreciated at all		
In case the answer is: not sure or less, then the reason might be:	<input type="checkbox"/> The milieu in which the driver works is unsuitable. <input type="checkbox"/> A difficult task and causes problems to those working in it (difficult work conditions). <input type="checkbox"/> The reputation pertaining to the behaviour of some of those working in the driver's profession. <input type="checkbox"/> Dangers that surround the profession in terms of accidents and injuries. <input type="checkbox"/> Other, mention -----					
What are the main challenges that can face a young man who holds a university degree or	<input type="checkbox"/> Family (family, current wife, future wife) refuses that he works as a driver. <input type="checkbox"/> The method of advertising for drivers jobs is not attractive, thus it does not draw attention. <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license. <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated.					

<p>a medium education certificate when working as a driver in one of the different sectors (tourism – transportation – companies –)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Condition of writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education. <input type="checkbox"/> Other reasons, kindly mention in details: ----- ----- ----- 						
<p>How can the perspective of the society / community towards the profession of a driver be improved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / organizing awareness campaigns for the target group of young people through the different means and methods of communication (religious institutions – youth centers – NGOs -) <input type="checkbox"/> Using different media, TV, radio and press, for conveying positive messages around the job of a driver <input type="checkbox"/> Monitoring and presenting positive models (role models) of young people working as drivers in different sectors in order to improve the image of driver in the eyes of the society / community. <input type="checkbox"/> Other means and methods, kindly mention in details: ----- ----- ----- 						
<p>What are the most suitable means of communication that can be used to make the society / community aware of the importance and value of work that is related to the profession of worker</p>	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> Television</td> <td style="padding: 5px;"><input type="checkbox"/> Radio</td> <td style="padding: 5px;"><input type="checkbox"/> Newspapers</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Houses of worship (mosque – church)</td> <td style="padding: 5px;"><input type="checkbox"/> NGOs and youth centers</td> <td style="padding: 5px;"><input type="checkbox"/> Influential community leaders</td> </tr> </table> <p style="margin-top: 10px;">There are other suggested means: ----- ----- -----</p>	<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers	<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders
<input type="checkbox"/> Television	<input type="checkbox"/> Radio	<input type="checkbox"/> Newspapers					
<input type="checkbox"/> Houses of worship (mosque – church)	<input type="checkbox"/> NGOs and youth centers	<input type="checkbox"/> Influential community leaders					

profession of driving to solve the problem of unemployment

What is your opinion about a holder of a technical school diploma / certificate working as a driver	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> I totally agree</td> <td style="padding: 5px;"><input type="checkbox"/> I do not agree</td> <td style="padding: 5px;"><input type="checkbox"/> I am neutral</td> <td style="padding: 5px;"><input type="checkbox"/> I agree</td> <td style="padding: 5px;"><input type="checkbox"/> I totally disagree</td> </tr> </table>	<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree							
<input type="checkbox"/> I totally agree	<input type="checkbox"/> I do not agree	<input type="checkbox"/> I am neutral	<input type="checkbox"/> I agree	<input type="checkbox"/> I totally disagree									
Kindly mention the reasons in case the answer is "I agree" or "I do not agree".	----- ----- -----												
What is your opinion about a holder of a university degree working as a driver	What is your opinion about a holder of a university degree working as a driver												
Kindly mention the reasons in case the answer is "I agree" or "I do not agree".	Kindly mention the reasons in case the answer is "I agree" or "I do not agree".												
In your opinion, what is most suitable for holders of intermediate or	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;"><input type="checkbox"/> Yes</td> <td style="width: 15%; padding: 5px;"><input type="checkbox"/> No</td> <td style="padding: 5px;">A micro-bus driver for local transportation or transportation between the governorates</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">A taxi driver</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">A driver of pick-up trucks: a quarter or half</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">Heavy truck driver</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	A micro-bus driver for local transportation or transportation between the governorates			A taxi driver			A driver of pick-up trucks: a quarter or half			Heavy truck driver
<input type="checkbox"/> Yes	<input type="checkbox"/> No	A micro-bus driver for local transportation or transportation between the governorates											
		A taxi driver											
		A driver of pick-up trucks: a quarter or half											
		Heavy truck driver											

university degrees among the following kinds of driving													
Kindly mention the reasons for the choices	----- ----- -----												
In your opinion, what is most suitable for holders of intermediate or university degrees among the following working sectors	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="checkbox"/> Yes</td> <td style="width: 15%; text-align: center;"><input type="checkbox"/> No</td> <td>Transportation of passengers (taxi or micro bus)</td> </tr> <tr> <td></td> <td></td> <td>Tourism</td> </tr> <tr> <td></td> <td></td> <td>Transportation of light-weight goods</td> </tr> <tr> <td></td> <td></td> <td>Transportation of heavy-weight goods</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Transportation of passengers (taxi or micro bus)			Tourism			Transportation of light-weight goods			Transportation of heavy-weight goods
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Transportation of passengers (taxi or micro bus)											
		Tourism											
		Transportation of light-weight goods											
		Transportation of heavy-weight goods											
Kindly mention the reasons for the choices	----- ----- -----												
In your opinion, how does the society / community look upon a holder of a university degree when he works in the profession of a driver in a company and	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><input type="checkbox"/> Totally accepts</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/> Accepts</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/> Neutral</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/> Does not accept</td> <td style="width: 20%; text-align: center;"><input type="checkbox"/> Does not accept at all</td> </tr> </table>	<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does not accept	<input type="checkbox"/> Does not accept at all							
<input type="checkbox"/> Totally accepts	<input type="checkbox"/> Accepts	<input type="checkbox"/> Neutral	<input type="checkbox"/> Does not accept	<input type="checkbox"/> Does not accept at all									

<p>additionally carries out marketing activities / tasks</p>	
<p>Kindly clarify the reasons in case of acceptance or non-acceptance</p>	<p>-----</p> <p>-----</p> <p>-----</p>
<p>In your opinion what are the most important things that can attract the holders of university and intermediate education degrees to work in the profession of driver in one of the companies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Improving the society’s perspective towards the profession of driver. <input type="checkbox"/> Linking the profession of driver with other professions, like marketing and distribution. <input type="checkbox"/> Using different ad methods when advertising for the job of a driver. <input type="checkbox"/> Other thinks, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>
<p>What are the main challenges that can face a young man who holds a university degree or a medium</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Family (family, current wife, future wife) refuses that he works as a driver. <input type="checkbox"/> The method of advertising for drivers jobs is not attractive, thus it does not draw attention. <input type="checkbox"/> Difficulties standing in the way of receiving the training necessary to obtain the professional license. <input type="checkbox"/> Requirements and procedures of issuing the professional license are complicated. <input type="checkbox"/> Conditions for writing “job: driver” in the national identity card, which would worry holders of certificates of high or medium education. <input type="checkbox"/> Other reasons, kindly mention in details: <p>-----</p>

<p>education certificate when working as a driver in one of the different sectors (tourism – transportation – companies –</p>	<p>-----</p> <p>-----</p>
<p>What are the major challenges that face young people when attempting to obtain the professional (driving) license</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Few opportunities for receiving the necessary training. <input type="checkbox"/> Low quality of training. <input type="checkbox"/> Financial costs necessary to obtain the license. <input type="checkbox"/> Difficult and lengthy procedures. <input type="checkbox"/> Other reasons, kindly mention in details: <p>-----</p> <p>-----</p> <p>-----</p>
<p>In your opinion how can the procedures for issuing the professional license for young people be improved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Providing the financial and technical support by some companies to help young people to obtain the professional license. <input type="checkbox"/> Increasing the awareness of staff at the traffic departments about the importance of facilitating the procedures for issuing the professional license in order to solve the problem of unemployment. <input type="checkbox"/> Having the drivers syndicate play a role that is more positive in facilitating the procedures <input type="checkbox"/> Other suggestions, kindly mention <p>-----</p> <p>-----</p> <p>-----</p>
<p>What is the role that the syndicate can</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Launching / Organising awareness campaigns to improve the general image about the job of a professional driver. <input type="checkbox"/> Providing the services of linking / matching between the young graduates and the

Type of Report

<p>play in order to encourage the young graduates to join the profession of driver</p>	<p>companies that have a need for labour in the field of driving.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing / Offering specialised training courses for the youth in order to obtain a professional license. <input type="checkbox"/> Assisting in the special procedures for obtaining the professional license. <input type="checkbox"/> Communicating / contacting and coordinating with those working in the General Department for Traffic to facilitate the procedures of issuing the professional license. <input type="checkbox"/> Other roles, kindly mention them <p>-----</p> <p>-----</p> <p>-----</p>
<p>What are the main challenges that face the syndicate pertaining to the before mentioned roles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Financial resources <input type="checkbox"/> Human resources <input type="checkbox"/> Organising and building capacities <input type="checkbox"/> Board of Directors <input type="checkbox"/> Others, kindly mention them <p>-----</p> <p>-----</p> <p>-----</p>
<p>What are the most important forms of support that the syndicate needs in order to carry out the previous roles</p>	<p>-----</p> <p>-----</p> <p>-----</p>

Ministry of Interior and Driving Training Centers Interview

A. Sample Distribution and Time plan

Sample Size	Concerned staff (<u>Based on availability</u>) according to the situation in Egypt now
Venue	Venue to be identified
Date	First week of July, 2012

B. Interview Checklist

- Number of professional driving licenses issues per year.
- Number of professional driving licenses issued for diploma and university graduate per year.
- What are procedures to issue professional driving licenses.
- What are challenges that face the issuing process and if they have any alternative solutions to deal with.
- What are training courses available for whom would like to issue professional driving licenses.
- Cost and if it is suitable for the candidates.
- Effectiveness of the training course and how to improve them.
- Training courses advertisement strategy.
- Cooperation between traffic department driving school and private training centers.
- Cooperation between traffic department and drivers syndicate.
- Number of diploma and university graduate that join training courses.
- Challenge that face diploma and university graduate to work with professional driving licenses.
- Perception on community attitude towards driving profession.
- How to improve community perception.
- What are recommendations to encourage diploma and university graduate in order to issue professional driving licenses.

Annex 3: List of Interviewees' Names and Contact Information

District	Youth Sample Names	Community Sample Names	Drivers Sample Names	NGO and Youth Center Sample Names	Contact Information
Giza governorate: Imbaba	<ul style="list-style-type: none"> Mohamed Abdel Moneem Akram Asraf Mohamed Abdel Wahab Mohamed Fekry Ahmed Mohamed Hashem Mohamed Mostafa salem Ahmed Ismail Hasan Farag Yousef Shaaban Mohamed Mohamed Hashem Ahmed Saaid hanfy Ayman Ragab Karem Ali Mohamed Mahfouz Hamada Moaawad Mohamed Gomaa Abdel halim Ali Tarek El Sayed Mohamed Taha Magdy Ahmed Mohamed Abdel Hakim Mahmoud Mohamed Ahmed Ibrahim Ahmed Salem 	<ul style="list-style-type: none"> Ghadeer Saaeid Rabab Foaad Rehab Hassan Nermine Ibrahim Badiaa Mohamed Madiha El syaed Zeinab Mohammed Nesma Hanafy Magda Essam Hadier Gamal Reham Gamal Ment Alla Mohamed Fayza shaaban Rawhia Mohamed Sanaa Abdel Salam El ham Hassan Fekriya Helal Nadia Ahmed Aysha Abdel Al Faten Syed Samyia Abdel Wahab 	<ul style="list-style-type: none"> Fahmy El Borhami Khaled Mohamed Salama Ahmed Gamal El Menywi Refaat Hamdy Osama El Sayed Tarek Abu Yousef Mostafa Sayed Yaser El Sayed Khamis Emam Mohamed Fathy Mohamed Salah El dien Abdel Karim Mohamed Ahmed Abu EL Magd Mostafa Mohamed Mohamed Ahmed Fathy Alaa Abdel moneem 	<ul style="list-style-type: none"> Samya Hasan Salwa Gamal Hanaa Rashad Ali Hanem Mahmoud Sayed 	<p>Hawaa Community development Association Imbaba- 302 El Sudan St</p> <p>Ms. Heba 01066646870</p>
Kalyobia governorate: Shobra El-Khyima	<ul style="list-style-type: none"> Ahmed Samir Fouad Sayed Helmy Yousef Mostafa Ahmed Sayed Mohamed Fahmy Mohamed Ibrahim 	<ul style="list-style-type: none"> Mohamed Abdel Fatah Maysara Abdel Samee' Yaser Mohamed Mohamed Mostafa Gamal El dien 	<ul style="list-style-type: none"> Ayman Abdel Salam Mohamed Hussien Abdel Rahman Mahmoud Islam Yousef Ahmed Mostafa 	<ul style="list-style-type: none"> Gamal Ragheb El Syaed Salah El Dien Ahmed Samy Abu El Abbas (Amiryia Youth center) 	<p>El Taahil Association Kalyobia – Shobra El Khima – Teraa street</p> <p>Mr. Gamal</p>

District	Youth Sample Names	Community Sample Names	Drivers Sample Names	NGO and Youth Center Sample Names	Contact Information
	<ul style="list-style-type: none"> Mohamed Ahmed Abu EL Makarem Mohand Mohamed Taha Abdel Hammed Amir Abdel Latief Basem shafiek Mohamed Shawki Zahed Al Amir Emad Mohamed Shehab Abdel Alim Mostafa Shehata Ahmed Mahmoud Wael Adel 	<ul style="list-style-type: none"> Hussien Hanaa El Fouly Salwa Ahmed Hanaa El Arabi Rokayia Abdel Hammed Nadia Abdel Fatah Heba Mohamed Salwa Saied Heba Maamoun Hend Khairy Marwa Abdella Rehab salah Salwa Gamal Haiam Mohsen Shahinaz Abdel salam Mahinaz Abdel Salam 	<ul style="list-style-type: none"> Ahmed Abdel Khalek Mohamed Mohamed Ibrahim Ayman Mohamed Hasan Ashraf Fathy mahmoud Ragab Mahmoud Moustafa 		Ragheb
Cairo Governorate: El- Zahraa	<ul style="list-style-type: none"> Abdalla Ramdan Naser Hussien Mahmoud ramdan Yousef Makar Mohamed Mahmoud Ahmed Ibrahim Osama Mahdy Ibrahim saber Atef Reyad Mahmoud Ahmed Mohamed Kamed Mahmoud Nour El Eldien Maikle Adley Milad Fawzy Mohamed Ali Morsy Sameh Ali Morsy Mahmoud Yousef mahmoud Mahmoud 	<ul style="list-style-type: none"> Heba Arbi Hend Arabi Iman Rashad Hanaa Mohamed Rasha Gamal Hanaa Hanfy Gihan sayed Randa syaed Awatef Ashry Mariam Magdy Amal samy Mona Mahmoud Reda Ahmed Gad Safyia Mohamed Gomaa So'd Gaber Hewaida Abdel nabi Fawzia Mohamed Abdraboua Zeinhm El Monira Hosny Sabra Abdel Sadek Sharbat Helmy 	<ul style="list-style-type: none"> Mahmoud Eid Rashad Naser Abdel magoud Ahmed Salah Amin Omar Abdel Moneem Sayed Abdel Mohsen Mohamed Abdel Fatah Hany Rezq Ashraf Attia Hosam Mahmoud Atef Ibrahim Al Sayed Mohamed Al Sayed 	<ul style="list-style-type: none"> Yaser Ahmed Ahmed Soltan Ahmed Nadia Aziz Hanaa Mohamed Amal Hanfy Iman rashad Noura salah 	<p>El – Mobadra El Khairyia Community Development Association El Zahraa- Misr El Kadima Ms. Noura salah 01210324598</p>

District	Youth Sample Names	Community Sample Names	Drivers Sample Names	NGO and Youth Center Sample Names	Contact Information
	<ul style="list-style-type: none"> Ramdan Emad Abdel Al Ali Hasan Syaed. 	<ul style="list-style-type: none"> • 			
Employment Facilitation Unit	<ul style="list-style-type: none"> Mohamed Abu Hussien Heba Hasan Yasmin Ali 				EFU – Cairo Heba Hasan 01092087441
PepsiCo			<ul style="list-style-type: none"> Yaser Mohamed Abdel al Mohamed Anter Ashraf Abdel Rahman Abdel Samee Ata Alla Kamel Khaled Ali Mahmoud Medhat Atef Ayman Hussien Mohamed Ibrahim Refaat Abdel Moneem Hassan Mohamed Mahmoud Abdel Al Ali Talaat Saber Hassan Fars Al Sayed Ali Shaaban Mahoud Maher Gergis Omar Mahmoud abdalla Ragab Mohamed Mohamed Reda Attyia Hafez Mohamed Abdel Shakor Saber Mohamed Ayied Mokhtar Ibrahim Abdel Halim • 		Mr. Ehab Hafez (HR Department) Mr. Khaled Abdel Shafy Ein Shamas Branch Manager

District	Youth Sample Names	Community Sample Names	Drivers Sample Names	NGO and Youth Center Sample Names	Contact Information
Drivers Syndicate	<ul style="list-style-type: none"> • Salah Mohamed Rashad • Ahmed Mohamed Mohamed • Hany Makhoulf • Ali Wafaay 				Drivers Syndicate Ramsis St- Cairo Mr. Salah Mohamed
Traffic school	<ul style="list-style-type: none"> • Basam Mohamed Basam • Osama Abdel Al 				Traffic School El Tahrir Square- Cairo Mr. Osama Abdel Al