

Communication Strategy

Project-number: 11.2171.4-005.00
Promotion of Blue Collar Jobs (PBC):
Increasing the Attractiveness of Job Profiles
with High Employment Potential in Egypt

Promotion of the Printing and Packaging Sector

Communication Strategy Evaluation

Timeframe: April 2013-February 2014

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1 Background

Youth unemployment is one of the main challenges Egypt faces today. The unemployment rate has been on the rise, reaching 13.4% in the third quarter of 2013. There are various reasons to explain this phenomenon- one of these is the negative social perception of technical education and Blue Collar jobs. The GIZ’s Promotion of Blue Collar Jobs (PBC) Project aimed to challenge such a perception by promoting job profiles with high employment potential in Egypt and providing youth with information and experience related to these profiles in order to tackle the existing information gap. One important step was the actual development of 12 job profiles in the Blue Collar segment.

Based on the recommendations of the baseline study on the social perception of Blue Collar work in the Printing and Packaging Sector, promotion activities and material were developed and conceptualised as tools (see below):

Tools	Material	<ul style="list-style-type: none"> • Job Profiles Booklet • Publications (posters and info cards) • Movie • Website
	Activity	<ul style="list-style-type: none"> • Orientation Session, Employment Fairs • Workshops for companies • “School into Industry” (Field Trip for students)

The objectives of the tools are:

- to provide information on the Printing Sector and the job profiles available within the Sector;
- to show that jobs in Printing are respectable and prestigious with on-the-job development opportunities;
- to improve recruitment processes.

The following groups were targeted:

- young job seekers (between the ages of 18 and 35);
- students receiving a technical education;
- the business community (Human Resource Management);
- employment officers at the employment centers set up by the National Employment Pact (NEP).

2 Strategy in Action

2.1 Tools and Applications

At first it was analysed what was available on the market and where were the actual information gaps occurring from. Jointly with PETRA Skills and Career Centre, it was then identified, that there were no existing information tools for youth to be orientated towards the available Blue Collar Jobs on the market. In order to assure the usage and necessity of the profiles, companies were asked about their demand and upon the needs and requirements the job profiles were developed.

The development of the profiles is an important step in order to later develop communication tools related to these. They provide the fundament on which HR departments can adequately define their needs and job requirements in form of a company related job description and at the same time, youth have the opportunity to look up more information on working perspectives in the printing and packaging sector when graduating from a technical school.

Based on these profiles, the communication strategy was then developed. The below Table 2.1 lists the tools developed, whom they targeted, their intended purpose, the channels through which they were distributed/implemented and finally, the tool(s) used to evaluate their effectiveness.

The overall objectives of all these tools was to provide an insight to a potential sector and to engage youth in it at an early stage. Especially the very hands on experiences, will lead youth to change their perception and apply for a job in this field.

At the same time, companies were also provided with the material, as it is essential to raise their awareness to the perception problem and provide them with instruments on how they can improve their company reputation as well as the perception towards the sector as a whole.

All tools below have been piloted and field-tested. This report furthermore provides an overview on the overall feedback received as well as recommendation for future activities and promotion material.

Table 2.1

Tool	Target Group	Purpose	Channels	Evaluation Tool
Job Profiles Booklet	Job Seekers	- To give an overview of the Sector and available job profiles	Employment Fairs Petra Skills and Career Center	Interviews/FGD
	Students	- To give an overview of the Sector and available job profiles - To aid understanding of material covered during field visit	Technological Institute Field Visit	Questionnaire
	Companies Employment Officers	- To help develop job descriptions - To facilitate the matching process	Employment Fairs Petra Skills and Career Center	Interviews/ Focus Group Discussion (FGD)
Publications (posters & info cards)	Job Seekers	- To raise attractiveness - To encourage them to benefit from Employment Center's services	Employment Fairs Workshops conducted with companies	Questionnaire FGD
Movie	Job Seekers	- To raise attractiveness - To give an overview of the NEP process - To give an insight into two job profiles in the Sector	Screening at Employment Center Website Facebook	FGD
Website	Job Seekers and Students	- To raise attractiveness and increase interest by providing comprehensive information on the Sector.	NA	FGD
	Companies	- To promote Petra's services and provide	NA	FGD

Table 2.1

		them with useful material		
Orientation Session	Job Seekers	- To provide information directly on the Sector and available job profiles	Employment Fairs	Questionnaire
Workshops	Companies	- To disseminate findings of a study conducted on the Social Perception of Blue Collar work in the Printing and Packaging Sector - To promote material developed to raise attractiveness of the Sector	Petra Skills and Career Center	Questionnaire
“School into Industry”	Students	- To give them a practical insight into the Sector - To deepen their interest in their field of study and in pursuing a career in the Sector - To show them that jobs in the Sector are attractive	Field visit	Questionnaire
	Companies	- To encourage cooperation with the Technological Institute - To encourage them to consider a greater role in education and training		Interview

2.2 Evaluation Methodology

As is clear from the above, focus group discussions were the preferred method of evaluation as it enables youth as well as companies to provide differentiated feedback. This method was furthermore selected as it provably helps create an open and relaxing atmosphere, allowing participants to “bounce off” each other, thereby allowing for the collection of as many impressions and opinions as possible from different target groups. For evaluation purposes, youth received questionnaires during events, companies and the chamber were interviewed on one to one basis. Furthermore focus group discussions were conducted with representatives of youth, students, job seekers, employers, representatives of PETRA Skills and Career centre.

The table below outlines the reasons why each method was used.

Method	Reasons for use
Focus Group Discussion (FGD)	<ul style="list-style-type: none"> - previously tested - member of staff with experience in conducting focus groups - easily organized - to collect opinions from members of different target groups
Questionnaire	<ul style="list-style-type: none"> - access to large number of participants
Interview	<ul style="list-style-type: none"> - instant feedback required - limited number of participants

2.3 Challenges

The following challenges were encountered during implementation. However, they were easily overcome through flexible adaptation of the operation plan. Thus, implementation was not obstructed or frozen.

Internal:

- Budget available was not sufficient to implement the strategy on a larger scale and reach out to the society at large.

- The design of promotion material was mainly done internally due to limited resources

External:

- The Printing and Packaging Sector is poorly structured.
- The social perception of Blue Collar Jobs, which the PBC project aims to improve, has naturally been a major challenge. There has been a continued need to reiterate the project’s aim as well as the aims of the communication strategy to implementing partners and to the target groups.
- Unceasing political unrest resulted in changing planned dates of events and activities. For instance, implementation of “School into Industry” was twice delayed and difficulty was experienced in ensuring that students attend.

3 Evaluation

Feedback received from the different sample groups stated that it is the first time to receive sector specific information and that, on the whole, is very helpful material in order to narrow the existing information gap. Below is a table summarizing the feedback collected on the various tools. This is followed by an assessment of the tools according to the OECD-DAC criteria: relevance; efficiency; effectiveness; impact; sustainability.

3.1 Summary of Feedback

Tool	Summarized Feedback	For further details
Job Profiles	<ul style="list-style-type: none"> • 75% of interviewees stated that the material caught their attention. 	Annex 5.2 & 5.3
Publications	<ul style="list-style-type: none"> • 46% of interviewees judged the design as “good”. • 86% of interviewees stated that they learnt about the printing sector from the material (as well as the orientation session). 	
Movie	Useful for those with little or no knowledge of the sector. The NEP process is not clear enough.	Annex 5.3
Website	Satisfactory, can be improved in terms of attractiveness, content, and accessibility.	Annex 5.3
Orientation Session	86% of interviewees stated that they learnt about the printing sector from the session (job profiles and	Annex 5.2

	publications).	
Workshops	Over 70% of participating companies found content covered “good” with the remaining finding it “very good”.	NA
“School into Industry”	All participating students found visit beneficial, are interested in a career in the printing sector, and would recommend their friends to work in the sector.	Annex 5. 4

3.2 Assessment of Tools

Relevance

The range of tools developed addressed the lack of information on job prospects in the Printing and Packaging Sector. Job seekers confirmed that they had never been exposed to such material. 86% of interviewed job seekers found the job profiles booklet, other publications, and the orientation session helpful in learning about the Printing Sector. Employment officers, who previously had no knowledge themselves of the Sector, also found the material helpful. Employment officers now claim that they are better informed and are, therefore, able to better orient job seekers and match them to the appropriate vacancies.

The material also helped increase the attractiveness of the Sector, in general. The design of the job profiles booklet, posters, and info cards, which was deemed “good” by 46% of interviewees, proved effective. 75% of interviewees stated that the material caught their attention. Moreover, employment officers noted that at an employment fair the material intrigued people to ask about the Sector and possible career opportunities.

Furthermore, the “School into Industry” field visit served to give students a practical insight into the Sector. Visiting renowned companies and witnessing the high level of professionalism furthered their interest in pursuing a career in this field. All participating students confirmed that a) they found the visit beneficial; b) are interested in a career in the printing sector; c) would recommend their friends to work in the sector.

Efficiency

A wide variety of tools targeting different groups were developed in a short amount of time. Moreover, seeing as synergies were created, it was possible to work on a low budget. However, with regards to the promotional material, particularly the job profiles booklet, posters, and info cards, greater efficiency could have been achieved if distribution was more closely monitored to ensure that the material is actually even more by the training institutions and reaches the target group.

Effectiveness

Tools helped generate interest about job prospects in the Printing and Packaging Sector and helped communicate key messages to the different target groups, as outlined in the Communication Strategy (see Annex 5.1). However, as was clear from the feedback, additional factors such as gender diversity and the need for differentiated communication need to be taken into consideration to enhance the various tools' effectiveness. (See 3.3 Recommendations). The effectiveness can furthermore be observed as 20% of the participating youth attending events, actively take the opportunity to approach companies and ask for internships. In addition, it can be noted, that the enrolment rate at the sector specific employment centre increased after events such as employment fairs.

Impact

Given the short amount of time since the start of implementation, it is not yet possible to concretely measure the strategy's level of impact. Additionally, since there are other influential factors at play, the tools' direct causal effects cannot be measured. However, feedback collected from the various target groups thus far indicates that the tools have helped change the social perception of Blue Collar Jobs in the Printing and Packaging Sector and have generated interest, albeit on a small scale.

Sustainability

The main sustainability factor is that implementing partners will continue the development, adaptation and usage of the tools. As all tools (material and activities) developed are flexible in adaptation and implementation, it is highly recommended that the Chamber as well as companies and training centres use these in future. A handover to the project's main partner, Petra Skills and Training Center, has been organized. The job profiles booklet, posters, and info cards have been handed over to channels with direct access to the target groups such as the Technological Institute and the GIZ's Employment Promotion Program (EPP), which works closely with TVET schools. The movie has been uploaded onto Petra's Facebook and YouTube pages and is yet to be added to the website.

3.3 Recommendations

To further enhance promotional material and activities, the following points outlined in the table should be taken into consideration. These main recommendations are based on feedback collected from members of the target group using focus group discussions.

	Importance	Recommendations	
		Material	Activity (e.g. field visit)
Gender Balance	<ul style="list-style-type: none"> - There are job profiles (particularly in the editing and design stages of the printing process) that are suitable for women. - Female turnout at employment fairs has been large. - Almost 50% of first- year students at the Technological Institute, who have specialized in printing, are girls. - The female unemployment rate is higher than that for males (Q3 2013). 	<ul style="list-style-type: none"> - Though already mentioned, add emphasis in job profiles booklet on which job profiles in printing are suitable for women - Add photos of female employees 	<ul style="list-style-type: none"> - Establish a quota to ensure female attendance - Coordinate beforehand with host company to ensure that students see women at work and learn about which job profiles are suitable for women.
Success Stories	At FGD on promotional material, there was consensus among participants that success stories are great sources of encouragement and inspiration.	<ul style="list-style-type: none"> - Add success stories to job profiles booklet and on website. - Create success story posters to hang in companies and the Technological Institute. 	<ul style="list-style-type: none"> - Arrange for students to meet with distinguished employees at host company.
Differentiated Communication	To effectively communicate desired messages, material/activity should be differentiated according to target group.	<ul style="list-style-type: none"> - Produce additional material to improve self-perception of Blue Collar workers in Printing Houses 	<ul style="list-style-type: none"> - Adapt out-of-classroom activities to complement different educational stages.

		<p>and to attract those with knowledge of the sector.</p> <p><i>Current material is useful for those with little or no knowledge of the background.</i></p>	<p>e.g. <u>1st year students</u>- tour of printing house, overview of printing</p> <p><u>2nd year students</u>- 1 day work experience</p>
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4 Conclusion

As part of the Project “Promotion of Blue Collar Jobs” efforts to challenge prevailing negative attitudes towards Blue Collar Jobs and in turn to address the staggering rate of youth unemployment in Egypt, a specialized communication strategy was adopted to promote job profiles in the Printing and Packaging Sector, a sector that bears high employment potential in Egypt. The range of tools developed aimed to bridge the information gap and to increase the attractiveness of Blue Collar Jobs in the Sector.

Feedback collected from members of the target groups shows that the tools are effective and do serve their intended purpose. Given the strategy time frame and the project’s scope, it is not possible to reliably assess whether or not the communication strategy has helped improve the social perception of Blue Collar Jobs in the Printing and Packaging Sector, in a direct manner. The first step has, however, been taken. Project partners have progressively shown a better understanding of the concept and its importance and so have members of the target groups. With an array of promotional material available through different channels, it is now easier to attract young job seekers. Moreover, since information is now available and accessible, recruitment and placement processes have reportedly become more efficient.

In order to enhance the effectiveness of the tools, recommendations should be implemented by the partners who will continue using the tools. Tools proved primarily effective since members of the target groups were involved in planning and decision-making. Continuous involvement and engagement of young job seekers, in particular, is essential, if material and activities are to remain relevant and effective. Evaluation should be regular and as experience has shown, evaluation methods such as focus group discussions or interviews tend to yield more valuable results than questionnaires. Although questionnaires proved useful in collecting feedback from sizeable groups, participants often answered in haste and gave similar answers.

Finally, the majority of tools were planned and developed with the aim of bridging the gap between employers and job seekers by raising the awareness of job seekers about job prospects in the Printing and Packaging Sector and capturing their interest. Nevertheless, the gap also exists because of a mismatch between graduate skills and employers’ requirements. To address this issue, partnerships with technical schools and institutes should be sought and activities encouraging cooperation between them and companies such as “School into Industry” should be implemented.

5 Annex

5.1 Communication Strategy

The goal:

Increase the attractiveness of working as a blue collar in the printing and packaging sector

Objective of communication strategy

To provide a framework for the delivery of effective communications that are focusing on promotion of Petra skills and career center in addition attract unemployed youth to work in the printing and packaging sector.

Mission

- Petra skills and career center has the ability to attract trainees, unemployment and employers to join the activities and services that the center provides.

Strategy

- Implementation of different social marketing campaigns in order to attract the target groups to participate and interact positively in the training and employment services that will be provide by PETRA Center in the printing and packaging sector. The promotion will be focus on 3 main points:
 - Promote the attractiveness of the Printing profiles to potential workers
 - Promote the Professionalism of Petra Center among companies
 - Promote the Professionalism of the employment facilitation unit to companies and job seekers.

Target groups

- Youths 18- 35
- Technical schools' Student
- Business community (Partners and member companies)

SWOT analysis for PETRA (Strengths, weaknesses, opportunities and threats)

Strengths

- 1- Available fund
- 2- Good relations with different governmental bodies in the field, such as the Ministry of Industry, the Ministry of Education, the Ministry of Manpower and Emigration ...etc.
- 3- Renovated and well equipped training center in central Cairo

- 4- Experts in the field of printing and packaging
- 5- Network with business community through cooperating with EFU
- 6- Accessibility to printing chamber's network
- 7- Excellent course outlines adapted to market demands.

Weaknesses

- 1- The location of the center
- 2- Shortage in experience in manage EFU
- 3- No existing communication channels with the target group
- 4- The center is specialized in providing services for the printing and packaging sector only.
- 5- Limited scope of services for broader community
- 6- Lack of personnel
- 7- Lacking of profiles
- 8- Lacking of services
- 9- Lacking of internal administration system

Opportunities

- 1- Accessibility to GIZ EFU that has a wide network and can be helpful
- 2- Accessibility to social networks.
- 3- High rate of unemployment among youths
- 4- The printing sector includes wide range of job profiles.
- 5- Demand of companies because of the technological revolution in the sector
- 6-

Threats

- 1- The bad image that relates to the printing sector's workers.
- 2- The bad condition in the field of investment that related to the instable political situation.
- 3- The high cost of airing mass media campaigns could hinders the distribution of the key messages
- 4- The absence of governmental mechanism that we can cooperate with to insure the sustainability of the center and the EFU
- 5- lack of credibility toward centers that work in the same field
- 6- High percentage of the technical school students who want to study in order to work as white collar workers or work in other fields.
- 7- Due to the recession in the sector, companies have limited hiring
- 8- Lack of investment in staff training

Audience Identification and Analysis

Market socially the Petra Skills and Career Center to

- 1- Attract youth who are seeking to enhance their ability to join the printing sector

2- Attract employers to hire the center to train and recruit job seekers in the printing sector.

3- Attract potential job seekers to join printing and packaging sector

Audience	Characteristics	Communication Needs	Preferred Media Tools	Coordination with
Technical schools' students	Between 14– 20 (Educated)	Need to know that printing and packaging sector is an important and promising sector that could be a good opportunity to work in after the school's period.	<ul style="list-style-type: none"> - Field visits to the schools, presenting visual materials about the printing process. - Field visit to the printing house. - Implement school into industries concept. 	- Technical schools – printing houses
Youths	14 – 35 (male and female)	<ul style="list-style-type: none"> - Encourage them to join that field through the EFU services. - Encourage them to attend orientation that the center conducts. 	<ul style="list-style-type: none"> - Presentations/ visual material in the EFUs/ youth centers / website. - Website - Orientation session in employment Fairs - Publications (Posters, info-cards, profiles booklet, Facebook group) 	Youth centers – Dokki EFU – other EFUs – NGOs – Fairs organizers – schools -
Business community	All the printing houses	<ul style="list-style-type: none"> - Promoted for the training courses to enhance the capacity of the worker in that sector. - Provide them with the skilled employments 	<ul style="list-style-type: none"> Website- Fairs- newsletter – brochures - Facebook group - workshops- the chamber events - seminars 	The printing houses- The chamber

Key messages

For business community:

Petra skills and career center has the ability to conduct professional trainings in the field of printing and packaging and provide you with the needed employees.

- We can provide you with the skilled employees in the printing and packaging sector

• يمكننا ان نوفر لكم العمالة الماهرة في قطاع الطباعة والتعبئة

Petra Center is updated with the modern equipment's in the printing and packaging sector which can design and implement the trainings' programs that matches the needs of your company.
مركز بترا مجهز باحدث الاجهزة في مجال الطباعة والتغليف ويمكننا تقديم التدريبات التي تتناسب مع احتياجات شركاتكم.

- We have professional team in the field of trainings and the updated equipment to build the capacity of your team

• لدينا فريق من الخبراء في مجال التدريب والاجهزة المتطورة لبناء قدرات والارتقاء بفريق عملكم.

بالتعاون مع الغرفة التجارية للطباعة والتغليف يمكننا ان نقدم لكم برنامج تدريبي متكامل للارتقاء بالعاملين في مطابعكم.
لدينا الكفاءة والخبرة لامدادكم بعاملين محترفين في مجال الطباعة

In cooperation with the chamber of printing and packaging we can provide you with integration plan to improve the capacity of your employees.

For the youth:

The printing and packaging sector is a promising sector to work in.

قطاع الطباعة والتغليف هو قطاع واعد للعمل

Petra skills and career center is a professional center in the field of printing and packaging and has the capacity to help you to find the opportunity to work in that field.

مركز بترا للتدريب والتوظيف هو مركز متخصص في قطاع الطباعة والتغليف ولديه القدرة على توفير لك فرصة عمل في هذا القطاع

With Petra team you can guarantee your job vacancy

مع فريق عمل بترا فرصة عملك في مجال الطباعة مضمونة

You can prepare yourself by participate in trainings in printing field to gain a decent job
يمكنك المشاركة في برامج اعداد الفنيين في مجال الطباعة للحصول على فرصة عمل لائقة

We can build your capacity and improve your skills to get a decent job in the field of printing and packaging

نوفر لك فرصة عمل والتدريب اللازم للاتحاق بسوق العمل في مجال الطباعة والتغليف

For technical schools' students:

The field of printing and packaging is a promises career and the center can provide the technical educational support and the help in provide job vacancies.

مجال الطباعة والتغليف هو مجال واعد وفرصة العمل به والتأهيل للانضمام له مضمونة مع بترا سنتر

In cooperation with the chamber of printing and packaging, Petra center is providing you the appropriate chance to join printing and packaging sector through improve your skills and provide you with the suitable job vacancy.

برعاية الغرفة التجارية للطباعة والتعبئة يقدم بترا سنتر الفرصة المناسبة للانضمام لسوق عمل الطباعة عن طريق التأهيل الفني وتوفير الفرص المناسبة لامكانياتك.

Time frame

From April 2013 – December 2013

**Pre-condition:

Profiles are available

Courses outlines are available

5.2 Printing Promotion Effectiveness Assessment

1 Introduction:

In order to assess the effectiveness of the developed promotion process, an evaluation system has been developed and implemented during the CPPI Job Fairs in Al Maadi, on 7th and 8th of September 2013 and in Faisal 28th and 29th of September.

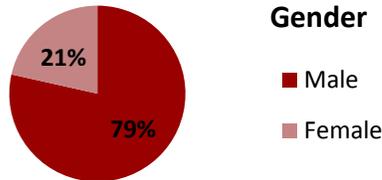
The evaluation during the events has tackled two sides:

- **Visitor's feedback on the printing promotion:** After the visitors attended the orientation session of the job fair, a questionnaire with 11 questions was distributed to them tackling the following topics:
 - Knowledge obtained about the printing sector.
 - The attention that the orientation session and the leaflets draw towards the printing sector
 - What helps them decide to work in the printing sector.
 - Feedback on the leaflets design.
- **Participated printing companies:** in-order to know if the promotion of the printing sector was useful to the printing companies or they have other comments on the promotion process and materials, a questionnaire with 8 questions was distributed to them tackling the following topics:
 - Number of the applying candidates they had in both events.
 - The levels of qualification and knowledge about printing candidates have.
 - Changes of the supply in the printing labour.
 - Companies' satisfaction about the nomination process of the printing candidates.
 - Feedback on the leaflets design.

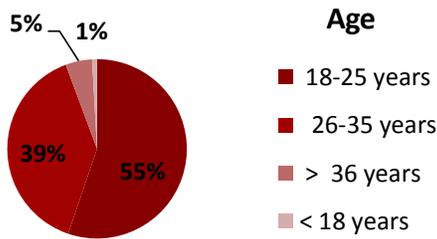
2 Visitor’s feedback on the printing promotion results:

2.1 Demographics:

Labels	Count
Male	263
Female	72
Grand Total	335



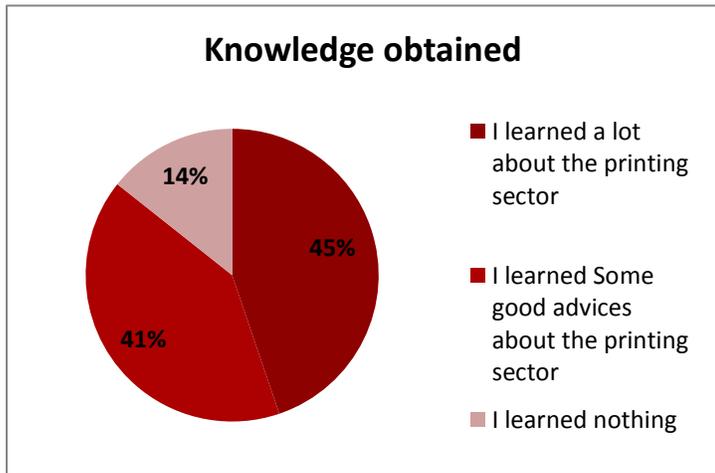
Labels	Count
18-25 years	185
26-35 years	131
> 36 years	16
< 18 years	3
Grand Total	335



2.2 Knowledge obtained about the printing sector:

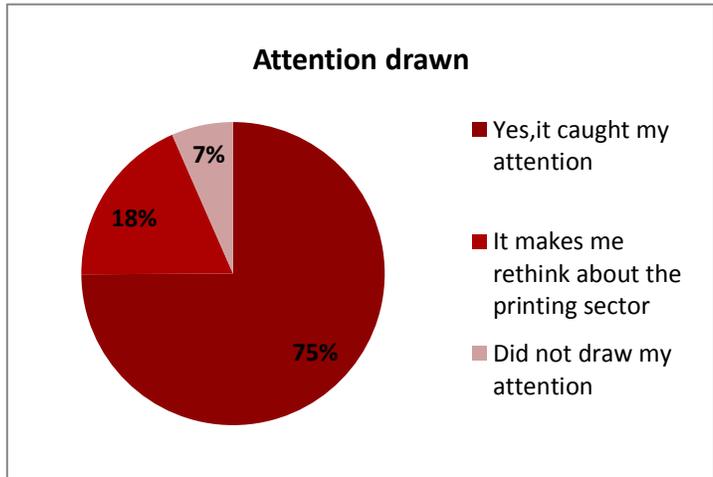
To know if the interviewees got knowledge about the printing sector from the orientation session and the leaflets they have answered the following question: *“What did you learned about the printing sector from the orientation session and the related leaflets?”*

45% of the questioned people said: I learned a lot about the printing sector and for about 86% of them showed that they learned from this process.



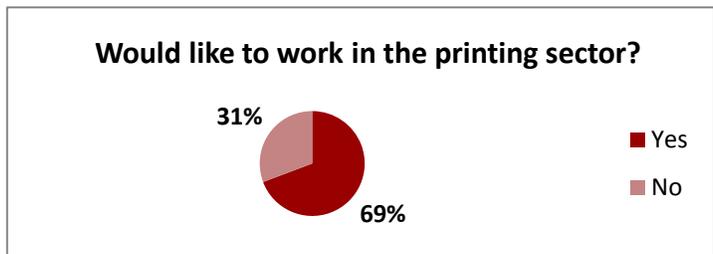
2.3 How the promotion process draws attention to the printing sector:

75% of the interviewees have answered the following question: *“Did the orientation session and the leaflets draw your attention towards the printing sector?”* with: *“Yes, it caught my attention”*



2.4 What helps the interviewees decide to work in the printing sector

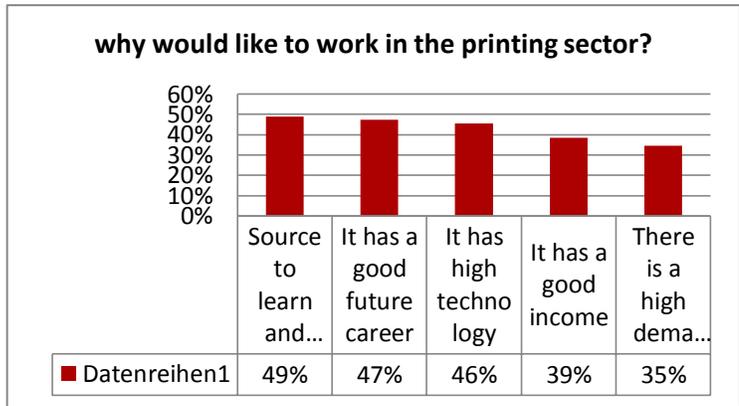
The majority of the interviewees said that they would like to work in the printing sector, whereas 69% of them answered with *“Yes”* to the following question: *“Would like to work in the printing sector?”*



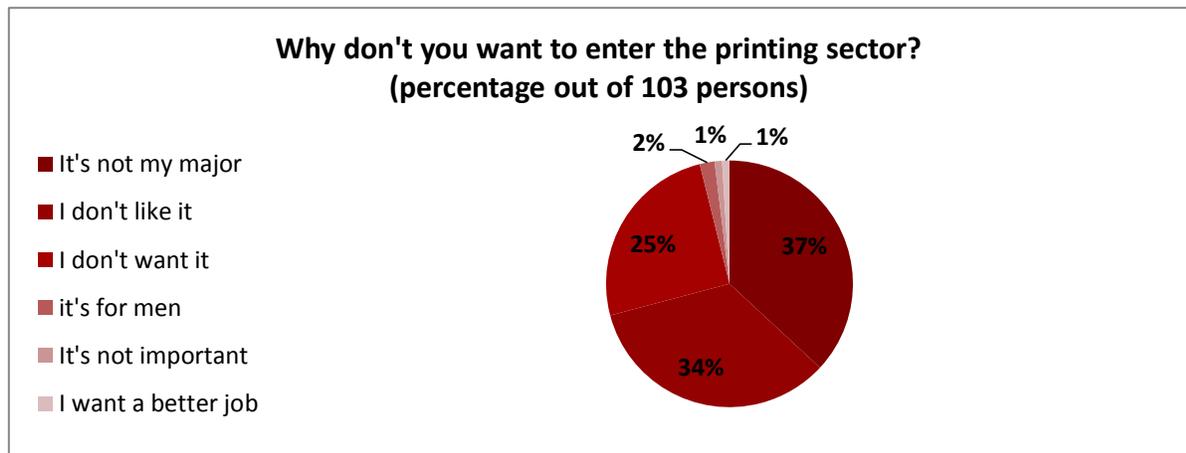
To know what help the interviewees in make their decision they’ve been asked: *“why would like to work in the printing sector?”*, the results indicate that the most important Five reasons that would makes them enter this sector are:

- The opportunity to learn and gain experience
- The good future career
- The high technology
- The good income
- And the high demand in this sector

As this diagram shows 49% of the interviewees said that they would like to enter the printing sector because it's a source to gain experience.

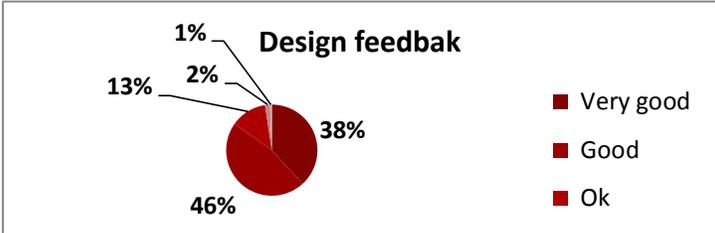
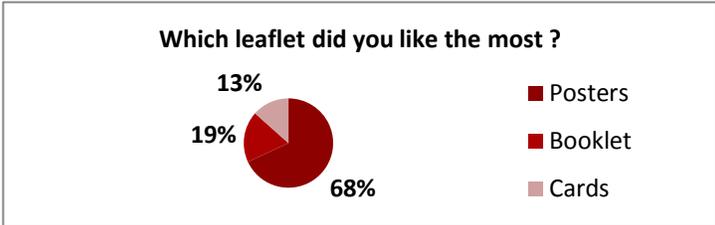


The results shows that 31% (103 person) of the interviewees said that they would not like to work in the printing sector, the following diagram shows the reasons they gave:



2.5 Feedback on the leaflets design

The interviewees' feedback on the leaflets design was "good" as aggregative results, where 46% of them said that these leaflets are "good", which is 4 out of 5. 68% of the interviewees shows that they like the posters more than other leaflets those been published in the job fairs



5.3 Usage of promotional material

Focus Group Discussion, Promotion of Blue Collar Jobs (PBC) office, 13/02/2014

1. Background

Youth unemployment is one of the main challenges Egypt faces today. The unemployment rate has been increasing, reaching 13.2% in the first quarter of 2013. There are various reasons to explain this phenomenon- one of these is the negative societal perception of technical education and Blue Collar jobs. The GIZ's Promotion of Blue Collar Jobs project (PBC) aims to challenge such a perception by making job profiles with high employment potential in Egypt more attractive. These include jobs in the Printing Sector.

In order to make the Printing Sector more attractive to job seeking youth, job profiles, a website, and 2 short films were made. These along with other promotional material were introduced into the market in July 2013.

The focus group aimed:

- To see whether the job profiles, the website, and films are considered useful and informative and are being put to use and what purposes they serve.
- To supplement the already completed evaluation of other promotional material.

2. Methodology

A semi- structured focus group discussion was conducted on the 13th of February at the PBC premises. The discussion was facilitated by Mina Ghaly (MG). Participants were selected in order that feedback from all users of the promotional material may be collected. In total, 12 participants took part in the discussion:

- 4 Job Seekers, 2 of whom have been successfully matched via CPPI NEP Employment Center
- 2 Employment Officers from CPPI NEP Employment Center
- 2 Representatives from the Marketing Department of Petra Skills and Career Center
- 1 Implementing Manager of Petra Skills and Career Center
- 2 HR Personnel from Printing companies
- 1 Head of Student Affairs from Technological Institute for Printing

Prior to the discussion, all the participants either actively used the material produced in their work or were exposed to it.

3. Findings

a) Job Profiles

Participants	Job Profiles		
	“+”	“-”, points for improvement	discussion
Job Seekers	<ul style="list-style-type: none"> – “Organized, comprehensive, and summarized” – “A simple summary” – “Brief and simple” – “Clarified things we didn’t know about” 	<ul style="list-style-type: none"> – No photos of women and disabled workers – No details on salaries – No promotion system outlined transparently 	<ul style="list-style-type: none"> – Head of Student Affairs: 55/118 students at the Technological Institute are girls. – HR: “Girls are the backbone post-printing” – Profiles illustrated with photos of disabled workers may be misunderstood as jobs only for the disabled. Disabled people are usually very highly self-motivated to work; photos are not required. – MG: Job Profiles cannot integrate details on salary range and promotion system as neither is standardized across printing companies. Such information is available at the CPPI NEP Employment Center.
Employment Officers	<ul style="list-style-type: none"> – Useful as it was previously hard to find people. e.g. at the Maadi Employment Fair, it attracted a lot of people. – Helped in directing job seekers. – Helpful for the Employment Officers who knew nothing about Printing themselves – Eased matching and placement process. 	<ul style="list-style-type: none"> – When shown the Job Profiles, job seekers tend to immediately inquire about the salary and required experience. Job seekers’ top priority is remuneration. – An estimate of how long a worker would stay in a particular position before getting promoted can be indicated. 	
HR	<ul style="list-style-type: none"> – A summary for those who are interested in the field. – Great for students. 	<ul style="list-style-type: none"> – Complicated terms used, commonly-used job titles should be used instead of technical titles 	<ul style="list-style-type: none"> – Difficult to further simplify job titles – Job Profiles are usually distributed at places where there would be someone to ask for an

	<ul style="list-style-type: none"> - Would use it with novices, in particular. - Could be used with long-standing, arrogant employees to show them that they are easily replaceable. - Would be helpful when not working with the Employment Center. 	<p>such as "Offset Print Outs Lamination Technician"</p> <ul style="list-style-type: none"> - Too theoretical-only about 50% would find it useful; others would not bother reading it. - Including success stories would make it more interesting. 	<p>explanation.</p> <ul style="list-style-type: none"> - Seemingly complicated titles may be advantageous, leading the job seeker to ask and learn.
Head of Student Affairs	<ul style="list-style-type: none"> - Booklet has been distributed and is used with the 1st year students. Students always like receiving such materials. 		

Additional remarks

- 1 (former) Job Seeker with a long experience in the Printing Sector, who has been recently placed at Americana, remarked that the Job Profile booklet makes him want to go back to work in the Printing Sector.
- Participants agreed that the Job Profiles booklet is a useful resource so long as it is distributed in the right places to the right people. Students, in particular, should be targeted.

b) Other Promotional Material**Website**

After a short discussion, participants came to the conclusion that the website is quite unique in that its primary function is to provide visitors with information on a Job sector. The participants could not name another similar website. A named website was “bayt.com”, which is a job search website.

1 Employment Officer noted that regardless of the field in question, any form of technology is beneficial.

Overall, participants considered the website to be satisfactory but made clear that it could be greatly improved in terms of attractiveness, content, and accessibility. Recommendations made were as follows:

- Choose more realistic images- one of the images used on the website is of a model.
- Include more pictures from all areas of work/stages to break the stereotype of printing work.
- Put films produced on website and make a film briefly explaining all the job profiles (2 min/job profile) to be also put on the website.
- Include more detail while also giving examples under 4 listed sections. Content is currently over summarized.
- Add a section dedicated to the History of Printing.
- Include success stories.
- Map partner companies to prove to website visitors that there is real potential for employment. Names of companies need not be mentioned. For the visitor, awareness of the fact that Petra has partnerships with various companies all over Cairo would provide credibility and would act as an incentive.
- Advertise website on Facebook as it is unlikely to randomly stumble upon the website. The website is most likely to get more visitors if advertised on the highly popular medium of Facebook.

Alternative sources of information

1 Employment Officer suggested an alternative way to disseminate information, which is to hold projections in the street (or given, current political constraints, in closed spaces). In such shows, the audience would be first shown a final product and then the stages of productions to capture their interest.

1 job seeker noted that audio-visual media would not only ease understanding but also be more easily disseminated. He suggested a film summarizing all the information to be uploaded to Youtube.

Discussion

Job seekers' comments regarding addition of pictures were addressed. MG responded that there are enough pictures and if more pictures should be added, they should be of female employees. This was welcomed by job seekers.

The Employment Officer's suggestion of street projections was deemed unsuitable by the majority of attendees given the current security situation.

Finally, Waleed Quraysh highlighted that the website was still under construction and that all pertinent recommendations would be considered.

Movies

There was wide agreement that the films would be very useful for someone who knows nothing about jobs in the Printing Sector and that they would be particularly helpful to watch in preparation for an interview, for example.

1 job seeker highly commended the film viewed, remarking that he appreciated the inclusion of figures, that different people from all walks of life were featured and the filmmaking itself. Another job seeker had a few criticisms. Although he also thought that the film viewed was great, he would have liked to see young women and people already working in the Printing Sector featured.

The Head of Student Affairs from the Technological Institute for Printing said that he would definitely see to organizing a screening of the films at the Institute.

4. General Comments

- 1 Employment Officer noted that he considers any material that promotes the jobs in the Printing Sector useful. He would like to see job seekers taking up jobs in the Sector because they want to work in it.
- Success Stories were considered by all participants to be great sources of encouragement and inspiration for job seekers and workers. It was suggested that they be added to the Job Profiles booklet and on the website. Also suggested was having the success stories in poster format and hanging them up in companies and the Technological Institute for Printing. Company and Institute representatives attending the discussion came up with this idea and showed great enthusiasm for it.
- Participants agreed that the promotional material must be primarily used with students rather than graduates who are less likely to determine what jobs they would like to take up based on salaries alone.
- 1 job seeker suggested organizing visits to Printing Houses for students to encourage them to consider a career in the Printing Sector and 1 HR personnel suggested organizing training

sessions for students. In response to the former, MG explained the developed and soon to be implemented “Schools into Industry” concept and in response to the latter, the Head of Student Affairs from Technological Institute for Printing explained the curriculum, which already includes training sessions. The time allocated for training progressively increases each semester.

5. Conclusion and Recommendations

Overall, feedback received on the job profiles booklet, website, and movies was positive. Some of the recommendations made are very pertinent, particularly those about creating gender balance in promotional material. Another significant point brought up by the attendees was the importance of audio-visual products as these are more effective for the target group and especially for youth.

The employment officers found the job profiles booklet helpful, on a personal level, in understanding the different profiles in the Printing Sector as they had no previous knowledge of them. This in turn helped them to better orient job seekers and to match the job seekers to the appropriate vacancies. Thus it can be inferred that the process of hiring more qualified job seekers has been eased. Furthermore, job seekers are more knowledgeable about the requirements of the vacancies available.

Taking into consideration the various comments raised during the discussion, it is apparent that the material produced does indeed serve the purpose of raising the attractiveness of the Printing Sector. Nonetheless, material should be differentiated according to the target group. The current material is useful for those with no/little background and knowledge of the Printing Sector and so it addresses the project's objective of generally attracting youth to jobs in the Printing Sector. To raise the self-perception of workers in printing houses and attract those with knowledge of the sector, additional materials would have to be produced in this case.



Focus Group Discussion, 13/02/2014

5.4 Implementation of “Schools into Industry”

Implementation, 20-27 February 2014

1. Background

Youth unemployment is one of the main challenges Egypt faces today. The unemployment rate has been increasing, reaching 13.4% in the third quarter of 2013. There are various reasons to explain this phenomenon- one of these is the negative societal perception of technical education and Blue Collar jobs. The GIZ’s Promotion of Blue Collar Jobs project (PBC) aims to challenge such a perception by making job profiles with high employment potential in Egypt more attractive. These include jobs in the Printing Sector.

As part of PBC’s efforts in promoting jobs in the Printing Sector, the “Schools into Industry” tool was developed. Youth receiving a technical education and who are presumably interested in getting a Blue Collar job would visit the premises of a company in order to obtain a direct insight into the company, its work procedures, and its daily routine. The aim is to cultivate positive attitudes towards Blue Collar jobs among youth and to motivate them. Furthermore, the tool, in establishing a mode of cooperation between schools and companies, also aims to address the mismatch in the labor market, whereby graduates do not have the skills and training to meet employers’ requirements.

2. Plan

Participants

- 30 students who have been pursuing studies in Printing at the Technological College since September 2013
- 2 supervisors from the Technological College to accompany students on each visit
- 2-3 companies

Requirements

- Transportation to and from companies for students and accompanying supervisors
- Lunch packs for students and accompanying supervisors

Students, split into groups, would visit 1 company over 2 days. On day 1, students would be given an overview of the printing process, its inputs and outputs, and the available job profiles. On day 2, students would be first shown a final product- a poster of a group picture to be taken on day 1- and then shown how it is made from A to Z.

3. Implementation

a. Schedule and Attendance

Agreements were reached with Canon, International Printing House (IPH), and Concorde Press to host students for day visits. 20 students would visit Canon for their 1st day and for their 2nd day they would visit IPH in groups of 10. An additional 10 students would visit Concorde only over 2 days. The following tables show on which days which companies hosted students, the daily schedule placed, and the number of students who attended on each day.

Table 1 – Days and Locations

Date	Location
20/02/2014	Canon, Ain El Sira
24/02/2014	International Printing House (IPH), Nasr City
25/02/2014	Concorde Press, Shobra
26/02/2014	IPH, Nasr City
27/02/2014	Concorde Press, Shobra

Table 2- Daily Schedule

08:00-10:00	Gathering at Technological College
10:00	Departure to Company
11:00-11:30	Arrival and Welcome Briefing
11:30- 15:30	Tour Company
15:00- 16:00	Evaluation form and Departure

Table 3- Attendance

Students	20/2	24/2	25/2	26/2	27/2
Male	10	6	2	4	1
Female	5	4	8	5	13
Total	15	10	10	8	14
Expected	20	10	10	10	10



b. Challenges of implementation

- The initial plan was to implement Schools into Industry as soon as students returned for the second academic term on 8 February 2014. The start of term was twice delayed, first until 22 February and then until 8 March. With the end of the PBC project soon approaching, it would not have been feasible to delay implementation until 8 March. Holding the visits before the start of term meant that it was more difficult to get hold of students and presumably to motivate some students to come.
- The supervisor responsible for contacting students reported that some parents were reluctant for their children to participate due to the government's resignation on the 24th of February.
- Organization of day had to be changed as a result of the arrangement with companies and the turnout. Each set of students got an overview of the process from start to finish at the respective company.
- One of the companies, IPH, is located in the Nasr City Public Free Zone, the entry of which required extensive paperwork in advance.

c. Content covered

At Canon, students learnt about how Canon's digital printing production system works. At both IPH and Concorde Press students were guided through the pre-printing, printing, and post-printing stages. In total, students saw 8/12 job profiles found in the promotional booklet.



Company \ Content	Canon	IPH	Concorde Press
Job Profiles (as in booklet)	<ul style="list-style-type: none"> • Digital Printing Machines Operator 	<ul style="list-style-type: none"> • Offset Preparations Technician • Sheet-fed Offset Printing Machine Operator • Digital Printing Machines Operator • Print Finishing Technician • Commercial Print Finishing Technician 	<ul style="list-style-type: none"> • Offset Preparations Technician • Sheet-fed Offset Printing Machine Operator • Digital Printing Machines Operator • Print Finishing Technician • Commercial Print Finishing Technician • Packaging Print Finishing Technician • Silk Screen Printing Technician • Silk Screen Printing Preparations

d. Highlights

As students were introduced to different machines, they were informed about maintenance frequency and safety rules and regulations. Students were also repeatedly instructed about how crucial cleanliness, punctuality, and a diligent attitude are in the work place. When students were asked by tour guides what had impressed them most, they often responded that it was seeing employees particularly at the finishing stages wearing gloves and handling their work with care.



Success Story

Mohammad Adel, an employee at IPH, was presented to students visiting on 26/02 as a success story. Adel, a 22-year old graduate of applied arts, was praised by the tour guide for his hard work and eagerness to learn. Adel’s passion for his field and commitment to learning and always improving has made him able to operate all machines in the company.

Women in Printing

During the tours, students got to see women working in the design stages at IPH and in assembly at Concorde Press. It was also pointed out to the students at which stages in the printing process there are suitable jobs for women.

For example, although the Computer to Plate (CTP) Printing Machines at both IPH and Concorde Press were operated by males, visiting students were informed that women could also operate

these machines. The machine operator played the demo video (pictured below) to emphasize this.



Owner and Manager of Concorde Press, Mohsen Nasry, talked to the nearly all-female group visiting on 27/02 about the importance of gaining work experience from a young age. He advised the visiting students to seize training or work opportunities. Mr. Nasry also encouraged the girls to struggle against negative attitudes towards women and to pursue their career goals. Furthermore, he mentioned to the girls how valuable women are in the company; he considers his female employees to be the most efficient.



4. Feedback

Feedback from 32 students and 2 companies has been collected.

a. Students

32 students were given 11 open ended questions, which revolved around their visit and their career aspirations.

Statement	Agree
First time visit to Printing House	21
Visit was beneficial	32
Suitable jobs available for girls	31*
Interest in a career in the Printing Sector	32
Recommend friends to work in Printing Sector	32

*1 student did not answer the question on this matter

b. Companies

Both IPH and Concorde Press confirmed that 1 day is sufficient (as proven) if the objective is to give students a general overview of the printing process. They also expressed their preference for students to visit in groups of 10's as larger groups would be difficult to manage and so as to allow attendees to benefit as much as possible from the visit. This, however, is dependent on company size and capacity.

Mohammad Helal, Deputy Managing Director at IPH, remarked that the company has always had an interest in this type of activity and has indeed hosted visits in the past. IPH had once, for example, hosted children from a private school. Helal believes that, in cooperation with partners who share a far-reaching vision, who hope to see improvement in the quality of graduates, similar visits could be organized in the future and the concept of "Schools into Industry" could be spread and consolidated.

5. Summary & Recommendations

Over the course of 5 days, 32 students, enrolled in their first year at the Technological College, visited Printing companies, many of them for the first time. Feedback collected is positive and shows that the visit benefited the students and furthered their interest in their field of study and in work in the Printing Sector.

To further enhance the concept, the following points should be taken into consideration.

→ Gender Diversity a) of attendees & b) at the workplace

The visits were attended by a fair number of girls and during the visits discussions naturally arose about opportunities for women in Printing. However, gender diversity ought to be addressed in the conceptualization phase by a) establishing a quota for the number of girls attending the field visits; b) ensuring that during visits students see women at work and learn about the professions, which are suitable for women in the Printing Sector.

This is important as girls make up almost 50% of the year (according to the Head of the Technological College). Furthermore, while on the visits, girls showed more interest than boys. Presumptions about girls being more studious aside, the boys were more likely to have visited Printing Houses or to have been working at a Printing House, hence their relative disinterest.

→ Group size

Visiting groups should be kept small with a maximum of 10 students. Students will be walking around machinery and listening to the guide over machinery noise and so larger groups would not be ideal. To implement on a large scale, agreements can be sought with many companies, or if possible, x groups of 10 could start at different stations. A disadvantage with the latter, however, is that students not starting at the station, where the process starts, might not be able to follow through the process.

→ Pre-visit Briefing

Students were given an impromptu briefing upon arrival at the host company. It would be better to write in advance a briefing paper (that can be distributed to the students). The following messages should be communicated in the briefing in a clear and concise way:

1. You're here to build on what you've been learning and gain an insight into the world of work. Try to make the most of the opportunity. The company loses time and money to host you.
2. Don't be afraid to ask questions. There is no such thing as a stupid question.
3. Follow safety rules. You mustn't touch or climb onto machines.

It is necessary to communicate these messages since most of the students who would attend such trips are unlikely to have had interactive, out-of-classroom experiences. For over 60% of the students, this was their first out-of-classroom experience.

→ The importance of flexibility

One should have back up plans prepared. As learnt, implementation and its success are dependent on several factors, some of which may be uncontrollable e.g. the companies' commitment; the political situation.