

Schools into Industry Implementation Report

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

Schools into Industry

Implementation of “Schools into Industry” Concept, 20-27 February 2014

Timeframe: February –March 2014

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



Published by:

giz

Table of Content

1 Background 3

2 Plan 3

3 Implementation4

3.1 Schedule and Attendance.....4

3.2 Challenges of Implementation.....5

3.3 Content covered.....5

3.4 Highlights.....6

4 Feedback.....8

4.1 Students.....8

4.2 Companies.....8

5 Summary & Recommendations.....9

6 Annex.....11

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

3.1 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



3.2 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.

3.3 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	Canon	IPH	Concorde Press
Content			
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

3.4 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.

4.1 Students

32 students were given 11 open ended questions (Annex 1), 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

4.2 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.

6 Annex

Survey Questions

1. Have you visited any Printing Houses before?
2. Have you benefited at all from today's visit?
3. In your opinion, what is the benefit?
4. Name three machines you learnt about today.
5. What are the professions that caught your attention?
6. Do you think that there are professions that are suitable for girls? What are they?
7. Why did you enroll in the Technological College?
8. Do you think that the Printing field is promising with regards to employment and building a professional career?
9. What are the characteristics that that you must have in order to work in a professional company such as this one?
10. Do you want to work in this field after graduation? Why?
11. Will you recommend your friends to work in this field?