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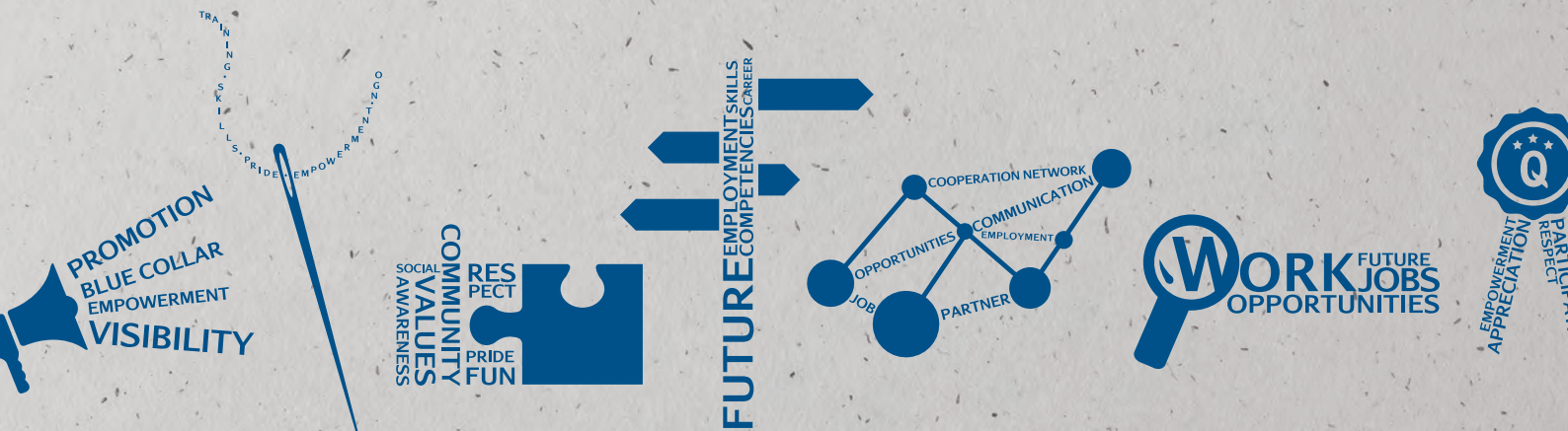
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TOOLBOX FOR PROMOTION OF BLUE COLLAR EMPLOYMENT OPPORTUNITIES AND VOCATIONAL EDUCATION

Compilation of Successful Instruments from Egypt, Lebanon and Palestine



TOOLBOX FOR PROMOTION OF BLUE COLLAR EMPLOYMENT OPPORTUNITIES



WHAT IS THE TOOLBOX ABOUT?

The **private sector** in Egypt, Lebanon and Palestine faces severe challenges in attracting and maintaining qualified and dedicated Blue Collar workers and encouraging young students to decide for the vocational education path. There are several reasons for this, including a **lack of information and orientation** about the respective sectors and their decent job opportunities, wrong **perceptions** of working conditions and training/career opportunities as well as **predominant societal prejudices** about certain occupations. However, companies and other actors (such as **NGOs**, professional associations¹ and public institutions) typically do not dispose of **sufficient resources, time and know-how to develop effective instruments from scratch** to tackle these challenges.

To support and ease this effort, this **toolbox provides ready-made and practice-oriented instruments** aiming at enhancing societal acceptance and attractiveness of vocational education and Blue Collar work and to encourage students, graduates and job seekers to work in this field. Even though the main focus of the toolbox is the promotion of Blue Collar employment as well as vocational education and occupations in selected sectors/profiles, the instruments compiled in this toolbox are **flexible enough to be used in other sectors** and can be quickly adapted to the specific needs of the users.

Although this toolbox does not claim to be exhaustive, it includes a broad range of tools which are **effective**, in large parts **innovative**, tailored to the specific needs of young **graduates and job seekers** and which have been **field-tested in the Egyptian, Lebanese and Palestinian context**. They have been formulated for **immediate practical application** and contain **a wealth of experiences** as compiled while piloting.

The basis for the toolbox has been provided by the programme “Promotion of Blue Collar Jobs” initially and was complemented by the experience of other GIZ projects.

The instruments in the toolbox **have proven their effectiveness** in the framework of a number of programmes related to employment promotion and vocational education (see below “What is the GIZ Sector Network For Sustainable Economic Development - Middle East and North Africa?”) In the framework of these projects and programmes, a range of **pilot measures were field-tested** to promote Blue Collar employment opportunities and vocational education in a needs-based approach and implemented jointly with the private sector and civil society in Egypt, Lebanon and Palestine. The main focus of the Blue Collar related measures was on job orientation by filling information gaps through the development of **promotion and communication** initiatives, embracing elements of job quality and training. For the purpose of this toolbox, the term **“Blue Collar worker”** refers to a worker undertaking any manual labour, in line with the OECD standard definition of this term for statistical purposes². Furthermore, the term **“Blue Collar work”** refers to jobs requiring technical education as well as to numerous job profiles in the field of industry, small trades, sales and handicrafts.

¹ For the purpose of this toolbox, the term „professional association“ is used when referring to a network of companies in a specific sector, such as chambers.

² “...employees who are engaged in fabrication, assembly and related activities, material handling, warehousing and shipping, maintenance and repair, janitorial and guard services, auxiliary production (such as power plants), and other services closely related to the above activities...”

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WHAT IS THE GIZ SECTOR NETWORK FOR SUSTAINABLE ECONOMIC DEVELOPMENT – MIDDLE EAST AND NORTH AFRICA (SN MENA)?

The sector network combines the know-how of more than 120 GIZ colleagues, covering 24 programmes in 8 countries. It enhances the capacities of the network members through regional and multi-sector cooperation. SN MENA's approach is based on the vision of "socially and ecologically balanced sustainable economic development". Therefore, the network focuses on the enhancement of the business climate as well as on the promotion and creation of productive employment, especially for young people.

Further information: [LINK](#)

In this compilation of Blue Collar and vocational education image promotion approaches you will find the learning experiences of the following GIZ programmes:

"PROMOTION OF BLUE COLLAR JOBS - INCREASING THE ATTRACTIVENESS OF SELECTED JOB PROFILES WITH HIGH EMPLOYMENT POTENTIAL IN EGYPT" (CHAPTERS 1-7)

The Project "Promotion of Blue Collar Jobs - Increasing the Attractiveness of Selected Job Profiles with High Employment Potential in Egypt" (April 2012 - April 2014) aimed at the **enhancement of societal acceptance and attractiveness** of selected job profiles in the Blue Collar sector in order to improve income opportunities for young Egyptian job seekers. With its pilot measures, the project aimed at tackling the deficient matching of supply and demand within the Egyptian Blue Collar labour market, which is further worsened by a negative perception of technical education and most Blue Collar job profiles. By means of social marketing and adapted PR measures as well as sector-oriented activities in the field of career orientation, employment services and training, job-seekers, employees, companies and the society should gain a better understanding of the relevance and value created by Blue Collar jobs. In detail, the **following initiatives** were developed and implemented in the framework of the PBC Project:

- **"INTELAQ"**: A social marketing campaign in the Fast Moving Consumer Goods (FMCG) sector, focussing on changing perceptions and behavioural patterns linked to the job profile "driver". Elaboration of a comprehensive social marketing study, development of a social marketing strategy and partners' guidebook, in collaboration with the private sector, as well as implementation of selected instruments.
- **"Shoghlana"**: A series of highly innovative and youth-oriented instruments to change perceptions on Blue Collar work and to enhance information and job orientation related to this topic. Development and dissemination of the highly successful regular Blue Collar magazine "Shoghlana" (which will be carried on after project end through a partnership between ILO and an Egyptian marketing consultancy). Initiation of a drawing competition and a Blue Collar song.
- **Collaboration with the Chamber of Industries of Printing and Packaging and PETRA Skills and Career Centre**: Development and implementation of a series of measures aiming at enhanced information, orientation, communication and perception of Blue Collar employment opportunities in this sector. Development and dissemination of sector-specific job profiles.
- **"Khalta Goes Textile"**: Mobilisation of rural communities, training, product design, marketing and selling of patchwork textile handicraft made by women of the village Khalta in Fayoum. More details can be found [here](#).
- **Collaboration with the private company "Malaika Linens" and the Boulaq Community Centre (located in Zamalek, Cairo) of the NGO "EpiscoCare"**: Mobilisation of marginalised urban communities (mainly Boulaq and Imbaba), training of women in hand embroidery, generating income through home work with hand embroidery.

TOOLBOX FOR PROMOTION OF BLUE COLLAR EMPLOYMENT OPPORTUNITIES



The project was financed by the Open Regional Fund for Youth Employment in the MENA Region commissioned by the **German Federal Ministry for Economic Cooperation and Development (BMZ)**. In addition, **selected experiences of the National Employment Pact** (www.nep-egypt.com), an initiative of the Egyptian-German Business Community in cooperation with the German-Arab Chamber of Industry and Commerce (GACIC) were also included in this toolbox wherever helpful.

„EMPLOYMENT PROMOTION“ IN EGYPT (CHAPTER 8)

Context

In 2012, Egypt's unemployment rate reached its highest level for ten years. Young people between the ages of 15 and 30 are particularly affected, making up around 90% of the country's unemployed. At the same time, a growing number of job vacancies cannot be adequately filled. Across all sectors, companies are complaining about the low level of young job-seekers' qualifications. There is a lack of institutionalised cooperation between policy-makers and economic actors on the issue of promoting youth employment.

Objective

In a partnership between the public and private sectors, policy-makers and economic actors are implementing reforms for the promotion of youth employment.

Approach

Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and co-financed by the Australian Agency for International Development (AusAID), this programme supports the Egyptian Government in developing new, proactive employment policy measures. The main focus is on close cooperation between private-sector associations and public institutions.

Main areas of support:

- **Policy advice and strategic planning of vocational education.** The programme supports the Ministry of Education in contributing actively to the national dialogue on employment and developing monitoring and evaluation competencies that will allow it to take a more evidence-based approach to developing reforms and programmes.
- **Greater involvement of the private sector.** The programme advises private sector associations on the development of demand-driven labour market services in the fields of further education and training.
- **Provision of labour market information.** The programme is working with the private sector associations to establish regional monitoring structures. This will improve the information base for policy-makers, as well as the advisory and placement services available to job seekers.
- **Introduction of new career guidance services.** The programme supports private and public actors in implementing target group-specific models of careers guidance. These help to ensure the better placement of young people in jobs or training courses that meet the existing demand.
- **Development of demand-based training measures.** The programme supports the Ministry of Education and selected private institutions in aligning their training measures with the employment potential of the Egyptian labour market, and expanding the scope of these measures.

TOOLBOX FOR PROMOTION OF BLUE COLLAR EMPLOYMENT OPPORTUNITIES



“PROMOTION OF VOCATIONAL EDUCATION & SMALL AND MEDIUM ENTERPRISE DEVELOPMENT” IN LEBANON (CHAPTER 8)

Context

When we think of Lebanon, we automatically conjure up images of civil war and destruction. The way in which the country is perceived internationally has largely been influenced by the military conflict which lasted till 1990, and the July War in 2006.

In addition to the devastating effects on society, these events have been very damaging for the economy. The Lebanese economy is also affected by increased competition from foreign manufacturers, including countries from the European Union and Mediterranean region, which makes economic reconstruction and development even more difficult. Small and medium-sized enterprises (SMEs) in particular bear the brunt. SMEs account for 95 percent of Lebanese industry, and are the country's largest employer. There is a lack of job opportunities for young adults and semi-skilled employees. At the same time, demand is growing for well-trained specialists and middle management. Education and training therefore play a key role in the Lebanon's economic development. Like other education and training systems in the MENA region, the Lebanese system is outdated and out of touch with current practices. Vocational training is too theoretical. On the one hand, the private sector finds it difficult to recruit skilled young professionals, yet on the other, it is only prepared to play a minor role in their training. The poor public perception of vocational training for trades and industry means that young people have little interest in pursuing a career in these areas.

Objective

The number of skilled experts employed in the supported professions and qualifications has increased.

Approach

Public and private-sector institutions in Lebanon plan to work together to shape cooperative vocational training. GIZ plays a supporting role through its programme to promote the dual system, master tradespersons and small and medium enterprises (DSME programme). It advises the Ministry for Education and Higher Education and the Federation of the Chambers and works with regional chambers and associations, and with training colleges and companies.

GIZ development workers work in some of the vocational training colleges. GIZ helps Lebanon to implement the dual training system in eight occupations in industries, trades and tourism services. Together with its partners, it also provides training for master tradespersons, currently in four professions. It helps run campaigns to inform young people about the education, training and labour market, and aims to raise their interest and that of employers in vocational training for skilled occupations.

Teacher training constitutes another focus, to ensure good training standards in the long term.

GIZ brings together partners and institutions from the public and private sectors. Cooperative (dual) training can only be shaped by pulling together, making the necessary adjustments and setting the legal framework.

Expanding cooperative vocational training will increase the workload of employees in the institutions involved, to include new responsibilities, procedures and negotiation processes. GIZ trains, advises and supports personnel during this transition, to enable them to carry out their new tasks in the demand-oriented vocational training sector reliably and competently.

TOOLBOX FOR PROMOTION OF BLUE COLLAR EMPLOYMENT OPPORTUNITIES



“PROMOTION OF TVET AND LABOUR MARKET” IN PALESTINE (CHAPTER 8)

Context

The Palestinian vocational training system cannot provide an adequate supply of specialists for the labour market or train specialists in line with demand so that they can find work even in neighbouring countries. Moreover, given the political situation in the Palestinian territories and the conflicts in the region, the vocational training and labour market systems are not in a position to train employable workers in preparedness for a potential economic upturn.

Objective

An integrated vocational training and labour market strategy has been implemented as part of the Palestinian Reform and Development Plan. Conditions for ongoing implementation and development have been created.

Young workers have the necessary skills to find employment, maintain their employability and remain active in the labour market, thereby making the Palestinian economy more competitive.

Approach

The programme is promoting integrated approaches to improve vocational training, employment and the labour market. The vocational training strategy is helping to develop, establish and put in place all the vital structures and standards required to ensure that vocational training is relevant to the labour market. New curriculums and training courses as well as modern teaching methods are leading to improved technical, social and personal skills. The resulting qualifications are transparent, geared to the requirements of the labour market, and comparable to other national and international qualifications.

In particular, the labour market strategy is helping young people find employment by matching supply to labour market needs. Using an integrated approach, the programme is supporting those institutions that offer vocational training and labour market services, and is working with various stakeholders in the vocational training sector throughout the Palestinian territories.

The programme is also receiving additional support from financial cooperation with the European Union and the Swiss Agency for Development and Cooperation (DEZA).

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is a federal enterprise, supporting the German Government in achieving its objectives in the field of international cooperation for sustainable development. Most of its work is commissioned by the German Federal Ministry for Economic Cooperation and Development.

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HOW CAN I USE IT?

Each tool is composed of three parts:



1. The **first part** helps the user to decide whether this tool is the **most appropriate** one for the specific challenge s/he would like to tackle. It also provides information on how many resources are required and how long it takes to implement this tool.



2. The second part **“What To Do”** describes in a **step-by-step approach** what to do in order to implement the tool.



3. The third part **“What To Observe” / “Pros and Cons”** Summarises most important **recommendations** in order to make sure that the tool is successfully implemented.



4. In addition, for each chapter in the **annex** a list of ready-made materials, studies and reports are provided for further usage and inspiration (mainly **English**, some are provided in **Arabic**).

An **electronic version of the toolbox** can also be found at www.blue-collar-toolbox.com

WHAT IS INSIDE THE TOOLBOX?

In the following 8 chapters the toolbox comprises 40 tools:

1. Social Marketing Campaign
2. Communication and Promotion
3. Job Profiles
4. Job Orientation
5. Job Quality
6. Income Generation Through Handicraft
7. Partnerships
8. Vocational Education Image Promotion

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Imprint

INTRODUCTION CHAPTER 1

SOCIAL MARKETING CAMPAIGN

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WHY SOCIAL MARKETING?

Encouraging more job seekers, graduates and students to apply for Blue Collar work requires the **modification of misleading perceptions** and a **behavioural change**. This does not only concern the key target group, but also other groups which have an influence on their decisions in this regard, such as parents, friends, teachers, community leaders and even the society as a whole. Thus, a comprehensive campaign is required, with **specific approaches and instruments** that are capable to actually trigger a mind shift of a large and diverse target group.

All this is difficult to achieve through standard commercial marketing approaches. In this context **social marketing is the most effective approach** when aiming at a behavioural change of a specific group or even the overall society. In contrast to commercial marketing it does not promote a certain product or service with primarily profit interests, but tries to **influence the behaviour of a target group or the overall society for a greater social purpose**.

Typically, the development and implementation of social marketing campaigns are based on standard elements as taken from commercial marketing approaches and adapted to the specific needs and requirements of social marketing initiatives. The tools within this chapter 1 refer to the **8 standard elements (= "8 Ps")** as described by **Nedra Kline Weinreich** in her book **"Hands-on Social Marketing"** (2011). An overview of these elements and their reference in the tools 1.1 – 1.4 is provided in the following table:

Element	Content in the Framework of Social Marketing Campaigns	Reference
Product	Idea or behaviour to be promoted.	Tool 1.2
Price	Implies what the target group has to give up to adopt the behaviour. Typically does not refer to money but to intangibles such as time, effort and old habits.	Tool 1.2
Place	Where to place and through which channels to disseminate the key messages of the campaign.	Tools 1.2 & 1.3
Promotion/ Distribution	Which instruments to choose to transfer the key messages to the target groups.	Tools 1.2 & 1.3
Publics	External Publics include the primary target audiences (= key target groups), secondary target audience (= further influencing groups) and other external stakeholders.	Tool 1.2
Partnership	Cooperation with other actors.	Tool 1.4
Policy	Promoting a public policy change in line with the campaigns objectives for more effectiveness and sustainability.	
Purse strings	Funding for social marketing campaigns.	Tool 1.4



WHAT IS INSIDE THE CHAPTER?

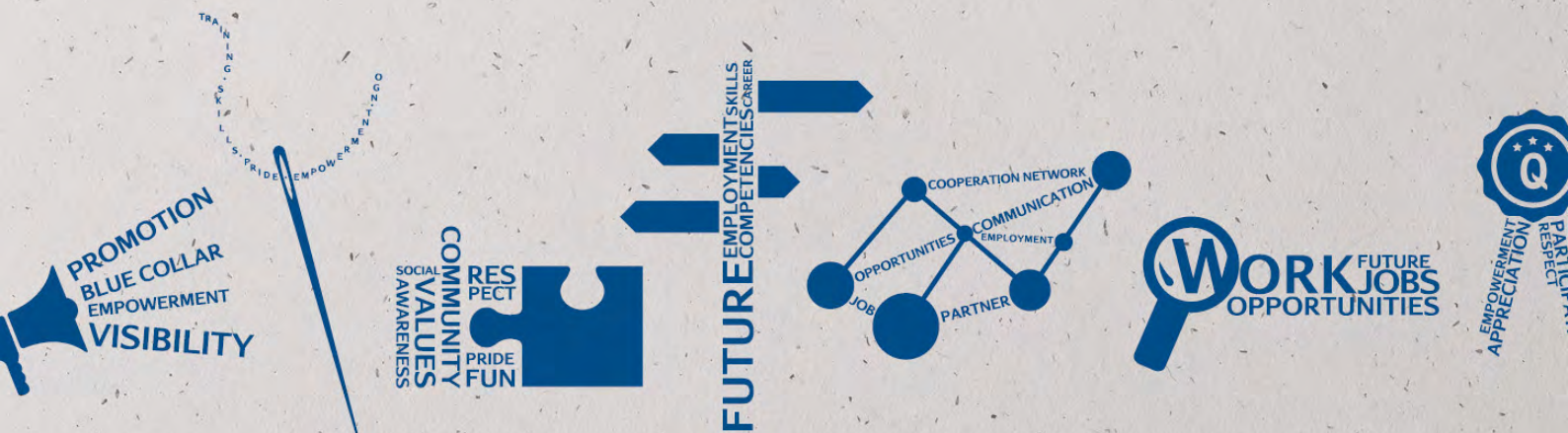
The chapter is made of **4 tools** which describe:

- How to Elaborate a **Social Marketing Study** (tool 1.1),
- How to Develop a **Social Marketing Campaign** (tool 1.2),
- How to Implement **Selected Instruments of the Social Marketing Campaign** (tool 1.3)
- How to Make Social Marketing Campaigns More Effective through **Partnerships** (tool 1.4).

Ideally, all 4 tools are implemented in an **integrative approach**, for highest effectiveness.



1.1 HOW TO ELABORATE A SOCIAL MARKETING STUDY



HOW TO ELABORATE A SOCIAL MARKETING STUDY



What Is It Useful For

Encouraging more job seekers, graduates and students to apply for Blue Collar work requires **modification of perceptions** and is strongly related to a **behavioural change** of the target groups. This is difficult to achieve through standard commercial marketing approaches alone (e.g. mass media). In this context social marketing is the most effective approach when aiming at a behavioural change of a specific group or even the overall society. In contrast to commercial marketing it does not promote a certain product or service with primarily profit interests, but tries to **influence the behaviour of a target group or the overall society for a greater social purpose**.

In order to effectively change behavioural patterns of the target group one thus needs to understand in detail the reasons for their current comportment and under which conditions they would be willing to change towards the desired behaviour.

To this end a **social marketing study** needs to be undertaken. It will help to better understand the target group and is the crucial basis for the formulation of effective marketing instruments.

The tool describes in detail how a Blue Collar social marketing study is conducted, which aspects should be analysed and how to best approach the target group.



When To Use

This tool can be used e.g. by companies, professional associations, marketing agencies or NGOs whenever vacancies for particular tasks in the Blue Collar segment cannot be easily filled with appropriate candidates due to a number of reasons, such as a rather negative image of the job.

In particular, it should be taken into consideration in cases where image campaigns are being planned, but previous experience shows that effective outreach to the target group has not been successful (i.e. through standard commercial marketing approaches).



How Long Does It Take

3-4 months for study concept development, data collection and analysis



What Is Needed

- A person in charge for overall coordination of the social marketing study elaboration process including coordination with social marketing agency
- Access to different players of society
- Budget for the social marketing study including concept development as well as data collection and analysis (e.g. through a marketing agency)



Examples

The approach has been successfully applied in the following fields in Greater Cairo, Egypt:

- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
- Printing and packaging sector
- Cross-cutting campaign "Shoghiana" (see tools 1.3, 2.2 and 2.3)

It might also be applied in other sectors which fulfil the following criteria:

- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain workplaces due to a rather negative image of the occupational profile
- Have considerably low retention rates among Blue Collar workers



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

DEFINE THE OBJECTIVES AND SAMPLE GROUP OF THE SOCIAL MARKETING STUDY

As a starting point, it will be essential to clearly define the following two key aspects of the study:

Objective:

What shall be analysed by the study?

Guiding questions could e.g. include:

- Overall perception of working in the sector?
- What are the influential factors for the current behaviour?
- Why are job seekers / graduates / students not applying for Blue Collar jobs?
- What is required to change this behaviour?
- What are the market dynamics and HR needs of the specific sector? What are obstacles?

Based on the outcome of the questions

“Who shall be analysed and who’s current behaviour(s) shall be changed to which desired behaviour(s)?” the **sample group** can be defined. It should include representatives of different stakeholders e.g. youth, NGOs, professional association, companies, training institutes, community leaders, parents etc.

2

COLLECT RELEVANT DATA

Based on the defined objectives and selection of the sample group the data collection can start. For an efficient data collection approach it is highly recommended to **involve external expertise** in this task. They will also be helpful in the data analysis task (see step 4).

In most cases **primary data** (i.e. direct interrogation of the sample group) will need to be collected as **secondary data** (i.e. statistics, research, studies) might not exist in sufficient quantity, quality and currentness. Furthermore, it often does not provide the required information.

Relevant **primary data** can be best obtained through:

- **Interviews** with sample groups (see step 3) based upon focused questionnaires
- **Discussions** with focus groups (see step 3) along well-prepared guiding questions

Primary data to be collected should include:

- **Personal data** (male / female, age, unemployed / employed, education, personal status) or **organisation profile**
- For **potential Blue Collar workers** (job seekers, graduates, students): Beliefs, concerns and desires linked to Blue Collar work (what do they think about a sector / profession, reasons why they apply / do not apply for Blue Collar jobs, how would their ideal Blue Collar job look like, why did they quit previous Blue Collar jobs, how do they evaluate the community’s / society’s image of Blue Collar work etc.)

- At **companies and professional organisations**: Quantitative and qualitative characterisation of Blue Collar work places (Blue Collar staff ratio, retention rates, relative importance for operations, quantity and quality of applications, common reasons for termination of work contracts, quality of working conditions, appreciation of Blue Collar workers, standard perceptions)
- For **private persons** (communities): Beliefs and concerns linked to Blue Collar work (Blue Collar workers as a reputable part of the society – yes / no and why / why not, typical attributes of Blue Collar workers, how would an ideal respected Blue Collar worker look like, would you recommend a Blue Collar job to your son / friend / colleague – yes / no and why / why not etc.)
- For all: Which **communication channels** do they use (for alignment of dissemination channels during the campaign)

Relevant **secondary data** can be best obtained through:

- Existing analysis, studies and reports
- National statistics

Secondary data to be collected should include:

- General socio-economic data and developments on Blue Collar work
- Previous findings and reasons for low acceptance of Blue Collar work

QUALITY EMPLOYER



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

3

SAMPLE GROUPS AND FOCUS GROUPS

Selection of representative sample groups for one-to-one interviews:

- A sample group is the composition of individuals and representatives of organisations which will be interviewed individually during the data collection exercise.
- In order to obtain a most realistic picture on the actual factors that affect the target groups' behaviour, it will be of utmost importance to compose the **most relevant** sample groups.
- The individuals and organisations that are foreseen for the sample group should be the ones which **actually have an influence** on or an insight in the relevant decisions of the target group.
- This **could include**: Job seekers, graduates and students; companies (Management, HR and operational supervisors); Blue Collar workers; professional associations; community members (parents, friends, relatives, colleagues of job seekers as well as young un-married women); NGOs; training institutes.

Creation of focus groups for group discussions:

- The members of a focus group will be invited for a group discussion, where a set of prepared questions will be jointly discussed.
- The format of a group discussion will enable the participants to react on the statements of other discussants and thus **more reflected and validated opinions and perceptions** can be generated within this format, in contrast to one-to-one interviews.
- The **members** of the focus groups can be the same as cited above.

4

ANALYSE DATA

Once all data has been obtained the challenging task of data analysis has to be tackled. In principle, the data can be analysed through both **quantitative and qualitative** data analysis techniques.

As mentioned above it is highly recommended to **mobilise external expertise** for this complex endeavour.

In this context it is recommended to use a **mix of open-ended and closed-ended questions** in the interviews (see step 2). Closed-ended questions will generate mainly quantitative data that can be easily visualised. Open-ended questions (and also focus group discussions) will generate qualitative data that provide a more open insight into beliefs and behavioural patterns.

As an outcome of the data analysis **tangible information** on the key questions formulated in step 1 will be available.

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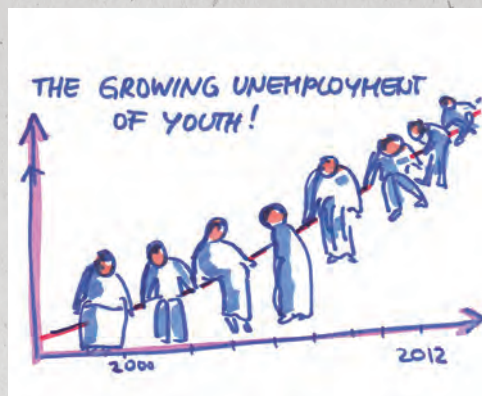
FURTHER USAGE OF SOCIAL MARKETING STUDY RESULTS

The valuable information generated through the data collection and analysis as described above will subsequently be used in a wide range of fields. In particular, it will help to design social marketing approaches and tools which truly answer to the actual beliefs and desires of the target group.

This includes inter alia:

- Elaboration of a social marketing strategy (see tool 1.2)
- Identification of most effective social marketing instruments (see tool 1.3)

In addition, the outcomes can be used for other purposes such as a **communication strategy** and development of promotional tools and materials (see chapter 2) as well as **job orientation** (chapter 4).





WHAT TO OBSERVE

The following lessons learnt should be observed:



One challenge for the data collection certainly is the outreach to the target groups, which might be diverse, and to obtain a **representative picture** on the behavioural patterns in a **most efficient way**. It is highly recommended to use existing networks of institutions which are in direct contact with the target group (such as Blue Collar training institutes or NGOs).

For one-to-one interviews and focus group discussions, it will be important to involve persons which are **trusted by the target group**. This will considerably contribute to **honest and open replies** and reliable data collection.

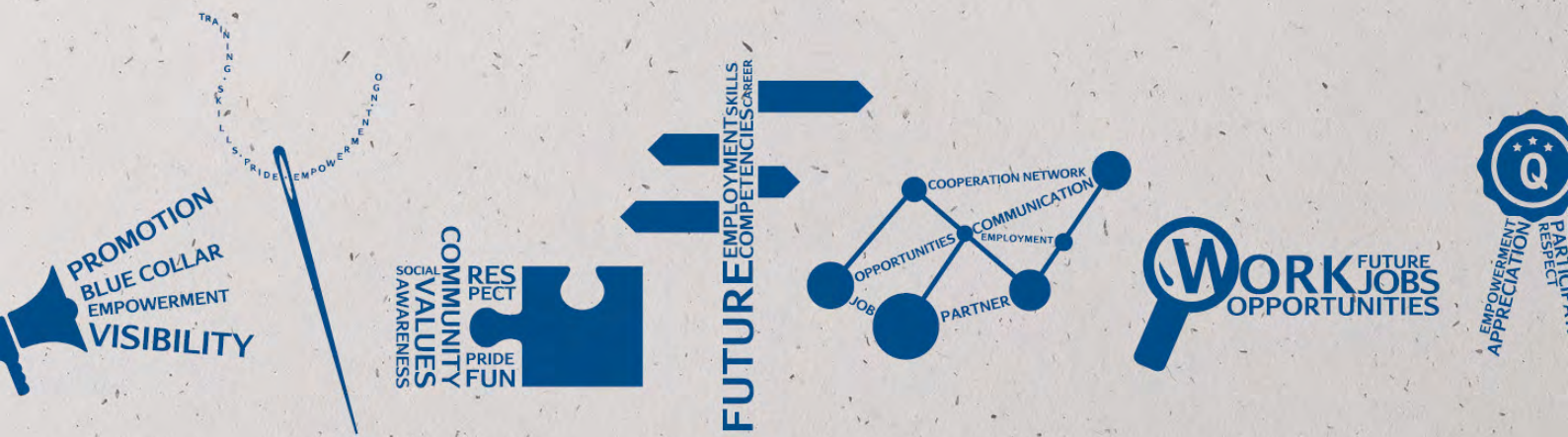
Questionnaires for interviews should be concise while generating all data required answering the key questions of the overall study.

In politically unstable countries it is important to provide the interviewers with an **authorisation letter of a trusted institution** in order to avoid trouble.

When selecting external expertise make sure to contract a marketing agency with experience in the field of social development and/or social marketing (=“social marketing agency”). They do not only have a much better understanding on the specific approaches required in this regard, but typically also have a strong Corporate Social Responsibility (CSR) policy thus fostering **ownership and commitment**.



1.2 HOW TO DEVELOP A STRATEGY FOR A SOCIAL MARKETING CAMPAIGN



HOW TO DEVELOP A STRATEGY FOR A SOCIAL MARKETING CAMPAIGN



What Is It Useful For

A social marketing strategy translates the findings of the social marketing study (see tool 1.2) into **effective instruments** (see tool 1.3) to actually change behaviours and perceptions of a target group.

A particular focus will be on the elaboration of marketing instruments which **differ from standard commercial marketing** approaches. As the primary objective is a behavioural and perceptual change of a wider audience (or the society as a whole) additional elements as well as different approaches will become necessary.

Consequently, the tool shows how to use the findings generated in a social marketing study for the design of effective social marketing instruments.



How Long Does It Take

1-2 months for strategy development



When To Use

This tool can be used e.g. by companies, professional associations, marketing agencies or NGOs whenever vacancies for particular tasks in the Blue Collar segment cannot be easily filled with appropriate candidates due to a number of reasons, such as a rather negative image of the job.

In particular, it should be taken into consideration in cases where image campaigns are being planned, but previous experience shows that effective outreach to the target group has not been successful (i.e. through standard commercial marketing approaches).



What Is Needed

- A person in charge for overall coordination of the social marketing strategy elaboration process, including coordination with marketing agency
- Budget for development of the social marketing strategy (e.g. through a marketing agency)



Examples

The approach has been successfully applied in the following fields in Greater Cairo, Egypt:

- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
- Cross-cutting campaign “Shoghiana” (see tools 1.3, 2.2 and 2.3)

It might also be applied in other sectors which fulfil the following criteria:

- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain workplaces due to a rather negative image of the occupational profile
- Have considerably low retention rates among Blue Collar workers

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

DEFINE STRATEGY OBJECTIVES, TARGET GROUPS, STAKEHOLDERS AND STRATEGIC PARTNERSHIPS

The objectives and target groups should be in line with the social marketing study (see tool 1.1).

For more effective outreach it is highly recommended to form strategic partnerships and involve as many stakeholders as possible. Only through a broad partnership platform tangible and sustainable behavioural changes of societal groups can be achieved. For more details please refer to tool 1.4.



2

DEVELOP CAMPAIGN NAME, LOGO AND BRANDING

For better and more coherent visibility of the campaign it is recommended to develop a name and logo. It should be used in each and every activity under the campaign and will contribute to enhanced recognition. The logo and overall branding should transmit the values which are important to the target group.

For the Blue Collar segment this mainly refers to:

- Respect for Blue Collar workers
- Blue Collar work is linked to quality, appreciation and self-esteem
- Blue Collar work is dynamic, young and cool
- Blue Collar work is not a dead end, but offers career opportunities

Ideally, the logo and name should be tested with representatives of the target group and adapted according to the feedback if required.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



4

DEVELOP SUITABLE MARKETING INSTRUMENTS AND DISTRIBUTION CHANNELS

This step is certainly the most challenging. Based on the comprehensive data available from the social marketing study a set of highly effective instruments and relevant distribution channels have to be defined in order to truly change behaviours and perceptions.

Effective instruments fulfil the following criteria:

- Have the potential to generate a **mind shift**
- Create **positive attention** and thus contribute to further word-by-mouth dissemination among colleagues, friends and relatives
- Transmit messages in a simple, **easy-to-understand way**
- Are **creative, interactive, participatory** and have the potential to reach out to a wide audience
- Are realised in the **right moment at the right place**
- Ideally offer a **concrete opportunity** for immediate action towards the desired objective

For the promotion of the Blue Collar segment, the following instruments and their related channels should be taken into consideration:

- **Events** (mainly "hip" events for young job seekers and graduates with creative / cultural elements, participation of reputable companies / Blue Collar workers, demonstrating implicitly that being a Blue Collar worker can be linked to a more dynamic and reputable image; this could be in form of community events, parades, concerts, podium discussion, sports events etc.)
- **Street campaigns** (make a certain Blue Collar job profile visible in the street with a "hip" as well as trustworthy image)
- **Creative print materials** (no standard mass print-outs, but rather well designed focused information / image materials, could also be a magazine (see tool 2.2) or other innovative formats (e.g. empowering key chains))
- Other **innovative and "hip" instruments**, such as songs (see tool 1.3), competitions (see tool 2.3), TV series etc.

- **Social media campaigns** (interactive Facebook pages, films posted on YouTube, Twitter accounts etc.) and communication through **mass media** (e.g. TV, radio, newspaper, internet)
- **Broad campaign branding** (disseminate give-aways to job seekers / graduates / in communities / during events, expressing high esteem for Blue Collar work)
- **Company-internal measures** (activities which contribute to a higher visibility of the irreplaceable Blue Collar work, better working conditions and a higher self-esteem of Blue Collar workers themselves (see also chapter 5))
- **University- and school-focused activities** (innovative and "hip" activities which enhance the image of Blue Collar work, such as inter-active information and orientation sessions with "cool" and proud Blue Collar workers etc.)

For maximum outreach and effectiveness a **well-orchestrated mix** of instruments will be required, which are interlinked and mutually reinforce each other.

For the **actual implementation** as well as monitoring and evaluation of selected instruments please also refer to tool 1.3

3

FORMULATE KEY MESSAGES

As an overarching guideline for the design of the marketing instrument, and in addition to the branding described in step 2, key messages should be formulated. They are the underlying logic for each instrument and can remain implicit (i.e. translated into pictures or activities) or can also be used explicitly (i.e. used in headlines for printed materials).

Key messages should be **positive**, need to be in line with the overall values and beliefs and should tackle persistent prejudices as identified in the social marketing study. The key objective is always the change of behaviours and perceptions based on the identified preconditions for behavioural change.





WHAT TO OBSERVE

The following lessons learnt should be observed:

Project experience proves that in Egypt **most sustainable mind shifts could be generated while actually talking in person to people** and discussing their perceptions, beliefs and prejudices. When they are convinced, they will be valuable multipliers who further disseminate the campaign's messages through word-by-mouth.

At the same time, **the most trustworthy sources of information are friends, relatives and colleagues** (in contrary to written information). So campaigns should create a momentum which will contribute to further word-by-mouth dissemination.

Participation of private firms is of utmost importance as the envisaged internal mind shift will raise the awareness for the importance of Blue Collar workers internally and externally and give credibility to the campaign.

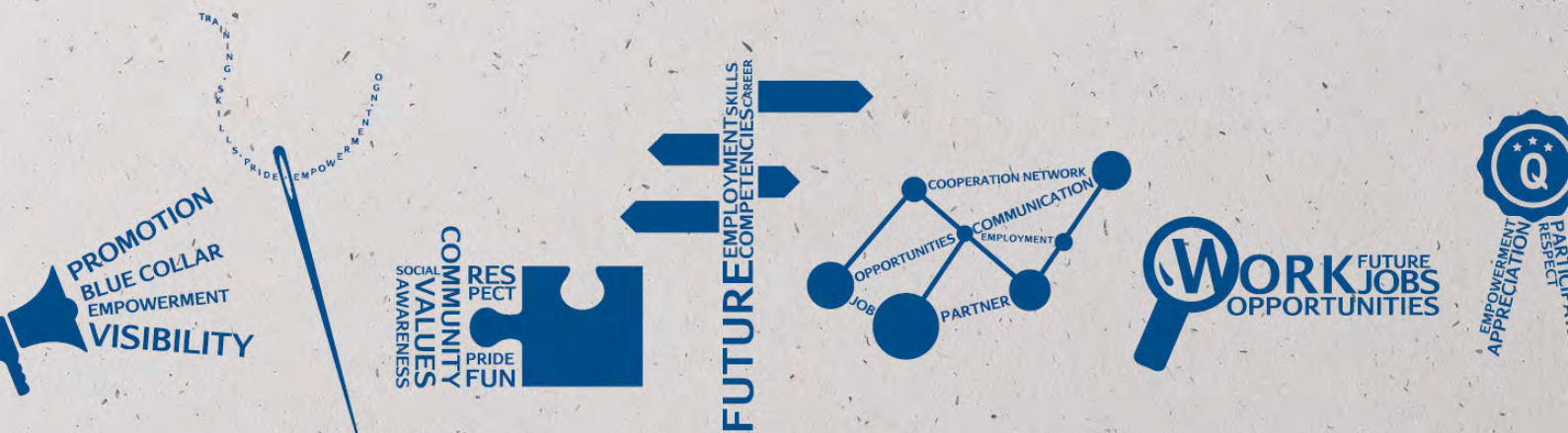
The **participation of private firms** can be fostered through the argument that the campaign will help to solve one of their most urgent challenges (to recruit and maintain motivated and qualified Blue Collar workers), at a comparable low cost as the research, strategy and instruments have already been prepared. In addition, the campaign will contribute to the **companies' Corporate Social Responsibility (CSR)** strategy and commitment.

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1.3 HOW TO IMPLEMENT SELECTED INSTRUMENTS OF THE SOCIAL MARKETING CAMPAIGN



HOW TO IMPLEMENT SELECTED INSTRUMENTS OF THE SOCIAL MARKETING CAMPAIGN



What Is It Useful For

The tool describes how to best implement selected instruments of social marketing campaigns as identified in the strategy of the social marketing campaign (see tool 1.2).



What Is Needed

- A person in charge for overall coordination of the social marketing campaign implementation, including coordination with a marketing agency
- Marketing agency
- Budget for realisation and evaluation of the social marketing campaign instruments



How Long Does It Take

Minimum of 1-2 years for implementation of social marketing campaign consisting of a mix of instruments with varying duration



When To Use

This tool can be used e.g. by companies, professional associations, marketing agencies or NGOs whenever vacancies for particular tasks in the Blue Collar segment cannot be easily filled with appropriate candidates due to a number of reasons, such as a rather negative image of the job. In particular, it should be taken into consideration in cases where image campaigns are being planned, but previous experience shows that effective outreach to the target group has not been successful (i.e. through standard commercial marketing approaches).



Examples

The approach has been successfully applied in the following fields in Greater Cairo, Egypt:

- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
- Cross-cutting campaign “Shoghiana” (see tools 2.2 and 2.3)

It might also be applied in other sectors which fulfil the following criteria:

- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain workplaces due to a rather negative image of the occupational profile
- Have considerably low retention rates among Blue Collar workers

SOCIAL
VALUES
AWARENESS

COMMUNITY

RESPECT

PRIDE
ELIN



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



Below, **selected social marketing campaign instruments** are described in detail. Please also refer to the “Intelqa Social Marketing Strategy Handbook” provided in the annex, where more details are provided for some instruments presented below. For most effective results a mix of several instruments is highly recommended.

For **additional instruments** please also refer to Chapter 2 (such as the highly innovative regular Blue Collar magazine in tool 2.2).

Launching Parade and Event	
Objective	The launching parade and event is a type of campaign kick-off that is highly visible, interactive and unconventional. It creates considerable attention and will thus contribute to a high degree of popularity and public awareness for the overall campaign right from the beginning.
Content	<p>The instrument consists of two main elements – the parade and an interactive event:</p> <ol style="list-style-type: none"> 1. The parade will tour in selected areas (e.g. city districts, cities or regions) for a specific duration (e.g. 1 week). It includes a fleet of vehicles branded with the campaign logo and slogans, a promotional team and promotional materials. The team members will mix with the general public in the street, disseminate key messages and promotional materials of the campaign and collect feedback. At the same time, they promote the event which takes place at the same day nearby. 2. The interactive event will take place at the same day near the area where the parade will tour. It will communicate the key messages of the campaign to the participants in a highly appealing, interactive and entertaining way. This could include games, awareness sessions, theatre plays, discussion rounds, practical workshops, concerts etc. Besides, information materials will be spread. A combination with a sector specific employment fair (see tool 4.1) could be considered. <p>Ideally, for mobilisation of more participants and even broader outreach and visibility, information about the parade and event is announced through and documented in mass media and social media channels. For further information, registration and feedback a specific campaign phone number should be disseminated (see also “Hotline”).</p>
Success Factors	<ul style="list-style-type: none"> • The selection of the target areas for the parade and event is crucial and needs to include areas where the target group actually lives and / or works. • It is important to differentiate the parade from commercial tours promoting a product and distributing gifts. It rather is an interactive instrument, where team members exchange messages and opinions with the general public in the streets. • The vehicles, team members and outfit will send implicit messages about the campaign. Thus, their selection and branding will need to be strictly in line with the campaign’s objectives. • All team members need to be well briefed and have to disseminate the same messages. • Make sure the parade and event is officially authorised and build relations with the community and / or NGOs to facilitate the event. • Be aware of the fact that streets in the target area might be narrow and choose a suitable car for easy access. • For dissemination in mass media and social media channels make sure the parade and event are well documented including videos, photos, interviews, statements etc. • Interaction with and feedback from the target group are essential elements of social marketing.

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



Mobile Caravan	
Objective	<p>The Mobile Caravan is an instrument to reach out to the target group in order to inform about the campaign and to disseminate the key messages and information as well as related campaign information and promotional materials.</p> <p>Contrary to the Launching Parade this caravan is not linked to an interactive side event, but is touring the streets disseminating more specific messages, information and materials to a more specified target group. It can be repeated several times during the campaign's implementation phase.</p>
Content	<p>Similar to the Launching Parade the Mobile Caravan is composed of vehicles, a team as well as promotional and information materials and will tour through specific city districts, cities or regions. However, the caravan will be of a much smaller size (less vehicles and team members) and will be more focused on specific target groups. At the same time, more detailed information will be spread.</p> <p>In an interactive approach, key messages, information and materials will be spread to the target group at their typical place of working and living.</p>
Success Factors	<p>The same success factors apply as for the Launching Parade.</p>
Social Media Accounts	
Objective	<p>Social media accounts are key instruments for the dissemination of campaign's messages and information, announcement and documentation of events as well as exchange with the target group and general public – particularly in countries like Egypt.</p>
Content	<p>Through campaign specific accounts in most relevant social media (e.g. Facebook, Twitter, YouTube) campaign related messages and information will be disseminated. At the same time, immediate feedback on the campaign's activities and announcements can be collected.</p> <p>In detail, information shared in social media networks can include the campaign's objectives, key messages, event announcements, outcomes, photos, activity documentation, news and updates. Messages posted should include direct invitations to readers to take actions (e.g. call the hotline). In addition, the "likes" or "hits" on the page can provide a further tool for interaction and evaluation.</p>
Success Factors	<ul style="list-style-type: none"> • It is highly important to regularly update the social media account and provide up-to-date information, ideally through one social media focal point. • For any content and information provided use a language and layout style which is in line with the campaign's objectives and the target group. • Use feedback collected through social media for the enhancement of further campaign activities and events and to ensure credibility. • Comments and /or requests posted should be responded to.

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



Production and Dissemination of a Song and Video with a Popular Band

Objective

The production and dissemination of a song tries to convey the key messages of the campaign in a very **emotional way** while reaching out to a **broad audience**. In this format messages are not communicated in a schoolmasterly way, but try to convince the audience through more emotional arguments. At the same time, the song and video will continue to be played after campaign's end.

The song and video target the **society as a whole**. Simultaneously, the image of the band is being transferred to the overall campaign (e.g. coolness) and recognised musicians can indirectly take over the function of a role model for the desired behavioural change.

Content

Jointly with a band which fits the overall key objectives and messages of the campaign a song content will be developed. Generally, the band would receive a briefing about the campaign and its core messages and develop text and music according to their style. Aligned to the song a video will be produced, which will be promoted in music channels and online. After finalisation, the song and video can be **played at events** related to the campaign as well as at other relevant events or even in the band's concerts. A broader audience can be reached through radio / TV as well as social media channels.

Success Factors

- The **selection of the band** is one of the key success factors. Ideally, they should be highly motivated to support the campaign while at the same time serve as a reputable role model and / or trusted transmitter of the campaign's messages.
- One should not underestimate the fact that music bands will adapt messages, music and text according to their **own creativity and style**. This process might also take time.
- It is important that the band **identifies** itself with the song and video, as this will raise chances that they will perform it independently of the campaign.
- The song should **not reflect political opinions**.

Print Material

Objective

Print material will help to disseminate campaign related messages and information.

Content

Among others, relevant forms of print material include flyers, brochures, posters, booklets, info cards and newsletters. They can be distributed during campaign events and similar occasions and will inform e.g. about the campaign, its main messages, relevant information and scheduled events.

In addition, **appealing elements** should be included which can help to achieve the campaign's objectives. This could refer to success stories, interviews with community leaders and /or renown personalities, pictures of role models, hotline number etc.

Success Factors

- The **language and layout** should be aligned to the campaign's objectives and the target group.
- An **attractive layout** will considerably raise chances that the content is actually read.
- The **quality** of the materials, the paper used, correctness and currentness of data etc. can send implicit messages about the overall quality and image of the campaign.

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



Campaign's Hotline

Objective

The hotline is an effective tool to **link the target groups with the campaign initiator**. This can serve multiple purposes including an exchange on the campaign's objectives and messages, provision of further information, collection of data, registration of personal data for campaign's purposes and collection of feedback on the campaign.

Content

The set-up of the hotline should be carefully planned and ideally be initiated at the beginning of the campaign. During the campaign's implementation phase **enough resources** need to be allocated to operate the hotline with a full availability during operating hours. At the same time, an effective system for data collection and entry needs to be designed. The hotline phone number will need to be printed on all campaign's materials with a clear message for the target group what to do and to expect when calling this number.

Success Factors

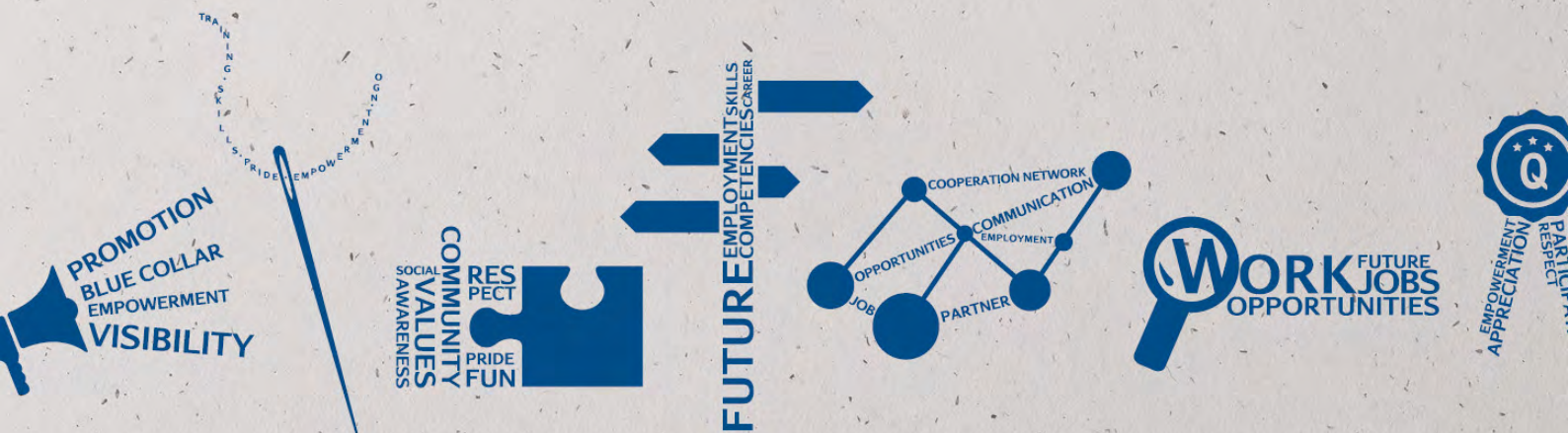
- It will be crucial only to raise expectations for the hotline which can be actually fulfilled. **Unmet expectations can lead to a negative image** of the overall campaign, which should be avoided.
- Do not underestimate the **resources required** for operating the hotline. At the same time, the operators need to be well briefed and should receive clear talking points.
- Depending on the overall scope of the campaign it might even be required to provide **several lines and operators** in parallel.
- In case the hotline serves data collection purposes one needs to be aware that substantial amounts of **data need to be entered and analysed**. Thus, an electronic database might be useful.
- Project experience shows that the hotline is also being used as a means to **verify** whether the campaign actually exists and is a serious endeavour.

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 NATIONAL EMPLOYMENT
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 OPPORTUNITIES EGYPT
 RESPONSIBILITY DEVELOPMENT
 SUPPORT





1.4 HOW TO MAKE SOCIAL MARKETING CAMPAIGNS MORE EFFECTIVE THROUGH PARTNERSHIPS



HOW TO MAKE SOCIAL MARKETING CAMPAIGNS MORE EFFECTIVE THROUGH PARTNERSHIPS



What Is It Useful For

Social marketing campaigns are aiming at a positive behavioural and perceptual change of typically large parts of a society. Such a **comprehensive endeavour** can only be achieved in an effective and sustainable way if the **right partners** are involved in the campaign design and implementation. The tool describes how the right partners can be identified, and how their involvement in the campaign can be assured.



When To Use

This tool can be used e.g. by companies, professional associations, marketing agencies or NGOs whenever vacancies for particular tasks in the Blue Collar segment cannot be easily filled with appropriate candidates due to a number of reasons, such as a rather negative image of the job. In particular, it should be taken into consideration in cases where image campaigns are being planned, but previous experience shows that effective outreach to the target group has not been successful (i.e. through standard commercial marketing approaches).



How Long Does It Take

1-2 months for partner identification and acquisition



What Is Needed

A person in charge for overall coordination of the partner acquisition and cooperation management



Examples

The approach has been successfully applied in the following fields in Greater Cairo, Egypt:

- Logistics /Transportation / Fast Moving Consumer Goods (FMCG)
- Cross-cutting campaign “Shoghiana” (see tools 1.3, 2.2 and 2.3)

It might also be applied in other sectors which fulfil the following criteria:

- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain workplaces due to a rather negative image of the occupational profile
- Have considerably low retention rates among Blue Collar workers



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

IDENTIFICATION OF RELEVANT PARTNERS

As a starting point, the initiating institution will need to define for which purpose and scope it would like to include partners in the social marketing campaign. This could cover:

- **Improved outreach** to the target group through partners which are close to the target group
- Enhancement of the **overall image** of the campaign through reputable partners
- **Financial contributions** from partners who have a direct benefit (i.e. the campaign serves an urgent need) or an indirect benefit (i.e. it contributes to the campaign for CSR purposes) from the campaign

With regard to the Blue Collar segment the following partners and stakeholders should be taken into consideration:

- **Companies** with constant lack of motivated and / or qualified Blue Collar workers
- Professional **associations** in sectors with a constant lack of motivated and / or qualified Blue Collar workers
- **NGOs** working with job seekers and youth
- **Development agencies** and projects operating in similar fields
- Technical **schools** and Blue Collar **training institutes**
- **Social marketing agencies**
- **Public institutions**

2

FORMULATION OF PARTNERSHIP PACKAGES AND AGREEMENTS

Partnerships can serve multiple purposes, including the **development** of most appropriate marketing instruments to be designed within the marketing strategy as well as their **testing** and actual **implementation**. In addition, they can contribute to a broad dissemination of the strategies messages towards the target groups.

Last but not least, they can also support with **financial assistance**, particularly in cases where the marketing campaign serves one of their most urgent needs (i.e. companies in need for Blue Collar workers).

Based on the individual needs and interests clear **partnership agreements** should be formulated and signed with respective contributions, roles and responsibilities including tasks as well as obligations and rewards.

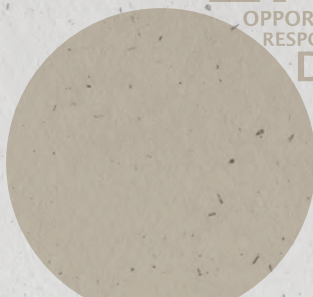
3

COOPERATION MANAGEMENT

Based on the individual agreements partners should be involved to a maximum extent in the campaigns activities including their logos, implementation and evaluation. To this end, **regular partners' meetings** should be organised, where joint activities can be discussed and agreed upon.



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 YOUTHGIZ CAREER
 DECENT JOBS JOB SEEKER
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 EMPLOYER
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 RESPONSIBILITY DEVELOPMENT WORK
 SUPPORT





WHAT TO OBSERVE

The following lessons learnt should be observed:

When selecting external expertise make sure to contract a marketing agency with **experience in the field of social development and/or social marketing** (=“social marketing agency”). They do not only have a much better understanding on the specific approaches required in this regard, but typically also have a strong Corporate Social Responsibility (CSR) policy fostering **ownership and commitment**.

Competition among private companies is usually not an obstacle to close cooperation in such a social marketing campaign. On the contrary, project experience proves that companies are **seeking for synergies, exchange and joint visibility** in similar initiatives.

In general, it can be recommendable to undertake a **comprehensive analysis of the overall actors' landscape** at the beginning of the initiative. In contrast to a more needs-based search for suitable partners as described in this tool, such an analysis will provide an overview of all actors active in the relevant field and / or region and their position towards the campaign. Consequently, different forms and levels of partnerships and cooperation can be created and the position of the campaign towards these actors defined. However, such an in-depth analysis typically requires more resources than a needs-based approach to partnerships and cooperation. An example for such a stakeholder analysis and mapping can be found here.

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INTRODUCTION CHAPTER 2 COMMUNICATION AND PROMOTION



WHY COMMUNICATION AND PROMOTION?

One of the main reasons for the lack of qualified applications for Blue Collar work is **insufficient information** about decent employment opportunities. Thus, **wrong perceptions and prejudices influence job-related decisions** of graduates, students and job seekers, while neglecting decent Blue Collar job opportunities.

Consequently, by **increasing communication and promotion efforts** of relevant actors (such as NGOs, professional associations, training institutes, and companies), more up-to-date information about decent Blue Collar employment opportunities can be spread.

At the same time, communication tools have to be **highly attractive** for students, graduates and job seekers, and need to meet their information demands. It should nevertheless be noted that only developing print or audio-visual material is not enough. This material needs to be used and distributed as basic information material for example at events and orientation sessions.

WHAT IS INSIDE THE CHAPTER?

The chapter is made of **4 tools** which describe:

- How to Develop an Effective **Blue Collar Communication Strategy** (tool 2.1),
- How to Develop and Disseminate a Regular **Blue Collar Magazine** (tool 2.2),
- How to Promote Blue Collar Work through a **Drawing Competition**(tool 2.3)
- How to Produce and use **Blue Collar Image Films** (tool 2.4).

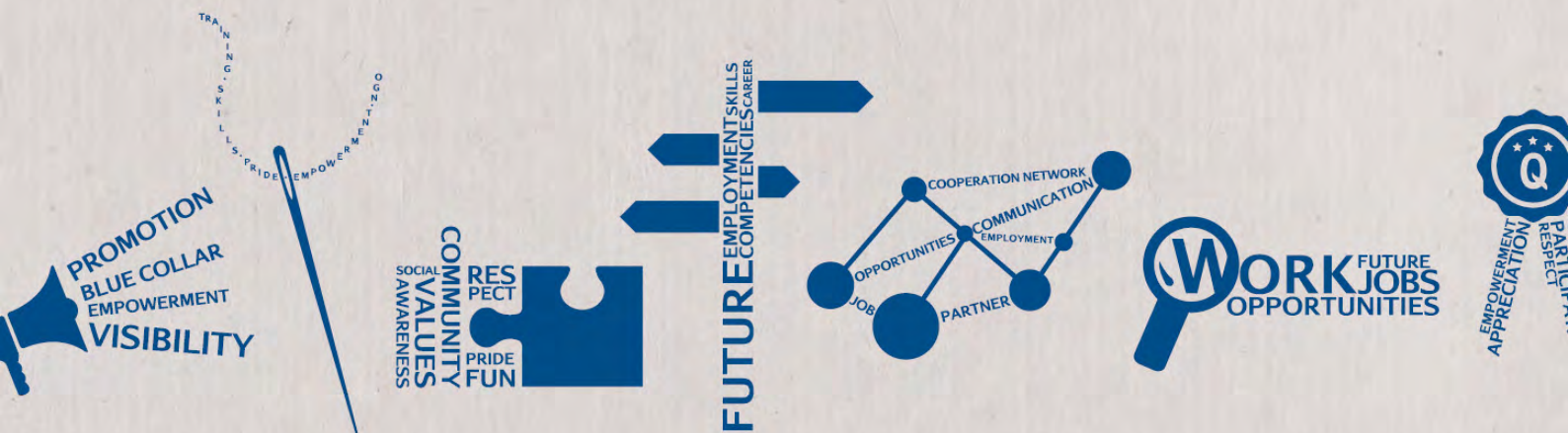
Tool 2.1 does not only provide an insight in how to develop a communication strategy, but includes at the same time suitable communication instruments. In addition, tools 2.2, 2.3 and 2.4 present three selected instruments for the promotion of Blue Collar employment more in detail.

For highest effectiveness, all tools described in this chapter should ideally be **combined with tools presented in other chapters**. Ideally, communication and promotion activities are complemented by instruments for better job orientation (chapter 4), job quality (chapter 5) and job profiling (chapter 3).





2.1 HOW TO DEVELOP AN EFFECTIVE BLUE COLLAR COMMUNICATION STRATEGY



HOW TO DEVELOP AN EFFECTIVE BLUE COLLAR COMMUNICATION STRATEGY



What Is It Useful For

This tool helps institutions to develop and improve communication strategies that effectively reach out to Blue Collar job seekers and youth in general. The final goal is to **motivate job seekers** to apply for Blue Collar jobs and to promote the services offered by the institution in this regard. A communication strategy aims at **conveying specific information and messages** to a selected target group. Even though similar tools and channels can be used, a social marketing campaign as described in chapter 1 is a more comprehensive endeavour aiming at a behavioural change of a much broader target audience or the society as a whole.



What Is Needed

- A person in charge for overall coordination of communication strategy elaboration and implementation process, including coordination with professional marketing agency
- Financial and human resources for developing the communication strategy (including analysis) as well as tools development and implementation (e.g. through a professional marketing agency)



Examples

The approach has been successfully applied in the printing and packaging sector in Greater Cairo, Egypt.

It might also be applied in other sectors which fulfil the following criteria:

- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain occupations
- Have considerably low retention rates among Blue Collar workers



When To Use

This tool can be used in cases where a considerable demand for Blue Collar workers exist, but the number of qualified applications remains low due to a **lack of information and awareness** about decent job opportunities.

In particular, the tool tries to support institutions which are eager to inform job seekers / general youth about labour market opportunities and to encourage job seekers to apply for Blue Collar jobs, but are not sure **how to approach this target group** and/or where previous promotional activities have not shown the desired effect.

The tool can be applied e.g. by professional associations, NGOs, companies and training institutes.



How long does it take

3-4 months for communication strategy development including analysis.
Approx. 1 month preparation per communication tool



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



2

DEFINE KEY AUDIENCES AND THEIR NEEDS

It will be of utmost importance to clearly define the target group of the communication strategy and to truly understand their actual needs and/or information gaps. Only if this has been carefully analysed, the most effective tools and key messages can be identified.

In the Blue Collar segment, the following **key target groups** should be considered:

- Job seekers
- Technical school students and graduates
- General youth between 15-35
- Blue Collar workers
- Secondary target groups such as transmitters (e.g. NGOs, professional associations, companies, parents, teachers, community leaders etc.)



Project experience proves that the following **needs** of the main target group (job seekers, graduates and students) can be typically identified:

- **Lack of information** on the sector and labour market demand in general
- **Lack of information** about potential job opportunities, required skills, where and how to apply, which company offers decent jobs etc.
- **Lack of orientation** which job actually suits their skills, qualifications and interests best
- **Lack of interest and motivation** to apply for Blue Collar jobs as they are perceived as low paid, dirty jobs, not respected within the companies and social environment, without any chance to learn new skills and undertake a career

For the identification of the actual needs and beliefs of the target group it is highly recommended to undertake a **detailed study**. If time and resources are available this should ideally be a comprehensive analysis as described in tool 1.1 **“Social Marketing Study”** in order to also understand further influencing factors of society. If less time and resources are available the analysis should at least contain information on the sector, market demand and characterisation of the target group on a viable basis (e.g. through a SWOT analysis).



1

DEFINE THE OBJECTIVES OF THE COMMUNICATION STRATEGY

At the beginning, the institution will need to clearly define what it would like to achieve by its new / adapted communication strategy. This could cover:

- Promote the relevant sector as a modern sector with decent job opportunities and respectful treatment of Blue Collar workers
- Inform job seekers / technical school graduates and students / general youth between 15-35 about the sector and related labour market demand (= decent Blue Collar job opportunities)
- Raise awareness that Blue Collar employment can be a realistic chance to enhance skills and to build a career
- Motivate job seekers / technical school graduates and students / general youth between 15-35 to take into consideration formal Blue Collar employment instead of informal employment
- Inform about the services / support offered by the institution to job seekers / Blue Collar workers / technical school graduates and students, and promote the institution as trustworthy and competent partner in this regard

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

3

DEFINE KEY MESSAGES

Once the target groups and their most urgent needs are clear, key messages can be formulated. They will be used as basis for the development of the communication tools and can be transferred into slogans, pictures etc.

At the latest in this step it is highly recommended to involve a professional marketing agency. They will help to formulate most suitable key messages and support the elaboration of appropriate communication tools.

Potential messages could include:

- Blue Collar workers are respected employees of reputable companies.
- There are many decent Blue Collar job opportunities waiting for you.
- The sector XY is a promising sector to work in.
- A promising career is waiting for you in the sector XY.
- The institution XY will help you to find a decent Blue Collar job.
- The institution XY will prepare you best for a decent Blue Collar job.

4

DEVELOPMENT AND IMPLEMENTATION OF MOST SUITABLE COMMUNICATION TOOLS AND DISSEMINATION CHANNELS

Based on the objectives, key messages and target groups defined above, appropriate communication tools and channels will need to be elaborated. Again, it is highly recommended to contract external expertise for this purpose.

Besides choosing tools, it is highly important to **consider what to use where, when and how with which target group**. This will result in an efficient and effective usage of resources and time.

In general, the following tools and channels should be taken into consideration:

- **Website** (Inform in an attractive and user-friendly style about a sector and its decent Blue Collar job opportunities, present information about the career paths in more general terms, inform about relevant services offered by the institution, link to job vacancies / employment centres, provide information about training institutes, inform about related events, link to social media, provide publications, post image films (see tool 2.4), etc.)
- **Social media page** (Inform about the same issues as mentioned above however generally in a briefer and catchier way. It is regularly up-dated and offers an exchange with the target group.)
- **Events** (Organise events which are attractive for the target group to inform them about decent Blue Collar job opportunities and demonstrate that the sector is modern and "cool", e.g. discussion panels, film screening, concerts, technical school events, sport competitions etc. It can be beneficial to create links to events organised by other entities.)
- **Print materials** (Inform in an attractive and user-friendly style about the same issues as above, e.g. posters, flyers, info-cards, booklets etc.)
- **Image films** (see tool 2.4)
- **Mass media** (Publish advertisements / articles / reports to inform a large audience about the same issues as above in radio / billboards / TV / newspapers)

- **Other promotional materials and give-aways** (e.g. banners, key chains, pencils, mugs, caps etc., with promising key messages, appreciative and positive images and proud Blue Collar workers, to be used at events and displayed in institution's premises)

Ideally, a set of interlinked communication tools are being developed and implemented in an integrated approach for even higher effectiveness and outreach.

5

REGULAR MONITORING AND ADAPTATION

It is highly recommended to constantly review whether the measures and tools developed and applied are truly effective and fulfil the objectives.

This can be done by interviews with the target group / focus groups (see tool 1.1 for a detailed explanation), analysis of feedback of social media pages etc. Consequently, tools should be adapted if required.





WHAT TO OBSERVE

The following lessons learnt should be observed:

The most important success factor for an effective communication strategy is to **really align the tools to the actual needs, habits and preferences of the target group**. Only if they are reached by information that is helpful for them, a mind shift is possible.

Considerable effort should thus be invested in the clear definition of the target group and a **thorough understanding of their assumptions, beliefs, hopes and preferences with regard to employment and career**.

Based on the analysis of the target group, language and style of the tools should be adapted accordingly. Do not underestimate the fact that **information is easier and more likely to be consumed and thereby digested if it is presented in an attractive way**.

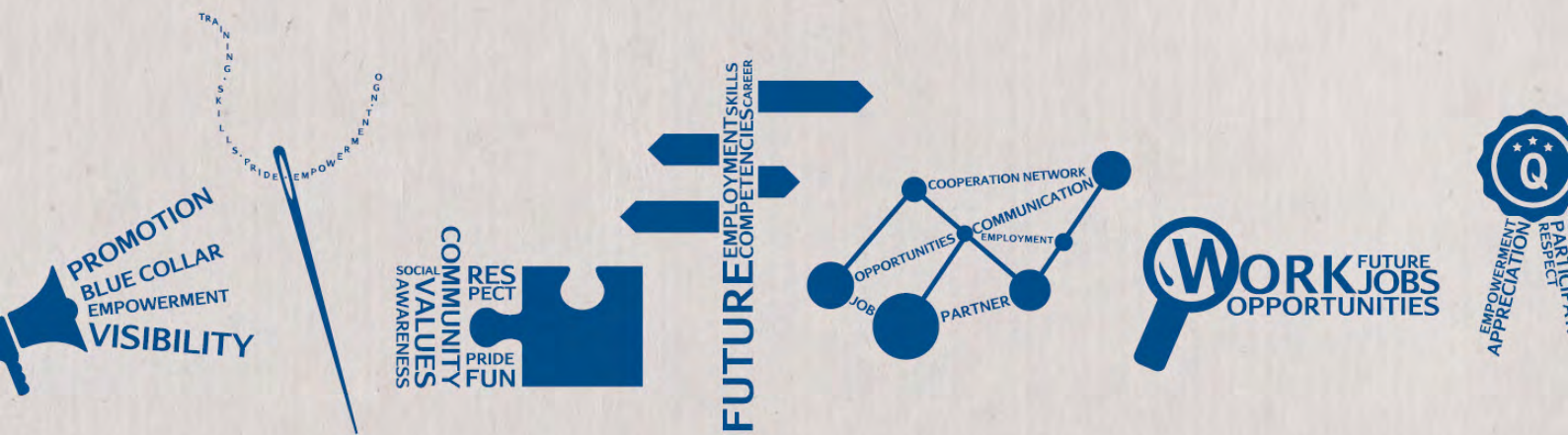
Always be aware of the fact that **implicit messages about the institution / campaign are being transmitted** also by such aspects as paper quality, layout and design, correctness and currentness of data etc.

In case institutions are hesitant about developing a comprehensive communication strategy, **consider starting with the development of one most effective tool, and/or the enhancement of an existing tool** (e.g. website).





2.2 HOW TO DEVELOP AND DISSEMINATE A REGULAR BLUE COLLAR MAGAZINE



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HOW TO DEVELOP AND DISSEMINATE A REGULAR BLUE COLLAR MAGAZINE



What Is It Useful For

A Blue Collar magazine can be an effective tool to improve the image of Blue Collar work by **raising awareness, respect and appreciation**. The goal is to change perception and then ultimately increase qualified applications for Blue Collar jobs.

The magazine tries to tackle the information gap of work related topics such as decent Blue Collar jobs offered by the private sector, labour market requirements in terms of skills and qualifications, as well as visualising attractive career paths in order to encourage job seekers and Blue Collar workers to join the labour market. It furthermore includes an introduction to essential work ethics and required soft skills. As an underlying philosophy, it aims at empowering, supporting, educating and entertaining its readers.

The **format of a print media** has proven to be highly successful to enhance the image of Blue Collar work due to the following reasons:

- Print media as communication channels are widely accepted among the target group which read newspapers on a regular basis
- Print media are also a trusted source of information for employment related topics (besides friends and relatives), in particular for the target group which might not have regular access to internet
- Print media are durable items which are being passed on and recommended to the environment of the readers, e.g. family or friends, or commuters in public transportation

The term “**Blue Collar magazine**” used in this tool refers to a highly attractive and target group oriented, non-glossy information magazine designed and disseminated for free as a magazine in regular intervals, without any advertisement and solely focusing on Blue Collar employment topics.



When To Use

The tool should be taken into consideration in cases where youth between 15-35 is targeted and a lack of information, orientation and awareness on Blue Collar labour market demands and opportunities shall be tackled.

The tool is particularly effective in cases where comprehensive information campaigns are envisaged but standard mass media tools (such as advertisements) cannot transfer the required amount, content and nature of information and are too expensive.

This tool can e.g. be used by NGOs and professional associations for information and orientation purposes as well as by companies as information tool for their Blue Collar workers.

The format of a specialised **Blue Collar magazine** created for youth has shown a highly positive feedback from the target group and a significant demand from dissemination partners.



What Is Needed

- An organisational team for overall coordination, content management, dissemination and marketing
- Financial and human resources for developing magazine content and layout, for printing, marketing and dissemination



How Long Does It Take

2-3 months for concept development, partnership arrangements etc.
Approx. 1 month preparation (full time) per magazine edition



Examples

The approach has been successfully applied in the Project “Promotion of Blue Collar Jobs” in Greater Cairo, Egypt.

The project developed the **magazine “Shoghlana”** as the first non-profit magazine that seeks to promote topics related to Blue Collar jobs and workers in Egypt. It aims to promote Blue Collar work by providing target group oriented information about job profiles, labour rights, work ethics and soft skills, interesting articles about the appreciation of workers as well as lifestyle tips and tricks. The underlying connotation is to provide the youth with options and hope. Additionally, “Shoghlana” is based on the idea to promote Blue Collar jobs and workers which leads not just to self-appreciation and self-empowerment of workers, but also heads towards societal appreciation of workers in general.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

DEVELOP AN OVERALL CONCEPT FOR THE MAGAZINE

The overall process should start with a clear definition of the following **key questions**:

- Which **objectives** shall be achieved by the magazine? (e.g. educating and orienting job seekers and workers on topics related to Blue Collar employment / creating awareness about decent Blue Collar job profiles and career opportunities / creating respect and appreciation for Blue Collar occupational profiles / creating self-respect and self-awareness among Blue Collar workers)
- Who should be reached? (**target group**, e.g. youth between 15-35, in particular students and graduates from technical schools, job seekers and Blue Collar workers)

Based on these questions, a clear and precise **concept** for the magazine needs to be developed. This should cover:

- Which **key messages** shall be communicated to the target group?
- How can we reach the target group? (**Dissemination** channels, frequency)
- Potential **content**
- Requirements for design and **layout**
- Target group oriented **language** (i.e. simple, young and positively formulated)
- Financial **budget**
- Required **personnel**
- **Partnerships** (see step 2)

It is highly recommended to collaborate with a marketing agency for the content and layout development and distribution of the magazine.

2

SEARCH FOR APPROPRIATE PARTNERSHIPS

After making a cooperation agreement with the marketing agency (see step 1), the project initiator should carefully consider which other partners are required for content development and distribution to the target group. These can furthermore serve as important resources for regular feedback on content, layout, language and overall quality.

Depending on the project initiator, this could include:

NGOs and youth centres

- | | |
|-----|-----------------|
| for | - content input |
| | - distribution |
| | - feedback |

Professional associations in sectors with high Blue Collar workers ratio

- | | |
|-----|-----------------|
| for | - content input |
| | - distribution |

Companies with high Blue Collar ratio / job vacancies

- | | |
|-----|-----------------|
| for | - content input |
| | - distribution |
| | - feedback |

Relevant development cooperation projects and offices (e.g. ILO)

- | | |
|-----|--------------------------|
| for | - content input |
| | - distribution |
| | - financial contribution |

3

DEVELOP RELEVANT MAGAZINE CONTENT

The content needs to be developed in line with the previously defined objectives, target group and overall concept.

In principle, it will be of utmost importance to develop content which takes into consideration the main target group, which may have only limited or no education. This also implies elaborating articles in a very short and precise way with relatively simple language and with catchy, casual headlines and a strong focus on visual elements (see step 4 below).

Potential content can cover:

a. Occupation or sector related topics

- Introduction to **one specific sector** and its various fields of work, for example presented by representatives of companies or professional associations.
- **Blue Collar job profiles**: Description, including required skills and qualifications, demand on labour market and attractive career paths (see also tool 3.1). This element also proved to be helpful for readers, as it would help them to take informed decisions about their next applications for job vacancies.
- **Success Story**: Describing a successful career of a Blue Collar worker. In the editions of the Blue Collar magazine "Shoghllana", this proved to be the most interesting element for most readers, as it features a real life person and generated hope regarding career path and opportunities.

b. Job orientation

- **Job orientation**: Provide guidance on how to find the best job, assessment of qualifications and skills etc.
- **Job market**: Information on how to get a job, employment centres, and most demanded job profiles etc.
- **Soft skills**: Give information / hints / tips about how to behave in interviews, communication skills etc.
- **Work ethics**: Raise awareness about importance of being on time, quality work, high motivation, reliability etc.

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



c. Legal topics

- **Legal framework:** Provide information about work contracts, workers' rights and duties etc.

d. Events

- **Calendar of events:** Inform about upcoming events related to employment, such as employment fairs etc.

4

DEVELOP A HIGHLY ATTRACTIVE MAGAZINE DESIGN AND LAYOUT

The success of this Blue Collar magazine largely depends on its design. It has to be attractive for the target group, which are typically aged 15-35 with lower education. Only if the layout is appealing to them, they will start reading the content.

Besides layout, also the content will need to contain a large portion of **visual and interactive elements**. This could include:

- Info boxes
- Assessment tests
- Checklists
- Quizzes, games
- Cartoons
- Photo stories
- Caricatures

As a general rule, one article should **never be longer than 1/3 of a page**.



5

ELABORATE A DISTRIBUTION STRATEGY

Previous experience proves that the distribution of the magazine is at least as important as its content and layout.

The distribution approach can be done in various ways and could cover the following distribution channels:

- **NGOs** working in the field of employment
- **Professional associations** in sectors with high Blue Collar ratio
- **Companies** with high Blue Collar ratio, aiming at motivating their employees and raising appreciation for them
- **Community houses, cultural places, youth centres** with a high reputation
- **Events** related to employment
- **Established newspapers** (Blue Collar magazine as regular supplement)

As a guiding principle, distribution partners should have a reputable image which fits the overall image that the magazine shall transmit to the target group as well as direct access to the target group.

One has to take into consideration that for the first few issues, a certain effort will be required to inform distribution partners about the new magazine, its concept etc. For the following issues, the process will be much easier as demand will have been created.

In addition, the physical distribution of the magazine needs to be kept in mind, in particular in large cities where courier services might not be trustworthy, and actual dissemination lies in the responsibility of the project initiator.

6

PROMOTION OF THE MAGAZINE

In general, comprehensive **marketing activities** will be required to launch and establish the magazine. This includes media coverage, presence in social media and communication with NGOs etc.

In order to enhance the visibility and outreach of the magazine right from the beginning, it is highly recommended to organise a **launch event**.

Potential elements of the event could cover:

- Present and distribute the first edition of the magazine
- Organise discussion panels / interactive workshops / games around the topic "Blue Collar employment"
- Include entertaining elements attractive for the target audience, such as a concert etc.

It is important to make sure that the launch event is **appealing to the target audience**. This also refers to the choice of the venue with a high reputation and positive image for the target group and which is easily accessible at the same time. It might also be a good idea to link the launch event to another related event to assure high participation rates.

At the same time, it will be crucial to **broadly inform about the event**, using social media, street campaigns and media in general. Media coverage in general provides credibility to the magazine and further promotes its cause.

7

REGULARLY EVALUATE AND ADAPT THE MAGAZINE

It is recommended to regularly evaluate to which extent the magazine is truly attractive for the target group and really provides information which is useful to them.

To this end, several approaches can be chosen:

- If the magazine is distributed during an event, short **interviews** can be conducted with readers
- If the magazine is presented in **social media**, feedback can be collected through this channel
- A **focus group** can be created and asked about their opinion

Feedback should be collected from the direct target group (such as youth and job seekers) but also from distribution channels (such as NGOs and companies).

The collected feedback should then be used to further ameliorate the magazine.



WHAT TO OBSERVE

The following lessons learnt should be observed:

The main **key success factors** for a Blue Collar magazine are:

- **Purely focus on the Blue Collar sector.** This will implicitly express the appreciation for this group, by creating at the same time attention among the target group as such an exclusive focus is still very rare, and they will feel appreciated.
- Strongly align the **content and layout** to the preferences of the target group. Make sure the content is formulated in a casual but serious style, and heavily rely on visual elements. Information has to be provided, but should not be overwhelming. The layout has to be attractive but needs to express seriousness at the same time. Be aware of the fact that only if the layout is appealing, content will be read.
- Provide **key information and orientation** on employment and employment related topics which are otherwise not easily accessible / available for Blue Collar workers, which they however need for entering the formal labour market. This includes information on labour market demands and requirements, job profiles, how to apply, which qualifications / work ethics are required etc. Credibility can be achieved by including personal statements of experts in the field.
- **Distribution and marketing** has to be taken serious. A certain effort will be required to introduce the magazine and to establish it as a serious channel of information and orientation for Blue Collar work.

NGOs are valuable partners for content development, as they regularly work with young job seekers and brilliantly understand their needs in terms of information and motivation.

It can be recommendable to develop an overall concept with **consecutive content for each magazine edition**. Each edition could e.g. focus on one particular sector / job profile with announcements for the key topic of the next issue. This approach assures a continued interest of the reader.

Ideally, the **magazine is neutral** and does not exclusively promote or advertise for a specific company. Thus, trust is being built and the reader can be confident that the information provided is not being altered in order to promote a certain institution.

For partnerships with marketing agencies, it can be very helpful to select those agencies which have a **high interest in Corporate Social Responsibility (CSR) issues**. They will be highly motivated to invest in such an issue which is a social priority, but will clearly understand the economic opportunity at the same time.

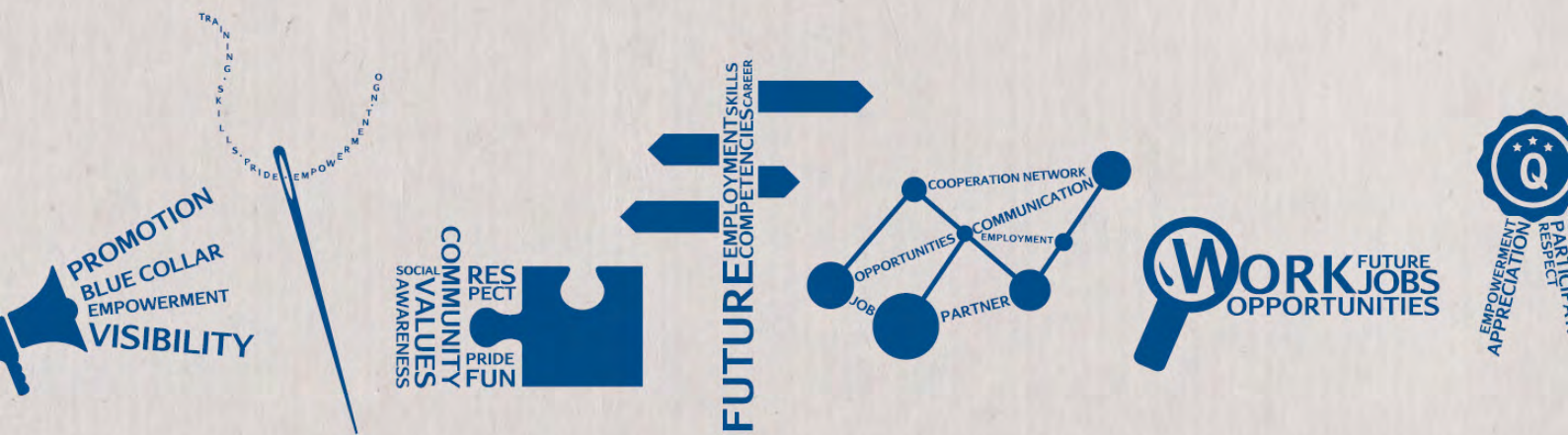
As companies are included as partners for content development and distribution, it is highly important to **ensure a balance** between topics on workers' rights and duties as well as work ethics.

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2.3 HOW TO PROMOTE BLUE COLLAR WORK THROUGH A DRAWING COMPETITION



HOW TO PROMOTE BLUE COLLAR WORK THROUGH A DRAWING COMPETITION



What Is It Useful For

A drawing competition is a very **appealing and creative format** to foster the debate on the societal role of Blue Collar workers and highly cost efficient at the same time.

The drawing competition provides a **platform for creative expression of thoughts, beliefs and perceptions** linked to the role of Blue Collar workers. The drawers undergo a process of reflection and formulation of key messages to be transformed into drawings. The results of such reflections, as expressed in the drawings, will furthermore be the basis of a public discussion on such topics.

The format of a **competition** will create attention and encourage higher participation rates.



When To Use

Drawing competitions should be used in cases where a certain topic (i.e. the role of Blue Collar workers in society) should be promoted and an attractive, youth-oriented and low-cost format is being searched for.



How Long Does It Take

1-2 weeks for concept development, 2-3 months for implementation of the competition



What Is Needed

- A person in charge to steer and manage the overall process
- Financial and human resources for workshops, promotional materials, events and competition prizes
- Professional caricaturist



Examples

The approach has been successfully applied in the Project "Promotion of Blue Collar Jobs" in Greater Cairo, Egypt.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

PREPARATION OF THE DRAWING COMPETITION

As a first step, an overall concept for the competition needs to be elaborated. It should cover:

- **Objectives** of the drawing competition (e.g. raise awareness / promote a debate about the role and relevance of Blue Collar work for the overall society)
- **Target groups** for the competition (e.g. youth between 15-35, overall society)
- **Communication plan** to promote the competition (with details on e.g. target groups, required promotional materials, most suitable dissemination channels)
- Details on the **competition** (e.g. desired content / format of drawings, selection criteria, deadline of submission, composition of evaluation committee etc.)
- Identification of relevant **partners for outreach to the target group and dissemination** (e.g. NGOs, youth centres, cultural clubs, schools, drawing clubs, media etc.)

Once the overall concept has been designed, **meetings with all relevant stakeholders** should take place, in order to conclude a final concept and jointly agree on an action plan.

2

PROMOTION OF THE COMPETITION

As soon as the concept has been finalised, the call for participation can be launched. This needs to be supported by a **promotional strategy** which on the one hand helps to inform the target group about the competition in order to encourage their participation and on the other hand fosters a debate about the key topics of the competition. Thus, awareness about the importance of and challenges related to Blue Collar work will be raised.

The **information about the competition** should be spread through relevant channels, including networks of NGOs with direct access to the target group, youth and culture centres, TVET Schools and social media. The promotion needs to be done in an attractive way and oriented towards the target group in order to truly raise attention and interest for the competition. Information spread should also include **clear instructions** on the competition, in terms of submission and award criteria and deadlines.

Promotion also needs to include formats of **direct exchange and information** with target groups, such as visits to schools, youth centres and NGOs. In addition, it is recommended to organise **workshops** prior to the submission deadline. This will encourage an exchange about the key topics of the competition. Besides thematic discussions, the visits and workshops should also include training on drawing techniques. This will encourage more people to submit drawings.

3

SUBMISSIONS OF DRAWINGS

In general, the requested format and place of submission for drawings should be as convenient as possible for participants in order not to create additional barriers which might considerably lower participation numbers.

Submission of drawings by email has proven to be the most suitable option. In cases where **NGOs as well as youth and cultural centres** play an important role for dissemination and promotion, one could also consider using them as place for submission (e.g. through drop boxes). In addition, a submission by courier can be a suitable option as well.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



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BLUE COLLARS QUALITY
 YOUTHGIZCAREER
 DECENT JOBS JOB SEEKER
 NATIONAL EMPLOYMENT PACT
 EMPLOYER
 OPPORTUNITIES EGYPT PROMOTE
 RESPONSIBILITY DEVELOPMENT WORK
 SUPPORT

4

EVALUATION OF DRAWINGS

Once all drawings have been received, an **evaluation committee** will review them and select the winners in line with the previously defined award criteria. The committee should include experts as well as representatives from partners and will typically review both content and technical quality of each drawing.

The **selected winners** should be informed and the **prizes** awarded (this can also take place during a public event, see step 5 below).

In general, **prizes** should be attractive for the target group. This should include drawing materials, trainings to enhance drawing techniques or publications in reputable newspapers and magazines, rather than monetary rewards.

5

EXHIBITION AND EVENT

It is highly recommended to organise a **public exhibition and event** with all submitted drawings. This will be an excellent opportunity to encourage a public debate about the key topics of the competition and will at the same time constitute an **additional reward** and appreciation for the applicants.

Options for the **venue** of such an exhibition can include NGOs, cultural or youth centres.

The event programme should also include elements that **encourage a debate** about the key topics, such as discussion rounds, interviews with the competition winners etc. At the same time, **entertaining elements** (such as a concert or a theatre play) should also be included. In addition, certificates as well as prizes can be handed out to the participants.

It will be important to **promote the event**, in order to mobilise a high number of participants for a truly public debate about the competitions' key topics.





WHAT TO OBSERVE

The following lessons learnt should be observed:



For the dissemination and promotion of the competition, **networks / clubs / associations of drawers / illustrators / designers** might be useful platforms, including their social media presences.

For an open debate and creativity, it is **not advisable to define too many limitations for the format / content / message** of the drawings.

It is recommended to configure the competition in a way that **participation is most convenient** for the applicants, including low administrative burdens, no need for prior registration and simple submission forms. This will contribute to considerably higher participation rates.

One key factor of success in particular for the incitation of a public debate is the **broad promotion and dissemination of the competition** and related events. This includes the usage of mass media, social media as well as the inclusion of local networks (NGOs, communities, cultural centres, educational institutes etc.) and direct exchange as elaborated in step 2.

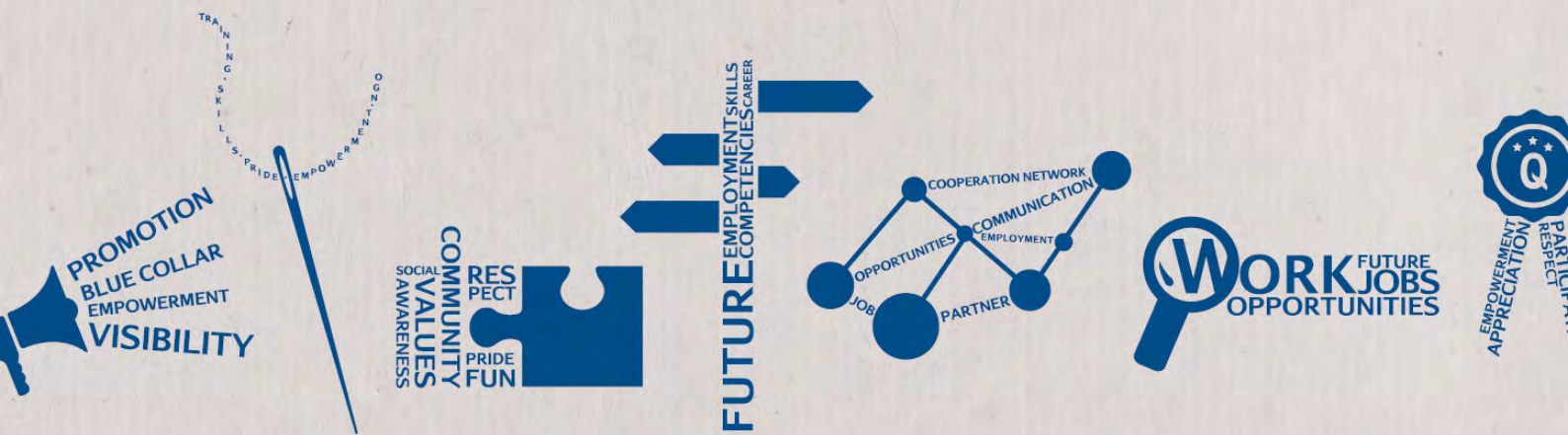
For promotional and dissemination activities, social media approaches should always be accompanied by formats of **direct contact with the target group** such as workshops. For this purpose, partnerships with schools, universities or NGOs, that have direct access to the target group, can prove to be very helpful.

As prizes for winners, project experience shows that **technical skills training by a reputable professional caricartist** is much more attractive than monetary prizes.

In sensitive political environments, it can be recommendable to **exclude political or religious messages** from the competition.



2.4 HOW TO PRODUCE AND USE BLUE COLLAR IMAGE FILMS



HOW TO PRODUCE AND USE BLUE COLLAR IMAGE FILMS



What Is It Useful For

Short films are an **appealing communication tool** to transfer information and a positive image of Blue Collar work.

Films can be used to provide a real insight into the respective sector and correct misleading prejudices by showing decent work places with respected Blue Collar workers in a positive environment.

In general, films are promotional tools which convey **more emotional messages** than detailed information, but both can be combined.

In addition, films are typically more attractive to the target group than other promotional instruments (such as flyers) and leave more sustainable impressions. At the same time, messages can be disseminated to Blue Collar job seekers who might not be fully literate.



When To Use

Image films can be produced and disseminated in case e.g. companies as well as professional associations or NGOs would like to inform and orient job seekers towards Blue Collar occupations in an attractive way. Ideally, the film forms part of an overall promotional strategy and can be shown at promotional events, employment fairs, technical schools or linked to social media channels and a website (such as an online job orientation as described in tool 4.3) etc.



How Long Does It Take

3-4 months for concept development, filming and finalisation



What Is Needed

- A person in charge to steer and manage the overall process
- Financial and human resources for film concept development, shooting, finalisation and dissemination



Examples

- Short films on job profiles, employment services and sector promotion have been realised in the following fields in Greater Cairo, Egypt:
- Printing and packaging sector
 - Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
 - Tourism and service sector
 - Automotive sector



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



2

DECIDE ON MAIN MESSAGES AND FILM CONTENT

Based on the decisions for objectives and target groups, the main messages and film content needs to be elaborated. It is highly recommended to **mobilise external expertise** that will support the process of defining key messages in a participatory approach based on previously identified needs. Ideally, the actual shooting and finalisation of the film is undertaken by the same external expert.

For the main messages and related film content, this could include:

- “There are many attractive and easily accessible Blue Collar jobs in the sector / company” (show decent work places with respected and proud Blue Collar workers)
- “The sector / company offers many vacancies for attractive Blue Collar job profiles” (based upon a job profile – see tool 3.1 -, conduct interviews with persons working in this profile, show career paths, decent working conditions, required qualifications / training opportunities etc.)
- “There are services offered to orient job seekers towards the best jobs” (orientation sessions, employment fairs etc.)
- “Blue Collar jobs in the sector / company allow for attractive career paths” (interview Blue Collar workers that made a good career = success stories)
- “Working in Blue Collar jobs in the sector / company will allow for further training / acquisition of key skills” (show modern machines and on-the-job training)
- “Blue Collar work places in the sector / company are modern and work with up-to-date machines” (show Blue Collar work places with modern machines)
- “Blue Collar workers are trusted and respected employees of the companies in the sector” (interview proud Blue Collar workers, show decent working conditions, explain advantages of formal employment including assurance etc.)

1

DEFINE OBJECTIVES AND TARGET GROUP

As a starting point, the main objectives of the film and its key target groups need to be defined. This could cover:

- Objective: Inform youth and change their perceptions on Blue Collar work in a particular sector by showing respected Blue Collar workers in a decent work environment.
- Main target groups: Job seekers / graduates and students of technical schools / youth between 15-35

It might be useful to form a **focus group** which will accompany the film making process. Composed of technical school students and graduates as well as job seekers, they will provide their opinion on their most urgent needs and existing prejudices and thus help to align the film to actual demands. For details on focus groups please also refer to tool 1.1.

3

FILM SHOOTING AND FINALISATION

The external expert will then develop a storyline based upon the key messages and subsequently organise the actual filming / interviewing and finalisation of the short film. For the filming, **coordination and communication** regarding filming locations and starring Blue Collar workers are needed and have to be well planned in terms of resources and time required. In addition, the **finalisation of the film** (including editing, cutting, voice-over work, credentials, subtitles, selection of music, sound etc.) takes considerable time and effort after filming.

It will be crucial to **shoot realistic scenes**, interviews etc. in order to make the film as authentic and trustworthy as possible. In general, it is recommendable to produce a film with **max. 5 minutes duration** in order to keep it attractive for the audience.

QUALITY EMPLOYER



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



4

LAUNCH AND DISSEMINATION

Once finalised, the film can be disseminated. Potential channels include:

- Screen film at events (i.e. promotional events, job orientation events, fairs etc.)
- Show film in schools, technical schools and institutes
- Disseminate the film to NGOs and other institutions for further usage during their information and orientation sessions
- Integrate the film in websites, social media pages, YouTube etc.

Ideally, the short film is an integral element of an overall promotional strategy. In such cases, the film can be combined with material that provides more detailed information (i.e. on job profiles, career paths, vacancies) and / or further services (job orientation, registration of employees, skills testing etc.).



5

EVALUATE THE FILM

After 2-3 months, it is highly recommended to evaluate the film and whether objectives could be achieved / the target group could be reached.

For this purpose volunteers can ask participants during events about their opinion with regard to the film, to which extent it changed their perception of the sector / company and whether they now consider applying for a job in this sector / company.

For films posted online, a simple feedback questionnaire can also help to find out the opinion of the users.

In case a focus group has been formed (see step 1), they can also assist in the evaluation and provide their feedback on the film.





WHAT TO OBSERVE

The following lessons learnt should be observed:

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The most important issue will be that the **audience will be able to identify themselves with the persons acting in the film.** It should thus be a realistic movie, which however helps to change negative perceptions on a sector.

It will be crucial to produce a film with **high quality**, which reflects the **respect and esteem for Blue Collar workers.**

In order to really change negative perceptions, the **film needs to be trustworthy.** It should only show realistic work places, career paths and success stories, and can admit that further improvement might be necessary.

As the main **audience will be young (age 15-35), the film should be attractive to them**, with appropriate music / style / layout, but still reflect a serious professional environment.

INTRODUCTION CHAPTER 3

JOB PROFILES



WHY JOB PROFILES?

Job profiles are an excellent instrument serving multiple purposes: Among others, they help to **define standardised learning and teaching** contents in line with labour market requirements as well as to support an **effective recruitment process** based on a comparison of the applicant's skills and capabilities with the job-related requirements. Typically, a **job profile contains** a general description of tasks, required competences and qualifications as well as general career paths for a particular occupation.

For the purpose of this toolbox, job profiles are **mainly used as a basis for promotion and orientation related measures**. In this context, job profiles can in particular help students, graduates and job-seekers to **get a clearer picture** on the occupations demanded by the labour market, what they actually contain and which qualifications are required. Based on this information, they can take **better informed job-related decisions** including the selection of most suitable education and training options. This **enhanced transparency** contributes at the same time to a modification of prevailing prejudices on certain Blue Collar occupations. Furthermore, job profiles lead to a more **effective and efficient recruitment and human resource management process for companies** and raise chances to employ the most suitable candidates with considerably **higher retention rates**.

Besides these direct effects, the formulation and usage of job profiles provides a common understanding on the tasks and required competencies and thereby evokes a **fundamental mind-shift towards enhanced recognition and appreciation of Blue Collar workers within companies and/or professional associations**. The process of formulating clear profiles with precise tasks, requirements and career paths is a considerable shift away from the widely spread practice to hire somebody who is quickly available to operate machine XY. Using job profiles and derived job descriptions for recruitment processes as well as for promotion and job orientation activities will contribute to Blue Collar workers becoming more **reputable and appreciated employees**.

In line with the specific purpose of using job profiles primarily for promotion and orientation, tool 3.1 describes a **simplified job profile definition process**. Wherever a more sophisticated job profile development process (i.e. including standardised teaching and learning content) is desired, ready-made approaches are available (such as the **DACUM method** see e.g. <http://www.dacum.org/>).

WHAT IS INSIDE THE CHAPTER?

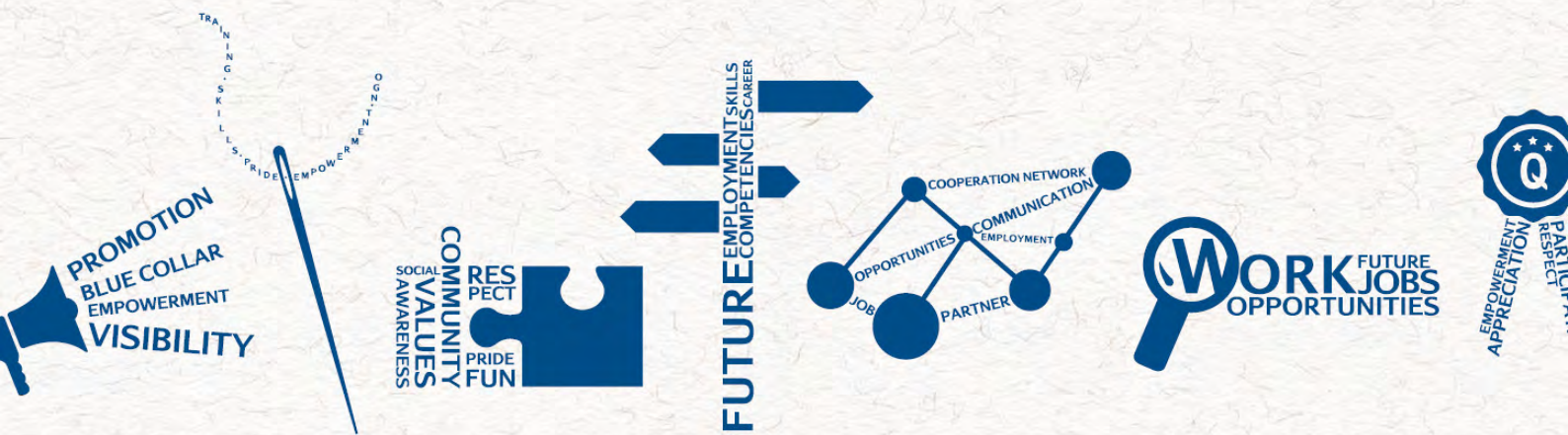
The chapter is made of **2 tools** which describe:

- How to Define a Blue Collar Job Profile (tool 3.1)
- How to Use Job Profiles for Promotion and Job Orientation (tool 3.2)

All tools described in this chapter should be **combined with tools presented in other chapters** for highest effectiveness. Ideally, they should be complemented with instruments for better **communication and promotion** (chapter 2), **job orientation** (chapter 4) and **job quality** (chapter 5).



3.1 HOW TO DEFINE A BLUE COLLAR JOB PROFILE



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HOW TO DEFINE A BLUE COLLAR JOB PROFILE



What Is It Useful For

A job profile will help to get a clearer picture on the duties as well as on required skills and qualifications related to a specific occupation. This will considerably contribute to a more **effective and efficient human resource recruitment and management process** and raise chances to employ the most suitable candidates.

A job profile is a general description of tasks, required competences and qualifications as well as general career paths for a particular occupation. The job profile can serve as basis on which a company specific job description can be formulated with more company related details on particular tasks, requirements and career opportunities.

Typically, a job profile helps to establish an effective recruitment process by matching occupational requirements and applicants' profiles, and the subsequent employment of the most suitable candidate. This will not only lead to more quality of Blue Collar work, but will also contribute to **higher retention rates**, as applicants have a general understanding of their tasks right from the beginning. At the same time, job descriptions can be more quickly established based on the pre-defined job profiles.

In addition, positive effects can be observed on the **company internal** level. The process of formulating clear job descriptions based on sector-wide job profiles will also raise the awareness of managers and employees to recognise Blue Collar workers as reputable staff members.

At the same time, formulating a job profile for Blue Collar occupations implies a **fundamental shift** towards appreciating Blue Collar workers as reputable employees on the labour market. Thus, Blue Collar occupations will be much more appealing also to ambitious candidates.



When To Use

This tool should be used in case there is a lack of professional standards as basis for recruitment and training. In addition, it can be used in order to tackle the lack of information about the sector and decent job opportunities, wrong perceptions on working conditions and career opportunities as well as predominant societal prejudices about certain occupations. In principle, the process can be initiated e.g. by a professional association, an NGO or a public institution.



How Long Does It Take

1-2 months



What Is Needed

- One person steering and managing the overall process
- Financial and human resources for organisation of workshops and meetings



Examples

The approach has been successfully applied in the following two sectors in Greater Cairo, Egypt:

- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
- Printing and packaging sector

It might also be applied in other sectors which fulfil the following criteria:

- No job profiles formulated
- Face considerable challenges in finding suitable candidates for certain occupations
- Have considerably low retention rates among Blue Collar workers



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

DECIDE ON THE INVOLVEMENT OF PARTNERS

As a first step, the initiating institution should consider which partners to involve in the job profile formulation process. Ideally, a **wide range of institutions** should participate, including companies (HR managers and Blue Collar workers), professional associations, NGOs, academic partners and training institutes.

This basic decision on the partner involvement will not only have an impact on the job profile itself, but also on the elaboration process and the potential impact. The more partners are involved, the longer the process will take due to coordination and harmonisation requirements, but acceptance, outreach and visibility of the measure will also be higher.

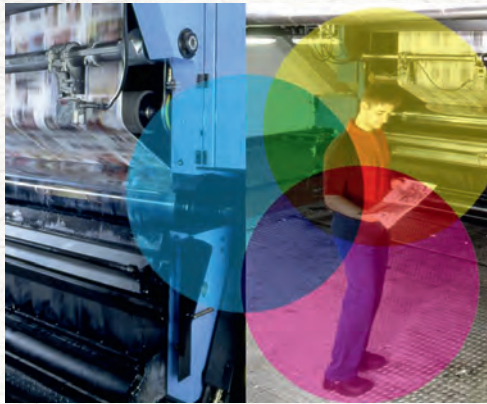
In either case, **professional associations** will be an important platform and / or resource partner. Their involvement will furthermore help to disseminate the job profile among a large number of firms, which will contribute to higher visibility and recognition of the new job profiles. Once the decision has been taken, partnerships can be formed and specific tasks and responsibilities can be allocated. It is highly recommended to involve decision makers to the extent required and to keep the overall management of the process as lean and efficient as possible.

2

DECIDE ON OCCUPATIONS WHICH REQUIRE JOB PROFILES

The selection of the most relevant occupations which shall be described in the job profiles can be done with the help of the following questions:

- For which occupations do no job profiles exist so far?
- Which Blue Collar occupations face most difficulties in the recruitment process due to lack of information and transparency?



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



3

IDENTIFY KEY ELEMENTS OF THE JOB PROFILE

Once all relevant work places have been identified, the formulation of the job profiles can start.

Key elements of the job profile to be described include:

- Main **duties** and major **tasks**
- Required **competences** (technical competence, methodological competence, personal competence, social/interpersonal competence, physical and mental fitness)
- Required **qualifications** (minimum age, educational background, reading and writing skills, driver's license, etc.)
- Prospective **career path** opportunities (in more general terms)

It is recommended to keep the profile as short as possible by being as precise as needed and providing all required information. One should also be aware of the distinction between a more general job profile and the more detailed company specific job description, where company related information on particular tasks, requirements and career opportunities are provided.

Again, for this step a **coordination and harmonisation process** will be required. The final goal will need to be the involvement of all partners (see step 1), by taking into consideration the diverse demands of the various actors.

In general, it is recommendable to collect the feedback on a draft job profile among a wide range of companies and/or professional associations within a sector or region. The final job profile should then take into consideration the comments collected during this **feedback loop**. In addition, such an activity will contribute to broader dissemination and wider usage of the final job profile.

4

COMMUNICATE NEW PROFILES INTERNALLY AND EXTERNALLY

The newly developed job profiles can subsequently be used as a basis for further HR / promotional activities, including the formulation of a more precise company specific job description. This is described in more detail in tool 3.2.



BLUE COLLARS QUALITY
YOUTHGIZ CAR
DECENT JOBS JOB SEEKER
NATIONAL EMPLOYMENT
EMPLOY
OPPORTUNITIES EGYPT PRO
RESPONSIBILITY DEVELOPMENT WC
SUPPORT



WHAT TO OBSERVE

The following lessons learnt should be observed:

The **key philosophy** for formulating job profiles should be a shift to “being a Blue Collar employee means being a valuable part of a reputable firm contributing to the overall firm’s success” instead of „being a Blue Collar worker is the very last option”.

One should **not underestimate the effort required** to actually define the job profiles. It is a ground-breaking shift from hiring personnel with very basic indications (“your job is to operate machine XY”) to a much more structured HR recruitment and management approach. This **mind shift** will require time and persuading as well as harmonisation efforts on all levels in a company.

To further enhance the attractiveness of the workplace, it is recommended to **formulate the tasks** of the job profile in an attractive way.

The job profile definition process will furthermore **implicitly enhance the perception of Blue Collar workers** both company internally and externally simply by the fact that **more attention is granted** to them.

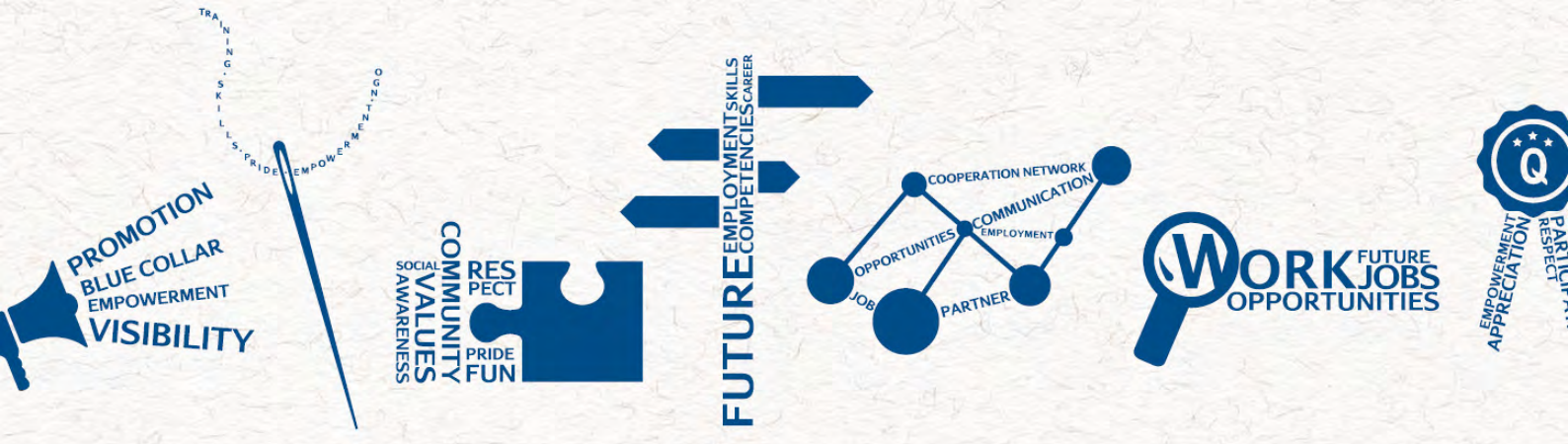
For even more impact and outreach, it is highly recommended to combine the job profile formulation process with **other measures to further enhance the attractiveness of the workplace**. This includes working conditions (see chapter 5), salaries and parallel promotional activities (see chapter 2).

During the job profile formulation process, wherever available, **existing job profiles as defined by public organisations** should be observed to the extent required and meaningful.





3.2 HOW TO USE JOB PROFILES FOR PROMOTION AND JOB ORIENTATION



HOW TO USE JOB PROFILES FOR PROMOTION AND JOB ORIENTATION



What Is It Useful For

Once job profiles have been developed (see tool 3.1), they need to be **disseminated to the various target groups**. Thus, job profiles should be used in all activities related to **information** about attractive employment opportunities in the sector, **orientation** for job seekers, students and graduates on labour market requirements and opportunities as well as career perspectives and for more general **promotion** of the sector. In addition, relevant institutions need to be **informed** about the job profiles as well, if not yet included in the elaboration process (e.g. companies, professional associations, employment facilities, NGOs, technical schools and training institutes etc.).



When To Use

The tool should be used as soon as job profiles have been formulated (see tool 3.1). It can be used e.g. by professional associations and NGOs as well as by companies, employment facilities, public institutions, technical schools and training institutes.



How Long Does It Take

- 2-3 months for development of promotional tools
- Continuous usage of job profiles for promotion and job orientation



What Is Needed

- One person steering and managing the overall process
- Financial and human resources for development and dissemination of promotional tools



Examples

The approach has been successfully applied in the following two sectors in Greater Cairo, Egypt:

- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
- Printing and packaging sector

It might also be applied in other sectors which fulfil the following criteria:

- Job profiles formulated
- Face considerable challenges in finding suitable candidates for certain occupations
- Have considerably low retention rates among Blue Collar workers



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

IDENTIFICATION OF MOST RELEVANT TARGET GROUPS FOR JOB PROFILES

As a starting point, it will be crucial to define which target groups need to be informed about the job profiles.

In general, this includes:

- **Companies** in the relevant sector typically recruiting employees as described in the job profiles
- **Professional associations** in the relevant sector representing companies typically recruiting employees as described in the job profiles
- **NGOs** in the field of employment promotion
- **Employment facilities**
- **Schools and training institutes** within fields relevant to the job profiles
- **Job seekers, graduates and students**

Depending on the project context and scope, one could also consider the involvement of relevant ministries and public authorities.

The actual selection of target groups also depends on the partners already involved in the elaboration process of the job profiles (see tool 3.1).



2

IDENTIFICATION AND IMPLEMENTATION OF RELEVANT PROMOTIONAL AND JOB ORIENTATION TOOLS

Based on the definition of the target groups, it will be important to identify how to best include job profiles in promotion material/tools and orientation activities. In general, this can cover:

- **Print materials** (e.g. flyers, posters, booklets) informing about the job profiles and related promising career perspectives in an overall appreciative and positive approach
- **Websites** of relevant institutions (such as professional associations, or NGOs) presenting job profiles in detail, as an integral element of overall presentation of decent employment opportunities and general information on the sector
- **Social media pages** providing links to detailed descriptions of job profiles while focusing on more up-to-date information and interactive formats, such as details on relevant events, presentation of success stories and film clips etc.
- **Promotional films** e.g. showing Blue Collar workers of the relevant job profiles in their daily place of work with focus on decent working conditions, success stories and with an overall appreciative and positive image; while providing at the same time links for more detailed information on job profiles
- **Employment fairs**, where job profiles can be presented e.g. during orientation sessions and print material with information on job profiles can be distributed; if match-making of job seekers with vacancies is foreseen, this can e.g. take place based on job profiles
- **Orientation and information sessions at schools and training institutes**, where job profiles can be presented on the practical level, including related requirements in terms of skills and capabilities and career perspectives
- **Other events** promoting employment opportunities in the sector, where job profiles can be presented, print material can be used and information about relevant websites and social media pages can be disseminated. This can also include **information sessions** for companies, employment centres etc. to inform them about the job profiles.

As a guiding principle, job profiles should be used as **one key instrument to inform and orient** target groups about decent employment opportunities in a specific sector or occupational field. It should be an integral element of any initiative in this regard, wherever feasible and meaningful.

For more details on **communication and promotional strategies and tools**, please also refer to chapter 2.

3

EVALUATION OF PROMOTION TOOLS AND JOB ORIENTATION RELATED ACTIVITIES

It is highly recommended to regularly evaluate whether the formats, channels, key messages and target groups selected for the promotion and dissemination of job profiles **are effective or not**. To this end, feedback should be collected and taken into consideration for further activities.

Feedback can be collected in various forms, but could include interviewing participants in events, analysing comments on social media pages, consulting target groups on print materials etc. In addition, a **focus group** can be created, for details please refer to tool 1.1.

QUALITY EMPLOYER





WHAT TO OBSERVE

The following lessons learnt should be observed:

Typically, highest effectiveness can be achieved when **combining transparent information on job profiles** (including required skills and career perspectives) **with more emotional elements** presenting the sector and /or occupational field in an appreciative and positive way (e.g. in a short film). In particular job seekers, graduates and students are then more likely to take an employment in this sector / field into consideration.

It can also be useful to organise **interactive platforms for exchange** of youth with representatives of the sector (i.e. managers, employees, Blue Collar workers), such as information sessions, discussion platforms and exhibition / fairs.

Project experience shows that **HR managers of companies are at times hesitant** to use job profiles for their recruitment process. As described in tool 3.1, it constitutes a mind shift which might take some time. In such cases, **information sessions** can be useful, where the advantages of job profiles can be presented in detail. In addition, if **employment facilities** are being used for recruitment, they could be included in this process, as they find it typically very useful for clear orientation and match-making.

In general, promotional activities should be **positive and appreciative** and highlight the promising chances linked to an employment in a specific sector / occupational field, while still being **realistic, authentic and trustworthy**.

Wherever useful, **success stories** should be used. They are typically perceived as a trustworthy model for a promising career and thus motivate job-seekers, graduates and students to consider an employment in this sector / occupational field.

INTRODUCTION CHAPTER 4

JOB ORIENTATION



WHY JOB ORIENTATION?

Apart from insufficient information about decent Blue Collar employment opportunities, there is a **huge demand for more job orientation**. Graduates, students and job seekers **are very often simply not aware** of decent work opportunities in this field. They have no information on the respective sectors, their employment demand and relevant occupational profiles. At the same time, there is no structured approach to support the **selection of the most suitable employment** in line with the individual competences and qualifications.

Consequently, **more guidance and advice** is needed, e.g. on which decent Blue Collar occupations are offered in which sectors, which are most suitable, which skills and qualifications are required and how to obtain them. This orientation should at the same time point out that Blue Collar workplaces can be attractive, have decent working conditions, offer career opportunities and that Blue Collar workers are considered as **valuable and highly demanded employees** by companies.

Once aware of the opportunities and appreciation linked to Blue Collar work, students, graduates and job seekers will **take a Blue Collar employment more often into consideration**.

WHAT IS INSIDE THE CHAPTER?

The chapter is made of **3 tools** which describe:

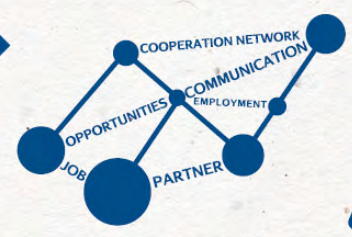
- How to Organise **Employment Fairs** (tool 4.1),
- How to organise “**School into Industry**” events (tool 4.2), and
- How to Develop and Implement **Online Job Orientation** (tool 4.3).

All tools described in this chapter should ideally be **combined with tools presented in other chapters** for highest effectiveness. Ideally, job orientation activities should be complemented with instruments for better **communication and promotion** (chapter 2), **job profiling** (chapter 3) and **job quality** (chapter 5).





4.1 HOW TO ORGANISE EMPLOYMENT FAIRS



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HOW TO ORGANISE EMPLOYMENT FAIRS



What Is It Useful For

An employment fair is an effective tool to **reach out to a large number of job seekers within a short period of time**. During the event, they will be informed about and attracted to job opportunities in the Blue Collar segment.

This form of event can also serve as **information platform** and help to demonstrate that Blue Collar workplaces can be attractive, have decent working conditions, offer career opportunities and that Blue Collar workers are considered as valuable and highly demanded employees by companies.

In general, **various formats of employment fairs** exist. In addition to the presentation of companies towards job seekers – the most common element of such fairs –, the here proposed version of employment fairs also includes orientation of job seekers as well as their registration for the direct match-making with actual vacancies.



When To Use

This tool should be used in case companies have a high number of vacancies for particular tasks in the Blue Collar segment which cannot be easily filled with appropriate candidates due to a number of reasons. This includes **lack of information and orientation** about the sector and decent job opportunities, wrong **perceptions** on working conditions and career opportunities as well as predominant societal prejudices about certain occupations.

In principle, such an employment fair can be initiated by e.g. a group of companies, professional associations, NGOs or public institutions.



How Long Does It Take

Approx. 1 month preparation



What Is Needed

- An organisational team (for overall event management, management of personnel, logistics, cooperation management, marketing and communication, community outreach, graphic design, administration)
- Budget for renting the venue hall, required equipment (including electronic equipment for registration and orientation), organising team, support staff, promotional activities and print materials, supplies and miscellaneous costs
- Support staff (for event preparation and implementation)

Actual costs largely depend on the size, quality and location of the event. More details can be found in the Employment Fair Manual.



Examples

The approach has been successfully applied in Greater Cairo, Egypt. 17 Blue Collar employment fairs have been organised by the National Employment Pact (NEP) between June 2011 and December 2013.

The NEP is an initiative of the Egyptian-German Business Community in cooperation with the German-Arab Chamber of Industry and Commerce (GACIC).

FUTURE EMPLOYMENT SKILLS COMPETENCIES CAREER



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



Please note: A comprehensive “Employment Fair Manual” including helpful tips and documents is provided in the annex of this toolbox. The following steps are a summary of this document, for further details please refer to the manual.

1

SET THE FRAMEWORK FOR THE EMPLOYMENT FAIR

As a starting point, the following **key cornerstones** of the event should be decided upon:

- Define the **objectives** of the employment fair (which will have an impact on all further decisions)
- Define the **target groups** (select the most relevant sectors / Blue Collar occupations / age groups / regions etc.)
- Search for **partners** for preparation of **content** (such as companies, NGOs, professional associations etc.) and for **outreach** and visibility (such as NGOs, media partners, professional associations etc.)
- Set a **date** (which should allow for highest participation rates)
- Set-up an **organising team** (in charge of overall event management, management of personnel, logistics, cooperation management, marketing and communication, graphic design, administration)
- Calculate the **budget** (make a most realistic estimation on costs for renting the venue hall, required equipment, organising team, support staff, promotional activities, supplies and miscellaneous costs)

2

SELECT A SUITABLE VENUE PLACE AND ORGANISE SET-UP

One of the most important key success factors for the employment fair is the venue location. It should be selected according to the following criteria:

- Easy **accessibility** for target group
- **Proximity** to participating companies / technical schools
- Ideally in a **highly populated area**
- Venue hall with **sufficient space** for prospective number of participants and all programme elements (registration, orientation, match-making, company presentation)
- **Secure**, well-known and **socially acceptable** location (also for women), equipped with sufficient sanitary facilities; the location should also not intimidate youth from lower and middle income levels to enter the facility

The **venue hall** itself should be set-up in accordance with the event programme, including:

- Reception, registration area, separate room for orientation session, sufficient space for companies (presentation and match-making)
- Guidance and orientation of participants throughout the event
- Brand the location accordingly by using attractive promotional banners, posters etc. to spread messages about decent Blue Collar job opportunities

3

DESIGN THE EVENT PROGRAMME

Based on the objectives defined in step 1, a programme for the employment fair needs to be developed.

The following **event elements** have proven to be highly effective, even though an adaptation to individual goals of each employment fair will be required:

- **Orientation** of job seekers about job opportunities in the Blue Collar segment (Sessions of 20-30 minutes with approx. 40 participants including presentation of job opportunities, required qualifications, most sought-after profiles etc. / distribution of information materials / screening of image films etc.) Furthermore a brief introduction to work ethics and application processes should be provided.
- **Registration** of job seekers (one-to-one interviews with professional employment officers, entry of key data into database)
- **Company** presentation and promotion, as well as meetings with job seekers (booth for companies); firms’ representatives can also be involved as key note speakers during orientation sessions
- **Match-making** (pre-selection of candidates during registration, match-making with job offers, interviews with present companies)

One **key decision** to be taken in this regard is **whether actual match-making** should take place during the employment fair or whether it is more focused on general **orientation and information** of job seekers. The process of match-making will require more preparation, a careful selection of suitable candidates during registration and a sufficient number of firms present during the fair, but will at the same time be more attractive for companies which are in urgent need for Blue Collar workers.

In addition, experience shows that **sector-specific employment fairs** have proven to be highly attractive and effective. However, a limited number of companies from other sectors should also be invited to offer an alternative to visitors who are not interested in the sector.

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

4

OUTREACH TO JOB SEEKERS

One key issue in this regard is certainly the **outreach to job seekers prior to the event**. It is crucial to undertake a broad promotion effort, which should however take into consideration the information channels that the target group typically uses:

- Distribute information material in the area of the venue and at meeting points nearby (including public transportation, technical schools, cafés, youth clubs, NGOs, religious places etc.)
- Street campaigns (have proven to be most effective to reach out to Blue Collar workers, ideally starting only a few days before the event)
- Promotion through newspaper advertisements, flyers, banners, posters
- Use social media platforms
- SMS and verbal communication

Ideally, a **mix of tools and channels** should be used.

5

OUTREACH TO COMPANIES

In case the employment fair is not organised by a professional association, another key concern is the **outreach to companies** to participate in the event. Relevant firms should be selected according to the following criteria:

- Active in the target sector
- High number of decent job offers in the Blue Collar sector.

It is highly recommended to **use existing networks / associations** for an enhanced mobilisation of companies.

6

IMPLEMENTATION OF THE EMPLOYMENT FAIR

One day before the event, the venue hall should be set-up and all material should be delivered to the event place.

For the event itself, make sure enough **support staff** is available to help out before, during and after the event. They can support in promotion / outreach to job seekers (e.g. through street campaigns), guide participants to the reception / orientation session / company booth, distribute information materials, collect feedback from participants and help to clear the venue hall after the fair ends.

Besides branding, **guidance of the large number of participants** is an important element for a smooth implementation of the fair. This can take place by means of signs and support staff and by informing participants about the overall process (flyer with event elements, plan of the event hall or the like).

7

EVALUATION OF THE EMPLOYMENT FAIR

During and after the event, it is advised to collect feedback both from the job seekers and the companies, to which extent the event was helpful for them or not.

This can provide valuable information which elements / approaches were most successful, and where modifications might become necessary.





WHAT TO OBSERVE

The following lessons learnt should be observed:

Proven key success factors to **mobilise a high number of participants** include:

- Selection of an appropriate venue **location** (close to the target group and to companies, secure and respected)
- Invitation of **reputable and well-known companies** which offer decent Blue Collar job opportunities
- Broad **promotion** campaign adapted to the information channels used by the target group
- **Promotion materials** implicitly and explicitly communicating the quality of the event, appreciation for Blue Collar work, minimum wages and advantages of being an employee, free entry / services of the fair etc.
- **Visible presentation of participating reputable companies** (i.e. through logos in promotion material)
- Event **programme** and design attractive for target group and expressing appreciation for their work
- Include reputable **community leaders** in outreach activities

One of the key success factors for this tool is to **purely focus on Blue Collar workers**. As employment fairs and other events for this target group are still rare, already the fact that an event has been organised for them only is expressing appreciation for their work and will contribute to considerably higher participation rates.

It is recommended to use the key message **“attractive and decent job opportunities in the Blue Collar sector”** as a basis for all event elements as well as for promotional tools and materials.

For an efficient registration and match-making it will be important to **brief the employment officers** in charge of job seeker registration in advance about most important skills and qualifications for each occupation. This holds also true if support staff is in charge of participants' registration, in this case a more profound briefing will be required.

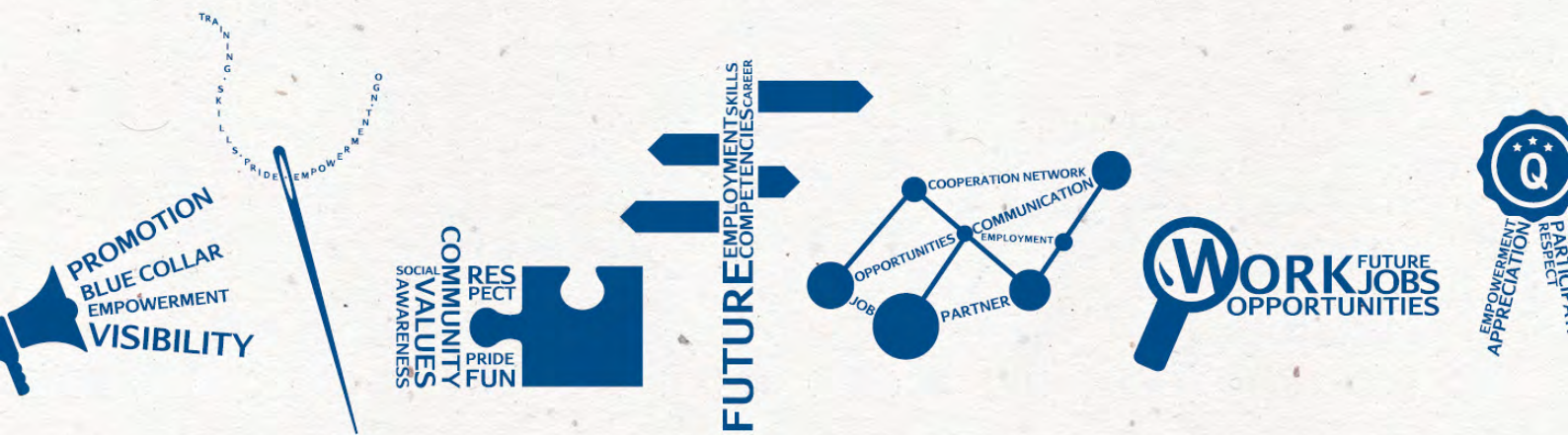
The employment fair might also be an opportunity to **promote the work and services** of professional associations, NGOs, training institutes and technical schools towards job seekers and companies.

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4.2 HOW TO ORGANISE “SCHOOL INTO INDUSTRY” EVENTS



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HOW TO ORGANISE "SCHOOL INTO INDUSTRY" EVENTS



What Is It Useful For

"School into Industry" events are a tool to provide students with a **practical insight** into decent Blue Collar employment opportunities and actual working conditions. The objective is that participants can take more **informed decisions** about their professional career and might also opt for occupational profiles which they previously have not taken into consideration due to a **lack of information and orientation** as well as misleading prejudices.

At the same time, **linkages between companies and educational institutes** are being strengthened, which can lead to a better harmonisation of teaching and learning content with actual labour market requirements.

The term "School into Industry" refers to events where students e.g. from technical schools are **invited to a company for a specific period of time** to obtain a **practical insight** into the production processes and related occupational profiles, work environment and ethics.



When To Use

The tool should be used where **better orientation and information** of students about decent Blue Collar employment opportunities is desired, with a focus on **practical and realistic insights**. Companies might also use such events as part of their **recruitment policy**, where students are attracted to the company already at an early stage. It can be applied e.g. by NGOs, companies, professional associations, schools, training institutes and public institutions.



How Long Does It Take

- 1-2 months for conceptualisation and mobilisation of partners
- 1 month for coordination between company and educational institute
- Implementation can vary from 1 to 3 days, or in form of an internship, up to 3 months



What Is Needed

- A person in charge to steer and manage the overall process
- A company with decent and representative Blue Collar work places
- Budget for transport and lunch bags for students



Examples

The concept has been successfully realised in the printing and packaging sector in Greater Cairo, Egypt.

It might also be applied in other sectors or other profiles which fulfil the following criteria:

- Require a formal technical training
- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain occupations
- Have considerably low retention rates among Blue Collar workers



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

IDENTIFICATION OF KEY OBJECTIVES

As a starting point, the initiating institution should clearly define the objectives for the “School into Industry” event. This could include:

- **Information of students** about decent Blue Collar employment opportunities in a specific sector / job profile / occupational field
- **Provision of orientation** through information about required skills and capabilities, including work ethics as well as career perspectives
- **Acquaintance with actual work life and required capabilities** through hands-on experiences and interaction with workers of a company
- **Change of misleading perceptions** with regard to Blue Collar employment



2

IDENTIFICATION OF RELEVANT COMPANIES AND SCHOOLS

Based on the objectives defined above, the most suitable partners for the event will need to be identified. Depending on the type of the initiating institution this includes:

- **Host companies** (should represent a positive but realistic model of the sector and have an active HR department)
- **Schools or training institutes** (should focus on educational programmes and topics which are in line with the occupational profiles of the host companies)

Once identified, the idea of the “School into Industry” event should be shared and discussed with partners. Once a format and design have been agreed upon **suitable dates** should be set.

QUALITY EMPLOYER



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

3

DESIGN OF THE PROGRAMME

In general, the following three **different formats** of "School into Industry" can be taken into consideration. They differ in the degree of practical acquisition of skills and capabilities as well as in the level of effort and resources required for preparation and implementation from the side of the company:

Visit to a company (1-2 days)

A **group of students** visits the company where the production process and related occupational profiles are being presented. The visit can be combined with orientation sessions and exchange with managers and employees of the firm. Students will have the opportunity to **look into several job profiles throughout the day(s)**. Typically, in this format, the number of students which can be accommodated by the firm is higher than in the following two formats and resources required for preparation and implementation are lower. At the same time, students only get an insight without actually being involved in the production process.

Short internship (2-3 days)

A number of students (maximum 5 per company) will be invited to **actually take part in the production process** of a company for a few days. This includes an overview of the overall process as well as learning how to operate machines (shadowing). The idea is to let the students take over certain duties of the Blue Collar workers, to get an in-depth insight and obtain first practical experience. This format is more resource intensive and requires careful preparation and briefing of employees, also in terms of safety and security. Typically, the number of students that the company can accommodate in this format is smaller than for a visit. Besides merely informing the participants this tool can lead to a better understanding of job requirements as well as emotional ties to the sector / company due to an actual first work experience.

Internship (2-3 months)

A number of students (1-2) will be **integrated into the production process** of a company for a longer time period. Again, the idea is to actually let the students take over specific tasks after an in-depth introduction to the production process as well as on topics of quality and security. Obviously, students will obtain a good introduction to the world of work and more detailed practical knowledge in this longer internship. At the same time, students will be able to **build more stable relationships** with the company and chances for their future employment at this firm will considerably increase. From the perspective of the company, this can also be considered a test phase for hiring new qualified juniors.

4

IMPLEMENTATION OF THE PROGRAMME

No matter which format, for **mobilisation** of the students it is advisable to conduct general information and orientation session at school prior to the visits in order to introduce the activity and present the benefits of attendance. Interest can furthermore be increased by including a representative of the sector in this session.

Depending on the format, the following elements should be taken into consideration:

- **Introductory session at the company** to inform the participants about the sector and the profiles, the company, the rules of the visit and how they should behave during their stay
- **Walking tour** through the companies premises, including production areas
- **Exchange** with managers, HR staff as well as Blue Collar workers presenting their tasks
- Detailed **introduction** to each production step, operation of machines, quality requirements, safety and security topics
- **Practical implementation** of production steps by the students, supervised by an employee

- **Wrap-up session** at the end, to collect feedback on the visit / internship
- The exact programme should be agreed upon by all partners and **each element needs to be carefully prepared**. This includes the preparation of the introduction and wrap-up session, mobilising a suitable person who guides the visitors through the company and briefing of employees responsible for the students during their stay.

In general, all employees in charge of visits and/or internships should be **motivated and skilful**, while being patient and open to such activities. The key objective will be to **arouse curiosity and a certain enthusiasm** for the sector in terms of employment opportunities, skills development and career chances.

5

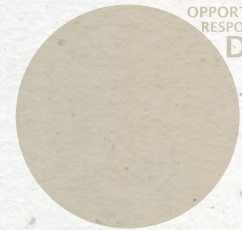
EVALUATION

During the wrap-up session the **students** can express their opinions about the visit / internship and in how far this activity helped to take an employment in this sector into consideration or not. This can be done based upon a questionnaire.

At the same time, the **managers and employees of the company** as well as **contact persons of the participating schools and training institutes** should also be interviewed to find out in how far this visit / internship helped to enhance awareness and to provide information about employment opportunities in this sector. The feedback collected should then be taken into consideration for future similar events.



BLUE COLLARS
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DECENT JOBS JOB SEEKER
NATIONAL EMPLOYMENT
EMPLOYMENT
OPPORTUNITIES
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DEVELOPMENT
SUPPORT





WHAT TO OBSERVE

The following lessons learnt should be observed:



For the **timing of the event** certain phases such as examination periods or vacations have to be taken into consideration.

Ideally, **supervisors from the schools / training institutes should accompany the visit / internship**. This will ensure that the preparation and debriefing of the students can also be done during school lessons, while at the same time supervisors will also be more informed about decent Blue Collar employment opportunities.

Besides technical details and specifications, also consider to include aspects of **gender diversity, quality and work ethics**. This will raise early awareness among students that in addition to skills and qualification, work ethics is an important factor for professional work and employability.

During the exchange with employees of the company, **success stories of Blue Collar workers within the company** should be highlighted. They are in general highly motivating as they actually prove that the sector offers realistic career chances.

Always also highlight **employment opportunities for women**, in particular in cases where they make up the majority of this visitors' group.

Any involvement of the **manager of the company** (such as a short introductory speech) will contribute to an overall positive appreciation of the company and its commitment.

For the introductory session, one could also take into consideration the **preparation of a briefing note** which can be distributed to the students before their visit (i.e. through their supervisors) and studied in detail before the event. Besides information, this could also include some rules and notes on the visit/internship itself, such as safety guidelines and the encouragement to ask questions.

Companies should not underestimate the **effort required for preparation and supervision** of a group (in particular in cases where more practical work is included). This might be more applicable in medium sized companies with an active HR/training department.

Ideally, the event is **not an isolated activity**, but could be one element of a **close exchange between companies and schools / training institutes**. This could also cover a more detailed communication on labour market requirements in terms of skills and capabilities and derived teaching and learning contents.

The "School into Industry" event should in addition be **combined with other elements** for higher effectiveness, such as the presentation of job profiles (see chapter 3), other job orientation measures (see other tools in this chapter 4) as well as integration into communicational and promotional strategies (see chapter 2).



4.3 HOW TO DEVELOP AND IMPLEMENT ONLINE JOB ORIENTATION



HOW TO DEVELOP AND IMPLEMENT ONLINE JOB ORIENTATION



What Is It Useful For

Online job orientation is an effective tool to reach out to a **high number of job seekers** with a comparably **low investment** in personnel, space and time. Job seekers can use this offer in a flexible manner and from their homes or internet cafés. At the same time, the internet is a source of information and orientation which is increasingly important in particular for young job seekers.

In particular, it is a tool for employment centres, training institutes and professional associations in sectors which face problems to fill vacancies due to a lack of information and orientation with regard to decent Blue Collar job opportunities.

With online job orientation, a **free service** is offered to job seekers, graduates and students, promoting a more positive image of jobs and providing transparent job-related information and guidance. It ultimately aims at motivating more job seekers to apply for Blue Collar jobs.

In parallel, the relevant institution is also being **promoted**, which job seekers might later on contact for additional services and support.



When To Use

The tool can be used in cases where institutions would like to promote a certain job profile or sector and to provide guidance to job seekers without having the resources to offer one-to-one counselling and job orientation for a high number of job seekers.

It can also be applied in cases where job seekers prefer online job orientation as a first low-barrier step to career counselling.



How Long Does It Take

Content development: 2 months.
Website development: 2-3 months.



What Is Needed

- A person in charge to steer and manage the overall process
- A website domain
- Financial and human resources for website content and technical development, layout, hosting and up-dating



Examples

The concept has been successfully developed and partially realised in the printing and packaging sector in Greater Cairo, Egypt.

It might also be applied in other sectors which fulfil the following criteria:

- Little information on the sector is available on the market for youth
- Have a high need for Blue Collar workers
- Face considerable challenges in finding suitable candidates for certain occupations



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WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



2

ELABORATE ELEMENTS AND MAIN CONTENT OF ONLINE JOB ORIENTATION

Based on the key decisions regarding the target groups and objectives, the main elements and related content can be defined.

As a guiding principle, they should serve the **most urgent** needs of graduates and job seekers with regard to job orientation and could include:

- Which job profiles are offered in the respective sector? (see also tool 3.1)
- Why are Blue Collar job opportunities in the sector an attractive option for job seekers and graduates?
- What are the career paths in the respective sector / job profile?
- Which would be the best job option for me?
- Which advantages are linked to formal employment?
- What are the minimum wages for the various job profiles?
- Which skills do I have?
- Which skills and qualifications are required to apply for the various job profiles?
- Where can further skills and qualifications be obtained?



1

DEFINE THE OBJECTIVES AND TARGET GROUP FOR THE ONLINE JOB ORIENTATION

As a starting point, it will be crucial to clearly define:

- What do we want to achieve with the online job orientation? (=objectives)
- Who should use the online job orientation? (=target group)
- What are the main needs of the target group?
- What are our key information / messages to be communicated?

In the Blue Collar job segment, it will be mainly **young graduates** from technical schools / institutes as well as **job seekers** which can be considered as main target group. In addition, it could also be interesting for **students** to inform themselves about promising job opportunities in the relevant sector.

At the same time, **companies** can be a second target group. They could use the orientation platform to present themselves and decent Blue Collar job opportunities which they find difficult to fill.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



3

REALISE TECHNICAL IMPLEMENTATION OF ONLINE JOB ORIENTATION

In parallel to step 2, it will be important to contact a web-designer. S/he will transform the content developed in step 2 into a user-friendly website.

This website should be an integral element of the website of the institution with easy access for the target group.

In general, the website should include as many **interactive elements** as possible (such as skills-testing etc.) to increase attractiveness for the user. At the same time, resources for up-dating the website should be kept at a minimum if resources are limited.

4

LAUNCH AND PROMOTE ONLINE JOB ORIENTATION

It will be important to undertake a targeted promotion campaign in order to reach out to the target group and to inform them about the job orientation.

Various promotional tools can be used, depending on the channels frequented by the target group and the budget available, including:

- Use social media as promotional platform
- Print attractive flyers and distribute at places used by the target groups (e.g. technical schools and institutes, meeting points, cafés, public transportation)
- Inform multipliers about the service (e.g. teachers at technical schools and institutes, NGOs)
- Offer information sessions at technical schools, institutes, employment centres etc.
- Link the website with other relevant websites
- Promote it during employment fairs and similar events

5

EVALUATE ONLINE JOB ORIENTATION

After 2-3 months, it is recommendable to verify whether the approach / content chosen proves to be useful for the target group and whether it is accessed by the target group to the desired extent or not.

This can be done by verifying the number of clicks on the website, which elements have been used most often etc. A feedback tool on the website might also be useful.





WHAT TO OBSERVE

The following lessons learnt should be observed:

Overall, project experience proves that the following key **success factors** should be observed:

- Do not provide an unstructured bulk of information, but offer actual orientation and guidance for the user
- Focus on an attractive layout that expresses quality, respect for Blue Collar work and appreciation for the target group
- Keep content short and to the point, and use easily understandable language
- Work to the maximum possible extent with visualisation of content
- Interlink the job orientation with social media for higher access rates

Be aware of the fact that **orientation and guidance tools require more efforts and resources** in terms of content development, web-design and layout (such as for quizzes, knowledge tests, recommendations for most suitable job profiles etc.).

After definition of objective and target group, it is highly recommended to verify **which other services / websites might already be available** with similar services. This can be an excellent opportunity for collaboration / synergies or a valuable source of inspiration.

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The content should always be kept up-to-date. At the same time, resources for **up-dating** content should fit within the budget available.

If the needs of the target groups are not clear in detail, it can be advisable to **form focus groups**. It should be composed of representatives from the target group and can accompany the whole process from elaboration of content over design to evaluation of the job orientation.

INTRODUCTION CHAPTER 5

JOB QUALITY

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WHY JOB QUALITY?

One **key element of enhanced attractiveness of Blue Collar occupations** is the improvement of job quality. Job quality covers a broad field of elements ranging from decent workplace arrangement, appropriate work organisation, health and safety provisions, suitable wages and benefits to knowledge and skills development and also includes employees' engagement and representation.

Improved job quality is a clear **win-win situation for both employers and employees**. On the one hand, businesses can benefit significantly from the **positive effects** of enhanced job quality, such as from lower staff turnover, enhanced productivity and competitiveness, improved staff motivation and morale, more reliable business partnerships and better worker-manager communication. On the other hand, job quality has an impact on **employee's job satisfaction and motivation**, skill development and psychological well-being.

Thus, it is crucial to **complement promotional activities and campaigns** (such as described in chapter 1 and chapter 2) as well as job orientation (chapter 4) with measures to enhance Blue Collar job quality.

WHAT IS INSIDE THE CHAPTER?

The chapter is made of **2 tools** which describe:

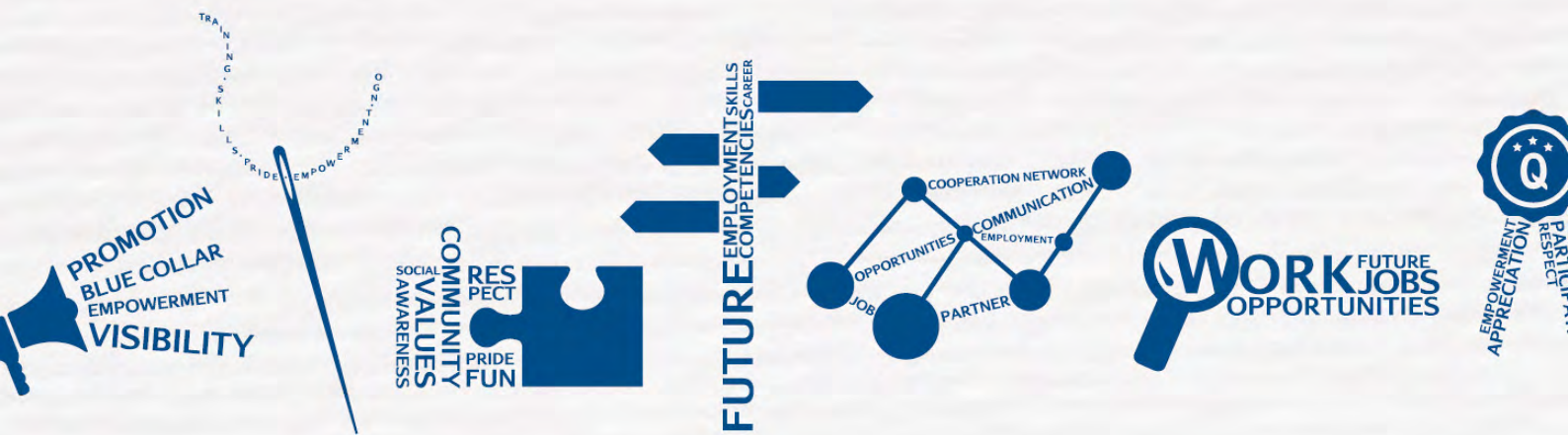
- How to **Improve Blue Collar Job Quality within Companies** (tool 5.1),
- Selection of practical examples of job quality measures as realised in Egyptian companies (tool 5.2).

As mentioned above, the tools described in this chapter should ideally be **combined with tools presented in other chapters** for highest effectiveness. This includes promotional activities and campaigns (such as described in chapter 1 and chapter 2) as well as job orientation (chapter 4).





5.1 HOW TO IMPROVE BLUE COLLAR JOB QUALITY WITHIN COMPANIES



HOW TO IMPROVE BLUE COLLAR JOB QUALITY WITHIN COMPANIES



What Is It Useful For

Improved job quality is a **win-win situation for both employers and employees**. On the one hand, businesses can benefit significantly from the positive effects of enhanced job quality, such as from lower staff turnover, **enhanced productivity and competitiveness**, improved staff motivation and morale, more reliable business partnerships and better worker-manager communication. On the other hand, job quality has an impact on employees' job satisfaction and **motivation**, skill development and psychological well-being.

Measures to enhance job quality for Blue Collar workers can be undertaken in various fields, including work organisation, workplace arrangement, knowledge and skills development, wages and benefits, health and safety as well as employees' engagement and representation.

This tool will describe how to develop, implement and evaluate effective measures for job quality enhancement.



When To Use

The tool should be used by companies that wish to attract and maintain more qualified and motivated Blue Collar workers through improved job quality.

Job quality enhancement measures can help to raise the attractiveness of Blue Collar work places and enhance the retention rates among workers, by improving their work satisfaction and overall situation and position (i.e. acceptance and respect) within the company. At the same time, it can also help to raise overall productivity and economic success of the company.



What Is Needed

- One person steering and managing the overall process
- Human and financial resources for job quality improvement measures



How Long Does It Take

6-9 months for development and implementation of relevant measures



Examples

The approach has been successfully applied in the following two fields in Greater Cairo, Egypt:

- The competition "Better Business with Job Quality" organised by the National Employment Pact (NEP), an initiative of the Egyptian-German Business Community in cooperation with the German-Arab Chamber of Industry and Commerce (GACIC), covering a broad range of sectors
- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

ASSESS JOB QUALITY AND EMPLOYEES' NEEDS AND DEMANDS

Project experience shows that job quality enhancement measures can only be effective if they are actually tackling the employees' most urgent needs and demands.

Thus, as a starting point, the company should clearly assess the following questions:

- Which company-internal measures are required to raise the **motivation** of Blue Collar employees?
- Which company-internal measures are required to raise the **productivity** of Blue Collar employees?
- Which company-internal measures are required to raise the overall well-being of Blue Collar employees?
- Which company-internal factors typically lead to **termination of work contracts by Blue Collar workers, and above-average leave/sickness rates?**

During the assessment, it will be important to **involve Blue Collar workers within the company as source of information**. Even though HR managers and supervisors usually have a good insight into the demands and needs of the employees, a direct inquiry typically reveals unexpected new insights. Furthermore the employees can later also serve as change agents promoting and supporting the process.

At the same time, such an assessment should be organised and implemented in a way that allows the interviewed persons to **express their actual concerns and needs**. In general, **conducting structured interviews with carefully selected Blue Collar workers** is the best option. The selection of interviewees should ideally reflect the overall Blue Collar workforce, and include representatives which stand out in terms of performance and commitment as well as most critical positions.

Taking into consideration that employees might consider such inquiry as a **delicate issue** (i.e. they might fear that straightforward answers could have a negative effect on their work situation), it can be a good idea to **mobilise external resources** for the data collection and analysis, for a more neutral approach.

2

IDENTIFY AND IMPLEMENT MOST RELEVANT MEASURES FOR JOB QUALITY IMPROVEMENT

Based upon the outcomes of step 1, the company can then decide which measures to undertake for an enhanced job quality. In principle, this can cover the following elements:

- Adequate **health and safety** conditions including appropriate work spaces, tools and clothes
- **Knowledge and skills development** (e.g. technical on-the-job-training and learning)
- **Positive appreciation** of Blue Collar workers (e.g. visibility and awareness activities)
- Positive and interactive **working environment** (e. g. recreational/ social areas)
- Good **accessibility** of workplace for workers (transport, housing)
- Appropriate working conditions for **women** (e.g. child care unit, separate sanitary rooms)
- Appropriate staff **benefits** and awards (incentives, remuneration, gifts)
- Employees' **engagement and representation**

As a source of inspiration, in tool 5.2 as well as in the annex a set of **readily developed creative job quality tools** is provided:

- Tool 5.2 presents a selection of practical examples of job quality measures as realised within Egyptian companies.
- Report of the NEP Competition **"Better Business with Job Quality"**, with tested job quality measures as undertaken by 14 Egyptian companies in various sectors and regions.
- "Intelmaq Partner's Guide", with a range of job quality measures developed for the FMCG sector.

Once the most relevant measures have been selected, actual implementation can start.

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

3

LINK JOB QUALITY IMPROVEMENT MEASURES TO PROMOTIONAL ACTIVITIES

Project experience proves that best effects can be achieved when combining job quality enhancement measures with promotional activities. This can be done through company internal as well as external communication channels:

- Company internal:** The information about the design and implementation as well as positive effects of the job quality related measures should be broadly disseminated within the company. This can range from simple information sharing (e.g. in internal bulletins, during meetings and company events) to more sophisticated promotional and visibility activities (e.g. photo stories or poster of committed Blue Collar workers in new recreational areas etc.). Any promotional activity should however target all hierarchical levels and departments. Thus, on the one hand, consciousness among employees about the company's commitment for their workers will be enhanced. At the same time, visibility and positive appreciation for Blue Collar workers will be fostered. Participants of the needs assessment could be further used as change agents and communicators.
- Company external:** The information about high job quality standards within the company should also be communicated during the recruitment process as well as for information and orientation of job-seekers, graduates, students and youth in general. It should be included in relevant activities, such as job advertisements, employment fairs, company events as well as when communicating with (technical) schools and training institutes. It will contribute to an overall positive image of the company, which cares for its employees and is willing to invest into their well-being. Thus, more qualified and committed Blue Collar workers can be attracted, employed and maintained. At the same time, regular exchange among companies working on job quality enhancement can be valuable to transfer lessons learnt and best practice models.



4

REGULARLY EVALUATE JOB QUALITY IMPROVEMENT MEASURES

Periodic evaluation of the effectiveness of the job quality enhancement measures undertaken is highly important. It will provide valuable feedback of the target group, to which extent the activities have an actual positive influence on the well-being of the employees. It will also help to identify further need for improvement, which can serve as a basis for the implementation of further job quality measures. By collecting the feedback of the employees the importance of their assessment is emphasised.

In general, relevant data for the evaluation can be collected through:

- Interviewing employees** in line with the recommendations formulated in step 1 (i.e. interviews of selected employees)
- Collect spontaneous feedback** during relevant company events, meetings etc.
- Assess key figures** and their development since start of job quality initiative (e.g. staff turnover, ratio of qualified applications, productivity, leave days etc.)
- Assess changes in the effectiveness of workflow and production** processes, including the number of deviations, errors, rejection rates etc. (e.g. in case of measures in the field of skills development and safety)



WHAT TO OBSERVE

The following lessons learnt should be observed:

Make sure that the measures undertaken are not only a short flash in the pan, but rather a **continuous effort to support the well-being of the employees**. Trustworthiness and credibility of the job quality measures are the most important preconditions for success.

In general, it can be recommendable to focus on measures which have a **high visibility for all employees** (such as recreational areas). Typically, such measures are highly cost efficient, and generate quick results and positive appreciation among all employees. At the same time, such measures should not be used per se, but need to be **validated through employees' needs assessment**.

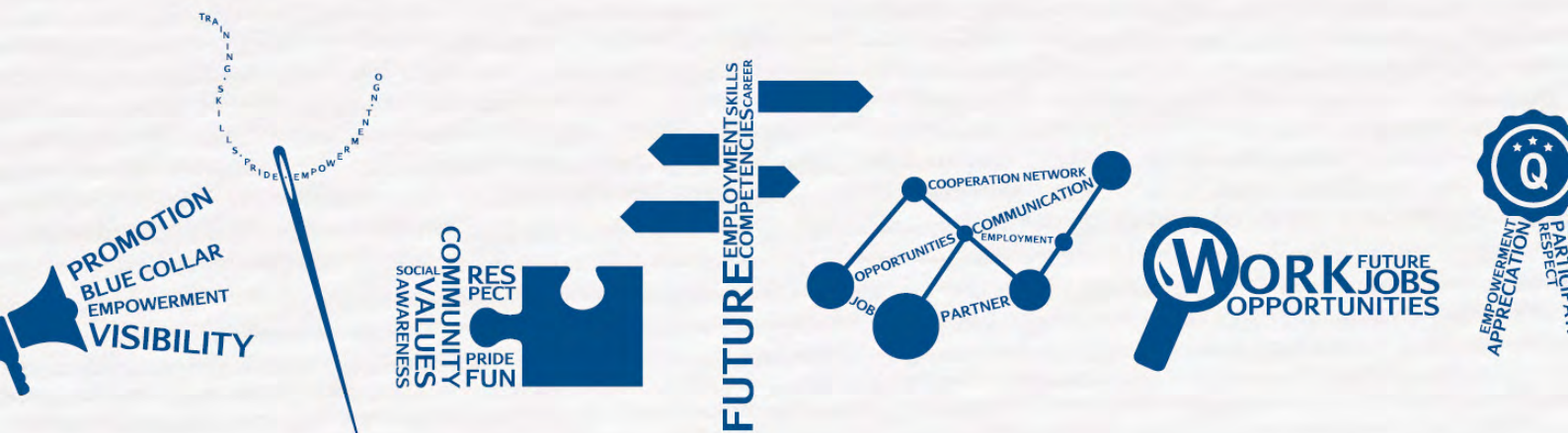
For measures on the field of **skills and knowledge development, consider using external resources and know-how**. Project experience shows that developing training programmes takes considerable resources, while at the same time such materials might already be available at training institutes, specialised consultancies, development institutions or professional associations.

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5.2 SELECTION OF PRACTICAL EXAMPLES OF JOB QUALITY MEASURES AS REALISED IN EGYPTIAN COMPANIES



Lokman Safe and Healthy Workplace

“providing safe and healthy working conditions”



Company Name	Lokman Sons Bakery
Sector	FMCG
Location	Helwan
Sales Turnover	800,000 EGP
Size	15 employees (67% blue collar workers)
Market Access	Local market
Project Duration	01.04.2013 – 30.09.2013
Contact Details	Sayed Lokman koka_220@hotmail.com

Description

Lokman Sons Bakery aims to offer its current and potential employees a cleaner and safer work environment. This includes improving the firefighting system to safeguard them in addition to installing a better ventilation system, healthcare services and unobstructed mobility in the bakery. The bakery is meant to become a source of attraction for workers that provides them with a fair income and decent environment.

Aim

- Improve the working and safety conditions
- Maintain the workers' physical, psychological and mental well-being
- Increase loyalty of current workers and attract new workers
- Serve as a best practice example for other bakeries

Activities

- Renovations of bathrooms (male/female)
- Installation of a new ventilation system, transportation tool, boiler, freezing room for dough and oven tables with safer stainless steel covers
- Establishment of a first aid unit and training by the Egyptian Red Crescent Team
- Training on occupational health and safety procedures for 5 workers

Difficulties

- Compliance to international financial standards
- Resistance of employees at the beginning for change

Impact

- Satisfaction and safety of workers and their willingness to work
- Increased affiliation of workers to the workplace
- Increased productivity

Sustainability

- Replace any item that depreciate over time
- Upgrade the ovens and refrigerators
- Train new workers on the job



New clinic at the bakery



Lokman bakery products

“Good working conditions are the precondition of good work”
**Sayed Lokman, Owner,
 Lokman Sons Bakery**

Benchmark Apprenticeship Program

“fostering a culture of learning and developing career progression plans”



Company Name	Benchmark Facilities Management
Sector	Property management
Location	6 th of October
Sales Turnover	3,000,000 EGP
Size	150 employees (90% blue collar workers, 25% women and 5% disabled)
Market Access	Local market
Project Duration	01.04.2013 – 15.10.2013
Contact Details	Hossam Allam hossam.allam@allamsons.com

Description

Benchmark FM decided to tackle its high turnover rate and difficulty of recruiting qualified staff by creating an “apprenticeship program” that provides career clarity and guidance to employees. The program promotes a learning environment and creates a mentorship community within the company with the aim of increasing the motivation of blue collar workers. The additional aim is to encourage their continued presence by giving them concrete chances of upward mobility through the improvement of skills.

Aim	<ul style="list-style-type: none"> Attract untrained staff Reduce costs by hiring the right level of experience Increase retention as workers buy into the career progression plan Foster a learning culture without the need for a large training organization Give recognition and satisfaction to senior staff for their mentoring role
Activities	<ul style="list-style-type: none"> Development of a housekeeping curriculum and a corresponding training video for the housekeeping staff Development of a maintenance curriculum and a skills passport in addition to incentive pins for the maintenance staff Delivery of a train-the-trainer and mentoring program to senior staff
Difficulties	<ul style="list-style-type: none"> Scarce housekeeping consultancy skills in Egypt High amount of work especially for developing the housekeeping curriculum Short implementation period
Impact	<ul style="list-style-type: none"> Improvement and formalisation of the housekeeping training Clarity about development and promotion track in the maintenance field Fear of the staff from the emphasis on performance and accountability Increased sense of ownership of the staff Emergence of role models in the company Availability of tools to the staff for high-quality performance Increased attention of the management to the role of mentoring and coaching
Sustainability	<ul style="list-style-type: none"> Develop staff assessment metrics aligned with the training material Perform the assessment of new hires by mentors and managers Tie the skills passport to job and salary progression Continue to nurture the sense of ownership and involvement; and create role models



High elevation window cleaners “Spiders”



Skills passport

“We want our staff to be proud. If they are proud, they will stay in the company. If they stay in the company, the quality of our work will rise and we will be more competitive” **Hossam Allam, Managing Director, Benchmark FM**

Mediterranean Garden Communication and Development Area

“making the workplace enjoyable”



Company Name	Mediterranean Garden for Agribusiness
Sector	FMCG
Location	10 th of Ramadan
Sales Turnover	2,500,000 EGP
Size	35 employees (77% blue collar workers and 50% women)
Market Access	Local and international markets
Project Duration	01.04.2013 – 15.10.2013
Contact Details	Mostafa Hashem mostafa@mga-eg.com

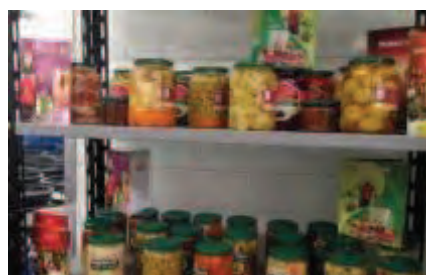
Description

Mediterranean Gardens for Agribusiness aims at creating a professional HR system, improving working conditions and creating social, communication and development areas that include cafeteria, nursery and training rooms among others. In addition they are focused on creating a working environment that encourages the application and retention of female blue collar workers.

Aim	<ul style="list-style-type: none"> Attract new blue collar worker especially female workers Increase retention of workers Provide better working conditions
Activities	<ul style="list-style-type: none"> HR system (employee handbook, work contracts, job descriptions, HR application forms, performance appraisals, org. chart and technical training) Creation of a “Communication and Development Area” including a kitchen, dining, training, nursery, sports and prayer room, and separated toilets in addition to ventilation, heaters, water coolers and lockers Provision of free and healthy daily lunch Transportation to- and from- work
Difficulties	<ul style="list-style-type: none"> Political and security situation Inflation rate Implementation beside the normal business operations
Impact	<ul style="list-style-type: none"> Higher employee morale and higher sense of belongingness Smooth accessibility of employees to the workplace Professionalization and improvement in HR procedures Gap bridging between management and employees Increase in the number of employees and reduction in the turnover rate Higher productivity
Sustainability	<ul style="list-style-type: none"> Deliver the sports and nursery services to neighbouring companies Give more financial benefits to employees as a result of the productivity gains Extend the activities to also implement a medical insurance program



MGA workers with the new uniforms performing their jobs



MGA products

“Our future is in our workers. Our future is in our work. Through the experiences that we took from the initiative, we were able to know what job quality means and we managed to get hold of the key to success” **Mostafa Hashem, CEO, MGA**

EVA Montessori Kindergarten

“empowering working mothers”



Company Name	EVA Cosmetics
Sector	Pharm and cosmetics
Location	6 th of October
Sales Turnover	180,000,000 EGP
Size	780 employees (70% blue collar workers and 54% women)
Market Access	Local and international markets
Project Duration	01.04.2013 – 15.10.2013
Contact Details	Mona Rabbat mona.rabbat@eva-cosmetics.com

Description

Eva Cosmetics intends to ameliorate lives and provide better chances for the future of its workers. It seeks to provide better work opportunities for women by establishing an in-house Montessori kindergarten that educates the children through learning programs and caters to their health through the provision of healthy meals and medical services.

Aim

- Empower women and retain them in the company
- Invest in the future of the nation (the children)
- Create better business relationships with neighbouring companies

Activities

- Cooperation with One World for Training and Consultancy (1 year contract)
- Establishment of the Montessori kindergarten (premises, classroom furniture, Montessori activity tools, playground and planting)
- Capacity building for 2 Montessori teachers (staff orientation, on the job training and MEPI diploma) in addition to awareness sessions for the parents

Difficulties

- Different stakeholders and the need to align the interests of each party

Impact

- Reduction in the number of leave days of employees to stay with their children
- Improved psychological status of employees, especially of working women
- New work opportunities for other parents and mothers
- Higher productivity levels
- Stronger responsible business conduct towards employees and the community
- Change in the mind-set of the management and the parents
- Satisfaction of workers about the kindergarten
- Sense of development by the parents of their children and outstanding relationship with the company and the kindergarten

Sustainability

- Continue in running the kindergarten as it presents a priority of the top management
- Meet the financial and human requirements of the kindergarten
- Encourage and support teachers to obtain the MEPI diploma



Kid in the Montessori classroom



Working woman

“I hope we all become role models for the community. Together we can reach so much” **Mona Rabbat, Vice President, EVA Cosmetics**

El Deeb Workers' Empowerment

"participating in the decision making leads to better work and working conditions"



Company Name	El Deeb for Towing and Maintenance
Sector	Automotive
Location	Cairo
Sales Turnover	1,500,000 EGP
Size	41 employees (83% blue collar workers)
Market Access	Local market
Project Duration	01.04.2013 – 15.10.2013
Contact Details	Aly El Deeb Alieldeeb@eldeeb-eg.com

Description

El Deeb is concerned about the satisfaction and well-being of their blue collar workers. Morale issues have led them to address the establishment of an in-house kitchen and the provision of daily meals to their employees. In addition, they seek to provide safer working conditions as well as training and incentive schemes.

Aim	<ul style="list-style-type: none"> ▪ Increase the satisfaction of workers and their retention ▪ Enhance the skills and knowledge of workers ▪ Improve the working conditions in the company
Activities	<ul style="list-style-type: none"> ▪ Training delivery on Supply Chain Management ▪ Provision of high quality personal protective equipment and lockers ▪ Kitchen upgrading providing free and healthy daily meals ▪ Creation of incentive schemes – “Employee of the Month” who gets to spend a recreational week-end with the family at the Red Sea ▪ Establishment of new bathrooms
Difficulties	<ul style="list-style-type: none"> ▪ Time management, budgeting and coordination ▪ Great efforts to realise the project in the planned timeframe
Impact	<ul style="list-style-type: none"> ▪ Great satisfaction and improved morale of workers ▪ Emergence of innovative ideas from the employees and the management ▪ Stronger team spirit ▪ Creation of a new job quality vision for the company
Sustainability	<ul style="list-style-type: none"> ▪ Reserve a budget to fund future training and develop a new training scheme ▪ Maintain the other activities as they present a priority for the top management



Tools are better organized after the supply chain management course



The workshop

"The competition gave us the unique opportunity to focus on retention and improve our quality. The project resulted in the emergence of innovative ideas from the workers and the management" Ali El Deeb, Owner, El Deeb for Towing and Maintenance

Express Transportation and Safety System

“getting to work easily”



Company Name	Express Factories Group
Sector	Home Appliances
Location	Alexandria
Sales Turnover	14,500,000 EGP
Size	300 employees (90% blue collars workers)
Market Access	Local and international markets
Project Duration	01.04.2013 – 30.09.2013
Contact Details	Samy el Sayed express_co_@hotmail.com

Description

Express Factories Group decided to provide safer transportation and upgrade the health and safety measures and equipment for their workers.

Aim	<ul style="list-style-type: none"> Improve transportation to- and from-work Improve health and safety at the workplace
Activities	<ul style="list-style-type: none"> Provision of bus transport to- and from- work Extension of the firefighting system and first aid measures in the factory. Installation of a new ventilation system Provision of safety clothing
Difficulties	<ul style="list-style-type: none"> Need for an accurate implementation of the plan
Impact	<ul style="list-style-type: none"> Satisfaction of employees as well as the management Increased safety at the workplace
Sustainability	<ul style="list-style-type: none"> Maintain the different activities and extend them to include social activities like entertainment and sports



Workers in the factory



New bus to transport employees

“We always aim that the relations between the small group, which is the small workforce and the management are humane. These relations must be humane as currently we’re facing fast labour turnover” **Samy El Sayed, Advisor, Express Factories Group**

INTRODUCTION CHAPTER 6

INCOME GENERATION THROUGH HANDICRAFT

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WHY INCOME GENERATION THROUGH HANDICRAFT?

The handicraft sector offers excellent **Blue Collar income generation opportunities for women** in rural and urban marginalised areas, in particular in rather traditional villages or informal urban areas where socio-cultural circumstances make it difficult for women to leave their homes for work purposes. The key prerequisite is the **adaptation of training and production** to the restricted mobility of the handicraft workers, as well as to other socio-cultural determining factors.

In this context, **handicraft is an ideal field of activity**, in particular when focusing on **high-quality handmade products with attractive and market-oriented designs**, in contrast to the widely spread mass production under critical working conditions. Handicraft can be produced at home, has a socio-culturally accepted image, is already known to a certain extent, requires relatively low investment costs for training and production and needs only low to medium level of technical skills, which can be acquired rather easily. In general, other fields of activity can be taken into consideration as well, which fulfil these criteria.

For this chapter, additional experiences, beyond the ones collected during the PBC projects in Fayoum and Cairo (see overall introduction), made in the **Project “Qualification and Employment Promotion for Women Working in Handicraft and Small Trade in South Sinai, Egypt”** have also been included (for details please refer to this flyer). The project aimed at securing employment of female producers in St. Catherine through mobilisation of the rural/tribal community in Tarabeen (coastal area around Nuweiba), training, product design, quality management and linkages to new local and international markets in Cairo.

WHAT IS INSIDE THE CHAPTER?

The chapter is made of **4 tools** which describe:

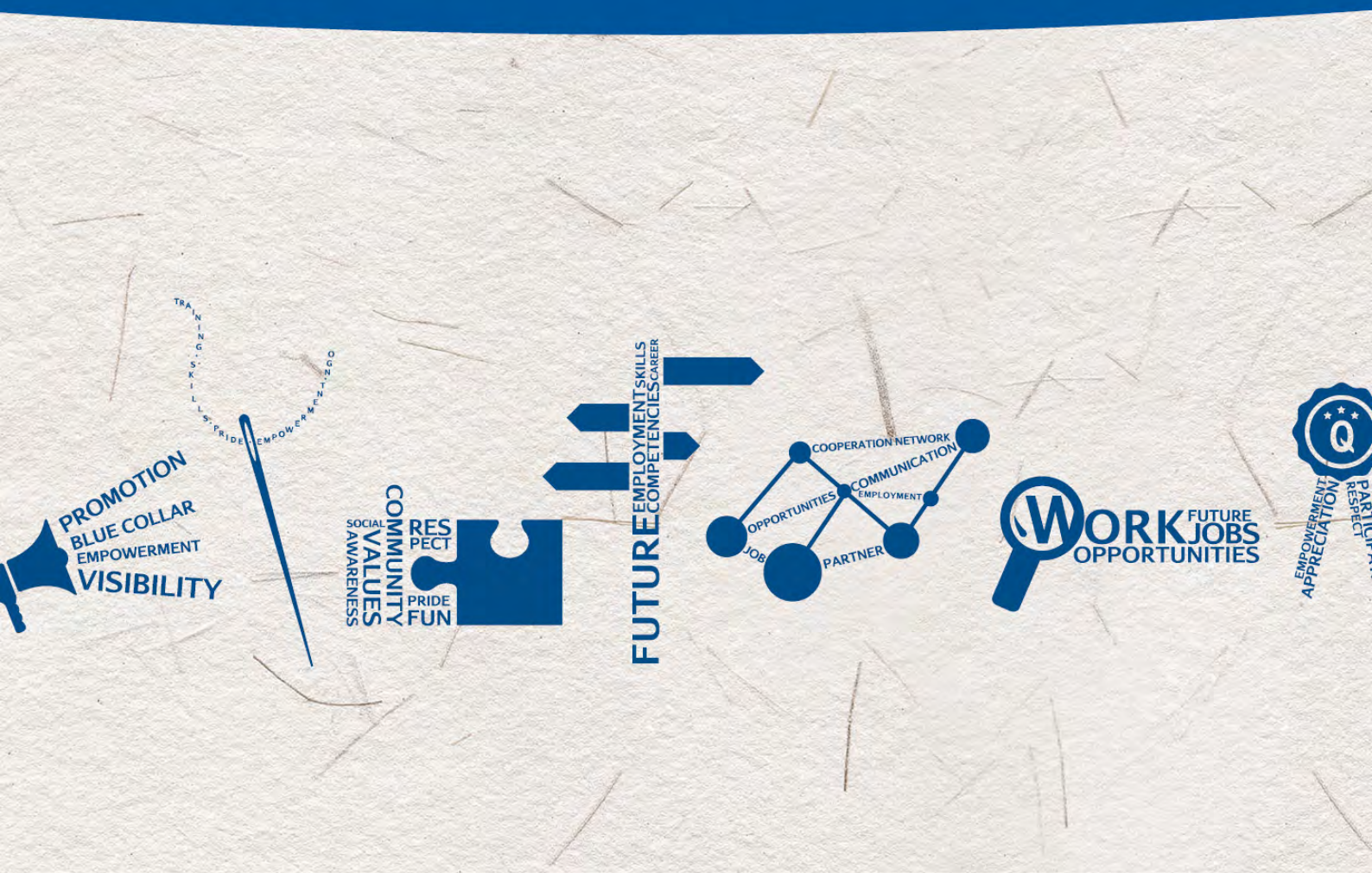
- How to **Reach Out to and Mobilise Women** for Handicraft Work (tool 6.1)
- How to **Train Women** for Handicraft Work (tool 6.2)
- How to Jointly **Develop Market-Oriented Handicraft Products** (tool 6.3)
- How to Successfully **Place Handicraft Products** on the Market (tool 6.4)

Ideally, all four tools in this chapter are being implemented in an **integrative approach**.

TRAINING · SKILLS · PRIDE · EMPOWERMENT · GO



6.1 HOW TO REACH OUT TO AND MOBILISE WOMEN FOR HANDICRAFT WORK



HOW TO REACH OUT TO AND MOBILISE WOMEN FOR HANDICRAFT WORK



What Is It Useful For

This tool can be used to raise awareness about income opportunities for women in marginalised rural and urban areas in the handicraft sector, and to mobilise the local community in preparation of a joint initiative.



When To Use

This tool is typically used to jointly identify suitable income opportunities for women in marginalised areas with the local community, in particular in rather traditional villages or informal urban areas, where cultural circumstances make it **difficult for women to leave their homes for work** purposes.

The tool can be applied in contexts where women generally dispose of basic or no education, no or only little professional / handicraft experience, limited access to job opportunities (which is further aggravated by cultural barriers to mobility, long distances to industrial areas / bigger cities and poor infrastructure) and have a strong preference for flexible work at home. At the same time, it can also be used in cases where women already generate a certain income (e.g. as owner of small shops) which is however not sufficient to cover even basic expenses. In such cases, the tool can be used to support women to diversify their income.



How Long Does It Take

Approx. 3-4 months for trust-building, mobilisation, information meetings, identification of most suitable handicraft and legal set-up as well as kick-off workshop

TRAINING
SKILLS
PRIDE
EMPOWERMENT
NGO



What Is Needed

- Project leader for community mobilisation, information meetings, identification of most suitable handicraft as well as legal set-up and kick-off workshop
- Financial and human resources for organisation of workshops and meetings



Examples

The approach has been successfully applied in the handicraft textile sector in Fayoum, in Sinai as well as in Greater Cairo. Tools 6.1 – 6.4 might also be applied in other sectors, where the required work fulfils the following criteria:

- Allows for homework at local level
- Has a culturally acceptable image
- Is already known to a certain extent to the local community
- Requires relatively low investment costs for required resources
- Requires low to medium level of technical skills, which can be acquired rather easily

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

2

IDENTIFY A TRUSTWORTHY AND ACCEPTED PROJECT LEADER WITH A HANDICRAFT PROFILE

In the above mentioned environments, **trust and personal relationships** are key prerequisites for mobilising women. Therefore a trustworthy person is needed to be in charge of steering the overall process, closely monitoring the realisation of project activities, supporting the women in building up required capacities, assisting in design development, production, marketing and distribution of the handicraft products and contributing to trust-building measures towards community key players.

Even though external expertise might be mobilised for specific tasks, it is highly recommended to choose a **project leader who disposes of a professional background and network** in the handicraft sector. This will contribute to his / her reputation in the local community and will considerably ease the joint development and implementation of a business model based on his / her experience and networks.

Project experience proves that the **following key characteristics** are most crucial for this position: It should ideally be a woman (easier access to female inhabitants as key target group) and needs to be highly respected or even already trusted by the local community (men and women including key players). Ideally, s/he lives nearby for easy access to / for the community at any time.

In addition, the project manager's or external expert's background ideally includes a network of relevant customers / markets / distribution channels (at local level, in bigger Egyptian cities incl. Cairo and – if applicable – on an international level). This is crucial to assure that the products will be sold later on (see also tool 6.4).

Again, suitable project leaders can be identified through NGO networks, local activists, local administrations, project reports and records of trainings / events of relevant development projects etc.

1

IDENTIFY SUITABLE COMMUNITIES WHICH HAVE ALREADY EXPRESSED THEIR INTEREST IN INCOME GENERATING ACTIVITIES IN PARTICULAR FOR WOMEN

Project experience proves that villages, urban informal areas and / or local women networks which are actively searching for opportunities to enhance their income have significantly higher chances to succeed in such a project. In such cases, participation rates in project related activities are considerably higher (i.e. in training and production) and it is more likely that a suitable income generation model will be developed and implemented.

Such areas / networks can be identified through NGO networks, local activists, local administrations, project reports and records of trainings / events of relevant development projects etc.

The actual selection of the most suitable community can be based upon a series of indicators, which should certainly include the actual level of motivation of the women and the existence of dedicated community key players.

3

ORGANISE A FIRST EXPLORATORY MEETING WITH COMMUNITY WOMEN AND MEN

During such a meeting, the expectations of the women and men, preliminary ideas and potential opportunities for income generation in the handicraft sector should be jointly explored in order to ensure ownership.

This meeting will be an excellent opportunity to find out more about the actual level of motivation and the prospective degree of participation among community inhabitants for project activities. Potential challenges might be identified as well, such as doubts of relevant decision makers, influential family heads etc. At the same time, opportunities arising from such projects and realistic estimations on required resources and timeframes should be discussed as well.

In principle, such discussions should be undertaken in an open and trustworthy way in order to build confidence and to allow for an informed decision on both sides.

To this end, a maximum level of participation should be ensured and a highly interactive approach should be chosen in order to obtain as much information as possible and to spread out to large parts of the area's inhabitants. If expression of opinions in larger groups proves to be rather difficult, it is advisable to take into consideration other methods of exploration, such as working groups, individual interviews etc.

Based on this assessment, **both sides can take an informed decision**, whether such a project in this particular community has a high likelihood to succeed or not.



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 OPPORTUNITIES
 RESPONSIBILITY
 DEVELOPM
 SUPPORT

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

4

FURTHER INFORMATION AND ORIENTATION MEETINGS

Once both sides have taken a decision to jointly undertake the project, further meetings will become necessary. In the framework of these meetings, more details can be discussed with key actors, i.e. which products the women would like to produce, how much time they can invest for training and production, would they be interested in jointly developing the design of the products and where training could take place. The meetings can also be used to discuss potential challenges and identify solutions with community internal and external resources.

Ideally, a project objective should jointly be defined as a basis for further planning of project activities.

Again, interactive methods should be used to ensure that all voices can be heard and will be included in further discussions.

5

KICK-OFF EVENT

As a symbolic starting point, it is highly recommended to organise an attractive kick-off event. This will add to more visibility of the project in the community, thus generating even higher levels of support and backing for the women. This is the moment where the overall community, whether active or passive (e.g. husbands), can be fully bought into the idea and their support can publicly be ensured.

Elements of such an event could be a joint snack in the community hall / other suitable public locations, presentation of broad outlines of the project, displaying potential sample products by the project leader, examples of handicraft work already produced by the women and / or local handicraft traditions and the like. Again during this event the jointly developed project objective will be communicated and commended.



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QUALITY EMPLOYER





WHAT TO OBSERVE

The following lessons learnt should be observed:

It is vital to identify **key players** (e.g. religious leaders, community elders, reputable families) as they have a decisive influence on the successful mobilisation of the community. Through trust-building measures, they can become important change agents for the implementation of the project.

It is highly recommended to **suggest an income generation activity which has a high esteem** among the community. This will considerably enhance levels of motivation and participation.

In more conservative communities, **concerns might be expressed about the mobility of women linked to the income generation activity**. One key argument in this regard should be that once the training is completed, production can be done at home.

The project's aims and methodology should fit with **local cultural norms and work expectations**. Again, this will lead to considerably higher acceptance and participation rates. This could for example include adaptation of all measures to local cultural settings and rhythm (i.e. workshop hours in women's free time 10 am – 2 pm), a focus on home work and trainings in different homes (in case of Training of Trainers).

It is vital to assure the **backing of the male inhabitants of the area**. Without their support, the participation levels will remain low. One way to do so is to think of including men into the project (for logistics, as drivers).

It is highly recommended to **select communities or networks where women already have previous experience** in designing, producing and selling handcraft products. In this case, the project could provide support and advice in further technical training and / or product design and / or product distribution and will also serve as strong motivator.

As a motivation, **reference can be made to well-known success stories i.e. in neighbouring villages / areas**, and representatives of such initiatives can be invited to inform about opportunities and benefits.

Make sure you have a **sustainable and long-term overall perspective** before approaching a local community. In many cases, they deal with desperate working conditions and are urgently looking for income generating activities. Short-term interventions without an overall concept for selling products on the long run will only create hopes which cannot be fulfilled. This also refers to a realistic market assessment (see tools 6.3 and 6.4).

Mobilise a large number of women for the subsequent training and production activities (i.e. a minimum of 30 women, see also tool 6.2). This approach will assure higher visibility, allow for work sharing among women, combining different levels of technical skills among women, organising joint working sessions and will generally add to a positive dynamics and mutual motivation among the female community members.

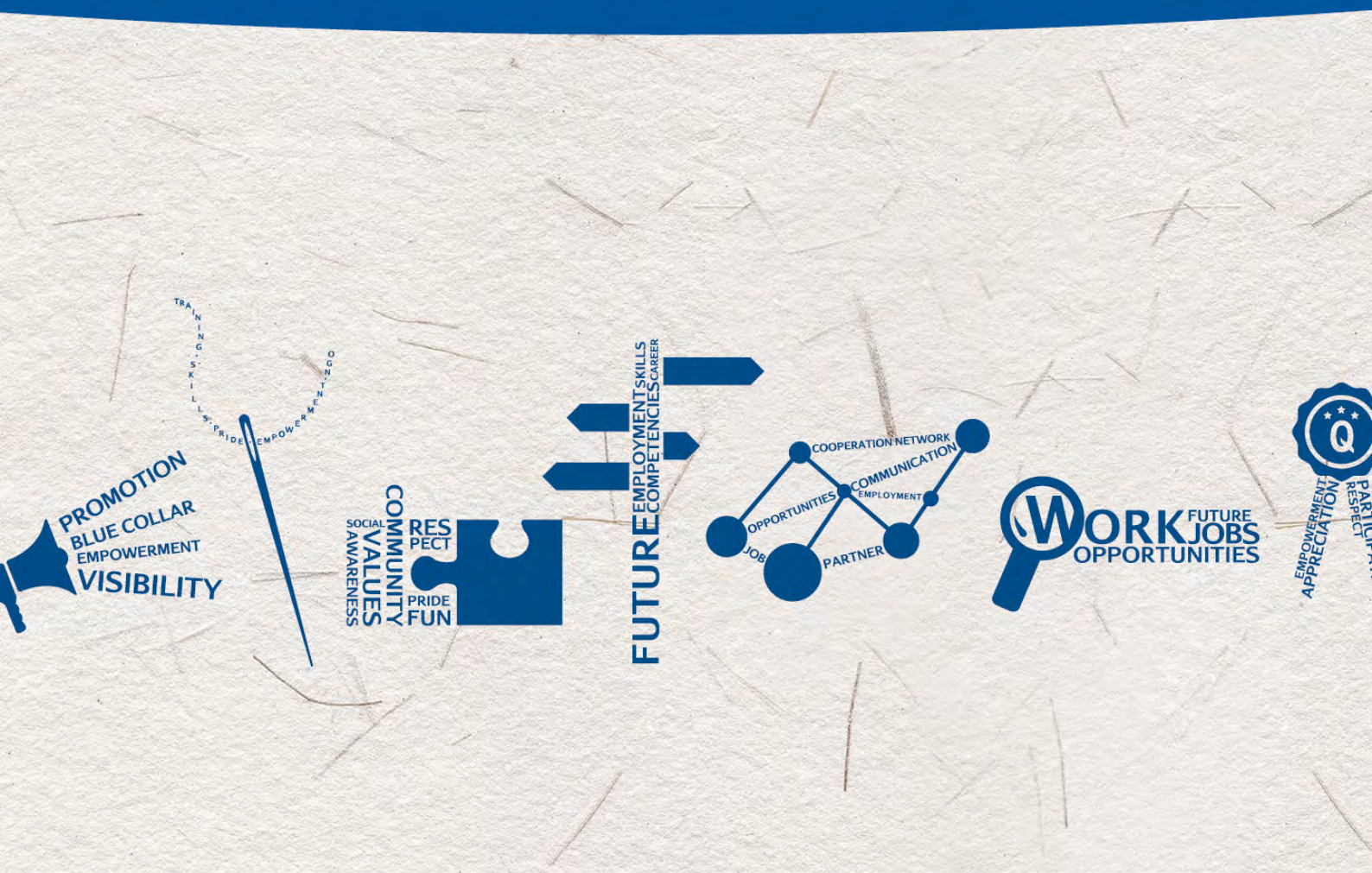
When **organising workshops in marginalised areas**, be aware of the fact that the participants (women and men) have few or no experience with such formats. Thus, try to keep it simple and do not overwhelm participants with too much content. At the same time, make sure you have a strong person steering the process and leave enough room for exchange and communication.

For the selection of the project leader, it will be most important that s/he has **excellent management / steering and communication skills**. Any other expertise can be covered by external experts.





6.2 HOW TO TRAIN WOMEN FOR HANDICRAFT WORK



HOW TO TRAIN WOMEN FOR HANDICRAFT WORK



What Is It Useful For

This tool will help to teach **women necessary skills** to produce handicraft products at home. It is highly recommended to base this tool 6.2 on tool 6.1, where the mobilisation of a local community for such a project is described.



When To Use

The tool can be applied if women want to generate income through handicraft production and sales, but do not yet have the skills and knowledge how to produce them.



How Long Does It Take

Approx. 2-6 months for identification of trainers, training room and actual training courses



What Is Needed

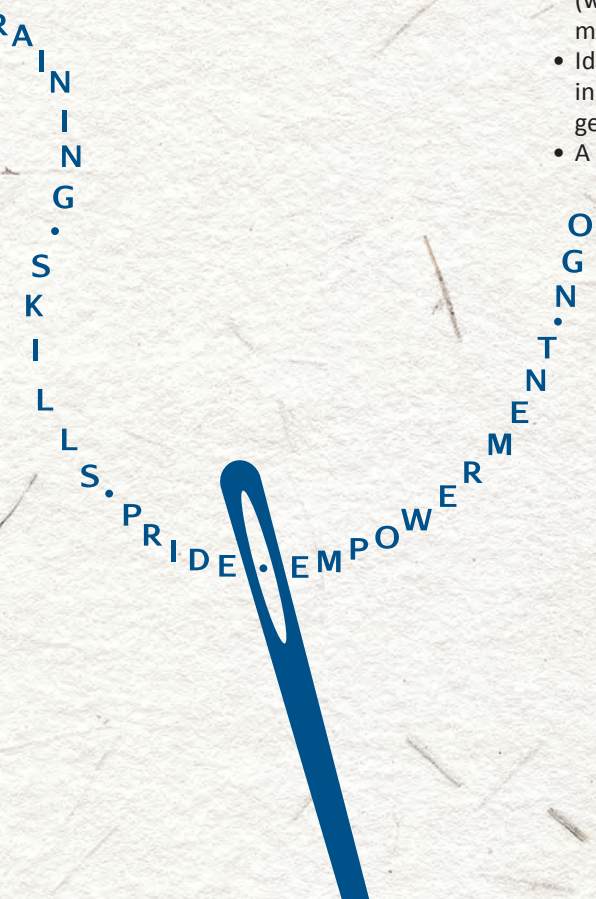
- Trainers with a curriculum
- A room where the training can take place (with furniture, electricity, storage for material and equipment)
- Ideally a small pocket money for trainees in case they need public transportation to get to the training place
- A training kit, including training materials



Examples

The approach has been successfully applied in the handicraft textile sector in Fayoum, in Sinai as well as in Greater Cairo. Tools 6.1 – 6.4 might also be applied in other sectors, where the required work fulfils the following criteria:

- Allows for homework at local level
- Has a culturally acceptable image
- Is already known to a certain extent to the local community
- Requires relatively low investment costs for required resources
- Requires low to medium level of technical skills, which can be acquired rather easily



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

IDENTIFY A SUITABLE TRAINER

A highly motivated trainer should be identified. Ideally, it should be a women (due to easier access to female target group), and should be **encouraging, very knowledgeable, patient with mistakes, respectful and ideally Egyptian (otherwise culturally sensitive) and speak the local language**. She should also be respected by trainees.

In addition, she should have a high awareness for the **importance of quality work**, which is one important key success factor for selling products later on.

Suitable trainers can be identified through NGO networks, local activists, local administrations, project reports and records of trainings / events of relevant development projects etc.

If possible, the trainer could work on a voluntary basis (which would keep overall training costs low) while expressing a **long-term commitment**.

2

IDENTIFY A TRAINING ROOM

The training room should be in a location which is **close to the project community**, and which trainees can access easily. Longer distances with public transportation considerably decrease chances for women to participate in trainings. In addition, it should be located in a **safe area**, and preferably in a setting where **mainly women are present**, which will allow more women to join the training based upon the consent of their husbands/fathers. If feasible, the room should be located for example in the premises of a **reputable NGO which already has a good relationship and outreach to women**.

The training room itself should be **large enough** for the number of trainees. It should be well illuminated ideally with **day light**, and not be too **hot/cold** in summer/winter time. It should have electricity and ideally a storage room. Acceptable sanitary facilities are indispensable for overall clean work.

3

ELABORATE / FIND BEST TRAINING APPROACH

The basic principle of trainings in marginalised urban and rural areas is a **holistic approach**, i.e. besides skills training it should also include elements of e.g. quality, health, hygiene, basic literacy and generic life skills.

At the same time, the training content should be directed towards the **market-oriented products** which will be produced and sold later on and teach the **practical skills** that the women will require producing the handicraft work in the quality required.

Furthermore, the training approach should also take into consideration the **level of skills** that the women already dispose. In cases where most of the women have little or no skills, no skills assessment is needed. If the level of skills will presumably differ considerably, a **simple skills assessment** might be useful. Besides relevant handicraft skills, the assessment could also include:

- **Potential preferences** of the women for certain techniques
- Identification of women with **particular talents** (e.g. a good feeling for colours / designs, a high attitude towards quality management, excellent organisational skills, knowledge of local traditional patterns or techniques), which can be used later on during training and production
- Identification of **key persons** among the women who can help trainers and project manager with keeping the women motivated and disciplined

Based on the results, a **differentiated training** for beginners and advanced women can be offered.

For the elaboration of training materials, one should keep in mind that most women might be **illiterate**. Thus, even taking measures or counting might be difficult. In this case, training methods will largely need to rely on constant **visual demonstration** of each required step and **learning by doing**. Another tool could be simple **self-made videos** where trainers show critical steps / techniques and which can be watched by the trainees on their mobile phones.

In principle, project experience proves that trainees prefer to learn based upon **clear instructions and guidance**. Thus, the training approach should be based upon clearly defined steps for each training unit.

As a source of inspiration, a training manual for patchwork can be found in the annex. In particular in the field of handicraft, there is a **vast variety of training manuals** developed in English and Arabic. It is recommended to build on such ready-made materials.

In addition, it is useful to prepare a **small training kit** for each woman. It should include the main material which is required for the training course. Experience shows that if a small fee is taken for each kit, ownership and commitment can be increased.

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QUALITY JO
EMPLOYER JO



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

5

IMPLEMENT TRAINING

Depending on the availability and skills level of the women, the training course should take approx. **2-3 months** with training courses of **2-3 hours** taking place **2-3 times per week**.

At the beginning of the course, the trainer and / or project manager should clearly **present the next steps** ahead. This includes information on how long the training will take place, what will the women learn, when they can start the production and what would they earn. In particular, the trainer should underline the **importance of quality**. Only high quality products can be sold and will lead to income. It might be helpful to demonstrate the required level of quality by showing high quality handicraft products available on the market.

As mentioned above, during training **clear instructions** should be given to the trainees on what to do exactly. Also, **repetition** should be included as main training method. This also refers to **constant quality control** of items produced by the trainees and a joint discussion among the training participants whether this is a high quality product and why / why not.

Ideally, the training should **be adapted to the personal circumstances and family obligations** of the women. This refers mainly to training hours and timing.

6

FOCUS ON QUALITY OF WORK DURING TRAINING COURSE

The holistic training approach will also foster aspects of quality of work. Project experience proves that the quality of the product, including its accuracy and cleanliness, is a **decisive selling point for customers**.

It is therefore a **crucial element** which requires continuous attention throughout training.

7

ENCOURAGE TRAINING OF TRAINERS

It is highly recommended to encourage women in the training course which show **excellent handicraft skills** and have a certain level of education to act as trainers themselves. The only thing they would need is some extra training and **coaching** for their new role as trainers. What is however important, is to **clarify the new role** of these women towards the other trainees in order to be respected trainer.

In addition to their new training function, they can also serve as **multipliers in their environment**.

4

REGISTER WOMEN FOR THE TRAINING COURSES

It is recommended to register the training participants before the course starts. This contributes to a more **binding commitment** and visualises the **sincerity of the interest** on the women's side.

During the training course, a **participants list** can also contribute to bindingness and is indispensable if pocket-money is provided. Furthermore documentation of participation and progress made will help to potentially adapt the training accordingly and / or later on distribute the production work according to skills developed.





WHAT TO OBSERVE

The following lessons learnt should be observed:

The training should always be linked to a **concrete and realistic chance to generate income in a short timeframe**. This considerably increases the motivation of the women to learn as fast and good as possible.

It could be advisable to focus first on **handicraft skills which can be easily learned and quickly allow for production of marketable products**. Thus, within short timeframes, women can start producing and earning income and continue learning later on / in parallel to working.

High quality production is one of the key requirements for successful selling of handicraft. The training should thus focus on this issue, and explain that only **high quality training and production results will lead to income**.

In case the number of women that register for the first training unit is **lower than expected**, the training should nevertheless start. The trained women will spread information about the course in the community, and other women will join based upon this **word of mouth** information which is considered most trustworthy.

One should be aware of the fact that people without any previous learning experience **learn considerably slower** than people with even basic school education.

The handicraft techniques might in certain cases lead to **physical discomfort**, which

should be avoided as much as possible through **appropriate work places** etc. Lack of accuracy is in certain cases linked to limited eyesight / lacking glasses.

Regular participation of women is more likely if some kind of **child care** during training hours can be offered.

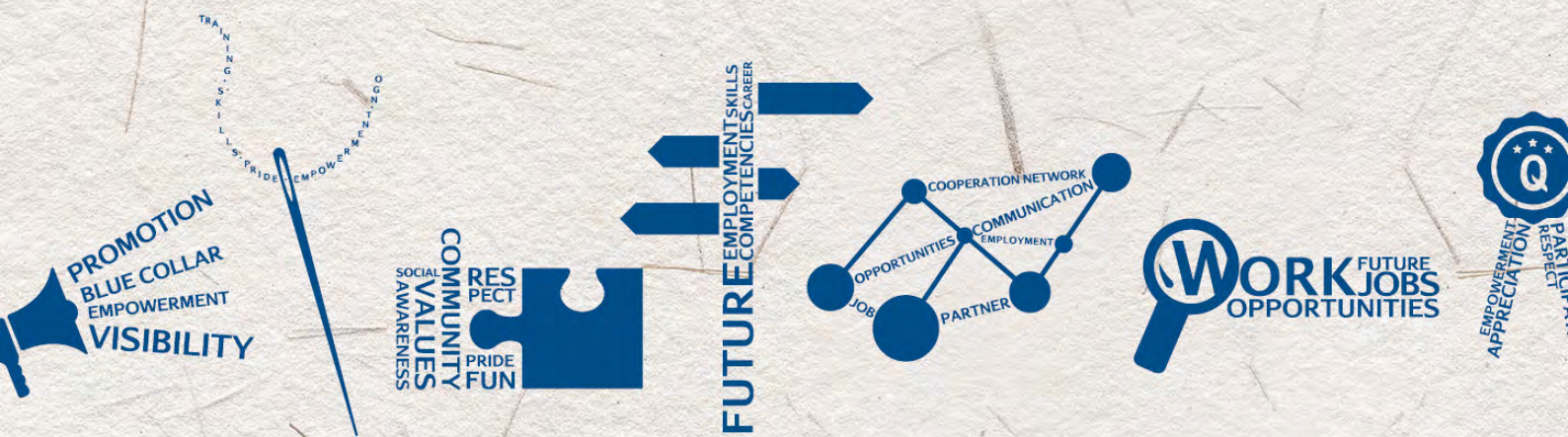
Acceptance of trainings and trainers grows when the focus does not only lie on technical trainings but **social issues** are addressed as well. This could be done by means of talking about hygiene, or by encouraging and supporting **peer to peer literacy classes** among the women by providing books, pencils and notebooks. This also creates a bond between the women of the community and a feeling of empowerment.

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6.3 HOW TO JOINTLY DEVELOP MARKET-ORIENTED HANDICRAFT PRODUCTS



HOW TO JOINTLY DEVELOP MARKET-ORIENTED HANDICRAFT PRODUCTS



What Is It Useful For

This tool helps to design handicraft products with the goal of selling them later on.

It is crucial to **understand the customers and the market segment** (=market study) in order to develop products (=product design) with **high selling chances** in Egypt and / or abroad (clear market orientation). At the same time, it supports the involvement of the community for the product development.



What Is Needed

- Handicraft marketing expert
- Designer
- Financial and human resources for market research trips within Egypt and potentially abroad
- Financial and human resources for organization of workshops and meetings



Examples

The approach has been successfully applied in the handicraft textile sector in Fayoum, in Sinai as well as in Greater Cairo.

Tools 6.1 – 6.4 might also be applied in other sectors, where the required work fulfils the following criteria:

- Allows for homework at local level
- Has a culturally acceptable image
- Is already known to a certain extent to the local community
- Requires relatively low investment costs for required resources
- Requires low to medium level of technical skills, which can be acquired rather easily



When To Use

The tool can be applied if a community / group of women is willing to earn money through home work, but does not yet have an idea about marketable products and designs.



How Long Does It Take

Approx. 2-3 months for joint elaboration of most suitable product design and market study

TRAINING
SKILLS
PRIDE
EMPOWERMENT



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

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1

IDENTIFY A HANDICRAFT MARKETING EXPERT

A highly motivated handicraft marketing expert needs to be identified to conduct the market study (see step 2). Based upon this study, s/he will then accompany the product development process with regard to its **chances to be sold on the target market** later on.

Ideally, s / he should dispose of a **network** including potential/ relevant customers / markets / distribution channels (at local level, in bigger Egyptian cities incl. Cairo and – if applicable - the international level) but at least a sound knowledge and understanding of the market and customer expectations. This is crucial to assure that the products will be sold later on (see also tool 6.4). S/he should also be respected by the community.

Suitable handicraft marketing experts can be identified through NGO networks, local activists, local administrations, art shops, project reports and records of trainings / events of relevant development projects etc.

Ideally, the handicraft marketing expert should work on a **voluntary basis**, which would keep overall design costs low. It could also be the project manager (see tool 6.1) who undertakes market research, or s / he could come from the NGO where training takes place (see tool 6.2).

2

UNDERTAKE A MARKET STUDY

As mentioned above, it will be important to understand which designs (colours, material, shapes) and level of quality will be required in order to make the future handicraft product **attractive for the customers** in Egypt and abroad (see also tool 6.4).

One promising approach could be to contact specific shops that are highly interested in products which help to **keep old Egyptian handicraft traditions alive** and which cannot yet be found everywhere. So it might be an interesting option to explore with them what could be of particular interest for them and to focus the product design development on such handicraft products. This could, at the same time, considerably help to sell products later through their shops and networks.

3

IDENTIFY A DESIGNER

A highly motivated designer should be identified. Ideally, it should be a women (due to easier access to female target group) and should be **very knowledgeable, respectful and culturally sensitive** as she should also be respected by the community.

In addition, she should have a high sensibility for the **customers' expectations and taste in the target market (Egypt or abroad)**, which is one important key success factor for selling products later on, as well as good knowledge about the market of raw materials.

Suitable designers can be identified through NGO networks, local activists, local administrations, design schools, project reports and records of trainings / events of relevant development projects etc.

Ideally, the designer should work on a **voluntary basis**, which would keep overall design costs low. It could also be the project manager (see tool 6.1) who develops the designs, or she could come from the NGO where training takes place (see tool 6.2).



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

4

UNDERTAKE A DESIGN BRAINSTORMING SESSION WITHIN THE COMMUNITY

Based on the outcomes of the market study, a design workshop should be organised within the community. During this meeting, the community should be invited to **contribute to the process** on how to design and develop a product which is attractive for customers in Egypt and / or abroad. This is essential for the ownership of the product and furthermore could be a unique selling proposition as it reflects the local designs and environment.

It is recommended to have the designers first introduce the design and product development process. They could also present **successful handicraft product samples** to show the level of quality and design required.

In a second step, the community members should bring along pictures and things which can be used as **source of inspiration** for the future handicraft products. This could be pictures of the surrounding landscape in the case of rural settings, traditional local crafts or patterns, pictures from magazines etc. In small working groups, the community members can together with the designer **brainstorm on potential ideas** for products and designs.

The results of the working groups will then be jointly discussed with all workshop participants, and **key ideas for the product design** jointly agreed upon. It is crucial to document the inspirations in pictures for a future reference.

5

DEVELOPMENT OF FIRST PRODUCT DESIGNS BY DESIGNER

Based on the outcomes of the design workshop and the market study, the designers will then develop a **design and a few product samples**. These samples should be used for a **first test of the product on the market**.

The production of a product sample will also involve the usage of raw materials. It is highly recommended to carefully verify which materials are **available close to the community**, where production will take place, and in a **sufficient amount and consistent level of quality**. Ideally, raw materials should be produced locally. Experience shows that the quality and availability of the raw material has a decisive impact on the quality of the final product.

Again, it will be important that the newly designed product can be produced by women with **little or no previous handicraft experience**, after a training course which should not take too long.

6

FINALISATION OF PRODUCT DESIGNS WITH COMMUNITY

In a second meeting with the community, the designers will then present the different product samples. Jointly, a decision will be taken for the **most attractive design and product**.

The final product sample will then be used for the training (see tool 6.2).





WHAT TO OBSERVE

The following lessons learnt should be observed:

Involving the women and / or the overall community in the product design process **considerably enhances ownership** with the product and thus overall motivation and commitment. At the same time, it raises awareness of the importance of a **good and marketable design** and required **quality**, and might even encourage women to develop their own designs.

Document each step. It is an eye opener and a great source of motivation to look back at the first inspirations after some time and then compare them to the products at a later stage.

It is **absolutely decisive to develop designs which are truly attractive for the final customer** in Egypt and / or abroad (clear market orientation). It is really worth investing sufficient time into this aspect which will then help to secure the overall success of the project.

One has to be aware that in general, the women involved in the project usually do not travel frequently and might not yet have been to bigger cities. They might thus require **further awareness raising about customer expectations** if products will be sold in bigger cities / abroad.

For workshops with communities in marginalised rural and urban areas, it is important to use **easily understandable workshop materials**. This includes pictures and drawings, in particular for illiterate participants.

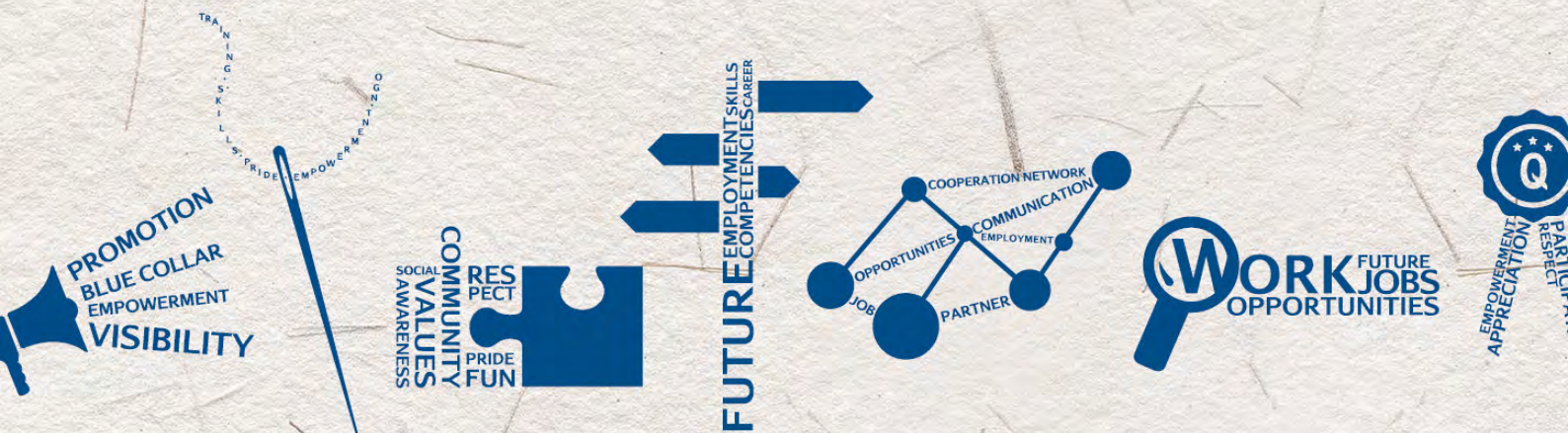
For workshops focusing on participatory involvement of communities with little or no workshop and / or class room experience, it is very important to **clearly structure the workshop**, assign clear tasks, work with small groups, work with visualisation and not overwhelm participants.

Emphasise the **usage of high quality materials**, if possible locally produced.





6.4 HOW TO SUCCESSFULLY PLACE HANDICRAFT PRODUCTS ON THE MARKET



HOW TO SUCCESSFULLY PLACE HANDICRAFT PRODUCTS ON THE MARKET



What Is It Useful For

This tool helps to explore ways how to best sell handicraft products in Egypt and abroad. It will help to **better understand the customers** and to find the best ways where and how to sell the products, at which price and how to promote the products. The tool should be implemented jointly with tool 6.3 (**product design**) to further increase chances for successfully selling the products.



When To Use

The tool can be applied if a community / women are willing to earn money through home work, but do not yet have an idea how and where to sell their products and at which price.



How Long Does It Take

Approx. 2 months for development of marketing instruments



What Is Needed

- Handicraft marketing expert
- Financial and human resources for travel to conclude sales partnerships



Examples

The approach has been successfully applied in the handicraft textile sector in Fayoum, Sinai as well as in Greater Cairo. Tools 6.1 – 6.4 might also be applied in other sectors, where the required work fulfils the following criteria:

- Allows for homework at local level
- Has a culturally acceptable image
- Is already known to a certain extent to the local community
- Requires relatively low investment costs for required resources
- Requires low to medium level of technical skills, which can be acquired rather easily

TRAINING SKILLS. PRIDE. EMPOWERMENT. ORGANIZATION



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

IDENTIFY A HANDICRAFT MARKETING EXPERT

A highly motivated handicraft marketing expert needs to be identified (see also tool 6.3). S/he should accompany the product development process with regard to its **chances to be sold on the target market** later on.

Ideally, s/he should dispose of a **network** including relevant customers / markets / distribution channels (at local level, in bigger Egyptian cities incl. Cairo and – if applicable - the international level), but at least a **sound knowledge and understanding** of the market and customer expectations. S/he should also be respected by the key players and have strong sales skills.

Suitable handicraft marketing experts can be identified through NGO networks, local activists, local administrations, project reports and records of trainings / events of relevant development projects etc.

Ideally, the handicraft marketing expert should work on a **voluntary basis**, which would keep overall costs low.

2

BETTER UNDERSTAND THE MARKET FOR HANDICRAFT PRODUCTS

As a starting point, it is recommended to **check which products are currently sold** in the target area (for example in Cairo) through which shops, in which area, at which price, with which design and level of quality.

This helps to get an **overview of the following key information:**

- Kind of **products** that are already sold successfully
- Level of **quality** is offered in different **price** categories
- **Designs** used (traditional versus modern)
- **Materials** used
- **Customers** (Egyptian, expatriates, tourists, etc.)
- **Location** of shops
- **Prices**
- **Selling conditions** (e.g. commission basis, direct order)

3

DEVELOPMENT OF PROMOTION MATERIAL

Promotional materials need to be developed for the **presentation of the products** and initiative to shops, partners and customers.

This should at least include: **logo, name and a leaflet**. Among others, the materials should reflect the uniqueness of the product and the background of the community initiative. This will lead to a more emotional purchasing decision on the side of the customer.

If feasible, in addition an **internet-based marketing approach** can be useful, including a website and / or a social media channel (such as Facebook).

4

FIND OUT SUITABLE SHOPS AND EVENTS WHERE PRODUCTS CAN BE SOLD

There is a wide range of shops and events in Egypt that operate with **different models** in terms of product development, pricing and selling. In general, there is a **high interest in products which are well-made and of a high quality and with a modern design**.

In the **following tables** (see below), **suitable options** have been summarised, with **advantages** (PRO) and disadvantages (CONTRA) for the community, and recommendations.

Based upon these tables, it will be important that the marketing expert – ideally supported by his network – **contacts the owners** of the most suitable shops / organisers of bazars. S/he can then explain the community project and explore if the **products can be sold** through this shop / event, at which conditions and prices. It will be very important to clearly understand **under which conditions** products can be sold, how much the shop would like to receive for each product sold etc.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



6

SET THE MOST SUITABLE PRICE FOR THE PRODUCT

It will be important to set a price for the handcraft products which will cover the costs and is **acceptable for the customer**, whilst still creating a profit.

The results of the market research (see step 2 and 4) will provide a better overview of the level of prices for which kind of product in which level of quality. This is an excellent orientation for the **end price**.

At the same time, a calculation has to be made for the **costs related to each single handcraft product**, including remuneration for the women, raw materials used, any marketing costs etc.

In addition, some **shops will ask for a fee / percentage on the end price** for their service to sell the handcraft through their shop. This needs to be taken into consideration as well.

7

CONCLUDE AGREEMENTS WITH INTERESTED AND MOST PROMISING SHOPS AND / OR PARTNERS

In order to establish reliable and long-term business partnerships with shops, wholesale partners, tourist companies or other partners, it is recommended to **summarise the outcomes of your agreement in written form**.

This will help to **clarify** each partner's positions, and will help to **document** the most important agreements.

5

SUMMARISE FINDINGS AND CHOSE MOST SUITABLE DISTRIBUTION CHANNELS

Based upon the main findings of step 2 and 4, a **decision** has to be taken on which products to sell through which shops and / or events. The key decision criteria are certainly **successful discussions with shops / event organisers** that showed a clear interest in selling the handcraft products of the community.

It can also be recommendable to think of a **step-by-step approach** (see also step 8):

- In a first step, **sample products could be sold at bazars** to test the market and customer reaction on the design and quality.
- Based upon this test and the reactions, the **products could be improved**.
- The **final product can then be presented to shops** for further selling.

In any case, the main findings and options should also be **discussed with the community**, as the decision for an option will ultimately also affect the level of income, the number of products to be produced, the level of quality (which also has an influence on the duration of training) etc.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

8

TEST THE PRODUCT AT FAIRS / BAZARS

As recommended in step 5, it might be a good idea to **first test sample products** in an environment which helps to better understand the opinion of the customer on the product.

The **customers' reaction on the quality, design and price** can help to further improve the product and will considerably raise chances to sell the product later on.

In general, a fair / bazar should be chosen where the **target customer** will be present. In addition, the **project manager and / or the handicraft marketing expert** should be present and should actively ask the visitors about their opinion of the products. If available, marketing materials (such as **leaflets**, see step 3) can be used to already spread the information about the project.

The key findings should be summarised and **presented to the community** and can be used to further improve the products.



9

DOCUMENT DECISIONS IN A BUSINESS PLAN

In addition, it can be helpful to summarise the approach in a **project business plan**.

It helps to discuss, decide and document important decisions in the following areas:

- **Objective** of the overall project
- Which **steps and activities** are required in the next 2-3 years to achieve the goal?
- **Marketing and distribution** (Through which shops / events should the products be sold? Which promotional materials/ leaflets are being developed and used? Which skills do we still need, or who can we ask for help?)
- **Price calculation** for the handicraft product (price of required raw material, remuneration for the handicraft producers, costs for marketing and distribution, other equipment etc.)
- What is the **production capacity and timeframe** for high quality products and reliable delivery times?
- Which **financial investment** is required? Which **sources of funding** are available?
- Model for **income generation, modalities for payment of producers and profit distribution** within the community
- **Legal set-up** of the initiative (based on legal counselling, in the annex an overview of the key characteristics of selected legal set-up options is provided)
- What are **critical risks** of the project? What can be done to avoid them?

This business plan could also be **presented to potential investors** and is an additional sign of seriousness.



WHAT TO OBSERVE

The following lessons learnt should be observed:

Exploring the most promising market strategy might require time and resources, but is **absolutely essential** in order to successfully sell the products later on.

The women and / or the overall **community should consent** with the decision for the most appropriate market access strategy, as this will have an impact on the number of products to be produced, the level of quality, the income and the duration of the training.

Be aware of the fact that some shops / resellers / partners might only take products on a **commission base**. This would imply that payment to the community is only done once the product has been sold successfully.

Ideally, the **handicraft marketing expert should have a network** which considerably eases the access to shops, event organisers, tourist tour operators etc. and also lowers travel costs, in particular outside Egypt.

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OPTION TABLES FOR STEP 4 (TOOL 6.4)

<p>Option 1 Handicraft Companies in Egypt with Own Production Workshops</p> <p>Handicraft shops / centres which sell products that they designed and that are produced in their own workshops.</p>	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • The managers of the shop / centre would take over training, design and marketing responsibility • Risk of selling products is at the side of the handicraft shop / centre 	<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Less independence for the community for product design, price, marketing and number of products to be produced • Lower income per piece produced
	<p>RECOMMENDATION</p> <p>Explore whether they would be interested to include the community project as a new product line and under which conditions.</p>	

<p>Option 2 Handicraft Shops / Centres in Egypt that Sell on Consignment / Commission Base</p> <p>Handicraft shops / centres where payment to the producer is only done once the product has been sold (consignment / commission base).</p>	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Managers of the shop / centre would take over marketing responsibility • Higher income per piece produced than in option 1 • Managers might be easier to convince to sell the community product as there is no risk for the shop / centre 	<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Risk of selling products is at the side of the community • No control when the product will be sold and when it gets paid • Full design and product development risk at community side
	<p>RECOMMENDATION</p> <p>Use such shops to test the market and the product price. This would mean to convince the shop / centre to include the products and then observe carefully how many products have been sold at which price. This can help to adjust the market strategy.</p>	

<p>Option 3 Collaborate with Handicraft Shops / Centres in Egypt for Choice of Product and Design</p> <p>Handicraft shops / centres which are highly interested in products which help to keep old Egyptian handicraft traditions alive, that cannot yet be found everywhere.</p>	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Managers of the shop / centre would help with their excellent market knowledge to find the best product which has high chances to sell later on • Managers of the shop / centre would take over marketing responsibility 	<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Less independence for the community for product design, price and marketing
	<p>RECOMMENDATION</p> <p>It might be an interesting option to explore with such shops / centres which kind of product could be of particular interest for them and for customers and to focus on such handicraft products.</p>	

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OPTION TABLES FOR STEP 4 (TOOL 6.4)

<p>Option 4 Bazars in Egypt</p> <p>Handicraft bazars organised a few times per year, mainly in Cairo.</p>	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Bazars are usually highly frequented, and visitors are willing to buy. • At the same time, a direct exchange with the customer is possible, which can give a feedback on the design, quality and price. • Can be an excellent opportunity to test the new products and see how many can be sold at which price. 	<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Bazars usually only take place a few times per year, which does not allow for continued selling of products.
	<p>RECOMMENDATION</p> <p>Bazar might be an interesting option to test new products, get feedback from the customers on the quality, design and price. At the same time, it can be used to sell a high number of products within short periods of time.</p>	

<p>Option 5 Cooperate with Companies that Work with Tourists in Egypt</p> <p>Sell handicraft products to tourists, in collaboration with tourism companies</p>	<p>ADVANTAGES</p> <ul style="list-style-type: none"> • Tourists are usually highly interested to buy good quality and attractive handicraft products, which they can easily carry home. • In particular tourists that are on round-trips outside the tourist hotel zones are usually interested to support local communities and invest into their future. 	<p>DISADVANTAGES</p> <ul style="list-style-type: none"> • Depending on the form of collaboration with the tourism companies, communities might be less involved in product design / distribution / price schemes / marketing etc.
	<p>RECOMMENDATION</p> <p>It is recommended to contact such companies that organise trips to places of interest nearby the local community. One idea could be that the tourists visit the local community on the production site, to show how the products are being made, and to offer buying the products afterwards in a small shop.</p>	

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OPTION TABLES FOR STEP 4 (TOOL 6.4)

Option 6
Shops / Partners / Wholesale
Companies for Sales Outside Egypt,
i.e. in Europe / USA

Shops / Partners / Wholesale companies that sell handicraft products outside Egypt.

ADVANTAGES

- Usually, selling outside Egypt would mean that more products can be sold through a higher number of shops.
- Depending on the distribution model and the number of partners / resellers involved, selling outside Egypt might result in higher income for the community.
- If the product selling is done through a partner (wholesale company), he would be in charge of marketing, product pricing etc.

DISADVANTAGES

- In general, a comparably higher effort / excellent reliable partnerships are required to enter such markets.
- Selling more products will also require constant production of a higher number of products in constant high quality.
- Selling abroad usually implies highest standards of quality, which need to be maintained for each single product.

RECOMMENDATION

It is recommended to contact well established wholesale companies and explore whether the product has a chance to be sold outside Egypt or not.
 Another option can be that if the project manager has a good network of shops / wholesale partners in Europe, s/he can explore whether these products also can be sold there.
 Internet-based handicraft portals might be as well an option.

INTRODUCTION CHAPTER 7 PARTNERSHIPS



WHY PARTNERSHIPS?

The initiatives and measures described in this toolbox typically **require the involvement of additional actors**. Their participation will ensure that the tool achieves its desired effect and outcome.

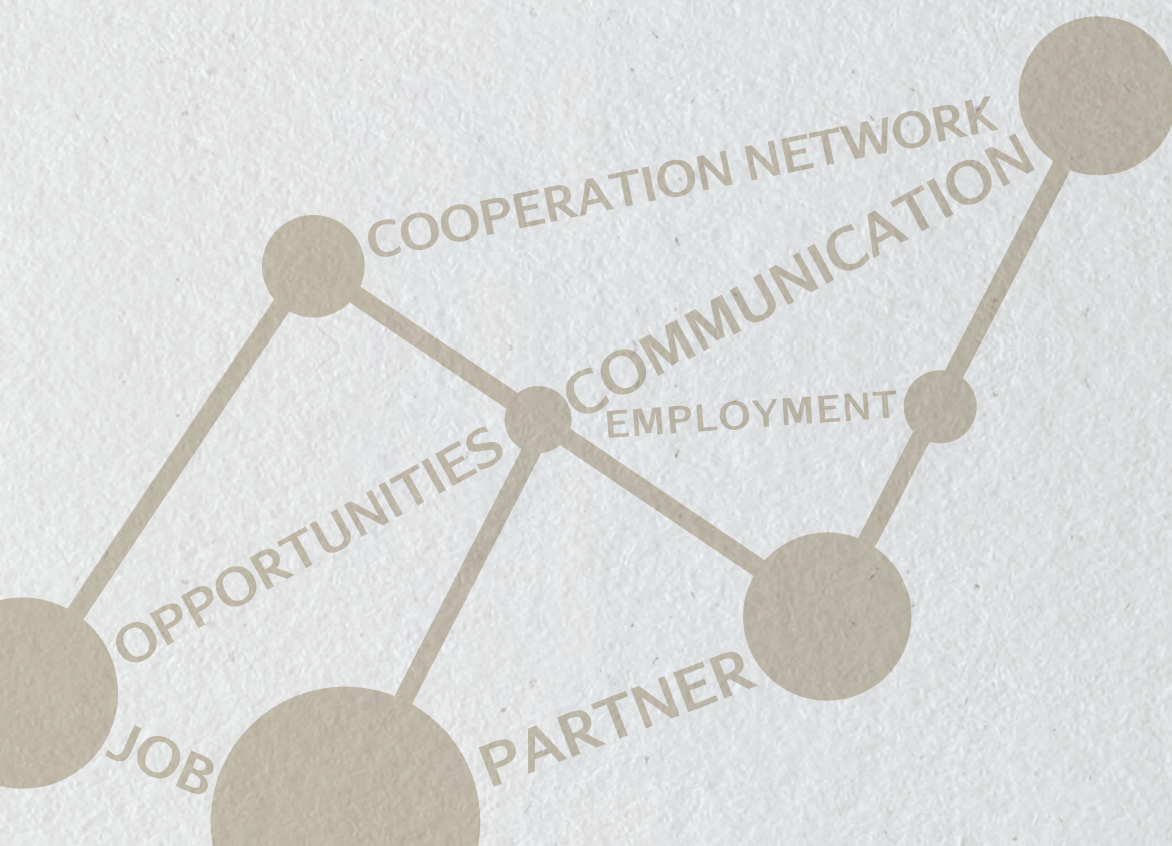
Partners will be required for a **broad range of fields** including outreach to the target groups, provision and dissemination of information, awareness raising, technical support and advice, financial contribution, transferring a positive image and ensuring sustainability. At the same time, partnerships can create **synergies** for joint initiatives.

It will thus be highly important to **select** the most suitable partners, to **establish** a cooperation (ideally based on a win-win situation) and to **maintain** it throughout the project.

WHAT IS INSIDE THE CHAPTER?

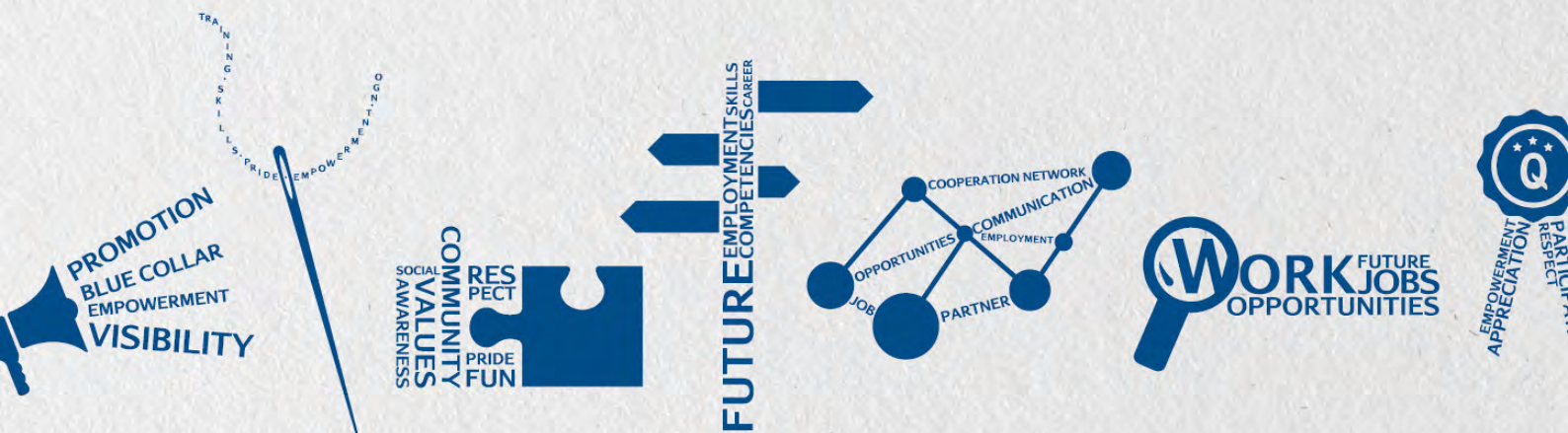
The tool within this chapter describes how the most **suitable partners** can be found and how a **reliable partnership** can be built and maintained.

The tool described in this chapter should be implemented as a **cross-cutting element of all other instruments** described in this toolbox.





7.1 HOW TO ESTABLISH EFFECTIVE PARTNERSHIPS FOR THE PROMOTION OF BLUE COLLAR EMPLOYMENT



HOW TO ESTABLISH EFFECTIVE PARTNERSHIPS FOR THE PROMOTION OF BLUE COLLAR EMPLOYMENT



What Is It Useful For

The establishment and maintenance of the right partnerships are important prerequisites to achieve the objectives in terms of promoting Blue Collar employment. Typically, the initiating institution has identified a specific need, but **cannot tackle the required measures on its own**. It will need partners which can help in a broad range of fields (e.g. outreach to the target groups, provision and dissemination of information, awareness raising, technical support and advice, financial support as well as according a positive and trustworthy image to the project) and can help in ensuring sustainability. At the same time, the initiating institution can also look for synergies with partners that are active in similar fields. The tool helps to identify the most suitable partners, how to best establish the partnership and the measures required to maintain it.



When To Use

The tool should be used in cases where institutions are planning to undertake an initiative aiming at the promotion of Blue Collar employment, but do not have the resources and/or information and/or network and/or knowledge to realise the envisaged objectives on their own and/or are aiming at enhanced sustainability. It can be applied e.g. by NGOs, professional associations, training institutes or companies.



How Long Does It Take

1-2 months for partner identification and conclusion of partnership agreements



What Is Needed

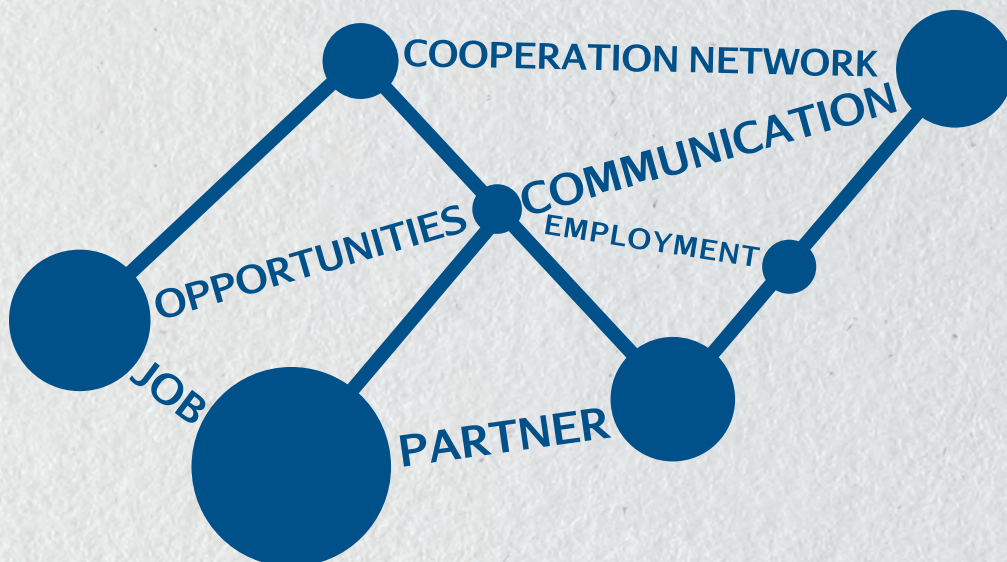
One person steering and managing the overall process



Examples

The approach has been successfully applied in the following fields in Greater Cairo, Egypt:

- National Employment Pact (NEP), an initiative of the Egyptian-German Business Community in cooperation with the German-Arab Chamber of Industry and Commerce (GACIC)
- Logistics / Transportation / Fast Moving Consumer Goods (FMCG)
- Handicraft sector
- Printing and packaging sector
- Cross-cutting campaign "Shoghlana" (see tools 1.3, 2.2 and 2.3)



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

IDENTIFICATION OF NEED FOR COOPERATION AND POTENTIAL FOR SYNERGIES

As a starting point, the initiating institution will need to define for which purpose and scope it would like to include partners in its project. This could cover:

- **Improved outreach** to the target group through partners which have direct access to such groups
- Provision of **technical know-how and advice** required for the design and implementation of the project
- Provision of **information** that help to align the project to actual needs and requirements
- **Dissemination** of project's activities and outcomes to target groups and / or a wider audience
- Enhancement of the **overall image** of the project through reputable partners
- **Financial and in-kind contributions** from partners which have a direct benefit (i.e. the project serves an urgent need) or an indirect benefit (i.e. they contribute to the project for CSR purposes) from the project
- **Creation of synergies** with partners implementing similar activities

2

IDENTIFICATION OF SUITABLE PARTNERS

Once the actual needs for cooperation and potentials for synergies are clearer, the most suitable partners can be identified. In general, the following types of partners should be taken into consideration:

NGOs working in the field of employment

- | | |
|-----|-----------------|
| for | - outreach |
| | - information |
| | - dissemination |
| | - image |

Professional associations in relevant sectors

- | | |
|-----|---------------------------------|
| for | - outreach |
| | - information |
| | - technical know-how and advice |
| | - dissemination |

Technical schools and Blue Collar training institutes

- | | |
|-----|---------------------------------|
| for | - outreach |
| | - information |
| | - technical know-how and advice |
| | - dissemination |

Marketing agencies

- | | |
|-----|---------------------------------|
| for | - technical know-how and advice |
| | - dissemination |

Companies

- | | |
|-----|--------------------------|
| for | - outreach |
| | - dissemination |
| | - information |
| | - image |
| | - financial contribution |

Development agencies and projects

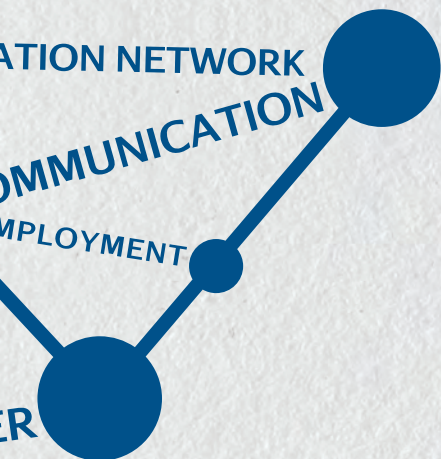
- | | |
|-----|---------------------------------|
| for | - financial contributions |
| | - dissemination |
| | - technical know-how and advice |

Public authorities

- | | |
|-----|-----------------|
| for | - dissemination |
|-----|-----------------|

The selection of the most suitable partner out of these categories could take place along the following criteria:

- **Location and network** of the partner, as compared to the envisaged target groups
- Suitable **reputation / image** of the partner in line with the desired image of the project
- **Motivation** of the partner to contribute to the project in a short-, medium- and long-term perspective
- **Resources** mobilised by the partner for the project, in terms of human resources, financial contributions and internal know-how
- **Previous experience** in similar initiatives
- **Financial viability**



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

3

CONCLUSION OF PARTNERSHIP AGREEMENTS

After a list of most suitable partners has been established, they need to be contacted and the joint project needs to be discussed. It is highly recommended to document the outcomes of the negotiation and stipulated contributions in a **partnership agreement** to be signed by all partners. It could include:

- Description of the envisaged **objectives and activities** of the project
- Formulation of **scope** (technically and financially) of the partnership
- Exact **list of contributions** to be provided by the partner, including time schedule
- Potential **prerequisites** to be fulfilled by the initiating institution for the partner's contributions
- Definition of **roles and responsibilities**, contact points
- **Visibility of the partner's contribution** in any promotional material (i.e. logo, name, contribution etc.)
- Any other **reward** for the partner's contributions



4

MAINTENANCE OF PARTNERSHIPS

Based upon the individual agreements, partners should be involved to a maximum extent in the project activities, including their design, implementation and evaluation. To this end, regular partners' meetings should be organised, where joint activities can be discussed and agreed upon. In addition, partners should be invited to any project related event. It is furthermore advisable to send regular up-dates on project progress.



WHAT TO OBSERVE

The following lessons learnt should be observed:



The most successful and sustainable partnerships can be formed when a **win-win situation** is created. Thus, the initiating institution must clearly analyse which partners might have the highest benefit out of the project and / or have an urgent need which is tackled by the project and which can at the same time provide an important input.

It cannot be overemphasised how **important a long-term perspective of the partner is for overall project success and outcome**. Experience shows that such partners are much more flexible in times when project implementation might be difficult, and usually contribute a much higher portion of time and resources.

For collaboration with the private sector, always consider involving **professional associations**. Even though some of them might not always be perceived as highly professional and / or sufficiently staffed, they dispose of an excellent network of companies. At the same time, some associations also have attached training institutes. Thus, they constitute an excellent platform for the project and can easily mobilise a high number of their membership companies for the project's purpose.

At the same time, the **risk related to the involvement of only one specific company** in the project (i.e. in terms of withdrawal of the firm from the project or alignment of the project solely to the firm's interests) is considerably lowered. For the professional association, one key benefit is the fact that through the project, new information or even services can be provided to their firms. Thus, their position as competent service provider towards membership firms can be further strengthened.

In general, it is highly recommended to **conclude partnership agreements with a slightly larger number of actors than actually required**. This considerably minimises the risk of project failure in case some actors decide to withdraw from the project during the implementation phase.

NGOs can serve as valuable intermediary to the target group. They are usually located in the areas where the target group is living and working. At the same time, they are typically perceived by the target group and communities as trustworthy, reputable actors involved in improving living and working conditions.

When **collaborations between NGOs and the private sector** are envisaged, one needs to be aware of the fact that NGOs might raise concerns in terms of purely short-term profit-oriented interests of the private partner. In such cases, it is recommended to foresee trust-building measures, and to emphasise the common interests and benefits.

In general, it can be recommendable to undertake a **comprehensive analysis of the overall actors' landscape** at the beginning of the initiative. In contrast to a more needs-based search for suitable partners as described in this tool, such an analysis will provide an overview of all actors being active in the relevant field and/or region, and their position towards the initiative. Consequently, different forms and levels of partnerships and cooperation can be created, and the position of the initiative towards these actors defined. However, such an in-depth analysis typically requires more resources than a needs-based approach to partnerships and cooperation. An example for such a stakeholder analysis and mapping can be found here.

INTRODUCTION CHAPTER 8

VOCATIONAL EDUCATION IMAGE PROMOTION

ALCULATIONS · STAKEHOLDER · WORK · YOUTH · SUPPORT · RESPONSIBILITY · CSR · OPPORTUNITIES · LABOR MARKET · EGYPT · LABOR MARKET · COST CALCULATIONS · ST



WHY VOCATIONAL EDUCATION IMAGE PROMOTION?

The countries in the MENA region are facing numerous economic, social and environmental challenges – a globalising economy with growing interdependencies, intensive labour migration flows within the region and worldwide, the demographic gift of a growing population with more than 100 million of young people entering into the labour market throughout the next decades and the increase of new technologies.

Hence, employment promotion became one of the most pressing demands all over the MENA region. The working groups of the sector network SN MENA are currently approaching the subject from different perspectives, since the majority of its member programmes are facing the urgent need of promoting employment and creating jobs in their partner countries.

One of the findings within the sector network has been vocational education and labour market programmes that foster employment can only be implemented successfully if the image of professional education in the partner countries improves at the same time.

Against this background, the careful design of image promotion measures adapted to the context - that also reflect the different challenges regarding the social significance of vocational education - is required.

As this approach is usually not a standard element of development cooperation programmes, and as promoting vocational education can be a time and resource consuming task, a toolbox with ready-made approaches including good and less recommendable practices, comes in handy.



WHAT IS INSIDE THE CHAPTER?

In this compilation of vocational education image promotion approaches you will find the learning experiences of the following GIZ programmes:

- „Employment Promotion“ in Egypt
- “Promotion of Vocational Education & Small and Medium Enterprise Development” in Lebanon
- “Promotion of TVET and Labour Market” in Palestine

The compilation of tools is suitable for both

- **implementers of development programmes** that struggle with the bad reputation of vocational education as one factor hindering the progress of project activities;

and

- **members of partner institutions and other actors** in the cooperation countries, that would like to undertake actions in order to tackle the low standing of vocational education in their societies.

INTRODUCTION CHAPTER 8

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WHAT IS INSIDE THE CHAPTER?

The chapter is made of **20 tools** which describe:

- Tool 8.1 Example of a Communication Strategy (example only)
- Tool 8.2 How to Develop a Project Identity and Branding
- Tool 8.3 How to Create a Facebook Page
- Tool 8.4 How to Promote your Facebook Page with Facebook Ads
- Tool 8.5 How to Use Facebook Promotional Posts
- Tool 8.6 How to Create a Project Website
- Tool 8.7 How to Use Media (Print, Radio, TV) for Awareness Raising, Promotion and Information Purposes
- Tool 8.8 How to Publish Ads in Print Media (Magazines and Newspapers)
- Tool 8.9 How to Publish Articles in Print Media (Magazines and Newspapers)
- Tool 8.10 How to Develop and Broadcast Radio Ads
- Tool 8.11 How to Use Text Messages (SMS) for Awareness Raising, Promotion and Information Purposes
- Tool 8.12 How to Use Billboards for Awareness Raising, Promotion and Information Purposes
- Tool 8.13 How to Create and Distribute Newsletters
- Tool 8.14 How to Install Information Points
- Tool 8.15 How to Organise Events for Awareness Raising, Promotion and Information Purposes
- Tool 8.16 How to Produce Documentaries and Image Films
- Tool 8.17 How to Broadcast Documentaries and Image Films
- Tool 8.18 How to Disseminate Documentaries and Image Films through DVD
- Tool 8.19 What is Your Job?
- Tool 8.20 How to Produce a Video Job Profile





german cooperation

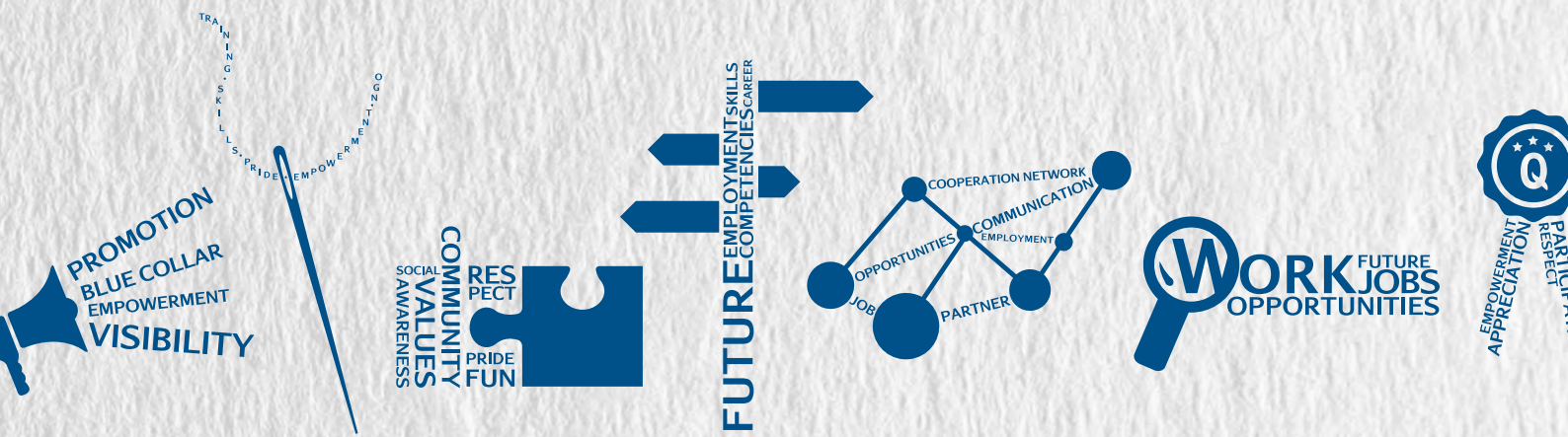
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8.1 EXAMPLE OF A COMMUNICATION STRATEGY





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YOUR WAY TO A BETTER FUTURE!

Ramallah, March 2014



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Content

- 0. Objective of the Communication Strategy**
- 1. Current Status**
 - 1.1 Active Communication Instruments and Measures**
- 2. Communication Strategy 2014/2015**
 - 2.1 Objectives of external and internal communication**
 - 2.2 Target achievements**
 - 2.3 Impacts/results**
 - 2.4 Current and potential target groups**
 - 2.5 Core themes and messages**
- 3. Instruments and measures**
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 - 3.2 Communication measures 2014/2015**
 - 3.3 TVET/LM Lab**
- 4. Time Frame**
 - 4.1 Measures 2014**
 - 4.2 Measures 2015**
- 5. Ensuring Success – Monitoring and Evaluation**
 - 5.1 Instruments**
 - 5.2 Roles and responsibilities**

Appendix: Overview of objectives, target groups, messages, and instruments



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0. Objective of the Communication Strategy

Key Issue: How do we tackle the image problem of the national TVET and LM Programme?

In order to guarantee a successful positioning of the TVET and LM Programme in the public and among all partners and stakeholders a communication strategy that contains several instruments and measures will be implemented throughout the next two years. This demands a special focus on rolling planning to ensure a planning that is always up to date and adjusted to changes of the environment.

The objective of this communication strategy is to strengthen the public image of the TVET and LM programme among current and potential partners and the public. According to the manifold fields of activities a coherent and clear public profile and image of the entire programme and all its components/core processes needs to be communicated to the public and all partners and stakeholders. Therefore, a communication strategy is essential that defines the objectives and goals of the programme and which communication measures make them visible.

The communication strategy defines:

- Objectives of the communication activities respective to the programme
- Target groups
- Themes and messages
- Instruments and measures

Furthermore it specifies the responsibilities, the time frame and budget and can therefore serve as guideline in terms of communication activities of an individual programme.

1. Current Status

GIZ has been active in the Palestinian Territories since the 1980s. GIZ supports institutions at all levels and uses virtually the full range of its instruments: short and long-term national and international advisors at central government level as well as development advisors and CIM returning experts that provide services to local partner organisations.

GIZ implements projects on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) in the priority areas of water distribution and sanitation, sustainable economic development and labour market, good governance and support for civil society. The Open Regional Fund for the MENA region initiates Ramallah, March 2014



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cross-border cooperation, helping to secure peace in the region whereas the Regional Social and Cultural Fund supports the population of Gaza and the Palestinian refugees in the Middle East to better cope with the ongoing conflict situation.

GIZ also works on behalf of the German Federal Foreign Office (AA) on a project to develop a digital register of births, deaths and marriages; in the area of peace, security and reconstruction we are involved in strengthening police structures and implement the Future for Palestine project.

GIZ currently employs 113 staff members in its offices in Ramallah and in Gaza, including 19 seconded staff (AMA), 3 CIM integrated experts, 13 development advisors, 5 peace experts and 73 national personnel.

The TVET and LM Programme

The Programme to Promote Vocational Training and the Labour Market in the Palestinian Territories is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). The lead executing agencies are the Palestinian Ministry of Education, the Palestinian Ministry of Higher Education, and the Palestinian Ministry of Labour. The current phase started in 2011 and will finish in 2015 (previous phases ran from 2004-2008 and from 2008-2011).

The objective of the programme is as follows:

An integrated vocational training and labour market strategy as part of the Palestinian Reform and Development Plan is implemented. Young workers have the necessary skills to find employment, maintain their employability and remain active in the labour market, thereby making the Palestinian economy more competitive.

The programme is promoting integrated approaches to improve vocational training, employment and the labour market. The vocational training strategy is helping to develop, establish and put in place all the vital structures and standards required to ensure that vocational training is relevant to the labour market. New curricula and training courses as well as modern teaching methods are leading to improved technical, social and personal skills. The resulting qualifications are transparent, geared to the requirements of the labour market, and comparable to other national and international qualifications.

In particular, the labour market strategy is helping young people find employment by matching supply to labour market needs. Using an integrated approach, the programme is supporting those institutions that offer vocational training and labour market services, and is working with various stakeholders in the vocational training sector throughout the Palestinian territories.

The programme is also receiving additional support from financial cooperation with the European Union and the Swiss Agency for Development and Cooperation (SDC).

Components and Core Processes

- TVET Education:
 - Upgrading TVET institutions
 - Establishment of Center of Competences

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- Local Employment and TVET Councils (LET Councils), Career Centers
- Strategy Development: Palestinian Occupation Classification (POC), National Qualification Frame (NQF), Human Resource Development (HRD), Curriculum Development and NEA
- Labour Market: One Stop Shop (OSS), Labour Market Information System (LMIS)

1.1 Active Communication Instruments and Measurements of the Programme

All measures and activities in terms of communication and PR were carried out by one colleague. This colleague fulfilled these tasks in addition to her regular job duties. A communication strategy has not been developed and implemented so far. Separate communication activities were arranged and organized mostly accompanying projects and activities of the individual components, such as official events and press releases. The efforts in this regard approached mainly local media.

Current existing Communication Measures

Instrument	Description	Target Group	Responsible	Time
External Communication				
Fact Sheets	Overview of programme objective and its components	Current and potential partners, interested public	Heads of components	Status: 2011
Website	Bilingual website (Arabic/English) Overview of programme objective and its components/projects News, presentation of partners	Current and potential Partners, TVET Institutions, Public, Private Sector	Zubeidy, MoL, MoE, MoHE	ongoing
Newsletter	Bilingual (Arabic/English) News, status up date of current activities, student section, personnel, events, quick facts	International and national partners	Maha	bimonthly
Events	Opening ceremonies, MoU, National Employment Week	Current and potential partners, interested public, media	Maha	As required
Press releases	Bilingual (Arabic/English) In coordination with the components	Local Media (Print, TV, Radio, Online)	Maha	As required
TVET Calendar	Yearly new design,	Potential and	Maha	yearly

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	reflecting TVET topics	current partners		
PR Material	Posters, Roll ups, Banner, Notepads	Potential and current partners, public	Maha	ongoing
Powerpoint Presentation	Introduction and description of programme objectives and components	Potential partners, cooperation partners, media	Heads of components	Upon request
Social Media	- Facebook page "National Employment Week" - 8000 likes - regular updates, news	Public, partners, media	Zubeidy	Accompanying measure during project phase
Internal Communication				
Management Team Meetings	Meeting of heads of components, exchange	team	AV	Biweekly (Mondays)
Teambreakfast	Teambuilding, exchange	team	AV	irregular
Server	Files (PR material, templates, photos)	team	Maha	ongoing

2. Communication Strategy 2014/2015

2.1 Objectives

Question: What do we want to achieve with communication instruments and measures?

The overarching objective of communication measures for the TVET and LM Programme in the PT is to establish an umbrella brand of the TVET and LM programme in the PT that transfers a clear and coherent image of the programme to the public and all partners on a national and international level. The TVET and LM Programme is perceived as leading national provider of all kind of services in terms of educational and vocational training as well as labour market services.

With its communication and PR activities the programme contributes towards publicizing its range of services and skills. Various stakeholders, potential partners and the interested public in TVET and LM themes are informed on a regular basis about current projects, activities and services in the best possible way. The communication between the programme and its partners and the public is fostered in order to achieve synergies, commitment, and engagement and implement resources efficiently.

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In parallel to the establishment of an overall umbrella brand, the objectives and target groups of the individual components and projects need to be defined according to their individual needs and objectives; they should therefore be formulated within each project. Institutions and persons that may benefit from the projects should be given the opportunity to familiarize and identify themselves with the content and the overall objectives. This shall enable them to build up ownership and commitment with the project and firm as ambassadors and multipliers.

In addition, internal communication is driven actively to support the activities of the programme within GIZ in general and to highlight the several activities beyond the PT. It aims to inform the personnel with the programme's projects and activities.

2.2 Target achievements

- Public awareness in regard to the importance and value of TVET is raised. The public perceives TVET in a positive way.
- Public awareness for employment instruments is raised. Employers and youth make increasingly use of offered labour market instruments with special emphasis on integration of gender, encouraging female enrolment.
- The cooperation between TVET & LM is improved. The linkages between TVET and the private sector with regard to the quality and labour market relevance of TVET are strengthened, as an outcome creating additional opportunities for internships, apprenticeships and employment.
- Relevant target groups are informed about the establishment of frameworks and instruments of both strategies.
- "TVET and LM" are established as an umbrella brand. The contributions of SDC and EU are better visible.

2.3 Impact/Results

- Public/partners are informed about TVET services, approach, aims and professional profiles
- Benefits of TVET education are visible
- Additional internships, apprenticeships and employment opportunities are created
- Parents and Students consider TVET education as first choice equal to university degree.
- Trained PR staff in ministries and among partners that promotes their services

2.4 Current and Potential Target Groups

Question: To whom do we want to deliver our message? Who do we want to target? Who do we aim at?

The target groups of the communication activities are broad-based and suited according to the components objectives.

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Clients and commissioning parties

- EU
- Swiss Development Cooperation

Partners on the governmental level

- Ministry of Labour (MoL)
- Ministry of Education (MoE)
- Ministry of Higher Education (MoHEH)
- Universities (BZU, An Najah, Bethlehem University)

Partners of the private sector

- Chambers of Commerce
- Business Associations
- Companies/Entrepreneurs

TVET Institutions

- Colleges
- Vocational Training Centers (VTCs)
- Schools

General Public and Multipliers

- Parents
- Students
- Teachers, Trainers
- Employees/workers
- Interested public (national, international, non-governmental)

Media

- National Media (Radio, Print, TV, Online), such as Al Quds Newspaper, Filistin Al Shebab, This Week in Palestine
- International Media, such as German newspaper, DW
- GIZ internal (intranet, facebook, publications)

GIZ Personnel

- Employees in the country
- HQ in Eschborn/Bonn
- Employees in partner countries
- Business Units

2.5 Core Messages and Themes

Question: What message do we want to deliver to the different target groups?



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General public and multipliers (i.e. youth/parents)

Core Message

A TVET education is a good choice for me/my child in terms of education/job opportunities/income perspectives.

- TVET is attractive and a full equivalent alternative to academic education and not a “second choice”!
- It offers not only educational and career progress but also personal development.
- It provides employment opportunities with regard to good income perspectives.

TVET Institutions

Core Message

Education is the key to a satisfying career for many people, and is essential in giving Palestine a well-qualified workforce.

- Education plays an important role in preparing the students for the right choice of employment, career and future life. The process of personal development, leading to the choice of the future career, begins very early in life. It should be supported by relevant teaching and learning processes, as well career education and career counselling.
- TVET institutions need to work hand-in-hand with the private sector to stay always up-to-date on labour market demands and be able to provide the right competences for employment, career and life.

Private Sector (Employers, Companies)

Core Message

The services of TVET and LM provides my company with a skilled and educated work force and therefore ensures an economic prosperity to my business.

- Availability of skilled and qualified labor.
- Participation of the private sector in TVET is vital for enterprises. Establishing and using joint platforms, offering internships and apprenticeships, and using employment services provide the best ways to receive employees with the right qualifications and to ensure efficiency and profitability of the companies.
- As an employer I use my range of influence and possibilities of cooperation with the TVET institutions as best as possible in order to get skilled and qualified employees that are able to fulfill the work I need!



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Ministries and Governmental Institutions (MoL, MoEHE, MoWA)

Message

TVET and LM services/activities are vital to the competitiveness of the Palestinian economy and are a valid contribution to its economic welfare.

- Achieve economic and social development.
- Sustainable economic development.
- We need skilled and qualified specialists for the Palestinian labour market in order to make the Palestinian economy more competitive.

3. Instruments and Measures

3.1 Overview of Communication Instruments

Question: What has to be achieved until when? What resources are available? What resources (personnel/time/budget) do we need to allocate?

Continuously used instruments to ensure an informed public and to spread our messages of external and internal communication:

- **Media relations** are aimed at representatives of print/radio/TV and online media. It is important to establish new contacts as well as to maintain relations with existing contacts. Due to its prevalence, the radio and internet (via smart phones) are the instruments in the PT most suited to reach large segments of the population, especially among the youth.
- **Press releases:** Should be published when topics might generate great media interest and when it is needed to disseminate clear messages that are of public relevance. They should accompany events, press conferences and projects milestones.
- **Exclusive interviews:** With high-ranking, important partners and TVET heads of components offered to local media.
- **Media Trips:** Field visits for local (and German) journalists to inform them about current activities and achievements.
- **Media Training:** For employees at partner institutions in order to train them in dealing with the media, establishing media contacts, formulating one's own key message in a precise and comprehensible manner.
- **GIZ Website:** Convey an overview of the work of the programme done locally to GIZ staff via GIZ homepage.

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- **Programme Website:** Offers information and overview of programme services and activities. Not a subject of GIZ corporate design, but GIZ should be presented within its CI regulations though. The responsibility lies with the respective colleagues and partners in the ministries. The responsible communication advisor in the local GIZ office provides consultancy and support on the maintenance of the TVET website.
- **Newsletter:** Electronic newsletter that can be subscribed on the programme website. It is suited to the target groups by offering different formats aiming at different readers (students, employers, ministries, donors).
- **Social Media:** The use of social media (FB, YouTube) reaches out to youth and the interested public in general.
- **Print and PR material:** The fact sheet folder offers information about the different components of the programme and provides an overview of the programme's purpose, its instruments, services and achievements. For all PR material quality and CI standards are vital.
- **Photos, videos:** Image material in high resolution is required for PR material as well as for the website and marketing purposes. A basic supply of photos of each project that shows the current status should be available. The photos must be done professionally and be accessible to all staff members and counterparts. Photos for print purposes must be available as high-resolution tiff-files and for the internet in high jpeg-quality. Short films are produced regularly because visual statements are easier to spread. They can be included in webpages and used for presentations. The short films should be produced by the students who are enrolled in media and film training at the TVET institutions. The copyright of all photos and films should be reserved to GIZ. This must be noted in a written notice.
- **Events:** Design events when the definite target group is identified and clear messages can be formulated. The success is determined by quality of content (occasion), organization and facilitators. Planning and running should be done by PR officers, while content should be provided by responsible persons of the project.
- **Campaigns:** Link topics that are of interest for many people to campaigns with thematic relevance. The aim should always be to associate related topics in order to reach as many people as possible. Close coordination with the ministries and other partners is strongly recommended. In such way, public awareness campaigns of the partners that were as such not meant to aim at TVET/LM topics can be utilized to present achievements and activities of the programme.
- **Internal GIZ Instruments:** Intranet, Brown Bag Lunch, Spotlight of the Year, Facebook page

3.2 Communication Measures 2014/2015

Instruments and measures	Time frame	Resources
Online Media		
TVET Website (Focus should be on description of achievement not only)	Regular updates	PR officers at ministries, communication advisor with

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result/output. Regular updates. News. Involvement of partners)		contribution of whole team and partners
TVET/LM Newsletter	Bimonthly (6x/year)	Communication advisor with contribution of team and partners
GIZ Intranet (News, achievements), GIZ Facebook	According to occasions	Communication advisor
Websites MoL, MoE, MoHEH	Regular updates	PR officers at ministries
Local Websites (links)	Regular updates	Partners and communication advisor
Social Media (FB, Youtube)	Regular updates	Communication advisor with contribution of team and partners
Print Material		
TVET/LM Fact Sheets (last update: 2011. Photos and keywords!)	Needs to be updated (incl. new design) until end of May 2014	Communication advisor with contribution of team and partners
TVET/LM Calendar	yearly	Tine
GIZ Country Brochure (last update: 2011)	2014	Communication advisor with contribution of team
Brochures/leaflets/banners (GIZ, partners)	As necessary	Partners, GIZ TVET team
Press Print (national/international)		
GIZ publications (Wir, Akzente)		Communication advisor in close coordination with GIZ HQ
National newspapers/magazines (Al Quds daily newspaper, Al Ayyam daily newspaper, Falastin Alshebab monthly magazine, This Week in Palestine monthly magazine)	Press releases regard. Events/MoU etc.	Communication advisor with contribution of team and partners
News Agencies (Ma'an, WAFA, Palestine News Network)	Press releases	Communication advisor with contribution of team and partners
Press releases (project achievements, milestones, events)	As necessary (events, milestones)	Communication advisor with contribution of team and partners
Offer of interviews with partners to media	As necessary	
Radio		
PBC		
TV		
PBC/Palestine TV, Al Quds Educational TV		
Media Network		
Media Database	Regular update	Communications advisor
Greeting Cards (Eid, Christmas)		Communications advisor

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Events		
Press conferences	As necessary	
Field trips for journalists	yearly	
Open days (Panels/Exhibitions/Film Screenings/Lectures by TVET/LM colleagues/workshops/taster courses)	Pilot	Communication advisor with contribution of team and partners
Official Events (accompanying project steps, such as opening ceremonies, MoU etc.)	As necessary	Communication advisor with contribution of team and partners
National Employment Week	yearly	Zubeidy. Communication advisor with contribution of team and partners
GIZ Events (Brown Bag Lunch etc.)		
Guest speaker at Panels, symposiums on TVET/LM topics		Communication advisor with contribution of team and partners
Participation in career days etc.		Communication advisor with contribution of team and partners
Further Instruments		
“TVET/LM Lab” <ul style="list-style-type: none"> • Aesthetic/ethics of work • Description of job profiles • Exemplary loop to illustrate TVET education process/job profiles • Ambassadors/multipliers in each TVET institution (students deliver their message) • Open Days 	Pilot 2014	Communication advisor with contribution of team and partners
Short Films (job profiles)		Communication advisor with contribution of team and partners
Exhibitions (Photo, installation, drawings. Should be always produced by students and output/material always related to their education/training/jo)		Communication advisor with contribution of team and partners
Media training (capacity building for counterparts in partner institutions. CIM Fachkraft and DW).		Communication advisor with support of consultant
Power Point Presentations	As necessary	
“TVET/LM Style” (Corporate	According to schedule/planning	Communication advisor

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Design/office and each workshop/event should reflect the TVET activities and projects: photos, banners, posters, messages/quotes/catering by cooking students)		
Internal: Management Team Meetings, joint breakfast/lunch (to discuss, exchange ideas), team building trip, team workshop (promotes exchange between team members)		Team
Special Events 2014/2015		
Labour Day 2014: 1 May		
GIZ Events 2014: and national events (summer camps etc)		Communication Advisor in close coordination with HQ

3.3 “TVET/LM Lab” (pilot in selected TVET institutions in one Governorate)

Results

- Job profiles are described and understood.
- Commitment and ownership are created among partners and students.
- Students firm as ambassadors/multipliers. → Current students who act as a link between the TVET institution/TVET and the outside community. They use their own experiences to give people interested in TVET an idea of what it is like to be a TVET student.

- Topics
 - Aesthetic/ethics of work
 - Description of job profiles
- Instruments
 - Open Days
 - Pilot: two weeks workshop in a single TVET institution (Hijam Hijawi College, Nablus)
 - Exemplary loop to illustrate TVET education process/job profiles (e.g. film, comic) produced by students
 - “Installment” of ambassadors/multipliers in each TVET institution (students deliver their message!)

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- Open Days (incl. e.g.: panel discussions with students, teachers, TVET experts; exhibitions presenting outputs of students training; taster courses for interested school students, themed guided tour by students for potential students)
- Formats: Theatre groups, Story Tellers (arab context!)
- Development of new media formats to attract potential students and partners (app?)

4. Time Frame: 2014 – 2015

This strategy paper includes not only a short term but also a mid-term strategy outline of communication activities for the TVET/LM programme including the GIZ team as well as all partners. It will be adjusted and revised at regular intervals. Some measures are continuous, such e.g. maintaining the website, newsletter, updating print material etc., others are aimed specifically at events and project milestones and achievements.

4.1 Measures 2014

- Modification Newsletter
- Update Website
- Fact Sheet Folder update
- Build up media database
- March/April: Lab Start/Pilot two weeks workshop
- TVET Style (Workshops, events, institutions)

4.2 Measures 2015

Resources: Personnel

- For all internal and external communication activities (consultancy, capacity building, implementation) a seconded advisor is available in the local GIZ office.
- PR officers/counterparts in partner institutions (MoEHE, MoL, FoCC etc)
- Local consultants will be contracted for selected activities (website, newsletter etc.)
- The input/contribution by the team/partners/target groups are needed in order to inject all PR measures with life.
- Local agencies (web, graphic design, and film) will be contracted.
- Selected projects will be run in close cooperation with partner institutions and their students (exhibitions, open doors, film).

5. Ensuring Success - Monitoring and Evaluation

5.1 Instruments

Ramallah, March 2014



Communication Strategy GIZ TVET/LM Programme



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The effectiveness and perception of the programme should be measured regularly and in several ways in order to define how the perception has changed and to assess the effect of all communication measures. And also to define to what degree communication leads to changes in making use of TVET/LM services.

- Questionnaires
- Online survey on the website
- Hit rates (website, fb)
- Subscriptions (newsletter)
- Media Coverage/press clippings
- Direct Interviews with partners and stakeholders
- Feedback Flashlights (via Website, Facebook)
- All measures should be inserted and reflected in the TVET/LM M&E system

5.2 Roles and Responsibilities

Tine Mikliss	Communications Advisor, GIZ, PT
International and local consultants	Planning and support of new activities
TVET/LM GIZ Team	Content contribution
Counterparts Partners	Implementation on governmental/private sector level
Student Ambassadors	Implementation on institutional level

Appendix: Overview of objectives, target groups, messages, and instruments

Objectives	Target Groups	Messages	Instruments
<ul style="list-style-type: none"> ➤ Public Image TVET/LM is strengthened ➤ Umbrella brand established 	<ul style="list-style-type: none"> ➤ Partners, stakeholders ➤ Parents, students ➤ Interested public ➤ Media ➤ Multipliers 	A TVET education is a good choice for my child/for me in terms of job opportunities and income perspectives	Classic PR measures print/TV/radio (press releases, interviews, media coverage)
<ul style="list-style-type: none"> ➤ Services on a national level are positioned ➤ Synergies are created ➤ Efficient use of resources 	<ul style="list-style-type: none"> ➤ Active and potential cooperation partners ➤ Governmental, non-governmental, private sector level 	TVET/LM services are vital to the competitiveness of the Palestinian economy	Network (media database, partner websites, cooperation, joint events/campaigns)
<ul style="list-style-type: none"> ➤ Information about TVET/LM services are provided ➤ Visibility increased 	<ul style="list-style-type: none"> ➤ Youth ➤ Active and potential Partners (national, international) ➤ General Public 	TVET and LM services create career and employment opportunities with regard to good	Online PR (website, newsletter, social media)


Ramallah, March 2014



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	➤ National and international media	income perspectives	
<ul style="list-style-type: none"> ➤ Information provided about services and activities of programme ➤ Visibility increased 	<ul style="list-style-type: none"> ➤ Partners, stakeholders ➤ Parents, students ➤ Interested public ➤ Multipliers 	TVET and LM services are attractive, a full equivalent to an academic education and vital to the competitiveness of the Palestinian economy	<p>PR material (calendar, fact sheets, brochures, give aways)</p> <p>Events (Panels, presentations, career days, open days, exhibitions etc)</p>
<ul style="list-style-type: none"> ➤ Information about TVET/LM services are provided ➤ Visibility increased ➤ Public Image TVET/LM is strengthened ➤ Awareness about TVET education is increased 	<ul style="list-style-type: none"> ➤ Partners, stakeholders ➤ Parents, students ➤ Interested public ➤ Multipliers 	TVET education is attractive, a full equivalent to an academic education	Lab (Pilot): Open Days, exhibitions, films, panels, tours
<ul style="list-style-type: none"> ➤ Knowledge/information exchange took place ➤ Visibility of TVET/LM programme increased amongst GIZ staff 	<ul style="list-style-type: none"> ➤ GIZ employees in partner countries and Germany 		GIZ Intranet/publications, events, Brown Bag Lunch
<ul style="list-style-type: none"> ➤ Capacities/skills in terms of communication and PR skills are improved 	<ul style="list-style-type: none"> ➤ PR officers in partner institutions (ministries, chambers, schools) 	We are aware of the benefits of TVET/LM services and glad to contribute to their successful implementation!	Media Training
<ul style="list-style-type: none"> ➤ Platform for knowledge/information exchange provided ➤ Communication amongst staff members improved 	<ul style="list-style-type: none"> ➤ TVET/LM team 	<p>We are the best!</p> 	Team building activities (staff workshops, meetings, trips, breakfast)



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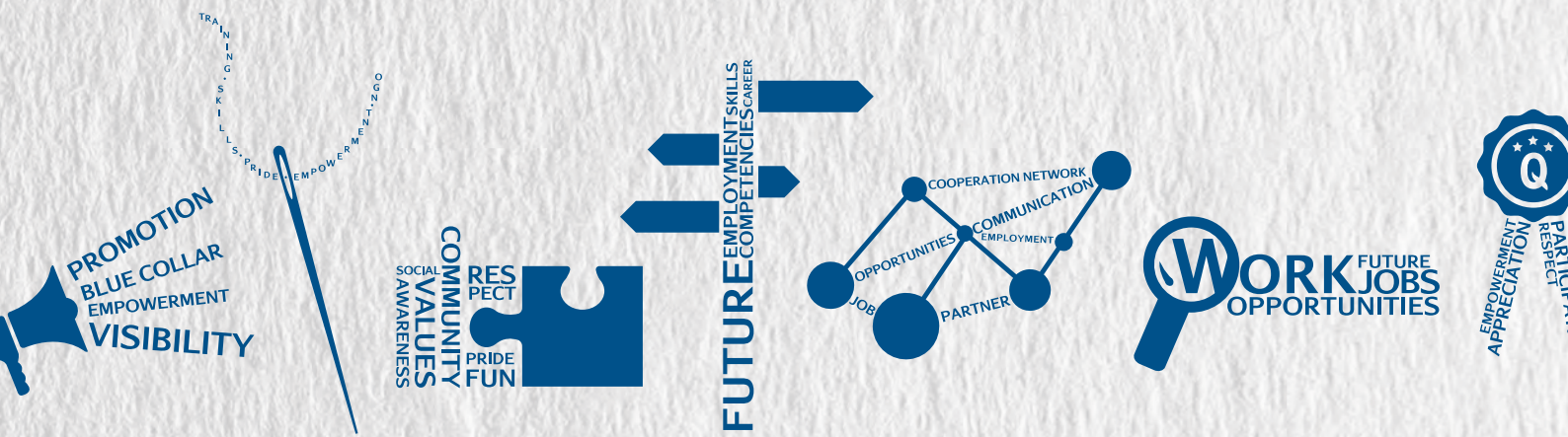
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8.2 HOW TO DEVELOP A PROJECT IDENTITY AND BRANDING



HOW TO DEVELOP A PROJECT IDENTITY AND BRANDING



What Is It Useful For

Every project needs to have a symbol that people can immediately link to it.

An ad needs to be created, this includes a type of graphic (doesn't have to be complicated) with your logo on it. The graphic could be a drawing or a picture of a true success story or any creative mean that might represent your project. Your target audience should associate the outcome – the “ad” – with your project.

The branding will be used in all your publications (e.g. Facebook page, website, any other social media, maybe even door signs), and will be your ad (see tool 8.8 “How to publish ads in print media (magazines and newspapers”).



When To Use

Once the project is launched, the branding phase should take place before any publication is out (brochures, ads...).

However, in the case of the use of a success story for example, you have to wait for an advanced phase, and then re-brand the project.



How Long Does It Take

You should take your time to decide on the perfect ad. Very rarely does the designer grasp the whole concept from one try. Take as many opinions as you can and show it around to the potential target group to check if your message goes through. The time it takes to create a concept, slogan, design, logo and have it approved can vary from 2 weeks to more than 3 months. Designing a logo alone can cost from 50 USD to more than 1000 USD as well. The whole “ad” cost can vary from 250 USD to more than 1000 USD depending on the complexity of the job (for example if they need to take pictures as well, or buy a picture over the internet...). Using the ad after deciding on a strategy will require its resizing, which could require a full day, and costs about 200 USD, due to technical reasons.



Examples

The DSME project developed an ad with a slogan “Be proud of your choice” and the graphics include 2 success stories from the Dual System and the Meister training (see below).

The ad was used as a branding for the Dual System and Meister Training: It is the banner of the project’s Facebook page, the ad the project places in newspapers and magazines (and once on a bus), as well as the banner used on the partners’ website.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- A slogan should be brainstormed. It should be short, catchy and informative.
- A meeting should be set with a designer to transform the ideas you want to convey into a catchy graphic, keeping in mind your target audience, the slogan you have decided on, and the colours you are allowed to use (some colours could represent a political party so they should be avoided, some might not go with the logo...).
- Inquire about what logos you need to use and transmit them to the designer (i.e. partner logos, etc.).
- Include your contact details in the ad.
- Create a marketing strategy to disseminate the ad as your project's identity (i.e. posters or ads in newspapers...).
- Note that the final outcome will be resized depending on where you will use it (magazine specifications, Facebook banner...). The designer should resize it to avoid any graphic distortion.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

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Pros



- Having a project's identity is vital.
- The branding will stick in the viewers' memory and if they keep seeing it, they will be curious to know more.

Cons



- It is really hard to develop one ad with one message when you have several target audiences and several messages.





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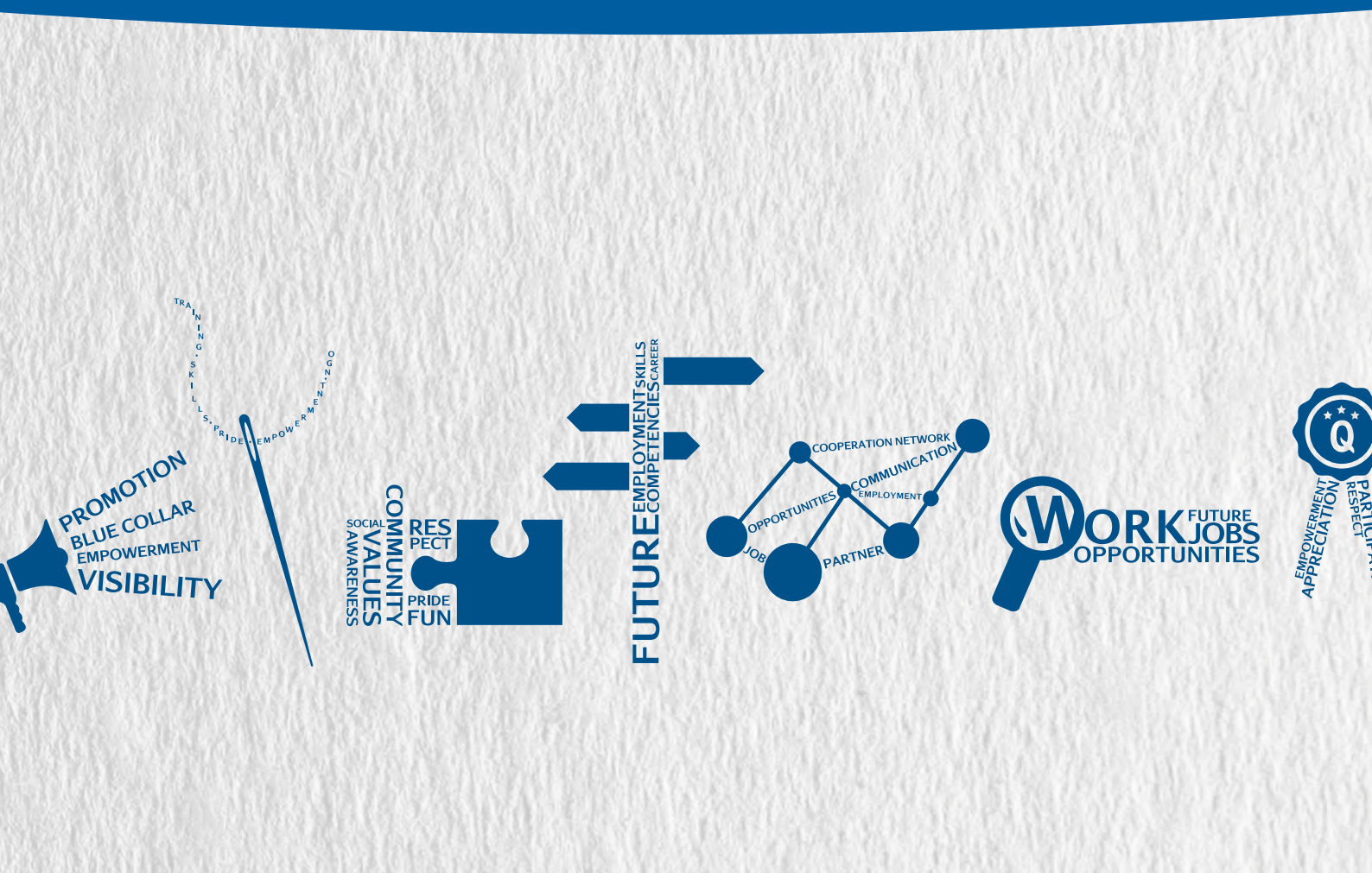
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8.3

HOW TO CREATE A FACEBOOK PAGE

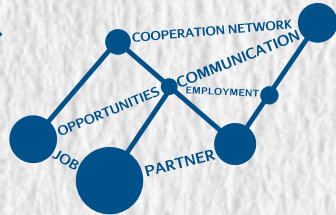


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SOCIAL AWARENESS

PROMOTION
BLUE COLLAR
EMPOWERMENT
VISIBILITY

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VALUES
PRIDE
FUN
RESPECT

FUTURE
EMPLOYMENT
COMPETENCIES
CAREER



WORK FUTURE
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HOW TO CREATE A FACEBOOK PAGE



What Is It Useful For

In our modern world, Facebook is the tool which is used by a big majority of people, regardless of gender, social class, or age group. Thus, having a Facebook page is vital for any project.

And especially in the Arab Region Facebook rivals traditional media. Facebook is now just as likely to be used as 'primary' source of news as the traditional media.

It gives you a way to talk to and get direct feedback from your target audience. Think of it like an ongoing **focus group**. Your fans are there because they are aware of you and want to learn more or get updates.

While they are certainly expecting to receive useful information from your Facebook page, you can also be collecting useful information from them through their participation.

As a professional organisation/project, you should create a page and not a group – and as a GIZ project, it should not be an open page, where any fan can create posts. Only the page administrator is allowed to post anything.



When To Use

A Facebook page should always be there just like the website and should be fed in a best case scenario on a daily basis, and in a worst case scenario on a weekly basis.



Examples

The DSME project has created a Facebook page. <https://www.facebook.com/dsme.lb> It definitely needed a boost by the Facebook ads and promotional posts.

The project team has chosen the profile picture as logo and the banner as ad that they are using everywhere.

And also the TVET&LM programme PSE project has created a Facebook page. <https://www.facebook.com/بيري دنتل او-م ييل عنتل>

ييز قنتل او-ييز ممل ا

The project team has chosen the profile picture as logo and a photo of one of their TVET students. But the cover photo is being changed regularly according to events, activities, news etc.



What Is Needed

Basically what is needed is only one person to keep updating the page and material/content to upload on it. The project should at that stage already have a branding (see tool 8.2 "How to develop a project identity and branding") which will be used for the banner and the profile picture (see below).

Creating a Facebook page is free of charge.

However, it is good to advertise it by Facebook ads (see tool 8.4 "How to promote your Facebook page with Facebook ads") and promoting your posts (see tool 8.5 "How to use Facebook promotional posts").



WHAT TO DO

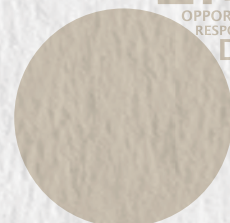
In order to achieve the above mentioned objectives, the following steps should be undertaken:



Step by step technical aid can be found under the help that Facebook offers itself. As for the rest:

- It's better to have one person who will be the focal point and the quality controller for the content.
- The "about" section is very important and should include a summary of the project (clear and concise) as well as a website and optionally a phone number for more information. After saving the updated information, check how it looks from outside (the cover page) and re-adapt the content accordingly, if needed.
- 2 photos should be carefully chosen: The cover (banner) and the profile picture – usually it should be the branding of your product – for example the logo and the ad.
- You can modify the shortcuts (the "squares" under the cover picture) – for example if you are on twitter as well, you can add Twitter app.
- The content could be only a text, a picture or an album (with accompanying text and title). It should be updated on a regular basis. It is supposed to be catchy, brief, concise and preferably always with a picture. It should include key words that would appear in the searches. For news that contain a lot of information, you can refer the audience to your website (or to a phone number) but keep your post short. You can tag people when you post pictures of them for more interaction – but keep in mind, you can only tag people that are "Facebook friends" with your page administrator.
- Every post has its own statistics which you can check to know what your audience is interested in, and adapt your postings accordingly.
- The person assigned to work on the Facebook page should also interact with the audience. If a question is asked publicly – even if it's negative, it should be answered publicly. Also keep in mind the language that your audience is most comfortable with and adapt your answers / posts accordingly.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

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Pros



- A Facebook page provides detailed information about your audience (their age, sex, area, time when they are most likely online etc.).
- Social connections and genuine communication are integral parts of social media and a Facebook page for your project gives you a unique opportunity to attach a face, name and personality to your brand. While your Facebook page may be representative of your company, it also allows you to show the human side of your business through one-on-one conversations, personal chats and non-business interaction.
- If you give admin rights to several key persons (out of different target groups) you create ownership and commitment. And make them designing and creating the image of TVET together with you.
- Chance to spread messages and news in the most direct and fastest way.

Cons



- You can be reported to Facebook administration for unintentional mistakes: one project (see examples) had a small incident where the team posted a recipe with a picture of the platter taken from a website. The website's administrator reported the Facebook page so the team had to delete the picture and since then, only pictures were posted pictures when the team was sure the source does not mind. That also goes for the persons' whose pictures are posted – the team always asked their approval beforehand.
- Facebook owns your page, you don't. That means that the regulations can change on a daily basis, and you can only know if you read them every day. For example, Facebook has changed the Posts' policy: instead of a new post always appearing in the fans' feed, now, it only automatically appears to a random almost 25% of them. This was done to boost the promotion of posts – but people were not informed.

Recommendations



- When you start a campaign, you have to be ready to interact with the audience who approaches you – someone needs to have the time to answer the questions. So basically, don't go on social media if you don't have the capacity to be social.
- Negative comments will happen and that's okay. You should however answer them publically; it adds to the credibility of the page.
- The best way to promote your Facebook page is Facebook itself.
- Always remember that you have a website or a phone number where people can refer for more information. So keep your post concise – in general, Facebook users don't like to read much.
- Your posts don't always have to be about your product. You can address your audience's common interest, for example an interesting article about the country, wishing them happy holidays or good luck for their exams.

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WHAT TO OBSERVE

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Recommendations

- You should monitor your liker's engagement (interaction) more than the actual number of Likes – which could be fake (see tool 8.4 “How to promote your Facebook page with Facebook ads”).
- Your Facebook page address should be visible everywhere: publications, brochures, e-mail signatures, role-ups.
- In that same spirit of exposure, you should ask your partners to like your page – of course you should like theirs as well.
- The case of TVET&LM programme PSE project, Palestine: Content upload/admins: from each target group (ministries, students, teachers, deans) the project team gave admin rights to each of them, to ensure: 1. variety of content, 2. as much traffic/content as possible, 3. creating ownership/commitment on all sides as much as possible. Which means the page is mainly done by the project partners and students. Project staff should only be there for backstopping.





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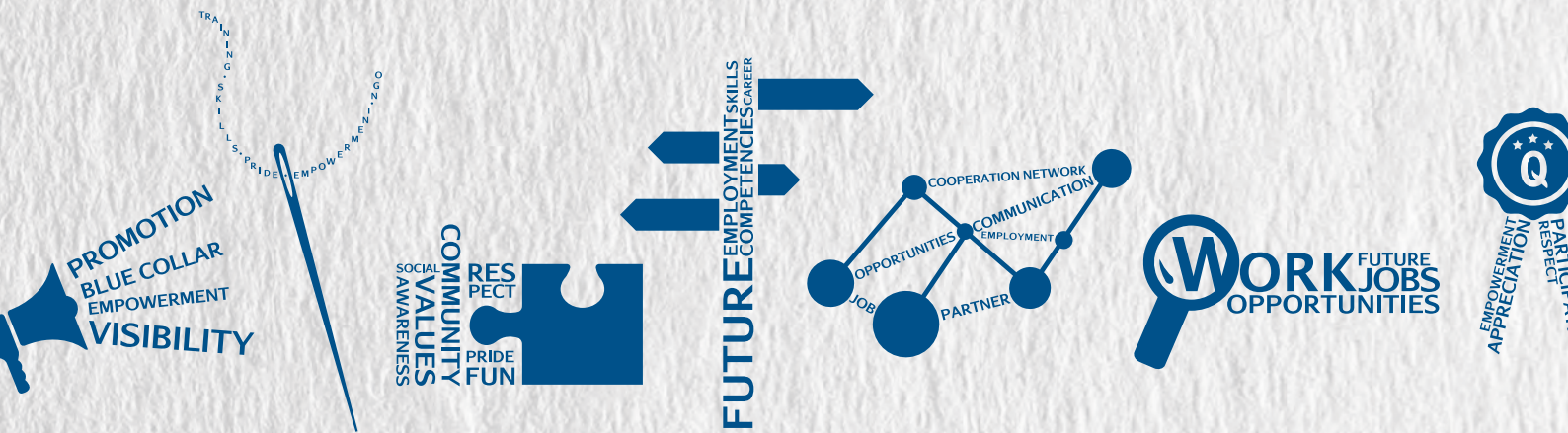
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8.4 HOW TO PROMOTE YOUR FACEBOOK PAGE WITH FACEBOOK ADS



HOW TO PROMOTE YOUR FACEBOOK PAGE WITH FACEBOOK ADS

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DEFINITION OF THE TOOL:

Facebook ads are the ads you see on the right hand side of Facebook and that take you to another page when clicking them. They are usually formed of a small picture, with a small text.

SMALL BRIEF ABOUT HOW IT WORKS: PAY PER CLICK:

You define the budget you want, the area of the target audience, their age, their gender, their interest, and a timeframe.

Facebook will then expose the targeted audience to your ad and you will pay per click. So each time a person clicks on the ad, you pay a very small amount that will be deducted from the planned budget – until either it expires or the number of allowed clicks ends.

Meaning as well that once you decide on a timeframe, if you want to stop it before, you will still be charged.



What Is It Useful For

Mainly, the best way to get “Likes” is to advertise on Facebook. The more “Likes” the page collects through the ads, the more it boosts the campaign – and the more the advertiser can interact directly with the target group, and thus respond to their needs and wants or directly send them a message.

Facebook ads can also be used as any other ad for example to raise awareness about the project. Facebook allows the advertiser to choose the area, the age, the gender and the interests of the target group s/he wants to address.



When To Use

Immediately when you create the page so that you get enough exposure and start getting “Likes”.

A Facebook ad campaign can also be ongoing throughout the year for reminders – just like an ad in the print media.



How Long Does It Take

Facebook ads usually immediately give a response. Building up your audience and adding the Likes can go from one week to as long as you expect the feedback to be, depending on how many people you want to reach.

Note that once you schedule a campaign on Facebook, you pay it in advance, so you cannot stop it in the middle – the alternative would be to increase the exposure in the diminished timeframe.



What Is Needed

- Financially, you can start with as little as 5 USD per day.
- An advertising agency.
- A Facebook page (See tool 8.3 “How to create a Facebook page”) or a website (see tool 8.6 “How to create a project website”).
- A Facebook ad (specifications of the ad can be found after clicking “Promote Page”).
- A person assigned to coordinate between project team, the designer, the web campaign provider and to monitor the effect of the campaign.



Examples

For the DSME project, the Facebook ads campaign was definitely successful. In a few weeks, the number of likes went from about 70 to about 200 – the continuous 4 months campaign allowed the project team to currently have 859 Likes, and many questions addressed immediately on the Facebook page.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Create a Facebook page (refer to tool 8.3 “How to create a Facebook page”) or a website (refer to tool 8.6 “How to create a project website”), meaning an online address that the viewer can click.
- Decide on a target audience and inform the provider.
- Design a Facebook ad according to the specifications by Facebook – will be provided to you by the company which is in charge of the campaign, for example:

شهادة النظام
المزدوج
75٪ يتوظفون
مباشرة بعد التخرج

- A person should be assigned to monitor the effect of the ad via the Facebook statistics and to adapt the campaign accordingly – the person should also be able to answer the new persons who will have questions on the page following the ad.

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WHAT TO OBSERVE

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Pros



- You can obtain highly detailed and useful statistics which will allow you to better target your audience and better monitor your campaign. Facebook provides a chart with peak days, the peak hours you will need to start with a small budget and a random time, and adapt accordingly (some target audiences are better reached on a Saturday night whereas others on Sundays for example). It also offers a breakdown by age, region, interest, and gender.
- Exposure to your Facebook page is highly needed in the modern world for any project, and the best way to get that exposure is to advertise on Facebook.

Cons



- You cannot know all the names of the “Likers”, Facebook does not allow it. You will receive notifications of new people liking your page, with names, but sometimes it would say “10 new people” and it would only give you 5 names.
- Likes can be bought for very cheap prices. You can tell from your statistics (if the fans of a Lebanese educational project are from Kazakhstan for example, then the ads did not really reach the targeted audience).
- Although you can target your audience, fake profiles are out there, and you might end up with “fake audience”. For example, the DSME project’s campaign resulted with high numbers of “Likes” but very little interaction with the fans, explained by the fact that some people open fake profiles for fun, and they can take all the “clicks” you paid for.

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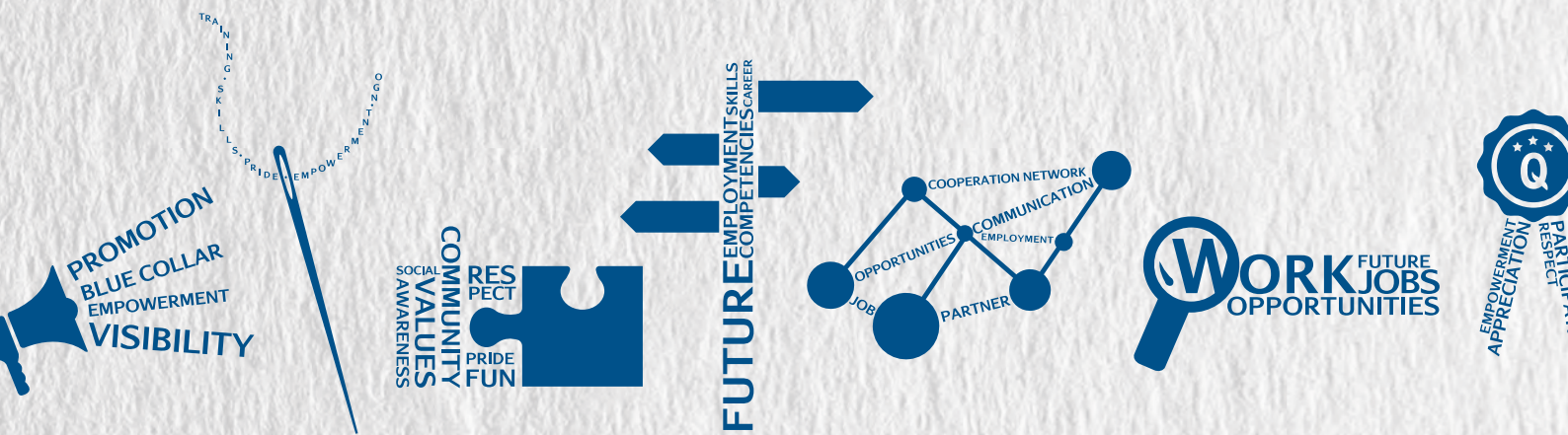
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8.5 HOW TO USE FACEBOOK PROMOTIONAL POSTS



HOW TO USE FACEBOOK PROMOTIONAL POSTS



What Is It Useful For

Please refer to tools 8.3 “How to create a Facebook page” and 8.4 “How to promote your Facebook page with Facebook ads” for detailed information as well.

Promoting posts allow you to interact with a bigger audience than only your page fans, firstly to inform them of something new, secondly to get more Likes or visits to your page. You can even promote posts only to your fans as in the new Facebook policy, all your fans do not see automatically your new posts.

SMALL BRIEF ABOUT HOW IT WORKS:

Same Pay per click method as described in tool 8.4 “How to promote your Facebook page with Facebook ads”. Facebook has detailed specifications (number of words, images...) so you have to adapt your post accordingly. Just like a Facebook ad, you choose the audience to which you want to promote the post, could be only your fans, or bigger.



When To Use

You can promote a post every time you post something interesting or when you have an announcement to make (it could replace a newspaper or a radio ad for example).

Facebook allows the advertiser to check statistics for each post and you will know at what times your audience is mainly online. If you advertise at the right time, the audience will immediately see your post, and if it is interesting, they will share it, which is free advertising for you.



What Is Needed

- A Facebook page (see tool 8.3 “How to create a Facebook page”).
- Financially, you can start with as little as 5 USD per day.
- A post on your page (specifications of the ad can be found after clicking “Promote Post”).
- A person assigned to coordinate between project team and the web campaign provider – and to monitor the effect of the campaign.



How Long Does It Take

This will depend on the nature of the post. For example, if it is purely informative, then maybe you would want it for a longer time than if it is to announce an event, in which case it starts at least a week before the event and ends on the date thereof.



Examples

For the DSME project, Facebook promotional posts were used to announce the dates of registration in schools, the dates of the broadcasting of a documentary about the DSME and some more general posts, about education in Lebanon in general for example.

As an example, the project paid 300 USD to promote a post where it invited people to watch its documentary. 17 000 people saw the post, and 350 of them liked the project’s page after this post.



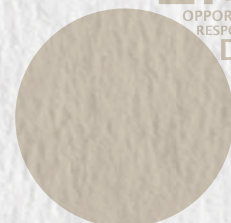
WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Create a Facebook page (refer to tool 8.3 “How to create a Facebook page”).
- Decide on a target audience and inform the provider.
- Create a post according to the specifications by Facebook – the updated ones will be provided to you by the company which is in charge of the campaign (the specifications keep changing).
- A person should be assigned to monitor the effect of the post via the Facebook statistics and to adapt the campaign accordingly. This person should also be able to answer the new persons who will have questions on the page following the ad.
- After a few posts, you will know which posts are more interesting to your target audience and which are not, as well as when is a good time to post them.

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WHAT TO OBSERVE

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Pros



- You can attract a bigger audience than the one you already built. For example you can write a post that includes general information about cars and promote it and then the cars' lovers would like your page even if your project has nothing to do with cars.
- Facebook is one of the few mass communication tools that allows you to be highly "picky" with your audience, so you can very carefully choose which audience would be interested with which post.
- Promoting posts on Facebook to announce some event is much cheaper (at least in Lebanon) than radio or print ads.

Cons



- When the new audience you are attracting is not really interested in your page in general, but rather only in your post, it will not be as engaged as a "real" audience.





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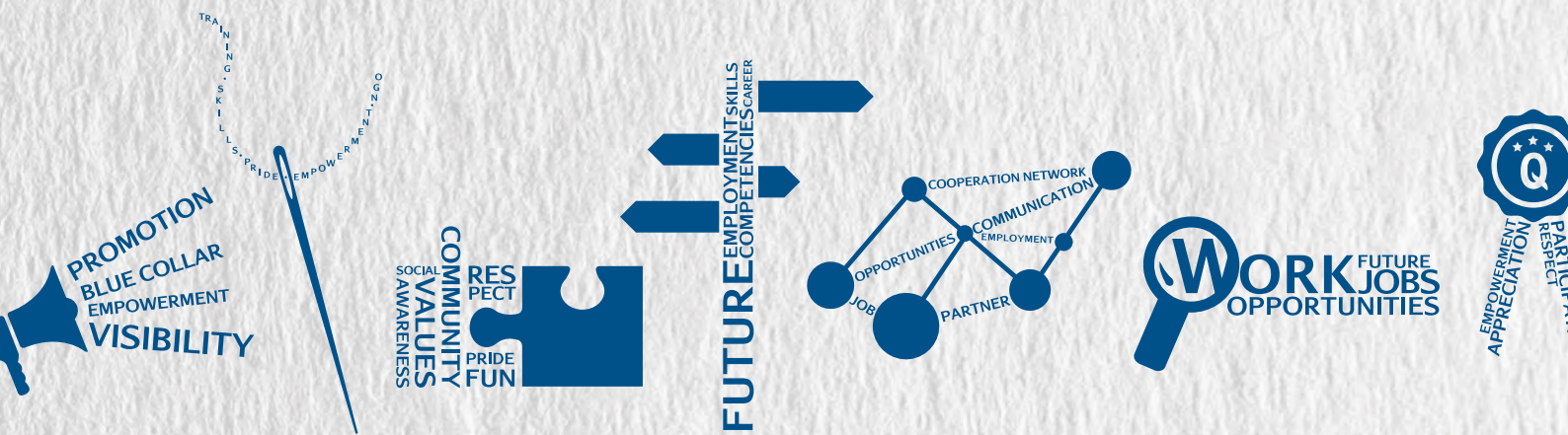
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8.6

HOW TO CREATE A PROJECT WEBSITE



HOW TO CREATE A PROJECT WEBSITE



What Is It Useful For

Nowadays a website is as important as a phone number. It is vital for promoting any project.

A website can include as much information as you want – as opposed to other media where you have to be short and concise.

Details about the project should be found on the website, for example the specialisations you offer, where to register, where to get training.



When To Use

A website should always be there and should be fed on a regular basis.



How Long Does It Take

A few months should be allocated for a website to be fully finalised. The update thereof is an ongoing activity.



What Is Needed

Financially, a website creation needs its own budget (in Lebanon it can vary from 5000 USD to more than 20 000 USD).

A website license needs to be renewed on a yearly basis (depending on the provider, there are offers for several years).

You need to look for a good trustworthy provider, because once you decide on one, you cannot go back, unless you create a new website.

Finally, you need content to feed the website, and thus a person within the project should be assigned to regularly feed it and update it.



Target audience

Although the main internet user is the youth, a website is addressed to the public in general.

Similarly to a newspaper or a magazine, it offers the possibility to have sections, where the target audience can be narrowed down.

For example, students can check which schools offer which specialisations and where to find them, parents can find information about the project that could attract them, the companies can also check the specialisations and where to find students to train, the teachers can find information about teachers' further trainings etc.



Examples

The DSME project has developed a website that you can visit on www.dsme-lb.com.

The TVET & LM programme in PSE has developed a website:

www.tvet-pal.org

“Owners” of the website are the Ministry of Labour and the Ministry of Education and Higher Education. The assigned colleagues in the ministries were provided with website training in order to create and upload content and get familiar with the proper usage and benefits of a website.



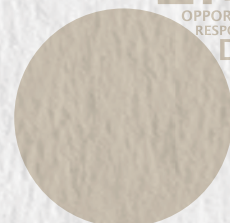
WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



- Find a trustworthy provider.
- Several meetings should be held with the chosen website provider so that they can know your product just as much as you do, and thus translate the idea into a website structure.
- If your project's name is already taken for another website, decide on an alternative that would still look professional and that is not too complicated.
- Decide on the language (of course it could be in several languages).
- Make sure that technically, the website can be viewed from a mobile phone.
- The website should be adapted to the branding of your product, meaning that the design should have the same colours as the ad, the same pictures that are used in general for articles in newspapers and magazines etc.
- A website should include all the information that you have. The content should be agreed upon and sent to the provider for upload.
- The contact person within the project should regularly update it. Note that the website is the image of your project, so it is better to have all the content checked before it goes online.
- Ask the provider for a "google analytics" username and password.
- Use Google analytics to monitor various statistics (visits to your website, peaks following campaigns, sections that are mostly visited etc.).
- For GIZ projects / programmes: Make sure all the necessary logos are there, and check with the GIZ Headquarter for any specific rules (such as Cooperation logo on top for example).

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WHAT TO OBSERVE

The following lessons learnt should be observed:



Pros



- Unlike social media, you don't need to be "social", thus avoiding answering to negative feedback from audience. It is the space where you have the complete freedom to write as much as you want, with all the details without expecting comments.
- Google analytics provide detailed information about your audience.
- A good website "answers the telephone calls" for you.
- A website is available to both your regular and potential customers.

- A website needs regular maintenance and content/news should be uploaded regularly (at least weekly). This is time consuming. If this does not happen a website is out-dated, which is more embarrassing rather than of any benefit for the project.

- Indeed, you should place the links to your other social media on your website and push the visitors to click on them by, for example, saying "Click here for pictures" to take the viewer to the Facebook page, because:
 - Firstly, this increases the visits to all your social media presence. Secondly because the more you upload heavy files on the website, the slower it gets to load. So it is better for example not to put many pictures and refer the visitor to your Facebook page to see the album.
 - Link the website with the websites of your partners.
 - Project partners are often very enthusiastic when it comes to setting up a website for the/their project and full of ideas what should be presented. But the effort (time wise, creating content, assigning personnel etc.) that needs to be undertaken to have an always up-to-date website with regular news on it is often underestimated.
 - Consider website training for public relation staff in ministries that is assigned to be content managers and admins
 - The more people/partners are involved in the planning and implementing process, the more difficult it is to steer and manage the website.
 - Once a website has too many features/sections that need to be filled with content the more difficult it is to reduce content.

Recommendations



- The DSME project had a bad experience with the first website provider it chose. The website was not at all adapted to the content the project team wanted, was not flexible and the project had to pay extra for Google analytics – which is a free service with every website.
- Once the team decided on changing the provider, no one accepted to "correct" the job because apparently it is a highly complicated technical procedure.
- The project used a pop-up "Like our page" when you first enter the website to boost our Facebook page.

Cons



- In a country with slow internet connection, it is tricky to upload "heavy material" to your website.
- Due to the high costs (server), the handover to the partners at a later stage might not be feasible.



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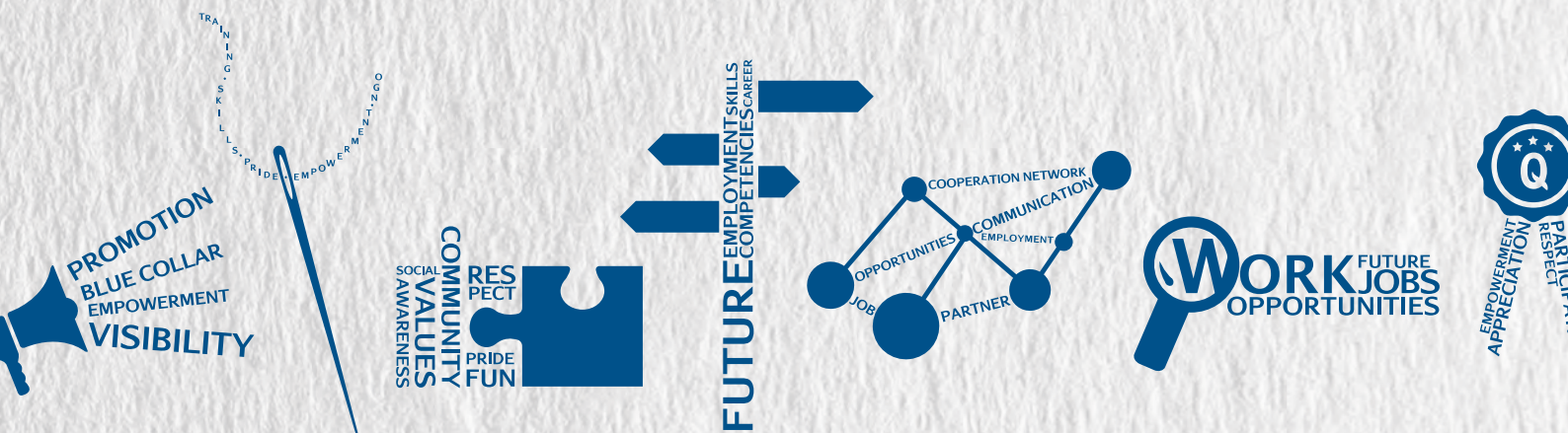
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8.7 HOW TO USE MEDIA (PRINT, RADIO, TV) FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



HOW TO USE MEDIA FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



What Is It Useful For

Raise awareness to better inform the public about a project/event etc. by using a medium that people are used to (radio, newspaper, TV).

Either by writing a press release and sending it to the media or by arranging an interview.

Having an interview with a representative of the project /partners/TVET students – more specifically from the partner’s side - usually adds more credibility and informs the people about the exact details of what you offer, unlike only an ad which does not really provide content information.

Please also refer to tools 8.8, 8.9, 8.10 and 8.11 for a detailed description of media tools.



When To Use

An article/feature aims to raise awareness about your product; it is good to do that several times throughout the year.



How Long Does It Take

- The most time consuming part is to get in touch with the right person and then also the follow up (making sure that they are covering the event etc.)
- You need a translator, to get it translated into Arabic.



Target audience

It targets not only parents and teachers, but also students and youth. You can also reach certain segments of your market by placing the articles in the different sections of the paper/magazine.

Some magazines are targeted only to a certain economic sector and related job profiles (cook / car mechanics). Those reach the private sector – potential training companies or employers - as well.

Keep in mind that magazines and newspapers have a higher readership than the actual number of printed copies, as people pass them to each other and they are usually placed in waiting rooms, hairdressers etc. And also the feature/article should be displayed on the website of the newspaper.

Meaning that even an expensive magazine could still reach the less privileged social class.



Examples

The Promotion of TVET and Labour Market Programme in Palestine sends out press releases before and after every major event/workshop/launching ceremony etc. Language: Arabic Length: 1-2 pages, plus pictures Some selected articles can be found in the [annex](#).

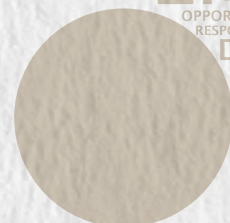


WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Write a press release on i.e. an event (open day, Memorandum of Understanding signing etc.) and send it to all your media contacts. The press release should be attractive, short enough not to bore people and long enough to have all the information you want to convey. It should also include a reference for the reader (Facebook page or a website or a telephone number).
- Choose some pictures that go with the article/feature as well as the logos.
- Agree on a person from the project who will be the contact person for the media.
- Research the available media and choose which better target your audience.
- Send them the press release, plus 1-2 photos.
- It is recommended to get in touch with each of your media contacts individually via phone to make not only sure they got the information but also that they will cover your activity (or show up at the event).

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WHAT TO OBSERVE

The following lessons learnt should be observed:

Pros



- More exposure to the audience.
- The more media coverage there is about your project, the more you raise interest for other media to contact you – at which point interviews might be offered for free.

Recommendations



- Sometimes the media give some misleading information. So it is recommended right after the event to double-check the media coverage and get in touch with the concerned person if the feature/report is not correct.
- Coordinate closely with your partners (especially the ministries if applicable) and make sure the important people are mentioned by name!
- Make sure all required logos are displayed.
- Double check if and when arranged interviews take place.
- Arrange for a quiet room where interviews can take place (noise in the background, i.e. music/traffic should be avoided).

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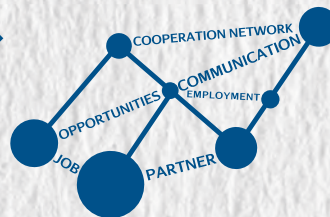
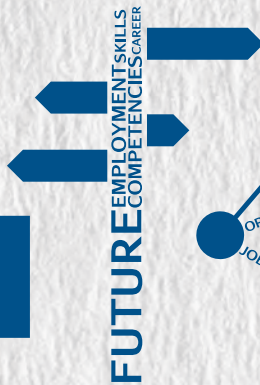
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8.8 HOW TO PUBLISH ADS IN PRINT MEDIA (MAGAZINES AND NEWSPAPERS)



HOW TO PUBLISH ADS IN PRINT MEDIA (MAGAZINES AND NEWSPAPERS)



What Is It Useful For

If the project is just being launched, then you use ads for **raising awareness and branding**, if it's already "mature", then you would use the ads as a **reminder** of your existence.

As you will see in tool 8.2 "How to develop a project identity and branding", when a project is launched and ongoing, you need to inform the audience. They need to associate a graphic and a logo with the new education stream – i.e. "branding". If people do not know about you, they will not ask for what you offer.

The same branding should be used in all the ads that are published.



When To Use

It is good to do them various times throughout the year.

In the example of the DSME project, the project team publishes ads throughout the year, but more frequently at the end and the beginning of the scholastic year in order to increase the inscription rates into TVET.



How Long Does It Take

The research phase takes about 1 month, once that is over, 2 weeks should be planned for all administrative procedures as well as resizing the ad (which sometimes takes a full day).



Target audience

In general, print media are addressed to adults, although some rare magazines are only addressed to youth.

Depending on the type of magazine, you could either target the parents, the potential students or the private sector.

Keep in mind that magazines and newspapers have a higher readership than the actual number of printed copies, as people pass them to each other and they are usually placed in waiting rooms, hairdressers etc.

Meaning that an expensive magazine could still reach the less privileged social class.



Examples

The DSME project published ads in several magazines targeting the parents mainly, and one targeting the owners of workshops in Lebanon.

The ad is also regularly placed as a flyer in the most viewed ad paper in Lebanon (yearly before school registration).



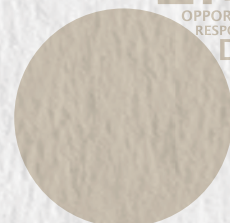
WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Every print medium has its own specifications for the ad. It's better to keep in contact with the designer who first developed it so that they can resize it. Note that the resizing costs sometimes as much as the design (due to technical reasons).
- Research the available media, their prices, target audience, distribution places etc.,- either by calling them directly or through a media agency.
- Choose the magazine depending on the budget and the target audience.
- Depending on the prices, and the desired level of exposure, choose the location of the ad within the medium: (cover page, inside pages, left or right...).

In Lebanon, the cost of placing an ad in the print media may vary from 300 USD to more than 8000 USD per ad, depending on the medium itself, and the location of the ad within it.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

ALCULATIONS • STAKEHOLDER
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ONSIBLE CSR • OPPORTUN
OR MARKET • EGYPT • LABOR M
AL COST CALCULATIONS • STA



Pros



- Raising awareness about your project and building more audience.
- Attracting the audience who doesn't like to read.
- As mentioned earlier, print media get passed on from one person to another and are placed in public places where access to them is free of charge.

Cons



- It requires a big budget to spread out nationwide – ads are rarely offered for free by print media and usually you need to target several magazines and newspapers in order to reach all your target audiences.
- Sometimes depending on the medium, you should re-adapt the ad's message. For example an ad targeting the students (e.g. "join the Dual System now") will have a different message than the one targeting the Private Sector (e.g. "train the Dual System students").





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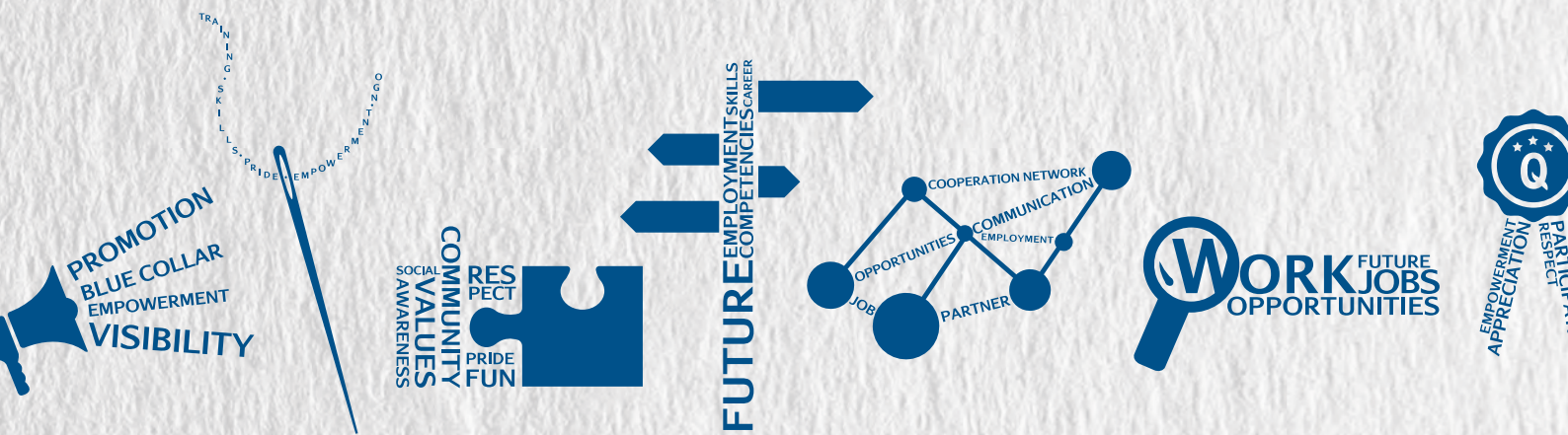
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8.9 HOW TO PUBLISH ARTICLES IN PRINT MEDIA (MAGAZINES AND NEWSPAPERS)



HOW TO PUBLISH ARTICLES IN PRINT MEDIA (MAGAZINES AND NEWSPAPERS)



What Is It Useful For

Raise awareness to better inform the public about the project by using a traditional medium that people are used to.

Having an interview with a representative of the project – more specifically from the partner’s side - usually adds more credibility and informs the people about the exact details of what you offer, unlike only an ad which does not really provide content information.



When To Use

An article aims to raise awareness about your product; it is good to do that several times throughout the year.

In the example of the DSME project, the team publishes articles throughout the year, but more frequently at the end and the beginning of the scholastic year, in order to positively influence inscription numbers.



How Long Does It Take

Enough time should be allocated to carefully write and proofread interviews. It could vary from 1 week to 1 month.

The research for the available media is also time-consuming.



Target audience

It mainly targets the parents, rather than students, as reading the newspaper has become a habit for most families.

You can also reach certain segments of your market by placing the articles in the different sections of the paper/magazine.

Some magazines are targeted only to a certain economic sectors and related job profiles (cook / car mechanics). Those reach the private sector – potential training companies or employers - as well.

Keep in mind that magazines and newspapers have a higher readership than the actual number of printed copies, as people pass them to each other and they are usually placed in waiting rooms, hairdressers etc.

Meaning that even an expensive magazine could still reach the less privileged social class.



Examples

The DSME project used various newspapers and magazines. The general article about the project was sent to all of them and to some others, there were other certain topics chosen (such as only Car Mechanics related, once in a Cars’ magazine for example).

You can see most of the published articles on <http://www.dsme-lb.com/dsme-in-the-press->.

Some selected articles can also be found in the [annex](#).



WHAT TO DO

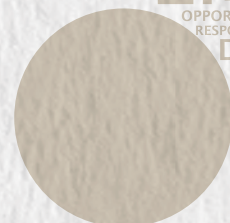
In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Write one general article about the project as well as more articles that would detail a few aspects of the project – any topic that is worth sharing with the audience. In the example of the DSME project, there was a full article about woodwork, another one about car mechanics, and some press releases to inform readers about the project events. The article should be attractive, short enough not to bore people and long enough to have all the information you want to convey. It should also include a reference for the reader (Facebook page or a website or a telephone number).
- Choose some pictures that go with the article as well as the logos.
- Agree on a person from the project who will be the contact person for the print media agent.
- Research the available print media and choose which better target your audience.
- Contact the chosen print media providers. Most of them deal with an agency, so it is a bit tricky to reach them directly. They usually provide you with a list of prices – for example 1 page article in a certain magazine costs 2000 USD while a 4 pages' article in another costs only 500 USD.

- Depending on the offers you get, you can adapt the articles you wrote to the audience of each medium – the general article should in principle fit everywhere.
- The print media proof reads your article and adapts it again to their design – they even change the headline sometimes. It is thus better to ask for the final version of the article before the newspaper or magazine is published.
- The agency should provide you with at least one free copy of the magazine / paper to monitor that the article was indeed out with no misinformation.

In Lebanon the price for an article can vary from 300 USD to more than 4000 USD depending on the medium.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

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Pros

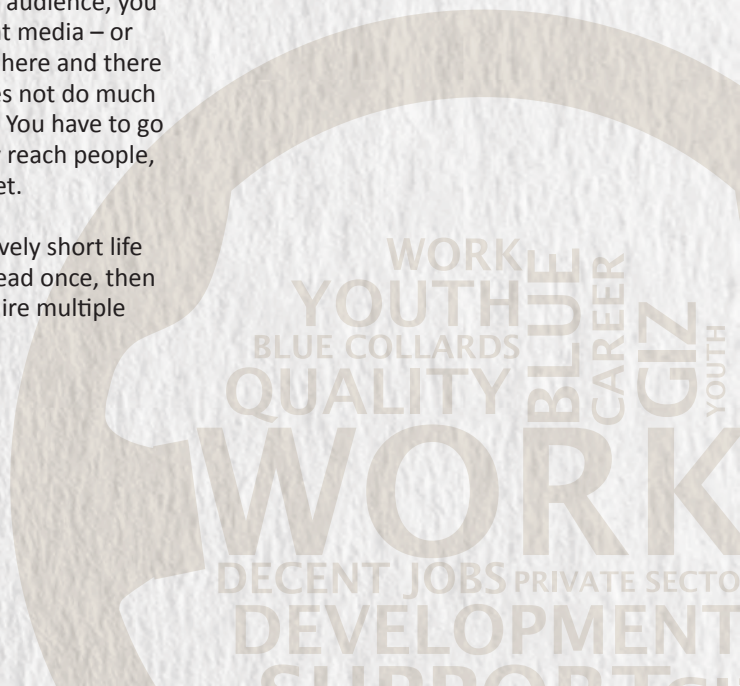


- While in most media it is better to be concise and brief, in the articles you can be as detailed as you want and share all the information which you think are relevant.
- More exposure to the audience.
- The more articles there are about your project, the more you raise interest for other media to contact you – at which point interviews might be offered for free.
- Usually, some magazines or newspapers offer a free ad when you pay for an article.
- As mentioned above, the paper / magazine readership goes much beyond the printed numbers as they are passed on from a person to another and they are available in public spaces.

Cons



- Whatever is printed is irreversible, which includes misinformation, or misinterpretation by the media. For example, what the medium might believe is an attractive headline could be damaging for your network, such as, for example: “The Dual System representative says the traditional Vocational education is a failure”.
- If you want to reach a big audience, you will have to go in ALL print media – or most of it. A small article here and there every once in a while does not do much for return on investment. You have to go on a bigger scale to really reach people, thus calculate a big budget.
- Newspapers have a relatively short life span. They are typically read once, then discarded, thus they require multiple insertions.





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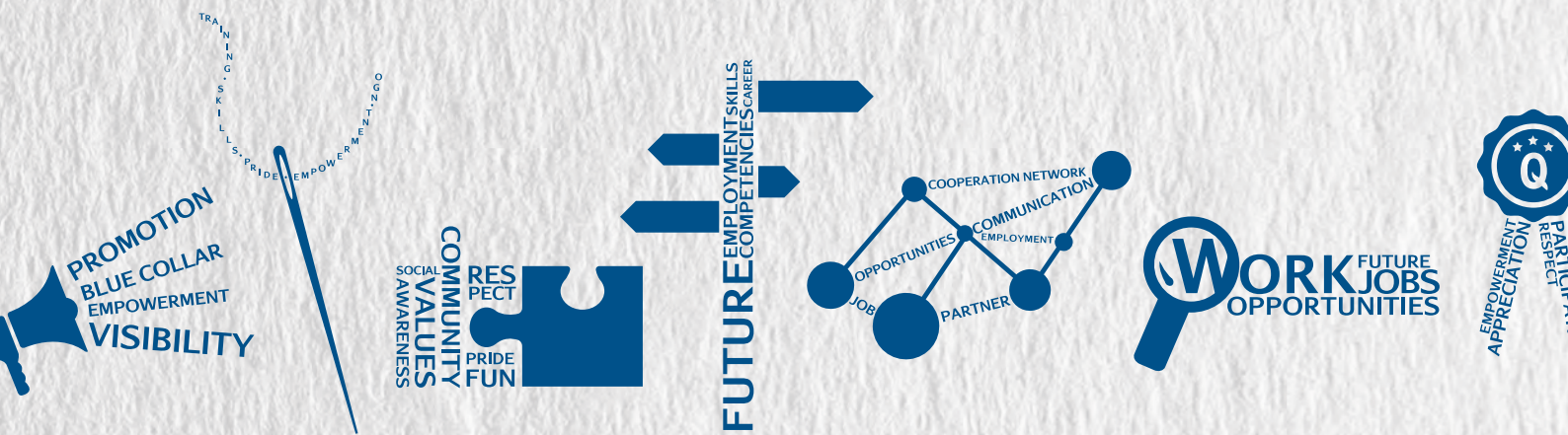
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8.10 HOW TO DEVELOP AND BROADCAST RADIO ADS



HOW TO DEVELOP AND BROADCAST RADIO ADS



What Is It Useful For

Raising awareness and / or announcing an event to the mass.



When To Use

It is good to be present on the radio channels throughout the year and more intensively before specific deadlines (such as exams or registration dates) or the events that are being announced.



Examples

The DSME project used radio ads twice:

- Radio ads were offered in one Lebanese radio channel (the radio is owned by a paper that the project had its ads in). It had wide exposure; people were calling the project to say that they have heard it. The following text was read by a female voice in Arabic accompanied by an animated melody:

“Have you reached the last complementary school year and confused about the next step? Join the Dual System today! And immediately enter the labour market while you’re at school! According to the successful German model, 8 specialisations in more than 30 official and private schools and institutes all over Lebanon! For more information, call 01353390 ext. 1110 or visit us on www.dsme-lb.com.”

- When the project wanted to announce the airing of its documentary, it had less exposure than the above, because the project was charged for every spot, but it also received positive feedback – though not as much as above. The following text was accompanied with an animated melody:

“Get to know the Dual System, a Lebanese vocational educational stream according to the successful German model! Enter the labour market while you’re at school, and learn skills to ensure a good vocational future!”

Wait for us on Saturday at 10h30 after TARA-TATA, and learn about the project with the opinions of high ranking persons who have experienced the success of this stream!”



Target audience

The radio is addressed to the mass in general – depending on what you are announcing and the channel you are using, you can target the parents, the students or the private sector or even the 3 in the same time.



How Long Does It Take

Altogether, finding the right channel, creating the ad concept, and recording should not take more than 3 weeks.

The studios researched in Lebanon gave a different timeframe for the recording of the ad; it went from half an hour to 1 week.

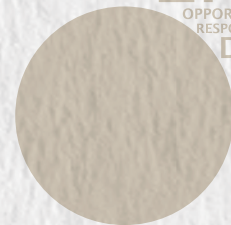


WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Research the radio channels in your context, regarding the targeted audience – the criteria could be the area of coverage or the various shows on the radios (some are targeting a certain class; some are targeting the youth only).
- Ask for the specifications of the ad (format and duration – usually 20 seconds) and negotiate good time slots: In Lebanon, the radio channels do not offer statistics for rush hours on the radios, but usually they can tell you how successful a certain show is and that to target the mass you should be on the radio either when they are driving to or from work.
- Find a production house that will record the ad (sometimes the radio channel offers it) – the cost can vary from 200 USD to 600 USD depending on the production house.
- Agree on a wording/text, to announce an event or to raise awareness about the project. Always include some type of contact in it (website, phone number).
- Agree on a melody – usually the production house offers possibilities.
- The cost of the radio campaign can start from 1000 USD to as much as you want your campaign to last (one spot costs around 300 USD).

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WHAT TO OBSERVE

The following lessons learnt should be observed:

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Pros



- Targeting your advertising to a specific audience. Different radio stations have different formats, from news/talk to oldies to rock. Decide who you are trying to reach (teenagers, families, urban men, suburban moms), and then choose the radio format that reaches your audience.
- Attracting the audience who can't or doesn't like to read, or doesn't have the patience to watch a documentary or listen to a full interview.
- Cheaper than any other mass medium (except Facebook).

Cons



- In a context like the Lebanese one, with many radio channels available, it is better to have a larger budget to target all of them rather than one channel that will not do much of return on investment.
- As mentioned above, in the absence of reliable statistics regarding the rush times on the radio, you will have to trust the assumptions of your contact in the radio channel or the media agency.
- While a reader of a newspaper can cut out your print ad and save it for later use, a radio ad is very ephemeral, playing over the radio for less than a minute.
- Also as mentioned above, morning and evening commutes are key times when many businesses want their ads to run, and there are only so many spots to [go around](#). This can drive up the cost for those chosen time slots.

Note that you are not allowed to mention two competitors in the same ad. For example when the DSME project wanted to announce the broadcasting of the documentary, the project could not announce in the same ad the two TV channels which were supposed to broadcast it. Again, that is the Lebanese context.

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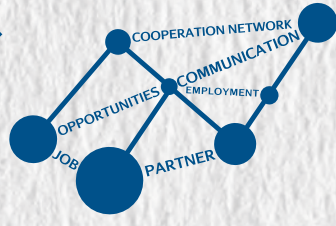
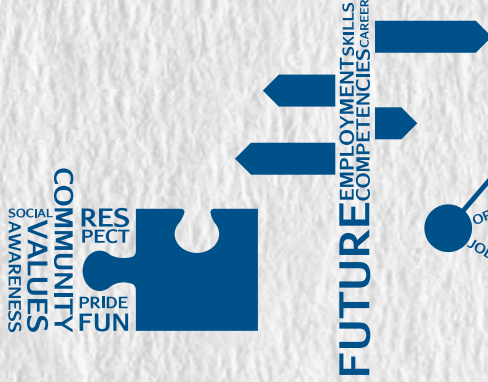
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8.11 HOW TO USE TEXT MESSAGES (SMS) FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



HOW TO USE TEXT MESSAGES FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES

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What Is It Useful For

Reach people directly, best used to announce an event (dates of registration, dates of an on air interview, etc.).



When To Use

Twice before an event: the first time about 4 days before, and the second time on that same day (or the evening) as a reminder.



How Long Does It Take

About 2 weeks should be enough for the whole procedure.



Target audience

Depending on the context, but mainly anyone who carries a mobile phone, which is Lebanon is everyone, so the parents, the students, the training company owners, etc.

In Lebanon, you can break down the SMS target audience by area, gender and age. Maybe in other countries, the databases are more detailed (for example the job position is also available).



Examples

The DSME project used SMS for

a) Raising awareness about the Dual System at the beginning of the registration for the new scholastic year. (sent to 10 000 subscribers in the less privileged areas in Lebanon):

جودزملما مظنلل آلهمضنا؟ هيفوربل اع تلصرو
(ةينهملا ةيوناتللا)
www.dsme-lb.com

English: Did you reach the last complementary year? Join the Dual System (Vocational Secondary) now!

b) Announcing the date of the broadcasting of the documentary:

ميدلعتللا يل ع فترعتتل لكتقو نم ةعاس عبر
يناملال جودمزللا بسحب جودزمللا ينهملا
١٠:٣٠ ةعاسلا "يف يت مائلل لع مويلا ، حجائللا
اتاتارات دعب

English: 15 min of your time to get to know the Dual System, according to the German successful model, today on MTV at 10h30 after TARATATA.

For both, the sender name was "The Dual System" instead of DSME, as the target audience might not know the abbreviation.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Agree on the target audience. Find a bulk SMS provider that is suitable for you.
- Agree on a language for the text message.
- Note that using Arabic plus another language in the same text message will not be readable.
- Enquire about the number of characters you are allowed to have (it also depends on the language you choose – at least in Lebanon).
- Agree on a text; it should be catchy and short.
- Agree on a sender's name (should be something the audience is familiar with so that they are curious to open the message).
- Agree on a time and date to send the SMS.
- Ask to include your number in the SMS sending so that you make sure the right text is being sent at the right time.



WHAT TO OBSERVE

The following lessons learnt should be observed:

ALCULATIONS • STAKEHOLDER
DER WORK • YOUTH • SUPP
ONSIBLE CSR • OPPORTUNI
OR MARKET • EGYPT • LABOR M
AL COST CALCULATIONS • STA



Pros

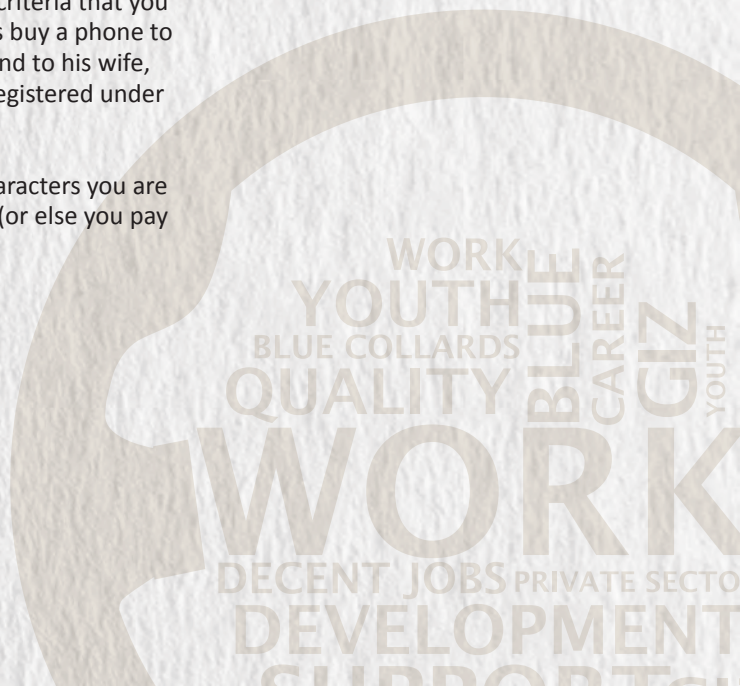


- Direct marketing tool.
- People cannot really avoid looking at their messages.
- You can be very selective in the areas, so for example you could target people living in the villages where the schools are.

Cons



- The budget for targeting a huge number of people is huge and probably with a low return on investment.
- You can **only** be selective in the areas, so if the area is not one of your target audience criteria, the SMS will not be targeting the audience you desire. At least in Lebanon, this is the only criteria that you can reliably trust (parents buy a phone to their children, or a husband to his wife, and the number will be registered under the buyer's name).
- You are limited by the characters you are allowed to fit into 1 SMS (or else you pay double).





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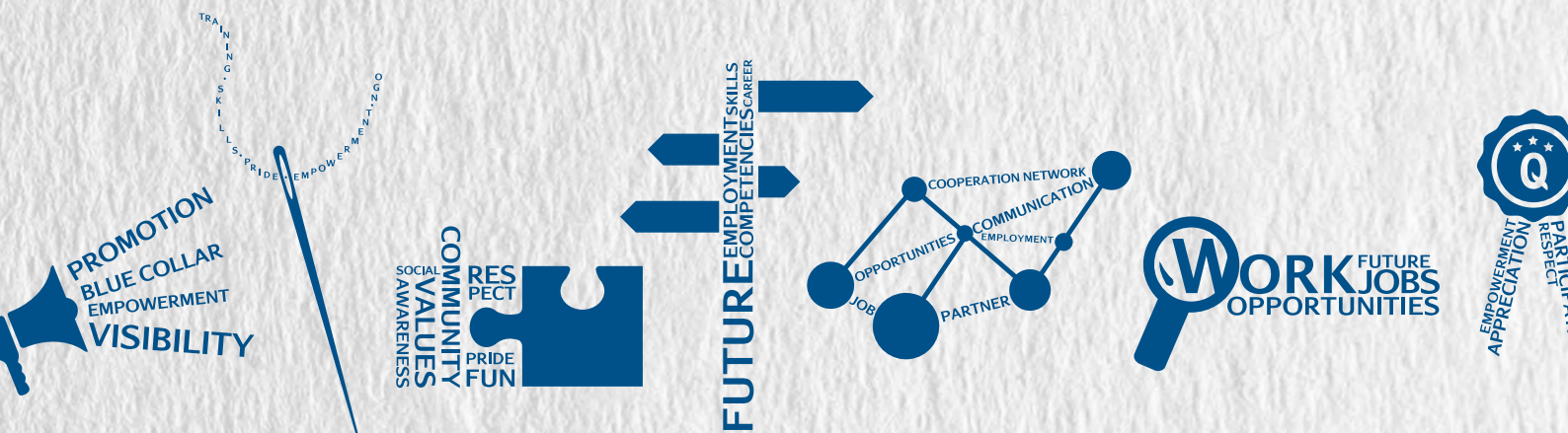
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8.12 HOW TO USE BILLBOARDS FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



HOW TO USE BILLBOARDS FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



What Is It Useful For

Mainly to raise awareness to the mass.

Billboards can target very specific areas and they are exposed to the mass 24 / 7 over a certain period.

The visual will stick in the audience's memory if they see it a few times.



When To Use

Given the high budget the billboards require, timing should be carefully taken into consideration, for example just before the schools' registration to exploit the tool to the maximum possible extent.

Also the weather makes a difference: a storm can ruin a billboard that you paid a lot for. Also people look less at the billboards when it's raining heavily.



How Long Does It Take

The preparations should not take more than 1 month.



Target audience

Billboards are a mass media tool. It could however address specific areas, for example the ones where there is a school that offers the Dual System, or a less privileged area where the target audience, hence students, who cannot afford going to private schools or academic pathways, is present.



Examples

The DSME project launched a billboard campaign in remote areas in Lebanon in 2012.

The return on investment was not so high, meaning not much more students registered in the cooperative TVET system.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Create an ad (refer to tool 8.2 “How to develop a project identity and branding”).
- Research available media agencies that offer the billboards service and check the locations of their billboards, which should be the main reason for choosing the agency.
- Once chosen, the agency will provide you with the specifications of the ad.
- Resize the ad accordingly.
- Monitor the campaign (for example go to the location and see it).

In Lebanon, the cost can vary from 30 000 USD to more than 100 000 USD depending on the locations and the period.



WHAT TO OBSERVE

The following lessons learnt should be observed:

ALCULATIONS • STAKEHOLDER
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AL COST CALCULATIONS • STA



Pros



- Raising awareness to your project and building more audience.
- If the billboards are there for long enough, it will stick in the viewers' memory.

Cons



- It requires a very big budget to spread out nationwide – decreasing the timeframe of exposure and the locations will give 0 return on investment.





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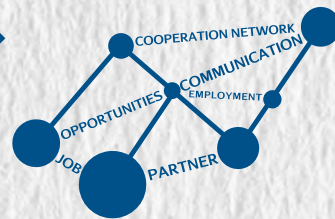
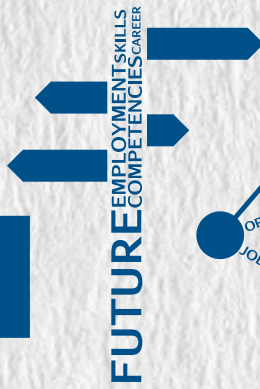
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8.13 HOW TO CREATE AND DISTRIBUTE NEWSLETTERS



HOW TO CREATE AND DISTRIBUTE NEWSLETTERS



What Is It Useful For

A newsletter keeps the audience updated on the project's activities and events as well as on developments in the TVET sector.



When To Use

It depends on the potential content the project intends to place in it. In the example of the DSME project, the newsletter is issued every four months.



How Long Does It Take

It is better to keep collecting ideas for articles throughout the year. Putting articles and pictures together, translating them if needed and the printing should not take more than 2 weeks.



Target audience

Depending on your aims, it could target the students and their parents, the teaching personnel and ministry staff, the private sector or all of them in the same time. The key is the content as well as the distribution strategy.



Examples

The DSME project has launched a quarterly newsletter starting from 2012, distributed by e-mail to school directors, some companies, the chambers of commerce, industry and agriculture and other GIZ projects. The paper copy is distributed to the Minister of Education, the Director General of TVET and all heads of departments within DGTVE, the schools that offer the Dual System and Meister training and the DSME information points.

The content is as follows:

- The same cover page for all the newsletters with statistics about the project's success so far, the "identity" picture and the titles in the issue.
- Articles about activities, going from trainings to study tours and a quarterly recipe from our development worker responsible for the cooking trade.
- [Example Newsletter](#)

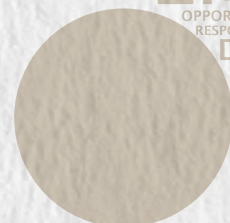


WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Agree on a target audience and distribution strategy.
- Agree on a language (could be 2 languages).
- Create a design for the newsletter, either via a designer or templates that can be found online. The design should go with the project's identity (see tool 8.2 "How to develop a project identity and branding").
- Include the logos needed and contact information.
- Ask the project's staff members to provide you with articles/ ideas for articles. They should relate to the covered period's activities that could be interesting for the audience.
- Find pictures that match the articles.
- Proofread.
- After the printing, start with the electronic and the actual distribution (in Lebanon, the printing of 500 Newsletters of 4 pages each costs about 400 USD).
- Upload it on your website, Facebook page, the partner's websites etc.

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 EMPLOYMENT
 OPPORTUNITIES EGYPT PR
 RESPONSIBILITY DEVELOPMENT
 SUPPORT





WHAT TO OBSERVE

The following lessons learnt should be observed:

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OR MARKET • EGYPT • LABOR M
AL COST CALCULATIONS • STA



Pros



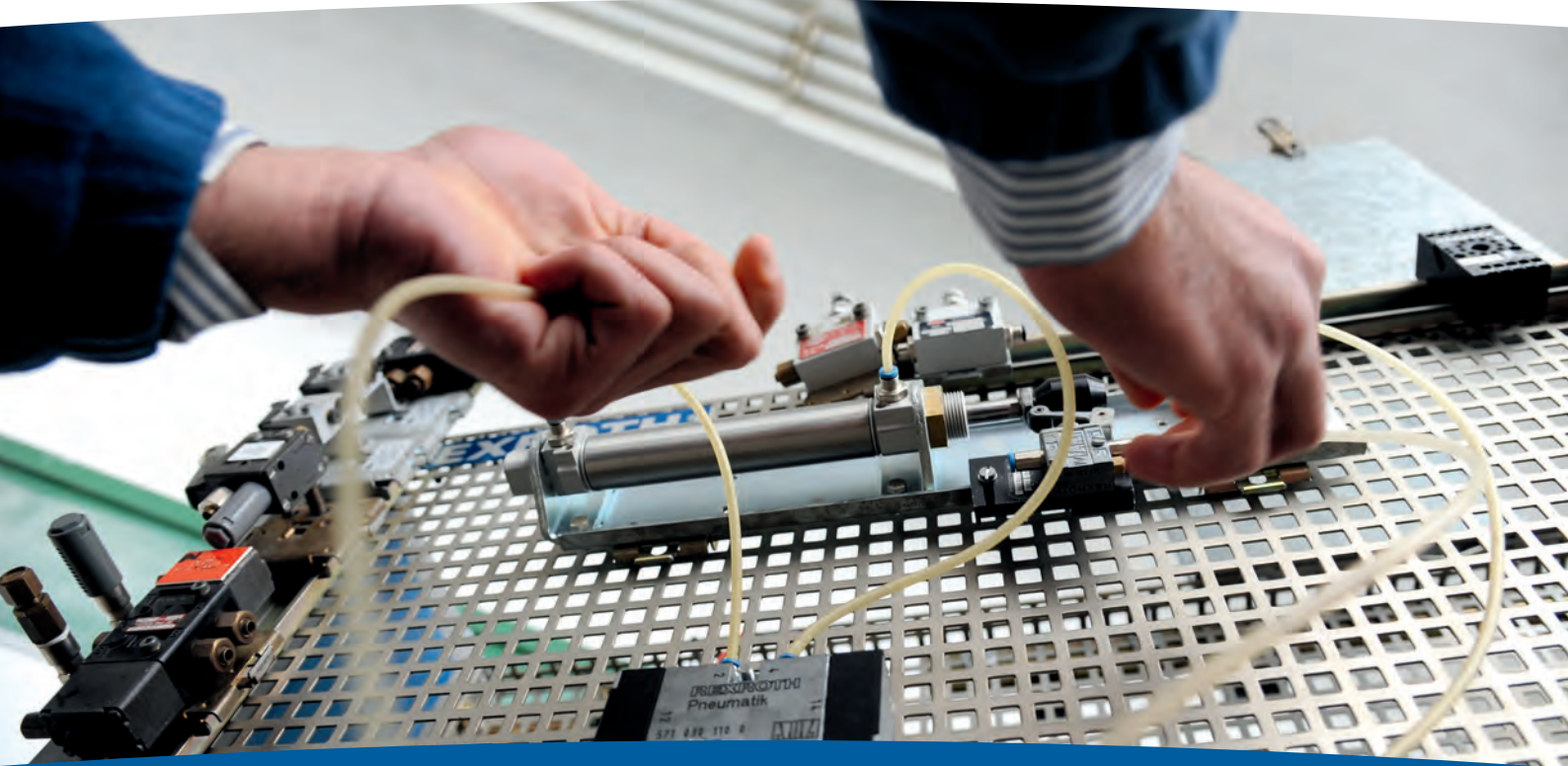
- You remind your audience that you are there.
- You inform the audience about your activities.
- You add to the credibility of your activities.

Cons

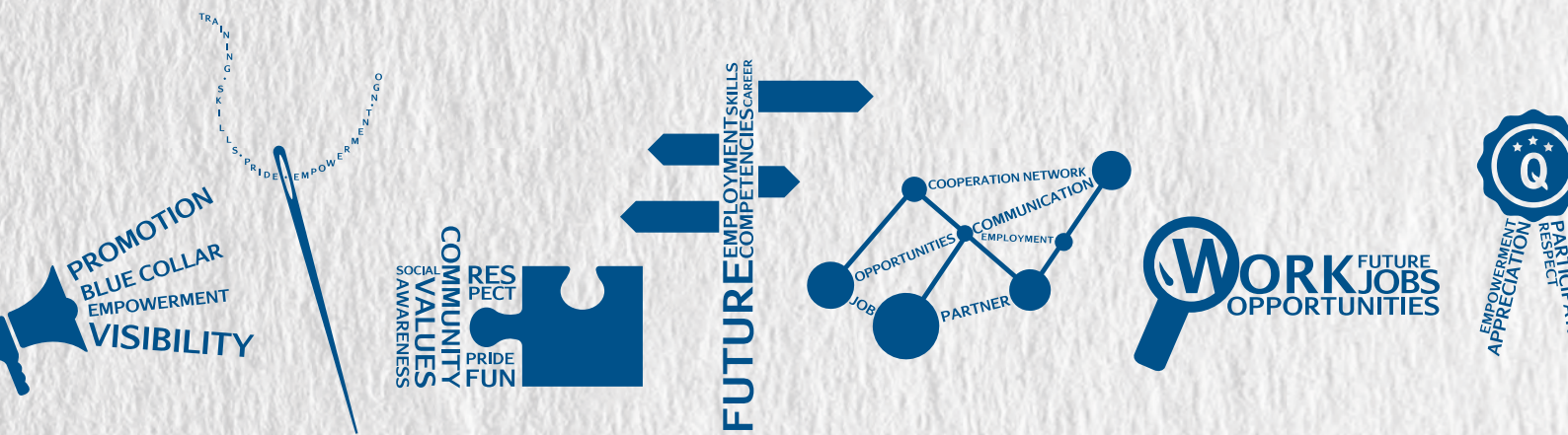


- A lot of effort should be made to attract the audience to actually read the newsletter.
- Concerning the e-Newsletter: In some cases a newsletter may not be received by the recipient. Reasons for this could be the spam filters used by many people. So a newsletter might not get through to those who have subscribed because it is rejected as spam.

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DEVELOPMENT
SUPPORT



8.14 HOW TO INSTALL INFORMATION POINTS



HOW TO INSTALL INFORMATION POINTS



What Is It Useful For

An information point can help you reach your audience and raise awareness about your project.



When To Use

Whenever you find a place where you know you can reach your target audience and they accept to install an information point for your project, such as

- Directorate General for Technical and Vocational Education
- schools
- private sector business related to your specialisations
- the Chambers of Commerce, Industry and Agriculture

(Hereunder they will be referred to as the “host”.)



How Long Does It Take

The information point installation should not take more than 1 week.



Examples

The DSME project for example has created the following:

- 4 brochures to explain each of the Dual System, the Meister Training, the Teachers’ further training and the Small and Medium Enterprise Development
- 7 flyers – each explaining a different specialisation offered by the Dual System
- A quarterly newsletter
- A guide to the companies that could potentially train the Dual System students

The project team installed information points at Chambers of Commerce, Industry and Agriculture, as well as the DGTVE and of course, one just in front of the DSME office.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Check where the information points can be installed: ask the partners, take legal permissions if needed.
- Order stands – if not available at the hosts.
- Depending on the stand, you can also add a poster representing your project (refer to tool 8.2 “How to develop a project identity and branding”).
- Provide the host with the relevant brochures / flyers / newsletters, and keep following up on the needed re-fillings.



WHAT TO OBSERVE

The following lessons learnt should be observed:

ALCULATIONS • STAKEHOLDER
DER WORK • YOUTH • SUPP
ONSIBLE CSR • OPPORTUNI
OR MARKET • EGYPT • LABOR M
AL COST CALCULATIONS • STA



Pros



- You will be present in more places; therefore you are increasing the audience's awareness about the project.
- When you install an information point, you usually have a general idea about the audience who will see it, so you can address direct messages to them.

Cons



- The host is not always able to answer the questions addressed by the people who read the brochure and are curious to get more information – it could be recommendable to brief the hosts about your project and hand them over your contact details.





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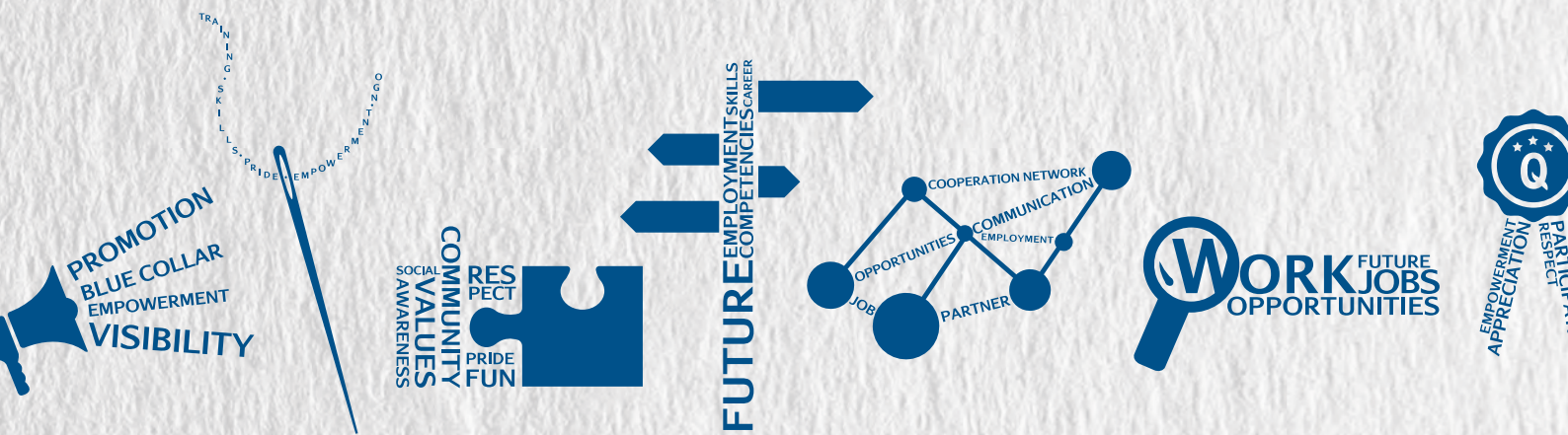
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8.15 HOW TO ORGANISE EVENTS FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



HOW TO ORGANISE EVENTS FOR AWARENESS RAISING, PROMOTION AND INFORMATION PURPOSES



What Is It Useful For

Raise awareness to better inform the public about TVET in general or a special topic / activity / project.

- To promote TVET
- To establish a TVET image
- To inform specific target groups (students, families, public)



When To Use

It is not only about i.e. open days for prospective students but also using workshops of other components to establish a TVET image.



How Long Does It Take

Time should be allocated to carefully write the concept and for the planning. It could vary from 1-2 month.



Examples

Open Day example can be found in the annex.
[>>here](#)

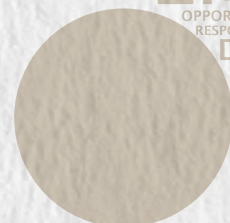


WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Concept needs to be developed (structure, content, objective, interview partners, what kind of message / image should be transferred?, duration?, budget).
- Agenda/programme.
- Which partners should be involved (TVET providers, public sector, private sector)?
- What personnel/experts/equipment is needed (facilities, technical equipment)?
- Translation.
- Hospitality.
- Budget, time frame.
- Planning and implementation should be done with involvement of partners and students. Get their ideas included!
- Use of resources (event should take place in a school / location should be somehow related to TVET (not a hotel!), catering done by cooking students, PR material by media students etc.).
- "TVET decoration": hall should be decorated with photos of students etc.
- PR material (note pads, leaflets etc.) developed by media students.

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 COST CALCULATIONS • STAKEHOLDER
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WHAT TO OBSERVE

The following lessons learnt should be observed:

ALCULATIONS • STAKEHOLDER
DER WORK • YOUTH • SUPP
ONSIBLE CSR • OPPORTUN
OR MARKET • EGYPT • LABOR M
AL COST CALCULATIONS • STA



Pros



- Involvement of TVET media students (own resources) → commitment, ownership.
- Reaches to larger audience.

Cons



- When involving many partners and using own resources this means it takes much more time, work and nerves.

Recommendations



- Install working groups (transportation, financial issues, technical group etc.).
- Write Minutes of Meetings of planning meetings and circulate them among members.
- Plan enough time for follow up.
- Include evaluation (questionnaires).





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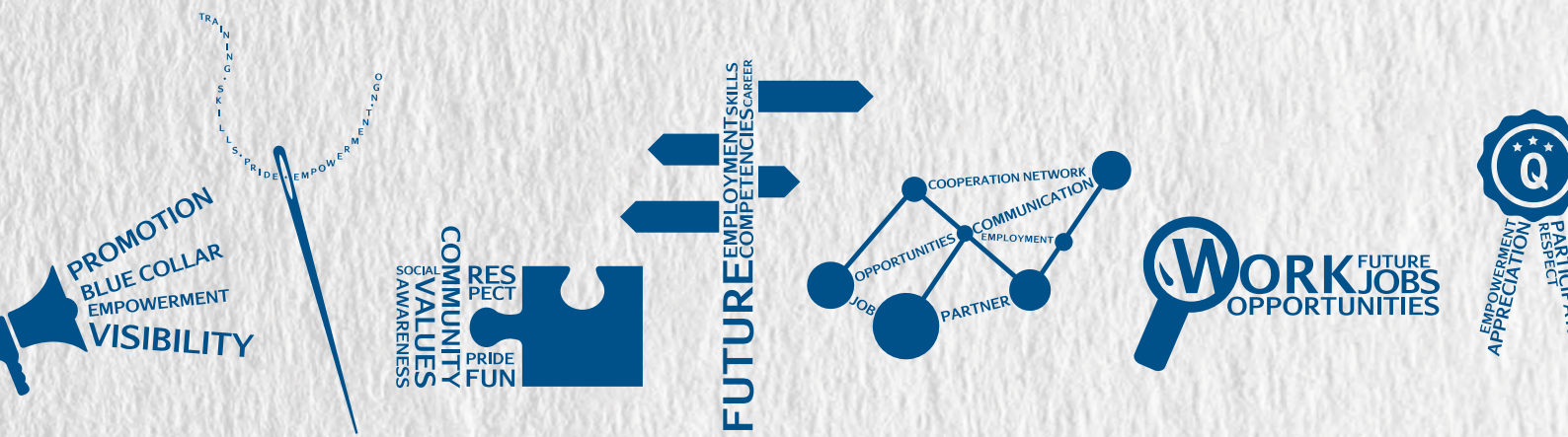
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8.16 HOW TO PRODUCE DOCUMENTARIES AND IMAGE FILMS



ALCULATIONS · STAKEHOLDER · WORK · YOUTH · SUPP · ONSIB · CSR · OPPORTUN · OR MARKET · EGYPT · LABOR M · AL COST CALCULATIONS · ST



HOW TO PRODUCE DOCUMENTARIES AND IMAGE FILMS



What Is It Useful For

A picture is worth 1000 words and a video is worth 1000 pictures.

Anyone can write testimonials in brochures or on a web page but they are merely words. Put a live testimony or a real success story in a video and the emotion and integrity is immediately apparent. A satisfied beneficiary of the project that comes across on screen as natural and genuine is worth their weight in gold.

A well-made video also sticks in the memory more than a text given that it plays on the emotions of the viewer much more than a solid text.

Creating a documentary about the project's successes is an informative means without obliging the audience to read.

The goal of a documentary is not to develop a fictional story, but essentially to tell a realistic and true story by presenting facts and interviews. It attempts to change or improve society in some way (concerning the perception of TVET). The goal is to bring to light a certain cause with the hope that the film will help galvanise the masses to demand change. It conveys information on the basis of proof and evidence to support it. The documentary structure provides fair chances to communicate this purpose in terms of providing opinions on the topic in question or a specific message concerning the topic, while supporting the claims with proper facts and proofs.

A film can be screened on many different channels (local TV, facebook, YouTube, web-sites etc.). Instead of a regular newsletter a video newsletter could also be an option since film/video is more popular in Palestine for example than written content.



When To Use

Once the project has matured, meaning that there is enough material to place in it and enough "real testimonies and faces" that can talk positively about their experiences. More specifically, the first graduates who found great jobs afterwards, or Meister graduates that climbed the career ladder, or proud parents, satisfied company owners, etc.

- A story – content to explain what you want the audience to understand after watching the film. It is not a written detailed scenario but rather bullet points of what the main messages should be.
- The right production house that is willing to take the job and that understands the message that needs to be delivered. They need to know the project just as much as you do.
- You will find in the annex an example of the contract with the production house as well as the draft of the interview schedule and questions.



Target audience

Videos are meant to be a mass media tool (which is why "YouTube" for example has one of the highest scores among other social media tools). All ages and social classes are attracted to videos.

Meaning a documentary would be great for parents of future students and future students themselves as well as potential training companies.



How Long Does It Take

A few months should be allocated for a documentary to be fully finalised.



What Is Needed

- A budget – both to produce (around 10 000 USD in Lebanon) and to advertise (could reach more than 30 000 USD if it's broadcasted on television – in Lebanon it's 15 minutes for 15 000 USD).
- Live testimonies which are willing to be filmed, could be the successful graduates, the proud parents, the satisfied companies etc. It is also good to add credibility by including an interview with a ministry representative, chambers etc.



Examples

The DSME project has developed a documentary in English and Arabic with subtitles, whereof the short version is uploaded on the project's website and Facebook page: www.dsme-lb.com ; www.facebook.com/dsme.lb www.youtube.com/watch?v=N7DsuoUo984

A printed copy of the full version is also available upon request.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Find the “live testimonies” and have them sign on a paper where they accept to be filmed for the film to be used as you want (or the production house will have them sign on the paper – it depends on the production house).
- Decide on a language for the documentary (of course the choice could be more than one language) and consider subtitles.
- Look for a production house according to the above mentioned and to your budget.
- Several meetings should be held with the chosen production house so that they can know your project just as much as you do, and thus translate the idea into a video.
- Make sure all the relevant logos are placed at the end with your contact information.
- Once the documentary is ready, watch it and invite other colleagues and outsiders (e.g. selected people from the target group) to watch it and take their comments.
- Provide a copy to the people who appear in it and have them also comment on it / get their written approval.
- Adapt the comments when necessary – finalise it with the production house.
- Decide on a title.
- Start the distribution and dissemination (see tools 8.17 “How to broadcast documentaries and image films” and 8.18 “How to disseminate documentaries and image films”).
- Upload it on all your communication means (Facebook, website, etc.).
- If the documentary is longer than 7 minutes, work on a shorter version to be placed online and to be used in seminars.
- For GIZ projects/programmes: If you want to upload it in the GIZ YouTube channel, then you need to have a different version (also according to the updated corporate design rules).



WHAT TO OBSERVE

The following lessons learnt should be observed:

ALCULATIONS · STAKEHOLDER WORK · YOUTH · SUPPORT · RESPONSIBLE CSR · OPPORTUNITIES FOR MARKET · EGYPT · LABOR MARKET COST CALCULATIONS · STAKEHOLDER



Pros



- Reaches a large audience.
- Can be easily circulated online.
- It sticks in the memory and it doesn't require extensive concentration to make the target group familiar with your message.
- The people appearing in the video will be the first ones to talk about it and advertise it – this is free promotion.
- The documentary can be cut and scenes from it can be used in some presentations (some schools in Lebanon used some extracts to present the Dual System to potential new students).

Cons



- In relation to the high budget required, the return on investment is not gushing.
- You will be tempted to include all information, yet it is very hard to fit everything within the foreseen time frame that matches the audience's attention span.
- In a country like Lebanon, where Internet is sometimes really slow, people don't have the patience to wait for an 8 minute video to download.

Recommendations



- Choose carefully your "success stories" – they will become part of your branding and they will be the "face to the project" for the documentary's audience. Anything they do in their personal lives affects your project.
- Make sure all the persons in the video agree on the use thereof.
- One of the people interviewed in the video had a wrong title written under their name – the video was already printed when we found that out. Which is why, it is better to circulate it a lot before finalising it.
- It is better to create a YouTube Channel and upload the video there, then link it to your website, so that it doesn't slow down the website.

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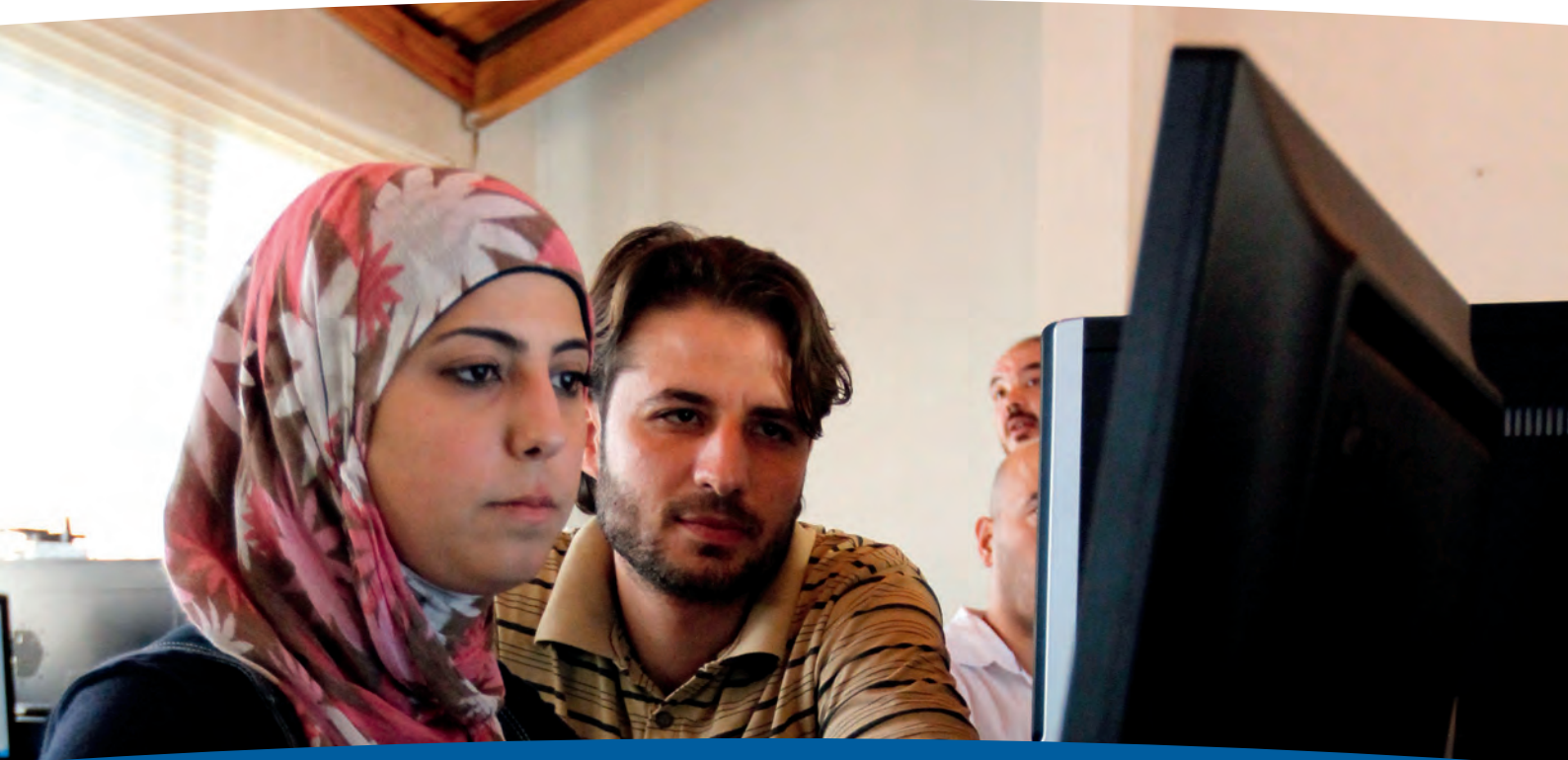


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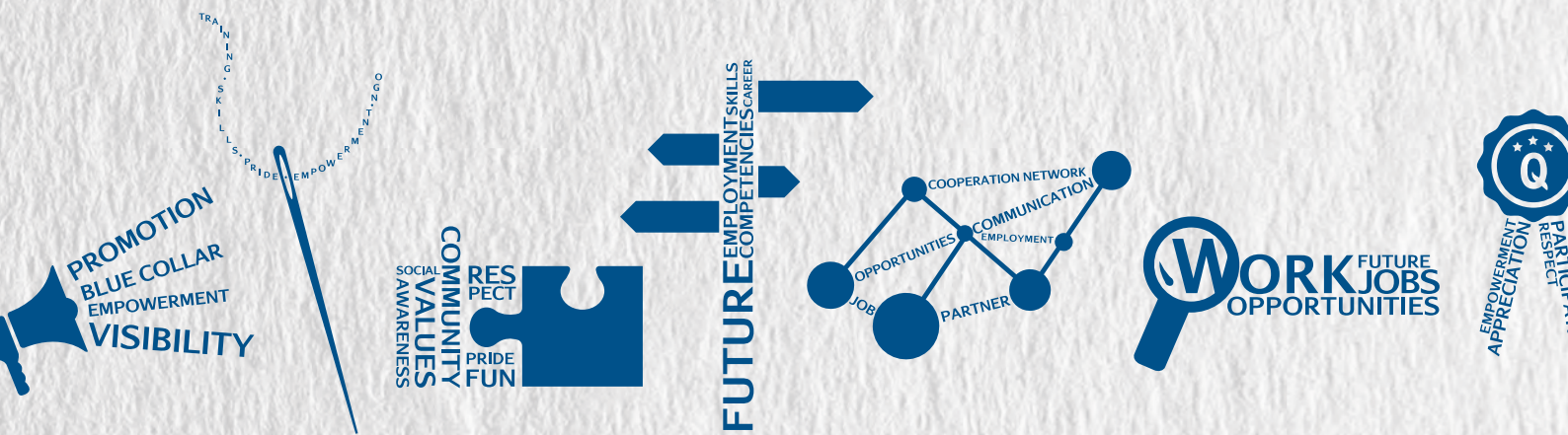
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8.17 HOW TO BROADCAST DOCUMENTARIES AND IMAGE FILMS



HOW TO BROADCAST DOCUMENTARIES AND IMAGE FILMS



What Is It Useful For

There are 2 ways to disseminate a documentary: Print copy (see tool 8.18 “How to disseminate documentaries and image films”) or television.

Being on television is always attractive for everyone. You will get much more mass exposure than any other medium.

Please refer to tool 8.16 “How to produce documentaries and image films” for more detailed information about documentaries and image films in general.



When To Use

The dates of broadcasting have to be carefully chosen given the budget that should be allocated for airing a documentary. In general, they should be decided accordingly with a major milestone achieved or in relation with an event coming up.



How Long Does It Take

It is advisable to start planning a couple of months ahead given the GIZ restricted administrative procedures versus the media (at least, that was difficult in Lebanon).



Target audience

Please refer to tool 8.16 “How to produce documentaries and image films ” for more detailed information about documentaries and image films in general.

Besides that, the channel you will be on will define your audience, for example before a show that targets only the youth, after a cooking show where you will be only targeting the mothers etc.



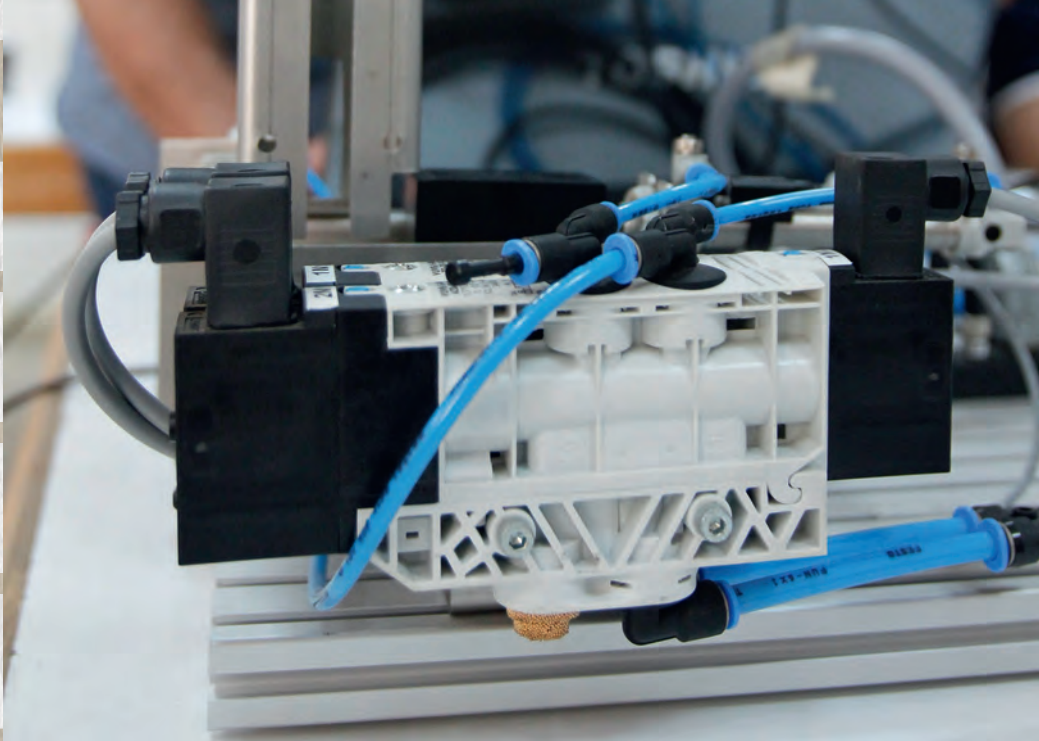
Examples

The DSME project has broadcasted the documentary on MTV Lebanese channel. (See lessons learned).



What Is Needed

- First of all, the documentary itself of course.
- Second, a budget – in Lebanon it varies from 2500 USD (not so successful channel) to 15 000 USD for a 15 minute documentary.
- And of course, an available media channel that is willing to allocate so much time for the documentary.



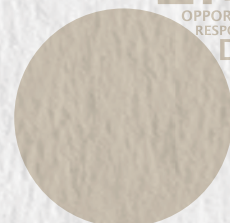
WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



- Define a target group.
- Depending on your budget and target group, you can either target all channels or be picky with the most efficient choice. In Lebanon, the DSME project went for the 2 biggest TV channels instead, to target as much audience as possible.
- The Lebanese law imposes that anything that goes on air should be censored by the General Security beforehand. Therefore it is recommended to check the local regulations.
- Establish contact with the selected channels or a media agency as a middle man (see lessons learned).
- Make sure no politics are involved in the issue (given that usually television channels are highly mediatised).
- Choose according to their time grid the best time to put your documentary (keeping in mind the lifestyle of your target audience).
- Fix a time and date with the media channel.
- Provide the TV channel with a “Beta Cam” version of the video – it is the only version that can go on air, and the provider thereof could be the production house or not (needs a few hours to convert).
- The TV channel should offer for free TV ads that will announce the documentary. If they produce the ad, you need to provide them with the text you want them to say in the ad; otherwise, you should find a production house that can produce an ad for your documentary.
- Better to announce the broadcasting using the following tools:
 - SMS (see tool 8.11 “How to use text messages (SMS) for awareness raising, promotion and information purposes”).
 - Facebook post and promote it (see tool 8.5 “How to use Facebook promotional posts”).
 - Announcement on your website.
 - Radio ads (see tool 8.10 “How to develop and broadcast radio ads”).
 - E-mailing your contacts to inform them.
- In the DSME project, the team designed a poster and placed it at the entrance of the Directorate General for Vocational and Technical Education (see annex).
- The TV Channel is supposed to develop a promotional spot announcing the documentary. You have the option to provide them with a specific text. You will find in the annex the promotional spot developed by MTV – the text was provided by the DSME project.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

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 AL COST CALCULATIONS • STA



Pros



- You will reach a very big audience – thus raise awareness and stand in front of your competitor.
- The people in the video will be the first ones to advertise the broadcasting of the video.
- Announcing that the video will be broadcasted has obliged several of our partners to watch it so that they could answer the questions that may arise later.
- Broadcasting a video about you is always seen as an achievement (much more than a newspaper article or so).

Cons



- In relation to the high budget required, the return on investment is not gushing.

Recommendations



- The extent of administrative procedures of projects can delay contracts.
- Thus, a middleman (media agent) that takes care of all this, is a useful investment.
- You can negotiate the contract with the TV channel, to get an additional interview for free with the documentary or the like.
- Think thoroughly about your audience when deciding on the best time to broadcast the documentary.
- With a relatively limited budget, it is better to target the huge channels, than several small ones.

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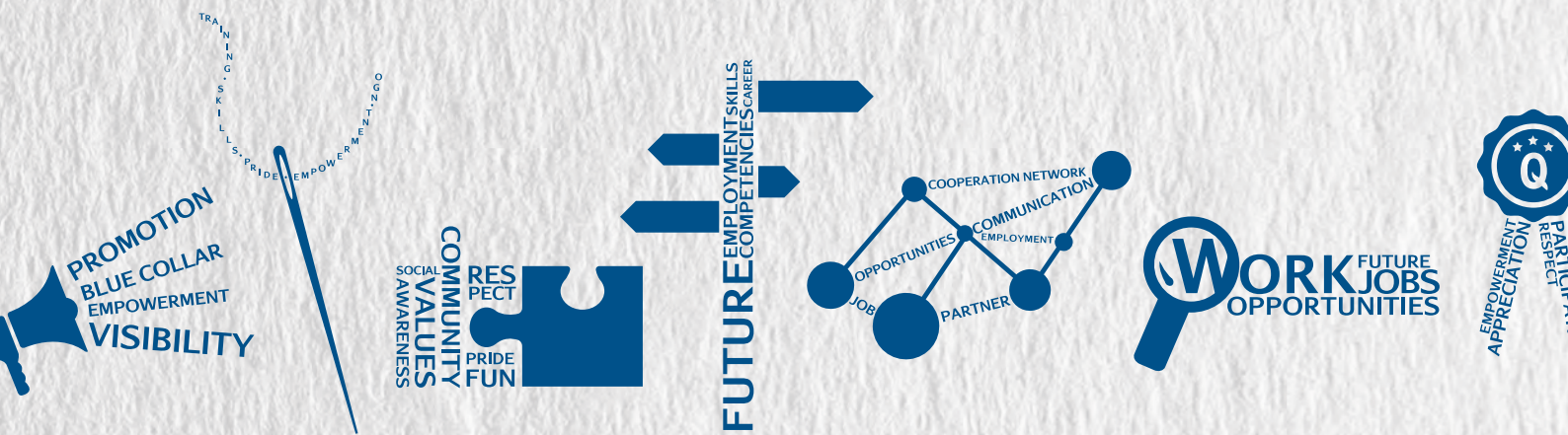
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8.18 HOW TO DISSEMINATE DOCUMENTARIES AND IMAGE FILMS THROUGH DVD



HOW TO DISSEMINATE DOCUMENTARIES AND IMAGE FILMS THROUGH DVD



What Is It Useful For

Promotional material that is more attractive and long-lasting than a flyer; the project sending their potential partners a CD or a DVD is sure to stand out.

Dissemination of the documentary itself as well.



When To Use

Just like a flyer, it should be available for any distribution but more heavily distributed in open days' events of TVET or pre-TVET schools for example, or business exhibitions to attract companies towards TVET.



How Long Does It Take

Time should be allocated to the design of the box, finding a provider and the printing time. Probably 2 weeks minimum.



Target audience

The schools, the private sector and various events where the students can be reached.

The schools and the administration of the Directorate General of Technical Vocational Education and Training should be the main distributors as they are in contact with the parents, the private sector, potential students, potential donors etc.



Examples

The DSME project has printed 1000 copies of the DVD a year ago. The printed version is both in English and Arabic on the same DVD.

They were shared with the people who were in the video (a few copies for each), all the partners, several copies for every school, and several copies in the project's information points – a lot were distributed during events or when visitors came for enquiries.

You can see the DVD cover in the [annex](#).



What Is Needed

First of all, the documentary itself of course.

- A design for the cover of the DVD box by a designer
- A design on the DVD itself
- A printing house that is willing to burn the DVD and print the cover

The budget can vary from 1 USD per DVD to more than 3 USD per DVD (including the burning) depending on how sophisticated the box is. The design itself can vary from 200 USD to more than 600 USD.



WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

- Agree on a design with the designer: the title, a small text to explain what is shown on the DVD (agree on language), the logos, the contacts, the pictures etc.
- Find a provider for the printing and the burning of the DVD.
- Agree on the amount to be printed – depending on your distribution strategy.
- Check a proof of the outcome and comment if necessary.
- Once printed, start with sharing with the people, who were in the video FIRST, then the partners, and then your target audience (schools, exhibitions etc.).
- Keep a stock to distribute when various events occur or when you have a visitor or a meeting.



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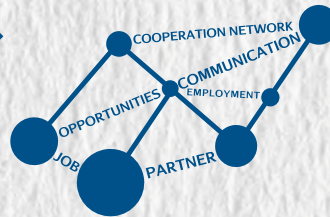
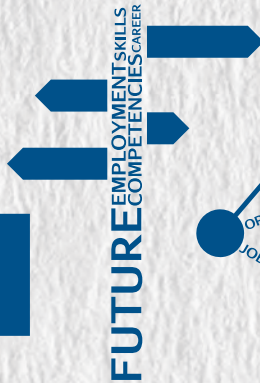
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8.19 WHAT IS YOUR JOB?



WHAT IS YOUR JOB?

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What Is It Useful For

This tool can be used to raise awareness about certain jobs; as it contains information about the job; supported by photos of the working environment; so it visualises the job for the reader.

It also gives an indicator about the labour market in a certain region at a certain time.



When To Use

This tool is typically used for the opportunity awareness pillar within the career guidance sessions with the students.

The tool can be used to inform the job seekers about the trend of the labour market in a certain region at a certain time, about the available jobs and its characteristics.

The tool can be also used to orient the applicant of Dual system schools.

- in job fairs
- on a website
- via facebook

The tool can be used during the orientation sessions of undergrad students.



How Long Does It Take

- One job profile may take 2 to 4 hours, it depends on the size and organisation of the data that the cooperating recruitment office has (i.e. for analysing the data base).
- Captured photos of the chosen jobs may take one day for one profile, considering the distances and transportation means.



What Is Needed

- Project leader / consultant
- A cooperative recruitment office
- Protocol of cooperation with the recruitment office
- Data analysis software (from MS Access or Excel)
- Photographer with a professional camera
- Connections with companies to collect photos



Examples

Kindly have a look at the booklet. [>> here](#)

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:



1

IDENTIFY A SUITABLE RECRUITMENT OFFICE OR INITIATIVE WHO DEALS WITH BLUE COLLAR JOBS

Select the suitable recruitment office or initiative who deals with blue collar jobs.

Data of the vacancies must include a complete job description (tasks, working environment, qualifications, average of salary etc.).

Identify what is their win and prepare yourself for better negotiation.

Present the idea to them offering a win / win situation.

Listen to them, to their win.

Negotiate what will you offer them, and what will they offer you.

Specify the roles and responsibilities. i.e.: having their logo on the printed materials, or their name, logos of the companies they are working with etc.

Also, they may facilitate getting the photos, they may contribute in printing cost, or distribution cost, they may publish it on their website, etc.

You may write a protocol of cooperation or a memorandum of understanding to document your agreements.

2

IDENTIFY A SUITABLE PROJECT LEADER

A person will be needed to be in charge of steering the overall process, closely monitoring the realisation of project activities, supporting all the needed processes (choosing the jobs, analysing the data, texting, design of the visual job profile (layout), proofreading, printing, distribution, and maybe monitoring and evaluation.

And of course monitor the action plan, and keep everything according to the plan.

3

SELECT AN APPROPRIATE PERSON FOR THE DATA ANALYSIS

This task is the core task of the whole processes!

This person will deal with figures and also with text (qualifications, tasks, etc.)

S/he should be aware / familiar with blue collar jobs.

4

HOW TO DO THE ANALYSIS

This person should deal with the whole database of the blue collar jobs as one sample. Then select one job (e.g. electrician). Count how many electricians occur as a job among the other jobs, and how many vacancies are available for the electricians among the total number of blue collar vacancies in the data base. Also count how many companies are looking for this position comparing with the total companies. In this way he / she can calculate the percentage of this job in the total sample, which reflect as an indicator representing the "formal" labour market.

Calculate the average of how many years of experience are needed, average salary, the percentage of how many female workers are needed for such a job, etc.

Look at the tasks in each job description, try to come out with the most needed tasks, and adding to them whichever extra tasks are mentioned by the different employers, same applies for the working conditions.

5

IDENTIFY THE LAYOUT

A specialist should do the layout to be attractive, colourful, appropriate fonts (type and size of the font). Position of the photos, considering having 3 photos at least. Considering that the job profile also includes numbers and percentages, they can be represented by graphs or tables.

6

CAPUTRING PHOTOS

Photos must focus on a person doing his/her job, while s/he is fully engaged / concentrating, not facing the camera as an example.

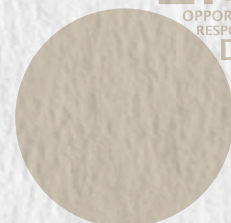
Also the photo should show the working environment, around the person to show where s/he works, what are the tools to be used, etc.

The photos must be taken from at least 3 different locations.

You should get at least 5 good photos from each location, so you can select the most expressing 3-4 photos for the profile.

A professional photographer is needed for such a job.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

- Photos are more effective than 1000 words.
- Photos should be taken at eye level.
- Avoid upset faces, serious, pleasant and satisfied faces are very important.
- You should mention the way / the method used to collect the information in the visual profile.
- You might include some information from the Arab Qualification Standards.
- You should present the reality and a good way, however be aware that we do not cheat youth.

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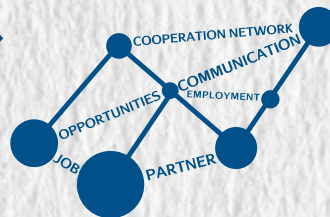
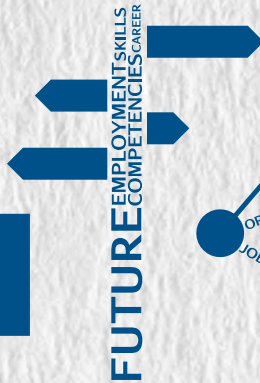
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8.20 HOW TO PRODUCE A VIDEO JOB PROFILE



HOW TO PRODUCE A VIDEO JOB PROFILE



What Is It Useful For

This tool is to be used to raise awareness about certain jobs; as it contains information about the job and the working environment.

It can convey very important messages in an indirect way.

It is a tool that provides information on a certain job, and its career path.

It also gives an indicator about the labour market in a certain region at a certain time.



When To Use

This tool is typically used for the opportunity awareness pillar within the career guidance sessions with the students.

The tool can be used to inform the job seekers about the jobs, their characteristics and their career path. It is a complete live job profile.

The tool can be also used to orient the applicant of Dual system schools.

The tool can be used during job fairs.

On websites.

The tool can be used during the orientation phase of undergraduate students.



How Long Does It Take

One video job profile may take two – four weeks, it depends on the filming company and how much time is require for revision and editing.



What Is Needed

- Professional filming company
- List of jobs
- Connections / network with companies



Examples

Kindly have a look at the following examples

- >> [Example 1](#)
- >> [Example 2](#)
- >> [Example 3](#)

WHAT TO DO

In order to achieve the above mentioned objectives, the following steps should be undertaken:

1

IDENTIFY THE BLUE COLLAR JOBS

Select the suitable blue collar jobs for your context. That can be done according to the specialisation you have in TVET schools or training centres, or can be according to your objective (i.e. promoting certain jobs). Or also can be according to your network (what is available to film).

Identify who is your audience.

Identify a list of information you need to share with the audience, i.e.: name of the job, where to work, what is needed to get the job, what are the benefits (job offer), what are the challenges, what are the relations with other jobs in the company, how about its career path, how much important it is for the company, etc.

Identify what are the messages you need to convey in a direct and indirect way.

2

IDENTIFY A SUITABLE PROJECT LEADER

A person will be needed to be in charge of steering the overall process, closely monitoring the realisation of project activities, supporting all the needed processes (choosing the jobs, negotiate with the companies, do the needed arrangements between companies and filming firm and maybe monitoring and evaluation).

And of course monitor the action plan, and keep everything according to the plan.

3

IDENTIFY WHAT IS THE COMPANIES' WIN AND PREPARE YOURSELF FOR BETTER NEGOTIATION

Present the idea to them offering a win / win situation.

Listen to them, to their win; i.e.: having their logo on the printed materials, or their name, logos of the companies they are working with, they may publish it in their website etc.

Tell them clearly what is needed from them, the work load, etc.

You may write a protocol of cooperation or a memorandum of understanding to document your agreements.

4

WRITING AND NEGOTIATING THE SCENARIO

Meet with the editor, explain and discuss with him / her about the whole concept, your objective, your audiences, etc.

Allow / support him to visit a company and spend couple of hours there, talking to people, managers to be familiar with the working day in accompany.

Ask the filming company to write a script and discuss it.

Should be a face-to-face discussion to learn why s/he proposes certain elements; sometimes their approaches (as artist) need to be examined against your objectives.

Considering focusing on an employee doing the job. Not focusing on the job.

You need to show the motives behind doing this job, you need to show the future of the job in the eyes of the character of the short video.

You need to present the company / working context too.

5

FILMING

The editor should meet selected employees and choose one or maybe two of them.

The editor should see where the character (employee) is working, with whom, how does s/he work, etc.

The editor should study the working place very well to identify which equipment s/he needs.

Negotiate with the company the filming date.

Filming company will then accomplish the job.

It is a good advice to get some shoots for other jobs while in the company to enrich other movies.

6

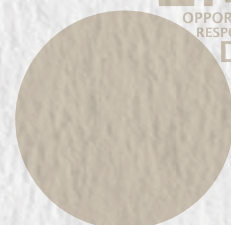
MONTAGE / REVISION / FINALISING THE MOVIE

This is the job of the filming company. Watch the draft yourself, take comments.

Ask other colleagues to watch the draft individually and take comments.

Meet with your colleagues who watched the movie, watch the movie again and then start discussing your comments, negotiate and come out with feedback to the filming company.

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WHAT TO OBSERVE

The following lessons learnt should be observed:

- You may need to revise the movie many times in different modes.
- Movie should not exceed 5 minutes.

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PUBLISHED BY

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Registered Offices Bonn and Eschborn, Germany

Open Regional Fund: Youth Training and Employment Promotion in the MENA Region Subproject: “Promotion of Blue Collar Jobs”

Nadia Mahlke
12, Waked Street, the Silver Tower, 4th floor
11579 Down-Town, Cairo
Egypt
T +20 2 25 90 21 44 Ext.116
nadia.mahlke@giz.de

Promotion of Vocational Education and Small and Medium Enterprise Development

Janet Gohlke & Lea Saad
Directorate General for Vocational Education
Nafaa Street, Dekwaneh
El-Maten, 2705-4801
Lebanon
T +961 1 689079
janet.gohlke@giz.de
lea.saad@giz.de

Promotion of TVET and Labour Market Programme

Christine Mikliss
GIZ Programme House Al-Bireh
P.O Box 38383 East Jerusalem 91383
Palestinian Territories
T: +970 2 2414064/5
christine.mikliss@giz.de

Employment Promotion Programme – EPP

Emad M. Helmy
12, Waked Street, the Silver Tower
11579 Down-Town, Cairo - Egypt
T +20 2 25929037 Ext. 118
emad.helmy@giz.de

www.giz.de

ON BEHALF OF

Federal Ministry for Economic Cooperation and Development (BMZ)

BMZ Bonn
Dahlmannstraße 4
53113 Bonn, Germany
T +49 22 89 95 35-0;
F +49 22 89 95 35-35 00
poststelle@bmz.bund.de
www.bmz.de



BMZ Berlin
Stresemannstraße 94
10963 Berlin, Germany
T +49 30 185 35 - 0
F +49 30 185 35 - 25 01

AS AT
September 2014

DESIGN AND LAYOUT
Hundert10prozent | Büro für Gestaltung, Lukas Michalski
info@hundert10prozent.de

PICTURE CREDITS
Open Regional Fund: Youth Training and Employment Promotion in the MENA Region,
Subproject: "Promotion of Blue Collar Jobs"
Programme: "Promotion of Vocational Education and
Small and Medium Enterprise Development"
Programme: "Promotion of TVET and Labour Market Programme"
Programme: "Employment Promotion Programme"

TEXT
Katja Janischewski (Consultant, katja@janischewski.de)
Nadia Mahlke (Project Coordinator, Project "Promotion of Blue Collar Jobs")
Mina Ghaly (Team Member, Project "Promotion of Blue Collar Jobs")
Kirstin Steinmetz (Team Member, Project "Promotion of Blue Collar Jobs")
Tine Mikliss (Team Member, Project "Promotion of TVET and Labour Market Programme")
Janet Gohlke (Head of Component, Project "Promotion of Vocational Education and
Small and Medium Enterprise Development")
Lea Saad (Team Member, Project "Promotion of Vocational Education and
Small and Medium Enterprise Development")
Emad M. Helmy (Team Member, Project "Employment Promotion Programme – EPP")

GIZ is responsible for the content of this publication.