MESHWARY – My Journey
Final Evaluation Report

Undertaken by

North South Consultants Exchange
Professionals in Sustainable Development

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<th>Description</th>
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<tr>
<td>CV</td>
<td>Curriculum Vitae</td>
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<tr>
<td>DR</td>
<td>Desk Review</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>GoE</td>
<td>Government of Egypt</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus Infection / Acquired Immunodeficiency Syndrome</td>
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<td>IDSC</td>
<td>Cabinet’s Information and Decision Support Centre</td>
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<td>KII</td>
<td>Key Informant Interview</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MTSP</td>
<td>Medium-Term Strategic Plan</td>
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<td>NCY</td>
<td>National Council of Youth</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NSCE</td>
<td>North South Consultants Exchange</td>
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<tr>
<td>OECD/DAC</td>
<td>Organisation for Economic Cooperation and Development/Development Assistance Committee</td>
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<td>ToR</td>
<td>Terms of Reference</td>
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<td>TOT</td>
<td>Training of Trainers</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
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Executive Summary

1. Background and Context

Operating in Egypt for decades, UNICEF is currently the largest UN agency dedicated to supporting women, children, and youths in Egypt and has been cooperating with the Government of Egypt in the area of adolescent and youth development to fulfil young people’s need for certain information and skills they tend to be excluded from. Such information and skills are often crucial for their active participation in the labour market and society more generally, such as CV-writing, interview skills, and entrepreneurial skills. Part of this programme is the Meshwary “My Journey” Project. According to the last census in 2006, approximately 75.5 million people were living in Egypt. Egypt’s Central Agency for Public Mobilization and Statistics (CAPMAS) released some official 2012 figures demonstrating that Egypt’s population has increased to 91 million people with approximately 33% between the age of 10 and 24. This age group is also the most affected by unemployment. According to a study by Ragui Assaad, 83% of those unemployed in Egypt are between 15 to 29 years old, and at least 90% are below the age of thirty. According to a March 2013 UNDP report, the unemployment of youths (15-24) in Egypt became the highest in the Arab region at 54.1%. For several years now, UNICEF has been cooperating with the Government of Egypt in the area of adolescent and youth development through its employability, entrepreneurial and life skills programme. In partnership with the GoE, civil society, and private sector agencies, the programme aims to fulfil young people’s need for certain information and skills they tend to be excluded from. Such information and skills are often crucial for their active participation in the labour market and society more generally, such as CV-writing, interview skills, and entrepreneurial skills. Part of this programme is the Meshwary “My Journey” Project which is a result of a global partnership between Barclays Bank and UNICEF.

The Meshwary Project has been implemented in ten Egyptian governorates, representing urban and rural areas in both Upper Egypt and Lower Egypt. More specifically, Meshwary was present in Cairo, Alexandria, Assiut, Sohag, Qena, Aswan, Sharkeya, Daqahliya, Menufiya, and Ismailia. The main aim of the project was to increase knowledge, skills and experience among young people (13 – 24 years) to empower them economically and socially and enable them to make strategic choices about their future. This target group has been divided by the project into two age categories: adolescents (13-18 years) and youths (19-24). Moreover, young women, young people in rural areas and inhabitants of impoverished urban areas were primary targets within this project: over half of the beneficiaries were from rural areas and from governorates with the lowest human development indicators and almost half of the beneficiaries were female.

The project components consist of:

1) A skills development component that aims to build life skills, entrepreneurial and employability skills of adolescents and youth through peer education activities.
2) A career guidance component that aims to provide support and referrals for young people through counselling centres.
3) A work placement component that aimed to provide placement opportunities at Barclays Bank branches for participants in the project.

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1 This information can be accessed on the CAPMAS website at this link.  
4) A micro-enterprise support component that aimed to support young people in establishing businesses by referring them to microcredit institutions.

5) A skills-sharing component through which Barclays employees shared their knowledge and basic skills with the project youth participants.

6) A monitoring and evaluation system that relied on key indicators and a baseline survey to measure the achievements of the project.

UNICEF’s key partner in Meshwary is the “Youth Association and Population Development” (YAPD), the first and largest youth NGO in Egypt. Towards the start of Meshwary, UNICEF and its partners executing the project also engaged with the National Council for Youth (NCY) until 2009, the primary governmental agency responsible for youths in Egypt.

2. Overview of the Meshwary Evaluation

In response to a request for proposals, North South Consultants Exchange (NSCE) submitted a proposal, and was awarded the contract to conduct this evaluation in May 2012. The evaluation covers the entire duration of the project, which is from 2008 to 2011, it also covers all of the project’s components and activities, and geographically covered the following four governorates: Alexandria, Sharkeya, Qena, and Assiut.

The overall goal of the evaluation is to “measure the extent to which planned and unintended results have been attained during the implementation of the Project”. Thus, the general objectives of the evaluation were based on assessing the changes in the capacities and skills of the target groups, assessing the contribution of the project’s training activities, and sharing with all partners the lessons learned that would improve future activities.

To conduct this evaluation the Evaluation Team relied on the Organisation for Economic Cooperation and Development/Development Assistance Committee (OECD/DAC) criteria as defined in the OECD Evaluation Manual. This allowed the Team to measure the project interventions using the appropriate criteria of relevance, efficiency, effectiveness and sustainability as follows:

1) Relevance: addressing the concordance of the project with government’s national plans and priorities, MDGs, human rights, UNICEF objectives and commitments as well as the needs of the beneficiaries.

2) Effectiveness: addressing the degree of realization of project objectives at outcome level as well as the factors explaining success/failure.

3) Efficiency: addressing the relationship of input to results and objectives in terms of time and cost.

4) Sustainability: addressing a) the ability to continue project activities relying on national and community capacities and b) the financial sustainability.

The Team then used the above-outlined criteria to construct a detailed logical framework composed of the Research Questions, Indicators, Methods, and Type of Respondent(s). To analyse the issues defined in the framework, the team used a methodology based upon a participatory approach and including two major elements: 1) secondary data review; and 2) primary data collection. While the former includes a review of all relevant project documents and reports allowing for the identification of measurement criteria and of the key informants, the second consists of qualitative tools facilitating field data collection comprising key informant interviews (KII) with which opinions and factual data were sought from primary and secondary stakeholders through semi-structured interviews and focus
group discussions (FGDs) with which opinions were sought from a variety of primary stakeholders (beneficiaries)

A total of 24 FGDs, 16 KIIs, 5 interviews with stakeholders at central level were conducted. A sample of the project beneficiaries – adolescents (13-18) and youths (18-24) – was taken from each governorate to capture, through the FGDs, qualitative opinions on the relevance, effectiveness, efficiency and sustainability of the project from the perspective of each target group and with reference to their interest.

3. Findings

Summary of Main Conclusions:

The Skills Development component of the Meshwary Project ended up exceeding its targeted number of both peer educators and end-beneficiaries. The achieved number of peer educators equipped to deliver the entrepreneurial & employability skills to their peers is 832 (454 males & 378 females), while the planned target was only 500. Hence, the percentage of actual beneficiaries relative to the targeted number is 166.4%.

The number of end-beneficiaries that received the peer education training also exceeded the targeted number. The achieved number of adolescents trained on entrepreneurship, employability and life skills is 16,645 (7,230 females & 9,415 males). The planned target number of adolescents was only 10,000. The percentage of actual beneficiaries relative to the targeted number is 166.4%. The achieved number of youths trained on entrepreneurship, employability and life skills is 8,875 (4,390 females & 4,485 males). The planned target amounted to 10,000. The percentage relative to the targeted number hence reaches 88.75%.

The counselling centres did not completely reach the target number of beneficiaries. The planned target was to address 25,000 young people and enable them to benefit from career guidance and support through counselling centres. The achieved number amounted to 19,980, of which 12,606 were directly related to career guidance. 1,132 were individual sessions, 6,056 were group sessions and 12,792 were general sessions, of which 12,606 were directly related to career guidance.

Detailed Findings:

Relevance

With regards to relevance, the evaluation looked at the project’s relevance to a number of key frameworks, beginning with UNICEF’s overall strategic orientation and objectives. The research found that the project is in clear alignment with UNICEF’s main mandate to “Advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential”.

It is also aligned with UNICEF’s strategic objectives, its mid-term strategic plan, and its MENA strategy on adolescents. When considering the UNICEF MENA strategy on adolescents, it is evident that since 2006, UNICEF has attempted to prioritise adolescents and youths in its MGDs activities.

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Another framework that reflects the general direction of UNICEF’s development goals is the United Nations development Assistance Framework (UNDAF), which has 5 main priority areas, of which two the Meshwary project primarily contributes to. With regards to the UNDAF, its outcomes are closely related to the philosophy and objectives of Meshwary.

The Meshwary project is in many ways also consistent with Egypt’s national development priorities. According to Egypt's Ministry of Planning, Egypt implemented its sixth five-year plan from 2007-2012. The plan explicitly discusses raising employment opportunities, enhancing human skills through training centres, linking education and training with the needs of the labour market, providing technical education workshops, and supporting small and medium enterprises, all of which are consistent with Meshwary’s goals and activities.

The overall philosophy of the Project is consistent with a rights-based orientation since strategic consideration has been given to build the capacities of community members in order to qualify and empower them as active participants in society. More specifically, the project contributes to the implementation of Articles 28 and 29 of the CRC, and is consistent with UNICEF’s SOWC report. However, some of the terminology used in the project’s documentation could be made more consistent with a rights-based approach. Finally, according to responses from project participants as well as government officials, the project is consistent with the needs of its target groups.

**Effectiveness**

In order to measure effectiveness the Evaluation Team examine the main components of the project which are the: Skills Development, Counselling Centres, Barclays, Partnerships.

Regarding the **Skills Development Component** the evaluation found that overall the Meshwary project ended up exceeding most of its target goals, particularly in terms of the number of adolescent peer educators which achieved 166.4% of the targeted number. As for the number of youth trained on entrepreneurship, employability and life skills, the achieved number was 88.75% of the target.

The second aspect analysed in the evaluation is the extent to which the beneficiaries understand the skills development component, its peer education approach, and the project as a whole. The findings showed that degree to which participants have a clear understanding of the project before joining the training is largely dependant on the source from which they receive the information (e.g. YAPD versus friends and former participants). More generally, the project is mostly known as a micro-enterprise management training programme, and second most known component is the life skills training, especially concrete skills like feasibility studies and marketing. On average, the peer educators had a higher level of understanding of the project than the end beneficiaries.

The next aspect the Evaluation Team examined is the identification and selection of project participants – both peer educators and end beneficiaries. Most of the peer educators came from partner associations related to YAPD. Individuals were nominated by their respective associations, and some applications were submitted individually. The application included specific criteria such as age and skills level, as prior knowledge or experience played a big role in selecting peer educators. As for selecting the end beneficiaries, the application criteria were much more flexible, and word-of-mouth played a large role in increasing the number of applicants. Overall, the selection process was transparent, impartial, and efficient, but could be further strengthened if a number of weak areas are strengthened. For
example, the project’s outreach could be increased if they do not limit announcements to NGOs that have previously cooperated with UNICEF. Also, differentiating between minimum requirements for application, and criteria for selection, as well as adding a minimum required education level for peer educators would strengthen the selection process. It would also be beneficial to make sure the requirements and criteria are clear to all applicants, and that the project itself is sufficiently understood by applicants.

As for the evaluation of the training process itself, information was gathered from a sample of adolescents and youth about their training needs, but no full needs-assessment study was conducted. However, this shortcoming did not greatly impact the success of the project, as most respondents emphasized that the training responded to their needs. The project a number of training manuals which the Evaluation Team found to be of high quality both in terms of content and presentation. However, some parts of the manual for adolescents were found to be too complex for some participants, especially those who hadn’t participated in similar activities before. The project also administered surveys and other forms of assessment to evaluate the trainees. The participants mostly expressed satisfaction with the fairness of the assessment, but complained of lacking information about the evaluation criteria and results.

Regarding the satisfaction of peer educators with the training they received, most participants expressed a high degree of satisfaction, but there were a few exceptions in regards to the second phase of training. The factors that caused some dissatisfaction are related to the tight training schedule which led to insufficient time in explaining some parts of the manual, the uneven distribution of content across the different sessions, not receiving feedback on the assignments, and the short breaks during the trainings. Otherwise, the participants that the training content was appropriate to the needs of the trainees, and the content progression from easy to more advanced material was also appropriate. They also showed appreciation of the participatory approach used by many trainers, use of practical examples, and the high level of the trainers in general.

As for the satisfaction of end beneficiaries with the training they received, there was a much stronger variation in levels of satisfaction compared with the consistency among the peer educators. This is mainly due to the fact that the requirements for the peer educators were the same for everyone, and the training was conducted under the close supervision of UNICEF and YAPD, which was not necessarily the case for the end beneficiaries. Overall, the participants were satisfied with peer educators’ interest in making sure the trainees understand the material, the tracking and monitoring by UNICEF and YAPD, the similar age and mentalities among the trainers and trainees which enhanced communication, the post-training assessments, and the ethical dimensions of the training. What contributed to their dissatisfaction was the delayed delivery of some tools meant to be used during the training, some bureaucratic difficulties required, the difficulty in some areas to join sessions conducted by a trainer of the opposite sex, and the large variation in the skills and levels of the trainees (as there was no unified criteria for choosing them).

Regarding the impact of the training on changing the lives of the participants, the Evaluation Team looked at the self-perception of adolescents and found that almost all participants described a significant change in their self-confidence and sense of leadership. Their personal capacities were also impacted as around 30%-50% of participants claimed that they learned how to plan and prioritize objectives and tasks. Furthermore, the participants mentioned that they have a more positive outlook on life, a stronger ability to handle unexpected events, increased independence and sense of responsibility, and a wider social
circle. As for the practical capacities of the participants, many mentioned that they discovered skills that they weren’t aware they had, and this increased their confidence that they could enter the labour market, as well as becoming more accepting of the idea of self-employment and how to achieve it in light of lack of material resources. They have also become more proactive in searching for opportunities and have more flexibility in accepting types of jobs they had previously looked down upon.

They Evaluation Team also looked at the self-perception of youth and found that they underwent similar changes to those of adolescents, but described it in a more sophisticated way. This includes increased self-confidence, better self-image, and a stronger vision for the future and establishing a career. As for their practical capacities, the youth participants described many improvements, including better communication with others, more integration in the community, better planning and critical thinking, and better problem-solving capabilities. There were a number of changes mentioned related to attitudes and interpersonal relationships, including an increased confidence of families in their children that have participated, better self-reliance, and a stronger sense of responsibility. In regards to their practical capacities, participants described how they learned to conduct feasibility studies, write a CV, assess their own skills and plan their career, and generally translate their hopes into concrete career plans. The Evaluation Team also interviewed parents about the changes they witnessed in their children. They mentioned that their daughters and sons exhibited a higher level of seriousness towards their futures, and became more creative, responsible and self-confident as a result. Furthermore, they became better at solving problems, organizing their lives, and relying on themselves to achieve their goals. They also exhibited more interest in community affairs and in strengthening their relationship and communication with their families.

As for the Counselling Centres Component, the nine centres did not quantitatively reach the target number of beneficiaries, as the achieved number was around 80% of the target. This is mainly due to several challenges faced by this component, primarily problems with the original governmental partner NCY. Due to this the project had to develop a new strategy with a new partner – YAPD – and local partnerships within the ten governorates. The process of selecting the counsellors took place through advertisements and interviews. All counsellors had at least college-level education, relevant specializations, and most had previous experience or training. All this led to the participants describing the selection process as fair and objective. The counsellors were then trained on career development facilitation which increased their qualifications. Overall participants were satisfied with the training they received. As for the beneficiaries, trainees who showed the most excellence and commitment were selected for the work placements, internships at Barclays Bank, or micro-enterprise support. In regards to their selection, there were hardly any complaints about bias or lack of objectivity. As for their satisfaction, the beneficiaries were for the most part satisfied with the performance of the counsellors, which they attributed to their overall competency, good communication skills, and relevant services. However, they reflected that the counselling centres were poorly promoted, some training sessions were too short and generic, the practical component needed more attention, and more training materials were needed. In terms of the services provided by the centres, the demand for psycho-social guidance varied from one area to another, while there was a consistently strong demand for career guidance and support for micro-enterprises.

As for the centres’ impact on the beneficiaries, it is noteworthy that only those who received work placements or internships mentioned capacities or achievements directly related to
their careers. Others mostly mentioned personal capacities such as better self-understanding, critical thinking, leadership skills and negotiation skills. Overall, beneficiaries were happy with their improvements in organizing and planning, problem-solving, work ethic, higher ambition and self-confidence.

In regards to the **Work Placement and Barclays Staff Volunteer Work**, 61 young people were employed at 21 branches of Barclays Bank in the ten governorates for durations varying from two weeks to one month. This provided an opportunity for them to learn about private sector employment culture, as well as enhancing their CVs. Candidates are selected from among Meshwary beneficiaries, and the criteria for selection focused on age, gender, and education level. In terms of satisfaction of the beneficiaries with this service, it varied from one case to another. This is mainly due to the fact that there was no unified training plan, and so the experience depended largely on the specifics of the particular branch the beneficiaries were placed in. However, in regards to the Barclays employees volunteer activities, which allowed staff from the bank to conduct training activities and awareness-raising, satisfaction among the employees and beneficiaries was much more consistent.

The effectiveness was also measured in terms of project partnerships. In particular, relations with YAPD, local partners and the Barclays Bank were evaluated in terms of day to day relations as well as cooperation and allocation and execution of tasks. The change to the YAPD was considered beneficial for the project while the cooperation with Barclays was seen as a key to success of this project. The Evaluation Team spoke to staff from YAPD regarding the partnership with UNICEF, and all participants evaluated this aspect positively, although they were not involved in developing the main idea of the project, they were actively involved in the executive planning, and felt their opinions were taken into consideration by UNICEF representatives. They also felt that UNICEF delivered strong technical support and was flexible in responding to developments. As for the local NGOs and youth centres (in addition to some schools), the selection process was taken very seriously and the predominant sentiment among respondents satisfactory. However, it was noted that partnerships were not adequately documented or solidified through written protocols.

As for the issue of **addressing human rights and gender issues**, the project considers disadvantaged groups in its design, particularly women. However, while the project monitoring is gender-disaggregated, it seemed that the planning is not. It is clear that gender issues were a major component of the project, but it is not clear to what extent this is applied to the planning and resource allocation.

As for **monitoring and evaluation**, a system was established and implemented throughout the course of the project. However, data is not systematically organized into a consistent filing system, and thus the project’s documentation could benefit from more structured organisation.

**Efficiency**

With regards to the project’s efficiency it should be noted that the Project’s interventions during its final year was implemented against a backdrop of instability in many parts of the country, inevitably causing tension and negatively affecting smooth delivery of training and counselling services.

The chief financial obstacle was the deterioration of the exchange rate of the Egyptian Pound which led to an actual loss of around 20% of the budget that was compensated by
reducing the costs of each individual component rather than eliminating components or activities, thus bringing the estimated costs per participant amounted to around 30 to 40 EGP, which represents an exceedingly low cost relative to the services the project offered. Despite these challenges, the program was able to maintain its interventions in the 10 planned governorates, meeting and sometimes even exceeding many of its planned targets.

**Sustainability**

The Meshwary Project considered its sustainability from the onset by developing a sustainability plan that depended primarily on two important factors:

- The national partner, who is institutional in nature: Both YAPD and NYC have a legal structure, basic infrastructure as well as wide geographical presence
- The main concept behind the project, which revolves around human development and helping the labour force acquire skills and knowledge and in turn transfer those skills to others repeatedly. No doubt, this capacity-building approach is ultimately in itself one of the project’s sustainability elements.

It was agreed with the partner NGO – YAPD – that the latter would continue supporting the nine counselling centres within its organizational structure. This became especially important after nine of the counselling centres previously located within the youth centres affiliated with NCY were relocated to YAPD. There are still some ambiguities with regard to the location and the legal situation of the counselling centres.

As for the second element which is related to capacity-building, it is difficult to quantitatively measure sustainability achievements, except by looking at the number of trainees and plausibly assuming that their lives and capacities have changed, which was confirmed by the fieldwork.

**4. Main Conclusions**

It can be said that the Meshwary project addressed a population that makes up 33% of all Egyptians (24 million people), namely young people between the ages of 10 and 24. Within that group, nearly 22% are adolescents, aged between 10 and 19 years. Therefore, empowering adolescents and youths through life skills, career guidance and information is highly relevant to the UNICEF strategic orientation as explicated in its original mandate as well as in the MTSP.

There is no doubt that the project addressed a significant gap in the Egyptian educational system, namely life skills and practical experiences. Adolescents and youths do not acquire these competences in the course of their studies, which results in unmet market needs in times of rising unemployment rates. This was confirmed by a sample of respondents, according to whom the project closely responds to the needs of the target groups, particularly the skills development component. The curricula for the life skills proved highly successful in influencing the target group’s character and attitudes as well as their behaviour within their families and communities at large.

Regarding the counselling centres, the evaluating team as well as officials and participants all agree that they are important in their response to real needs and believe that they should persist, however the counselling centres’ success in achieving their objectives remains far below that of the skills development component. The evaluation team finds that there is a considerable deal of overlap between the activities and outcomes of the counselling centres.
and those of the peer education, since the counselling centres predominantly engaged in awareness and training activities that the skills development component conducts as well.

5. Recommendations

Overall Strategic Recommendations:

It is recommended that the two main project components be maintained, but expanded to more governorates as much as funding capacities allow. However, it is recommended that the tasks of each component be redistributed such that the skills development component becomes responsible for soft skills and general occupational skills, while the latter would be responsible for specific occupational skills and their application in a concrete work context. As for age groups, it is recommended that the share of adolescents among the overall project beneficiaries be increased. Furthermore, a stronger synergy between the project components would enhance their effectiveness. For example, the best graduates of the peer education activities could get top priority in the counselling centres activities.

Regarding the issue of partnerships, the main recommendation is to standardise and formalise as much as possible long-term or indefinite partnership agreements, and focus on private sector and training institutions, vocational education organizations, and micro-credit institutions. Integrating this with a strategy of having governmental and non-governmental partners would significantly enhance the project’s outreach.

Finally, the issue of documentation and information is crucial to enhance the project’s success, and thus it is recommended that a database be established for each activity that includes all relevant information.

Specific Recommendations:

Recommendations for Skills Development Component

It is recommended that the overall rationale of the peer-education training be reconsidered such that all elements pertaining to entrepreneurial culture should be maintained, however, the content and terminology of the training manual should be simplified. Furthermore, while the training on conducting simple feasibility studies is highly relevant, it is recommended that the training on detailed feasibility studies for SMEs should be excluded from the peer-education training. Short training courses should be introduced to maintain and update the knowledge and experience of the peer educators, while the eligibility requirements should be clearly separated from the selection criteria. Educational background for the peer educators should be given more careful consideration, and excellent academic performance can be considered criteria for final selection. It would be beneficial if illiterate or less educated adolescents and youth were targeted separately. Elaborating the training toolkits, offering take-home hand-outs, and providing scored certificates at the end of the courses would greatly enhance them. Finally, including more NGOs at community level would enhance the process from a logistical perspective, and improve its sustainability.

Recommendations for Counselling Centres Component

It is recommended that the counselling centres should be situated within permanent institutions – both spatially and legally – to ensure their sustainability. Furthermore, focusing their objectives on more direct work aspects (such as referrals and grant services) would enhance their effectiveness, and might allow them to establish support units for specialised services such as feasibility studies. It is also recommended that the counsellors be
guaranteed secure employment and appropriate salaries and in exchange ask for their commitment to the centres for a certain pre-agreed period of time. Overall, it is recommended to widen the scope of the centre services and publicise them on a wider scale.
1. Introduction

1.1 Preface

Operating in Egypt for decades, UNICEF is the largest UN agency dedicated to supporting children, adolescents and youth in Egypt. UNICEF Egypt is currently ending its latest 2007-2013 Program of Cooperation with the Government of Egypt, targeting key priorities and objectives that address the overarching needs of children and youth in Egypt and that build a solid foundation for the future development of children in a variety of departments: child protection, adolescent and youth development, advocacy for children’s rights, education, HIV/AIDS, and young child survival and development.

For several years now, UNICEF has been cooperating with the Government of Egypt in the area of adolescent and youth development through its employability, entrepreneurial and life skills program. In partnership with the GoE, civil society, and private sector agencies, the program aims to fulfil young people’s need for certain information and skills they tend to be excluded from. Such information and skills are often crucial for their active participation in the labour market and society more generally, such as CV-writing, interview skills, and entrepreneurial skills. Part of this program is the Meshwary “My Journey” Project.

The Project ended in 2011 and an overall evaluation of the Meshwary Project is therefore needed to ascertain whether the objectives and results of the Project have been achieved in a satisfactory manner.

In response to a request for proposals, North South Consultants Exchange (NSCE) submitted a proposal, and was awarded the contract to conduct this evaluation in May 2012.

1.2 Country Context

According to the last census in 2006, there were approximately 75.5 million people living in Egypt, exhibiting a growth rate of 37% since the previous census in 1996. Although no official census has been released since 2006, Egypt’s Central Agency for Public Mobilization and Statistics (CAPMAS) released some official 2012 figures demonstrating that Egypt’s population has increased to 92 million people. Throughout the nineties, the population of young Egyptians grew at a rapid rate, eventually making up more than a quarter of Egypt’s total population.

Egypt continues to experience a “youth bulge” as 33% of its population is between the age of 10 and 24. However, according to a study by Ragui Assaad, 83% of those unemployed in Egypt are between 15 to 29 years old, and at least 90% are below the age of thirty, with the majority having received secondary and higher education. Simultaneously, one of the main

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5 This information can be accessed on the CAPMAS website at this link.
problems is the changing face of employment in Egypt, particularly the growth of the private sector and the decreasing number of government jobs, which has rendered many young people unprepared for finding employment upon graduation.

From 1988 to 1998, public sector employment grew at twice the rate of overall employment. However, after 1998 and until 2006, those government jobs began dwindling, and the bulk of employment growth was restricted to the private sector, which only accounted for 10% of formal employment in 2006. From this point, overall employment growth was not able to absorb the annual 100,000 new entrants into the workforce. Females were at particular risk, as the unemployment rate among young women reached 32% compared to 13% among young men, and compared to the total youth unemployment rate of 16% in 2010.

The problematic situation is exacerbated by the mismatch between the orientation of the education system and the needs of the labour market: only 50% of higher education students believe their education actually prepares them for the labour market. Egypt’s public education system is highly centralised which greatly limits educational institutions from making decisions regarding curriculum, program development, and deployment of staff and faculty. This is all the more relevant in light of the fact that in 2007-08, around 78% of higher education enrolments were in public universities.

Just before Egypt’s January 2011 revolution, the country’s economy began to flag, with unemployment steadily increasing. Following the revolution, Egypt’s foreign currency reserves began to run dry, pushing the value of the Egyptian pound increasingly lower. Prices for commodities such as diesel fuel, bread, and cooking gas have increased, while many businesses have closed their doors because of the economic downward spiral. Foreign investment has shrunk, tourism is shrinking in the face of political and social unrest, and youth are graduating from universities only to struggle to find employment.

In March 2013, the United Nations Development Program released a report suggesting a link between unemployment and instability in the Arab region. Much of the social and economic tensions in the region, particularly in Egypt, stems from slow job growth and lack of employment opportunities. According to the UNDP report, the unemployment of youth (15-24) in Egypt became the highest in the Arab region at 54.1%.

1.3 UNICEF Country Program Cooperation

UNICEF has been working to improve the lives of women and children in Egypt for more than half a century. Currently, UNICEF supports the 2007-2013 Country Program of Cooperation with the Government of Egypt, targeting key priorities and objectives that address the overarching rights and needs of women and children in Egypt as well as putting these rights at the centre of a broad range of development decisions. The program aims to build a solid foundation for the future development of children and youth through six specific fields of activities:

- Child protection
- Adolescent development and participation

• Social policy, advocacy and partnering for children’s rights
• Quality education
• HIV/AIDS prevention
• Young child survival and development

Through government bodies and NGOs, UNICEF Egypt has contributed to improving adolescent development and participation, particularly in terms of learning, employment, health, and citizenship. Three main strategic interventions are in place in this respect: investing in and targeting adolescents and youth, engaging adolescents and youth, and generating data and advocating for evidence-based policies for young people.

By investing in, targeting adolescents, UNICEF and its NGOs and private sector partners are addressing young people’s need for invaluable information and skills to enable them to become socially, and economically empowered. This program provides a range of skills and knowledge development opportunities for adolescents, such as setting goals and objectives and developing communication and critical thinking skills. The program also assists adolescents and youth in developing abilities to help increase their employability, such as CV writing and interview skills. Additionally, the program promotes young people’s entrepreneurial skills. This program is complimented by career counselling services for young people.

UNICEF is also contributing to gathering crucial data and advocating policy that contributes to improving the welfare of women and children in Egypt. By supporting new and comprehensive research and analysis of data, UNICEF is establishing solid evidence for strong policy advocacy about Egyptian young people. This research is also taking part in developing UNICEF and its partners’ projects initiated throughout Egypt’s governorates.

1.4 Description of the Meshwary Project

1.4.1 History and Development

UNICEF aims to achieve its goals outlined in the 2007-2013 Country Program of Cooperation through several projects in Egypt. One such project is the Meshwary (My Journey) Project – a result of a global partnership between Barclays Bank and UNICEF. This partnership initially began with an overarching program called Building Young Futures, which was carried out, in 13 countries, including Egypt. Building Young Futures works towards helping disadvantaged young people by supporting them to access education and employment and to gain skills in entrepreneurship and enterprise, thereby providing them with the tools, skills and opportunities that they need to achieve brighter social and economic futures.

Through a series of targeted and integrated interventions, Meshwary addresses the social exclusion and lack of career opportunities many young people in Egypt face, equipping 45,000 young people with key skills in employability and entrepreneurship as well as providing them with career guidance. With the transfer of knowledge and skills, the project helps leverage the assets of young people to benefit themselves and their communities.

Meshwary primarily focuses on addressing social exclusion and the lack of career opportunities many Egyptian young people face. Targeting young people 13 to 24 years old, UNICEF and its partners utilises a series of integrated interventions in order to empower adolescents and youth economically and socially, which in turn enables them to make strategic choices about their futures. Implemented in ten governorates, which represent Urban, Lower and Upper Egypt, Meshwary reaches urban as well as rural populations,
though there is a special focus on the latter due to the limited opportunities available to those living in rural settings with respect to employability and career development programs.

UNICEF’s key partner in Meshwary is the “Youth Association and Population Development” (YAPD), the first and largest youth NGO in Egypt. Through this partnership, YAPD has managed to develop local partnerships in each of the ten governorates that Meshwary targets, reaching thousands of young people. Towards the start of Meshwary, UNICEF and its partners executing the project also engaged with the National Council for Youth (NCY), the primary governmental agency responsible for youth in Egypt. However, administrative challenges within the Council prevented it from providing the required support, and the Council’s involvement in Meshwary was not maintained after 2009.

1.4.2 Structure

The Meshwary Project has been implemented in ten Egyptian governorates, representing urban and rural governorates in both Upper Egypt and Lower Egypt. More specifically, Meshwary was present in Cairo, Alexandria, Assiut, Sohag, Qena, Aswan, Sharkeya, Daqahliya, Menufiya, and Ismailia.

The main aim of the project was to increase knowledge, skills and experience among young people (13 – 24 years) to empower them economically and socially and enable them to make strategic choices about their future. This target group has been divided by the project into two age categories: adolescents (13-18 years) and youth (19-24). Moreover, young women, young people in rural areas and inhabitants of impoverished urban areas were primary targets within this project: over half of the beneficiaries were from rural areas and from governorates with the lowest human development indicators and almost half of the beneficiaries were female.

The project components are:

- **Building life skills, entrepreneurial and employability skills of adolescents and youth through a peer education skills development program.** The skills development program was implemented in two phases with each phase divided into several rounds to enable peer educators to acquire the appropriate amount of knowledge and skills necessary to implement the sessions with their peers before receiving new sets of knowledge and skills. Special skills development employment modules were developed and tailored to the needs of the different age groups.

- **Providing career guidance, support and referral to young people through counselling centres.** Nine counselling centres were established in nine governorates at the branches of the implementing national partner YAPD. Each counselling centre was staffed by two young career counsellors (one female and one male) and one administrator. This component included special career guidance sessions; linking young people with opportunities to access credit to start their own businesses; linking young people with specialized vocational and career advancement training; and linking young people with job opportunities/experiences available in the private sector and NGOs in particular.

- **Work placements for young people.** Barclays provided work placement opportunities at Barclays branches for promising young people among those participating in the Meshwary project. This component provided an opportunity for young people to learn about the employment culture within the private sector.
- **Supporting young people in establishing businesses.** Since the project was not able to support a direct micro-credit scheme due to the reduction in funding because of exchange rate fluctuations, it opted to support young people to establish their businesses either through referring them to micro-credit institutions that provide loans to young people, or through encouraging them to establish their businesses using their own resources.

- **Sharing of business skills and knowledge on part of Barclays Egypt employees.** This activity was based on the volunteer work of Barclays employees, who imparted knowledge and basic skills to youth either through counselling centres or in the framework of local conferences held and the youth’ residence areas.

- **Monitoring and evaluation.** Key indicators were developed to measure the results of the project. Moreover, special monitoring tools were designed, including special KAP surveys for the various modules of the skills development component, and well as reporting tools. Moreover, a base-line survey was conducted in 2009 by the Cabinet’s Information and Decision Support Centre (IDSC) to measure the level of knowledge and attitudes of adolescents and youth regarding employment in the targeted governorates. The baseline sample comprised 3,000 young people divided equally between the first (13 - 18 years) and second (19 – 24 years) age group. This 2009 baseline was one of the sources of information used in this evaluation in order to determine the impact of the project.

### 1.4.3 Budget

**Table 1: Budget of Meshwary Project**

<table>
<thead>
<tr>
<th>Project Income (in US $)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Grand total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested from Barclays Bank International</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barclays Bank</td>
<td>$351,174</td>
<td>$517,131</td>
<td>$450,470</td>
<td>$1,318,775</td>
</tr>
<tr>
<td>UNICEF EGYPT Contribution</td>
<td>$37,735</td>
<td>$37,735</td>
<td>$38,730</td>
<td>$114,200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$388,909</td>
<td>$554,866</td>
<td>$489,200</td>
<td>$1,432,975</td>
</tr>
</tbody>
</table>

**Project expenditure (in US $)**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Grand total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skills, entrepreneurship and employability program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of employment skills acquisition modules</td>
<td>$20,000</td>
<td>$0</td>
<td>$0</td>
<td>$20,000</td>
</tr>
<tr>
<td>Design and printing of modules</td>
<td>$5,000</td>
<td>$20,000</td>
<td>$0</td>
<td>$25,000</td>
</tr>
<tr>
<td>Training of peer educators (Adolescents)</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Activity</td>
<td>Cost 2021</td>
<td>Cost 2022</td>
<td>Cost 2023</td>
<td>Cost 2024</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Training of peer educators (Youth)</td>
<td>$20,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Implementation of life skills program (Adolescents) - outreach to adolescent groups by peer educators, certification, trips for beneficiaries, etc.</td>
<td>$21,000</td>
<td>$31,000</td>
<td>$31,000</td>
<td>$83,000</td>
</tr>
<tr>
<td>Implementation of life skills, entrepreneurship and employability skills program (Youth) - outreach to youth groups by peer educators, certification, trips for beneficiaries, etc.</td>
<td>$15,000</td>
<td>$25,000</td>
<td>$25,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>Design and analysis of KAP survey</td>
<td>$0</td>
<td>$5,000</td>
<td>$2,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Equipment and supplies</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$9,000</td>
</tr>
<tr>
<td><strong>SUB TOTAL 1</strong></td>
<td><strong>$104,000</strong></td>
<td><strong>$164,000</strong></td>
<td><strong>$141,500</strong></td>
<td><strong>$409,500</strong></td>
</tr>
<tr>
<td>Career Guidance and support through Counselling Centres</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mapping of employment programs and services</td>
<td>$25,000</td>
<td>$0</td>
<td>$0</td>
<td>$25,000</td>
</tr>
<tr>
<td>Development, installation and updating of databases, based on mapping</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Training of counsellors</td>
<td>$10,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Functioning of counselling centres, career guidance and referral</td>
<td>$16,000</td>
<td>$31,000</td>
<td>$46,000</td>
<td>$93,000</td>
</tr>
<tr>
<td>Special grants for vocational training (IT and language)</td>
<td>$20,000</td>
<td>$30,000</td>
<td>$30,000</td>
<td>$80,000</td>
</tr>
<tr>
<td>Equipment and supplies</td>
<td>$18,330</td>
<td>$13,330</td>
<td>$8,340</td>
<td>$40,000</td>
</tr>
<tr>
<td><strong>SUB TOTAL 2</strong></td>
<td><strong>$94,330</strong></td>
<td><strong>$99,330</strong></td>
<td><strong>$109,340</strong></td>
<td><strong>$303,000</strong></td>
</tr>
<tr>
<td>Micro Credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Grant to Micro Credit Institution</td>
<td>$0</td>
<td>$75,000</td>
<td>$0</td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>SUB TOTAL 3</strong></td>
<td><strong>$0</strong></td>
<td><strong>$75,000</strong></td>
<td><strong>$0</strong></td>
<td><strong>$75,000</strong></td>
</tr>
<tr>
<td>Documentation, Monitoring and Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation</td>
<td>$0</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Regular Project Monitoring</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Project Evaluation</td>
<td>$0</td>
<td>$0</td>
<td>$20,000</td>
<td>$20,000</td>
</tr>
</tbody>
</table>
1.5 Scope of Evaluation

This evaluation covers the period from 2008 to 2011, during which the project was active.

Regarding the addressed project’s components, the evaluation covers all of Meshwary’s activities.

Thematically, the evaluation addresses the OECD/DAC evaluation criteria. Hence, it covers the following aspects:

5) Relevance: addressing the concordance of the project with government’s national plans and priorities, MDGs, human rights, UNICEF objectives and commitments as well as the needs of the beneficiaries.

6) Effectiveness: addressing the degree of realization of project objectives at outcome level as well as the factors explaining success/failure.

7) Efficiency: addressing the relationship of input to results and objectives in terms of time and cost.

8) Sustainability: addressing a) the ability to continue project activities relying on national and community capacities and b) the financial sustainability.

Finally, the geographical scope of the evaluation includes four governorates, namely Alexandria, Sharkeya, Qena and Assiut.

1.6 Purpose & Objectives of Evaluation

Regarding the Terms of Reference (ToR) for this assignment, the overall goal of this evaluation is to “measure the extent to which planned and unintended results have been
attained during the implementation of the Project”. The general objectives of the evaluation are to:

1. Measure the extent to which planned and unintended results have been attained during the implementation of the Meshwary Project in the ten governorates where the first phase of the Meshwary project was implemented;
2. Assess changes in the capacities and skills of adolescents and youth;
3. Assess the contribution of the training activities to the project's objectives;
4. Establish and share with all partners the critical lessons learned that would contribute to improving the design and performance of similar future programs.

1.7 Approach & Methodology of Evaluation

1.7.1 Evaluation Framework

The evaluation was based on the Organisation for Economic Cooperation and Development/Development Assistance Committee criteria. A careful review of the OECD Evaluation Manual (2008) was conducted to ensure that the following are properly measured. Specific care was taken to measure all project interventions using appropriate criteria. Below is a listing of the criteria addressed in the evaluation:

**Relevance**

This dimension is concerned with the relationship between project objectives and results on one hand and the government’s national plans and priorities, UNICEF and UN plans, and the needs of the project’s targeted groups on the other.

**Effectiveness**

This dimension is concerned with the relationship between the project results and its targeted objectives.

**Efficiency**

This dimension is concerned with the relationship between input and results/objectives, specifically the project’s time-efficiency and cost-efficiency.

**Sustainability**

This dimension is concerned with how the results relate to the existing capacities of the targeted populations without UNICEF support. Assessing this dimension will require an assessment of local ownership, stakeholder involvement in planning and implementation as well as willingness and ability to continue implementation without UNICEF support.

Since the period to be evaluated (2008-2011) represents Phase 1 of the project and since this phase in turn has undergone two phases (each divided into several rounds), an integrated logical framework was developed to guide the entire evaluation process. The below evaluation matrix is based on the OECD DAC criteria and outlines the detailed research questions, methods, sources, and sample. Project objectives and outcomes throughout the period to be evaluated represent the core of the log-frame, as follows:
Table 2: Evaluation Logical Framework

<table>
<thead>
<tr>
<th>Evaluation Dimensions &amp; Research Questions</th>
<th>Indicators</th>
<th>Method</th>
<th>Respondents (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relevance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. To what extent are the project objectives consistent with development priorities and policies?</td>
<td>1.1.1. Alignment with country development priorities</td>
<td>Desk Review (DR) /key Informant Interview (KII)</td>
<td>National employment expert</td>
</tr>
<tr>
<td></td>
<td>1.1.2. Alignment with UNICEF policies and objectives</td>
<td>DR/KII</td>
<td>UNICEF Senior Staff</td>
</tr>
<tr>
<td></td>
<td>1.1.3. Alignment with global development objectives</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>1.2. Did the Program objectives/results address the rights and needs of the primary target groups?</td>
<td>1.2.1. Conducting a situation analysis, a baseline study and/or a training needs assessment</td>
<td>DR/KII</td>
<td>Project staff</td>
</tr>
<tr>
<td></td>
<td>1.2.2. Adolescents’ and youth’s perception of project response and usefulness regarding their rights and needs</td>
<td>Focus Group Discussion</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td></td>
<td>1.2.3. Adolescents’ and youth’s perception of the extent to which each separate project component corresponds to their needs</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td></td>
<td>1.2.4. Beneficiaries’ and stakeholders’ perception of the project’ thematic topic (unemployment)</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>1.2.5. Beneficiaries’ and stakeholders’ perception of project timing</th>
<th>FGD</th>
<th>Peer educators, End trainees, Counselling Beneficiaries, Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3. Are these objectives still valid?</strong></td>
<td>1.3.1. Partners’ and stakeholders’ perception of the objectives’ validity</td>
<td>FGD</td>
</tr>
<tr>
<td><strong>1.4. Are the project design and timing appropriate to achieve its objectives?</strong></td>
<td>1.4.1. Beneficiaries’ and stakeholders’ perception of project timing</td>
<td>FGD</td>
</tr>
<tr>
<td>1.4.2. Beneficiaries’ and stakeholders’ perception of project strategies</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td><strong>1.5. Is the project design in line with socio-economic characteristics of target</strong></td>
<td>1.5.1. Beneficiaries’ and stakeholders’ perception of project spatial scope, targeted age categories, as well as project alignment with their skills development and cultural conditions</td>
<td>FGD</td>
</tr>
<tr>
<td>beneficiaries and local circumstances?</td>
<td>1.6.</td>
<td>Is the project successful in identifying and engaging the most relevant partners for the project?</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.6.1. Conducting a stakeholders analysis</td>
<td>DR/KII</td>
<td>Project staff</td>
</tr>
<tr>
<td>1.6.2. Partners’ perception of their role in the project and its benefit on them</td>
<td>KII</td>
<td>Staff from: Barclays Youth Association for Development (YAPD) central YAPD governorates</td>
</tr>
<tr>
<td>1.6.3. Stakeholders’ perceptions of the selection of the implementing partner NGO</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td>1.6.4. Consideration of young people as a resource in the design of the project</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td>1.7.</td>
<td>Is the project design in line with the Human Rights Based Approach?</td>
<td></td>
</tr>
<tr>
<td>1.7.1. Alignment with the international norms and agreements on human rights and gender equality (e.g. CEDAW, UDHR, CRPD)</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>1.7.2. Existence of gender disaggregated database and monitoring/information system</td>
<td>DR/KII</td>
<td>Project staff</td>
</tr>
<tr>
<td>1.7.3. Conducting a human rights and gender equality analysis</td>
<td>DR/KII</td>
<td>Project staff</td>
</tr>
<tr>
<td>1.7.4. Defining and involving duty-bearers</td>
<td>DR/KII</td>
<td>Project staff</td>
</tr>
</tbody>
</table>
### 1.7.5. Including capacity building activities for duty-bearers

| DR/KII | Project staff |

### 1.7.6. Including capacity building activities for rights-holders

| DR/KII | Project staff |

### 1.7.7. Explicitly addressing causes of inequality and discrimination of women and disadvantaged groups

| DR/KII | Project staff |

### 1.7.8. Degree and level of stakeholder participation

| DR/KII | Project staff, Partners |

### 2. Effectiveness

#### 2.1. To what extent has the project achieved the targeted results/outputs of the Skills Development Program?

#### 2.1.1. Number of peer educators (male and female) trained on entrepreneurship, employability and life skills and their percentage relative to targeted number

| DR | N/A |

#### 2.1.2. Percentage of peer educators who participated in delivering skills and knowledge relative to their peers

| DR | N/A |

#### 2.1.3. Distribution of peer educators among project governorates

| DR | N/A |

#### 2.1.4. Number of adolescents and youth (male and female) trained on entrepreneurship, employability and life skills and their percentage relative to the targeted number

| DR | N/A |

#### 2.1.5. Number of adolescent and young peer educators (male and female) trained on HIV/AIDS and their percentage relative to targeted number

| DR | N/A |

#### 2.1.6. Distribution of trainees among project governorates

| DR | N/A |

#### 2.1.7. Number of training manuals developed

| DR | N/A |

#### 2.1.8. Number of training activities conducted

| DR | N/A |

#### 2.1.9. Number and types of training institutions and opportunities identified

| DR | N/A |

#### 2.1.10. Satisfaction of trained beneficiaries with training activities

<p>| FGD | Peer educators, End |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Method</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.11.</td>
<td>Opinion of beneficiaries and parents about the improvement of their knowledge and skills addressed by the peer education activities</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td>2.1.12.</td>
<td>Discrepancy between targeted and achieved results</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.2.</td>
<td>What are the main factors that have positively and negatively affected the achievements of the Skills Development Program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.1.</td>
<td>Perception of staff, beneficiaries and stakeholders</td>
<td>FGD, KII</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents, Project Staff and Partners</td>
</tr>
<tr>
<td>2.3.</td>
<td>To what extent has the project achieved the targeted results/outputs of the Counselling Centres Component?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.1.</td>
<td>Number of counselling services provided</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3.2.</td>
<td>Number and annual increase of beneficiaries (male and female) of each counselling service and their percentage relative to targeted number</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3.3.</td>
<td>Distribution of beneficiaries among the project governorates</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3.4.</td>
<td>Number of institutions and enterprises identified and addressed by the counselling centres</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.3.5.</td>
<td>Number of institutions and enterprises that positively responded and cooperated (provided vocational training, and/or micro credit)</td>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### 2.3.6. Number of beneficiaries (male and female) who were referred to other employment services, vocational training places and jobs

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2.3.7. Number of referred beneficiaries (male and female) who were able to access other employment services, vocational training places and jobs

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2.3.8. Number of beneficiaries (male and female) who have applied for micro credit

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2.3.9. Number of beneficiaries (male and female) who have obtained micro credit

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2.3.10. Number of beneficiaries (male and female) who have obtained career-guidance services

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2.3.11. Satisfaction of beneficiaries with the counselling services provided

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
</tbody>
</table>

### 2.3.12. Satisfaction of stakeholders with the services provided by the counselling centres

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>KII</td>
<td>Project staff &amp; partners</td>
</tr>
</tbody>
</table>

### 2.4. What are the main factors that have positively and negatively affected the achievements of the Counselling Centres?

#### 2.4.1. Discrepancy between targeted and achieved results

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### 2.4.2. Perception of staff, beneficiaries and stakeholders

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGD, KII</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents, Project Staff and Partners</td>
</tr>
</tbody>
</table>

### 2.5. To what extent

#### 2.5.1. Number of beneficiaries (male and female) who were referred to other employment services, vocational training places and jobs

<table>
<thead>
<tr>
<th>Method</th>
<th>Data Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Has the partnership with Barclays Bank contributed to the achievement of the project results?

<table>
<thead>
<tr>
<th>2.5.2. Distribution of beneficiaries who have obtained work placements among the project governorates</th>
<th>DR</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.3. Beneficiaries' satisfaction with the work placements</td>
<td>FGD</td>
<td>Beneficiaries of work placements</td>
</tr>
<tr>
<td>2.5.4. Number of Barclays employees volunteering in education/employment/enterprise/social related activities</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.5.5. Hours of volunteer work among Barclays employees</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.5.6. Number of events employees participated in</td>
<td>DR</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2.6. To what extent was the project successful in addressing human rights, gender and equity issues?

| 2.6.1. Existence of special measures to reach women and disadvantaged young people (disabled, vulnerable and marginalized groups) | DR | N/A |
| 2.6.2. Consideration of human rights and gender aspects in resource allocation | KII | Project staff |
| 2.6.3. Gender disaggregation of data and information included in the M&E system and reports | DR | N/A |

2.7. Overall, how effective were the project interventions in enhancing the life, employability and entrepreneurial skills of young people and their employment options?

<p>| 2.7.1. Opinion of beneficiaries about the improvement of their ability to make more strategic career choice | FGD | Peer educators, End trainees, Counselling Beneficiaries, Parents |
| 2.7.2. The opinion of beneficiaries about the improvement of their performance in general | FGD | Peer educators, End trainees, Counselling Beneficiaries, |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.3. Number of beneficiaries who have started their own businesses</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.8. To what extent are the identified results the consequence of the interventions rather than of external factors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8.1. Number and kind of other relevant interventions</td>
<td>DR</td>
<td>N/A</td>
</tr>
<tr>
<td>2.8.2. Perception of beneficiaries and stakeholders of the project contribution compared to other interventions</td>
<td>FGD</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td>2.9. Are there unexpected results?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9.1. Positive and negative unexpected results reported by staff, beneficiaries and stakeholders</td>
<td>FGD, KII</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents</td>
</tr>
<tr>
<td>2.10. How is the overall image of the project?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.10.1. Stakeholders, staff and beneficiaries opinion about the success and effectiveness of the project in general</td>
<td>FGD, KII</td>
<td>Peer educators, End trainees, Counselling Beneficiaries, Parents, Project staff and partners</td>
</tr>
<tr>
<td>2.11. Does the project have an effective monitoring and evaluation system in place?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.11.1. Existence of a functional M&amp;E system</td>
<td>DR, KII</td>
<td>Project staff</td>
</tr>
<tr>
<td>2.11.2. Existence of quantitative and qualitative indicators and baseline measures</td>
<td>DR, KII</td>
<td>Project staff</td>
</tr>
<tr>
<td>2.11.3. Existence of a reliable and updated</td>
<td>DR, KII</td>
<td>Project staff</td>
</tr>
<tr>
<td>2.11.4.</td>
<td>Number of regular M&amp;E reports</td>
<td>DR, KII</td>
</tr>
<tr>
<td>2.11.5.</td>
<td>Conducting annual and mid-term reviews</td>
<td>DR, KII</td>
</tr>
<tr>
<td>2.11.6.</td>
<td>Usage of gathered monitoring information</td>
<td>DR, KII</td>
</tr>
</tbody>
</table>

### 3. Efficiency

| 3.1. | How time-efficient was the project? |
| 3.1.1. | Differences between planned and actual time schedules of project phases and main activities | DR/KII | Project staff |
| 3.1.2. | Opinion of staff, partners and stakeholders about whether activities could have been done in a more timely manner or using a better approach | FGD, KII | Peer educators, End trainees, Counselling Beneficiaries, Project staff and partners |
| 3.1.3. | Opinion of beneficiaries about the suitability of the duration of different services procedures | FGD | Peer educators, End trainees, Counselling Beneficiaries, Parents |

| 3.2. | How economically were resources converted to results? |
| 3.2.1. | Staff and partners’ opinion about whether the activities could have been done at a lower cost | KII | Project staff & partners |

| 3.3. | Could a different type of interventions have solved the same problem at a lower cost? |
| 3.3.1. | Measures that were taken to ensure that resources are efficiently used | KII | Project staff |
| 3.3.2. | Criteria to determine the allocation of resources among activities, locations and target groups | KII | Project staff |
3.3.3. Conducting a needs assessment of target groups | DR, KII | Project staff
3.3.4. Conducting a skills assessment of target groups | DR, KII | Project staff
3.3.5. Adjusting the project activities to the results of needs and skills assessments | KII | Project staff

4. Sustainability

<table>
<thead>
<tr>
<th>4.1. To what extent has the project achieved institutional sustainability?</th>
</tr>
</thead>
</table>
| 4.1.1. Clarity of legal situation and ownership | DR, KII | Project staff and YAPD
| 4.1.2. Number of permanent staff allocated to project activities | DR, KII | Project staff
| 4.1.3. Number of institutions and enterprises that signed long/medium term cooperation agreement/protocol with the counselling centres and/or YAPD | DR, KII | Project staff and YAPD
| 4.1.4. Number and kind of capacity building activities addressing local partners and staff | DR, KII | Project staff and YAPD
| 4.1.5. Number of trained staff in general | DR, KII | Project staff and YAPD
| 4.1.6. Number of counsellors trained on career-guidance services | DR, KII | Project staff
| 4.1.7. Number of training manuals developed | DR | N/A

<table>
<thead>
<tr>
<th>4.2. Has the project achieved financial sustainability and cost recovery?</th>
</tr>
</thead>
</table>
| 4.2.1. Existence and amount of fees for project services | DR, KII | Project staff and YAPD
| 4.2.2. Commitment of local authorities or other institutions to delivering financial or in kind support in order to finance and sustain project activities | KII | Project staff, YAPD

<table>
<thead>
<tr>
<th>4.3. Do proposed interventions have potential for replication?</th>
</tr>
</thead>
</table>
| 4.3.1. Application of any project activities by other parties in project governorates | FGD, KII | Peer educators, End trainees, Counselling Beneficiaries, Project staff and partners
| 4.3.2. Opinion of partners and stakeholders about the potential for project or |

KII | Project staff and
1.8 Methodology

The evaluation of the Meshwary Project was based on two approaches: 1) secondary data review; and 2) primary data collection. The former comprises consideration of project documents and reports. The latter – primary data collection – depended on a mixed method approach combining quantitative and qualitative methods.

Secondary Data Review

The desk review included a review of all relevant project documents and reports. This served two purposes: 1) to provide direct information for the evaluation report; and 2) to provide insights about issues to be raised and/or confirmed during primary data collection.

As the documents were reviewed, they were mapped in terms of their direct contribution to the measurement of indicators and interpretation of results, and in terms of identification for key informants, evaluation questions and research tools. Moreover, the direct project beneficiaries were identified and the sample for the FGDs and interviews was selected.

Primary Data Collection

The Evaluation Team developed qualitative tools to collect the data needed for the evaluation. This comprised the following:

Key informant interviews: Opinions and factual data were sought from primary and secondary stakeholders through semi-structured interviews.

Focus group discussions: Opinions were sought from a variety of primary stakeholders (beneficiaries). This provided qualitative and detailed insight into the reaction of beneficiaries to the support they have received, and their own recommendations for improvements.

1.9 Sampling

In view of the diversity of the research population in term of size, geographical location, and type of support, the Evaluation Team relied upon interviews and FGDs as mentioned above in the methodology section. Thus, a small sample of the project population was included in interviews and FGDs from various governorates. From this sample, the team retrieved qualitative opinions on the relevance, effectiveness, efficiency and sustainability of the project from the perspective of each group and with reference to their interest. The interviews and FGDs in each governorate were carried out as follows:

Table 3: Number of Focus Group Discussions (FGDs)

<table>
<thead>
<tr>
<th>Governorate</th>
<th>No. of FGDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assiut</td>
<td>6</td>
</tr>
<tr>
<td>Qena</td>
<td>7</td>
</tr>
<tr>
<td>Sharkeya</td>
<td>5</td>
</tr>
<tr>
<td>Alexandria</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>
Table 4: Number of Key Informant Interviews (KIs)

<table>
<thead>
<tr>
<th>No. of governorates</th>
<th>No. of Interviews per governorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 5: Number of Interviews with Central Level Stakeholders

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Number of Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNICEF</td>
<td>2</td>
</tr>
<tr>
<td>Barclays</td>
<td>1</td>
</tr>
<tr>
<td>YAPD</td>
<td>1</td>
</tr>
<tr>
<td>ETIGAH</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

The ultimate distribution of the sample was finalized in collaboration with UNICEF prior to the implementation of the field data collection. The fieldwork consisted of key informant interviews and FGDs with the project stakeholders and beneficiaries. The key informant interviews were conducted with the Meshwary project staff in UNICEF, Barclays, and YAPD staff at the central level and in each one of the four governorates. Moreover, key informant interviews were conducted with the project partners in all governorates covered by the evaluation.

A sample of the project beneficiaries, adolescents (13-18) and youth (18-24), was taken from each governorate to capture, through the FGDs, qualitative opinions on the relevance, effectiveness, efficiency and sustainability of the project from the perspective of each target group and with reference to their interest. Age, gender, region and economic status were put into consideration. The below figures show the distribution of the FGDs and participants among the different governorates:

Figure 1: FGDs respondents per target group
Figure 2: Number of FGDs respondents per governorate (not including parents)
Figure 3: Number of FGDs respondents per educational level (not including parents)

Figure 4: Number of FGDs respondents in each target group per region
2. Relevance

2.1. Relevance to UNICEF Strategic Orientation and Objectives

Meshwary project is a crucial measure in terms of its aims and objectives as well as in terms of UNICEF’s basic policies and overall goals.

Meshwary project is clearly in alignment with UNICEF’s main mandate to “Advocate for the protection of children’s rights, to help meet their basic needs and to expand their opportunities to reach their full potential”\(^\text{12}\).

In addition, UNICEF mobilizes political will and material resources to help countries, particularly developing countries, ensure a “first call for children” and build their capacity to formulate appropriate policies and deliver services to children and their families.

The project is particularly relevant to the UNICEF Medium-Term Strategic Plan (MTSP): “Investing in children” (2006-2009). Based on the UNICEF contribution to poverty reduction and the Millennium Summit agenda, the overall objective of the MTSP was to focus the capacities and organize the work of UNICEF so as to bring about palpable change in the lives of children by supporting the national and international implementation of the Millennium Summit Declaration, pursuing the Millennium Development Goals 1 and to ensure an effective UNICEF contribution to poverty reduction.

\(^{12}\) UNICEF- http://www.unicef.org/about/who/index_mission.html
These strategic objectives have been confirmed by the updated annexes to the medium-term strategic plan of 2010 and 2012.

MTSP UNICEF aimed to impact children around the world by putting the following elements at the heart of its work:

- Strengthened alliances within and beyond the United Nations to promote sustained and large-scale investments in children and families as a central strategy for the Millennium agenda
- Continued support for building national capacities to safeguard children’s rights, with increased emphasis on strengthening policy frameworks, service delivery as well as protection systems and institutions
- Systematic efforts to leverage additional resources for children through advocacy and partnerships and by generating evidence to inform decision-making

Meshwary project addressed a population that makes up 33% of all Egyptians (24 million people), namely young people between 10 and 24 years. Within that group, nearly 22% are adolescents, aged between 10 and 19 years. Therefore, empowering adolescents and youth through life skills, career guidance and information is highly relevant to the UNICEF strategic orientation as explained in its original mandate as well as in the MTSP.

Young people in Egypt lack the key skills and tools for both job creation and job seeking and, in general, the ability to plan for their future. In Egypt, according to the Egypt Labour Market Panel Survey, 83% of the unemployed fall within the range from 15 to 29 years. Inadequate skills and employability are coupled by a lack in programs that address skills development as a step towards economic empowerment, as well as the limited availability of trusted sources of information, support and guidance. It is also becoming more evident that preparation for employment and a new ‘culture of employment’, needs to start at a young age to change adolescents’ perception of ‘employment’ and build their job creation and job seeking skills.

When considering the **UNICEF MENA strategy on adolescents**, it is evident that since 2006, UNICEF has attempted to prioritise adolescents and youth in its MGDS activities. There is mention of promoting human rights and security but also of increasing opportunities for and development of youth. In this document, UNICEF is aware of the difficult conditions that specifically adolescents face. There is also recognition that developing youth will empower them for the future as described below:\[13\]:

> “Greater skills, assets and opportunities provide protection and enhance participation. Greater participation contributes to the development of skills and capacities, and enables protection. Protected adolescents are more likely to participate, develop their capacities and take advantage of available opportunities” (p.11)

The document mentions briefly the policies that UNICEF has been involved in within the region:

> “UNICEF, often together with other UN partners, has played a key role in this process. Its agenda has been to try and focus the policies within a larger national development framework, towards an approach which builds and capitalises on young people’s strengths

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rather than targeting the problems they either face or are deemed to pose to society…” (p.21)

Further down, the document also mentions the problems encountered and lessons learned, explaining that there has been a lack of focus in the region with regards to empowering youth.

The most important section of the document is the strategy itself, defining key objectives and policies for developing the capacities of adolescents and youth. Section 4.3.2 and 4.3.3 question UNICEF’s role in the field of adolescents, asking if it is indeed capable of taking the lead for projects revolving around adolescents and youth. The Meshwary project is an example of a UNICEF project in partnership with other organisations, and it aligns well with the priorities and objectives of the strategy outlined in the document.

2.1 Relevance to the United Nations Development Assistance Framework (UNDAF)

The relevance of Meshwary to UNDAF is not only important in and of itself but also insofar as it reflects the holistic and strategic importance of the project to the international development goals.

The outcomes of UNDAF of Egypt are closely related to the philosophy and objectives of Meshwary.

The UNDAF has 5 main priority areas as summarized below\textsuperscript{14}

**Outcome 1**- By 2011, state’s performance and accountability in programming, implementing and coordinating actions, especially those that reduce exclusion, vulnerabilities and gender disparities, are improved.

**Outcome 2**- By 2011, unemployment and underemployment are reduced and worst forms of child labour are eliminated.

**Outcome 3**- By 2011, regional human development disparities are reduced, including reducing the gender gap and environmental sustainability improved.

**Outcome 4**- By 2011, women’s participation in the workforce, political sphere and in public life is increased and all their human rights are increasingly fulfilled.

**Outcome 5**- By 2011, democratic institutions and practices are firmly established and a culture of human rights through active citizenship is prevalent.

Here, it can be seen that the Meshwary project’s objectives align with those outcomes, particularly outcome 2 and 4. Meshwary is actively involved in reducing unemployment and underemployment as stated in outcome 2 and is also attempting to increase women’s participation in the workforce (outcome 4).

THE UNDAF specifically mentions UNICEF in a number of results within its ‘Results and Resources Framework’ for example number 2.5 from outcome 1, which states:

“Capacity of the Ministry of Education strengthened to ensure quality education.” (UNICEF, WFP, World Bank)

\textsuperscript{14} UNDAF, 2007-2011
Other results, which include UNICEF and may reinforce the Meshwary project’s relevance to UNICEF policies and objectives with a focus on education and services for youth and women specifically, are:

- Results 3.1 from Outcome 3 which states: “Quality, accessibility and relevance of the educational system improved, with a special emphasis on the learning environment and teaching methods”

- Result 3.6 from Outcome 3 which states: “Government and NGOs supported to provide quality youth friendly services and accurate information on youth within a human rights context” respectively.

It is worth noting that the Meshwary Project’s activities align with many results of the UNDAF, which are not listed as done by UNICEF but instead by other UN agencies such as 1.1 from outcome 4 found below

1.1 Women’s vocational and technical skills improved based on labour market needs. (UNIFEM, ILO, FAO, WFP)

The above result is very important and one of the key goals of the Meshwary project, yet UNICEF is not shown to have been actively involved in this result.

2.2 Relevance to Egypt’s Development Plans and Priorities

The overall goal of the Meshwary Project is to: “increase the knowledge, skills and experience among young people (13-24 years) to enable them to be economically and socially empowered to make strategic choice about their future”.

This main aim was to be achieved through a series of activities including skills building, career guidance and work placements, which could help make young Egyptians feel more confident about their own skills and abilities. This would later on help them to be more successfully employed workers or business owners. The main focus here is on human social development.

This is in many ways relevant to Egypt’s national development priorities. According to Egypt’s Ministry of Planning, Egypt implemented its sixth five-year plan from 2007-2012. These have been listed under 5 axes (see Annex).

From this list of priority objectives, there are several that can be linked with the Meshwary Project’s overall goal of increasing knowledge, skills and experience among youth. For example under the first axis, the government plan has the objective of "Developing abilities and productive capabilities, training and rehabilitation". However, the list of objectives is somewhat vague and with no particular focus on improving youth, so it is necessary to go through the specific chapters in the plan to find more relevant policies that are similar to the Meshwary Project’s aims.

Chapter 6 of the five-year plan specifically focuses on human and social development. To briefly summarise the relevant sections of chapter 6 of the plan, the main priorities are to:

- Encourage and raise employment opportunities

- Enhance human skills through the development of training centres

15 Ministry of Planning 5-year plan chapter 1 - http://www.mop.gov.eg/english/PDF/chapter%201.pdf

- Link education and training policies with the actual needs of the labour market
- Provide technical assistance to small and medium enterprises
- Improve schools and provide technical education workshops

These chosen objectives link well with what the Meshwary Project is attempting to focus on and so it can be seen that Meshwary is attempting to align itself with the objectives of the 5 Year Plan. The Meshwary project’s focus on a) the actual improvement of youth employability and b) the linking of employment training with labour market demands is not actually mentioned in the Plan. At the current time, there is no specific mention of youth but one would assume that improving schools and training centres will mainly revolve around youth. Overall, Meshwary’s objectives are similar enough to National Development Plans to have made the project’s implementation possible without too many obstacles from Egypt’s government.

### 2.3 Relevance to Human Rights

The overall philosophy of the Project is consistent with a rights-based orientation since strategic consideration has been given to build the capacities of community members in order to qualify and empower them as active participants in society. It also does this by working with NGOs and youth centres to ensure that the Project activities can eventually be managed by the community.

These three things can come about if young people in Egypt are given training and guidance on not only improving their job skills but can also push them towards their vocation. Furthermore, the project is consistent with the Conventions on the Rights of the Child (CRC), especially Articles 28 and 29 which deal with education and skills. In particular, Article 28 states “States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: Make educational and vocational information and guidance available and accessible to all children”, while Article 29 states “States Parties agree that the education of the child shall be directed to the development of the child’s personality, talents and mental and physical abilities to their fullest potential”. The Project is also very relevant to UNICEF’s State of the World’s Children report (2011) which underscores the importance of giving adolescents their due attention in regards to their right to education and employability.

However, the rhetoric used in the Meshwary Project reports refers to beneficiaries rather than rights-holders, and does not make clear who the duty-bearers are. Thus, although there are several entities involved in the Project that could potentially be seen as duty-bearers, they are not defined explicitly as such. The Project’s capacity-building activities focused both on young people and on NGOs and youth centres, which could be seen as a balance between building the capacities of rights-holders and duty-bearers if these entities are defined as such. In other words, the Project could have benefited from a human rights analysis in order to completely transition from a “needs-based” to a “rights-based” approach.

A similar situation exists in regards to gender. Although the progress reports include many gender disaggregated data, the planned targets and achieved results are not disaggregated.

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17 CRC. http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
by gender. In other words, it seems that the project monitoring is gender disaggregated, but it is not clear whether or not the project planning is as well. It is noteworthy that the Meshwary project faced many barriers in regards to girls participating in the project’s activities, and it managed in many cases to address these barriers by speaking with families and raising awareness. However, speaking strictly from a “relevance” point of view it is clear that gender was a major component of the project, as all indicators are reported on in a gender-disaggregated way, but the project could have also benefited from a gender equality analysis.

Overall, the Project considers disadvantaged groups and ensures that they are adequately included in the activities. For example, the Project’s final report states the following: “At a particular disadvantage in the targeted governorates are young women, rural young people and those living in impoverished urban settings. These groups were of particular focus during the project implementation”. It also takes into consideration the underlying causes of this disadvantaged situation by focusing on the lack of access to labour-market-oriented skills. Thus, by providing disadvantaged groups with such skills, the Project aims to empower them to have equal access to the labour market.

2.2. Relevance to the Needs of the Target groups

There is almost complete agreement among beneficiaries and partners regarding the importance of the project and its correspondence to real needs. In fact, most officials stated that they would welcome a repetition of the project through a rerun of training courses or a second phase to the project in general.

It is noteworthy that the project did not aim to cover needs that the target group perceived and demanded. Rather, it addressed needs that participants only realized they had after they took part in the project, since the needs they clearly perceived a priori were limited to the outcomes of lacking skills, i.e. unemployment and the inability to search for work. However, participants were not necessarily aware of the skills they later acquired (or their relevance) and that ultimately serve as facilitators in entering the job market and managing life at large.

While all parties recognized the need to find employment, most did not know how to search for a job or qualify themselves for entering the job market. For instance, the concept of writing a curriculum vitae or a resume was largely unknown, as was the concept of work ethics. Similarly, with respect to free labour, many aspire to launch projects yet do not know what the requirements are in this regard. In fact, only a few knew how to conduct a feasibility study, or indeed what a feasibility study is.

There is no doubt that launching projects that respond to actual perceived needs, even if they are not pressing, is easier as a start than raising awareness regarding needs that are not perceived, even if they should be pressing. Therefore, beneficiaries’ evaluation of the project as relevant is a particularly strong indicator that it responded to actual needs.

Moreover, partners and beneficiaries found it an indicator of the project’s relevance that it sheds light on an age group that rarely receives attention. This is especially true for adolescents, since governmental and societal attention is usually directed either at children or at adults. Hence, the project addresses a gap in terms of age-related criteria. This is one of
the main concerns raised in the State of the World’s Children report, highlighting that adolescents are often not given as much attention as children and adults – a concern that the Meshwary Project addresses.

In terms of content, participants clearly stated that the project responds to a significant gap, especially with respect to life skills. This gap is not covered by academic curricula or at home within the family. In Egypt, particularly rural areas, the latter two contexts, which are the most crucial during socialization, do not encourage free and creative thinking or communication skills in general.

On an ethical level, the project strives to strengthen or introduce important societal values, such as appreciation for voluntary work and participation on an individual or institutional level, as well as a general respect for handicrafts and entrepreneurship.

3. **Effectiveness**

3.1. **Skills Development Component**

3.1.1 **Component Description**

This component relied on peer education and was implemented in two phases with each phase divided into several rounds to enable peer educators to acquire the appropriate amount of knowledge and skills necessary to implement the sessions with their peers before receiving new sets of knowledge and skills. Special skills development employment modules were developed and tailored to the needs of the different age groups. The modules covered such skills as future planning, creative thinking, communication and decision-making skills, career planning skills, CV writing and interview skills, and entrepreneurial skills. The trained peer educators (adolescents and youth) were equipped to deliver these modules to their peers in phases, reaching out to their peers in their respective governorates and conveying the knowledge and skills that they acquired through the various training rounds. Each peer educator was able to deliver the program to at least one group of 20-25 of his/her peers per round.

3.1.2 **Overall Target Achievement**

The skills development component of the Meshwary Project ended up exceeding its targeted number of both peer educators and end-beneficiaries. The achieved number of peer educators equipped to deliver the entrepreneurial & employability skills to their peers is 832 (454 males & 378 females), while the planned target was only 500. Hence, the percentage of actual beneficiaries relative to the targeted number is 166.4%. This is distributed among the different governorates in Egypt as follows:

<table>
<thead>
<tr>
<th>Governorate</th>
<th>Number of peer educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assiut</td>
<td>151</td>
</tr>
<tr>
<td>Daqahliya</td>
<td>76</td>
</tr>
</tbody>
</table>
A comprehensive peer-educators training programme was developed and implemented through 12 rounds that took place between July 2008 and December 2011, covering all selected peer-educators from all considered governorates. The training activities included topics such as future planning, decision-making, employment culture, career planning, teamwork, problem-solving, creative thinking, self-esteem, communication, employability skills and entrepreneurial skills. The number of end-beneficiaries that received the peer education training also exceeded the targeted number. The achieved number of adolescents trained on entrepreneurship, employability and life skills is 16,645 (7,230 females & 9,415 males). The planned target number of adolescents was only 10,000. The percentage of actual beneficiaries relative to the targeted number is 166.4%. The achieved number of youth trained on entrepreneurship, employability and life skills is 8,875 (4,390 females & 4,485 males). The planned target amounted to 10,000. The percentage relative to the targeted number hence reaches 88.75%.

3.1.3 Beneficiaries’ Understanding of the Peer Education

In terms of understanding the Project and grasping the skills development component, only a minority of participants joined the training without having a clear understanding of it. The majority of participants, especially youth participants, had a clear vision and understanding of the project before joining the training. However, the source from which the participants learned about the project played a significant role in the actual level of awareness. The most important sources were YAPD, Youth Centres, local NGOs, friends and former participants. Similarly, the individual differences between trainers also played an important role, resulting in differing levels of knowledge among the trainees.

In general, the micro-enterprises component seems to be the best-known; this was obvious during the evaluation process, especially among both male and female adolescents, as most of them know the Meshwary Project as a training project on small enterprise management. They do mention the other components indirectly, but not as the project’s main activity. A minority of the participants defined the project through its life skills training, making statements such as “it is a project that teaches us self-reliance, planning, and life success”. Among youth, the project’s image was more linked to the training on project management and life skills, and often cited more detailed skills such as feasibility studies, marketing training, and developing the ability to think and plan in an organized way. Unsurprisingly, there was a clear difference between the end beneficiaries and the peer educators in the

<table>
<thead>
<tr>
<th>Governorate</th>
<th>Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sohag</td>
<td>89</td>
</tr>
<tr>
<td>Cairo</td>
<td>41</td>
</tr>
<tr>
<td>Menufiya</td>
<td>46</td>
</tr>
<tr>
<td>Aswan</td>
<td>61</td>
</tr>
<tr>
<td>Sharkeya</td>
<td>79</td>
</tr>
<tr>
<td>Ismailia</td>
<td>44</td>
</tr>
<tr>
<td>Alexandria</td>
<td>64</td>
</tr>
<tr>
<td>Qena</td>
<td>181</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>832</strong></td>
</tr>
</tbody>
</table>
level of understanding of the project and its objectives. This was expected and reflects the holistic understanding and level of detail that the peer educators are often more exposed to. This difference was also reflected in the knowledge of the associations responsible for implementing the project. End beneficiaries, especially adolescents, often only knew about one organization – usually UNICEF – without a clear understanding of how the entire process took place among the different organizations or who was responsible for the training and selection. This understanding was stronger among youth as well as among the peer educators.

One common feature between the different groups within the skills development component pertains to the fact that almost all of them did not participate in other activities of the Meshwary Project – such as the counselling centres – or even know of their existence, save for a few exceptions.

The objectives of the skills development component as described by one of the youth among end beneficiaries:

- Helping cadres acquire the communication skills necessary to deliver information to their peers
- Benefiting from learning how to conduct feasibility studies for small enterprises
- Learning how to set up an alternative project in case the ongoing project fails
- Learning how to change one’s personality from being passive and negative to being a leader

(Female, 16 years old, Assiut Governorate)

### 3.1.4 Participants Identification and Selection

#### 3.1.4.1 Peer Educators

The peer education training was announced and those who wished to work as peer educators submitted the applications. Many of the applicants came from partner associations related to YAPD – some of which have cooperation protocols with YAPD. Overall, the project identified a total of 69 institutions across Egypt that could provide the necessary training and skills development to the project’s beneficiaries. Out of these 69, 26 are youth centres, 36 are NGOs/CDAs, 2 are public libraries, and 5 are other types of institutions (e.g. university institutions, student unions).

Thus, individuals nominated by their respective associations, as well as personal applications submitted the applications from those who wished to work as peer educators. The applicants heard about the training through various sources, as some found out directly from the organizations they work for, while others learned about it by word of mouth or through the internet. The positive feedback of those who had already joined the training served as an incentive for others to apply.

The application process included **specific criteria** for those who wished to apply to become peer educators:

- Adolescents must be around 13 – 18 years old, while youth must be around 19-24 years old.
- Applicants must possess moderation skills and be willing to learn.
- Applicants must gather peers and apply with a group of 20 to 25 of their peers.
- Applicants must be literate.
- Applicants should enjoy some extent of popularity and display leading capacity.
- The applicants’ family must allow their son/daughter to undergo the training outside the governorate they live in, as some central workshops require travelling to another governorate.
- Peer educators and beneficiaries from the previous phases are preferred, on the condition that they showed excellent performance.

The selection of peer educators (adolescents and youth) depended mainly on the existence of some type of prior knowledge or experience in dealing with peers. Most of the peer educators had previous capacity-building experience, either through participating in the previous project “Khatwa Le Mostaqbalna” (A Step Towards Our Future) as facilitators or beneficiaries, or through working in other development/cultural activities in their organizations (e.g. youth-led initiatives, the “New Horizons and New Visions” program). Another method for selecting peer educators consisted of visiting schools and approaching students that have excelled in cultural and social activities. In addition to the age requirement, the last requirement listed above played an important role in the selection process, as the priority was usually given to those who participated in past phases.

Whether or not applicants fulfilled the requirements – especially the new participants – was determined through individual or collective interviews carried out by the associations responsible for the implementation. The interviewers focused on the applicant’s past experience, communication skills, general cultural awareness, and commitment to implementing the training program afterwards with the end beneficiaries. Previous participation in other relevant training courses was considered a preferred factor. In some cases, a simple written exam was given to the applicant to determine whether they meet the criteria. In cases where the applicant was an end beneficiary in a previous phase, the performance report was taken into consideration. Initially, the organizers would meet with large groups of applicants so that they could then filter and choose the best-suited candidates, and exclude those who showed lack of seriousness or responsiveness, or an inability to grasp the project’s activities.

3.1.4.2 End-Beneficiaries

Regarding the end beneficiaries, the application requirements were much more flexible since the project focused on promoting and spreading the idea of employability and skills development. Except for the age requirement, there were no specific criteria, save for a degree of personal capacity and interest in community participation, along with a serious commitment to attending the training. The peer educators played an important role in spreading the word among their families and friends and encouraging them to apply. The abovementioned organizations affiliated with YAPD also played a role in announcing that the training was accepting applicants. In the case of the end beneficiaries, reaching the target number was more important than choosing the best-suited candidates, which is in accordance with the aims of the project in terms of improving life skills and promoting the entrepreneurial culture.
3.1.5 **Strengths and Weaknesses of the Selection Process**

**Strengths:**
- The submission and selection process was conducted in a transparent impartial way and was not a subject of complaint from the respondents.
- The selection criteria were efficient in selecting the most capable candidates, which was reflected in the obvious difference between the groups of peer educators and end beneficiaries, even when in the same age group and educational level. Extensive attention was paid to ensuring that the peer educators had strong personal skills and communication capabilities.
- The participation of previous participants in the "Khatwa Le Mostaqbalna" (A Step Towards Our Future) project led to an increase in the efficiency of the process and minimized the risk of selecting inefficient peer educators.
- The immediate exclusion of the peer educators who did not show commitment or competence also contributed to the selection of the best-suited candidates.

**Weaknesses:**
- The announcement of both project and training mainly depended on addressing NGOs that already had cooperated with previous UNICEF activities, which in turn suggested the candidates for the training. This limited the project's outreach.
- There was no clear differentiation between the minimum requirements that allow potential participants to apply for the training and the criteria for participant selection.
- There was no minimum required education level, since literacy was sufficient for application. This is risky when choosing peer educators, as they should have some level of education in order to be able to train their peers.
- Requirements and criteria weren't sufficiently clear and known, especially for the adolescents.
- The project was not clarified adequately prior to the application. Many applied and even joined the training without a clear idea about the content of the project or its requirements after training.

"An association called YAPD did a session in the youth centre and they let everyone talk about the good and bad things in his/her village and about his/her own program to develop the village. They chose the one who talks in a clear and confident way and then they classified us."

(Training beneficiary, 14 years old, Qena Governorate)
3.1.6 The Training Process

3.1.6.1 Training Needs Assessment

In terms of assessing the needs of the participants, no training needs assessment was conducted for the target groups, although information was gathered from a sample of youth and adolescents about their training needs through a survey in some regions. The needs assessment depended mainly on the experience gained in the course of the previous project “Khatwa Le Mostaqbalna” (A Step Towards Our Future), as well as the baseline conducted by IDSC which was also regarded as an indication of the type of knowledge and skills required. However, this did not have a grave impact on the project’s effectiveness since there were exceedingly significant gaps in knowledge and skills among the participants prior to the training – even in the skills development component. Although these gaps were addressed by the project, conducting a training needs assessment would have made the activities even more responsive to the needs of the participants, and rendered them more appropriate for their skill level. However, in terms of the outcome, this shortcoming was of limited impact on the overall success of the project, as was confirmed by most of the evaluation respondents, who stressed the great success of the peer education training and the skills development component in its entirety.

A mapping exercise of employment services available in the ten targeted governorates including governmental, non-governmental and private sector job placement centres, training organisations as well as credit institutions, was undertaken by IDSC. The data was uploaded on a specially designed internet portal called Moustaqbalak (Your Future; www.moustaqbalak.gov.eg). In order to sustain the portal, an agreement was reached with the NCY to manage the portal centrally and to take charge of updating it. The counselling centres used the database available on the portal as a basis for referral. In addition, the online availability of the database rendered it accessible to all young people of Egypt.

3.1.6.2 Training Manuals

As a basis for the peer education activities within this component, the project developed a number of training manuals to ensure that skills continue to be developed in the long term. Four manuals were generated during the course of the project, namely:

- Life skills and employability skills manual for adolescents
- Life skills and employability skills manual for youth
- Small enterprises manual for adolescents; and
- Small enterprises manual for youth

The four manuals listed above are well-crafted in terms of both content and presentation. The manuals (and thus the training plan) include a reasonable amount of practical exercises, and their language is attractive and well-adjusted to the mentalities and language of the target groups. However, the Evaluation Team believes that some parts of the Small Enterprises Manual for Adolescents may be too complex for the pre-existing level of skills and capabilities. This was confirmed by about one third of respondents who reported difficulty in understanding the financial and economic segments. In fact, the few respondents who said that the content is easily comprehensible received a similar training before. The most important aspect in this regard is the ability of the adolescent peer educators to explain these parts to their peer. This finding was evident in the views of the
end-beneficiaries who commented on the poor capacity among some peer educators in explaining this content.

3.1.6.3 Trainees Evaluation

The evaluation of the trainees mainly depended on the following:

- Administering a survey to participants of the training program pre- and post-training to measure its results.
- Monitoring and recording the attendance level of the participants.
- Reviewing and evaluating the training needed on part of the trainees (for example, assessing the feasibility studies carried out by the trainees and choosing the best for central documentation).
- Evaluating the actual participation of the trainees during the sessions according to the level and seriousness of performance and the ability to communicate and interact with the instructor and colleagues.
- Regular visits carried by the staff of UNICEF and YAPD during which they assess the overall performance or ask the trainees directly; and
- Evaluating some peer educators upon their request, either by their trainers or through asking their friends to attend the training and monitor their mistakes.

For the most part, the trainees expressed satisfaction with the fairness of the assessment, however some complained of lacking information regarding the evaluation criteria and results. For example, trainees did not know the criteria on which the assessment of the feasibility studies was based, and sometimes they were not informed about the results of the evaluation itself. Also, the pre- and post-training evaluation forms were not given to all trainees and none were informed about the results. Most of the respondents from the peer educators group implemented between 2 to 4 training rounds, and expressed strong enthusiasm for the new experience and desired it to be repeated. They also stressed on the high demand for such trainings in their community, even among those older than them.

3.1.7 Trainee Satisfaction

3.1.7.1 Satisfaction with Peer Educators Training

In general, there is a high degree of satisfaction among the peer educators regarding the implementation of the training sessions, with limited exceptions related to the second phase of training, as there was no agreement on the level of the trainers. All trainees mentioned that their impression of the whole process was one of seriousness and accurate implementation. This impression was confirmed by the punctual and continuous follow-up of the project staff by UNICEF and YAPD during the training sessions.

The trainees mentioned the following factors contributing to their satisfaction and dissatisfaction:
**Satisfaction factors:**

- The training content, which was appropriate to the needs and the level of the trainees in general.
- The manner in which the training was designed to gradually progress from easiest to most difficult, which rendered it logical and easier to understand.
- The high level of most of the trainers and their understanding of the materials.
- The ability of the trainers to deliver the information in a comprehensible manner.
- The reliance on a participatory approach.
- The use of appropriate and relevant vocabulary and examples.
- The prepared response to inquiries, questions and repeated explanation, even beyond the duration of the training session.
- The flexibility in managing the sessions.
- The different training approaches.
- The involvement of trainees in thinking and explaining.
- The encouragement of trainees and avoidance of criticising wrong responses.
- The practical activities within the framework of the training.
- The location of the training in the Olympic Village in Ismailia, which represented an ideal choice; and
- The availability and use of training aids.

> “All my life I thought that a teacher must be respected out of fear, but during the training this feeling changed and I felt the value of respect which is based on being truly convinced by someone.”

(Adolescent male peer educator, Qena Governorate)

**Dissatisfaction factors:**

- The short training period, which led to a tight daily schedule.
- The failure to explain some parts of the training manual because of the insufficient time.
- The uneven distribution of training contents over the sessions, which led to some sessions being too packed and others sub-optimally used.
- The assignments that the trainees carried out, which were not discussed during the training due to the tight schedule, leaving trainees without feedback.
- The short breaks during the training; and
- The impression among many trainees that although the skills and knowledge they gained regarding conducting feasibility studies may be sufficient for establishing a
micro-enterprise, it is not up to the technical level that allows the investment of the capital in SMEs.

3.1.7.2 Satisfaction with the End Beneficiaries Training

There were strong variations in the level of performance and success of the training, and these variations were also reflected in the opinions of the respondents regarding the training. Thus, there were much stronger variations in assessment of the training among end beneficiaries than there were among peer educators. This was expected, as the requirements for the peer educators were the same for everyone, and the training was conducted under the focused supervision and follow-up of UNICEF and YAPD, which was not the case for the end beneficiaries. Although there was strong follow-up for the end beneficiaries’ training, the differences among participants due to the flexibility in the application requirements prevented the achievement of the same level of discipline and monitoring. In this respect, the difference is visible between training activities conducted in YAPD and its associated organizations, and others where the peer educator was responsible for everything from gathering the trainees to securing a location and preparing the training. In the latter case, many “strengthening factors” (which will be outlined below) were more difficult to come by. However, it should be noted that despite any difficulties, the majority of respondents spoke very highly of the training, and their final evaluation of it was clearly positive. In this regard, the trainees mentioned the following satisfaction and dissatisfaction factors:

**Satisfaction Factors:**

- The meetings that were held for the trainers in YAPD and its associated organizations prior to the training, which improved their preparation and familiarity with the training material. It also allowed them to prepare for potential problems that could arise during the training, as well as ensure that any tools they need were available. Simultaneously, this also contributed to ensuring that the peer educators were of a sufficiently high standard.

- The peer educators’ interest in and understanding of the training material, as well as her/his ability to communicate it to others, which was a deciding factor in the effectiveness of the training. Most of the trainers had been chosen with care, were enthusiastic about their tasks and wanted to prepare themselves well.

- The logistical support (such as securing a location, any necessary tools and some refreshments), which positively affected the training. Another positive factor was the technical support that was provided to some trainers and trainees during the sessions in some cases where the training took place in youth centres and its associated organizations.

- The tracking and monitoring by UNICEF and YAPD, which in many cases included video recordings of entire sessions and heightened commitment and strive for perfection. This was even more the case with the activities that were implemented in youth centres and its associated organizations. In many cases, the monitoring took place on daily basis which gave the whole process a sense of credibility and legitimacy.

- The similar age and mentalities among trainers and the end trainees, which facilitated communication between the two groups (despite a few reservations towards some of the younger trainers)
The usefulness assessment carried out at the end of the training in cases where the youth centres were directly supervising them

- The repetition of the training sessions, which led trainers to gain more experience in understanding the material as well as presenting and communicating it to others

- The highlighted ethical dimension of the training process, which stressed the moral significance of transferring one’s knowledge and skills to others and added a sense of purpose to the trainings, to the extent that the training included an oath that stated this purpose. This caused many trainers to be even more committed to qualifying themselves to transfer their knowledge and skills to others.

**Dissatisfaction Factors:**

- The unavailability of an appropriate location to hold the trainings (even in the cases where the trainings were held in YAPD or its associated organizations the available space was often too small). Sometimes the same space was used for multiple groups, which placed a lot of pressure on the organizational aspect of the process as a whole. Furthermore, many of the training sessions were implemented in the home of the trainer or one of the trainees.

- The insufficient availability or delayed delivery of some of the tools needed during the training.

- Bureaucratic difficulties, including written governmental permissions required from the trainers, or obligatory youth centre representation in all sessions in order to use the location. The long period of time the training of the trainer and the administering of the training to others, which diminished the trainer’s familiarity with the training material

- The young age of some trainers, especially in the case of adolescents and girls, which, due to preconceived notions, prevented some young trainers from being taken seriously at the beginning of the training

- The difficulty for trainees in some areas to join a session that is facilitated by a trainer from the opposite sex

- The large variations in the levels and skills of the trainees, as there were no unified criteria in choosing them (as opposed to the trainers selection which was based on a much more rigorous process)

- The inability of some trainers to completely understand the financial and economic aspects in some cases, especially if the trainees wanted to discuss examples that fit their daily circumstances which sometimes did not match the examples provided in the training manuals

- The failure provide training hand-outs that the trainees could keep after the training

- The lacking authority on part of the trainers, which prevented them from ensuring proper behaviour during the training session, such as prohibiting smoking for example

- The negative response on part of some trainees, especially adolescents, to visits by the trainers that were conducted to gain field experience

- The occasional conflict between exam times and training sessions, which affected the level of commitment
The objection from within some communities where female participants – or their families – felt uncomfortable about the former going to the location of the training such as the youth centres (mostly viewed as a male-oriented space) or the sessions which were held in private homes.

The difficulty in agreeing on a time for the session that was convenient for all participants, especially since the female participants could not attend sessions that were late at night. At the same time, some of the training spaces were only available at certain times of the day, which was not always convenient for the trainees.

3.1.8 Observed Changes

The direct changes in the lives of participants of the skills development component – whether among peer educators or end beneficiaries (both adolescents and youth) – were assessed through an analysis of the individual interviews and focus group discussions which included peer educators and end beneficiaries from different age groups, as well as an analysis of the opinions of some of the participants' parents. The respondents were allowed to freely use their own words and descriptions, outlining what they see as changes in their lives as a result of their participation in the project. The results are not aggregated by participant group (peer educators or trainees), as there was no qualitative difference between the changes mentioned by both groups. Likewise, the changes mentioned by the respondents from both age groups (adolescents or youth) are also qualitatively similar. However, it is noteworthy that there was a difference between the two age groups in terms of the level of awareness of the effects of their participation in the project. The following part will discuss the most significant changes that occurred because of participation in the peer education activities of the skills development component.

3.1.8.1 Adolescents’ Perception

**Changes in Self-Perception:**

In different ways and using a variety of examples, almost all participants described a significant positive change in their self-image and confidence. Prior to their participation in the project, self-awareness and their reflection of personal skills, wishes and problems was relatively poor. They also used to believe that their opinion is generally not important and cannot be seriously considered by others in the family and the society. They believe that their participation in the project resulted in improvements in all these aspects, which led to improved self-understanding and higher self-confidence.

**Changes in Personal Capacity:**

Almost all participants mentioned that through the project they gained or improved communication and problem solving skills. Between 30 and 50% of the participants believe that they also gained the ability to plan and, particularly, to prioritize objectives and tasks. A few of the participants mentioned leadership as an additional capability that they gained through the project.

To summarize, after the training I can negotiate with anybody and I became a very convincing person (one of the male adolescents describing his ability to discuss and convince people, Qena Governorate).
Changes in Attitudes, Behaviours, and Interpersonal Relationships:\(^{19}\)

The majority of the participants mentioned or agreed upon the following changes in their behaviour and/or attitude as a result of their participation in the project:

- Increased positive outlook on life
- Increased participation in family affairs
- Better ability to plan for activities
- Increased ability to handle unexpected events and be spontaneous
- Increased time commitment and punctuality
- Increased independence and self-reliance
- Ability to travel without the family
- Increased participation in the public life and community activities (e.g. combating illiteracy, medical convoys, electoral activities, volunteering with orphanages)
- Increased confidence of the family in their sons and daughters
- Increased sense of responsibility
- Increased confidence of the local community in the trainees, since they more frequently ask for their assistance in solving problems and implementing activities; and
- A wider circle of family and friends, and better family and social relationships in general

"I have changed, instead of being a “normal” person in the community I became an active person. So I am no longer just a face in the mass, but rather I have a vision and can affect or change other people (female training beneficiary, youth’s group)"

Changes in Practical Capacities:

- Improved acceptance of self-employment
- Discovery of individual and unique practical capacities
- Increased ability to enter the labour market
- Increased ability to conduct simple planning for a small project

\(^{19}\) In this and similar parts no weight is given to different statements, since the difference between the number of participants who made the various statements is too slight and thus insignificant. However, the order of the statements approximately reflects the frequencies of occurrence or degree of agreement upon each statement.
- Appreciation for the importance of marketing
- A more pronounced respect for handicrafts as an income-generating activity
- A more proactive attitude in searching for other training opportunities
- Increased ability to focus and concentrate when performing a task
- A better understanding of the fact that a lack in material resources does not necessarily preclude self-employment
- A more pronounced willingness to accept types of jobs that were previously looked down on (e.g. being a shop salesperson); and
- The ability to start micro-enterprises (albeit a limited number of participants)

3.1.8.2 Youth’ Perception

**Changes in Self-Perception:**

Similar to the perceptions among adolescents, almost all youth participants underwent minor changes in terms of self-perception through their participation in the project. However, the way they described those changes was more sophisticated than in the case of adolescents. The following descriptions were used most frequently: increased self-confidence, increased self-efficacy, improved self-image, more active self-concept, increased orientation towards the future and more motivation to start a professional life.

Feeling a strong sense of time commitment was not only because of what we learned through the training courses, but it was also to avoid missing any of the training content (Youth beneficiary, Assiut Governorate).

**Changes in Practical Capabilities:**

According to participating youth, the abovementioned changes in soft skills and self-perception translated into changes in their practical skills and capabilities. The following changes were mentioned or agreed upon by almost all participants:

- Better communication and successful dialogue management
- Better integration with others and stronger ability to assess others’ capacities and benefit from them
- Better planning, organizing and ability to set priorities
- Stronger critical and logical thinking
- Improved ability to think using a scientific approach
- Improved problems analysis and solving

A minority added the following changes:

- A tendency to develop a vision for the future
- Improved ability to distinguish between hopeful thinking and unrealistic thinking
- Improved emotion regulation

**Changes in Attitudes, Behaviours, and Interpersonal Relationships:**

The majority of participants mentioned or agreed upon the following changes regarding their attitudes, behaviours, and interpersonal relationships:

- An increase in positivity and interaction with family and community
- Improvements in problem-solving capabilities
- An increase in the sense of responsibility
- An increase in self-reliance
- A serious vision for the future which has caused the participants to be respected by their families and communities
- Increased confidence of the family in their sons and daughters Better ability to deal with different mentalities and backgrounds (through dealing with the colleagues in the training)

A few or the participants added the following changes:

- Better time commitment and punctuality
- An increase in dialogue management
- A wider circle of family, friends, and social relationships in general
- Better ability to respond to unexpected changes
- Better emotion regulation
- Increased participation in the community and better relations with community members

```
Usually in Ramadan our sons and daughters prefer to sleep during the day and wake up very late, as they didn’t do any real activity. However, the training changed that and they can now get up early. The peer educators always called them to make sure that they are up on time so they do not miss the training (the mother of a female or male? peer educator, Qena Governorate).
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**Changes in Practical Capacities:**

- Improved acceptance of self employment
- Ability to conduct a feasibility study
- Higher ambition regarding careers and futures in general
- Ability to translate practical hopes into real plans
- Ability to write a C.V.
- Ability to assess one’s own skills and search for job opportunities that match those skills in a realistic and organized manner
- Ability to set alternative plans for one’s career
- Increased attention to small details and a more pronounced drive for perfection; and
- Implementation of small projects (individual cases)

3.1.8.3 Parents’ Perception

**Parents’ Comments on their Children’s Attitude towards the Training**

- The participants (i.e. their daughters and sons) exhibited a level of seriousness and commitment towards the peer training that the parents felt was exceptional – especially the peer educators.
- The participants paid serious attention to arranging and preparing for the training beforehand.
- The participants spent significant effort on revising the training materials and making sure they understood them correctly.
- The participants were interested in the creative and new ideas they were learning during the training and would come back home and discuss these ideas with their families.
- In general, the participants would usually discuss the training with their families and try to explain what they have learned; and
- Some of the peer educators tried to conduct the training with the participants’ family members as a way to practice before the training.

Years ago, my daughter wanted to join the Faculty of Medicine. Through the training, she analyzed her capacity and preferences in a better way and she discovered that programming is her strength, so she has decided to study computer engineering (the mother of a female trainee, Assiut Governorate).

**Parents’ Comments on Changes in Their Children’s Personal Features**

- An increase in the sense of responsibility especially towards delivering what they have learned to others
- A better understanding of themselves
- An increase in self-confidence;
- The emergence of leadership skills among
- A more pronounced future orientation
- Interest and belief in volunteer work
- An increase in creativity; and
- An increase in ambition and optimism in general

I have noticed a new trend in my son’s life. Now I always see him with a pen and paper in his hands, making plans and writing them down. He does this not only for his studying, but also for different issues that affect his life (the father of a male trainee, Sharkia Governorate).
Parents' Comments on Changes in Their Children's Behaviour:

- An improvement in the ability to face problems and solve them
- An improvement in their relationships with their families and understanding the problems that the family faces
- A more organized approach to daily life
- A tendency to set goals and work on achieving them
- Increased attention to community problems and the political situation
- Increased ability to deal with people from different backgrounds
- Increased self-reliance
- Increased conversational abilities as well as the ability to express ideas more clearly
- Improved social relationships and communication (especially among peer educators who wanted to encourage their friends to join the training); and
- Increased participation in civil society.

Before the training, we had the feeling that we are not good, now this feeling disappeared (Adolescent beneficiary)

Parents’ Comments on Changes related to Their Children’s Practical Life:

- Expressing greater appreciation for self-employment
- Setting up small enterprises in some cases
- Looking for work opportunities even during the vacation
- Paying attention to writing a strong C.V.
- Helping others to conduct feasibility studies for their own projects
- Paying attention to details and striving for perfection in work
- Being more punctual and exhibiting more time commitment
- Searching for new training opportunities; and
- Working in teams and distributing roles more capably

3.2 Counselling Centres Component

3.2.1 Description

Nine counselling centres were established in nine governorates at the branches of the implementing national partner YAPD. Their aim was to provide career guidance and support as well as refer young people to potential work places. Two young career counsellors (one female and one male) and one administrator staffed each counselling centre. The young career counsellors were equipped to deliver career guidance services to young people in
their respective governorates, including individual (one-to-one) sessions, group sessions, general sessions, as well as referral services. Throughout the project duration, eight training workshops were conducted for the staff of the counselling centres to equip them with the skills necessary to provide such a novel service in the Egyptian context. This component included special career guidance sessions; helping young people access credit to start their own businesses; assisting young people in seeking specialized vocational and career advancement training; and linking young people with job opportunities/experiences available in the private sector and NGOs.

### 3.2.2 Overall Target Achievement

The counselling centres did not completely reach the target number of beneficiaries. The planned target was to address 25,000 young people and enable them to benefit from career guidance and support through counselling centres. The achieved number amounted to 19,980 (approximately 80% of the target), of which 12,606 were directly related to career guidance. 1,132 were individual sessions, 6,056 were group sessions and 12,792 were general sessions, of which 12,606 were directly related to career guidance. 30% of those who made use of the counselling centres (individual sessions) have been referred to other organisations/employment services.

The counselling centres faced several challenges due to the lack of support from the governmental partner, the NCY. Especially towards the end of 2009, the project received little support due to administrative constraints within the Council. Rather than investing further in the partnership with NCY, UNICEF developed a new strategy for the project starting 2010, namely to maintain the project activities and results and the partnership with YAPD, and to implement the project through local partnerships within the ten targeted governorates. By the end of the project, 69 local partnerships were developed primarily with youth centres and local NGOs. Moreover, nine of the counselling centres, previously located within the youth centres affiliated with NCY, were relocated to YAPD.

Other services included referrals to work placements and providing vocational training fellowships, which were delivered by other institutions contacted by the counselling centres. The numbers of institutions that responded positively and cooperated with the centres in the nine governorates are listed below per governorate:

**Table 7: Number of Institutions Cooperating with Counselling Centres**

<table>
<thead>
<tr>
<th>Governorate</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assiut</td>
<td>0</td>
</tr>
<tr>
<td>Daqahliya</td>
<td>20</td>
</tr>
<tr>
<td>Sohag</td>
<td>17</td>
</tr>
<tr>
<td>Cairo</td>
<td>10</td>
</tr>
<tr>
<td>Menufiya</td>
<td>80</td>
</tr>
<tr>
<td>Aswan</td>
<td>0</td>
</tr>
<tr>
<td>Sharkeya</td>
<td>4</td>
</tr>
<tr>
<td>Alexandria</td>
<td>49</td>
</tr>
</tbody>
</table>
As mentioned above, these institutions provided a wide range of services, including vocational training and job placements. Over one hundred beneficiaries were referred to such institutions that provided these additional services (e.g. vocational training scholarships and jobs), as listed below:

**Table 8: Number of Beneficiaries Referred to Institutions**

<table>
<thead>
<tr>
<th>Governorate</th>
<th>Number of Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assiut</td>
<td>40</td>
</tr>
<tr>
<td>Daqahliya</td>
<td>8</td>
</tr>
<tr>
<td>Sohag</td>
<td>19</td>
</tr>
<tr>
<td>Cairo</td>
<td>10</td>
</tr>
<tr>
<td>Menufiya</td>
<td>25</td>
</tr>
<tr>
<td>Aswan</td>
<td>22</td>
</tr>
<tr>
<td>Sharkeya</td>
<td>20</td>
</tr>
<tr>
<td>Alexandria</td>
<td>64</td>
</tr>
<tr>
<td>Qena</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>248</strong></td>
</tr>
</tbody>
</table>

Out of those 248 beneficiaries, 87 were able to access other employment services or jobs. Additionally, a number of beneficiaries also managed to obtain micro-loans to start up their own businesses. Microcredit was provided through referral to 10 beneficiaries (6 males and 4 females) in the two governorates of Cairo and Qena. Another 16 young people (6 females and 10 males) managed to start their own enterprises relying on their own resources.

### 3.2.3 Counsellors’ Selection

The process of choosing counsellors received a lot of attention, as an advertisement was published and many interviews were conducted to sort out adequate applicants. YAPD representatives in cooperation with UNICEF officers conducted these interviews. The respondents described the process as objective and fair. All counsellors have at least a college-level degree and work in relevant specializations such as social work, psychology, or human development. Furthermore, most of the counsellors had relevant previous experience, and a large percentage had received some kind of relevant training before, such as creative thinking, ToT, communication skills, time-management, critical thinking, English language, marketing, customer service, negotiation skills, needs assessment, project management (PMP), proposal writing, and self-management. Within the framework of the project, the counsellors were qualified through specialized training sessions titled “Global Career Development Facilitator” (GCDF). Through this training, they learned how to provide support and personalized guidance. In general, the respondents exhibited a high degree of
satisfaction with the training they received, and described the strong impact it had on their capabilities.

### 3.2.4 Beneficiaries’ Selection

Since most of the centre’s activities were open to whomever wants to participate – in a fashion more similar to an advocacy activity –, there were no specific criteria for choosing the recipients of counselling services, whether individual or collective, except for the age requirement. As for the activities that included providing particular individual services such as work placements, internships at Barclays Bank, support for micro-enterprises, or receiving training grants, trainees who showed the most excellence and commitment were selected. This was based on clear and specific criteria, and there were hardly any complaints about bias or lack of objectivity (only one respondent complained about someone receiving special treatment).

### 3.2.5 Awareness of the Counselling Component

Most counsellors found out about the counselling centres and the available opportunities through the advertisement. Some found out by word-of-mouth through someone who was involved in relevant activities or had previous knowledge about the project. The counsellors are fully informed about the project and the counselling centres component as well as the partners that are involved in implementing it. As for the beneficiaries, they learned about the centres and the project through different sources, most importantly the partner organizations, which usually held seminars where project representatives would introduce the activities. This also took place in schools, which can be considered a primary site for introducing the project and the counselling centres. Additionally, word of mouth through friends and colleagues as well as the internet contributed to publicizing the project. Understanding of the project differed, for only a minority showed a strong understanding of the Meshwary project and its objectives as a whole. For the majority of participants, knowledge was limited to the counselling centres and sometimes only the particular activity they had been involved in. However, in most cases, the respondents were aware of the different entities responsible for the project (UNICEF, YAPD, Barclays).

### 3.2.6 Counselling Activities

#### 3.2.6.1 Psycho-Social Guidance

The demand for social guidance varied from area to area, possibly, according to how conservative a particular community is. In general, demand was higher for individual sessions than collective ones, demand among females was higher than among males, and demand among adolescents was higher than among youth. The interviewed key-persons explained this trend through cultural factors, which make it difficult for many people to talk to and in front of others about social or psychological problems. Cultural factors also render it more difficult for males than females to admit they even face these types of problems; the respondents’ statements confirmed this. On the other hand, there was a strong turnout for the workshops and training sessions related to personal skills and life skills in general.
3.2.6.2 Career Guidance

There was a strong demand for any guidance related to searching for a job. This was to be expected in light of the unemployment problem that many youth face. Many beneficiaries hoped that their chances at finding work would improve after counselling. The demand among youth was higher than among adolescents, which is in accordance with the needs of each age group. In this area, the activities were not limited to simply providing the beneficiary with the counselling he/she asked for, but also organizing training sessions and workshops around creative thinking and conducting feasibility studies. Training sessions also discussed how to choose the right job and search for it, how to write a CV, and how to apply for a job. In addition, the career guidance component included securing training opportunities in existing facilities and training grants to eligible beneficiaries. The reactions of those who have received these opportunities were quite positive, as there was a clear benefit (gaining practical skills and knowledge).

This component also included the facilitation of micro-projects through the referral to micro-credit institutions and assistance regarding how to obtain financing for such projects. For this purpose, several seminars were organized with representatives from the Social Fund for Development (SFD). A limited number of beneficiaries received loans and technical support to set up such micro-projects.

In terms of the performance of the counselling component, the respondents gave positive feedback. However, opinions regarding its effectiveness varied, as some assessed its effectiveness based on changes in their own capabilities – which caused them to view it positively – while others based their assessment on whether they were able to obtain a job or project, or at least an internship somewhere. Those who based their assessment on whether they were able to obtain a job were often unsatisfied since only a limited number of cases found jobs immediately after their participation in the counselling.

3.2.6.3 Supporting Businesses Establishment

Since the project was not able to support a direct micro-credit scheme due to the reduction in funding as a result of exchange rate fluctuations, it opted to support young people in establishing their businesses either through referring them to micro-credit institutions that provide loans to young people, or through encouraging them to establish their businesses using their own resources. Ten young people started their own businesses through start-up loans, in addition to 16 young people who started their own businesses relying on their own resources. Ten young people started their own businesses through start-up loans, in addition to 16 young people who started their own businesses relying on their own resources. Five obtained a joint 20,000 Egyptian pounds loan from the Social Fund for Development in Alexandria, while the remaining five obtained a 5,000 Egyptian pounds loan each, one from Alexandria Bank Branch in Qena governorate and four from the Community Development Association in Al Toud village in Qena governorate.

3.2.7 Beneficiaries’ Satisfaction with Counsellors’ Performance

Generally, participants were satisfied with the performance of the counsellors. This positive assessment was based on general interaction with the counsellors, who reportedly showed genuine care as well as flexibility in implementing the activities. Satisfaction also extended to counsellors’ level of guidance and support and the method of conveying information, simplifying it in the case of workshops and trainings. The beneficiaries mentioned the following satisfaction and dissatisfaction factors:

Satisfaction factors:
• The competency, good communication skills and high qualifications among counsellors in the centres
• The positive image that the counselling centres enjoyed, which was partly due to their association the reputable organizing entities (UNICEF, YAPD)
• The strong relationship with institutions implementing the training, which was reinforced by financial support in the form of training internships
• The popularity of the services provided by the centres (The fact that these services were free of charge encouraged institutions like youth centres and schools to request that the activities be implemented in their institutions as well.)
• The cooperation of many non-governmental organizations (NGOs) with the centres

Dissatisfaction factors
• The relatively poor public promotion of the counselling centres
• The reliance on counsellors often specialized in one specific area to provide guidance in multiple areas, some of which unrelated to their specializations
• The short period of the training sessions and the workshops, which sometimes rendered them generic and relatively superficial compared to more in-depth trainings
• The lack of a beneficiaries database that would help identify achievements and monitor the results
• The relatively poor practical component, such as placements and training internships, in comparison to the more theoretical aspects related to personal skills
• The poor networking with partner organizations, as well as the lack of long-term agreements or documented cooperation protocols
• The restricted funding of activities, which limited the extent to which they could be applied
• The lack of unified and clear training materials
• The limited availability of tools to measure and assess the activities such as formal or informal tests for the beneficiaries
• The difficulty in reaching distant locations due to the lack of transportation means/funds for those working in the centres
• The difficulty in finding appropriate locations for the activities

3.2.8 Impact on Beneficiaries
It is noteworthy that some of the beneficiaries, when discussing how they profited from the counselling centres, barely mentioned capacities or achievements directly related to their careers. Mentioning directly career-related benefits were limited to participants who received work placements or career-related courses that the project partially funded. The other beneficiaries mostly mentioned personal capabilities when discussing perceived benefits. This result is in line with the project philosophy and goals, since the career guidance is not supposed to necessarily lead to placement in a specific job, but to help
young people assess themselves and their strengths to enable them to better design a career plan.
The opinions of respondents who benefited from counselling centres in terms of their impact on their lives can be summarized in the following points:

**Acquired Skills:**

- General life skills and life experiences
- Better self-understanding
- Critical thinking
- Leadership skills
- Planning and organizational capabilities
- Negotiation skills
- Knowledge of the traits of an effective personality
- Better understanding of different types of personalities
- Broadening the horizons of the participants in general
- A more structured mode of thinking which leads to better problem-solving; and
- Managing dialogues

**Improvements in Performance and Social Life**

- Improvements in organizing, planning as well as setting priorities and alternatives, which leads to better time-management in general
- Better ability to solve problems, resolve conflicts, and find compromises
- Better communication with others
- Increased tolerance of other opinions
- Forming new social relationships
- Adopting some new values related to self-employment
- Improved work ethics, especially in terms of commitment and accuracy
- Personal improvement and an increased focus on self-development
- Higher ambitions
- Increased confidence
- A stronger tendency to be one’s own leader rather than follow/conform to others
- Trying to address one’s weak points such as being impulsive or temperamental
- Improved relationships with the family
- An increased ability to impart knowledge to others; and
- Involvement in voluntary activities
3.3 Work Placement and Barclays Staff Volunteer Work

Barclays Bank provided work placement opportunities at its branches for promising young people among those participating in the Meshwary project. 61 young people (36 males and 25 females) were employed at 21 Barclays branches in ten governorates, during the summers of 2009, 2010, and 2011, for durations varying from two weeks to one month. This component provided an opportunity for young people to learn about the employment culture within the private sector, including the new concepts regarding work, the value of work, commitment and the importance of learning and self-development.

The selection of trainees was firstly based on C.V.s submitted to YAPD branches at governorate level. C.V.s were sorted out and representatives from Barclays, UNICEF and YAPD conducted personal interviews. The selection criteria for Barclays Bank work placements are as follows:

Candidates for Barclays work placements should meet the following criteria:

1- Candidates should be a beneficiary of Meshwary (“My Journey”) Project either the skills development component or the counselling centre.
2- Candidates should go to the fourth year (senior year) of university or be a fresh university graduate in any field of study
3- Candidates should be gender-balanced (50% female and 50% male)
4- Candidates should be up to 24 years old.

The staff of the HR departments at Barclay's branches organized the training process. There was no specified and unified training plan, accordingly the activities and achievements in the framework of the work placement programme varied from one case to another, based on the opinion of the HR personnel and the acceptance of the other bank staff. Moreover, individual factors played an important role in determining the kind and level of opportunities participants obtained with respect to actual involvement in banking activities, seeing that they came from a variety of educational backgrounds that could be more or less related to banking. Some trainees were assigned certain tasks; others were only allowed to observe some banking procedures. Usually, the trainees were rotated among the departments. This led to variations in the kind and level of training from one governorate to the other, with participants benefiting to different degrees.

The training did not represent an additional workload on the employees of Barclays, nor did it offer any advantages, since the bank offers training opportunities during the summer in all cases irrespective of the Meshwary project. Hence, employees’ reaction to the project was not decisive. In general, beneficiaries and responsible bank staff expressed reservations about work placement due to the short duration and the varying content and level of training, as well as the limited number of actual trainees. Nonetheless, this component allowed trainees to learn about banking and dealing with clients, which expanded their horizon and communication skills.

Volunteer activities on part of Barclays employees on the other hand were more successful. They mainly comprised training activities as well as raising awareness and imparting relevant knowledge. Volunteer activities were carried out either at YAPD headquarters or in local communities. Furthermore, employees organized social service activities. More specifically, 119 Barclays employees engaged in the project in the framework of various volunteer initiatives. During 410 hours of volunteer work, they delivered career guidance sessions at the counselling centres on issues such as interview and CV writing skills, entrepreneurship,
employment and time-management, as well as participated in local events that allowed young people to interact with the Barclays employees and acquire knowledge and career advice.

The abovementioned volunteer activities were met with high satisfaction among both beneficiaries and employees. The latter considered these activities a novel experience in serving society as well as an opportunity to interact with different segments of the population.

3.4 Project Partnerships

3.4.1 Youth Association for Population and Development (YAPD)

YAPD, the national partner of UNICEF within the Meshwary project, which is considered the first and largest youth NGO in Egypt. Through this cooperation, local partnerships in the targeted governorates were selected, reaching out to thousands of young people. It was also responsible for the day-to-day implementation of the project through its branches in the different governorates in collaboration with local youth directorates of NCY (the project partner during the first year and half of the first phase).

The cooperation between UNICEF and YAPD was largely positive and effective; both parties expressed their general satisfaction with their partner’s performance and the level of cooperation.

The perspective of UNICEF responsible staff on the partnership with YAPD:

UNICEF officials agreed on YAPD’s highly satisfactory performance in the following areas:

- Day-to-day managing of project activities in general
- Providing technical support to target groups in the framework of the skills development component
- Considering gender issues
- Coordinating with UNICEF; and
- Coordinating with other partner institutions

On the other hand, they found performance moderate in the following areas:

- Providing technical support to target groups in the framework of the counselling centres component
- Reporting

The perspective of YAPD participants on the partnership with UNICEF:

Participating in designing and planning the project:

All respondents evaluated this aspect positively. Even though they stated that they took no part in developing the main idea and strategic aspects of the projects (which were put in place before YAPD became the main partner), they were reportedly actively involved in laying executive plans, developing the criteria for the selection of local partners as well as the selection process itself, following up on activities and making short-term decisions in the course of the project. Moreover, their opinions were fully taken into consideration by UNICEF representatives, such that they were active partners in outlining the project’s
activities and its work plans from the beginning, in addition to playing a decisive role in the selection of local partners both through developing selection criteria and in the selection process.

**Follow-up and technical support:**

Respondents unanimously agreed that the technical support delivered by UNICEF officials was satisfactory. This referred to the basic trainings as well as the repeated work visits amending mistakes and improving performance. Similarly, support was delivered via phone and email in cases of urgent assistance or instructions.

**Flexibility and responding to developments:**

The relationship to UNICEF was generally flexible, which was reflected in necessary adaptations to executive plans that account for urgent situations or developments emerging in the course of the work.

**Regularity of funding and budgeting:**

The sums necessary for financing the activities arrived late only in exceptional cases. In these instances, activities were usually financed from the NGOs budget that receives its own funding. Apart from these cases, transfers arrived on time.

Regarding budgeting, respondents were only involved in details, since budgeting took place at a central level. Nonetheless, respondents found budgeting across activities and regions fair and appropriate.

**Commitment to the project’s time schedule:**

Until the revolution of the 25th of January, the project was highly committed to the time schedule that was put in place after the partnership with YAPD began; disruptions only occurred in instances where activities were planned without taking into After the revolution however, the time schedule was disrupted in some regions due to security considerations.

### 3.4.2 Local partners

NGOs and youth centres, in addition to some schools, were the main local partners. The main selection criteria were previous experience, capacity to carry out the activities and involvement in the community, which defined the partner’s ability to reach target groups. Priority was given to NGOs that are engaged in similar activities or specifically address adolescents and/or youth, as well as NGOs involved in training activities in general. The Alexandria Library represented a special case in this respect.

The final selection occurred at a governorate level, in cooperation with UNICEF and the respective YAPD branch.

The selection process was taken very seriously, with a work team visiting a considerable number of agencies applying for partnership (more than three times the required number) in order to identify the most suitable.

Even though this was the predominant sentiment, one respondent found the selection to be biased and influenced by personal connections. Furthermore, partnerships were not documented or solidified in written protocols or agreements.
3.4.3 Barclays Bank

The partnership with Barclays Bank is part of a larger initiative that includes several countries. It is governed by detailed agreements outlining the cooperation between UNICEF and Barclays throughout Egypt. Overall, the partnership with Barclays is considered one of the most successful aspects of the project.

Not only did Barclays live up its designated role as a main funder, it also acted as a full partner in planning the project and following up on its implementation.

However, Barclays directly contributed in the implementation of two-project activities, namely, activities pertaining to peer training and counselling centres.

Officials from both parties expressed their satisfaction with this particular cooperation and coordination, which barely faced any obstacles.

In general, Barclays evaluated UNICEF performance positively, especially with respect to organization, management and preparing reports in due time. However, they expressed reservations about selecting YAPD as a partner, since they find YAPD’s performance to fall short of the targeted level. Moreover, they deem YAPD insufficiently solid on an institutional level to be principally in charge of implementing the project without another strong governmental partner.

3.5 Addressing Human Rights, Gender and Equity Issues

As mentioned above, the project considers disadvantaged groups and ensures that they are adequately included in the activities. For example, the project’s final report states the following: “At a particular disadvantage in the targeted governorates are young women, rural young people and those living in impoverished urban settings. These groups were of particular focus during the project implementation”. The project ensures that the beneficiaries are adequately distributed among governorates, and that at least half are females. With regards to gender disaggregation of data in the M&E system, the progress reports include many gender-disaggregated data. However, the planned targets and achieved results are not disaggregated by gender. In other words, it seems that the project monitoring is gender disaggregated, but it is not clear whether this also applies to the project planning. It is clear that gender issues were a major component of the project, as all indicators are disaggregated by gender, but it is not clear from project documentation to what extent this factored into the planning and resource allocation.

3.6 Monitoring and Evaluation

The Meshwary Project’s mechanism for monitoring and tracking was established and operationalized from the onset. The Meshwary monitoring system was fully implemented throughout the course of the project and tracked progress in the ten governorates. The main information source for the monitoring system were project progress reports, direct feedback from beneficiaries (through human-interest stories), and pre/post questionnaires. The main reference for monitoring is the project’s results matrix, which monitors results at the outcome level, including indicators, targets, and progress achieved. Baseline values were drawn from a survey that was conducted at the beginning of the project by one of its government partners – the IDSC –, which measured adolescents’ and youth’ knowledge and attitudes at inception. However, it should be noted that the results matrix includes only quantitative indicators, and could have benefited from more qualitative ones as well.
UNICEF staff was in charge of monitoring the performance of the project’s interventions, and did so through producing six progress reports from 2008-2011 in addition to the final report that covered the entire project duration. Additionally, the project’s NGO partner – the YAPD – also produced its own progress reports on a quarter-annual basis from inception in 2008 to 2011. In addition, nine human-interest stories were developed.

Data on the project’s activities and achievements is readily available to the project staff, but is not systematically organized into a consistent filing system. Thus, the project’s documentation could have benefited from a more structured organization into a regularly updated database, making the data more easily accessible.

4. Efficiency

The Project’s interventions during its final year was implemented against a backdrop of instability in many parts of the country, inevitably causing tension and negatively affecting smooth delivery of training and counselling services.

The chief financial obstacle was the deterioration of the exchange rate of the Egyptian Pound, which led to an actual loss of around 20% of the budget. However, the project compensated this by reducing the costs of each individual component rather than eliminating components or activities. Thus, the estimated costs per participant amounted to around EGP 30 to 40 throughout the course of the project, which represents an exceedingly low cost relative to the services the project offered.

Despite these challenges, the program was able to maintain its interventions in the 10 planned governorates, meeting and sometimes even exceeding many of its planned targets. In terms of cost, the below table compares the cost efficiency of each component throughout project’s duration.
Table 9: Cost Per Beneficiary of Each Component

<table>
<thead>
<tr>
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<th>Skills Development Component</th>
<th>Counselling Centres Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cost</td>
<td>$409,500</td>
<td>$303,000</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>26,352 (832 peer educators, 25,520 end beneficiaries)</td>
<td>19,998 (19,980 end beneficiaries, 18 counselling centre staff)</td>
</tr>
<tr>
<td>Cost per person</td>
<td>$15.54</td>
<td>$15.15</td>
</tr>
</tbody>
</table>

Based on the above table, the two components have very similar levels of cost-efficiency.

In order to ensure that the most efficient type of activity was chosen to address project priorities, a skills assessment was conducted for the target groups. This assessment not only acted as a baseline for monitoring but also helped the project identify gaps in the skills of the target groups. However, the project could have also benefited from a more general needs assessment, which would involve the target groups prioritizing their various needs, to see where such employability services fall within this prioritization. Although the IDSC baseline could be viewed as a needs assessment in that it identified the skills gaps, it is not clear from the project documentation that any assessment was conducted specifically by the project.

5. **Sustainability**

The Meshwary Project considered its sustainability from the onset by developing a sustainability plan that depended primarily on two important factors:

1) The national partner, who is institutional in nature: Both YAPD and NYC have a legal structure, basic infrastructure as well as wide geographical presence

2) The main concept behind the project, which revolves around human development and helping the labour force acquire skills and knowledge and in turn transfer those skills to others repeatedly. No doubt, this capacity-building approach is ultimately in itself one of the project’s sustainability elements.

It was agreed with the partner NGO – YAPD – that the latter would continue supporting the nine counselling centres within its organizational structure. This became especially important after nine of the counselling centres previously located within the youth centres affiliated with NCY were relocated to YAPD. However, the legal situation and institutional framework of the centres is somewhat ambiguous, as the project documentation does not clearly define the legal ownership of the counselling centres. In terms of partnerships with the counselling centres and/or YAPD, UNICEF implemented a strategy that relies on establishing partnerships between YAPD and local organizations in the targeted governorates. Thus, by the end of the project, 69 local partnerships were developed with 26 youth centres, 36 NGOs, 2 public libraries, and 5 other types of organizations. However, there is nothing in the project documentation that indicates that these partnerships are meant to last longer than the duration of the project. In reality, the first element faced
obstacles which lessened its effectiveness in sustainability. In the beginning, the project faced several problems that significantly threatened its success and sustainability and were mostly related to bureaucratic hindrances as encountered by many governmental organizations. Such obstacles conflict with the ability to remain sufficiently flexible to implement this type of project. For instance, one such obstacle emerged with respect to the salaries and bonuses for the counsellors working in the counselling centres. These counsellors were highly skilled individuals, and their skills only increased with the training, which technically should have placed them at higher job positions, as per prior agreement. However, regulations subsequently restricted salaries to sums equivalent to governmental recompense, which was unacceptable to some of them.

Switching the partner and choosing YAPD as the implementing partner had many positive impacts, especially in terms of the project’s effectiveness. However, it undoubtedly affected the sustainability aspect. It was planned that YAPD should continue providing the services and organizing the activities that the project started, however many factors prevented this. The main factor was the absence of sufficient funding, which is directly related to the political situation and economic difficulties faced by the country as a whole, in addition to the issue of approving funding of NGOs by the government that affected the whole NGO sector. Moreover, the absence of a national program with public funding or a well-established non-governmental program with regular funding constituted a significant problem.

This led to the closing of some of the centres, and even some of the branches of YAPD itself, while a limited number continued to provide some services on a very limited scale.

As for the second element, which is related to capacity building, it is difficult to quantitatively measure sustainability achievements, except by looking at the number of trainees and plausibly assuming that their lives and capacities have changed, which was confirmed by the fieldwork. As for the counselling centres component, the staff of the nine counselling centres, which were established at YAPD branches, received capacity-building training to equip them with the skills needed to provide the services of the counselling centres. Two young career counsellors (one female and one male) and one administrative assistant staff each these centres. Staff received training and capacity-development to enable them to provide career guidance to young people. This was done through participating in 8 training workshops which covered issues including:

- Career and educational planning
- Career coaching
- Research skills (using difference sources, i.e. literature, websites and other sources) to help them: (1) develop tools tailored to the beneficiaries’ specific needs and considering the regional disparities, (2) gather career related data from their communities
- Psychosocial support to young people

Overall, 27 of the counselling centre staff (3 in each governorate) participated in such training.

Equally important to the counselling staff and the peer educators are the large number of end beneficiaries that utilized these services. The effects that these services have had on the beneficiaries’ lives have been discussed in previous sections. However, the unconfirmed dimension regards practical impacts this has on their future careers, and the extent to which
they have transferred these capacities to others. In this regard, based on the fieldwork results, it can be assumed that what has actually been achieved exceeds the documented extent- a rule that also applies to other components of the project. This discrepancy results from the lack of a comprehensive database, as well as the fact that the relationship between the end beneficiaries and the project through its implementing partners did not last. However, a number of respondents described how the peer education concept and the skills and information they acquired through the training were transferred to others through individual initiatives, the project’s partners, or other organizations.

Another factor contributing to sustainability is the development of training manuals that would allow future capacity building to continue. Four manuals were developed focusing on life skills, employability and entrepreneurial skills as well as a procedure manual on the functioning of the counselling centres. The procedure manual included topics such as: how to start your own business, how to run a dialogue, what are the different ways of communication, etc..

- Tools needed for providing career guidance to young people
- Tools needed for management of the counselling centres and reporting
- Process and system for referral
- Process for building a supportive environment for the centres and for marketing its service
- Process for building effective resource centres; and
- Monitoring tools and indicators needed for measuring the quality of a career counselling service

The strengths in regards to sustainability can be summarized as follows:

- Continuity of the project’s effects, which all the participants in the fieldwork confirmed. This includes positive developments in work ethics, ability to search and apply for jobs, understanding self-employment, as well as changes in personalities, behaviours and views which was reflected in life-management, time-management, personal and social relationships, and increased participation in society.

- The effects related to finding a job or improving working conditions, or starting up a micro-project. Although the documented data shows limited effects in this regard, this is an area where actual achievements exceed what was documented by the project and its implementing partners.

- A number of organisations and individuals repeated the training in different contexts. Additionally, many of the peer educators trained by the project in previous activities were reinvested in other activities, which increased the sustainability of what they have learned.

- The existence of a strong national partner that is sufficiently institutionalised and legalized and present on the ground as well as permanent and temporary staff.

- The existence of implementing partners that are NGOs and have an institutional nature and geographical spread, and signing cooperation protocols with most of them (around two-thirds).

- The basic idea of the project, which is Training of Trainers (ToT), and continuous capacity building through chains of trainers.
• The strength of the moral aspect in the skills development component, which gave the trainees a strong sense of social responsibility in transferring what they have learned to others and in using their new skills to improve their local communities. For example, some of them took an oath to state this moral dimension.

• Selecting the peer educators from the same geographical areas that the target groups are from, which increases the chances that the transfer of experiences will continue after the project. This could not happen not just through more training sessions, but also through simpler channels in daily life such as integrating what they have learned into school activities, or offering to conduct a feasibility study for an issue in their local community.

• The relationship between a large number of beneficiaries and the partner organisations, as well as the YAPD branches, continued after the project through similar activities or constant requests by the beneficiaries to continue the project.

• In a large number of cases, the relationship between the peer educators and the trainees continued either on a personal level or to ask for guidance.

• A number of counselling centres continued to exist and function after the project.

The weak points in regards to sustainability can be summarized as follows:

• The fact that there was no governmental partner decreased the chances of sustainability – especially financial sustainability – as integrating the activities into the government structure would have increased its chances of receiving even limited government financial support.

• There was no detailed plan for institutional and financial sustainability that took all the different factors and scenarios into consideration. Rather, the sustainability plan only included limited and secondary procedures.

• The closing down of some branches of YAPD, which led to the closing down of some of the counselling centres that were operating in those branches.

• Many of the counsellors that were working in the centres dispersed after the project and went back to giving priority to their other work after the project.

• The weakness of the available database and its design in such a way that is not comprehensive and not easily updatable.

• Not taking advantage of communication and social networking tools which could have increased the project’s effectiveness and sustainability.

• Not signing cooperation protocols with all the implementing partners, and tying the timeframe of these protocols to the timeframe of the project.

• Depending on NGOs primarily as implementing partners and not broadening the scope to include a larger number of governmental organisations and other non-governmental entities such as schools, universities, syndicates, and sports clubs.

• There were no hand-outs included in the training, which could be provided to the various trainee groups which hindered or decreased the repetition of trainings to others after the project.
The lack of attention paid to choosing and monitoring the competency of subsequent groups of peer education, which led to the weakness of some of them, which in turn hindered the transfer of knowledge and information.
6. Conclusions

Meshwary project addressed a population that makes up 33% of all Egyptians (24 million people), namely young people between the ages of 10 and 24. Within that group, nearly 22% are adolescents, aged between 10 and 19 years. Therefore, empowering adolescents and youth through life skills, career guidance and information is highly relevant to the UNICEF strategic orientation as explicated in its original mandate as well as in the MTSP.

Moreover, the relevance of Meshwary to UNDAF is not only important in and of itself but also insofar as it reflects the holistic and strategic importance of the project to the international development goals. The outcomes of UNDAF of Egypt are closely related to the philosophy and objectives of Meshwary.

The objectives and activities of the Meshwary project are in many ways relevant to Egypt’s national development priorities as included in the basic documents (sixth five-year plan from 2007-2012).

There is no doubt that the project addressed a significant gap in the Egyptian educational system, namely life, employability and entrepreneurial skills. Adolescents and youth do not acquire these competences in the course of their studies, which results in unmet market needs in times of rising unemployment rates.

This was confirmed by a sample of respondents, according to whom the project closely responds to the needs of the target groups, particularly the skills development component.

The project also achieved high efficiency, especially the skills development component. Even though there are no accurate numerical estimates, opinions among project officials, partners and beneficiaries indicate that the project managed to train even larger numbers than it had targeted at a very low cost. Time-related obstacles, such as the change in partners during the first year and the revolution in the last year, were also effectively overcome.

In terms of effectiveness and (primary) impact, the two main project components tend to vary. Once more, the skills development component has been more effective with respect to achieving objectives and affecting target groups, constituting a successful activity by all standards, in spite of some weaknesses. The counselling centres component is equally important on a conceptual level due to the needs it respond to, however many adjustments are required to render it more effective in achieving its respective objectives.

The curricula for the life skills, training can be considered entirely in accordance with the needs of the target group and well-suited to their composition. Moreover, they proved highly successful in influencing the target group’s character and attitudes as well as their behaviour within their families and communities at large. The curricula contributed to qualifying and preparing participants for career life through increasing their employability skills such as employment culture, career planning, CV writing and interview skills.

The training regarding the establishment of micro and small enterprises can also be considered generally successful, which was clearly reflected in participants’ opinions and the many positive changes they ascribed to it. However, the rationale and content of the training in this respect require some revision in order to render it more efficient and effective. Specifically, changes are recommended in the activities dealing with feasibility...
studies. Professional experts should conduct these activities, which is hardly achievable within the projects’ framework, the duration of the training activities as well as the characteristics of the target group. This problem becomes even more pronounced when considering that knowledge is transferred to the peer educators, who then transfer it to the facilitators, meaning that some experience and knowledge might get lost in the chain of transmission. Ultimately, the resulting level of knowledge and skills may be sufficient to start a micro-enterprise, but to start a small enterprise in which more human and financial capital is invested, that level of knowledge and skills is unsuitable and therefore represents a risk.

On a different note, it may be unfeasible in many cases for those still enrolled in formal education to receive detailed technical instructions in feasibility studies and project management, since they will not be entering working life for several further years.

Regarding the counselling centres, the evaluation team as well as officials and participants all agree that they are important in their response to real needs and believe that they should persist, however the counselling centres’ success in achieving their objectives remains far below that of the skills development component. Moreover, the centres performance as well as satisfaction with them varies from one site to the other, since individual differences between counsellors play a significant role. This is especially true for psychosocial counselling, which was met with high demand in some centres but not in others. In fact, some centres were not able to perform meaningfully, since they were not assigned suitable experts. As for career counselling, this component mainly focused on soft skills, spreading a deeper understanding of entrepreneurship, training on feasibility studies and searching as well as applying for jobs. On the other hand, referral services, training grants and supporting the launch of small enterprises played a limited role.

The evaluation team finds that there is a considerable deal of overlap between the activities and outcomes of the counselling centres and those of the skills development, since the counselling centres predominantly engaged in awareness and training activities that the skills development component conducts as well. Regarding the outcomes, impacts and changes mentioned by the participants among counselling centres beneficiaries are almost identical to those of the skills development, which point to duplicate rather than complementing components.

As for partner selection, the reasons for discontinuing the partnership with NCY in 2009 and having YAPD as the sole implementing partner can be considered justified in light of the serious problems that impeded the implementation of the project. The project, in particular the skills development component, gained increased vitality and flexibility as a consequence of its partnership with YAPD. However, the political events and the concomitant economic difficulties (especially difficulties in the funding of nongovernmental organizations), caused this success to detract from the project’s sustainability. YAPD’s capacities and ability to continue implementing the project’s activities depend on the receipt of sufficient funding, which has in fact been dwindling.
7. Recommendations

The following recommendations are based on the assumption that the project will undergo a second phase.

7.1. Overall Strategic Recommendations

1. In light of the overall relevance and effectiveness of the project, it is recommended that the two main project components, i.e. skills development and counselling centres, should be maintained, while their geographic scope should be expanded as much as funding capacities allow, since it is equally needed in governorates where it was not implemented. However, it would be more feasible to target fewer participants in each governorate in benefit of more intensively focused, better services and follow-up for those participants.

2. Regarding age groups, the share of adolescents in programme beneficiaries should be increased, since they represent more considerable potential for affecting life skills and views on entrepreneurship at an early age.

3. The tasks and targeted outcomes and the tasks of the two main components, skills development and counselling centres, should be redistributed, such that the former is responsible for the capacity building of soft skills and general occupational skills of adolescents and youth, while the latter is responsible for specific occupational skills and the investment of all skills gained in a concrete work context.

4. A formula whereby a governmental and a nongovernmental partner are integrated will constitute a vital and driving asset to the project, allowing it to benefit from both partners’ comparative advantages. Partnership agreements should be standardized and formalized in long-term or indefinite cooperation protocols, with focus on private sector and training institutions, micro and small credit institution as well as vocational education institutions. This should be combined with a plan to improve and organise the project’s outreach in order to increase the likelihood of identifying and selecting more adequate implementing local partners.

5. A comprehensive and flexible database should be established for each project activity, recording including main data and information about partners and beneficiaries as well as facilitating and organising monitoring, evaluation and documentation. This database should enable some form of continuous interaction between the project and its partners and beneficiaries.

6. The project components should be more integrated and synthesized in order to achieve higher effectiveness and efficiency. For example, excelling graduates of the peer education program should have priority in receiving counselling centres services.

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20 This group of recommendations addressing both components and can thematically be tackled again in a more specific way in the second parts of the recommendation.
7.2. **Recommendations to the Skills Development Component**

1. The *rationale and content* of the peer-education training on entrepreneurial culture and micro and small enterprises should be reconsidered as follows:
   - All elements pertaining to the entrepreneurial culture, introducing feasibility studies and conducting simple feasibility studies for micro enterprises should be maintained.
   - The content and terminology employed in the training manual for adolescents should be simplified.
   - The training on conducting feasibility studies for SMEs should be excluded from the peer-education training.

2. More NGOs should be involved on the community level, in order to provide more support to peer-educators who organize training courses solely and independently. This will render the training process more organized logistically, more competent technically and more easily subject to monitoring and evaluation.

3. Short training courses should be introduced in order to update and reactivate peer educators knowledge and information as well as use the experience that they have gained for future courses.

4. Application eligibility requirements – such as age and parental consent for minors – should be clearly separated from the selection criteria which is assessed through interviews, meetings and based on performance in previous activities which activities?

5. In order to ensure minimum standards among peer educators, educational background should be considered more carefully. For instance, a minimum educational level can be stipulated. Additionally, excellent academic performance or more advanced education may be considered criteria for final selection. In parallel, illiterate and less educated adolescents and youth should be targeted separately, provided that project capacities allow this.

6. Some simple measurements could have a notable impact in improving the training process and results; for instance, prolonging the duration of the training courses, elaborating the tool kits, distributing take-home hand-outs as well as issuing scored certificates for passing the courses.

7.3. **Recommendations to the Counselling Centres Component**

1. To assure financial and institutional sustainability, the counselling centres should be spatially and legally situated in permanent organizational bodies.

2. The targeted objectives of the counselling centres component should be more focusing on direct work aspects. This includes for instance referral, training grant services, supporting the launch of new enterprises.

3. In relation to the former recommendation, the counselling centres should, establish administrative and technical support units to deliver specialised services such as conducting professional feasibility studies, providing technical and project
management training, supporting administrative processes and providing legal advice.

4. The agreement between UNICEF and the implementing body should assure secure employment and appropriate salaries for the selected and trained counsellors. Moreover, trained counsellors must commit to working in the centres for a certain period.

5. More attention should be given to publicizing the counselling centres and introducing their scope of services on a wider scale.
8. Annexes

Annex 1: Research Tools
منظمة اليونسيف – القاهرة
التقييم النهائي لمشروع مشواري (2008-2011)
المؤسس بالتقييم
مستشاري التبادل بين الشمال والجنوب
نوفمبر 2012

دليل المقابلات الفردية المعمقة
المجموعة المستهدفة
المقدمون بنك باركليز
معلومات تنظيمية

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نرجو أن توضح لنا دورك الوظيفى فى البنك؟ وعلاقتك بمشروع مشوارى؟
1. هل أنت على علم بملاحم المشروع (أهدافه، أنشطةه الأخرى، شركاؤه الآخرين...)؟
2. إلى أي مدى شارك البنك في مختلف مراحل المشروع (الخطة، التنفيذ، المتابعة والتقييم)؟
3. هل ترى أن البرنامج (من حيث فكرته وتصميمه) يستجيب للاحتياجات الفعلية للمجموعات المستهدفة؟
4. ما أهم الاشتبهات التي ساهم فيها البنك وكيف كانت المساعدة؟
5. كيف تم اختيار المستفيدين بمختلف مجموعاتهم؟ هل تم ول بشكل مبسط دراسة لمعرفة الاحتياجات سواء المجتمعية أو التدريبية؟
6. هل ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب الأكثر احتياجاً؟
7. ما هو الهدف من التدريب داخل فروع البنك وما محتواه وأساليبه؟
8. هل يوجد في البنك متخصصون في التدريب (متخصص، أساسيه، محتوى، طريقة تنفيذها)؟
9. هل شارك المتدربون في أعمال تنفيذية داخل البنك، كيف أدوها؟
10. ما هو تقييمك للتدريب (مدة، أساليبه، محتواه، طريقة تنفيذها)؟
11. هل ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب الأكثر احتياجاً؟
12. هل ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب الأكثر احتياجاً؟
13. هل ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب الأكثر احتياجاً؟
14. هل ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب الأكثر احتياجاً؟
15. هل تدى أن تم بصورة مختلفة؟
16. ما العوامل التي أثرت بالسلب أو الإيجاب على العمل وكيف تعاملتم معها؟
17. ما هي أهم الدروس المستفادة من تطبيق هذا المشروع لتعظيم فرص تطور وتأهيل النشء والشباب وما الذي كنت تود أن يتم بصورة مختلفة؟
18. ما العوامل التي توزع أن كانت من الممكن إدخالها بالحذف أو الإضافة أو التغيير ليكون المشروع أكثر ملاءمة للأولويات والاحتياجات؟
19. إذا سمحت الظروف، هل ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب أكثر احتياجاً؟ وإذا كانت الإجابة بلاء، ماهو الهدف من التدريب داخل فروع البنك وما محتواه وأساليمه؟
هل هناك ما تود إضافته ولم يأت ذكره في الحديث؟
التقييم النهائي لمشروع مشواري (2008-2011)

القائم بالتقييم
مستشارو التبادل بين الشمال والجنوب
نوفمبر 2012
قدموا المشورة في مراكز المشورة

معلومات تنظيمية

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ما هي خلفيتك التعليمية وخبراتك الوظيفية الساقية على العمل بمركز المشورة؟

كيف بدأت علاقتك بمهرجان مشروع مشوارى؟ وكيف تم اختيارك للعمل بمركز المشورة؟

هل حصلت على تدريب ودعم فني قبل أثناء عملك بالمركز؟ حدثنا عنها وعن تقييمك لها؟

هل ترى أن فكرة مراكز المشورة وتصميمها (بصرف النظر عن التنفيذ) يجبيها للاحتياجات الفعلية للمجموعات المستهدفة؟

كيف تقيم جدوى ودرجة نجاح كل من الخدمات التالية التي يقدمها المركز؟ برجهاء الشرح

- اللقاءات الفردية الاجتماعية
- اللقاءات الفردية للإرشاد الوظيفي
- اللقاءات الجماعية الاجتماعية
- اللقاءات الجماعية للإرشاد الوظيفي
- لقاءات التوعية العامة (مفتوحة)
- خدمات إحالة
- منح التدريب الوظيفي
- التدريب في بنك باركليز
- دعم إنشاء المشروعات

هل ترى أن تقسيم الفئات العمرية كان مناسبًا؟ وأي فئة عمرية تراها أكثر استفادة من مراكز المشورة؟ ولماذا؟

هل ترى أن المجموعات المستفيدة من مراكز المشورة حصلت على نفس الفرصة في المعرفة بالخدمات والحصول عليها؟

- إناث وذكور
- حضور ورشف
- أصحاء ومحتشدي إعادة
- مصادرات دخل (فقراء وميسرين)

هل ترى أن هناك تكاملًا وتأثيرًا متبادلًا بين مراكز المشورة والمكونات الأخرى للمشروع؟ كيف؟

هل ترى أن أنشطة مراكز المشورة كان من الممكن أن تنفذ بتكلفة أقل أو في وقت أقصر أو باستخدام منهج أفضل؟

هل ترى أن هناك تكاملًا وتأثيرًا متبادلًا بين مراكز المشورة والمكونات الأخرى للمشروع؟ كيف؟

ما هي أطراف المشاركة في مشروع مشروع المشوارى والتي تتعاملت معها أثناء عملك بالمركز؟ وكيف تقيم سلبيات وإيجابيات التعامل مع كل منها (يونيسف، قطاع خاص، منشآت تدريب، باركليز...)؟
11. ما التغيير أو الأثر الذي تعتقد أن المراكز قد حققته في شخصية وحياة متلقى الخدمة؟

12. ما أهم التحديات والعقبات التي واجهت عملك في المركز وأثرت على تحقيق أهدافه؟

13. هل استمرت العلاقة بين المراكز والمستفيدين الذين تلقوا خدمة أو أكثر بأي شكل من الأشكال؟ رجاء التوضيح.

14. ما التغييرات التي ترى أنه كان من الممكن إدخالها بالحذف أو الإضافة أو التحديل لتكون مراكز المشورة أكثر ملاءمة للأولويات والاحتياجات وأكثر نجاحا في عملها؟

15. هل ترى أن هناك أي نتائج غير مخططة أو غير متوقعة حققت عن أنشطة مراكز المشورة؟ وما هي؟

16. إذا سمحت الظروف، هل تشجع تكرار مراكز المشورة لدعم النشء والشباب؟ وإذا كانت الإجابة بلا، ماذا ترونها أكثر مناسبة للشباب في الفترة القادمة؟

17. هل هناك ما تود إضافته ولم يأت ذكره في اللقاء؟
التقييم النهائي لمشروع مشوارى (2008-2011)

المؤسسة: منظمة اليونيسيف - القاهرة

المديرة: MESHWARY

التقييم: تشاور بين الشمال والجنوب

تاريخ التقييم: نوفمبر 2012

دليل مناقشة المجموعات البؤرية

ال مجموعة المستهدفة

المستفيدون النهائيون من مراكز المشورة

العلومات التنظيمية

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الأسئلة والعناصر الفرعية المطلوبة للإجابات

1. أعزى اتعرفتم على مشروع مشوارى ووصلتم للتعامل مع مراكز المشورة؟
   - المصدر
   - مدى المعرفة بالمشروع (أهدافه، أطرافه، مناطقه، مجالاته، أنشطته الأخرى)
   - المنظمة التي تعاملوا معها
   - كيفية اختيارهم لتلقي خدمات محددة (إن وجدت)

(في حالة الإجابة على السؤال الأول بأنهم لا يعرفون شيئا عن باقي مكونات المشروع لا يطرح السؤال الثاني)

2. قبل ما بدأنا كلامنا عن مراكز المشورة، حدد منكم شارك في أي نشاط تاني لمشروع مشوارى (في حالة نعم) أي نشاط؟

3. إن الأنشطة اللي شاركتم فيها أو الخدمات اللي اتلقينها من خلال مراكز المشورة؟
   - لقاءات دورية
   - لقاءات دورية للإرشاد الوظيفي
   - لقاءات جماعية
   - لقاءات جماعية للإرشاد الوظيفي
   - لقاءات توعية عامة (مفتوحة)
   - خدمة إحالة:
     - لفرص وظيفية
     - لفرص تدريبية
     - لجهات تقدم فرص أو تدعم المشروعات الصغيرة

تشريب في بنك باركليز

4. من خلال تعاملكم مع المراكز في الخدمة (الخدمات) دى، رايكم إيه فيها؟
   - مدى الاحتياج إليها
   - فكرتها وأهدافها
   - طريقة تنفيذ العمل
   - أداء المسؤولين عنها

5. شافين إن المجموعات اللي مفترض تستفيد من مراكز المشورة كان قدتمهم نفس الفرصة للحصول على الخدمات وكانت فيه مساواة في المعاملة معاهم؟
   - إناث وذكور
   - حضر وريف
   - أصحاب ومتقدم إعاقة
   - مستويات دخل (فقراء ومتيسرين)
6. طيب ما النتائج الشخصية للذين حسبين إن الخدمة/الخدمات التي حصلتم عليها حققتها؟

- تغيير في طبيعة الشخصية والنظرة إلى الذات (مثل فهم أفضل للنفس، طموح أكبر، تفاوت بالمستقبل.
- تحسين قدرات وظيفية (مثل البحث عن عمل).
- تغيير أساليب إدارة الحياة الشخصية (مثل التخطيط، إدارة الاختلاف، الاعتماد على النفس.
- تغيير ثقافة العمل (مثل الانزيم، الالتزام، موقف العمل الحر).
- تحسين أساليب التعامل مع الآخرين (مثل الأهالي، الأصدقاء، علاقات العمل).
- الوصول إلى مراكز تدريب أو مكان عمل
- في حالة ضعف أو عدم الاستفادة ما الأسباب.

7. ومن حيث النتائج هل شايفين إن الخدمة / الخدمات اللى حصلتم عليها نتجت عنها فوايد حقيقية في حياتكم؟

- علاقات شخصية أفضل أو أقوى في الأسرة وخارجها (من الذي تحسنت علاقتهم به وما علاقة التدريب).
- علاقات شخصية جديدة (أي نوع وما علاقة بالتدریب).
- حل مشاكل شخصية أو مجتمعية.
- الحصول الفعلي على عمل (ما هو وما علاقة بالتدریب).
- الحصول الفعلي على تدريب.
- إنشاء مشروع (من أنشأ المشروع وما هو وكيف موله).
- مشاركة مجتمعية (أي نوع ومن خلال أي منظمة).
- في حالة ضعف أو عدم الاستفادة ما الأسباب.

8. فيه مشاكل وعقبات واجهتم لما حاولتم تطبيقاً ما اكتسبتم من مراكز المشورة؟ التعامل معها إزاى؟

- نوعية المشاكل.
- طريقة مواجهتها.
- أي دعم خارجي حصلوا عليه في مواجهتها.

9. لو أتمم أصحاب القرار في مراكز المشورة كتموا نفس الخدمات وبنفس الطريقة ولا كتمهم تغيروا فيها؟ لو فيه تغيير إيه هو؟

10. هل استمرت أي علاقة بينكم وبين الهيئة التي رشحتكم أو المسؤولين عن مراكز المشورة بعد تلقيكم الخدمة/الخدمات؟

- تردد على المراكز للاستفسار عن نشطة دعوة لأنشطة، ما هي.
- مشاركة في نشطة ما هي.
- دعم عملي في أي مجال، ما هو.

11. هل قتمببب ينشر فكرة المراكز أو أي نشاط خاص بموضوع مشروع مشوارى بين معارفك، أو وصلتم المعلومات التي اكتسبوها من المراكز لأخرين لم يشاركون في المشروع؟ إزاى وليمين؟
12. تفكروا ان له في احتياج لمراكز المشورة؟ وليه؟

13. هل فيه حاجة احنا ماقلنهاش بخصوص مركز المشورة أو مشروع مشوارى كله وعايزين نتناقشوا فيها أو تضيفوها؟
المنظمة: اليونيسيف – القاهرة
التقييم النهائي لمشروع مشوارى (2008-2011)
القائم بالتقييم: مستشارو التبادل بين الشمال والجنوب
تاريخ التقييم: نوفمبر 2012
دليل مناقشة المجموعات البؤرية
المجموعة المستهدفة: المستفيدون النهائيون من الدورات التدريبية
معلومات تنظيمية:

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الأسئلة والنقاط الفرعية

14. إزاي اتعرفتم على مشروع مشوارى ووصلتم للمشاركة في التدريب؟
- مصدر السمعة عنه أو المعرفة به
- مدى المعرفة به (أهدافه، أطرافه، مناطقه، أنشطته)
- المنظمة التي تعاملوا معها
- كيفية اختيارهم

15. في حدود معرفتكم بالمشروع، رأيكم فيه؟
- مدى الاحتياج له
- فكرته وأهدافه
- طريقة تنفيذه
- أداء المستندين عنه

16. فيه أنشطة تانية للمشروع علمتم به أو شاركنتم فيها غير التدريب؟ ما هي؟
- أنشطة عرفوا بها
- أنشطة عرفوا بها ورغبوا في الاستفادة منها ولم يستطيعوا، لماذا لم يستفيدوا منها
- أنشطة استفادوا منها

17. وايه رأيكم في الدورات التدريبية اللي حضروتاه في مشروع مشوارى
- أهمية الموضوعات وفائدتها
- ملاءمة الموضوعات لظروف حياتكم ومنطقتهكم وسوق العمل
- سهولة أو صعوبة الموضوعات
- كفاءة المدربين وأسلوب تعاملهم معهم
- الطريقة التي تم بها التدريب
- الظروف اللي تم فيها التدريب (المكان، التوقيت، طول الجلسات، توفر المعينات)
- المدة الإجمالية للتدريب
- توفر المادة العلمية وسهولة استخدامها
- متابعة وتقييم أثر/ نتائج التدريب

18. شاهتين إن اختيار المتدربين كان فيه مساواة وفرص واحدة للجميع؟
- إناث وذكور
- حضر وريف (لا يوجد ريف في الإسكندرية)
- أصحاء ومحتدى إعاقة
- مستويات دخل (فقراء ومتيسرين)
19. طبّب أي التغيير الشخصي الذي حاصل على التدريب حققه لكم؟

- تغيير في طبيعة الشخصية والنظرية إلى الذات (مثل فهم أكثر للنفس، طموح أكبر، إلتزام بالمستقبل، ثقة في الذات)
- تحسين قدرات شخصية عامة (مثل التخطيط، التفكير المنظم، حل المشاكل، وضع الأولويات)
- تحسين قدرات وظيفية (مثل البحث عن عمل، إجراء دراسة جذوى متسربة)
- تغيير أسلوب إدارة الحياة الشخصية (مثل التخطيط، إدارة الاعتقاد، الاعتماد على النفس)
- تغيير ثقافة العمل (مثل الالتزام، الالتزام، الموقف من العمل الحر)
- تحسين أساليب التفاهم مع الآخرين (مثل الأحالي، الأصدقاء، علاقات العمل)
- تغيير أساليب التعامل مع الآخرين (مثل الأهل، الأصدقاء، علاقات العمل)
- في حالة ضعف أو عدم الاستفادة، الرسالة الأسباب

20. ومن حيث النتائج هل شاهدين أن التدريب الذي حصلتم عليه نتج عنه فوائد حقيقية في حياتكم؟

- علاقات شخصية أفضل أو أقوى في الأسرة وخارجاً (من الذي تحسنت علاقتهم به وما علاقة التدريب)
- علاقات شخصية جديدة (أي نوع وما علاقتها بالتدريب)
- حل مشاكل شخصية أو مجتمعية
- الحصول على عمل (ما هو وما علاقة التدريب)
- إنشاء مشروع (من أنشأ مشروع وما هو وكيف موله)
- مشاركة مجتمعية (أي نوع ومن خلال أي منظمة)
- في حالة ضعف أو عدم الاستفادة، الرسالة الأسباب

21. هل قابلتم مشاكل وعقبات لما جيتم تطبقوا اللي تعلمتوه في التدريب في الواقع العملي؟ وإيه كان رد فعلكم للتصدي لهذه التحدي؟ وهل كان فيه حد يساعدكم عشان تتخطوا ده؟

22. هل استمرت أي علاقة بينكم وبين الهيئة اللي رشحتكم أو المسئولين عن مشروع مشوارى بعد انتهاء التدريب؟

- تردد للاستفسار عن أنشطة
- دعوات لأنشطة، ما هي
- مشاركة في أنشطة، ما هي
- مشورة، ما هي
- دعم عملى في أي مجال، ما هو

23. هل قمت بتوصل المعلومات والمهارات اللي اكتسبتها من التدريبات لآخرين لم يشاركون في المشروع؟ إزاى ولمن؟

24. طبّب اللي ما قدروش، هل حاولوا وما نجحوش، ولا ما حاولوش أصلاً؟ ولية؟

25. لو انتيم أصحاب القرار في برنامج التدريب كتمن عملته بنفس الطريقة ولا كتمن غيرتم فيه ، لو فيه تغيير إيه هو؟

26. تفكروا ان لسه فيه احتياج لنفس التدريب؟وليه؟
هل فيه حاجة بخصوص التدريب أو مشروع مشواري كله احنا ماقلناش وعايزين نناقشها فيها أو تضيفوها؟
منظمة اليونيسيف - القاهرة
التقييم النهائي لمشروع مشوارى (2008-2011)
cالنائب بالتقييم
مستشار التبادل بين الشمال والجنوب
نوفمبر 2012

dليل المقابلات الفردية المتعمقة
المجموعة المستهدفة
منظمات الشركاء على مستوى المحافظات
معلومات تنظيمية

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التاريخ :

وقت البدء : _______ وقت الانتهاء : _______ إجمالي الوقت : _______

توقيع الباحث / الميسر
ما دورك في المنظمة وما علاقة مشروع مشواري؟

كيف عرفت المنظمة بمشروع مشواري وما مدى معرفتك به وأدانته ونشاطاته؟

ما المجلات التي تتكون منظمة في مشروع مشواري وما فيها كفاءة؟

كيف تم اختيار المنظمة لهذا العمل وبناء على أي معايير؟ هل ترى أن المعايير مناسبة؟

هل ترى أن فكرة المشروع وتصميمه (بصرف النظر عن التنفيذ) يستجيب لاحتياجات الفعلية للمجموعات المستهدفة؟

هل ترى أن تقسيم الفئات العمرية كان مناسبًا؟ وأي فئة عمرية تراها أكثر استفادة في هذا المشروع؟ ولماذا؟

ما المجالات التي تتعاون منظمتك فيها مع مشروع مشواري وما هي كفاءة؟

هل لديك قاعدة بيانات خاصة بالشبان والشابات الذين تم دعمهم بأي شكل من الأشكال في إطار المشروع إذا كانت موجودة هل يتم تفصيل البيانات بالنسبة للنوع إنشاء ذلك أو التنسيق؟

إلى أي مدى ترى أن المشروع قد نجح في مراعاة فروق النوع والتوزيع الجغرافي والنشوء والشباب الأكثر احتياجاً وتفهمًا؟ وهل كانت هناك إجراءات محددة لتحقيق ذلك؟

كيف تقيس مستوى نجاح المشروع في تحقيق أهدافه بصفة عامة؟

إلى أي مدى ترى أن المشروع قد ساهم أو سيساهم في تحقيق المهارات الشخصية والعملية للفئات المستهدفة وزيادة فرصهم في العمل وتحسين حياتهم ومجتمعاتهم المحلية؟

هل وضعت منظمتك آلية لإصدار أنظمة المشروع (الوضع المؤسس والقانوني، عمالة دائمة، تمويل، بروتوكولات التعاون) وما الأنشطة التي استمرت أو تكررت بعد انتهاء المشروع؟

هل ترى أن منظمتك ذاتها قد استفادت من عملها بالمشروع كيف؟

هل هناك أي نتائج غير متوقعة للمشروع وما هي؟

ما أهم العوامل التي ترى أنها أثرت بشكل ملموس بالسلب أو الإيجاب على تنفيذ المشروع وتحقيق أهدافه (إذا لم يذكر المرحلة الانتقالية التي تمر بها مصر يسأل عن تأثيرها؟

ما أهم الدروس المستفادة من تطبيق هذا المشروع لتعظيم فرص تطوير وتأهيل النساء والشابات؟

إذا سمحت الظروف هل تشير تكرار المشروع لدعم النساء والشابات وإذا كانت الإجابة بلا ماذا ترون آخر مناسبة للشابات في الفترة القادمة؟

ما التغيرات التي توحي أن هناك يتم إدخالها بالذات أو الإضافة أو التغيير ليكون المشروع أكثر ملاءمة لل_stmtات والاحتياجات؟
هل هناك ما تود إضافته ولم يأت ذكره في اللقاء؟
التقييم النهائى لمشروع مشوارى (2008-2011)

المelveة: منظمة اليونيسيف - القاهرة

القائم بالتقييم: مستشارو التبادل بين الشمال والجنوب

تاريخ التقييم: نوفمبر 2012

دليل مناقشة المجموعات البوردية

المجموعة المستهدفة: أباء وأمهات المستفيدين النهائيين من خدمات المشروع

معلومات تنظيمية

| المحافظة |  
| --- | --- |
|  
| الفئة العمرية لإبناء المبحوثين |  
| نوع الخدمة التي حصل عليه أبناء المبحوثين (إذا كانت المجموعة متجانسة) |  
| الجهه المنظمة للقاء |  
| مكان اللقاء |  
| اسم الباحث/الميسر |  
| اسم المدون |  
| اسم الباحث المساعد المحلي (شباب الباحثين) |  
| ذكور: | إناث: | عدد المشاركين |  
| التاريخ: |  
| الوقت والتاريخ: |  
| وقت البدء: | وقت الانتهاء: | إجمالي الوقت: |  
| توقيع الباحث/الميسر |  

إناث: ___________ 
ذكور: ___________ 
عدد المشاركين: ___________
الوقت والتاريخ: ___________ 
توقيع الباحث/الميسر: ___________
| معلومات عن المبحوثين | اسم المبحوث | نوع الخدمة التي حصل عليه الأبناء (إذا كانت المجموعة غير متانسة) | نوع أبناء المبحوث | الأبناء | Nombre | النسخة | المستوى التعليمي | نوع أبناء المبحوثين | منطقه السكن | التدريب | مراكز مشورة | درجة الذكر وإناث |
|---------------------|-----------|-------------------------------------------------|-----------------|--------|---------|--------|-----------------|-----------------|--------------|---------|--------|----------------|----------------|
|                     |           |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
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|                     | 5         |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 6         |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 7         |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 8         |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 9         |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 10        |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 11        |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |
|                     | 12        |                                                 |                 |        |         |        |                 |                 |              |         |        |                 |                |

البيانات المفقودة أو غير واضحة يمكن ملئها أو إضافة المزيد من المعلومات عن المبحوثين.
الأسئلة والنقاط الفرعية

1. معلوماتكم عن مشروع مشواري؟
   - مصدر السماع عنه أو المعرفة به
   - مدى المعرفة به (أهدافه، أطرافه، مناطقه، مجالاته)

2. المجال الذي ولادكم اشتركوا فيه؟
   - تدريب (أي نوع)
   - مشورة
   - تدريب في مكان عمل
   - إحالة لفرص عمل
   - دعم فني لإنشاء مشروع
   - لا يعرف

3. عندكم فكرة هم اختاروا أولادكم إزاى ولية؟

4. كان إيه رد فعلكم لما عرفتم بمشاركة أولادكم في المشروع؟

5. هل فيه رد فعل مختلف بالنسبة للبنات والأولاد؟

6. هل حستم إن أولادكم كانوا واخدين الموضوع جد ملتزمين بيها ولا لا؟

7. أي التغيرات اللي شافين انها حصلت لأولادكم بعد مشاركتهم في المشروع؟
   - تغير في طبيعة الشخصية والنظرية إلى الذات (مثل فهم أفضل للنفس، طموح أكبر، تفاوض بالمستقبل، ثقة في الذات)
   - تحسين قدرات شخصية عامة (مثل التخطيط، التفكير المنظم، حل المشاكل، وضع الأولويات)
   - تحسين قدرات وظيفية (مثل البحث عن عمل، إجراء دراسة جدوى مسبقة)
   - تغيير أساليب إدارة الحياة الشخصية (مثل التخطيط، إدارة الاختلاف، الاعتماد على النفس)
   - تغيير ثقافة العمل (مثل الالتزام، الالتزام، الموقف من العمل الحر)
   - تحسن أساليب التعامل مع الآخرين (مثل الأحاد، الأصدقاء، علاقات العمل)
   - الوصول إلى مراكز تدريب أو مكان عمل

8. تفكروا التغيرات دى فادتهم أو ممكن تفيدهم في حياتهم وشغله؟
   - علاقات شخصية أفضل أو أقوى في الأسرة وخارجها (من الذي تحسنت علاقتهم به وما علاقة التدريب)
   - علاقات شخصية جديدة (أي نوع وما علاقاتها بالتدريب)
   - حل مشاكل شخصية أو مجتمعية
   - الحصول على عمل (ما هو وما علاقة التدريب)
   - إنشاء مشروع (من انشأ مشروع وما هو وكيف موله)
   - مشاركة مجتمعية (أي نوع وما من خلال أي منظمة)
9. What needs did you not like and how would you like them to be done differently and why?

10. Is there anything else that we have not mentioned in the Meshwary project (counseling and life skills training center and vocational skills) that you would like to discuss or add to it?
التقييم النهائي لمشروع مشوارى (2008-2011)
الفائز بالتقييم
مستشارو التبادل بين الشمال والجنوب
نوفمبر 2012

دليل مناقشة المجموعات البؤرية
المجموعة المستهدفة
الميسرون (المدربون القرناء)
معلومات تنظيمية

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الأسئلة والعناصر الفرعية المطلوبة للإجابات

1. أزاي اتعرفتم على مشروع مشوارى ووصلتم للمشاركة في تدريب الميسرين؟
   مصدر السماع عنه أو المعرفة به
   مدى المعرفة به (أهدافه، أطرافه، مناطقه، أنشطته)
   المنظمة التي تعاملوا معها
   كيفية اختيارهم

2. في حدود معرفتكم بالمشروع، رأيكم إيه فيه؟
   مدى الاحترام له
   فكرته وأهدافه
   طريقة تنفيذه
   أداء المسؤولين عنه

3. فيه أنشطة تانية للمشروع علمتم بها أو شاركتم فيها غير التدريب؟ وما هى؟
   أنشطة عرفوا بها
   أنشطة عرفوا بها ورغبوا في الاستفادة منها ولم يستطيعوا، ولماذا لم يستفيدوا منها
   أنشطة استفادوا منها

4. وايه رأيكم في الدورات التدريبية اللي حضرتوها في مشروع مشوارى
   أهمية الموضوعات وفايتها
   ملاءمة الموضوعات لظروف حياتهم ومنطقتهم وسوق العمل
   سهولة أو صعوبة الموضوعات
   كفاءة المدربين وأسلوب تعاملهم معهم
   الطريقة اللى تم بها التدريب
   الظروف اللي تم فيها التدريب (المكان، التوقيت، طول الجلسات، توفر المعينات)
   المدة الإجمالية للتدريب
   توافر المادة العلمية وسهولة استخدامها
   متابعة وتفتيح أثر / نتائج التدريب

5. شافين إن اختيار المتدربين (الميسرين) كان فيه مساواة وفرص واحدة للجميع؟
   إناث وذكور
   حضر وريف (لا يوجد ريف في الإسكندرية)
   أصحاء ومتحدو إعاقة
   مستويات دخل (فقراء وميسرين)
6. طبب إن التغيير الذي حاصل إن التدريب حققه لكم؟
- تغيير في طبيعة الشخصية والنظرية إلى الذات (مثل فهم أفضل للنفس، طموح أكبر، تفاوت بالمستقبل، ثقة في الذات)
- تحسين قدرات شخصية عامة (مثل التخطيط، التفكير المنظم، حل المشاكل، وضع الأولويات)
- تحسين قدرات وظيفية (مثل البحث عن عمل، إجراء دراسة جدوى مسبقة)
- تغيير أساليب إدارة الحياة الشخصية (مثل التخطيط، إدارة الاختلاف، الاعتماد على النفس)
- تغيير ثقافة العمل (مثل الالتزام، الأنا، الوضع من العمل الحر)
- تغيير أساليب التعامل مع الآخرين (مثل الأهالي، الأصدقاء، علاقات العمل)
- في حالة ضعف أو عدم الاستفادة، ما الأسباب؟

7. ومن حيث النتائج هل شارفون إن التدريب الذي حصلتم عليه نتجت عنه فعالية حقيقية في حياتكم وحياة مجتمعكم؟
- تحقيق تحسن في تفكير وحياة الآخرين
- تحقيق تطور في المجتمع المحلي
- علاقات شخصية أفضل أو أقوى في الأسرة وخارجها (من الذي تحسنت علاقتهم به وما علاقة التدريب)
- علاقات شخصية جديدة (أي نوع وما علاقةها بالتدريب)
- حل مشاكل شخصية أو مجتمعية
- الحصول على عمل (ما هو وما علاقة التدريب)
- إنشاء مشروع (من أنشأ مشروع وما هو وكيف موله)
- مشاركة مجتمعية (أي نوع ومن خلال أي منظمة)
- في حالة ضعف أو عدم التأثير، ما الأسباب؟

8. من الممكن من الذين موجودين قام بتنفيذ تدريب للآخرين (كمدرب، ميسر) مرة أو أكثر؟ ممكن تحكوا لنا عن خبراتكم كمتدربين؟
- التقييم الذاتي من حيث القدرة الشخصية والفنية على تنفيذ التدريب
- الاستعدادات التي يقوم كل منهم بها لبدء نفسه قبل التدريب
- الوفرة المناسبة للتدريب
- توفير مطلوبات الوصول للمتدربين النهائيين ومعايير اختيارهم
- تطبيق و سيلة لتقديم التدريب
- استيعاب المادة التدريبية من قبل المتدربين

9. هل قابلتم مشاكل وعقبات في الإعداد للتدريب وتيفيد؟
- نوعية المشاكل
- كيفية مواجهتها
• وجود جهات ساعدت في حلها
• من وكيف

10. هل استمر أي اتصال بينكم وبين المتدربين يسمح لكم بالحكم على مدى استفادتهم من التدريب؟ في الحالة دى شايفين إن التدريب أثر عليهم ازة؟

11. هل قمتم بتوصيل المعلومات والمهارات اللي اكتسبوها من التدريب لآخرين لم يشاركونا في الدورات المنظمة؟ إزاى وليمين؟

12. لو انتتم أصحاب القرار في برنامج التدريب كنتم عملتو بنفس الطريقة ولا كنتم غيرتم فيه ، لو فيه تغير إيه هو؟

13. تفكروا ان سه في احتياج نفس التدريب؟وليه؟

14. هل في حاجة بخصوص التدريب أو مشروع مشواري كله احنا ماقلناش عايزين تتناقشوا فيها أو تضيفوها؟
التقييم النهائي لمشروع شموارى (2008-2011)
القائم بالتقييم
مستشارين التبادل بين الشمال والجنوب
نوفمبر 2012

دليل المقابلات الفردية المتعمقة
المجموعة المستهدفة
المسؤولون بجمعية الشباب على المستوى المركزي

<table>
<thead>
<tr>
<th>المحافظة</th>
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<th>الشخص الذي تجرى معه المقابلة</th>
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<td>اسم الباحث / الميسر</td>
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<td>اسم المدون</td>
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<td>وقت البدء : ___ وقت الانتهاء : ___ إجمالي الوقت : ___</td>
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<td></td>
<td>توقيع الباحث / الميسر</td>
<td></td>
</tr>
</tbody>
</table>
1. To what extent do you see that the project idea and strategy respond to national priorities? Why?

2. Do you see that the program responds to the needs of the target groups? Why?

3. Who are the main partners in this project? What do you think of the selection of local partners? Which of them do you think are more effective? Have you had any relations with the private sector in implementing the project or coordination on some activities?

4. Were there criteria for selecting beneficiaries? What age group do you see as the most benefited in this project?

5. Was the training requirements before starting the project? Which training were found more effective in developing skills of youth and contributing to getting them employment opportunities and why?

6. Is there a system for monitoring and evaluation considered in the design and implementation of the project? How did you track and evaluate the training results on youth and adolescents? Do you have a database of youth and adolescents who were trained and supported in any form in the framework of this project?

7. To what extent do you see that the project has succeeded in taking into account the needs of the most vulnerable and neglected youth and adolescents?

8. Do you see that there is a mutual and reciprocal effect between the components of the project? How?

9. How do you evaluate the cooperation with UNICEF, from the following aspects:

<table>
<thead>
<tr>
<th>شرح/الملحوظات</th>
<th>التقييم</th>
<th>العناصر</th>
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<tr>
<td>المشاركة في تصميم المشروع وتخطيطه</td>
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<tr>
<td>تقديم الدعم الفني ومتتابعة تنفيذ مكون التدريب</td>
<td>+/−</td>
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</tr>
</tbody>
</table>
تقوي الدعم الفني ومتبعية تنفيذ مكون مراكز المشورة

المرونة والاستجابة للسياقات

توزيع بنود الميزانية بين الاستنشا وعناوين المجموعات المستهدفة

توجه اهتمام خاص وإجراءات محددة لتحقيق المساواة بين الأنان والذكور في أنشطة المشروع

توجه اهتمام خاص وإجراءات محددة لأخذ الفئات المهمة والأكثر احتياجاً

التزام بالجدول الزمني للمشروع

الالتزام بالجدول الزمني للتحويلات المالية

أخذ رأي الشركاء بجدية في الاعتبار
10. كيف تقيم مستوى نجاح المشروع في تحقيق أهدافه بصورة عامة، ولكل من مكوناته على حدة؟

11. كيف تقيم تجربة المشروع في التعاون مع بنك باركليز (كشريك رئيسي، وكمنذل لأنشطة تدريب التدريب الصيفي والأنشطة التطوعية للعاملين بنك باركليز؟)

12. هل كانت لكم علاقة مباشرة مع أي من الجهات الحكومية المسؤولة عن تنمية وتأهيل النشء والشاب؟ وهل تلك الجهات على استعداد لدعم الجمعية لاستمرار بعض مكونات المشروع (مع الشرح)؟

13. هل ترى أن المشروع أو أحد مكوناته كان من الممكن أن ينفذ بتكلفة أقل أو في وقت أقصر أو باستخدام منهج أفضل؟

14. إلي أي مدى ترى أن المشروع قد ساهم أو سيساهم في تحسين المهارات الشخصية والعملية للفئات المستهدفة وزيادة فرصتها في العمل وتحسين حياتها ومجتمعاتها المحلية؟

15. ما هي عناصر استدامة المشروع موسمياً ومالياً وكيف ترى فرص الاستدامة؟ هل تم توقيع بروتوكولات تعاون دائمة مع المؤسسات التي تعاونت مع الجمعية في إطار المشروع؟ ما نسبة المؤسسات التي وقعتها للعدد الكلي؟

16. هل هناك أي نتائج غير مخططة أو غير متوقعة للمشروع؟ وما هي؟

17. ما التغييرات التي ترى أن كان من الممكن إدخالها بالحذف أو الإضافة أو التعديل ليكون المشروع أكثر ملاءمة للأولويات والاحتياجات؟

18. ما أهم العوامل التي ترى أنها أثرت بشكل ملموس بالسلب أو الإيجاب على تنفيذ المشروع وتحقيق أهدافه (إذا لم يذكر المرحلة الإنتقالية التي تمر بها مصر بسال عنها)؟

19. ما هي أهم الدروس المستفادة من تطبيق هذا المشروع لتعظيم فرص تطوير وتأهيل الشاب؟

20. إذا سمحت الظروف، هل تجيزون تكرار المشروع في مناطق أخرى لدعم النشء والشاب؟ وإذا كانت الإجابة بلا، لماذا ترونها أكثر مناسبة للشباب في الفترة القادمة؟

21. هل هناك ما تود إضافته ولم يأتى ذكره في اللقاء؟
Annex 2: List of interviewed key informants in each governorate
**Assiut:**
- Manar Ahmed: Counsellor
- Medhat Mahmoud Taher: Social and cultural activities Officer – Manfalout Youth Center
- Ola Mohamed Hamdan: Local Coordinator - YAPD
- Mostafa Abdelaal Barakat: Assiut Branch Manager - YAPD

**Qena:**
- Al-Haitham Mohamed Amin: Counsellor
- ElMoataz Belah Abdelahmid Tawfik: Shababna Association for development CEO
- Aliaa Mahmoud El Nagar: Local Coordinator - YAPD
- Shawky Mohamed Amin: Qena Branch Manager – YAPD

**Sharkia:**
- Mohamed Amer Ghareeb: Counsellor
- Sayed Mohamed Amin: Manager - ElMosalamia Youth Center
- Samia Shaaban: Head - ElAmal Association
- Engy Shawky Mohamed: Local Coordinator - YAPD
- Gehad Sayed Abdalah: Sharkia Branch Manager

**Alexandria:**
- Ahmed Mohamed Mostafa: Counsellor
- Saeid Sherin: Alexandria Biblotheca
- Sama Mohamed Gaber: Local Coordinator - YAPD
- Ahmed Aboud: Alexandria Branch Manager