

Case Brief

Incentivising Upskilling and Employment in Egypt: Social Impact Incentives for EYouth

Authors

Nisha Ramachandran, Archana Mehendale and Arushi Terway

Introduction

The Middle East and North Africa (MENA) region is experiencing changes in its demographic composition, with both current and anticipated increases in the working-age population occurring alongside a decreasing dependent population (consisting of the elderly and children). This increase in the working-age population as a proportion of the total population holds the potential for rapid economic growth opportunities. Creating new jobs, particularly in the skilled sector, and fostering a skilled workforce that can be employed represent critical development challenges for the region. While the MENA region is set to experience an overall population increase, Egypt benefits from the largest absolute growth. It is projected that an additional 26 million people will be added between 2015 and 2030, with a further 60 million anticipated by 2050 (UNICEF, 2019). Egypt is an early-dividend¹ country; its ability to ensure that children, adolescents and youth are healthy, well-nourished and well-educated and to promote a productive integration of the growing working-age population into the labour market can reinforce a positive cycle of improved health, education and employment opportunities.

EYouth, an educational technology company, provides interactive online learning and career development programmes for youth in the Middle East and North Africa through its online platform. Established in 2016, the platform became operational in 2019. Headquartered in Egypt, EYouth has recently expanded into Saudi Arabia and the United Arab Emirates (UAE). EYouth's educational programmes utilise interactive learning gamified experiences and artificial intelligence (AI) to foster student engagement and learner outcomes. The platform also helps learners find employment through an AI-enabled algorithm that matches students' skills with those required by employers.

By 2022, EYouth had 1.2 million users, with 60% belonging to the 18–22 age group. It had also successfully facilitated over 250,000 job placements by that same year (ILFF, n.d.-a). EYouth's partnerships with hiring partners, a network of over 650 potential employers, is said to have significantly contributed to enabling the company's wide reach and effectiveness at connecting learners with employment opportunities (ILFF, n.d.-a).

Through its Impact-Linked Fund for Education, the Impact-Linked Finance Fund (ILFF) aims to incentivise EYouth to generate greater social impact by enhancing skills and providing job placements among underserved populations. Utilising its innovative financial mechanism, Social Impact Incentives (SIINC), ILFF will fund EYouth's efforts to demonstrate its impact on underserved populations and attract additional financing through private/commercial investors (ILFF, n.d.-b). To achieve this, ILFF requires EYouth to expand its reach to learners in the poorest areas of Egypt, thereby increasing the proportion of underserved youths obtaining certification and improving job placements (ILFF, n.d.-b). This case brief contextualises the work of EYouth and explains how the SIINC aims to support EYouth in improving skills and employment for the underserved populations in Egypt.

Youth Unemployment in Egypt

Projections made by UNICEF have suggested that Egypt will have the highest number of youth entering the labour market by 2030 in

1. This term refers to countries in which fertility rates have fallen below four births per woman and whose working-age share of the population is increasing.

the MENA region (UNICEF, 2019). While the Egyptian economy needs to create jobs for those entering the labour market, education systems must also nurture the skills required by the changing economy (Bremer, 2018). The rapid evolution of technology requires youth to prepare for many future jobs that currently do not exist. It is projected that 50%–85% of upcoming jobs for today's learners have not been created yet, leading to a skills mismatch (UNICEF, 2019). To succeed, youth must acquire new skills, some of which can be learned on the job. For this, education systems in the MENA region would need to invest in a broader range of life skills to ensure a foundation for lifelong learning.

The youth unemployment rate in Egypt is alarming. Data from 2021 indicate a 19.7% unemployment rate for 20- to 24-year-olds compared to 7.4% for those aged 15–64 years (CAPMAS, 2022; UNICEF, 2023). Those with secondary and higher education had an unemployment rate of 34% in 2018 compared to 13% for individuals who never attended school (UNICEF, 2023). In the MENA region, an additional year of schooling increases earnings by only 5.4%, which is lower than the global average of 7%. This phenomenon, referred to by UNICEF as “graduation unemployment,” undermines the motivation of youths, particularly girls, to pursue secondary and post-secondary education (UNICEF, 2019). While youths may lack relevant skills, the job market also fails to generate enough openings for graduates. Employers report that newly hired individuals often lack essential skills, such as creativity, critical thinking, problem-solving and communication. The Egyptian government plans to implement various policies aimed at enhancing its demographic dividend, including investing in quality education that emphasises relevant skills.

Education reforms must extend beyond Egypt's current student-centred learning- and competency-based curricula (Bremer, 2018). Equipping adolescents and youth with the skills necessary to transition effectively from school to work (UNICEF, 2019) is a major policy priority for early-demographic-dividend countries, such as Egypt. The MENA Generation 2030 report by UNICEF recommends policy measures such as investing in quality secondary education and skills development to facilitate the school-to-work transition for all, placing a particular focus on vocational training, internships, job placements and employer incentives (UNICEF, 2019). National systems should invest in developing life skills that provide a foundation for further learning and training, thereby ensuring that young people remain employable.

EYouth's Intervention

EYouth is an education company operating in the Middle East and Africa. Its mission is to create new opportunities for youth and organisations by connecting them to the knowledge and skills needed to succeed in a changing world. EYouth describes itself as sitting at the “intersection of the creator economy and the skills economy” (EYouth, 2024) and aims to bridge the gap between youth unemployment and skill shortages by delivering demand-driven upskilling programmes alongside entrepreneurship initiatives for young people in the MENA region. Its platform employs interactive, gamified learning experiences and AI-enabled assessments for

its learners. By 2022, EYouth had attracted 1.2 million learners primarily aged 18–35, with approximately 60% of its learners being in the 18–22 age group (ILFF n.d.-a).

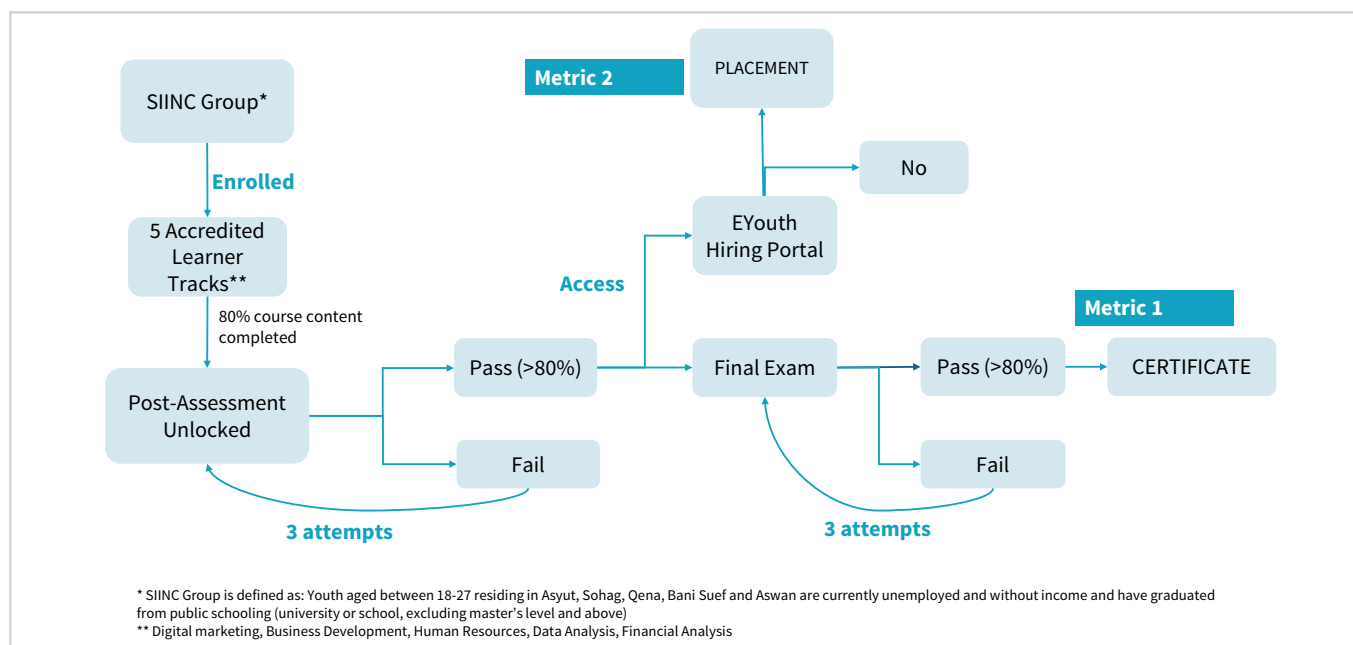
The EYouth platform became functional in 2019. The platform provides interactive online learning and career development programmes that are available in three main formats:

1. **Recorded Programmes:** These programmes feature over 200 beginner-level courses including recorded videos that last 2–10 hours. Learners are expected to review the videos independently. These courses are priced between USD 8 and USD 16.
2. **Live Broadcast Programmes and Diplomas:** These consist of 10- to 48-hour professional courses that include offline materials and live interactive sessions. More than 16 courses are offered, and prices range between USD 40 and USD 120.
3. **Accredited Learning Tracks:** Eight learning tracks are available, including recorded content and offline materials for live courses. Diplomas are grouped under thematic learning tracks (each lasting at least 20 hours) and are priced at approximately USD 20–50. Each track features 3–5 technical skills. In addition, learners must take final exams. These courses are certified by the International Accreditation Organisation.

EYouth programmes conduct pre- and post-assessments to evaluate learners. All tracks include a job readiness assessment aimed at equipping learners with essential skills for employment. Although EYouth learners complete programmes in two months, they can access course content for up to six months. Furthermore, EYouth facilitates job placements through its “EYouth hiring portal,” which advertises job opportunities and employs an AI-powered matching algorithm to connect students with employers based on their skills and requirements. Programme graduates are assessed for their match with over 650 potential employers and typically secure jobs within three to seven months (ILFF n.d.-a).

After completing 80% of the course, learners are eligible to take the post-assessment. Each learner has three attempts to complete this post-assessment and must score over 80% to successfully progress to the next step. Achieving this score grants access to EYouth's hiring portal, which can assist with job placement and eligibility to sit final exams to obtain certification. Learners also have three attempts to pass the final exams, which provides individuals multiple chances to complete their learning journeys (Figure 1).

Figure 1: Accredited Learning Track Learner Journey



Source: Adapted from ILFF Rationale Document (ILFF, n.d.-b)

EYouth adopts a data-driven approach and continually refines its offerings based on insights. It has automated a comprehensive set of key performance indicators, including programme completion, certification, proficiency, work readiness and job placement. These data are primarily analysed to assess programme effectiveness and identify areas for improvement. These insights also assist in addressing the evolving needs of learners, hiring partners and donors.

EYouth partners with governments, international organisations, accredited universities and hiring partners. They conduct programmes for underserved students in collaboration with corporations and NGOs, providing specialised programmes for women, refugees and underprivileged youth and employing tailored methodologies to improve comprehension and engagement.

Through these interventions, EYouth impacts the following areas:

1. With the help of market research and customised course content, EYouth seeks to serve diverse participants to bridge equality gaps, including gender.
2. By providing training and certification of in-demand skills, EYouth aims to empower youth in the MENA region with better career opportunities.
3. By offering ongoing support to new graduates, EYouth hopes to lower the youth unemployment rate in the MENA region and improve gender equality in employment.

Current Revenue Sources

EYouth generates its revenue through multiple sources (Table 1).

Table 1: EYouth's Revenue Sources

Revenue Source	Description	Type of Users
Business to customer (B2C)	<ul style="list-style-type: none"> Earning through fees paid directly by learners EYouth aims to increase this revenue source 	<ul style="list-style-type: none"> Learners who directly pay fees per programme
Revenue sharing model (RSA)	<ul style="list-style-type: none"> EYouth's platform hosts content offered directly to learners by organisations or trainers A new business line that contributes to total revenue 	<ul style="list-style-type: none"> Learners pay fees per programme Revenue is shared between the training-provider and EYouth
Business to business to customer (B2B2C), business to government to customer (B2G2C), business to government (B2G) and business to business (B2B)	<ul style="list-style-type: none"> Government departments, corporate partners and international organisations pay EYouth to upskill and place targeted groups of youth in the labour market EYouth earns fees through businesses and governments and not through the learners Majority of revenue is earned through this stream; however, EYouth expects to reduce its dependency on this source 	<ul style="list-style-type: none"> Targeted groups of learners access specific (often tailored) courses but do not pay fees Trainers are trained to benefit governments and corporations.

Source: Adapted from the ILFF Scorecard Document (ILFF, n.d.-a).

SIINC Funding for EYouth

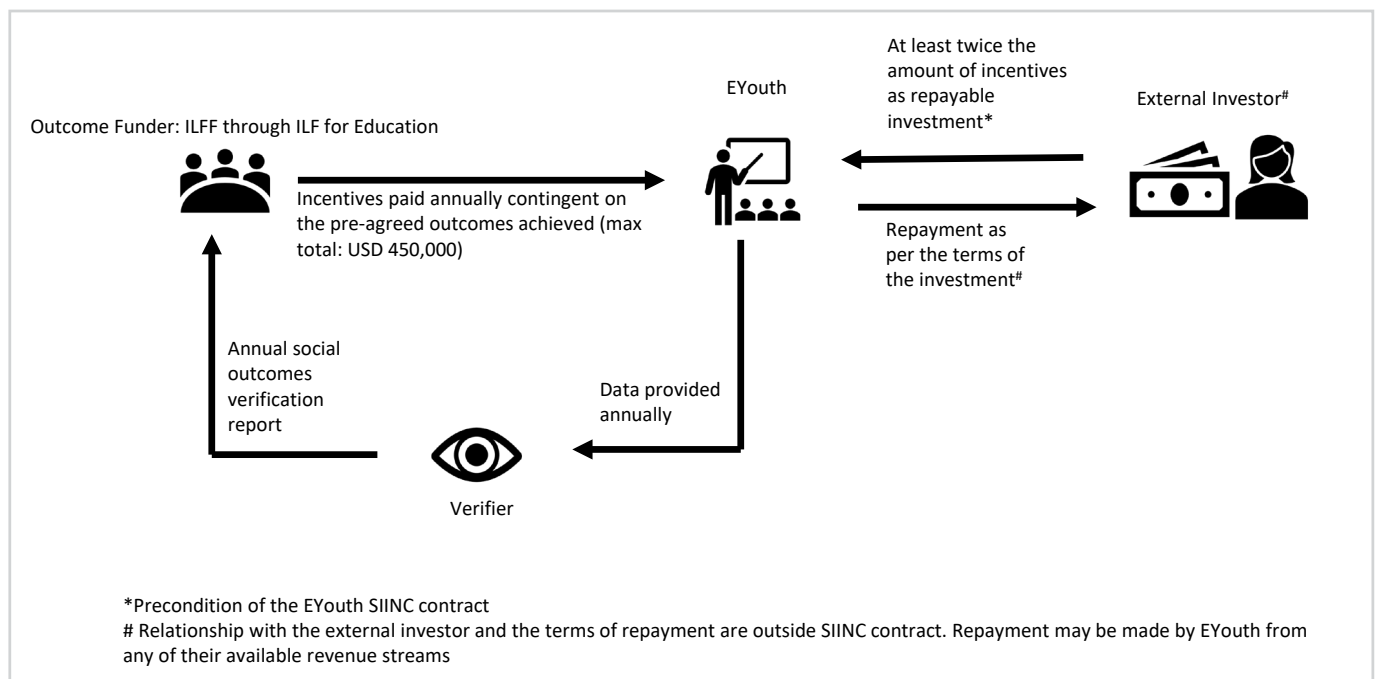
As part of the Impact-Linked Fund for Education, the ILFF will provide Social Impact Incentives (SIINC) financing to EYouth to enhance its ability to reach underserved youth in Egypt. The ILFF is set up as a Dutch foundation by iGravity and Roots of Impact. The Impact-Linked Fund for Education is a ring-fenced fund² for education that received CHF 6 million (~USD 7.25 million) from the Swiss Agency for Development and Cooperation (SDC) and the Jacobs Foundation to offer impact-linked capital to social enterprises, thereby enabling them to scale high-quality, often technology-enabled educational solutions for vulnerable children and youth across the MENA and West Africa regions.

SIINC provides financial rewards to social enterprises after they achieve verified positive social outcomes.³ These financial rewards are disbursed only after these outcomes have been measured and independently verified. The enterprise securing parallel repayable investments from private/commercial sources is a precondition of the SIINC contract getting formalised. These investments could take the form of debt, equity, convertible debt or any other repayable investment, so long as the investment raised is at least twice the amount of the incentive committed under SIINC. SIINC funding and external investments are entirely independent of each other.

This requirement introduces the blended financing approach into the SIINC structure, where the financial incentive provided by the Impact-Linked Fund for Education and bolstered by public and philanthropic funding from SDC and the Jacobs Foundation is expected to catalyse private investment into the education sector.

The SIINC funding for EYouth focuses on unemployed or income-less youth aged 18 to 27 years residing in the governorates of Asyut, Sohag, Qena, Bani Suef and Aswan in Egypt. This group is expected to benefit from EYouth's intervention, which aims at improving upskilling and job placement. Through the SIINC arrangement, EYouth will receive financial rewards of up to USD 450,000 over three years (2024-2027) if it achieves pre-defined social outcomes related to the upskilling and job placement of the target beneficiaries (ILFF, n.d.-b). The outcomes will be independently verified each year and linked to the annual disbursement of financial rewards. EYouth is free to use the financial rewards as it so desires. In 2021, EYouth also secured USD 2.5 million during its seed round, and in 2023–2024, it received additional investments from Sunny Side Venture Partners, Core Vision Investments and OneStop VC (Figure 2).

Figure 2: Structure of EYouth Social Impact Incentives



Source: Adapted from Social Impact Incentives (Roots of Impact, n.d).

2. A ring-fenced fund is a financial structure in which funds are protected for a specific purpose and thus segregated from other funds so that the protected funds cannot be used for other purposes. This separation ensures that the funds are dedicated solely to their intended use, which provides investors and stakeholders with transparency and security.
3. In this case brief, the terms “social outcomes,” “social impact outcomes,” “educational outcomes” and “outcomes” are meant to convey specific positive changes that enterprises would be financially rewarded for achieving. These outcomes are pre-identified and predefined for every SIINC contract in consultation with the relevant enterprises. These outcomes could include improving enrolment and retention or achieving student learning outcomes.

Measurement of Predefined Outcomes

EYouth must achieve two predefined outcomes to trigger its receipt of annual payments through the SIINC. The metrics for these two outcomes employ both absolute and relative performance indicators. The distribution of the outcome funding is illustrated in Table 2. In the first year, EYouth can receive up to USD 150,000 for completing Metrics 1 and 2; however, from the second year onwards, there is no such cap. These outcomes are developed based on internal projections of the reach and impact of EYouth with and without SIINC (Table 3).

Table 2: Metrics, SIINC Distribution and Targets

Metric	Outcome Funding to be Provided on Achievement of Outcomes	Weight	Targets
Metric 1: Growth in certified skilling	USD 300,000 (maximum) (unit reward of USD 30 per additional certified learner)	67%	<ul style="list-style-type: none"> 10,000 additional Certified Learners over the course of three years Year-on-year increase in the proportion of certified learners, with an average conversion target of 55.1% (up to 56% in Y3) compared to learners who enrol in the programme
Metric 2: Growth in job placements via the EYouth hiring portal	USD 150,000 (maximum) (unit reward of USD 60 per additional placement)	33%	<ul style="list-style-type: none"> 2,500 additional placements over three years Year-on-year increase in the proportion of learners added to the EYouth hiring portal and find a job through the portal, with an average conversion target of 29.7% (up to 29.8% in Y3) compared to the projections of what could be achieved without the SIINC

Source: Adapted from the ILFF Rational Document (ILFF, n.d.-b).

Table 3: Assumption of Additional Impact Through the SIINC

Performance Indicators and Targets	Without-SIINC Scenario	With-SIINC Scenario	Addition-ality
Number of certified learners	57,921	67,921	10,000
Percentage of those enrolled getting certification	52.10%	55.10%	2.9%
Number of learners receiving job placements	20,673	23,173	2,500
Percentage of those added to the hiring portal receiving a job placement	29.40%	29.70%	0.3%

Source: Adapted from the ILFF Rational Document (ILFF, n.d.-b).

Metric 1: Growth in Certified Upskilling

Metric 1 aims to improve learning outcomes, as demonstrated by the certificates given to learners in the EYouth programmes. This metric will be measured using two indicators:

1. Increase in the absolute number of learners obtaining a certificate: This figure represents the additional certified learners reached compared to projections of the number of learners EYouth would reach without the SIINC. EYouth projects that it could reach 57,921 learners over three years without SIINC. However, with SIINC, EYouth expects to reach an additional 10,000 learners, resulting in a total of 67,921 learners over three years.
2. Increase in the proportion of certified learners: This indicator aims to encourage and incentivise more learners to progress from enrolment to the final stage of receiving certification. It is defined as the proportion of enrolled learners who successfully complete the post-assessment test and final examination, thereby obtaining a certificate that accredits their upskilling. Without SIINC, EYouth projects that 52.1% of all its enrolled learners would achieve certification over three years. With SIINC, EYouth aims to have 55.1% of its enrolled learners gain certification over the same period.

To encourage EYouth to focus on women learners, a 50% cap on incentives that can be disbursed for upskilling male learners will be imposed. Two-thirds of the weight of the outcome-linked incentive payment is tied to Metric 1, which offers a unit reward of USD 30 for every additional learner certified for upskilling. Furthermore, only the additional learners beyond without-SIINC projections will be considered for the disbursement of incentives to ensure that the SIINC incentivises EYouth to assist additional learners in upskilling and obtaining certification.

Metric 2: Growth in Job Placements

This metric focuses on improving job placements for learners using the EYouth hiring portal and marking progress from upskilling to job acquisition. A learner is considered to have a job if they earn the opportunity to work in the formal sector (as opposed to gig work and work in the informal sector with a contract of at least three months and a minimum salary of 3,500 Egyptian pounds. If Egypt's minimum salary changes during the SIINC contract period, this threshold may be updated. As with Metric 1, Metric 2 also tracks absolute and relative job placements:

1. Increase in the absolute number of placements: This measures the total number of learners placed in jobs over three years, comparing it to EYouth's without-SIINC projections. Should EYouth not receive SIINC funding, 20,673 learners are expected to be placed in jobs; with SIINC funding, EYouth's target is 23,173 learners (2,500 additional learners).
2. Increase in the proportion of placements: This tracks the percentage of learners using the EYouth hiring portal who secure jobs paying a minimum salary within three months. Without SIINC, a projected employment rate of 29.4% is anticipated; with SIINC funding, the target is set at 29.7%. This seemingly small percentage increase equates to a substantial rise in absolute placements by approximately 2,500 learners. The target for improving the placement proportion is lower (0.3%) than the improvement in certification (2.9%). Metric 2 carries one-third of the weight for outcome-linked incentive payment; each unit reward is USD 60, which is double that of Metric 1. A 50% cap on incentive payments for male learners is enforced.

Flow of Funds

The ILFF will not make any upfront payments to EYouth. The SIINC is structured on the premise that EYouth can secure repayable investments for its operations from external investors. The calculation of SIINC payments involves multiplying the additionality by the unit reward, as outlined in the previous section. However, the SIINC agreement also stipulates a minimum threshold for each metric to unlock incentive payments (Table 4). EYouth will only receive incentives if they meet the minimum threshold for the outcomes. If EYouth exceeds expectations in Year 1, the incentive associated with Metric 1 is capped at a maximum of USD 100,000, while the incentive linked to Metric 2 is capped at USD 50,000. This ensures that disproportionate performance does not affect the overall incentive structure linked to the outcomes.

Table 4: Minimum Threshold to Unlock SIINC

Indicators	Minimum Threshold for Unlocking SIINC Rewards
Number of certified learners	15,000 learners per year (45,000 learners after three years)
Percentage of those enrolled receiving certifications	Increasing from Period 1 to Period 3, with an average of 52.1%
Number of learners receiving job placements	5,500 placements per year (16,500 placements in three years)
Percentage of those added to the Hiring Portal receiving a job placement	Increasing from Period 1 to Period 3, with an average of 29.4%

Source: Adapted from the ILFF Rationale Document (ILFF, n.d.-b)

Pathways of Change

The SIINC model distinguishes itself from traditional investments that require repayment, standard grants that are typically input-based, or impact bonds that provide incentives to investors and not necessarily to service providers. SIINC directly rewards social enterprises – in this case, EYouth – as creators of social value. While the external investments EYouth secures support its cash flow needed for activities, annual SIINC incentive payments, linked to verified outcomes, offer additional unrestricted funds that EYouth can reinvest freely in its business operations.

ILFF transaction managers oversee the contract, monitor progress and ensure compliance with the agreed-upon terms. This role includes adapting terms if circumstances change and ensuring that SIINC remains responsive and driven by outcomes.

EYouth has some initial plans for its activities to achieve SIINC outcomes while maintaining the flexibility to adapt these efforts over the three-year SIINC period. To meet Metric 1 on increasing upskilling, EYouth aims to implement targeted marketing, launch awareness campaigns on the benefits of certification and develop bespoke programmes tailored to the specific needs and styles of the SIINC target group. Additionally, it intends to revise its pricing strategy and offer scholarships to make participation financially accessible and appealing to its target groups. To meet the targets set for Metric 2 regarding increasing placements, EYouth plans to provide specific support to the targeted learners, helping them prepare for interviews, become work-ready, develop professional networks and, for those working in remote areas, utilise internet hubs. These efforts may create otherwise-inaccessible opportunities for certain learners. By focusing on upskilling and empowering youth, particularly women, SIINC encourages EYouth to expand its services to regions where such interventions are most needed.

As no upfront capital is disbursed, the financial risks borne by ILFF and its donors in this SIINC are low. Rewards are only paid annually after verifying outcomes; this ensures that funds are directly tied to social impact. Although not directly part of the SIINC structure, external investors also indirectly benefit from this funding, as the SIINC commitment improves EYouth's risk-reward profile.⁴ EYouth's growth is supported by these investments, which have the potential to generate positive social outcomes that could enhance the perceived value of enterprises that deliver both financial and social returns.

Conclusion

Egypt's youth population possesses a demographic advantage that can be realised through initiatives aimed at skills development and employment. EYouth seeks to bridge the gap between the availability of and demand for skilled human resources through the first Arabic platform to provide

educational programmes in high-demand fields. Through the SIINC, EYouth is incentivised to extend its reach to underserved youth in Egypt by improving certified upskilling and job placements.

Further research is essential to explore the broader implications and effectiveness of SIINC in improving outcomes for underserved youth. Key questions include how SIINC can sustain these improvements and whether it attracts more financing for disadvantaged populations, thereby increasing long-term funding for social enterprises. EYouth presents an interesting case for understanding SIINC's potential to balance enterprise growth with social impact. Monitoring outcomes and adjustments will yield insights into SIINC's efficacy in enhancing skills development and employment opportunities for underserved youth, particularly for those for whom skills development programmes had previously been unaffordable.

4. A way investors measure the risk of losing the money in an investment against the probability of gaining a financial return on that investment.

References

Bremer, J. (2018). Youth unemployment and poverty in Egypt. *Poverty & Public Policy*, 10(3), 295–316. <https://doi.org/10.1002/pop4.224>

EYouth. (n.d.). *EYouth theory of change*. https://eyouthlearning.com/files/EYouth_TOC_Final.pdf

EYouth. (2024, August). *About- EYouth*. <https://eyouthlearning.com/about-eyouth>

ILFF. (2024, August). *Impact-Linked Finance Fund*. Impact-Linked Finance Fund. <https://ilf-fund.org/>

ILFF. (n.d.-a). ILFF Scorecard Document for EYouth.

ILFF. (n.d.-b). ILFF Rationale Document for EYouth.

Roots of Impact. (n.d.). *Social Impact Incentives*. <https://roots-of-impact.org/siinc/>

UNICEF. (2019). *MENA Generation 2030*. United Nations Children's Fund (UNICEF) Division of Data, Research and Policy. <https://www.unicef.org/media/56646/file/MENA%20generation%202030.pdf>

UNICEF. (2023, July). *Youth unemployment in Egypt*. UNICEF. [https://www.unicef.org/egypt/media/10841/file/Youth%20Unemployment%20in%20Egypt%20\(English\).pdf](https://www.unicef.org/egypt/media/10841/file/Youth%20Unemployment%20in%20Egypt%20(English).pdf)

About the Project

This case brief is a product of the Innovative Financing for Education to Leave No One Behind project. It was developed for the research component examining the Impact-Linked Fund for Education, which is implemented by the Impact-Linked Finance Fund and funded by the Jacobs Foundation and the Swiss Agency for Development and Cooperation. The research was conducted by NORRAG – Geneva Graduate Institute and Centre for Excellence in Teacher Education – Tata Institute of Social Sciences. Please visit www.norrageducation.org/ife for more information and resources on the topic of Innovative Financing for Education.

Disclaimer

This case brief is primarily based on publicly available secondary data sources and funding application material submitted to the Impact-Linked Finance Fund by the enterprise. The aim of the publication is to synthesise existing information about the financing mechanism and its specific application in the education sector, much of which may be produced by the organisation that has developed or is managing the financing mechanism. It does not preclude the necessity of conducting additional research to obtain a deeper understanding of the evolving design and implementation of the mechanism, as well as its benefits and challenges, especially regarding its contribution to access, quality and equity in education.

About NORRAG

NORRAG is the Global Education Centre of the Geneva Graduate Institute and is a global membership-based network of international policies and cooperation in education and training. NORRAG's core mandate is to co-produce, disseminate and broker critical knowledge and to strengthen capacity for and with academia, governments, NGOs, international organizations, foundations and the private sector who inform and shape education policies and practice, at national and international levels. Through our work, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

More information about NORRAG, including its scope of work and thematic priorities, is available at www.norrageducation.org

Join the NORRAG Network

www.norrageducation.org/norrage-network

Follow NORRAG on social media



About TISS

Tata Institute of Social Sciences (TISS) in its 80-year history has served as an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge towards creating a people-centred, ecologically sustainable and a just society. It has 19 schools and 5 independent centres spread across four locations in India. The Centre of Excellence in Teacher Education, CETE (formerly, Centre for Education, Innovation and Action Research, CEIAR) is a multidisciplinary centre at the School of Education at the Tata Institute of Social Sciences, Mumbai. The teaching and research activities at the CETE mostly focus on quality education, innovation, education technology, teacher professional development, education law and policy. It is part of international knowledge sharing partnerships, such as the SUDAC-IFE consortium and TPD@Scale Coalition for the Global South among others. Its flagship program Connected Learning Initiative, has been widely published and has won the UNESCO-King Hamad Prize for the Use of ICTs in Education (2017) and the Open Education Award for Excellence (2019).

More information about TISS is available at tiss.ac.in



Chemin Eugène-Rigot, 2
1202 Geneva, Switzerland
+41 (0) 22 908 45 47
norrage@graduateinstitute.ch

NORRAG Case Brief, June 2025

Suggested Citation

Ramachandran, N., Mehendale, A., & Terway, A. (2025). Incentivising upskilling and employment in Egypt: Social Impact Incentives for EYouth. Case Brief. NORRAG.

This project is co-funded by the Impact-Linked Finance Fund.



Project partner



Published under the terms and conditions of the Creative Commons licence: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)
<https://creativecommons.org/licenses/by-nc/4.0/>



Learn more about the project:
www.norrageducation.org/ife-2-leave-no-one-behind

