



# **Reform of Technical Education in Egypt**

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# **Diagnosis of Problems Facing TVET in Egypt**

## **According to 2014 World Bank Report**

- 1- Priority is given to number of TE graduates not to their Quality**
- 2- Difficulty in Student Transfer from schools to job Market**
- 3- Problems in Governance and Funding due to Stakeholder Fragmentation.**
- 4- Relatively closed path to join Universities**
- 5- Negative Social image of TE by students and Parents**

**Hence, an independent Article focusing on TVET Reform has been added to the Constitution of 2014 as Follows:**

**The State shall encourage and develop technical and technological education as well as vocational training, and expand all their types in accordance with international quality standards and in accordance with labor market needs.**



# Pillars of TE 2.0 Transformation Strategy

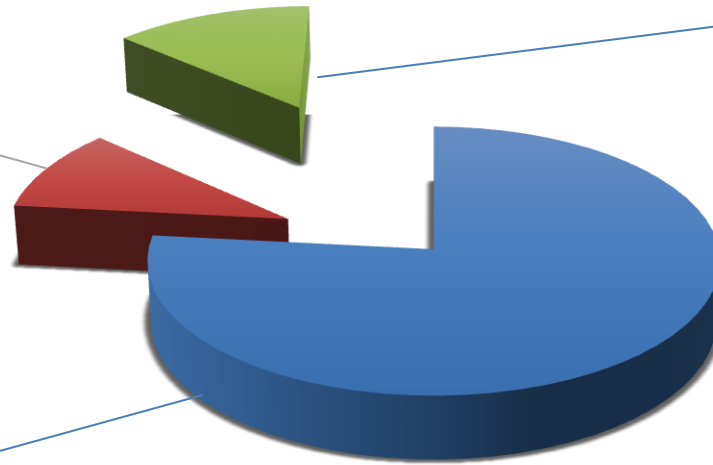
In Mid-2018, MoETE developed a Reform Strategy termed as TE 2.0 based on the following 5 Pillars:

- 1- Enhancement of TE Quality Assurance (ETQAAN +CEQAAT)
- 2- Transformation of TE Curricula to Competency Based (CBC)
- 3- Extensive Teacher Training (TVETA)
- 4- Involvement of Private Sector Investors (ATS +CoC)
- 5- Enhancement of Social Image of TE Graduates

# Total of All TVET Learners in Egypt = 3 Million, 2.3 Million of them are in MoETE 2022/2023 Academic Year



Ministries of Trade and Industry, Health and Population =0.3 M (10 %)



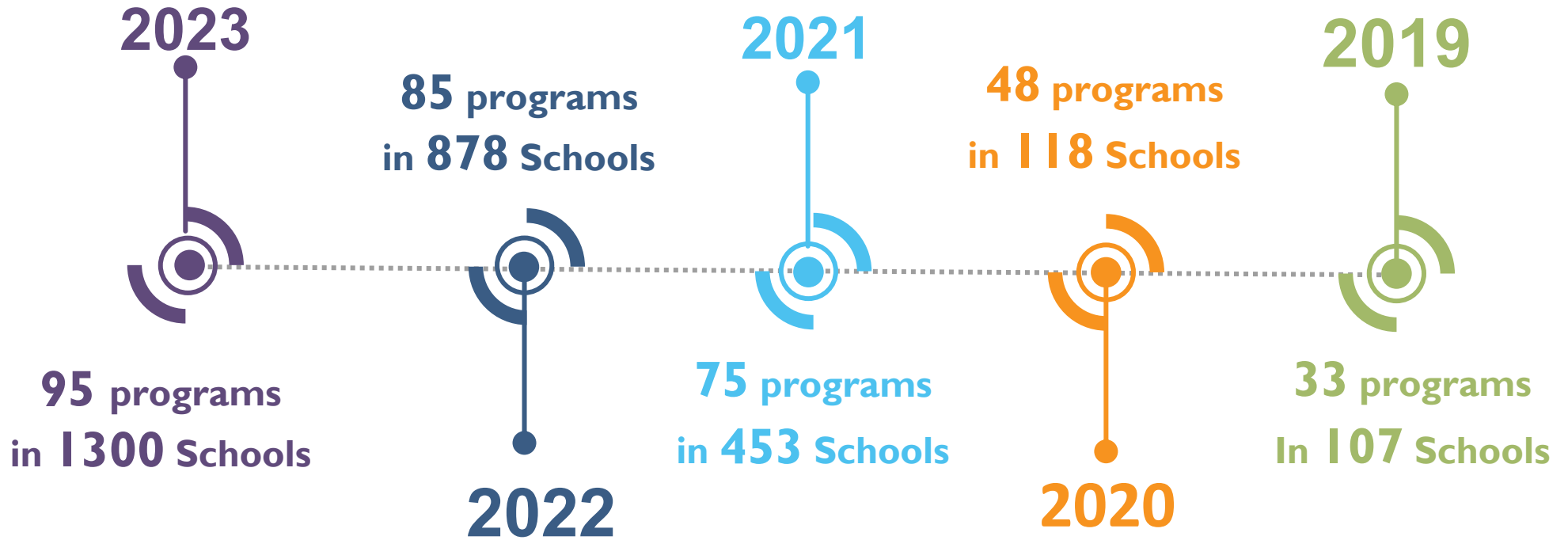
Informal Technical Education in Ministries of Solidarity, Housing, Labor, Private Sector =0.4 M (13 %)

**Ministry of Education and Technical Education**  
1.10 M Industrial TE Students (in 1330 School)  
0.86 M Commercial TE Students (in 970 School)  
0.28 M Agricultural TE Students (in 290 School)  
0.06 M Hospitality TE Students (in 115 School)  
**Total = 2.3 Million (77%) in 2700 Schools**

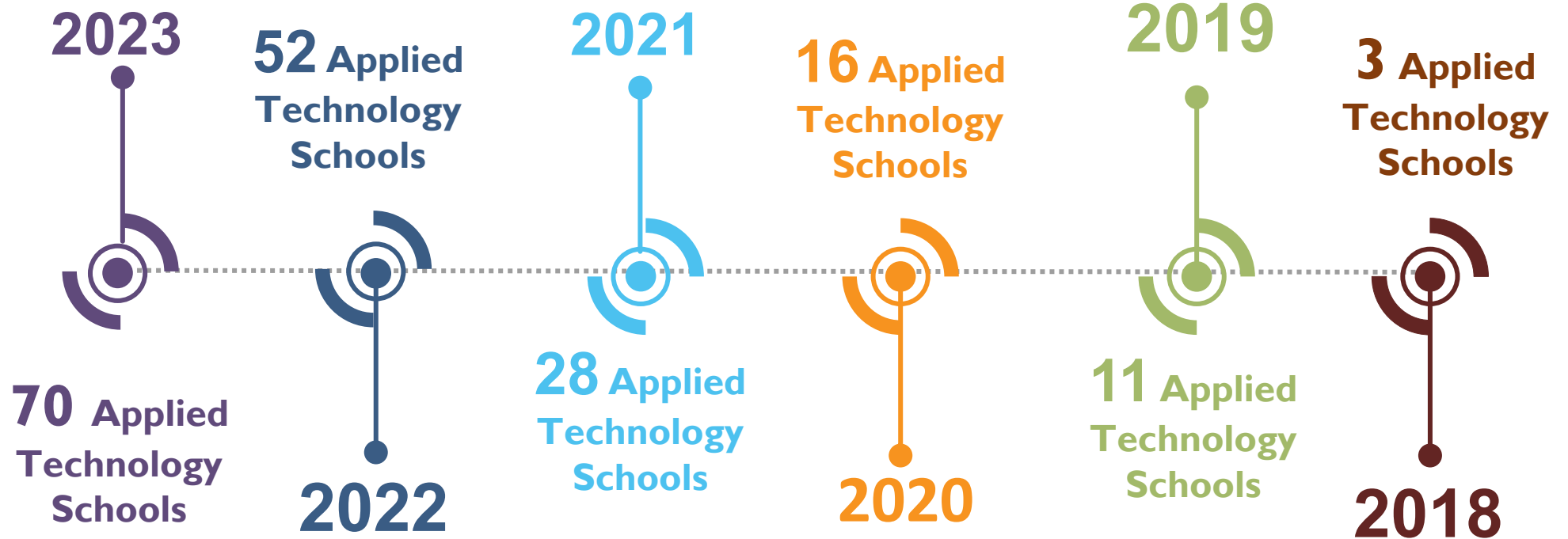
# Illustration of the Concept of “Competencies” in Technical Education



## Progress of Program Transformation to Competency-Based- Curriculum (2019-2023)



## Growth of the number of Applied Technology Schools ATS (2018 - 2023)



## Examples of Private Sector Companies Partnering with MoETE for establishment of ATS





# International Dimension of Technical Education Reform in Egypt

- **EU** has assisted in transformation of TE Curricula to CBC
- **US Aid** is assisting in establishing 10 International ATS
- **KFW** is funding establishment of 30 Centers of Competences by 2030
- **Italian Technical Support Unit** is funding the Operation and Management of the network of ATS.
- **China** have established **Two Luban Workshops** in Egypt
- Canada, Holland is currently involved in establishment of **Centers of Competences in Agri-Business**
- France is providing Financial Assistance towards **Transformation of TE Curricula to CBC, particularly 3+2 Curricula**

# **International Dimension of Technical Education Reform in Egypt**

- **Egypt is collaborating with a number of African Countries in TE Reform**
- **Egypt has been operating a number of Egyptian TE schools in Northern Sudan and Southern Sudan.**
- **Other African Countries such as Tanzania and Gambia are currently seeking cooperation with Egypt to establish Modern TE Schools.**
- **EU countries and Gulf countries are getting short of Technicians and are seeking to recruit Egyptian Technicians.**
- **We are taking steps toward preparing 10 % of yearly TE graduates to be able to communicate in German, Italian and English Languages in order to enhance their competitiveness in the EU job market.**

# Cooperation With Rose-Atom in Preparing Technicians for El-Dabaa Nuclear Power Stations

- In 2017, Egypt **established the Dabba Technical school for Nuclear Technology**, to graduate technicians to work in Dabaa Nuclear Power Station.
- The school is 5 year Technical School. Size of each cohort was **75 students for 2017-2020, but has been reduced to only 60 students starting from 2021.**
- Graduates of Dabaa school are specialized in Mechanical, Electrical and Electronic Technology serving Nuclear Industry.
- Dabaa school attracts **the best finalists in Basic Education in Egypt.** Nearly 2000 applicants express their desire to enroll in Dabaa entrance exam.
- **Graduates of Dabaa school can communicate well in both English and Russian.**
- Two cohorts have already been appointed to work in the installation of the first reactor at Dabaa Station, owned and operated by Egypt Ministry of Electric Power.

# Remaining Challenges in Egyptian Technical Education

- 1- Making Commercial TE graduates more relevant to the JOB Market Requirements
- 2- Reform of Work-Based-Learning (Labor System)
- 3- Strengthening Student Ability to communicate in European Languages
- 4- Proper utilization of existing Production Facilities at TE Schools
- 5- Encouraging Private Sector to invest in Private TE
- 6- Utilization of Digitalization in Programs Design and Assessment

**Thank you for Listening  
Time for Questions**