

REVIEWS OF POLICIES FOR LIFELONG LEARNING: EGYPT

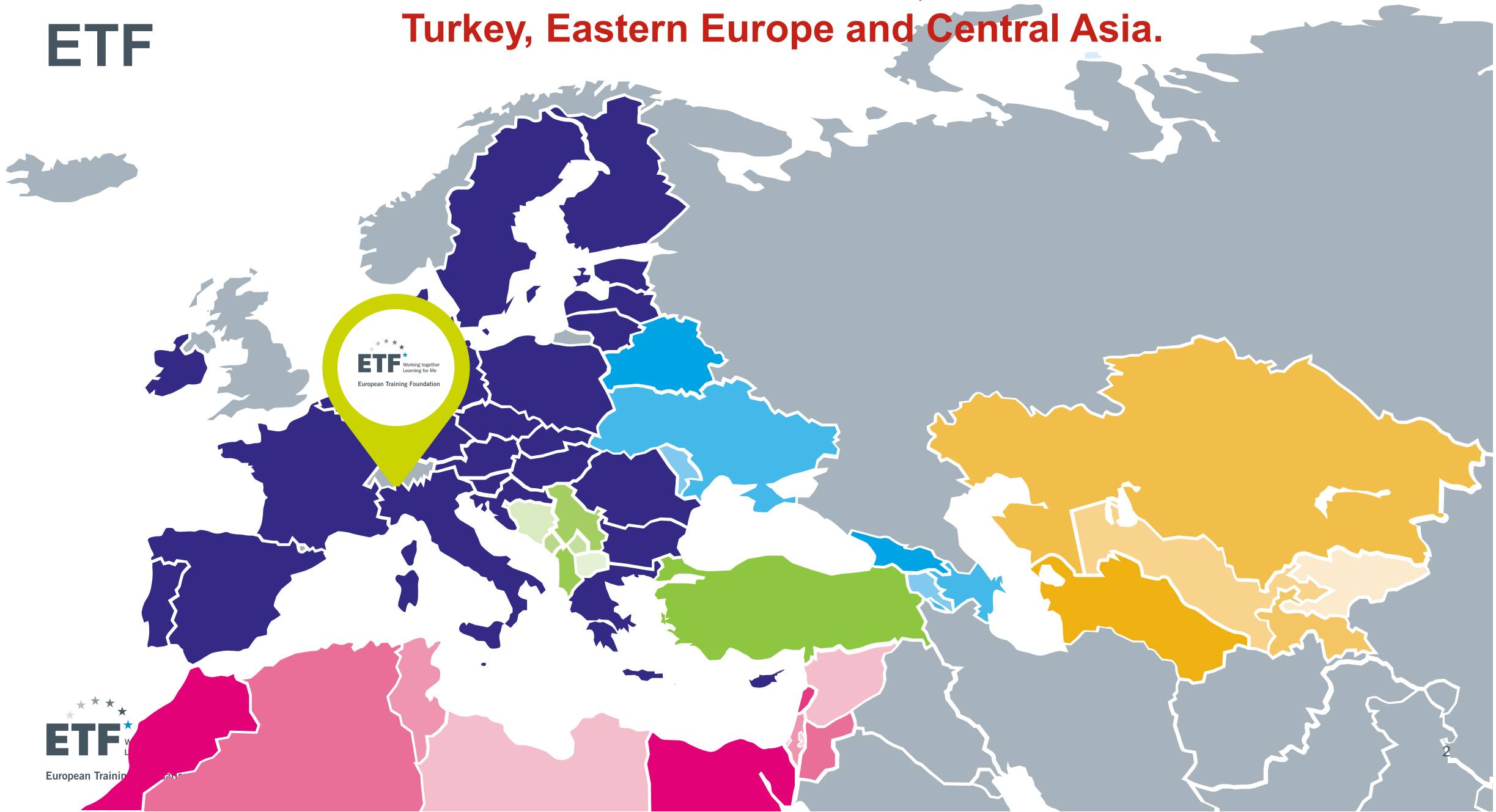
Findings and recommendations

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Southern & Eastern Mediterranean, Western Balkans & Turkey, Eastern Europe and Central Asia.

ETF

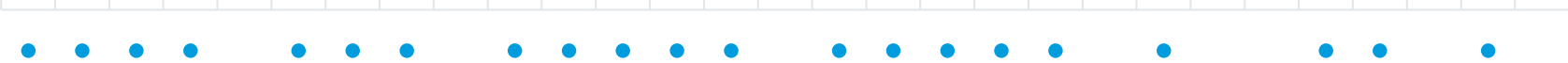


ETF
European Training Foundation

TORINO PROCESS: COVERAGE AND PURPOSE

AL DZ AM AZ BY BA EG GE IL JO KZ XK KGLB LY MD MEM AM KPS RU RS SY TJ TN TR TM UA UZ

TRP coverage 2023-2024



- Biennial review of VET in countries of the Eastern Partnership, South-East Europe and Turkey, SEMED, and Central Asia. Rounds in 2010, 2012, 2014, 2016, 2018-2020, 2022-2024
- Records policy progress from the perspective of countries
- Enables context-sensitive interpretation of evidence
- Allows for wide array of questions for cross-country analysis

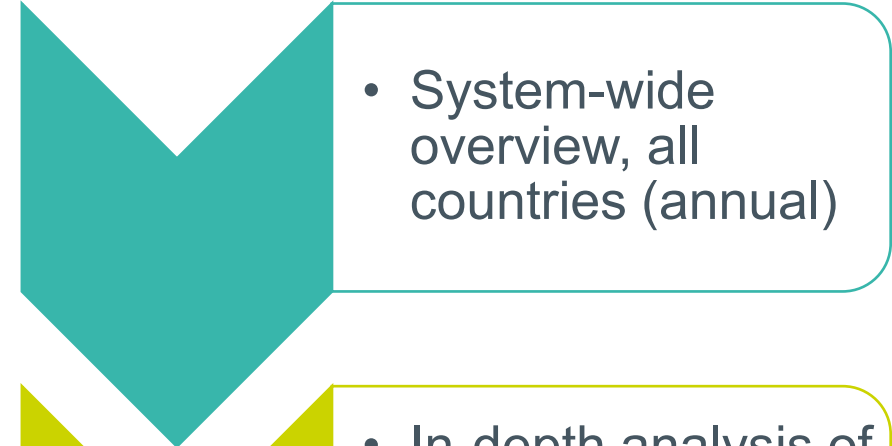


Torino Process architecture

Level 1: MONITORING

Focus on **RESULTS/PERFORMANCE**

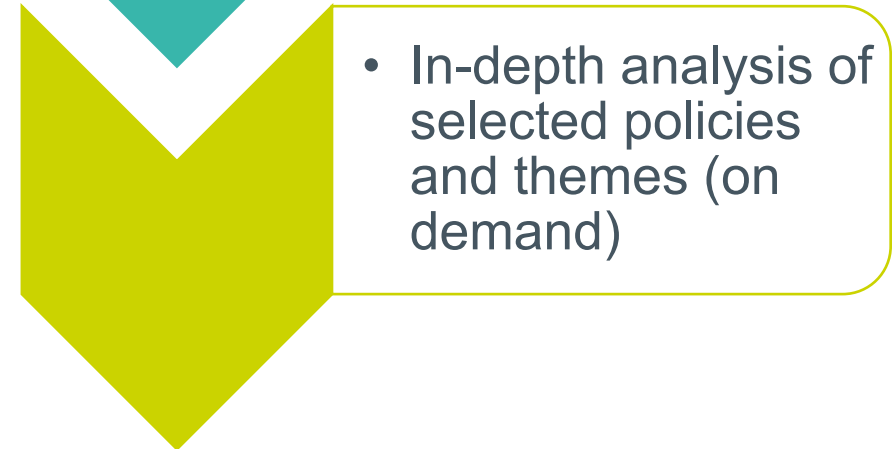
How well do education and training systems deliver?



Level 2: REVIEWING

Focus on **POLICIES/SYSTEM ARRANGEMENTS**

Which policies help or prevent systems deliver?



What focus?

Access and participation

- Access to various levels of education
- Access to adult education and LLL
- Participation and graduation

Quality and relevance of learning

- Quality and relevance for youth
- Responsiveness to external developments
- Openness to innovation
- Promotion of excellence

System organization

- Management of education and training
- Human and financial resources

Contextual information

- Economy
- Society
- Demography

Populations of learners

Youth and adults

Females

Disadvantaged youth

Adults at risk

Migrants

REVIEW OF POLICIES FOR LIFELONG LEARNING

OBJECTIVES



Support the **operationalisation of lifelong learning** policies by tracking and analysing system performance on lifelong learning



Foster **policy learning on lifelong learning** through peer exchange and exploring options



Improve **data collection on lifelong learning** and reinforce monitoring and evaluation culture in ETF partner countries

REVIEW OF POLICIES FOR LIFELONG LEARNING

PROCESS

- **Highly participatory:** Ensure further ownership by the country stakeholders through co-creation of policy insights and actions – site visits, consultations, other types of dialogue.
- **Demand driven:** participation on a voluntary basis. Formal expression of interest by partner countries.
- **Anchored in researches and interactions:** 1) Preparation and desk research; 2) Field visit and dialogue; 3) discussion and validation of findings.

POLICY REVIEW IN EGYPT

IMPLEMENTATION MODALITIES AND TIMING

PHASE 1 (November - December 2024)

- Launch event
- Review launch, team consolidation and workplan

PHASE 2: December 2024 - January 2025

- Desk research and issues paper

PHASE 3: February 2025

- Site visits, direct consultations with stakeholders in Cairo and in selected regions

PHASE 4: March – June 2025

- Reporting
- Validation event
- Review finalisation

KEY FINDINGS





The ATS Model: Findings

Achievements to build on at the Strategic Level:

The ATS model operates under a PPP framework with funding derived from government budgets and contributions from industry partners.

Industry partners are investing in teachers for the technical subjects where MoETE does not have a sufficient pool of qualified teachers

ATSs collaborate in teacher training and exchanging knowledge and experience. While it is limited in scope, it is a start to creating a network of knowledge among ATSs

The ATS unit oversees the strategic direction, school selection, quality assurance, curriculum development, and financing policies.

The ATS Unit has developed a tracer system for ATSs to identify graduates' progress. The data are collected by the schools and the ATS Unit

The MoETE is committed to improving quality assurance. But only 10 ATSs have scored an "A" (compared to 17 with a score of "C") in a readiness assessment for national accreditation



The ATS Model: Findings

Achievements to build on at Operational Level:

WBL is a main feature of the ATS model as students are given real-life practical skills at the workplace either by the sponsoring partner or other companies.

All ATSs and ITASs are well equipped provided by the industry partner as well as state-of-the art language training labs provided by the MoETE.

Students are proud of their ATSs & programmes of study. (presentations, practical projects & the national and international competitions)

Most graduates aspire to combine higher education studies with working at the same time. Positive development compared to past years.

IATS provide their students with complementary “transferable” or “soft” skills (innovation, problem-solving, communication, languages, digital skills, art, drama, music and project-based activities).



The ATS Model: **Findings**

Achievements to build on at the **Strategic & Operational Level:**

Changing the image of TVET: the ATS model has contributed positively to changing the overall image of TVET in Egypt in recent years.

The ETF assessment of the TE 2.0 Strategy showed increased business/private sector engagement in the reform process, particularly in establishing and scaling the ATS model.

This is evidenced by the popularity of the ATS model. **In 2021, 8,000 students were selected from 40,000** applications, indicating the increasing demand and perceived value of this new generation of Technical Education (TE) schools.

As highlighted by several interviewed stakeholders, these students also include many who qualify for general education, but they intentionally choose TE out of a belief in its labour market value.



The ATS Model: Findings

Challenges at the Strategic & Operational Level:

Lack of alignment between the quality assurance, certification and accreditation frameworks. MoETE focus on *institutional* quality assurance and accreditation & industry partners focus on *programme* quality assurance and certification.

Limited coordination between WBL model (DS, CoC & ATS). Responsible bodies are not aware of the processes adopted by each model, even though there is plenty of room for more integration and greater efficiency.

Weak links with other elements/pillars of the TE 2.0 strategy and thus impact could be stronger if this is improved.

The ATS model is costly to operate compared to other due to high quality standards. Industry partners report costs ranging from EGP 35,000 to 50,000 per student per year.

Income-generating activities are limited, even though the MoU between the MoETE and the industry partners allows for this, especially by establishing VTCs for continuous training.

While industry partners are currently committed to the ATS model, they have concerns about its long-term sustainability. Most would like to charge fees and expand their income-generating activities to reduce their costs and develop their activities.



The ATS Model: Findings

Challenges at the Strategic & Operational Level:

There is a lack of consistency in the operational relationship between MoETE Principals, Executive Directors from the industry partner and the educational service providers if involved.

Many ATS students aspire to attend higher technical education, but such progression is not smooth, largely because many ATS programmes are not aligned with the programmes offered at subsequent levels of education (including Technological Universities).

Concern about the capacity of the ATS Unit to coordinate its functions within the overall structure of the MoETE while managing an expansion of its responsibilities with the existing number of staff.

The sudden termination of USAID projects has highlighted the issue of over-reliance on external partners. The need for plans to ensure the sustainability and continuation of the ATS and IATS models.



The ATS Model: **Findings**

Achievements to build upon for the **Internationalisation of ATS:**

The ATS model has potential for internationalisation through modern, industry-aligned curricula and training programmes.

A key goal of the ATS model is to create quick employment opportunities for graduates in international labour markets, although industry partners are not focused so much on this objective.

The ETF has supported MoETE in assessing the mainstreaming of language teaching along with a clear strategy for doing so.

MoETE seeks to mainstream international recognition and accreditation of the ATS programmes and the MoETE is encouraging the international certification of the ATS programmes.

Private sector partners are willing to support graduates to find jobs abroad by financing international recognition of qualifications and investing in language skills development



The ATS Model: Findings

Challenges for the Internationalisation of ATS:

ATSs have a solid technical education foundation but exhibit limited exposure to global TVET standards

Relatively few ATSs (about one fifth) cooperate with international quality assurance bodies as required by their agreements with MoETE

ATS curricula lack the competencies in soft skills expected in potential destination countries such as critical thinking and problem-solving skills, team working, and entrepreneurship skills .

Few ATSs have long-term partnerships with international counterparts to facilitate the process of labour mobility and knowledge exchange. Only one or two examples were encountered during the site visit.

KEY RECOMMENDATIONS



Policy recommendations – **Strategic & Operational Level**

Developing the **ATS Model's strategic outlook**

- To expand the model and ensure its long-term sustainability, the Ministry must articulate its vision for the ATS model into a clear and operational strategy addressing wider economic plans, backed by clear KPIs, monitoring tools and an action plan.
- This will help the MoETE build support for the model's expansion and sustainability among and the high-level decision makers, the private sector and international development partners.

Policy recommendations – Strategic & Operational Level

Improving ATS governance structures

- Set up an ATS Board with private-sector and other stakeholders, and reactivate pillar task forces.
- Improve monitoring and evaluating of the ATS and the links with TERO.
- Consolidating various WBL models (ATS, DS, CoC) under a unified framework will streamline operations and improve outcomes, while expanding the schools' autonomy and income-generating project will increase schools' self-sufficiency and resource use, further enhancing the quality.
- Develop a comprehensive quality assurance framework that could ensure better synergies between internal and external partners. The framework could be designed to make the ATS model more time-, effort- and cost-effective.
- Develop clear guidelines on how ATSs could become “lighthouses”, “knowledge hubs” or “resource centres” for regular TSS schools.

Policy recommendations – Strategic & Operational Level

ATS management development

- Grow the central ATS Unit and create regional teams to oversee hundreds of schools.
- Introduce system-wide indicators; strengthen data use and decision-making.
- Complete a Training Needs Assessment and deliver management, QA, M&E, assessment and ICT training,
- Negotiation with international development partners the funding of capacity building and the funding of long-term development consultants to support the ATS expansion and internationalisation plans.

Policy recommendations – Strategic & Operational Level

Financing and sustainability of the ATS model

- Approve a policy on school fees and income-generating projects; run a full **cost analysis** (MoETE + industry) to guide realistic scaling.
- Mobilise multiyear donor and inter-ministerial funding through the National Council for Education, Research and Innovation. The following are funding sources to be explored and pursued:
 - **Establish an “ATS Sustainability Fund”** seed funding from the private sector where interest from redeemable contributions is used to fund the ATS, similar to the Education for Life Fund but exclusively used for TVET or the ATS. funds are pro
 - Reach an understanding with the Ministry of Labour to use **funds from the National Training Levy** to finance the internationalisation efforts especially that these provided by the employers.
 - Work on amending the current investment law to review the **tax incentives for partner companies** supporting TVET initiatives and especially the ATS model.

Policy recommendations – **Internationalisation of ATS**

Curricula Development

- Develop intercultural competences: Intercultural learning should be integrated into the curriculum.
- Focus on integrating globally relevant skills and competencies in curricula and by fast-tracking the NQF and aligning it with the EQF
- Capitalise on online resources and learning: Options to provide online learning from foreign institutions and TVET schools could be explored and agreed.
- Develop a comprehensive plan to ensure that all ATSs comply with the requirements to acquire international accreditation/certification.

Policy recommendations – **Internationalisation of ATS**

Internationalisation of Teaching staff:

- Upgrade teacher-training programmes to meet international competency standards.
- Fund and facilitate overseas exchange or secondment opportunities for ATS teachers.
- Provide professional-development courses on global pedagogy, intercultural skills and best practice.

Policy recommendations – **Internationalisation of ATS**

International accreditation, recognition and quality assurance:

- Conclude framework deals with a small set of reputable accrediting bodies for all ATSs.
- Benchmark each ATS against international best-practice indicators.
- Build structured partnerships with foreign TVET institutions and industry for joint programmes and staff/student mobility.

Policy recommendations – **Internationalisation of ATS**

International career support and mobility pathways for ATS graduates:

- Set up career-guidance teams specialising in international labour markets, visa processes and intercultural readiness.
- Offer individual counselling, skills assessment and country-specific job guides.
- Expand student exchanges and overseas internships to give graduates real global work experience.

Policy recommendations – **Internationalisation of ATS**

International outreach and bilateral agreements:

- Promote ATS internationally through campaigns, education fairs and online channels.
- Forge partnerships with foreign TVET schools, universities and employers; join global networks for career placement.
- Negotiate bilateral labour-mobility agreements with the EU, GCC and other target destinations to open pathways for ATS graduates.

DISCUSSIONS & FEEDBACK



Policy recommendations: **strategic & operational level**

Developing the ATS Model's strategic outlook

- Publish a **vision–mission–objectives** document that aligns ATS with the national TVET strategy and wider economic plans, backed by clear KPIs, monitoring tools and an action plan.
- Use the strategy to win high-level and private-sector buy-in and to guide expansion, resilience and international partnerships.

Improving ATS governance structures

- **Set up an ATS Board** with private-sector and other stakeholders and reactivate pillar task forces.
- Merge ATS, Dual System and Centres of Competence under one work-based learning framework; give schools more autonomy and income-generation scope.
- Adopt a lean quality-assurance framework; link common indicators and reporting to TERO, and issue guidelines for ATS “lighthouse/knowledge hub” support to regular TSS schools.

ATS management development

- Grow the central ATS Unit and create regional teams to oversee hundreds of schools.
- Introduce system-wide indicators; strengthen data use and decision-making.
- Complete a Training Needs Assessment and deliver management, QA, M&E, assessment and ICT training, supported by donor-funded long-term experts.

Financing and sustainability of the ATS model

- Approve a policy on school fees and income-generating projects; run a full **cost analysis** (MoETE + industry) to guide realistic scaling.
- Establish an **ATS Sustainability Fund**, channel National Training Levy resources, and improve tax incentives for firms supporting TVET.
- Mobilise multiyear donor and inter-ministerial funding through the National Council for Education, Research and Innovation.

Policy recommendations: **internationalisation**

Internationalisation of teaching staff

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Guiding questions for the working groups discussion

1. Do you agree with the recommendations presented to improve the ATSs performance at the Strategic & Operational level?

- Are the recommendations implementable?
- Which are the 3 most important recommendations, in your view? Why?
- Are there **additional recommendations** related to strategic and operational level of the ATS, which you would like to suggest?

2. Do you agree with the recommendations for the Internationalisation of the ATS model?

- Are the recommendations implementable?
- Which are the 3 most important recommendations, in your view? And why?
- Are there **additional recommendations** related to the Internationalisation of the ATS model, which you would like to suggest?



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