



Technical Education 2.0

Transformation of the System

Background

Technical Education's vision for the transformation to **Technical Education 2.0 (TE 2.0)** has been developed through a collaborative and participatory process that included analysis of the present situation of technical education and the lessons learnt, research, first-hand exposure to international best practice as well as actual implementation of some projects like the introduction of the Applied Technology Schools (ATSs) during the past year and half. This process of articulation and development was done by a team of experts that constituted the Ministry's Advisory Board for the Reform of Technical Education headed by the current Deputy Minister for Technical Education and under the guidance of H.E. the Minister of Education and Technical Education.

TE Vision



A Technical Education system with international standards that addresses labour market demand for a skilled workforce.

Principles of the Transformation

- Transformation Vs. Reform
- Learner-centered
- According to National Development Plans
- Employer Engagement
- International Standards of quality
- Inclusiveness and Attractiveness
- Comprehensive Transformation
- Coordinated Egypt-led Transformation

Technical Education Pillars of Transformation



Guiding Principles:

- Transformation Vs. Reform
- Learner-centered
- Employer Engagement
- According to National Development Plans
- International Standards of quality
- Inclusiveness and Attractiveness
- Comprehensive Transformation
- Coordinated Egypt-led Transformation



T1- Transformed Quality of Technical Education

- Establishment of CUQAAS capacity building for CUQAAS staff
- Sustainability strategy for CUQAAS
- Gap analysis
- Internal restructuring of the TE sector,
- Digital Solutions
- dynamic database/system of MoETE resources
- Develop new admission system for students of TE
- Quality control and assurance system within MoE
- monitoring and evaluation system
- Competitions for best students, teachers and schools
- Creation and continuous development of a pool of internal verifiers and assessors
- model of the TE best practices School
- Improve internal school processes structured PPP
- Accreditation of most schools and programmes by ETQAAN-Authority by 2030.



T2-Transformed Relevance of Technical Education by Transferring to Competency-based Curricula

- Transfer to CBE
- Review exiting specializations in all sectors
- Review and development of Commercial technical education
- Introduce new programmes in all sectors
- Integration of career guidance, entrepreneurship & innovation in all new curricula
- Integration of soft skills, citizenship and languages in the curricula
- inclusion
- More synergies with general education
- Digitalization of material and content
- Train curricula developers
- Train teachers on CBE
- Train assessors on CBE
- Validate new curricula with private sector
- Review Programme names
- Conduct tracer studies



T3-Transformed Teachers through Training & Qualification

- Establishment of TVETA
- Recruitment and capacity building for TVETA staff
- Train technical teachers and trainers (10% in 2019)
- Capacity building and accreditation of Master trainers on technical skills
- Competency-based training and awareness
- Qualification system for teachers
- Language training and education for teachers and managers
- Training of assessors and internal verifiers
- Develop a TVET research unit within TVETA
- Twinning agreement for TVETA
- Set initial education standards for technical teachers and instructors training and qualification standards for in-company tutors and instructors



T4-Transformed Schools through Employer Engagement & Work-based learning

- Expanding Applied Technology Schools partnership with large enterprises based on Egypt's economic development priorities and investment map
- Expanding Dual system education to 10%
- Integrate best practices quality concepts
- Graduate accredited schools into the concept of Centers of Excellence as a knowledge hub for other schools
- Establish 2 Sector-specific Centers of Excellence as lighthouses in the priority sectors and governorates
- Transfer of Dual System curricula into competency-based
- Support the implementation of internship/apprenticeship programmes
- Transition to Employment. Includes entrepreneurship and CG services on TVET institution level
- Systematic integration of the private sector into the system of technical education
- Review the operations of the productive schools'



T5- Transformed Image of Technical Education through Changing Social Perception

- Raising the profile of Technical Education by developing and disseminating modern and attractive branding for TE.
- Including TE in the 2019 Year of Education
- Providing information and prompting all reform initiatives and their impact
- Developing and disseminating TE success stories
- Engaging all stakeholders in the process especially the private sector
- Launching the TE portal and social platform
- Uniforms and identity of students
- Promoting and covering quality competitions

Pillars of Transformation

- **T1- Transformed Quality of Technical Education**
- **T2-Transformed Relevance of Technical Education by Transferring to Competency-based Curricula**
- **T3-Transformed Teachers through Training & Qualification**
- **T4-Transformed Schools through Employer Engagement & Work-based Learning**
- **T5-Transformed Image of Technical Education through Changing Social Perception**



Key Priorities under each Pillar

T1- Transformed Quality of Technical Education

- Establishment of the Central Unit for Quality Assurance and Accreditation Support
- Recruitment and provide capacity building for unit staff
- Sustainability strategy for the unit
- Gap analysis of all TE Schools
- Internal restructuring of the TE sector, HR policies, review current legislation and propose new ones etc.
- Digital Solutions (Online database and communication portal/ Quality M&E software)
- Develop and launch a dynamic database/system of MoETE resources (Schools, equipment, teachers, experts)
- Quality control and assurance system within MoE
- Establish a monitoring and evaluation system
- Accreditation of most schools and programmes by 2030

T2-Transformed Relevance of Technical Education by Transferring to Competency-based Curricula

- Transfer all curricula into competency-based (CBE) making Egyptian graduates more competitive locally, regionally and internationally.
- Review exiting specializations in all sectors for relevance to labour market needs
- Review and development of Commercial technical education and introducing specializations that address future jobs
- Introduce new programmes in all sectors including Green jobs, industry 4.0, modern agriculture jobs.
- Train curricula developers
- Train teachers on CBE
- Train assessors on CBE

T3-Transformed Teachers through Training & Qualification

- Establishment of the Technical & Vocational Education Teachers Academy (TVETA).
- Recruitment and capacity building for TVETA staff
- Train technical teachers and trainers
- Capacity building and accreditation of Master trainers on technical skills
- Competency-based training and awareness
- Qualification system for teachers
- Language training and education for teachers and managers
- Training of assessors and internal verifiers
- Develop a TVET research unit within TVETA
- Twinning agreement for TVETA
- Set initial education standards for technical teachers and instructors training and qualification standards for in-company tutors and instructors

T4-Transformed Schools through Employer Engagement & Work-based Learning

- Expanding Applied Technology Schools to 100 by 2030 in partnership with large enterprises based on Egypt's economic development priorities and investment map
- Expanding Dual system education to 10% of the number of technical education students by 2030 in partnership with MSMEs
- Transfer of Dual System curricula into competency-based
- Support the implementation of internship/apprenticeship programmes
- Transition to Employment. Includes entrepreneurship and CG services on TVE institution level

Systematic integration of the private sector into the system of technical education

- Review the operations of the productive schools concept

T4-Transformed Schools through Employer Engagement & Work-based Learning

- Establish 2 Sector-specific Centers of Excellence as lighthouses in the priority sectors and governorates.
- Link the CoE with regional branches for TVETA.
- Piloting CoE with various international partners (Germany, China Luban workshops, USAID etc.)
- Establish 25 further Sector-specific Centers of Excellence as lighthouses in the priority sectors and governorates.
- CoE becoming the innovation Hubs for TE development at the regional level in terms of research, ToT, and student-centered education.
- Innovation in introducing Green schools
- Plan for infrastructure repair, upgrading or replacements
- Provision of enhanced equipment to match the newly designed curricula

T5-Transformed Image of Technical Education through Changing Social Perception

- Raising the profile of Technical Education by developing and disseminating modern and attractive branding for TE.
- Including TE in the 2019 Year of Education
- Providing information and prompting all reform initiatives and their impact
- Developing and disseminating TE success stories
- Engaging all stakeholders in the process especially the private sector
- Launching the TE portal and social platform
- Uniforms and identity of students
- Promoting and covering quality competitions
- Raising the profile of TE teachers and schools



Priorities for the TVET System

Priorities for the TVET System

- Establishment and operation of TVET institutions programmes-
- Development of Occupational Skills Standards in key economic sectors, including the establishment of Sector Skills Councils as well as occupational licensing
- Support NAQQAEE in finalizing and piloting the National Qualifications Framework (NQF)
- Establishment of Technical Universities
- Developing TVET financing models
- System coordination and leadership improvement to reduce fragmentation and development of comprehensive strategic framework for TVET and supporting legislations and policies
- Establishing a national Labour Market Information System (LMIS)
- Institutional Development to all relevant stakeholders
- Develop and start the implementation of a national strategy for improving image and social perception of TVET sector



Thank you