

National Vocational Education and Training Programme (NVET)



Symposium on Strategic Development of MKI and TVET Reform in Egypt

Germany, October 1 to 3, 2004

Minutes
of the Symposium on Strategic Planning
of the Mubarak-Kohl Initiative (MKI) and the Reform of the Technical
and Vocational Education and Training (TVET) System,
from October 1 to 3, 2004

Participants :

- H.E. Prof. Dr. Ahmed Gamal El Dine Moussa,
Minister of Education
- H.E. Mr. Mohamed El Orabi,
Ambassador of the Arab Republic of Egypt in Germany
- Prof. Dr. Amin Mobarak
- Prof. Dr. Hossam Badrawi
- Eng. Ahmed Ezz
- Dr. Louis Bishara
- Dr. Nader Riad
- General Ali Ahmed Sayed
- Prof. Dr. Karl Frey
- Mr. Peter-Michael Schmidt
- Ms. Reem Hanna (Minutes)

As structuring elements for the symposium, which were held in the Lueneburger Heide in Germany from the October 1 till October 3, 2004, guiding questions were listed, to be followed throughout the meeting and being answered to serve as a skeleton for a memorandum of understanding. The questions were:

1. How can the VET reform process be organised?
2. How to deal with large numbers?
3. Which are the preconditions and contributions?
4. How do you see the further development of MKI?
5. How to link with the reform of secondary education?

Mr. Schmidt welcomed the distinguished guests in Germany and wishes a successful meeting and a productive atmosphere. He introduced Mrs. Eisenfuehr as the moderator. The results of the symposium should be condensed in a memorandum of understanding, and will serve as documentation for further strategic planning in the coming year.

H.E. the Minister of Education stressed the importance of German-Egyptian cooperation as an important element of bilateral understanding. He also pointed out that Germany is a very cooperative partner for Egypt. The GUC is a good example for the good bilateral cooperation where the Germans assist with their technical know-how. This was also confirmed by the **Egyptian Ambassador H.E. Mohamed El Orabi** who was very pleased to contribute to the symposium and he appreciated the active and serious role German Development Cooperation plays even in times of smaller budgets.

Prof. Mubarak emphasised in his presentation the history of the MKI and stated that in 1991 President Mubarak has met Chancellor Kohl in Germany and has asked to introduce a TVET concept in form of the Dual System in Egypt. This has meant for the Germans to establish the Dual System whereas the Egyptian side wanted to improve the system of TVET in Egypt. As a result of Celle I, September 1997, a strategic action plan was implemented to define and clarify specific aspects of the TVET-System such as certification, licensing, training and the many different occupations.

Based on this historical development **Prof. Mubarak** suggested the following:

In order to achieve a working system it is essential to achieve harmonisation with the ministries, and secure the funding of the system. In order to set up a demand oriented system the participation of the private sector is of great importance. Furthermore the concentration on important trades and also the involvement of SME/SMI have to be discussed. Categorisation is needed on different levels and has to be adjusted to the market. In order to be successful a strategic master plan is required to serve as a guideline. In order to offer good quality, trainers and teachers have to improve their performance (e.g. through accreditation of trainers and teaching centres). Furthermore **Prof. Mubarak** suggested to set up national research institutions and pointed out that decentralisation of responsibility in the 26 governorates should take place. The sustainability of the system has to be looked at on a longer view.

In addition **Dr. Riad** emphasised that not only the technical side of training is important but that the trainee also has to receive a broad level of general knowledge (general education). Furthermore he stressed the importance that training has to be affected with the goal of ethics and professionalism. In order to assure a high standard of quality different levels of trainers should be set; this should be following the German "Meister"-concept which can be build on the traditional Egyptian "Osta" concept. He also pointed

out that there should be a certain kind of licensing or accreditation of the teachers that has to be renewed regularly.

Eng. Ezz claimed that the private sector, as a key player in Egypt, is facing several problems and huge pressure in marketing and financing. Therefore it is difficult to receive unlimited and full contribution from this side. **Eng. Ezz** made the following recommendations:

In order to increase the contribution of the private sector the MKI should have more ownership at the Egyptian side with only limited technical German assistance and thereby would become a national project. Therefore the gained experience should be modified and moduled. Of course it would be a great success to have the regime assist the private sector and also to encourage other models like the America Centre. As the model the Dual System is expensive due to three-year training, curricula, and workshops etc., a solid budget and financing plan is required as the education of the trainees has to be of high quality. He emphasised that a solid budget plan on resources has to be set (who carries much of the training costs). Only well qualified trainees are seaked by companies. The better the qualification of the trainee the more contribution of the company can be expected. Ahmed Ezz also pointed out that there should be a focus on accreditation and licensing in order to secure quality. This also means focusing on training.

In the further discussion **Prof. Badrawy** also stated his point of view by pointing out the importance of sustainability, efficiency and acceptance of the MKI system. In this aspect accreditation plays an important role and should be effected from both private and public sector. This accreditation should be related with licensing. **Prof. Badrawy** also pointed out that there are several organisations that carry the same TVET system and that these should be unified under one umbrella organisation, whereas the curricula of the TVET system in general should be unified. This union could then also offer the trainee flexibility to move from one system to another. Financing resources play a major issue in this subject.

Referring to the statement of **Prof. Badrawy**, **Prof. Mubarak** stated that it is difficult to generalise the MKI system, therefore one should accept and encourage all educational and vocational system parties and improve their cooperation regarding the TVET system. In addition the quality of the education inside the industry has to be improved and therefore workshops, schools and industry should improve.

Prof. Mubarak furthermore pointed out that the problem is also within the ministries as they all want to have the TVET under their individual umbrella, therefore decentralisation could be a solution. One step towards the decentralisation are the already signed MoUs. Regarding accreditation **Prof. Mubarak** suggested establishing a separate body to evaluate and accredit the standards, as the existing council of accreditation is not gathering all concerned organisations. The accreditation organisation is an independent body, but only for TVET. The managing role of this body can be with federations or chambers or syndicates. There should be a certain kind of flexibility of the system e.g. regarding the length of the training (3 year training, six month training etc.) Further questions that should be taken into consideration are how one can deal with the large number of trainees and also how far one can link the TVET with secondary schools.

The participants concluded that the major problem of the Dual System implementation in Egypt is to cope with the large number of students, which includes the TSS trainees and how the costs can be born.

In regards to this **Prof. Frey** pointed out that there would be an average of 1.8 Million students every year. As a Swiss survey shows education costs per student are 5860,- US\$ per year. In order to provide sophisticated training in form of the Dual System, 60% has to be paid from the companies (referring to the Swiss report).

Models of financing education can either be external through the government or internal through training funds & fees, or in form of production schools.

Furthermore **Prof. Frey** presented four conditions on which the TVET system should be based on in order to attract investors. The first condition includes that all stakeholders (families/ trainees/ investors/ government/ etc) of the TVET system have to benefit from. Secondly the system should not be too complicated and should not be limited. The next condition should be that the company is able to choose its own trainee and finally that the government is not abusing the model to control the company policy.

Prof. Frey also made the following recommendations:

In order to assure a certain quality more training or an even better training has to be provided. As it is essential to encourage the industry to participate in the system, a legal framework needs to be provided. The aim of the Dual System is to provide the

industry with competent students, therefore TSS students, which are well qualified but not competent need more time to spend in companies. **Prof. Frey** proposed another TVET model where students of the first year get general education in normal TSS and in the second year visit the PVTD workshops where they gain practical training and finally in the third year attend the MKI system (2 days school and 4 days in a company).

The major question – which was discussed – is the large number of TSS students that are expected to become MKI graduates. **Eng. Ezz** also expressed his concern on this issue, as the current MKI model will have to be modified in order to adopt the large number of TSS students. This process would also push MKI to its limits as there are not enough training places in centres or in companies and because it is a large number of technical schools and students that would have to be reorganised. According to **Mr. Schmidt** this could be achieved by involving more stakeholders and by creating leadership and more ownership of the private sector. As Egypt is in a transition process it is essential that there is a development of new Dual System models. In order to make it work national initiatives are needed.

Dr. Bishara suggested using additionally five industrial schools in crowded areas efficiently by turning them into one-day schools for MKI trainees. These could then serve as a training provider for workshops in crowded areas. It is an advantage for the TSS that their equipment would be maintained and their teachers would receive training and they could also introduce modern curricula. In addition it also enables evaluation of the MKI and of the revised TSS instead of having to implement a new system.

H.E. The Minister stated the importance of using the model of the MKI system as a best practice for the TVET reform process.

Prof. Badrawy informed the symposium that there was a suggestion from the prime minister to improve the TSS with a fund of 1.000.000 LE whereas there should be a focus on upgrading selected TSS schools and the participation of MKI should be for managerial aspects (curriculum development, teacher training). **Dr. Bishara** proposed a pilot project for SMEs. But also in aspect of TSS accreditation and licensing are of high importance for quality control (training courses/ trainers/ trainees/ trades)

Finally **Mr. Schmidt** summarized the symposium as follows:

In order to reform the TVET system an initiative has to be taken and a strategic planning has to be developed. MKI should be utilized until it reaches its limits and should not only be limited to existing MKI structures but should be regarded to as "MKI plus". A road map/master plan is supposed to be shaped. In order to succeed in the reform of TVET maximum involvement of the private sector is required. Responsibilities of the ministries implementing TVET system have be clarified and regulated within a future legal framework.

Roles and tasks of the involved parties:

Based on the previous discussion and exchanging the different points of views, the participants have brainstormed the roles and tasks of the relevant TVET parties / stakeholders. They identified these roles and tasks for the four main parties of the TVET system

The **private / business sector**, which plays a key role in the TVET concept, should be more mobilised to provide training places, in order to overcome the shortage of training places offered. It also should participate and assist in curriculum development, examinations and training. Furthermore an effective contribution in financing is very essential. In order to implement all the needed activities, it is important to establish an organisation worked as an umbrella for the TVET stakeholders.

As for the side of the **Egyptian Government**, its support should be in creating an attractive image of the TVET system, and improving the environment for the private sector in order to enhance its participation. The active assistance of the EU, World Bank and other donors were also recommended.

German Technical Cooperation (GTZ), which has played an essential role in initiating the TVET Dual System in Egypt, was requested to identify the limit of the MKI-Project, as well as assisting in the reform of the TSS system by supplying the schools with providing training programmes in order to increase the number of trainees. It should also assist the other parties in developing a national strategic plan, supporting the dissemination process and setting up a support structure. For SME, as future tool of the TVET system, GTZ has to study intensively the possibilities of using SME facilities. Finally GTZ/MKI has to set a cooperation frame of the future participation of EU.

Finally the **politicians** should carry out main important tasks in assisting the government in increasing the budget of TVET as well as identifying a clear policy to reform the TVET system. They should provide a conjunctive legal framework for all stakeholders and also coming up with a final setup for accreditation and licensing. Furthermore, the parliamentarians should connect the general secondary education with the system of technical secondary schools and advocate voluntarily for an integrated support of social acceptance of the TVET trainees. As a common task for the other parties, the politicians should request assistance from the EU and the other donors.

Answers to the guiding questions:

The **guiding questions**, which served as milestones for all the discussions mentioned previously, were answered by the following statements.

1. How can the VET reform process be organised?

- 1.1 By introducing and establishing flexible structures
- 1.2 By making use of the results of TVET R&D
- 1.3 By developing career path ways up to university level (no dead ends)
- 1.4 By building-up a system of sharing the financial burden
- 1.5 By allowing the contribution of education on university level based on experience

2. How to deal with large numbers?

- 2.1 Give share of governmental responsibility to the private sector
- 2.2 Introduce the first year as a basic training year
- 2.3 Introduce different alternatives (short term solutions / different types of TVET system)

3. Which are the preconditions and contributions?

- 3.1 Match expectations of public and private sector
- 3.2 Take into consideration the social needs of the society
- 3.3 Practical Training as core element and target of the system
- 3.4 Build on the basis and conditions found in Egypt
- 3.5 Make available more (and new) resources for funding the system

4. How can you see a further development of MKI?

- 4.1 Further training of teachers on Dual System and Workplace
- 4.2 Introduce accreditation system
- 4.3 Support training traditional trades
- 4.4 Proposed structures to integrate life-long-learning
- 4.5 Collaborate with other providers (ministries, NGO's, etc.)

5. How to link with the reform of secondary education?

- 5.1 Identify those skills in general education which are useful for vocational Education
- 5.2 Appointment experts for evaluation of general education vs. vocational education

Annex 1.

As a result of this symposium the following draft of a memorandum of understanding was laid down.

Symposium Celle II

Mubarak-Kohl Initiative (MKI)

Technical and Vocational Education and Training (TVET)

(01.– 03. October 2004, Germany)

Joint Memorandum of Conclusions and Recommendations

PREAMBLE

The Celle II working group has met in the pleasant and fruitful atmosphere and tradition of proven, long-standing development cooperation between the Federal Republic of Germany and the Arab Republic of Egypt. Adopting that spirit the below listed recommendations have been agreed on jointly as the result of thorough discussions and thoughts. Leading intentions therefore are:

- to support sustainability and future growth of the TVET approach and
- to secure the results of the programme e.g. in structural development, stakeholder collaboration, TVET – know how, quality and efficiency and
- to support the creation of a conducive scenario for further successful TVET system development in Egypt.

Having that in mind and

- considering the successful course and experiences of the programme
- appreciating the extensive and valuable Egyptian – German efforts in implementing the joint MKI – project for the national introduction of a dual (cooperative) training organisation in Egypt and
- inspiring the common goals and aspirations,

the participants of the Celle II MKI – TVET Symposium:

H.E. the Minister of Education Prof. Dr. Ahmed Gamal El-din Moussa,

Prof. Dr. Ing. Amin Mobarak, Member of Egyptian Parliament, Chairman of Industry & Energy Committee, fellow founder of MKI,

Prof. Dr. Hossam Badrawi, Member of Parliament, Chairman of Educational and Scientific Research Committee,

Eng. Ahmed Ezz, Member of Parliament and Industrialist, Chairman of Planning and Budget Committee,

Dr. Louis Bishara, Industrialist, Member of Shoura Council,

Dr. Nader Riad, Industrialist,

Eng. Ali Ahmed Sayed, Head of Programme Policy Implementation Unit (PPIU) and MKI, Counsellor to the Minister of Education,

Eng. Peter-Michael Schmidt, German Technical Cooperation (GTZ) – German Programme Director of MKI and TVET, Cairo,

Prof. Dr. Karl Frey, International TVET expert, GTZ Consultant,

have agreed to the following:

INTRODUCTION

- I. The Egyptian – German MKI has improved TVET in Egypt by adding a well doing dual (cooperative) component of vocational training to the national system of education.
- II. Egypt is facing complex and urgent challenges such as the need for economic and technological growth, job creation versus unemployment, privatisation and market orientation, the need for public–private sector partnership, improvement of education and of social conditions and the demands of the future European-Mediterranean market etc.
- III. TVET is an important tool in the reform of the Egyptian economy and building the knowledge based society; (especially increasing the competency of the workforce and reducing unemployment). Importance of TVET including Life-Long-Learning (LLL) will grow continuously.
- IV. The TVET system in Egypt should be understood as the functional entity of technical and vocational education and training at all levels as an integrated part of the national system of education, serving the needs of the society and of the labour market and delivered by various providers.
- V. Functionality, quality, efficiency, flexibility, equality and sufficient capacities are regarded as main criteria for the future TVET system and the policies, planning and strategies concerned.

RECOMMENDATIONS

1. Develop a National TVET Master Plan for Egypt as an instrument for successful policies and sound strategies. *A comprehensive Master Plan should be elaborated which will set common goals for orientation (milestones), defining the role of the stakeholders and provide an agreed on vision of the future system's structure including implementation.*
2. Consider the Mubarak-Kohl-Programme as a part of national TVET-development that serves as a model to be adopted in other sectors and segments in production and society.
3. Extend MKI to its limit. *The main limiting factor is the readiness of the business sector to provide sufficient training places.*
4. Assure sustainability of the MKI-System. *The government ensures conducive conditions to guarantee MKI-sustainability and to support future TVET system development.*
5. A high level meeting will be held with HE the Minister of Education, HE the Minister of Foreign Trade and Industry and HE the Minister of Higher Education, Prof. Mobarak, Prof. Badrawi, Eng. Ahmed Ezz and the responsible programme directors of the Egyptian and German partners on TVET reform aspects and cooperation within a months time. This meeting will be prepared by the programme directors based on the operational planning and the memorandum of this symposium.

The participants recommend stressing on the following:

- a. **Flexibility** is a key issue for a future TVET-system which allows comprehensive exploitation of the qualitative, quantitative and structural potentials. The possibility to establish a basic training year implemented by different providers at a national level should be analysed.
The core element of the Dual System (DS) (training on production combined with school/centre-based learning) has to be a minimum requirement. Flexibility is regarding eg. training duration / certification / multiple entries – exits / recognition of prior learning / standards of training levels
- b. **Harmonisation – System Integration** is a key issue for harmonised policies for system capacity building, efficiency and functionality, which allows spill over effects into other fields.
- c. **Institutionalisation:** Further institutionalisation of MKI requires the quick start of operations of the MKI General Directorate (GD) at the Ministry of Education (MoE).

- d. **Legal framework:** The necessary legal regulations to guarantee smooth MKI- operations, to avoid conflicts, to clear the roles and responsibilities of the stakeholders and the financing of training etc. are to be outlined and enforced.

A competent body for

- consensus building between the stakeholders,
- TVET decision making and
- TVET supervising authority

should be established.

- e. **Micro, Small and Medium Enterprises (MSME) Involvement:** To extend the number of apprentices in MKI significantly and in a lasting manner accredited MSMEs should be included actively together with multiple entries and exits.
- f. **Standardisation and Certification:** The MKI-certificate and standards should include a further more skill-oriented path. To monitor and support system development an accreditation scheme should be established which offers also advisory services for new training companies.
- g. **Accreditation and Licensing:** A law for accreditation should be issued to ensure quality of performance relevant to standards of all providers of education and training. Regulations, policy directions and legislations for licensing and its renewal for all professions including graduates of TVET are mandatory.
- h. **Career Path:** TVET including the practice oriented career path has to be complete with higher levels of certificates and should be linked to the academic streams of education.
- i. **Research and Development (R&D) Institutions:** The set-up of an effective support structure for TVET is highly recommended. A study should be conducted to analyse the appropriate elements like staff development, R&D, Central Institute and infrastructural development etc. incl. costs etc.
- j. **Private Sector Participation:** In a future consistent and cost efficient TVET- System the private sector should take over responsibility and play a leading role to ensure demand oriented training of competent labour.
- k. **Social Acceptability:** All stakeholders should advocate and promote the image and the social acceptance of the TVET and its graduates.

Annex 2

Speech of H.E. Prof. Dr. Ahmed Gamal El Din Moussa

Excellencies,

Dear friends

It is indeed my pleasure to be here together to tackle such important issues regarding the VET system development in Egypt and the perspectives of the Mubarak – Kohl Initiative (MKI), which now after almost 10 years of cooperation among different stakeholders and with the sincere support from our dear German friends within the frame of the Egyptian- German technical cooperation, has shown its viability and clear success and is enjoying considerable acceptance from all community strata and in the first place from the business sectors and community and proved the possibility of good cooperation between the private sector and the governmental institutions.

It is evident that business and industry in Egypt are facing considerable challenge to adapt due to the upcoming fall of protective duties and barriers on goods from the countries of European Union (EU), by 2005 and be extended to the various sectors of the economy by 2010. In addition there is pressure exerted by the international competitors in the course of the further liberalization of Egyptian Economy.

These emerging developments demand a thorough overhaul of the economic sectors to improve their competitiveness, linked with high levels of qualifications of employees, which must be oriented towards international standards. For example, the export-oriented high-tech industries, but also increasingly medium-sized businesses from a newly emerging components and services supply sector, will be and already is in bad need of more highly skilled workforce able to meet international quality standards.

To meet that challenge, on the one hand the productive sector must be brought up to the required standard and on the other hand the employability of the active population must be enhanced. The skills of individuals and their ability to seek, find and keep a job must be improved.

Actually, among the various production factors, which affect the efficiency and competitiveness of the productive sector, human resources play a major role.

However we may notice that in Egypt there is a mismatch between the vocational education and training systems and the needs of labour market.

Unfortunately the manpower requirements and needs of the companies are very frequently not the basis for development and improvement of the national training systems and the innovations and new technologies in the production and other sectors are not reflected and taken care by the training supply systems.

In spite of heavy over supply of manpower, Egypt is facing a considerable shortage of highly qualified and specialized workforce on operational and supervisory levels, which hampers the economic development and puts investors or joint ventures in a difficult situation,

No doubt that the Egyptian government and policymakers are keen to train better qualified and more adaptable workforce for the labour market. The growing demand expressed by the private sector on the decision-makers is closely bound up with the economic imperative of raising productivity, international competitiveness and living standards in Egypt in the 21st century.

The government and other stakeholders should formulate a policy as how to link the vocational education and training system to the "world of work". Only by linking the world of work through matching the quantity and the quality of the manpower requirements in the productive sectors with the training supply system an efficient VET can be achieved. The introduction of the apprenticeship training or other work based learning models (like the Dual System etc.) will be the basis to get Vocational Education and Training closer to the needs of the labour market and the companies.

As the private businesses and industrial sectors are not yet fully systematically involved in the planning, development, supervision, implementation and quality insurance/monitoring of the VET, yet on the basis of the recognition of the facts, that the growing private sector is claiming more economical and sociopolitical participation, it is evident that the Vocational Education and Training, Higher Education and also Education as a whole become more and more in the focus of the business communities. All reform movements in democratic societies can be understood as the result of a consensus achieved between stakeholders. The stakeholders in the field of the VET-reforms are the government (politicians), the entrepreneurs from different sectors, the target groups and their families, trade unions and important personalities. All reforms have to be organized with a proper strategy and in the context of the interest of the beneficiaries, the target groups and the political & legal framework.

Therefore in order to face the serious challenges which the future holds, our society needs young people who are independent, creative and willing to work effectively. Young people are in quest for training which enables them to apply their own capabilities and to play a constructive role in the development of the working world, technology, environmental protection and international cooperation.

Therefore it is a big challenge for governmental decision makers and planners in the educational field to provide effective and more efficient training and education if labour market supply shows rapid growth or if unemployment increases significantly.

So new ways and measures of planning and research are needed so that people who work or look for work have to possess the necessary knowledge, skills and attitudes for their rapidly changing environment.

(a) The vision of the new government in Egypt:

A commonly accepted fact is that the development of human resources and manpower play a dominant role in a country's development: culturally, socially and economically. This kind of development becomes of greater priority in developing countries such as Egypt. The skills through which the country can grow have to be built, for all citizens, through a good system of education as well as through effective programmes of training.

The policy of the Government of Egypt is focusing firmly on the needs of the economy and is concerned, mainly, with skills development among those already in the labour market (employed or unemployed) and those newly entering it, such as leavers from educational institutions. In institutional terms, the policy therefore covers the activities of all Ministries running training centers, the training activities of employers and employers associations, of trade unions and of the private sector.

The key to Egypt's development lies in education and training. People must acquire new skills and dexterity for the future. Basic skills must be promoted and enhanced and major reforms are already underway in primary and secondary education. Moreover, the country has to develop its capacity for lifelong learning and skills development. Through the joint efforts of the government and the growing private sector, employees must be enabled to improve their skills and adapt to the rapidly changing demands of the competitive world economy.

Meanwhile, it should be mentioned that certain concrete steps have been made in the area of education and training. President Mubarak stated that education is Egypt's National Security Project. Secondary education is regarded as the basic minimum education level to be achieved by all citizens. A main goal in the reform of secondary education is therefore to eliminate the inequities that are part of the two-track system, improve the quality of teaching in all secondary schools; modernize facilities and technology in schools, and to make the secondary school curriculum meet the economy. Thus, the ultimate direction is to improve the quality of education and training.

We are convinced that policy measures have no long – term impact without institutional reform. Efficient institutions curb insecurity and thus increase readiness to invest and grow. Long – term maintenance of dynamic growth processes is possible only where there are institutions which help boosting productivity, guarantee a high degree of stability and reduce vulnerability to external shocks such findings need to be properly thought through and translated into action

We know that there is no universal recipe for development, however solutions of socio-economic problems need to be customized and country specific. It is important that reforms should be anchored in the political, economic and cultural fundamentals of our country and that its financial and

administrative capacities ought to be taken account of. Therefore unconventional approaches should be adopted to face the challenges ahead of us.

Now:

How can training systems be made more responsive to the rapidly changing, and often unpredictable, needs of labour markets?

How can the quality of education and training be improved and the needs of the economy more effectively met?

How can the efficiency of these systems be enhanced with the same, or often fewer, resources from the state?

Last but not least I would like to extend my thanks to all of you for participating in this important symposium and my sincere appreciation and gratitude for the German Government and our dear German friends for the ongoing strong support and excellent organization and generosity.

May I wish all of us a successful symposium leading to achieve the preset goals for the promotion of the VET in Egypt and for the welfare of the Egyptian youth

Thanks for your attention

Annex 3

Speech of General Ali

Excellencies

Dear colleagues

It is my pleasure and a big honour for me to have such precious opportunity to present to your kind attention some of the lessons learned from applying MKI over the last 10 years.

I would like to start by acknowledging the vital role and sincere support that the initiative and one personally have received over the last ten years from your kind side, which with no doubt are of the main factors of any success, we have together, including our dear colleagues from the German side, over achieved

As Egypt moves forward in its transition to a free-market economic system, it faces an intensifying need to supply goods, services and competitive manpower that meet internationally challenging standards, both on the domestic and global fronts. This transition has witnessed a remarkable shift from a public sector-based economy to a private sector-based economy. Thus, the private sector become the major player in the economic map with the highest share of both productivity and export rates. However, while progressing in macroeconomic reforms and technological adoption, Egypt has not fully adapted its labour skills to the new conditions with the required intensity and flexibility. Therefore, most employers, particularly in the private sector, are mostly unsatisfied with the skill levels of their manpower. To ensure a positive impact on the value of production and value-added products, and not limit the choice of sophisticated technology, it is imperative to have an ongoing training function that effectively operates to enhance productivity; both quantitatively and qualitatively.

Realising the strong need for a drastic change in the technical and vocational training scene, Egypt has undertaken positive actions in this regard. Among those actions are forming a Supreme Council for Human Resources Development and Training (SCHRDT), initializing a national program for certification and accreditation as well as successfully adopting and implementing new schemes for technical and vocational training such as the dual system. Yet efforts need to be exerted to reach an operable; well functioning policy for tackling the HRD aspects in the various sectors nation-wide.

The comprehensive approach of MKI / Dual VET-System was and still is:

Labour market studies and analyses for emerging sectors and technologies in coordination with the business communities and different stakeholders.

- Defining the highly demanded occupations/trades, currently and in future needs, for the production, service and building and constructions sectors.
- Together with the business community and in coordination with other social partners and concerned ministries defining the occupational profiles and trades.

Accordingly and based on the real needs of the business sectors and the labour market, formulating the curricula and syllabi, in close cooperation with the

- Business sectors, ensuring matching with the requirements, standards, the target groups and employers needs.
- Consequently adopting a realistic approach for testing and examinations both theoretically and practically under the supervision and control of joined committees from the private sector, MoE and PPIU to ensure the standards and quality of the graduates.
- Ensuring a certification and accreditation system recognized by the MoE, the corresponding Investors–and Businessmen Associations and other competent authorities.
- Responding to the requests and needs on the sectoral and regional levels, priority is given to production, services and building and construction sector and beside this auxiliary industries in the Agro–branch.
- Dual System "VET" (MKI) is not operating in isolation from other related activities in Egypt, on the contrary, there is a permanent dialogue and coordination with other concerned bodies, stakeholders, ministries, international organizations, other donors, etc., to ensure avoiding duplication of the work, harmonizing the activities, utilizing the available resources to the utmost.
- Ensuring the creation and training of good qualified Egyptian personnel and staff to the standards, who have to be able to take over the responsibilities, in order to guarantee the sustainability of the system.
- Laying down the foundation for a concrete and solid, flexible, dual system based on systematic and realistic methodology for developing and implementing VET Standards. This is based on the needs of the employment to enable VET programmes to be further developed according to the needs of the economy.
- Establishing and consolidating the monitoring and evaluation mechanism within the structure of the Dual System on VET and mutual coordination with other relevant and concerned bodies to ensure the continues compliance with the VET standards

Our programme is a demand-driven one to fulfill the private sector needs. Therefore, the mandate of the programme, through skill development, is by far to strengthen the skills and consequently production in the first place. Thus the programme concentrates on providing good level of skills to the following three target groups:

- Mainly students who finished successfully their basic education stage

- Existing manpower working at various levels within the private sector

The programme can also have an impact on the following target groups, in cooperation with other concerned ministries and bodies:

- School leavers and dropouts who possess no particular sector
- Individuals who finished their military service and possess no distinguished skills
- Redundant workers resulting from the ongoing privatization process

Vocational Education and training (VET) has two main goals: to pave the way to a successful career for young people, and to guarantee a skilled workforce for the economy. A knowledgeable and capable skilled workforce who know and can do is the back-bones of economic development and progress.

Experience shows that there is a close link between training and career prospects:

- The demands in the employment market for qualifications have increased; knowledge and skills help to safeguard jobs. The need for semi-skilled and unskilled workers has experienced a constant decline in recent years. The risk of unemployment is considerably greater for young people who have received no formal training than for those with qualifications.
- Training will foster a willingness to learn and to adapt in the occupational world; in view of rapid technological developments and global structural changes, this is essential for anyone wishing to maintain his/her professional competence or to practise a qualified occupation.
- Learning in a practical working environment promotes personal development, in particular the ability to work independently, self-confidence, good social behaviour, a good general attitude towards work and motivation.
- The best and most fruitful investment a country can ever do is the investment in HRD.
- Supporting the social image and recognition of technical and vocational qualifications through enhancing good job opportunities
- Improving public awareness of gender and environmental issues through good involvement in the HRD activities
- Working towards alleviation of unemployment and qualifying skilled Egyptian labour to be exported to neighboring countries

Dialogue forum to discuss the structural reform of VET has been initiated between the various state agencies (Ministry of Education, Ministry of Higher Education, Ministry of Manpower and Emigration, (MOME), Ministry of Electricity and Energy (MoEE) Ministry of Industry and

Technology (MoIT), Social Fund for Development (SFD), and in co-ordination with the private sector (Investors, Business Men & Women Associations, Non-Governmental organizations and Federations) has been intensified.

- It has been shown that private companies together with the MKI Technical Secondary schools (TSS) as a second learning place (for practice) on equal footing could meet the needs of the labour market, can gain social acceptance and will be considered in future as an integral part of the national dual VET system.
- The previous criticism of the companies & economy towards the conventional, mainly TSS based system has turned into constructive cooperation through relevant strategy bodies (e.g. representatives in the Supreme Steering Committee (SStC), involvement through specialized Active Committees in the Strategic Action Plan/SAP, etc.).
- Dialogue forum for questions related to policy on VET has arisen within the system at the national level. Occupational profiles, examination regulations curricula occupational standards and trades profiles are no longer the exclusive responsibilities of the government, instead, are being elaborated in cooperation between the different stakeholders involved in the VET system.
- With the establishment of Regional Units for the Dual System (RUDS) (later HRD & SC) as an independent organ of the Investors Associations, a sound basis has been created for the involvement of the business community in the VET system.
- The RUDS act at the locations as representative and implementing agency for the Dual System on behalf of the business community to ensure that the demand orientation of the initial and further training (VET) activities under the Dual System is fulfilled, and matching the standards of the labour markets needs.
- The RUDS in their capacities and officially recognized structures represents an active and clear mechanism to involve the social partners and companies, who are the beneficiaries of the TVET system output.
- Initiating an effective structure within the Dual System of VET for follow up, monitoring and evaluation of the System.
- Labour market oriented skill upgrading for workers, trainers and instructors at all levels and further training for those already in employment is a continues process through the RUDS and TSS at the locations.
- Changing the image of the TVET in the society, turning the TVET from a second-degree education into demand oriented and nationally highly recognized system.
- Achieving an effective insurance system against accidents for the students/trainees of MKI, in cooperation with the Ministry of Social Affairs and Insurance.

One key result in this regard so far is that the pilot projects have demonstrated how the conventional TVET methods of the past could be changed from school-based teaching towards practical oriented

dual system. Setting in motion a complete change towards the needs of the labour market, functional and financial involvement of the economic sectors and stakeholders.

The approach for a new TVET policy has been validated through the high level of acceptance by the business community. This is due to the fact that the vocational education and training received by the student/trainees is practice oriented, implemented in comparatively high quality standards and occupational oriented TSS schools and in full cooperation/participation with the companies. The Ministry of Education (MoE), PPIU, the Regional Units for the Dual System (RUDS) and the educational authorities down-line MoE at the governorates level are increasingly receiving requests from economic sectors and from companies for the "MKI-Model" to be implemented more widely.