

# **Global Trends in TVET**

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# Main Objectives

Where we stand?

Improving Technical Education in Egypt

TVET IN ARAB COUNTRIES

TVET @ EGYPT VISION 2030

ENTREPRENIRIAL TRENDS IN TVET

# TVET in Egypt

The Egyptian secondary school education system offers two main tracks:

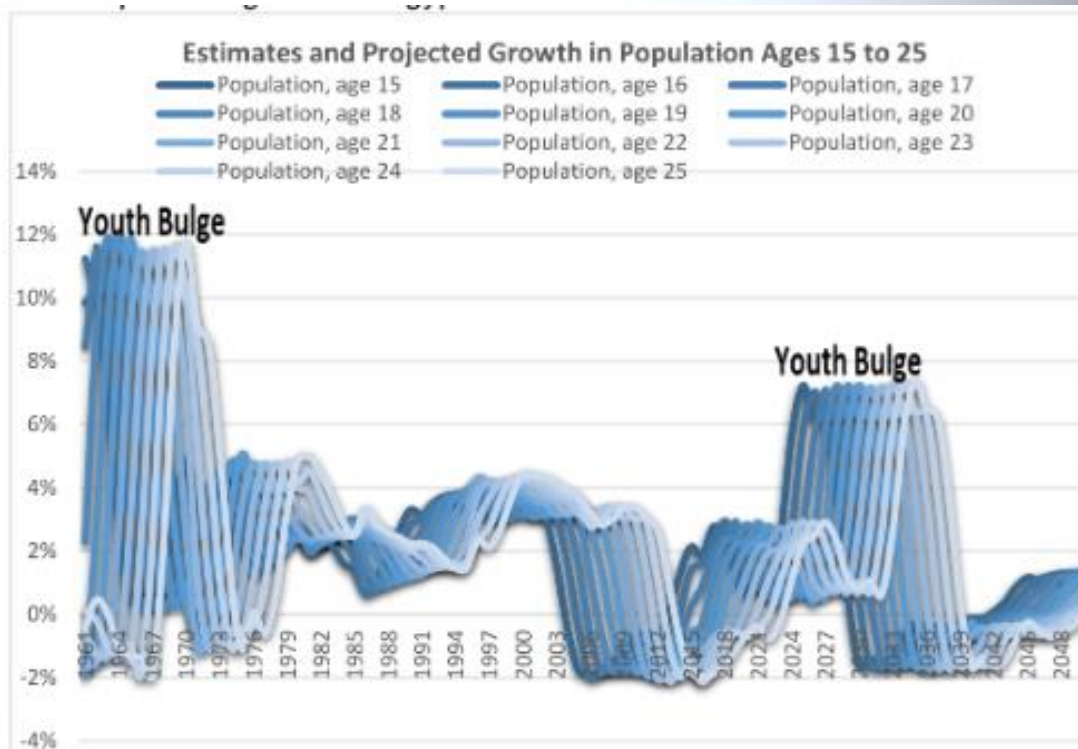
- ✓ The general secondary schools which leads to the university.
- ✓ The vocational route which is usually via technical secondary school.

- **Education and Unemployment:**

The Egyptian economy has not been able to create enough jobs for more than 2.5 millions students attending university or even 285,375 graduated from the Technical Vocational Education and Training (TVET) system in 2013 as;

# TVET in Egypt

- Egypt is facing another youth bulge soon. By 2030, Egypt's working age population will have increased by 20%, putting the labor force at 80 million people.

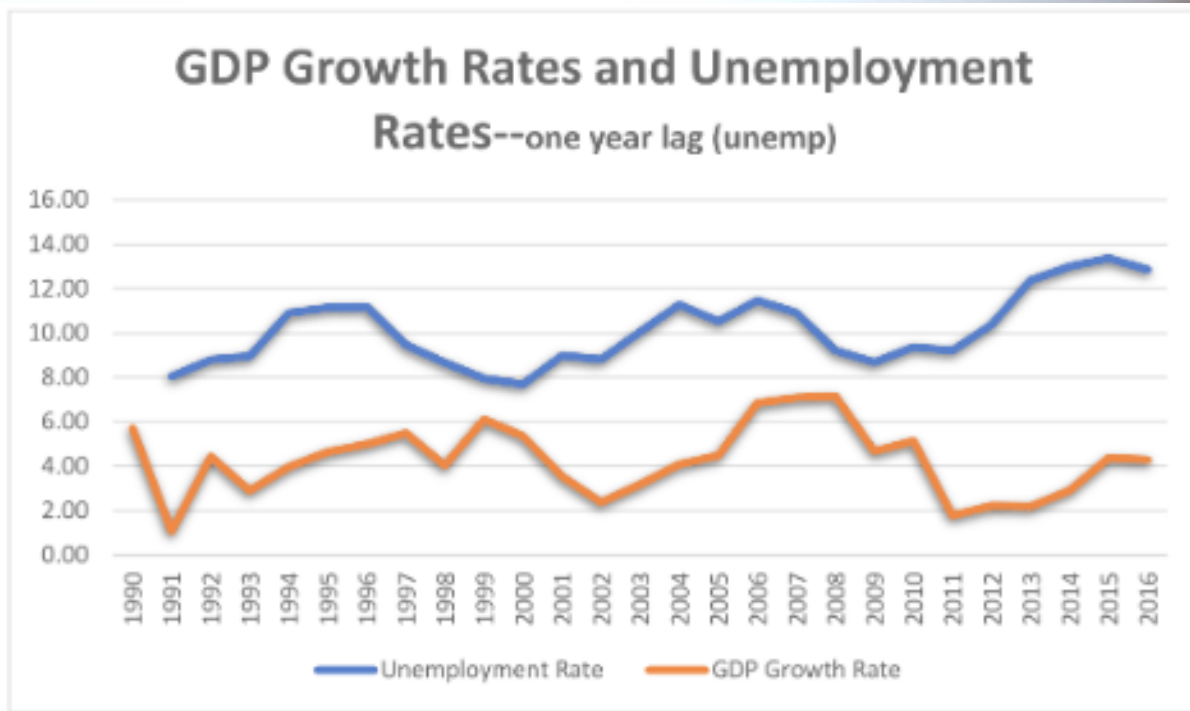


**Population growth in Egypt**

**Source: UN- Population Projections Database**

# TVET in Egypt

- Despite reasonably good economic growth in the last few years, the unemployment rate in Egypt has been record levels since 1990.



## GDP and unemployment

**Source: IMF; World Economic Outlook Database, April 2017; World Development Indicators (WDI)**

# TVET in Egypt

- A closer look at unemployment rate shows a persistently negative relationship between unemployment rates and educational attainment. College graduates record the highest share of unemployment.

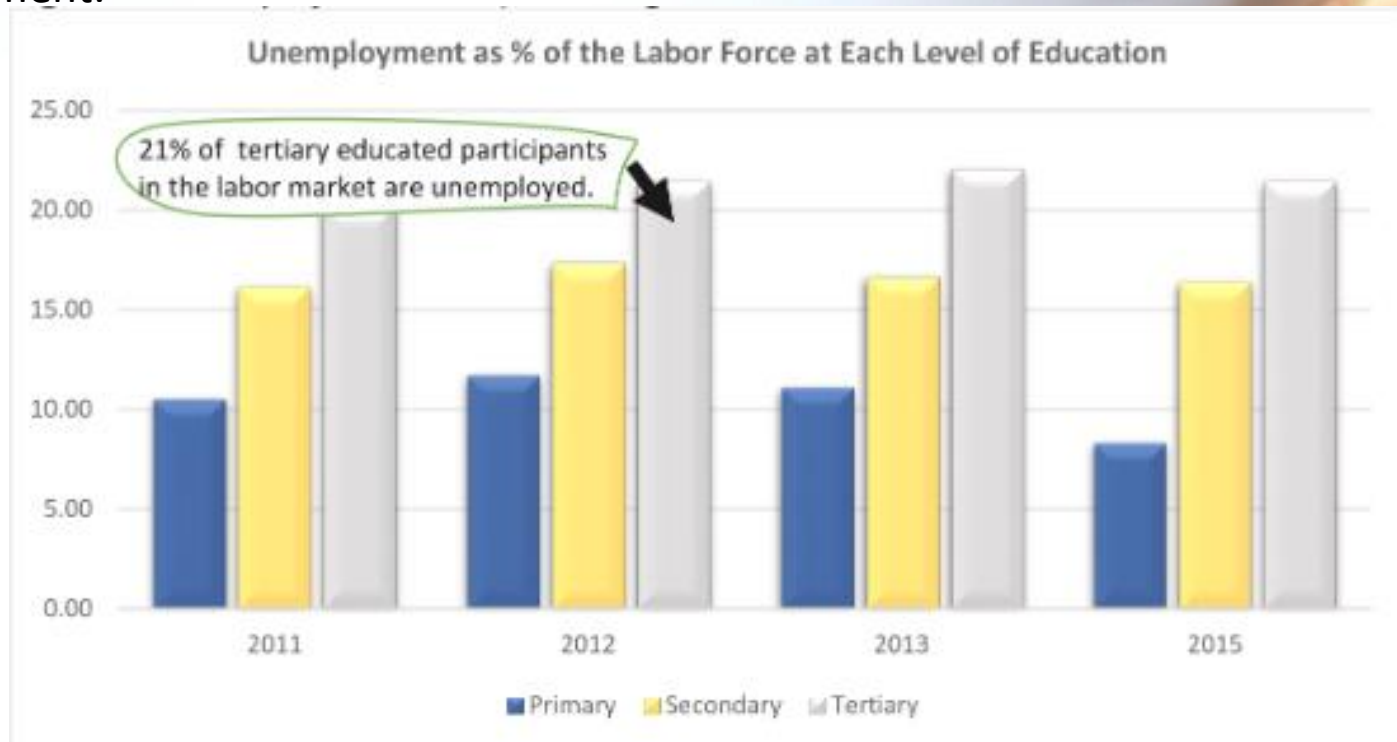


Figure 3: Unemployment as a percentage of the labour force at each level of education

Source: WDI.



# TVET in Egypt

- ❑ Yet enrollment in secondary general education, a pre-requisite for college admission, has been rising and is expected to be rise in the future.

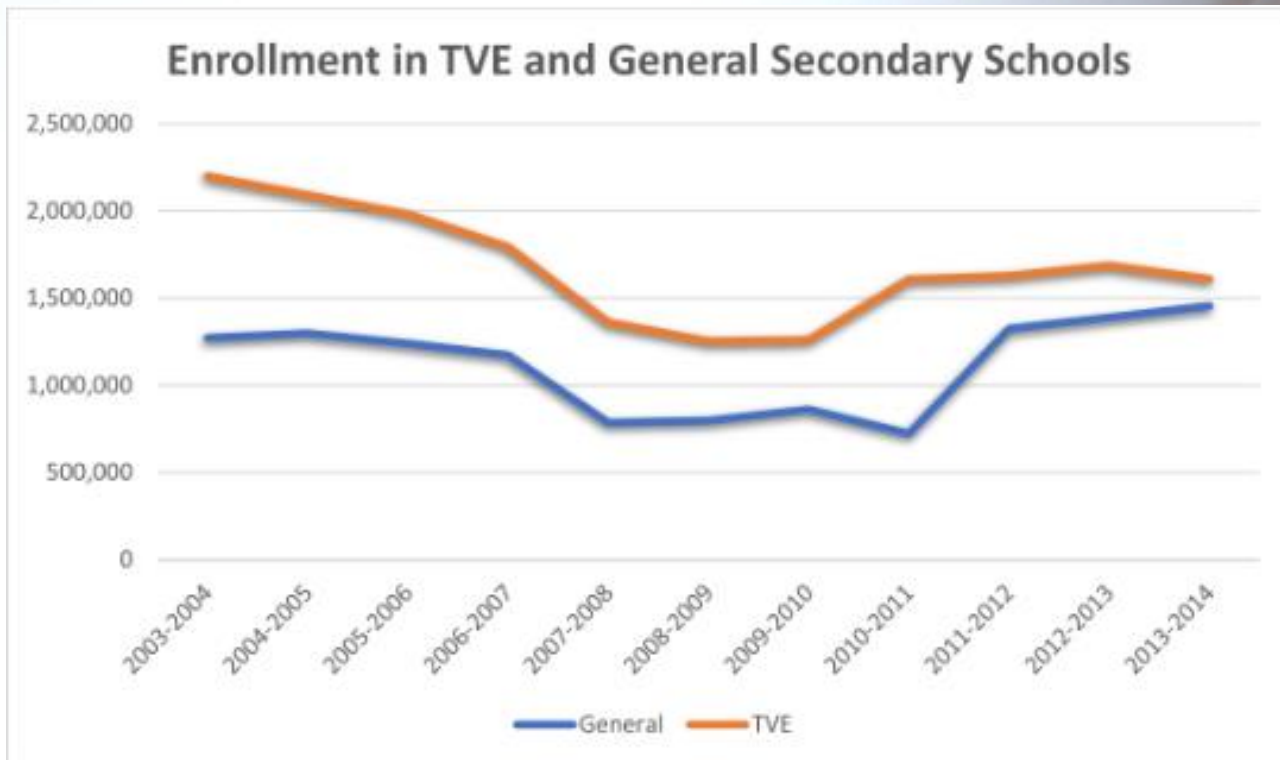


Figure 4: Educational enrolment

Source: Statistical Year Book, Ministry of Education, Egypt.

# TVET in Lebanon

The Formal Lebanese Technical and Vocational Education is divided into: Vocational (Rehabilitation) Education and Technical Education

The informal Lebanese TVET system is throughout Private schools. Private schools absorb the largest number of TVET students. The private sector is divided into schools run by non-profit non-governmental organizations (NP-NGO), and schools operated for profit. Apart from NP-NGOs, TVET programs provided by the private sector mainly take the form of specialized courses in the service sector since the investment required is lower than that for the courses in the industrial sector.

- **Challenges that face TVET in Lebanon**

- ✓ Low attractiveness of TVET among individual and enterprises;
- ✓ Lack of Labor market information;
- ✓ Mismatch between the output of the TVET systems and the skills of needs of industries;
- ✓ Limited involvement in TVET of businesses at national, sectoral and school levels



# TVET in Lebanon

- **Challenges that face TVET in Lebanon**

- ✓ High inequality between rural and urban areas where rural population has low access to TVET;
- ✓ Quality of the teaching staff needing more practical experience to be able to deliver training of proper quality;
- ✓ Insufficient budget;
- ✓ Poor provision of work-place training;
- ✓ Inadequately equipped schools and training spaces preventing students from acquiring relevant skills and
- ✓ Planning of TVET-related issues is generally left to the public administration and is very centralized with limited contribution of the stakeholders.

# TVET in Palestine

TVET system in Palestine can be classified into ( Formal and informal system)

population has low access to TVET;

## Formal TVET programs and schemes can be classified into:

- ✓ 4-5 year bachelor degree;
- ✓ 2 year technical/community colleges diploma;
- ✓ 2 year full-time vocational secondary steam;
- ✓ Applied stream and;
- ✓ Apprenticeship scheme.

# TVET in Palestine

Initiative in non-formal education and adult learning are implemented by MoEHE and the Ministry of Labor in cooperation with the labor unions, the Ministry for Social Affairs, the Ministry of Women Affairs, NGOs and university organizations (UNESCO, 2011).

## Challenges that face TVET in Palestine:

- ✓ TVET Programs that do not reflect a modern, hands on approach but are still based on traditional teaching methods;
- ✓ Public-private partnership are not yet institutionalized;
- ✓ Small number of Palestine's youth chooses the TVET track- TVET suffers from low appeal among Palestine's youth steam and;
- ✓ High overload for TVET teachers and trainers.

# TVET Egypt 2030

## Vision:

A high quality education and training system should be available to all, without discrimination, within an efficient, just, sustainable and flexible institutional framework. It should provide the necessary skills to students and trainees to think creativity and empower them technically/technologically. It should contribute to the development of a proud, creative responsible and competitive citizen who accept diversity and differences and who is eager its future and able to be compete with regional and international entities .

# TVET Egypt 2030

## Goals :

Objective	Definition
Improving the Quality of the Technical Education and Training System to Conform with International Systems	<ul style="list-style-type: none"><li>• Activating accreditation and quality rules to conform with international standards</li><li>• Providing the student and trainee with necessary skills to meet the requirements of the labor market</li><li>• Comprehensive and sustainable professional development for teachers and trainers</li><li>• Continuous development of educational and training programs</li><li>• Developing integrated vocational and technical training systems to meet development plans and labor market requirements.</li><li>• Enable the learner and the trainee to have the requirements and skills desired by the labor market.</li></ul>
Providing Education for All without Discrimination	<ul style="list-style-type: none"><li>• Providing attractive schools and training centers that increase enrollment and achieve discipline</li><li>• Achieving effective integration of schools and training centers according to demographics and economic activities</li><li>• Enhancing the social perception of vocational and technical education through effective community participation.</li></ul>
Enhancing Competitiveness of the Technical Education and Training Systems and its Outputs	<ul style="list-style-type: none"><li>• Activating the dynamic relationship between the educational system's outputs and labor market requirements</li><li>• Enhancing Egypt's rank in global indices of technical education and training.</li></ul>



# TVET Egypt 2030

## Quantitative Indicators:

S.N	Indicator	Current value	2020 target	2030 target
<b>Strategic results</b>				
1	Percentage of students enrolled in technical education (with outstanding performance at preparatory stage scored more than 85%)	4%	12%	20%
2	Percentage of technical education graduates working in their fields of specializations	30%	60%	80%
3	Egypt's rank in the World Bank's index for Technical Education	Score: 2/4	Score: 3/4	Score: 3/4
<b>Outcomes</b>				
4	Percentage of enrolled students in vocational training to the total enrolled students in technical education	4%	16%	30%
5	Number of technical education schools according to demographics and economic activities	1929 school	Identifying the geographic distribution according to spatial or demographic aspects	
<b>Inputs</b>				
6	Percentage of technical and vocational institutions based on partnerships with civil society	3%	12%	20%
7	Average number of students per class	38 Students/ Class	30 Students/ Class	30 Students/ Class



# TVET Egypt 2030

## New Indicators:

S.N.	Indicator Category	Indicator	Reason	Measurement Mechanism
1	Strategic results	Average training hours per employee in each sector of the labor market	Measures the development and enhancement of the employee's capabilities by providing various training means without discrimination	Number of training hours provided to all employees from all sectors compared with the number of attendants
2	Strategic results	Percentage of technical and vocational education graduates with professional licenses	Measures the competitiveness of technical and vocational education graduates by identifying the number of individuals with professional licenses	The number of fresh graduates applying for a professional license immediately after the completion of the educational stage
3		Private institutions and employers' level of satisfaction regarding the technical and vocational education of graduates	Measures the quality of technical and vocational education provided as well as the graduates' competitiveness through assessing the quality of services provided to employers that represent labor market	Opinions of private institutions and employers who previously worked with technical and vocational education graduates will be surveyed for measuring the effectiveness of technical and vocational education regarding the quality of provided services. Reports will be prepared with recommendations to continuously develop the educational process

# TVET Egypt 2030

4	Outputs	<p>Percentage of developed <b>educational</b> curricula and programs in line with the National Qualifications Framework of each sector</p>	<p>Measures the ratio of curricula and programs of technical and vocational education developed according to the National Qualifications Framework in each sector (industrial, agricultural, and other) relative to the total number of educational programs</p>	<p>Percentage of developed educational curricula and programs in line with the National Qualifications Framework in each sector through comparing such curricula and programs to the National Quality Standards and accrediting the conforming programs. Finally, a schedule for developing the non-conforming ones to be accredited will be set</p>
5		<p>Percentage of <b>training</b> curricula and programs in line with the National Qualifications Framework of each sector</p>	<p>Measures the percentage of training curricula and programs developed according to the National Qualifications Framework to the total number of educational programs</p>	<p>Percentage of developed curricula and training programs in line with the National Qualifications Framework in each sector through comparing such curricula and programs to the National Quality Standards and accrediting the conforming program. Finally, a schedule for developing the non-</p>

# TVET Egypt 2030

6	Percentage of technical education institutions accredited by the National Authority for Education Quality Assurance and Accreditation	Measures the progress achieved in regards to accrediting the largest number of technical education institutions by the Quality Assurance Authority	Through counting all the technical education institutions applying for accreditation, then assessing those institutions' eligibility to be accredited.  In addition, a schedule for developing the non-accredited institutions to increase their percentage by time will be set.
7	Percentage of training centers accredited by competent authorities	Ensures the quality of provided training through measuring the progress achieved in regards to accrediting the largest number of technical training centers by the competent authorities	Through counting all the technical training centers applying for accreditation, then assessing those institutions' eligibility to be accredited.  In addition, a schedule for developing the non-accredited institutions to increase their percentage by time will be set



# TVET Egypt 2030

8	Inputs	Percentage of teachers achieving more than 90% in teachers' comprehensive assessments	Measures the progress achieved in regards to increasing the percentage of teachers who got more than 90% in the teachers' comprehensive assessment	Through conducting a comprehensive assessment for all technical and vocational education teachers to identify those achieving more than 90% as well as setting up training programs for other teachers to increase such percentage by time ensuring the quality of technical and vocational education
9		Rate of providing equipment and tools per student	Measures the ability of the Ministry to provide the necessary equipment and tools for technical and vocational education students. This is a composite indicator for measuring required supplies including machines, raw materials, and other tools	Through measuring the amount of supplies, equipment, and raw materials utilized in all specializations per student and comparing that to the percentage of required tools for each specialization to ensure availability
10		Rate of transition from one stage to another in technical and vocational education	Measures the student's transition rate from one stage to another, indicating the availability of attracting schools to achieve a low dropout rate	Through comparing the number of students progressing to a higher stage to the total number of students in prior stages

# TVET Egypt 2030

## Programs:

- ✓ Encouraging private sectors' contributions to technical education development;
- ✓ Enhancing the quality of educational and training facilities;
- ✓ Adopting a professional development program for teachers and trainers;
- ✓ Implementing the “attractive school project”
- ✓ Raising awareness and enhancing social perception;
- ✓ Applying an efficient and integrated labor market information system;
- ✓ Developing and applying the “Egyptian national qualifications framework” for technical education and vocational training;
- ✓ Establishing an academy for technical and vocational education (specialized faculties)
- ✓ Adopting professional practicing license program for vocational and technical education graduates.

# TVET and Entrepreneurship Skills

## Selected EPE-TVET complementarity practices

Although numerous initiatives on entrepreneurship education are under way at all levels across the EU, most of them are neither integrated into curriculum nor form a part of a coherent framework, and the result is that most students – at schools and university – have no possibility as yet of taking a part in entrepreneurship courses and programs.



# TVET and Entrepreneurship Skills

Analysis of the results of the EU initiative to promote entrepreneurship has stressed the need for:

- ✓ Raising awareness;
- ✓ Tutoring by experts and professionals;
- ✓ Securing technical assistance;
- ✓ Involving guest trainers from different background, including young entrepreneurs;  
and
- ✓ Integrating EPE into a wider entrepreneurship promotion program.

# TVET and Entrepreneurship Skills

Emerging trends in TVET and EPE which confirm their complementarity

TVET trends can be analyzed on three main axes:

- ✓ The demand for graduates (with skill taught);
- ✓ The willingness of students and trainees to enroll in programs; and
- ✓ The qualitative and quantitative relevance to actual labor market needs.

# TVET and Entrepreneurship Skills

## Conclusions

- ✓ National decisions on adopting EPE concepts;
- ✓ EPE as generic skills for all is best started early in schools
- ✓ EPE should be integrated part of life-long learning
- ✓ EPE can support the career decisions of individuals;
- ✓ EPE would enhance the starting-up of enterprises
- ✓ Implementing EPE is lagging behind policies.