

# Transforming the Egyptian Dual Education System

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CLI, in partnership with GIZ's program on Enhancing the Egyptian Dual System (EEDS), is working closely with public and private sector actors in Egypt – the Ministry of Education and Technical Education (MoETE), the National Center for Human Resources Development (NCHRD), the Egyptian Federation of Investors Associations (EFIA), the Federation of Egyptian Industries (FEI), schools, and companies - to transform the Egyptian dual education system into a Collaboration Ecosystem. The vision is **an integrated system that is infused with a culture of collaboration and dialogue at all levels** such that it can provide meaningful, high quality apprenticeship opportunities in more and more occupations to more and more young people across the country. With 1/3 of Egypt's 100 million people of school age; with historical distrust among public and private sector actors; and with individual egos sometimes eclipsing the common good, this is no small task. Population growth and youth unemployment make for a disastrous economic context in Egypt that calls for better qualified technical professionals, tradespeople, and craftspeople that meet the labor needs of Egyptian and foreign companies in the country.

In order to help address these challenges and fulfill this vision, CLI has successfully **supported central level actors** – especially through the strengthening of the multi-stakeholder dual system Executive Council and the establishment of the Central Technical Amana (or Technical Secretariat) – **and governorate level actors** – through the establishment of complimentary, multi-stakeholder Regional Technical Amanas. The focus is on convening teams around a shared vision of an enhanced dual system and building dialogue and collaboration capacity. With 7 Regional Technical Amanas established and 2 more planned in early 2019, the system of actors is getting into a good rhythm of bottom-up communication that informs central-level policy making. New policy initiatives include:

- Regulations for universal insurance provision for students
- Regulations for criteria for effective teaching

Just two weeks ago, CLI led an [Art of Stakeholder Collaboration](#) workshop in Aswan for teams from the governorates of Aswan and Beni Suef. As with similar workshops involving teams from Alexandria, Cairo, Giza, Menofeya, and Sharqaya, the focus was threefold: (1) building trusting relationships across sectors, (2) designing concrete, governorate-level initiatives to improve core processes of the dual system, and (3) initiating governorate-level Technical Amanas. The 18 participants chose to focus their initiatives on

- Embedding Practical Examination of Students in Companies and Factories (Aswan team)
- Raising Awareness about the Dual System” (Beni Suef team)

Based on completion of stakeholder mapping and analysis, they **designed a first multi-stakeholder event** to engage and convene key actors in their change initiative. Each team recognized itself as a “container for change,” responsible for carrying out their respective initiatives.

Each team also **designed their governorate Technical Amana meetings**, including the purpose, participants, meeting frequency and location, and principles for how the meeting discussions should be conducted. The governorate Technical Amanas are intended to engage in regular horizontal dialogue in an effort to address challenges and to pursue aspirations, and to engage in regular vertical dialogue with the Central Technical Amana, sharing successes, challenges, and recommendations for policy. In turn, the Central Technical Amana addresses some of these concerns directly and also sets the agenda for Executive Council meetings, thus communicating certain challenges, successes, and policy recommendations. In this way, national dual system policy is grounded in reality and applicable.

Public sector and private sector representatives of the Central Technical Amana offered words of welcome and orientation on the first workshop day and input on dual system core process on the second day. On the fourth and final day, participants **presented their Technical Amana plans to visitors**: the Undersecretary for Technical Education in Aswan, 5 dual system students (4 girls and 1 boy) representing nursing and heating and cooling occupations from Aswan, and the Chairman of NCHRD from Cairo. In return, visitors offered their FeedForward – or future-oriented ideas – to each team. The workshop was assessed very positively by participants, with 100% indicating that they would recommend the workshop to colleagues and partners. GIZ, in close collaboration with Central Technical Amana representatives, plans to support the onward stakeholder dialogue initiatives and Regional Technical Amana meetings.

The dual system – **an emerging Collaboration Ecosystem** – is steadily coming into a fruitful conversation with itself, aligning around an inspiring vision, and taking actions that will benefit students, companies, and society.



*Workshop impressions*