



Partnerships for vocational training

Conference paper by Bassant Helmi

I would like to focus in my position paper on one main area, which is the establishment of a real partnership between governments in the MENA region, entrepreneurs and civil society in the area of vocational education and training (based upon examples from Egypt):

The Egyptian government is currently paying a lot of attention to vocational education. A revival of the previous German-Egyptian project »Mubarak-Kohl« which had the aim of introducing the German model of the dual system in Egypt has been put on the political agenda. On the one hand, we find that the Egyptian industry complains that it does not find skilled workers and it has to invest a lot through on-the-job training activities in order to enhance the skills of the workers. On the other hand, we have a high rate of unemployed youth that is looking for a decent job.

Furthermore, Egypt has taken a right step towards the support of vocational education by establishing an independent ministry of vocational training. Unfortunately, this ministry disappeared again after the reshuffling the cabinet in September 2015. In my opinion, all MENA countries need a strategy for promoting vocational education and training. There are a lot of projects in Egypt and other MENA countries, which help develop new curricula etc. What is needed in my opinion is the development of a model of a public-private-partnership for the support of vocational education and training. Here is one idea, which can be implemented with the assistance of the G7 donors:

The Model of a public-private-partnership cooperation can include the following components:

1. The Federation of Egyptian Industries (or one of its specialized chambers like the Chamber of Wood Working and Furniture) supports a vocational school or a part of a vocational school
2. A steering committee is created including members from the Ministry of Vocational Education (or Ministry of Education) and members of the Chamber (for example 6 persons)
3. The teachers at the schools receive training in the factories of the members of the Chamber in order to be introduced to the needs of the industry and to the latest technology available there
4. The curricula should be reviewed and adapted to the needs of the industry
5. The practical part of the dual system, which includes the training at the factories should be implemented in more than one company. This is the model of »Verbundausbildung« in Germany. This model has a lot of advantages and has not been implemented in Egypt before.
6. The members of the Chamber modernize the school and cooperate with other NGOs in providing healthcare, one hot meal a day and paying a monthly allowance for the students.
7. The implementation of such a partnership can be done through the ETPs which are the training arms of the Chambers and which have been established through the EU's TVET projects.
8. The advantage of such a cooperation model is that it does not depend on one businessman or business women and does not depend on one company.

There are NGOs in Egypt that are supporting vocational schools, but these NGOs do not represent the industry and do not know the challenges and the requirements of the working force needed for each industry. They can be strategic partners and take over some »social« activities like healthcare and providing healthy nutrition and food for the students. Another area of my interests is supporting the network of businesswomen in the MENA region. My association, Global Project Partners e.V., is working on a project in cooperation with the Association of Women Entrepreneurs in Germany (VdU) to support this network. The project is funded by the Federal Ministry of Economic Cooperation and Development (BMZ).

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