

GIZ- Gender Competition

Project's Name: Technical Support for the Comprehensive Technical Education Initiative with Egypt – TCTI, [Technical Support for the Comprehensive Technical Education Initiative with Egypt \(TCTI\) - giz.de](http://giz.de)

Area of Implementation: Egypt

Context

Education, recognized as a fundamental human right, empowers individuals and communities. Technical and Vocational Education and Training (TEVT) is one system that significantly contributes to economic growth by equipping workers and technicians with the skills needed for the contemporary labor market. However, gender equality, another critical aspect, remains a challenge in the education sector. Females often face barriers to accessing educational resources, including TVET programs. This lack of access hinders their potential and limits their participation in the workforce.

Relevantly, the TCTI project is supporting its partners in Egypt through its objective of “*The systemic framework conditions for dual vocational education and training have been improved by the reform strategy Technical Education 2.0 of the Egyptian Ministry of Education and Technical Training*”. Besides, recognizing the gender disparity in Technical Education in Egypt, the TCTI project actively promotes gender equality by integrating a gender-sensitive approach into the developed policies and knowledge development activities that are implemented through its outputs. Within the scope of the project, the outputs are working on that female students enjoy equal access to the Dual Vocational and Training System in Egypt. It is important to highlight, that while only two out of five TCTI project outputs explicitly have gender-sensitive measures in their indicators, focal points from all five outputs are actively exploring opportunities to incorporate additional gender-specific initiatives within their respective areas where relevant.

Key Gender-Sensitive Measures in the TCTI Project Outputs

The following measures encompass various aspects of integrating gender aspects in the technical education landscape, from workshop design to governance frameworks to raising awareness about gender equality under child protection measures in the Dual Education System.

1. Gender-Sensitive Workshop Design in TCTI workshop:

It is essential to center women and affected people when designing interventions related to diversity and inclusion, evidence-based design will also guarantee that the project's gender-sensitive interventions are appropriately addressing the needs of women and affected people. TCTI has designed and launched a survey to collect and explore the needs of working mothers who are engaged and invited to the project's workshop and training and based on the responses' analysis gender-sensitive standards will be applied in conducting workshops to ensure that the needs of female participants are centered, especially for working mothers. Primarily the survey results showed that the TELM cluster and Egypt Country Office should work with the TCTI project, to set a policy in place that

defines and organizes the facilitation of working mothers' participation in workshops specifically through childcare support during the workshops and training.

- **Gender Equality in ETQAAN Bylaws:**

Output 1 in the TCTI project, is working on quality assurance in the context of supporting the Ministry of Education Technical Education in the establishment of the Egyptian Technical Education Quality Assurance and Accreditation Authority “ETQAAN”. ETQAAN is an independent entity, that reports directly to the prime minister. ETQAAN will be mandated to ensure the quality and the accreditation of the technical educational institutions and programs.

As TCTI is taking the lead in drafting ETQAAN’s law and bylaws. During this journey of drafting ETQAAN’s bylaws in March 2023, the Output gender focal point advisor in coordination and negotiation with the stakeholders managed to introduce and incorporate an article about gender equality in ETQAAN’s mandate as an important measure towards ensuring the quality and the accreditation of the technical educational institutions and programs. Keeping in mind that ETQAAN’s stakeholders or the national context aren’t oriented much on the topic of gender mainstream and its importance, Output 1 faced some constraints in including a statement on gender equality in a legal format bylaw. The article is still under review in the Egyptian parliament and is expected to be ratified soon. The purpose is to incorporate gender awareness in an entity that will shape the future of the TVET quality assurance and accreditation system in Egypt.

- **Capacity Building for professional and managerial staff through the newly established TVETA institution**

Output 3 of the TCTI project is collaborating closely with the Ministry of Education and Technical Education (MoETE) to establish and empower the Technical and Vocational Education and Training Academy (TVETA). This joint effort focuses on building the capacities of educationalists involved in the Dual System in Egypt, encompassing teachers, in-company trainers, training advisors, and even social workers in schools. The aim is to equip these individuals with the necessary technical, didactic, and methodological skills to effectively implement dual TVET programs.

To promote gender equality and ensure female participation in these capacity-building measures from the different TVET institutions, Output 3 has established and applied specific selection criteria for the participants in the capacity-building activities. These criteria included:

- **Gender-sensitive selection process:** Measures are implemented to ensure a fair and unbiased evaluation process, providing equal opportunities for female candidates to showcase their qualifications and potential to be able to participate in TVETA’s different programs, then can lead in their position effectively.

- 1. Gender Equality in Dual Education Governance:**

Output 4 of the TCTI project plays a pivotal role in strengthening the governance of the Dual Vocational Education and Training (VET) system in Egypt. This is achieved through a comprehensive legal review of existing ministerial decrees that govern the system.

This review resulted in the development of a new ministerial decree (No. 111). This decree provides clear and concise roles and responsibilities for all stakeholders involved in the Dual VET system, ensuring its efficient and effective operation. Notably, an innovative article dedicated to gender equality has been incorporated into this new decree.

This article, the first of its kind within the Dual VET system, explicitly states the commitment to ensuring equal access to training opportunities for both male and female students. This commitment underscores the project's unwavering dedication to promoting gender equality and creating a level playing field for all participants.

- **Gender-Sensitive Criteria in Quality Management System of In-Company Training:**

Output 4 in the TCTI project is working together with the private sector actors to enhance the quality of the in-company training in the Dual System through developing a comprehensive Quality Management System (QMS) for the in-company training in the Dual VET, the gender aspects were considered while the development of the criteria to secure a safe training environment for female students. These criteria include:

- Training facilities with female-specific amenities: Providing separate bathrooms and locker rooms for female students.
- Female supervisor: Designating a female supervisor to address the specific needs of female students during their training.
- Harassment and bullying prevention mechanisms: Establishing clear and effective mechanisms to protect all students from harassment and bullying.

- **Child Protection Program for Dual Education in Egypt**

In collaboration with the GIZ-TCTI project and the ILO-ACCEL Project in Egypt, a comprehensive child protection program has been developed and has been evolving to prioritize the safety and well-being of Dual Education students, with a focus on female students. To ensure wider dissemination of this crucial knowledge, an internal synergy has been established between Output 4 and Output 3 within the TCTI project, this synergy plays a vital role in promoting child protection within the Dual System, as Output 3 focuses on delivering capacity-building measures for a diverse of Dual System stakeholders.

The developed child protection program in cooperation between GIZ and ILO encompasses several key components:

- Policy development and revision: Reviewing and updating existing policies and procedures to ensure alignment with best practices in child protection.
- Awareness raising and training: Conducting workshops and training sessions for Dual System stakeholders, including teachers, trainers, employers, and students, on child protection principles and practices.
- Complaint mechanisms and reporting procedures: Establishing clear and accessible procedures for reporting suspected cases of child labor or abuse.

To refine the content and ensure its effectiveness, a series of pilot trainings were conducted for a diverse target group, including students, teachers, training advisors, in-company training participants, and MoETE officials. The feedback gathered from these pilot trainings was overwhelmingly positive, confirming the relevance and importance of the training content for the Dual System (DS). Building on this success, the TCTI project will cascade batches of training throughout 2024, reaching a broader range of the same target group, including social workers in DS schools.

Conclusion

Our project's gender-sensitive measures demonstrate a dedicated approach to empowering females in technical education. By addressing gender disparities at both system and knowledge levels.

With our Best Regards,

Gender Focal Points Team in TCTI: Menna Mourad, Engy Mubasher, Kirolos Anis, Nermeen Abdel-Hady, Ibrahim Abdel-Rahman, and Ranya Atef

we are working to promote for an environment where females can thrive and contribute to the advancement of Technical Education in Egypt