

TEMPLATE FOR THE GOOD PRACTICE

What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.

Mandatory fields are defined by *

Element	Description
Title*	<i>Operational Excellence Model in Applied Technology Education</i>
Name of the VET Provider	<i>WE Applied Technology School – Cairo, Egypt</i>
Thematic domain	<p>What is the thematic domain covered by this good practice? More than one domain can be indicated</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Innovation <input checked="" type="checkbox"/> Digital <input checked="" type="checkbox"/> Green <input checked="" type="checkbox"/> Inclusion <input checked="" type="checkbox"/> Entrepreneurial <input checked="" type="checkbox"/> Career guidance <input checked="" type="checkbox"/> Lifelong learning <input checked="" type="checkbox"/> Creating partnerships/skills ecosystems
Introduction*	<p><i>The Applied Technology Schools (ATS) system in Egypt was launched in 2018 to reform technical and vocational education and align it with labour-market needs. Despite this progress, the sector initially faced several challenges, including limited industrial partnerships, inconsistent school leadership and governance, weak integration between curricula and required competencies, and insufficient use of digital transformation in management and learning processes.</i></p> <p><i>With the establishment of WE Applied Technology School in Cairo in 2020, under the supervision of the School Leadership & VET Development Unit at the Ministry of Education, the need emerged for a comprehensive leadership and operational model capable of addressing these challenges and ensuring alignment with the rapidly evolving technology sector.</i></p>

Several key challenges were identified, including:

- Strengthening sustainable industrial partnerships within the technology sector.*
- Implementing a competency-based system that enhances graduates' readiness for employment.*
- Embedding digital transformation in operational management and monitoring systems.*
- Building staff capacity and developing workforce skills according to modern standards.*
- Enhancing career guidance services and linking students to future career pathways.*
- Achieving international professional standards for graduates, including supporting students in obtaining the Pearson Level 3 international qualification, which required aligning curricula, enhancing language and practical skills, and updating training and assessment methods.*

This good practice represents a strategic response to these challenges through the development of an integrated school leadership model based on quality, digital transformation, industrial partnerships, and human-capital development. The model has been implemented from 2020 to the present, achieving measurable improvements in operational efficiency, educational quality, and graduates' ability to obtain internationally recognised certification that enhances their competitiveness locally and regionally.

Stakeholders and Partners

This good practice involves a broad range of stakeholders who have either benefited from the model or contributed to its implementation. These include direct beneficiaries, primary users, institutional partners, and supporting agencies.

1. Beneficiaries / Target Group:

- Students of WE Applied Technology School in Cairo, through enhanced technical, digital, and language skills, and strong alignment with real career pathways.*
- Graduates, who gain improved employment opportunities and access to international certification such as Pearson Level 3.*
- Teachers, through structured professional development and capacity-building within a competency-based, digitally enabled operational system.*
- School leadership teams, through adopting an integrated governance and quality-management model.*

2. Primary Users of the Good Practice:

- Leadership teams across Applied Technology Schools.*
 - Quality, monitoring, and professional-development units within the technical-education system.*
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– Schools seeking to adopt a similar model of industrial partnerships and digital transformation.

3. Institutions and Partners Involved:

Ministry of Education – School Leadership & VET Development Unit

Role: Full supervision, policy development, monitoring, approval of competency-based curricula, governance support, and coordination of partnerships.

4. Industrial Partner – Telecom Egypt (WE)

Role: Providing practical training environments, identifying labour-market skill needs, contributing to curriculum development, and offering training and employment opportunities for students and graduates.

5. Pearson International

Role: Delivering the international certification pathway (Pearson Level 3), ensuring quality assurance, assessment standards, and alignment with global skill frameworks.

6. Private-Sector and Technology Partners

Role: Practical training, industry visits, expert input, and continuous updates aligned with the skills ecosystem.

7. Parents and the Local Community

Role: Supporting student engagement, ensuring retention, and contributing to needs-based institutional improvement.

8. International organisations and supporting networks (e.g., ETF)

Role: Providing international reference frameworks, facilitating exchange of good practices, supporting institutional development, and building European cooperation networks.

Impact*

This good practice has had a significant positive impact on the beneficiaries by improving graduates' readiness for the labor market through equipping them with the required technical and practical skills. Obtaining the international Pearson Level 3 accreditation has increased students' and parents' confidence and enhanced graduates' opportunities in both local and international job markets.

Socially, this practice has promoted inclusion by providing students from diverse backgrounds with equal opportunities for learning and professional development, strengthening educational equity.

Economically and financially, the school has contributed to supplying the local market with qualified professionals, supporting the growth of local industries and improving labor market efficiency in the region. Additionally, the school's digital and green initiatives have raised environmental awareness among students and the surrounding community, promoting sustainability.

Evidence of impact:

- *High graduate employment rate (average 100% success in competencies and dual education).*
- *School obtained international Pearson accreditation.*
- *Implementation of practical projects linked to local and international labor markets.*
- *Employer reports and feedback on graduates' readiness and competence.*

Innovation and Success Factors *

This good practice has contributed to innovation by integrating advanced technical curricula with practical training, digital tools, and international accreditation standards (Pearson Level 3). The school introduced new teaching methodologies, project-based learning, and partnerships with local industries, fostering a culture of creativity and continuous improvement.

Conditions for successful replication:

Institutional: Strong leadership, qualified teaching staff, and a clear vision for vocational education.

Economic: Sufficient funding to equip workshops and labs with modern tools and technologies.

Social: Supportive community and engagement of students from diverse backgrounds to ensure inclusivity.

Environmental: Access to sustainable and green technologies, promoting eco-friendly practices in training and operations.

Constraints*

The main challenges encountered in implementing this good practice included:

1. Limited initial infrastructure and resources: At the beginning, workshops and labs were not fully equipped to meet international standards.

Solution: Gradual investment in modern equipment, digital tools, and collaboration with industry partners.

2. Adapting curricula to international accreditation standards: Aligning local vocational curricula with Pearson Level 3 requirements required significant curriculum development and teacher training.

Solution: Continuous professional development programs for teachers and adaptation of teaching materials.

3. Student engagement and diversity: Ensuring that students from different backgrounds and abilities could equally benefit from the programs.

Solution: Implementing inclusive teaching methods, mentorship programs, and personalized support.

4. Sustainability of funding and resources: Maintaining financial sustainability for the programs and accreditation.

Solution: Establishing partnerships with local industries, governmental support, and strategic planning for long-term resource management.

Lessons learned *

Strong leadership and a clear vision are essential for successfully implementing innovative vocational education practices.

Collaboration with industry partners and international accreditation bodies enhances the quality and relevance of training.

Inclusive teaching and support mechanisms ensure that all students, regardless of background, can benefit equally.

Continuous professional development of teachers is critical to align curricula with international standards and evolving labor market needs.

Gradual investment in infrastructure, digital tools, and sustainable practices ensures long-term impact and replicability of the practice.

Evidence-based monitoring and feedback from stakeholders help in refining and improving the programs continuously.

Replicability and/or up-scaling

This good practice has strong potential to be extended at national, regional, and international levels by adapting its core elements to different contexts.

- **National Level:** Other vocational schools across Egypt can replicate the practice by adopting the curriculum frameworks, teaching methodologies, and industry partnership models developed by the school.
- **Regional Level:** Vocational institutions in neighboring countries can implement similar accredited programs by leveraging standardized training modules, lessons learned, and teacher training programs.
- **International Level:** Opportunities exist for international collaboration through joint certifications, exchange programs, and partnerships with global vocational education networks.

Conditions for successful replication:

1. **Institutional readiness:** Schools must have committed leadership, skilled teaching staff, and sufficient administrative capacity.
2. **Resource availability:** Adequate funding, equipped workshops and labs, digital tools, and strong connections with industry partners are essential.
3. **Curriculum adaptation:** Programs need to be aligned with the local labor market requirements while maintaining international quality standards.
4. **Social inclusion:** Mechanisms must be in place to ensure participation of students from diverse backgrounds, including marginalized communities.

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5. **Monitoring and evaluation:** Continuous assessment and feedback systems are necessary to adapt and improve the practice in new contexts.
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URL of the practice

Yes, you can find information about best practices and the school online:
We Schools of Applied Technology website https://we-schools.site/?utm_source=chatgpt.co
My LinkedIn profile: <https://www.linkedin.com/in/dr-osama-bekheit-178887209>

Related resources that have been developed

The official website for We Schools is <https://community.we-schools.site/login/?action=lostpassword>

My LinkedIn profile: <https://www.linkedin.com/in/dr-osama-bekheit-178887209>

Related resources developed:

As a result of these measures, the following lightweight learning resources have been created:

Training Guide: A comprehensive guide to ICT systems, digital skills, and applied technologies, aligned with Pearson Level 3 standards.

Basic Starters: A simple patent guide and assessment system for teachers and instructors.

Technical Handouts: Technical measures, safety protocols, and industry standards.

Posters and Visual Aids: Posters and infographics, in addition to practical teaching and learning materials and sustainability awareness materials.

Photos and Videos: Clearly showcasing student projects, workshops, and practical business activities.

Materials: Recorded audio lessons and audio guides for blended learning.

Online Resources: The school website and social media platforms contain information about specialized subjects and best practices.

Access: Most resources are available internally to teachers and students through the school's Learning Management System (LMS).

Vegetarian items and dishes can be ordered from the school:

Email: osamabket@gmail.com

Phone: +20 12 85682848

*Many photos are also available on the school's Google Maps location:
https://maps.app.goo.gl/jQnKQZVA4kun9wW39?q_st=awb*
