

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*	Industry-Driven Technical Education Model Bridging the Gap Between Education, Industry Needs, and Employment
Name of the VET Provider	ElSewedy Technical Academy - ElSewedy Electric Foundation
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"> • Innovation • Digital • Green • Inclusion • Entrepreneurial • Career guidance • Lifelong learning • Creating partnerships/skills ecosystems

Introduction*

Egypt's technical education system has historically faced structural challenges, including weak alignment with labor market needs, limited industry involvement, and social stigma surrounding vocational pathways.

Elsewedy Technical Academy (STA) was established by Elsewedy Electric Foundation to address these structural gaps by embedding industry directly into governance, curriculum development, and training delivery.

Over the past decade, STA has developed and scaled an industry-driven dual education model operating across 7 governorates through 7 schools, combining Applied Technology Schools (ATS) and sector-focused Centers of Competence (CoCs). The model integrates classroom learning with structured, mentored on-the-job training in real industrial environments.

Stakeholders and Partners

The primary beneficiaries of this practice are students enrolled in the technical schools operated by Elsewedy Technical Academy, particularly young people seeking employment-oriented education pathways aligned with industry needs. The model also benefits youth participating in Training for Employment programs, who receive short-term skills training designed to support entry into the labor market. In addition, the initiative supports people with disabilities and female students entering technical fields, expanding access to technical education for groups that are often underrepresented.

The main users of the practice include students, teachers, technical trainers, and industry stakeholders who participate in delivering both the theoretical and practical components of the training.

The model is implemented through collaboration between several key institutions. Elsewedy Electric Foundation leads the development and operation of the schools and programs, while the Ministry of Education and Technical Education (MOETE) provides the regulatory framework for technical secondary education. Elsewedy Electric, as the founding industrial partner, played a key role in initiating the model and continues to contribute through its industrial ecosystem.

A growing network of 70+ industry partners is also involved in the implementation of the model. These partners contribute to curriculum development, provide workplace training opportunities for students, and support employment pathways after graduation.

Through this collaboration between education institutions, industry, and public authorities, the model operates as a public–private partnership (PPP) that connects education directly with labor market needs.

Innovation and Success Factors *

The model emerged from a clear industry need to address the shortage of skilled technical workers in sectors such as manufacturing, energy, and infrastructure, and was supported from the outset by Elsewedy Electric, a leading industrial group in the region. From the beginning, the Academy was designed to align training closely with real workplace requirements and industry standards.

Industry partners are actively involved throughout the education process. This includes contributing to curriculum development, helping identify the technical skills required in the labor market, and providing hands-on training opportunities within real work environments. Through the dual education model, students combine classroom learning with practical training in partner companies, allowing them to develop both technical competencies and workplace experience.

This close collaboration with industry also supports students' transition into employment, as many graduates are recruited by partner companies after completing their training.

Although the model initially emerged to support the workforce needs of Elsewedy Electric's industrial ecosystem, it has since expanded across multiple sectors and now works with a growing network of 70+ industry partners beyond the founding group. This expansion reflects the relevance and success of the model in responding to broader labor market needs. An important element of this approach has been the renovation and operation of Applied Technology Schools (ATS) in partnership with the Ministry of Education and Technical Education (MOETE), introducing industry-aligned programs and upgraded learning environments. Building on this experience, the Academy will be operating sector-focused Centers of Competence to further strengthen specialized technical training in priority sectors. The overall model operates through a public-private partnership (PPP) approach, bringing together government, industry, and education providers to deliver employment-oriented technical education.

Constraints*

One of the main challenges has been the social perception of technical education in Egypt. Vocational education is still often seen as less desirable than academic pathways, which can influence how students and parents view technical schools. To address this, the Academy has worked to highlight the strong employment outcomes of its graduates and maintain close partnerships with industry, showing clear links between technical education and job opportunities.

Another challenge has been that many students wish to continue their education after graduation. While the model was originally designed to prepare students for direct employment, this demand highlighted the need for stronger progression pathways. In response, links have been developed with applied higher education institutions, including the establishment of Elsewedy University of Technology, which allows graduates to continue their studies in industry-oriented programs.

Expanding inclusive education pathways has also required additional effort. The Academy successfully graduated a full cohort of students with hearing disabilities, but expanding this experience across more technical study fields requires adjustments to teaching methods, training environments, and equipment. The Academy continues to work gradually on expanding these opportunities while maintaining the technical requirements of the programs.

Lessons learned *

One key lesson is that strong industry involvement must go beyond advisory roles. Having companies directly engaged in defining skills needs, contributing to curriculum design, and hosting students for practical training has been essential to making the training relevant and improving employment outcomes.

Another important lesson is that technical education systems need clear progression pathways. While the model was initially designed to prepare students for direct employment, many graduates also seek opportunities to continue their education. This highlighted the importance of building stronger links between technical education and applied higher education.

The experience has also shown that scaling a model across different regions requires strong local industry partnerships. Expanding across several governorates was only possible by working closely with companies operating in those regions and adapting programs to local labor market needs.

Inclusion has been another important learning process. Introducing dedicated classes for students with hearing disabilities demonstrated that technical education can be accessible to a wider group of learners, but it also requires adapting teaching approaches, equipment, and training environments. Expanding these pathways needs to be done gradually while ensuring that students can safely participate in technical training.

Finally, the experience confirmed that improving the perception of technical education takes time. Demonstrating strong employability outcomes, building visible partnerships with industry, and highlighting graduate success stories have all been important in gradually changing how technical education is viewed.

Replicability and/or up-scaling

The model started with one school created to respond to the workforce needs of Elsewedy Electric’s industrial operations. As the model proved successful in preparing students for employment, it gradually expanded. Today, STA operates 7 schools across 7 governorates, working with a wide network of industry partners beyond the founding company. This gradual growth demonstrated that the approach can be adapted to different regions when training programs are aligned with local industry needs.

A key element of the model is its close connection to industrial zones. Many of the schools are located within or near industrial cities, allowing students to train directly in nearby factories. This proximity enables students to complete their practical training in real production environments, ensuring that their learning reflects the skills required by employers.

The model is also supported by the broader industrial ecosystem of Elsewedy Electric, which operates across multiple countries and sectors. With 17 international offices and exports to more than 100 countries, the company brings extensive industrial knowledge, experience, and global networks that support the development of workforce training aligned with real industry needs.

Building on this experience, there is strong potential to expand the model further within Egypt, particularly in areas with growing industrial activity. At the same time, Elsewedy Electric’s global footprint provides opportunities to explore expansion and partnerships beyond Egypt, allowing the approach to be adapted in other regional and international contexts where industry-led technical education is needed.

Contact details

- Aseel Tajuddin, International Affairs & Strategic Partnerships Lead - aseel.tajuddin@elsewedy.com
- Ahmed Elsayed, Business Development Director - ah.sayed@elsewedy.com
- Hanan Elrihanny, CEO - h.elrihany@elsewedy.com

URL of the practice

<https://www.sta.edu.eg/>

Related resources that have been developed

Relevant materials related to the practice, including institutional presentations, promotional videos, photographs, and informational resources, are available through the Elsewedy Technical Academy website and official social media channels.

- Website: <https://www.sta.edu.eg/>
- LinkedIn: <https://www.linkedin.com/company/elsewedytechnicalacademy/posts/?feedView=all> -
- Facebook: https://web.facebook.com/elsewedytechnicalacademy/?locale=ar_AR&rdc=1&rdr#
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