PERCEPTION AND IMAGE OF TVET IN SEMED

An opportunity or an obstacle to excellence in training?

The case of Egypt

Aziz Jaouani, ETF



Attractiveness =
quality + opportunity + trust

A social choice
a family choice
an economic choice

YOUTH

PARENTS

SOCIETY

EMPLOYERS

SCHOOLS

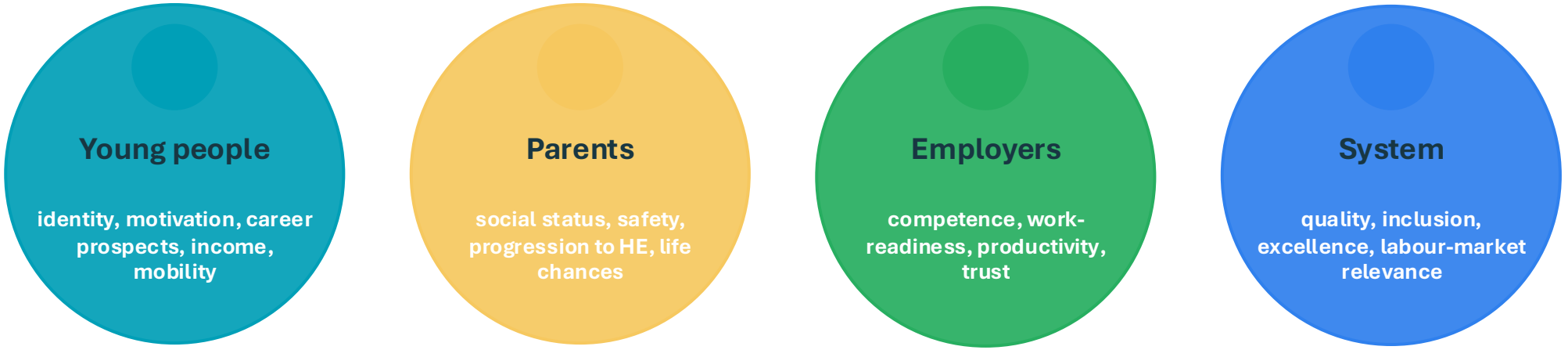
CONCEPT: Attractiveness is a value proposition, not only an enrolment rate

A high share of learners in VET may hide many realities

- ✓Positive choice linked to jobs and progression
- ✓Simply the easiest/only route to higher education
- ✓Or no other alternative in general education

The question is not "how many students enter VET?" but "why do they choose it, what do they get from it, and who trusts it?"

Attractiveness = perceived value + real outcomes



MEASUREMENT: Measuring attractiveness: combine perception, demand and outcomes

A credible attractiveness dashboard should triangulate administrative data with surveys and LM evidence.

Demand	Applications per available place, selectivity, dropout, regional availability
Perception	Youth / parent / employer surveys; social image; willingness to recommend
Quality	Equipment, teachers, work-based learning, employer involvement, qualifications
Outcomes	Employment, wage/decent jobs, HE access, international mobility
Equity	Gender, rural access, inclusion, avoiding “elite islands”

Key message

Participation rates matter but they do not tell the full story.

It needs to be read together with learner motivation, family trust, employer demand and real outcomes.

ETF support in Egypt: move from intuition to evidence through surveys, strategic monitoring and perception indicators

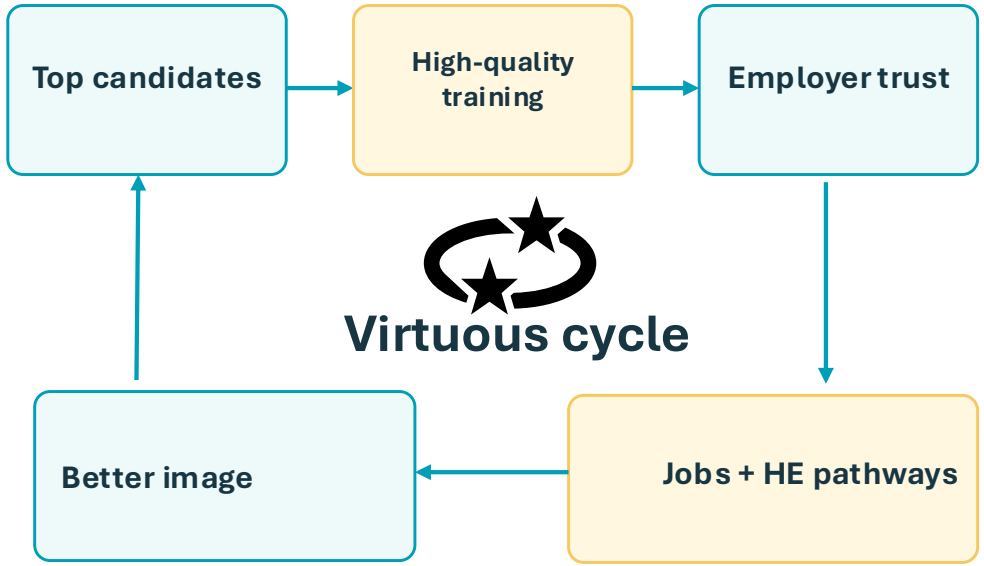
Egypt's ATSs: How excellence can change the image of technical education

Applied Technology Schools are attractive because they offer a package: quality training, employer credibility, pathways to higher education, and access to decent jobs — including international labour-market opportunities.

>40

candidates per place

Strong demand enables strong selection — attracting motivated learners and raising expectations.



Risk

Excellence must not become an elite track only.

The image improves when learners and families see credible routes to both higher education and decent employment.

From pilots to maturity: make attractiveness systemic, inclusive and measurable

The challenge is to extend centres of excellence while preserving quality, equity and labour-market relevance.

1

Codify the model

standards, governance, employer roles, quality assurance

2

Scale with equity

regions, girls/boys, access for non-elite learners

3

Strengthen pathways

HE progression, decent jobs, mobility and lifelong learning

4

Measure and improve image

regular surveys + indicators in the monitoring framework + learning and improvment

Egypt TE 2.0 strategy: perception and attractiveness are not COMM "extras", they are a strategic pillar among the six pillars.

ETF contribution: support Egypt to operationalise the strategy, monitor perception, and use evidence for policy learning and scaling.

Centres of excellence value is not only to be excellent, but to help the whole system become better, more trusted and more attractive.