

**TERMS OF REFERENCE**  
**International Team Leader/ TVET Expert**  
**Support the implementation of the**  
**Abu Ghaleb Integrated Technical Education Cluster Project**  
**Egyptian-Italian Debt SWAP for Development Program**

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# 1 BACKGROUND INFORMATION

## 1.1 Country background

Although strongly government-driven, the Technical Education and Vocational Training (TVET-system) in Egypt is highly fragmented on government level. Thus, TVET in Egypt is under the responsibility of 14 different Ministries according to business sectors, with the Ministry of Education (MoE) having at least some common tasks and responsibilities. There is also a strong segmentation between public and private training provision, with the public sector often lacking behind in terms of quality and quality assurance of training provision.

The public TVET institutions suffer from a lack of administrative autonomy. They are limited in making their own decisions on many key issues such as recruitment of staff or adaptation of curricula to local and regional demands. Public VET-schools are mainly oriented towards education of students towards higher education. This is also what students are looking for, as Higher Education (HE) has the highest social esteem. Thus, the schools do not take into consideration seriously the demands of the labour market: they are not really interested in developing education in close cooperation with the economic sector. All over the system a lack of qualified and practically experienced teachers and trainers is prevalent.

The current situation of the Education is that there is a gap between the market demand and the skills of the graduates. This gap was highlighted by many market demand surveys. Political leaders, employers, and the public are expressing an unprecedented level of concern with the state of education, particularly technical education, in Egypt. There is great consensus that the current technical education establishments are in urgent need for reforms both in the physical facilities and the curricula as well as the capacity building of teachers and trainers. The problem of scarcity of a technical labour who can deal with modern technology in all fields of industry and services affects the performance of small and medium enterprises and their competitive potential.

## 1.2 Institutional Framework and Policies

Education is an integral component for driving the economy and in the creation of wealth for the nation. Any progress made in this sector has positive spills over in all other sectors of the economy. Education in Egypt is the right of every citizen free in all state owned education institutions, and this is stipulated by the constitution. The state supervises all kinds of education, whether in state owned or private sector owned establishments and also in establishments where there are linkages with foreign education bodies. Two ministries undertake the executive responsibility of education in Egypt; the Ministry of Education and technical education (MoE) and the Ministry of Higher Education (MoHE). Whereas, Technical Education and Vocational Training is affiliated to various ministries including MoE, MoHE, Ministry of Manpower (MoMP) and other ministries and authorities, each of them is administrating training related to its needs. Vocational training programmes leading to qualifications endorsed by MoE or MoHE are covered by the same constitutional right of attainment.

## 2 The ITEC (Integrated Technical Education Cluster) concept

### 2.1 The ITEC Strategy

The ITEC project has the following strategy: “The need for highly qualified technicians in the local market have imposed the necessity of developing a new approach for integrated technical education starting from the secondary school level up to graduate studies in technical education with a focus on development of academic knowledge and skills together with professional competencies in the field of study”.

This need initiated the Vision: “Founding integrated clusters providing the advanced technological education, training, and guidance with highest level of quality that fulfils the needs of the local labour market and enhance the competitiveness of the graduate in the regional and international labour market”.

Its Mission statement is: The Preparation of high-quality technicians who are able to:

- Be compatible with the national skill standard of (NSSP) or its international equivalents to gain the national, local and international recognition of their skills
- Join the labour market directly
- Adapt to the needs of the industry
- Upgrade their level to catch up with the accelerating industrial technologies
- Continue education and transfer between different technologies and embrace the concept of lifelong learning

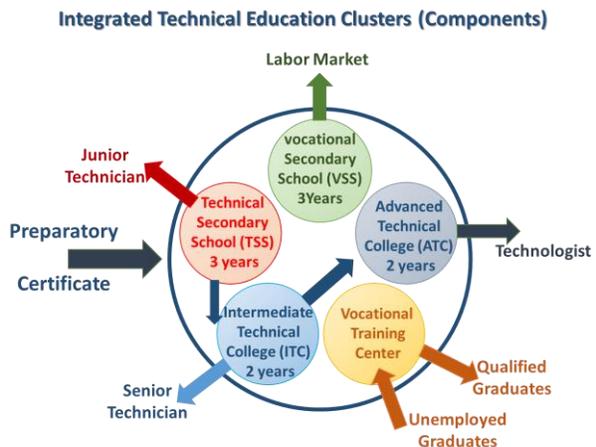
### 2.2 The Educational Model in the ITEC- An Overview

The Educational Model for the ITECs consists of a Joint Foreign – Egyptian education path offering a double diploma by the end of each stage of the ITEC. The educational model of the ITEC includes four educational entities that share human and material resources:

1. Stage 1 of the ITEC –Technical Secondary School (TSS)
2. Stage 2 of the ITEC - Intermediate Technical College (ITC)
3. Stage 3 of the ITEC - Advanced Technical College (ATC)
4. Vocational Training Centre (VTC)
5. Recently a Vocational Secondary School (VSS) is included in the ITEC model as a 5<sup>th</sup> component, which offer vocational education.

Such model realizes the integration between the different stages of technical education, starting from vocational training on one end, to the advanced technical education that could potentially lead to a National Bachelor of Technology degree at the other end.

The duration of the education process in the 3 stages are:



- 3 years in the 1<sup>st</sup> stage of the ITEC
- 2 years in the 2<sup>nd</sup> stage of the ITEC after completion of the 1<sup>st</sup> stage
- 2 years in the 3<sup>rd</sup> stage of the ITEC after completion of the 2<sup>nd</sup> stage
- and 3 years in the VSS.

### 2.3 The Locations of the ITECs

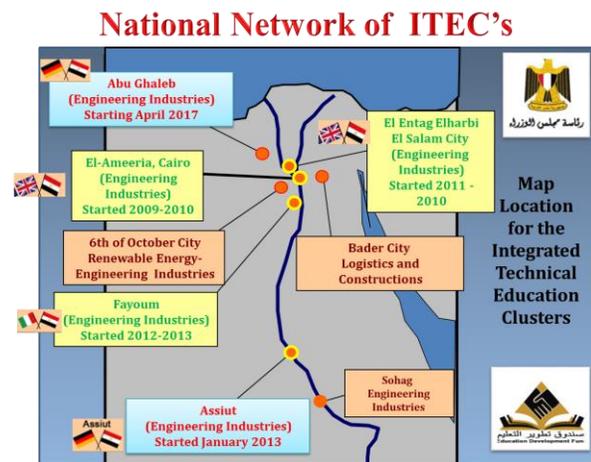
The map shows the location, specialisation, proposed partners and the current status of the ITECs projects advocated by EDF.

Currently, 3 ITECs are being established with work well underway. These are namely, Ameeria, El Salam and Fayoum.

### 2.4 The facilities for the ITEC

Facilities of the ITECs established so far by EDF were located and initiated as follows:

- Ameeria ITEC, was established over the premises of Cairo Mechanical Secondary School (MoE) and part of the College of Industrial Education of Helwan University (MoHE). This project is totally funded by EDF
- Fayoum ITEC, was established over the premises of Demo Technical Secondary School (MoE). This ITEC is jointly funded by EDF and the Debt Swap Program with Italy
- Assiut ITEC (under Construction) is being established over the premises of Assiut Mechanical Secondary School. This ITEC is funded by the Debt Swap Program with Germany
- Abou Ghaleb ITEC will be established over the premises of the local Technical Secondary School. This new ITEC project will serve the large industrial zones in 6<sup>th</sup>October and Abou Rawash. This ITEC is jointly funded by EDF and the Debt Swap Program with Italy



### 2.5 The Italian-Egyptian ITEC in Fayoum: lesson learnt

The Egyptian-Italian ITEC in Fayoum was developed establishing an Italian section in an existing Technical Education institution (Demo Technical Secondary School).

The advantages of the ITEC are evident: Students stay at school 8 hours every day for 6 days a week. The students' attendance is around 95% of the students enrolled. Teachers are preparing classes and delivering programs in an interactive dynamic way improving the learning and not the memorisation.

Offering a double certificate at the completion of each stage assure the credibility of the programme in front of the business community and a higher employability of the students exiting the programs offered by the ITEC.

There are facts from the implementation of the first Italian-Egyptian ITEC in Fayoum providing important lessons to be learned. These facts are related to:

- The location for the new ITEC
- The facilities for the new ITEC
- The Italian language in the curriculum for the new ITEC
- The teachers of courses in Italian language for the new ITEC
- Cooperation with the Don Bosco Institute in Cairo and Alexandria
- Purchase of consumables and small items
- The Italian Technical Assistance Team
- The Egyptian Technical Assistance Team

### **3 OBJECTIVE, PURPOSE AND EXPECTED RESULTS OF THE NEW ABO-GHALEB ITEC**

#### **3.1 Overall objective**

To contribute improving the professional and technical education system in Egypt, in order to meet the needs of Egyptian labour market, and enhance the competitiveness of Egyptian technicians in regional and global markets.

#### **3.2 Specific objective**

To establish an Integrated Technical Education Cluster in the City of Abu Ghaleb, Giza Governorate – accredited by the Egyptian Ministries of Education and Higher Education, as well as by the Italian Competent Authorities - disseminating the experience gained in the frame of the first Italian-Egyptian ITEC in Demo, Fayoum Governorate.

The new ITEC will indeed support the efforts exerted by the Egyptian Ministry Education Directorate of Technical Education and Training to upgrade Technical Secondary Education and by the Egyptian Ministry of Higher Education (MoHE) to upgrade Higher Technical Education Programs. These actions will contribute to improve matchmaking between labour market needs and skills possessed by graduated technicians/technologists.

#### **3.3 Expected results**

Result 1:

The ITEC educational and managerial structure is operational and qualitative. The educational model is approved by the MoE including the Italian language preparatory course and the first common term in the VSS. The administrative functions, the assessment of students based on RER approach and the quality assurance system are in place. Promotional activities as well as action for the sustainability of the ITEC are implemented.

Result 2:

The 1st stage of the electrical, solar and photovoltaic installations specialisation is established and is operational in Abu Ghaleb ITEC. The students are

registered in the database of the MoE who will grant the diploma of secondary technical education and in the database of Regione Emilia Romagna who will grant the professional qualification of electrical technician “operatore impianti elettrici e solari fotovoltaici”; teaching material are available and teachers are trained.

#### Result 3:

The 2nd stage of industrial manufacturing is set up for the Abu Ghaleb ITEC. The students are registered in the database of the MoHE who will grant the higher diploma of technology and in the database of Regione Emilia Romagna who will grant the certificate of knowledge and abilities related to the professional qualification of “tecnico dell’automazione industriale”. Students who intend to continue their studies after the 2nd stage they will have access to the 3rd stage in the ITEC in Fayoum.

#### Result 4:

The specialisations of the Vocational Secondary School (VSS) are established and operational in Abu Ghaleb School. The new curricula are approved by the MoE and the students are registered in the database of the MoE who will grant the diploma of secondary education; teaching material are available and teachers are trained.

## 4 Overview of the Abu Ghaleb ITEC

### 4.1 Project background

The Integrated Technical Education Cluster (ITEC) for employment project at Abu Ghaleb (Giza Governorate) should be implemented within the frame of the Italian-Egyptian Debt for Development Swap Programme according to the Agreement signed by the Egyptian Government and the Italian Government in 2012. The project will be co-financed by the Debt Swap Programme and by the Egyptian Education Development Fund (EDF), which is the Project's implementing agency. The ITEC for employment is a comprehensive project, which intends to establish an integrated technical educational cluster in the industrial sector. The integrated cluster will comprise of:

- Technical Secondary School (TSS) according to the Italian education system (IeFP)
- Intermediate Technical College (ITC)
- A Vocational Secondary School (VSS) with new VSS educational model
- Vocational Training centre (VTC)

The implementation of the project will include the assessment of the labour market, the design and implementation of an educational system and business model of the cluster, the hiring and training of human resources, the set-up of labs and workshops, the building of infrastructure including the layout of the education facilities, the accreditation system and the organization of the cluster.

### 4.2 Specializations for the TSS (IeFP Italian system)

The new ITEC will include the following additional qualifications for the TSS:

- Electrical installations

### 4.3 Specializations for the ITC

The new ITEC will include the following additional qualification for the ITC:

- Manufacturing technology

Only the students completing successfully the TSS can be enrolled to the ITC. Students completing successfully the ITC can be enrolled in the ATC in the ITEC in Fayoum to get the degree of bachelor of technology.

### 4.4 Specializations for the VSS

The project will develop the following qualifications for the VSS:

- In the construction sector, including the following occupations:
  - Brick layer and plastering
  - Wall finishing (gypsum board, painting and wall papering)
  - Floor and wall tiling
  - Plumbing and sanitation
  - Concrete work and carpenter concrete
- Other specializations are:
  - Garment
  - Manufacturing (mechanic, Car maintenance)

## 5 LOGISTICS AND TIMING

### 5.1 Location

The operational project base will be Abou Gahleb, in Giza Governorate. However, to implement activities in line with the Italian System and the educational model implemented in other ITECs experts are sometimes required to travel in Egypt and/or Italy

### 5.2 Commencement Date and period of execution

The indicative commencement date of the project is August 2018, and the period of execution of the contract will be about 60 months from this date.

### 5.3 Project's detailed timeframe and Work Plan

The implementation of the two educational stages planned for the ITEC in Abu Ghaleb requires 5 years (from Sep. 2018 to July. 2023) before having the first cohort of students completing the 2<sup>nd</sup> stage. This working plan cover essentially the complete development of the 1<sup>st</sup> stage and the start of the 2<sup>nd</sup> stage of the ITEC.

The work-plan should be divided into the following phases:

- 6 months from April 2018 - Sep. 2018 to renew part of the existing educational building and of the workshops in the School of Abu Ghaleb to launch the 1st edition of the ITEC.
- 36 months from July 2017 to June 2020 to complete the first edition of the 1<sup>st</sup> stage of the electrical and solar panel specialization

- 24 months from July 2020 to June 2022 to complete the first edition of the 2<sup>nd</sup> stage
- In parallel the following phases will be developed:
  - 30 months from April 2017 - Sep. 2019 to renew totally the workshops and the existing educational building in the School of Abu Ghaleb to accommodate the VSS, and to erect the new educational building and the new workshops to accommodate the first and second stages.
  - 36 months from July 2018 to June 2021 to complete the first batch of the VSS in construction
  - 36 months from July 2018 to June 2021 to complete the first batch of the VSS in textile / garment

## 6 REQUIRMENTS

### 6.1 Staff

The international key experts are required to spend a minimum of 90% of their time on field in Egypt.

All international experts who have a crucial role in implementing the contract are referred to as key experts. These terms of reference contain the required key experts' profiles. All candidate shall submit:

- a) CVs in European format,
- b) Portfolio of Languages and
- c) the declaration of availability.

### 6.2 International Team Leader/ TVET expert (Minimum 180 man-days)

#### 6.2.1 Mission overview

This ToR relates to the general management of the project according the requirements of the Egyptian Public Sector represented by the Educational Development Fund (EDF) and by the SWAP for Development requirements represented by the Technical Support Unit (TSU) of the Italian Embassy.

The role of the Team Leader is to assist the Project Director in field operations in particular developing implementation plans, organising the activities, reporting on the progress, and assuring the coherence of the activities implemented with the general objectives of the project and the plans approved. The Team leader will assist the project director in establishing and maintaining the institutional relations with the Italian partners<sup>1</sup> to assure the proper coordination and support for the implementation of the educational model.

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<sup>1</sup>the Italian Embassy in Cairo, the Italian Ministry of Technical Education and Training, University and Research (MIUR) and the education and professional training directorate at the Regione Emilia Romagna (RER)

It is expected that the Key expert will contribute to the capacity building of the institution providing on the job training and coaching to administrative personnel of the ITEC and to National non-key experts of the project.

### **6.2.2 Activities to be carried out**

Under the Overall Authority of the Project director, the incumbent will provide technical assistance and management support for the implementation of the Integrated Technical Education Cluster (ITEC) Abu Ghaleb Project on "Building capacity for young students to provide the labor market with skillful workers, machine operators and technicians".

The specific duties, but not exclusively, are:

1. Critical examination of relevant project documentation.
2. Implement the activities stated in the approved plan assuring an effective use of human and financial resources allocated to the project.
3. Establish and maintain effective working relationship within the project team at large.
4. Direct the human resources allocated to the project to implement the activities and the tasks assuring the timely achievement of results.
5. Identify delays in the implementation and take corrective actions.
6. Establish and maintain working relationship with enterprises and educational institutions for the implementation of the activities.
7. Guide the development of curricula, teaching material, specifications for equipment and material for the courses planned in the project.
8. Set up the administrative functions in the ITEC
9. Design ToR for short and long-term expertise, assist short and long-term experts in the implementation of their mission and evaluate their performance.
10. Supervise the renovation of the facilities and the establishment of workshops and laboratories.
11. Assist in the procurement process, in the erection of the educational building and the workshops and in the furnishing of offices, classrooms and laboratories for basic education
12. Advise the project director on the retention of key project staff and other staff involved in the implementation of the project.
13. Assist the Project Director in preparing plans and reports as deemed necessary.
14. Participate on request to meetings and visits.
15. Assure the visibility of the project
16. Assure integration, supervision and coordination with the ITEC in Fayoum
17. Promoting the ITEC in the economic zone of Abu Ghaleb (6th of October city and Abu Rawash industrial zones)
18. Planning for all the trainings and building capacity of teaching and non-teaching staff needed for the Implementation of the Project.
19. Write mission report.
20. Any activity deemed necessary to implement the project and achieve the results expected.

### **6.2.3 Qualifications and Skills**

- He/she must hold a University master degree (5 years) in education, business administration or in engineering.
- He/she must possess excellent communication, analytical and writing skills.
- He/she must have a very good knowledge of computer literacy, working practice of word processor, spread sheet, power point, etc.

### **6.2.4 General Professional Experience**

- He/she must have at least 7 years of professional experience in the field of education and/or technical vocational and training;
- The key expert must have a proven knowledge of the Italian education and VET system (5 years minimum) related to the definition and implementation of vocational qualifications;
- He/she must have minimum 5 years of international experience as consultant/technical adviser in transition countries (notably in Egypt or MEDA Region) providing policy advice to central government bodies;

### **6.2.5 Specific Professional Experience**

- He/she must have proven specific experience (5 years minimum) in the management of aid projects, as well as in leading projects as a team leader,
- Previous experience in private sector companies or in industry is preferred,
- He/she must have working experience with government institutions, especially with respect to policy planning, monitoring and formulation in the fields of reform of education and technical vocational training
- Knowledge of Project Logical Frameworks and Cycle Management is an advantage

### **6.2.6 Language**

- He/she will need to speak, read and write excellent English and Italian. Working knowledge in the team of Arabic would be an asset. Outputs will be submitted in English and Italian when requested.

### **6.2.7 Duration and working days**

The duration of the contract is for 3 months, if proven adequate for the position it will be extended for one year.

Up to 180 working days in a year (Sunday to Thursday, national holidays are not considered working days) with no absence longer than 15 consecutive working days.

## **6.3 Office Accommodation**

Office accommodation shall be provided by EDF. The office room shall have necessary communication facilities like a national phone line and internet access.

## 6.4 Equipment

EDF shall ensure that key experts are adequately supported and equipped, which is necessary for the task to be carried out effectively. This includes office facilities, such as computer equipment, furniture, stationary, telephone equipment, printers, faxes, photocopiers. In particular, it must ensure that there is sufficient administrative and secretarial provision to enable key experts to concentrate on their primary responsibilities. Internal and international travelling costs related to the implementation of the activities such as meetings, visit to other ITECs, study visit to Italy will be paid by EDF to support their work under the contract. The key experts are paid regularly and in a timely fashion.

## 6.5 Expenditure

The provision for incidental expenditure covers ancillary and exceptional eligible expenditure incurred within the assignments. It covers:

- Travel costs and subsistence allowances for missions abroad, undertaken as part of this contract
- Costs for training, seminars, conferences, internships (rent of venues, training equipment, translation, printing of materials and handbooks, stationery)
- Cost for the organisation of steering committee
- Costs related to visibility (material and distribution)

Daily subsistence costs may be reimbursed for missions foreseen (abroad) in these terms of reference or approved by the EDF, and carried out by the contractor's authorised experts, outside the expert's normal place of posting.

## 7 Deadline for applications & Contacts

The Deadline for this vacancy is on **JULY 31,2018** , for interested candidates please send all relevant documents mentioned above **(6.1)** to the following email address: [dr.j.thomas@ieee.org](mailto:dr.j.thomas@ieee.org) cc: [shoukeh.itec@gmail.com](mailto:shoukeh.itec@gmail.com).

For any further inquire please contact the above stated emails.