Introduction

In February 2012, a two day event was held in Cairo to explore the challenges around the perception of Skills. The event, part of The British Council’s Skills for Employability programme, brought together all relevant stakeholders: policy makers, educators, employers and young people. It also saw contributions from a number of international speakers who were invited to share their experiences and to explore the issues in Egypt with assembled participants through a series of interactive workshops and discussions.

The event was well-attended by a passionate group of individuals keen to see change and vocal in their assessment of both the opportunities and challenges facing Egypt in terms of skills and vocational education within a context of significant social, political and economic change.

This report offers key findings from the conference activities and provides a set of concrete recommendations and potential next steps as identified by the conference participants. The intention of the British Council is to follow up on these recommendations through further engagement and partnership.
Contents

Executive Summary ................................................................. 7
Overview of the Conference .................................................. 11
Conference Themes and Principal Challenges ....................... 15
Conference Recommendations .............................................. 21
Next Steps ................................................................................ 25
Appendix 1 - Programme .......................................................... 27
Appendix 2 - List of key speakers and workshop facilitators...... 31
Executive Summary

Egypt finds itself at a crossroads: the country has a young, dynamic population, hungry for change. However, there is a growing sense of frustration amongst the population due, in part, to high levels of both youth and graduate unemployment. Although the revolution has created the context for change, political stability has been slow to materialise and, as a consequence, progress on job creation, employability and education has been delayed. The preference of young people, and their parents, for white collar professions and academic, university-based study persists and runs deep within the traditions of society. Within this context, skills-based employment and vocational education struggle to gain traction. The perceived quality of vocational education is typically low and the jobs to which this pathway lead are largely unappealing to students, graduates and their parents. However, if Egypt is to address youth unemployment and develop its economy, it must work towards improving the quality and impact of vocational education and, in parallel, changing how young people, parents and others think about skills.

The Changing Perceptions of Skills event brought together all key stakeholders to explore these challenges in depth. Dr Hany Monieb, from the Ministry of Manpower, opened the two-day conference by highlighting the scale of the challenge. With over 2 million students currently within the vocational education system, the importance to the Egyptian economy of getting it right could not be overstated. In an echo of many subsequent speakers, he called for greater integration between the different partners in Egypt and for strengthened cooperation between government bodies and employers. He also called for investment in training infrastructure and highlighted the current failures of the Egyptian career guidance system.
In order to change the perception of skills, the technical and vocational education system needs reform. It is only through improving education provision and demonstrating the impact on employment and opportunity that the perception of skills will improve. This reform will involve every aspect of the system including:

- Mechanisms to bring key stakeholders together and to encourage cooperation between these stakeholders
- Engagement with employers around curriculum design and delivery
- Quality and the quality assurance of the qualifications currently being taught and the need to update the curriculum
- Teaching practices and teacher training

Alongside changes to the system itself, there are evident challenges around the communication and marketing of skills and vocational education. Tackling this will involve:

- Addressing the negative perceptions around vocational education by creating a better understanding of the pathways to employment that such an education can support
- Engaging the mainstream media to play a more positive role in the debate and to challenge the prevailing perceptions of vocational education and skills as ‘second choice’
- Providing young people, and their parents, with more advice about jobs and careers in schools so that they can be better informed about educational choices
- Identifying and sharing examples of success stories within skills: work with the media to share these stories with all key stakeholders

If Egypt is to be successful in addressing these challenges, a range of solutions will be needed involving all key stakeholders. Below is a summary of the conference recommendations.

To improve the vocational/skills sector there should be

- a rationalisation of the Technical, Vocational Education and Training (TVET) system and analysis of all current initiatives
- a focus on improving the quality of content, qualifications and teaching practices
- an increase in collaboration with industry
- improvements in the career guidance services offered to young people
- better mechanisms for providing accurate labour market data

To change the perception of skills there should be

- better information sharing between stakeholders
- improved engagement with the media
- direct investment in communications campaigns
- sustained efforts to change the narrative around skills and vocational education

All efforts should be underpinned by a firm commitment to developing policy and practice that reflects the best international examples but that is rooted in the specific national and regional context in Egypt.
Vocational institutions perspective by Reham Mustafa, External Relations Manager, Sharjah Institute of Technology, United Arab Emirates
Conference Overview

International context

The low status of skills is a significant challenge facing societies and economies throughout the world and an obstacle to attracting people of calibre, particularly the young, into jobs upon which the future efficiency and prosperity of their societies depend. To the detriment of the skills sector, the preference of young people – and just as significantly, their parents – too often remains the traditional white-collar, often office-based, professions. Skills has a considerable image problem and countries around the world are increasingly recognising the negative impact this has on developing an effective workforce equipped to meet the challenges of the 21st century.

The UK is keenly aware of the historically poor image of skills and has developed strategies to address this including the introduction of a network of national skills academies and an emphasis on mixing academic subjects and TVET, rather than separating these through guiding young people down either an academic or a skills route, as is often the case in continental European countries. The British Council’s international Skills for Employability programme is itself another example of the UK’s efforts to address the negative perception of skills.

Although progress has been made in this area, the UK recognises that a great deal of work remains to be done to propagate a more aspirational image of skills and thereby attract more of the best young people in society into vocational education and training. The UK recognises too that it is vital for countries to share experiences and lessons learned in order
Ahmed Zakarya, Art Producer, Tasgedy Network expressing young peoples’ perceptions of skills
to identify mutual challenges, seek opportunities for collaboration and explore imaginatively how to change the ways skills are viewed. The low status of skills is an international problem; international approaches offer the best prospect for finding effective solutions.

As part of the Skills for Employability programme, the British Council delivered the first of two interlinked international conferences on the theme of ‘Changing Perceptions of Skills’ in Tunisia on 19-20 January 2012. The second event was held in Egypt on 14-15 February 2012. The emphasis of both conferences was to share experiences, explore innovative ideas and lessons learned in order to identify constructive approaches for tackling the low status of skills.

The following objectives were set prior to the conference:

- To identify the main factors perpetuating a negative image of skills and explore the degree to which these factors are internationally relevant
- To showcase initiatives to address the negative image of skills, assess their effectiveness and explore lessons learned
- To share ideas for developing new strategies that foster a positive image of skills, including policy development to end the ‘ghettoisation’ of skills, enhancing the role of careers guidance in attracting young people to skills, exploring the dynamic between employers and educators and enhancing the role of media and technology in promoting positive images of skills
- To build relationships between key stakeholders internationally concerned with improving the image of skills
- To explore opportunities for future collaboration internationally to address the negative image of skills
- To deliver a series of practical recommendations for actions that will change the perception of skills

Invited delegates were drawn from across the different key stakeholder groups. This included young people, employers, policy makers, educators and representatives from NGOs. Although the event was designed to explore the national challenges in Egypt, part of the purpose of the conference was to bring together international perspectives and to share these with Egyptian delegates. There were, amongst the delegates and speakers, significant contributions from non-Egyptians including individuals from the UK, Tunisia, UAE and Libya. Egyptian delegates were drawn predominantly from those working in the Cairo area. In total, around 160 delegates attended and contributed to the conference over the course of the two days.

The conference, and the subsequent follow-up activities, will seek to achieve the following outcomes:

- Raised profile of skills in Egypt
- Improved understanding of the key challenges involved in changing perceptions of skills and of potential strategies to address these challenges
- Increased buy-in of key stakeholders to work to improve the status of skills
- Improved relationships and networks nationally and internationally to help improve the status of skills
Conference Themes and Principal Challenges

Through interactive workshops and discussions, the conference participants identified a set of challenges and themes that affect the perception of skills in Egypt. These are summarised below:

Effectiveness of the current skills system

- The design of the skills curriculum is outdated with some key sectors not represented at all
- There is inconsistency in the delivery of the curriculum across the 1500 technical colleges in Egypt and the practical training element of the syllabus needs improvement to provide a better learning experience
- The general calibre of vocational students is low and teachers and trainers are inadequately trained with a paucity of professional development programmes

Lack of joined-up thinking

- Management of the infrastructure is fragmented and lacks coordination with around 24 organisations currently responsible for different elements of skills education
- There is no centrally controlled, up to date, accessible database of key stakeholders
- The diversity of stakeholders (employers, young people, teachers, government, unions, trade bodies) means that some voices are not currently being heard
United Kingdom’s experience in Career Guidance by Marlena Topple, Project Manager, Prospects
The poor image of skills

- Perception of the skills sector is typically negative amongst students, employers and the general public reflecting the prevailing view that traditional university education is superior
- The Egyptian media are not currently engaged and lack interest in skills education with a shortage of information and debate in the mainstream press and a lack of positive role models for the sector
- The existing accreditation framework for skills is not highly valued or respected

Lack of policy to support reform and improvement

- The relevant Ministries are engaged in the debate but are not currently developing tangible initiatives with budget allocation for the skills sector not reflecting skills training as a priority
- There is a lack of policy that encourages and incentivises industry to participate in skills training
- Alternative approaches to improving industry and institutional connections need to be encouraged but public and private partnership is not currently on the agenda, with the exception of a number of small scale Corporate Social Responsibility (CSR) funded schemes

A need for more effective industry partnerships

- Connections with employers and the work placement experience need to be reformed if the sector is going to improve; apprentices are currently treated by some employers as cheap labour and the schemes are not valued as a positive contribution to workforce development
- Although some sectors are engaged, employers lack the incentives to invest in education and to play an active role in improving the vocational system
- The support framework for employers who are willing to contribute is insufficient and there are no mechanisms for evaluating the success and impact of employer engagement

Educational and career guidance needs to improve

- There is an existing framework for careers advice but following the revolution, there has been little movement in terms of implementation
- The preference remains for traditional academic education routes and there is a consequent disparity in the information available on skills education
- Vocational education is perceived as a limited pathway with qualifications often not respected or recognised by employers

Context of Egypt’s new future

- As a country in transition, many reforms in the skills sector that were initiated before the revolution are now stalling with vocational education struggling to retain a priority position on the new agenda
- Large numbers of Egypt’s young people are studying in the vocational education system and will be profoundly affected by what happens next: the consequences for the new economy are significant
- There is a window of opportunity to modernise and reform that needs to be utilised
As the themes outlined above demonstrate, significant challenges exist in terms of the provision of vocational education. In addition, the way in which skills and vocational education are communicated and perceived is problematic. Alongside these challenges, certain themes emerged strongly, some with a particularly local feel.

The following five points stood out as being of priority for a large proportion of the conference participants:

1. **Political uncertainty is hindering progress and creating a complicated context for reform**

   Bearing in mind the probable need for reform in this area (and the significant impact that various government ministries will bring to bear in the issue) the current political instability makes any steps forward difficult. There was a clearly articulated sense that education, and particularly vocational education, reform was not high on the agenda of the current political incumbents and that, furthermore, reform of public services was largely on hold due to the relative impotence of the current regime. There was hope, however, that the forthcoming elections would be the catalyst for greater stability and, subsequently, create the context for change so clearly needed.

2. **There is a need to acknowledge, and build on, progress previously being made and best practice at a national level**

   In terms of progress within the area of vocational education, much work was already being undertaken prior to the revolution. A majority of conference participants were fully aware of the challenges and solutions that were emerging before political instability took hold. Many participants talked of pilots and initiatives being run and of some success with these (particularly those that involved partnership between the public and private sector). There is a need to create a comprehensive map of these pilots and initiatives and to provide a thorough evaluation of each initiative as part of a strategic review in order to build on what’s currently working well and identify areas that need further development.

3. **Cultural challenges will take time to overcome**

   The societal norms in terms of job roles and the status attributed to them emerged as a consistent theme during the two days. In short, it will be very difficult to change perceptions towards jobs that have traditionally been seen as for those who have failed academically and who have little or no prospects for social mobility. Egypt has a strong history of educating (and exporting) doctors and engineers. These professions remain at the top of a well-defined aspirational tree and it will take time and commitment if Egypt is going to start seeing skills jobs as anything other than an option of last resort, regardless of the quality of education that may precede these jobs.

4. **Rationalise the sector but how?**

   The most consistent message that emerged during the conference was that there were, currently, too many stakeholders crowding the vocational space. One estimate
Eng. Essam El Zomor, Executive Director, Engineering ETP, TVET, Egypt

5. The media are vitally important but there is uncertainty about their role

The media are a critical stakeholder in changing perceptions of skills. They have the power to engage with the population, to facilitate debate and to promote new concepts around skills and vocational education. Opinion varies as to how engaged the media are with this issue with some suggestion that the story of the revolution had brought the issue to the forefront. Furthermore, the new freedoms now enjoyed by the press (which include the freedom to criticise state-funded education) may help in creating a role for the media that can be more analytical and constructive. As the mainstream media changes, and as social media take hold, so the relationship with these issues will evolve.
Opportunities for career pathways for TVET students in Egypt by Dr. Essam El Kordi, Secretary General, Education Development Fund
Conference Recommendations

The following recommendations provide a summary of the conference delegates’ responses to the challenges identified in Section 2.

Recommendations for Improving the Vocational or Skills Sector

- **Rationalise the system**
  Create a single organisation to coordinate all stakeholders and centralise activities; conduct an audit of the vocational education system, including analysis of existing initiatives, practices and policies to identify what’s working and what’s not

- **Improve the quality of provision**
  Create more coherent quality assurance processes through a review of the current accreditation framework; focus on delivering quality assurance for both nationally and internationally recognised qualifications; invest in upgrading technical college facilities to create better learning environments and ensure compatibility with current working practices

- **Better qualifications with clearer progression routes**
  Review the qualifications structure to aid transition between vocational and other education routes, and ensure that opportunities for progression exist; ensure qualifications are consistently updated to industry standards and recognised and valued by employers

Ms. Helen Emberton, Head of Curriculum, Peter Jones Enterprise Academy talking about Effective Employer Engagement
Increase collaboration particularly with industry
Improve collaboration and communication between stakeholders; increase opportunities for networking, partnership and sharing of best practice; review policies to encourage industry participation in the skills sector, with incentives for involvement and an improved work placement framework

Develop a career guidance service that works
Enhance the existing careers guidance framework with better provision of information on the skills sector, greater involvement of employers at all stages and the use of relevant technologies such as online skills fairs, to provide a wider reach and increase impact; broaden the careers guidance agenda still further, reaching out to younger pupils and parents to showcase the skills sector as a credible career path

Address the need for accurate labour market information
Conduct ongoing research of labour market needs to inform the fundamental requirements of the skills education system

Recommendations for Changing the Perception of Skills

Improve information sharing
Establish a centrally coordinated website to provide information on the vocational system, showcase best practice and publicise projects and initiatives; source and communicate success stories to all stakeholders and create ambassadors for vocational education

Engage with the media
Encourage positive and more visible coverage of vocational education issues and stories; continue to include media participants in the engagement and reform process and at conferences and events

Build sustainable forums for engagement
Maintain a dialogue with all stakeholders through both focused and broader forums to ensure integration with the reform process

Invest in communications campaigns
Launch a campaign to engage with young people through social media to establish a new dialogue around skills training; launch a campaign aimed at the general population to communicate the value and relevance of a skills education

Change the narrative
Continue direct engagement with the media to create positive news stories by following students through their skills and learning experience and share with other young people through social media; encourage creative ideas for positive representation of skills careers in mainstream media
Next Steps

The conference recommendations outlined provide significant guidance and direction in terms of possible next steps. The British Council is committed to working with partners in Egypt to help implement these recommendations wherever possible.

In the short term, the British Council will focus on building on existing partnerships in order to drive forward the following activities:

- Dissemination of the conference report to all key stakeholders and all those present at the conference for feedback and comment
- Agreement on immediate (and achievable) priorities for follow up and production of plan to guide follow up activities
- Follow up consultancy visit to engage with relevant individuals and organisations in order to execute first stages of follow up plan
- Follow up consultancy report to identify further specific areas of focus where British Council, in collaboration with partners, can bring value

Although the action points listed above do not specifically reference the recommendations made in the previous section, the approach needs to be informed principally by further consultation, research and engagement.
Appendix 1 - Programme

Day 1 - February 14

09:00 – 09:3 Coffee, Registration and Networking

09:30 – 09:45 Welcome and Introductions
Mr Mark Stephens, Director, British Council Egypt
Dr Hany Monieb, Advisor to Minister of Manpower and Migration on training

09:45 - 10:00 Framing the Debate
Aims and Objectives of the conference
Mrs Melanie Relton, Regional Vocational Education Manager, Middle East and North Africa, British Council

10:00 - 10:15 Perceptions of Skills
Challenges and Opportunities in Egypt
Mr Saied Gharieb, Regional Director, Human Resources, Americana Group

10:15 - 10:30 Perceptions of Skills
Challenges and Opportunities in Egypt
Ms Amany Moemen, Executive Board Member, Industrial Training Council

10:30 - 10:45 International Perspective
Challenges and Opportunities from an Vocational Education Institution perspective
Ms Reham Mustafa, Head of External Relations, Sharjah Institute of Technology

10:45 - 11:00 International Perspective
Challenges and Opportunities Globally
Mr Simon Bartley, President, WorldSkills International

11:00 - 11:20 Coffee and filmed interviews

11:20 - 12:10 The Status of Skills
Young Participants’ Perceptions

This session provided an opportunity to hear young peoples’ views on perceptions of skills, how these perceptions are shaped, and what might be done to improve the poor image of skills.

Ms Marwa Rushdy, Program Associate, Education for Employment Foundation Egypt
Mr Mohamed Shain, Education for Employment Foundation Egypt
Ms Nashwa Ali, Intilaqah Graduate
Mr Ahmed Zakarya, Art Producer, Tasgedy Network
Mr Ayman Khelifi, Tunisian young participant
Mr Alexander Fakhri, UK young participant
12:10 - 13:10 Understanding the Challenges
These initial discussion sessions provided an opportunity to share and compare experiences, identify the key challenges and assess how far these are similar across countries and across sectors

Ms Nevine Abaza, Director, British Council, Alexandria
Mrs Melanie Relton, Regional Vocational Education Manager, Middle East and North Africa, British Council

13:10 - 14:10 Lunch and filmed interviews

14:10 - 15:10 Facilitated Workshop Sessions
Egyptian and United Kingdom experts shared their experience and focused on different approaches to addressing the low status of skills.

Workshop Themes:
• Apprenticeships
• Careers Guidance
• Employer Engagement
• Media representation

Mr Ahmed El Ashmawi, Senior TVET Expert
Ms Marlena Topple, Project Manager, Prospects
Ms Helen Emberton, Head of Curriculum, Peter Jones Enterprise Academy
Mr Simon Bartley, President, WorldSkills International

15:10 - 15:30 Coffee and filmed interviews

15:30 - 16:30 Facilitated Workshop Sessions
Egyptian and United Kingdom experts shared their experience and focused on different approaches to addressing the low status of skills.

Workshop Themes:
• Apprenticeships
• Careers Guidance
• Employer Engagement
• Media representation

Mr Ahmed El Ashmawi, Senior TVET Expert
Ms Marlena Topple, Project Manager, Prospects
Ms Helen Emberton, Head of Curriculum, Peter Jones Enterprise Academy
Mr Simon Bartley, President, WorldSkills International

16:30 - 16:45 Closing comments
Mrs Melanie Relton, Regional Vocational Education Manager, Middle East and North Africa, British Council
## Appendix 1 - Programme

### Day 2 - February 15

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00 - 09:30</td>
<td>Coffee and Filmed Interviews</td>
</tr>
<tr>
<td>09:30 - 10:00</td>
<td>Review of Day 1 and Preview of Day 2</td>
</tr>
<tr>
<td></td>
<td><strong>Mrs Melanie Relton</strong>, Regional Vocational Education Manager, Middle East and North Africa, British Council</td>
</tr>
<tr>
<td></td>
<td><strong>Mr Jim Playfoot</strong>, TVET Consultant.</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Opportunities for career pathways for TVET students in Egypt</td>
</tr>
<tr>
<td></td>
<td><strong>Dr. Essam El Kordi</strong>, Secretary General, Education Development Fund</td>
</tr>
<tr>
<td>10:15 - 10:30</td>
<td>How better qualifications will change the perception of Skills</td>
</tr>
<tr>
<td></td>
<td><strong>Dr. Rasha Khafagy</strong>, Team member of the Technical Office to the President of NAQAA attended on behalf of <strong>Dr. Magdy Kassem</strong>, President, NAQAAE</td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Coffee and filmed interviews</td>
</tr>
<tr>
<td>11:00 - 12:30</td>
<td>Discussion Groups</td>
</tr>
<tr>
<td></td>
<td>Assessing the Opportunities</td>
</tr>
<tr>
<td></td>
<td>The discussion sessions enabled participants to share the ideas, learning and best practice in relation to the opportunities for change.</td>
</tr>
<tr>
<td></td>
<td><strong>Ms Nevine Abaza</strong>, Director, British Council, Alexandria</td>
</tr>
<tr>
<td></td>
<td><strong>Mrs Melanie Relton</strong>, Regional Vocational Education Manager, Middle East and North Africa, British Council</td>
</tr>
<tr>
<td></td>
<td><strong>Mr. Jim Playfoot</strong>, TVET expert</td>
</tr>
<tr>
<td></td>
<td><strong>Alaa El Bannan</strong>, Media Freelancer</td>
</tr>
<tr>
<td></td>
<td><strong>Kareem Hossam</strong>, Student</td>
</tr>
<tr>
<td>12:30 - 13:45</td>
<td>Lunch and filmed interviews</td>
</tr>
<tr>
<td>13:45 - 15:00</td>
<td>Discussion Groups</td>
</tr>
<tr>
<td></td>
<td>Defining the Recommendations</td>
</tr>
<tr>
<td></td>
<td>The discussion sessions enabled participants to share the ideas, learning and best practice in order to develop recommendations that might be taken to tackle the low status of skills in Egypt</td>
</tr>
<tr>
<td></td>
<td><strong>Ms Nevine Abaza</strong>, Director, British Council, Alexandria</td>
</tr>
<tr>
<td></td>
<td><strong>Mrs Melanie Relton</strong>, Regional Vocational Education Manager, Middle East and North Africa, British Council</td>
</tr>
<tr>
<td></td>
<td><strong>Mr. Jim Playfoot</strong>, TVET expert</td>
</tr>
<tr>
<td></td>
<td><strong>Alaa El Bannan</strong>, Media Freelancer</td>
</tr>
<tr>
<td></td>
<td><strong>Kareem Hossam</strong>, Student</td>
</tr>
<tr>
<td>15:00 - 15:15</td>
<td>Coffee and filmed interviews</td>
</tr>
<tr>
<td>15:15 - 16:15</td>
<td>Plenary Feedback</td>
</tr>
<tr>
<td></td>
<td><strong>Mrs Melanie Relton</strong>, Regional Vocational Education Manager, Middle East and North Africa, British Council</td>
</tr>
<tr>
<td>16:15 - 16:30</td>
<td>Closing Remarks and Next Steps</td>
</tr>
<tr>
<td></td>
<td><strong>Mrs Melanie Relton</strong>, Regional Vocational Education Manager, Middle East and North Africa, British Council</td>
</tr>
<tr>
<td>16:30</td>
<td>Close</td>
</tr>
</tbody>
</table>
Appendix 2
List of key speakers and workshop facilitators

Welcome Address

Mr Mark Stephens, Director, British Council, Egypt
Dr Hany Monieb, Advisor, Ministry of Manpower

Key note speakers

Mrs Melanie Relton, Regional Vocational Education Manager, Middle East and North Africa, British Council
Mr Saied Gharieb, Regional Director, Human Resources, Americana Group
Mr Amany Moemen, Executive Board Member, Industrial Training Council, Egypt
Mrs Reham Mustafa, External Relations Manager, Sharjah Institute of Technology, United Arab Emirates
Mr Simon Bartley, President, WorldSkills International
Mme Samira Hached, Director of Communication, Agence Tunisienne de la Formation Professionnelle (ATFP)
Dr. Rasha Khafagy, Team member of the Technical Office to the President of NAQAA, NAQAA

Facilitated Workshop Presentations

Mr Ahmed El-Ashmawi, International TVET Expert, Egypt
Ms Helen Emberton, Head of Curriculum, Peter Jones Enterprise Academy United Kingdom
Ms Marlena Topple, Project Manager, Prospects, United Kingdom
Mr Simon Bartley, President, WorldSkills International
Ms Marwa Rushdy, Program Associate, Education for Employment Foundation Egypt

International Young participants

Mr Mohamed Shahin, Egypt
Ms Nashwa Ali, Egypt
Mr Ahmed Zakarya, Egypt
Mr Ayman Khelifi, Tunisia
Mr Alexander Fakhri, United Kingdom
For more information, please contact: SfE_MENA@britishcouncil.org

The British Council would like to thank Jim Playfoot, White Loop Limited who led on the conference programme and prepared this report.

British Council would like to acknowledge the support of the Foreign and Commonwealth Office’s Arab Partnership Initiative in delivering the Changing Perceptions of Skills initiative in Egypt.