Work force Development Activities in Egypt and the Middle East



mohammed@fiu.edu

Energy Systems Research Laboratory
Department of Electrical & Computer Engineering
Florida International University
Miami, Florida





March 16-17, 2023 Albuquerque, NM







Status in Egypt and Middle Eastern Universities

- 1. There are many public universities in Egypt and an increasing number of private universities around the country.
- 2. There is increased industrial support from many private companies and the branches of international industry industries in Egypt (ABB, Siemens, GE, etc).
- 3. There is a significant need in the industry for a skilled workforce, but there's not much to support this demand with how things stand regarding laboratory training. I think the country needs a lot of capacity building.



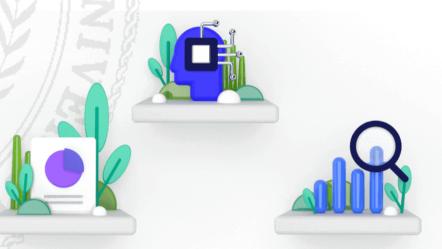
Status in Egypt and Middle Eastern Universities

4. Online activities regarding degree programs or IT capabilities in student homes or work sites are not very common.

5. Many skilled individuals leave the country for overseas opportunities. Many do not return due to economic conditions.

4. There are several national infrastructure projects for roads, bridges, transportation, electrical, etc., but the population is increasing, and many untapped opportunities exist.







7. Some examples of available resources as follows:

- a. National Training Academy https://nta.eg/ar-plp.html is created by the Egyptian government. The aim is creating a strong and rich base of youth competencies to be qualified for political, administrative, and community work in the country, by introducing them to the latest management theories. Scientific and practical planning and increasing its ability to apply modern methods to confront the problems surrounding the Egyptian state.
- b. Udacity https://www.udacity.com/ is a company that specializes in creating the job-ready digital skills that empower achievement.
 - Udacity has a playbook that is globally scalable, addressing the widespread digital talent shortages that impact growth, productivity, and innovation.
 - They collaborate with enterprises and highly motivated individuals to design a tailored talent transformation journey enabled by a special Digital Competency Platform.
 - The content is co-created and continually refined with industry leaders.
 - Each Udacity program is deeply focused—eliminating guesswork in selecting the right course.
 - Expert mentors unblock learning with personalized support and verify complete mastery of competencies.
 Energy Systems Research Laboratory, FIU

Egyptian Universities Workforce Training Programs

Technical Workshops/

Trainings from Public/Private sectors. (on-campus)



Technical
Courses with
Industry-based
labs. (oncampus)



ientia Fac

Non-Technical Activities in campus (Soft/Communication Skills). (In-campus)



KAPEC SIEMENS



Summer Internships in Companies from different sectors. (off-campus)



CV writing and Interview management skills workshops. (on-campus)



Egyptian Universities Workforce Development Programs

- Technical Workshops/Seminars/Trainings from Public/ Private sectors. (In-campus)
- Announcement for student competitions and winners join internships. (off-campus)
- Organizing Conferences to help graduate students publish their work.
- Organize industrial visits for Hybrid renewables power plants. (off-campus)
- Seminars with software developers like Mathworks
- Bring Vendors to sponsor labs. (in-campus)







SUP'COM Tunisia, Algeria & Morocco

- Different Activities in-campus and out-campus
- CYBERTHON: Cyber Security and Smart Factory Hackathon
- Technical seminars with Engineering software developers like Mathworks
- Forums like TECHWORLD SECURITY
- Partnerships with funding agencies like DAAD for Automotive Innovation HACKATHON.



















YBERTH

SESSION D'INFORMATIONS s du DAAD pour des étudiants et nants universitaires Tunisiens

INSAT - Tunisia

- Erasmus +
- Entrepreneurship
- **Start Ups**
 - **Model United Nations**
- **Cyber Security Competition**
- **Innovations Days**







Venez rés









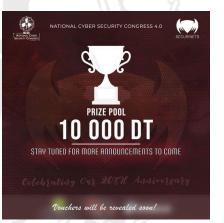
















Innovation Days

Northern universities

March, 6th, 2023; INSAT



08h30-09h00 Registration

10h30-10h45 Coffee-break

09h10-09h25 Official launch of the day, Mr. Moncef BOUKTHIR

09h25-09h40 Status and challenges, Mr. Mourad BELLASSOUED 09h40-09h55 Industries and innovation, Mr. Omar BOUZOUADA 10h00-10h30 Inauguration of the new INSAT business incubato

10h45-12h30 Workshops, Presidents of Universities 12h30-13h15 Synthesis and Conclusions

Session 1: Research & Education

Stimulating new interaction

eated to simplify and accelerate the transfer of tech

ologies to companies have yet been sufficient to revo

Registration & Contacts

arget audience: Researchers, professors steractions between research laboratories and comp ies are still too limited. Neither the mechanisms aimed stimulating contractual research nor the structure









Innovation is key to boost growth and jobs

To bring together policymakers, researchers, entrepreneurs and experts to debate and shape the future of research and innovation.

Schedule Session 2: Administration &

Governance



law, alienation and innovation

ion, but it is not valued. Questioning practices is rarely

Session 3: Industrial



Towards better knowledge absorption rate

arget audience: Industrial, companies, administ

The finding is paradoxical: despite a respectable global ndustrial fabric and research whose quality is praised internationally, Tunisia is struggling in the field of inno

· Mr Mehrez MAMMAMI (UCAR)

· Mr Yassine KHALED (UT)



Robert Beauchemin

résident de eConcordia

sident de KnowledgeOne

ANADIEN







et tunisiens

13H00

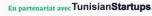
Réseautage d'affaires

Esapace B28 entre les fondateurs

des startups, porteurs d'idées et

les hommes d'affaires canadiens





(UCARS 71 749 100) (UI) 78 611 100) (UMC 71 602 99) (UT) 71 562 700 (UTIO) 71 871 590; (UVI) 71 905 240; (UZ) 71 576 690.

the blue link below

• Mrs Hanen ATTIA (UTM)

· Mrs Hanen JALLELI (UMA

Mrs Hanen REBHI (UI)

Mrs Sonia LAZAAR (UZ)

Mrs Nesrine ARFAOUI (UVT)

An Example from Bangladesh Universities Workforce Training Activities

 Technical Workshops/Seminars/Trainings from Public/Private sectors. (In-campus)

 Technical Courses with Industry-based labs. (In-campus)

 Non-Technical Activities in campus (Soft/Communication Skills). (In-campus)

Summer Internships in Companies from different sectors. (off-campus)

CV writing and Interview management skills workshops. (in-campus)





Prof. Ismael Al-Hinti, President, El Hussain Technical University (HTU), Jordan, commented

- The standard curriculum of the Bachelor Degree program is designed to allow the student to leave after 2.5 years, 3.5 years, or 5 years (including 6-8 months apprenticeship). Each exit point is a reentry point, and it is linked to a degree (first technical degree, 2nd technical degree, and a Bachelor degree).
- We have recently decided to take another parallel approach where we divided the Bachelor Degree
 Program vertically into a number of pathways, where each pathway is linked to a specific career role.
 Each pathway can be ideally completed in 6 months, enabling students to take specific jobs in a
 much shorter time but with the required specific skillsets.
- On the other hand, we are addressing the need for upskilling and reskilling through a variety of more condensed courses that range from one to three months targeting engineers or technicians who need to change their career path to work in renewables, EVs, energy efficiency, ...etc.





Final Thoughts

 We believe the challenges we are trying to address in this workshop is a global one and we are witnessing similar trends in almost all regions of this world.

• For this reason, we need to rethink the traditional higher education model and to innovate more relevant and feasible approaches similar to the one this workshop is proposing.



