

The Corporate Learning and Development Landscape in Egypt

2023

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Corporate Training Dynamics amidst Economic Challenges

Continuous changes in the business context and its related work dynamics impact corporate training needs, priorities, and plans. As a premier executive education partner, the AUC School of Business aims to assist corporates and training providers in establishing their strategic goals, seeing new prospects for excellence, and maximizing the advantages of client-provider relationships.

This is the second consecutive edition of the School's annual study, analyzing key attitudes and trends in the sector, as well as offering insights on the changes that the corporate learning and development (L&D) landscape in Egypt is undergoing. The study explores the dynamics of identifying company training requirements, service providers, contractual procedures, post-training evaluations, and, most importantly, emerging trends.

The Corporate Learning and Development Landscape in Egypt report for 2023 analyzes the input of 40 remarkable organizations representing 12 industries, including banking and financial services, healthcare, ICT, agribusiness, F&B, real estate, insurance, transportation, manufacturing, utilities, automotive, and oil and gas. This represents a 30% increase in sample size compared to 2022.

This year's interviews with corporate representatives were conducted in the first quarter of 2023. At the time, the impact of currency devaluation and its uncertainty over the coming year was coupled with the global recession and rising inflation. These macroeconomic conditions and global developments certainly had a direct impact on the conversations with study participants, as the Egyptian economic climate witnessed a period of turmoil. Accordingly, these factors influenced corporate training plans for 2023 and the outlook for near-future developments.

Input from
40
organizations

Incorporating
12
industries

Increased
30%
in sample size

Research Methodology

The methodology used for this research involved the development of a semi-structured questionnaire that blended both qualitative and quantitative data collection methods. The interviews were led by a team of executive education professionals from the AUC School of Business, who conducted through one-to-one scheduled meetings with L&D professionals in key corporations from 12 business sectors across Egypt. Compared to 2022, the report's participant sample witnessed a 30% growth in 2023, amounting to a total of 40 interviewees. The executive education team internally processed the collected material, including data transcription, analysis, and reporting. Moreover, in this year's report, the School is including the "learner's voice" throughout the study, reflective of information collected from more than 300 executive education learners via an online survey. The overarching theme in this year's study is comparison, with the aim of highlighting developments across different areas and contrasting them to pinpoint trends and changes.



Total of
40
Interviewees

More than
300
ExecEd Learners

Executive Summary

The Corporate Learning and Development Landscape in Egypt 2023 report analyzes the country's corporate L&D environment, identifying key market gaps by business type and size, being inclusive of the learner's perspective, and identifying similarities and differences between 2022 and 2023. The report explores trending topics that both corporates and learners view as key developments in the sector, while also painting a clear picture of how corporations plan their training needs for the year, including training budgeting time and ranges per sector, training provider selection, and training formats.

Main findings include:

- About 63% of study participants have highlighted the necessity for experiential learning and application-based L&D programs, in order to effectively provide training solutions.
- L&D professionals are in dire need of effective assessment support, as it enables them to develop efficient training programs, particularly during times of economic crisis.
- Digital transformation emerged as the most prominent trend in this year's report, being viewed as a key development by the majority of corporations and learners alike.
- In terms of how companies identify their requisite training needs, the corporate L&D function was the key identifier of training needs in 79% of the studied cases, followed by functional departments and market-driven triggers. Strategic vision and management-driven triggers for training needs came last at 3%.
- The quality (32%) and the provider's reputation (24%) were the most important factors considered when corporations selected such training providers.

Changes in work dynamics enforced by the new employment types and formats during COVID-19 and the economic turmoil were taken into consideration throughout the study.

Introduction

What is going on?

What is going on in the corporate learning and development landscape in Egypt?

As L&D has become increasingly important in recent years, corporations seek to motivate, engage, and retain their talents to ensure the success and sustainability of their organizations. With the lack of a comprehensive understanding of the needs and challenges in the market, a gap will always present itself between corporates and training providers. Through this year's report, the AUC School of Business aims to provide a holistic overview of the current

state of L&D in Egypt, comparing 2023 findings to those of the 2022 report.

As a key player in the university-based executive education industry and a member of UNICON¹, AUC School of Business bridged the L&D market gap by creating a baseline reference for the current L&D requirements of corporates in Egypt.

This year's study presents insights from 40 corporations across 12 key business sectors in the Egyptian market. Personal structured interviews were conducted by a team of experts from the School.

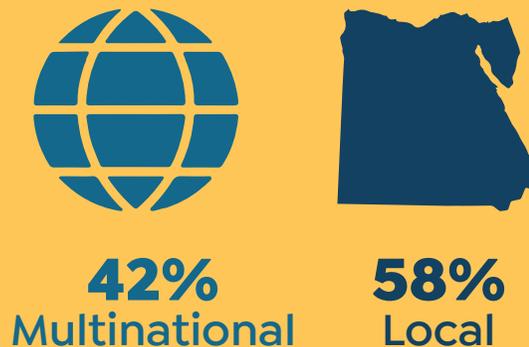
Sample Profile

Split by size



Split by type

Local vs. multinational operating in Egypt



The sample² included a mix of well-established corporates³, as well as small- and medium-sized enterprises (SMEs), accounting for 88% and 12% of the total sample size respectively. The number of those companies' employees ranged from less than 1,000 to more than 3,000 while the annual average training budget lay between EGP 500,000 and EGP 30 million. Local firms represented 58% of the surveyed firms, while multinational companies made up 42%.

This year's report covers the key perceptions that corporations have of L&D providers, current trends, the most popular corporate strategies for identifying training needs and selecting providers, as well as a closer examination of corporate preferences for training formats, compared to learner preferences, and the most popular post-training evaluation strategies.

¹ UNICON: Consortium for university-based executive education
² Company size allocation as per the reported size during the interviews and linked to Central Bank of Egypt definition.
³ The Central Bank of Egypt (CBE) considers enterprises with a business volume between EGP 1 million and 50 million to be small and those with a volume from EGP 50 million to 200 million to be medium-sized.

Section 01

Perceptions and Trends



01 Perceptions and Trends

1.1 Common market gaps across industries and different company sizes

When discussing the most prevalent gaps or unmet needs that client organizations have lately observed within the L&D environment in Egypt, five key points emerge, with varying weights.

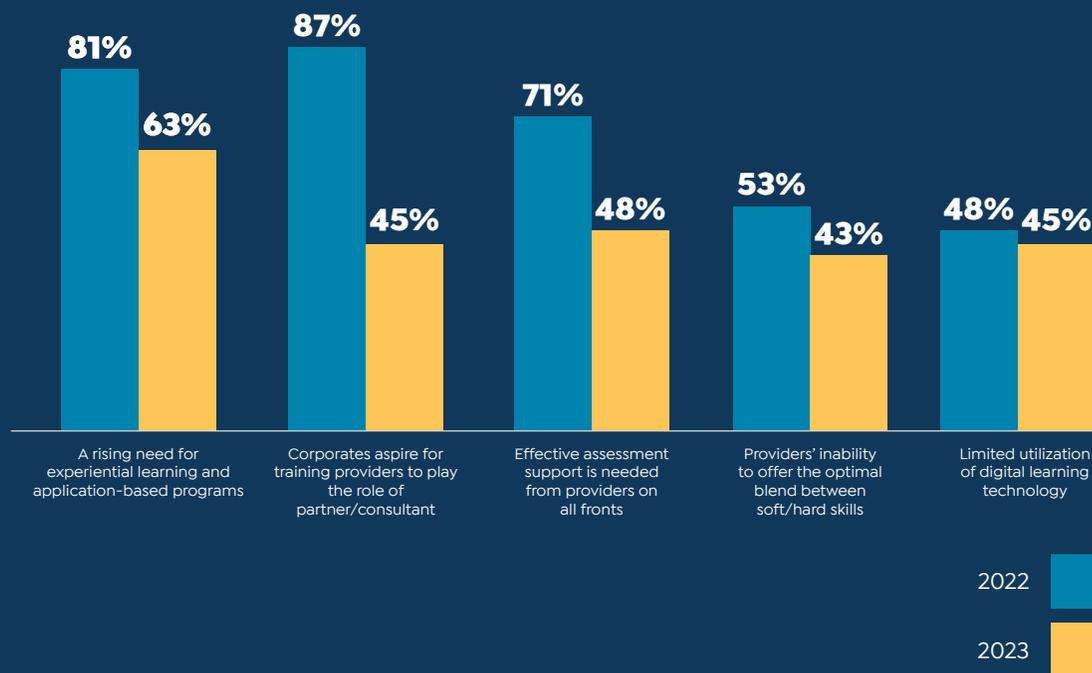
While the main reported gaps and unmet needs remain the same as last year, the significance and ranking of each has witnessed a change. A rising need for experiential learning and application-based programs was reported as the most significant market gap moving from second place in 2022 to first place in 2023.

Effective assessment support is needed from providers on all fronts to maintain their position within the gaps reported, being the second most reported gap this year, but nevertheless dropping from 71% in 2022 to 48% in 2023.

In 2022, 87% of study participants aspired for training providers to play the role of partner/consultant. This variable's weight decreased in 2023 to 45%, moving down to the third most prominent reported gap.

Both the optimization between soft and hard skills and the limited utilization of digital learning technology did not see a noticeable change in percentages between the two years being studied.

Common market gaps across industries and different company sizes 2022 vs. 2023



63%

rising need by corporates for experiential learning and application-based programs

An effective balance between theory and localized, relevant practical application is widely needed, especially with the general evolving trend for training solutions skewed towards skill-based training and development programs rather than certifications. This does not include job-based technical certifications. There is a clearly visible gap in the local L&D sector between conveying concepts and providing theoretical knowledge on the one side, and the application of that knowledge in practice on the other.

Additionally, as reported in last year's report, many corporates believe that a multitude of currently offered training solutions lack relevant local case studies. Even when more suited programs are found, they often lack connection to the client's situational needs, which was even more pronounced in the real estate, banking, and ICT sectors.

There is an increasing need by corporates for experiential learning and application-based programs to facilitate and accelerate the transfer of knowledge to the work environment in a timely manner for faster results. This is evident at multinational companies (85% incidence rate) and less pronounced at local companies.

“The majority of the programs provided are predominantly theoretical in nature, lacking practical application components. Consequently, trainees encounter challenges in applying the acquired knowledge upon returning to the workplace.”

- Telecommunication Sector

Definitions:

Active learning

“Active learning” refers to a wide range of teaching and learning practices that require students to do something during / before / after the training session to better help them understand a concept.

Experiential learning

“Experiential learning” is not just about doing an activity or sharing an experience. The concept also applies to students reflecting on and conceptually understanding that shared experience, and accordingly acting upon that new understanding.

48%

effective assessment support is needed from training providers on all fronts, including training needs, progress and feedback

The study shows that there is a clear market gap in offering comprehensive views on pre- and post-program assessments by most training providers. This results in an inability for corporates to visualize, assess and tailor the training solution to their specific needs and abilities, as well as realistically evaluate the impact training has had on their staff. Although there was a significant decrease from 71% in 2022 to 48% in 2023, the gap is still considered significant, ranking second.

a. Significance of pre-program assessments

- **To identify gaps in learners' knowledge or skills:** This allows training providers to adjust the course content to fill knowledge gaps and thus, ensure that learners are adequately prepared to meet the learning objectives and achieve the desired outcomes.
- **To measure progress:** Pre-program assessments provide a baseline against which learners' progress can be measured. This helps trainers and educators determine the effectiveness of the training program and make any necessary adjustments to ensure that learners are meeting the learning objectives.
- **To increase learner engagement:** Learners are more likely to be engaged and motivated to study when they perceive that the training program is adapted to their needs. Trainers and educators can better understand learners' requirements by using pre-program evaluations to create training programs that address those needs, which in turn increases learner engagement and motivation.
- **To save time and resources:** Pre-program assessments can help trainers and educators identify learners who already possess the skills and knowledge required for a particular course. This can save time and resources by allowing those learners to skip certain parts of the training program or move on to more advanced material.



Clarissa Biolchini, Head of Design, Electrolux LATAM, and Adjunct Professor at Fundação Dom Cabral, providing some background on design thinking and how human-centricity can be applied to program design to effectively address the context and needs of participants: "One framing we use is to look at 'before vs. after' the educational experience. What has changed for the participants? Planning the journey for participants is key, whether it's a one-day program or six months."

b. Significance of post-program assessments

- **To measure learning outcomes:** Post-program assessments help corporates and training providers measure the effectiveness of the training program by assessing learners' knowledge, skills, and abilities after they have completed the program. This enables them to determine whether the learning objectives have been met and accordingly, whether the training program has been successful.
- **To identify areas for improvement:** Assessing programs once they are completed can help corporates and training providers identify areas of the training program that need improvement. This can include identifying topics that learners struggled with, or areas where the training program was not effective in meeting the learning objectives.
- **To evaluate training methods:** Reflecting on training programs can help corporates and training providers evaluate the effectiveness of the training methods and materials used. This information can be used to improve the training program for future learners.
- **To provide feedback to learners:** Such assessments can be beneficial in providing learners with feedback on their performance, which can help them understand their strengths and weaknesses and identify areas for improvement. This feedback can also motivate learners to continue learning and improve their skills.
- **To justify training investment:** Through post-program assessments, trainers and educators can justify the investment in the training program to stakeholders. By demonstrating the positive impact of the training program on learners' knowledge, skills, and abilities, trainers and educators can showcase the value of the program and its impact on the organization.



45%

corporates aspire for training providers to play the role of partner/consultant

Off-the-shelf solutions, also known as pre-packaged programs, make up the majority of training programs on the market today, but do not exactly fit the needs of businesses.

When it comes to technical skills that can be standardized, certified, and offered, off-the-shelf training programs are ideal. However, these programs are less suitable for leadership training and mindset changes, where more specialized, client-centered programs must be developed in response to particular client needs.

Agile training solutions are much needed; training providers must keep up pace with the current industry advancement especially in the wake of COVID-19 and the rise of the digital era. They have to provide more custom-based programs. There is no room today for off -shelf training courses, or as they're also called 'One Size Fits All'.

- Banking Sector



Definitions:

Off-the-shelf training solutions

Off-the-Shelf Training Solutions are ready-made training solutions that can be directly added into your existing development program, to cover common topics or skills that are vital to most professionals amongst various industries.

Customer-centric training solutions

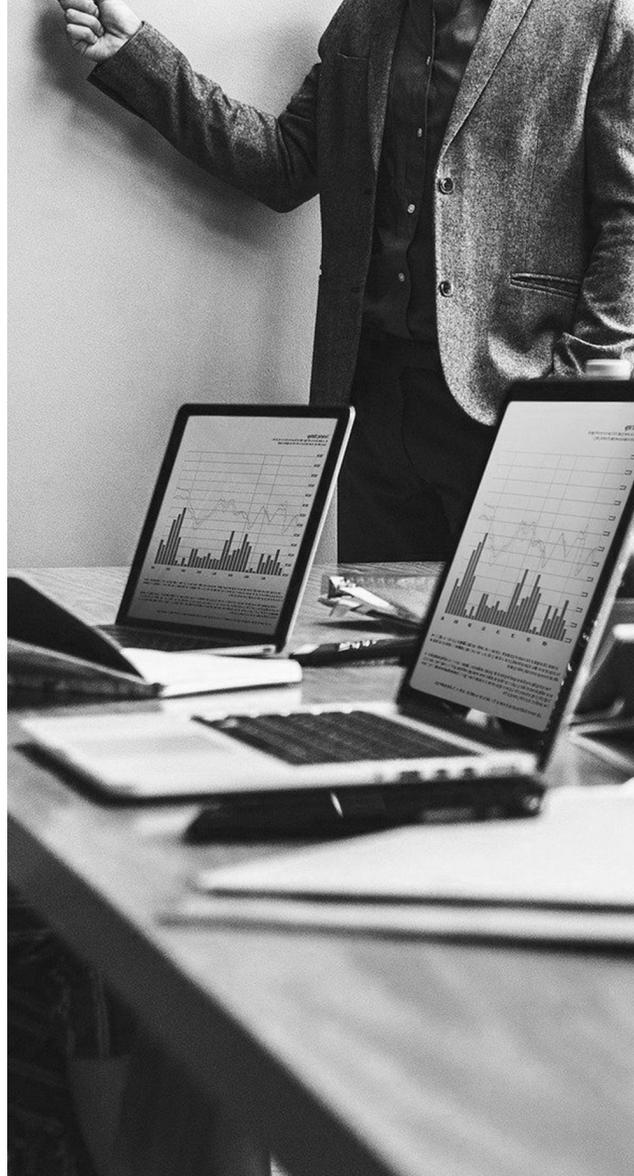
Customer-Centric Training Solutions are training programs in which content is specifically designed to suit the unique needs, applications, and culture of an organization.

However, numerous challenges arise with the application of customer-centric training solutions by client organizations, as was outlined in last year's report. Especially when such training programs are offered by reputable providers, two key challenges emerge, as per the UNICON research report "What are the jobs to be done in the future of executive education"⁴:

- **Premium cost:** Such customized training programs come at a high cost, since the training provider needs to wear the "solutions provider" hat in order to pertain to a new customer-centric business model. This mindset stipulates doing things in a different, less streamlined manner across the provider's entire business model, amounting to a more costly approach. It is at this point where corporates

find themselves in a predicament, through which they themselves either opt for a cheaper, maybe even less reliable provider for customized training programs, or for off-the-shelf training programs by high-ranking university-based providers that do not particularly address their specific needs.

4 Ryan, T. (2021). What are the jobs to be done in the future of executive education? UNICON research paper.



- **Perception:** Client organizations usually view training providers as such, namely as an entity that enters the corporation, runs through its training program and leaves again. It is therefore crucial that corporates that seek custom-made programs also perceive and treat training providers as partners or solution providers, as opposed to merely a training entity.

It is worth noting that the need for having training providers play the role of partner/consultant is more evident in local corporations (52%) than in multinationals.

45%

limited utilization of digital learning technology

COVID-19 has brought about a substantial shift in working formats and conditions, simultaneously increasing the reliance on technology and digital tools. However, many L&D professionals believe that corporates and providers are still behind when it comes to making full use of digital learning technology.

Digital learning technology is a powerful tool that is not utilized to its full capacity. Its capabilities include providing a flexible learning experience, enabling collaboration between staff members, allowing staff members to access the same content from different locations, offering bite-sized modules that can upskill employees in a short period of time, and being a cost-effective tool.

- Insurance Sector



At EDUCAUSE, a non-profit information technology for higher education association based in Louisville, Colorado, USA, Susan Grajek works with education and technology leaders to identify emerging trends in the education sector. Changing attitudes towards generative AI and its application in universities and the learning space has become the most discussed topic today, and “could transform the way business schools work,” says Grajek. Grajek notes gaming and simulation as other areas of technology and innovation with the potential to transform education. Meanwhile, she calls the metaverse “definitely a sandbox worth starting to play in,” in the way it can “immerse students in a digital campus experience,” adding that it “could explode,” as it becomes widely accessible. (FDC -UNICON).

43%

providers' inability to offer the optimal blend between soft and hard skills

To better navigate the surrounding business environment and its associated problems and complexities, corporations need training solutions that combine soft and hard skills. Currently, the provision of both types of skills are not well-aligned.

Most notably, local providers are still behind when it comes to offering hard skills training programs that are intensely functional or technical in nature, especially if they're industry-, category-, and company-specific. The demand for the right blend of soft and hard skills in training solutions is high amongst corporates, as they aim to better navigate the business environment and its challenges and intricacies. However, both training types are not optimally coupled.

The need for an optimized blend between soft and hard skills was highly evident within local companies (52%) and less seen in multinationals (35%). The heightened sense of urgency amongst local companies for blended training programs stems from the push to produce faster results in order to better compete in the market. This was especially evident in the manufacturing (HVAC), transportation, and logistics sectors, who employ a mixture of blue- and white-collar staff members, requiring both types of skills to ensure smooth operations.



Definitions:

Soft Skills

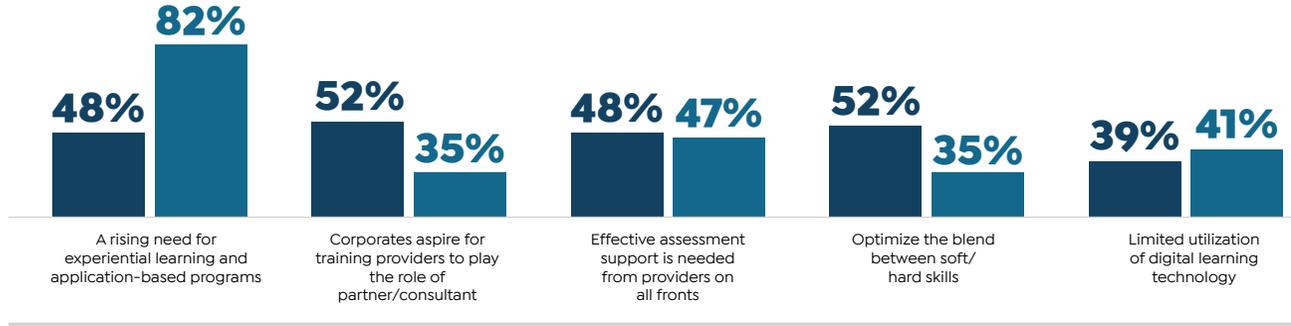
“Soft Skills” are people skills, that include abilities that are not unique to any job, but are rather used to ensure more positive interactions with those around us. Examples for soft skills are communication and leadership skills, time management, team-work, and problem-solving.

Hard Skills

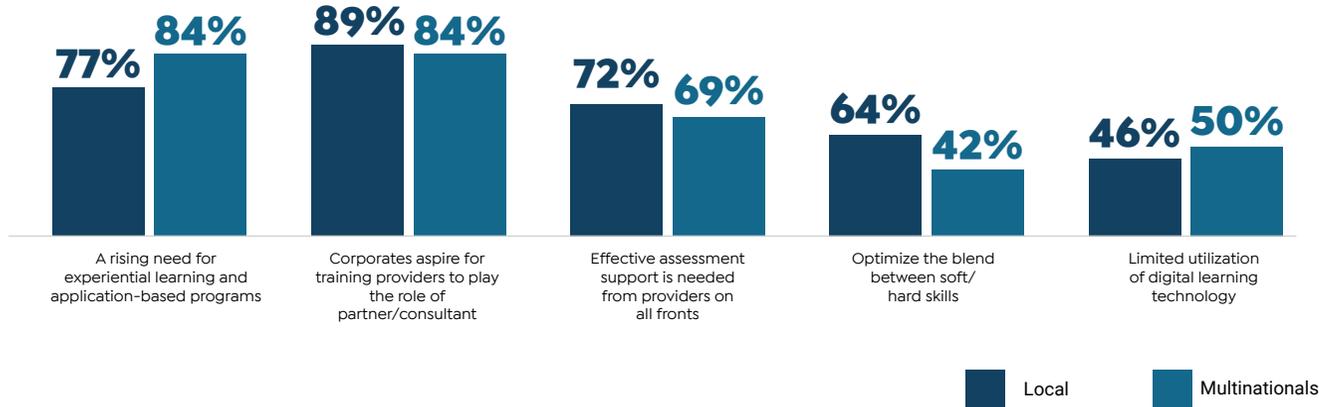
“Hard Skills” are job-specific duties and responsibilities. Hard skills can be learned through education, hands-on experience, or training. These skills are usually focused on specific tasks and processes that require technical education and/or practice.

Common Gaps vs. Company Type

2023



2022

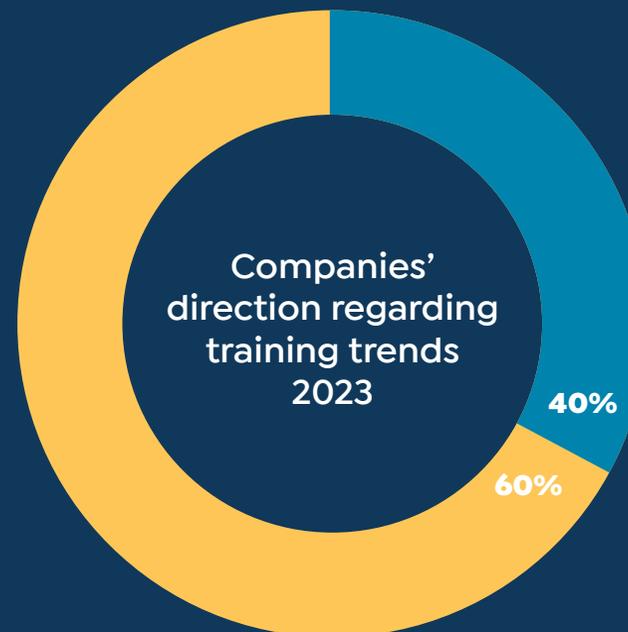


Collectively, when comparing the data about gaps collected in the local L&D market in 2022 and 2023, the results are very similar. While there was a reported change in the weights of each reported gap between both years, the gaps themselves remained as relevant as before on the local and multinational company levels.

1.2 Current training trends

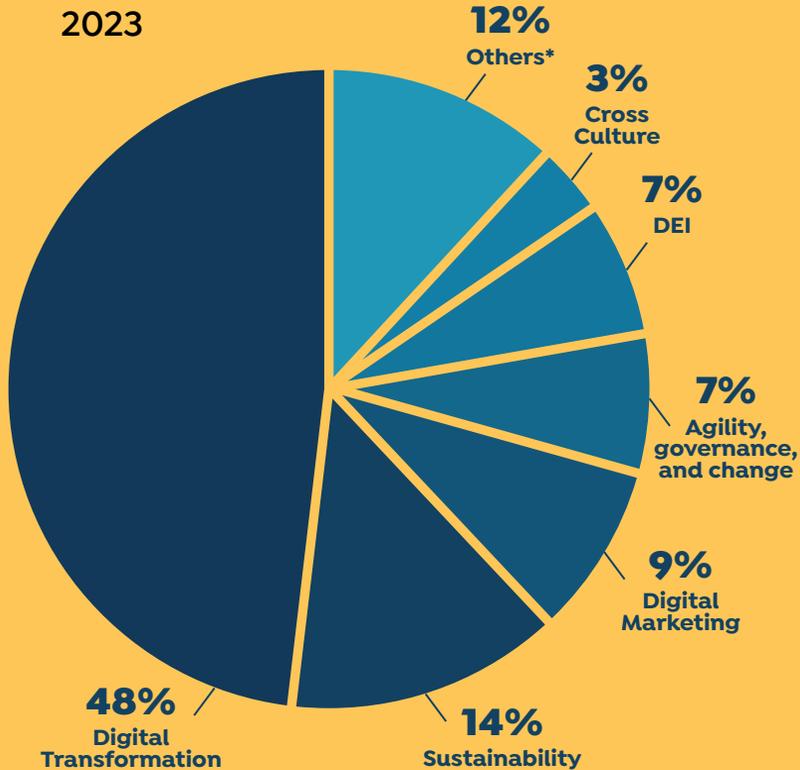
Staying on top of the latest L&D developments and market trends is crucial for corporates. Some 60% of survey respondents conveyed that they were always updated with the latest trends, while 40% expressed that they are catching up with them. While there is an inclination in 2023 to remain relevant and up-to-date with the newest innovations and trends in the sector, a large chunk of the market is still trying to catch up.

The survey respondents confirming that they were always updated about recent developments in the L&D sector revealed a few factors that supported that inclination. These included top management being supportive of the L&D culture, the availability of resources, the technical nature of the organization as a whole, evolving industry trends, and, in the case of multinationals, a global directive from the headquarters of the company.



1.2.1 Trending topics

Key Trending Topics 2023



*Others included: Business psychology, disruptive management, blockchain, scenario planning and social media management

Currently, the most prominent sought-after topic in the local L&D market is digital transformation, being in high demand across sectors, regardless of company size or type.

In the banking and healthcare sectors specifically, focus has been noticeably shifting towards the concept of sustainability, making it a key pillar when looking at potential L&D activities.

In cohesion with last year's results, digital transformation, sustainability, and digital marketing continue to be the most in-demand topics for L&D themes in 2023. In contrast to 2022, health informatics, SMEs, and the shared economy are no longer prioritized topics this year.



New insights: The learner's point of view

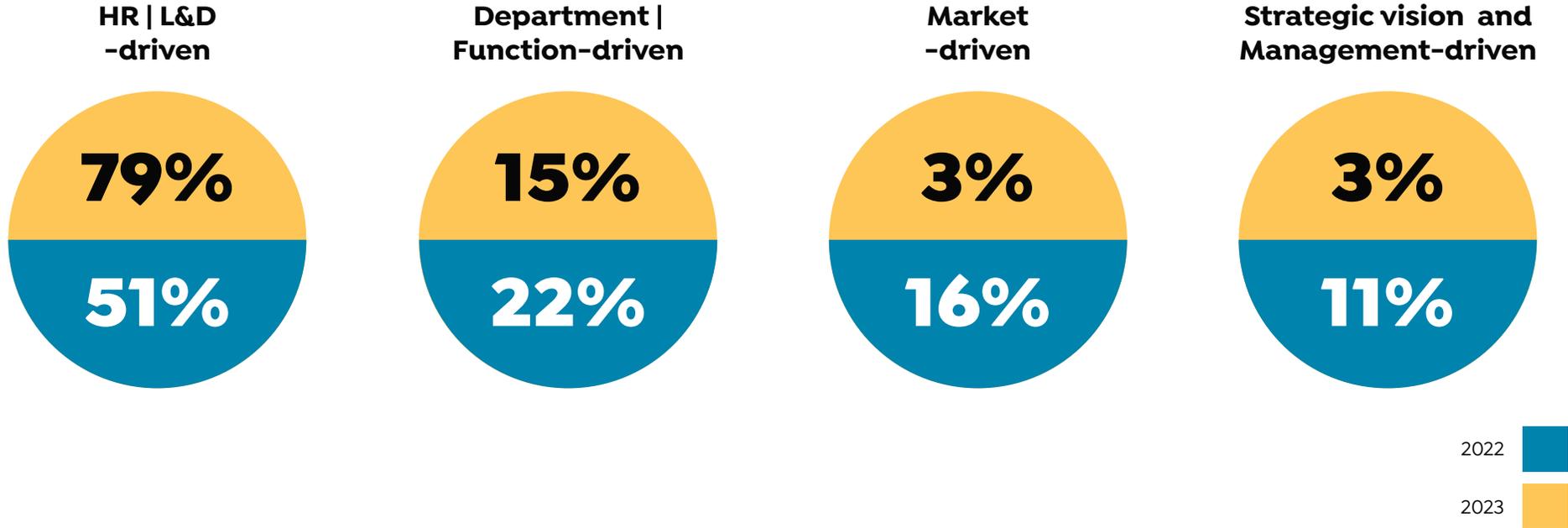
The most important topics chosen by corporates throughout the survey are in strong alignment with what learners are seeking to learn about through their employer's L&D programs. Survey responses by learners to the question "What topics do you wish to see offered?", clearly identify digital transformation as the most prevailing subject matter. This was followed by financial inclusion, disruptive management, healthcare forecasting and systems, storytelling.

Section 02

The Dynamics of Identifying Company Training Needs

02 The Dynamics of Identifying Company Training Needs

2.1 The four main triggers eliciting training needs



79%

A notable increase in the role of the HR/L&D function in identifying training needs in 2023 than 2022

HR | L&D-driven (Internal)

In 2023, the reported role of a company's HR/L&D function in identifying training needs (79%) was notably higher than in 2022 (51%), while corporations confirmed that embracing the role and influence of the L&D department in that area is a continuous work in progress. Even corporations that prioritize the impact of other drivers (i.e. department/function, market, or the company's strategic vision and management) over that of the HR/L&D department, still confirm that the HR/L&D department plays a fundamental role in the final decision on training programs, especially in the banking, real estate and healthcare sector.

This indicates an increase in training needs analysis (TNA) within organizations. TNA is the process of identifying the skills, knowledge, and abilities that employees need to perform their jobs effectively, while determining the gaps between what employees know and what they need to know. HR departments, and more specifically the L&D function, evaluate and consolidate training needs through analyzing data from several information extraction methods:

a. Employee surveys:

These are used to identify the current skills and knowledge of employees, what they need to fulfil their jobs effectively, and the training they would like to receive.

b. Manager interviews:

Talking to managers provides insights into the supervisor's development plan for their employees, while identifying the skills and areas that require further development within the team in order to drive forward the organization as a whole.

c. Benchmarking:

Studying prevailing market practices is essential for departments dealing with L&D provision within an organization. This allows companies to compare their own training practices with those of external entities.



15%

a decline in department-driven training needs in favor of other drivers in 2023

Department | Function-driven (Bottom Up)

As opposed to a functional or department-driven approach to specifying training needs within an organization, corporates are currently more focused on a macro-perspective, tackling the learning development of the organization as a whole. Hence, HR and L&D departments are more relied on to develop a company-wide training strategy. This partly goes back to frequent changes in department needs, depending on the specific tasks and responsibilities of the employees within the department. Coupled with the current economic climate, a department- or function-driven, bottom-up approach is not favored by most corporations.



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3%

a drop in market-driven training needs from 16% in 2022 to 3% in 2023 in favor of applied TNA-structured processes by HR/L&D team

Market-driven (External)

The identification of training needs based on market dynamics is not the key initiating trigger for developing an L&D strategy. This again goes back to the prioritization of the company needs through TNA processes when it comes to employee skills, as opposed to the demands of the job market.

3%

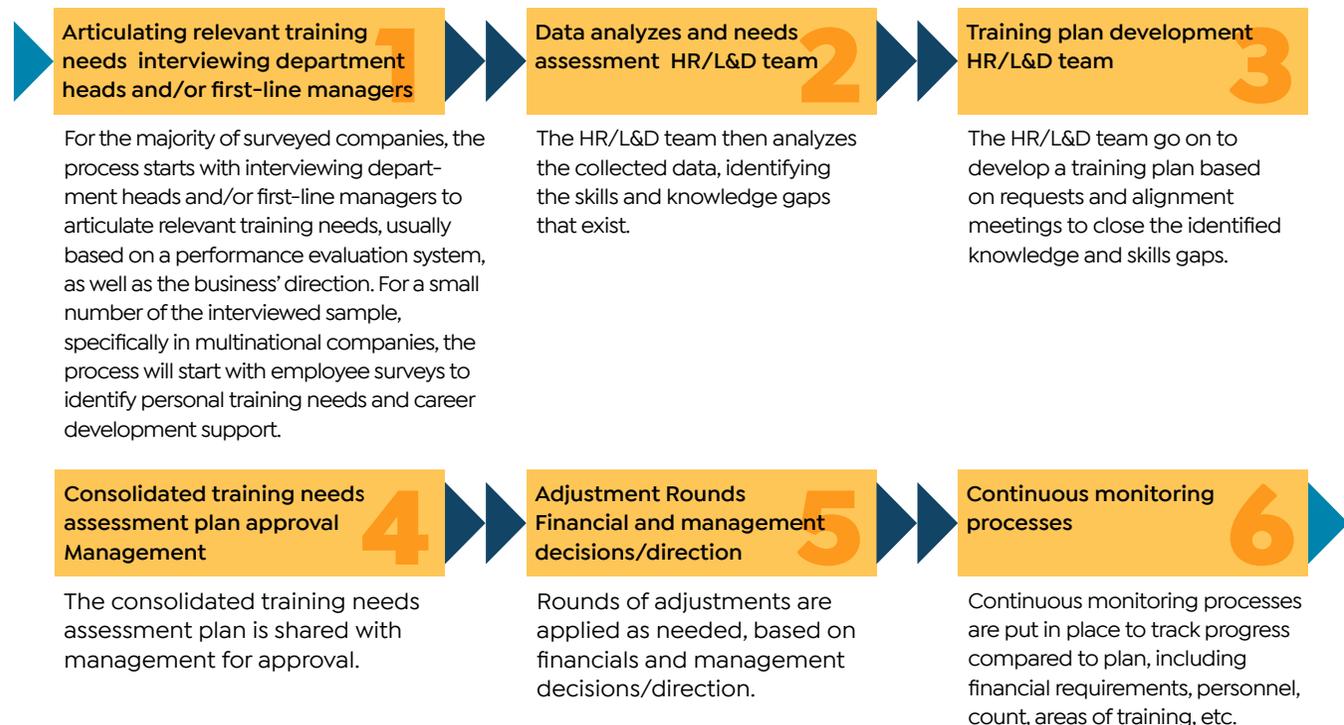
a decrease from 11% in 2022 to 3% in 2023 when it comes to developing L&D strategies based on the company's strategic vision

Strategic vision and Management-driven (Top-Down)

The majority of top management representatives of the surveyed corporates in 2023 have foregone requesting specific topics that enable employees to effectively fulfill the company's strategic goals. The move comes in favor of the more cost-efficient and structured approach of following the decisions of the L&D department. Especially in the currently challenging economic climate, management in most of the surveyed corporations are leaning towards a more risk-averse direction and/or cost cuts for non-urgent training solutions.

2.2 Process associated with training needs identification

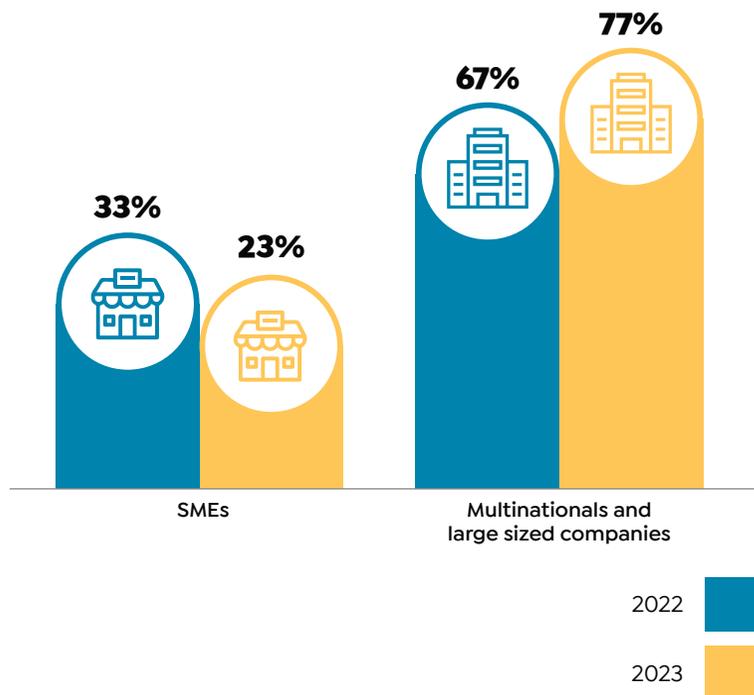
As elaborated in the 2022 report, there are two prevailing general processes for identifying training needs in different companies. In 2023, corporates confirmed that the processes remained more or less the same (either bottom-up or top-down) with minor tweaks in the steps included under each process.



a. Process 01: Bottom-up with the involvement of management

This process is identified by most interviewed professionals as the typical TNA process.

Bottom-up approach with the involvement of management (2023 vs. 2022)



The bottom-up approach is more prevalent in the following sectors:



2023 vs. 2022 outlook:

The bottom-up process is still the prevailing process amongst large local and multinational corporations with a collective weight of 77%, compared to 67% in 2022. This increase is attributed to the previously mentioned rising role of HR/L&D functions when it comes to determining training needs, making their involvement a key element in the decision-making process.

On the other hand, SMEs have reported a lower weight of 23% for their reliance on the bottom-up approach in 2023, compared to 33% in 2022. This is attributed to the fact that the ongoing economic uncertainty and disruption in the Egyptian market has driven SME managers to be more involved in decisions related to various cost streams, which includes training expenditures.

b. Process 02: Top-down where management directs, but is not involved in the details

The top-down approach is expected to be of rising importance in the near future, especially amongst SMEs and large-sized local companies, as training expenditure decisions are becoming more of a strategic discussion amongst top management representatives in times of economic uncertainty.



2023 vs. 2022 outlook:

The reliance of SMEs on the top-down process in identifying training needs has notably increased to 46% in 2023, compared to 24% in 2022. This is attributed to the fact that managers are becoming more hands-on when it comes to training decisions in order to alleviate financial risk on that expenditure stream, in light of economic uncertainty. On the other hand, the HR/L&D departments are gaining more control and influence in large local and multinational corporations, with 54% of management delegating the decision-making to the function heads, compared to the reported 76% in 2022.

The top-down approach is more prevalent in the following sectors:



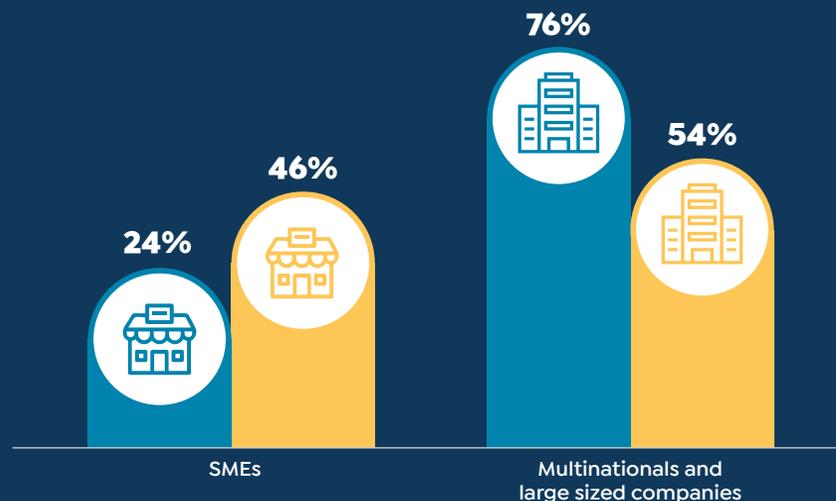
Healthcare

Real estate

Automotive

Insurance

Management directs, but does not participate in the details (2023 vs. 2022)



2022

2023

2.3 Variations in needs by level

The reported variations in training needs based on career-level for 2023 are the same as those in 2022. There was no reported change in the variations of training, program length, or complexity in evaluating training needs.

Career level	Type of training needs	Program lengths	Complexity in evaluating needs and consequent plans
 Junior	More functional and technical skills	More frequent training programs, with relatively shorter program duration (compared to senior levels).	More complex as there are many factors involved in the process (workforce size, aligning diverse types of needs, etc.)
 Middle	Functional and retention-oriented programs (certificates and progressive skills) – also affected by strategy and business priorities		Less complex (more specific, manageable number of participants for the program)
 Senior	Leadership skills – and more inclined towards international training programs and providers	Less frequent, yet relatively longer programs	

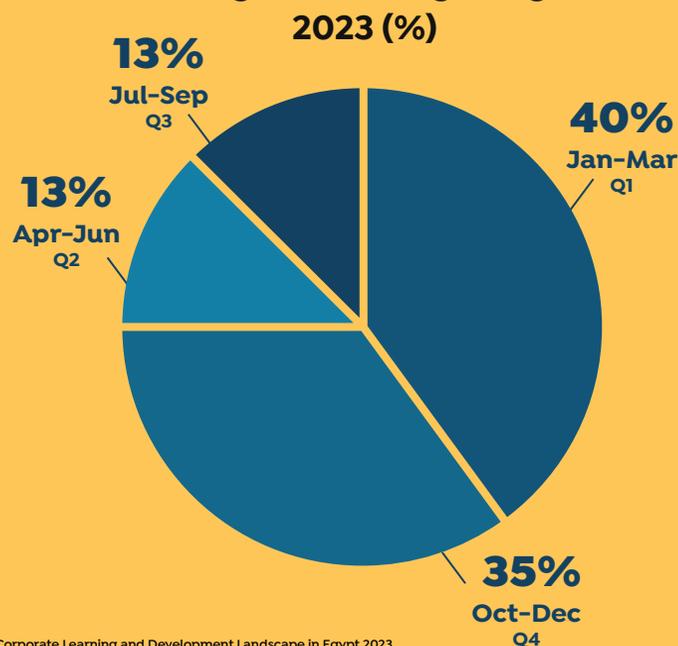
2.4 Training budgets

2.4.1 Timing of training budgets allocation

Throughout the year, Q1 and Q4 are the most preferred timing for L&D budget allocation in 2023, compared to a notable preference for Q1 in 2022.

As opposed to report findings in 2022, Q4 showed a notable presence in 2023 due to the current turbulence in the Egyptian economic market over the course of Q4 2022. Budgetary issues were a topic of concern, which is why training plans had to be initiated as of Q4 to secure the budget accordingly.

Preferred timing for training budget allocation



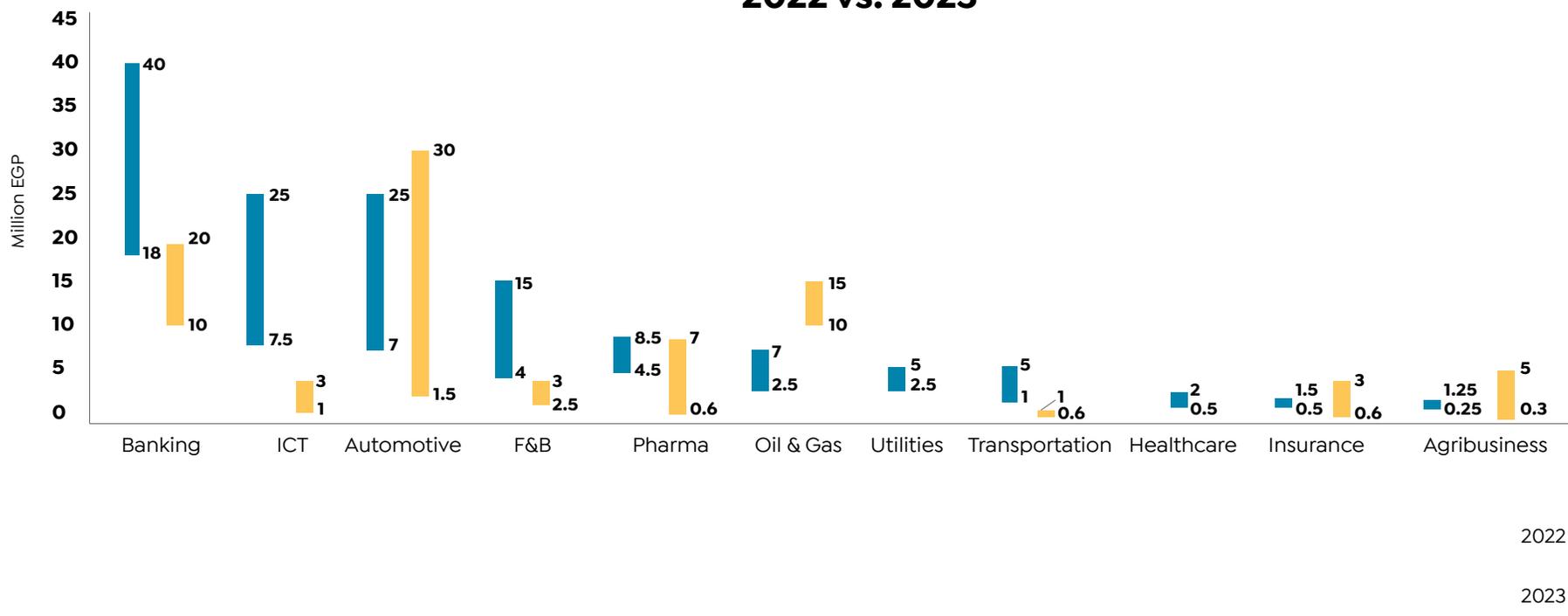
2.4.2 Training budget range

In 2023, the automotive, banking, and oil and gas sectors maintained their top positions in terms of the annual volume of allocated training budgets, ranging between EGP 1.5-30 million. They are followed by the F&B and ICT sectors, with annual budgets jumping between EGP 600,000 and EGP 7 million. Most other sectors allocate between EGP 1-3 million. On the other hand, the transportation and logistics, as well as the insurance and investment sectors were reported as the lowest spenders on training in 2023.

In both the oil and gas and agribusiness sectors, there was a noticeable increase in the reported training budget in 2023 compared to 2022, while the allotted budgets in the F&B, banking, and ICT and telecom sectors saw a drop.

Overall, the budget allocated to training programs has seen a significant decrease in 2023 due to local and global economic developments. This led corporates to be more focused on short-term survival rather than long-term growth, prioritizing immediate needs over future investments in employee development in order to stay afloat.

Annual training budget range/sector 2022 vs. 2023



While corporates perceive learning and development in times of crisis differently, they are also faced with a dilemma: reduce training programs to lower costs or invest in new knowledge to gain competitive advantage. This dilemma can be dealt with in a variety of ways, depending on the designated industry.

“Due to cost optimization, training has been one of the elements that witnessed budget cuts in 2023 until there is a clearer vision of the upcoming economic situation.”

- Healthcare sector

“In times of economic challenges, corporate training becomes the catalyst for growth and resilience by embracing cost-effective strategies.”

- Telecommunication sector



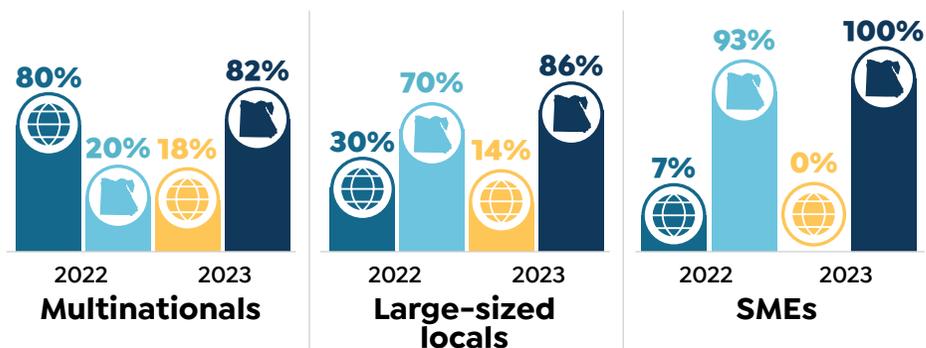
The World Economic Forum's 'Future of Jobs Report 2023' states: "As skills are being disrupted, businesses are designing and scaling up their training programs. In the 2020 Future of Jobs Report, companies estimated that 42% of workers had completed training that bridged skills gaps. That share receded slightly to 41% in 2023. Given that businesses see skills gaps in the local labor market as the foremost barrier towards achieving industry transformation and investing in learning and training on the job as the most promising workforce strategy for achieving their business goals, formulating effective reskilling and upskilling strategies for the next five years is essential for maximizing business performance."

2.4 Training budgets

2.4.3 Preferences of local vs. global training providers

The devaluation of the Egyptian pound during Q4 2022 imposed some budgetary restrictions on training budget allocations and training provider preferences. Accordingly, most corporations are encouraged to invest more in local training providers, putting a limit on global training providers. This option allows corporations to provide L&D services to a wider range of their employees due to cost optimization and scheduling fluidity.

- **For multinationals:** Global training as a choice has dropped from 80% in 2022 to 18% in 2023, while local training spiked from 20% in 2022 to 82% in 2023.
- **For large-sized local companies:** Global training has dropped from 30% in 2022 to 14% in 2023, while the share of local training share jumped up from 70% in 2022 to 86% in 2023.
- **For SMEs:** Global training is no longer a choice in 2023, although it made up 7% of training programs in 2022. This led to SMEs solely opting for local training solutions in 2023.

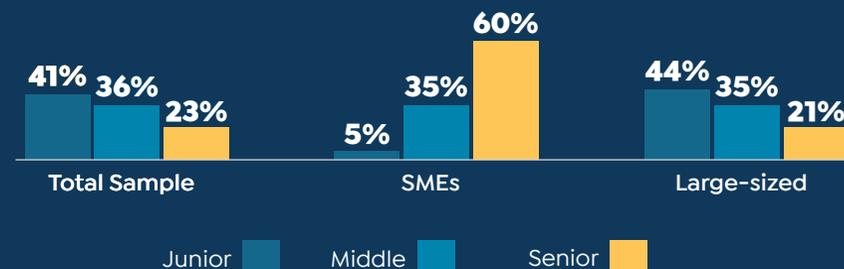


2.4.4 Allotted training budget per employee level

Given frequently mentioned budgetary constraints imposed by corporates on training expenditures due to the impact of currency devaluation, it is worth diving into how the budget allocated to training employees of different seniority levels was affected.

In general, juniors accounted for 41% of the total training budget in 2023, while 36% was dedicated for L&D activities for the middle level, and senior employees had the lowest share of 23%. In terms of how companies of different sizes handled budget optimization in L&D activities, the most important survey findings were:

- **Large-sized corporates** more or less matched the reported overall budget split based on employee level, with a slightly higher focus on junior employees.
- **SMEs** dedicated 60% of their training budget to senior employees at the expense of the junior level (5%). For SMEs, the decision represents a smart, cost-efficient choice in times of economic downturn, since top talents/seniors have strategic influence, their qualification is prioritized for succession planning, and their development positively impacts the organization's external visibility and reputation. Moreover, these SMEs are planning in-house training solutions conducted by seniors to juniors to enable knowledge transfer and skills development in a cost-efficient manner.



2.4.5 In-house vs outsourced training solutions

When it comes to providing training programs, organizations have the choice of either developing and conducting programs in-house, outsourcing them, or merging both approaches. Based on the survey responses received, preferences in 2023 are largely balanced across all three categories, with minor changes compared to 2022.

▶ **39%**

Mostly in-house

In 2023, in-house training programs were the most preferred approach by surveyed corporations, accounting for 39%, compared to 37% in 2022.

This preference is attributed to the fact that it provides corporates with limitless possibilities for tailoring and customization, considered a cost-effective method. It was also reported that in-house training is becoming more and more popular, particularly amongst large local corporations and multinationals, due to the large number of employees, requiring organization to move cost-efficiently.

▶ **38%**

Split in-house and outsourced

The merge between in-house and outsourced training programs was the second most preferred training approach at 38%, down from 43% in 2022.

However, SMEs seem to be most focused on a merged training offering, given their overall size, number of employees, and available training capabilities. This approach helps them efficiently allocate costs and time. This route is also favored in sectors with a strong technical foundation, given the rapidly changing nature of the industry and its business operations generally, as is evident in the real estate and automotive industries.

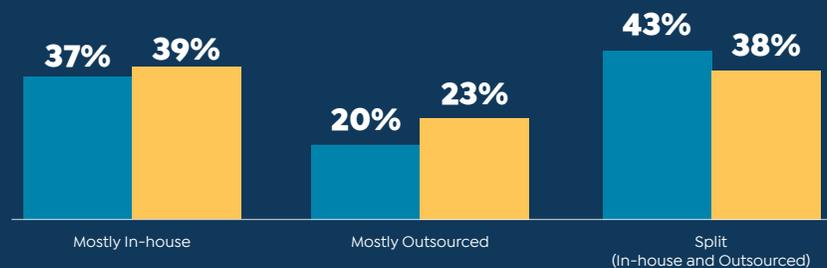
▶ **23%**

Mostly outsourced

Some 23% of the surveyed respondents currently prefer to resort to external training providers. Outsourcing solutions are generally referred to in case corporations are seeking specific certifications or qualifications for their employees or when the number of employees in need of a certain training program are not large enough to achieve cost-effectiveness via in-house training programs.

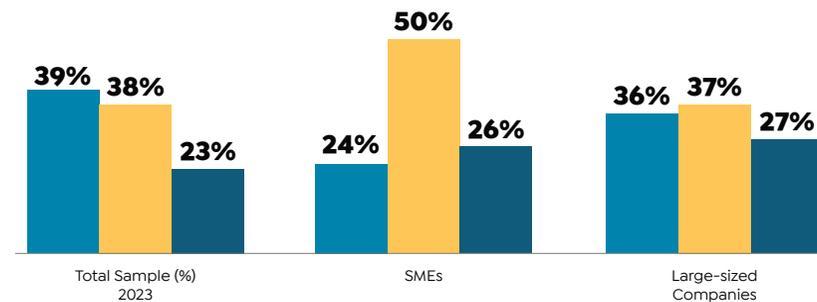


In-house vs. Outsourcing (2022 vs. 2023)



2022 
2023 

In-house vs. Outsourcing based on company size in 2023



Mostly in-house 
Split (in-house and outsourced) 
Mostly outsourced 

Section 03

Sources of Information for Identifying Providers

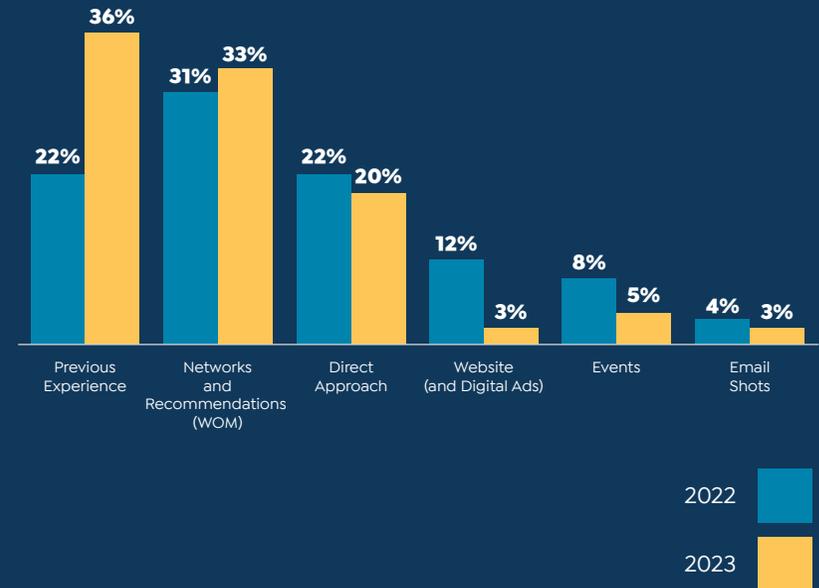


03 Sources of Information for Identifying Providers

The selection of a training provider can be extremely difficult for companies. The survey respondents provided the following selection criteria when it comes to identifying and vetting training providers, in order from most preferred to least preferred:

- 1. Previous experience with providers:** This category has jumped to first place this year, accounting for 36% of survey respondents in 2023, compared to 22% in 2022. The reason behind the jump is the limited budget provided for L&D, as well as the tendency for corporates to limit themselves to their trusted providers, whom they previously dealt with.
- 2. Networks and recommendations:** Word of mouth (WOM) for topic experts and overall reputable providers occupied first place in 2022, accounting for 33% of survey respondents. However, in 2023, the category dropped to second place. Yet together they account for a total of 69% of the sources of information L&D departments rely on in identifying providers. Especially in the current challenging time of economic uncertainty, L&D professionals prefer to limit risk in their decision making and stick to reliable, reputable, and previously dealt with providers.
- 3. Direct approach by providers to corporates:** The preference for that route has slightly dropped in 2023, accounting for 20%, compared to 22% in 2022. The change indicates yet again a higher reliance on providers that the company previously dealt with.
- 4. Events:** Similarly, to what was reported last year, events are a renowned place to gather information about training providers in specific sectors with unique technical needs, such as agribusiness, cement, chemicals, and manufacturing. Its reported weight dropped from 8% in 2022 to 5% in 2023.
- 5. Websites (and digital ads):** Gathering information about training providers through websites or digital ads is now considered a high-risk, unreliable endeavor, except when scouting for reputable, well-recognized training bodies. Since the current direction of corporates is inclined to be more risk-averse, only 3% of respondents opted for that route in 2023, compared to 12% in 2022.
- 6. Email shots:** The concept of email shots is not always positively perceived, and is currently the least favored and mostly ignored source of information. Its reported weight dropped from 4% in 2022 to 3% in 2023.

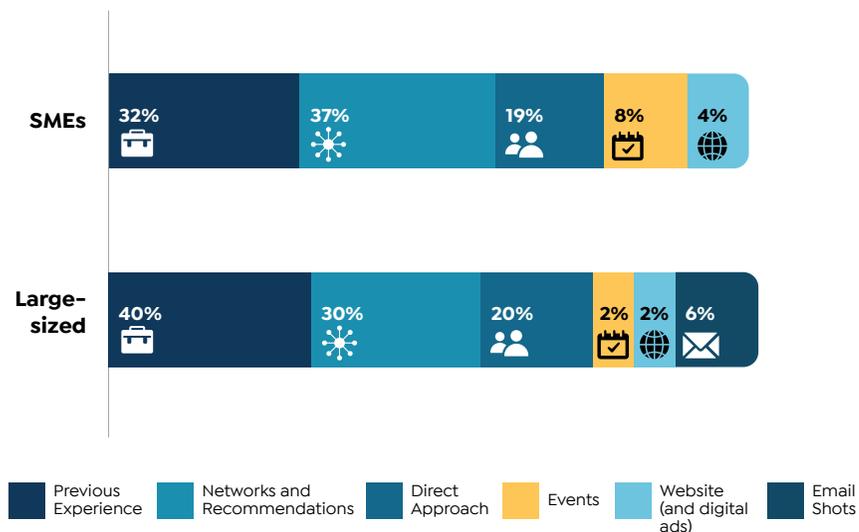
Sources of information for identifying providers (2022 vs. 2023)



Looking at the variation in the preferred sources of information for identifying providers by company size:

SMEs rely more heavily on networks and personal recommendations than previous experience with providers, given their overall size and number of employees when selecting a training service provider. On the other hand, large local corporations are inclined towards their previous experience with training providers, given their risk-averse nature during times of uncertainty and economic crisis. They hence prefer relying on accountable resources rather than new providers with an unproven record.

Sources of information for identifying providers vs. company size (2023)



Jean Choy, Associate Dean of Executive Education at the Foster School of Business, Washington University, USA asks: “After a few good years with a provider, what reasons might prompt you to end the partnership?” “When they stop paying attention and being attentive to our needs,” says Dani Plesnik, Director of Talent & Culture at Deloitte Brazil and Chief Happiness Officer (CHO). “Maybe they’re distracted by other clients. If you stay focused on my needs, I’ll walk with you forever. Treat your clients in a special way, listen to their needs.”

“I do not want someone who is only doing what I want,” notes Luciana Armond, Talent and Diversity Management Manager at Embraer. “I want to be provoked. I want someone who is coming to me with new trends and new ideas.” (FDC UNICON)

Section 04

Selection Criteria,
Decision-Making and Roles



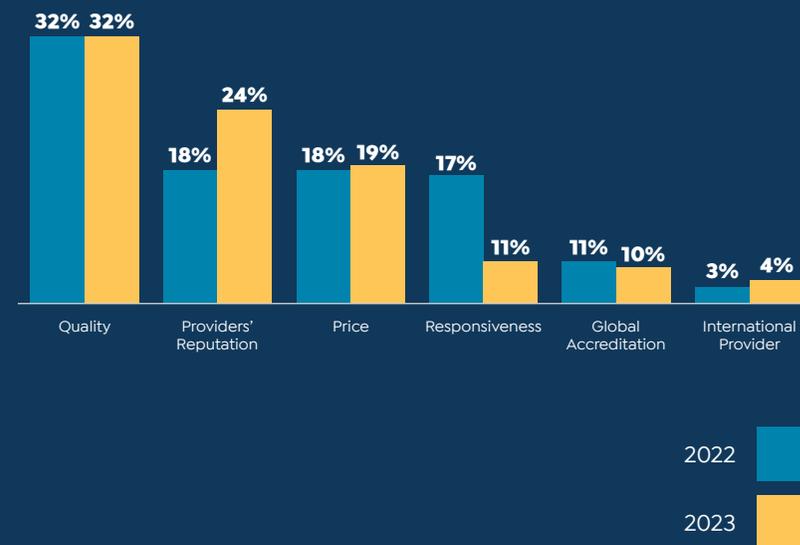
04 Selection Criteria, Decision-Making and Roles

4.1 Factors affecting provider selection

After finding the sufficient amount of information on different training providers, there are a multitude of factors that affect the final selection of a provider. The factors that survey respondents heavily focus on are as follows, in order from most important to least important:

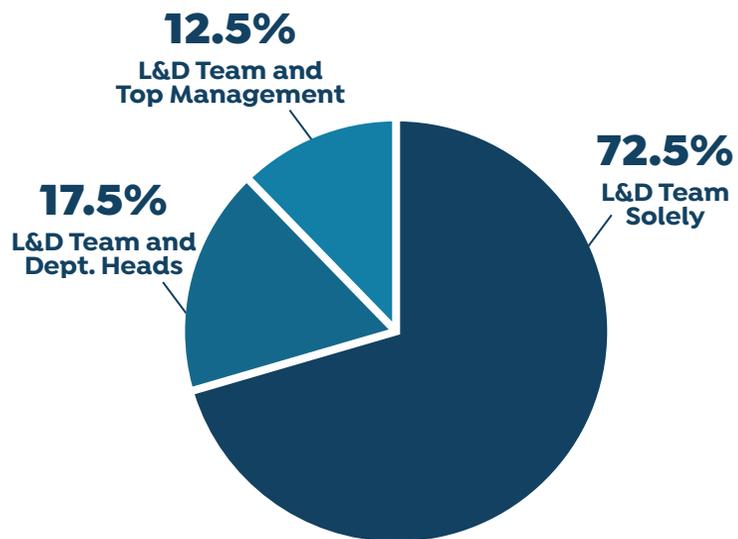
- 1. Quality:** Quality maintains the top position when it comes to selecting a training provider, with a focus on content and instructors. In 2022 and 2023, quality was mentioned by 32% of survey respondents as the top selection criteria.
- 2. Provider Reputation:** The reputation of the provider, such as brand name, market reputation, and previous experience, plays a significant role in the selection of a training entity. Although maintaining its second rank after quality, its weight for 2023 has notably increased to 24% vs 18% in 2022.
- 3. Price:** Although the price point may seem to be a differentiating factor, given the economic climate, corporates confirm that in training choices they cannot risk quality and therefore sometimes opt for having a reliable provider rather than a better price (19%).
- 4. Responsiveness:** Some 11% of survey respondents judge the time it takes a provider to respond, as well as their agility and flexibility. In 2022, the number stood at 17%, marking a slight drop in 2023.
- 5. Accreditation:** The factor of accreditation is only considered relevant for certifications, international exams, qualifications or degrees, amounting to 10% in 2023, compared to 11% in 2022.
- 6. International Institute:** This factor, predominantly relevant to multinationals, received the lowest score as a selection criterion. Its relevance increases for companies seeking cultural exposure and aiming to align with international standards."

Factors affecting providers selection (2022 vs. 2023)



Findings from the local corporate market in this year's study were largely reflective of the direction of corporates globally, as was reported in UNICON's report titled *'Selecting the Best Executive Education Partner: Voice of The Customer'*⁵. When client organizations opt for evaluating and selecting university-based executive education partners, the main decision-making factors are reputation, instructor, content, price, and location. This highlights and emphasizes how the local market's vision and direction in the L&D sphere is in line with global dynamics.

Selection criteria key influencing body 2023



5 Cataldo, P., & Bean, K. (2022). *Selecting the Best Executive Education Partner: The Voice of the Customer*. UNICON Research Paper

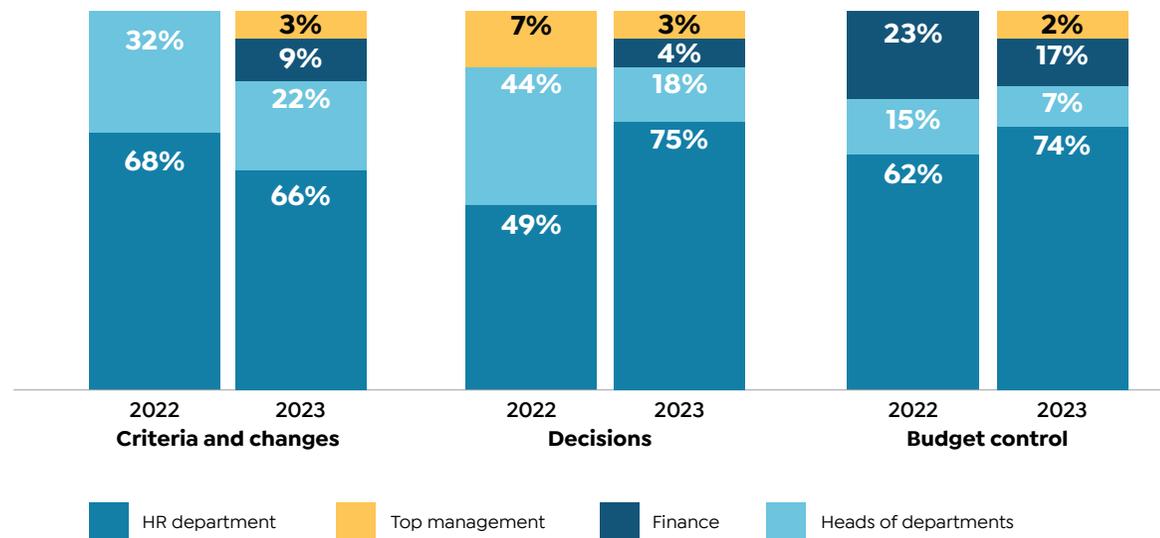


Key influencing body in selection criteria

In corporations of different sizes, the L&D team is the key influencer when it comes to selection criteria (72.5%). Since the department has the comprehensive view of the training needs assessments across the organization, it can effectively sort out the most relevant requirements needed in training providers that are in line with the most urgent business needs.

04 Selection Criteria, Decision-Making and Roles

4.2 Relevant involvement in the criteria and selection of providers – 2022 vs. 2023



a. Setting the selection criteria for training providers

Although, based on the 2022 and 2023 survey responses, HR/L&D functions remain in control of setting selection criteria for training providers. The role of department heads in the same task has been pushed down to 22% in 2023, compared to 32% in 2022. This made room for the involvement of the finance and top management representatives in the selection process, given the turbulent economic situation at hand.

b. Roles in training budget controls/decisions

When it comes to budgetary decisions for training activities, the HR/L&D function has witnessed an increase in involvement in 2023 to reach 75%, compared to 49% in 2022. The role of department heads in that area has therefore been diminished, allowing the limited involvement of the finance department.

c. Roles in training provider final selection decision

Regarding the final decision of selecting a designated training provider, the role of the HR/L&D function grew in 2023 to reach 74%, compared to 62% in the previous year. This indicates that the HR/L&D function is taking the bulk of the responsibility of the whole process, especially in large-sized corporations and multinational companies.

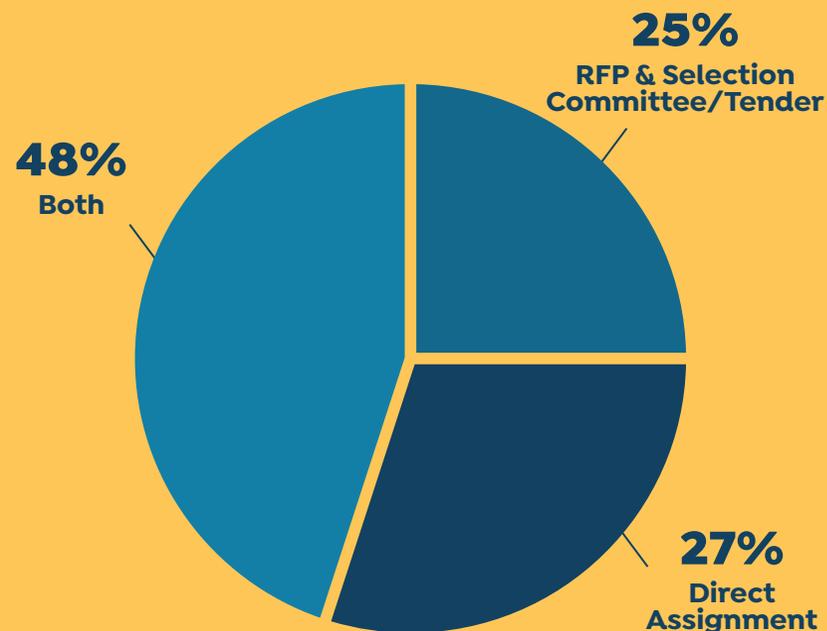


4.3 Selection process

In alignment with the survey outcomes in 2022, the majority (48%) of corporates primarily deploy a mixed method of selecting training providers, made up of RFPs and tenders, as well as direct assignment. Those two prevailing methods are highly dependent on situational variance, namely the nature or type of training and the volume of participants.

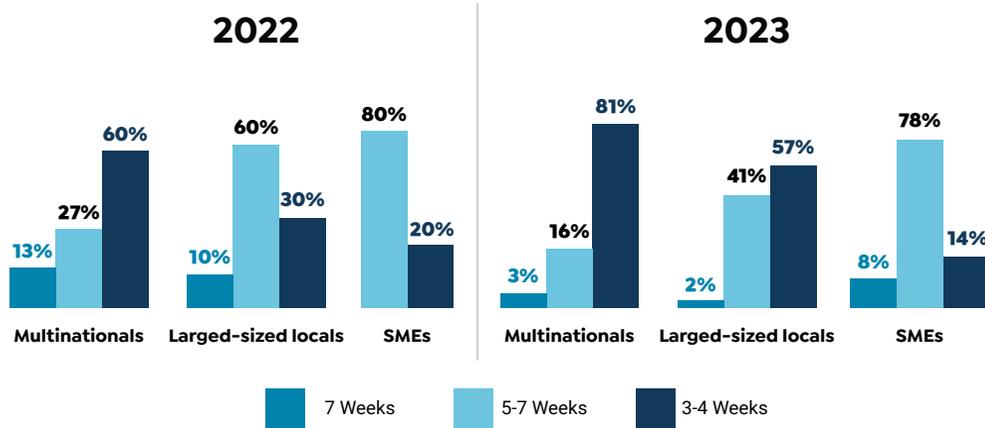
However, some 25% of the surveyed corporates stick to a strict RFP process, while 28% have the flexibility to contract providers via direct assignment.

What process companies follow to select a provider



4.4 Preferred contracting process and payment terms

a. Contracting process duration



For large-sized corporates: In 2023, the cycle duration for the contracting process with a training provider shortened, compared to 2022. About 81% of respondents preferred a 3-4-week duration for the contracting process, while in 2022, they had preferred a duration of 5-7 weeks at 60%.

For multinationals: The most applied contracting duration of 3-4 weeks remained the same over the review periods of 2022 and 2023. However, there was a notable increase in the preference of longer contracting duration (5-7 weeks) in 2023 due to the added approval cycles by finance and/or management in some corporations.

For SMEs: Throughout 2022 and 2023, SMEs voiced their preference for a contracting duration of 5-7 weeks.

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b. Payment terms

The most preferred payment terms stipulated a 50% upfront/down-payment, with the remaining 50% to be paid upon completion and satisfactory delivery/feedback. The applied payment period ranges from 30 to 90 days.



Section 05

Post-Program Evaluation



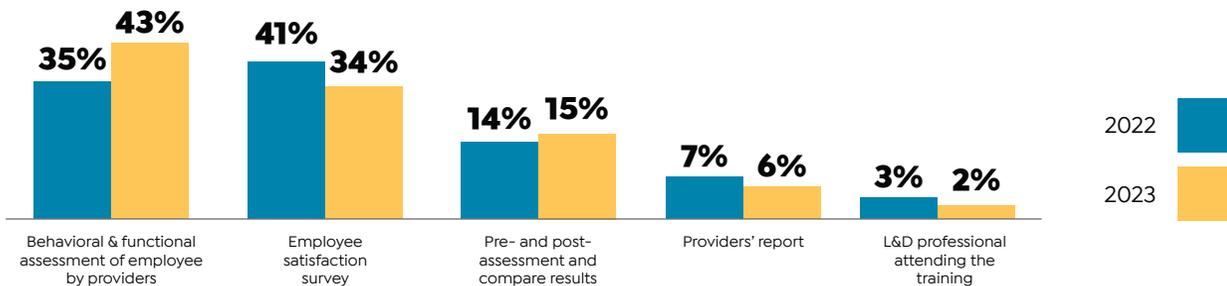
05 Post-Program Evaluation

5.1 Measuring success

Understanding and evaluating the outcome of training programs still remains an essential step in corporates' L&D provision process. To adequately examine whether the training program achieved the desired and previously determined results, organizations use a set of tools revolving around five core variables:

Program success measurement tools preferences

2022 vs. 2023



- 1. Behavioral and/or functional assessments of employees by corporates in the workplace over the course of three months after the training:** The most preferred variable that organizations used throughout the past two years to measure the results of a training program focuses on how employees have changed in terms of behavior and functional processes in the period following the program. Some 43% of organizations prefer to use this variable in 2023, compared to 35% in 2022. This is attributed to the fact that providers are now more inclined to use on-ground, tangible and/or realistic tools to measure and visualize training impact, especially with the added constraints on training expenditures amidst current economic challenges. In addition, L&D professionals want to ensure that objectives are realistically met with a notable impact on employee performance.
- 2. Employee satisfaction surveys:** In a notable shift from 2022, employee satisfaction surveys now rank as the second most frequently used tool for measuring training success, representing 34% in 2023, compared to 41% in the previous year. While employee feedback remains an invaluable resource, corporations are broadening their assessment strategies to include more varied and scientific modes of evaluation.
- 3. Comparing pre- and post-assessment results:** Across 2022 and 2023, organizations chose the comparison between pre- and post-training results in order to examine whether it achieved its desired outcomes as the third most preferred variable, at 14% and 15%, respectively.
- 4. Training provider's report:** The report prepared and written by the training provider about the training outcomes is of minimal importance for organizations, mainly due to the general lack of an ROI angle in those reports. As in 2022, corporates this year still believe that if a tangible ROI is given by training providers, the provider's report may become one of the most preferred tools for measuring training success.



Definitions:

Action learning

Action learning Action learning is an educational process where participants study their own actions and experiences to improve performance. This is done in conjunction with others in small groups called action learning sets. CITATION Wel13 \1 1033 (Welskop, 2013)

Action learning sets

Action learning sets are groups of 4-7 people, who meet regularly to support one another in their learning process to take purposeful action on work issues. Each set is managed by a professional set facilitator, who enables the set members to ask searching questions. The facilitator is also considered the problem holder to reflect on the actions to be taken, and facilitates the meetings. CITATION tea \1 1033 (teachingexpertise.com, n.d.)

The 2022 report identified an opportunity in the local market for greater incorporation of ROI measurements in training programs. Corporates echoed this sentiment, expressing a desire to see such implementations in the near future. Throughout the 2023 reporting period, these aspirations began to take shape, as L&D professionals started to include ROI calculations in their training programs assessments.

The challenge in introducing these measurements lies in the balancing act of ROI calculations: it involves weighing the financial benefits of the training program against the costs incurred in its execution. A successful evaluation requires a thorough understanding of training-related expenses and a clear identification of the tangible benefits directly attributable to the training. Despite its complexity, this approach is gaining traction as a comprehensive method to assess the true value of training investments.

When it comes to executive education, however, the L&D's pay-off is a long-term goal that may change over time due to external factors that may hinder error-free, proper causation tactics, according to a research paper by UNICON titled "*ROI on Executive Education: Revisiting the Past and Looking to the Future*"⁶. This makes it difficult to isolate the effect of a development activity on the business performance over time.

The approach of tangibly measuring the impact of a training program requires heightened collaboration between training providers and their clients throughout the whole training process.

6 Cataldo, P., Stilliard, B., & Topping, P. (2018). ROI on Executive Education Revisiting the Past and Looking to the Future. UNICON Research Paper



On one end, training providers need to include ROI measurement while designing the program, and weave activities with tangible impact into the L&D activity, such as action-learning sets⁷. It is worth noting that ROI is not solely measured in financial terms, and has to be in line with the strategic priorities set by each client.

On the other end, client organizations need to incorporate executive education investments in the measurable milestones of their overall company strategy, such as company growth, increased profitability, retention of key talent, promotions, change management, etc.

5. L&D professionals attending the training:

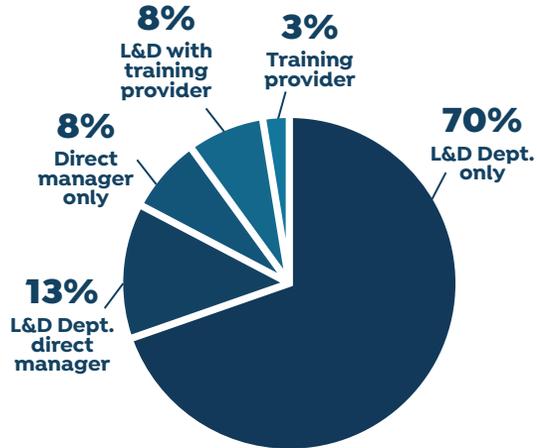
Over the past two years, the least preferred tool that organizations use to measure the impact of training activities is having an L&D professional attend the training. The tool is considered more of a quality assurance variable, rather than a training success measurement tool.

7 Welskop, W. (2013). Action learning in education. In book: Evropské Pedagogické Fórum 2012, Pedagogical and psychological aspects of education, vol. II

5.2 Responsible body for measuring training effectiveness/success

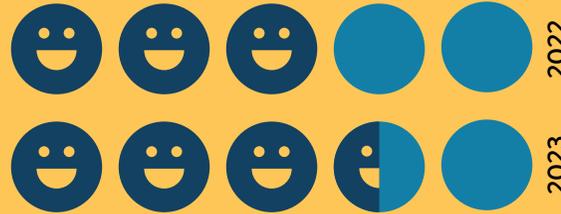
Based on the 2023 survey results, L&D units are usually responsible for determining the effectiveness of training programs (70%). However, increased cooperation between L&D units and training providers is required (8%) to fully grasp the training's weak points and determine how to enhance them. Throughout the interviews, it became clear that some L&D experts acknowledged that the L&D department can sometimes be held accountable for negative outcomes for a variety of reasons, including unclear learning outcomes, a lack of transparency when sharing the TNA with the training provider, or the employees' unwillingness to put forth the necessary effort during the program.

Responsible body for measuring success of training 2023



Satisfaction level with L&D providers on a scale from 1-5

2022 vs. 2023



Local Providers



Global Providers

5.3 Satisfaction levels with current providers: Success factors and corrective actions

In general, the L&D team is responsible for assessment and evaluation of training programs, which is mainly dependent on positive feedback from the direct manager or head of department, participants, and L&D leads.

In 2023, the survey uncovered a significant year-on-year drop in the reported satisfaction level of local organizations with global training providers, due to the rising need for localized training solutions. Additionally, for some corporations, global training solutions are sometimes perceived as off-the shelf and are therefore only resorted to in the case of specific certifications or degrees.

In case the training program yields unsatisfactory results, organizations resort to several tactics when they debrief with the training providers:

- Share feedback with the provider and require corrective action, either by changing the instructor or adjusting the material. This method usually emerges in the case of operational issues or when a long-term relationship with the provider is in place.
- Issue a warning and request for action or even compensation from the training provider. This could also include requesting a re-run of the program.
- Remove the training provider from pre-approved list, comprising training providers that do not need additional, internal approvals. This usually occurs when no corrective action was taken from the provider's side, or if there are issues with the training's delivery or objectives.

Section 06

Training Format Preferences

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06 Training Format Preferences

6.1 Short vs. long training programs

Some 53% of surveyed corporates are in favor of short programs, which could take up to three months. The rising importance for long programs in 2023, compared to 2022, is attributed to the preferences of executives and top management within organizations, especially since SMEs are focusing on providing L&D activities for their top talents and seniors.

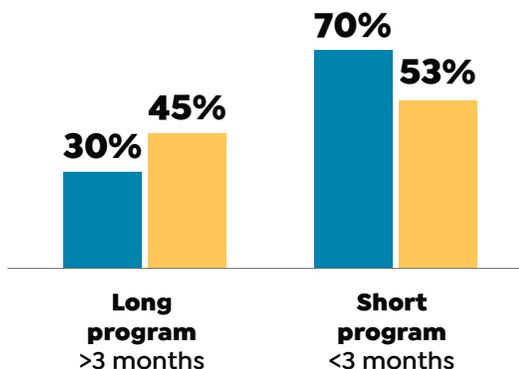
When it comes to training programs for middle- to junior-level employees, companies prefer short programs with the aim of achieving quick wins in a very dynamic and agile market.

The younger generation of employees favors shorter programs since they are accustomed to quick bursts of information and are quick to disconnect or lose interest.

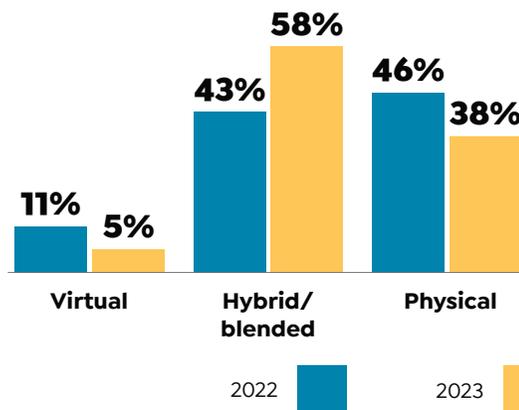
6.2 Virtual vs. physical vs. hybrid/blended

When COVID-19 hit, training providers had to deal with training participants' apprehension that they would not gain much from participating in online programs. That is why training providers gradually began to change their approaches and use technology to accommodate this new reality. However, in 2023, participants' preference of physical training programs decreased from 46% in 2022 to 38%. Learners' preference to virtual training setups also decreased from 11% in 2022 to 5% in 2023, while the excitement about blended and hybrid training formats surged from 43% to 58%.

Short vs. long training programs
2022 vs. 2023



Delivery mode preferences
2022 vs. 2023



This change of perspective was a result of the excessive work completed by some training providers in order to elevate their learning experience and keep up with the new norm. L&D professionals realized that training needs were met and that they had an array of tools to use in their virtual programs. Meanwhile, employees were able to save time without missing working hours. However, the main setback of the virtual modality was that managers, directors, and executives believed that networking was a key element in training programs – a requirement that a virtual setting could not fulfill. Therefore, the blended/hybrid training model was the most desirable (58%) in 2023.



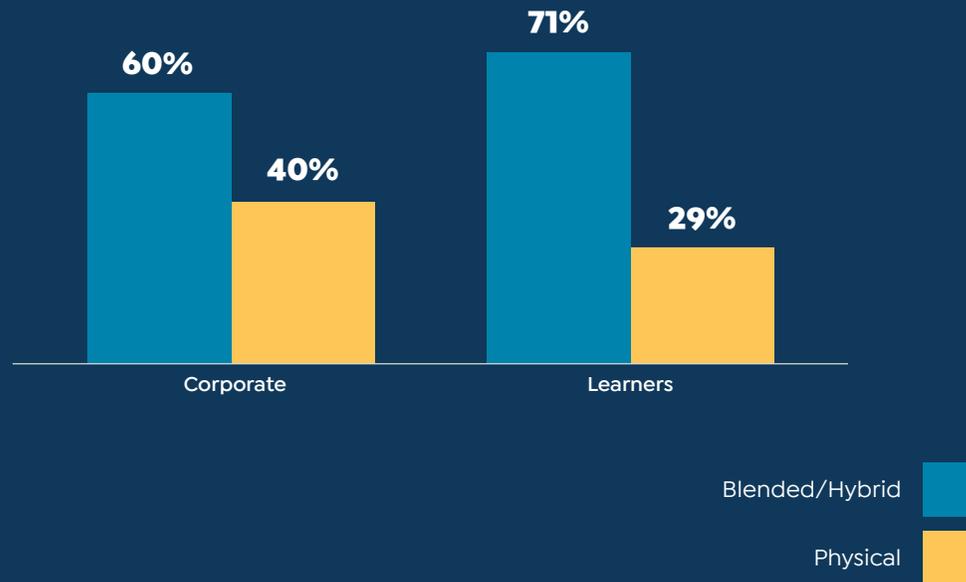
New Insights: The learner's point of view

Training participants realized that physical attendance was not necessary anymore. Learning outcomes, engagement, and goals were still attainable, with a significant reduction in the amount of time and effort wasted to commute between work and training facilities.

Today, organizations are seeking training providers that offer a variety of program delivery alternatives, according to a UNICON research paper titled '*Selecting the Best Executive Education Partner*'⁸. These include online, live online, hybrid, or blended programs.

⁸ Cataldo, P., & Bean, K. (2022). *Selecting the Best Executive Education Partner: The Voice of the Customer*. UNICON Research Paper

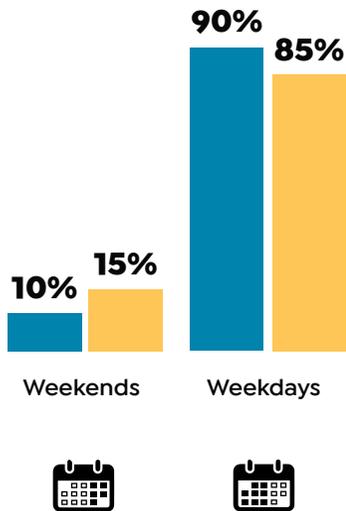
Training format preferences— corporate vs. learners 2023



6.3 Preferred timing: days and time

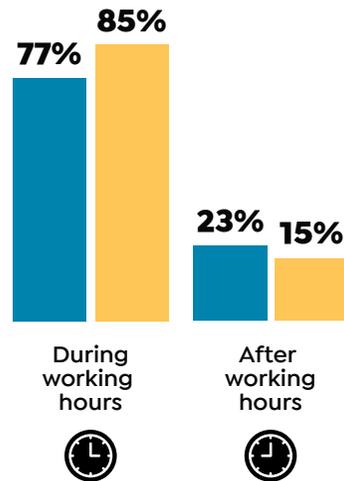
a. Weekend vs. weekdays

85% of learners are in favor of conducting training programs on weekdays, with some viewing weekend trainings as unethical and a major disruptor of work- life balance.



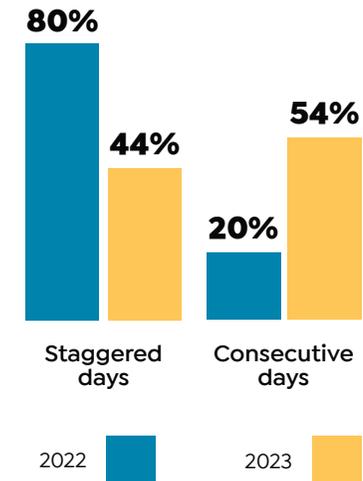
b. During working hours vs. after working hours

85% of training participants prefer training programs to take place during working hours, due to the impact of training after working hours on their work-life balance.



6.4 Consecutive days vs. staggered

44% of learners are in favor of a staggered training format over periods of time, while 54% prefer the training program to take place on consecutive days, especially in the case of short programs (2-3 days).



Conclusion

Given the changes that the L&D landscape has witnessed since 2019, the HR/L&D unit's main objective will always be to expand their staff's skills and develop their employees to the better, as organizations seek solutions to negotiate shifting objectives, rising employee demands, and economic volatility.

This year's study gave space to the voice of the corporate market, namely the client, as well as the learner's voice. The combination of both insightful perspectives provided an up-to-date view of how corporates in Egypt select and evaluate training providers, and how learner's perceive new training formats.

During the compilation of the 2022 report, COVID-19 was at the center of the decision-making process of most corporates when it came to the selection of training providers, as it compelled organizations and employees to learn how to navigate the difficulties of remotely accessible technology. Today, the adaptability of the workforce is being tested once again, with the repeated shocks and disruptions of economic turmoil hovering around businesses across various sectors.

In order to keep up with these uncertainties, upskilling and reskilling current employees is crucial for the success of both organizations and individuals, and while some corporates resort to hiring new talent in order to bridge gaps, research indicates that upskilling and reskilling is a more cost-effective tool as it reduces recruitment and onboarding costs, retains valuable knowledge and skills, evades losing to competitors, and improves employee morale and engagement which results in increased productivity.



Therefore, L&D departments will need to look for quick wins in order to keep up with the pace of change and work closely with training providers to tailor programs that can effectively serve the organization's goals and strategies. A focus on experiential learning and application-based programs with a local flavor is highly considered because it provides employees with hands-on experience that allows them to apply what they have learned in a real-world context, resulting in faster results.

The evolution of today's businesses imposed new trending topics on the radar of organizations to adapt to the rapidly changing business landscape and remain competitive in the marketplace. Topics such as digital transformation, sustainability, and digital marketing were highly considered.

While global and local economic turmoil has affected training budgets across the overall L&D landscape, L&D professionals have tried to adopt effective strategies in order to keep their organizations afloat, retain their talents and increase employee engagement. Strategies included an increase in in-house training, e-learning platforms, and short programs that can serve today's agility.

Another key finding from this report pertains to the program's quality and the provider's reputation as vital factors in the selection of training providers. These impact the effectiveness of the training and ensure returns on investment, especially during times of crisis when time and resources are at a premium.

Moreover, it should be noted that corporates viewed post-program evaluation as a key pillar in the L&D engagement process as it provides insights into the effectiveness of the program, identifies areas of improvement, and helps organizations demonstrate the value of the training. Despite the fact that ROI is challenging to calculate, corporates aspire to use it for result-oriented programs.

Finally, the recommendations and observations that were mentioned in this report once again emphasize the need for more collaboration between training providers and corporates to overcome the challenging economic climate, and come up with solutions that are acceptable to both stakeholders and result in positive outcomes for all concerned parties.

About AUC School of Business Executive Education

The AUC School of Business Executive Education was established in 1977 as a center of excellence to provide Egypt and the wider region with specialized executive education programs by offering open enrollment programs and business solutions to individuals and corporates. Constant evolution and reinvention is the hallmark of our mission as we drive ourselves forward to increase our impact, maintain our relevance, and reflect the ever-changing business environment. The School of Business has been ranked by the Financial Times (FT) as one of the best business schools worldwide that offer open enrollment executive education programs since 2013, ranking at 62 in 2023. The AUC School of Business Executive Education is equipped with a full-fledged business solutions unit, with off-the-shelf and customized training programs, as well as coaching and assessment services. The team works to facilitate, enable, and partner with businesses striving to achieve organizational excellence.

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Acting as a knowledge bridge between Egypt and the rest of the world, the AUC School of Business boasts an unrivaled reputation as the top private business school in Egypt and one of the best in Africa and the Arab world. Belonging to the 1% of business schools worldwide endowed with a “triple-crown” accreditation (AACSB, AMBA, and EQUIS), the School is dedicated to shaping the business leaders, entrepreneurs, and change agents of tomorrow by harnessing leadership, integrity, ambition, and excellence.



Abbreviations

AUC	The American University in Cairo
CBE	Central Bank of Egypt
UNICON	The International University Consortium for Executive Education
SMEs	Small and Medium Sized Enterprises
L&D	Learning and Development
ICT	Information and Communication Technology
AI	Artificial Intelligence
HVAC	Heating, Ventilation, and Air Conditioning
HR	Human Resources
TNA	Training Needs Analysis
DEI	Diversity, Equity and Inclusion
F&B	Food and Beverages
RFP	Request for Proposals
ROI	Return on Investment

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