



TVET COUNTRY PROFILE EGYPT



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Contact us on aspyee@nepad.org





Introduction

The Technical and Vocational Education and Training (TVET) (also known as VET) plays an important role in Egypt by enhancing employability and market readiness for students and graduates. TVET aims to transform and develop the country's social and economic development.

The Ministry of Education and Technical Education (MoETE) is the main government institution that is responsible for basic, secondary and TVET education. The TVET system is a mixture of centralization and decentralization and is composed of many stakeholders and line ministries, which have different visions, strategies, and policies.

This paper highlights a country-level overview of the TVET system in Egypt looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

The policy or policies guiding TVET legislations is the Technical Education 2.0 (EDU 2.0) of 2018. Furthermore, to the legislation is the Technical Education Strategy of 2011/2012 – 2016-17 which aims to provide a framework that will enhance the quality of TVET.

The following documents provide contextual information on the education system and economic indicators in Egypt as they relate to the TVET implementation and policy.

- **Technical Education 2.0 (EDU 2.0) (2018)** - In September 2018, Egypt's Ministry of Education and Technical Education (MoETE) rolled out a series of unique reforms and launched a "New Education System" under the banner of Education 2.0 (EDU 2.0). These reforms aim to update the education system, prepare youth for the Fourth Industrial Revolution, and catapult education towards the Sustainable

Development Goals of Egypt Vision 2030. The sector changes in curriculum, teaching and pedagogy, assessment, and digital transformation, among others, aim no less than to transform schooling and learning and put a new educational vision into motion.

- **The Technical Education Strategy (2011/2012 - 2016-17)** - the strategy was developed by the Ministry of Education to provide a framework for technical education that will provide high quality training to enhance scientific, creative, and critical thinking, learning for life, social values, and technical skills.
- **The National Strategic Plan for Pre-University Education Form in Egypt (2007/8-2011/12 (NSP)** - the aim of the NSP is to improve the examination and assessment system of technical secondary education; integrating specialisation into technical secondary education; integrating vocational secondary schools into technical secondary schools and providing innovative models as the bases for future technical secondary education.

The following laws regulate TVET at different Ministry levels.

- Law 72, for establishment of Technological Universities and the Supreme Council for Technological Education (2019) - puts the overall policy of education and training in technological faculties as a response to community needs, meets different country sectors needs of technical and professional graduates, raises the level of technical and professional education, and assures the quality in faculties.
- **Ministerial Decree number 229 (2016)** - gives students with mild disabilities access to technical education of all kinds.
- **Ministerial Decree 283 (2014)** - introduces a school-to-work unit in MoETE, as a sustainable career guidance mechanism to ensure the smooth transition of TVET students from school to work.



Governance

The TVET system in Egypt is fragmented and different ministries are responsible for the governance of TVET at various levels. The Ministry of Education and Technical Education (MoETE) participates in all functions of TVET governance with the support of other line ministries.

The Ministry of Education has three executive bodies that are responsible for the promotion of higher education in the country, namely the Supreme Council of Universities, the Supreme Council of Private Universities, and the Supreme Council of Technical Institutions. Cooperation between the European Union and Egyptian government strengthens the TVET system through TVET reform programmes being implemented.

The TVET sector is administered and governed at different levels of government institutions, namely:

Policy level

This level of governance comprises three councils aimed at eliminating fragmentation and establishing coherence in the TVET system by improving collaboration among TVET stakeholders presented. The three councils are:

- The National Human Resources Development Council (NHRDC) – responsible for policy and strategy development regarding education and training at all levels.
- Executive TVET Council
- Executive Workforce Skills Development Council

The two executive councils are not yet operational.

Central level

This level involves line ministries responsible for the administration of TVET provisions.

Implementing Structures

1.	Intermediate level This level is also referred to as regional level and is responsible for centrally making decisions regarding TVET that affect district and local administrative levels.
2.	Provisional level Involves the administration of TVET providers, technical secondary schools, vocational training centres, training centres and technical colleges.

TVET Institutions

According to PWC Egypt country profile Formal TVET is provided through preparatory vocational education, secondary technical and vocational, and higher education in technical colleges and Institutes of Industrial Education (IECs). Egypt’s TVET system is fragmented as 17 ministries are involved in the vocational training while the MoE governs the technical colleges. The only specification where the private sector is the lead provider is Tourism & Hospitality (59%).

In Industrial and Commercial specifications private sector provision amounts to only 0.4% and 11.6%,

respectively. There are no private TVET providers for agricultural training. TVET is mainly delivered by public institutions operating under different ministries and organisations both at pre-university and post-secondary level and more recently at university level through the new technological universities.

Types of higher education provided include:

- Technical colleges (58)
- Middle technical institutions (45)
- Industrial education colleges (IECs)/colleges of technology and education.
- Vocational training programmes and centres (34)

- Technical Secondary Industrial (1157)
- Technical Secondary Commercial (750)
- Technical Secondary Hospitality (116)
- Technical Secondary Agriculture (243)
- Higher Institutes (141)
- Integrated Technical Education Clusters (3)

Funding sources

TVET in Egypt is financed through various funding mechanisms, mainly by the government through funds and budget allocated by the Ministry of Finance to support the education system. Funds are distributed by line ministries involved in TVET. Income generating activities and provision of services and other activities from TVET institutions contribute largely to the system. The National Training Fund receives funds from employers who pay 1% of their net profit and contribute funds to the TVET system to ensure continuing training. Other funds originate from:

- Private sector companies
- International donors and NGOs
- Apprenticeship programmes
- Fees from TVET students and investments

Private sector engagement

Through public-private partnerships (PPPs), private sector companies contribute to the TVET system by offering internship and apprenticeship opportunities, sponsoring TVET institution developments and renovations. This followed a decision by the Egyptian government to involve the private sector in the governance of TVET and introduced formal institutional spaces for collaboration. Some of the initiatives developed under the PPPs include:

Private sector associations

- **Applied Technology Schools (APS)**
National Academy for Science and Skills (NASS) collaborated with the Ministry to develop a PPP model

for technical secondary schools that brings industry partners into an active role in education. The APS is a new vision for technical education. Its objective is to develop a competitive, internationally benchmarked graduate ready to enter the work force immediately as a competitive and productive worker, capable of continuous growth and development towards higher technical expertise and leadership.

- **National Council for Human Resources Development (NCHRD)**

was established in 2004 under the umbrella of the Egyptian Federation of Investors Associations and Institutions. It works to represent the private sector, as it includes more than sixty investor associations at the level of the Arab Republic of Egypt. It represents employers in implementing the dual system where apprenticeships and vocational education at a vocational school are combined, and coordinates among regional units.

Teacher training

Teachers and trainers in Egypt are governed by the Cadre Law of 2006, which sets out the expectations and incentives for teachers and trainers in TVET settings. Teachers and trainers in TVET are classified into the following categories:

- Teachers who provide instructions in subjects or practical skills that are recognised as part of technical or vocational programmes.
- Instructors who work in training institutions, focusing mainly on occupational preparation and skills training.
- Trainers, often known as “in-house trainers,” who work for the private sector and help with work-based programmes.



Most TVET providers hire teachers and trainers at central level. They are placed in schools and training centres according to their geographical region and statistical data. Teachers and instructors employed by the government are those who have obtained a degree or certificate from a recognised educational institution and are not required to obtain a teaching certificate.

Quality assurance for the performance of TVET teachers and instructors involves various assessments and evaluation techniques. Various officials and supervisors annually do these assessments to evaluate the teachers' abilities and performance. The National Authority for Quality Assurance and Accreditation in Education (NAQAAE) ensures that all teachers and trainers in TVET institutions are assessed and accredited to operate in these training institutions.

Informal TVET systems

TVET training courses are still largely institution-based and bear little relation to the needs of the labour market. In recent years, greater emphasis has been placed on developing industry related TVET systems that foster local partnerships between industry and training centres. These practices are intended to develop alternative ways of providing practical skills training and will have a clear impact on curriculum reform. Currently, non-formal training includes training through industry attachments such as the dual system (a combination of apprenticeships and vocational education in one course) and apprenticeships, in-service training, and re-training of workers.

Egypt's economy is characterised by a large informal sector and the predominance of small and medium enterprises (SMEs). SMEs, and in particular micro enterprises, account for a high share of the country's economy.

The mismatch between skills supply and demand in the Egyptian labour market appears to lie at the root of many labour market inefficiencies. The informal centres provide vocational training for various disadvantaged groups, particularly women, the disabled and unemployed youths to improve their ability to generate income. These centres are run by non-governmental organisations, local organisations and are heavily subsidised by government funds.

Statistics

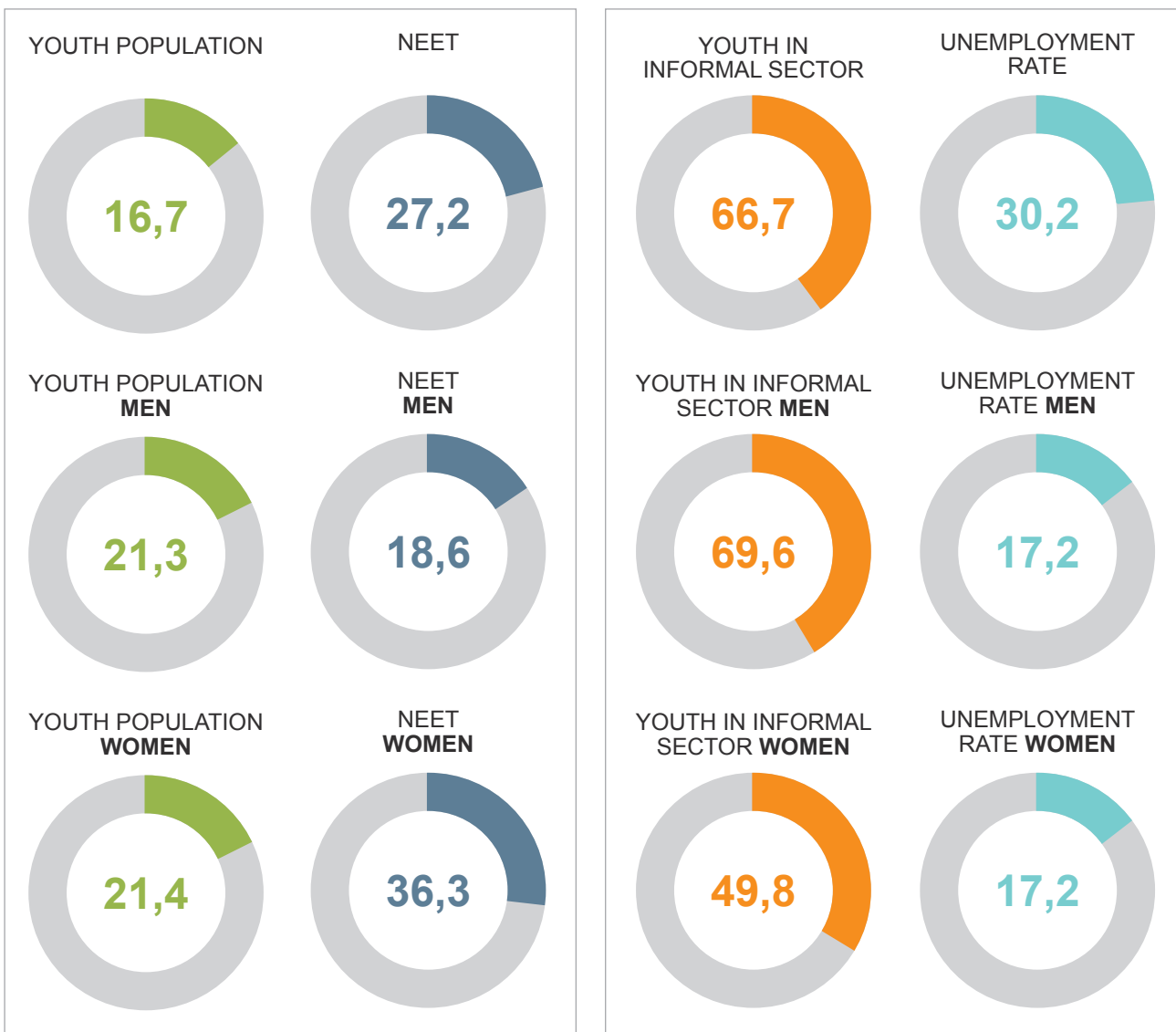
The infographic presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Egypt from 2011 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.



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TVET-COUNTRY LEVEL OVERVIEW EGYPT



YOUTH IN TVET
- WOMEN

41%



GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



Sources

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This project is co-funded by the European Union and the Federal Ministry for Economic Cooperation and Development





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AFRICAN UNION DEVELOPMENT AGENCY

AUDA-NEPAD AGENCY

230 15th Road
Midrand
South Africa

+27 11 256 3600
aspyee@nepad.org