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PROSPECTS



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► **Technical and Vocational Education and Training (TVET) mapping for refugees, asylum seekers and host communities in Egypt**

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Foreword

Increasing access of quality Technical and Vocational Education and Training (TVET) opportunities for forcibly displaced persons and Egyptian host communities is one of the ILO's main goals towards achieving the Sustainable Development Goal (SDG) #8 of promoting decent work and SDG 4 on Quality Education.

The ILO in Cairo through its ILO-PROSPECTS: Partnership for improving prospects for forcibly displaced persons and host communities project, which is funded by the Ministry of Foreign Affairs of the Netherlands and implemented through a partnership between IFC, ILO, UNHCR, and UNICEF, has conducted this TVET mapping exercise within the framework of PROSPECTS' "Education and Learning" pillar, which focuses on increasing access of refugees and Egyptian host communities to quality TVET opportunities within the governorates of Greater Cairo, Alexandria and Damietta.

Egypt's TVET system as a whole consists of numerous stakeholders and a variety of programmes. This study aims to map, assess and analyze the relevant features and capacity of Egypt's formal and non-formal TVET systems and their providers. It also assesses the main challenges and opportunities of refugee access in the various TVET systems.

Through the analysis of various sources for financing refugees participating in TVET programmes, the study draws up concrete recommendations. Such recommendations will essentially be useful for possible interventions that can contribute to amplifying the number of refugees and Egyptian host communities with quality education and training.

I hope this study suggests recommendations and solutions that are as realistic, sustainable, and concrete as we have analyzed them.

Sincerely,

Eric Oechslin

Director of the Decent Work Team for North Africa

Country Director for Egypt and Eritrea

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Outline

	ACRONYMS
1.	BACKGROUND
2.	CONTEXT
3.	MAIN CHARACTERISTICS OF THE EGYPTIAN TVET SYSTEM <ul style="list-style-type: none"> 3.1 Overview of the Egyptian TVET system 3.2 TVET capacity in Greater Cairo, Alexandria and Damietta 3.3 The institutional arrangements of the Egyptian TVET system 3.4 The financing arrangements of the Egyptian TVET system 3.5 The role of social partners in supporting TVET 3.6 Skills recognition 3.7 Quality assurance 3.8 Teachers training 3.9 Skills anticipation 3.10 COVID-19 and the provision of TVET
4.	INCLUSIVENESS OF THE TVET SYSTEM FOR REFUGEES, ASYLUM SEEKERS AND FORCIBLY DISPLACED PEOPLE <ul style="list-style-type: none"> 4.1 Government skills' policies and strategies 4.2 National data on refugees and asylum seekers in TVET 4.3 Refugee admission procedures to TVET institutions 4.4 Levelling exams 4.5 Funds available to support participation of refugees in TVET programmes 4.6 Challenges and barriers to refugees and asylum seekers' access to TVET
5.	RECOGNITION OF PRIOR LEARNING (RPL)
6.	EXAMPLES OF EXISTING TVET INITIATIVES FOR REFUGEES
7.	CONCLUSIONS AND RECOMMENDATIONS

Acronyms

3RP	Regional Refugee and Resilience Plan
ATS	Applied Technology Schools
AUC	American University in Cairo
CAPMAS	Central Agency for Public Mobilisation and Statistics
CTE	Colleges of Technology and Education
CBO	Community-based Organisation
CRS	Catholic Relief Services
TCC	Technical Competencies Centre
DS	Dual System
EDF	Education Development Fund
EETEO	Egyptian Education Training and Employment Observatory
EFIA	Egyptian Federation of Investors Association
ESPJT	Electrical Solar Photovoltaic Junior Technician
ETF	European Training Foundation
ETQAAN	Egyptian TVET Quality Assurance and Accreditation National Authority
ETVETC	Executive TVET Council
FEI	Federation of Egyptian Industries
GHS	German Hotel School
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
GJT	Garment Junior Technician

GoE	Government of Egypt
GTNI	El Gouna Technical Nursing Institute
ICT	Information and Communication Technology
IAWG	Inter-Agency Working Group
IDSC	Information and Decision Support Centre
IEC	Industrial Education College
IHK	Industrie- und Handelskammer zu Leipzig (Chamber of Industry and Commerce)
IFC	International Finance Corporation
ILO	International Labour Organization
ITEC	Integrated Technical Education Cluster
ISCED	International Standard Classification of Education
ISWG	Inter-Sector Working Group
MoETE	Ministry of Education and Technical Education
MoH	Ministry of Housing
MoHP	Ministry of Health and Population
MoHE	Ministry of Higher Education
MoM	Ministry of Manpower
MoTI	Ministry of Trade and Industry
MoU	Memorandum of Understanding
MTTI	Management and Technology Training Institute
NASS	National Academy for Science and Skills
NAQAAE	National Authority for Quality Assurance and Accreditation in Education
NGO	Non-Governmental Organization
NHRDC	National Human Resources Development Council
NCHRD	National Centre for Human Resources Development

NQF	National Qualification Framework
NSS	National Skills Standard
PAT	Professional Academy for Teachers
PPP	Public Private Partnership
PVET	Postsecondary Vocational Education and Training
PVTD	Productivity and Vocational Training Department
QDB	Qualifications Development Bank
RPL	Recognition of Prior Learning
RUDS	Regional Unit for Dual System
SCI	Save the Children International
SCTC	Supreme Council for Technical Colleges
SFSD	Sawiris Foundation for Social Development
SIS	Saxony International School
StARS	St Andrew's Refugee Services
STI	Staff Training Institute
SWG	Sector Working Group
SWOT	Strengths, weaknesses, opportunities, threats
TC	Technical College
TE	Technical Education
TOMOHAR	Training Organization of the Ministry of Housing and Reclamation
TSS	Technical Secondary School
TU	Technological Universities
TVET	Technical Vocational Education and Training
TVETA	Technical Vocational Education for Teachers' Academy
UNCHR	UN Refugee Agency

UNCT	United Nations Country Team
UNICEF	UN Children's Fund
VTC	Vocational Training Centre
WU	Workers University

In response to the challenges facing refugees and their host communities, a partnership initiative entitled: “**PROSPECTS** - Partnership for improving prospects for host communities and forcibly displaced persons”, has been launched by the Government of the Netherlands, bringing together the International Finance Corporation (IFC), the International Labour Organization (ILO), the UN Refugee Agency (UNHCR), the UN Children’s Fund (UNICEF) and the World Bank. The Partnership has a four-year initial time horizon (2019-2023) where partners will join their efforts to develop a new paradigm in responding to forced displacement crises in eight countries (Egypt, Ethiopia, Iraq, Jordan, Kenya, Lebanon, Sudan, and Uganda).

As in all eight target countries, the overall objective of PROSPECTS in Egypt is to improve the living standards and inclusiveness of refugees, asylum-seekers and vulnerable host communities, by contributing to the expansion of socio-economic opportunities through better education and mainstreamed protection interventions. PROSPECTS is composed of three main pillars, as outlined below.

The first pillar, **Education and learning** focuses on increasing the number of refugees, children on the move and host communities with quality education and training.

The second pillar, **Employment with dignity** seeks to increase the number of refugees, children on the move (that is, youth) and host communities with enhanced livelihoods and/or employment in decent work through improvements in labour market governance supporting transition to and entry into employment and formalization.

The third pillar, **Protection and inclusion** aims at increasing protection, social protection and inclusion for refugees, children on the move and host communities through the strengthening of legal, policy and enabling environment for protection, social protection and inclusion.

This TVET mapping exercise is conducted under the first pillar of PROSPECTS, “Education and Learning”, which focuses on increasing the access of refugees, asylum seekers, and Egyptians within the host communities, to quality technical and vocational education and training opportunities, with a focus on Greater Cairo, Alexandria, and Damietta.

1.

Background

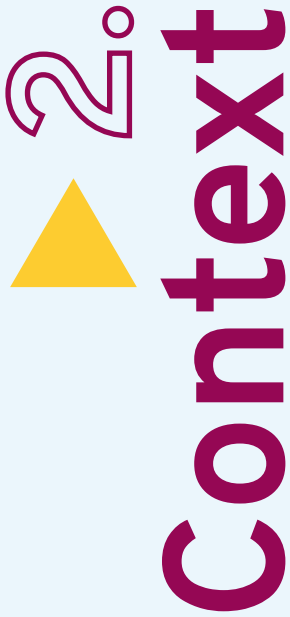
The overall objectives of the study

- ▶ to map the relevant features of the country's formal and non-formal TVET system that facilitate or hinder the access of refugees at the national level;
- ▶ to assess the capacity of local formal and non-formal TVET providers in the project's target areas (Greater Cairo, Alexandria and Damietta).

The specific objectives:

- ▶ identifying quality TVET opportunities for refugees and asylum seekers in the target areas (Table 1);
- ▶ identifying the main challenges facing refugees and asylum seekers in accessing TVET programmes and identify areas of intervention to eliminate these challenges;
- ▶ identifying opportunities for refugees to access traditional apprenticeships in promising economic sectors, active in target areas;
- ▶ documenting base line data that reflects the status of refugees and asylum seekers within the TVET system;
- ▶ reviewing and documenting current processes and procedures adopted by various TVET stakeholders for registration, assessment of prior learning, assessment exams, and other stages;
- ▶ identifying and analysing various sources for financing refugees and asylum seekers participating in the various TVET programmes
- ▶ making concrete recommendations for interventions that can contribute towards increasing the number of refugees, asylum seekers and forcibly displaced people in the age bracket 15 to 23, and their host communities with quality education and training, and enhancing the baseline indicators.





Context

Egypt has long been a country of transit destination for refugees and asylum seekers in the region. Armenians fled to Egypt after the 1915 massacre under the Ottomans; Palestinians after 1948; Sudanese after 1983; exiles from liberation movements across Africa and the Middle East also fled to Egypt in the 1950s and 1960s. There was a further influx of refugees as a result of wars in the Horn of Africa especially Sudan, Ethiopia, Eritrea and Somalia in the 1990s;⁹ Syrians fleeing from the war in Syria since 2012, in addition to Iraqi and Yemeni refugees because of wars in their countries.

In 2020, according to the UNHCR Egypt¹⁰ Monthly Statistical Report of March 2020, the total number of refugees reached 258,910 registered refugees and asylum seekers. However, some studies, such as that conducted by the AUC in 2016¹¹, claim that it is impossible to give a precise number of refugees in Egypt, indicating that some estimations, in 2016, varied from 500,000 to 3 million, a figure much higher than those provided by the UNHCR statistics. Furthermore, in 2019/2020, the Government of Egypt, has declared, in several international events, that the number of refugees. It may be assumed, however, that this variation may include “closed-file refugees” (asylum seekers who have been determined as not deserving the refugee status)¹², those who do not seek a UNHCR registration, and settlers.

FIGURE 1.

Composition of refugees and asylum seekers registered by the UNHCR - March 2020

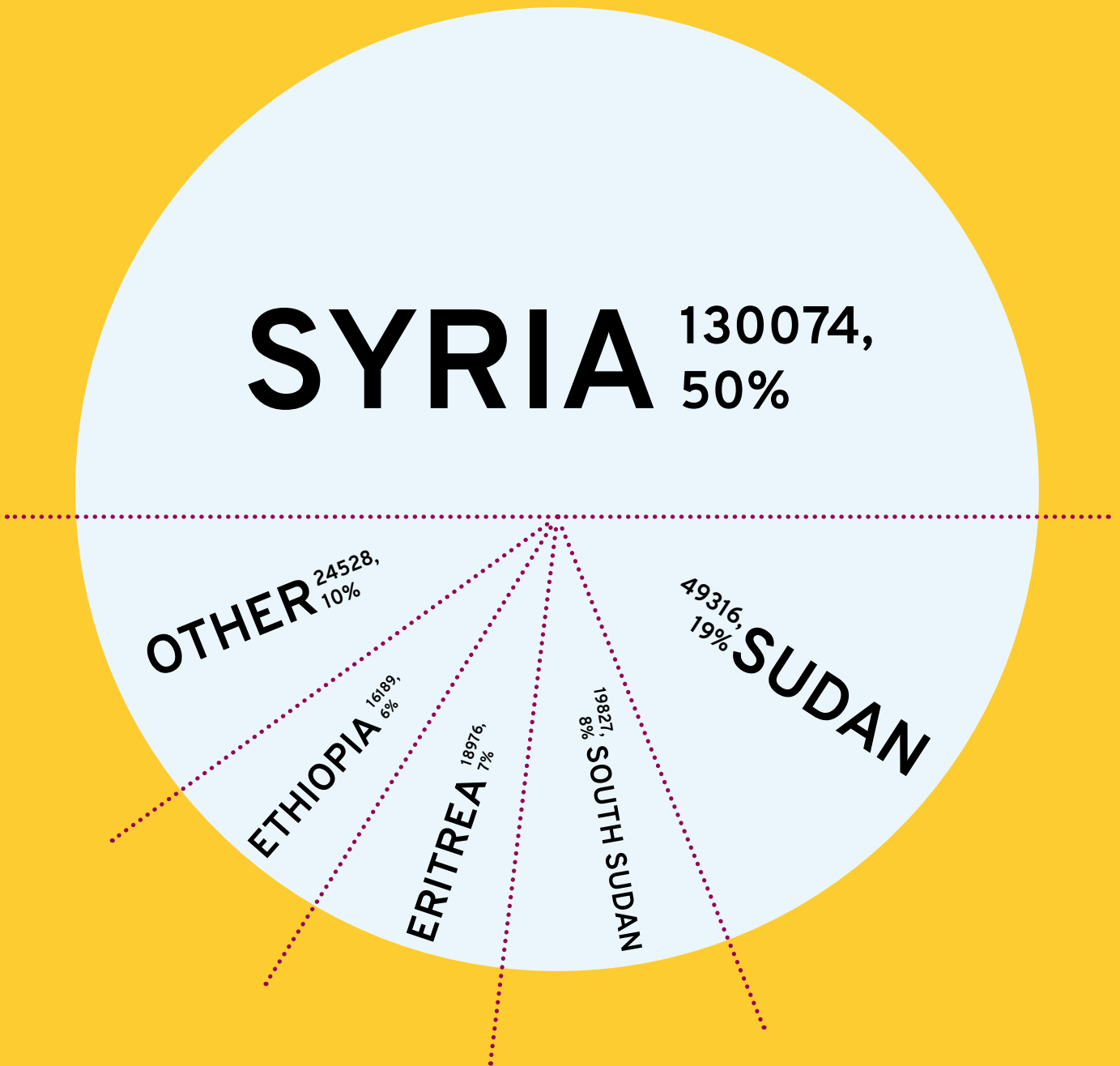
⁹ Katarzyna Grabska, “Who Asked Them Anyway? Rights, Policies and Wellbeing of Refugees in Egypt”, Forced Migration and Refugee Studies, American University in Cairo, Egypt.

¹⁰ Statistical Report of March 2020, UNHCR.

¹¹ Cairo: A transit city for migrants and African refugees, AUC, 2016.

¹² Refugees who are not successful in being granted refugee status from the UNHCR stay in Egypt without a legal status and are often unable to return to their countries of origin. These people live on the margins of society, struggling to secure their livelihoods are illegal “aliens” within the socio-economic and policy context of contemporary Egypt. The vast majority choose to live in the city of Cairo, where they negotiate space, their identity, and cultural and religious differences on a daily basis.

▶ Data from the same UNCHR report shows that registered refugees and asylum seekers come from 58 different countries of origin, with the majority being from Syria (50 per cent), then from Sudan, South Sudan, Ethiopia, Eritrea and other countries such as Yemen, Iraq and Somalia, also indicating that 39 per cent are children under 18 years.



Source: UNHCR Egypt - Monthly Statistical Report as of March 2020

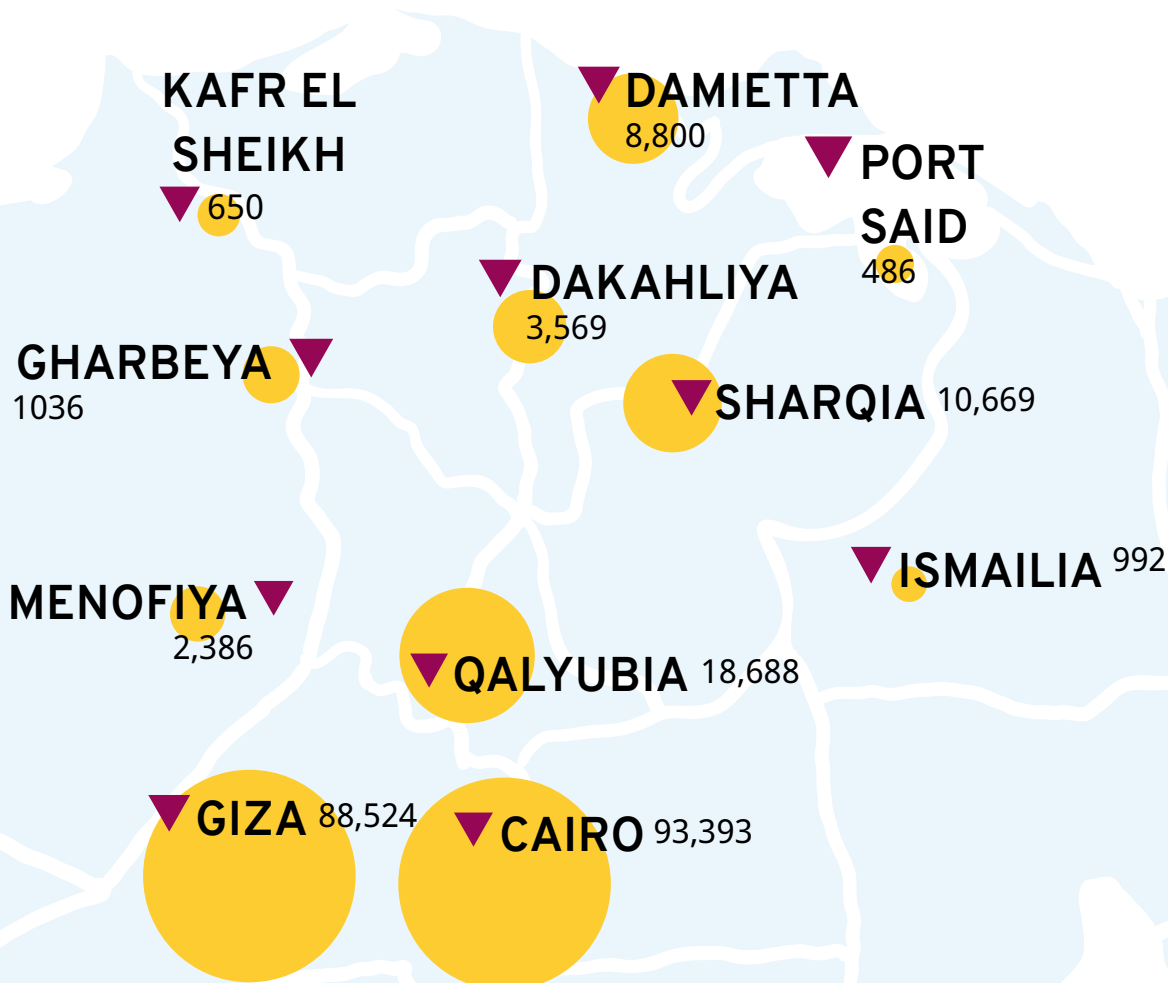
MEDITERRANEAN SEA



Distribution of refugees and asylum seekers in Egypt

FIGURE 2.

Source: UNHCR Egypt - Monthly Statistical Report as of March 2020



The report also indicates that refugees and asylum seekers in Egypt are distributed among the various Egyptian governorates (Figure 2), with the highest concentration is in Greater Cairo, Alexandria, and Damietta. Greater Cairo includes all cities in the Cairo Governorate as well as Giza (including 6th of October and Sheikh Zayed) and Shubra El Kheima and Obour in the Qalyubia Governorate, in addition to 10th of Ramadan (Sharqia Governorate) which is also sometimes considered part of Greater Cairo.

Within these governorates, refugees and asylum seekers are concentrated in Greater Cairo, Alexandria and Damietta, which host 233,390 refugees out of the total 258,910 registered by the UNHCR (amounting to 90 per cent of the total number), distributed among several areas as demonstrated in Table 1.

TABLE 1. Areas with a high concentration of refugees and asylum seekers

Greater Cairo	Alexandria	Damietta
<ul style="list-style-type: none"> ▶ Maadi (various nationalities) ▶ Ain Shams (various nationalities) ▶ Nasr City (various nationalities) ▶ 6th of October (Syrian and other nationalities) ▶ El Haram (mainly Syrians) ▶ Bulaq Al Daqrur (various nationalities) ▶ Imbaba (various nationalities) ▶ Al-Obour (mainly Syrians) ▶ Al Dukki (various nationalities) ▶ North Giza (various nationalities) ▶ Al Agouzah (various nationalities) ▶ Helwan (mainly Syrians) 	<ul style="list-style-type: none"> ▶ Borg El Arab (mainly Syrians) ▶ Montaza (mainly Syrians) ▶ Amreya (mainly Syrians) ▶ North Coast⁵ 	<ul style="list-style-type: none"> ▶ New Damietta (mainly Syrians)

Since Egypt adopts a model of social inclusion, refugees and asylum seekers live among the Egyptian people in an integrated manner, sharing public services, and resources.⁶ These public services include access to the Egyptian public education system, for refugees and asylum seekers who are registered with the UNHCR.

The GoE, represented by the Ministry of Foreign Affairs (MoFA), is the main counterpart for the policy and coordination of initiatives targeting refugees and asylum seekers in Egypt, as identified and budgeted in the Regional Refugee and Resilience Plan (3RP), developed bi-annually. The development of the 3RP is steered by the UNHCR in coordination with a number of coordination

forums engaging Egyptian partners; the **United Nations Country Team (UNCT)**, the **Inter-Agency Working Group (IAWG)**, and the **Inter-Sector Working Group (ISWG)** and the **Sector Working Groups (SWGs)**. Within this structure, education and skills development initiatives are coordinated through the Education Sector working group, led and co-chaired by the UNHCR and UNICEF, with several partners including CRS, ERC, Care International, Plan International, Save the Children International (SCI), Fard Foundation, IOM, the Ministry of Education and Technical Education (MoETE), the Ministry of Higher Education (MoHE) and WFP.

⁵ <https://www.unhcr.org/eg/about-us/refugee-context-in-egypt>

⁶ Regional Refugee Resilience Plan 2017-2018.



▶ 3.

Main characteristics of the Egyptian TVET system

- ▶ This section of the study provides an overview of the Egyptian TVET system, demonstrating the different programmes offered and the institutional and financing arrangements of the system at large, in addition to the role of social partners at different levels. This section will also provide an overview of the different TVET tools and arrangements, such as skills recognition, quality assurance, teacher training, skills anticipation and curriculum development.

3.1 Overview of the Egyptian TVET system

The Egyptian TVET system is one of the largest in the MENA region, with more than 2,900 different institutions serving around 2 million students (in 2018), offering a wide range of programmes; pre-university, tertiary, formal and non-formal. The responsibility for administering these programmes lies within a large number of stakeholders, including the MoETE, MoHE, Ministry of Manpower (MoM), Ministry of Trade and Industry (MoTI), Ministry of Health and Population (MoHP), Education Development Fund (EDF), Ministry of Housing (MoH), in addition to a number of line ministries offering vocational programmes for companies operating within their respective industries. Data on enrolment and female participation in TVET is provided in section 3.1.12. Figure 3, demonstrating how the formal TVET system fits within Egypt's education system and the corresponding International Standard Classification of Education (ISCED).

Figure 3 – Egypt's education and TVET system and the ISCED for each level⁷

Age	Post Graduate Studies								
24+	Universities and Higher Education								
23	Universities (4,5 and 6 years + post graduate Studies)	Technological Universities ISCED5 & ISCED6 according to specialisation and ISCED7 Masterd and ISCED8 for PHD	Technical Secondary Education 5Y		Technical Colleges ISCED 4	Workers University (first 2 years ISCED4 and last 2 years ISCED5)	Integrated Technical Education Clusters (first 3 years ISCED3 and next 2 years years ISCED4 and last 2 years ISCED5)	Vocational Education EDF ISCED3	
22			ISCED3 first 3 years & ISCED 4 for last 2 years						
21			General Secondary Education	Technical Secondary Education 3Y ISCED 3	Dual System ISCED 3	Applied Technology Schools ISCED3			Vocational Education PVTD ISCED 3
20									
19	Basic Education								
18	General Preparatory Education							Vocational Preparatory ISCED 2	
17	General Elementary Education								
16	Pre-school Education								
15	Kindergartens								
14									
13									
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10									
9									
8									
7									
6									
5									
4									
3									

⁷ Torino Process 2018-2020, ETF, 2020.

These TVET programmes are administered by different stakeholders, as listed below and detailed further in this section. They include:

1. Ministry of Education and Technical Education (MoETE)
2. Ministry of Health and Population (MoHP)
3. Ministry of Trade and Industry (MoTI)
4. Education Development Fund (EDF)
5. Ministry of Higher Education (MoHE)
6. Ministry of Manpower (MoM)
7. Ministry of Housing Utilities and Urban Communities
8. Ministry of Social Affairs
9. Other line ministries and authorities

3.1.1 The Ministry of Education and Technical Education (MoETE), administers, by far, the largest TVET capacity in Egypt, with over 2266 **technical secondary schools** including more than 1.8 million **students**⁸. They offer a formal educational route to graduates of preparatory education (15 years of age) as an alternative track to general secondary education, delivered through three and five year programmes, leading to a technical diploma for technicians (the three year programme) and an advanced technical diploma for senior technicians (the five year programme), in specializations oriented towards particular economic activities, including industrial, agricultural, commercial, and hospitality. The graduates of all formal technical education, those who have high performance, are entitled to enter higher education according to their results in the final exam.

Technical Education, administered by the MoETE, is delivered through the traditional programme (through most of the public technical schools) and four different models that were introduced over the years in an attempt to enhance the quality, relevance and outcome of the traditional technical education system.

3.1.1.1 The Traditional Technical Education System, which constitutes the largest capacity for TVET provision in Egypt when compared with all

other TVET providers, is distributed among four main economic activities or divisions in 2,288 schools⁹, with the highest capacity in industrial schools (data on schools and enrolment are given in section 3.1.12). **Industrial Technical Education** offers more than 60 specializations, including automotive, electrical installations, mechanical, cooling and A/C, shipbuilding, building and construction, metallurgical, woodworking, furniture production, textiles and ready-made garments, and others. **Commercial Technical Education** offers specializations for administrative and secretarial jobs, purchasing, insurance, legal affairs, warehousing, and ports and maritime services. **Hospitality Technical Education** offers specializations for jobs in the hospitality industry, including: kitchen, restaurants, housekeeping, services and tour guiding. **Agricultural Technical Education Schools** offer specializations for animal production, crops, food processing, agricultural mechanisation, land reclamation and laboratory technicians.¹⁰

3.1.1.2 The Dual System (DS), previously referred to as Mubarak Kohl Initiative (MKI), constitutes a small percentage of technical secondary schools, and is considered as one of Egypt's formal apprenticeship schemes. The DS combines days of formal in-school learning with days of in-company training, implemented on the basis of a tripartite contract that is signed between the school, the company and the students' legal guardians, giving the students the necessary theoretical background and the hands-on experience demanded in the market¹¹. The DS offers a number of improvements to traditional technical education, among which are better links with labour market needs, enhanced employability skills of graduates, higher levels of practical skills, a better understanding of working ethics and the experience of a working environment. Students within the DS receive a monthly allowance from the companies.

⁸ CAPMAS, Egypt in Figures, 2019.

⁹ CAPMAS, Egypt in Figures, 2020.

¹⁰ Torino Process 2018-2020, ETF, 2020.

¹¹ G. Amin, Legal Review of Apprenticeship in Egypt, ILO, 2013.

The scheme is implemented in close collaboration with employers and Regional Units for Dual System (RUDS), units hosted within investors' associations. At the end of the three years, graduates passing the national examination, including theoretical and practical assessments, receive a diploma certificate from the MoETE and a certificates from the National Centre for Human Resource Development (NCHRD) affiliated to the Egyptian Federation of Investors Associations (EFIA). It has been observed that more than 50 per cent of the DS apprentices are offered jobs at the end of the third year and a considerable number are progressing into higher education.¹²

Currently the DS is being implemented in 24 governorates with 21 schools totally dedicated to implementing the DS in addition to 198 DS classes within traditional technical secondary schools¹³.

Tuition for DS is free, students only pay minimal registration fees as in other public schools. Although the private sector makes no direct profit out of this partnership, many consider the trainees on the production line as a below-market-cost labour force (cheap labour) since they are paid much less than the minimum wage.

3.1.1.3 The MoETE is also administering a system, referred to as the **Labour System**, where students have an employment status while being enrolled with a Technical Education school. In 2014, by the Ministerial Decree 562, the MoETE adopted the Labour System, in Arabic "*Nezam El Ommal*", which offers students (who might drop because they come from low-income families or other social reasons) the opportunity to complete their technical education programme while working. Students enrolled in the Labour System, need to prove that they are working in an organization (with social insurance coverage) and must pay an annual tuition of 300 Egyptian Pounds if they do not attend the practical classes to which they are entitled. Accordingly, they are allowed to sit the examination. Supervision and follow-up of the system is conducted by Idara and Mudiriya (Directorates) up to the central level. The system currently hosts around 350,000 students. According to the ministerial decree, each school may accept students under the Labour System category up to 20 per cent of the total number of students enrolled.¹⁴

¹² 2009 Tracer Study by CID Consulting.

¹³ A. Ashmawi, UNESCO, 2019.

¹⁴ Torino Process 2018-2020, ETF, 2020.

3.1.1.4 The Integrated TVET Scheme was implemented in collaboration with public and private companies (Joint School Initiative). This is a technical education that emphasizes work-based learning and is also referred to as “School in factory” or “Factory in School”. The scheme is regulated through protocols and collaboration agreements between the MoETE and individual private and public companies, where joint schools are established within the premises of the company or within a Technical Secondary School (TSS). Specializations and curriculum are jointly designed, developed and implemented between the MoETE and the company. Similar to all TSS programmes, admission is limited to students who have successfully completed their preparatory education. Accepted students sign contracts with the company for the full duration of the programme. Students gain practical experience through training in companies’ workshops and sites. When passing the final national examination, students receive a diploma or an advanced diploma certificate from the MoETE and a practical experience certificate from the company. There are around 50 schools within factories; some of the partners include the Ministry of Transportation (for railways and river transportation occupations), Arab Contractors, the Holding Company for Drinking Water and Sanitation, Elsewedy, and El Araby for Electrical Appliances, MCV, Bishara group for ready-made garments, and others.

3.1.1.5 In 2018, the MoETE, introduced a new technical education model, the **Applied Technology School (ATS)**, as part of its reform plan (Transformation of Technical Education 2.0). These schools offer a three-year programme leading to a technical diploma for technicians and a five-year programme leading to an advanced technical diploma for senior technicians. **The model is implemented through** Public Private Partnerships (PPPs)¹⁵, where the relationship depends on the level of responsibility the private sector companies can and/or want to undertake, and include:

- **Full Partnership**, suitable for large and labour-intensive companies as well as with mega national projects;
- **Consortium Partnership**, suitable for medium size enterprises;
- **Associate Partnership**, allowing small and micro enterprises to participate in the apprenticeship programmes.

¹⁵ Three ATSS started operations during this academic year 2018/19; a further eight started to operate in 2019/20 and the plan is to establish 100 such schools by 2030.



Specializations within each ATS are oriented towards a particular economic activity, influenced by the partners’ area of speciality. The guiding principles, or the main features, of the ATS include:

- **Quality** - through partnership with international awarding bodies;
- **Work-based learning** - through a balanced equation between work-based learning and classroom learning;
- **Demand-driven** - through employers’ commitment to the system to ensure it continues to be driven by first-hand local and global industry demands, trends and priorities;
- **Learner-centred** - by producing dynamic and competitive workers locally and internationally, as well as leaders in their communities;
- **Real change** - by promoting a culture change where work ethics, productivity, efficiency and quality are the norm;
- **Partnership with industry** - a new competency-based partnership model that will play a major role in enhancing the business environment itself with a newly developed workforce targeting the transformation of Egypt into a global manufacturing destination. Students in the model do not pay fees and receive an allowance during the on-the-job training (the value depends on the company but a minimum is usually mentioned in the agreement).



3.1.2 The Ministry of Health and Population (MoHP) administers both technical education and vocational training programmes ,including the following.

3.1.2.1 Around 200¹⁶ **Technical Secondary Nursing Schools**, administered jointly by the

.....
¹⁶ CAPMAS: Annual Bulletin of Education and Training Statistics in Government and Private Sector, 2018-2019.

MoHP and the MoETE, offer an advanced diploma through a five-year programme in nursing. Most schools are operated within hospitals, giving all students the opportunity of a work-based, practical training. Completing the fifth year, students are awarded an advanced diploma in nursing and an occupational licence. Currently these technical nursing schools constitute the largest capacity for qualifying nurses for the health industry in Egypt, servicing 46,635 students, of whom 79.4 per cent are female.

3.1.2.2 Vocational Training Centres (VTC) for the health sector. There are two such centres located in Cairo. The first offers short-term training programmes for assistant laboratory technicians, while the second offers programmes for up-skilling nurses.

3.1.3 The Ministry of Trade and Industry (MoTI), through its Productivity and Vocational Training Department (PVTD)¹⁷ operates the second-largest capacity for industrial skills and competencies (after Technical Secondary Schools), offering more than 60 specializations by means of the following programmes.

3.1.3.1 Three-year programme for vocational education in 45 VTCs, targeting youth (typically aged 15) who have just completed preparatory education. Upon completion, graduates receive a vocational diploma issued by the PVTD and acknowledged by the MoETE.¹⁸ The programme is referred to in Arabic as *“El Talmaza El Sina’eyah”* where practical training is emphasized; students spend at least years one and two in workshops, while the third year is spent as an apprentice, working in a company, with only one day per week spent in class at the VTC. During the third year, companies pay apprentices a small allowance to compensate for transportation and food costs. Successful completion is determined on the basis of a national examination that includes

assessments of both theoretical and practical knowledge and skills. During the academic year 2017-2018, the number of students attending vocational education in VTCs were 27,000.

3.1.3.2 Three-year programme for vocational education through 69 “Training Stations” or (ma7ata), where each unit is operated through a Memorandum of Understanding (MoU) between the PVTD and a single manufacturer (whether public or private). The manufacturer becomes responsible for provision of both theoretical and practical curricula, and the students spend the entire three years within the company premises. Successful completion is assessed on the basis of the national examination conducted and administered by the PVTD. During 2017-2018, training stations included 6,695 students.

3.1.3.3 Three-year vocational education programme implemented by PVTD in cooperation with private sector companies. This programme is part of the PVTD’s reform initiatives, to enhance their quality and relevance. It is currently implemented within four of its training centres, in **collaboration with Ghabbour Auto** and its sister company ETAMCO. The four VTCs (Imbaba, Mo7aram Beh, Kafr El Zayat and Shoubra), all offer vocational education leading to a diplomas in automotive maintenance, body repair and painting. While Ghabbour Auto is responsible for provision of the theoretical and technical curricula and administering the work-based training within the company’s workshops, the PVTD plays a supervisory role and is responsible for conducting and administering final examinations and issuance of certification. The collaboration is technically supported by the Saxony International School (SIS), a German training provider, assisting with curriculum development, teacher training and retraining, as well as conducting an additional assessment of students’ skills, qualifying them for an internationally recognized certification offered by SIS.

¹⁷ The PVTD was established in the 1950s to improve productivity of the industrial sector, administered by the Ministry of Trade and Industry, and considered as the second-largest provider of formal pre-employment skills development activities for the Egyptian Industrial sector after the Technical Education department affiliated to the MoETE.

¹⁸ According to the MoETE, Ministerial Decree number 57 for 1969.



3.1.3.4 Continuous training, the provision of short- and long-term adult vocational training programmes, for the industrial sector, is also within the mandate of the PVTD, and is offered through its' Technical Competencies Centre TCC and various VTCs. The PVTD has the capacity to develop, tailor and deliver non-formal short- and long-term training programmes for the needs of specific groups, companies or donor organizations and projects. The TCC offers more advanced programmes to groups of 6 to 16 trainees in a wide range of adult vocational training topics, including: mechanical engineering, electrical engineering, electronics, and control, elevators, leather and leather products. More vocational training programmes are also offered at the VTCs level in various areas.

3.1.3.5 Provision of training for teachers and trainers of vocational education and training programmes is available through the Staff Training Institute (STI), offering an eight-week pedagogical training programme followed by an examination and assessment to verify the skills gained.

3.1.4 The Education Development Fund (EDF) was established in 2004 (via Presidential Decree 290 of 2014) as an autonomous agency given the mandate to reform the Egyptian education system. The EDF Board is chaired by the Prime Minister and includes the ministers of Education and Technical Education, Higher Education, Finance, Trade and Industry, and Telecommunications and International Cooperation. Since its establishment, the EDF has introduced new educational models, among them a model that addresses TVET, as detailed below:

3.1.4.1 The Integrated Technical Education Cluster ITEC, introduced in 2009/2010, as an education model offering technical qualifications that **comply with international qualification frameworks**, based on **partnerships** with internationally recognized and sectoral specialized educational partners. The model target graduates of preparatory level (grade

9),¹⁹ offering qualifications after two or three years. The three-year study programme of the **Technical Secondary School (TSS)** leads to a diploma equivalent to that of public technical secondary schools; the two-year programme of the **Middle Technical Institute (MTI)**, offers an advanced Diploma of Technology; while the two-year programme of the **Advanced Technical College**, including one year of on-the-job training, results in a Bachelor of Technology Degree. The ITEC model offers a continued path of education, where students may move from one academic

level to the other, or to the labour market and back again to continue studying for higher technical qualifications.

3.1.4.2 Vocational Education Programme, is a three-year programme devised to train technicians in car maintenance and repair, introduced by the EDF to the Fayoum ITEC in 2017. Developed in collaboration with EDF's partners from international educational institutes, the programme consists of mechanical maintenance in the first year, electrical maintenance in the second, and body repair and painting in the third.

¹⁹ Candidates must pass satisfactory acceptance requirements in English language skills before being accepted into the school.

ITECS in Egypt

Amireya ITEC, Cairo

in partnership Pearson (an internationally recognized education company operating in 70 countries).

1

Offering educational pathways for electrical and mechanical technicians.

Demo Fayoum ITEC

in partnership with Regione Emilia Romagna, Italy

2

Assiut ITEC

3 in partnership with the German Ministry of Education in Baden – Württemberg, the Centre for School Quality and Teacher Education (ZSL) as an international educational partner, in cooperation with NIRAS IP-Consult

Offering educational pathways for electrical, mechanical and information technologies.

Abu Ghaleb ITEC, Giza

in partnership with Regione Emilia Romagna, Italy

4

Adopting only a 3+2 model, comprising two educational paths: Electrical Solar Photovoltaic Junior Technician (ESPJT) and Garment Junior Technician (GJT).

It offers a vocational diploma in Car Maintenance and Repair, as well as an opportunity for high performers to advance to university. Two more vocational education programmes are still in the pipeline: electrical installations and solar cells technicians, and mechanical installation technicians.

3.1.4.3 Vocational training programmes for re-skilling and up-skilling adults are offered by all four ITECs, each in their relevant specialization, to local industries and communities. Similar to the educational paths in these ITECs, vocational training programmes, are quality-assured and follows the qualification frameworks of the partners' countries.

3.1.5 The Ministry of Higher Education (MoHE) is responsible for administering post-secondary TVET systems, including:

3.1.5.1 Technical Colleges (TCs). Jointly administered by the MoHE and the Supreme Council for Technical Colleges (SCTC), they target graduates from general secondary, technical secondary and vocational education, offering a two-year programme leading to an advanced diploma certificate, in a wide range of disciplines for the industrial, commercial, agriculture and travel and hospitality sectors. TC programmes are offered through 45 middle technical institutes structured around eight colleges: Matareya Technical College (Cairo); Sahafa Technical College (Cairo); Quesna Technical College; Mahalla El Kobra Technical College; Alexandria Technical College; Port-Said Technical College; Middle Valley Technical College; and South Valley Technical College. In the academic year 2018/2019, the total number of students enrolled in TCs was around 88,674²⁰ (62 per cent specializing in industrial disciplines, 32 per cent specializing in commercial disciplines, 3.2 per cent in tourism and hospitality. The remainder specialized in social studies, cadastral drawing and antiquity restoration trades).

3.1.5.2 Colleges of Technology and Education (CTE), previously known as Industrial Education Colleges, are supervised by the respective universities and offer four-year educational programmes leading to a Bachelor of Industrial Education degree as well as post graduate studies (Masters and PhD degrees). CTEs accept graduates of technical secondary schools, graduates of the three and five-year programmes, who could work as teachers and trainers in technical secondary schools, as well as technical trainers in the manufacturing industry. Currently, there are four CTEs working within the framework of public universities. They are located in Cairo, Beni-Suef, Suez and Sohag and are administrated by the public universities of Helwan, Beni Suef, Suez and Sohag, respectively. In the academic year 2018/2019, the number of students enrolled in CTEs reached 147,616.

3.1.5.3 Technological Universities (TU). This new model was introduced by the GoE in 2018, along with the establishment of a Supreme Council for Technological Education, as one of the government's reform initiatives, where the MoHE has committed to establishing a total of eight universities. TUs offer more opportunities to technical education students to access the formal pathway to higher technical education. TUs grant advanced diplomas, bachelor degrees, masters and PhDs in technology in various disciplines, through programmes that include a combination of applied (60 per cent) and theoretical (40 per cent) studies, in areas more relevant to the labour market. Since 2018, three technological universities have been established (in New Cairo, Delta Region and Upper Egypt), while five more are in the pipeline. Specializations currently include: renewable energy, mechatronics, Information and Communication Technology (ICT) Programmes, and autotronics. It is expected that TU students come mostly (80 per cent) from TVET secondary-level schools, while the remaining

²⁰ CAPMAS, Egypt in Figures 2020

20 per cent are graduates of general secondary schools.²¹

3.1.6 The Ministry of Manpower also contributes to the provision of TVET, mainly targeting job seekers, and offering:

3.1.6.1 Short-term vocational training, in MoM’s 43 vocational training centres and 8 mobile training centres²², administered by the Central Department for Vocational Training. MoM VTCs focus on accelerated vocational training programmes and short-term vocational training courses (from 4 to 9 months), targeting the semi-skilled workers, the uneducated and unemployed in the age bracket 15-45.

Training programmes are VTC-based and include topics such as electrical appliances, car mechanics, car electrician, ready-made garments, electronics, welding, metal furniture, cooling and A/C, aluminum, carpentry, plumbing, electrical installations, cellular phone maintenance, computers, satellite system maintenance, machine operation, metal fabrication, painting, packing, and language labs.

3.1.6.2 The Vocational Apprenticeship Scheme,

²¹ Torino Process 2018-2020, ETF, 2020.

²² Mobile training centres: Qena 1, Sohag 1, El Wadi El Gedid 3, Beni Suef 1, Sharqia 1, Dakahlia 1.

referred to as El-Tadarog El Mehani, is implemented through MoM’s Central Department for Vocational Training supported by public employment offices. The apprenticeship scheme targets apprentices in the age bracket 13 to 17 years old, offering them an opportunity to acquire practical skills for a certain vocation or occupation, through work-based training. Vocations are carefully selected so as to comply with local and international regulations governing child labour. The whole process is regulated through an apprenticeship contract between the apprentices, guardians and employers (specifying a progressive wage for the apprentice), extending through a period of one to three years. The number of apprentices that can benefit from this scheme is directly related to the work-based training opportunities offered by employers.

3.1.7 The Ministry of Housing Utilities and Urban Communities administers the Training Organization of the Ministry of Housing and Reclamation (**TOMO HAR**)²³, for the provision of short- and long-term vocational training programmes for the building and construction sector. These are offered through 70 vocational training centres, and address relevant vocational skills such as: formwork, steel fixing and bar bending, brick and block work, plastering,

²³ Established in 1975 by the ministerial decree 433/1975.



electrical installations, plumbing, aluminum and metal installation, tiling and cladding, decorative framework, and painting and decorating.

3.1.8 The Ministry of Social Affairs (MoSA), through **497 VTCs (85 per cent owned and managed by NGOs)** offers short-term (two to four weeks), informal and mostly ad-hoc and less structured vocational training, targeting vulnerable groups, particularly women, disabled and unemployed youth, under the Productive Families Scheme (PFS). Its purpose is to strengthen the capacity of poor families, especially in rural areas, allowing them to engage in productive, income-generating activities. It mostly comprises training in sewing, embroidery, computers, electrical installation, mechanics and woodworking.

3.1.9 Other line ministries and authorities are also contributing to Egypt's TVET sector, through provision of vocational training programmes mostly to address the needs of their relevant sector, including:

3.1.9.1 The Ministry of Investment operates 27 VTCs, within 14 different governorates. They offer transformational and up skilling training programmes for workers across a wide range of programmes for several strategic sectors, including tourism, textiles, ready-made garments, automotive, food-processing, IT, printing, aluminium, pumps, transport, laboratories, water treatment (drinking and sewage).

3.1.9.2 The Ministry of Agriculture administers and operates six VTCs located in six governorates (Sohag, Ismailia, Sharqia, Behera, Qalyubia and Giza) offering short-term vocational training programmes that serve the agricultural sector, including fertilizers, irrigation, poultry, recycling of agricultural waste, organic agriculture, fish farming, animal production, bee-keeping, operating and maintaining tractors, and others.

3.1.9.3 The General Authority for Agricultural Reclamation also operates eight VTCs located in eight governorates (Cairo, Qalyubia, Alexandria,

Gharbia, Kafr El Sheikh, Fayoum, Beni Suef, and Qena) offering short-term courses in a number of trades, including sewing, welding, metal fabrication, tractors, electrical, hydraulic, engines, warehousing, woodworking, mechanical, aluminum, plumbing, and painting.

3.1.9.4 The Ministry of Petroleum operates 13 VTCs in 7 governorates (Cairo 4, Alex 3, Qalyubia 1, Giza 1, Suez 2, Port Said 1 and Assiut 1), offering short-term training programmes for up-skilling workers within petroleum companies, including turning, electricity, refrigeration and air conditioning, auto mechanics, iron works, auto electricity, workshop mechanics, stations and warehouses, scaffolding technician, internal and external fixture technician, preventive maintenance, operation and maintenance of regulators and pressure-reducing stations, emergency technician, meter technician, diesel car mechanics, welding and its derivatives, specialized technical programmes, rotating machines, sheet work, automatic control, preventive maintenance, surveying, car technician, driving cars, designing and analyzing natural gas networks, natural gas shopping, polycarbonate piping technology, operation and maintenance of stations and organizations, chemical analysis lab, automated control lab, engineering inspection lab and vibration measurement, cathode protection technician, map technician, petrochemical, network technician, transfer technician, English language, computers.

3.1.9.5 The Ministry of Electricity and Power operates 24 VTCs in 12 different governorates (Cairo 6, Giza 3, Qalyubia 1, Alexandria 2, Beheira 1, Dakahlia 3, Gharbia 1, Ismailia 2, Fayoum 1, Menia 1, Assiut 1, Aswan 2), offering vocational training for up-skilling workers within the sector in the following areas: cables, operating and maintenance of transformers, electrical wiring, determining faults in cables, operating and control systems, meters, computer principles, micro-electronics, high-energy communications, pneumatic systems, metal and pipe welding, motor winding and repair, high-pressure cable welding, maintenance of household appliances, electrical installations and connections, operating fields of power plants, electrical

appliances, operating, mechanical, carpentry, welding, turbines, boiler, maintenance of protection and communication devices, maintenance of transformer stations, maintenance of transmission lines, house connections, welding medium voltage cables, installation of electronic meters, electricity distribution panels, welding, electricity and gas, electrical installations, cooling and air conditioning, winding motors, maintenance of steam stations, operation in complete darkness, operation of units in cold and hot conditions, maintenance of combustion systems and protection on the boiler, emergency shutdown, turning, mechanical installations, electric motors, mechanical aids, welding, cooling and air conditioning, thermal measurements, basic electricity, electronics, inks, marine operation, general lighting, automatic control transformers, electrical foundations, magnetism laboratory, repair of electrical circuits, village and city electrician, languages, computer, first aid.

3.1.9.6 The Ministry of Transport operates 17 VTCs, offering training and apprenticeship programmes for up-skilling and qualifying workers for the transport sector. This includes river transport professions - marine, mechanical, electrical, shipping, unloading and troubleshooting; movement and operating professions - tractors’ mechanics and electricity, passenger and cargo carriages refrigerators, measuring devices, conditioning, driver, welders, draining inspector, motor mechanics, winches and small machines; tram drivers - motor mechanics, air circuits, brakes, gearbox mechanics, articulated tram mechanics, tram electricity, plumbing; barge, blacksmith, welding, lathing, mechanics, electricity, auto mechanics, postal mechanics, maintenance of disposal machines, cooling devices, electricity; industrial - metal forming, mechanical maintenance, car maintenance, driving and maintenance of transportation and road equipment, marine and navigation technician, mechanics and electricity floats, oil pollution control, fire-fighting and damage limitation in marine units, and postal services.

3.1.9.7 The Suez Canal Authority administers three maritime centres in Port Said, Suez and Ismailia with the aim of qualifying young people to become qualified as distinguished and trained maritime personnel in the areas of marine art, industrial security, marine pollution control, painting, contract, kayaking and swimming. The study is completed in six months (three months of theory and three months of practice).

3.1.9.8 The Ministry of Local Development, through its 79 vocational training centres located in the 27 governorates, offers short-term vocational training programmes for young Egyptians in the age bracket 18 to 25 years old. The programmes are mainly focused on woodworking and painting, ready-made garments, computer, mechanical, electrical, welding, metal work, leather products, and carpets.

3.1.10 Private sector and non-governmental TVET. In addition to public sector TVET institutions, there are some interesting private sector and non-governmental TVET providers and stakeholders. Some of the important ones are listed below.

3.1.10.1 Workers University is private and follows the Egyptian Trade Union Federation,²⁴ having 11 branches located in Cairo, Alexandria, Damietta, Dakahlia, Kafr El-Sheikh, Gharbia, Sharqia, Ismailia, Beni Suef, Assiut and Aswan. The study programmes include two divisions: Technological Development, specializing in electricity and mechanics, and Industrial Relations. Both programmes extend for four years, offered in two phases. The first two-year phase grants an advanced diploma, while the second two-year phase grants a bachelor degree. In the academic year 2018/2019 the total number of students enrolled in Workers University was 11,435²⁵, of whom 25.1 per cent were female.²⁶

3.1.10.2 The National Academy for Science and Skills (NASS) is a private training provider,

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²⁴ PVET in Egypt Background Report, MoHE, 2012.
²⁵ Compared with 23,113 students in the previous year.
²⁶ Compared with 20.9 per cent in the previous year.



established in 2012. It is active in the development of professional technicians, benchmarked against international standards, addressing both technical and the non-technical skills through internationally certified programmes in a wide range of sectors: automotive, industrial technology, electrical technology, air conditioning, facility management, jewellery and construction trades. The academy has the potential to introduce new specializations based on the needs of the labour market. NASS also collaborates with City & Guilds, a UK awarding body for the international accreditation of its programmes and graduates. In addition, NASS relies on a strong base of industrial accreditations through its partnerships with several industry leaders such as Siemens, Schneider Electric, Steep and Azza Fahmy.

3.1.10.3 The Egyptian German Technical Academy (Siemen's technical vocational training centre), in Ain Sokhna, commenced operations in 2019. It was established under a strategic alliance between Siemens Energy and the Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ), on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), and implemented in partnership with the PVTD and the GoE. The centre aims to become a state-of-the art training hub for vocational training in the region,

supporting occupational training for engineers and technicians in all industries, offering trainees an opportunity to develop their skills in workplace safety and automation. The academy offers demand-driven training to the local industry by tailoring training modules to companies' specific demands and market needs.

3.1.10.4 El Gouna Technical Nursing Institute, established by the Sawiris Foundation for Social Development (SFSD), in April 2010, operates under the framework of collaboration with a nursing school in the USA. The institute is located in El Gouna (Red Sea) in a facility specifically designed for the education of nurses, and includes student dormitories. It offers a number of programmes, including: wellness, general microbiology, foundation of nursing practices, adult nursing practice, introduction to sociology and English.

3.1.10.5 The German Hotel School El Gouna, located in El Gouna, offers a five-year technical education programme and vocational training, for the hotel service industry. The programme is carried out in compliance with German guidelines for the Dual System. After successfully completing the programme, students are examined and certified by the Chamber of Industry and Commerce (IHK) in Leipzig, thereby receiving an internationally recognized diploma.



3.1.10.6 Don Bosco is an Italian Technical Secondary School, offering three and five year technical and vocational education programmes, where courses are tailored to the Italian higher education standards for technical training institutes, leading to a degree recognized by **the Italian Ministry of Education, the European Community and the Egyptian Government**. Egypt hosts two Don Bosco schools, one in Cairo and the second in Alexandria.

Don Bosco operates in close collaboration with companies, which allows it to know, in real time, the actual market needs (updating its programmes), and to secure graduates' access to the world of work.

3.1.10.7 The Arab Contractors Management and Technology Training Institute (MTTI) offers high-quality training programmes for the building and construction sector. The MTTI has successfully built a quality-assured training programme through piloting with national skills standards and the utilization of certified trainers to teach trades such as formwork, steel fixing and bar bending, brick and block work, stonemasonry, carpentry and joinery, plumbing, plastering and scaffolding. The MTTI has the capacity to teach up to 2000 vocational trainees per year.

3.1.11 Traditional apprenticeship

Traditional apprenticeship is also one of the main mechanisms for vocational skills development in Egypt. It is especially suitable for school dropouts (basic and post-basic education), and sometimes transformable for graduates of technical and vocational schools.

Traditional apprenticeship is totally unregulated. There are no contracts to determine the number of hours worked or the level of remuneration, and there is no access to social insurance. It relies mostly on personal relationships, in which the family of the apprentice entrusts the apprentice to the master, and with the families bearing the cost of training, whether through direct payments to the master or through reduced wages. Apprentices' ages range from 10 to 18 years old, although younger apprentices are also common.

Traditional apprenticeship takes place entirely within the workplace and does not involve any complementary classroom-based education or training. It may last from four to more than eight years, as the apprentice progresses from *sabby* (helper), to *mousad* (semi-skilled worker), and finally to *sanaaey* (skilled worker).

However, it is worth mentioning that traditional apprenticeship has several shortcomings, probably caused by the low level of education of both the master trainers and the apprentices, in addition to the

fact that it is not regulated. These shortcomings include the lack of a clear training plan and duration, resulting in the extended duration needed to acquire the skills; the partial transfer of knowledge and skills from the master to the apprentice; the variations in the quality of the training provided; the lack of formal acknowledgment of the acquisition of skills and competencies; the low esteem of being a traditional apprentice; the possible exploitation of labour; and the usually inappropriate working conditions.

An example of some of the traditional apprenticeship opportunities in Cairo, Alexandria and Damietta are car repair (mechanical, electrical, body fixing and painting, tyre fixing), electrical appliance repairs (televisions, refrigerators, air conditioning, ovens and heaters), electronics (mainly mobiles), curtains, ready-made garments, woodworking. It should be noted that Damietta, with its large cluster of furniture producers, may offer a number of traditional apprenticeship opportunities for the furniture production industry, including wood cutting, wood carving, wood painting, upholstering, marquetry, and packaging.



3.1.12. Basic data on enrolment and female participation in TVET.

In the academic year 2018/2019, the total enrolment in TVET has reached 2,498,308 students and trainees, of whom 77 per cent are enrolled in pre-university TVET (specifically Technical Education Schools administered by the MoETE), 9.9 per cent in post-secondary TVET, and the remaining 13.1 per cent in vocational training centres.

	Total Number of Students	Female Students	Rate of Female Students
Technical Secondary Industrial Schools	902,331	331,333	36.7%
Technical Secondary Commercial Schools	732,196	436,945	59.7%
Technical Secondary Agricultural Schools	225,481	34,218	15.2%
Technical Secondary Hospitality Schools	64,250	20,560	32.0%
Technical Colleges (Middle Technical Institutes)	88,674	37,643	42.5%
Industrial Technical Institutes **	147,616	77,586	52.6%
Workers Universities	11,435	2,873	25.1%
Vocational Training Centres ***	326,235	122,134	37.4%
	2,498,308	1,063,292	42.6%

Source: CAPMAS - Egypt in Figures 2020

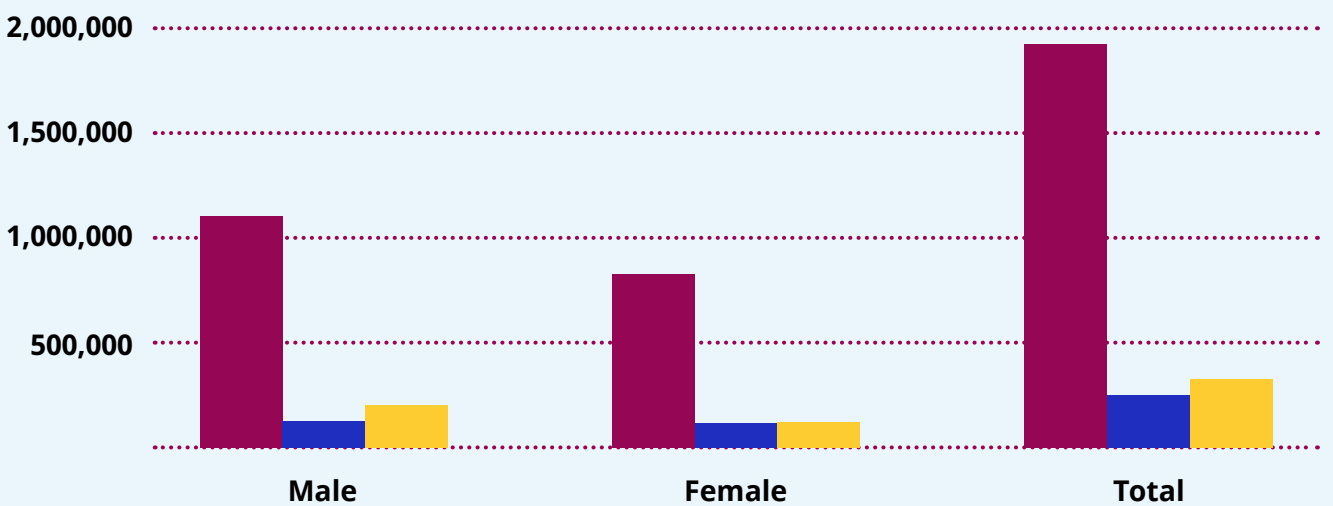
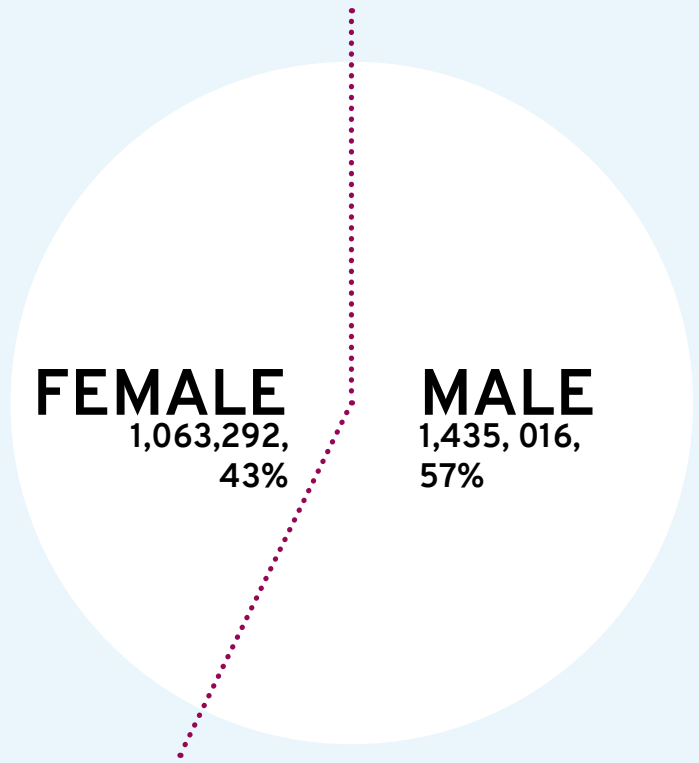
*includes DS, ATS, Integrated Technical Education

**currently referred as Colleges of Technology and Education

***according to CAPMAS, these figures include PVTD, MoM, Nursing Schools, TOMOHAR, Line Ministry VTCs

Female students and trainees represent 42.6 per cent of the total number of students enrolled in all TVET schools and training centres, 42.8 per cent of those enrolled in technical secondary schools administered by MoETE, 47.7 per cent of those enrolled in post-secondary TVET, and 37.4 per cent of those enrolled in vocational training centres.

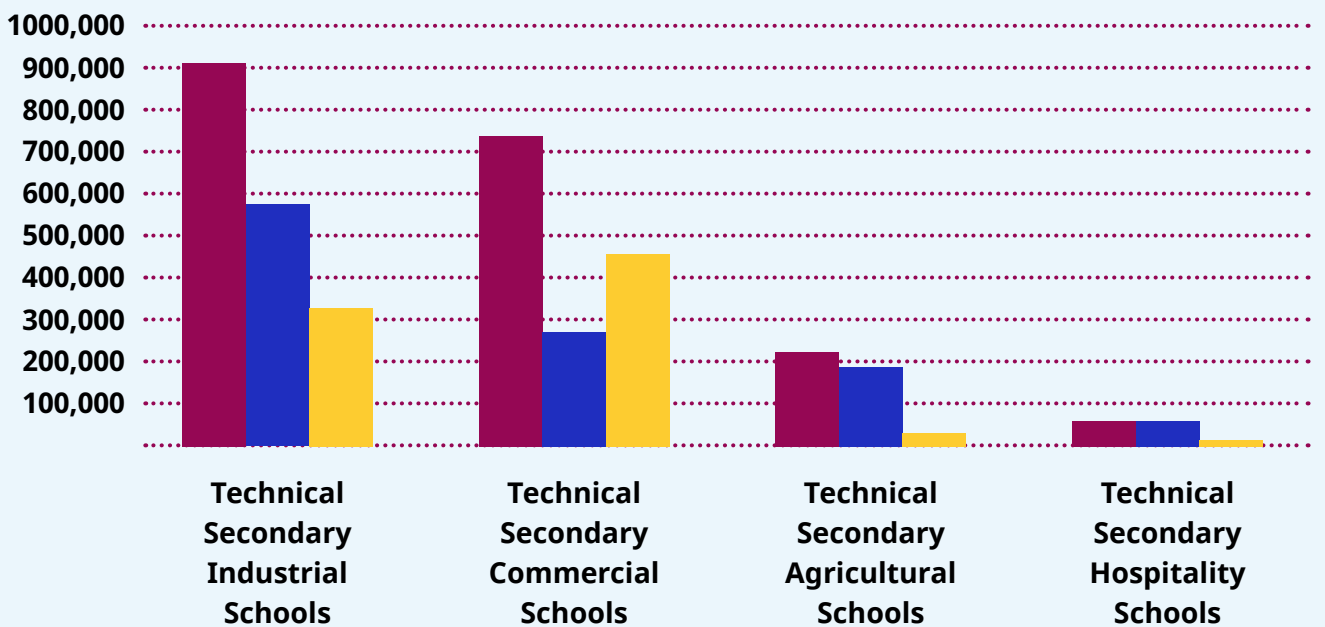
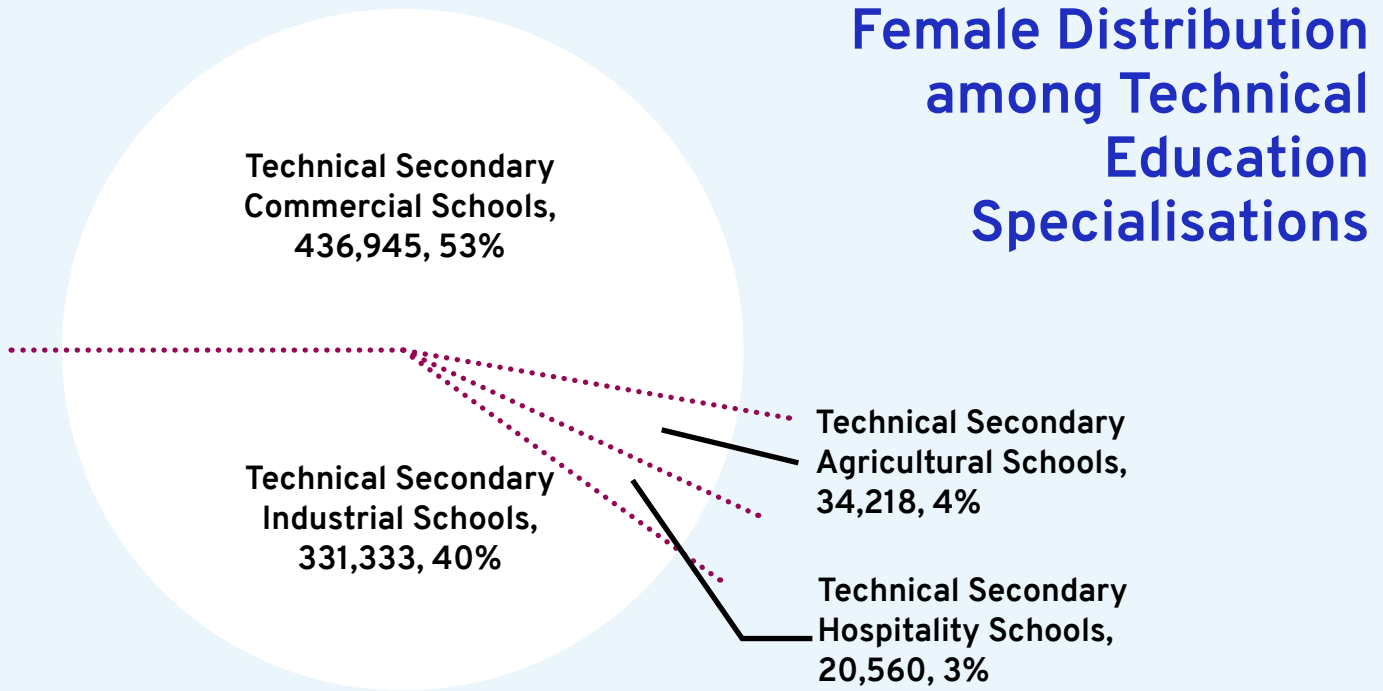
Rate of Female Participation in TVET Institutions



- ▶ Pre-university University Technical Education
- ▶ Post Secondary Technical Education
- ▶ Vocational Training Centres Education

The 823,056 females enrolled in technical education schools (the largest capacity of TVET provision) are distributed among the four divisions, where 40.3 per cent are in industrial schools, 53.1 per cent are in commercial school, 2.5 per cent are in hospitality and 4.2 per cent are in agricultural schools. In addition, female share of each of the technical education divisions, is 36.7 per cent of total industrial technical school students, 59.7 per cent of total commercial technical school students, 32 per cent of technical hospitality schools students, and 15.2 per cent of technical agricultural schools students.

Female Distribution among Technical Education Specialisations



▶ Total number of students
 ▶ Male
 ▶ Female

3.2 TVET Capacity in Greater Cairo, Alexandria and Damietta

According to the UNHCR monthly statistical report of March 2020, released by the UNHCR; 90 per cent of refugees, amounting to 233,390 individuals out of the total 258,910 are concentrated in Greater Cairo (including Cairo, Giza and Qalyubia), Alexandria and Damietta. Therefore, identifying and documenting the education and training institutions/opportunities and specializations in these areas, will give refugees and asylum seekers the chance to investigate the education and training programmes available and enable them to make an informative decision regarding their progress in education and skills development.

Table 2, provides a summary of the TVET capacity and programmes, in the three target areas, with more details provided in analyses in programmes and specializations, with a focus on the TVET programmes targeting children in the age group 15 to 18, and young adults in the age group 19 to 23.

Summary of TVET institutions in target areas (Greater Cairo, Alexandria, and Damietta)

TABLE 02

		Who?	Where?		
			Greater Cairo	Alexandria	Damietta
Traditional technical education	age bracket 15 to 18	MoETE	283	41	34
Integrated technical education (school in factory)	age bracket 15 to 18	Employer + MoETE	Flexibly established within employers premises (for a total of 16 students per class)		
Dual System – technical education	age bracket 15 to 18	MoETE, Employer & NCHRD	33	12	11
Applied technical schools	age bracket 15 to 18	The ATS and MoETE	10	-	-
Technical nursing schools	age bracket 15 to 18	MoHP	39	6	5

PVTD: Vocational education within PVTD VTCs	age bracket 15 to 18	PVTD	19	8	1
PVTD: Vocational education within a training station	age bracket 15 to 18	PVTD and an Employer	Flexibly established within employers premises (for a total of 16 students per class)		
PVTD: Vocational training	age bracket 15 to 18	PVTD	Can be conducted flexibly according to the needs for a minimum of 15 trainees		
EDF: Integrated technical education cluster	age bracket 15 to 18	ITEC and EDF	2 + Fayoum ITEC	-*	-*
EDF: Vocational education	age bracket 15 to 18	ITEC and EDF	Fayoum ITEC*	Fayoum ITEC *	Fayoum ITEC *
EDF Vocational training	age bracket 15 to 18	ITEC	2 + Fayoum ITEC	Fayoum ITEC *	Fayoum ITEC *
Technical colleges	age bracket 15 to 18	TC and MoHE	2 TC (10 institutes)	1 TC (4 institutes)	1 TC (6 institutes) **
Technological universities		TU	1		
Workers universities		WU	1	1	1
Colleges of technology and education		CTE	1		
Ministry of Housing: TOMOHAR		TOMOHAR	12	3	1
Ministry of Manpower Vocational Training		MoM	5	4	1
NASS		NASS	Can flexibly conducted according to the needs for a minimum of 15 trainees		
Don Bosco		Don Bosco	1	1	-

* Fayoum ITEC (TE and VE), students stay at dormitories

** Located in Port Said

In this section, the TVET provision within the three target locations will be categorized according to the aspirations of the young refugees, asylum seekers and Egyptians within the host communities, while highlighting programmes of higher quality and relevance, as follows:

- ▶ Refugees, asylum seekers and Egyptians in host communities (in the age bracket 15 to 17 years) who wish to acquire a formal secondary technical education,
- ▶ Refugees, asylum seekers and Egyptians in host communities (in the age bracket 18 to 23 years) who wish to acquire a formal post-secondary technical education
- ▶ Refugees, asylum seekers and Egyptian in host communities (in the age bracket 15 to 23 years) who wish to acquire technical skills through vocational training programmes.

3.2.1 Refugees, asylum seekers and Egyptians in host communities (15 to 17 years old), who wish to acquire a formal secondary technical or vocational education, may access TVET institutions with varying quality, as explained below.

3.2.1.1 TVET provision influenced by international standards: These are TVET institutions or programmes that are perceived to have *the highest quality*. They include Applied Technology Schools (ATS) and the Integrated Technical Education Clusters (ITEC). These two models were introduced to the Egyptian TVET system as part of the government's TVET reform efforts in the last ten years or more.

3.2.1.1.1 An ATS offers a three-year programme leading to a technical diploma for technicians, and a five-year programme offering an advanced technical diploma for senior technicians. Currently, most ATSS are administered through the Full Partnership model (suitable for large and labour-intensive companies and mega national projects). The main features, of the ATS include quality, work-based learning, demand-driven, learner-centred, real change, finally partnership with industry (as detailed in section 3.1.1.5).



Greater Cairo	Alexandria	Damietta
Ten	None	None
<p>Collectively, they offer the following specializations: architectural finishes, electricity, refrigeration and air conditioning, sanitary networks, architecture carpentry, mechatronics, mechanical technology, electrical technology, electronics, machine operation, mechanical fixtures, mechanical maintenance, plumbing and heat treatments, welding and metal forming, electrical installations, electrical maintenance, petro chemicals, electronics, furniture carpentry, operating and managing restaurants, computers and information technology, accessories and jewellery manufacturing technology, communication technology, retail trade through three divisions, including: marketing, product presentation, sales and customer service, and supply and logistics division.</p>		

3.2.1.1.2 ITECs offer a high-quality, three-year programme leading to a technical diploma, followed by two years to the advanced diploma, and another two years to a bachelor degree. ITECs offer technical qualifications that **comply to international qualification frameworks**, based on **partnerships** with internationally recognized and sectoral specialized educational partners, such as **Pearson, and Regione Emilia Romagna**, as detailed in section 3.1.4.1 and 3.1.4.2.

There are two ITECs in Greater Cairo and one in Fayoum (offering dormitories). Collectively, the two ITECs in Greater Cairo offer the following specializations: electrical and mechanical technicians, electrical solar photovoltaic junior technician (ESPJT) and garment junior technician (GJT). The Fayoum ITEC offers specializations in electrical and mechanical technicians, in addition to a three-year vocational education in car mechanical, electrical and body maintenance.

3.2.1.1.3 The German Hotel School (GHS) offers a high-quality, internationally recognized qualification in hospitality. Although the school is located in El Gouna (Red Sea), it still is an opportunity for refugees and asylum seekers living in Greater Cairo, Alexandria and Damietta because of its dormitory facility. GHS offers a five-year technical education programme leading to an advanced diploma issued by the Egyptian MoETE, in addition to a certification from the German Chamber of Industry and Commerce (IHK), the hotel service industry. The programme is implemented in compliance with German guidelines for the Dual System, which includes work-based training in hotels.

3.2.1.1.4 Don Bosco schools (one in Alexandria and one in Cairo), offer high-quality Italian Technical Secondary Schools with a five-year technical education programme, where courses are tailored to the Italian higher education standards for technical training institutes, leading to a degree recognized by **the Italian Ministry of Education, the European Community and the Egyptian Government**.

3.2.1.2 TVET provision influenced by employers' skills needs. These TVET programmes and institutions are perceived to **have high relevance and employability chances**, because of the level of employers' engagement in the provision of the programme. This includes work-based programmes on the employers' premises as well as in TVET institutions. However, different programmes, may vary in the level of employers' involvement, as outlined below.

3.2.1.2.1 Employers responsible for provision of both the theoretical and practical skills, as in the MoETE's **Integrated TVET Scheme** or as sometimes referred to as "School in factory" (section 3.1.1.4) and the PVTD's **Training Stations** (section 3.1.3.2).

These models are established flexibly and are regulated through an MoU between the employer organizations and the MoETE or the PVTD.

Technical Nursing Schools are another model of "School in factory", emphasizing practical skills. Most nursing schools are located in hospitals, and students are trained in the workplace. Nursing Schools offer a five-year advanced diploma in nursing, a specialization highly in demand, with the potential to facilitate transition into the labour market. However, it should be noted that enrolment in those schools is not easy, since there is always a long waiting list.

Greater Cairo	Alexandria	Damietta
39	6	5

3.2.1.2.2 Employers responsible for provision of practical skills only, where students acquire their practical skills through working in an employer's production facility for a specific duration, as part of their educational programme. This includes Dual System (DS) schools (students spend two to three days at the factory) and the PVTD Vocational Education Programme offered through its VTCs, but students spend more than 90 per cent of their third year at a factory (as described in section 3.1.3.1).

Greater Cairo	Alexandria	Damietta
19	8	1
Name of PVTD VTCs listed in attachment 2	Name of PVTD VTCs listed in attachment 3	Name of PVTD VTCs listed in attachment 4
<p>Automation, elevator, maintenance, shoes and leather, turning, welding, refrigeration and air conditioning, workshop machines, filings for pipelines, Alumetal, maintenance and repair of electrical systems, operation and maintenance of computers and networks, pipe network filings, CNC machine operation, repair and maintenance of household electrical appliances, plastic operation maintenance, decorative iron, metal sheets (sheet work), precision mechanics, mechanical maintenance, industrial electronics, radio and TV, automatic control, maintenance of office machines, cooling and air conditioning, traditional handicrafts, lathing, piping filings, mould filings, ready-made garments, technical supplies for printing, preparation and offset printing, binding, lining and gilding, silk screen, plumbing, metal filings, textile dyeing and printing, spinning equipment operation and maintenance, textile equipment operation and maintenance, solar energy, car maintenance, repair and painting of car bodies</p>	<p>Car maintenance, repair and painting of car bodies, repair and maintenance of household electrical appliances, maintenance and repair of electrical systems, operation and maintenance of computers and networks, turning, welding, sheet metal (sheet work), workshop machines, piping network filings, mechanical maintenance, Alumetal, industrial electronics, radio and TV, control, air conditioning and cooling, ready-made clothes, furniture carpentry (general carpentry), technical supplies for printing, preparation and offset printing, binding, lining and gilding</p>	<p>Sheet work, iron filings, welding, machines, paints, carpentry, furniture, upholstery, lathing, ready-made garments, computers</p>

3.2.1.3 Employers not engaged. This includes the traditional or national technical education programme and constitutes the majority of technical education schools, administered by the MoETE, where programme provision, both theoretical and practical is provided within the schools premises, with no work-based training opportunities.

Greater Cairo	Alexandria	Damietta
283	41	34

3.2.2 Post-secondary TVET institutions. Refugees, asylum seekers and Egyptians in host communities (in the age bracket 18 to 23 years), who wish to acquire a formal post-secondary technical education, may access post-secondary TVET institutions, as explained below:

3.2.2.1 Technological Universities (TU) offer a high-quality post-secondary technical education with several options for graduates of technical secondary education: two years for an advanced diploma in technology, followed by two years for a bachelor degree in technology, in addition to graduate degrees (Master and PhD in technology), through programmes that include a combination of applied

Greater Cairo	Alexandria	Damietta
One	None	None
Renewable energy, mechatronics, ICT programmes and autotronics		

3.2.2.2 El Gouna Technical Nursing Institute (GTNI), although located in El Gouna (Red Sea), may still offer refugees in Greater Cairo, Alexandria and Damietta high-quality vocational qualifications in nursing, complying with US standards because of its dormitory facilities. This qualification is in high demand. More details are given in section 3.1.10.4. Applicants should be high-school graduates from the Science Division who are nominated by the Central Placement Office.



Programmes are offered in wellness, general microbiology, the foundation of nursing practices, adult nursing practices, introduction to sociology and English.

N.B. SFSD, the sister organization of GTNI, offers fully funded scholarships for all selected candidates providing a good standard of accommodation, food and the required educational materials.

3.2.2.3 Technical Colleges (TC) offer a two-year programme leading to an advanced diploma for graduates of technical and vocational secondary school.

Greater Cairo	Alexandria	Damietta
10 Middle Technical Institutes	4 Middle Technical Institutes	6 Middle Technical Institutes, 5 of them located in Port Said
Industrial, commercial, tourism, optics, irrigation and building materials	Tourism and hospitality, commerce, industrial	Off-shore structure, industrial and commercial

3.2.2.4 Workers Universities (WU), private universities following the Egyptian Trade Union Federation,²⁷ offering a two-year programme leading to an advance diploma followed by another two years leading to a bachelor degree. (more details in section **3.1.10.1**).

Greater Cairo	Alexandria	Damietta
1 University	1 University	1 University
Name of Workers University listed attachment 2	Name of Workers University listed attachment 3	Name of Technical Colleges listed attachment 4
Division of Technological Department (Electrical and Mechanical Engineering) and Division of Industrial Relations (2 years to Diploma + 2 years to Bachelor Degree)	Division of Technological Department (Electrical and Mechanical Engineering) and Division of Industrial Relations (2 years to Diploma + 2 years to Bachelor Degree)	Division of Technological Department (Electrical and Mechanical Engineering) and Division of Industrial Relations (2 years to Diploma + 2 years to Bachelor Degree)

3.2.3 Vocational training programmes. Refugees, asylum seekers and Egyptians in host communities (in the age bracket 15 to 23 years) who wish to acquire technical skills may access a wide range of vocational training programmes through private and public training centres.

3.2.3.1 National Academy for Science and Skills (NASS). This private training provider offers **high-quality** vocational training programmes benchmarked against international standards. They address technical and non-technical skills, through internationally certified programmes (City & Guilds, a UK awarding body operating through the Qualifications Development Bank (QDB), an Egyptian NGO. The

²⁷ PVET in Egypt Background Report, MoHE, 2012.

NASS operates **two training centres, both in Cairo (one in 6th of October and one in Mokattam).**

Programmes are offered in a wide range of disciplines: automotive, industrial technology, electrical technology, air conditioning, facility management, jewellery, and construction trades, and have the potential to introduce new specializations based on the needs of the labour market.

3.2.3.2 ITECs. In addition to technical education, ITECs also offer vocational training that complies with international qualification frameworks, based on partnerships with internationally recognized and sectoral specialized educational partners.

3.2.3.3 The ATS. In addition to technical education, they will offer, once fully operational, high-quality vocational training programmes in their areas of specialty.

Greater Cairo	Alexandria	Damietta
10	None	None
Name of ATS listed in attachment 2		
Architectural finishes, electricity, refrigeration and air conditioning, and sanitary networks, architecture carpentry, mechatronics, mechanical technology, electrical technology, electronics, machine operation, mechanical fixtures, mechanical maintenance, plumbing and heat treatments, welding and metal forming, electrical installations, electrical maintenance, petro chemicals, furniture carpentry, air conditioning and refrigeration, operating and managing restaurants, computers and information technology, accessories and jewellery manufacturing technology, communication technology, retail trade through three divisions including marketing, product presentation, sales and customer service, supply and logistics division		

3.2.3.4 PVTD. One of its core activities is the provision of short- and long-term vocational training programmes for the industrial sector. The PVTD has the capacity to develop, tailor and deliver non-formal short and long training programmes for the needs of specific groups, companies or donor organizations and projects.

3.2.3.5 TOMOHAR. It offers both, short- and long-term vocational training programmes for the building and construction sector. Programmes are offered at both entry and technician level.

Greater Cairo	Alexandria	Damietta
12 VTCs	4 VTCs	1 VTC
Building carpentry, electricity, Keretal, plumbing, tiles, construction blacksmith, plastering, buildings, construction carpentry, paints, electrical works, metal works, sanitary works, tile work	Tiles, construction carpentry, sanitary works, building carpentry, paints, Keretal, electricity, building, plastering, construction blacksmith	Keretal, electricity, paints, plumbing, building, construction blacksmith, construction carpentry



3.2.3.6 The Ministry of Manpower offers accelerated short-term training in its vocational training centres, for the semi-skilled, the uneducated (provided that they are literate) and job seekers.

Greater Cairo	Alexandria	Damietta
5 VTCs (1 is a mobile centre)	4 VTCs	1 VTCs
Names of Vocational Training Centres listed in attachment 2	Names of Vocational Training Centres listed attachment 3	Names of Vocational Training Centres listed attachment 4
Refrigeration and air conditioning - precision machinery - electronics - welding and blacksmithing - satellite units and mobiles - general turning - machine operation - car mechanics - construction carpentry - metal furniture - sanitary plumbing - alumetal - welding - electronics - cooling and air conditioning - electrical installations - motors winding - painting and plastering - home appliances - CNC Turning - furniture carpentry - alumetal carpentry - computer - tailoring and sewing - mechanics filings - Language lab	Car mechanics - cooling and air conditioning - winding motors - painting and plastering - home appliances - plumbing - car electrical works - metal turning - welding - tailoring and sewing - precision devices - operating machines - radio and TV - Electricity - Alumetal - language lab	car mechanics - welding - cooling and air conditioning - electronics - winches

3.3 The institutional arrangements of the Egyptian TVET system²⁸

The institutional framework of the Egyptian TVET system, is known to have a large number of stakeholders and institutions, structured on four main levels: policy, central, intermediate and provision.

The **policy level**, was greatly altered in 2014, with the issuance of the Prime Ministerial Decree Nos. 705, 706 and 707, introducing three councils to eliminate the fragmentation in the Egyptian TVET system and to build cohesion through a better coordination among stakeholders who are represented in these councils. The three councils are: the National Human Resources Development Council (NHRDC) under the presidency of the Prime Minister,²⁹ the Executive TVET Council (ETVETC), chaired by the Minister of Education and Technical Education, and the Executive Workforce Skills Development Council,

²⁸ Torino Process 2018-2020, ETF, 2020.

²⁹ Replacing the Supreme Council for Human Resources Development.

chaired by the Minister of Manpower. In addition, the Regional TVET council was introduced at the governorates' level, to be chaired by the corresponding governor. However, it is worth mentioning that these councils are not yet activated to fulfil their mandate. There have been strong indications that the government will activate these councils, as they remain the highest formal authority in charge of formulating human resources development policies and are the only platforms where most of TVET stakeholders are represented.³⁰

At the **central level**, several ministries are responsible for centrally administering TVET provision, for the instance the Ministry of Education and Technical Education, Ministry of Trade and Industry, Ministry of Housing, Ministry of Health, Ministry of Military Production, Ministry of Manpower, and others. As for post-secondary VET, the Supreme Council for Technical Colleges (SCTC) administers the eight technical colleges, supervised by the Ministry of Higher Education, while the Supreme Council for Technological Education is responsible for administering technological universities.

At the **intermediate level**, between the central level (ministries) and the TVET providers (schools and VTCs), directorates at the governorate or regional level are currently acting on instructions and administer centrally made decisions and requirements. Though directorates administratively follow the Governor (the administrative head of the Governorate) they still retain a technical relationship to their respective line ministries. The operational set-up can be described as the de-concentration of administration, rather than any form of decentralization. Below the governorate level, there are two additional levels of local administration, notably the *Markaz* or district level (or metropolitan cities in urban areas), and local administrative units, *Idara*, such as villages, towns, and city neighbourhoods. Each level reports up to the next level, from which it receives its instructions and resources. It should be noted that in 2014, by Prime Ministerial Decree 705, Regional Councils for TVET were also introduced to address the fragmentation at regional level but has not yet been activated.

Finally, at the **provision level**, there are many technical secondary schools, vocational training centres, training centres, and technical colleges.

3.4 The financing arrangements of the Egyptian TVET system³¹

The main financing arrangement for Egypt's TVET sector is dependent on four main sources: 1) public financing (the national budget),³² 2) funds generated through core activities,³³ 3) direct and indirect financing by enterprises, and 4) financing by international donors.

Public financing, allocated by the Ministry of Finance remains the main and largest source of

³⁰ The members of the NHRDC include: ministers of MoETE, MoM, MoHE, MoTI, Planning, International Cooperation, Finance, Local Development, Housing, Agriculture, Tourism, ICT, Health and Population, Transport, Social Affairs, Youth and Sports, Director of EU TVET Reform Programme, Director of CAPMAS, Director of Organization and Management, three employers, three trade union representatives. Members of the Executive TVET Council, include representatives from the ministries of Tourism, ICT, Agriculture, Trade and Industry, Local Development, Housing, Higher Education, Manpower, Social Fund for Development, NAQAAE, FEI, Federation of Chambers of Commerce, Egyptian Tourism Federation, Head of Federation of Non-Governmental Associations, three employers and two civil society organizations. Members of the Executive Workforce Skills Development Council include representatives from ministries of Tourism, ICT, Agriculture, Planning, Local Development, Communication, Petroleum, Education and Technical Education, Youth and Sports, Military Production, Housing, Higher Education, Electricity, Finance, Social Affairs, Social Fund for Development, IDSC, National Council for Motherhood and Children, National Council for Population, National Council for Women, the Training Fund, NAQAAE, , Head of Federation of Non-Governmental Associations, three employers and two civil society organizations.

³¹ Torino Process 2018 – 2019, ETF, 2020.

³² Allocated by the Ministry of Finance.

³³ The core activities depends on the organization. For example NAQAAE generates income from assessment and accreditation, PVTD from provision of vocational training, etc

funding for TVET, supporting a highly subsidized public education system, including both general education and TVET. The budget is allocated at the ministry level and then funds are transferred to directorates (Muderiya) and forwarded from there to the department level (Idara), before being distributed to schools or VTCs. As for **funds generated through core activities**, some institutions are allowed or required to generate income from the provision of services, such as training or productive activities at the provision level, as well as assessment and accreditation services in the case of the NAQAAE. **Enterprise financing of TVET** may come in many different forms, including: the National Training Fund (training levy)³⁴ administered by the MoM; participating in and supporting work-based learning programmes (such as technical education Dual System, MoM’s apprenticeship programme and PVTD); partnering with the MoETE in implementation of the Applied Technology Schools; partnering with technical education and PVTD in hosting the “School in factory” and “Training Stations”; the introduction of new specializations (such as the fast food service by Americana Group and Misr El Kheir NGO); and collaboration for systemic reform of VET - the development of NSS and National Qualification

³⁴ Introduced by Labour Law 12 in 2003, where companies, employing ten or more workers, are required to pay 1 per cent of their net profit to the Training Fund



Framework (NQF). Finally, **international donors**³⁵, play an important role in financing a wide range of TVET reform initiatives.

3.5 The role of social partners in supporting TVET

Since 2005, the GoE, with the objective of enhancing the quality and relevance of its TVET system, has been encouraging the participation of non-state actors, especially employers, in its efforts to reform the TVET sector. This has been reflected through a number of initiatives including the establishment of 12 enterprise TVET partnerships, the establishment of three sectoral skills councils for three sectors (Industry, Tourism, Building and Construction), as well as involving employers in the formulation of the NSS and NQF. Unfortunately, the Enterprise and Training Partnerships (ETPs) and the sectoral skills councils have been unable to hold their ground because of legislative and financial challenges that were not settled institutionally and therefore did not support their sustainability. It should be noted that these initiatives, except for the sectoral skills councils, were donor driven initiatives.

However, non-state actors or employers, driven by their need to hire a skilled workforce, are still active in influencing TVET provision through a number of activities, including: offering work-based learning opportunities through various apprenticeship schemes; supporting the establishment and operation of regional observatories; participating in the process of developing Egypt’s NQF and NSS, as well as participating in various councils and committees. More recently, other forms of employer engagement in TVET provision were introduced and are currently operational and gaining ground among employers and TVET providers. They include Public Private Partnership (PPP) schemes for work-based learning introduced by the MoETE and branded as Applied Technology Schools (ATS); the expansion of the Dual System; the expansion of PVTD’s Training Stations model

³⁵ ILO, EU, GIZ, KfW, Italian Agency for Development Cooperation, USAID, JICA, World Bank, Global Affairs Canada and China.

“The main financing arrangement for Egypt’s TVET sector is dependent on four main sources; 1) Public financing (the national budget), 2) Funds generated through core activities and 3) Direct and indirect financing by enterprises, and 4) Financing by international donors.”

for the provision of vocational education within a manufacturing facility. In addition to these is the focus on the introduction of Sectoral Skills Councils (by the TVET II, European Bank for Reconstruction and Development (EBRD), FEI, and PVTD) that would eventually allow employers to influence the quality and relevance of the Egyptian TVET sector. The GoE has also undertaken an initiative to encourage the participation of employers in TVET provision by offering financial incentives. Investment Law (72 2017), chapter 3 article 15, offers income tax incentives for investors who invest in and support the provision of TVET. In addition, amendments were made to Law 83 regulating special economic zones by Presidential Decree 27, which stipulated that the cabinet may, upon request from the Suez Canal Economic Zone Authority Board of Directors, grant a number of incentives to projects with intensive labour (among other things)³⁶ including covering a fraction of the Egyptian workers’ technical training.³⁷

3.6 Skills recognition

Egypt’s main commonly acknowledged skills recognition system is the one adopted by TVET providers, offering formal educational programmes, such as the MoETE, the PVTD, the Nursing Technical Education, and others. The system is centrally organized, monitored and based on the national standard examination, where successful completion of the examination

³⁶ Also applies to companies that are working hard to increase their local content, or those investing in logistics services, trade development, electricity (conventional or renewable), agricultural, and transport (sea, land and rail).

³⁷ Other incentives include discounted rates of payment facility for energy consumed; reimbursement of all or part of the cost of connecting facilities to the project land; covering all or part of the share of Egyptian workers and employer for social insurance; allocation of land through a “right to utilize system” against a nominal price or postponement of all or part of payment, or any other payment facility, until after the actual operation of the project.

is followed by a certification acknowledging the relevant qualifications and skills.

Another system was introduced in 2003, when Labour Law 12, initiated occupational licensing, administered and operated by the MoM, mainly for recognition of informal skills. By the end of 2020, the MoM has issued 448, occupational profiles (most of them specified at two levels), against which applicants are assessed and an occupational licence is issued. The system is designed to ensure quality in these occupations, and allows workers, who have not gone through a formal education or training programme to have their skills recognized and their occupations recorded on their passports and their ID cards³⁸. However, it should be noted that the system is currently facing a number of challenges that are hindering the achievement of its mandate.³⁹

On a different front, in 2012, the Qualifications Development Bank QDB, a non-profit organization, was established and commenced operation, as the first Egyptian awarding body serving Egypt’s vocational sector. The QDB is the sole authorized representative of City & Guilds for vocational qualifications. The QDB has been working with Egyptian TVET institutions as well as employer organizations, certifying more than 3,500 learners to international standards, 80 per cent of whom have been able to move into the labour market. According to the QDB, a limited number of the certified learners were foreigners living in Egypt; QDB is not sure whether refugees were among the foreigners.

³⁸ Since occupational licences are recognized by the Ministry of Interior as a formal document.

³⁹ Torino 2018-2020, ETF, 2020.

3.7 Quality assurance

Quality assurance for education (including TVET) was first regulated in 2006, with the issuance of Law 82, introducing the NAQAAE as an independent authority reporting directly to the Prime Minister, mandated for quality assurance and accreditation of educational institutions at both pre-university and university levels. For TVET, technical schools and colleges fell within NAQAAE's scope, but vocational training centres remained outside it.

In 2018, the GoE initiated a process that was successfully completed in the second half of 2020 to establish an additional quality assurance authority that is totally focused on all TVET institutions as well as on TVET programmes. The new authority is referred to as the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN). It comes under the authority of the Prime Minister, responsible for developing and implementing a general framework for the quality of pre-university and higher education technical education as well as vocational training institutions, programmes, teaching and learning methods and the necessary evaluation methods. In order to achieve its objectives .ETQAAN will be responsible for developing quality assurance policies and strategies for the TVET as well as developing a national system for quality assurance and accreditation of educational and training institutions and programmes, quality concepts and standards ,teaching and learning methods ,assessment methods ,and following up their implementation.

3.8 Teachers' training

Since, 2006, the GoE has made significant efforts to encourage the professional development of teachers, including TVET teachers. These efforts included the establishment of the Teachers' Cadre (in 2006), the development of a career path (consisting of six levels) and promotional system for teachers, along with a 50 per cent increase in the basic pay and bonuses for each promotional level, and the establishment of the Professional Academy for Teachers (PAT) in 2008. Until

recently, PAT had been offering both training and accreditation for teachers.

Teachers' promotion from one level to the next is subject to completing courses, including writing studies and reports, performance appraisal from their employing institution and passing tests. Entry level teachers are appointed as Assistant Teacher for two years; after successfully completing the promotion requirements they are upgraded to Teacher, which is considered as Grade One in the ladder. After four years, if they successfully complete the promotion requirement, the teachers will be upgraded to First Teacher, and then successively to First Teacher A, Expert Teacher and Master Teacher. Promotion brings with it an increase of the Teaching Allowance as well as a rank increase on the civil servants' scale, including higher salary.⁴⁰

Separately, other TVET providers operate pre-service training of their instructors and teachers, with separate funding, philosophies and qualifications. These include universities, Egyptian Industrial Education Colleges, and the Staff Training Institute (STI) which serves the training centres operated by the PVTD.⁴¹

Further in 2018, the MoETE, initiated a process to establish the **Technical Vocational Education for Teachers' Academy (TVETA)**, to become Egypt's recognized training and development institution for technical and vocational teachers, trainers and assessors. With a geographical coverage through branches in governorates, it will offer the needed capacity for teacher training, while accreditation will remain the responsibility of PAT. TVETA is envisaged to offer training to technical education trainers, instructors, teachers, master trainers, assessors and verifiers.

.....

⁴⁰ Technical and Vocational Teachers and Trainers in the Arab Region: A Review of Policies and Practices on Continuous Professional Development, UNESCO, 2014.

⁴¹ *ibid.*

3.9 Skills anticipation

Several institutions are active in gathering, analysing or generating labour market information. These include CAPMAS, the IDSC, MoM, Ministry of Planning, MoETE, and others. They are organizations mainly concerned with generating information related to previous and current labour market situations. However, there is still no structured and coordinated labour market information system in place which could regularly identify, analyse, and anticipate labour market needs and demand for skills at the national, sectoral or geographical level. Labour market information, therefore, suffers from serious problems with respect to consistency, coherence and co-ordination of data, for policy purposes, among different organizations.⁴²

However, during the period 2006 to 2010, the European Training Foundation (ETF), together with other players such as the ILO, supported various TVET stakeholders in developing a national observatory for education training and employment, which was incubated and hosted in the Information and Decision Support Centre (IDSC), and steered by a working group from TVET institutions' and stakeholders' representatives allowing for maximum sharing of information. The main objective of the Egyptian Education Training and Employment Observatory (EETEO) was to contribute towards a well-informed decision-making through quality data, analysis and policy advice. Among other things EETEO was prepared to offer a comprehensive information system for identification and anticipation of skills needs. Unfortunately lack of funds and the limited institutional back-up have prevented this body from meeting its ambitious objective. The observatory still exists in the organizational structure of IDSC but is virtually inactive.⁴³ Recently there has been some effort to revive the observatory, but no results so far.

On a different front, the MoETE, supported by the GIZ, has been establishing a network of five regional observatories (located in Alexandria, 10th of Ramadan, 6th of October, Aswan, and Sadat City). They are currently producing regional labour market information in a participatory process that should lead to skills anticipation at the respective region. To ensure their sustainability, the observatories, at operational level, rely on a staff seconded from the MoETE, MoM, private sector associations and the civil society. So far, they have been able to establish a working relationship with public employment offices and have delivered a number of regional labour market reports. It is however, not yet clear, how these observatories would link at the national level.

3.10 COVID-19 and the provision of TVET

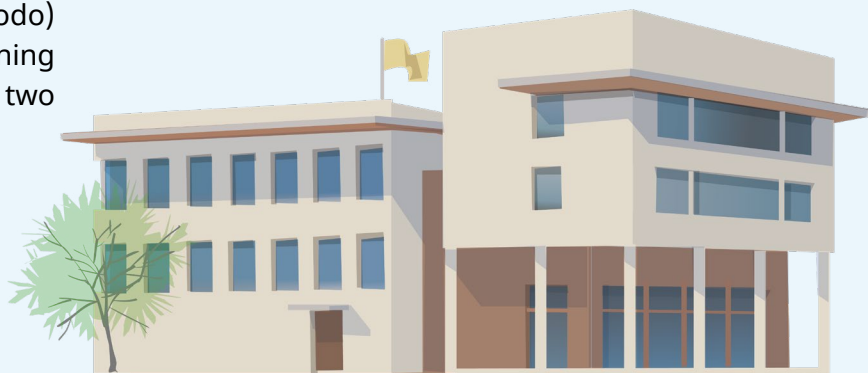
This section is based on the report published by the MoETE entitled "Combating COVID-19 Consequences: Egypt's Response in the Technical and Vocational Education and Training (TVET) Sector" (Ashmawi, 2019).

In response to the social distancing policy adopted by the GoE, to keep students safe, schools were closed down and classes, workshops and work-based learning were suspended as of 15 March 2020. The TVET had to resolve the challenges that students would face with e-learning, such as lack of the practical hands-on learning required by students to practice their skills and improve their competence with the real tools and equipment in the right setting; the fact that most TVET students come from low-income families who may find internet access relatively costly or live in areas where internet connectivity is weak as well as the fact that some families may not be able to afford IT devices to access on-line learning. In response, to these challenges, the MoETE took a number of measures that were based on the recommendations made by the task force formulated, to address the challenges they are facing. These included the following:

⁴² ETF, Torino Process 2014 Egypt.

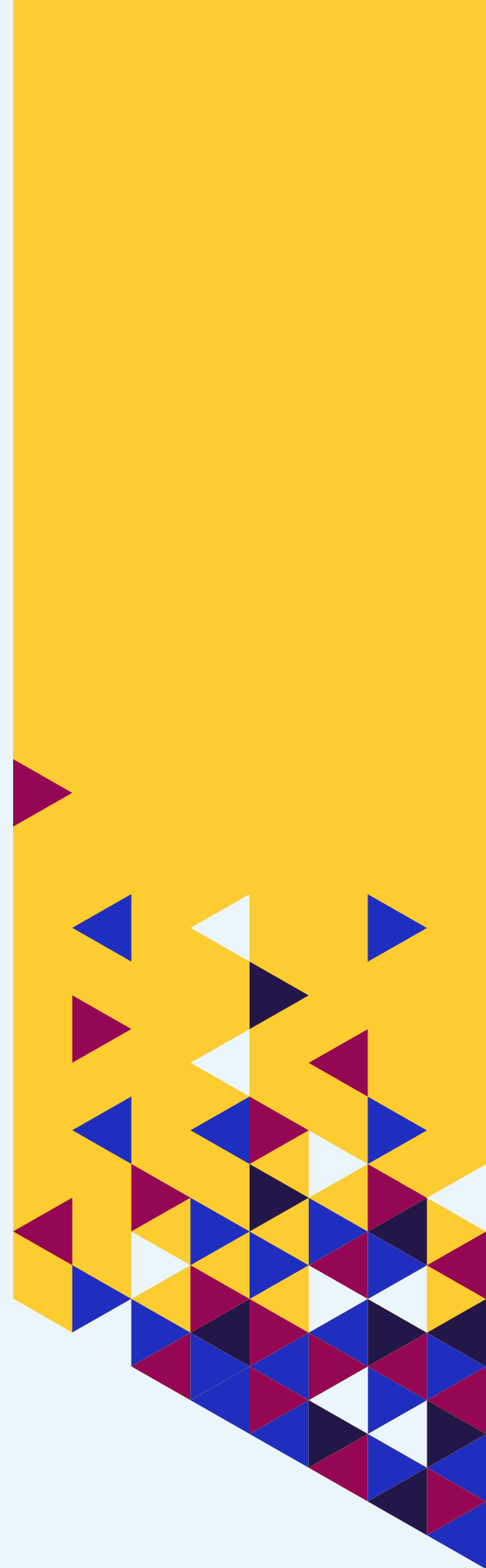
⁴³ ETF, Torino Process 2016-2017 Egypt.

- ▶ Giving teachers access to the schools for peer-to-peer learning and support as well as to record theoretical and practical teaching videos, and host online virtual classes with students.
- ▶ YouTube channels; teachers, schools and local education authorities' established dedicated (TE) channels, on which videos and lectures were uploaded. As an additional resource for teachers, the Central Technical Education Sector also established its own YouTube channel which contains more than 600 videos from all other channels in most specializations.
- ▶ Nile Sat TV channel, dedicated to TE, was launched for students with limited internet or IT device access, including live programmes on TV for two to three hours daily entitled "Teacher at Your Home" and "Technical School on Air" in which top teachers provide lessons/classes, where students could call or send messages to teachers during the programme.
- ▶ Daily newspapers: the MoETE coordinated with two major daily newspapers to publish revisions of various courses for Senior Diploma Students. Materials were published on the hard and electronic copies of the newspaper, to support students with limited internet or IT devices
- ▶ A technical education platform/website/portal containing sections for the four disciplines of TE: industrial, commercial, agricultural and tourism, where teachers can upload their material in various formats, for instance Word, PDF or videos and students can comment and publish their own material, too. (Since the crisis began, more than 600,000 students have visited the site.)
- ▶ A Learning Management Portal (Edmodo) was launched as the official learning management system of the MoETE, two weeks after schools' closure.



4.

Section 2: Inclusiveness of the TVET system of refugees and asylum seekers





This section looks at the extent to which the policies and strategies of the Egyptian **government consider the education and skills needs of refugees and asylum seekers**, and how these issues are reflected in education and skills regulatory framework. It will also review the admission procedures for various TVET institutions, identifying if admission is at central, regional or school level, and **how levelling exams are organized and conducted**, and to what extent this information is clearly communicated to refugees and asylum seekers. It will provide an overview of government and non-government funds available to support the participation of refugees or asylum seekers in TVET programmes, and will outline the extent to which refugees, asylum seekers and internally displaced persons are able to legally access formal and non-formal TVET providers.

4.1 Government skills' policies and strategies

In Egypt, the legal status of refugees and asylum seekers and their access to education is regulated through a number of documents, including international conventions, a limited number of ministerial, prime ministerial and presidential decrees, and policy papers. It should be noted that there is not yet a comprehensive legal instrument to regulate refugees' and asylum seekers' legal status in Egypt not alone skills development. Some of the most important policies are described below.

4.1.1 International conventions Egypt acceded two conventions regulating the status of refugees and asylum seekers status. Originally, Egypt made five reservations to five provisions⁴⁴ of the **1951 UN Convention Relating to the Status of Refugees and its 1967 protocol**, among which was Article 22 (1) regarding access to free primary education, later approved by the Presidential Decree 331 for the year 1980. **The 1989 UN Convention on the Rights of the Child** stipulates that children have the right to free access to education and support for psychological recovery after war; the agreement to provide aid for the education of some African refugees was signed in Cairo on 24 March 1969 between the Egyptian government and the UNHCR, and approved later by the Presidential Decree 758 (1969).⁴⁵

4.1.2 Presidential and ministerial decrees were issued, over the years, introducing regulations and, in some cases, providing exceptional treatment or benefits for some groups of refugees,

.....

⁴⁴ Article 12(1) (personal status), article 20 (rationing), article 22(1) (access to primary education), article 23 (public relief and assistance), and article 24 (labor legislation and social security).

⁴⁵ Under this agreement the government (1968 to 1962) committed to providing educational aid to 30 refugee students (50 per cent of students' education fees, arrangements for residency, during primary and secondary years, 100 per cent of cost of vocational training).

mainly based on their nationality. Active decrees include:

- ▶ **2001**, a presidential decree, giving Sudanese children of recognized refugees access to public schools.⁴⁶
- ▶ **2012**, a presidential decree, was issued, giving Syrian refugees access to public education (as well as other subsidized services) on the same footing as Egyptian nationals.⁴⁷
- ▶ **2014**, Ministerial Decree 284, regulating enrolment and scholarships of foreign students in Egyptian schools. The term “foreign students” is taken in the decree to be inclusive of refugees (especially those registered by the UNHCR). According to this decree, Article 6, students registered by the UNHCR for educational scholarships may access public schools on the same footing as Egyptian nationals. Other foreign students also receive the same rights; this includes Sudanese, Jordanians, Libyans and Saudi Arabians.
- ▶ **2016**, the MoHE issued a decree allowing **Syrian refugees who obtained their secondary school certificates from an Egyptian public school** to access universities on the same footing as Egyptians.⁴⁸ While Syrian refugee youth with a secondary school certificate from Syria will need to pay 50 per cent of the foreign students’ fee, reaching more than US \$2,500 annually, all other Syrian youth with a secondary school certificate obtained outside Egypt or Syria will need to pay the full fee for foreign students.

4.1.3 Policy Papers. The Regional Refugee and Resilience Plan 3RP and Egypt’s Response Plan are two policy papers that are updated bi-annually, including a comprehensive and budgeted approach

⁴⁶ Ayman Zohary, “Cairo: A Transit City for Migrants and African Refugees”, AUC, 2011.

⁴⁷ Regional Refugee and Resilience Plan 2019-2020.

⁴⁸ According to the 3RP 2019-2020.

to serving refugees and asylum seekers in Egypt. In early October 2020, the Ministry of Foreign Affairs together with the UNHCR launched the latest version of these two policy papers: 3RP 2020-2021 and Egypt’s Response Plan 2020-2021.

4.2 National data on refugees and asylum seekers in TVET

Data on the current number of refugees in TVET is neither automatically, nor periodically collected and disseminated. Moreover, the Central Agency for Public Mobilization and Statistics does not produce nor release any data or report on refugees and asylum seekers. It should also be noted that the 2017 census does not have a section for refugees. For the purpose of drafting this report, data was requested from TVET providers; gender segregated data on refugees’ enrolment and graduation from TVET institutions, in addition to the type of specializations they pursue within TVET institutions. The feedback from TVET institutions reflected that data produced upon request, is not segregated and does not differentiate between refugees, asylum seekers and foreigners (referred to in Arabic as *wafedeen*). Improvements in collecting, analysing and disseminating data on refugees can be accomplished through collaboration between TVET providers and agencies and organizations concerned with supporting refugees.

4.3 Refugee admission procedures to TVET institutions

Clearly documented procedures, specifically for the admission of refugees and asylum seekers into various TVET institutions, is not available. However, in 2019, the MoETE jointly with the UNHCR, published the Guidelines for Foreign Students, where the term “foreign” is used broadly to include different categories of foreign students, among whom are refugee students. Box 1 includes the statements, extracted from the guidelines, which relate to the enrolment procedures in educational institutions for refugees and asylum seekers.

Procedures for refugees applying for enrolment in TVET institutions

BOX 01

Applicable to: students who sought refuge in Egypt owing to a justifiable fear that prevents them from returning to their homeland owing to: persecution, their race, sect, nationality, religion, or political views, and they are not safe to return to their homeland.

Access to public schools: refugees registered by the UNHCR may apply for access public schools (within the boarder of their residential areas)

Tuition fees: students registered by the UNHCR are exempted from paying annual tuition fees⁴⁹

Where to Apply? Refugees should apply through the relevant Directorates and/or Departments (Muderiya and Idara), which are responsible for enrolling all foreign students in their affiliated schools.

Documents required:

1. Application
2. The original educational certificates (certified and notarized)
3. Birth certificate; if it is lost, the date of birth is taken from the student's passport
4. Two personal photos of the student
5. The student's valid passport is valid and has a study residency
6. Document witnessing the approval of the student's embassy or any official body to study in Egypt

In addition to the above the PVTD would need a health certificate confirming student that the does not have HIV.

Upon completion of the required documents, the student will receive a letter of enrolment addressed to the school he intends join.

Levelling exam. A levelling exam will be conducted (according to age and academic level) for those coming from places of tension or war and were unable to obtain proof of their previous studies, for holders of certificates that have not been notarized, and holders of certificates that have passed more than year or two.

Certification. If students obtaining an academic certificate stating their success or failure wish to travel abroad and need to prove the certificate was issued from Egypt, they must obtain notarization from the educational administration, the undersecretary of the Ministry of Education in the directorate to which the department is affiliated, the governorate general secretary, the Ministry of Foreign Affairs offices for legalizations, and the embassy of the country to which they are traveling.

It should be noted that the guidelines are a 100 per cent reflection of Ministerial Decree 284 (2014), regarding the enrolment of foreign students in Egyptian schools.

⁴⁹ Other categories exempted from paying tuition fees are: children of Egyptian mother (divorced or widowed); Palestinians enrolled in public schools; Tunisian, Syrian, Yemeni, Libyan, Jordanian, Sudanese students. Children of Egyptian mothers receive a 50 per cent reduction on tuition fees.

4.4 Levelling exams

The levelling exam, is a mechanism implemented, by most education providers to assess and recognise prior learning for foreigners/refugees and asylum seekers, who do not have an academic certificate from their previous schools, who are not able to notarize their academic certificate, who have a certificate older than 2 years, or who have a certificate not recognised as being equivalent to the Egyptian school certificates.⁵⁰ In such case, refugees, wishing to access technical or vocational secondary schools, the levelling exam will ensure/ verify that these applicants’ knowledge and skills are equivalent to that of Egypt’s preparatory level graduates.

Levelling exams are organized, centrally, by the General Administration for Examination in collaboration with the Foreign Students Department (MoETE), twice a year. The first round is conducted at the beginning of July, while the second is conducted at the end of July.

To sit for a levelling exam, refugee students need to apply to the Student Affairs and Examinations Section at the Educational Administrative Zone (Muderiya), the intermediate level between the central level (ministries) and the schools, in their area of residence, submitting a valid residency permit on their UNHCR document. The department will then arrange for their levelling exams. Levelling exams are free of charge for all foreign students of all nationalities. Successful students receive a *Wafedeen* letter stating that the child has succeeded in the levelling exam, to be submitted to the school.⁵¹

4.5 Funds available to support participation of refugees in TVET programmes

This section will provide an overview of the

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⁵⁰ Information for Asylum-Seekers and Refugees in Egypt, United Nations High Commissioner for Refugees Regional Representation in Egypt, April 2013.

⁵¹ Ibid.

governmental and non-governmental funding available for refugees’ participation in the Egyptian TVET sector.

4.5.1 Government funding

There might not be direct government funding for refugees’ participation in the Egyptian TVET system, but there is surely an obvious indirect funding. Refugees’ access to public TVET institutions, whether technical or vocational, at secondary or post-secondary level, is part of the government’s in-direct funding. Taking into consideration that the whole TVET system is subsidized and publicly financed, and although the total cost incurred per student annually has not been accurately calculated or communicated, there have been estimations clearly indicating that the cost incurred is much higher than the tuition fees collected, for all students’ categories, Egyptians and foreigners.

According to the MoETE, the estimated annual cost incurred by the MoETE per student is between EGP 7,000 and EGP 20,000 (funding), which indicates beyond doubt that the Egyptian government is financing education for all, including Egyptians (who are paying very low tuition fees) and foreigners (paying the highest tuition fees EGP 2,200⁵² annually). Refugees may fall into either of these two categories; they can be privileged by being treated as Egyptians (example Syrians and Sudanese) or they have to pay as foreigners. The same applies to the three-year vocational education programme, offered by the PVTD, where the highest annual tuition fee, for foreigners is EGP 500.

.....

⁵² Guideline for Foreign Students, MoETE and UNHCR.

MoETE	Annual tuition fees for foreigners: EGP 2200
PVTD	Annual tuition fees for foreigners: EGP 500

4.5.2 Non-government funding

Non-governmental funding, to refugees, is mostly from donors, and is channelled through agencies actively working to support refugees and asylum seekers in Egypt. These include UNHCR, UNICEF, St. Andrew's Refugee Services (StARS), the Egyptian Red Crescent, Catholic Relief Services (CRS), Care International, Fard Foundation, Plan International, Save the Children International (SCI).

The Regional Refugee and Resilience Plan (3RP) and Egypt's Response Plan are both fundraising tools that develop needs to support refugees. Both of these policy papers include a budgeted education plan, including TVET, which reflects the interest and focus of stakeholders supporting refugees. They have confirmed that there is more emphasis on TVET, than before. In its outcome, the 3RP 2020-2021, "prioritizes enrolment of adolescents in formal and non- formal vocational education and training in line with national policies and strategies and the need to foster partnerships with the private sector for training and employment opportunities" (ref. 1.5). The outcome indicators are 18,000 in 2020 and 28,000 in 2021 (15-20 years old) compared with 1500 youth annually in the previous plan, with a budget in 2020-2021 that is more than triple the budget of the previous 3RP.

Donations from individuals are also encouraged through the websites of the implementing

agencies, such as Caritas, CRS, and others.

For TVET initiatives, these funds normally go towards financing tuition fees and the provision of vocational training. For example the Cash-based Intervention offers education grants, to pay tuition fees for all types and levels of education. It is offered to "refugees whose children are students registered with the UNHCR and are enrolled or wish to enrol in public, private and refugee community schools". Usually, grants are announced annually to refugees and asylum seekers registered by the UNHCR. In 2020, the CRS had 60,000 refugee and asylum seeker students benefiting from the Cash-based Intervention, with only 375 of them (50 per cent male, 50 per cent female) following technical education. Clearly the number of TVET grant beneficiaries is much lower than that for general education.

Other forms of funding for TVET are disbursed in the form of short-term vocational training programmes offered to refugees and asylum seekers, either through agencies and community-based organizations or by sub-contracting the training out to training providers such as the Don Bosco. This type of training is mainly targeting refugees who either do not have a chance in enrolling in formal education or who do not wish to continue in education. However, most of the vocational training programmes offered do not provide certification of skills recognition. Examples of the vocational training programmes offered: CRS offers International Certificate of Digital Literacy (ICDL), car mechanics, cooling and air conditioning, hairdressing, make-up and cooking.



4.6 Challenges or barriers to access to TVET of refugees and asylum seekers

Legally, refugees, asylum seekers and internally displaced persons are given access to public TVET institutions. However, it is not possible to assess accurately to what extent they are able to access the formal and non-formal TVET providers. This is due to lack of data on refugee enrolment in TVET institutions.

However, from the little data received, from TVET providers and agencies supporting refugees, it may be fair to cautiously conclude that the total number of foreign or refugee students, enrolled in technical education is very limited and may not exceed 350 students in the three main areas (Greater Cairo, Alexandria⁵³ and Damietta), mostly Syrians, plus other nationalities (Sudanese, Yemeni and Palestinians). This low number of refugee and asylum seekers in the Egyptian TVET system may be attributed to a number of challenges.

- ▶ Language is one of the main barriers hindering the integration of refugees and asylum seekers from non Arabic-speaking countries into the TVET systems (whether long- or short-term). The language barrier limits not only their ability to integrate into schools, but also their ability to access information related to education.
- ▶ There are no major initiatives focused on encouraging refugees to investigate opportunities provided by the Egyptian TVET sector. Instead, parallel informal training provision is offered.
- ▶ The fact that refugees and asylum seekers' access to TVET opportunities is regulated by decrees rather than laws may create confusion in the implementation process and proves challenging as

it trickles from the ministerial level down to the directorate and school administration level.

- ▶ There is no clear distinction between foreign students on the one hand, and refugees and asylum seekers on the other, when it comes to data collection, documentation and reporting at the regional to the central levels. Data generated by TVET providers for refugees in TVET institutions, was not able to distinguish between them.
- ▶ There is no awareness regarding the procedures and guidelines for refugee enrolment in the Egyptian education system, or of the exceptional treatment the government offers to special groups.
- ▶ The South Sudanese refugees resist the idea of local integration, preferring English-language teaching no matter how few opportunities are available, as they hope to be resettled to English-speaking countries in the West. Their resistance to Arabic teaching is related to the fact that Arabic is not the main language of their country.
- ▶ There is no good career guidance and counselling service capable of enabling refugees and asylum seekers to navigate the whole Egyptian TVET system.
- ▶ The notion that refugees and asylum seekers in Egypt are in transit, encourages supporting agencies to focus more on short-term educational services, short-term training and skills development programmes. However, the resettlement of refugees from Egypt has not been consistent throughout the years and therefore a large number of refugees stay in Egypt for long periods that have extended to more than five years.⁵⁴

⁵³ Data received from MoETE indicates that in Alexandria TS, there are 12 foreign students in agricultural schools, 49 in commercial schools, and 21 in industrial schools.

⁵⁴ Shared responsibility in a new Egypt, AUC, 2011.



5. ▶

Recognition of prior learning

Recognition of prior learning is crucial for refugees and asylum seekers, especially for those who do not have any academic certificates or evidence of prior learning. It could facilitate enrolment in schools and higher education institutions as well as integration into the labour market.

In this section we will address existing systems and processes for RPL for those seeking to access the Egyptian TVET programmes or institutions at pre-university and university level, as well as for those seeking entry into the labour market.

5.1. RPL for refugees and asylum seekers seeking to access TVET programmes

RPL, for the purpose of progressing within the formal TVET system, is crucial for students who do not have evidence of prior learning, who do not have an academic certificate, who do not have notarized academic certificate, who have degrees that have not been acknowledged as being equivalent to the Egyptian degrees, and finally, who have an academic certificate that is older than 2 years.⁵⁵

RPL by TVET providers (such as MoETE and the PVTD) is undertaken through a levelling examination, organized and conducted to determine the academic level of the examinees. Progression into the academic route depends on the outcome of the levelling examination. For example, to enrol into technical secondary schools and vocational education centres, the students would have to sit for a levelling exam that confirms they have the knowledge and skills equivalent to the knowledge and skills of preparatory level (grade 9) graduates.

5.2. RPL refugees and asylum seekers seeking entry into the labour market

Although some occupations in Egypt can be practised without verification of qualifications, this

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⁵⁵ Information for Asylum-Seekers and Refugees in Egypt, United Nations High Commissioner for Refugees Regional Representation in Egypt, April 2013.

remains limited to informal employment, where the employee is working without a contract. Formal employment, on the other hand, for foreigners or refugees, requires a **work permit**, with the exception of some categories such as Syrians and Sudanese, who are given preferential treatments regarding education and employment. However, **occupational licensing** and a **practising licence for regulated professions** are also a requirement.

5.2.1 Work Permits are regulated by the MoM according to the Labour Law 12 2003, and are generally required for foreigners to be able to work in Egypt. Employers, are allowed to hire foreigners as long as the number of foreigners in their institution does not exceed 10 per cent of the total number of workers. However, foreigners working in Egypt are prohibited from working in several professions, including tourist guidance, exports and imports, and customs clearance.

The procedure for issuing a foreigner's work permit requires the participation of the employer. Therefore it is not possible to obtain a work permit without a solid job offer from an employer in Egypt.

The employer submits a request to the Central Administration of Employment at the MoM together with the required documents: evidence of qualifications and experience (authorized by the Egyptian Embassy abroad or by the Egyptian Ministry of Foreign Affairs reflecting a minimum of three years working experience); a copy of the passport; a free HIV blood test; the employer's registration documents (commercial registration, tax card, form 2, social insurance).

According to Ministerial Decree 146 (2019), the cost for issuing work permits for foreigners, is as follows:

- EGP 5000, once an approval is issued, for the first year, in addition to EGP 1,000 per year for the following three years;
- EGP 10,000, once an approval for renewal



is issued, for the fourth year, in addition to EGP 1,000 per year until the sixth year;

- EGP 15,000, once an approval for renewal is issued, for the seventh year, in addition to EGP 1,000 per year until the tenth year;
- EGP 20,000, once approval for renewal is issued, for the eleventh year, in addition to EGP 2,000 per year, up to EGP 50,000.

For companies exempted from the 10 per cent maximum number of foreigners, the minimum cost is EGP 8,000 in addition to EGP 2000 per year, up to a maximum of 50,000.

5.2.2. Occupational licensing is a system that can facilitate the **entry of refugees, asylum seekers into the labour market**, especially those who have not gone through a formal TVET programme, or those who are unable to submit certification of prior learning.

Occupational licences are generally granted if an individual has demonstrated knowledge and skills meeting the requirements of a specific occupation, as identified in the occupational profiles and occupational standards. Currently, the estimated number of licensed occupations in Egypt is 448, mostly in two skills levels, where level 1 is for limited skilled workers and level 2 is for skilled workers.

The MoM is the authority responsible for regulating and administering the occupational licensing system procedures, as stipulated in Article 139 of the Labour Law 12 (2003), regulated by Ministerial Decree 181 (2003), and summarized in Box 2.

Procedures for issuance of an occupational licence

BOX 02

Procedures for Issuance of an Occupational Licence

1. Apply for the issuance of an occupational licence at one of MoM's directorates or the Public Employment Service offices. Once completed, the application must be submitted with copies of the required documents with the originals presented for reference (national ID card, two recent photos size 6x4, literacy certificate for those with no educational qualifications, membership of the relevant labour union (not compulsory), certificate of vocational rehabilitation for special needs individuals, health certificate for those applying for a licence in food processing and health service occupations, and evidence that the occupational licensing fee has been paid in a post office (EGP 40 for skill level assessment + EGP 40 for issuance of licence).
2. The MoM will record the application in a special register book with serial numbers and issue a receipt assigning the date and location of the skills assessment.
3. Skills assessment will be conducted at one of MoM's VTCs and/or approved sites, under the supervision of the MoM and through committees formulated for this purpose, constituting representatives from the MoM and relevant trade experts. Applicants who do not have a literacy certificate will be required to prove proficiency in reading and writing.
4. Applicants succeeding in the assessment receive an occupational licence valid for five years, accredited by the MoM, stating the name of the applicant, their trade or craft and level of skills.
5. The Applicant who does not succeed in the first run may be re-assessed after three months from the date of the first assessment.
6. Lost or damaged licences may be reissued at no cost.

Public Service Map, link to: <http://psm.gov.eg/services/119>

القواعد الحاكمة لإجراءات الحصول على الخدمة

وفقاً لقرار رئيس مجلس الوزراء رقم ٢٢٩٨ لسنة ١٩٩٨ في شأن تبسيط الحصول على الخدمات الجماهيرية ومنها خدمة استخراج ترخيص مزاوله حرفة بوزارة القوى العاملة والهجرة .

تلتزم الجهات الإدارية المعنية بتكديس الخدمة وفقاً للسروراد بهذا النموذج الصادر بتاريخ ٢٠٠٨/٣/٢٧ (كتمرة للتعاون بين الجهاز المركزي للتنظيم والإدارة ووزارة القوى العاملة والهجرة والمحافظات) من تحديد المستندات والأوراق والمبالغ المطلوبة للحصول على الخدمة والتوقيتات الزمنية المحددة لإجرائها أو الإعلان عن رايها في الطلب المقدم للحصول عليها - وأي مخالفة لذلك ترتب المسؤولية - وذلك على النحو التالي :-

أولاً : المستندات والأوراق المطلوبة :

• صورة شهادة قياس مستوى المهارة	(الأصل للاطلاع)
• صورة بطاقة الرقم القومي	“ “
• عدد ٢ صورة شخصية (حديثة) مقاس ٤ × ٦	“ “
• صورة شهادة نحو الأمية لخبر المواطنين	“ “
• ما يعيد عنايته بالكتابة المعنية	“ “
• شهادة التأهيل المهني لأدنى الاحتياجات الخاصة	“ “
• شهادة سمية بالنسبة لمهن المهنات الخفيفة والخدمات السمية	“ “

ثانياً : المبالغ المقررة للحصول على الخدمة :

- ٢٠ (ثلاثون جنهما) بحوالة بريدية باسم / مدير مديرية القوى العاملة بالمحافظة المختصة وذلك لأول مرة وعند التجديد .

- ٣ (ثلاثة جنيهات) ضريبة نوحية على الإحصاء (مادة ٨٩ من قانون ضريبة الدخل رقم ١١١ لسنة ١٩٨٠ وتعديلاته .

- ١٠ (عشرة قروش) رسم تقنية موارد على الرخصة " قانون ١٤٧ لسنة ١٩٨٤ وتعديلاته " .

ملحوظة : أ في حالة تعدد نسخ أو صور الترخيص التي تحتفظ بها المديرية لتوابع العمل بها فلا يتحمل المتعامل معها سوى الضريبة المستحقة على نسخة أو صورة واحدة من تلك النسخ أو الصور.

ب . يفسى إنشاء الشهداء وذوي الاحتياجات الخاصة من الرسوم المقررة طبقاً لنص المادة الثالثة من القرار الوزاري ١٨١ لسنة ٢٠٠٣ .

ثالثاً : التوقيتات المحددة لإنجاز الخدمة :

تلتزم جهة الإدارة باستخراج الترخيص خلال أسبوع من تاريخ تقديم الطلب إلى مديرية القوى العاملة والهجرة المختصة طبقاً لنص المادة (٥) من قرار وزير القوى العاملة والهجرة رقم ١٨١ لسنة ٢٠٠٣ .

• حكم بأن مدة صلاحية الترخيص خمس سنوات من تاريخ إصداره طبقاً لنص المادة (٨) من قرار وزير القوى العاملة والهجرة رقم ١٨١ لسنة ٢٠٠٣ .

في حالة عدم الحصول على هذه الخدمة في التوقيت المحدد أو طلب مستندات أو مبالغ إضافية تحت أي مسمى يمتلك الاتصال بالحدى الجهات الأتية :-

المحافظة ت:
مديرية القوى العاملة والهجرة :
هيئة الرقابة الإدارية المركز الرئيسي بالقاهرة ت : ٠٢ / ٢٩٠٢٧٢٨
مكتب الرقابة الإدارية بالمحافظة ت :

وزارة القوى العاملة والهجرة
مديرية القوى العاملة والهجرة بمحافظة
منطقة
مكتب

رقم قيد الطلب

طلب
استخراج ترخيص مزاوله حرفة

السيد الأستاذ / مدير مكتب
تحية طيبة وبعد

أرجو التفضل بالمواظفة على منحى ترخيص مزاوله الحرفة في مهنة وبياناتي كالتالي :

الاسم الفوج (نكر / أنثى) محل الإقامة

رقم بطاقة الرقم القومي
الموئل الدراسي (إن وجد)
علماء وأئمة هم سمعت الرسوم المقررة لاستخراج ترخيص مزاوله الحرفة .
وتفضلوا بقبول فائق الاحترام

التاريخ / /

توقيع مقدم الطلب
.....

مديرية القوى العاملة والهجرة بمحافظة
منطقة
مكتب

إيصال

استلمت أنا / الطلب المقدم من السيد / بشأن استخراج ترخيص مزاوله حرفة مستوفياً كافة متطلبات الحصول على الخدمة (المستندات والرسوم)
وقد الطلب برقم بتاريخ / /
اتخاذ المحدد لإنجاز الخدمة / /

توقيع الموظف المختص
(.....)

Unfortunately, the system suffers from a number of serious drawbacks: low enforcement; low transparency of the process; low awareness by employers; little quality control owing to the lack of involvement of business and workers' organizations, low recognition of certificates by employers.⁵⁶

5.2.3 Practising licence for regulated professions: the need to comply with syndicates' requirements.

Egyptian law prohibits the practice of certain professions by those who are not members of the relevant syndicate; this concerns **lawyers, engineers, physicians, nurses, physiotherapists, pharmacists, veterinarians, dentists and laboratory technicians**. This

requirement automatically excludes foreigners who wish to practise these professions in Egypt.

Syndicates are professional associations where both employers and workers can become members. They are responsible for developing and monitoring compliance with the rules regulating the practice of their profession.

⁵⁶ Torino 2018-2020, ETF, 2020.

6.

Examples of existing TVET initiatives for refugees



6.1. Catholic Relief Services (CRS)

CRS is one of the UNHCR's implementing partner for education services, which includes financing tuition fees for refugees and asylum seekers registered with the UNHCR through annual education grants, referred to as Cash-based Intervention. Annually CRS offers around 60,000 education grants for students enrolled in both public and private schools (general and technical education), as well as refugee community schools. In 2019, CRS had 60,000 refugee and asylum seeker students benefiting from the Cash-based Intervention, with 375 (50 per cent male, 50 per cent female) in technical education. CRS is preparing students for the levelling exam required to progress in education.

CRS also offers vocational training opportunities to refugees and asylum seekers in Cairo, through short-term courses in car mechanics, cooling and air conditioning, hairdressing, make-up, cooking and International Certificate of Digital Literacy

(ICDL), either through their training facility or through subcontracting out to other training providers.

6.2. Caritas Egypt

Caritas is among the implementing agencies of the UNHCR for provision of financial assistance, as well as offering services to refugees and asylum seekers in Egypt: medical services; vocational training; monthly allowance and emergency grants.

Vocational training is offered as part of the Caritas' livelihood programme, and implemented through third parties (partners) such as the Alexandria Businessmen Association and Don Bosco school, offering short-term vocational training in cooking, sewing, makeup, hospitality, hand weaving, car mechanics, welding and hair dressing. In 2019, 300 refugees completed vocational training programmes. Another initiative is being implemented in Cairo, targeting

540 Syrians and Egyptians in the age bracket 18 to 30 years, for two years, offering vocational training in plastic waste management, water pollution, renewable energy and sustainable raw material.

6.3. St. Andrew Refugee Services (StARS)

This organization provides legal, educational, and psychosocial services for refugees and migrants. It commenced operation in Egypt in 1979 and is considered one of the first organizations in Egypt dedicated to improving the quality of life of refugees and vulnerable migrants. StARS targets all refugees, including those coming from Ethiopia, Eritrea, Iraq, South Sudan, Sudan, Somalia, Syria and Yemen.

StARS Education Program, offers services to refugees in Cairo through four core initiatives, including the Montessori Preschool Program (preschool, ages 3 to 6 years); the **Children's Education Program** (English Sudanese curriculum, ages 6 to 19, grades 1 to 11); the **Adult Education Program** (language and skills-based classes); and the **StARS Capacity-building Program**, providing refugee community organizations and schools with training relevant to serving refugees in Cairo.

The Adult Education Program is responsible for offering a number of vocational training programmes such as producing handcrafts and home accessories, basic sewing, the art of using henna to paint patterns on parts of the body, and hairstyling classes. In addition, it offers Arabic literacy (reading and writing), English language (level 8) and IT (basic computer skills, Microsoft office). Teachers and trainers are recruited from among the refugee communities in Egypt and are assisted by international volunteers.

Within its Capacity Building Program, StARS offers **Pathways Workshops** to graduates, providing them with information on how to access further educational and employment opportunities in Cairo. The Community Outreach Program maintains contact with individual community members as well as Community-based Organizations (CBOs) in the Greater Cairo area, with the aim of improving refugee services in Egypt.



7.

Conclusion and main recommendations

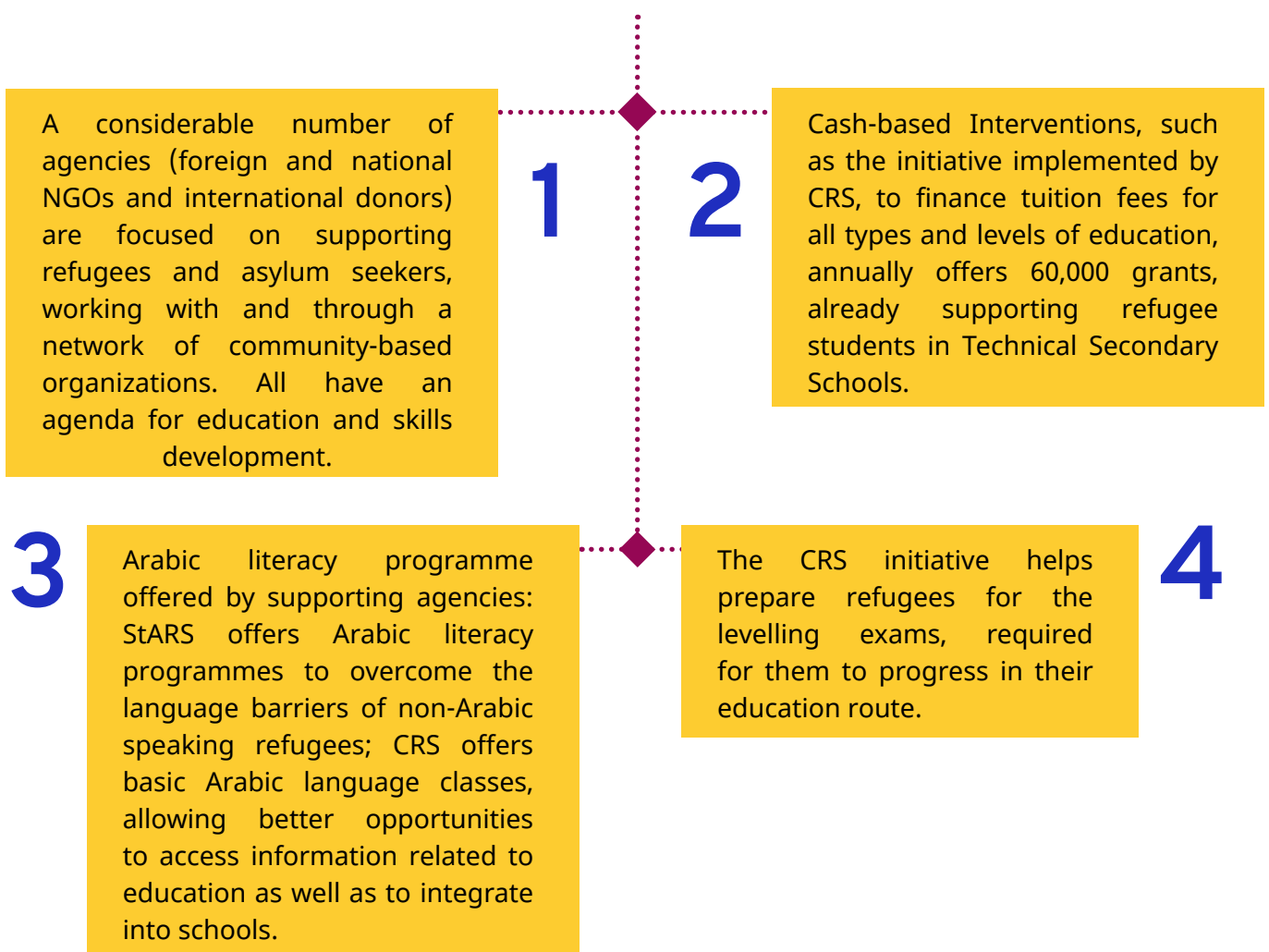


- ▶ This section will conclude the study findings and will make recommendations that aim at increasing the access of refugees, asylum seekers, and Egyptians in their host communities, focusing on those in the age bracket 15 to 23 years, to quality technical vocational education and training opportunities.

7.1 Conclusions

The main conclusions of the study are presented below in the form of a SWOT analysis (strengths, weaknesses, opportunities and threats).

7.1.1 Strengths



7.1.2 Weaknesses

1 The number of refugees and asylum seekers enrolled in TVET is at a minimal level and mostly in technical education (administered by the MoETE). They are mainly refugee students who have “preferential treatment”, such as Syrian refugees who were given access to public education services on the same footing as Egyptian nationals.⁵⁷

2 Procedures and regulations regarding the enrolment of refugee and asylum seekers in TVET institutions are rarely documented nor clearly communicated internally or externally.

⁵⁷ Regional Refugee and Resilience Plan 2019 - 2020.

3 Absence of a regulated collaboration between, refugee-supporting agencies and TVET providers at the decision-making level. Collaboration is mostly ad hoc and implemented at regional level, on a one-to-one basis with local administrations.

4 The share of TVET refugee students benefiting from the Cash-based Intervention is at a minimal, 375 students out of 60,000.

5 Most of the skills development initiatives offered by supporting agencies are short-term and falls far from supplying refugees with real qualifications that would allow them to become competitive within the Egyptian labour market and in the final destination countries.

6 The absence of any follow-up mechanism to assess the quality and economic viability of the on-going vocational training programmes, offered by the supporting agencies and the community-based organizations.



7

Non Arabic-speaking refugees, have limited opportunities to access enrolment in TVET institutions, since the main teaching language is Arabic.

8

Teachers and trainers often lack understanding of intercultural education and are unfamiliar with the historical and political circumstances of intra-national conflict and forced migration in these regions, as well as ethnic and cultural differences.

9

Data on progress towards the inclusion of refugees and asylum seekers in TVET is limited and difficult to acquire, since there is a tendency among TVET providers, not to distinguish between refugees and other groups of foreign students.

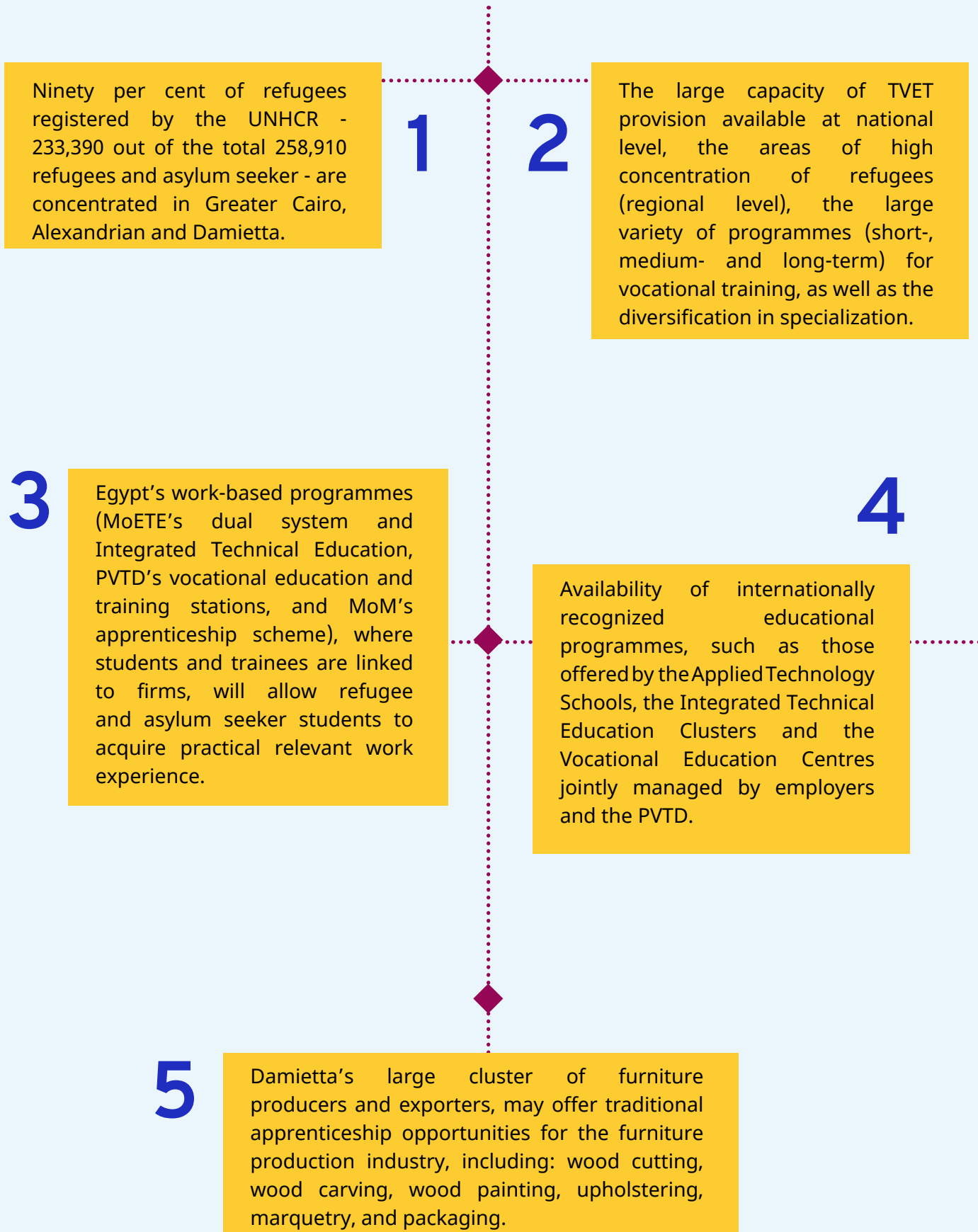
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The main occupational recognition (assessment and licensing) system, administered by the MoM, has a number of challenges that limits its effectiveness. These include: level of enforcement; transparency of the process; visibility by employers; quality control; business engagement; recognition of certificate and funding.

11

The recognition of prior learning by supporting agencies, is at a minimal level; and is demonstrated in the support provided to refugees by some of the agencies preparing them for the levelling examination.

7.1.3 Opportunities



6

Some occupations in Egypt can be practised without verification of qualifications, which is an opportunity for refugees and asylum seekers who come from countries where they are allowed to practise without qualifications, provided that they have the relevant skills. This may include a wide range of activities such as work in beauty shops, household jobs, adult care, driving, warehouse handlers, private building security, carpentry and woodworking, and many more.

7

The QDB, the sole authorized representative of City & Guilds, offering international certification for TVET learners in Egypt, may extend the recognition of prior learning, to facilitate integration into the labour market.

8

The measure taken by the MoETE, in response, to the COVID-19 challenges. The MoETE has developed a number of on-line teaching channels for technical education, including: mechanism for online virtual classes with students, YouTube TE channel with videos and lectures uploaded, Nile Sat TV Channel dedicated to TE for students with limited internet or IT device access (including live programmes on TV for 2-3 hours daily entitled "Teacher at Your Home" and "Technical School on Air"); a Technical Education Platform/Website/portal containing sections for the four disciplines of TE: Industrial, Commercial, Agricultural and Tourism, a Learning Management Portal (Edmodo) was launched as the official learning management system of the MoETE.

9

Emphasis on TVET has been reflected in the 3RP 2020-2021, in its outcome 1.5 which "prioritizes enrolment of adolescents in formal and non- formal vocational education and training in line with national policies and strategies and fosters partnerships with the private sector for training and employment opportunities", having an outcome indicator of 18,000 in 2020 and 28,000 in 2021 of youth (15-20 years) compared with 1500 youth annually in the previous plan, with a budget more than triple the budget in the previous 3RP.

7.1.4 Threats

1

According to a number of stakeholders, language is one of the main barriers towards the integration of refugees and asylum seekers from non Arabic-speaking countries into the TVET systems (whether long- or short-term). The language barrier not only limits their ability to integrate into schools, but also limits their ability to access information related to education, training and work opportunities. Some of the agencies supporting refugees in Egypt, such as StARS have tried to fill the gap, but the lack of sufficient funding and systemic approach has hindered their ability to address the needs of the large number of refugees.

2

The tendency, by most refugee-supporting agencies, towards short-term educational services, short-term training and skills development programmes, based on the notion that refugees and asylum seekers in Egypt, are in transit, even though some of them have been in Egypt for more than five years.⁵⁸

⁵⁸ Shared responsibility in a new Egypt, AUC, 2011.

3

Resettlement of refugees from Egypt has not been consistent throughout the years; the number was low compared with the total number of refugees: 1,364 resettled in 1998 up from 196 the year before; 4,110 in 2004; 1,000 in 2005; 2,000 in 2006; dropping to 443 in 2007, 200 in 2008, 712 in 2009, and 671 in 2010. This has resulted in a large number of refugees residing in Egypt for long periods that have extended to more than five years.⁵⁹

⁵⁹ Idem.

4

Decisions regarding refugees' access to education and training are often made at a local level by minor officials, creating the opportunity for subjective decisions which might not be supported by an adequate level of awareness and knowledge of the official policy.



5

Traditional apprenticeship, might offer opportunities for refugees with no previous education, however it has a number of shortcomings, probably caused by the low level of education of both the master trainers and the apprentices, in addition to the fact that traditional apprenticeship is not regulated. These shortcomings include: lack of a clear training plan and duration resulting in the extended duration needed to acquire the skills; the partial transfer of knowledge and skills from the master to the apprentice; the variations in the quality of the training provided; lack of formal acknowledgment of skills and competencies' acquisition; the low esteem of being a traditional apprentice; the possible exploitation of labour; and the, usually, inappropriate working conditions.





7.2. Recommendations

The overall objective of the recommendations is to increase access of refugees, asylum seekers, and Egyptians within the host communities, to quality TVET opportunities.

While the specific objectives are:

1. ensuring that refugees, asylum seekers and Egyptians within host communities take informative decisions, regarding which educational or training route they wish to undertake;
2. building credibility and transparency within the enrolment process, to ensure fair chances to all;
3. emphasizing formal versus informal TVET programmes that offer verification of skills gained, thus better employment prospects in Egypt and/or in the final destination countries.

The target beneficiaries for these recommendations are refugees, asylum seekers and Egyptians within host communities. It has, however, been observed that there are different ways to categorize this target group, where each category has a different need. Categorizing the target group, could be as follows:

1. Arabic-speaking, non Arabic-speaking, non Arabic and non English-speaking;
2. those who have preferential treatment (treated as Egyptians), and those who do not;
3. those who have not had any previous education or have not progressed to the level that allows them to continue their educational path;
4. those who have progressed to preparatory and secondary education and wish to progress to higher levels;
5. those who are skilled or semi-skilled, but do not have any verification of skills, and those who do not have any skills.

To fulfil these objectives, coordination is needed towards the efforts of the refugee community (including supporting agencies and community-based organizations), in addition to bringing on board TVET providers and employers for an extended refugee community concerned with better qualifications and skills.

7.2.1 Develop a working relation with TVET providers such as MoETE, PVTD, EDF, TOMOHAR, Technical Colleges and Technological Universities, for a more structured and clear process for refugee enrolment in TVET, ensuring that:

- ▶ procedures for refugee enrolment are reviewed, completed and clearly documented and communicated to groups of interest (refugees and refugee-supporting agencies); building accountability in the processing of applications;
- ▶ the country's policies regarding refugees' access to TVET are clearly communicated to the intermediary and provision level;
- ▶ procedures for conducting levelling exams are clearly documented and communicated to groups of interest (community-based organizations, supporting agencies and TVET intermediary level);
- ▶ data on refugees' enrolment are collected, properly stored and reported periodically, and refugees are tracked in the system.

7.2.2 Develop a working relation with agencies and community-based organizations supporting refugees and asylum seekers, to strengthen their educational support services, by the following measures:

- Eliminating the language barriers, ideally, at the very early stages of refugees' arrival to Egypt, can enhance the access of higher numbers of



refugees to technical and vocational education and training programmes, especially among those who do not speak Arabic. Arabic language literacy may be offered by supporting agencies and CBO or by integrating language tutoring into vocational education and training, with programmes designed to accelerate the vocational language proficiency of refugees, enabling them to acquire a vocational language specific to their trade or industry, also facilitating their entry into the labour market.

- The provision of career guidance services, by the agency or the CBO, needs to be introduced to give refugees an opportunity to navigate unfamiliar education and training systems.
- Assistance and support in preparing refugees and asylum seekers for the levelling examination conducted by the relevant TVET providers.

7.2.3 Develop partnerships with employers for supporting work-based training, for refugees, asylum seekers and Egyptians within host communities. Work-based initiatives are usually perceived as a win-win model, where students acquire a formal qualification that emphasizes practical rather than theoretical skills, and it often includes wages to students throughout the three years. This gives the enterprise access to a workforce below market cost, with zero turnover. Each enterprise may accept 16 to 20 students annually.

Work-based technical or vocational educational models target youth aged 15 to 18 who have acquired the preparatory degree, or have passed the preparatory levelling examination. Students spend 100 per cent of the three years within the enterprise, which is responsible for provision of the theoretical and practical curricula, under supervision by the relevant TVET provider. The

successful completion of these programmes is assessed on the basis of a national examination that includes both theoretical and practical assessments, administered and monitored at the central examination departments. A diploma certificate is awarded, which qualifies for further enrolment in technical colleges or technological universities. There are two different models:

1. The **Integrated TVET Scheme**; administered by the MoETE, also referred to as “School in factory”
2. The **Training Stations**, administered by the PVTD

Employers may also facilitate internships or apprenticeship opportunities for unskilled or semi-skilled refugees, asylum seekers and Egyptians.

Employers may utilize the services of migrants or refugees who are proficient in the Arabic language to teach. Their understanding of the background of refugees and their peculiar challenges can help them have more impact.

7.2.4. Provision of online technical education to refugees, asylum seekers and Egyptians within host communities by utilizing the MoETE’s online measures that were developed in response to COVID-19 challenges, such as the online virtual classes, YouTube TE channel, Nile Sat TV Channel dedicated to TE, Technical Education platform, website and portal containing sections for the four disciplines of TE - industrial, commercial, agricultural and tourism - and the learning management portal (Edmodo). Investigate translating programmes to English, and other languages for non-Arabic speaking refugees.

7.2.5. Vocational Training Programmes, in various specializations, may be offered through different TVET providers, including EDF, TOMOHAR, PVTD, MoM, NASS, provided that skills are verified and acknowledged by an awarding body such as the QDB, the sole representative of

City & Guild.

7.2.6. Traditional apprenticeship. Supporting skills development, through traditional apprenticeship opportunities, especially for those who do not have access to education and/or those who have not progressed in education to the level of accessing formal secondary education.

For example, considering the Damietta furniture sector, a large cluster of furniture producers in a highly competitive industry, that could offer a large number of traditional apprenticeship opportunities for the furniture production industry, including wood cutting, wood carving, wood painting, upholstery, marquetry and packaging.

However, any initiative supporting traditional apprenticeship, should include measures to mitigate the challenges in the system. This would require; developing programmes with clear durations and learning outcomes, training master trainers or trainers within the working facilities, building up an assessment and accreditation mechanism to verify skills gained, and introducing mechanisms for monitoring the training in the workplace.

In this respect collaboration may be developed with TVET stakeholders. The Productivity and Vocational Training Department, administered by the MoTI, is able to support the initiative in developing programmes with clear durations and learning outcomes, as well as conducting training of master trainers and trainers within working facilities, through its Staff Training Institute. The QDB could assist in assessing and certifying trainees. While with community-based organizations, may monitor the training process, through field visits to the workplace.

7.2.7. Supporting occupational recognition of refugees and asylum seekers will not only enable their integration into the labour market, but will also contribute to their ability to acquire decent jobs in Egypt and in the final destination

country. Support can be offered to an initiative for the recognition of prior learning, allowing a considerable number of refugees, asylum seekers and Egyptians in host communities to go through a recognition process to determine the equivalency of the qualifications obtained in their home country or through vocational training in Egypt and in this respect, maybe seeking the services of the QDB.



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