

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

EGYPT

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EXECUTIVE SUMMARY

Egypt continues implementing structural reforms to enhance its economic resilience, promote sustainable development and improve labour market conditions. The **National Structural Reform Programme (NSRP)**, launched in 2021, builds on previous economic policies and prioritises **manufacturing, agriculture and ICT**, while strengthening **technical and vocational education and training (TVET)** to meet labour market needs. These efforts align with **Vision 2030**, which aims to foster **inclusive growth** and a **knowledge-based economy** through improved education, workforce development and economic diversification.

With a **population that exceeded 114 million in 2023**, Egypt faces growing demographic pressures. It currently hosts **9 million international migrants** who further strained **social services and the labour market**. Economic growth slowed to **3.8% in 2023**, down from **6.6% in 2022**, due to **inflation (39.7%)**,

Egypt's **labour force is expanding rapidly**, with a projected **increase from 575 000 in 2020-2025 to 800 000 in 2030-2035**. For higher unemployment to be avoided, employment must grow by **2.7% per year**, which requires an annual GDP growth of more than **6%**. However, **labour force participation remains low (43%)**, with a **gender gap of 54 percentage points**. **Informal employment dominates**, especially for **women and young people**, and **formal job opportunities are limited**.

Recognising the **mismatch between education and employment**, Egypt is investing heavily in **technical and vocational education and training (TVET)**. The **Technical Education 2.0 (T.E. 2.0) Strategy**, launched in **2018**, modernises **curricula, teacher training and industry partnerships** to make technical education more responsive to labour market needs. **Applied Technology Schools (ATS)** have been expanded, with **more than 84 institutions now operating** under a **competency-based learning model in partnership with private industry**. In parallel, the number of **technological universities (TUs)** has increased, with **16 institutions now established**, providing a pathway for technical graduates to pursue higher education in applied sciences.

Despite these reforms, challenges remain. **Egypt's literacy rate of 74.5%** lags behind the global average, while the **number of young people not in employment, education or training (NEETs)** is disproportionately high, especially among **women (40%)**. The **transition from education to employment** remains slow, with many graduates struggling to find jobs that match their skills. To address these issues, Egypt is promoting **digital and green skills**. The **Digital Egypt initiative**, led by the **Ministry of Communications and Information Technology (MCIT)**, is a key effort to improve **ICT education and workforce digitalisation**. In addition, the **Ministry of Education and Technical Education (MoETE)** introduced an **entrepreneurship curriculum in 2019**, which is now integrated into **all technical secondary schools** to promote self-employment and innovation.

The government is implementing **active labour market policies (ALMPs)** to address **high unemployment**, including **skills training, job placements and entrepreneurship programmes**. However, these remain **concentrated in urban areas (47%)**, and **only 9% target women**.

Reforms are also under way to modernise **labour market governance**. The **Ministry of Labour (MoL)** is working to replace **Labour Law No 12/2003**, although **opposition from the private sector** has delayed its adoption. The proposed law aims to **extend worker protection, introduce paid maternity leave and ban child labour under the age of 18** in line with **ILO conventions**.

The Labour Market Information System (LMIS) was launched to improve workforce planning. In 2023, the **Egyptian Occupational Outlook Portal** introduced **data on 147 occupations, covering 98.2% of employment sectors**, with **employment trend projections until 2030**.

Despite progress, **labour market challenges have persisted** and require targeted policies. Expanding job creation, aligning education with market needs and increasing formal employment opportunities remain critical. Continued investment in **TVET, digitalisation of the workforce and gender-inclusive policies** will be key to ensuring **sustainable economic growth**.

1. KEY POLITICAL, DEMOGRAPHIC, ECONOMIC AND SOCIAL CHARACTERISTICS

Political developments

Egypt launched the National Structural Reform Programme (NSRP) in April 2021 under the auspices of the Ministry of Planning and Economic Development (MPED). The NSRP is the second phase of the National Economic and Social Reform Programme launched in 2016. It aligns with the country's sustainable development strategy entitled Egypt Vision 2030, a national agenda also launched in 2016, and the African Union Commission's (AUC) Agenda 2063: The Africa We Want (OECD et al., 2022).

The main pillar of the NSRP is 'Economic diversification', which aims to increase the contribution of manufacturing, agriculture and the ICT sector to GDP. One of the five main pillars of the Programme directly mentions skills: 'Improvement of the efficiency of the labour market and technical and vocational education and training (TVET) by developing the TVET system, strengthening the role of the private sector, aligning supply with market demand and empowering women, young people and people with special skills.

Vision 2030, adopted in 2016, aims to achieve inclusive development and promotes trade, investment and social justice. It provides a roadmap for maximising the country's competitive advantage and fulfilling Egyptians' aspirations for a dignified life.

It is a long-term development plan aiming to balance and diversify Egypt's economy based on innovation, knowledge, justice, social integrity and participation. It is characterised by a balanced and diverse ecological collaboration system that invests in the ingenuity of place and people to achieve sustainable development and improve the quality of life of Egyptians. In 2024, the GoE, aware of the delays in achieving the goals set out in Vision 2030, tasked the Institute of National Planning with the development of an action plan to set the priorities until 2030.

In this context, since 2016, the GoE has undertaken a number of reform initiatives aimed at stabilising the Egyptian economy. These include, among others, the removal of energy subsidies and currency floatation, the endorsement of several national mega-projects aiming to further enhance the competitiveness of the economy, create employment opportunities and attract foreign and domestic investment. Examples of such projects include: the New Suez Canal, the Suez Canal Economic Zone (SCZone), an upgrade of the entire national road network, the construction of one million new housing units to replace slum areas, and the establishment of new cities, including the new administrative capital, New Port Said, New Alamein City, New Ismailia, New Damietta, and others.

Demographics

Egypt is the most populous country in the Arab region and ranks 14th globally. In 2023, its population exceeded 114 million¹ and is growing at an annual rate of 2%. At this rate of growth, the population is expected to reach 180 million by 2052, placing Egypt among the world's top nine most populous countries (Multiannual Indicative Programme, MIP; European Union (EU) Delegation to Egypt, 2022). According to 2022 national data, nearly 60% of the total population is under the age of 30 years².

Egypt is a major destination for Arab and African migrants, both forcibly and otherwise displaced. In 2022, IOM Egypt estimated that approximately 9 million international migrants from 133 countries live in Egypt, with an average age of 35 years and an almost equal proportion of men (50.4%) and women (49.6%). The majority (56%) live in five governorates: Cairo, Giza, Alexandria, Damietta and Dakahleya. According to the UNHCR, only 792 783 out of an estimated total of 9 million are registered refugees and asylum seekers.

¹ <https://databank.worldbank.org/reports.aspx?source=2&country=EGY>

² Egypt in Figures 2024: Population, CAPMAS, 2024

This influx of migrants places significant strain on the Egyptian labour market, necessitating the creation of sufficient jobs to support both the local population and incoming migrants. Ensuring adequate employment is crucial to preventing social tensions and maintaining economic stability.

Egypt has also been a major exporter of labour since the early 1970s. According to the World Migration Report 2024, Egypt is among the top 20 migrant-exporting countries in the world, and the largest in the MENA region and Africa. It is, therefore, among the top 10 countries receiving migrants' remittances, which reached USD 28.33 billion in 2022. The total number of Egyptian migrants in 2020 stood at 3.7 million, representing 3.4% of total population. Recent estimates of Egyptian diaspora and migrants have put this figure at 14 million.

Key economic developments

A significant rebound before the war in Ukraine propelled economic growth to 6.6% from mid-2021 to mid-2022, double the growth rate in the previous year. However, various global shocks have recently dampened economic activity, particularly due to the rising costs of domestic and imported raw materials. Headline urban and core inflation surged to an average of 13.1% and 13.7%, respectively, in March-August 2022, exceeding the Central Bank of Egypt's (CBE) target (7 +/-2%) due to global price movements, exchange rate depreciation and domestic supply constraints. In response, the CBE raised key policy rates by a cumulative 300 basis points in March and April 2022 and allowed the exchange rate to depreciate (World Bank, 2022).

The IMF expected real GDP to stabilise at 4% in 2023 (IMF Egypt Office, February 2023).

According to CAPMAS, Egypt's national statistics agency, annual inflation reached 39.7% in August 2023 as the country struggled with a punishing economic crisis. This figure came after a previous record of 38.2% in July 2023, and amid a relentless downturn that has seen the currency lose half its value against the US dollar since early 2022. Food and beverage prices alone rose 71.9% year-on-year.

According to figures published by the Ministry of Planning and Economic Development, the country's foreign debt bill tripled over the past decade, rising to a record high of USD 165.4 billion in 2023.

A severe shortage of foreign currency also weighs heavily on the economy, restricting imports and driving a parallel currency market up to 25% higher than bank rates. Remittances from Egyptians abroad, the country's largest source of foreign revenue, have fallen since the start of the crisis as people turn to the parallel market to send money home. Between July 2022 and March 2023, the central bank reported a 26.1% drop in remittances – one of the several 'volatile and vulnerable' sources of foreign currency that Egypt relies on.

Egypt's foreign reserves have been slowly increasing since the beginning of the crisis, reaching USD 34.9 billion in August 2023, according to the central bank – still USD 7 billion less than before the onset of the war in Ukraine. Some USD 29 billion of this amount is held in deposits from wealthy Gulf allies.

Key social issues

Social conditions in Egypt remain challenging, with significant economic disparities between urban and rural areas. According to recent data, the Gini index of income inequality stood at 50.1% in 2023, indicating a relatively high level of inequality (Elsayed, Gadalla & Hagag, 2024). About 30% of the population lives below the national poverty line, with rural areas disproportionately affected (Elsayed, Gadalla & Hagag, 2024). In addition, household exposure to economic shocks has risen sharply from 16% in 2018 to 49% in 2023, particularly affecting lower-income and larger households (Helmy & Ehab, 2024).

To mitigate the impact of economic hardship, the Egyptian government has implemented various social protection measures. The Takaful and Karama cash transfer programmes, introduced in 2015, play a crucial role in supporting vulnerable groups. By December 2023, these programmes had expanded to cover 4.67 million households (around 17 million individuals), with women accounting for

50% of the beneficiaries (Elsayed, Gadalla & Hagag, 2024). In addition, the budget allocation for these programs increased significantly, from EGP 3.6 billion in 2015 to EGP 41 billion in 2024 (Elsayed, Gadalla & Hagag, 2024). However, despite these efforts, economic vulnerability persists, with informal and undocumented workers remaining particularly exposed to financial shocks due to a lack of adequate social protection (Helmy & Ehab, 2024).

Despite government efforts to reduce economic disparities, income and expenditure levels in urban areas continue to grow faster than in rural areas (Elsayed, Gadalla & Hagag, 2024). The urban poor have been particularly affected by inflation and rising living costs, especially food price shocks, which have contributed to worsening food insecurity (Helmy & Ehab, 2024). While national programmes such as Hayah Karima (Decent Life) aim to improve rural livelihoods, regional disparities remain stark. Recent data shows that around 40% of Egyptian households reported experiencing food insecurity in 2023, with the most severe cases concentrated in Alexandria, the Suez Canal region and rural Upper Egypt (Helmy & Ehab, 2024). Expanding access to social insurance programmes and ensuring better coverage for informal workers could mitigate the impact of economic and health shocks, thereby reducing their long-term effects on food insecurity (Helmy & Ehab, 2024).

2. EDUCATION AND TRAINING

2.1 Trends and challenges

Education strategy and legal framework for education and training

Egypt's development, as measured by the Human Development Index (HDI), presented a score of 0.73 in 2022, placing it in the High Human Development category – 106th out of 204 countries and territories. However, when inequality is taken into account, the HDI falls to 0.56, a loss of 23.3%. In addition, the country's Gender Inequality Index stood at 0.88 in 2022. (UNDP, 2024)

The Egypt Vision 2030 is a long-term development strategy that sets ambitious goals to achieve sustainable development and improve the quality of life for all Egyptians. One of its core components is the prioritisation of education as a means to achieve a knowledge-based society. In line with Egypt Vision 2030, technical and vocational education and training (TVET) has received significant attention from policymakers due to political pressure to deliver. Although there are many active providers in the TVET sector, it remains somewhat uncoordinated, with previous attempts to establish overarching governance models remaining unfulfilled. However, recent developments have seen some steps and initiatives towards greater coordination, at least bilaterally, between key providers and stakeholders. For example, the Ministry of Education and Technical Education (MoETE) and the Ministry of Labour (MoL) are negotiating a Memorandum of Understanding (MoU) whereby the National Training Fund will support industrial training under the MoETE and the MoL will use these facilities for continuing vocational training. In addition, the MoETE and the **Productivity and Vocational Training Department (PVTB)** of the Ministry of Trade and Industry (MoTI) have launched discussions to find ways to align their curricula with the competency-based model implemented by the MoETE. Furthermore, a committee was established between the MoETE and the Ministry of Higher Education and Scientific Research (MoHE) to develop an appropriate and smooth transition for students following a technical education pathway to technological universities using a credit hour system (especially for the 55-year old technical secondary school students) and to align the programmes between the two levels.

In addition, in 2023, serious discussions were held, and a Prime Ministerial Decree was drafted to establish the Supreme Council for Education and Training. Among other strategic and policy issues at all levels of education and training, the Council will be responsible for the coordination, planning and delivery of TVET. Although not yet active, this will be a positive step towards better coordination in the TVET sector.

The Ministry of Education and Technical Education (MoETE), which serves 2.2 million active students (MoETE central database) is still implementing the reform strategy called Technical Education 2.0, which has recently been reviewed and updated by the Ministry to reflect new developments after 5 years of implementation. In addition, the ETF, with support from the EUD, has carried out an independent assessment of the strategy at the request of the MoETE. The report, which has been peer-reviewed by the OECD, sets out an analysis of the achievements to date and suggests improvements to be made in the future. The assessment covers the progress achieved between 2018 and 2024 under all five pillars of the TE 2.0 Strategy. The recommendations are expected to feed into a revised strategy, which will be subject to a stakeholder consultation process by the end of 2024.

In 2019, Law No 72 was passed, establishing technological universities (TUs). By September 2024, 16 of these public TUs had become operational, offering 2+2-year programmes in various fields such as agriculture, industry, technology and commerce. While these are open to students with a general secondary school certificate, the law stipulates that the target is for 80% of students to have attended technical secondary schools. The aim is to establish 27 TUs in all governorates, with programmes tailored to the needs of each respective governorate. In addition, a private technological university owned by the El Sewedy family received its licence and began operating in September 2023 on the outskirts of Cairo.

As part of its T.E. 2.0 reform strategy, the MoETE has initiated several important measures to emphasise the development of green skills among VET students. This focus aims to raise awareness of green skills and prepare students for the green jobs of the future. The key initiatives include:

- Under Pillar 2 of the reform, the MoETE is transitioning existing curricula to competency-based education and introducing new specialisations in renewable energy and the green economy in partnership with private sector employers and international development partners. To date, the MoETE has introduced new specialisations in areas such as renewable energy, power electronics technician and biotechnology industry technician, which 17 schools in 9 governorates across Egypt offer.
- The transition from School to Work Units are active in more than 900 schools, providing career guidance and information on green job opportunities.

Education expenditure

In Egypt, public funding remains the main source of financing for education, including TVET, as the government supports a highly subsidised public education and TVET system, at both pre-university and tertiary level. The Egyptian Constitution mandates specific allocations of GDP to key human development sectors: health (3%), education (4%), higher education (2%) and scientific research (1%) (UNDP, 2021).

In the light of these obligations, public spending on education as a percentage of GDP has stood at 2.98%³, an increase from 2.5% in 2020, but still below the amount stipulated in the Constitution. Meanwhile, the public funds specifically allocated to education have been steadily increasing (Figure 1). However, with the ongoing devaluation of the Egyptian pound and rising inflation, this increase has barely been felt, especially since most of the budget goes to teachers' and staff salaries, and even the amount that goes to investment in education has been reduced in real terms due to currency devaluation. This is clearly reflected in the significant decline in the public spending on education to total public spending ratio, from 9.3% in 2022/2023 to 7.7% in 2023/2024 (Figure 2).

Figure 1

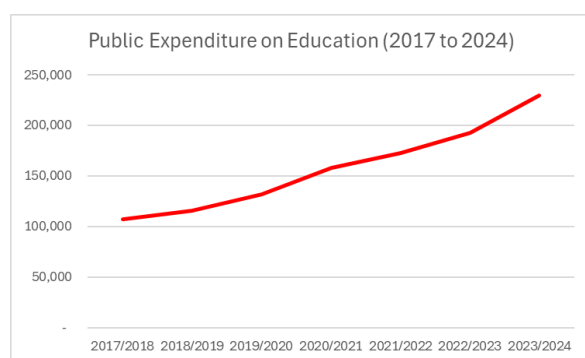
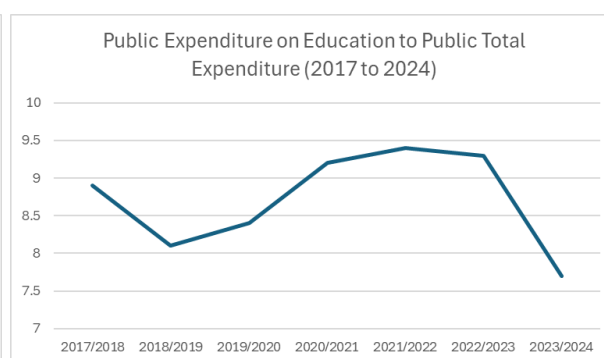


Figure 2



Furthermore, public spending on pre-university education increased to 56.7% in 2023/2024 compared to 53.8% in 2022/2023, after a steady decline from the 65.9% in 2017/2018.⁴ However, it is still difficult to earmark and define the budget for technical education, which is included in the total annual budget allocated to pre-university education.

The analysis carried out by the Egyptian Centre for Economic Studies (ECES) of government spending on education distinguishes between nominal spending, which actually increased by 19% between 2021/2022 (EGP 193.7 billion) and 2023/2024 (EGP 229.9 billion), and actual spending, which increased by only 0.3%.

³ According to CAMPAS's report on Egypt as presented in the figures above, in 2024, the country's Gross Domestic Product in 2023/2024 stood at 7 726 764 million, while total public spending on Education stood at 229 891 million

⁴ Egypt in Figures: Education, CAMPAS

In addition, public spending on pre-university education as a percentage of GDP decreased from 2.5% in 2021/22 to 1.9% in 2023/24⁵. Despite significant contributions to the reform process from donor/international organisations and the business/private sector, almost all stakeholders interviewed for this assessment stressed that the existing financial constraints affect all aspects of the reforms envisaged in the strategy.

Access, participation and early school-leaving

Over the past decade, the number of students enrolled in Egypt's **primary, preparatory and secondary schools** – including general and technical education – has increased from **15 million to 25.2 million** (UNESCO UIS, 2024). According to the latest UNESCO UIS data (2024), Egypt has made notable progress in key education indicators. In **2023**, the **net enrolment rate in primary school** reached **97.5%**, while **secondary school enrolment** increased to **86.1%**, up from **76.8%** in **2015**. In addition, **upper secondary school enrolment** increased slightly from **46.6%** in **2015** to **49.2%** in **2023** (UNESCO UIS, 2024).

However, this **rapid increase in enrolment** has put **significant pressure** on the **quality of education**, as both infrastructure and teacher training **struggle to keep pace** with the growing student population. Egypt's **overall literacy rate** currently stands at **75.1%**, which is **below the global average of 87%**. Women continue to have a **slightly lower literacy rate (71.4%)** compared to **men (78.3%)** (UNESCO UIS, 2024).

Egypt also has a **comprehensive tertiary education system**, with the **gross enrolment rate** increasing from **39.8% in 2018** to **44.5% in 2023**. By **2024**, **gender parity in tertiary education** was almost achieved, with **male enrolment** at **45.2%** and **female enrolment** at **44.8%** (UNESCO UIS, 2024).

PISA

Egypt's participation in the **PISA 2022** assessment marked an important step in evaluating its education system, though results showed that students performed below the OECD average in reading, mathematics, and science. These findings highlighted significant challenges in literacy, numeracy, and scientific reasoning. Despite the low scores, taking part in the assessment provided valuable insights to guide future reforms. (OECD, 2023)

In response, the Egyptian government, through the **Ministry of Education and Technical Education (MOETE)**, has launched initiatives to improve student performance. Key efforts include revising the national curriculum to align with international standards, enhancing teacher training, and strengthening foundational literacy and numeracy programs. Additionally, there is a push to modernize assessment methods and expand digital learning resources to support student development. (MoETE, 2023)

These reforms are part of Egypt's broader **Vision 2030** strategy, which aims to transform the education sector and better prepare students for global challenges. While obstacles remain, ongoing efforts reflect a strong commitment to improving learning outcomes and closing the achievement gap with international peers. (Worldbank 2023)

Young people not in employment, education, or training (NEETs)

According to World Bank data, the percentage of NEETs (young people aged between 15 and 29 years who are not in education, employment, or training) in Egypt has been on the increase, rising from 27.1% in 2018 to 28% in 2019 and then to 30% in 2020, before decreasing to 29% in 2021 and 27% in 2022. This trend is particularly pronounced among young adult women: in 2022, 40% of young women aged between 15 and 24 years were NEETs, compared to 16% of men, highlighting the challenges young women face in accessing education and employment.

⁵ ECES (2023). *Has Spending on Health and Education Declined in the 2023/2024 Budget?* (Official Government Statement). <https://eces.org.eg/wp-content/uploads/2023/08/Views-on-News-695.pdf>

The statistical data underlines more profound socio-economic challenges, potentially influenced by factors such as access to education, socio-cultural norms and economic opportunities, which particularly affect young Egyptian women.

2.2 Initial VET and adult learning

Egypt's TVET system serves almost 3 million active students in both formal and non-formal institutions. This vast system consists primarily of the formal Initial Vocational Education and Training (IVET) and the smaller non-formal Continuing Vocational and Training (CVT) programmes.

IVET caters for students at different levels: from pre-university to post-secondary and, more recently, tertiary level through the new Technological Universities introduced in the 2020/21 academic year. The MoETE is by far the largest provider in terms of the number of students, schools and staff, with 2.3 million active students. It administers about 3 000 technical secondary schools⁶, offering 3 and 5-year programmes for the main sectors of the economy, notably the manufacturing agriculture, commerce and hospitality industry. These programmes are delivered through different models, for example, traditional Technical Secondary Schools (TSS), 'Dual System', 'School-in-Factory', 'Labour System', Applied Technology Schools (including international schools) and the emerging Sectoral Centres of Competence (CoC).

In addition to the MoETE, other stakeholders also contribute to formal TVET:

- **Ministry of Higher Education and Scientific Research (MoHE):** the MoHE provides two-year TVET programmes through 45 intermediate technical institutes grouped into 8 technical colleges⁷. It also oversees four Industrial Education Colleges and 16 Technological Universities, offering 2+2 year programmes and postgraduate degrees.
- **Productivity and Vocational Training Department (PVTd)**, attached to the Ministry of Trade and Industry (MoTI): The PVTd manages 45 vocational training centres, focusing on a 3-year apprenticeship programme leading to a vocational diploma for the industrial sector. It also supervises more than 100 training stations (the school-in-factory model) in collaboration with the private sector.
- **Ministry of Health and Population (MoHP):** the MoHP offers a 3+2 year programme for nurses and medical technicians at 200 schools⁸ with approximately 46 000 students. This programme prepares students for basic nursing tasks and leads to a technical diploma in nursing after 3 years, followed by an occupational licence after an additional 2 years of practical hospital training.
- **Private Sector Technical Education:** in addition to public TVET institutions, there are just under 100 private TVET schools/institutions (at both secondary and post-secondary level). These are overseen by either the MoETE or the MoHE. A new private Technological University also opened in the academic year 2023/2024.

In contrast, non-formal continuing vocational training is a weaker component of TVET in Egypt. Its quality and impact are not as robust as those of IVET. Some projects have been implemented in partnership with international agencies but with limited long-term success and little mainstreaming and sustainability by national stakeholders⁹. Nevertheless, recent government reforms have integrated continuing vocational training institutes, post-secondary technical education schools and technological universities into a new quality assurance authority called the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN). There are currently around 550 public and private TVET institutions, offering short to one-year courses. These are governed by different ministries and serve approximately 390 000 trainees per year¹⁰.

⁶ These include 1 300 stands-alone technical schools, the rest being affiliated classes within other types of schools.

⁷ There are plans to gradually integrate these colleges into the newly established technological universities.

⁸ CAPMAS: Annual Bulletin of Education and Training Statistics in Government and Private Sector, 2018-2019.

⁹ Education, training and employment developments 2018, ETF, 2018.

¹⁰ CAPMAS: Annual Bulletin of Education and Training Statistics in Government and Private Sector, 2018-2019.

Strategic and legal framework for initial VET and adult learning

As mentioned above, the MoETE is advancing its reform strategy called Technical Education 2.0. This strategy has recently led to the establishment of several key institutions, namely:

- The Sector Skills Councils by Ministerial Decree No 115/2023 of the Minister of Planning and Economic Development. Currently, SSCs for Renewable Energy, Engineering, Tourism, Chemical, ICT and Wholesale and Retail are being established.
- The National Authority for Quality Assurance and Accreditation (NAQAAE), which had its responsibility for the establishment of the National Qualifications Framework confirmed by Law No 159 in October.
- The Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN) was formally established by Law No 160 in October 2022, and its roles and responsibilities were defined. In addition, Prime Ministerial Decree No 1684 was issued in 2024, appointing the chairperson, two deputies and board members, indicating that the new body will become operational very soon.
- The Centre for Enhancing Quality Assurance in Technical Education (CEQAT) was recognised through a ministerial decree in 2021. This internal unit of the MoETE will assist technical schools in preparing for accreditation by ETQAAN.
- The Technical and Vocational Teachers' Academy (TVETA) was established by government decree in 2022 as a part of the new MoETE structure.

VET governance and financing arrangements

A draft law currently under discussion provides for establishing a Supreme National Council for Education and Training to be chaired by the Prime Minister and comprising representatives of various ministries, institutions and social partners involved in providing education and training at all levels. The Council will coordinate and steer education and training policies and ensure that educational outcomes align with the needs of the local and international labour markets. If approved, the Council is expected to improve TVET governance through enhanced institutional cooperation and coordination.

The institutional involvement of employers in TVET was introduced by the Ministry of Planning, which established an umbrella SSC committee called the Sector Skills Committee to act as a coordinator for sector skills councils in Egypt. The decree commits the government to funding sector skills councils for a period of six years. In addition, Law No 160/2022, which establishes the ETQAAN, clearly defines the role of sector skills councils in guiding quality assurance and accreditation of programmes.

VET funding in Egypt relies on four main channels, the public budget being the most significant funding source. Other sources include funds generated through core activities within the schools, as well as private sector and donor contributions.

Private sector or employer financial contributions come in many different forms, including the employers' contribution to the National Training Fund (training levy), which was introduced in the 2003 Labour Law and is currently administered by the Ministry of Labour, where companies with 10 or more employees are required to pay 1% of their net profit to the Training Fund. So far, however, the use of the collected funds has had a limited impact on the reform of the TVET system as a whole.

Qualifications, validation and recognition

In October 2022, the Law on the National Authority for Quality Assurance and Accreditation in Education (NAQAAE) was amended by Law No 159. A key component of this legislative overhaul was the endorsement of the development of the Egyptian National Qualification Framework (NQF), which gives the NAQAAE the authority to initiate and oversee the NQF. Establishing a reliable labour market information system to identify essential skills and shape occupational standards is vital for the effective operation of the NQF and its qualifications register (ETF, 2023). Since the amendment of the law and

the appointment of the new NAQAAE President in mid-2023, a new unit was established to oversee NQF implementation. In addition, the ETF has recommended that the new EU intervention in TVET should include activities to support the NAQAAE in piloting implementation in two sectors.

Quality and quality assurance

Following the government's decision to establish the three institutions described above, the EU-funded TVET Egypt programme was designated to support the MoETE, among other development partners, in the establishment of the ETQAAN, CEQAT and TVETA. For the ETQAAN to function effectively, access to relevant labour market information is crucial. It is also essential for the development of the necessary occupational standards, which will subsequently guide programme quality assurance and accreditation. The sector skills councils (SSCs) have a legal mandate to serve this purpose at the sectoral level of the Labour Market Information System (LMIS).

The legislation gives the ETQAAN autonomy to appoint or contract entities as Conformity Assessment Bodies whose role is to audit schools and programmes on its behalf. SSCs are explicitly recognised by law as potential participants in this process. This provides a significant opportunity for SSCs to ensure programme relevance and quality. It could also be a steady revenue stream, ensuring their sustainability (ETF, 2023).

In recent years, significant progress has been made in technical education, which is administered by the MoETE:

- More than 80% of technical education curricula have been reviewed and converted to competency-based formats with private sector involvement;
- More than 70 000 teachers and staff have been trained in the new curriculum;
- A Teacher Training Academy (TVETA) has been established and is operational;
- Laws and decrees have been adopted that govern institutions such as the ETQAAN and CEQAT, which are responsible for ensuring the quality of technical education;
- More than 81 Applied Technology Schools (ATS) were established by October 2023, and their curricula were developed in collaboration with the private sector. This is an increase from 3 ATS in 2018, with a target of 100 ATS by 2030, according to the T.E. 2.0;
- A partnership has been established between the MoETE and the Federation of Egyptian Industries (FEI) to increase the number of Applied Technology Schools, with five schools opening in the academic year 2023/2024. Another partnership agreement was signed between the MoETE and the Presidential Initiative called EBDA or Start, which will also establish internationally quality-assured technical schools based on the ATS model, with two such schools having opened in the academic year 2023/2024;
- More than 70 000 apprentices entered the dual training system or other work-based learning modalities, representing a significant increase from the 45 000 in 2018;
- The concept of Centres of Competence (CoCs) began its pilot phase. These are flagship technical institutes that support a wider network of technical schools;
- Two SSCs were piloted with private sector involvement throughout – from identifying skills and occupational standards to competence assessment. This has significantly raised the profile and demand for technical education.

These achievements are the result of strong political support and the belief that with a clear vision, effective implementation is possible, owing to the diligent leadership of the MoETE and a united group of development partners who encourage dialogue and coordinate efforts. Key collaborators include the European Union, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the German Kreditanstalt für Wiederaufbau (KfW), the Italian Agency for Development Cooperation (AICS) and the United States Agency for International Development (USAID) as major donors. The European Training

Foundation (ETF) has also emerged as a key technical cooperation ally. The ETF routinely conducts a 'Torino Process' to evaluate the status of Egypt's technical education system and has assisted the EU Delegation in identifying new programmes (EU Delegation, 2023).

Work-based learning arrangements

There is a variety of work-based learning (WBL) schemes in Egypt. Although some have been piloted, their long-term sustainability has not been ensured. According to a UNESCO report on WBL by Ahmed El-Ashmawi (2018), some of the main WBL schemes currently being implemented in Egypt include:

- an informal/traditional apprenticeship system;
- a Dual System, which is overseen by the MoETE;
- productivity and vocational training schemes overseen by the Ministry of Trade and Industry;
- an integrated TVET scheme – a collaboration between the MoETE and public and private entities, commonly referred to as the School-in-Factory scheme;
- Applied Technical Schools (ATS);
- An Apprenticeship Programme, implemented by the Ministry of Labour, referred to as 'El tadarrug El-Meheni';
- Private sector-led technical institutions, such as the German Hotel School in El Gouna;
- The Labour System, referred to 'Nezam El Oumal', which is essentially a home-schooling scheme targeting students over the age of 18 years who are linked to an employer;
- Several non-formal schemes implemented by NGOs.

In addition, the 'new brand' of schools, called Applied Technology Schools (ATS), or International Applied Technology Schools (IATS), prioritise WBL by striking a balance between classroom instruction and work-based learning and ensuring responsiveness to demand through the unwavering commitment of employers. In 2024, a total of 76 ATSs, including 10 IATSs, are operational.

Quality assurance of work-based schemes has always posed a challenge, but with the establishment of the Egyptian TVET Quality Assurance and Accreditation National Authority ETQAAN the issue should be addressed and eliminated.

Digital education and skills

In line with the Egypt Vision 2030 and the country's Digital Transformation strategy, the Ministry of Communications and Information Technology (MCIT) has launched an ambitious project known as Digital Egypt. This holistic vision aims to transform Egypt into a digital society, recognising the growing challenges and opportunities of a digital economy, as highlighted by the National Forum on the Future of Work¹¹.

Digital Egypt comprises several main pillars, one of which is Digital Skills and Jobs. The MCIT is committed to preparing citizens for the digital transformation era. Having the right human resources – with the right skills and in the right numbers – is critical to achieving a digital society. The MCIT's broader goal is to expand Egypt's ICT skills pool of Egypt and build capacity across diverse segments of society, including students, professionals, women, people with disabilities and young people from Arab and African backgrounds.

To solidify its commitment, the MCIT has launched several initiatives aimed at training young people for the national and international labour markets. The aim is to create a broad base in ICT-related fields and further promote a digital society based on science and technology. MCIT's approach leverages partnerships with leading technology companies and global universities, combining traditional and digital learning methods. Its multi-tiered education strategy includes:

¹¹ <https://egyptfow.com/materials.html>

- basic digital literacy programmes;
- intermediate technology training programmes;
- advanced technical training programmes for skilled technicians;
- at the forefront, a specialised hands-on master's programme that annually serves thousands of students through the Digital Egypt Builders Initiative (DEBI);
- the MCIT curriculum which offers a wide range of courses from communications to software development. The Ministry also offers diplomas and resources to ensure continuous learning for ICT trainees.

To complement this national initiative, the MoETE has integrated technology into the educational framework. This led to the launch of 'Education 1.1' in 2018: a modernised secondary school system that promotes digital literacy, supported by the Egyptian Knowledge Bank – one of the most comprehensive digital libraries in the world. In addition, with support from the GiZ and KfW, the MoETE is working to prepare an EUR 41 million project for the development of a digitalisation strategy and a digital transformation fund to further develop and strengthen digital infrastructure and content, such as the digitalisation of the CBE student achievement file, which documents the tasks completed in a school year.

Statistics on education and training

Egypt's education and training sector collects data through various mechanisms to inform policy decisions and improve learning outcomes. The Ministry of Education and Technical Education (MOETE), in collaboration with the Central Agency for Public Mobilization and Statistics (CAPMAS) and the Ministry of Labour, plays a key role in gathering and analysing education and workforce-related data.

One of the main tools for data collection is the Education Management Information System (EMIS), a digital platform that tracks student enrolment, attendance, teacher performance, and school infrastructure (MOETE, 2023). Additionally, standardized assessments such as the Thanaweya Amma (high school exams) and vocational training evaluations provide insights into student performance. International assessments like PISA and TIMSS allow Egypt to compare its education system to global standards and identify gaps (OECD, 2023).

For labour market data, CAPMAS conducts household and labour force surveys, while the National Observatory for Labour Market Information (NOLMI) monitors employment trends and skills mismatches.

Despite these mechanisms, several challenges hinder effective data collection and usage. One major issue is lack of coordination between agencies, leading to fragmented and sometimes inconsistent data. Additionally, informal employment, which accounts for a large portion of Egypt's workforce, is often underreported, making it difficult to design inclusive policies (ILO, 2023).

Another challenge is the quality and timeliness of data. While EMIS and CAPMAS provide valuable insights, data updates are not always frequent, reducing their relevance for real-time decision-making. Moreover, vocational and technical education data remain a challenge, as many programs lack proper tracking systems to measure graduates' employment outcomes (World Bank, 2023).

To improve data collection and policymaking, Egypt should enhance digital infrastructure, integrate AI-driven labour market forecasting, and foster stronger collaboration between government agencies, employers, and international organizations. Expanding public-private partnerships in education and vocational training will also help ensure that students acquire the skills needed for the evolving job market.

3. THE LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

Egypt's labour market is undergoing significant structural and demographic changes that create both opportunities and challenges. The net annual increase in the labour force is projected to rise from 575 000 per year between 2020 and 2025 to 800 000 per year between 2030 and 2035, increasing pressure on job creation. To absorb both new entrants and existing unemployed or discouraged workers, employment growth needs to reach approximately 2.7% per year, which requires annual GDP growth rates of more than 6% (Assaad & Mahmoud, 2024).

Demographic shifts play a key role in shaping Egypt's labour market dynamics. The 'youth bulge' generation, which previously exerted significant pressure on job creation, is ageing out of the workforce. However, the 'echo' generation – the children of the youth bulge – aged 5 to 14 years in 2023, will enter the labour market in the next decade, creating a new need for employment opportunities (Krafft et al., 2024).

A notable trend is the increasing educational attainment of new labour market entrants. Between 50% and 60% of these individuals will have secondary or post-secondary education, while about a third will have a university degree or a higher level of education. However, the Egyptian economy has struggled to create jobs that match the qualifications and aspirations of this educated workforce, leading to increased rates of discouragement, particularly among women (Assaad & Mahmoud, 2024).

Gender disparities remain a pressing issue, with women facing significant obstacles to entering the labour market and remaining in the workforce. Unpaid care work is a major barrier, with women spending on average five times more time on unpaid domestic work and care than men. The burden is the highest for married women, who spend an average of 6.8 hours per day on unpaid care work compared to 2.5 hours for their unmarried counterparts. This imbalance contributes to lower female labour force participation and reinforces the double burden of balancing paid employment with domestic responsibilities (Atallah & Hesham, 2024).

Labour Force Participation and Gender Disparities

Despite a declining unemployment rate, which fell to 7.2% in Q2 FY2020/2021 from 9.6% six months earlier, labour force participation remains below its potential. In 2023, Egypt's labour force participation rate stood at 43%, a marginal increase from 42% in 2020. However, stark gender disparities persist, with male participation at 69% compared to only 15% for women – one of the highest gender gaps in the region (Krafft et al., 2024).

Marriage and childbearing have a significant impact on women's participation in the workforce. The employment rate for women increased slightly from 11.8% in 2020 to 12.9% in 2021, but structural challenges such as inadequate childcare services and rigid gender norms continue to hinder progress (Atallah & Hesham, 2024).

Education and Job Mismatch

Rising educational attainment in Egypt has not translated into improved employment prospects for many graduates. In 2023, nearly a third of workers reported being overqualified for their jobs, with university graduates particularly affected. The lack of alignment between education and labour market needs has led to high underemployment rates among educated youth, highlighting the need for stronger vocational training and job matching mechanisms (Assaad & Mahmoud, 2024).

Informal Employment and Job Quality

The Egyptian labour market remains highly informal. While private formal wage employment has expanded, informal employment continues to dominate, especially in non-establishment jobs-based

with precarious working conditions. Many workers, especially women, turn to self-employment not as a choice but as a necessity due to limited opportunities in the formal sector. Women engaged in informal employment also face a disproportionate burden of unpaid care work, which further limits their earning potential (Assaad & Mahmoud, 2024).

Labour Market and Employment Statistics

Recognising the pressing need for accurate and comprehensive labour market data, the Ministry of Planning and Economic Development (MPED) has taken a proactive approach to workforce planning by developing a Labour Market Information System (LMIS). This initiative aims to improve the collection, analysis and dissemination of employment data to enable policymakers to make informed decisions that are responsive to economic needs. The LMIS plays a critical role in Egypt's broader strategy to create a responsive labour market that meets the evolving needs of both employers and job seekers. These efforts are closely linked to the National Forum on the Future of Work (FoW), which was launched in March 2022 as a platform for evidence-based discussions on labour market trends, skills needs and employment structures. By bringing together government officials, economists and industry leaders, the Forum fosters dialogue on the challenges and opportunities shaping Egypt's labour market.

One of the most significant outcomes of these efforts was the launch of the Egyptian Occupational Outlook portal during the second edition of the National Forum on the Future of Work in 2023. This portal, hosted on the MPED website, serves as a comprehensive labour market resource, providing detailed information on 147 occupations that collectively account for 98.2% of Egypt's workforce. It offers valuable insights into employment trends, wage levels and working conditions, and forecasts job openings until 2030. The initiative is particularly useful for job seekers, career counsellors and educators, as it helps bridge the gap between education and employment by ensuring that training programmes are aligned with real labour market needs (Assaad & Mahmoud, 2024).

Despite these reforms, Egypt's labour market continues to face deep-rooted challenges that hinder employment growth and labour force participation. Labour force participation remains low, with only 43% of the working-age population participating in the labour market. The situation is particularly worrying for women, whose participation rate is only 15% compared to 69% for men, a gender gap of 54 percentage points. While the unemployment rate has declined from 9.6% in 2020 to 7.2% in 2023, the figures do not capture the full extent of labour market challenges, as many people, especially women and young graduates, are discouraged from seeking work altogether. In addition, the burden of unpaid domestic care continues to fall disproportionately on women, who spend an average of 5.4 hours per day on domestic and caregiving responsibilities, compared to just 1.1 hours for men. Informal employment remains widespread, especially among women and young people, limiting access to stable jobs with decent wages and social protection.

One of the most pressing issues is the steady decline in labour force participation from 51% in 2012 to 45% in 2023. This trend is particularly pronounced among young men and educated women, many of whom have withdrawn from the labour market due to limited job opportunities and workplace barriers (Krafft et al., 2024). Furthermore, the persistent mismatch between education and employment continues to undermine the employment prospects of graduates. Although educational attainment has increased, many graduates struggle to find jobs that match their qualifications. Employers, on the other hand, often report difficulties in finding workers with the required skills. The lack of a systematic Labour Market Information (LMI) system exacerbates this problem, making it difficult for policymakers to design targeted education and vocational training programmes that meet industry needs (Assaad & Mahmoud, 2024).

Another critical issue is the continued dominance of informal and precarious jobs. While formal employment has expanded in some sectors, many workers remain trapped in low-quality, unstable jobs that offer little security or career advancement. Women, in particular, are increasingly turning to self-employment – not as a choice, but as a necessity – due to the lack of suitable opportunities in the formal sector. Addressing these disparities requires targeted interventions that promote formal

employment, strengthen worker protection and create pathways for women and youth to access stable jobs (Assaad & Mahmoud, 2024).

The unequal distribution of unpaid care work further exacerbates gender disparities in the labour market. Women are disproportionately responsible for domestic and caregiving tasks, which significantly limits their ability to participate in paid employment. Expanding access to affordable childcare services, promoting flexible work arrangements, and challenging restrictive gender norms are essential steps towards increasing women's economic participation (Atallah & Hesham, 2024).

In an effort to modernise workforce planning, Egypt is also exploring the potential of big data to improve labour market forecasting. The European Training Foundation (ETF) is leading initiatives to analyse online job postings and employer hiring trends, providing real-time insights into demand for different skills. By using these data-driven approaches, policymakers can improve job matching processes, design more effective training programmes and anticipate future labour market needs (Assaad & Mahmoud, 2024).

Egypt's labour market is at a critical juncture. While recent reforms have laid the foundation for improved employment outcomes, urgent action is needed to address structural challenges. Policymakers must focus on increasing labour force participation, narrowing the gender gap, improving job quality and aligning education with labour market needs. With targeted policy interventions and a commitment to data-driven decision-making, Egypt has the opportunity to unlock its economic potential and build a more inclusive and resilient workforce.

3.2 Employment policy and institutional setting

Strategy and legal framework in employment policy

For years, the government has been trying to introduce a **new Labour Law** to replace the outdated 2003 legislation. However, negotiations have been met with resistance, particularly from the **private sector and the Federation of Egyptian Industries**, which have called for extensive amendments to the proposed reforms. According to **Abu Shoqa, the Deputy Speaker of the Senate**, Egypt needs to modernise its labour legislation to bring it in line with the **2014 Constitution**, recent **Supreme Constitutional Court rulings** and **International Labour Organisation (ILO) conventions**. The proposed **labour law reform** seeks to create a more **equitable legal framework** that balances the rights of workers and employers. It introduces **extended worker protections**, including **paid maternity leave** and broader social rights, while also prohibiting the employment of children under the age of 18. It does, however, allow for limited **vocational training opportunities** of up to six hours per day for young workers under the age of 18 (Assaad & Mahmoud, 2024).

Initiatives to boost employment

Tackling **high unemployment rates**, especially among **women and young people**, remains a key focus of Egypt's economic strategy. In addition to broader **macroeconomic and structural reforms** aimed at stimulating job creation, the government has launched a number of **active labour market policies (ALMPs)**, often in collaboration with international donors. These initiatives aim to provide **skills training, employment services, and entrepreneurship support** to improve workforce employability (Assaad et al., 2024).

According to data from the **Youth Employment Inventory dataset**, **66% of the ALMPs surveyed** in Egypt focus on **skills training**, while **24% promote entrepreneurship**, **8% provide employment services**, and **2% offer subsidised employment opportunities**. However, most of these programmes have a **limited national reach**: only **13% are implemented nationwide**, and almost **half (47%) are concentrated in urban metropolitan areas**. This urban bias presents challenges for rural job seekers, who have **fewer opportunities** for formal employment support.

Despite the **significant barriers that young women face in the Egyptian labour market**, **only 9% of these initiatives** specifically target women. The situation is even more challenging for **people with**

disabilities, as only **5% of employment programmes** are designed to address their specific needs. However, in a recent effort to **expand opportunities for disabled workers**, the **Ministry of Labour** organised a **job fair** in Cairo on **7 March 2023**, which resulted in **1 500 job vacancies in 74 private sector companies** across different industries (Assaad & Mahmoud, 2024).

The government is also developing **specialised training programmes** for young job seekers and launching **job placement services** to ease the transition from school to work. Recognising the **critical gap between education and employment**, policymakers have introduced **career guidance units** in **technical and vocational education** institutions to better prepare graduates for the labour market. This initiative is particularly relevant as **youth unemployment remains high** and **many graduates struggle to secure stable employment** despite **increased educational attainment** (Krafft et al., 2024).

Entrepreneurship is also actively promoted as a means of job creation. Since **2019**, Egypt has seen an **increase in start-up incubators and innovation-driven initiatives**, reflecting a broader shift towards supporting **entrepreneurial ventures** as a source of employment. In the same year, the **Ministry of Education and Technical Education (MoETE)** introduced an **entrepreneurship curriculum** for **technical secondary schools**, which was officially approved in 2020 and has since been integrated into all **technical secondary schools** (Krafft et al., 2024).

International organisations also play a crucial role in employment initiatives. The **German development agency GiZ**, for example, has launched several projects to **promote private sector development and widen access to the labour market**. Recent efforts include the **Private Sector Development and Innovation (PSI) initiative** and the **Labour Market Access Project**, both of which focus on improving job-matching services, vocational training, and employability programmes (Assaad & Mahmoud, 2024).

Addressing the structural challenges in employment

While Egypt's employment policies and programmes reflect a commitment to addressing workforce challenges, several **structural obstacles** continue to impede progress. One of the most pressing issues is the **persistent mismatch between education and labour market needs**. Although **educational attainment has improved**, many graduates **struggle to find jobs that match their skills**. Employers, on the other hand, report difficulties in **hiring workers with the right skill sets**, pointing to a **mismatch between supply and demand**. The lack of a **comprehensive Labour Market Information System (LMIS)** further exacerbates this problem, making it difficult for policymakers to design **evidence-based training programmes** that meet economic demands (Assaad & Krafft, 2024).

The **prevalence of informal and precarious employment** is also a major concern. Despite efforts to **increase formal employment opportunities**, informal employment remains **widespread**, especially among **women and young people**. Many workers **lack job security, social protection and career advancement opportunities**, while others **turn to self-employment out of necessity** rather than genuine business prospects (Assaad et al., 2024).

Women, in particular, face **multiple barriers** to employment, including **restrictive gender norms and a disproportionate burden of unpaid care work**. Expanding access to **affordable childcare**, **promoting flexible work arrangements** and **challenging traditional gender roles** are critical steps to improving **women's participation in the workforce** (Atallah & Hesham, 2024).

To modernise workforce planning, Egypt is also **exploring big data analytics** to improve **labour market forecasting**. The **European Training Foundation (ETF)** is leading initiatives to analyse **online job postings and employer hiring trends**, providing **real-time insights into skills demand**. By incorporating **data-driven approaches**, policymakers can strengthen **job matching mechanisms**, refine **technical education curricula**, and develop **targeted employment strategies** that respond to the evolving labour market (Assaad et al., 2024).

Conclusion

Egypt's employment policies are evolving to meet the demands of a rapidly changing labour market. While the country has made **notable progress in developing its workforce**, several **structural and institutional challenges** remain. The **delay in the reform introduced by Labour Law No 12/2003**, the **persistence of informal employment**, and the **mismatch between education and job opportunities** highlight the need for **continued policy innovation**. Strengthening **labour market institutions**, **expanding access to training and job placement services**, and **improving women's participation in the workforce** will be essential to ensuring **sustainable employment growth**. With the right mix of **policy interventions and private sector engagement**, Egypt can build a **more inclusive and resilient labour market**, capable of meeting both **current and future labour demand**.

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STATISTICAL ANNEX – EGYPT

The Annex includes annual data from 2015, 2019, 2020, 2021, 2022 and 2023 or the last available year.

	Indicator		2015	2019	2020	2021	2022	2023
1	Total population (in thousands) ⁽¹⁾		97723.8	105618.7	107465.1	109262.2	110990.1	112716.6
2	Relative size of youth population (age group 15-24 years and denominator age 15-64 years, %) ^{(1) c}		29.0	27.7	27.5	27.4	27.3	27.3
3	GDP growth rate (%)		4.4	5.6	3.6	3.3	6.6	3.8
4	Gross value added by sector (%)	Agriculture	11.4	10.7	11.2	11.4	10.9	10.6
		Industry	36.6	35.8	32.4	31.2	32.7	32.7
		Services	53.2	50.8	52.0	52.5	51.4	51.6
5	Public expenditure on education (as % of GDP)		3.9	M.D	M.D	M.D	M.D	M.D
6	Public expenditure on education (as% of total public expenditure)		12.0	M.D	M.D	M.D	M.D	M.D
7	Adult literacy (%)		M.D	M.D	M.D	M.D	74.5	M.D
8	Educational attainment of total population (aged 15+ years) (%) ^{(4) (6) c}	Low ⁽²⁾	53.9	M.D	49.1	49.6	47.8	M.D
		Medium ⁽³⁾	34.3	M.D	37.2	36.1	37.6	M.D
		High ⁽⁴⁾	11.8	M.D	13.3	14.0	14.1	M.D
9	Early leavers from education and training (aged 18-24 years) (%)	Total	M.D	M.D	M.D	M.D	M.D	M.D
		Male	M.D	M.D	M.D	M.D	M.D	M.D
		Female	M.D	M.D	M.D	M.D	M.D	M.D
10	Total NET enrolment rate (%)	Lower secondary	M.D	88.2	90.4	94.9	M.D	M.D
		Upper secondary	M.D	69.8	71.2	72.4	M.D	M.D
11	Share of VET students in upper secondary education (ISCED level 3) (%)		M.D	47.3	48.4	48.3	52.2	51.4
12	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A	N.A	N.A	N.A	N.A	N.A
		Mathematics	N.A	N.A	N.A	N.A	N.A	N.A
		Science	N.A	N.A	N.A	N.A	N.A	N.A
13		Total	47.0	42.2	41.6	43.0	42.8	M.D

	Indicator		2015	2019	2020	2021	2022	2023
	Activity rate (aged 15+ years) (%) ^{(6) C}	Male	70.5	67.3	67.5	69.1	69.2	M.D
		Female	22.7	15.6	14.4	15.3	15.0	M.D
14	Inactivity rate (aged 15+ years) (%) ^{(6) C}	Total	53.0	57.8	58.4	57.0	57.2	M.D
		Male	29.5	32.7	32.5	30.9	30.8	M.D
		Female	77.3	84.4	85.6	84.7	85.0	M.D
15	Employment rate (aged 15+ years) (%) ^{(6) C}	Total	40.8	38.9	38.3	39.8	39.7	M.D
		Male	63.9	64.1	63.5	65.2	65.7	M.D
		Female	17.0	12.2	11.8	12.9	12.2	M.D
16	Employment rate by educational attainment (aged 15+ years) (%) ^{(5) (6) C}	Low ⁽²⁾	34.3	M.D	31.0	32.0	31.2	M.D
		Medium ⁽³⁾	44.8	M.D	42.2	44.7	44.6	M.D
		High ⁽⁴⁾	59.4	M.D	53.6	54.0	54.5	M.D
17	Employment by sector (%) ^{(6) C}	Agriculture	25.8	21.1	20.3	19.2	18.9	M.D
		Industry	25.1	28.5	28.4	28.2	28.6	M.D
		Services	49.1	50.1	50.9	52.1	52.3	M.D
18	Incidence of self-employment (%) ^{(6) C}		37.4	28.9	27.3	27.4	26.1	M.D
19	Incidence of vulnerable employment (%) ^{(6) C}		25.4	19.5	18.4	23.6	23.0	M.D
20	Unemployment rate (aged 15+ years) (%) ^{(6) C}	Total	13.1	7.9	8.0	7.4	7.3	M.D
		Male	9.4	4.8	6.0	5.6	5.1	M.D
		Female	24.8	21.7	17.8	16.1	18.5	M.D
21	Unemployment rate by educational attainment (aged 15+ years) (%) ^{(6) C}	Low ⁽²⁾	5.7	2.6	4.5	3.6	3.3	M.D
		Medium ⁽³⁾	16.7	11.1	7.3	7.0	6.8	M.D
		High ⁽⁴⁾	21.6	M.D	16.1	15.3	15.2	M.D
22	Unemployment rate (aged 15-24 years) (%) ^{(6) C}	Total	31.6	19.3	17.4	17.6	18.9	M.D
		Male	28.5	12.2	12.5	12.9	12.9	M.D
		Female	38.3	49.5	43.6	42.5	50.5	M.D
23	Proportion of people aged 15-24 years not in employment, education or training (NEETs) (%)	Total	27.6	28.0	30.2	28.7	26.9	M.D
		Male	19.8	16.4	17.2	16.7	15.8	M.D
		Female	35.8	40.3	43.9	42.2	40.1	M.D

	Indicator		2015	2019	2020	2021	2022	2023
	Proportion of people aged 15-29 years not in employment, education or training (NEETs) (%)	Total	M.D	M.D	M.D	M.D	M.D	M.D
		Male	M.D	M.D	M.D	M.D	M.D	M.D
		Female	M.D	M.D	M.D	M.D	M.D	M.D
24	Participation in training/lifelong learning (% aged 25-64 years)	Total	M.D	M.D	M.D	M.D	M.D	M.D
		Male	M.D	M.D	M.D	M.D	M.D	M.D
		Female	M.D	M.D	M.D	M.D	M.D	M.D
25	Human Development Index		0.695	0.724	0.729	0.726	0.728	M.D

Last update: 15/10/2024.

Sources:

Indicators 1, 2, 3, 4, 5, 6, 7: The World Bank, World Development Indicators database

Indicators 10, 11: UNESCO, Institute for Statistics

Indicators 8, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22: ETF calculations on ILOSTAT (LFS) data

Indicator 23: ILOSTAT (LFS) data

Indicator 12: OECD PISA 2018 Results (Volume I) Annex B1; OECD PISA 2022 Results (Volume I)

Indicator 25: UNDP

Notes:

(1) Estimation.

(2) Low – ILOSTAT aggregate levels less than basic and basic

(3) Medium – ILOSTAT aggregate level intermediate

(4) High – ILOSTAT aggregate level Advanced

(5) The Total does not equal 100 due to some unknown data

(6) break in time series in 2016

Legend:

C = ETF calculations

N.A. = Not Applicable

M.D. = Missing Data

ANNEX: DEFINITIONS OF INDICATORS

	Description	Definition
1	Total population (in thousands)	The total population is estimated as the number of people having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15-24) (%)	This is the ratio of the youth population (aged 15–24) to the working-age population, usually aged 15-64 years (or 15-74 years or 15+ years).
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	Gross value added by sector (%)	The share of value added from Agriculture, Industry and Services. Agriculture corresponds to ISIC divisions 1-5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4. Industry corresponds to the International Standard Industrial Classification (ISIC) tabulation categories C-F (revision 3) or tabulation categories B-F (revision 4), and includes mining and quarrying (including oil production), manufacturing, construction, and public utilities (electricity, gas, and water). Services correspond to ISIC divisions 50-99 and they include value added in wholesale and retail trade (including hotels and restaurants), transport, and government, financial, professional, and personal services such as education, health care, and real estate services. Also included are imputed bank service charges, import duties, and any statistical discrepancies noted by national compilers as well as discrepancies arising from rescaling.
5	Public expenditure on education (as% of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as% of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 years and over who can both read and write a short simple statement on his/her everyday life and understand it. Generally, 'literacy' also encompasses 'numeracy' – the ability to make simple arithmetic calculations.

	Description	Definition
8	Educational attainment of total population (aged 15+ years) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured in terms of the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (aged 18-24 years) (%)	Early leavers from education and training are defined as the percentage of the population aged 18-24 with lower secondary education at most who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0-2 and 3C short (i.e. programmes lasting under two years) for data up to 2013 and to ISCED 2011 levels 0-2 for data from 2014 onwards.
10	Total NET enrolment rate	Total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case, upper secondary), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15 year-olds who are failing to reach level 2 on the PISA scale for reading, mathematics and science.
13	Activity rate (aged 15+ years) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed people. The inactive population consists of all people who are classified as neither employed nor unemployed.
14	Inactivity rate (aged 15+ years) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all people who are classified as neither employed nor unemployed.
15	Employment rate (aged 15+ years) (%)	The employment rate is calculated by dividing the number of employed people by the population of the same age group. Employed people are all people who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
16	Employment rate by educational attainment (aged 15+ years) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5-6, and ISCED 2011 level 5-8).
17	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data are presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
18	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. employers + own-account workers + contributing family workers) as a proportion of the total employed.

	Description	Definition
19	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the own-account workers and contributing family workers as a proportion of the total employed.
20	Unemployment rate (aged 15+ years) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15-64 years or 15+ years who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
21	Unemployment rate by educational attainment (aged 15+ years) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15-64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: low (ISCED level 0-2), medium (ISCED level 3-4) and high (ISCED 1997 level 5-6, and ISCED 2011 level 5-8).
22	Unemployment rate (aged 15-24 years) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15-24 years who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
23	Proportion of people aged 15-24/15-29 years not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15-24 years who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.
24	Participation in training/lifelong learning (% aged 25-64 years)	Participants in lifelong learning refers to persons aged 25-64 years who stated that they received education or training in the 12 months preceding the survey (numerator). The denominator is the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
25	Human Development Index	The index is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living.

KEY DONOR PROJECTS IN EDUCATION, TRAINING AND EMPLOYMENT

▪ European Union

The ETF has Conducted an independent assessment of the Egyptian Strategy for Technical Education (TE 2.0) and its implementation, as requested by the Ministry of Education and Technical Education (MoETE) in order to gain a better understanding of the achievements as well as the availability of room for improvement that will need to be addressed in the future. The assessment covers the progress made between 2018 and 2024 under all five pillars of the TE 2.0 Strategy, and the recommendations are expected to feed into a revised strategy.

A Sector Skills Council (SSC) for Renewable Energy has been established with EU support channelled through the European Training Foundation at the request of the MoETE. SSCs are expected to play an important role in involving employers in assuring the relevance of qualifications and curricula in the Egyptian TVET ecosystem within their respective industries. This will be reinforced by the quality assurance standards set up by the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN).

- **GiZ** – see: <https://www.giz.de/en/worldwide/319.html> covering several projects in the field of employment and skills

The Employment Promotion Project (EPP) with the following main objective: Supporting young people in Egypt in finding suitable and decent employment. A reform of technical education has increased the employability of young people.

Technical Support for the Comprehensive Technical Education Initiative (TCTI): Objective: Improvement of the framework conditions for dual vocational education in line with the national reform strategy Technical Education 2.0.

In 2024, GiZ's Employment Promotion Project 4 (EPP4) launched an initiative to advise the MoETE on adapting the Technical Education Reform Strategy to reflect the transformation of the world of work into a green economy. It will also focus on better aligning the dual system and the needs of the labour market. Training programmes for green jobs will be developed in parallel to the 'greening' of existing programmes. The project will support the MoETE in the development of a module focused on cross-cutting environmental competences and their integration into all curricula, as well as on the implementation of gender responsive measures that promote women employment prospects in the green economy. The initiative will also support the efforts to implement labour market-oriented career advisory services to prepare students and their parents for employment opportunities in a green economy

- **USAID** – <https://www.usaid.gov/egypt/our-work>, https://pdf.usaid.gov/pdf_docs/PA00ZCGR.pdf

Objective 1: Transform the quality and market relevance of TVET institutions and programmes in line with the Egyptian labour market and its needs.

Objective 2: Strengthen private sector participation in workforce development by supporting private sector-led institutions, such as the SSCs, to set occupational standards, support work-based learning models and recommend skills needed in the labour market.

Objective 3: Strengthen the Egyptian legal framework for labour market reforms to improve the environment for skills development and employment.

Under Pillar 4 of the TE 2.0. strategy, the MoETE, in collaboration with Workforce Egypt (USAID-funded project), is in the process of setting up 10 International Applied Technology Schools, envisioned as 'Green Schools' or 'Smart Schools' to raise awareness about energy efficiency among teachers, students and the wider community.

- **KfW**

The German Development Bank (KfW) has provided EUR 41 million in financing for Egypt's TVET sector as part of a debt swap programme, to be followed with a second tranche for a second phase, amounting to EUR 80 million, mainly for technical and vocational education and training.

In cooperation with the KfW and the EU, the MoETE establishing three Centres of Competence (CoCs) for the renewable energy sector and energy efficiency in the governorates of Aswan, Sharkia and Menia as part of the fourth pillar of its TE 2.0 strategy. The CoCs will be developed and managed in collaboration with employers in the sector and will act as knowledge hubs for a network of schools in the sector. The initiative will also upgrade 20 technical schools.

- **Italian Agency for Development Cooperation** (Agenzia italiana per la cooperazione allo sviluppo, AICS)

Contribution to the EU4YES action to establish two ATS in two regions.

- **Agence Française de Développement** (AFD)

Support for the development of competency-based curriculum for years 4 and 5, emphasising green skills, including energy efficiency, waste management and cleaner production.

ABBREVIATIONS

AFD	Agence Française de Développement
AfDB	African Development Bank
AICS	Italian Agency for Development Cooperation
ALMP	Active Labour Market Policies
ATS	Applied Technology School
AUC	African Union Commission
CAPMAS	Central Agency for Public Mobilization and Statistics
CBE	Central Bank of Egypt
CEQAT	Centre for Enhancing Quality Assurance in Technical Education
CF	Country fiche
CoC	Centre of Competence
CVT	Continuing Vocational and Training
DEBI	Digital Egypt Builders Initiative
EaP	Eastern Partnership
EBDA	Egyptian Business Development Association
ECES	Egyptian Centre for Economic Studies
EGP	Egyptian Pound
EPP	Employment Promotion Project
ETF	European Training Foundation
ETQAAN	Egyptian TVET Quality Assurance and Accreditation National Authority
EU	European Union
EUD	European Union Delegation
FEI	Federation of Egyptian Industries
FoW	Future of Work
GDP	Gross domestic product
GiZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
GoE	Government of Egypt
HDI	Human Development Index
ICT	Information and communications technology
IDPs	Internally Displaced Persons

IDSC	Information and Decision Support Centre
ILO	International Labour Organization
IMF	International Monetary Fund
IOM	International Organization for Migration
ISCED	International Standard Classification of Education
ITEC	Integrated Technical Educational Cluster
KfW	Kreditanstalt für Wiederaufbau
LMIS	Labour-market information system
M(o)CIT	Ministry of Communications and Information Technology
M(o)PED	Ministry of Planning and Economic Development
MENA	Middle East and North Africa
MIP	Multiannual Indicative Programme
MoETE	Ministry of Education and Technical Education
MoHE	Ministry of Higher Education and Scientific Research
MoL	Ministry of Labour (previously named Ministry of Manpower and Migration – MoMM)
MoMM	Ministry of Manpower and Migration (now renamed as Ministry of Labour – MoL)
MoTI	Ministry of Trade and Industry
MoU	Memorandum of understanding
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
NEET	Not in employment, education or training
NOLMI	National Observatory for Labour Market Information
NQF	National qualifications framework
NSRP	National Structural Reforms Programme
OECD	Organisation for Economic Co-operation and Development
PSI	Private Sector Development and Innovation
PVTD	Productivity and Vocational Training Department
SCZone	Suez Canal Economic Zone
SEET	South Eastern Europe and Turkey
SEMED	Southern and Eastern Mediterranean
SIFA	Skills for Youth Employability Programme
SSC	Sector skills council

T.E. 2.0	Technical Education 2.0
TCTI	Technical Support for the Comprehensive Technical Education Initiative
TIMSS	Trends in International Mathematics and Science Study
TSS	Technical secondary school
TU	Technological University
TVET	Technical and vocational education and training
TVETA	Technical and Vocational Teachers' Academy
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
USAID	United States Agency for International Development
USD	United States Dollar
VET	Vocational education and training
WBL	Work-based learning

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