

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

2025

EGYPT

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ABOUT THIS PAPER

Each year, the ETF monitors developments in education, skills, and employment in its partner countries to support informed decision-making by identifying trends, opportunities, and challenges. The results are reported by country, across countries, and by selected theme.

The present document is the country-level report (country fiche) for 2025 for Egypt. Like all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection, analysis, and consultations. One key source of evidence is the ETF KIESE database, which provides internationally comparable indicators on areas such as country demography, economy, education, and employment. The indicators are sourced mainly from international repositories, including UNESCO, the World Bank, the OECD, Eurostat, and the ILO, while some come directly from partner countries, for instance, from their labour force surveys¹.

Another source of evidence is the Torino Process, a flagship monitoring initiative of the ETF which compiles system performance indices (SPIs) on the basis of KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and VET in key areas such as access, quality, and system management. Where KIESE data are missing, the SPIs rely on expert surveys which help fill the gaps and contextualise the findings at the stage of analysis. 'Performance' in this context refers to the extent to which policies and systems deliver results in these areas². In 2025, the ETF compiled SPIs for a total of 32 areas and sub-areas of performance, including for groups of learners such as youth and adults, males and females, socio-economically disadvantaged young people, and adults with no or low education.

ETF country missions complement these data sources by engaging with key policy stakeholders, gathering qualitative insights on policy developments, recently enacted legislation, and major reform steps. Finally, where necessary, the ETF draws on third-party publications and analytical work to complement gaps in available evidence or to clarify developments that are not fully captured in the ETF monitoring evidence.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 presents recent policies in education and training, together with the structure of the education system, including adult learning. Chapter 3 provides an overview of employment and labour-market policies and introduces the main strategies, institutions, and programmes. Chapter 4, which is the final chapter, presents the results of policies and arrangements in education, training, and in support of transition to employment.

¹ The full selection of KIESE indicators for 2025 can be found here <https://bit.ly/4j6taZW>.

² The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUlbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for the calculation of the SPIs can be found here: <https://bit.ly/3XJq101>.

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KEY TAKEAWAYS

- **Country profile and developments:** The demographic and socio-economic context of Egypt is shaped by a large and fast-growing population, a sizeable youth cohort, and a high dependency ratio. Population dynamics are driven mainly by domestic demographic factors, as international migration remains limited in scale. In economic terms, moderate output growth in 2023 coexisted with significant macroeconomic pressure in the form of high inflation and modest levels of household income. These pressures translate into widespread poverty affecting a large share of households, despite comparatively limited income inequality. At the same time, human development outcomes are relatively favourable, mostly due to strong results in educational attainment and health.

- **Developments in education and training:** Education and training policy in Egypt are shaped by Egypt Vision 2030 and sectoral strategies, alongside legislative developments introduced in the course of 2025. Amendments to the Education Law established an optional Egyptian Baccalaureate alongside Thanawiya Amma and formally extended compulsory education to the end of secondary level, reinforcing commitments to access, retention, and progression.

Technical education reforms strengthened progression routes towards technological universities and expanded work-based learning through a further rollout of Applied Technology Schools. Digital tools and digital content are increasingly used across the education system, while preparatory work is under way to introduce digital and AI-related competencies into curricula. Technical education is also gradually incorporating green and environmental skills, while adult learning remains largely focused on literacy and basic education. The provision for adult upskilling is still limited.

- **Employment and labour market developments:** In 2025, Egypt adopted a national employment strategy and a new Labour Law aimed at formalising jobs and improving protections around contracts, wages, and working conditions. Digital job-matching tools and virtual job fairs became more widely used. Donor-funded projects supported training, entrepreneurship, and better labour market data. At the same time, public employment services have limited resources, and many employment programmes remain small or short-term. The participation of women in the workforce is low, and informal workers are still only partly covered by legal and support systems. While policy coordination in the domain of employment has improved, turning plans into consistent results remains a challenge.

Consequently, although employment rates increased gradually between 2022 and 2024, employment in Egypt remains low. Youth employment is particularly limited, and labour market entry remains difficult for many young people. Employment among recent graduates has improved more clearly, but remains well below EU levels. Unemployment rates are comparatively moderate, which suggests that the weak labour market outcomes are due to low participation rather than open unemployment. The share of young people not in employment, education or training remains high, and vulnerable employment remains widespread.

- **Trends in access, retention, completion:** While reform efforts are about to gain more traction on the ground, participation in education in Egypt remains uneven across levels. Enrolment at lower-secondary education is high, but participation drops sharply at upper-secondary level, and the rates of early-leaving from education and training are very high. Tertiary enrolment is expanding gradually but remains well below the EU average, and overall educational attainment remains low.

Vocational programmes account for a large share of upper-secondary enrolment, which reflects strong system performance in support of access, and the central role of these programmes for those who remain in education: initial VET in Egypt enrolls more than half of all secondary students nationwide. However, this high participation is largely the result of how students are guided into different secondary pathways after basic education, rather than a strong preference for vocational routes. In addition, opportunities to continue learning beyond upper-secondary VET remain limited. Access is formally open to both girls and boys, but participation is highly gender-segregated by

field of study. For adults, access to continuing VET and lifelong learning remains uneven, particularly for women, due to practical, economic, and geographic barriers.

System performance in support of graduation in IVET in Egypt is relatively strong. At the same time, the conditions shaping retention and progression are uneven. Female and disadvantaged learners face higher risks of dropout, which are linked to social, economic, geographic, and programme-related factors. The structure of programmes and the segmentation of study tracks contribute to these differences, despite reforms that are gradually improving quality, relevance, and links to the labour market.

- **Quality and relevance of learning:** IVET in Egypt delivers foundational skills and key competences unevenly. Many learners enter technical education with limited literacy and numeracy skills, and IVET provision does not consistently compensate for these gaps during training. Learning in much of the traditional, school-based system remains largely theory-oriented, with limited opportunities for practical application. Recent reforms, including competency-based curricula and reformed school models, strengthen skills development but remain limited in scale. For female learners, challenges related to foundational skills are reinforced by structural and social factors that shape access, programme choice, and learning conditions, and lead to narrower skill development pathways than those typically available to male learners.

The availability of basic skills among adults in Egypt is uneven. Large segments of the population, in particular women, have lower levels of literacy, numeracy, and basic digital skills, which limits their access to employment, further learning, and social participation. Around one third of women are still illiterate. The level of digital skills of adults lag behind national ambitions, especially among older adults and women.

Employment rates in Egypt increase with educational attainment but remain below the EU average at all levels of education. This may be indicative of limitations in the relevance and quality of education and training, but it also points to structural features of the economy that limit employment opportunities, particularly for adults with medium and higher levels of educational attainment.

- **System management and organisation:** The availability of financial resources for VET in Egypt is below national targets and international benchmarks and represents only a small share of national income. Spending is dominated by wages and allocated on an input basis, which leaves limited scope for quality improvements. Funding for adult learning is weaker still. Employer-based financing mechanisms are underused, and supplementary sources, such as donor funding and income generated by providers, are not sufficient to close the gaps.

System performance in support of adequate human resources in VET is under pressure as well. The monitoring data suggests that staffing levels have declined, while needs for teaching capacity have changed only marginally. Where teachers are in place, skills do not always match curricular and pedagogical requirements. Many educators lack recent industry experience and preparation for competence-based, digital, and green teaching, and access to professional development is uneven. In response, Egypt has embarked on reforms that emphasise the role of teachers and trainers, but measures to strengthen training, incentives, and industry engagement are still at an early stage.

As regards the capacity for informed decision-making in VET, Egypt collects extensive VET data across multiple ministries, but information remains fragmented and poorly integrated. As a result, system-wide figures and outcome indicators on employment, dropout rates, and progression are largely missing, and international comparability is limited. Despite clear policy commitments to data-driven governance, building a unified and reliable VET data system remains an outstanding challenge.

Egypt has established the core institutions and policies for quality assurance in TVET, but implementation remains uneven. Stronger quality arrangements operate in reformed and flagship schools, while many traditional providers still lack effective oversight. Transparency is limited, as accreditation results and outcome data are not yet publicly available and thus, their reliability is not always a given.

The task of developing the professional skills of school leaders is formally embedded in reform strategies, and targeted training exists, particularly for model schools. However, most principals still come from teaching backgrounds and lack management and labour-market engagement skills. The limited scale, weak incentives, and uneven access to training limit the meaningful system-wide impact and lower the system performance results in this domain of ETF monitoring.

At the same time, internationalisation is advancing mainly through Applied Technology Schools and technological compounds. These models benefit from partnerships, dual certification, and exposure to international standards. Outside these initiatives, mobility remains limited and efforts are largely project-based rather than part of a coherent national policy.

1. COUNTRY PROFILE

Table 1.1 Demographic and socio-economic context: key indicators, Egypt

Indicator	Value	Year	Source
Total population (in thousands)	114 535.8	2023	UN DESA, World Bank
Relative size of youth population (%)	28.0	2023	UN DESA
Population growth rate	1.7	2023	World Bank, UN DESA
Dependency ratio	59.8	2023	World Bank, UN DESA
Immigrant stock as % of total population	1.0	2024	UN DESA
Emigrant stock as % of total population	4.1	2024	UN DESA
GDP growth rate	3.8	2023	World Bank
GDP per capita (PPP)	18 524.6	2023	World Bank
Migrant remittance inflows (USD mil.) as % of GDP	4.9	2023	World Bank
Inflation rate	33.9	2023	IMF
Poverty headcount ratio (USD 8.30/day)	58.5	2021	World Bank
Gini coefficient (Income inequality)	31.9	2019	World Bank
Human development index (HDI)	0.754	2023	UNDP, World Bank

Source: ETF KIESE database

1.1 Demography

In 2023, the population of Egypt reached 114.5 million and was growing at an annual rate of 1.7%. Youth accounted for a sizeable share of the population (28%), which means that Egypt has large cohorts of current and prospective learners, and a sizeable demand for employment opportunities.

Table 1.1 also shows that the dependency ratio is 59.8. Although this ratio is lower than levels observed in some low-income, high-fertility countries, it exceeds the ratios seen in most high-income economies and reflects the continued weight of a large youth population in Egypt.

At the same time, international migration has a limited influence on demographic developments in the country. The immigrant stock accounts for 1.0% of the total population, while the emigrant stock stands at 4.1% - both shares are relatively small.

1.2 Economy

The economy of Egypt grew by a moderate 3.8% in 2023, in an economic environment marked by significant macroeconomic pressure. One source of this pressure was high inflation, which rose to 33.9% in 2023 (Table 1.1).

Standing at USD 18 524.6, the GDP per capita (PPP) is relatively modest. Even though its aggregate output has expanded, its high inflation and population growth have reduced the extent to which this growth has translated into higher average living standards.

Migrant remittance inflows amounted to 4.9% of GDP. At that level, they represent a sizeable source of external income. However, they have not been sufficient to offset the effects of high inflation and relatively modest income levels.

1.3 Income and living standards

The most recent data on the prevalence of poverty in Egypt are from 2021. The data show that by that year, well over half of the population (58.5%) lived below the international poverty threshold of USD 8.30 per day.

At the same time, income inequality is comparatively moderate. The Gini coefficient stood at 31.9 in 2019. This suggests that low incomes are not confined to a small, sharply disadvantaged segment of the population. Instead, poverty is relatively broadly distributed across the income spectrum.

Human development outcomes are more favourable. The Human Development Index reached 0.754 in 2023, placing Egypt in a high category of human development. This level reflects comparatively strong performance in non-income dimensions, in particular life expectancy and educational attainment, alongside a more modest contribution from income. As a result, aggregate human development outcomes appear stronger than income-based indicators alone would suggest.

1.4 Recent developments

In 2025, Egypt's political context was characterised by institutional continuity and a policy agenda shaped primarily by economic pressures and regional instability. President Abdel Fattah al-Sisi continued in his six-year term that began in 2024, with governance during the year focused on stability, fiscal adjustment, and social management. Domestic policy developments included amendments to the Criminal Procedures Law, adopted and ratified in late 2025, which expanded alternatives to pretrial detention and introduced additional procedural safeguards, including enhanced judicial oversight and limits on investigative detention (Al-Ahram Weekly, 2025a). Alongside these legal changes, the use of presidential pardons for selected detainees continued, indicating a measured and case-by-case approach to addressing detention-related concerns, without broader changes to the framework governing political participation (Reuters, 2025a).

Socio-economic conditions remained a central feature of the domestic context. Egypt continued to face high inflation, estimated at around 24–25% on an annual basis during 2025, alongside persistent foreign-currency shortages and pressure on household purchasing power (Reuters, 2025b). In response, the government introduced a series of fiscal and social measures, including further increases in the minimum wage and an expanded social protection package valued at approximately EGP 80–85 billion, aimed at mitigating the impact of rising living costs on lower-income groups (Reuters, 2025b). These measures were implemented within the framework of Egypt's ongoing International Monetary Fund programme, which continued to emphasise fiscal consolidation, exchange-rate flexibility, and a reduced role for the state in economic activity, while external financial support from international partners remained critical to short-term macroeconomic stability (Amnesty International, 2024).

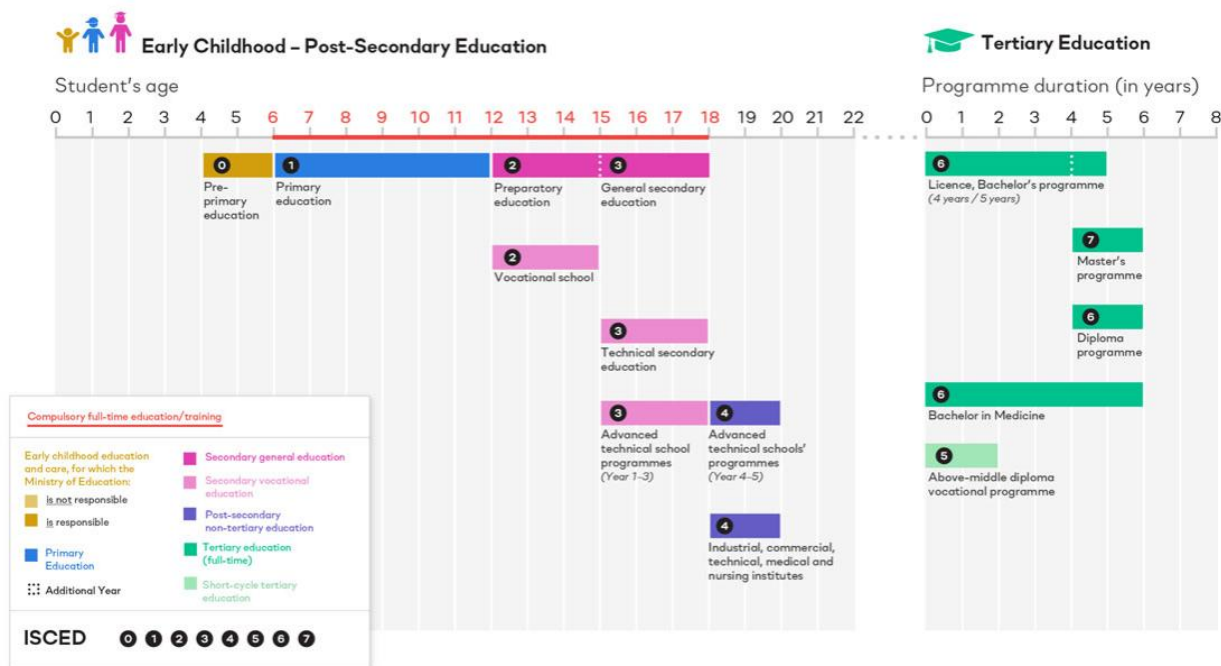
Regional developments, particularly the war in Gaza, also shaped Egypt's political and socio-economic environment in 2025. Egypt maintained an active diplomatic role in ceasefire efforts and humanitarian coordination, while consistently opposing the displacement of Palestinians into Egyptian territory. The conflict had direct implications for domestic security considerations and border management, as well as indirect economic effects linked to regional instability and trade disruptions (Al Jazeera, 2024; Reuters, 2025c). At the same time, restrictions on civic space remained a structural feature of domestic governance. International monitoring organisations reported continued limits on freedom of expression and association, including the use of cybercrime and public order legislation in response to online speech and public mobilisation, even as selective legal and procedural adjustments were introduced (Freedom House, 2025; Human Rights Watch, 2025).

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

2.1 Structure and levels of education, including VET

This section provides a brief description of how the education system is organised across different levels, including pre-primary, primary, secondary (distinguishing between general and vocational tracks), tertiary, and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the Torino Process expert survey.³

Figure 2.1 Structure of the education system: Egypt (2025)



Source: UNESCO Institute for Statistics. (2021).

Formal education

Pre-primary education (ISCED 0) is recognised as part of formal education in Egypt and is overseen by the Ministry of Education and Technical Education. It starts at the age of four, lasts two years, and is not compulsory. This stage plays a preparatory role for primary education. Provision is mainly through kindergartens attached to public schools, alongside private early childhood institutions. Admission is based on age requirements, without formal academic prerequisites.

Compulsory education begins with primary education (ISCED 1) at the age of six. Primary education lasts six years and is delivered nationwide through public schools, complemented by a large private and language-school sector. This stage focuses on the acquisition of foundational competencies in language, mathematics, and science. Successful completion of primary education is required for progression to preparatory education.

Preparatory education (ISCED 2) follows primary schooling and lasts three years, covering the age range from twelve to fifteen. It is compulsory for all learners and concludes with the Preparatory Certificate Examination (Shahādat al-I'dādiyya), which plays a decisive role in determining

³ The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey', or 'Torino Process monitoring survey'.

subsequent educational pathways. Two main tracks are available at this level. The general preparatory track offers a broad academic curriculum, including languages, mathematics, sciences, and social studies. Learners who pass the final examination obtain the General Preparatory Education Certificate (Shahādat al-l' dādiyya al-Āmma), which allows progression to general secondary education or to technical secondary education, depending on examination results and learner preference.

The vocational preparatory track offers an alternative pathway for learners who do not progress through the general preparatory track. It combines general subjects with practical training in trades and crafts and leads to the Vocational Preparatory Certificate (Shahādat al-l' dādiyya al-Mihaniyya). Graduates typically continue to vocational or technical secondary education, although limited direct labour-market entry is also possible.

Secondary education (ISCED 3) lasts three years and begins at the age of 15. Learners enter one of two main streams, based largely on their performance in the preparatory examination. General secondary education (Thanaweya Amma) is academically oriented and prepares learners for tertiary education. It is highly selective, as results in the final national examination determine access to higher education institutions. Technical and vocational secondary education includes programmes in industrial, commercial, agricultural, tourism, and nursing fields. This stream prepares learners either for direct entry into the labour market or for progression to advanced technical programmes. Graduation from both streams requires passing the national secondary examinations.

Post-secondary non-tertiary education (ISCED 4) provides further opportunities for graduates of technical and vocational secondary education. Learners may enrol in advanced technical programmes offered by secondary schools in Years 4 and 5 or attend post-secondary institutes delivering two-year diploma programmes in areas such as industry, commerce, nursing, or teaching. These programmes are primarily oriented towards employment, although some pathways allow access to tertiary education.

Egypt has also developed bridging institutions that link secondary technical education with higher education. Integrated Technological Complexes were established to provide a progressive technical pathway leading from preparatory education to a Bachelor of Technology. Their role was later formalised through legislation establishing technological universities. These institutions offer a structured sequence combining technical secondary education, higher technical diplomas, and bachelor-level qualifications in applied technological fields. They are designed to facilitate progression within technical education, support upskilling, and strengthen links with industry and applied research.

Tertiary education (ISCED 5–8) is provided by universities, higher institutes, and specialised academies. Short-cycle vocational programmes (at ISCED 5) lead to above-middle diplomas and provide higher technical training for specific occupations. Bachelor's programmes (ISCED 6) are typically four years in duration, although longer programmes exist in fields such as medicine, pharmacy, and dentistry. Admission is based on results in the national secondary examination and the centralised allocation system. Postgraduate diplomas provide professional specialisation after completion of a bachelor's degree. Master's programmes (ISCED 7) generally last two years and require a relevant bachelor's degree with sufficient grades. Doctoral programmes (ISCED 8) follow the master's level and typically require around four years of study.

Progression through the system depends largely on academic performance and success in national examinations. General education pathways are primarily oriented towards university studies, while technical and vocational pathways allow entry into the labour market or progression to higher technical institutes and universities, subject to grades and faculty-specific aptitude requirements.

Adult education

Adults in Egypt have at their disposal multiple pathways to continue learning, acquire qualifications, and strengthen their engagement in the labour market.

Post-secondary non-tertiary programmes (ISCED 4) allow adults who have completed secondary education but do not enter university to strengthen their technical qualifications. Advanced technical

programmes delivered through vocational schools in Years 4 and 5 lead to a First Technical Diploma and prepare learners for mid-level occupations without requiring a bachelor's degree.

Adult education leading to school-level certificates is coordinated by the General Authority for Literacy and Adult Education. Literacy programmes and equivalency courses enable adults to obtain primary or preparatory certificates, which support re-entry into education and can help improve employment prospects. Adults who complete literacy programmes, as well as younger learners with only primary education, may enrol in vocational preparatory programmes which combine continued education with vocational skill development.

Professional development and on-the-job training are offered through employers, training centres, and professional associations. These activities include short courses, workshops, and certification programmes. Employment services also provide training for jobseekers through active labour-market programmes, often implemented in partnership with donors and private-sector actors.

Non-formal and community-based learning opportunities are delivered by adult education centres, non-governmental organisations, and community organisations. Provision typically includes language learning, digital literacy, entrepreneurship training, and life-skills development. These programmes often target women, rural populations, and marginalised groups, supporting social inclusion and economic participation.

2.2 Strategy and legal framework

General education

The legal foundations of general education in Egypt are set out in the Constitution of the Arab Republic of Egypt, which establishes education as a right for all citizens, guarantees free public education at all stages, and makes schooling compulsory until the end of secondary education. The Constitution also commits the state to meeting international quality standards and to allocating a minimum of 4% of GDP to pre-university education, although public expenditure has not consistently reached this threshold (UNESCO, 2023). The organisation and delivery of general education are regulated by the Education Law (Law No 139 of 1981, as amended), which defines the structure of schooling as six years of primary, three years of preparatory, and three years of secondary education.

Strategic direction for general education is provided by the National Strategic Plan for Pre-University Education 2014–2030, which is aligned with Egypt Vision 2030. The strategy sets long-term objectives related to access, quality, equity, and system governance, with a particular focus on reducing overcrowding, expanding early childhood education, modernising curricula, and strengthening teacher professional development (Ministry of Education and Technical Education [MoETE], 2014). Since 2018, these objectives have been operationalised through the 'Education 2.0' reform programme, which introduced a competency-based curriculum at primary and preparatory levels, reduced reliance on rote learning, and promoted interdisciplinary teaching approaches. By the mid-2020s, new curricula had been rolled out across grades K–12, accompanied by large-scale teacher training and the expansion of digital learning resources, including the Egyptian Knowledge Bank (World Bank, 2020).

At upper-secondary level, reforms have focused on assessment and progression. Amendments to the Education Law adopted in 2024–2025 introduced an optional Egyptian Baccalaureate track alongside the traditional *Thanaweya Amma*. The new track spreads assessment across grades 10–12, allows subject specialisation, and permits exam retakes, with the stated aim of reducing pressure linked to single high-stakes examinations (Al-Manassa, 2025). These changes coexist with ongoing efforts to digitalise secondary education, including the continued use of tablets and online assessment tools.

Vocational education

Vocational education and training in Egypt are anchored in the same constitutional framework as general education. The Constitution explicitly mandating the state to promote and develop technical and vocational education in line with international standards. At secondary level, VET is regulated by

the Education Law (Law No 139 of 1981, as amended), which integrates technical education into the pre-university system and provides for three- and five-year technical programmes following preparatory education. These programmes lead to nationally recognised diplomas and serve both labour-market entry and progression to further technical studies.

A major structural development shaping VET in the 2020s has been the introduction of Technological Universities under Law No 72 of 2019. By 2025, a growing network of public technological universities had been established, offering applied bachelor-level qualifications to graduates of technical secondary education in fields such as industry, energy, logistics, and information technology. This reform created a formal bridge between vocational and higher education, expanding progression opportunities for VET graduates and raising the status of technical pathways (OECD & World Bank, 2021).

Strategic reform of VET has been guided by the ‘Technical Education 2.0’ agenda, launched in 2018 and aligned with Egypt Vision 2030. The strategy focuses on improving quality and relevance through competency-based curricula, closer engagement with employers, and expanded work-based learning. One flagship instrument has been the rollout of Applied Technology Schools, developed in partnership with private-sector companies and international providers. These schools operate under public–private partnership models and combine school-based learning with structured workplace training, often linked to specific sectors and employers (UNESCO-UNEVOC, 2019).

Quality assurance and governance arrangements for VET have also evolved. While the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), established by Law No 82 of 2006, continues to oversee accreditation across education sectors, a specialised TVET quality assurance authority (ETQAAN - Egyptian TVET Quality Assurance and Accreditation National Authority) has been created to develop standards tailored to vocational schools and training centres. In parallel, work on a comprehensive National Qualifications Framework has progressed, aiming to improve transparency, portability, and labour-market recognition of vocational qualifications (ETF, 2022).

2.3 Main actors and governance

National level

Governance of education and training in Egypt is highly centralised. The Ministry of Education and Technical Education is the main national authority for pre-university education, with responsibility for policy, national curricula, assessment and examinations. Implementation is organised through education directorates and administrations in the 27 governorates, which manage school operations within the centrally defined framework (World Education News & Reviews, 2021). Alongside the MoETE system, Al-Azhar administers a parallel network of religious education institutions at pre-university level, which operate under its own governance arrangements while providing general education content alongside religious studies (World Education News & Reviews, 2021). Private provision is significant in relative terms and concentrated in urban settings; private schools operate under MoETE regulation and accounted for around 10% of basic education enrolment in 2019/20 (American Chamber of Commerce in Egypt, 2021).

Governance of vocational education and training is more fragmented. MoETE remains the dominant public provider of formal initial VET through technical secondary schools. The system comprises more than 2 200 public technical secondary schools enrolling around 1.8 million learners across major streams such as industrial, commercial, agricultural, and hospitality programmes (UNESCO-UNEVOC, n.d.). At the same time, VET-related training provision extends beyond MoETE. Many ministries and public bodies run vocational training centres and sector-specific schools, which contributes to a multi-actor landscape with coordination requirements across institutions. Employer participation also forms part of the longstanding governance arrangements, particularly through apprenticeship-type models. The dual system associated with the Mubarak–Kohl Initiative (launched in 1994) remains a reference

point for public–private cooperation, by combining school-based technical education with structured workplace training delivered by participating companies.

Adult education governance is centred on literacy and second-chance provision. The General Authority for Literacy and Adult Education (GALAE), established under Law No 8 of 1991, coordinates national adult literacy policy and programming. Delivery is largely decentralised through governorate-level branches and local coordination structures that bring together public authorities and partner organisations to implement literacy programmes (UNESCO Institute for Lifelong Learning, 2024). In practice, this governance model relies on cooperation with civil society actors and community-based provision to extend outreach, particularly in contexts where adult illiteracy remains a structural challenge (ibid.).

International level: donors

International cooperation plays an important role in supporting education reforms in Egypt, particularly in system modernisation, digitalisation, and technical education. Donor engagement typically aligns with national reform agendas led by MoETE and operates through large-scale projects and technical assistance programmes. In general education, a central example is the World Bank’s USD 500 million project signed in 2018 to support implementation of Egypt’s education reform programme in public schools. The project focus includes early childhood access, teacher professional development, curriculum and assessment reform, and the use of technology to strengthen teaching and learning processes (World Bank, 2018).

In VET, donor-funded cooperation has frequently concentrated on improving labour-market relevance, expanding work-based learning, and strengthening institutional coordination and quality assurance. The European Union has supported successive TVET reform efforts and has been associated with elements of the Technical Education 2.0 agenda, including curriculum modernisation and stronger employer involvement, in coordination with national authorities and other partners (European Training Foundation, 2024). Bilateral cooperation has also been prominent. German development cooperation, through GIZ, has long supported dual and work-based learning models, building on the Mubarak–Kohl initiative and related efforts to develop occupational standards and strengthen company participation in training. Until the dissolution of USAID in 2025, the United States had also been supporting VET-relevant initiatives; one example was USAID’s Workforce Improvement and Skills Enhancement (WISE) project, which aimed to improve the quality of technical secondary education and strengthen links between students and employment.

International cooperation also extends to specific models of school development and pedagogical approaches. Under the Egypt–Japan Education Partnership, Egypt has expanded Egyptian–Japanese Schools that integrate elements of the Japanese Tokkatsu approach, supported through Japanese cooperation arrangements and teacher training (Ahram Online, 2025). More broadly, donor and partner support across the sector includes multilateral agencies and international organisations active in literacy and adult learning, including support for guidance frameworks and quality-related work in adult education provision (UNESCO Institute for Lifelong Learning, 2024).

2.4 Policies and developments

Overview

The overarching reference framework for education and training policies in Egypt in 2025 remains Egypt Vision 2030, complemented by sector-specific strategies such as the National Strategic Plan for Pre-University Education 2014–2030 and the Technical Education 2.0 reform agenda launched in 2018. In general education, reform efforts have focused on curriculum modernisation, assessment reform, early childhood expansion, and digitalisation under the umbrella of Education 2.0. In VET, reforms have emphasised labour-market relevance, employer engagement, and quality assurance (MoETE, 2014; World Bank, 2018b; ETF, 2024b; ETF, 2025).

Legislative and institutional developments adopted in 2025 reinforce this reform trajectory and signal consolidation rather than a shift in policy direction. Amendments to the Education Law approved by Parliament in July 2025 introduced an optional Egyptian Baccalaureate alongside the existing *Thanawiya Amma*. The reform establishes a parallel upper-secondary pathway characterised by extended assessment over two years, subject specialisation, and opportunities for examination retakes. While the existing system remains in place, the introduction of a formal dual-track model marks a departure from reliance on a single high-stakes examination as the sole gatekeeper to tertiary education (Al Manassa, 2025b; Al-Ahram Weekly, 2025).

The same legislative package formally extended compulsory education to the end of secondary level, aligning statutory regulation with constitutional provisions that had previously not been fully reflected in education law. This measure consolidates earlier commitments to universal access to upper-secondary education and places greater emphasis on retention and completion rather than access alone (Egypt Independent, 2025).

Operationally, 2025 also marked a significant moment in teacher workforce policy. Following successive recruitment rounds launched earlier in the decade, the Ministry of Education reported that the long-standing national teacher shortage had effectively been eliminated by late 2025. Improvements in pupil–teacher ratios were reported at secondary level, indicating a strengthening of system capacity beyond incremental adjustment, although distributional challenges persist in remote and disadvantaged areas (Awaad, 2025).

Qualifications, validation, and recognition

Developments in qualifications policy have focused on improving coherence and transparency across various education and training pathways. A central element has been the gradual establishment of a National Qualifications Framework (NQF) which covers general education, VET, and higher education. Legislative amendments adopted in 2022 expanded the mandate of the NAQAEE to include responsibility for developing and overseeing the NQF, formally linking qualification levels to learning outcomes and quality assurance processes (ETF, 2022).

In parallel, Egypt established a dedicated quality assurance authority for VET – the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN) – with responsibility for accrediting vocational institutions and programmes. This development addresses long-standing concerns about uneven standards in technical education and aims to strengthen employer confidence in vocational qualifications (ETF, 2022; ETF, 2024b). Sector Skills Councils, introduced in selected economic sectors, are being established and are meant to contribute by defining occupational standards and informing curriculum and qualification development.

Legislative amendments adopted in 2025 further strengthened the positioning of technical pathways within this evolving architecture of qualifications. The redefinition of technical secondary education as technical and technological education reinforced formal progression routes towards the expanding network of technological universities and clarified the place of technical qualifications within a multi-level structure (Egypt Independent, 2025).

Policies for validating non-formal and informal learning remain limited, however. While partial recognition mechanisms exist in specific contexts, Egypt does not yet operate a comprehensive system for recognising prior learning aligned with the NQF. Policy discussions increasingly acknowledge the relevance of validation for lifelong learning and labour mobility, but implementation remains at an early stage (UNESCO-UNEVOC, 2019; ETF, 2022).

Work-based learning

Work-based learning has become a core component of VET reform under Technical Education 2.0, reflecting a shift towards stronger integration between education and employment. A key instrument has been the expansion of the Applied Technology Schools (ATS), which operate through structured partnerships with employers and combine school-based instruction with workplace training. By 2024,

more than 70 ATS were operational across sectors such as manufacturing, ICT, energy, and services, with further expansion planned towards 2030 (ETF, 2024b).

These developments build on earlier dual education arrangements, including apprenticeship-type models introduced in the 1990s. Employer engagement has been further formalised through Sector Skills Councils, which contribute to defining occupational standards and advising on training needs. Despite these advances, access to structured work-based learning remains uneven, and participation represents a minority of total VET enrolment (ETF, 2024b). Expansion continued in 2025, particularly in ICT-related provision. By mid-2025, eight additional ICT-focused Applied Technology Schools had opened, bringing their total number to 27 and extending coverage to all governorates. These schools operate under structured public–private partnerships, combine employer-led curricula with workplace training, and offer internationally accredited qualifications (Amwal Al-Ghad, 2025). In late 2025, Egypt also signed a bilateral cooperation agreement with Italy to establish up to 89 additional Applied Technology Schools across sectors including industry, agriculture, and water management. While implementation will extend beyond 2025, the agreement represents a substantial scaling-up of the applied technology model rather than a pilot-phase intervention (Daily News Egypt, 2025).

Policy instruments to support employer participation include training levies under labour legislation and public–private partnership models for school management and training delivery. Evidence suggests that the effective use of these instruments varies, and that quality assurance of workplace learning remains a key implementation challenge (ETF, 2024b).

Career guidance

Career guidance has gained greater policy visibility, particularly in relation to transitions from education to employment. In technical secondary education, school-to-work transition units have been established in a large number of schools, providing basic career guidance, employer outreach, and exposure to labour-market opportunities. These units aim to support students in understanding vocational pathways, employment options, and progression opportunities (ETF, 2024b).

At system level, Egypt has developed digital labour-market information tools, including a national occupational outlook portal, intended to support learners, jobseekers, and guidance professionals in making informed education and career choices. At tertiary level, donor-supported career development centres operate in many public universities, offering counselling and employability skills training.

Despite these initiatives, career guidance provision remains fragmented. Coverage varies across education levels, integration into general education curricula remains limited, and professional standards for guidance practitioners are not yet fully institutionalised (ETF, 2024b).

Quality assurance

Quality assurance reforms have been a central pillar of education and training policy. NAQAAE continues to oversee quality assurance in general and higher education, while the creation of ETQAAN has introduced a specialised accreditation framework for VET. Together, these arrangements aim to improve consistency in standards, strengthen accountability, and enhance trust in qualifications (ETF, 2022).

Supporting measures include dedicated units within the Ministry of Education and Technical Education to assist technical schools in preparing for accreditation, and the establishment of a Technical and Vocational Teachers' Academy to professionalise teaching staff through structured training and certification. Curriculum reforms towards competency-based approaches are closely linked to these quality assurance developments. Egypt also participates in international review and monitoring processes, including ETF-led assessments, which inform ongoing policy adjustments (ETF, 2024b).

Centres of excellence

Policies promoting excellence in VET have focused on developing high-performing institutions that can serve as reference points for system improvement. Applied Technology Schools function as flagship institutions demonstrating employer-aligned curricula, modern equipment, and integrated work-based

learning. Their expansion reflects a deliberate strategy to create visible examples of quality and relevance within the VET system (ETF, 2024b).

At post-secondary level, Technological Universities, introduced under Law No 72 of 2019, provide applied higher-education pathways for graduates of technical secondary education. By 2024, a growing network of these institutions was operating across regions, offering programmes aligned with priority economic sectors and serving as hubs for advanced technical skills (OECD & World Bank, 2021). In addition, specialised centres of competence, particularly in renewable energy and energy efficiency, support curriculum development and advanced training in emerging sectors (ETF, 2024b).

Digital education and skills

Digitalisation remains a defining feature of education reform in Egypt. In general education, Education 2.0 introduced digital curricula, tablet-based learning at secondary level, and online assessment tools. The Egyptian Knowledge Bank, launched in 2016, continues to provide free digital learning resources to students, teachers, and the wider population (World Bank, 2018).

In 2025, the policy emphasis shifted towards a system-wide embedding of digital education. Preparatory work laid the groundwork for the phased introduction of artificial intelligence and advanced digital competencies into school curricula from the 2025/26 academic year onward. A national consultation on an AI competency framework for teachers reflected growing attention to pedagogical readiness. Infrastructure indicators suggest near-universal broadband connectivity at secondary level by 2025, alongside significant expansion of certified ICT training for teachers, although disparities persist at primary level and in resource-constrained regions (Awaad, 2025; UNESCO, 2025).

Green transition

Education and training policies increasingly reference the green transition, particularly within VET. Technical programmes related to renewable energy, energy efficiency, and environmental technologies have been introduced in selected schools and centres. Dedicated centres of competence support curriculum development and advanced training in these areas (ETF, 2024b).

In 2025, a compulsory Environmental Competencies curriculum was introduced across technical secondary education, scheduled for implementation from the 2025/26 academic year. The curriculum is expected to reach approximately 800 000 first-year technical students and addresses environmental protection, sustainable resource use, and climate awareness in occupational contexts (GIZ Egypt, 2025). Preparatory work also advanced for vocational schools specialising in irrigation technology, reflecting labour-market demand linked to water management and climate resilience (Egypt Today, 2025).

Adult learning

Adult learning policy continues to focus primarily on literacy and basic education, coordinated by the General Authority for Literacy and Adult Education. Literacy programmes are implemented nationwide through decentralised arrangements involving local authorities and civil society partners. Despite gradual improvements, adult illiteracy remains significant, particularly among women and older cohorts (UNESCO Institute for Lifelong Learning, 2024b).

In 2025, the *No Illiteracy with Takaful* programme reached more than 1.6 million learners, contributing to measurable reductions in illiteracy among beneficiaries of social protection schemes, particularly women in rural areas (Al-Ahram Weekly, 2025). The provision of adult upskilling and reskilling, however, remains fragmented. While public vocational training centres and donor-supported short courses operate, Egypt does not yet have a comprehensive lifelong learning framework or systematic mechanisms for adult skills validation. New labour legislation adopted in 2025 revised employer training contributions, potentially strengthening the financial basis for future adult training provision, although concrete effects on continuing vocational training remain uncertain (Enterprise, 2025; ETF, 2022).

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

3.1 Strategy and legal framework

Egypt's employment policy is framed by the Sustainable Development Strategy: Egypt Vision 2030 and by the finalisation of the first National Employment Strategy (NES), which represents an important step in structuring the priorities for labour market reform. Developed with ILO support and formally adopted in 2025, the NES sets out a coordinated, evidence-based approach to employment creation, quality improvement, and formalisation, with emphasis on youth, women, and vulnerable workers (ILO, 2025a; OECD, 2024; ETF, 2025).

In parallel, Egypt adopted a new Labour Law (Law No 14 of 2025), which replaced the long-standing Law No 12 of 2003. The new law mandates written employment contracts, introduces a standardised minimum wage, strengthens maternity leave and non-discrimination clauses, and tightens procedural safeguards against dismissal (Daily News Egypt, 2025a; Amwal Al Ghad, 2025b). The law also formalises protection for informal workers, establishes specialised labour courts, and stipulates that resignations must be processed through labour offices, which is part of a broader effort to reduce abuse and improve accountability (Daily News Egypt, 2025a). Additional frameworks remain in force, including the Civil Service Law (Law 81/2016), Social Insurance Law (Law 148/2019), and Law 10/2018 on the rights of persons with disabilities, which requires employers to meet a 5% employment quota (OECD, 2024; ETF, 2025).

Policy coordination is led by the Ministry of Labour, supported by inter-ministerial and tripartite bodies such as the National Wages Council, which in 2025 raised the private sector minimum wage to EGP 7 000 and endorsed annual adjustment mechanisms (Ministry of International Cooperation [MoIC], 2025). Broader labour market reforms also continue under Egypt's National Structural Reform Programme (NSRP), launched in 2021, which seeks to align labour market and education reforms with demographic and economic imperatives (OECD, 2024).

3.2 Main actors and governance

National level

At national level, the Ministry of Labour is the primary institution responsible for employment regulation, labour inspection, job placement services, and vocational training provision. It is supported by the Ministry of Planning and Economic Development, which hosts a Labour Market Policy Unit and oversees strategic coordination. Employment policies are developed in consultation with social partners, including the Egyptian Trade Union Federation (ETUF) and employer organisations such as the Federation of Egyptian Industries (MoIC, 2025; ILO, 2025b).

At regional level, labour directorates implement employment services and training programmes, and in 2025, a Labour Market Information Coordinating Observatory was established with GIZ support to consolidate regional data and inform policy (Daily News Egypt, 2025b). The Ministry of Social Solidarity also plays a role in labour market inclusion through programmes such as Forsa, which links social protection beneficiaries to training and employment.

International level: donors

International actors contribute both technically and financially. The ILO supported the development of the NES and runs initiatives on formalisation and employment services. The EU together with the ETF supports employment through TVET modernisation and skills development projects. GIZ's Employment Promotion Programme works with national actors on job matching, training, and inclusion. The World Bank, through its Catalyzing Entrepreneurship for Job Creation project, focuses

on SME development, while UN agencies such as UN Women and UNDP support programmes for women and youth employment (ILO, 2025a; World Bank, 2020b; MoIC, 2025; ETF, 2025).

The International Labour Organization (ILO) has been a key technical partner, supporting the development of Egypt's National Employment Strategy. The ILO also contributes to programmes on formalisation of informal work, promotion of decent jobs, and strengthening of public employment services (ILO, 2025a). In collaboration with the government and private sector, the ILO has implemented projects such as 'Decent Jobs for Egypt's Young People,' which provided youth with training and employment support across multiple governorates (ILO, 2025b).

The European Union supports employment and skills development under its broader cooperation framework with Egypt. Through the ongoing **EU4YES** action, implemented in partnership with national counterparts, the EU plays a central coordinating role among donors supporting Egypt's skills and employability reforms. The programme strengthens alignment across **Team Europe** actors and ensures coherence between system-level initiatives, quality assurance reforms, and private-sector engagement. Through EU4YES, the EU Delegation promotes a structured, evidence-based approach that complements interventions by **GIZ, AICS, KfW**, and other partners, reducing fragmentation and reinforcing shared support for the **Technical Education 2.0** reform agenda. Formal private-sector involvement is further supported through the establishment of **Sector Skills Councils** in Egypt. In 2025, development of the SSC system progressed under **MoPEDIC**, with the **ETF** completing capacity-building activities for the **Renewable Energy Sector Skills Council**.

Alongside its support to the **initial VET** (IVET) sector, the EU, together with the ETF, has also been supporting the **Ministry of Labour** in the development of the reform of the Egyptian Job Classification system drawing inspiration from the European **ESCO** framework to improve skills matching, labour-market transparency. A national VET strategy is expected to be developed in **2026**, alongside reforms of the **Egyptian job classification system**.

Germany's development agency (GIZ) continues to implement the Employment Promotion Project in cooperation with the Ministry of Labour. In 2025, this partnership supported the launch of Egypt's new Labour Market Information Coordinating Observatory, which integrates regional and national labour market data for improved policy planning. GIZ also supports job matching services, enterprise development, and targeted training for women and youth (Daily News Egypt, 2025c).

The World Bank contributes through financing and technical assistance. Its US\$200 million Catalysing Entrepreneurship for Job Creation Project supports access to finance for small and medium enterprises and young entrepreneurs, indirectly contributing to employment generation (World Bank, 2020). Other international organisations, including UN Women, UNDP, and UNHCR, are active in supporting women's economic empowerment and livelihoods in refugee-hosting communities. Egypt participates in the multi-country PROSPECTS programme, led by the ILO, World Bank, and UNHCR, which aims to improve the economic inclusion of host communities and displaced populations (ILO, 2025a).

3.3 Policies and developments

Overview

In 2025, Egypt's employment policies prioritise inclusive job creation, especially for youth and women, and are framed by a set of macroeconomic, social, and legislative instruments. The NES sets out strategic directions for structural transformation, skills development, and improved job quality. It aims to generate new employment opportunities in manufacturing, tourism, renewable energy, and ICT, with supporting measures including SME finance, entrepreneurship, and infrastructure projects (ILO, 2025a; OECD, 2024; ETF, 2025).

Inclusion remains a cross-cutting goal. Women's labour force participation remains low (c. 15%) despite improvements in legal protection; recent reforms extended maternity leave, mandated pay

equity, and banned dismissal during maternity (OECD, 2024; Amwal Al Ghad, 2025). Meanwhile, the government promotes childcare and flexible work arrangements, and the National Strategy for the Empowerment of Egyptian Women (2017–2030) remains in force (UN Women, 2024).

Youth employment policies combine expansion of vocational education, internships, entrepreneurship support, and job-matching services. Job fairs, digital platforms, and training initiatives address school-to-work transition. In 2025, virtual job fairs and digital employment services were piloted nationwide (Egypt Today, 2025b).

More and more, employment programmes target vulnerable groups. The Law on the Rights of Persons with Disabilities is enforced through job quotas and targeted job fairs. By 2025, over one million informal workers were registered in a national database, and a new Irregular Workers Fund offered social protection and training pathways (Daily News Egypt, 2025a). Employment-related shocks from economic inflation and regional crises (including the Gaza conflict) were addressed through wage policy, expanded social transfers, and rural job creation via the ‘Decent Life’ programme (OECD, 2024; MoIC, 2025).

3.4 Active labour market programmes (ALMPs)

Egypt’s ALMPs are expanding but remain modest in scope relative to demographic needs. Public employment services (PES), managed by the Ministry of Labour through governorate-level offices, have begun digital transformation. In 2025, 170 offices were connected to a new job-matching platform, and the first nationwide virtual job fair reached all 27 governorates (Egypt Today, 2025). Between July 2024 and April 2025, PES placed 378 000 jobseekers in private-sector jobs, including 55 000 women and 20 000 persons with disabilities; overseas placement services supported an additional 6 000 workers (Egypt Today, 2025b).

Training programmes delivered through vocational centres are being modernised, with mobile units introduced in rural areas. Short-term courses in digital skills and AI were piloted under the ‘Decent Life’ umbrella (Daily News Egypt, 2025a). Donor-funded initiatives such as GIZ’s Employment Promotion Programme and the ILO’s Decent Jobs for Egypt’s Young People have focused on soft skills, job readiness, and entrepreneurship (ILO, 2025b).

Entrepreneurship is supported via the World Bank’s Catalyzing Entrepreneurship project and local NGO partnerships. While evaluations remain limited, programme reports indicate positive short-term outcomes, though sustainability and scale remain challenges (ILO, 2025b; World Bank, 2020b).

Staffing and budget constraints continue to limit the capacity of PES, but institutional upgrades, including the Labour Market Observatory and e-services, are expected to improve effectiveness. Labour offices now support enforcement of resignation and contract registration under the new Labour Law. These are functions that reinforce ALMPs but also require further investment in capacity (Amwal Al Ghad, 2025b).

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

4.1 Headline indicators

Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: who takes part, what do they achieve, and what supports the process?

The first question explores the extent to which learners engage in education or training. It is addressed by indicators grouped under Participation and access in Table 4.1: net enrolment rates at lower and upper-secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education, and adult participation rates in lifelong learning. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under Attainment, completion and outcomes: the share of adults with tertiary qualifications, the rate of early leavers from education and training, and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical, and informational resources that sustain the education process, reflected by the indicators under Resources and data: public expenditure on education as a share of GDP, the adequacy of infrastructure, and the availability of internationally comparable data.

Table 4.1 Headline indicators: education and VET (Egypt, EU average) (2022-2024)

Participation and access	2022	2023	2024	EU (1)	Source
Total net enrolment rate (lower secondary)	M.D.	92.2	M.D.	98.1	UIS UNESCO
Total net enrolment rate (upper secondary)	M.D.	69.8	M.D.	93.6	UIS UNESCO
Students in VET as a % of total upper-secondary students	52.2	46.9	M.D.	48.8	UIS UNESCO
Gross enrolment ratio (tertiary)	36.5	37.9	39.0	79.7	UIS UNESCO
Participation in training/lifelong learning in the previous 4 weeks (% aged 25-64)	M.D.	M.D.	M.D.	13.3	LFS
Attainment, completion and outcomes	2022	2023	2024	EU (1)	Source
Educational attainment of total population: % with ISCED 5-8	14.7	14.8	14.6	30.2	LFS
Early leavers from education and training (% aged 18-24)	47.5	46.2	47.5	9.3	LFS
Underachievers in maths (% aged 15)	M.D.	N.A.	N.A.	31.1	PISA OECD
Resources and data	2022	2023	2024	EU (1)	Source
Public expenditure on education (as % of GDP)	M.D.	M.D.	M.D.	4.7	UIS UNESCO
Inadequate or poor-quality physical infrastructure (2)	M.D.	N.A.	N.A.	27.9	PISA OECD
Availability of internationally comparable data on education	N.A.	15.8	22.2	N.A.	TRP (3)

Notes: 1. EU average, latest available year. PISA data: OECD average. 2. Percentage of students in schools whose principal reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure. 3. ETF Torino Process (TRP): share of indicators available of those foreseen in the ETF monitoring framework.

Source: ETF KIESE database.

Net enrolment at lower-secondary level is high (92.2% in 2023), which suggests that most learners who enter basic education continue into lower-secondary education. Participation declines sharply at upper-secondary level, however. With a net enrolment of 69.8%, Egypt is experiencing substantial losses of learners before or during the transition to upper-secondary education.

Vocational education and training accounts for a large share of upper-secondary enrolment. In 2023, 46.9% of upper-secondary students were enrolled in VET, close to the EU average in proportional terms. This does not indicate strong participation overall but rather reflects that VET absorbs a large share of a comparatively small upper-secondary cohort. However, there was a decline in the VET share between 2022 and 2023 (Table 4.1).

Progression beyond upper-secondary education remains limited. Gross enrolment in tertiary education increased from 36.5% in 2022 to 39.0% in 2024. However, as access is expanding from a relatively low base, tertiary participation remains well below the EU average.

Educational attainment remains low as well. Around 15% of the adult population hold a tertiary qualification (ISCED 5–8), roughly half the EU level. The indicator is stable across 2022–2024, suggesting no recent acceleration in higher-level attainment.

Early leaving from education and training is very high in international comparison. The share of early leavers among young people aged 18–24 stood at around 47% in both 2022 and 2024. Compared with the EU average, this points to a systemic difficulty in retaining young people in education through upper-secondary level and is consistent with the sharp drop in enrolment at that stage.

The evidence base remains limited in several areas. No data are available on participation in lifelong learning among adults, public expenditure on education, physical infrastructure quality, or recent learning outcomes in basic skills. While the availability of internationally comparable education data improved between 2023 and 2024, major gaps remain and continue to limit assessment of system capacity, resources and outcomes.

Employment and demand for skills

The set of labour-market indicators follows the same question-and-answer logic applied to education and training, but from the perspective of employment. The indicators are organised into two complementary groups. The first group, *Employment and labour-market outcomes* (Table 4.2), addresses how effectively the labour market absorbs people. It consists of the overall employment rate (aged 15+), youth employment rate (aged 15–24), employment rate of recent graduates (aged 20–34, ISCED 3–8), unemployment rate of the overall population (aged 15+), youth unemployment rate (aged 15–24), and the NEET rate (aged 15–29). The second group, *Demand for skills* (Table 4.2), looks at the types of jobs and skills that the economy generates. It consists of employment by broad economic sector (agriculture, industry, services), the incidence of vulnerable employment, and educational mismatch.

Table 4.2 Headline indicators: employment (Egypt, EU average) (2022-2024)

Employment and labour market outcomes	2022	2023	2024	EU (1)	Source
Employment rate (% aged 15+ or similar age group)	39.6	40.4	41.3	54.7	LFS
Employment rate (% aged 15-24 or similar age group)	18.3	18.5	21.6	35.0	LFS
Employment rate of recent graduates aged 20–34 (ISCED 3–8)	37.0	40.3	44.3	82.4	LFS
Unemployment rate (% aged 15+ or similar age group)	7.2	7.0	6.6	5.9	LFS
Unemployment rate (% aged 15-24 or similar age group)	18.5	17.8	17.1	14.9	LFS
NEET rate (% aged 15-29 or similar age group) (1)	26.9	24.6	M.D.	11.0	LFS (Ilostat)
Demand for skills	2022	2023	2024	EU (1)	Source
Employment by broad economic sectors (%): agriculture	19.0	18.3	18.7	3.3	LFS
Employment by broad economic sectors (%): industry	28.5	29.2	28.7	24.1	LFS
Employment by broad economic sectors (%): service	52.5	52.5	52.5	72.1	LFS
Incidence of vulnerable employment (%)	23.1	24.3	23.9	10.0	LFS
Employment by 'educational mismatch': % matched	38.5	49.9	M.D.	M.D.	ILOSTAT

Notes: 1. Data refer to 2019. 2. Data refer to 2019, age group 15-59. 3. Data refer to 2019, age group 16-24. 4. Data refer to 2019, age group 15-24.
Source: ETF KIESE database

Overall employment remains low, although the employment rate for the population aged 15+ increased gradually between 2022 and 2024, from 39.6% in 2022 to 41.3% in 2024. Still, the rate remains well below the EU benchmark, which points to possible structural limitations in labour demand and participation.

Labour market integration of young people remains weak as well. The employment rate among those aged 15–24 increased to 21.6% in 2024, following only marginal increases in previous years. The same time, the employment rate of recent graduates aged 20-34 increased more clearly over the period, from 37% in 2022 to 44.3% in 2024 (Table 4.2).

Unemployment is at a moderate level and declined steadily to 6.6% in 2024, close to the EU level. Youth unemployment also decreased, but remains rather sizeable, at 17.1%. The NEET rate in the country is also high. In 2023, nearly one quarter of young people aged 15–29 was neither in employment, education nor training. Although the rate declined between 2022 and 2023, it remains more than twice the level in EU countries.

Employment in Egypt is more heavily concentrated in agriculture than in advanced economies, while industry accounts for a share of employment broadly comparable to the EU. In contrast, employment in services is not as large as in some countries in the ETF monitoring sample.

The data in Table 4.2 also show that around a quarter of all employment is classified as vulnerable, a level that has remained broadly stable and is substantially higher than in the EU. Still, indicators on skill utilisation suggest partial improvement. The share of workers whose education level matches job requirements increased considerably between 2022 and 2023. However, the absence of more recent data prevents assessment of whether this reflects an ongoing trend or just a temporary adjustment.

4.2 System performance indicators

As noted in the introduction to this paper, 'performance' in the context of ETF monitoring describes the extent to which VET systems deliver on their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable access to opportunities for education and training; delivering high-quality and relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To measure performance systematically, the ETF uses System Performance Indices (SPIs), which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is presented on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs presented in this section are guided by the same core questions: who takes part? what do they achieve? and how do education and training systems support them? The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, stand-alone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are designed explicitly to assess how well VET systems fulfil broader policy commitments that cannot be adequately captured through individual statistics.

Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes: support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) to successfully complete their programmes.

The scope of SPIs tracking access differs according to the target group of learners. For youth, the SPI assesses access specifically to IVET, while for adults it captures access to continuing VET (CVET)

and other adult learning opportunities, such as those provided through ALMPs. A separate SPI measures how effectively young learners in IVET are supported in progressing through their programmes and achieving graduation.

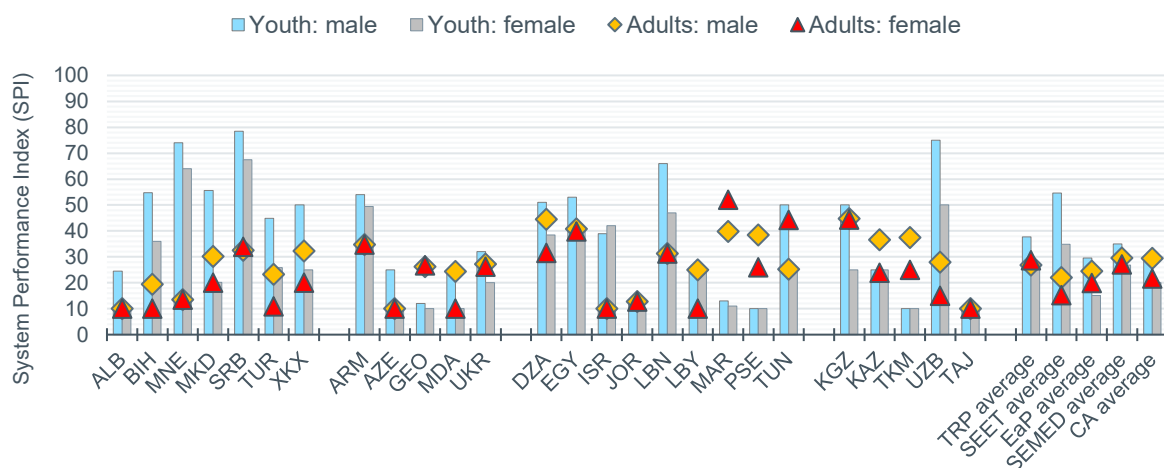
In both cases, performance depends on the policies and measures that the country is implementing. They provide the opportunities, incentives, and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

Access by age and gender

System performance in support of access to IVET in Egypt is strong in quantitative terms (SPI of 53 for boys and 40 for girls, Figure 4.1), and considerably higher than the monitoring sample and SEMED averages. According to the KIESE data used for the calculation of the performance index in 2025, technical education absorbs more than 40% of girls and 53% of boys in secondary education (KIESE SPI Indicator 4) and is available across all governorates, which reflects substantial institutional capacity to accommodate large cohorts. This high level of participation, however, is closely linked to the structure of lower-secondary education and to selection mechanisms based on preparatory certificate grades, which channel lower-performing students into technical tracks. As a result, the survey notes that access to initial VET is widespread but only partly driven by choice. In other words, high enrolment does not necessarily indicate that attractiveness is strong or demand is informed. In addition, while access to IVET programmes is widely available, opportunities for progression beyond that level remain limited, as capacity in post-secondary VET does not match the scale of upper-secondary output, which leads many graduates to enter the labour market without pursuing a learning pathway any further.

From a gender perspective, access to initial VET is formally open to both girls and boys, and female participation in technical education is close to parity in aggregate enrolment terms. At the same time, access is highly segmented by specialisation. Girls are concentrated in commercial education, while boys dominate industrial and agricultural tracks. The monitoring survey notes that this is the consequence of practical barriers that shape participation choices, particularly for girls in rural areas and in male-dominated technical fields. These barriers include entrenched cultural norms, safety considerations, and geographic limitations, rather than systematic, intentional segregation within the education system.

Figure 4.1 Access to vocational learning opportunities by country, age and gender of learners - system performance index, ETF partner countries and international averages (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100⁴.

Source: ETF KIESE and Torino Process databases

⁴ The Torino Process makes a distinction between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI > 90) of the index

System performance in support of adult access to CVET and other opportunities for learning is more uneven and lower than in youth support (Figure 4.1, SPI of 41 for men and 40 for women). Formal post-secondary VET institutions, including technological universities, primarily serve recent graduates from secondary education and require full-time study, specific entry qualifications, and, in some cases, relatively high fees. The monitoring survey notes that these features limit participation among adults in employment and for those facing economic or social disadvantage, who may require opportunities that are more flexible and accessible.

Beyond formal post-secondary VET, there is a wide range of short-course and non-formal training opportunities available through public vocational centres, NGOs, and private providers, supporting basic access for jobseekers, informal workers, and career changers. However, the public provision of such opportunities is affected by underfunding, limited flexibility, and weak alignment with labour market needs, while private and NGO-led programmes, although more responsive and attractive, are less accessible due to cost and urban concentration.

Gender disparities are more substantial in adult learning. The survey notes that women face multiple, overlapping barriers to participation, including mobility restrictions, safety concerns, care responsibilities, and economic constraints, which reduce possibilities for access to learning even where programmes formally exist. Evidence from targeted initiatives shows that participation improves when provision is locally available, flexible, and clearly linked to income-generating opportunities. This suggests that demand exists but is conditional on programme design and delivery.

Retention and programme completion

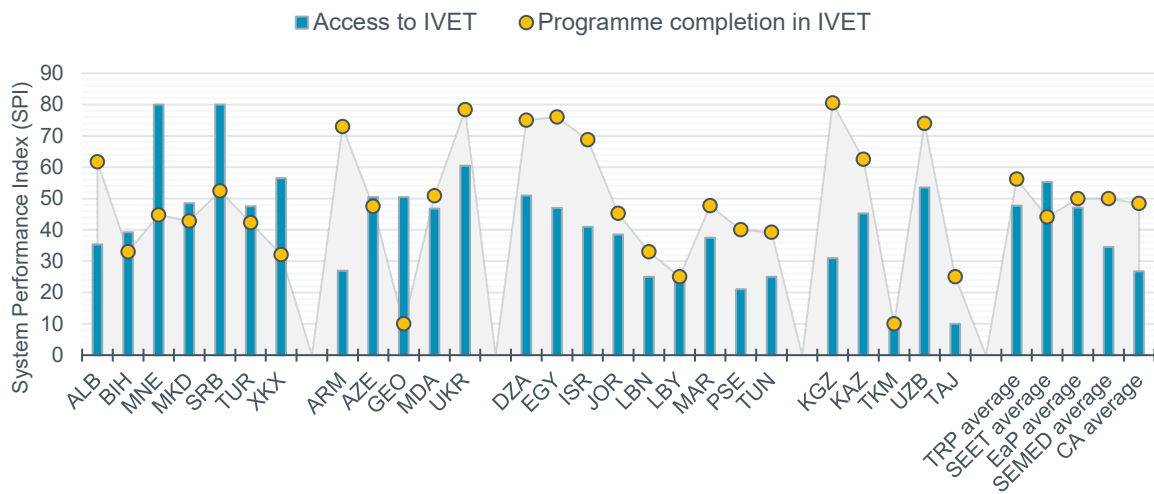
Overall system performance in support of graduation in IVET is strong and above the regional and Torino Process averages (SPI of 76, Figure 4.2), but the conditions that shape retention and progression are uneven, in particular for female learners and disadvantaged learners.

Based on the UNESCO completion data and the accompanying qualitative evidence from the monitoring survey, retention and programme completion in initial VET in Egypt appear to be relatively balanced between boys and girls at an aggregate level, but less so when examined in terms of dropout risks and learning pathways. Completion of upper-secondary level, which serves as a proxy for IVET completion, stands at around 76% overall. Completion rates for males (77%) and females (74%) are close (KIESE SPI Indicator 23), which suggests that girls who remain in the system have similar prospects as boys of graduating. At the same time, these averages conceal substantial variation by location and region, as well as differences in the conditions under which learners stay in education and training and complete their programmes.

The evidence points to greater challenges in retaining female learners during training. According to the monitoring survey, dropout rates among girls are estimated at 10–15%, compared to 8–10% for boys, which indicates that a higher share of female learners exits before reaching completion. The reasons for incompleteness differ by gender. For girls, cultural expectations, family responsibilities, early marriage, safety concerns, long travel distances, and the limited availability of nearby programmes play an important role, particularly in rural areas. For boys, economic pressure and early entry into employment feature more prominently. These pressures interact with structural characteristics of the IVET system, which include rigid progression rules, limited remedial support, and the absence of flexible pathways.

scale are truncated at the upper (10) and lower (90) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

Figure 4.2 Access and programme completion in IVET - system performance index, ETF partner countries and international averages



Note: Theoretical index range: min/low performance=0, max/high performance=100.
Source: ETF KIESE and Torino Process databases

The structure of IVET programmes shapes these outcomes as well. Female learners remain concentrated in a narrow range of vocational tracks, such as garments, commerce, and healthcare, while participation in industrial pathways continues to be dominated by males. This limits choice and, in some cases, weakens the perceived relevance of training.

Recent reforms, including Technical Education 2.0 and Applied Technology Schools, are addressing some of these challenges by improving programme quality, strengthening links with the labour market, and introducing more modern, competency-based curricula. These changes are likely to support retention and completion for both sexes and may be particularly beneficial for girls. However, the monitoring survey notes that such support measures remain unevenly implemented and are not always accessible to those most at risk.

Quality and relevance of learning outcomes

In this section, the SPIs capture the quality of provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older, disaggregated by educational attainment in ETF partner countries.

ETF monitoring keeps quality and relevance separate because, although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, the reporting hopes to identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

Quality of vocational learning by age and gender

The performance of IVET in Egypt in delivering foundational skills and key competences to young people is uneven, which has clear implications for their participation, progression, and readiness for work upon graduation. According to the monitoring survey, a substantial share of learners enters technical education with limited literacy and numeracy skills, which limits their capacity to engage with programme content and makes progression through IVET more demanding. These gaps are present at entry among boys and girls alike, which means that learning success often depends on the ability of IVET programmes to compensate for weaknesses acquired earlier in the education trajectory of

learners. Recent literacy initiatives are intended to address these shortcomings, but the monitoring survey notes that their reach and consistency across school types and regions vary.

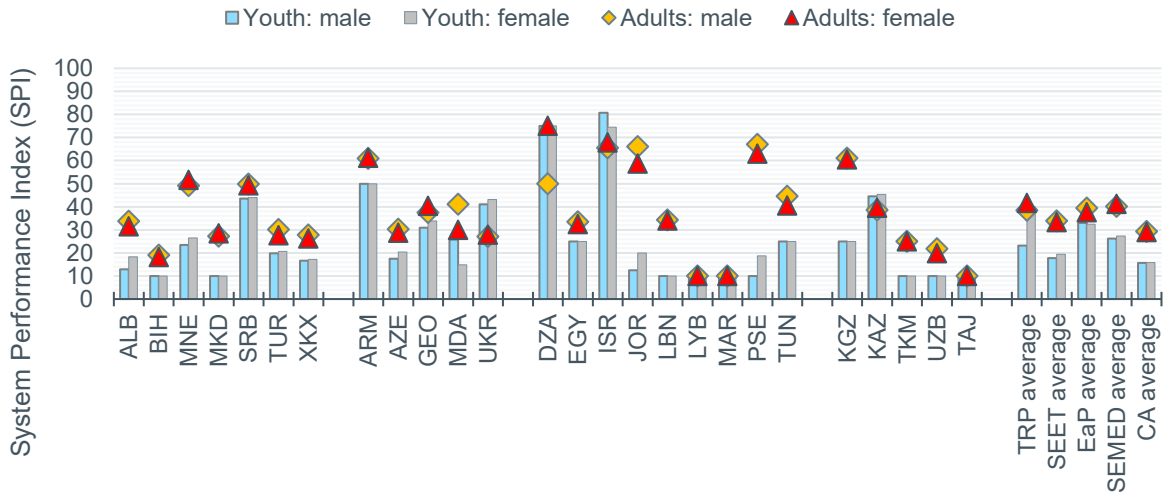
Within much of the traditional, school-based IVET provision, foundational and transversal competences are not systematically reinforced during training. Teaching remains largely theory-based, as the conditions and arrangements for learning provide limited scope for practical application. The monitoring survey notes that shortages of modern equipment, gaps in workshop infrastructure, and limited availability of qualified trainers reduce opportunities for learners to develop applied technical skills, problem-solving abilities, and work-relevant digital competences. As a result, many IVET graduates complete their programmes without having consolidated a skills profile aligned with the requirements of prospective employers.

Ongoing reforms are reshaping how IVET helps the development of skills. The monitoring survey reports that a shift towards competency-based curricula, combined with entrepreneurship education and expanded teacher training, is placing greater emphasis on what learners are able to do rather than on knowledge acquisition alone. The Applied Technology Schools illustrate how stronger links with employers, access to modern technologies, and workplace-based learning support the development of technical, digital, and transversal competences. However, the limited scale and selective intake of these models limit their contribution to overall improvements in the level of foundational skill provided by the IVET system in Egypt (ETF, 2026).

For female learners, challenges related to foundational skills are compounded by structural and social factors. The system performance results shown in Figure 4.3 suggest that performance in support of quality for girls in IVET is lower than both the regional and the wider Torino Process averages, despite similarly low absolute performance levels for boys across countries. Gender-based occupational segmentation narrows the range of technical fields accessible to girls, which limits exposure to diverse skill sets, particularly in industrial and technology-oriented pathways. Uneven local provision which limits the ability of girls to attend programmes due to distance and travel conditions, as well as family responsibilities further reduce opportunities to benefit from the otherwise generous IVET offer.

Recent initiatives in entrepreneurship education, career guidance, and targeted support address some of these barriers, but there are wide disparities between reformed and traditional school models in the degree to which they provide good quality opportunities for skill development.

Figure 4.3 Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international averages (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100.

Source: ETF KIESE and Torino Process databases.

The distribution of basic skills among adults in Egypt is uneven. Large groups and in particular women, have lower levels of literacy, numeracy, and basic digital skills than others, which limits their access to employment, further learning, and full participation in economic and social life.

The adult population with limited basic skills is large and strongly gendered. Adult literacy stands at 83.2% for men and 67.3% for women (KIESE SPI Indicator 59), which means that around one-third of adult women in Egypt are still illiterate. This gender gap is wider than among youth, where literacy exceeds 90% for both sexes (94.5% for young men and 92.1% for young women). The contrast between adult and youth cohorts points to cohort effects linked to historical disparities in access to education, particularly affecting women and rural populations.

As to digital competences, the monitoring survey notes that the level of skills is below what national digital strategies assume. Despite high mobile phone penetration and the rollout of initiatives such as Digital Egypt 2030, basic and above-basic digital skills are not widespread among adults, especially among older age groups and women (KIESE SPI Indicators 61 and 62). Job-relevant digital competences such as using software for work, engaging in e-commerce, or accessing online services, are distributed unevenly by age, location, and income.

Shortfalls in transversal skills represent a further challenge. The monitoring survey notes that communication, teamwork, problem-solving, and critical thinking are among the most demanded competences by employers, yet employer surveys report of difficulties finding candidates with these skills, particularly among graduates of technical and vocational pathways. While transversal skills are not directly measured, high levels of education–occupation mismatch and skills underutilisation (KIESE Indicators 64 and 66) are consistent with these findings and point to limited translation of qualifications into effective workplace competences.

For adult women, skill gaps are more extensive and multidimensional. Lower literacy levels intersect with weaker access to digital and transversal competences, particularly in rural and underserved areas (KIESE Indicators 59 and 61). Cultural norms, care responsibilities, and uneven local provision influence participation in adult learning, even where programmes exist. As a result, women face narrower access to decent work, upskilling, and lifelong learning.

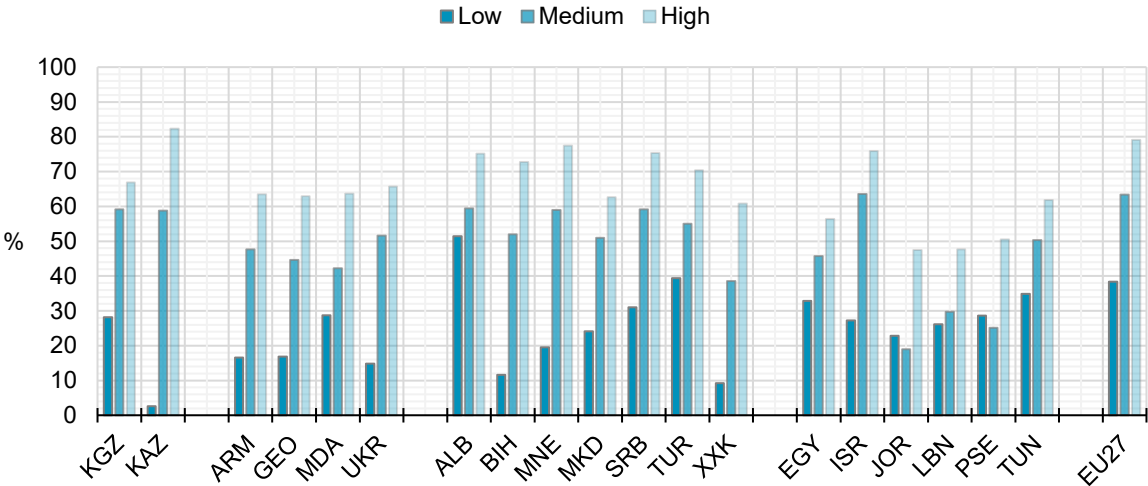
Policy responses addressing adult skills are wide-ranging and include literacy programmes, digital strategies, and donor-supported employability initiatives. While these arrangements demonstrate commitment and innovation, particularly in targeted support for women and disadvantaged groups, the monitoring survey notes that their aggregate impact is not yet visible 'on the ground'.

Relevance and labour market outcomes

This section uses employment data to gauge how effectively education in Egypt meets labour market needs. Specifically, it compares employment rates by the highest education level adults have reached, with EU-27 averages.

As in other countries in the ETF monitoring sample, higher educational attainment in Egypt is associated with better employment prospects. Employment rates increase from 32.8% among adults with low educational attainment to 45.7% for those with medium levels and 56.4% among those with higher education. At the same time, at all levels of educational attainment, a comparatively large share of the population remains outside employment, more so in Egypt than in the EU27 on average (Figure 4.4).

Figure 4.4 Employment rate (age 15+) by educational attainment, ETF partner countries (2024)



Source: ETF KIESE database.

The gap with the EU27 is relatively limited for adults with low educational attainment (32.8% in Egypt compared with 38.4% in the EU27) but widens substantially at higher levels. Among adults with medium educational attainment, employment in Egypt is nearly 18 percentage points lower than the EU27 average (45.7% compared with 63.4%), while among those with higher education the difference exceeds 22 percentage points (56.4% versus 79.1%).

The gaps may be indicative of limitations in the relevance and quality of education and training, but they also point to structural features of the economy that limit employment opportunities, particularly for adults with medium and higher levels of educational attainment.

System management and organisation

In the final section on policy and system performance, the focus shifts to the organisation and management of the education and training system, with particular attention to VET. The analysis presents data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use, and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership, and the internationalisation of VET.

Financial resources in VET and lifelong learning

This section examines the availability of funding for VET in Egypt and discusses how effectively this funding translates into tangible resources, such as well-equipped teaching facilities, workshops, and appropriate instructional materials.

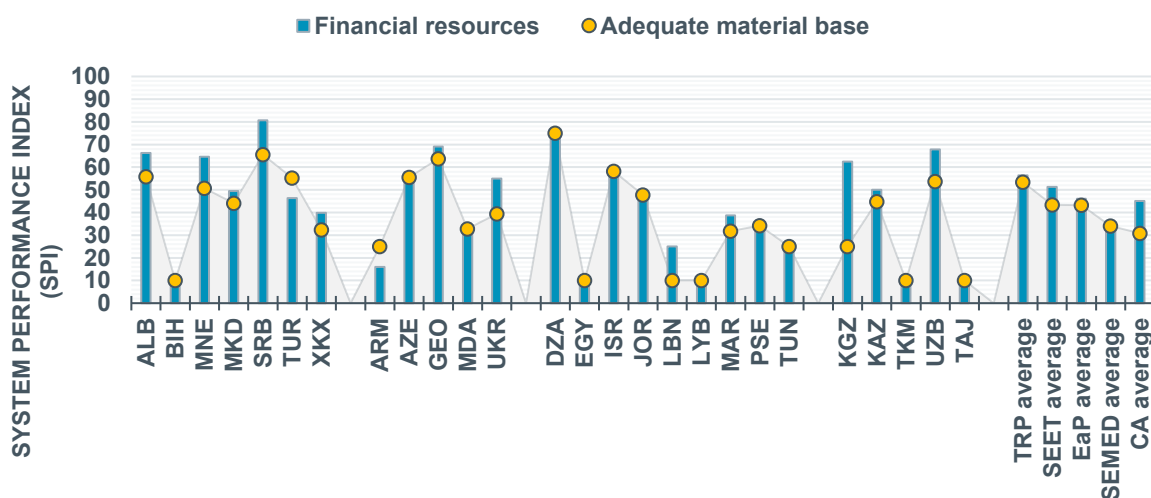
The availability of financial resources for VET in Egypt is below national targets and international benchmarks. System performance in this domain of monitoring is low (SPI of 10, compared to an SPI of 34 for the SEMED region and an average SPI of 56 for the countries in the monitoring sample shown in Figure 4.5), which is largely a consequence of low levels of spending and rigid allocations.

According to data provided through the monitoring survey, public expenditure on education stood at around 3.0% of GDP and 9.1% of total government expenditure in 2024/25, which is below the constitutional target of 6% of GDP and the UNESCO benchmark range of 4–6%. Although this level represents an increase compared to earlier years, it places clear limits on the resources available for education and training.

Within this envelope, estimated public spending on technical secondary education amounts to roughly EGP 23 billion, or about 0.14% of GDP. When broader TVET provision is included, the figure rises

only marginally to around 0.17% of GDP, suggesting that public investment in IVET accounts for a small share of the national income.

Figure 4.5 Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international averages (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100.

Source: ETF KIESE and Torino Process databases

The composition of spending further affects the availability and adequacy of financial resources. More than two thirds of public education expenditure is absorbed by wages and compensation (KIESE SPI Indicator 114), which leaves limited resources for equipment, maintenance, digital infrastructure, the upgrading of training environments, and the training of teachers. Budget allocations are largely input-based, tied to staffing and facilities rather than results, which reduces flexibility and weakens the capacity to prioritise quality and relevance. Fragmented governance across multiple ministries adds to these difficulties and leads to coordination gaps and inefficiencies in the use of available funds.

Funding for adult learning is even more limited. The Vocational Training Fund, which is intended to mobilise resources through a 1% levy on the net profits of enterprises with more than ten employees, has disbursed around EGP 236 million since its establishment in 2003. This amount is low given the number of enterprises that are legally required to contribute, reflecting under-collection of employer contributions and weak utilisation of available resources. Employer support through public-private partnerships, donor funding from international partners, and income-generating activities by some VET institutions provide additional resources, but these remain supplementary. According to the monitoring survey, they are not sufficient to compensate for the gaps.

Human resources: allocation, use, professional capacity

According to the monitoring survey, in 2023/2024, technical education in Egypt employed around 118 000 teachers to serve approximately 2.2 million learners. This represented a reduction of more than 10 000 teachers compared to the previous year, while student numbers declined only marginally. The contraction of the teaching workforce occurred in the context of a public-sector hiring freeze introduced under fiscal consolidation measures aimed at containing the public wage bill. Similar recruitment constraints affect trainers in continuing VET, which is affected by staffing shortages as well.

System performance in this domain in Egypt (SPI of 60) is on a par with the average for the monitoring sample, and above the regional average. However, there are some challenges with the profile and deployment of teachers and trainers. The monitoring survey notes that many teachers have a solid subject knowledge but limited recent industry experience and insufficient exposure to competence-based pedagogy, modern assessment approaches, and digital or green skills. Qualified staff are unevenly distributed, with stronger concentrations in urban areas and in reformed institutions, while

rural and remote locations continue to face difficulties in attracting and retaining adequately prepared teachers. This is a pattern that shapes the conditions under which VET is provided across the country.

Professional development arrangements only partially address these challenges. Mandatory training is mainly channelled through the Professional Academy for Teachers, where provision is closely linked to promotion requirements and tends to focus on general pedagogy, management, and certification. The monitoring survey notes that access to training is uneven, particularly outside major cities, and that technical content is often reported as limited and overly theoretical. Donor-supported initiatives, including programmes funded by the EU and GIZ, have introduced more practice-oriented, industry-linked approaches, which deliver positive results. However, these initiatives reach only a small share of the national workforce of teachers.

Reform efforts are under way to strengthen teacher development at scale. The planned establishment of the Technical and Vocational Education and Training Academy is intended to expand access to continuous professional development for technical teachers, assessors, and verifiers, strengthen links with employers, and align training more closely with labour market needs and the National Qualifications Framework. At the time of monitoring, however, this reform remains in its early stages.

Career structures and incentives shape the condition of staffing as well. Progression within the Teachers' Cadre system is largely determined by seniority, formal qualifications, and completion of mandatory training, with limited emphasis on teaching practice or learner outcomes. Low remuneration encourages many qualified teachers, particularly in high-demand technical fields, to supplement their income through private-sector work. Measures such as industry co-teaching in Applied Technology Schools and the use of part-time practitioners help address specific shortages, but they remain limited in scale (ETF, 2026).

System steering and management

This section summarises the system performance results in the domains of data availability and capacity for informed decision-making, quality assurance, school leadership, and internationalisation in VET in Egypt.

Data and capacity for informed decision-making in VET in Egypt is an area in the process of gradual improvement, albeit from a low base. At national level, the MoETE collects extensive data on enrolment, institutions, and teaching staff in technical secondary education. In parallel, a wide range of other ministries operate sector-specific VET and training provision, including long apprenticeship programmes, nursing and health institutes, short upskilling courses, and training for disadvantaged groups. Taken together, these activities serve large numbers of learners across many professions. However, the monitoring survey notes that there are no accurate, consolidated figures that cover the full scope of public VET provision, and information across ministries is not compiled in a systematic way.

Labour market data are available through national surveys produced by the Central Agency for Public Mobilization and Statistics (CAPMAS), which allow for an examination of basic links between education, employment, and the labour force. However, these data are only loosely connected to education and training statistics. As a result, key system-level indicators remain largely unavailable, including comparable data on graduate employment, dropout, progression, or the effects of recent reforms. Where the monitoring of employment outcomes exists, it tends to be confined to specific models. Applied Technology Schools (ATS), for example, track transitions into employment closely and report employment rates above 85%, but such practices are not yet embedded across the wider VET system.

Internationally, Egypt contributes data to organisations such as UNESCO and the ILO and draws on labour force surveys to analyse youth employment. However, participation in global skills assessments remains limited, which restricts international benchmarking of both youth and adult skills. Donor-funded tracer studies and data pilots led by partners such as the EU, GIZ, and the World Bank have generated useful evidence on outcomes and relevance, but these initiatives are time-bound and project-based. They have not yet translated into permanent national data arrangements.

Egypt has declared policy intentions in support of improvement in the area of data and monitoring. Vision 2030 and Education Strategy 2.0 emphasise digital data systems and evidence-based planning, while new institutions such as the ETQAAN and the development of a National Qualifications Framework are aimed at standardising quality and outcomes. The monitoring survey notes that, at the time of this reporting, the main challenge lies in implementation: moving from isolated administrative systems and pilot projects to an integrated national platform that links education and labour market data, produces reliable outcome indicators, and supports transparency and informed decision-making across the VET system.

Figure 4.6 System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process averages (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100.
Source: ETF KIESE and Torino Process databases.

Egypt has put in place a relatively comprehensive quality assurance architecture for its TVET system. A general QA mandate has existed since 2006 through the NAQAAE, and this has been complemented since 2021 by a dedicated TVET authority, the Egyptian TVET Quality Assurance and Accreditation National Authority. More recently, the Centre for the Enhancement of Quality Assurance in Technical Education (CEQAT) has begun supporting technical schools in establishing internal quality management systems, preparing for accreditation, and using digital tools for monitoring and improvement. These arrangements are reinforced by Technical Education 2.0 and the ongoing development of a National Qualifications Framework, aimed at aligning curricula, assessment, and qualifications with international standards.

Despite these foundations, the monitoring survey notes that QA implementation is uneven. Reformed models such as Applied Technology Schools, where competency-based curricula, employer involvement, and outcome tracking are in place, have stronger and more reliable quality mechanisms. In contrast, many traditional technical schools continue to rely on theoretical teaching, outdated

equipment, and weak links to the labour market. In such settings, quality outcomes depend heavily on local leadership, resources, and partnerships rather than on consistently enforced national standards.

Accreditation coverage is expanding but, with more than 3 000 technical schools under the MoETE, regular and thorough external review remains resource-intensive. The survey indicates that public transparency is still limited, as accreditation results and graduate outcomes are not yet published in accessible formats, which leaves families and employers largely dependent on informal sources and evidence.

As regards the professional capacity of school leadership, leadership and management capacity is explicitly recognised as a reform priority under Technical Education 2.0, and several institutions support this agenda. The Professional Academy for Teachers provides induction and in-service training for school leaders, covering management, quality assurance, and reform leadership, while CEQAT and donor-supported initiatives help managers translate quality standards into practice. New structures such as the Technical and Vocational Education Teachers' Academy (TVETA) are expected to further professionalise teachers, assessors, and, over time, school leaders.

Progress, however, is concentrated in model schools. According to the monitoring survey, most technical school leaders are recruited from teaching backgrounds, with appointments prioritising seniority and formal qualifications rather than managerial, financial, or labour-market engagement skills. Exposure to modern leadership practices is strongest in the Applied Technology Schools (ATS) and dual education settings, where public–private partnerships and international cooperation provide practical experience. The survey notes that across the wider TVET system, leadership training reaches only a small share of managers, competency gaps persist in strategic planning and employer engagement, and performance incentives have only a weak link to managerial roles. As a result, like in other countries in the monitoring sample, leadership capacity remains uneven and system performance is relatively low (Figure 4.6), particularly in traditional and rural schools.

According to the monitoring survey, the internationalisation of TVET in Egypt has advanced, but mainly through selective and project-driven pathways. The Applied Technology Schools, International ATS, and technological compounds represent the most internationally oriented models. These institutions align programmes with international standards, embed foreign languages and digital and green skills into curricula, and, in some cases, offer dual or internationally recognised certification. Technological compounds also bridge secondary and higher technical education and serve as hubs for applied research, Industry 4.0 themes, and staff development with international experts.

Beyond these models, international engagement remains limited and system performance is low. The monitoring survey notes that student mobility abroad is minimal and not supported by large-scale national schemes, while staff mobility and the presence of international trainers depend largely on donor-funded projects and partnerships rather than systemic policy. Egypt participates actively in international cooperation through organisations such as UNESCO, the EU, USAID, and GIZ, but these initiatives remain pilots rather than system-wide arrangements. While the National Qualifications Framework is expected to strengthen international recognition over time, internationalisation currently benefits a narrow segment of learners, and the main challenge is to move from scattered initiatives to a coherent national approach that extends international opportunities across the whole TVET system.

ABBREVIATIONS

AI	Artificial intelligence
AICS	<i>Agenzia Italiana per la Cooperazione allo Sviluppo</i> (Italian Agency for Development Cooperation)
ALMP	Active Labour Market Policy
ATS	Applied Technology Schools
CA	Central Asia
CAPMAS	Central Agency for Public Mobilization and Statistics
CEQAT	Centre for the Enhancement of Quality Assurance in Technical Education
CVET	Continuing vocational education and training
EaP	Eastern Partnership
EGP	Egyptian Pound
Enabel	Belgian Development Agency
ESCO	European Skills, Competences, Qualifications and Occupations
ETQAAN	Egyptian TVET Quality Assurance and Accreditation National Authority
EU	European Union
EU27	European Union (27 Member States)
EU4YES	European Union for Youth Employment and Skills
GALAE	General Authority for Literacy and Adult Education
GDP	Gross domestic product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
HDI	Human Development Index

ICT	Information and communication technology
ILO	International Labour Organisation
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
IVET	Initial vocational education and training
KfW	<i>Kreditanstalt für Wiederaufbau</i> (German Development Bank)
KIESE	Key indicators on education, skills, and employment
LFS	Labour Force Survey
LMIS	Labour market information system
MoETE	Ministry of Education and Technical Education
MoL	Ministry of Labour
MoPEDIC	Ministry of Planning, Economic Development and International Cooperation
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
NEET	Not in employment, education or training
NES	National Employment Strategy
NGO	Non-governmental organisation
NQF	National Qualifications Framework
NSRP	National Structural Reform Programme
OECD	Organisation for Economic Co-operation and Development
OJV	Online job vacancy
PES	Public Employment Service
PISA	Programme for International Student Assessment
PPP	Purchasing power parity
QA	Quality assurance

QA	Quality assurance
SEET	South Eastern Europe and Turkey
SEMED	Southern and Eastern Mediterranean
SME	Small and medium-sized enterprise
SPI	System Performance Index
SSC	Sector Skills Council
TRP	Torino Process
TVET	Technical vocational education and training
TVETA	Technical and Vocational Education Teachers' Academy
UIS	UNESCO Institute for Statistics
UN DESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNHCR	United Nations High Commissioner for Refugees
USAID	United States Agency for International Development
WB	World Bank
WBL	Work-based learning
WISE	Workforce Improvement and Skills Enhancement

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