

TORINO PROCESS SYSTEM MONITORING REPORT: EGYPT (2024 update)



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ACKNOWLEDGEMENTS

This 2024 Torino Process monitoring update was prepared by the European Training Foundation (ETF) using the most recent internationally comparable data from the ETF database of key indicators on education, skills, and employment (KIESE), with a cut-off date of August 2024. While this 2024 edition builds upon the foundation of the 2023 report, it was prepared without additional input or involvement from national authorities, experts, or stakeholders in Egypt.

The 2024 update of the Torino Process monitoring report for Egypt was carried out under the auspices of Dr Ayman Bahaa El-Din, Deputy minister, Ministry of Education and Technical Education, Egypt and under the coordination of Dr Amr Bosila, Head of the Central Administration for the Development of Technical Education – Director of the Applied Technology Schools Operation and Management Unit, Egypt.

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Disclaimer

This version of the report is preliminary. While it encapsulates the collaborative efforts and inputs from various counterparts at various stages, it awaits final verification by the participating country. Therefore, the report is released as “work in progress” which may be subject to refinement and subsequent endorsement in the future.

KEY TAKEAWAYS

- **Scope of system performance monitoring:** The Torino Process monitoring covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C. In addition, the monitoring tracks how well policies and systems deliver to specific groups of learners: learners by age, female learners, young and adult learners at risk, and learners with a migrant background.
- **Scope of the 2024 update:** This monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators were missing. In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.
- **Access and attractiveness:** The VET system in Egypt continues to perform well in providing access to initial vocational education, supported by specific educational models and the expansion of Technological Universities. However, challenges remain in expanding participation in CVET and lifelong learning. While recent efforts have improved access to CVET, broader participation remains limited, and access to other lifelong learning opportunities has declined. The attractiveness of CVET varies, with private and NGO-led programmes perceived as higher quality but less accessible. Flexibility within the system has improved, particularly in movement between VET and general pathways. Ongoing reforms, including the integration of CVET into initial VET institutions, aim to enhance participation, retention, and completion rates across learner groups.
- **Quality and relevance:** Acquiring key skills and competences remains a challenge in VET across all age groups, but in 2024, it appears to be more pronounced for youth than for adults. While performance in youth skill development remains average, adult skill levels have improved, reflecting increased participation in quality training. Major reforms continue, including the transition to competency-based curricula and the establishment of ETQAAN for accreditation. Despite relatively strong links between VET and the labour market, a mismatch between acquired skills and market needs persists, contributing to “educated unemployment.” Efforts such as career guidance initiatives and school-to-work transition units aim to address this gap and improve employability, while new developments focus on enhancing VET’s responsiveness to labour market and technological changes.
- **Excellence and innovation:** The VET system in Egypt remains committed to excellence and innovation, supported by policy initiatives, infrastructure investments, and collaboration with private and international partners. While system performance has improved in international comparison, these shifts reflect changes in the global average rather than national-level progress. Egypt continues to implement measures promoting high-quality practices, including the development of sectoral Centres of Competence and the establishment of ETQAAN for accreditation. Innovation has been most visible in expanding access and improving learning relevance, but in areas where performance is already strong, such as participation and graduation, fewer new initiatives have emerged. A balanced approach, reinforcing strengths while fostering further advancements, may help sustain long-term improvements in VET.

- **System management and organisation:** Egypt's VET system demonstrates both strengths and challenges in its management and organisation. Public accountability and reliable quality assurance have improved, supported by the establishment of ETQAAN, which is expected to become fully operational. Participatory governance remains relatively strong, though stakeholder engagement is still ad hoc due to inactive councils. Evidence-informed decision-making continues to be a weaker area, with concerns over data reliability limiting its effectiveness. While leadership capacity in VET is above average, international exposure for professionals and students remains limited. The most pressing challenge lies in funding and resource allocation, with spending on VET deemed insufficient. Efforts to address these gaps include new governance structures and private sector partnerships to enhance training quality and material availability.
- **Quality and reliability of monitoring evidence:** The availability of internationally comparable data on Egypt's VET system has improved, with the share of key indicators increasing from 15.8% in 2023 to over 22% in 2024. Despite this progress, Egypt remains among the countries with the least internationally comparable data, well below the international average. This does not indicate an absence of national data or evidence-based policies but highlights limitations in data alignment with international standards. The monitoring results remain sensitive to bias, as a relatively small proportion of indicators rely on quantitative evidence. Nevertheless, Egypt's self-assessment continues to align closely with the average of other Torino Process countries, reflecting a balanced perspective among stakeholders on the state of VET and lifelong learning.

1. INTRODUCTION

1.1 Focus of monitoring and scope of reporting

This ETF report summarises the results of monitoring VET¹ system performance in Egypt for 2024 in the context of the Torino Process initiative.² It updates the previous edition of the monitoring report, which covered the period up to 2023.

To allow for tracking country progress over time, this new edition retains the themes selected for monitoring and reporting in 2023. As in 2023, it discusses the performance of the education and training system in Egypt, particularly VET, in providing opportunities for lifelong learning which are accessible, of good quality, and well-managed (Chapter 2). The report also assesses the equity of these opportunities for learners of different backgrounds, genders, origins, and ages (Chapter 3).

The focus of monitoring in 2024 remains on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults undertaken to improve their knowledge, skills, competences, and qualifications for personal, social and/or professional reasons. The purpose of the Torino Process monitoring exercise is to provide decision-makers, practitioners, and stakeholders with a reliable basis for informed decisions about policy improvement, resource allocation, strategy design, and follow-up analysis in support of lifelong learning.

"Performance," in this context, refers to the extent to which the VET system delivers on a targeted selection of commitments to learners and other stakeholders in support of lifelong learning (LLL). The term "VET system" encompasses the network of institutions, people, policies, practices, resources, and methodologies in a country and the way they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.³

As in 2023, the monitoring framework which underpins this report covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C. The dimensions are described at the beginning of Section 2.1 of this report.

To bring these dimensions of VET performance closer to real-world contexts, they were further broken down into 30 specific policy and system outcomes. Here, 'outcomes' refer both to the commitments made by the education system—pledges to achieve specific results for defined groups of learners and stakeholders—and to the measurable results that demonstrate how successfully these commitments have been met in each country. For instance, an outcome such as "access to initial VET" indicates the presence of a commitment to provide access, and it also identifies an area of measurement of system performance in fulfilling this commitment. The 30 outcomes are described at

¹ The focus of this report is on TVET. However, for convenience and consistency with the monitoring reports of other countries in the Torino Process, TVET and VET are used interchangeably.

² The Torino Process is a multiannual review of vocational education and training (VET) in countries in East and South-East Europe (including Turkey), Central Asia, and the South and East Mediterranean region, which the ETF is carrying out in partnership with countries in these regions on a regular basis since 2010. For more information see <https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>

³ For a full overview of the Torino Process system performance monitoring framework and its conceptual underpinnings, see <https://bit.ly/47YGA6I>.

the beginning of the corresponding section and subsections in this report (Section 2.2, Subsections 2.2.1 to 2.2.4).

At the final step of disaggregation in the Torino Process monitoring framework, the 30 outcomes are broken down into specific, measurable targets (monitoring targets) that reflect how the 30 outcomes apply to the different groups of learners they are intended to serve. These groups include youth and adults, female learners, socio-economically disadvantaged youth, adults at risk of exclusion (long-term unemployed, adults with low or no education, economically inactive adults), and first-generation migrants. In 2023 and 2024 the Torino Process monitoring framework tracks a total of 82 monitoring targets: 30 core targets that reflect the outcomes irrespective of who the learners are (outcomes for the general learner population, so to speak), and 52 additional targets focused on specific groups of learners. A selection of results related to these additional, learner-specific targets is discussed in Section 2.3 of this monitoring report.

1.2 Monitoring metrics

In the context of Torino Process monitoring, performance is measured through a system performance index (SPI). The index is available for each of the monitoring targets in the Torino Process framework. The SPIs can range from 0 to 100, where 100 indicates maximum or best performance.

These SPIs are aggregate metrics which combine multiple administrative or big data indicators to provide a more comprehensive and realistic picture of what policies and systems are delivering across countries. Although such synthetic indices are more fragile and unstable than individual data points, they are necessary, as many of the outcomes in the Torino Process monitoring are complex and multifaceted and therefore cannot be fully captured by a single indicator. The diversity of learners within countries also limits how effective a single indicator can be in representing performance across various populations or settings.

To address this, the ETF monitoring combines conceptually coherent sets of indicators from its database of key indicators on education, skills, and employment (KIESE) to create the SPIs.⁴ This approach produces one index for each of the 82 outcomes monitored through the Torino Process.

The SPIs are intuitive and user-friendly way of presenting system performance even in areas that are otherwise difficult to monitor with traditional administrative measures. The single score they provide simplifies the interpretation of the otherwise complex data and is easier to use for planning and decision-making purposes. Therefore, in 2024, these indices, along with the KIESE data used for their calculation, continue to serve as key information source for the updated monitoring reports of all countries participating in the Torino Process.

This report showcases a selection of key monitoring results based on those indices, as follows: overall performance by broad monitoring dimension (Section 2.1), performance by specific area and system deliverable (Section 2.2 and subsections), and performance in support of specific groups of learners (Section 2.3). The report also provides an international average score⁵ for these results for reference purposes, and, where relevant, it showcases disaggregated data used to calculate the system performance indices and information provided by national authorities through the monitoring

⁴ The full list of KIESE indicators and the selection of indicators used as proxies in constructing the Torino Process SPIs (KIESE SPI indicators) can be found at <https://bit.ly/4exAkF0>.

⁵ "International average" refers to the average for countries participating in the Torino Process.

questionnaire. Links to the full dataset for Egypt and to the Torino Process monitoring framework and methodology can be found in the third and final section of this document.

1.3 Scope of update in 2024

As in 2023, this monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators for certain monitoring targets were missing.

In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. This lighter approach was adopted to reduce the reporting burden on countries by removing the need to provide detailed questionnaire responses every year. In addition, to maintain consistency in the types of data used to calculate system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024.

Since the 2024 update of performance indicators relies solely on internationally comparable KIESE data (KIESE SPI indicators), without supplementary qualitative inputs from countries, SPI values for which such data was not available for Egypt in 2024, or for which it was not available consistently in both years, have remained unchanged from 2023. In some instances, this also means that some sections of the report may have remained the same as in 2023.

Where that happens, it does not necessarily indicate a lack of progress or stagnation; it may simply reflect the absence of new internationally comparable data beyond what was collected in 2023, or that data is available for only one of the two reference years (2023 or 2024). This may also result in fewer noticeable shifts in the landscape of system performance in 2024 as reflected by the SPIs. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.

Considering that each SPI refers to a specific monitoring target which tracks policy and system performance across a wide range of learner groups and areas in education and training, any change in the SPIs indicates a corresponding shift in performance in support of learners in those areas. Therefore, how many of the monitoring targets for a country have new SPI values shows, on average, how much the performance of education and training in that country has changed from one year to the next.

How many of the 82 system performance indices available for Egypt have shifted between 2023 and 2024? In other words, what was the scale of changes in policy and system performance in the country over that period? Table 1 shows the total number of monitoring targets with validated SPI changes by country participating in the Torino Process monitoring, as well as the percentage of all monitoring targets in the framework that have changed between 2023 and 2024.

TABLE 1. AVERAGE SCALE OF CHANGE IN POLICY AND SYSTEM PERFORMANCE, EGYPT AND ETF PARTNER COUNTRIES (2023-2024)

Country	Monitoring targets with validated change (total number)	Monitoring targets with validated change (share of all targets)
EGY	28	34.15%
ALB	24	29.27%
ARM	12	14.63%
AZE	12	14.63%
BIH	33	40.24%
DZA	1	1.20%
GEO	32	39.02%
JOR	32	39.02%
KAZ	27	32.93%
KGZ	12	14.63%
LBN	11	13.41%
MAR	31	37.80%
MDA	15	18.29%
MKD	33	40.24%
MNE	33	40.24%
PSE	10	12.20%
SRB	43	52.44%
TUN	21	25.61%
TUR	46	56.10%
UKR	30	36.59%
XXK	25	30.49%

Source: Torino Process database

System performance in Egypt has seen more noticeable shifts since 2023 compared to many other countries in the Torino Process monitoring. The data indicates that 21 of the 82 monitoring targets (25.6%) were affected by an SPI change between 2023 and 2024, across all areas of monitoring, as will be discussed later.

This places Egypt on the upper end of the spectrum of change, similar to Albania, Egypt, Morocco or Ukraine, which had a change in performance of similar intensity. Like for other countries, however, it is important to note that the table includes only targets with validated, data-driven changes. They likely present a more conservative estimate of overall shifts in system performance in Egypt since 2023 than may actually be occurring.

1.4 Comparability and reliability of monitoring data in Egypt

In addition to messages about system performance, the Torino Process monitoring methodology foresees keeping accurate records about the availability, origin and type of evidence used to calculate the 82 performance indices and corresponding results for each country, including Egypt. In 2023, this

mix of KIESE and self-assessment data led to the creation of three supplementary indices to help interpret the robustness of country results: an index of their international comparability, an index for the risk of bias in the results, and a self-assessment index which tracks the degree to which countries tend to be self-critical.

The international comparability index tracks the proportion of internationally comparable KIESE indicators available for calculating the system performance indices of each country. The higher the share of indicators available, the more internationally comparable the monitoring results. The risk of bias index, on the other hand, measures how many of the 82 SPIs per country are based on quantitative data versus self-assessment responses; a greater reliance on self-assessments increases the risk of bias. Finally, the self-assessment index reflects whether a country tends to be self-critical in reporting its policy and system performance through the self-assessment questionnaire.

In 2024, two of these indices remain unchanged, but still relevant: the risk of bias index and the self-assessment index, both of which are carried over from 2023. The risk of bias index remains relevant because it reflects the proportion of SPIs based on quantitative data versus self-assessment responses. This mix, which was established in 2023, continues to define the data composition of the 2024 results, as no new self-assessment evidence was collected from countries and thus, the proportion of SPIs which in 2023 relied on self-assessment responses by countries has remained the same for all of them.

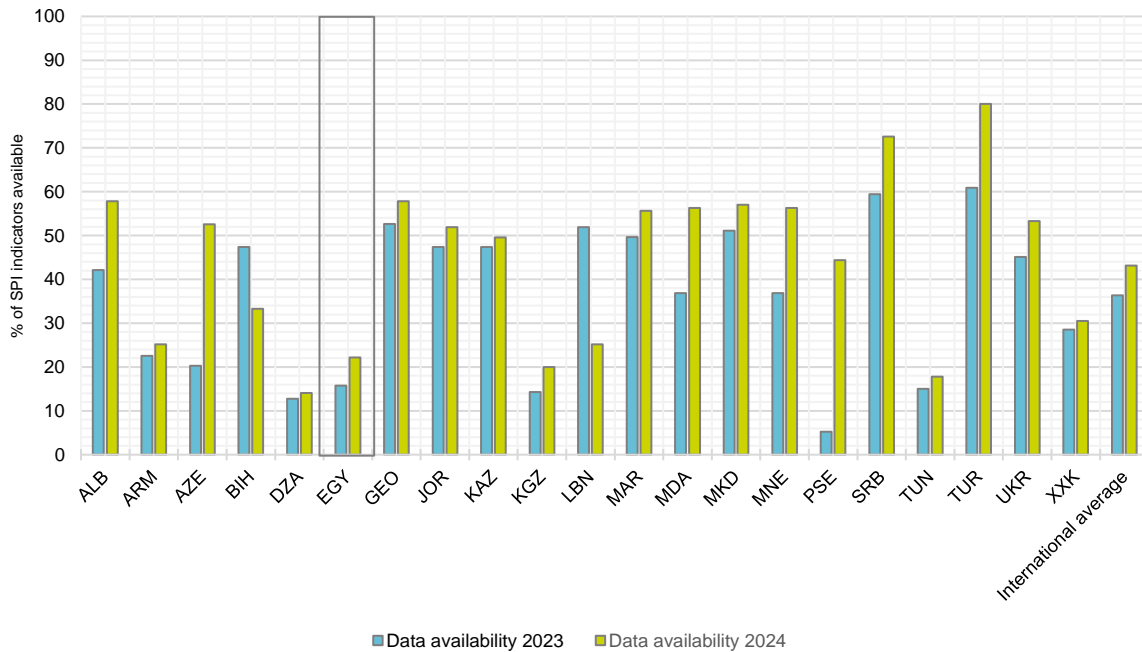
The self-assessment index remains unchanged as well. Its relevance stems from the fact that it provides insights into how countries tend to report within the self-assessed portion of the results. Since no new self-assessment responses were collected in 2024, this index still continues to reflect tendencies toward positive or critical self-reporting within the self-assessed data from 2023.

The monitoring results of Egypt are at higher risk of bias compared to other countries in the Torino Process, on average: less than 15% of the monitoring results for 2024 are based on quantitative evidence, compared to an average of 33.6% for the other countries participating in the system monitoring. Despite the higher bias potential, however, the responses provided by Egypt in 2023 in the supplementary monitoring questionnaire are somewhat more self-critical than the self-assessment results of other countries in the Torino Process. This implies that even with a lower reliance on quantitative data, the self-assessment of performance by authorities and stakeholders in Kyrgyzstan does not appear inflated when compared to that of other countries, on average.

The international comparability of the data used for monitoring is the only reliability metric that has changed since 2023. The position of Egypt on this metric has improved somewhat. While in 2023, only 15.8% of the KIESE SPI indicators were available, in 2024 the share climbed to over 22% (Figure 1). Despite improvement, Egypt remains among the countries with the least internationally comparable data available, well below the international average of 43.18%. Consequently, it is also among the countries with the least internationally comparable results (Figure 1).

If the risk of bias in the monitoring results depends on the availability of internationally comparable evidence, and if Egypt has somewhat more of this data in 2024 than in 2023, why has this not improved the reliability of monitoring results regarding risk of bias?

FIGURE 1. AVAILABILITY OF INTERNATIONALLY COMPARABLE DATA FOR SYSTEM PERFORMANCE MONITORING, EGYPT AND ETF PARTNER COUNTRIES (2023-2024)



Source: Torino Process database

As noted earlier, to ensure consistency in the types of data used for calculating system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024. Consequently, the mix of SPIs by data type (quantitative or self-assessment) in 2024 remained unchanged from 2023. Since the number of SPIs based on self-assessment responses in Egypt also remained the same, the risk of bias remains consistent. Moreover, even if this methodological limitation were set aside, simply increasing the volume of internationally comparable data would not necessarily reduce this risk, as additional data might primarily enrich SPIs already based on quantitative evidence in 2023.

2. MONITORING RESULTS: EGYPT

2.1 Policy and system performance in 2024: overall results

The Torino Process monitoring draws on multiple, often disparate, information sources and data. To facilitate a quick, efficient, and focused communication of key messages despite the diversity of information collected, the reporting of monitoring results aggregates the evidence in ways which facilitate a quick overview of system performance without sacrificing too much detail.

The eight monitoring dimensions mentioned in the previous section are the top layer of reporting in this respect. They capture VET system performance in various domains, the selection of which is aligned with national and international country commitments and reform and development priorities concerning learning. These eight dimensions are described in Table 2.

TABLE 2. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

Code	Dimension	Description
A.1	Access to learning	This dimension captures the degree to which initial VET (IVET), continuing VET (CVET), and other adult learning opportunities to which VET could contribute, are accessible and attractive for learners irrespective of who they are and why they wish to engage in learning.
A.2	Participation in learning	This dimension captures the likelihood of VET learners to survive and thrive in the education and training system by looking at its vertical and horizontal permeability, that is whether learners can switch between general and vocational pathways and between formal and non-formal learning, as well as whether they complete their learning.
B.1	Quality and relevance	This dimension captures the extent to which learners in IVET and CVET are provided with basic skills and key competences, whether their learning has exposure to, and is relevant for, employment, and also whether they are provided with adequate career guidance.
B.2	Excellence	This dimension captures the presence of system-wide policies and measures to promote highest quality practices and results in teaching and training, content design and provision, governance and VET provider management, and equity and social inclusion.
B.3	Innovation	This dimension captures the presence of innovative practices and priorities on system level in the areas of access to learning, support for successful completion of learning, and quality of learning and training outcomes.
B.4	System responsiveness	This dimension captures the extent to which curricula for youth and adults consider themes of significance for sustainability, climate change awareness, and digitalisation, as well as whether the IVET and CVET systems are responsive to labour market needs, demographic changes, and socio-economic developments.
C.1	Steering and management	This dimension captures the availability of evidence for informed decision-making, the degree to which governance of VET is participatory, the presence and transparency of quality assurance arrangements, the quality and capacity of staff in leadership positions, and the degree of internationalisation of IVET and CVET.
C.2	Resourcing	This dimension captures the adequacy and efficiency of human and financial resources in IVET and CVET, and the extent to which the material base for learning and training is adequate, that is – conducive to effective teaching, training, and learning.

This chapter of the monitoring report presents the performance of the VET system in Egypt across the eight dimensions of Torino Process monitoring, and the evolution of that performance since 2023. Since data is currently available for only two years (2023 and 2024), it is too early to determine whether a consistent pattern or direction of change – a trend – exists over time, both in Egypt and in other countries participating in the Torino Process monitoring.

One way to address this temporary limitation is to track the relative standing of the country against the international average instead of looking at the national data in isolation. This approach allows for a more meaningful assessment of progress by placing the national monitoring results within a broader context, to show not only if performance in a given domain of monitoring is improving or declining, but also how that compares to developments elsewhere.

Looking at relative changes in performance, specifically the difference between national and international monitoring results, can be a useful proxy for the evolution of policy and system performance in a country even when a limited number of data points, or data points which lack update, restrict the ability to establish longer term performance trends. The approach also draws attention to

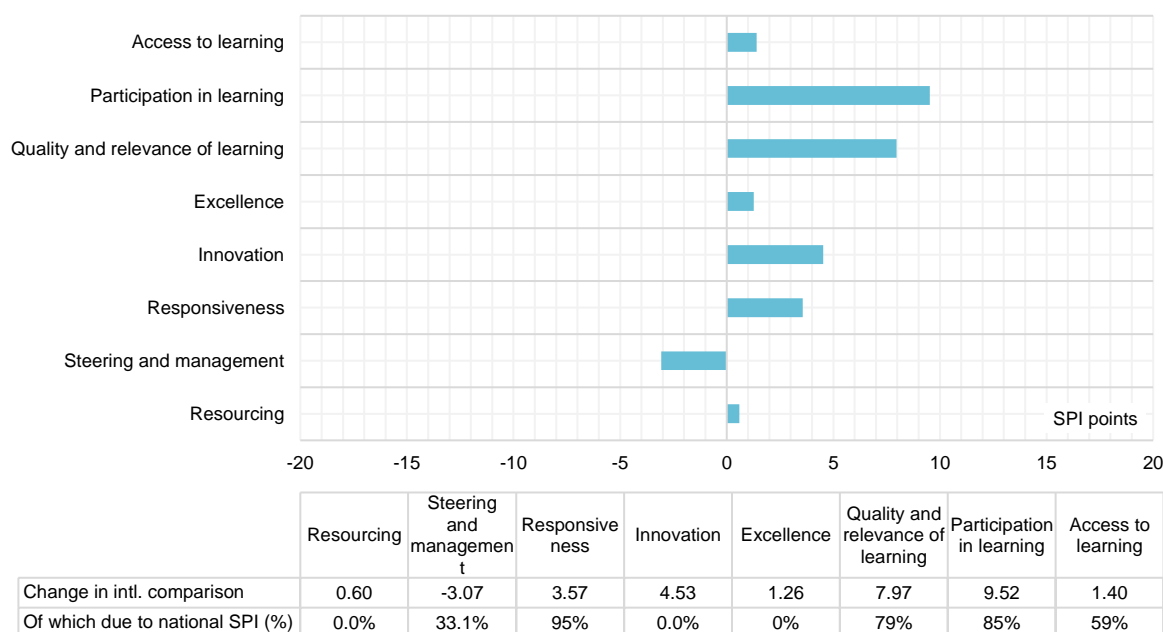
the changing average performance of countries, which allows for a discussion of the broader context and how shifts in the average might reflect trends or challenges shared by countries participating in the monitoring.

Figure 2a provides a snapshot of how the performance of VET in Egypt has evolved in the eight dimensions of monitoring since 2023, viewed through the lens of the average level of performance of other countries participating in the Torino Process. It presents the SPI point changes for each area – how much the results have diverged or converged relative to the international average since 2023 in each category – and it also distinguishes whether these changes stem from a shift in national SPIs and/or shifts in the broader landscape of cross-country performance. Keeping track of this information is important to avoid the appearance of progress or decline in cases where there is no change in national performance but only an evolution in the international context.

The most significant performance change occurred in the domain of participation in learning. Egypt's relative position improved by 9.5 SPI points, largely driven by positive developments at the national level. The responsiveness of VET also improved compared to other countries in the Torino Process sample (+3.6 SPI points), as did quality and relevance, which saw a sizeable SPI increase of 7.8 points. This improvement was influenced by national-level changes but also by a modest decline in the international average. The international standing of Egypt in support of access to VET improved as well, but here the margin of improvement was considerably smaller (+1.4 SPI points), in part because other countries improved more significantly in this area, on average.

Improvements in other dimensions, such as innovation, excellence, and resourcing, on the other hand, resulted from declines in the international performance context rather than from better national results.

FIGURE 2A. CHANGE IN SYSTEM PERFORMANCE BY MONITORING DIMENSION: EGYPT AND INTERNATIONAL AVERAGE (2023-2024)



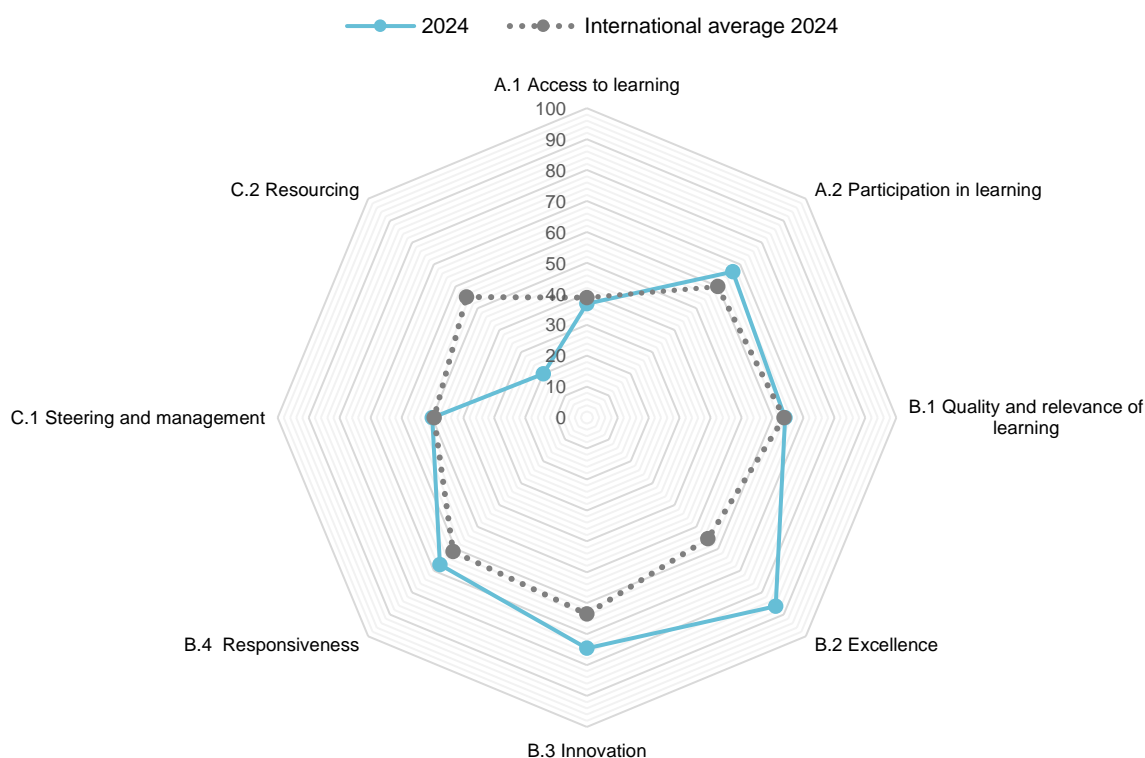
Source: Torino Process database

The only domain of monitoring in which the standing of Egypt has declined in international comparison is the steering and management of the VET system (-3 SPI points). This decline was primarily due to an increase in the average performance of other countries participating in the Torino Process, which surpassed the modest performance improvements at the national level in Egypt since 2023.

On a more granular level, the findings for 2024 suggest that lifelong learners in Egypt can expect to benefit from an education and training system that is heavily invested in fostering the highest-quality practices in teaching and training, content, governance, and integration. National authorities report that excellence is an area of very good system results, more so than in other countries, on average (Dimension B.2, SPI of 86 in 2023 and 2024, Figure 2).

The VET system is also seen as well-integrated with labour market needs and broader societal developments, including in areas such as green skills and digitalisation. Additionally, VET is reported as being more receptive to innovation than the average across Torino Process countries (Dimension B.3, SPI of 75), and also more responsive to external developments than in 2023 (Dimension B.4, SPI of 67 in 2024, up from 63 in 2023).

FIGURE 2b. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, EGYPT AND INTERNATIONAL AVERAGE (2024)



Theoretical⁶ index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

⁶ 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 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.

Nonetheless, VET remains a somewhat less appealing option for potential learners in Egypt. Despite an improvement in performance since 2023, access to lifelong learning continues to yield below-average results in international comparison and relative to other domains of system performance monitoring (Dimension A.1, SPI of 37 in 2024, up from 32 in 2023).

The adequacy of resources too remains an area of weaker results (Dimension C.2). Egypt, like many other countries in the Torino Process, experiences shortages in both financial and human resources across the IVET and CVET subsystems.

2.2 Policy and system performance in specific areas of monitoring and against specific outcomes

VET performance in Egypt in the eight monitoring dimensions presented so far is driven by 30 policy and system outcomes. It is through these outcomes that the IVET and CVET subsystems work to meet the needs and expectations of stakeholders, particularly of youth and adult learners. This section of the monitoring report presents findings about system performance on the level of these deliverables. To facilitate reading and the navigation of content, the section groups the presentation of the 30 outcomes by the three major areas of commitment to learners, which were introduced in the first section of this report: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). Reporting in Area B, the largest by the number of outcomes, is divided into B (1) and B (2).

2.2.1 Area A. Opportunities for lifelong learning: access and participation

In Area A (Access and participation in opportunities for LLL), the Torino Process tracks the first two monitoring dimensions presented in Section 2.1 – access/attractiveness and participation, with six system outcomes (Table 2). These outcomes include access to IVET, CVET, and other opportunities for lifelong learning, the vertical and horizontal permeability of the VET system, as well as the prospects of learners in IVET and CVET to graduate and - where relevant – progress to subsequent levels of education and training. The outcomes included under Area A are defined in Table 3.

TABLE 3. POLICY OUTCOMES IN MONITORING AREA A: ACCESS/PARTICIPATION

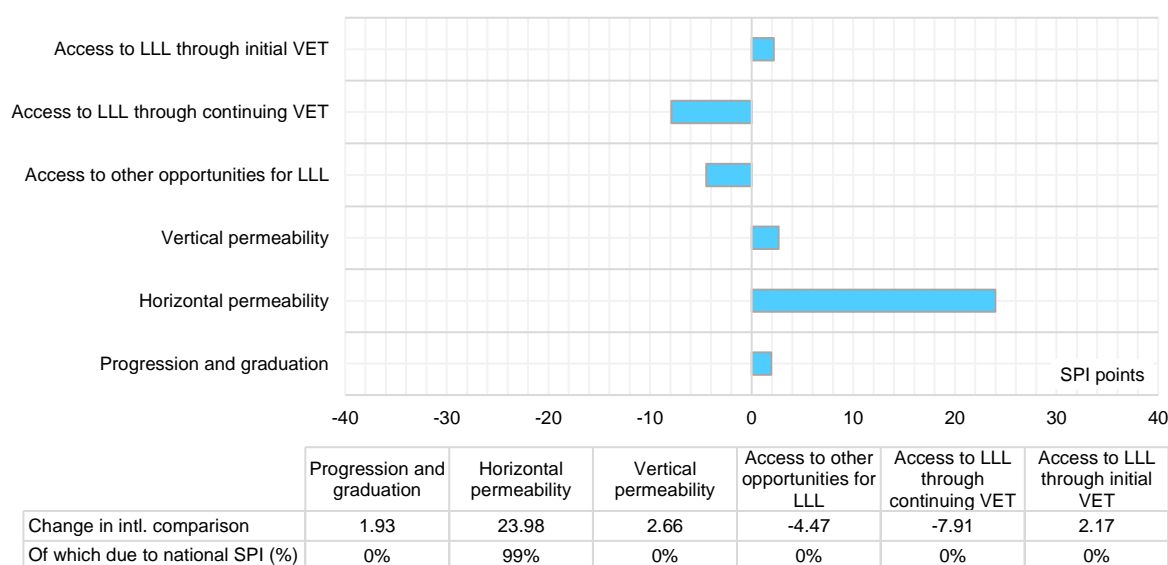
Code	Deliverable (outcome)	Description
A.1.1	Access and attractiveness: initial VET	This outcome captures the degree to which initial VET is an attractive educational choice in comparison with other learning alternatives, and whether that choice is accessible to various target groups of learners.
A.1.2	Access and attractiveness: continuing VET	This outcome captures the degree to which continuing VET is an attractive choice in comparison with other skills development alternatives, as well as whether that choice is accessible to various target groups
A.1.3	Access to other opportunities for LLL	This outcome captures access to other opportunities for lifelong learning not covered by outcomes A.1.1 and A.1.2 and VET, such as active labour market policies (ALMPs)
A.2.1	Flexible pathways: vertical permeability	This outcome strives to capture the vertical permeability of the education and training system vis-à-vis initial and continuing VET, understood as possibility for transition between consecutive tracks of education and training (general and vocational).
A.2.2	Flexible pathways: horizontal permeability	This outcome strives to capture the horizontal permeability of the education and training system vis-à-vis initial and continuing VET, understood as the possibility for transition between parallel tracks of education and training (general and vocational), and between formal and non-formal learning settings
A.2.3	Progression and graduation of learners	This outcome refers to the degree of success (graduation, progression) of learners in VET, for instance in comparison with other education and training alternatives

Figure 3a provides an overview of how the relative performance of VET in Egypt has evolved since 2023, compared to the international average, in delivering access and participation for learners.

The results of Egypt improved in international comparison in one domain measuring system performance in support of access to VET: access to IVET (+2.2 SPI points). However, the positive change resulted entirely from a decline in the average performance of other countries in the Torino Process sample, not from national level improvements. Developments in the international context also accounted for all the negative change in access to CVET and other opportunities for lifelong learning. The decline in these areas was – 7.9 and -4.5 SPI points since 2023, respectively. These are, in fact, the only two areas where the international standing of Egypt deteriorated in 2024.

Conversely, the results for horizontal permeability of VET pathways in Egypt – the ability of learners to move laterally within the education and training system, typically between different VET and general pathways or programmes at the same level – has improved by 24 SPI points, almost entirely due to improvements in national system performance. Modest improvements are also visible in vertical permeability to higher levels of education and support for progression and graduation, but this is because other ETF countries are encountering greater challenges than in 2023 in maintaining the capacity of their education and training systems to facilitate upward mobility, and support learners in completing their programmes.

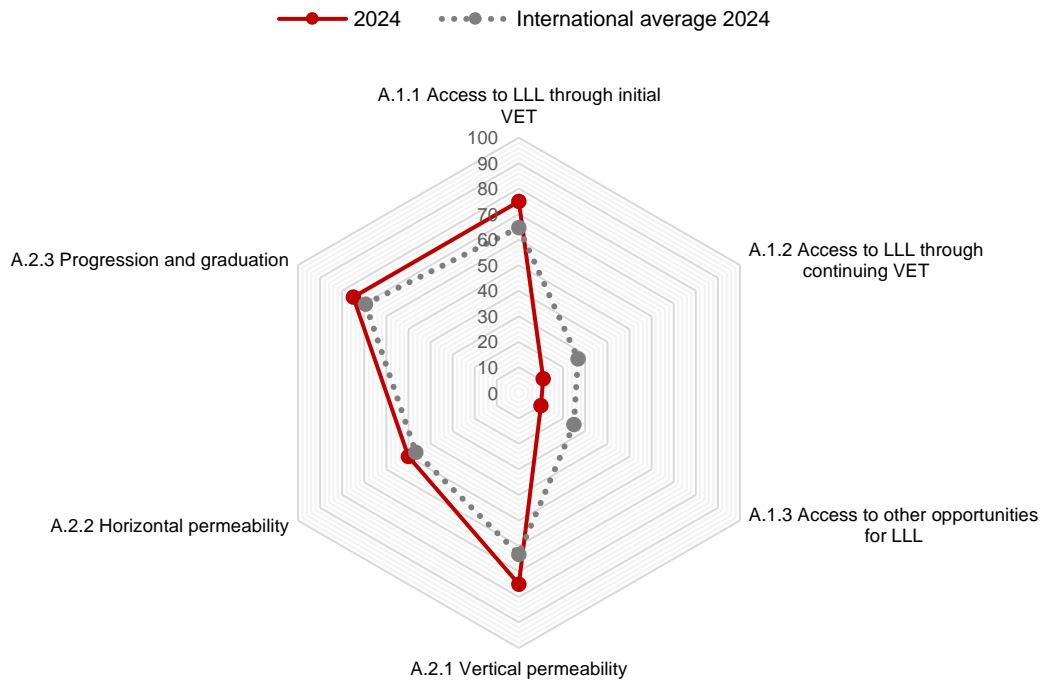
FIGURE 3a. ACCESS AND PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2023-2024)



Source: ETF Torino Process database

The preceding section highlighted the importance of expanding opportunities for participation in VET and lifelong learning. Egypt has made significant progress in access to initial VET (Outcome A.1.1, SPI of 75) - a result that reflects broad availability of vocational education and training opportunities across all 27 governorates in 2023 as well as 2024. This progress has been supported by strategic initiatives such as the Advanced Technology School (ATS) model and the introduction of Technological Universities. These initiatives have been introduced with the specific aim of enhancing the attractiveness of VET as a study choice.

FIGURE 3b. ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL: INDEX OF SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

As in other countries participating in the Torino Process, the monitoring results for access and participation in CVET and other lifelong learning opportunities beyond VET (Outcomes A.1.2 and A.1.3) are lower, indicating room for improvement. At the same time, the capacity for CVET provision is significant, with a broad geographical distribution supported by numerous governmental providers and programmes available at no cost to trainees. However, the modest results in this area (Outcome A.1.2, SPI of 11) suggests that efforts to make better use of this capacity are yet to take effect. In the meantime, ensuring broader participation of adults in education remains a challenge.

While opportunities have expanded, the attractiveness of CVET programmes varies significantly depending on the provider. Private sector and NGO-led programmes are often perceived as more appealing due to their quality and stronger job prospects, yet they remain less accessible. The latest government reform initiatives, such as the integration of CVET within initial VET institutions, represent a future opportunity to improve both access and attractiveness, particularly by leveraging existing infrastructure and resources more effectively.

Once learners enter the system, how flexible are their educational and training pathways? Much like in other countries, but to a greater extent, participants in VET in Egypt face a system with limited permeability between learning pathways (general and vocational, and between non-formal and formal learning (Outcome A.2.2). While transitioning from general education to VET is possible, movement in the opposite direction remains largely restricted and is primarily reserved for students with medical challenges. However, the latest results indicate progress in this area, with system performance in support of horizontal permeability improving from 26 SPI points in 2023 to 50 SPI points in 2024. The

increase was driven by progress in the area of recognition, validation, and accreditation of prior learning, as reported in the course of the UNESCO GRALE5 survey.⁷

Transitions between consecutive tracks of education and training, on the other hand, remain much more feasible (Outcome A.2.1, SPI of 75). Egypt continues to perform above the average for Torino Process countries in this area and, as in 2023, learners enrolling in VET in 2024 can also expect a good degree of support for progression and graduation (Outcome A.2.3, SPI of 75). Efforts continue to help students complete their programmes and advance to further learning, including initiatives such as the 'work system' programme, which seeks to reduce dropout rates by allowing students to balance full-time work with technical education while attending school primarily for exams.

Additional measures to support learners in completing their programmes and preventing school drop-out include the introduction of the Labour System in 2014, which targets students from low-income families, and the establishment of transition-to-employment units at various levels. These units provide targeted information and guidance on career prospects, helping to motivate students to continue their education. The MoETE is also working to reform systems such as the Labour System scheme to improve efficiency, transparency, and alignment with the dual model. These efforts aim to better support youth and adults at risk of dropping out of education and training.

2.2.2 Area B (1). Lifelong learning outcomes: quality and relevance

In the first part of Area B (Quality and relevance of LLL outcomes), the Torino Process follows another two of the dimensions presented in Section 2.1, namely quality/relevance and responsiveness of VET, with a total of eight policy and system outcomes. These outcomes cover the quality of learning of youth and adults in VET in terms of key skills and competences, the exposure of learners in VET to the world of work, the employability of graduates from IVET and CVET, the availability of career guidance for them, as well as the relevance of learning and training content in VET.

Under relevance, the monitoring records the responsiveness of the VET programme offering to demographic, labour market, and socio-economic developments, as well as the inclusion in VET curricula of themes pertaining to the green and digital transition. The outcomes included under Area B (1) are defined in Table 4.

**TABLE 4. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING
AREA B (1): QUALITY AND RELEVANCE**

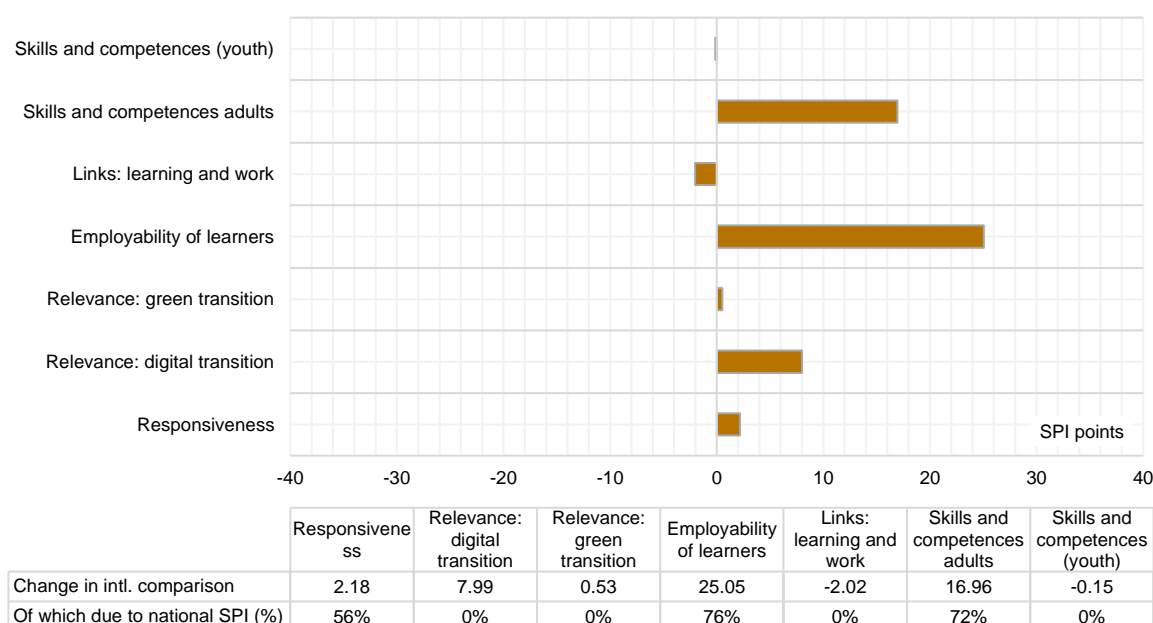
Code	Deliverable (outcome)	Description
B.1.1	Key competences for LLL, quality of learning outcomes	This outcome captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for learners in formal education (including IVET), as defined in regular international surveys and international assessments
B.1.2	Adult skills and competences	This outcome captures the extent to which adults in working age dispose of basic skills and key competences, as captured by regular international surveys.
B.1.3	Links between learning and the world of work	This outcome reflects the pragmatic relevance of IVET and CVET programmes through the lens of participation in work-based learning (WBL) and the share of programmes with outcomes/objectives that include a WBL component
B.1.4	Employability of learners	This outcome refers to the labour market relevance of opportunities for LLL as captured through evidence of labour market outcomes of graduates from IVET, CVET, and other forms of LLL with a VET component

⁷ KIESE SPI Indicator 24, year of reference: 2020. Source: UNESCO GRALE.

B.1.5	Opportunities for career guidance	This outcome strives to capture the timely availability of up-to-date information about professions and education programmes, which information allows prospective and current students in VET to take informed decisions concerning their education and employment paths
B.4.1	Relevance of learning content: green transition	This outcome captures the extent to which curricula for youth and adults consider themes of significance for sustainability and climate change awareness, including “green skills” for sustainable economies
B.4.2	Relevance of learning content: digital transition	This outcome tracks the extent to which curricula for youth and adults incorporate themes concerning digitalisation, and the extent to which learners are provided with basic digital skills as a result
B.4.3	Responsiveness of programme offering	This outcome captures the degree and speed of responsiveness of initial and continuing VET systems to the needs of the labour market and to other changes concerning demography and socio-economic developments

Figure 4a provides an overview of how the relative performance of VET in Egypt has evolved since 2023, compared to the international average, in delivering quality and relevance to learners. The data indicate that the international performance context in this area has shifted across the full range of outcomes it encompasses. In comparison, Egypt’s results have remained unchanged between 2023 and 2024 in all but three domains: the skills and competences of adults, the employability of learners, and the responsiveness of VET to socio-economic developments. Performance in all three has improved in international comparison, largely due to national-level progress but also, in part, to a decline in average performance internationally.

FIGURE 4A. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2023-2024)



Source: Torino Process database

Egypt’s relative standing declined in only one monitoring domain—links between learning and work (-2 SPI points)—solely because other countries documented progress in this area since 2023, while Egypt’s results remained unchanged. In contrast, in the two remaining domains within this performance dimension—the relevance of VET to the digital and green transitions—Egypt’s results improved. Here

too, the change was not driven by national-level progress but by a decline in the performance of other countries.

How has system performance evolved since 2023 at the national level, rather than in terms of international standing? The quality of learning and the acquisition of key skills and competences can be a challenge for all VET learners, regardless of age. However, in 2024, it appears to be a greater hurdle for youth than for adults. Performance in support of basic skills and key competences for youth in formal education, including IVET, remains only average (Outcome B.1.1). In 2023, national authorities indicated that this could mark the beginning of an upward trend, influenced by two major factors.

The first is the transformation of all programmes to competency-based curricula, initiated by MoETE in 2018. As part of this reform, employers participate in the final assessment of students to ensure that the intended learning outcomes are achieved. The second is the ongoing establishment of the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN), which will be responsible for reviewing and accrediting both IVET and CVET programmes. In addition to these institutional efforts, various private sector entities and NGOs have been actively involved in providing essential skills through diverse programmes and platforms.

The second factor is that a significant proportion of students entering the IVET and CVET systems may have weak basic skills due to educational progression rules, which direct those who do not meet the minimum score requirements for general secondary education toward technical education. This situation underscores the need to integrate basic literacy and numeracy into the newly introduced competency-based curricula, ensuring that students can fully benefit from their vocational training.

The relevance of skills and competences of adults in Egypt, on the other hand, has seen a sizeable improvement since 2023, from an SPI of 58 in 2023 to an SPI of 70 in 2024 (Outcome B.1.2), largely due to improvements in basic IT literacy.⁸ The previous edition of this monitoring report underscored the significance of incentivising adults to make use of existing opportunities for adult learning more than they do now, and of increasing investment in initiatives which ensure that as many as possible of these opportunities provide training of good enough quality to boost workforce competitiveness and reduce economic inequalities.

The data also show that the overall employability of learners in VET and other lifelong learning settings to which VET contributes, which was around the average in 2023, has improved (Outcome B.1.4, SPI of 75 in 2024, up from 56 in 2023). The better results are driven by a more positive perception by policymakers in Egypt of the impact which IVET and CVET, informal workplace learning, company training, and advanced professional education are having on productivity and employment. Adult education is also increasingly recognised for its impact on employability, career prospects, salary levels, and job satisfaction for both women and men.⁹ This improvement may also be linked to stronger ties with the labour market through various work-based learning (WBL) initiatives and public-private partnerships, such as the ATS model. Performance in this domain of monitoring was reported as relatively high already in 2023 (Outcome B.1.3, SPI of 75).

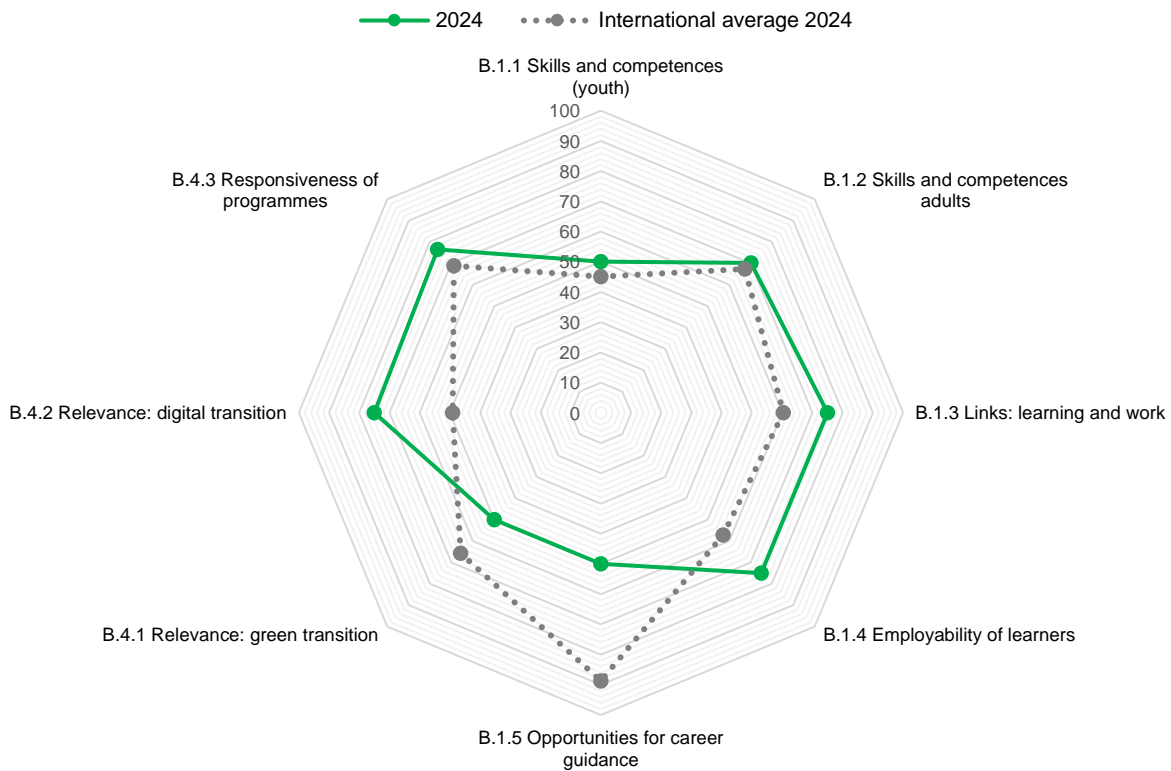
WBL initiatives have a long tradition in Egypt, with efforts to formalise the traditional apprenticeship system dating back to the 1950s. The establishment of public vocational training centres (VTCs) introduced structured vocational training programmes leading to a vocational diploma in industrial occupations. The traditional apprenticeship system has historically helped bridge the gap between

⁸ KIESE SPI Indicator 36: "Proportion of youth and adults with ICT skills with at least one ICT skill." Year of reference: 2020. Source: ITU.

⁹ KIESE SPI Indicators 50 and 52. Year of reference: 2020. Source: UNESCO GRALE.

labour market needs and the skills of workers skills, with numerous examples in sectors such as furniture manufacturing in the Damietta governorate.

FIGURE 4b. QUALITY AND RELEVANCE OF LLL: INDEX OF SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

According to information provided by national authorities, "educated unemployment" nevertheless remains a stark feature of the Egyptian labour market. Its persistence indicates that the mismatch between the skills acquired by learners and those required by employers remains a challenge. This issue is further compounded by only average performance in the provision of career guidance to learners (Outcome B.1.5, SPI of 50).

Efforts are underway to address these shortcomings and further reduce the education-to-work gap. This has led to the creation of School-to-Work Transition Units in schools, providing up-to-date information on professions and educational pathways. Over the past 20 years, TVET in Egypt, with international support, has launched career guidance initiatives to help individuals make informed decisions about their future. By 2023, more than 1,300 Transition Units had been established, with further expansion planned. Guidance periods have also been introduced in technical schools to strengthen career orientation.

With support from the TVET II project, the Ministry of Education developed a Guidance Strategy in 2022 to enhance outreach and establish a dynamic Career Information System. This initiative includes early career guidance for VET students and teacher training in counselling, aiming for a more comprehensive response to educated unemployment. In August 2023, MoETE integrated career guidance into students' academic plans as a graded subject. "Career Guidance" and "Innovation and

Entrepreneurship” have been incorporated into the Technical Secondary School (TSS) plans and the general competence framework, with one compulsory weekly class for each across all three grades.

The Torino Process also scrutinizes the relevance of learning content from a long-term perspective, examining the extent to which curricula address forward-looking, emerging issues like digital and green transitions. In this performance dimension, the VET system of Egypt presents a mixed message. It fares well in incorporating digitalisation as a theme in curricula (Outcome B.4.2, SPI of 75), and less so when it comes to considering the green transition (Outcome B.4.1, SPI of 50) (Figure 4). Recent initiatives like the International Applied Technology Schools (IATS), dubbed as "Green and Smart" schools, along with the establishment of three green economy competence centres, may contribute to improving these outcomes even further.

The VET system is also relatively responsive to labour market developments (Outcome B.4.3, SPI of 77), more so in 2024 than in 2023. The reason for the improvement is a stronger alignment of vocational education and training with the needs of diverse learner groups, including migrants and refugees, individuals seeking recognition of prior learning, adults with low literacy and basic skills, the long-term unemployed, NEET youth, and workers in low-skill, low-wage, and precarious employment.¹⁰ The introduction of the Dual System in technical secondary schools, combining formal schooling with in-company training, and the "School inside a factory" scheme, are examples of efforts to enhance the relevance and practicality of VET education. Moreover, the ATS and Centres of Competence (CoCs) initiatives add a truly flexible element of work-based-learning based on partner company needs.

2.2.3 Area B (2). Lifelong learning outcomes: excellence and innovation

In the second part of Area B (Excellence and innovation in support of lifelong learning), the Torino Process monitors two performance dimensions – excellence and innovation, which accommodate a total of eight system outcomes. These outcomes include excellence in pedagogy, learning content, governance, and inclusion into learning, as well as systemic innovation supporting access, participation, quality, and relevance of learning and training. The outcomes included under Area B (2) are defined in Table 5.

**TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING
AREA B (2): EXCELLENCE AND INNOVATION**

Code	Deliverable (outcome)	Description
B.2.1	Excellence in pedagogy and professional development	This outcome captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and training system, including in the domain of professional development of teachers
B.2.2	Excellence in programme content and implementation	This outcome captures the results of efforts to promote excellence in the content and implementation of VET programmes, with a specific focus on bringing them closer to the world of work (i.e. through work-based learning), on prioritising greening in curricula and teaching, as well as on promoting excellence in learning.
B.2.3	Excellence in governance and provider management	This outcome captures the results of efforts to promote excellence in the domains of financing, leadership, and governance, as well as the extent to which these examples are systemic or not
B.2.4	Excellence in social inclusion and equity	This outcome captures the results of efforts to promote excellence in the domain of equity and social inclusion in education and training, as well as the extent to which these examples are systemic or not

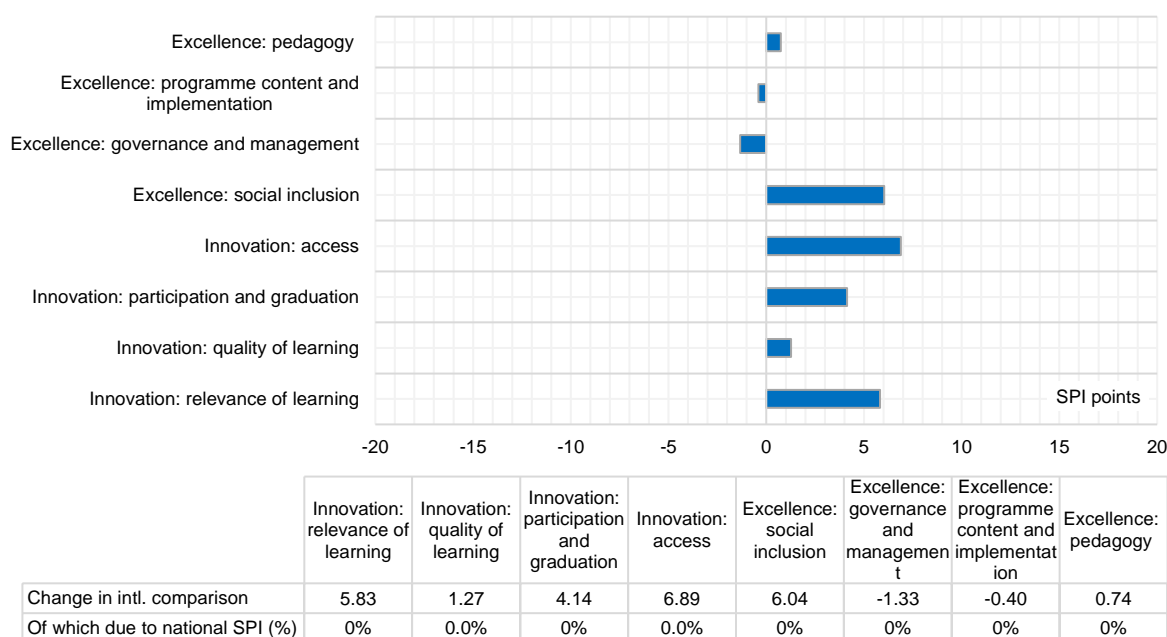
¹⁰ KIESE SPI Indicator 95. Year of reference: 2020. Source: UNESCO GRALE.

B.3.1	Systemic innovation: access to opportunities for LLL	This outcome captures the presence of innovative practices and policy solutions in the domain of access to opportunities for lifelong learning.
B.3.2	Systemic innovation: participation and graduation	This outcome captures the presence of innovative practices and policy solutions in the provision of support for participation in (and graduation from) opportunities for lifelong learning, and the extent to which they are systemic (or not)
B.3.3	Systemic innovation: quality of learning and training outcomes	This outcome captures the presence of innovative practices and policy solutions for raising the quality of learning and training in terms of the knowledge, skills, and abilities acquired by learners
B.3.4	Systemic innovation: relevance of learning and training	This outcome captures the presence of innovative practices and policy solutions for raising the labour market relevance of knowledge, skills, and abilities acquired by learners

The Torino Process defines excellence as the presence of system-wide policies and measures that promote the highest quality practices and results across key domains of policy and provision of programmes and services in VET. These domains include pedagogy and professional development, programme content and implementation, governance and provider management, and social inclusion and equity. Innovation, by contrast, reflects the adaptability, creativity, and forward-thinking approach of the VET system in addressing evolving labour market and learner needs.

Figure 5a presents a comparative overview of how the performance of VET in Egypt has evolved between 2023 and 2024 in relation to the average of other countries in the Torino Process in these domains of monitoring. It shows that the results for Egypt in delivering excellence and innovation have improved somewhat in international comparison since 2023 in almost all domains of monitoring included in this area. However, all shifts are due to changes in the international average, not due to evolution of national performance.

FIGURE 5A. EXCELLENCE AND INNOVATION - CHANGE IN SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2023-2024)



Source: ETF Torino Process database

The most notable shift concerns innovation in support of access, which increased by 6.9 SPI points. Egypt's relative standing has also improved in innovation for more relevant learning outcomes (+5.8 SPI points) and innovation for participation and graduation (+4.3 SPI points). However, all these gains result from a decline in average performance internationally.

Changes are also evident across all domains related to excellence. The largest shift in this area is in excellence in support of social inclusion (+6 SPI points), where the average performance of ETF partner countries declined between 2023 and 2024. While the average may obscure the progress of individual countries that improved during this period, the overall decline suggests that many countries are struggling to sustain or advance high-quality, inclusive practices in their VET systems.

According to monitoring data and information from national authorities, Egypt has established and is effectively implementing initiatives in support of high-quality practices and outcomes in key areas of VET. These include excellence in pedagogy and professional development for teachers and trainers (Outcome B.2.1), programme content and implementation (Outcome B.2.2), governance and provider management (Outcome B.2.3), and social inclusion and equity (Outcome B.2.4). As a result, Egypt reports of above-average system performance against all monitoring outcomes included under "excellence" (Figure 5b).

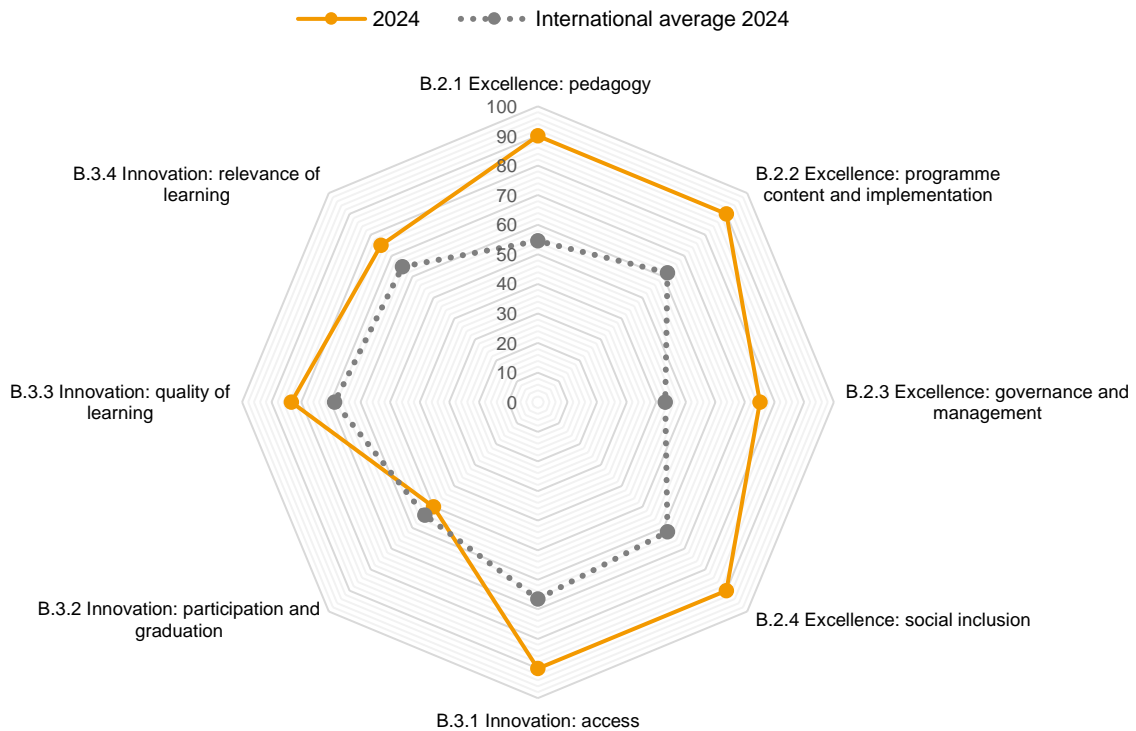
As a prominent example of these efforts, national authorities describe the sectoral Centres of Competence. Initiated under the auspices of the MoETE to serve as both benchmarks and technical resources for affiliated technical schools, these centres are being developed in collaboration with private sector employers to leverage modern facilities for practical training. This strategic approach enables a combination of initial and continuing vocational education and training (IVET and CVET), addressing the upskilling needs of students, graduates, jobseekers, and current employees in relevant sectors. Additionally, these centres are intended to operate under a dual education system, integrating theoretical instruction with practical occupational training through partnerships with industry entities.

Egypt reports of additional systematic efforts aimed at fostering excellence in governance, provider management, financing and quality. This includes the establishment of the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN) and the Sector Skills Councils, both aimed at ensuring the quality and relevance of VET programs to market needs. The development of 25 Centres of Competence by 2030, with 5 already under establishment, reflects a committed effort to advance VET quality and accessibility. Additionally, the collaboration of MoETE with development partners and the private sector through models like the Applied Technology Schools signifies a robust approach to the involvement of industry stakeholders in VET in support of quality and relevance.

The VET system in Egypt is also relatively open to innovative practices and solutions aimed at enhancing the relevance of learning outcomes (Outcome B.3.4) and improving the quality of learning outcomes (Outcome B.3.3). It is also receptive to innovation in support of access to learning (Outcome B.3.1).

In this context, national authorities highlight the sectoral CoCs as a notable initiative promoting both excellence and innovation. Supported by development partners such as KfW, GIZ, and the EU, the initiative aims to establish 25 CoCs by 2030, with 5 already under development and an additional 3 in the pipeline. A ministerial decree has also facilitated the creation of VTCs within ATS premises to expand opportunities for CVET and LLL. This effort is complemented by the integration of VTCs within TE schools, as part of a broader review and reform of the education law, reflecting a policy-level commitment to linking VET with ongoing learning opportunities.

FIGURE 5b. EXCELLENCE AND INNOVATION: INDEX OF SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

Another key initiative is the planned MoU between MoETE, MoM, and the Federation of Egyptian Industries to leverage the National Training Fund for upgrading 20 technical secondary schools. This upgrade aims to align these schools with the ATS model, incorporating VTCs for training during holidays and evenings to further expand learning opportunities.

The success of these initiatives can be attributed to a solid foundation that fosters innovation and experimentation. This foundation is built on a combination of policy support, investment in infrastructure such as the CoCs, and partnerships with the private sector and international agencies. Such an environment not only promotes excellence but also enables innovative practices to take root, contributing to the positive outcomes reported by national authorities.

In contrast, innovation has been less pronounced in domains where performance is already at an average or above-average level, such as innovation in support of participation and graduation (Outcome B.3.2). Stakeholders may view the system's current performance as sufficient, reducing the perceived urgency for new approaches or reforms. The SPI performance metrics suggest that in areas where results meet or exceed expectations (Outcome A.2.3, discussed in Section 2.2.1 above), the drive for continuous improvement or innovation may be less prominent, as resources and efforts are likely being directed toward areas with more pressing challenges.

2.2.4 Area C. System organisation

In Area C (System organisation), the monitoring framework accommodates the two final dimensions presented in Section 2.1 – steering/management and resourcing, in which the Torino Process tracks a total of eight system outcomes. These outcomes include the availability and use of data for informed decision-making, the involvement of stakeholders in VET policy, provider management, and resourcing, quality assurance and accountability, the internationalisation of VET providers, as well as the availability and use of human and financial resources in VET. The outcomes included under Area C are defined in Table 6.

**TABLE 6. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING
AREA C: SYSTEM ORGANISATION**

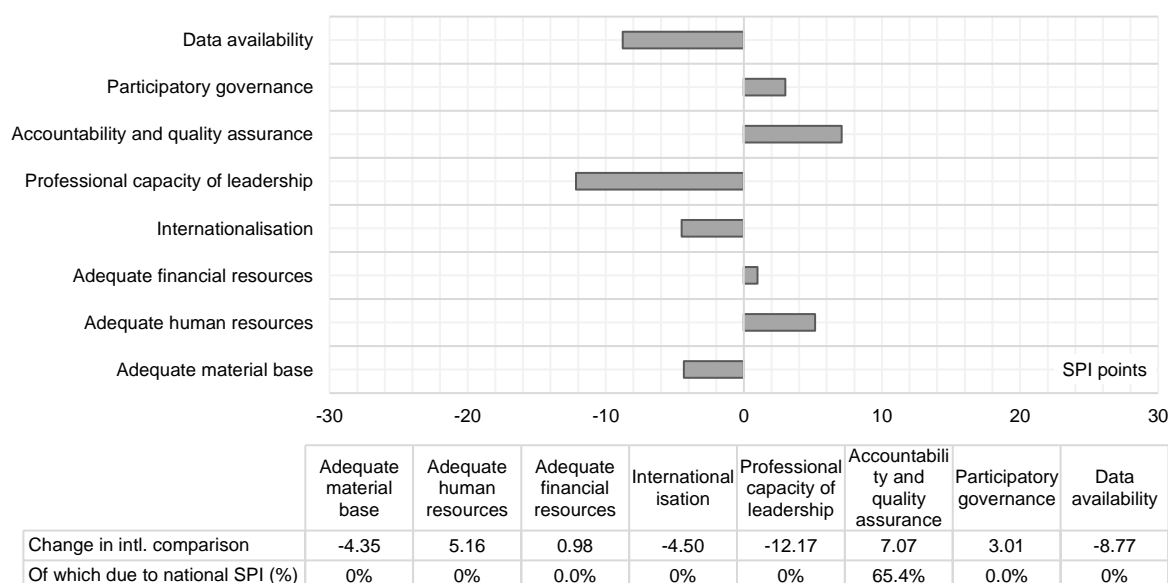
Code	Deliverable (outcome)	Description
C.1.1	Data availability and use	This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence to support monitoring and improvement
C.1.2	Participatory governance	This outcome captures the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning opportunities for LLL through initial and continuing VET
C.1.3	Public accountability and reliable quality assurance	This outcome tracks the extent to which reliable and trustworthy quality assurance (QA) mechanisms and accountability arrangements are in place which cover learners, teachers, and providers, as well as the extent to which the QA results are publicly available
C.1.4	Professional capacity of staff in leadership positions	This outcome monitors the availability and professional capacity of qualified staff in leadership roles and in other key administrative roles on provider level
C.1.5	Internationalisation	This outcome monitors the degree of internationalisation in IVET and CVET, such as internationalisation of QA arrangements, curricular content, qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, etc.)
C.2.1	Adequate financial resource allocations and use	This outcome captures the adequacy of financial resources invested in IVET and CVET in terms of level of investment and allocation, as well as the degree of diversification of funding between public and private sources
C.2.2	Adequate human resource allocation and use	This outcome captures the efficiency of human resource management in terms of availability of teachers and trainers, and the adequacy of their deployment and career management
C.2.3	Adequate material base	This outcome captures the extent to which the material base for learning and training is adequate, including learning and training materials which are supportive of and promote effective teaching, training, and learning

The data in Figure 6a show that TVET performance in Egypt has shifted in international comparison since 2023 across all domains of system organisation. However, except for quality assurance, where much of the improvement in 2024 was driven by national developments, these shifts are not the result of changes in Egypt but rather due to variations in the international average. There is no internationally comparable evidence indicating progress in national performance in these areas. This does not necessarily mean that no changes have occurred at the national level, but rather that no data are available to confirm or measure such developments.

The largest performance declines relative to the international average since 2023 can be observed in the professional capacity of school leadership (-12.7 SPI points), the availability of data for informed decision-making (-8.8 SPI points), internationalisation (-4.5 SPI points), and the adequacy of the material base for teaching and learning (-4.4 SPI points) (Figure 6a). These declines are partly due to

Egypt's relatively low baseline in 2023 – for example, in data availability, where the SPI was only 10. As a result, even modest improvements in the international benchmark in 2024 create large SPI point differences. Additionally, some declines reflect more substantial improvements in the international average, such as in the capacity of school leadership, where the benchmark rose from an SPI of 40 in 2023 to 54 in 2024. In contrast, Egypt's relative standing in ensuring adequate human resources in TVET has improved in international comparison since 2023, as other countries in the Torino Process sample appear to face increasing challenges in this area.

FIGURE 6a. SYSTEM MANAGEMENT AND ORGANISATION - CHANGE IN SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2023-2024)



Source: ETF Torino Process database

In 2024, performance in the area of system organisation and management remains mixed. The only domain where national developments have led to a change (improvement) in monitoring results since 2023 is public accountability and reliable quality assurance (Outcome C.1.3, SPI of 90 in 2024). The better results reflect improved perceptions regarding quality assurance of adult learning and education across key areas, including curriculum and teaching quality criteria, the use of ICT in learning, educator training, and employment conditions.¹¹

Ongoing efforts in this domain centre on the recent establishment of the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN), which at the time of preparation of this report was expected to become operational.

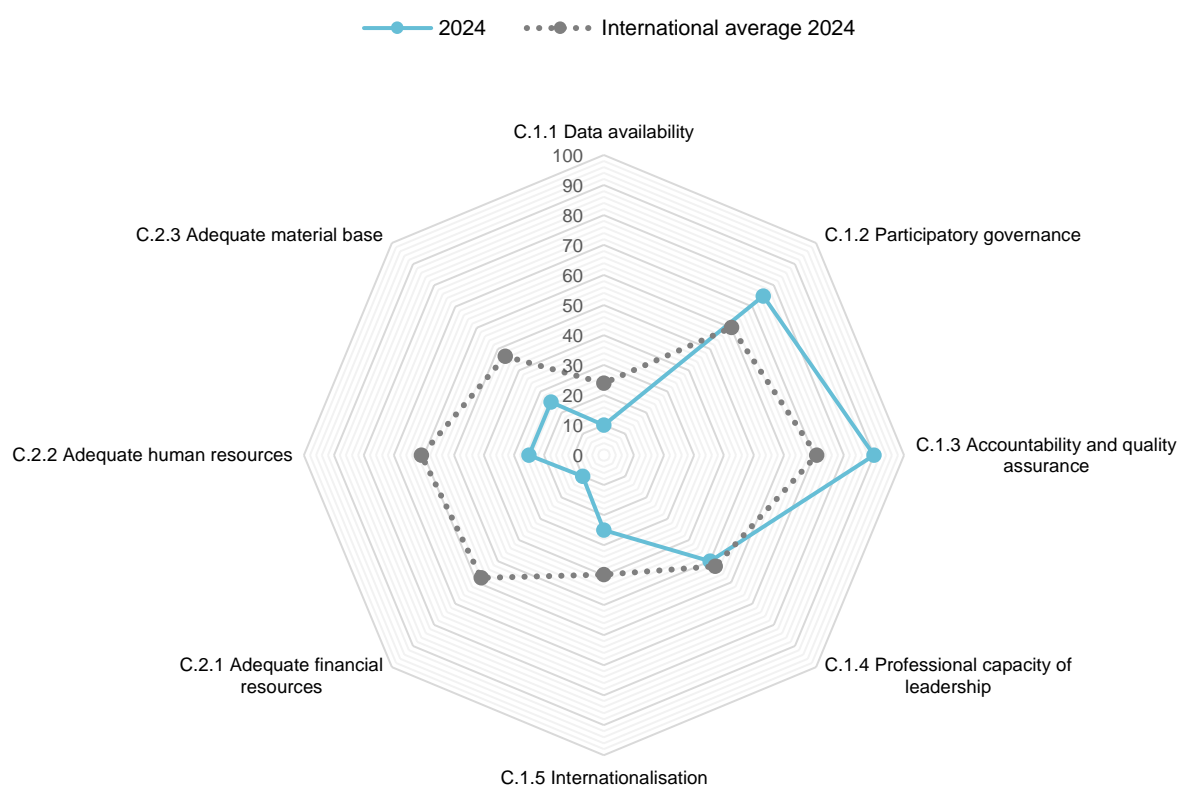
In 2023, Egypt reported of strong system performance in the domain of participatory governance in VET (Outcome C.1.2, SPI of 75), which reflects the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning VET and lifelong learning. The institutional framework for stakeholder involvement includes councils aimed at enhancing coordination among VET stakeholders. However, in 2024 practical limitations persist. Many of these councils,

¹¹ KIESE SPI Indicator 114. Year of reference: 2020. Source: UNESCO GRALE.

including the NHRDC under the Prime Minister's presidency, the Executive TVET Council, the Executive Workforce Skills Development Council, and Regional Human Resource Councils, are currently inactive and ineffective in policy development. As a result, stakeholder involvement remains limited and ad hoc. Plans are underway to replace them with a National Supreme Council for Education and Training, incorporating private sector representation, alongside the establishment of Sector Skills Councils led by the private sector with MPED support.

As in most countries participating in the Torino Process, in 2024 the capacity for evidence-informed decision-making (Outcome C.1.1, SPI of 10) remains an area of weaker performance. Nonetheless, as reported in the previous round of monitoring, Egypt has leveraged its consistent participation in the Torino Process Reviews since the early 2000s to use national data - primarily sourced from CAPMAS - to periodically assess its VET system. This process provides a basis for Egyptian VET stakeholders to engage in a participatory review, using national data biannually to monitor VET reform progress and identify policy areas requiring further attention. While these efforts are commendable, concerns persist regarding the accuracy, availability, and reliability of national data, which may affect the depth and breadth of insights gained from such reviews.

FIGURE 6b. SYSTEM MANAGEMENT AND ORGANISATION: INDEX OF SYSTEM PERFORMANCE, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

National authorities report that system performance in ensuring professionally strong leadership in VET is above the average of other countries in the Torino Process (Outcome C.1.4, SPI of 50). Leadership positions in IVET and CVET providers are typically filled through internal promotions,

ensuring that those in leadership roles have prior experience within the institutions and the sector they oversee. Historically, MoETE's Professional Academy for Teachers has been responsible for training and developing staff in leadership roles, including school managers. This responsibility is being transitioned to the Technical and Vocational Education and Training Authority (TVETA).

Additionally, the Staff Training Institute is designated for the professional development of school managers within PVTD. Some models, such as the Applied Technology School Model, also facilitate private sector involvement in staffing for executive and managerial positions. This combination of internal promotions, targeted training programs, and private sector collaboration likely contributes to Egypt's above-average performance in leadership capacity in VET.

Internationalisation efforts for both IVET and CVET remain limited (Outcome C.1.5, SPI of 25). However, some initiatives have sought to increase international exposure and experience. For instance, the International Organisation for Migration (IOM) supported a project at the Fayoum Advanced Hospitality School, starting in 2010, which provided students with opportunities for summer internships in Italy. Additionally, in 2021, as part of the "Towards a Holistic Approach to Labour Migration Governance and Labour Mobility in North Africa" (THAMM) project, GIZ facilitated work-based training in Germany, highlighting ongoing efforts to promote regular migration and labour mobility.

The most significant weaknesses in system management and organisation relate to the availability and adequacy of human and financial resources (Outcomes C.2.1 to C.2.3). The monitoring results highlight a pressing need to reassess both the current level of spending on VET and resource allocation methods to improve effectiveness and efficiency (Outcome C.2.1, SPI of 10).

The VET system benefits from multiple funding mechanisms, including public funding from the national budget, revenue generated through core activities, the Training Fund, direct and indirect contributions from enterprises, and support from international donors such as the EU, GIZ, USAID, the World Bank, and Global Affairs Canada. Despite these sources, however, evaluating the adequacy of financing remains challenging due to the opaque nature of VET funding allocations within government budgets and the portion of internally generated funds reclaimed by the Ministry of Finance. Overall, available resources appear insufficient to fully meet the needs of the VET system. Official reports indicate a declining trend in state support for education, particularly in VET, with public expenditure on education as a share of total public spending decreasing from 11.5% in 2015/2016 to 9.2% in 2020/2021.

The sufficiency of human resources in public IVET and CVET also remains a concern, as recruitment has been constrained by a longstanding government policy freezing public sector hiring (Outcome C.2.2, SPI of 25). This has led to personnel shortages and negatively impacted training quality. The recent establishment of the Technical and Vocational Education and Training Authority (TVETA) within MoETE aims to address these issues, though its impact remains to be seen. Additionally, the availability of adequate teaching and learning materials in VET remains a major challenge (Outcome C.2.3, SPI of 25), posing a more significant issue in Egypt than in most other countries.

Efforts to address these challenges include partnerships between IVET and CVET providers and employers to recruit and train educators. Models such as the Applied Technology Schools, School within Company, and PTVD Training Stations reflect these collaborative efforts. Additionally, the introduction of new Technical Education models, where the private sector funds training materials for work-based learning—such as the dual system, the labour system, ATS, and integrated technical education schools—represents a step toward overcoming the challenges of ensuring high-quality education and training resources for learners.

2.3 How did policies and systems benefit specific groups of learners?

In this 2024 update, the Torino Process monitoring continues to track not only the deliverables of national VET policies and systems in general but also into the degree to which they address the needs and expectations of present and prospective lifelong learners. The monitoring framework traces how well and equitably system outcomes are distributed to these learners depending on their age and gender, and by features which can be influenced by policy, such as socio-economic disadvantage, labour market status, migration status and learning setting/pathway.

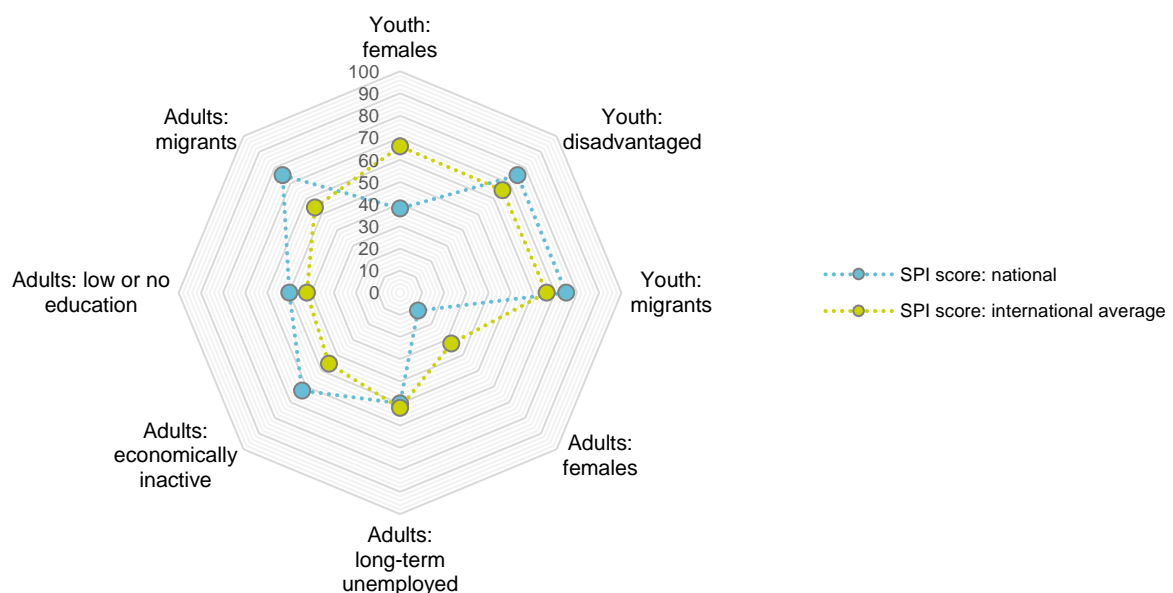
The next sections provide an overview of how the IVET and CVET subsystems in Egypt perform in a key selection of monitoring dimensions – access and participation, and quality and relevance – for the following key selection of learner groups: youth and adults, female learners, socioeconomically disadvantaged youth, adults at risk of exclusion, and first-generation migrants.

2.3.1 Access and participation

Overall results

The data presented in Figure 7 provides an overview of VET system performance in 2024 in support of access to learning opportunities for various vulnerable populations in Egypt, compared to the international average. The figure indicates that access to learning for young learners of strategic interest—female learners, socioeconomically disadvantaged youth, and first-generation migrants—has remained stable. Unfortunately, this also includes the below average results for access of females to VET (SPI of 38 in both 2023 and 2024). Internationally, system performance in supporting access to educational opportunities for young learners at risk is lower than in Egypt, except for females.

FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF ACCESS FOR SPECIFIC GROUPS OF LEARNERS, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

For adult learners who are at risk, the data in Figure 7 reveals a more nuanced picture. System performance seems to depend on the educational and socioeconomic backgrounds of prospective adult learners, which leads to a considerable variation in SPI scores for the different groups. Access to learning for females is an area of particularly low results (SPI of 12 for each group), far below the international average SPI of 33. In contrast, the policy and system arrangements in place are much more effective at delivering learning opportunities to adult with a migrant background. National authorities also report strong performance in support of adults who are economically inactive (Figure 7).

Table 7 shows the evolution of monitoring results between 2023 and 2024 for Egypt and for the international average, by broad age group (youth and adults), by gender, and by socioeconomic background of learners.

TABLE 7. ACCESS - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, EGYPT AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	38	0	66	-1.04
Youth: disadvantaged	75	0	66	-0.29
Youth: migrants	75	0	66	-0.91
Youth: average	75	0	65	-2.17
Adults: females	12	1.00	33	0.73
Adults: long-term unemployed	50	-12.50	52	0.15
Adults: economically inactive	63	12.50	45	2.00
Adults: low or no education	50	25.00	42	4.91
Adults: migrants	75	50.00	54	1.00
Adults: average	18	7.21	26	6.19

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

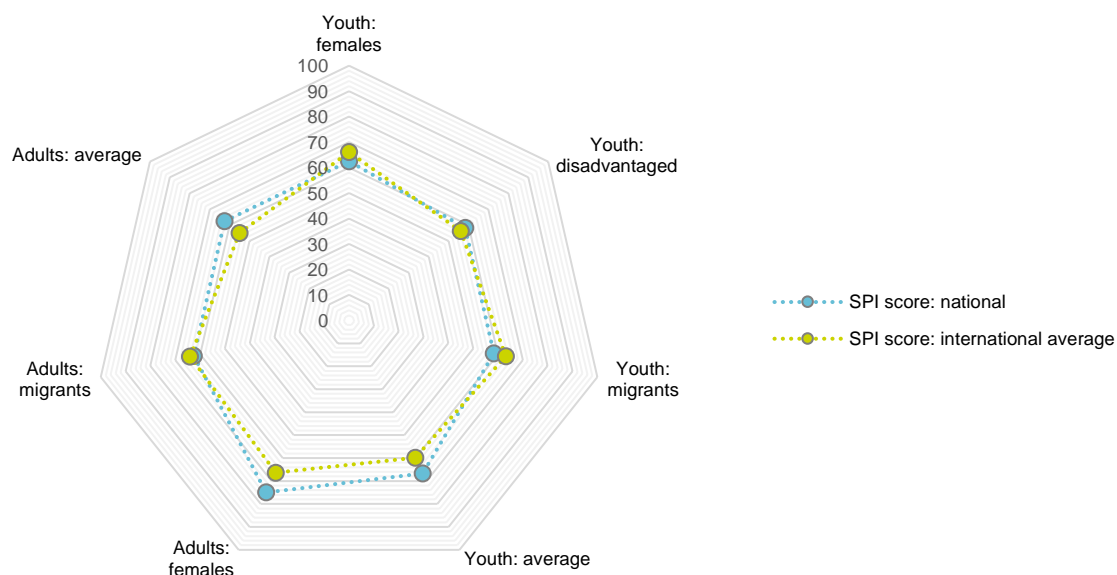
Source: Torino Process monitoring database

The data suggests a slight decline in the international benchmark for system performance regarding access across all groups of youth learners. The most concerning result in the domain of access to learning in international comparison, however, is reflected in the national data for Egypt and pertains to adults who are long-term unemployed. VET and adult education in Egypt appear to place learners from these groups at a particular disadvantage. This stands in stark contrast to the overall increase in performance observed between 2023 and 2024 in support of access for these groups across the countries participating in the Torino Process. Conversely, performance has improved considerably in support of learning opportunities for adults with low or no education, those with a migrant background, and those who are economically inactive.

For learners, access to education is the first step in their journey, but the ultimate goal is the successful completion of their programmes. To this end, several SPIs in the Torino Process monitoring framework assess how effectively policies and systems foster the progression and graduation of

learners. Once enrolled, do learners – especially those at risk – receive the support they need to advance and achieve their educational goals?

FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF PARTICIPATION OF SPECIFIC GROUPS OF LEARNERS, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

For all groups of special interest, VET performance in supporting learners to complete their programmes in Egypt is close to or above the international benchmark. The monitoring results suggest that adult female learners have better prospects of completing their programmes than other learners in VET in Egypt (Figure 8). In contrast, socioeconomically disadvantaged youth and youth with a migrant background are likely to face greater difficulties in progressing through and completing their programmes. Overall, adults have slightly lower chances of successfully completing VET programmes compared to youth.

Table 8 presents the evolution of monitoring results between 2023 and 2024 for Egypt and other countries in the Torino Process, broken down by broad age group and specific learner characteristics. The data show no change in SPI scores for any group in Egypt. In contrast, the international average has fluctuated within this monitoring domain.

For youth, policies and systems in other countries participating in the Torino Process have become slightly more effective in supporting socioeconomically disadvantaged youth (+0.84 SPI points) and learners with a migrant background (+0.89 SPI points) between 2023 and 2024. While these are small increases, they indicate progress in advancing inclusiveness among ETF partner countries. However, the absence of documented improvements in Egypt does not necessarily imply a lack of progress. It may also reflect that any changes in the country have not been recorded in ways that align with international standards for assessing and comparing policy developments—a point relevant when discussing system performance in the domain of evidence and data (see Section 2.2.4).

TABLE 8. PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, EGYPT AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	63	0	66	1.24
Youth: disadvantaged	58	0	56	0.84
Youth: migrants	58	0	63	0.89
Youth: average	67	8.08	60	-1.44
Adults: females	75	0	66	0.39
Adults: migrants	63	0	64	-0.35
Adults: average	63	12.13	55	-1.19

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

Source: Torino Process monitoring database

For adults, the international average shows uneven progress among Torino Process countries across different groups of adult learners. The SPI for adult females increased by 0.39 points, reflecting modest improvements in how some countries support female adults' participation and progression in education and training. In contrast, a slight decline of 0.35 points for adults with a migrant background suggests that, on average, countries are facing greater challenges in meeting the needs of this group.

The decrease of 1.19 points in the international average for adults points to broader difficulties in supporting adult learners in other countries. This suggests increasing challenges in retaining adult participants in education and training, as some VET and adult education systems may be struggling to maintain engagement. While Egypt's performance in supporting adults remains stable, the overall decline in the international average SPI indicates that several countries are encountering growing difficulties in this area.

Female learners

The performance of the VET system in supporting female learners varies significantly by age. The data suggest that VET in Egypt is considerably less attractive and relevant for female learners than for the general learner population, particularly for adult female learners. While young female learners find the VET system relatively more accessible, with an SPI score of 38, adult female learners face significantly greater challenges, reflected in a much lower SPI score of 12.

Although admission to initial VET programmes is generally open to both genders, enrolment trends show a clear gendered pattern across different fields. Industrial, agricultural, and hospitality specialisations attract more male students, whereas commercial technical schools have higher female enrolment rates. This distribution is largely shaped by societal and familial expectations, which encourage girls to pursue fields deemed "most suitable for female students." Additionally, labour market preferences, with employers favouring male candidates for certain jobs, further discourage female students from entering certain specialisations.

Despite these enrolment patterns, both male and female students have equal opportunities to complete IVET and CVET programmes successfully. However, broader educational challenges

disproportionately affect female students. The latest census data from 2017 indicate that 2.2 million Egyptian students aged 6 to 20 left school early, 53.4% of whom were female. Notably, 24% of female students discontinue their education after the preparatory stage due to various factors, including early marriage, failing to qualify for general education, and the absence of adequate guidance and counselling at the preparatory level.

Disadvantaged learners: youth

The TVET system in Egypt is relatively accessible to disadvantaged youth, with access levels on par with the average for other learner groups (SPI of 75). However, this accessibility may be partly shaped by existing access rules. While socioeconomic background does not directly impact initial access to VET—given the nominal costs—it does influence the educational pathways available to learners who do not meet the required scores for general secondary education or university admission. Many of these students, particularly those from financially constrained backgrounds, are channelled into public technical or vocational secondary schools and post-secondary VET institutions due to limited alternatives.

This situation suggests that disadvantaged learners, especially those without the means to afford private education, may have restricted choices, effectively being directed toward public VET by default. Once enrolled in VET programmes, they are slightly more likely than the average learner to face challenges in participation and progression (SPI of 58). Socioeconomic background can sometimes act as a barrier to successful completion of education and training.

Efforts to address these challenges include initiatives such as the "Labour System" scheme, introduced by MoETE to reduce dropout rates among socioeconomically disadvantaged students. This programme allows students to work while remaining enrolled in technical education. However, comprehensive data on the extent to which socio-economic background affects learners' basic skill proficiency in VET remains limited.

Learners at risk: adults

TVET in Egypt has a strong social orientation toward supporting vulnerable adults, providing them with significantly better access to lifelong learning programmes compared to other adult groups not considered at risk. However, some challenges persist.

Most public CVET providers primarily target youth, particularly those up to 35 years old, leaving a considerable portion of long-term unemployed adults (above 35) with limited access to public CVET programmes. The Ministry of Manpower, through its vocational training centres and mobile training units, offers short-term vocational training courses for uneducated and unemployed individuals aged 15–45. However, the public CVET system, described in a 2018 ETF report as the weakest element of Egyptian VET, suffers from regulatory gaps affecting quality and effectiveness. The establishment of the TVET quality assurance and accreditation authority, ETQAAN, is expected to address these issues by quality-assuring and accrediting CVET institutions and programmes, potentially enhancing the attractiveness of CVET.

The NEET category, which includes young adults¹² not in employment, education, or training, accounted for 27.1% of the working-age population in 2018. The main risk factors for being NEET

¹² The specific age range for NEETs in Egypt is 15 to 30 years. This definition encompasses early school leavers, unemployed youth, discouraged individuals who have stopped seeking work, and those outside the labour force for various reasons, such as family care or illness. This definition aligns with international standards, which typically define NEETs as individuals aged 15 to 24. However, Egypt's extension of the upper age limit to 30

include low education levels, residence in remote areas, and gender, with significantly higher NEET rates among women in both rural and urban areas compared to young men. While accessibility and attractiveness of CVET for NEETs are considered equal across all categories, awareness of available CVET opportunities may be insufficient among potential beneficiaries. No specific analytical reports have been conducted to assess the needs of this group or the extent to which CVET meets these needs.

System performance in supporting access to learning for adults with low or no education and those who are economically inactive has improved since 2023. Programmes offered by NGOs affiliated with the Ministry of Social Affairs, aimed at enabling income generation, may have contributed to this positive trend. However, the basic literacy required for participation in more formal CVET programmes remains a barrier for many potential trainees.

Learners by country of origin

Migrant populations in Egypt have been accorded access to vocational education as part of the educational process. Noteworthy normative advancements have been made to ensure access to learning opportunities in vocational education for refugees, particularly from Sudan and Syria, although these provisions do not extend to other migrants. For Syrians, specific legislation has been enacted to facilitate their participation in secondary and higher education in Egypt. Moreover, the financial barriers to higher education participation have been alleviated for Syrians through reduced costs.

The access for migrants to initial VET programmes is underpinned by international conventions and a range of decrees and policy papers. For example, presidential decrees have granted Sudanese and Syrian children of recognised refugees access to public schools, including technical secondary schools, on equal terms with Egyptian nationals. Further ministerial decrees have regulated the enrolment and scholarships of foreign students, inclusively designed to cover refugees. Syrian refugees, depending on where they obtained their secondary school certificates, face varying tuition fees for higher education, illustrating a nuanced approach to migrant education access.

Given the supportive legislative framework and financial accommodations detailed above, it is perhaps to be expected that Egypt performs well in providing access to vocational education for migrants. The monitoring data substantiates this, showing that migrants are just as likely to access vocational education as any other group of learners. Access to CVET is even stronger, perhaps due to the significant support from non-governmental organisations offering short-term training in various skills.

2.3.2 Quality and relevance

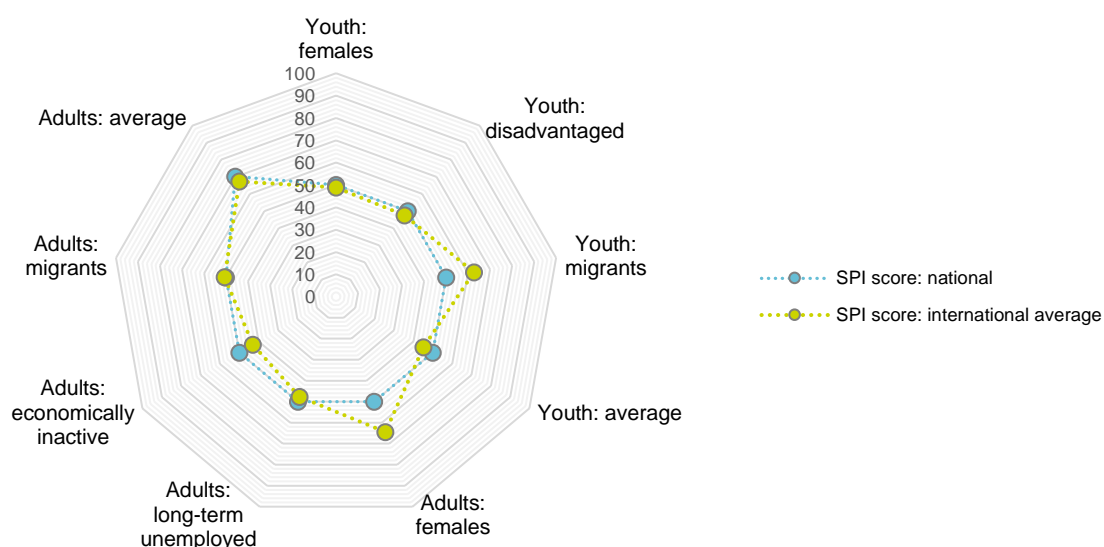
Overall results

The success of VET in Egypt in delivering foundational skills and competences varies across learner groups and is largely influenced by socio-economic background. For youth, system performance is close to the average of other countries participating in the Torino Process for most groups, except for those with a migrant background, where it is lower (Figure 9). The SPI for youth overall is 50, above the international average of 45.

Similarly, system performance in supporting female youth and socioeconomically disadvantaged youth stands at 50 SPI, slightly above the international averages of 48.9 and 47.6, respectively.

allows for a more comprehensive understanding of youth disengagement within the country's specific socio-economic context.

FIGURE 9. SYSTEM PERFORMANCE IN SUPPORT OF QUALITY AND RELEVANCE FOR SPECIFIC GROUPS OF LEARNERS, EGYPT AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

For adults, system performance is slightly above the international benchmark, with an SPI of 70 for Egypt compared to 67 for other countries on average. However, at the national level, the likelihood of possessing skills and competences appears to decline based on gender, socio-economic status, and migration background. System performance in supporting quality for all key adult groups—females, the long-term unemployed, the economically inactive, and migrants—falls well below the national average. These results suggest sizeable gaps in delivering quality education and training for at-risk groups.

TABLE 9. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, EGYPT AND INT. AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	50	0	49	-6.54
Youth: disadvantaged	50	0	48	-1.24
Youth: migrants	50	0	63	2.29
Youth: average	50	0	45	0.15
Adults: females	50	0	64	-1.37
Adults: long-term unemployed	50	0	48	1.94
Adults: economically inactive	50	0	43	0.40
Adults: migrants	50	0	51	-0.78
Adults: average	70	12.24	67	-4.72

Source: Torino Process monitoring database

The analysis of changes from 2023 to 2024 reveals a shifting international landscape that reframes the interpretation of Egypt's national performance relative to other countries (Table 9), even though Egypt's SPI scores have remained unchanged across all groups during this period.

For youth in 2024, Egypt's results in delivering skills and competences for females appear somewhat stronger in relative terms, not due to national-level improvements, but because of a decline in the average performance of other countries in the Torino Process sample. A similar pattern is observed for socioeconomically disadvantaged youth, where Egypt now performs above the international average due to a weakening international performance context.

For adults, the international context reveals greater variation. Performance in delivering skills and competences to female adults remains weaker in Egypt (national SPI of 50 vs. international average of 64, with a -1.37-point decline internationally). The gap in results for long-term unemployed adults (national SPI of 50 vs. international average of 47.7) has narrowed since 2023, as performance in other Torino Process countries improved by 1.94 points on average. A significant performance gap in favour of Egypt is also observed for economically inactive adults (national SPI of 50 vs. international average of 43, with a 0.40-point increase internationally), despite incremental progress in other countries.

Female learners

Once enrolled in education and training, female learners—regardless of age—can expect the same solid level of programme quality and relevance as other learner groups. However, while the quality and relevance of programmes are consistent, recent analytical reports specifically addressing gender differences in basic skills proficiency in IVET and CVET are lacking. The only identified study, conducted in 2011 by the Strategic Planning Unit of the Ministry of Higher Education (SPU-MoHE), did not examine gender differences in its assessment of postsecondary VET graduates' basic skills. This study found that most employers rated VET graduates' basic skills as "medium," with a smaller percentage considering them "strong" or "weak."

Despite the quality and relevance of educational programmes, female employment rates in 2021 remained notably low, accounting for only 15.6% of total employment across all industries. In some sectors, such as construction and transport and storage, female employment was less than 1%. This disparity is particularly stark compared to sectors like education and health and social work, where female employment rates exceed those of males. Additionally, unemployment data by educational attainment suggest a trend where higher education levels correlate with higher unemployment rates. However, no specific data are available to assess unemployment by knowledge, skills, and abilities.

Learners at risk: youth

Monitoring data reveal that disadvantaged youth receive education of comparable quality and relevance to that of the average learner, as reflected in a performance score of 50 in Dimension B.1. This indicates that disadvantaged youth are not at a disadvantage in acquiring basic labour market skills. Their outcomes suggest that they are equally equipped for the transition from VET to the world of work, with no observable disparities in the quality or relevance of the education and training they receive.

Learners at risk: adults

The quality and relevance of CVET and Active Labour Market Policies (ALMPs) for the long-term unemployed and economically inactive adults remain significant challenges within the system. These disadvantaged groups often struggle to access effective training programmes that align with their needs and labour market demands. The absence of targeted policies to address these challenges highlights a critical gap in ensuring equitable opportunities for skill development and employability.

Current policies and actions could place greater emphasis on introducing new training methodologies and integrating distance learning technologies tailored to the needs of these groups. There is a notable lack of initiatives aimed at increasing flexibility and adopting a learner-centred approach. As a result, the long-term unemployed, economically inactive individuals, and those with minimal or no education are less likely to benefit from innovative strategies designed to improve their access to and participation in lifelong learning.

Learners by country of origin

Despite recent VET reform efforts in Egypt, including the introduction of competency-based curricula and the establishment of ETQAAN, the impact of these quality-focused reforms on both IVET and CVET for migrant populations remains unassessed. While these initiatives aim to enhance the quality and relevance of vocational education and training, their effectiveness in addressing the specific needs of migrant learners has yet to be fully examined.

Nevertheless, these reforms present a significant opportunity to improve the educational experience and outcomes for migrant learners within the VET system. By aligning training programmes with competency-based standards and strengthening quality assurance mechanisms, these changes have the potential to bridge existing gaps and facilitate the better integration of migrant populations into the labour market.

3. SUPPLEMENTARY SOURCES AND INFORMATION

3.1 Links to background information and data

The full collection of quantitative indicators collected for Egypt for this 2024 round of monitoring can be found here:

<https://docs.google.com/spreadsheets/d/17mNjliUP6M2bNcGF4SZbVSMJaVMKnM3/edit?usp=sharing&oid=110154518834912853011&rtpof=true&sd=true>

The full collection of qualitative responses to the country-specific questionnaire for Egypt can be found here:

https://docs.google.com/document/d/1KQDg_uXYjb3fXOVvFGZGJetsplj-9YQ9/edit?usp=sharing&oid=110154518834912853011&rtpof=true&sd=true

General information for the Torino Process as well as the reports and data of other participating countries, can be found here: <https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>.¹³

3.2 Definitions and terminological clarifications

This section provides an overview and definition of key terms in the Torino Process monitoring framework.

- **Youth:** Population in the official age of entrance and participation in initial VET programmes.
- **Adults:** Population of working age (15+ years of age) not enrolled in initial VET programmes.
- **Disadvantaged youth:** This refers to socio-economic disadvantage and describes youth with access to below-average levels of financial, social, cultural, and human capital resources.
- **Long-term unemployed:** Long-term unemployment refers to the number of people who are out of work and have been actively seeking employment for at least one year.
- **Inactive populations:** Adults of working age who are outside of the labour force, meaning that they are neither employed nor registered as unemployed (that is, seeking employment)
- **Lifelong learning:** any learning activity undertaken throughout life, to improve knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.
- **System performance:** describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL).
- **Initial VET:** Vocational education and training carried out in the formal system of initial education (usually upper or post-secondary) before entering working life.
- **Continuing VET:** Formal or non-formal vocational education and training carried out after initial VET and usually after the beginning of working life.
- **Adult education:** Adult education or learning may refer to any formal, non-formal, or informal learning activity, both general and vocational, undertaken by adults after leaving initial education and training.

¹³ The Torino Process monitoring reports and data will be released gradually in the period January-February 2024 in the order in which countries submit their evidence and the reports are being finalised with them.