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Apprenticeship in Egypt- Towards a unified system?



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Foreword

After a period of fading interest in apprenticeship systems internationally, the aggravated global youth employment crisis has brought apprenticeship back to the policy agenda. The ILO has a global programme on quality apprenticeship which strives to promote dialogue among governments, workers and employers to improve the quality, legal framework, partnership and employment outcomes of apprenticeship systems at national level, and promote knowledge sharing at international level.

This report presents the findings of a legal review of existing apprenticeship schemes in Egypt. It describes the different schemes and compares them against stipulations in ILO instruments. A National Conference on Strengthening Apprenticeship in Egypt in April 2015 in collaboration with the Ministry of Manpower provided a platform for stakeholders to discuss the legal review and its conclusions, and formulated recommendations on how to move forward. These recommendations are captured in this report.

The new Strategy of the Ministry of Education foresees an increase in dual system education to fifty percent of all schools by 2025. A new TVET law embodies a unique chance to unify legislation on apprenticeship, foster tripartite dialogue and agree on incentives for both employers and young people to participate in a collaborative spirit.

The legal review was authored by Ghada Amin, Egyptian TVET expert. The conference report was compiled by Habiba Ezz, and benefited from support of the ILO's Decent Jobs for Egypt's Young People project funded by Global Affairs Canada. This report benefited from the review and contributions by Ahmed Banhawey, Mohamed El Khasab, Onsi Georgious, Carlos Mohr, and Darine Atwa and was compiled under the overall technical guidance of Christine Hofmann, ILO Skills Development Specialist for North Africa. I would like to thank all involved for their contributions and commitment to work towards a unified apprenticeship system.

Peter van Rooij
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List of Acronyms

AC	Arab Contractors
ETP	Enterprise TVET Partnership
EU	European Union
EVCQs	Egyptian Vocational Competency based Qualifications
GoE	Government of Egypt
HRD	Human Resource Development
ILO	International Labour Organisation
ITC	Industrial Training Council
MKI	Mubarak-Kohl Initiative
MoETE	Ministry of Education and Technical Education
MoIT	Ministry of Industry and Trade
MoMM	Ministry of Manpower and Migration
MSME	Micro, Small and Medium Enterprises
NGO	Non-Governmental Organizations
NSSP	National Skills Standards Project
PVTD	Productivity and Vocational Training Department
RUDS	Regional Units for Dual Systems
SME	Small and Medium Enterprises
TE	Technical Education
TSS	Technical Secondary School
TVET	Technical Vocational Education and Training
VTC	Vocational Training Centre

1. Defining Apprenticeship

It is recognized that countries with well-established apprenticeship systems tend to be better at managing school-to-work transitions for youth, enjoy lower ratios of youth unemployment rate to adult unemployment rate, and generally have lower unemployment rates. However, “export” of apprenticeship systems to developing countries has in most cases failed. At the same time, in countries with large informal economies, such as in Egypt, skills are often transmitted by means of informal/traditional apprenticeship: A young person learns a trade at the workplace from an experienced worker, usually a master craftsman, under agreed conditions ¹.

For long, Egypt’s informal/traditional apprenticeship ² has played an important role in bridging the gap between the skills needs of the labour market and the outcome of the formal education system. In the 1950s the Government of Egypt attempted to formalize Egypt’s traditional apprenticeship model by embarking on the establishment of a network of public vocational training centres offering theoretical and practical vocational training programmes. Currently, despite the government’s efforts to formalize apprenticeship, informal apprenticeship continues to be a main mechanism for skills development³. This trend is explained in light of the high capacity of the informal economy and its ability to absorb new entrants to the labour market, in addition to the limited capacities of the formal education and training systems and their apprenticeship schemes.

This paper ⁴ is mainly concerned with the effectiveness of currently operating formal apprenticeship schemes, focusing on their level of compliance with both the Egyptian Labour Law (12/2003) and the Egyptian Child Law (126). It will also identify, where appropriate, areas for potential conformity with ILO conventions, in particular the Human Resources Development Convention (No. 142), 1975, the Minimum Age Convention (No. 138), 1973, and the Worst Forms of Child Labour Convention (No. 182), 1999.

It has been observed that the term **apprenticeship** is very loosely used in Egypt to refer to a wide range of training programmes. However, for the purpose of this report, the following definitions for formal apprenticeship are considered:

1 ILO. 2017. Toolkit for Quality Apprenticeship. Volume I, Geneva, ILO, forthcoming; and ILO Policy brief: Upgrading informal apprenticeship systems http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_167162.pdf

2 The informal/traditional apprenticeship is intended for a wider range of apprentices; for technical schools graduates as well as illiterates, schools drop-outs at different educational attainment levels, children (10 years and even younger), more mature (to over 30 years old).

3 ILO. 2012. Informal apprenticeship in the Micro and Small Enterprises in Egypt – An alternative approach, ILO, Cairo; available at: http://ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213126.pdf

4 Based on a desk review and limited number of interviews with key informants from ministries, agencies and training providers.

- **The ILO definition ⁵ (Apprenticeship Recommendation (R60, 1939))**

“... the expression apprenticeship means any system by which an employer undertakes by contract to employ a young person and to train him [or her] or have him [or her] trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.” (Para.1).

- **The ILO definition (Vocational Training Recommendation (R117, 1962))**

“Systematic long-term training for a recognized occupation taking place substantially within an undertaking or under an independent craftsman should be governed by a written contract of apprenticeship and be subject to established standards.” (Para. X. 46).

In Egypt, apprenticeship is currently defined as follows:

- **Decree No. 175 of the year 2003 (article 1), concerning the rules and procedures regulating vocational apprenticeship,**

“Vocational apprenticeship means engaging the apprentice ... with the employers for the purpose of learning a certain vocation during a specific time period according to an agreement to be concluded between the worker or his guardian and the employer for that purpose. It shall be prohibited to engage the apprentice to learn the vocations that the children are prohibited to work therein, according to the ministerial decree issue in this respect.”

- **Decree No. 414 of the year 2015**

Limits the age of apprentices to a minimum of 13 years and maximum of 17, and allows apprenticeship durations to range between one and three years.

The following table summarizes the main differences between internships, formal and informal apprenticeship.

⁵ The ILO Standards Review Mechanism Tripartite Working Group (SRM-TWG) has recently decided to shelve outdated ILO instruments on human resources development, including the two recommendations mentioned here. Since more recent instruments such as the Human Resources Development Recommendation (R195, 2004) fail to define apprenticeship, it has been recommended to address this and discuss apprenticeship in upcoming international labour conferences.

Table 1: Typical differences between apprenticeships and other forms of work-based learning

	Apprenticeship	Informal apprenticeship	Internship
Tripartite governance	Yes	No	No
Remuneration	Yes	Possibly	Probably
Written contract	Yes	No	Possibly
Social security coverage	Yes	No	No
Legal framework	Yes	No	No
Programme of learning	Yes	No	No
On-the-job training	Yes	Yes	Yes
Off-the-job training	Yes	No	No
Formal assessment	Yes	No	No
Recognised qualification	Yes	No	No
Duration	1-4 years	Variable	Up to max. 12 months

Source: ILO, on the basis of Steedman. 2012. ⁶

⁶ Steedman, H. 2012. Overview of Quality Apprenticeship systems and issues - ILO contribution to the G20 Task Force on Employment (Geneva, ILO).

2. Legal Frameworks for Formal Apprenticeship in Egypt

This section presents an overview of the legal base of current apprenticeship systems in Egypt, including laws and decrees by the concerned ministries, which include the Ministry of Manpower and Migration, the Ministry of Education, and the Ministry of Industry and Trade. Section 4 compares provision in the Labour Law and the Child Law and maps them against ILO conventions, in particular No. 142, 138 and 182.

According to the Labour Law No. 12 of 2003, MoMM is the main agency responsible for enforcement of labour laws and regulations including the rules and procedures regulating vocational apprenticeship.

Labour Law No. 12 of 2003 refers to apprenticeship and the relationship between apprentices and employers, aiming to regulate formal and informal apprenticeship.

Child Labour Law No. 126 of 2008 amends provisions of the Child Law No. 12 of the year 1996.

Presidential Decrees of 1956 and 1964 covers the operation of the Productivity and Vocational Training Department (MoIT), which runs one of the main formal apprenticeship programmes in Egypt.

Ministerial Decree no. 162 of 2011 (MoETE), complements Ministerial Decree No. 62 of 2007 for “Regulating and Developing Procedures and Controls for the dual education and training system in secondary technical education three years”.

Ministerial Decree No. 562 of 2014 (MoETE), establishes the “Oumal system” or “Lifelong-learning system” for workers above 18 years.

Ministerial Decree No. 175 of 2003 (MoM) specifies the Rules and Procedures Regulating Vocational Apprenticeship, and was amended by Ministerial Decree No. 230 of 2007, increasing daily working hours for apprentices from 6 to 8.

Ministerial Decree No. 414 of 2015 (MoM) further specifies the age (13-17) and the duration of Vocational Apprenticeship (between 1 and 3 years) regulated under the Ministry of Manpower, and decreased daily working hours for apprentices from 8 to 6.

A Memorandum of Understanding between MoM, MoE an MoTI of 2007 regulating the Rules and Procedures of apprenticeship schemes under all three Ministries.

In addition, a number of **protocol agreements** were issued between different governmental and non-governmental stakeholders with the purpose of implementing and/or piloting an apprenticeship scheme.

3. Classification of Formal Apprenticeship Schemes in Egypt

Currently, formal apprenticeship in Egypt is implemented through a number of different schemes that comply broadly with the ILO definition for apprenticeship. This report discusses the seven most prominent schemes, two of which have in the meantime ceased to exist (Scheme 6 and 7). These schemes include the PVTD Industrial Apprenticeship Scheme, the Dual System under the Ministry of Education and Technical Education (MoETE), the “School Inside a Factory” scheme under MoETE, the “Lifelong learning” scheme under MoETE, the MoMM Vocational Apprenticeship Scheme, the Alternance Training Scheme implemented in TSSs, and the Industrial Apprenticeship Scheme administered by the Industrial Training Council. This section describes the main features of these schemes. Discussions with stakeholders revealed that there are considerable variations in the application of the rules of the different systems.

Five of the schemes identified and presented below (schemes 1, 2, 3, 4, and 6) are offered to students completing basic compulsory education. Following the description of the seven schemes, Table 2 classifies the schemes according to different criteria that are based on the ILO’s approach to quality apprenticeship.⁷

Box 1. Overview of Egyptian Education System

Basic compulsory education extends for a total duration of nine years (primary stage (6 years duration) + preparatory stage (3 years duration)). Students passing the primary end of level exam move on to preparatory school, while those who do not pass after two attempts move to vocational preparatory or withdraw from education. Based on their performance in the preparatory level exam, a student may go to general secondary, technical secondary, private sector technical secondary schools, PVTDs, or withdraw from formal education. Graduates from general secondary schools may be eligible to enter university, depending on their scores on the secondary end-of level exam; while almost all technical secondary graduates enter the workforce (the top 5% may attend Higher Institutions or University for further training)⁸.

7 ILO. 2017. Toolkit for Quality Apprenticeship. Volume I, Geneva, ILO, forthcoming

8 Net education enrolment ratios amount to 95.8% in primary, 77.6% secondary and 30.4% tertiary (ISCED 5 and 6). Yet, a substantial number of primary school age children are out of school (198.836 children) feeding informal apprenticeship and child labour. Primary completion rate is 98.5%, but educational quality is questionable. Youth (15-24) literacy rate is 84.9% and school life expectancy, Primary to Tertiary, is 11.7 years. (Badawi, Apprenticeship Review, 2012)

3.1 Scheme 1. Productivity and Vocational Training Department (PVTD) under MoIT

One of the main Egyptian apprenticeship schemes commenced in the 1950s when the GoE, in an attempt to formalize Egypt's traditional apprenticeship model, embarked on the establishment of a network of public vocational training centres offering vocational and practical training programmes. The Productivity and Vocational Training Department was created by the Ministry of Industry and Trade (MoIT), through enterprise-based work and training within the industrial sector. The operation of the PVTD is covered by the presidential decrees of 1956 and 1964. In Arabic its title is *Talmaza Sina'eyah* but it is commonly referred to by the acronym of the organising department PVTD. These 45 centres, geographically distributed among 17 governorates across the country, were originally designed to meet the needs of large public enterprises from the industrial sector. However, since the private sector started to gain ground as an important employer, private enterprises also started to offer workbased learning in partnership with PVTD.

Young people entering the programme, typically at the age of 15⁹, sign a training contract devised by the PVTD, to which the employer and the training centre are also signatories. Apprentices enrolled in the third year are trained and are paid a small allowance, around 15% to 25% of the wage of an adult worker (negotiated between the PVTD and the employer), to compensate for transport and food costs. The programme lasts for three years, of which the first two are entirely spent in a vocational training centre. In the third year, the majority of the time is spent in an enterprise with one or more days a week spent in a training centre (the number of days vary according to the specialization). The content of the programme is heavily vocational and practical, with roughly one-third of the total time represented by enterprise-based work and training, one-third by practical work in the training centre, one-fifth by vocational theory, and slightly less than 10% being general education.

Although the programme is not administered by the Ministry of Education, it still leads to a certificate issued by the PVTD that has equivalent legal status to a technical secondary school certificate. Thus it can qualify the most successful graduates for higher education, and it can shorten the duration of military service and lead to defined pay grades in the civil service. Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.

The capacity of the Productivity and Vocational Training Department is slightly over 22 000 participants, representing around 1% of all students in upper secondary vocational education, which remains a very small programme in the Egyptian context.

⁹ According to Child Law No. 126, the minimum age for work is 15

3.2 Scheme 2. The Dual System under MoETE

The Dual System, formerly known as Mubarak Kohl Initiative for Dual System (MKI-DS) was introduced to Egyptian technical secondary schools in 1994, with the support of the German Federal Ministry for Economic Cooperation and Development, through a bilateral Egyptian-German technical cooperation programme. MKI-DS, which is highly influenced by the German model of apprenticeship, combines two days of formal schooling with four days of in-company training, giving the students the necessary theoretical background and the hands-on experience demanded in the market. Today, MKI-DS is a fully integrated scheme within the Egyptian education system, with both private and public sector institutions responsible for its governance and outcomes. The apprenticeship scheme is offered in 24 out of 27 governorates in Egypt, with 176 technical secondary schools participating. Over 3,400 companies train students every year, with 34,000 graduates so far. In 2015, almost 29,193 students are enrolled in 47 different occupations.

The programme encourages collaboration between business and education. Private companies (mainly medium and large) join an investors' association that participates in the implementation of a technical education programme through the Regional Units of the Dual System (RUDS). Participating companies are responsible for the 4-day per week workbased training component. Apprentices receive pocket money of around (300 – 500) EGP per month according to the study year. Companies pay administrative fees to the Regional Unit (up to LE 40), and many also cover apprentices' transportation. At the end of the three years, the graduates receive a certificate from the National Centre for Human Resources Development (NCHRD), represented at local level through the RUDS, and affiliated to the Egyptian Federation of Investors Associations (EFIA), and a diploma from the MoETE¹⁰. The programme is governed by an Executive Council at national level composed of government representatives and representatives of EFIA, NCHRD and the Federation of Egyptian Industries (FEI). It has been reported that over 56% of the trainees have been offered jobs in the companies involved in their training.

The Dual System is currently a recognised secondary education programme functioning within the structure of the MoETE. However, one of the limitations of this project is that the number of participants remains quite small compared to the total number of potential students (representing only around 1.5% of all secondary technical education students), which raises questions about the critical mass of the programme and the feasibility of extending it to the rest of the system. An assessment in 2010¹¹ projected that an increase to cover 60.000 students should

10 Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.

11 Van Adams. 2010. The Mubarak Kohl Initiative-Dual System in Egypt. An assessment of its impact on the school to work transition, GIZ.

be possible until 2020.

3.3 Scheme 3. “School inside a factory” scheme under MoETE

The “School inside a factory” scheme, also known as “Integrated TVET Scheme” is usually regulated through protocols and collaboration agreements drafted between MoETE and individual private and public companies, where joint schools are established within the premises of the cooperating company or as a part of the company training centre. The number of trainees is matched to the needs of the participating company, which limits the enrolment capacity of the initiative compared to that of TSSs. Joint schools are usually three years leading to a TSS diploma. The training is, in most cases, organized following the dual system model (4 days in the company and two days in school), yet the company-based training is not governed by the RUDS, but by other structures such as the construction and building authority, power stations, water stations, or the individual employer. As all other secondary school programmes, admission is limited to students who have successfully completed the 9-year basic education. Specializations and curriculum are jointly designed and implemented between MoETE and the company/body. Students gain practical experience through training in various company workshops and sites, as part of their educational offer, and, according to their programme, sit for national diploma examination before graduation with a 3-year diploma. When graduating, students receive a diploma certificate from MoETE and a practical experience certificate from the company. Students sign contracts with the company for the full duration of the programme, and receive a small remuneration similar to apprentices in the dual system. Many graduates are offered contracts in the same company. This type of cooperation started in 1972, with public sector ¹² companies and then extended to private sector companies.

Total enrolment of the scheme amounts to around 4000 students in over 30 enterprises.

¹² The first was the Ministry of Transportation (railways and river transportation occupations) and extended to a number of public sector companies and governmental bodies.

3.4 Scheme 4. “Life-long learning” scheme for students above 18 years with affiliation to an employer (Oumal System) under MoETE

The Oumal System, or “Lifelong learning scheme” was created through Ministerial Decree No. 562 of 2014 as an opportunity for workers who have not been enrolled in secondary education and would like to enhance their skills or improve their level of education. It allows these workers to enrol in technical secondary education while they continue working at the same time. To accommodate this, school attendance is not compulsory. Instead, working students can study from home and go to school at the end of each year to write both their theoretical and practical exams. According to the MoETE, there are around 200.000 students currently enrolled in the system¹³. The scheme requires learners to be 18 years or above, and obliges them to provide the school with a letter from their employer confirming their employment relation. The learner also needs to provide a proof of insurance from their employer as MoETE does not cover the learner through the normal student insurance.

The programme duration is similar to that of any other technical student regularly attending school; it is either three or 5 years, depending on the specialization chosen. If any of the learners failed in one of the years, he/she has two opportunities to re-take the courses and pass the year. However, if they failed in all three trials, they have to re-admit to the school and re-start from the first year as new students.

When students graduate, they obtain a certified diploma from MoETE equivalent to a technical secondary school certificate. If students graduate with a score of 60% or above, they are allowed to join private technical institutes or public universities.

As part of this scheme, the school does not enter into any relationship with the learner’s employer. The school considers the enrolled person as a working student and not as an apprentice. Also, the school does not require the student to specialize in the same technical field where he/she works. While working students usually choose a specialization that conforms to their field of work, this is not a requirement of the scheme. Currently, MoETE is discussing whether to amend the ministerial decree to include a clause obliging working students to attend some school hours, preferably the practical hours. This would engage the school in sharing the responsibility of teaching the required curriculum and to guarantee that these students are exposed to some practical training for their specific specialization. While this scheme provides opportunities for young workers of 18 years and above to upgrade their skills and obtain a formal certificate, the scheme cannot be considered an apprenticeship, given that there is no commitment by the enterprise to train, no relation between the school and the enterprise, and no involvement of the enterprise in assessments or certification.

¹³ Figures presented by MoETE at a coordination meeting with development partners in October 2017.

3.5 Scheme 5. Vocational apprenticeship scheme under MoM (*tadarrug el meheni*)

The Ministry of Manpower and Migration (MoMM) administers around 37 VTCs, distributed all over Egypt, offering a wide range of training in various specializations, mainly short-term training programmes which are all center-based.

The Ministry also regulates apprenticeship (called *tadarrug el meheni*) through Ministerial Decree No. 175 of the year 2003 concerning the rules and procedures regulating vocational apprenticeship. Ministerial Decree 414 in 2015 changed three provision of the former decree, namely increasing the minimum age of apprentices from 12 to 13, decreasing the minimum period of apprenticeship from 2 years to 1 year (from 2), and decreasing the daily working hours from 8 to 6.

Under this scheme, through the Central Department of Vocational Training supported by the labour offices, and according to an apprenticeship contract to be concluded between the worker or his guardian and the employer (specifying a progressive wage)¹⁴, apprentices (age 13 to 17 years old), are engaged with employers for the purpose of learning a certain vocation during a specific time period (1 to 3 years divided into 3 stages). Apprentices are prohibited from working in vocations not suitable for children according to a Ministerial Decree issued in this respect (No. 118 of 2003). This is monitored by the Department of Inspection for Child Labour supported by the Directorates of Manpower and Migration.

The scheme is currently only workplace-based. Technical cooperation projects implemented by the ILO piloted an upgraded system in agriculture-related trades and in the readymade garment sector adding off-the job learning for apprentices.

¹⁴ According to a progress report posted on the Ministry website, the MoMM Apprenticeship scheme included 2300 trainees from 1/7/2012 till 31/12/2012. The joint ILO/WFP/UNICEF project on Combating worst forms of child labour supported the signing of 3500 apprenticeship contracts from 2012-2014.

3.6 Scheme 6. Alternance training scheme implemented by the EC funded TVET Reform Programme under MoETE

During the academic year 2007/2008, the TVET Reform Programme, an EU funded programme, introduced and piloted a new apprenticeship scheme, the “Alternance Education and Training Model”, a form of cooperative technical education, which involves close intervention from private sector employers (at sectoral and local level) in developing curricula, training teachers and instructors, training company tutors, upgrading training workshops, and providing students with modular practical training and certification based on specific jobs within certain occupations. This partnership was regulated through a tri-partite contract signed by the school, company, and parents, and was administrated by the Enterprise TVET Partnerships ETPs.

The modular nature gives the students the opportunity to complete modules related to specific jobs¹⁵ both at school and at workplace, and at the end of each module the student gets a certificate from the ETP and the respective chamber. Thus if students drop out of school, they have an approved certificate (not accredited) by a body representing the industry. When they complete the 3 years they possess a number of these certificates in addition to the diploma issued by MoETE. The process extends for 3 years; year 1 requires 20% in factory 80% in school; year 2 requires 40% in factory and 60% in school; year 3 requires 60% in factory and 40% in school. Students were not paid, as the training scheme was considered their full time education.

The model has been introduced to 41 Technical Secondary Schools in six main sectors (engineering, food processing, building materials, furniture production, ready made garments, and printing)¹⁶. The graduation of the first intake of students was in 2010 in Port Said; all graduates of this class have been employed, largely due to an early exposure of the students to the work environment as well as to the committed participation of the private sector in the resolution of the mismatch between employer needs and labour market supply.

Since the scheme relied on external funding provided under the EU TVET I project, and ETPs were weakened and some dissolved through changes in institutional affiliations, the scheme discontinued after the end of the project in 2014.

15 Level 2 of the Vocational Training Qualifications (NSS) as demonstrated by the recommended Education and Training Framework

16 TVET Reform Programme Status Quo 2012

3.7 Scheme 7. Industrial apprenticeship scheme implemented by the Industrial Training Council under MoIT

This scheme is a pilot scheme, which was initiated in 2012, and implemented the idea of an apprenticeship after the formal cycle of education. It was led by the Industrial Training Council (ITC)¹⁷, in partnership with the British Council providing technical support in implementation and benchmarking opportunities with the UK. The pilot focused on the industrial sector with the perspective of replicating it in other sectors.

The pilot project was implemented by the ITC, under a memorandum of understanding¹⁸, outlining the scope of work and roles of responsibilities of each party. It takes into account different parameters and dynamics of locally implementing the new apprenticeship model, which involves a relatively short period (1 to 6 months). The apprenticeship is outside the formal education system, yet a joint training programme between the training centres and the workplace, targeting young and adult jobseekers (between 18 and 35 years old), adhering to European-benchmarked National Skills Standards found in the Egyptian Vocational Competence-Based Qualifications (EVCQs) and accredited by the Scottish Qualifications Authority (SQA). With the support of the British Council, the project aimed to attain UK accreditation of the programmes, and endorsement by UK Awarding Organisations, as well as acknowledgment of training providers by UK institutions.

As a pilot project, it only started with one private sector company and one training provider, a limited number of apprentices (14 job seekers), and a single occupation (Maintenance of Household Appliances Level 1 EVCQs) with the potential to extend to other occupations.

Throughout the training cycle (on the job and off the job) the apprentices received salaries to cover transport cost, meals and insurance. At the end of the training programme, apprentices received a certification holding the logos of ITC-NSSP, training provider, the industrial company, and the UK awarding body, endorsed by the ITC-NSSP.

¹⁷ The Industrial Training Council has been merged into the Micro, Small and Medium Enterprise Agency by President of Council of Minister's Decree 947 of the year 2017.

¹⁸ A memorandum of understanding developed among ITC, British Council and private sector companies



Table 2: Overview of Formal Apprenticeship Schemes

	Scheme 1	Scheme 2	Scheme 3
Apprenticeship scheme	PVTD industrial apprenticeship scheme under MoTI	Dual system under MoETE	“School-inside a Factory” scheme under MoETE
Legal framework	Presidential Decree 1470 dated 20/4/1964, and MoU with MoM and MoE of 2007.	Ministerial Decree No. 162 of 2011, complementing Ministerial Decree No. 62 of 2007 for “Regulating and Developing Procedures and Controls for the dual education and training system in secondary technical education three years”; MoU with MoM and Mol of 2007.	Implemented according to protocol agreements between the Ministry of Education and individual private and public companies.
Legal status of Learner	Learner is considered apprentice.	Learner is considered apprentice.	Learner is considered student and apprentice.
Tripartite governance	No	Bipartite executive council at national level	No
Intermediary organisation (between school and enterprise)	None	Regional Units for the Dual System, RUDS (NCHRD-EFIA)	None

Scheme 4	Scheme 5	Scheme 6	Scheme 7
“Life-long learning” Scheme for students above 18 years with affiliation to an employer (Oumal System) under MoETE	Vocational apprenticeship scheme under MoM (tadarrug el meheni)	Alternance Training Scheme implemented by the EC funded TVET Reform Programme under MoETE	Industrial apprenticeship scheme implemented by the Industrial Training Council under MoTI
Ministerial decree No. 562 of 2014.	Ministerial Decree No. 175 of 2003 concerning the Rules and Procedures Regulating Vocational Apprenticeship, amended by Ministerial Decree 230 of 2007 and Ministerial Decree No. 414 of 2015.	Implemented according to a protocol agreement between the Ministry of Education and the TVET Reform Programme.	Implemented under a memorandum of understanding developed among ITC, British Council and private sector companies.
Learner is considered working student.	Learner is considered apprentice.	Learner is considered apprentice.	Learner is considered apprentice.
No	No	No	No
None	Labour offices administered by MoMM	The Enterprise TVET Partnerships ETPs	Industrial Training Council

	Scheme 1	Scheme 2	Scheme 3
Contractual arrangements	Apprentices sign a training contract devised by the PVTD, to which the employer and the training centre are also signatories.	Apprentices (or guardian), the company, the RUDS (on behalf of NCHRD) and the school (on behalf of MoETE) sign a contract devised by NCHRD and approved by the MoETE.	No mention of contractual arrangement between the apprentices and the public companies, but there is a contractual arrangement in the case of private companies.
Status and criteria of enterprises / employer companies involved in the scheme	Enterprises involved are mainly large public enterprises, focusing exclusively on industrial sector.	Member of employers association	The company hosting the TS school
Occupations concerned and those excluded (in line with Decree 118)	Occupations related to the industrial sector which encompasses trades such as mechanical and electrical maintenance, plumbing, leather, weaving and textiles, plastics, printing and petrochemicals	Occupations related to technical schools' specializations or specific demand from employers in local investors association	Not specified in all protocols, but mentioned in recent agreements.

Scheme 4	Scheme 5	Scheme 6	Scheme 7
<p>No contractual arrangement. Working students remain employed and at the same time enrolled at school.</p>	<p>“Vocational Apprenticeship Agreement” is drawn up in three copies between the workers (or guardian), the employer, and the Labour Office.</p>	<p>Apprentices guardians sign a contract devised by the ETP and signed by the ETP and the employer.</p>	<p>No mention of contractual arrangement between the apprentices and the companies.</p>
<p>N/A</p>	<p>Businesses that do not have previous judgment in offenses involving moral turpitude and should be adequately familiar in the vocations subject of apprenticeship or appoint an expert to assume the responsibility of training apprentices.</p>	<p>N/A</p>	<p>All interested companies</p>
<p>Not specified</p>	<p>Occupations included in the MoMM list of occupations available for occupational licences</p>	<p>Occupations related to job opportunities and skills gap identified by ETPs in their respective sectors.</p>	<p>Maintenance of Household Appliances Level 1 EVCQs</p>

	Scheme 1	Scheme 2	Scheme 3
Programme of learning for workbased phase	No	Initially, curricula clearly separated training content in schools and on-the-job, yet a curricula review in 2009 discarded this.	Possibly, depending on protocol. Some companies demanded company-specific training programmes.
Assessment at end of each stage	Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.	Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.	Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.
Certification	At the end of the three years, graduates receive a diploma recognized by MoETE and equivalent to TSS diploma.	At the end of the three years, graduates receive a certificate from NCHRD, the business association, and a diploma from MoETE.	At the end of the three years, graduates receive a technical education diploma certificate from MoETE and a practical experience certificate from the company.
Further educational opportunities	A chance to enter middle technical institutes and, in case of best achievers, an opportunity to enter university.	A chance to enter middle technical institutes and, in case of best achievers, an opportunity to enter university.	A chance to enter middle technical institutes and, in case of best achievers, an opportunity to enter university.
Duration of scheme	3 years	3 years	3 years

Scheme 4	Scheme 5	Scheme 6	Scheme 7
No	No programme of learning, only specification of 3 learning stages in contract.	Yes	Yes
Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.	The employer shall submit to the labour office a report at the end of each stage indicating whether or not apprentices have passed the stage.	Successful completion is assessed on the basis of a national examination that includes both theoretical and practical work.	At the end of the training cycle the training provider conducts the final assessment of the apprentices.
At the end of the three years, graduates receive a technical education diploma certificate from MoETE.	Apprentices receive a certificate signed by MoM and the employer.	At the end of the three years, graduates receive a certificate from the employer and a diploma from MoETE.	A certification holding the logo of ITC-NSSP, training provider, the industrial company, UK awarding body and shall be endorsed by the ITC-NSSP.
A chance to enter middle technical institutes and, in case of best achievers, an opportunity to enter university.	None	A chance to enter middle technical institutes and, in case of best achievers, an opportunity to enter university.	None
3 years (sometimes 5 years programs)	Between 1 and 3 years	3 years	4 months

	Scheme 1	Scheme 2	Scheme 3
Allowance/Wage	Apprentices are paid an allowance, 15%–25% of the wage of an adult worker, for transport and food costs.	Apprentices receive an allowance (300 – 500) LE per/m. Companies pay 40 LE administrative fees to the Regional Unit and some cover transportation.	Apprentices/ students receive an allowance.
Incentive to employer	Incentive to employer not specified.	Incentive to employer not specified.	Incentive to employer not specified.
Status and qualification of mentor/ supervisor	Company Engineer, PVTD offers training for supervisors	Company employee, RUDS offers training for supervisors	“Company engineers educationally qualified”
Termination	Termination on both sides possible.	Termination on both sides possible.	Possible, only in case there is the same occupation in near TSS.
Minimum and maximum age for admission	Apprentices enter after successfully completing compulsory education, typically at the age of 15.	Apprentices enter after successfully completing compulsory education, typically at the age of 15.	Apprentices enter after successfully completing compulsory education, typically at the age of 15.

Scheme 4	Scheme 5	Scheme 6	Scheme 7
No additional payments. Working students continue to receive their usual salary.	Apprentices receive an allowance specified in the contract in 3 phases, and increasing over time.	No payments	Competitive salaries, transport cost, meals.
Incentive to employer not specified.	Incentive to employer not specified.	Incentive to employer not specified.	Industrial companies were entitled to ITC subsidized training services.
N/A	Company or workshop employee	Company employee, ETPs offered training for supervisors	Dedicated company employees
Termination possible in case of failing in exam several times with the possibility of re-admission.	Termination on both sides possible within 3 days notification.	Termination on both sides possible.	Termination on both sides possible.
Must be 18 years or above.	Apprentices should be 13-17 years old.	Apprentices enter after successfully completing compulsory education, typically at the age of 15.	Apprentices' age is between 18 and 35 years old.

	Scheme 1	Scheme 2	Scheme 3
Working hours (in compliance with Labour Law)	8 hours per working day as per MoU between MoM, MoIT and MoE of 2007	8 hours per working day as per MoU of 2007	8 hours per working day as per MoU of 2007
Medical examination prior to apprenticeship	Not specified	Not specified	In some schools, such as those operated by Arab Contractors, there is a monthly medical examination for students including a check regarding drug use.
Social protection of apprentices (including accident, health and pension)	Normal student insurance	Normal student insurance, and in many RUDSs they are covered with private insurance against work-related injuries.	Normal student insurance

Scheme 4	Scheme 5	Scheme 6	Scheme 7
N/A	6 working hours per day (as amended by Decree 414 of 2015) for below 16 year-olds and 8 hours for 16 and 17 year-olds.	Not specified, and no reference to the Apprenticeship regulations.	
N/A	Not specified	Not specified	Not specified
Insurance from the employer.	According to article 12 of ministerial decree No. 175: insurance against work accidents according to the social insurance law number 79 of the year 1975 and its amendments.	Normal student insurance	Not specified

4. Compatibility of Child Law and Labour Law

In many respects there is a high level of coherence between the Labour Law (sections on apprenticeship and the employment of minors) and the Child Law, on:

- Age: both laws define child/infant as being below 18 years of age (complying with ILO C182).
- Prohibiting employment of children below 15 years of age (complying with ILO convention C138), but an exception is allowed in the child law to those reaching 12 years of age provided that a special permission is acquired from the governor).
- Prohibiting that children work overtime, during holidays or at night (between 7pm and 7am).
- Prohibiting that children work in a job that would put the health and safety or morals of the child in danger or in any of the worst forms of work for children (Complying with ILO C182). Hazardous work for children includes
 - work that is hazardous by nature (specified in Ministerial Decree 118 of 2003)
 - not being provided at least 1 hour of break(s) per day
 - working longer than 4 hours without a break
 - work from 7pm to 7am
- Insuring the child on the job.

However, the Child Law does not mention apprenticeship, and hence is not cognizant about specific regulations pertaining to apprenticeship.

Finally, some variations exist between the two Laws:

- The minimum age for apprenticeship in Ministerial Decree 414 of 2015, is 13, while in the Child Law it is 13 years for any sort of training. ILO C138 specifies 14 years as the minimum age for apprenticeship if carried out in accordance with conditions prescribed by the competent authority and as a part of an approved training programme. According to a communication by MoM to the ILO in 2017, the minimum age for apprentices will be increased to 14.
- Medical examination prior to employing a child is required by the Child Law (plus yearly health checks), while not required by the Labour Law.
- The Child Law stipulates 7 extra days of leave for children, while the Labour Law does not clarify whether this applies to apprentices.

- The Child Law mentions that children should be provided with a meal and that the employer should display the child law at the workplace, while the Labour Law does not clarify whether this applies to apprentices.
- The Ministerial Decree 230, 2007, regulating apprenticeship, as well as the MoU between MoM, MoE and MoTI of 2007, speaks of a maximum of 8 working hours per day for apprentices while the Child Law, and Ministerial Decree 414 of 2015 speaks of 6



Table 3: Comparison between Labour Law (12 for the year 2003) and Child Law (126 for the year 2008)

	Labour Law 12/2003	Child Law 12 of 1996 amended by Law 126 of 2008	ILO Convention/ Recommendation
Definition	A child means any person reaching 14 years of age, or past the age of elementary education and not reaching 18 complete years of age (article 98).	A child is each and every child who did not exceed the age of 18 (article 2 of Law 126 for 2008).	For the purposes of ILO C182, the term child applies to all persons under the age of 18.
Status of Learner	An Apprentice, defined in article 141 as a person joining service with an employer with the aim of learning a vocation or trade.	Apprentice not defined.	...any system by which an employer undertakes by contract to employ a young person and to train him [or her] or have him [or her] trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service (R60).

Contractual arrangements	Contract should specify the period of learning, three learning stages, and progressive remuneration up to the minimum wage determined for the category of worker (article 142).	No reference to contractual arrangement.	...governed by a written contract of apprenticeship... (R117).
Termination	Allowed by both employer and apprentice with three days notice (Article 143).	No mention of termination of work.	
Minimum age for employment	Prohibiting employing children not reaching the age of complete elementary education or 14 years of age (article 99).	Children shall not be employed for work before reaching the age of 15. Those 12 to 14 years of age, may, by a decree from Governor and subject to approval of MoE, be licensed for seasonal employment (Article 64).	According to C138, the minimum age for employment is that of the age of completion of compulsory schooling and, in any case not less than 15 years.
Minimum age for training/ apprenticeship	Minimum age for apprenticeship is 13 years of age (Decree 414 of 2015).	Children shall not be provided with training before reaching the age of 13.	14 years of age for formal apprenticeship, according to C138, article 6b.

Maximum working hours	6 or 8 working/training hours per day (Decrees 175 of 2003, 230 of 2007, and 414 of 2015, and MoU, 2007)	Children may not be employed for more than six hours a day including one hour break (article 66).	Limited number of working hours to be determined by competent authority, ILO C138 Article 7.3.
Overtime or working on holidays	Prohibiting overtime or working on holidays (article 101).	Prohibiting overtime or working on holidays (article 66).	R199, Paragraph 3: Hazardous work might include “work for long hours or during the night”
Working at night	A child shall not work from 7 pm to 7 am (article 101).	A child shall not work from 7 pm to 7 am (article 66).	R199, Paragraph 3: Hazardous work might include “work for long hours or during the night”,
Annual leave	Decree No. 175 of 2003 refers to leave as stipulated in the labour law.	A child should have 7 extra days of leave.	N/A
Medical examination of the child prior to job/training placement	No mention of the need for medical examination of the child prior to job/training placement in the labour law and in the concerned decree for the rules and procedures regulating Vocational Apprenticeship (Decree 175 of 2003).	A medical examination shall be performed on the child prior to employment, to ensure fitness to perform the assigned work. Such examinations shall be conducted periodically, at least once a year, as set forth by the by-laws/ (Article 65 –Bis).	N/A

<p>Education</p>	<p>No mention of educational requirements or complementary education in both the labour law and in the concerned decree for the rules and procedures regulating Vocational Apprenticeship (Decree 175 of 2003).</p>	<p>Employment should not interfere with the child's school attendance.</p>	<p>C182, Article 7.2.c stipulates to “ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour”.</p>
<p>Types of Jobs</p>	<p>Children are prohibited to work in a wide range of types of work, occupations and industries as specified in Decree No. 118 of 2003.</p>	<p>Children are prohibited to work in a job that would put health and safety or morals of the child in danger, or in any of the worst forms of work for children as identified in ILO Convention 182 of 1999) (amendment of article 65 of Law 126).</p>	<p>Types of jobs excluding the “Worst Forms of Child Labour” as defined in ILO C182¹⁹ and R199.</p>

¹⁹ For the purposes of Convention 182, the term the “worst forms of child labour” comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (regulated by competent authority).

Insurance	Insuring the apprentice against work accidents according to the social insurance law no. 79 of 1975 and its amendments (Decree 175 of 2003).	Employers shall effect an insurance for the child and protect him/her from occupational damage during his work (article 65-bis, adopted by law 126/2008)	Compensation for accidents, C17 Sickness insurance, R29 Invalidity insurance, C37, C40 Unemployment benefits, C168
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5. Recommendations from the National Conference on Strengthening Apprenticeship in Egypt

The National Conference on Strengthening Apprenticeship in Egypt from 27-28 April 2015 in Cairo aimed to present the legal review of apprenticeship systems in Egypt, discuss good practices in Egypt and abroad, and stimulate discussion among national stakeholders on ways to strengthen apprenticeship in Egypt. In doing so, it focused on:

- Strengthening social dialogue and partnerships,
- Expanding outreach to more companies, including small businesses,
- Positioning apprenticeship at different levels of Egypt's skills development system, including at higher level;
- Moving towards a more uniform legal basis for apprenticeship in Egypt.

Around 60 participants attended and included participants from:

- Ministries of Manpower, TVET, Trade and Industry,
- Employers Organizations such as the Federation of Egyptian Industries, the Union of Investors Associations, Sectorial Chambers, and local investors associations,
- Workers Organizations,
- Enterprise Training Partnerships,
- Other governmental agencies such as the National Authority for Quality Assurance and Accreditation of Education, the Industrial Training Council, the Productivity Vocational Training Department,
- Civil society such as Misr EIkheir, Alashanek ya Baladi, Shourra Organization, Terre des Hommes,
- Academia, and
- International Development Partners such as GIZ, UNICEF, World Bank, Population Council and Global Affairs Canada.

While reviewing the main formal Egyptian apprenticeship schemes and their diverse regulatory laws, decrees and cooperation agreements, a number of conclusions were drawn. Participants agreed that the concept of what is considered apprenticeship in Egypt needs to be further clarified. Moreover, the target group for apprenticeship was found to be too limited by age. Some of the apprenticeship schemes are still pilots or have not survived the pilot stage, such as the alternance training and the ITC scheme (Schemes 6 and 7). Most schemes lack clear criteria for selecting employers, and there is no evidence of any form of assessment except for schemes implemented within technical secondary education.²⁰ Participants agreed that the crafts sector in Egypt has a great potential to be better engaged in

20 Van Adams. 2010. The Mubarak Kohl Initiative - Dual System in Egypt, An assessment of its impact on the school to work transition, GIZ. The ILO's Taqeeem Initiative is providing a grant to the Cairo Demographic Centre to conduct an impact assessment of the apprenticeship pilot program under the ILO/WFP/UNICEF project on Combating Worst Forms of Child Labour implemented between 2011 and 2014.

formal apprenticeship training. However, in most schemes, there is uncertainty about the quality of monitoring established standards.

At a market place, different actors presented how they implemented the respective apprenticeship schemes, including PVTD (Scheme 1), GIZA Textile and NCHRD (Scheme 2), ETP Food (Scheme 6), Terre des Hommes (Scheme 5), ITC (Scheme 7), and Misr el Kheir, who presented another pilot scheme involving technical schools and employers in tourism that offer workbased learning to students.

The two schemes that stand out in terms of characteristics are scheme 5 (vocational apprenticeship by MoM) and scheme 7 (ITC/British Council). Scheme 5, although it enjoys national coverage, is very small in numbers and not widely known by industry. The fact that its applicability ends at the age of 18 seems to reinforce industry's belief that work contracts only start at the age of 18. Instead, legislation should clearly distinguish between apprenticeship and employment contracts (starting at the age of 15) by setting the right incentives for employers to invest in skills development. At the same time, a misuse of apprenticeship contracts that replace regular work contracts needs to be prevented by enforcing clear learning outcomes. Scheme 7 applies certain characteristics of apprenticeship (learning contract, on and off-the job learning, clearly defined learning outcomes), yet is relatively short in duration (4 months) and employment outcomes still need to be assessed. It however demonstrates that structured workplace learning is clearly a training option for over 18 year-olds.

5.1 Consensus and increased capacity of apprenticeship schemes through social dialogue

Currently, Egypt has a number of well-established formal apprenticeship schemes that are administered by a number of stakeholders, including MoETE, MoM, MoIT in collaboration with private and public companies. The biggest capacity remains in the schemes implemented within technical secondary education and the PVTD training centres. In total, the number of students enrolled in all schemes (between 14 and 18 years of age) equals around 10 percent of all trainees in formal technical and vocational education and training. Yet if scheme 4, the "Lifelong learning" scheme is excluded, numbers are below 2 percent.

The Ministerial Decree 414, 2015 by the Ministry of Manpower already addressed one limitation and shortened the legal apprenticeship period on scheme 5 from 2-3 years to 1-3 years, providing more flexibility to offer apprenticeship in occupations that would not require more than 1 year to learn. Whether apprenticeship durations below 1 year will lead to good employment outcomes needs to be determined in

collaboration with social partners.

It is evident, that apprenticeship capacity can only be increased if further employers are attracted into the schemes and offer apprenticeship places. The variety of schemes and sometimes conflicting regulations are seen as a challenge for increased employer participation. The lack of incentives for employers (both financial and non-financial) was also mentioned as a factor potentially holding back employer engagement.

Recommendation 1: Increase the capacity of apprenticeship

Acknowledging that apprenticeship is an important mechanism in bridging the gap between the labour market needs and the outcome of the formal education system, through combining both theoretical and practical learning to enable job seekers to enter and succeed in the workplace, stakeholders recommended to

- Further clarify the definition and concept of apprenticeship in Egypt, e.g. through a second national conference on apprenticeship
- Raise awareness of employers on existing apprenticeship schemes and their benefits, including small enterprises.
- Review relevant regulatory legislations in order to mainstream apprenticeship and extend the provision of apprenticeship to a larger number of educational and training institutions, as well as extending sectorally and geographically, reaching a larger number and different groups of youth.
- Lead a national dialogue among different government entities, employers, young people and their parents to reach consensus about the set-up and essential elements of a mainstreamed apprenticeship system, including potential incentives for employers, and the role of intermediary organisations.

5.2 Legal framework for apprenticeship

Different contractual arrangements are offered to apprentices by the different schemes, hence both employers, apprentices and regulatory bodies are faced with complexities. In addition, mechanism to ensure that each party fulfills its contractual components throughout the apprenticeship cycle are weak.

The Labour Law does not recognize students enrolled in apprenticeship schemes

under MoE or MoIT as apprentices; only an MoU from 2007 clarifies labour rights and obligations and applies vocational apprenticeship rules (scheme 5) for apprentices under other ministries.

Recommendation 2: Unify the apprenticeship contract and strengthen and enforce the legal status of apprentices

When reviewing the legal framework for apprenticeship, it is recommended that consideration is given to

- Regulate and unify the apprenticeship contract as an important measure to strengthen apprenticeship, following consultation with the social partners and educational authorities. This revision should include clear and enforceable formulation of rights and responsibilities of various apprenticeship partners, including the specification of learning outcomes, working hours, wage, holidays, rules for contract termination, insurance against work accidents and safety measures in the workplace. It should also clearly prohibit child labour in hazardous work that could endanger children's safety and health
- Develop a new apprenticeship law/ apprenticeship section in a new TVET law to clarify roles and responsibilities of all players in the system, including different apprenticeship levels, its monitoring, enforcement and governance.

Four of the formal apprenticeship schemes offered in Egypt exist within the formal educational route (schemes 1, 2, 3, 6); they target students who have completed their basic level of education, and are between 14 and 18 years old. This age limit complies with that specified in both the Labour and Child laws (the child law speaks of "training" and not of "apprenticeship").

The MoM scheme offers apprenticeship training to 13-17 years-old students. The apprenticeship agreement terminates automatically when the apprentice attains the age of 18 years, no matter if agreed-upon learning outcomes have been achieved or not. This does not comply with the minimum age of 14 years for formal apprenticeship specified by the ILO convention No. 138, yet this issue is currently being addressed by the MoM

The industrial apprenticeship scheme piloted by the Industrial Training Council,

and the “Lifelong learning” scheme (scheme 4 and 7) are the only schemes that offer apprenticeship/learning opportunities to adult jobseekers between 18 and 35 years old – with the limitations mentioned above. Hence, the majority of formal apprenticeship schemes limit apprenticeship to those below 18 years, which excludes other young people who need to match their skills to the needs of the labour market.

Recommendation 3: Revisit the minimum and maximum age for admission into apprenticeship

Acknowledging that a considerable percentage of the unemployed are graduates of higher education and of technical education, partly because of mismatch between the education system outcome and the needs of the labour market, the maximum age limit for apprenticeship should be reviewed to extend apprenticeship opportunities to young adults and provide them with learning opportunities in line with labour market demand (e.g. up to 29 years).

5.3 Quality of workbased training and quality assurance

By definition, in apprenticeships an important part of the training is provided in the workplace. Accordingly, the quality of workbased training is highly dependent on agreed learning outcomes for the workplace phase, and on the apprenticeship enterprises and what they have to offer in terms of equipment and skills of the workplace trainers or supervisors. If the partner enterprises are adequately equipped and have qualified trainers who are capable of adopting a well-planned training programme, then the young apprentices would be well trained. However, if their skill levels and the enterprise’s equipment are inadequate to compete in the labour market, apprentices would not graduate with employable skills.

The criteria for selecting partner enterprises needs to meet minimum quality standards. For example, Article 11 of Ministerial Decree No. 175 of 2003 specifies that participating employer companies should not have previous judgment in offenses involving moral turpitude, be adequately “familiar” with the vocations’ subjects of apprenticeship, or be willing to appoint an expert to train the apprentices. Yet no reference is made to the qualification of the mentors or capabilities of the company.

Recommendation 4: Enhance the quality of workbased training

When reviewing roles and responsibilities for apprenticeship, it is recommended that consideration is given to:

- Ensure the quality of workbased training of apprentices through enterprise training plans and/or setting clear and specific criteria to ensure that employer companies are adequately equipped and capable of offering adequately skilled trainers which will then reflect on the quality of the apprenticeship outcome.
- Consider provisions for incentives to employers, as well as training providers and apprentices, possibly from the Training Fund (administered by the MoM). This could be in the form of:
 - Providing skills upgrading to employers interested in offering apprenticeship
 - Social protection coverage of apprentices by the government
 - Public funding for training providers that organize off-the-job training of apprentices.
- Ensure that the private sector, through employers' organizations, is engaged in the monitoring, design and implementation of apprenticeship programmes.

Assessment of outcomes of apprenticeship is a vital method of ascertaining the quality of the training provided during apprenticeship and ensuring that, throughout the apprenticeship, apprentices are achieving competencies relevant to labour markets.

Currently, most of the schemes implemented in Egypt, specifically those implemented within technical secondary education, rely on national examinations, which comprise school based examinations that mainly focus on theoretical skills leading to a certification issued by the MoETE. The dual system (scheme 2) foresees final assessments through a panel composed of representatives of the private sector, the RUDS and government. This assessment practice, however, does not seem to be fully implemented currently.

On the other hand, for the MoMM scheme, the assessment relies only on the employers' feedback and therefore leads to qualifications that are specific to the company and not based on a recognized external standard. There is little evidence

of external assessment of qualifications.

Recommendation 5 – Enhance quality assurance in apprenticeship systems

When reviewing roles and responsibilities for apprenticeship, it is recommended that consideration is given to:

- Specify criteria for selection of employers, admission criteria and enrolment procedures, qualifications and responsibilities of workplace tutors/master craftsmen, education and training providers eligible to provide off-the-job training to apprentices, funding bodies, and the level and recognition of apprenticeship qualifications.
- Deliver training (on and off the job) as per vocational qualifications, on the basis of occupational standards that have been developed closely and in partnership with employer and employee representative organizations.
- Ensure that skills progress of workbased learning is tracked.
- Encourage and/or allow external assessment (i.e. not limited to the training enterprise, e.g. organized at sector level through chambers etc.) and certification according to national skills standards.
- Explore the role of NAQAAE to quality-assure education and training providers for off-the-job learning. If the apprentice is assured that this leads to increased career possibilities, employment and earnings, it will also lead to raising the status of apprenticeship and attracting well-qualified applicants.

Annexes

Annex 1. Workshop agenda

Day 1

8:30 – 9:00	Registration
9:00 – 10:00	Opening Ms. Christine Hofmann, Skills Development Specialist, ILO Cairo Mr. Aly-Khan Rajani Counsellor (Head of Cooperation) - Canadian Embassy Mr. Mohamed Osman, Ministry of Manpower Representative Dr. Sayed Saad, Ministry of TVET Representative Eng Madiha Refaat, Ministry of Industry and Trade Representative
10.00 – 10.30	Coffee break
10.30 – 11.30	Review of apprenticeship systems in Egypt Ghada Amin, ILO consultant Presentation and discussion
11.30 – 12.45	Review of international experience <u>Apprenticeships as driver of economic development</u> Irmgard Nubler, Senior Economist, ILO Geneva <u>Global Apprenticeship Network – Skills for business, Jobs for Youth,</u> Andrea Christine Nigg GAN, Geneva Presentation and discussion
12.45 – 13.15	Coffee break

<p>13.15 – 13.45</p>	<p>Building blocks for quality apprenticeships: social dialogue, roles and responsibilities, legal framework, financing Christine Hofmann, Skills Development Specialist, ILO Cairo Presentation and discussion</p>
<p>13.45 – 15.30</p>	<p>Sharing of national good practices One Minute Teaser introductions on Work Methodology Market place on good practices</p>
<p>15.30 – 16.00</p>	<p>Identification of priority areas for next day Onsi Georgious, National Skills and Employability Coordinator, ILO Cairo Checklist and voting</p>
<p>16.00</p>	<p>Lunch</p>

Day 2

9:00 – 11.00	Thematic group work – The current state Social dialogue and oversight, Incentives for businesses, Skills levels, Legal basis, Contract, Training of teachers and workplace supervisors, Financing World Café with specific questions Reporting back
11.00 – 11.30	Coffee break
11.30 – 13.30	Open space to formulate recommendations and next steps Group work
13.30 – 14.00	Coffee break
14.00 – 14.45	Reporting back and conclusions
14.45 – 16.00	Apprenticeship in Egypt – The way forward High Level Panel discussion with the attendance of representative from Minister of Manpower and Immigration, Minister of TVET , Federation of Egyptian Industries, Union of Investors Associations, Labor Unions Representative
16.00	Lunch

Apprenticeship in Egypt – Towards a unified system?



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