



Egypt - Dual Education Model: Promoting a smooth school-to-decent work transition for children of legal working age



Responds to the following criteria

- ▶ Responsiveness
- ▶ Relevance
- ▶ Replicability
- ▶ Efficiency



Main stakeholders

Ministry of Education and Technical Training (MOETE); Regional Units of Dual System (RUDS); Federation of Egyptian Industrialists (FEI); Alexandria Business Association (ABA); National Center for Human Resources Development (NCHRD); German Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) including their Enhancement of the Egyptian Dual System (EEDS) initiative; and Technical Education Initiative with Egypt (TCTI) projects.

▶ Description

To ensure that boys and girls in vulnerable communities have access to quality education and vocational training, ACCEL Egypt worked to improve the already existing Egyptian Dual Education System (DES) administered by the Ministry of Education and Technical Education (MOETE). The DES is a unique three-year technical vocational education system that combines training at the TVET institution and on-the-job training. Currently the system's success is based on the strong collaboration of the MOETE with the private sector, with more than 3,500 participating companies and providing training in more than 55 trades (in the agricultural, industrial, commercial and hotel industry) to around 50,000 apprentices.

The three-year training period begins with a six-week school-based preparatory phase. Throughout the three years apprentices spend two days a week in school training and four days a week in industry training. Summer and mid-year holidays are spent in industries, while apprentices also enjoy a 30-day annual leave period. The DES is governed by a contract, follows a full learning cycle for a registered occupation and leads to a recognized qualification.

Although the system has been in place since 1992, the ACCEL Africa project identified some opportunities for improvement, for example, the definition of the status of apprentices, the stipulation of training hours, the rights and responsibilities of the actors involved, and the type of work that trainees could undertake.

Under the leadership of the MOETE, the ACCEL Africa project and the German Agency for International Cooperation (GIZ) worked on the enhancement of the DES through a multidimensional approach, which included legislative amendments, capacity development and curricula.

Since 1992, GIZ Egypt (previously GTZ) has been technically supporting the implementation of the Egyptian Dual Education and Training System (previously known as *Mubarak-Kohl*) on behalf of the German Government.

GIZ works to support the dual system governance, enhance the quality of education and training in schools and training facilities, train teachers and trainers, support the expansion of the system and increase the number of students enrolled.



At first, I did not like the idea of joining the DES. I wanted to go to a regular high school. However, after joining the DES, I understood how unique this opportunity was. I study the standard curriculum while learning a profession and gaining experience to have better job opportunities after graduation. Moreover, I have a stable monthly income, which helps me reduce my parents' financial burden. I am financially independent at this young age. At the same time, I am aware of my rights and responsibilities at work. I will not allow anyone to exploit me or take away my rights. Finally, I also learned how to avoid being engaged in hazardous work. My dream is to become an engineer.



▶ **Shahd, 16 years, AL Baidaa High school for Technical and Dual System Education**

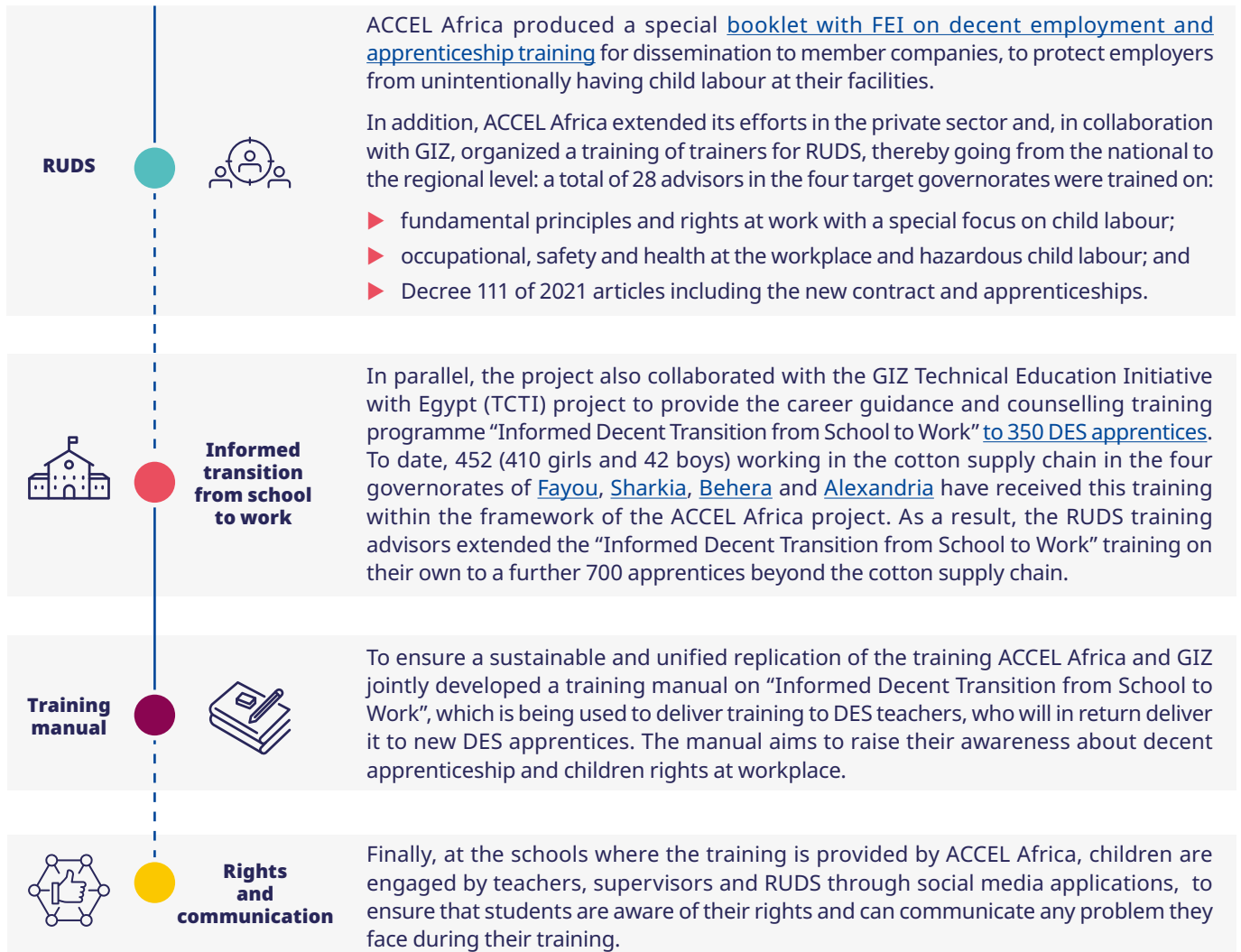
► Process



1 GIZ projects [Enhancement of the Egyptian Dual System \(EEDS\)](#); and [Technical support for the Comprehensive Technical Education Initiative with Egypt \(TCTI\)](#).

2 Decree 215 of 2021 for the Hazardous Child Labour List: «تصدر قراراً وزيراً للتحديد نظام تشغيل وتدريب الأطفال» https://youtu.be/kaDK9_cEq9U.

3 Regional Units of Dual System (RUDS) are coordinating/intermediate entities between the MOETE and enterprises to coordinate cooperation between them, providing training opportunities and coordinating DES across the governorates of Egypt.

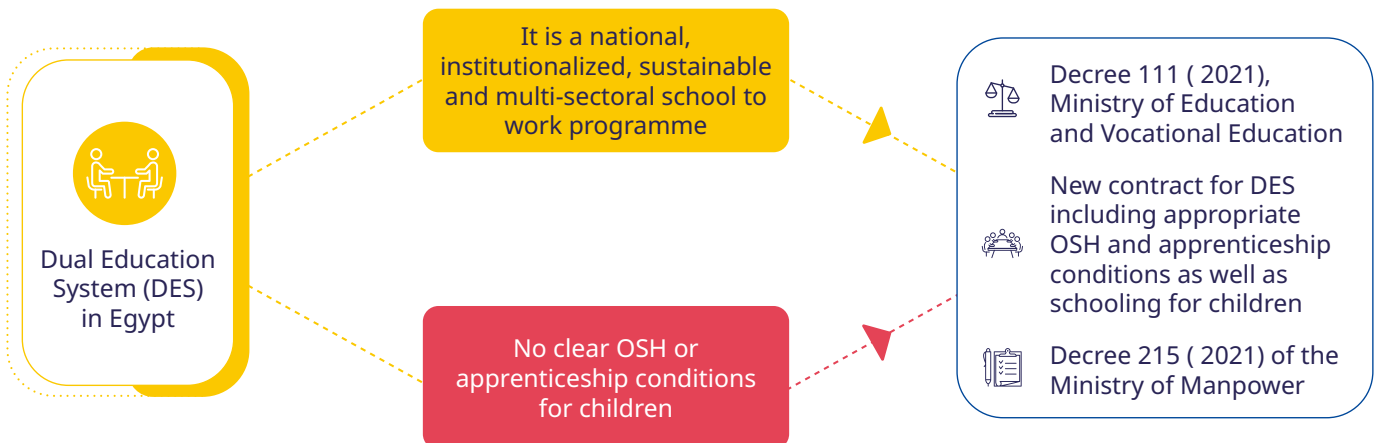


► Enabling factors

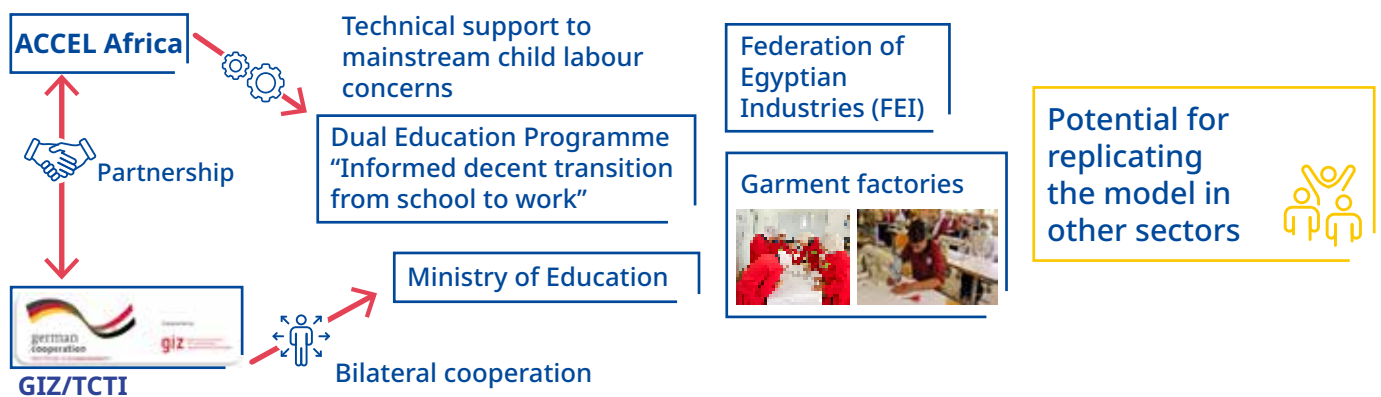
The main enabling factors for this good practice included the following:

- 1** The existing Dual Education System (DES) in Egypt.
- 2** The National Action Plan endorsed and launched by the Egyptian Government just before the onset of the ACCEL Africa project in Egypt, emphasizing the importance of “strengthening technical education, vocational training and apprenticeship programmes” in the fight against child labour.
- 3** The above policy framework paved the way for the MOETE to make necessary amendments to the DES and relative legislation, such as the issuance of Decree 111/2021.
- 4** The new Decree paved the way for capacitating DES actors, ensuring that ILO child labour standards are well implemented and mitigating the risk of forms of apprenticeship that lead to child labour unintentionally.
- 5** The Decree also led to behavioural as well as pragmatic changes in companies undergoing the DES within the framework of the employers’ organizations and RUDS; they had to accommodate the new conditions of the contract with apprentices .
- 6** The identification and collaboration with a partner (GIZ), that was already working on improving the general conditions of the DES in Egypt and that had the means to ensure compliance through in-company compliance monitors, contributed significant added value.

► Figure 1: Synergetic partnerships with a multiplier effect on results



Youth Employment: Vocational Skill Training Support Model



In brief

This good practice represents two major significant components.

The **first** is that **one has to look for prevailing policies and institutionalized programmes that affect at risk and children in child labour, assesses and reviews these** as needed to ensure appropriate child labour standards. This is certainly preferred to developing new relevant policies and programmes; using extra time, effort and diminishing mechanisms that have proved effective to some extent but reflect gaps in ILO labour standards in general and in child labour standards in specific. In this case, there was a national, institutionalized and widely prevalent parallel schooling and vocational training system that operate simultaneously. However, their conditions needed revisions to ensure a safe transition from school to work. **Interventions needed to be both at high policy level as well as translating them at field and practical level; school and on-the-job training.**

Second, after reviewing these policies and programmes, **relevant changes had to be institutionalized** as has been the case here **through the new decree but also the revised contracts**. Moreover, companies and industries had to be sensitized and capacitated to change their behaviour and the apprenticeship conditions at their companies' level.