

NATIONAL QUALIFICATIONS FRAMEWORK – EGYPT

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1. INTRODUCTION AND CONTEXT

1.2 NQF snapshot

The Egyptian NQF is completing the adoption stage and has the prospect to enter the activation stage. Development of National Qualifications Framework (NQF) in Egypt has almost two decades of history, started in 2005 with a three-year cooperation programme with European Training Foundation (ETF), led by the Ministry of Manpower and Migration. As part of the education reform strategy, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) was established in 2007 as the accreditation body for the whole Egyptian education system, and in 2009 was entrusted with coordination and management of the NQF. In the initial period before the 2011 Egyptian revolution NAQAAE conducted a participative process with involvement of stakeholders from all sectors, to develop the first two drafts of the NQF. The years of political instability until 2014 led to a halt of the NQF process, which was only resumed in 2015 with an international conference to unify efforts, include all stakeholders and revisit the structure and design of the proposed NQF. An advisory committee (task force) was then established to implement the recommendations of the conference and elaborated the third draft of the NQF. Between 2016 and 2017 the NQF text was further reviewed and submitted to Prime Minister for the legislative process, accompanied by a series of workshops with stakeholders and experts in cooperation with NARIC, ANQAHE and the TVET II project. From 09/2017 were initiated the discussions on the NQF-related legislative amendments to be introduced to the NAQAAE's law of establishment (law 82/2006¹). The law amendment is discussed in the Egyptian house of representatives (parliament) and is expected to be issued in 2021.

The Egyptian NQF is conceived with an eight-level structure, comprehensive and inclusive of all levels of qualifications, from basic education to higher education (Doctorate).

NAQAAE is tasked with coordination and management of the NQF. Until 2021 NAQAAE has been the main quality assurance (QA) institution for all levels and sub-sectors of education and training. In 2021 was approved legislation on the establishment of new quality assurance institution focused on technical vocational education and training (TVET). This new institution is the Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN). The set of bylaws are in development to support effective operationalisation of its mandate and functions.

1.2 Policy context

Egypt is a big country, geographically, and geopolitically, it occupies a strategic position, as a bridge between Africa and the Middle East.

¹ Executive Law 82 for the Year 2006 regarding the establishment of NAQAAE. http://en.naqaae.eg/?page_id=2545

TABLE 1: EGYPT – KEY FIGURES (2020, UNLESS OTHERWISE INDICATED)

Population, million	102.3
Gross domestic product (GDP), current US\$ billion	363.1
GDP per capita, current US\$	3 549.4
National poverty rate (2017), %	32.5
School enrolment, primary (% gross), 2019	106.4
School enrolment, secondary (% net), 2019 (UIS2)	84.6
Higher education enrolment (% gross), 2018 (UIS)	38.9
Employment rate (aged 15+), 2018	39.1
Male	63.1
Female	14.4
Unemployment rate (aged 15+) (%), 2018	9.8
Youth unemployment rate (aged 15-25) (%), 2018	24.7
Life expectancy at birth, years	72.0

Sources: World Bank. 2021³. UNESCO Institute of Statistics (UIS)⁴. ETF 2020a⁵.

With 102.3 million in 2020 (up from 83.7 million 2013), Egypt is the most populous Arab country. The proportion of young people aged 15–24 has been decreasing slightly, though it remains high (27.8% in 2019). This sizeable youth population presents significant challenges in terms of delivering education, creating job opportunities, curbing unemployment and improving living standards. However, it also presents a significant opportunity for the development of the economy, adoption of innovation and technology and the well-being of the population.

Egypt is a major migration player in the Middle East and North Africa (MENA) region, experiencing substantial and diverse patterns of emigration and immigration. Egypt is the largest regional provider of migrant labour to the Middle East. More than six million Egyptian emigrants lived in the MENA region as of 2016, primarily in Saudi Arabia, Jordan and the United Arab Emirates. Another three million Egyptian citizens and their descendants reside in Europe, North America and Australia, where they have formed vibrant diaspora communities. Their remittances back home make up 8.9% of the country's gross domestic product (GDP)³. At the same time, Egypt has become a destination for thousands of Arab and African immigrants, and a major host of hundreds of thousands of Palestinian, Sudanese and, since 2011, Syrian refugees. Over the past few years, Egypt has also served as a transit country on migrant routes used by sub-Saharan Africans crossing the Mediterranean towards Europe (ETF. 2020a).

Egypt is classified as a lower middle-income country. Despite the unstable regional and internal political and economic situations, the Egyptian economy has shown solid growth since the structural reforms of 2014, with GDP increasing from 2.2% in 2013 to 5.6% in 2019, before declining under the circumstances of the Covid-19 pandemic.

According to the World, this growth is largely driven by expansion in the gas extractives, tourism, manufacturing, construction and information and communications technology (ICT) sectors, while

² UNESCO Institute of Statistics, Egypt. <http://uis.unesco.org/en/country/eg>

³ World Bank. <https://thedocs.worldbank.org/en/doc/eff1ddf3a93d2f160b3799af8294649c-0280012021/original/4-mpo-am21-egypt-egy-0930-kcm.pdf>

⁴ UIS, Egypt. <http://uis.unesco.org/en/country/eg>

⁵ ETF. 2020a. Egypt Education, Training and Employment Developments 2020. <https://www.etf.europa.eu/sites/default/files/2021-01/egypt.pdf>

private investment is also picking up and net exports are improving. Growth is linked with a deliberate spending policy being implemented by the government, particularly in the form of mega-projects, which include the construction of a new administrative capital city, expansion of the Suez Canal and road extensions.

While this stimulus approach has the potential to boost economic growth and create jobs, the continued population increase in Egypt has, so far, outpaced the rate of job creation. Egypt will therefore require urgent measures to generate sufficient numbers of jobs to absorb the vast majority of the working-age population into the labour market and avoid possible social tensions.

Growth declined from 3.6% in financial year 2019/2020 to 3.3% in financial year 2020/2021 (July 1, 2020—June 30, 2021), affected by the ongoing impact of COVID-19. However, exposed sectors that were contracting since the beginning of the pandemic (tourism, manufacturing, extractives, and Suez Canal) started rebounding during April—June 2021 (Quarter 4 of financial year 2020/2021); in part reflecting base effects, easing restrictions and the gradual resumption of economic activity, international travel and trade. Unemployment declined to 7.3% by quarter 4 of financial year 2020/2021, from the 9.6% peak a year earlier at the height of the COVID-shock. Yet, labor force participation and employment rates remain low at 41.9% and 39% of the working-age population, further hindering poverty reduction.

The Constitution of 2014 commits to the expansion and quality of general education and VET in line with international standards. The national development plan, the *Sustainable Development Strategy – Egypt Vision 2030* (2015)⁶, highlights investment in human resources as a key to achieving its overall goal of promoting sustainable and inclusive economic growth. It is considered an overall political framework to which all strategic documents have to refer, and it contains three strategic dimensions – economic, social and environmental – with education and training included in the social dimension as one of four priority pillars.

1.3 NQF legal basis

The regulatory and legal framework mandating the NQF and its implementation is embedded in the amendment to Law 82 of 2006⁷ that established NAQAAE. It does not have a separate or individual law, but it has the same level of legal force. The NQF levels and level descriptors are not included in this legislation.

The discussions on the new NQF-related legislative amendments to be introduced to the NAQAAE's law of establishment (law 82/2006) were initiated in 09/2017. The law amendment is in the legislative process in Egyptian house of representatives (parliament) and is expected to be issued in 2021.

In the initial period before the 2011 Egyptian revolution NAQAAE conducted a participative process with involvement of stakeholders from all sectors, to develop the first two drafts of the NQF. The years of political instability until 2014 led to a halt of the NQF process, which was only resumed in 2015 with an international conference to unify efforts, include all stakeholders and revisit the structure and design of the proposed NQF. An advisory committee (task force) was then established to implement the recommendations of the conference and elaborated the third draft of the NQF. Between 2016 and 2017 the NQF text was further reviewed and submitted to Prime Minister for the legislative process,

⁶ Egypt. Sustainable Development Strategy: Egypt's Vision 2030. <https://planipolis.iiep.unesco.org/en/2016/sustainable-development-strategy-egypt%E2%80%99s-vision-2030-6301>

⁷ Executive Law 82 for the Year 2006 regarding the establishment of NAQAAE. http://en.naqaae.eg/?page_id=2545

accompanied by a series of workshops with stakeholders and experts in cooperation with NARIC, ANQAHE and the TVET II project.

Other important relevant elements of the legal basis include regulations and methodology on quality assurance, on competency-based education programmes, benchmarks for higher education programmes.

2. POLICY OBJECTIVES

2.1 Education and training reforms

Since the launch of Egypt's Sustainable Development Strategy - Vision 2030, the education sector, and TVET, has been in the spotlight. There is a broad consensus on the need for education reform and the programme of the MoETE is supported by the president and the government.

There is a renewed interest for TVET of the highest levels of the policy arena. New developments on TVET reform are based on the Technical Education 2.0 (TE2.0) transformation strategy. The MoETE, as the main VET provider in the country, is also working on the implementation of TE2.0, which was launched in 2019 around five main reform pillars. The strategy aims to increase the attractiveness and relevance of VET, ensure its quality, train teachers, review the governance model and establish new models of public-private partnerships. The Cabinet adopted a decision in September 2020 to establish a TVET QA authority (ETQAAN) and a teachers' training academy. TVET Egypt⁸ is a major programme for reform and boosting of the sector, co-funded by the Government of Egypt and the European Union (EU).

In addition to the reforms within compulsory education, the government is seeking to modernise the higher education sector. In 2018, a Law for the Establishment of New Technological Universities was approved, with, initially, eight universities planned. These will be publicly owned and will offer two- and four-year programmes across a range of specialities, including agriculture, industry, technology and commerce. The courses will be open to students with general secondary school certificates, as well as those who have attended a technical school. It is envisaged that the model will build further on that of the Integrated Technical Educational Clusters (ITECs), which deliver all levels of technical and vocational qualifications in a given sector.

There are common positive trends across the different reform initiatives in the last years, such as: a shift in the policy agenda to a more employment-oriented focus (transition from school to work, role of sector skills, etc.); a trend towards quality assurance for VET (within the MoETE and beyond); a more demand-oriented VET vision (increased provision of work-based learning (WBL)) and models of public-private partnerships through, for example, applied technology schools, etc.; and increased collaboration between stakeholders and international partners at regional and local levels. In this regard, the incentives created through the establishment, in May 2019, of the National Investment Charity Fund for Education under the new Capital Market Authority Law might be pivotal for diversifying VET funding through new public-private partnership models.

⁸ TVET Egypt website: <https://tvetegypt.org/>

2.2 Aims of NQF

The objectives of the NQF are identified as follows (NAQAAE. 2020):

- Setting reference standards for qualification levels based on learning outcomes.
- Acting as a reference to build qualification frameworks for different sectors /sub sectors.
- Serving as a comparability tool for recognition of Egyptian qualifications, allowing overseas mobility in education systems and labour markets.
- Linking qualification levels allowing progression from one level to another.
- Linking TVET & the general education systems, promoting level progression (no dead ends) and permitting (with appropriate tools) horizontal mobility between the two systems.
- Guiding QA standards (and Academic Reference Standards) setting both by providers of education and NAQAAE.
- Permitting inter sectorial mobility (with appropriate tools).
- Providing reference standards to review and enhance standing Egyptian. qualifications and acting as a benchmark when introducing new qualifications.
- Assuring public confidence in the outcomes of the Egyptian Qualifications system by meeting societal and employers' expectations for different Qualification levels.
- Fostering lifelong learning (LLL) and recognition of prior learning (RPL)

Future efforts in Egypt will focus on setting up a national qualifications register, creating articulation pathways and implementing the recognition of prior learning and credit accumulation and transfer system.

Egypt is interested in cooperating and comparing with the European Qualifications Framework (EQF) and is involved in the process developing the African Continental Qualifications Framework (ACQF).

3. LEVELS, LEARNING OUTCOMES AND QUALIFICATIONS

3.1 NQF scope and structure

The NQF is a comprehensive framework that covers primary and secondary education, TVET and higher education, in a unified type of framework.

- The architecture of the NQF in Egypt is defined by an eight-level structure.
- Levels are ascending, starting at level 1 (equivalent to the general primary certificate) up to level 8 (equivalent to a doctoral degree)
- The eight levels are described in terms of Learning Outcomes, covering all qualifications in Egypt.
- Qualifications are measured against these outcomes to be placed at a given level.
- One or more National Qualifications may fit into a level.
- The targeted qualifications in a general outlined form, leaving more flexibility to the different sectors to develop their academic / learning plan.

Level descriptors are structured in three domains, specified by sub-domains, as follows. The full set of level descriptors is provided in Annex 2 to this report.

- Domain: Knowledge (sub-domains: extent and type)
- Domain: Skills (sub-domains: cognitive and professional)
- Domain: Competencies (autonomy, responsibility and interaction).

The design strategy was based on defining a set of “evolving” skills and competencies that start with early Qualifications Level and progress throughout the different levels, until it reaches an ultimate value, after which it remains constant.

3.2 Types of qualifications

The Egyptian model of the NQF draws a distinction between qualifications, programmes and curriculum, with a qualification as the outcome of a learning process based on a programme and assessment. The conceptualisation of a programme leading to a qualification has been assumed.

3.3 Quality assurance of qualifications

Higher education

The legal basis for the quality assurance of qualifications in higher education is outlined in the Executive Regulation No. 25 of 2017 of Law 82 for the Year 2006 regarding the Establishment of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), which is the body responsible for leading and coordinating the activities related with the NQF.

Key legal acts, such as Law 82 for the year 2006 and its [Executive Regulation No 25 of 2017](#) are published on NAQAAE website.

Quality assurance of the qualifications that will be registered on the Egyptian NQF is linked to the programme accreditation process, where only programmes that have been accredited will be eligible to register in the related qualification on the NQF. Education programmes in Egypt are only assessed for accreditation after the first cohort of learners has passed through and this is in itself a quality assurance mechanism.

The framework of quality assurance in higher education includes self-assessment, evaluation and accreditation of institutions, and assessment and accreditation of programmes in higher education institutes. NAQAAE website systematises the full range of publications and templates for institutional users at: http://en.naqaae.eg/?page_id=1237.

NAQAAE accredits universities as a whole, as well as individual faculties and programs. In order for universities to be granted full institutional accreditation, at least 60 percent of their faculties must be accredited.

The accreditation process involves two phases: an optional “pre-accreditation” period during which NAQAAE performs a “gap analysis” and produces an improvement plan, followed by a formal nine-month evaluation that includes an institutional self-assessment and further inspections by [NAQAAE auditors](#). NAQAAE’s quality criteria are laid out in several [guidebooks](#); they include adequate financial resources, management structures, teaching staff, facilities, research output, and quality assurance mechanisms.

Accreditation is granted for periods of five years during which institutions must continue to submit annual self-assessments. Institutions that fall short on just a few criteria may be placed on “postponed accreditation” status pending improvements, while underperforming institutions may have their accreditation revoked.

Although accreditation is technically mandatory for all HEIs, the implementation of Egypt’s new quality control regime is still in transition and progressing gradually.

The full set of guidebooks on accreditation of higher education institutions is gathered under the first section - "[Accreditation Manuals](#)" – of Publications and Templates in NAQAAE website:

- [Guidebook for University accreditation \(1st edition 2009\)](#)
- [Guidebook for University accreditation \(2nd edition 2017\)](#)
- [Guidebook for accreditation of Faculties and Higher Education Institutes \(3rd Edition, 2015](#)
- [Institutional Guide to the Accreditation of Higher Education Institutions.\(1st ed 2008 and 2nd ed 2009\)](#)
- [Guidebook for evaluation and accreditation for Technical Institutes \(2 years\).](#)
- [Guidebook for Assessment and Accreditation of Educational Programs in Higher Education Institutes](#)
- [Guidebook for Standards for areas and Human resources.](#)

Most importantly, the National Academic Reference Standards (NARS) by fields of education are published by NAQAAE at:

- [National Academic Reference Standards \(NARS\) for Medicine](#) [Download 2017](#)
- [National Academic Reference Standards \(NARS\) for Pharmacy](#) [Download 2017](#)
- [National Academic Reference Standards \(NARS\) for Nursing.](#) [Download 2017](#)
- [National Academic Reference Standards \(NARS\) for Dentistry.](#)
- [National Academic Reference Standards \(NARS\) for Basic Science.](#)
- [National Academic Reference Standards \(NARS\) for Arts.](#)
- [National Academic Reference Standards \(NARS\) for Language Studies.](#)
- [National Academic Reference Standards \(NARS\) for Agriculture.](#) [Download English](#)
- [National Academic Reference Standards \(NARS\) for Law.](#)
- [National Academic Reference Standards \(NARS\) for Commerce.](#)
- [National Academic Reference Standards \(NARS\) for Mass Communication.](#)
- [National Academic Reference Standards \(NARS\) for Home Economics.](#)
- [National Academic Reference Standards \(NARS\) for Urban Planning.](#)
- [National Academic Reference Standards \(NARS\) for Applied Arts.](#)
- [National Academic Reference Standards \(NARS\) for Education for Early Childhood.](#)
- [National Academic Reference Standards \(NARS\) for Tourism and Hotels.](#)
- [National Academic Reference Standards \(NARS\) for Physical Education.](#)
- [National Academic Reference Standards \(NARS\) for Environmental sciences.](#)
- [National Academic Reference Standards \(NARS\) for Veterinary Medicine.](#)
- [National Academic Reference Standards \(NARS\) for Physical Therapy.](#)
- [National Academic Reference Standards \(NARS\) for Engineering.](#)
- [National Academic Reference Standards \(NARS\) for Arabic Language Studies.](#)
- [National Academic Reference Standards \(NARS\) for Economy, Political Science and Statistics.](#)
- [National Academic Reference Standards \(NARS\) for Musical Education.](#)
- [National Academic Reference Standards \(NARS\) for Fine Arts.](#)
- [National Academic Reference Standards \(NARS\) for Computer Sciences and Information Technology.](#)
- [National Academic Reference Standards \(NARS\) for Social Work.](#)
- [National Academic Reference Standards \(NARS\) for Specific Education.](#)
- [National Academic Reference Standards \(NARS\) for Education.](#)
- [National Academic Reference Standards \(NARS\) for Nursing.](#)

Another key document for quality assurance focuses on benchmarks for postgraduate programmes:
[Guidebook for Benchmarks for Postgraduate Programs.](#)

The templates for evaluation and review process address self-assessment and evaluation:

- [Template for self assessment and self study report.](#)
- [Templates for evaluation and review.](#)

The reviewers' kit includes a large set of guidelines, check lists, templates:

- [Evaluation Form 1](#)
- [Evaluation Form 2](#)
- [External Review Process Check list](#)
- [Faculty Coordinator](#)
- [Planning Norms Guideline](#)
- [Report technicalities Presentation](#)
- [Review Report Template](#)
- [Review Visit and Report Tips](#)
- [Suggested Site Visit Schedule](#)
- [Template and Guidelines for External Review Report](#)
- [Guidelines for the Site Visit](#)

TVET

The transformation strategy for a Technical Education 2.0, as launched by the Ministry of Education and Technical Education in early 2019, foresees substantial changes. Though defined within the realm of Technical Education only, the transformations in terms of quality assurance, centres of excellence, teacher training, expansion of work-based learning including Applied Technology Schools (ATS), dual education and training will impact the wider TVET environment.

MoETE is aware of the importance of a well-functioning quality assurance system for TVET, relying on the new lead institution – ETQAAN. The new Law regulating ETQAAN has been approved by the Parliament. Key conditions necessary to effectively start activities comprise the approval of a set of bylaws and implementing texts, organisational structure and funding for the functioning of ETQAAN.

ETQAAN will, amongst others, certify schools and training centres as well as accredited programmes. The importance of coordination and complementarity between MoETE (Competency-based training - CBT) and ETQAAN (certification) should not be underestimated. A coordinated plan of actions between a) the expected completion of the CBT-transformation of all TVET curriculum (2024) from one side, and b) the piloting and roll-out of certification of providers by ETQAAN from the other, should take account of the strategic goals of TVET reform; but also let ETQAAN organise and deliver Quality assurance according to the terms of the legislation and international practice, that is, with the necessary independence, credibility and transparency.

Management of ETQAAN will work through accredited experts or houses of expertise (not in-house experts) and cooperate with international bodies. ETQAAN is expected to deliver in efficient mode, for fast results. This presupposes technical readiness as early as possible (groups of accredited experts), from one side, and governance bodies working with shared goals. ETQAAN's senior body (Board of Trustees) will be composed of government representatives (6 persons) and private sector representatives (from key economic sectors, i.e tourism, construction and commerce). The other body is the Executive Council: it will be formed by 7 experts selected by the Board of Trustees.

The expected "non bureaucratic" style of work of ETQAAN to deliver efficient services will be put at test early on and the sustainability of the TVET reform may largely depend on the good start of ETQAAN. The importance of clear procedures and transparent processes to ascertain public

acknowledgement and buy-in of the community of schools and training centres cannot be underestimated. ETQAAN will also need to collaborate with employer representative bodies such as SSCs to set the skills standards on which it will set its quality standards; it might also use them as conformity assessment bodies as specified in the current draft law.

ETQAAN should align the TVET quality assurance principles / framework with the quality assurance requirements and principles foreseen in NQF legislation and coordinate future developments of TVET QA with the NQF implementation body. This will provide a solid foundation for future smooth processes of registration of TVET qualifications in the NQF / Register.

3.4 Use of learning outcomes and standards

The conceptualisation and structure of the NQF in Egypt is based on an outcomes-based approach. More than three-quarters of *all* curriculum in Egypt uses learning outcomes, according to information gathered from key informants and meetings with NAQAAE in 2020.

Competency-based training

New programmes based on CBT methodology and concept were jointly developed with the stakeholders and implemented in a number of TVET institutions, the majority of which happened before the academic year 2019/20 (TVET II. 2020).

- A total of 37 CBT programmes developed for 4 sectors: industry, agriculture, tourism, and commerce. The large majority were developed for MoETE.
- CBT programme for MoETE: 32 programmes and the resulting qualifications at level 3 of the NQF. Implemented within 105 Technical Secondary Schools.
- 3 programmes (covering 5 curricula) in the tourism sector have been developed for the Ministry of Higher Education (MOHE) but not yet implemented in the colleges. The related qualifications are at levels 4 and 5 of the NQF.
- 2 programmes for skills development with the PVTI (Ministry of Trade and Industry) – however, one of the programmes is not fully implemented due to lack of equipment and training material while the other is not yet implemented because the units are not yet completed.
- To assure sustainability, capacity building and orientation workshops have been conducted and a methodology package prepared. These activities targeted training of CBT curriculum developers / writers, teachers, and staff of MoETE.
- Links with the NQF: although the NQF legal texts are still in the political / approval process, the information on the NQF level is indicated in the “Structure of the Programme – Courses” (Course and Unit of Competences) (Document: Curriculum Design Template – TVET II. 2019b).

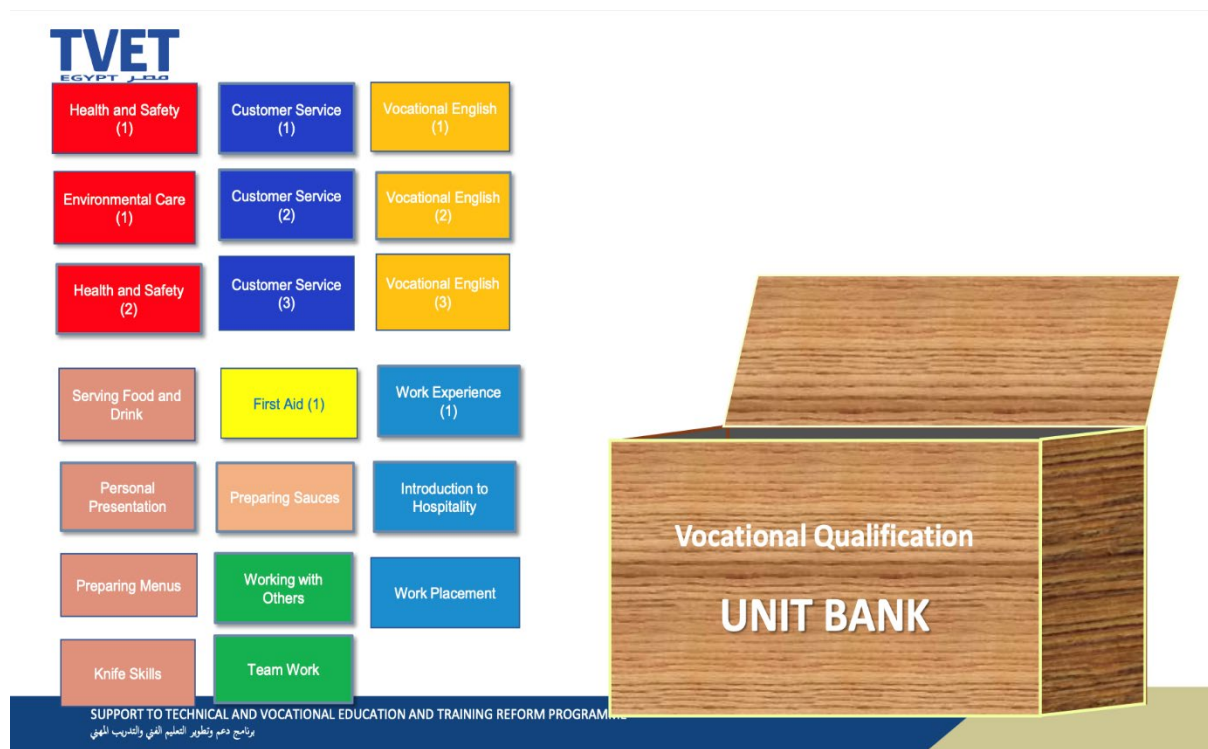
CBT programmes are associated with curricula and the respective qualifications standards, which are defined in Units.

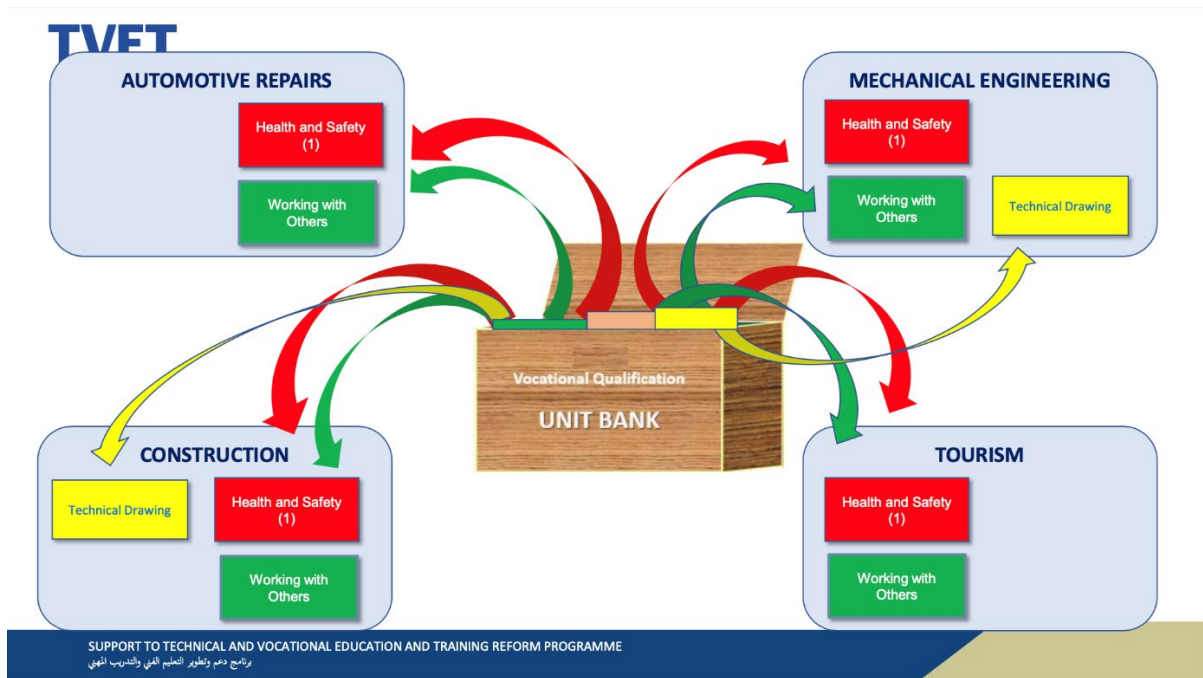
- The smallest part of a TVET CBT programme are Units, which represent a collection of related knowledge and skills (competencies), expressed in terms of learning outcomes and performance criteria. Units are made up of learning outcomes, performance criteria and evidence requirements.
- Units are the “Building blocks” of TVET programme. They include:
 - Level and credit value
 - Related Skills and Knowledge
 - Often based on Duties, or a combination of related Duties
 - Can be based on Key or Technical Competencies

- Describe standards of performance
- Include information on learning and teaching approaches
- Required resources
- Assessment and evidence requirements

Vocational Qualification “Unit Bank” – a web-based database / instrument has been developed gathering all units; a manual of operations developed, and workshop conducted on the operationalisation of the system. Relevant Units can be used in different qualifications standards, and the Unit Bank is a resource for CBT programme developers, assuring coherence across sectors and developers’ teams.

FIGURE 1: “UNIT BANK” – TVET EGYPT





Source: Based on TVET II. 2019a.

In higher education, NAQAAE uses National Academic Reference Standards (NARS), which are reference points designed by NAQAAE to outline / describe the expected minimum knowledge and skills necessary to fulfil the requirements of a program of study.

As an example, the NARS for Nursing⁹ elucidates how the outcomes statements are grouped: attributes of the graduate, knowledge and understanding, practical and clinical skills, intellectual skills, general and transferable skills, and attitude.

3.5 Credit systems

The current legislation allows for the use of a credit hour system for higher education cycles and for VET to ensure progression or transfer between VET and higher education system. Some universities use a credit hour system that defines a year of study as 30 to 36 hours of study (WENR. 2019).

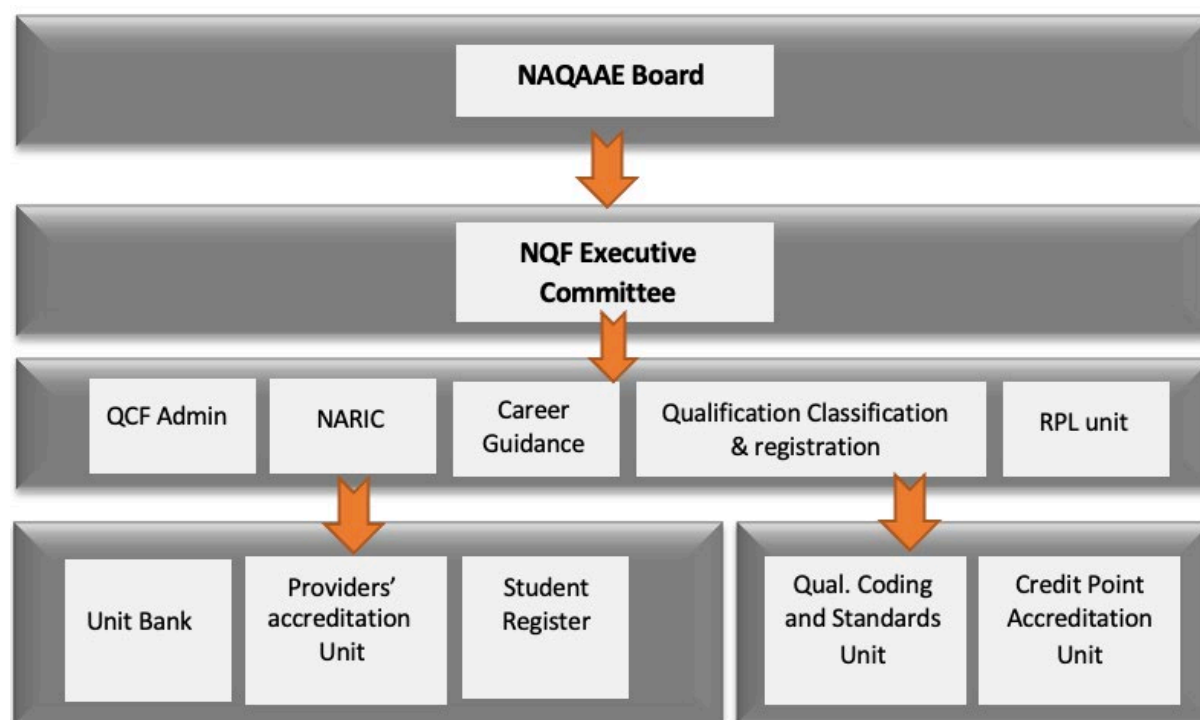
4. INSTITUTIONAL ARRANGEMENTS AND STAKEHOLDER INVOLVEMENT

4.1 Governance and institutional arrangements for the NQF

NAQAAE is the leading body responsible for coordination of the NQF related activities. The below administration model was the original model developed for coordination and management of the NQF. However, with the establishment of a separate entity in charge of TVET QA /ETQAAN), some of the functions/units presented in this administrative model may be transferred to this new authority.

⁹ NARS for Nursing: <http://en.naqaae.eg/wp-content/uploads/2014/PDF/3.pdf>

FIGURE 2: MANAGEMENT OF NQF OPERATIONS



TVET

Over the past few years, a number of decrees and laws have been proposed or issued to organise the policy making and governance of TVET although still not in a fully integrated manner. In 2014, the Executive Council for VET was established under the leadership of the Ministry of Education and Technical Education (MoETE).

The current legislative framework includes a set of councils set up in 2014 by the Prime Minister, structuring TVET governance around three councils by the following decrees:

- Decree no. 705 for the establishment of the National Council for Human Resources Development under his presidency. This council would be replaced by the council in the new labour law, still to be approved.
- Decree no. 706 for the establishment of the Executive Council for Technical and Vocational Education and Training presided by the Minister of Education; and
- Decree no. 707 for the establishment of the Executive Council for Manpower Skills Development headed by Minister of Manpower.

Over 2020, new policy directives have led to the conception of new entities within the TVET governance arena:

- A draft law has been approved at the Cabinet level for the set-up of a Quality Assurance entity for TVET. This entity, which goes under the working title of 'ETQAAN', would ensure quality for the wider TVET sector and would ultimately alter the TVET landscape and reshuffle the roles and responsibilities with amongst others NAQAAE, which would still be responsible for developing the NQF.
- Similar development is ongoing for the development of a teacher-training academy for technical education under the MoETE, named TVETA. With a preliminary approval from the Prime Minister, this entity would equally alter the structure of the technical education landscape, especially in

areas related to the initial and continuous education and training and certification of technical teachers, including in-company trainers within WBL models as well as assessors and auditors.

Article 15 of Chapter 3 of the current *Investment Law* (Law # 72 for 2017) has for the first time explicitly provided income tax incentives for investors that invest in technical education. This provides an opportunity for the TVET sector to engage private sector investors especially in the new scheme of Applied Technology Schools and other forms of Public-Private Partnerships (PPP) in TVET.

- Although not yet a decree or law, under the Ministry of Trade and Industry a restructuring is in the pipeline for the Productivity and Vocational Training Department (PVTD) introducing new sector-specific VTCs (e.g. in the food processing sector for example) and changing the legal status of the PVTD from a department within MoTI to an independent authority. If this materialises, it will also affect the TVET landscape.

The new *labour law* foresees the setup of a Supreme Council for Human Resources and Skills Development (SCHRSD) chaired by the Prime Minister. It also proposes that the new SCHRSD assumes responsibility for setting national policies and executive strategies for developing human resources through education and training systems of all types and levels. The SCHRSD will be responsible for setting a comprehensive national programme for enhancing workers' skills and competencies and the ideal utilization of Egypt's work force to fulfil the requirements of State's social and economic development plans. The new law did not refer to the executive elements, which will implement the set objectives. The law also proposes the restructuring of the existing Training Fund (levy) which, if organised and implemented well, could potentially be a mechanism for the financial contribution of employers in TVET and a source of financial sustainability for the sector skills council; however, this will require extensive dialogue with the social partners.

4.2 Roles and functions of actors and stakeholders

Currently there are no sector councils that are directly involved in the development of the NQF, however upon their future establishment they are anticipated to be involved in its implementation. However, industry and organised labour have made input to the development of the NQF with whom NAQAAE has conducted extensive consultations during the developmental stages.

5. RECOGNISING AND VALIDATING NON-FORMAL AND INFORMAL LEARNING AND LEARNING PATHWAYS

5.1 VNFIL arrangements

While direct alignment between the recognition of prior learning (RPL) and the NQF has yet to be fully operational in Egypt, there is a policy on RPL that was developed. The development of alignment of the RPL policy to the NQF has not yet started.

6. NQF IMPLEMENTATION AND IMPACT

6.1 Key achievements and main findings

The long history of development of the Egyptian NQF, started in 2005, has translated in a conceptual and technical design that has been largely debated with stakeholders and also reviewed across different phases of the evolution of the education and training system – before and after the Egyptian revolution. NAQAAE has been the most constant player and engine of this process. NQF-related legislative amendment of the Law 82 of 2006 is expected to trigger the start of the activation stage of the NQF.

The priority allocated to education and training reforms by the government policy creates a favourable context for advancement of the reforms in TVET and Higher education, especially the wider implantation of CBT programmes, quality assurance of programmes and institutions, and improved involvement of sector councils in governance. The register of national qualifications has the potential to become a platform for integration and transparency of all qualifications.

A constructive dialogue and cooperation between NAQAAE and the new TVET QA institution (ETQAAN) on matters of common interest in NQF management will be essential for an operational phase based on mutual trust.

NAQAAE's active involvement in African projects, such as HAQAA and ACQF is beneficial for the NQF process, and NAQAAE could involve other national institutions in certain activities, such as peer learning and capacity development.

Start of the operational phase of the Egyptian NQF opens opportunity to cooperate with the EQF.

6.2 Qualifications registers and databases

While planning for the NQF, NAQAAE defined major policies and tools needed for its successful implementation (Figure 3). The Qualifications Register is one of the essential NQF tools. NAQAAE will build the tools and coordinate the drafting of the policies, but will not necessarily oversee the implementation of each, some tools may become separate entities (e.g., NARIC) and some policies may be the responsibility of other authorities in Egypt. NAQAAE will be responsible for the qualifications register, which is developed as one of the outcomes of TVET Egypt project (EU co-funded project). The register is expected to be operational by 2022.

FIGURE 3: HIGH-LEVEL CONCEPT NQF AS A SYSTEM – AND PLACE OF THE NQF REGISTER (NAQAAE. 2020)



6.3 Qualification documents

Titles and format of qualifications documents are defined by legislation.

World Education News and Reviews (WENR) publishes the sample qualification documents¹⁰ for:

- General Secondary Certificate
- Higher Diploma of Technology
- Bachelor's degree
- Bachelor's degree (engineering)
- Bachelor of Dental Medicine and Surgery
- Master's Degree
- Doctoral Degree

6.4 Recognition of foreign qualifications

Recognition of Foreign Qualifications is the responsibility of the Ministry of Higher Education and Scientific Research. Egypt has not yet ratified the 'Revised Convention on Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualificators in Higher Education in African States' (Addis Convention)¹¹, signed in 2014.

¹⁰ WENR. <https://wenr.wes.org/wp-content/uploads/2019/02/Education-in-Egypt-Sample-Documents.pdf>

¹¹ <https://en.unesco.org/news/unescos-addis-convention-higher-education-enter-force>

7. REFERENCING TO REGIONAL FRAMEWORK/ OTHER FRAMEWORKS

7.1 Referencing to regional frameworks

The NQF in Egypt is newly established and has not yet been referenced to any other bodies or qualification frameworks, country or regional, but the plan of implementation includes referencing (comparison) against the European Qualifications Framework (EQF), the Arab Qualifications Framework (AQF) and the ACQF once established.

7.2 International cooperation

NAQAAE is a Board Member of the Arab Network for Quality Assurance (ANQAHE¹²).

NAQAAE is a member of the Advisory Group of the project Africa Union-EU Union project *African Continental Qualifications Framework*¹³.

NAQAAE actively participates in the Africa-EU Partnership *Project Harmonisation of African Higher Education Quality Assurance and Accreditation* (HAQAA). It is high-capacity QA agency that has been highly active in HAQAA1: It helped to develop and translate the ASG-QA into Arabic and received one of the pilot agency reviews. It has been a champion of the continental harmonisation agenda and is strategic partner for Northern Africa.¹⁴

Egypt has been a partner organisation in the European Training Foundation's (ETF) Qualifications for the Mediterranean (Q4M) 2010-2015 project, which aimed to boost the comparability and transparency qualifications and qualifications systems and make them more responsive to labour market needs.

7.3 International donor support

The EU remains a strong supporter of the Egyptian education sector as a whole, with particular emphasis on increasing access to, and the quality of, education, especially for the most vulnerable children. The current EU cooperation portfolio in education includes two complementary primary community schooling programmes (total EUR 90 million).

In the area of VET, the EU provides support through the TVET Egypt programme (2013–2023) (EUR 50 million), which is co-funded by the Egyptian government (EUR 67 million) and aims to improve the structure and performance of the TVET system to better respond to Egypt's rapidly changing socioeconomic needs, with a focus on youth employability and national competitiveness. The TVET Egypt programme includes a component focused on the NQF and development of the NQF register of qualifications.

GIZ and USAID contribute substantially to advance the TVET and employment policies.

¹² <http://www.anqahe.org/board-members.htm>

¹³ <https://acqf.africa/>

¹⁴ <https://haqaa2.obsqlob.org/partners/haqaa2-strategic-partnerships/>

8. IMPORTANT LESSONS AND FUTURE PLANS

The Egyptian NQF is now established and promises to yield the desired results if the education sector policy orientations and reforms keep their priority and if funding is forthcoming once the current TVET Egypt project is concluded. It has taken a long time for the NQF to be conceived and agreed, and become established but it holds potential and promise.

Future directions in implementing the NQF will include the development of a national database of qualifications and undertaking referencing activities with other countries and systems. Progress in implementation of the NQF should be internally and externally monitored on an ongoing basis.

Governance of the NQF will count on a new player: ETQAAN, the TVET QA entity. Clarity and efficiency in the articulation of roles and areas of competence between NAQAAE (leading role in managing the NQF), and ETQAAN will be an important pre-condition and enabler for successful implementation of the NQF going forward.

9. MAIN SOURCES OF INFORMATION

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Ministry of Higher Education and Scientific Research. <http://portal.moheer.gov.eg/en-us/Pages/default.aspx>

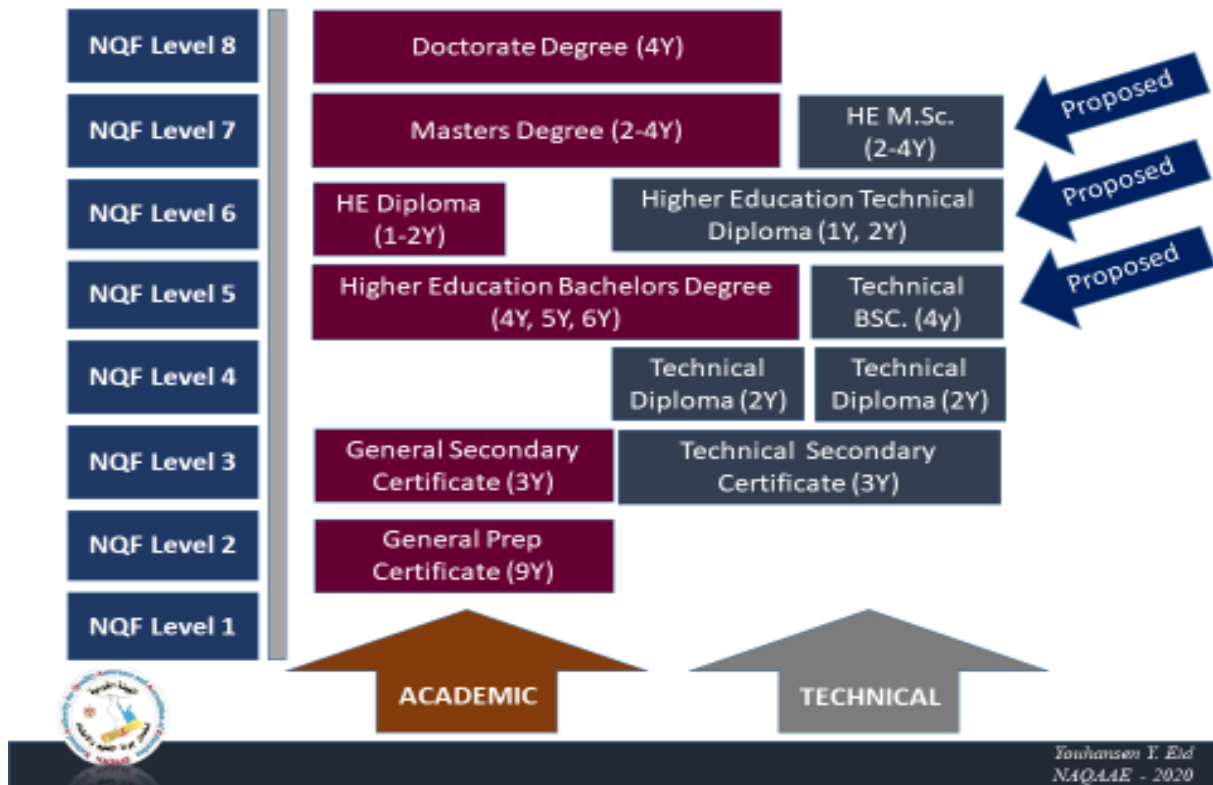
Ministry of Manpower and Migration. <https://www.manpower.gov.eg/index-e.html>

NAQAAE. <http://en.naqaae.eg/>

10. INFOGRAPHIC OF THE NQF/NQF OVERVIEW

10.1 Qualifications according to levels

Proposed structured of qualifications by NQF levels



Source: NAQAAE. 2020

10.2 Level descriptors of the NQF

	Knowledge & Understanding		Skills		Competencies		
	Type	Extent	Cognitive	Professional	Autonomy	Responsibility	Interaction
Level 8	Systematically acquires complex contemporary specialized most advanced knowledge in a field of study. Demonstrate the Acquisition of In-depth analytical knowledge at the interfaces with adjoining areas.	Contribute to knowledge in the field of specialty through scientific research or the introduction of new methods & tools.	Critically analyze and evaluate knowledge and synthesis of new and complex ideas; Innovate methodologies to solve complex specialized problems. Demonstrate the ability to conceive, design, implement and adapt a Substantial process of research	Mastering the most advanced professional skills in the area of specialty Evaluate and develop of current methods & techniques in response to scientific advancement. Exploit ICT advances for research & development and for his own professional development	Practice complete autonomy in work or study. Works in an entrepreneurial manner as an independent entrepreneur.	Assumes responsibility for own develop. Take decisions in crisis Evaluate performance Allocates and develops workplace resources Commit to research & ethics Promote work ethics and professional conduct. Manage systems. Initiate, design and undertake research, strategic activities ...	Offer mentorship and support in the field of specialty to others Slide 33
Level 7	Demonstrate the Acquisition of Comprehensive contemporary specialized /professional knowledge within a field of study or work And Extended integrated knowledge covering a broad spectrum of inter-related domains occupational activity. Aware of recent research trends	Analyze & critically appraise the recent knowledge within the field of specialty. Integrate relevant knowledge domains in the field of study or work.	Solve complex specialized problems within broader (or multidisciplinary) contexts related to their field of study Choose and apply the appropriate process of enquiry for the area of study or practice. Deduce sound conclusions from raw &/or statistical data and relevant information.	Master comprehensive highly specialized and state-of-the-art skills in a field of study or work. Manage systems in familiar and unfamiliar contexts... Design, select and apply appropriate and creative methods, techniques, processes or technologies to complex practical and theoretical problems. Exploit ICT advances for research & continuous prof. development	Practice complete autonomy Works in an entrepreneurial manner in someone else's service. Design and undertake research, development or strategic activities to inform the area of work / produce organizational or professional change. Quality enhancement	Make justifiable decisions in partial absence of information Evaluate the performance of subordinates & plans for their development efficiently allocates and develops workplace resources. Promote work ethics and conduct	Lead a heterogeneous team of a higher level of expertise. Engages in change management Contribute to divisionally specific and cross-divisional debates.
LEVEL 6	Demonstrate the Acquisition of in depth specialized/ professional knowledge in a field of study or work Demonstrate the Acquisition of integrated knowledge covering a broad spectrum of inter-related domains	Critically analyze the various parameters affecting outcomes in a field of study, work.	Solve complex specialized problems in predictable and non predictable contexts	Select, apply and transfer appropriate standard procedures, processes or techniques to problem Manage processes in familiar and unfamiliar contexts. Carry out customized cost/effectiveness analysis.	Work or study autonomously under general systems and rules in familiar and unfamiliar contexts... Full awareness of the limits of his own knowledge..	Make informed decisions in familiar and less familiar contexts Uses & develops workplace resources. Embrace work ethics. Evaluate the performance of subordinates & development enhance methodologies & processes	Work in and Lead a heterogeneous team.
LEVEL 5	Demonstrate the Acquisition of Integrated general/ professional knowledge covering a broad spectrum of facts, principles and theories within inter-related domains with specialization in a field of study or work.	Apply the acquired knowledge using theories and abstract thinking of intermediate depth in field of study or work. Identify and diagnose the parameters affecting performance in field of study or work.	use analytic critical thinking to solve specialized problems in predictable and non predictable contexts, while dealing with variation and interfering factors. Critically evaluate the results of achieved tasks to establish multi-dimensional correlations and build technical expertise...	Master a wide spectrum of specialized skills using familiar & less familiar tools within a field of study, or work. Design mitigation measures for occupational hazards Apply cost/effectiveness measures. Manage processes in familiar & less familiar contexts. Use digital tools and media to deal with academic/professional challenges in a critical and creative manner	Work or study autonomously under general systems and rules in less familiar contexts.. Use different references and learning resources. Possesses the capabilities to work in an entrepreneurial manner in someone else's service or as an independent entrepreneur	Assumes full responsibility for own learning and self development. Assumes responsibility for own and team performance. Take informed decisions in familiar contexts Evaluate the performance of subordinates & support their development enhance methodologies & processes efficiently uses and develops workplace resources. Embrace work ethics.	Work in and lead a heterogeneous team Communicates Effectively in the area of specialty with specialized and non-specialized individuals using the appropriate communication means/modes & tools.
LEVEL 4	Demonstrate the Acquisition of general professional knowledge within a specific field of study or work Slide 32	Apply the acquired knowledge in field of study or work using standardized methods, procedures, and/or techniques.	Solve specialized problems in predictable contexts governed by general rules, with the ability to deal with some variation and interfering factors.	Apply a wide spectrum of specific skills guided by known rules and in a specialized context of occupational activity using familiar tools Carry out cost estimation and analysis techniques for assigned tasks	Work or study autonomously under general systems and rules in familiar contexts Exercise self and team management facing limited variables.	Assumes responsibility for own learning and production within a generally supervised system. Assumes responsibility for work of others ... Offer suggestion and support for enhancement development Assures the application standard occupational safety measures	Work in heterogeneous teams. Seek and offer support and coordinate activities within the group. Respond to less detailed verbal and written communication. Issue detailed verbal and written instructions.
LEVEL 3	Demonstrate the Acquisition of Extended general/occupational knowledge covering basic facts, principles, general concepts and fundamental theories within a field of study or work.	Apply the acquired knowledge in field of study, work or activity in defined context. Demonstrate initial insight on cost estimation/analysis. Demonstrate full understanding of hazards.	Choose the appropriate response to solve problems in less defined context governed by routine or general rules.	Apply specific scientific or practical skills for processing technical assigned tasks guided by known rules and using familiar tools within a field of study/work or occupational activity. Competent use of digital tools in the school or work context	Work or study autonomously with minimum guidance within familiar context Take the initiative to address any shortcomings faced in a work situation. Has an entrepreneurial mindset and the basic skills for working as an entrepreneur.	Assumes responsibility for quantity and quality of own production and learning in familiar context. Adheres to work ethics and regulations	Work in a team. Accepts guidance and seeks it when needed. Respond to complicated verbal and written communication
LEVEL 2	Demonstrate the Acquisition of Fundamental general knowledge	Comprehend and apply the acquired knowledge within clearly defined context. Shows an entrepreneurial awareness	Choose from limited responses to solve simple problems in clearly defined context. Establish simple multi-variable correlations.	Apply basic scientific or practical skills essential to perform moderately complicated tasks within a field of study ...using familiar tools. Basic use of digital tools in the school	Work or study under guidance Sequence and schedule learning /work tasks.	Assumes moderate level of responsibility for quantity & quality of own production in familiar contexts.	Work within a group. accept and Seek guidance in learning and work situations. Respond to detailed verbal and written communication
LEVEL 1	Demonstrate the Acquisition of elementary general knowledge	Memorize & recall the acquired knowledge Apply literacy and numeracy skills to contexts	Choose from limited routine responses. Establish simple correlations.	Apply basic scientific or practical skills essential to perform simple well-defined tasks. Elementary use of digital tools	work or study under direct supervision Access and use a limited range of learning resources.	assumes partial responsibility for quantity & quality of own production in familiar contexts.	Learn or work with others. accept supervision & guidance. Respond to simple verbal and written communication

Source: NAQAAE. 2020

ABBREVIATIONS

ACQF	African Continental Qualifications Framework
AU	African Union
AUC	African Union Commission
CAPMAS	Central Agency for Public Mobilisation and Statistics
EQF	European qualifications framework
ETQAAN	Egyptian TVET Quality Assurance and Accreditation National Authority
EQF	European Qualifications Framework
EU	European Union
ETF	European Training Foundation
GDP	Gross domestic product
ISCED	International standard classification of education
MoETE	Ministry of Education and Technical Education
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
NQF	National Qualifications Framework
QA	Quality Assurance
RPL	Recognition of Prior Learning
TE2.0	Technical Education 2.0
TVET	Technical Vocational education and training
TVETA	Technical and Vocational Teacher's Academy
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VNFIL	Validation of non-formal and informal learning
WENR	World Education News and Reviews

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info@etf.europa.eu



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