

Full Length Research

Vocational Education in Egypt Versus Germany

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Human resources development is one of the key elements in rebuilding the Egyptian economy. This is required to ensure a supply of skilled and competitive workforce at the global level with high labor productivity. Skills development is an important engine in improving the employability and competitiveness of enterprises, thereby enhancing their development. Skills development facilitates a cycle of high productivity and job creation, contributing to increased incomes for the real overall economy growth. Some of the recommendations include: Promote labor market reforms targeting young people, providing them with incentives and training to promote entrepreneurship, implementing several reform strategies to help create a more market oriented labor force, and stimulating private employers to provide flexible hours for women, childcare, safe transportation and reasonable prices to ease their mobility as well as to provide support for females in the search for jobs that commensurate with their skills. The Aim of the study is to compare the vocational training schemes in Egypt and Germany. It also aims to identify the labor market challenges and the related obstacles in order to identify policies and reforms that would improve technical training schools to ensure that Egyptian youth had the skills to match the current market needs and eventually improve Egypt's competitiveness.

Key words: Skills, enterprises, Egypt, Germany

LITERATURE REVIEW

The labor market and vocational education

Employers deal with recessions in two ways, they either reduce the number of employees or the number of working hours. After the recessions are over, they have to bear the costs of training new employees. In some developed countries like Canada and Germany, programs are made to help reduce the rate of unemployment by providing incentives to employers like paying the full unemployment benefits. Youth are generally perceived to have stable paying jobs. However, stable jobs are better guaranteed if an efficient link is made between two pillars which are the education and the labor market. First, education should provide the basis of providing qualified skilled labor and second is the labor market which should provide decent flexible jobs that allows employees to get promoted to better jobs. Vocational training provides the necessary link between students and the labor market demand. But to obtain optimum benefit a careful balance must be maintained between the specific job skills and the curricula

taught at the different education levels. One of the best methods to ease transition to the work force without a waiting period with maximum integration is the dual vocational training system. There is a common belief that the higher the level of education and skill the higher the level of employment. However, this is hardly the case, since the level of education does not guarantee employment, whether it be intermediate education or higher university education. What really contributes in lowering unemployment levels is the proper balance between education and market needs (Bell, 2019; OECD, 2020) (as shown in Figures 1 and 2).

Compatibility between education and labor markets helps to shorten the lag between graduation and hiring. However, the quality of education varies greatly in different countries. Education is generally divided into general education, vocational training and dual vocational training. University graduates receive higher level of education to be able to achieve higher levels of skill. However, they're often faced with poor chances of employment since there is an excess

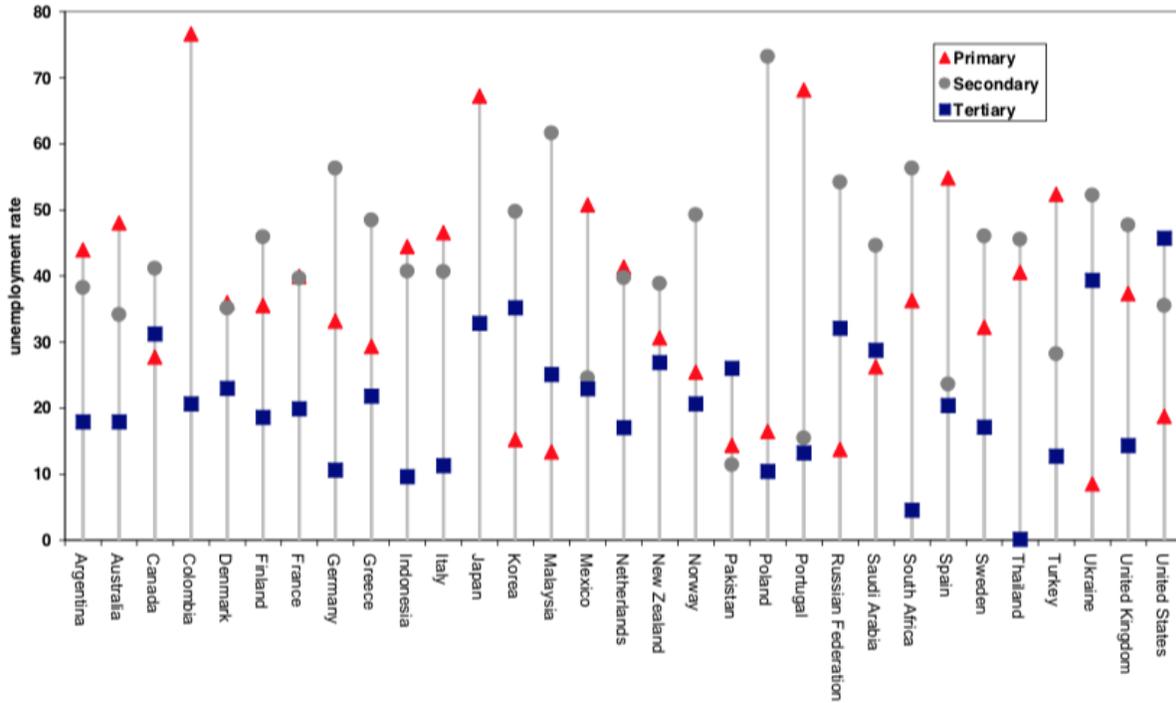


Figure 1: Unemployment rate by Educational Level (Source: World Bank)

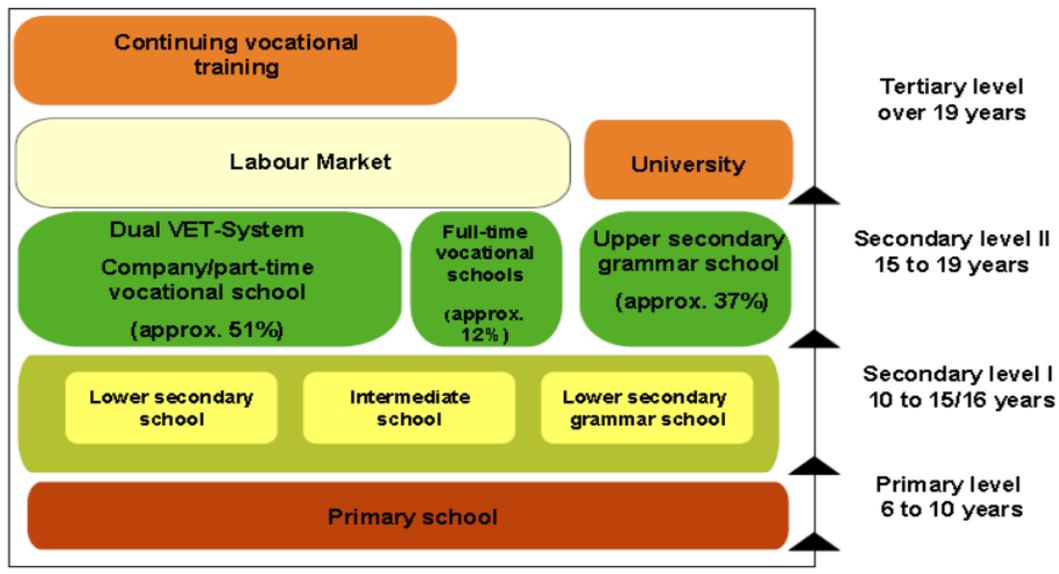


Figure 2: Education in OECD Countries (Source: OECD 2020)

amount of graduates as compared to the amount of available jobs. This imbalance between the supply of jobs and demand for labor results extra costs for both employers and employees. Hence, many countries are developing reform policies to improve the education system and make it more practical. Dual

vocational training combines the theoretical education in schools with the practical experience in the work place. The private sector in coordination with the educational institutions provides short term contracts to trainees with a reduced wage. The system allows the trainees to receive the necessary

knowledge in schools while giving them a chance to apply this knowledge practically in the work place. The government then applies laws to ensure the standardization of the process. Specialized training centers also provide technical school students with the necessary vocational training. These sectors follow a certain curriculum for individuals that don't require extended experience in the work place in order to cut down in the expenses. This mandates the cooperation between the private sector companies, trade unions and the training centers. Vocational training allows for better and faster integration of the graduates into the labor market which would in turn allow for better salaries. However, acquiring these specific skills makes it more difficult to transfer into a different job as it requires learning a new set of skills. An individual's level of skill mainly determines his chances of finding a job and his ability to succeed in this job and achieve the desired levels of performance. Economic growth is closely linked to labor skill. Since skilled labor will help achieve high productivity rates and a stronger competitive position. A study in Europe has shown that a 1% increase in one training day results in a 3% increase in production and total production of 16% (CEDEFOP, 2020).

Most countries are faced with the challenge of maintaining an educational system that is compatible with the labor market. Although countries have large education budgets, few succeed to obtain the desired results which lead to great investment losses. The spotlight is on how vocational training can cope with market demand for skilled labor and how it can provide job opportunities for minorities like people with disabilities, refugees and women. Not only does Skill development improve employment, but also has benefits on a larger scale like improving investment in education, infrastructure, health and respect for workers' rights. Comparison with different countries is of utmost importance since it allows for further development and improvements. The most valuable assets owned by individuals, institutions or companies are skills. Developing these skills in schools is important but what is more important is linking those skills to the market needs. Also, allowing those skills to grow during work to be approved and recognized by employers are extremely important. A clear and efficient strategy needs to be devised by governments to allow for a better link between the level of skill possessed by graduates and actual market specific skills. Bridging this gap between what is available and what is actually required will help reduce costs for both employees and employers.

The incompatibility between the supply and demand of labor affects the entire economy. Although the required level of skill for any job can be obtained over time. However, this delay affects general performance and productivity. Also if the available labors are over qualified for the job it still represents as waste of resources and extra cost. This gap between supply and demand can be the result of several confounding factors. Difficult decisions need to be taken by both the employers and employees regarding factors like competitive wages and working conditions. These problems can be solved through better training and more flexible jobs. In light of the large gap between the available qualifications and the actual required market skill a new need for serious reform policies arose.

These policies aim to develop effective training centers that help graduates to apply their theoretical knowledge learned in schools in the actual work place. These centers are organized by the governments that work in coordination with private sector companies and labor unions. However, in order for these training centers to achieve the required efficiency they require up to date information on the present market needs, labor movement, migration, etc.... This would then help improve labor productivity which would reflect positively on the nation's economy.

Lack of satisfactory job opportunities resulted in prolonging the period of unemployment and the emergence of temporary jobs that don't meet the needs of the youngsters. Unfortunately, this results in the leakage of those that are underqualified for the labor market requirements. Hence, in order to address these problem recent programs, need to be devised that match the supply with the demand of skilled workers. Therefore, in order to pursue this methodology, organizations in the work market must recognize the abilities required in various organizations to empower them to conform. Polarization plans dependent on skill appraisal devices to cover vacancies should be devised. as well as, public and private division support in evaluating the market circumstance is needed to determine the suitability of training programs. There are two overall techniques to improve the skill mismatch; the first involves, improving the quality of the education, especially in developing countries. And the second is to increase the diversity of middle education to supply the diversity needed to meet the various market needs. The dual system has shown significant success rates if executed properly. The dual education systems between theory and practice, especially on-the-job training, have been widely recognized through collaboration between schools and employers, making it easier to move from school to work and reduce unemployment among young people. The continued adaptation of the methodology has contributed to the rapid response to changing business requirements (Oketch, 2019).

The Aim of the Study

The aim of the study is to compare the vocational training schemes in Egypt and Germany. It also aims to identify labor market challenges, productivity, human resource management in Egypt and the obstacles faced by private sector companies in order to identify policies and reforms. The aim of the study is to compare the vocational training schemes in Egypt and Germany. It also aims to identify labor market challenges, productivity, human resource management in Egypt and the obstacles faced by private sector companies in order to identify policies and reforms that would improve technical training schools to ensure that Egyptian youth had the skills to match the current market needs and eventually improve Egypt's competitiveness.

Research Questions:

- How efficient is the training process in Egypt?

- What are the obstacles and how to overcome them?
- How can we use the German model to improve vocational training in Egypt?

Methodology:

A desk research was carried out to gather information regarding Egypt's vocational training strategy and to compare it with that of Germany.

Labor market developments and vocational education in Germany

Background

According to the World Bank Annual Reports, the German living standards are considerably high in the fields of education, income, housing, environment and infrastructure. However, it might rank a little below average in the field of health. The German monetary development is hearty and prosperity is high and work market is fit as a fiddle: joblessness is low, interest rates are high and wages are expanding reasonably. However, the labor market in Germany has faced a few issues and difficulties such as: many specialists gain low wages additionally Labor productivity has suffered. This would result in a critical change of numerous jobs. Also, exceedingly educated ladies earn substantially less than men. It is also worth noting that the German labor market has been extremely flexible in response to implementing several reform strategies like the minimum statutory wage, improving labor skill programs to enhance overall growth.

- The German average annual income is around USD 46,389 which is more than the OECD average of USD 44,290.
- Workers risk an expected loss of income of around 2% if they suffer unemployment which is still lower than the OECD average of 4.9%
- Germany enjoys a high employment rate where over 75% of individuals in the age range from 15-64 have regular paying jobs which is higher than the OECD average of 67%.
- The duration of unemployment that reaches a year or longer is 1.7% also lower than the OECD average of 2%.

Germany, however, has a moderate wage growth rate in spite of its prosperous economic status. This may be due to factors like labor union negotiations which often negotiate for better working conditions like flexible hours and accommodations for nursing women etc, rather than actual wage increments. Also, the significant inflation rates may seem to devour any wage increases.

Low paid workers were protected through the introduction of minimum statutory wage laws devised by the government in January 2015. These laws help to reduce poverty and overall economic status. However, these laws resulted in a net increase of 1.2% of the total wage expenses even though it excludes some categories like workers under 18.

It is also worth noting that the level of German employment considerably high. This is shown by the fact that despite the global economic crisis, the German unemployment level remained at 3.6% which is well below the OECD average of 5.5%.

Advancements in occupation quality and labor market

- Job quality in Germany is higher than in the OECD average and labor market weakness has additionally improved that due to low joblessness.
- Low salaries in Germany is 9.5% which is beneath OECD average of 10.6%
- Job strain in Germany is 28.5 % which does marginally more than the OECD average 27.5%
- Employment rates for a minority groups is still better in Germany than other countries which is a reflection of the high overall employment rate
- In the OECD, ladies' yearly work salary was as yet 39% lower than that of males in 2015. Although the gender gap is relatively small in Germany, female's income was still 42% lower than that of men.
- Women quadrupled the number of men in part time jobs.

Best practices in vocational education and training (VET)

Shortage of skilled workers in Germany due to demographic changes resulted in the implementation of strategies to help solve this problem through:

- Creating strong links between institutes of higher education and training centers.
- Encouraging joining vocational training programs through increased clarity.

Germany devises a successful vocational training strategy commonly referred to as the dual vocational training system. Students at the end of the compulsory education can choose to either pursue higher university education or join a vocational program. The program provides students with a full time school to learn the specific specialty skills parallel with periods of practical workplace apprenticeship. So the students divide their time between both the school and the work place.

The key advantage is that both the government and the private sector are significantly involved to control the process outcome.

Involvement of the private sector guarantees that the training is efficient, relevant and meets the specific market demands. While involvement of the government controls the curricula to ensure that the short term needs of the employers don't interfere with long term educational contents. Government also controls the contracts made between employers and employees. Boosting STEM skills in Germany through The Little Scientists' House activity was initiated in 2016.

- To encourage early youth skills improvement in science, technology, engineering and mathematics (STEM).

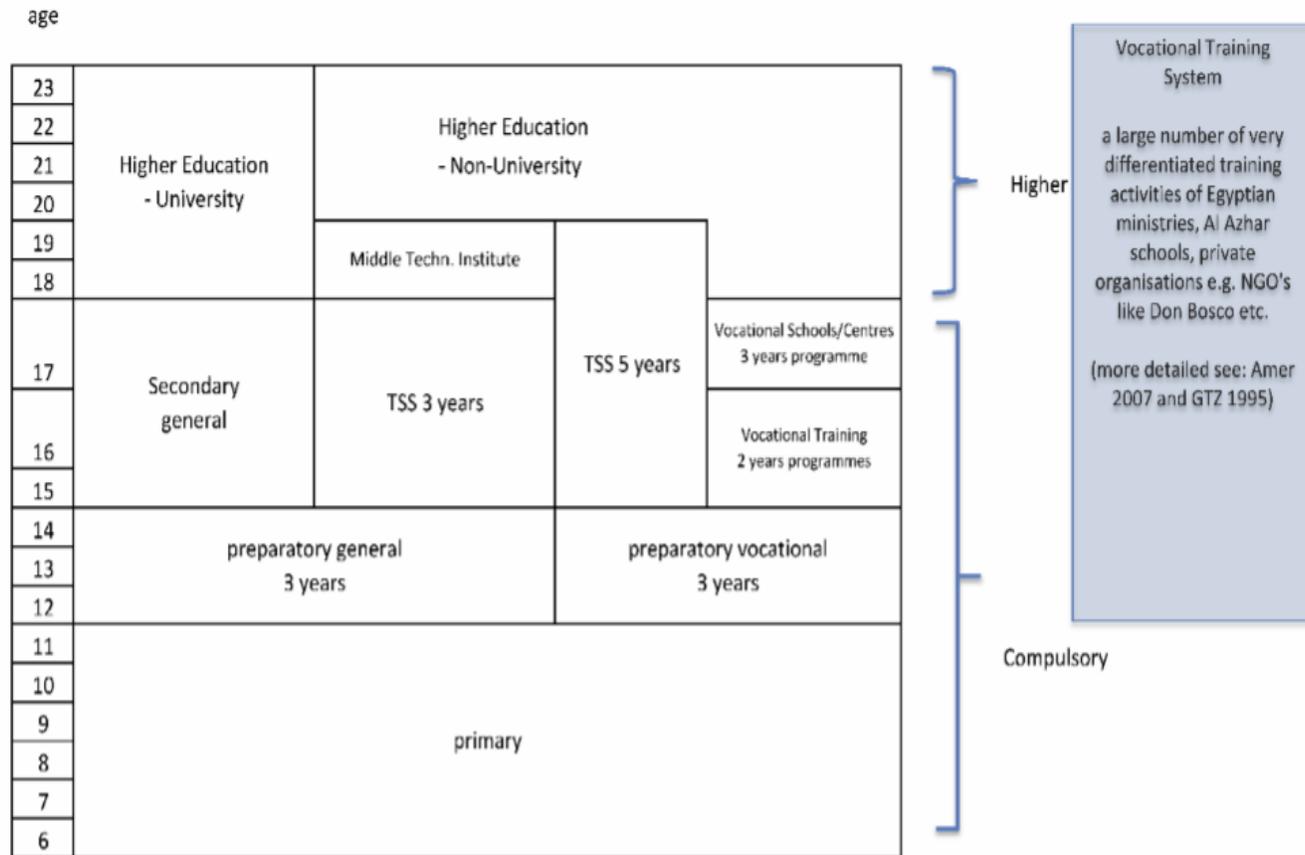


Figure 3: Education System of Egypt (Source: Wolf & Sobhi, 2016, p.17)

Additionally, to create eagerness among kids for characteristic sciences and innovation and advance fundamental abilities, for example, learning, language, fine engine aptitudes and social abilities.

- After the investment in 50 preschools as a first stage in Berlin, the activity was extended over Germany into in excess of 20 000 preschools, childcare centers and grade schools. The Little Scientists' House activity is relied upon to stretch out its activities to a total of 47,000 establishments.

Education and training system in Germany

The dual training system (VET)

As the name suggests dual training takes place through two parallel roads. The first involves training in a vocational school affiliated to the public sector which involves 30% of the time. The second involves training in the company or workplace which is affiliated to the private sector and involves 70% of the time.

- Sessions are conducted in companies and schools.
- Attendance is compulsory as stated in the contracts.

- Supervised and regulated by the government and school supervision bodies.

- Partners in Standard Setting in Dual VET-System (Labor Market, Employer, Social Partners and Federal Ministries of Education and Research, Labor and Economics, Interior) (GIZ, 2020).

Features of German VET

- A training contract is signed between the employer and employee.
- Coordination between the private sector and the government.
- Nationwide acceptance of the system.
- Qualified VET teachers.
- Curricula are up-to-date and demand driven.
- System is embedded in the legal framework.

Labor Market Developments and Vocational Education in Egypt

Over view of Vocational Education in Egypt

Figure 3 shows education in Egypt, and Figure 4 shows the unemployment by education. Unfortunately, vocational training has a general negative image in Egypt. Vocational training is

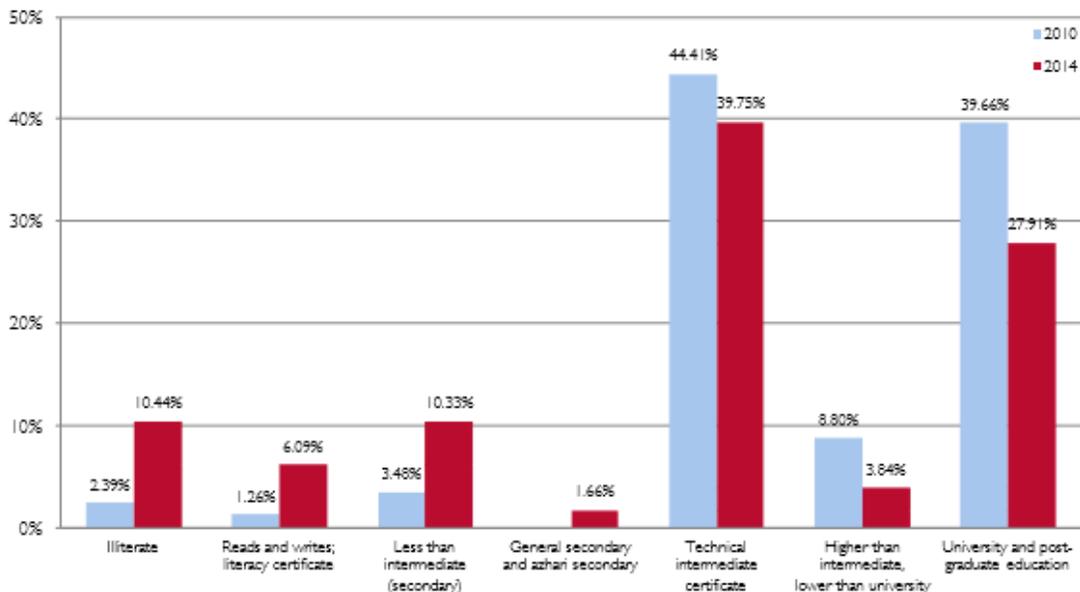


Figure 4: Share of total unemployment by educational attainment (Source: CAPMAS (2015a), Table 21, P.217)

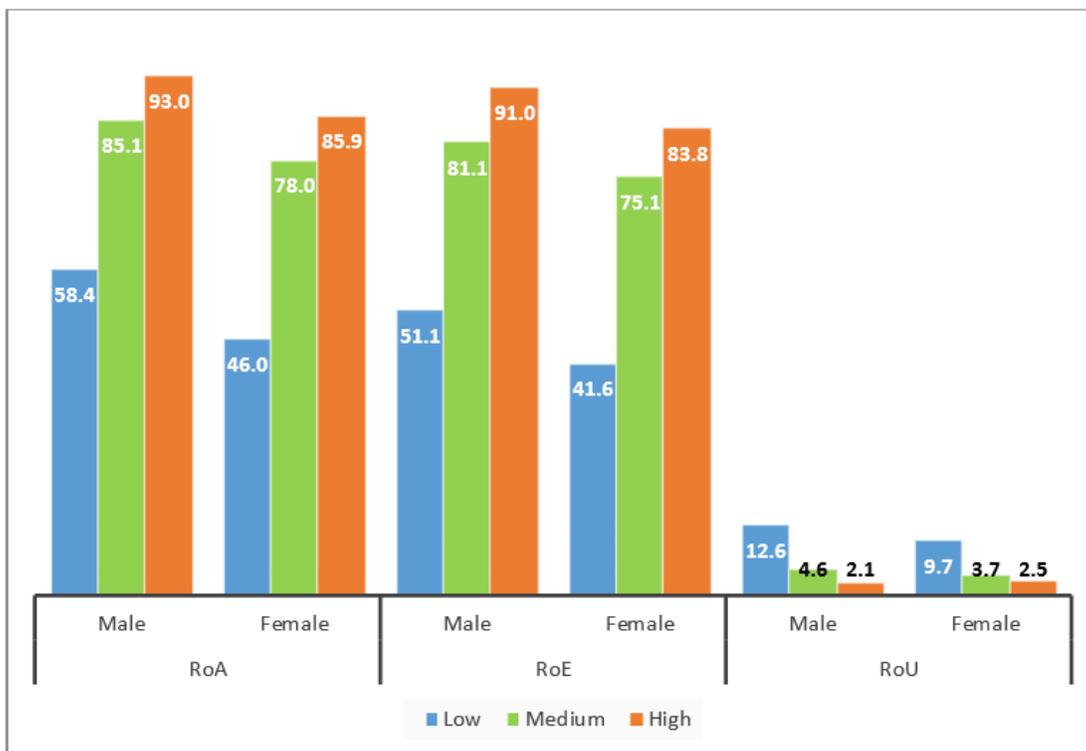


Figure 5: Main economic indicators by sex and educational level (2015) (Source: (CAPMAS,2011)(CAPMAS,2015)

Rao= rate of activity

Roe =rate of employment

Rou= rate of unemployment

Unemployment is concentrated among the 20- to 24-year-olds, which accounts for 34.7 percent of the total unemployed. This segment's unemployment rate rose from 27.1 percent in 2009 to 33.7 percent in 2014. (CAPMAS,2011)(CAPMAS,2015)

considered as a third option after general secondary education and technical education. Students enter this field only if they fail the general preparatory school or if they are already on the vocational track at the basic education level. Only Students who achieve high grades in the vocational schools can have access to higher education if they choose to.

Egypt's Economic Context as Related to Vocational Education

Figure 5 shows the relevant economic indicators. Egypt experienced several economic, social and political challenges in the past few years on account of the revolution. These challenges have helped aggravate the unemployment rates that were a result of structural imbalances that have plagued the Egyptian economy for a long time.

Certain segments of the society were more affected by the unemployment challenges more than others. Those include women, young inexperienced labor and technical secondary school graduates. Enhancing the technical skills of these segments to meet the market demands is one of the major challenges facing the Egyptian labor market. Improving the performance and growth of the private sector is of utmost importance to cope with the major economic and social reform policies undertaken by the government.

Egypt's vision in 2030 includes several policies that aim to improve economic growth and market efficiency (MOP, 2020). In order to improve the technical vocational education and introduce new reform strategies, Egypt partnered with several international donors like the USAID, the European Union, the International Labor Organization (ILO), the World Bank, the German International Cooperation Agency (GIZ), Global Affairs Canada to bring in their view and enhance connection with the private sector.

Technical Vocational Education System in Egypt

Unfortunately, vocational training in Egypt is characterized by fragmentation and incoordination. In 2008/2009, there were 681 vocational training centers (VTCs) in Egypt. Vocational training is controlled by several government ministries, public and private sector companies. The government provides 606 training centers half of which are under the supervision of the ministry of social solidarity the rest is controlled by other ministries. Also, the public sector provides 41 training centers while the private sector provides 34 centers (CAPMAS, 2020a).

Complete ownership and management of these centers is controlled by their respective ministries that decide all major decisions like financial and administrative work. Hence this results in lack of coordination and communication. It has been suggested that a single managing body controls all vocational training centers and works with coordination with the private sector (Abrahart, 2003, p. 8).

Training councils were started as a government initiative to help solve this problem. They had a major priority of improving coordination of all training centers and policies. An example of such councils is the Industrial Training Council, created in 2006 within the Ministry of Trade and Industry (recently merged with the newly created "Micro, Small, Medium Enterprises Development Agency"). Also, two other councils were created by were discontinued soon after like the Tourism Training Council and the Construction Training Council (ENID, 2014, p. 5).

This extreme fragmentation of Egypt's VET mandates an urgent need to form a single entity for the control and coordination of all the training programs. On the other hand, the private sector offers only a small number of training VET centers. These centers are relatively better than the public sector in that they provide up-to-date market driven curricula with more professional trainers (ENID, 2014, p. 6).

Relationship with the Private Sector

Public- private companies emerged over several years to bridge the gap between the sectors. Perhaps the most well-known of the dual education system, which is the Mubarak-Kohl Initiative, which was developed through a partnership between Germany and Egypt. The system has been implemented through a 1994 agreement between the German Federal Ministry of Economic Cooperation and Development and Egypt's Ministry of Education, in partnership with numerous private sector firms (Adams, 2010).

The majority of vocational schools in Egypt offer mainly theoretical education with minimal practical application which doesn't comply with the dual system teachings. Students then complement their education at private training centers and companies. The MOETE provides training centers with qualified trainers and teachers to help provide the students with real life work situations to apply their knowledge. The training is made to follow the German model where the practical training is carried out 4 times a week. Despite the several pitfalls and problems in this model, it still provides the best successful example of public-private partnership in technical education.

Other partnerships with the private sector include sectorial training councils that operate in the industrial, tourism and construction fields. These councils operate under the supervision of the private sector leaders, technical education leadership, and vocational training authorities. Their main aim is to connect training programs to industry needs. This is meant to help to overcome the problem of unemployment with its breakdown as shown in Figures 4, 5 and 6.

Comparative analysis between vocational education in Egypt versus Germany

Some of the major results in this study can be summarized as follows:

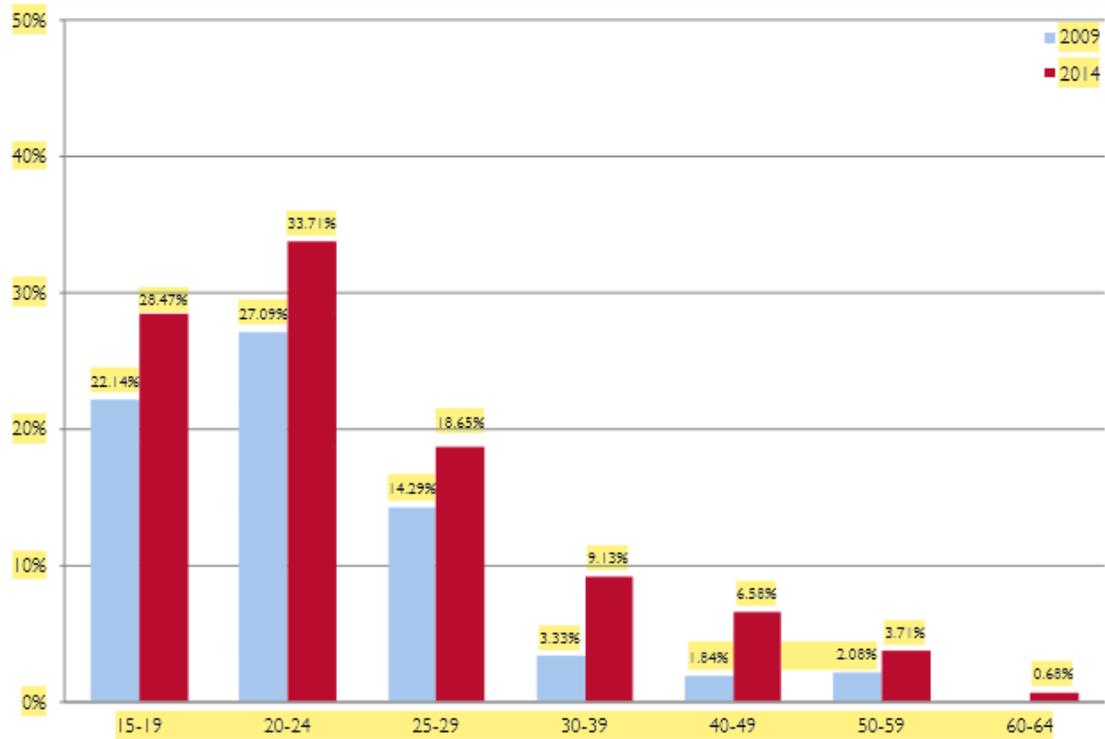


Figure 6: Unemployment rates by age group (2009 and 2014)

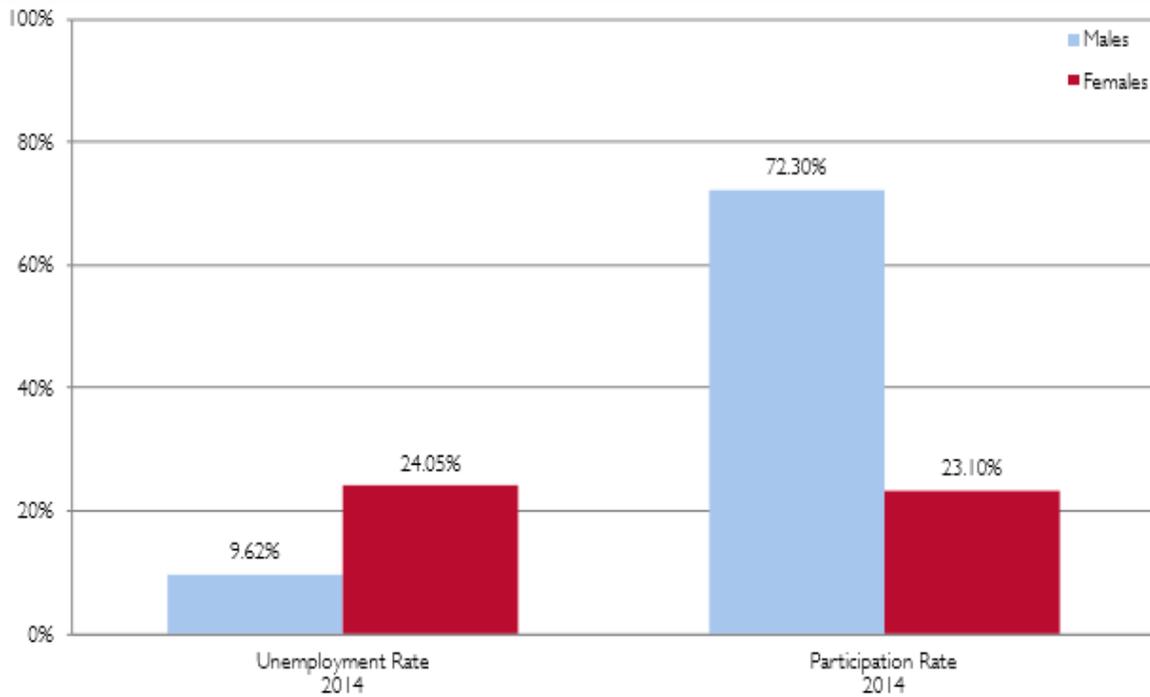


Figure 7: Comparing male and female unemployment and participation rates, 2014 (Source: CAPMAS (2015a), Table D (p.23), Table 4 (p.53), and Table 20 (p.208)).

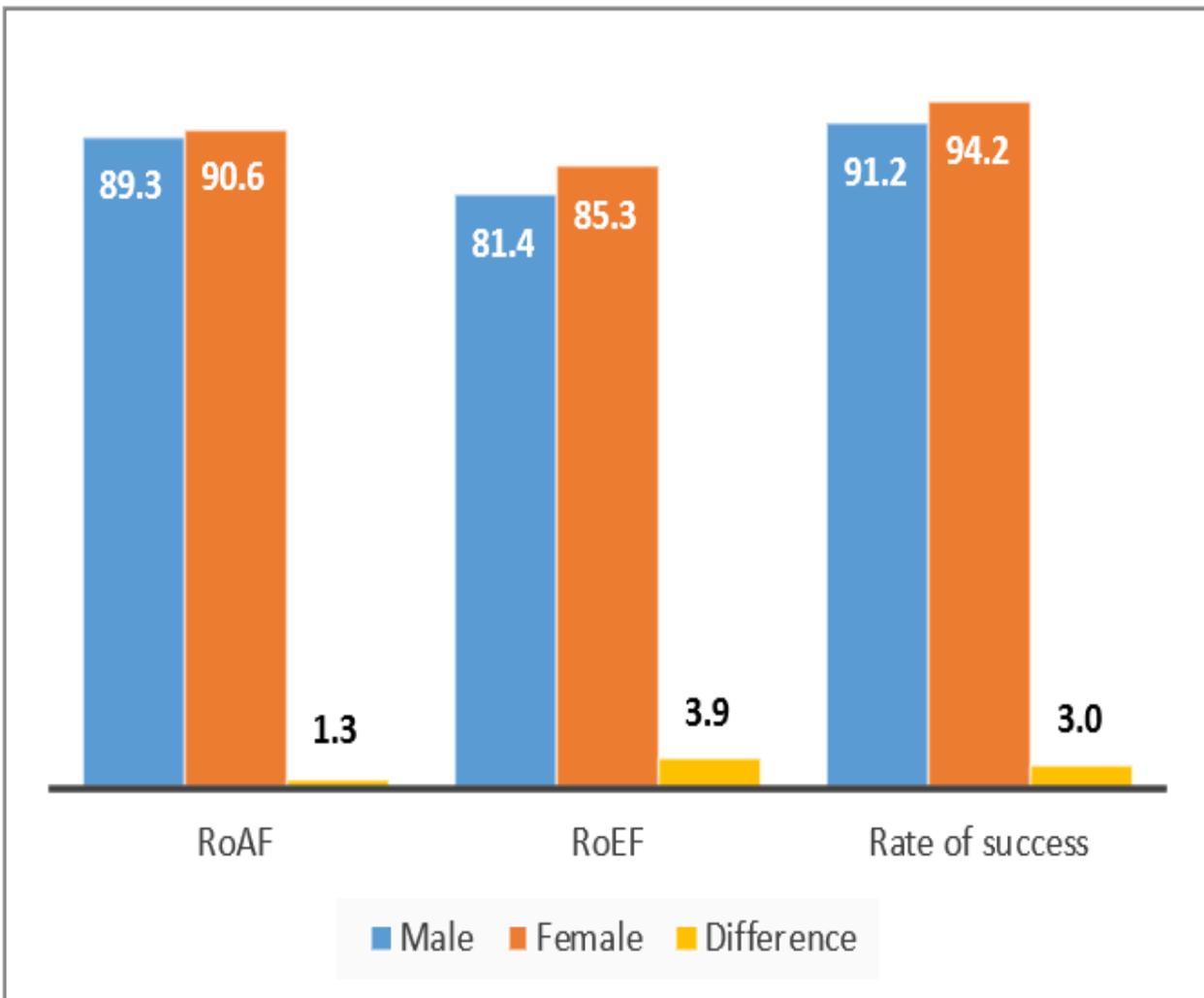


Figure 8: Rates of activity, rates of employment and rates of success in terms of flow by sex (2010-2015) (Source: CAPMAS, January 2019)

Examination of the unemployed force in Egypt shows major imbalances in the fields of education, age, and gender. In Egypt, the high educational achievement is no guarantee for employment. In fact, unemployment for technical secondary graduates is 16.4 percent, higher than the national rate. A major reason for the high unemployment among higher certificate holders is the mismatch between labor market needs and the present graduate skills (ElBaradei et al., 2012, pp. 106–7). In Germany however, different findings are present which show that, the rate of education is inversely related to the rate of unemployment. Also women show wider rates than those of men which indicates that educating creates a real difference to females. The same findings also apply to men which confirm the fact that education creates a positive impact on employment rates (Michele Bruni, 2017) (See Figures 7 and 8).

- The Egyptian female labor force is only 6.5 million of which the participation rate is 23.1 compared to the 72.3 percent participation in males.

The female unemployment rate was 24 percent in 2014, more than double the male unemployment rate of 9.6 percent. In the same year, the gender gap for technical education graduates was higher than the overall gender gap; with 11 percent for males and 34.5 percent for females.

These results may be due to fact that many employers don't prefer hiring female under the misconceptions that working conditions are unsuitable for the females. Also, females are discouraged during job searches due to the lack of opportunities and cultural pressures and beliefs (CAPMAS, 2015). In Germany, however, women had not only a higher

probability to enter the labor market, but also a higher success rate (94.2% versus 91.2%).

- A main challenge facing Egypt is the contribution of the informal sector. Although it provides several work opportunities, however, these opportunities can hardly be considered decent jobs that provide minimal wages, with poor working conditions and no social insurance. Unfortunately, technical school students provide the majority of workers in the informal sector. (El-Maragy, 2016)

Challenges Facing TVET in Egypt The poor performance of Egypt's technical education system has many causes, some related to the internal efficiency of the system, and others due to external factors (graduates' performance after joining the labor market). Inadequate and inefficient financial allocation for public and private TVET institutions and the expansion of the informal sector are key challenges. Below are main obstacles and constraints of TVET system in Egypt.

Internal Inefficiency

Internal inefficiency refers to the inputs and outputs of the vocational system. Inputs are in the form of financial resources, training staff etc. while outputs refer to the final desired result of compliance with the market needs. Below are some of the major obstacles facing the VET in Egypt.

- Poor out dated curricula and unqualified staff. The students graduate without knowledge of the real skills need in the market like basic mathematics and computer skills. (Hassan, 2008).
- Substandard teaching facilities, these include the classrooms, workshops and labs. The technical students were reported to have a higher complaint rate about the conditions like poor lightening and ventilation. Although government facilities were spacious but they lacked the modern, up-to-date equipment necessary to complete the training process. (Population Council & IDSC, 2020).
- Lack of maintenance of an adequate number of teachers to make up for the ones that retired or quit resulting in the presence of a constant deficiency.
- Lack of attention to the continuous training process of the teaching staff to supply the latest most modern means of training.
- Inadequate number of training centers, especially in the less privileged, rural areas. Where the number of enrolled students far exceeds the number of available schools. The same applies to the vocational training centers, that were part of international grants, but now suffer from lack of maintenance and obsolete outdated equipment. (El-Maraghy, 2016, p. 111).
- The lack of a national system for the governance of

the vocational training system and its institutions, whether involved in training, testing, quality control, accreditation or certification.

External Inefficiency

This is mainly the result of the mismatch between the received education and the actual required market skills. The external inefficiency may be due to:

Disparities between the taught curricula and the market needs; This is confirmed by a poll carried out by the SYPE where the majority of the vocational students confirmed their dissatisfaction with the poor quality of the training they receive. Lower parts of Egypt, however, were more fortunate than others, where the training was more motivating and up to date (Population Council & IDSC, 2020).

- A general bias against technical secondary education. Statistics show that graduates of technical schools suffer great rates of unemployment compared to others, where unemployment rates may reach 15.5%, among those unemployed, 71.2% took more than three years to find a job. (CAPMAS, 2015)
- The Egyptian legislative structure is not very supportive of technical graduates. It provides better, more protective laws to graduates of other sectors, with better chances of promotion and career improvement. (Jebali, 2014). This resulted in the diminishing the chances of technical education students and limiting them to lower dead- end jobs which would dramatically affect their earnings and general standard of living. (Oketch, 2020, pp. 229-30).
- Misuse and poor allocation of financial resources of VET education. Donations of the public sector to VET education are based on past year expenses not upon constant evaluation of the performance. (OECD & World Bank, 2010). Also, allocated government fund depends mainly upon the available budget not upon setting goals through specific reform policies. Not to mention that the involvement of the private sector is minimal due to high costs and low demand.
- Government control can stifle training centers, by making too many laws that can restrict innovation and creativity.
- Lack of coordination of the sectors that govern VET training results in wasted effort and poor quality output. (El-Baradei & El-Araby, 2011, p. 13).
- Bias against technical education, and a negative general impression due to cultural beliefs. This results in low morale and creates a low impression of possible potential.
- The unfair division of the training funds, where the

major large cities like Cairo and Alexandria get the majority of the funds. While smaller rural cities get a much smaller share, even though it suffers the worst conditions and needs the greater attention (El-Maraghy, 2016, p. 127).

- The poor link between government and the private sector, that refuses to significantly participate in management and follow up of the training process.

Reasons and conditions of successful the Dual VET System in Germany

- Long experience and history.
- The developed economic status that result in the large labor demand.
- Ability of private sector companies to offer proper training.
- Sound protection of employer and employee interests through, unions and organizations.
- General cultural acceptance of the VET system.
- Strong control and regulation by government agencies.
- Trained, qualified teacher and trainers.
- Overall education system prepares youngsters for VET.

RESULTS

- The study identifies a number of policy areas that require immediate intervention, such as; employment services, the Vocational Education and Training (VET) system, technical and vocational education, labor productivity, accreditation and validation, and female participation in the labor market.
- The implementation of these polices will lay the foundation for a more competitive economy and stronger economic growth in Egypt. However, this will require that all stakeholders collectively align with the highest priority issues and intervention areas to develop the workforce skills, focusing on initiatives with achievable and measurable actions.

SUMMARY AND CONCLUSION

- Although Egypt has made significant progress towards improving economic growth, unemployment remains significantly high and a sharp increase in job opportunities is still needed to take up the fast growing labor force.
- Egypt is the faced with the challenge of an annual increase in the labor force that surpasses 700,000 members. Other labor related problems include; low female participation,

a high percentage of people in non-decent employment, low productivity and wages, and high unemployment among youth and women. In addition, there is a significant mismatch between available skills and labor market requirements. Last but not least, weak social protection programs exclude the generation of enough decent work opportunities.

- In order to overcome these obstacles, reform policies should be instituted to improve vocational training. Adequate vocational training would help create a balance between the labor output and the market needs. This would automatically improve competitiveness and wages and chances of employment in general which would in turn improve productivity and enhance the country's economic growth.

RECOMMENDATIONS

Some of the major recommendations in this study are as follows:

- Younger groups show the highest unemployment rates, however, the proportion of unemployed older age groups is also increasing. So in this case the best solution is:
 1. to encourage labor market reforms targeting youngsters in 20- to 24-year and 30- to 39-year age range and provide them with motivation and training to promote entrepreneurship.
 2. Create entrepreneurship curricula to be taught in VET schools.
- In order to deal with the problem of female participation in the labor force then the government should:
 1. Encourage private sector employers to offer women flexible hours, childcare, and safe and cheap transportation.
 2. Facilitate job search for females to allow an easier employment and skill match.
 3. Create nationwide awareness of the importance of female education. While paying attention that the female dropout rate is higher, as is female participation in informal sector.
 4. Enforce laws that promote gender equality.
 5. Promote labor market reforms targeting females and provide them with incentives and training to promote entrepreneurship activities, thus improving their participation rate in the labor market.
 6. Solve and facilitate transportation problems.
 7. Provide safe nurseries and child care centers.

- In order to deal with problems of the education system, then the government should:

1. Create updated curricula, practical training programs, and embedded entrepreneurship curricula in TVET schools to address the shortages in required skills acquired by their graduates.

2. Expand the implementation of the Dual Education System in technical schools to improve the quality of TVET graduates so they can find suitable jobs.

3. Motivate the private sector to participate in the Dual Education System.

4. Improve professionalization of teaching staff and integrate an incentive system.

5. Improve employment services and matchmaking mechanisms to bridge the gap between supply and demand with special programs for females who have lower education.

- The quality and efficiency of the vocational training system can be improved through:

1. Devising a unified vocational training law that includes a quality assurance system.

2. Concentrate on the vocational training departments in the Ministry of Trade and Industry and the Ministry of Housing, Utilities, and Urban Development, and promote a public-private partnership model that encourages the private sector to modernize and use the services of these centers.

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