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# African Continental Qualifications Framework ACQF MAPPING STUDY

## Country Report Working Paper

### Egypt

**SIFA**  
**Skills for Youth Employability Programme**

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The reports of this collection are:

- **Reports on countries' qualifications frameworks:** Angola, Cabo Verde, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa and Togo
- **Reports on qualifications frameworks of Regional Economic Communities:** East African Community (EAC), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC)

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# Acronyms

ACQF	African Continental Qualifications Framework
AU	African Union
AUC	African Union Commission
CEDEFOP	European Centre for the Development of Vocational Training
ETF	European Training Foundation
EAC	East African Community
ECOWAS	Economic Community of West African States
EQA	Education Quality Assurance
ETQAAN	Egyptian TVET Quality Assurance and Accreditation National Authority
EU	European Union
GDP	Gross Domestic Product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
MENA	Middle East and North Africa
NAQAAE	National Authority for Quality Assurance and Accreditation of Education
NARS	National Academic Reference Standard
NQF	National Qualifications Framework
SADC	Southern African Development Community
SME	Small and Medium Enterprises
STC- EST	Specialised Technical Committee on Education Science and Technology of the African Union
VET	Vocational Education and Training
WENR	World Education News and Reviews

# Introduction on the ACQF mapping study

## Policy context of this mapping study

This country report forms an integral part of the *Mapping Study on the state-of-play and dynamics of qualifications frameworks in Africa*, which lays the updated evidence foundation for development of the African Continental Qualifications Framework (ACQF). The purpose of this report is to provide an updated overview - not an evaluation - of policies, practices and instruments related with the qualifications framework in Egypt.

The African Union Commission (AUC) initiated the ACQF development process in September 2019 working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over a period of 2.5 years (2019-2022). The ACQF-development activities are part of the African Union (AU)-EU project “Skills for Youth Employability”, which supports a holistic process building on evidence and analysis; AUC political leadership and consultation of African stakeholders (national, regional and continental); awareness raising and capacity development of African stakeholders.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision making by the relevant organs of the AU.

The intermediate project outputs planned for 2019-2022 are:

- ACQF Mapping study (by mid-2020)
- ACQF Feasibility study (by mid-2021)

Other key activities:

- Stakeholder consultation workshops throughout the process (2019-2022)
- Awareness raising and capacity development actions (2020-2022)
- Website to support ACQF development and information sharing
- ACQF related policy and technical information for STC-EST meetings

## ACQF Mapping Study: brief overview of the scope and methodology

The ACQF mapping study aims to chart a comprehensive, specific and updated analysis of where Africa stands in respect to qualifications frameworks development, establishment, operationalisation and revision. The scope of the study is wide in terms of explored thematic domains; and inclusive, as it considers the broad range of countries’ dynamics and progression stages in developing and establishing qualifications frameworks.

The mapping study builds on a combination of sources of information and data:

- a) Desk research: collection and analysis of sources, including policy-legislative framework; methodology sources; qualifications websites, registers and catalogues; statistical data; analyses and studies.
- b) Online survey: conducted between beginning of November 2019 and mid-January 2020. A second round with limited outreach was conducted in May-June. Responses were received from 33 countries.
- c) Technical visits to a group of ten countries and Regional Economic Communities (RECs): carried out by a team of experts, in the period from mid-December 2019 to mid-March 2020.

Countries included in the technical visits: Angola, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, Togo and South Africa. Cabo Verde was included in March 2020, but due to the Coronavirus Pandemic the research did not include a country visit, and was based on online meetings, a presentation of the NQF and extensive desk research. Three Regional Economic Communities (RECs) contacted: EAC, ECOWAS and SADC.

#### Main reports of the mapping study

- Final comprehensive report, encompassing the full set of findings from the continental stocktaking and the thematic analyses on qualifications frameworks developments in Africa. Finalisation: September 2020.
- Synthetic report and infographics focused on key findings. Period: September 2020.

#### Thematic analyses contributing to the comprehensive mapping study

- Report of continental-wide survey on developments of qualifications frameworks encompassing all AU Member States (AU MS) and RECs
- Report of analysis of qualifications
- Country reports (11 countries) and REC reports (3 RECs)

The agenda of the technical visit to Egypt was organised jointly with NAAQAE. The most significant discussion took place on 22 January 2020 with a representative group of stakeholders from education and employment institutions and the world of work. The list of participants is not annexed to this version of the report.

#### **Acknowledgements**

*The ACQF project expresses sincere gratitude to all these interviewees and their organisations. We are particularly appreciative of the participation of representatives from the Ministry of Education, Ministry of Higher Education, the National Authority for Quality Assurance and Accreditation in Education, Ministry of Education – TVET, the Supreme Council of Universities; representatives from the Ministries of Labour, Tourism, and Industry, from the Federation of Egyptian Industries, from the Medical Syndicate and Syndicates of Teachers and of Engineers, and representatives of the industrial Training Council, and of the Egyptian Construction and Building Federation-Training Unit. Our sincere acknowledgements go to Prof Youhansen Eid (President of NAAQAE) for the overall coordination of the country visit, for sharing information during and after the visit, and for the valuable review the report.*

# 1. Snapshot of the NQF of Egypt

Development on the **NQF for Egypt** started in 2005 and continued through until today when it has been approved by the Egyptian government. Operationally, the NQF in Egypt, when fully implemented, includes the following instruments:

- The National Qualifications Framework
- A credit system (based on an outcomes-based approach)
- Level descriptors (specified in terms of three domains of learning: Knowledge, Skills and Competencies)
- Articulation pathways (still being developed)
- A National Register of Qualifications (not yet available but are expected in the next developments of the NQF)
- A system for the recognising of prior learning (formal and informal learning) and transfer of credits (not fully operational as yet but work is being done in this regard)

The legal status of the NQF is based on an amendment to Law 82 of 2006 that established the NAQAAE (CEDEFOP, ETF, UNESCO, UIL, 2019). The NQF levels and level descriptors are not included in this legislation as is the case in some other countries.

The **lead agency** mandated for the development and implementation of the NQF is the Egyptian National Authority for Quality Assurance and Accreditation of Education (NAQAAE) which is an accreditation agency for all education in Egypt. Part of the reason for this is that the process of registering qualifications on the NQF has been coupled with programme accreditation in higher education and in the TVET sector. The end-users of the NQF in Egypt include all stakeholders in education and training including employers, industry, organised labour, providers and students.

The objectives of the NQF are identified as follows:

1. Setting reference standards for qualification levels based on learning outcomes
2. Guiding QA standards (and Academic Reference Standards (ARS) setting both by providers of education and EQA bodies.
3. Setting reference standards for qualification levels based on learning outcomes
4. Guiding QA standards (and ARS) set both by providers of education and EQA bodies.
5. Linking qualification levels allowing progression from one level to another and permitting inter sectorial mobility (with appropriate tools)
6. Linking TVET & the general education systems, promoting level progression (no dead ends) and permitting (with appropriate tools) horizontal mobility between the two systems
7. Fostering LLL and RPL
8. Acting as a reference to build qualification frameworks for different sectors /sub sectors
9. Serving as a comparability tool for recognition of Egyptian qualifications, allowing overseas mobility in education systems and labor markets.

The NQF is a **comprehensive framework** that includes basic 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.

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 transfer.

## 2. Introduction and context to Egypt

### 2.1 General introduction

The Arab Republic of Egypt is a country of great complexity, politically, socially and economically. It has the largest population in North Africa, and has a mixed economy of both government centralisation and market. Politically, Egypt remains a democracy with a parliament. The capital of Egypt is Cairo, and with a population of approximately 20 million people, it is one of the largest cities in the Middle East and Africa. Other large Egyptian cities include Alexandria and Giza. The official language of Egypt is Arabic.

Egypt's Human Development Index (HDI) value for 2018 is 0.700 – which put the country in the high human development category – positioning it at 116 out of 189 countries and territories. Between 1990 and 2018, Egypt's HDI value increased from by 28.1 percent, 0.546 to 0.700. Between 1990 and 2018, Egypt's life expectancy at birth increased by 7.3 years, mean years of schooling grew by 3.8 years and expected years of schooling increased by 3.3 years. Egypt's GNI per capita increased by about 86.8 percent between 1990 and 2018.

Egypt is classified as a lower middle-income country with a population over 100,7 million (Egypt Statistics<sup>1</sup>). In the ranking of high populations, Egypt has gone from 22<sup>nd</sup> position in 1965 to 14<sup>th</sup> position in 2020 (ibid.) and is expected to rise to 11<sup>th</sup> position by 2050. The current life expectancy in 2020 is 72 years (Macrotrends, 2020).

Although Egypt is geographically located in North Africa, it falls into the scope of various different geographical, cultural and language regions or communities, including Africa and the African Union, the Arab world and the Middle East, and Arab-oriented Middle East and North Africa, or MENA. In addition, North Africa has historically had strong associations with Europe. This means that Egypt is likely to seek alignment for educational purposes with a number of different communities, based on geography, language and culture.

### 2.2 Economy

Economically, Egypt is struggling to combat several problems and unemployment and poverty are high. Since the 1970s it has been shifting from an economy controlled by a socialist system with a strong military, to a free market economy. Current economic trends in Egypt show the following:

- A poor fiscal position due to a drop in tourism, acute dollar shortages, and threats of credit outlook downgrades;
- Slow increase in the context of an already high unemployment rate; and
- Mounting socio-economic problems such as the lack of arable land, water resources and living space, and high population growth (World Education News & Reviews, 2020).

### 2.3 Student mobility

Egypt attracts students from Africa, the Arab world and a number of Islamic countries (e.g. Malaysia and Indonesia) but mobility is hampered by ease of travel and competition from European markets,

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<sup>1</sup> Egypt Statistics, CAPMAS. 16 August 2020: <http://www.capmas.gov.eg/HomePage.aspx>



although in recent years it has become increasingly difficult for students to gain access to either the United States or the United Kingdom.

Despite political instability, the travel warnings, and a dip in enrolments between 2011 and 2013, numbers of international degree-seeking students in Egypt have almost doubled over the past 15 years, from 27 158 in 2003 to 51 162 in 2016 (WENR, 2019). The following table shows the competitive nature of Egypt’s ability to attract international students.

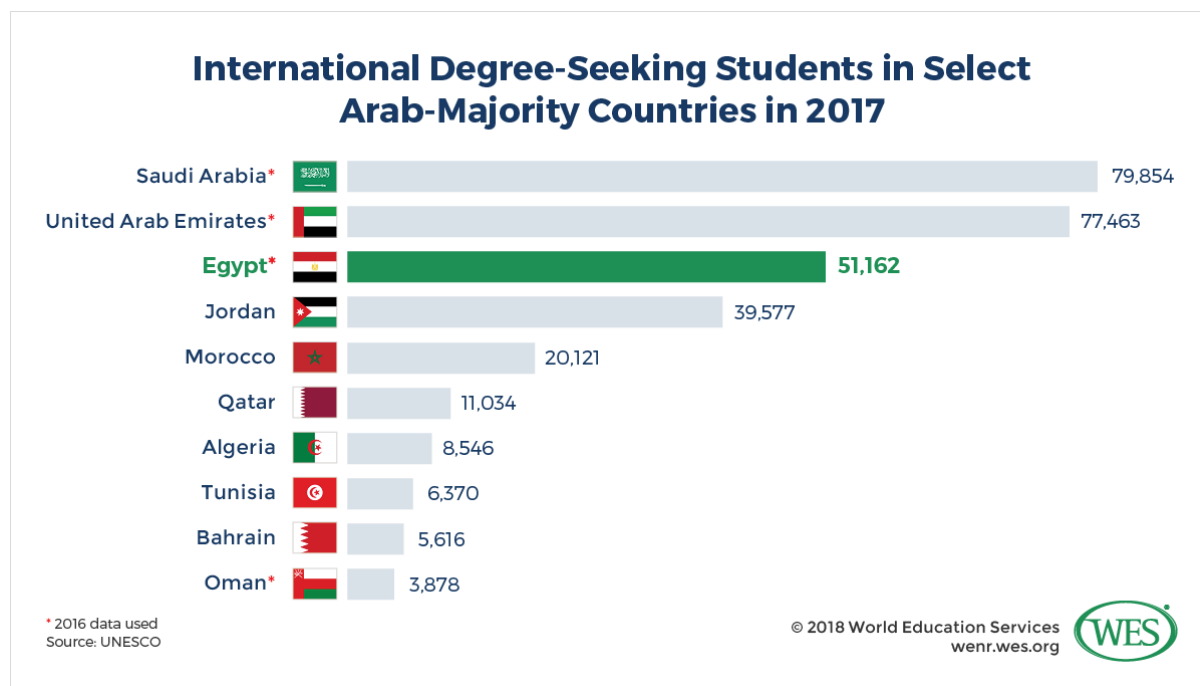


Figure 1: International Degree-Seeking Students in Select Arab-Majority Countries in 2017 (Source: World Education News and Reviews, 2019)

Egypt is attractive to foreign students for the following reasons:

- Relatively low tuition fees and cost of living;
- Strong showing of Egyptian universities in international rankings;
- International partnerships and the availability of scholarships;
- Hosting of branch campuses for reputable international universities; and

Most international students in Higher Education in Egypt are from the Arab world, Africa and Central Asia, with foreign students enrolled in both private universities and in public universities (EU, 2017:23).

Despite high mobility figures, the higher education system faces a number of issues, such as the need for improvement in the system of recognising foreign degrees, and to ease student mobility between institutions within the Egyptian higher education system (EU 2017, p. 23).

The table below shows the countries of origin of students:

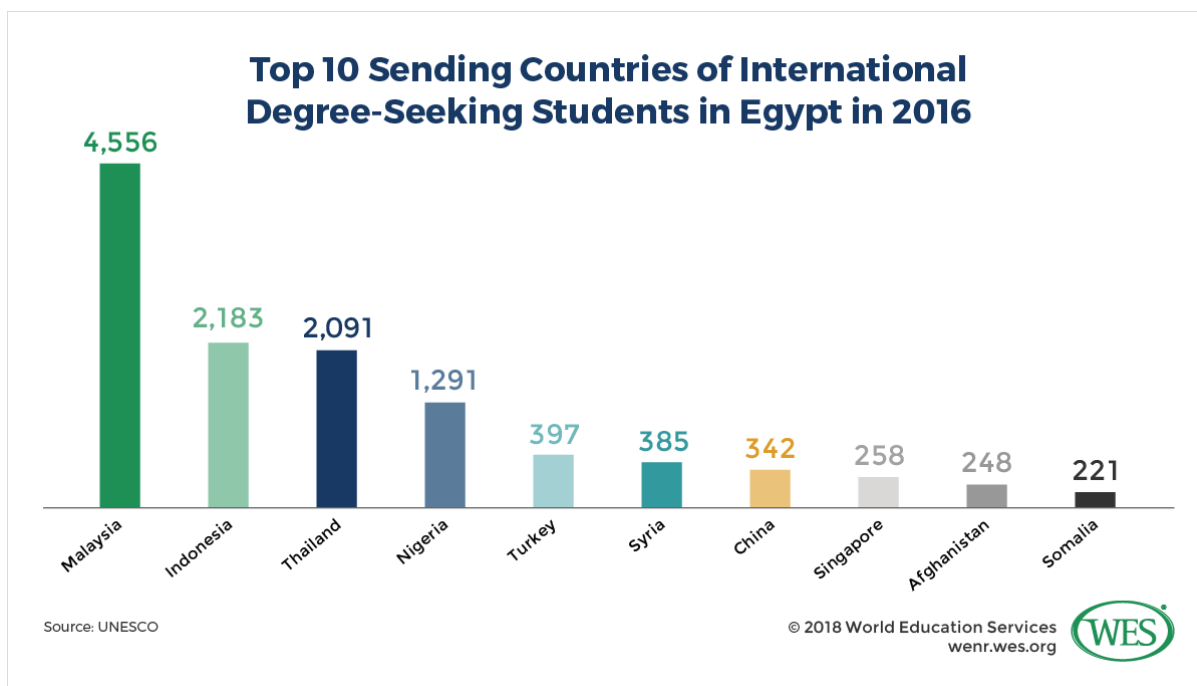


Figure 2: Top 10 Sending Countries of International Degree-Seeking Students in Egypt in 2016 (Source: World Education News and Reviews, 2019)

Outbound student numbers have risen rapidly in the past decade, with figures having tripled from 2008 to 2017 (12 331 to 31 822 students) with Egypt being the fourth largest sending country in the Arab world after Saudi-Arabia, Morocco and Syria. However, in 2016, only 1.1% of Egyptian students were studying abroad, so the proportion is small. UAE, Saudi Arabia and the US attract the highest number of Egyptian students studying abroad.

### 3. Mapping of education and training system

#### 3.1 Overview of education and training systems

According to Article 19 of the Constitution of the Arab Republic of Egypt (2014), all citizens have the right to education (European Union, 2017:1) and all education (including tertiary education) is free.

Enrolment data show progress in all sub-sectors (UNESCO Institute of Statistics – UIS). Net enrolment in secondary education has grown from 76.8 to 81.7 percent between 2014 and 2017, and girls progressed better than boys. In the same period, gross enrolment in tertiary education increased from 31 to 35.2 percent. However, the literacy rate of the population aged 15 years and older shows a downward trend since 2014 and was 71,2 percent in 2017.

The effectiveness of the education and training system - in terms of equity and learning outcomes - causes concern, and the government carries out reforms to enhance quality and performance at all levels. Enrolment and graduation ratios are consistently skewed between urban and rural regions, and between affluent and low-income households: urban youths from the highest wealth quintile have a 98.5% chance of accessing higher education as compared to a those from poor rural areas, whose tertiary education chances are as low as 5.5%.

Schooling is compulsory to the end of secondary school (12 years). The language of instruction is generally Arabic in both the school system and higher education, but some public school curricula and

subjects, as well as a number of university programmes in professional disciplines, are taught in English.

The following table provides a summary of the levels of education and certificate awards:

Table 1: Levels of Education and Certificates Awarded in Egypt (currently)

	Education level	No of years	Awards / certificates	Comment
1	Kindergarten	2	No award	Free
2	Primary school (elementary)	6	Primary certificate	Curriculum set by the Government
3	Middle school (preparatory)	3	Basic education completion certificate/ general preparatory certificate	External high stakes assessment
4	Secondary school (academic or technical)	3	General or technical Secondary Education Certificate	compulsory
5	Higher Education	4 – 6	Technical diploma Bachelor degrees	
6	Postgraduate education	1 – 5	Graduate diploma Masters Doctorate	

### 3.1.1 General schooling

The general schooling phase in Egyptian education consists of two components, primary (Grades 1 – 9) and secondary school (Grade 10 – 12), approximately covering the ages of five to 18 years. Primary school education is further divided into elementary (Grades 1 – 6) and middle school (Grades 7 – 9) as preparation for secondary school education. The general secondary education certificate entitles students entry into higher education (Encyclopedia of Nations, 2020). Learners can choose either a university or a technical stream for secondary education. The General Education stream allows choice between literature or science paths, with all students studying Arabic, English, religion, and civic education.

### 3.1.2 Vocational education and training

Initial vocational education is provided in separate schools from which students can progress to technical institutes or technology colleges for further study, or to the job market (Scholar Pro, 2020). Although vocational education and training has been greatly emphasised by the government in recent years, it is still stigmatised as being of less significance than academic programmes. Nevertheless, more than half of secondary school students follow the technical stream despite the perception that the TVET sector is associated with academic failure. Graduates from vocational education and training institutions have access to 5% of the seats in Higher Education, mostly in tourism, commerce, and engineering in addition to open access to tech institutes and technology colleges.

### 3.1.3 Higher education

Egypt has 28 public universities with 450 faculties, 26 private universities, 162 colleges, 158 higher institutes, and more than 2.7 million students ([NAQAEE](#)).

Other types of higher education institutions include:

- Higher specialised institutes;
- Technology colleges;
- Middle institutes;
- Higher Technical Institutes; and
- Academies (e.g. military) (EU, 2017:1).

The duration of higher education ranges from two years to six years (EU, 2017). Egypt has reported a 33% decrease in students registered in higher education from 2013 to 2014. International students represented only 2.5% of all graduates in 2014 with 71.1% of the foreign students being Arab, followed by Asian (18.8%) and African (7.9%) students; 0.6% were American (EU, 2017).

### **3.2 Policy Objectives**

President Abdel Fattah El-Sisi declared 2019 the ‘year of education’ (WENR, 2019) and the government is currently intensifying efforts to improve the education system. The dominant education policy objective is to strengthen vocational education and training, and several initiatives in Egypt assist to this purpose.

### **3.3 Educational Reforms**

Recent educational reforms made by the Ministry of Education aim at achieving a fully-fledged national strategy for vocational education and training through an EU funded programme, thus countering the challenges of a fragmented and uncoordinated system (ETF, Cedefop and UNESCO, 2019) through systemic reform. One of the aims is to produce demand-driven and internationally trusted vocational qualifications.

## **4. Scope and structure of the NQF**

The process of development of the Egyptian National Qualifications Framework has been delayed by various factors, including political instability. Changes in the ruling party and government have delayed approval of the NQF until very recently. The Egyptian National Authority for Quality Assurance and Accreditation in Education (NAQAEE) is the accreditation agency for all education in Egypt, and has been mandated to lead the development and implementation of the NQF. The process of registering qualifications on the NQF has been coupled with programme accreditation in higher education and in the TVET sector. The end-users of the NQF in Egypt include all stakeholders in education and training, as well as employers, industry, organised labour, providers and students.

The legal status of the NQF is based on an amendment to Law 82 of 2006 that established the NAQAEE (ETF, Cedefop and UNESCO, 2019). The NQF levels and level descriptors are not included in this legislation as is the case in some other countries.

It is planned to develop a searchable database of all qualifications registered on the qualifications framework, and that these should be competency-based, as is already the case for medicine, pharmacy and engineering disciplines.

Challenges to implementation of the NQF in Egypt include resource constraints and securing funding for implementation, but also the need to develop common understanding of key concepts and terminology and to grow national expertise. Required capacity building for implementation has included the establishment of a training department for NAQAAE, and study visits. NAQAAE’s training department was established and has been acting since 2008, and development of the department however is part of the continuous capacity building. NAQAAE is committed to provide support to departments to back the NQF implementation as well as other NAQAAE activities. Sustainability of the implementation model is dependent on the political context, and on the ability of NAQAAE to make its value evident. To this end, a communications strategy is being developed to improve its image and promote mobilisation for quality.

#### 4.1 Scope

The NQF in Egypt is a comprehensive framework comprising general education/ schooling, and post-school education consisting of both TVET and higher education. There are two streams, academic and technical, commencing from NQF level 1 in each stream.

#### 4.2 NQF levels

The architecture of the Egyptian NQF is demarcated by an eight-level structure, with levels 1 to 3 for general schooling, the technical school certificates are at levels 3 and 4 (3 and 5 years programs respectively) , while levels 4 to 8 are for post-school education. This makes it a comprehensive framework designed to serve the purposes of all sub-sectors of education and training provision. Academic higher education has its first exit point at level 5, with further qualifications up to level 8. The proposed technical stream in higher education covers NQF levels 4 – 7, with no technical qualifications proposed for NQF level 8.

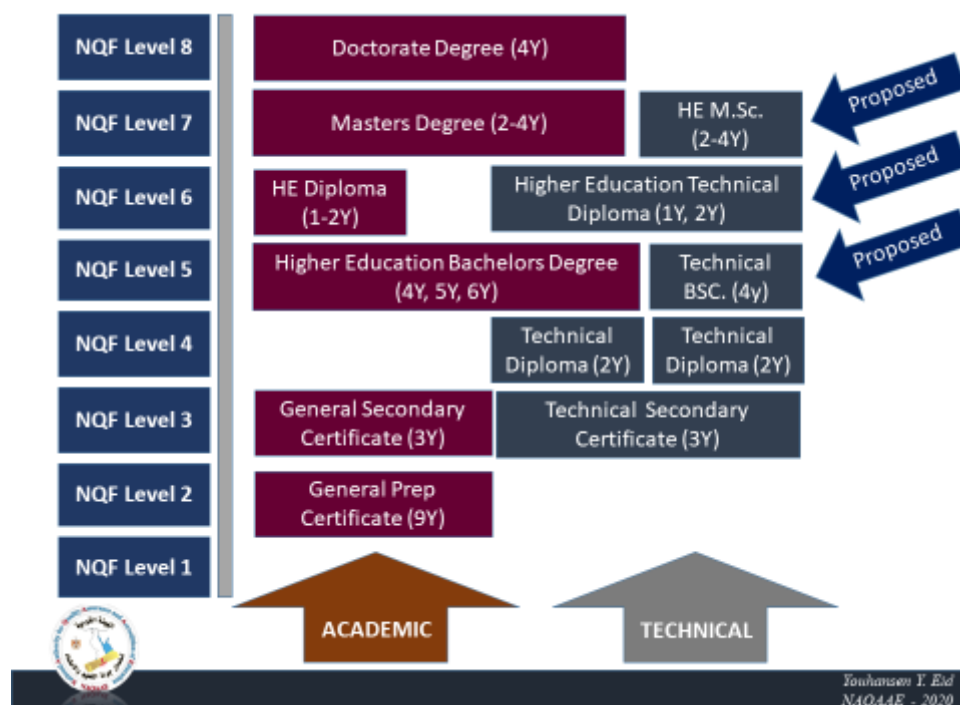


Figure 3: Egyptian National Qualifications Framework (Source: NAQAAE, 2020)

### 4.3 Level descriptors

Three broad descriptors are employed to describe the eight levels of the NQF. These are knowledge, skills, and competence. Specific requirements are defined for each of those categories at each level, with the knowledge category elaborated in terms of ‘type’ and ‘extent’; cognitive and professional skills identified per level; and competencies per level indicated in terms of autonomy, responsibility and interaction. The levels are thus defined in a matrix offering broadly defined learning outcomes. (NAQAAE, 2020; (UIL, ETF, Cedefop and UNESCO, 2019).

The level descriptors are specific to Sector Qualifications Frameworks (SQFs) such as Engineering and Medicine, which are further divided into Sub-Sector Qualifications Frameworks, as illustrated in the figure below. Being sector specific, a stakeholder process involves sector experts in setting level descriptors, as indicated.

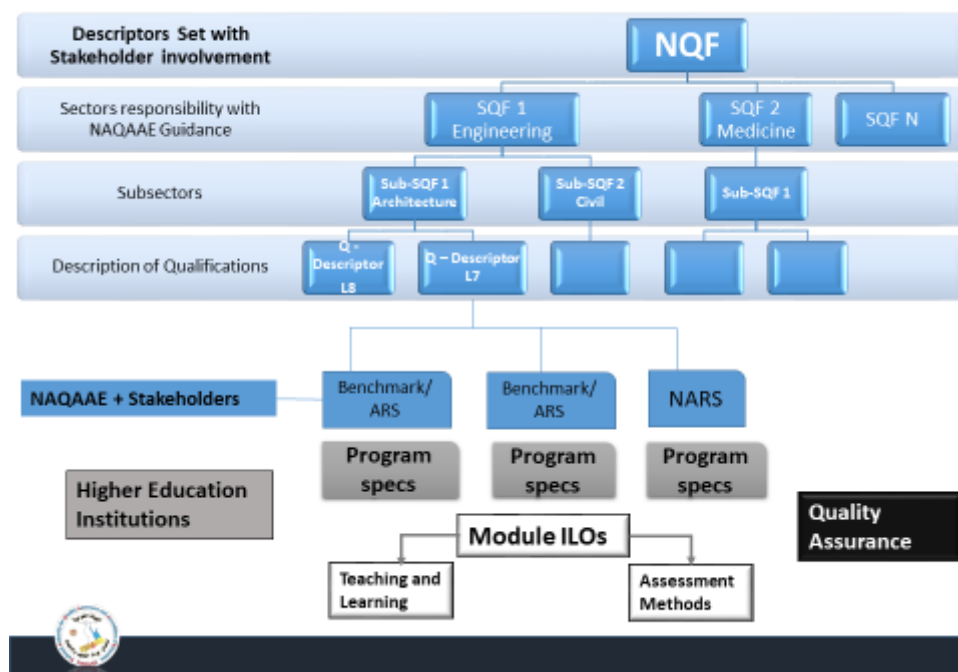


Figure 4: NAQAAE, 2020

### 4.4 Use of learning outcomes

The conceptualisation and structure of the NQF in Egypt is based on an outcomes-based approach. Focus group discussion held early in 2020 to inform this report agreed that more than three-quarters of *all* curriculum in Egypt uses learning outcomes.

### 4.5 Definition of “qualifications”

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

#### 4.6 Development of qualifications

There is no nationally defined process of qualification development. At this early stage of implementation, the decision has not yet been taken by NAQAAE, the implementing agency, whether providers alone will develop qualifications and thus have a one-on-one relationship between provider and qualification, or if a group of providers will participate in the development of individual qualifications, thus having a one-to-many relationship between qualifications and providers.

In the case of VET, a review process has been underway to update existing programmes since 2015 following a competency-based approach. The approach, referred to as “competency-based curriculum design” in the Egyptian context, comprises 12 sequential steps to encourage industry involvement and the opportunity for vocational pedagogy to be considered (ETF 2020).

#### 4.7 Access to qualifications, progression, credits

Key objectives of the Egyptian NQF include the establishment of progression pathways, and rules to accredit prior learning. No detailed rules for implementation have been defined yet. The fragmented VET landscape and the absence of an implemented NQF impede vertical progression in qualification levels, and do not adequately support mobility between systems. Nevertheless, NQF objectives, among others, are linking TVET and the general education systems, promoting level progression and permitting horizontal mobility (ETF, 2018). The following diagram shows intended points of articulation:

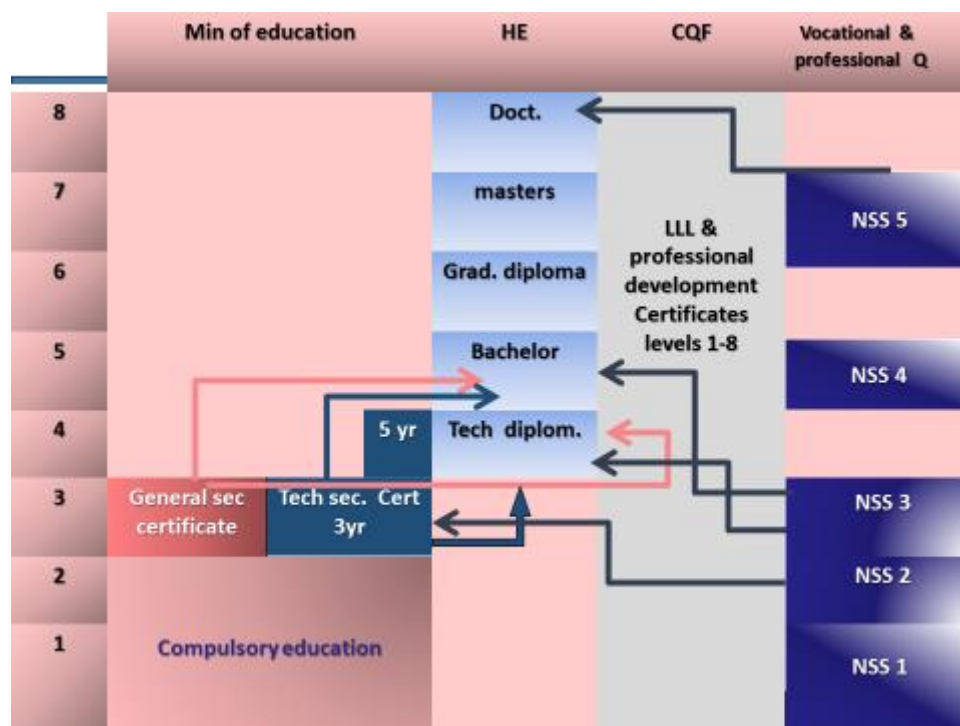


Figure 5: NAQAAE, 2020

#### 4.8 NQF relationship with other Instruments

Benchmarking was undertaken during early stages of conceptualisation of the NQF in Egypt, and the final structure was benchmarked to the meta-framework of Arab countries. While there is no

immediate intention to reference to another meta-framework, there is a medium-term intention to compare to the European Qualifications Framework (EQF).

## 5. Legislation

### 5.1 Legal instruments directly applying to the NQF and its implementation

The regulatory and legal framework mandating the NQF and its implementation is embedded in the amendment to Law 82 of 2006 that established the National Authority for Quality Assurance and Accreditation in Education (NAQAAE). It does not have a separate or individual law, but it has the same level of legal force.

## 6. Organising systems: governance, institutions, stakeholders

### 6.1 Governance, roles, functions – policy, coordination, implementation, monitoring

NAQAAE is the leading body responsible for coordination of the NQF related activities.

Apart from mandating the NAQAAE to establish, implement and monitor the NQF, no further arrangements have been made at this early stage of implementation in Egypt.

### 6.2 Key actors and stakeholders: sector councils, world of work, education and training institutions

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. Figure 4 (in section 4.3 above) schematises a process of input from industry and other stakeholders.

## 7. Quality assurance of qualifications

### 7.1 Legal base of the QA framework

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.



## 7.2 Scope of the Quality Assurance Framework

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](http://en.naqaae.eg/?page_id=1237).

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 \(1<sup>st</sup> edition 2009\)](#)
- [Guidebook for University accreditation \(2<sup>nd</sup> edition 2017\)](#)
- [Guidebook for accreditation of Faculties and Higher Education Institutes \(3rd Edition, 2015\)](#)
- [Institutional Guide to the Accreditation of Higher Education Institutions. \(1<sup>st</sup> ed 2008 and 2<sup>nd</sup> ed 2009\)](#)
- [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 Shedule](#)
- [Template and Guidelines for External Review Report](#)
- [Guidelines for the Site Visit](#)

### **7.3 QA bodies and regulators in NQF implementation**

At this early point of implementation, NAQAAE is the only agency responsible for the NQF, but it was acknowledged that more agencies for quality assurance may be enlisted once full implementation commences. It is noted in the ETF Torino Process Report for Egypt (ETF 2020) that there is progress towards the establishment of an Egyptian TVET Quality Assurance and Accreditation National Authority (ETQAAN). According to the ETF (2020), draft legislation for the establishment of ETQAAN has been developed by the TVET project but not yet adopted by the government or approved by the parliament. Overall, the intention is for ETQAAN to be “responsible for developing quality assurance policies and strategies for the VET as well as developing a national system for quality assurance and accreditation of educational and training institutions and programs, quality concepts and standards, teaching and learning methods, assessment methods, and following up their implementation” (ETF, 2020:44).

## **7.4 Participation in international cooperation**

NAQAAE is a Board Member of the Arab Network for Quality Assurance (ANQAHE<sup>2</sup>).

NAQAAE actively participates in the Africa-EU Partnership Project *Harmonisation of African Higher Education Quality Assurance and Accreditation* (HAQAA), is a member of the Advisory Group of the project Africa-EU project *African Continental Qualifications Framework*.

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 quality of qualifications and qualifications systems and make them more responsive to labour market needs (ETF, 2016).

# **8. NQF implementation**

## **8.1 Inclusion of qualifications in register**

Although this has not yet been developed and implemented, a national, searchable qualifications register is intended for qualifications registered on the NQF in Egypt.

## **8.2 Funding**

The focus group discussion conducted with representatives from NAQAAE early in 2020 for this mapping report revealed that funding of the NQF in Egypt had been problematic in the past due to reprioritisation of budgets. It was likely that this lack of funding would continue in the immediate future, since no definite funding sources for future stages of implementation were reported.

## **8.3 Monitoring, evaluation and development**

No monitoring or evaluation of the NQF or its implementation has yet been possible, as its initial establishment has only recently been achieved.

# **9. Validation of prior learning, non-formal and informal learning**

## **9.1 Relation of RPL and NQF**

While direct alignment between the recognition of prior learning (RPL) and the NQF has yet to be established in Egypt, there is a working policy on RPL that was developed.

## **9.2 Stage of development of RPL**

The development of overt alignment of the RPL policy to the NQF has not yet started, although there is a published policy on RPL.

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<sup>2</sup> <http://www.angqae.org/board-members.html>

## 10. Recognition of foreign qualifications

Recognition of Foreign Qualifications is the responsibility of the Ministry of Higher Education and Scientific Research.

## 11. Interrelationships with other countries and regions

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 against the European Qualifications Framework (EQF), the Arab Qualifications Framework (AQF) and the ACQF once established.

## 12. Implications for the ACQF mapping study

As the agency responsible for establishing and implementing the NQF in Egypt, the NAQAAE has been integrally involved in the ACQF project and is highly supportive of the aims and development of such a framework. The agency and the various stakeholder groups see the need for establishment of the ACQF and have the view that it will be beneficial to all sectors of the Egyptian education and training system, and particularly to the Higher Education and TVET sectors.

## 13. Conclusions and future plans

The National Qualifications Framework in the Arab Republic of Egypt is now established and promises to yield the desired results if the political situation remains stable, and if funding is forthcoming. It has taken a long time to become established, but 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.

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