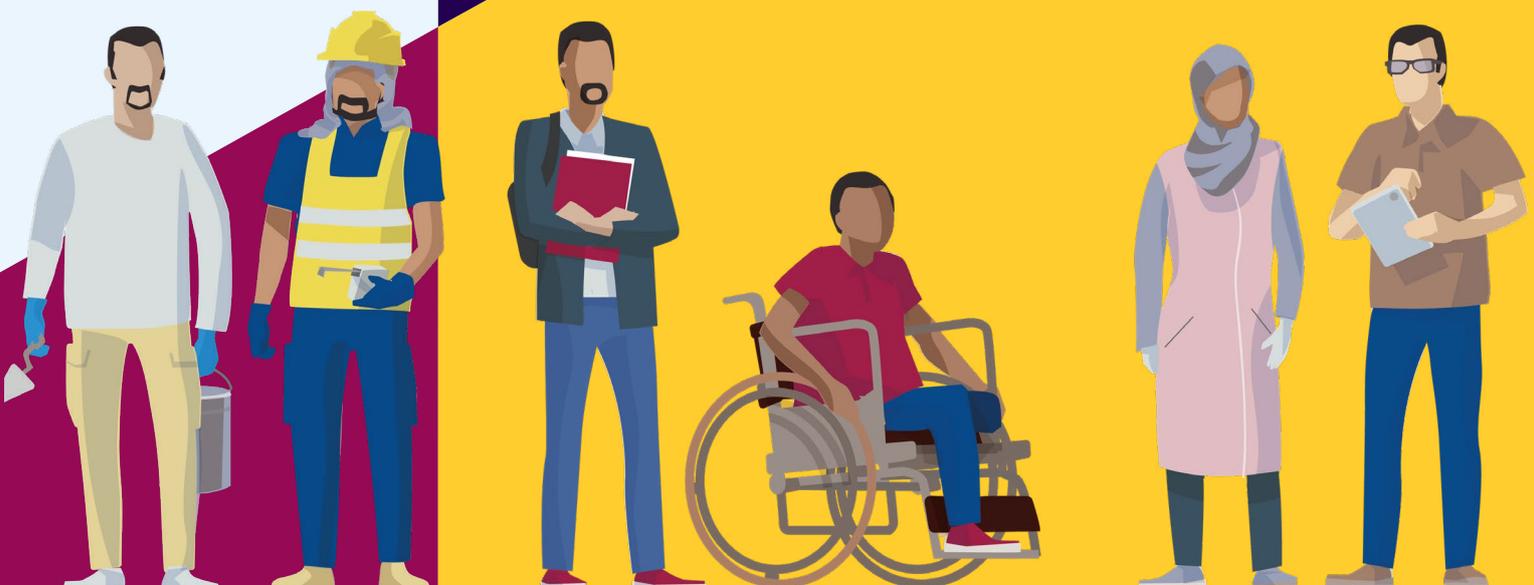▶ # Opportunity scouting and mapping analysis of inclusive skills and lifelong learning strategies and policies in Egypt

Lifelong learning implementation scenarios for the ILO in Egypt

Foreword

Within the framework of the ILO-PROSPECTS: Partnership for improving prospects for forcibly displaced persons and host communities, the ILO in Egypt is promoting employability skills, inclusive skills and lifelong learning (LLL) pathways. Essentially, this lies within the ILO's contribution to achieve two of the United Nations' Sustainable Development Goals (SDGs), specifically SDG #8: promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, and SDG #4: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Additionally, a focus on promoting LLL in a human centered approach corresponds to the ILO's Centenary Declaration and Abidjan Declaration as well as Egypt's Vision 2030.

While LLL originally indicates all learning activities undertaken throughout life for the development of competencies and qualifications, it also promotes employability skills in a human centered and inclusive approach. Developing efficient LLL systems and inclusive skills policies is not only important to ensure a workforce that is in line with future skills needs, but it is also key to enable vulnerable groups, particularly women and people with disabilities, access to and transitions in the labour market.

Therefore, this study not only includes a mapping of LLL and inclusive skills opportunities, but also introduces three concrete implementation strategies to enhance LLL and inclusive skills development in Egypt. These strategies include systems to forecast skills needs, strategies that allow persons with disabilities to access continuing training on an equal standing, and strategies for continuing education in specific fields such as new technologies. Alongside these strategies, this study will also aim to explore LLL concepts and the ecosystem needed to promote it. It also analyzes and puts inclusive skills and LLL strategies in place, as a way to support a timely and needs-oriented workforce development.

I hope this study brings further understanding and significant analysis of lifelong learning as a concept and inclusive skills as an essential component that contributes to skills development in Egypt.

Best regards,

Eric Oechslin

Director of the Decent Work Team for North Africa

Country Director for Egypt and Eritrea

Table of Contents

Introduction

Egypt suffers from a lack of decent work opportunities and a high youth unemployment rate. The latter results from a widespread skills mismatch and the lack of demand-oriented inclusive skills strategies and education policies. Given the changing World of Work, the ILO aims to support Egypt in putting demand-oriented and inclusive skills and lifelong learning (LLL) strategies in place that support a timely and needs-oriented workforce development.

This is in line with the ILO's 2020-2021 Programme and Budget Outcome 5, "Skills and lifelong learning to facilitate access to and transitions in the labour market" and in particular the indicator 5.2: "Increased capacity of Member States to develop new, inclusive and gender-responsive skills and lifelong learning policies, governance models, and financing systems", which highlight the importance of LLL and inclusive skills strategies. This assignment is especially geared towards achieving Indicator 5.2.1 Number of Member States with inclusive skills and lifelong learning strategies.

To support Egypt and other constituents the ILO Skills Branch has developed forward-looking approaches to adapt skills development to the labour market's demand and to respond to industrial, sectoral, trade, technology and environmental policies and challenges. Technical support provided by this area of work includes assistance in building systems and institutions to anticipate skill needs and minimize skills mismatches. Furthermore, the ILO has placed tremendous emphasis on LLL concepts and understanding which ecosystem is needed to promote lifelong learning.

This paper starts by giving a short overview of the understanding of LLL by the ILO, its instruments and tools or approaches for LLL and inclusive skills, as well as international approaches in this field. The following chapters provide a map of ministries and governmental agencies that have a role in LLL and inclusive skills in Egypt with an assessment of their relevance as possible partners for future ILO initiatives. An overview of national relevant strategies is given as well as of past and ongoing international donor-funded and private initiatives to develop LLL and inclusive skills. The results of a questionnaire (see Annex) administered to the Federation of Egyptian Employers and trade unions are given. In addition, interviews (see Annex) with relevant stakeholders took place to identify their needs, for example, the Commission on the Future of Work of the Ministry of Manpower (MoM). Finally, and based on these assessments, three intervention scenarios or project ideas outlining possible donors and private sector buy-in and application of ILO have been developed, with recommendations for further action.

Based on qualitative interviews, the analysis of the questionnaires as well as prior desk research the following three thematic areas for implementation scenarios were selected:

1. systems to forecast skills needs;

2. strategies that allow persons with disabilities to access continuing training on an equal standing;

3. strategies for continuing education in specific fields such as new technologies (for example artificial intelligence, automation), IT, competencies of unskilled workers, skills for green jobs, including for women in particular.

Definition of LLL and relevance for ILO work introduction

The understanding of ILO of LLL encompasses **all learning activities undertaken throughout life for the development of competencies and qualifications.**

Narrowing down LLL is a challenge because it is defined in broad terms as follows: [...]"the concept of LLL has generally evolved to be understood today as covering all education and training during a lifetime, including both initial education and training and adult learning. It is considered 'lifelong' but also 'lifewide', covering learning in institutions, families, communities and workplaces. It is also considered 'life-deep', because it recognizes the ongoing and active acquisition, development and deployment of knowledge over a lifetime (Bélanger, 2016). Those concepts are reflected in the ILO Global Commission on the Future of Work Report, which calls for a **human centred agenda**, which means "investing in people's capabilities, enabling them to acquire skills, reskill and upskill and supporting them through the various transitions they will face over their life course".[1] For this study, we will use the ILO definition of LLL as "all learning activities undertaken throughout life for the development of competencies and qualifications" in the sense given above of "covering all education and training during a lifetime, including both initial education and training and adult learning". The study focuses on the formal education part, without specifically excluding non-formal education, for instance in-company training. Informal education is not considered. Furthermore, the study focuses on the first and second stages of LLL,[2] that is, youth still in initial training or at the age thereof and adults of active age. This study specifically focuses on inclusive skills and upskilling of the population, including women, people with disabilities and partially migrants, to improve access and retention on the labour market in light of the changing world of work and the skill demands of the 21st century.

The ILO's engagement for Inclusive Skills and LLL strategies has deep roots and has a few policy and normative corner stones, which can be referred to here.

Lifelong learning activities are
all learning activities undertaken throughout life for
the development of competencies and qualifications

While there is no instrument directly pertinent to LLL as such, the following all contain essential elements:

▶ Convention No. 140 (1974) on Paid Educational Leave is based on the human right to education and requires ratifying states to "formulate and apply a policy designed to promote [...] the granting of paid educational leave for the purpose of (a) training at any level [...]". It is not ratified by Egypt.[3]

▶ The Human Resources Development Convention No. 142 (1975) requires ratifying states to "gradually extend, adapt and harmonize their vocational training systems to meet the needs for vocational training throughout life of both young persons and adults in all sectors of the economy branches of economic activity and at all levels of skill and responsibility", including appropriate programmes for people with disabilities. At the same time policies and programmes for vocational guidance in cooperation with the social partners are required. It is ratified by Egypt.[4]

▶ The Human Resources Development Recommendation, No. 195 (2004) calls on Member States to "develop and implement, through the process of social dialogue, education, training and LLL, policies that promote people's employability throughout their lives. As such, this instrument continues to provide a relevant normative framework for ILO action on LLL."[5] Egypt has submitted the Recommendation to the competent authorities.

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1   ILO, 2019 (a), p. 6.
2   See Shirley Walters, Jin Yang and Peter Roslander, 2014, p. 23.
3   https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:::NO:12100:P12100_ILO_CODE:C140:NO consulted on 26 November 2019.
4   https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C142, consulted on 26 November 2019.
5   ILO (2019 a), p. 20.

▶ The ILO Conclusions on skills for improved productivity, employment, growth and development (2008) calls on government in cooperation with the social partners to create an enabling framework to meet current and future skills needs. "Skills development policy should be targeted towards three main objectives: (a) matching supply to current demand for skills; (b) helping workers and enterprises adjust to change; and (c) building and sustaining competencies for future labour market needs."[6] It reiterates the need for policies and institutions to better forecast and match the provision of skills with labour market needs, as well as to make employment services, career services and training services more broadly available..[7] Furthermore, it devotes particular attention to the integration of "under-represented groups in the labour market or those with difficulties in accessing the labour market such as young workers, older workers, workers with disabilities and those who are in atypical employment relationships".[8] And finally, it advocates for skills development to help manage global drivers of change.[9]

The Global Commission on the Future of Work:

A human-centered agenda for the future of work that strengthens the social contract by placing people and the work they do at the centre of economic and social policy and business practice.

Most recently, the principles established by the Global Commission on the Future of Work place LLL and a universal entitlement to acquire skills, to reskill and to upskill, are the first priority of its agenda for the future of work. (ILO 2019(b), p. 11). The Global Commission states at the very outset that they advocate for a universal entitlement to LLL.[10]

Key principles of the ILO's understanding of LLL:

First of all, LLL is, of course, part of the Sustainable Development Goals (SDG 4). The ILO takes "a comprehensive people-centred and rights-based approach to LLL, which is a key strategy to help workers adjust to change, prevent the high social costs and maximize the positive effects of the complex and disruptive changes that lie ahead".[11] LLL is rooted in principles of decent work. This means that the social partners play an important role. LLL needs government commitment which translates into policy, governance arrangements and a financial commitment. The ecosystem of LLL is by nature complex. The governance system needs to ensure coherence and pathways between all forms of formal and non-formal education and training, for example through a qualifications framework which guarantees the portability of qualifications and competencies. It needs to integrate the governance tiers from local to national level and the government and relies on the active participation of the social partners as well as on society at large. Skills anticipation, qualifications frameworks, systems to recognize learning, counselling and guidance for the learner are part of a LLL ecosystem. The people – and in particular those who have difficult access to learning and to the labour market must be incentivized to participate. The hallmark of the ecosystem is that it is centered on the person, on the learner, rather than on the education or training system or the labour market.

The report includes three scenarios, with a specific focus on inclusive skills. Migrants, people with disabilities and women have been looked at in particular.

The ILO possesses a number of instruments targeting the inclusion of these groups, also in education and training.

Concerning the **right of women** to equal access to education, training and LLL in general, first of all gender mainstreaming is a requirement throughout the UN, with the SDGs gender equality and the principle "leave no one behind" confirmed. The ILO stance on gender equality and work is based on two fundamental equal rights labour standards: *The Equal Remuneration Convention No.100 (1951)* and the *Discrimination (Employment and Occupation) Convention No.111 (1958)*. *Recommendation No. 111* includes the equal right to access to training, all of which are ratified or submitted to the competent authorities by Egypt. More recently the *Human Resources Development Recommendation No. 195 (2004)* stipulates that in the development and implementation of education and training policies, members should "(g) promote equal opportunities for women and men in education, training and lifelong learning". Also, with regards to the development of competencies, the Recommendation specifically requires the development of "equal opportunity strategies, measures and programmes to promote and implement

6   ILO (2008), p. 3.
7   Ibid.
8   ILO (2008), p. 5.
9   ILO (2008), p. 7.
10   Ibid.
11   ILO (2019 a), p. 3.

training for women, as well as for specific groups and economic sectors, and for people with special needs, with the objective of reducing inequalities".

With respect to **persons with disabilities** the earliest instruments are the *ILO Vocational Rehabilitation (Disabled) Recommendation No.99 (1955)*, which Egypt has submitted to competent authorities, and the *ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention No.159 (1983)*, which Egypt has ratified, both requiring authorities to provide for vocational training for persons with disabilities.[12] In the SDGs, target 4.5 specifically ensures equal access to vocational training at all levels for persons with disabilities. The most encompassing is the *UN Convention on the Rights of Persons with Disabilities (2006)*, ratified by Egypt in 2008, which includes specifically the right to access to LLL without discrimination.[13] The *Human Resources Development Recommendation No. 195 (2004)*, includes persons with disabilities among those to whom equal opportunity strategies, measures and programmes to promote and implement training must be addressed. Also, the *Conclusions on Skills for Improved Productivity, Employment Growth and Development, International Labour Conference (2008)*, include persons with disabilities among those for whom specific measures must ensure participating in training, learning and the labour market on an equal footing.

The group of **migrant workers** refers to returning migrants from abroad and aspiring migrants planning to leave Egypt. The groups have therefore multifaceted needs in terms of LLL, for example skills recognition or the access to education and training systems. Access to formal education varies considerably in Egypt according to nationalities (for instance, Syrian and Yemeni refugees have access to public education) and the status of the migrant (irregular migrants have no access to formal public education). The *Human Resources Development Recommendation, No. 195 (2004)* calls for the development of education and training policies to promote equal access to education, training and LLL for migrants among other disadvantaged groups. The ILO further has a non-binding Multilateral Framework on Labour Migration (2006), which promotes the recognition of skills and qualifications of migrants. Also, the Conclusions of the 2013 ILO Tripartite Technical Meeting on Labour Migration call for sound labour market needs assessment and skills recognition.[14]

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12   ILO (2017), p. 2.

13   Ibid.

14   See also https://www.ilo.org/global/topics/labour-migration/policy-areas/skills-migration/lang--en/index.htm

Summary of ILO Egypt achievements and activities regarding LLL and inclusive skills

This part of the report is a summary of ILO Cairo Office's achievements and activities regarding LLL and inclusive skills that are gathered through primary and secondary data. A selected sample of individual staff from the Cairo operation were interviewed (see Annex), as well as screening of public ILO material, programme factsheets and reports on Egypt.

▶ **ILO's Job Search Clubs.** A place where young graduates gather and share resources and contacts, while searching for jobs under the supervision of a trained facilitator, with the purpose of building professional networks and finding jobs that are not often advertised. Launched in 2017 in 4 governorates, integrated into the Ministry of Youth and Sports (MoYS) in 2018, with the expansion to 15 more governorates.

▶ **Inclusion of Youth and Training.** Through a partnership with AMIDEAST and Nahdet El Mahrousa to train and place 1,000 job seekers of both genders including people with disabilities in Qalyoubia and Menoufia. Furthermore, rural areas gained more focus for training and decent job placement, particularly in Minya governorate through a cooperation with Misr El-Kheir Foundation/NGO. "Your Job Next to Your Home" initiative by the Egyptian government is supported by ILO to place workers (men and women) into technical training and rights awareness in collaboration with Trainex (The Egyptian Association for Training and Research Services for Ready-made Garments and Textile), as well as the Industrial Training Council (ITC).

▶ **Skills for Trade and Economic Diversification (STED) Methodology.** Through ILO-developed methodology, Egypt had an analysis for skills needs for two export sectors as well as skills strategies development. The project focused on the wood and furniture manufacturing industry as one of the two selected sectors and food processing as the other, while identifying skills gaps and shortages in by occupational category and by business capabilities.

▶ **Training for Rural Economic Empowerment (TREE) Methodology.** Identifying economic opportunities and training needs in order to develop and implement training programmes with a focus on disadvantaged social and economic sectors in marginalized communities. The methodology follows a system approach of participatory needs assessment, training design and delivery while organizing post-training support mechanisms.

▶ **Gender Inclusion.** Training trade union representatives on gender equality concepts, international labour standards with a focus on gender-related conventions and the role of trade unions to increase women representation in the labour market. In addition, 52 female workers were part of workshop training on leadership and communication skills. As part of the Better Work Programme, 83 labour and occupational health and safety inspectors were trained on issues related to gender-responsive labour inspection, gender equality and non-discrimination at work. A multi-year project promoting gender-responsive workplaces through the Federation of Egyptian Industries (FEI) Human Resources and Gender Academy had further support in 2018, where 27 HR executives from 20 private sector companies were trained on gender-responsive HR Policies.

▶ **Improving Informal Apprenticeship.** Organizing relationships and networking between stakeholders to develop the informal apprenticeship programme (through gradient vocational training) and creating suitable conditions to meet new labor market needs and improving the workplace environment. Selecting ten occupations within 10 governorates that could be attractive to young men and women. The project involves enterprises, apprentices, NGOs and MoMM. Besides training on the job by a master craftsperson, the apprentice attends one-day training weekly outside the workplace. Training includes occupational health and safety (OSH), behavioral benefits of learning in the workplace, labour rights, conflict resolution and environmental awareness. At the same time, engaged enterprises and employers receive OSH equipment, training and technical skills upgrade.

▶ **Transition to Employment or Career Guidance for Youth.** Through providing capacity-building training for staff in Public Employment Services (PES) Offices affiliated to MoMM and establishing Pilot Youth Units. Developing services such as career guidance, job counseling, job search skills and particularly life skills to young job seekers. Youth are

provided a better understanding of the labour market, opportunities available and skills needed, along with education and training choices. Promoting apprenticeship agreements with employers and enterprises to employ and train young men and women. Developing and piloting a national career guidance system based on the international best practices and adoptable to Egyptian TVET. In addition, reinforcing and further building the capacities of TVET institutions to implement this system nationwide. Supporting the operation of Transition to Employment Unites at the Ministry of Education (MoE), while building the capacity of the units' staff, revising the mandates and addressing sustainability issues.

▶ **University Centres for Career Development (UCCD).** In partnership with the American University in Cairo (AUC) and the United States Agency for International Development (USAID), the UCCD project is run with the aim of establishing further UCCDs in Egyptian public universities in Upper Egypt, the Delta and Greater Cairo. The ILO is currently working with the AUC to enhance the capacity of running UCCDs, increase the inclusiveness of their services to students with disabilities and support and collection, analysis and dissemination of labour market information relevant to career guidance.

▶ **Labour Market Information (Skills Anticipation and Forecasting).** Provide technical support to CAPMAS on a major review of the Annual Labour Force Survey (ALFS), as a major source for Egypt's labour market statistics. Provide support to private sector employers such as Ericsson to improve their working conditions. Bridge the employability gap among Egyptian university graduates though bringing together governmental agencies, UCCD and AUC staff. The UCCD's role is further explored in the area of gathering local labour market information for students and academic managers and connecting employment indicators to effective career guidance.

▶ **Job-Matching through Public Private Partnership.** ILO's cooperation with Methanex (a methane and chemical company) through their Corporate Social Responsibility (CSR) initiative with a focus on men and women in Damietta governorate. Methanex operates its methanol production plant in Damietta and had the intention of investing in the local community. The project addressed key themes such as OSH, inclusion of people with disabilities and gender mainstreaming of the activities. ILO delivered GET Ahead for Women in Enterprise training to 108 women in Damietta.

▶ **Jobs and Skills for Persons with Disabilities.** With a focus on ICT-based solutions, a cooperation between the ILO, United Nations Development Programme (UNDP) and the Egyptian ICT trust fund, an emphasis is placed on stimulating the integration of persons with disabilities into the labour market. Awareness-raising among the community, employers and service providers on the importance of employing persons with disabilities. In addition, the ILO builds the capacities of service providers (public, private sector and NGOs) to equip them with technological equipment to integrate persons with disabilities into professional training and work opportunities.

▶ **Policy Stimulation and Formulation (Governorate Level).** Through the Decent Jobs for Egypt's Young People programme, with a focus on Qalyoubia and Menoufia governorates, the ILO worked with governorate officials to enhance policies relevant to decent youth employment, with a concentration on the agricultural sector.

Partners involved in implementing the above-mentioned activities

Ministry of Manpower and Migration (MoMM)

Ministry of Education (MoE)

Ministry of Higher Education (MoHE)

Ministry of Trade and Industry (MoTI)

Ministry of Youth and Sports (EMYS)

Ministry of Planning, Monitoring and Administrative Reform (MoP)

Ministry of Social Solidarity (MoSS)

Ministry of Local Development (MoLD)

Ministry of Communications and Information Technology (MoCIT)

Ministry of Investment and International Cooperation (MoIIC)

Federation of Egyptian Industries (FEI)

Industrial Training Council (ITC)

Industrial Modernization Council (IMC)

Central Agency for Public Mobilization and Statistics (CAPMAS)

Information and Decision Support Centre (IDSC)

National Council for women (NCW)

National Council for People with Disabilities (NCPD)

Medium, Small and Micro Enterprise Development Agency (MSMEDA)

AMIDEAST

Nahdet El Mahrousa

Misr El- Kheir NGO

American University in Cairo (AUC)

Governorate Bodies

Social Fund for Development (SFD)

Public Employment Services Offices (PES)

Workers' Associations

Investors' Associations

Employers' Associations

Private Sector Companies (Example: Methanex)

Analysis of ILO Cairo's activities with a focus on LLL

Through screening the activities mentioned it became evident that ILO Egypt worked extensively on promoting employability skills, with an inclusive angle on women and people with disabilities. LLL on the other hand has not been tackled coherently. Some fragmented activities have been conducted but there has been little mention of LLL on activity outcome level. This means that LLL has not been directly tackled on a strategy or policy level. Most of the activities are geared towards the labour market facet and less on education, particularly the link between education capabilities and what the labour market actually requires in terms of ongoing skills upgrade. For LLL can be integrated within education to stimulate the concept of "learning how to learn", and later reinforced when individuals enter the labour market, up-skill or re-skill as per the changing world of work. Career guidance and counselling seem to be manifested within a few activities, nevertheless they may necessitate further application with the anticipation of including LLL activities.

In addition, there is slight mention of TVET within the activities in light of the recent efforts by TVET Egypt to eliminate the fragmentation in the sector and provide opportunities for a new unified policy and strategy. Through the focus on TVET, and within the scope of this report, LLL can be geared towards facilitating access to TVET systems for marginalized groups; rural areas inhabitants, women and people with disabilities. The jurisdiction of transition to employment is quite robust within ILO, especially promoting the formalization of apprenticeships and efforts are exceedingly exerted in this regard. Connecting TVET graduates with work-based learning is considered a competitive advantage for ILO. Moreover, involving employers into the equation of advancing youth employability

skills, employees up-skilling and continuous education is a high entry point for ILO. An example could be turning employers' perspective to becoming a learning organization that provides in-house training or cooperate effectively with available training providers and funds. MoTI for instance, as one ILO partner has IMC and ITC and several other connections to private and public training providers, though the private training lobby in Egypt is quite strong.

ILO has a well-respected relationship with the ministries in Egypt, social partners and private sector companies, training providers and SMEs. By the same token, the inclusion of social partners on the policy level and continuing the dialogue between employers and workers is a crucial role for ILO Cairo in the foreseeable future. Despite the expansion of the entrepreneurship element as an alternative to TVET, or as a gateway for employment opportunities, the need to develop inclusive employability and technical skills remain excessive. ILO also has the potential to create synergies between different bodies in Egypt to push forward the agenda of LLL, future of work and inclusive skills.

1. Mapping of Egyptian government, organized private sector and donor organizations inclusive skills and LLL strategies, policies and projects

This part of the report maps the current activities and initiatives supporting LLL and inclusive skills within the country by the government, the private sector and international donors. The map includes initiatives introducing or improving existing LLL policies and strategies, including its governance, financing and implementation. LLL is one of the approaches that can enable the country to adapt to the anticipated future of work and changing nature of the labour market with regard to; globalization, technology, demographics and climate change. Moreover, ensuring the inclusiveness of skills adopted will guarantee efficiency and optimal productivity across the population.

The mapping outlines below covers LLL activities or initiatives specifically focusing on the different transitions related to the labour market; from initial entry (school to work transition), to upskilling along the career, and reskilling to adapt to emerging jobs. It will also touch upon some basic education activities (basic literacy, primary and preparatory education levels) when deemed relevant.

Mapping is divided into government institutions (Ministries and Affiliated Entities), Government Strategies and Government Funds, followed by mapping of relevant private sector initiatives and finally, international donor mapping. Each section includes a primary assessment to the relevance to the topic, implementation capacity, and possible entry points for the ILO, influence on policy level and geographical spread.

Egyptian Government

    a. Ministries

Entity	Description	Relevance and assessment

Ministry of Education and Technical Education (MoETE)
 	
http://portal.moe.gov.eg/eng/Pages/default.aspx
	▶ The ministry's scope covers the three main levels of education: primary, preparatory and secondary (High school, Sanwia Amma, TVET education),[15] between the ages 6 and 18.
	
	▶ The MoETE is adopting a new teaching methodology (Education 2.0),[16] with the mission of ensuring inclusive and high-quality education and lifelong learning opportunities. The new educational system is technology based, with a focus on enhancing learning skills, by adopting new teaching and examination methodologies.
	
	▶ The new educational system being developed for Technical and Vocational Education 2.0's (TE 2.0) strategy (2019-2025) has six main pillars including: transformed relevance of TE by transferring to competency-based curricula; transformed employer engagement through developing and expanding work-based learning; and enhancing transition to work for students.
	
	▶ The MoETE posts calls for international training and workshops funded by different donors on their website, which gives a chance to its employees to upskill through their career within the ministry.[17]
	
	▶ The ministry's inclusive opportunities for students with disabilities include integration into normal schools when possible, after the training of over 22000 teachers on inclusive education. This training was implemented in cooperation with the Ministry of Communication and Information Technology, through the Professional Academy for Teacher (PAT),[18] for teachers in general and technical education. A before and after exam was conducted for the two-week training programme to measure its effectiveness. There are also 975 special schools for intellectual disabilities, hearing impairment and visual disabilities and they house more than 39000 students.[19]
	
	▶ The MoETE has had previous initiatives to establish LLL and inclusion.
	
	  ● The ministry established the first Egyptian Knowledge Bank (EKB)[20] in 2014. The EKB includes a portal that provides dynamic Science, Technology, Engineering and Math (STEM), educational content for primary, preparatory and secondary school students and teachers, with extensive professional development training on STEM best practices for principals and teachers.
	
	  ● The MoETE has developed School to Work Transition Units[21] (STWTU) that focus on: career guidance, placement, OSH, entrepreneurship and innovation, training and skills development and labour market information.
	
	  ● The women and life online platform:[22] simple online videos targeting women to teach them financial literacy and the Arabic language.
		▶ The MoETE has high LLL relevance, on the level of strategy and implementation. Its educational reform strategy incorporates LLL with regard to focusing on skills enhancement and emphasizing on school to work transition.
		
		▶ The ministry has an inclusive mandate to serve all Egyptians across all governorates through its widespread web of schools.
		
		▶ The educational system in Egypt lacks quality, and this has long been reflected in the quality of teaching, and the abundance of private tutoring. Education 2.0 strategy will tackle these challenges, however it is too early to assess its impact on the staff's capacity development.
		
		▶ MoETE is partnering with many donors under different types of cooperation's including GIZ, EU and USAID to implement TE 2.0 and UNICEF to train teachers on new teaching methodologies for Education 2.0.
		
		▶ The ministry is a partner to the ILO, which creates an opportunity for further collaboration.

15 The Ministry of Education is the largest TVET provider in the system, administering a total of 1,600 industrial, commercial and agricultural technical secondary schools with more than 2.2 million students enrolled in three-year technical diploma or five-year advanced technical diploma tracks.

16 The new educational system for general education started in September 2018, beginning with Kindergarten and primary school. The new system focuses on multidisciplinary learning, giving priority to development of problem-solving and creativity over rote memorization and more superficial learning. The new system is characterized by fewer exams, open book exams and critical thinking, and it helps students gain self-awareness. There is also a focus on the development of teachers' skills and improving their salaries.

17 (http://moe.gov.eg/doc/Montada_Unesco.pdf) /(http://moe.gov.eg/adv/German_language_scholarship_2019.pdf).

18 http://pat.edu.eg/en/

19 https://www.almasryalyoum.com/news/details/1245936

20 https://www.ekb.eg/about-us

21 http://www.encc.org.eg/wp-content/uploads/2017/08/3_YEP_Presentation_STWTunit.pdf

22 http://women_literacy_test.moe.edu.eg/mod/scorm/player.php

Entity	Description	Relevance and assessment
Ministry of Higher Education and Scientific Research (MoHESR) http://portal.mohesr.gov.eg/ar-eg/Pages/default.aspx	▶ The ministry's scope covers, university education (under graduate, graduate), training centres, technical education institutes and scientific research centres. Therefore, its population of concern starts from the age of 18 and extends to any age that decides to pursue further education or research. ▶ It covers more than 240 educational entities from public, private and higher educational institutes, in addition to the research institutes. ▶ The ministry's strategic plan[23] in line with Egypt 2030 strategy builds on the Fourth Industrial Revolution and the anticipated future of work. The plan stipulates the establishment of 22 projects that include 3 new technology universities, 7 international community colleges and 4 new national universities in governorates with low services. The universities are currently under construction. ▶ A European university complex will be established, including partnerships with Spanish, Swiss, British and Austrian universities. ▶ The funding for establishing the universities is not clear; however some receive support from regional donors, such as King Salman University being established in Sharm El Sheikh. ▶ The expansion of higher education entities will increase access to education; however, there are no clear measures that will ensure inclusiveness. ▶ A committee was established under the supreme council of universities, responsible for planning technological education. ▶ An authority for Technical and Vocational education quality assurance will be established, in cooperation with the MoETE, with technical guidance from international experts from TVET and the European Training Foundation (ETF). ▶ The ministry's strategy incorporates the role that universities have towards community development, where students will support the eradication of illiteracy. Moreover, universities will have an integrated web of cultural, scientific and sports activities to build students' personalities and increase their skills. ▶ The ministry's strategic planning unit is developing the national qualifications framework, which should outline the outcomes of each level of education covering general, vocational education and training and higher education qualifications, to enable lifelong learning without redundant learning of knowledge and skills acquired previously. The National Authority for Quality Assurance and Accreditation of Education (NAQAAE) is the lead office, while the MoE, the MoI and the MoM are the main other governmental actors involved[24]. ▶ The ministry, together with the MoETE, has partnered with KFW to establish an Integrated Technical Education Cluster (ITEC),[25] to provide basic technical education and specialist vocational training as a form of continuing education.	▶ The MoETE has high LLL relevance, on the level of strategy and implementation. Its current strategy is based on the anticipated skills for the future of work. In addition to the process of creating the National Qualifications framework that aims to create an efficient lifecycle of learning. ▶ Its LLL relevance is on the levels of school-to-work transition upskilling along the career, and reskilling to adapt to emerging jobs. ▶ The ministry has an inclusive mandate to serve all Egyptians, however there are no clear initiatives or measures taken to include persons with disabilities. ▶ The ministry's institutions are spread over different governorates, and as part of its strategy new universities are being established in unprecedented regions. ▶ The ministry is expanding the number of universities with an infrastructure to enable technological education. ▶ Universities will provide students with a well-integrated and holistic experience to provide graduates with various skills. ▶ Egyptian university staff members have varying capacities that are hard to asses. ▶ The MoHESR is partnering with many donors under different types of cooperation, including KFW in establishing the TEIC. ▶ The MoHESR is also partnering and coordinating with the MoETE on several fronts related to TVET education. ▶ The ministry is a partner of the ILO, which creates an opportunity for further collaboration

23 http://portal.mohesr.gov.eg/ar-eg/Documents/Strategy_mohesr.pdf

24 https://connections.etf.europa.eu/wikis/home?lang=en#!/wiki/Wf591e43b607e_4ccf_8d94_a3256a255147/page/Egypt%20-%20NQF%20Inventory

25 http://www.itecassiut.edu.eg/english/index.php

Entity	Description	Relevance and assessment

Ministry of Manpower and Migration
 	
(MoMM)
 	
http://www.manpower.gov.eg/
	▶ The MoMM is responsible for the labour market dynamics within the country. It is responsible for employment activities, governing the relationship between employers and employees and maintaining a safe, fair and equitable working atmosphere for regular and seasonal labour.
	
	▶ Its objectives include: drawing the national training policy; reviewing plans; projects and seeking funds for vocational training. Accordingly, the ministry has several departments responsible for planning, implementing and monitoring the country's training policy.
	
	▶ The ministry has 41 vocational training units including mobile training units, across 22 governorates.[26] Training offered includes mechanics, sewing, home appliances, carpentry and so on.
	
	▶ The ministry offers structured vocational training rounds[27] free of charge targeting different age groups (12 to 45 years), with varying durations (months or years), in its specialized employment offices.
	
	▶ The ministry has public employment offices[28] across all governorates that offer one or more functions from the following list:
	
	  ● Placement
	  ● Employment relations
	  ● Labour inspection
	  ● Operational safety and health
	  ● Occupation certification
	
	▶ One of the main roles of inspection conducted by the ministry is inspecting that companies are applying the quota for persons with disabilities. However, the inspection is only done on paper, with no validation on the ground.
		▶ MoMM has high LLL relevance, given its mandated to plan and implement the national training policy for the country's labour force.
		
		▶ Its LLL relevance is on all levels: school to work transition; upskilling during the career; and reskilling to adapt to emerging jobs.
		
		▶ The ministry's public employment offices and training centres are spread through all governorates.
		
		▶ Through recent initiatives with the ILO, public employment offices' staff were trained on offering proper placement and career guidance.
		
		▶ The ministry is known to have low capacities in implementing initiatives or activities.
		
		▶ The ministry is the ILO's main partner; therefore, there is a facilitated point of entry.

26 http://www.manpower.gov.eg/AdvisersAddresses_mc_div.html

27 http://www.manpower.gov.eg/Vocationaltraining.html

28 http://www.manpower.gov.eg/OfficesAddress.html

Entity	Description	Relevance and assessment
Ministry of communication and Information Technology (MCIT) http://www.mcit.gov.eg/	• The ministry's mission is to enable the development of a knowledge-based society and a strong digital economy relying on equitable and affordable access to knowledge; digital rights; and the development of a competitive, innovative national ICT industry. • The ministry has several training affiliates that offer continuing education opportunities: • Information Technology Institute (ITI) develops youth capabilities and skills throughout university education, post-graduate training and professional advanced coaching. • The Software Engineering Competence Center (SECC):[29] offers technical training to professionals. • The National Telecommunication Institute (NTI) offers face-to-face training programmes with hands-on experience, targeting local and regional markets, including the Nile Basin countries by using highly equipped Labs. • E-Learning competence centre (ELCC) elaborated on in the following section. • Next Technology Leaders (NTL)[30]: offers a practical, high-quality learning ecosystem, centered on the learner and supported by a distinctive content prepared through the collaborative effort of top universities and leading companies, including online mentors, in addition to a matching platform for its students. • The Mobile IT Club (MITC) is a vehicle equipped with PC labs (10-20 computers, data projectors, satellite connection for internet services, power generator, power stabilizers and uninterruptable power supplies (UPS), a local area network, air-conditioning, a printer and a scanner. These vehicles tour remote areas and target people in deprived communities who are interested in taking part in the information society. IT Clubs' target 88 per cent women and 93 per cent unemployed.[31] • The ministry has two main inclusive initiatives: • ICT for women:[32] The ICT for Women portal is meant to be a one-stop shop for girls and women interested in the ICT field; seeking to learn or to join a career opportunity. The portal includes ICT training courses and job opportunities. • Inclusion, empowerment and participation:[33] the initiative includes competitions for persons with disabilities, training for employment and inclusive education tools to be introduced in classrooms.	▶ The ministry is highly relevant to the topic of LLL and inclusive skills, given its many training affiliates and inclusive initiatives. ▶ The ministry's implemented activities are on the level of upskilling of labour. ▶ The ministry visualizes ICT as a tool for enabling development on all fronts. ▶ It understands the ability of ICT to foster inclusiveness. ▶ The ministry is very centralized with most its training affiliates operating in Giza in Smart Village. ▶ The ministry's staff and staff of its affiliates have high capacities.

29 https://www.secc.org.eg

30 http://techleaders.eg

31 National e-commerce Strategy, p. 27.

32 http://www.ictforwoman.gov.eg/overview_obj.aspx

33 http://www.tamkeen.gov.eg/ar/page/?con=training_courses

b. Entities affiliated to Ministries

Entity	Description	Relevance and Assessment

National Council for Women (NCW)
 	
http://ncw.gov.eg/ar/
	▶ Affiliated directly to the president's office.
	
	▶ Its aims to develop and protect women as well as strengthen their rights and freedom. It also contributes towards raising the awareness on these topics and to ensuring their implementation, while embedding values of equality and equal opportunity.
	
	▶ It has 26 offices covering Egypt's governorates.
	
	▶ Recent activities include:
	
	  ● Inclusion of gender on the level of national policies
	
	  ● Scholarships for obtaining gender studies Master degree in Cairo University
	
	  ● The NCW'S women's skills development centre offers training for youth (both genders), to help them enter the labour market and become economically empowered
	
	  ● The NCW, in partnership with UNWOMEN[34] conducted a training for Syrian and Egyptian women to enable them to start home-based businesses
	
	  ● The Social Innovation Hub: part of Microsoft's "Aspire Woman" Initiative aiming to empower young women leaders of the future
		▶ The NCW is highly relevant to LLL and inclusive skills, given its extensive work on supporting the economic empowerment of women, through facilitating employment opportunities by itself or wage employment.
		
		▶ The NCW partners with various governmental, local and international entities, therefore there is an entry point for the ILO.
		
		▶ The NCW has offices in all governorates extending their services to all Egyptian women.
		
		▶ The NCW has high policy influence given it political positioning and extensive field work.
		
		▶ It is one of the few government entities serving irregular migrants (for example Syrian females)

Supreme Council for Human Resource Development (SCHRD) المجلس الأعلى لتنمية الموارد البشرية	▶ There is a presidential decree[35] affiliating the council to the MoM. However, the council has not yet been established. ▶ Based on the new labour law presented from the government to the parliament, under the section for training and employment,[36] establishment of the SCHRD is planned to come under the cabinet of ministries, with extended executive councils in all governorates operating under the governors.[37] ▶ The council is mandated to plan the national policy of human resource development and place a holistic national programme to efficiently utilize human resources in coordination with the different ministries and relevant entities, and to put into consideration the changes in the skills needed to achieve national, regional and international competitiveness.	▶ The supreme council is of highest relevance to LLL, given its mandate and its structure to include all relevant ministries and their affiliated entities. ▶ The supreme council brings together all relevant governmental stakeholders for LLL in Egypt. ▶ There is no clear information on the date of establishing the council. ▶ The council's geographical spread and policy influence cannot be currently assessed.

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34   UNWOMEN regional office.

35   https://manshurat.org/node/12161

36   This section applies on those seeking training, persons with disabilities, people with dwarfism and vulnerable groups, and those seeking further training or continuous education.

37   https://www.youm7.com/story/2019/9/3/4400900/تعرف-على-اختصاصات-المجلس-الأعلى-لتنمية-الموارد-والمهارات-البشرية

Entity	Description	Relevance and Assessment

Productivity and Vocational Training Department (PVTD)
 	
https://www.facebook.com/TrainingPVTD/
	▶ Affiliated to the Ministry of Trade and Industry and financed by the Ministry of Finance.
	
	▶ PVTD is one of the largest departments affiliated to The Ministry of Industry and Technological development.
	
	▶ It qualifies technical labour with skills required by the industrial labour market, with the objective of improving productivity.
	
	▶ It consists of three main departments:
	
	  ● Central Department of Vocational Training affairs
	
	  ● Central Department of Training Zones affairs
	
	  ● Central Department of consultancies and continuous education
	
	▶ The PVTD has 37 operating training sites.
		The PVTD is of high relevance to LLL given its core function of delivering technical and skills trainings.
		
		Given its affiliation to the MTI, its offered services are adapted according to the need of the employers.
		
		It has a wide geographical spread across the governorates; however, not all training sites are of the same quality.
		
		The centre's staff are the ones delivering the training, and they were trained through several international donors including USAID, EU and GIZ.
		
		The PVTD can be partnered with directly, given its focused role in providing vocational training.

Federation of Egyptian Industries (FEI) http://www.fei.org.eg/index.php/en/	▶ The federation is an employers' associations, with 19 active industrial chambers as members, representing over 60,000 industrial enterprises; accounting for more than 7 million workers and 18 per cent of the national economy. ▶ FEI's committees include the Human Resource Development Committee that focuses on the development needs and opportunities of current labour by industry sector; and the Development of Technical and Vocational Training Committee that coordinates efforts with relevant bodies like the MoETE and the MTI to ensure that the needs of the labour market are fostered by TVET education of quality and relevance. ▶ Through cooperation with the ILO funded by the Kingdom of the Netherlands, the Human Resources Academy was established in the FEI to set up strategies and practical solutions for better HR and gender policies. This is a tailor-made training cycle for HR directors and other managers offered as a service by the FEI for its members. ▶ FEI offers other services to its members including technical consultations and labour training. ▶ International partners include the German-Arab Chamber of Commerce, UNIDO and ILO. ▶ The federation has different chambers serving specific sectors. Each chamber supports its sector companies in offering consultations, lobbying and training.	▶ FEI is relevant to LLL given its coordination role between the needs of the private sector and the MOETE, to adapt vocational education accordingly. ▶ FEI has several international partners including the ILO, therefore there is an internal entry point for collaboration. ▶ The federation's geographical presence is unclear.
E-learning Competence Center (ELCC) www.elcc.gov.eg/	▶ Affiliated to the MCIT ▶ The ELCC was established to act as a hub for the integration, development and dissemination of e-learning content of relevance to the Egyptian market. ▶ In 2010, the ELCC developed its LLL programme composed of five tracks: entrepreneurship and business, IT, e-learning diploma, professional development and Green ICT. It offers e-learning certifications and programmes that provide learners with skills required to stay on the cutting edge of technology and leadership.	▶ The ELCC offers an LLL programme; however, it was established in 2010 and so there is a need for a review and an update. ▶ ELCC's LLL programme requires computer skills, and proper internet access, which may not be available to certain target groups. However, it may allow other target groups such as females and persons with disabilities to pursue LLL.

c. National funds

Fund	Description	Relevance
Education Support Fund (ESF) http://esf.edu.eg/Projects/Prj.aspx	▶ The ESF is under the MoETE. ▶ It is mandated to support pre-university training entities, revolutionize the educational system and provide high-quality education. ▶ The fund's projects include: 100 desks project; supplying smart educational tools; and establishing Technology Development centres.	▶ The fund has supported initiatives relevant to LLL, given its support to providing smart education tools and developing technology development centres which provide students with skills that would enable them to adapt to the changing technological needs of work.
Egypt Information and Communication Technology Trust Fund (ICT-TF) https://www.ictfund.org.eg/page/23_aboutus	▶ The ICT-TF is a mechanism that aims to investigate the different means by which ICTs can enrich the livelihood of Egyptian citizens, as well as fostering social, economic and environmental development by creating public-private partnerships to support the use of ICTs. ▶ Its projects include: women empowerment, empowering youth for employment; and enabling persons with disabilities. ▶ Its donors include: The International Development Research Center, the Japanese government, the Italian Cooperation, GIZ, the Swiss Development Cooperation, UNDP, FAW, WHO and the Islamic Development Bank. ▶ It has partnerships with the private sector, including Vodafone and Microsoft.	▶ The fund's mandate allows for financing LLL activities given their role in fostering economic growth and enriching the livelihood of Egyptians through utilizing ICT. ▶ The fund has financed inclusive activities supporting women, youth and persons with disabilities. ▶ The fund already has international donors and partnerships with the private sector.
Local Development Fund	▶ Funds activities are related to the Ministry of Local Development (MLD), but no further information is available on the internet.	▶ The fund has supported activities related to training for employment and self-employment support on governorate levels, which focuses on LLL to foster self-employment opportunities (entry to the labor market).
Training and Rehabilitation Fund	▶ There is scarce information on this fund. ▶ In a news article[38] it was stated that the fund will finance trainings for Egyptian citizens under the social solidarity programme Takful and Karama.	▶ The capacity and size of the fund cannot be assessed owing to scarcity of information.

38 https://www.youm7.com/story/2019/8/7/4366278/القوى-العاملة-مشاركة-صندوق-التدريب-بمبادرة-حياة-كريمة-لتنمية-مهارات

d. Government strategies and laws

Strategy	LLL and inclusive skills related strategies
Egypt 2030 Strategy	▶ The strategy as a whole targets inclusive development, and this is visible under its economic and social justice pillars. ▶ The social justice pillar encompasses enhancing social inclusion and achieving equal rights and opportunities: promoting social mobility opportunities through an institutional system in order to achieve equal economic, social and political opportunities. ▶ The economic development pillar entails the achievement of sustainable inclusive growth, raising the economic rate, achieving balanced regional growth, increasing the participation of women and the disabled in the labour force, and achieving an economy able to reduce poverty. ▶ The strategy includes several sections targeting reforms on different levels, and all of them emphasize the importance of efficient use of the country's human resources and the importance of investing in their training and skilling. These sections include the transparency and efficient government institutions programme to 2030, and developing the human resources of the public administration.

The strategic vision of education 2030
 	
http://moe.gov.eg/doc/Ministry_of_Education_Plan_2019-2020.pdf
	▶ The aim of the strategy is to provide high-level education and training for all.
	
	▶ Strategic pillars:
	
	  ● Improve the quality of the educational system to match international standards;
	
	  ● Inclusive access to education with the same quality;
	
	  ● Improve the competitiveness of Egyptian education and its outcomes locally, regionally and internationally.
	
	▶ The government aims to implement the strategy through several steps including developing the opportunities of continuous development of teachers.
	
	▶ The strategy has a full section on improving education for students with disabilities (slide 87), in addition to a section on management of human resource development (slide 115).

Strategy	LLL and inclusive skills related strategies

National strategy for economic empowerment of women	▶ The strategy is developed under the National Council for Women (NCW).
	
	▶ The NCW has established the Egyptian women's observatory[39] with an objective to follow up on the implementation of the targets of the status of women in the period from 2017 to 2030 through:
	
	  ● compiling and displaying indicator values on an interactive website;
	
	  ● preparing a series of periodic reports on the status of Egyptian women and the gender gap;
	
	  ● listing and presenting laws relating to women.
	
	▶ interventions in the strategy include training and skills enhancement programs in various sectors:
	
	  ● expand digital technology programmes for women and integrate it into vocational training and capacity building programmes;
	
	  ● expand programmes targeting female-headed households that help them find work and earn a sustainable income;
	
	  ● provide training opportunities and develop the skills of women with lower levels of education to qualify them for work;
	
	  ● develop mechanisms to expand financial inclusion and women's access to various financial services;
	
	  ● develop training programmes for women who work in the agriculture sector in order to improve their productivity and provide them with new market opportunities;
	
	  ● take measures to ensure compliance with HR policies and incorporate gender equality aspects in work-related processes including hiring, training, promotion, wages, access to benefits and service termination;
	
	  ● enhance services for women with disabilities provide training and rehabilitation services and ensure equal opportunities from early childhood and education phases, through employment, societal integration and participation;
	
	  ● strengthen women's ability to cope with environmental risks, climate change and unsustainable consumption provide training and funding to women in protected areas, to allow them to benefit from economic activities based on the conservation of natural resources and biodiversity, including the production of aromatic and herbal products and environmental tourism activities.

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e. Private sector initiatives

Company	Description	Relevance and assessment
Microsoft https://www.microsoft.com/en-us/corporate-responsibility/skills-employability	▶ Egypt Works (Masr Ta3mal). The project creates institutionalized centres for the online employability portal www.ta3mal.com at the MOY centres in Egypt transforming them to provide a full employability eco-system from career advising, training, job placement and entrepreneurship for the youth population in the 21st century. ▶ The Social Innovation Hub. Housed in the NCW, its objective is to foster innovation and entrepreneurship among young women through technology. The target group is 5,000 young women who will be trained in computer science to bridge the gap between public education and job market needs.	▶ There are abundant private sector initiatives incorporating LLL opportunities and inclusive skills. However, they are of a humble scale. ▶ The MoETE has cooperated with the private sector by allowing the establishment of schools inside factories. Yet its impact needs a further study. ▶ The private sector can be a catalyst to push for a structured and holistic LLL strategy. ▶ The private sector needs to be present on a steering level to ensure the relevance of LLL policies to their actual needs.
Siemens http://egtacademy.com/en/home/	▶ Siemens Company and Germany's Development Cooperation Agency (GIZ) are partnering up in order to transform Zein Al Abedin Technical School in Cairo based on the German dual education model[40]. ▶ Germany's Federal Ministry for Economic Cooperation and Development (BMZ) and Siemens have signed a strategic alliance agreement to support occupational training in Egypt, with total investment of more than 22 million euro[41]. This includes the establishment of an occupational training centre in the Ain Sokhna area, training 5,500 Egyptian youth over the next four years. The agreement supports localized knowledge transfer and skills building in Egypt.	

f. Mapping of donor activities

Donor	Activity	Relevance
European Training Foundation (ETF)	▶ The ETF is closely involved in supporting the systemic reform of the Technical and Vocational Education and Training System in Egypt. Over the last 10 years, the EU has funded two programmes for this reform (Technical and Vocational Education and Training Reform Programme, i.e. TVET 1&2). In both cases the ETF is leading the design of the intervention as well as acting as technical advisor. https://www.etf.europa.eu/en/regions-and-countries/countries/egypt	▶ The ETF is highly relevant to LLL in Egypt, given its technical role in the TVET programmes financed by the EU and the Egyptian government.
European Union (EU)	▶ EU assistance to Egypt[42] mainly takes the form of country Annual Action Programmes funded every year under the European Neighborhood Instrument (ENI). Also, under the ENI, a considerable amount of EU funding available to Egypt is channeled through the Neighbourhood Investment Facility (NIF). In addition, Egypt benefits from ENI regional and neighbourhood-wide cooperation programmes. ▶ EU and Egypt's partnership priorities[43] for 2017-2020, in light of the revised European Neighbourhood Policy, include a focus on Egypt's Sustainable Modern Economy and Social Development, by working on: ● economic modernization and entrepreneurship: through the creation of a more conducive environment for inclusive growth and job creation, strengthening the role of the private sector and enhancing the business climate, in addition to supporting the government's administrative reform;	▶ The EU has high investments in LLL given the cooperation agreement with the Egyptian government. ▶ The cooperation includes focus on creating an inclusive working environment and improving access to education, while supporting initiatives to modernize it.

40 https://ww.egyptindependent.com/siemens-giz-partner-up-to-support-vocational-training-in-egypt/

41 https://press.siemens.com/global/en/pressrelease/siemens-and-german-government-bmz-support-occupational-training-egypt

42 https://ec.europa.eu/neighbourhood-enlargement/neighbourhood/countries/egypt_en

43 https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eu-egypt-partnership-priorities.pdf

Donor	Activity	Relevance
European Union (EU)	• social development and social justice by supporting Egypt's efforts to protect marginalized groups from potential negative impacts of economic reforms through social safety nets and social protection, in addition to improving the delivery of basic services, with an emphasis on modernizing education (including technical and vocational training) and health systems.	▶ This is evident through their TVET programme that focuses on school-to-work transition and labour skills development. ▶ Accordingly, there is an opportunity to seek funds and to capitalize on the existing work.
	TVET Egypt is working with more than 25 government entities and more than 30 partners to execute the mission of reforming technical education and vocational training. The project is co-funded by the EU and the Egyptian government. The programme aims to create a governing framework that includes all stakeholders, to update curricula and enhance the schools' infrastructures, and to guide students and graduates in their transition to employment. TVET is working to focus on youth and gender-inclusion through upgrading, synergizing and unifying the TVET sector and streamlining a system to enhance their capabilities and address labour market needs. Duration: 2012 - 2023 Budget: 117 million euros https://tvetegypt.org/areas-of-intervention/#areas-tabs%7C2	
Swiss Development Cooperation (SDC)	The Swiss Cooperation Strategy in Egypt for the period 2017-2020 is implemented through activities in three domains: • Democratic processes and human rights • Inclusive sustainable economic growth and employment • Protection and migration ▶ Inclusive Green Growth in Egypt. The project's scope includes the training of young people (aged 15-35, 50 per cent of whom are women) in the target governorates to access green jobs, based on market research and MSMEs' consultations, in addition to enhancing the awareness of relevant stakeholders, including private sector, civil society, MoTI and MoE on the green growth model and needed legislative, regulatory and financial improvements. Duration:2019 - 2023 Budget: CHF 5,060,000 https://www.eda.admin.ch/countries/egypt/en/home/international-cooperation/projects.filterResults.html/content/dezaprojects/SDC/en/2017/7F09748/phase1?oldPagePath=/content/countries/egypt/en/home/internationale-zusammenarbeit/projekte.html ▶ Enhance Employability of Migrants in Urban Cairo. The project's aim includes enhancing vulnerable Egyptians' and migrants' professional, life and technical skills through training, facilitation of access to job fairs and employers' platforms in the food sector. The project aims at 800 migrants and vulnerable Egyptians (50 per cent women) obtaining job placement within the food sector through brokering. Duration: 2019 -2022 Budget: CHF 1,590,000 https://www.eda.admin.ch/countries/egypt/en/home/international-cooperation/projects.filterResults.html/content/dezaprojects/SDC/en/2018/7F10125/phase1?oldPagePath=/content/countries/egypt/en/home/internationale-zusammenarbeit/projekte.html	▶ The Swiss fund is supporting LLL activities through financing projects enhancing skills of the labour force. The fund has a unique approach given its focus on green jobs and migrants. Projects have been initiated in 2019, which leaves room for including new partners like the ILO.

Donor	Activity	Relevance
Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ)	▶ Enhancement of the Egyptian Dual System (EEDS). The project supports the ministry in designing the Egyptian dual system, enhancing quality and quantity in the dual training system, upskilling vocational training personnel in the dual system and introducing inter-company training. Duration: 2015-2020 Partner: MoETE https://www.giz.de/en/worldwide/60462.html ▶ Employment Promotion Project (EPP). The project supports the ministry in evidence-based policymaking, collection of decentralized labour market information and designing active labour market programmes, supporting school-to-work transition units and improving the image of TVET education. Duration: 2016-2020 Partner: MoETE https://epp-egypt.net ▶ Promotion of small and medium enterprises (PSME). The programme's objective is to support Egyptian micro, small and medium enterprises (MSME) to grow and create new and higher-quality employment through enhanced innovation capacities. It works on an institutional level, supporting public and private institutions - especially the MTI and its affiliates but also incubators, accelerators and other business innovation centres - to create an enabling environment for innovation and entrepreneurship. Partner: MTI and its affiliates https://www.psmeegypt.org ▶ Econowin: focuses on improving the conditions for the economic integration of women in Egypt, Jordan, Morocco and Tunisia, through: ● approaches to foster Gender Diversity Management (GDM) (recruitment policies, career development, establishment of child-care facilities, catering services); ● development of a web-supported dashboard to measure "gender-sensitivitiy" of companies; ● global knowledge sharing platform, known as Gender Diversity Circulator; ● Ana Hunna awareness raising (e.g. through films to challenge gender stereotypes); ● development of the ProGirls career guidance approach (girls' day, mentoring/internship), gender-sensitive value chain development. https://econowin.org/	GIZ's projects support LLL through working on enhancing technical education and vocational training, in addition to supporting the capacity development of SMEs while supporting females' inclusion and gender diversity. The GIZ is a possible technical partner, given their various integrated activities. Some of their activities are ending; however, extensions and new projects with similar scopes are expected.
United Nations Children's Fund (UNICEF)	▶ Life Skills and Citizenship Education (LSCE). The framework provides a clear definition of life skills and citizenship education by addressing 12 core skills that are interrelated and mutually reinforce each other to help a child develop and succeed in school and socially. LSCE also responds to the underlying need for social transformation of young generations in the region, ensuring a lifelong learning approach. Partners: UNESCO, ILO, UNFPA, UNHCR, UNRWA, The World Bank https://www.unicef.org/egypt/education	▶ UNICEF has a wide portfolio of LLL projects through education-related activities, targeting all ages, persons with disabilities and migrants. UNICEF is already a partner of the ILO, so there is room to capitalize on the existing partnership.

Donor	Activity	Relevance
	▶ Community-based Education. The community-based school model is targeting out-of-school children in deprived areas where children do not have access to public primary schools. The community-based school comprises one or two classrooms providing quality education services through a multiple-grade approach, with special focus on ensuring equal access to girls. Partners: a tripartite partnership between the Ministry of Education (MoE), NGOs and local communities. https://www.unicef.org/egypt/education ▶ Inclusive Education. This is achieved through respect for differences, adaptation in teaching methods, a safe and stimulating learning environment, open and flexible curricula, parents' involvement, and modifications in school policies and strategies. Since 2016, inclusive education aims at targeting 200 public schools in targeted areas by 2020, benefiting 6,000 children with disabilities, and 100,000 children overall in the age group 4-14. Partner: EU ▶ Education in Emergencies focuses on supporting refugee and migrant children from pre-primary level to post-basic level, through the provision of education cash grants, the distribution of educational material and the provision of teacher training with additional focus on life skills to promote social integration and build resilience. Furthermore, since 2017, UNICEF also supports refugee children with mild disabilities access public schools. ▶ Meshwary. This involves life skills such as: communication, creative thinking and decision-making, as well as entrepreneurship and employability skills. Young people are guided on their job-seeking behaviour, CV-writing and interview techniques. This is complemented by career guidance services that provide them with support in developing their career plans and in improving their prospects. Partner: Ministry of Youth https://www.unicef.org/egypt/adolescent-development	

International best practices

This section of the report outlines selected LLL international best practices as communicated by the ILO Skills Specialist, they are later used within the implementation scenarios.

Category	Source	Country	Example
Policies and strategies for reform	Implementation Guide to the ILO Strategy on Education, Training and Lifelong Learning 3.5.1 Policies, structures and resources for education and training reform	Malaysia	**The Human Resources Development Fund in Malaysia** In Malaysia, the Human Resource Development Fund (HRDF), established by the Skills Development Fund Act 2004 (revised 2006), is administered by Pembangunan Sumber Manusia Berhad - an agency under the Ministry of Human Resources. The main objective of the fund is the promotion of enterprise training and to a small extent equity training. It is largely a cost-reimbursement fund. The HRDF is financed by levy contributions from formal enterprises (SMEs with fewer than 50 employees and medium or large enterprises with more than 50 employees). Levy rates are dependent on enterprise size: Employers (medium or large) payroll levy of 1 per cent, reduced to 0.5 per cent of payroll for small SMEs. Levy collection is via the Ministry of Human Resources. The HRDF provides reimbursement of the industry training cost of up to 80 per cent of the total. Allocation decisions are determined by a governance structure comprised of the following: manufacturing and business associations (nine persons), government (two persons) and private sector (three persons). Sources: www.hrdf.com.my ; Krishnan and Gelb, 2018
Support the policy process to bring new arrangements	Implementation Guide to the ILO Strategy on Education, Training and Lifelong Learning 3.5.2 Anticipating, planning and monitoring skills development	Ireland	**Joined up thinking to use evidence on skills needs from the Republic of Ireland** One of the best examples for determining current and future needs, and the use of the subsequent information to inform decision about supply, can be found in the Republic of Ireland. This involves a body called the Expert Group on Future Skills Needs (EGFSN) which was established by the government in 1997 as part of a business, education and training partnership. The key function of the EGFSN was to assist in the development of national strategies to tackle skill needs and manpower forecasting for businesses. In undertaking this function, the EGFSN advises the government on future skill requirements and how to translate them into the improved supply of skills. The EGFSN is tripartite, involving the Ministry of Education and Science, the Ministry of Enterprise, Trade and Employment and the Ministry of Finance. The participation of these different agencies means that the skill requirements for any intervention can be quickly communicated to the relevant training authorities. The process of identifying skill needs occurs on a sector basis, often involving eclectic qualitative and quantitative methods. Once the priority areas for skills development have been confirmed, attempts are made to respond through the redesign of on-the-job training programmes, as well as apprenticeship programmes and even job redesign programmes.

Category	Source	Country	Example
Accessing skills development	Implementation Guide to the ILO Strategy on Education, Training and Lifelong Learning 3.5.4 Improving access for all to skills development the labour market	Costa Rica	Gender mainstreaming in training institutions in Central America The Instituto Nacional de Aprentizaje (INA) in Costa Rica implemented a gender mainstreaming strategy to overcome occupational segregation and to increase overall participation of women in TVET and the labour market. A gender assessment (quantitative and qualitative) confirmed barriers and various forms of discrimination in education and TVET, as well as persistent cultural stereotypes, which lead to a) less participation of women in TVET, b) gender-specific TVET choices, c) lower completion rates, particularly in courses, where women are less represented and d) discrimination at the point of entering and remaining in the labour market. The INA and other national institutions, backed by the Spanish-funded project FOIL (Formación, Orientación e Incerción Laboral) and supported by the ILO, developed a gender equality policy and action plans for ten years, which were launched at a national forum in 2013. The 2013-2017 action plan addresses discrimination in TVET and labour markets: ● Promotion and access of women and men to non-traditional occupations; ● Retention and graduation of female and male students in the INA under conditions of equality; ● Gender balance among INA workers; ● Equal opportunities for women and men to access employment business opportunities; ● Research and dissemination of information on progress made on equality by INA; ● Follow-up and monitoring of the INA Gender Equality Policy[44]. The approach was shared in the Central American network of training institutions (RedIFP) and replicated by Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama and Dominican Republic[45]. The presence of business representatives and union organizations in RedIFPs Boards of Directors were critical to ensure effective implementation and to raise awareness among companies on the need to identify and eliminate gender discrimination in training, employment and occupational choice. Source: ILO (2019): Guide for inclusive TVET.

44   The policy and its plan of action were drafted with the support of ILO and the FOIL Project, together with the National Institute for Women, the Institutional Commission for Gender Equality Policy and the Gender Equality and Equality Advisory of INA. For more information on the policy, please visit: http://www.ina.ac.cr/asesoria_genero/politica_igualdad_genero_ina.pdf

45   The current regional work is supported by the Spanish-funded project FOIL (Formación, Orientación e Incerción Laboral), implemented by the ILO. For more information on the guide, please visit: https://www.oitcinterfor.org/sites/default/files/file_publicacion/genero_centroamerica.pdf

Category	Source	Country	Example
Accessing skills development	Implementation Guide to the ILO Strategy on Education, Training and Lifelong Learning 3.5.4 Improving access for all to skills development and the labour market	Egypt	Egypt - Workplace learning for intellectually disabled persons The Egyptian NGO Ebtessema, with the support of the ILO office in Cairo, offers workplace learning for intellectually disabled people at tourist hotels by the Red Sea. The programme consists of 50 per cent theory and 50 per cent practice and starts with a three-months "incubator-training" in a simulated work environment. Trainees are given career guidance and trained in practical and social skills, followed by a one-month theoretical and technical training in alternation between company and school. This is followed by three months of practical training at a hotel. Ebtessema staff accompanies the trainees during the first weeks of workplace learning. Later, a trained hotel staff member acts as a work-buddy to support the trainees and help them integrate. Ebtessema places high value on creating a positive attitude within the companies. It provides orientation session for managers, HR and other staff to ensure that employees communicate effectively and clearly with the trainees. Ebtessema staff remains available to offer follow-up support in case it is needed. Trainees do not receive a formal certificate, but are generally hired by the hotels where they were trained. Through the initiative, employers realise that they can fulfil the 5 per cent employment quota for disabled persons with motivated workers who contribute to the hotels' productivity. One of the most important aspects is the strengthening of social skills. In Egypt, people with intellectual disabilities are often kept at home and have little social interaction other than with their families. The preparatory training helps to build up self-esteem and is important for becoming independent workers. "I've been able to achieve my dream of working in a good place where I am appreciated and earning a good salary. I now have many goals to look forward to". (Hassan, hotel worker trained by Ebtessema) Source: ILO (2018): Policy Brief: Making apprenticeships and workplace learning inclusive of persons with disabilities. ILO Geneva.

Category	Source	Country	Example
Skills and the informal economy	Implementation Guide to the ILO Strategy on Education, Training and Lifelong Learning 3.5.4 Improving access for all to skills development and the labour market	Benin	Benin: Upgrading the informal apprenticeship system in Benin by combining bottom-up and top-down policies through the Certificate of Qualification for Trades (CQM)[46] Acknowledging the role of informal apprenticeships as affordable and relevant (since workplace-based) training to strengthen the national skills base, the government of Benin took steps to modernize and upgrade the informal apprenticeship system. Provincial governments, together with local craft associations and driven by Benin's Crafts Federation (FENAB), implemented apprenticeships. The examination process, which takes place on a half-yearly basis, is conducted and monitored by independent members of the association and leads to a certificate issued by the association at the local level and under national supervision. Since 2013, certification of any trade is linked to the formalized qualification system (CQM), which sanctions the recognition of skills acquired. The CQM diploma provides a first level access (junior craftsman) to an artisanal profession. This decentralized scheme involves national, departmental and local actors and has the goal of giving low-educated apprentices or workers the opportunity to obtain national recognition, while at the same time, a minimum standard of professionalism evolves in the industry. The apprenticeship is practical and takes place in the workplace provided by the master craftsperson. The duration of the training depends on the trade and is determined by the master craftsperson association. The CQM training has expanded from seven provinces to all provinces since 2017. Overall, the support of different technical and financial partners and state and non-state actors has ensured the success and financial sustainability of the programme. Students' achievements are announced in the local radio news which has contributed to the overall status of vocational training. The CQM scheme still required improvements; however, there has been a remarkable increase in enrolment between 2013 and 2016. Out of a total of 19,260 learners registered to take the CQM between 2013 and 2016, 17,028 effectively took part (11,985 girls, 5,043 boys). Source: ILO (forthcoming): Guide for making TVET inclusive for all. ILO Geneva.

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46   For more information on the project, please visit: https://www.inap.uni-bremen.de/dl/inap%20conference%20proceedings%202013.pdf and http://www.adeanet.org/sites/default/files/continuum_compendium_2017_fr_29.12.2017.pdf

Category	Source	Country	Example
Transitions to and in the labour market	Implementation Guide to the ILO Strategy on Education, Training and Lifelong Learning 3.5.4 Improving access for all to skilss development and the labour market	Jordan	Recognition of prior learning (RPL) for Syrian refugees in Jordan In recent years, more than 630 000 Syrian refugees entered the Jordan labour market, mostly as informal workers. This resulted in significant deterioration of working conditions and lower wages and also affected Jordanian workers, and young Jordanians in particular. To reverse this trend and provide opportunities for Syrian refugees and Jordanians to get their skills certified and access formal jobs, the ILO, in collaboration with the Jordanian Centre for Accreditation Quality Assurance (CAQA), funded by the US Department of State and the UK Foreign and Commonwealth Office, implemented a Recognition of Prior Learning Programme (RPL). Selected sectors include construction, confectionery and ready-made garments. Recognized local training providers offer four full-day training sessions (occupational safety, trade-specific skills, soft skills, labour rights) to beneficiaries over one month in the area of their expertise to obtain certification. In addition to a national certificate, the project supports five Guidance and Support Offices (Amman, Mafraq, Irbid, Zarqaa, Karak) in career counselling and placement. The Zaatari and Azraq Employment Centres, will also issue work permits to more than 200,000 Syrians. Till date, 12,901 Syrian refugees have received a work permit (8,700 construction, 1,200 manufacturing). Trade Unions have been contracted by the Jordan Construction Contractors Association (JCCA) as trainers to facilitate RPL certification for 500 workers. According to an ILO study, Syrian refugees with work permits earned more than those without a permit. Furthermore, 76 per cent of the households with a work permit have a stronger sense of security, and their social and economic conditions have improved. The Government of Jordan plans further scaling up - which is directly in line with the Jordanian commitment under the Jordan Compact[47]. Source: ILO (forthcoming): Guide for making TVET inclusive for all. ILO Geneva.

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47 During the London Conference (2016), the Government of Jordan signed the Jordan Compact and agreed to boost employment and accommodate Syrian refugees into the labour market with 200,000 jobs for Syrian refugees in return for improved access to the European market, increased investment and soft loans.

Implementation scenarios for ILO on LLL policies and strategies

Based on analysis of the information gathered in each section provided above, the following scenarios guide potential project ideas for tackling LLL and inclusive skills policies and strategies in Egypt.

Furthermore, Arabic versions of the developed questionnaires and surveys were distributed to ILO Egypt social partners (see Annex). However, owing to the low response rate, selected elements of the survey responses were used in drafting the implementation scenarios.

Systems to forecast skills needs (Scenario 1)

Contribution to ILO programme and budget	This is in line with the ILO's 2020-2021 Programme and Budget Outcome 5, "Skills and lifelong learning to facilitate access to and transitions in the labour market" and in particular the indicator 5.2, "Increased capacity of member states to develop new, inclusive and gender-responsive skills and lifelong learning policies, governance models, and financing systems", which highlight the importance of lifelong learning and inclusive skills strategies. This assignment is especially geared towards achieving Indicator 5.2.1 Number of member states with inclusive skills and lifelong learning or strategies". (Reporting documents: Official national reports and documentation, compiled in the ILO Strategic Management System).
Scenario and project potential objective(s)	Introduce and test qualitative skills foresight mechanisms and identify specificsectors.
	Given the changing requirements of the labour market and the Fourth Industrial Revolution, it becomes more necessary than ever for governments and social partners to respond pro-actively to avoid skill shortages and mismatches by building training systems that can flexibly provide relevant, inclusive and on-time skills and competencies to all, in order to allow them to participate actively in the labour market. In Egypt, which is afflicted by high youth unemployment and a growing youth bulge this is highly essential. Skills forecast and foresight systems are needed to underpin this endeavour.
	In Egypt, on-going efforts with various actors, including the EU, GIZ, ILO and others are actively trying to tackle this need, albeit with difficulties given, for instance, the fragmentation of the stakeholders in the education and training system (particularly TVET). This makes a quantitative and all-encompassing forecast system difficult to implement at the current stage.
	The scenario therefore suggests the use of windows of opportunity and the ILO's comparative advantage of being a tripartite actor, to build pilot experiences of qualitative skills foresight systems in selected sectors, which are of particular relevance to the changing world of work and also in Egypt where an increased and changing demand for skills is expected. Such pilot experiences could be – if successful – integrated into larger forecast systems, once the context is ready for this.
	Project outcomes would be on various levels: the establishment of foresight systems, which could be further disseminated; the capacity-building of the system actors; the availability of data on skills needs developments which could directly feed into the other proposed ILO scenarios, or other project ideas.
	Since this scenario is part of ILO Cairo's effort to contribute to the Egyptian Lifelong Learning system and Inclusive Skills, the foresight system will place particular emphasis on the needs to upskill older workers and on the ways and means to include disadvantaged groups, women and people with disabilities in particular.
Core problem(s)	The changing World of Work constitutes an increased risk for skills mismatch and skills shortage. Skills anticipation systems are necessary to equip decision-makers, as well as other education and training-system actors, with the necessary information to steer the provision of education and training offer. In addition, youth and workers, including women and people with disabilities, need such information for their orientation.

Potential partners	- Commission on The Future of Work (MoMM) - MoE, MoHESR, MoMM, CAPMAS - FEI/MSMEDA - Supreme council for Human Resource Development (SCHRD) - Trade unions - PVTD - Regional labour market observatories established by GIZ[48] - Universities - UNESCO for the LLL - UNWOMEN - TVET II Egypt/EU - NCW Depending on the sector - sectoral stakeholders: stakeholders who can represent women and people with disabilities, such as Egypt Information and Communication Technology Trust Fund (ICT-TF) (it has specific experience with initiatives for people with disabilities, and women)

Approach	1. At the outset an in-depth stock-taking of existing initiatives that are geared to setting up a skills anticipation system in Egypt needs to take place. The assessment must show what is the involvement of key-stakeholders, their attitudes, current status-quo of the initiative. This will include such initiatives as TVET II and ILO research as being carried out in 2020 by Nagla Rizk and Ayman Ismail[49].
	2. At the same time, the selection of the sectors should be made in strong collaboration with the stakeholders. We suggest the sectors of this assignment relative to the changing World of Work, and therefore in particular: green economy (such as renewable energy, green buildings, sustainable transport, water management, waste management, land management) and new technologies (such as Artificial Intelligence, Augmented Reality and Virtual Reality, Cognitive Cloud Computing, Internet of Things (IoT), Intelligent Apps (I – Apps), Big Data, RPA (Robotic Process Automation))
	a. Once the sector is selected, an analysis of the status quo[50] based on all existing research, is carried out.
	b. The best suited methodology (Delphi method, expert panel, scenarios, or others such as backcasting or roadmapping) is chosen. In this regard it is important to understand which stakeholders are to be involved directly, in addition to decision-makers and experts.
	c. Based on the analysis and projection, a strategy to tackle the issue is developed.
	3. At various stages in the process, training of the participating representatives takes place, using for instance the STED model. The aim would be to increase the capacity of the actors and anchor the foresight methodology in the system. Other capacity-building activities can take place based on the needs of the stakeholders (ToTs, management training, governance system)
	4. The strategy can be directly relevant to scenarios 2 or 3 and therefore be concretely geared to the inclusion of people with disabilities and women in the relevant sectors. They would then be concretely implemented as part of those scenarios. The foresight cycle could then be closed with an assessment and a further foresight cycle.
	5. Possibilities for the institutionalization of the system need to be further explored (for instance, connecting to the Commission of Future of Work).
	Cross-cutting principles:
	6. Lifelong learning and the specific situation of women and people with disabilities should be taken as a cross-cutting theme. This should be present throughout the whole project: in the constitution of the partner network, the analysis (including specific analysis with respect to gender and diversity from the outset and all the way through to the strategy).
	7. Furthermore, the trade unions should be strengthened in their role as representatives of worker's interests, of all the specific target groups (youth, women, people with disabilities). Their role should be enhanced towards a safe-guard of the human-centered approach to lifelong learning, which is the ILO's objective. The ILO Global Commission on the Future of Work states at the very outset that they propose a "human-centered agenda".
	8. Considering that lifelong learning encompasses also non-formal and informal education and training (see, for example, good practice and recommendations of UNESCO Institute for Lifelong learning), it would be important to embed this in the foresight exercise. This would mean, for instance, that non-formal adult education or informal apprenticeship can be considered in strategies to satisfy the (up)skilling needs. This would make the skills anticipation congruent with lifelong learning concepts, rather than gear it purely towards technical vocational training or education.
	9. Furthermore, it should be ensured that local research capacity in this regard is supported and systematized through appropriate stakeholders.
	10. Last but not least, the question of financing of any possible strategies which result from the exercise should be dealt with as a contingent question and not be externalized.

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49   Inception report sent by Laura Schmidt by mail on 29 November 2019.

50   For the status quo, in the field of new technologies, The research paper, "The Fourth Industrial Revolution, Artificial Intelligence and the Future of Work in Egypt, Nagla Rizk and Ayman Ismail Inception Note November 11, 2019" sent by Laura Schmid on 26 Nov 2019 shows that the ILO is involved in the researching and foresight skills needs in the areas of a changing world of work in Egypt. The proposed scenario will need to be fitted and integrated with these initiatives.

	Reference to good practice and lessons learnt from past initiatives which could be used, including, but not restricted to the following:
	ILO tools: STED, research of ILO Cairo, ETF/CEDEFOP/ILO[51]
	ILO country examples of good practice: Republic of Ireland, Expert Group on Future Skills Needs (EGFSN9 with Ministry of Education and Science, the Ministry of Enterprise, Trade and Employment and the Ministry of Finance.[52] South Korea, nationwide science and technology foresight since the 1990s to (a) providing a vision and direction for emerging science and technology areas; (b) identifying technologies that have a high potential of contributing to growth (in terms of national wealth as well as quality of life), among others.[53]
Role of ILO constituents	The trade unions as well as the FEI/MSMEDA will need to play an active role, in particular in their sectoral parts. They should be able to have a strong say in the choice of sectors and should be key players in the foresight exercise.
	MSMEDA would feed the specific view of micro or small businesses and particular start-ups into the project.
	All players should become part of the system, and therefore the capacity-building element of the project is also targeting them in particular.
Potential donors	EU, BMZ (through GIZ), UNICEF, World Bank, Proposals to the private sector (CSR programmes)

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51 European Training Foundation/European Centre for the Development of Vocational Training/International Labour Office. 2016. Developing Skills Foresights, Scenarios and Forecasts. Luxembourg: Publications Office of the European Union.

52 Overview of good practice sent by LS in Jan 2020

53 European Training Foundation/European Centre for the Development of Vocational Training/International Labour Office. 2016. Developing Skills Foresights, Scenarios and Forecasts. Luxembourg: Publications Office of the European Union.

Strategies that allow persons with disabilities to access continuing training on an equal standing (Scenario 2)

Contribution to ILO programme and budget	This is in line with the ILO's 2020-2021 Programme and Budget Outcome 5, "Skills and lifelong learning to facilitate access to and transitions in the labour market" and in particular the indicator 5.2, "Increased capacity of member states to develop new, inclusive and gender responsive skills and lifelong learning policies, governance models, and financing systems", which highlight the importance of lifelong learning and inclusive skills strategies. This assignment is especially geared towards achieving Indicator 5.2.1, "Number of member states with inclusive skills and lifelong learning or strategies". (Reporting documents: Official national reports and documentation, compiled in the ILO Strategic Management System).
Scenario or project potential objective(s)	Increased participation of persons with disabilities in continuing TVET and ultimately on the labour market.

Persons with disabilities (PwD) are faced with multiple challenges on the labour market and are more at risk of exclusion than people without disabilities. One key element is accessible, high-quality TVET which can help PwD to access and to be competitive on the labour market. The right of PwD to disability-inclusive vocational training has been promoted by the UN Convention on the Rights of Persons with Disabilities (CRPD), 2006.

The Human Resources Development Recommendation No. 195 (2004) includes PwD among those to whom equal opportunity strategies, measures and programmes to promote and implement training must be addressed. Also, the Conclusions on Skills for Improved Productivity, Employment Growth and Development, International Labour Conference, 2008, include PwD among those for whom specific measures must ensure participating in training, learning and the labour market on an equal footing.

In a changing World of Work, it is necessary to pay particular attention to the needs of PwD in order to leave no one behind. In Egypt particularly, and despite the labour law assigning 5 per cent of hiring for PwD, it is still rather weak in implementation. PwD suffer from discrimination and low social skills owing to societal stigma.

On a strategic level, the project would elaborate a sectoral strategy with active involvement of the ILO constituents and representatives of PwD interest groups (governmental organizations or civil society actors).

Implementation would include capacity building measures for the stakeholders to underpin the strategy and enhance sustainability. Furthermore, an action plan would implement a review of one or several existing continuing training programmes and curricula in order to make them more accessible and tailored to PwD.

For this to happen, the scenario can address several parts of the system at the same time or only one of them:

mainstream needs of PwD into the system on different levels such as anticipation of skills needs with particular reference to sectors which employ PwD, counselling and orientation, access to training (financially, physically), design of curricula and materials as well as delivery of training, awareness of all stakeholders (policy-makers, training provider managers (public and private), social partners, persons with disabilities themselves and family and community), mainstream needs of PwD into continuing training.

The scenario would best look at these issues restricted to one or two specific sectors.

The scenario would specifically aim to mainstream the needs of PwD into continuing TVET rather than providing stand-alone solutions. This approach is in line with the idea of a human centered LLL and the very idea of social inclusion.

It is of particular importance to mainstream the needs of women with disabilities who are at particular risk of exclusion. |
| **Core problem(s)** | PwD have particular challenges to access the labour market and technical training and continuing training. They are more at risk of marginalization, and training programmes are often contributing to segregation because mainstream training does not cater for PwD. More than technical skills, personal and social skills training is needed for PwD within the Egyptian context. |

Potential partners	Policy level:
	MoETE
	MoMM (they have a role to inspect enterprises to ensure they respect the quota for hiring people with disabilities)
	Ministry of Communication and Information Technology (MCIT), who already have experience on technology for people with disabilities
	UNECSO (a lot of experience on needs of PwD)
	Interest group of people with disabilities
	ILO constituents
	Implementation level:
	TVET schools/ TVET II Egypt Programme
	Continuing training providers
	Teacher training institutes/universities
	Public Employment Service as relevant
	Enterprises and trade unionists
	MSMEDA (connection with SMEs as the largest hiring segment)

Approach	1. The specific situation of PwD on the Egyptian labour market and the existing policies and (continuing) training offer will be analysed[54]. Needs and gaps in the whole system (awareness of stakeholders, orienting, counselling, opportunities given by employers, supply of training etc.)
	2. A choice of sector would be made, based on criteria such as where PwD are most employed currently (formal or informal) and where the changing labour market can offer most prospects. This choice could be directly linked to scenario 1 (foresight system) if the scenarios can be implemented successively rather than at the same time.
	3. Following the situation analysis, a sectoral strategy would be elaborated with active involvement of the ILO constituents and representatives of PwD interest groups.
	4. The process is underpinned by capacity-building measures to anchor the outcomes in the Egyptian system. The project would therefore directly train representatives of the partner institutions on mainstreaming the needs of PwD.
	5. On the level of implementation, the strategy would be taken to review one or several existing continuing training programs and curricula in order to make them more accessible to PwD. The programmes can be both entirely provider-based or of a work-based learning format. As experience in the Republic of South Korea shows[55], ICT and e-learning technologies make learning accessible to larger groups and can serve to make LLL more inclusive.
	This can include:
	a. Experimental use of ICT/social media
	b. Experimental blended learning (online, gamification, teacher led, work-based).
	c. The use of ICT to increase access for PwD can also be introduced horizontally, including counselling and orienting.
	d. The scenario could implement a valorization strategy of employers who offer WBL.[56] They would therefore include showcasing of "virtuous employers" through media or a competition.
	e. The recognition of competences acquired in continuing training support the development of systems.[57] The implementation scenarios will therefore explore how this is possible. It is clear that the recognition of continuing training has wider system implications.
	6. Finally, the scenario can include an impact study on the success of the reviewed training programme in order to measure its effectiveness and give a basis for replication.
	7. A different or additional track could be the use of ILO's TREE methodology to apply for access to TVET for PwD. It is a methodology for identifying economic opportunities and training needs in order to develop and implement training programmes. The focus is on disadvantaged social and economic sectors in marginalized communities that are not reached or served by formal or non-formal training systems. The specific focus is on people with low levels of literacy and numeracy living in rural areas, and particularly women. The method targets adults with no or low formal educational levels, it provides a methodology to introduce LLL into remote areas. It also uses simple ODL technology. It can build on local training providers and cooperates with the private sector and authorities. Builds these local capacities. Experience in Bangladesh shows it can be linked to national qualifications system[58].
	Reference to good practice and lessons learnt from past initiatives that will be used include (but are not limited to) the following.
	The ILO TREE methodology as outlined above.
	The ILO project "Workplace learning for intellectually disabled persons" which has funded the Egyptian NGO Ebtessema to offer initial training in the tourism sector[59] can possibly be built upon to introduce good practice into continuing training with a WBL approach.

54 Such a situation analysis was not part of the scope of the current assignment.

55 Jin Yang and Rika Yorozu, "Building a Learning Society in Japan, the Republic of Korea and Singapore". UIL Publication Series on Lifelong Learning Policies and Strategies: No. 2, Hamburg, 2015.

56 Ibid.

57 Ibid.

58 "An ILO tool for Egypt?" presentation Cairo, 8 June 2017 by Christine Hofmann, Skills Development Specialist ILO. PPT made available by Laura Schmid, ILO Cairo. https://www.ilo.org/skills/projects/WCMS_103528/lang--en/index.htm

    TREE Fact Sheet Bangladesh, https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_226468.pdf

59 Overview of good practice sent by Laura Schmid in January 2020.

	Experience at the Instituto Nacional de Aprentizaje (INA) in Costa Rica, which implemented a gender assessment (quantitative and qualitative) and gender mainstreaming strategy to overcome occupational segregation and to overall increase participation of women in TVET and the labour market.[60]
	Good practice from Republic of South Korea and Singapore[61] as well as German – Italian AHK.
	Various policy-level examples supported by the ILO can be relied upon, for example the General Policy, mentioning persons with disabilities in Bangladesh, or the Policy for disadvantaged groups, including persons with disabilities, in South Africa[62].
Role of ILO constituents	The employers and trade unions would have the role of actively promoting awareness, and the actual inclusion of PwD into continuing training. Employers have a key role in facilitating continuing training of their workers, while trade unions need to make this one of their claims.
Potential donors	UNICEF, Egypt Information and Communication Technology Trust Fund (ICT-TF), Training and Rehabilitation Fund (under MoSS and Takaful and Karama Programme), EU/TVET II Egypt, Swiss Development Cooperation (SDC) for green jobs, USAID (new WISE program), UNESCO Institute of Lifelong Learning (UIL), UNDP PwD ICT, Proposals to the Private Sector (CSR Programmes)

Strategies for continuing education in specific fields such as new technologies (such as artificial intelligence, automation), IT, competencies of unskilled workers, skills for green jobs, including in particular for women. (Scenario 3)

Contribution to ILO programme and budget	This is in line with the ILO's 2020-2021 Programme and Budget Outcome 5, "Skills and lifelong learning to facilitate access to and transitions in the labour market" and in particular the indicator 5.2, "Increased capacity of member states to develop new, inclusive and gender responsive skills and lifelong learning policies, governance models, and financing systems", which highlight the importance of lifelong learning and inclusive skills strategies. This assignment is especially geared towards achieving Indicator 5.2.1, "Number of member states with inclusive skills and lifelong learning or strategies". (Reporting documents: official national reports and documentation, compiled in the ILO Strategic Management System).
Scenario or project potential objective(s)	Strategies and action plans for using continuing education to fill skills gaps in

  - new technologies (such as Artificial Intelligence, Augmented Reality and Virtual Reality, Cognitive Cloud Computing, Internet of Things (IoT), Intelligent Apps (I – Apps), Big Data, RPA (Robotic Process Automation)) and automation

    - green jobs

The ultimate objective would be to allow employers to find skills on the labour market that allow them to compete in the changing economy while at the same time providing workers with the opportunity to develop these skills during their working life.

The specific objective of this scenario would be to develop a strategy on continuing education in the selected sectors, including mainstreaming of women's and diverse needs, and the necessary financial provision.

On an implementation level, it would develop and pilot improved continuing education offers at post-secondary and tertiary levels and capacitate the education providers, namely universities (and training providers as appropriate) to increase their continuing education offer in a true LLL perspective. It would allow disadvantaged groups – women and PwD – to access continuing education on a more equal footing. |
| Core problem(s) | The Egyptian labour market faces challenges owing to changes in the World of Work, which need to be confronted to avoid increases in unemployment and precarious work and to allow the Egyptian economy to grow. The strategy and action plan will pay particular attention to inclusion of unskilled workers and women in particular. The mainstreaming of PwD will also be guaranteed here.

Skills shortage (rather than "mismatch") are a risk in these sectors which are fast developing in the changing world of work. This can constitute a bottle neck for the Egyptian economy and result in an increase in unemployment.

At the same time, the post-secondary or tertiary education system does not necessarily view itself as a provider of LLL: this needs adaptations to the mission and strategies.

The participation of women on the Egyptian labour market is weak; it stood at 16 per cent with female unemployment at 24.3 per cent in 2017.[63] Difficulties in accessing training can be one of the root causes. |

60 Ibid.

61 Jin Yang and Rika Yorozu, 2015.

62 ILO, Making TVET and skills systems inclusive of persons with disabilities, Geneva, 2017.

63 https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-addis_ababa/---sro-cairo/documents/publication/wcms_663785.pdf

Potential partners	▶ MoETE
	▶ MoHESR/KfW Integrated Technical Education Cluster
	▶ Universities in different regions, other post-secondary training providers
	▶ Relevant industry partners, including MSMEs in particular (for example, IT start ups)
	▶ Employers representatives (FEI, MESMEDA…)
	▶ Trade unions (human centered approach)
	▶ TVET II Egypt
	▶ The General Authority for Literacy and Adult Education (GALAE)
	▶ NCW Women Skills Development Centre
Approach	1. The specific situation of PwD on the Egyptian labour market and the existing policies and (continuing) training offer will be analysed[64].If Scenario 1 is implemented, then there is a strong connection here. The two scenarios could potentially be merged or at least strongly build upon each other.
	2. The aim is to assess the skills needs (foresight) of these (or further selected sub-sectors) and develop coherent action plans. This includes the assessment of training needs in enterprises, an assessment of gaps in the system of continuing education provision.
	3. Particular attention needs to be paid to the position of women and other excluded groups, PwD in particular in terms of participation in the given sector, participation in continuing education and barriers to this, as well as the connection between career development and continuing education. The assessment will allow to mainstream provisions into the offer to be developed with a view to a more equal standing on the labour market.
	4. A policy or strategy would be developed for the continuing education offer in the particular sector together with employers, universities and employer representatives.
	5. The action plan would be partially implemented in this initiative, through the adaption of existing programmes or the development of new ones, or both.
	6. While seeking to develop the course offer, the scenario would also aim to strengthen the capacity of universities to provide such training. The challenge is for universities to review their mission and integrate continuing flexible and work-based learning offers in direct collaboration with employers, using new formats (such as blended learning or e-learning only) and new methodologies to transform into LLL providers.
	Universities need to revisit their learning offer and go beyond simply offering continuing education on the selected fields, exploring further their position in LLL. This includes questions relating to the role of universities and requires:
	a. diversifying student populations (this includes all marginalized groups);
	b. diversifying services to learners (preparation and orientation, validation of learning, counselling and so on);
	c. diversifying educational provision (learning mode and qualification);
	d. diversifying partnerships (in this case particularly with social partners).[65]
	7. The project would seek for the participating universities to elaborate and adopt relevant LLL strategies and action plans. These could then see partial implementation, for instance with teacher training (upgrading skills for adult learning), development of new student services, formalization of new partner networks, recognition of prior learning and of new competences acquired in continuing education.
	8. Specific teacher and trainer certification could be part of this .
	Similar to Scenario 2, this scenario should include strategies to implement the valorization strategy of employers who offer WBL in a post-secondary or tertiary context.[66] The scenarios would therefore include showcasing "virtuous employers continuing education initiatives with universities" through media or a competition.
	Again, akin to Scenario 2, the recognition of competences acquired in continuing training supports the development of systems[67] and should also be part of this strategy. In the context of university education, the recognition of prior learning as well as that of acquired competences may be easier. The implementation scenarios will therefore explore how this is possible and implement as far as possible. It is clear that the recognition of continuing training has wider system implications.

64 The situation analysis which would be necessary was not part of the current assignment.

65 Hanne Smidt and Andrée Sursock, Engaging in Lifelong Learning: Shaping Inclusive and Responsive University Strategies. European University Association. Brussels, 2011.

66 Ibid.

67 Ibid.

	Reference to good practice and lessons learnt from past initiatives which will be used, include (but are not limited to): An EU funded project: Shaping inclusive and responsive university strategies – project implemented by the European University Association, October 2009 – September 2011. With 29 universities in Austria, Belgium, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Lithuania, Netherlands, Poland, Russian Federation, Slovakia, Spain, United Kingdom. The project shows how universities adopt and implement an institutional LLL strategy. It points out necessary adaptations at four key levels (student populations, services to learners, educational provision, partnerships). LLL offer is more than the development of adhoc training for workers. Gender mainstreaming examples in TVET systems including experience at the Instituto Nacional de Aprentizaje (INA) in Costa Rica, which implemented a gender assessment (quantitative and qualitative) and gender mainstreaming strategy to overcome occupational segregation and to increase overall participation of women in TVET and the labour market[68]. Use of big data for skills anticipation, part of SKILLS UP funded by ILO.[69]
Role of ILO constituents	The FEI needs to be a key partner and take active part in the selection of sectors and take a role in the strategy as well as in the implementation scenario. This spans from being a partner in the system to promoting specific enterprise partners for the piloting of the new course offer. A particular responsibility lies in the role the FEI takes in the financing of continuing education. MEMEDA has a similar role, particularly with regards to employers in the SME segment. The trade unions need to support the project and the understanding that continuing education is part of workers' rights, including women and people with disabilities. Their role would be to increase their own capacity in this regard and raise awareness among members.
Potential donors	United Kingdom Development Fund (through AWEF), Kingdom of the Netherlands Development Cooperation, BMZ through GIZ, UNWOMEN, UNICEF, Swiss Development Cooperation (SDC) for green jobs

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68   Overview of good practice sent by Laura Schmid in January 2020.

69   https://www.ilo.org/skills/events/WCMS_715843/lang--en/index.htm

Annex

Mapping of Egyptian government, organized private sector and donor organizations inclusive skills and LLL strategies, policies and projects

Entity	Description	Relevance and assessment
Ministry of Trade and Industry (MTI) http://www.mti. gov.eg/english/ Pages/default. aspx	▶ The ministry's mission is to provide an adequate environment for a sustainable inclusive economy based on enhancing competitiveness, diversity, knowledge, innovation and generating decent and productive job opportunities ▶ The ministry has affiliated entities that provide support services to the Egyptian industries, in the form of consultations and training. These entities include (entities will be elaborated on in the table below): ● Productivity and vocational Training Department (PVTD). ● Industry Development Authority (IDA) ● Industrial Modernization Centre (IMC) ● Industrial Training Council (ITC)	▶ The ministry is relevant to the topic of LLL, especially on the level of upskilling of labour through its affiliated entities. ▶ The ministry's presence across the governorates is through its affiliates. ▶ The ministry's staff capacity varies depending on their role, and the training opportunities they received from different partners. ▶ The ministry has partnered with several international donors including GIZ, ILO and EU.
Ministry of Planning, Monitoring and Administrative reform (MPMAR) http://mpmar. gov.eg/	▶ The ministry's strategy is to coordinate between the industrial and service ministries, the formulation of policies and plans to develop administrative performance, establish an integrated monitoring system for national plans and projects and facilitate the participation of the private sector and civil society in achieving sustainable development. ▶ Under the administrative reform arm, the ministry has a capacity-building programme under which several initiatives are established to build the capacity of civil servants in different positions in all governmental entities. This programme has regional and international partners, including the Emirati fund, the American University in Cairo and the French university. ▶ The ministry's strategic plans includes moving towards a knowledge-based economy which requires highly skilled and educated human resources, therefore it entails focusing on primary education, secondary education, TEVT education, higher education and continuous education. ▶ In addition, the plans stipulate that constitutional rights include gradually increasing the budget allocated to education, TVET education and scientific research.	▶ The ministry is of relevance to LLL, on a coordination level and civil servants capacity development level. ▶ The ministry's strategy and implemented activities incorporate LLL, especially on the level of upskilling of labour with a focus on civil servants, through its capacity-building programme implemented in cooperation with Cairo university and the French university. ▶ The ministry does not seem to have a strong geographical presence outside Cairo. ▶ Key partnerships with international donors are not visible. ▶ The ministry does not have a clear entry point for the ILO.

Entity	Description	Relevance and assessment

Ministry of Youth and Sports (EMYS)
 	
https://www.emys.gov.eg/
	▶ The ministry's mission includes providing decent work opportunities for youth, and making youth service centres for the whole family.
	
	▶ In partnership with Microsoft, the ministry offers training workshops on life skills including planning and CV writing.
	
	▶ The ministry also offers training to its staff, so that they can perform their jobs effectively.
	
	▶ The ministry has a strong geographical presence across the country through its youth centers.
	
	▶ several international donors have implemented intiatives in collaboration with the ministry, including:
	
	  ● "Egypt Works"[70]: implemented by Microsoft and UNDP, and helping youth through capacity-building, job placement and entrepreneurship.
	
	  ● "Creating an Enabling Environment for Adolescents in Egypt"[71] implemented by UNICEF and supported by USAID. It focuses on employability, entrepreneurship and life skills development of this important population group.
		▶ The ministry is of high relevance to LLL, given its provided training opportunities for youth.
		
		▶ The ministry's strategy and implemented activities incorporate LLL, especially on the level of upskilling of labour.
		
		▶ The ministry has wide outreach to youth through the youth centres.
		
		▶ The ministry's staff capacity is deemed insufficient.
		
		▶ The ministry has partnered with several international donors and private sector.

Ministry of Local Development (MLD)
 	
http://www.mld.gov.eg/?lang=en
	▶ The ministry's objectives include: coordination of efforts of different institutions, ministries and organizations that work in the field of developing local communities and local administration units in all governorates; contributing to the plan of economic and social development in partnership with the governorates; and participation in the preparation, qualification and training of leaders and human cadres necessary for the management of local units, following up their performance and ensuring their future.
	
	▶ There are several projects under the ministry including:
	
	  a. National Project to provide employment opportunities for youth and eliminate unemployment (2015-2030);[72] the project includes giving loans to youth to establish micro, small and medium enterprises, with a special focus on women.
	
	  b. Fighting Illiteracy: eradication of illiteracy through an inclusive developmental strategy. Triggering a cabinet degree to have all university students studying an arts major to teach eight people how to read and write as a prerequisite for their graduation. Training of Trainers (ToT) to the implementer or teachers of the programme.
	
	  c. Hayat Project (Minya Governorate): Human Security through Inclusive Socio-cconomic Development in Upper Egypt. It aims to increase youth employability and skills development by building on local available resources; interventions will focus on entrepreneurial skills, technical and soft skills.
	
	  d. Hayat Project phase 2 (Sohag Governorate)
		▶ The ministry is relevant to LLL through its local initiatives to eradicate illiteracy and employment initiatives.
		
		▶ The ministry's strategy and implemented activities incorporate LLL, especially on the level of upskilling of labour.
		
		▶ The ministry has local outreach to the governorates directly, which is an edge lacked in most centralized government entities.
		
		▶ The ministry self-finances many of its initiatives through its special fund.
		
		▶ The MLD has various international partners including UN Habitat, the EU, the international organization for migration and the ILO.
		
		▶ Therefore it has an entry point for the ILO.
		
		▶ It is unclear whether activities are implemented directly by the ministry's employees or through hired service providers, so it is hard to assess the capacity of its staff. However, it is clear that the ministry is able to implement several initiatives in parallel across different locations.

70 https://www.eg.undp.org/content/egypt/en/home/operations/projects/development-impact/Masr-Works.html

71 https://www.unicef.org/egypt/press-releases/ministry-youth-and-sports-unicef-and-usaid-conduct-visit-focusing-adolescents

72 https://www.facebook.com/مشروعك-Mashro3ak-1890032357907565/

Entity	Description	Relevance and assessment
Information Technology Development Agency (ITIDA) https://www.itida.gov.eg	▶ Affiliated to the MCIT. ▶ ITIDA'S mission is to identify the needs of the local IT industry and addressing them with well-designed programmes, policy advice, promoting trade in local and international markets, and being a strategic advisor to local and international companies. ▶ ITIDA implements skills development activities for students and ICT professionals.	▶ ITIDA is LLL-relevant through its skills development programs for IT graduates and ICT professionals. ▶ ITIDA has many partnerships with international donors and with private sector companies. ▶ ITIDA does not have a geographical presence outside its premises.
Egyptian Agency of Partnership for Development (EAPD) https://www.mfa.gov.eg/English/Ministry/AffiliatedBodies/Pages/Egyptian-Agency-of-Partnership-for-Development.aspx	▶ Affiliated to the Ministry of Foreign Affairs. ▶ Mandated for granting technical cooperation and humanitarian assistance to African and Islamic countries, organizing training courses and workshops, promoting the collaboration with the UN, developed countries, regional and international organizations within the framework of south-south, and north-south cooperation, as well as contributing in funding and mobilizing funds for development projects. ▶ One of the principal goals of EAPD is to provide development calibres to African and Islamic countries by offering capacity-building programmes.	▶ The EAPD is LLL relevant through its capacity-building programmes for calibres from African and Islamic countries. ▶ EAPD's mandate and activities can be a reference for the ILO on regional skills needs and strategies to instill them in the population.
Industrial Training Council (ITC)	▶ ITC is affiliated to the MTI. ▶ ITC partners with the most qualified training providers, using available donor subsidies, to deliver quality training services. ▶ ITC is mandated to: ● establish a sustainable tool to identify the ongoing training needs of the industrial sector; ● establish a monitoring and evaluation system to ensure the quality of the trainings provided; ● develop the vocational training system to enhance the quality of provided training and increase its relevance to the needs of the industry. ▶ ITC's work is not visible through desk research.	▶ ITC is of high relevance to LLL given its central role in industrial sector vocational training. ▶ Information on ITC and its partners is lacking, therefore its role cannot be assessed through desk research.
Industrial Modernization Centre (IMC) http://www.imc-egypt.org/	▶ Affiliated to the MTI ▶ IMC aims to support the industrial enterprises, create an enabling business environment for the industrial sector, in coordination with the Ministry of Trade and Industry. It is committed to supporting comprehensive and sustainable human resource development ▶ The centre has 300 professional staff members working on reaching the Egyptian industrial community through 19 geographically dispersed branches.	▶ IMC's relevance to LLL is indirect, through their subsidized consultancies offered to companies, including HR development consultancies. ▶ IMC has partnered with several international donors including GIZ. ▶ IMC has a wide geographical presence, with 19 offices allocated across most governorates.

Entity	Description	Relevance and assessment

Professional Academy for Teachers (PAT)
 	
http://pat.edu.eg/en/
	▶ The PAT is a center of excellence that assures the quality of the continuous professional development of members of the educational sector in an effective partnership with faculties of education, schools and other relevant institution.
	
	▶ It was established by a presidential decree in 2008.
	
	▶ It reports to the Minister of Education in person but not to the ministry. PAT's headquarters are in Cairo with branches across most governorates.
	
	▶ PAT's responsibilities:
	
	   a. planning and reviewing standards of continuous teachers' professional development and promotion;
	
	   b. issuing teaching profession certification;
	
	   c. accreditation of professional development and all training services providers;
	
	   d. supporting educational and pedagogical research and assuring its application.
		▶ The PAT has high relevance to LLL, given its responsibility towards ensuring the continuous professional development of educators.
		
		▶ It has partnered with the MoETE and MICT in training teachers on inclusive education.
		
		▶ Its level of activity and international partnerships is unclear.
		
		▶ It has branches in most governorates.

Centre for Curriculum and Instructional Material Development
 	
(CCIMD)
 	
http://moe.gov.eg/ccimd/index.html
	▶ Affiliated to the MoETE
	
	▶ Established in 1988, with the aim of:
	
	   ● adopting integrated technics of curriculum development to elevate the level of the educational process;
	
	   ● establishing coordination between all steps of the educational process leading to positive effect on the educational system outcomes;
	
	   ● incorporating the needs of the society and development plans in the educational process, to achieve the link between education and development. (Link educational outcomes with the needs of the society for trained labour).
		▶ The centre's activities are relevant to LLL, given its role in incorporating the needed skills and development plans within the educational system.
		
		▶ The capacity and policy influence of the centre cannot be assessed.

National Population Council (NPC) http://npc.gov.eg/	▶ The parliament proposed to transfer its affiliation from the Ministry of Housing, Utilities and Urban Development to come directly under the ministry's cabinet. ▶ Its mandates include studying and proposing human development plans. ▶ The council has a department for training management and Human Resource development, under which training is planned on the governorate level. Training includes literacy, communication, team-work and handicrafts for women. ▶ The council has several international partners, including UNICEF, UNFPA, WHO and USAID.	▶ The NPC has LLL-relevance given its human development plans and offered trainings. ▶ The council has several international donors including UNICEF and UNFPA. ▶ The council offers training on governorate levels.

Entity	Description	Relevance and assessment
Micro, Small and Medium Enterprises Development Agency (MSMEDA) http://www.msmeda.org.eg/	▶ According to a presidential decree in 2018, MSMEDA comes directly under the Egyptian prime minister. ▶ MSMEDA is mandated to develop MSMEs and entrepreneurs directly or indirectly by coordinating initiatives and activities by different community-based organizations, donors or private companies. ▶ The agency's services include various activities supporting the establishment and development of enterprises such as; trainings, enterprise establishment, entrepreneurship support, technical support and funding. ▶ MSMEDA has two main pillars for international cooperation: ● financial and institutional partnerships ● technical and strategic partnerships ▶ Cooperation is varied: regional cooperation; multilateral partnerships; bilateral partnerships and public private partnerships. ▶ The agency has a portfolio of 30 financial and institutional partnerships. Financial cooperation is US$2.2 billion as loans and US$1.9 billion as grants. ▶ The agency has special focus on women[73] and their role in development by ensuring the inclusiveness of their activities and integrating gender-related activities into different projects.	▶ MSMEDA is relevant to LLL given its offered training to the owners of micro, small and medium enterprises. It equips its target group with the needed skills to create their own business and sustain them, which is a form of labour market entry. ▶ MSMEDA, has multiple international donors including GIZ and the ILO; therefore there is an established internal connection. ▶ The agency has trained staff that deliver the trainings and services themselves. ▶ The agency offers its services across all governorates through its offices. ▶ The agency's new political positioning could entail higher policy influence.
General Authority for Literacy and Adult Education (GALAE)	▶ The GALAE is under the cabinet of ministries. ▶ In cooperation with several partners, including UNESCO, the authority developed 11 educational courses, responding to the actual needs of the learners, to complement the basic literacy curriculum. These courses include training for employment, life skills, human rights and health education — which attracts female learners the most. ▶ The GALAE also pays special attention to learners with disabilities; there are dedicated classes for the blind or visually impaired in Aswan, among other governorates.[74] ▶ In addition to its literacy centres, the GALAE supports any educational activities that take place within and outside the educational institutions for anyone who is not enrolled in formal education. ▶ The duration of the literacy programmes ranges between three to six months. ▶ The authority has signed more than 600 cooperation protocols with all relevant ministries and organizations including the Ministry of Education, the Ministry of Health and Polulation, and the Ministry of Youth and Sports. It also cooperates with the armed forces, universities, mosques, women's clubs and health clubs in all governorates to reach illiterates. ▶ The GALAE focuses on promoting the concept of lifelong learning by raising awareness that obtention of the literacy certificate is the first step before continuing advanced studies and becoming public servants.	▶ The GALAE authority is highly relevant to the topic of LLL and inclusive skills given its educational offerings, and efforts to reach vulnerable groups like women and persons with disabilities. ▶ Its focus is on basic literacy education and life skills. ▶ The authority has partnered before with UNESCO on developing curricula. ▶ The authority has a local and widespread outreach across the governorates. ▶ It is unclear how its literacy teachers are trained to perform their tasks, and hence the capacity of its staff members cannot be assessed.

73   www.msmeda.org.eg/women.html
74   https://www.egypttoday.com/Article/15/44922/Educating-the-pillars-of-society

Company	Description	Relevance and assessment
Orange https://www.orange.eg/en/about/company-overview/social-responsibility	▶ It announced its support to 50 women from Minya governorate, providing them with the necessary trainings and workshops to start their projects. ▶ The company had a previous initiative to train and employ 100,000 Egyptians in 2011.	▶ There are abundant private sector initiatives incorporating LLL opportunities and inclusive skills. However, they are of a humble scale. ▶ The MoETE has cooperated with the private sector through allowing the establishment of schools inside factories. Yet, its impact needs a further study.
SEKEM https://www.sekem.com/en/index/	▶ SEKEM has established a vocational training centre (VTC), accredited by the Initiative for Industrial Schools for Vocational Training (formerly the Mubarak-Kohl-Initiative). ▶ Trainees participate in a three-year programme, taught by both local and foreign-trained staff. ▶ SEKEM also offers skills development training for women and has created an enabling working environment for them to continue work after having children.	▶ The private sector can be a catalyst to push for a structured and holistic LLL strategy. ▶ The private sector needs to be present on a steering level to ensure the relevance of LLL policies to their actual needs.
Cisco[75]	▶ Cisco established its Networking Academy, which aims to complement the education curriculum with Cisco's teaching and career advancing skills to fulfill the ultimate goal of bridging the gap in the job market, especially for those living in disadvantaged and under-serviced areas.	
El Sweedy Academy (STA) https://sta.edu.eg/en/about-sta/about-us/	▶ A technical school established in cooperation with the MoETE. ▶ The academy follows the German system of technical education and training. In addition to technical topics, STA offers languages, soft skills, computer skills and cost reduction mechanisms as part of its programmes. ▶ Through the academy, a project co-financed by Switzerland and the European Bank for Reconstruction and Development is being implemented to enhance employability and job market access of young women and men in Egypt.	

75 https://www.amcham.org.eg/events-activities/missions/us-business-missions-to-egypt/28/October-2016/162/csr-programs#IBM

Donor	Activity	Relevance
Canadian Fund	**Aswan Skills Development Programme** Project outputs include: 1. refurbishing and equipping training facilities in Aswan; 2. building the institutional and technical capacities of education centres to provide demand-driven technical, vocational, employability and entrepreneurial skills training; 3. providing workers with on-the-job training, career management support, professional development programmes and management skills training; 4. supporting community-led enterprises, young entrepreneurs and small and medium enterprises with a focus on the agri-business value chain; 5. establishing consultation mechanisms to improve the link between training institutions and market demand and improve the design, financing, performance management and quality control of job training programmes; 6. conducting research to better understand the constraints facing female job seekers. Budget: US$10.875 million Partner: Aga Khan Foundation Canada https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/D001112001	The Canadian Development Fund has supported LLL projects focusing on developing the training ecosystem to bridge the gap between the needs of the labour market and the skills of the labour supply. The fund has operated in Upper Egypt, giving it a different spectrum of field experience. Given its ongoing partnership with the ILO, the fund can be a potential financing partner.
	Decent Jobs for Egypt's Young People The project supports the GoE's efforts to stimulate sustainable economic growth and provide appropriate jobs for young people, especially among groups such as households headed by women, people with disabilities, poor people living in rural areas and unemployed graduates. Duration: 2011- 2020 Budget: US$15 million Partner: ILO https://w05.international.gc.ca/projectbrowser-banqueprojets/project-projet/details/Z020984001	
USAID	Workforce Improvement and Skills Enhancement (WISE): The project aims to establish partnerships between businesses and technical schools in order to understand skills needed for employment – reducing the current skills mismatch, creating a pool of qualified candidates, and linking students with jobs. WISE will also improve the performance of the private sector through in-house training and improved human resource strategies that reduce staff turnover. It will seek to build the capacity of business associations to advocate for policy and regulatory reforms related to labor market efficiency. Duration: 2015 – 2019 Budget: US$22.1 million https://www.usaid.gov/sites/default/files/documents/1883/2015-11-25%20WISE.pdf	USAID funds LLL projects aiming to bridge the gap in the labour market through supporting continuing education and upskilling of labour (wage or self-employed), in addition to supporting career guidance in public universities. USAID's projects seem to be ending soon; however, there may be room to capitalize on their work.

Donor	Activity	Relevance
	Strengthening Entrepreneurship and Enterprise Development (SEED)	
	The project provides technical assistance, capacity building and training to Business Development Services (BDS) and Financial Services Providers in order to support the growth and expansion of MSMEs in Egypt. Stakeholders and counterparts include, but are not limited to: public sector reform champions, incubators, accelerators, BDS providers, mentors, business associations, investors, financial and non-financial institutions, schools and universities, public organizations, MSMEs and entrepreneurs.	
	Geographical scope: the governorates of Alexandria, Assiut, Cairo, Dakahlia, Gharbia, Giza, Menoufia, Minya, Port Said, Qalyubia, Qena, Sohag.	
	Duration: 2015-2020	
	http://www.seedegypt.org/	
	University Centres for Career Development	
	In coordination with the Ministry of Higher Education and Scientific Research, this activity is establishing 20 sustainable career development centres at universities across Egypt. These new centres will serve more than 70 per cent of all public university students in Egypt, providing them with career mentoring, specialized employability skills training, networking, and career opportunities.	
	Duration: 2017 – 2021	
	Budget: $20.8 million	
	Implementing partner: American University in Cairo	
	Geographical scope: Alexandria, Aswan, Beni Suef, Cairo, Damietta, Dakahlia, Giza, Menoufia, Minya, Sharqia, Sohag	
United Kingdom Development Fund https://devtracker.dfid.gov.uk/countries/EG/projects	**British Council** Contributing to shared prosperity and development through projects which support improvements in young people's education, strengthen English language teaching and learning. Duration: 2016 - 2020 Budget: £13,130,677	The UK development funds are financing varied LLL projects and activities, starting from supporting basic education for vulnerable children to continuing education and upskilling of youth and inclusion of women in the work place. Some projects are implemented through partnerships with UN agencies like the UNICEF, which allows for a similar partnership with ILO projects.
	Conflict, Stability and Security Fund (CSSF) The project outcomes include increased government capacity to implement the education reform agenda and World Bank Loan, improvements to Egyptian entrepreneurs' ability to scale their businesses and to maintain the employment of 200 Bedouins in areas affected by violence. Duration: 2017 - 2020 Budget: GB £22.840 million	
	Chevening Scholarships Enables student to pursue postgraduate study at UK higher education institutions, returning to contribute to the development of their home country.	
	UK Foreign Commonwealth Office (FCO) It has allocated a total of EGP 276 million to the project, of which the objective is largely to contribute to the current educational reform process, Education 2.0, and improving the quality of educational services in Egypt. Duration: 2019 - 2021 Partner: UNICEF https://www.unicef.org/egypt/press-releases/uk-unicef-partnership-support-education-reform-egypt	

Donor	Activity	Relevance
	Arab Women's Enterprise Fund (AWEF) This fund aims to improve gender awareness and sensitivity across target companies' HR policies, increase employment and retention of women in the labour force, and raise awareness and uptake of standards and certification of products made by women working at home. AWEF is the only market system based development programme in the region that also puts women's economic empowerment at the core of its objectives and impacts. Co-funded with the Islamic development bank.	
JICA https://www.jica.go.jp/egypt/english/activities/activity12.html	Egypt-Japan Education Partnership (EJEP) Cooperation in the area of education including early childhood, basic, technical and higher education, as well as scientific research, technology and innovation. Cooperation on the technical education level includes introducing guidelines targeting both soft skills and practical skills on both the school management level and the teacher level; and supporting the establishment of work transition units in the pilot schools – all in order to contribute to the improvement of the discipline, productivity, and team work of the students and their transition to the labour market.	JICA has allocated large funds related to education in Egypt, however it usually supports bilateral partnerships; there may be limited opportunity for partnership.
Danish Development cooperation (DANIDA, DAPP and DEDI)	▶ Danida is Denmark's development cooperation, which is an area of activity under the Ministry of Foreign Affairs of Denmark. ▶ Its strategies and priorities include migration and development and inclusive, sustainable growth and development. ▶ Its current presence in Egypt is not clear. However, in 2014 Denmark supported the ILO project "Decent jobs for Egypt's Young People". ▶ Through the same programme, Denmark supported the Social Fund for Development's project "Support for Labour-Intensive Employment in Infrastructure and Social Services". https://egypten.um.dk/en/about-us/news/newsdisplaypage/?newsid=b9929df7-ab9a-4879-9949-0f7a062cda83	The Danish development cooperation is not of relevance to LLL, given its current focus on civic engagement in Egypt.
	▶ The Danish Egyptian Dialogue Institute (DEDI) was established to promote social, and cultural understanding between Denmark and Egypt and Europe and the Arab World, with dialogue as the main tool. ▶ The initiative will continue to be funded by the Danish Arab Partnership Programme (DAPP), and its work is part of DAPP's overall strategic programme for the period 2017 - 2021. Link: https://www.dedi.org.eg/about-dedi/	
	The DAPP is Denmark's collaboration programme with the Middle East and North Africa. It helps to strengthen good governance and ensure economic opportunities, especially for young people and women in the region, through partnerships. https://www.dapp.dk/en/	
Kingdom of the Netherlands Development Cooperation	▶ The Dutch ambassador announced that the Netherlands will provide €120 million aid to Egypt over the next four years[76]. ▶ The aid will be allocated for the development of water, agriculture, energy and women employment sectors	▶ The Kingdom of Netherlands development cooperation is of high relevance to LLL activities, given their current efforts with the ILO, UNDP and UNICEF on skilling of women and children of migrants in Egypt across different geographical locations. ▶ In addition to the anticipated fund allocated to different development sectors including women employment. ▶ There is an established partnership with the ILO on financing several relevant projects.

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76 https://see.news/netherlands-offers-e120-mln-aid-to-egypt-in-coming-4-years/

Donor	Activity	Relevance
	▶ The ILO has signed a new US$94 million agreement with the Government of the Netherlands as part of a wider inter-regional partnership that aims to improve the access of host communities and forcibly displaced persons to employment and livelihood opportunities, known as the PROSPECTS Programme. ▶ PROSPECTS brings together the IFC, the ILO, UNHCR, UNICEF and the World Bank to support this transformative approach. ▶ PROSPECTS aims to develop and implement evidence-based solutions tailored to each local context, while also testing and learning from innovative, operational solutions to the problems faced by host communities and forcibly displaced people. https://www.ilo.org/pardev/news/WCMS_725948/lang--en/index.htm	
	Promoting Gender-Responsive Workplaces in Egypt Working with the ILO in Cairo seeks to support its constituents (governments, workers and employers) to address the challenges women are facing, and the need to enhance women's employability by increasing their skills and knowledge, to improve respect towards gender equality, and enhance the process of efficient social dialogue practices. This is achieved through providing support to the FEI. The Human Resources Academy was established in the FEI to put in place strategies and practical solutions for better HR and gender policies, which is a tailored-made training cycle for HR directors and other managers offered as a service by the FEI for its members. https://www.ilo.org/africa/media-centre/video/WCMS_711225/lang--en/index.htm	
	The Netherlands collaborates with UNDP Egypt to provide women in Qena and Luxor, two governorates in Upper Egypt, with literacy classes, practical skills training, and entrepreneurship education.	
	The Netherlands works together with UNICEF to improve access to education for children of refugees, migrants, and their neighbourhoods and to protect them from violence and abuse. The most vulnerable children in major urban centres with high refugee and migrant concentrations, namely Greater Cairo, Alexandria, Damietta, El Beheira, Kafr El Sheikh, Marsa Matrouh, Aswan, and the Red Sea, are the main target of the cooperation. https://www.netherlandsandyou.nl/your-country-and-the-netherlands/egypt/and-the-netherlands/development-coorporation	
United Nations Population Fund (UNFPA)	**The Girls Code project** It aims at equipping young refugee and Egyptian women with coding and web development skills, through a five-day a Training of Trainers programme. Participants successfully completing the course will take over the training of other young women in the 10th of Ramadan area on a continuing basis. Target Group: 20 Syrian and Egyptian women between the ages of 18 and 30. Partners: UNFPA, the Ministry of Youth and Sports and IBM https://docs.google.com/forms/d/e/1FAIpQLSfHC9TKMR3U-7z3HWT6RahKIM0VKDyarAdR7qMzSiXXkl5kapg/viewform	UNFPA is conducting LLL-relevant projects that aim to upskill Egyptian and migrant women. Its activities are conducted in partnership with the ministry of youth and IBM. UNFPA is taking the lead in the SYPE in Egypt, which could support in designing youth development and female empowerment strategies. UNFPA is one of the few agencies working with irregular migrants.

Donor	Activity	Relevance
	Survey of Young People in Egypt (SYPE) This is a panel survey following the first survey in 2009 also supported by UN Agencies. UNFPA is the lead organization in the Joint Programme. Egypt's office is supporting the implementation of the national population strategy (NPS), whose third and fourth pillars are youth development, girl's education and women's empowerment. The NPS seeks to address the balance between population and development by designing an inter-sectorial framework and implementation plan that will guide the governmental and non-governmental interventions. Partners: Eight UN Agencies, namely UNFPA, UNICEF, UN Women, WHO, UNDP, UNV, UNAIDS and UNESCO, conducted by the Population Council and CAPMAS. https://egypt.unfpa.org/en/topics/young-people-14	
United Nations Educational, Scientific and Cultural Organization (UNESCO)	**Mainstreaming SDG 4 at national and decentralized levels in the Cairo cluster** Support for cluster countries in strengthening their education systems to sustain and accelerate education progress, by providing technical support for the education authorities for reviewing plans, strategies, programmes and monitoring mechanisms. Duration: 2018 – 2019 Budget: US$44,600 https://opendata.unesco.org/country/EG	UNESCO is the UN agency mandated to work on LLL, given its LLL institute which is headed by an Egyptian woman and has a strong presence in the development scene in Egypt. It is currently supporting the MoETE & MoHER in developing educational strategies and methodologies. Its financial contribution in Egypt is not very high but it has the required technical expertise.
	National campaign for literacy with a focus on women in Egypt Enhancing the literacy skills of 600 women and girls and building their life skills for health, livelihoods and citizenship engagement through 12 Community Learning Centres (CLCs). A Training of Trainers programme has been piloted and finalized with 124 literacy facilitators from six governorates. Duration: 2014 - 2019 Budget: US$150,000	
	Support to higher education reform in the Cairo cluster Supporting higher education in Egypt in quality assurance, improvements in admission systems to universities, use of ICT in higher education and incentives for industry to support higher education. Duration: 2018 – 2019 Budget: US$30,000	
	Early childhood care and education (ECCE) Disseminating innovative teaching methodologies in the pre-school stage through continued training of pre-school stage practitioners in Egypt and the Arab region, developing new methodologies for dealing with pre-school children within their families and cooperating with media and publishers to disseminate the vision of pre-school education.	
	Technical Education As a direct request from His Excellency the Minister of Education and Technical Education, UNESCO Cairo reviewed the new curriculum framework for technical education (TE 2.0), to refine and enrich it based on international best practices and 21st-century skills. The delivered review report covers areas of quality assurance, certification, monitoring and maintaining standards, initial standards-setting, and the role of different actors and agencies in relation to optimum delivery of programme elements.	

Donor	Activity	Relevance
	Institute for Lifelong Learning (UIL) Supports member states in the field of lifelong learning with a focus on adults and continuing education, literacy and non-formal basic education. Aswan was one of ten cities worldwide to have won the learning city award, having shown exemplary progress and commitment to promoting education and lifelong learning at the local level.[77]	
United Nations Development Programme (UNDP)	**Jobs and skills for persons with disabilities with a focus on ICT-based solutions** This 18-month joint project aims to support labour market inclusion of persons with disabilities through the use of ICT solutions, with a specific focus on the ICT and tourism sector. Partners: ICT Trust Fund and ILO	UNDP's LLL-relevant activities focus on upskilling of labour through offering inclusive ICT skills. UNDP is already an ILO partner which creates room to capitalize on the existing partnership.
	ICT for Women in Nuba - Integrated Rural Development Programme The project will provide women with access to vocational and SMEs management training courses, e-health services and education resources.	
United Nations High Commissioner for Refugees (UNHCR)	**UNHCR technical and vocational training programme** Courses in the fields of culinary arts, tailoring, car and electrical maintenance were developed to help create opportunities for refugee youth to become self-sufficient and learn new skills, which are vital for them to rebuild their lives and once again become productive members of a community. Implementing partner: Catholic Relief Services (CRS) Donors: Austria, Canada, Denmark, European Union, Finland, France, Germany, Italy, Japan, Netherlands, Norway, Sweden, Switzerland, United Kingdom and the United States of America, in addition to private donors from Australia, Korea, Germany, Spain, Japan, Italy and Sweden. https://www.unhcr.org/eg/12175-refugee-youth-graduate-from-unhcrs-technical-and-vocational-training-programme.html	UNHCR offers LLL opportunities to refugees and Egyptians through their technical and vocational training program. UNHCR has a wide pool of donors interested in working in local integration of refugees. There is an opportunity to explore collaboration on initiatives related to inclusion of refugees.
United Nations Entity for Gender Equality and the Empowerment of Women (UNWOMEN)	**One Village - One Product (OVOP)** Provide women with tailored finance, training, production tools and business development support. In 2015, OVOP developed four clusters in four governorates: the dairy cluster in Beni Suef, the artichoke cluster in El Beheira, the papyrus cluster in Menofia, and the handmade carpets cluster in Sharqia.	UNWOMEN implements LLL activities under their programmes aiming to upskill workers and the private sector to create a female-inclusive working environment. UNWOMEN has partnered with donor agencies such as USAID.
	Promoting safe and secure workplaces for women in the agribusiness sector The project tailors its support to the needs of the targeted agribusiness firms by building the understanding and capacity of management, staff, related supply chain actors, women farmers and workers at processors and factories, farmers' associations and communities adjacent to the companies. Partner: USAID https://egypt.unwomen.org/en/what-we-do/economic-empowerment/promoting-safe-and-secure-workplaces-for-women-in-the-agribusiness-sector	

Donor	Activity	Relevance
	Women's inclusion in value chains The project addresses barriers commonly faced by women entrepreneurs by providing business skills training, leadership training and access to financial assets. UNWOMEN Egypt tailored alternative solutions for employing and strengthening women through a package of business development services and productive asset transfer modalities, including to home-based retail outlets. Partner: Coca Cola Company https://egypt.unwomen.org/en/what-we-do/economic-empowerment/women-inclusion-into-value-chains	
World Bank	**Supporting Egypt Education Reform Project:** The first component stipulates improved early childhood education. It aims to expand access to quality early childhood education (ECE) in Egypt, through two subcomponents. Increased access to KG, and improved quality of KG education. The second component is the effective teachers and education leaders. The component aims to improve the pre-tertiary education effectiveness of teachers, education leaders, and supervisors through two subcomponents: improved quality of continuous professional development (CPD) system, and expanded CPD opportunities. The third component is the comprehensive assessment reform for improved student learning. The component has the following four subcomponents: reforming the examination system in upper secondary education; introducing a grade 4 national assessment; transforming the grade 9 examination: and restructuring the NCEEE. The fourth component is the enhancing education service delivery through connected systems. This cross-cutting component will support the government's commitment to invest in new education technology infrastructure and services. Investments in new education technology infrastructure will be funded by the borrower. Finally, the fifth component is project management, communication, and monitoring and evaluation. Duration: 2018 - 2023 Budget: US$2000 million https://projects.worldbank.org/en/projects-operations/project-detail/P157809?lang=en	The World Bank is funding a large project integrating LLL on the levels of early education, upskilling teachers and improving schools' technological infrastructure. The project's focus is on school education and does not tackle directly access to the labour market. The project has a high budget and four more years of implementation.

Interview notes with relevant ILO stakeholders and staff

Meeting with TVET II Egypt represenatives: Ms. Shorouk Zidan (Director of TVET II)

▶ Large project encompassing all aspects of TVET Egypt, mainly to overcome the fragmentation in the sector

▶ Unifying occupational standards through the International Standard Classification for Occupations (ISCO)

▶ Relevant components of governance, professional development and transition to employment

▶ Establishing overall policies for apprenticeship and entrepreneurship in green economies

▶ Strategy to facilitate access to TVET for marginalized groups (particularly people with disabilities)

▶ Sector skills council with FEI

  ● Cooperate with TVET II on creating policies and implementation specifically with regards to LLL

  ● Bring best practices with regards to strategies and policies for TVET globally

  ● Support in the area of transition to employment

  ● Operationalize skills set

  ● Create concepts of learning organizations instead of only training centers

  ● Activate employer's role in LLL

Meeting with ILO staff: Lina Nabarawy (ILO National Project Coordinator)

▶ Provided information on the Employment for Youth in Egypt - providing a reason to stay (EYE) programme within ILO

▶ Main focus of the programme is Skills and Enterprise, more tilted towards skills

▶ Skills - Job Search Clubs (promoting employability skills) and employment fairs with MoMM

▶ Main partners are UNIDO and UNDP

  ● Recommendation to invest more in ILO Egypt's projects communication and visibility

  ● Promoting joint programmes between UN agencies and other partners in the future

  ● Check "Generation Unlimited" for employability skills with UNICEF

Meeting with MoMM - Commission on Future of Work: Mr Mohammed Abdelrahman (Director of the Commission)

▶ Provided information on the commission's work plan (five internal meetings between members so far)

▶ The commission is mandated from the presidency and the Egyptian cabinet with researching the concept of future jobs and establish strategies and polices that work on equipping current graduates and re-qualifying existing employees in dying jobs to the Fourth Industrial Revolution.

▶ Several partners and stakeholders, for example the MoE, the MoP, a number of training institutions and several experts on voluntary basis

▶ The commission is classified into different task forces that are appointed to take care of specific topics, for example the members in our meeting are responsible for researching and establishing new job descriptions for future jobs (for example AI jobs)

▶ GIZ and JAICA have approached the commission in anticipation of working with them

  ● Approach Ms Amal with an official letter from ILO in order to share internal documents and studies with our team

  ● ILO can support the commission in capacity building for its staff and members, as well as supporting them with a better structure, establishing a strategy that encompasses their work and upscale a policy that introduces their work to the market

- Laura to attend the next Task Force for the commission, to observe

Call with ILO Staff; Nashwa Belal (Chief Technical Advisor)

- Two youth employment projects, rural and other geographical areas

- What is the target group of these scenarios?

- Equipping youth with skills within EYE to be employed

- The focus on entrepreneurial skills (enterprising youth) and know-how

- Targeted programmes based on local economic development, with skills component for unprivileged areas

- The focus is on policy, legislation and framework

- ILO Egypt generally focused on graduates and individuals entering the labour market

- Never thought of designing programs for individuals in schools

- More focus on training and employability skills and not education

- Which set of skills to focus on?

- There is an issue with work ethics (commitment, rights and duties)? Core employability skills, vocational skills

- Gap is on the vocational training aspect and institutional set-up

- Policy and strategy on the TVET level is missing

- Are the projects implemented linked to the priority sectors and connected skills?

- Challenge: many graduates who are educated but unemployed since they miss skills needed for the

- labour market and employer's needs, education not fulfilling skills

- Suggesting short term scenarios versus long term scenarios, in parallel with long term vision

- Digitalization and new knowledge to initiate a discussion with decision-makers

- LLL and future of work (technology and digitization) models are highly novel to Egypt and worldwide, how to make a human-centred approach

  - Explore El Sewedy training programme

  - Explore the new Siemens training model

Call with Christine Hoffman, (ILO Skills Department HQ, Staff)

- ILO did not tackle LLL on a strategy level in Egypt or in TVET

- TVET II programme however focuses on strategy and governance

- Ministry of Trade and Industry is working on mainstreaming skills and sectoral skills (Laura has access to them)

- MoMM is not sustainable as a partner but has access to the focus of training and apprenticeship

- Ministry of Social Solidarity can be considered as an option worth exploring, however their budget is not high

- Better Work Pilot as ILO Egypt project had an important focus on the training aspect

- Explore training fund through MoMM

- LLL is a challenge for MoMM since companies and enterprises do not trust the ministry

- If you need to select a partner preference would be Ministry of Industry since companies have more trust in them

▶ Ministry of Industry has access to ITC and IMC

▶ ITC has a list of registered private training providers (the private training lobby in Egypt is too strong in comparison to public training)

▶ Focus on the idea of continuous training

▶ Check ILO export project - targeting larger companies scale

▶ 10 HR modules for productivity enhancement under the youth employment project at ILO Egypt

▶ MSMEDA is an interesting entity to explore and has access to SMEs

▶ Unifying approach is recommended including various players on the topic on board to enhance the coherence of the system in Egypt

▶ ILO has a competitive advantage with its knowledge on the skills branch

▶ Good relationship with the social partners, especially the FEI

▶ The MoE and MoP are good potential partners for the policy aspect of LLL

▶ Entrepreneurship curriculum and career guidance are aspects to focus on and have inter-ministerial strategies that are well designed

▶ Challenge of corruption and issue with following up on given fund to ministries and competition between ministries

▶ MoMM has the advantage of offering employment services

▶ Policy can also be addressed through Ministry of Industry

▶ Employers are key to push ministries forward on the topic

- Focus on continuous training aspect in the scenarios

- Contact Luca from ILO Egypt

- Contact Basma Nafady

- Check UN Disability Project

Call with Employment Promotion Programme (EPP) team/GIZ Egypt (Ms Cora EPP AV)

Questions asked: What is being done regarding LLL and inclusive skills? Where do they see the gaps in the Egypt policy landscape? Their understanding what LLL is?

▶ Egypt is a target country for ILO indicator in LLL at the policy level and then implementation

▶ Once an individual has entered the world of work and during the change of the world of work - ILO perspective on LLL focus

▶ GIZ recommends focusing on initial education and to kickstart LLL at an earlier stage

▶ Dynamic and adaptable LLL concept

▶ Learning how to learn is a key aspect for future of work

▶ Involve the private sector as a main driver

▶ What you learn today in terms of skills might be obsolete tomorrow - LLL concept and future of work

▶ EPP III project is not yet a design concept but considering the inclusion of aspects such as changing world of work and the school to work process and progress

▶ LLL understanding is how can knowledge be transferred

- ▶ Career guidance is another aspect of LLL

- ▶ MoM cooperation (Commission on Future of Work) with EPP/GIZ; Dr. Sabry who is responsible for curriculum development, issues in limited understanding on the LLL concept and future of work and sustainability of the commission, potential for capacity development, foster inter-institutional cooperation (for instance, neither the Ministry of Education, nor CAPMAS are involved)

- ▶ EPP indicator that by end of June 2020 use cooperation for MoM to produce a set of policy briefs through the national coordination units on labor market policies (involve ILO) future of work

- ▶ Enable the ministry staff to establish the policy briefs and strategies on their own

- ▶ Capacity development plan within ILO for ministry staff is available for next year

- ▶ Main partner for EPP is the Ministry of Education

- ▶ Component 1 educational reform from EPP working with TVET II?

- ▶ Connecting education to the labor market (supply, demand and needs)

- ▶ Not recommending Ministry of Education claiming they are not dynamic

- ▶ Prime Minister in Egypt discussed the future of work and the viability of learned skills in the labor market in ten years

- ▶ Industry partners suggestions? Alexandria Business Association (ABA) strong interest in the IT sector further, company to analyse labour market trends Bashar Soft managing website Wuzzuf and Forasna, tried to get in touch to cooperate with MoM

- ▶ Promoting the cooperation between GIZ and SIEMENS on the training centre

Meeting with Miguel Solena, ILO Cairo Office Staff (Entrepreneurship Specialist)

- ▶ ILO Egypt hasn't worked directly on LLL as per the definition given

- ▶ From the enterprise point of view intervention model is focused re-skilling and up-skilling in key enterprise subjects with a focus on entrepreneurship (key component)

- ▶ For individuals who lost their jobs and need to have their own business

- ▶ Young people get the option to turn away from TVET into entrepreneurship if they couldn't survive there

- ▶ Financial education for women or for entrepreneurs

- ▶ Cooperative model

- ▶ Main challenge is that the methodologies we are having are not adapted to the way people learn today and the kind of tools linked to learning

- ▶ Ways to learn need to be experience-based, interactive, technology (delivering model and how it can be developed to integrate people to re-skilling)

- ▶ Training for workers is focused on entrepreneurship

- ▶ Need consideration to what aspect of re-skilling is needed for individuals losing their jobs

- ▶ Challenge is to find who is fit for TVET and who is fit for entrepreneurship

- ▶ Closer understanding of economic opportunities and labor market needs

- ▶ At which level to start? Community? Government? Tough dynamic

- ▶ Public programmes have the challenge of few resources and the focus needs to be straightforward

- ▶ How can resources be used efficiently?

▶ Focus on the human-centric approach

▶ The age of the target group and where they are in their career or education is an important factor

▶ Trainings to fit people for labour market in LLL, content and methodology need to change and how to offer it in an engaging way

Questionnaire and survey results

Questionnaire in English for employers' associations

1. Lifelong learning can have many purposes. Which one would you consider important for your members?

Please tick, multiple choices are possible.

☐ Workers can continuously update skills to keep them in employment, in particular when the world of work changes fast

☐ Excluded groups such as people with disabilities, women, or migrants can acquire skills that get them into a job

☐ Unskilled and low qualified workers can acquire new skills that get them or keep them in employment

☐ Especially older workers can learn new/up-date skills

Anything else? Please write here.

---

2. Which would be important components of life-long-learning in your opinion?

Please up to 3 tick boxes.

☐ Continuing education

☐ Continuing technical vocational training

☐ Specific learning offers for women

☐ Specific learning offers for people with disabilities

☐ Specific learning offers for migrants

☐ Learning how to learn as a key competency

☐ Pathways through the education system to access different education and training opportunities, including at various ages

☐ The recognition of acquired competences

☐ Counselling for the individual on career and learning choices

Anything else? Please write here.

---

3. Does your organization have an active role in lifelong learning policy, in devising or implementing new strategies or in implementation? At which level?

Please tick, multiple choices are possible

☐ None

☐ With the government

☐ As part of international projects

☐ As part of our organization's policy

☐ With our members

☐   Otherwise

Can you specify how? Please write here.

---

4.   How important do you consider developing the following education and training offers for your members?

Please attribute 1 for highest priority and 5 for lowest. You can give two or more items on the same priority, e.g. two times priority 2.

School (private and public)	Please choose.
University (private and public)	Please choose.
Continuing vocational education and training (private and public, formal and informal) Please choose.	Please choose.
Continuing higher education (formal and informal)	Please choose.
In-house continuing education or training offer (any level)	Please choose.

Would there be the specific needs to be addressed for women, people with disabilities and migrants? Can you specify?

Please write here.

---

5. a. Do you see a stronger role for your organization in lifelong learning and inclusive skills in the future? Please choose.

   b. If you see a bigger role, would this be (multiple choices are possible)

☐   In the social dialogue

☐   On national policy level

☐   Governate policy level

☐   In developing strategies for lifelong learning

☐   In the governance of the system

☐   In the financing of the system

☐   In the implementation of training itself

☐   Other

Can you specify how? Please write here.

---

6.   Which are the biggest challenges you feel employers are facing in terms of availability of skilled workers?

☐   Basic competencies

☐   Technological skills

☐   Digital skills

☐   Skills for green jobs

☐   Soft skills

Would you like to specify further or indicate other competences?

Please write here.

_____

7. If they do so, how do your enterprises ensure continuing training of their employees?

☐ Continuing training with public providers

☐ Continuing training with private providers

☐ Employees are responsible for their own continuing training

☐ In-house training (self-organized or with external provider)

☐ Other

Can you specify how? Please write here.

_____

8. Which format do you think would work best for your associates, taking into account needs of their needs and cost of offers?

You can tick several boxes

☐ Class-room learning

☐ E-learning

☐ Blended learning

☐ Certified training

☐ Work-based learning offers

☐ Tailor made in-house courses

Anything else? Please write here.

_____

9. Considering the funding of continuing training. Which would you think is the most feasible funding source to be developed further for the future? You can choose several:

☐ Develop new public funding systems

☐ Training funds based on tax levies, including revitalizing the existing Training Fund

☐ Rely on employers funding

☐ Require co-funding from employees

If you have other considerations: Please write here.

_____

10. Which may be specific barriers that your associates / members face to allow people with disabilities equal access to training opportunities?

_____

11. And women?

_____

12. And migrants?

_____

13. Where would you see an immediate priority need and interest for your organization in terms of lifelong learning in Egypt

☐ Systems to foresee skills needs

☐ Development of strategies that allow persons with disabilities to access continuing training on an equal standing?

☐ Enhancement of policies for continuing training and education opportunities, including the financing system

☐ Development of strategies for continuing education in specific fields such as new technologies (e.g. artificial intelligence, automization), IT, competencies of unskilled workers, skills for green jobs

☐ Establishment of a monitoring system to ensure quality of the training offer

☐ Development of strategies that allow women to access continuing training on an equal standing?

☐ Other

Can you please explain?

Please specify.

Questionnaires response in Arabic

Alexandria Business Association (ABA): Vocational Training Employment Centre (VTEC)

شركاؤنا الأعزاء،

إن غياب فرص العمل اللائق للشباب الذي يصحبه ارتفاع معدلات البطالة بين الشباب، التي عادة ما يشار إليها باسم عدم التوافق في المهارات وغياب استراتيجيات خاصة بالمهارات القائمة على متطلبات سوق العمل، يشكل تهديدا للاقتصاد المصري الهش ويتهدد النمو في المستقبل. وتهدف منظمة العمل الدولية في إطار عالم العمل المتغير إلى دعم مصر بغية وضع استراتيجيات للتعلم مدى الحياة، واكتساب المهارات التي تتسم بشموليتها، ودعم تنمية القوة العاملة في الوقت المناسب وبما يتوافق مع الاحتياجات.

وفي إطار هذه المقدمة، تضطلع منظمة العمل الدولية بإجراء دراسة تقييم بشأن الوضع الراهن ونقاط التدخل الممكنة الخاصة بالمهارات الشاملة وسياسات أو استراتيجيات التعلم مدى الحياة في مصر. وتشمل الدراسة وضع خرائط وتحليلات خاصة بالسياسات والاستراتيجيات القائمة التي تتناول أو تخطط لتناول المهارات الشاملة والتعلم مدى الحياة فيما بين مختلف الوزارات والشركاء الاجتماعيين وخصوصا العمال وأصحاب العمل.

والمشاركة باستكمال الاستبيان الآتي جزء مهم من الدراسة التي نجريها مع الشركاء الاجتماعيين. ونعتز بالاستماع إلى وجهة نظركم وإعلامنا بالوضع الراهن والتعرف على رأيكم في الاستراتيجيات والتصورات المقبلة التي يمكن دعمها. ولذا نرجو من حضراتكم تخصيص بعض الوقت لملء هذا الاستبيان ومشاركتنا وجهات نظركم.

وسوف نحتاج الحصول على ردود حضراتكم قبل ٢٧ نوفمبر.

ويرجى إرسال الردود عبر البريد الإلكتروني على العنوان الآتي: shmid@ilo.org

أو بالبريد المسجل إلى:

٩ ش طه حسين، الزمالك، القاهرة

وتفضلوا بقبول فائق الاحترام،

لورا شميد

٠١٠٩٧٠٠٥٤٤٧

اخصائي المهارات، منظمة العمل الدولية

الاستبيان

١. **يمكن أن يكون للتعلم مدى الحياة العديد من الأغراض، أي منها تعتبرها مهمة لأعضاء منظمتك؟**

يرجى وضع علامة بجوار الإجابة ويمكن اختيار إجابات متعددة.

☐ يمكن للعمال أن يطوروا مهاراتهم باستمرار للاحتفاظ بوظائفهم وخصوصا عندما يشهد عالم العمل تغيرات سريعة.

☐ يمكن أن تكتسب الفئات المهمشة مثل الأشخاص ذوي الإعاقة والنساء والمهاجرين مهارات تساعدهم على الحصول على وظيفة.

☐ العمال غير المهرة وأصحاب المؤهلات المتدنية يمكنهم اكتساب مهارات جديدة التي تساعدهم إما في الحصول على وظيفة أو البقاء في وظيفتهم.

☐ يمكن للعمال وخصوصا الكبار في السن منهم تعلم مهارات جديدة أو تحديث مهاراتهم

أي رأي إضافي آخر؟. يرجى الكتابة هنا.

---

٢. **ما المكونات التي تعتبرونها أساسية في رأيكم لتحقيق التعلم مدى الحياة؟**

برجاء وضع علامة على ثلاث اختيارات

☐ التعليم المستمر

☐ التعليم المهني والفني المستمر

☐ فرص التعليم المخصصة للنساء

☐ فرص التعليم المخصصة للأشخاص ذوي الإعاقة

☐ فرص التعليم المخصصة للمهاجرين

☐ تعلم كيفية التعلم والتحصيل باعتبارها كفاءة أساسية

☐ توفير مسارات من خلال المنظومة التعليمية للوصول إلى مختلف الفرص التعليمية والتدريبية بما في ذلك الممكنة لمختلف الفئات العمرية

☐ الاعتراف بالكفاءات المكتسبة

☐ توافر المشورة للفرد بشأن المستقبل المهني وخيارات التعلم والدراسة

أي إضافة أخرى؟ يرجى الكتابة هنا.

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٣. **هل للمنظمة دور فاعل في صياغة سياسات للتعلم مدى الحياة أو في تصميم استراتيجيات جديدة أو تنفيذها؟ وما مستوى مشاركتها؟**

برجاء اختيار أكبر عدد ممكن من الإجابات

☐ ليس لديها أي دور

☐ بالتعاون مع الحكومة

☐ في إطار مشروعات التنمية الدولية

☐ في إطار سياسات المنظمة وعملها

☐ مع أعضاء آخرين

☐ خلاف ذلك

هل يمكن بيان هذا الدور؟ نحن دائما نسعى لاشراك ودمج جميع الجهات المعنية بهذا المجال للتعاون والنقاش ووضع استراتيجيات بناء على الاحتياجات التي تخدم متطلبات جميع الأطراف واحتياجاتهم

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٤.   ما الأهمية التي توليها للفرص التعليمية والتدريبية التي يمكن أن تعرضها على أعضاء المنظمة؟

يرجى وضع ١ للخيار ذي الأولوية القصوى و٥ للخيار الخاص بالأولوية الدنيا. يمكن وضع نفس الدرجة على خيارين أو أكثر، مثلا يمكنك تكرار الدرجة ٢ مرتين.

Priority 2	التعليم المدرسي (الخاص والحكومي)
Priority 4	التعليم الجامعي (الخاص والحكومي)
Priority 1	التعليم المهني والفني (الخاص والحكومي والرسمي وغير الرسمي)
Priority 3	التعليم العالي المستمر (الرسمي وغير الرسمي)
Priority 1	التعليم أو التدريب المستمر في مكان العمل (على أي مستوى)

هل توجد احتياجات خاصة ينبغي التفكير فيها في حالة النساء أو الأشخاص ذوي الإعاقة أو المهاجرين؟

فيما يخص النساء : يجب تهيئة المجتمع على المستوى الثقافي والديني وكذلك على المستوى الاقتصادى لتجنب استغلال السيدات في العمل تحت ظروف قاسية أو غير عادلة. كذلك تدريبهم وتأهيلهم بالشكل الكافى ' رغم أنهم قد يأتون الى البلد المستضيف بالنسبة للمهاجرين --- أما بالنسبة للمهاجرين يحملون حرف ومهارات مميزة – الا ان أغلبهم يحتاج للتدريب اما للدمج في المجتمع أو لتأهيلهم للالتحاق بفرص أخرى متاحة وفقا للبلد المستضيف

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٥.   هل تعتبر أن لمنظمتك دورا أقوى في مجال التعلم مدى الحياة وفي مجال المهارات الشاملة في المستقبل؟

إن كنت ترى أن للمنظمة دورا أكبر، فهل هو من الخيارات الآتية (يمكن اختيار أكثر من رد)

☐ في الحوار الاجتماعي

☐ على مستوى السياسات الوطنية

☐ على مستوى السياسات في المحافظات

☐ وضع استراتيجيات للتعلم مدى الحياة

☐ إدارة المنظومة

☐ تمويل المنظومة

☐ تنفيذ التدريب نفسه

☐ مجالات أخرى

هل يمكنك أن تحددها؟ ما يميز مؤسستي أنها وليدة القطاع الخاص وقطاع الأعمال بكل تنوعاته وثقافته – يضاف الى ذلك أن هدفها التنموي ومستوى تمثيلها في المجتمع يسمح لها بضمان نجاح البرامج المقدمة – بداية من تحديد الاحتياجات بدقة الى تصميم وتنفيذ البرامج التنموية المختلفة

٦. ما أكبر التحديات التي تشعر أن أصحاب العمل يواجهونها على مستوى توافر العمال المهرة؟

☐ الكفاءات الأساسية

☐ المهارات التقنية

☐ المهارات الرقمية

☐ المهارات المتعلقة بالوظائف المواتية للبيئة / الوظائف الخضراء

☐ المهارات الشخصية

هل تود أن تحدد المزيد من الكفاءات الأخرى؟

يرجى الكتابة هنا

٧. إن كان الأمر كذلك، كيف تضمن المنشآت توفير التدريب المستمر لموظفيها؟

☐ التدريب المستمر من خلال مقدمي التدريب الحكوميين

☐ التدريب المستمر من خلال مقدمي التدريب من القطاع الخاص

☐ الموظفون مسؤولون عن حصولهم على التدريب المستمر

☐ التدريب الداخلي (المنظم ذاتيا أو من خلال جهة خارجية)

☐ تدريب آخر

برجاء تحديد الكيفية يمكن عمل برامج تنموية توفر سبل التعليم المستمر للموظفين تكون مدعومة من جهات مثل النقابات العمالية والروابط والجمعيات حتى توفر بيئة تنافسية للعمال تضمن لهم التدرج الوظيفى والحصول على فرص عادلة في العديد من قطاعات الأعمال

٨. ما أفضل شكل تعليمي تعتقد أن المنتسبين إلى منظمتك سوف يستفيدون منه بدرجة أكبر، مع مراعاة احتياجاتهم وتكلفة ما تقدمه لهم؟

يمكنك اختيار أكثر من إجابة

☐ التعلم في فصل دراسي

☐ التعلم الإلكتروني (عن بعد)

☐ التعلم المختلط

☐ التدريب المعتمد

☐ فرص التعلم المخصص في مجال العمل

☐ الدورات المصممة لفئة خاصة في مجال العمل

أية إضافات أخرى؟ يرجى الكتابة هنا

٩. **عند النظر إلى تمويل التدريب المستمر، ما أفضل مصادر يمكن الاستعانة بها لتمويله في المستقبل؟ يمكن اختيار إجابات متعددة:**

☐ وضع نظم تمويل حكومية جديدة

☐ صناديق للتدريب مقتطعة من الضرائب المحصلة، بما في ذلك إعادة تنشيط صندوق التدريب القائم

☐ الاعتماد على تمويل من أصحاب العمل

☐ مطالبة الموظفين بالمشاركة في التمويل

في حالة وجود اعتبارات أخرى: يجب أن تكون هناك جهة ممثلة لقطاعات الأعمال تدعم البرامج التدريبية والتنموية بنسبة لاتقل عن 30 % يضاف اليها دعم من متحصلات الضرائب بنسبة 30% وتقوم الحكومة بتوفير التمويل المتبقى وهو حوالى 40%

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١٠. **ما القيود المحددة التي يواجهها الأعضاء في منظمتك / المنتسبون إليها وتحول دون وصول الأشخاص ذوي الإعاقة إلى فرص التدريب؟**

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١١. **والنساء؟**

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١٢. **الابعاد الاجتماعية والثقافية تمنعنا من تقديم خدماتنا لفئات كثيرة من النساء – نحاول جاهدين تغيير تلك الثقافة**

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١٣. **والمهاجرين؟**

التحدى الرئيسي هو اللوائح والقوانين التي تمنع المهاجرين من العمل دون تصريح عمل وصعوبة الحصول على مثل تلك التصاريح

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١٤. **ما مجالات الأولوية الملحة التي تراها وذات الأهمية لمنظمتك فيما يتعلق بالتعلم مدى الحياة في مصر**

☐ النظم الضرورية للتنبؤ بالمهارات

☐ وضع استراتيجيات تتيح للأشخاص ذوي الإعاقة تكافؤ الفرص في الوصول إلى فرص التدريب المستمرة

☐ تعزيز سياسات فرص التدريب والتعليم المستمر، بما في ذلك المنظومة المالية والدعم الكافي

☐ وضع استراتيجيات خاصة بالتعليم المستمر في مجالات محددة مثل أشكال التكنولوجيا الحديثة (مثل الذكاء الاصطناعي والميكنة)، وتكنولوجيا المعلومات، وتحسين كفاءات العمال غير المهرة، والمهارات المتعلقة بالوظائف المواتية للبيئة

☐ تأسيس منظومة للرصد لضمان جودة التدريب المقدم

☐ وضع استراتيجيات تحقق للنساء تكافؤ فرص وصولهن إلى التدريب المستمر؟

☐ أولويات أخرى

هل يمكن التوضيح؟

يرجى الكتابة هنا

Micro, Small and Medium Enterprises Development Agency (MSMEDA)

شركاؤنا الأعزاء،

إن غياب فرص العمل اللائق للشباب الذي يصحبه ارتفاع معدلات البطالة بين الشباب، التي عادة ما يشار إليها باسم عدم التوافق في المهارات وغياب استراتيجيات خاصة بالمهارات القائمة على متطلبات سوق العمل، يشكل تهديدا للاقتصاد المصري الهش ويتهدد النمو في المستقبل. وتهدف منظمة العمل الدولية في إطار عالم العمل المتغير إلى دعم مصر بغية وضع استراتيجيات للتعلم مدى الحياة، واكتساب المهارات التي تتسم بشموليتها، ودعم تنمية القوة العاملة في الوقت المناسب وبما يتوافق مع الاحتياجات.

وفي إطار هذه المقدمة، تضطلع منظمة العمل الدولية بإجراء دراسة تقييم بشأن الوضع الراهن ونقاط التدخل الممكنة الخاصة بالمهارات الشاملة وسياسات أو استراتيجيات التعلم مدى الحياة في مصر. وتشمل الدراسة وضع خرائط وتحليلات خاصة بالسياسات والاستراتيجيات القائمة التي تتناول أو تخطط لتناول المهارات الشاملة والتعلم مدى الحياة فيما بين مختلف الوزارات والشركاء الاجتماعيين وخصوصا العمال وأصحاب العمل.

والمشاركة باستكمال الاستبيان الآتي جزء مهم من الدراسة التي نجريها مع الشركاء الاجتماعيين. ونعتز بالاستماع إلى وجهة نظركم وإعلامنا بالوضع الراهن والتعرف على رأيكم في الاستراتيجيات والتصورات المقبلة التي يمكن دعمها. ولذا نرجو من حضراتكم تخصيص بعض الوقت لملء هذا الاستبيان ومشاركتنا وجهات نظركم.

وسوف نحتاج الحصول على ردود حضراتكم قبل ٢١ نوفمبر.

ويرجى إرسال الردود عبر البريد الإلكتروني على العنوان الآتي: shmid@ilo.org

أو بالبريد المسجل إلى:

٩ ش طه حسين، الزمالك، القاهرة

وتفضلوا بقبول فائق الاحترام،

لورا شميد

٠١٩٧٠٠٥٤٤٧

اخصائي المهارات، منظمة العمل الدولية

الاستبيان

١. يمكن أن يكون للتعلم مدى الحياة العديد من الأغراض، أي منها تعتبرها مهمة لأعضاء منظمتك؟

يرجى وضع علامة بجوار الإجابة ويمكن اختيار إجابات متعددة.

☐ يمكن للعمال أن يطوروا مهاراتهم باستمرار للاحتفاظ بوظائفهم وخصوصا عندما يشهد عالم العمل تغيرات سريعة.

☐ يمكن أن تكتسب الفئات المهمشة مثل الأشخاص ذوي الإعاقة والنساء والمهاجرين مهارات تساعدهم على الحصول على وظيفة.

☐ العمال غير المهرة وأصحاب المؤهلات المتدنية يمكنهم اكتساب مهارات جديدة التي تساعدهم إما في الحصول على وظيفة أو البقاء في وظيفتهم.

☐ يمكن للعمال وخصوصا الكبار في السن منهم تعلم مهارات جديدة أو تحديث مهاراتهم

أي رأي إضافي آخر؟   يرجى الكتابة هنا

٢. ما المكونات التي تعتبرونها أساسية في رأيكم لتحقيق التعلم مدى الحياة؟

برجاء وضع علامة على ثلاثة اختيارات

☐ التعليم المستمر

☐ التعليم المهني والفني المستمر

☐ فرص التعليم المخصصة للنساء

☐ فرص التعليم المخصصة للأشخاص ذوي الإعاقة

☐ فرص التعليم المخصصة للمهاجرين

☐ تعلم كيفية التعلم والتحصيل باعتبارها كفاءة أساسية

☐ توفير مسارات من خلال المنظومة التعليمية للوصول إلى مختلف الفرص التعليمية والتدريبية بما في ذلك الممكنة لمختلف الفئات العمرية

☐ الاعتراف بالكفاءات المكتسبة

☐ توافر المشورة للفرد بشأن المستقبل المهني وخيارات التعلم والدراسة

أي إضافة أخرى؟ يرجى الكتابة هنا

٣. هل للمنظمة دور فاعل في صياغة سياسات للتعلم مدى الحياة أو في تصميم استراتيجيات جديدة أو تنفيذها؟ وما مستوى مشاركتها؟

برجاء اختيار أكبر عدد ممكن من الإجابات

☐ ليس لديها أي دور

☐ بالتعاون مع الحكومة

☐ في إطار مشروعات التنمية الدولية

☐ في إطار سياسات المنظمة وعملها

☐ مع أعضاء آخرين

☐ خلاف ذلك

هل يمكن بيان هذا الدور؟ يرجى الكتابة هنا

٤. ما الأهمية التي توليها للفرص التعليمية والتدريبية التي يمكن أن تعرضها على أعضاء المنظمة؟

يرجى وضع ١ للخيار ذي الأولوية القصوى و٥ للخيار الخاص بالأولوية الدنيا. يمكن وضع نفس الدرجة على خيارين أو أكثر، مثلا يمكنك تكرار الدرجة ٢ مرتين.

التعليم المدرسي (الخاص والحكومي)	Priority 1
التعليم الجامعي (الخاص والحكومي)	Priority 2
التعليم المهني والفني (الخاص والحكومي والرسمي وغير الرسمي)	Priority 2
التعليم العالي المستمر (الرسمي وغير الرسمي)	Priority 3
التعليم أو التدريب المستمر في مكان العمل (على أي مستوى)	Priority 2

هل توجد احتياجات خاصة ينبغي التفكير فيها في حالة النساء أو الأشخاص ذوي الإعاقة أو المهاجرين؟

يرجى الكتابة هنا

٥. هل تعتبر أن لمنظمتك دورا أقوى في مجال التعلم مدى الحياة وفي مجال المهارات الشاملة في المستقبل؟

Yes

إن كنت ترى أن للمنظمة دورا أكبر، فهل هو من الخيارات الآتية (يمكن اختيار أكثر من رد)

☐ في الحوار الاجتماعي

☐ على مستوى السياسات الوطنية

☐ على مستوى السياسات في المحافظات

☐ وضع استراتيجيات للتعلم مدى الحياة

☐ إدارة المنظومة

☐ تمويل المنظومة

☐ تنفيذ التدريب نفسه

☐ مجالات أخرى

هل يمكنك أن تحددها؟ يرجى الكتابة هنا

٦. ما أكبر التحديات التي تشعر أن أصحاب العمل يواجهونها على مستوى توافر العمال المهرة؟

☐ الكفاءات الأساسية

☐ المهارات التقنية

☐ المهارات الرقمية

☐ المهارات المتعلقة بالوظائف المواتية للبيئة / الوظائف الخضراء

☐ المهارات الشخصية

هل تود أن تحدد المزيد من الكفاءات الأخرى؟

يرجى الكتابة هنا

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٧. إن كان الأمر كذلك، كيف تضمن المنشآت توفير التدريب المستمر لموظفيها؟

☐ التدريب المستمر من خلال مقدمي التدريب الحكوميين

☐ التدريب المستمر من خلال مقدمي التدريب من القطاع الخاص

☐ الموظفون مسؤولون عن حصولهم على التدريب المستمر

☐ التدريب الداخلي (المنظم ذاتيا أو من خلال جهة خارجية)

☐ تدريب آخر

برجاء تحديد الكيفية يرجى الكتابة هنا

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٨. ما أفضل شكل تعليمي تعتقد أن المنتسبين إلى منظمتك سوف يستفيدون منه بدرجة أكبر، مع مراعاة احتياجاتهم وتكلفة ما تقدمه لهم؟

يمكنك اختيار أكثر من إجابة

☐ التعلم في فصل دراسي

☐ التعلم الإلكتروني (عن بعد)

☐ التعلم المختلط

☐ التدريب المعتمد

☐ فرص التعلم المخصص في مجال العمل

☐ الدورات المصممة لفئة خاصة في مجال العمل

أية إضافات أخرى؟ يرجى الكتابة هنا

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٩. عند النظر إلى تمويل التدريب المستمر، ما أفضل مصادر يمكن الاستعانة بها في المستقبل؟ يمكن اختيار إجابات متعددة:

☐ وضع نظم تمويل حكومية جديدة

☐ صناديق للتدريب مقتطعة من الضرائب المحصلة، بما في ذلك إعادة تنشيط صندوق التدريب القائم

☐ الاعتماد على تمويل من أصحاب العمل

☐ مطالبة الموظفين بالمشاركة في التمويل

في حالة وجود اعتبارات أخرى: يرجى الكتابة هنا

١٠. ما القيود المحددة التي يواجهها الأعضاء في منظمتك / المنتسبون إليها وتحول دون وصول الأشخاص ذوي الإعاقة إلى فرص التدريب؟

عدم توافر تمويل مستمر يؤدى الى فرص التدريب

١١. والنساء؟

عدم توافر تمويل مستمر يؤدى الى فرص التدريب

١٢. والمهاجرين؟

١٣. ما مجالات الأولوية الملحة التي تراها وذات الأهمية لمنظمتك فيما يتعلق بالتعلم مدى الحياة في مصر

☐ النظم الضرورية للتنبؤ بالمهارات

☐ وضع استراتيجيات تتيح للأشخاص ذوي الإعاقة تكافؤ الفرص في الوصول إلى فرص التدريب المستمرة

☐ تعزيز سياسات فرص التدريب والتعليم المستمر، بما في ذلك المنظومة المالية والدعم الكافي

☐ وضع استراتيجيات خاصة بالتعليم المستمر في مجالات محددة مثل أشكال التكنولوجيا الحديثة (مثل الذكاء الاصطناعي والميكنة)، وتكنولوجيا المعلومات، وتحسين كفاءات العمال غير المهرة، والمهارات المتعلقة بالوظائف المواتية للبيئة

☐ تأسيس منظومة للرصد لضمان جودة التدريب المقدم

☐ وضع استراتيجيات تحقق للنساء تكافؤ فرص وصولهن إلى التدريب المستمر؟

☐ أولويات أخرى

هل يمكن التوضيح؟

يرجى الكتابة هنا

International best practices

International tools and approaches to building LLL

Name	Description	Approach	Relevance to selected scenarios	Reference
ILO and other international tools or approaches				
ILO SKILL-UP project	The SKILL-UP project (funded by the of Norwegian Ministry of Foreign Affairs) supports member states to enhance their skills systems to take advantage of new opportunities offered by emerging global drivers of change, relating to increased digitalization, international trade integration, technological change, large international migration flows, climate change, demographics, among others. The programme has global and country components. The main outcomes of SKILL-UP Global focus on new global product development and innovation, strengthening national skills systems, capacity development, advocacy, knowledge sharing and support to country components. The SKILL-UP country projects are in Ghana, Ethiopia, Lebanon, Malawi, Senegal and Tanzania. They are developed to deliver on three main areas: skills anticipation, skills systems development and social inclusion. SKILL-UP is related to STED, and in some country strategies STED methods are used, for example in Malawi, agricultural export-related training and jobs.	"SKILL-UP Global supports skills systems in three ways: ▶ Generating knowledge and tools on the impact of different drivers of change on skills systems, including innovation. ▶ Strengthening partnerships that support countries in preparing their skills systems to meet the challenges of contemporary megatrends impacting the world of work. ▶ Strengthening capacity development and advocacy. SKILL-UP country projects have three parts: ● Skills anticipation ● Skills systems ● Skills for social inclusion Example: In September 2019, a global Workshop on big data for skills anticipation and matching was held with sharing of emerging good practice, such as using real-time big data for TVET policies and strategies in Myanmar. www.ilo.org/skills/events/WCMS_721983/lang--en/index.htm	**Scenario 1** Covers the identified themes and cross-cutting issues relevant in LLL, in particular skills anticipation, and changing skills needs for the changing World of Work. The ILO country office could determine if Egypt is participating globally or if it could do so, or if it could develop a country project under this umbrella.	ILO global programme, combined with six pilot countries https://www.ilo.org/skills/projects/skill-up/lang--en/index.htm

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ILO Skills for Trade and Economic Diversification (STED)	ILO tool in anticipating skill needs in exporting industries and making skills development systems more responsive.	Guidance for the integration of skills development in sectoral policies. Designed to support growth and decent employment creation in sectors that have the potential to increase exports and contribute to economic diversification. STED anticipates a sector's development and growth opportunities based on its global competitive position and market development. Combined with an analysis of current skills supply and demand, this provides an outlook of existing and future skills shortages. Incorporate technical work, dialogue between stakeholders and collaboration between the ILO team and stakeholders. Based on the forecast, TVET curricula are developed and subsequently integrated into the TVET system. The STED approach follows a set process of participatory analysis in which growing export relevant sectors are chosen and analysed, and skills needs projected in a series of workshops that involve the key stakeholders. The definition of skills needs is then followed by the elaboration of training offers and an implementation phase. The whole process is geared to capacity building of national stakeholders.	**Scenario 1:** STED could be used to improve existing anticipation systems in Egypt. This could be done either by proceeding sector-wise (for instance, in the green economy which is in Scenario 2). This is the classical STED approach. Otherwise, the methodology which involves the key stakeholders could be used to approach skills anticipation without a specific sectoral focus. This would be useful for a general skills foresight system as is proposed in Scenario 1. Need to explore how experience with Aid for Trade Initiative for the Arab States (AfTIAS) could be built upon. Sectors were food processing and furniture. AfTIAS https://www.ilo.org/skills/projects/sted/countries-covered/egypt/lang--en/index.htm Trained facilitators are available and the ILO offers a lot of training in this field.	https://www.ilo.org/skills/projects/sted/lang--en/index.htm
ILO Training for Rural Economic Empowerment (TREE)	A methodology for identifying economic opportunities and training needs, in order to develop and implement training programmes. Focus - disadvantaged social and economic sectors in marginalized communities that are not reached or served by formal or non-formal training systems. Specific focus on people with low levels of literacy and numeracy living in rural areas, particularly women The objective is to help reduce poverty in the countryside and minimize rural to urban migration by increasing income	Approach - the methodology follows a systems approach of participatory needs assessment, training design and delivery, and organizing post-training support mechanisms. Result of planning - tailor-made training proposals that can be delivered by training providers in the communities, vocational training centers, small enterprises and larger firms. By linking training directly to community-determined economic opportunities, TREE programmes ensure that skills delivered are relevant. In communities where formal training institutions do not exist, for example in remote rural locations, arrangements for mobile training may bring in teachers and equipment to identify appropriate levels of training, design curricula and deliver training locally. This can serve as one measure to strengthen training delivery by formal institutions through development of new training programmes that meet local demands.	The method is interesting because it targets adults with no or low formal educational levels, and provides a methodology to introduce LLL into remote areas. It also uses simple ODL technology. Can build on local training providers and cooperates with private sector and authorities. Builds these local capacities. Experience in Bangladesh shows it can be linked to national qualifications system **Scenario 2:** Local rural settings as part of the scenario for inclusion of people with disabilities **Scenario 3:** Green jobs in rural area, in particular women. It would be necessary to assess further to see if the method can be used to target one economic sector or one target group specifically; otherwise it would be necessary to see if the scenarios can accommodate more traditional sectors and wider target groups.	"Training for Rural Economic Empowerment An ILO tool for Egypt?" presentation Cairo, 8 June 2017 by Christine Hofmann, Skills Development Specialist ILO. PPT made available by Laura Schmid, ILO Cairo https://www.ilo.org/skills/projects/WCMS_103528/lang--en/index.htm TREE Fact Sheet Bangladesh, https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_226468.pdf

Name	Description	Approach	Relevance to selected scenarios	Reference
ETF/CEDEFOP/ILO: Developing Skills Foresights, Scenarios and Forecasts	Skills foresight methodologies (as opposed to forecast). Collection of approaches and tools.	"Foresight could be defined as a systematic, future intelligence-gathering and medium to long-term vision-building process aimed at identifying opportunities and areas of vulnerability to assist present-day decision-making. The key element in foresight activities is that 'they are action-oriented, in the sense that the final aim is to influence, shape and act upon the future. […] Foresight processes and outputs should be oriented towards contributing to, facilitating or guiding the decision-making process." The activities would typically involve a status-quo assessment, a qualitative visioning of future developments using various methods ranging from Expert panels to Delphi and so on, the development of options for action, and finally a strategy.	Foresight methodologies could be well adapted to one or several of the sectors that are considered priority – green jobs or IT for instance. A foresight being more qualitative than quantitative and not necessarily institutionalized long-term, this could be an attractive way in Egypt, where currently as part of TVETII a LMIS and forecast are being developed, albeit in stall because of institutional difficulties. With a qualitative foresight approach, which can be sectoral, one could avoid entering into competition with what is already being developed and circumvent institutional blockages. It would also allow to draw on ILO's current initiatives such as the ongoing research on AI in Egypt. The STED methodology includes skills foresight, but with a sectoral and ad-hoc approach. The same multi-stakeholder capacitybuilding method could be used to enhance standing foresight system(s). Normative methods start with a vision of a possible or desirable future and work backwards to see if and how this future might be achieved, or avoided, given the existing constraints (skills, resources, technologies, institutions). Backcasting or morphological analyses (breaks down a system, product or process into its essential subconcepts, each concept representing a dimension in a multidimensional matrix) are representative of this category. Key stakeholders need to be identified and involved. It is important to adapt the foresight methodology to the size of the country, the political and socio-economic as well as cultural context. The institutional framework is key as well. It would be important in a project to make the choice consensually.	European Training Foundation/ European Centre for the Development of Vocational Training/ International Labour Office. 2016. P.20 https://www.etf.europa.eu/en/publications-and-resources/publications/developing-skills-foresights-scenarios-and-forecasts-guide

Name	Description	Approach	Relevance to selected scenarios	Reference
National approaches				
Strategic lessons learnt on LLL: Building a learning society in Japan, the Republic of Korea and Singapore	Political will, national policies and strategies.	The study of the UNESCO Institute for LLL draws a number of strategic lessons which concern among others: Workplace learning – there is successful collaborations between employers and employees. This includes continuing training and a recognition to employers for excellence in employee training. ICT and e-learning – technologies make learning accessible to larger groups and can serve to make LL more inclusive. Recognizing learning outcomes – learning is identified and recognized.	**Scenarios 2 and 3** should be with social partners. The idea of work-based learning with recognition of acquired competence to employees and the idea of a reward could be part of it. Something similar is done by the German Chamber of Commerce in Italy for enterprises engaging particularly well in dual apprenticeships. **Scenarios 2 and 3** can both integrate an element of technology-based flexible learning. **Scenarios 2 and 3,** as far as possible in the Egyptian system, apply recognition of achieved learning. It is unclear how far there are systems of competence assessment and certification already, also of continuing education and training.	Jin Yang and Rika Yorozu, 2015, p.33 https://unesdoc. unesco.org/ ark:/48223/ pf0000232547
Strategic lessons learnt on LLL: Learning societies, experience in Korea	A learning society strives to develop an equitable and inclusive LLL system. A learning society needs to be underpinned by learning regions, cities and communities.	LLL learning facilities are within easy reach of the public and play a vital role in creating learning environments as people are motivated to make use of the ample learning opportunities in these centres in their spare time. Republic of Korea (Jo, 2012): the local governments of each region are encouraged to open and operate lifelong education programmes for marginalized groups, including foreign immigrants, homeless people, prison inmates and people on low incomes.	**Scenario 2:** The decentralized approach based on the idea of learning cities and communities could be an interesting aspect to pursue in the scenario.	Ibid. https://unesdoc. unesco.org/ ark:/48223/ pf0000232547
Strategic lessons learnt on LLL: Singapore	"A learning society relies on the active participation of all stakeholders".	"The willingness and commitment of all stakeholders to work together in a spirit of overall consensus has brought impressive results. The tripartite involvement is particularly evident in the learning sphere and the workforce, where it serves as an extremely effective coordinating mechanism. It is also worth noting that there is a trend towards public-private partnerships with an emphasis on adult and LLL. This has meant that adult learners now have more options if they wish to continue their education."	Cross-cutting over the three scenarios means that there should be a consistent tripartite approach, in particular in skills-related learning. The trend to PPP can be interesting. Maybe in Scenarios 2 or 3 this could be explored further – taking private training engagement a step further to integrating it into an actual LLL offer which is also recognized.	Ibid.

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Strategic lessons learnt on LLL: Asia	The policy of building a learning society needs to be backed up by financial resources.	Case studies in Singapore and the Republic of Korea showcase this: even if in the Republic of Korea learning is highly valued, the lack of a sense of urgency means that budgets are low. In Singapore (the second-highest budget position is education), budgets permit the building of the learning society.	Cross cutting – consider follow-up costs of proposed scenarios and national priority given, possibility of PPP or private engagement.	Jin Yang and Rika Yorozu, 2015, p. 35
Strategic lessons learnt on LLL: Africa	Learning districts or communities, based on a tradition of communal learning.	It is recognized that before the existence of schools and education systems in Africa, the need for LLL, from childhood and continuing through adolescence, youth, middle and old age, was understood and acted upon, albeit in an informal way [...] Self-initiated community-based programmes have, in fact, been particularly successful in African rural settings. This is, of course, no coincidence given the traditional African communal way of life. [...]Adopt the approach of building a learning society family by family, community by community, district by district through tapping into existing traditions of community learning, and convert national policy guidelines into sustainable actions at local levels.	**Scenarios 2 and 3:** For rural areas it could be interesting to see if such a community-based approach, relying on a "learning community" could be successful.	Shirley Walters, Jin Yang and Peter Roslander, 2014, p.45
Strategic lessons learnt on LLL: Africa	Linkages between formal and non-formal education and informal learning.	Strong linkages between formal and non-formal education and informal learning systems are necessary for sustainable development, to ensure participation by citizens in current social, economic and political life. [...] All five countries [Ethiopia, Kenya, Namibia, Rwanda and Tanzania] have in recent years begun to develop some kind of national qualification framework. [...] From the perspective of LLL, the development of a more inclusive national qualification framework is necessary, as it provides linkages between formal, non-formal and informal learning; between general and vocational education and training; and between workplace learning and formal educational institutions.	In **Scenarios 2 and 3**, consider not only formal but also non-formal and informal sectors.	Ibid.

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Europe	Implementing European Universities Association's Charter on Lifelong Learning university level. Shaping Inclusive and Responsive University Strategies – Project implemented by European University Association, October 2009 – September 2011, EU funded, 29 universities in Austria, Belgium, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Lithuania, Netherlands, Poland, Russian Federation, Slovakia, Spain, United Kingdom	The project with 27 European universities shows how universities adopt and implement an institutional LLL strategy. It points out adaptations at four key levels. 1. Diversifying student populations 2. Diversifying services to learners 3. Diversifying educational provision 4. Diversifying partnerships	**Scenario 3** in particular will require university level continuing education. This good practice example shows that the universities need to change on various levels and that the LLL offer is more than the development of adhoc training for workers. This could be an interesting avenue for Scenario 3.	Hanne Smidt and Andrée Sursock, 2011
Strategic lessons learnt on LLL: Asia	The policy of building a learning society must be based on robust, evidence-based research.	"Building a learning society and a lifelong learning system [...] challenges strongly-held views, established practices, institutional power and traditional conceptions of knowledge and of how education and training should be implemented. Most importantly, as society is constantly changing, building a learning society is a moving target." Japan: three–yearly national survey learning opportunities and citizens' participation in social education. Results can inform policy-making and programme development, and management of social education resources. Republic of Korea: the MoE conducts an annual statistical survey on lifelong education institutions and an annual survey on the lifelong education participation of Korean adults. The result is used to support the creation of effective lifelong education policies. Connected to call of the 2010 Vietnam Forum on Lifelong Learning and Building a Learning Society to strengthen LLL research in universities and research institutes so as to contribute to evidence-based educational reform and innovation.	**Scenario 1:** check that this is ensured. Include university or research institute in network to further build the local capacity and systems for evidence-based research. **Scenario 2:** this is more clearly linked to a learning society concept because it is clearly geared to social inclusion. It could be interesting to include a monitoring or research aspect of participation in training and education by marginalized groups, including people with disabilities.	Jin Yang and Rika Yorozu, 2015, p.34

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ILO Decent Work Team for North Africa/Cairo
9 Dr. Taha Hussein St., Zamalek, Cairo
Tel: +202 27350123
Web. : www.ilo.org/prospects

ilo.org

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