

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Country paper: EGYPT [Insert country name]

In advance of the symposium all attending countries are asked to produce a country paper setting out the key issues for their countries in relation to the key themes of the conference.

Please use this template to enter your information. You should aim to be concise. Use bullet points and links rather than providing a lot of local detail. **The paper should be no more than 10 pages in length.**

How to submit:

- Download the Country Paper Template, save this on your computer.
- Prepare the country paper based on consultation within the country team and preferably with relevant national authorities and information sources.
- Submit the Country Paper by sending it to jmc@iccdpp.org (John Mc Carthy, director ICCDPP)
- Deadline: **31st of January**

If you have questions concerning the country paper, please contact John Mc Carthy (jmc@iccdpp.org)

Background information

1. List all of the members of your country team with their organisation.

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2. What are the key aims your country has for participating in this symposium?

Egypt's participation in this symposium aiming at :

Share the Egyptian CG experience

Learn from international best practices specifically with regard to policy making and strategy formulation.

Building a network that can support boosting career guidance and counseling services in Egypt



Theme #1 - Context and challenges for career development policy.

In your country...

3. Is the level of policy interest in career development:

- Growing?
- Shrinking?
- Staying about the same?

Comment

It is important to report the shift happened in Egypt regarding to the concept and definition of career guidance and counselling services, as it came clear that we do not mean recruiting nor promoting some jobs, rather, we rely on the definition of career guidance and counseling that is acknowledged by OECD, world bank and the European Union as the covering services designed to assist people of any age and at any point in their lives, to make education, training and occupational choices and to manage their careers. (ETF 2007 p:23)

These services include: career Information; career education; career counselling, Employment counselling; placement services.

The policy paper that was produced in 2010 by a National Task Force “NTF”, and supported by European Training Fund “ETF”, reported that Egypt was the only country in the Mediterranean region that does not yet have career guidance services (career information, guidance and counselling) within its education system.

Since then many efforts have started by different development partners together with the Egyptian government trying to integrate the different CG service, into curriculum of TVET schools (high school level); as well as expanding career development centers at universities; and also for the out of schools youth and graduates in the training centers that are affiliated to Ministry of

Man Power; Moreover, a post graduate study program is in the making and targets the preparation of career guidance practitioners and researchers. Also, certain efforts are trying to provide a foundation of an innovative approach for career information.

Social enterprises start ups and NGOs started to focus on the career guidance, employment counseling, electronic matching and placement.

Yet, there is no overarching policy, however there is a very good foundation to build one.

4. What are the key political, social, economic and technological issues that are likely to have an impact on people's lives and careers in your country?

Give up to five of the most important issues as you see them.

1	The efficiency of the education and training system
2	Rapidly changing Egyptain economy
3	Intense technology based jobs
4	lack of comprehensive information about Egyptian labor market
5	Frustration among disadvantaged groups turned to negative energy

5. What roles do career development programmes and services play in addressing these political, social, economic and technological challenges?

Because career guidance services is not provided at earlier age, yet, youth are not enabled to make well informed decisions about their career, particularly, learning opportunities nor linking their interests, their capacities and their aspirations, to such decisions; However Career development programmes and services serve as a mechanism for enhancing graduates competencies and qualifications that enable them to bridge the labor market gap.

Egyptian young people start to know / find better job opportunities that would significantly reflect on their own lives and society at large, this happens through the employment services that are now provided in electronic forms and lead by social enterprises.

Tens of thousands of disadvantaged youth over all Egypt (i.e technical Education students) has the opportunity to build their self-esteem and develop their employment perspectives positively.

Many TVET teachers have been capacitated to use facilitation skills supporting TVET students to learn how to plan for their careers, considering the lifelong learning, and support youth to obtain the 21st century skills

It also provides support to the national development needs in response to "Egypt Vision 2030" in steering the provision of new qualification needed for future jobs



Theme #2 - Aims for, and access to, career development

In your country...

6. What are the key policy aims for career development programmes and services?

Egypt has the proposed policy paper that was produced in 2010 by a national task force, and supported by ETF. This proposed policy paper aimed to “introduce an integrated strategic planning approach to career guidance development in Egypt which thinks ‘global’ and acts local”

The policy paper referred to the need for a critical mass of career guidance delivery agents professional or para professionals; and for a comprehensive career information system (web and print-based) to support the establishment of efficient career guidance and counseling services aiming at better economic and social justice situations.

In Jan. 2014 a National Council for Human resource development has been established by a prime-Minister decree. This council has executive councils, one is for TVET that is responsible for Career guidance and counselling among other tasks aiming at coordinating between all relevant interties that relate to TVET; to integrate the development policies and strategies, particularly the supporting ones to Employment, Career Guidance and counseling; develop the admission regulations in TVET schools; and support evidence passed policy making

In June 2014, School to Work Transition Units are established within the technical education at the national and local levels to support, disseminate school to work transition services

the Sustainable Development Strategy (SDS): Egypt Vision 2030 represents a foothold on the way towards inclusive development. It also represents an embodiment of the new constitution’s spirit, setting welfare and prosperity as the main economic objectives, to be achieved via sustainable development, social justice and a balanced, geographical and sectoral growth. Although the SDS does not mention, explicitly, career development however some of its objectives contribute to it implicitly, these objective are aiming at achieving an average of 7% economic growth; reduce the unemployment rate to 5%; supports life long learning; establishment of the Egyptian NQF; developing clear learning pathways in education and training; developing LMIS to avail knowledge about the different occupation / jobs in the market; enable students by the life skills particularly the 21st century skills; having a curriculum frame work for entrepreneurship.

The Egyptian National competitiveness council “ENCC”, (an NGO) was supported by ILO, GIZ; EU, USAID and CIDA, to draft a road map paper together with many stakeholder representatives after a full week WS in Jan 2018; the road map paper aimed to produce a strategic tool for planners and decision-makers in Egypt towards initialization of career services in Egypt.

7. What groups of people can access career development programmes and services and what groups are excluded?

Although there are some roles are defined to provide educational guidance for students in Academic Secondary Schools (grades 10 – 12 Academic) , also some occupational orientation sessions for students in the preparatory education stage (grades 7 – 9), those groups and younger are, yet, have not career guidance and counseling services in reality!

Contrasting this situation, youth in some TVET institutions, Particularly Technical Education schools (grade 10-12 technical) are lucky enough to have career education in a systemized way, using the DOTS model; this is supported by GIZ since 2012 and then rolled out more and more starting June 2016 by different donors (GIZ-EU-USAID). TVET II program (EU) began piloting Career Education (CE) with the Productivity and Vocational Training Department-PVTD of the Ministry of Trade and Industry-MoTI and Vocational Training Centers-VTCs.

Job Search Clubs in youth centers in different governorates are supporting elder youth and is supported by ILO-CIDA;

Career services in public higher education-HE have long been neglected but there are limited signs of improvement. These are largely confined to services for those about to graduate, initiated by specific universities. Services for high school students contemplating applying to university are less evident.

The American University of Cairo-AUC is offering career services for students and is also supporting other public universities on establishing student career service centers.

Graduates from higher education and TVET have the opportunity to use job matching services through few initiatives such as Career Gates; CAPS; NEP; Wuzzuf.com; Forasna.com

Available Career Information is very restricted. Currently, the only information on post-secondary education and training is limited; a small number of occupation information sheets in text and video forms are made available for TVET graduates by GIZ and ILO. More may come with the support of the EU- TVET II program.

Yet services for employees nor youth aged from 30 years old and more are not evident

8. How are the opinions of citizens and service users heard and incorporated into policy and practice?

Beneficiaries and stakeholders were able to provide feedback on current Career education services in technical education. Reports are available upon request. same for the electronic matching services.

Within the national quality assurance framework and processes, educational institutions of all types (schools and universities, public and private) need to show evidence about external efficiency indicators and how their outcomes (graduates, research and community services) are perceived by different stakeholders, including parent, employers and members of the community. Hence, education providers are required to run surveys and studies that inform about opinions of citizens and service users and that these opinions are used as a serious feedback about their performance, upon which relevant action needs to be taken and verified where the return of this action is to be measured again in cycles to follow.

9. Is there a framework for ethical practice in career development? How does this framework balance the interests of the individual with the demands of policy and signals from the labour market?

Yet, there is no Ethical Frame Work for career guidance and counseling services, however there is an initiative to have Code of ethics for career educators, by the International Egyptian Association for Career Guidance (a recently established NGO). The proposed Code of Ethics is responding to the widely acknowledged concept of CGC services and based on the principles of providing such services, also will consider the available international Ethics frame work as bench marks, considering the local context.

Such initiative will help in establishing an Egyptian Ethical Frame Work for all providers



Theme #3 – Integrating career development into wider society.

In your country...

10. Which ministries or jurisdictions are responsible for career development programmes and services? Clarify what programmes and services each ministry or jurisdiction has responsibility for.

Ministry of Education (MoE&TE), provides the following for Technical Education students: Career education to facilitate school to work transition (large coverage); Entrepreneurship education (yet, small scale); Matching and placement services (distinguished in some areas); Dual System education yet in small scale.

Ministry of Higher Education (MoHE) is responsible for promoting Career Development related policies through the Egyptian Parliament and Supreme Council of Universities; Supports the establishment of Career Development Centers in the public universities, that organize career development training programs and Employment fairs.

Some private universities provide also career development services, such as the American University of Cairo “AUC” and the October University for Modern Sciences and Arts “MSA”.

Ministry of Trade and Industry “MoTI” has its VET institution, they are piloting career education

Ministry of youth are piloting the job clubs.

Ministry of Manpower, provides public employment services.

Private schools, provide career days for its students.

Some individuals provide career guidance services through their social enterprise.

Some Private sector companies provide matching and placement services including employment counselling / guidance for the target groups.

11. What leadership, co-ordination and collaboration approaches exist within the career development system to ensure collaboration across different sectors and different types of clients. For example, how are career development systems within the education system connected to those within employment, health and youth work?

Yet, Egypt does not have an entity nor one acknowledged policy to lead / govern the career guidance and counseling services in the country.

there was a trail by ILO and GIZ in 2015 to establish a technical Secretariat at the Excitave council for HRD, to lead all the relevant aspects to institutionalization of Career guidance and counselling services, however the government reshuffle stop the processes.

Coordination / collaboration among the different entities that provide relevant services is, yet, in a very early stage.

Unfortunately, the career guidance and counseling services are led by the donor agencies, such as GIZ; ILO; EU TVET and USAID. Among these donor agencies, ILO leads the intitives of having CG institutionalized (at the macro level); GIZ leads the efforts at the Mezo and Micro level in career education particularly at Technical Education and in qualifying the practitioners ; USAID leads the services at the universities; and the EU-TVET II program is responsible for establishing a national system for CG.

12. What are the main challenges to leadership in the field and the main obstacles to effective collaboration?

main challenges and obstacles to leadership and collaboration in this field in Egypt are:

Lack of having leadership and no existence of acknowledged “one policy” delays this cooperation

Additionally, there is a lack of leadership inside the individual institutions at the decision-making level (i.e Minister level or higher management)

Civil society, is still weak and is not able to lead such processes.

Unfortunately, private sector is still away from all these processes due to lot of challenges they have, and due to weak private sector institutions.

Adding to that, the lack of quality standards for the different relevant services leads to not enough trust among the public sector players which results lack of collaboration

13. What kind of cooperation (if any) is there between the career development services and stakeholders like employers, trade unions, the media, NGOs, professional organisations etc?

It is clear that there is huge need for having all stakeholders on one table to discuss and develop, not only, a strategic plan for providing career development services for the different target groups but also quality standards and codes of conduct and to agree on additional qualification measures for the services providers being individuals or entities.

14. How is the professionalism of career development workers developed and maintained whilst working with other professionals?

Unfortunately, no under graduate study programs nor specialized post graduate programs qualify the career development workers; only psychological guidance and educational guidance are found in different faculties, and they study the topic from very narrow perspective and does not include any aspects to the career nor Labor market. Thus, all career development practitioners in Egypt are considered para-professional.

The Faculty of Post Graduate and Interdisciplinary Researches at Helwan University, supported by GIZ, is in processes to establish the 1st degree of its kind in Egypt for career guidance practitioners (one year diploma and 2 years masters degree in career guidance and counseling as an interdisciplinary studies.

It is envisioned that this study program will start in Oct. 2019 or Feb. 2020 the latest. Such degree will support the research aspect in this field as well.

15. Do other types of professionals (e.g. teachers and social workers) deliver career development?
How is a professional service ensured?

The career development practitioners are usually trained by the leading institution (donor agency in that case).

In Technical Education, GIZ has designed a training program for Technical education teachers to act as career guidance facilitators. The training program is designed to be delivered in dual modes "off-the-job" and "on-the-job" for 3 years long! Including learning outcomes, at the cognitive, skills, and attitude levels. To make sure that teachers are convinced with the concept, and competent enough to deliver the developed 3 years curriculum. With help of the USAID and EU, about 1700 teachers are trained to deliver this curriculum in 25% of the Technical Education schools over all Egypt.

This training system includes upgrading of those facilitators to be multipliers and master trainers to train new teachers and provide instructional coaching for the career guidance facilitators.

GIZ started to include blended learning measures in this system.

Practitioners at the Career Development Centers at the public universities, also the individuals who established their social enterprises are trained by or according to the GCDF course by the NCDA



Theme #4 - Leading innovative change for the future.

In your country...

16. What are the key innovations or ways that career development programmes and services have changed over the last 10 years? This could include changes relating to technology, practice, management and governance and the use of new theories and evidence.

In the past career guidance and counseling services was limited to either recruiting students to education or training programs or recruiting job seekers to the available job vacancies; or to promote certain occupation among the target groups. And was limited to directing / telling the individuals what to do and where to go. Therefore, the used tools were limited to dictate individuals what to do, or using psychometric and aptitude tests. Since 2012, the technical education in Egypt, supported by GIZ, started to pilot a career development curriculum, which is built based on the DOTS model, using different methodologies, considering the experiential learning, learner-centered teaching strategies; active learning; using the available drama, songs, games, stories, case studies as instructional materials, to support students to gain career development skills. The curriculum uses different instruments to support students to explore the opportunities, such as watch video job Egyptian profiles, read visual occupation info sheets; building visual job profile; reality check

exercise; the “Opportunity Scouting Camp”; also play the Candy Career electronic game on Play store!

Having occupational outlook was started by an initiative from GIZ by videoing Egyptian job profiles and make it available for youth on YouTube “Egypt-at-Work” as specialized channel in that kind of services. ILO joint forces by shooting more videos.

The web-based approach, is more visible and active nowadays, most of the universities has its CDC websites; the electronic job matching platform are more accessible than before

17. How do national policies and initiatives, where they exist, ensure and support the development of innovation in career development services provision?

The existing policy paper, road map are emphasizing to the use of the ICT in Career development provision, web based approach is a complementary approach to both the curriculum based and center based approaches, social media tools are widely used and can reach more youth. Professional platform such as Linked In is known among graduates and professional employees, facebook is well known tool for job matching among large segment

18. What new, innovative and promising interventions in career development programmes and services is your country planning for the future? How are such innovations making the most of open data initiatives, online technologies, artificial intelligence and other forms of innovation?

We can not say, at this stage, it is planned activities, rather a wish list for some action need to be taken.

Employers engagement is crucial for career development services, real engagement starting the planning phase. Media has to play a big role in producing materials to educate the public on career development, and make career information accessible for the youth. Drama has to play a role in this.

More electronic games, songs, video job profiles, large occupational outlook should be developed.

in contrast, reviewing the Education law is in the pipe line, we try hard to include career development as an objective of Education system. Also a network for career guidance is in the making.

19. How is the training and continuing professional development (CPD) of careers professionals encouraging innovation and taking account of new evidence as well as changes in technology and the labour market?

Training and CPD is meant to continuously upgrade career professionals skills and exchange of best practices. It would offer evidence based success stories and lessons learnt in addition to the increasingly influential role of technology in each and every aspect specifically with the stressful digital transformation and changes of the labour market needs and ways to deal with it.

Final reflections

20. Is there anything else that you could like to address through participating in this symposium?

We would like to address the need for the development of an international report that sums up the basic contributions in country level CD programmes and services and that can act as a resourceful document and a valid policy awareness tool.

Also, we wish if the ICCDPP and its partners (also similar institutions) can twin with countries that have evidence to have emerging / growing services and provide a support until a policy is launched. This will be a great help.