

# Seventh Pillar: Education & Training

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## Overview of Current Situation

The belief that social justice is a central right for citizens renders proper education, which liberates intellectual stagnation and expands horizons, an integral part of the central rights for citizens.

The **Constitution of 2014, Article [19]**, states that education is compulsory until the completion of secondary stage or its equivalent. An allocation of not less than 4% of the GDP for spending on State educational institutions should be increased annually to global levels. Article 21 necessitates that an additional 2% of GDP should be allocated for university education, also to be increased annually to global levels.

As for the institutional framework, there exist more than **47 thousand schools** and more than **450 thousand classrooms**, whose capacity is more than **18 million students**. In addition, there are about **6 thousand private schools**, serving **1.6 million students**, representing about 9% of total enrolled students.

There are 11 sections of specialized industrial and commercial education and each one of them is divided into different divisions. Commercial education includes a General Division, one for Legal Affairs, for Purchases and Warehouses, and for Insurance. Technical education includes secondary schools for hospitality that comprise several divisions such as Internal Supervision and Touristic Services. Moreover, vocational schools for hospitality include Production and Service, Internal Supervision, and Public Service divisions. Technical agricultural secondary schools include animal and poultry production, crop production, food and bakery industries, land reclamation, agricultural mechanization, fish processing, and production technology.

As for higher education, Egypt has seen significant quantitative and qualitative developments regarding the programs introduced at its institutions. One important program is Distance Education, which is available in two forms: partial and complete. The partial form is called hybrid or blended education, offering face-to-face interaction along with distance education. The complete form of Distance Education is fully based on distance learning and has witnessed significant development in the Egyptian Market.

Education saw efforts that aimed to apply decentralization. The competent ministries adopted initiatives aiming to enhance the opportunities for social participation; they performed financial operations at the local level in the fields of school nutrition and simple maintenance. These initiatives were further accompanied by capacity building efforts that are exerted at the various administrative levels. However, these efforts, in spite of being highly significant, still face a variety of obstacles.