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**Egypt's ISCED is complex, but there are two significant issues that must be noted. Education is compulsory for Egyptians until age 15, but as shown through the previous statistics, there is little accommodation to support this mandate. Technically, only 2% of school-aged youth are not enrolled in school, but research has revealed that enrollment does not coincide with literacy nor post-graduate success.**

**Second, as shown through the ISCED chart, the system is exclusive because it faults students for educational failure despite systemic issues. For example, between ages six until 12, a student is required to enroll in primary school and work toward pre-secondary enrollment. However, if a student fails out of school at any point in this six year span, he/she is unable to continue on the traditional education path.**

**Instead, the student is enrolled in the vocational school equivalent of secondary education. This is particularly problematic given that the vocational track does not allow for students to reenter the traditional education system, thus limiting access to higher education. Ultimately, this means that once a student fails at such a young age (often due to external factors), he/she is henceforth stuck on the vocational track, limiting all future ability to academically prosper.**

**Given the political and structural overhaul occurring in Egypt now, however, there is much space for social and educational reform. Please visit the other pages in this case study to learn the details regarding influences, current trends, and possible solutions to this educational crisis.**

References (for complete details, please see my [references](#) page).

Bryant, et al., 2013.

UNESCO, a., 2013.

UNESCO, c., 2000.