

Translation of the Education Law No. 139 of 1981

ترجمة قانون التعليم
رقم ١٣٩ لسنة ١٩٨١

18 February 2026


ANDERSEN

Law No. 139 of 1981 Regarding the Issuance of the Education Law

In the name of the people President of the republic

Promulgated on August 9, 1981 | Published on August 20, 1981, in Official Gazette No. 34
Effective as of August 21, 1981

Preamble

The People's Assembly has decreed the following law, and we have issued it:

Promulgation Articles

Article (1):

The provisions of the attached Education Law shall hereby come into force.

Article (2):

With due regard to the requirements of educational development and modernization, the Minister of Education and Technical Education shall issue the necessary resolutions to implement this, Law. Following the approval of the Supreme Council for Education, he may issue such temporary provisions as necessitated by the educational system, study plans, curricula, examination systems, or any other necessary provisions during the transitional period defined by his decree.

Article (3):

The following laws are hereby repealed:

- Law No. 68 of 1968 regarding General Education.
- Law No. 16 of 1969 regarding Private Education.
- Law No. 75 of 1970 regarding Technical Education.



Furthermore, any provision contradicting the provisions of the attached Law is also repealed.

Article (4):

This Law shall be published in the Official Gazette and shall come into force as of the day following its date of publication.

This Law shall be stamped with the State Seal and executed as one of its laws.

Education Law

Chapter One: Objectives and General Provisions

Article (1):

Pre-university education aims to develop the learner culturally, scientifically, and nationally across successive levels, encompassing emotional, national, mental, social, health, behavioral, and physical aspects. The objective is to prepare the Egyptian individual who believes in his Lord, his homeland, and the values of goodness, truth, and humanity, and to provide him with the appropriate measure of values, theoretical and applied studies, and the foundations that achieve his humanity, dignity, and ability to self-actualize and contribute efficiently to production and service activities, or to pursue higher and university education, for the purpose of societal development and the achievement of its prosperity and progress.

Article (2):

A Supreme Council for Pre-University Education shall be established, chaired by the Minister of Education and Technical Education, to undertake the planning of such education and the formulation of its plans and programs. It shall include representatives from the education sectors, universities, Al-Azhar, culture, planning, finance, production, services, manpower, and others interested in education affairs. The formation and competencies of this Council shall be determined by a Presidential Decree based on a proposal by the Minister of Education and Technical Education.



The Minister of Education and Technical Education, following the approval of the Supreme Council for Education, shall form specialized sub-councils pertaining to a specific stage or type of pre-university education. Furthermore, local education councils and specialized sub-committees shall be formed. The formation of these local councils and their sub-committees shall be determined by a decree from the competent Governor after the approval of the Minister of Education and Technical Education.

Article (3):

Pre-university education is a right for all citizens in State schools free of charge. Students may not be required to pay fees in exchange for the educational or pedagogical services provided to them.

Fees may be collected for additional services rendered to students, insurance for the use of equipment and tools, or for organizing education that precedes compulsory basic education.

The amount and conditions of such fees shall be determined by a decree from the Minister of Education and Technical Education.

Article (4):

The duration of study in pre-university education shall be:

Twelve years for compulsory education, including nine years for basic education (consisting of two cycles: the 'Primary Cycle' for a duration of six years, and the 'Preparatory Cycle' for a duration of three years), and three years for General Secondary Education, Technical and Technological Education ('Secondary Technology'), or the Baccalaureate.

Furthermore, the duration of study shall be five years for Advanced Technological Education, and one or two years for Vocational Secondary Education.



Article (5):

The duration of the academic year, the number of weekly lessons for each stage and grade, the subjects, the distribution of lessons across grades, the approval of curricula, the prescribed number of students per class, the evaluation and examination systems, the maximum and minimum scores for examination subjects, and the dates for general certificate examinations shall be determined by a decree from the Minister of Education and Technical Education following the approval of the Supreme Council for Education.

He may, after consulting the Governors and with the approval of the Supreme Council for Education, add certain subjects according to the requirements of educational development or the needs of local environments.

Article (6):

Arabic Language, Religious Education, and National History are core subjects in all educational stages. The content, scores, and relative weight of each subject in the total score shall be determined by a decree from the Minister of Education and Technical Education.

To pass Religious Education, a student must obtain at least (70%) of the allocated score, provided that its score is not included in the total aggregate score. The Ministry of Education and Technical Education shall organize periodic competitions in Religious Education and award top performers rewards and incentives in accordance with the system established by the Supreme Council for Pre-University Education.

Article (7):

The dates for the commencement and conclusion of the academic year shall be determined by a decree from the Minister of Education and Technical Education after consulting the Governors. The Governor may, should necessity arise, increase the maximum number of students per class in the governorate's schools across various stages, provided it does not exceed 10% of the prescribed class capacity. In technical education schools, it must be observed that the number of students per class for practical subjects, technical drawing, and typewriting shall not exceed 20 students.



Article (8):

The Minister of Education and Technical Education, after consulting the competent Governor, may decide to establish kindergarten schools, which shall be affiliated with or attached to official schools. He shall define their specifications regarding location, building, capacity, facilities, equipment, and health standards. He shall also determine the educational system, curricula, plans, admission requirements, supervisory and teaching staff, and the fees that may be charged in exchange for organizing education therein.

Article (9):

The Minister of Education and Technical Education, following the approval of the Supreme Council of Education, may decide to establish experimental schools and shall set the conditions and rules for admission, as well as the study and examination systems therein. These schools shall serve as a field for applying new educational experiments as a prelude to their general implementation.

He may also establish schools for the education and care of gifted students to ensure the development and refinement of their talents, and special education schools for the education and care of persons with disabilities in a manner consistent with their abilities and aptitudes.

The establishment decree in these cases shall include admission requirements, study plans, examination systems, and other matters.

Article (10):

The Minister of Education and Technical Education shall determine the terms and conditions of admission for each educational stage. Admission to the basic education stage shall be based on age as of the first of October of the academic year. As for admission to the secondary stage, differentiation between applicants shall be based on the factors of age and the total score at the governorate level.



Article (11):

Subject to the provisions of the Law on the Local Government System, the central bodies for pre-university education shall be responsible for drawing up general education policies and the tasks of planning, evaluation, and general follow-up. The governorates shall be responsible for the educational executive process and local follow-up, as well as the establishment, equipment, and management of schools within their jurisdiction, in accordance with the requirements of the national education plan and within the limits of the allocated budget.

The governorate may benefit from the self-efforts of citizens in implementing the local education plan according to a system issued by a resolution from the competent Governor after the approval of the Minister of Education and Technical Education. This system may include the establishment of a local fund to finance education through self-efforts.

Article (12):

At the level of every school, educational administration, directorate, and at the national level, a council named the 'Board of Trustees, Parents, and Teachers' shall be formed. Student union councils may also be formed at each of these levels. The formation and competencies of these councils shall be determined by a decree issued by the Minister of Education and Technical Education.

Article (13):

Repealed by Law No. 155 of 2007

Article (14):

Subject to the specific provisions set forth in this Law, the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education, shall determine the medical fitness requirements for admission to various educational stages, examination systems, passing rules, failure and repetition opportunities, student incentives, the disciplinary system and penalties imposed on students, cases for exam annulment or disqualification, and the re-enrollment system; provided that this system includes a fee estimated by the Minister of Education and Technical Education for the re-enrollment of a dismissed student, in accordance with Articles 24 and 45.



Article (15):

Basic education is a right for all Egyptian children who reach the age of six. The State is committed to providing it, and parents or legal guardians are committed to implementing it over a period of nine academic years. Governors, each within their respective jurisdiction, shall issue the necessary resolutions to organize and enforce this obligation upon parents or legal guardians at the governorate level. They shall also issue the necessary resolutions for the distribution of compulsory-age children among basic education schools within the governorate.

In the event that vacancies are available, the age may be lowered to five and a half years, without prejudice to the prescribed class density.

Article (16):

Basic education aims to develop the capacities and aptitudes of students, satisfy their inclinations, and provide them with the necessary number of values, behaviors, knowledge, and practical and vocational skills that align with the conditions of different environments. This ensures that those who complete the basic education stage can pursue their education at a higher stage or face life after intensive vocational training, in order to prepare the individual to be a productive citizen in their environment and society.

Article (17):

The organization of study in the basic education stage shall aim to achieve the following purposes:

- Emphasizing religious, national, behavioral, and physical education throughout the various years of study.
- Emphasizing the relationship between education and productive work.
- Strengthening the link with the environment on the basis of diversifying practical and vocational fields in accordance with local environmental conditions and the requirements for developing these environments.



- Achieving integration between theoretical and practical aspects in study courses, plans, and curricula.
- Linking education to the lives of young people and the reality of the environment in which they live, in a manner that confirms the relationship between study and applied aspects, provided that the environment and the patterns of social and economic activity therein are among the primary sources of knowledge, research, and activity in various subjects of study.

Article (18):

A percentage not exceeding (12%) of the total score shall be allocated to classwork for students at the end of the basic education stage. The remaining percentage shall be calculated based on exam scores conducted in two sessions at the governorate level. Successful candidates shall be awarded the Basic Education Completion Certificate. The system for calculating classwork grades and the examination system shall be issued by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education, provided that this decree includes pedagogical and educational regulations, conditions, and guarantees that ensure the student receives a correct and fair evaluation, achieving the principles of equality, justice, transparency, and equal opportunity.

Any student who has completed the primary cycle and demonstrated vocational inclinations may complete the duration of basic education by enrolling in vocational training centers or vocational preparatory schools or classes, in accordance with the system established by the Minister of Education and Technical Education in agreement with vocational entities such as industry and agriculture.

Graduates of these centers, schools, or classes shall be awarded a Vocational Basic Education Certificate by the Educational Directorate. Holders of this certificate may enroll in technical and technological education ('Secondary Technology') or vocational secondary education, in accordance with the rules established by the Minister of Education and Technical Education after the approval of the Supreme Council for Pre-University Education.



Article (19):

If the child is not enrolled in school by the specified date, or fails to attend regularly without an acceptable excuse for a period of ten days, whether consecutive or non-consecutive, the school principal must warn the child's father or guardian, as the case may be, by a letter to be signed by the child's father or the person in charge of him. In the event of his absence or refusal to receive the letter, it shall be delivered to the Village Head, the police outpost, the center, or the station for delivery to the child's father or the person in charge of him. If the child does not report to the school within one week of receiving the letter, or resumes absence for unacceptable excuses, his father or guardian shall be considered in violation of the provisions of this Law and shall be subject to the penalties stipulated in Article 21 of this Law.

Article (20):

Principals of basic education schools, and those delegated by the competent Governor from the technical supervision and guidance staff in the educational departments, shall have the capacity of judicial police officers in enforcing the compulsory education provision

Article (21):

The father of the child or the person in charge of him shall be punished by a fine of ten pounds if the child fails to attend or stops attending the school without an acceptable excuse within one week of receiving the letter stipulated in Article (19) of this Law.

The violation shall be recurrent and the penalty shall be multiplied upon the continued failure of the child to attend or his resumption of absence without an acceptable excuse after warning his father or the person in charge of him.



Chapter Three: Secondary Education Stage

Section One: General Provisions

Article (22):

The secondary education stage aims to prepare students for life, alongside preparing them for higher and university education, or for participation in public life, while emphasizing the consolidation of religious, behavioral, and national values.

Article (23):

The duration of study in the secondary education stage shall be three academic years. A prerequisite for admission to the first grade of secondary education is the attainment of the Basic Education Completion Certificate. Furthermore, the student's age shall not exceed eighteen years on the first of October of the academic year. The Minister of Education and Technical Education shall issue the resolutions regulating cases of age limit exemptions.

Article (24):

The Minister of Education and Technical Education shall issue a decree regulating the repetition of study for those who fail, including the grades and subjects in which repetition is permitted, the number of allowed repetitions- provided it is no less than once per grade and twice throughout the entire stage- the examination dates, and the application fees, which shall not exceed one thousand pounds.

Article (25) bis:

Without prejudice to the competencies of the Supreme Council of Universities stipulated in the Law on the Organization of Universities promulgated by Law No. 49 of 1972, the coordination for student admission to universities shall take into account the number of students applying from each secondary education system, in a manner that ensures equality and equal opportunities among them, particularly the ratio of students enrolled in both the General Secondary and the Baccalaureate systems.



Article (25):

A student may be dismissed from school if they are absent without an excuse accepted by the School Management Committee during the academic year for a period exceeding fifteen consecutive days or thirty non-consecutive days. Absence at any time during the school day shall be deemed an absence for the entire day.

A student dismissed pursuant to the preceding paragraph may be re-enrolled by a decision of the School Management Committee after paying a re-enrollment fee of ten pounds. Re-enrollment may not occur more than once in the same academic year, and not more than twice throughout the entire educational stage.

As a prerequisite for sitting for the examination, the student must have attended at least 85% of the total number of school days.

Section Two: General Secondary Education

Article (26):

The study curricula in General Secondary Education shall consist of core general subjects and elective specialized subjects, in accordance with the sections and divisions issued by a decree from the Minister of Education and Technical Education, after the approval of the Supreme Council for Pre-University Education and the Supreme Council of Universities.

Article (27):

The study subjects, plans, curricula, and examinations in General Secondary Education shall be regulated by decrees issued by the Minister of Education and Technical Education, after the approval of the Supreme Council for Education; provided that the study subjects include core subjects for all students, and other elective subjects to be chosen according to the student's aptitude and capabilities.



Article (28):

Without prejudice to the provision of Article (23) of this Law, the examination for obtaining the General Secondary Education Completion Certificate shall be conducted in a single stage at the end of the third year.

At the end of this stage, students in state-supervised public and private schools shall be permitted to sit for the examination in the prescribed subjects. Students may also apply to sit for this examination from abroad (as external candidates), in accordance with the regulations issued by a decree from the Minister of Education and Technical Education.

The Minister of Education and Technical Education shall, after the approval of the Supreme Council for Pre-University Education, determine the examination subjects, curricula, study plans, examination organization, requirements and conditions for application, and the minimum and maximum marks for study subjects. Students of the Science Section shall study scientific subjects, and students of the Arts Section shall study literary subjects, in addition to the core general subjects for both sections. Furthermore, the suspension of enrollment and the rules for accepting excuses shall be determined by a decree from the Minister of Education and Technical Education.

Any student who fails a maximum of one or two subjects in the first session may sit for a re-examination in the failed subject(s) during the second session, provided that the student shall not obtain more than 50% of the maximum mark for the subject(s) they failed.

Article (29):

Students who pass all prescribed subjects in the third secondary grade shall be awarded the General Secondary Education Completion Certificate, which may be used to pursue university studies during the five years following its issuance.

The General Secondary Education Certificate is considered a terminal certificate valid for use in the labor market.



Article (30):

Technical and vocational education "Technological Secondary" aims to prepare the "Technician" category in various economic and service fields, such as industry, agriculture, hospitality, and business technology, and to develop the technical skills of the learners.

Admission to the types of technical and vocational education "Technological Secondary" is granted after obtaining the Basic Education Completion Certificate, and in accordance with the terms and rules issued by a decree from the Minister of Education and Technical Education after seeking the opinion of the Supreme Council for Technological Education. The curricula include core general subjects and elective specialized subjects, according to the specializations and programs issued by a decree from the Minister of Education and Technical Education. Upon successful completion of the stage of study, the student is awarded the Egyptian Technological Baccalaureate.

Article (31):

The conditions for establishing the types, objectives, methods, and plans for work, study, and training in technological schools, as well as their responsibilities and the specializations studied by their students, shall be determined by decrees from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education. Multi-disciplinary technological schools may be established, and each school shall be equipped with laboratories, training or production facilities, or suitable farms according to its nature. The area and equipment of these facilities, labs, and farms must be proportionate to the number and specializations of the students and the type of study. Furthermore, the Minister, based on labor market needs, may establish specialized types of technological schools and Centers of Excellence (distinguished technological schools comprising training and service centers), as well as private technological programs and dual study programs based on training within various industry and business institutions. These schools, programs, and centers may also be established in partnership with various public and private production, business, and service sectors.



Article (32):

Each technological school shall establish a Board of Directors in which the relevant production, business, or service sectors are represented to assist its director in management and to provide training and employment opportunities for the school's students and graduates. The rules for organizing the work of these boards and their competencies shall be determined by a decree from the Minister of Education and Technical Education, and the formation of these boards shall be established by a decree from the competent Governor.

Article (33):

The academic departments within the various types of Technical and Vocational Education ('Technological Secondary') shall be determined in accordance with development plan requirements and local conditions. Following the approval of the Supreme Council of Education, the Minister of Education and Technical Education shall issue decrees specifying the academic subjects included in each group within every type and division of Technical and Vocational Education. These decrees shall also determine the distribution of subjects, the number of lessons allocated to each grade, the necessary curricula and textbooks, as well as the evaluation and examination systems.

Article (34):

Technical and Vocational Education schools ('Technological Secondary') may undertake productive projects related to their respective specializations. These projects shall be financed, managed, and accounted for in accordance with the rules established by a decree from the Minister of Education. Furthermore, the competent local units and production sectors may utilize the capabilities of these schools to enhance the professional level of tradespeople, artisans, and workers within the governorate's jurisdiction.

Article (35):

Technical workers in various production and service sectors may apply for the 'Technological Secondary' (Technical and Vocational Education) school examinations as external candidates. The conditions and system for applying to these examinations shall be established by a decree from the Minister of Education and Technical Education, without prejudice to the provisions of Article (30) of this Law.



Article (36):

Assessment examinations, based on which the student's total score in the third grade of Technological Secondary Education is calculated, may be conducted over multiple attempts.

The student has the right to sit for the exam several times, in accordance with the regulations established by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education. The student's total score shall be calculated based on the highest grades obtained in these attempts.

Examinations for specialized subjects must include a practical assessment of vocational competencies; the rules for conducting such assessments shall be established by a decree from the Minister of Education and Technical Education.

The first attempt to sit for the examination shall be free of charge. The Minister shall determine the examination fee categories for subsequent attempts, not exceeding two hundred pounds per subject per attempt. The Minister, following the approval of the Cabinet, may issue a decree to gradually increase this limit, provided that the total fees do not exceed four hundred pounds per subject.

Article (37):

To sit for promotion and public examinations, student attendance must not be less than 75% of the prescribed professional training lessons, regardless of the reason for absence.



Section Four: The Baccalaureate System

Article (37) bis:

Subject to the provisions set forth in section one of this chapter, the Baccalaureate system shall be an optional and free-of-charge system. It shall be open to those who have obtained the Basic Education Completion Certificate. Transferring into or out of this system to other secondary education systems during the years of study shall not be permitted.

Article (37) bis (1):

The duration of study in the 'Baccalaureate' system shall be three years. Upon completion, the student shall be awarded a certificate equivalent to the General Secondary Education Certificate.

The rules for licensing the operation of this system in private schools shall be established by a decree from the Cabinet. Furthermore, the rules governing student admission into this system shall be determined by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education.

Article (37) bis (2):

The departments, divisions, and pathways comprising the 'Baccalaureate' system shall be determined by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education and the Supreme Council of Universities. This decree shall specify the courses, syllabi, core and elective subjects, and specialized elective subjects that the student must successfully pass, as well as evaluation and examination systems, exam dates, application rules, and the maximum and minimum scores for academic subjects and the passing threshold.

Examinations shall be held at the end of each academic year in two sessions for courses that contribute to the final total score. The first attempt to sit for the examination shall be free of charge. The Minister of Education and Technical Education shall determine the categories of examination fees for subsequent attempts, not exceeding two hundred pounds per subject per attempt. The Minister, following the approval of the Cabinet, may issue a decree to gradually increase this limit, provided that the total fees do not exceed four hundred pounds per subject.



Article (37) bis (3):

The certificate awarded to the student upon the completion of the study stage shall be determined by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education. This certificate must include the result of each course examined, the grade obtained, the number of attempts made for each course, the date of each attempt, and the grade achieved in each.

Section Five: Vocational Secondary Education

Article (37) bis (4):

Vocational secondary schools or vocational programs for a duration of one or two academic years may be established under the name 'Vocational Secondary Education Programs.' Studies in such vocational programs may be conducted within Technical and Vocational Education schools ('Technological Secondary'). This is aimed at preparing the 'Vocationalist' category in various economic and service fields, such as industry, agriculture, hospitality, and business technology.

Admission to Vocational Secondary Education programs shall be open to holders of the Vocational Basic Education Certificate or the Basic Education Completion Certificate. The Minister of Education and Technical Education shall issue a decree regulating the conditions and rules of admission, specializations, programs, and the study system, including basic general subjects and practical training. Upon successful completion, the student shall be awarded a 'Vocational Training Certificate' in the specialization or program. This certificate does not qualify the holder for admission to universities or higher institutes.

Article (37) bis (5):

The Minister of Education and Technical Education may, based on labor market needs, establish specialized types of vocational secondary education schools and programs. Additionally, specialized vocational programs and academic programs based on training in partnership with various industry and business institutions may be established. Such schools, programs, and centers may also be established in partnership with various public and private production, business, and service sectors.



Article (37) bis (6):

Short-term training programs targeted at tradespeople and workers may be established. Such studies may be conducted within Technical and Vocational Education schools ('Technological Secondary'), with the aim of completing academic and practical aspects. These programs may be implemented in partnership with public entities and authorities, business organizations and associations, and the private sector. The organization, duration, content, and admission rules for these programs shall be established by a decree from the Minister of Education and Technical Education.

Chapter Four: Five-Year Technical Education

Article (38):

Advanced technological education aims to prepare the 'First Technician' category in various fields. Admission to advanced technological education programs shall be open to holders of the Basic Education Completion Certificate, in accordance with the terms and conditions established by a decree from the ministers competent for technical education and higher education, following the approval of the Supreme Council of Universities and the Supreme Council for Technological Education.

The aforementioned decree may include the internal regulations for all or some of these programs, while specifying fees for accommodation and catering, as well as the rules for exemption therefrom.

Upon successful completion of the advanced technological education programs, the student shall be awarded the 'Advanced Technological Education Diploma (Five-Year System),' specifying the field of specialization.

Article (39):

The academic departments within the programs shall be determined in accordance with the requirements of the state's development plans. A decree shall be issued by the ministers competent for technical education and higher education, following the approval of the Supreme Council for Pre-University Education, the Supreme Council of Universities, and the Supreme Council for Technological Education. This decree shall specify these departments, the curricula for each, their distribution, the number of allocated lessons, as well as the necessary syllabi, textbooks, and evaluation and examination systems.



Article (40):

Each technical school shall have a Board of Directors in which the relevant production and service sectors are represented to assist the Headmaster or Director in management. The formation of this Board and the determination of its competencies shall be established by a decree from the Minister of Education and Technical Education.

Article (41):

Advanced technological education programs, stipulated in Article (38) of this Law, may undertake productive projects related to their respective specializations. These projects shall be financed, managed, and accounted for in accordance with the regulations governing them.

Furthermore, the competent local units and production sectors may utilize the capabilities of these programs to enhance the professional level of tradespeople, artisans, and workers within the governorate's jurisdiction.

Article (42):

A general examination in two sessions shall be held at the end of the fifth grade. Successful candidates shall be awarded the 'Advanced Technical Education Diploma (Five-Year System),' specifying the field of specialization.

Eligibility for this exam is granted to any student who has completed the prescribed curricula for the five grades in a public or private school supervised by the State. Every applicant shall pay an examination fee of five pounds. The organization of this exam, its application requirements, and the maximum and minimum scores for academic subjects shall be determined by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council for Pre-University Education.

Students are permitted to sit for the diploma examination a maximum of three times. However, the Minister of Education and Technical Education may, in accordance with established rules, authorize a fourth attempt, in which case the student shall pay a fee of fifty pounds.

A student who has exhausted the permitted number of failures in the Advanced Technical Education Diploma (Five-Year System) may sit for the Technical Education Diploma (Three-Year System) examination, in accordance with the provisions of Article (36) of this Law.



Article (43):

It is permissible for graduates from the "Technician" category level, as well as holders of the General Secondary Education Completion Certificate, to complete their studies to the "First Technician" level, in accordance with the terms and conditions established by a decree from the Minister of Education and Technical Education.

Article (44):

The provisions of Article (25) of this Law, regarding school absenteeism, and Article (37), regarding the attendance percentage, shall apply to technical schools operating under the five-year system.

Article (45):

A student may repeat a grade level once, provided that the total number of repetitions does not exceed three times throughout the entire educational stage. A student who has been dismissed due to exhausting the permitted number of failures may apply as an external candidate (Home Schooling/External Track) once for the exam of the following grade, in accordance with the rules established by the Minister of Education, subject to the payment of an examination fee.

If the student passes, they shall be re-enrolled in the subsequent grade after paying the re-enrollment fee. The Minister of Education shall issue a decree determining each of the two fees, which shall not be less than ten pounds and shall not exceed twenty pounds.

Article (46):

Repealed by Law No. 155 of 2007



Chapter Five: Teachers' Training Institutes (Males and Females)

Articles (47):

Repealed by Law No. 155 of 2007

Articles (48):

Repealed by Law No. 155 of 2007

Articles (49):

Repealed by Law No. 155 of 2007

Articles (50):

Repealed by Law No. 155 of 2007

Articles (51):

Repealed by Law No. 155 of 2007

Articles (52):

Repealed by Law No. 155 of 2007

Articles (53):

Repealed by Law No. 155 of 2007



Chapter Six: Private Paid Education

Article (54):

A private school is any non-governmental establishment primarily or secondarily providing education or vocational/technical preparation before the university level. This excludes:

- Nurseries supervised by the Ministry of Social Solidarity.
 - Schools established by foreign entities, where enrollment is restricted to non-Egyptians, including the children of members of the foreign diplomatic and consular corps, as well as other foreign nationals.
 - Cultural centers or institutes established by a foreign state or an international organization, pursuant to a cultural agreement with the Arab Republic of Egypt, which stipulates special treatment for such centers or institutes.
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Article (55):

Private schools are established to achieve some or all of the following objectives:

- Assisting in the field of basic or secondary education (General and Technical) in accordance with the plans and curricula prescribed for the corresponding state schools.
 - Expanding the study of foreign languages alongside the officially prescribed curricula.
 - Teaching specialized curricula as determined by the Minister of Education and Technical Education, following the approval of the Supreme Council of Education.
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Article (56):

Private schools are subject to the supervision of the Ministry of Education and Education Directorates, and to Labor and Social Insurance laws where not specifically addressed by this Law.



Article (57):

Private schools may not be established, expanded, or organize tutoring classes without a prior license from the competent Education Directorate. General Secondary schools require a license from the Minister.

Article (58):

The owner of a private school must meet the following requirements:

- To be a legal entity holding the nationality of the Arab Republic of Egypt.
- To be capable of fulfilling the school's financial obligations, in accordance with other conditions issued by a decree from the Minister of Education and Technical Education.

However, with regard to schools existing at the time this law was issued that are not owned by legal entities, they shall be deemed licensed to operate for as long as the owner remains alive.

Article (59):

An application to establish a private school shall be submitted to the Educational Directorate of the relevant Governorate at least four months prior to the start of the academic year. The application must be completed using the form prepared by the Educational Directorates for this purpose.

The Educational Directorate shall review the application in light of the general educational plan and the Governorate's needs, and notify the applicant of the preliminary acceptance or rejection—along with the grounds for such a decision—within thirty days from the date of submission. The application shall be deemed preliminarily accepted if this period expires without a response.



Article (60):

With due regard to the provisions of Article (57) of this Law, any private school is prohibited from commencing its activities before the competent Educational Directorate notifies the applicant of the final approval. Upon receiving preliminary acceptance, the applicant must, within fifteen days, provide the Educational Directorate with detailed data regarding the school to be established. Consequently, the Directorate shall form a technical committee to conduct the necessary inspection.

The competent Educational Directorate shall notify the applicant of the suitability of the site, the building, its facilities, equipment, staff data, and any other conditions or specifications, within a maximum period of two months from the date of receiving the detailed data or from the completion of any deficiencies in preparation for a re-inspection after an agreed-upon period.

Article (61):

Once a license is granted, a school may not undertake any of the following actions without the prior approval of the licensing authority:

- Modifying the data upon which the license was originally issued.
- Altering the school's system, study plans, or adopting different systems for student admission or for determining prescribed fees.
- Changing the school's level from one educational stage to another or adding new stages.
- suspending the school's operations or ceasing to fulfill its educational mission.
- Changing the school's location or transferring its ownership.

In the event that a school is proven to have violated any of these obligations, the competent Educational Directorate may decide to place it under financial and administrative supervision.

In such a case, the Educational Directorate shall manage the school until the violation is rectified.



Article (62):

With due regard to the provisions of the laws governing education, labor, and social insurance, each private school shall establish its own internal bylaws to regulate its workflow and determine the tuition fees to be collected from students for each educational stage separately.

These bylaws shall be approved by a decree issued by the competent Governor, without prejudice to the provisions of Article (64) of this Law.

Article (63):

Each school shall have its own private budget comprising revenues and expenditures. School revenues shall be deposited into a dedicated account at a bank or a post office, in accordance with the rules and regulations issued by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council of Education.

Article (64):

Prescribed tuition fees, school activity fees, the cost of books, bus fees, and charges for nutrition and boarding shall be determined by a decree from the competent Governor, in light of the school's proposed budget and the general rules issued by a decree from the Minister of Education and Technical Education.

The Governor may decide to re-evaluate the tuition fees prescribed for students of private schools accredited at the time this Law was issued, in accordance with the general rules specified by the Minister in this regard.

Article (65):

The system of study and examinations in private schools shall be identical to the system followed in corresponding official schools.



Article (66):

The competent Educational Directorate shall supervise private schools in all respects, similar to official schools. It shall also oversee admission and transition examinations, certify their results, and conduct financial and administrative inspections of such schools.

Article (67):

Each private school shall have a principal and a full-time teaching staff of the same competency level and teaching load prescribed for the corresponding state schools. In cases of necessity, the competent Educational Directorate may authorize a private school to employ part-time teachers, provided that the number of lessons in such cases does not exceed 25% of the total lessons for a single subject or class.

The employment relationship between the staff of a private school and its owner shall be regulated by a decree issued by the Minister of Education, after consulting with the Minister of Manpower."

Article (68):

Private schools may employ teachers working in state schools on a secondment basis. The terms and duration of such secondments shall be determined by a decree issued by the Minister of Education and Technical Education.

Article (69):

Free private schools (aided schools) established under previous laws shall continue to fulfill their mission, provided that the necessary resources are made available to them in accordance with the standards issued by a decree from the Minister of Education and Technical Education, following the approval of the Supreme Council of Education.



Article (70):

The provisions of this Part shall apply to all teachers engaged in teaching, educational guidance, or technical inspection, as well as to social workers, psychologists, technology specialists, press and media specialists, and librarians. It shall also apply to any individual who held one of these positions and was subsequently assigned to administrative roles within schools, Educational Administrations, Educational Directorates, the Ministry of Education's headquarters, or its affiliated entities.

The provisions of the Civil Service Law No. 81 of 2016 shall apply to matters not specifically addressed in this Part.

Article (71):

The teacher position schedule consists of:

- Assistant Teacher
- Teacher
- Senior Teacher
- Senior Teacher (A)
- Expert Teacher
- Consultant Teacher (Great Teacher)

The adoption of the job table for these positions, their job descriptions, re-evaluation, and classification shall be issued by a decree from the Minister of Education and Technical Education. Such a decree shall include the corresponding positions for social workers, psychologists, technology specialists, press and media specialists, and librarians.



Article (72):

Without prejudice to the requirements for occupying civil service positions stipulated in the Civil Service Law No. 81 of 2016, any person occupying a teaching position, or its equivalent, as of the effective date of this Part, must meet the following requirements:

- To be an Egyptian national or a national of a country that grants Egyptians reciprocal treatment in occupying public positions. The Minister of Education and Technical Education may grant an exception to this requirement when contracting with foreign teachers, in accordance with the rules set forth in the Executive Regulations of this Law.
- To be a graduate of a Faculty of Education, or hold a suitable higher qualification in addition to a certificate or license in educational qualification. Holders of a Bachelor's degree in Social Work or a Bachelor of Arts in Psychology and Sociology shall be exempted from the educational qualification license if applying for a specialist position.
- To fulfill the prescribed professional development programs required for occupying the position.

The Executive Regulations of this Law shall determine the requirements for the necessary educational qualification.

Article (73):

Occupying the position of 'Assistant Teacher' shall be through a two-year contract, renewable for an additional year by a decree from the Minister of Education and Technical Education, after consulting with the competent Governor.

During this period, the 'Assistant Teacher' must obtain a Certificate of Validity (Competency Certificate) from the Professional Academy for Teachers to practice the teaching profession at their respective educational stage. If the aforementioned certificate is not obtained within the specified period, the contract shall terminate automatically without the need for any further action.

In cases of necessity, a one-year, non-renewable contract may be re-issued to an 'Assistant Teacher' whose contract was automatically terminated for failing to obtain the said certificate, by a decree from the Minister after consulting with the competent Governor. If the certificate is not obtained during that year, the contract shall terminate automatically without the need for any further action.



By a decree from the competent Governor, any person who has spent at least one year in the position of 'Assistant Teacher,' obtained the aforementioned Certificate of Validity, and proven their fitness for the role—in accordance with the standards defined in the Executive Regulations—shall be appointed to the position of 'Teacher.'

The provisions of the first paragraph of this Article shall apply to social workers, psychologists, technology specialists, press and media specialists, and librarians.

Upon the approval of the Minister of Finance, the status of employees in schools, administrations, and directorates who obtain a higher qualification during their service may be adjusted, provided they fulfill the requirements determined by the Professional Academy for Teachers.

Article (74):

As a prerequisite for initial appointment to any of the educational positions referred to in Article (70) of this Law, or for promotion to higher positions or their equivalents as set forth in this Part, the candidate must meet the job requirements, obtain the relevant Certificate of Validity for the position, and complete the professional development programs designated for this purpose.

Article (75):

An academy named the 'Professional Academy for Teachers' shall be established. It shall have a public legal personality and report to the Minister of Education and Technical Education. Its organization and mandates shall be determined by a Presidential Decree. The Academy's headquarters shall be located in Cairo, with branches throughout the Republic, and it shall operate in cooperation with Faculties of Education. The Academy shall be responsible for granting the Certificate of Validity stipulated in Article (74) of this Law.



Article (76):

Without prejudice to the provisions of Article (73) of this Law, appointment or contracting for the educational positions referred to in Article (70) herein shall be conducted through a widely circulated public advertisement addressed to all, ensuring the fulfillment of equal opportunities.

In cases of necessity, following the approval of the Cabinet and based on a proposal by the Minister of Education and Technical Education, the aforementioned advertisement may be restricted to the scope of one or more specific governorates.

Candidates who pass the job placement examinations shall be ranked and selected based on their qualifications and experience. The Executive Regulations of this Law shall organize the means and standards of the advertisement, as well as the rules for ranking and selection."

Article (77):

Occupants of teaching positions may not be transferred from one educational stage to a subsequent stage without fulfilling the specific requirements for skills, knowledge, and technical standards determined by a decree from the Minister of Education and Technical Education, and after obtaining the prescribed Certificate of Validity for the stage to which they are being transferred.

Article (78):

The educational supervision positions table shall consist of the following: Supervisor (equivalent to Senior Teacher 'A'), Senior Supervisor (equivalent to Expert Teacher), and General Supervisor (equivalent to Senior Lead Teacher).

Occupants of the positions of Supervisor, Senior Supervisor, and General Supervisor shall be selected through a public competition within the scope of each governorate, provided that the promotion requirements stipulated in Article (81) of this Decree-Law are met. The tenure for these positions shall be three years, renewable once.

The Executive Regulations shall determine the procedures and criteria for appointment and renewal, as well as the workload and the ratios of supervision positions relative to teaching positions.



Article (79):

The positions of 'Director of Educational Administration' and 'Deputy Director of Educational Administration' shall be filled through selection from among the occupants of the 'Senior Teacher (A)' rank, or its equivalent, who have at least two years of seniority in that rank. Selection shall be conducted through a public competition within the scope of each governorate, and the tenure shall be for two years, renewable.

Each school shall have a principal and one or more vice-principals, depending on the number of classes and educational stages therein, and according to the needs of the school administration, as specified by the Executive Regulations of this Law.

The positions of 'School Principal' and 'School Vice-Principal' shall be filled through selection via a public competition within the scope of each governorate. Candidates for 'Principal' must be from among the occupants of the 'Senior Teacher (A)' rank or its equivalent, and candidates for 'Vice-Principal' must be from among the occupants of the 'Senior Teacher' rank or its equivalent. The tenure shall be for two years, renewable.

Holders of a Diploma from Teacher Training Institutes (for men and women) may be appointed to the positions of 'School Principal' and 'School Vice-Principal' in basic education schools, in accordance with the rules and conditions issued by a decree from the Minister of Education and Technical Education.

The Executive Regulations of this Law shall determine the procedures and criteria for selection and renewal for each of the aforementioned positions.

Article (80):

The Executive Regulations shall determine mandatory standards for the educational performance of those subject to the provisions of this Part, as well as their educational burdens and hours across different levels and positions, while ensuring no discrimination between various roles during their preparation.

The Regulations shall also establish a system to evaluate the performance efficiency of those occupying teaching, supervision, and administrative positions held by teachers, in a manner consistent with the nature of their activities and objectives.



Performance shall be rated as: Excellent, Above Average, Average, Below Average, and Poor. The preparation of this report shall rely on monitoring and evaluation systems based on performance standards, the academic results of the teacher's students, the degree of participation in improving the school's overall performance, as well as academic degrees, training courses, and conferences attended for professional development.

The Executive Regulations shall specify the rules and procedures for preparing the performance evaluation report, as well as the measures necessary to improve the efficiency of those rated 'Below Average' or 'Poor.'

The service of any individual who receives two consecutive 'Poor' performance ratings shall be considered terminated by force of law.

A committee shall be formed by a decree from the competent Governor, comprising legal, administrative, and technical members, along with a representative from the Teachers' Syndicate, to receive and examine grievances regarding performance evaluation reports. The committee shall submit its recommendations to the Governor for final decision.

Article (81):

Promotion to the positions stipulated in Article (71) of this Decree-Law shall require the following:

- Fulfilling the requirements for the position to be promoted to, as set forth in its respective job description.
- Spending at least five years of actual practice in the position immediately below it, or its equivalent, in accordance with the rules issued by a decree from the Minister of Education and Technical Education. The required interval for promotion shall be reduced by one year for holders of a Master's degree and by two years for holders of a Doctorate degree.
- Obtaining the Certificate of Validity to practice the position to be promoted to.
- Receiving a performance evaluation rating of at least 'Above Average' for the two years immediately preceding the promotion review.

The Executive Regulations shall specify the promotion procedures.



Upon promotion, the teacher shall be entitled to the minimum salary of the new position or one of its increments, whichever is greater, effective from that date, without prejudice to their entitlement to the periodic increment on its due date."

Article (82):

The transfer of occupants of the positions stipulated in this chapter between governorates shall be affected by a decree from the Minister of Education and Technical Education, in coordination with the competent Governor, and after seeking the opinion of a Human Resources Committee formed by a decree from the Minister for this purpose.

Article (83):

The competent Governor shall determine the weekly working days and their timings in accordance with the requirements of the public interest.

Occupants of the positions stipulated in this Part who are school employees shall be granted annual leave during the summer vacation as follows:

- Assistant Teacher, Teacher, and Senior Teacher: Thirty days
- Senior Teacher (A): Thirty-five days
- Expert Teacher: Forty days
- Senior Lead Teacher: Forty-five days

As an exception, annual leave may be granted during the academic year, provided that it does not conflict with the work interest.

In all cases, the teacher must take at least two-thirds of their annual leave annually; if they do not receive it due to work requirements as determined by the competent authority, they shall be entitled to monetary compensation for it.



Section Two: Financial Treatment for Teachers

Article (84):

The wages for the positions stipulated in this chapter shall be determined in accordance with the table annexed to this Law

Article (85):

Based on a proposal by the Minister of Education and Technical Education, the Prime Minister shall issue a decree establishing the system for performance incentives, administrative incentives, and academic excellence incentives for holders of postgraduate diplomas, Master's, or Doctorate degrees in educational or pedagogical fields. The decree shall also regulate the system for granting functional burden allowances, overtime pay, and incentives for working in specific positions or regions, as well as the reimbursement of expenses incurred by occupants of educational positions in the course of performing their duties.

Article (86):

Occupants of the educational positions stipulated in this Part shall be granted a 'Distinguished Performance Incentive' to be established by a decree from the Prime Minister, based on a proposal by the Minister of Education and Technical Education. The decree shall determine the percentage of the incentive as well as the terms and conditions for its granting.

The number of recipients of this incentive each year shall not exceed 10% of the occupants of the aforementioned positions in each Educational Administration.

Article (87):

The Minister of Education and Technical Education or the competent Governor may order an investigation into any occupant of the positions stipulated in this Decree-Law if they provide private lessons or commit any disciplinary offense. In such cases, the disposition of the investigation, whether by filing (dismissal of charges), imposing the appropriate penalty, or referral to disciplinary trial, shall be determined by a decree from the Minister or the Governor, as the case may be



Article (88):

Without prejudice to the provisions of the Social Insurance and Pensions Law No. 148 of 2019, the service of a position occupant shall terminate for any of the reasons set forth in the Civil Service Law No. 81 of 2016.

As an exception to the first paragraph of this Article, if a member of the teaching staff reaches the retirement age during the period from the beginning to the end of the academic year, they shall remain in service until the conclusion of the academic year.

In cases of necessity, by a decree from the President of the Republic or a delegate thereof, based on a proposal by the Minister of Education and Technical Education, the service of teaching staff members performing teaching duties in schools may be extended in specialties required by actual needs, subject to their consent and capacity. This extension shall be for one year, renewable annually for a maximum of three years.

Without prejudice to Article (41) of the aforementioned Social Insurance and Pensions Law, anyone who remains in service until the end of the academic year or whose service is extended pursuant to the third paragraph of this Article shall be entitled to their insurance rights upon reaching the age of retirement, in addition to their full salary. Deductions for old-age, disability, and death insurance contributions shall cease as of that age.

The Prime Minister, based on a proposal by the Minister of Education and Technical Education, shall issue a decree regarding the rules and procedures for the service extension stipulated in the third paragraph of this Article.

Article (89):

Occupants of the educational positions referred to in Article (70) of this Law shall be granted a 'Teacher Allowance' amounting to (50%) of the basic salary, while remaining entitled to the prescribed annual increment and any wage increases granted to employees of the State's Administrative Apparatus.

Occupants of the teaching positions referred to in Article (70) of this Law shall also be granted an 'Accreditation Allowance' in accordance with the percentages set forth in the table annexed to this Decree-Law, effective from the dates specified therein, calculated based on the basic salary. This allowance is granted upon their transfer to teaching positions after fulfilling the prescribed requirements for job occupancy and accreditation. They shall personally retain the wages they were previously receiving, even if such wages exceed the maximum salary limit prescribed for the positions to which they are transferred.



Article (90):

All fees and financial amounts stipulated in this Law shall be collected in accordance with the provisions of the Law Regulating the Use of Non-Cash Payment Methods, promulgated by Law No. 18 of 2019.



Translation of the Executive Regulation of the Education Law No. 428 of 2013

ترجمة اللائحة التنفيذية لقانون
التعليم رقم ٤٢٨ لسنة ٢٠١٣

18 February 2026


ANDERSEN

Prime Minister's Decree No. 428 of 2013

Issued on: 27/04/2013 Regarding the issuance of the Executive Regulations for Chapter seven of the Education Law, enacted by Law No. 139 of 1981, as added by Law No. 155 of 2007 and amended by Law No. 93 of 2012.

Preamble

The Prime Minister,

After reviewing the Constitution;

And Law No. 139 of 1981, promulgating the Education Law and its amendments;

And Prime Minister Decree No. 2840 of 2007, issuing the Executive Regulations for Chapter Seven of the Education Law (promulgated by Law No. 139 of 1981), added pursuant to Law No. 155 of 2007;

Has Decided:

Articles of Issuance

Article (1):

The provisions of the attached Executive Regulations for Chapter Seven of the aforementioned Education Law shall come into effect. Prime Minister Decree No. 2840 of 2007, along with any provisions contradicting the new regulations, are hereby repealed.

Article (2):

This Decree shall be published in the Official Gazette and shall come into force as of the day following its date of publication.



Executive Regulations

Article (1):

The Minister of Education and Technical Education may grant an exception to the nationality requirement stipulated in Article (72) of Law No. 155 of 2007 when contracting foreign teachers, provided the following conditions are met:

- The foreign candidate must hold the necessary academic qualification for the position, or at least its equivalent.
- The candidate must possess specialized expertise required by the educational process that is proven unavailable among Egyptians.
- The percentage of foreign employees in the school must not exceed 10% of the total teaching staff.

Foreign teachers shall be appointed via contract for a period not exceeding one year, renewable for further term(s), while adhering to the laws and regulations of the Ministry of Interior and the Ministry of Manpower and Migration.

Article (2):

Pedagogical qualification for holders of non-educational higher degrees shall be determined by a General Diploma in Education provided by Faculties of Education, or a pedagogical qualification license as determined by the Professional Academy for Teachers.

Article (3):

The assessment of an "Assistant Teacher's" eligibility for appointment to the position of "Teacher" shall be based on the following criteria:

- Proficiency and dedication in performing assigned work, in terms of both quantity and quality.
- Possession of appropriate appearance, good conduct, personal traits necessary for a teacher, and the ability to communicate with students, parents, and the school's social environment.



- Passing professional development courses and obtaining the certificate of validity issued by the Professional Academy for Teachers.
- Respect for colleagues and supervisors, and demonstrating a spirit of cooperation and teamwork.

Article (4):

Appointment or contracting for teacher and specialist positions referred to in Article (70) of the Education Law shall be issued by a decree from the Minister of Education and Technical Education, after consulting the competent Governor. This applies to graduates of Faculties of Education or holders of a suitable higher qualification, in addition to a pedagogical qualification certificate or license.

Graduates of the Faculties of Social Work and Arts (Psychology and Sociology departments) are exempt from the pedagogical qualification certificate or license if they are applying for a "Specialist" position. Selection is based on efficiency and merit through a centralized announcement on the Government Jobs Portal. The announcement must include job-related data and requirements for the position, following these procedures:

- Conducting an inventory of shortages and surpluses at the governorate level (Educational Directorate or Educational Administration), as the case may be; determining the required specializations and their numbers in light of actual needs; and obtaining approval from the competent authority in the governorate. This data is then sent by the Ministry of Education and Technical Education to the Central Agency for Organization and Administration (CAOA) to take necessary action.
- Obtaining approval from the Ministry of Finance to provide the necessary financial allocations for appointment or contracting, based on the request of the Minister of Education and Technical Education.
- Notifying the Professional Academy for Teachers.

Subject to the Prime Minister's approval, the announcement may be restricted to applicants who have previously taught in public schools, according to the regulations agreed upon between the Ministry of Education and Technical Education and the Central Agency for Organization and Administration.



Appointment or contracting shall be conducted through an examination administered by the Central Agency for Organization and Administration within the scope of one or more governorates or educational administrations. Appointment or contracting shall follow the priority established in the final ranking of the examination results. In the event of a tie, applicants shall be ranked and prioritized according to the following rules:

- Higher grade/rank of the qualification required for the position.
- Higher score within the same grade/rank.
- Higher educational degree.
- Seniority of graduation.
- Older age.

No contract may be concluded except after passing the training programs specified by the Minister of Education and Technical Education and in accordance with the attached contract template, to the exclusion of others.

Article (5):

The Minister of Education and Technical Education or the competent Governor may refer any incumbent of the positions stipulated in the Education Law for investigation if they commit any disciplinary violation, including providing private lessons inside or outside the school or in any other public or private facility.

In such cases, the disposition of the investigation, whether by dismissal (filing), imposition of the appropriate penalty, or referral to disciplinary trial, shall be determined by a decree from the Minister or the competent Governor, as the case may be.



Article (6):

The selection of incumbents for the position of Supervisor shall be from among those holding the rank of at least Senior Teacher (A). The selection for the position of First Supervisor shall be from among those holding the rank of at least Expert Teacher, and the position of General Supervisor shall be from among those holding the rank of Senior Lead Teacher.

Candidates must have previously held the directly preceding lower supervisory position for a period of three years, renewable once, through a public competition within the scope of each governorate via an announcement on the Government Jobs Portal. The announcement must include job-related data and the requirements for the position, which are the same requirements for promotion stipulated in Article (81) of the Education Law.

The committee provided for in Article (10) of this Decree shall be responsible for reviewing nominations for these positions based on the highest scores attained, according to the relative evaluation of the criteria, skills, and abilities stipulated in the same article. When assessing these criteria and abilities, the committee shall take into account the type of position announced and its job description card.

Applicants who meet these conditions shall be ranked and prioritized according to the following rules:

- Highest evaluation scores
- Highest academic qualification
- Highest career level (rank)
- Seniority of graduation
- Older age



Article (7):

The competent authority may adjust the employment status of personnel working in schools, administrations, and directorates who obtain a higher qualification during their service, subject to the following conditions:

- Fulfilling the requirements determined by the Professional Academy for Teachers.
- Obtaining a higher qualification from a Faculty of Education, or obtaining a suitable higher pedagogical qualification, or a suitable higher qualification in addition to a pedagogical qualification certificate or license.
- The availability of vacant positions within the educational directorates.
- The approval of the Minister of Finance.

In such cases, an exception shall be made regarding the mandatory announcement requirement for filling these positions, and the appointment shall be to the position of Teacher.

Article (8):

The workloads and responsibilities for incumbents of supervisory positions shall be as follows:

- Preparing the general supervision plan for the specialized subject and its accompanying activities, and monitoring its implementation.
- Assessing the status of the subject or activity regarding shortages and surpluses within the schools under the supervisor's jurisdiction and proposing remedies.
- Developing a field plan for visiting schools within the supervisor's jurisdiction to evaluate the students' academic level and the extent to which educational activities associated with the specialization are implemented.
- Monitoring the teacher's instructional performance, evaluating their performance, and providing all forms of necessary assistance and technical support.



- Preparing training programs at the local level to advance the specialized subject, stimulate teachers, and inform them of new developments in the field, as well as proposing ways to achieve a distinguished level of professional development.
- Providing the Professional Academy for Teachers with the identified training needs of teachers within the specialization.
- Participating in preparing examination questions for the specialized subject, overseeing transition exams (transfer exams), and supervising the grading process.
- Reviewing samples of student answer sheets in public examinations at the governorate level to improve student performance and provide educational evaluation methods for exams.
- Expressing opinions on suitable books for school libraries, summer reading lists, and references that can serve the curriculum and training programs.
- Submitting proposals and preparing studies and research related to the development of the subject or activity.

Article (9):

The ratios of the various technical supervision positions relative to teaching positions shall be as follows:

Position	Allocation Ratio
General Supervisor (Subject or Activity)	One per Educational Directorate.
First Supervisor (Subject or Activity)	One per Educational Directorate and one per each Level 1 Educational Administration.
Supervisor (Subject or Activity)	Within Administrations: One supervisor for every 40 members of the teaching or specialist staff positions stipulated in the Law.



Article (10):

The positions of Director and Deputy Director of an Educational Administration shall be filled from among those holding the rank of at least Senior Teacher (A) or its equivalent, with a minimum of two years of seniority in that rank. Selection shall be conducted through a public competition within the scope of each governorate via an announcement on the Government Jobs Portal. The appointment shall be for a term of two years, renewable, provided the candidate holds a suitable higher pedagogical qualification or a suitable higher qualification plus a pedagogical qualification certificate or license, and has passed the professional development programs in the field of educational administration as determined by the Professional Academy for Teachers.

A committee shall be formed by a decree of the competent authority, chaired by the Director of the Directorate of Education, with the following members: three experts in the relevant field, the Head of the Teachers' Syndicate, the Chairman of the Governorate's Board of Trustees, and the Dean of the Faculty of Education in the governorate (or a designated professor from the faculty). The committee may co-opt any experts it deems appropriate, or the primary official responsible for subject development at the Ministry's headquarters when selecting for the position of General Supervisor.

This committee is responsible for reviewing nominations for these positions based on the highest scores attained according to the relative evaluation of the required criteria, skills, and abilities. It is also responsible for reviewing renewals for those previously selected. The committee may seek assistance from competent state agencies to obtain any necessary data or information. Applicants shall be evaluated based on a set of criteria and abilities, in addition to the other requirements for the position.

The criteria and abilities are divided into four groups:

- **Career History (30 points):** Includes age at the time of application, performance appraisal reports, and the applicant's achievements.
- **Leadership Skills (30 points):** Includes leadership capability, timely decision-making, and the capacity for renewal and innovation.
- **Scientific and Practical Abilities (30 points):** Includes higher academic degrees, proficiency in foreign languages, computer literacy, participation in conferences, and conducting research.
- **Personal Traits (10 points):** Based on the interview, including appropriate appearance and communication skills.



In assessing these criteria and abilities, the committee shall take into account the relevant job description card.

Article (11):

The selection of incumbents for the position of School Director shall be from among those holding the rank of at least Senior Teacher (A) (Mu'allim Awwal A), and for the position of School Deputy from among those holding the rank of at least Senior Teacher (Mu'allim Awwal). The selection shall be for a term of two years, renewable, provided the candidate holds a suitable higher pedagogical qualification or a suitable higher qualification plus a pedagogical qualification certificate or license, and has passed the professional development programs in school administration as determined by the Professional Academy for Teachers.

The Directorates of Education in the governorates, upon approval from the competent authority, shall announce vacant school administration positions through a public competition within the governorate via the Government Jobs Portal. The committee stipulated in Article (10) shall be responsible for reviewing nominations based on the highest scores attained, according to the relative evaluation of the criteria, skills, and abilities set forth in that same article.

In assessing these criteria and abilities, the committee shall take into account the type of position announced and its job description card. The staffing rates for school administration positions across educational stages shall be as follows:

School Type/Capacity	School Director	School Deputy
(a) Schools with 40 classes or more	1	3
(b) Schools with 20 to less than 40 classes	1	2
(c) Schools with less than 20 classes	1	1
(d) Multi-stage schools	1	1 per stage (Primary/Prep/Secondary)



Article (12):

The positions for Directors and Deputy Directors of Educational Administrations, Supervisors, and School Directors and Deputies shall be announced during the month of July each year. The process of filling these positions must be completed sufficiently in advance of the start of the academic year.

Article (13):

The mandatory interval period for promotion to the teaching positions stipulated in Article (71) of the Education Law shall be reduced by one year for holders of a Master's degree and by two years for holders of a Doctorate degree, with a maximum total reduction of three years throughout the entire duration of service.

Article (14):

Applications for promotion to the teaching positions stipulated in Article (71) of the Education Law shall be submitted by anyone who fulfills the conditions set forth in Article (81) of the Education Law, according to the following procedures:

- Following a decree issued by the Minister of Education and Technical Education, the Professional Academy for Teachers shall announce the annual application dates for promotion for all those who meet the eligibility criteria.
- The Teacher/Specialist who meets the promotion requirements shall submit a "Promotion File" containing the necessary documents according to the attached template—to the school administration.
- The contents of the files shall be reviewed by the Educational Administration, and subsequently, the files shall be delivered to the relevant branch of the Professional Academy for Teachers.
- The Professional Academy branch shall examine the professional development documents and records in accordance with the professional development standards approved by the Board of Directors of the Professional Academy for Teachers, and shall prepare lists of those eligible for promotion.
- A decree shall be issued by the Minister of Education and Technical Education to initiate the promotion procedures for those who have fulfilled the requirements.



- The Governors—each within their respective jurisdiction—shall issue the necessary executive decrees for promotion to the entitled positions, granting the promotees the legally prescribed financial benefits and the promotion allowance.
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Article (15):

The mandatory standards for educational performance for teaching positions are defined according to each of the following domains:

Planning Domain:

- Identifying the educational needs of students.
- Designing appropriate educational activities.

Instructional Strategies and Classroom Management Domain:

- Utilizing instructional plans and methods that respond to students' needs.
- Facilitating effective learning experiences.
- Engaging students in problem-solving, critical thinking, and creative thinking.
- Providing a conducive environment that ensures equity in dealing with students.
- Effectively using diverse methods to activate and motivate students.
- Managing instructional time efficiently and minimizing wasted time.

Subject Matter Domain:

- Mastery of the structure and content of the subject matter and understanding its nature.
- Mastery of research methods within the subject matter.
- The teacher's ability to integrate their subject matter with other disciplines.
- The ability to produce knowledge.



Evaluation and Assessment Domain:

- Self-evaluation.
- Student assessment.
- Feedback.

Teacher Professionalism Domain:

- Professional ethics.
 - Professional development.
-

Article (16):

The mandatory standards for educational performance for technical supervision positions are defined according to each of the following domains:

Leadership Domain:

- Awareness of and commitment to the future vision of education in Egypt.
- Adopting a scientific approach as a method for managing educational change processes.
- Utilizing scientific methods in conflict management.
- Utilizing the capabilities and characteristics of staff to achieve effective student learning.
- Commitment to the ethics of the teaching profession.

Professional Development Domain:

- Activating professional development elements for oneself and for colleagues among supervisors and teachers.
- Supporting school-based training and evaluation units.
- Supporting performance improvement activities.



- Maximizing the utilization of educational research.

Curriculum Implementation and Development Domain:

- Using appropriate practical approaches to link the curriculum to the environment.
- Ensuring the achievement of integration between various curricula.
- Participating with educational practitioners in designing and implementing plans to activate and develop the curriculum.

Monitoring and Evaluation Domain:

- Participating in the development of an effective monitoring and evaluation system to improve performance.
- Working on monitoring curriculum implementation and evaluating learning outcomes.
- Encouraging self-evaluation practices.
- Participating in supporting school development plans.

Learning Community Domain:

- Awareness of the "learning community" concept and activating methods for its development.
- Ensuring the diversification of knowledge and learning sources.
- Supporting a culture of self-learning among members of the learning community.
- Respecting the creative contributions of educational practitioners and working to benefit from them.
- Consolidating human relations and the culture of "accepting the other" within the learning community.



Article (17):

The mandatory standards for educational performance for school administration positions (Director and Deputies) are defined according to each of the following domains:

Institutional Culture Domain:

- Possessing a clear vision for instructional plans and methods.
- Providing an organizational environment that facilitates human communication.

Participation Domain:

- Commitment to the values and principles of consultation to support teamwork and expand opportunities for dialogue, discussion, and the exchange of views and ideas.
- Effective utilization of information technology to facilitate the flow and dissemination of information and to make rational decisions regarding educational development.
- Community engagement and participation.

Professionalism Domain:

- Cognitive mastery (Knowledge).
- Skillful mastery (Competency).
- Sustainable professional development.
- Professional ethics.

Change Management Domain:

- Creating an organizational climate supportive of creative educational change.
- Implementing educational change based on initiative and the encouragement of experimentation and renewal.
- Adopting scientific approaches in mobilizing individuals, motivating efforts, and facilitating change processes.



- Preparing school evaluation and development plans and participating in their monitoring and implementation in preparation for educational accreditation.
-

Article (18):

The mandatory standards for educational performance for Social and Psychological Specialist positions are defined as follows:

- Moral development to support and build positive beliefs and values.
 - School activities that support positive behavior.
 - School organization that supports the achievement of quality and educational accreditation.
 - Educational support that provides learning opportunities and achieves excellence for all.
 - Cooperation between the family and the school.
-

Article (19):

The mandatory standards for educational performance for Information Technology (IT) Specialist positions are defined according to each of the following domains:

Technology Operations and Concepts Domain:

- Demonstrating knowledge, skills, and a foundational understanding of concepts related to technology in national education.
- Demonstrating continuous development in technology knowledge and skills to maintain connection with contemporary and emerging technologies.



Planning and Designing Learning Opportunities and Experiences Domain:

- Designing appropriate and advanced learning opportunities to apply technology-supported instructional plans and methods that meet the diverse needs of students.
- Applying contemporary research on teaching and learning using technology when planning learning environments and experiences.
- Identifying, establishing, and evaluating technology resources to ensure their accuracy and suitability.
- Planning the management of technology resources within the context of learning activities.
- Planning strategies for managing student learning in a technology-supported environment.

Instruction, Learning, Curriculum, and Evaluation Domain:

- Using technology to support learner-centered plans and methods that address the diverse needs of students.
- Applying technology to develop higher-order thinking skills and creativity among students.
- Managing student learning activities in a technology-supported environment.
- Applying multiple evaluation methods to determine the appropriate use of technology resources in education, communication, and productivity by students.

Productivity and Professional Practices Domain:

- Continuously evaluating and reflecting on professional practices to make informed decisions regarding the use of technology to support students.
- Applying technology for the purpose of increasing productivity.
- Using technology for communication and collaboration with peers, parents, and the wider community to enrich the student learning process.



Social, Ethical, Legal, and Human Issues Domain:

- Applying technology resources to empower and strengthen learners of diverse backgrounds, characteristics, and abilities.
- Identifying and using technology resources while affirming diversity.
- Promoting the safe and healthy use of technology resources.
- Facilitating equitable access to technology resources for all students.

School Information Systems Support and Integration with Other Educational Levels Domain:

- Facilitating collaborative development among all stakeholders to create and widely disseminate a vision for technology use.
- Ensuring a comprehensive and interconnected process for developing, implementing, and monitoring a dynamic, long-term, and systematic technology plan to achieve the vision.
- Promoting and nurturing a culture of responsible innovation and supporting policies aimed at enhancing continuous modernization through technology.
- Using data when making leadership decisions.
- Supporting effective, research-based policies regarding the use of technology.
- Using technology for communication and collaboration among colleagues, staff, parents, students, and the wider community.
- Establishing and participating in learning communities that stimulate, nurture, and support trainers and staff in using technology to improve productivity.
- Engaging in continuous, job-related professional learning that utilizes technology resources.
- Ensuring awareness of emerging technologies and their effective applications in the field of education.



Support, Management, and Operations Domain:

- Implementing and utilizing integrated management systems based on technology and information systems.
 - Allocating financial and human resources to ensure the full and sustainable implementation of the technology plan.
 - Integrating strategic plans, technology plans, improvement plans, and other policies to achieve quality in preparation for educational accreditation.
-

Article (20):

The mandatory standards for educational performance for **Journalism and Media Specialist** positions are defined according to each of the following domains:

(a) Awareness Domain:

- Raising awareness regarding the educational objectives of school journalism, radio, debates, and the school parliament, as well as the educational role of each within and outside the school.
- Building a foundational knowledge base that provides students with information, facts, and theories across various fields of contemporary life, enabling them to practice essential life skills.
- Interacting effectively with the environment, addressing environmental issues and their negative repercussions, and exploring solutions through various journalistic arts.
- Encouraging students to maintain their health and protect themselves from diseases and hazards through media posters, investigative reports, and interviews.
- Raising awareness of the importance of computer skills, interpersonal skills, freedom of expression, and respect for opposing views through diverse practices.
- Promoting the proper management and development of resources (such as water, environment, and air) through articles, investigative reports, and interviews.



Working with Journalistic Groups Domain:

- Supervising journalism groups, school radio, debates, and the school parliament.
- Assisting group members in setting plans, timelines, and distributing responsibilities based on individual abilities and talents, as well as overseeing implementation and evaluation.
- Promoting student self-management in all activities they practice.
- Discovering and developing students' literary and artistic inclinations, and appreciating the value of the written word in highlighting news, investigative reporting, and reinforcing positive values.
- Supervising the publication of various newspapers (class, school, club, center, occasion-based, subject-specific, activity groups, etc.) in their diverse forms.
- Maintaining records, files, and data related to journalistic activities, school radio, debates, and the school parliament within the school.

General Programs Domain:

- Organizing journalistic exhibitions for national, social, and religious occasions during the academic year and within school activities.
- Organizing various journalistic competitions, seminars, and lectures at the classroom level to encourage reading and research.
- Organizing exchange visits and intellectual meetings to gain further journalistic experience and strengthen student relationships.
- Organizing visits to journalistic institutions and local media centers.
- Training students in journalistic arts, including interviews, investigations, reports, and the publication of an electronic magazine.
- Strengthening the link between journalism groups and scientific, athletic, social, and cultural groups within the school.



- Serving the curricula and contributing to the coherence and integration of knowledge to achieve quality in preparation for educational accreditation.

Interaction with the Local Community Domain:

- Actively participating in social and economic issues, as well as problems facing youth and children.
- Conducting journalistic interviews with educational officials and other public officials on issues concerning the students' academic and public lives.
- Engaging parents who hold official positions to conduct interviews and investigations that explain societal events, simplify information, interpret scientific phenomena, and highlight environmental issues.
- Persuading parents of the significant and vital role of journalism and educational media.

Theatre Education Domain:

- Developing the creative aspect and discovering, nurturing, and caring for prominent talents.
- Shaping the student's conscience, refining their aesthetic abilities and sense of taste, and deepening the values of truth, goodness, and beauty through the "School Project" as a showcase for educational activities.
- Training students on proper pronunciation, Arabic grammar, correct articulation, and the art of the preamble.
- Discovering special talents and abilities, and providing guidance, refinement, and follow-up.
- Instilling a spirit of teamwork and collective action among students while encouraging selflessness.
- Instilling religious and national values, deepening patriotism and belonging, and developing aesthetic sense and intellectual/cultural aspects.
- Utilizing school theatre to serve the educational process through "Curriculum Dramatization" (Theatre-in-Education).



Article (21):

The mandatory standards for educational performance for School Librarian positions are defined according to each of the following domains:

(a) Work Environment Domain:

- Planning for library management using proper scientific methods.
- Interacting effectively with students and teachers.
- Creating a climate that convinces teachers of the library's vital role in enriching the curricula.
- Participating positively in school-organized activities to achieve quality in preparation for educational accreditation.
- Technical development.
- Self-evaluation.

(b) Core Operations Management Domain:

- Establishing the school library as a center for learning resources, research, and information retrieval.
- Proficiency in the philosophy and theories of collection development, building sets of materials, and managing various educational activities.
- Identifying library needs based on the requirements of its users, including students, teachers, and members of the surrounding community.
- Promoting and announcing the information resources available within the library.
- Proficiency in technical preparation, including the cataloging and classification of all available information sources, whether electronic or paper-based.
- Mastery of all technical, financial, and administrative tasks related to the library, as well as library maintenance.



- Capability to utilize computers and technological means in various library operations.
- Supporting and enriching the curricula and identifying the specific information resources they require.
- Preparing the library as a study workshop for students to acquire research and reading skills.
- Ability to identify gifted students and those with reading difficulties, and developing necessary remedial programs in cooperation with subject teachers.
- Analyzing and evaluating library services to identify strengths and deficiencies in various service aspects.

Article (22):

The weekly quota for the number of teaching periods for teachers shall be as follows:

Career Level	Primary Stage	Preparatory Stage	Secondary Stage
Assistant Teacher	24	21	18
Teacher	24	21	18
Senior Teacher	22	19	17
Senior Teacher (A)	20	18	16
Expert Teacher	18	17	16
Senior Lead Teacher	16	15	14

The teacher at the highest career level and with the most seniority shall be the supervisor of the subject, and the teaching load shall be reduced for them by two periods.

Regarding kindergarten halls, the teacher with the most seniority and at the highest career level shall undertake the supervision of the other teachers, and she shall be dedicated to supervision in the event that there is no shortage, and she shall also handle the remaining affairs of the kindergarten.



Article (23):

The teacher's promotion file shall contain the following components:

1. Teacher Performance Evaluation Documents, including:

- Teacher performance evaluation form by the school director.
- Teacher performance evaluation form by the technical supervisor.
- A certified copy of the annual performance reports with a rating of at least "Above Average" for the two years immediately preceding the promotion review.
- A certified status sheet (*Sahifat Ahwal*) from the relevant Educational Administration.

2. Professional Development Plan and Activity Documents, including:

- Certificates of completion for training courses prescribed by the Professional Academy for Teachers, or certified documents indicating such.
- Higher qualification certificates (Professional Diploma - Special Diploma - Master's Degree- Doctorate Degree), if any.
- Certified documents stating the teacher/specialist's participation in scientific conferences, seminars, research circles, or workshops.
- Certificates for obtaining internal or external missions (if any).
- Documents stating the acquisition of the International Computer Driving License (ICDL) or training courses in foreign languages.
- Certificates of completion for training courses obtained by the teacher from other institutions.
- Certified documents stating participation in receiving or providing professional guidance and counseling.
- Certified documents stating participation in the activities and events of the Training and Quality Units at the school.



- Certified documents stating participation in the activities and events of the Training Department at the Educational Administration or Directorate.
- Certified documents stating the teacher’s presentation of distinguished school displays, such as model lessons or the presentation of new educational aids.
- Certified documents stating participation in activities serving the local community in cooperation with some civil society organizations.
- Certificates of completion for training on new educational curricula and modern teaching methods, or certified documents stating such.

Article (24):

The performance evaluation for incumbents of teaching, specialist, supervision, and school administration positions held by teachers shall cover a one-year period starting from September 1st and ending on August 31st of the following year. The performance evaluation report shall be prepared during the months of October and November, and shall be approved by the Human Resources Committee during the month of December.

The performance evaluation report shall be classified according to the following ratings:

Rating	Score Range
Excellent (Competent)	From 90 to 100
Above Average	From 75 to less than 90
Average	From 60 to less than 75
Below Average	From 50 to less than 60
Weak	Less than 50

The performance evaluation report shall be established according to the following templates attached to these regulations:

- **Template No. (1):** For incumbents of teaching positions.



- **Template No. (2):** For incumbents of technical supervision positions.
- **Template No. (3):** For incumbents of school administration positions.

The performance measurement criteria applied to employees shall be announced to them. Employees whose superiors deem their performance level to be "Below Average" or "Weak" must be notified of the deficiencies in their performance based on the results of periodic measurements as they occur.

Article (25):

The competent administration shall notify the employee, to whom the provisions of these regulations apply, of the statement submitted regarding their performance or their performance evaluation report.

The employee may appeal against it within twenty days from the date of being notified, to the committee formed by the competent Governor in accordance with the last paragraph of Article (80) of the Education Law. The committee shall submit its recommendations regarding the review of the appeal to the Governor within thirty days from the date of its submission. In all cases, the appeal must be decided upon within sixty days from the date of its submission by a decision issued by the Governor.

Article (26):

Each Educational Directorate must census the number of its employees subject to the provisions of Part Seven of the Education Law who received a performance evaluation rating of "Below Average" or "Weak," and classify these employees according to the reasons for their low performance levels. The Directorate shall notify the Professional Academy for Teachers of the names of these employees according to their classification, along with its proposals regarding the development of their performance to determine the type of training necessary to raise their performance level. These employees must be notified of the dates and locations of the necessary training or prescribed courses sufficiently in advance.



Article (27):

The performance level of an employee subject to the provisions of Part Seven of the Education Law may not be rated as "Competent" (Excellent) in the following two cases:

- If a training opportunity was provided to them and they did not successfully pass it.
- If a disciplinary penalty was imposed on them consisting of a salary deduction or suspension from work for a period exceeding five days, or if they were penalized with salary deductions or work suspensions totaling more than ten days, or any more severe penalty during the year for which the report is being prepared.

Furthermore, the employee's performance level may not be rated as "Above Average" in the following two cases: (a) If a training opportunity was provided to them and they failed to attend, unless this was due to an excuse accepted by the competent authority. (b) If a disciplinary penalty was imposed on them consisting of a salary deduction or suspension from work for a period exceeding ten days, or if they were penalized with salary deductions or work suspensions totaling more than fifteen days, or any more severe penalty in the year for which the report is being prepared.

Article (28):

The number of employees nominated for promotion to higher positions who meet the conditions stipulated in Article (81) of the aforementioned Education Law shall be tallied. This shall be presented to the Human Resources Committee to consider the promotion within the limits of available grades. The committee shall prepare a minute of its proceedings to be presented to the competent authority for approval.

A promotion decision shall be issued by the competent authority, and the promotion is considered effective from the date the Human Resources Committee's minutes are approved by the competent authority. The employee shall be entitled to the starting salary of the position to which they are promoted or one of its increments, whichever is greater, effective from the date the promotion becomes valid. This shall not prejudice the entitlement to the periodic increment at its scheduled time.



Regulations Forms: Form (1)

Form No. (1)

Performance Evaluation Form

No. (1)

Regulations Forms: Form (2)

Form No. (2)

Performance Evaluation Form

No. (2)

Regulations Forms: Form (3)

Form No. (3)

Performance Evaluation Form

No. (3)



Contract Form

On this day .../.../..., this Contract has been executed by and between:

First Party: Mr. /

Represented in signing by /

(Hereinafter referred to as the "First Party")

Second Party: Mr. / Ms.

Address:

Holder of National ID No.: issued on ... / ... / 20

Academic Qualification: Date:

(Hereinafter referred to as the "Second Party")

Preamble

Whereas, pursuant to the results of the competition for filling the position of **Assistant Teacher / Assistant Specialist / Assistant Librarian** in the specialization of at the educational stage, issued under Ministerial Decree No. dated ... / ... / 20, in accordance with the provisions of the Education Law promulgated by Law No. 139 of 1981 and its amendments;

Now therefore, the Parties, having mutually agreed, stipulate as follows:

Clause (1):

The foregoing Preamble shall constitute an integral and inseparable part of this Contract and shall be deemed complementary thereto.



Clause (2):

The Second Party acknowledges that the work subject of this Contract is commensurate with his/her qualifications and undertakes to exert the utmost diligence in performing the same to the highest standard. The Second Party further undertakes to fulfill all requirements necessary for appointment to the position of Teacher / Specialist / Librarian within two (2) years, in accordance with the applicable laws, regulations, and governing decisions.

Clause (3):

Under this Contract, the Second Party shall receive a monthly remuneration equivalent to:

- The starting salary applicable to Grade Three within the specialized functional group.
 - Consolidated special allowances calculated on the basis of the starting salary of Grade Three in the specialized functional group.
 - Special allowances not yet due for consolidation.
 - Social and supplementary allowances.
 - Labor Day grant.
 - Incentives, bonuses, allowances, and other variable compensation in accordance with applicable regulations.
-

Clause (4):

The Second Party shall perform assigned duties with accuracy, honesty, and integrity; devote official working hours exclusively to job duties; comply with prescribed working hours as determined by the competent authority; and remain present at the workplace designated by the First Party. The Second Party shall maintain public health standards and physical fitness in implementation of applicable laws and regulations, and shall be responsible for monitoring student attendance.



During the term of this Contract, the Second Party shall not engage in work for his/her own account or for third parties except with prior approval of the competent authority.

The First Party shall have the right to assign the Second Party to different working hours or days as required by work needs. The Second Party is strictly prohibited from violating applicable laws, regulations, or governing decisions, particularly the giving of private lessons or the acceptance of any gifts or pecuniary or in-kind benefits in connection with the performance of job duties. Any such violation shall subject the Second Party to the most severe applicable penalty.

Clause (5):

During the term of this Contract, the Second Party shall be entitled annually to the following leave:

- Fully paid leave on official holidays and occasions declared by decision of the Prime Minister.
 - Casual leave of seven (7) days per year.
 - Ordinary paid leave during the summer vacation of fifteen (15) days per year during the contract term, increased to thirty (30) days upon renewal.
 - Sick leave of ten (10) days with pay and an additional twenty (20) days without pay annually.
 - Maternity leave for the contracted female employee for four (4) months with full pay, counted within the contract term, up to a maximum of three times throughout service. Such leave may commence one month prior to the expected delivery date upon submission of a request and a report from the competent medical authority.
-



Clause (6):

This Contract shall be subject to the performance evaluation system pursuant to Article (80) of Law No. 139 of 1981. An annual performance evaluation report shall be prepared by the direct supervisor and the higher supervisor specifying:

- Performance quality
- Work attendance and regularity
- Relations with colleagues
- Relations with superiors
- Appearance, conduct, and personal attributes

Such report shall be relied upon in determining continuation of this Contract and shall constitute the basis for eligibility for appointment to the position of Teacher / Specialist Librarian upon fulfillment of required conditions.

Clause (7):

If the Second Party breaches the duties of the position or conducts himself/herself in a manner prejudicial to the dignity of the office, disciplinary action shall be imposed following investigation and hearing of his/her statements. The First Party may impose any of the following sanctions:

- Written warning
 - Deduction from the comprehensive monthly remuneration not exceeding three (3) days per occurrence and not exceeding thirty (30) days throughout the contract term
 - Termination of the Contract without compensation
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Clause (8):

The Second Party shall obtain a professional eligibility certificate authorizing the practice of teaching at the contracted educational stage from the Professional Academy for Teachers within two (2) years from the date of execution of this Contract.

The Minister of Education and Technical Education may extend the contract for one additional year. Should the Second Party fail to obtain said certificate within that period, this Contract shall automatically terminate without need for further action.

Clause (9):

The Parties agree that the contracted position shall fall within the geographical jurisdiction of the Directorate or Educational Administration specified in the announcement in which the applicant's address is located. Under no circumstances may the Second Party request transfer outside said geographical scope before five (5) years from commencement of service and the availability of a corresponding vacancy in the requested location. This condition constitutes a fundamental term of this Contract. Violation thereof shall result in automatic termination of the Contract without recourse to judicial proceedings.

Clause (10):

The term of this Contract shall be two (2) years commencing on ... / ... / ... , renewable for one (1) additional year.

Clause (11):

The Administrative Courts of the State Council shall have exclusive jurisdiction over any dispute arising from the implementation or interpretation of this Contract.



Clause (12):

This Contract has been executed in four (4) original counterparts signed by both Parties. Each Party shall retain one original copy for reference when necessary. The third copy shall be delivered to the branch of the Professional Academy for Teachers in the Governorate, and the fourth copy to the Directorate or Educational Administration, as applicable.

Signatures

First Party

Name:

Position:

Signature:

Second Party

Name:

Signature:

