# Access to Higher Education
# in
# Egypt, Jordan and Tunisia

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**Introduction**

Tunisia and Egypt have some of the oldest institutions of higher learning in the world: the University of Zitouna in Tunisia founded as a madrasa in 737 CE and Al Azhar University was also largely a religious institution when founded about 970 CE (MERIC-Net 2019; Abdelkhalek and Langsten 2019). Both these institutions maintained a largely religious character until the modern era. Secular higher education came much later, beginning with State University (later Cairo University) in Egypt in 1908 (Farag 2007; Richards 1992). In Jordan higher education began in 1951 with teacher training institutions. The first university was opened only in 1962 (Kanaan, Al-Salamat, and Hanania 2011). Tunisian University was founded in 1960, rooted in the foundations of the colonial Institut des Hautes Etudes which began in 1945 (Gdoura 2019).

With the exception of the American University in Cairo, until the 1990s all universities in these countries were state institutions. In Egypt, fees for higher education were eliminated by Nasser in the 1960s (Al-Ahram 1962; Arabsheibani 1988). Jordan and Tunisia have traditionally had very low or no tuition fees (Buckner 2018; Adely et al. 2018). In the 1990s all three countries encouraged a shift to private higher education as a part of cost-recovery programs (World Bank 1994). These private institutions are, of course, substantially more expensive. Although private universities have grown rapidly in the last 30 years, they still account for a relatively small proportion of all students (Abdelkhalek and Langsten 2019; Buckner 2018).

In all three countries there is a secondary school leaving exam that determines eligibility for higher education and places students into faculties within the university (Abdelkhalek and Langsten 2019; Adely et al. 2018; MERIC-Net 2019). In all countries both secondary school and higher education include two tracks: academic and technical/vocational (T/V).

Despite similarities, there are substantial differences in the way students in these three countries proceed through the education system. And yet, despite these differences, about 33-43% of recent cohorts in all of the countries have entered higher education of some form.

This paper will provide the context of the educational system through secondary school, and will then discuss three key variables believed to influence access to higher education: gender, urban/rural residence, and wealth.

## Data and Methods

To provide context for higher education I have used the proximate determinants framework to show basic education trajectories from ever-enrollment through the end of secondary school and into higher education. For historical data I have used Demographic and Health Surveys (DHS) for Egypt (1988 through 2014) and Jordan (1990 through 2017), and Multiple Indicator Cluster Surveys (MICS) for Tunisia (2012 through 2018). Unfortunately, DHS and MICS data do not allow for differentiation of tracks in secondary and higher education.

For detailed analysis of entry into secondary, progress through secondary, and entry into and progress through higher education by track I have used the Labor Market Panel Surveys (LMPS) for these three countries. The Egypt and Jordan LMPSs allow for very detailed analysis of entry into secondary education: drop out, those still studying, graduate and leave education, and graduate and continue into higher education. For both secondary and higher education, it is possible to differentiate by track and to consider student characteristics such as gender, region of residence, and wealth. In the case of the two latter variables it is possible to estimate these characteristics in the period before the young person went on to higher education, on the assumption that at least some students will change status once they enter and complete higher education. Unfortunately, the Tunisia LMPS is missing key variables. Therefore, it is not possible to do such a detailed analysis for Tunisia.

This analysis will be descriptive, showing percentages of young people who complete specific steps in their educational careers.

## Results

### Context

In our analysis of educational context in these countries we consider young people one-four years past the statutory age of completing secondary school[1]. We examine educational transitions from entry into the first year of primary school through the end of secondary and entry into higher education. Since the earliest data we have available Jordan (1990) and Tunisia (2012) have always had very high levels of ever-enrollment (97-98%),

[1] This is computed by taking the statutory age of entry into the first year of primary school, adding the number of years until the end of secondary school, and then adding 1 and 4. For example, consider Egypt. The statutory age of entering school is 6 years. There are 12 years of primary (6 years), middle (3 years) and secondary (3 years) school.
So, the minimum age we consider is (6 + 12 + 1 = 19) and the maximum age is (6 + 12 + 4 = 22). The age range analyzed is the same for Jordan. The age range is 20-23 for Tunisia because there are 13 years of pre-tertiary education – 9 years of primary (basic) education and 4 years of secondary school.

higher than Egypt, which increased from about 78% in 1988 to around 93% in 2018. In the most recent year for which data are available (2017 – Jordan; 2018 Egypt and Tunisia) despite slightly higher ever-enrollment in Jordan and Tunisia, Egypt had the highest level of secondary school completion (66%), much higher than either Jordan (53%) or especially Tunisia (48%). At the same time Egypt had slightly lower levels of entry into higher education – Egypt, 33%; Tunisia, 38%; and Jordan 43%.

These seeming inconsistencies have to do with the structure of the education system and the way students progress through the levels of education. For example, Egypt has greater retention until the end of secondary school than do the other two countries (77% versus less than 60%, respectively). However, the overwhelming majority (about 60%) of Egyptian students go to T/V secondary, and very few of these T/V secondary students (about 7%) go on to higher education. On the other hand, in Jordan and Tunisia the overwhelming majority of students (about 90% or more) go to academic secondary, and a larger share of T/V secondary school students go to higher education (at least in Jordan – the Tunisia data don't allow for estimation of these numbers). It is likely that an even larger share of Jordanian students would entry higher education, were it not that Jordanian students experience relatively low levels of retention (that is, relatively high levels of dropout) during their pre-tertiary education.

**Detailed Effects of Track on Secondary and Higher Education**

For this analysis we begin by examining young people 25-29 years of age. This is so we can carefully examine completion of higher education. When considering the effects of urban/rural residence and family wealth, we also include analysis of the age group 20-24 and take these variables from the survey preceding the most recent survey. We do this because we want to capture the residence and family wealth of young peoples' birth-family, before they entered higher education.

Table 1 provides a basic picture of transitions into and through higher education in the three countries. First observe that T/V secondary education is very common in Egypt, about 60% of secondary school students. It is much less common in Jordan, only about 10% of students, and even less common still in Tunisia, only about 4% of students. In all three countries, T/V students are more likely to discontinue their studies following completion of secondary school than are academic secondary students. This differential is very marked in Egypt, less strong in Jordan, and again, still less strong in Tunisia (though the number of cases in Tunisia is small).

We can examine education progression in more detail for Egypt and Jordan. Consider Tables 2 and 6. In Egypt – Table 2 – dropout is generally low at all levels. It is below 5% except for students attending higher institutes and those T/V students who attend university. Note also that 20% of T/V students who entered university are still studying. These students (aged 25-29 years) are delayed, and thus at risk of dropping out before completing their university degree. The secondary school panel for Egypt (Table 2) shows very clearly the stark difference in the likelihood that academic and T/V secondary students will stop at the end of secondary rather than pursue higher education. More than 85% of academic secondary students continue their studies into higher education, while more than 90% of T/V secondary students terminate their education with a secondary school degree.

In Jordan (Table 6) the situation is quite different. Dropout is generally higher – especially for secondary school students, where more than one in five students quits during academic secondary and more than one in three students leaves during T/V secondary. On the other hand, the academic – T/V secondary difference in the likelihood of continuing into higher education is much less marked.

Gender

Notable in the Middle East and North Africa (MENA) context is that the gender disparities are small or non-existent in Egypt and actually favor females in Jordan. In the past, females in Egypt experienced severe educational disadvantages – particularly in rural Upper (Southern) Egypt. That gender disadvantage has diminished over time. In terms of secondary school completion, in some data sets, females now have effective gender equality, while in other data, females still have a slight disadvantage. However, in all data sets females now experience effective gender equality in terms of entry into higher education.

Table 3 shows that, in Egypt, female completion of secondary school and all tracks of higher education is about on par with that of male completion. For some tracks, females actually have a slight completion advantage.

In Jordan, as early as 1990, females enjoyed a small advantage in the likelihood of completing secondary school and effective gender equality in terms of entry into higher education. By 2017 Jordanian females were 33% more likely than males to complete secondary education and 50% more likely to enter higher education.

In Table 7 we see that females are advantaged in completing secondary school, in general, and especially advantaged in terms of going on to higher education. In addition, females are more likely than males to complete university. They are about as likely to complete community college as males.

Family Wealth

Analysis of family wealth (and region of residence) requires special attention. If we focus on the current wealth status of young people 25-29 years of age, the results may be distorted. This is because many, perhaps most, of these young people will have left their parental homes and will be living in newly formed nuclear families. The wealth (and even the region of residence) of these young peoples' current families may be different from the wealth of the families they grew up in. It is the wealth status of the family of origin, before the young person went to higher education, that we want to consider.

The **panel** surveys in Egypt and Jordan provide a means of dealing with this issue. By linking data for individuals from the previous survey (collected 6 years earlier) we can obtain the wealth status of the family of origin for those 20-24 years of age. It is necessary to change the age group studied because we want to capture the wealth status of these young people when they are still in secondary school, or before, and living with their family of origin.

Table 4 provides data for young people 20-24 years of age in 2018, controlling for the family wealth status in 2012. In Egypt, wealth is the critical determinant of secondary school track. As wealth increases, the likelihood of attending academic secondary increases strongly. Just 13% of young people from the poorest quintile attend general secondary, while 72% of those from the wealthiest quintile do so.

Completion of secondary school is very high for all wealth groups. However, there remains a small effect of wealth on the likelihood of post-secondary entry into higher education. This effect can be seen in both tracks of secondary. Among students in academic secondary, 83% of those from the poorest families continue into higher education, while this percentage increases to 98% among those from the wealthiest families. Of course, young people who attend T/V secondary are much less likely to go to higher education. Nevertheless, we can see a wealth effect, with just 2% of those from the poorest families continuing their educations post-secondary, increasing to 16% among those from the wealthiest families.

In the ELMPS sample only among academic secondary school students who continue their educations at universities are there enough Egyptian students to show any effects of wealth on dropout or completion. Dropout in all wealth quintiles is below 2%. Thus, while dropout is slightly higher for the two poorest quintiles, this reflects just one or two actual dropouts in any of the wealth categories. Among these young people 20-24 years of age who entered university, about 55% or more in each wealth category is still studying.

This effect of wealth on secondary track attended is largely absent in Jordan (Table 8). About 85% of young people from the all families excluding only those from the wealthiest quintile attend academic secondary. Only among those from the wealthiest quintile do a larger percentage (98%) of young people go to academic secondary. On the other hand, Table 8 shows that wealth has a very strong effect on the likelihood that students 20-24 years of age will drop out of school during academic secondary. Fully 50% of students from the poorest families drop out, while just 8% of students from the wealthiest families do so. The likelihood of leaving education after graduation from academic secondary may also decline slightly as wealth increases. Wealth effects on T/V secondary education are small, or non-existent, though the likelihood that students will continue their educations post-secondary may be somewhat higher among the two wealthiest quintiles than it is among the three poorer quintiles.

Contrary to the situation in Egypt, dropout from university among academic secondary graduates from the three poorest quintiles may be slightly higher than it is among the two wealthier quintiles. Surprisingly, among both community college and university students, it appears that wealthier students may be somewhat more likely to be still studying.

For both Egypt and Jordan I checked the relationship between wealth and education by estimating education transitions by current family wealth for both those 20-24 and 25-29 years of age using wealth status for the current survey. For those 20-24 years of age, the general story the data tell is much the same, irrespective of whether current or lagged family wealth is used. However, when looking at those 25-29 years of age (Tables 4b & 8b), it does appear that a slight negative relationship between wealth and dropout from university emerges. This may be because poorer young people who are delayed in their university educations feel greater pressure to drop out before completing their university educations.

Region

While Egypt's population remains predominately (57%) rural, Jordan is overwhelmingly (90%) urban. These figures are not, however, completely reflected in the education data. For example, in Egypt, 20-24 year old, academic secondary school students tend to be less rural (42%) than the population as a whole, while T/V secondary school students tend to be more rural (71%). However, as Table 5 shows, in Egypt, those from urban areas who complete secondary education are more likely to continue on to higher education, irrespective of secondary track. Therefore, students from urban areas predominate in both institutes and universities.

In Jordan, urban students predominate throughout secondary and higher education (Table 9). However, the degree to which students 20-24 years old are urban is less extreme than is the population as a whole. Surprisingly, urban university students 20-24 years of age are more likely to be still studying and, hence, less likely to have already graduated than are students from rural areas. The reasons for this difference are unknown at this time.

Summary and Conclusions

Overall, Egyptian young people are more likely to complete secondary school, but Jordanian young people are slightly more likely to attend higher education. This is because a much larger share of Egyptian students goes to T/V secondary, which, for 90% of such students is a terminal degree. A higher proportion of Jordanian students enter higher education even though the likelihood of continuing on to higher education from academic secondary is lower in Jordan. This is because is much larger share of Jordanian secondary students attend academic secondary. Dropout is generally low in Egypt, at all levels of education from secondary through all tracks of higher education. In Jordan dropout tends to be higher, especially during secondary school.

In both countries females have made educational gains. In Egypt they have moved from a disadvantage in secondary completion, towards, and in some data sets, achieving, gender equity. In the most recent data available, Egyptian females are as likely to enter higher education and, at least as likely to complete that level. In Jordan females have been as likely to complete secondary education since the earliest data available. They are less likely to drop out of secondary school, more likely to continue into higher education following secondary, and more likely to complete university than are males. Gender equity in education is a bright spot in the both Egypt and Jordan.

On the other hand, wealth differentials continue to be large. In Egypt, the wealth differentials manifest most dramatically in tracking in secondary education. To a lesser degree, wealth also affects the likelihood of continuing education after secondary school. In Jordan, wealth plays a lesser role in terms to tracking in secondary, but a much larger role in determining whether students drop out of secondary school, or not. The effects of wealth are much less in both tracks of higher education in Jordan.

Egypt remains a largely rural society. Jordan is overwhelmingly urban. Thus, in Egypt there is a substantial impact from academic secondary being overrepresented in urban areas and T/V secondary being overrepresented in rural areas. Combined with the impact of tracking in secondary on continuation into higher education, it is clear that urban/rural residence greatly affects the likelihood that a young person will enter and complete higher

education. Because Jordan is so highly urbanized, and because urban/rural residence has less of an impact on secondary track, there is less effect on ultimate educational attainment. Indeed, in some ways rural residents seem to be favored in Jordan.

Table 1. Transition Rates to Higher Education in Three MENA Countries among Young People Age 25-29 Years – By Secondary Track.

| **EGYPT - 2018** | | |
|---|---|---|
| | Secondary Track | |
| Higher Education Track | General/ Academic % | Technical/ Vocational % |
| Stopped at Secondary | 13.8 | 93.4 |
| Upper-Intermediate | 5.1 | 3.0 |
| Higher Institute | 7.4 | 1.1 |
| University | 73.7 | 2.6 |
| N | 1483 | 2160 |

| **JORDAN - 2016** | | |
|---|---|---|
| | Secondary Track | |
| Higher Education Track | General/ Academic % | Technical/ Vocational % |
| Stopped at Secondary | 37.3 | 63.3 |
| Intermediate Diplomas | 11.7 | 20.0 |
| University | 51.1 | 16.7 |
| N | 1683 | 210 |

| **TUNISIA - 2014** | | |
|---|---|---|
| | Secondary Track | |
| Higher Education Track | General/ Academic % | Technical/ Vocational % |
| Stopped at Secondary | 48.4 | 60.0 |
| Higher Short Cycle | 23.2 | 20.0 |
| Higher Long Cycle | 22.7 | 20.0 |
| Higher Third Cycle | 5.8 | 0.0 |
| N | 397 | 15 |

Table 2. Successful Completion of Levels of Education among Young People Age 25-29 Years – Egypt 2018.

| EGYPT - 2018 | | |
|---|---|---|
| | Secondary Track | |
| | General/ Academic | Technical/ Vocational |
| Secondary | | |
| Total Entered Secondary (N) | 1483 | 2160 |
| Dropped Out | 1.9 | 2.7 |
| Still Studying | 0.4 | 0.2 |
| Graduated – Stopped | 11.4 | 90.6 |
| Graduated – Continued | 86.3 | 6.6 |
| Total (%) | 100.0 | 100.1 |
| Middle Institute – 2 Years | | |
| Total Entered Middle Institute (N) | 76 | 64 |
| Dropped Out | 1.3 | 4.7 |
| Still Studying | 1.3 | 0.0 |
| Graduated | 97.4 | 95.3 |
| Total (%) | 100.0 | 100.0 |
| Higher Institute – 4-5 Years | | |
| Total Entered Higher Institute (N) | 110 | 23 |
| Dropped Out | 10.0 | 17.4 |
| Still Studying | 0.9 | 0.0 |
| Graduated | 89.1 | 82.6 |
| Total (%) | 100.0 | 100.0 |
| University | | |
| Total Entered University (N) | 1093 | 55 |
| Dropped Out | 1.6 | 7.3 |
| Still Studying | 2.7 | 20.0 |
| Graduated | 95.7 | 72.7 |
| Total (%) | 100.0 | 100.0 |

Table 3. Successful Completion of Levels of Education by Gender among Young People Age 25-29 Years – Egypt 2018.

| EGYPT - 2018 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Male | Female | Male | Female |
| Secondary | | | | |
| Total Entered Secondary (N) | 704 | 779 | 1144 | 1016 |
| Dropped Out | 1.4 | 2.3 | 2.9 | 2.5 |
| Still Studying | 0.4 | 0.4 | 0.3 | 0.1 |
| Graduated – Stopped | 10.4 | 12.3 | 90.8 | 90.3 |
| Graduated – Continue | 87.8 | 85.0 | 6.0 | 7.2 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.1 |
| Middle Institute – 2 Years | | | | |
| Total Entered Middle Institute (N) | 38 | 38 | 30 | 34 |
| Dropped Out | 0.0 | 2.6 | 6.7 | 2.9 |
| Still Studying | 0.0 | 2.6 | 0.0 | 0.0 |
| Graduated | 100.0 | 94.7 | 93.3 | 97.1 |
| Total (%) | 100.0 | 99.9 | 100.0 | 100.0 |
| Higher Institute – 4-5 Years | | | | |
| Total Entered Higher Institute (N) | 64 | 46 | 12 | 11 |
| Dropped Out | 14.1 | 4.3 | | |
| Still Studying | 1.6 | 0.0 | | |
| Graduated | 84.4 | 95.7 | | |
| Total (%) | 100.1 | 100.0 | | |
| University | | | | |
| Total Entered University (N) | 516 | 577 | 27 | 28 |
| Dropped Out | 2.1 | 1.2 | 7.4 | 7.1 |
| Still Studying | 4.5 | 1.0 | 14.8 | 25.0 |
| Graduated | 93.4 | 97.7 | 77.8 | 67.9 |
| Total (%) | 100.0 | 99.9 | 100.0 | 100.0 |

Table 4. Successful Completion of Levels of Education by Wealth – Young People 20-24 – Egypt 2018 (using Wealth Status in 2012).

| EGYPT - 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary Track | | | | | | | | | |
| | General/Academic | | | | | Technical/Vocational | | | | |
| | Poorest | Poor | Middle | Wealthy | Wealthiest | Poorest | Poor | Middle | Wealthy | Wealthiest |
| **Secondary** | | | | | | | | | | |
| Total Entered Secondary (N) | 76 | 104 | 166 | 220 | 339 | 515 | 460 | 380 | 264 | 131 |
| Dropped Out | 3.9 | 4.8 | 1.2 | 0.0 | 0.3 | 1.6 | 1.3 | 1.6 | 1.5 | 0.0 |
| Still Studying | 1.3 | 0.0 | 1.8 | 0.5 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.8 |
| Graduated – Stopped | 11.8 | 4.8 | 5.4 | 3.6 | 0.9 | 96.7 | 96.1 | 92.6 | 88.3 | 83.2 |
| Graduated – Continued | 82.9 | 90.4 | 91.6 | 95.9 | 98.5 | 1.7 | 2.6 | 5.8 | 10.2 | 16.0 |
| Total (%) | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **Institute – 2 & 4 Year** | | | | | | | | | | |
| Total Entered An Institute (N) | 6 | 9 | 22 | 24 | 38 | 7 | 10 | 17 | 21 | 10 |
| Dropped Out | | | 0.0 | 8.3 | 0.0 | | | 0.0 | 0.0 | |
| Still Studying | | | 36.4 | 58.3 | 55.3 | | | 23.5 | 47.6 | |
| Graduated | | | 63.6 | 33.3 | 44.7 | | | 76.5 | 52.4 | |
| Total (%) | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | | | | | | | |
| Total Entered University (N) | 58 | 87 | 137 | 192 | 308 | 3 | 4 | 5 | 6 | 11 |
| Dropped Out | 1.7 | 1.1 | 0.0 | 0.0 | 0.6 | | | | | |
| Still Studying | 65.5 | 59.8 | 55.5 | 62.0 | 54.5 | | | | | |
| Graduated | 32.8 | 39.1 | 44.5 | 38.0 | 44.8 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table 4a. Successful Completion of Levels of Education by Wealth – Young People 20-24 – Egypt 2018 (using Wealth Status in 2018).

| EGYPT - 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary Track | | | | | | | | | |
| | General/Academic | | | | | Technical/Vocational | | | | |
| | Poorest | Poor | Middle | Wealthy | Wealthiest | Poorest | Poor | Middle | Wealthy | Wealthiest |
| **Secondary** | | | | | | | | | | |
| Total Entered Secondary (N) | 131 | 186 | 280 | 375 | 60.5 | 406 | 475 | 395 | 396 | 257 |
| Dropped Out | 3.1 | 4.8 | 2.9 | 0.8 | 0.3 | 3.7 | 3.6 | 3.0 | 1.8 | 3.1 |
| Still Studying | 3.1 | 1.6 | 1.8 | 1.3 | 0.8 | 3.9 | 4.0 | 2.5 | 2.3 | 3.1 |
| Graduated – Stopped | 24.4 | 16.7 | 16.1 | 11.2 | 7.1 | 89.4 | 85.9 | 86.3 | 87.4 | 76.7 |
| Graduated – Continued | 69.5 | 76.9 | 79.3 | 86.7 | 91.7 | 3.0 | 6.5 | 8.1 | 8.6 | 17.1 |
| Total (%) | 100.0 | 100.0 | 100.1 | 100.0 | 99.9 | 100.0 | 100.0 | 99.9 | 100.1 | 100.0 |
| **Institute – 2 & 4 Year** | | | | | | | | | | |
| Total Entered An Institute (N) | 14 | 21 | 24 | 44 | 61 | 10 | 23 | 24 | 23 | 30 |
| Dropped Out | | 4.8 | 0.0 | 2.3 | 1.6 | | 4.3 | 4.2 | 8.7 | 6.7 |
| Still Studying | | 42.9 | 45.8 | 31.8 | 39.3 | | 34.8 | 41.7 | 26.1 | 13.3 |
| Graduated | | 52.4 | 54.2 | 65.9 | 59.0 | | 60.9 | 54.2 | 65.2 | 80.0 |
| Total (%) | 100.0 | 100.1 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | | | | | | | |
| Total Entered University (N) | 77 | 122 | 198 | 281 | 494 | 2 | 8 | 8 | 11 | 14 |
| Dropped Out | 1.3 | 0.8 | 1.5 | 1.8 | 1.0 | | | | | |
| Still Studying | 62.3 | 54.9 | 56.1 | 48.8 | 47.6 | | | | | |
| Graduated | 36.4 | 44.3 | 42.4 | 49.5 | 51.4 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table 4b. Successful Completion of Levels of Education by Wealth – Young People 25-29 – Egypt 2018 (using Wealth Status in 2018).

| EGYPT - 2018 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary Track | | | | | | | | | |
| | General/Academic | | | | | Technical/Vocational | | | | |
| | Poorest | Poor | Middle | Wealthy | Wealthiest | Poorest | Poor | Middle | Wealthy | Wealthiest |
| **Secondary** | | | | | | | | | | |
| Total Entered Secondary (N) | 88 | 180 | 230 | 354 | 631 | 335 | 549 | 465 | 483 | 327 |
| Dropped Out | 4.5 | 3.9 | 2.6 | 2.3 | 0.5 | 3.6 | 3.5 | 2.4 | 2.5 | 1.2 |
| Still Studying | 1.1 | 0.0 | 0.9 | 0.6 | 0.2 | 0.0 | 0.0 | 0.4 | 0.4 | 0.0 |
| Graduated – Stopped | 21.6 | 26.7 | 17.0 | 11.9 | 3.3 | 94.9 | 94.4 | 91.6 | 88.8 | 80.7 |
| Graduated – Continued | 72.7 | 69.4 | 79.6 | 85.3 | 96.0 | 1.5 | 2.2 | 5.6 | 8.3 | 18.0 |
| Total (%) | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 99.9 |
| **Institute – 2 & 4 Year** | | | | | | | | | | |
| Total Entered An Institute (N) | 18 | 25 | 37 | 54 | 52 | 4 | 10 | 18 | 28 | 27 |
| Dropped Out | 16.7 | 0.0 | 5.4 | 9.3 | 3.8 | | | 11.1 | 10.7 | 0.0 |
| Still Studying | 5.6 | 0.0 | 0.0 | 1.9 | 0.0 | | | 0.0 | 0.0 | 0.0 |
| Graduated | 77.8 | 100.0 | 94.6 | 88.9 | 96.2 | | | 88.9 | 89.3 | 100.0 |
| Total (%) | 100.1 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | | | | | | | |
| Total Entered University (N) | 46 | 100 | 146 | 248 | 553 | 1 | 2 | 8 | 12 | 32 |
| Dropped Out | 6.5 | 0.0 | 4.1 | 1.6 | 0.9 | | | | | 12.5 |
| Still Studying | 6.5 | 2.0 | 2.1 | 3.6 | 2.2 | | | | | 18.8 |
| Graduated | 87.0 | 98.0 | 93.8 | 94.8 | 96.9 | | | | | 68.8 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 |

Table 5. Successful Completion of Levels of Education by Urban/Rural Residence – Young People 20-24 – Egypt 2018 (using Residence in 2012).

| EGYPT - 2018 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Urban | Rural | Urban | Rural |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 522 | 383 | 508 | 1242 |
| Dropped Out | 0.6 | 2.1 | 1.0 | 1.5 |
| Still Studying | 0.2 | 1.3 | 0.2 | 0.0 |
| Graduated – Stopped | 1.7 | 6.5 | 87.4 | 95.8 |
| Graduated – Continued | 97.5 | 90.1 | 11.4 | 2.7 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **Institute – 2 & 4 Year** | | | | |
| Total Entered An Institute (N) | 59 | 40 | 39 | 26 |
| Dropped Out | 1.7 | 2.5 | 2.6 | 3.8 |
| Still Studying | 54.2 | 35.0 | 43.6 | 30.8 |
| Graduated | 44.1 | 62.5 | 53.8 | 65.4 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | |
| Total Entered University (N) | 464 | 318 | 21 | 8 |
| Dropped Out | 0.4 | 0.6 | 0.0 | |
| Still Studying | 56.9 | 59.4 | 71.4 | |
| Graduated | 42.7 | 39.9 | 28.6 | |
| Total (%) | 100.0 | 99.9 | 100.0 | 100.0 |

Table 5a. Successful Completion of Levels of Education by Urban/Rural Residence – Young People 20-24 – Egypt 2018 (using Residence in 2018).

| EGYPT - 2018 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Urban | Rural | Urban | Rural |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 760 | 817 | 579 | 1350 |
| Dropped Out | 0.4 | 2.8 | 1.7 | 3.6 |
| Still Studying | 1.6 | 1.2 | 3.8 | 3.0 |
| Graduated – Stopped | 8.9 | 15.3 | 80.5 | 88.1 |
| Graduated – Continued | 89.1 | 80.7 | 14.0 | 5.3 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **Institute – 2 & 4 Year** | | | | |
| Total Entered An Institute (N) | 83 | 81 | 54 | 56 |
| Dropped Out | 1.2 | 2.5 | 3.7 | 7.1 |
| Still Studying | 45.8 | 32.1 | 35.2 | 21.4 |
| Graduated | 53.0 | 65.4 | 61.1 | 71.4 |
| Total (%) | 100.0 | 100.0 | 100.0 | 99.9 |
| **University** | | | | |
| Total Entered University (N) | 594 | 578 | 27 | 16 |
| Dropped Out | 0.7 | 1.9 | 0.0 | 0.0 |
| Still Studying | 53.2 | 48.8 | 63.0 | 62.5 |
| Graduated | 46.1 | 49.3 | 37.0 | 37.5 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |

Table 5b. Successful Completion of Levels of Education by Urban/Rural Residence – Young People 25-29 – Egypt 2018 (using Residence in 2018).

| EGYPT - 2018 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Urban | Rural | Urban | Rural |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 728 | 755 | 761 | 1399 |
| Dropped Out | 1.0 | 2.8 | 2.2 | 2.9 |
| Still Studying | 0.1 | 0.7 | 0.4 | 0.1 |
| Graduated – Stopped | 5.4 | 17.2 | 86.6 | 92.7 |
| Graduated – Continued | 93.5 | 79.3 | 10.8 | 4.3 |
| Total (%) | 100.1 | 100.0 | 100.0 | 100.0 |
| **Institute – 2 & 4 Year** | | | | |
| Total Entered An Institute (N) | 79 | 107 | 48 | 39 |
| Dropped Out | 7.6 | 5.6 | 4.2 | 12.8 |
| Still Studying | 2.5 | 0.0 | 0.0 | 0.0 |
| Graduated | 89.9 | 94.4 | 95.8 | 87.2 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | |
| Total Entered University (N) | 601 | 492 | 34 | 21 |
| Dropped Out | 1.8 | 1.4 | 2.9 | 14.3 |
| Still Studying | 2.7 | 2.6 | 26.5 | 9.5 |
| Graduated | 95.5 | 95.9 | 70.6 | 76.2 |
| Total (%) | 100.0 | 99.9 | 100.0 | 100.0 |

Table 6. Successful Completion of Levels of Education, Young People 25-29 – Jordan 2016.

| JORDAN – 2016 | | |
|---|---|---|
| | Secondary Track | |
| | General/ Academic | Technical/ Vocational |
| **Secondary** | | |
| Total Entered Secondary (N) | 1685 | 222 |
| Dropped Out | 20.8 | 35.1 |
| Still Studying | 0.1 | 0.0 |
| Graduated – Stopped | 16.4 | 30.2 |
| Graduated – Continued | 62.7 | 34.7 |
| Total (%) | 100.0 | 100.0 |
| **Community College – 2 Years** | | |
| Total Entered Community College (N) | 197 | 42 |
| Dropped Out | 6.1 | 4.8 |
| Still Studying | 1.5 | 0.0 |
| Graduated | 92.4 | 95.2 |
| Total (%) | 100.0 | 100.0 |
| **University** | | |
| Total Entered University (N) | 859 | 35 |
| Dropped Out | 5.0 | 8.6 |
| Still Studying | 5.4 | 8.6 |
| Graduated | 89.6 | 82.9 |
| Total (%) | 100.0 | 100.1 |

Table 7. Successful Completion of Levels of Education, Young People 25-29, by Gender – Jordan 2016.

| JORDAN - 2016 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Male | Female | Male | Female |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 797 | 888 | 132 | 90 |
| Dropped Out | 25.7 | 16.4 | 37.1 | 32.2 |
| Still Studying | 0.1 | 0.0 | 0.0 | 0.0 |
| Graduated - Stopped | 18.1 | 15.0 | 34.1 | 24.4 |
| Continued into Higher | 56.1 | 68.6 | 28.8 | 43.3 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **Community College – 2 Years** | | | | |
| Total Entered Community College (N) | 69 | 128 | 17 | 25 |
| Dropped Out | 5.8 | 6.3 | 5.9 | 4.0 |
| Still Studying | 1.4 | 1.6 | 0.0 | 0.0 |
| Graduated | 92.8 | 92.2 | 94.1 | 96.0 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | |
| Total Entered University (N) | 378 | 481 | 21 | 14 |
| Dropped Out | 5.0 | 5.0 | 14.3 | 0.0 |
| Still Studying | 9.0 | 2.5 | 9.5 | 7.1 |
| Graduated | 86.0 | 92.5 | 76.2 | 92.9 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |

Table 8. Successful Completion of Levels of Education by Wealth – Young People 20-24 – Jordan 2016 (using Wealth Status in 2010).

| JORDAN - 2016 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary Track | | | | | | | | | |
| | General/Academic | | | | | Technical/Vocational | | | | |
| | Poorest | Poor | Middle | Wealthy | Wealthiest | Poorest | Poor | Middle | Wealthy | Wealthiest |
| **Secondary** | | | | | | | | | | |
| Total Entered Secondary (N) | 198 | 264 | 285 | 279 | 175 | 35 | 54 | 40 | 47 | 13 |
| Dropped Out | 50.0 | 33.0 | 27.0 | 19.0 | 8.0 | 42.9 | 35.2 | 42.5 | 31.9 | 38.5 |
| Still Studying | 1.0 | 1.1 | 0.4 | 1.4 | 1.1 | 2.9 | 3.7 | 2.5 | 0.0 | 0.0 |
| Graduated – Stopped | 17.2 | 20.1 | 13.7 | 11.5 | 12.0 | 17.1 | 25.9 | 20.0 | 27.7 | 15.4 |
| Graduated – Continued | 31.8 | 45.8 | 58.9 | 68.1 | 78.9 | 37.1 | 35.2 | 35.0 | 40.4 | 46.2 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 |
| **Community College – 2 Year** | | | | | | | | | | |
| Total Entered An Institute (N) | 12 | 21 | 26 | 30 | 17 | 5 | 6 | 3 | 6 | 1 |
| Dropped Out | | 0.0 | 3.8 | 0.0 | 0.0 | | | | | |
| Still Studying | | 19.0 | 15.4 | 36.7 | 29.4 | | | | | |
| Graduated | | 81.0 | 80.8 | 63.3 | 70.6 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | | | | | | | |
| Total Entered University (N) | 51 | 100 | 142 | 160 | 121 | 8 | 13 | 11 | 13 | 5 |
| Dropped Out | 3.9 | 3.0 | 4.2 | 1.3 | 0.0 | | | | | |
| Still Studying | 54.9 | 59.0 | 51.4 | 56.9 | 60.3 | | | | | |
| Graduated | 41.2 | 38.0 | 44.4 | 41.9 | 39.7 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 |

Table 8a. Successful Completion of Levels of Education by Wealth – Young People 20-24 – Jordan 2016 (using Wealth Status in 2016).

| JORDAN - 2016 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary Track | | | | | | | | | |
| | General/Academic | | | | | Technical/Vocational | | | | |
| | Poorest | Poor | Middle | Wealthy | Wealthiest | Poorest | Poor | Middle | Wealthy | Wealthiest |
| **Secondary** | | | | | | | | | | |
| Total Entered Secondary (N) | 172 | 357 | 458 | 537 | 625 | 27 | 44 | 64 | 91 | 67 |
| Dropped Out | 43.0 | 35.0 | 35.2 | 24.6 | 13.4 | 44.4 | 38.6 | 45.3 | 28.6 | 38.8 |
| Still Studying | 1.2 | 0.8 | 1.3 | 0.6 | 1.3 | 0.0 | 4.5 | 0.0 | 2.2 | 1.5 |
| Graduated – Stopped | 25.6 | 17.1 | 15.9 | 15.8 | 14.4 | 40.7 | 25.0 | 20.3 | 28.6 | 16.4 |
| Graduated – Continued | 30.2 | 47.1 | 47.6 | 59.0 | 70.9 | 14.8 | 31.8 | 34.4 | 40.7 | 43.3 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 99.9 | 100.0 | 100.1 | 100.0 |
| **Community College – 2 Year** | | | | | | | | | | |
| Total Entered An Institute (N) | 3 | 26 | 39 | 56 | 39 | 2 | 7 | 4 | 12 | 7 |
| Dropped Out | | 0.0 | 5.1 | 1.8 | 0.0 | | | | | |
| Still Studying | | 7.7 | 20.5 | 17.9 | 30.8 | | | | | |
| Graduated | | 92.3 | 74.4 | 80.4 | 69.2 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | | | | | | | |
| Total Entered University (N) | 49 | 142 | 179 | 261 | 404 | 2 | 7 | 18 | 25 | 22 |
| Dropped Out | 2.0 | 3.5 | 1.7 | 1.5 | 1.2 | | | 5.6 | 0.0 | 0.0 |
| Still Studying | 63.3 | 52.8 | 55.3 | 51.3 | 58.9 | | | 44.4 | 72.0 | 81.8 |
| Graduated | 34.7 | 43.7 | 43.0 | 47.1 | 39.9 | | | 50.0 | 28.0 | 18.2 |
| Total (%) | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Table 8b. Successful Completion of Levels of Education by Wealth – Young People 25-29 – Jordan 2016 (using Wealth Status in 2016).

| JORDAN - 2016 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Secondary Track | | | | | | | | | |
| | General/Academic | | | | | Technical/Vocational | | | | |
| | Poorest | Poor | Middle | Wealthy | Wealthiest | Poorest | Poor | Middle | Wealthy | Wealthiest |
| **Secondary** | | | | | | | | | | |
| Total Entered Secondary (N) | 145 | 255 | 386 | 461 | 435 | 24 | 32 | 64 | 64 | 38 |
| Dropped Out | 33.1 | 29.4 | 26.4 | 16.3 | 11.7 | 50.0 | 31.3 | 45.3 | 25.0 | 28.9 |
| Still Studying | 0.0 | 0.0 | 0.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Graduated – Stopped | 29.7 | 20.8 | 19.4 | 13.2 | 10.3 | 33.3 | 50.0 | 26.6 | 23.4 | 28.9 |
| Graduated – Continued | 37.2 | 49.8 | 53.9 | 70.5 | 77.9 | 16.7 | 18.8 | 28.1 | 51.6 | 42.1 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.1 | 100.0 | 100.0 | 99.9 |
| **Community College – 2 Year** | | | | | | | | | | |
| Total Entered An Institute (N) | 22 | 32 | 43 | 58 | 41 | 3 | 2 | 14 | 18 | 4 |
| Dropped Out | 18.2 | 3.1 | 4.7 | 5.2 | 4.9 | | | | | |
| Still Studying | 4.5 | 0.0 | 0.0 | 1.7 | 2.4 | | | | | |
| Graduated | 77.3 | 96.9 | 95.3 | 93.1 | 92.7 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| **University** | | | | | | | | | | |
| Total Entered University (N) | 32 | 95 | 165 | 267 | 298 | 1 | 4 | 4 | 14 | 12 |
| Dropped Out | 15.6 | 13.7 | 4.8 | 3.7 | 2.3 | | | | | |
| Still Studying | 9.4 | 6.3 | 5.5 | 4.5 | 5.4 | | | | | |
| Graduated | 75.0 | 80.0 | 89.7 | 91.8 | 92.3 | | | | | |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.1 |

Table 9. Successful Completion of Levels of Education, Young People 20-24, by Urban/Rural Residence – Jordan 2016 (residence in 2010).

| JORDAN - 2016 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Urban | Rural | Urban | Rural |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 757 | 444 | 141 | 48 |
| Dropped Out | 26.6 | 29.1 | 39.0 | 33.3 |
| Still Studying | 0.8 | 1.4 | 2.1 | 2.1 |
| Graduated – Stopped | 13.9 | 16.7 | 24.8 | 16.7 |
| Graduated – Continued | 58.8 | 52.9 | 34.0 | 47.9 |
| Total (%) | 100.1 | 100.1 | 99.9 | 100.0 |
| **Community College – 2 Years** | | | | |
| Total Entered Community College (N) | 84 | 22 | 15 | 6 |
| Dropped Out | 3.6 | 0.0 | 6.7 | |
| Still Studying | 25.0 | 18.2 | 46.7 | |
| Graduated | 71.4 | 81.8 | 46.7 | |
| Total (%) | 100.0 | 100.0 | 100.1 | |
| **University** | | | | |
| Total Entered University (N) | 361 | 213 | 33 | 17 |
| Dropped Out | 2.5 | 1.9 | 3.0 | 0.0 |
| Still Studying | 60.7 | 49.3 | 78.8 | 52.9 |
| Graduated | 36.8 | 48.8 | 18.2 | 47.1 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |

Table 9a. Successful Completion of Levels of Education, Young People 20-24, by Urban/Rural Residence – Jordan 2016 (residence in 2016).

| JORDAN - 2016 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Urban | Rural | Urban | Rural |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 1679 | 473 | 231 | 64 |
| Dropped Out | 25.8 | 30.0 | 39.4 | 31.1 |
| Still Studying | 0.8 | 1.7 | 1.7 | 1.6 |
| Graduated – Stopped | 15.9 | 18.6 | 26.0 | 20.3 |
| Graduated – Continued | 57.4 | 49.7 | 32.9 | 46.9 |
| Total (%) | 99.9 | 100.0 | 100.0 | 99.9 |
| **Community College – 2 Years** | | | | |
| Total Entered Community College (N) | 143 | 20 | 22 | 10 |
| Dropped Out | 2.8 | 0.0 | 4.5 | |
| Still Studying | 21.7 | 5.0 | 31.8 | |
| Graduated | 75.5 | 95.0 | 63.6 | |
| Total (%) | 100.0 | 100.0 | 99.9 | |
| **University** | | | | |
| Total Entered University (N) | 821 | 215 | 54 | 20 |
| Dropped Out | 1.9 | 0.9 | 3.7 | 0.0 |
| Still Studying | 58.0 | 47.0 | 72.2 | 60.0 |
| Graduated | 40.1 | 52.1 | 24.1 | 40.0 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |

Table 9b. Successful Completion of Levels of Education, Young People 25-29, by Urban/Rural Residence – Jordan 2016 (residence in 2016).

| JORDAN - 2016 | | | | |
|---|---|---|---|---|
| | Secondary Track | | | |
| | General/ Academic | | Technical/ Vocational | |
| | Urban | Rural | Urban | Rural |
| **Secondary** | | | | |
| Total Entered Secondary (N) | 1315 | 370 | 67 | 41 |
| Dropped Out | 20.2 | 23.2 | 33.7 | 41.5 |
| Still Studying | 0.1 | 0.0 | 0.0 | 0.0 |
| Graduated – Stopped | 15.9 | 18.4 | 29.3 | 34.1 |
| Graduated – Continued | 63.9 | 58.4 | 37.0 | 24.4 |
| Total (%) | 100.0 | 100.0 | 100.0 | 100.0 |
| **Community College – 2 Years** | | | | |
| Total Entered Community College (N) | 155 | 42 | 36 | 6 |
| Dropped Out | 6.5 | 4.8 | 5.6 | |
| Still Studying | 0.6 | 4.8 | 0.0 | |
| Graduated | 92.9 | 90.5 | 94.4 | |
| Total (%) | 100.0 | 100.1 | 100.0 | |
| **University** | | | | |
| Total Entered University (N) | 685 | 174 | 31 | 4 |
| Dropped Out | 5.3 | 4.0 | 9.7 | |
| Still Studying | 5.5 | 4.6 | 9.7 | |
| Graduated | 89.2 | 91.4 | 80.6 | |
| Total (%) | 100.0 | 100.0 | 100.0 | |