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Durham University

School of Government and International Affairs

**The Scope for German Dual Vocational Training in
the Egyptian Hotel Industry**

by

Daniel Breitbach

Ustinov College

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**'Dissertation submitted in fulfilment of the requirements for the Degree
of Master of Arts by Research in Middle Eastern Studies at Durham
University**

September 2006

07 JUN 2007



***“The Scope for German Dual Vocational Training in the Egyptian
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27th of September 2006

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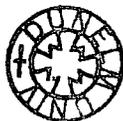
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Abstract

Since the introduction of German dual vocational training programmes to the Egyptian education system in the early 1990s, despite the high profile of tourism's role as one of Egypt's most important economic sectors, the Egyptian-German Hotel School Paul Rahn in El Gouna is the only example of a dual vocational based school in the country's hotel sector. Its mission has been defined as the provision of qualified staff for the hotel industry and providing career opportunities to young people, mainly from financially disadvantaged families. Setting out from this background, this thesis aims at analyzing the scope for German dual vocational training in the Egyptian hotel industry by evaluating its success and acceptance as well as the hotel school's potential of becoming a role model for the systematic introduction of hotel related studies on a national basis.

The evaluation of the school's performance shows that although there are still numerous and serious weaknesses to be overcome in the daily school operation, student selection and quality, the school's overall concept has gained the hotel industry's unquestionable support so that the basis for its future success has been laid. However, severe shortcomings still exist in the realization of the school's mission of supporting financially weak students: it will be illustrated with the help of a field study among El Gouna Hotel School students that the majority of students do not originate from poor and modest social backgrounds but well established families from the upper lower classes; their children are generally not interested in a long term career in the hotel industry resulting in many post graduation drop outs.

However, especially for children from poorer families the analysis of the hotel school graduates' income situation and career development indicates that the school has the potential to act as an excellent tool for poverty alleviation and social stabilization by significantly contributing to the improvement of its former students' and their families' financial situation and career development. When overcoming its current weaknesses and enabling young people from financially disadvantaged backgrounds to enrol, the school will effectively be able to serve both as a national role model for high quality hotel training and provide attractive future perspectives for Egypt's younger generations for non-university entry level positions.



Introduction

With Egypt's continuous development towards an increasingly popular international culture and leisure holiday destination since the 1990s, the tourism industry has become one of the country's most important economic sectors, both as a major hard currency provider, and due to its enormous socio-economic importance as a main contributor to the urgently needed development of the national labour market - which is facing the challenges of 700.000 new graduates produced annually, growing unemployment and poverty. Hardest hit by the country's current economic hardships, are young school and university graduates from rural areas, especially Middle and Upper Egypt, and, to a lesser extent, those from all over the country.

Despite the large number of school and university graduates, and a strong demand for qualified staff each year, most graduates are not absorbed by the labour market. There is a general lack of available jobs, often due to an educational system, which does not meet the future employers' needs, and a lack of practical and work-oriented training. These are criticized throughout all economic sectors, including the tourism and hotel industry. It was against this background that the Mubarak-Kohl-Initiative was founded by Egyptian President Hosni Mubarak and German Chancellor Helmut Kohl with the aim of providing the Egyptian labour market with the needed qualified staff by training young school graduates based on the German system of dual vocational training, a combination of theoretical school-based learning and practical work based training in their future employers' companies.

The only currently applied example of German dual vocational training in the Egyptian tourism / hotel industry can be found in the Egyptian-German Hotel School Paul Rahn in the Red Sea holiday resort El Gouna. It is the aim of this thesis to analyse the scope for German dual vocational training in the Egyptian hotel sector focussing on the question to what extent the El Gouna hotel school can be considered, a) a generally accepted and successful school model since its foundation four years ago, in particular with regards to its potential to serve as an educational tool for poverty alleviation and, b) to become a role model for the systematic introduction of dual vocational training-based hotel schools in Egypt.

In order to fulfill the outlined research aims, it is the objective of this work, following an introduction to the nature of dual vocational training, the tourism sector in Egypt as well as

the El Gouna Hotel School, to provide a detailed evaluation of the hotel school's success by analysing the point of views of all involved parties: the training hotels, the students, official examination committees, and independent research.

With regards to the applied methodology, analysis in the two latter groups was mainly based on official documents and reports issued following the final examinations in summer 2005 and 2006 and an independent study carried out in autumn / winter 2006. In contrast, the analysis of the training hotels, represented by the hotel General Managers, and the students was based on two separate detailed field studies combining qualitative and quantitative elements. Both studies were carried out in summer 2005 under the supervision of the author of this study prior to the students' graduation from the hotel school.

The second main objective of this thesis is to evaluate the hotel school's contribution to the improvement of the students' financial and living standards. In order to realize this objective, the students' families' existing living and financial conditions prior to the students' graduation were compared with their situation following the graduation from the school. The evaluation of the financial and living standards status quo was based on a representative poverty study carried out by the UNDP in Egypt in 2003, which was applied to the students as a quantitative field study in summer 2005. These figures were then contrasted to the students' income figures provided by their employers in summer 2006.

Resulting from the above formulated thesis aims, objective and research methodology, the following study has been divided into five main topics which are represented by the main chapters of this thesis. The *first chapter* deals with the background knowledge required for the understanding of this thesis on the German system of dual vocational training by providing a brief classification of the various existing forms of vocational training, including a definition of the term dual vocational training and a short historical outlining of its development. The *second chapter* of this work aims at providing a general overview on the tourism sector in Egypt by highlighting its role and importance to the national economy, in particular from a labour market and human resources training perspective, followed by an overview on the various existing forms of vocational training in the Egyptian hotel industry. This is followed by a thorough description of the Egyptian-German Hotel School Paul Rahn in *chapter three*.

The main research part of this thesis, represented by *chapters four and five*, will focus a) on the evaluation of the hotel school's success in contributing to the provision of qualified staff to the country's hotel industry and, b) its contribution to the improvement of its graduates' career development and living / financial standards as a result of the application of the German dual vocational training system.

In order to accomplish these objectives, *chapter four* attempts to assess the overall performance of the Egyptian-German Hotel School based on an analysis of the various parties involved in the school's structure and operation, including: a) the opinion of the school's training hotels with the help of a qualitative questionnaire-based field study carried out among a selection of the training hotels' General Managers concerning choice and suitability of students as well as training quality and content; b) the students' satisfaction with the school's theoretical and practical training and the general conditions related to their studies at the hotel school; c) official sources, such as the German Chamber of Commerce's examination committee, and; d) an independent school evaluation conducted on behalf of the German development organization GTZ. It will be shown that only with a positive result from all the above sources the hotel school will be able to lay the future basis for a positive reputation and the successful realization of its mission statements, the provision of high-quality graduates and particular support of students from financially disadvantaged backgrounds.

Chapter five approaches the study's second main objective: an assessment of the school's immediate contribution to the improvement of its former students' career and living / financial conditions. Due to the absence of any existing literature and research in the field of dual vocational training in the Egyptian hotel industry, it was decided to initially determine the school's students' original social status and family background in order to be able to provide the parameters for a later comparison. Based on the hotel school's declared mission to put great stress on providing training for students from socially and financially disadvantaged families, this analysis will be based on a representative UNDP field study on poverty carried out in Egypt in 2003. By conducting the UNDP study among a sample population of 64 hotel school students, it will become possible to deduce the interviewed students' social background by comparing their questionnaire results to those of the larger sample population.

Having summed up the methodology and results of both field studies, the school's former students' individual financial and professional status after their entrance into the labour

market, a clear assessment of the school's contribution to the students' career development and financial situation will be provided. This assessment will include a comparison of the students' personal income with their families' total income as well as the relation to the UNDP defined poverty lines. As a result, it will be shown that the hotel school can serve as an excellent tool for career development on a non-management level for young individuals from poor families and as a well functioning tool for the reduction of poverty by leading away from poverty all those families who were below the poverty line according to the UNDP study prior to their children's graduation. However, also for students from non-poor family backgrounds belonging to the lower middle and upper lower class, the school reflects a good career choice, thus contributing to the general stabilization of society.

The conclusion sums up and highlights the major results of the previous five chapters of this thesis, including critical reflections on the limitations of this work as well as propositions for future research and developments dealing with vocational education in the Egyptian hotel industry.

I. Dual Vocational Training

I.1 Classification: Forms of Vocational Training – Definition Dual Vocational Training

Vocational training systems are the result of complicated socio-historical developments varying from one country to another. Despite the large number of training systems, there are several main categories and forms of vocational training, including the German model of *dual vocational training*: when defining dual vocational training, both nationally and internationally, general and vocational education literature often considers the most typical characteristics of this system the existence of two separate ‘training locations’, vocational schools and companies.

However, the difficulties arising when defining the dual vocational system based on the criterion ‘training location’, can be well described when analysing the following classification attempts of vocational training systems, which can be found in the German vocational education literature.¹ Scholars like Lauterbach, for example, recognize the following classification: vocational training through enterprises, vocational training in schools, vocational training in the dual system, and mixed systems.² On the other hand, Maslankowski differentiates between dual system, vocational training in schools, so-called ‘MES-Training’, national vocational training services, and on the job training.³ Hegelheimer mentions three basic types of vocational training: dual vocational training, entirely school based systems and mixed systems of vocational training.⁴ Finally, Zedler differs between four basic types: dual vocational training, entirely school based systems, mixed systems and on the job training systems.⁵

As a result of the previous classification of vocational training systems, it can be concluded that the ‘training location’ has become a generally accepted classification criterion for vocational training systems. However, although this classification criterion seems to be

¹ “Das ‚deutsche System‘ der Berufsausbildung – Tradition, Organisation, Funktion“, Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 17

² “Berufliche Sicht des Auslands aus der Sicht von Ausbildern“, Lauterbach, U., Echo Verlag, Stuttgart, 1984, pp. 25 ff.

³ “Das duale System oder welches sonst?“, Maslankowski, W., in: “Zeitschrift für internationale erziehungs- und sozialwissenschaftliche Forschung 3“, Böhlau Verlag, Cologne, 1986, pp. 321-336

⁴ See: “Internationaler Berufsbildungsvergleich – Methodenstudie“, Hegelheimer, A., University of Bielefeld, Bielefeld, 1988

⁵ “Standortvorteil: Berufsausbildung“, Zedler, R., in: Lenske, W., “Qualified in Germany – Ein Standortvorteil für die Bundesrepublik Deutschland“, Deutscher Institutsverlag, Cologne, 1988, pp. 75-98

logical at first sight, its analytical value has been criticized as being limited due to the term's lack of precision and the term's specific use as a new pedagogical category.⁶ In addition to this, scholars like Greinert criticise that the issue of "**Trägerschaft**", meaning the social and political powers determining the structure and function of the various "training locations", does not find any consideration at all in the previously discussed definitions.⁷ Vocational training systems, however, are the result of economical and political conflicts of interests reflecting social constellations of power.

Therefore, Greinert rejects 'training locations' as a valid classification criterion arguing that - according to scholars like Peschl and Wilke - this criterion is only suitable to describe and analyze institutional structures but not the functioning of vocational training by putting into relation structure and function.⁸

Instead, based on Max Weber's "**Herrschaftssoziologie**"⁹, he suggests three basic types of vocational training taking into consideration all of the above mentioned requirements: a) the traditional model, b) the market model and, c) the bureaucratic-rational model based on legal foundations¹⁰, which shall be introduced as follows:

I.1.1 Three Basic Models of Vocational Training

a) The Traditional Model

The traditional model can be defined as a type of vocational training which is dominated by inherited and by traditionally legitimated practice. The classical example of this model is the classical craftsmen training of the gild system, which maintained its original structure in Germany from the 11th to the 18th century. This model of education was widespread in most European states throughout the Middle Ages and can nowadays still be found in a large number of developing countries.

⁶ "Zur Kritik des Lernortkonzeptes. Ein Plädoyer für die Verabschiedung einer untauglichen Idee", Beck, K., in: "Schule und Berufsausbildung", Walter G., Bertelsmann Verlag, Bielefeld, 1984, pp. 247-262

⁷ "Das ,deutsche System' der Berufsausbildung – Tradition, Organisation, Funktion", Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 18

⁸ Ibid, p. 18

⁹ 'Sociology of Power', see: "Wirtschaft und Gesellschaft – Grundriss der Verstehenden Soziologie", Weber, Max, J.C.B. Mohr Verlag, 5th edition, Tübingen, 1980

¹⁰ "Das ,deutsche System' der Berufsausbildung – Tradition, Organisation, Funktion", Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 19

Tradition is perceived as the continuation and preservation of long and successfully proven practices. This does not only include the area of vocational training but also the practicing of the profession. The aim of this model, according to Greinert, was the reproduction of a profession through an all encompassing process of socialisation.¹¹ In addition to the professional side, the traditional system of vocational training included issues such as general behaviour and manners as well as socio-political aspects, reaching as far as religious and cultural education.¹²

According to Stratmann, five instruments or mechanisms regulated the traditional model of vocational training: (i) a strict isolation from external influences and the preservation of internal unity; the most important instruments to reach this aim are strict entry requirements, (ii) technical aspects of vocational training were determined by inheritance of specific knowledge of experience; technical training, as already indicated above, was only part of an entire educational process, (iii) the regulation and control of the vocational system was carried out by the so called guilds, who regulated the entire life of a certain profession's members, (iv) students had to pay a fee to their master; if students were not able to pay, the training period had to be extended accordingly, (v) vocational training was based on three training steps: apprentice, skilled craftsman, craftsman master. Only those who reached the third and final stage, were allowed to train by themselves and to found their own business; the vocational training model itself relied on the principle of imitation the master being the undisputed centre of imitation.¹³

b) The Market Model

In contrast to the traditional model, the market model is regulated directly by the economy in accordance with market needs without much governmental regulating interference.

Market regulated vocational training systems can be found, for example, in the United Kingdom, the United States and in Japan. Although the socio-economic conditions which triggered the development of these systems differ considerably, all these countries have in common that vocational training is neither linked in any form to the general education system

¹¹ "Konzepte beruflichen Lernens – unter systematischer, historischer und kritischer Perspektive", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 18

¹² "Die gewerbliche Lehrlingserziehung in Deutschland – Modernisierungsgeschichte der betrieblichen Ausbildung", in: "Berufserziehung in der ständischen Gesellschaft", Stratmann, Karlwilhelm, Verlag der Gesellschaft zur arbeitsorientierter Forschung und Bildung, Volume 1, Frankfurt / Main, 1993, pp. 95-161

¹³ Ibid, pp. 163-246

nor does it have a separately regulated vocational training system guaranteeing a minimum of professional qualification to the majority of young people. It is noteworthy that all those countries are characterized by a wide-spread compulsory general education system with a length of eleven or twelve years. In general, most young people attend so-called high schools and in contrast to countries like Germany the percentage of graduates continuing to university is relatively high.¹⁴

Since vocational training in the above mentioned countries, however, is almost free of any state influence and interference, companies play an important role as vocational training providers. Especially large companies, particularly in Japan, due to their strength, can reach a dominating market position.

The market regulated vocational system is mainly based on the following five mechanisms: a) demand and supply of training programmes are regulated completely by the market's needs; hence, training programmes are only offered when needed by the economy; b) professional training is mainly determined by the employee's future professional activities within a certain company; a transfer of knowledge between different companies hardly exists; c) market regulated systems are most efficient when the training provider and employer are identical since this will guarantee an optimum amount of control over the provided training; d) this type of professional training is generally financed by the employer who is interested in a minimum cost often resulting in less theoretical on the job training and, e) trainees are selected by the training provider without taking into consideration any general socio-political principles.¹⁵

b) School Based Training Programmes

Unlike the traditional model and the market regulated model, entirely school based vocational training programmes are provided by the state on the basis of legal regulations. This training programme is the worldwide most spread form of vocational training. Classical European countries practicing this type of vocational education are, amongst others, France, Italy, and Sweden.¹⁶

¹⁴ "Konzepte beruflichen Lernens – unter systematischer, historischer und kritischer Perspektive", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, pp. 20-21

¹⁵ Ibid, p. 20

¹⁶ For more detailed information, see: "Vocational Training: Analysis of Policy and Modes. Case Studies of Sweden, Germany, and Japan", Lauglo, J., International Institute for Educational Planning, Paris, 1993

School based vocational training programmes are characterized by: a) a quantitative distribution between demand and provided training which is determined by the state, b) a kind of training which is not primarily focused on the employer's needs but more on individual and social needs, c) bureaucratic planning, organisation and control of the training process, d) public financing of vocational training, which often due to its high costs does not allow comprehensive training of all students in one age group and, e) a lack of suitable vocational training in professional fields requiring practical training.¹⁷

Generally, school based vocational training systems are “hierarchically organized elite systems”¹⁸, which can predominantly be found in centrally administered states. Private companies normally do not have a vital function in these systems.

I.1.2 Cooperative Forms of Training

In addition to the above mentioned ‘basic’ models of vocational training, which can be defined by only one regulating factor (tradition, market, state), three fundamental wide spread types of vocational training, which have become known as so-called “*cooperative*” forms of training are the model of ‘formation en alternance’, Latin American training programmes, and dual vocational training; these training forms combine market regulated and state / bureaucratic elements:

a) Model of ‘Formation En Alternance’

The model of “*formation en alternance*” can predominantly be found in countries with traditional technical secondary schools, for example in France or in historically strongly French influenced countries. The basic idea of this model of training is that future oriented training without practical training periods cannot be achieved. This idea often led to partnership programmes between technical secondary schools and enterprises or the introduction of extensive practical training periods with the result of regularly alternating practical and theoretical training periods. Major characteristics of this training system are: a) an attempt to “integrate the vocational qualification process into the general education system by overcoming the traditional separation between general education and professional

¹⁷ “*Konzepte beruflichen Lernens – unter systematischer, historischer und kritischer Perspektive*“, Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 22-23

¹⁸ Ibid, p. 22

education”¹⁹, b) despite practical training periods as an integral part of this system, the school remains the dominating “training location”, in which trainees keep their student status while the kind of practical training is determined by the school, c) curricula are defined by the state and although representatives of the economy are involved in this process, most of the training takes place at school and, d) the funding is primarily based on the state.²⁰

b) Latin American Training Programmes

The second type of cooperative training can mainly be found throughout Latin and Middle American states. Cooperative training in this context, however, does not mean cooperation in the field of theoretical training and practical vocational training, but more cooperation in financing, organization, and control of vocational training. This type of professional training is provided by so-called national vocational training institutes, which are organized as autonomous bodies with their own financing. The vocational training provided by this system can be characterized by: a) an attempt to provide a predominantly sectorally organised form of vocational training for certain economic sectors such as industry, trade and agriculture, b) sectorally organised training centres, c) vocational training mainly takes places within the framework of sectorally organised training centres, whereas enterprises are obliged to register a certain percentage of their workers in need of professional training with the National Education Service, d) this training system is financed by the various enterprises which are obliged to pay 1-2% of their staff expenses into a fund through which then the whole training process is financed and, e) national vocational education services provide the whole range of professional training reaching from basic professional qualifications to further continuous professional training .²¹

c) Dual Vocational Training

The dual system of vocational training, which will be central to the following thesis, has been defined as the third type of cooperative vocational training. As already indicated in the beginning of this chapter, the special features of this training system are not only the number of ‘training locations’, as often perceived, but a dual organizational structure of vocational training, combining a market regulated vocational training sector with a legal framework of a state regulated vocational training law.²² This system of dual vocational training can

¹⁹ Ibid, p. 22

²⁰ “*Das ,deutsche System’ der Berufsausbildung – Tradition, Organisation, Funktion*“, Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 22

²¹ Ibid, pp. 23-24

²² Ibid, pp. 23-24

predominantly be found in German speaking countries such as Germany, Switzerland, and Austria.²³

Its characteristic features can be summed up as follows: a) dual vocational training systems are private qualification systems, independent from general state education systems, with a state defined legal basis as their regulating element, b) though trainees are obliged to attend vocational training schools, they do not have the status of students but are contractually bound as 'trainees' to their training companies, c) practical curricula are determined by the training companies and their representatives (e.g. chambers of commerce); theoretical curricula are drafted in cooperation between employers, trade unions as well as the state, d) both - companies and state - contribute to the financing of this type of educational training: costs for vocational training schools are covered by the state, whereas all other costs are taken over by the trainee's company and, f) the dual system of vocational training is of a strong traditional, crafts oriented background and origin; until nowadays, this training system is strongly influenced by the principles of profession centred training as well as the principle of self administration.²⁴

Resulting from the above classification of today's most spread vocational training systems, one should not wrongly draw the conclusion that the previously described 'basic models' and 'mixed models' of vocational training exist as real national vocational training systems. All existing vocational training systems are more likely to be understood as combinations of the three 'basic models' thus serving primarily as analytical instruments.²⁵

²³ See: "Die Formen der gewerblichen Berufserziehung bis zum Facharbeiterniveau in Österreich. Unter besonderer Berücksichtigung des Duo-Systems", Schermaier, J., Notring Verlag, Wien, 1970 and Wettstein, E. & Bossy, R., "Die Berufsausbildung der Schweiz. Eine Einführung", DBK Verlag, Luzern, 1985

²⁴ "Das 'deutsche System' der Berufsausbildung – Tradition, Organisation, Funktion", Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 23

²⁵ Ibid p. 24

I.2 The German Dual Vocational Training System: History and Development

As already indicated in the previous classification of existing vocational training systems, the following chapter shall focus on the analysis of the historical development of the German model of dual vocational training. This is necessary as Germany's dual vocational system as in any other country is not the result of intended planning and development but the result of a complex historical process. However, this historical process and the resulting features must not be neglected, especially, when, at a later stage in this thesis there is discussion on the "export" of the German model of dual vocational training as an integral part of Germany's developing cooperation with other countries, such as Egypt.

Scholars agree that the historical development of dual vocational training in Germany can be divided into three main phases of development: a) the foundation phase (1870-1920), b) a phase of consolidation (1920-1970) and, c) a phase of further development (since 1970).

1.2.1 Foundation Phase (1870-1920)

It is essential to stress that the foundation phase of the dual vocational training system was not set in motion as the result of an increasing demand for technical qualifications of a developing industrial nation, but more as a coincidental side effect of a comprehensive political reaction to a social and economical dissolution process of the burgeoise society structure.²⁶ Stütz states that, "There is no explanation for the revival of the antique gild-based training system of the crafts as stipulated by the famous commercial code turning it into Germany's model system of non-academic vocational training on the verge of the 20th century."²⁷

The developments described in the previous paragraph can be more easily understood when analysing the economic situation in the outgoing 19th century: the last third of the 19th century was characterized by a strong phase of economical recession, which was to become known as the "Big Depression"²⁸ climaxing in social dissatisfaction and unrest with a political scene which became increasingly dominated by an open conflict between economical interests and social class ambitions. Nevertheless, Germany witnessed fundamental changes in its

²⁶ See: "Arbeiterjugend und Fortbildungsschule im Kaiserreich", Obendiek, H., Leuchtturm Verlag, Alsbach, 1988 and Stratmann, K., "Zeit der Gärung und Zersetzung – Arbeiterjugend im Kaiserreich zwischen Schule und Beruf", Dt. Studien Verlag, Weinheim, 1992

²⁷ "Das Handwerk als Leitbild der deutschen Berufserziehung", Stütz, G., Vanderhoeck & Ruprecht Verlag, Göttingen, 1969

²⁸ "Große Depression und Bismarckzeit", Rosenberg, H., De Gruyter Verlag, Berlin, 1967

economic structure during this period; with the increasing industrialization, the country witnessed its breakthrough towards mass production and mass consumption, which simultaneously also led to the participation of the 'underprivileged' classes and, between 1887 and 1898, to the birth of mass politics.²⁹ This final transition towards the 'age of masses' severely threatened the existence of the old middle class so that, according to scholars like Fischer, contemporary witnesses like Marx, Bücher and Sombart came to believe in its final extinction.³⁰

The economical decline of the crafts took place simultaneously with the dissolution of its earlier outlined traditional model of vocational training. Therefore, the re-establishment of the traditional crafts training of the Middle Ages has to be seen as a result of the Kaiser's middle class policy³¹ in an attempt to protect the middle classes, such as craftsmen, retail traders, and small farmers. As a result, the middle class was to become the Kaiser's bastion against the social democrats.³² It shall suffice to say in this context that the most important law which was introduced in order to realize this policy became known as the New Commercial Law³³ of 1897. This law, according to Greinert, was not only the most important law of the empire aimed at the economical stabilization and restructuring of the crafts but also, together with a new commercial law of 1908 (trainees must only be trained by craftsmen having obtained the title of 'master craftsman'³⁴), became the foundation of the German dual vocational system by defining general as well specifically crafts oriented regulations concerning vocational training.³⁵

While the revival of the traditional model of vocational training can be described as the result of a conservative middle class oriented policy, the establishment of what was to become the second pillar of the dual vocational training model can be explained as the result of liberally influenced middle class policies based on the model of so called '*Further Education Schools*'³⁶. These schools had existed in Germany since the 18th century with the aim of

²⁹ "Die Organisation der deutschen Parteien vor 1928", Nipperdey, T., Droste Verlag, Düsseldorf, 1961

³⁰ "Bergbau, Industrie und Handwerk 1850-1914", Fischer, W., in: "Handbuch der deutschen Wirtschafts- und Sozialgeschichte", Aubin, H. and Zorn, W., Volume II, Ernst Klett Verlag, Stuttgart, 1976, pp. 527-562

³¹ Mittelstandspolitik

³² See: "Schule als Instrument sozialer Kontrolle und Objekt privater Interessen. Der Beitrag der Berufsschule zur politischen Erziehung der Unterschichten", Greinert, W.-D., Schrödel Verlag, Hannover, 1975

³³ Gewerberechtsnovelle

³⁴ Meister

³⁵ "Quellen und Dokumente zur betrieblichen Berufsbildung 1896-1918", Schlüter, A. and Stratmann, K., in: "Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 26

³⁶ Fortbildungsschulen

exercising political influence on young working people in favour of the political system³⁷ to such an extent that scholars like Blankertz believed, this school “exploited its educational responsibility in favour of the ruling classes as no other school in its time.”³⁸

When this ideological concept failed, Georg Kerschensteiner suggested the integration of these schools into the previously described middle class policies of the state. By doing so, Kerschensteiner redefined these schools’ socio-political function as a tool to promote the integration of the proletarian youth into the burgeoise national state.³⁹ Kerschensteiner’s idea of integrating young people from lower social classes into the burgeoise state cannot be underestimated since this redefinition, according to Greinert, cannot only be understood as the central turning point towards the modern type of vocational training schools, but from a non-ideological and international perspective, which until today represents the “German philosophy of vocational training” in contrast to widespread methods of mere “on the job” training.⁴⁰

In the period from the end of the 1890s to the beginning of the First World War, school reformers like Kerschensteiner and Pache strongly contributed to the spread of this new type of school and its introduction as a compulsory school in addition to the newly regulated craftsmen training.⁴¹ Although the political ideas underlying this school can only to a certain extent be considered an ‘honest’ modernization attempt, Kerschensteiner’s ideas also contained progressive elements transforming this school into one of the pillars of dual vocational training.⁴²

Despite the re-establishment of traditional elements of vocational training as well as Kerschensteiner’s development of obligatory ‘*Further Education Schools*’, the situation of the vocational education system in Germany prior to World War I, could still not be called a coherent system in the true meaning of the word. Indications of a coherent organisational structure could only be observed in crafts-related vocational training. In addition, ‘*Further*

³⁷ See: “*Die Berufsschule in Idee und Gestaltung*“, Thyssen, S., Girardet Verlag, Essen, 1954

³⁸ “*Bildung im Zeitalter der großen Industrie*“, Blankertz, H., Schrödel Verlag, Hannover, 1969, p. 131

³⁹ “*Das ‚deutsche System‘ der Berufsausbildung – Tradition, Organisation, Funktion*“, Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 49

⁴⁰ “*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*“, Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 27

⁴¹ See: “*Die preußische Fortbildungsschule*“, Harney, K., Beltz Verlag, Weinheim / Basel, 1980

⁴² “*Quellen und Dokumente zur betrieblichen Berufsbildung 1896-1918*“, Schlüter, A. and Stratmann, K., in: “*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*“, Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 28

Education Schools', which had mainly been founded with the aim of fulfilling socio-political functions, had only started their development.⁴³

1.2.2 Consolidation Phase (1920-1970)

The second development phase of Germany's dual vocational training system has been characterized as an attempt to transform the country's mainly pre-industrially organized vocational training forms with their almost non-related components of practical and educational training into a structured and interrelated vocational training system. This attempt can be observed throughout Germany's various political systems between 1920 and 1970⁴⁴: the Republic of Weimar⁴⁵, and the era of National Socialism under Hitler, during which ideological and national ideas strongly influenced vocational training⁴⁶, and the post World War II years until the beginning of the third development phase in the 1970s.⁴⁷

The previously mentioned transformation process was centred around three main educational political issues: a) the industry's aim of setting up its own modern model of vocational training to meet the newly arising industrial needs and be subject to the country's entrepreneurship, b) entrepreneurs', vocational teachers' as well as the state's intention to create non-political vocational schools which should meet the economy's qualification needs and, c) trade unions' determination to ensure their influence on the vocational training system through the drafting of a legal vocational training framework.⁴⁸

a)

According to some historians, the situation of the German economy even until far into the 20th century can be compared to contemporary developing countries whose major economical feature can be described as a strong contrast between a traditionally structured and a modern industrial sector.⁴⁹ Due to the strong industrial growth, which already set in towards the years prior to the First World War, the industry's qualification needs started to change and could

⁴³ "*Das ,deutsche System' der Berufsausbildung – Tradition, Organisation, Funktion*", Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, pp. 55-56

⁴⁴ "*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 28

⁴⁵ See: "*Berufsbildung in der Weimarer Republik*", Muth, W., Steiner Verlag, Wiesbaden / Stuttgart, 1985

⁴⁶ See: "*Untersuchungen zur Berufsausbildung im Dritten Reich*", Wolsing, T., Henn Verlag, Kastellaun, 1977

⁴⁷ See: "*Das duale System der Berufsausbildung. Eine historische Analyse seiner Reformdebatten*", Stratmann, W, Schlösser, M., G.A.F.B Verlag, Frankfurt a. Main, 1990

⁴⁸ "*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 28

⁴⁹ "*Das ,deutsche System' der Berufsausbildung – Tradition, Organisation, Funktion*", Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 58

not be met anymore with traditional production methods. This need could initially be observed in the fields of machinery and electronics, where new scientific production methods were imported from the US. The aim of this new approach to business management, also known as “Taylorism”, was the elimination of the “subjective factor”.⁵⁰ As a result of this new production method, a new type of industrial worker, who became known under the title of “Facharbeiter” or “skilled worker”, was born starting from the 1920s. At the beginning of the 1930s, this type of specialized worker had become representative for the dual vocational system⁵¹, which according to Greinert from then onwards included three new dimensions⁵²:

- a) An institutional dimension based on workshop training and company-internal schooling.
- b) A methodological dimension including psychological assessment centre, standardized curricula and teaching material.
- c) A systematic professional dimension including clearly defined professions, training plan and exam requirements.

b)

In contrast to the rapidly developing industrial vocational training forms, the development of the ‘*School for Further Education*’, which became known under its modern name, ‘*Vocational Training School*’⁵³, in 1921/22, took place at a much slower pace.

Already during the Republic of Weimar, Vocational Training Schools lost their initial educational political role; during the stabilization crisis (1923-1926) and the worldwide economic crisis (1930-1933), Vocational Training Schools became degraded as a political tool with the aim of regulating the labour market and preserving the moral of the unemployed youth⁵⁴ thus threatening the realization of the concept of vocational training and education.⁵⁵

During the Third Reich under the Nazis, the overall situation and role of vocational training schools was not paid much attention, though some important decisions must not be overseen: in 1937, the various existing names for dual vocational schools were abolished and replaced

⁵⁰ “*Berufsausbildung in Berliner Großbetrieben (1900-1920)*“, Hanf, G., in: “*Berufsausbildung und Industrie. Zur Herausbildung industrietypischer Lehrlingsausbildung*“, Greinert, W.-D., Bundesinstitut für Berufsbildung, Berlin & Bonn, 1987, p. 169

⁵¹ See: “*Zur Entstehung der Kategorie Facharbeiter als Problem der Erziehungswissenschaft*“, Ebert, R., Kleine Verlag, Bielefeld, 1984

⁵² “*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*“, Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 30

⁵³ Berufsschule

⁵⁴ “*Das ,deutsche System’ der Berufsausbildung – Tradition, Organisation, Funktion*“, Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 76

⁵⁵ “*Berufserziehung zwischen Revolution und Nationalsozialismus*“, Schütte, F., Dt. Studien Verlag, Weinheim / Basel, 1977

by a unified national system; furthermore, intensified efforts were undertaken to further inter-relate practical and theoretical vocational training by setting up national curricula. These decisions were followed by the introduction of mandatory vocational training classes for all concerned trainees in 1938. Only shortly later, in 1940, unified national regulations regarding the length of vocational training programmes came into effect.⁵⁶

At the end of the 1930s the strongly centralised government of the Third Reich had laid the legal basis for the birth of the classical form of obligatory vocational training schools, including three years of mandatory vocational school training, and eight hours of theoretical training per week. There was an obligation to provide sufficient school facilities to cities and districts, unified curricula, close interrelation between practical and theoretical professional training, etc.⁵⁷ The final realization of this regulatory system, however, came to a standstill due to the outbreak of World War II and therefore did not take place until the early years of the Federal Republic of Germany.⁵⁸

c)

The attempt to create a comprehensive legal basis for vocational training as well as to ensure a decisive role to the trade unions in the vocational training process reaches back to 1919. Due to the political and economical reasons of the time, efforts to reach a legal framework for the system of dual vocational training only in 1953 culminated in a comprehensive framework for dual vocational training in the crafts trade.⁵⁹ In 1959, following the initiative of the trade unions, the discussion about a comprehensive legal framework regulating vocational training in Germany was reinacted and finally ended an époque of vocational training with the passing of the Law for Vocational Training⁶⁰ on the 14th of August 1969.⁶¹

1.2.3 Third Development Phase (since 1970)

The new Vocational Training Law of 1969, "...despite its conservative tendency - set the framework for an astonishing development of the West German vocational training system"

⁵⁶ See: "Perfektionierung der industriellen Berufsausbildung im Dritten Reich", Kipp, M., in: "Berufsausbildung und Industrie", Greinert, W.-D., Bundesinstitut für Berufsbildung, Berlin & Bonn, 1987, pp. 213-266

⁵⁷ "Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, pp. 31-32

⁵⁸ "Das ‚deutsche System‘ der Berufsausbildung – Tradition, Organisation, Funktion", Greinert, Wolf Dietrich, 3rd edition, Nomos Verlagsgesellschaft, Baden Baden, 1998, p. 77

⁵⁹ Handwerksordnung (HWO)

⁶⁰ Berufsbildungsgesetz

⁶¹ "Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, pp. 32-33

by: a) allocating the responsibility for vocational training to the Ministry of Education and Science in 1973, thus limiting the traditional influence of the various chambers, b) abolishing the employers' one sided influence on the structure and content of vocational training by integrating labour unions, the state, etc. and, c) granting more transparency concerning the vocational training market through an annually published '*Vocational Education Report*' describing the regional and sectoral development of vocational training vacancies.⁶²

The annual *Vocational Education Report* reflects well the importance of the dual vocational training system for the German economy: in 1995, approximately 540,000 out of 1.6 million enterprises in West Germany were officially recognized partners participating in the dual vocational training system. This means that 35% of all West German enterprises were partners in the professional training system.⁶³ It is worth pointing out that small and medium sized companies carry the main burden as training providers: 6% out of all these companies' employees are trainees whereas large companies with more than 1,000 employees only have a 3.5% trainee:employee ratio. The importance of small and medium sized companies as partners in the dual vocational training system becomes even clearer when pointing out that large companies with more than 50 employees provide a total of only 10% of all training places.

The main providers of training places can be found in the fields of goods and services, administration, metal, production, construction, food production, electronics, etc.⁶⁴ The crucial point concerning the importance of the dual vocational training system, however, is that basically all economic sectors, though with different importance, participate in this system of professional training.⁶⁵

Vocational training must only be provided in one of the almost 400 officially recognized professions and according to acknowledged training regulations.⁶⁶ These legal regulations do not exclude certain structural regional variations, qualitative company and sector related differences as well as quantitative fluctuations due to the economic situation.⁶⁷ For example, a

⁶² Ibid, pp. 34-35

⁶³ "*Berufsbildungsbericht 1996*", Bundesministerium für Bildung und Forschung, Bonn, 1996, p. 38

⁶⁴ "*Berufsbildungsbericht 2004*", Bundesministerium für Bildung und Forschung, Bonn / Berlin, 2004, p. 42

⁶⁵ "*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 41

⁶⁶ §§25 and 28 BBiG

⁶⁷ "*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 42

special relationship between company size and training quality can be observed: whereas companies with a total number of 25 to 99 employees can be considered 'critical' from an educational perspective, a 'turning point' towards qualitative good vocational training tends to be found in companies with more than 100 employees.⁶⁸

As far as the companies' motivation to participate in the dual vocational training programme is concerned, it needs to be stressed that this consequently also affects their recruitment behaviour. Companies offering high quality training, generally try to keep their trainees as later employees, whereas SMEs⁶⁹ participate in the dual vocational training system to ensure cheap labour. Many SMEs do not employ their trainees upon completion of the training programme.⁷⁰ According to the *Vocational Education Report*, almost 60% of all trainees who were not employed by their training company, received their training in small or medium sized companies.⁷¹

The *Vocational Education Report* also provides a detailed overview on the educational background of those seeking a place in the dual vocational training system: according to the report, 33.1% of all applicants were '*Hauptschul*' graduates with nine years of schooling, 36.2% of all applicants were '*Reaschul*' graduates (GCSE) with ten years of schooling, and 14.8% had taken their '*Abitur*' (A-levels).⁷² Over the recent years, the applicants' educational background has not considerably changed, but among graduates with GCSE certificates, an increase could be observed whereas the ratio of '*Hauptschul*' graduates, who used to present the majority of trainees in the 1960s, witnessed a slight decrease. Nowadays, '*Hauptschul*' graduates can mainly be found as trainees in the crafts sector, while trainees with GCSE certificates predominantly find training placements in industry and trade. Trainees with A-level certificates are concentrated on a small number of attractive and mainly commercial and administrative professions.⁷³

Despite its long tradition and its important role of providing advanced professional training to the country's youth, since the 1990s there has been a continuous discussion around the

⁶⁸ "Das duale System und das Problem seiner 'Verschulung'", Stratmann, K., in: "Die Deutsche Berufs- und Fachschule", Franz Steiner Verlag 1975, p. 833

⁶⁹ Small and Medium Sized Companies

⁷⁰ "Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 43

⁷¹ "Berufsbildungsbericht 1996", Bundesministerium für Familie und Bildung, Bonn, 1996, p. 39

⁷² Ibid, p. 44

⁷³ Ibid, p. 44

question to what extent the German model of dual vocational training has been able to keep pace with the ongoing process of globalization and the resulting need of a continuous modernization process. Numerous symptoms have been used to outline the system's current crisis, including: the absence of traditional trainee groups and their orientation towards secondary education institutions, the reduction of training places in large scale companies and a complete cancellation of training places in SMEs, added by an identity crisis of vocational training schools etc.⁷⁴ Although in most industrial European nations the expansion of 'higher' educational training programmes quickly "ruined" existing vocational training systems, this was not the case in Germany.⁷⁵ As the previous paragraph has shown, also for secondary school graduates, the dual vocational training system still constitutes an attractive career path. To respond to the current crisis and the industry's and labour market's changing needs and developments, new professions are being developed and implemented as the examples of dual vocational training forms in innovative technological fields demonstrate.⁷⁶

In addition to the previously outlined modernization efforts under way, it should not be forgotten that the concept and function of vocational training in Germany is not only understood as the transfer of pure technical knowledge and skills, which can be strictly adjusted to economic needs, but also as a tool and force of integration providing social and political orientation with the aim of creating a certain degree of loyalty towards the existing socio-economic and political system.⁷⁷ In an international arena, this concept which has been called the "*German Philosophy*"⁷⁸ of dual vocational training has not always found much support as technical and vocational training in many countries has not been given an educational status. As a result, vocational training courses in these countries often purely focus on teaching professional skills, excluding any educational aspects.⁷⁹

⁷⁴ "*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 144

⁷⁵ Ibid, p. 153

⁷⁶ "*Duale Ausbildung in innovativen Technologiefeldern*", Bundesministerium für Bildung und Forschung, Bonn, Berlin, 2005

⁷⁷ "*Das duale System der Berufsausbildung in der Bundesrepublik Deutschland – Struktur und Funktion*", Greinert, Wolf Dietrich, Holland + Josenhans Verlag, Stuttgart, 1997, p. 139

⁷⁸ Ibid, p. 139

⁷⁹ Ibid, p. 140

I.3 The Introduction of German Dual Vocational Training to Egypt

I.3.1 Vocational Education in Egypt

In contrast to the development of the German vocational education system, the beginnings of Technical Education and Vocational Training (TEVT) in Egypt reach back to the 1950s, when the country's vocational training system, originally introduced during the days of the British protectorate, and therefore heavily influenced by the British education system, witnessed its first major phase of extension. Within only eight years following Nasser's take over of political power in 1952, the number of students attending technical and vocational schools increased by 360% to 115,000 students. Throughout the 1970s and 1980s, the expansion of these schools continued so that in the 1990s the number of students enrolled at technical and vocational schools became twice as high as in general secondary schools.⁸⁰

Table I.1
Number of Egyptian Pupils in School Year 1992/1993

	Number of Pupils		
	Total	Male	Female
Primary Education	6,791,128	3,721,617	3,069,511
Preparatory Education	3,344,246	1,850,700	1,493,546
Gen. Secondary Education	727,690	398,828	328,862
Tech. Secondary Education	1,464,836	805,508	659,328
Total	12,327,900	6,776,653	5,551,247

Source: GTZ, *Country Monograph, 1995*

One of the reasons contributing to this development has to be seen in the low admission requirements for *Technical Secondary Schools*. While it is sufficient to pass the final school exams in order to be accepted for a *Technical Secondary School*, a certain minimum requirement of points needs to be accomplished to be admitted to a *General Secondary School*.

Technical Secondary Schools in Egypt offer two kinds of professional training: a) a three-year training programme leading to the degree of 'Technician' in the fields of industry, farming and trade and, b) and a five-year training programme leading to the degree of 'First

⁸⁰ "Conditions of Implementing a Cooperative Vocational Training System in Egypt – Final Report – First Draft", Stockmann, Reinhard and Leicht, Rene, University of Mannheim, Institut für Mittelstandsforschung, University of Saarbrücken, Cairo, 1996, p. 15

Technician'. Students graduating from the previously mentioned training programmes with excellent results, have the possibility of participating in post-secondary courses. Since the beginning of the school year 1988/1989, so-called *Vocational Preparatory Schools* were introduced to the education system offering basic qualifications to its students. This type of school mainly aims at students who drop out of the general school system (approximately 3%). Having completed three years of *Vocational Preparatory School* training, a transition to *Vocational Secondary Schools* becomes possible. These schools have existed since 1991/1992 and offer three year training courses.⁸¹

In contrast to the *Technical Secondary School* system, the system of vocational training indicates a much more differentiated structure based along three qualification levels, skilled, semi-skilled, and limited skilled workers. The most developed form of vocational training in Egypt (prior to the introduction of the dual vocational training system) was the apprenticeship system, which lasts over a period of three years leading to the qualification of '*Skilled worker*'. Admission to this training system is based on the *Preparatory School Certificate* (*Idadiyya*); successful completion is considered equal to Technical Secondary School level and officially recognized by the Ministry of Education. Since the school year 1991/1992, the above apprenticeship training is divided in a two year course in vocational training centres, followed by a practical year within a company. Previously the opposite ratio was applied. In addition to the Ministry of Education, this system has also been applied by other ministries, e.g. the Ministry of Transport, and numerous bodies, for example, Egypt Air.⁸²

So-called '*Accelerated Training Programmes*', which vary in length between two and 16 months, are the most wide spread form of vocational training. These courses are offered by almost all ministries. Admission requirements are low so that it is generally sufficient to be able to read and write. The main target group for these training programmes are young people and unemployed individuals who are trained in a new professional field of activity. Those completing the programme obtain the qualification of '*semi-skilled workers*'. However, it needs to be stressed that the Ministry of Education only recognizes training courses with a length of at least three years so that '*Accelerated Training Programmes*' are not officially

⁸¹ "*Technical Education and Vocational Training in the Arab Republic of Egypt*", GTZ, Country Monograph, Eschborn / Heidelberg, 1995, p. 15

⁸² "*Conditions of Implementing a Cooperative Vocational Training System in Egypt – Final Report – First Draft*", Stockmann, Reinhard and Leicht, Rene, University of Mannheim, Institut für Mittelstandsforschung, University of Saarbrücken, Cairo, 1996, p. 17

recognized. Due to this lack of recognition and the fact that no financial support is granted for programme participants, drop-out rates are high.⁸³

A study conducted by the German development cooperation agency GTZ on the conditions of implementing a cooperative vocational training system in Egypt concluded that the Egyptian education and the vocational training system cannot only be characterized by its vertical but also its high degree of horizontal differentiation since, “students have the possibility, to continue primary education by general secondary education, technical secondary education in the fields of technical, trade, farming or vocational training.”⁸⁴ Whereas technical education in secondary schools is already taking place as a strong theoretical focus, vocational centres put more stress on teaching practical skills.

The previous description of the Egyptian education system has shown that it is characterized by an extremely high degree of split responsibilities making the introduction of a country wide vocational education system very difficult. This can best be highlighted by a brief outlining of the various ministries involved in vocational training. Despite its theoretically considerable significance as the Technical Education and Vocational Training supervising committee, the *Supreme Council for Human Resources Development and Training* under the Prime Minister’s auspices can be characterized by a rather low degree of activity. The Ministry of Education’s *Supreme Council for Technical Education and Vocational Training* is in charge of the planning on a national basis, however, not much is known about its degree of activity and efficiency. The *National Center for Education and Research and Development* is in charge of drafting labour market related studies affecting the planning and future of vocational training. The committee in charge of this centre is represented by the *Supreme Council for Pre-University Education*. The country’s vocational training system falls under the supervision of the Productivity and Vocational Training Department under the Ministry of Industry as well as other ministries, including the Ministry of Defence. Accelerated training programmes are offered by almost all ministries. In addition to these forms of vocational training, the Ministry for Social Affairs offers special vocational training programmes, so called ‘*Vocational Formation*’ aimed at school drop outs aged 12 to 16. A special form of “on the job training” is offered by the Ministry of Manpower and Training in cooperation with

⁸³ Ibid, p. 17

⁸⁴ Ibid, p. 17

private sector companies. Furthermore, numerous ministries offer training courses for their own employees.⁸⁵

Despite the large number of institutions involved in the decision making process with regards to vocational education, Egypt's Technical Education and Vocational Training System can be divided into two main groups: a) technical education under the Ministry of Education and post-secondary education under the control of the Higher *Universities Council* which is affiliated to the Ministry of Higher Education; b) vocational education under the control of various ministries and agencies, which is mostly developed under the Ministry of Industry in the framework of the *Productivity and Vocational Training Department*.⁸⁶

Numerous difficulties pose a challenge to the Egyptian vocational training system; they have been summarized by Heitmann as follows: a) a low educational level of teachers and limited professional experience, b) an overload of schools' facilities due to increasing student numbers, c) curricula which do not meet the labour market's demands, and d), limited school facilities for practical training sessions. As a result of these difficulties, the internal efficiency of Technical Secondary Schools has suffered considerably leading to a system of vocational training which neglects the needs of the country's labour market.⁸⁷

The government has recognized these difficulties and aims at improving the situation in a two-fold way: firstly, by expanding and strengthening the Technical Secondary Education system and, secondly, by "introducing a cooperative dually structured system of technical and vocational training".⁸⁸

(1) The expansion and strengthening of the Technical Education System is considered an important contributor to the general development of the country and hence is given priority by the Ministry of Education. Furthermore, the expansion of the Technical Secondary Education system aims at creating an attractive counterbalance to the generally favoured university education. According to a law, going back to President Nasser's era, every university student

⁸⁵ "Technical Education and Vocational Training in the Arab Republic of Egypt", GTZ, Country Monograph, Eschborn / Heidelberg, 1995, p. 19

⁸⁶ "Conditions of Implementing a Cooperative Vocational Training System in Egypt – Final Report – First Draft", Stockmann, Reinhard and Leicht, Rene, University of Mannheim, Institut für Mittelstandsforschung, University of Saarbrücken, Cairo, 1996, p. 19

⁸⁷ "Ansätze betriebsbezogener Ausbildungsmodelle – Beispiele aus dem islamisch-arabischen Kulturkreis", Greinert, W-D. / Heitmann, W. / Stockmann, R., Overall Verlag, Berlin, 1996, p. 47

⁸⁸ "Technical Education and Vocational Training in the Arab Republic of Egypt", GTZ, Country Monograph, Eschborn / Heidelberg, 1995, p. 35

is entitled to employment within the civil service thereby creating a run on universities, despite long waiting periods for the highly demanded civil service positions.⁸⁹ In contrast to the high number of university graduates, the private labour market's demand is rather limited so that the government hopes to create a more effective output for the country's labour market by promoting Technical Secondary Schools.

(2) The introduction of a cooperative dually structured system of Technical and Vocational Training is currently being implemented in the framework of the Mubarak-Kohl Initiative (MKI) in cooperation with the German development cooperation agency GTZ in various regions throughout Egypt. As a special partnership between training companies and selected Technical Secondary Schools, which will be described in more detail in the following chapters, a three year vocational training course based on the German model described earlier in this thesis has been introduced. Participating training companies undertake a training contract with their trainees, pay a small training compensation / salary and cover the costs resulting from the company related training. The Ministry of Education covers the costs for the school based training.⁹⁰

According to Heitmann, the Egyptian Ministry's of Education decision to introduce a cooperative form of vocational training is influenced by three main motives, which are both educational and economical in nature. On the one hand the cooperative dual model of vocational training is a labour market oriented training form which is characterized by close cooperation between school and training company. In addition to this, a more practically oriented form of vocational training policies can help to improve the negative image of Technical Secondary Schools' training quality. From a financial perspective, a predominantly school oriented form of vocational training cannot be financed anymore by the Ministry of Education's budget alone, hence, benefiting training companies would need to contribute to the financing of the vocational training system.⁹¹

It is expected that "a dually oriented, company based vocational training will lead to more labour market oriented trained employees in the midterm and long-term run and a more

⁸⁹ "Conditions of Implementing a Cooperative Vocational Training System in Egypt – Final Report – First Draft", Stockmann, Reinhard and Leicht, Rene, University of Mannheim, Institut für Mittelstandsforschung, University of Saarbrücken, Cairo, 1996, p. 21

⁹⁰ Ibid, p. 21

⁹¹ "Ansätze betriebsbezogener Ausbildungsmodelle – Beispiele aus dem islamisch-arabischen Kulturkreis", Greinert, W-D. / Heitmann, W. / Stockmann, R., Overall Verlag, Berlin, 1996, p. 48

competitive situation of the Egyptian industry and producing industry on the national and international market.”⁹² In order to ensure a long-term and wide-spread introduction of the dual vocational system, “the Ministry of Education needs to introduce changes in its vocational training system on an administrative and legal basis to transfer competences to the economy and its representative organisations (training companies). At the same time, companies in the long run need to organize themselves into interest groups to ensure their participation in the field of vocational education policies in the legislative councils on a national level.”⁹³

1.3.2. The History and Status of Dual Vocational Training in Egypt

The beginnings of the Mubarak-Kohl Initiative, and with it the introduction of dual vocational training in Egypt, reach back to the year 1989. Although German technical and development cooperation with Egypt started in 1958, 1989 became a turning point in the countries’ cooperation programme, resulting from the experiences made in the previous 30 years of cooperation during which more than 180 million German marks had been allocated.⁹⁴ A conference of high ranking officials and experts specialized in education systems concurred with the recommendation “to establish the dual system as part of the technical education and vocational training system in Egypt.”⁹⁵

During President Hosni Mubarak’s meeting with Chancellor Helmut Kohl in Germany in 1991, both sides agreed to formulate, based on the prior recommendation, a programme for the promotion of vocational training in Egypt as part of the country’s economic reform programme. In 1992, a ‘*Declaration of Intent*’ was signed, in which both countries declared their readiness to work out a development strategy to improve the Egyptian vocational training system “towards a cooperative (dual system).”⁹⁶

⁹² “*Conditions of Implementing a Cooperative Vocational Training System in Egypt – Final Report – First Draft*”, Stockmann, Reinhard and Leicht, Rene, University of Mannheim, Institut für Mittelstandsforschung, University of Saarbrücken, Cairo, 1996, p. 22

⁹³ Ibid, p. 22

⁹⁴ This equals 35% of Germany’s total financial means provided for international technical cooperation

⁹⁵ “*Workshop on the Dual System of Vocational Training for the Arab Republic of Egypt*”, El Arish, 23.11.-26.11.1989, Workshop Report GTZ Eschborn / PVB Cairo, November 1989, in: “*Vierzig Jahre Berufsbildungszusammenarbeit mit Ländern der Dritten Welt*”, Greinert, W.-D., Heitmann, W., Stockmann, R., Nomos Verlagsgesellschaft, Baden Baden, 1997, p. 159

⁹⁶ “*Ansätze betriebsbezogener Ausbildungsmodelle – Beispiele aus dem islamisch-arabischen Kulturkreis*“, Greinert, W.-D. / Heitmann, W. / Stockmann, R., Overall Verlag, Berlin, 1996, p. 44

The introduction of dual vocational training forms was agreed to take place in two phases: phase I lasted from March to summer 1992 concentrating on basic issues such as the creation of the legal and administrative framework for the introduction of the cooperative training system. As a result of phase I, the following results can be summarized: a) as already mentioned earlier, already since 1956 forms of dual vocational training were carried out in training centres and public sector companies, especially the Ministry of Industry, though generally not on a large scale, b) due to the various ministries' experience with forms of cooperative training forms, Egypt had a good basis and potential for the development of the planned cooperative training programmes, c) all essential elements for the introduction of the cooperative training system in Egypt were already given since they developed independently in the various economic sectors though almost always without private sector participation.⁹⁷

Based on the previous results, in summer 1992 further steps for the introduction of the cooperative training system were taken by drafting an operation plan including amongst others the following targets: a) the foundation of a task force, b) the foundation and implementation of regional implementation units, c) the implementation of company based training programmes, and d) the implementation of training programmes at technical schools and training centers, etc.⁹⁸

However, due to unclear responsibilities with regards to the Mubarak-Kohl Initiative on the Egyptian side and resulting rivalries between various ministries, the implementation of the project was not ready to take place in 1992 as originally intended.⁹⁹ It was three years later, in 1995, that the preliminary stage of cooperative vocational training in Egypt was implemented in the first large scale project in 10th of Ramadan City, one of the satellite cities located outside Cairo.

In 1995, the introduction of the dual vocational training programme in Egypt "to meet the demand for qualified personnel in the growing private sector"¹⁰⁰ was still limited to only one 'city' with two participating schools.¹⁰¹ In the period from "1995-2002, the project schools

⁹⁷ Ibid, p. 44

⁹⁸ Ibid, p. 44

⁹⁹ Ibid, p. 45

¹⁰⁰ "German-Egyptian Development Cooperation - Wirtschaftsreform und Aufbau sozialer Marktwirtschaft", Embassy of the Federal Republic of Germany in collaboration with the GTZ and KfW offices in Cairo, Cairo, p. 3

¹⁰¹ "Egyptian-German Technical Cooperation - Qualification for Employment, Promotion of TVET-System", GTZ, Cairo, 2000, p. 3

and enterprises expanded rapidly to 20 cities across Egypt.”¹⁰² Up until 2003, approximately 8,000 apprentices graduated from the three year training courses offered as part of the Mubarak-Kohl Initiative, with 1,480 companies participating in the programme, covering a total of 28 trades at 40 schools in 24 locations in 15 governorates throughout Egypt, including the public sector as well as the production, construction, and business sector.¹⁰³

I.4 Conclusion

In conclusion to the first chapter of this thesis, it can be summarized that the duality of the German dual vocational training system, according to some scholars, is not only characterized by two training locations, company and school based, but also by the integration and cooperation of two fundamental independent units, state and private sector. Through the cooperative integration of these two partners, it can be guaranteed that the dual vocational training system takes into consideration both the economy’s needs for qualified staff, as well as the state’s interest in not only providing professional knowledge, but also general educational aspects contributing to a young individual’s personal and social development as well as social integration. The costs resulting from this form of vocational training are covered by the state, which provides the schools, and the economy represented by the various training companies.

The Egyptian vocational training system, on the other hand prior to the gradual introduction of the dual vocational system, experienced only limited success when applying the combination of practical and theoretical training elements in the field of vocational training. Furthermore, cooperation between state and private sector with regards to vocational training did not exist. As a result, students graduating from vocational schools rarely met the economy’s needs. In addition, due to continuously rising student numbers, a completely school based system of vocational training has become more and more costly for the Egyptian state.

As has been shown, numerous dual vocational training projects in various sectors have been implemented since the introduction of the dual vocational training programme to Egypt. It is interesting to observe, however, that currently no dual vocational training programmes exist

¹⁰² “Mubarak-Kohl Project: The Future of Vocational Training“, Mubarak-Kohl-Initiative, www.ntvet.com

¹⁰³ Ibid

in the country's hotel / tourism sector. Only one project, the private El Gouna Hotel School Paul Rahn in El Gouna¹⁰⁴, which operates under the umbrella of the Kohl-Mubarak Initiative, has been founded in the whole country to provide the urgently needed qualified staff for the hotel industry on the Red Sea coast, and to provide job perspectives for young people. Before, however, introducing and assessing this school and its declared aims in further detail in the third part of this thesis, due to the lack of dual vocational training forms in the hotel industry, the following part of this thesis shall provide a general overview over the country's tourism / hotel sector highlighting its enormous employment and integration potential to ease the tense socio-economic situation in the country.

¹⁰⁴ Located ca. 20 kms north of Hurghada on the Red Sea coast

II. The Significance of the Tourism Sector in Egypt

II.1 International Tourism in Egypt

II.1.1 Historical Development of International Tourism in Egypt

The beginnings of international tourism in Egypt go back to the 19th century when travelling to the country had become popular “among the [European] educated and rich elite (...) on account of the newly aroused interest in the country after Napoleon’s invasion in 1798-1801.”¹⁰⁵ During this initial stage of international tourism in Egypt, foreign visitors mainly “were individuals who belonged to the upper class in their home countries and usually spent several weeks, if not months, in Egypt.”¹⁰⁶

Though tourist numbers had already consistently been increasing throughout the 19th and early 20th century¹⁰⁷, it was only following the conclusion¹⁰⁸ of the Egyptian-Israeli Peace Treaty as a result of the Camp David Accord in 1978¹⁰⁸ that tourism in Egypt experienced an unprecedented boom resulting in more than 1.25 million international tourists in 1990. Since then, Egyptian international tourism figures have witnessed a steady six-fold increase counting approximately six million tourists in 2003¹⁰⁹ and 8.1 million tourists in 2004¹¹⁰ transforming Egypt into one of the regions’s major tourism destinations.¹¹¹

¹⁰⁵ “*Egypt – An Economic Geography*”, Ibrahim, Fouad N. and Ibrahim Barbara, I.B. Tauris, London & New York, 2003, p. 175

¹⁰⁶ Ibid, p. 176

¹⁰⁷ For further information on the historical development of tourism in Egypt, see: “*Whose Pharaohs – Archaeology, Museums, and Egyptian National Identity from Napoleon to World War I*”, Reid, Donald Malcolm, The American University in Cairo Press, Cairo, 2002, p. 91; “*Cook’s Tours: The Story of Popular Travel*”, Swinglehurst, Edmund, Pool, Dorset, England, 1982, p. 97; “*A Diwan of Contemporary Life – On Tour*”, Yunan Labib Rizk, Al Ahram Weekly, Cairo, 6th to 12th of November 2003; “*Progress in Tourism and Hospitality Research*”, Vol. 2, 351-364 (1996), “*Tourism Development in Egypt: Competitive Strategies and Implications*”, Salah, E.A. Wahab, University of Alexandria, Egypt, p. 352

¹⁰⁸ See: “*A History of the Middle East*”, Mansfield, Peter, Pinguin Books, London & New York, 1991, p. 301

¹⁰⁹ “*Egypt – Tourism in Figures 2003*”, Egyptian Ministry of Tourism, United Printing Publishing & Distribution Company, Cairo, 2004, p. 10

¹¹⁰ “*Ägyptens Tourismusboom wird heisser – Nordküste wird mit deutschem Engagement erschlossen / 14 Millionen Urlauber als Zielsetzung*”, Semich, Max-Helmut, Federal Office for Foreign Trade Information (BFAI), Cairo, March 2005, p. 1

¹¹¹ www.world-tourism.org/facts/menu.html (World Tourism Organization)

Figure II.1
Development of International Tourism Arrivals to Egypt from 1982-2004



Source: "Egypt – An Economic Geography", Ibrahim, Fouad N. and Ibrahim B. and "Egypt – Tourism in Figures 2004", Ministry of Tourism

Despite this amazing transformation, the steady increase shown in Figure II.1 was occasionally interrupted by various setbacks highlighting the vulnerability and dependence of the Egyptian tourism industry on external factors affecting its development, especially its political stability.¹¹² "Situated in the politically unstable Middle East region, Egypt is negatively affected by any political conflict within the area." This effect has been very serious since "political stability has an impact on both the demand and supply sides of tourism."¹¹³

As far as the demand is concerned, it can be observed that the number of tourist arrivals in 1991 dropped by 15% in comparison to the year before due to the Gulf War.¹¹⁴ Only two years later, after a short recovery period in 1992, further drops in the number of tourism arrivals by 22% and 20% respectively occurred in 1993 and 1994 resulting from terrorist actions within Egypt.¹¹⁵ In 1997, the series of terrorist events found a climax with the Luxor attack at the Hatshepsut Temple, where 58 tourists and four Egyptians were killed.¹¹⁶ The result was a drop of tourism arrivals by 13%. In addition to these events, the Palestinian –

¹¹² "The Tourism Sector in Egypt", Mansour, Mona M., The American Chamber of Commerce in Cairo – Business Studies & Analysis Center, Cairo, August 2002, pp. 17-19

¹¹³ Ibid, pp. 17-19.

¹¹⁴ See: "A History of the Middle East", Mansfield, Peter, Pinguin Books, London & New York, 1991, pp. 335-338

¹¹⁵ "Egypt – Islam and Democracy: Critical Essays", Ibrahim, Saad Eddin, The American University in Cairo Press, Cairo & New York, pp. 73-74

¹¹⁶ "No God But God – Egypt and the Triumph of Islam", Abdo, Geneive, Oxford University Press, Oxford, 2000, pp. 193-195

Israeli 'Intifada' which broke out in September 2002¹¹⁷, caused a decline in international tourist arrivals by 6%.¹¹⁸

It needs to be stressed, "That despite the negative effect of political instability on the growth of tourism in terms of the number of tourism arrivals, recovery tends to take place the following year with a much higher growth rate than the period preceding the political conflict."¹¹⁹ This observation is reflected in the number of tourist arrivals in 1992, which amounted to 3.21 million compared to 2.6 million in 1990. This means an increase of tourism arrivals by 23% in comparison to a low 4% increase in the period 1989 to 1990 preceding the Gulf War. Another example confirming this observation is the fact that the three years preceding the Luxor attack witnessed an annual growth rate of 8.1%, whereas the three years following the attack experienced an annual increase of international tourism arrival of 16%.¹²⁰

Though of a much greater impact, even the 11th of September attacks in New York in 2001 did not have the expected negative long-term consequences. Despite falling occupancy rates by 40-50% (59% in September 2001 compared to 72% in September 2000) and a drop of tourist arrivals from 5.5 million in 2000 to 4.6 million in 2001, it took the Egyptian tourism industry only two years to return from a total lack of stability, security, peace, and money, to a level of 5.2 million tourists in 2002 and a record high of ca. 6 million tourists in 2003.¹²¹ In 2004, "an unprecedented total of more than 8.1 million tourists, according to figures from the tourism ministry were recorded."¹²²

Concerning the supply side, the negative impact of political stability is less serious than on the demand side so that throughout the 1990s growth in capacity still occurred, however, at a decreasing rate.¹²³ This can be explained by "the long-term nature of hotel investment coupled with the saturation effect"¹²⁴, the high percentage of local investment in comparison with

¹¹⁷ "Emerging Egypt 2002 – The Annual Business Economic and Political Review", Merging Markets Series, Oxford Business Group, London, 2002, p. 116

¹¹⁸ "The Tourism Sector in Egypt", Mansour, Mona M., The American Chamber of Commerce in Cairo – Business Studies & Analysis Center, Cairo, August 2002, pp. 17-19

¹¹⁹ Ibid, p. 17

¹²⁰ "Financial Kompas", Fiani & Partners, Cairo, 2001, p. 370

¹²¹ "Egypt – Tourism in Figures 2003", Egyptian Ministry of Tourism, United Printing Publishing & Distribution Company, Cairo, 2004, p. 15

¹²² "Cairo – The Magazine for News, Business, and Leisure, "War on Tourism – Tourism in Egypt Rides the volatile waves of politics and extremism in the region", p. 15

¹²³ "Egypt – Tourism in Figures 2003", Egyptian Ministry of Tourism, United Printing Publishing & Distribution Company, Cairo, 2004, p. 17

¹²⁴ "The Tourism Sector in Egypt", Mansour, Mona M., The American Chamber of Commerce in Cairo – Business Studies & Analysis Center, Cairo, August 2002, p.17

foreign contributors and the positive image of political stability Egypt has obtained among investors.¹²⁵ In addition to the political factors influencing Egypt's tourism industry, economic factors like the euro-dollar relationship and international competition have been important factors adding to the fluctuations in the number of visitors to Egypt.¹²⁶ An example of this is the tourism boom in Egypt in 1999, which, "was partly due to the two massive earthquakes that took place in 1999 in Turkey, resulting in the transfer of tourists from Turkey to Egypt, together with Egypt's aggressive discounting and marketing efforts, and the government's success in cracking down on terrorism."¹²⁷

II.1.2 Changes in the Structure of International Tourism in Egypt

The early stages of tourism development in Egypt mainly concentrated on the historic cities of Cairo and Luxor with the antique treasures attracting visitors from all over the world. This initial period lasted approximately until the 1970s.¹²⁸

Since the 1960s with the appearance of the first Nile cruisers, or floating hotels, a shift towards a new type of tourism began to develop, the combination of culture and recreation. Luxurious and modern floating hotels cruising between Cairo, Luxor, and Aswan served visitors who were still mainly interested in the country's ancient history while at the same time providing them with all pleasant amenities on board the ships. The success of this type of holiday is well reflected in the strong increase in the fleet. In 1991, 169 floating hotels were cruising on the Nile and despite temporary setbacks - as will be shown in the following paragraph - the number of Nile cruisers increased throughout the 1990s reaching 269 boats by 2003.¹²⁹

Following the terrorist attacks of militant Islamists at the beginning of the 1990s, Nile cruising holidays suffered a strong setback. This development led to a shift in the structure of Egypt's tourism industry, towards the combination of culture and recreation or sports in new holiday destinations located on the Red Sea coast in the area of Hurghada and Sharm El

¹²⁵ Ibid, p. 17

¹²⁶ Ibid, pp. 18-19.

¹²⁷ <http://www.oxfordbusinessgroup.com/weekly01.asp?id=92>

¹²⁸ "Egypt – An Economic Geography", Ibrahim, Fouad N. and Ibrahim Barbara, I.B. Tauris, London & New York, 2003, p. 182

¹²⁹ "Egypt – Tourism in Figures 2003", Egyptian Ministry of Tourism, United Printing Publishing & Distribution Company, Cairo, 2004, p. 60

Sheikh on the Southern Sinai.¹³⁰ Although the beginnings of this trend go back to the 1980s and coincide with the expansion of the Nile cruisers, the breakthrough of this new type of tourism only occurred after the attacks on the Nile cruisers.¹³¹

In addition to the security risk linked with Nile cruises and their temporary cancellation, numerous other factors added to the further success of combining culture with recreation and water sports on the Red Sea coast. These included the construction of new international airports and consequently an expansion in air traffic, the construction of a tourism friendly infrastructure, a lack of sufficient hotel capacities in Luxor, and an oversupply of rooms on the coast. Finally, the age structure of visiting tourists shifted to younger tourists who were less culturally interested but more focused on spending beach and snorkelling holidays.¹³²

While this type of holiday continues to grow, since the late 90s a new trend of tourism can be observed along the Red Sea coast's tourism centers: the development of real estate for foreign private investors interested in apartments and villas for investment, holiday or retirement reasons is increasingly apparent.¹³³ Often the development of private real estate developments has taken place in newly established types of integrated holiday resorts as the examples of Soma Bay¹³⁴, Sahl El Hasheesh¹³⁵, Port Ghalib¹³⁶ or El Gouna¹³⁷ show. These resorts, according to scholars like Al-Hamarneh "are harbingers of future tourist development in this region."¹³⁸

¹³⁰ "Tourism - Back on Track", in: "Emerging Egypt 2004", The Oxford Business Group, London, p. 109

¹³¹ Ibid, p. 182

¹³² Ibid, pp. 184-186

¹³³ "Wonderland for Westerners", Bower, Leah, Business Today, Cairo, July 2004, pp. 50-51

¹³⁴ www.somabay.com

¹³⁵ www.sahlhasheesh.com

¹³⁶ www.portghalib.com

¹³⁷ www.elgouna.com

¹³⁸ "Integrated Tourist Complexes in Egypt – From El Gouna to Port Ghalib", Al-Hamarneh, Ala, CERAW (Centre for Research in the Arab World), in: "As-Siaha Al Islamiyya", 14th edition, 2004; see also: "Exporting El Gouna", Saadani El, Fatima, Business Today, June 2006, pp. 112-113

Table II.1
Breakdown of Existing Hotel Capacity in Egypt by Main Governorate and Region in 2003

Category	5 Stars			4 Stars			3 Stars			2 Stars			1 Star			Under Classification			Total		
	No.	Rooms	Beds	No.	Rooms	Beds	No.	Rooms	Beds	No.	Rooms	Beds	No.	Rooms	Beds	No.	Rooms	Beds	No.	Rooms	Beds
Cairo	13	8042	16084	6	673	1346	26	2028	4056	21	1071	2142	15	588	1176	5	719	1438	86	13121	26242
Giza	10	3100	6200	8	1456	2912	22	2008	4016	14	679	1358	4	167	334	8	1563	3126	66	8973	17946
Alexandria	5	922	1844	10	1292	2584	13	1025	2050	17	799	1598	10	362	724	10	914	1828	65	5314	10628
Luxor	6	1842	3684	4	732	1464	13	912	1824	9	342	684	10	293	586	8	915	1830	50	5036	10072
Aswan	5	1218	2436	5	631	1262	3	246	492	7	461	922	6	247	494	5	180	360	31	2983	5966
Red Sea	19	6164	12328	45	13535	27070	32	6402	12804	25	1637	3274	22	855	1710	45	7542	15084	188	36135	72270
North Sinai	1	226	452	0	0	0	3	143	286	1	36	72	0	0	0	4	192	384	9	597	1194
South Sinai	28	10118	20236	27	4937	9874	42	4710	9420	29	1734	3468	14	564	1128	94	16691	33382	234	38754	77508
Martrouh	0	0	0	1	162	324	11	1091	2182	6	332	664	0	0	0	10	1001	2002	28	2586	5172
El Canal	1	199	398	5	764	1528	12	1141	2282	11	552	1104	6	169	338	16	2118	4236	51	4943	9886
Lower Egypt	0	0	0	0	0	0	4	144	288	13	580	1160	15	549	1098	10	308	616	42	1581	3162
Upper Egypt	0	0	0	2	79	158	6	321	642	8	277	554	6	205	410	11	417	834	33	1299	2598
Total	88	31831	63662	113	24261	48522	187	20171	40342	161	8500	17000	108	3999	7998	226	32560	65120	883	121322	242644

Source: "Egypt – Tourism in Figures 2003", Egyptian Ministry of Tourism, United Printing Publishing & Distribution Company, Cairo, 2004, p. 65

II.1.3 The Influence of the Tourism Sector on the Egyptian Economy

The previous analysis of the history and development of international tourism arrivals to Egypt indicated an exponentially strong growth throughout the recent years making the tourism industry “one of the anchors of the economy, accounting for 36.9% of Egypt’s total current account receipts in fiscal year 2000/2001 with foreign currency revenues summing \$ 4.3 billion.”¹³⁹ This importance is also reflected in Egypt’s local economy, where the tourism sector with 5.4 billion US\$ in 2003/4 served as the country’s leading hard currency provider, followed by Egyptian worker remittances from abroad with 3.9 billion US\$ and the Suez Canal with 2.8 billion US\$.¹⁴⁰ This significance, however, has often not been reflected when evaluating the tourism sector’s contribution to GDP. According to the Ministry of Foreign Trade figures, tourism only contributed 2% to GDP and 0.9% to employment in 2001. In the previous years, the sector’s importance was even lower.¹⁴¹

It is worth pointing out, however, that these figures are based on a definition of tourism which takes into consideration only the spendings on hotels and restaurants. Since these, only amount to 30-40% of a tourists overall spending, it can be clearly concluded that “the economic impact of tourism on the economy is underestimated.”¹⁴² Apart from spending on hotels and restaurants, a tourist spends 60-70% of his holiday expenses on other sectors, for example transport, recreational service, etc.¹⁴³

In its study “*The Real Effect of the Tourism Sector on the Egyptian Economy*”, the Egyptian Center for Economic Studies aimed at obtaining a more comprehensive and realistic view:

Concluding that “tourism has a significant impact on GDP, employment, income and taxation”¹⁴⁴, the study states that “the impact of foreign tourists’ spending on GDP exceeds the currently calculated 1-2% figure. In 1999, the tourism sector’s direct contribution to GDP

¹³⁹ “*Egypt Almanac – The Encyclopaedia of Modern Egypt*”, Egypto-file, Cairo, 2003, p. 236

¹⁴⁰ “*Ägypten – Wirtschaftstrends zum Jahreswechsel 2004/05*”, Semich, Max-Helmut, BFAI (Federal Agency for Foreign Trade), Cairo, p. 15

¹⁴¹ “*The Tourism Sector in Egypt*”, Mansour, Mona M., The American Chamber of Commerce in Cairo – Business Studies & Analysis Center, Cairo, August 2002, p. 14

¹⁴² Ibid, p. 14

¹⁴³ “*The Real Economic Impact of Tourism in Egypt*” (*Al Athar Al Haqiqi LiQita’a Al Siaha ‘ala Al Iqtisad La Masri*”), Tohamy, Sahar & Swinscoe, Adrian, The Egyptian Center for Economic Studies, Working Paper Series No 40, Cairo, May 2000, p. 2

¹⁴⁴ Ibid, p. 15

was 4.4% equalling 3.624 billion dollar.¹⁴⁵ However, when also considering the indirect effect of tourists' spending, almost the three-fold amount of 9.57 billion US dollar representing 11.6% of GDP was reached.¹⁴⁶

Table II.2
Tourist Spending (in %) in Economic Activity according to Nationality

Field of Expenditure	Arab	European	American	African	Asian	Other	Total
Stays outside the hotel	7.0	1.1	1.1	1.9	2.2	0.3	4.7
Food & Beverage outside hotel	16.0	4.7	4.1	0.3	4.7	1.6	11.3
Food & Beverage inside hotel	19.7	47.4	47.1	44.8	44.6	51.3	31.0
National / Internal Transport	7.8	10.1	9.6	9.9	10.8	10.5	8.7
Museums, Touristic Attractions, etc.	2.0	6.0	6.5	6.5	6.5	8.8	3.7
Medical Therapies / Treatments	3.1	0.0	0.0	0.0	0.1	0.0	1.9
Studies	2.3	0.2	0.3	1.7	3.2	0.5	1.6
Entertainment & Cultural Activities	22.0	14.8	13.7	14.3	11.9	13.8	18.8
Shopping	20.0	15.8	16.7	15.7	15.8	13.2	18.3
Other	0.1	0.0	0.0	0.0	0.1	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: "The Real Economic Impact of Tourism in Egypt" (Al Athar Al Haqiqi LiQita'a Al Siaha 'ala Al Iqtisad El Masri)

When assessing the currently applied tourism sector employment share of 0.9%, the study reached a different conclusion: according to ECES's findings, 7.3% of Egypt's workforce, which equals 1.2 million individuals, earn their daily bread in the tourism sector. Tourism's employment share becomes even more important when taking into consideration the secondary effect amounting to another 8.4% of the country's total employment share: altogether, the tourism sector thus provides 15.7% or 2.7 million jobs of the total workforce.¹⁴⁷

The Egyptian government has realized the important role of tourism for the country's development and economy since its "Fifth Five-Year Plan for Socio-Economic Development 2002-2007" puts forward ambitious targets for the tourism sector's development. These

¹⁴⁵ Other studies, for example, by the Central Bank of Egypt, estimate the impact of tourism to be 4% of GDP in 1999 and 5.2% in 2001. Amira Emara in her study "Analysis of the Competitiveness of the Egyptian Tourism Sector" (M.A. Thesis, Faculty of Economic and Political Sciences, Cairo University, Cairo University, 2002, pp. 41-44) estimated tourism's annual contribution to GDP to be around 1.9-2.9% (1986-2000).

¹⁴⁶ "The Real Economic Impact of Tourism in Egypt" (Al Athar Al Haqiqi LiQita'a Al Siaha 'ala Al Iqtisad La Masri"), Tohamy, Sahar & Swinscoe, Adrian, The Egyptian Center for Economic Studies, Working Paper Series No 40, Cairo, May 2000, p. 17

¹⁴⁷ Ibid, p. 17

targets include “increasing inbound tourist flows from 3.9 million visitors in the year 2001/2 to 4.2 million visitors in the first year of the Plan (2002/3), and to 6.5 million at the end of the Plan (2006/7) with an average annual growth rate of 10.8%.”¹⁴⁸ This increase, according to the Plan, should be reached “by upgrading hotel capacities to reach 150 thousand rooms at the end of the Plan, and 125 thousand rooms in the First Year, against 120 thousand rooms at present.”¹⁴⁹

As a result of the above outlined influence of the tourism sector on the Egyptian economy, scholars like Meyer hold that Egypt’s tourism industry is not only the country’s main currency earner and an important contributor to the national GDP, but also represents an extremely high employment potential. Hence tourism, for him, does not only play a key role in the development of the Egyptian economy but through its positive economic effects and its high employment potential considerably contributes to the stabilization of the political system.¹⁵⁰

II.2 Plans for the Future Development of Tourism in Egypt

For the Egyptian government, tourism has become considered “Egypt’s future industry.”¹⁵¹ Minister of Tourism, Ahmed El Maghrabi, explained that his ministry “wants to see the number of tourists visiting Egypt as 12 million by 2010 and 25 million 2014.”¹⁵² One of the core strategies to realize this aim has become “the continued diversification of Egypt’s tourism package” by encouraging convention, business, curative¹⁵³, safari, and eco-tourism¹⁵⁴, in addition to historic, religious¹⁵⁵, entertainment and beach tourism.”¹⁵⁶

¹⁴⁸ “*The Fith Five-Year Plan for Socio-Economic Development (2002-2007) & First Year*“, Arab Republic of Egypt, Ministry of Planning, Cairo, April 2002, p. 103

¹⁴⁹ *Ibid*, p. 103

¹⁵⁰ “*Tourismus in Ägypten – Entwicklungsperspektiven zwischen Globalisierung und politischem Risiko*“, Steiner, Christian, in: “*Die arabische Welt im Spiegel der Kulturgeographie*“, Meyer, G., ZEF AW, Mainz, 2004, p. 369

¹⁵¹ “*Tourism going from good to better*“, Egyptian Gazette, Cairo, 2nd September 2004, p. 2

¹⁵² *Ibid*, p. 2

¹⁵³ See: “*Policy on Stepping Up Medical Tourism*“, The Specialized National Council for Production and Economic Affairs, A.R.E. Government, Cairo, 1982

¹⁵⁴ See also: “*Egypt’s Wilderness and the Quest for Conservation*“, Mikhail, Gabriel, Image House, Cairo, 2003 and “*The Protected Areas as a Source of Tourist Attraction*“, Ministry of State for Environmental Affairs – Egyptian Environmental Affairs Agency, www.eeaa.gov.eg/English/main/accomp22.asp

¹⁵⁵ “*Religious Tourism as Big Business*“, Al Ahram Weekly, Jill Kamil, Cairo, 17th- 23rd of February 2000

¹⁵⁶ “*The Fith Five-Year Plan for Socio-Economic Development (2002-2007) & First Year*“, Arab Republic of Egypt, Ministry of Planning, Cairo, April 2002, p. 104

Key to the strategy of the tourism industry's further growth based on diversification and intensified traditional expansion, "are extensive developments along the 525-kilometre north coast, between El Amerya and El Saloum, as well as the development of the 1930-kilometre Red Sea coast."¹⁵⁷ In this context, President Mubarak stressed that special priority should be paid to the development of Egypt's Mediterranean North Coast.¹⁵⁸ Currently, the share of the country's northern coast amounts to only 2.1% of the country's total hotel room capacity, however, the government has plans for the construction of 10,000 hotel rooms within the next seven years.¹⁵⁹

The Egyptian government aims at initiating and supporting the tourism industry's growth by "upgrading the quality of tourist products to match international standards", for example, by "devoting much attention to tourism training and skill upgrading of the workforce in tourism activities."¹⁶⁰ Considering the above outlined intended growth rates and the fact that Egypt's tourism centers on the Red Sea coast, in Luxor, Cairo, and Alexandria have at least 50% of the total hotel room capacity in the upper class, four or five star, segment, the demand for highly qualified staff will be enormous.¹⁶¹

¹⁵⁷ "Egypt – Regional Leader and Global Player: A Market for the 21st Century", Huband, Mark, Euromoney Books, London, 2001, p. 134

¹⁵⁸ "Awlawiyya Lil Sahil Al Shimali 'Ala Kharitat Al Siaha" ("Priority to the North Coast on the Map of Tourism"), Al Ahram, 'Ala Al 'Atar, Cairo, 30th of September 2004, p. 3

¹⁵⁹ German TUI as the first international tourism company already signed a protocol for the construction of 9 hotels worth 600 million Egyptian Pounds, in: Ibid, p. 3

¹⁶⁰ "The Fifth Five-Year Plan for Socio-Economic Development (2002-2007) & First Year", Arab Republic of Egypt, Ministry of Planning, Cairo, April 2002, p. 104

¹⁶¹ For a detailed regional breakdown of Egypt's hotels according to their category, see Table II.1

III. The Egyptian-German Hotel School Paul Rahn El Gouna

III.1 Introduction

Despite the strong growth of the tourism industry and the high demand for qualified human resources in the hotel industry, combined with the fact that “tourism belongs to the best paid economic sectors in Egypt”¹⁶², hardly any non-school based vocational training programmes for young people exist. Part III of this thesis will therefore initially focus on existing forms of public and private vocational training in the Egyptian hotel industry. Following this outlining, the Egyptian-German Hotel School Paul Rahn in the Red Sea holiday resort of El Gouna, will be introduced as the only existing vocational training programme based on the German dual vocational training system outlined in the first part of this thesis.

III.2 Existing Forms of Vocational Training in the Egyptian Hotel Industry

Vocational training possibilities in the Egyptian hotel and gastronomy industry are very limited for potential young students. Two main forms of vocational training can be differentiated: a) state run and theory based Commercial Secondary Schools, as already mentioned in the first chapter of this thesis - under the Ministry of Education or the Tourism Ministry and, b) private hotel schools, however mostly in the field of higher education.

III.2.1 State Run Commercial Secondary Schools

Commercial Secondary Schools can be characterized as schools teaching based on “relatively modern curricula”¹⁶³ without tuition fees. Despite these positive aspects, the drawbacks of this type of school have already been described at an earlier stage of this work and have been clearly summarized by a project study on the possibilities of founding a hotel school based on the dual vocational training system. Commercial Secondary Schools are primarily theoretically oriented. The only practical training elements are provided during a four week internship at the end of the training programme. In a field study which was carried out among various hotel General Managers as part of the above mentioned project study, the quality of

¹⁶² “*The Egyptian Labour Force*“, American Chamber of Commerce in Egypt, Cairo, 1996, p. 5

¹⁶³ “*Feasibility Study – Möglichkeiten des Aufbaus einer Hotelberufsschule mit Ausbildung nach dem Dualen System in El Gouna (Ägypten)*“, Schama, Thomas / Piehler, Jürgen / Bode, Rudolf, Wirtschaftsakademie Dr. P. Rahn & Partner GmbH, Auslandsabteilung, Internationale Projekte, El Gouna, Cairo, Leipzig, 2000, p. 34

Commercial Secondary Schools was unilaterally described as 'poor'.¹⁶⁴ In addition, limited teaching facilities as well as negative study conditions with, for example, up to 50 students per class, do not contribute positively to the level of education and the reputation of this type of school, so that the majority of Egyptian families would prefer to send their children to a private school as long as they could afford it.¹⁶⁵

III.2.2 Private Hotel Schools

“Starting in 1990, the private sector has been allowed to establish training institutions.”¹⁶⁶ The following overview of private hotel schools indicates that the number of this school type does not exceed a few schools in the whole of Egypt, many of which are focused on higher hotel training instead of offering basic vocational training.

The *Swiss International Institute for Hotel Studies* in Hurghada, which focuses on higher hotel management providing further training for managers and senior staff,¹⁶⁷ is a good example for the previously mentioned situation. The school's foundation was initiated by Egyptian hotelier Kamel Abu Ali, who “attracted the Glion Group of Switzerland to establish the International Higher Institute for Hotel and Tourism Management Glion-Hurghada.”¹⁶⁸ Prior to the school's launch, Glion Group Chairman, Jan Huygen, declared that the Hurghada institute “will provide top quality training and further education for individuals and organisations in the field of hospitality and tourism management.” Huygen continued that “it is the institute's aim to pursue the same quest for excellence in Egypt as Glion's hotel school in Switzerland, offering quality educational programmes that aid young adults to achieve ambitious career goals.”¹⁶⁹

A similar project was started in Sharm El Sheikh by Mohamed El-Wardani, Chairman of the Egyptian-Swiss Company for Hotel Projects, who attracted the Swiss Ecole Hôtelière de Lausanne (EHL) to open the Sharm Hospitality Management High Institute, which was

¹⁶⁴ Ibid, p. 34

¹⁶⁵ Ibid, p. 34

¹⁶⁶ “*Emerging Egypt 2003 – The Annual Business Economic and Political Review*”, Merging Markets Series, Oxford Business Group, London, 2003, p. 107

¹⁶⁷ “*Feasibility Study – Möglichkeiten des Aufbaus einer Hotelberufsschule mit Ausbildung nach dem Dualen System in El Gouna (Ägypten)*“, Schama, Thomas / Piehler, Jürgen / Bode, Rudolf, Wirtschaftsakademie Dr. P. Rahn & Partner GmbH, Auslandsabteilung, Internationale Projekte, El Gouna, Cairo, Leipzig, 2000, p. 35

¹⁶⁸ “*Making the Grade*“, Rehab, Saad, Al Ahram Weekly, Issue No. 481, 11th-17th of May 2000, <http://weekly.ahram.org.eg/2000/481/tr2.htm>

¹⁶⁹ Ibid

scheduled to open in 2001/2002.¹⁷⁰ On the occasion of the school's inauguration, El Wardani described the purpose of his project as fulfilling "the dreams of a new generation that is eager to catch up with the cutting edge of international, state-of-the-art hospitality."¹⁷¹

Although the foundation of both schools was hailed by then Minister of Tourism Mamdouh El-Beltagui "as pioneering initiatives executed by the private sector" stressing "that the upgrading of the professional standard of the workers in the field of tourism is one of the main goals of the Ministry of Tourism", the initial optimism was soon disappointed as "some of these operations did not work out."¹⁷² The Egyptian-Swiss venture soon came to an end with the Swiss partner's retreat resulting in a purely Egyptian run hotel school, characterized by a relatively low level of education similar to that of governmental schools.¹⁷³ The Swiss-Egyptian partnership in Sharm El Sheikh did not manage to establish itself successfully on the market.¹⁷⁴

In contrast to the above mentioned higher management schools, the State Hotel School in Luxor as well as the private Vocational Hotel School in Maadi / Cairo (Omran Schools) to a certain extent had to be considered competitors of the then future Egyptian-German Hotel School in El Gouna:

The governmental hotel school in Luxor was founded as a project of the German development cooperation agency GTZ, however, was handed over to be managed by the Egyptian government.¹⁷⁵ Since its handover, the school's level of vocational training severely suffered. Today, the school mainly provides vocational short term courses. Only from an institutional point of view, the school can be considered a competitor to the hotel school in El Gouna by offering: a) a high international level of education in comparison to Egyptian schools, b) the introduction of dual vocational training through private investors, c) practically oriented training focussing on local hotels' and restaurants' needs, d) an employment guarantee based on contracts between training hotels and trainees, e) the existence of a modular course system

¹⁷⁰ Ibid

¹⁷¹ Ibid

¹⁷² "Emerging Egypt 2003 – The Annual Business Economic and Political Review", Merging Markets Series, Oxford Business Group, London, 2003, p. 107

¹⁷³ Interview with Thomas Schama, Director Egyptian-German Hotel School El Gouna, El Gouna, 15th of January 2006

¹⁷⁴ Interview with Nadia Abd El Razek, Partner El Gouna Hotel School, El Gouna, 18th of January 2006

¹⁷⁵ The GTZ office in Cairo reported that no detailed written documents about this project existed anymore

providing further vocational training for already existing staff, and f) a high level of foreign language instruction.¹⁷⁶

The private vocational hotel school in Maadi / Cairo (Omran Schools), however, needs to be seen as a direct competitor of the hotel school in El Gouna offering semi-practical training elements and a favourable location due to its foundation in the Egyptian capital Cairo, one of Egypt's tourism and hotel centres. The school's location in the capital signifies a valuable advantage since students originating from Cairo can continue to live with their families at home resulting in lower financial burdens for their families. Furthermore, at the time of foundation of the hotel school in El Gouna, the hotel school in Maadi had already been well established and been in existence for seven years counting 1,700 students in the fields of kitchen, restaurant, housekeeping, reception and data processing. Although the school's curriculum, which follows the general guidelines of the Ministry of Education, does not include any practical training blocks, practical training sessions take place once per week, for example in one of the schools' three training kitchens or two restaurants. Officially, the school does not offer any employment support or guarantee after completion of its students' studies.¹⁷⁷

III.3 Egyptian-German Hotel School Paul Rahn El Gouna

III.3.1 School's Foundation and Mission

The Egyptian-German Hotel School Paul Rahn in the Red Sea Resort of El Gouna was founded in 2002 as a joint-venture between three partners: the Egyptian company OPTD¹⁷⁸ and WAK¹⁷⁹ as well as private partner Nadia Abd El Razek following the positive realization of two studies evaluating the Red Sea area's need and demand for such a school.¹⁸⁰

¹⁷⁶ "Feasibility Study – Möglichkeiten des Aufbaus einer Hotelberufsschule mit Ausbildung nach dem Dualen System in El Gouna (Ägypten)", Schama, Thomas / Piehler, Jürgen / Bode, Rudolf, Wirtschaftsakademie Dr. P. Rahn & Partner GmbH, Auslandsabteilung, Internationale Projekte, El Gouna, Cairo, Leipzig, 2000, p. 35

¹⁷⁷ Ibid, p. 34

¹⁷⁸ Orascom for Projects and Touristic Development (since 2005 Orascom for Hotels and Development), Chairman Samih Sawiris

¹⁷⁹ Wirtschaftsakademie der Dr. Paul Rahn and Partner GmbH

¹⁸⁰ "Einführung des Dualen Ausbildungssystems in Hurghada", Abd El Razek, Nadia, Wirtschaftsakademie Dr. P. Rahn & Partner GmbH, Cairo, 1999 and "Feasibility Study – Möglichkeiten des Aufbaus einer Hotelberufsschule mit Ausbildung nach dem Dualen System in El Gouna (Ägypten)", Schama, Thomas / Piehler, Jürgen / Bode, Rudolf, Wirtschaftsakademie Dr. P. Rahn & Partner GmbH, Auslandsabteilung, Internationale Projekte, El Gouna, Cairo, Leipzig, 2000

The school's main aim has been defined as the implementation of the German dual vocational training programme under the umbrella of the Mubarak-Kohl Initiative to provide high quality employees for the region's hotel and tourism industry.¹⁸¹ Furthermore, the school helps to promote the exchange of Egyptian and German gastronomy students to improve the students' language skills as well as their knowledge of both cultures. In addition to this, the school's fourth mission, in line with the wider Mubarak-Kohl Initiative policies¹⁸², is to provide children from financially disadvantaged backgrounds with a good professional basis.¹⁸³ The last point is of particular importance to the school, since those children's parents generally do not have the financial means to send their children to university and, consequently, are interested in high-quality professional training programmes offering the best possible career opportunities.¹⁸⁴

In addition to children from financially disadvantaged backgrounds, the hotel school aims at Egyptian middle class children: "Middle class children can be considered potential hotel school students if they cannot attend university due to failing their entry exam, increasing tuition fees, etc. Consequently the hotel school should intensively focus on this financially strong class by stressing those children's career perspectives."¹⁸⁵

III.3.2 Fields of Professional Training

Since its opening in 2002, three main fields of vocational training and specialization have been offered by the El Gouna Hotel School: a) kitchen, b) service and, c) housekeeping:

a) Kitchen

The school's three year vocational training programme specializing in the kitchen field, aims at teaching students how to a) perform work on nutritional, economic, and ecological requirements, b) apply health and safety regulations, c) use of technical equipment,

¹⁸¹ See also: "Vier Leipziger in Ägypten", Zeitung der Köche, Leipzig, July 2006, p. 3 and „Arbeitswoche am Roten Meer – Zwei Deutsche nahmen Prüfungen in Ägypten ab“, Allgemeine Hotel- und Gaststätten Zeitung, 10/06/2006, p. 6

¹⁸² Interview with Thomas Schama, Hotel School Director, El Gouna, 15th of January 2006

¹⁸³ "Die Schulziele", Ägyptisch-Deutsche Hotelfachschule Paul Rahn, www.rahnschulen.de/el-gouna/

¹⁸⁴ "Feasibility Study – Möglichkeiten des Aufbaus einer Hotelberufsschule mit Ausbildung nach dem Dualen System in El Gouna (Ägypten)", Wirtschaftsakademie Dr. P. Rahn & Partner GmbH, Auslandsabteilung – Internationale Projekte, El Gouna & Kairo & Leipzig, December 2000, p. 19

¹⁸⁵ Ibid, p. 19

appliances, and consumables, d) preparing various kinds of food, e) proposing menus and, f) to deal with basic cost principles.¹⁸⁶ Having completed their training programme, students' later potential career and employment opportunities include positions such as Assistant Cook, Cook (Commis de Cuisine), Head of a kitchen department (Chef de Parti), Sous Chef, and Head Chef (Chef de Cuisine).¹⁸⁷

b) Service

In contrast to a relatively technical and non-guest related training programme in the kitchen field, students choosing a career in the service field are in permanent guest contact. Therefore, training in this field does not only put great emphasis on technical skills related to service, for example restaurant and bar activities, but also to communication and behaviour skills. Future career opportunities for students specializing in service include positions such as Captain, Head Waiter, and Restaurant Manager.

c) Housekeeping

Those students opting for a specialization in housekeeping during their training programme, learn how to a) welcome and look after guests, b) clean hotel areas and restore furniture and fixtures to the correct place, c) clean and prepare guest rooms, identify and report faults according to company procedures, d) decorate guest rooms and public areas and, e) recognise and use correct linens according to their purpose etc.¹⁸⁸ Housekeeping students' future career opportunities, depending on professional skills and abilities as well as the knowledge of languages, include positions such as cleaner, gardener, housekeeper, babysitter, laundry worker, room cleaner and, following a considerable career development, Assistant Executive and Executive Housekeeper.¹⁸⁹

III.3.3 School Curriculum

The El Gouna Hotel School's curriculum for the above outlined professions is based on German curricula which have been adjusted to the Egyptian local market; this ensures that

¹⁸⁶ www.ntvet.com/EG_Doc/Cook.asp

¹⁸⁷ Ibid

¹⁸⁸ www.ntvet.com/EG_Doc/Housekeeper.asp

¹⁸⁹ Ibid

international teaching standards are kept, however, at the same time content uncommon in Egypt, can be excluded.¹⁹⁰ As Table III.1¹⁹¹ indicates, each of the previously mentioned fields of specialization follows a similar curriculum structure over a total training period of three years.

The first year of the school's training programme is identical for all students, independent of their future field of specialization. This year, which is also called "basic education year"¹⁹², is divided in three training blocks (A,B,C):

Training block A lasts 12 weeks and purely focuses on general subjects, in particular languages, mainly German, as it is the hotel school's official teaching language. Therefore, training block A, out of a total 576 lessons, includes 360 hours of German and 96 hours of English language instruction. This training period is followed by block B, which lasts over a period of 24 weeks. This block is characterized by a reduction of the share of general subjects and the introduction of professional subjects from all above mentioned professional fields. In addition, a small share of practical classes in the students' training hotels are introduced so that training block B includes a total of 888 hours of general classes, 240 hours of professional subjects and 144 hours of practical training in the hotel. The students' first training year at the El Gouna hotel school is complemented by training block C, a 12 week practical training period, including 576 hours of practical training in the training hotels. Altogether, the first training year includes 2,424 lessons out of which approximately 30% constitute practical instruction in a real work environment.

With the beginning of the second training year, students must choose between the earlier mentioned fields of specialization: kitchen, service, and housekeeping. It can be observed that the share of general teaching subjects is considerably reduced to only 324 hours in a total training period of 48 weeks in all three areas of specialization. This concerns in particular the number of German lessons, which is reduced to three weekly lessons, in comparison to 30 lessons in the beginning of the first training year. Also, the number of practical training lessons is reduced amounting to 288 hours over a total of 48 training weeks in year two. In contrast to this strong reduction of theoretical teaching, a strong increase of practical work training takes place: in training year two, students in all fields of specialization altogether

¹⁹⁰ "El Gouna – Rahn Schulen", Ägyptisch-Deutsche Hotelschule Paul Rahn, El Gouna, 2002

¹⁹¹ See p. 52

¹⁹² Grundbildungsjahr

have 1,728 hours of practical training in their training hotels. This means that the percentage of practical training in year two increases to 75% out of the 2,340 hours of training making the El Gouna Hotel School very focused on practical training in contrast to the earlier described hotel schools.

The last and third year of vocational training follows the pattern of the second training year. Although the number of general teaching subjects is slightly increased to 360 hours over a total training period of 48 weeks, the number of professional subjects remains the same; this also applies to the amount of practical training periods.

When summing up the results of the analysis on the total three year training period at the El Gouna Hotel School, its dominating characteristics can be described as the extremely high percentage of practical training elements reaching altogether ca. 60 % of the school's total 7,140 hours of training.

III.3.4 Training Hotels

Without the participation of the training hotels, the realization of the dual vocational training programme would not have been possible. While the El Gouna Hotel School provides the theoretical training of the three year training programme, each student not only signs a contract with the hotel school but also with a training hotel where he will receive his practical training.¹⁹³ In return for paying a considerable amount¹⁹⁴ of the total tuition fees for the student to the school, the student agrees to remain with his training hotel for two more years following his graduation guaranteeing him a permanent job at the end of his studies, an enormous benefit in a country like Egypt with an unofficially estimated unemployment rate of ca. 20%. The only exception to this rule is the hotel's non-willingness to employ the student upon graduation or the student's change of job or further studies with the hotel's consent.

The number of participating training hotels has continually grown since 2002 comprising a wide spectrum of hotels from three to five star resorts. While initially the dual vocational

¹⁹³ See Appendix II

¹⁹⁴ For the classes starting in 2002 and 2003, hotels paid an annual amount of 5,625 LE per student, since 2004, the total amount to be paid by the hotel per student was reduced to 4,400 LE. This cost reduction on the hotel side is a result of the school's decision to introduce tuition fees charged to the students so that the school was taken more seriously by students and their parents; Interview with Thomas Schama, Director El Gouna Hotel School, El Gouna Hotel School, 14th of April 2006

training programme was introduced in all 14 El Gouna Hotels on a compulsory basis by the resort owning company Orascom, the school has successfully been working on increasing the number of training hotels outside El Gouna so that, until summer 2006, a further four hotels joined in Hurghada, one hotel in Qsir and one hotel in Makadi Bay now currently providing a total training capacity for 170 students.¹⁹⁵ Although some, especially small three star hotels in El Gouna terminated the cooperation with the hotel school due to their dissatisfaction with the quality of students¹⁹⁶, the general development with regards to the number of participating training hotels has been positive, both in number as well as in its regional distribution.

III.3.5 School Admission Requirements and Costs

Students interested in applying for the El Gouna Hotel School need to have successfully passed the so-called 'Idadiyya exams which take place after eight years of schooling. In addition, they have to pass a specific hotel school entry exam testing a potential candidate's capability to work in the hotel industry. This exam consists of written and oral parts and carefully examines a candidate's language skills, including Arabic, as well as his general knowledge and seriousness of working in the tourism sector.¹⁹⁷ Entry exams are carried out by the school's admission board, which mainly consists of hotel school employees, however, the training hotels' human resources departments are invited to nominate representatives from their side, which, does not occur often.¹⁹⁸

With regards to the costs resulting from enrolling at the El Gouna Hotel School, the first students attending the school in 2002/2003 did not have to pay any personal financial contribution, neither tuition fees nor for teaching material such as books. Only those students who did not live at home but at the school's residence home, had to pay an annual fee of 360 LE.

Due to much damage caused by students to their teaching material and general school equipment, the school decided, beginning in the training year 2003/2004, to take an initial deposit of 150 LE from each student newly attending the school. This deposit was to be reimbursed after graduation. In addition, for the first time, students were required to make a

¹⁹⁵ Interview with Thomas Schama, Director El Gouna Hotel School, El Gouna Hotel School, 10th of June 2006

¹⁹⁶ This issue will be dealt with in detail in the following part of this thesis

¹⁹⁷ Interview with Thomas Schama, Director El Gouna Hotel School, El Gouna Hotel School, 20th of March 2006

¹⁹⁸ Ibid

personal contribution for teaching material amounting to a total annual cost of 560 LE in the first and 430 LE in the second and third school year.¹⁹⁹ Despite the introduction of these costs, the school realized that students and their parents did not sufficiently value a training programme which was offered without tuition fees and purely financed by the training hotels. Therefore, starting from the school year 2004/2005, in addition to the earlier mentioned costs, it was decided to introduce annual tuition fees of 1,500 LE per student. At the same time, this amount was deducted from the contribution which was given by the training hotels. As a result of the introduction of tuition fees, the annual school costs since 2004/2005 amount to approximately 2,100 LE per student. Furthermore, the school raised the annual fees required for the student residence home, including food, from 360 LE to 1,200 LE so that the total annual school costs for students living at the school's residence home reach approximately 3,300 LE, or 300 LE per month. Those students living in the nearby city of Hurghada paid less, however, due to the introduction of a daily school bus, still reached total annual costs of 2,500 LE.

III.3.6 School's Recognition and Certificates

Students graduating from the hotel school's three year training course, receive both a certificate from the examination supervising German Chamber of Industry and Commerce²⁰⁰ and the Egyptian Ministry of Education as a result of the school's status under the umbrella of the Mubarak-Kohl Initiative. Due to the school's private nature, being the only example of a private hotel school in Egypt run according to the dual vocational training programme, the school's official recognition was based on a Memorandum of Understanding which was signed between Egyptian Minister of Education, Prof. Gamal El Din Moussa, and German Ambassador Martin Kobler on the 16th of May 2005; this memorandum "allows the participation of German institutions in preparing executing exams at the private Egyptian-German Hotel School."²⁰¹ Kobler summed up the signed memorandum as "a good example for private-public partnership in our development cooperation by steadily enhancing quality improvement in the tourism sector."²⁰²

¹⁹⁹ An annual fee of 100 LE for teaching books, 250 LE for school uniforms, and approximately 90 LE for extra school activities

²⁰⁰ For the last two years the school's final examinations have been conducted by the Chamber of Industry and Commerce Leipzig, see: "*Vier Leipziger in Ägypten*", *Zeitung der Köche*, Leipzig, July 2006, p. 3

²⁰¹ "*Memorandum of Understanding signed for Egyptian-German Hotel School in El Gouna*", Press Release, German Embassy in Cairo, 16th of May 2005

²⁰² *Ibid*

In addition to receiving a German as well an Egyptian certificate, all those students graduating from the hotel school with “very good” and “good” grades, are permitted to apply for tourism related studies at university level.²⁰³

III.4 Conclusion

Resulting from the above introduction of hotel related vocational training programmes available in Egypt in general and the El Gouna Hotel School specifically, it has become clear that both hotels looking for qualified staff, as well as young people seeking good professional training in the hotel industry, only have a very limited number of institutions to choose from. As far as training opportunities on a non-management level are concerned, the only choice is often state run Secondary Commercial Schools.

The El Gouna Hotel School is currently the only example of a hotel school in Egypt offering a combined practice and theory approach of vocational training under the umbrella of the Mubarak-Kohl Initiative. One of its major benefits is not only high quality training in the fields of service, kitchen, and housekeeping, as well as languages, but in many cases also a job guarantee for its graduates.

One of the school’s main aims, is not only to provide training alternatives for the country’s middle class youth but also to poor people with the aim of creating highly qualified human capital while at the same time contributing to poverty alleviation. The following two main parts of this thesis will focus on the question to what extent the school provides a real alternative for children from poor backgrounds by contributing to its students’ career and financial development. Since the school’s foundation, no independent or internal study has been carried out in this field so that any attempt to deal with this issue must: a) provide an in depth analysis of the actual social background of those students currently enrolled at the school and, b) provide a thorough examination of the financial situation of those students who already graduated from the hotel school to compare their new financial situation with his family’s original status, thus evaluating the school’s contributed degree of poverty alleviation.

²⁰³ Interview with Thomas Schama, Hotel School Director, El Gouna, 15th of January 2006

Since the hotel school, however, can only reach its aims by successfully meeting the needs and expectations of all parties involved in this training process, especially the training hotels, part IV of this study shall provide a detailed evaluation of the training hotels', students' and official examination committee's degree of satisfaction with the school's achievements. Without a successful basis and high degree of satisfaction among those parties, the school will not be able to build up a longstanding positive reputation realizing its declared mission statements.

Table III.1
Curriculum Egyptian-German Hotel School Paul Rahn

General Subjects	1st Basic Training Year			2nd Training Year – 48 Weeks			3rd Training Year – 48 Weeks		
	Block A 12 Weeks	Block B 24 Weeks	Block C / Praxis 12 Weeks	Kitchen / Patisserie	Restaurant / Bar	Housekeeping	Kitchen / Patisserie	Restaurant / Bar	Housekeeping
Arabic	2	2		2	2	2	2	2	2
Religion	1	1		1	1	1	1	1	1
English	8	6		1	1	1	1	1	1
Geography	1	1		-	-	-	-	-	-
History	-	-	P	-	-	-	1	1	1
Maths	1	-		-	-	-	-	-	-
Computer Skills	2	2	R	1	1	1	1	1	1
German	30	24		3	3	3	3	3	3
Sports	1	1	A	1	1	1	1	1	1
Hotel / Tourism Studies	2	-		-	-	-	-	-	-
Total	576	888	C	324	324	324	360	360	360
Professional Subjects			T						
Menu Studies	-	1		1	1	-	1	1	-
Service Studies	-	1	I	-	1	-	-	1	-
Beverage Studies	-	1		-	1	-	-	1	-
Kitchen Studies	-	1	C	2	-	-	2	-	-
Hygiene Studies	-	1		1	1	1	1	1	1
Nutrition Studies	-	1	A	1	1	-	1	1	-
Labour Law	-	1		1	1	1	1	1	1
Environmental Studies	-	1	L	1	1	1	1	1	1
Business Maths	-	1		1	1	1	1	1	1
Storage Keeping	-	1		-	-	4	-	-	4
Total	-	240		288	288	288	288	288	288
Practical Training	-	144	576	1728	1728	1728	1728	1728	1728
Total Hours	576	1272	576	2340	2340	2340	2376	2376	2376

Total Hours	Total Hours	Total Hours	Total Hours	Total Hours	Total Hours
1 st Basic Training Year 2424	2 nd Training Year 2340	3 rd Training Year 2376	Theoretical Training 2964	Practical Training 4176	Total Hours 4176

Source: Egyptian-German Hotel School Paul Rahn El Gouna, August 2006

IV. Assessment of the Egyptian-German Hotel School's Performance

IV.1 Introduction

A comprehensive study and evaluation on the Egyptian-German Hotel School's success in improving the students' professional conditions and living standard must not neglect the fact that the school's dual vocational training programme cannot result in any long term success without the training programme's overall acceptance and support of all involved parties: the participating training hotels, the students' opinion enrolled in the programme as well as the official authorities and, to a lesser extent, independent consultants.

It is the aim of this chapter to provide an assessment of each of the above mentioned parties' position on the hotel school's current status which might prove vital for the school's long term success and existence.

IV.2 Training Hotels' Satisfaction with Hotel School Performance: A Field Study

IV.2.1 Introduction

Most attention in the course of this chapter shall be given to the training hotels' assessment of the hotel school as the training hotels can be considered the second pillar of the dual vocational training programme. Without a solid basis of support from the training hotels, the continuous spread of the dual vocational training system would never be possible.

Due to the crucial importance of the training hotels and due to the absence of any prior studies on this topic, it was decided to carry out a questionnaire-based field study among the General Managers of the training hotels participating in the school's programme to gain, for the first time, a direct evaluation of the school's perceived performance.

IV.2.2 Research Approach & Methodology

With regards to the chosen research approach, a purely quantitative approach summing up assessments from all involved training hotels was not considered necessary and beneficial as

“the problem with collecting only quantitative data is that a number ‘calcifies’ at each stage – from question to coding sheet to analysis, until it is one of several hundred numbers contributing to the production of a percentage...Quantitative data are not always suited to explaining the processes.”²⁰⁴ However, when evaluating the functioning of a hotel school with all its different facets, it became necessary to introduce a qualitative element, “which depends heavily on the presentation of selected anecdotes and comments from informants.”²⁰⁵ The relatively small number of approximately 15 to 20 training hotels would not have been an ideal sample for a purely quantitative approach.

Consequently, a questionnaire-based combined quantitative and qualitative approach seemed to offer the most suitable solution in the case of this study. The quantitative part would be covered by closed-end questions (yes, no, don’t know), whereas qualitative elements could be included by granting each interviewee space for additional comments. The practical part of the questionnaire took place either in the form of self-administered or personal interviews, according to the interviewee’s preference and timely availability.

The choice of interviewees was of crucial importance to the outcome of this field study. Although the training hotels’ Human Resources Managers, mostly Egyptians, would have seemed to be the most suitable candidates due to their daily involvement in human resources and therefore their knowledge about the hotel school students, a sample questionnaire realized with one Human Resources Manager, however, indicated that replies were often ‘idealized’, which might be due to two reasons: firstly, the resort owning company Orascom which also owns some of the training hotels also acts as a partner in the hotel school; therefore, from fear of professional consequences and feelings of solidarity, no negative statements were made. Secondly, Egyptian employees in general tend to be more balanced with regards to their replies avoiding any severe criticism.

Therefore, it was decided to base the following field study on the training hotels’ General Managers²⁰⁶ who generally expressed their opinion in a more direct way without fear of any professional consequences. Although the General Managers statements were much more objective and direct, still it needs to be stressed that the provided replies to a certain extent

²⁰⁴ “*Field Work in Developing Countries*“, S. Devereux, Hoddinot, Harvester, Wheatsheaf, New York, 1992, p. 36

²⁰⁵ “*Research Methods in Anthropology - Qualitative and Quantitative Approaches*“, H. Russell Bernard, AltaMira Press, Walnut Creek, London, New Delhi, 1995, p. 363

²⁰⁶ Also referred to as GM

still can be understood slightly benevolent and diplomatic due to the interviewees' personal and professional status. Therefore, one of the interviewed General Managers participated in the study only under the condition of anonymity.

Such reactions as well as the precise information provided by most GMs clearly indicated that the vast majority of them was generally well informed about their students' educational progress inside the hotel, though some indicated that they could do much more for the students' benefit. Although the monitoring of the students was much easier for GMs in smaller hotels, also hotel GMs with a few hundred employees due to the El Gouna Hotel School's model character and their often personal identification with this project contributed to their special interest in those students and the content of practical training received at the hotel. Being aware of the GMs' strong background knowledge, large parts of the questionnaire therefore only provided 'yes' and 'no' answers neglecting the reply option 'do not know'.

In contrast to the precise background information about the students' progress inside the hotels, however, it turned out that much less information was known to the GMs about the students' theoretical performance at school. This, however, was not due to the GMs' specific lack of information, but more as a general lack of information between the hotel and the hotel school, as sample questionnaires with the responsible HR Managers, demonstrated.

The results of the following field study are based on the submitted questionnaires of nine training hotels ranging between three and five stars; eight of these hotels are located in El Gouna and one in Hurghada.

IV.2.3 Questionnaire

The above mentioned questionnaire is divided into four main parts, each of them focussing on one specific topic: a) the students' personal skills, b) the students' theoretical knowledge, c) the hotel school's general concept and efficiency and, d) an overall assessment of the hotel school's performance and its results.²⁰⁷

²⁰⁷ For a complete copy of the questionnaire, see Appendix I

Part one of the questionnaire aims at gaining more information on the students' personal skills. These skills include the students' feeling of responsibility, his manners, flexibility, customer-oriented thinking, punctuality, organization, hygiene, independent thinking, and friendliness. Furthermore, the interviewed hotel General Managers were asked if they preferred candidates of a certain sex for employment when evaluating the above personal skills.

The second questionnaire part analyses the students' theoretical knowledge as a result of their training at the hotel school. This part is divided into three sections: language skills (Arabic, English, German), general subjects taught at the hotel school (mathematics, computer studies, social studies), and vocational related study subjects (hotel & tourism studies, vocational studies such as service, beverages, kitchen etc., hygienical studies, nutrition studies, labour law and safety measures, as well as environment protection).

Following the analysis of the students' personal skills and their acquired theoretical knowledge, *the third part of the questionnaire* deals with the assessment of the hotel school's general concept and efficiency in the eyes of the training hotels' General Managers taking into consideration both, students, as well as the school itself. Part three consists of 10 questions: the first two questions deal with the suitability of the school's theoretical curriculum. The efficiency of practical training periods and the ratio of practical and theoretical training periods are dealt with in questions three and four. These questions are followed by an assessment of the training programme's overall duration as well as the hotel school's choice of German as its main teaching language. The analysis of the school's main deficiencies and advantages is the aim of this part's seventh question. The third part of this questionnaire could not be considered complete without an evaluation of the students' level of education prior to entering the hotel school and an assessment of the students' main strengths and weaknesses. This part of the questionnaire concludes with an attempt to evaluate the hotel school's choice of students.

The final and fourth part of the questionnaire addressed to the hotel General Managers aims at providing an overall assessment on the training hotels' degree of satisfaction with the school's students and the training hotels' keenness on further employing their students in the hotel resulting in the question if the training hotels consider the recruitment of a higher percentage of future staff through the El Gouna Hotel School.

IV.2.4 Data Analysis

The analysis of the data obtained as a result of the above described research approach and questionnaire focussed on the earlier outlined quantitative and qualitative approach – though to a different extent in each of the questionnaire’s main four parts: questionnaire part I (students’ personal skills) and part II (students’ theoretical knowledge) predominantly concentrated on the quantitative evaluation of the students’ characteristics by identifying major trends with regards to each single section included in the main parts. These results will easily become visible in the related tables in the following chapter summing up the quantitative research results.

In contrast to questionnaire parts I and II, the data analysis of part III (hotel school’s concept and efficiency) and part IV (overall assessment) was carried out by combining the previously outlined quantitative analysis and a thorough analysis of the qualitative elements included in the questionnaire to further highlight the reasons underlying the provided replies. Due to the variety and complexity of answers, it was decided to summarize these results in a descriptive rather than figurative way as will become clear in the following summary of the questionnaire results.

IV.2.5 Questionnaire Results

As a result of the above questionnaire, which was carried out among nine General Managers from participating training hotels of all categories, certain repeating patterns could be observed with regards to the provided replies:

IV.2.5.1 Students’ Personal Skills

As far as the training hotels’ experience with the students’ personal skills are concerned, Table IV.1 reflects a wide spectrum of replies, varying from hotel to hotel but also depending on each personal skill as will be shown in the following more detailed analysis:

With regards to the *students' feeling of responsibility*, three hotels reached 'good' conclusions, while the assessment of the remaining majority of hotels ranges was from 'fair' to 'very poor'. In more detail, Steigenberger, Sultan Bey and Dawar El Omda confirmed a 'good' feeling of responsibility among their students (Sultan Bey stated that it was better than among the normal staff); in contrast, Sheraton, Captain's Inn and Ocean View showed a slightly more negative tendency by grading their students' feeling of responsibility 'fair'. Three out of a total of nine interviewed hotels considered their students' feeling of responsibility 'poor'²⁰⁸ or 'very poor' as the examples of Villa Kunterbunt and Turtle's Inn demonstrate.

A similar reply pattern, though even more diverse, can be observed concerning the *students' manners*: The highest degree of satisfaction was reported by Dawar El Omda Hotel, which rated its students' manners 'very good', while Steigenberger, Sheraton and Ocean View considered their students' behaviour 'good'. On the other hand, Turtle's Inn and Sultan Bey indicated their behaviour as being 'fair', while Villa Kunterbunt described its students' manners as 'poor', only surmounted by one hotel regarding its students' manners as 'very poor'²⁰⁹.

A personal skill which caused a strong contrast among the training hotels' replies was their *students' flexibility*. While six hotels believed their students' flexibility to be 'good'²¹⁰, three hotels stated that their flexibility was poor²¹¹.

With regards to the ability of *customer-oriented thinking*, the interviewees' replies ranged between 'good'²¹², 'fair'²¹³ and 'poor'²¹⁴. In addition to the given reply options, Sultan Bey commented that the students "do not know what a guest is" indicating that the students show a lack of understanding and preparation.

As far as the students' *punctuality and personal organization* are concerned, hardly any 'good' results can be found clearly indicating that these two points are a serious concern to the interviewed GMs. With regards to their students' punctuality, only two hotels reached a

²⁰⁸ Hotel General Manager wished to remain unknown

²⁰⁹ Hotel GM wished to remain unknown

²¹⁰ Steigenberger, Sheraton, Captain's Inn, Turtle's Inn, Dawar El Omda

²¹¹ Villa Kunterbunt, Sultan Bey, and one hotel GM who wished to remain unknown

²¹² Steigenberger, Sheraton

²¹³ Turtle's Inn, Dawar El Omda, Ocean View

²¹⁴ Villa Kunterbunt, Sultan Bey, and one hotel GM who wished to remain unknown

‘good’ conclusion²¹⁵; Steigenberger, Sheraton and Dawar El Omda considered their students’ punctuality ‘fair’, while Turtle’s Inn, Ocean View (poor) and Villa Kunterbunt and one GM who wished to remain unknown (very poor) expressed their clear dissatisfaction with their students’ performance in this field.

The GMs concern becomes even clearer when assessing the students’ *level of organization*: With the exception of two hotels²¹⁶, the majority of hotels varied between ‘fair’,²¹⁷ ‘poor’,²¹⁸ and ‘very poor’,²¹⁹.

The students’ *hygiene standards* received only slightly better judgements: two hotels²²⁰ rated their students’ hygiene as ‘good’, while the majority of GMs considered it just satisfactory (‘fair’)²²¹, and two hotels regarded its students’ standards in this field as ‘poor’²²².

The worst results among the discussed evaluation of the students’ personal skills can be observed when discussing their *ability to think independently*: similar to the previously discussed organizational skills, no ‘very good’ or ‘good’ assessment can be found. While Sheraton, Captain’s Inn, Ocean View and Dawar El Omda still consider their students’ independent thinking ‘fair’, Steigenberger and one other hotel²²³ already judged it as ‘poor’; Villa Kunterbunt and Turtle’s Inn regarded their students’ ability in this field as ‘very poor’.

In contrast to the ability to think independently, the best judgement in this section can be found with regards to the students’ friendliness, which met most GMs satisfaction, ranging between ‘very good’²²⁴, ‘good’²²⁵ and ‘fair’²²⁶.

Regarding the question if the interviewed GMs preferred a certain sex for employment due to the students’ personal skills, the clear majority of GMs expressed their intention to give the same chance to candidates from both sexes stressing the advantages of “a good mix between

²¹⁵ Sultan Bey, Captain’s Inn

²¹⁶ Sultan Bey, Captain’s Inn

²¹⁷ Sheraton, Steigenberger, Sultan Bey, Captain’s Inn, Ocean View

²¹⁸ Turtle’s Inn, Villa Kunterbunt

²¹⁹ Hotel GM wished to remain unknown

²²⁰ Sultan Bey, Turtle’s Inn

²²¹ Steigenberger, Sheraton, Captain’s Inn, Villa Kunterbunt, Dawar El Omda

²²² Ocean View, Hotel GM wished to remain unknown

²²³ Hotel GM wished to remain unknown

²²⁴ Steigenberger, Sheraton, and one Hotel GM, who wished to remain unknown

²²⁵ Turtle’s Inn, Captain’s Inn, Sultan Bey, Dawar El Omda, Ocean View

²²⁶ Villa Kunterbunt

male and female”²²⁷; though one GM added that women, especially those with more rural backgrounds, due to their general position in the Egyptian society “are not independent in acting and not free from rumours”²²⁸ in an open environment such as the tourism field.

Table IV.1
Evaluation of Students’ Personal Skills According to Training Hotel

Personal Skill	Very Poor	Poor	Fair	Good	Very Good
(1) Feeling of Responsibility	VK ²²⁹ / T ²³⁰	Nn ²³¹	Sh ²³² / C ²³³ / OV ²³⁴	D ²³⁵ / St ²³⁶ / S ²³⁷	
(2) Manners	Nn	VK	T / S	St / Sh / OV	D
(3) Flexibility		VK / S / Nn		St / T / Sh / C / D / OV	
(4) Customer Oriented Thinking		VK / S / Nn	T / D / OV	St / Sh	
(5) Punctuality	VK / Nn	T / OV	St / Sh / D	S / C	
(6) Organization	Nn	VK / T	St / S / Sh / C / OV	D	
(7) Hygiene		Nn / OV	St / Vn / Sh / C / D	T / S	
(8) Independent Thinking	VK / T	Nn / St	Sh / C / D / OV		
(9) Friendliness			VK	D / T / S / C / OV	Nn / St / Sh

Source: Data collected by the Researcher

IV.2.4.2 Students’ Theoretical Knowledge

Part II of the questionnaire covered the students’ theoretical knowledge in relation to their studies at the hotel school and was divided into three main parts: languages, general subjects as well as vocational related training subjects:

As far as the students’ language skills are concerned not all GMs, due to a lack of information, were able to provide comments on all questions (see Table IV.2). Apart from

²²⁷ Steigenberger Golf Resort GM

²²⁸ Hotel GM wished to remain unknown

²²⁹ Villa Kunterbunt, Training Restaurant in Hurghada belonging to Arabia Beach Resort (4 Star Hotel)

²³⁰ Turtle’s Inn Hotel, Training Hotel in El Gouna (3 Star Hotel; total room number: 28)

²³¹ n.n (anonymos El Gouna Hotel, more than 100 rooms)

²³² Sheraton Miramar Resort, Training Hotel in El Gouna (5 Star Hotel; total room number: 338)

²³³ Captain’s Inn Hotel, Training Hotel in El Gouna (3 Star Hotel; total room number: 41)

²³⁴ Ocean View Hotel, Training Hotel in El Gouna (4 Star Hotel; total room number: 222)

²³⁵ Dawar El Omda Hotel, Training Hotel in El Gouna (4 Star Hotel: total room number: 64)

²³⁶ Steigenberger Golf Resort, Training Hotel in El Gouna (5 Star Hotel; total room number: 220)

²³⁷ Sultan Bey Hotel, Training Hotel in El Gouna (4 Star Hotel; total room number: 115)

Sultan Bey Hotel, whose GM indicated that it was not possible to generalize his reply as his students' performance varied between 'poor' and 'good', still a general trend can be derived from the training hotels' replies on their students' language skills: with only one exception²³⁸, all interviewees considered their students' Arabic skills, both written and spoken, as 'good' or 'very good'.

Clear signs of general dissatisfaction, however, can be observed in the field of the students' foreign language performance, both in English and German: The majority of replies varied between 'fair' and 'poor', with two hotels rating its students' foreign language skills as 'very poor', pointing out a clear lack of achievement in the mastering of foreign languages (see Table IV.2).

Table IV.2
Assessment of Hotel School Students' Language Knowledge

Language Skills	Very Poor	Poor	Fair	Good	Very Good
Arabic (written)			Nn	St / T / D / OV	C
Arabic (spoken)			Nn	D / St / VK / T	C / OV
English (written)	VK / T	Nn / OV	St / C	D	
English (spoken)	T	Nn / VK / C	St / Sh	D / OV	
German (written)	T / Nn	St / VK / OV	C / D		
German (spoken)	T / Nn	St / VK	C / D / OV		

Source: Data collected by the Researcher

It is interesting to observe that with the exception of one person, all hotel GMs indicated that they were not able to make any comments on their students' performance in general subjects such as mathematics, computer studies or social studies taught at the hotel school. As a result of this observation it can be concluded that the training hotels do not show any interest in their students' development and progress in general school subjects as outlined above but strictly focus on their students' progress and performance in their vocational area of specialization. The only GM assessing her students' performance in the above mentioned general teaching subjects, reached a 'fair' conclusion.

In contrast to general teaching subjects, the interviewed GMs' assessment of their students in the field of vocational related studies, is much clearer and demonstrates a stronger awareness

²³⁸ GM wished to remain unknown

and focus on the students' performance in these subjects, though exceptions can be found as the relatively small number of replies proves. Those GMs commenting on their students' performance predominantly expressed 'fair' and 'poor' results in core vocational studies such as service, kitchen, hygienical knowledge and nutrition studies etc. (see Table IV.3); exceptions for the better and worse can only rarely be found. The worst results regarding vocational studies, however, can be found in the field of environmental protection, a subject in which the hotel GMs assessment ranged from 'fair' to 'very poor'. One hotel GM explained this negative result: "They are taught by the hotel as our hotel has won the Green Globe. Previous knowledge does not exist."²³⁹

Table IV.3
Assessment of Hotel School Students Knowledge of Vocational Study Subjects

Vocational Related Studies	Very Poor	Poor	Fair	Good	Very Good
Hotel & Tourism Studies		S / Nn		St / C / D / OV	
Vocational Studies		VK / Nn	St / S / D	C	
Hygienical Knowledge	Nn	VK / D / OV	St / C	S	
Nutrition Studies		VK / Nn / OV	C / D		
Labour Law / Safety Measures		VK / Nn / OV	D	C	
Environment Protection	VK	St / Nn	C / D		

Source: Data collected by the Researcher

IV.2.5.3 Hotel School's Concept and Efficiency

In contrast to the above student assessments, the hotel GMs' comments on the hotel school's concept and efficiency demonstrate a much higher degree of satisfaction:

With regards to the school's *theoretical curriculum*, the clear majority of interviewed GMs consider the school's choice of subjects to provide the professional background knowledge needed in the daily hotel operation 'good'.²⁴⁰ Two exceptions could be found in both directions. One hotel GM considered the hotel school's curriculum 'very good' stating that "it is preparing the students very well for later when they start "real work". They have deep ideas

²³⁹ Steigenberger Golf Resort

²⁴⁰ Steigenberger Golf Resort, Sheraton Miramar Resort, Captain's Inn Hotel

about hotel work and how it can be.”²⁴¹ Only two hotel GMs believed that the school’s curriculum was not good rating it ‘fair’²⁴² and ‘poor’²⁴³, however, without indicating any reasons.

Despite the general degree of satisfaction with the school’s theoretical curriculum, six out of nine hotels GMs felt that the school’s *curriculum misses essential subjects and training elements*. One GM, for example, indicated that “more role-playing of actual situations” was needed so that students could learn “how to handle complaints or difficult situations.”²⁴⁴ Furthermore, it was added that “the biggest lack in this country is to teach people to take responsibility, to take decisions and stand to them.”²⁴⁵ The previous behaviour related points were supported by one interviewee who indicated that no apparent knowledge on general services and customer oriented behaviour existed,²⁴⁶ another GM stressed that the curriculum showed a lack of food and beverage issues related to the specialities of the Egyptian cuisine hence calling for a curriculum which should be more adapted to the national characteristics in Egypt.²⁴⁷

The *efficiency of practical training periods* to provide the professional knowledge and skills needed in the daily hotel operation was generally regarded as ‘good’. Interviewed GMs were convinced that “students learn to move around customers so that with time their self confidence becomes stronger and they learn how to handle situations.”²⁴⁸ Although generally being positive regarding practical training periods, one GM stressed that “although extremely valuable, the practical training is not always professionally.” More efforts were required to improve the generally quality of training concerning the hotel school students.²⁴⁹ Another GM also stressed the importance of carrying out practical training sessions, even outside the hotels at school, in especially equipped training rooms.²⁵⁰ The aspect of training quality was taken further by another GM stating that generally practical training periods were very beneficial, however, at the same time stressed that “for kitchen training, it would be better if the students went to big hotels” so that they could be trained in the whole range of work and tasks in the

²⁴¹ Turtle’s Inn Hotel

²⁴² Sultan Bey Hotel

²⁴³ Villa Kunterbunt

²⁴⁴ Steigenberger Golf Resort

²⁴⁵ Ibid

²⁴⁶ Sultan Bey Hotel

²⁴⁷ Villa Kunterbunt

²⁴⁸ Steigenberger Golf Resort

²⁴⁹ Sheraton Miramar Resort

²⁵⁰ Villa Kunterbunt

hotel field, which might not be found in smaller hotels.²⁵¹ In this context, it seems important to point out that this statement is in line with the observation made in the first chapter of this thesis according to which small training companies in Germany are considered “critical” due to a limited range of activities.²⁵²

As far as the *ratio of practical and theoretical training* is concerned, all hotels expressed their satisfaction without adding any additional comments. A similar reaction can be observed with regards to the training hotels’ opinion concerning the duration of the training programme. Almost all hotels agreed that the duration of three years is ideal, neither too short nor too long, stating that “longer studies would not be economical for both parties: the students and hotels.”²⁵³

Also, the clear majority of interviewed hotel GMs confirmed their satisfaction with *German as the school’s main teaching language*. Reasons for this satisfaction with German as the main language are that the “largest feeder market in the destination [El Gouna] is Germany”²⁵⁴ and that “the majority of German tourists is obvious”²⁵⁵, also in Hurghada. However, it was also stressed that also English must not be neglected as a major communication language. Despite the focus on German as the main teaching language, the students’ command of German is still lower than in English; in this context, one GM stated that “the German language is important as it is a German school but [the students should speak the same level of German] as English.”²⁵⁶ Only one of the interviewed GMs did not share the opinion that German should be the main teaching language arguing that “English must be the first and compulsory language.”²⁵⁷

Although the *school’s main weaknesses* vary considerably from one hotel to the other, numerous hotels criticised that the “communication between students, school, and hotel is very poor.”²⁵⁸ This was confirmed by one GM who stated that the hotel school has to closer observe their students’ training demanding that “school teachers have to visit their students at the hotel where they get the training...to see if the students really learn what they write in

²⁵¹ Turtle’s Inn Hotel

²⁵² Indicate Source

²⁵³ Villa Kunterbunt

²⁵⁴ Sheraton Mirmar Resort

²⁵⁵ Villa Kunterbunt

²⁵⁶ Captain’s Inn Hotel

²⁵⁷ Sultan Bey Hotel

²⁵⁸ Villa Kunterbunt

their books.”²⁵⁹ In this context one GM also expressed her wish to receive “more information about the school’s curriculum and programme to be able to see that the training at the hotel follows accordingly.”²⁶⁰ Another negative school feature mentioned by one of the GMs is the students’ obligation to work for two years in his training hotel upon completion of his training. Therefore, it was suggested to “allow students to freely choose their future employer since this would increase the competitiveness amongst hotels.”²⁶¹ In addition to this, one GM pointed out that “the school is still losing too many students in its first grade as they do not know what is expected from them when signing up.”²⁶² As a result of this, a better preparation by the school when recruiting new students was demanded.²⁶³ Apart from the need for an improved recruiting process, one GM also called for the necessity to “teach more independent thinking and [the willingness] to take on responsibility”²⁶⁴ asking to “not only teach things by heart but to teach them to think.”²⁶⁵

In contrast to the school’s weaknesses, most GMs did not hesitate to point out *the school’s positive sides* and their general support of the school’s philosophy describing it as “unique in the country, [a] great effort by the faculty, a first step to take young children off the street and to give them a perspective for the future, which is not easy.”²⁶⁶ Another GM added that “the school offers the only meaningful preparation for entry level hospitality positions in Egypt.”²⁶⁷ Though expressed in different ways, the above positive comments were shared by all interviewed GMs, although one GM concluded that “the school tries to do the best possible but [ideally] needs to start from scratch.”²⁶⁸

Opinions differed considerably on the question if the hotel *school students’ general level of education* was sufficient for the offered kind of training programme. While a number of hotel GMs considered the students’ schooling background sufficient²⁶⁹, especially GMs representing four and five star hotels held a different point of view, by stating for example: “I don’t think that they are prepared from the schools, they only learn by heart but they do not

²⁵⁹ Turtle’s Inn Hotel

²⁶⁰ Ocean View Hotel

²⁶¹ Sheraton Miramar Resort

²⁶² Steigenberger Golf Resort

²⁶³ Steigenberger Golf Resort, Captain’s Inn Hotel

²⁶⁴ Steigenberger Golf Resort

²⁶⁵ Ibid

²⁶⁶ Ibid

²⁶⁷ Sheraton Miramar Resort

²⁶⁸ Hotel GM wished to remain unknown

²⁶⁹ Villa Kunterbunt, Captain’s Inn Hotel, Turtle’s Inn Hotel

think independently.”²⁷⁰ As a consequence, “schooling deficiencies need to be compensated during the programme, which is time consuming and inefficient”, as one of the interviewees stated. Only one GM, who does not believe in compensating schooling deficiencies in the course of the training programme, concluded: “We need candidates with higher [education] levels (A-Level).”²⁷¹

When describing the *students’ main weaknesses*, a large number of opinions can be observed among the interviewed GMs. According to one GM, students lack an “understanding of what is expected from them” and show a lack of “understanding of hospitality although they are very friendly.”²⁷² In addition, many students are “afraid of making mistakes and being punished.”²⁷³ As a result of this example, the Egyptian culture and tradition of upbringing as well as the country’s school system are believed to be a main cause to the previously described behaviour. In this context, another training hotel in particular stressed the “general [low] education level in Egypt” as a major factor contributing to the students’ lack of personal skills. A “lack of commitment” among those students who signed up for the hotel school mainly due to their parents’ decision constitutes an additional problem for another hotel.²⁷⁴

Apart from cultural and educational reasons, participating training hotels perceived their students’ young age as a problem stating that “their mind and way of thinking are still that of a child.”²⁷⁵ Due to the students’ young age, one GM felt that they still “have no plan for the future.”²⁷⁶

In contrast to the students’ above mentioned weaknesses, also many *positive points regarding their students’ suitability* for the daily work in the hotel environment were pointed out positively by the interviewed individuals. Especially the students’ enthusiasm, friendliness and strong desire to learn new things from their colleagues and supervisors in the hotels were often mentioned and described as typical for the country’s culture.²⁷⁷ One GM summed this up by stating: “They are eager to learn, more than the usual [hotel] staff on the Red Sea.”²⁷⁸

²⁷⁰ Steigenberger Golf Resort

²⁷¹ Sultan Bey Hotel

²⁷² Steigenberger Golf Resort

²⁷³ Ibid

²⁷⁴ Sheraton Miramar Resort

²⁷⁵ Turtle’s Inn Hotel

²⁷⁶ Captain’s Inn Hotel

²⁷⁷ Steigenberger Golf Resort, Sheraton Miramar Resort, Captain’s Inn Hotel, Villa Kunterbunt, Sultan Bey Hotel

²⁷⁸ Sultan Bey Hotel (for explanation reasons, it needs to be stressed that the general standard of hotel staff on the Red Sea coast is believed to be relatively low in comparison to the remaining parts of the country. This is due to the fact that most staff in lower ranks originates from the rural areas of Upper and Middle Egypt which simple

Despite the students' strong will and "above average intelligence", at the same time it was occasionally stressed that these positive features only appeared "at certain times and inconsistently."²⁷⁹

One of the most concerning replies with regards to the interviewed hotel GMs can be found when evaluating the *school's choice of students*. Most hotels, with the exception of one GM stating that the choice was 'good'²⁸⁰, reported that they considered the candidates chosen by the hotel school as 'fair'²⁸¹ or 'poor'²⁸². Numerous suggestions were made by the GMs, to improve the situation, for example the need for "more interviews to clear if they are suitable for this profession. Most of them do not know why they are in the catering brand."²⁸³ Furthermore, it was criticized that the school "does not study the psychological side of the student if he will be suitable for the department in which he is receiving his training."²⁸⁴

IV.2.5.4 Overall Assessment

In spite of the negative and partially strong criticism expressed in the earlier paragraphs of this chapter, it is interesting to note that the clear majority of participating training hotels evaluated the *general level of professional education* acquired by the students as 'good'.²⁸⁵ Only one hotel rated the students' professional level as 'fair'²⁸⁶, two even 'poor' commenting that it "was not enough at all."²⁸⁷

As a result of the overall satisfaction with the students' educational achievements, the predominant *majority of hotels was either 'keen'²⁸⁸ or 'very keen'²⁸⁹ on employing hotel school students upon graduating*. One hotel even commented 'extremely keen' adding that

living conditions stand in sharp contrast to the high standards required by the holiday hotels and resorts on the Red Sea coast)

²⁷⁹ Sheraton Miramar Resort

²⁸⁰ Sultan Bey Hotel

²⁸¹ Dawar El Omda, Steigenberger Golf Resort, Sheraton Miramar Resort, Villa Kunterbunt, Captain's Inn Hotel, Turtle's Inn Hotel, Ocean View Hotel

²⁸² Hotel GM wished to remain unknown

²⁸³ Villa Kunterbunt

²⁸⁴ Turtle's Inn

²⁸⁵ Steigenberger Golf Resort, Sheraton Miramar Resort, Captain's Inn Hotel, Sultan Bey Hotel, Dawar El Omda Hotel, Ocean View Hotel

²⁸⁶ Turtle's Inn Hotel

²⁸⁷ Villa Kunterbunt and other hotel GM who wished to remain unknown

²⁸⁸ Dawar El Omda Hotel, Sultan Bey Hotel, Ocean View Hotel, hotel GM who wished to remain unknown

²⁸⁹ Captain's Inn Hotel, Steigenberger Golf Resort

“the students after completion of the programme, demonstrate a level of professionalism, which is otherwise just not available for entry level positions anywhere in Egypt.”²⁹⁰ This keenness of employing hotel students was not shared by two hotels who already demonstrated above that they were not satisfied with the students’ achievements therefore stating that they were either “neutral”²⁹¹ or “not keen”²⁹² on employing their trainees.

In the future, the clear majority of participating training hotels *intend to recruit a higher level of hotel staff through the El Gouna Hotel School*. This was explained by one hotel indicating that only “few of the people we hire would have the knowledge these students have. Many of those we hire [from outside the hotel school] need a large amount of training.”²⁹³ This general idea was shared by most hotels who intend to employ more hotel students in the future. In one hotel interested in increasing the percentage of hotel school graduates, the impression was created that the main motive for its participation was mainly due to the cheap labour provided by the well trained students.²⁹⁴ One of those hotels which do not intend to hire a higher percentage of hotel staff through the hotel school in the future,²⁹⁵ argued that the school was not interested in the students’ benefit but only in the financial contribution paid by the hotel to the school.²⁹⁶

It is noteworthy that only one of the interviewed hotels considered other training programmes, e.g. in-house training, an *efficient training alternative* to the dual vocational training offered by the hotel school arguing that “whatever proper training is done, it will improve staff level and knowledge.”²⁹⁷ All other interviewed hotels stated that no alternative in-house training could meet the school’s efficiency due to a “lack of resources and a perpetual conflict between day to day operational requirements and training needs.”²⁹⁸

Due to this general positive feedback expressed by most interviewed hotel GMs it is to no surprise that most hotels feel that the *investment put into the training* of their trainees has been

²⁹⁰ Sheraton Miramar Resort

²⁹¹ Villa Kunterbunt

²⁹² Turtle’s Inn

²⁹³ Steigenberger Golf Resort

²⁹⁴ Sultan Bey Hotel

²⁹⁵ Villa Kunterbunt, hotel GM who wished to remain unknown

²⁹⁶ Turtle’s Inn Hotel

²⁹⁷ Sultan Bey Hotel

²⁹⁸ Sheraton Miramar Resort (these points were shared by Captain’s Inn Hotel, Villa Kunterbunt, Steigenberger Golf Resort, Turtle’s Inn Hotel)

worth the money.²⁹⁹ Only one hotel rejected this idea, however, stated that it was not worth it yet but that it “will be after the school level is increasing.”³⁰⁰

As far as the question whether the hotel school students’ level of qualification should be considered salary wise and with regards to their starting rank / position after the completion of their studies is concerned, an interesting dichotomization between foreign GMs and Egyptian GMs can be observed. Most non-Egyptian GMs believe that students deserve a higher starting salary due to their experience in comparison to completely untrained staff. Salary estimates vary considerably according to the hotel level and chain. While one hotel mentioned an approximate basic starting salary of 180 LE per month instead of 150 LE for total beginners³⁰¹, one 5-star hotel considered an amount of 250 LE suitable for hotel school graduates.³⁰² Although all foreign GMs agreed that hotel school students should start their professional life with a higher basic salary, they did not believe that students should be given a higher starting position / rank. This argument is based on the idea that they “need more experience, language, behaviour etc.”³⁰³ Though the interviewed GMs remarked that there was no immediate effect on the students’ entry position, they commented that there might be a faster development towards promotions. Furthermore, one GM stressed that the hotel school graduates “will not work in lowest employment levels (such as bus boys).”³⁰⁴ Even the lowest employment levels were not excluded by some GMs, however, they also stated that the students would have to work at this level for only one instead of the usual two or three years.³⁰⁵ Only one of the foreign GMs argued that hotel school graduates should be given both a higher starting salary as well as starting position “to give this project a chance and to encourage students to go this way.”³⁰⁶ Hence, the position of ‘1st Commis’ or ‘Waiter’ with an approximate basic salary of 300 to 350 LE per month was considered suitable.

In contrast to the above outlined opinions of non-Egyptian GMs, the interviewed Egyptian hotel GMs represented the point of view that the students’ upon graduation do not deserve any higher starting salary or starting position.³⁰⁷ One hotel based this decision on the

²⁹⁹ Steigenberger Golf Resort, Sultan Bey Hotel, Sheraton Miramar Resort, Captain’s Inn Hotel,

³⁰⁰ Villa Kunterbunt

³⁰¹ Sultan Bey Hotel

³⁰² Steigenberger Golf Resort

³⁰³ Steigenberger Golf Resort

³⁰⁴ Sheraton Miramar Resort

³⁰⁵ Sultan Bey Hotel

³⁰⁶ Villa Kunterbunt

³⁰⁷ Turtle’s Inn Hotel, Captain’s Inn Hotel

argument that “they are students; so their benefits have to be that they get training for their future and not material benefits like money.”³⁰⁸

When finally assessing the previously made positive and negative points with the aim of providing an overall evaluation of the hotel school’s performance and realization of its training programme, all with the exception of one hotel³⁰⁹ reached a ‘good’ or ‘very good’ conclusion with one hotel arguing that “especially in Egypt, this programme provides a solid and good foundation for career development.”³¹⁰ One GM summarized the results of the previous field study very well by stating: “It is a good system but the students are not really good.”³¹¹

IV.3 Students’ Satisfaction with the El Gouna Hotel School

In contrast to the hotel General Managers, the students’ assessment on the various sides of their training programme shall be analysed in the following paragraphs of this chapter. The results described in the following outlining reflect the opinion of 64 students who enrolled at the hotel school in 2002 and 2003; they were interviewed as part of the field study in Part V of this thesis and asked to mention what they liked and disliked about the Egyptian-German Hotel School Paul Rahn El Gouna, numerous answers per interviewee were possible:

a) Positive Student Replies

The results of these questions can be summarized as follows: the majority of students felt that the most positive aspect of their training was the learning of a new language (48 students), especially German (10 students).³¹² In addition to learning a new language, a large part of the students mentioned good future work opportunities as a result of their studies at the hotel school as the second major positive feature of their training (39). The third positive feature brought forward by the students was the integration of practical training periods in the school’s curriculum (19), followed by a positive mentioning of the school’s teachers (13).

³⁰⁸ Turtle’s Inn Hotel

³⁰⁹ Ibid

³¹⁰ Sheraton Mirmar Resort

³¹¹ Hotel GM who wished to remain unknown

³¹² For detailed results on positive student replies, see Table IV.4

Despite the hotel school's major focus on teaching hotel and gastronomy related subjects, it is worth pointing out that only six students mentioned as a positive experience gaining knowledge and experience about the hotel field. A similar number of replies was noted as far as positive aspects are concerned were 'meeting new people' and the obtaining of a 'German qualification'.

Table IV.4
El Gouna Hotel School Students Reply to the Question:
What do you like about your studies?

Reply	Number of Students
Language	48
German Language	10
Good work opportunities	39
(Practical) Training	19
Good Teachers	13
Learned about hotel work	6
Contact with new people	6
German Qualification	6
Made Good Friends	3
Good Future	2
Combination of Practical & Theoretical Training	2
Good Training	2
Place	1
International Certificate	1
Practical Training	1
School System	1
Good Subjects	1
Good qualification for future	1
German and Egyptian Training	1
Learning how to deal with people	1
Learning a profession	1
School Location	1
German Teachers	1
School Cares for the Students	1

Source: Data collected by the Researcher

b) Negative Student Comments

As far as the negative points experienced and mentioned by the students are concerned, Table IV.5 indicates that a clear majority of students criticised the change of teaching language from English to German shortly prior to the exams (21); similarly a change of school subjects (16) and frequent change of teachers (9) was pointed out by a large number of students (16). As a result of this criticism, 7 students concluded that the school's organization showed certain deficiencies. In most cases, these comments resulted from the school's first students who

attended the school in its start up phase and therefore seemed to be partially negatively effected.

Another major factor contributing to this statement was the students' feeling that there was a lack of contact and regular communication between the hotel school as well as the training hotels (6 students). For example, 12 students claimed that the school did not support them sufficiently when encountering difficulties at their training hotel.

In addition to the previously expressed dissatisfaction with the school's organization and lack of communication with the training hotels, a considerable portion of students pointed out various degrees of dissatisfaction with the school's residence home. While four students criticised the resident home's quality, another five students expressed that life in the resident home was boring lacking any sporting facilities or spare time activities.

Finally, a relatively large number of students (7) commented that they did not have enough holidays. This statement was similar to another three students who said that they had to work more than eight hours in the hotel feeling that they had an overload of work.

Table IV.5
El Gouna Hotel School Students Reply to the Question:
What do you not like about your studies?

Reply	Number of Students
Changing of study teaching language (from English to German)	21
Changing of school subjects	16
School does not follow students' problems in the hotels	12
Egyptian School Director not helpful	11
Frequent Change of teachers	9
Some of the teachers are not helpful	8
Not enough holiday	7
Lack of system in school management / school badly organized	7
No Cooperation / lack of contact between school and hotels	6
Life in student home is boring (no sport and spare time activities)	5
Quality of student residence not good	4
School costs are too high	3
School Management not helpful	3
School was said to be free initially but then costs were introduced	3
Work in the hotel longer than eight hours / too much work in hotel	3
Too many teaching subjects	2
Unsatisfactory preparation for exams	2
Remote school location	2
No books available in some teaching languages	1
Hotel not helpful if student has a problem	1
No time for studies since too much practical hotel work	1
School too far away from home	1
School promised training salary but did not keep promise	1
Problem solving with school needs a long time	1
Students are not looked after well	1
Costs for school bus expensive	1
School uniform not good	1
Exclusion from class for one day in case of short delay	1
Too much time for practical training in the hotels	1
No school action against badly behaved students	1
Nepotism	1

Source: Data collected by the Researcher

IV.4 Official Assessment by German Chamber of Commerce Examination Committee

The official assessment of the hotel school's performance shall be based on the statements expressed by the German Chamber of Commerce's examination committee in May 2005 in a final evaluation meeting following the assessment of the hotel school's first graduation class:³¹³

a) Hotel School's Performance in the Service Field

During this meeting, German examination committee member Frank Häusler expressed the committee's general satisfaction with the preparation and implementation of the written exams³¹⁴ stating that all parties could be "proud" on the school's achievements.³¹⁵ The announced examination results³¹⁶, however, as stated by the committee's head, Renate Spengler, could only be achieved because of taking into consideration that Egyptian conditions, especially in the service sector, do not meet the standards of German training. If the practical exams had taken place according to German standards, approximately half of the students would have failed the practical exams in the service sector.

As a result of this observation, three main suggestions to improve this situation were expressed: a) the school's concerned teachers should pay more attention to guarantee the use of the German language during class, b) more French professional expressions should be integrated into the curriculum and, c) students' hotel training should be controlled more strictly to guarantee a better overview over their practical progress; furthermore, students' training books and reports should be monitored more closely.³¹⁷

The need for the above mentioned improvements was supported by Barbara Bordiehn, member of the service sector examination committee, who stated that students who had

³¹³ "Protokoll der IKH Abschlusssitzung vom 25. Mai 2005", Ägyptisch-Deutsche Hotelfachschule Paul Rahn El Gouna, El Gouna, May 2005

³¹⁴ Ibid, p. 1

³¹⁵ Ibid, p. 2

³¹⁶ Three students reached 'very good' grades, 21 students reached 'good' grades, 32 students 'satisfactory' grades and 8 students a "pass".

³¹⁷ "Protokoll der IKH Abschlusssitzung vom 25. Mai 2005", Ägyptisch-Deutsche Hotelfachschule Paul Rahn El Gouna, El Gouna, May 2005, p. 2

completed their first training year had only limited professional knowledge. The large existing potential in the practical field would have to be used and developed in the right way.³¹⁸

b) Hotel School's Performance in the Housekeeping and Kitchen Field

In contrast to the relatively strong dissatisfaction expressed with regards to the achievements in the service sector, the examination committee stressed the positive results in the housekeeping sector, which were also reflected in the good examination results in this field.³¹⁹

A similar degree of satisfaction was also expressed for the kitchen sector, in which all students would have also passed according to German examination standards as indicated by examination committee member Thorsten Grahl.³²⁰

c) Hotel School's Performance in German Language Teaching

As far as the school's achievements in the teaching of the German language is concerned, the Examination Committee stressed the need for further methodological improvements with regards to the language teaching process to ensure that students could achieve a higher language level, especially in the field of pronunciation. A general discussion resulting around the question to what extent German as a main teaching language is recommendable was not further continued as a result of Nadia Abd El Razek's (the school's CEO) interference, who argued that: a) at the time of the school's feasibility study, approximately 67% of all guests in the hotels included in the study were German speaking; b) in accordance with the participating hotels, German was agreed to become the school's first teaching language; c) German would have to remain the school's main teaching language as it was officially registered accordingly; d) a German language diploma included 800 teaching lessons; 720 lessons would be completed by the students after the first school year at the hotel school.³²¹

d) Conclusion

Summing up the points expressed by the German Examination Committee, it can be concluded that despite the critical assessment of the school's achievements in the service

³¹⁸ Ibid, p. 2

³¹⁹ Ibid, p. 2

³²⁰ Ibid, p. 3

³²¹ Ibid, p. 3

sector and general level of foreign language teaching, the overall performance of the first hotel school students completing their training course, resulted in a generally positive, though sometimes benevolent, assessment.

To describe a possible general school development with regards to the above outlined Examination Committee's comments from 2005, it was intended to compare these results with the Examination Committee's comments following the final exams in 2006. However, according to the school no protocol summing up the results of a final meeting between the hotel school and the Examination Committee existed.³²²

IV.5 Hotel School Evaluation by an Independent Consultant

The following final part of the assessment of the El Gouna Hotel School's performance shall focus on the only independent evaluation which has been carried out about the school so far; it was realized by private tourism consultant Jean-Louis Äschlimann on behalf of the German development cooperation agency GTZ in December 2005, following his research visit to the Paul Rahn Headquarters in Leipzig as well as to the hotel school in El Gouna from the 25th of November to the 2nd of December 2005. During his visits, Äschlimann held talks with the school's directors, various training teachers, students and training hotels, in addition analysing the school's teaching material, on all of which his evaluation was to be based.³²³

Äschlimann's tasks focussed on the evaluation of the hotel school's performance and the provision of suggestions for the improvement in six main fields considered significant for the future existence of the El Gouna Hotel School: a) the drafting of new clear cut job descriptions for the school's management due to unclear or double lines of responsibility, b) the evaluation of the school's existing training courses, including both the training hotels' expectations as well as working out a proposal to increase the total number of students enrolled at the school to increase its income, c) suggestions to open up new sources of income with the aim of realizing a status of financial feasibility, d) examining possibilities to maintain German as a teaching language for training purposes and examinations, e) outlining the possibilities of transferring the organisational and educational concept of the school to other

³²² El Gouna Hotel School, El Gouna, 20th of August 2006

³²³ "Evaluierung Hotelfachschule El Gouna – Ägypten", Äschlimann, Jean-Louis, Bureau d'Etudes Touristiques, Gryon, December 2005

locations within and outside Egypt and, f) considering suggestions to intensify the professional exchange between hotel school and other MKI³²⁴ and MoE³²⁵ institutions.³²⁶

It would go beyond the scope of this work to provide a detailed outlining of all the above indicated study points. Therefore, it was decided to concentrate on those two main points which are vital in the general context of this thesis highlighting the schools' weaknesses and strengths with regards to teaching related issues directly influencing the students' training quality and hence the training hotels' degree of satisfaction with the training provided by the hotel school. These two main points are: a) the question whether German should be maintained as a teaching language and, b) the evaluation of the existing hotel school's training programmes.

As far as the students' level of German is concerned, Äschlimann realised during his visit at the school, that "various attempts to have a conversation in German with the students or graduates of the school, with the exception of one case, were disappointing."³²⁷ This outcome, seen against the background that each student during his three years at the school received 800 lessons of German³²⁸, led him to conclude that two reasons could be considered the cause of this negative result: a) the school's curriculum and, b) teaching methods applied by the school. With regards to the school's curriculum, Äschlimann holds that five to six lessons of German per day, as practiced by the school, cannot be coped with by the students since they are not able to concentrate for such a long time. Secondly, he noted that the style of teaching applied by some of the school's German teachers was based on out-dated teaching methods characterized by a lack of efficiency.³²⁹

a) Evaluation of Hotel School's German Language Training

Resulting from these observations, Äschlimann concludes that the ambitious but illusionary plan of intensive German language training in the first school year with the aim of applying it as the school's main teaching language in the following two years should be given up as all

³²⁴ Mubarak-Kohl-Initiative

³²⁵ Ministry of Education

³²⁶ "Evaluierung Hotelfachschule El Gouna – Ägypten", Äschlimann, Jean-Louis, Bureau d'Etudes Touristiques, Gryon, December 2005, p. 2

³²⁷ Ibid, p. 12

³²⁸ 600 lessons of German in the first school year, 100 lessons in year two and three respectively

³²⁹ "Evaluierung Hotelfachschule El Gouna – Ägypten", Äschlimann, Jean-Louis, Bureau d'Etudes Touristiques, Gryon, December 2005, p. 12

undertaken efforts are in no relation to the results.³³⁰ Therefore, he suggests a change in the school's strategy with regards to the German language: as a German-Egyptian school, the teaching of the German language should still be given a central role, however, the aim should not be to apply German as a main teaching language but to enable students to communicate with German speaking guests in his future profession. To achieve this aim, according to Äschlimann, the total number of German classes could be reduced to 450 in the first school year for those students specializing in the service field and 300 for those in the kitchen field. In the second and third year, 100 lessons per year could be considered sufficient. In addition to the revision of the German language's role, Äschlimann suggested the introduction of more dynamic language teaching methods, including stronger student participation.³³¹

b) Evaluation of Hotel School's Curriculum

Äschlimann's second major research point interesting in the framework of this thesis is the evaluation of the existing hotel school training curriculum, in particular the first training year. The first year, as already described earlier, is divided into three blocks out of which the first and the last training block have a length of 12 weeks and the second training block a length of 24 weeks. Due to the above described efforts to introduce German starting from year two as the main teaching language, language studies in the first block of year one make up altogether 80% of the total of 48 weekly lessons; the amount of German lessons reaches altogether 62.5%. Also the second training block in year one with a total of 62.5% of language classes and 50% of German classes is still extremely high according to the scholar. In order to reach a more balanced distribution of teaching subjects in the first year in contrast to resulting in a lack of professional knowledge, Äschlimann suggests a curriculum including 25% of general subjects, 50% of language training and 25% of hotel related training.

In contrast to the above outlined weaknesses, Äschlimann supports the school's decision to slightly change the dual vocational training formula for those students in the second and third teaching year. Instead of keeping the original formula of two days at school and four days training at the hotels, the school intends to introduce a new rotation scheme of one week at

³³⁰ A direct consequence out of the decision to replace German with Arabic as the main teaching language would be the need to rediscuss this change of system with the German Chamber of Commerce as the exams are so far run by the chamber

³³¹ "Evaluierung Hotelfachschule El Gouna – Ägypten", Äschlimann, Jean-Louis, Bureau d'Etudes Touristiques, Gryon, December 2005, p. 13

school and two weeks at the training hotel thus allowing more continuity, more intensive school periods and more interesting work placement possibilities for the students.

IV.6 Conclusion

The previous assessment of the El Gouna Hotel School by the above-outlined parties results in the following main observation: on the one hand, there is numerous issues resulting from this assessment which can be considered of concern mainly to one of the above mentioned groups; on the other hand, some observations have been made and commented upon by almost all of the above groups indicating that these are one of the most serious concerns crucial to the future success of the training programme:

The most important point of concern expressed by all of the above groups directly involved in the training programme is a general lack of communication by the hotel school. This lack of communication was reported by the hotels, who wish to see a stronger interest and follow up of the hotel school as far as the practical training side and progress of each student is concerned. However, also the students themselves expressed the need for stronger school involvement and regular communication between the hotel and the school to guide and support them in their new work environment. In addition to the training hotels and the hotel school students, closer cooperation between the training hotels and the hotel school was also considered important by the German Examination Committee, which confirmed the need to regularly monitor the students' progress during their practical training periods.

Resulting from this general lack of communication, the strengthening of ties between hotel school and training hotels as well as hotel school and students seems one of the key elements and challenges the hotel school faces in supervising and improving the students' personal and professional progress in the hotels, while at the same time ensuring a clear and target-oriented cooperation with the training hotels.

A second point of major concern brought forward by all involved parties, except the student side, was the hotel school students' low level of German, the school's main teaching language. Although the training hotels due to the high percentage of German speaking hotel guests do support teaching German as a foreign language, they report a generally 'poor' and

unsatisfactory level of German among the students. This point of view was also confirmed by the German Examination Committee, which pointed out an extremely low level of German. Äschlimann in his independent study about the hotel school confirms the students' weakness with regards to their knowledge of the German language, therefore suggesting a 'change of philosophy' away from German as the main teaching language to avoid an overload of language classes at the cost of valuable vocational studies.

Although not mentioned by all of the groups contributing to the hotel school assessment, also a number of specifically 'group-related' challenges need to be overcome by the hotel school to guarantee a successful operation of the school to the satisfaction of all involved parties in the future:

As far as the training hotels' future participation in the dual vocational training programme is concerned, it is crucial to point out that despite the hotels' indicated overall satisfaction with the school's philosophy and curriculum, the hotels' general evaluation of the students participating in the dual vocational training programme at best reached 'good' marks. However, in most cases, with some individual exceptions, the average assessment of the school's students in all above described fields was 'fair', and in many cases 'poor'.

This dichotomization can easily be explained by most hotels' general appreciation of the school's function as a role model as the only school in Egypt offering a combination of practical and theoretical vocational training for the hotel industry, however, at the same time the realization that the students' overall level of education and performance is often low and unsatisfactory. The reasons for this are numerous according to the hotels, including the hotel school's unprecise choice of students but also general low education standards and a general lack of commitment among the school's students.

In contrast to the training hotels, the students' major points of concern were not necessarily training but, among others, socially related. Especially those students living in the school's resident home pointed out the low quality of their housing and the complete absence of sports and social activities outside school resulting in frustrations on the student side. Despite the fact that the school has employed a social worker looking after the students, the school will have to provide regular social facilities to the students, to guarantee a balanced personal development during the students' three year presence in the school dormitory. Due to the

resident home's remote location and the high price level in the surrounding touristic areas, students are restricted to the facilities offered to them by the school.

Concluding the fourth part of this thesis, it has become clear that the challenges facing the hotel school are numerous: in the social, educational and structural field. The school's future success and widespread support therefore will depend on the school's ability to simultaneously cope with all the above mentioned issues by establishing a regular flow of communication between all involved parties, overcoming its outlined language dilemma as a result of stressing its German character, and recruiting suitable students in the eyes of the training hotels offering them a social environment which does not only provide professional knowledge and experience but also social activities and interaction to enable personal development and growth. Only if the school manages to meet these challenges, the basis for the successful realization of the school's mission statements is given.

V. El Gouna Hotel School's Contribution to the Improvement of its Students Career and Income Conditions

V.1 Introduction

Having analysed the school's overall performance and most urgent challenges as a basis for its future success, Part V of this thesis will focus on the school's potential to function as a tool for poverty alleviation by evaluating its immediate contribution to the improvement of its graduates' career and income conditions. This evaluation will be based on a detailed analysis of the school's first graduates' initial income and their starting position and rank.

The school's contribution to the improvement of the students' financial situation, however, can only be measured if the basis for a comparison is established. Therefore, the first part of this chapter concentrates on a thorough analysis of the students' family background – both income wise but also as far as living conditions are concerned with the aim of providing an outlining of the students' social background. With the help of this analysis, it will become obvious from which background most of the school's students originate and to what extent the school has already succeeded to realize its mission statement of providing career opportunities for children from financially disadvantaged families.

The number of studies which have been published on the relation between family income and poverty about the case of Egypt is very limited. Most of these studies, as will be shown in the opening part of this chapter, do not specifically reflect factors such as family size and the fact that poverty is not only measured financially but also based on a family's general housing and living conditions. Therefore, it was decided to base the above mentioned analysis of the hotel school students' family background on a UNDP field study titled "*Subjective Poverty & Social Capital*" published in 2003, which was to be carried out among 64 hotel school students. As the above UNDP study provides both, objective poverty indicators for families of various family size, and the description of poverty indicators related to general living conditions, the approximate social standing of the students' families under analysis could be deducted from the results of the UNDP study thus establishing a basis for the following analysis on the school's first graduates financial situation and the attempt to assess the school's contribution to the improvement of the students' and his family's financial situation and, wherever given, their poverty status.

V.2 Field Study on Students' Social Background

V.2.1 Poverty & Family Income Studies on the Case of Egypt

V.2.1.1 Overview on Existing Studies

Already since the second half of the 1990s, there have been “numerous signs that poverty and poverty alleviation have recently climbed to the top of the agenda of policy makers and practitioners working in the development field in Egypt.”³³² For example, the Egyptian Human Development report in 1996 dealt with poverty as its main topic; poverty alleviation was declared the country's main concern by the Minister of Social Affairs and Social Insurance in Egypt's leading newspaper Al Ahram.

Despite this increase of attention paid to the issues of poverty and poverty alleviation, “the state of research on poverty in Egypt is seriously wanting. The little research that is being done is inadequately reviewed and distributed and therefore has limited impact and is often of low quality. As in the case of advocacy this state of affairs is due, in part, to the political sensitivity of the subject and the difficulty of getting the required clearances.”³³³

Among the existing leading literature on poverty in Egypt, “debates about methods of poverty measurement are common because poverty is an elusive concept and no single measure can properly or adequately reflect its magnitude and features. Views differ on how individuals' welfare should be measured, how poverty lines should be set, and what poverty measures should be used. Even with the same data set, different poverty estimates do exist.”³³⁴ The most important works reflecting the previous views are the studies of the World Bank (1990), Korayem (1994), El Laithy (1996), Cardiff (1997)³³⁵, El Laithy and Osman (1998), Datt El Al (1999), El Ehwany and El Laithy (2001)³³⁶ and the World Bank (2002).³³⁷

³³² “*Poverty and Poverty Alleviation Strategies in Egypt*”, Assaad, Ragui and Roushdy, Malak, Cairo Papers in Social Sciences, Volume 22, Number 1, The American University in Cairo Press, Cairo, 1999, p. 1

³³³ Ibid, p. 90

³³⁴ “*Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty*”, UNDP, Cairo, 2003, p. 97

³³⁵ “*The 1995/1996 Household Income, Expenditure, and Consumption Survey, Final Analysis Report*”, Cardiff, P.W., USAID, US Bureau of Consensus, Cairo, 1997

³³⁶ “*Poverty, Employment and Policy Making in Egypt: A Country Profile*”, Laithy El, H., Ehwany El, N., International Labour Organization, Cairo, 2001

³³⁷ “*Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty*”, UNDP, Cairo, 2003, p. 97

Despite the fact that all of the above mentioned studies were based on household studies conducted by CAPMAS³³⁸, in 1974/75, 1981/2, 1990/1, 1999/2000 and approximately the same food energy requirement as well as the same indicator of welfare expenditure, considerable differences regarding the study results can be observed:³³⁹

Table V.1
Overview on Poverty Incidence Studies in Egypt

	1981/1982	1990/1991	1995/1996
Urban			
The World Bank (1991)	21		
Korayem (1994)	30.4	35.9	
El Laithy and Osman (1997)	33.5	39	45
Cardiff (1997)		12.6	30.8
El Laithy et al (1999): lower	16.8	26.1	29
Rural			
The World Bank (1991)		25	
Korayem (1994)	29.7	56.4	
El Laithy and Osman (1997)	26.9	39.2	50.9
Cardiff (1997)		32.2	55.2
El Laithy et al (1999): low	16.6	34.1	29

Source: Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty”, UNDP

As Table V.1 indicates, estimations on the percentage of Egypt’s urban population considered poor in 1981/82 vary between 21% according to the World Bank and 33.5% as indicated in El Laithy’s study. In 1990/1991, the percentage of the population considered poor further increased according to El Laithy and Osman who estimated 39% to be poor augmenting to 45% in 1995/1996. Although other scholars, such as Cardiff, differ considerably by estimating that only 30.8% of all families were poor, a general trend which can be observed in all studies is a continuous increase of poverty throughout the years indicating a continuous growth of poverty among urban families.

A similar trend can be observed among the country’s rural families, though to a different extent: firstly, it can be stated that the percentage of poverty among the country’s rural families stands at a much higher level: for example, in comparison to 35.9% in urban areas, the percentage of poverty in rural areas is estimated by Korayem to reach 56.4% in 1990/1991, 50% higher than in urban areas. In contrast to Korayem, scholars like El Laithy

³³⁸ Central Agency for Public Mobilization and Statistics

³³⁹ “Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty”, UNDP, Cairo, 2003, p. 97

and Osman believe the rural poverty rate to be only 0.2% higher than the urban poverty level in the same year. However, only 5 years later, in 1995/6, El Laithy and Osman corrected their estimations stating that 50.9% of all rural families suffered from poverty. This figure is also confirmed by Cardiff's study which estimates the poverty rate to be 55.2%. Despite the above outlined differences, also with regards to rural poverty a general strong increase can be observed in all studies, however at a much higher level and speed than in urban areas.

The previously highlighted discrepancies with regards to the various existing studies on poverty in Egypt "reflect a number of differences in methodologies"³⁴⁰ resulting: a) from differences in the definition of units to measure welfare and, b) differences regarding the estimation of poverty lines.

As far as the measurement of welfare is concerned, Korayem and Cardiff measured welfare based on household units. However, "using households as the unit of consumption can be misleading, since households vary in number of members. In particular, small households are more likely to be classified as poor simply because they are smaller, while large households, with lower per capita consumption, are more likely to be classified as rich because they are large."³⁴¹ This conclusion, however, needs to be questioned "because individual members of the smaller household are probably better off than their counterparts in the larger household"³⁴² often resulting in an exaggeration of inequality.

In contrast to Korayem and Cardiff, other studies, such as The World Bank, El Laithy, El Laithy and Osman, and El Ehwany and El Laithy etc. "used individual poverty lines based on per capita consumption to place households above or below the poverty lines", resulting in a possible underestimation of welfare levels "because possible returns to scale and the benefits to join consumption are ignored."³⁴³

In addition to the previously discussed differences in the definition of units to measure welfare, most of the above studies have been criticised for numerous shortcomings with regards to the estimation of poverty lines. It would go beyond the scope and research topic of

³⁴⁰ Ibid, p. 97

³⁴¹ Ibid, p. 97

³⁴² Ibid, p. 97

³⁴³ Ibid, p. 97

this work to discuss these shortcomings in detail.³⁴⁴ A short exemplary summary of the limitations found in all of the above mentioned studies shall suffice. Generally, it can be stated that “most of the traditional methods, used in the above mentioned studies, suffer from one or more of the three problems: a) They are calculated for Egypt as a whole, and thereby ignore significant differences in consumption patterns and prices that exist across regions in Egypt; b) When using per capita poverty line, they do not account for the “basic needs” requirements of different household members – young versus old, male versus female and hence give the same weight for every household member. For instance they set the poverty threshold of a household with an adult male, an adult female and two children similar to that of a household with four adult males.”³⁴⁵ Thirdly, “they ignore so called ‘economies of scale’ within households – the fact that non-food items can be shared among household members.” (e.g. electricity, rent, etc.).³⁴⁶

In contrast to the above discussed studies on poverty in Egypt, the World Bank’s report on poverty took into consideration the limitations of the previous studies by using a different methodology: “although the report follows the cost of basic needs methodology to construct poverty lines, it introduces a new approach to estimate household region-specific poverty lines.”³⁴⁷ This approach only became possible with the realization of the recent Households Income and Expenditure Survey which “allows to construct poverty lines for each household depending on its size, age, and gender composition as well as its place of residence.”³⁴⁸ Resulting from the application of this new approach and methodology, the World Bank study reached the following main conclusions: a) 16.7% of the country’s population equalling 10.7 million individuals are considered poor, meaning they cannot fulfill their basic food and non-food needs. In comparison to the internationally recognized poverty line of \$2 per day, the poverty rate was estimated to reach 19.4% of the population, which is relatively low on an international level; b) the region most effected by poverty is Upper Egypt, especially rural members of the population; in contrast to this, Metropolitan areas such as Cairo showed the lowest percentage of poverty; c) between 1995 and 1999, country wide poverty declined by 2.7% though at differing levels in various regions. While Metropolitan areas and large parts of Lower Egypt demonstrate a decrease in poverty, Upper Egypt experienced an increase of

³⁴⁴ A detailed analysis of the above described poverty studies and their limitations can be found in: “*Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty*”, UNDP, Cairo, 2003, p. 97

³⁴⁵ “*Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty*”, UNDP, Cairo, 2003, p. 99

³⁴⁶ *Ibid.*, p. 99

³⁴⁷ *Ibid.*, p. 99

³⁴⁸ *Ibid.*, p. 99

poverty; d) the report showed a close correlation between poverty and education: while approximately 45% of the country's poor were illiterate, with an increase of education, a rapid decrease of poverty could be observed. Furthermore, the employment sector and type of work proved to be of significant importance with regards to an individual's risk of being effected by poverty: this concerned in particular people working in agriculture and the construction field as well as seasonal and occasional workers.³⁴⁹

All scholars agree that income poverty as described in the previous paragraphs, however, is only one facet which needs to be taken into consideration when analyzing poverty. In order to obtain a more comprehensive picture, the UNDP with the publication of its Human Development Report in 1996³⁵⁰ "introduced a multidimensional measurement mechanism of human deprivation to complement income-based measures of poverty known as the Capability Poverty Measure (CPM)" considering the lack of "three basic capabilities, the capability to be well nourished and healthy, the capability for healthy reproduction, and the capability to be educated and knowledgeable."³⁵¹ According to this form of measurement, 34% of Egyptians were considered poor, a considerable contrast to the estimated 22% of Egyptians suffering from income poverty. Especially in rural Egypt, with a capability poverty of 43% in contrast to urban areas with 21% of capability poverty, this then new kind of poverty proved to be very high.³⁵²

V.2.1.2 UNDP "Subjective Poverty & Social Capital Study"

a) Introduction and Study Aims

One of the few studies which successfully aimed at combining both income and capability poverty was published by the UNDP in 2003; it "was motivated by the realization that poverty is experienced in different ways and it is the people who live poverty who are the true poverty experts."³⁵³ Setting out from this background, the study's aims were defined as follows: a) "to develop definitions and assessment mechanisms of poverty as a multidimensional phenomenon analysing different methods for the identification of poverty

³⁴⁹ "Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty", UNDP, Cairo, 2003, p. 99

³⁵⁰ "Egypt – Human Development Report 1996", United Nations Development Programme, Cairo, 1996

³⁵¹ "Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty", UNDP, Cairo, 2003, p. 100

³⁵² Ibid, p. 100

³⁵³ Ibid, p. 1

thresholds: absolute, relative, and subjective poverty”; b) “to study poverty lines by using methods which have already been tested as well as other scientific approaches through their adaptation to the Egyptian situation...”; c) “to identify poverty profiles typical for Egypt in accordance with certain criteria”; d) “to suggest a possible link between social capital level and poverty”; e) “to address coping mechanisms adopted by the poor and institutional capabilities in helping them.”³⁵⁴

b) Research Approach and Methodology

The above mentioned report and its findings are based on the so-called *Subjective Poverty and Social Capital Survey*³⁵⁵, which was “especially designed and conducted for this project to measure subjective poverty, self assessment of basic needs satisfaction, coping strategies and social capital.”³⁵⁶ The survey was carried out in December 2002 among a representative sample population of 4,000 households, including 18,404 individuals in the regions of Metropolitan Egypt, Lower Urban and Lower Rural as well as Upper Urban and Upper Rural Egypt. 1,720 of the visited households were located in urban areas, whereas 2,280 sample households were located in rural areas. As far as the survey questionnaire is concerned, it “has a multi-dimensional coverage of a range of topics which give a broad picture of poverty and the social situation in Egypt” consisting of the following six sections: “demographic information on household members; physical assets, ownership of durables and housing conditions; participation in local institutions; service provision profiles; perceptions of community trust, collaboration and networks (social capital); household economy, including income and expenditure levels, minimum income questions; MIQ and basic needs; coping strategies.”³⁵⁷

c) Study Summary and Results

As a result of the above outlined study, a specific profile of the poor and their features could be constructed. According to the study, Egypt’s poor can be characterized by the following key points, including: location, family composition, sex of household head, education, working status, housing conditions, and security.³⁵⁸

³⁵⁴ Ibid, p. 1

³⁵⁵ For a copy of the original questionnaire, see Appendix III of this thesis

³⁵⁶ “*Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty*”, UNDP, Cairo, 2003, p. 8

³⁵⁷ Ibid, p. 8

³⁵⁸ Ibid, p. 27

With regards to the poor's main **location**, the study summarized that "rural upper Egypt is the poorest region when the objective poverty criterion is used. Thus the percentage of residents in the Rural Upper region who cannot satisfy their basic needs, as defined by the nutritionists and poverty experts, is the highest. On the other hand, because of higher price levels and larger income inequality, people in the Metropolitan region perceive higher basic needs requirements and hence the subjective poverty rate, as perceived by the people, is the highest compared to other regions."³⁵⁹ In contrast, the low subjective poverty rate in rural Upper Egypt "reflects an attitude of accepting God's will which is prevalent in the culture, and tends to represent a fatalistic perception of life that appears repeatedly in many responses."³⁶⁰

Furthermore, **family composition** was found to be one of the most important poverty correlates, "since the number of earners and dependents has a critical impact on the family's consumption needs and ability to fulfill those needs."³⁶¹ As a result of this, "families with children are worse off than families without children, and families with more children are worse off than families with fewer children."³⁶²

In addition to the criterion household composition, the study showed that the **household head's sex and marital status** can be a significant indicator for poverty. According to the study's findings, "the incidence of poverty is higher among female-headed households compared to male-headed households."³⁶³ When also taking into consideration the household head's marital status, the study concluded that "poverty is highest in households headed by females that are widows and have more than three children."³⁶⁴

A further significant poverty correlate, resulting from the UNDP poverty study, was **education**. The study highlighted that "the great majority of the poor have attained only primary level education or no education at all. Specifically, 41 percent of the objectively poor population was illiterate, 42 percent attained less or basic education, while only 1.4 percent had university education."³⁶⁵ Consequently, the study draws the conclusion that already "a

³⁵⁹ Ibid, p. 27

³⁶⁰ Ibid, p. 15

³⁶¹ Ibid, p. 27

³⁶² Ibid, p. 27

³⁶³ Ibid, p. 27

³⁶⁴ Ibid, p. 27

³⁶⁵ Ibid, p. 17

moderate amelioration in the educational attainment of individuals is likely to have a significant impact in lifting them from the ranks of the poor.”³⁶⁶

Finally, an individual’s **working status**, including employment, sector of employment, occupation, economic activity and type of job, was considered another major correlate of poverty which shall be summed up as follows:

As far as a person’s *working and employment status* are concerned, the study found out that “the poor are more represented within unemployment, “out of labor force”, and “not in working age” categories. These categories exhibited higher poverty rates than the average, regardless of the chosen poverty criteria.”³⁶⁷ Although unemployment seemed to correlate with poverty in urban areas, similar results could not be observed in rural areas.³⁶⁸ In this context it is interesting to point out that the percentage of those working as “self-employed” or “employer” is much higher in rural areas, most likely due to the fact that “rural residents are engaged primarily in agriculture.”³⁶⁹

With regards to the *type of employment*, taking into consideration regular and irregular employment, the study concluded that “individuals with permanent jobs are less represented among the poor compared to non poor (...), while casual workers are more represented in the poor group. Risk of poverty of a person engaged in casual or seasonal work is almost double the rate in the population as a whole, and of regular employed individuals.”³⁷⁰

A person’s *sector and activity of employment* were found to be important correlates regarding poverty. In particular, individuals working in agriculture and construction were overrepresented among the poor, whereas “at the other extreme, those working in services and banking had relatively low poverty.”³⁷¹ Apart from an individual’s economic activity, also the sector of employment proved to be of significant importance: the study demonstrated that poverty was much more spread among individuals working in the private sector than in the

³⁶⁶ Ibid, p. 17

³⁶⁷ Ibid, p. 21

³⁶⁸ Ibid, p. 21

³⁶⁹ Ibid, p. 21

³⁷⁰ Ibid, p. 22

³⁷¹ Ibid, p. 23

governmental and public sector; especially “at the regional level, government employment is shown to be more remunerative than private sector employment.”³⁷²

Also with the help of the so called *housing index*, which was based on seven items, water systems, floor material or floor covers, existence of kitchen, connection to sewerage system, type of toilet, type of solid waste disposal and type of land around residence, a correlation between housing conditions and poverty could be measured. For example, it was shown that “access to piped drinking water in Egypt has improved significantly over the past decade, reaching about 79 percent of the population in 1996”, including many of the poor.³⁷³ As a result, access to piped drinking water cannot be considered an important indicator for poverty anymore, although it can be observed that “indoor sources of water are more common among the better off individuals” and outdoor sources of drinking water, for example wells, are more common among the poor.

On the other hand, the study stated that “access to sanitation is a more sensitive indicator of poverty, as sanitation coverage has not kept pace with that of water.”³⁷⁴ Altogether, only slightly more than 50% of the surveyed population was connected to the sewage system; in particular in rural areas only a small portion of individuals was connected to the sewage system, where only 12% among the objectively poor had access to sanitation.³⁷⁵

With regards to floor materials and covers, it was concluded that “the floor of most dwellings in urban areas are covered with tiles or wood, regardless of the poverty situation of the household, with slight difference between the poor and non poor and in favour of the non poor. On the other hand, more than 54 percent of poor individuals in rural areas live in houses floored with mud or sand.”³⁷⁶ As far as the availability of a kitchen in a certain house or apartment is concerned, similar observations could be made: approximately 44% of the poor in rural areas do not have a special place for cooking.³⁷⁷

³⁷² Ibid, p. 22

³⁷³ Ibid, p. 26

³⁷⁴ Ibid, p. 26

³⁷⁵ Ibid, p. 26

³⁷⁶ Ibid, p. 26

³⁷⁷ Ibid, p. 26

No difference between poor and better off individuals could be observed regarding the size of the houses in rural areas, though “the urban poor live in smaller houses.”³⁷⁸

Concerning *individual security*, the study concluded that “income security is one of the main concerns of people in general and the poor in particular”, however, also access to health and employment insurance systems were considered important indicators to measure poverty. According to the study, “82.25 percent of individuals in the sample did not have either employment insurance or pensions and 49.14 percent had no health insurance. Poverty correlates strongly to non accessibility of insurance schemes.”³⁷⁹

In addition to the above outlined poverty correlates, based on information about income and expenditure levels of each sampled household that were collected for the Subjective Poverty and Social Capital Survey 2002, special objective poverty lines and profiles were calculated (Table V.2), according to which “20.4 percent of the Egyptian population were objectively poor” in 2002.³⁸⁰

In contrast to other studies, “the report follows the approach adopted by the World Bank report, *Poverty Diagnosis in Egypt, 2002*. It is based on the cost of basic needs methodology to construct upper and lower household region-specific poverty lines.”³⁸¹ As a result of this regional approach, this study can be described by numerous characteristics: “The methodology used is characterized first by a strong regional focus. Second, it overcomes the shortcomings of the per capita approach and evaluates household specific poverty lines. Third, it uses the raw data of the recent SPSC survey of 2002 which allows us to assess and compare regional poverty in a consistent manner. Thus, every household, depending on its location, size, age and gender composition has its own poverty line. Using this method, different weights are assigned to each household member depending on his / her age and gender. Economies of scale are also taken into account.”³⁸²

V.2.2 Research Approach and Methodology

In contrast to the earlier chosen primarily qualitative approach to obtain the training hotels’ General Managers’ assessment of the El Gouna hotel school in Part IV of this thesis, it was

³⁷⁸ Ibid, p. 26

³⁷⁹ Ibid, p. 28

³⁸⁰ Ibid, p. 11

³⁸¹ Ibid, p. 9

³⁸² Ibid, p. 9

decided by the author of this thesis that the aim of analysing the hotel school students' financial and social background, with special attention given to their poverty status, called for a predominantly quantitative research approach based on fact aimed closed end questions. This approach was to be based on the interviewing of a possibly large sample population of hotel school students to be able to recognize repeating features characterizing the majority of the school's students.

Table V.2 –Poverty Lines by Region (in LE)

	Metropolitan	Lower Urban	Lower Rural	Upper Urban	Upper Rural	Total
Lower Objective (absolute) poverty line						
1 Elderly	818	754	724	741	726	742
1 adult male	1381	-	1262	1348	1307	1343
2 adults, male and female	2449	2306	2232	2351	2258	2333
2 adults, 2 children	4466	4092	3846	4079	3810	4086
2 adults, 3 children	5681	5239	4980	5192	4834	5155
Adult female, 2 children	3233	-	2691	2927	2620	2756
2 adults, 4 children	6784	6322	6020	6291	5885	6112
2 adults, 5 children	7988	7330	7046	7253	6929	7078
3 adults, 4 children	8660	-	7732	8035	7612	7789
3 adults, 5 children	-	-	-	9209	8530	8605
2 adults, 4 children, 1 elderly	7554	6919	-	-	6676	6863
Per Capita Line	1223	1111	1073	1140	1061	1116
Subjective Poverty Line						
1 Elderly	6976	3639	5750	2559	2954	4230
1 adult male	8709	-	5285	5145	3739	6397
2 adults, male and female	10933	5847	4838	5183	4384	6833
2 adults, 2 children	12368	7669	5940	6277	4979	7961
2 adults, 3 children	12793	7598	6246	7330	5177	7825
Adult female, 2 children	10950	-	5640	6788	4558	6059
2 adults, 4 children	13100	7135	7365	7694	5521	7442
2 adults, 5 children	13966	6829	8473	7162	5725	6981
3 adults, 4 children	16620	-	8339	8047	5998	7666
3 adults, 5 children	-	-	-	9203	6565	6858
2 adults, 4 children, 1 elderly	12502	7492	-	-	5674	7115
Per Capita Line	3073	1847	1394	1528	1048	1723
Upper Objective (absolute) poverty line						
1 Elderly	934	876	826	851	827	846
1 adult male	1779	-	1640	1907	1756	1779
2 adults, male and female	3229	3082	2891	3265	2920	3075
2 adults, 2 children	6252	5686	5059	5820	4905	5549
2 adults, 3 children	8208	7454	6674	7593	6303	7106
Adult female, 2 children	4284	-	3431	3964	3219	3492
2 adults, 4 children	10037	9153	8166	9384	7764	8416
2 adults, 5 children	12111	10752	9655	10957	9228	9740
3 adults, 4 children	13514	-	10826	12617	10476	11090
3 adults, 5 children	-	-	-	14673	11762	12086
2 adults, 4 children, 1 elderly	11232	9898	-	-	8809	9394
Per Capita Line	1799	1585	1464	1718	1439	

Source: Subjective Poverty and Social Capital Study, UNDP, 2003

Due to the limited number of poverty studies on the case of Egypt dealing with the general characteristics of the poor and special family-size and location related poverty lines, it was decided to base the analysis of the hotel school students' social background on the UNDP's "*Subjective Poverty and Social Capital Study*" questionnaire. By doing so, it did not only become possible to compare the results of the students' characteristics among each other and with those of the UNDP's representative study results but also to compare the students's family incomes with the annual family related poverty lines established by the UNDP. As a result of this comparison, a clear conclusion could be drawn regarding most students' families' poverty and social status. As will be shown in the course of this analysis, only a small number of students' families can be considered poor according to the UNDP as most of them do not share the majority of poverty related features exceeding the calculated poverty income lines.

As far as the chosen sample population is concerned, altogether 64 hotel school students were interviewed by a bilingual interviewer from the same social background as the interviewed students thus establishing the largest possible degree of trust between interviewer and interviewee.³⁸³ Out of the interviewed 64 students, 43 belonged to the school's first generation starting their training at the school in 2002, the remaining 21 students reflected the school's second generation who joined the school in 2003.

At this point, some critical remarks regarding the application of the UNDP questionnaire for analysing the students' subjective poverty shall not be neglected: although the UNDP questions were answered by the household head and not their sons, as in the case of the El Gouna Hotel School students, the replies provided by the students in most cases were found to be realistic. As the interviewed students were not only asked to provide an estimate of their families' monthly income but also their professional activity, the correctness of the indicated figures could be evaluated based on the generally known salary level within a certain professional activity.

Although the income figures provided by the students must not be understood as absolute figures due to the students relatively young age, only occasional involvement in their families' financial issues, and possible salary fluctuations in families with irregular or

³⁸³ The interviewer was the older brother (27 years) of one of the hotel school students

seasonal incomes (which was not very often the case in this study), in general the information given by the interviewed students can be considered a good general indicator of their families' financial status, though some fluctuations and differences may exist. This, however, might also have been the case by replies provided by male household heads in the UNDP study.

With regards to the geographical background of the interviewed El Gouna hotel school students, Table V.3 clearly indicates that the large majority of students originates from the regions of Middle and Upper Egypt, interestingly mostly from the same villages or areas, as well as the Red Sea area, with a major focus on Hurghada. In contrast to these two major regions of origin, only a small minority of students stems from the country's capital Cairo as well as other areas in the north of Egypt, such as the Nile Delta.

The reason for the above highlighted trend becomes clear when analysing how most students heard about the hotel school for the first time. Most of them learned about the training programme through an advertising campaign run by the El Gouna Hotel School in schools and education authorities in Upper and Middle Egypt (19 out of 64 students). This news spread quickly among the people in this area so that further 19 of the interviewed students indicated that they learned about the school by family members in their hometown or through friends. As a result, altogether 40 of all interviewed students (more than 60%) were, directly or indirectly, generated through the hotel school's promotion campaign in Middle and Upper Egypt.

Table V.3
El Gouna Hotel School Students' Place of Origin

Students' Geographical Origin	Number of Students
Middle & Upper Egypt	31
Quena	3
Esna (Quena)	5
Nagada (Quena)	7
Naga Hamadi (Quena)	3
El Wakf (Qena)	1
Farshut (Quena)	3
Armant (Quena)	2
A village (Quena)	1
Assiut	1
Luxor	3
Luxor (a village next to Luxor)	2
Armant (Luxor)	4
Edfu (Aswan)	1
Cairo	2
Ain Shams	1
El Sayida Zeinab	1
Nile Delta	5
Belpies (El Sharqiyya)	2
El Hassaniyya (El Sharqiyya)	1
Zefta (Gharbiyya)	1
Kafr El Sheikh	1
Red Sea	21
Hurghada	16
Marsa Alam	1
El Gouna (El Diar)	1
Ras Gharib	1
Qesir	1
Safaga	1

Source: Data collected by Researcher

In addition to the previously described campaign actively run by the El Gouna hotel school, almost all of the remaining 30% of interviewed students were informed about the school's programme either by already enrolled hotel school students who thus helped to further spread the school's reputation in Middle and Upper Egypt or, secondly, close relatives working either in El Gouna or Hurghada who informed their children or relatives about the hotel school.

Table V.4
How El Gouna Hotel School Students learned about the Training Programme

Source of Information	Number of Students
Friend	10
Family Member (in hometown)	9
Family Member (working in El Gouna or Hurghada)	9
Advertising at school / education authority in hometown	19
School Management	1
Newspaper	3
El Gouna Hotel School Students	9
Personal Residence in El Gouna with parents	1
Neighbours	2
Other	1

Source: Data collected by Researcher

V.2.3 Field Study Questionnaire

As already indicated in the previous chapter, the chosen questionnaire for this field study was based on the UNDP's "*Questionnaire for Measuring Subjective Poverty and Social Capital*" (see Appendix III). Due to the limited scope of this work, it was not possible, and necessary, to consider the whole UNDP questionnaire in this study so that questionnaire Section 4 (Household Basic Needs), Section 5 (Social Capital), and Section 6 (Living Conditions) were not included. Exceptions in Section 4 are questions 412 dealing with the difficulties in paying education fees, questions 416 to 419 regarding required additional family expenses, questions 422 to 428 dealing with property related issues and ownership of agricultural land and real estate, and question 433 dealing with the total annual family income.

Taking into consideration the above mentioned exclusions, the overall questionnaire applied in the framework of this analysis deals with the following four main research topics: a) demographic information on household members; b) housing conditions and, c) ownership of durable goods, and d) household expenditure:

(1) Demographic Information

With regards to the demographic information provided on the students' families, in addition to analysing the family head and total number of family members, other main subjects of research were the family members' education status, their employment situation and field of work as well as the major source of income and existing insurance coverage provided by the employer.

(2) Housing Conditions

The section on housing conditions helped to provide a good overview on the students families' housing related circumstances, including a description of their type of residence, its number of rooms, type of floor as well as ownership issues and existing sources of water, connection to sewage system, lighting etc. – treating altogether 18 questions highlighting the families' housing situation in detail.

(3) Ownership of Durable Goods

The students' families living conditions are furthermore outlined by a careful evaluation of existing durable goods found inside the various families' households. As far as the ownership of durable goods is concerned, a check list of altogether 26 items outlines the living standard of the families under analysis, highlighting the existence of goods ranging from electric fans and telephones to personal computers and private bikes or cars.

(4) Household Expenditure

The questionnaire's section on household expenditure was divided into three sections, dealing with the family' main bread winner, further individuals contributing to household expenses as well as the family's overall expenses.

In addition to the above four main subjects, based on questions 412, 416 to 419 as well as 422 to 428 and 433, also questions concerning the difficulties in paying education fees, additional family expenses and family owned property, family contribution in financial projects and additional projects outside from regular work as well as the families' total annual net income have been considered.

V.2.4 Data Analysis

The data analysis of the questionnaire's above outlined quantitative based methodology and research approach in a first step focussed on evaluating the absolute numbers of the students families' characteristics in the field of demographic information, housing conditions, ownership of durable goods and household expenditure, as indicated by the respective tables in the following field study summary and results section.

With the help of these figures, percentages could be calculated with regards to the earlier outlined main fields of analysis and their respective subsections. These percentages could then be used as a basis to compare the hotel school students' families' status with the results of the UNDP sample population, thus providing a clear picture of the students' families' social status.

V.2.5 Field Study Summary and Results

V.2.5.1 Basic Data and Demographic Information on Family Members

a) Number of Family Members

With regards to the overall number of family members among the interviewed students' families, the smallest family unit consisted of three individuals – father, mother, and one son. This example, however, is a clear exception as the majority of the 64 families under analysis varied between five and seven family members (ca. 70%). While altogether eight families counting a total of four members could be found (12.5%), the number of families with a total of five members was considerably higher making up 19 out of 64 families (ca. 30%) thus reflecting the largest group among all interviewees' families. Similar results were only reached by those families counting six family members constituting 14 out of all families (ca. 22%), followed by families consisting of seven individuals (ca. 19%). In comparison, families with a total of eight members only contributed to four out of all concerned families (ca. 6%); similar results can be found as far as families with nine (ca. 4.7%) and 10 family members (ca. 3%) are concerned. Despite this relatively small percentage of each of the previously mentioned groups, it cannot be neglected that also large size families with eight or more family members reflected an impressive total of 14% among all interviewed students. As a result of this paragraph, it is worth noting that altogether 55 families consisted of five or more family members (ca. 85%).

In this context, it must not be forgotten to provide a brief statement on the interrelation between the number of reported family members and the families' place of residence. It is interesting to observe that those families counting the least number of family members, three and four individuals, can mainly be found in urban areas, for example Safaga, Hurghada, Cairo. In contrast to this, the opposite conclusion, that the largest families can only be found

in the country's rural areas such as Middle and Upper Egypt, cannot be confirmed. Large families can be found both among those students' families in rural Egypt as well as in the cities on the Red Sea or the capital Cairo.

Table V.5
Household Size of El Gouna Hotel School Students' Families

Number of Family Members	Family Units
3	1
4	8
5	19
6	14
7	12
8	4
9	3
10	2

Source: Data collected by the Researcher

b) Composition of Families under Analysis

As far as the composition of the analysed families is concerned, most of the interviewees' families are composed by two parents and their children, who, in most cases, were still teenagers or younger. Other family members than the above mentioned could rarely be found: only in four of the analysed families. For example, one grand parent was reported to live together with the family; another family reported that two daughters in law lived with the family. Apart from these exceptions, the most noteworthy deviation from the above described standard pattern of family composition was the fact that 10 out of 64 families (ca. 15%) were households in which the Father had been reported dead meaning that these families were headed by the Mother.

c) Education Status of Family Members

With regards to the students' parents' ***educational background***, a strong dichotomization between the fathers' and mother's level of education can be observed though at the same time also strong similarities between the two groups exist:

Generally it can be stated that the interviewees' fathers can be divided into two groups: approximately 20 out of a total of 55 male parents (ca. 36%), four were either illiterate (ca. 7%) or 15 could only read and write (ca. 27%). In contrast to this considerable group of



fathers with extremely low education qualifications, a clear majority of concerned fathers were reported to have relatively high educational backgrounds, with 24 fathers holding above intermediate degrees (ca. 44%) and six fathers having a university degree (ca. 11%). The percentage of below intermediate or intermediate degrees is extremely small: only one father was reported to have a below intermediate educational background, five fathers intermediate schooling.

As a result, it can be summarized that a clear majority of students' fathers' hold relatively high school degrees, whereas a considerable minority of almost 30% have an extremely low education status, with most of them just being able to read and write; the number of fathers holding medium school degrees with a total of about 10% can almost be neglected. When trying to find certain characteristics of each of the above mentioned groups, it should be stressed that the predominant majority of those with low educational backgrounds could be found in Middle and Upper Egyptian areas. On the other hand, all of those male parents holding university degrees lived in cities on the Red Sea coast or in Cairo. As far as those male family heads with above intermediate education are concerned, examples could be found both in the country's rural areas as well as in the cities along the Red Sea.

Table V.6
Educational Status of El Gouna Hotel School Students' Fathers

Education Status	Number of Individuals
Illiterate	4
Reads and writes only	15
Below Intermediate	1
Intermediate	5
Above Intermediate	24
University Degree	6
Higher than University Degree	0

Source: Data collected by Researcher

When comparing the students' mothers' educational background with the previously described fathers' educational status, a similar trend as far as the dichotomization of the above outlined level of schooling becomes obvious, however, in an opposite direction. While the above analysis of male candidates indicates that a clear majority of fathers hold either above intermediate or university degrees, the general education level among the students' mothers is clearly lower: though still approximately 41% of all mothers' hold above intermediate degrees (ca. 36%) or university degrees (ca. 5%), a striking share of altogether 46% of all female parents were reported to be able to read and write only (ca. 24%) or to be illiterate (ca. 22%).

Furthermore, it can be observed that the proportion of intermediate school degrees with a total of seven reported mothers is slightly higher than among the students' fathers. Resulting from this analysis, it can be concluded that the general education level of the female parents under analysis is lower than among the men; especially as far as illiteracy is concerned, a considerably higher percentage can be observed among the female parents. As far as the relation between educational status and regional distribution is concerned, similar results to those among the students' fathers can be observed.

A final observation which must not be neglected in the previous context is the distribution of educational levels between the students' parents. In most cases it can be said that father and mother either have the same level of education or, as given more often, the father's level of education is one level higher than the mother's; this is the case in both rural areas and cities.

Table V.7
Educational Status of El Gouna Hotel School Students' Mothers

Education Status	Number of Individuals
Illiterate	14
Reads and writes only	15
Below Intermediate	1
Intermediate	7
Above Intermediate	23
University Degree	3
Higher than University Degree	0

Source: Data collected by Researcher

Due to the important role of education as a poverty correlate, a closer analysis of the parents' children educational level cannot be neglected; this analysis was carried out among the families' two oldest children who had often already completed their process of education and hence represented a suitable sample population. The first and most obvious observation which can be made is that in contrast to their parents, the families' children show a generally higher level of education. This becomes particularly obvious among those children whose parents were either illiterate or can read and write only. The clear majority of children could be found in the segment of intermediate and above intermediate schooling levels, whereas university degrees could only be found among a limited number.

However, educational patterns among the families' children are not identical but vary according to the child's rank within the family. Generally, it can be stated that the first born

child receives a better education than the following children. Table V.8 exemplifies this observation: while out of 14 families the first born child hold university degrees, only two out of the second born children are in the same situation. In most cases not because they were still in the educational process, however, because their parents seemed only be able to afford to send one child to university. Wherever possible, all children received the highest possible level of education. Similar results can be noted as far as above intermediate levels of education are concerned: while 32 of the first born children were reported to have above intermediate degrees, only 26 of the second born children were in the same position. This situation became most obvious when comparing intermediate school degrees where only 14 among the first born children held intermediate degrees in contrast to 23 of the second born children. It is vital to point out that it is exactly those children with this educational background who enrolled for the dual vocational training programme at the El Gouna hotel school.

Table V.8
Educational Status of El Gouna Hotel School Students' Siblings (first and second child)

Education Status	Number of Individuals
Illiterate	1 (first child) / 0 (second child)
Reads and writes only	0 (first child) / 2 (second child)
Below Intermediate	2 (first child) / 7 (second child)
Intermediate	14 (first child) / 23 (second child)
Above Intermediate	32 (first child) / 26 (second child)
University Degree	14 (first child) / 2 (second child)
Higher than University Degree	0 (first child) / 0 (second child)

Source: Data collected by Researcher

The above outlined differences in the educational level between the various family members of the interviewed students' families, is also reflected in the *number of total school years* received by every individual. When analysing the number of individuals who spent more than six years at school, female parents show the largest share of individuals who cannot look back on more than six years schooling: 29 out of a total of 63 mothers under analysis (ca. 46%) were reported to have less than six years of schooling. In contrast to this, the number of male parents spending less than six years at school was only 17 out of 55 (ca. 30%). When also taking into consideration the families' children, the percentage of individuals with less than six years of education is considerably lower. Among the families under analysis only one out of a total of 63 first born children had less than six years schooling (ca. 1.6%). Though the percentage of individuals with less than six years of schooling was slightly higher among the second born children (ca. 4.8%), the above outlined figures are a clear indicator for the

successful efforts within one generation to expand the Egyptian education system and provide basic schooling also in Egypt's rural areas.

The above described differences with regards to the various family members' level of education and length of schooling is also reflected in the *kinds of schools* which were attended by the individuals under analysis. For example, 15 out of a total of 55 male parents whose data were reported (ca. 27%) never attended any school; 39 out of the remaining individuals visited governmental public schools (ca. 70%), and only one attended a private language school (ca. 2%).

When comparing the interviewed students' mothers' situation to the previously described schooling background of the male parents, the concerned mothers' educational history is much more negative as 23 out of 63 mothers did not receive any schooling at all. In addition, none of the reported mothers attended any other type of school than a governmental public school indicating that all female parents under analysis did either not receive any schooling at all (ca. 37%) or attended governmental public schools (ca. 63%).

In contrast to their parents, the general education situation among the interviewed students and their siblings shows much more positive results: as far as the first born children included in this study are concerned, it can be summarized that all of them visited schools, with 58 out of 63 individuals attending governmental public schools (ca. 92%), three children a private Arabic language school (ca. 5%) and two private international language schools (ca. 3%). This general trend can also be confirmed among the second born children among the analyzed families where 56 out of 63 students attended governmental public schools (ca. 89%) though it seems that a shift from private Arabic language schools towards private language school takes place as only one person (ca. 1.5%) was enrolled in a private Arabic language school in contrast to 6 at private international language schools (ca. 9.5%).

d) Employment Status and Situation of Family Members

As far as the *work situation* in the families under analysis was concerned, in most families, independent from the family size, the father was the main and only income provider in the whole family meaning that neither his wife was professionally active (except as a housewife working at home) nor one of his children, who often were still in their educational process.

Among the total of 55 male family heads still alive, 52 were still working (ca. 95%), one was retired and not considered part of the work force. In two cases no information was provided.

Exceptions to this rule among female parents could be found in 13 out of a total of 55 families (ca. 24%), where mothers were reported to work outside home. In addition, four women were indicated to have a regular job outside the house due to their husband's death and need to provide a family income.

In 24 cases out of the total 63 families for which data were obtained in this field (ca. 38%), the first born children were reported to be working and supporting their family. With regards to the second born children, the number of those already working only reached a low six individuals (ca. 9.5%).

With regards to the *employment status* of the professionally active male parents, it can be stated that out of a total of 52 fathers, 37 (71%) had paid jobs, whereas 12 fathers were self-employed (ca. 23%) with no employees and only one father an employer with employees (ca. 2%).³⁸⁴

In the case of the earlier mentioned total of 17 women who were professionally active, a clear majority of 13 individuals (ca. 76%) were employed in paid jobs; only a small minority of three female parents was reported to be self employed with no employees, which – with the exception of one case – could only be observed in those families where the father had deceased.

A similar percentage applies in the case of the families' children, where 22 out of altogether 24 first born children were working in paid jobs (ca. 92%) and only two as self employed individuals with no employees. Among the second born children, the percentage of those working in paid jobs reached 100%.

As far as the family members' indicated *occupation sector* is concerned, it is noteworthy that a clear majority of 29 male family heads (56 %) were employed by the state in one way or the other, either in the governmental (27 individuals) or public sector (1 individual) or for the leading political party (1 individual). In contrast, only 19 male parents (37 %) of the sample population were reported to be employed in the private sector. Taking into consideration an

³⁸⁴ In the missing cases, no data had been provided regarding this question so that a total percentage of 100% cannot be reached

average national private sector employment rate of approximately 70%³⁸⁵, the proportion of family heads employed by the government seems particularly high among the students of the El Gouna hotel school, especially among those from the country side as the majority of those employed in the private sector mainly lived in the cities on the Red Sea coast. Individuals employed outside the private sector and governmental sector were extremely rare as the only example of three individuals working in agriculture demonstrates.

The results of the previous paragraph are also reflected among the working female parents, where a majority of 12 individuals held governmental jobs and only a small minority of two individuals were reported to work in the private sector; two other women worked in agriculture and two others in non-profit organizations.

Only among the children of the families under analysis a different trend became visible as the example of the families' eldest children show. While only eight of them were employed in the governmental sector, 13 were employed in the private sector; only one of them was reported to work in agriculture.

Also a closer evaluation of the family members' *main occupation* reflects a certain separation between government and private sector: Male parents working in the private sector can be divided into two main groups: a) those working as private businessmen having their own business activities, for example as contractor, an advertisement agency or supermarket and grocershop owner, and b) those working in the crafts trade (tailor, blacksmith, etc.) and, on the other hand, relatively low profile positions, such as driver and worker. Male parents with relatively high positions such as Petroleum Engineer could rarely be found.

In contrast to those individuals working in the private sector, the majority of those employed by the government worked as governmental office employees, teachers, and in some cases higher positions such as School Manager, Educational Inspector and consultant engineers. Governmental employees working as drivers and similar jobs could seldomly be found among this study's sample of the population.

The number of non-employed individuals working as farmers in the agricultural sector was found to be extremely small; only three cases were reported among the students' families.

³⁸⁵ "Subjective Poverty and Social Capital – Towards a Comprehensive Strategy to Reduce Poverty", UNDP, Cairo, 2003, p. 22

As far as the main occupation among the working female parents is concerned, most of them, depending on their level of education, worked either as teachers or employees for the government. The few exceptions of those not working in the governmental sector were found in various fields of activities such as seller, running a stationary shop etc.; one female family head worked as a tailor for a non-governmental organization. With regards to the agricultural sector, only two women, one of them a widow heading the household, worked as farmers.

It is difficult to establish a valid trend for the families' eldest children already working due to their limited number. However, a final observation which shall be mentioned in this context is that children, in particular the eldest ones, often seem to show employment characteristics similar to that of their fathers. Therefore, numerous children whose parents worked for the government were again found employed in government positions, whereas those whose fathers were working as workers or drivers had entered similar positions.

e) Family Members' Insurance Status

When analysing the working family members' *insurance coverage*, an overwhelming majority of 38 employed individuals were insured by their employers, in most cases the government. It is worth pointing out that those seven individuals who were reported not to be insured by their employer without exception worked in the private sector, in most cases in relatively low positions such as worker and driver.

Similar results could be observed among the female parents and oldest children of the analysed families: those employed by the government were generally insured, while those working in the private sector, especially the male parents, were indicated to be much less covered. Only the families' elder children employed by the private sector were mostly covered by insurance.

With regards to the families' health insurance status, almost the same results outlined in the previous paragraph could be found.

V.2.5.2 Hotel School Students Families' Housing Conditions

a) Type of Residence

When analysing the interviewed students' housing conditions, the absolute majority of students were either found to live in an apartment (ca. 53%) or a rural house (ca. 40%); only one student indicated to live in a villa, and three others stated to live in more than one flat with their family. On the other hand, also only one student indicated to live with his family in one or more rooms in a unit not belonging to his family.

Table V.9
El Gouna Hotel School Students' Families Type of Residence

Type of Residence	Number of Students
Flat	34
More than 1 flat	3
Villa	1
Rural House	25
1 or more rooms in a unit	1
Separate 1 or more rooms	0
Any type of dwelling	0

Source: Data collected by Researcher

As most students indicated that they were living in an apartment or a rural house, the following paragraph aims at further depicting the average student's housing conditions in more detail: an analysis of the number of rooms in most students' apartments shows that the predominant majority live in a relatively large apartment or rural house which contains three to four rooms and one hall. At this point it should not be neglected to remember the earlier described average family size of approximately six to seven, often even more, individuals. Seven students (ca. 10%) even indicated to live in units with 4 to 7 rooms. None of the interviewed students reported to live in a unit with less than two rooms. In this context it is also interesting to observe that 53 out of 64 students' families (ca. 83%) reported to own the house or unit they live in, whereas only 10 students (ca. 15%) reported to live in rented apartments; one students' family lived in a house provided by the employer.

Table V.10
El Gouna Hotel School Students' Families' Housing -
Number of Rooms

Number of Rooms	Number of Students
2 rooms	1
3 rooms	1
4 rooms	1
2 rooms, 1 hall	8
3 rooms, 1 hall	26
3 rooms, 3 halls	1
4 rooms, 1 hall	17
4 rooms, 2 halls	3
5 rooms, 1 hall	3
7 rooms, 2 halls	1
No reply	2

Source: Data collected by Researcher

When going into further detail with the analysis of the students' housing conditions, it needs to be pointed out that although the majority of families in rural areas, such as Upper and Middle Egypt, are able to own or build their own house living standards are relatively low in a considerable number of households. Despite the fact that altogether 46 students reported that the floors in the parents' house were either made of tiles or ceramics, a medium price range product, a noteworthy number of 14 students (ca. 22%) stated that their houses' floors fully – or at least 50% - were made of cement. In addition to this, four students (ca. 6%) indicated that the “floor in their units were either made of mud or dust”.³⁸⁶

Table V.11
El Gouna Hotel School Students' Families Housing -
Type of Floor

Type of Floor	Number of Students
Cement	14
Tiles	28
Ceramics	18
Wood	-
Mud / Dust	4

Source: Data collected by Researcher

With regards to the general housing facilities and conditions, the vast majority of the interviewed students' homes are equipped with running water through the public net (only

³⁸⁶ Houses with cement and mud or dust floor are often rural houses where animals and humans live next to each other and partially together

three exceptions: two using pumps and one a water tank) and are connected to the public electricity network. As far as the connection to the public sewage treatment system is concerned, only a minority of 22 students (ca. 35%) replied positively, whereas the remaining majority of students' homes depend on trenches and sewage tanks.

Concerning the interviewed students' households' kitchen, in all cases families had their own private kitchen; in almost all of these kitchens gas was reported to be used as the main fuel. Finally, all families reported to have a private bathroom with W.C., out of which five students (ca.8%) indicated to have latrines without a flush, 24 students (ca. 38%) latrines with a flush and the remaining students' western style toilets with flush.

Before concluding this household analysis description, it is worth pointing out that the main means of transport for the students' family members from home to work is by microbus (ca. 40%) and by foot (ca. 26%); in a large number of cases transport is also provided by work (ca. 15%); other important means of transport were by bikes and motorbikes.

V.2.5.3 Ownership of Durable Goods

With regards to the students' families' ownership of durable goods, a generally coherent picture can be observed as far as goods related to transportation and communication are concerned (see Table V.12): none of the interviewed families owned private cars, and only a small minority of 8 out of 64 families are owners of a motorbike. Transportation by bike, on the other hand, was far more common so that altogether 49 out of 64 students (ca. 75%) owned at least one bike.

In the field of communication, most families were relatively well-equipped which is reflected in the number of families owning telephones as well as mobile phones: altogether 57 out of 64 families reported to have a phone (ca. 90%); though the number of families owning mobile phones was considerably lower, still 41 out of 64 students (ca. 65%) reported that their families owned at least one mobile phone. Communication tools such as private fax machines, in contrast, could only be found within one family.

As far as the ownership of so-called home durable goods is concerned, the majority of families showed a similar ownership structure: A clear majority of families owned household goods which could be described as basic household goods, including reffridgerators (100%), electric or gas stoves (ca. 100%), washing machines (95%), and electric fans (98%) as well as colour tvs (92%).

Home durable goods which could be found much less frequently in the interviewed families are more expensive and upmarket products such as air conditions (14%), heaters (17.2%), satellite tv (39%), personal computers (25%), video cameras (7.8%), and cameras (ca. 47%).

Table V.12
El Gouna Hotel School Students' Families Ownership of Durable Goods

Item	Yes	No
<i>Transportation & Communication</i>		
Private Car / Van	0	64
Bike	49 (26 more than 1)	15
Motorcycle	8	56
Telephone	57 (5 more than 1)	7
Mobile Phone	41 (26 more than 1)	23
Fax Machine	1	63
<i>Home Durable Goods</i>		
Reffridgerator	64 (18 more than 1)	0
Deep Freezer	11	53
Butagas / Electric Stove	63 (11 more than 1)	1
Washing Machine	61 (24 more than 1)	3
Vacuum Cleaner	3 (1 more than 1)	61
Electric / Gas Water Heater	41 (5 more than 1)	23
Vacuum Cleaner	13 (1 more than 1)	51
Air Condition	9 (6 more than 1)	55
Electric Fan	63 (56 more than 1)	1
Heater	11 (1 more than 1)	53
Electric Iron	60 (24 more than 1)	4
Colour TV	59 (18 more than 1)	5
Black and White TV	23	41
Video Set	19 (3 more than 1)	45
Cassette Set	59 (23 more than 1)	5
Satellite TV	25	39
Personal Computer	16 (2 more than 1)	48
Video Camera	5 (1 more than 1)	59
Camera	30 (7 more than 1)	34

Source: Data collected by Researcher

V.2.5.4 Students' Families' Household Expenditure

a) Main family bread winner

As far as the main family bread winner in most of the interviewed students' families is concerned, 55 out of 64 students indicated that the father was their family's main bread winner. Only in one out of the total number of sample families, a student's brother was mentioned as the family's main financial supporter; whereas 8 out of 64 sample families (12%) are led by the mother as the family's main bread earner.

b) Other family members participating in household expenses

The number of other family members, apart from the main income provider, participating in their family's household expenditures is considerable: only 24 out of a total of 64 students (ca. 40%) indicated that there was only one main bread winner in the family. In 21 cases, students reported that their siblings supported their family's main bread earner by providing money at home; in 10 cases, students' mothers supported their fathers participating in household expenses. Only in one case, family members' from a student's wider family was reported as contributing to the family's household expenditures.

c) Students' Families' Total Monthly Expenses

With regards to their families' monthly expenses, the interviewed students' replies varied considerably as Table V.13 indicates: 15 out of a total of 64 interviewed students (ca. 23%) reported that their families' monthly expenses amounted to 500 LE or less; 22 interviewees (ca. 34%) replied that the monthly expenses of their families ranged between 600 and 1,000 LE. These results show that altogether 37 students, or ca. 58%, of the interviewed students' families spent 1,000 LE or less per month.

As far as the remaining students are concerned, they stated that their families' spending surpassed a monthly amount of 1,000 LE: 9 students (ca. 14%) indicated monthly expenses between 1,000 and 1,500 LE, whereas 10 hotel school students (15.5%) said that their families' monthly expenses exceeded 1,500 LE, reaching a reported maximum spending of 5,500 LE. Altogether, the percentage of families with a monthly spending more than 1,000 LE

amounted to almost 30%. 7 students (ca. 11%) could not indicate their families' monthly expenses.

Chart V.13
Hotel School Students' Families' Monthly Expenses

Monthly Family Expenses	Number of Students
Less than 100 LE	-
200 LE	1
300 LE	3
350 LE	1
400 LE	4
500 LE	6
600 LE	3
700 LE	8
800 LE	5
900 LE	1
1000 LE	5
1200 LE	1
1400 LE	1
1500 LE	7
1600 LE	-
1800 LE	1
2000 LE	5
2500 LE	1
3000 LE	2
4000 LE	-
5500 LE	1
7000 LE	-
10000 LE and more	-
Don't Know	7

Source: Data collected by Researcher

V.2.5.5 Student Families' Total Monthly Net Income & UNDP Poverty Line

When comparing the indicated monthly family expenses with the families' total monthly income, a slightly different trend can be observed, though generally still realistic as will be shown in detail as follows: in contrast to 15 students indicating that their families' monthly spending was below 500 LE, the number of those reporting a monthly income below 500 LE per month sank to only 5 individuals, and the number of those earning between 500 and 1,000 LE to 13 individuals. The relative majority of altogether 33 students, almost half of the total sample population, reported their families' overall income to be above 1,000 LE per month, with 17 students reporting a monthly income between 1,000 LE and 1,500 LE and 16 students

more than 2,000 LE per month, mostly between 2,000 LE and 3,000 LE, with one exception of 8,000 LE.

Taking into consideration the fact that the total family income generally has to exceed the spending side as well as the above outlined professional background and the employment situation, the authenticity of the above figures has not been questioned and is believed to be realistic also in the eyes of the El Gouna Hotel School, apart from a few exceptions such as a reported monthly income of 8,000 LE per month.³⁸⁷

Table V.14
Hotel School Students' Families' Total Monthly Net Income

Monthly Income	Number of Students
Less than 100 LE	-
200 LE	-
300 LE	1
350 LE	-
400 LE	2
450 LE	2
600 LE	3
700 LE	3
800 LE	7
900 LE	-
1000 LE	9
1100 LE	3
1200 LE	3
1400 LE	1
1500 LE	2
1600 LE	-
1800 LE	-
2000 LE	4
2200 LE	1
2500 LE	7
3000 LE	3
4000 LE	-
5500 LE	-
7000 LE	-
8000 LE	1
10000 LE and more	-
Don't Know	12

Source: Data collected by Researcher

³⁸⁷ Informative meeting with Thomas Schama, Director El Gouna Hotel School, El Gouna Hotel School, 9th of August 2006

When comparing the above indicated monthly families' income figures with the earlier described calculated poverty lines by the UNDP study (see Table V.2) taking into consideration each family's size and regional location, it can be concluded that the large majority of hotel school students' families does not fall below the poverty line. Altogether, a total of approximately ten families, equalling ca. 20% of the families under analysis, can be considered below the poverty line or close to it as the detailed outlining of the concerned figures in Appendix VI indicates.

V.2.5.6 Students' Families' Ownership of Agricultural Land and Real Estate

With regards to the students' families' ownership of agricultural land or real estate, the study revealed that a total number of 26 families, mainly from the country side, were reported to own a piece of agricultural land ranging in most cases between a half and six feddan thus guaranteeing additional direct or indirect income and food resources.

In addition to the ownership of agricultural land, a considerable number of altogether 15 students stated that their families owned various flats or buildings including numerous apartments. Though this comment at first seems very unlikely considering the income situation and background of the families under analysis, it must not be forgotten that the mentioned properties are often located in countryside where the construction of an apartment or house is not extremely costly so that even individuals with moderate incomes are able to afford their own property, though at a relatively low level of quality. Still, the ownership of real estate stresses the fact that these students are not from 'poor' backgrounds.

V.2.5.7 Additionally required Annual Family Expenses

A considerable number of 24 students expressed that their family's expenses in the previous year required some additional expenses. Some of these expenses were unforeseen, such as accidents and illness of family members not covered due to a lack of insurance, other expenses were foreseen, including a wedding and the construction of a house – and the costs for sending a child to the El Gouna Hotel School. Additionally required expenses from enrolling at the El Gouna Hotel School were mentioned by a total of seven students (ca. 12%). However, it is interesting to observe that while some of the above mentioned points, like for example a wedding or treatment of illness, could not be covered by the immediate family but

only through the financial support of the wider family. In the case of the costs resulting from the El Gouna Hotel School, most students' families' did not face any difficulties in paying the costs for the school by themselves. Only one student stated that his father took up a loan from colleagues at work to enable his son to join the hotel school. As a result of this observation, it can be concluded that most of the families under analysis are in the financial position to send their children to the hotel school without suffering from any major financial hardships.

V.2.5.8 Difficulties in Paying Education Fees

The result stressed in the previous paragraph, however, needs to be questioned to a certain extent when analysing the students' reply as far as their families' ability to pay their children's education fees is concerned: altogether 15 students (ca. 25%), many of whom had also been registered as falling below the poverty line, indicated that their families had difficulties in providing the necessary education fees and were only able to resolve this difficult situation by taking up a loan, either through colleagues at work, a bank, or family and friends. In some cases, the situation was resolved through a so-called *gamaiyya (saving fund)* with neighbours.³⁸⁸

Although the above replies do not provide an absolutely clear answer to the question if the difficulties in paying education fees were caused by the generally large number of education seekers within a certain family or the enrolment of one child at the El Gouna Hotel School, due to the fact that the El Gouna Hotel School was exclusively mentioned as a major additional cause of family household expenditure, it seems unquestionable that it was not only a child's general schooling but also the enrolment of a child at the hotel school which caused a major financial challenge for the above mentioned families.

V.2.6 Conclusion

Resulting from the detailed outlining of the students' families' social background based on the earlier introduced UNDP study and its characteristics of the poor, this chapter can be concluded by clearly stating that only a small minority of about 10 to 15% of the hotel school

³⁸⁸ This form of saving among friends, colleagues and neighbours is very popular in Egypt due to the difficulty of obtaining loans from banks and other official institutions.

students' families fall below the poverty line according to the UNDP's objective poverty calculations.

This, however, does not mean that a considerable proportion of the remaining students' families is in a much better position. Although they do not fall below the defined poverty line as far as the indicated income poverty level is concerned, approximately 25% of the whole sample population stated that they faced financial difficulties in paying their education costs; to a large extent as a result of enrolling at the El Gouna Hotel School which could only be overcome by seeking various forms of financial help. Furthermore, many of the concerned families showed a series of numerous other poverty correlates. For example, despite the ownership of an apartment or rural house by most families, it must not be overseen that the level of finishing in most houses, including cement and mud floors, reflects very low housing conditions. Additional poverty correlates summarizing many families' restraint situation, are a generally low level of education among approximately one third of the families' parents under analysis and a general employment situation reflected by lack of insurance and low level work positions such as driver and worker, in particular in the private sector. Those students whose father had died and were headed by their mother were in a financially extremely disadvantaged situation, as well as those few students whose parents were working in agriculture or were characterized by a number of family members above average. Finally, it must not be forgotten that also average governmental employees such as teachers, despite certain advantages such as insurance coverage etc, faced severe financial constraints if they were the only income providing family member.

In spite of the above characterization of those families who can be clearly defined as poor, or at least socially and financially disadvantaged, as shown in the previous paragraph, it should clearly be stressed in this conclusion that the majority of at least 50 to 60% of students' families, either employed in relatively senior governmental sector positions or active in the private sector as businessmen, shop owners, or self-employed craftsmen, have been found to be in a financially and socially relatively stable situation. With regard to these families, hardly any poverty correlates can be found though it also needs to be stressed that none of the families own valuable durable goods such as cars. Therefore, when attempting a characterization of this particular group considering educational and professional status as well as the ownership of durable goods as computers as well as real estate and agricultural

land, one would tend to define them as representatives of the upper lower or lower middle class, depending on each family in detail.

Consequently, as a result of this analysis, two major conclusions can be drawn as far as the financial and social background of the El Gouna Hotel School students is concerned. Firstly, despite a considerable percentage of students from poor and disadvantaged families, the majority of hotel school students' families cannot be considered poor and is recruited from families belonging to the lower middle and upper lower classes, depending on the definition and features of each family. Therefore, the fulfilment of one of the school's mission statements, "the focus on students from financially and socially disadvantaged origins", has only been successful to a limited extent and would require future efforts by introducing a more precise and target-oriented student selection process. Secondly, it has been shown that the El Gouna Hotel School and the dual vocational training offered, has become considered a professional alternative not only by individuals from socially and financially disadvantaged backgrounds but also members from financially and also educationally better off families belonging to the lower middle classes who have recognized the income and career development possibilities of their children in the tourism sector.

V.3 Students' Financial Status after Graduation

V.3.1 Introduction

Following the previous analysis of the hotel school students' social background, the following chapter will provide a thorough analysis of the school's first graduates' employment and income situation with the aim of evaluating the hotel school's contribution to its students' professional and income situation development.

The results presented in this chapter are predominantly based on information provided by the training hotels' Human Resources Departments directly to the author of this thesis; the only exception are the indicated data of the Radisson Hotel in Qseir, which were submitted by the El Gouna Hotel School. The submitted data can be considered genuine and hence realistic indicators as far as the graduates' monthly basic salaries and service taxes are concerned; indicated tips are average figures provided based on the Human Resources Departments' experience.³⁸⁹

Before outlining the information provided on the former students' employment and financial status in detail, it is vital to present a short summary on the student's drop out rate following their final exams: out of the 64 interviewed students, one student failed his final exams at the El Gouna Hotel School. As far as the remaining 63 students are concerned, 23 students are still employed by their original training hotels indicating that approximately 60% of the sample population did not start or continue work at their original training hotel. As Table V.15 shows, there are numerous reasons for this trend, including further education at university level (8 students), military service (2 students), illness (1 student), and the search for other work opportunities. For example, two students left work due to do the obligatory military service; four students were found to have left their training hotels to look for other work opportunities, one as a tour guide in Luxor, one as a *bazar* manager in Hurghada, and two in the tourism field in Sharm El Sheikh.

³⁸⁹ In general, a hotel employee's monthly income in Egypt consists of three parts: a) a monthly basic salary, b) a service tax resulting from a 12% service tax charged on all services in a hotel; this service tax is redistributed to the hotel's employees according to a certain formula based on the employee's rank, c) Tips received by a hotel employee from a guest are to be collected by all employees and are distributed among the hotel staff according to a certain formula based on the employee's rank.

With regards to a total of 15 other students, no information could be provided by their training hotels since the students after graduation did not start work at their employing hotel or did not continue employment with their former training hotel, in contrast to the stipulations in the students' training contract; such cases could be found in almost all training hotels and do not show any certain patterns in favour or against a certain hotel. As far as the whereabouts of these students is concerned, it can be summed up that one of them was reported to have returned to his village in Upper Egypt; concerning the remaining students, no definite information at all could be retrieved.

It is not easy to provide a clear and well founded explanation for this phenomenon of giving up a good professional basis with a regular monthly income and other benefits after three years of studies at the hotel school. Two main factors are assumed to be the main reason for the above described high professional drop out rate according to involved education experts and hotel managers: firstly, there seems to be a general tendency in Egypt to leave any profession for another job if this new job offers a higher payment, even though there might only be a slight difference in payment. Secondly, individuals are willing to apply for a better paid job even though this new job might be in a completely different professional field indicating that there is a lack of the belief in continuous income development and gradual professional progression.³⁹⁰

Table V.15
Post-Graduation Student Drop Outs

Reason for Drop Out	Number of Students
Military Service	2
Left Work at Hotel	8
Further Education / Studies	8
No Information (left after graduation)	16
Work in Sharm El Sheikh	2
Health Reasons	1
Other	4

Source: Data collected by Researcher

Those 46 students out of the originally 64 students who are still employed by their original training hotels, shall be closer examined in this chapter by providing an in depth analysis of the former students' current monthly income, consisting of: a) monthly basic salary, b) service taxes, and c) tips received in addition to the before mentioned regular income.

³⁹⁰ Thomas Schama, Director El Gouna Hotel School; Rolf Raima, General Manager Steigenberger Golf Resort

V.3.2 Monthly Basic Salary

With regard to the former hotel school's students' monthly basic salary, it has been found that the graduates' monthly starting salaries varied between a minimum of 180 LE³⁹¹ and a maximum of 350 LE, while the majority of graduates were reported to have received an initial starting salary which was evenly distributed between 220 LE and 290 LE (15 out of 23 individuals). In contrast to this, only a clear minority of three students received a monthly basic salary ranging between 180 LE and 200 LE or earned a considerably higher monthly basic salary between 300 LE and 350 LE.

A more detailed analysis of the above outlined salary range indicates that the amount of basic salaries in most cases depends on three main factors: a) the former student's training hotel category and location, b) his field of specialization within the hotel (kitchen, service, or housekeeping) and, c) his rank within his field of specialization:

a)

In the analysis of the interrelation between hotel category and paid monthly basic salary, it can be observed that in general, the amount of the monthly basic salary depends on the category of the hotel and its belongingness to a certain destination: four star hotels, for example, generally pay lower salaries than five star hotels. As in the example of the four star Ocean View Hotel in El Gouna demonstrates, graduates working in the kitchen as '*Third Commis*' earned a basic salary of 220 LE per month. Similar results can be observed in the four star Rihana Resort, where graduates in the same position received a monthly basic salary of 250 LE. In contrast to the previous figures, the basic salary paid by five star hotels is 10% to 20% higher; for example, graduates working as '*Third Commis*' at the Steigenberger Golf Resort earned a monthly basic salary of 270 LE, those working at the Sheraton Miramar Resort earned a monthly 290 LE. The highest monthly basic salary in the kitchen field, however, was paid by the Mövenpick Resort, amounting to 300 LE for the same position. The only exception among the hotels under analysis is the four star Sultan Bey Hotel which paid a starting salary of 280 LE, higher than that of the Steigenberger Golf Resort.

In addition to the above outlined interrelation between hotel category and monthly salary, the belongingness of a hotel to a certain destination can also be considered a significant salary

³⁹¹ 1 LE (Egyptian Pound) equals approximately 0.1 British Pounds Sterling

indicator: hotels located outside high level destinations like El Gouna, for example in Hurghada, tend to pay lower salaries. For example, graduates working as '*Third Commis*' at the five star Radisson Hotel in the city of Qseir received a monthly basic salary of ca. 200 LE³⁹², which is approximately 40% lower than the paid salaries in El Gouna.

b)

Apart from the criteria hotel category and location, a hotel school student's field of specialization considerably influenced his later monthly basic salary within a certain hotel: while those graduates working in the kitchen field received the highest monthly basic salaries, as already outlined in detail in the previous paragraphs, those graduates employed in the service field were reported significantly lower monthly basic salaries.

This difference becomes obvious when comparing the Mövenpick's salary of a '*Third Commis*' (300 LE) with the basic salary of a '*Bus Boy*' (225 LE), a comparable position in the service sector. Similar results can be observed when contrasting the salary scale of graduates working in the service and kitchen sector in other hotels, such as the Sheraton Miramar Resort or the Rihana Resort, so that the conclusion can be drawn that graduates working in the service sector generally receive a basic monthly salary which is 10% to 30% lower than in the kitchen field.

c) Thirdly, a graduate's rank within a certain field of specialization considerably influenced his monthly basic salary though this point did not become too obvious in the course of this study due to the almost identical career stage of all former hotel school students. However, there are a few examples which can help to illustrate the expressed statement, for example with the support of the data provided by the Rihana Resort: while one of the school's graduates worked in the position of '*Bus Boy*' earning a basic salary of 180 LE, another former student had already been promoted to the next higher position of '*Waiter*' earning a monthly salary of 220 LE, 20% more than his colleague. A similar example can be observed at the Sultan Bey Hotel, where one former student earned 280 LE in the position of '*Third Commis*', whereas another student who had already graduated one year earlier had been promoted to the position of '*Second Commis*' earning a basic salary of 330 LE, thus allowing the conclusion that the promotion of only one career step already leads to an approximate 20% salary increase.

³⁹² Figure provided by the El Gouna Hotel School

Furthermore, the hotels' Human Resources Departments stressed that each particular rank within a certain field of specialization generally consists of three salary levels, low, middle, high, allowing the hotels to reward an employee's career development and increase of experience even within a certain rank of specialization without a promotion by one whole career step.³⁹³

Though it might seem unfair to some that the hotel school's graduates started their career in most cases from the lowest professional rank and consequently do not have any financial advantage as a result of their three year training at the hotel school by starting from the hotels' lowest income level, it must not be forgotten that: a) former hotel school students have a clear advantage of age since they enter their professional life at a much younger age than direct applicants who often have even obtained university degrees hence receiving their first salary and beginning their professional development at a much later stage in life and; b) due to their three year apprenticeship at the hotel school and experience in the hotel field, the hotel school's graduates' professional development usually takes place at a faster pace than that of a direct applicant without prior knowledge and experience of the hotel industry.³⁹⁴

Table V.16
El Gouna Hotel School Students Monthly Basic Salary (after Graduation)

Monthly Basic Salary	Number of Students (Total 23)
180 LE	2
200 LE	1
220 LE	2
225 LE	2
230 LE	1
250 LE	2
260 LE	1
270 LE	5
280 LE	2
290 LE	1
300 LE	2
330 LE	1
350 LE	1

Source: El Gouna Hotel School Paul Rahn & Human Resources Departments Training Hotels

³⁹³ Dominique Viard, General Manager Sultan Bey Hotel; Alexander Bieber, General Manager, Sheraton Miramar Resort El Gouna

³⁹⁴ Thomas Schama, Director El Gouna Hotel School

V.3.3 Monthly Service Taxes

In contrast to the above analysed monthly basic salaries, as a result of the thorough examination of the graduates' monthly service taxes it will be shown that those positions offering the highest monthly basic salaries do not necessarily guarantee the highest service taxes, in some cases, the contrary.

As far as the spectrum of monthly service charges paid to the graduates under analysis is concerned, it can be summarized that this second salary component ranges between 145 LE and 500 LE with a large group of 11 graduates (ca. 48%) receiving a monthly amount between 300 LE and 400 LE, five students (ca. 22%) an amount of 200-250 LE and four students (ca. 17%) a service charge of 400-500 LE.

The above outlining of the hotel school graduates' monthly service taxes demonstrates that enormous differences can be observed as far as the distribution and amount of the service taxes is concerned: in contrast to high monthly basic salaries, the lowest service charges were received by students working in the kitchen field at the five star Sheraton Miramar Resort (service charge 145 LE, basic salary 290 LE), which paid by far the lowest service charges among all hotels under analysis so that initially the idea was created that the full amount of service charges was not paid to the employees. This assumption, however, cannot be confirmed when analysing the monthly service charge of those employees working in the service field of the same hotel: for example, one employee with a monthly basic salary of 230 LE, received a monthly service charge of 390 LE. Resulting from these two examples, it became clear that the Sheraton Miramar Resort, as the only hotel of those under analysis, applies a strict system according to which those employees with guest contact receive a considerably higher percentage of service taxes on their basic salaries than those without guest contact, including those employees in the kitchen.

With the exception of the Sheraton Miramar Resort, the study found that all other hotels under analysis did not apply this strict separation between employees with guest contact and without guest contact so that both, employees in the service sector as well as in the kitchen field, received highly attractive service charges in addition to their basic monthly salary. As a result, at the Mövenpick Resort one '*Third Commis*' with a basic salary of 300 LE received a service charge of 495 LE, more than 150% of his salary. Similar results, though to a lesser extent, can

be observed among a ‘*Third Commis*’ at the Steigenberger Golf Resort who had a basic salary of 270 LE and received a monthly service charge of 350 LE. However, the highest service charge was paid to its employees by a four star hotel as the example of the Rihana Resort exemplifies: independent from their field of specialization, the applied service charge paid to the hotel’s employees reached 200% of their basic salary, meaning that one ‘*Third Commis*’ with a basic salary of 250 LE received an additional 500 LE of service charges each month, thus making his position at this four star hotel, despite a slightly lower basic salary in comparison to some five star hotels, a highly attractive work place.

Therefore, as a result of this short analysis of the monthly service taxes paid to the hotel school graduates, it can be concluded that among most of the hotels under analysis the concept of guest contact and non-guest contact related service charge payments is not relevant anymore, thus offering attractive monthly service charge payments to both, graduates working in the service, but also in the kitchen field.

Table V.17
El Gouna Hotel School Students’ Approx. Monthly Services Taxes (after Graduation)

Monthly Service Taxes (in LE)	Number of Students (Total 41)
145	1
150	1
175	1
200	3
250	2
308	1
350	5
360	2
370	2
390	1
440	1
495	1
500	2

Source: El Gouna Hotel School Paul Rahn / Human Resources Departments Training Hotels

V.3.4 Estimated Monthly Guest Tips

In addition to the previously analysed basic monthly salaries as well as the monthly paid service taxes, a third component contributing to a hotel employee’s monthly salary are tips given to the employee by hotel guests. In contrast to the earlier two mentioned salary components, tips in general do not concern all hotel employees, such as for example kitchen

staff, but only those employees in direct guest contact, predominantly service and housekeeping staff, though hotel related exceptions are possible. All tips received by employees working in these two fields are not for personal use but are collected in one fund and then redistributed according to a certain system.

With regards to the former hotel school students working in the service sector, for example as waiters, a further attractive supplement is added to their salaries. It is difficult to provide precise information on the average received amount of tips as they are an irregular contribution to the employee's income based on the hotel's occupancy and kind of clientele, however, the training hotels' human resources managers estimated the extra monthly income resulting from tips for the concerned 12 former hotel school students to range from a minimum 60 LE to 230 LE. As Table V.16 indicates in more detail, in the majority of seven out of a total of 12 students, monthly tips amounted to 100 LE-200 LE. In contrast, only a small minority of graduates received considerably lower or higher monthly tips: only two graduates received monthly tips amounting to approximately 60 LE, and only three graduates were reported to have received relatively high tips amounting to 230 LE per month.

As far as the distribution of the outlined monthly tips is concerned, it can be observed that although in nine out of 12 cases, graduates receiving tips were working in the service sector, some exceptions among the hotels (Villa Kunterbunt / Rihana Resort) do also let their kitchen staff participate in tips received by the service staff. Therefore, two former students employed by the four star Rihana Resort in El Gouna received monthly tips of approximately 60 LE and one student at the Villa Kunterbunt restaurant in Hurghada earned monthly tips amounting to ca. 200 LE.

When comparing the amount of monthly tips paid to the school's graduates, no general conclusions can be drawn according to the hotel category as will be shown: while, for example, both, graduates working for the 4 star Sultan Bey Hotel as well as for the 5 star Sheraton Miramar Resort, received approximately 150 LE of tips, former hotel school students working at the 4 star Rihana Resort earned about 230 LE of tips, ca. 50% more on a monthly basis. This clearly indicates that although the chances of obtaining more tips at a 5 star hotel are higher due to clientele etc., exceptions with regards to the hotel category do exist as well.

Table V.18
El Gouna Hotel School Students' Estimated Monthly Tips (after Graduation)

Estimated Monthly Tips (in LE)	Number of Former Students
60	2
100 – 150	3
150	3
200	1
230	3

Source: El Gouna Hotel School Paul Rahn / Human Resources Departments Training Hotels

As a result of the above analysis, it is interesting to point out that despite the considerable monthly extra income of tips ranging between 100 LE and 200 LE in addition to their basic salary and monthly service tax, none of the graduates still working in their former training hotels were specialized in the housekeeping field and only nine out of a total of 23 students (ca. 40%) had decided to enter a career in the service field. In spite of the hotels' strong need for qualified staff in the service and especially housekeeping sector, it is difficult to find students willing to specialize in those fields as most students' specialization in the kitchen field demonstrates.

The lack of willingness to specialize and work in the service and in particular housekeeping field, according to both, the El Gouna Hotel School as well as the training hotels³⁹⁵, lies in the negative reputation of working in the service industry in Egypt where providing services to people, such as serving guests and, in particular, providing housekeeping services, are considered inferior professional activities.

V.3.5 Other Benefits

In addition to the above described two to three main components contributing to the overall monthly salary of a hotel employee in Egypt, it must not be forgotten to shortly outline a number of additional benefits enjoyed by the former hotel school students now working in the hotels:

To begin with, it is important to point out that accommodation and food are provided for by the employing hotels so that there are hardly any daily expenses hotel employees need to

³⁹⁵ Thomas Schama, Director El Gouna Hotel School (10th of January 2006); Rolf Raima, General Manager Steigenberger Golf Resort (15th of January 2006), etc.

cover by themselves thus giving them the possibility to save most of their salaries or support their families with them. Furthermore, in many cases free transport to go on the employees' monthly holiday³⁹⁶ is paid for by the hotel.

Apart from these direct benefits, hotel employees are granted numerous additional benefits by their employing hotel, including health insurance and pension schemes, benefits which are not the rule in many companies in other economic sectors in the country.

V.3.6 Total Monthly Salary

Having provided a clear and detailed analysis of the various elements contributing to the former hotel school students' total monthly salary and the numerous factors influencing the main salary components - basic salary, monthly service tax and, in some cases, guest tips - this final part of the graduates' salary analysis, shall focus on the total monthly salary taking into consideration all of the above outlined components to determine the former students' overall financial status after completing their three year dual vocational training at the El Gouna Hotel School.

Two main observations shall be stressed as a result of this analysis: firstly, it can be summarized that the former students' overall starting salary was reported to range between 435 LE and 890 LE per month. Out of the 23 students under analysis, the predominant majority of 17 students (ca. 75%) earned between 600 LE and 810 LE, while a remaining minority of five students were reported to have a total monthly salary ranging between 435-550 LE; the maximum salary reached by one student amounted to 890 LE.

Secondly, when examining the interrelation between the amount of the total salary and the graduates' main field of specialization, it becomes clear that the field of specialization due to the equal distribution of the earlier discussed services taxes does not have any major influence on the total salary anymore; the only exception mentioned in this context is the Sheraton Miramar Resort with the lowest of all monthly salaries amounting to 435 LE in the position of 2nd Commis. When neglecting this example, the overall evaluation of hotel school graduates' total salaries allows the conclusion that neither a students' field of specialization nor the hotel category of his employing hotel are of crucial importance in obtaining a high salary. As the

³⁹⁶ In general, hotel staff in Egypt works 23 days per month, followed by a one week holiday

previous chapters have shown, the most significant criterion guaranteeing a good salary turned out to be the percentage of service taxes paid on the graduates' basic salary. Though the chances of receiving the highest service charges, and basic salaries, are the best in five star hotels, in the course of this study it has been shown at the example of the four star Rihana Resort that this does not necessarily has to be the case.

Table V.19
El Gouna Hotel School Students' Total Monthly Salary (after Graduation)

Total Monthly Salary (in LE)	Number of Students
435	1
450	1
480	1
528	1
580	1
550-600	1
560-610	1
580-630	1
620	5
725	1
745	2
770	3
795	1
810	2
890	1

Source: El Gouna Hotel School Paul Rahn / Human Resources Departments Training Hotels

V.3.7 Real Total Monthly Salary versus Expected Starting Salary and Graduates' Family Income

Based on the previous outlining of the former hotel school students' total monthly salary, the following paragraphs aim at providing a comparison of the graduates' total monthly income as paid by their employing hotels, with the overall reported monthly income and spending of the former hotel school students' families. This comparison aims at drawing a conclusion to what extent the successful completion of the three year dual vocational training programme enables the school's graduates to maintain or even improve their original financial family situation and status.

Before, however, entering this analysis in more detail, it seems vital to the author of this study to bring forward some remarks on the used data serving as a basis of this analysis: as far as

the income data provided by the human resources departments of the employing hotels is concerned, they can be considered genuine. With regards to the provision of family income and spending data, however, it needs to be pointed out that this data could not be verified and hence could only be understood as indicators of an approximate family income.

An example for the previous statement is reflected by one of the students' stating that his parents' income amounted to 8,000 LE per month, a very high income in a country like Egypt, and, furthermore, in strong contrast to the mentioned monthly family spending of 1,500 LE. In addition to this, some of the provided family income and spending data turned out to be contradictory by themselves, especially in those cases where expenditures considerably exceeded family income, in an absence of any indication that the family faced financial difficulties.

Despite the contradictions and deviations pointed out in the previous paragraph, however, the reported family income data which in most of the analysed cases ranged between 500 LE and 1,500 LE as far as the total monthly family income is concerned, and between 400 LE and 1,500 LE as far as the monthly family spending is concerned, showed a strong coherency thus supporting the assumption that the provided figures are realistic indicators of the real family income and spending.

Taking into consideration the previous comments regarding the provided family data, a comparison between the students' total monthly salary and their families' income / spending indicates that two out of a total of those 23 students still working in the hotels reached or slightly exceeded their total indicated family income which was reported to reach 450 to 600 LE per month.

When further examining the family background of these students who stemmed from small villages in Upper Egypt, one family consisted of seven family members, in which the father worked as the main bread winner as Chef in a hospital kitchen, supported by the family's eldest son earned his money as a worker. The second concerned family consisted of six individuals with the father working as the only family bread winner as a teacher at a governmental school.

In addition to those three cases reaching or already exceeding their families' income in the first year after completing their professional training, further eight students (ca. 40%) of those graduates still working in their former training hotel reached salaries very close to their families' total monthly income, with a maximum difference of 200 LE. A common characteristic which was shared by these students with those described in the previous paragraph was that they also came from families with a low to medium total monthly income ranging between 600 LE and 1,000 LE. In all of these families, with the exception of two cases, the male parents acting as the main family supporter held governmental jobs, either as low level employees or teachers³⁹⁷; in almost half of these families, the mentioned low monthly family income was the result of two individual's work, the second provider being either the mother or daughter being also employed in the governmental sector or, in one case, the oldest son earning his salary as a worker. As far as two exceptions not working in the government are concerned, one family was headed by a mother acting as the family head due to the father's death and working as a tailor; the other family was headed by the father who worked as a carpenter.

It is interesting to observe that seven out of eight students, who did not wish to continue their work in one of the hotels but preferred to take on further studies, stemmed from families with relatively high salaries exceeding 1,000 LE and, in half of the cases, even 2,000 LE.

With regards to the remaining students who do not fall in one of the above outlined categories, they can roughly be divided into two equally sized groups: those graduates whose families were reported to have a monthly total salary between 1,000 LE and 2,000 LE and former hotel school students with a total reported family income ranging between 2,000 LE and 3,000 LE, in some of those cases even slightly higher.

When trying to categorize those graduates students' families earning between 1,000 LE and 2,000 LE per month, three main groups can be described: while most of the above outlined

³⁹⁷ Governmental jobs belong to the least paid jobs in Egypt; according to the State Administrative Authority's budget for the fiscal year 1998/1999, the salary scale was divided into six grades offering the following annual salaries in LE: grade 6 (420-744 LE), grade 5 (432-924 LE), grade 4 (406-1212 LE), grade 3 (576-1,608 LE), grade 2 (840-1,908 LE), grade 1 (1,140-2,088 LE), Director General (1,500-2,304 LE), Under Secretary (2,100 LE), First Under Secretary (2,603 LE). In addition to these basic salaries, "a variety of supplementary payments, which differ from one agency to another, constitute principal sources of income for some government employees. In some ministries, such payments constitute 83 percent of the basic salary.", in: Handoussa, Heba; Oraby, El Nevine, "Civil Service Wages and Reform: The Case of Egypt", The Egyptian Center for Economic Studies, Working Paper No. 98, Cairo, May 2004, pp. 6-7

low income families were characterized by one main bread winner mostly working in average governmental or other low paid jobs, families earning between 1,000 LE and 2,000 LE had often up to three family members, father, mother, oldest child, contributing to the monthly family income; a good example for this is one family in which the father worked as a teacher, the mother as a governmental employee and the eldest child as an accountant. A second group of families whose monthly income was reported to be between 1,000 LE and 2,000 LE, included often members working in slightly privileged positions, such as one father working in the army or as a political party employee or more senior governmental employee, for example, one agricultural engineer. However, also in these families, a second family member often contributed to the total reported family income. With regards to the third category of families earning between 1,000 LE and 2,000 LE, it can be observed that those families reaching the previously mentioned monthly income was only reached by those male parents working in the private sector, for example, as Assistant Engineer or as a self employed business man.

As far as those graduates' families are concerned who were reported a total monthly income of 2,000 LE to 3,000 LE, two main observations can be made: firstly, the majority of the concerned families does not live in the countryside but in cities such as Hurghada and Luxor, where salaries and income opportunities tend to be higher in general, however, where life also tends to be more expensive than in the countryside.

As a second point, when analysing the concerned family fathers' professions, it can clearly be stated that they are either entrepreneurs or employees in the private sector, such as the owner of an advertising agency or a photographer, or leading governmental employees, for example, Educational Inspector or School Manager. Only two exceptions could be observed from this rule, according to which the main family bread winner was reported to work as a driver but supported income wise by the oldest son. When just considering a driver's basic salary, this information does not seem trustworthy however, since these drivers were indicated to be based in Hurghada and Cairo, they might be in close contact with foreigners guaranteeing them thus a higher monthly income through tips.

Before concluding this chapter in the following section, it seems important to the author of this study, to finally provide a short outlining on the former hotel school students' salary expectations in comparison to the salary they considered appropriate in return for the professional qualifications obtained during the three year training at the El Gouna Hotel

School. This comparison is considered important as it will not only allow to determine the students' sense of reality with regards to the general salary market situation but also to determine the degree of satisfaction among the school's graduates with their first salaries as employees.

Regarding the former students' estimations on the initial basic salaries to be received after completing their training at the hotel school, the replies of most students reflected a good knowledge of their hotel's salary scheme; in some cases, students' estimations exceeded the real income by 50 LE to 100 LE, however, in other cases some estimations were even lower than the real starting salary. Only a few exceptions expressed salary expectations reaching up to twice the amount of the real starting salary.

In contrast to the description of the above estimations, however, all former students expressed salary expectations which they considered appropriate for the three year training which were far from reality amounting in average to two or three times of the real salaries. It would, however, be wrong to conclude as a result of these statements that all hotel school graduates are not satisfied with the starting salary resulting from their training. When taking into consideration their potential career and consequently salary development in their field of specialization – which shall be dealt with in the following conclusion in more depth – it becomes clear that the salaries mentioned by the former hotel students are not out of reach and unrealistic for those continuing their career in the hotel field so that most of them have realized that they obtained a good basis for further professional and income development.

V.3.8 Students' Professional Status and Career Development after Graduation

In addition to a strong increase of the student families' overall income due to their child's employment following graduation at the El Gouna Hotel School, the following paragraphs will provide an analysis of the former students' career development as far as the students' first job position is concerned. As the majority of students graduated in the field of kitchen and service the following analysis shall focus on those graduates specialized in these two fields.

Before, however, outlining the students' career development in detail, it is necessary for all those not familiar with the rank and file system in the hotel industry to provide a short summary of the various existing job positions and career steps in the service and kitchen field:

As far as the kitchen field is concerned, approximately nine main career levels exist according to most hotels, though individual regulations apply; staff without any experience and prior knowledge is employed as '*Stewart*', whereas those who have gained initial experience hold the position of '*Commis*', which is subdivided into the positions of '*Third Commis*', '*Second Commis*', and '*First Commis*', the latter reflecting the highest of those three positions; generally, a promotion from one to the next higher level takes place after one to two years of experience, depending on the individual's character. Having gained further experience, employees in the service field can be promoted to the position of '*Demi Chef*', which is then followed by the position of '*Chef de Parti*', who is in charge of one kitchen section, for example, the bakery section etc. At the top of the career ladder in the kitchen sector, the positions of '*Pastry Chef*', '*Sous Chef*', and '*Executive Chef*' can be found; these are positions which can only be reached after many years of experience.

With regards to the various career steps for those specialized in the service field, a similar categorization system exists: while non-qualified beginners start their professional life in the position of '*Bus Boy*', the next higher position is that of '*Waiter*' who is in charge of serving food and drinks; some hotels also know the position of '*Assistant Waiter*', which however is more of administrative nature as the work resembles that of a '*Bus Boy*'. Having gained further professional experience, a '*Waiter*' can be promoted to the position of '*Assistant Captain*' and '*Captain*' who is in charge of supervising a certain restaurant section. The highest positions in the service field are those of '*Head Waiter*' and '*Restaurant Manager*'.

When analysing the starting positions of the hotel school's former students, due to the experience and theoretical knowledge gained throughout the three year dual vocational training programme, one might expect a slightly advanced starting position as a result of the graduates' training in comparison to non-qualified applicants. However, in reality it is interesting to note that the vast majority of all interviewed training hotels do only employ hotel school graduates on the very entry level, in the positions of '*Third Commis*' in the

service field or the position of '*Bus Boy*' and '*Assistant Waiter*' in the service sector.³⁹⁸ Only at one hotel, the Sheraton Miramar Resort, graduates start at the position of '*Second Commis*' due to the fact that the level of '*Third Commis*' does not exist in the hotel's rank structure.

The decision to employ hotel school graduates at the lowest rank is mostly based on the opinion that the three year training programme at the hotel school does not provide the experience required to succeed at a higher career level so that a promotion could only be considered after having gained approximately six months to one year of work experience. Then, however, the general career development would take place at a much quicker pace so that the results of the hotel school training programme could not be felt immediately but only in the midterm to longterm run.³⁹⁹ Another reason leading to the above decision is cost related since employees at a lower professional level are cheaper for the hotel than those in a more advanced professional rank resulting in the training hotels' interest to keep the former graduates in the lowest position as long as possible to save costs.

In contrast to the above outlined point of view and practice, only one hotel, the restaurant '*Villa Kunterbunt*' at the Arabia Hotel in Hurghada, takes a different approach by employing hotel school graduates on a much more advanced career level: as '*First Commis*', based on the point of view that the hotel school students' experience upon graduation is much stronger than that of job beginners and hence should also be remunerated accordingly.⁴⁰⁰

As a result of this position, it seems that the following major conclusions can be drawn as far as the hotel school graduates' starting position and rank is concerned: most hotels are not willing to employ the school's graduates in a higher starting position than other job beginners; often this decision is justified with a lack of experience. However, the example of one restaurant in Hurghada demonstrates that exceptions are possible and that the level of the hotel school graduates' is much better than that of other job beginners. Therefore, it seems that the argument of a lack of experience is occasionally, depending on the student's individual capabilities, used as a pretext to avoid higher personnel costs. On the other hand, to a certain extent it also seems justified to argue that it is easier to train a very limited number

³⁹⁸ For example: Steigenberger Golf Resort, Sheraton Miramar Resort, Arena Inn Hotel, Sultan Bey Hotel, Ocean View Hotel, Rihana Resort

³⁹⁹ Informative conversation with Christian Fritz, Executive Chef, Steigenberger Golf Resort, 29th of August 2006 and informative conversation with Khaled Gad, Human Resources Manager, TTC Rihana Resort, 21st of September 2006

⁴⁰⁰ Interview with Barbara & Thomas Bordiehn, General Manager '*Villa Kunterbunt*', Arabia Hotel, Hurgada, 20th of July 2006

of trainees efficiently in a small restaurant than in a large hotel so that the experience based argument also needs to be taken into serious consideration.

V.4 Conclusion

As a result of the previous analysis on the El Gouna hotel school students' financial status after graduation, including a thorough examination of the various salary components such as basic salary, service tax, tips and other benefits, it can be concluded that all school graduates received an attractive total monthly starting salary ranging between 435 LE and 890 LE. It was shown in the course of the graduates' salary analysis that factors such as hotel category and field of specialization did not considerably influence the graduates' total salary; the most important factor influencing a former students' salary was a hotel's percentage of service tax paid to the student.

Although to most graduates the amount of their starting salary was no surprise, the vast majority believed that they deserved higher salaries considering the three year long training they underwent at the hotel school. Despite this belief, it has to be stressed that the starting salaries received by the former students were not negative at all: almost half of those graduates still working in their former training hotels entered their professional lives with a starting salary close, or in some cases, even higher than their families' total income, which was often the result of more than one person. Even as far as the remaining cases of former students' who often only reached 50% to 30% of their families' total income, it must not be forgotten that the indicated family incomes are the result of more than one family members' work and that the former students' professional life has just begun offering excellent career and income development opportunities. An internal salary study carried out by Sultan Bey Hotel in El Gouna in June 2003 among various Red Sea Hotels⁴⁰¹, for example, demonstrates the wide salary scale within the various hotels and fields of specialization starting in the kitchen field from approximately 200 LE as 3rd Commis leading to positions such as Pastry Chef and Sous Chef with a basic salary of up to five to eight times of the initial starting salary. Based on the condition of a continuous career development, these and further positions are realistic aims for the former hotel school students so that even those students

⁴⁰¹ For the full study, please see Appendix IV in this thesis

who joined the school from slightly more affluent family backgrounds would be able to one day reach the same income and living position like their families.

Furthermore, when comparing the hotel school students' income with the upper objective poverty line as calculated by the UNDP in the earlier discussed poverty study, none of the concerned graduates was close to being considered poor anymore as an individual, though a total of about one fourth of all students' families were either below or very close to the UNDP's set upper objective poverty line. When adding up the salaries of those graduates' coming from families below or close the upper objective poverty line to their families' total income, in most cases, the result was a considerable improvement of those families' financial situation leading either completely away from the poverty line or pushing those who had been below the poverty line slightly above the poverty line.

As a result of the positive effects described in the previous paragraph, it becomes clear that the dual vocational training programme offered by the El Gouna Hotel School must not only be considered a normal career path and tool to maintain the status quo of young people coming from the upper low or lower middle classes; the professional training provided by the school must be used, especially for those students from financially weak family backgrounds close and below the poverty line, as an educational and political tool to alleviate and fight poverty in financially disadvantaged families, such as for example children of farmers, poorly paid governmental employees and non-skilled workers etc.

Conclusion

In spite of the enormous achievements since the introduction of the dual vocational system to Egypt in the early 1990s, it has been demonstrated that, although the tourism / hotel industry is one of the country's most important and labour intensive economic sectors, the only existing example of dual vocational training in the Egyptian hotel industry is the El Gouna Hotel School Paul Rahn in the holiday resort of El Gouna.

Resulting from the analysis of the defined research focus and formulated objectives outlined in the introduction of this thesis, the following crucial conclusions and policy implications can be summarized:

Firstly, in its aim to provide an overall assessment of the students' families' social backgrounds and an evaluation of the school's mission statement to focus on young people from poor social backgrounds, the study concluded that only a minority of students originated from families considered poor according to the UNDP set poverty line used in this study. Although still about one fourth of all students' families reported difficulties in providing the school's tuition fees and showed clear poverty correlates living under modest conditions, the conducted field study among the school's students proofed that the vast majority, based on the indicated income and ownership of assets, does not originate from poor or financially extremely disadvantaged families.

Secondly, resulting from the evaluation of the students' starting salaries after graduation, it can be stated that the hotel school clearly contributed to the alleviation of poverty in all existing poverty or semi-poverty cases: it has been demonstrated that all those families who fell below the poverty line, were no longer considered poor following their child's graduation and the additional resulting income. Similar improvements can be observed with regards to those families who were close to the poverty line. As a result of the outlined long term career prospects, the school does not only function as a tool for immediate poverty alleviation but also provides attractive prospects for children from the upper lower and lower middle classes.

The El Gouna Hotel School has begun to recognize its true potential to act as a tool against poverty by creating a link between the country's rural youth and the tourism industry in such a way that also those parts of society which, due to limited educational and financial

resources, had long been excluded from the country's economic development, are integrated into this programme. The main problem, however, which the school faces in realizing the aim of becoming a real tool against poverty, is, ironically, embodied in its own concept: the fact that those families who are most urgently in need of participating in the country's economic development cannot afford the costs related to the enrolment in the school, in particular since the recent introduction of tuition fees.

Being aware of this problem, the school has introduced a twofold approach to meet this challenge: firstly, efforts are being undertaken to establish a private donor / sponsorship system by encouraging individuals to sponsor needy students; secondly, the school has concluded a partnership with the American development agency USAID. The aim of this partnership, which is financed by USAID, is to set up a class of 25 students who have been recruited from impoverished Bedouin tribes settling on Egypt's southern Red Sea coast. In contrast to the families analysed in the earlier chapters of this thesis, these students stem from family backgrounds without any work-related income at all, living a mainly self-sufficient life.

In order to ensure further projects like the one resulting from this partnership with USAID, the school intends to find further sponsors for similar projects among governmental donor organizations as well as among private sector companies.⁴⁰² By successfully establishing further similar projects, the hotel school would be able to realize a considerable shift towards its aim of becoming an institution actively working for the alleviation of poverty. However, despite this generally positive trend, it remains to be seen and analysed by future research to what extent the above mentioned project with students from extremely poor and simple backgrounds can be successful in providing the training quality required by the hotels.

Although the El Gouna Hotel School currently is the only school of its kind in Egypt, it has become clear in the course of this thesis that the school has the potential to function as an excellent role model for the whole country. As the earlier outlining of the country's tourism industry has shown, the need for qualified hotel staff is enormous. The currently existing education system does not cater for these needs so that the concept applied at the El Gouna Hotel School could serve to fill the currently existing vacuum of training possibilities

⁴⁰² Interview with Thomas Schama, Director El Gouna Hotel School, El Gouna, 20th of May 2006

required by the tourism sector at the same time functioning as a political tool to alleviate poverty thus contributing to the stabilization of the country's overall situation.

According to tourism experts such as Äschlimann, "it is possible to transfer the concept of the El Gouna Hotel School to other locations" stating that "the training needs in the other touristic regions and centers are so similar, that the concept of the El Gouna Hotel School can basically be copied and transferred identically."⁴⁰³ Within Egypt, potential locations for the foundation of further hotel schools could be Cairo and Alexandria as well as touristic centers such as Luxor and Sharm El Sheikh as long as the general preconditions for such a concept were fulfilled.⁴⁰⁴

The El Gouna Hotel School could serve as a successful role model for the systematic introduction of the dual vocational training programme in the hotel industry in Egypt, and maybe even further. However, this process, with all its positive potential, can only be successful in the opinion of the author if the earlier results of the school's overall assessment provided by the training hotels and other involved parties, are taken into consideration. In this context, particular attention should be paid to the fact that many hotel General Managers generally were in favour of the school's overall concept but did not show a high degree of satisfaction regarding the choice and quality of most students graduating from the school. This could lead to a negative school reputation, if not replied to properly in the near future. Therefore, it might be worth considering for the school to strive for a closer and more regular communication with all participating training hotels at various levels and further integrating the hotels in the training programme by putting them in charge of the choice of their own students, as practiced in the dual vocational training system in Germany.

Furthermore, it seems unquestionable that a number of currently existing school specific elements, such as the practicing of German as the main teaching language as well as the existence of tuition fees and sponsorship programmes for those who cannot afford them,

⁴⁰³ "Evaluierung Hotelfachschule El Gouna – Ägypten", Äschlimann, Dr. Jean-Louis, Bureau d'Etudes Touristiques, Gryon, December 2005, p. 15

⁴⁰⁴ These conditions include: a) reliable partner and investors for the foundation of such a school, b) the school must be located in a touristic area with sufficient potential partner hotels and restaurants, c) the existing potential training hotels need to have a certain standard (at least three stars) since the training quality depends on the quality of the participating training hotels and restaurants, d) training hotels and restaurants need to be willing to take over part of the training costs, e) key people inside the training units need to be convinced of the concept and support its implementation accordingly, f) a future school location needs to be chosen in such a way that a sufficient number of potential students can be found residing in the area, g) the future school location needs to be located in such a way that sufficient qualified teachers can be found residing in the area.

would have to be abolished, if the concept of this school was to be implemented on a wider, or even national, level.

If, however, done properly and target-oriented, the El Gouna Hotel School without doubt could have the potential to become the prototype of a successful school, combining the fulfilment of economic interests and needs, socio-economic development and integrational functions, as well as governmental vocational education reform.

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APPENDICES

- I) Questionnaire – General Managers’ Assessment of Hotel School
- II) Original Copy of Hotel School Students’ Training Contract
- III) Questionnaire UNDP Study – Subjective Poverty and Social Capital 2003
- IV) Comparative Salary Study among various Red Sea Hotels by Sultan Bey Hotel (El Gouna) – June 2003
- V) El Gouna Hotel School Graduates’ Income Structure and Professional Status – August 2006
- VI) El Gouna Hotel School Graduates’ and their Families’ Income compared to UNDP Poverty Lines

APPENDIX I

QUESTIONNAIRE General Managers / Training Hotels

PART I – STUDENTS’ PERSONAL SKILLS

1. Feeling of Responsibility	Very Poor	Poor	Fair	Good	Very Good
2. Manners	Very Poor	Poor	Fair	Good	Very Good
3. Flexibility	Very Poor	Poor	Fair	Good	Very Good
4. Customer Oriented Thinking	Very Poor	Poor	Fair	Good	Very Good
5. Punctuality	Very Poor	Poor	Fair	Good	Very Good
6. Organization	Very Poor	Poor	Fair	Good	Very Good
7. Hygiene	Very Poor	Poor	Fair	Good	Very Good
8. Independent Thinking	Very Poor	Poor	Fair	Good	Very Good
9. Friendliness	Very Poor	Poor	Fair	Good	Very Good

10. Male – Female Characteristics

Do you prefer candidates of a certain sex for employment? (please only reply if you have male and female trainees from the El Gouna Hotel School at your hotel)

No () Yes ()

Please explain:

PART II – STUDENTS’ THEORETICAL KNOWLEDGE

a) LANGUAGE SKILLS

1. Arabic (written)	Very Poor	Poor	Fair	Good	Very Good
(spoken)					

2. English
(written)
(spoken)

Very Poor	Poor	Fair	Good	Very Good

3. German
(written)
(spoken)

Very Poor	Poor	Fair	Good	Very Good

b) GENERAL SUBJECTS

2. Mathematics

Very Poor	Poor	Fair	Good	Very Good

3. Computer Studies

Very Poor	Poor	Fair	Good	Very Good

4. Social Studies
(Geography / History)

Very Poor	Poor	Fair	Good	Very Good

c) VOCATIONAL RELATED STUDIES

1. Hotel & Tourism
Studies

Very Poor	Poor	Fair	Good	Very Good

2. 1. Vocational Studies
(Service / Beverage /
Kitchen / Menu /
Merchandise Studies)

Very Poor	Poor	Fair	Good	Very Good

2. Hygienical Knowledge

Very Poor	Poor	Fair	Good	Very Good

3. Nutrition Studies

Very Poor	Poor	Fair	Good	Very Good

4. Labour Law / Safety
Measures

Very Poor	Poor	Fair	Good	Very Good

5. Environment Protection

Very Poor	Poor	Fair	Good	Very Good

PART III – HOTEL SCHOOL’S CONCEPT & EFFICIENCY

1. School’s Theoretical Curriculum

How suitable do you consider the school’s theoretical curriculum of subjects to provide the professional background knowledge needed in the daily operation of your hotel?

Very Poor	Poor	Fair	Good	Very Good

Comments:

2. Hotel School's Curriculum

Do you feel the school's curriculum misses essential subjects or training elements?

Yes () No ()

Please explain:

3. Practical Training Periods

How efficient to you consider course integrated practical training periods to provide the professional knowledge and skills needed in the daily operation of your hotel?

Very Poor	Poor	Fair	Good	Very Good

Comments:

4. Ratio Practical – Theoretical Training

Are you satisfied with the timely division of practical and theoretical training periods?

Yes () No ()

Please explain:

5. Overall Duration of Training Programme

How suitable do you consider the length of three years of the dual vocational training programme as offered by the El Gouna Hotel School?

Just right () Too long () Too short ()

Please explain:

6. Hotel School's Teaching Language

Are you satisfied with German as the school's main teaching language?

Yes () No ()

Please explain:

7. School's Main Deficiencies & Advantages

a)

How would you describe the school's main weaknesses & deficiencies?

Please suggest a solution for the points mentioned by you:

b)
How would you describe the school's main strengths and positive side?

8. Students' Level of Education

Do you feel that the students' general level of schooling is sufficient for this training programme?

Yes () No ()

Please explain:

9. Students' Strengths and Weaknesses

a)
How would you describe your students' main weaknesses regarding their suitability for the daily work in the hotel environment?

Please indicate the reasons for those weaknesses:

b)
How would you describe the students' main strengths and positive sides regarding their suitability for the daily work in the hotel environment?

Please indicate the reasons for these strengths and positive sides if possible:

10. Choice of Students

How do you rate the school's overall choice of candidates for the dual vocational programme?

Very Poor	Poor	Fair	Good	Very Good

Please mention and explain the reasons for your reply:

PART IV – OVERALL ASSESSMENT

1. Overall Satisfaction with Students

How would you rate the general level of professional education acquired by the hotel school's students?

Very Poor	Poor	Fair	Good	Very Good

Comments:

2. Employment of Students

After having participated in the dual vocational programme for three years, how keen are you on employing students of the El Gouna Hotel School at your hotel?

Not Keen At All	Not Keen	Neutral	Keen	Very Keen

Comments:

3. Recruitment through El Gouna Hotel School

Are you considering recruiting a higher percentage of your hotel staff through the dual vocational training programme as offered by the El Gouna Hotel School?

Yes () No ()

Please explain:

4. Alternative Training Programmes

Do you feel that other training programmes (e.g. in-house training programmes, etc.) could be as successful and efficient as the dual vocational training programme offered by the El Gouna Hotel School?

Yes () No ()

Please explain and describe:

5. Investment in Hotel School Students

Do you consider the dual vocational training programme as offered by the El Gouna Hotel School worth the investment made by your hotel?

Yes () No ()

Please explain:

6. Relationship Students' Qualification - Salary

Do you feel that the El Gouna Hotel School students' level of qualification should be recognized through the hotels by:

a) a higher starting salary? Yes () No ()

Please explain:

b) a higher starting position / rank? Yes () No ()

Please explain:

If your answers in "a" and "b" have been "yes", please try to indicate a rough estimation for a suitable entry position (titles) and salary:

7. Overall Evaluation

How do you rate the suitability of the dual vocational training programme as offered by the El Gouna Hotel School in providing the needed human resources for your hotel?

Very Poor	Poor	Fair	Good	Very Good

Please explain:

8. Reasons for Participation

Please name the main reasons of motivation for your hotel to participate in the dual vocational training programme offered by the El Gouna Hotel School:

Have these aims been achieved?

Yes () No ()

Please explain:

END.

Appendix II

ORIGINAL COPY TRAINING CONTRACT

الموافق _____ انه في يوم _____

تم التعاقد بين:

ويمثله في التوقيع علي هذا العقد فندق أولاً:
والمقيم في بصفته السيد/
..... ويحمل تحقيق شخصية رقم
طرف أول (الفندق)

صادرة وثابت الشخصية بموجب السيد / ثانياً:
بتاريخ / / من سـجل مـدني
والمقيم محل الميلاد تاريخ الميلاد
ولـي أـمـر فـي
والمقيم بذات العنوان المتدرب/
طرف ثان (الطالب)

ثالثاً : المدرسة المصرية الألمانية الفندقية بول ران – الجونة ويمثلها في التوقيع على هذا العقد السيد
بصفته مدير المدرسة والممثل القانوني لها والمقيم في
و ثابت الشخصية بموجب
والسيد بصفته مدير للمدرسة والمقيم في
و ثابت الشخصية بموجب
طرف ثالث (المدرسة)

التمهيد

- لما كان الطرف الأول أحد الفنادق التي لها خبرة واسعة في مجال الفندقية والسياحة.
- لما كان الطرف الأول يرغب في تدريب مجموعات من الطلبة في مجال الفندقية بغرض إعدادهم في هذا المجال.
 - ولما كان الطرف الأول يرغب في إعداد مجموعات الشباب السالف الإشارة إليها بشكل يجمع بين الدراسة النظرية التي تقدمها المدرسة والخبرة العملية التي يقدمها الفندق.
 - وحيث ان الطرف الأول أعرب عن رغبته في تمويل المصاريف الدراسية لبعض مجموعات الشباب التي يتم إلحاقها بالمدرسة وذلك مقابل التزام الطلبة بالتدريب لدي الطرف الثاني طبقاً للخطة الدراسية والتدريبية.
 - وحيث أن الطرف الثاني يرغب في الالتحاق بالمدرسة ومن ثم الالتزام بالشروط والبنود الواردة في هذا العقد.
 - وحيث أن الطرف الأول والطرف الثاني تعهدا بالالتزام بكافة القوانين واللوائح المنظمة للعلاقات محل التعاقد .

لذلك اتفق الطرفان علي ما يلي:-

البند الأول التمهيد

يعتبر التمهيد السابق جزءاً لا يتجزأ من هذا العقد ومكمل لأحكامه.

البند الثاني إبرام العقد

يعتبر العقد نافذ المفعول بمجرد توقيع أطراف العقد عليه كما تعتبر شروط العقد الواردة تباعاً جزءاً لا يتجزأ منه.

ولمدة ثلاث سنوات من تاريخه. كما يسري هذا العقد اعتباراً من العام الدراسي 200 / 200

البند الثالث موضوع العقد

يلتزم الفندق بإلحاق الطرف الثاني بالتدريب لديه خلال الفترة ثلاث سنوات طبقاً للخطة الدراسية و التدريبية و القواعد المتفق عليها. وذلك مقابل سداه (الطرف الأول الفندق) للمصاريف المستحقة طبقاً للعقد للمدرسة المصرية الألمانية الفندقية نظير التحاق الطرف الثاني للدراسة بالمدرسة.

البند الرابع مدة التدريب

يبدأ التدريب اعتباراً من العام الدراسي الموافق لتوقيع العقد و يكون لمدة ثلاث سنوات .

تنظيم مواعيد التدريب بالفنادق طبقاً لبرامج التدريب الموضوع (وعلى جميع أطراف العقد مراعاة أحكام قانون العمل).

علي أن يسمح الطرف الأول للطرف الثاني بالحضور في المدرسة طبقاً لبرنامج التدريب الموضوع خلال العام الدراسي و كذلك في مواعيد الامتحانات. طبقاً للجدول الذي تقرره المدرسة و تخطر به الفندق (الطرف الأول) كتابة مع بداية كل عام.

يتعهد الطرف الأول بالسماح للطرف الثاني بحضور الدورات الدراسية التمهيدية والعلمية التي يتم عقدها بالمدرسة ، كما يتوقف مدة التدريب اليومية على الجدول الموضوع للتدريب من جانب المدرسة.

البند الخامس التزامات (الطالب/الطالبة) و(المتدرب / المتدربة)

يلتزم الطالب / الطالبة بالآتي:-

1. يتعهد الطالب/الطالبة بتنفيذ القواعد والنظم الواردة في لائحة التدريب بالفندق
2. علي الطالب/الطالبة بذل الجهد الكافي لتحصيل المعرفة والمهارات اللازمة لتحقيق الهدف من التدريب.
3. يقر الطالب/الطالبة انه مسئول عن أداء الواجبات المكلف بها بعناية تامة وحضور الدروس والدورات التدريبية بانتظام وكذلك حضور الامتحانات بالمدرسة.
4. يقر الطالب/الطالبة بضرورة اتباعه للتعليمات التي تصدر من الفندق والمدرسة.
5. يحرص الطالب/الطالبة علي أسرار الفندق، كما يتعهد بالمحافظة علي سلامة معدات العمل وفي حالة عدم الالتزام بهذه القواعد أو تعريض معدات ومنشآت الفندق للخطر يطبق عليه اللوائح المعمول بها في الفندق بهذا الشأن.

6. الطالب/الطالبة مسئول بالتضامن مع ولي أمره بالالتزام بهذا العقد واتباع التعليمات والنظام داخل الفندق والمدرسة.
7. في حالة وقوع مخالفة من قبل الطالب/الطالبة يتم توقيع جزاء مناسب من قبل الفندق وإنذار الطالب وإخطار إدارة المدرسة.
8. يحافظ الطالب على النظام المعمول به في الفندق و المدرسة.
9. يلتزم الطالب بدفع كافة الرسوم والنفقات في حالة رسوبه في الدور الأول أو الثاني.

البند السادس

التزامات الفندق والمدرسة (الطرف الأول)

1. يقر الفندق بأنه مسئول عن توصيل المعرفة والمهارات المطلوبة و اللازمه للطالب/الطالبة لتحقيق هدف التدريب في اتباع خطة التدريب الزمنية والعملية لمدة ثلاث سنوات .
2. يوفر الفندق للطالب/الطالبة وسائل التدريب من معدات وغيرها بدون مقابل.
3. يتولى مدير التدريب بالمدرسة رعاية الطالب/ الطالبة أثناء فترة التدريب بالفندق بالتعاون مع ممثل الفندق لإحكام عملية التدريب و ضبط مسارها ويكون الفندق مسئول عن الطالب مسئولية كاملة شاملة طوال المدة التي يوجد بها الطالب تحت إشراف الفندق سواء كان ذلك داخل الفندق أو خارجه.
4. يلتزم الفندق باستكمال جميع المناهج وكراسات التقارير والبيانات التي يتطلبها التدريب سواء في مواقع العمل بالفندق أو في المدرسة.

5. يلتزم الفندق قبل المدرسة بأن يدفع لها قيمة المصاريف والرسوم الدراسية المستحقة على الطرف الثاني (الطالب) كما يلتزم بأن يسدد هذه المصاريف والرسوم قبل بدء العام الدراسي بخمسة عشر يوماً.

اتفق الأطراف علي أن تكون المصاريف والرسوم الدراسية على النحو التالي :-

السنة الأولى :	4400	جنيها مصريا لا غير
السنة الثانية :	4400	جنيها مصريا لا غير
السنة الثالثة :	4400	جنيها مصريا لا غير

الأول قبل بداية العام الدراسي بخمسة عشر يوماً والقسط الثاني قبل بداية النصف الثاني من تدفع على قسطين العام الدراسي بخمسة عشر يوماً

البند السابع

الغياب

أولاً: في حالة المرض:

يلتزم الطالب في حالة الغياب بسبب المرض بإخطار الفندق والمدرسة أو مقر التدريب في نفس يوم تخلفه عن الحضور وان يقدم شهادة مرضية عن الفترة التي تخلف عن الحضور فيها حسب القواعد المعمول بها في كل من الفندق والمدرسة وتقدم خلال ثلاث أيام من تخلفه المرضي.

ثانياً: في حالة الغياب:

1. تقوم الجهة المختصة بالفندق بإرسال تقرير الغياب عن كل شهر لإدارة المدرسة.
 2. يقوم الطالب/الطالبة بإبلاغ الفندق خلال 24(أربعة وعشرون)ساعة عند تغيبه وكذلك إبلاغ إدارة المدرسة أثناء فترة التدريب.
- من المتفق عليه صراحة بين الأطراف أن هذا العقد سيعتبر مفسوخاً من تلقاء نفسه دون حاجة إلى إنذار أو أعداء أو حكم قضائي في الحالات الآتية: -

الحالة الأولى : إذا تغيب الطالب عن المدرسة في السنة الأولى لمدة خمسة أيام متصلة وعن الفندق عشرة أيام متصلة.

الحالة الثانية : إذا تغيب الطالب عن المدرسة في السنة الثانية أو الثالثة خمسة أيام منفصلة وعن الفندق عشرة أيام متصلة.

ويلتزم الطالب في حالة فسخ العقد بسبب الغياب في أى من الحالتين المشار إليهما بعاليه بأن يدفع كافة تكاليف ونفقات التدريب.

البند الثامن الإجازات

إجازات المتدرب 21(واحد وعشرون) يوم عمل عن السنة الواحدة وذلك طبقاً للقوانين المعمول بها وتمنح له بموافقة مسبقة من إدارة الفندق بالتنسيق مع المدرسة ولا تتضمن هذه الإجازة الأعياد الرسمية.

البند التاسع رسوب الامتحان

عند رسوب الطالب/الطالبة في الاختبار النهائي بالمدرسة يمكن مد فترة التدريب إلى مدة أقصاها سنة واحدة حتى موعد الاختبار التالي ويسمح له بإعادة الامتحانات وذلك بالتنسيق بين الفندق والمدرسة مع إلزام الطالب بدفع التكاليف المستحقة.

البند العاشر التأمين

تقوم المدرسة بعمل الإجراءات اللازمة للتأمين على الطالب/الطالبة من جهة المدرسة مع هيئة التأمينات الاجتماعية طبقاً لقواعد التأمين المعمول بها لطالبة برنامج مبارك كول.

البند الحادي عشر انتهاء فترة التدريب

عند انتهاء فترة التدريب يقوم الطرف الأول(الفندق) باستصدار شهادة معتمدة من الجهات المختصة ببيان بها نوع ومدة وهدف التدريب وكذلك المعارف والمهارات التي حصل عليها المتدرب.

ولا يلزم هذا العقد الطرف الأول(الفندق) بتعيين الطرف الثاني (الطالب/الطالبة) للعمل لديه بعد انتهاء فترة التدريب.

يلتزم الطالب بعد التخرج مباشرة بالعمل بالفندق لمدة سنتين مدفوعتي الأجر من الفندق وبالقواعد المعمول بها من الطرف الأول (الفندق).

البند الثاني عشر إنهاء العقد

يحق للطرف الأول (الفندق) إذا لم يلتزم الطرف الثاني (المتدرب) بأي من شروط هذا العقد أو قام بأعمال تخالف لوائح ونظم العمل بالفندق، إنهاء التعاقد بعد موافقة المدرسة والجهات المعنية في هذا الشأن دون تحميل الطرف الأول (الفندق) أي التزامات أو أعباء إضافية.

البند الثالث عشر

نسخ العقد

تحرر هذا العقد من ثلاث أصول بيد كل طرف اصل للعمل بموجبها.

الفندق
الطرف الأول

الطالب
الطرف الثاني

المدرسة
الطرف الثالث

APPENDIX III

QUESTIONNAIRE

UNDP STUDY

SUBJECTIVE POVERTY AND SOCIAL CAPITAL

2003

(EXCLUDING SOCIAL CAPITAL SECTION)

Section (2)

(A) Family Living Conditions

Housing Conditions	
1.type of residence	(1)flat.(2)more than1 flat(3)villa (4)rural house (5)1 or more rooms in a unit (6)separate 1 or more rooms (7)any type of dwelling
2. no. of rooms	to be mentioned, including hall
3.type of floor	(1) cement (2)tiles (3)ceramics(4)wood(5)mud/dust (6) other
4.area of residence	approximated to meter
5.ownership of residence	(1) rent (2)furnished rent (3)rent by new law (4)owned building (5)owned unit (6)donated (7)special privilege (8)other
6.source of water	(1) public net (2)pump (3)well (4)other
7.sewage	(1) public network (2)trenches (3)other, specify
8.connection to sewage	(1) connected (2)not connected
9.main lighting system	(1)electricity (2)kerosene (3)butagas (4)other, specify
10.main fuel used in the kitchen	(1) butagas (2)natural gas (3)electricity (4)kerosene (5)wood (6)other, specify
11.kitchen	(1) private (2)shared (3)not found
12.bathroom with w.c.	(1) private (2)shared (3)not found
13.separate bathroom	(1) private (2)shared (3)not found
14.separate w.c.	(1) private (2)shared (3)not found
15.type of w.c.	(1) latrine with flusher (2) latrine without flusher (3)western style with flusher (4)not found
16.solid waste disposal	(1)garbage collector (2)company (3)public containers (4)burning (5)in the street/canal (6)other ,specify
17.land around residence	(1)dry (2)wet with leakage (3)pools of sewage (4)agricultural land (5)other, specify
18.main means of transportation from home to work	(1)on foot (2)private car (3)cab (4)motorcycle or bike (5)transportation provided by work (6)public bus (7)underground (8)microbus (9)metro or tramway (10)other, specify

Subjective Poverty and Social Capital

(B) Ownership of Durable goods	
Item	No., zero, if not found
Transportation and communication	
1.private car /van	
2.bike	
3.motorcycle	
4.telephone	
5.mobile phone	
6.faxx machine	
Home Durable goods:	
7.refrigerator	
8.deep freezer	
9.butagas/electric stove	
10.washing machine	
11.dishwasher	
12.electric/gas water heater	
13.vacuum cleaner	
14.air conditioner	
15.electric fan	
16.heater	
17.electric iron	
18.colored television	
19.black and white t.v.	
20.video set	
21.cassette set	
22.t.v.satellite	
23.personal computer	
24.video camera	
25.camera	
26.other,specify	

Subjective Poverty and Social Capital

Section (3)

Household Expenditure

301. Who is the main family breadwinner?

Specify name

(if not head of household, ask about relationship)

302. Who else in the household participates in expenses?

- a. spouse
- b. parent
- c. offspring
- d. son/daughter-in-law.
- e. siblings
- f. other
- g. none

303. How much were your total expenses last month/year? (L.E.)

Last Month	Last Year
1. less than 100	less than 1000
2. --- 100	---1000
3. --- 200	---2000
4. --- 300	---3000
5. --- 400	---4000
6. --- 500	---5000
7. --- 600	---6000
8. --- 700	---7000
9. --- 800	---8000
10. --- 1000	---10000
11. --- 1200	---12000
12. --- 1400	---14000
13. --- 1600	---16000
14. --- 1800	---18000
15. --- 2000	---20000
16. --- 3000	---30000
17. --- 4000	---40000
18. --- 5000	---50000
19. --- 7000	---70000
20. --- 10000+	---100000+

Section (4)

Household Basic Needs

401. Do you think that the family income is enough to cover its needs?

1. enough
2. not enough

402. Last year, did you have any difficulty in expenditure on

If there is difficulty, ask;

	Can not afford	Severe Difficulty	Some Difficulty	No difficulty
a. food				
b. clothing				
c. rent				

403. In the case of difficulty, whose help do you seek?

1. family and relatives
2. gameya with friends and neighbors
3. loan from work
4. help from neighbors and acquaintances
5. borrowing
6. mosque/church
7. I do without these needs
8. NGO in the neighborhood
9. Other,specify
10. No one

404. Has anybody from the following given you or any family member some kind of help during last year?

	Food	Clothing	Housing	Do not need
a. relatives				
b. neighbors				
c. friends				
d. employer				
e. mosque/church				
f. NGO's				
g. other, specify				

404(a). Who gave you the most help?

405. Has anybody given you or any family member free health service during last year apart from the Ministry of Health?

1. yes
2. No

406. Who or which agency? (specify)

Subjective Poverty and Social Capital

407. What kind of service?

- a. Hospitalization
- b. Medication
- c. Doctors' fees
- d. X-ray/analysis
- e. Other, specify

408. Did you find difficulty in paying medical fees?

- 1. yes
- 2. No

408(a). How did you handle this difficulty?

- 1. yes
- 2- No
- a. received financial aid from someone
- b. loan
- c. sold some property
- d. did not solve the problem
- e. none of the above

409. If received financial aid, from whom? (specify)

410. If received loan, from whom?

411. If sold property, what did you sell?

412. Did you find difficulty in paying education fees?

- 1. yes
- 2. No

412(a). How did you handle the difficulty?

- 1- yes
- 2- No
- a. received financial aid
- b. loan
- c. sold property
- d. did not solve the problem
- e. none of the above

413. If received financial aid, from whom?

414. If received loan, from whom?

415. If the family sold property, what did it sell?

416. Did the family need any additional expenses during last year?

- 1-Yes
- 2-No

417. What special situations required those expenses?

418. Was the family income enough to cover this situation?

- 1- Yes
- 2- No

419. How did you handle it?

- 1- yes
- 2- No
- a. received financial aid from someone
- b. loan

Subjective Poverty and Social Capital

- c. sold some property
- d. none of the above

420. If financial aid, or loan from whom?

421. If sold property, what did they sell?

422. Is any member of the family sharing in ownership of agricultural land, or real estate, or does any one own any of these things?

- 1- yes
- 2- No

423. What is this property?

- 1- yes
- 2- No
- a. agricultural land
- b. buildings
- c. land
- d. flats
- e. savings
- f. none of the above

424. For property in 423, specify:

- a. agricultural land area
- b. buildings (1) high rise (2) house (3) institution
- c. flats No.
- d. land area
- e. savings L.E.
- f. none of the above specify

425. Does any member of your family share in any financial project?

- 1-yes
- 2- No

426. What kind and number of employees?

- 1. industrial
- 2. agricultural
- 3. commercial
- 4. service no. of employees
- a. project1
- b. project2
- c. project3
- d. project4

427. Does any member of your family share in any other project to raise his/her income?

- 1- Yes
- 2- No

428. If yes, how many items? number

- a. cab/microbus
- b. truck/van
- c. cart
- d. agricultural tools
- e. none of the above

429. Has any member of your family received pension or aid from the government?

- 1- Yes
- 2- No

430. How many persons?

No.

Subjective Poverty and Social Capital

431. What type of pension/aid?

432. Was that in instalments or cash, and how much?

1. instalments monthly value
2. cash value
3. none of the above

433. What is the total net income of the family?

- | | |
|-------------------|---------------|
| 1. less than 1500 | 11. --16000 |
| 2. --1500 | 12. --18000 |
| 3. --2500 | 13. --20000 |
| 4. --3500 | 14. --30000 |
| 5. --4500 | 15. --40000 |
| 6. --6000 | 16. --50000 |
| 7. --8000 | 17. --60000 |
| 8. --10000 | 18. --70000 |
| 9. --12000 | 19. --100000 |
| 10. --14000 | 20. --200000+ |

434. What in your view is enough family income to meet its basic needs?

435. Has there been any change in the family income last year---increase, or decrease?

1. increase
2. decrease
3. same

436. If increase, what is the source?

- a. bonus/promotion
- b. increase from work
- c. a family member traveled to work abroad
- d. increase in interests from savings
- e. none of the above, specify

437. If decrease, why?

- a. lost the job
- b. retirement (pension)
- c. reduction in income from work
- d. sold property
- e. reduction in income from property
- f. none of the above, specify

438. Are you or any member of your family participating in any social security fund?

1. yes
2. No

439. Do you provide financial help to any one?

1. yes
2. No

440. If yes, approximately how much per year?L.E.

Subjective Poverty and Social Capital

441. Net total income of the family:

Family Members						
item	Name No.					
1.govt. pension						
2.social security						
3.Sadat pension						
4.pension from syndicate						
5.foreign remittances						
6.local remittances						
7.alimony						
8.other regular income						
total						

APPENDIX IV

Comparative Salary Survey

among various
Red Sea Hotels

by
Sultan Bey Hotel

June 2003

Salary Survey

June 2008

11. Food & Beverage

F&B Manager
Asst. F&B Manager

Sufilei			Palm Beach			Jazzline			Iberotel Anabella			Steigenberger			Long Beach			Sheraton Bermuda Bay			Sheraton Miramar			Barfield			Hilton Resort		
Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average			
—	—	—	3650	3650	—	2500	3500	—	—	—	—	—	—	—	4000	5000	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	2200	2200	—	1600	2500	—	—	—	—	—	—	—	1600	2500	—	—	—	—	—	—	—	—	—	—	—	—	—

11. Food & Beverage

F&B Manager
Asst. F&B Manager

Robinson			Sindbad			Beach Albatros			Rihana Resort			Coral Beach			Melia Pharoah			LTI Paradise			Average Market		
Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average
3000	3000	—	2500	3000	—	5000	7000	—	—	—	—	6000	7000	—	—	—	—	2500	4000	—	3644	4581	3486
—	—	—	—	—	—	1700	1050	—	—	—	—	1500	2500	—	—	2500	—	1500	2000	—	1700	2179	1771

Kitchen

Executive Chef
Sous Chef
Pastry Chef
Chef De Parti " Pastry "
Chef De Parti / Hot
Chef De Parti / Garde Manger
Che De Parti / Butcher
Chef De Parti / Bakery
Chef De Parti / Cafeteria Staff
Dessert Chef
1st Commis
2nd Commis
3rd Commis
Helper

Sufilei			Palm Beach			Jazzline			Iberotel Anabella			Steigenberger			Long Beach			Sheraton Bermuda Bay			Sheraton Miramar			Barfield			Hilton Resort		
Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average			
—	—	—	8300	6300	—	2000	5000	—	—	—	—	—	—	—	4000	8000	—	—	—	—	3000	6750	—	—	—	—			
—	—	—	—	—	—	1200	1800	—	1300	2000	—	1050	1582	—	1000	1200	—	1700	2700	—	1189	1065	—	1400	3100	—	840	1000	—
—	—	—	1880	1880	—	1500	2000	—	800	2500	—	—	—	—	1500	2000	—	2500	3500	—	2543	2543	—	900	2025	—	700	800	—
400	820	—	—	—	—	800	1200	—	250	350	—	700	979	—	800	1000	—	600	680	—	706	714	—	700	1575	—	400	880	—
400	700	—	700	700	—	600	1000	—	550	750	—	700	979	—	700	800	—	600	800	—	706	714	—	700	1575	—	400	680	—
400	850	—	—	—	—	600	1200	—	—	—	—	700	979	—	900	1200	—	600	800	—	706	714	—	700	1575	—	400	880	—
—	—	—	—	—	—	800	1500	—	550	750	—	700	979	—	900	1200	—	—	—	—	706	714	—	700	1575	—	400	880	—
550	850	—	—	—	—	600	1200	—	—	—	—	700	979	—	800	1100	—	600	880	—	706	714	—	700	1575	—	400	880	—
450	745	—	—	—	—	500	1000	—	450	700	—	700	979	—	800	1000	—	—	—	—	706	714	—	700	1575	—	400	880	—
350	800	—	444	530	—	400	700	—	150	250	—	500	630	—	600	700	—	500	800	—	520	520	—	450	1010	—	300	400	—
280	450	—	300	357	—	350	500	—	300	450	—	350	420	—	400	500	—	350	450	—	400	607	—	350	785	—	180	250	—
230	480	—	220	280	—	300	400	—	250	350	—	275	320	—	300	400	—	200	300	—	215	377	—	250	560	—	120	180	—
180	330	—	100	180	—	200	300	—	150	250	—	225	275	—	200	300	—	—	—	—	—	—	—	175	380	—	110	175	—
—	—	—	—	—	—	150	200	—	—	—	—	—	—	—	180	200	—	150	210	—	—	—	—	—	—	—	—	—	—

Kitchen

Executive Chef
Sous Chef
Pastry Chef
Chef De Parti " Pastry "
Chef De Parti / Hot
Chef De Parti / Garde Manger
Che De Parti / Butcher
Chef De Parti / Bakery
Chef De Parti / Cafeteria Staff
Dessert Chef
1st Commis
2nd Commis
3rd Commis
Helper

Robinson			Sindbad			Beach Albatros			Rihana Resort			Coral Beach			Melia Pharoah			LTI Paradise			Average Market		
Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average
—	—	—	2500	3000	—	5000	5025	—	3000	5000	—	3500	4500	—	—	—	—	—	—	—	3683	5197	4322
1300	1300	—	1700	2200	—	1400	1750	—	2000	3000	—	1400	2000	—	1100	1300	—	1000	1500	—	1306	1870	1628
1250	1250	—	1000	1500	—	2000	2000	—	1000	1500	—	1200	1800	—	—	—	—	1500	2750	—	1448	1969	1600
—	—	—	900	1100	—	700	770	—	800	700	—	700	1000	—	800	650	—	850	850	—	634	858	744
850	850	—	650	800	—	700	1000	—	800	700	—	600	1000	—	800	650	—	850	850	—	630	862	744
850	850	—	900	1000	—	700	755	—	800	700	—	700	1000	—	800	650	—	850	850	—	667	907	818
850	850	—	950	1050	—	700	800	—	—	—	—	600	1000	—	600	650	—	850	850	—	700	968	815
850	850	—	1000	1200	—	700	700	—	—	—	—	700	1100	—	600	650	—	850	800	—	683	938	782
850	850	—	600	600	—	700	700	—	800	700	—	600	700	—	800	650	—	680	800	—	614	836	722
520	520	—	400	600	—	500	680	—	500	600	—	450	650	—	420	440	—	450	600	—	438	590	524
410	410	—	325	375	—	350	530	—	350	500	—	300	500	—	325	340	—	300	400	—	331	460	404
350	350	—	270	300	—	300	545	—	250	350	—	250	400	—	200	230	—	225	300	—	247	390	319
300	300	—	225	250	—	250	400	—	200	250	—	200	350	—	150	175	—	175	225	—	196	281	233
220	220	—	200	225	—	200	200	—	180	200	—	—	—	—	—	—	—	—	—	—	163	215	197

Salary Survey

June 2003

1. Housekeeping

Rate	Palm Beach		Jupiter		Deerfield Beach		Sebring		Long Beach		Gresham Sports Bay		Gresham Marina		Manatee		Hilton Resort	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Excutive Housekeeper	2500	2500	1500	2500	1000	1800	—	—	2000	3000	—	—	2000	5175	—	—	—	—
Asst. Exc. Housekeeper	—	—	800	1000	—	—	—	—	1100	1500	650	1700	—	—	1400	3150	—	—
Room's Supervisor	350	600	350	1000	400	800	350	400	750	850	420	732	407	530	600	1350	180	250
Order Taker	—	—	100	250	—	—	—	—	250	300	—	—	280	300	175	360	150	180
Room Attendant	160	380	120	300	150	250	150	215	200	250	150	321	230	285	160	360	110	155
P. A. Supervisor	275	390	—	500	650	800	—	—	300	350	150	496	—	—	600	1350	110	155
P.A. Attendant	200	440	—	400	500	600	—	—	300	350	300	400	180	232	160	360	110	155
Tailor	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Linan Attendant	150	225	150	200	150	200	—	—	200	250	150	292	—	—	180	360	150	180

Excutive Housekeeper
Asst. Exc. Housekeeper
Room's Supervisor
Order Taker
Room Attendant
P. A. Supervisor
P.A. Attendant
Tailor
Linan Attendant

2. Housekeeping

Rate	Stuart		Beach Alhambra		Ehlers Resort		Coral Beach		Meda Pinesh		LTI Paradise		Average Market	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Excutive Housekeeper	2500	2500	2000	2000	1200	2000	1400	2000	—	—	—	—	1878	2908
Asst. Exc. Housekeeper	950	950	950	1000	800	1200	—	—	—	—	1200	1800	966	1601
Room's Supervisor	460	460	300	400	300	500	250	400	350	420	250	400	397	681
Order Taker	—	—	200	290	250	350	225	300	250	260	175	260	209	311
Room Attendant	227	227	200	240	170	200	150	200	150	170	100	200	169	246
P. A. Supervisor	460	460	400	420	350	350	250	350	—	—	250	400	357	616
P.A. Attendant	227	227	200	230	150	170	150	200	—	—	150	200	165	248
Tailor	300	300	300	400	300	400	250	350	—	—	300	500	337	620
Linan Attendant	—	—	200	275	200	200	180	250	160	170	150	200	166	229

Excutive Housekeeper
Asst. Exc. Housekeeper
Room's Supervisor
Order Taker
Room Attendant
P. A. Supervisor
P.A. Attendant
Tailor
Linan Attendant

3. Laundry

Rate	Palm Beach		Jupiter		Sebring		Long Beach		Gresham Sports Bay		Gresham Marina		Manatee		Hilton Resort			
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.		
Laundry Manager	—	—	1900	840	1200	2000	—	—	1300	2000	—	—	—	—	—	—	—	
Laundry Supervisor	350	440	425	425	500	900	400	600	400	600	620	766	—	—	700	1075	250	300
Presser	250	340	308	365	365	461	—	—	250	300	200	362	—	—	200	450	130	170
Laundry Attendant	160	200	—	—	200	250	150	250	180	225	200	362	359	362	180	360	130	150
Washer	340	350	171	305	200	300	200	400	200	300	200	362	250	300	160	360	130	140
Valet	200	360	187	187	250	400	200	400	300	350	—	—	300	350	200	450	150	200
Flat Iron	—	—	—	—	350	500	—	—	—	—	—	—	—	—	—	—	—	—

Laundry Manager
Laundry Supervisor
Presser
Laundry Attendant
Washer
Valet
Flat Iron

4. Laundry

Rate	Stuart		Beach Alhambra		Ehlers Resort		Coral Beach		Meda Pinesh		LTI Paradise		Average Market	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Laundry Manager	—	—	1900	2100	1000	2000	1000	1500	—	—	—	—	1267	1714
Laundry Supervisor	—	—	350	600	300	575	400	600	300	360	400	500	438	618
Presser	300	320	250	290	200	250	180	250	170	200	—	—	237	320
Laundry Attendant	227	227	200	250	160	220	160	250	150	190	—	—	191	264
Washer	300	320	225	290	190	220	180	220	—	—	—	—	211	306
Valet	—	—	225	280	160	250	—	—	170	200	—	—	214	306
Flat Iron	—	—	200	240	—	—	—	—	—	—	—	—	276	370

Laundry Manager
Laundry Supervisor
Presser
Laundry Attendant
Washer
Valet
Flat Iron

Salary Survey

June 2003

Stewarding

	Softail			Palm Beach			Jaxville			Barotai/Arabela			Steigemberger			Long Beach			Sheraton Soma Bay			Sheraton Miramar			Marriott			Hilton Resort		
	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average
Chief Steward	—	—	—	850	850	850	800	1500	1150	—	—	—	—	—	1275	1000	1500	1250	834	1037	900	1000	1600	1200	1100	2475	1850	—	—	—
Asst. Chief Steward	575	705	640	—	—	—	500	800	700	500	800	700	—	—	—	700	900	800	704	874	790	—	—	—	500	1125	750	370	400	380
Shift Leader	200	325	263	230	230	230	350	400	375	300	500	400	350	370	310	500	600	550	495	671	585	—	—	—	—	—	—	200	250	220
Steward	150	215	183	120	215	160	290	350	320	150	200	180	175	228	190	180	225	200	150	332	240	180	273	220	160	360	240	130	170	150

Stewarding

	Robinson			Sindbad			Beach Albatross			Rhana Resort			Coral Beach			Melia Phoenix			LTI Paradise			Average Market		
	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average
Chief Steward	2150	2150	2150	900	1100	900	1100	1850	1480	1200	2000	1400	800	1100	1100	—	—	—	850	1200	1020	1049	1614	1310
Asst. Chief Steward	—	—	—	600	700	650	800	875	805	800	1000	900	450	700	620	650	700	680	400	550	475	565	787	694
Shift Leader	850	850	850	350	450	400	350	375	360	250	400	320	300	400	370	325	330	320	250	350	300	333	420	360
Steward	270	270	270	290	250	260	290	300	292	160	220	190	140	250	190	165	170	160	160	200	180	170	240	207

Restaurants

	M. D			Restaurant Manager			Head Waiter			Captain			Asst. Captain			Waiter / Waitress			Bus Boy / Girl								
	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average						
M. D	—	—	—	800	1300	1050	—	—	—	—	—	—	1000	1100	1050	700	1700	1300	—	—	—	—	—	—	700	800	750
Restaurant Manager	—	—	—	850	850	850	600	1000	800	—	—	—	1213	800	1000	—	—	—	1000	1600	1320	1400	3150	2100	—	—	1180
Head Waiter	340	610	479	565	565	565	400	500	450	700	1000	790	—	—	—	500	600	550	416	425	420	—	—	—	450	600	520
Captain	180	285	233	250	255	250	300	400	350	250	450	350	250	326	270	300	350	320	332	410	360	325	730	520	170	225	200
Asst. Captain	—	—	—	210	250	230	250	300	275	150	250	200	—	—	—	220	300	260	250	300	275	300	477	377	200	450	300
Waiter / Waitress	170	300	236	150	195	175	150	250	200	150	250	180	175	228	200	—	—	—	150	250	200	180	336	250	160	360	260
Bus Boy / Girl	140	170	155	120	120	120	120	200	160	150	250	180	150	170	160	180	225	200	—	—	—	—	—	—	130	290	190

Restaurants

	M. D			Restaurant Manager			Head Waiter			Captain			Asst. Captain			Waiter / Waitress			Bus Boy / Girl					
	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average			
M. D	—	—	—	900	1000	950	1300	1200	1250	700	1200	950	—	—	—	—	—	—	—	—	—	871	1200	1038
Restaurant Manager	900	900	900	700	850	775	900	950	925	500	1000	750	1000	1500	1250	—	—	—	700	1000	850	832	1236	1015
Head Waiter	—	—	—	450	600	525	600	550	575	500	1000	750	500	800	650	550	600	580	500	700	600	498	658	564
Captain	550	550	550	300	400	350	350	420	380	300	400	350	300	450	370	300	330	310	250	350	300	295	393	340
Asst. Captain	430	430	430	225	290	250	300	400	350	250	300	270	300	400	350	250	280	260	225	250	240	247	324	276
Waiter / Waitress	330	330	330	180	225	200	225	250	230	200	250	220	180	300	240	190	200	190	175	250	210	180	258	213
Bus Boy / Girl	220	220	220	150	180	160	200	220	210	160	190	170	150	200	170	150	170	160	130	175	150	161	198	168

Bars

	Bars Manager			Asst. Head Waiter			Bar Tender			Waiter / Waitress			Bar Boy / Girl		
	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average
Bars Manager	500	765	622	—	—	—	800	1000	900	—	—	—	—	—	—
Asst. Head Waiter	—	—	—	500	750	625	250	450	370	400	420	410	400	500	450
Bar Tender	350	485	418	330	330	330	300	400	350	250	290	270	350	500	420
Waiter / Waitress	—	—	—	200	250	225	—	—	—	175	228	200	—	—	—
Bar Boy / Girl	150	210	180	—	—	—	150	200	170	—	—	—	150	170	160

Bars

	Bars Manager			Asst. Head Waiter			Bar Tender			Waiter / Waitress			Bar Boy / Girl		
	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.	Max.	Average
Bars Manager	—	—	—	700	900	800	900	850	875	500	1000	750	1000	1500	1250
Asst. Head Waiter	500	500	500	400	450	425	—	—	—	300	400	350	500	800	650
Bar Tender	400	400	400	300	400	350	—	—	—	300	400	350	300	450	370
Waiter / Waitress	300	300	300	180	225	200	225	225	220	200	250	220	180	300	240
Bar Boy / Girl	200	200	200	150	180	160	200	200	200	160	190	170	150	170	160

APPENDIX V

El Gouna Hotel School Graduates'
Income Structure and Professional Status
August 2006

Hotel	Student	Graduation	Field of Work	Title / Position	Basic Salary	Service Tax	Tips	Total Salary
Sultan Bey Hotel****	Hussein Fakhry	2005	<i>Left on the 31/12/05 to become a tour guide</i>	x	x	x	x	x
	Islam Hamed	2005	<i>Left on the 31/08/05</i>	x	x	x	x	x
	Mohamed Mustapha	2005	<i>Left in February 2006</i>	x	x	x	x	x
	Mahmoud Kamel	2005	<i>Was not a trainee at Sultan Bey</i>	x	x	x	x	x
	Ehab Mohamed	2005	Kitchen	2nd Commis	330 LE	250 LE	None	580 LE
	Hesham Musa Gaber	2008	Kitchen	3rd Commis	280 LE	200 LE	None	480 LE
	Makaryos Mukhles	2006	Service	Trainee Waiter	260 LE	200 LE	100-150 LE	560-610 LE
	Musa Gamal	2006	Service	Bus Boy	280 LE	200 LE	100-150 LE	580-630 LE
Mövenpick Resort****	Badawi Ibrahim	2006	<i>Left Work</i>	x	x	x	x	x
	Kerolos Luis Ramzy	2005	<i>Left to Study at University</i>	x	x	x	x	x
	Mohamed Khodari	2006	<i>Left for further studies</i>	x	x	x	x	x
	Medhat Adly Abd El Salam	2006	<i>Left (due to health problems)</i>	x	x	x	x	x
	Kerolos Butros	2006	Service	Bus Boy	225 LE	370 LE	150 LE	745 LE
	Kerolos Samy	2006	<i>Still under training</i>	x	x	x	x	x
	Kerolos Michael Aziz	2005	<i>Left Work for further studies</i>	x	x	x	x	x
	Ahmed Abd El Razek	2006	Service	Bus Boy	225 LE	370 LE	150 LE	745 LE
	Abd El Rasul Ma'alawi	2005	Kitchen	3rd Commis	300 LE	495 LE	None	795 LE
	Steigenberger Golf Resort****	Emad Talaat	2005	Kitchen	3rd Commis	270 LE	350 LE	None
Hany Abd El Razek		2005	Kitchen	3rd Commis	270 LE	350 LE	None	620 LE
Emil Fakhry		2005	<i>Left in March 2006</i>	x	x	x		
Haitham Aly		2006	Kitchen	3rd Commis	270 LE	350 LE	None	620 LE
Badran Hussein		2006	Kitchen	3rd Commis	270 LE	350 LE	None	620 LE
Hany Magdy Sha'aban		2005	Kitchen	3rd Commis	270 LE	350 LE	None	620 LE
Sheraton Miramar Resort*****		Mustapha Hassan	2005	<i>Left Hotel / Works in his own shop in HRG</i>	x	x	x	x
	Abd El Hamid Abd El Moghieth	2005	Kitchen	2nd Commis	290 LE	145 LE	None	435 LE

Hotel	Student	Graduation	Field of Work	Title / Position	Basic Salary	Service Tax	Tips	Total Salary
TTC Rehana Resort / Inn****	Ragab Ramadan	2005	Service	Walter	220 LE	440 LE	230 LE	890 LE
	Mena Seddiq Mesdari	2005	Kitchen	3rd Commis	250 LE	500 LE	80 LE	810 LE
	Guirgis Romany	2008	Service	Busboy	180 LE	380 LE	230 LE	770 LE
	Mustapha Mahmoud Hamed	2005	Left back to his village	x	x	x	x	x
	Rimon Samy Farag	2008	Service	Busboy	180 LE	380 LE	230 LE	770 LE
	Ibrahim Mohamed	2008	Kitchen	3rd Commis	250 LE	500 LE	80 LE	810 LE
Radisson Qseir*****	Ahmed Wassyf	2005	Kitchen	3rd Commis	200 LE	250 LE	None	450 LE
Sofitel*****	Guirgis Sabry	2008	No information received	x	x	x	x	x
Ali Baba****	Mohamed Adli Mohamed	2005	Left to Study at University	x	x	x	x	x
No Information	Samar Khaled Mohamed	2005	No Information	x	x	x	x	x
	Zakaria Atta Mohamed	2005	No Information	x	x	x	x	x
	Andrew Gamil Habib	2008	Failed Final School Exams 2008	x	x	x	x	x
	Mena Michael	2005	No Information	x	x	x	x	x
	Mahmoud Youssef	2005	No Information	x	x	x	x	x
	Amani Nashat	2005	Left to Study at University	x	x	x	x	x
	Christine Eden	2005	Left to Study at University	x	x	x	x	x
	Mohamed Fathi	2005	No Information	x	x	x	x	x
	Ayman Gaber	2005	Left to Work in Sharm El Sheikh	x	x	x	x	x
	Makar Hozayen	2005	Left to Work in Sharm El Sheikh	x	x	x	x	x
	Mahmoud Mohamed	2005	No Information	x	x	x	x	x

APPENDIX VI

El Gouna Hotel School **Graduates' and their Families' Income** **Compared to UNDP Poverty Lines**

Name	Initial Monthly Basic Salary Expected by Students	Salary Considered Appropriate by Students	Received (Initial Monthly Basic / Total Salary)	Annual UNDP Upper Poverty Line (1 Man Household)	Annual Hotel School Student Income (LE)	Reported Monthly Family Income	Reported Monthly Family Spending	Number of Family Members	Student/ Family/ Place of Residence	Annual UNDP Upper Poverty Line for Families (in LE)	Annual Family Income (in LE)
Emed Taleat	300 LE (incl. Service charge)	400 LE	270 LE / 620 LE	1779	7440	1100 LE	1036 LE	6	Qena	9344	13200
Mohamed Salah Hageb Ramadan	250 - 300 LE (incl. Service charge)	1000 LE	Left work	1756	/	2000 - 3000 LE	1500 LE	5	Ismail / Qena	7583	24000 - 36000
Mahmoud Mohamed	350 - 400 LE (incl. Service charge)	400 LE	220 LE / 890 LE	1649	10889	1000 LE	600 LE	6	Belqies / Sharkiya	8166	12000
Mahmoud Mohamed	300 LE (incl. Service charge)	500 LE	Left Work (without reason)	/	/	1000 LE	200 LE	5	Qena	7583	12000
Mohab Hassan	200 - 250 LE (incl. Service charge)	400 LE	Left Work to work in his own shop	1907	/	2500 LE	300 LE	3	Saïda	5826	30000
Shereada Refaat	300 LE (incl. Service charge)	400 LE	Left Work to work in Sharm El Sheikh	/	/	1200 LE	1500 LE	5	Luxor (in valley)	6363	14400 / 7140
Matar Hozayem	300 LE (incl. Service charge)	600 LE (excluding service charge)	Left to Work in Sharm El Sheikh	1756	/	1500 LE	3000 LE	6	Nag Hammadi / Qena	7264	18000
Hani Abd El Ruzek	300 LE (incl. Service charge)	600 LE	270 LE / 620 LE	1756	7440	1000 LE	800 LE	7	Fanhol / Qena	9228	12000
Mena Michael	300 LE (incl. Service charge)	500 LE (excluding service charge)	Left for further studies	1907	/	1000 LE	1500 LE	6	Luxor	9344	12000
Hussein Fahmy	500 LE (incl. Service charge)	2000 LE	Left to become a tour guide	1756	/	Seasonal Income from Agriculture	500 LE	7	Armani / Luxor	9228	6000 (pending)
Ayman Gabar	300 LE (incl. Service charge)	700 - 800 LE (excluding service charge)	Left Work to work in Sharm El Sheikh	/	/	3000 LE - 3800 LE	900 LE	9	Nagada / Qena	12200 (est)	36000 - 43200
Ahmed Mahmoud	250 LE (incl. Service charge)	1500 LE	Does not work at training hotel	1756	/	400 LE	700 LE	10	A village / Qena	13700 (est)	4800
Ehab Mohamed	250 LE (incl. Service charge)	500 LE (excluding service charge)	320 LE / 580 LE	1756	4960	700 LE	700 LE	Questionnaire not found	Nagada / Qena	/	/
Muhammad Fathy	180 LE (incl. Service charge)	500 LE (excluding service charge)	Did not start work after graduation	/	/	?	1000 LE	6	Village close to Luxor	10400 (est)	12000 (pending)
Eml Fathy	180 LE (incl. Service charge)	400 LE	Left Work	1907	/	800 LE	400 LE	7	Eina / Qena	9228	7200
Mena Sedik Moadary (?)	250 LE (incl. Service charge)	150 LE	250 LE / 810 LE	1756	9720	800 LE	Does not know	7	Naga Hammadi / Qena	9228	7200
Christie Eden	300 - 400 LE (incl. Service charge)	1000 LE	Left Work to Study	/	/	2500 LE	Does not know	4	Luxor	5826	30000
Amr Nabil	200 - 300 LE (incl. Service charge)	300 LE	Left Work to Study	/	/	3000 LE	1000 LE	4	Armani / Luxor	4965	36000
Islam Hamed	250 LE (incl. Service charge)	500 LE	Left Work	1907	/	2500 LE	2000 LE	5	Hanghada	7583	30000
Mahmoud Yousef	300 - 400 LE (incl. Service charge)	900 - 1000 LE	Left Work	/	/	400 LE	1500 - 2000 LE	7	Ras Gharib / Red Sea	10827	4800
Mena Michael	250 LE (incl. Service charge)	400 LE	Left Work	/	/	1000 LE	1000 LE	5	Nagada / Qena	6363	12000
Badawy Ibrahim	450 LE (incl. Service charge)	400 LE	Left Work	1649	/	450 LE	350 LE	6	Belqies / Sharkiya	10700 (est)	3400
Abd El Hamed Abd El Moghieb	250 LE (incl. Service charge)	500 LE	290 LE / 435 LE	1756	5220	/	300 LE	8	Fanhol / Qena	10700 (est)	3500 (pending)
Saïda Radwan	350 LE (incl. Service charge)	2000 LE	280 at Hotel School	1907	/	6000 LE	1500 LE	6	Luxor	9344	88000
Mohamed Ali	300 LE (incl. Service charge)	500 LE (excluding service charge)	Left Work	1649	/	/	Does not know	5	Kaf El Sheikh	/	/
Mohamed Noadary	350 - 400 LE (incl. Service charge)	500 - 700 LE	Left for further studies	1756	/	/	Does not know	7	Armani / Luxor	/	/
Abd El Rasool Mawleky	400 LE (incl. Service charge)	500 LE (excluding service charge)	300 LE / 795 LE	1756	8540	/	1500 LE	10	Fanhol / Qena	13700	16000 (pending)
Halham Ali	450 LE (incl. Service charge)	750 LE (excluding service charge)	270 LE / 620 LE	1756	7440	1000 LE	700 LE	5	Armani / Luxor	6363	12000
Hesham Mena Gabar	250 LE (incl. Service charge)	500 LE	380 LE / 480 LE	1756	5760	450 LE	300 LE	6	Naga Hammadi / Qena	7264	5400
Mustafa Ali Ahmed	400 LE (incl. Service charge)	700 LE (excluding service charge)	Did not start work upon graduation	1756	/	/	Does not know	5	El Wafi / Qena	/	/
Medhat Adly Abd El Salam	250 LE (incl. Service charge)	1000 LE	Left (due to health problems)	1649	/	2000 LE	Does not know	6	El Hassaniyya / El Shangiyya	7264	24000
Amrissa Boris	200 LE (incl. Service charge)	400 LE	300 LE / 550 - 600 LE	1756	8800-7200	800 LE	600 LE	6	Nagada / Qena	7264	9000
Gergula Houssein Maimouny Mohamed	250 LE (incl. Service charge)	400 LE	220 LE / 528 LE	1756	8336	1600 LE	1000 LE	5	Nagada / Qena	6363	18000
Gergula Seby	200 LE (incl. Service charge)	700 LE	220 LE / 528 LE	1756	8336	700 LE	700 LE	5	Nagada / Qena	6363	8400
Gergula Seby	500 LE (incl. Service charge)	700 LE (excluding service charge)	No information provided by the Hotel	/	/	660 LE (ca.)	600 LE	7	Qena	10857	7920

Name	Initial Monthly Basic Salary Expected by Students	Salary Considered Appropriate by Students	Received Initial Monthly Basic / Total Salary	Annual UNDP Upper Poverty Line (1 Man Household)	Annual Total School Student Income (in LE)	Reported Monthly Income	Reported Monthly Family Spending	Number of Family Members	Students' Families' Place of Residence	Annual UNDP Upper Poverty Line for Families (in LE)	Annual Family Income (in LE)
Kerone Bahos	300 LE (excl. Service charge)	800 LE	225 LE / 745 LE	1907	8940	890 LE	700 LE	5	Easa / Qena	9383	9800
Ahmed Abd El Razeq	360 LE (excl. Service charge)	1000 LE	225 LE / 745 LE	1907	8940	1100 LE	700 LE	5	Assiut	7583	15200
Andrew Gamal Habib	180 LE (excl. Service charge)	1000 LE	Failed Final Hotel School Exams	/	/	2000 LE	1400 LE	5	El Dier / El Qena	7583	24000
Kerone Samy Zakaria Abu Mohamed	250 LE (excl. Service charge)	1000 LE	9th at Hotel School	1779	/	2000 LE	800 LE	4	Ain Shams / Cairo	6252	24000
Ahmed Wasefy	450 LE (excl. Service charge)	700 - 800 LE	Left Work	/	/	800 LE	500 LE	5	El Dahir / Hurghada	7583	9800
Waleed Mansy	250 LE (excl. Service charge)	2000 LE	200 LE / 450 LE	1907	5400	/	2500 LE	7	Queser / Red Sea	10927	30000 (spending)
Samer Khalid Mohamed	350 LE (excl. Service charge)	500 LE	350 LE / 725 LE	1907	8700	2000 LE	2000 LE	5	Dahar / Hurghada	7583	24000
Hossam El Din Mohamed	500 LE (excl. Service charge)	700 LE	Left Work	/	/	Does not know	Does not know	6	Hurghada	/	/
Isahim Mohamed	300 LE (excl. Service charge)	700 LE	Has not been employed yet	/	/	750 LE	500 LE	4	Marsa Alam / Red Sea	5820	8400
Mohamed Bahri Fathi	300 LE (excl. Service charge)	800 LE	250 LE / 810 LE	1779	8720	/	500 LE	7	El Bayda Zehab / Cairo	12111	6000 (spending)
Mohamed Samy Mustapha	600 LE (excl. Service charge)	1000 LE	Did not start work after graduation	1907	/	2500 LE	2800 LE	6	Armat / Qena	9384	30000
Georges Abdo	275 LE (excl. Service charge)	1500 LE	Left Work	/	/	800 LE	700 LE	6	Hurghada / Red Sea	9384	8800
Fahmy Isahim El Sayed	450 LE (excl. Service charge)	1500 LE	Left Work for Military Service	/	/	5500 LE	4	Hurghada / Red Sea	5820	18000 (spending)	
Harry Magdy Shaban	350 LE (excl. Service charge)	500 LE	Left Work for Military Service	/	/	2500 LE	1280 LE	8	Hurghada / Red Sea	12500 (est.)	30000 (spending)
Kerone Louis Remy	250 - 300 LE (excl. Service charge)	1100 LE	770 LE / 620 LE	1907	7440	2200 LE	2000 LE	5	Hurghada / Red Sea	7583	25400
Badier Hussein	350 - 400 LE (excl. Service charge)	1300 - 1500 LE	Left Work to Study	/	/	3000 LE	3800 LE	5	Hurghada / Red Sea	7583	36000
Rimond Samy Farag	350 - 400 LE (excl. Service charge)	1000 LE	270 LE / 620 LE	1756	7440	1115 LE (ca.)	700 LE	6	Armat / Qena	9384	ca. 14000
Abd El Rahim Badry	200 LE (excl. Service charge)	800 LE	180 LE / 720 LE	1646	9240	800 LE	800 LE	5	Zetta / Gharbiya	6874	9800 / No
Kerone Michael Aziz	100 - 200 LE (excl. Service charge)	1200 LE	Did not complete his training successfully	/	/	1025 LE	500 LE	4	Easa / Qena	5820	12300
Tarek Enal	400 LE (excl. Service charge)	1000 LE	Left work for further studies	1907	/	2500 LE	2800 LE	4	Hurghada / Red Sea	5820	30000
Mohamed Mustapha	350 LE (excl. Service charge)	230 LE / 720 LE	Left Work	/	/	1800 LE	1400 LE	9	Hurghada / Red Sea	14000 (est.)	21800 (spending)
Mohamed Rostagy Mustafa	200 LE (excl. Service charge)	800 LE	Left Work	/	/	1000 LE	1000 LE	5	Hurghada / Red Sea	7583	12000
Mahmoud Hamed	200 LE (excl. Service charge)	1000 LE	180 LE / 720 LE	1907	9240	800 LE	500 LE	7	Sofia / Assiut	10927	9800
Musa Gamal	280 LE (excl. Service charge)	800 LE	Left Work	/	/	300 LE	400 LE	9	Easa / Qena	7764	3800
Mohamed Asly Mohamed	200 LE (excl. Service charge)	700 LE	280 LE / 585-630 LE	1756	8990-7560	800 LE	800 LE	7	Hagaga / Qena	9228	9800
Mahmoud Mohamed Rashed	350 - 400 LE (excl. Service charge)	900 LE	Left Work to Study	/	/	1400 LE	1500 LE	7	Hurghada / Red Sea	10927	16000
Mahmoud Kamel	450 LE (excl. Service charge)	1000 LE	Left Work to Study	/	/	1200 LE	400 LE	9	Hurghada / Red Sea	14000 (est.)	14400
Mohamed Rabia	250 LE (excl. Service charge)	400 LE	Did not start his work	1907	/	1200 LE	400 LE	4	Hurghada / Red Sea	5820	14400
Mohamed Rabia	300 LE (excl. Service charge)	500 LE	Left to the Army	1907	/	1000 LE	800 LE	6	Hurghada / Red Sea	9384	12000

