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## Views on the Crisis

# The Impact of COVID-19 on Egypt's Pre-University Education System



## Introduction

While the whole world shares the broad outlines of the economic and social repercussions of the Coronavirus (COVID-19), which are unprecedented in its recent history, the implications thereof for each country are linked to the nature of each country's economic system, its ability to withstand the entailed repercussions and the speed of its recovery.

In light of the need to study the sectoral implications of these repercussions in order to address the crisis properly, the Egyptian Center for Economic Studies (ECES), in its initiative, is

producing a set of daily reports entitled "Views on Crisis". The reports aim to analyze the implications of the coronavirus crisis for Egypt in relation to a number of vital production and service sectors and to key macroeconomic variables. This ECES initiative comes from the belief that the current critical conditions require directing state's efforts towards achieving two main goals: providing a decent life for Egyptians during the crisis and in the recovery phase, preserving the existing investments- especially domestic investments- and helping to overcome the crisis and prepare for a rapid launch with the gradual decline of the crisis and recovery of the global economy.

The methodology used in these reports is based on an analysis of the supply and demand shocks associated with the crisis cycle in its various stages. Given the lack of detailed data on the sectoral impact of the crisis, the sectoral analysis is based on logical assumptions related to the nature of each sector and the degree of sector vulnerability to previous severe crises that were certainly less severe than the current crisis and different in nature. However, it is a starting point for the urgently required scientific diligence at this stage.

The reports attempt to provide a detailed perception of the magnitude and direction of crisis impact on each sector at present and until the end of the crisis. They aim to propose quick solutions to reduce the adverse impacts of the crisis in a balanced and integrated means that complement the serious efforts made by the state in this regard, and to offer other longer-term solutions to the existing institutional flaws, clearly revealed by the crisis. It is high time that these flaws are radically removed, which will improve post-crisis development efforts.

***"Tell me and I forget. Teach me and I remember. Involve me and I learn."***

***Benjamin Franklin***

\* Reports will be issued in Arabic on a daily basis. An English translation of each report will be sent on the day following its issuance.

## **First: Brief description on the issue of the report**

The incidence of new coronavirus cases accelerates day after day, entailing urging precautionary measures to contain the outbreak of the disease. suspending schooling and closing all educational institutions come on the top of these measures. the whole educational system stopped working for thirty days that may extend for an unknown period of time. The education sector is one of the sectors that has been severely hit through the current crisis. This report presents the most important consequences of the crisis on the educational system and dropout rates. Given the extreme complexity of the education system in Egypt, we will first review the most important facts related to the quality of the educational inputs, in which we summarize as follows:

### **Education inputs**

- The Egyptian education system is divided into pre-university education, which includes the basic and secondary levels including different educational tracks, and higher education, which includes students of universities and higher institutes . Both systems are subject to public and private institutions across all governorates. Pre-university students represent 88 percent of the

total number of students in the whole educational system in 2018/2019.<sup>1</sup>

- The increase in the number of public schools has been twice the increase in private schools in 2019/2020 compared to the previous year, while the increase in the number of students in government schools is approximately 5 times the increase in private school students over the same period.<sup>2</sup>
- According to geographical regions, public schools are about 25 times more than the private schools in rural areas, compared to twice only in the urban areas.
- Classrooms increases are much less than needed in correspondence to increases in the number of students especially in rural areas. The percentage of increase in students to the increase in classes is much higher, reaching 162 students per class in rural areas, compared to 119 in urban areas. However, the existence of private schools in urban areas absorb some proportion of these increases in students.
- The student density in classrooms in pre-university education has tended to rise during the last five years, increasing by 11.5 percent during the period 2015/2016 - 20120/2020, while the relative

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<sup>1</sup> [https://www.capmas.gov.eg/Pages/IndicatorsPage.aspx?page\\_id=6142&ind\\_id=1082](https://www.capmas.gov.eg/Pages/IndicatorsPage.aspx?page_id=6142&ind_id=1082)

<sup>2</sup> <http://emis.gov.eg/Site%20Content/matwaya/2019/matwaya2019.pdf>

increase in private education has stabilized around 3 percent during the same period.

- Basic education students are more concentrated in public schools than private ones, they are more than eight times higher in public schools compared to private schools. They are also exceeding in rural areas, where students number reaches 10.6 million compared to about 8.8 million in urban areas (see Figure 1 below).
- The students density in classes at the primary level is even higher, as the average size of classes in government education is about 53 students, compared to about 34.4 students for private education in 2019/2020. While, comparing to Turkey, which has a closer population figures to Egypt, the density of classes is about 21.4 students in the primary level, with 21.4 students in public institutions and about 18.5 students in private ones,<sup>3</sup> according to latest available data.
- The Pupil-teacher ratio in rural areas is around 25.5, compared to 21.1 in urban areas, while it is only 16.5 in China and about 17 in Turkey<sup>4</sup>.
- A new education system has been launched last year, which canceled all exams in the early stages of education. It has also

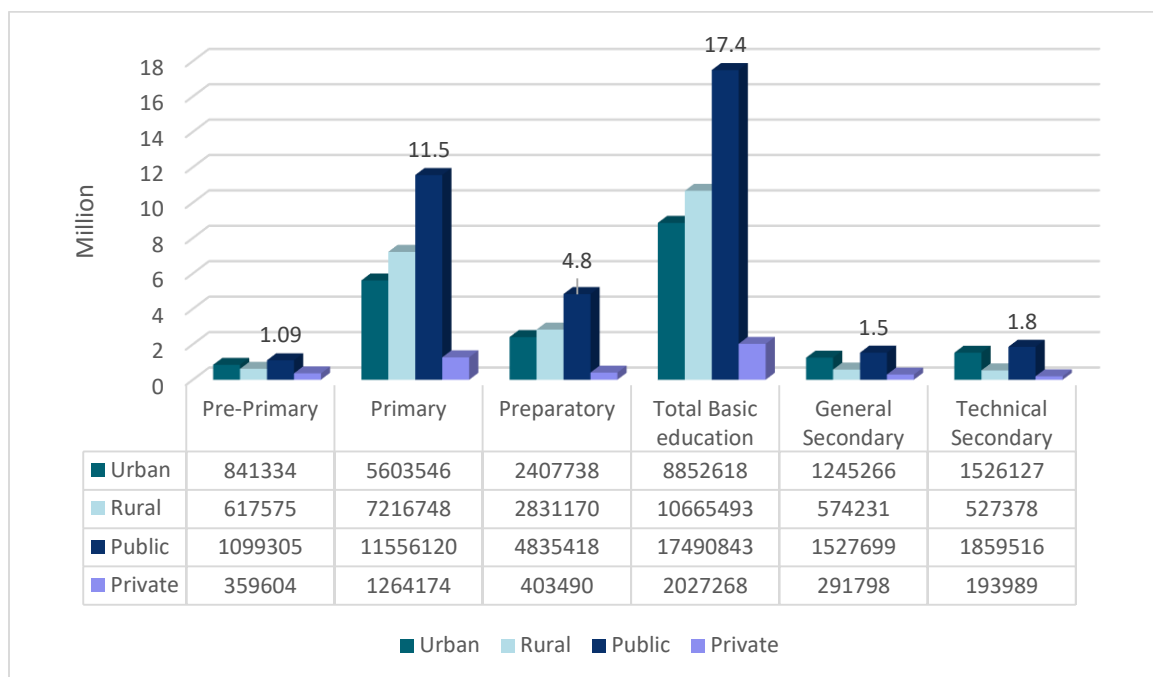
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<sup>3</sup> [https://stats.oecd.org/Index.aspx?DataSetCode=EDU\\_CLASS](https://stats.oecd.org/Index.aspx?DataSetCode=EDU_CLASS)

<sup>4</sup> [https://stats.oecd.org/Index.aspx?DataSetCode=EDU\\_CLASS](https://stats.oecd.org/Index.aspx?DataSetCode=EDU_CLASS)

adopted distance learning for students in the first two grades of secondary level through what so called knowledge bank and e-library. While, the experience has not been yet evaluated.

**Figure 1. Number of students in the different educational levels according to the geographical region and affiliation 2019/2020**



Source: Ministry of Education and Technical Education, Statistical Summary of Pre-University Education 2019/2020.

- The educational system in Egypt is characterized by the spread and persistence of the dropout phenomenon. Dropout rates in the preparatory stage exceed other stages and are more intense in rural governorates. They rise in the governorates exceeding the grand average in 12 governorates, including Sohag and Matrouh.

For example, dropout rate in Matrouh is 5 percent higher than the overall average in 2017, compared to half this increase in 2016.

- Table No. 1 below shows the increase in dropout rates for the basic education level over the years, with dropout rates doubling during 2016-2017 in some governorates such as Cairo, Sharqia and Matrouh.
- The poorest governorates have the highest dropout rates, with dropouts in Assiut (the poorest), for example, exceeding three times the dropout rate in governorates such as Cairo and Sharqia in 2016.

**Table 1. Poverty and Dropout Rates in Selected Governorates**

<b>Governorate</b>	<b>Poverty rate</b>	<b>Dropout rate, primary education, 2015/16</b>	<b>Dropout rate, preparatory education, 2015/16</b>	<b>Dropout rate, (Age 4 and above) 2017</b>
<b>Country level</b>	32.5	0.5	4.0	7.28
<b>Sharqia</b>	24.3	0.3	2.5	6.04
<b>Cairo</b>	31.1	0.3	2.7	5.46
<b>Beni Sueif</b>	34.4	0.7	5.7	6.93
<b>Assiut</b>	66.7	0.7	8.7	7.26
<b>Sohag</b>	59.6	0.5	5.3	8.54
<b>Matruh</b>	50.1	0.9	6.7	12.56
<b>Menia</b>	54.7	0.4	4.0	5.39

*Source:* Central Agency for Public Mobilization and Statistics, 2018.

### **Government spending on education:**

Public spending on education is about EGP 132 billion in the projected budget for 2019/2020, which represents 10.6 percent of total public spending. The share of wages and employee compensations in the total spending on education is about 74 percent.

### **Household spending on education:**

Rural households spend about half of what urban households spend on education. The private lessons component accounts for the largest proportion of household spending, as the percentage of annual family spending on this item reaches 45.6 percent of total spending on education in the rural areas compared to 32.2 percent in urban areas. The opposite is right in case of expenses and tuition fees, urban families spend one and a half times more than rural households, according to the Household Income, Expenditure and Consumption Survey 2017-2018.

**There are some tracks that should be addressed in particular when analyzing the implications of school suspension, which include:**



## **Technical education and vocational training students:<sup>5</sup>**

- Technical education embraces 40% of preparatory students, branching into about 200 specialties in 2019/2020.
- The unemployment rate among technical intermediate graduates is more than 4 times higher than among General secondary and Al-Azhar graduates.
- Also, the poverty rate among them is higher compared to those with general secondary education by about 6 percent, and is one and a half times more compared to holders of a university degree.
- Despite the high unemployment among technical education graduates, half of them are employed and two-thirds of them contribute to economic activity.
- Data indicate that two thirds of technical workers are working in the rural areas, equivalent to one and a half times their urban counterparts.
- 44.8 percent of the total poor are employed outside establishments in the informal sector.

## **Middle and high school students:**

- The total score of middle school (preparatory) students at the end of the scholastic year determines the type of secondary education

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<sup>5</sup> All data are for 2017 unless stated otherwise.

they will enroll in. Nearly half of Middle students are concentrated in rural areas. And 92 percent of them in public schools in 2019/2020.

- The total score of students at the end of the secondary stage determines the type of college that they will join. Rural areas already include 31.5 percent of them, about 84 percent in government schools and only 16% in private schools.

## **Second: Demand and supply shocks in the context of the crisis cycle**

The expected impact on the demand and supply sides depends on the relevant stage of the crisis cycle. We can trace five stages of the crisis cycle, as shown in the figure below:

Figure 2. Crisis Cycle



Source: The Egyptian Center for Economic Studies.

Below is a brief description of each stage:

- **The first stage: Emergence of the virus**

The crisis began and aggravated in China only. The rest of the world, including Arab and European countries, were not yet affected by the crisis.

- **The second stage: Beginning of proliferation**

The spread of the virus globally. Arab countries began to be affected at the end of February and initiated precautionary measures to prevent the spread of the virus. European countries are greatly affected.

- **The third stage: Aggravation of the problem**

The situation in the world has worsened, tougher measures in the Arab countries, especially Saudi Arabia and the European countries, a major worsening of the crisis in Italy, beginning of the virus's decline in China, and the beginning of its outbreak in the United States.

- **Fourth stage: Crisis recedes**

The beginning of recovery from the virus globally, starting from China, which is expected to be followed by European countries, and finally, the Arab countries and the United States.

- **Fifth stage: Recovery**

Gradual recovery for all countries, including Arab countries, although the latter's recovery is expected to be delayed due to being strongly affected by the global economy while weakly affecting it.

The table 2 below presents possible scenarios<sup>6</sup> for students status after the suspension of education according to the five stages of the crisis cycle and following the different possible supply and demand side shocks to the education sector, assuming the following hypothesis and conceptions:

- 1- Demand shock for education (domestic): Increase in number of students who have stopped studying, for any of the following three reasons:
  - a) Absenteeism of some students from schools and universities due to parents concerns about the outbreak, regardless the Government's decision of education suspension.

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<sup>6</sup> These estimates should be read with caution, as expectations may require further revision due to the evolving nature of the virus outbreak day by day, and its duration and scope are still unknown.

- b) Students have stopped studying as a result of the government decision to suspend education with the possibility to pursue distance learning from home.
  - c) Students stopped studying as a result of the government decision to suspend education, with inability to pursue distance learning.
- 2- Supply shock to the education sector (domestic): The lower ability of all categories and institutions of the education sector in Egypt to complete the educational process.
  - 3- The analysis focuses on the pre-university education system in particular, although it also refers to Egyptian scholarship students abroad, because of its direct relationship to the crisis.
  - 4- The supply and demand shocks to education were analyzed over the crisis cycle stages in the light of the different and successive decisions of the Ministry of Education and Technical Education regarding the situation of students (decisions are attached according to their chronological order of issuance).
  - 5- The impact on the education sector is assessed from the two perspectives of quality of education and dropout rates.

- 6- In the analysis, quality of education is measured by the degree of educational attainment in light of dealing with the crisis and dropout rates resulting from the suspension of education.
- 7- The different scenarios addressing the impact of education suspension on students' dropout rates will be built based on education suspension in 2010/2011 following the January 25th Revolution. Thus, the analysis focuses on dropout rates during the last decade.
- 8- The analysis is building on dropouts from the preparatory level as they are much sharper compared to those from primary level.

**Table 2. Stages of the crisis cycle of supply and demand shocks and the expected impact on the education sector**

Stage	Demand shock and/or Supply Shock	Analysis	Impact on the Education Sector
1- Emergence of the virus (December 2019 to January 2020)	A slight shock in the supply and demand sides regarding scholar	- Suspending education in China to prevent the spread of the virus, and thus start	- Spending pressure on the financial resources of the missions as a result of bringing Egyptian students home on the mission expense, and granting those who have stayed

	students overseas.	bringing in Egyptian scholar students (who wish to come back) from Wuhan and other Chinese cities. - There is no problem facing Egyptian scholar students in other countries of the world.	abroad additional grants, according to the statement by the Minister of Higher Education. However, there is lack of clarity regarding the time and financial frame of these grants.
	There are no shocks in the domestic supply and demand sides		- Education process continues normally in Egypt.
<b>2-The beginning of proliferation (February through mid-March 2020)</b>	The problem of scholar students abroad continues to worsen due to the increased demand shock.	- Suspension of education in the United States and European countries to prevent the spread of the virus. The beginning of bringing in Egyptian	- Doubling pressure on the financial resources of scholarships budget, in order to protect Egyptian students in other countries and bring them back home on the mission expense.  - Lower living conditions of Egyptian scholars who had to return back, given the unclear situation of the

		scholar students (who wish to come back), in addition to Egyptian scholar students in China.	intended grants that to be awarded for them after their return.
	A slight shock in demand domestically. There is no supply shock domestically.	- After the emergence of infected cases in Egypt with the beginning of the spread of the virus, some parents tended to absent their children from schools.	- Education continues normally in Egypt, but with a decrease in the number of regular students.
<b>3- Aggravation of the problem (From mid-March to May 2020)</b>	Complete paralysis of the education system and drastic shocks of demand and supply domestically (with resumption of the problem of students overseas)	Reaching the crisis peak during this period due to the decision to suspend education and close educational institutions for a period of 30 days.	- Widening gap between governmental, private and international institutions regarding the quality of education due to public institutions low readiness for distance learning, especially with regard to rural areas, and outside great governorates.  - International schools and universities are the readiest for distance



		<p>Consequently, the entire educational system comes to a breakdown, with students' confusion towards their educational status due to full absence for both students and teachers, and the government directed to follow through distance learning, with gradual government decisions regarding how to deal with the current scholastic year.</p>	<p>learning, followed by private then the government schools and universities.</p> <ul style="list-style-type: none"> <li>- For government schools, readiness may be higher in the stages implementing the new system of education, however it is unclear how to deal with the other stages, especially in light of the enforced absence of private tutoring that parents have to go through to compensate for deficiencies in the educational system, the thing that is clearly evident in the rural regions compared to urban ones.</li> <li>- Due to the country's awareness of the weak educational system as a whole, final examinations were completely canceled, which introduces another problem that will become clear in the next stage of the crisis.</li> <li>- The position is not clear regarding the end of the current school year and</li> </ul>
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			<p>consequently the future of students is not clear due to changing decisions (see annex), which ended up in almost canceling the final exams for all. Note that students have lost nearly half of the scientific content for the current academic year that accordingly should be compensated next year.</p> <ul style="list-style-type: none"> <li>- With the extension of education suspension, an increase is expected in the natural drop-out rates for the basic stage of education (dropout rate in preparatory stage is 2 percent and in primary stage is 0.25 percent in 2018/2019).<sup>7</sup></li> <li>- Interruption in incomes for many groups such as teachers and employees working informally like in private lessons centers and others,<sup>8</sup> some professors in private universities, employees in feeding services for the education sector</li> </ul>
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<sup>7</sup> CAPMAS.

<sup>8</sup> Although the private lessons system is illegal, it will remain in place until the reform of the educational system is completed.

			<p>(transportation and delivery services), and kindergarten owners. In turn, these reductions and deductions in salaries lead to a decrease in the consumption rate for most families, especially the poor ones.</p> <ul style="list-style-type: none"><li>- The impact of the poor technological infrastructure in the education sector, especially in rural areas, has exacerbated the problem. On the other hand, increased pressure on the Internet as a result of students' pursuing their lessons and parents conducting their work from home led to a marked weakness in the performance quality of the communications and information technology sector.<sup>9</sup></li><li>- A large percentage of those enrolled in schools and universities mainly depend on free meals provided inside educational institutions, which will negatively affect</li></ul>
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<sup>9</sup> The impact of the crisis on the communications and information technology sector will be detailed in a separate report.

			the health status of these students as a result of the current closure.
<b>4. The crisis recedes (Mid-May-August 2020)</b>	- Continued domestic supply and demand shocks as a result of system paralysis.	There is no pressure on the supply side due to the end of the scholastic year and the advent of the summer season, but a problem of preparing for the new academic year and the degree of students' preparedness for it begins.	Emergence of problem with students transition to the next academic years as a result of: <ul style="list-style-type: none"> <li>- Different levels of educational attainment of previous years, especially in the rural areas and government schools, due to difficulty of pursuing distance learning.</li> <li>- Difficulty in determining the evaluation mechanism due to the cancellation of final exams for school students, at all levels, most importantly for preparatory and high school certificate stages.</li> </ul>
<b>Recovery (As of September 2020)</b>	Regular schooling resumes assuming controlling the epidemic (end of the health crisis)	The new academic year witnesses many challenges related to the variation in the educational levels of previous students, unclear transitions	<ul style="list-style-type: none"> <li>- Variation in educational attainment rates that associated with average years of schooling.</li> <li>- The dropout phenomenon exacerbates the spread of informal sector.</li> </ul> <p>Two scenarios for dropout rates can be built, as follows:</p>

		<p>between educational levels, and high dropout rates that are driven by two main factors: irregular schooling for longer periods of time, and impoverished families especially in rural areas and governorates with higher rates of dropout and poverty , as shown in the relation represented in Table 1.</p>	<p><b>The optimistic scenario: Higher rate of increase in dropout by one and a half times in all governorates</b></p> <p>Assuming the rate of increase in dropouts from the preparatory stage during the January 25 Revolution, as a result of school suspension then, which amounted to 6 percent in 2011/2012 compared to about 5.11 percent in 2010/2011 (revolution year), this scenario expects the rate of increase to rise by one and a half times, to reach about 3.35 percent.</p> <p><b>The pessimistic scenario: Doubling rate of increase in drop-out in all governorates.</b></p> <p>Assuming the previous rate of increase in the dropout from the preparatory stage during the January 25<sup>th</sup> Revolution, a doubling of this increase is expected in the aftermath of the current crisis to reach 3.8%, which is almost twice the current rate (2%).</p>
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Source: The Egyptian Center for Economic Studies.

Education is entangled with a number of other sectors through several networks that represent the value chains leading to the education service (such as the health sector, the transportation sector, the trade sector, etc.), and thus shocks to it affect these sectors indirectly, in addition to other shocks to which these sectors are exposed (will be addressed in other reports), for example:

- **Health Sector:** The majority of the workers in the nursing profession are from women. The suspension of education prevents them working at a time there is an urgent need for them to support the health sector and contain the outbreak. Also, there is a direct impact on students in the basic levels of education who are accustomed to receiving medical care in schools and getting compulsory vaccines at appropriate times, which poses a risk to the health of children at this critical age. It should be noted that the current increased focus on containing the outbreak of Coronavirus may harm the general health of children.
- **Transportation sector:** The transportation sector is affected by interruption of education as a direct result of disruption of movement, whether internally with respect to different means of transportation or across governorates due to the return of students to their homes in various governorates.

- **Manufacturing sector:** There is a direct impact on the productivity of the sector due to the decrease in the number of women working in factories. School meal production factories have also been affected as a result of suspension of education, in addition to the decrease in production of items accompanying the start of the new semester, including clothes, study tools and stationary, books and others. The same applies to the trade, supply and distribution sectors (with regard to foodstuffs).

### **Third: Interventions required to mitigate the effects of the crisis**

- 1- The resumption of the Ministerial decision to pursue distance learning depends on activating decentralization of management to the whole educational system so that targets could be effectively monitored, especially in rural regions, not only in great governorates.
- 2- Postponing the transition of preparatory and general secondary students to the following educational levels to be done in the first six months of the new scholastic year, so that cancelled courses and curricula could be fully covered, and thus perfectly moving to the new educational levels.

- 3- Utilizing the current interruption to prepare educational programs and courses for the new academic year, with the aim of bridging the gap in academic content due to the cancelled curricula, especially in mathematics and science.
- 4- Adopting an alternative contingency plan that includes pumping certain financial resources to compensate those who are out of work, and providing financial resources for Egyptian scholar students, whether those who are still abroad or returnees.
- 5- Setting a mechanism to compensate students of poor families for free school meals and continuing to provide it to them during the education suspension, due to their importance and impact of their cease on the consumption and spending patterns of these families.
- 6- Deciding on the situation of the second semester tuition fees for private and international schools, which must be carried over entirely under the current circumstances of salary deductions and layoffs. This is in attempt to support the sector and encourage parents given the current highly consumption rates.
- 7- Allocating a financial budget for pre-university education that includes at least twice the current figure (EGP 132 billion



pounds) to meet the requirements and handle the repercussions of the crisis.

- 8- Coordination between the relevant embassies, the Ministry of Higher Education and the Administration of cultural affairs and missions sector to reconcile the financial conditions of Egyptian students wishing to return.
- 9- Providing a channel for communication (a hotline for example) through which advice and support is availed to Egyptian scholar students to reconcile their academic conditions with supervisors and ensure students' academic stability.

#### **Fourth: Institutional weaknesses revealed by the crisis**

The crisis of the Coronavirus outbreak demonstrated the institutional weaknesses that dominate the performance of the education system. The suspension of education revealed a clear defect in responding properly to such obligation. The most important features of this weakness are as follows:

- 1- The low budget allocated to education, which will not lead to any real development in the education system.

- 2- Distance learning has not been properly implemented, though its adoption as a learning mechanism will become the new normal.
- 3- Student overcrowding, weak absorptive capacity of schools and the absence of a vision to deal with it. The only solution lies in distance learning, which has already begun in the context of the crisis, and represents an opportunity to make a rapid and large transformation in the educational system in which distance learning becomes an essential part in dealing with the problem of student overcrowding.
- 4- The clear widening gap between public and private education, which requires a comprehensive revisiting to government curricula to reach close levels to private education.
- 5- Low salaries of employees in the educational system, especially teachers, which is one of the main reasons for its weakness. The real value of the teacher has become evident during the current crisis, and therefore the teacher must get a financial compensation that allows him to do his work without being forced to go through private lessons to secure a decent standard of living.
- 6- Weak technical education and vocational training system in a way that negatively affects industry, for which there are detailed

proposals addressing it in a study prepared by the Egyptian Center for Economic Studies.<sup>10</sup>

7- Weak health readiness in schools and the declining role of the Quality Assurance Authority despite its importance.

The following table shows the main weaknesses and some suggested measures:

**Table 3. Institutional weaknesses and proposed measures to address them**

Weaknesses	Proposed measures
<p><b>Distance learning system</b></p>	<p>Complementing efforts made in digital transformation by preparing for the next year starting from now. The following are proposed:</p> <ol style="list-style-type: none"> <li>1. shifting the whole system towards distance learning and using that to absorb student density by organizing courses and curricula so that students receive only scientific courses at schools within regular organized groups, while theoretical courses are transferred to e-learning platforms, and thus limiting overcrowdings in schools and classes.</li> <li>2. Using television channels to broadcast electronic curricula to students in poor areas to ensure their inclusion in the distance learning process.</li> <li>3. Exploiting the parallel informal education system to formally enrich the educational process, so that</li> </ol>

<sup>10</sup> <http://www.eces.org.eg/EventDetails?Lang=AR&C=2&T=1&ID=280&%D8%AE%D8%A7%D8%B1%D8%B7%D8%A9-%D8%B7%D8%B1%D9%8A%D9%82-%D8%B1%D8%A8%D8%A7%D8%B9%D9%8A%D8%A9-%D8%A7%D9%84%D8%A3%D8%A8%D8%B9%D8%A7%D8%AF-%D9%84%D9%84%D8%A7%D9%86%D8%B7%D9%84%D8%A7%D9%82-%D8%A8%D9%85%D9%86%D8%B8%D9%88%D9%85%D8%A9-%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85-%D9%88%D8%A7%D9%84%D8%AA%D8%AF%D8%B1%D9%8A%D8%A8-%D8%A7%D9%84%D9%81%D9%86%D9%8A-%D9%88%D8%A7%D9%84%D9%85%D9%87%D9%86%D9%8A-%D9%81%D9%8A-%D9%85%D8%B5%D8%B1>

	<p>cooperation with teachers of private lessons can take place and benefit from them in broadcasting educational channels via television in exchange for a certain income.</p> <p>4. Including educational activities for basic stages through electronic means.</p>
<b>Technical education and vocational training system</b>	<ul style="list-style-type: none"> <li>- The involvement of the private sector in the curriculum plan, in particular the training content of technical education.</li> <li>- Motivating the private sector to implement the tripartite model that includes the factory, workshop and school to ensure the effectiveness of technical education outputs.</li> </ul>
<b>inadequate financial allocation</b>	<ul style="list-style-type: none"> <li>- Carrying out a detailed objective revisit to the new annual budget plan, targeting the most affected groups, and limiting the spread of the informal sector.</li> <li>- Bringing education allocations in line with those proposed in the Egyptian constitution of January 2014.</li> </ul>
<b>Quality system</b>	<ul style="list-style-type: none"> <li>- Provide financial incentives to schools to encourage them adopting quality standards.</li> <li>- Releasing an electronic platform for the Quality Assurance Authority to ease the admission process.</li> </ul>
<b>School health system</b>	<ul style="list-style-type: none"> <li>- Providing a medical convoy in all schools, especially in rural areas.</li> <li>- Availing school health offices in educational departments.</li> </ul>

*Source:* The Egyptian Center for Economic Studies.

## **Annex: Ministry of Education Statements and Decrees**

(from most recent)

29/03/2020	Minister of Education and Technical Education Dr. Tarik Shawki has approved schedules for the end of the second semester (May 2020) e-exams for students of the first and second secondary grades.
27/03/2020	The Ministry of Education allows students to inquire about codes electronically, in continuation of the announced precautionary measures aimed to protect students in light of the Coronavirus pandemic.
27/03/2020	The Ministry of Education and Technical Education states that all tablets for students of the first and second secondary certificate are equipped with all means of connection (data chip - home WIFI network) to access educational platforms.
26/03/2020	<p>Minister of Education and Technical Education Dr. Tarik Shawki announced, through a video message, a set of decisions aimed at reducing strains on students in these exceptional circumstances through taking into consideration maintaining the educational outcomes.</p> <p><b>These decisions include:</b></p> <ul style="list-style-type: none"> <li>• Students of all grades (from the third primary grade to the second preparatory grade) will not undergo second semester examinations. Students will instead prepare research papers for every course studied until 15 March (the beginning of semester suspension) and submit them online.</li> <li>• The remaining course material will be taken in the following academic year (for all grades). As for the third secondary certificate students, it has been agreed with the Ministry of Higher Education that the remaining course materials will be taught in the introductory year of all colleges.</li> <li>• First and second secondary grades: The e-exams will include every course studied until 15 March (the beginning of suspension of the academic year). Only the first secondary grade students will take the experimental exams (scheduled on April 5, 2020) from home. Students will be divided into groups throughout the day to access the exam platform.</li> <li>• Third secondary grade: Exams will include every course studied throughout the academic year (first semester + second semester until March 15, 2020). Students will take their final</li> </ul>

exams as scheduled inside schools, while taking all preventive measures to ensure the safety of students and increasing the number of exam halls.

- Third preparatory students will not take second semester examinations. Students will instead prepare research papers for every course studied until 15 March and submit them online, as a condition for passing. Students (after submitting the research paper) will get the full score of the second semester (100 percent). Transition to the next educational stage (General Secondary/ technical education) will depend on the sum of the first and second semesters.

Minister of Education and Technical Education Tarik Shawki announced several measures for the students of technical education, as follows:

- Technical education (transitional grades): Students will continue e-learning activities through educational channels (Misr Educational Channel 11747 polarity vertical - Nilesat), and Technical Education Channel on YouTube until Thursday April 16, 2020. All course material has been made available online for non-certificate grades of the technical education on technical education sector forums ([www.fanyeduc.yoo7.com](http://www.fanyeduc.yoo7.com)).
- Technical Education on the YouTube Channel:  
<https://www.youtube.com/channel/UC0ICJfzsyx7M29DPpFXFx2Q>
- Schools of applied technology and schools of competencies (non-certificate grades): students will communicate with the teachers throughout the suspension period via <https://edmodo.org>.
- The period from 18 to 23 April 2020 (technical education students and students of applied technology schools): students are assigned e-learning activities, including research, projects and applied studies, implementing designs using specialized software, and preparing presentations for educational activities.
- From April 26 to June 15, 2020: Each student prepares a combined file of the educational activities that he/she has accomplished, and submits it to his/her school after its

completion. Practical applications will be postponed till the return to school three weeks before the start of the new academic year.

- The final results for transitional grades will be based on the file of the educational activities submitted by students and on the student's performance in the practical activities that will take place three weeks before the start of the new academic year, in addition to the scores of the first semester exams.

The Minister's decisions also included international schools (British diploma, and the American diploma). The decisions were as follows:

**First: British Diploma:**

- 1-9th grade students will conduct a research project through the school administration to move to the higher grade.
- 6<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grades: The British Council will contact the exam boards to return the fees for the prescribed tests.
- 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades: The Ministry will contact the British Council to determine the method of evaluation.
- For national subject examinations: from grade 1 to grade 11, students will submit a research project to move to the higher grade. Students in grade 12 will take their exams with Thanweya Ama students as usual.

**Second - the American diploma:**

- 1-12<sup>th</sup> grade students will conduct a research project in contact with the school administration in addition to the first semester exams, as a condition for moving to the higher grade.

Grade 12 and university enrollment, divided into two parts:

\* For students who did not pass the SAT exam, the GPA represents 100 percent of the total for enrollment in the university. An admission examination will be held by the Ministry of Higher

	<p>Education in the qualifying subjects according to each specialization.</p> <p>* For students who have passed the SAT exam, the student chooses between joining the university according to the criteria of last year (the GPA is 40% and the SAT is 60%), or GPA represents 100% of the total university admission requirement.</p> <ul style="list-style-type: none"> <li>• For students wishing to enroll in science colleges: The student must have completed the qualifying subjects for the target specialization, or pass the SAT II exam according to the criteria of last year.</li> <li>• For national subject exams: from grade 1 to 11, a research project will be carried out and added to the scores of the first semester exams to move to a higher grade. Students in grade 12 will take their exams with Thanaweya Ama students as usual.</li> <li>• The Minister of Education and Technical Education announced the details of the research projects as follows:</li> </ul> <p>The general framework of the required research project and how to correct it will be announced on April 2<sup>nd</sup>. Students will be assigned the required research projects on April 5, 2020.</p> <p>The Minister warned students against research plagiarism, noting that identical research projects will be excluded, because cheating is illegal and unethical.</p> <p>Regarding Egyptian students abroad, the Minister said that they can access the digital library in seven countries: UAE, Saudi Arabia, Bahrain, Kuwait, Jordan, Lebanon and Italy next week.</p>
26/03/2020	<p>The Ministry stresses that first secondary students will take experimental exam (no scores will be given) from home on April 5, 2020, as a training to prepare students for the end-of-year exam.</p>



23/03/2020	The Ministry confirms that the schedule for the general secondary certificate exams for the academic year 2019/2020, which was announced earlier by the Ministry, is still valid and there has been no change to it.
22/03/2020	In continuation of the efforts made by the Ministry of Education and Technical Education in taking the necessary precautionary measures to combat the coronavirus, Dr. Tarik Shawki, Minister of Education and Technical Education, issued a decree regarding the examinations of outstanding students in science and technology in schools.
19/03/2020	Minister of Education and Technical Education Dr. Tarik Shawki approved the schedules of the first-round exams for the technical diplomas students (industrial - agricultural - commercial – hotel," according to the system of three and five years, for the current academic year 2019/2020.
19/03/2020	<p>Dr. Tarik Shawki, Minister of Education and Technical Education, reviewed the efforts made by the Ministry over the past days to implement "distance learning," following President Abdel Fattah El-Sisi's decision to suspend the course of study in schools to protect students.</p> <p>Most importantly:  The Ministry established an electronic library in addition to the Egyptian Knowledge Bank "EKB" to help students study the various curricula for grades starting from kindergarten (kg) up to the secondary stage. Books are in both Arabic and English and are accessible to all students, parents and teachers.</p> <p>This website includes huge digital scientific content for all educational grades, and uses multimedia (video, images, documentary films) to explain the various lessons, as well as making available more than 80 dictionaries for use, as well as the Butterfly Encyclopedia. It also includes multidisciplinary content for the New Education System. (2.0).</p>

Students can access the digital library from the mobile phone or computer without any obstacles. The Ministry also provided another alternative, which is the educational channels that broadcast course material explanation on television.

The Minister stated that an electronic platform has also been provided for communication between students and teachers over the coming period, as approximately 22 million students distributed over nearly 55,000 schools will be able to communicate with their teachers as if they were present in schools. Lesson explanations, answering student questions, and taking online exams will be conducted through this platform.

Many videos that explain to students how to use the online platform will be published in a few days. Students will receive from their teacher in the class a code to access his virtual classroom to follow the class teacher electronically.

Regarding the students' end of the year examination, Dr. Shawki stated that for Kindergarten (kg1 - kg2) and first and second primary grades that are subject to the new education system is implemented (2.0), teachers will prepare performance evaluation reports for their students. Parents will make sure that students complete the curriculum published on the digital library and the platform using the published electronic guide.

From third primary to second preparatory grades (transitional grades): Students will not take second semester examinations. They will instead prepare research papers for every course studied through the electronic platform. Students will be able to communicate with their teachers to receive assistance in conducting the research papers within a time-frame of 2 months effective today.

General certificates and technical diplomas: Students will take exams for the end of the current academic year at the time

	<p>announced by the Ministry in exam halls. All the necessary precautionary measures will be taken to protect students in the exam halls in cooperation with the various state agencies.</p> <p>First and second secondary grades: The experimental electronic exam (without scores), scheduled on March 22, will be postponed to April 5, 2020, and will be taken from home. Concurrently, second secondary grade students will also take an experimental exam (without scores) as a final rehearsal to prepare students for the end of year exam.</p> <p>First and Second secondary students will take end of the year exams through the tablets from home, exams will be reviewed electronically and scores will be sent to students.</p> <p>First and second secondary home-schooling students will prepare research papers for every course studied similar to transitional grade students.</p> <p>First and second secondary students with special needs will prepare research papers for every course studied similar to transitional grade students.</p> <p>Egyptian students abroad will not take exams and instead will use the electronic platform and the digital library to conduct research papers due to the circumstances of their countries of residence.</p> <p>At the end of his speech, Dr. Tarik Shawki, Minister of Education and Technical Education, affirmed that there is no intention to delete parts of the curriculum, and asked parents and students to rely on the curricula relayed by the Ministry through the digital library and electronic platform only to protect students.</p>
17/03/2020	<p>Minister of Education and Technical Education Dr. Tarek Shawki approved the schedule of the General Secondary Certificate Examination for Outstanding students in Science and Technology, first round for the current academic year 2019/2020.</p>
15/03/2020	<p>For the benefit of students, Minister of Education and Technical Education Dr. Tarek Shawki met with a number of Ministerial</p>

	leaders and directors of the general development of subjects to explain the steps and procedures taken by the Ministry in relation to digitizing teaching educational materials during the suspension period.
15/03/2020	Dr. Shawky, Minister of Education and Technical Education, instructed directors of educational directorates in the various governorates to start a sterilization campaign of educational facilities in cooperation with the Ministry of Health.
15/03/2020	Minister of Education and Technical Education instructed the Educational Buildings Authority and directors of educational directorates in the various governorates to fix the damages.
14/03/2020	Minister of Education and Technical Education approved the exam schedule for the first round of Thanaweya Aama for the academic year 2019/2020.
13/03/2020	In light of some countries suspending the academic year, and respecting the decision of each country, the Minister of Education and Technical Education decided to postpone the examinations of Egyptian students in those countries until each country ends the suspension of the academic year.
11/03/2020	To protect the health and safety of Egyptian students, and to take the necessary precautions to counter the Coronavirus, Minister of Education and Technical Education Tarek Shawki decided to suspend school activities and adjust the school schedule.

Source: Ministry of Education and Technical Education.

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