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Assessment of School's Evaluation Systems in Egypt Before and During COVID-19

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ABSTRACT: School evaluation is crucial to quality education. It forms part of a recognised process of judging schools' effectiveness, their efficiency, and any other outcomes they may have. The success of a schools' performance is based on the criteria in an evaluation framework. This study aims to assess the Egyptian school evaluation system, tests, and student follow-up before and during COVID-19. This study assessed the school's evaluation system in Egypt before and during the COVD-19 crisis. Data from governmental and educational institutions are collected, evaluated, and discussed. The results show that schools' evaluation systems suffer from a crisis in the education system at all stages before and during COVID-19. In conclusion, we find from the state of education many challenges as follows:

- Lacking a clear plan to be committed to the development of a school evaluation system.
- Continuous change in courses and programs from time to time, which ultimately leads to the postponement of some lessons and contents for subsequent years
- Courses are stacking with many tasks, which is a burden on both teacher and student,
- The teacher finds no solution except in the use of indoctrination. In contrast, the student finds no way to resort to conservation to get rid of this heavy stock in the exam paper to end its relationship to what he studied.
- The predominance of quantity over quality and a severe inability to meet the new knowledge era's requirements
- The school is lacking the basics of a suitable environment for school infrastructure and educational means.
- The teachers have low salaries, which often push them into private lessons, even at private schools.

Keywords- *COVID-19, Quality Education, School's evaluation, self-Assessment,*

I. INTRODUCTION

The methods of student evaluation in the Egyptian education system stand in the way of all attempts to reform for quality development. Schools evaluation is limited to the conduct of examinations, which measure scholastic. The current evaluation systems lead to the consolidation of many false educational beliefs, including enabling the student to overcome the exam's obstacle and the outstanding student. He saves as much knowledge and information as possible in the textbook and retrieves it in the answer sheet to get the highest score. The examination became the only means of judging the student level. The student learning outcomes were limited to one aspect, namely the educational achievement of the information prescribed in the textbooks. It made the examination a goal in itself, and all educational practices within and outside the school tended to enable the student to pass the tests successfully. It is a form of educational waste that loses its value and its ability to compete in contemporary society with all its challenges [1-3].

Since the compass of examinations refers to one aspect of the learning outcomes of conservation and re-examination, tests have played a central role in determining children's future. The value of knowledge is not only in this aspect but must include all one's abilities, lifelong self-learning, and the benefit of technological development. There has been a long-standing need to develop examination systems and methods. It does not become an end in itself and necessary to measure the objective of higher mental processes. It is an ongoing process, rather than relying on a one-time student evaluation and working on more useful and comprehensive evaluation methods that reveal students' skills, abilities, and attitudes [4-7].

A look at the reality of the educational evaluation status quo: attempts have been made recently to bring about a change in the evaluation system, especially in the early years of primary school, based on national standards. It is hoped that the comprehensive evaluation will serve as a model to reform the assessment

methods at different levels of education, which are integrated with active learning. It is now being practised in the first three grades. For this change, the evaluation integrated into the teaching and learning in continuous processes [8,9].

It prompted Egypt's Ministry of Education (MoE) to adopt a long-term and progressive policy to change the culture of exams in Egypt, aimed at freeing the minds of those who hold out many of the wrong beliefs that have taken root over decades [7,10].

II. EVALUATION OF THE CURRENT STATUS

Below we present an explanation of the current state of the educational evaluation.

First: Kindergartens

It begins at the age of four years, ends with the fifth, sometimes preceded by a pre-kindergarten period from three years. Sometimes the educational directorates decide to drop the age of admission to the kindergarten stage, up to three and a half years. It depends on the intensity of the classroom and the number of applicants. At this stage, the child learns many daily and life activities and exercises. Some language, arithmetic, environment, physical sports, drawing, and music help him qualify for primary school. During this phase, the child is not subjected to any formal tests for an immediate transition [11]. The Ministry provides this stage in public and private schools, whose curriculum is taught in Arabic or foreign languages, and where the curriculum is taught in English or French [10].

Second: The primary education stage

Basic education in primary and middle school: primary school consists of six classes.

- The preparatory stage consists of three classes starting from the first and ending in the third grade. The primary education student teaches the Arabic language, Arabic calligraphy, religious education, arithmetic, and mathematics foreign language social studies (geographical history). For the first grade, an oral exam is held at the end of the year. It locates 80% of the total degree [12,13].

For the classrooms (transport), written examinations are held at the school level and under the education department's supervision at the end of each semester, allocated 40% of the total grade. The remaining 20% is given to the training evaluation through oral and written tests and activities carried out by the classroom teacher throughout the semester. The student is transferred from one grade to another in light of both the compositional and final evaluation results. The year's work is intended to guide and organise the essential part of the school's work to measure students' ability to progress and participate in school activities. The 10% of the evaluation degree was carried out by a school body and the class leader in editorial work and accompanying activities of the "article booklet" and personal research effort. Also, 10% of the grade is given for oral and practical tests according to each subject's nature. The behaviour is allocated to him 10% of the degree. Attendance is assigned 10% of the degree. The use of technological tools is given to him 10% of the class, in the light of trends in increased interest in the education system [14,15].

On August 26, 2017, the Supreme Council of Education issued a decree, which distributed student degrees as follows: 20 degrees for activities, 10 for oral evaluation, 10 for behaviour, 60 for the fourth to sixth grades the final exams. For preparatory students, 70 degrees were given to the end-of-year exams and 30 for the year's work and conduct, with the half-year exams' cancellation. The Supreme Council for Pre-University Education approved teaching the second foreign language (French-German-Italian-Spanish) and computer science course in the public preparatory schools as an "optional" activity subject. Concerning technical education, the Council agreed that it would be a success and a breeding material from the third grade to the end of primary school, without adding to the total marks. Moreover, the Council approved 20 degrees of the half-semester exams to the full mark at the end of each semester [14,15]**.**

Certificate grades: The Council agreed to take a final written examination for the sixth grade of primary school.

Third: the preparatory stage

Two written examinations are held at the level of educational directorates in the provinces. At the end of each semester, they are assigned 50% of the total grade, or the training evaluation does not add its total rates. Its responsibility is under the class teacher's supervision and is successful if it obtains at least 50 % of the success grades' whole grand finals. The student is transferred to a higher status in the light of the final evaluation results only. The third-grade students take a final written examination at the end of the year [15].

Fourth: Secondary Stage

According to Ministerial Decision No. (273 and 274) of 27/6/2012 [7], the secondary education level consists of three grades as follows:

First grade: The courses are divided into two semesters, and the subjects are classified as follows:

1. Subjects taught by all students and added to the total such as Arabic language and first foreign language. Science courses such as chemistry, biology, physics, computer, mathematics algebra, analytical mathematical triangles, social materials (principles of science), philosophy, and thinking.

2. All students taught materials and practised in them and not added to the total such as religious education, national education- computer science.
3. Subjects taught by students and not tested or added to the total, such as sports education.

The school classes in the first semester are divided into two sections. In the first section, students study biology- chemistry - history. In contrast, in the second section, they learn physics-philosophy-geography. Then, they hold an exam at the end of the semester on the subjects studied. The exchange occurs in the second semester; the semester examination is stored in the issues learned [6,16,17].

Second grade: The school year in the second grade of secondary school is divided into two semesters. The division of the subjects shall be as follows:

1. Students are tested, and their grades are counted in the total at the end of the academic year in Mathematics, Arabic, and foreign languages courses.
2. Students are tested, and their grades are not added to the total in religious education - citizenship and information technology.

The student chooses one of the two groups as follows:

a) The scientific division: specialised materials and the end of their studies at the end of the semester and their grades are added to the total, namely: (chemistry - biology - physics - mechanics)
b) Literary division: specialised subjects and ends their studies at the end of the semester, in which the student examines and adds to the total, namely (history - psychology - geography - philosophy and logic).

Third grade:

At this level, students study the following subjects:

Compulsory Subjects:

Students study courses in religious Education, Arabic and foreign languages, and national education.

Optional specialised subjects:

Students study chemistry, biology, geology, environmental sciences, geography, science, philosophy, logic, psychology, and sociology.

Art Capabilities: The examinations are held at the national level, and the written tests' grades are 100% so that the student has completed secondary education.

Fifth: Technical Education

Secondary schools are a 3-year education system: the study duration is three years and is divided into the following:

a) **Technical secondary schools for industrial education:** operate according to (old system) or (upgraded system), and the diploma of specialised secondary schools is awarded.
b) **Formerly "Mubarak Kohl" Technical Schools:** In April 2004, the Schools started in partnership with the German Foundation for Technical Cooperation, the Egyptian Ministry of Education, and the Qualitative Federation of Private Sector Investor Associations. This system is based on teaching cultural theoretical, and artistic materials within the school and training as a practical application within the private sector training facility. The duration of the study in these schools is three years. In the end, the successful student is awarded the diploma of technical secondary schools for education and dual training - a 3-year system - in addition to a local certificate from the supervisor of practical training (adam, 2010). [18]
c) **Technical high schools for the deaf and hearing impaired:** the deaf and hearing-impaired diploma is awarded [6].
d) Quality technical schools are schools under double supervision by the MoE and the practical body that oversees the technical aspect. The schools operate on a three-year basis and award the diploma of agricultural secondary schools established under President's Resolution 1620 of 1961.
e) **Secondary schools system five years or advanced technical schools:** the study duration is five years. The successful ones are awarded at the end of the advanced technical study diploma, the five-year system, and the qualitative technical specialisation.

III. THE CHRONIC CHALLENGES OF EDUCATIONAL EVALUATION SYSTEMS

The Egyptian education system is subjected to several external and internal challenges: internal spending on education, population growth, quality of education, training of knowledge capital, and the schools as a learning society. The most critical external challenges are the new world's future formation, globalisation, and knowledge power.

With a careful analysis of Egypt's evaluation systems' conditions, we find that the challenges are many and varied, as learners flock to them year after year due to increased awareness of education's importance and increased social demand. The constant population growth drives the trend of the black market in education.

The private lessons have become a chronic pathological phenomenon in Egyptian education, external commercial books' sensation, and private lessons teachers' diary. The challenges of the school curricula and their contents need to develop and renew the times. Finally, a culture affects all of this in the culture of the evaluation. As a result of the shift of education goal from developing a creative person who can adapt to life's demands to create a person capable of repeating and simulation without understanding or awareness, education has lost its goals{2,3].

The relationship between the educational process's outcomes and the labour market demands is one of the strategic issues affecting Egypt's course development regarding its adverse effects on unemployment rates, labour productivity, and structural imbalances in Egypt's labour markets. This structural imbalance is one of the most critical problems addressed by the political decision-makers at the national level. The Egyptian economy's structural unemployment issue can be explained by the quantitative gap between scholarly output size and what can be addressed. The society and its productive sectors provide employment opportunities for graduates, but also the inadequacy of national educational institutions in preparing a graduate capable of interacting with the requirements of the labour markets and competition at the local and regional levels, in proportion to the age of science and knowledge and the globalisation of productive and service activities [10].

IV. CHALLENGES FOR EXAM SYSTEMS AND EDUCATIONAL EVALUATION

The proper educational evaluation of inputs, processes, and outputs is the backbone of the teaching body. Suppose the harmony between all educational process components is reconciled as a system or an integrated interactive format consisting of workshops that affect each other. Thus, the evaluation is one of the important entrances to the reform of the educational process. It is one of the essential openings to achieve the overall quality educational process. The educational institution's effectiveness is based on teachers' and learners' performance in all educational processes. It determines the extent of proximity or distance from the students' trials only. Still, it can be judged on achieving the required standards for all elements, including the educational evaluation program, policies, and institution's outputs. The evaluation component process's importance is that any modernisation or development reflects on the rest of the curriculum. Suppose the evaluation is represented in its tools. In that case, it focuses on measuring the outputs of special education (such as the amount of information gained and the student's understanding of it) that the rest of the curriculum is necessarily employed to get the student to these outcomes. If the targeted results are developing thinking skills and problem-solving, the rest of the curriculum will get them to these outcomes [19].

The evaluation (its systems, methods, and tools) is one of the central elements' pre-university education system. Therefore, its nature should be consistent with its core curriculum, including its content, organisation, teaching & learning strategies, and specific activities. The curricula applied in the Egyptian educational institutions currently provide the student with information without attempting to give the student the skill to analyse and criticise it. Because it often provides the student with a history that has passed rather than a modern applied science that is consistent with the successive changes in advanced societies. The evaluation methods used in public schools led to many problems related to the student, the other to the teacher, the school, the family, and society [20,21].

For examples:

(1) The adoption of curricula in pre-university education based on knowledge. Therefore this type of curriculum is accompanied by evaluation tools that measure objectives of the cognitive aspect. It helps teach about life situations or the student's ability to solve a typical problem, which prompts the teacher to follow indoctrination. The student's reliance on preservation and retrieval in the exam position makes students' minds, such as archiving information and recalls it when necessary. The culture of memory is oriented towards grades, whether by the student or the family. The student and the family's goal is to get the highest rates because it is the magic key to achieving the colleges' self-entry classified by the community.

(2) The use of general examinations that measure conservation has often become a mechanism for the distribution of applicants, especially when there is too much demand and a lack of supply, as is the case in students' coordination to attend university education.

(3) High school students study a large number of compulsory subjects. These subjects are stacked with information, resulting in the length of the examination. The students are subjected to physical exhaustion and psychological stress, reflecting negatively on them and their families, raising anxiety and fear.

(4) The student in public schools is preparing for the exam to outperform his peers or please his parents. The educational process's origin is that the exam can move the student to a higher education level or qualification. Still, the reality contradicts the basis that is more contrary to the principle so that the examinations become an end in themselves. All the education matters are going on this wrong understanding so that there are teachers who train students to answer the exam.

(5) The examination must be at the average student level; it does not measure the above-average or the superior student's level and does not determine his multiple potentials. It does not need a lot of work or reason. Still, it only requires the memory that contains the information stored in the examination paper. Those who deserve and do not achieve high success rates are lost. They lack respect for individual differences and lack justice. There is a strong need for discovering talents and identifying distinguished minds. Suppose the exam questions come in one year to measure some of the student's higher levels. In that case, students complain to the MoE because every student wants exams in a way that suits him. No doubt, this moves away from objectivity and cannot be achieved in any case. It is assumed that there is a general national interest behind education, not aimed at facilitating or difficulty, but aimed at developing a study plan and examinations for newly educated students in line with world development, capable of thinking and substantive criticism.

(6) This guidance for facilitation is not appropriate; the exam is a tool to measure all students' levels without bias or discrimination. The exam does not lose its purpose for its placement; pay attention to the media pressure the level of difficulty for everyone and change society's culture. The exams are designed to achieve the educational goals required for the graduate to whom we aspire.

(7) The emergence of high and even inflated learners' grades is ominous to the entire teaching and learning system. Many students have a success rate of more than 96%. Yet, they have no general awareness, thought, creativity, or ability to analyse and criticise. It confirms that many of them leave college after enrolling because they do not have the appropriate capacity; objectivity guarantees every student's right.

(8) The spread of cultural memory and the orientation towards the degree, form, and content of the exam leads to the phenomenon of fraud, whether individual, collective, or electronic, conflicts with the value of honesty. Neglecting this phenomenon may lead to an incompetent and undisciplined educational graduate in his future work, unable to assume responsibility, and no competitive spirit of solving his life's problems—a perfect way to get to what he wants to achieve.

V. THE EXPERIENCE OF REFORMING EVALUATION SYSTEMS

The evaluation is the backbone of education, and the assessment has undergone a radical reform movement in previous years. Thus, the reform's beginning was to re-examine the traditional evaluation process, which merely tests the paper and pen, which measures only knowledge and minimum thinking levels. There is no doubt that Egyptian schools' educational evaluation continues to suffer from apparent weaknesses and shortcomings. It hardly needs to be confirmed or demonstrated by reality, with the complete sense and awareness of those in charge of Egypt's education affairs. The importance of developing and improving evaluation and examination systems is in line with the times' requirements. They reflect the product produced by the educational system to participate in the construction of human civilisation actively .

Despite the criticisms and repeated calls for reform from the education experts, many studies and research have been confirmed in Egyptian and Arab universities.

a) It is worth noting that there is no echo or tangible impact on the ground except in the very least, there is no integrated or real work that we can feel, except in some cases we see some reforms that came in the form of reactions.

b) Behind it focused on the mechanisms by which the final examination process is conducted. While adhering to the previous philosophy, it has not changed to keep pace with the technological development we are experiencing today.

c) Based on the arguments mentioned above, the educational evaluation process and the examinations are vital processes. These processes require specialised task forces' sincere efforts, adopting serious policies, implementing precise mechanisms, procedures characterised by impartiality, transparency, integrity, and those who receive their results and benefit from their recommendations.

d) Based on the dominance of national education standards in different countries, Egypt chose to adopt this framework to reform education. It was an attempt to build the national standards of Education in Egypt, which went through several stages, summarised as follows [7]:

- In 1990, attempts to develop pre-university education began and were severe.
- In 1991, education was considered Egypt's most extensive national project, declaring education to be the first national project in society's development and facing future challenges.
- In 1992, the document "Mubarak and Education" was issued. It included the outlines and basics of future policy.
- The 1990s was considered the national decade to eliminate illiteracy and achieve a new vision, namely education for excellence for all, which became a national goal towards universal quality standards in education. It was a reflection of the holding of a series of national conferences for the development of education.

- In 1993 the National Conference for the Development of Primary Education was held.
- In 1994, the National Conference for the Development of Preparatory Education was held, followed by a national conference entitled: Teacher Preparing, Developing and Nurturing.
- In 1996-2000, the National Conference for the discovery and care of talented people emphasised its recommendations to train teachers in examination models suitable for all age groups before they teach and began thinking about the comprehensive evaluation project.
- In 2001, the first Arab Conference for exams and educational evaluation "Vision for the Future" was held by the National Centre for Examinations and Educational Evaluation to conduct the necessary scientific studies and research to prepare, evaluate and develop examination systems.

In 2001, this policy began to bear fruit through an intensive movement at the official and public levels. It forms the general opinion of the need for development and its causes through the symposium organised by the National Centre for Examinations and Educational Evaluation entitled "Development of evaluation systems and examinations in pre-university education" which aims to answer the following questions:

1) What is the proposed perception of evaluation systems in the years of transport in public education?
2) What problems are expected when this system is implemented?
3) What guarantees are necessary for the proper application of this system?

One of its most important recommendations was:

1) The evaluation should be continuous throughout the year and not limited to final examinations.
2) The accountability system should be used in light of the educational product for the teacher.
3) The evaluation processes combine editorial work with oral and practical tests.
4) The methods of the evaluation should vary to measure the various aspects of the personality.
5) Grouping all the works, reports, and tests in the student's file, referring it to judge their performance and progress.
6) Introducing the cumulative system in the estimation of the student's grades at the end of secondary school.
7) Attention should be paid to the availability of tools and evaluating educational institution's emotional and skill aspects.
8) Improving the efficiency of teacher's capability of the requirements of the system.
9) Collective the evaluation process to participate in more than one party (teachers, mentors, managers, specialists, and parents) .

VI. THE STUDY PREPARED BY THE NATIONAL COUNCIL FOR EDUCATION

Phase I: In 2002, the Egyptian National Council of Education issued the scientific research and technology report entitled "Pupil Evaluation in General Education and Methods of Development**".** It included the following:

1) It aims to measure behaviour, retrieval, and recollection and measure the educational process from understanding and engaging in sound and innovative thinking.
2) Employing the effects of learning in life situations, analysis and composition, and criticism of the skills, tendencies, and trends it acquires.
3) The student's need to get used to the self-evaluation helps him remedy his mistakes.
4) Considering the diversity of different evaluation methods and the participation of auxiliary bodies of psychologists and social workers in the student evaluation.
5) Establishing national standards of performance and educational achievement at different levels and education classes [10].

In 2002, the Ministry of Education proposed to cancel the end-of-year exams for transport classes.

This proposal stated to rely on the basic idea of having one exam at the end of the year besides the student's activities during the academic year; Members of the incentive system and the confirmation and increase disjointed cooperation between the family and the school to raise the level of children.

this context, the National Examination Centre organised a conference entitled "Examinations and Educational Evaluation visions for the future," which included the following:

1) The spreading of the culture and actual evaluation using its modern tools.
2) The evaluation should be continuous and encompass all aspects of the educational system.
3) The evaluation should be comprehensive on all aspects of the student's development.
4) The need to pay attention to the cumulative evaluation system is not limited to the student's evaluation in one semester but extends to more than one academic year.
5) The need to determine the performance standards of the student at the end of the educational stage.
6) The evaluation result should be recorded as a reference that helps correct it in future situations.

The MoE also introduced a national slogan emphasising "quality for all," and building national standards emerged. The National Standards for Education experience in Egypt project was one of the most

important in the Arab region since it was national and well-established based on models developed with political support groups such as the World Bank. It was not liberated from the culture and specificity of the Arab countries with enlightenment and taking advantage of the global models that approach these foundations and controls because building standards must be a national action that stems from reality. It is based on Egyptian circumstances, but it may be indicative or action-oriented. Therefore building standards national movement is primarily based on fact. The most important intellectual foundations for the development of these standards are:

- Promoting active, self-directed learning;
- Strengthening community participation and good democratic citizenship;
- Keeping pace with modern developments and technology; enshrining the principle of equal opportunities; helping systems renew and develop continuously;
- Achieving commitment to quality, excellence, follow-up, evaluation, and evaluation;
- Enhancing the community's ability to develop a generation that is qualified to participate and discuss.

In summary, the evaluation system continued during 1990-2002 on the compositional formulas in the final years of transition from primary and middle school. The training forms and final evaluation of general certificates are based on academic achievement through oral and written tests throughout the year and at the end of the year.

Phase II: According to specific characteristics and a particular work methodology, it was agreed on the basic terms (e.g., domain, standard, indicators, benchmarks, and rubrics) standard units. The formation of discussion groups and surveys of comparative global studies were used to draw lessons from them. Meetings were held with all parties concerned to reach preliminary criteria. The requirements were taken out in three volumes, and work on their application began in the 2003/04 academic year.

The second phase included developing application control concepts; intensive training of senior leaders, directors, and educational departments' agents.

Nine criteria each have a set of indicators indicating that the learner has achieved the standard, and these criteria are as follows:

- Criterion 1: the initial evaluation reflects the student's performance.
- Criterion 2: A comprehensive evaluation of all learning aspects (cognitive, emotional, and skilful).
- Criterion 3: Evaluation is an ongoing process employed in diagnostics, treatment, and enrichment.
- Criterion 4: The evaluation provides opportunities for the development of thinking processes and skills.
- Criterion 5: The first is the "new" approach, which is the most important of the "one-size-a-country" approach.
- Criterion 6: Multiple sides and evaluation levels.
- Criterion 7: Be here as a mechanism for showing the results of the self-evaluation (remote evaluation).
- Criterion 8: The number of people affected by the conflict has been increasing.
- Criterion 9: Evaluation processes are clear and transparent.

Phase III: The basic principles of the application of standards, including the introduction of models of improvement so that the school is the unit of development and implementation in the form of groupings; Pilot projects have been carried out to apply standards to the entrance to improve the school following national standards of education. It indicates a shift in the school-level reform model, which qualifies the school to deal with quality assurance processes and makes the school able to self-evaluate and build development plans. Also, the grouping schools model was used, where the scientific approach associated with the school improvement entrance is easy to apply. Four significant projects involve access to school improvement, depending on national standards of education:

1) Unicef: Public schools project in 90 schools.
2) World Bank and European Union: School Improvement Project in 100 schools.
3) The experimental school project and the activation of community participation in the new schools project 50 schools.
4) National Centre for Examinations and Educational Evaluation.

The MoE in Egypt adopted the Comprehensive Evaluation Project in 250 schools. This project aimed to develop the evaluation system at the primary education stage to an evaluation system that includes all aspects of the learner's cognitive, skill, and emotional personality. In 2003-2004, The project was conducted in 30% of primary schools with 4,500 schools. Only 5% of the schools followed up and evaluated.

From the academic years 2009/2010 and 11/2012, a continuation of the Egyptian Ministry of Education's efforts in implementing the comprehensive evaluation system began to apply this system to the sixth primary and secondary grades. They paid attention to provide teachers with the skills needed to praising this system's effectiveness in improving the educational process.

Then there were movements calling for education reform. From 2007/2008, the MoE began preparing the national strategic plan to reform pre-university education in Egypt. In 2011/2012, a qualitative shift in

education is taken to evaluate the kindergarten stage. It recommended not to conduct written and formal tests to transition to primary school and emphasised the comprehensive evaluation's implementation to achieve the learner's integrated personality's balanced structure. The assessment is based on a set of key elements, including the following:

- The learner's achievement file.
- End-of-term exams.
- Extra-class activities.

Table 1 shows the key elements of educational evaluation and grade distribution for years of transportation. In summary, the evaluation systems from 2000 to 2006 began to apply the comprehensive evaluation system and calculated the year's grades. The evaluation is based on the student achievement file and his performance

.

Table 1: Key elements of educational evaluation and grade distribution for years of transportation

50% completion file			Discipline 10%		Standardised tests 40%
Editorial work	Oral and practical works	Accompanying activities	Behaviour	Attendance	Editing tests
– Short written tests – Household assignments – Student brochures – Reports on other tasks, according to the requirements of the article.	– Oral and practical tests. – Oral works, such as reading and poetry. – Class discussions according to the requirements of each article. – View experience/ project/ search	– Various assignments and tasks related to the subject's objectives require the student to apply what he learns in multiple situations of his interests and inclinations.	The student's behaviour inside, and outside the classroom and his commitments to the regulations	The extent of attendance at school	It takes place twice a semester. The first time is in the middle of the first semester. Second time: At the end of each semester with an excellent time to implement treatment programs.

In 2007-2017, the MoE made efforts to modify secondary education structure, optional subjects, compulsory general subjects, and specialised subjects. Students are now studying common topics in the first grade of secondary school. In the second grade, they choose to study subjects that qualify them to enter scientific colleges or learn issues that permit them to enter literary colleges. Also, optional speciality subjects supporting this specialisation have been enrolled in the secondary education improvement project to carry out the project to promote secondary education. It includes a plan to convert 315 commercial, technical schools into a public secondary school (Thanwia Amma) to achieve 50% general secondary versus 50% for technical education instead of a percentage of 37% to 63%. The quality of education provided through commercial and technical education is not required from the labour market, and its output is inappropriate for future requirements.

Phase IV: A comprehensive guide for self-assessment, data collection, analysis methods

In the following, we present a summary of the schools' self-assessment process:

- Planning to improve participating schools and construct the second phase using standard modules and reference comparisons for each indicator in the same bar.
- Developing a set of measurement tools, teacher graded measurement rules, outstanding management, curriculum, and learning outcomes (content, learner, and subjects).
- In 2016/2017, the MoE made some amendments to resolve 313 of the comprehensive educational evaluation applied to the primary and preparatory stages. The aims are to activate the thorough assessment and achieve equal opportunities among students, including abolishing the mid-term exam and replacing three exams for each semester.
- The year accompanying activities, editorial, attendance, and behaviour are devoted 40% of the whole class degree evaluation, and 60% is given for the written examination at the end of the semester.
- The computer and information technology courses are provided within the necessary activities in the fourth, fifth and sixth grades. These amendments to the comprehensive evaluation resolution aim to make extracurricular successful and fail actions and do not have a dual role. It does not add to the total number of grades. It is forbidden to hold written examinations for them due to their practical nature, explaining that the necessary extracurricular activities in the primary cycle include: sports education, applied fields in industry, agriculture, and economy.

- The student chooses only one of the optional activities available at the school.
- The school principals and teachers of extracurricular activities must fully comply with the periods allocated to these activities.
- The decision confirms the commitment to activate therapeutic programs in all subjects and not limit them to Arabic and English languages, starting from the second primary to the second preparatory grades.
- In 1994, the MoE made the first modifications to secondary schools by introducing optional materials for colleges and compulsory subjects. Under this system, the student is entitled to take the second-round exam, whether it fails or successfully improves the total after only one month. For the first time in the history of education, the result's announcement opened the door for students to obtain total marks exceeding 100%. However, with much criticism from parents, educators, and experts on improvement, it was abolished in 1999, and the Ministry maintained the secondary system in two years, which lasted until 2012.
- In 2012, the two-year system was abolished. The one-year system was introduced in the same year, despite errors in the curriculum's distribution and teaching, which requires substantial adjustments to overcome the imbalance in the student's access to the secondary school curriculum.
- The executive branch of the Ministry was forced to find solutions to minimise the consequences of the disaster. The only solution came by planning to avoid the problems that ensued over three years.
- The student who failed in the second grade of the old system can choose to continue with the old system or transfer to the new system's second year. This new approach focused on studying the basic speciality subjects exchanged between (semesters). He learns a group in one semester and examines the other in a second semester. This system allows the student to study half of the second-grade curriculum and the other half in the third grade. He also explores two subjects in the new design, citizenship & human rights, and information technology without adding to the total.

Since 2011, the Egyptian political system was unstable due to the start of the revolution upraising. This phase is seen as a transition for change and stability to meet the challenges and demands, namely social justice, political freedom, and social & economic security. These are the key elements of development; it calls for the liberation of the mind from the trap of memory. It makes a mind that thinks, meditates, criticises, discovers, imagines, adapts to change, overcomes authoritarian thinking, innovates, and innovates).

VII. STRATEGIC PLAN FOR PRE-UNIVERSITY EDUCATION 2014-2030

In this period, the National Centre for Examinations and Evaluation has been working to diagnose the strengths and weaknesses of third and fourth grades in Egypt. The first study to be conducted at the national level to measure all pupils' levels. In 2015, they analysed 1,415,158 pupils in the third grade and 1,374,687 pupils in the fourth grade of primary education in 280 educational districts and 15,711 schools [10].

The percentage of success was more than 50 % of the test's overall score as a whole. In the third grade of the primary were 66.2% and 69.4% in the fourth grade. As for skills, the skill of "identifying words with the letter of the tide" was the highest (60.8%) In the third grade of primary and the skill of "distinguishing between two different characters" in the fourth grade (61.6%). The following figure shows the overall rate of success.

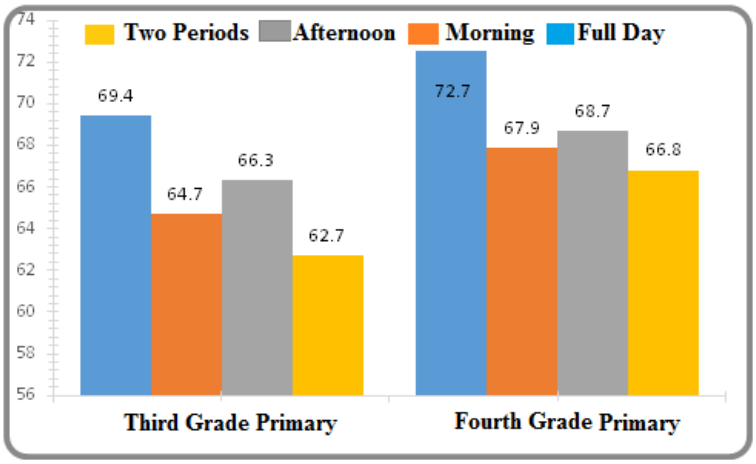

Figure 1, the overall success rate for the third and fourth grades (National Examination Centre Report, 2015)

The MoEclarified that eighth-grades from the primary education stage aims to:

- To see the academic performance of the children in the exploratory application.
- Identifying the most common concepts in the areas of the article.

- Identifying the essential concepts that our students have not been able to correct or answer the questions they measure,
- Determining the necessary levels of knowledge that our students have difficulties in achieving.
- Providing technical support to math teachers by proposing specific training programs that contribute to the teacher's ability to improve students' performance.

The results have shown the following:

1) Students suffer from short answer questions in particular, where the percentages of success in this type of problem have declined. The study questions focused on all the concepts, ranging from (0%-28%), and multichoice questions (MCQ) were no better than the previous one if we took into account the "guessing" process. In other countries, the overall student success level has not crossed 50% in sample questions available.
2) Students suffer from answering questions level (inference). The situations that require significant knowledge of the ability to solve life problems and the success rate at this level have not exceeded the barrier of 28%.

In 2017, the Centre prepared training workshops for teachers to present the results, train teachers to address the weaknesses, and prepare students for the final application. The MoE developed examination systems, especially secondary schools, that emerged supporting the educational and evaluation process. An integrating question booklet, including the answer, was introduced to prevent fraud and eliminate it as the first stage of the development strategy. To reach the future's optimal education goals, finding innovative solutions to applied science education's most significant problems was made l [16].

VIII. SCHOOL EVALUATION DURING COVID-19

In Egypt, like other countries, the spread of the Coved-19 virus has severely damaged the education system at school and the university level. Below we will discuss the school assessment in Egypt during the pandemic, the implementation of preventive measures, and schools' closure. This assessment may help identify strengths and weaknesses and develop plans and alternatives to the potential adverse effects of education policies.

In December 2019, the Corona pandemic led to rapid reactions from developed countries in Europe, the United States of America, China, and the Russian Federation. All of which announced severe precautionary measures and closed all economic and social activities, particularly schools and universities' decision to closure. All developing countries followed without adequate preparations for emergency crises. All countries have also resorted to the online distance education system or other visual and audio transmissions such as television or radio. New study content has also been introduced {22-28].

It is worth noting that surveys and investigations conducted on harmful damage and the collapse of education systems in some States have varied opinions among experts and decision-makers to reopen schools in whole or in part, taking preventive measures and social divergence. Thus, the importance of integrated or hybrid education has emerged to combine head-to-head schooling with distance education [22]. During the second wave outbreak and its deadly impact on children and young people's lives, governments decided to close all schools and universities entirely and again resort to the online education system.

In Egypt, schools were closed in the middle of the second semester of 2019/2020. The government has made several decisions to provide health protection and education for students, teachers, and staff. Teachers were obliged to be satisfied with the course's parts without putting forward the rest of the study content, with a recent evaluation and testing methods, especially in the final educational stages. It has led to confusion in policies and alternatives to addressing the crisis in the face of inadequate preparedness and challenges in applying the digital education system.

Due to the centrality of the education system and the lack of transparency, survey forms were not available to evaluate educational institutions at all levels, provide information on decision-making criteria, and determine responsibility for the principal of schools, teachers, students, and parents. At this stage, educational evaluation and accountability at the level of programs, organisations, and individuals are a policy-making process and a discussion of all assumptions and methodologies to ensure education quality.

In this context, you should verify the following:

- Monitoring the state of schools at all stages.
- Collecting professional specifications for all parties (i.e., teachers, parents, students, school staff, school leadership, school authority, and school support system).
- Identifying challenges and link research to practices, especially in times of crisis.
- Reducing the harmful effects of the Corona epidemic on schools.

Here are the most critical points for evaluating this phase:

- The importance of providing all the information and data that the government sets out from policies and decisions to guide school leaders and teachers with the study rules.
- How students and parents respond to school closures due to the pandemic?
- Stress, student conditions, and intensification of self-study methods
- The extent to which the phenomenon of private lessons is widespread
- The extent to which the phenomenon of private lessons is widespread
- Providing financial and technical resources to support the digital education system
- How efficient teachers are to work in the digital education system
- The efficiency of the student's performance test evaluation system

Social factors

The family environment includes support from parents and siblings - technical equipment - spatial status at home - the educational level of parents - financial sources - revenue alienation) (Huber, 2020) [29]

Background on the student's condition includes age and sex-conscience-living-motivations of learning-subjective concepts (performance and will) - self-discipline (learning emotions - self-regulation abilities) - learning learning learning strategies - cognitive abilities /aspirations.

Instructions include quantity-quality-classroom-management-cognitive activation-learning support learning processes and include quantitative-quality-cognitive activation-interactive learning-social education... Learning outcomes include disciplinary outcomes - cognitive outcomes - interdisciplinary - results - non-cognitive outcomes.

The teacher includes age and sex-knowledge content-educational content-experience in the use of digital media - knowledge of digital media - motivation for the benefit of digital media - self-efficiency in digital media - professional-beliefs and values.

School include school leadership and management-coordination-work-school strategy (innovation, improvement and continuity) - school development and staff (instructions and human resources) - professional-common beliefs (passion and commitment) - staff competence (self)-cooperation (between students and faculty) - methodology work -learning environment - school prestige - social record.

The system includes governance, coordination of work- information and communications- curriculum- setting standards of learning-employment (depending on the school authority) - equipment and professional technical-professional maggots for staff and technicians - school development and education support system.

Cognitive activity is an educational practice that encourages students to engage in high-level thinking through participation and meditation.

The assessment of cognitive activity depends on applying a wide range of educational strategies and tools used. In the past, the government has provided a range of support to the government and the government. For example, provide observations and carry out teaching tasks and school assignments assigned to them. Support for constructive learning is defined in various ways following educational quality standards. This support includes all measures aimed at achieving a stimulating learning environment. Therefore, the evaluation process is based on how students receive individual teacher support during or after class. The extent to which teachers respond to help students and remove concerns in understanding the study tasks assigned to them.

The distance and on-learning principles are based on the treatment of original educational topics, cognitive activity, demonstration, application, and integration. The success of this system depends on students accepting the concept of self-learning through digital media. Accordingly, the school evaluation process is based on measuring the availability of adequate technical resources for digital education (including providing opportunities for students to work on and off the computer). And the extent to which students accept the idea of e-learning [29].

IX. DESIGN OF EVALUATION QUESTIONNAIRE

Measuring distance learning outcomes online or using other means requires the design of a questionnaire. It includes the survey of the executive authorities represented by the Ministry of Education, its education directorates, and school leaders looking to manage the educational process nationwide about the quality of education and the response of families, students, and teachers to the policy of closing schools and universities. Students and teachers should be surveyed about digital competence and their dealings with educational platforms and courses' digital content. They also enjoyed self-study and the use of new educational tools. The distance education system should be assessed seriously (i.e., the number of daily study hours and ways dealing with teachers' psychological stress and negative feelings). These exploratory studies help provide a better understanding of the current situation under a reluctant policy to support schools' continued closure. There is a misconception about the importance of implementing a hybrid education system after the COVID-19 crisis so that face-to-face schooling is combined with distance learning online. Proponents of this view believe that this policy may lead to a rationalisation of education expenditures regarding the high cost of educational

buildings, poor educational infrastructure, increases in classroom density and teacher capacity, etc. Supporters need the students to return to school being convinced of the importance of quality education through full supervision of the educational process in schools and the prevention of dropouts, with the development of a comprehensive education system in light of the state's commitment to protecting the constitutional rights of citizens and international charters sponsored by the United Nations to make education for all. The latter is about the future of the nation and generations [29]. Figure 2 shows the school measuring parameters.

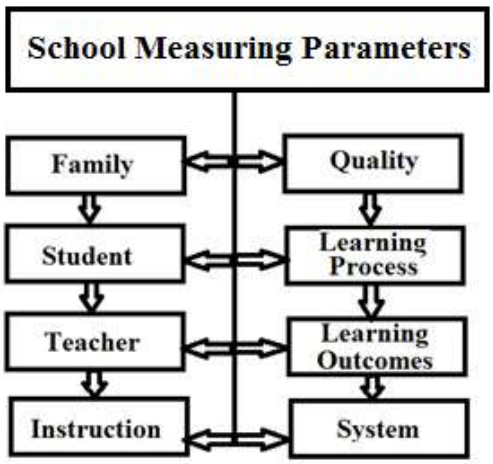

Figure 2: The school measuring parameters

The design of the proposed questionnaire should take into account:

1. The importance of surveying parents in all parts of cities, centres, and villages
2. Measuring the actual rate of dropout swells at all levels of education
3. The success of self-learning methods among urban and village students and for all age groups
4. The impact of distance education on the efficiency and reduction of the school staff
5. The efficiency of training programs for teachers and school leaders
6. Schools' response to educational policies and research to achieve justice and equality among all students

It is worth mentioning that the survey conducted in some developed countries highlighted differences and disparities among students. Some cannot study at home and spend 8-10 hours a day and five days a week. Others cannot adhere to school functions obligations, therefore adequately resort to private lessons that cost them and their families huge sums and violate equal opportunity principles. There is a general feeling among all parents, students, and teachers that the school closure period due to the COVID-19 is an open school holiday. They practice general relaxation to escape boredom and daily routine. Teachers can also not follow and monitor these enormous numbers of students to meet learning and performance evaluation tasks. Figure 3 shows the various factors of the school assessment measuring parameters.

Through media channels and social media networks, they show the following:

1. The level of learning at home is worryingly low during school closures
2. Lack of seriousness in commitment to study tasks and full completion of study content.
3. Lack of a self-learning regulatory policy
4. Supporting and promoting student's motivation and the desire for self-directed learning.
5. Previous studies have highlighted the importance of educational care for parents, peers, and teachers to support students' basic psychological needs in terms of independence, experience, competence, communication, and social integration. In this regard, the social context seems essential for developing self-competencies, mainly when it provides role models, contacts/networks, and educational mentors who support students in setting realistic long-term goals [4].

There is no doubt that teachers and school staff face multiple challenges with student families regardless of COVID-19, physical distance and limited access and communication opportunities, and lack of motivation, competencies, and resources. To compensate for these shortcomings, schools need to make additional efforts towards these children and students to prevent the gap in learning and achievement from worsening. It is a professional responsibility at all levels of the country.

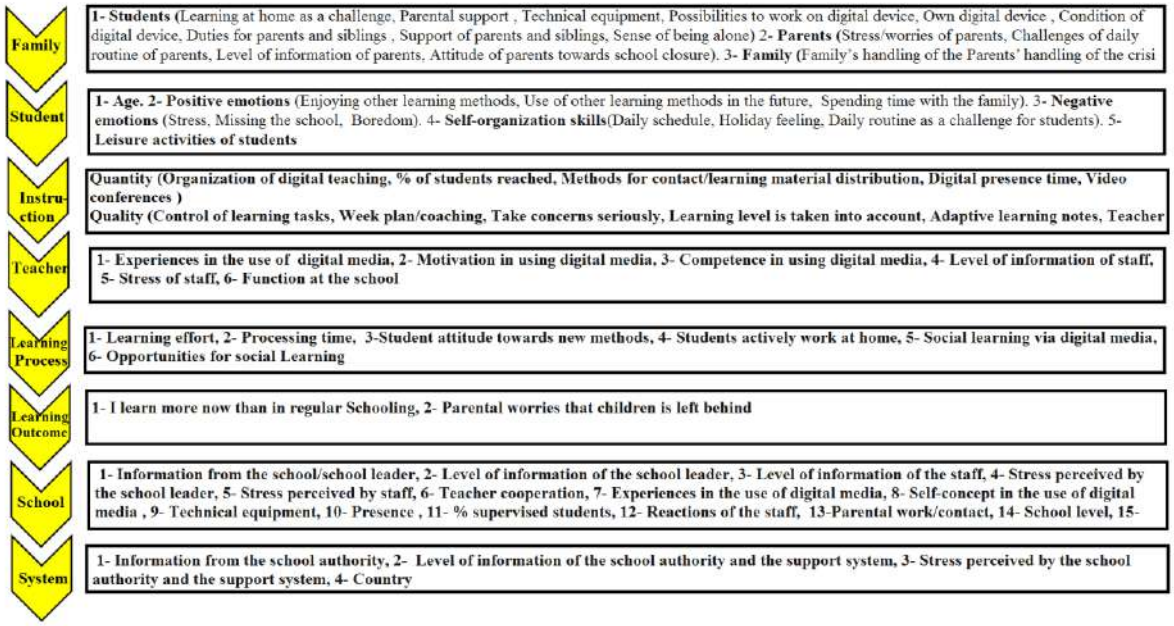

Figure 3: Various factors of the school assessment measuring parameters

X. DIGITAL TEACHER COMPETENCE

The online distance learning system relies on teachers' technical capabilities in using digital forms of teaching and learning. Egypt has found this efficiency to be very modest compared to some other countries. In this regard, it requires professional policies to raise the digital efficiency of teaching and learning with all the tools and equipment.

Teacher cooperation

The quality of education within the school depends on the seriousness of cooperation between teachers and school leaders to develop the right strategy for school and educational operations in the light of the Corona pandemic by preparing documents for digital forms of teaching and learning and also developing concepts for the development and evaluation of the school differently for all groups.

In recent years, extensive research has been carried out on various forms of cooperation, not only in the collaboration of teachers within schools but also between schools and other educational and non-educational institutions. Secondary education seems particularly important for schools where students move from low socio-economic backgrounds. State education policies should focus on using all kinds of resources to benefit students and prioritise knowledge management and sustainability [29].

XI. HOW TO EVALUATE PRIMARY EDUCATION STUDENTS IN THE CORONA ERA

As the Corona pandemic continues to spread in its first and second waves as we come to the third wave threshold, we ask how to manage the future of Education in Egypt? Will the post-Corona education system be the same as it is now?

It is an urgent question globally, but it becomes the irreplaceable choice of necessity in Egypt. The symptoms or future of the disease seem to be similar to everyone. The end is to introduce technology as a necessary component of education, but how is it done to achieve quality education objectives to benefit our children and our entire society.

It is an exceptional phase due to the Corona pandemic spread, especially for primary education students, so how will students be evaluated?

According to the MoE statement, no part of the first-semester curriculum will be deleted. The exam questions will be from the annotated portions of the course before the schools are closed. The written tests will be held in schools, amid all precautionary measures to counter corona infection. Three types of evaluation have been developed as follows:

First assessment: This assessment is specific to the basic education classes and is carried out by measuring students' individual and collective skills and measuring the student's individual and collective behaviour through a series of tests of the types of "oral and skilled" without any written examinations.

Second assessment: This assessment will be conducted for grades 4 to 3 in middle school through written tests held in schools. This assessment will be conducted for grades 3 and 4 in middle school through written examinations held in schools.

In both evaluations, parents will be delivered at the end of the semester with a student performance report and marked in distinctive colours to assess the student's level as follows:

Blue: Exceeds expectations. Green: Follows expected. Yellow: expected. Red: Less than expected.

The third assessment: This assessment for the first and second grades will be conducted through electronic examinations through the tablet (Ipad), with questions that measure the student's understanding.

It is worth mentioning that the MoEhas announced the lifting of the absence for those who wish to continue to open schools and hopes to attend while insisting on watching the follow-up of the curriculum through school channels and accredited platforms. The first semester exams for 2020/2021 have been postponed to be held at the end of February 2021, with preventive measures being applied through social spacing. For pre-primary grades, no tests are conducted, but an evaluation is made for students.

XII. CONCLUSIONS

Despite all the development before COVID-19, we are still suffering from a crisis in the education system at all stages. Indeed, education reform is the first step to develop Egyptian society. The observer of the state of education finds a lot of failures and problems. These problems are as follows:

- The lack of a clear plan to be committed to the development of Ministers of Education,
- The difficulty of the curriculum that arises from one period to another change it to find in the end that it is just an increase in the problem of the courses by migrating courses for the higher year to the year preceding it,
- Courses are stacking with many lessons, which is a burden on both teacher and student,
- The teacher finds no solution except in the use of indoctrination. In contrast, the student finds no way to resort to conservation to get rid of this heavy stock in the exam paper to end its relationship to what he studied.
- The school is lacking the basics of a suitable environment for school infrastructure and educational means.
- The teachers have low salaries, which often push them into private lessons, even at private schools.

For the success of distance education policies and the completion of homeschooling, realistic strategies must be developed, according to the following proposals:

1. The need for training: Teachers need training in the use of the Internet in general and training in special programs to make web pages, publish lectures, lessons, etc. The students also need internet training to use programs that help them share information with their teachers. First of all, both the student and the teacher need to know the basics of the computer.
2. The need for a technological infrastructure: there must be a technical infrastructure in all schools, educational institutions, or those who wish to introduce distance education programs. This structure is not now available enough.
3. The need for communication between students and the Internet: communications between students must be provided online or through the educational body's internal network to share the digital educational materials and electronic data and share information with their teachers. However, this service is not fully available to all students or all schools.
4. Improving capabilities and internet speeds: One of the main problems facing the distance learning process is the capacity and speed of communication with the Internet. It is used to transmit lectures and video lessons properly. It can be achieved by connecting the computer to the Internet through specific systems. These systems are expensive for ordinary users.
5. Security: Security is one of the main problems facing distance learning. During electronic examinations, the teacher does not guarantee that the student is not trying to cheat. The teacher also does not ensure that the person who takes the exam is the student himself and not another person. Some software tools and techniques may help overcome some security-related disadvantages, but they are not enough to overcome all those disadvantages.
6. Costs: In addition to previous challenges, there are costs to those who want to implement the distance education system. One of these costs relates to the technological structure required by this educational system. The purchase and maintenance of a computer and server with equipment and software, or the rental of space on a third-party server, are financial burdens. Training teachers to use the programs and tools used in the distance education system is also an additional financial burden.

Finally, there is no doubt that the assessments and accountability of educational institutions during the COVID-19 crisis depend on the accuracy of the information and survey data of the various groups supervised by the Ministry of Education, including the media, educational authorities, professional associations, and all

beneficiaries of the education system. Taking into account that crises increase differences in the quality of education, which have an impact on inclusive education as well as on digital learning environments. It is necessary to reflect on the appropriate strategies, conditions, and practices for cooperation among those dealing with this pandemic crisis.

XIII. ACKNOWLEDGEMENT

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