

## **Constrains of covid-19 crisis management in Basic Education in Egypt and ways to overcome them in light of the People's Republic of China experience .**

### **Abstract:**

The impact of the emerging corona virus (COVID-19) pandemic has affected educational systems around the world, and led to the large-scale closure of schools; This has threatened the progress made in the field of education around the world through two major shocks: the near-global closure of schools in all their stages, as well as the economic stagnation caused by anti-pandemic measures; This obligated countries to quickly search for educational alternatives capable of crossing educational systems to safety; And saving the school season without compromising the students' lives, and one of the most prominent educational alternatives to closing schools was: distance education through electronic platforms such as the Zoom platform, educational channels on radio and television stations, and home care, but distance education was at the forefront of the proposed alternatives that could be By overcoming the total ban imposed by a large number of countries; As many schools have moved to distance learning, the Organization for Economic Co-operation and Development has created a framework to guide the educational response to the COVID-19 pandemic for distance learning.

Among the most prominent experiences in facing the COVID-19 pandemic, especially with regard to the educational aspect, is the experience of the People's Republic of China; Where it faced the disruption of the study by launching a policy for the management of emergencies and educational crises entitled "Suspending Classes Without Stopping Learning", to continue teaching activities online, through the effective and smooth use of 5G technology applications and technology in general; which made a difference in the fight against COVID-19 in Chinese society; Software platforms and services for free training were provided, and "distance video education", "live distance education" and "simultaneous classrooms" were provided; Which helped schools organize their teachers and students to teach and learn from home and get their grades unchanged.

In line with these global efforts in managing the pandemic, the Egyptian Ministry of Education and Technical Education has taken several decisions to manage this crisis, including: closing schools since March 15, 2020, and shifting towards distance education to complete the second semester of the 2019/2020 academic year with all stages of education. The university accepted the launch of the EDMODO platform, which allows communication between students and teachers, as well as educational channels on Egyptian television, and the use of

research projects as an alternative to exams at the end of the second semester from the third grade of primary to the third preparatory.

Despite the efforts made by the state, especially in the current period, to shift towards digitization in community services in general and education in particular, the Egyptian basic education system suffers from some shortcomings that may hinder the sudden transition from the traditional classroom to the virtual classroom, especially with regard to technological capabilities. for teacher and student; The education system in Egypt suffers from poor technological readiness for several reasons, including: a lack of information infrastructure, absence of network strategic planning to integrate information technology into the educational process, unfair distribution of technological services in schools between governorates and between urban and rural areas in the same governorate, which opened the way for exclusion and deprivation. for some areas; Much of the population is socially, culturally and technologically isolated.

Accordingly, the current research aimed to reveal the extent of the success of Egypt's experience in managing the COVID-19 crisis in the basic education stage, and to try to overcome the obstacles to the success of this experiment in the light of the experience of the People's Republic of China, in an attempt to develop proposed procedures and controls that guarantee this experiment success and continuity not only in light of the circumstances In order to reach the results of the research, a questionnaire consisting of (57) phrases was prepared and applied to a random sample of (1239) teachers of basic education in Egypt, distributed over (13) of the governorates of Egypt, and it was relied on Both the descriptive approach and the comparative approach, and the results concluded that there is a shortcoming in the role of each of the Edmodo platform and educational channels on television as an educational alternative in light of the COVID-19 crisis. The results of the research The research ended with the development of some proposed measures to overcome the obstacles to managing the COVID-19 crisis in the basic education stage in Egypt in the light of the experience of the People's Republic of China.

**KEY WORDS:**

**Crisis Management - COVID-19 - Basic Education Stage - The Experience of The People's Republic of China.**