Managing The Covid-19 Crisis In The Educational Institutions: A Proposed Model

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Abstract:

The study aimed to develop a proposed model of Covid-19 crisis management in the educational institutions, by identifying the reality of crisis management in the educational institutions in light of the pandemic. In order to achieve the objectives of the study, the descriptive-analytical approach was used. The study sample consisted of (239) directors, out of (801) directors at the institutions of the secondary and middle education levels from the study community in some Algerian states. Cluster random sampling was used in this study, and the study tool was also designed by the researcher in the form of a questionnaire distributed on five dimensions, and after processing the data, the study reached many results; the most important of which: there is a high level of responsiveness amongst the sample individuals about the reality of crisis management in the educational institutions in light of COVID-19 pandemic which came with a relative weight of (79.33). Based on the results of the study, a proposed model was developed to manage the crisis of COVID-19 pandemic in the educational institutions, including a set of starting points and pillars of the proposed model, mechanisms, application procedures, obstacles that may face the application of the model, and the proposed solutions to overcome them. The study has suggested some recommendations in which it urges the Ministry of Education to reconsider the system of education policy, and aiming more and more at the digital learning in the educational institutions, and the necessity to adapt the educational courses with the new requirements of the reality

Keywords: proposed model, crisis management, COVID-19, educational institutions.

I | INTRODUCTION:

This era has become known as the era of crises, as a result of the rapid developments taking place in the world today and the resulting problems such as; problems, crises, and sudden disasters that have significantly and directly affected the social, economic, cultural, and health conditions, which threaten the security and stability of societies.

Educational crises are one of the most serious types of crises because they are linked to a large segment of society, including students, parents, educational administrators, and professors, especially since their disastrous results are not limited to the current generations only, but also extend to the subsequent generations, as any gap or any failure to prepare learners during periods of crisis will have serious consequences fon society that will last for many years even after the end of the crisis and its decline and the degree of its existence (Abu Halfaya and Al-Qambari: 2019,p. 90). The crises experienced by the educational institutions represent a critical and decisive point in the entity of the institution where methods are mixed with results, which means that managers lose the ability to deal with them, and take the appropriate decision about them, due to lack of time and information, which leads to hindering the educational institution from achieving its goals, and creating a defect in the structure of the institution as a whole (Al-Mashaiqah, 2018,p. 69). Therefore, the educational institutions in states of emergency are considered

as an essential space for crisis management, risk monitoring, continuity of education, and providing psychological and moral support to students. Thus, "The National Association of School Boards in the United States of America recommended to promote school security, protection, safety in schools and that individuals should be trained to cope with these crises" (Kahil, 2015,p. 205)

What is more interesting about the issue of crisis management in the educational institutions is the real crises experienced by the latter, imposed by the changes taking place in the world due to the spread of epidemics and sudden disasters, and perhaps the new Corona virus or what is known as Covid-19; the most terrifying epidemics in our world today because this pandemic caused an "unprecedented crisis in all fields especially in the field of education, where this emergency has led to the total closure of direct activities of educational institutions in more than 190 countries to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion pupils at all levels of education worldwide had stopped attending face-to-face classes" (ECLAC-UNESCO, 2020).

It is important to recognize that the Covid-19 crisis will have long-term consequences on education systems in terms of quality, equity, and management, and is likely to continue after the pandemic. Furthermore, disaster, conflict, and violence crises are becoming more prevalent, indicating an increased need to curb crises in the education sectors, including prevention, preparedness, and mitigation activities (PNESCO, 2020). Therefore, it has become necessary to develop a proposed model of Covid-19 crisis management in the educational institutions that helps the leaders of institutions on how to prepare and respond appropriately and effectively to the risks of epidemics and sudden disasters by scientific systematic methods in line with the requirements of the nature of the crisis to achieve the objectives of the education sector.

Although there is no practical evidence to date – within the limits of the researcher's knowledge - reflecting the effectiveness of Covid-19 crisis management in the educational institutions, this study came to develop a proposed model by revealing the reality of crisis management in the educational institutions in the light of the Covid-19 pandemic from the point of view of the secondary and middle education managers.

2 | IMPACT OF THE COVID-19 CRISIS ON EDUCATION:

The COVID-19 pandemic has caused the largest disruption of education in history, having already had a near universal impact on learners and teachers around the world, from pre-primary to secondary schools, technical and vocational education, and training (TVET) institutions, universities, adult learning, and skills development establishments. By mid-April 2020, 94 percent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries. The ability to respond to school closures changes dramatically with the level of development: for example, during the second quarter of 2020, 86 percent of children in primary education have been effectively out of school in countries with low human development - compared to only 20 percent in countries with very high human development (NATIONS, 2020).

Curriculum adaptation, flexibility, and contextualization should address elements such as prioritizing learning objectives and content that enable a better understanding and response to the crisis, integrating aspects related to care and health, critical and reflective thinking regarding information and news, understanding social and economic trends, and encouraging empathetic and tolerant behavior. (ECLAC-UNESCO, 2020, p. 4)

(ESCWA, 2020: 2) indicates in a working paper published on its website under number: E/ESCWA/2020/POLICY BRIEF.9 that nearly 100 million students are currently out of school in the Arab region. It has adopted, in many education systems, methods of distance learning and e-learning, but it is fraught with challenges for teachers and students as well. The prolonged

closure is detrimental to the learning of young people, especially those already in difficult circumstances. The situation is even more difficult for girls because they have less access to computers and technology at home. However, the majority of the 47 million students enrolled need training and assistance to move to intranet learning..

Poor and at-risk children are particularly affected by school closures, especially girls, whose dropout rate exceeds that of boys (19.1 percent versus 15.9 percent) because they leave school to help their poor families, and are at risk of child marriage, pregnancy, domestic violence, and poverty. The situation has exacerbated for adolescents and youth with disabilities living in countries where there is conflict. Some 480,000 Arab students completing higher education abroad have been sent back home, and there is no end in sight to the current closure. As studies confirm in light of the far-reaching consequences of the Covid-19 pandemic on education systems worldwide, 89% of pupils around the world have been affected by school closures. As of April 1, 2020, governments and partner organizations have stepped up efforts to facilitate continuity of learning (UNESCO, 2020).

3 | CRISIS MANAGEMENT IN THE EDUCATIONAL INSTITUTIONS:

The educational crisis is defined by (Abu Halfaya and Al-Qambari, 2019,p. 92) as: "A problem or emergency facing the educational system and requiring a decision to address this crisis". In addition, crises place individuals in a state of "psychological imbalance" with feelings of anxiety, helplessness, and confusion. When crises occur, there is likely a weakness in the problem-solving and growth abilities of Education (Walz & Bleuer,2010), and the researcher defines it as a sudden event that threatens the stability of the educational institution and may affect a member of the institution, depending on the nature, type, and severity of the crisis, and the cause may be internal or external.

The management of the educational crisis is meant to use the diverse and sophisticated methods used by the managers of educational institutions in how to cope with the crises facing them, and how to deal with them through the scientific methodology of management (Al-mashaqibah, 2018,p. 71). The researcher defines it as a scientific method based on organized steps of preparation, planning, and organization managed by the director of the educational institution before and during the crisis to prevent or mitigate its occurrence.

(Al-murqatn, 2020) believes that the management of educational crises is a system of great importance and a wise scientific tool based on science and knowledge, seeking to protect educational institutions from all forms of educational crises, thus maintaining the continuity and permanence of the usual activity in the educational institution. The researcher also believes that the importance of educational crisis management appears more in the assessments of crises and risks that threaten the security and stability of education, which is overlooked by many educational institutions in dealing with crises, especially in light of what the world is witnessing today of health crisis with the emergence of Covid-19, which has swept all countries of the world. The U.S. Department of Education has considered "Threat assessment in schools as a guide to managing threatening situations and creating safe school climates that may be useful in working through the threat assessment process. The results of the threat assessment guide prevention efforts, which may help avert a crisis "(U.S Department of Education, 2003,p.23)

The researcher points out that the importance of managing educational crises - on top of them Covid-19 emerges more when the method of dealing with the crisis is based on a scientific method organized away from randomness in facing them, and to address them in effective ways less expensive in effort and time, and requires the managers of educational institutions to be sufficiently alert and vigil in dealing with them. In addition, the management of educational crises caused by the corona pandemic does not depend only on the role of the director of the educational institution, but they need all the efforts of the institution's personnel to cope with them, "and if the employees work as a team being aware of each

other's needs, they will finally be able to move forward together as an organization. Thus, the school will have learned new lessons in planning future incidents with this knowledge, and thus the threats and stress caused by disasters can be transformed into opportunities for growth" (Barclay, 2004,p.300). This is what the current study seeks by looking for positive aspects of the crisis and trying to invest them in education.

4 |METHOD:

Based on the problem posed in this study; we decided that the appropriate approach should be the descriptive-analytical approach, as it is based on diagnosing the crisis according to the stage it has reached and defining its general manifestations and features as well as the results it produced, so that it can diagnose it and be familiar with all its aspects.

Due to the characteristics of the study community composed of (801), which a very large community scattered over large areas across the Algerian soil, the researcher resorted to choosing its sample through the random cluster sample to shorten the time and effort in moving between the sample members when collecting data. The researcher took, at the beginning of his study, thirty (30) directors for the prospective study, which is out of (801) directors present at the secondary and middle education institutions from the study community, then the researcher took (239) directors in a cluster random way to apply his basic study with the dismissal of eleven (11) directors who canceled their forms due to lack of answer, so that the number of members of the study sample is finally two hundred and thirty-nine (239) directors, distributed by the educational stage, and this is more clear through the following tables:

Table 1: Shows the distribution of the basic sample members

The state	Average	%	Secondary	%	Total
Bordj Bou Arreridj	41	70.41	20	29.59	60
M' Sila	44	69.70	23	30.30	67
El Oued	41	68.57	20	31.43	62
Ouargla	34	69.51	16	30.49	50
Total				100	239

5 | TECHNIQUES

Based on the nature of the problem studied, and after reviewing all the measures used by previous studies to measure crises management as a study (Nirukh, 2020); (Khalil, 2016); (Kahil, 2015); (Abu Shaira, 2015); (Ghanameh, 2014); (Abdel-Aal, 2009), in addition to discussions in relation to the topic with some directors of the educational institutions and some professors of specialization in the field of psychology and education sciences, the researcher was able to build his test which was

initially consisted of 47 words distributed on five (05) dimensions that measure the reality of crisis management in the educational institutions in light of the Corona pandemic, they are as follows: Planning to face the Corona pandemic crisis; it includes (10) items; organizing to face the Corona pandemic crisis; it includes (10) items; Communication to face the Corona pandemic crisis; it includes (10) items; Containment phase of the Corona pandemic crisis; it includes (9) items; Recovery phase after the crisis; it includes (8) items. Therefore, the researcher was able to set the

study scale in its initial form and can therefore be subjected to psychometric characteristics.

After confirming the validity of the two scales addressed to the directors of the educational institutions and preparing its final form, the researcher began distributing the forms on the selected sample of members from all secondary and middle education institutions in some states of Algeria, during the period from November to December 2020, which are: Bordj Bou arreridj, M'Sila, El Oued, and Ouargla. These procedures were carried out with the help of education managers in the state of Ouargla, El Oued, and M'sila, while in the state of Bordj Bou Arreridj and due to the exceptional circumstances imposed by the epidemiological situation as a result of the outbreak of the new Corona virus, coordination was made with education managers to distribute the forms electronically on the principals of the secondary and intermediate educational institutions, during the beginning of the academic season 2020-2021. After retrieving all the forms from the directors of the educational institutions, and then reviewing each form separately, all the valid forms for the basic study were accepted so that the total number of sample members became two hundred and thirty-nine (239) directors.

6 | Data Analysis and Empirical Findings:

To answer the following question:" What is the reality of managing the crisis of COVID-19 in the educational institutions from the point of view of managers of secondary and middle education?", and to address this question, the test adopted in the study was determined, and the length of cells in the Likert pentatonic scale was determined by calculating the range between the scale scores (5-1=4)and then dividing it by the largest value in the scale to get the length of the cell i.e. (4/5=0.80), and then add this value to the lowest value in the scale (the beginning of the scale is the correct one) to determine the upper limit of this cell, and so is the length of the cells as shown in the following table: (Abu Warda, 2015,p.87)

Table 2: Shows the measure in the study

Cell length	Its relative weight	Degree of approval
From 1 - 1.80	From 20%- to 36%	Very low
From 1.81 - 2.60	From 36%- to 52%	Low
From 2.61 - 3.40	From 52%- to 68%	Average
From 3.41 - 4.20	From 68%- to 84%	High
From 4.21 - 5	from 84%- to 100%	Very high

To interpret the results of the study and judge the level of response, the averages of calculation were arranged at the level of instrument dimensions as a whole, and the level of paragraphs in each dimension, and the researcher determined the degree of approval according to the test adopted for the study, as is shown in the following table:

Table 3: Shows the arithmetic averages, standard deviations, and relative weights of the sample responses to the dimensions of the reality scale Crisis management COVID-19 in the educational institutions.

Number	The scale	Arithmetic average	Standard derivation	relative weight %	Ranking
01	Planning to cope with the Corona pandemic crisis	3.93	4.97	78.67	04
02	Organizing to cope with the Corona crisis	3.99	5.33	79.79	03
03	Contacting to cope with the Corona pandemic crisis	4.11	5.12	82.29	01
04	Containing the Corona pandemic crisis	4.00	6.49	80.07	02
05	Post-crisis recovery phase	3.79	5.61	75.85	05
Total marks		3.96	27.51	79.33	

It becomes clear from table n. 3 that the total degree of response of the sample members is high with a relative weight of (79.33), and the dimensions of the scale were arranged as follows: Contacting to cope with the Corona pandemic crisis in the first-place with a relative weight of (82.29), then Containing the corona pandemic crisis in the second place with a relative weight of (80.07), followed by Organizing to cope with the Corona virus in the third place with a relative weight of (79.79), then Planning to cope with the Corona pandemic crisis in the fourth place with a relative weight of (78.67), then Post-crisis recovery at last with a relative weight of (75.85).

What can be said in this context is that the issue of crisis management is one of the most important topics that are revealed among the category of managers of the educational institutions, especially in the secondary and middle education stages, which was observed through the response of managers to some items of the reality of crisis management in the educational institutions in the light of Corona pandemic; which indicates the great attention paid by the managers of secondary and middle education in addressing the crisis.

7 | DISCUSSION OF RESULTS

The results of table 03 indicated that the responses of the study sample members on the reality of crisis management in the educational institutions in the light of the Corona pandemic were high with a relative weight of (79.33). This finding is consistent with the study of (Nirukh, 2020) which has found that the degree of school crisis management practice among public school principals in Hebron governorate was high because school principals had a preconceived perception of any emergency crisis. The study (Khalil, 2016) also found that the average degree of crisis management reality in the Palestinian public schools from the point of view of principals in the southern West Bank was high; however, the study (Abu Shaira, 2015) found a very of high degree of government principals roles in crisis management phases with a relative weight of (80%).

Also, this result agrees with all of the following studies: (Al-Mashqabah, 2018), (Al-Zoubi, 2014), (Abu Muammar, 2011), (Abdel Aal, 2009), (Studer & Salter, 2010), (Adams & Kritsonis, 2006)

However, the result of the current study differed from (Kahil, 2015) study, which focused on "The reality of crisis management processes in pre-university schools in the Syrian Arab Republic from the point of view of the principals of these schools". The study found that there was a small percentage in the response of respondents in planning, organization, and communication scales. The result of the current study also differed from (Al-Haweri, 2019) study, which found that the reality of the role played by the Ministry in the management of educational crises was not good.

Based on what has been confirmed by some previous studies on this result, the researcher can attribute the high level to the preconceived perception of principals to Corona crisis, especially since the pandemic began to appear in China and then spread in Europe before reaching the Arab countries, all this is considered as an early warning signal to anticipate the crisis and thus preparedness and readiness to face it. (Brock 2002) points out by saying that the importance of preparing to face school crises cannot be underestimated. While it is impossible to prepare for all eventualities, crisis preparedness efforts place schools in a better position to respond to crises (Adams &r HR, 2006,p.5). They are therefore easier to manage, contain and control by taking a positive attitude towards the crisis.

The researcher also attributed the reason for this result to the circumstances in which the crisis came; it came in an era known as the era of globalization, the speed of communication and the arrival of information in such a short time thanks to social networks, which was confirmed by the ranking of scale dimensions when the scale of communication came in the first place with a relative weight of (82.29), which reflects the awareness of secondary and middle education on how much severe the crisis is. The study named (Aishosh and Bosersop, 2020) indicated that Facebook network plays an effective role in good health awareness about the Corona virus (COVID-19), and that the most important topics it provides are raising awareness, communicating with medical authorities, and early periodic examination. Then came in the second place the scale of containing the Corona pandemic crisis with a relative weight of (80.07), which is a high

result that reflects the great interest that secondary and middle education directors pay in addressing, containing and controlling the crisis. Then comes the scale of organizing in the third place to confront the Corona pandemic crisis with a relative weight of (79.79), which is a high result indicating that the directors of educational institutions are committed to applying the preventive measures called for by the global health organizations in facing the Corona pandemic crisis through the process of coordination, cooperation and integration between institutional efforts and instructions from the Directorate of Education. Planning came in the fourth place to cope with the Corona pandemic crisis with a relative weight of (78.67), which is a high result that indicates that secondary and middle education directors have the ability to predict and anticipate the events that may occur in the light of the Corona pandemic (COVID-19). The scale of the stage of readiness and post-crisis activity came in the last place with a relative weight of (75.85), which is also a high result indicating that managers have the ability to control and continue the administrative management of the educational process and thus continue schooling even in the light of the Corona pandemic crisis.

8 | PROPOSED MODEL FOR COVID-19 CRISIS MANAGEMENT IN THE EDUCATIONAL INSTITUTIONS:

Based on the findings of the current study, and after the researcher being cognizant of the results of previous studies, and within the framework of the proposals made by the directors of the educational institutions on how to face the crisis of the corona pandemic, there was the following proposed model for crisis management consisting in its initial form of the following steps:

8.1 |Premises and pillars of the proposed model:

- The nature of educational crises, which is one of the most serious types of crises because of its association with a large segment of members of society (students, teachers, administrators, employees, parents), especially when the results of the field study confirmed this.

- The sirens done by the global organizations in the field of health such as; the World Health Organization, the United Nations, UNESCO, and the Red Cross...Etc. Which underlined how dangerous the corona pandemic is for educational institutions.

- The growing urgent need to pay more attention to crisis management in the educational institutions, as it has become a necessity imposed by the changes that the world is witnessing today due to epidemics and sudden disasters, which requires the managers of institutions to re-review the methods of crisis management and the extent of their rapid response to emergency conditions to address them and reduce their spread.

- The lack of a crisis management team in many educational institutions, as the absence of a crisis team increases the development of the crisis and its complexity, and this, in turn, reflects negatively on the educational process.

- The urgent need to pay more attention to the field of health within the educational institutions in the light of the spread of the Corona pandemic and the negative effects of the latter on the continuity of the educational process.

8.2 | Justifications for the proposed model:

- The emergence of the pandemic that the world is witnessing today, Covid-19, imposed on the managers of the educational institutions the need to face it, which requires good training in crisis management and employ them in dealing with the problems and risks faced by the institution.

- The need to form a crisis team capable of dealing with emergency educational crises; as a result to the crises resulted by the Corona pandemic which affected all the education sector, especially in the secondary and middle education stages.

- The weakness of training programs for managers in the field of educational crisis management caused a large gap between the theoretical decisions of the managers of educational institutions and the practical application of these decisions.

- The need for a practical guide based on a proposed model on which the managers of educational institutions can rely on in managing the crises they face in various school events and situations, especially in light of the corona pandemic COVID-19.

8.3 | Objectives of the proposed model:

- The general objective of this model is to assist the managers of the educational institutions manage Covid-19 crisis with comprehensive and consistent procedural methods appropriate to the nature of the crisis.

- Develop a crisis management manual or protocol in the context of the pandemic that provides the necessary preparedness and response procedures according to the nature of the proposed scenario.

- Improve the quality standards of performance of managers in the management of educational crises in the light of the pandemic by developing their skills in the use of modern management methods and good planning to face emergency crises.

- Meet the needs of the educational institutions managers in overcoming the difficulties of Covid-19 crisis management, by identifying the possible obstacles to the implementation of the procedures of the proposed model, and how to overcome them.

8.4 | Mechanisms for building the proposed model:

The proposed model of Covid-19 crisis management in the educational institutions is based on five steps that can be divided into three stages: the pre-crisis stage which consists of three processes (Planning, Organization, and communication), then the stage during the crisis which is the process of (containment to cope with the crisis), and then the post-crisis stage which is a process of (Activity recovery).

8.4.1| Crisis planning and preparedness phase: this phase is achieved through:

- Putting the corona pandemic crisis within the operations of the educational institution project plan.

- Reviewing the decisions issued by the Ministry of Health and World Health Organizations to benefit from them in planning to face the pandemic.

- The allocation of an independent budget for emergency crises facing the educational institutions.

- There are two scenarios in facing Corona pandemic crisis and are recognized by the type of infection:

The scenario of individual cases	The scenario of mass casualty cases
It is represented in one or more cases that are detected inside the educational institution fourteen days after entering the school, and the cause of these cases may be due to a stranger from outside the institution and there are no clear signs that the infection is caused locally. This means that the risk of crisis is very low and can be managed and controlled.	It is in the cases that were discovered inside the educational institution within the fourteen days from the beginning of school entry, and they are represented in cases of mass infection that are not related to cases imported from outside the institution, and the cause of these cases may be due to the joint exposure to infection and spread in the community of the educational institution, which means that the risk of the crisis is high, which is difficult to control, and it may require the closure of the educational institution.

According to the previous scenarios, the director of the educational institution or the crisis management team can determine the type of crisis if individual cases of infection can be controlled and managed by reducing infection and preventing its spread while continuing the process of teaching. However, if the cases of infection are collective, the director of the educational institution is required to declare a state of emergency by getting ready and well prepared to reduce its spread.

8.4.2 | Stage of organization and coordination to face the crisis:

This is more evident through:

- Forming a working team of different competencies able to deal with the latest developments of the Corona pandemic.

- The director of the educational institution either acts as the head of the institution's crisis team or appoints a member of the team to be the head.

- The director of the educational institution determines all members of the team in the institution who have the necessary administrative skills to face the crisis of the Corona pandemic.

Crisis management team members and proposed roles:

The crisis management team consists of the director of the educational institution, the head of the institution, the supervisor of education, the official of the Secretariat, the guidance counselor and school and vocational guidance, the unit of detection and health follow-up, some of the professors of the institution who have administrative qualities. The role of each member is explained according to the following table:

Team members	Role	Duties
Director of the educational institution	Team leader	Manage meetings with the team to discuss their roles and their responsibilities and review process planning before the crisis, through procedure sessions routing before beginning of year

		course, and explain the scenario emergency and how to implement it during the crisis response.
School principal/education supervisor	Team Coordinator	Access to contact numbers of team members and parents, and can handle phone calls and provide accurate and factual information through a written statement.
Secretariat Officer / School Secretary	Contact Person	It serves as a link between the crisis management team and the educational institution's personnel, whose mission is to build a database and information on school problems.
School and career guidance counselor	Psychological counseling officer	Planning and scheduling students' services and ensure that they follow up the developments of the crisis and report them by sending reports and setting up banners inside the institution in order to give directives to raise awareness amongst students about the crisis dangers through the cell of listening and following-up.
Health detection and follow-up unit	Prevention official	The detection and follow-up unit consists of the school doctor, the nurse, and the psychologist, and it is a link between the educational institution and the health sector, and its role is to provide first aid to the members of the institution, maintain their safety and protect them from diseases and health crises.
Some of the teachers are experienced	Follow-up officer	They are the professors who enjoy some experience and management skills which enable them to deal positively with crises and communicate effectively with the crisis management team. They must also have the ability to bear pressure when following up students' health conditions.
Foundation staff	Security Officer	His role is achieved by providing security and safety within the institution and by ensuring the follow-up of the implementation of the health protocol.

The team leader shall determine the roles based on the type of crisis, its size, and dimensions and thus determine the effort and time spent with the identification of material and human capabilities that suit the nature of the crisis. The manager or team leader can divide the crisis according to the previous scenario into two parts:

1- A high-risk crisis (at the level of disaster): such as the crisis of the Corona pandemic, this needs an integrated team to manage it, lift emergencies, expand the Department of consultation and coordination with other institutions and bodies such as the Directorate of education, health sector, civil protection, and others.

2-Small or medium crisis: such as daily school problems; the director of the educational institution can control it alone or by his team members according to the nature of the problem.

8.4.3 | Communication and reporting phase of the crisis: this requires:

- Speed and accuracy in accessing information from the decision-making party at the right time.

- Building a database and information on school problems expected to occur due to the pandemic.

- Provide channels of communication with the Departments of education and health to provide them with updates on the crisis.

- Provide a special telephone communication line within the institution, used as a link between the crisis management team and the members of the educational institution. The current study suggested three types of telephone lines needed to manage the crisis:

1. A special line to collect information about the crisis: this number may be specific to the latest developments of the corona pandemic and it is suggested that the line of the director of the institution be used for this purpose as the leader of the crisis management team. Be aware that the leader must be up to date with everything new about the pandemic.

2. A special line for outgoing calls: it is used for communication between professors and parents of students infected with the Corona virus or who have suspected cases, and it is proposed to use the line of the Secretariat Office (Secretariat) for this purpose.

3. Emergency line: used for emergency words only and it is proposed to use the main number of the educational institution of the director's office, to make the appropriate decision according to the nature of the crisis.

8.4.4 | Containing the crisis and limiting its spread: one of the mechanisms that have been proposed to contain the crisis:

- Work to limit the crisis to a limited scope within the educational institution to limit its spread.
- Search for the true causes behind the Corona crisis in the institution and seek to limit them.
- Activating the necessary physical and human capabilities quickly and accurately to contain the Corona crisis as it occurs.
- Try as much as possible to ensure the awareness of students to take preventive ways and means to avoid injury.
- Seek to contain the situation when confirmed cases arise, and work to combat the spread of rumors about the crisis so as not to provoke horror in the school environment.

- Psychologists should program counseling sessions for students affected by the Corona crisis.
- Provide the institution with a specialized health staff whose task is to ensure the health side of the injured.
- Communicate with confirmed cases of Corona virus to understand the nature of the crisis.

The role of the director of the educational institution in containing the crisis: one of the tasks of the director of the institution in containing the crisis as suggested by this study: checking the facts of the crisis, conducting a meeting to assess the degree of impact of the crisis on the progress of the educational process, holding periodic meetings among the members of the crisis management team in the institution, setting a time for meetings according to the nature and speed of response to the crisis, detecting cases at risk, and carrying out the necessary measures to isolate cases infected with the Corona virus and follow up.

The role of the crisis management team in containing the crisis: the response of the crisis management team is proposed to contain the crisis in the following cases: response, for example, when a student, professor, or employee of the institution is infected with the Corona virus or an injury to a family, or when an unexpected death of a student or employee inside or outside the educational institution, or the discovery of a suspected case of infection with the Corona virus, or in the case of a crisis due to the developments of the corona pandemic.

8.4.4 | Post-crisis recovery phase: through:

- Taking the necessary measures during the crisis to practice school activities without any delay.
- The management of the educational institution should ensure that the cases of those who recover from the crisis go about their business as usual.
- The recovery phase needs to give the recovering people an opportunity to talk about their experience to benefit from it.
- Work on programming recreational activities for students affected by the Corona pandemic to alleviate its effects.

- Exchange of experiences between the directors of educational institutions to identify their field experiences in the face of the crisis.
- Coordination with psychological assistance centers for psychological care of cases infected with the Corona virus.
- To appreciate the efforts of all those who have assisted to ensure the continuation of the educational process during the crisis by the health protocol.

8.5 | Procedures for applying the proposed model: to achieve this model, it is necessary to implement the necessary procedures to deal with crises, which were represented by:

To overcome this problem, the following was proposed: the detection of early warning signals to anticipate emergency crises in the institution; the formation of a crisis management team at the level of each educational institution; coordination between the health and education sector and social partners in developing an emergency plan to confront the crisis; programming a special calendar to cooperate with civil society institutions to raise awareness about the risks of the pandemic, and developing an awareness plan on the use of sterilization methods against the Corona virus crisis within the educational institution project.

- Crisis of communication and communication in the context of the pandemic: to overcome this crisis, the following were proposed: ensure that all teachers and staff in the institutions are informed about the facts, events, and circumstances related to the pandemic; use professional or personal e-mails at the level of the educational institution's system to communicate with staff to face the crisis; activate the school media and loudspeakers in the institution as a primary means of providing guidance and orientation related to the crisis; put up signs in the educational institution to provide guidance and information on the crisis; use social networks and fax machines as a mechanism for communicating with students, teachers and parents.

- Curriculum crisis in light of the pandemic: among the proposals to solve this crisis: adapt the curricula to the requirements of the crisis.

Reducing some secondary subjects and reviewing timetables with the involvement of educational actors. Include guidance within the study materials specific to the pandemic to know more about it. Develop strategies and teaching methods that are appropriate to the prevailing school climate under the pandemic.

- The crisis of the intensity of the volume sought for teaching in the light of the pandemic: among the proposed solutions: reducing the volume sought for teachers and students to take into account their physical and geographical conditions, dividing the work time into periods to avoid the presence of students for long periods in the institution, rescheduling activities, appointments and meetings according to the requirements of the crisis.

- The crisis of evaluation of pupils in light of the pandemic: to overcome these forms, the following were proposed: the abolition of national exams while retaining the quarterly evaluation of pupils, the conduct of examinations at the end of the school season on basic subjects only, activating the remote calendar as an alternative to the educational calendar for pupils, reducing the number of exam questions in proportion to the duration of the calendar.

- The crisis of overcrowding of pupils in classrooms in light of the pandemic: to solve these problems, the following were proposed: the distribution of pupils into small cohorts as preventive measures to prevent the spread of the Corona virus, the revision of the educational map to open new positions for teachers to cover the increase of cohorts, the abolition of classroom activities and their replacement with extra-curricular activities.

- The crisis of dealing with suspected cases of Corona virus: it has been proposed to solve this crisis: not to cover up suspected cases to take the necessary measures; immediately report to school medicine when suspected cases are detected; call civil protection when confirming infection with Corona virus; set a special number for the Directorate of education to report infected cases; parents of students should report suspected cases

and not send them to the educational institution; use neighborhood health institutions to monitor and follow up suspected cases; follow up cases of people at risk of infection; such as those with chronic diseases.

- The crisis of applying social distancing in the light of the pandemic: to solve this problem, the study suggests: respecting the distance of physical distancing within the spaces of the institution (classrooms, squares, library, sports facilities, restaurants, restrooms...), leave distance spacing during meetings, gatherings and indoor spaces within offices and departments.

- Crisis dealing with parents of pupils in light of the corona pandemic: the study suggested dealing with parents: focusing on the role of the psychologist in following up with the parents of pupils during the occurrence of injury cases, the need for communication between the crisis management team and parents of pupils on issues related to their children, providing individual and collective guidance to affected parents, activating the cell of listening and follow-up to respond to inquiries of parents of pupils about the latest developments of the crisis.

- The crisis of preventive measures for pupils in light of the Corona pandemic: to achieve preventive measures, the following were proposed: setting preventive measures when visitors enter the educational institution, providing psychological and pedagogical escort services for affected pupils, teachers should inform the administration about absent pupils, the need to monitor the temperature of pupils before entering the institution, students, professors and staff are required to wear a mask, and allocate facilities for cleaning and disinfecting hands to avoid infection.

- School transport crisis in light of the pandemic: among the proposed solutions to the transport crisis are the following: providing more school buses according to the requirements of each institution by the conditions of spacing between passengers; the administration of the institution should equip all transport buses of the school with a set of tools including first aid, sterilization, and prevention tools; carry out cleaning campaigns;

respect the distance of spacing during boarding and disembarkation from the bus; leave the windows of school transport buses open as much as possible; allocate one seat per pupil to ensure physical spacing between passengers.

- The crisis of lack of preventive means to face the pandemic: to provide preventive means, it was proposed to allocate a budget to provide the institution with various means of prevention and the provision of health detection devices, the provision of an ambulance in each educational institution, ensuring the cleaning and ventilation of the classrooms and providing them with first aid tools, equipping the detection and follow-up units with medical tools for use when an injury occurs, the permanent sterilization of classrooms, avoiding gatherings and contact and achieving space by the health protocol.

- The crisis of lack of framing due to the absence of professors and administrative staff infected with the virus: to fill this gap, it was proposed to develop a legal framework to fill the shortage of professors due to the absence of suspected cases, invite the category of retired managers, inspectors and professors with experience to benefit from them in the management of the crisis, take advantage of university graduates with educational certificates to fill the lack of framing.

- The crisis of lack of awareness of the seriousness of the pandemic: to increase awareness, the study proposes the following: organizing awareness campaigns with the detection and health follow-up units to prevent infection with the virus; putting explanatory instructions in the form of signs on how to prevent the Corona virus; printing leaflets for students to raise awareness about the seriousness of the corona pandemic; intensifying awareness visits by health specialists within the institution; organizing training courses in first aid for staff and professors, and raising the level of awareness of the need for those infected to adhere to home quarantine.

- The crisis of compliance with the health protocol in light of the pandemic: to comply with the health protocol, the study proposes: establishing strict laws to comply with the

application of the health protocol within the institution; clarifying the legal procedures in force in the health protocol; activating the role of the heads of regiments in following up their colleagues, organizing them and reporting cases of lawlessness; developing the values and spirit of responsibility among students, as the response to the pandemic is an individual responsibility, starting from the individual and ending with the group; tightening the procedures of free examination at the entrance of the institution; forcing students to wear masks and respect the distance of spacing and urge them to adhere to the procedures of the health protocol.

- The crisis of closure of educational institutions: among the proposals of the study to solve this crisis: the use of distance education as an alternative to urban education according to the nature of the crisis and its degree; and for the success of this type of Education requires educational institutions to provide the following conditions:

The need for teachers and students to have digital technology, to protect the information and personal data of students and professors, all students and professors must have automatic media devices and speed up the flow of the internet to facilitate distance education, to create an e-learning platform in each educational institution and raise the duties and lessons on it, launch educational television channels for all levels and all subjects.

8.6 | Constraints to the implementation of the proposed model:

- Lack of awareness amongst the managers of educational institutions on the scale of the crisis and reliance on routine practices in facing it.
- The repeated closure of educational institutions due to the Coronavirus outbreak hinders the implementation of the proposed model.
- Lack of material and human resources to implement the procedures of the proposed model.
- Reliance on Central Management in decision-making and lack of team spirit in crisis management.

- Lack of flexible communication channels between members of the administrative staff and reliance on vertical communication only.
- The weakness of the digital structure in the educational institutions and the resistance of managers to the mechanisms of change and educational renewal.
- Students are not prepared to move from attendance learning to distance learning due to their lack of modern technical skills.
- Lack of interest in teamwork and lack of entrepreneurship in the face of school problems.
- Failure of educational leaders to comply with administrative regulations and laws.

8.7 | Proposed solutions to overcome the difficulties of implementing the proposed model:

- The need to form a team capable of crisis management within the educational institution, and support it with the category of retired managers, inspectors, and professors with experience to benefit from their experience in dealing with the developments of the Corona pandemic.

- The need to establish a health detection and follow-up unit at the level of each educational institution, and to support it with doctors, patients, and psychologiststo ensure the health and psychological well-being of students.

- Adopt the model proposed by the directorates of education to benefit from its results and try to disseminate it at the level of educational institutions, especially at the secondary and intermediate levels.

- Holding training courses for managers of the educational institutions to raise their competencies and develop their skills in the use of modern methods in crisis management.

- The Ministry of education should review the education policy system and move more towards digital education in the educational institutions, with the need to adapt the programs of the subjects to the requirements of the new reality.

- To benefit from the electronic management system in the Planning, Organization, and

communication process for Crisis Management in the educational institutions, in addition to the technological means in the management process.

- The establishment of a vigilance Center at the level of the directorates of Education, which consists of a working team that cares about the future outlook of educational institutions, works to detect early warning signals to anticipate crises and help institutions develop strategic plans to prepare for facing them.

- Licensing municipalities and directorates of education from the use of all sports, cultural, and entertainment halls for teaching and supporting them significantly using sterilization and protection if necessary.

9 | CONCLUDING REMARKS

Each crisis varies according to the nature of the educational stage, as each institution has its style in the formation of its staff, students, parents, and the surrounding community, so it is imperative that the directors of educational institutions absorb the principles contained in this model, and adapt it through the necessary adjustments to suit the needs of each institution as well as identify its mechanisms and implementation procedures until each institution can face future challenges and crises.

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