

The reality of the Algerian educational system in light of the challenges of the global epidemic: Visions and prospects

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Abstract:

The global epidemic known as covid19 pandemic has caused a large disruption in education in history and according to U N E S C O organization in a published article on 18/3/2020 showed that more than 1,6 billion child and young man have disrupted education in 161 country, nearly 80% of schoolchildren in the world this disruption which was published on 12th March 2020 rushed to search alternative ways for education, thus Algeria moved to Tele education for the benefit of the three phases that is why the ministry of health allocated a digital platform for 5th year primary school who have a final test and also for middle and secondary school phases and

diffused educational courses on the public TV Chanel and even on radio.

By the beginning of the school year 2020/2021 the ministry of education organized a special programmer to face the pandemic by following the recommendation of experts in the field of health by applying the social distancing and following and following a healthy protocol by preparing special educational plans which include light programs reassure the social distancing for the schoolchildren and reduce the educational contents which fit the timing. The ministry of education sought to find solutions to all faced obstacles in this epidemic and the risk of the learners dropping out of school and here we wonder: How did the Algerian educational system face the global epidemic challenges? and to what extent it achieved the desired goals?

Keywords: education; educational system; global epidemic. Educational programs; Exceptional Programs.

Introduction :

The article examines a topic that all countries of the world have experienced, as countries have striven to find the most effective and successful ways to confront the epidemic and coexist under it. Scientific laboratories in all countries of the world are searching to pave scientific ways to move forward to develop their systems, especially the system. On this basis, the topic of the article sheds light on the Algerian educational system in light of the challenges of the global pandemic “Coronavirus 19”, especially in the primary stage, so that the title of the article is: “The reality of the Algerian educational system in light of the challenges of the global pandemic.” Which emerged as a result of the proposition: **How did the Algerian educational**

system face the challenges of the global pandemic? To what extent have you succeeded in achieving the desired goals?

To answer these questions, I identified three basic elements:

- 1- Distance education in Algeria (especially in the primary stage).
- 2- Learning plans for the academic season: 2020/2021.
- 3- Results and suggestions .

1 - Distance education in Algeria (especially in the primary stage):

In light of the "Corona 19" epidemic that invaded the barriers of time and space, the calls for "distance learning" - which accompanied the spread of the virus - also came to sweep the barriers of space and time.

A spatial invasion made the absence of fixed spatial barriers an incentive to ascend to different worlds through the vast Internet networks, and a temporal invasion possessed the tools to get rid of the routine of coming and going and crowding with others in search of quick access to a spatial space that may have been narrower than the spaciousness of minds could bear.

Algeria responded to these calls, as the circumstance forced it to adopt this solution, and it quickly organized educational plans and programs for the benefit of students, and recruited virtual platforms to broadcast educational sessions on digital platforms or through official television channels, and presented them on Channel 7 Public Television - Knowledge - has a number of lessons for the benefit of students.

Distance education requires stopping at important terminological milestones and stations, and considering:

1.1 The concept of education:

Linguistically: it is derived from the verb to teach, and he taught him that thing in a way and he learned it, as we find it with this mention in Lisan al-Arab by Ibn Manzur: '...teach him knowledge and teach it to him and he learns it.¹ (قَالَ لَهُ مُوسَى هَلْ اتَّبَعْتَ عَلَى أَنْ تُعَلِّمَ مِنْهُ قَوْلَهُ تَعَالَى: ﴿مِمَّا عَلَّمْتَ رُشْدًا﴾ [سورة الكهف، الآية: 66].

Al-Fayrouzabadi mentioned it in Al-Qamoos Al-Muhit when he said: "...and a man of knowledge and knowledgeable taught him, and a scholar is like an ignorant person, and he taught him knowledge with instruction, and a scholar is like a liar, and teach him it and he will teach it."³²

In modern dictionaries, we find education as: 'a term given to every subject that is formulated for the purpose of education and is prepared for a certain level.⁵⁴

Among them is educational: it is an artificial source for the word education, which is derived from knowledge, meaning placing a mark or characteristic to indicate something and teaching it in an educational manner, as the Almighty says: [سورة البقرة الآية: ﴿وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا﴾] : [31]. وقوله: ﴿الرَّحْمَانُ عَلَّمَ الْقُرْآنَ﴾ [سورة الرحمن، الآية: 01].

Terminologically: "The concept of didacticism was derived from the word didactic, which means to learn or teach, which in turn was derived from the Greek term didacticus, which was used to refer to a type of poetry that deals with technical or scientific knowledge with explanation. It is somewhat similar to educational poetry that was organized with the aim of

facilitating science in our country to make it easier for students to comprehend it.” And memorize it and cite it later when necessary.⁷⁶”

Education in this concept is intended to facilitate and facilitate the acquisition and acquisition of knowledge for learners, according to educational methods, embodying the saying: Let us learn, meaning teach each other, or I will learn from you and teach you.

Educational: 'A branch of education whose subject is planning the pedagogical situation and how to monitor and modify it when necessary. .⁹⁸"It is: 'the scientific study of teaching methods, techniques, and forms of organizing learning situations to which education is subjected in order to achieve the desired goals, whether on the mental, physical, emotional, or sensory-motor level..¹¹¹⁰"

Through planning and organizing teaching methods, techniques, and its various forms, education targets learning situations, harnessing them so that the learner achieves cognitive, mental, emotional, psychological, or motor goals. Its main topic is organizing learning data through its correspondence to the learners' perceptions, and this is what Muhammad Al-Duraij went to in his book: “An Introduction to the Science of Teaching - Analysis of the Educational Process -” when he said: “The basic topic of educational is the study of the conditions that must be met in the situations or problems that are proposed to the student in order to allow him to show how he operates his ideal perceptions, where he decides that educational It is organizing the learning of others .¹³¹²"

The concept of distance education:

There are many and different names related to distance education. There are those who call it correspondence education, and there are those who call it open education, or continuing education, or non-school education. It is noted that these names, even if they differ, describe an aspect or aspects of distance education. It is open to all groups outside those regularly registered in the institution, and it is done by correspondence because it works to deliver the educational material to the learners no matter what. The geographical distance between them and their teachers has increased through a means of delivery, and it is continuous because it is not limited to a specific age stage or level, and is non-scholastic because it is not linked to the geographical boundaries of the school and so on. Therefore, distance education is education that does not restrict the learner to time or place restrictions.

1.1.1- Distance learning parties:

- 1- **Learners:** They are the foundation of the educational process, and they must have the desire to learn and the ability to discuss and analyze the content presented to them, because the chances of them communicating with their teachers and relying on them to solve dilemmas are slim compared to in-person education.
- 2- **The teaching staff:** The teacher here plays the role of preparer and designer of the lessons and learning activities. Therefore, he must take into account the levels of the learners and the differences between them while taking their different needs into account. He should also be familiar with modern technologies and methods for preparing educational content

electronically, because this will reduce the chances of technical intervention in the final form of the content, especially in the absence of good coordination between Both parties .

3- Supervising mediators: Due to the large numbers of learners in this type of education, organizers usually resort to mediators in the learning process, where the learners are divided into smaller groups, each of which is supervised by a mediator who plays the role of guidance, supervision and mediation between the teacher and the learners .

4- Employees: They are those who work on registering learners, copying and distributing content, conducting tests on them, monitoring points, calculating grades, and other matters related to the technical side. Among them are technicians or technicians who work on producing educational content and converting it from its traditional form to its electronic form that can be published on the Internet or on CDs.

5- Administrators: They organize the learning process and solve organizational problems as a whole, and they are the link between all parties .

2.1.1- Distance learning techniques :

Distance education passed through many stages, from the stage of evening education, and education by correspondence, to the stage of education by television, video tapes, and cassettes, to the stage of education using the computer and the Internet. Each of these stages was characterized by the use of a means of delivering information, and we summarize them as follows :

1. **Paper publications:** This includes educational content that is printed on paper .
2. **Audio materials and audio-visual materials:** Audio materials include cassette tapes, radio broadcasts, and telephone communication. As for audio-visual materials, they mean still images or introductory slides, as well as live images on video tapes .
3. **Television broadcasting:** Television broadcasting is an effective means of teaching large numbers of learners who are located at varying geographical distances .
4. **CDs:** CDs may contain programs related to audio-visual resources that allow learning in an interactive manner .
5. **The Internet:** This means sites that are found on the World Wide Web, and are characterized by low costs and the possibility of covering a large number of learners .

After this presentation of distance education, it becomes clear that distance education is not linked to modern technology, even if it is one of its latest tools. It is specifically education that does not recognize geographical borders, even if it is implemented with traditional tools such as paper publications, mail, etc .

Accordingly: Distance education is a method introduced by the Algerian Ministry of Education to confront the epidemic and reduce the risk of school interruption for students. It approved it as a solution and harnessed and devoted efforts to it. However, distance education and its requirements revealed a number of obstacles and difficulties faced by the system. Algerian educational institutions, including:

-The absence of educational means for a large percentage of students, as these classes are offered through the virtual platforms developed by the Ministry, as there is an absence of the

Internet in areas of the country, and the lack of computer-based and other means of transmission for many learners .

Difficulty in receiving and understanding among the group that has access to educational means, especially since these lessons are presented in a dry manner, far from interaction and stimulating discussion, which is considered an important element in the educational process for learners, especially in the primary stage.

-What I noticed during the process of the programs presented to learners was the complete absence of the principle of gradualness in building the learnings for one lesson, not to mention the process of a set of lessons and how to connect them.

- Failure to take into account the nature of learning among primary school students, as it is difficult enough for an 8, 9, or 10-year-old student to receive distance education, and this is due to psychological, motor, and cognitive factors that the learner cannot do without, and their development does not occur in the absence of the direct teacher, as it is only developed directly within the framework of the educational process. Educational.

2- Learning plans for the academic season: 2020/2021.

In light of the pandemic, Algeria decided to conduct all its systems remotely, as the Ministry of Education proceeded with the distance education approach, and after a period of time had passed, it realized that distance education remains an insufficient solution to achieve its goals, especially in the primary stage.

With the beginning of the 2020/2021 academic season, the Algerian Ministry of Education formed workshops and committees with the aim of preparing exceptional programs and educational plans. At that time, it was decided to return directly to educational institutions, where it was completed. An exceptional plan for organizing studies at school entry for the 2020/2021 school year, and these reduced plans were presented that aim to achieve the social distancing imposed by the pandemic.

The exceptional plans are represented in two parts, one part is related to the time size of the learning, and the other part is related to the learning - the contents - modified in accordance with the time size.

1.2- Timelines :

Timelines: These are programs that regulate the amount of learning and content that is presented to learners, and we distinguish here two types:

1.1.2- Timeline plans for primary schools that operate on a double-shift system:

For these schools, an exceptional plan is adopted, based on working in two shifts, morning and evening, with each two regiments alternating in the two shifts.



Figure (1): shows the timeline for primary schools that operate on a double-shift system.

This plan is characterized by the following:

- 1- Adopting grouping so that it is divided into two groups to achieve distancing .
- 2- Study alternately between the two groups every two days during the 6-day week, alternating every two weeks.
- 3- Reducing the hourly volume of each material.
- 4- Focus on the basic learnings of each subject.
- 6- The weekly study time for each sub-cohort is 12 hours.

The positive aspects of this plan:

- 1- All students benefit from studying in person.
- 2- Comfort and ease in applying preventive measures, especially physical distancing in the department.

Disadvantages of this plan :

- 1- Students' attendance twice a day (in the morning and evening), even if this does not apply to students in one group.
- 2- Focus on basic learning only.
- 3- The professor gets bored of repeating the same educational sessions twice.
- 4- This plan constitutes a great burden on the educational team as well as the students' parents.

2.1.2 -Timeline plans for primary schools that operate on a one-time basis:

For these schools, an exceptional plan is adopted based on working in two shifts, morning and evening, without the two groups alternating between the two periods.



Figure (2): shows the timeline for primary schools that operate on a one-time basis.

This plan is characterized by the following:

- 1- Adopting grouping so that it is divided into two groups to achieve distancing.
- 2- Study alternately between the two groups every two days during the 5-day week, alternating every two weeks.
- 3- Reducing the hourly volume of each material.
- 4- Focus on the basic learnings of each subject.
- 5- The weekly study time for each sub-cohort is 14 hours.

The positive aspects of this plan:

- 1- Avoid gathering large numbers of students (half of the students study each day).
- 2- Comfort and ease in applying preventive measures, especially physical distancing in the department.

Disadvantages of this plan :

- 1- Students attend once every two days .
- 2- Focus on basic learning only.
- 3- The professor gets bored of repeating the same educational sessions twice.
- 4- This plan constitutes a great burden on the educational team as well as the students' parents.

2.2- Educational plans:

Educational plans: The general introduction to exceptional plans issued by the Ministry of Education stated that educational plans are: the contents that are presented to learners throughout the school year in all subjects. These plans were prepared based on the academic time available during the academic year: 2020/2021, and the preparation of these plans took into account what the professor could cover within his department. In these plans, mechanisms were adopted: consolidation, dilution, and changing the method of handling, where the focus was on basic competencies: writing, reading, expressing, calculating.

وزارة التربية الوطنية		المخطط السنوي الاستثنائي للتعليمات للمادة العربية 2021/2020				الصف: رقم 2	
المخطط السنوي الاستثنائي للتعليمات (الموارد) (س4 ابتدائي) / مادة اللغة العربية							
المقطع	المباني	الوحدات (موضوع القراءة)	الصيغ و الأساليب	دروس النحو	دروس الصرف	دروس الإملاء	تدريس النصوص المنهجية في أصناف
01	القيم الإنسانية	مع صياغ في المدرسة جدي	أنواع الكلمة التثنية	أنواع الكلمة الفعل الماضي	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
02	السلامة الاجتماعية	التحذيرات المعلم الجديد	المفعول ظروف المكان	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
03	الهدوء العقلية	الحنين إلى الوطن الأمير عبد القادر	المفعول	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
04	الطبيعة والبيئة	البيت الذي تطلق زناد	المفعول	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
05	الصحة والرياضة	قصة زينتة عرض سادية	المفعول	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
06	الحوادث الثقافية	تأمل من ذهب	المفعول	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
07	الابتكار والابتعا	مركبة الأصابع سلم الحاسوب	المفعول	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا
08	الرحلات والأسفار	جولة في باتي	المفعول	تدريس الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	أنواع الكلمة الفعل الماضي مع صياغ التثنية	ما بين الرحا

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Figure (3): The exceptional chart shows the learning in the Arabic language subject for the fourth year of primary school.

The model before us represents an exceptional plan for learning the Arabic language subject throughout the academic season contemplated. The plan notes at first glance the following:

- They stuffed language lessons, especially morphological and grammatical phenomena, without progression, especially on the claim that the plans represent a reduction in consideration of an exceptional school season.
- The incompatibility of the learning with the time frame, which was reduced to half, and thus the impossibility of implementing it and achieving all its goals.

Schools For example: delaying the lesson of the constructive and the parsed, for example, which begins the parsing .

3- Results and suggestions:

All educational systems have one task: to overcome the learning crisis we are currently witnessing and to address the pandemic that we are all facing. The challenge today is to reduce the negative effects of this pandemic on learning and school education as much as possible, and to benefit from this experience to return to the path of improving learning at a faster pace. Decision makers in the educational system in our country must, just as we think about confronting this crisis, we must also think about how to emerge from it stronger than before, with a renewed sense of responsibility on the part of all actors, and with a clear awareness of the urgency of the need to bridge the gaps in educational opportunities and ensure that all learners have equal access to good educational opportunities. And constructively, and for this reason it is necessary to realize the following:

- *Good and constructive education comes from the fruits of good planning.
- *Crisis management requires the involvement of competent people in the field.
- * The success of nations and their development depend on the success of their systems, especially the educational and educational system.

Conclusion:

The research concluded as follows :

The Algerian educational system has come up with a number of solutions to confront the Corona 19 pandemic.

Algeria's adoption of the distance learning system did not achieve the goals, objectives, and objectives desired in the primary stage for various reasons. However, the distance learning system limited the risk of dropping out of learning among a group of learners.

-Distance education needs to meet the requirements of the learners.

The exceptional plans for the 2020/2021 academic season were presented in an improvised and unreviewed manner.

Confronting and challenging crises requires the involvement of competencies and specialists for planning and good crisis management.

Recommendations:

In light of what was stated in the research, the following recommendations can be made:

- Reconsidering the contents of educational plans, especially in the primary stage.
- Involving educational specialists, linguists, psychologists and educators in committees for preparing and formulating educational plans.
- Focusing on learning basic subjects.
- Providing distance education requirements .

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