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Between Justice and Regularity in Distance Education: Homeschooling and Community Partnerships Solutions in the Light of the COVID-19 Pandemic

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Abstract. In Saudi Arabia, education has been transformed in light of the Corona pandemic into distance education through digital platforms, and the state has secured a good technical infrastructure for this. And it became the compulsory educational style for all groups of students with a large number of different requirements and mandatory daily attendance. The research team noticed the inability of some groups of students to keep pace with the requirements of distance education, which reduces the opportunities for justice in education for students, especially at the primary level. Accordingly, the research team used the qualitative method between analyzing UNESCO documents on education fairness and applying the interview tool to seventeen interviews of primary school leaders who were randomly selected (one school from each school district). A full year of learning about each other under the pandemic. The study found that not all students were able to obtain the same educational opportunities, and they were classified according to two categories: The first category is students who suffer from difficulty accessing the Internet, or their parents' ignorance of technology, or their poor social level, which hinders them from securing educational supplies. distance. As for the second category, they are outstanding students with special social conditions between the separation of parents or orphans and others, so that the student can master learning at home, but he cannot attend daily on the platform or follow up on the submission of mandatory distance education requirements. The research team suggested adopting home education at the primary level for those who wish to it, and providing community partnership as solutions to achieve justice in education for all groups of students at the primary level.

Keywords. justice in education, education under the COVID-19 pandemic, distance education, homeschooling, community partnership

1. Introduction

Education plays a major role in determining the way a person lives their lives a higher level of education means higher earnings, better health. Likewise, the long-term social and financial costs of educational failure are prohibitive, and it is understood that those who do not possess the skills to participate socially and economically cause higher costs for health, income support, childcare, and social security systems on countries (UNESCO, 2015); So, a fair and inclusive system that makes the benefits of education available to all is one of the strongest drivers of making society more equitable.

There are many factors and surrounding circumstances that greatly affect the efficiency and effectiveness of educational systems, especially in times of crisis. Among those crises that shook the world was the Covid-19 pandemic. On December 31, 2019 AD, the WHO Regional Office in China was informed of cases of pneumonia that cause an unknown disease that was discovered in Wuhan, Hubei Province, China, and the new Corona virus was announced (Covid-19) was identified as the virus that causes these cases by the Chinese authorities on January 7, 2020. A statement was issued on the World Health Organization website supported by the Saudi Ministry of Health about the transmission of the virus between humans from the person with the infection to another person through close contact without protection (World Health Organization, 2/29/2020), which exposed education systems around the world to this the pandemic, the first of which was the closure of schools and the suspension of official working hours. According to World Bank statistics in late March (2020), the pandemic caused the interruption of more than 1.6 billion children and youth from education in 161 countries, or nearly 80% of school enrollment worldwide.

Governments have adopted various strategies towards the new school year. The United Nations report clarified that the responses of countries came according to the level of income. Fewer than 25% of low-income countries offer distance learning using television and radio. In contrast, nearly 90% of high-income countries provide distance learning opportunities, and nearly all of them provide it via the Internet. 20% of high-income countries use a package of online and broadcast education. Among upper-middle-income countries, more than 70% provide distance learning opportunities using a combination of the internet and broadcast, and a smaller proportion of lower-middle income countries provide 66% with distance learning opportunities, via the internet or broadcast for students. And for low-income countries, they cannot reach all students even if they try to implement education via the Internet. (United Nations, 8/2020).

The ministries of education were forced to rely on educational electronic platforms to ensure the continuation of distance education, as the great technological progress in the field of communication made it possible to manage a complete educational cycle without the need for students and teachers to be in a narrow space (classroom), and to allow - at the same time - measures to be taken. Precautionary measures to prevent the spread of "Corona". Despite the many positive returns that distance education achieves; However, the sudden transformation in the method of education and the effects that followed included all aspects of life, especially health, educational, societal, and economic. It represented a real problem facing those in charge of public education, even at the level of one country (United Nations, 3/8/2020). The Kingdom of Saudi Arabia was one of the countries that adopted the decision to continue distance education for the remainder of the second semester of the 2019 academic year, and then extend the accreditation of distance education by an additional decision for the 2020 academic year (SPA, 3/8/2020).

Considering the global pandemic of 2020, and after distance learning became the dominant method in education, discussions dominated between optimism and fear of the effects of distance education, so everyone looks from a different angle. Several experts have raised their concerns about DE. For example, one recent study indicated that education faces the challenge of whether online learning is sustainable or can work effectively with urban schooling; If the shift towards an education that is radically different from the nature of school learning, the study discusses the possibility of students' adaptation in different circumstances to distance learning and being able to attend daily and fulfilling the requirements of distance education (Zhong et al, 2020. Therefore, the current paper aims to reconsider whether Distance education, with its official procedures and evaluation methods applied in it, the compulsory

attendance of classes and daily follow-up, the method of distributing grades and the subsequent performance tasks and projects with the teacher that can achieve fair education, fair access to learning, and ensure mastery without prejudice to the right of some groups with circumstances outside of Their will, whether they are poor in achievement or excelling in education.

2. Educational justice and fairness

The interest in the discussion on the issue of equality in learning emerges from the different levels of education between countries, within the same country and unequal opportunities in it due to many reasons such as different institutional features between schools, different spending, different environments, different systems, different access to school, whether in a regular attendance manner. Inequality in access to education, dropout rates, or unequal access to different types of service providers (OECD, 2012).

The importance of justice in education comes from the positive effects that result from its achievement in society, and those negative consequences that may be caused by inequality or equity. Achieving equity in education is linked to the theory of investment in human capital, as studies have revealed a link between increased years of education with better health and lower rates of maternal and child mortality (Stacey, 1998; Becker, 1975; Vila, 2000; Mcmabhon, 2009). On the economic level, the UNESCO report (2014 A) showed that higher achievement is associated with an increase in personal income, a reduction in poverty, and an increase in the rates of growth in national income. In contrast, the consequences of inequality in education upon reaching certain levels of it may reach the inefficiency of the country's economy and a decrease in the average general welfare (UNESCO, 2019).

Accordingly, equity in education has occupied the core of the sustainable international development goals related to education (Goal Four), which calls for inclusive and equitable quality in education for all (UNESCO, 2015). It includes not only gender equality in education but also making it accessible to all on the basis of individual merit and ability (UNESCO, 2017A, 2017B). And equity is fairness between cases of people with special needs, indigenous peoples, children in situations of vulnerability and others from all groups at risk of exclusion or dropout and deprivation of education, and many groups remain invisible within the same state; UNESCO, 2019). And that schools must create their own tools to ensure that everyone is included in education, with the participation of families, students, and medium-term planning (Naicker, 2006)

Despite much debate about the nature of fairness, inequality and justice in education, the definition of justice and equity has not been resolved with a single convincing answer, as it is a political, social, ethical, and philosophical issue. Equity in education can be explained as equality in quantity, value, grade, and degree, whether in the distribution of resources or inputs, as for fairness, it is the fair distribution that is justified neutrally on all educational sub-sectors and follows normative fairness in distribution as well as social justice (UNESCO, 2019). Equal opportunity means that everyone has the same opportunity to thrive regardless of differences in the environmental and social conditions in which individuals were born Akmal & Pritchett, 2021.

It is well known that it is difficult to reach full equality in educational outcomes for everyone in the same society, depending on the differences in ability and motivation, background, gender, environment, abilities, and others. Nevertheless, countries that focused on equal learning outcomes reached the best average in learning outcomes (UNESCO, 2019). The endeavor to achieve equity in educational inputs has positive effects on both equality and the quality of education.

Measures of equality differ according to the angle from which they are viewed. Does this mean inequality in the distribution of inputs to students, or in the processes that their learning processes are subject to or is what is meant is inequality in the expected results. In this paper, the indicators that inequality touches are the inequality of inputs for one of the groups (people with special circumstances) so that they cannot benefit from all the efforts presented as it is not suitable for them, especially since they have no control over their circumstances because it is between the separation of parents, orphanhood, or poverty. And the lack of someone to take care of the student during learning. As for the other group of students with limited income, or whose families fall under the weight of ignorance of technology and its requirements, they are included under inequality in inputs and processes, which leads to inequality in outputs.

3. Online education

Distance learning is gaining popularity all over the world. And many forms of public education may see this health crisis as an opportunity to test pedagogy online. For example, Harvard University offers several online teaching platforms and standards as options for teachers and students, including real-time video teaching. MOOCs. Distance education is not considered a new educational method. It started from the beginning of the phases of television in the 1950s and 1960s, computer education in the seventies and eighties, multimedia (the eighties and nineties) and teleconferencing (the nineties) Bernard et al, 2004. But education remained traditional in Saudi Arabia, and distance education became a complement to classroom learning. Al-Arfaj et al. (2019) indicated that educational institutions were using telecommunications technology to provide information for the purposes of education and training, or as a shining factor that adds luxury to the classroom, or It indicates the teacher's ability to use the techniques of technology for one of the teachers without the others, and thus the average teacher who is not looking for distinction can resort to reluctance to use technology without being blamed for that.

Despite the recommendations of many studies and scientific research on the importance of employing information and communication technology in the educational process, it generates a new reality that facilitates great improvements and benefits but creates new challenges for the educational system. Ben Amram & Davidovitch, 2021

Despite the existence of an insignificant infrastructure in Saudi public education, distance education was not implemented until the outbreak of the Covid-19 epidemic. Saudi Arabia has provided its educational system with digital educational and administrative achievements: Regarding digital administrative achievements, the Ministry relies on the "Noor" system to serve students and their parents, and everything related to student affairs, such as grades, schedules, means of transportation, admission, registration, withdrawal, and school transportation. The "Fares" electronic system is responsible for regulating the affairs of all educational job holders, including teachers, educational supervisors, leaders, and others, with regarding their salaries, vacations, transfers, scholarships, study time, training programs, and so on. And the "Safeer 2" system to serve and facilitate the procedures of students on scholarship abroad. And the "Mohail" system, which is a database that contains all the data on the qualifications of students, teachers, and faculty members available for identification and compatibility with the requirements of the labor market. And the "Taj" system, which meets all administrative needs regarding religious studies in the Ministry. Wa'ed system, which is concerned with facilitating all administrative procedures for the activities and programs of gifted and academically gifted students (Ministry of Education, 2020, 79; Ministry of Education, 2019).

As for educational digital achievements, the educational system owns: the "virtual kindergarten" platform, which is an enhanced electronic platform for learning through virtual classes for children aged 3-5 years, the "Ain" platform, which is a national gateway for general educational materials, and the "TEAMS" examination platform for the application Electronic tests, as well as the "Future Gate" system, which was newly incorporated in 2018) into the Saudi education system to combine the above tasks in addition to accounts for each employee of the Ministry of Education (students, employees, and parents) to follow the educational process and approve e-learning Besides the traditional urban education, and the opening of vertical and horizontal communication channels directly linking parents and the higher leadership in the ministry (Director of District Education, Minister of Education ...), but this platform did not work well until the pandemic came and distance education became prevalent (the Ministry of Education,, 2020, 74; Ministry of Education, 2018).

However, the repercussions of the Covid-19 pandemic imposed on most countries of the world, including the Kingdom of Saudi Arabia, the necessity to move to an emergency mode of distance education, and the Saudi Ministry of Education has worked to provide a number of platforms and electronic subscriptions to cover simultaneous education, including: the virtual "my school" platform and the "my kindergarten" platform Government, paid subscriptions to the TIMES program, and subscriptions for some meeting programs such as Zoom. In addition to 24 of the Ain educational satellite channels that broadcast continuously and at frequent intervals during the day; To cover all circumstances and academic stages, by allocating a special channel for each class in addition to the Madrasati platform to cover asynchronous education (SPA, 9/3/2020). The Ministry has been working on offering training programs that have reached the qualification of 389 thousand trainees and trainees who hold educational positions on the virtual "My School" platform through 2500 training programs (SPA, 9/19/2020)).

The "Madrasati" virtual education platform is characterized by the ability to download course curricula, access textbooks, choose the educational year, play videos and many digital tools to facilitate learning using augmented reality technology with guides and detailed explanations, materials and 3D graphics. The value of the investment in it reached 55 billion Saudi riyals, equivalent to 14,647,842,630.61 US dollars (Al-Madina electronic newspaper. (3/8/2020).) The platform aimed to benefit 6 million students and their parents in various stages of public education, and 525 thousand occupants Educational jobs (Ministry of Education, 2020) Later, the Saudi Press Agency (SPA, 9/19/2020) announced that the number of interacting with the "Madrasati" platform reached 92% of students, 97% of teachers, 37% From parents, and in an attempt to help the financially struggling students, the Ministry of Education has disbursed about 20 thousand tablets for high school students through the "Takaful" program campaign

4. Methodology

The present paper aims to address the following research question: What are the experiences of school leaders about the effects of providing "remote education" on justice and equity in student education in accordance with the requirements of the "Madrasati" platform for distance education?

The study refers to data collected through semi-structured interviews with a sample of 17 school leaders, conducted by the three-person research team. In the governor of Al-Hanakiya in Al-Madinah Al-Munawwarah region (western Saudi Arabia), Wadi Al-Dawasir governorate in Riyadh (central Saudi Arabia), Dhahran Al-Janoub governorate from the governorates of Asir (southern Saudi Arabia), Al-Ahsa governorate from the governorates of the eastern region (eastern Saudi Arabia), and Sakaka governorate in Al-Jawf region (northern Saudi Arabia)).

Schools were selected from five governorates from different regions of Saudi Arabia on the basis that they are schools that need support, and have been subject to dropout, and the withdrawal of a number of students. All schools are from the primary stage because primary school students (6-12 years old) need support in dealing with technology more than older students. It is the phase that UNESCO focused on being most vulnerable to leakage (UNESCO, 2019). The classification of primary schools' classification and arrangement of primary schools has been relied on in the Student Regularity Index based on the absence series for the 2020 academic year in each of the educational districts in the Kingdom. This classification divides schools into three levels: the first category with good performance (green and absenteeism low), the second category with medium performance (yellow and absence medium), and the third category with low performance (red, absence is high and reaches dropout). The research team chose the sample schools in a simple random way from between the two classifications, yellow (average performance) and red (low performance) (Ministry of Education, 1441).

The interviews were conducted with the sample (school leaders), individually and in groups, in schools because the members of the school administrative body (the leader, the school representative, the administrative assistants, the student counselor) continue to come to the school headquarters to follow up on the progress of work, and they did not work remotely, as is the case for the educational body. The interviews were recorded by audio after taking sample approvals. The interview questions focused on the feasibility of having regular distance education with all groups of students in the school, the number of dropouts and dropouts, the reasons for dropping out, how leaders dealt with these problems, and the most prominent solutions from their point of view. Then the interviews were analyzed and the results written and interpreted. The names of the participating leaders have been changed with the letter L symbols from the word Leader followed by the number (1-17) to distinguish between the leaders. The confidentiality of the data was confirmed and it is for scientific research only.

5. Results

The findings section describes an analysis of the interviews and their most prominent findings on the two main topics of the paper:

1- Lack of fairness between dropout and the inability to keep pace with the requirements of distance Education.

The annual report of the Ministry of Education states that the dropout rate in the primary stage does not exceed 1.1%, and in the intermediate stage 1%, and 0 and 85% in the secondary stage throughout the Kingdom in general (Ministry of Education, 2019, 37). Most of the leaders in the study sample indicated that the dropout problem in the academic year 2020 was worse than it was in 2019, so that the number of dropouts reached 26 out of 114 students in the Leader School L9 as a whole distributed over the first and second primary grades, and L7 stated that he had more than ten students. They dropped out after a month of distance education, and other leaders (L10, L12, L15) reported that at least 5-10 students (in grades 1-3) stopped attending virtual classes every day for several days and then returned to attend and then re-dropped. For two weeks, until they completely dropped out of learning. L4 explained that:

"The second grade students who dropped out are already those who succeeded in the first grade last year at the time of the pandemic through distance learning, and their foundation is weak compared to their peers in regular attendance, according to the words of their parents, and then they were unable to continue studying in the second grade because their parents allowed the completion of The first grade was dependent on their hope that the school would compensate them for the educational losses that the family could not compensate for; but the continuing decision of distance education for the next academic year and the school's failure to

compensate those students for what they lost in learning stopped parents pulling their children out of school until regular study returns. They are unable to complete tasks with their children. "

The majority of school leaders in the sample agreed that the dropout problem was one of the most important problems that resulted from mandating distance education for all groups of students. Where the leaders L13, L14, and L11 stated that they had not previously suffered from the problem of dropout or interruption until distance education was imposed, so the dropout appeared in at least 3 students in each school, especially the elementary grades (grades 1-3) that usually require assistance from before. Guardian to open the computer, log into the student's account using the password and the secret code in the official virtual learning platform "My School", and navigate the student's account on the platform, including its forked icons. It is worth noting that the official student page on the platform contains no less than ten main icons, some of which are horizontal and vertical, including the school schedule, meetings, current and postponed assignments, asynchronous video clips, and lists of assignments for each subject, including what is solved directly on the web page, Including what is required for the solution to the book, then upload the solution electronically. Others cannot be uploaded on the same platform, but rather require sending them via other social media such as "WhatsApp" or "Telegram" online wall, and some require audio recording such as text reading clips, and others require video clips such as works and artworks. A group of Commander L8, L16, L17 explained that in the midst of all this, the student should periodically follow orders, be informed of developments, and announcements. Especially since students of this stage lack the skills of speed-reading and coping with the multiplicity of icons and its ramifications on the official website for distance education called "my school platform". Studies have indicated that the feature of accessibility, which is one of the features necessary for the success of distance learning, has different dimensions, including the so-called digital divide. It refers to the ability of the Internet to reach everyone in the community (Townsend et al, 2007), or it is the ability of individuals to access the target site on the network to use the available product or service for all users so that all users of different categories can understand the site and the mechanism of movement and interaction with it. (Luján-Mora, 2013).

In the context of the dropout, L15 also added that the lack of justice represented by the inability of some students to access the application of distance education in its regular form between attending the interactive platform, submitting assignments, handing over performance assignments, projects, presentations and tests was a reason for others to drop out from Students:

"Some students drop out due to their inability to keep up with the platform daily due to the weakness of the network in the home and the region as a whole, and thus their inability to keep pace with simultaneous education in the virtual classroom and meet its requirements."

On the other hand, some leaders (L1, L2, L3) explained that the problem of dropout in and of itself arose from the weakness of the parents' education about the feasibility of distance education, and that in the first attempt when they allowed their children to learn from a distance for a whole year, they noticed an educational loss appeared. At the beginning of their follow-up to study in the new year, which prompted them to withdraw their children from school despite the leader's attempts to persuade the guardian to retain the child, L2 said: "I tried to discuss with parents individually that withdrawing the child from school would cause the loss of an entire year and be late for it. His peers, and that this had a greater impact later on, and that I could help the child in a cooperative way outside the official working hours, but I later discovered that the matter was beyond my ability because the number of dropouts was more than 11 students, so it was only for me that I succumbed to withdrawing children from school.

Mamary and Charles, 2000 considered that the most complex challenges arise among those who have low-level ICT skills and access to the Internet, especially those with special circumstances and special needs, or even some cultural factors, social and environmental conditions.

It can also include under the concept of "accessibility" the ability to benefit all users of the target website, understand it, navigate and interact with it easily and easily. The problem of the digital divide between teachers and students can also be exacerbated by the lack of parents or teachers of basic information technology skills. -Mora, 2013)

Some leaders from the study sample L6, L2, L9 emphasized that despite the efforts made to provide simultaneous and asynchronous educational digital technologies, and despite the training programs that the leaders, teachers, and educational supervisors underwent through formal training by the Training and Scholarship Department according to a unified time plan, only This is not sufficient to support distance learning because the Ministry did not target parents who are most in need of teachers and educational leaders for such programs to help their children (L2). The employees of the sector are in constant mobility and sustainable professional development, although at different levels among them, but they are still able to keep pace with the wheel of distance learning, in contrast to the parents for whom distance education causes a lack of equal educational opportunities, and the inability of some of them to reach an appropriate level from learning through distance education mechanisms and procedures. As one L17 commander noted:

"The one who contemplates the education platform icons sees their accuracy, their branches, and their permanent connection with the electronic connection, and that the disconnection of communication restricts the student from working on the electronic platform, especially since some duties are limited to a specific performance date and he may encounter a network malfunction or pressure in the network at this time. Therefore, the student is forced to enter at a later time, which may not be available. The digital platform has specific working hours (from three to seven in the evening for the primary stage)".

2-Low level of achievement in light of mandatory school attendance

The majority of leaders stated that the community groups and their environmental and social conditions differed. Some of them were able to follow through via distance education, especially the outstanding students and those with high or average performance, and they reached a good level of mastery despite the stumbling in the beginning. Others of the poor were unable to raise their level of achievement to a higher level due to the nature of distance education and the difficulty of providing feedback and taking into account individual differences. L16 stated: "Students in lower grades need direct education in teaching many basic skills. The teacher observes and evaluates the way the student writes letters, words and numbers, the direction of starting writing and how to hold the pen, which are matters that the teacher may not notice, especially through distance education, especially since the education policy Saudi Arabia does not allow the image of a teacher or student to appear in the girls' category for reasons related to Saudi culture, which poses many obstacles to distance education (Alfallaj et al, 2021, and in this case the burden falls on the family to observe the performance and provide feedback and directions to the student. Other groups of students that were previously classified as excelling in studies were affected, and she explained this by saying: "Some students are excellent in education, but they have special circumstances, such as separation of the father from the mother and the children remaining in the custody of the father, or that the child is an orphan to one of his parents, or that the responsible guardian works in official working hours during The period in which the student studies, "He added, explaining the situation of one of the students:

"I have students who live with a parent and family who provide them with a private teacher who comes home to follow up on their mastery of the skills, but this is not done through the school paper book, so the student engages in home education separately from the electronic platform, and performs in a good way with his own teacher outside the official working hours. That is, they are not able to complete the required tasks on the electronic platform due to its large and complexity".

When leaders discussed the mechanism for distributing grades to primary school students, most of them reported that according to the "Noor" system for students, 50 scores per semester are divided into (Ministry of Education, 2021): 10 scores for the achievement test at the end of the semester, and 10 marks for interval tests, and 30 marks distributed among tasks and duties, daily attendance and daily participation, according to the teacher's desire. L11, L13 indicated that the distribution of grades came under the directives of the Ministry of Education with the aim of reducing the score in the final exam, and increasing it in the work of the academic year to help the student on the one hand, and to overcome the opportunities for cheating that may occur in the final exams. L4 commented:

"This distribution has affected some groups, some of them are not able to attend daily, or complete daily duties due to the absence of the guardian, his busyness, or his inability to be present at the same date of the platform, and thus the student loses about 30 to 40 degrees despite being able to master the scientific subject, and possesses The competencies targeted for the school stage through home education with the diligence of the family, and that obliging the student to the requirements of distance education is what caused his achievement level to be lower than it was during the regular attendance education".

The leaders believe that it is unfair that a student who is accustomed to excel and able to master the academic subjects is poorly evaluated simply because he is unable to fulfill the requirements of distance education. Rather, it may reach the student to reach a "non-passing" assessment in a subject such as art education or family education because the handicrafts required of students need direct application such as using colors, cutting copper plates, shaping pots using ceramics, and cutting cork using sharp scalpel. In their entirety, they are actions that the child cannot do alone in the absence of the guardian and teacher. This prompts the teacher not to record the degree of passing the student in exchange for providing high evaluations to his peers who have someone who does these works on their behalf, as if the child is being punished for his own circumstance of non-passing. In the context of the low level of some students due to special circumstances, or the inability to keep pace with the requirements of distance education, L3 explained that the teacher is under the lens of the educational supervisor who obliges him to develop his performance, diversify teaching methods and creativity in using technology with students in every class, and interactive electronic activities, this forces him to use various electronic applications. The elementary school student may be ignorant of the way to use the electronic application in the first place, so how to solve problems on applications that are not useful during the short class time, which does not exceed 30 minutes, bearing in mind that students in Saudi education are not accustomed to this type of technical learning During regular attendance education; Thus the default becomes the student who was unable to keep up with the performance of his peers; Especially since other students were able to complete the task due to the help of the family, and thus the student with special circumstances loses the degrees of class participation, and his level of achievement decreases after he was one of the best.

Other leaders (L1, L2, L3) pointed to other reasons for the low level of achievement related to attending virtual classes, where the teacher creates a virtual class (sometimes) outside the official working hours for primary school students, either after the end of the school day or

on the weekend, and provides an invitation for students to attend the class. The student is supposed to meet the meeting invitation, and in the event that it is not met, the degree of attendance of the class is assumed to be deducted from the absent student, regardless of the circumstance, especially since his colleagues were able to attend (according to the interpretation of L8). In another sign of the reasons for the low level of achievement, L9 reported that some families involve two siblings in one device to attend classes on two different periods (morning for middle and high school, and evening for elementary school), or the child may use one of his parents' devices and the parent and his device may deprive the student of Attend classes. As for other groups of students, some of them attend classes via a computer, although some requirements can only be fulfilled via smartphones, as they require immediate photography and direct upload from a smartphone, and on the contrary, some presentations and performance tasks require working on a computer while That the child uses a smartphone to attend classes; Which causes failure to fulfill some requirements or hand over duties and tasks, and thus lose the specified degree for this task. Studies have shown that lack of equity through failure to respond to the diverse needs of students may cause their performance to decline. Bates & Bates 2005 indicates that learners are not a heterogeneous disparate mass in terms of educational background, income, age, and learning experience. And that this diversity in the student body and the continuity of its change requires educational organizations to present a variety of technological forms based on individual differences between individuals in order to balance between educational contexts and justice in meeting individual needs. In the context of equity, Liu (2017) believes that educational equality entails the coupling of learning with livelihood and that one-way education without taking into account individual needs may lead to new inequality in education, and after the development of educational informatics, a "digital divide" between urban and rural areas gradually emerged.

6. Judgment (proposals and solutions)

The following section refers to two proposals by the research team after analyzing the results, which are:

1- Community partnership to help achieve justice in education for students

It can be said that the application of distance education with government spending allocated to it, material and human efforts, hypothetical platforms and paid subscriptions in global sites, training and qualification for its workers, despite the percentage of entry to the virtual "Madrasati" platform in a short period of the educational community segments out of the total number Actual, which reached 92% العام of public education students, and 97% of teachers (SPA, 9/19/2020), however, it may not suit all student groups and does not achieve justice and equity for all groups of students. Dimensions of equity, or because of the digital divide; Townsend et al, 2007 (Luján-Mora, 2013), or because of the lack of equity in taking into account the needs of different groups (Liu, 2017). Or because it is difficult to use technology, or because it is difficult to implement all the required distance education requirements. And that the matter may reach a low level of achievement, not because of lack of proficiency, but because of the nature of distance education and its mandatory regular attendance. The student may drop out, or families may force the student to withdraw from the school year. This group is more severely affected by the shock of distance education, it is accepted that the interruptions or closures caused by the Covid-19 pandemic will lead to heavy learning losses (World Bank, 2020; Kuhfield et al., 2020). However, the source of concern is that the accumulation of losses After schools return through distance education or other types of education, it is what may cause permanent learning losses. One recent study indicates that the temporary closure of schools or the equivalent dropout can lead to a great loss of learning

in the medium term. In the analysis of the effect of the Pakistan earthquake in 2005 on children's learning after four years by comparing the performance of children belonging to the families that I was close to the fault line and the schools in it were closed for a period of approximately three months with those far away from it and were not affected by the earthquake, noting that the damaged schools were closed for a period of approximately three months (Andrabi et al, 2020).

From the foregoing it is clear that the damage in educational losses resulting from inequality in education for students referred to by the study sample makes them suffer and they need a longer period and greater effort to compensate for the loss (Kaffenberger, 2021). In light of the pandemic conditions, these students need more intervention and additional assistance than others. This is not intended to place the burden on the Ministry of Education. Rather, the community, with its institutions and individuals who are able to help and cooperate, through various aspects of community partnership that enable students to overcome these difficulties. The method of community partnership advocated by the current paper is not considered a difficult alternative to the problem of lack of educational equity, as it has been proven to be applied under different names in previous times and environments, including the so-called comprehensive education advocated by human institutions as a solution to some social inequality problems that result from conditions beyond the control of the individual. Like disability, poverty, sex, and others. Some countries have used this method to achieve equity in education through medium-term planning and with great assistance from family, society and students themselves (Rambla, Trappini, Ferrer, Verger, Tawil, 2008). This is what the current paper seeks to adopt as a treatment method for the current situation imposed by the repercussions of the pandemic and distance education on some groups of the educational community for students from (6-12) years old to avoid a greater cumulative educational loss that these students are exposed to. The inclusive education method has proven its effectiveness in many studies because of its interaction between schools and their local surroundings (Naicker, 2006). Community-led solutions, local partnerships, and the cooperation of school leaders in solving students' problems even outside their usual roles are one of the important solutions that international agencies have indicated to achieve education equity in light of the pandemic with the need to take precautionary measures (Auerbach & Tariq Thachil, 2020).

In a recent study, it was shown that sound partnerships between the school, the family and the community can strengthen student learning, and reduce the traditional one-way trend in assigning responsibility for achieving justice in education and responsibility for the success of the learner, especially among rural cities or those that cannot access distance education in its official approved way. (Nyatuka, 2017) In the same context, the Moreeng et al., 2020 study promoted the employment of community partnership to support student learning and stipulated the availability of resources for the partnership and the correct use of them.

2. Adopting home education for the primary stage to achieve justice and equity in students' education

The present paper proposes for the category of students who have fallen under other special circumstances during which they were able to learn at home, but it was difficult for them to harmonize between the requirements and obligations of multiple distance education at scheduled times, which exposed them to the low level of achievement according to the distribution of grades that the ministry obligated students to. And this problem may be less severe in the intermediate and secondary levels. Higher education students do not need a high amount of intervention and assistance to interact with digital learning and technology as much as children (6-12).

The concept of homeschooling or non-school education that is concerned with the current paper Unschooling can be illustrated as a method of education that depends on the interests, preferences, desires and goals of the learner. That is, the student's educational system is not directed by teachers or curricula, and that the non-school student has the freedom to benefit from teachers or to view textbooks. He is the first responsible and controller in the way he learns, and he is the one who chooses the answers to his questions that determine his options, why, and what, How, where, and when does he learn? Chase & Morrison, 2018). Although the Saudi education system differs somewhat from what Chase & Morrison knew, curricula and textbooks are unified due to the centrality of the education system, except that education can be applied from home otherwise. Especially since this form of education is available and approved in the intermediate and secondary levels (Ministry of Education, 9/4/2021).

The adoption of homeschooling that the present paper calls for as an answer in the context of educational equity for some groups is only an affirmation of the family's role that emerged during the pandemic in compensating lost students in education (Luxoli, 2020). In the same context, the United Nations report (2020) indicated that the Covid pandemic -19 Caused interruption of students enrolled in schools around the world at a time when the world is suffering from real educational crises, as the World Bank index shows "learning poverty", which reached 53% in low and middle-income countries before the outbreak of the virus, and that one of the most important manifestations of the Corona crisis Educational - at the global level - Home is issued as an inevitable option to become a semi-formal educational intermediary, even if the applications of this option differ from one country to another, and from one educational system to another, and from one region to another, and from one home to another for students of the same school, which made the situation facing a partnership An educational partnership between "the student's school" and "his home".

In other examples of implementing homeschooling with community partnership during the Covid-19 pandemic, some countries, such as Lebanon, cooperated to send lessons and teachers in some cases to students' homes to voluntarily help them in light of the pandemic. In Bulgaria, teachers and parents cooperated in mobilizing publishing houses to make textbooks and educational materials available in digital content for grades one to ten and broadcasting two channels of educational programs on national television as an initiative to compensate students who could not follow through with simultaneous virtual education (Kenawy, 2020).

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