Education during emergencies (Egypt as a case study)

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UNESCO considers education in crisis and emergency situations t o   be no less important thanand emergencies to be just as important as providing urgent food and health services.and health services in the context of achieving a comprehensive humanitarian responsecomprehensive humanitarian response to those affected by the effects of tuberculosisemergencies.. Since 1950, the organisation has championed the right to education during emergenciesemergencies, including for refugees, displaced persons and host communities hosting them, considering that education is a fundamental human right human rights in all circumstances, especially in emergency situations where education becomes even more importantto restore hope in people's hearts, and to transfer the experience and knowledge necessary for physical reconstruction and instilling a spirit of psychological rehabilitation in those affecteddamaged by emergency crises.

In accordance with international covenants and conventions c o n c e r n i n g human r i g h t s , education is a fundamental right that must beaccessible t o all, but it is significantly disrupted inemergencies resulting from natural disasters or health crises resulting from the spread of pandemics and epidemics, or political and social unrest, where some or all of these circumstances – to the destruction of infrastructure, disrupting the educational process, and increasing the number of children and young people affected by t h e consequencesof these disasters, crises and disturbances. In this context, Egypt, like other countries around the world, has witnessed many eventsthat have led to some unconventional upheavals in t h e e d u c a t i o n a l p r o c e s s , most n o t a b l y the October 1992 earthquake, followed by the revolutions of 25 January and 30 June, and most significantly in recent years, the repercussions of the COVID-19 pandemic and the influx of Sudanese refugees following the outbreak of thein April 2023, in addition to emergency flood crises or air strikesin some governorates.

 In light of the above, this paper presents the concept of education during emergency situationsand the most prominent interventions that have been carried out. and highlights the interventions made by the Egyptian government in dealing with sudden crises and disasters that have had an impact on the education of children and young people. It also reviews the most prominent international and regional experiences in thisfield w i t h t h e a i m of drawing lessons that can ben e c e s s ary interventions to integrate education duringemergency education into national education policies, and to activate the role of civil society, especially the Egyptian Education Union, in promoting this effort and integrating education during emergenciesthe work strategies implemented by both government agenciesor civil society organisations.

First: The concept of education during emergencies

The term "emergency education" refers to refers to a set of opportunities and challenges that can arise in the educational process in emergency situations, h i g h l i g h t ing the role of government policies and responsesof civil society in dealing with these situations. In light of this, although t h e r e   is agreement among academics and expertsa set of indicators indicating the e x i s t e n c e   o f   a state of emergency situations, including the element of surprise and suddenness, which isa fundamental aspect of the concept, and that an "emergency" is, by definition, an e x c e p t i o n to the established rulesestablished norms or prevailing and customary traditions, However, there are vast d i f f e r e n c e s between them, i.e. academics and experts, regarding the time frame of the emergency, as well as any sudden events and phenomena that may occurfall under this classification. [2]

In this context, one of the trends has been to limit e m e r g e n c i e s to natural disasters, climate and environmental crises, i.e. any set of natural f a c t o r s beyond human controlnot subject to their control, such as a devastating earthquake, volcano, or flood, or fires caused by extreme temperatures, or the spread of a widespread epidemic. A l t h o u g h the consequences of these phenomena varyvary according to their severity, extent of impact, and d u r a t i o n . t h e y all qualify as emergencies as long a s The main reason for creating this situation is inspired by.

In contrast, a n o t h e r trend has expanded the description of emergencies to includethe human dimension, i.e. the impact of humans on the world, which results inemergency situations, of short, medium or long duration, and may t h e r e f o r e include the outbreak of a sudden war, or a series of protracted terrorist attacks, or the outbreak of a revolution or violent protests against the political regimeruling regime. The common factor in all these cases is the existence of ain the functioning of some institutions of the political system, the prevalence of population displacement and migration from one place to another, the existence of attacks on or destruction of certain buildings and institutions, or a strike by some or all of the actors involved in the educational processprocess, such as students and teachers, etc., a n d other a s p e c t s that result inthe efficiency of the political system and its key components, most importantly educational institutions.

It is worth noting that the 2008 report of the Committee on the Rights of the Child on the right of the child to education in e m e r g e n c y situationse m e r gency situations. This broad concept was adopted and followed t h i s   approach. UNESCO the Geneva-based Global Initiative for Education in Emergencies, t h e Global Coalition to Protect Education from Attack, the Global Coalition for Disaster Risk Reduction and Resilience Resi l i e n c e in Education, as well as the report "Education in Crises: Commitment to Action" launched by Member States and partners at the Transformation SummitEducation Summit organised by the UN Secretary-General in 2022.

This relates to the definition adopted by the United Nations of the concept and characteristics of the state of emergency itself, which revolves around considering it a legal system subject to the rule of lawthe rule of law, a system that imposes exceptions, and is not normally applied, and is only temporary, and that this system is not imposed if there is another way toaddress these circumstances, and it is necessary to deal with emergency and unusual circumstances. Furthermore, recourse to this system - - an emergency situation in accordance with the law, and that these laws do not deviate from the provisions of the constitution, no matter how extreme and unusual the circumstances may be, and that these laws are temporary, and that the purpose of imposing emergency strategies is to protectgovernment interests, and that this exceptional regime should end by force of law, i.e. once the need for it has disappeared and its justifications have ceased to exist.

Therefore, at the academic level, the term " emergency education" is used to refer to education in situations wherestudents lack access to national education systems due to man-made disasters or those caused by nature, It is also used to refer to the different forms that can beGovernments and other actors can contribute to the sustainability of the education process.the continuity of the education process and prevent children andyoung people whose lives are endangered by natural or humanitarian disasters. It is noteworthy that the 1989 Convention on the Rights of the Child sought torecognisethe right to education in emergencies, and the importance of supporting education during emergencies has become has become more apparent to local populations and international donors..[6]

In addition to the above, the literature also differs in defining the temporal scope andspatial scope of the concept. While some focus mainly onprimary, preparatory and secondary education, as well as university education.Some sources expand on the description of what is meant by "emergency situations" to cover different stages of education and age groups. For example, the Joint Network of Education Agencies in emergency situations adds to the difficulties of sustaining the educational processin informal settings, technical and vocational education, and literacy centres[7], adopting a more comprehensive and expansive approach tothe groups covered by the concept of education inemergency situations.[8]

In this context, the Federal Emergency Management Agency (FEMA) , which is responsible for promoting disaster mitigation andand coordinating response and recovery after a major disastermajor disaster or emergency as " an event that results in a large number of deaths and injuries; and causes serious damage or destruction to facilities thatand supports human needs; and generates enormous demand for resources and response mechanisms state and local levels; Causes severe long-term impact لـ Economic activityon the overall economy; and severely affects the capacity of the state, local authorities and the private sector to initiate and sustain response activities. Emergency managers classify disaster levels according tothe size, type, and number of issues that need to be addressed. This classification includes minor emergencies, complex emergencies, and major disasters. Simple situations include residential fires, and short-term storm damage, Major disasters include hurricanes, major floods, the spread of widespread human or animal disease, prolonged drought, and nuclear reactor failure.[9]

In general, t h e r e are some indicators that point to the concept, i.e. a set of m a n i f e s t a t i o n s that indicate the existence of a crisis in the educational institutionas a result of an emergency situation, which are as follows:

1.   Closure of educational institutions, whether due to partial or total suspension of teachingand students p a r t i a l l y or completely stop going to centres andor the partial or total destruction of or the partial or total destruction of infrastructureinv o l ved in the educational process. Official and unofficial educational institutions may be forced to, i n c l u d i n g schools, universities, and places of technical and vocational educationand vocational training centres, Closures for reasons related to safety, resource constraints, orbroader societal disruption. They may be damaged or destroyed, including from targeted attacks in situations of armed conflictor as emergency shelters f o r the population. or as emergency shelters for people affected by the crisis.

   2. Lack of alternative learning resources: When physical learning spaces are affected, alternative learning methods such as digital learningor distance learning may not be available due to a lack of basic infrastructure, financial resources, technological capabilities, andtechnical expertise, or may not be comprehensive or available to all students and traineesand trainees, especially in remote areas or.

   .3 T h e extended impact on students' health, safety and fundamental rightsIn times of crisis and disaster, students, teachers and education personnel are exposed to increased risks increased risk o f abduction, harassment, injury or death. School closures also increase the exposure of physical andmental health by cutting off access to essential healthincluding school meals. including school meals — the only reliable source of nutrition for the day formany poor children.

   There are many cases of trauma or psychological shock, where l e a r n e r s, teachers and education staffand the wider affected communities may suffer fromsevere psychological and mental health effects, affecting all aspects of their lives, including education.

   2. Directing spending priorities to sources other than education, where the g o v e r n m e n t and multilateral i n s t i t u t i o n s m a y work r e d u ce and reallocate education funding to supportother urgent humanitarian needs. C r i s e s also hamper the ability of governments to plan for thefuture, which has long-term consequences for the quality of education provision.

   . Gender inequalities a r e exacerbated, as young women may be at risk of gender-based violence , including sexual exploitation, child marriage, early marriage andforced marriage. They also face an increased risk of dropping out of school permanently, severely limiting their future opportunities for learningand social advancement. The same applies to young people with disabilitieswho face additional risks and barriers toaccessible and inclusive education, such as

L ack of p h y s i c a l access to educational spaces andinsufficient assistive devices and technology. For those displaced and refugees due to emergencies, displacement imposes additional obstacles to education in the host community, including social, economic, linguisticand cultural barriers.

. The continuous movement of people from one place t o   another a n d   the absence of the necessary social stabilitysocial stability necessary for the sustainability of the educational processand increase the percentage of students dropping out of education, i.e.   those who a t t e n d school for a while and then drop outcompletely abandon their studies, a n d the number of people affected by disasters and crises is increasing,leading to partial or total interruption of education, and impedes the realisation of the right to education or deprives students ofor impeding the normal and usual academic progress of t h e survivor, multiple cases of mental and psychological vulnerability andcaused by the absence of education.

In a related c o n t e x t , UNESCO reported that the concept is not only related tothe state of education in emergency situations and its indicatorsAs mentioned above, it also goes beyond a set of educational responsesemergency or immediate responses taken by t h e relevant actors, whether in government or civil society. I believe that education in emergencies originally refers tothe essential role of education itself, as emergencies fundamentally disrupt the role that education playseducation in crises t o recover from shocks and build economic stability.economic and development decisions in the future, providing a sense of normalcy and stability both duringcrises and beyond, as well as a loss of the ability to develop and advance intellectually, both individuallyand collective development, or enhancing the training c a p a b i l i t i e s of individuals and groups, whichthe community's ability to overcome crises causedemergencies.

UNESCO's work in the field of education inemergencies is guided by international human rights law and humanitarian lawand refugee law. This includes key conventions and resolutions such as the and t h e Safe S c h o o l s Declaration, UN Security Council Resolution 2601, and the normative, i.e. ethical, frameworks for comprehensive school safety. **Disaster response is divided intointo two main stages:**

The first is immediate action, including the provision of formal and informal educational opportunities that areinclusive and high- q u a l i t y education opportunities for all, i n c l u d i n g refugees and displaced persons, and promoting distance and digital learning through capacity building and provision of equipment, and addressing trauma caused by emergencies through mental health and psychosocial support.This support extends to learners, teachers and care providerscaregivers and communities, as needed. UNE S C O a l s o helps countries address the gapaccurate and reliable data in a timely manner., which is crucial to advancing high-quality e d u c a t i o n, including in emergency situations. In addition, UNESCO monitors damage to basic education infrastructureduring crises and supports efforts to rebuild.

Secondly, medium- and long-term measures that focus onand building the resilience of education systems throughcrisis-sensitive approaches and developing curricula with the aim of providing safe, inclusive and equitable education for all. UNE S C O a l s o works to prevent the collapse of education systemsin protracted crises, in partnership with other stakeholders in educationto provide joint funding and support.

Second: Government p o l i c i e s in response to emergencies

I n this context, this s e c t i o n presents the general situation of t h e educational process, highlighting the government's responses to emergencies thatin Egypt in recent years (2024-2020) and assess them, and the role of civil society in relation to it.

1. General status of the educational process:

The state pays great attention to education, w h e t h e r at the constitutional, legal or strategic levels. The constitution contains seven articles directly related toeducation, namely Articles 25-19.Article 19 guaranteed the right to education for every citizen and made f r e e education compulsory for all Egyptian childrenEgyp t ian children until the end of secondary school or its equivalentequivalent, and s e t its goal to build the E g y p t i a n character and preservenational identity, developing talent, encouraging innovation and the s t a t e 's commitment to providing it in accordance with the highest quality standards, and to commit to allocating a percentage of government spending toeducation of no less than 4 per cent o f gross national incomegradually increase until it is in line with global standardsglobal standards, and be supervised by the state to ensure compliance with its educational policies.[10]

Article 20 deals specifically with technical and vocational education and trainingand expanding its types i n l i n e with the needs of the labour market.the needs of the labour market. Article 22 emphasised the state's guarantee to develop the competence ofof teachers, faculty members and their assistants and to protecttheir material and moral rights. Article 24 focuses on the Arabic language and educationa n d   national history as core subjects in public and private pre-university education. Article 25 emphasised t h e state's commitment to eradicatingand digital illiteracy T h i s has played a key role in the digital transformation efforts i n thethe education system, and continuing adult education during the coronavirus pandemic after the closure ofnearly 70,000 literacy classes. The text reads as follows " The state is committed to developing a c o m p r e h e n s i v e plan to eradicateand digital illiteracy among citizens of all, and is committed to developing implementation mechanisms with the participation of civil society organisationscivil society institutions, in accordance with a specific timetable.[11]"

In addition to materials related to children, Article 80 affirms t h e right of every child to early educationat a childcare centre until the age of six, a n d it is prohibited to employ children before they reach school age., Article 81 obliges the state to guarantee the rights of persons with disabilitiesand dwarfs.

In terms of health, and in Egypt's Vision 2030, e d u c a t i o n and training are central to achievingThis vision states that The strategic vision for education u n t i l 2030 aims to 2030 aims to provide h i g h -quality education and training for all, within an institutional framework that is efficient, equitable, sustainable and and flexible.   s h o u l d be focused on learners and trainees who are capable of critical thinkingand are technically and technologically proficient, and also contribute to building well-rounded personalities and unleashingtheir potential to the fullest extent for citizens who are self-confident, enlightened, creative, responsible, open to diversity, respects differences, is proud of his country's history, passionate about building its future, and capable of dealing competitivelywith regional and global entities.[12]"

I n this context, the government launched the " Strategic Plan for the Development of Pre-School Education-2014) "(2030 for reforming the education system, and the National Education Project 2018 " to reform educational curricula   and develop   teaching methods   and learning   and development   methods   assessment   and measurement   skills andexamination and use of technology in the educational process, as well as the " Higher Education and Scientific Research Strategy 2030,"   and the "National Strategy for Science, Technology andInnovation."2030, and the state has worked to establish different types of educationalthat provide services comparable to those provided by private and international schoolssuch as the Egyptian-Japanese School and and Egyptian-German schools.

This was accompanied during the period 2024-2014, a number of positive indicators were achieved, includingthe net and gross enrolment rates for all, improving the gender gap, and the geographical gap between rural and urban areas, and the state's completion of the technological infrastructure and implementation tablet s y s t e m   in many secondary schools, and a lower dropout rate compared to previous yearsits and revitalising government engagement with civil society toeradicate illiteracy a m o n g those above the age o f [ii]15 This is in addition to the expansion of free education schoolsin remote and disadvantaged areas in partnership with civil society organisations and institutions. F o r example, the number of such schools established by the Misr Al-Khalid Foundationin cooperation with the Ministry of Education reached 1,084 schools in 2022. Figure (1) shows the distribution of these schools across the governorates and the number of students with disabilities enrolled in them.
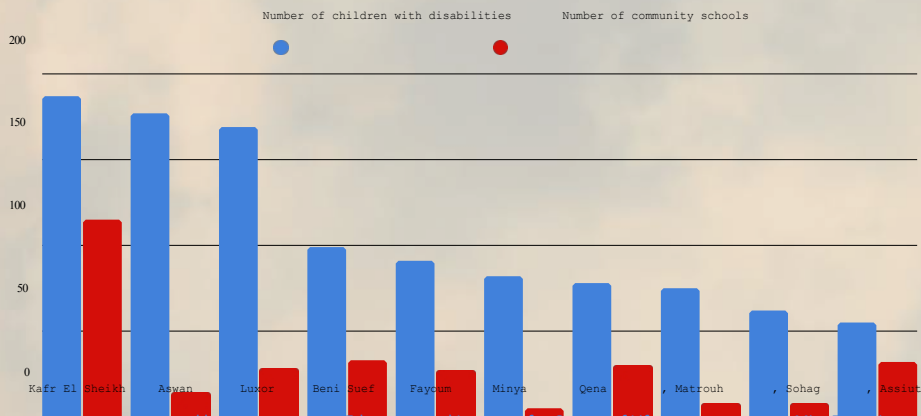
Prepared by the researcher: Education and Learning for Quality of Life Report 2022-2016, Misr El-Kheir Foundation, pp. 31-29.

Despite these e f f o r t s , the 2021 National Human Rights Strategyaddressed a number of challenges in the field of education, most notably theneed to strengthen efforts to address dropout rates in basic educationbasic education and the lack of schools f o r all levels of education ins o m e areas, and weak technological infrastructure in , t h e need to improve the quality of pre-university education in line with international standards, as well as strengthening e f f o r t s aimed at training teachersand the low ratio of teachers to students, and the gap between higher education outputs and labour market requirements.of the labour market.[15]

In addition to these observations, there are several indicators that suggestlow motivation for formal learning among both families andstudents themselves. Among families, there is a noticeable lack of interest among some sectors of the population in building abuilding it with the appropriate quality, either for reasons related tothe prevailing culture, especially among middle-class familiesor due to increasing pressures or due t o increasing pressures resulting from the current economic crisis, which has forced difficult choices regarding the quality ofa n d quality of education, especially in light of the rising cost of education, which accounts for about 40 per cent of the netannual income of Egyptian families, and a large portion of it is spent on private lessonsat all educational l e v e l s , which have replaced school in manymany secondary schools.

Among primary and secondary school students, t h e r e is a general feeling that schools are unattractive, both in terms of overcrowded classrooms the poor academic competence of s o m e teachers, and the increase in the number and difficulty of school curricula, especially infourth grade, before a number of subjects were removed and some were combined intosecondary school level, In addition to the l a c k o f e d u c a t i o n a l r e s o u r c e s and extracurricular activitiest h a t m a k e the educational process attractiveF o r university students, there is near unanimity – among students and experts –   that t h e curricula at the secondary level are not suitableto the requirements of the labour market, w h i c h is reflected in students' feeling that their studies do not fulfil their aspirations. This feeling is reinforced by data from areleased in August 2024 for the second quarterof 2024, the unemployment rate among holders of84.1 per cent of the total unemployed, and holders of higher degrees and above o c c u p y of 44.8 per cent of that total.[16] With the spread of freelance work a n d social media providing models ofuneducated or minimally educated personalitieswho have amassed vast wealth in a short period of time , whether they are festival singers or influencers such as TikTok Tok and other social media platforms.

International r e p o r t s confirm these observations. According to the World Bank's 2022 report on education, despite the state's s u c c e s s in enrolling allchildren in primary school, as well as 91 per cent of children in the preparatory stage age grouppreparatory stage, However, the net enrolment rate for the pre-primary stageis 21 per cent, w h i c h is one of the lowest rates in N o r t h Africaand the Middle East. Enrolment is also at its lowest in secondary education, with an average rate of 60 per cent. The Organisation for Economic Co-operation and Development report for2024 attributes this to the inability of families

It covers education-related expenses, which o f t e n include high costs for private lessons[18] This is despite the recognition of growing enrolment rates in formal education.and a n d the increased likelihood of continuing from secondary education tohigher education in recent years, it is now estimated that around 40% of secondary school students enrol in higher education.

 In addition to reasons related to the economic situation of families, other structural reasons emerge, as noted in the report Organisation for Economic Co-operation and Development for 2024, which shows thatspending on education in recent years from 2.8 per cent of GDP toand 0.8 per cent for higher education in fiscal year 2015/2016, 1.8 per cent and 0.7 per cent respectively in fiscal year 2019/20, both of which are significantly lower than the baseline levelsof 4 per cent and 2 per cent respectively, as stipulated in the constitution. The report considers that the suspension of public spending atat 2.5 per cent of gross domestic product overallamong the lowest in the Middle East and North Africa regionNorth Africa, and that one of the consequences of this decline is low teacher salaries, leading to a sharp decline in their numbers, officially e s t i m a t e d at more than 320,000 teachers, and the poor performance of students – according to international trends- in mathematics and science, where Egypt ranksthe lowest among countries, due to teaching methods and a lack of resources to support the education system.[19]

  The decline in motivation to learn becomes more pronounced as t h e   t o t a l n u m b e r   of enrolled students increases. number of students enrolled in pre-university education (general, technical and religious)) 28.5 million students during the 2023/2024 academic year, with this number increasing annually as a result of the continuing increase population growth and the continuous influx of refugees, and a shortage of teachers, numbering 1 055. million teachers, according to a statement by the Central Agency for Public Mobilisation andon the occasion of Teachers' Day in October. [20]2024 This situation has led to an increase in classroom density an increase in the average number of pupils per teacher, and teachers facing difficulties in teaching the curriculumin a manner that takes into account developments in the educational process.

  Motivation to attend school is likely to be lower in urban governoratesin large urban provinces, especially those with the highest concentration of refugees, w h i c h include the governorates of Giza, Cairo and Alexandria, which account for 47 per cent 29 per cent and 8 per cent respectively, according to data from the UNHCR.in June 2024, in view of the State's commitment to providing educational opportunities forits citizens at the basic education level. The p r o b l e m is particularly acute in the governorate of Giza, given that, given that it ranks first in terms ofthe number of teachers compared to the increase in the number of pupils inall stages of education except for, according to the report of the Central Agency for Public Mobilisation and Statisticsand Statistics.

 Table (2) shows the average number of pupils per teacher in public educationand Azhari education,   with an indication of the highest and lowest governorates in terms of the severity of this problem

Table (2)

Average number of pupils per teacher in primary and secondary education for the year and Al-Azhar

Least governorate	Highest governorate in terms of average number of pupils) General education (	Average Al-Azhar education	Average general education
New Valley 9	Qena 40	56	21
New Valley 9	Giza 44	25	34
New Valley 6	Giza 36	16	27
New Valley 6	Giza 35	15	24

When comparing this situation with that of OECD countries,, there are significant differences, where the average number of pupils per teacher in these countries to between 15.1 to 16.1 pupils in pre-primary education, 14 pupils in primary education, and 13 pupils in preparatory education. Class sizes are also smaller, ranging from an average of 21 students in primary and preparatory schools[22], which reflects the high quality of education there.

In light of these challenges, the Ministry of Education a n d Technical Education h a s launched a new strategy for the period 2030-2024-2024 However, the researcher was not able to view its contents and analyse i t s contents, as they are not available on either the ministry's website or the I n t e r n e t . H o w e v e r, as explained in the general framework of the plan reviewed by the Minister of Education the Minister of Education at the margin of the C o u n c i l of Ministers meeting in November 2023, based on three main axes: The first pillar is C o m prehensive and equitable a c c e s s to education for all society and its segments. The second axis is quality and e x c e l l e n c e in the content of the educational process in accordance international competitive standards. The third pillar is the need to ensure the Ministry's plan for the sustainability of lifelong education. The latter is most likely to be directly related to the Ministry's plan for the sustainability of education. the Ministry's policy of sustaining the education process in general, and in crisis and emergency situations in particular.

At this meeting, Dr. Rida Hijazi, Minister of Education, highlighted the "digital transformation" process in the education s y s t e m by focusing on improving the digital infrastructure environment a n d providing learners, teachers and classrooms with the necessary learning materials, a s well as building an educational system with integrated digital components[23]" In another meeting in May 2024 with the Director of Education and Development, he emphasised for Education and Adolescent Capacity Development at UNICEFThe Ministry looks forward to working with UNICEF in the field o f developing e-learning programmes and capacity building for those responsible for preparing digital educational materials digital materials, and training them to use the latest artificial intelligence software in the process of digitising the educational process.

T h i s is in addition to the state's ownership of educational platforms that a r e and and channels for disseminating educational materials and making them available free of charge to those seeking knowledge.

 It should be noted that the institutional framework necessary fordealing with emergencies in the Ministry, whether through thefor crisis and disaster management and risk reduction within the ministry orthe Crisis and Disaster Management Department at the level of educational directorates, which is emphasised in the directives of the Ministers of Education at the beginningthe need for communication a n d coordination between t h e m, especially with regard to training students on evacuation plansevacuation plan in the event of a disaster. [25] It should also be noted that the Ministry has sent a l e t t e r t o school principalson how to deal with natural disasters, particularly earthquakes, as was the case in February 2023, Although this discourse contains general advice and guidancewithout specifying specific competencies or responsibilities or providing the meansthat would enable the directorates to deal with emergency situationsemergencies, such as: Ensure your own safety first, and stay away from windows and shelves, N o t e that it is necessary to practise evacuating the premises the facility managers. Practical experience shows that evacuation plans are not takenseriously enough when they are implemented.

2. Government responses to sustaining education in certain emergencies:
 In light of the general diagnosis of t h e state of the educational processin Egypt, shows a complete absence of any l e g i s l a t i o n or official documentsthe policies or strategies that the state should adoptto sustain education in emergencies. Furthermore, the lack of focus on Egypt's Vision 2030 or the national strategyfor pre-university education in any aspect of it. This may be due to the seasonal nature of the state of emergencythat Egypt has experienced at various times in its history, and that they do not continue for long periods of time when t h e y do occur..

  This is consistent with the findings of a study published in the Educational Review Research journal in 2017 entitled "Education in Emergencies: A Review of Theory and Research," which revealed that there is a   significant lack of researchexamining the educational response of governments and non-governmental organisationsduring e m e r g e n c i e s. She added that the main reason for this is the lack ofaccurate and clear information about government policies in this matter, on the one hand, a n d the absence of accurate figures on the amount of international aid and howhow it is spent, a s well as the absence of a framework for analysing andevaluate the results of international initiatives.[28]

  Egypt is n o exception t o t h e conclusion r e a c h e d by this study, as there is also no accurate information detailing the efforts of the PeruvianEgyptian democracy, a n d practical experience in the interaction of agencies and institutions w i t h emergencies and crises using a "one-by-one" approach, and without a pre-prepared strategy for dealing with emergenciesThis is evident in the crises that Egypt has experienced over the

the last five years, starting with the coronavirus p a n d e m i c and the massive influx of Sudanese refugees after April 2023, and ending with natural phenomena such as flash floods in Aswan andlandslides in Alexandria Governorate.

A. The coronavirus pandemic:
 In 2020, the Information and Decision Support Centre of the Egyptian Cabinetissued a document on managing the COVID-19 pandemic A document on managing the educational process in emergency situations such as the spread of epidemics, and o u t l i n e d the following guidelines:

-Identify and analyse risks, -Identifying and analysing risks,

-Predict the effects of future emergencies, their growth andtheir development.

   -Dealing with information in disaster management in a sound manner andmaking quick and correct decisions.-Cooperation between the education sector and sectors related toemergency situations, especially the health sector.Epidemic outbreaks

-Educating students and parents about the risks and its impact on them, and raising their awareness of appropriate behaviours.

-Developing a strategy that enhances the capacity of the education system toto withstand emergencies and clarifying how to manage them
- Engaging specialists and experts to manage emergencies and develop effective plans and programmes for action.Procedural steps for implementation
- Education in emergencies should focus on p r o v i d i n g educational programmes-m a s s migration, epidemics, or climate disasters, in order to mitigate their effects and ensure the sustainability of thethe educational process.

At the policy level, after the outbreak of the coronavirus pandemic, the government took the following decisions: -Suspension of studies in all institutes, schools and universities by Ministerial Decree No. 717 of 2020,to extend the suspension period a second time, a n d to reduce the academic content of the educational curriculum, and replacing exams in various grades withresearch projects.
-The government has chosen not to implement a complete lockdown, and therefore, with regard to the education sector,schools are not completely closed, despi t e the suspension of formal education in its usual formand replaced by d i s t a n c e learning. The number of working days in schools has been reduced for staffand teachers, and everyone took turns on specific days,to go to educational institutions without interruption..
- Activating electronic educational channels thatprovide comprehensive and thorough coverage of all parts of theThe curricula and syllabuses for secondary education-
-Broadcasting lessons to students by subject teachers and sending themapplications and software for students to learn.remotely and at home, with the activation of the Knowledge Bank in this regard
-The Egyptian Knowledge Bank provides digital content, interactive v i d e o s and interactive books for students in the new system.From the first and second grades of kindergarten to the first and second grades of primary schoolfirst and second grades of primary school

- Launching the Edumodo electronic platform as a means of communicationstude n t s and teachers, with 6.5 million virtual classrooms from within 55,000 schools, through which lessons were explained and answering students' questions, a n d conducting online exams. and students joined the virtual classroom through a c o d e and invitation received e l e c t r o n i c a l l y f r o m the teacher e a c h term. In fact, nea r l y one million teachers have registered o n the platform, and more than 5 million students, and around 1.5 million virtual classrooms have been created, and around half a million people interacted with the platform withteachers during the 2019/2020 academic year.

-The digital library .ekb.eg /https://study has been activated, which includes numerous educational references and sourcesand was a key resource for students in preparing their research projects, which replaced the examination system at the time, and helped students f r o m the third grade of primary school to theThe library included dictionaries a n d g l o s s aries, videos, d o c u m e n t aries, and various sources of knowledge free of charge.

, the Ministry of Education and , presented a platform for live streaming for virtual classes/https://stream.moe.gov.eg This is to help first and second year secondary school students withdistance learning.

-The government announced the gradual launch of a plan to digitisethe educational curriculum and begin d i s t r i b u t i n g one millioneducational tablets to first-year secondary school students inpilot programme to integrate distance learning and face-to-face learning systems and face-to-face learning systems.

-Approximately 130,000 teachers have been trained to use the e-learning system.new e-learning platform, in collaboration with thethe Egyptian Knowledge Bank

-By 2021, Our School 1 and Our School 2 channels were launched for students in gradesfourth grade to third preparatory grade, and the education management platform, which served as the primaryfor secondary school students and wasThe Egyptian Knowledge Bank and i n c l u d e d interactive digital content specific to the school curriculumand answers to questions.

-Adopting a n electronic examination system forhigh school students and electronic marking, and the same applies to universities.

-The Ministry of Higher Education has contracted to lease the Blackboard platform andThinqi platform, which is used to record student attendance and absences, organising electronic lectures, and uploading scientific m a t e r i a l electronically to the platform, and placing the exams on it, and correct them electronically through it, and monitoring them immediately. To achieve this, training courses were held for members of the supporting body and university teaching staffto train them in t h e use o f thetext, and the transition from conventional control to electronic controlThe person responsible for uploading exams to the platform, monitoring grades, and announcing them to students. In terms o f the educational process i t s e l f, it is also noticeable that a large number o f colleges haveactivated YouTube channels and uploaded professors' lecturesand making them available to students free of charge. -Upon returning to the hybrid education system, which integrates e-learninge-learning and face-to-face education,the Ministry has approved a health protocol to ensure t h e s u s t a i n a b i l i t y of the educational p r o c e s s .and designated areas for the isolation of suspected cases , and for the periodic disinfection and sterilisation of all areas of universities andand schools before providing hand sanitizers in several places without , and activating the electronic payment system for services.

Educational, and following social distancing policies and setting time intervals between

entry and exits to prevent crowding

and mixing.

-The university and schools have provided Office 365 as a model for distance learning, and training was provided.- The General Authority for Education has established a system for the evaluation of educational institutions and the certification of teachers.

-The General Authority for Adult Education should integratedistance learning into its work,

by creating a YouTube channel to broadcasteducational lessons, and prepare courses to refine adult teachers' technological skills and train them Use of various electronic applications andtheir benefits in adult education.

B. Flows of Sudanese refugees:

There is no official or semi-official count of the number of refugees inSir, and they are often confused with residents and migrantsin Egypt, whose number was estimated by the International Organisation forin July 2022 at nearly nine millionfrom 142 countries. However, according to data from the United Nations High Commissioner for Refugees, , the total number of refugees and asylum seekers as of 30 September 2024, the total number of refugees and asylum seekers reached 792,000, belonging to 6 two countries. Sudanese nationality ranked first in terms of the number of, accounting for 63.6 per cent, followed by Syrian nationality with 20 per centper cent, refugees from South Sudan with 5.8 per cent, and from Eritrea 5.5 per cent. with the remaining 56. per cent distributed among other countries.[31]

However, these figures do not reflect reality, especially with regard tothe number of Sudanese, given the large number of illegal residentswho have infiltrated across the border and are not registered in the UNHCR's records. Official estimates indicate that the number of Sudanese refugeeswho fled the recent civil war to EgyptApril 2023, exceeding 1.2 million Sudanese, adding to the millions who have been living in citiesfor decades. Most of them are concentrated in the city of Aswan in the areas of Al-IskAl-Mukhtazar, Al-Aqqad, and Sheikh Haroun in the southern district of Aswan, and the areas of Al-Sail and Al-Sadaqa Al-Qadima (especially the buildings of Al-Awaj, Al-Rayaand the new friendship in the eastern neighbourhood and in a number of villages in the Nasr al-Nuba district. It should be noted that the concentration is even greater in the areas surroundingof Sudanese community schools, such as housingnear the Elite School, and insurance housing in the southern district near theAl-Qabas School.

It should be noted that government policies have been gradual in dealing refugees in the field of education based on the number ofrefugees and the pressure they put on the education system., while ensuring that Egypt fulfils its international obligations under international and humanitarian law the 1951 United Nations Refugee Convention and the Protocolamended in 1967, which is stipulated in Article 91 of the Constitution, through a series of ministerial decisions that are periodically updatedperiodically. In the wake of the popular uprisings and protests in 2011, and with the influx of Syrian refugees, the Egyptian government took decisions in support of the Syrians. In the field of pre-university education, the Ministry of Education issued a decision at the beginning of the 2012 academic year2012/2013 to treat Syrian and Yemeni students the same asEgyptian students, and I was keen to renew that decision annually, with the exception ofthe amendments relating to the increase in fees that it introduced from time to time.

In 2014, the Ministry granted refugee children and asylum seekers fromSudan, South Sudan, Syria and Yemen the right to accesspublic s c h o o l s on an equal footing with their Egyptian counterparts in all primary and secondary education classes under the sameconditions accepted for Egyptian students in terms of age andthe specified total for admission to the different stages of educationprovided that documents proving nationality andissued by recognised o f f i c i a l bodies, in t h e event thatit is impossible to obtain a passport. According to the Office of Refugee Affairs, these documents are, the residence permit or asylum seeker's card (yellow card.(These arrangements were included in Ministerial Decree N o . 284 of 2014, in addition to the ministerial directives thatare renewed annually and circulated todirectorates and departments of the Ministry of Education in a l l governoratesto explain the registration process, the required documents, and theexemptions from regular tuition fees for foreign students.

I n this context, the number of refugee students enrolled in government schoolsin the 2022/2023 academic year reached 60,482 students, according to a statement b y the United Nations High Commissioner for Refugees. H o w e v e r , this does not include the entire eligible age groupto enrol in the various stages of education due to the lack of registration of refugees in thehave any identity documents proving the level of educationof their children prior to seeking asylum, which t h e y most likely left behind when they fledtheir country, or because a n u m b e r of their parents were unable to enrol them inschool due to their difficult living conditions.

However, following the massive Sudanese influx afterthe outbreak of the Sudanese crisis in 2023, and the i n a d e q u a c y of school classrooms to accommodatethem, especially in areas with a high concentration of Sudanese immigrants in eastern Cairo, Giza and Aswan. the government resorted to more restrictive policies regardingregarding the r e g u l a t i o n of Sudanese e d u c a t i o n in Egypt. I n this context, the Ministry issued a decision to regulate the status of Sudanese community centreswhich served as an outlet for the spread of extremist and terrorist ideology which have been the main channel for educating Sudanese children, as the conditions for carrying out educational activities do not apply to it, which c o n s t i t uted a crisis for these students who were unable toenrol in public schools or did not have theresources to attend private schools. This crisis was only partially alleviated by the success of the Sudanese embassyto reopen the Friendship School inin November 2024, after confirming that the requirements set by the Ministry of Education have been met.set by the Ministry of Education, which announced the formation o f a committee from the Ministry of Education to visit to some other closed schools to ensure "the requirements for educational activities are met."[34]

In general, refugee students suffer from a lack of access to adequate educationeducation due to a lack of schools and overcrowded classrooms, cultural barriers related to language, and differences in educational a p p r o a c h e s .educational approaches, especially f o r refugees who are not Arab nationals , resulting in either poor academic performanceor their dropping out of school, and the economic and social obstacles associated withthe economic exploitation of refugee children and their families' preference f o r obtain food, shelter and healthcareinstead of going to school and getting an education. Add to that the cost barriers associated withschool fees, uniforms and school supplies, and the difficulty of obtaining documents as a result of losing their families and identity documentsand documents proving their level of educationduring their journey as refugees or

Leave it from the start. It also closed all community centres that were the main outlet for the education of Sudanese people in Egypt.

This suffering was only alleviated by the success of some international organisations in building a dam to prevent the flooding of the Nile.to fill part of the gap left by the government.to fulfil its international obligations towardstowards refugees, particularly in the field of education, in which Canadian organisations have been particularly active such as Save the Children, Plan Egypt, Care Egypt, in addition to Catholic Relief Services, and the World Food Programme through its school feeding programmein refugee host communities in Egypt, in partnership with the Ministry of Education and in coordination with the United Nations High Commissioner for Refugeesand UNICEF and the Child Rescue Authority. Through its cooperation with UNICEF to establish a fund entitled "Education Cannot Wait" to increase urgent international support for children who have been displaced by conflict.displaced by armed conflict, both within Sudan and in neighbouring countries, In this context, the Commission conducted an assessment of the situation of Sudanese familiesin Egypt and provided support to one-third of the pupils and students in the schoolby paying their tuition fees and purchasing school supplies. It also supported the families of students with suppliesthe winter season in particular.The fund also announced an emergency response grantof $2 million for Egypt in 2024, to be implemented by the United Nations High Commissioner for Refugees in partnership with UNICEF in an effort to sustain education for20,000 Sudanese refugees in the governorates of Aswan, Luxor,Cairo, Giza and Alexandria, while some government agencies have called for this number to be doubledthis figure twice so that it could cover the costs ofmore Sudanese students.

Catholic Relief Services helped fund some educational grants in public and private schools andcommunity schools, in addition to providing various educational activitiessuch as Arabic and English language lessons, study assistance programmes, and vocational training for refugees and registered asylum seekerswith the UNHCR. In October 2024, the Authority launched a project to provideeducation and training for refugees, and opening applications for a vocational training programme forunaccompanied or separated children fromin the Greater Cairo area, with the aim of strengthening the capacities of young people by providing them withessential skills that enable them to obtain or start small businesses.[35]

In addition to these bodies, part of the funding for EU programmes has been directed towards civil society organisationsEgyptian civil society organisations to educate refugees as highlighted in section "Third" on the role of civil society.

C. Floods and storms:

In addition to the above, the country is seasonally exposed to a number of rains and floods which usually lead to the partial closure of schools in someareas, especially in the provinces most vulnerable to severe weather fluctuations, such as Alexandria, Matrouh and Aswan.

According to the Central Agency for Public Mobilisation and Statistics, dozens of students and teachers lost their lives while travelling to orreturning from school in the last five years, and schooling, and indeed life itself, for several days in these provinces as a result of exposure toor torrential floods.

In this context, Aswan experienced heavy flooding d u r i n g the winters of 2010, 2021 and 2024., and the volume of water falling from the rains, according to statistical datastatistics in Seoul in 2024, the volume of rainfall was approximately 8 million cubic metres of water, causing damage to homes, s t r e e t s and facilities, especiallyhouses built with old mud and houses locatedmountainous areas, infested with scorpions and insects,was washed away by floodwaters in the eastern valleys ofthe city of Aswan. [36]

In response, the governorate took several immediate decisions when the accident occurred. Among these decisions was the allocation of housing units toimprove living conditions and alleviate the suffering of affected familiesaffected, and coordination between the governorate of Aswan and civil society organisationsto equip them with furniture, appliances and household itemsand furnishings to welcome citizens who wish toto and to accommodate those affected in these dwellings until thethe restoration or construction of their homes that werepartially or completely collapsed, and provide alternative housing units for families who have lost[37] These measures were usually accompanied by the relocation of students to other schools in the areas to which they were transferred.

It is considered one of the most distinctive responses i n the field of emergency response. in emergency situations, President Abdel Fattah El-Sisi's decision to replace andthe Shahama Primary and Preparatory School within the framework ofa decent life after visiting the school and meetingteachers and students during his visit to the governorate to inspectthe areas affected by the 2021 floods. during which he directed that the villages of Aswan Centre be included in thethe presidential initiative "A Decent Life." Indeed, the school's efficiency was raised in record time to contain the repercussionsthe effects of the floods at that time.

In Alexandria, the second half of December and early January of each year are among the most prominent crises suffers from, especially in recent years, when the world in general has been experiencing a high degree of exposure to the risks of climate change. Every y e a r , the city is exposed t o a storm that lasts for several days and varies in intensity from year to year, but it has a significant impacto n the sustainability of work and education, as well as the lives of the province's inhabitants. According to the latest data published by the province in December2024, preparations for the annual flood are accompanied by an action plan based on the governorate's interaction with reportsthe Meteorological Authority and whether it will experience a stormwill be accompanied by heavy rain or will it be accompanied by high waves off the coast anda reasonable distance from the seafront, or will it be exposed to a major storm in which parts of the coastwill be exposed to heavy rainfall for extended periods.

In general, the conservation plan is based on cleaning drains and gutters, and the formation of teams ready to intervene quicklyareas exposed to h i g h concentrations of unknown waterw i t h modern pumps and equipment, and s e c u r i n g a r e a s near the sea, as they arethe most vulnerable. Part of the emergency action plan during the storm issuing decisions from the governorate to employees, workers, schools anduniversities to take one or two days of paid leavethe most difficult days of the storm, so as not to hinder the continuity of the educational processor disrupt it. [39]

3. Assessing government responses to educational situationsemergency conditions:

The COVID-19 pandemic crisis in 2020-2019 revealed the absence of any framework or guidelines for managing education duringemergencies, and the absence of an educational management theory that establishes howthe education system in these cases, as well as the ineffectiveness of routine procedures for managingwithin schools, forcing students, staff and teachers tostay at home for a considerable period of time, which threatened the continuity of the educational process and exposed it to disruption, putting their future at stake. This was exacerbated by the fact that school administrators did not have sufficient informationsufficient information on how to deal psychologically with students in emergency situations, as well as the absence of a guiding framework that clarifies the powers andresponsibilities of each party in the education system,especially school principals and staff.

With Prime Ministerial Decree No. 717 of 2020 suspendingstudies from 15 March of the same year, and Decisions No. 2202 and 2203, respectively, on 5 and 7 May of the same year, concerning the transition to distance learning as a means of sustaining thethe educational process during the pandemic, and the approval of research projects submitted byin their assessment as a criterion for their success and transition tohigher grades. a number of challenges have become apparent, **The most prominent of these are as follows:**

A- The Ministry of Education shall undertake the task of managing education in the event of an emergency, as defined in Article 10 of the Emergency Law No. 1 of 2006, and shall issue the necessary directivesemergency situation as the authority responsible for managing theeducational system under normal circumstances, and that, with no notable signs of efficient coordination andwith government agencies and civil society organisations, particularly with the Ministry of Communications and Information Technology in the field ofmaking distance learning available to students.

B. The ministry's weak technical capacity to manage the educational processin light of the coronavirus situation. One example of this is the decision by the Minister of Education to suspend the school curriculumin the second semester in mid-March 2020, and the cancellation of exams for nine entire grades. The most prominent manifestations of this weakness were summarised as follows:

·The lack of comprehensive student databases and methods of accessing them, except for first-year secondary school studentsregistered for who are registered to receive educational tablets.

·Schools are not ready to implement the technology neededfor the transition to distance learning. This is confirmed by the inadequacy of the technological infrastructure in schools, where the percentage of primary schools not equipped withtechnology is around 85 per cent of the total public schools, as well as weak information and communication systems that enablestudents from listening to explanations and lectures download academic material, and taking exams at the same time at the governorateor the republic. This is in addition to the lack of technical and technological knowledgeof many school teaching staff andspecification, and their reliance on traditional teaching methods in a.

C. Uncertainty prevails over how to deal with a major crisis such as the coronavirus pandemic, where decision-making has been characterised bywas characterised by hesitation, inconsistency and the reversal of most decisions afterissuance, The greatest damage was done to students in the primary stage.

D. The emergence of severe class disparities between the poorest public schoolsand private and international schools that are better equipped to adapt to distance learning, as well as the awareness and culture of families and their responsiveness to

The rapid developments caused by the pandemic. This is linked to the rise i n internet package shipping services, which has made the sustainability of the educational processlinked to a certain class level capable of bearing this. One researcher described this phenomenon as " digital inequality" rather than " class inequality," saying "The issue of digital inequality and the absence of digital justice is onethe problems that Egyptian education has created in t h e case of, the infrastructure available for education varies , and the general capacity of the internet network in Egypt remainslimited, but this limitation is not reflected in equal proportions, but rather there is a disparity in access to educational materials and activitiesbetween rural and urban areas, between higher-income and poorer areas, between border governorates and the capital and its suburbs, and between northern and southern Egypt."

Third: The role of civil society in supporting education inemergency situations

 In general, there are few civil society associations, institutions and unionsconcerned with educational affairs in Egypt, from among the total number of bodies registered in accordance with theNo. 149 of 2019. However, t h e r e are some exceptions, the most important of which is the Egyptian Union forand Educational Research, which was e s t a b l i s h e d in 2009 w h i c h has played a pivotal role in defending the right toquality, safe and inclusive e d u c a t i o n f o r a l l members of society under the banner ofthe banner of "Education for All", through advocacy campaigns, policy papers, research reports andaccountability forums, aimed at facilitating the w o r k between differentstakeholders in t h e school environment, including students, parentsadministrators, teachers and social workers.

 According to the union's official website, it is "a network of independent, non-profit civil society organisationsinterested in reforming the education process in Egypt anddeveloping its programmes, uniting and mobilising civil society efforts to ensurethe fourth Sustainable Development Goal. It also operates under the umbrella of the Arab Campaign for, a n d is an official member of the International Campaign forfor All. In accordance with the t e x t of the law regulating the practice of civil workand the legalisation of civil society organisations, T h e union has adjusted its legal status to become aspecialised union for educational policies and the development of education under registration number 1106 for the year2022. The union currently comprises approximately 31 institutions and associationscivil society organisations concerned w i t h education.[41] It should be noted that Cairo Governorate has the largest share of the number of representative bodies with approximately 11 bodies[42], followed by Sohag Governorate with 7 bodies[43], then Giza Governorate with a total of 3 bodies, The governorates of Alexandria, Minya and Aswan, with one body eacheach, and the remaining governorates -Gharbia, Assiut, Al-Arish and Beni Suef - have one authority.

In addition to the union, a number of major associations and civil organisations integrate education in their functional sectors or fields of work. The most prominent of these are the Misr El-Kheir Foundation, the Orman Association, and theHayat Karima, Sina'at Al-Hayat, Sina'at Al-Khair, and Risala. With regard to the Misr El-Kheir Foundation, it has a specialised sector called "Education Sector" since its establishment in 2007, and has a strategy for action that it defined during the period 2022-2016 in six main objectives, which are: Contributing to educational equity andequal opportunities among different environments in providing educational opportunities for all, and contribute to improving the quality of school life inits components, and supporting technical education to keep pace with the needs of the local and international labour marketand international labour markets, and support the Ministry of Education in improving and updating theto support the education reform system, and expanding the establishment of international partnerships and launching Egyptian educational institutionsEgyptian educational institutions with international partners, supporting talented individuals and those with special needs, and deepeningBased on these objectives, the Foundation has been active in three main areas of work, namely: accessibility, quality, and support for systems and policies. Between 2022 and 2016, 473 beneficiaries benefited from these areas704. beneficiaries, the majority of whom came under the category of availability at a cost of85 per cent. [44]

Education is one of seven areas of focus forby the Orman Association, According to its website, it is active in school development in cooperation with a number banks, private sector companies and partners inFayoum, Dakahlia and Giza, and works to distribute school bags and stationery tothose in need. Education is also one of the seven pillars of development that the Hayat Karima Foundation is working onaim of combating the risk of dropping out of education and addressing the issue ofchild labour, awareness campaigns focus onand education, developing schools, ensuring education for poor children, providing school uniforms, bags, tools and textbooks, and contributing toschool expenses. The Life Makers Foundation is interested in the field of education withinthe services and projects it implements, with a focus on providing educational support tochildren and young people, especially those who have dropped out of school, supporting pupils with study materials, and supporting technological innovation in partnership with Samsung.Samsung, and training in life skills, green skills and work skillsand the skills of applied technology school students[47]

Add to that institutions such as Sina'at Al-Khair, which focuses onon providing educational suppliesand take responsibility for their education, and provide training courses for young people. and the Resala Association, which is involved in 34 activities, includingtraining and education, which includes activities such as literacy, mission training centres, remedial classes, and university outreach programmes, and the organisation of workshops and cultural and artistic events to promotecreative education among young people, and the Egyptian Zakat and Sadaqah Foundation, which focusesits education programme on supporting school costs anduniversity fees.

In light of the state's interest in eradicating illiteracy, which exceeded 16 per cent according to the latest census byShour from the Central Agency for Public Mobilisation and Statistics in 2023, Some civil society organisations and institutions have focused on this area. One of the most notable of these efforts is the Educated Village project, which

It was adopted by the Association for the Improvement of the Status of Children and Women, which aimsto open adult education and literacy classes, which i s previously funded by the US AgencyInternational Development Agency, as well as the Future Eve Association, which focused its efforts on the Al-Munira area in Al-Gharbia and established 65 classes forand illiteracy b a s e d on the idea of spreading t h e c u l t u r e of reading and writing in the region. The Upper Egypt Association for Education and Development with formal education and owns approximately 36 primary schoolsoffering free education in four governorates of Upper Egyptwith more than 10,000 pupils fromSer Al-Fakira, with around 690 teachers, and around 3,350 students fighting illiteracy in 44 centres in five regions in Upper Egypt under the slogan "Learn-Liberate."[49]

The establishment of the National Alliance for Civil Action a n d Developmentand placed education on the agenda of the institutions andentities belonging to it. At the level o f the coalition's strategy, it has dedicated its fifth strategic objective to " Capacity building and empowerment of individuals" has a specific objective o f " expanding training, rehabilitation and learning opportunities", T h i s text included strengthening partnerships with the private sectorto implement national projects to eradicate illiteracy andexpa n d community schools, and contribute to reducing school dropout rates b y s u p p o r t i n g dropouts and their families to return toschool, and improving t h e c a p a c i t y of educational facilities by establishing in rural and urban areas and providingtraining for teachers, ensuring that the service reaches those who are entitled to it, expanding training, qualification and educational opportunities,providing educational and training grants to those who are interested[50]

In addition to the National Alliance and its institutions, o t h e r civil society organisations and institutions specialised in the field of. In this context, the experience of the Egyptians Without Borders for Development which carried out a campaign to update school discipline regulations, which had remained unchanged since the issuance o f the " School Discipline Regulations" in June 2015 and its amendments in October 2016, which replaced a series of successive ministerial decisionson school uniforms (1994), student behaviour assessment (1998), prevention of violence in schools (1998), Preventing Smoking (2001), Maintaining Order and Discipline in Schools (2014). (2014) These regulations stipulate the establishment of committees for the protection of teachersat various educational levels, and sub-committees for protection within the education administration. and included a wide range of p e n a l t i e s that could bebe applied to students if they were absent or committed any offence, w h i c h has not been fully implemented. [51]

He led the efforts of Egyptians W i t h o u t Borders – among other endeavours - Issuance of an updated document on school discipline regulations inOctober 2023 (at the beginning of the school year, which clearly defined the concept of "school discipline" and adapted it to the concept of security and safety, and adding emotional safety for students alongside physical safetyphysical safety for the first time as a key component of a safe school environment, It stipulated that the inclusive school environment should be one respectful of persons with disabilities. However, the level of response to the school discipline policy was low, a n d the updated document at the time did not refer to gender-based violencegender-based violence. At the beginning of the second a c a d e m i c year in September 2024, a revised version of the school discipline regulations was issued. T h e r e g u l a t i o n s included components of the safe educational environmentand the standards to be followed in educational i n s t i t u t i o n s , in addition to the continuation of protection committees in every school andevery educational administration in order to prevent and avoid problems i n schools and educational administrations. The regulations emphasised the provision of a school environmentfree from violence.[52]

Similar to the situation of active formal institutions in the field of education, the diversity of the areas of work of civil institutions and associationsin the education sector, and guide them to address development gaps in thisthe field, but without any i m p l e m e n t e d or future plans to deal withany potential emergencies in the field of education. O n e notable exception is the activity o f some of theseand institutions in providing legal servicesto refugees. This includes, for example, a project to strengthen educational servicesand the role of civil society organisations in supporting newcomers, which is being implemented by the Misr El-Kheir Foundation with funding from the European CommissionEuropean Union during the period 2026- 2024 with four grassroots partner associations, namely: Big H e a r t Association in Mokattam, Cairo, M ena Foundation for Development in Faisal, Giza, Sawaadna Charitable Foundation in Alexandria, and Thawab Development Foundation in Aswan.

As well as the success of the Future Eve Association asthe technical secretariat of the Arab Network for Literacy andAdult Education in the preparation of a curriculum and methodology "Women and Life", which was issued by the League of Arab States through the Arab Literacy ContractArab Decade for Literacy and Adult Education 2024-2015 Decision to disseminate it in areas of refuge and displacement and selected itby U N E S C O as one of the best practices for achievingsocial peace. T h i s approach has been successful in reaching adult teachers in countries7) countries(in the field through courses implemented inthe UNESCO Regional Centre for Adult Education in(in collaboration with the International Council for Adult Education)(in cooperation with the Arab Scout Organisation and theAdult Education and the League of Arab States, and hypothetically through the digital application of the curriculum, which contributed to its spread in these countries.

Fourth: International and regional expertise

Statistics published by the U n i t e d   Nations for Education, Science and Culture in its report published in 2023, t h a t one in every f o u r children is not regularly attending schoolin countries affected by disasters and wars, a n d that there are more than 19 million school-age childrenare refugees or displaced, only half of whom attend primary schooland less than a quarter attend secondary school. with the largest share in the Arab region, whichhad more than 13 million children and young people out of school due to conflicts. In addition, the report notes that girls are more likely to drop out than males by a factor of two and a half, and that the coronavirus pandemic has forced 850 million children and young people tointerrupt their schooling and education for a period of time, and that number represented almost half of the world's students.

In this context, UNESCO h i g h l i g h t e d the need forsuch a s United Nations agencies andother international non-governmental organisations, with a focus onfocus on education in a manner similar to their focus onissues such as health and nutrition, especially in the midst of emergencies.

1. Experiences of international organisations:

According to the report "E d u c a t i o n in Crisis: Commitment to Action" published in 2022, the world is witnessing a steady increase in the number of p e o p l e affectedfrom armed conflict and forced displacement, including large-scale refugee displacement, health and climate disasters, and other crises. This means that 222 million children and young people ofof school age and pushing education systems to the brink of their capacityto provide services. Girls and children with disabilities are affected, along with many other minorities, including , indigenous communities and ethnic and religious minoritiesethnic and religious minorities are disproportionately affected bya number of crisis contexts.

The report added that in 2022 alone, forced displacement reached a record high of 100 million people., more than half of whom are children and young people in need ofaccess to relevant, quality education. In addition, between January 2020 and December 2021, there were 5,000 incidents of assaults on education and cases of military use of schools for military purposes, with 9,000 students and teachers kidnapped, arrested, injured or killed in 85 countries. This is in addition to the c l o s u r e of schools due to armed conflict andpolitical instability, where the education of future generations of girls,refugees and other population groups is at risk.

This situation was exacerbated by calls for compliance withinternational human rights law concerning the protection ofthe right to education and culture, has not been echoed by the warring partieswarring parties, and the international institutions concerned were unable to achieve anything more than 22 per cent.only 22 per cent of the funds r e q u i r e d in 2021, which is significantly less than other sectors. T h i s year, global humanitarian funding for education9 per cent9 per cent of the global target set by the United Nationsat 4 per cent. In the wake of the COVID-19 outbreak, education received only 3 per cent of the total stimulus packagesto stimulate the response to the health crisis and only 7 per cent7 per cent of the funds required under theglobal humanitarian response to the pandemic.

In this context, international organisations affiliated with the United Nations, and regional organisations such as the European Union and the League of Arab Statesin addressing educational situations in emergency conditionsemergency.

A. World Bank: [53]

The intensification of conflicts and armed disputes did not result inthe collapse of the educational process or the loss of students' ability to to continue learning and memorising knowledge but this was accompanied by increased targeting of rebel factions warring parties, a n d terrorist groups deliberately targeting schools and their increasing use as military barracks and as centres for sheltering rebels, and recruiting students t o p a r t i c i p a t e in combat and armingthem instead of engaging in a process o f recovery fromthe trauma they have experienced. At the very least, there has been an increase in the abduction of children fromschools that continued to operate in conflict areas in southernSudan and Nigeria, for example.

In this context, the World Bank l a u n c h e d funded a project called " Safe Schools in Conflict and Disaster Areas", aims to provide an environment conducive to sustaining the right toeducation in times of conflict and war, and to ensure financial support for it, while obtaining pledges from the parties to the conflict not to interfere with these

schools or engage in combat in their vicinity. Although there is no data available on the scale of the projectand the number of schools that have been built, and their locations. [54] It is important to note that the official website of the International Bankindicates that the Safe Schools Project will be expanded in the future toinclude technical and financial support for the establishment of safe schools i n areas affected by disasters and emergenciesbeyond wars and conflicts.

An American researcher explained in an article that the World Bank realised that it would be extremely difficultfortify a number of buildings or obtain pledges from the warring parties, making any attempt at construction nearly impossible. Instead, electronic courses have been used, and compiling and monitoring the names of affected studentsin conflict areas, a n d provide financial support to families so that they canaccess the internet. The researcher also noted the existence of significant difficulties related to language b a r r i e r s in non-English-speaking countriesEnglish-speaking countries, and observe how t h i s project has evolved in recent years, with it has been cooperating with local partners in different countries, and providing them with financial support to continue acting as a link between international institutions and studentsaffected by disasters and crises.

He noted that there was considerable interest in providing liberal education andliberal education that countered the extremist religious ideasthat have caused conflicts and wars, by promoting v a l u e s such as tolerance, acceptance of others andperiodically assessing t h e d e g r e e of students' responsiveness and interaction with these ideas, based on a selective approach that relies onreligious texts that affirm liberal values andthose that could be misinterpreted or misunderstood.

B. European Union ( ):

The European Union allocates 10% o f its initial budget for humanitarian aid toemergency situations. The same applies to development aid, w i t h the aim of ensuring a solid foundation that allows children to developtheir talents and realise their potential. Between 2015 and 2022, for e x a m p l e , the European Union allocated €970 million to education inemergency situations, benefiting more than 20 million children and young people around theworld, especially in the cases of Syria and Ukraine.

A. Arab League ( ):

At the l e v e l of the League of Arab States, in May 2022, through the Arab for Education, Culture and Science "Arab Plan for Education in Emergencies", an ambitious plan overseen by ALECSO, in collaboration with the Association of Arab Universities the General Secretariat of the League of Arab S t a t e s , and the A r a b Information Technology OrganisationHalls. T h i s is in addition to international partners such as the United Nations High Commissioner for Refugeesa n d the Arab Bureau of Education the Arab Bureau of Education for the Gulf States, the Arab Council for Childhood and Development, UNESCO, and UNICEF.

The plan included a legislative framework for the emergency response planfor educational emergencies in the Arab world, which:

A-Draft agreement to guarantee the right to education in emergency situations , conflicts and occupied t e r r i t o r i e s in Arab countries: It was designed to verify the sustainability of peaceand g o v e r n m e n t responsibility for it, and constant readiness for and sharing of risks, and activating the role of civil society. The draft consists of 22 articles divided into e i g h t chapters addressingbasic principles o f   emergency situations, education in emergencies, and basic measures a n d procedures to be taken to respond to emergencies.e m e r gencies, and procedures related to protecting the education systemin situations of conflict or occupation, as well as access to k n o w l e d g e   and science in cases of asylum and displacement, and measures to improve the quality of educational opportunities. The project a d o p t e d   a gradual approach to describe the severity of the emergency situationemergency and how certain l a w s can be activated depending on thee a c h disaster, with an independent body d e s i g n a t e d to monitor emergency situations and developa set of procedures and measures to be taken in the event ofan emergency situation.

B. Draft Arab Convention on Open Educational ResourcesOpen: which specialises in c r e a t i n g a multiformat Arabic information technology system t o serve education in emergency situationsemergencies through the launch of technological, informational and cyber armsand autonomous arms, and the establishment of principles g o v e r n i n g   the intellectual property r i g h t s ofof electronic content, and the creation of a legislative framework for the licensing and use of electronic scientific materials. This was set out in 14 articles and five sections for the establishment of banks withan Arab platform to achieve Arab knowledge integration.

C. Draft Arab Convention on the Standardisation of Educational Attainment and Qualificationsand academic qualifications at the general education stages: This project seeks " to establish a multi-level Arab education systemt o serve national education systems in emergenciesand crises, to adopt diverse educational formats and forms, and provide Arab-accredited academic qualifications characterised byflexibility. This includes establishing a unified academic classification for scientific qualificationsin emergency situations, allowing displaced and refugee studentsrefugees to engage in the host country's education systemquickly and easily, and to establish a unified bank of Arabic tests for each academic level, and deepe n i n g   bilateral cooperation between the ministries concerned witheducation and culture in emergency situations to support teachers andtraining and empowering them scientifically to deal with unexpected and new situations.unexpected and new situations, and to be well prepared to learnalternative.

 It is worth noting that A L ECSO has set itself a prominent role in ensuring the sustainabilityof education in the event of occupation or armed conflict throughthe following text: "In the absence of legitimate authority due to occupation, war or other impediments, and the failure of the actual authority to do so, The Arab League Educational, Cultural and(ALECSO Observatory)) pursuant to this agreement, the educational emergency situation undertakes this task on its behalf based on the d a t a data available to it and the reportsfrom reliable independent sources."

  This plan is positive in that it alertsand researchers to the importance of adopting a plan or frameworkto ensure the continuity of education in critical emergency situations, The importance of t h i s is heightened by the existence of a coherent proposal for aArab legal framework that could be adopted by some or all Arab countriesif the legislative and executive authorities within this framework. However, this cannot be a substitute for

the need to adopt a national plan for education in emergencies the enactment of national legislation, and clearly defining the entities, agencies, responsibilities and powers, thereby facilitating the work of actors in the field ofin any of the various emergency situations.

2. International experience:
 One of the most notable e x a m p l e s of this is Japan's experience in the aftermath ofWorld War II, the experience of the state of Gujarat in India after the 2001 earthquake, and the American experience in addressing the effects of gas firesin January 2025, which is the most developed experience.

A. The Japanese experience (   ):
   Japan fought a fierce war with the United States during the Second World W a r , by dropping two atomic bombs on the cities of HiroshimaYroshima a n d Nagasaki, prompting Japan to admitdefeat and surrender. The United States assessed J a p a n ' s situation on on the day of surrender to be 1,800,000 unemployed students on the streets, and more than 4,000 schools had been completely destroyed, while thousands of schools have been damaged by minor injuries.. This is in addition to the severe shortage of trained t e a c h e r s teaching d u r a t i o n , a n d even t h e teachers who were present werescreened to ensure they had no military affiliationsmilitary tendencies. a n d most o f the textbooks that were available were not valid or appropriate.

 In response to this situation, Japan, after the Second World War,with the exclusive assistance of the United States, to make major changes t o itsits educational approaches and systems, with the aim of overcoming the events and defeat it had s u f f e r e d . Among the most notable changes and reforms were: the abolition of some non-essential subjects and curricula, A d ding new class hours to the s c h o o l day, extending the s c h o o l week to five and a half days, and limiting annual leave to one month for teachers and students, and adopt effective policies to eliminate the problem of dropouts and increase opportunities for enrolment in education, and to pursue a policy of firmness within schools, especially with regard to schoolwork, and moving away from rote learning and rigidity, and intellectual dependence on the Western European American model. This experience was characterised by the use of the media to serveeducational issues, and has dedicated two radio and television networks to this purpose. and t h e majority of school hours were devoted topsychological effects of students' exposure totwo nuclear bombs.

B. The Gujarat experience (India):
        In the wake of the devastating earthquake t h a t s t r u c k t h e r e g i o n in 2001 India made strenuous efforts to get children back to schoolas quickly as possible, in order to restore the previous state of education as it wasbefore the e a r t h q u a k e , and restore some kind of normalcy to their lives, Va r i o u s entities have been mobilised for these efforts, including non-governmental organisations that have mobilisedlocal communities to set up schools in tents. The child-friendly spaces strategy has helped provided a refuge for children and ensure that they are able to resume their normal activities. Approximately 2,300 schools have been established in temporary shelters, which in turn facilitated access to approximately 400,000 children in all blocks

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Buildings (parts)the 17 neighbourhoods most affected by the earthquake, and prevented the children from losing the school year.

Furthermore, psychosocial i n t e r v e n t i o n s inprimary schools h a v e p r o v e n t o b e highly successful. and the reconstruction of schools has emphasised the fulfilment of safety andequity, with quality improvement being one of the fundamental objectives.

The American experience:
In early 2025, the city of Los Angeles in C a l i f o r n i a one o f its worst natural disasters, as wildfires swept t h r o u g h vast areas of t h ethe city, leaving widespread destruction and major humanitarian crises in their wake. These f i r e s not only claimed lives and displaced residents, but also affected education, destroying 12 schools and deprived more than 5,600 s t u d e n t s of their fundamental right to education, while around 2,000 students suffer from the absence of an a l t e r n a t i v e . The state has dealt with the crisis through the approved protocolratified protocol o n the US strategy fordisaster response.

The US strategy is to addressdisasters in accordance with a number of guidelines adopted b y the Federal Emergency Management Agency (FEMA). I n the event of a disaster or emergency, the local official in charge, the mayor or city manager, or their representative, appointed as chief executive to deal with the crisis bythe state's local resources, and the state emergency plan is declared. If the governor decides that the state's resources have been exceededand depleted and are insufficient to cover the state's expenditures, he can ask the president to declare a major d i s a s t e r in order to provide federal resources and assistance to state and eligible local governments.[56]

This organised sequence i s designed to ensure the most appropriate assistance.appropriate assistance, minimising overlap between roles and functions, and defining responsibilities and duties. Thus, the president reviews the local government's request, examines the damage estimates, and if the final assessment i s that there is an urgent need, declare the area a state disaster to allocateall its resources to addressing this disaster. If the president determines that the situation requires federal intervention, he issues a d e c l a r a t i o n that the state is in a state of "major disaster" or "disaster zone," and federal resources are then made available to the state. This system e n s u r e s that federal and limited resources are used at the state level, and meeting the needs of disaster victims.[57]

Not only that, but the United States also has a legislative c o d e t h a t allows the state to borrow at low interest rates in the event of a disaster affecting children's education andChapter entitled "Emergency Relief and Educational Disasters Act" which came into e f f e c t in August 2008. 2008 and after the United States was hit by the coronavirus pandemic, the Emergency Relief Fund for Primary and Secondary Schools was establishedSecondary Schools under the American Rescue Plan in2021 to provide approximately $122 billion

For states and school districts to assist in reopening reopen schools, maintain their safe operation, and addressthe coronavirus pandemic for students. With $3 billion allocated to special education $850 million for remote areas i n border states, and $2.75 billion to support non-governmental schools, with additional support f o r displaced children and youth, and indigenous populations in the states of Hawaii and Alaska.[58]

The US strategy for addressingemergency education is based on the following four principles:[59]
· M i t i g a t i o n : **Mitigation**, i.e. reducing the effects of the crisis by rebuilding the educational infrastructure immediatelyand removing the widespread destructionleft by the crisis. The American strategy is based on the premise that the solution to the crisisemergency education is part of a strategy tofor the rehabilitation of disaster-stricken areas in general, as students cannot attend schools that have been rebuiltwithout w i t h o u t their l i f e generally returning to normal in terms of, shopping areas, means of communication, and various service outlets.

· P r e p a r e d n e s s : This refers to developing the state' s capabilities to servegeneral educational objectives, by transferring students to other schools in areas that areor least affected areas, and integrating them according to their educational stage into their so that they do not fall behind their peers, and provide the necessary psychological support to those who have losttheir loved ones or some of their relatives. Electronic training courses are also being intensified andinteractive with students who have experienced an emergency situationemergency situation in order to explain the new living conditions to them, how to adapt t o it, and how to treat psychological imbalances and disorders that maym a y have affected some as a result of exposure to onephysical disability or prominent injury.

· R e s p o n s e : This refers to the interaction of alternative policies to learnt o developments on the ground. The state is not content with taking steps to mitigate orprepare to address the crisis, but there must always be a state of communicationwith the parties that have been affected by the disaster and have been relocated andfrom their locations to other places i n order to a s s e s s their l e v e l of satisfaction with the alternative educational servicesand and any problems t h e y may e n c o u n t e r in their serious pursuit of education, especially in the case of students with disabilities, minority students, and those with psychological or cultural issuescompared to their peers, and who are likely to face problems related tobull y i n g or an inability to make new friends.

·Recovery:**Recovery** means that students return to their homes and s c h o o l s once again in a normal manner after the crisis has passed, s o that they have received psychological a n d material support duringthe transitional phase during which they underwent scientific rehabilitation and comprehensive self-training that made them eligiblefor recovery.

In light of the a b o v e , immediately after t h e C a l i f o r n i a f i r e s broke out,

the state took a number of measures,

The most important of these were:[60]

·The state reduced the number of days of childcare and kindergarten and the number of school days required from kindergarten toto twelfth grade for communities affected by the disaster.

·Issuing orders for schools throughout southern California to operateCalifornia affected by devastating wildfires in January and February, ensuring the safety of students and staffa n d staff and that they have access to their basic needs - All this while trying to resume education and the routinea s normal as possible after the closure of schools.

·Immediate decisions w e r e m a d e to close 335 schools in Los A n g e l e s a n d San Bernardino counties Los Angeles, San Bernardino, Riverside, Ventura, and San D i e go, and

counted the number of affected students, which exceededa preliminary census conducted by the state, exceeded 211,000 students.

·Allocate the necessary funds to rebuild schools damaged byfires, especially Los

As Marquez Charter Elementary and Palisades Charter Elementary - Unified Los Angeles

most advanced and developed, and ranked as the second largest school system in the United

States.

·Forming a task force of school staff and workers to clean the least damaged schools "around the clock" To ensure the safety of the campus for students and staff, and the

resumption of outdoor activities, including physical educationand recreation.

·Transfer students from schools destroyed by fire to other schoolsat the same academic level as each student, and to equivalent schools, i.e. those operating under the same system,

w i t h intensive training courses for transfer studentsto integrate them into new schools, and to raise awareness among students at the receiving schools about cooperation andunderstand the circumstances of their peers.

·Providing students, families and school staff with essential needsby activating the role of

civil society alongside w i t h   government policies. For example, the California School

Employees Association (CSEA) Los Angeles), a union representing school employees, b y

providing an area for employees displaced from their main workplacemain campus, with up

t o five days of paid leave, plus $500 per displaced employee to help withshort-term costs.

·Establish hotlines to receive calls from families and employees to provide support and address their concerns.to provide psychological support and technical advice tostudents,

staff and workers at affected schools, with some care provided specifically for children.

·The Superintendent of Education for the State of California has decidedto open the door to public donations by entering intoa partnership with SupplyBank.org to c o l l e c t donor funds to rebuild c o m m u n i t i e s andand provide financial support to families,

guardians, employees andworkers. To encourage citizens to donate, he s t a t e d on 8

January, "In times of crisis, Californians c o n s i s t e n t l y demonstrate their resilience

andresilience as we continue to deal with the effects of climate change....Let us continue to

unite and support those in need as theycolourful, stay safe and rebuild."

3. Regional experiences:

  This includes experience in relying on local a n d external resourcesin the case of the Syrian civil war, and the Moroccan government's rational handling ofthe 2023 teachers' protests, and the partnership between the Kurdistan Regional Government and international institutions, and the experience of the Gaza Strip during the Israeli aggression.

A. The Syrian experience:

   T h e creation of Syrian civil society throughout the years of crisis in theand institutionsand institutions t h a t attempted to achieve a degree o f sustainabilityin basic education, especially for children. The Syrian crisis in particular represents one of the mostextreme in terms of the number of displacements, loss of the right to education, loss of infrastructure, resources and technical programmes, as well as trained and qualified human resources to provide reasonable educational s e r v i c e s   to those who have been subjected toWith the outbreak of war, m o r e than 9 million Syrians were displaced within their own country, while more than 6 million Syrians have emigrated abroad. This is in addition to the s p r e a d of armed clashes between thethe regime and the opposition, and between it and terrorist groups, and between terrorist groups themselves, which has madethe sustainability of formal education impossible.[61]

  H o w e v e r, Syrian civil society in conflict areas, especially religious bodies, to generate alternative policies a i m e d at teaching childrenthe basics of Arabic language, religion and arithmetic, and some scientific and legal knowledge, as well as providing psychological s u p p o r t to students, which has contributed to a c h i e v i n g the minimum level ofnecessary for t h e development of their minds and skills, and achieve cohesion among them to overcomefrom the loss of relatives or psychological crises resulting from the ravages of war and displacement. In this effort, the institutions relied on their local resources.

  T h e f o l l o w i n g image illustrates how civil society dealswith its limited resources, where schools are absentschool as an educational institution with i t s structure and, computer l a b s, science labs, s t u d y halls, and sports, music and recreation halls. In c o n t r a s t, stands the teacher who lives in a camp on the border w i t h Turkey, in a " study t e n t" that lacks the most basic necessities, and set up o n a piece of unpaved land surrounded by pieces oftattered cloth, and without a blackboard, projector screen, or any other means for the teacher to explainthe scientific material and simplify it for the students, and the students sit on wooden blocks designed by t h e i r parentsvoluntarily to teach their children. [62]

However, this experience was overshadowed by the growing external influencein conflict zones, as a result of reliance on external actorsto bridge the funding gap, especially in the northern regions. For example, many educational institutions, and religious institutions involved in educationand aid from the Turkish government, which oversaw the construction of a number of schools and provided technical staff to teach, and training a number of Syrian teachers in modern teaching methodsThis was linked to mainly with teaching the Turkish language highlighting Turkey's Ottoman history, and strengthening Turkish influence in these regions.

Sciences:

Throughout 2023, Morocco witnessed a steady rise in demonstrations andstrikes by primary and secondary school teachers, which were largely due to t o the failure of successive governments to respond to some of theeconomic demands raised by teachers in light of thegeneral impact of inflation and the decline in the value of the. This is linked to an improvement in their income levels, reducing payroll taxes, increasing pensions, abolishing disciplinary sanctions and penalties, and integrating teachers on temporary contracts, numbering 140,000, as public employees. The motivation for these strikes was heightened by the opposition of a section of teachers to the World Bank's recommendations and the government's plan tothe World Bank's recommendations and its plan to reform the economic systemwhich stipulated a reduction in the number of public employees and the establishment of a cap on appointments, considering the bank's policies as "external pressures linking education to the requirements of privatisationand 'neoliberal' ideas without taking their economic needs into account.

The teachers' protests took various forms, ranging from thousands of them refusing to announce students' grades to organising regular mass demonstrations and partial or total work stoppages. As a result, hundreds of schools were unable to function, parts of the curriculum were cancelled, and extending the current academic year in some areas tostudents academically, and the possibility of cancelling first-semester examsin other regions, and many families resorting to transferring their children to private schools, This is in addition to growing fears that the current academic yearinto a "blank year", with students' papers blank of black ink, and that their minds are like blank pages that have not received anything new to understandunderstand about studying and academic achievement.

The crisis in Morocco was exacerbated by the strength of t h e lower classesand its rejection of government policies. and it got to the point where Moroccan teachers refused to be represented byby education unions because they consider themthe v o i c e of the government rather than defending their i n t e r e s t s , b u t rather pressu r e d the government to recognise an independent entity from the unions, which the teachers themselves had established in coordination throughout the country, calling it " Teachers' Coordination Committees" t o represent their demands in any negotiations concerning their rights. For its part, the Moroccan government refused to deal with the coordinating committees untilso as not to be subject to the teachers, and considering that union members are elected and have a legal licence that enables them to negotiate with it, unlikecoordinating bodies, w h i c h prompted teachers to organise protest marches and, but at the same time responded to many o f their economic demandseconomic demands, i n exchange for performing the academic tasks assigned to them **and the Moroccan government has adopted a rational strategyrational strategy, the essence of** w h i c h **is as follows:**

·Presenting a negotiated and rational solution as the security solutionby establishing a channel of communication b e t w e e n   the coordinating committeesand education unions in order to reach a that represents teachers and conveys their demands to the government.

·The government's failure to comply with the demands of the coordinating committees a n d dealing sensitively with the extremist tendencies ofsome teachers who wish to halt the entire educational process.

·Require professors to disclose the grades they have decided to withhold fromso that students can enrol in the new academic year without problems.

·Compensating students for missed classes by offering a n u m b e r of additional evening classes after the regular class schedule.

·Formation of a specialised committee to assess the state of educational outputs and and identify subjects that students were unable to studyin order to include them in the next semester's syllabus..

·Linking financial incentives for teachers to performance criteria andadherence to class schedules, and to carry out the tasks of explaining, setting exams and correcting them.

C. Partnership between the Government of Iraqi Kurdistan and international institutions:

During the years of war with I S I S ,   the Kurdistan Region of Iraq adopted relied on international programmes that were mainly implemented throughpartnership between the government, Iraqi civil society, and international i n s t i t u t i o n s . For example, in 2016, the European Union funded a project "Access to inclusive primary and secondary educationfor Displaced Persons and Refugees i n Conflict-Affected Areas in Iraq"conflict in Iraq" with a total of $12.3 million at the time, with tremendous technical support from UNESCO. The Union and UNESCO have collaborated w i t h a number of local partnersin Iraq, most notably: the Wadi and Jinda associations, which primarily work in the field of providing technical support to teachers and students from the Syrian refugee communitySyrian refugees the General Aid Organisation in Anbar, and the People in Need and Al-Murtada organisations in Nineveh.

 The project focused mainly on strengthening the capacity of the government andnon-governmental organisations to sustain educationemergencies and supporting access to education for 100,000 Iraqi childrenaffected by t h e conflict. Project activities included, b u t not limited to, the enr o l ment of out-of-school students, training teachers and parent-teacher organisations, providing educational materials, renovating schools, providing remedial classes, and supportingpsychological and social support f o r   children based on the needs of the situationreality. [63]

D. The Palestinian experience:

 The Gaza Strip has been subjected to numerous Israeli attacks. , and due to the lack of accurate information on the bloodleft behind by t h e war between 2025 and 2023, the latest published statistics on the effects o f the 2014 war on thein Gaza show t h a t 538 educational institutions werebombing and extensive damage, including: 187 government schools, 91 UNRWA schools, 49 private schools, 199 kindergartens, three government higher education institutions, and 9 non-governmental educational institutions.

Governmental, at a total cost of over $33 million. In addition, 21 employees of the Ministry of Education a n d 316 students, a n d 1,960 others were injured, including 75 students from government schoolssuffered permanent disabilities, and a number of students became orphans after their parents diedtheir fathers, In addition, hundreds of students at the mosque were killed or injured.

These circumstances have led to a clear decline i n the quality of all areas of economic, social, cultural and educational lifeeducational aspects of life, and consequently the level of student achievement has declined, as the number of hours of study has fallen sharply. and the Afouna study reported that one-third of the children in the sample in schools affiliated with the UNRWANerwa faced difficulties in reading and writing due t o the violence and siege imposed by the military occupation., in addition to power cuts lasting between 16-8 hours a day at a minimum, w h i c h has led to a decline in educational standards and causing students to become mentally and physically exhausted while studying.

To address these challenges, and thanks to the support of the local community and UNRWA and its extensive experiencein this field, p r o g r a m mes have been developed to educate injured students inhospitals and their places of residence, and preparing training for teachers and students o n first aidand public safety, ways of d e a l i n g with crises, evacua t i o n procedures, firefighting, h a n d l i n g suspicious objects, and public education in the event of teacher and student incapacitystudents to reach their schools due to the blockade of the sector, and providing psychological support to those who have l o s t limbs or some of their family members or relatives, and work to use local resources to restore and maintainthe educational infrastructure. I t is likely that this educational system has beentotal destruction due to the comprehensive Israeli aggression of the Gaza Strip following the events of October 2023.

An analysis of these previous experiences reveals the following:

1.   There are various reasons for the disruption of the educational process,due to natural disasters such as the fires in Karnatakaand the Gujarat earthquake in India, o r due to military hostilities, as in the case ofin Japan after the Second World War, o r Syria after the outbreak of uprisings and protestsor in the Gaza S t r i p d u e t o t h e a g g r e s s i o n or in the Gaza Strip due to repeated Israeli aggression, or due to protests and demonstrations by teachers, as was evidentthe situation in Morocco.

2.   emergencies in t h e educational process in the United Statesand Egypt. Similar to the Federal Emergency M a n a g e m e n t Agency (FEMA), Egypt has a National Committee for Crisis a n d Disaster Management andR isk Reduction, which was established by the Council of Ministers in 2016, Decree No. 905 of 2024 was issued to restructure it in March of the same year, to be headed by the Assistant Secretary General of the Council of Ministers for Crisis and Disaster Management, and with the following members: Director of C r i s i s Management in the Armed Forces, Director of the National E m e r g e n c y and Public Safety Network, Chairman of the Crisis and Disaster Management Coordination Committee, the head of the Egyptian Ambulance Authority, representatives from all ministries and governorates, and representatives from a number of other sovereign bodies.

Given the nature of the difference in the form of government between Egypt and theUnited States, the decision– in its second article - crisis and disaster management authorities to governors within their respective geographical jurisdictionstheir geographical area, and to the relevant minister, depending on the nature of the crisis or disaster, and that this be done in coordination with the chair of the national committee.[64] The resolution stipulates that in the event of "the scope of influence is broad and the areas of expertise are numerous," a working group shall be formed by decision of the Prime Minister.

.3 Differences in the objectives of international support provided to the state in the event ofemergency in the educational process, while international organisations, especially thoseaffiliated with the United Nations, on mitigating the harm caused toto students and their future. Some countries exploit these situations to serve their strategic objectives, a s was evident in the case of the United Statesin Japan after World War II, and the expansion of Turkish influence in northern Syria.

Fifth: Proposed recommendations and required interventions

Although Egypt enjoys a high level of educational stability compared t o many countries around the world, b u t changes in today's world n e c e s s itate a legislative framework and alternative policies, and branches within institutions or bodies concerned with education.It is e s s e n t i a l to b e fully prepared for any possible emergencies, , e s p e c i a l l y for the most vulnerable groups such aschildren, women, persons with disabilities and refugees. In this context, a number of general recommendations can be made thatmay contribute to developing the interest of the state and civil societyin the sustainability of education in emergencies, as follows:

1. Short and medium term

A. Institutional structures and public policies:
·Encouraging the National Committee for Crisis and Disaster Management and Risk Reductionrisks, to develop sectoral plans forcrises and disasters with the participation of the relevant ministries, provided thatdrafting an emergency plan in the field of education in partnershipthe Ministry of Education and Higher Education and civil society organisationsthe relevant civil society organisations. This p l a n will prepare a map of potential emergency locationsand their timing, drawing on experience in dealing with past crises and disasters, and by predicting the climate c h a n g e s expected inthe coming years, especially in Alexandria and some.
·The need to include in the National Education Strategy 20 30-2024 on e d u c a t i o n, and that this be accompanied by an implementation plan that defines the different rolesof all participants in the system.

·Develop a decentralised approach to crisis and risk management in the educational systemby enhancing the capabilities of crisis and disaster management committees at the level of educational directorates, in coordination with the relevant authorities at the governorate levelthe governorate, s o that the main activity is not limited to training students to the evacuation plan in the event of a disaster.

·Developing the role of public administration in crisis and disaster management and risk reductionthe Ministry of Education by adding to its roles areas such as providing psychological and social support to those affectedemergency situations, and tools to measure the extent of interaction between the parties involved in theemergency with alternative educational services.

·Establish and develop integrated national databases onstude n t s at different educational levels, so that they and their parents can be reached during school hoursand

The role of civil society:

·Including the emergency component in the educational process as one of theareas of research and professional interest in the work of theEgyptian Federation for Educational Policy and Research, and in areas of interest to its members. · Intensifying awareness seminars on the concept of education during emergenciesand its implementation mechanisms for civil associations and institutions, , and those most exposed to harsh conditionsand most exposed t o climate change conditions.

·Coordinate with the Red Crescent Society as the primary organisation concerned withprimary organisation involved in relief efforts in Egyptthe inclusion of emergency education in its areas of work with the addition of psychological and social supportin cooperation w i t h the relevant institutions. In t h i s c o n t e x t , civil society organisations and institutions active in the field of educationthe field of education Establishing specialised departments to provide psychological supportto the parties involved in the education system within institutional structuresinstitutional structures.

c) Leveraging the state's experience in dealing with the Koro pandemicby: [65]

·Moving towards increasing investment in the development and improvement ofinfrastr u c t u r e and technology of educational institutions, especially in rural and poor areas, which helps the flow of information between networkssufficiently.

·Redefining the role of the teacher by going beyond the concept of providingthe concept of quality coupled with the modification and development ofcurricula, and holding training courses for teaching s t a f f in schools anduniversi t i e s on managing curricula in accordance with the formula adopted by the state, whether distance learning, or hybrid education.

·Developing scientific skills, and promoting creativity, collaborative work, the ability to communicate and work in groups, and openness toto other cultures and countries.

·Utilising radio and television broadcasts and the YouTube platformi n what is known as blended learning. This can be achieved by reactivating these channels anddeveloping their programmes to become highly polarised a n d multi-media. Coordination with the National Telecommunications Regulatory Authorityto ensure the availability of subsidised discounted packages forstudents, and coordinate with donors and businesspeople to providepersonal computers on instalment plans.

·Enter into agreements and partnerships with universitiesto provide distance learning and training, in order to exchange experiences and information, thereby contributing to the advancementand raise the s c i e n t i f i c and practical level of the members of the scientific bodyand graduates.

·To avoid the psychological and social effects ofe-learning on students, teachers and parentsmatters, Proper expectations s h o u l d be set, motivating l e a r n e r s , developing a supportive culture for e-learning, good planning of the s c h o o l day, organisation of the educational programme, and paying attention to audio and visual effects.

. 1. Long term:

A-   Launch of a dedicated strategy to a d d r e s s   emergency situations i n the educational process, by drawing on international and regional expertise, most notably in the region, the crisis and risk management strategy for the period 2027-2023, d e v e l o p e d with technical support from UNESCO and its International Institute for Educational Planning (IIEP)International Institute for Educational Planning (IIEP).[66] T h i s could be done in collaboration with the Global Network of Education in Emergencies, as an open network for United Nations agencies, non-governmental organisations, donors andin the field of education sustainability in emergency situations.emergencies.[67]

B. It is important that this strategy be based o n   minimum standardsset by the Joint Network for(INEE) which is based on international instruments and agreements on human rightshuman rights[68], a n d maximise the use of limited resources to address crises for as long as possible, **and are based on the following criteria:[69]**

·Founding criteria: Community participation through the donation of time and money, and coordination between government agencies working in the field ofeducation, and between them and civil society organisations in the same field, and establish criteria for monitoring and evaluating these strategiesin order to correct any errors arising from them and enhance accountabilityand transparency.

·Access to education and a good educational environment: Ensuring equal access to education and providing social, health and living protection[70], providing facilities and infrastructure with the necessary resources to sustain the educational process in the event of disasters, particularlys t r o n g and fast technology and internet.

·Teaching and learning: Keeping educational curricu l a up to date with sudden changes, and promoting a culture of informal education, developing teaching methods a n d distance learning p r o c e s s e s, with continuous evaluation of distance learning outcomes,especially in terms of developing specific skills, as the focus is on marginal skills, which are representedin right or wrong answers in tests, and students return to thinking with limited logic, which may lead toa decline in their ability to write essays properly.

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·Concluding agreements and partnerships with some universitiesto provide distance learning and training, in order to exchange experiences and information, thereby contributing to the advancementand raise the s c i e n t i f i c and practical level of the members of the scientific bodyand graduates.

·To avoid the psychological and social effects ofe-learning on students, teachers and parentsmatters, Proper expectations s h o u l d be set, motivating l e a r n e r s , developing a supportive culture for e-learning, good planning of the s c h o o l day, organisation of the educational programme, and paying attention to audio and visual effects.

. 1. Long term:

A-   Launch of a dedicated strategy to a d d r e s s   emergency situations i n the educational process, by drawing on international and regional expertise, most notably in the region, the crisis and risk management strategy for the period 2027-2023, d e v e l o p e d with technical support from U N E S C O and its International Institute for Educational PlanningInternational Institute for Educational Planning (IIEP).[66] T h i s could be done in collaboration with the Global Network of Education in Emergencies, as an open network for United Nations agencies, non-governmental organisations, donors andin the field of education sustainability in emergency situations.emergencies.[67]

B. It is important that this strategy be based o n   minimum standardsset by the Joint Network for(INEE) which is based on international instruments and agreements on human rightshuman rights[68], a n d maximise the use of limited resources to address crises for as long as possible, **and are based on the following criteria:[69]**

·**Founding criteria:** Community participation through the donation of time and money, and coordination between government agencies working in the field ofeducation, and between them and civil society organisations in the same field, and establish criteria for monitoring and evaluating these strategiesin order to correct any errors arising from them and enhance accountabilityand transparency.

·**Access to education and a good educational environment:** Ensuring equal access to education and providing social, health and living protection[70], providing facilities and infrastructure with the necessary resources to sustain the educational process in the event of disasters, particularlys t r o n g and fast technology and internet.

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·Teachers and other education workers: Li n k i n g recruitment and selection processes to the ability to meet learning requirementswith distance learning r e q u i r e m e n t s , and provide ongoing training support toin the field of education,   so that promotionto the amount and extent of progress intheir level of knowledge and skills in communication and distance learning.

·Providing the legislative and institutional frameworks for the success of this strategystrategy: This involves drafting a law that clarifies the possibility of sustainingeducation in emergency situations, recovery policies, and defines the responsibilities and tasks of the relevant partiesin accordance with the " Emergency Relief and Educational Disaster Act" in the United States. It is important that this national legislation be linked to theinternational framework in order to address international actors to obtain the necessary funding and technical and financial support. Consideration could be given to establishing an emergency relief fund for schools in emergency situations.

       Develop an alternative implementation plan for education in emergency situationsbased on four educational programmes:[71] ·Accelerated learning: These are flexible programmes suitable for different ages and are completed within a short time frame. Their goal is top r o v ide primary education to children and young people deprived of education, those who are over the age of schooling, and people who are not enrolled in school due to rejection of t h e i r applicationsor other reasons. According to t h e the United Nations High Commissioner for Refugees (UNHCR)ل Completing education and acquiring basic skillsnecessary for life.

·Intensive online education courses online open Massive, to ensure the sustainability o f distance learning. This requires access to the internet, technological tools, and e-literacy among the recipients of the e-service, as well as the source of the service itself, and that the school should transform into a new interactive form capable ofsustainability in the face of challenges.

·E-learning, which is an existing model learning b a s i c concepts and principles, and then students apply them to solve real-world problems using technological media. This is characterised by a shift from teacher-centred learning, to student-centred learning, and individual effort in preparing scientific material and explaining the subject, and the research and collective efforts o f students, with supervision and organisation by the teacher. I n this style, there is freedom from textbooks and opens up to visual and audio materials available on thethe Internet, which is fundamentally compatible withuniversity environment.

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·Hybrid or blended learning, which combinesmodern e-learning and traditional education simultaneously, a n d can be done in non-extended e m e r g e n c i e s , and may pave the way f o r a transition to fully online education.

·It is important to note that previous programmes must include i n part strengthen the symbolic power of the communityand the state by highlighting one aspect o f the decisions to confront extremist ideas promoting a culture of tolerance, ensuring t h a t the national anthem is played, so that the educational process is not limited to, but also ensures continued l o y a l t y and allegiance to the state andits institutions.[72]

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