



In emergencies

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Educational

A reading of the Strategic Plan for the Development of Education (2024):

- (2029)

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EUEPR represents one of the most prominent issues :

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and follow-up internationally in recent years' given the events and situations that have reinforced the importance of the issue and revealed opportunities to develop it and enhance its inputs to ensure the efficiency of the education system and its smooth transition

It is not limited to the usual forms and images of direct learning' whether digital or interactive.

Over the past few years, the world and the region have experienced a number of challenges and environmental disasters characterized by their sustainability and duration, making it difficult to bear the consequences of interrupting education' Foremost among these was the COVID-

19 pandemic, which caused a lockdown that lasted for months, during which life came to a near-complete standstill closed and employees switching to remote work' It led to months of lockdown, during which life came to a near standstill, with airports and

schools closed' employees switching to remote work, and all forms of entertainment and sports suspended. The world has yet to recover from some of the effects of this disaster.

As the world began to recover from the effects of the pandemic and attempted to move forward' military conflict erupted in the Balkans region following the military war between Russia on one side and Ukraine' supported by the United States and Europe, on the other.

the Balkans region following the military war between Russia on one side and Ukraine' supported by the United States and Europe, on the other, in what appears to be a prelude and escalation towards a third world war, the results of which were

Successive waves of migration' It is difficult to determine when they will end, making it necessary to research into the possibilities and prospects of long life in the diaspora, with all that this requires in terms of rules and organizational arrangements for education and transition through the various stages, whether for students, teachers, or the exceptional system.

Education refers to emergency situations (organizational possibilities to ensure high-quality educational opportunities)

·Y F Conflict zones, disasters, and health crises (where it provides them with

education, protection, and psychological and social safety, and helps them restore stability in society' even though

the education sector (and, strangely enough, often the brother) is often the last to receive funding and may be the last sector to recover after crises.

) A set of rapid and temporary measures and procedures taken by the educational institution in order to resume the educational process under the circumstances.

and temporary measures and procedures taken by the educational institution in order to resume the educational process under emergency and sudden circumstances such as wars, natural disasters, the spread of disease, and : which have a significant impact on the educational process

of students, staff and facilities, requiring appropriate measures to be taken to protect them as well as

Yes, adapting to difficult circumstances in order to resume the educational process.

It can be said that despite the diversity of emergencies in terms of their forms, types' and degrees of severity and difficulty, it is possible to identify three main characteristics of emergencies, which can be presented as follows:

The existence of an emergency and exceptional circumstance that threatens public order or prevents public facilities from continuing to operate.

- The inability of the administration to deal with this circumstance or its need to use exceptional means to deal with it.
- The balance between the danger or exceptional circumstance on the one hand and the measures and means used on the other (the necessity must be assessed on its merits).

The importance of education in emergencies

- ♦ Protection and safety: Schools provide a safe environment for children, protecting them from exploitation' abuse' and falling into the hands of armed groups.
- ♦ Support for mental health and social well-being: Education supports students' mental health, helping them to cope with stress and trauma. : Education provides support for students' mental health, helping them to cope with stress and trauma. face and overcome the trauma caused by crises.

express their feelings their operations. ♦ Regaining a sense of normalcy: Education and engagement help bring stability and hope Overcoming adversity and moving toward a better future.

- ♦ Community growth: Education contributes—especially in times of crisis—to the economic growth of communities and reduces poverty and inequality.

Strategic plans for the development of education

Formulating a future vision for national sectors represent the most important national priorities

, making them a reference vision on which to base action, whether in direct activities or in the implementation of the plans'

The transition from the stage of vision to the stage of implementation is followed by changes that reinforce the achievement of that vision and make it a tangible reality. This can be considered a new starting point for shaping a more developed and enhanced image of reality.

vision a tangible reality that can be considered a new starting point for shaping a more developed reality and enhancing the image of the institution we aspire to.

In recent years' the Egyptian state has expanded in formulating and drawing up central policies and their implications.

From the sub-strategies' it relates to a right or a category of rights that needs special care and attention' which is a clear development in the national vision that was adopted primarily in response to the comprehensive development plans (Egypt Vision 2030)

Comprehensive Development (Egypt Vision 2030)

Therefore' reading, analyzing' and evaluating these results is a crucial step in ensuring their effectiveness in achieving these goals or discovering gaps and shortcomings that need to be addressed to ensure the capacity and effectiveness of these plans' it also ensures that the recommendations set out in the plans are implemented as mandatory activities capable of improving the overall picture of the education sector in light of the challenges posed by structural imbalances.

Developing these plans and working to implement them, and then developing them further and formulating new stages based on the successes and developments that have been achieved.

The Egyptian state recognizes the importance of developing education and that it has become an imperative for achieving sustainable development.

sustainable development to the extent that it was a motive for President Abdel Fattah El-Sisi to declare that "building people
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The Egyptian has become a top priority for the state (and must be built on a comprehensive and physically integrated basis

mentally and culturally, as the state has begun to implement many activities and visions aimed at developing education as the cornerstone of the Egyptian human development system' which is based on advancing the education and health systems.

Because of their vital importance to the survival of a strong and cohesive society, in accordance with the Egyptian state's vision (2018-2022)

The government presented it as a work plan to the House of Representatives.

It was therefore no surprise when the president announced that 2019 would be the "Year of Education," considering it the cornerstone for renaissance and progress, with the aim of formulating a qualitative strategic plan for education that presents a reference vision for development.

The target from the state's point of view, as confirmed by , highlights the state's keen interest in this issue.
The goal is to improve and advance it to a better level.

In fact, education is one of the most important pillars of comprehensive and sustainable development' Governments around the world' with their different political orientations and ideological affiliations' are keen to allocate resources to education' in the modern world, with their different political orientations and ideological affiliations, are keen to allocate a significant amount of resources to education.

Not a small amount ·Ramaniyat to spend on it, as it addresses the issue of education ·Egypt is one of the most controversial issues in society, given its social, cultural, economic, and political implications. Therefore, it was

cornerstone of the modernization and development program adopted by the Egyptian state due to its pivotal role in building the Egyptian people and developing their personal abilities and scientific and practical skills' placing it high on the list of priorities in the Egyptian government's development plans.

However, despite the generally positive direction of the educational policies implemented during the past decade and the efforts made to implement these policies on the ground, as well as the positive effects that have been achieved' the overall results of these policies have fallen short of expectations, even if they have not been contrary to them.
These are the expectations of many, due to their connection with structural flaws and problems in the field of education that have long been ignored.

This is because' with the exception of achieving the goal of full enrollment of children in compulsory education, the goals general education policy related to ensuring continuity in education until the end of the compulsory

Basic Yes and acquisition of basic skills' Yes No Compulsory stage and subsequent secondary stage Not achieved

In the desired manner, which brought the issue of consensus back to the forefront A reference vision for education

Work is underway to implement it and measure its outputs within the framework of its objectives' which allows for further development

and updating its texts at the end of each phase' The strategic plan for the development of education (2024)

(2024-2029).

The plan represented the strategy for developing education, a model of great importance for cooperation and collaboration Rabi Al-Jadid

The partners
• The Libyan Ministry of Education
• Civil society organizations
• Consultation
and agreement on a national draft vision for the development of education in line with the plans and programs included in the state's budget. Its vision for comprehensive development (2030), where Dr. Rida Hijazi, Minister of Education, launched a community dialogue to discuss the strategic plan on August 14, 2023, before its final announcement and issuance on January 28, 2024, and the third plan (to be issued after the previous one)

January 28, 2024' The third plan () will be issued after the first plan (2014)

2017 and the second in 2018: 2022

Education in the Egyptian Constitution

The Constitution of , amended in 2014, pays special attention to education and its availability and accessibility to all segments and groups in Egyptian society. Article 19 states that "Education is a right for every citizen, with the aim of building the Egyptian personality, preserve national identity, and establish the curriculum' which teaches critical thinking, develops talents encourage innovation, consolidate cultural and spiritual values, and establish the concepts of citizenship, tolerance' and non-discrimination.

The state shall take into account its objectives , develop educational curricula and methods, and provide them in accordance with international quality standards and education.

Elza Yem : At the end of secondary school or its equivalent, and the state guarantees its free provision at all stages In institutions

The State shall provide education in accordance with the law and shall allocate a percentage of government expenditure to education of not less than (4).

% (of gross domestic product) gradually increases in line with global rates and state reserves

To ensure that all public and private schools and institutes adhere to educational policies (and given the importance of achieving

Spending rates related to allocations' These are determined for a number of files and basic rights, as well as guarantees' By

applying the necessary amendment to extend the compulsory education umbrella to include secondary education or its equivalent, Article

(238) stipulates that the state shall ensure the implementation of its obligations by allocating the minimum rates

Government spending on education, higher education, health, and scientific research shall be determined . This Constitution shall be implemented gradually

from the date of its entry into force, provided that it is fully implemented .it is included in the state budget for the fiscal year (2016/2017) and it is

The state will extend compulsory education. Secondary education will be completed gradually and will be completed in the 2016/2017 academic year.

Education in the Universal Declaration of Human Rights

Given the nature of the wording of the Universal Declaration of Human Rights (1948) and the diversity of rights in order to ensure that states guarantee and promote the enjoyment of these rights by their citizens, Article 26 of the Declaration is devoted to the right to education, stating that "Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Secondary education shall be made generally available and higher education shall be equally accessible to all. Education should be available to all on the basis of their abilities.

Education should aim at the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms.

It should promote understanding, tolerance, and friendship among all nations and all racial or religious groups, and support the activities of the United Nations for the maintenance of peace.

Parents have the right to choose the type of education they want for their children as a matter of priority.

Sustainable Development Goals and Their Relationship to Education (Goal 4)

In September 2015, heads of state and government leaders attending the United Nations General Assembly adopted a new document entitled

This framework mobilizes efforts to eradicate poverty in all its forms

and combat inequality and address climate change (and launched from the Millennium Declaration, which was announced

About it. Adopted at the United Nations Summit (New York 2000). It includes a number of goals and targets: 17 development goals and

169 targets, all of which came into effect in January 2016. Among them was the fourth goal

ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

(Which included) 7 (objectives or goals) and 3 (implementation recommendations) as follows:

- Ensure that all girls and boys have access to free, equitable, and quality primary and secondary education and of good quality, leading to relevant and effective learning outcomes (by 2030)
- Ensure that all girls and boys have access to quality development and care Early childhood and pre-primary education. Be ready for primary education (by 2030)

2030

Ensure equal opportunities for all women and men to obtain quality and affordable tertiary education, including university education, by 2030.

Significant increase

Number of young people and adults with the appropriate technical and professional skills appropriate skills, including technical and vocational skills, to work and fill decent jobs and start businesses by 2030

- Ensure that all youth and a significant proportion of adults, both men and women, achieve literacy and numeracy (by 2030)
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable' including persons with disabilities' indigenous peoples and children in vulnerable situations (by 2030)

These include education for sustainable development and the adoption of sustainable lifestyles

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and global citizenship, and appreciation of cultural diversity and the contribution of culture to sustainable development (by 2030)

The reference vision of the strategic plan

The plan has set a key objective for itself, which is to be a future vision

Reform of Egyptian education in line with the national development vision and strategic priorities' areas

It falls within the jurisdiction of the Ministry of Education and Higher Education (as per It is believed that the strategic plan has set itself two main objectives to be achieved, which are as follows:

⇒ Formulating a vision for accelerating education reform consistent with the national development vision

(2030) ⇒ Identifying strategic priorities that fall within the remit of the ministry.

Therefore, the document included a reference to the fact that the Ministry of Education and Higher Education, through this plan, aims to prepare a generation

New from Al-Masry Al-Akhlaq' Highly qualified and capable individuals who can compete globally and lay the foundations for change.

If it is possible to accelerate the transformation, and if learners are supported and empowered to increase access and participation, improve the quality and relevance of learning and teaching, and promote equity and inclusion

Strengthening governance and management' including education financing, will then achieve quality education for all.

with strong basic skills, and learners will graduate with the knowledge and skills they need to learn and progress throughout their lives (

The truth is that, apart from some obstacles related to the wording of the text and the definition of its directions, the

It seems that the goal of makes limited and weak, as the plan confirmed that its desired goal goal it seeks to achieve goes beyond its immediate content and is based primarily on the convergence of goals between it and what was previously included in national documents on the objectives of national education, especially the strategic vision for education.

2030 (: The text states : The vision aims : The strategy for education : By 2030' provide high-quality education and training for all without discrimination' within the framework of an efficient, effective and sustainable system that focuses on learners and trainees who are capable of thinking and are technically and technologically competent. Education also contributes to building well-rounded personalities.

xml-ph-0001@deepl' and proud of their country's history, passionate about building its future, and able to deal competitively with regional

In the same context, the

plan emphasized its integration and alignment with the vision of the Ministry of Education and the national agenda.

: Work to achieve the goals and objectives set out in : Targeted at : Focused on access to quality education and training that focuses on sustainability and equitable access to prepare learners capable of creativity, innovation, and global competitiveness (

General framework of the strategic plan

One of the basic rules is that strategic plans should aim to integrate and harmonize with the main general references and diversity in the areas of general development' and that they should have significant power and status in the hierarchy of documents.

National, whether due to the multiplicity and diversity of the rights contained therein, or because it is issued by higher authorities and institutions, or in view of the scope and objectives it targets' all of which were part of the methodology of drafting and reviewing the plan.

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Essentially, the objectives and goals set out in (6) key documents are as follows:

- ⇒ Review of previous strategic plans
- ⇒ The UN 2030 Agenda for Sustainable Development
- ⇒ Africa 2063 Agenda
- ⇒ The 2014 Egyptian Constitution
- ⇒ National Agenda for Sustainable Development 2030 (updated) ⇒ Government Action Program (Egypt Takes Off)

Values and principles adopted by the strategic plan

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The plan has set a number of institutional values that the national education system must be based on. Their absence or incompatibility with them represents the beginning of the system's imbalance and collapse, making it difficult to achieve its objectives or succeed. The plan (5) lists the institutional values on which education is based (transparency, innovation, participation, accountability, and integrity), which together achieve the integration and harmony that enhance the potential for success of the strategic plan, despite the observed lack of reflection of these values.

Clear and explicit values of Yaf Strategic activities and programs.

As for the general principles adopted by the strategic plan, they consist of five principles that came about as a result of

The following:

- ⇒ Planning in partnership with all entities of the ministry, teachers, students, and development partners. ⇒ Consistency and integration with global, regional, and national strategies.
- ⇒ Students are at the center of the educational process through high-quality education in accordance with international standards.
- ⇒ Achieving equity by providing education in remote and marginalized areas that are responsive to social needs. ⇒ Achieving sustainability and shifting towards lifelong education and learning, and promoting creativity and innovation.

It can be said that these principles, despite their appeal and their status as key demands repeatedly and continuously made by local civil society organizations, the reality of educational practice after the issuance of the strategy has not seen any changes or implementation practices that reflect a belief in these principles or a genuine desire to apply them.

Expected outputs and programs of the strategic plan

The expected outputs and outcomes represented by were included in as part of the strategic plan, which included a diverse package of recommendations and remedial activities to address the components of the educational process based on an analysis of the current situation and identification of gaps.

What has been implemented. The previous part of the plan has been implemented unanimously (75%). The program is divided into seven main areas led by governance and management with 13 expected outcomes, followed by preparatory and secondary education with 11 expected outcomes for each.

Then general secondary education with (10) expected results, followed by digital transformation and innovation with (9) results, leading to pre-primary education and primary education with (8) results for each, ending with community education with 5 results.

The fact is that the distribution and number of expected results according to their numerical distribution are not consistent with

the gaps and weaknesses that have been identified . The various components of the educational process have not been monitored , which reflects

clear leniency in the process of determining the expected results and programs and their failure to address the gaps that were previously identified in

the component analysis process, where many gaps were identified' yet this was not reflected in the results.

These challenges remain as obstacles to the development of education, as noted by .

At the same time' the analysis ignored many of the crises associated with the educational process and the resulting

risks that affect the environment and outcomes of the educational process' foremost among which are gender-based obstacles and the

inability to deal with discriminatory cultural patterns or contain phenomena and patterns of violence in the school environment' despite

The existence of updated disciplinary regulations to address the challenges of education .F In light of pandemics and crises, and

how to produce and manage

modalities for distance learning and blended learning, which has become indispensable and cannot be ignored.

ignored.

It was also noteworthy that there was repeated talk about the challenges and problems of education provided to students

with various disabilities at all stages and components of education' and the lack of verified information and data that would allow for

effective and diverse policies' The outputs associated with each component were lacking' and there were no remedial policies in place.

Achieving this goal, which is repeated when talking about teachers, and reducing their numbers and percentages at various educational

levels without implementing a remedial policy capable of overcoming this persistent problem, despite its severity.

Experiences and attempts Therapeutic Regarding this

. ' In light of all of the above, objectivity is essential' , Emphasizing the value and importance of the results and programs' The strategic plan and the ability of many of them to fill existing gaps and push the educational process forward, especially

with regard to the policies implemented by the Ministry ' which do not require urgent amendments or financial budgets.

New or existing relationships with external parties Despite the importance of these approaches and the urgent need to redraw the map

for action and cooperation on them.

Analysis of the matrix of activities and projects

Y. F. An important documentation step—despite deviating from the nature of general strategic plans—included in the

strategic plan of the Ministry of Education (2024-2029), the last part of which includes a qualitative analysis of the activity matrix.

The program will be implemented by the ministry in a manner consistent and aligned with the national agenda (Egypt Vision 2030), the strategic objectives of the government's action program (Egypt Takes Off), and the UN's 2030 goals.

and the Africa Agenda (2063) A step that reflects the ministry's commitment to implementing its roles in these documents

This division has no direct relation to the phased plan for the development of education, except that it was adopted by the Ministry of Education

The introduction to the plan indicates that it was adopted based on a set of general sources and references specified in the plan with six reference documents.

On the other hand, the process of designing the activity matrix was based on the identification of three main pillars.

For the matrix tables, starting with the sub-programs of the government plan (Egypt Takes Off)

Its content represents the ministry's main program, from which the ministry's sub-programs branch out, leading to the last column of the matrix, which includes the activities and executive projects that the ministry will undertake and that it believes will achieve its sub-objectives and in turn, strengthen the ministry's ability to perform its role. its implementation will achieve its sub-objectives and in turn enhance the ministry's ability to perform its role. the government plan.

Statistically, , the Strategic Plan for Education Development (2024-2029) included within the framework of

its efforts to achieve its five priorities, interacting with and benefiting from 23 government programs and objectives

The number of programs increased to 27 when working on the implementation of the priority.

The Ministry of Education implemented it, but it was converted into 52 programs, given that some of the programs

require conversion to a separate program in order to be implemented. For example, the government's programs

to achieve the priority of increasing access and participation numbered five government objectives, but the Ministry of Education: Where it wanted to implement it, it re-divided it into 14 separate programs for the ministry.

Because achieving and realizing the objectives requires effective work on the ground and a variety of activities

and projects, the matrix included the identification of 187 implementation activities that could achieve the objectives

Government and ministerial programs varied in their forms and types of activities' from studies to institutional structures to training programs.

Further analysis shows that the priority of "digital transformation and innovation" received the largest number of government sub-

programs, with nine programs representing one-third of the government programs implemented' At the same time' had the highest number

projects and activities targeted for implementation, with a total of 58 projects, reflecting the great importance of these

The priority within the plan is strategic' followed by the priority of equity and inclusion' which is achieved through

The majority of the ministry's sub-programs (16) emphasize the need for ministerial policies to be more precise and efficient in order to enhance their ability to improve the education and learning environment.

The strange thing is that the matrix of activities and projects, as currently formulated and despite its expansion

γ F. The definition of activities and projects has completely ignored the expected results contained in the analysis

components of the educational process and their number (75) is significant because they are the most relevant and express the gaps

Areas of imbalance and weakness Educational policies are the result of an analysis of strengths

and weaknesses of the various educational components, which should have served as the basis for designing and formulating the matrix on the ground.

At the same time, the matrix completely lacked a statement of the specific scope for the implementation of those activities.

To facilitate the implementation of these activities in a manner that facilitates follow-up and monitoring operations, as well as accountability and auditing in the event of investigation, which violates all rules methodologies for formulating plans and programs' and opens the door to evasion and avoidance of accountability when evaluating and measuring the effectiveness of those plans or attempting to develop them.

It is also noteworthy of that this matrix was devoid of any demands for the development of existing policies and reforms.

To address the many gaps and shortcomings that have been identified : : Many components or their responsiveness to the developments that have been implemented for years to see and plan for education reform, whether presented by Dr.

Tarek Shaw : During his tenure as minister' he agreed with Al-Reiman on a comprehensive overhaul of the general secondary education system and the addition of a new model to it' represented by The system (baccalaureate) has gaps and weaknesses that need to be addressed and corrected to ensure effective implementation.

Analysis of objectives and activities				
Sub-theme	Priority	Programs		Projects/activities
		Subordinate to the government / Main to the ministry	Sub-focus of the Ministry	
First	Increased access and participation	5	14	24
	Equity and inclusion	8	16	38
The	Quality of education and teaching	4	5	20
	Strengthening governance and management	1	4	47
Third	Digital transformation and innovation	9	13	58
Totals		27	52	187

Challenges of the Strategic Plan and Education in Emergencies

With the drafting of the third version of the Strategic Plan for the Development of Egyptian Education (2024-2029)' Egypt was experiencing extremely dangerous and exceptional circumstances that affected its reference vision for many issues.

In particular, those related to the education system and its efficiency in teaching yat with many internal and regional challenges

and regional challenges . These challenges have left their mark on the general level and on the level of educational management, and have presented

challenges that require the adoption of specific policies and the implementation of specialized and interactive activities to ensure the ability to overcome them

while maintaining the standards and technical requirements for efficient and effective education . This is a task that the plan sought to achieve, even if it was not able to accomplish it in an acceptable manner.

At the time when discussions on the formulation of the plan and its priorities were taking place, the general situation was characterized by a series of exceptional challenges.

The plan must include a package of national education policies that could be identified as follows:

First: The situation after the COVID-19 pandemic' which forced the state to close institutions

emergency situations and the inability of educational institutions to transition to digital or distance learning, or to have an assessment system that allows for fair grading and classification of students at educational levels commensurate with their academic abilities, so that promotion mechanisms can be adopted without a compensatory policy.

You can address knowledge gaps caused by prolonged closure.

- **Second: Environmental and climate reports' The climate change file and its potential effects' The Delta region is among the areas most vulnerable to flooding.** The sea level is rising, and these changes are affecting the climate and the types of crops that Egyptians are used to growing, which could lead to internal migration for large segments of the population. It could also change the nature of economic activity.

For groups that require the redistribution of schools geographically and the development of curricula commensurate with these challenges.

Third: Waves of unrest and internal wars surrounding Egypt

These waves have caused millions of people to migrate and seek refuge' placing significant pressure on public services and required exceptional measures to organize the educational process, especially for the Sudanese communities.

and Syria. Temporary schools were established in the Egyptian to ensure the continuity of

their children's education' given the lack of clarity about how long they are expected to remain in Egypt.

Fourth: Challenges related to differences in opinion between Egypt and Sudan on the one hand, and

Ethiopia, on the other hand' is focused on development priorities and the establishment of projects on the Nile River' most notably the Grand Ethiopian Renaissance Dam, which may affect the historical quotas of downstream countries and open the door to future conflicts with clear consequences if these diplomatic confrontations develop into a war between the two countries.

with unclear outcomes if these diplomatic confrontations develop into military confrontations military nature or lead to a reduction in the annual water quota on which the Egyptian state depends for all its uses.

Although the strategic plan has set itself a benchmark stating that "the vision of the Ministry of Education is to provide all Egyptians with access to quality education and training opportunities for prosperity" in the 21st century for individuals and the nation through key areas of focus for implementing the objectives, based on the belief that the success of the educational process at all times and in all places is fundamentally linked to the fact that people are the focus of development and that the success of the vision

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the objectives achieve sustainability (

However, when the plan translated that vision into strategic policies' it stopped at only four policies, which

It is striking that there was no willingness or awareness of the importance of education in emergencies in its various dimensions' which include

many aspects and issues.

- Inclusion of all children aged 5 to 18 () • School' Related to increasing access, participation, equity, and inclusion (
- Adopting high-quality international curricula in mathematics' science, language, and geography (related to quality) learning outcomes (
- Instilling the value of lifelong learning in students (in pursuit of lifelong learning)
- Enable students to effectively use technology to access knowledge (related to digital transformation and innovation)

In fact, Egypt's need for a reference and policy vision related to the management of education in emergency situations does not stop to the four challenges mentioned above, but extends beyond them to include many other contexts and challenges

Social: Its effects on the efficiency of the education system and its ability to achieve equitable and comprehensive education for all groups and sectors of society can be summarized in the following points:

- ◆ The issue of poverty and low average incomes among a large segment of the population poses a major challenge to the ability of parents to provide their children with equal educational opportunities, with 29.7% of Egypt's population living in poverty.

Some governorates in Upper Egypt have higher rates, such as Assiut (67%), which increases the impact of the triple burden of malnutrition (undernutrition, micronutrient deficiency, and overweight).

% (of children under the age 12.8) of Where it threatens the survival, growth, and development of children and adolescents

of stunting, while 3% are underweight for their height and 11.5% are overweight' while 43% suffer from anemia.

Behaviors ◆ Violence inside and outside educational institutions' with psychological and social effects on % of children Estimates indicate that 81.2% going to school, where Children and their desire to go to school

sexuality Remained Sovereignty Al 'Yil are exposed to some form of forms of violent discipline Standards

and harmful social practices and limited knowledge of non-violent discipline methods and prevention services

The response is insufficient. Furthermore, despite the decline in the prevalence of female genital mutilation, the practice remains high, with estimates indicating that 66.5% of women and girls aged 15 to 19 have undergone female genital mutilation.

- ◆ Geographical disparities exist between different regional sectors, with border provinces suffering most from a lack of financial resources for services and limited access to quality education, followed by the provinces of

provinces and then the Delta governorates, so that opportunities for access and quality

Exclusive: They have opportunities to differentiate and choose between types of educational institutions to a degree that others do not have, which constitutes a major gap in the efficiency of the educational system.

Choice of educational paths or the right Type, whether existing and ◆ Gender differentiation Yes differentiation

Completing the path to its end is a dilemma in which prevailing cultural and social customs play a prominent role.

Leaving education for marriage Yes, it does. Its impact increases with the advancement of education and age for girls: No

and the formation of families in many border provinces and the poorest areas.

It begins People with disabilities are exposed to it during their educational paths and: Yes ◆ Discrimination and suffering

It is difficult to provide an educational environment suitable for people with disabilities, in which they can be creative and develop, whether in

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Level of Libyan private schools or when enrolling in inclusive schools where

People with disabilities face problems of integration into society' Free education and achieving rates

The appropriate collection makes them the most vulnerable group to drop out and not complete the course. The rates almost double the rates achieved by other student groups.

Climate and environmental challenges in the strategic plan

Including security and climate contexts among the challenges facing the public education system is one of the important steps to include in the strategic plan for dealing with education in emergency situations. In emergency situations, geopolitical tensions since early

2022 have revealed the fragility of the global supply chain on which Egypt's food security depends' given that it is the world's largest importer of grain and one of the largest importers of wheat.

For sunflower oil, Egypt is highly vulnerable to price increases and the accompanying pressure on national and local budgets, as education is often an easy target for spending cuts when resources are limited (and a very important indicator of the impact of environmental challenges on efficiency).

When resources are limited, education is often an easy target for spending cuts (and a very important indicator of the impact of environmental challenges on efficiency).

Spending and budgets allocated to education, especially in relation to water challenges and their potential impacts. The document notes that, on the other hand, Egypt's presidency of the 27th COP risks associated with rapid climate change and water scarcity. Egypt has been classified as "highly vulnerable" to climate change, as indicated by the Notre Dame Global Initiative for Adaptation, and ranked 107th out of 181 countries. In view of the fact that water supplies are at the national level and depend solely on

The Nile River Water scarcity is a major and growing problem (

With regard to the environmental challenges facing the education sector' Egypt has documented its own adaptation measures () and the urgent need to integrate climate change content into education curricula ().

the urgent need to integrate climate change content into education curricula, including

Risks: The potential damage to education infrastructure as a result of extreme weather events'

Nationally determined contributions as described' First update for Egypt (nationally determined contributions) to the Paris Agreement

Paris Agreement on climate change (

As the plan also indicated, education systems in general are influenced by the prevailing social system in the society that hosts them' and the

concept of environment is not limited to the natural environment, but extends to include the environment in all its forms, whether institutional or

Political, water-related, social, etc. (Y'F. Egypt The education sector faces many environmental challenges



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Natural prevents the provision of educational services that meet development needs in a free economy governed by competition in the first place. Among these, we can mention the following:

Energy sources Climate, global warming, and the accompanying increase in dependence on oil

and the reason for this change is what Egypt has experienced over the past two decades in terms of rising electricity bills

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The change in the volume and quality of agricultural activity xml-ph-0000@deepl.internal.

the disappearance of some crops and the emergence of others, with the consequent increase in food prices' leading to a widening of the

resou rces Impact State budget and consequently Payments and increased pressure on value Deficit

Education and the form of interventions needed to address all these problems.

The shortage of water resources over the past years and the threat it poses to the country on the horizon as a result of Ethiopia's

construction of what is known as the Renaissance Dam and its negative impact on agriculture in Egypt' water resources, and

development in general. Education is directly affected by this issue' and it may be necessary to change the curriculum to address the issue by increasing citizens' awareness. This may require increasing consumption or developing educational curricula on agriculture and other topics.

The problem of environmental pollution: The country is exposed to water and air pollution resulting from open burning

open burning and pollution resulting from garbage, sewage, lead smelters' chemical factories' and other sources. This has a direct and serious impact on the health of citizens, the health situation

at school and fulfilling their assigned roles during their performance affect on learners.

From my years of education' the right learner will have a higher probability of performing well.
perspective

This also applies to workers in the education sector, and the general health of the population also affects of people directly affects education.

People's awareness is weak' and this aspect is one of the most significant challenges facing education in Egypt'

Exacerbation of previous problems I have people who Al-Bay But the absence of the Al-Bayit This leads to a sharp decline in the quality of education

in a severe and rapid manner as a result of the sharp population increase. This is a major challenge for educational institutions to modify the reality and avoid problems that threaten society and all its institutions.

The fact is that the strategic plan for the development of education, after this diverse review of the problems Strange

The challenges of the context led to recommendations to address this issue as one of the patterns of education under extremely limited and restricted to activities for emergency education, such as integrating climate education into



Teacher training before and during service' and the accreditation of private schools and curricula.

Responsive to climate and environment and community engagement through the integration of education, lifelong learning, and engagement of all stakeholders, including the private sector' with regard to green education initiatives, while ignoring almost complete disregard for the issue of climate change impacts on Egypt's northern coast and the potential for internal migration patterns and changes in the nature of economic activity.

Challenges of equality and non-discrimination in the strategic plan

The social and cultural context is one of the most prominent challenges facing community development programs' given the difficulty of changing deeply rooted values and the existence of local groups that support and endorse discriminatory practices' Therefore, the plan outlined its implementation pathways within the first pillar (comprehensive and equitable access to education for all groups) by making education available to all and achieving equity in access to education. for all groups) to achieve this goal by making education available to all and achieving equity in access to education in all regions.

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non-formal education' the focus is on reducing the gap .Rabi al- .Rensi and Tofri and achieving integration and equal opportunities especially vulnerable groups women, children, and people with special needs, and inequality ربي social groups

and victims of social disintegration, while promoting spatial and local access to education to bridge gaps

Different geographical areas () Yoh Paths that have succeeded in the plan () Y.F.) Reflecting reality () Solving problems supported by figures

and official statistics, even if they fail 'Yaf' Activities and projects that address them.

The second priority (equity and inclusion) included strengthening policies and practices to eliminate discrimination.

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and comprehensive, and benefit from it in accordance with the following dimensions:

- Geographical disparities: The Ministry of Education will prioritize its investments in areas of greatest need, such as rural areas' especially in the border provinces and Upper Egypt, to improve access to education and its quality by opening additional schools and recruiting teachers in a fair manner. Border governorates and Upper Egypt will improve access to education and its quality by opening additional schools and recruiting teachers in a fair manner. This will be done in partnership with local communities and the private sector for early childhood education.
- Students with special needs: Within the framework of the education plan' comprehensive curricula will be ensured and the provision of inclusive school infrastructure and educational environments. Awareness campaigns and capacity-building programs to integrate students with minor disabilities into public and vocational schools.

Income inequality: The plan will establish key policy measures to reduce

financial and social barriers to education' This will enable children and young people from low-income families to enroll in and remain in school. Recognizing that widespread private tutoring

affect access to education and learning for low-income students, issues related to private tutoring will be addressed from the perspective of equity, quality, and governance.

- Type: Tel Ministry of Education The Ministry of Education will continue to empower girls and women through education in order to achieve gender equality in all areas by 2030' as stated in Egypt's Vision 2030' This will include the establishment of schools for girls in border governorates (Upper Egypt).

Encouraging girls to study science, technology, engineering, and mathematics subjects also includes

·School infrastructure to provide a healthy, inclusive, and gender-sensitive learning environment and community education centers to reduce illiteracy rates among youth and adults' At the same time' the plan will also address the risks faced by boys, especially in remote areas.

As for analyzing the reality of the educational process according to the criteria of fairness and inclusiveness' in the primary stage

The plan revealed significant disparities in learning among poorer and wealthier students, with less than one in ten fourth-grade students from the poorest families demonstrating basic reading skills, compared to nearly three in ten students from the wealthiest families. In 2016, the equation was repeated at all subsequent educational levels' with poverty and age playing an influential role in determining proficiency levels.

In addition, there is a huge disparity in the ratio of students to teachers in the provinces in terms of level.

Primary education: The five border governorates (Matrouh, New Valley, Red Sea, North Sinai, and South Sinai) have an average ratio of students to teachers, which is closely linked to their low population density and, consequently, the large number of very small schools. By definition' these schools tend to have

The percentage of students who are not proficient in science is low' ·As for the elementary level, the average percentage of students who are not proficient is the highest in Egypt and the governorates.

As for preparatory education, the probability of students completing their education is lower in border governorates and Upper Egypt' reaching 86% for students in border areas and Upper Egypt, compared to 92% in coastal areas and the Nile Delta.

Children belonging to the poorest 20% of the population saw an increase in attendance rates, Adjusted for preparatory education by 15 points, compared to an increase of 10 points for children belonging to the top 20% of the population. However, children from poor socioeconomic backgrounds have significantly lower rates of access and participation. Furthermore, due to the education system's Or private tutoring system, they are at risk of falling behind in terms of learning achievements compared to children from relatively higher socioeconomic backgrounds. In terms of gender and inequality in learning, the probability of completing preparatory education, with the probability of completing it at only 74%, indicating a problem. A serious issue related to the high dropout rate, which is due to early marriage (33%), is repeated in secondary school where 53% of girls who dropped out said that marriage was the reason for their dropout. The secondary stage, where 53% of girls who dropped out reported that their marriage was the reason for their dropout.

The experience of child-friendly schools in difficult circumstances as a model for education in emergencies

It is one of the most important educational projects developed within the community education system given that it accommodates child laborers and street children, providing a scientific and practical approach to solving the problems of this group which lives in difficult conditions and experience feelings of fear and deprivation of the most basic rights of childhood, such as shelter and food and a sense of security, as they are surrounded by danger, whether due to illness, addiction or falling into the clutches of crime or Street gangs or because of exhausting work for weak bodies. The philosophy of these schools is to modify the behavior of these children, reintegrate them into society, and teach them the principles of reading, writing, and arithmetic through a rehabilitation period that may last up to a year at the end of which they take an exam to determine their level and place them in the appropriate grade levels. ييل ي:حت يتمكنوا من study the multi-level curricula specific to community education. The strange thing is that the idea of child-friendly schools began in difficult circumstances.

In 2004, there were three schools, and now there are approximately ten schools, which is extremely strange that the relevant ministry fails to accurately determine the number of schools affiliated with it and either completely ignores them or explains to us the reason for their limited number to the extent that a new school is established and added every four years. Is their number so limited that a new school is established and added every four years? years, especially given the plan's indication that the current enrollment rate in these schools will reach approximately 20% of the number of out-of-school children in the 6-14 age group.

The same is true when reviewing the results and expected outcomes of education where included (5) main results that revolved around reducing the number of children not enrolled in school -improving access to schools and strengthening national capacity to provide good basic education for all, without any mention of a specific national plan. Details on increasing the number and spread of these schools in environments where care and attention are lacking, it was even stranger. The plan ignored one of the most prominent challenges it had identified, namely : the use of different monitoring and evaluation tools, which hinders efforts to assess teacher progress. : the use of different monitoring and evaluation tools, which hinders efforts to assess teacher progress. : the use of different monitoring and evaluation tools, which hinders efforts to assess teacher progress. for monitoring and evaluation, which hinders efforts to assess teacher progress' The report noted that Using a standardized monitoring and evaluation package, the primary source Yes for conducting interventions related to assessment (

Challenges in dealing with persons with disabilities

Children with disabilities are among the most vulnerable groups from an educational perspective. Education for this group is one of the main objectives of the Egyptian education reform project. Although the Ministry of Education continues to collect basic data on children with disabilities enrolled in private and public schools, there is a lack of data on the prevalence of disability in Egypt, as well as data to allow for an in-depth analysis of the educational situation. There is a lack of data on the prevalence of disability in Egypt as well as data that would allow for an in-depth analysis of the educational status and learning outcomes of children with disabilities.

The strange thing is that the drafting of the plan was strategic given the widespread and persistent confusion in the use of terminology. by the drafting team, the term "people with special needs" was used, while the term "people with disabilities" was used the former was used in the context of " " (people with disabilities) despite the care and emphasis of the International Convention on the Rights of Persons with Disabilities.

Persons with disabilities 2006 It is important not to use any derogatory terms when referring to this group, as this reflects a scientific or academic perspective. The strategic plan is based on a framework that deals with these terms and definitions in accordance with prevailing social connotations.

These terms and definitions are used in accordance with prevailing social connotations.

Children with minor disabilities represent a small percentage of the total number of children enrolled in public schools.

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in primary schools, requiring comprehensive strategies designed to integrate children with mild disabilities the national education system.

As for private special schools' the Egyptian state has a long history of relying on them

Providing appropriate education services for people with various disabilities since the establishment of the first school for the blind in 1900' today there are a total of 184 schools for the intellectually disabled with 29,420 students, while

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The number of schools for the deaf reached 123, with a total of 10,965 students, while the number of schools for the blind reached 51, with a total of 3,718 students, in addition to 14 classes for students with multiple disabilities.

The number of schools for the visually impaired is 31, with a total of 3,718 students, in addition to 14 classes for students with multiple disabilities distributed across eight governorates' bringing the total number of schools for the disabled to 338.

Private (Fikri - Sam - Basri) provides services to 44,373 students.

At the level of developing the administrative and legal framework for integration processes, Ministerial Decision No.

42 of 2008 was issued regarding the committee for the integration of children with minor disabilities into public schools, followed by

No. 229 of 2016 on the integration of children with minor disabilities into general education schools. First time (then

Ministerial Decision No. (252) of 2017 amending Decision No. (42) of 2008 on the integration of children with

minor disabilities into public schools, leading to Circular No. (3) of 2019 to comply with the Law

Disability Law, bringing the total number of integrated students in public schools to 101,500 during the 2021/2022 school

year.

Despite the diversity and multiplicity of interventions undertaken by the ministry in its dealings with students with disabilities and talk about curriculum development, teacher training, and the expansion of support activities and professional development for teachers and the expansion of cooperation agreements and protocols with government institutions and civil society organizations,

However, most of these successes remained almost entirely linked to private schools.

Where inclusive schools affiliated with public education suffer from a lack of specialized curricula or appropriate teaching aids for students with minor disabilities, a lack of resource rooms, and a lack of teacher training and rehabilitation programs

and awareness programs for students, leading to the development of a strategic plan with goals that are difficult to achieve given their

realistic capabilities' For example, there is talk of providing technological support to 1,600 schools.

Inclusive public schools within three years, while the plan states that 100 schools will be supported in 2022' Which one should we believe?

support will be provided to 100 schools during 2022. Which of these should we believe?

Digital transformation and innovation

One of the clear positives is that the plan includes a special section on digital transformation and innovation.

Given that one of the repercussions of the spread of the COVID-19 pandemic was that digital technology came to play an important role in all aspects of education' from learning and teaching to administration and organization, the closure of schools led to a significant increase in the use of digital technology'

in all aspects of education' from learning and teaching to administration and organization, as school closures have led to

relying on digital technologies to ensure the continuity of education and adopting new ways of using technology as an educational tool and a new approach to its transformative potential.

On the other hand, the crisis has revealed many gaps and shortcomings in communication.

skills and content quality the basic system and the required management structure

The integration effective, responsible, and sustainable as part of the vision for reform of the system

Education (K-12) in 2018, where The Ministry announced Y.F. The process of preparing a comprehensive strategy for information and communication technology

Y.F Egypt and Y.L completed in 2022, targeting the strategy

achieve the integration of information and communications technology Y-F education and development Y-H for information Rami and address diverse learning patterns

However, the reality of the digital experience in developing teaching and learning processes shows clear confusion and limitations in achieving targets, especially with the departure of Dr. Tarek Shawky from the Ministry of Education and the subsequent appointment of Dr. Mohamed El-Shafei as Minister of Education.

achieving objectives, especially with the departure of Dr. Tarek Shawky from the Ministry of Education, which was followed by the freezing of all plans and programs related to digital transformation and the provision of tablets to students as a substitute for , which was discontinued for high school students.

In general, the most notable critical observations can be observed in relation to the digital transformation and the creation of an educational system with integrated digital components, as follows:

◆ The suspension of technological connectivity for all classrooms and teachers and students in secondary schools

in secondary schools: The Ministry has created digital resources, given the limited nature of those resources and the lack of its ability to provide a comprehensive and efficient alternative to traditional teaching methods in schools, or to halt the rollout and expansion of the system to new schools and sectors, leading to certain categories of schools and students being excluded from receiving tablets or traditional textbooks, as per the decision issued by

, considering that these tablets are the property of students and must be returned at the end of the school year.

This has made many people reluctant to accept it or refuse to allow their children to use it for fear of damage.

◆ Although the plan includes a strategic target to establish an educational system with fully integrated digital components

fully integrated digital components that support blended learning and the objectives of the new education system or the education reform initiative

, the reality of the actual management of the system reveals negligence and a complete absence of this goal.

Y-F Providing an alternative for the teacher or

Linking the components of this system to the assessment frameworks Final for the different academic years.

- ♦ Limiting the digital development system and replacing paper books and curricula with tablets at the elementary level.

Only general secondary education, without extending it to other educational stages or expanding its application to all secondary schools (commercial, agricultural, hotel management' etc.). This creates extreme limitations on development and creates a pattern of discrimination against students, which contradicts the main objective of development and conflicts with the philosophy of work on educational alternatives in cases of emergencies or the spread of epidemics and pandemics.

Critical analysis of the strategic plan

Despite the fact that the plan is Strategic Plan for the Ministry of Education and Higher Education : 2024- 2029 (

Third The Ministry's schedule for issuing and developing plans as part of the Egyptian state's administrative apparatus, considering that

She has the skills and experience to draft such documents, which are strategic in nature and have been prepared in consultation with many international parties' with their respective characteristics and distinctions' In addition to drafting such documents, the plan has been presented

A thorough assessment reveals a number of gaps and weaknesses that could hinder the plan's success.

the plan in achieving its objectives or addressing the gaps that have been identified for reform' particularly with regard to effective and impactful engagement with educational processes in emergency situations.

More specifically, it can be said that the Strategic Plan for Education Development (2024-2029) has

suffered from the following shortcomings and gaps:

- ♦ First: Lack of a strategic plan for the technical drafting methodologies used in the preparation of texts

Lack of strategy and reliance on methodological styles closer to academic research and studies, where the plan for the integrated methodology was lacking

a plan for an integrated approach to drafting and instead adopted a jump from one file to another without any introduction or systematic structure that would make it easier to follow the text and understand the methodology used in writing it.

Second: Lack of a strategic plan for evaluating previous stages and plans, especially

given that it is the third plan from the Ministry, it was necessary to evaluate and measure the impact of previous plans and identify their strengths and weaknesses' so that the current plan can be more effective and efficient in dealing with the internal and external environment targeted by its activities and changes.

Third: The team responsible for drafting the plan adopted the narrative approach to writing' despite its unsuitability.

tracking and identifying or suitability for formulating strategic plans and the confusion or difficulty this causes

conflicting terminology and definitions Gaps and executive activities, which is reflected many related to some areas of strategy' where the term "child" is repeatedly used.

Paragraphs: It refers to high school students, who were referred to as "young people" and then referred to again as "children."

◆ **Fourth:** Although the strategy refers to the time frame (2024-2029) and targets developments and results based on statistical and numerical measurements, it was noticeable

realistic or Data and statistics from years ago, making them irrelevant Adopting the document

in line with the current situation and the changes that have occurred in the figures and data contained in those documents documents, where we find that the plan relies heavily on its analyses on sources such as (Ministry of Statistics

for 2019 - UNICEF data 2021 Health and education for the Food year

Egypt 2021 - Data from the Central Agency for Public Mobilization and Statistics 2020 2021/ - Open Access Initiative

to Accurate Data 2020 - TIMSS 2019 (which makes it difficult to establish a clear baseline for measurement or an objective ability to evaluate the plan and measure its impact).

◆ **Fifth:** Lack of clear and genuine linkage: There is no clear linkage between analyses of the reality of the educational process and response activities.

Response Identifying how these inputs affect contribute and the implementation of the plan

and address various challenges included in the strategic plan' which is linked to the frequent mixing

with the objectives and activities to such an extent that you find that the plan includes many existing objectives'

the section on projects, and vice versa, you may find that implementation activities are included as reference objectives

Sixth: Many activities and projects lack follow-up and evaluation mechanisms due to vague and ambiguous wording, such as the goal of providing education for adults and eradicating illiteracy.

This included a number of activities and projects, including (eliminating the causes of illiteracy - liberation from

Illiteracy – post-illiteracy (and strange formulations that are not scientific, as well as being impossible to measure or evaluate).

Seventh: Lack of real connection' The ministry's sub-programs and activities are not clearly defined' Some files related to education remain in emergency mode' With regard to the details of the sub-programs for the priority of equity and inclusion' we find that the plan talks about (providing education for all expatriate and refugee students and integration)' integration into Egyptian society.

However, when we look at the activities and projects, we find that none of the five activities are related to the program except for one activity: implementation of the social welfare plan.

For international students of various nationalities (and we do not know how the implementation of the care plan will contribute

This is repeated with the objective providing education and integration for immigrants or refugees · Social of "supporting

Productive activities (which included executive activities such as talking about training/assimilation/integration of students with special needs) . Productive school projects .

Eighth: The absence of a dimension addressing gender discrimination in education

It was strange that issues related to access to and continuity of education for males and females were among the most prominent issues and challenges discussed when monitoring and analyzing the situation.

However, it has almost completely disappeared when it comes to defining activities and interventions, as there is no mention of it when discussing "expanding the comprehensive education model" gender-sensitive schools" or when discussing "developing and implementing gender-sensitive measures to address the problem of teenage girls dropping out of school due to early marriage" of adolescent girls from school due to early marriage

Environmental risks and it was Addressing education challenges : Impaired vision ♦ **Ninth**

: We find that it has a clear translation and impact . Priority (fifth) related to the file (digital transformation and

innovation/education) · Where the activities were devoted to talking about the preparation of schools

With information and communication technology facilities and providing schools with high-speed internet, or providing classrooms' teachers, and students with digital and interactive equipment, or preparing plans and standards for the accreditation of private schools

Curricula without any consideration or discussion of issues and the effects of change Including awareness of water conservation

new environments or the flooding of parts of the coast or the displacement of people from their environments due to climate change



The effects of these changes on the work and production patterns of these workers and the impact of this on children's opportunities 'Yaf Tel' Education.

Violence within the school environment, as well as gender-based violence, represents one of the challenges. The importance of access to quality education and the quality and effectiveness of learning processes is well recognized. It was therefore surprising that the strategic plan ignored this element and made only very limited references to it.

2024 (for the 150 the learning environment and its risks, especially after the issuance of Ministerial Decision No. Violence

With the issuance of the regulations on discipline and conduct in schools () it is clear that they have been in effect since the academic year (2024/2025)' However, there have been no assessments by the ministry or schools of the effectiveness of these regulations and their ability to achieve discipline and efficiency in the educational process or to present them in a clear manner and ensure their implementation in the educational system.

♦ Hadi Arser: Despite the recurrence of numerous crises and challenges related to access to education over the past few years, the repercussions of the COVID-19 pandemic and the subsequent operations to combat it have been reflected in the development of the education system.

recent years' the repercussions of the coronavirus (COVID-19) pandemic and the subsequent Fighting and wars, some between factions within countries and others between countries themselves, have led to large-scale migration and refugee movements' as well as environmental challenges, climate change risks, and

Strategy The need for individuals to be part of the to may result in changes that were plan

To discuss the possibilities and constraints of education in light of the emergency and · The need to innovate and make available various forms that are appropriate to the capabilities of local communities and the possibilities for sustainable access.