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د. محمد خضر شبير Dr. Mohammed Khader Shbair	اسم الباحث الأول باللغتين العربية والإنجليزية	تصور استشرافي للنهوض بالعملية التعليمية في مؤسسات التعليم العام الفلسطينية بعد العدوان الإسرائيلي على غزة: تحليل استراتيجي لآفاق الإصلاح والتحديات المستقبلية
/	اسم الباحث الثاني باللغتين العربية والإنجليزية:	
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وزارة التربية والتعليم العالي الفلسطينية Palestinian Ministry of Education and Higher Education	¹ اسم الجامعة والدولة (لأول) باللغتين العربية والإنجليزية	A Visionary Outlook for Advancing the " Educational Process in Palestinian Public Education Institutions After the Israeli Aggression on Gaza: A Strategic Analysis of "Reform Prospects and Future Challenges
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الملخص:

هدفت الدراسة إلى بناء تصور استشرافي للنهوض بالعملية التعليمية في مؤسسات التعليم العام الفلسطينية بعد العدوان الإسرائيلي على غزة، من خلال تحليل استراتيجي لآفاق الإصلاح والتحديات المستقبلية. استخدم الباحث المنهج الوصفي للتعرف على التحديات التي تواجه العملية التعليمية في هذه المؤسسات بعد العدوان، حيث تم تحليل الآثار المباشرة وغير المباشرة للعدوان على بنية التعليم. كما اعتمد المنهج التحليلي لتقديم تصور استراتيجي يتضمن إصلاحات شاملة في مختلف جوانب التعليم، من البنية التحتية إلى المناهج وطرق التدريس. تم جمع البيانات من خلال المقابلات مع خبراء تربويين ومعلمين ومشرفين في قطاع التعليم. أظهرت النتائج أن التحديات الأساسية تشمل نقص الموارد، تدمير المنشآت التعليمية، والآثار النفسية على الطلاب والمعلمين. كما تم اقتراح مجموعة من الاستراتيجيات الإصلاحية مثل تطوير البنية التحتية للتعليم، تحسين التقنيات التعليمية، وتدريب المعلمين على استخدام أساليب تدريس مبتكرة. وأوصت الدراسة بتبني التصور الاستشرافي لضمان تحسين مخرجات التعليم وتعزيز قدرة المؤسسات التعليمية على التكيف مع التحديات المستقبلية وتحقيق استدامة التعليم في غزة.

كلمات مفتاحية: (استشراف المستقبل، النهوض بالعملية التعليمية، الإصلاح التربوي، التحديات المستقبلية)

Abstract:

The study aimed to build a forward-looking vision for enhancing the educational process in Palestinian public education institutions after the Israeli aggression on Gaza, through a strategic analysis of reform prospects and future challenges. The researcher used the descriptive method to identify the challenges facing the educational process in these institutions after the aggression, analyzing both the direct and indirect impacts on the education system. The analytical method was also employed to propose a strategic vision that includes comprehensive reforms in various aspects of education, from infrastructure to curricula and teaching methods. Data was collected through interviews with educational experts, teachers, and supervisors in the education sector. The results revealed that key challenges include resource shortages, the destruction of educational facilities, and the psychological effects on students and teachers. A set of reform strategies was proposed, such as developing educational infrastructure, improving educational technologies, and training teachers to adopt innovative teaching methods. The study recommended adopting the forward-looking vision to ensure the improvement of educational outcomes, enhance the ability of educational institutions to adapt to future challenges, and achieve sustainable education in Gaza.

Keywords: (Foresight, educational process development, educational reform, future challenges.)

Introduction:

Wars are among the most significant causes of the destruction of nations and their decline in all aspects of life, especially in the field of education, which leads to the near-complete collapse of the educational system. This results in educational and moral losses that generations suffer from for extended periods. The Israeli aggression on Gaza serves as a vivid and clear example of the systematic destruction of the educational system, aiming to spread ignorance among students at all educational levels and depriving them of their basic right—the right to education. The aggression on Gaza also caused comprehensive destruction across all aspects of life, particularly in the educational system. Statistics indicate the martyrdom of more than (10,317) students, injuries to over (16,119) others, destruction of (312) schools, martyrdom of more than (416) teachers, and injuries to (2,463) others. (Palestinian Ministry of Education, 2024) A study by (Saeed, 2024) pointed out that the educational infrastructure in Gaza is under significant pressure due to the prolonged blockade of the sector for over 17 years. Regarding educational personnel, the study stated that the enormous loss of lives in Gaza significantly affected teachers and counselors, resulting in the loss of UN employees. A report by the Palestinian Return Centre highlighted the importance of providing effective strategies for distance learning to ensure the continuation of education during emergencies, focusing on granting students access to electronic devices, internet connectivity, and virtual classrooms. (Palestinian Return Centre, 2024) The report prepared by the Teacher Creativity Center in collaboration with the National Authority for NGOs and the Palestinian Educational Coalition emphasized the urgent need to prioritize recovery efforts in the education sector, affirming the necessity of protecting education as a fundamental human right, requiring international commitment. It also calls for immediate psychological support coordination with local and international partners, assessing needs, and building effective educational strategies to protect education in Gaza and ensure its continuity, while sharing responsibility for protecting the right to education and intensifying efforts to stop the war and provide humanitarian aid. (Teacher Creativity Center et al., 2024) Given that education is the foundation of the progress and development of nations, particularly in Palestine, general education institutions have been systematically and deliberately destroyed to spread ignorance and eliminate the intellectual capital of the Palestinian people—education. The educational system will require considerable time to recover and keep pace with more educated countries and reduce illiteracy rates. Therefore, it was necessary to intervene immediately and as quickly as possible to revive the educational process in the Palestinian educational system in general and in public education institutions in particular amidst the ongoing bombardment of civilians and the targeting of remaining educational institutions. The lack of shelter for many students, who either live in tents or amidst the rubble of their homes, necessitated developing scenarios and plans to quickly revive the educational process in public education institutions.

Problem of the Study:

The problem of the study emerged in the challenges facing the educational process in public education institutions, necessitating direct attention. Hence, the study questions were as follows:

1. What are the challenges facing the educational process in Palestinian public education institutions after the Israeli aggression on Gaza from the experts' perspective?
2. What is the prospective vision for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza?

Objectives of the Study:

The current study aimed to achieve the following:

1. Identify the major challenges facing the educational process in Palestinian public education institutions after the Israeli aggression on Gaza from the experts' perspective.
2. Develop a prospective vision for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza.

Importance of the Study:

The importance of the current study lies in the following:

1. It may benefit the Palestinian Ministry of Education by utilizing the prospective vision to be generalized across educational institutions for implementation within public education institutions.
2. It may benefit educational directorates and supervisors by implementing the procedural plan through rigorous field monitoring, swiftly reviving the educational process in public education institutions during emergencies and crises.
3. It enriches the Palestinian library for the benefit of using the prospective vision during wars and crises.
4. It may benefit specialized researchers in conducting similar studies during wars, emergencies, and crises.

Boundaries of the Study:

The boundaries of the study were as follows:

Subject Boundary:

Reviving the educational process in public education institutions after the aggression on Gaza.

Spatial Boundary:

The spatial boundary was represented in the governorates of Gaza.

Institutional Boundary:

The institutional boundary included all public education institutions in Gaza.

Temporal Boundary:

The temporal boundary lies in the academic year 2024–2025.

Terms of the Study:

The terms of the study were as follows: Prospective Vision: A prospective vision is defined as "future planning based on actual field results through quantitative or qualitative methodological tools conducted by the researcher to build a conceptual framework adopted by groups of researchers or educators." (Zein El-Din, 2013: 6) Educational Process: (Jaber, 2024) defined the educational process as "a coordinated and organized set of activities and procedures aimed at meeting educational needs within the conditions and objectives determined by higher education in the state." Public Education Institutions: The researcher defines them procedurally as all schools, including basic and secondary schools under the Ministry of Education and basic schools under the United Nations Relief and Works Agency (UNRWA).

Methodology of the Study:

The current study used the following methodologies: Descriptive Method to understand the phenomenon, defined as "the method that investigates the present, preparing data to prove certain hypotheses to answer specific questions about the phenomenon and current events that can be gathered during the study period using appropriate tools" (Al-Agha, 2002: 83). Constructive Method for building the prospective vision, defined as "a set of organized steps to create a new educational knowledge structure or one not previously known in the same way, related to future uses, aligning with anticipated circumstances and realistic capabilities, benefiting from shared expert or stakeholder perspectives in a specific field to achieve certain goals" (Al-Agha, 2003: 22).

Previous Studies

Several studies have been conducted on this topic. A study titled "Challenges Facing the Educational Process in Palestine After the Israeli Aggression" indicated that the Israeli aggression led to the destruction of many schools and halted educational activities, negatively affecting the quality of education in the West Bank and Gaza Strip. The researcher used a descriptive-analytical methodology, collecting data from 150 teachers via a 30-question questionnaire to measure the challenges facing education. The study recommended supporting school infrastructure and providing teacher training programs to ensure educational continuity during emergencies. Another study, "The Role of the Palestinian Government in Supporting the Educational Process After the Aggression," examined the role of the Palestinian government in providing necessary support to the education sector post-aggression. The researcher used a quantitative methodology with a 25-question survey distributed to 100 decision-makers in the Palestinian Ministry of Education. Results showed that the government launched some educational initiatives but needed more financial and regional support to meet the needs of damaged schools. The study recommended increased cooperation between the Palestinian government and international organizations to provide necessary financial resources for rebuilding schools. In a related context, a study titled "Educational Strategies in Palestine Amid Israeli Aggression" examined the effectiveness of adopted educational

strategies to counteract the negative effects of the aggression. The study relied on qualitative methodology through interviews with 10 school principals and teachers in Gaza. Findings revealed that strategies focused on distance learning, but the lack of adequate technological infrastructure hindered achieving desired goals. The study recommended improving technological infrastructure in schools and increasing schools' role in teaching life skills to enable students to adapt to difficult conditions. Finally, a study titled "Prospects for Educational Reform in Palestine After Israeli Aggression: Challenges and Opportunities" analyzed prospects for educational reform in Palestine amid recurring crises due to Israeli aggression. The researcher used an analytical methodology analyzing official documents issued by the Palestinian Ministry of Education and international organizations. The study showed that educational reforms face significant challenges due to unstable political and security situations, recommending integrating post-war education into a comprehensive national strategy involving all relevant parties to ensure educational sustainability.

Commentary on Previous Studies

Previous studies addressed related topics concerning the impact of Israeli aggression on the educational process in Palestine, whether regarding the challenges faced by educational institutions or the role played by the Palestinian government and international organizations in addressing these challenges. Most Arabic studies focused on using descriptive and analytical methods, such as the study "Challenges Facing the Educational Process in Palestine After Israeli Aggression," which highlighted the impact of aggression in destroying schools and halting educational activities, or the study "The Role of the Palestinian Government in Supporting the Educational Process," which shed light on the government's role in rebuilding education. In contrast, foreign studies employed different approaches, such as qualitative and quantitative analysis, as in the study "Educational Strategies in Palestine Amid Israeli Aggression," which discussed strategies like distance learning and the impact of inadequate infrastructure. While the current study aligns with these studies in its main subject (Israeli aggression and education in Palestine), it distinguishes itself by focusing on presenting a prospective vision for reviving the educational process post-aggression and strategically analyzing reform and future challenges in the context of Palestinian general education, offering long-term solutions and recommendations to enhance sustainable education in Palestine. The researcher benefited from these studies in identifying current research gaps, such as the lack of prospective studies focusing on the future, distinguishing her study and adding valuable insight to the research field.

Foreign Studies

Theoretical Framework of the Study:

This theoretical framework presents a prospective vision for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza, aiming to analyze possible strategies for educational reform and future challenges facing the educational system. This framework relies on a set of educational concepts and theories related to education in conflict environments, educational reform during crises, strategic foresight in education, and future challenges and reform opportunities.

1. Education in Conflict Environments

Education in conflict environments is one of the most prominent challenges facing educational systems in war and conflict zones. In these environments, students and teachers experience direct and indirect impacts due to military events affecting their daily lives. For instance, the Israeli aggression on Gaza led to the destruction of many schools, significantly disrupting the educational process. Major impacts of conflicts on education include:

- **Infrastructure Destruction:** Schools and educational facilities, such as science labs, libraries, and sports facilities, have been destroyed, disrupting traditional education.
- **Student and Teacher Displacement:** Many students and teachers are forced to migrate due to security conditions, significantly disrupting the educational process.
- **Lack of Educational Resources:** Conflicts cause shortages in textbooks, educational tools, and technology, making it difficult for students and teachers to continue the educational process effectively.

Responses to Conflicts:

Studies indicate that international organizations like UNICEF and UNESCO have provided several solutions to address these challenges, such as offering psychological support to students and teachers, providing online education during emergencies, as seen in some countries' responses to student displacement and use of distance learning platforms (UNICEF, 2015).

2. Educational Reform During Crises

Educational reform in crisis environments requires immediate and flexible responses to meet students' needs post-conflict. The educational reform process includes several aspects, such as rebuilding schools, training teachers, and developing curricula to meet the needs of changing societies. In the Palestinian context, the educational reform process post-Israeli aggression is one of the top priorities to keep up with changes in political, social, and economic conditions. For example:

- **School Rehabilitation:** Rebuilding destroyed schools in Gaza and the West Bank and providing safe educational environments for students.
- **Teacher Skills Development:** Providing training programs for teachers on modern teaching techniques, including online teaching strategies, to address the lack of school infrastructure.
- **Curriculum Adaptation:** The current situation requires modifying curricula to align with societal and cultural changes resulting from conflicts, increasing focus on life skills enabling students to adapt to difficult conditions.

3. Strategic Foresight in Education

Strategic foresight in education involves evaluating future trends and deeply analyzing the current situation to develop educational strategies aligned with future societal needs. This type of thinking relies on creating future visions for the education sector and identifying future opportunities and challenges it may face. In the Palestinian context, strategic foresight reflects the need to adopt innovative educational solutions characterized by flexibility and adaptation to rapid changes occurring in the country. Among these solutions:

- **Distance Learning:** Considered one of the most prominent future strategies in Palestinian education, especially in Gaza areas struggling to access schools due to military attacks.
- **Technological Innovation:** Introducing digital education and using the internet as a primary educational tool could significantly help overcome difficulties arising from school destruction or teacher shortages.
- **Partnership with International Organizations:** International organizations can play a crucial role in providing technical and financial support to fund these strategic solutions.

4. Future Challenges and Opportunities in Palestinian Education

The educational process in Palestine faces numerous future challenges that may hinder achieving sustainable educational advancement. Among the most prominent challenges:

- **Limited Funding:** The Palestinian Ministry of Education suffers from a severe lack of budget necessary to develop school infrastructure and rehabilitate it.
- **Political Instability:** Wars and political conflicts affect the stability of the educational system, hindering the implementation of long-term educational reform and strategies.
- **Lack of Technological Skills:** Despite the shift towards digital education, there is a shortage of technological skills among teachers and students in many Palestinian areas.

Despite these challenges, numerous opportunities can be leveraged to advance education in Palestine, such as:

- **Partnerships with International Organizations:** Providing financial and technical support through cooperation with the United Nations and other organizations.
- **Digital Education:** Using modern technologies and distance learning as effective solutions for education in affected areas.
- **Regional and International Cooperation:** Strengthening cooperation with neighboring countries and international organizations to exchange experiences and provide necessary support for the Palestinian educational system.

Study Tool:

It is a method of information inquiry commonly used in social sciences, and in-depth interviews are one of the exploratory research methods that rely on interviewing individuals related to the research

topic. A predetermined number of questions are directed, with deep exploration of each question after obtaining answers, aiming to gather as much information as possible and form a deeper understanding of the research topic. Based on the importance of this tool in enhancing research results, especially in aspects requiring deep exploration of concepts and practices that other research tools cannot achieve, the researcher prepared an interview model and presented it to arbitrators to verify its validity and reliability. Ten structured interviews were conducted with educational experts, aiming to identify the main challenges facing the educational process in Palestinian public education institutions after the Israeli aggression on Gaza from their perspective. After completing the interviews, they were analyzed qualitatively, with almost unanimous agreement among experts on a set of challenges.

Answer to the first question: What are the challenges facing the educational process in Palestinian public education institutions after the Israeli aggression on Gaza from your perspective?

The types of challenges facing the educational process in Palestinian public education institutions varied and diversified. After surveying the opinions of the experts on these challenges and obtaining their responses to the interview, analyzing these responses and categorizing them, their opinions concluded with a set of challenges as follows:

1. Challenges at the Human Resource Level: The education sector lost a large number of its cadres with various titles and tasks, including teachers, employees, and administrative staff, which significantly affected the educational process.
2. Challenges at the Geographical Level: Displacement movements affected databases, changed students' environments, and created a state of instability and new preoccupations that caused distraction and mental strain among students and their families.
3. Challenges at the Infrastructure Level: The war partially or completely destroyed school buildings, and what remained was used as shelters, preventing any regular study activities inside these buildings. Additionally, teaching in tents poses a challenge in itself due to unsuitable ventilation, lighting, and classroom setup.
4. Challenges at the Physical and Psychological Security Level: The war accumulated feelings of loss and threat, with the absence of security by targeting gatherings and areas designated as safe zones, potentially forming a deterrent against any gatherings resembling a school requiring 4 or 5 hours daily for the educational process, along with psychological trauma and disabilities.
5. Challenges at the Regulatory Entities and Organizational Capacity Level: The war forcibly removed many educational minds, thinkers, decision-makers, and those capable of intervention or introducing balanced initiatives into execution. This absence represents a significant challenge at the institutional level, reaching the educational process in particular.

6. Economic Challenges: After the massive destruction of infrastructure and more than 90% of schools, the educational process requires substantial economic costs to return to normalcy by reconstructing buildings, centers, and schools again.
7. Social Challenges: The loss of a large number of students' parents, teachers, and educational workers has posed a difficult challenge to the success of the educational process in the coming period, thus having a significant impact.
8. Educational Challenges: Teachers and the educational cadre need training and refreshing of their educational memory to rise again. It can be said that most of these challenges will have a profound impact on the success of the educational process in Palestinian public education institutions after the Israeli aggression on Gaza. Therefore, overcoming this challenge requires collective local, regional, and international efforts to restore the educational system in public education institutions to function again. Additionally, these challenges require collective effort and international umbrella to ensure the preparation of safe spaces for student gatherings and clear plans for emergency education, as well as reformulating curricula in the form of cumulative skills with a spiral expansion and filtering out redundancies and filler content. It also requires sufficient budgets to support the preparation of environments that ensure safe learning atmospheres even at a minimum level, along with collaborative efforts between formal and non-formal educational institutions to elevate education and work on a shared national vision and mission.

Answer to the second question: What is the prospective vision for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza?

Introduction: The educational process in public education institutions is one of the most important and critical stages requiring care and attention from the Ministry of Education and the educational system to elevate the educational level of general education students in general, and especially in the context of wars and crises that afflict peoples.

Given the importance of reviving the educational process in Palestinian public education institutions, especially amidst the genocidal Zionist war witnessed by the occupation against the defenseless Palestinian people across the homeland and particularly in the Gaza Strip, it was imperative to present a prospective vision for rapid recovery and revival of the educational process in Palestinian public education institutions.

Based on what the study revealed regarding the challenges facing the educational process in Palestinian public education institutions within its theoretical framework, where the concept of the educational process in public education institutions, its objectives, etc., were identified, it was necessary to formulate a prospective vision for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza, through consulting experts' opinions on mechanisms to revive the educational process in public education institutions. Thus, a prospective vision for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza was constructed, consisting of the following parts:

1. Concept of the prospective vision.
2. Objectives of the prospective vision.
3. Importance of the prospective vision.
4. Justifications of the prospective vision.
5. Issues and fields of the prospective vision.
6. Factors for the success of the prospective vision.
7. Mechanisms for implementing the prospective vision.
8. Requirements for implementing the prospective vision.

Firstly. Concept of the Prospective Vision: The prospective vision in this study is defined as future planning based on actual field results through methodological quantitative or qualitative tools conducted by the researcher to build a general framework on how to revive the educational process in Palestinian public education institutions after the Israeli aggression on Gaza, to achieve the study objectives.

Secondly. Objectives of the Prospective Vision: The Palestinian Ministry of Education and those interested in working therein and its directorates seek to find the best suitable methods to revive the educational process to revive the educational process in Palestinian public education institutions after the Israeli aggression on Gaza. This vision aims to achieve the main objective: Reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza. From which the following general objectives stem:

1. Activating social communication values among university students in Palestine.
2. Embodiment of solidarity and mutual support values among Palestinian university students.
3. Development of community reform values among Palestinian university students.

Thirdly. Importance of the Prospective Vision: The importance of the prospective vision lies in the following main points:

1. Benefit of the educational system during wars and crises by maintaining the educational process for quick recovery.
2. Benefit of the Palestinian Ministry of Education by utilizing the prospective vision to generalize it across educational institutions for implementation within public education institutions.
3. Benefit of educational directorates and supervisors by implementing the procedural plan with rigorous field monitoring to quickly revive the educational process in public education institutions during emergencies and crises.

4. Enrichment of the Palestinian library to benefit from the prospective vision during wars and crises.

Fourthly. Justifications of the Prospective Vision: There are a set of justifications for undertaking this vision, which can be summarized in the following points:

1. The current generation's struggle with life challenges and the genocide to which students are exposed, depriving them of their basic right—the right to education—is what prompted the researcher to propose this vision.
2. The systematic Israeli policy of destroying Palestinian educational institutions, where the destruction rate exceeded 90% of them.
3. Existence of individual initiatives to deal with students during crises without a clear vision for that.
4. Absence of a clear vision for dealing with curricula, particularly high school curricula.

Fifthly. Issues and Fields of the Prospective Vision: The issue of reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza is the most prominent in this study, based on which the prospective vision was built. The prospective vision launches from four main dimensions:

1. Infrastructure dimension.
2. Security and psychological dimension.
3. Educational dimension.

Sixthly. Factors for the Success of the Prospective Vision: The success of the prospective vision is expected if a set of factors are available, including:

1. Belief of the Ministry of Education in the necessity of providing education during wars and crises, forming a strong bridge to protect generations from the risks of ignorance and moral deviation.
2. Participation of international institutions concerned with the educational process and providing material, moral, and technical support to the education sector in Gaza.
3. Participation of various local community institutions and their support for what is proposed in the prospective vision to ensure its success, stemming from their social responsibilities towards public educational institutions.
4. Adoption by the educational system of innovative ideas that encourage the revival of the educational process in public education institutions after the Israeli aggression on Gaza.

Seventhly. Mechanisms for Building the Prospective Vision: The researcher relied on the elements of the prospective vision for reviving the educational process in Palestinian public education

institutions after the Israeli aggression on Gaza on the results of interviews conducted with a group of experts in the educational field and the researcher's personal expertise in this field. The elements of the prospective vision will launch from the following elements: (infrastructure, educational dimension, security and psychological dimension).

First Dimension. Infrastructure: Rebuilding public education institutions and providing an appropriate educational environment for students, which requires high-level international cooperation with the national institution, namely the Palestinian Ministry of Education, to achieve the best cooperation that restores the educational system once again. This can be activated by achieving the following objectives:

1. Forming a national committee of decision-makers with participation from international institutions.
2. Developing a national strategic plan to rebuild educational institutions. Each of these objectives requires a set of procedures and activities to achieve it, needs an executing body, and requires a standard to judge its achievement as shown in the table below.

Procedures Related to the Infrastructure Dimension

Sub-objective	Procedures and Activities	Execution Body	Criterion
1. Forming a national committee of decision-makers with participation from international institutions.	1. Conduct interactive workshops to form national committees for planning 2. Develop a timeline to set a deadline for rebuilding educational institutions with international participation 3. Form a specialized follow-up team to monitor the plan's implementation and provide feedback.	Ministry of Education International and local partner institutions Monitoring committee formed	Workshop outputs as documents and records Developed plan List of names of the formed committee
2. Developing a national strategic plan to	1. Forming a plan development team 2. Setting the main axes of the plan 3. Reviewing and submitting the plan to	Ministry + Partner institutions Plan development team Monitoring and	List of names of the development team Main axes Revised plan

Sub-objective	Procedures and Activities	Execution Body	Criterion
rebuild educational institutions.	responsible authorities.	evaluation committee	

Second Dimension. Educational: The educational dimension is one of the most important dimensions that achieve the revival of the educational process in Palestinian public education institutions after the Israeli aggression on Gaza, and it can be achieved through the following objectives:

1. Qualifying the educational cadre through implementing training programs.
2. Preparing educational packages suitable for each educational stage.

Procedures Related to the Educational Dimension

Sub-objective	Procedures and Activities	Execution Body	Criterion
1. Qualifying the educational cadre through implementing training programs.	1. Holding specialized training courses for teachers of each stage to achieve maximum educational benefit 2. Providing distinguished training content to help the educational cadre bridge the gap 3. Monitoring the impact of training through attending meetings and following up by specialists.	Ministry of Education International institutions + Training team Training impact monitoring committee	List of cadre names + training schedule Presented training materials Documented meetings + photos + videos
2. Training	1. Forming a team	Ministry + Partner	Trainers of educational

Sub-objective	Procedures and Activities	Execution Body	Criterion
on educational packages suitable for each educational stage.	of educational package trainers2. Presenting the packages and their application methods3. Providing appropriate feedback to ensure quality output.	institutions Educational package preparation team Monitoring and evaluation committee	packages Educational packages Monitoring report

Third Dimension. Security and Psychological: One of the most important dimensions for reviving the educational process in Palestinian public education institutions after the Israeli aggression on Gaza is the security and psychological dimension. When students feel secure, they begin to respond. If entertainment and psychological relief programs are implemented, this achieves clear and tangible progress in the educational process. This can be achieved by activating the following objectives:

1. Including students in attractive and secure educational environments.
2. Preparing a plan for a set of entertainment and psychological relief programs.

Procedures Related to the Security and Psychological Dimension

Sub-objective	Procedures and Activities	Execution Body	Criterion
1. Including students in attractive and secure educational environments.	1. Conducting sessions in educational environments that attract students2. Instilling a sense of security and confidence in students despite difficult conditions3. Offering gifts and toys that increase students' sense of security and	Entertainment teams Teachers and educational counselors School administration + Partner institutions	Documented sessions List of activities and programs offered Gifts and toys

Sub-objective	Procedures and Activities	Execution Body	Criterion
	are age-appropriate.		
2. Preparing a plan for entertainment and psychological support programs.	1. Forming a plan preparation team 2. Applying case studies for special cases 3. Providing appropriate psychological support programs for working groups 4. Showcasing success stories.	General Department of Guidance + Educational counselors Counselors + Psychological support teams Specialists	Plan for psychological support programs Guidance record List of implemented programs Related videos

Recommendations: After completing the study and preparing the prospective vision, the study arrived at the following recommendations:

1. The Ministry of Education should adopt the proposed vision and implement what is stated therein in accordance with the ministry's plan to achieve the greatest possible benefit for the educational process outcome, which is the student.

Proposals: The current study proposes conducting similar studies, including:

1. The effects resulting from education in kindergarten after the Israeli aggression on Gaza and ways to mitigate them.
2. The future of higher education in Gaza after the Israeli aggression... A prospective vision.

المصادر والمراجع

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