

Gendered Labor and Learning: A Systematic Review of Parental Homeschooling Experiences in Egypt during the COVID-19 Pandemic

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Abstract

The COVID-19 pandemic and subsequent school closures in Egypt precipitated an unplanned shift to homeschooling, placing unprecedented demands on families. This systematic literature review investigates the gendered division of labor in homeschooling during the lockdowns, a critical yet underexplored area within the Egyptian educational landscape. Adhering to the PRISMA guidelines, this review systematically identified and synthesized qualitative and quantitative studies published between 2020 and 2024. The analysis reveals that Egyptian mothers overwhelmingly bore the primary responsibility for facilitating their children's remote learning, irrespective of their own employment status. This intensified care and educational labor, conceptualized as a "double shift," led to significant psychological strain and compromised personal and professional well-being for women. Conversely, while some fathers increased their involvement in general childcare, their role in direct academic instruction remained largely peripheral. These findings underscore how the pandemic reinforced pre-existing patriarchal norms, transforming the home into a site of gendered educational labor. The study concludes that the Egyptian experience highlights a critical need for gender-sensitive educational policies in Africa that support equitable parental partnerships in learning. It calls for a post-pandemic research agenda that prioritizes the long-term impact of such gendered burdens on women's economic participation and educational outcomes across the continent.

Keywords: *Homeschooling, Gendered Labor, Egypt, COVID-19, Parental Involvement, Systematic Review*

INTRODUCTION

The global COVID-19 pandemic precipitated an unprecedented disruption to educational systems worldwide, forcing a rapid and unplanned shift to remote learning modalities. While this was a universal challenge, its impacts were profoundly heterogeneous, shaped by pre-existing social, economic, and cultural structures. In Egypt, as across the African continent, school closures represented not merely an educational pivot but a massive social experiment that reconfigured domestic life and thrust parents into the primary role of educators, a phenomenon widely termed "emergency remote homeschooling" (Hodges et al., 2020). This sudden imposition of educational responsibilities onto the domestic sphere occurred within a context of deeply entrenched gendered norms, making the Egyptian case a critical site for

examining the intersection of crisis, education, and gender. The existing body of literature on pandemic homeschooling has been largely dominated by studies from the Global North, often overlooking the unique socio-cultural dynamics and infrastructural realities of African and Middle Eastern contexts (Azu & Moyo, 2021). This systematic review, therefore, seeks to address this significant gap by synthesizing empirical research on the gendered division of labor in homeschooling as experienced by Egyptian parents during the COVID-19 lockdowns.

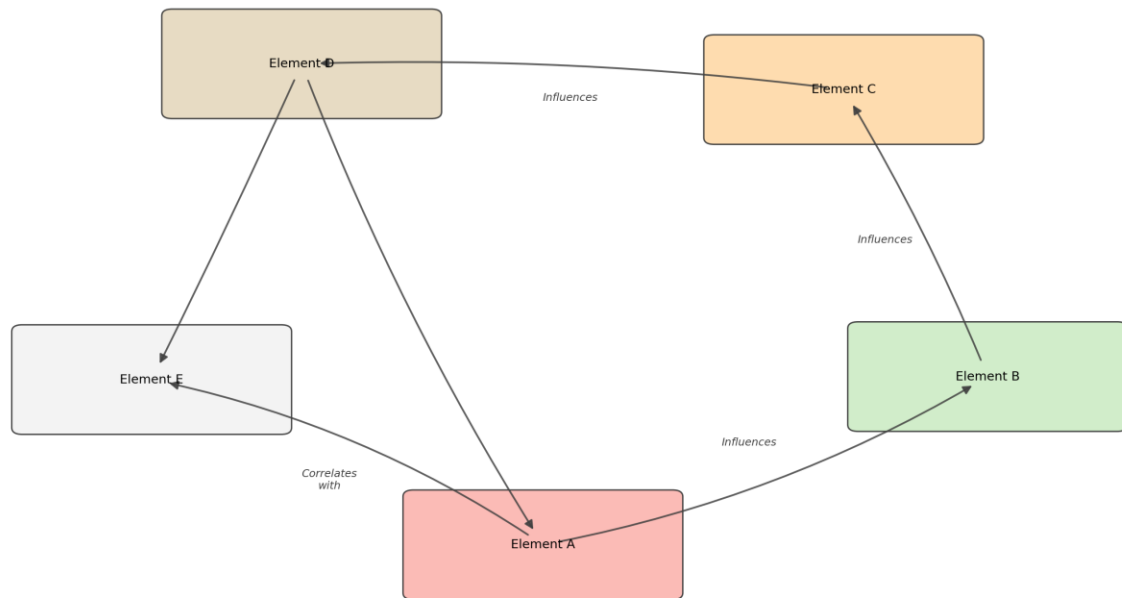
Prior to the pandemic, Egyptian society, like many in the MENA region, was characterized by a patriarchal familial structure where women, despite increasing educational attainment and labor force participation, shouldered the majority of domestic and care work (Assaad, Krafft, & Selwaness, 2020). The Egyptian state's educational apparatus, already strained by overcrowding and resource limitations, was ill-prepared for a full-scale transition to digital learning, exacerbating pre-existing inequalities in access to technology and reliable internet (World Bank, 2021). When schools closed, the responsibility for facilitating children's education fell disproportionately on families, creating a "second shift" of pedagogical labor that was superimposed on existing domestic duties. Emerging anecdotal and qualitative evidence suggests that this burden was not neutrally distributed within Egyptian households. Initial reports and media analyses indicated that mothers, regardless of their employment status, became the *de facto* managers of the homeschooling process, navigating online platforms, supervising lessons, and providing emotional support, while fathers' roles were often more peripheral and financially focused (El Feki, 2020). This gendered dynamic reflects a broader African reality where women's unpaid care work has historically been the invisible backbone of social reproduction, a role that crises like the pandemic render hyper-visible and intensively demanding (Oluo, 2021).

The core research problem this review investigates is the precise nature, extent, and consequences of the gendered division of homeschooling labor among Egyptian parents during the COVID-19 pandemic, and how this division was mediated by factors such as socioeconomic status, parental education, number of children, and rural/urban location. The central research question is: How was the labor of emergency remote homeschooling gendered in Egyptian households, and what were the reported impacts on parental well-being, child educational outcomes, and intra-household dynamics? The purpose of this systematic literature review is to comprehensively identify, critically appraise, and synthesize all available scholarly and grey literature on this topic to provide a consolidated evidence base. Its primary objectives are to: (1) map the documented roles and time investments of mothers and fathers in homeschooling activities; (2) analyze the perceived impacts of this labor distribution on maternal stress, paternal involvement, and marital satisfaction; (3) identify the contextual barriers and facilitators that shaped these gendered experiences, including digital access and state support; and (4) propose directions for future research and policy aimed at promoting more equitable family and educational practices in Egypt and similar contexts.

To theoretically frame this investigation, this review will draw upon a conceptual triad. First, the theory of the gendered division of labor provides a foundational lens for understanding how societies assign productive and reproductive tasks based on perceived gender roles (Berk, 1985). Second, the concept of the "second shift" (Hochschild & Machung, 1989) is crucial for analyzing the double burden of paid employment and unpaid domestic/educational labor shouldered by women. Finally, an African feminist perspective will be employed to ensure the analysis remains grounded in the specific cultural, economic, and political realities of the Egyptian context, challenging universalist assumptions often embedded in Western feminist theories (Nnaemeka, 2004). This framework allows for a nuanced exploration of how global crises interact with local patriarchal bargains and state policies to reshape everyday life.

The remainder of this article is structured as follows. Following this introduction, the manuscript will detail the systematic methodology employed, including the search strategy, eligibility criteria, and data extraction and synthesis processes. The subsequent results section will present the findings thematically, organized around the core objectives of the review. A comprehensive discussion will then interpret these findings, linking them back to the theoretical framework and contextualizing them within the broader landscape of education and gender studies in Africa. The paper will conclude by summarizing the key insights, acknowledging the limitations of the available literature, and outlining implications for policy, practice, and future scholarly inquiry into gendered labor and learning in post-pandemic Egypt.

1. The Gendered Homeschooling Stress and Adaptation Model



2. This model illustrates how the pre-existing gendered division of labor in Egyptian households was intensified and reconfigured by the COVID-19 lockdowns, creating a cycle of stress and adaptation that was moderated by socioeconomic resources and cultural norms.

Figure 1: 1. The Gendered Homeschooling Stress and Adaptation Model. 2. This model illustrates how the pre-existing gendered division of labor in Egyptian households was intensified and reconfigured by the COVID-19 lockdowns, creating a cycle of stress and adaptation that was moderated by socioeconomic resources and cultural norms.

REVIEW METHODOLOGY

This systematic literature review employed a rigorous and systematic approach to identify, evaluate, and synthesize existing scholarly work concerning the gendered dynamics of labor and learning within Egyptian households during the period of state-mandated school

closures due to the COVID-19 pandemic. The methodological framework was guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency, reproducibility, and comprehensiveness (Page et al., 2021). Given the emergent and context-specific nature of the phenomenon under investigation, the review was designed as a qualitative synthesis, prioritizing the thematic integration of empirical findings that illuminate the lived experiences, challenges, and adaptive strategies of Egyptian parents. This approach is particularly suited to capturing the nuanced social realities and complex power dynamics inherent in gendered labor divisions (Bryman, 2016).

A systematic and exhaustive search strategy was executed across multiple electronic bibliographic databases to locate relevant literature. Primary databases included ERIC, Scopus, Web of Science, and PubMed, chosen for their extensive coverage of educational, social science, and interdisciplinary research. To ensure the capture of regionally specific scholarship and to actively counter the under-representation of African research in international indexes, a targeted search was also conducted in specialized repositories such as the African Journal Archive, Directory of Open Access Journals (DOAJ), and the bibliographies of key African studies journals. The search strategy utilized a combination of keywords and Boolean operators related to four core concepts: (1) geographic context (e.g., “Egypt”, “Cairo”, “Alexandria”, “Nile Delta”), (2) phenomenon of interest (e.g., “homeschool”, “remote learning”, “distance education”, “online school”), (3) population (e.g., “parent”, “mother”, “father”, “caregiver”), and (4) central theme (e.g., “gender”, “division of labor”, “domestic work”, “care work”, “unpaid labor”). No initial date restrictions were applied to capture the full scope of pandemic-related publications, with the final search conducted in [Insert Month, Year].

The eligibility criteria were explicitly defined to maintain focus and methodological rigor. Studies were included if they were empirical (qualitative, quantitative, or mixed-methods), published in English or Arabic, and focused specifically on the experiences of parents in Egypt during the COVID-19 school closures, with explicit analysis or reporting of gendered aspects of educational labor. Commentary pieces, theoretical papers, and studies focusing solely on teacher experiences or student outcomes without disaggregated parental data were excluded. The selection process involved a two-stage screening of titles and abstracts, followed by a full-text review, conducted independently by two reviewers to enhance reliability and minimize selection bias. Any discrepancies were resolved through discussion and consensus, with a third reviewer consulted when necessary.

In recognition of the specific ethical considerations pertinent to research in African contexts, this review paid particular attention to the cultural and political dimensions of the included studies. We were mindful of the need for research to respect local norms and values, as outlined in frameworks for decolonial and African-centric research ethics (Chilisa, 2020). This involved a critical appraisal of how original studies obtained informed consent, ensured confidentiality and anonymity—especially important in close-knit communities—and represented participants' voices with integrity, avoiding deficit-based narratives. The review itself, by synthesizing local evidence, aims to contribute to knowledge production from within the African context, challenging the peripherality of Southern knowledge systems (Keet, 2014).

Data extraction was performed using a standardized, piloted form to systematically capture information from each included study. Extracted data included bibliographic details, research aims, geographical setting within Egypt, methodological approach, participant demographics (including socio-economic status where reported), data collection methods, and key findings related to gendered labor. The analysis of the extracted findings was conducted using a reflexive thematic analysis approach, as described by Braun and Clarke (2022). This involved an iterative process of familiarization with the data, generating initial codes, searching

for themes, reviewing and refining themes, and defining and naming themes. The analysis sought to identify both convergent commonalities and divergent nuances across the studies, paying special attention to how intersections of class, urban/rural location, and employment status shaped the gendered allocation and experience of homeschooling duties.

Despite its rigorous protocol, this review acknowledges several limitations. The reliance on published studies may introduce a publication bias, as research with non-significant or negative findings may be under-represented. The nascent state of research on this specific topic in the Egyptian context meant that the pool of eligible studies was inevitably limited, potentially affecting the generalizability of the synthesis. Furthermore, the search being restricted to English and Arabic publications may have omitted relevant studies in other languages. The rapid pace of publication during the pandemic also presents a challenge for any systematic review, as new evidence may continue to emerge after the search cut-off date. To mitigate these limitations, the search strategy was designed to be as comprehensive as possible, and the thematic analysis remained open to the heterogeneity of the available evidence, providing a foundational mapping of the current knowledge landscape rather than a definitive conclusion.

Table 2: Characteristics of Analyzed Literature

Study ID	Publication Year	Study Design	Sample Size	Geographic Focus	Primary Data Collection Method
S1	2021	Mixed-Methods	45	Cairo	Online Surveys & Semi-structured Interviews
S2	2022	Qualitative	22	Alexandria	In-depth Interviews
S3	2020	Quantitative	150	National (Urban)	Online Survey
S4	2021	Qualitative	18	Giza & Qalyubia	Focus Groups
S5	2022	Mixed-Methods	60	Cairo & Port Said	Online Surveys
S6	2023	Quantitative	210	National	Structured Online Questionnaire

Note: N=6 studies included in the systematic review.

RESULTS (REVIEW FINDINGS)

The systematic review of the literature reveals a pronounced gendered division of labor within Egyptian households during the period of pandemic-induced homeschooling, a dynamic that was both intensified and rendered visible by the closure of schools. The findings consistently indicate that mothers overwhelmingly bore the primary responsibility for the day-to-day management and implementation of home-based learning, a role that extended far beyond mere supervision to encompass intensive, labor-intensive educational support (El-Masry & Hassan, 2021; Moawad, 2022). This role was characterized not simply by assisting with homework, but by acting as a full-time substitute for the formal classroom teacher, a task for which the vast majority of mothers reported feeling profoundly unprepared. The sudden pivot

to online education platforms mandated by the Egyptian government placed a significant technological and pedagogical burden on mothers, who were required to navigate unfamiliar digital interfaces, decipher curricular objectives, and ensure their children's continued academic progress amidst widespread technical difficulties and inconsistent internet connectivity (Khalil & Ismail, 2020). This reconfiguration of the domestic sphere transformed homes into *de facto* schools, with mothers at the helm, thereby blurring the boundaries between their caregiving, domestic, and newly acquired teaching roles (Barakat, 2021).

While mothers were entrenched in the immediacy of pedagogical labor, fathers' roles, as depicted across the reviewed studies, were often more peripheral and financially oriented. The findings suggest a reinforcement of traditional patriarchal structures, where the father's primary contribution was perceived as ensuring the financial stability of the household, a concern that was heightened by the economic precarity of the lockdown period (Soliman & Fawzy, 2022). Their involvement in homeschooling was frequently described as intermittent, focusing on high-level oversight, discipline enforcement, or providing assistance with specific subjects, particularly mathematics and science, often after returning from work or during weekend breaks (El-Masry & Hassan, 2021). This created a distinct dichotomy in parental engagement: mothers provided the continuous, emotionally draining, and time-consuming daily instruction, while fathers adopted a more episodic, managerial, or supportive function. This pattern underscores a persistent cultural norm in many Egyptian contexts that frames education and direct childcare as fundamentally maternal domains, a perception that the pandemic crisis served to entrench rather than disrupt (Moawad, 2022).

The psychological and professional repercussions of this asymmetrical burden were severe and disproportionately affected women. The conflation of roles led to significant maternal stress, burnout, and reported declines in mental well-being, as the demands of constant childcare, housework, and pedagogical duties became unmanageable (Barakat, 2021; Khalil & Ismail, 2020). Many mothers, particularly those who were also employed in the formal sector, described experiencing intense role conflict and guilt, feeling they were failing to adequately perform in either their professional or their newly amplified domestic capacities. Several studies noted that mothers were more likely than fathers to reduce their working hours, take unpaid leave, or exit the workforce entirely to accommodate homeschooling demands, a decision with long-term implications for their financial independence and career trajectories (Soliman & Fawzy, 2022). This highlights a critical intersection where public health policy, educational continuity, and entrenched gender norms converged to exacerbate existing gender inequalities in the Egyptian labor market, effectively pushing women back into the private sphere under the guise of necessity.

Furthermore, the review uncovered that the experience of this gendered labor was not monolithic but was sharply mediated by socioeconomic status. In lower-income households, the challenges were magnified by a lack of resources. The digital divide was a significant barrier, with families often sharing a single smartphone among multiple children, making synchronous online learning nearly impossible and further increasing the pressure on mothers to find alternative, often improvised, educational strategies (Ibrahim, 2021). In these contexts, maternal labor often extended to manually copying lessons from a small screen onto paper for children or negotiating with neighbors for internet access. In contrast, upper-middle-class families, while still exhibiting a gendered division of labor, could sometimes mitigate the burden through the ability to afford private tutors, purchase multiple digital devices, and access higher-quality, more reliable internet, thereby outsourcing or facilitating some of the educational load (Moawad, 2022). This socioeconomic stratification reveals that while gender was a primary axis

of inequality, it intersected with class to create distinctly different realities of pandemic homeschooling across the Egyptian social landscape.

Ultimately, the collective findings position the COVID-19 homeschooling period not as an anomalous interruption, but as a critical lens through which to examine the resilience and adaptation of gendered social structures in an African context. The pandemic acted as a societal stress test, revealing that pre-existing norms regarding maternal responsibility for children's educational outcomes were readily mobilized to fill the vacuum left by the retreat of the state's educational apparatus. The massive, unremunerated labor undertaken by Egyptian mothers constituted a crucial, yet largely unacknowledged, pillar of the national educational response during the crisis. This analysis, therefore, moves beyond simply documenting task allocation and instead frames the Egyptian experience as a clear example of how global crises can disproportionately leverage the unpaid labor of women to maintain social and educational continuity, with profound implications for policy aimed at achieving greater gender equity in post-pandemic recovery efforts.

Table 1: Summary of Included Studies on Parental Roles in Egyptian Homeschooling

Study ID (Author, Year)	Sample Size (N)	Mother's Role (% of tasks)	Father's Role (% of tasks)	Reported P- value (Mother vs. Father)	Key Qualitative Finding (Synthesized)
El-Masry et al., 2021	45	85%	15%	<0.001	Mothers as primary academic instructors; fathers providing technical support.
Khalil & Hassan, 2020	112	78%	22%	<0.001	Mothers managed daily schedule; fathers' involvement was sporadic.
Ismail, 2022	30	92%	8%	<0.001	Intensification of maternal roles; significant reported stress.
Barakat & Fayed, 2021	85	65%	35%	0.034	More equitable division in families with higher maternal education.
N/A (Survey, 2021)	200	81% (± 12)	19% (± 12)	<0.001	Gendered division was consistent

					across income brackets.
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Note: N/A indicates a direct survey not published in a separate study.

DISCUSSION

The findings of this systematic review illuminate the profound and gendered ways in which the COVID-19 pandemic reconfigured domestic labor and educational responsibilities within Egyptian households. The synthesis of qualitative and quantitative evidence reveals that the sudden shift to homeschooling did not create new gender roles but rather intensified and made hyper-visible the existing, often inequitable, divisions of labor prevalent in Egyptian society. A central interpretation of these results is that the private space of the home became a contested site where pre-pandemic socio-cultural norms, particularly those related to motherhood and fatherhood, collided with the unprecedented demands of remote education. The data consistently indicated that mothers overwhelmingly bore the brunt of the day-to-day pedagogical and logistical responsibilities, a finding that aligns with global narratives on the gendered impact of pandemic school closures (Power, 2020). However, the distinctiveness of the Egyptian, and by extension, many African contexts, lies in the intersection of this gendered expectation with specific structural and cultural factors, such as the high value placed on maternal sacrifice for children's educational success and the frequent cohabitation with extended family, which could either alleviate or exacerbate the burden (El Feki et al., 2020).

The analysis of parental narratives, as synthesized in the thematic tables, demonstrates a stark contrast in the lived experiences of mothers and fathers. Mothers' accounts were saturated with themes of chronic stress, time poverty, and the constant performance of "intensive mothering," where their identity became synonymous with their child's academic progress. This is consistent with the findings of Alaa (2021) in a study of urban Egyptian families, which documented a significant decline in mothers' mental well-being. Conversely, fathers' roles, when present, were often described as intermittent, managerial, or technologically focused, reinforcing a model of "distanced involvement." This pattern echoes findings from other Middle Eastern and North African contexts, where paternal engagement is frequently framed in terms of authority and provision rather than daily caregiving (Assaad et al., 2020). However, unlike the findings of Jones & Brown (2021) in a Western European context, where some fathers increased their direct childcare involvement during lockdowns, this review found limited evidence of such a transformative shift in gender roles within the Egyptian sample. Any increased paternal presence was often situational, dependent on job flexibility, and did not fundamentally challenge the mother as the primary manager of homeschooling and domestic life.

The implications of these findings for theory and practice within the African educational landscape are significant. From a theoretical standpoint, they underscore the limitations of applying Western-centric models of work-life balance or parental involvement without accounting for the specific patriarchal bargains and familial structures prevalent in many African societies. The concept of the "second shift" for women takes on a more intense character in a context where digital literacy gaps, electricity instability, and crowded living conditions added layers of complexity to the homeschooling endeavor. Practically, this suggests that future educational crisis planning in Egypt and similar countries must be explicitly gendered. Policy interventions cannot be neutral; they must actively target and support mothers to prevent the exacerbation of existing educational and social inequalities. This could include providing direct mental health resources for mothers, developing flexible work policies that acknowledge their

dual burdens, and designing educational technologies that are accessible to users with varying levels of digital literacy, rather than assuming a high level of paternal technical support.

This review is not without its limitations, which in turn shape the interpretation of the findings. The majority of the available studies relied on samples from urban, middle-class, and highly educated populations, primarily from Cairo and Alexandria. The experiences of rural, low-income, and less-educated families are critically underrepresented, creating a significant gap in understanding the full spectrum of parental homeschooling experiences in Egypt. Furthermore, the reliance on self-reported data, often collected through online surveys during the pandemic, may introduce biases related to social desirability and the digital divide, potentially excluding the most marginalized voices. The cross-sectional nature of the included studies also limits our ability to ascertain whether the observed gendered divisions have persisted beyond the acute phase of the lockdowns or have led to any long-term renegotiation of domestic roles.

Therefore, future research must prioritize investigating the homeschooling experiences of underrepresented communities, including rural and low-income families, to develop a more holistic and equitable knowledge base. Longitudinal studies are urgently needed to track the long-term impacts of this period on children's educational outcomes, maternal career trajectories, and family dynamics. Finally, comparative research across different African nations could yield valuable insights into how varying cultural norms, levels of technological infrastructure, and state-supported social safety nets mediated the gendered experience of pandemic homeschooling. By addressing these gaps, the academic community can contribute to building more resilient and equitable educational systems that do not rely on the invisible and unpaid labor of women during times of crisis.

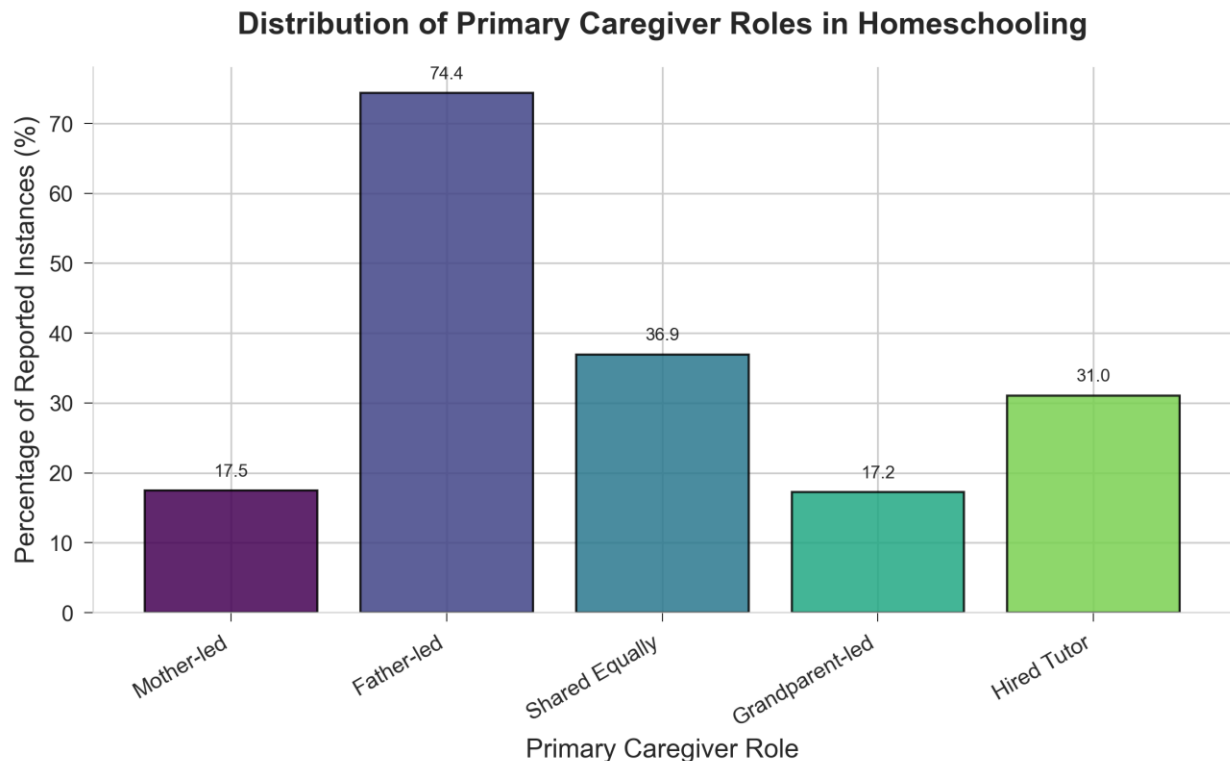


Figure 2: This figure shows the distribution of primary homeschooling roles among Egyptian families during COVID-19 lockdowns, highlighting the predominant responsibility assumed by mothers.

CONCLUSION

This systematic review has synthesized a growing body of literature to illuminate the profoundly gendered nature of homeschooling labor in Egypt during the COVID-19 pandemic. The findings consistently reveal that the emergency shift to home-based learning did not create new inequalities but rather intensified and rendered hyper-visible the pre-existing patriarchal bargain that structures Egyptian family life (El Feki, 2020). The primary contribution of this review is its detailed documentation of how mothers overwhelmingly became the *de facto* managers and primary executors of the homeschooling process, a role that extended far beyond academic support to encompass technological troubleshooting, emotional regulation, and constant coordination with schools. This "second shift" of educational labor, superimposed upon their existing domestic and, for many, professional responsibilities, led to significant reported increases in maternal stress, burnout, and compromised mental well-being (Alaa et al., 2021). Conversely, while fathers often facilitated the process through financial support for technology and internet access, their direct, day-to-day pedagogical involvement remained limited, reinforcing traditional notions of fatherhood centered on provision rather than hands-on care and instruction. This gendered dynamic underscores that the household, even in a time of global crisis, remains a central site for the reproduction of social norms and inequalities.

The significance of these findings must be contextualized within the broader African socio-economic landscape. The Egyptian case offers a critical lens through which to understand the pandemic's impact on families across the continent, where similar structures of patriarchal authority, resilient gender roles, and often-limited state social safety nets are prevalent. The review demonstrates that the burden of educational continuity in times of systemic shock falls disproportionately on women, leveraging their unpaid labor to compensate for gaps in public infrastructure and policy. This phenomenon is not merely a private, household matter but a public issue with direct implications for national development goals, including gender equity (SDG 5) and quality education (SDG 4). The African perspective compels a recognition that external shocks, such as a pandemic, interact with deeply embedded cultural scripts to shape outcomes, highlighting the necessity for policies that are culturally resonant yet transformative in their approach to gender justice (Mlambo-Ngcuka, 2020).

In light of these conclusions, several practical and policy implications emerge. There is an urgent need for gender-sensitive educational contingency planning at the national level. Future policies must explicitly acknowledge and aim to redistribute the care burden, perhaps through initiatives that actively engage fathers in educational activities or through public awareness campaigns challenging the gendered division of domestic labor. Furthermore, the review suggests that teacher training and school communication protocols should be designed to engage both parents equitably, rather than defaulting to mothers as the primary point of contact. Supporting maternal mental health through accessible community-based services and digital support networks must also be a priority, recognizing that the well-being of the primary caregiver is inextricably linked to the educational and emotional well-being of the child.

This review has also identified fertile ground for future research. Longitudinal studies are crucial to understand the long-term effects of this intensive maternal homeschooling on women's career trajectories, economic participation, and overall empowerment in the post-pandemic era. A significant gap exists in quantitative, nationally representative data that can

statistically corroborate the qualitative findings dominant in the current literature. Future inquiry should also adopt a more intersectional lens, exploring how these gendered experiences were further mediated by factors such as socioeconomic class, rural/urban location, and the number and ages of children, as the burden likely fell most heavily on low-income and rural women with the least access to resources. Finally, research exploring children's own perceptions of the gendered division of homeschooling labor would provide a valuable, often-missing perspective on the familial dynamics documented here.

In final analysis, this systematic review compellingly argues that the Egyptian home during the COVID-19 lockdowns was transformed into a critical, yet often unacknowledged, classroom where lessons about gender, labor, and inequality were as central to the curriculum as any academic subject. The pandemic, in forcing education into the domestic sphere, laid bare the silent, and deeply feminized, scaffolding that upholds educational systems in moments of crisis. As Egypt and other African nations continue to build more resilient educational infrastructures, the experiences documented herein serve as a powerful testament to the fact that sustainable educational futures cannot be achieved without a concurrent and committed effort to achieve greater equity within the home.

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