

The Role Of Education in Achieving Sustainable Development Vision 2030



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Introduction To Sustainable Development



- **What Is Sustainability?**
- **Why Should We Care About Them?**
- **Education for a Better Life**
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Introduction

- ❖ Egypt is keen to implement sustainable development strategies in accordance with a vision for the future until 2030, to adopt a clear development process for an advanced and prosperous country of economic and social justice, revitalize the historical role of Egypt in regional leadership and represent a road map aimed at maximizing the benefits of competitive advantages. Implement the dreams and aspirations of the Egyptian people in providing a decent and decent life.
- ❖ The UN Monitoring Report on Education has proven that education is the foundation for sustainable development and the goals of sustainable development, and education as the most important input to every dimension of sustainable development. Better education leads to greater prosperity, improved agriculture, better health outcomes and reduced rates of violence. More gender equality, increased social capital and improved natural environment. Education is the key to helping people around the world understand why sustainable development is a vital concept for our common future. Education gives us key tools "economic, social, technical and even ethical - to adopt and achieve the goals of sustainable development.
- ❖ By 2030, Egypt aims to make education accessible to all groups of society in an efficient, equitable, sustainable and flexible institutional system, based on a learner capable of thinking and creativity, and also to create a fully interactive and enlightened personality responsible for building the future of his country. , And the ability to simulate regional and international entities and assemblies.

Education For Sustainability

- Sustainability is a journey, if we wait until we understand everything, we will never begin.
- Education is an essential and vital element in driving sustainability forward. "UN report"
- Learning connects knowledge, inquiry, and action to help students build a healthy future for their communities and planet.
- Helps teachers fill classroom levels, curriculum areas, curriculum, school processes, parent and community partnerships.
- The school is developing its approach to improving curricula and community partnerships.
- Teachers recognize the community's vision and strategies for a sustainable future.
- Integrate sustainable development skills into education programs so that all learners can acquire these skills.
- Provide everyone access to education and learning that brings about social change and a more sustainable future.

➤ Education for a Better Life

In its Millennium Development Goals, the United Nations has emphasized the need to achieve universal primary education by ensuring that children everywhere, whether male or female, can complete basic education, promote gender equality and empower women by eliminating gender disparity in primary education , And secondary.

In the framework of the transition of education to learning for a better life, UNESCO published a report entitled "Learning that treasure trove" edited by Jack Delor, and outlined the four strategies for learning:

- **Learn to know:**

The process of producing knowledge in the information age differs in several ways, including how do you know? And what do you know? And why do you know? This emphasizes the integration and continuity of knowledge through lifelong learning.

- **Learn to work:**

It is highly demanding to deal with reality and the world of information space, by working remotely and working Collective.

- **Learn to be:**

Means a slogan that teaches to be the development of the individual physically, mentally, spiritually and spiritually.

- **Learn to Live and Coexistence:**

Means the acquisition and production of information and knowledge, communication and dialogue with others.

Quality of education Education

The concept of quality education began with the program of improving basic education, funded in part by the World Bank and the European Union, and increased with the beginning of the new millennium, based on a basic pillar of educational quality. It is the declaration of the national standards of education in Egypt in 2003. Based on national standards, The school was established in 2004 through a number of pilot projects, until the National Authority for Quality Assurance of Education and Accreditation was established. A quality department was established in the Ministry of Education, followed by corresponding departments at the level of the directorates and educational departments. Nearly three thousand schools are extinct.

Over the last fifteen years, the education system in Egypt has developed in specific historical transitions of availability, quality and system management, but quality is now at the center of focus for the development of the educational process. The separation between quality and availability is a theoretical separation for analysis and resource allocation , Access without quality does not mean much from an educational perspective

Egyptian-Japanese Partnership Model For The Sustainability And Development Of Education

The Egyptian-Japanese partnership agreement was signed in the presence of Dr. Tarek Shawki, Minister of Education and Technical Education, Dr. Sahar Nasr, Minister of Investment and International Cooperation, Masaki Noki, Ambassador of Japan to Cairo, The agreement stipulates that the Japanese school management unit will build and prepare technical and professional cadres to monitor the implementation of the activities of the tukatsu in Egypt and prepare plans to expand the implementation base of the objectives of the activities of the Egyptian Japanese schools and the other schools in the Republic, The Egyptian, and improve the educational environment in Japanese schools, graduating generation of students Musharraf to Egypt.

The project aims at introducing Japanese Tokatsu activities to Egyptian Japanese schools which study the new Egyptian curricula and improve the educational and administrative process through sending teacher and school teacher training missions. , And this unit to serve the project of the Egyptian Japanese schools, to contribute to the preparation of a team of trainers at the level of the unit management to support schools at the level of the Republic and investment in the human element, where the opening of 35 schools at the level of 21 For the academic year 2018/2019, and the opening of 5 new schools during the next academic year 2019/2020.

Egyptian-Japanese Partnership Model For The Sustainability And Development Of Education

The cooperation between Egypt and Japan in the field of education is great and great. An agreement has been signed to support the Egyptian-Japanese schools worth 168 million dollars, the establishment of the Japanese University for 17 million dollars and the support of higher education of 96 million dollars. Is one of the symbols of close cooperation with Egypt. Egypt is beginning to introduce the Japanese education system into its educational system under the wise and strong leadership of President Abdel Fattah Al Sisi, which emphasizes the importance of education and its development, which in turn is conducive to achieving sustainable development.

Japan is cooperating with Egypt in a steady step in the Egyptian-Japanese school project. 2019 is the year of education in Egypt, an important year for both countries in Egypt and Japan. Egypt has assumed the chairmanship of the African Union. Japan plans to host two G20 meetings in a month. And the 7th TECAD Conference for the Development of Africa in August, pointing out that the cooperation between Egypt and Japan in the field of education is a model to be adopted in the Middle East and Africa.

The sustainable education of Japanese schools starts with large areas, including parks and playgrounds, as well as a comprehensive education system. Children are raised in a healthy environment that focuses on ethics along with regular school curricula. Egyptian Japanese schools have standards based on building an independent personality for each student and creating Space of creativity.

EGYPTIAN PARLIAMENT AND EDUCATION DEVELOPMENT PLAN

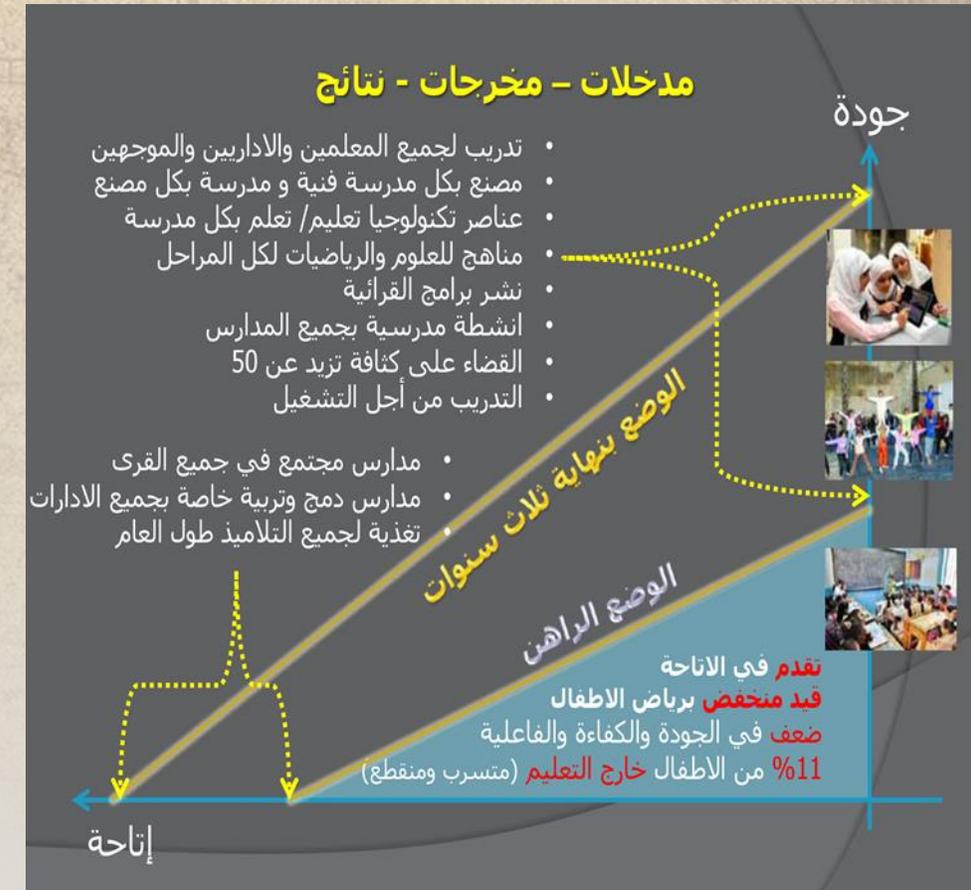
The Egyptian Parliament plays an important role in the development of education through the introduction of the draft law on the development of education and its discussion in the presence of MPs and representatives from the various ministries concerned and the civil society, and the presentation of ideas and opinions which work to find the appropriate formula for the exit of the law to light, , And the need to develop clear mechanisms for the implementation of the strategy in accordance with a specific timetable, and achieve the desired goal of attention to all components of education facilities, students, teachers and curricula, and try to continuously improve the educational process and improve the conditions of teachers, Scientific research, that the advancement of the education system needs a strategy to work by all entities and entities associated with education, and not work in a secluded part.

There is a joint cooperation between the Egyptian Parliament and the Euro-Mediterranean Parliament, represented by Dr. Mohamed Khalifa, a member of the Council of Representatives, who is currently the Undersecretary of the Euro-Mediterranean Parliament, after a breakout since 2010 due to political events. The return resulted in strengthening cooperation and dialogue among Mediterranean Member States. Key actors, such as national parliaments, universities and research centers in the area of education development, have achieved several objectives: the establishment of a regional knowledge exchange mechanism, the stimulation of regional cooperation among parliamentarians and the academic community, easier mobility of professors and champions In the Mediterranean region, identify areas of excellence for stakeholders that lead to the improvement and development of education.

The development of education has affected sustainable development

Some ideas and suggestions have been put forward through us to develop education to achieve sustainability as follows:

- ❑ To develop the curricula in order to consolidate the Egyptian national identity, and preserve the identity, up to the comprehensive individual approach that provides a wide range of choices for the student and the development of creativity.
- ❑ Provide integrated opportunities to accommodate and educate all children between the ages of 5 and 18, improve the school's ability to retain them and reduce their leaks.
- ❑ Access to non-traditional treatments to address severe deficiencies in the adequacy of buildings and school equipment and to address the reduction of high densities of classrooms.
- ❑ Focus on primary school to qualify as a strong base for the higher stages.



The development of education has affected sustainable development

- ❑ To provide the learner with the basic competencies of the knowledge society based on the ability to learn continuously and acquire digital citizenship values.
- ❑ The introduction of non-culturally-laden curricula such as mathematics, science, languages and geography.
- ❑ To reach the most effective technological formulas in the presentation of the target knowledge and its circulation among students, teachers and those who wish to be members of the community.
- ❑ An up-to-date structure of technical education and vocational training disciplines in line with contemporary trends and in line with the requirements of the labor market through an evolving curriculum for all disciplines.
- ❑ Reviving sports, cultural, social and artistic activities in different stages of education.



The development of education has affected sustainable development

- ❑ Provide an attractive, disciplined, safe, non-violent, and unsolicited school environment.
- ❑ Developing the learning environment and providing them with the techniques required to improve education in a rich learning environment from primary school.
- ❑ Achieve competitive advantages at the regional and global levels in the fields of science, mathematics, science and communication arts.
- ❑ The comprehensive and sustainable professional development of the teachers, which achieves the cognitive and professional renewal of the teachers every five years to reach the teacher renewed and the guide and facilitator of learning.
- ❑ Emphasize effective family participation and community support through boards of trustees for teaching and learning processes.
- ❑ Support and enhance the capacity of the education system to continue to improve, through better and wider use of data, research, evaluation, transparency, modernization and technology.



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