

Arab Republic of Egypt
Ministry of Education

A Statement by

HE. Dr. Yousry El-Gamal
Minister of Education

Delivered on his behalf by

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Head, Professional Academy for Teachers

On

The UNESCO World Conference
On Education for Sustainable Development

31 March – 2 April 2009

Bonn, Germany

World Conference on Education for Sustainable Development

Mr. Koïchiro Matsura, Director General of UNESCO,

Your Excellencies Ministers of Education,

Distinguished guests and participants,

Allow me to read to you Egypt's statement on behalf of HE Dr. Yousry El-Gamal, the Egyptian Minister of Education, who has asked me to give you his regards and apology for not being able to participate in the proceedings of the World Conference on Education for Sustainable Development. And here is the statement.

We have seen many events over the past few years that proved to us, that we are living in one very small world. It has become increasingly obvious that we, who are currently in charge of the world, must take every measure to ensure that we lead our lives in a manner that ensures future generations inherit a better world than the one we live in.

That requires that we work very hard today to change our way of life so it reflects a genuine care for a clean environment and a fair equitable life for all. Our way of life should reflect an understanding of the limitation of resources on our planet and the need to take action to preserve human life.

Education is key in achieving this goal. Schools, and the educational context in general should provide an environment with teaching and learning processes that help create an international human being who is aware of the national and global issues that endanger our life, such as water shortage, climate change, and spreading diseases. Education should change the culture of learners so they become active in the development of their local environment in a manner that leads to global development.

Over the past few years Egypt has taken steps in creating the educational context that enhances the quality of education and ensures that school development and teacher development become a continuous life-long process and that it becomes the responsibility of each educator in each school.

A strategic plan (2007/2008 – 2011/2012) was developed that fosters the core values of equality, continuous improvement, citizenship, tolerance, democracy, accountability, transparency, and decentralization.

The strategic plan has twelve programs classified into three groups; the first group is Quality Programs. It consists of three programs with School Based Reform as the core program in this group, and Curriculum Reform and Human Resource Development as supportive programs that will ensure the success of School Based Reform. The second

group is System Support and Management Programs, which provide technical support for system reform. This group includes the following four programs: Institutionalization of Decentralization, ICT for Management, Modernization of Monitoring and Evaluation System, and School Construction. The third group is level based programs, which are centered on levels of schooling. They are, Early Childhood Education, Basic Education, Modernization of Secondary Education, Education for Girls and Out-of-School Children, and Children with Special Needs. Some steps were taken to implement the strategic plan.

Education standards were developed, which encourage the community to take a more active role in school management in a manner to reflect better democratic practices.

Schools were encouraged to participate in a **school based reform initiative** that aims to develop schools through a process of **self assessment** and the development of **plans for improvement**. The ultimate goal of school development is to create citizens who can take **an active role in the continuous development of their society**.

A National Agency for Quality Assurance and Accreditation was established to verify that educational institutions have developed and can be recognized as accredited quality institutions.

A Professional Academy for Teachers was established and is tasked with the **certification** of teachers and the **regulation of professional development** so that teachers become professionals who are better qualified to adopt **teaching practices that reflect equity, democracy, and human rights**. Teachers who can create **a safe environment for learners** in the classroom that becomes **a model for the environment in the larger local and national community**.

Curricula are being reviewed and changed so they would encourage learners to involve in activities that foster **environment protection, equity, inclusion, and democracy**.

Finally, I would like to stress that we still have a lot to do and more efforts to be exerted for bringing the desired effects. I hope that the conference we are participating in today will give us the chance to share our experience, exchange good practices regarding the stories of success and challenges from around the globe.

Thank you