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**Towards CONFINTEA VII in light of SDG4-Education 2030:
Reflection on key inputs and implications
for country level implementation:
The Arab Region**

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The Arab Region

- Area : 10%
- Population: 6 %
- 22 countries (**5 of them in civil wars**)
- Labor force 4%
- GDP 5%
- Gross enrollment rates:
 - Primary: 95%
 - Secondary: 60%
 - Higher education: 30%
- Literacy rates: **??**
- **What happened since CONFINTEA VI: Unrest and war !!!**

Systemic Challenges for ESD

- **Political instability**
- **vision and awareness**
- **policy or mandate.**
- **Integration & societal expectations.**
- **funding and resources**
- **Teachers' training and preparation.**
- **crowded curriculum.**
- **research base programs.**
- **models and exemplars.**



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**THINK OUT OF THE BOX!!!
CAN WE ???**



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Literacy

- From the “talk” to the “walk”.
- From the “basic” to the “ LLL 4 SD”.

- From “separate” to “integral”.
- From the “soft” to the “hard”.
- From the “one sector do it all” to “all sector might do it”

- From the “one man show” to “all the stakeholder” approach.
- From “centralized” to “decentralized”.
- From “reading censuses” to “making impact”



Finance

- From “expenditure” to “investment”.
- From “charity” to the “consumer power”.
- Invest “in” people not in “killing” people.



Participation, inclusion and equity

- From the one “ready made” approach to “tailor made” approach.
- From the “push” techniques to the “pull” techniques.

- From “data” to “info”.
- From “training” to “empowerment”.
- From “education degrees” to “research 4 sustainable development”.



Add a New Pillar: ICT & Media

- From “using ICT” to “reinventing” using ICT.
- From the “DOT” to the “TOD”.
- The “INTELLIGENCE”.. The move to “WATSON” and alike.
- Build media and communication plans rather than criticizing media

A New Model

- No single discipline/group/teacher/employee can do it all
- Every discipline/group/teacher/employee can contribute something
- Some individuals or sectors can take lead roles in directing/managing the reorientation
- Leadership and coordination of these “strengths” are key as we “learn” our way forward
- Infusing EE into Existing Education Means Addressing: Buildings, Programms, Practices and actions, What we value and, what we evaluate, and modeling sustainability.