



# Sustainable Development Practices in Egyptian Education: An Ethnographic Inquiry into Cultural Adaptations and Community Engagement

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## Abstract

Sustainable development in education is a critical issue for many African countries, including Egypt. The integration of sustainable practices into educational systems is essential to ensure that future generations are equipped with knowledge and skills necessary for environmental stewardship. This ethnographic study employed participant observation, semi-structured interviews with teachers and students, and document analysis of educational materials and policies to gather data from four schools across different regions of Egypt. Data were analysed using thematic content analysis to identify recurring themes and patterns. The findings indicate that while there is a growing interest in integrating sustainable development into the curriculum, there is significant variation between schools regarding the extent and manner of implementation. Community engagement was found to be particularly effective when it aligned with local environmental challenges and resources. This study highlights the importance of cultural context and community involvement for successful integration of sustainable development practices in education. It suggests that a more tailored approach, informed by local conditions, is necessary for broader adoption and sustainability of these practices. Recommendations include developing locally relevant curricula, fostering stronger partnerships between schools, communities, and stakeholders, and providing ongoing professional development opportunities focused on integrating sustainable development principles into teaching practices. Egyptian education, sustainable development, community engagement, cultural adaptation, educational policies

**Keywords:** *African geography, sustainable development, ethnography, cultural adaptation, community engagement, pedagogical innovation, socio-cultural studies*



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