

EGYPT

Evaluate the Primary & Kindergarten Teacher's Performance, In Light of Child Rights Convention, CRC

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Frame of Reference

Introduction

For the purposes of the present convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Article 1 of the Convention on the Rights of the Child defines "child" for the purposes of the Convention as every human being below the age of 18. The wording leaves the starting point of childhood open. Is it birth, conception, or somewhere in between? Had the Convention taken a position on abortion and related issues, universal ratification would have been threatened. For the purposes of the Convention, childhood ends at the 18th birthday unless, in a particular State, majority is achieved earlier.

Setting an age for the acquisition of certain rights or for the loss of certain protections is a complex matter. It balances the concept of the child as a subject of rights whose evolving capacities must be respected (acknowledged in articles 5 and 14) with the concept of the State's obligation to provide special protection.

On some issues, the Convention sets a clear line: no capital punishment or life imprisonment without the possibility of release for those under the age of 18 (article 37); no recruitment into the armed forces or direct participation in hostilities for those under the age of 15 (article 38 and see Optional Protocol on the involvement of children in armed conflict, page 659). On other issues, States are required to set minimum wages for employment (article 32) and for criminal responsibility (article

40). The requirement to make primary education compulsory also implies setting an age (article 28).

The Committee has emphasized that when States define minimum ages in legislation, they must do so in the context of the basic principles within the Convention, in particular the principle of non-discrimination (article 2, for example challenging different marriage ages for boys and girls), as well as the principles of best interests of the child (article 3) and the right to life and maximum survival and development (article 6). There must be respect for the child's "evolving capacities" (article 5): in General Comment No. 7 on "Implementing child rights in early childhood", the Committee on the Rights of the Child underlines that "young children are holders of all the rights enshrined in the Convention.

They are entitled to special protection measures and, in accordance with their evolving capacities, the progressive exercise of their rights" (CRC/C/GC/7/Rev.1, para. 3) and there should be consistency, for example, in the ages set for the completion of compulsory education and for admission to employment.

In case of the educational situation in Egypt we will find that basic education stage in general, education in early childhood stage in particular, is classified as the most important education stage for the development of children aged four to five years. This stage shapes and builds children's creativity and development through giving them opportunities for education, discovery and acquisition of multiple intelligences. Results from numerous studies have proved the important role of the early years in the development of children's growth and improving their abilities to learn and develop

Other studies have shown that children who attended education at an early stage (four to five years) were more successful than their counterparts who did not. The quality of this type of education has also been shown to be a factor in shaping child's future, and is particularly important for children from poor and disadvantaged households. Egypt had to adopt a strategy to develop this level of education with an emphasis on providing children with health, psychological and educational care.

Main Issues facing educational system in Egypt:

There are several challenges facing the development of early childhood education in Egypt as they relate to access, quality and system management.

In terms of access:

- Statistics indicate low enrollment rate and low numbers of classes and staff, especially specialized staff that are available to teach at this level. Other statistics show the huge variations in enrollments among various governorates.
- The high enrollment in early childhood education in some governorates is attributed to the increased awareness of parents and families and effective community partnerships, which is reflected in the ability and

willingness of the civil society to provide classrooms or nurseries, whereas the total rate of enrollment in the private and cooperative sectors is estimated at only 5.2 percent.

In terms of quality:

- The provision of standards on which to base the education process, the preparation of specialized teachers for this level and the preparation of recurrent training programs to increase the efficiency of teachers are the first set of challenges.
- The ability to increase the number of female technical supervisors and setting standards for them and providing continuous in-service training for teachers, supervisors, and managers represent the second set of challenges.
- Upgrading the existing curricula in the early childhood level, providing the resources for learning, technology, educational materials, and activities, supporting the nutrition programs, especially in remote or poor areas where nutrition which is thought to be the main factor which attracts children and parents to early childhood programs and providing programs of health care for children as well as providing health culture for parents; all this comprise the third set of challenges.

In terms of system management:

- The challenges are the development of a clear institutional framework for this level, the provision of ministerial decrees determining the administrative structure and tasks of teachers in the General Department of Early Childhood, supporting the independence of early childhood education departments at the governorate level and separating them from the primary education level.
- The development of an independent education budget for this level separate from the primary education level, supporting the coordination between the supervision bodies and improving the system of supervision, monitoring and evaluation, building an education management database for this level, and building the capacity of the administrative bodies are challenges for the reform of system management.
- Locating all these new schools will be a challenge as well. It will be important to design stand-alone early childhood schools, not necessarily attached to primary schools, in the center of villages and urban communities, thus requiring less travel by the very young. This issue relates to the larger issue of better targeted school locations.

Education Sector Performance: A Situation Analysis

Since the early 1990s, education has been made a top priority in Egypt. A key event which sparked this concern was the 1992 earthquake which affected many educa-

tional buildings. A large number of buildings were not safe to use. Concerted efforts were made to make up for these losses and, at the same time, to provide the infrastructure necessary to ensure equal opportunities for education for all children in Egypt. Those efforts resulted in an increase in the education budget by 240 percent during the 1990s. A total of 13,709 schools were built between 1992/93 and 2005/06. This number is more than twice the number of schools that were built in the preceding 110 years. This growth in schools was accompanied by an increase in enrollment in basic education for boys and, especially, girls. Basic education is now nearly universal. Secondary enrollments also rose in the past decade, but have now stabilized, at lower than desired levels. So, additional attention is required now. These achievements place Egypt at the forefront of countries that have made significant progress in access to education since the Education for All initiative was established in 1990.

While the main focus during this period was on access, the concept of quality also existed in the form of teacher training programs and in the project to equip all Egyptian schools with computers for educational purposes. Since 2000, the concept of quality in education has crystallized with the publication of the National Standards for Education in Egypt in 2003. Based on these National Standards, the concept of school-based improvement was introduced in 2004 through a number of pilot projects. Building on this historical process, in March 2006, an Education Management Information System (EMIS) was introduced, based on the concept of decentralization (which was included in the National Policy Framework of Education in Egypt that the Ministry of Education (MOE) issued in March 2006). Thus, over the past 15 years the three inter-dependent areas of access, quality and systems management have emerged to serve as the foundation stones of the current National Strategic

Plan. While all three areas continue to be important to the achievement of the country's education goals, quality is now the focus.¹

Overview of the Egyptian education system

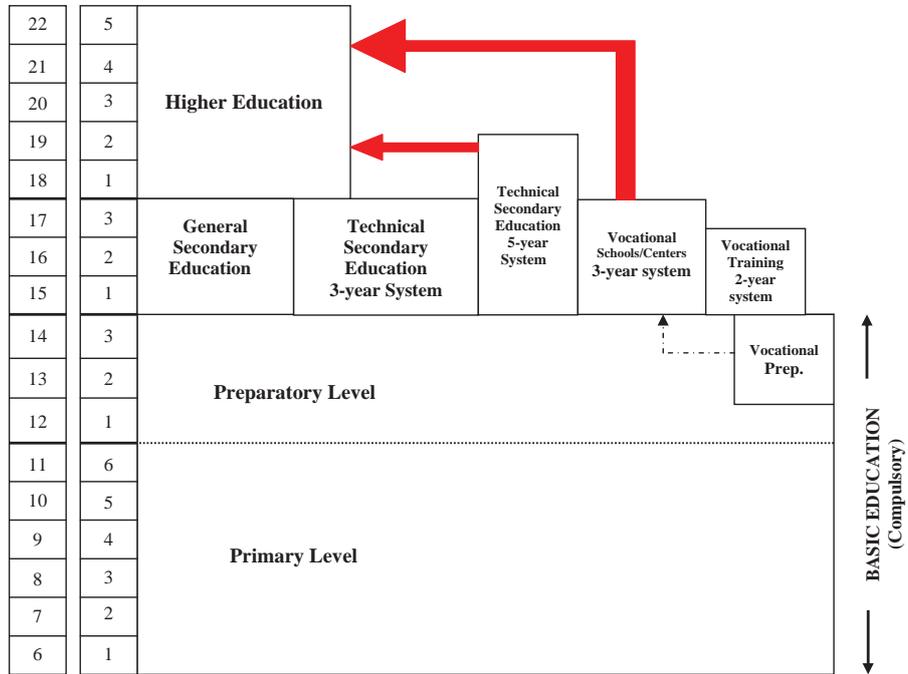
The Egyptian pre-university education system is the largest in the Middle East and one of the largest in the world. With some 17 million students and approximately 40,000 schools (Public and Private) in the different educational levels, the pre-university education system is expected over the longer term, to make a significant contribution to Egypt's economy and to play an essential role in increasing its national income. 90.2 percent of all students in Egypt are included in the public and private education sectors (83 percent and 7.2 percent respectively). Together public and private sectors have approximately 821,000 teachers, 711,000 administrators and 105,000 workers, together constituting some 1.6 million employees. The remaining 9.8 percent of students attend Al Azhar schools².

The pre-university education system consists of three levels: primary, preparatory, and secondary (See Figure below). Basic education, which comprises 9 years (a 6-year primary and a 3-year prep level) is intended to include all children aged 6-14. Basic education has been guaranteed as a right of every citizen under every Egyptian Constitution since 1923. Primary school education has been compulsory since the 1930's. Moreover there is expansion early childhood education to include all children at 4-6 years as a pre-primary stage of education all over the country.

¹ Note that improving quality is likely to improve access while at the same time better quality depends upon and, indeed, is one of the primary reasons for improved systems and management.

² Al Azhar is a government-funded education system parallel to the public education system. It educates about 10% of the pre-university students in Egypt.

The Egyptian Education System, 2007³



3 National Strategic Plan For Pre-University Education Reform in Egypt, 2007/2008 – 2011/2012

Students who pass the primary end-of-level exam move on to prep. Those who do not pass after two attempts move to vocational prep or withdraw from education. Based on their performance in the prep level exam, a student may go to general secondary, technical secondary, or withdraw from formal education. Graduates from general secondary schools may be eligible to enter university, depending on their score on the secondary end-of-level exam; while almost all technical secondary graduates enter the workforce (the top 5 percent may attend Higher Institutes or university for further training).

At present, pre-primary education is not part of the formal education system. There are a number of providers involved in this level of education, including the Ministry of Education, the Ministry of Social solidarity, the National Council for Childhood and Motherhood (NCCM), Al Azhar pre-university education, a number of international and local NGO's, and the private and cooperative sectors.

Purpose (Intended Output & Outcome)

Strategy: The project aims at raising the awareness of both kindergarten and primary school teachers in particular and basic education stage teachers in general of CRC. Besides, assuring the inclusion of that concept within the educational curricula relating to that stage is to be generalized in the near future at all stages. It also aims at having an educational system that is able to assure the three Ps for all children. It is to set up an integrated framework for raising the awareness of all teachers of CRC as well as personnel at the Idarras, Muddiriyas and MOE levels to support continuous efforts dedicated to spread the concept of CRC and including it within curricula.

Overall Goal: Raise the kindergarten and primary school teachers' awareness of CRC and assure developing curricula in light of CRC.

Objective: Spread the culture of CRC among not only kindergarten and primary school teachers but among all personnel and all stakeholders e.g. Politicians, NGOs, in addition to all concerned, bodies, institutions and organizations as well.

Targets:

- Improve the primary and kindergarten teachers' performance level in light of CRC.
- Develop a list of the necessary standards required for primary and kindergarten teachers.
- Determine to what extent a group of primary and kindergarten teachers are aware of CRC.
- Develop a proposed training program to improve primary and kindergarten teachers' performance in light of CRC.

Methodology (Activities)

The team's efforts in this respect have three dimensions:

I: Select the curriculum of the study:

Owing to the nature of this study the Analytical Descriptive Curriculum has been used to analyze the current situation of primary and kindergarten teachers in light of CRC; this is to identify her/his strengths and weaknesses as well as her/his knowledge and awareness of CRC. Hence, introduce the recommendations and suggestions to develop her/his performance in light of CRC.

II: Develop tools of the study:

The team has developed the following tools:

1. A questionnaire to investigate primary and kindergarten teachers' opinions, knowledge's and awareness to explore their current situation in light of CRC.
2. A questionnaire to investigate the technical supervisor's (mentor) awareness of CRC.
3. An observation card to investigate and measure teachers' performance inside the classroom in light of CRC.

III: Procedures of the study:

1. Hold a workshop with teachers, supervisors and the targeted group as well as stakeholders concerned with the educational process.
2. Investigate the current situation of primary and kindergarten teachers' knowledge's, experiences and awareness in light of CRC.
3. Review the educational works relating to the primary and kindergarten teachers and evaluate her/his performance in light of CRC locally, regionally and internationally aiming to:
4. Survey the most important methods, studies and researches relating to CRC.
5. Review to what extent CRC is included and integrated within curricula.
6. Review international as well as regional standards developed in light of CRC
7. Develop a list of the proposed standards for primary and kindergarten teachers in light of CRC.
8. Offer the standards list that has been achieved to our mentor, for his feedback.

9. Offer the research recommendations and suggestions to our mentor.
10. For further support the team could successfully arrange two meetings at central ministry of education with those in charge of the educational process in Egypt where there were more discussions and details about the project the thing that gave the team more support and strengthened the idea and the project i.e:
11. A meeting with H.E Professor. Ahmad Gamal Eldin Mosa Egypt minister of education who kindly gave much support and help.
12. The second meeting with Professor. Reda Abu Serea Senior Deputy Minister who also gave much support and help.

Results (Actual Output & Outcome)

By the end of this study and applying the proposed training program we expect to obtain:

- Spread the culture of CRC among all those concerned with the educational process.
- Bridge the gap between teachers and children from one side and between teachers and those in charge from the other side in light of CRC.
- Raise the awareness of primary and kindergarten teachers as well as those in charge of the educational process of CRC.
- Improve the primary and kindergarten teachers' performance in light of CRC.
- Develop a list of the necessary standards for primary and kindergarten teacher that will be the criteria for selecting those teachers in light of CRC as well as a constitution to judge those teachers' performance in light of CRC i.e.:

1st Domain: Planning in Light Of CRC

Standard 1: Determining the educational needs of the child in light of CRC.

Indicators: The Teacher:

- Designs activities to explore and determine the students' needs and talents in light of CRC.
- Encourages students to reflect about their life environments as well as themselves, as a child right.

Standard 2: Designing suitable educational activities in light of CRC.

Indicators: The Teacher:

- Makes an integrated and comprehensive plan in light of CRC.
- Develops daily program in light of children's needs and CRC.

- Makes balance between free activities and directed ones in light of CRC.

Standard 3: Planning for greater targets that make CRC completely inclusive.

Indicators: The Teacher:

- Designs activities where CRC is inclusive.
- Think about and/or suggest educational units and lessons in light of long-term objectives and CRC.

2nd Domain: Learning Strategies and Classroom Management

Standard 1: Using learning strategies that meet students' needs in light of CRC.

Indicators: The Teacher:

- Involves teaching and learning methods suitable to children's needs in light of CRC.
- Involves parents taking part and implementing activities.
- Uses different strategies to present concepts and introduces skills.
- Diversifies teaching and learning methods according to children's needs in light of CRC.
- Utilizes technology to improve children's learning and achievement in light of CRC.

Standard 2: Encouraging children to practice critical and creative thinking in light of CRC.

Indicators: The Teacher:

- Provides independent and cooperative learning opportunities.
- Creates situations that aim at developing critical and creative thinking.
- Divides children into groups to promote interaction and learning.
- Encourages positive interaction and cooperation among children.
- Invests sudden situations to provide children with opportunities to express themselves freely.

Standard 3: Facilitating effective learning experience in light of CRC.

Indicators: The Teacher:

- Encourages children to apply what they learn in their life situations.
- Involves children in problem-solving activities and encourages various ways to reach solutions.
- Helps students to reflect on how they are being taught.

Standard 4: Providing an environment that guarantees equity among children in light of CRC.

Indicators: The Teacher:

- Gets all children participate in different activities.
- Provides the learning environment with a secure and attractive atmosphere.
- Takes into account individual differences among children and those with special needs.
- Shows respect to all children without any discrimination and believes in CRC.
- Gives children opportunity to express themselves and enjoy their rights.
- Encourages children to respect each other regardless of their differences.
- Handles inappropriate behavioral patterns in a fair way.

Standard 5: Managing learning time effectively and limiting time wasted.

Indicators: The Teacher:

- Train children to daily work relating to transferring among activities.
- Distributes time according to children's abilities and learning outcomes.
- Reorganizes time in light of unexpected situations.
- Utilizes effectively tools and equipment available in the classroom in an allocated time.

3rd Domain: Knowledge of Subject Matter

Standard 1: Being fully aware of the basis and nature of the field and CRC.

Indicators: The Teacher:

- Uses her/his subject in educational activities.
- Is aware of documents relating to education in early childhood stage as well as CRC.
- Is aware about evaluation and its different tools.
- Recognizes the children's needs at the early childhood stage.

Standard 2: Having basic and required knowledge relating to specialization and CRC.

Indicators: The Teacher:

- Follows up the latest development relating to her/his subject and to CRC.
- Utilizes learning sources and various technological methods to obtain information and knowledge and encourages children to use them.
- Guides and supervises children to solve problems in a scientific manner in light of CRC.

Standard 3: Being able to integrate her subject with concepts of CRC.

Indicators: The Teacher:

- Relates between the concepts of her subject and CRC.

- Clarifies the relationship between the context of the subjects and that of CRC.
- Utilizes the fundamental concepts of the subject to solve problems.

Standard 4: Being able to produce knowledge in light of CRC.

Indicators: The Teacher:

- Classifies data and information into harmonious groups and trains children to do the same.
- Analyzes available information in an easy way and trains children to do the same.
- Combines between unrelated parts and makes them meaningful.
- Deduces new knowledge from available information.
- Thinks in a flexible way and accepts new things.
- Encourages children to criticize what is customary and of traditions.
- Helps children to discover contradictions.

4th Domain: Evaluation

Standard 1: Developing performance through self-evaluation in light of CRC.

Indicators: The Teacher:

- Studies and reflects about the results of her/his action and decisions concerning children and colleagues.
- Uses different tools and methods to evaluate her/his performance.
- Encourages children to evaluate themselves and each other.
- Designs tools for self-evaluation with the help of students and colleagues.
- Improves and develops her/his performance according to evaluation results.

Standard 2: Practicing comprehensive and continuous assessment for children in light of CRC.

Indicators: The Teacher:

- Designs and uses new and creative tools for evaluation in light of CRC.
- Utilizes authentic evaluation methods such as children portfolios to know the children's progress.
- Determines the weaknesses and strengths in children and suggests way for improvement.
- Involving children with special needs as well as the gifted in classroom activities.

Standard 3: Feedback

Indicators: The Teacher:

- Utilizes evaluation results to promote her/his performance.

- Utilizes the opinion and evaluation of children to improve her/his performance.
- Encourages children to express their views and feelings towards certain situations and educational activities freely.
- Involves the family in evaluating the student with aiming at promoting learning and performance.
- Designs creative activities to overcome children's weak points.
- Designs fruitful activities to reinforce the strengths in light of evaluation results and CRC.

5th Domain: Teacher's Professionalism in light of CRC

Standard 1: Ethics of the profession and of CRC.

Indicators: The Teacher:

- Has complete knowledge about CRC and all conventions relating to human rights in general and child rights in particular.
- Builds trust between her/him and the children through their participation in setting classroom rules and achieve objectives.
- Guides children and helps them to solve their personal problems.
- Keeps a secret.
- Respects the children's personality and capabilities
- Respects colleagues and communicates well with them.
- Adheres to the rules of conduct.
- Exerts remarkable efforts to develop student capacities inside the school without discrimination.
- Uses a polite manner of address with his children and colleagues.
- Takes care of his appearance without exaggeration.
- Presents a model of loyalty and giving to their nation.

Standard 2: Sustainable professional development in light of CRC

Indicators: The Teacher:

- Updates her/himself with new theories, educational practices and methods of teaching as well as CRC to improve her/his performance.
- Attends training sessions, seminars, workshops and conferences whenever possible regularly.
- Exchanges experience with her/his colleagues and bosses as well as technical supervisors.
- Participates in different activities to improve her/his capabilities professionally.
- Learns from interacting with children.
- Increases her/his knowledge in different fields in general e.g. scientific and culture.

- Develop and set a proposed program to develop the primary and kindergarten teachers' performance and improve them professionally and in light of CRC i.e.:

“A Proposed Training Program to Raise the Kindergarten & Primary Teacher’s Awareness of CRC 2010/2011-2012/2013”

Course Axes:

Axis I: Participants’ expectations and objectives concerning the CRC program

Axis II: Conceptual framework of the principles of CRC

Axis III: CRC current situation analysis

Axis IV: Educational Leadership and implementation of implications resulting from raising awareness of CRC.

Course Objectives:

By the end of this program it is expected that each participant will be able to:

- Identify the conceptual framework of CRC.
- Link between local and international conventions of child rights.
- Recognize the experiences of different countries in the field of CRC.
- Clarify the important role played by the teacher to emphasize the principles CRC.
- Recognize the characteristics of this age.
- Analyze current situation of CRC at school and Idara level.
- Recognize the importance of integrating the principles of CRC in educational curricula.
- Recognize the importance of the paradigm shift required in the teaching and supervisory skills to achieve the educational performance that corresponds to local and international ones in light of CRC.

First axis: Participants' expectations and objectives

Activity I: Think of your own, then through your team to determine the aspirations of that training program.

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Activity II: (Rules and Mechanisms of Work): Think with your team to agree on the rules and mechanisms organizing work during the training course.

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.....

Second axis: Conceptual framework of CRC:

Activity I: since the United Nations declaration on the principles of child rights and relevant international, regional and local conventions, the world cares about the child and does its best to deepen the principles of CRC within the school curricula as well as to raise awareness of CRC in light of this give your ideas about:

Concept of child rights:

.....
.....

The most important rights for the child from your point of view:

.....
.....

Required mechanisms to ensure these rights:

.....
.....

Constraints that might hinder ensuring that:

.....
.....

Activity II:

Mention what you know about:

Child	Adult
International agreement of CRC	Declaration of child Rights

Activity III: Capture the directorate, department and the school where the child belongs and spend much of her/his time as a system and an educational environment explaining its inputs and outputs processes and activities as well as the external surrounding environment. Last but not least discuss with your team to what extent this is available for today’s child and to the implantation and applying of CRC.

.....

Activity IV: Experience in managing of the expected change relevant to CRC after the completion of the training program.

This activity aims to make use of experiences to develop methods, policies and concepts in light of CRC. You would better do this through the fact of being a teacher, supervisor, a leader or someone in charge. This is to ensure the success of the change process and development related to CRC.

Proposed Methods/Policies

Why do you think this change concerning the CRC is suggested?	
Who do you think is more supportive to that and will be of good help?	
As a teacher, do you have a chance to share your opinion in issues related to educational process? Does the current system allow participation of teachers in developing policies, strategies and methods?	
How are these new methods/policies offered? If you have a role, please identify. What is the supervisor’s role concerning that change related to CRC?	
How could these methods/policies succeed in making the desired change?	

Gained from this axis:

Please state your point of view:

1. I gained from this axis:

.....
.....

2. Through this axis I wish I could gain:

.....
.....

3. From all subjects shown through this axis I liked more:

.....
.....

4. From all subjects shown through this axis I did not like much:

.....
.....

5. From my point of view objectives of this axis have been achieved by the ratio of:

%

6. Objectives that have not been achieved:

.....
.....

Third axis: Current situation analysis

Activity I: with your team apply the analysis model to analyze the current situation at your school relevant to CRC and to what extent these principles are existent at the school level.

Driving and Hindering Forces

Positive Forces (driving)						Negative Forces (hindering)					
Factor	1	2	3	4	5	-1	-2	-3	-4	-5	Factor

Activity II: With your team turn the previous factors of the driving forces into opportunities and strengths and the hindering ones into threats and weaknesses using SWOT model analysis for the current situation.

Driving Forces	Strengths	Opportunities
Hindering Forces	Weaknesses	Threats

Gained from this axis:

Please state your point of view:

1. I gained from this axis:
.....
.....
2. Through this axis I wish I could gain:
.....
.....
3. From all subjects shown through this axis I liked more:

.....
 4. From all subjects shown through this axis I did not like much:

.....

5. From my point of view objectives of this axis have been achieved by the ratio of:

%

6. Objectives that have not been achieved:

.....

Fourth axis: Educational leadership and the implications of raising the awareness of CRC

Activity I: With your team develop a list of your expected roles to deepen the principles of CRC and your efforts to get them integrated within the programs and curricula.

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Activity II: With your team develop a list of skills required for a successful teacher in light of CRC and that will enable her/him do the expected role ensuring implication and integration of CRC.

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Activity IV: with your team identify the reasons that might limit or hinder applying the principles of CRC at classroom and school.

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Activity V: Think of your own then specify the required skills needed for teachers and supervisors and to what extent you are able of each one and to what extent you need to train then identify what kind of training program you need according to the following table.

Required skills for a teacher, supervisor...etc	Proficiency				Kind of Training
	V. Good	Good	Medium	Bad	

Gained from this axis:

Please state your point of view:

7. I gained from this axis:

.....
.....

8. Through this axis I wish I could gain:

.....
.....

9. From all subjects shown through this axis I liked more:

.....
.....

10. From all subjects shown through this axis I did not like much:

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.....

11. From my point of view objectives of this axis have been achieved by the ratio of:

%

12. Objectives that have not been achieved:

.....
.....

Discussion and Reflections

There have been many discussions about:

- Due to the fact that kindergarten and primary teachers' awareness on CRC is low, we thought of developing such a study to be a constitution for those who are in charge to select teachers on specific criteria and to specify and develop which training programs are required to raise their awareness of CRC and to improve their performance in light of that concept.
- The shortage of teachers' awareness of children's needs in light of CRC the thing that reflects on lack of knowledge about curricula.
- Unlike the national conferences for developing different stages of education, there is lack of these conferences and workshops relating to education in the kindergarten stage; those relating to CRC particularly.

Consequently, we have successfully crystallized the problem: "the low *awareness of*

primary and kindergarten teachers of CRC and the insufficient knowledge of this stage's characteristics". To face this problem we have done our best to answer a main question: "What are the most important standards should the teacher of that stage have in light of CRC and that can be used to judge and evaluate her/his performance?"

To reach the best answer to that question we have developed three sub questions that can be derived from the main one:

1. What is the current situation of primary and kindergarten teacher (her/his knowledge and awareness on CRC, selection process, tasks, responsibilities and training programs he may have) in light of CRC?
2. What are the proposed standards for primary and kindergarten teachers in light of CRC?
3. What is the proposed developmental program that may help develop her/his performance in light of CRC?

Way Forward⁴

The team has done great effort to finalize the study after analyzing the current situation in light of CRC; with the help of people in charge, the school visited, teachers at school as well as its principal who gave much support and help. In addition to the H.E. Egypt minister of education and his senior deputy minister who have been very helpful and supportive. Therefore, we believe that the list of standards and the training program we have developed will be of good use for not only teachers but all those concerned with the educational process as well. Hence, selecting and assigning teachers for that stage should be according to these standards. Besides, training them should be carried out according to some specified programs similar to the proposed

⁴ Ministry of Education: Mubarak and education, progress indicators in Mubarak's national education project, Cairo, 1991/1992 – 202/2003, p. 23.

one as an example. Moreover, we are going to give all help and support as well as advices to the coming batches so as to reach the best results of our study for the good of our country.

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Appendix:

Questionnaire to Evaluate Primary and Kindergarten School Teachers' Awareness in light of CRC

Dear Mr. /Ms

We, representatives of the Egyptian team to Lund University, Sweden:

"*Child Rights, School and Class Management Program*" are conducting a study to know primary teachers' background about Child Rights Convention (CRC). Therefore, we seek your cooperation and assistance to achieve our goal which will be fruitful for your school as well as the whole educational system and children through answering the following questions.

Mr./Ms.:
Occupation:
Field of Specialization:
Years of Experience:
Governorate:
Idara (directorate):
School:
Date:

1st Section: Available opportunities of being aware of CRC.

1. Have you attended any training programs during the last two years, (inside Egypt/abroad) relating to your field of specialization and CRC?

Yes No

2. If your answer is "yes" please name the last three programs, period of training and the organizing authority.

S.	Name of Program	Period in Days	Organizing Authority	Inside	Abroad
a					
b					
c					

3. Are there any regular training programs for raising the awareness of CRC at your Idara¹?

Yes No

4. If your answer is "yes", Please specify the following:

S.	Name of Program	Field of Training	Organizing Authority	Place of Training	Periodicity of Training ²
a					
b					

5. Are there any regular training programs or missions abroad organized for teachers at this stage?

Yes No

6. If your answer is "yes", Please specify the following:

1 A place where people in charge of the educational process and personnel - administration authority - work.

2 Please determine here whether it is: a quarter yearly program; or

S.	Missions	Field of Training	Country	Periodicity of Training ³
a				
b				
c				

7. From your point of view, do you need any particular training programs to develop you professionally and raise your awareness of CRC?

Yes No

8. If your answer is "yes" choose the most important fields you think you need to train in and to what extent you need them through identifying the following:

S.	Proposed Training Fields	Targeted Group	Need for Training		
			Limited Need	Medium Need	Extreme Need
a					
b					
c					

9. To what extent the following professional development inputs are provided to you.

S.	Some Professional Development Inputs	To what extent they are provided		
		Not found	Sometimes Found	Always Found

³ The same as above

a	Books & references in the field of specialization and of CRC			
b	Scientific periodicals			
c	Internet services			
d	Regulations & laws organizing work			
e	Meetings, workshops, seminars and conferences			

2nd Section: Main barriers that might face you.

Dear Mr./Ms the following are some barriers that might face you while doing your job, please read them carefully and tick the choice, “**YES**” or “**NO**” that suits you, *putting into account answering the question referred to in the table in case of choosing “NO”*.

(I)

s.	Barriers Relating to Technical Aspects	Yes	No	To what extent absence or disappearing of this one affect you		
				No Effect	Negative to Some What	Strongly Negative
1	Work is done according to annual plan and in light of CRC					
2	Curricula & activities are planned and designed in light of CRC at decentralized level with our participation.					
3	There is continuous coordination with the consultant of the subject at the central level of the ministry.					
4	We work in an atmosphere encouraging research, experimentation and innovation in light of CRC.					
5	There is a mechanism that guarantees our participation in evaluating training programs.					

- not limited

¹ The same as above

(II)

S.	Barriers Relating to Administrative Aspects	Yes	No	To what extent absence or disappearing of this one affect you		
				No effect	Negative to some what	Strongly negative
1	There is an administrative system allows me doing my role well					
2	There are specific standards and job description for obtaining a job with children at that age.					
3.	We have legalized authorities that we use for awarding and punishment.					
4	There is fair distribution of work inside the school which facilitates doing effort concerning CRC.					

(III)

S.	<i>Coordination and Communication</i>	Yes	No	<i>To what extent absence or disappearing of this one affect you</i>		
				<i>No effect</i>	<i>Negative effect to some what</i>	<i>Strong negative effect</i>
1	There are effective mechanisms for oral and written communication among different levels.					
2	There is coordination with the central ministry, NCMC for training.					
3	There is coordination with supervisors (mentors) at all levels.					
5	There is coordination with educational research centers, faculties of education and curricula development centers for the good of including the CRC within curricula.					

3rd Section Free Answers Questions:

1. What is your mission in education and what are your primary goals in your current position?
 - a.
 - b.

2. What are your main duties and responsibilities now?
 - a.
 - b.

3. What extra abilities do you have that enhance your work in teaching?
 - a.
 - b.

 4. What specialized training have you had since you began teaching? Where and when was that?
 - a.
 - b.

 5. What have you achieved and most proud of as an educator?
 - a.
 - b.
- Mudiria*⁴:
- Idara*:
- School*:



⁴ A place where people in charge of the educational process and personnel are i.e. administration authority.

Observation Card for Primary & Kindergarten Teacher's Performance, In Light of CRC

<i>Field of observation</i>	<i>Skill</i>	<i>Performance levels</i>					<i>Notes</i>
		<i>Bad</i>	<i>Accepted</i>	<i>Good</i>	<i>V.Good</i>	<i>Excellent</i>	
First: <i>Lesson Planning in Light of CRC</i>	Lesson planning						
	Written preparation						
	Goals clarification						
	Methods & activities						
	Include of materials						
	Include of technology						
Second: <i>Implementation of Lesson in Light of CRC</i>	Students' preparation						
	Attract students' attention						
	Use of available materials						
	Introduce information gradually						
	Use of gestures						
Child's thrill & involvement							
Third: <i>Evaluation in Light of CRC</i>	Child's practice						
	Child's observation						
	Child's guidance						
	Child's gain of knowledge by practice						
	Teacher's feedback						
Fourth: <i>Achievement in Light of CRC</i>	Child's information						
	Child's make use of materials						
	Child's use of technological facilities						
	Child's assimilation of CRC						
Fifth: <i>the Teacher in Light of CRC</i>	S/he aware of CRC through practice						
	Communication with children						
	Thrill of children						
	Belief of CRC & child's point of view						
	Democratic & human sense at class						
	Aware of individual differences						