



**BENHA UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF FOUNDATIONS OF EDUCATION**

**UNESCO ASSOCIATED SCHOOLS PROJECT IN EGYPT.
(AN EVALUATION STUDY)**

**AN ABSTRACT OF MASTER DEGREE THESIS IN
EDUCATION (FOUNDATIONS OF EDUCATION)**

**BY
MAHA ABD ALLA EL SAYED ABOU ELMAGED**

Under The Supervision of :

**DR.ABDEL KADER HASSEN KALEF
PROFESSOR OF
educational sociology
THE FOUNDATIONS OF
EDUCATION, Benha University**

2008

ABSTRACT.

INTRODUCTION:-

When we look to the future ,we will see several certitudes concerning the future of our children and grandson ,in term of the transformations and contradictions which face the world today and motivate nations to constitute a safe and settled community full of international standards which aim at fix the roots of international understanding and peace among them.

This is what the "UNESCO try to achieve and support among international nations through its project which emphasis principles of international understanding and peace.

The project follows this motto " think internationally and work locally " the project motivate many countries to participate in it ,among them Egypt, which agreed to participate in this project since 1958.

STUDY PROBLEM.

Egypt is Considered from The First Arab Countries Which Participate in This Project Until now The Importance Of This Project Increased among The Egyptian educational Organizations Which gave it a high Position (rank) in Egyptian schools . But there is a problem, there aren't enough evaluation studies to enable us to know the nature of these activities and Factors behind it . We need to know whether these goals consistent or conflict with organization system because of many political , economic and cultural reasons . In other words , Are these schools have human emotions (purposes) which serve to build our generations ?

This leads to support and extend these purposes or it is stranger to our educational systems and try to construct our youth awareness to serve foreigner globalization . now we can Form the problem of the problem of the study in this basic

Question :

What is the current nature of schools associated with UNESCO associated schools project in Egypt in the Globalization age ?

From this basic question , we have maany other questions:

- 1- What are the most important features of globalization and its effect on education?
- 2- What are the purposes of schools activities in this project ?
- 3- What are the activities of these school associated with UNESCO inside The Egyptian educational organizations?
- 4- What is the best way to get benefit from The UNESCO efforts in the Egyptian educational system?

Study Importance

This study is very importance because it deals with UNESCO assosiated schools project, this projecttry to achieve international understanding and peace through the school enviroment. This is anew field , so there are afew Arabic studies egypt to know the advantages and disadvantages of this experiment in the Egyptianorganizations through evaluating this experiment , measuring its response and taking suitable decision .This study gives us aclear picture about the consistence between the project and our national goals.

Study Method

This study uses the descriptive method because it can record reality , analyze , describe this realty and determin its efficacy in achieving the desiring golas.

Study techniques (tools)

The study uses agroap of tools to collect data and information concerning the problem of the study, these tools are :

- 1- Analyzing the content of some books in the Egyptian schoolswhich participate in this project.
- 2- Ameeting form with responsables of the project in both ministry of education and the egyptian national committee of the UNESCO

- 3- Aquestionnaire to know the opinions of students in these schools in cairo and kalyobia.
- 4- Ameeting form to meet the responsables of activities and managers in these schools in cairo and Kalyobia.

Study results

- 1- The results reveal theimportance of this project inside the Egyptian organizations participating in it because it is the oldest and longest project from the UNESCO which emphasis principles of international understanding in the school enviroment.
- 2- Schools participating in this project gradually in asystemic way not in arandom way .
- 3- The number of schools participating in this project increased since Ninety and continuing to increase until now because of the advances of the world and its results which affect the educaional system through some featuresas national standards , technological, scientific advance, international organizations and problems.
- 4- The results reveal that there isn't afixed number of Egyptian schools is participating in this project and the current number (120 schools) isn't correct because the number of schools is lower than it.
- 5- The managment level in these schools is low and this prevent schools to achieve its goals.
- 6- How ever,the project contains all the educational stages but the real is different so,we find many of theparticipating schools contain only one stage or one grade , there fore it prevent schools to achieve its goals because principles of peace , co- operation and under standing need to be put from thebeginning of school and reach its top at the prep and secondary stage.
- 7- The motive of these schools is to achieve an international position.

- 8- The conditions of the UNESCO apply to the participating schools according to about % 74,1 of the sample.
- 9- Absence of systemic planning in schools to do its tasks, this random planning contains activities, finance and students engagement.
- 10- Lack of qualified and trained individuals in schools and this prevent schools to do its tasks.
- 11- Doubling and mixing between schools activities in general and school activities which associated with the project .
- 12- Absence of motivation in schools to continue in this project because of lack of support from the UNESCO, Ministry and the Egyptian National committee
- 13- The activities of schools lack the planning and enthusiasm because it is limited to researchs , articles and forums which didn't encourage students.
- 14- Absence of direct connection channels between the school and responsables in the ministry and the national committee.
- 15- lowering the students participation , this according to about %59,3 of the sample because there are students didn't know these activities (%55,6) .
- 16- There isn't a database in schools to record its advances and achievements as a result of engagement in this project.
- 17- The clear mixing between schools of the responsables in the project , some schools think the ministry is the responsible and others think the national committee.
- 18- The responsible teacher needs several qualifications and training to be qualified in this project.
- 19- Absence of media in these schools , the ministry and the national committee.
- 20- Schools neglect using the Internet to exhibit its activities so it cannot deal with advances which the world face and it limits the connection with the community.

- 21- Schools need real support to achieve its goals in this changing world .
- 22- Schools face many obstacles to achieve its goals (purposes) like personal obstacles which concern managers or managerial or financial obstacles.
- 23- There aren't any relations between the schools participating in this project.
- 24- Negligence of responsables to constitute a general archive for schools to identify its achievements because of schools negligence to send annual reports.
- 25- Absence of continuing motivation and follow up from the UNESCO to these schools.
- 26- UNESCO limits the support for the big projects only so it always accept some schools not all schools.
- 27- Results reveal that there is financial support from the ministry of education according to ministre decision (2005) but many schools didn't take it.
- 28- The school load stands as an obstacle which prevent teacher of activities to do his tasks.
- 29- There aren't any relations between Egyptian schools and Arabic schools in this project.
- 30- How ever , the project contains all different types of schools in Egypt but the results reveal that aren't any difference between these schools , every school has the same low level of engagement.
- 31- Analysis of some text books which schools participating in this project have reveals that :-
 - (A) The UNESCO try to support and develop many international values through its books which schools have.
 - (B) There is Negligence in many of these values because the organization follow specification principle so it emphasis some values and neglect other important values.