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**A Suggested Proposal for Activating the Community
Participation to Develop the Kindergarten in Arab
Republic of Egypt
(A Comparative Study)**

A M .ED Thesis

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Introduction

Interest in early childhood education has become a necessity imposed by the changing nature of the modern world and the civilization of the current age. Early childhood development requires a kind of partnership among family, local community and kindergarten institutions. Community participation is important at all educational levels and especially effective in kindergarten education. This is because developing gifts and creativity at that age requires a kind of co-operation between government and local community, however, kindergarten institutions in Egypt are facing a lot of financial and technical problems related to community participation ,from that we can summarize the problem by the following question

Problem of the study

The problem of the study can be lacked through answering the following main question: "What is a suggested Proposal for Activating the Community Participation to Develop the Kindergarten in Arab Republic of Egypt in light of the United States and England?"

This question is branched into some sub-questions:

- ١ - What are the main features of community participation in education (i.e, meaning - aims – importance – justifications)?
- ٢ – What is the experience of the United States of America in community participation to develop kindergarten?
- ٣ - What is the experience of England in community participation to develop kindergarten?
- ٤ – What is the status of community participation to develop kindergarten in Egypt?
- ٥ – What are the obstacles of community participation in developing kindergarten in Egypt?

- ٦ -What are the similarities and differences between community participation in Egypt and the two compared states (America, England?)
- ٧ –What is a suggested proposal for activating the community participation to develop the kindergarten in Arab Republic of Egypt in light of the United States and England?

Aims of the study:

The current study aims at:

- ❖ Identifying the main features of community participation its meaning , aims , importance ,and justifications
- ❖ Investigating the experience of the United States and England in community participation in kindergarten education
- ❖ Investigating the status of community participation to develop kindergarten in Egypt
- ❖ Conducting a pilot study to stand on the prominent obstacles that hinder the role of community participation to develop kindergarten in Egypt
- ❖ Pointing out the similarities and differences between Egypt ,America and England concerning the mechanics of community participation in kindergarten
- ❖ Introducing a suggested Proposal for activating the community participation to develop the kindergarten in Arab Republic of Egypt in light of the United States and England

Importance of the study:

The study is significant for the following reasons:

- coincidence the study with the ministry of education's efforts to give local communities the opportunity to support kindergarten institutions to achieve their intended goals

- The study helps child educators and policy makers to solve the problems related to the less of participation of the civil community in developing kindergarten , it also aims at making the best use of the experience of America and England in reinforcing the relationship between kindergarten institution and the local community
- Making the best use of the strong points of America and England's experience concerning the mechanisms of community participation in developing kindergarten institutions , and trying to adapt these experience to the Egyptian environment and culture
- The study aims at putting forward suggested proposal of the mechanics of community participation in developing kindergarten institutions in Egypt , it also aims at finding some solutions to the lack of governmental finance of kindergarten

Method of the study:

Comparative method was used in this study as it is the most appropriate and comprehensive one for comparing different educational systems. The descriptive and analytic comparative methods were also used in the study

Procedure of the study:

The study procedure is divided into two parts:

A – The theoretical procedure:

That includes the following:

- preparing the general frame of the study (i.e., introduction – study problem- previous studies – delimitations – significance – study method and procedure)
- discussing the main features of community participation in developing kindergarten (i.e., meaning of community participation, aims, importance, and justifications)

- handling the experience of America and England in community participation in developing kindergarten in Egypt

B – The experimental part:

Which includes the following procedure:

- designing two questionnaires, the first one is administered to a sample of social workers, teachers and administrators at governmental and private kindergarten, and kindergarten attached to non government organizations, the second questionnaire is administered to a sample of university teachers, a sample of kindergarten supervisors, and a sample of staff members of the public administration of kindergarten at the ministry of education and some educational directories

Delimitations of the study:

A - Subjected delimitations:

The current study is limited to kindergarten stage in Egypt (children aged between ٤-٦), and three types of kindergarten institution (governmental, private kindergarten, and kindergarten attached to non government organization which supervised by the Ministry of Education

B - Geographical delimitations:

The piloted study of the research was conducted in three Egyptian governorates that are Fayoum, Beni-Suaif and Cairo

C – Spatial delimitations:

The study is limited to kindergarten institutions in Egypt, The United States and England

Results of the study:

A – There are several obstacles hindering community participation in kindergarten that are:

❖ *Obstacles related to parents' participation :*

- Limited parents' awareness of the importance and method of communication with kindergarten institutions.
 - Limited time available for kindergarten teachers to communicate with parents.
 - Illiteracy of parents and their limited knowledge of educational and cultural issues related to child education.
 - Social, economic, and family problems hindering communication between parents and kindergarten institutions.
 - Lack of interest in introducing kindergarten programs and courses that aim at raising parents' awareness of recent methods of child education
 - Limited interest in forming board treats in kindergarten
- ❖ Obstacles related to participation of non-government organizations:
- Absence of participation and volunteering culture among members of the local community
 - Limited numbers of educators and administrators in qualified for working in non-government organization
 - Absence of the role of media in raising community awareness of the role of played by non-government organizations in developing the society ,and introducing various services especially in early childhood education
 - The administrative limitations imposed on non-government organizations by the Ministry of Education
 - The small budget of the non-government organizations allocate to child education
- ❖ Obstacles related to private sector / business-men participation :

- Business-men build kindergarten schools only for investment and financial purposes
- Absence of the role of media in spreading kindergarten-related issues and needs
- Lack of business-men's awareness of needs and problem of kindergarten schools
- Business-men look at community participation in development as a secondary issue

B- The researcher introduces the following suggestions for activating community participation to develop kindergarten in Egypt that are:

❖ Suggestions related to activating the parents' participation:

- Activating the monitoring and evaluating role of the board of trustees
- Holding an introduction meeting with parents at the beginning of school year for specifying the roles they can play
- Welcoming parents' suggestions and ideas and taking them as priorities
- Inviting parents to participate in school activities related to their specializations
- Calling the Ministry of Education to embrace the idea of family centers and to provide counseling guides for raising parents' awareness of child –education-related issues
- Introducing flexible programs to children and allowing parents to participate in carrying out these programs
- Guiding the family to participate in kindergarten learning activities

- Including parents participation program in teacher-preparing programs
- ❖ Suggestions related to activating the participation of non-government organizations:
 - Increasing financial allocations non-government organizations to participate in kindergarten activities
 - Reducing the mangental burden imposed on the work and activities of non-government organization
 - Giving the non-government organization the opportunity to participate in kindergarten activities
 - Activating the role of media in covering kindergarten school activities
 - Activating the role of non-government organizations which working in the field of scientific researches aimed at developing kindergarten institutions
 - Facilitating the roles of private sectors and local community in introducing various types of support to non-government organizations participating in kindergarten education
 - Establishing non-government organizations that aim at supporting the infrastructure of kindergarten institutions
- ❖ Suggestions related to activating the private sector / business-men participation:
 - Helping unable families to afford the educational needs of their kindergarten children
 - Preparing some campaigns for raising local community and business-men awareness of the importance of supporting kindergarten education

- Encouraging business-men and company owners to offer financial support to their parent-workers to help them provide their kindergarten children with suitable care
- Giving working parents some time to be learning partners of their children learning