Activating Educational Accountability in Professional Development Programs for Basic Education Teachers in the Arab Republic of Egypt in the Light of the Experiences of Some Countries

Submitted By

Asmaa Masoud ABD El Tawab Moftah

(Demonstrator in the Department of Comparative Education)

A thesis Submitted for the Partial Fulfillment of the Requirements of

Master Degree in Education (Comparative Education)

Supervised By

Professor Dr.	**Dr.**
Youssef Sayed Mahmoud	**Hossneya Hussien Abd El Rhman**
The Professor and the head of	Lecturer at Department of
Foundation Of Education	Comparative Education
Department in Faculty of	in Faculty of Education,
Education, Fayoum University	Fayoum University

(The Departed) Professor Dr.

Fatma Mohammad El-Sayed

The Professor Of Comparative Education in Faculty of

Education, Fayoum University

٢٠١٦ ـ ١٤٣٧

Introduction

Professional development is one of the basics of improving education because of its great importance in the development of teaching performance for teachers, and the development of acquiring the necessary skills for all students leading to the achievement of a learning community. The success of the reform steps and the educational innovation depends on the efficiency level of the selection and preparation and training of staff members due to their responsibility towards achieving the educational goals of the educational system. Professional development programs in Egypt encounter many problems, which require the application of the accountability in implementing these programs, hence the problem of study lies therein.

Problem of the Study

Problem of the study is summed up in the following question: "How can educational accountability be activated in professional development programs for teachers of basic education in Egypt through the experiences of some countries? Of this main question, the following questions are ramified:

١. What are the main features of educational accountability and professional development programs?

٢. What is experience of both the United States and Australia in the field of educational accountability in professional development programs?

٣. What is the current reality of educational accountability in professional development programs in Egypt?

٤. What are aspects of similarities and differences between Egypt, the United States, and Australia in this area?

٥. How can educational accountability be activated in implementing professional development programs in Egypt by taking advantage of the experiences of the United States and Australia?

Aims of the Study: The present study aimed to:

١. Identify the most basic features of educational accountability and development programs.

٢. Identify the experiences of both the United States and Australia in the field of educational accountability in professional development programs.

٣. Identify the actual reality of educational accountability in professional development programs in Egypt.

٤. Identify aspects of similarities and differences between Egypt, the United States, and Australia in the field of educational accountability in professional development programs.

٥. Reach a proposed vision for activating educational accountability in professional development programs in Egypt in light of the experience of both the United States and Australia.

Significance of the Research

١. This study may represent an addition to educational literature in Arabic in the field of educational accountability in professional development programs, and the associated concepts, mechanisms, theories, and models in this area.

٢. The study may provide insight to decision-makers and teacher trainers about the importance of the development of teachers, helping them to understand their needs, and improve the chances of development of teachers.

٣. The study could help in the investigation and development of the educational accountability system in professional development programs.

٤. The contribution of this study is to provide some perceptions that can benefit educators responsible for the development of teacher preparation and training programs in accordance with contemporary trends.

Limits of the Study

- Objective limits: the study is limited to two topics: educational accountability and professional development programs.

- Geographical boundaries: the study is limited to the reality of activating educational accountability in professional development programs in Egypt, as well as the expertise of both the United States and Australia in this area.

Terminology of study:

Professional Development:

The current study defines professional development for teachers of basic education procedurally as continuous and planned activities designed to develop and improve the performance of teachers in basic education in all the knowledge, skills and behavioral aspects, and meet the ongoing and changing educational needs.

Educational Accountability in professional development programs:

Defined in the study procedurally as a group of the necessary measures to ensure congruence between what is happening in the professional development institutions of the practices, and the goals these institutions are trying to achieve, which will improve the quality of professional development process, and aim at assessing participation in professional development programs and evaluating outcomes, in order to support standards teaching and learning, and this is done through collecting information, and work assessments, as well as participate in the development of accountability systems and professional accountability for all employees within the institution.

Methodology of the Study: The study used the comparative approach in its two versions: the descriptive and the analytical.

Steps of the Study

١. The general framework of the study and includes (introduction- problem of the study- goals of the study- significance of the study- approach of the study- limits of the study- terminology of the study- steps of the study).

٢. Display the basic features of educational accountability and professional development programs.

٣. Showing the experiences of both the United States and Australia in the field of educational accountability in professional development programs.

٤. Display the current reality of educational accountability in professional development programs in Egypt.

٥. Do a comparative analysis between Egypt and the United States and Australia in this area.

٦. Develop a suggested vision of activating educational accountability in professional development programs in Egypt in light of the experiences of the comparison countries.

Findings of the Study

(A) The existence of a set of obstacles that prevent activation of educational accountability in professional development programs, including:

١. Few financial resources assigned for training and professional development in the general budget, and lack of leadership and technical personnel in training, inefficient trained elements implementing professional development programs.

٢. Resistance to change and lack of desire for professional development, as a result of the lack of awareness of the importance of training teachers because training does not meet the actual needs.

٣. Lack of training systems to integrated and clear philosophy, and the weakness of the program planning level as a result of the unavailability of all the data and information needed by planners.

٤. Conflicts of specialties between actors in various professional development programs, and poor follow-up and evaluation system to track the impact of programs, typical methods and means of the assessment.

(B) Put forward a set of proposals for activating educational accountability in professional development programs, including:

١. Set steps necessary to conduct and activate the educational accountability process for professional development programs.

٢. The need for some of the material and human resources to ensure proper planning of the programs and plans of targeted professional development.

٣. Develop a proper assessment of professional development programs, methods, and establish a mechanism for regular assessment of the efficiency and returns of training programs at all levels.

٤. Activating the role of training units to provide schools with the competencies and skills required by those units to do its part in the training and development as well as the provision of equipment and materials used in the training.