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**The Educational Requirements for Activating the Safe School in
Egypt in light of some Advanced countries Experience: A
Comparative Study**

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Summary

The development of the education system in Egypt has now become a necessary requirement for many and varied considerations related to the reality of the Egyptian education system. This system has many crises and numerous problems that have negatively impacted it. The most important of these problems are the lack of school buildings and the high density of students in classrooms. Besides, the Egyptian education system lacks the futuristic vision and the futuristic dimension of its curricula along with the lack of facilities and equipments in schools in addition to the low participation of the community in directing the educational system and its policy. Besides, there is a weakness of school discipline and its administration along with the absence of students from school. This is coupled with the poor level of teachers and their neglect of their roles. Moreover, the concept of a safe school environment in our schools is still below the required level. There must be a framework that gives the school an appropriate level of security and provides a safe and healthy environment for everyone in the school; the students, workers, teachers and visitors to the school. Therefore, we should work hard to provide a safe environment so that it can perfectly play its assigned role.

Problem of the Study: What are the educational requirements for activating the safe school in Egypt in light of some advanced countries experience?

This main question is divided into the following sub-questions:

1- What is the safe school, its characteristics, traits, objectives, policies, determinants and models of its application?

2- What is the experience of the United States of America and Canada in activating the safe school?

3- What is the reality of the application of the safe school in Egypt?

4- What are the procedures, recommendations and educational requirements for activating the safe school in Egypt in light of the experiences of the United States of America and Canada?

Importance of the Study: The importance of this study is due to the following:

1- Highlighting the current situation of schools in Egypt in order to identify what they need to become safe schools.

2- Benefiting from the experience of the United States of America and Canada for activating the safe school in Egypt.

3- Setting the educational requirements necessary to activate the safe school in Egypt in light of the experience of the United States of America and Canada.

4- This study can benefit the educational officials in the Ministry of Education for the development of schools in Egypt in order to become safer schools for students, teachers, administration and society.

Objectives of the Study: The present study seeks to achieve the following objectives:

1- Identifying the concept of safe school and determining the characteristics and traits of the safe school.

2- Learning the reality of the experience of the United States of America and Canada in the application of the safe school.

3- Standing on the reality of the application of the safe school in Egypt.

4- Benefiting from the experiences of the United States of America and Canada in activating the safe school in Egypt.

5- Setting procedures, recommendations and educational requirements for activating the safe school in Egypt in light of the experience of the United States of America and Canada.

Methodology of the Study: This study used the comparative method because it is one of the most appropriate and comprehensive methods to study different systems in a comparative and comprehensive way to the sub-methods that can be used in this study through the use of the analytical descriptive side and the interpretive comparative one.

Limitations of the Study: The present study is defined by the following limits:

Topical Limits: The study is limited to activating the safe school in Egypt.

Spatial Limits: The study is limited to monitoring the actual reality of schools in Egypt and safe schools in the United States of America and Canada.

Steps of the Study: The study is conducted according to the following steps:

- The first step: setting the general framework of the study including (introduction to the study - the problem of the study - its importance - its objectives - previous studies – method o the study - study terms - study limits - steps of study)/
- The second step: The theoretical framework of the study, including (definition of the safe school - its importance - its characteristics - its

objectives - the bases and principles upon which it is based - how to apply them).

- The third Step: presenting the reality of the safe school in both the United States of America and Canada.
- The fourth Step: presenting the reality of safe schools in Egypt.
- The fifth Step: conducting a comparative analysis between Egypt, the United States and Canada.
- The sixth Step: developing proposals, recommendations and mechanisms for activating the safe school in Egypt in light of the experience of the United States of America and Canada

Results of the Study:

Through this study, the following results were found out:

- The scarcity of data concerning child protection issues, including safety and security in schools.
 - The scarcity of the use of educational methods in dealing with students and in changing their behavior.
 - Lack of school and community-based protection mechanisms to prevent and address student behavioral problems, including reporting and support services about violence and abuse in and around schools.

- The weakness of the school censorship system and accountability to control social relations and hold those who violate prevailing laws and customs.
- Poor implementation of legislation, policies and regulatory frameworks at the national and local levels to protect children in or around schools or in informal educational settings.

Study Recommendations:

- The school building should have safety and security specifications, the ability to cope with crises and natural disasters, and the completion of school buildings for educational and engineering specifications.
- Designing therapeutic and training programs on social and life skills in order to deal with students and school administration staff. These programs aim at achieving peace and security in schools.
- Implementing a Zero-Tolerance policy to prevent student violence through a series of punishments such as expulsion or dismissal due to the violation of school rules. However, when applying these penalties, it is important to consider therapeutic programs to modify the students' behavior. Emphasis should be placed not only on punishment but also on modifying and adjusting student's behavior.
- Applying the policy of "punishing parents" for acts resulting from the misconduct of their children, which are material fines or the cost of acts

of vandalism that caused by their children, so that families will instill values and ethical ideals in their children as well as ensuring their follow-up inside and outside the school.