

Lund University, Education/Sida

**Advanced International Training Programme on
Child Rights, Classroom and School Management**

Effective use of Children's Council in Schools

A pilot intervention programme in Cairo, Egypt

Final Report

Submitted by

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*) We dedicate our project to the name of **"The Deceased, Mama Madiha"** who helped us to implement the project in her school, Abbas El Akkad Experimental School. And we pray for God to rest her soul in peace.

FOREWORD

The Swedish International Development Cooperation Agency (Sida) in co-operation with Lund University has developed a Programme covering Child Rights, Classroom and School Management. The guiding principle in the course and the whole training program is the right to education of all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the Convention of the Rights of the Child, Education for All and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries.

The training programme, which is conducted in English, is designed for those holding positions at School, Intermediate and Central level. Preferably a team representing the levels mentioned consisting of three people from each country is invited to apply. The team is expected to work together throughout the training programme.

The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in September-October 2005. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As the members of the Egyptian team, we decided to focus on "Effective use of Children's Council in Schools: A Pilot Intervention Programme in Cairo".

The second phase consists of a follow up seminar to present the progress in the development of the project work during 2 weeks in Honduras in March of 2006. The third and last phase was a visit by our Mentor from Lund University in July 2006, when we together visited some key people in government departments and the Regional Coordinator for Sida in the Swedish Embassy and her assistants, report the outcomes of our pilot project and appeal for support for the continuation of the activities initiated by the pilot project.

We would like to thank Sida and the University of Lund for having given us the opportunity to have this wonderful experience,

We would like to thank the Regional Coordinator for Sida at the Swedish Embassy and her staff for their understanding and advice and for the useful material that they provided for our project.

Also, the great thanks will be sent to our Ministry Of Education in Egypt and all of our Directors who helped us a lot for having the chance to be members in this training course, Especial Thanks to Mrs Safaa Elghazally, Undersecretary Director of Central Directorate for In-Service Training as she helped us a lot in Implementing the training course of the project in ABBAS El AKKAD school, and for Including the project in the Training annual plan of CDIST for another 13 Governorate next year.

Finally, we really would like to thank all our friends from the other countries who shared with us the programme and gave us the opportunity to know a lot about their countries.

We hope that the information presented in this report will help those interested in promoting issues of democracy and human rights in general and child rights in particular in our country.

Table of Contents

- 1.** Local background to the Project
- 2.** Formulation of the Problem. Aims and Objectives.
- 3.** Implementation of the Project
 - 3.1. Defining the Task, Target group(s) and Limitations
 - 3.2. Choice of Methods – How we implemented the Project!
 - 3.3. Collection of Data/Material
 - 3.4. Participants in the Project Work
 - 3.5. Resources for the Project
 - 3.6. Drawing up a Work Plan and a Time Table
- 4.** Outcomes of the Project
 - 3.7. Pilot Project
 - 3.8. Full implementation of the Project
 - 3.9. After the Pilot Project
- 5.** Evaluation or Assessment of the Results of the Project
- 6.** Conclusions
- 7.** References
- 8.** Appendices

1 Local background to the project

Egypt

Egypt is probably the world's oldest civilization having emerged from the Nile Valley around 3,100 BC, historically. Egypt is probably one of the oldest vacation spots. Early Greeks, Romans and others went there just for fun, and to see the wonders of some of mankind's earliest triumphs. But Egypt is much more than Pyramids and monuments. It is also Red Sea scuba diving, hot night spots, luxury hotels and five star restaurants. It is romantic cruises down the Nile on festive river boats, a night at the grand opera and it is a cultural experience like none you have ever experienced. Egypt is a land bustling with life, sound, visual beauty and excitement. More than anything else, we want you to think of Egypt as fun. For thousands of years, it has been the playground of emperors and kings, and we hope you will take the time to find out why.

The regularity and richness of the annual Nile River flood, coupled with semi-isolation provided by deserts to the east and west, allowed for the development of one of the world's great civilizations. A unified kingdom arose circa 3200 B.C. and a series of dynasties ruled in Egypt for the next three millennia. The last native dynasty fell to the Persians in 341 B.C., who in turn were replaced by the Greeks, Romans, and Byzantines. It was the Arabs who introduced Islam and the Arabic language in the 7th century and who ruled for the next six centuries. A local military caste, the Mamluks took control about 1250 and continued to govern after the conquest of Egypt by the Ottoman Turks in 1517. Following the completion of the Suez Canal in 1869, Egypt became an important world transportation hub, but also fell heavily into debt. Ostensibly to protect its investments, Britain seized control of Egypt's government in 1882, but nominal allegiance to the Ottoman Empire continued until 1914. Partially independent from the UK in 1922, Egypt acquired full sovereignty following World War II. The completion of the Aswan High Dam in 1971 and the resultant Lake Nasser have altered the time-honored place of the Nile River in the agriculture and ecology of Egypt. A rapidly growing population (the largest in the Arab world), limited arable land, and dependence on the Nile all continue to overtax resources and stress society. The government has struggled to ready the economy for the new millennium through economic reform and massive investment in communications and physical infrastructure.

Egyptian Geography:

Location: Northern Africa, bordering the Mediterranean Sea, between Libya and the Gaza Strip, and the Red Sea north of Sudan, and includes the Asian Sinai Peninsula

Geographic coordinates: 27 00 N, 30 00 E

Map references: [Africa](#)

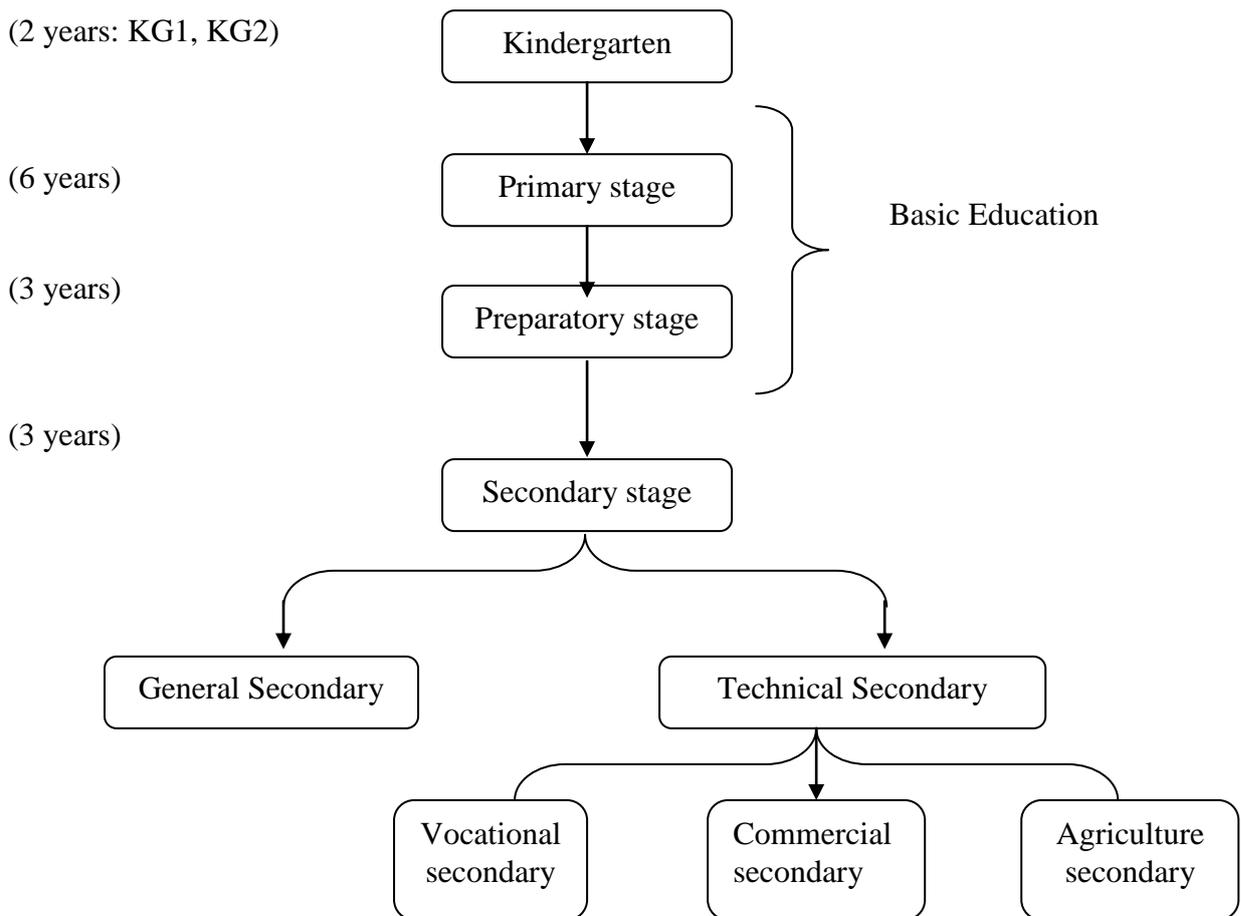
Area: *total*: 1,001,450 sq km
land: 995,450 sq km
water: 6,000 sq km

Area - slightly more than three times the size of New Mexico
comparative:

Land boundaries: *total*: 2,665 km
border countries: Gaza Strip 11 km, Israel 266 km, Libya 1,115 km, Sudan 1,273 km

- Coastline: 2,450 km
- Maritime claims - *territorial sea*: 12 NM
as described in *continental shelf*: 200-m depth or to the depth of exploitation
UNCLOS 1982 *contiguous zone*: 24 NM
(see Notes and *exclusive economic zone*: 200 NM
Definitions):
- Climate: desert; hot, dry summers with moderate winters
- Terrain: vast desert plateau interrupted by Nile valley and delta
- Elevation *lowest point*: Qattara Depression -133 m
extremes: *highest point*: Mount Catherine 2,629 m
- Natural resources: petroleum, natural gas, iron ore, phosphates, manganese, limestone,
gypsum, talc, asbestos, lead, zinc
- Land use: *arable land*: 2.85%
permanent crops: 0.47%
other: 96.68% (1998 est.)
- Irrigated land: 33,000 sq km (1998 est.)
- Natural hazards: periodic droughts; frequent earthquakes, flash floods, landslides; hot,
driving windstorm called khamsin occurs in spring; dust storms,
sandstorms
- Environment - agricultural land being lost to urbanization and windblown sands;
current issues: increasing soil salination below Aswan High Dam; desertification; oil
pollution threatening coral reefs, beaches, and marine habitats; other water
pollution from agricultural pesticides, raw sewage, and industrial effluents;
very limited natural fresh water resources away from the Nile which is the
only perennial water source; rapid growth in population overstraining the
Nile and natural resources
- Environment - *party to*: Biodiversity, Climate Change, Desertification, Endangered
international Species, Environmental Modification, Hazardous Wastes, Law of the Sea,
agreements: Marine Dumping, Ozone Layer Protection, Ship Pollution, Tropical Timber
83, Tropical Timber 94, Wetlands
signed, but not ratified: Climate Change-Kyoto Protocol
- Geography - note: controls Sinai Peninsula, only land bridge between Africa and remainder of
Eastern Hemisphere; controls Suez Canal, a sea link between Indian Ocean
and Mediterranean Sea; size, and juxtaposition to Israel, establish its major
role in Middle Eastern geopolitics; dependence on upstream neighbors;
dominance of Nile basin issues; prone to influxes of refugees

Educational System



We can find the same stages in another kind of Education called (El Azhar Education). It's a kind of Islamic Education has the same curriculum besides additional Islamic curriculum.

- In 1991 Egypt carried out a new strategy for educational reform. Since the very beginning, the main objective was to modernize and enhance the education system, so the ministry put the following principles to the process of pre-university education reform:
 1. Ensure decentralization and support community participation.
 2. Ensure quality in education.
 3. Reform curricula and evaluation methods.
 4. Improve teacher performance.
 5. Increase school capacity and reduce class size.
 6. Literacy and Adult Education.
- One of the main issues the ministry take a concern is the “School Performance Improvement”

So MOE put a plan to achieve the following objectives:

- Achieve a social atmosphere in schools that supports positive values.

- Increased use of student-centered learning to develop creativity and active self-learning.
 - Communication and cooperation between the school and its local community.
 - Excellent leadership able to respond effectively to decentralization
- One of the major projects in Egypt now Early Childhood Education Enhancement Project (ECEEP)
 - Objectives:
 - To increase enrolment of 4 to 6 year olds in Egypt’s poorest regions in ECE
 - Enhancing the role of NGOs in ECE.
- Caring with the childhood has a very important side to put in consideration which is “Gifted & Special Needs Children”:
 - For gifted children, the MOE will seek ways to motivate and support gifted children.
 - The MOE will study the possibility of re-implementing the accelerated system for outstanding students.
- Children with Special Needs:
 - Looking at partial integration of special needs students
 - Formation of special committee to carry out integration projects.

CRC in Egypt

Overview:

The issue of human rights is one of the main issues currently raised on the political area with a top priority on both local and global agenda. By the end of World War II, there arose a dire need to achieve world peace and global balance on the world area.

On the local level, Egypt has keenly sought to participate in all international efforts on issues pertaining to human rights, woman and human development as part of an overall modernization process, which began since the early 20th century.

As a sign of its civilized commitment to and respect for human rights issues, Egypt has set up the National Council for Motherhood and Childhood (NCMC) in 1989, followed by the National Committee for Women in 1993, the National Council for Women (NCW) in 2000 and the National Council for Human Rights (NCHR) in 2003.

Egypt was also among the first countries to sign the international agreement on child rights in December 1989. It further declared its first decade for the child protection (1989-1999).

The Convention on the Rights of the Child explicitly recognizes the essential role of parents and family in a child’s upbringing. Egyptian society also recognizes this, and places the family at the very centre of life and a child’s rearing. The freedom to express opinions and discuss ideas is also an important factor in a child’s development, however, one which is not always well served by the strong, traditional lines of authority that run through Egyptian families and

society, that Egyptian research suggests that children who have freedom to discuss decisions that affect their lives are more likely to develop the confidence, coping skills, and leadership qualities necessary to be successful adults.

The issue of human rights in Egypt has also drawn a remarkable attention over the past few years as part of an increasing international interest in human rights and a rise in the number of the Non-Government Organizations (NGOs) and civil society organizations operating in the same field.

The human rights situation in Egypt calls for examining the human rights issues politically and legally by handling the following issues:

- Human rights in Egyptian history
- International agreements and covenants acceded by Egypt.
- Human rights in the Egyptian Constitution.
- Major bodies and institutions operating in the field of human rights in Egypt.

1. International agreements on human rights acceded by Egypt

- a. The anti-slavery agreement of 1926 and its amendment protocol of 1953 as well as the complementary agreement of 1956.
- b. The international anti-genocide treaty, signed in 1948.
- c. Both agreements on CORVEE of 1930, 1957 (International Labour Organizations agreements No. 29, 105)
- d. The International Agreement on the Prevention of Women and Children Trafficking of 1950.
- e. The International Agreement on the Elimination of all Forms of Racial Discrimination of 1966.
- f. The International Agreements on the Prohibition and Punishment for Racial Discrimination (United Nations, 1973).
- g. The Convention on Refugees' Status (United Nations, 1951).
- h. The Protocol amending the International Convention Refugees' Status (United Nations, 1967).
- i. The International Covenant on Political and Civil Rights (United Nations, 1966).
- j. The International Covenant on Cultural, Social and Economic Rights (United Nations, 1966).
- k. The International Convention on the Prevention of all Forms of Discrimination against Women (United Nations, 1967).
- l. The international Convention on Women's Political Rights (United Nations, 1953).
- m. The International Convention on combating torture and other Forms of Cruel, Inhuman or Humiliating Treatment (United Nations, 1984).
- n. The International Convention on Child Rights (United Nations, 1990).
- o. The International Convention on combating Racial Segregation in Sports (United Nations, 1985).
- p. The International Convention on the Rights of Immigrant workers and Family members.
- q. The Optional Protocol to the Convention on Child Rights with regard to Trafficking and Exploiting Children in Prostitution and Pornography (Geneva, 2000).
- r. The Optional Protocol to the Convention on Child Rights with regard to child participation in armed conflict (Geneva, 2004).

2. Regional human rights agreements acceded by Egypt

- A- The African Charter on Human and Peoples' Rights, 1980.
- B- The Arab Charter on Child Rights, 1983.
- C- The African Charter on Child Rights and Welfare, Addis Ababa, 2001.

3. Major human rights organizations and institutions operating in Egypt

1. Governmental organizations

"The National Council for Human Rights"

The Council is seen as a new step to enhance democracy and ensure freedom of citizens from the standpoint of human rights, party pluralism, public freedoms and political reform. It aims at: -

- Protecting the Egyptian rights at home and promoting Egypt's image abroad by seeking to abolish all freedom-restricting legislations.
- Cooperating with human rights non-governmental organizations in Egypt, which shoulder heavy burdens in this domain.

Functions:

- To lay down a national action plan to reinforce and develop the protection of human rights and propose useful means to achieve this plan.
- To receive complaints from citizens and organizations and channel them to concerned authorities.
- To follow up the ratification of international conventions and agreements related to human rights.
- To join Egyptian delegations to the national and international for a concerned with human rights. In addition, the council takes part in preparing country reports that required to be periodically submitted to UN human rights' commissions and other agencies in application of the international accords.
- To coordinate with state institutions concerned with human rights.
- To participate in disseminating the human rights cultures and raising citizens' awareness of the human rights values.

Regional Organizations:



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Forum allows children to participate in important decision affecting their lives



© UNICEF Egypt

Animation workshop produced films on children's rights

UNICEF is involved in several projects aimed at giving Egyptian children the right to participate in important decisions affecting their lives.

One such project is the Children's Forum. Founded in 1999, the forum has evolved into a panel of articulate and highly-motivated children from diverse backgrounds, with a strong grasp of the techniques of self-representation. Currently, the forum has 1,000 child members, selected from 50 NGOs in ten governorates.

A typical Forum session is both dynamic and constructive. Everybody's opinions are listened to and taken seriously. After a day spent brainstorming and problem solving, children make formal presentations to the Forum, identifying the problems in their communities that they want to see addressed and outlining ideas--often innovative--for solving them.

Building a culture of genuine participation and democracy for children will nonetheless take time, according to Simon Ingram, UNICEF Egypt Communication Officer.

"One of the challenges for our generation is to listen 'for' and 'to' the views of children, and in all the ways they might be articulated. We must ensure children have the freedom to express themselves in an authentic and meaningful way," he says. This can be achieved in different ways. At one recent workshop, 23 members of the Children's Forum used simple animation techniques to produce short films on themes related to children's rights.

UNICEF works through a network of 70 NGOs called the Coalition on the Rights of the Child in Egypt (CRC). The CRC is building a children's movement in Egypt both by encouraging children from diverse backgrounds to come together and participate in democratic decision-making forums, and at the governmental level by discussing issues and remedies with policymakers.

In 2003, the CRC Coalition recently launched a survey conducted by the Public Opinion Research Centre at Cairo University. Undertaken with UNICEF support and entitled "The Future as Seen by Egyptian Teenagers," the survey presents the dreams and aspirations of the largest segment of the Egyptian population.

2- Non-governmental Societies

Acknowledging the civil society role in the field of human rights and other social and political fields, the state gave the opportunity for individuals and groups to establish NGOs to work in the field of human rights with full freedom.

A case in point of these societies is:

A- The Egyptian Organization for Human Rights (EOHR)

It aims at enhancing respect to the human rights and basic freedoms in a way to goes in line with tenets of divine religions and the basic principles of the Universal Declaration on Human Rights and other International Conventions. It also works for defending individuals' rights against violations and abuses of these covenants and deepening citizens' awareness of their lawful rights, regardless of their creed or political affiliation. Since 1990, the organization has issued annual reports on human rights in Egypt. It also issues a bulletin and statements reporting forms of human rights violations.

B- Arab Organization for Human Rights

It aims at promoting respect to human and peoples' rights and the political freedoms in the Arab home for all citizens in accordance with the principles of the World Declaration of Human Rights and other related international charters. It also works for defending rights of individuals and groups against any violations.

C- The Arab Program for Human Rights Activists:

- Protecting human rights activists against violations.
- Working with human rights activists to exchange experiences and skills and provide mutual protection against human rights violations.

D- Cairo Center for Human Rights Studies:

- Bolstering human rights in the Arab world.
- Analyzing difficulties that block the application of international human rights law and disseminating human rights culture in the Arab societies.
- Promoting human rights culture.
- Drawing up scientific and educational programs and holding conferences, seminars and workshops on human rights.

The Project

Egypt faces in 2005 a great change in its political process. This year, we had the great election of a president for the following 6 years and the members of the parliament. Although these were great issues, there was a problem in voting as we observed from the studiers' point of view. Only 7131851 million people shared in the voting process although we are round 77 million citizens in Egypt. This led us to the question: why don't the other round 69.8 million shares? Is it because they don't know the importance of voting, or they don't believe in it, or they think it is not useful, or what exactly?" Thus we conclude after doing a lot of interviews with officials working in the field of Education" and from our point of view: It is due to the lack of the awareness of people how important voting is for having good leaders or representatives in our parliament.

We, the change agents, participants of Sida's child rights program discussed this matter and agreed on these ideas:

- Our children haven't been brought up knowing how to give their opinions about who represents them in their schools
- There is no concern about their opinions in the school
- They don't share in school board
- There is no effective representative of them in school
- They don't go through the process of voting to know its benefit or even its default.
- Although we have a student union system in our schools, it's not that effective.
- Etc

2 Formulation of the Problem

Why this problem is important in our context?

Within this Egyptian context, the team members found out that it would be a challenge to initiate a programme of intervention to train students to make effective use of student's councils in our schools. This would have as a long-term aim of developing people who know their rights to vote and to give express their opinions and, as a result, promote good leaders in the future.

3 Implementation of the Project

3.1 Defining the Task, Target group(s) and Limitations

What exactly we have done?

Our project is a training course to help students have a serious election for their school council and we give them different lectures and workshops to raise their awareness about their rights and the importance of the leadership. At the end of the training course we have a questionnaire that is distributed to 2 groups, a control group and the experimental group from a preparatory stage.

Besides that, we helped our experimental group to practice the process of voting in their school and to choose the right persons to represent them in the school board and now they are having their meetings regularly every 2 weeks, THIS MAKES US VERY PROUD OF THEM?

Place of implementation

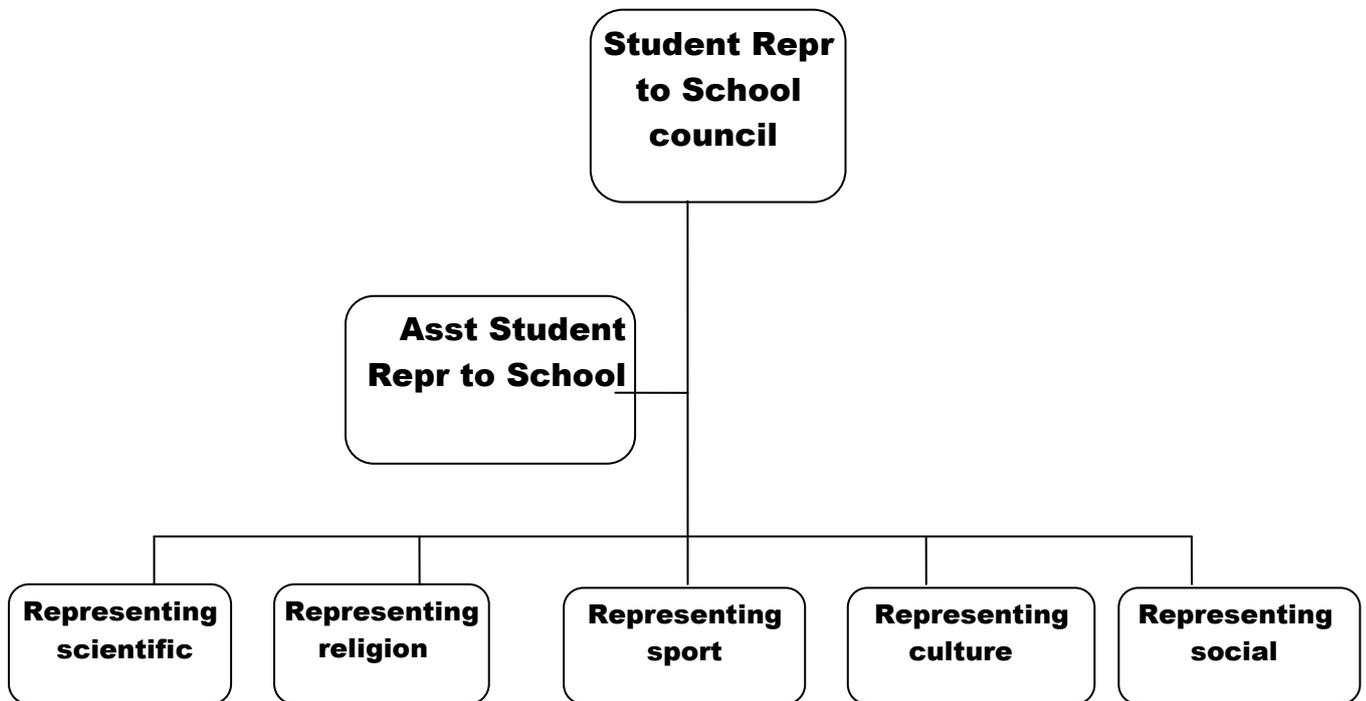
Abass Elakad preparatory, Experimental language school, New Nasr city, Cairo, Egypt.

(Classroom & the school library)

We put an action plan and we implemented it in Abass Elakad School as a piloting training course.

Abbas El Akkad school is starting from K.G. School to Secondary school, it has around 3 to 4 classes in each grade, around 120 students in each grade so it its about 1440 students each year, The staff of teaching and administer around 160.

Who are the members of the school council in the preparatory stage? And how many they are in Abass Elakkad school?



The school council is 5 students for each class in each grade they are selected at the beginning of the year and they are chosen from their classmate through an election on October each year. And from the elected students the representing student to school and his/her assistant are chosen again through another election but this time they are elected by the council members.

3.2 Choice of Methods – How we implemented the Project

We have plan a training course and we implement it in Abbas El Akkad School. Here is the main content of the course:

Title of Training Programme

Effective use of Children's Council in Schools

Goal of the programme

Developing the students' skills in leadership and increasing their awareness of their rights and duties.

Methods of training

Lecture, workshop, face to face training.

Activities

Open Discussions – Brainstorming – Model assembly – Art Exhibition – Debates – Field visits
Demonstration.

3.3 Collection of Data/Material

Theme

- Implementing the Convention on the Rights of the Child
- Theory and Practical Experiences
- Teaching students the basic concepts of leadership and democracy.

Content of the programme

1. The UN convention on the right of the child. (See appendix 1)
2. Setting up special child and youth councils.
3. Local government participation for young adults.
4. Children as participants.
5. Effective Leadership.
6. The nature of Leadership.
7. Job description of students' parliament jobs in Egyptian classroom.
8. Leadership VS. Management

3.4 Participants in the Project Work

Trainees

25 students of preparatory stage, selected council, as an Experimental group; teachers of English language and social worker/teacher.

25 students as a Control group. They will have the questionnaire at the end of the course.

Lecturers

1. Ms Wafaa Dawood
2. Ms Samah Hassan
3. Ms Madiha Abdelslam

3.5 Resources for the Project

Materials

Articles & Worksheet about child rights and leadership from

1. The first book " Leadership in Organizations "
2. The second book " Child rights, classroom and school "
3. Internet <http://www.unicef.org/ere/index>

3.6 Drawing up a Work Plan and a Time Table

Duration of the piloting and full implementation of the training before going to Honduras

9 days (8 lessons + 1 day for Evaluation)

From 26th November 2005 to 20th February 2006

Divided into four phases:

1. Phase 1: (3 days) November 26th & 4th December & December 11th
2. Phase 2: (2 days) 18th December & December 25th, 2005
3. Phase 3: (3 days) February 4th & 11th & 18th, 2006
4. Phase 4: (1 day) February 20th, 2006 (Questionnaire).

This School Year 2006/ 2007 in our ministry Annual Training Plan we are going to train round 210 English Teachers and Social workers in 30 school in 7 Governorate in Egypt.

4 Outcomes of the Project

- 4.1 We believe that Egypt is going to have a new generation in the future of good leaders, participants in the parliament and citizens who trust them because they choose them according to their will.
- 4.2 It has been noticed the school children do not have a clear idea about the aim of voting and the benefits that would return to them from this process.
- 4.3 The course had a positive effect on students' understanding of leadership in comparison to students who did not attend the lectures, as they still see leadership as the role of one person. More activities among students should be conducted on a regular basis that would enable them to perform different roles and to experience the meaning of effective leadership.

5 Evaluation or Assessment of the Results of the Project

Questionnaire of 20 questions was developed to make the assessment.

Steps followed to implement the questionnaire:

- Selecting 2 groups (experimental group and control group), instead of making pre test and post test for the same group.
- The 2 groups are equal in age and in the same stage, (2nd prep school).
- The experimental group has received a number of lectures about leadership and the process of elections.
- After completing the lectures the experimental group was asked to take the questionnaire.
- The control group was asked to take the questionnaire without attending lectures.

Questionnaire Analysis

	The questions	Experimental group		Control group	
		Yes	No	Yes	No
1	Do you know the aim of “Voting”?	24	1	13	12
2	Do you think that voting is an effective tool to achieve its objective?	23	2	6	19
3	Do you have voting process in your school to select the “School Union”?	23	2	16	9
4	If yes: Does it take a right process	18	7	10	15
5	Do you participate in it effectively?	15	10	6	19
6	The reason of not participating effectively	(7 from 10) student said that it because the teachers choose the selected students		Most of the students said that it because the teachers choose the selected students	
7	Do you know the right basis to select the suitable student?	Most of the students choose A*		Most of the students choose A	
8	Do you think that leadership is skill to learn or personal attitude?	<ul style="list-style-type: none"> Most of the students in the 2 groups agreed that “Leadership is a personal attitude” 			
9	Does the school union have the power to change any decision made by the School board?	18	7	19	6
10	Do you have an intention to get a voting card when you are 18 years old?	25		14	11
11	The School Union Member duties	99 % of the 2 groups agreed that the duties of the school union is all of the bullets mentioned			
12	Do you have a different opinion to select the effective leader for your class or the school?	3	22	3	19
13	Do you think that leader’s opinion should be the same as the group opinion?	12	13	11	14
14	The leader must have an excellent discussion language.	25	—	25	—
15	Giving the priority to the group benefit is one of the objectives of the good leadership.	25		23	2
16	Delegating authority is one of the excellences of the good leader.	19	6	14	11
17	More than one leader in a group is one of the reasons that lead to failure in work.	22	3	22	3
18	Making decision is the leader’s duty only.	25	—	5	20
19	The leader should be more flexible to discuss the other’s opinion to choose the right opinion not to insist on his own opinion.	25	—	23	2
20	Finally, in your opinion, it is better to be a leader than to be one of a team which is led by a good leader	<ul style="list-style-type: none"> 50% leader 50 % a member in group led by a good leader The two groups agreed that the most important point is to have a good leader and a helping group to assist him/her. 			

A= All the bullets mentioned in the choices

A* = All the previous except number 5

Analysis of the responses of the 2 groups has shown the following:

N Q		Control Group	Experimental Group
1	Aim of voting	30% don't know the aim of voting	4% don't know the aim of voting
5	Participating in school union voting	80% don't participate effectively	30% don't participate effectively but promised that they'll participate effectively because it's one of their rights and also a good step to change
6	The reason of not participating in voting	(80%) of the students agreed that they don't gain any benefits from voting	(30%) of the students agreed that they don't gain any benefits from voting
7	The right basis to select the leader	The 2 groups nearly agreed on the qualities of a good leader but most of the experimental group excluded bullet number 5 may be because they see that it's not a good reason to choose the leader	
10	Intention to get a voting card in age 18	50% said NO	The whole group said Yes because it's one of our rights to choose our leader besides it's a kind of responsibility.
16	Delegating authority	50% don't agree with the idea of delegating authority as they thought that the leader should be always the only responsible person	Just 10% said "No" unless the whole group would agree on the person who will be delegated to
18	Just one leader for work	30% think that it should be more than one leader for work benefits	More than 94% agree that any work should have one leader.
20	To be a leader or just one in the group	40 % like to control groups so they like to be leaders but 60% refuse responsibilities	55% like to be leaders but with the help of others because they like to take more responsibilities, 45% like to give support to the leader

As for the rest of the questions, both students of the experimental group and the control group responded similarly.

The 2 groups agreed that:

- Leadership is a personal attitude.
- The school union doesn't have the power to change decisions made by the school board.
- Decision making is a shared responsibility between the leader and the group.

Comments of the students

Replying to Question No 20:

I think both of being leader or to be led by a good leader is very good because I really want to make a change in life and I think that I'm able to be a leader also being one in a group which is led by a good leader is good too because it's very good to be in a safe hands and some one you trust.

Creative idea from one of the students replying on question N12, on how to make an ideal voting:

My idea depends on giving each of the candidates a code number and writing the good ideas the candidates will do on the board without writing any names and we will choose the leader through the code number and his ideas.

- **Some of the comments of the students as They have been interviewed after we returned from Honduras :**

-Abbass Al-Akkad Students speak out on The School Parliament.

1. Maya Attef, Second Preparatory

"The school parliament has given me the opportunity to give back to the community. I feel that helping others only helps you. I am glad I have had the opportunity to understand life."

2. Enas Ehab, First Preparatory, Leader of the editing Group

"By working in the school parliament, we had the opportunity to put what we learn at school and put all our theories into practice. Throughout the entire writing process, we could not forget that a real audience and benefactor depended on the success of our work. Service-learning allowed me to see, create, and react to world outside of the classroom ,school and my country despite these educational gains, I value most the opportunity to contribute to this project and to create friendships with my group members, teachers and leaders as well as enhance my skills a lot."

3. Ghudy Magdy, Third Preparatory

"Working with the school and students of primary stage was one of the most rewarding experiences of my life. I sincerely believe that all students should be required to give back. At this level, we should begin to start thinking about our responsibilities to our community, for none of us could be who and where we are without the support of our community. This has been a wonderful experience...one that I shall forever cherish."

6 Conclusions

- It has been noticed the school children do not have a clear idea about the aim of voting and the benefits that would return to them from this process.
- The course had a positive effect on students' understanding of leadership in comparison to students who did not attend the lectures, as they still see leadership as the role of one person. More activities among students should be conducted on a regular basis that would enable them to perform different roles and to experience the meaning of effective leadership.

Recommendations

- There's a need to implement similar courses as the one implemented by our group to raise the awareness of students and help them to be more effective citizens in the political life in the future.
- It has also been concluded that there is a need to implement similar courses for teachers and school directors to allow students to perform their role through students' union more freely. This would encourage more students to participate in the school board because they would experience real benefits from the election process.
- Regulations of the election process need to be clarified to all students to increase the sense of credibility and encourage more students to participate.

How do we intend to continue?

- We are going to continue with the secondary stage in the same school and try to implement our project in other schools in the same area in Cairo.
- We are going to plan & help to implement it in another 6 governate in Egypt as change agents Mrs Wafaa Dawood has included the training program in the Annual training program of the ministry of Education for year 2006/2007 according to the Recommendations of Mrs Safaa Elghazally undersecretary Director of Central Directorate of in-service training.

7 References

1. UNICEF, EGYPT, Animation workshop produced films on children's rights
2. The first book " Leadership in Organizations "
3. The second book " Child rights, classroom and school "
4. Internet <http://www.unicef.org/ere/index>
5. UNICEF EGYPT, Forum allows children to participate in important decision affecting their lives.

8 Appendices

1. Training material
2. Pictures taken for the project

Appendix 1

UN Convention on the rights of the child

Day 1

Aims:

At the end of the lecture Ss will be able to:

- Understand what is meant by children rights in the convention
- Aware and disseminate information on the convention and the optional protocols
- Analyse the actual situation of children in Egypt.
- Ensure that they need changes to have their full rights.

Protecting and realizing children's rights



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Children, such as this small boy in China, need the support of their families and every member of society.

Human rights apply to all age groups; children have the same general human rights as adults. But children are particularly vulnerable and so they also have particular rights that recognize their special need for protection.

Children's rights in the human rights framework

The Convention on the Rights of the Child sets out the rights that must be realized for children to develop their full potential, free from hunger and want, neglect and abuse. It reflects a new vision of the child. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

The Convention and its acceptance by so many countries have heightened recognition of the fundamental human dignity of all children and the urgency of ensuring their well being and development. The Convention makes clear the idea that a basic quality of life should be the right of all children, rather than a privilege enjoyed by a few.

From abstract rights to realities

Despite the existence of rights, children suffer from poverty, homelessness, abuse, neglect, preventable diseases, and unequal access to education and justice systems that do not recognize their special needs. These are problems that occur in both industrialized and developing countries.

The near-universal ratification of the Convention reflects a global commitment to the principles of children's rights. By ratifying the Convention, governments state their intention to put this commitment into practice. State parties are obligated to amend and create laws and policies to fully implement the Convention; they must consider all actions taken in light of the best interests of the child. The task, however, must engage not just governments but all members of society. The standards and principles articulated in the Convention can only become a reality when they are respected by everyone—within the family, in schools and other institutions that provide services for children, in communities and at all levels of administration.

New Vocabulary:

Ratification

Implement

Abuse

Preventable

Heightened

Recognition

Charity

Fundamental

Day 2

Setting up special child and youth councils

Aims:

At the end of the lecture Ss will be able to:

- Understand the role of the leader
- Appreciate the role of the members of the school council
- Plan the actual process for voting for the Ss council of year 2005 – 2006
- Gather information about the performance council.
- Try to avoid attribution biases.
- Provide corrective feedback promptly.
- Describe the deficiency briefly in specific terms.
- Explain the adverse impact of ineffective behavior.
- Stay calm and professional.
- Mutual identifies the reasons for inadequate performance.
- Ask the person to suggest remedies.
- Express confidence in the person.
- Express a sincere desire to help the person.
- Reach agreement on specific action steps.
- Summarize the discussion and self agreement about the action plan to set up the new council.

Day 3

Local government participation for young adults

Aims:

After studying this chapter Ss should be able to:

- Understand how conceptions about the importance of traits have changed over the past 70 years.
- Understand the types of research methods that have been used to study leadership traits and skills.
- Understand what traits and skills are most relevant for effective leadership.
- Understand how traits and skills are related to leadership behaviour.
- Understand how the relevance of a trait or skill depends on the situation, type of organization. And national culture.
- Understand the traits and skills that cause some people to derail in the management of their careers.
- Understand the limitations of the trait approach.

Children as participants

Fulfilling obligations under the Convention on the Rights of the Child and its Optional Protocols



A woman health worker (left) explains the polio vaccination process at a health centre in Egypt. The government of Egypt has made good process in improving early child health, with immunization rates above 95 per cent since 1996.

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Translating child rights principles into practice requires action and leadership by governments. By ratifying the Convention, States commit to undertaking "all appropriate legislative, administrative and other measures" for the full realization of the rights it contains and to reporting on these measures to the Committee on the Rights of the Child, the body of experts charged with monitoring States' implementation of the Convention. For more information on the Committee, see the 'Monitoring' page in this section.

There is no specific right or wrong implementation measures; however the Convention should be the main benchmark and inspiration for all government action. In its reviews of States' reports, the Committee urges all levels of government to use the Convention as a guide in policy-making and legislation, to:

- Develop a comprehensive national agenda;
- Develop permanent bodies or mechanisms to promote coordination, monitoring and evaluation of activities throughout all sectors of government;
- Ensure that all legislation is fully compatible with the Convention and, if applicable the Optional Protocols, by incorporating the provisions into domestic law or ensuring that they take precedence in cases of conflict with national legislation;
- Make children visible in policy development processes throughout government by introducing child impact assessments;
- Analyse government spending to determine the portion of public funds spent on children and to ensure that these resources are being used effectively;
- Ensure that sufficient data are collected and used to improve the situation of all children in each jurisdiction;
- Raise awareness and disseminate information on the Convention and the Optional Protocols by providing training to all those involved in government policy-making and working with or for children;
- Involve civil society including children themselves – in the process of implementing and raising awareness of child rights; and
- Set up independent national offices—ombudspersons, commissions, focal points within national human rights institutions, or other institutions—to promote and protect children's rights.

Day 5

EFFECTIVE LEADERSHIP

Learning Objectives:

After studying this chapter Ss should be able to:

- Understand s effective leadership depends on the situation.
- Understand how aspects of the situation enhance or diminish the influence of a Leader on follower performance.
- Understand what aspects of the situation are most relevant as determinants of effective leadership.
- Understand how aspects of the situation can serve as a substitute for the influence of formal leaders.
- Understand the primary contingency theories of effective leadership.
- Understand the conceptual weaknesses of each contingency theory.
- Understand the findings from empirical research on contingency theories and the limitations of this research.

Day 6

THE NATURE OF LEADERSHIP

After studying this chapter Ss should be able to:

- Understand why leadership has been defined in so many different ways.
- Understand the controversy about differences between leadership and management.
- Understand how leadership will be defined in this hook.
- Understand why it is so difficult to assess leadership effectiveness.
- Understand the different indicators used to assess leadership effectiveness.
- Understand what aspects of leadership have been studied the most during the past 50 years.
- Understand how leadership can be described as an individual, dyadic, group, or organizational process.
- Understand the organization of this book.

Day 7

Job description of students' parliament jobs in Egyptian classroom

Learning Objectives

After studying this chapter Ss should be able to:

- Understand what research methods have been used to study leadership behaviour.
- Understand the findings in the earl\ research on leadership behaviour.
- Understand how leadership behaviour can be described with either broad or specific categories.
- Understand the different methods for developing taxonomies of leadership behaviour.
- Understand why task, relations, and change-oriented behaviours are important for leadership effectiveness,
- Understand how specific types of task and relation's behaviour can be used effectively.

- Understand why it is useful to classify leadership behaviour in terms of a three-dimensional model.
- Understand the contributions and limitations of the behaviour approach.

Day 8

Leadership VS. Management

Learning Objectives

After studying this chapter Ss should be able to:

- Understand how the theories of charismatic and transformational leadership differ from earlier leadership theories.
- Understand similarities and differences among the major theories of charismatic and transformational leadership.
- Understand why attributions of charisma are jointly determined by the leader, the followers, and the situation.
- Understand what traits, behaviours, and influence processes are involved in charismatic and transformational leadership.
- Understand why charismatic leadership can result in undesirable consequences for followers and the organization.
- Understand what research methods have been used to evaluate theories of transformational and charismatic leadership.
- Understand the major findings in empirical research on the effects of charismatic and transformational leadership.
- Understand how to apply the theories to become more effective as a leader.

Appendix 2

Experiment groups



Control groups



Staff and students

