
Global Classroom at Preprimary Stage in Canada and A.R.E: A Comparative Study

Walaa Elsayed Abdalla Elsayed Sakr, Ain Shames University- Cairo- Egypt

Abstract: *Preprimary Stage can be considered one of the most important stages at the educational chain, as it dealing with children at their first steps in their relation to the educational system, and as a result of the world requirement, which focus on building the global citizen, the educational system, with all its stages, responded to that requirement, especially at preprimary stage, because children at that age can be formulated according to values of the global world, that all countries all over the world seek to nurture their children to satisfy the requirements of the new era.*

Keywords: Kindergarten stage, Global classroom, Subjects, Activities, Teachers.

1. Introduction

The world has become rapidly changeable, it became just as a small village, with no real boarders between its countries. Difference nowadays can be considered unstoppable phenomena, as humans has the right to move from a place into another, the matter that created a great kind of disparity cultures inside the same society, so the new requirements of the current world focused on cultivating the feelings of tolerance, understanding, and friendship among nations, to avoid war and misunderstanding that may be because of different point of views of peoples as they are belonging to foreign cultures. These new requirements of the world encouraged societies to formulate their educational systems to nurture their students to accept difference, express about their cultures, let others express about their cultures, recognize others, benefiting from them to enrich our culture, valuate their efforts, listen to them, and respect their point of views.

Preprimary stage took the attention of all educators who tried to form it to respond to the requirements of the new

era, as it deals with children newly face the outside world far away of their parents, they also meet the children of other cultures for the first time in their life, they are first invited to express themselves and their cultures, they still unable to listen to others, and they don't know yet the meaning of objectivity when comparing between the self and the others. In such a stage, they are required to know all of these things, and making them a base for all their treatments with others in the near future.

Canada is society with different cultures, as it is encouraging peoples with different cultures to immigrant and live there, in order to help the real Canadians to use the great wealth of the country. The Canadian society became nearly a collection of all world cultures, which ascertain the great necessity of tolerance, understanding, and friendship feelings, to avoid war, or conflict between different cultures, so the Canadian education pare in mind to draw a good pictures for others, and present it for the students at all stages, which resulted in cultivating the positive attitudes towards others in students' minds, in order to respect others, and believe in multiculturalism as the Canadian Educational System aimed.⁽ⁱ⁾

Although pre elementary stage (Kindergarten) is a voluntary one, the Canadians believed in its importance, so nearly 95% of the children aged 5 attend it, and about 40% of children aged 4 attend at pre elementary schools.⁽ⁱⁱ⁾

In pre elementary stage educators believe that childhoods differ depending on social and cultural circumstances, so the socio cultural, and the historical view emphasize that there are multiple ways of being a child. There is no universal childhood; rather, childhoods differ depending on the social and cultural circumstances in which children live, in other words young children arrive in Kindergarten from diverse backgrounds and with a variety of experiences.⁽ⁱⁱⁱ⁾

According to the above mentioned short notice, we can observe the importance of that stage, they believed in its role in building the global citizen of tomorrow, the one who can think globally and manage locally, the one who can listen,

know, benefit, understand, tolerate with foreign cultures, and believe at the same time in his culture value, Canadian educators are trying to do so by receiving the students as a product of the future project, from their early beginnings, the matter which will help in achieving the world peace, which we are in a bad need of nowadays.

Egypt also believed in the importance of the pre-primary stage, as preparing the global citizen should begin from the early years of students' life, and the following table identifies that:^(iv)

Item		2002-2003	2009-2010
Number of schools	of	4763	8212
Number of classes	of	14557	24237
Number of students	of	446346	727835

The previous table proved that there was a real development at the pre- primary stage, which appeared through the increased numbers of schools, classes, and students who attended pre-primary stage, that reflected the belief of educators, and parents in creating students' base in life through this stage.

Ministry of Education in Egypt initiate a project called “**Improving Education at Early Childhood Stage**” that aimed at providing a high quality education for children at early childhood stage to develop their readiness to attend primary school.^(v)

The Egyptian Ministry of Education also prepared a project for the Pre-Primary stage named “**My right is to Play, Learn, and to Create**”, that asserted the importance of playing in making students able to acquire the necessary skills in reading, and writing, in addition to encourage students to make untraditional exercises to be creative citizens in the future.^(vi)

It is obviously that the Egyptian educators explored the impotence of such a stage, and as a result there were many projects that aimed at improving that stage.

2. The Problem of the Research

Although the efforts that were achieved in Egypt to develop Pre-Primary Education, there were some points of weaknesses that affected the development of this stage negatively, and hinder its role in creating the global citizens through the global classroom, these points can be identified in the following:

1. Aims of this stage are ambiguous and are not identified clearly, and concentrate on preparing the student to attend the primary stage only^(vii), which lowered its importance and its great role which may be played during that stage and be more than just a preparation for higher stage.

2. The Pre-Primary stage is not a compulsory stage, as compulsory education begins at age of six ^(viii), and those who want to attend this stage can attend it at private schools with high fees, which obliged the majority of parents to neglect sending their children there, so students may attend it, or not, although its important role in building the global citizen from their early years of age.

3. Low percentage of schools, classes, and the specialized teachers when comparing them with the percentage of children who need to attend the pre-primary stage.^(ix)

4. The ignorance of pre-primary stage teachers of its importance, and the decreased qualification of pre-primary stage teachers which make them unable to perform their anticipated role.^(x)

5. The decreased awareness of parents about the importance of Pre-Primary stage^(xi), which affected their intend to send their children there.

6. The absence of the global understanding concept through Pre-Primary stage programs, as the main ideas of this stage focus on providing reading and writing skills, with special concentration on local activities^(xii), which have no connection to global ideas, so

they neglect giving them the necessary skills that can enable them to be global citizens, such as: mutual understanding, tolerance, respect others, accept difference, value others efforts, express themselves objectively.

The research tries to answer the main following question:

What are the prospected procedures to develop the global classroom at pre-primary stage in Egypt in the light of the comparative study?

The following sub-questions are branched from the previous main question:

1. What is the theoretical base of the Global classroom at pre-primary stage?
2. What is the global classroom at pre-primary stage in Canada?
3. What is the global classroom at pre-primary stage in Egypt?
4. What are the differences and the similarities between the global classroom at pre-primary stage in both Canada and Egypt?
5. What are the prospected procedures to develop the global classroom at pre-primary stage in Canada and Egypt?

3. The Aims of The Research

1. Recognizing the theoretical base of the Global classroom at pre-primary stage.
2. Describing the global classroom at pre-primary stage in Canada.
3. Describing the global classroom at pre-primary stage in Egypt.
4. Reaching the differences and the similarities between the global classroom at pre-primary stage in both Canada and Egypt.
5. Reaching some prospected procedures to develop the global classroom at pre-primary stage in Canada and Egypt

The Importance of the research:

The Importance of the research has emerged from the uniqueness of the pre-primary stage, as it deals with very young students, who are easy to be shaped according the requirements of the new era, that focus on preparing the global citizen who can avoid war with others through friendship, respect, tolerance, knowing self through knowing others, and valuate both self and others with the help of education.

Limitations of the research:

First: The axes of the research:

The research will deal with programs of pre-primary stage that may develop global classroom, activities that are practices by pre-primary stage students, and training programs for pre-primary stage teachers, with special reference to the necessary skills and qualifications that are required to teach in such a stage.

Second: The Educational Stage:

The research will study pre-primary stage for children at the age 4, 5 that called pre elementary (kindergarten) stage in Canada, and pre- primary stage (kindergarten) stage in Egypt, and that is because of its importance in nurturing children, and give them the base which help in building their values, traditions, and good behaviors in treating others who live with them at the same world.

Third: The studied Country:

The research will study Canada, as it is known of its long experience in preparing the global citizen, as a multicultural society, that need to create a peace society, although the obvious difference in its habitants' cultures, as they come from different backgrounds and its fame in valuating pre elementary stage, and its role in creating the needed citizen.

The methodology of the research:

The research will use the comparative method, as it is the most suitable method in treating the idea of the research, and the logical steps of that method are:^(xiii)

1. Feeling about one of the educational system's problem.
2. Studying the status even through studying the educational system at one country, or studying a problem that faces it.
3. Identifying the factors or the ideological frame, with special focus on their reflection on education.
4. Identifying the theory to explain the phenomena.

The Steps of the research:

According to the methodology of the research, the steps of the research will be the following:

1. The theoretical base of the Global classroom at pre-primary stage.
2. The global classroom at kindergarten stage in Canada.
3. The global classroom at pre-primary stage in Egypt.
4. The points of differences and similarities between the global classroom at pre-primary stage in both Canada and Egypt.
5. Some prospected procedures to develop the global classroom at pre-primary stage in Egypt

The research now will explain the previous ideas in details

4. The theoretical base of the Global classroom at pre-primary stage

Education in the 21st century has rapidly changed, as the world has required more qualifications from learners than ever, as to be qualified in using technology, using foreign languages, expressing their own opinion objectively, respecting others' opinions, valuating others' efforts, valuating the local culture, benefiting from foreign cultures rationally to enrich local cultures, creating untraditional solutions for world problems as global citizens, tolerating with the unfamiliar practices of others as foreigners, and

understanding others clearly according to their culturally backgrounds.

As a result, the educational system was required to achieve the following:^(xiv)

1. Participation in and willingness to serve in local and national communities.
2. Open-mindedness to different opinions and a willingness to listen to such opinions.
3. Respect for values that differ from one's own.
4. Treating individuals decently and fairly, regardless of background.
5. Commitment to reason through problems and struggle toward openly-arrived-at compromise.
6. Acceptance of multiculturalism as a mean of enrichment between different cultures.
7. Distinguished qualification in using modern technology.
8. Producing knowledge as possible as students can, instead of being just consumers of knowledge.
9. Creativity and innovation when dealing with different situations locally and internationally.
10. Team work encouragement, to motivate students to be capable of cooperative learning skills, in respond to the idea of "Two heads are better than one".

According to that, educational system can prepare the global citizen, through creating the suitable environment inside the school and the classroom to help students in acquiring the necessary skills to be a global one.

Creating the global citizen has become the responsibility of the whole educational system in general, at all its stages. Pre-primary stage is an important stage, that has a role in shaping young children according to the international requirements, so the importance of this stage can be summarized into the following:^(xv)

- Providing children with the environment in which children are learnt to talk with others, forming friendship with them through simple dialogues.

- Exploring the components and materials of the surrounding world by themselves and under adults supervision
- Practicing real exercises by which they can recognize more abstract concepts, such as equity, right, friendship, tolerance, understanding, respect, cooperation, and peace, as they are difficult concepts to be understood by young children.
- Knowing the main skills like: reading, writing, counting, comparing lengths, sizes, answering simple questions about life truth.
- Developing students' talents such as: drawing, practicing music, or some kind of sport by encouraging them to play.
- Preparing students to primary stage, by giving them the necessary skills, behaviors, society customs and traditions,etc.^(xvi)
- Helping in preparing young children to succeed in school and become better citizens.^(xvii)

The previous points explained the importance of Kindergarten stage as a necessary beginning for all children to shape them according to the international values, with a special ascertain that children who attend it, will be better than those who don't, as they early face the essentials of life, so they have more readiness to communicate effectively to life with its novel requirements.

We notice here that, to fell the importance of that stage, there are some important elements that should integrate to each other to achieve the aims and the importance of such a stage and help it to perform its role in shaping the global citizen, by creating the global classroom inside such a stage, these elements are effective programs, practical activities that are complied to real life, and qualified teachers who can achieve the aims of kindergarten stage.

Programs of Kindergarten stage should provide for all areas of a child's development (physical, social, linguistic, aesthetic and cognitive) and should be incorporated across all subject areas. Subjects should not be studied separately; instead, they should be woven into learning experiences and

projects throughout the day. This allows children to make meaningful connections and real-life application, which promotes understanding and a strong desire to learn. Goals for children must be realistic and reachable. An integrated curriculum not only builds on what children know and are able to do, but also introduces new concepts and skill in a developmentally appropriate and meaningful way.^(xviii)

Lately, the importance of kindergarten programs has increased, because of the new world requirements, as a result of globalization that created the need for global dimension at all educational systems in general, and kindergarten stage in particular. Global Education was the pivotal interest of the kindergarten stage, which aims at:^(xix)

- Acquiring the ability to think in systems mode and see the relationships between events.
- Acquire a holistic conception of their capabilities and potential.
- Recognizing that their world view is not universally shared.
- Developing an informed understanding of the concepts of justice and human rights
- Developing the social and political action skills necessary to become effective participants in democratic decision making.
- Recognizing that learning and personal development are continuous journeys with no fixed or final destination.

Although the above mentioned aims represent a high intellectual skills, the educators responsible for children learning, can simplify the ways by which they can reach the complete efficiency in being a good global citizen through the global classroom at kindergarten stage, that means the place where students can learn about global issues, and behave according to the international values, to create a global citizen to achieve the world requirements by the help of programs, activities, and qualified teachers.

According to that, programs of kindergarten stage should aim at the following points:^(xx)

- **Include/exclude:** this means that ‘diversity ‘groups are excluded – or targets are set to include certain groups, often by way of legislation.
- **Deny:** Deny that any difference exists.
- **Assimilate:** Minimize difference by requiring the minority to conform to the majority norms.
- **Suppress:** Ignore diversity.
- **Isolate:** Separate all activities to do with the ‘minority’ off to the side.
- **Tolerate:** Address diversity by fostering a room for all attitudes.

- **Build relationships:** Address diversity by fostering quality relationships – characterised by acceptance and understanding.
- **Foster mutual adaptation.** Address diversity by fostering mutual adaptation

In which all components change somewhat, for the sake of achieving common objectives.

Even if the classroom doesn’t contain different kinds of cultures, the traditional classroom can create real situations for students to encourage them knowing others and exploring their cultures, through reading about them, meeting them in festivals or summer camps, and through also the subjects that can be studied into the classroom to foster the international values of the global world.

According to the above mentioned points, the global classroom at kindergarten stage should contain programs that are dealing with the current global issues such as, protecting environment, achieving ultimate peace with all peoples and cultures, respecting others’ points of views, tolerating with the unfamiliar practices of foreigners, respecting foreign language and accepting learning them, valuating mother tongue, believing in home culture, knowing others and benefiting from them in enriching our own, so the programs of this stage may include subjects about the ability to use computer and internet to find friends of other cultures, make a chat with them about their way of living, compare their way of life to ours, know their hobbies and

interests, see their products in music, art, and sports by seeing pictures or photos, comment on them, be good in using their language, and invite them to use ours to know about our own life, in few words, to be integrated with each other, in order to encourage young children of this stage to be more civilized when they become elder.

In Hungary, HAPPY KIDS's international Kindergarten Curriculum is an internationally based one, which places great emphasis on the understanding of concepts and development of attitudes as well as acquisition of knowledge and skills, Underlying are the beliefs that effective learning is an active, cross-disciplinary, inquiry-based process, it is the sum of all the experiences: learning skills, developing concepts, and establishing attitudes, in such a stage we can notice that "It is a curriculum that uses the power of play to foster children's development accomplished by means of a balanced, play-centered program in which teachers take an active role in balancing spontaneous play, guided play and directed play."^(xxi)

In Thailand, Magic years international Kindergarten provides its children with eight main values through free programs, these values are: Trust, Caring, Confidence, Joy, Peace, Unity, Creativity, and Excellence, the school specified these values as the first step at the international way, as trust is the first value needed to have the courage to know others, caring is the way of encourage more children to know others with the observation of teachers, self confidence is the way to express self clearly in front of others, children fell joyful when making friends with others and know more about them, more friendships create understanding which will lead to peace, achieving peace will make all children fell they are one person, so they guarantee achieving unity, finally, all children will do their best to create and develop to reach the ultimate happiness.^(xxii)

By noticing the previous examples, it was obvious that traditional classrooms at ordinary schools can be transformed into global ones, through offering distinguished kinds of programs that have its role in building children's minds according to the global dimension, this kind of programs educate children to think globally, with the

importance of behaving locally to enrich the local culture of the children by knowing about foreign cultures.

Activities of kindergarten stage play an important role in building the children's minds according to the requirements of the global world. This role might be more important than programs did, as they rely on practice, and practical deeds, which can connect both abstract concepts, and real life situations, also children prefer them, because they focus on playing as the best way of learning according to the nature of the children age.

Practicing activities that have the global nature, should foster the global dimension inside the minds of the children. The importance of activities can be implied into the following:^(xxiii)

- Enhances every domain of a child's development, gross-motor skills, such as walking, kicking, or skipping.
- Developing Fine-motor and manipulation skills, while a child builds and colors flags for different countries, monuments that represent different cultures, plants that grow in different countriesetc.
- Developing language skills of children during practice and play through conversation, and ordinary talk with peers
- Enhancing the child's cognitive capacity in games by trial and error, problem solving, and practice discriminating between relevant and irrelevant information. Play requires the child to make choices and direct activities and often involves strategy, or planning, to reach a goal.
- Improving interpersonal and social skills, from communication to cooperation, that are developed in play. Children learn about teamwork when they huddle together and decide who plays each position in a pick-up soccer game. The child gains an understanding about those around him and may become more empathic and less egocentric. When playing with peers, children learn a system of social rules, including ways to control themselves and tolerate their frustrations in a social setting.

The last points summarised the role of the international activities in creating harmony between children of different cultures. Understanding, friendship, and tolerance feeling, can be improved simply by practicing such activities, even inside the traditional classroom, and without having foreign children, who are belonged to other cultures, as when children learn to treat each other fairly with tolerance and cooperation, they can treat others of foreign cultures with the same way. The role of activities here is to make the desired values, a way of life, not just a behaviour appears by accident.

Computer games are the most exciting activity for young children, as it opens a vast world in front of them, also computer with an internet line can help children to build many friendships with others, knowing about their cultures, habits, customs, traditions, hobbies, ways of life, languages, leisure times, their toys, and more information that can help in discovering new words and cultures. In most cases computers seem to be fully integrated into existing peer relationships, it ca help children to be together with friends, for the great majority of children, computer remains the favoured leisure activity. The interactive qualities of computer technology are quite attractive in situations when children are alone.^(xxiv)

Summer Camps for children in Spain is one of the most effective activities that has the ability to cultivate the seeds of the global citizen inside children personality, In Summer camps children may attend some workshops about protecting environment through irrigating plants, cleaning gardens, or protecting small animals or rare insects life with the observation of their teachers, also they can practice sports as the team may have young members of different cultures, they can interact, talk, celebrate with the winning team, at night they can sing different songs that are belonged to different cultures, telling stories, food or clothes description, of other cultures.^(xxv)

Now, it is clear that activities, even inside the classroom or outside it, can achieve the global world requirement, by having different cultures, or by just reading about them or connecting with them through internet. Summer camps are

a suitable chance to meet children of other cultures and making friendship with them in real situations.

Reading in library at school, or reading at home with the help of parents about other worlds are important to widen the minds of children and help them to know more about others, parents can give their children some activities at home, in order to integrate the efforts of home with those of school, schools give parents some advices, workshops, seminars, and conferences to achieve that. Family activities may be like the following:^(xxvi)

- Read books that are interesting to your child, especially books that are belonging to foreign cultures and expressing the characteristics of these cultures.
- Ask your child to “read” his or her favourite book to you, and expressing their point of views about what they read, and comparing them with the local art production.
- Talk with your child: discuss what you are doing while performing everyday activities like cooking, driving or shopping, to encourage them talk and express themselves, and respect others’ views.
- Listen carefully to your child. This will encourage him or her to talk, thus helping develop verbal skills.
- Limit TV Time, except for news, political programs, and talk show programs, to know the positives and negatives in conversation between opponents.
- Promote independence by allowing your child to perform age-appropriate tasks like helping at dinner, especially by cooking foreign reception from other cultures.

Lately, Home activities have a special importance, as parents are the most powerful persons who can affect shaping children’s personality through their way in bringing them up. By their guidance to children they can encourage them to be open minded citizens, motivate them to know much more about foreigners, respect each other, express themselves freely, read about these cultures, draw pictures to express about other cultures that children know about

them through books, paint pictures that express about main elements of different cultures.

Generally, teachers are the most effective persons in dealing with students, especially those of kindergarten stage, that's because of the importance of this stage itself. Teachers of kindergarten stage should be prepared carefully, because teachers of such a stage are the alternatives of parents at school, In other words, kindergarten teachers should offer experiences, materials, and interactions that are safe, healthy, interesting, achievable, and challenging to kindergarten-aged children.^(xxvii)

Teachers of kindergarten at 21st century are required to be qualified in many skills as job description identified the following:^(xxviii)

- Planning and structuring learning in both indoor and outdoor environments using a variety of materials and equipment to facilitate students' development.
- Providing a variety of experiences and activities to develop motor skills, cooperative social skills, confidence and understanding.
- Promoting language development through story telling, role play, songs, rhymes and informal discussions held individually and within groups.
- Observing students to evaluate progress and to detect signs of ill health, emotional disturbance and other disabilities.
- Observing nutritional health, welfare and safety needs of students and identifying factors which may help in students' progress.
- Discussing students' progress with parents.
- Attending parent interviews, and staff and committee meetings.
- Participating in community and family support programs as appropriate.

By looking at the last points, it is clear that teachers are required to build the whole personality of children, in addition to make them able to be global citizens, through promoting their language and telling them narrative products of their local cultures and the cultures of others.

Teachers of kindergarten stage nowadays are the first step for students in their way to be internationally formed, not only by using international materials like the above mentioned ones, but also by their treatment with the children, which should be characterised by equality, justice, dignity, non-discrimination between children because of their colour, religion, culture, or backgrounds. Teachers' behaviours can affect children's ones greatly, they also can motivate children to behave by the same way with their colleagues at the national and the international level at the same time.

For their role in formulating the children's personalities, teachers should be prepared, and trained well, in order to enable them performing the expected role in nurturing children. Kindergarten teachers should have a bachelor degree at teacher certification at least, plus being fluent in foreign language at least, lately, master degree is required to be qualified in teaching young children.^(xxix)

This condition explains the educators' perception about the importance of this stage, which necessitate a high degree education to be able to treat children according to their age requirements. More over, educators perceived the great importance of this stage by the last researches that ascertain its importance, so they impose the master degree for kindergarten teachers to be qualified to work with young children.

Professional development programs for kindergarten teachers, as initial preparation (pre-service) and learning experiences (in-service), designed to improve the knowledge, skills/behaviours, and attitudes/values of the early childhood workforce. To attain the aims of "assuring the provision of high-quality early childhood programs for young children," it is necessary to have a highly competent workforce for the early childhood field. Professional development provides the path to achieving this goal.^(xxx)

Professional Development programs should increase teachers' ability to be able to:^(xxxi)

- apply knowledge of child development and teaching strategies that match young children's ways of learning.
- meet the social/emotional needs of young children, to support their development of key social skills and to more effectively prevent and modify behaviour problems.
- Understand that young children's thinking is qualitatively different from that of older children and that young children are making the transition from sensory learning to more.
- Know how to effectively scaffold children's learning in order to help them be successful in meeting school expectations.
- Understand the language and literacy development of young children and how best to support it.

The above mentioned points asserts the teachers' role in reinforcing the base of children's education, for higher educational stages, giving a special attention to achieving the social and the emotional needs of children, as they are related to make new relationships with foreign and local friendships. Well construction of the social and emotional needs of the children, helps them to form good relations with others, that are built on tolerance, understanding, peace, love, and other values of the global word, the matter that ascertain the importance of effectivating the global classroom to achieve the global world requirements.

There are many courses that are suitable for kindergarten teachers to be developed, they need to attend classes in teaching, learning, and instructional methods and strategies, Professional development programs include also coursework in human development, multicultural education, education of special needs students, and classroom management.^(xxxii)

Also there are many topics for kindergarten teachers' professional development, they are:^(xxxiii)

- Developmentally and culturally appropriate communications.
- Team approach.
- Tools and methods for early education.

- Knowledge of children, youth and families.
- Communication skills.
- Diversity.
- Positive relationships
- Communication formats, i.e. technology, written, nonverbal,....etc.
- Family and community relationships.
- Ethical standards.

Kindergarten teachers of global classroom need to be developed and improved in such topics, as they act as a gate for the global world, for both teachers and children, when teachers are qualified in the practices of these topics, children are qualified too in such practices. These topics enables teachers to open children minds to the outside world, helping them in discovering the global world requirements by their own. These

Finally, integrating the good programs of kindergarten, activities to foster the global values of the children, with the qualified teachers who are specialized in teaching at kindergarten stage, and well developed in dealing with global subjects, to improve children global awareness, all these elements can create global citizens by encouraging children to benefit from each practice at the global classroom of their kindergarten stage.

The next lines will show the efforts done by the Canadian educators in that concern.

5. The global classroom at Kindergarten stage in Canada

Canada is a multicultural society, as it encourages immigrants from all over the world to live in, for the decreased numbers of the real Canadians, which made Canada in a bad need for other inhabitants to help in using the Canadians enormous wealth, to achieve the needed developments.^(xxxiv)

According to the nature of the Canadian society, Canada gives a special interest to the issue of peaceful mutual living

between the different races that live in the Canadian society as a result of immigration from all over the world, in order to live without any conflicts between cultures, also to attain cooperation between peoples to achieve the required developments, instead of spending time on wars.^(xxxv)

For many years, in Canada and around the world, the teaching of international issues has been a feature of public education. In the early 20th century, for example, Canadian public school children learned about the role of the British Empire, European wars, and the importance of charity. However, as early as 1910, teachers and educational organizations in Canada, the US and Britain had begun to develop alternative curricula about international issues. Organizations such as the New Education Fellowship and the Workers' Educational Association, made important efforts to link the study of international issues to the promotion of world peace, learner-centred models of pedagogy, and education for international understanding. Social Studies also developed as a distinct school subject in this period, separated from the "older" subjects of History and Geography, in which knowledge was taught about "other" countries.^(xxxvi)

At the end of World War II, these alternative approaches to teaching about international issues were incorporated into the mandates of several United Nations organizations. Thus the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its sister organization, the International Bureau of Education (IBE), began to advocate a form of teaching that fosters world peace through international understanding. The idea is succinctly captured in the preamble to UNESCO's constitution: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." This idea was later echoed in the Universal Declaration of Human Rights.^(xxxvii)

Canada has a unique educational system. A full-time, one-year pre-school programmes, commonly called 'kindergarten classes', are provided for five-year-olds in most provinces in publicly-funded elementary schools. School boards in some areas of the country include four- and five-

year-old children in two years of pre-compulsory schooling ('pre-kindergarten' and kindergarten classes)^(xxxviii), It isn't a compulsory stage, Parents have the ultimate freedom to send their children there or not, but because of parents believing in its importance, and that educators providing kindergarten classes for children without any fees, as Ministry of Education in Canada afford the whole fees of this stage, a high percentage of parents sending their children to kindergarten classes, according to records of 2008, children who are attending kindergarten classes are about 41% .^(xxxix)

We notice here that, there is no a specific educational system governing the whole Canada, as each province has its system in organising education there, but there are general guidelines that all provinces committed to, so in dealing with Canada, we will dealing with the majority cases.

Canada had the interest of the global education along time ago, as it learnt an important lesson from those who suffered from the destruction of wars. They chose the right way, by education, you can cultivate whatever you want inside students' minds, so a great importance was given to the whole educational system, to achieve the role of shaping students' minds according to the universal declarations that called for peace and non-violence.

Global Education according to Canada implies the following:^(xli)

- A view of the world as one system – and of human life as shaped by a history of global interdependence.
- Commitment to the idea that there are basic human rights and that these include social and economic equality as well as basic freedoms.
- Commitment to the notion of the value of cultural diversity and the importance of intercultural understanding and tolerance for differences of opinion.
- A belief in the efficacy of individual action.
- A commitment to child-centred or progressive pedagogy.
- Environmental awareness and a commitment to planetary sustainability

For that, Canada declared the global classroom initiative for kindergarten stage which is designed is to support providing a closer look at some of the pressing issues that exist within the whole world. The expected outcomes of the kindergarten global classroom are:^(xli)

- describing key attributes of local, national, and global issues.
- explaining how world perspective is shaped by social and economic factors.
- using critical-thinking skills to validate sources of information.
- demonstrating an understanding of globalization as it relates to Canadian and world issues.
- demonstrating an understanding of sustainability with the global community.
- demonstrating an understanding of active citizenship.
- conducting research into a selected global issue using an inquiry model.
- developing and carrying out a plan of action that demonstrates active citizenship. related to a local or global issue.

In this prospect, global classroom focuses on giving students an extended idea about world issues by programs, activities, or teachers' practices, in order to convince them that they are global citizens, and they have to live with all world inhabitants with the feelings of cooperation, friendship, love, tolerance, understanding, and peace. These feelings have to control their behaviours in dealing others on the local or the international level.

Curriculum of kindergarten stage should contain the following:^(xlii)

- Living together.
- Speaking and building up the language.
- Learning about the written word.
- Taking action/acting in the world.
- Discovering the world.
- Imagining, feeling and creating.
- Personal, social and emotional development.

- Communication, language and literacy.
- Mathematical development.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

The above mentioned areas, occurred the deep convincing of the global values that imposed itself nowadays, for the purpose of living in peace, and being aware of all the global issues around the world. Cultivating these values in children's minds, should be at the early years of their age, to deepen them inside their minds, and build on them during other educational stages.

The main principles of kindergarten stage curriculum at the global classroom should be the following:^(xliii)

- A child-centred, flexible and individually responsive curriculum.
- The importance of working in partnership with parents.
- The need to offer broad and relevant learning experiences in an integrated manner.
- The importance of play and active, exploratory learning.
- An emphasis on social and emotional development.
- The need to empower the child to be an autonomous, independent learner.

In the last principles, the curriculum ascertains that children are the core of the educational process, and according to them, the curriculum should be shaped, to include the values of cooperation, team work, integration, social relations with others, tolerance, others' recognition, understanding, and friendship, as examples of the emotional development of students as the citizens of tomorrow.

Using real-life contexts in which to develop activities for the Kindergarten program is a highly effective way of motivating young learners. Children grasp ideas more easily and more effectively and maintain their interest in school when they have an educational program that enables them to connect their learning to their own lives and the world

around them. Kindergarten programs should emphasize the interconnected learning that occurs when children are exposed to real-life situations and activities in the classroom, home, school, and neighbourhood. For example, a trip to the grocery store can develop literacy (e.g., reading signs and labels), numeracy (e.g., finding different ways numbers are used, looking for shapes), and social skills (e.g., listening to other people's ideas, taking turns), and can provide an opportunity to acquire nutritional information^(xliiv). Dealing with others of different cultures and nationalities, as a usual phenomenon of the Canadian society, can be another situation from the real life context, that can help in improving the global values of students.

There are no specific names or subjects for that stage to be learnt by the children, because of their different backgrounds and needs, generally, children at this stage can be learnt the following:^(xliiv)

- Early Literacy.
- Early Numeracy.
- Citizenship and Identity.
- Environment and Community Awareness.
- Personal and Social Responsibility.
- Physical Skills and Well-being.
- Creative Expression.

Children bring their own perspectives, cultures and experiences to the Kindergarten classroom. Citizenship and identity focuses on the development of a strong sense of identity, self-esteem and belonging by Kindergarten children. These provide the foundations for children to become active and responsible citizens. They begin to develop their sense of identity and citizenship through active inquiry into their social, physical, cultural and linguistic environment.^(xlivi)

In Kindergarten, children will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and to their communities and will

be encouraged to express interest, sensitivity and responsibility in their interactions with others.^(xlvii)

Kindergarten helps children learn how to work and play with others. Most children are not used to being in a room with many other children of the same age and sharing the attention of only one or two adults. This requires the development of many social skills. In Kindergarten, children learn much about friendship, cooperation and appropriate behaviour. Children need to learn to express their feelings in socially acceptable ways and show respect and a positive caring attitude toward others. They do so by taking turns in activities and discussions, working cooperatively, giving and receiving help, and taking part in small and large group activities.^(xlviii)

The curriculum of kindergarten stage foster the global classroom, as it is clear that the studied programs many points of strengths. They are:

- Free programs, to take in consideration the different backgrounds and needs of the students.
- Relying on real life context, to connect between the abstract learning, and real life situations.
- Focusing on the global issues, to create the global citizen of tomorrow, who can live in a multicultural world, and believe that difference can generate enrichment for societies.
- Emphasising on the importance of respecting the local culture, and the idea of knowing others must be for developing the local one.

By few words, the global classroom in Canada, is trying by its program to create a citizen who can think globally, and act locally for the ultimate good of his/her society.

Practical activities of global classroom at kindergarten stage also can foster the global values of the world, as they try to help children to be global citizens as well.

Children can participate in doing simple activities with other children of other cultures, like an activity called “Kitchen” , in which students can do the following:^(xlix)

- Have students create an imaginary lunch for a friend of other culture, to give them an idea about the Canadian food, and know some receipts that represent foreign cultures.
- Have a list about the most famous foods that are found in a different culture, and make a small comparisons between the Canadian ones, and the foreign ones.
- Know the richest kinds of food with vitamins that are found in different cultures.
- Know ways of children's nutrition according to foreign cultures by reading about them, or listening to a foreign friend.
- Know about the most famous crops in a foreign culture, and its weather characteristics.

By the last activities, children know many certain elements of foreign cultures simply, they know about others' weather which can affect their crops, their food receipts, and their behaviour, the matter that explain some unfamiliar behaviours of others, and help in avoiding misunderstanding, children also know the way of making simple comparisons between cultures, to valuate local cultures and enrich them.

The importance of doing such activities can be identified in the following points:

- Students have good self-esteem and a solid sense of who they are.
- Students are able to understand and express emotions appropriately.
- Students are able to bounce back from different experiences.
- Perceive themselves as capable and competent.
- Have positive family ad peer relations.
- Have the capacity to tackle developmental challenges successfully.

Activities have a great importance in this concern, for the role played by them in building children's personality according to the demands of the global world. By practicing these activities, students are able to talk about themselves and their culture, which will resulted in their ability to

respect others when talking about themselves, the matter which lead to mutual understanding between different cultures. The main aim of the global classroom.

Summer camps at kindergarten stage also have its role in reinforcing the global values. Summer Camp program is designed to provide a very comprehensive and balanced curriculum for all students. They provide safe, wholesome, organized and well-staffed activities that invite involvement and develop social and physical skills. Summer Camps merge English and other foreign languages classes, field trips, cultural activities and sports, allowing students to improve their language skills while enjoying their summer holidays. English and other foreign languages classes will focus on speaking, listening, reading and writing, building vocabulary, learning characters and pronunciation. The goal is increasing fluency for non-native speakers. Participants will be assigned to different English and foreign languages levels.⁽ⁱ⁾

We noticed here that, free activities, such as camps, can be a good chance for practicing more international activities, by communicating directly with others from different cultures, being fluent in others' language is an important way of creating harmony, and understanding between different cultures, by making conversations between them about cultural patterns.

Teachers are responsible for achieving the aims of the global world by education, they are the responsible people for cultivating the seeds of peace inside children's minds.

Kindergarten teachers are required to perform the following responsibilities:⁽ⁱⁱ⁾

- Plan and implement activities to meet the physical, emotional, intellectual and social needs of the children in the program.
- Provide nutritious snacks and lunches.
- Provide adequate equipment and activities.
- Ensure equipment and the facility are clean, well maintained and safe at all times.

- Provide weekly and monthly schedules of activities.
- Develop culturally appropriate programs and activities.
- Develop activities that introduce math and literacy concepts.
- Establish policies and procedures including acceptable disciplinary policies.
- Be familiar with emergency procedures.

When reviewing the responsibilities of kindergarten teachers, we notice that, teachers are required to provide children with culturally appropriate programs for their age. These programs should give a special interest to culture activities, so as to cope with the nature of the Canadian society, and its role in preparing the global citizen. As Canada considers itself as the world teacher, who is responsible for cultivating the seeds of peace in peoples' minds.

Generally, and for the gross expected role done by kindergarten teachers, they must complete three or four years of university education and complete a year at a faculty of education. Through their faculty of education credentials, kindergarten teachers have qualifications to teach in the Primary/Junior division. These qualifications provide them with knowledge and training about the curriculum and expectations for students from junior kindergarten to grade 6. This knowledge is essential to the work they do in their kindergarten classrooms, there is a trend to encourage kindergarten teachers to have a master's degree, in addition to the importance of replacing kindergarten teachers with college-trained early childhood educators. The majority of the Canadian provinces focused on the importance of specific teacher professional development in contributing to enhanced student achievement. Teachers who participated in coursework in methods of teaching reading and mathematics "were associated with higher student achievement.". Teachers who participated in professional development provided by the Ministry of Education or their employing school board, has affected their students achievement positively. Recently this

teacher in-service has focused on supporting improved student achievement in literacy and numeracy. Ministry of Education provides kindergarten teachers with different professional development programs, through encouraging them to attend regional conferences, summer institutes, training videos, on-line learning, and curriculum resources. All these additional supports and resources have a significant impact on what skills and knowledge kindergarten teacher bring to their classrooms.^(lii)

The most remarkable points here, are that kindergarten teachers are required to complete their education at a specialized faculty in education, in order to have a specialized degree to enable them to treat young children according to their needs, and to be capable of giving them the necessary skills, which they need at their age, recently master degree is required for teaching in such a stage, this new requirement asserts the importance of this stage, that need a high specialized degree in education to reinforce the base of educating children.

Having a high degree in education is not enough, professional development programs are also required, to make teachers aware of the latest educational practices in treating young children at their early age, and at their first relation with the educational organisation.

Professional development programs for kindergarten stage teachers, asserts the importance of teachers' quality, so there are some programs to attain that goal, these programs are concerned with classroom management, program planning, students of special needs, differentiated instruction, diversity, conflict resolution, communication, changing demands of the classroom, effective parent communication, instructional strategies that address the learning and cultural needs of aboriginal students, and second language learner.^(liii)

These programs ascertained the practices of the global classroom that teachers should be good in:

- Being qualified at communication skills, to educate children the principles of positive communication with local and foreign friends.
- Being qualified at different ways of instruction, to verify the way of teaching according to children's cultural backgrounds, and needs.
- Being qualified at dealing with diversity, even by bringing it to the classroom, through creating educational situations to educate children the way of avoiding misunderstanding, conflict, and war feelings.
- Being qualified at valuating the importance of both the foreign language, and the mother tongue, giving an importance to their role in creating understanding between different cultures, as language can be considered a main component of culture.

By a qualified teacher, the traditional classroom can be transformed easily to a global one, it is also easy to bring the world into the classroom, to make every moment inside the classroom as a chance for the child to spend a time in a different country, and with other foreign friends, this can be by posters, tales, real practices, books about other cultures, pictures of their monuments, learning their language, video tapes for films about their practices and their ways of life,etc.

The Canadian Society nature, helps in effectivating the global classroom, being convinced by the importance of world peace, and equality among peoples, Canada gave a special interest to equity of educational opportunities, so the Canadian government seeks to achieve the following aims:^(liv)

- Understand the meaning of rights, duties, and participation at society and general life, through giving an interest to the universal issues, that affected the society, in addition to recognising Canada's position in comparison to the global world.
- The nature of cultural, social, and linguistic diversity, as Canada can be considered as a model expresses that diversity.

- Understanding the relation between individuals and societies through looking at issues of individuals, group, and world societies relations with each other.

According to the previous aims, the Canadian Educational system distinguished with some advantages, that make it an effective one at helping students, at all stages, on both intellectual and social sides of their personality, additionally, it provides children with positive behaviours, to construct good relations with others on the local or the international level, with feelings of tolerance, understanding, love, friendship, peace, sympathy, and respecting others of foreign cultures.^(lv)

The next short lines will explain the Egyptian belief in the importance of kindergarten stage, and the efforts done by the Egyptian educators to transform the traditional classroom into a global one.

6. The global classroom at pre-primary stage in Egypt

Pre primary stage in Egypt compromises from 2 years, children attend this stage from the age 4, to age 6. It isn't a compulsory stage, so parents who want to send their children to kindergarten classes, they have to send them to private schools, with high fees^(lvi). Kindergarten stage has a great importance in nurturing children, this importance can be identified into the following points:^(lvii)

- Minimizing the effect of local environments on education and consequently increasing children's learning abilities.
- Helping pre-school children to achieve comprehensive and integrated development in cognitive, physical, psychomotor, affective, social, ethical and religious aspects taking into account the individual differences among learners.
- Developing children's linguistic, math, artistic skills through individual and group activities as well as

developing children's ability to think, create and imagine.

- Developing children's energies and potentialities, in addition to helping them to get used to discipline.

The previous points asserted the importance of this stage in building children's personality, as all children should attend it as a compulsory one, or providing it by low fees to encourage parents sending their children to its classes, and benefiting from its importance. By attending this stage, children are ready to complete their education at other educational stages.

Lately, the Egyptian Ministry of Education, gave an attention to kindergarten stage, as base for all the educational stage, so the Ministry has a vision to develop this stage, which will be clarified at the following points:^(lviii)

- Building the child personality in an integrated and balanced way, allowing him/her to acquire certain values, facts, concepts, and life skills as well as discover the world around and improve his/her love of knowledge.
- Providing equal educational opportunities for all children at this age level.
- Seeking to include the kindergarten stage in the stage of compulsory basic education to be within the educational ladder.
- Seeking to increase the number of children enrolled at the kindergarten stage from 18% at the year 2004 to 60% at the year 2012.
- Improving Education and learning at that stage through providing effective program concerning with linguistic, and cognitive skills, and the social development of the child, with an emphasis on children's needs.
- Issuing new directives that new school buildings should include kindergarten classes for children.
- Developing an educational curriculum that focuses on the child and depends on national standards for kindergartens.
- Coping with renewable educational, social, and technological changes.

Although the increased perception of this stage, there were some challenges that may hinder accomplishing the ministry vision, these obstacles are:^(lix)

- The deficiency of financial resources to continue supporting the childhood stage, and leaving the process of establishing and managing kindergarten classes to the private sector.
- The deprivation and the exclusion of a large number of children from being prepared to integrate in the primary school, especially in rural and poor areas.
- The deficiency in the adequate funding allocated in the budget for the kindergarten stage, not allowing enough credits to open a sufficient numbers of required new classes according to annual increase, to equip these classes, or to recruit qualified teachers.

It is obviously now that the majority of obstacles can be released to the decreased funding that can be oriented towards that stage. Egypt passed the initial step, which is perceiving the importance of this stage, then carrying out the future view, is another step, that the Egyptian educators are moving forward, by efforts done by the Ministry of Education to establish the global classroom into the kindergarten stage by “Egypt Peace and Tolerance Building Project”, done with the help of UNISEF at 2007, which can be summarized into the following points:^(lx)

- The project aimed at increasing children’s ability to develop and maintain positive and peaceful relationships with others.
- The project encourages teachers and students to use storytelling and narrative construction as the foundation for building future competence in verbal skills necessary for peaceful resolution of tension (expressing feelings and points of view, negotiating and compromising, etc...)
- Literacy is a prerequisite for peace as it can contribute to peace by acting as a vehicle to break cycle of poverty, it also can serve as conduit for teaching knowledge and skills for healthy human relationships and peaceful communities.

- Promote concepts of peace and tolerance and modelling of positive behaviours among children.

Egypt began to understand the importance of transforming the traditional classroom of kindergarten into a global one, as the whole world became a small village, all its inhabitants are neighbours, ignoring their different social, political, religion, and economic backgrounds, there should be good relationships between them, with the feelings of friendship, love, tolerance, understanding, with the importance of avoiding conflicts, quarrels, and war feelings. This project is pioneered by UNISIF, as an international organisation, but the Ministry of Education is trying to tailor the efforts to suit the nature of the Egyptian society.

The idea of global classroom was applied at programs, activities, with a special interest to developing the abilities of teachers of this stage, to perform the global aim of kindergarten stage.

By giving an interest to the kindergarten stage programs, Ministry of Education initiate a project entitled “**My right is to Play, Learn, and to Create**” . The project presents a program for the children of this stage, dealing with the following ideas:^(lxi)

- Preparing children for reading and writing by talking, reading, writing, listening , and children stories.
- Concepts and mathematical skills such as: classification, order, sizes, and colours.
- Concepts and scientific skills such as: biological. Physical, environmental concepts, designing direct practical activities.
- Concepts of moving, music, drawing, with an interest to the universal right of children.

The program ignored the social skills, skills which enable children to make positive relationships with friends at local and international level, the program gave an interest to develop children’s skills as individual level, but not as a member in the global society. Ignoring children’s preparation as a citizen in the society, create an isolated person who can’t make any relations with others, the matter which

resulted in misunderstanding with others, conflict, bad relations, inability to cooperate, or communicate with others.

At the end of this stage, children are expected to be ready for the primary stage, there were no interest in preparing children for the global age, which resulted in lack preparation of children of that age according to the global age requirements.

Activities are the practical side which can train children to acquire the needed skills, by activities children can acquire the skills which curriculum and programs failed in, so activities have an important role in formulating children's personality to be global citizens of tomorrow, in condition of choosing suitable and practical ones that can help in achieving this aim.

Practical activities of kindergarten stage in Egypt, are numerous and various, children at this stage can spend their time at educational corners, as they can achieve children's needs, for the class can be divided into main corners, each one will imply some materials, to act as one interest which some students can be attracted to according to their needs and interests. These corners can be: home corner, art corner, music corner, kitchen corner, sport corner,etc.^(lxii)

In reading corner, children are provided with stories and short stories with pictures and coloured drawings, they are provided with cassette players and headings, to enable children to listen to story events while reading it.^(lxiii)

Children at that activity can be provided by stories about different cultures, customs, and traditions of other foreign societies, stories that are produced at other foreign cultures, behaviours of others from foreign cultures, and different elements of foreign cultures. This corner can be provided by pictures and photos about the most famous monuments of foreign cultures, maps to clarify the positions of these cultures, models of foreign cultures types of clothes, favourite colours, lists of their important celebration dates,etc.

At house and kitchen corner, students learn to cooperate, and communicate with others effectively, If they are family members or colleagues. In this corner, students can talk, express their opinions, use house materials, respect each other opinions, listening to others In Kitchen Corner students communicate and cooperate with each other, learning by real and practical actions.^(lxiv)

Children can try doing some food receipts, that are belonged to other cultures, by reading about them, this activity can be an effective one at summer camps, through cooperating with other foreign students in cooking their food receipts, which motivate foreign children to know about the food receipts of the Egyptian culture, and are ready to cook them \in collaboration to the Egyptian students.

There is also computer corner, in which children can using computer to communicate with other foreign children through internet, in order to make good relations with others, recognizing them, improving the feelings of friendships, love, tolerance, sympathy with others.

All the above mentioned activities are just a theory until now, the majority of kindergarten organisations lack the required funds, to provide themselves with the needed materials to prepare children to the world of tomorrow.

The current activities are still random playing, without any observations from elders, so it is just unguided activity, which can't help in achieving the expected role of preparing the global citizen.

There may be some efforts in that concern, but they are still negative, and random ones, teachers can guide these activities to help children to do better as they can play an important role in building children's personality as will be seen at the next few lines.

Kindergarten teachers are an important element at the educational process, as they are the most effective persons who can formulate children's personality, for that there is a

trend that ascertains the importance of having at least a bachelor degree from faculty of Education^(lxv). Although that important role, Egyptian kindergarten teachers still have some points of weaknesses as the following:^(lxvi)

- The lack ability of teachers to prepare students to be qualified in reading and writing.
- The lack ability of teachers to prepare students to be qualified in physical education.
- The lack ability of teachers to provide children with an effective healthy educational environment.
- The lack ability of teachers to prepare students to be qualified in scientific skills.
- The lack ability of teachers to prepare students to be qualified in mathematical skills.
- Teachers' ignorance about the children international and local legislations.
- Teachers inability to use technological means in educating children.
- The majority of kindergarten teachers have no specialized degree in education, and they may have just intermediate degree.^(lxvii)
- The decreased numbers of kindergarten teachers, especially those specialized ones.^(lxviii)

The previous fields are concerned with all aspects of children's personality, The lack of the needed qualifications to formulate this personality, in teacher's practices, may resulted in children bad preparation as a responsible global citizens, the matter which necessitate certain skills for teachers to be capable of doing their expected role, some of these skills can be identified in the following:^(lxix)

- Providing a suitable educational environment that is characterized by: comfortable atmosphere, joyful, ant entertainment.
- Recognizing children's needs and the requirements of their age.
- Having some kind of emotional balance.
- Creating educational opportunities to help in developing innovation, creativity, critical thinking, and problem solving skills.

- Building its relations with children on understanding, patience, love, peace, positive communication, and cooperation.
- Reinforcing human relation art at children's personality by valuating children's talents and abilities, with mutual respect, and good intention towards others.
- Being convinced by tolerance, honesty, responsibility, cooperation, positive communication, and valuating others, in order to transform its convince to students, by encouraging them to behave by these values with others as a global ones.
- Knowing the local and the universal legislation of children's rights, with her continuous trial to the practical application for all items of legislations.
- Being able to develop the verbal, emotional, physical, numerical, and social abilities of the children

Qualifications of kindergarten teacher at the global classroom, became an inevitable matter, as one of world requirements nowadays, Egypt needs real practices, not just visions and suggestions written on papers, Egypt is in a bad need of practical practices, to apply these visions actually, to benefit from their advantages.

Professional Development programs for kindergarten teachers, are required to renew teacher perceptions about the importance of this stage, and to help them accessing the new era with their children as global citizens.

Egypt began to design training centers for all stakeholders at all levels, the efforts of Ministry of Education at that concern are:^(lxx)

- Establishing training centers for kindergarten teachers and supervisors at different governorates.
- Establishing training centers for kindergarten teachers at Mubarak city of Education, to provide training programs for teachers to enable them dealing with children centered curriculum.
- Using intermediate education graduates, especially at poor areas, to work with children of that stage, after

giving them some training about the best way of treating children of this stage.

Identifying the topics that are needed to train teachers to be qualified in, is an important effort done by some researchers, these topics are:^(lxxi)

- Elements of the Educational process at kindergarten stage.
- Educational Organization, human resources, teachers, children, curricula.
- Societal Participation.
- Integrated Educational experience, work program at kindergarten stage.
- Evaluating work programs at kindergarten stage.
- Organizing a program and designing plans for educational activities at kindergarten stage.
- Physical environment for kindergarten stage.
- Elements of communication process.
- Planning skills and formulating goals of kindergarten stage.
- Skills of classroom management.

By reviewing the latest literatures, these topics are important ones to train kindergarten teachers to be qualified at, but some more topics were ignored, according to the world requirements nowadays, some of them, are the following:

- Elements of local cultures.
- Recognizing foreign cultures by Knowing their language and using it.
- Practicing some international values such as: Peace, tolerance, understanding, accepting difference, respecting others, friendship, love, avoiding conflict, quarrels, war feelings.
- Achieving cultural identity, respecting, and valuating national culture.
- Comparing national culture to international ones, to know points of differences and similarities, to benefit from them and enriching local ones.
- Expressing one's own opinion, and accepting others' opinions.

The previous topics have the ability to increase the global awareness of kindergarten teachers, which will be easy to be transformed to children of that stage, so global awareness should be built at that early age, and treating their colleagues at the local or the international level, will be ideal one.

There were some actual training programs, that were presented to kindergarten teachers to enhance their abilities dealing with children, these programs are the following:^(lxxii)

- Effectivating the national standards of Kindergarten and learning based on playing.
- Effectivating the national standards of Kindergarten: Supervision and guidance skills- effective leadership skills.

The above mentioned professional Development programs for kindergarten teachers, concentrated on traditional pattern, as there was not even a single program that tried to deal with one of the global patterns, so children's minds, way of thinking, and dimension still local ones, which constructs the international dimension which all children all over the world, are educated according to its directions.

Kindergarten professional Development programs at using technological means, are totally ignored, in the contrary, children of this stage are attracted completely to means of technology, computers, for example, represents ambiguous realm, which they want to occupy, so using computers by teachers and children can be a golden chance for not only exploring more peoples and knowledge, but also for producing this knowledge, and making good relations with foreign peoples without traveling to them.

Ministry of Education in collaboration with UNESCO, tried to design some professional development programs and authorized books that guide teaches of kindergarten stage, in order to help them guiding young children, these books dealt with the following topics: general teacher guides; a selection of guides on personality development, child behaviour development, and music education; subject guides for the

promotion skills in language, art, math, story telling, and writing.^(lxxiii)

By revising the previous programs for kindergarten stage, we can notice that there are some positive efforts done by the Egyptian Ministry of Education, in that concern, but they are very slow steps towards global classroom, there are some point of weaknesses that can be summarized into the following:

- Professional development programs are still just a theory, and the practical practices for the trained objects are still ignored.
- Programs are still dealing with traditional topics, and the new world requirements are completely ignored.
- Global classroom dimensions are absent, although there was an attention to its importance.
- Technological means are absent from the majority of both training programs, and kindergarten classes.
- Teachers' perception about kindergarten stage is still a traditional one, as their role in such a stage is just to educate children reading and writing skills.
- Teachers of kindergarten stage are not well prepared in a specialized faculty, and not qualified teachers to treat children according to their needs.

Global classroom at kindergarten stage still needs gross efforts to be effectivated, in order to perform its role in preparing the global citizen of tomorrow.

Lately, Egypt gave an attention to global classroom at kindergarten stage, as a response to recent calls for the importance of nurturing young children to be qualified as citizens at the global world, as a result, the most distinguished feature of the outside policy, is the Egyptian belief in the importance of supporting understanding, peace, and cooperation between peoples, as a way to affect the political, economical, and social world stability, in addition to constructing good, and positive relations with others, which based on cooperation between countries all over the world.^(lxxiv)

Preparing the global citizen at early stage, is a needed requirement nowadays. The Egyptian political relations with foreign cultures, are positive ones, for peace is the most important priority at the Egyptian society, the matter that direct all the Egyptian efforts to form the Egyptians' personality to accept international values, and behave with others according to them, as a result, formulating personalities of citizens to accept the values, should begin at the early ages of young children, to pave the way in front of all children to be qualified in dealing with world issues, and world citizens.

7. The points of differences and similarities between the global classroom at pre-primary stage in both Canada and Egypt

After studying the global classroom at kindergarten stage in Egypt and Canada, it was obvious that there were some points of similarities and differences between the two societies. In this section, the research will clarify these points, giving an interest to reasons of these differences and similarities in the light of some terms of social science.

Kindergarten stage in both Canada and Egypt, is non compulsory stage, for the belief in its importance, in constructing children's personality, this can be explained in the light **kindergarten term and its general aims** as kindergarten stage is "the education given to children aged three to five years prior to their entering the primary school". In recognition of its importance, the purpose of pre-primary education are stated as:^(lxxv)

- Effecting a smooth transition from home to the school.
- Preparing the child for the primary level of education.
- Providing adequate care and supervision for the children while their parents are at work, on the farm, in the market places, offices etc.
- Inculcating social norms. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature and the local environment, playing with toys, artistic, music activities, etc.
- Teaching numbers, letters, colours, shapes, forms, etc.
- Teaching habits especially good habits.

The last few words, has identified the importance of this stage, which impose educators all over the world in general, specially, Canada and Egypt, to give it a suitable attention, for its role in making the child positively in treating others, and in acquiring the needed skills, so a special attention was given to kindergarten stage, because of the ongoing desire to prepare positive citizens, who are ready to achieve the needed developments for the global world.

In Canada, it is a non compulsory stage, but it is a free stage, children can attend its classes without fees, in the contrary, in Egypt, children can attend its classes at private schools with high fees, this can be explained in the light of the way of understanding **equality of educational opportunities** concept, which refers to the right of every child to have an equal right to attend school. Making schools accessible and available is an important first step in fulfilling this right but not sufficient to ensure its realization. Equality of opportunity can only be achieved by removing barriers in the community and in schools.^(lxxvi)

Canada applied that concept perfectly, for its economic circumstances, which help it to do so, but Egypt has many obstacles in that concern, the most important one, is the bad economic circumstances, especially nowadays, the matter which affected the attention and the perception of this stage importance, and the inability to make it a compulsory one without any fees, to encourage parents to send their children to its classes.

Programs of kindergarten stage in Canada and Egypt support global classroom, as a way to support the international values of the new world with its requirements. This similarity can be explained in the light of **cultural diversity** term, that referred to “ the variety of races that live in a specified part of the world, which resulted in a variety in customs, traditions, values, and other elements that distinguish a culture from the other, and characterise a group of people from the other, the matter that generate more enrichment and creativity for the world”.^(lxxvii)

Canada gave a special interest to the applied side in global classroom, with an importance of practical practice of the theoretical base, as practical side has the ability to reinforce positive attitudes in children personality, and has the ability to connect theoretical base to the real life situations, on the other hand, Egypt still focuses on the theoretical base, with little attention to the practical side, so points of differences can be explained according to **excellence in education** term that refers to “ a group of outcomes and characteristics that can prove the success of educational programs, and the related outcomes, according to propaganda views, as it urges similar organisations to imitate programs, methods, policies, and followed practices by the distinguished organisation, the distinguished educational organisation is the one that can provide their students with quality programs, suitable incentives, well mentoring system to valuate their progress, opportunities to attain participation in making decisions, professional development programs for teachers, a practical positive school climate, creative managerial leadership, suitable curriculum for students and the surrounded world requirements, society support, teaching improvement environment, and evaluating teachers’ performance”.^(lxxviii)

Egypt ignored the practical side from the term of excellence, so the required excellence here is not a perfect one, as it concentrated on the theoretical side only, without the practical one, it is not a matter of papers, but it is a matter of action, and real formation of future human personality according to global world requirements.

Activities are the practical side, that can translate the theoretical experience into real life practices, Canada understood the importance of the role played by them, so activities at kindergarten stage at the global classroom, stood as gate for children to pass over the global world.

Egypt is still looking at activities as a waste of time, even at kindergarten stage, in which planning process for activity is completely ignored. It is a matter of society background, which look at these practices as not effective ones.

These points of differences can be explained in the light of

the term **activities** itself, which refers to “experiences given to students practically, which may include the range of individual and team athletic games and sports, cheerleading, the fine arts, crafts, music performance, drama societies, student publications, debating, hobbies, academically oriented discussion and study groups, vocation-related discussion and study groups, religious organizations and student government, they provide enormous experiential learning opportunities unavailable in traditional classrooms and laboratories”.^(lxxix)

Egypt has ignored that concept completely, this ignorance may be because of the lack of specialists in that field, insufficient qualities that may help teachers to achieve its aims, lack of buildings that are qualified to have a practical and safe activities in, in contrary, Canada has stepped a vast distance in that concern, for its ability to pave the way in front of children to benefit from the practical side of activities in giving them the seeds of positive and global community accepted behaviours, as global activity is the way to achieve global awareness about world issues.

Canada, and Egypt ascertain the importance of teachers’ professional development programs, as these programs give teachers an opportunity to recognise the latest ways in teaching young children in general, and specially, in the global classroom, for their role in supporting children’s global awareness of world issues.

Giving interest for kindergarten teachers professional developments programs by both Canada and Egypt, can be explained in the light of **professional development** term which means “ the process which can provide teachers with useful and important knowledge for their career, to help them in applying this knowledge in a suitable and effective way under the same circumstances, which enable them to be independent, skilful learners, who can choose and practise the suitable and important educational activities for their professional practices”.^(lxxx)

Lately, professional development programs, should give an interest to the new world requirements, which focus on

global issues, especially, at kindergarten stage, as a result, Canada organized many programs that can foster teachers' ability in dealing with such issues, and to enable children to be qualified in treating foreigners and other cultures, according to international understanding bases.

On the contrary, Egypt still focusing on traditional topics at professional development programs directed to kindergarten teachers, and they still ignore the applied section when returning to their classes, and dealing with children at real educational situation, so professional development programs at this concern, are not effective ones, they are also just theories on papers, by still just papers, they are the result of wasting costs, time, and efforts.

This point of difference can be explained in the light of training based place term which refers to “ that kind of training which happens at work place, it motivates, supports, and revises skills of employers, to enable them to recognize, and respond to various work challenges”.^(lxxxix)

Training based place term, ascertains the applied section of professional development programs, as teachers practices can be considered, the best way to help them to be developed and, improved according to the new world requirements. Training based place helps teachers and students to benefit from the theoretical base of training, and provides teachers with the suitable opportunity to practice the theoretical base practically, so when professional programs for kindergarten teachers, focus on global issues, and ways of creating global classroom for the children of this stage, Teachers are able to create that global classroom actually by training based place, as classroom is the educational environment which teachers should support by their experience, and their theoretical base acquired by the help of the professional development programs.

In the few next lines, the research will present some suggestions for developing the global classroom at kindergarten stage in Egypt in the light of the theoretical base which mentioned at the first step of the research and the Canadian experience at the second step.

8. Some prospected procedures to develop the global classroom at pre-primary stage in Egypt

1. Engaging kindergarten stage at the formal compulsory education, to make this stage available for the majority of the children at that stage, with low fees, to encourage parents sending their children there, for its importance in nurturing children, according to values of the Egyptian society.

2. Establishing more classes at general and private schools, to provide children with a free, suitable, and safe place to be learnt in.

3. Focusing on the importance of engaging global issues at kindergarten stage, to improve children's ability to act and behave as international citizen, not just a local one from their early age.

4. Developing kindergarten stage programs, by enriching them with the global issues of the whole world, such as: mutual understanding, recognizing others, local culture, mother tongue,etc, as children of today are those who are responsible for its progress tomorrow.

5. Encouraging young children to participate in doing suitable activities to develop their ability to talk, write, sing, play, communicate, interact, read, and listen to others carefully.

6. Organizing summer camps that are suitable for kindergarten children, giving an interest to invite children of different and foreign cultures to attend them, to interact with them effectively, and practice the global values practically.

7. Improving the ability of kindergarten teacher, in order to be qualified in teaching at that stage, through preparing them at faculties of education, in order to learn about children's needs at that stage, children's psychological characteristics, the best ways of educating them, building their personalities, being able to create, and express themselves. Teachers of kindergarten stage should have at least a bachelor degree in education, although it is better to acquire a master degree in educating young children.

8. Giving a special interest to professional development programs for teachers of kindergarten, as these programs should be enriched to be suitable for the global

world requirements, those programs can be enriched by adding the following topics:

- Human and children rights.
- Foreign language acquisition as a way to know others.
- The complete fluency in mother tongue as a main component of local culture.
- Indoor and outdoor activities to foster friendship with others.
- Tolerating and understanding foreigners
- Benefiting from knowing others to enrich local culture.
- Achieving peace with self and others.
- Ethics Education for young children.

Finally, all the last suggestions should be supported by the governmental legislations, which should ascertain and identify the qualifications of kindergarten teachers, the importance of his preparation, as he is responsible for preparing a generation of tomorrow.

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