



Lectures in

Social Issues

(1ST Year General Education (Language Program))

preparation

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ABOUT FACULTY OF EDUCATION:

The faculty was constructed in **1970** , its site at the past was secondary school for boys in Qena , in Sabry Abu Alam street (in the past), but now this place became site of faculty of engineering. it was the first faculty of Assuit university branch in Qena, then faculties of science, arts, and other faculties of south valley university are opened. Faculty of education site now is beside faculty of arts. the superior objective of faculty of education is developing a better capacity of the individual, personality traits, ethical and religious values on the basis of reverence and respect for rights, taking into account the criteria of complementarities and inclusiveness, intelligent and innovative, international and global, allowing for independent thinking person pursuant to an effective result in good cooperation with his own people for the benefit of society. The College of Education, Qena colleges in the history of the prestigious University of the South Valley as it contains three divisions.

FACULTY VISION

Working on faculty of Education to be honored achieving quality in the level of knowledge and educational programs and its various activities which are reflected in its graduates and working to develop education in various educational stages.

FACULTY MISSION

Preparing the teacher in line with scientific, technical, and professional progress and developing a spirit of loyalty to the homeland. Working on the development, advancement and cooperation with various institutions that help in preparation of teacher, to work through the public education and through being able to specialist professional and skills, and continuing development. From this mission, the faculty does the following: 1- Preparing students of secondary school, and its equivalents, and graduates of institutions, and university faculties excellent

preparation for teaching profession through the provision of vocational programs with high standards of quality in all disciplines from kindergarten to the end of secondary school.

2- Uplifting professional and scientific level of all workers in the field of education and defining them with modern educational trends, developing the development of self-efficacy trend and working on strengthening values of continuing education.

3- Preparing specialists in various educational fields.

4- Doing research and educational studies in various specializations in faculty and solving educational issues and real problems in reality that impede educational process and providing solutions to work on developing education and reforming it.

5- Contributing in developing educational thought and publishing modern educational trends and applying it to solve problems of environment and society in which they exist

6- Providing research and advisory services that contribute in developing institutions of non-formal education.

7- Working on educating students integrated education, and developing creative thought to them.

8- Participating in preparing demonstrators and assistant lecturers in many specializations in university faculties and institutions of higher education and forming them educational formation continuously, helps them to perform their role effectively and efficiently.

9- Working on spreading the ethics of the teaching profession between faculty members, students, employees, and educators, according to ethical covenant adhered by everyone in the field of education and education in its various levels.

10- The faculty through Primary Education division, preparing a teacher to first levels of primary school and teacher specialized material for the last years of education.

11- The faculty participates in literacy and eliminates the phenomenon of dropping out of education through preparation of teacher.

12- Adopting the concept of Total Quality and its applicants in faculty, and interesting in self-rectification, and being ready to achieve total quality and continuous development.

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Chapter one:
**Social problem and
methods of studying it**

Chapter one: Social problem and methods of studying it

First: the concept of the social problem and its nature

Although most sociologists agree on the importance of studying social problems, and even in defining the topics of these problems, they differ on defining a clear and definitive concept of the social problem as a sociological concept.

Mills divides social problems into two main types: the first is private problems, and the second is public issues, with a gradual shift always from the private problem to the general issue.

Mills believes that there are certain conditions in society that are responsible for creating problems for individuals and groups, but these problems may remain a private matter that does not have a general character among all members of society, or at least the vast majority of them, and therefore the suffering of these problems is limited to the scope of these individuals or groups. In general, the scope of private problems usually falls within the realm of direct relations between the individual and others.

Gradually, however, certain groups of people realize that there are special circumstances or situations that are social problems, and that something must be done about these problems and action must be taken to confront them. Another says that the problem turns from a private problem into a general issue that represents a crisis or a problem for the existing system in society.

For example, the problem of unemployment is considered a personal problem, especially if we are talking about the unemployment of a specific individual or even a specific group, and that the personality of these individuals, their professional skills, and the provision of suitable work for them are the basic issues proposed to solve the problem of these individuals. But when talking about the unemployment of several million workers in a society, that is a general issue. Therefore, a proper assessment of the problem and the scope of possible solutions requires that we take into account the political and economic systems in this

society, and not only the personal situation of the unemployed individual or the personality of a scattered group of unemployed individuals.

The difficulty lies in identifying and defining the social problem when trying to distinguish between problems of a personal nature and those of a social nature. In fact, not all personal problems are social problems, while all social problems are, in essence, a personal problem for an individual. For example, the problem of divorce as a social problem represents - in fact - a personal problem for divorced people as well.

Montero and McDowell believe that any problem must meet three essential conditions in order to be considered a social problem. These conditions are as follows:

1- The social problem has social roots:

Social problems are traced - albeit in part - to defects and disturbances affecting the social structure of society. All societies have many conditions or bad conditions that generate problems, but if we look at these bad conditions as an act of God that we have no will in, or as an evil preordained before, then there will be no social problem here. For example, the plague epidemic that swept Europe in the fourteenth century and caused the death of 25 million people is certainly a disaster, but it is difficult to blame the existing social structure at that time. On the contrary, if an epidemic occurred at the present time, it would be considered a social problem by all standards, because medical technology has advanced and developed to the extent that it can prevent the occurrence of some diseases before they occur through immunization and vaccination. It was able to completely eliminate certain diseases from the surface of the globe.

Another example of a social problem - previously mentioned - is unemployment. When a small number of individuals suffer from unemployment, then the problem here is a personal or individual problem if these individuals do not have the qualifications, conditions, and capabilities required to occupy a specific job or perform a job.

However, this does not mean that we place all the blame on these unemployed, when there are external factors behind that problem, and therefore the problem of unemployment here - despite being an individual problem - is not considered a result of the shortcomings of individuals as much as it is a matter related to the system of society as a whole.

There is no doubt that the rapid and sharp changes in society reflected their impact on the various structures and structures of society. Technological changes and modern inventions contributed greatly to the creation of multiple social problems. There is unemployment among a certain type of workers, and the rapid changes in the systems of society have also caused the creation of social problems. Those who live together as a married couple, but without functioning except for their role as spouses within the family system, and many women entered the work circle instead of taking care of their children, which affected the family's efficiency in carrying out its primary role in the process of socialization, in addition to the accompanying high rates of divorce.

All these things led to the creation of social problems for a large segment of society, and therefore the society had to look for new alternatives to overcome these problems.

Rapid changes do not necessarily create social problems, as they may often present solutions to previous social problems. For example, medical technological progress has eliminated many diseases and epidemics that spread in previous periods, and at other times, the lack of change creates problems. Social in some Arab countries means the persistence of a kind of discrimination in the relationship between men and women in society.

2- The extent of the impact and importance of the social problem:

A large number of individuals must be affected by the social problem, or important individuals in society must suffer from it, and here a question arises about the size of the number of individuals affected by the social problem. In general, the greater the number of individuals who suffer from the problem, the more social the problem is characterized.

There is a difference between 5% of the total workforce suffering from unemployment, and 35% of the total workforce suffering from unemployment.

However, we must bear in mind that the mere number or size of individuals who suffer from a problem is not sufficient in determining the social problem. It is not the mere fact that a large number of individuals are affected by social conditions once these conditions are considered a social problem. This leads us to the following observation, which is: "Are important individuals affected by the problem important and decisive in making this problem a social problem"?

The reality reveals that sometimes, although the vast majority of individuals in a society may suffer from a specific problem, they do not have an effective power to make their problem a matter of consideration and importance to those responsible for this society. Therefore, when individuals with a high status in society feel that the problems of others do not threaten them, then these problems are not considered social problems, despite the fact that a large number of individuals are affected by them, and despite the fact that they are problems with social origins and roots.

On the contrary, if a small group of individuals in society suffers from a problem, and these individuals are of high status in society, then their problem will then become a social problem.

3- A social problem with social solutions:

Some may think that any problem faced by society necessarily has social solutions. But the matter is the opposite, not necessarily that all problems have social solutions. For example, in theory, the fall of a large meteorite from outer space could destroy an entire city, and no one can deny that such an event is indeed a big problem, but since there is no social action here that can be practiced to prevent this problem from occurring, It is not, therefore, a social problem.

On the contrary, dropping an atomic bomb on a city could also destroy it, but because war - generally conventional or nuclear - has a social origin because it is a product of relations between the warring

countries, there are first steps and solutions through which this war can be avoided.

Hence, war and the consequent devastation and devastation are considered a social problem, as long as there are solutions that prevent its outbreak. The establishment of good international relations in the Middle East may prevent the outbreak of war in the region in the future, but will this lead to preventing the region from being exposed to a meteorite falling on one of its countries?

Social problems differ in different societies, and therefore they are linked to the distance of place. Every society has its social problems, regardless of the philosophy and nature of this society, has its own problems. Regardless of the level of development or progress that this society has reached, or a level of civilization that achieves well-being for the members of society, and accordingly, every society - regardless of the level of progress or backwardness - has its own problems that its members suffer from, except that the difference is not in the problems or their types. Rather, it is in degree, and relative in terms of weight or size.

The American, Russian, Japanese, German, Indian, Saudi, Moroccan, Egyptian and other societies may all suffer from one problem such as: inflation, unemployment, deficit in the balance of payments, theft, bribery, illiteracy, education problems, and juvenile children. The difference lies in the relative difference, which lies in estimating the size of the problem and its importance in terms of its severity, aggravation, and the extent of its seriousness.

Just as the social problem is characterized by the dimension of place, it is also linked to the dimension of time. The problems of Egyptian society before the revolution of July 23, 1952 AD differed in their content, form, type, and degree. However, Egyptian society, like any society, is going through crises and problems throughout the ages and history, which arise as a result of social interaction between members of the same society and between its various organizations and institutions. This is because any political or intellectual transformation or social change is accompanied by decisions and policies and is followed by strategies and plans to achieve the goals of the new time period, and then groups, groups and social classes grow benefiting from this change and groups are harmed by this change, and accordingly the contradiction

arises between the interests of these groups and laws arise. And the new regulations to regulate relations and interactions in order to reduce conflict and social contradiction and solve and remedy its problems in order to reach a state of security, stability and social peace, and when the minimum level of living is available for members of society.

The social problem is far-reaching and intertwined. The social problem has its political, economic and social dimensions, and it is also intertwined with other problems of society. The population problem is related to politics and political decisions related to family planning, childhood care, and maternity care. The burdens of population increase include the provision of goods and services necessary for the needs of citizens, and the population problem is related to the social aspect, as it is related to education in terms of its form, content, and content. More than two shifts, which exhausts the capabilities of the school and its equipment and affects the educational process in terms of quality, so the quality of education decreases its adequacy as a result of the teacher's effort and the school's equipment, and just as the population increase is strongly linked to other social problems, it is linked to health services in terms of a decrease in the percentage of doctors, nurses and the family, And hospitals for citizens, and text less The individual is concerned about medicines and health care in general.

Thus, overpopulation - as a social problem - is linked to other social aspects and problems, interacting, intertwining and interdependent with them to form the general social behavior.

The problems of society - of different types and degrees - are but social phenomena, which focus on man and society at the same time, as they differ from natural (physical) phenomena in terms of control, interpretation, prediction, the nature of their variables, branches, theories, and the laws that govern them. The physical phenomenon is based on material variables. It can be dealt with by the senses, and it can be directly controlled, adjusted and measured in a very precise way.

As for the variables of phenomena and social problems, they are not direct, tangible variables - as they are in the physical sciences - but rather they are inferred from the effects of their intertwined, interdependent and inseparable results, and then it is difficult to

completely independent, control, adjust or isolate them, as in the case of natural sciences. Prediction and generalization are relative processes.

For example: if we are in the process of studying the movement of bodies and their speed, the speed of the moving body depends on many variables: size, density, mass, the effective force, the type of energy generating this force, the nature and direction of the winds, and the type and nature of the environment in which the body will move.

By adjusting these variables accurately, it is possible to control and predict the speed of the body, as well as to issue generalizations and formulate accurate scientific laws for the movement of bodies, such as Einstein's laws.

This is the case with regard to the physical sciences, as for the sciences and social phenomena and their problems, and in view of the internal explanations that occur to them that are related to man and his biological and physiological condition and the accompanying internal interactions and enzymes, or as a result of a psychological, mental or social condition, and therefore human behavior is the result of internal biological and physiological factors. Psychological, and social factors associated with the interactions that occur in society.

These are all variables that are relatively difficult to measure, control, or predict. The obvious traffic errors in the Egyptian street are due to many social factors that are relatively difficult to control, such as age, gender, psychological state and mood, educational status, economic level and the results of different experiences, traffic laws, signals, equipment and supplies related to repairs, traffic management... etc.

And other factors and variables that are difficult to measure, control, and predict with a high degree of accuracy, as in the case of natural sciences. Likewise, social laws are much more difficult to develop, generalize, and abstract than natural sciences. This is because when we say that the earth revolves in an ellipse around the sun, and that the sun occupies the focal position of this ellipse, whether this rule or law is true or otherwise, it will not affect the movement of the earth, the stars, or even the other planets. It does not hold conferences and seminars or provoke demonstrations or riots that we see and hear about when a theory, idea, or even a political or social opinion or position affects the lives of members of societies.

Definition of a social problem:

Poplin defines the social problem as "a pattern of behavior that poses a threat to the groups and institutions that make up society".

This definition includes three basic elements - which form the concept of the social problem - which are:

1- A pattern of behavior:

Society members face many problems, not all of which are social problems. For example - as we mentioned before - earthquakes, hurricanes, and meteorites often destroy life and property, and affect or even lead to the cessation of usual patterns of social behavior.

Despite this, earthquakes, hurricanes and meteorites are not social problems because they do not fall within the scope of actions resulting from social interaction between members of society. Therefore, it cannot be reduced or eliminated by changing the behavior of the members of society. For the problem to be a social problem, it must include a pattern of behavior that is subject to human intervention.

But we must note - in any case - that natural disasters such as earthquakes and hurricanes can lead to the creation of social problems. For example, the rates of robbery and burglary increase during earthquakes and hurricanes.

2- It poses a threat:

Every society has rules that prohibit certain actions such as murder, rape, theft. These rules are what are called social standards. Therefore, the social problem represents - to some degree - a threat to society, one of its groups, or its institutions.

Crime is a social problem because it includes a pattern of behavior that represents a threat and a violation of the rights of individuals and groups, which may lead to the collapse of the social structure.

3- Society:

It did not happen that a society suffered from a serious social problem that threatened its continuity due to the injury of a number of its members with mental illness, but on the contrary, the society suffers from an acute social problem when some of its members become addicted to drugs or alcohol, so addiction to drugs or alcohol is after a social problem

because it is a pattern Behavior is costly to a large extent, whether for individuals, groups, or organizations in society.

For example, addiction to drugs or alcohol is a serious and costly social problem due to the consequences - in the field of work, for example - of the high rates of absenteeism for work addicts, in addition to what alcoholism leads to in terms of traffic accidents.

Poplin poses an important question about who defines the social problem for the rest of society? Poplin believes that the answer is affected by several factors, and therefore there is no specific individual or group that plays the main role in defining the social problem. Sometimes scientists play the main role in defining the social problem. The government may play a major role in defining the social problem.

Based on the foregoing, the social problem can be defined as:

A social phenomenon that arises as a result of the existence of a state of imbalance and imbalance between individuals' social needs and demands, on the one hand, and the possibilities and resources that are available to them on the other hand, or as a result of the existence of an existing situation and an object that affects the lives of the vast majority of the members of society, and is not in the right optimal position. It should be on it and cause a state of sufficiency, satisfaction and satisfaction for them”.

Second: Characteristics of the Social Problem:

It became clear from the previous presentation of the concept of the social problem and its nature that it is distinguished in its nature, types, conditions and factors that form it with special characteristics and characteristics, which can be summarized as follows:

1- The social problem is characterized by the characteristic of imbalance, which is represented in the presence of a feeling of dissatisfaction and dissatisfaction with a certain situation that is not in its right place, or the feeling of a state of insufficient fulfillment of the needs, hopes and aspirations of individuals in relation to their capabilities, capabilities and resources.

2-The second characteristic, which is derived from the first - which is characterized by the psychological manifestations it causes, the feeling and

feeling of manifestations of anxiety and confusion, and the consequent psychological pressures among members of society. This characteristic is psychological and social, and it is inevitable and necessary to solve social problems because it represents the real motive that lies in reaching solutions and alternatives to social problems in order to choose the best solutions from them, which are characterized by achieving the greatest amount of sufficiency for the general public, and the least harm, and in the fastest possible time and at the lowest costs.

3- The social problem is characterized by the fact that it represents the concern of the members of society and its institutions and organizations, because it affects the lives of individuals and affects the life of the whole society. It affects, in one way or another, the participation in the solution to this problem or its expression.

4-The social problem is characterized by the relative difficulty of measuring, controlling, controlling and predicting its variables, because it focuses on the individual and society at the same time, and both are rapidly changing from one moment to the next, and on the other hand, the variables, factors or causes of the phenomenon - the independent variables - the social are not independent Exactly, but there are often mutual relationships between them, and we will explain this in detail in the method of the scientific method to solve the problem.

5- The social problem does not work separately from other social problems, but rather it is linked to it and interacts with it, affecting it and being affected by it. Therefore, the most important thing that distinguishes the social problem is its interdependence and connection with other problems.

6- The same social problem has different dimensions that affect its manifestations, the degree of its impact, and the extent of its priorities. It is linked to the past, including the results of experiences, the present, with all its reality, and the future, with all its hopes and aspirations, and then it is linked to the historical dimension. The problem does not depend on its connection to the dimension of history, but it is also linked to the dimension of place, law, politics, economics....etc., and this is what the next part will deal with.

Third: Dimensions of the Social Problem:

In fact, the term “dimension” is derived from mathematics (pure and applied), especially from engineering sciences, which makes the geometric figure clear in dimensions and features, and from which it is possible to determine its shape, area, size, and properties. The same applies to the social problem. When we talk about the dimensions of the social problem, we mean analyzing the social problem into its determinants, factors, and surrounding conditions that cause the problem or affect the social phenomenon. Accordingly, the dimensions of the social problem are evident in the following:

1-The historical dimension:

What is meant by this is the temporal dimension, that is, the temporal conditions and factors that contributed to the formation of the current problem. The future is because history is but a series of three links:

A - The past with all its results and experiences.

B - The present with all its existing reality that the individual feels.

C - The future or hope that people aspire to.

It is worth noting that time moves forward in one direction, but it is connected in its circles.

2- Geographical dimension (spatial) :

This dimension is important for defining the aspects of the problem, as it helps to compare its aspects in the different regions in the same society or between societies. For example, the problem of illiteracy differs in size in Egypt from America to Russia...etc.

Its size and weight may differ in the same country, for example in the countryside it differs from the city, and the comparison in such a case is called cross section.

3- The legal dimension:

If the nature of laws of all kinds - heavenly from God or a situation from man's situation on earth - is legislation, defining and regulating relationships in the form of norms, ideals, values or social laws that regulate social life, and if the social problem is a deviation from the course of its status from the situation optimum. Therefore, the legal dimension helps us with factors and causes, in addition to the difference between the normative situation and the existing situation of the problem, and then this difference can be measured, treated, and tried to return it to its normative position by solving the social problem.

4-The political dimension:

Social problems - of all kinds - occupy an important place among politicians in any society trying to make every possible effort to solve them and achieve a state of satisfaction, sufficiency and security for their social conditions. Hence, returning to the political dimension of the problem enables us to analyze the situation, the political factors, the efforts exerted by politicians and the politician, his views on it, the extent of their interest in it and the degree of its priorities.

5-The economic dimension:

Most social problems have an economic dimension in terms of their causes and the factors that shape their content and composition. The economic dimension of the problem sheds realistic lights on the extent to which it relates to the structure of the general economy and the extent to which it is affected by economic variables, and thus helps in clarity of vision and analysis of the social problem. It has demographic problems and a deficit in the balance of payments that makes the Egyptian society incapable of building the necessary schools for the students and accommodating them in a full school day, instead of operating the school for several periods.

In sum, the social problem is linked to the economic dimension, which is one of its main features, so the social problem must be attributed to the economic conditions, factors and causes that affect the problem.

6- The social dimension:

The social dimension of any problem is a major and important dimension, because any problem, whether economic, political, cultural, etc., has a social dimension represented in its impact on the general social behavior of individuals, such as lack of a sense of responsibility, lack of a

sense of national belonging, indifference, individualism, and theft. Bribery, hypocrisy, flattery, imbalance of public morals, juvenile delinquency of youth, the spread of drugs and the loss of a good example in the street, the school, or the home are an inevitable result of economic and political problems, which ultimately lead to these different social conditions of behavior that affect some of them and other political and economic systems. directly or indirectly.

7-The cultural dimension:

This dimension includes the cultural aspect of society with all its concepts, ideas, opinions, customs and values, that is, the way of life and its way in a society.

8-The educational dimension:

It means the effects of the problem on the educational system, the media and other educational media. It is worth noting that the school or family, television and radio, places of worship, clubs, theatres, cinemas and other educational media contribute an important role in solving any problem or at least mitigating it. The severity of this problem is what it presents to citizens and public opinion in terms of facts and facts about the problem, its effects on citizens, and ways and means to solve it.

Fourth: The scientific approach to solve the social problem:

By extrapolating history, we find that man throughout the ages and times has been looking for knowledge, and trying to answer questions that quench his thirst to overcome the difficulties of life and help him adapt to them and explain the natural and social phenomena around him.

The ancient Egyptians overcame the problem of the Nile flood, by developing new methods for dividing lands and fields that contributed to improving farming methods, and they also tried to explain the movement of the sun and planets, so they discovered the solar calendar, and they tried to overcome building dwellings and temples and perpetuating their bodies and deeds until the Day of Resurrection, so they established the sciences of engineering, chemistry, mummification and astronomy. .

Whoever traces the historical development of problem-solving methods will find that the ancient man used non-scientific ways and methods of thinking in solving his problems or explaining the phenomena

around him. Which had ineffective effects in solving their problems, speeding up the development of their lives, and enriching their knowledge.

During man's quest, he reached - after a long struggle - the science of logic as an advanced method of thinking. In ancient times, the Greeks succeeded in reaching the "deductive" method of thinking, which was embraced by the clergy in the Middle Ages, as a result of its suitability to achieve their purposes.

This approach continued until the end of the sixteenth century, when Bacon came with numerous criticisms of the deductive method, which led to the formation of a new approach, the inductive method. So that the final station is the modern scientific method, which includes deductive inductive processes to study phenomena and solve social problems, which is considered the basis for scientific research in modern times.

It is worth noting that this approach has contributed to accelerating the enrichment of knowledge and the development of the life of the human race. The method of the scientific method to solve the problem or explain the social phenomenon requires several successive steps, which we summarize in five:

1- A sense of the problem or social phenomenon:

As previously said, the problem (or social phenomenon) is nothing but a situation that arouses interest on the part of the individual or on the part of society and needs a solution or explanation. Therefore, the problem follows from the results of experiences, feelings, feelings of unease and satisfaction, which necessitates a return to the state of equilibrium. As a citizen, when you leave your home to attend college in the morning, you may see or hear many behavioral manifestations that cause you to sense and feel some social problems in Egyptian society. And you, as a teacher, when you go to your school in practical education, may see many phenomena and social problems that need to be studied. You as a teacher may feel anxious and uncomfortable when you see a student crying, or when you leave your class and feel that your students did not understand the lesson from you, and from here you feel that there is something. What is wrong, and the feeling of uneasiness or satisfaction

begins, and then you feel that you are facing a problematic situation that requires an explanation or an identification of the reasons, and from here you begin to feel the problem.

2- Analyze and define the problem:

Analyzing and defining the problem comes as a next step as a result of sensing a problematic situation, whereby a person begins, directly or indirectly, by analyzing situations or phenomena into their first elements, as well as analyzing the circumstances that are likely to be related to this phenomenon, and then many question marks appear to identify the situation. And its dimensions, characteristics, and all circumstances and factors that are likely to be relevant in explaining the problem or phenomenon. From here, intelligent mental processes begin to accurately define the problem.

In the previous examples: (1) the student crying, (2) the students not understanding the explanation, each of the two situations needs to collect the largest amount of information, facts, circumstances and factors that are likely to be related to the phenomenon, and then questions begin in the case of the student crying: Why is he crying this child ? What are the factors behind this crying? Is this crying due to pain or illness? Or due to family problems? Or as a result of the harassment of some of his colleagues? Or perhaps because he received corporal punishment from a teacher at school? Or.....etc.

In the case of the second example, which is the students' lack of understanding of your explanation as a teacher. You may ask many questions such as: Is the reason due to my style in the way the lesson is presented? Or the noise that was present in the classroom? Or because of class time constraints? Or because the class was at the end of the school day? Or as a result of not using legends? Or is it because I was tired? Or for lack of interest in preparing well? Or as a result of my lack of understanding of the lesson? etc.

Thus, you try to ask yourself many questions in order to try to gather as many reasons, factors, facts and information as possible about the situation and what is related to it. Thus, the analysis of the situation begins into elements, some of which are relevant and strongly related, while others may have weak connection and connection, and the third may be completely unrelated.

3-Building hypotheses:

Through the process of smart selection, the researcher identifies the variables that affect the phenomenon in the form of scientific hypotheses that need confirmation, proof, and proof.

The scientific hypothesis is more like a mathematical equation, it has two sides, the first, which is often the right side, called the dependent variable, and the second, which is the family side, which includes factors, conditions, and dimensions that certainly have strong links. It is called the independent variable (or the independent variables in most hypotheses.)

On the other hand, the scientific hypothesis is a possible temporary explanation that clarifies the relationship between the factors, events, or conditions that led to the problematic situation, i.e. it is a proposed solution that needs evidence or proof to test its validity and ensure the soundness of its generalization, so it calls for doubt and lack of knowledge. Taking it as a fact only after testing it, proving it or denying it.

Several hypotheses can be built, for example, in the case of a student crying in class, such as:

“A student’s crying in class is due to family factors such as the treatment of his parents, their age, their educational and economic level...etc”.

The crying of a student in class is due to factors related to his physical and psychological health.

In the same case as the first, the hypothesis can be formulated mathematically when we replace the word (referring to) with the symbol “= function” like this.

Crying of the student = a function of the educational level and the economic level

This is how the scientific hypothesis is built in any scientific study, regardless of the type of this study, social or scientific, and regardless of the nature of the study in terms of its research methods, whether it is historical, descriptive, or experimental.

The same is the case in the example of the students not understanding the lesson. You may set your scientific hypotheses to study the causes of the phenomenon in order to improve your performance in the lessons in the future, so you put several hypotheses such as:

Students' lack of understanding of the lessons is due to several factors, including:

- 1-Less time for class.
- 2- Noise in the atmosphere of the class.
- 3-How you present a lesson.
- 4-Not using means of legend.
- 5-Delaying class time at the end of the school day.

Thus, you are trying to explain your performance in the class and you want to investigate the proof or denial of these questions. This is done by testing the sincerity and validity of the assumptions in the next step:

4- Hypotheses Test:

If the hypotheses are verbal statements that call for questioning, then it must be tested to prove the extent of their validity or denial. On the other hand, the researcher of the causes of the phenomenon does not stop at discovering the factors and causes only, but goes beyond that to discovering the extent to which the causes and factors are strongly linked to the phenomenon under study in addition to their arrangement. in descending order in terms of the strength of their influence on this phenomenon.

Based on the foregoing, the process of testing hypotheses is of great importance in the scientific research methodology to study any phenomenon, as it is the stage in which the researcher verifies the validity of his hypotheses through scientific research methods and tools such as designing questionnaires, conducting accurate observations, using tests, and conducting statistical methods required for the study. Of course, this is not done except after studying the research tools and being able to acquire the required skills through scientific research methodologies, from a historical research methodology to an experimental research methodology.

Referring to the previous two examples to explain the phenomenon of the student crying, we may use the method of careful observation by making note cards, personal interviews with this student, and talking and direct dialogue with him or with some members of his family. We have

come to the conclusion that the educational level of the family of two university parents and their economic level is above the average and there is nothing wrong with it, and their treatment of him is good, except that the real reason for the student's crying is due to internal factors related to the student's illness, which makes him cry.

In the second case, the teacher may design a questionnaire in which he formulates several questions in which he asks the students about the reasons for not learning the lesson, such as:

Express your opinion honestly:

Your lack of understanding of the lesson is due to several factors, including:

- 1-Less time for class. (I agree) (I don't agree).
- 2-The noise in the classroom.
- 3- Not using means of legend.
- 4- The method of explanation in the lesson.
- 5- Delaying class time until the end of the school day.

And so on..... of questions.

After that, the teacher polls the teacher's opinion by polling his students in a democratic way through a data collection form, and then uses statistical measures to measure the students' repetition rates in each question. He may reach statistical results that help him arrange the causative factors according to the degree of their strength and influence. For example

Here, the teacher begins to analyze, arrange and tabulate the results in order to draw conclusions.

5- Draw conclusions and generalizations:

This is the last and subsequent episode of the fourth episode, as there is no separation between the two episodes.... In the case of the previous two examples, the results showed that the main reason for the student's crying is the severe pain that he complains about because of a

heart disease (or kidney, for example). This result may lead to generalizations.

The disease is painful, heart disease with acute pain:

Heart patients should not go to schools until after their recovery, especially in chronic cases....and so on.

Of course, generalizing in such cases must be done with complete caution, because it is not reasonable to generalize about heart patients as a result of one, two, or three cases. However, we must reach a state of great generalization at the level of Egyptian society, and we must take different samples from different governorates in order to reach more generalized results.

Thus, the teacher realizes that the main reason for the students' poor achievement is the noise in the classroom, then the method of explanation.....etc.

From the foregoing, the teacher reaches important results to explain the phenomenon and determine the causes for the students' lack of understanding of the lesson, and reaches a special generalization for him, as well as for all teachers, "that the noise inside the classroom or the teacher's inability to control his class may necessarily lead to unsatisfactory results in the students' achievement." This is the main reason, but he may also reach the order of the causes in terms of their knowledge and their impact, which helps him to feed back, so he straightens himself and controls the factors and conditions that help him control his class and carry out his work tasks and his role in society.

Fifth: The relationship between education and society's problems:

If education means - in its broad and comprehensive sense - all efforts exerted and aimed at developing the citizen, in all its aspects: physical, psychological, mental, intellectual, ideological, and recreational, with the aim of helping him to adapt to himself and to adapt to his society, then in this broader sense it is Means. A more comprehensive social process that does not depend on what schools, universities and higher institutes do to provide educational and educational activities within educational institutions only, but goes beyond it to include all other educational institutions and media such as: radio, television,

cinemas, theatres, newspapers, magazines, stories, libraries, Houses of worship, and sports and social clubs, since each of them has an educational role and function that you carry out in a direct, intended, or unintentional, indirect way, with the aim of guiding and developing children and youth, men and women alike.

In fact, these educational media and institutions - other than schools - have an educational role, and an important and dangerous educational function in shaping citizens' concepts and ideas and influencing their attitudes and habits, because when a person watches television, for example, he is not forced to do this act, but he does it of his own free will, unlike the student who goes To the school or the student who goes to his lectures, and the danger of the impact of these educational media does not depend on the fact that they are not based on compulsion, but rather on choice only, but rather it goes beyond that to the nature of the material that these media present in terms of being endearing to the soul, such as movies, plays, Religious conversations, children's programs, sports programs and other recreational and educational programs that have an impact on people's thoughts, beliefs and behavior, changing concepts, forming habits and contributing to public opinion towards social issues.

It is also worth noting that the activities that these institutions include have an important and dangerous time dimension as well in their impact. When a person watches television, he may do so during his free time, and thus the influence is indirect and unintended. In addition, the social restrictions decrease when the individual exercises activities from the media. Educational, unlike the student who goes to school or lecture, there are time and social restrictions that restrict his movement inside the classroom, auditorium or laboratory.

It is worth noting that these media are not limited to a specific age group for individuals, but rather include all members of society regardless of their age stages, beliefs and ideas. They offer various activities to all people, which may increase their educational impact.

This does not mean that our view of education is limited to non-school education, and that we neglect formal education during the stages of regular school and university education, but by education we also mean all efforts, endeavors and educational activities that take place within the

educational stages, which aim to develop children and youth and provide them with the necessary skills to develop themselves and their society in the present and the future.

With this comprehensive concept of education, it is natural for it to play an important role in relation to social problems, and vice versa, social problems also affect educational work in these educational institutions.

Hence, relationships that have an effective impact and have a role and function in terms of the degree of influence are established. Education may affect social problems, and in this respect, it plays the role of the actor or the independent variable, and vice versa.

In sum, the relationship between education and the problems of society is a relationship of influence and influence, or a stimulus and response, or an actor and its object.

In fact, we cannot claim that education alone can solve all the problems of society or even one of them, but we can say that if sincere efforts are directed through educational work, activities, and school and non-school programs, then education will have a positive role in solving society's problems. If education is neglected and due attention is not given to it, financial funds are allocated to it, and a clear philosophy is set for it, then it will stand idly by without power. Rather, it will go beyond this to form negative forces that impede the building of man and impede the movement of progress and development in society.

With regard to the impact of education on the problems of society, we can realize it through:

1- Educational activities inside schools and educational activities outside schools, where we can educate children, youth and adults alike about society's problems, their dimensions, their causes, proposed solutions to them, and the role of each member of society in them, for example: a problem such as the traffic problem, and the social behavior of Citizens in it need a great educational effort to reach the public with sound behavioral habits such as respecting the traffic law, respecting the traffic man, respecting the rights of others to park the car and not throwing dirt out of the windows...etc. They are all behavioral habits that first need a change in concepts. People's ideas also need a change in people's concepts and ideas, and they also need a change in their attitudes towards their view of traffic,

and the school cannot do this work alone, because the work of the school depends on a certain age stage, after which the work of other media that help citizens begins. Formation of new behavioral habits.

2- Formation of an enlightened public opinion that contributes to solving problems without raising or questioning it by presenting various contradictions. Therefore, we must set a good example for the public through various programs and activities offered by the community - which help them understand their problems and participate in them.

3-Work to confirm the national feeling and national belonging through activities. educational and educational programmes.

4-The belief and conviction of those in charge of the educational work, because they are the ones who play the role of the teacher and the true guide for the rest of the members of society. Sincerity in the effort to enlighten the citizens of their problems.

After the previous presentation of the concept of the social problem, its characteristics and dimensions, and how to study it, we will discuss in the following chapters some social problems and issues and the role of education in confronting them.

Chapter 2:

Education for discipline

Chapter 2: Education for discipline

introduction:

Parents often complain about the lack of discipline in their children and adolescents in their family and school lives. Despite the relentless efforts made by parents to get their children to adhere to social norms, traditions, and family systems, they have a tendency to commit violations. They do not adhere to the desired behavioral rules and do not obey orders. It expresses the child's rejection of educational instructions, directives, and orders, which makes parents feel the futility of their educational efforts, and raises concerns about the child's moral future.

Controlling behavior is the most important step of socialization, so discipline was originally synonymous with education, and it is done through an external authority, or through the individual himself with his automatic submission to social norms and standards that determine the moral levels of everyone.

Some people believe that discipline is associated with punishment, on the grounds that it is the effective means to achieve it, but the concept of discipline is more comprehensive than that. It means obeying orders and instructions, respecting rules and laws, adhering to order, and adhering to traditions and customs. For this reason, the best control is what is gained through guidance, advice and persuasion to create discipline instead of external punishment.

Between discipline and discipline:

Discipline is of two types: external discipline, and internal (self) discipline.

1- External Control: It is a set of directives, instructions and alerts issued from the outside to the individual in order to force him to adhere to the rules of behavior. These alerts are at the hands of the father, the

teacher, the club president, or others who have authority over the individual, and use their powers to monitor respect for regulations and laws, to maintain order to achieve the goals of the institution.

2- Internal (self) discipline: It is the individual's commitment to instructions and regulations, and to walk independently according to their laws and regulations, by directing his desires, and regulating his inclinations and motives to reach the growth of socially acceptable social behavior. Discipline is a behavior that comes from the self and not from the outside, in which the individual adheres to the regulations and instructions by himself, by curbing negative tendencies and desires, and it is based on willpower, determination, self-control and not yielding to whims, without the need for control from external parties, although in most cases self-discipline It acquires a beginning from the sources of external control, and is the result of the emergence of an internal mechanism for guiding behavior.

Educational factors affecting the self-discipline of young people

Educators have emphasized that discipline based on self-control (self-discipline) is the best kind of discipline. Because it is a form of self-awareness, which gives young people the opportunity to evaluate and control their behavior. Among the most important environmental factors affecting self-discipline: family, school, peer group, and the media.

family:

The family is a subsidiary social institution, usually consisting of a father, mother, and one or more children. It is an educational vessel within which the child's personality grows, develops, and matures socially, psychologically, and emotionally, as well as his physical abilities, motor skills, intelligence, and social interactions. The family is responsible - to a large extent - for the personal and intellectual characteristics of children.

The family uses various means to raise and control children, such as relationships, meeting needs, protection, reinforcement, etc., which enables it to direct and control them so that they become people who behave in a social way, distinguish between right and wrong, and what should be accepted or left out of individual and social behavior, and who can live and agree with the community that surrounds them. Achieving these things depends on the extent of the family's success in performing its social, educational function. The success of the family in its function means the emergence of self-disciplined individuals.

School laws and regulations:

The school institution performs multiple tasks to care for young people, contain them and educate them, and meet many of their psychological, emotional and mental needs, which families used to meet. So children, male and female, from their early years, replaced the bosom of the family with the bosom of the school, and children began to live the first twenty years of their life in the school space, and the school institution became of particular importance in the life of young people, their education and formation.

The school is the broadest incubator for young people, and the space of the school institution with its diverse components constitutes an important channel for leaving the circle of family and kinship to a broader field that includes our peers (they are students); adults representing educational care (they are teachers); and others representing authority (they are administrators). This space also provides, through the activities that are held throughout it, and the educational clubs that embrace it, opportunities for free dialogue and initiative free from the authority of educators and administrators, and to form groups of friends and belong to them, and to strengthen the beliefs, values and attitudes that have formed in the family, or to change some bad habits that the individual has acquired. through his family. School education and its activities and clubs are subject to the laws and regulations of the school institution. Submission to these regulations and laws is tantamount to experience and familiarity in dealing with the regulations and laws regulating the affairs of the country.

Group of comrades:

The impact of the group of comrades in the formation of self-discipline is not less than the impact of other institutions, such as the family and the school, and may even exceed it sometimes. This group - which consists of peers who are close in age, who share problems, conflicts and tendencies, and who form with each other a coherent unit within a special social framework and a specific way of life - its influence is stronger during adolescence, in which the social space expands in front of the teenager, so his interaction does not remain exclusive. On the family, but extends to external relationships, including the formation of friendships that are characterized by intensity, depth, and the power of influence.

Due to the strength, strength, and position of these groups in the psyche of young people, and their reference position in their lives, as a source of patterns of behavior, values, methods of thinking, and standards of judgment, we witness - sometimes - some children and adolescents confronting their parents with rejection of some issues, while they do not dare to confront members of their group in the same way.

The group of friends to which the individual belongs identifies with it, identifies with it, and derives from it his standards, attitudes, and values, thus affecting the formation of his behavior, positively or negatively, according to its objectives. That is, if the group of comrades does not respond except to external control in directing its behavior, then it often simulates the group of comrades in forming this type of discipline.

Belonging to the group provides young people with important opportunities for self-affirmation and supports their tendency to independence. Adolescents feel the need for a group they choose themselves and belong to, so that they feel the value and strength within it, supporting them in the face of the oppression of parental authority and the authority of teachers.

Religious teachings:

Religion is one of the best criteria for judging behavior. Because it frames the social culture and norms prevailing in various social institutions. The true Islamic religion is a religion of discipline in the first place, and Paradise is the reward for those who are disciplined, and all acts of worship require the discipline of the worshiper and develop this behavior in him, such as prayer, for example, which is the ritual that the Muslim performs five times a day, and it is based on the accurate alignment in the ranks, and follow the imam, and follow the example with it. Fasting is also the most powerful means of self-control, during a specific date that begins precisely from dawn to sunset, and strongly controls desires, behavior, reactions, and endurance. The true Islamic religion urges us to discipline, appearance and substance.

Islamic education, which draws its curriculum from the Holy Qur'an and the Sunnah of the Chosen One, may God's prayers and peace be upon him, is, in fact, the strongest component of self-discipline. And the adherent to the Islamic religion is the best commitment that makes the sight of God Almighty inherent to him in all his circumstances and conditions, so he is disciplined in his life, his relationships and all his dealings.

Education for discipline

Education is based on discipline, because it is a social rehabilitation that gives young people the social judgment and self-direction that is necessary to transform them into a responsible adult in their society. A child is not born with a ready and clear perception of the types of socially acceptable or unacceptable behavior. Thanks to education, during childhood, he is imbued with values and acquainted with standards of behavior, in the bosom of the family, school, club and other institutions, which contributes to achieving his social maturity, through the content of social qualification that enables him to be able to issue social judgment and build a scale of values and direct his behavior in its light. The content of social rehabilitation is strongly determined by

the child's own experience, his personal observations, comparisons and initiatives, more than it is determined by advice and indoctrination within the family or school.

The family and the school remain the virtue of control through warning, guidance, and assistance in guidance, and the great merit lies in providing the opportunity for children to be reincarnated by following the adult role model of the father, mother, brother, teacher, or other persons who constitute clear personal examples that the children embody.

Children respond to their parents' influence by forming two complementary sets of norms:

The first system is the conscience, which is an internal feeling that prevents the child from performing the rejected behavior. This feeling is formed when the child absorbs the list of prohibitions and taboos. The second system is the superego, which is formed from a set of acquired positive goals and values. It is inseparable from the conscience, when the child commits the forbidden behavior and his conscience is subjected to a sense of sin, and this is what stimulates the superego and leads to a sense of shame for failing to achieve what must be achieved.

Control is useful, effective and efficient in cases of:

- 1- Continuity of control.
- 2- The discipline is persuasive and not punitive.
- 3- Directing discipline to the behavior and not to the youngster.

Continuity of control

It has been proven from studies conducted on behavior that reinforcement plays an important role in fixing behavioral responses, but when parents do not settle on the standards of children's behavior, and they do not have standards of good or ugly behavior, so that the child may be punished for behavior that is likely to have been rewarded. , or

was not punished earlier; In that case, children continue to engage in behavior that is contrary to everyone, such as: aggressiveness, disregard for others, coercion, and carelessness towards others.

Fluctuating adjustment leads to a crude form of social rehabilitation. So that the individual behaves according to his vision of external events, and not according to the mechanism of internal guidance. He fails to develop an appropriate conscience, and he sees his fate as being controlled by an external force. The deterrent to committing the reprehensible act is fear of punishment, and if he is safe from punishment, he takes action.

Whereas children with an internal directive mechanism have a high sense of conscience, feel guilty if they hurt others, and are willing to accept blame for wrongdoing, to admit wrongdoing, and to resist attempts by others to push them to commit immoral acts. The control that leads to the formation of the internal control mechanism in the individual contributes to the formation of a young person who easily turns into a responsible adult.

Persuasive control instead of punitive

Some parents use painful coercive means to control their children's behavior. They resort to severe beatings for the most trivial reasons. They think that this cruelty will bring them a proper education for their children. In many cases, they are punished indiscriminately, or they strive to stereotype by subjecting the child to a certain pattern and standard, all of this by adopting corporal punishment that is widespread in our society, which has psychological and emotional repercussions on the child, and does not lead to the required moral development, but rather its only result is a weakening of confidence The child in himself, and his constant endeavor to search for ways and means to avoid punishment. The use of punishment leads to the weakening of moral development.

But when the discipline is persuasive, it adopts a calm and rational method in confronting the wrong behavior, where the parents explain to

their child why they want him to change his behavior, or they explain to him the harm and damage he has caused to others, and the possibility of avoiding them, away from the threat of punishment, and this desires him to correct his behavior, and helps him to Formation of an internal system of rules and expectations that help guide his behavior.

Control the behavior, not the individual

Mostly, families do not distinguish between the child as a subject and what he does as a behavior emanating from and separate from the self. One of the disadvantages of the method of control prevailing in our society is that it is directed at the child himself (Why did you do such-and-such? Or said this? Or left such-and-such?) which has harmful effects on the child, affecting his self-esteem, and entrenching in him the feeling that he is not loved. Whereas, discipline targeting behavior (what you said was bad, what you did was harmful, what you left was good) helps the child maintain his self-esteem. It makes his acceptance of control possible and his acquisition of moral standards easy, especially if he is clothed with flexibility, warmth and love. The family's acceptance of its child increases his self-esteem, his attachment to his place in the family, and his emotional attachment to it, which contributes to strengthening its influence on him, especially in the field of providing him with social judgment and self-direction.

Education in the face of challenges

Education is an important tool of social control, helping to regulate behavior by indoctrinating the individual with society's behavioral expectations, and instilling society's values, standards, and attitudes in individuals, but today this task has become very difficult, as a result of technical and social development, which has expanded the circle of those involved in the education of young people. And influence it, after the task of education was confined to the family, then school and comrades, today it includes the media, clubs, social networks, and others. The difficulty of controlling these means made the process of upbringing almost escape from all control, and its results are not subject to unified social rules,

which leads to the number and type of educational problems and makes the task of education more complex and difficult.

Chapter 3: The Problem of Unemployment in the Changing World and the Role of Education

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The most important problem that the world economies face no matter what stages of development level countries are in nowadays is unemployment. In the world, there is a rapid change towards the information society from the industrial society and economic and social transformation is realized by leaving the labor-intensive work place to the knowledge intensive work.

Technological developments have also led to the transformation of a significant portion of the workforce into unskilled or misguided groups, which cannot be retrained. It has changed the dimensions and domains of competition that exist in globalization, industrialization, trade and service sectors and which businesses inevitably face. In the universalization of competition, the share of production in the horizontal integration of countries is great. Today, traditional production factors come from the factors that determine competitive power and competitive advantage, whereas investment expenditures are increasingly being traded as the driving force of world economy. The influence of day-to-day competition is increasingly affecting the competitiveness of businesses and hence of countries in changing market conditions and technological developments.

The traditional understanding of education, which embraces the intent of making individuals merely a field, loses its effectiveness in a global competitive environment where knowledge and technological innovation have doubled in a few years. This situation, which has deeply affected both the developed and the developing countries, has made it necessary to re-examine the education systems. Every day we open our eyes to a world different from the previous day and the societies that adapt to the innovations are one step ahead of the economy. The technological changes that effect production which are the result of scientific development transform both economic and production relations. Many occupations have been filled in the labor market where new jobs have come to life.

This paper will deal with the problem of unemployment in the changing world and alternative ways of solving it and its effects.

The world population is about 7.5 billion (World Meter, 2017). The labor force is 3,422 billion (World Bank, 2017) and the unemployed ratio

is 5.8 (ILO, 2017). The labor force is projected to grow over the next 10 years at an average annual rate of 0.5 percent (Bureau of Labor Statistics, 2017). According to population growth data, both the world population and the world workforce increase by 100 million per year, but only 50 million jobs per year can be created.

Unemployment exceeds 15% in India and Pakistan. There is about full employment in East Asian countries at a rate of 3%. More than 35 million people are unemployed in the OECD countries. It shows that the weight of western industrialized countries in the world economy is losing economic power compared with East Asia (Schcosser, 1998).

Western industrialized countries cannot adequately assess the opportunities created by globalization. These countries have faced high unemployment problems in recent years. In Western Europe, the number of unemployed has increased after every cyclical change. According to the OECD's research, the fundamental problem of industrialized countries is cannot keep up to the structural change in the rapidly changing world.

According to Ekin (1997) there are two reasons for the unemployment problem that the economies in the global world face:

- First, high technology and automation. Production is increasingly going from labor-intensive industries to machinery and capital.
- Secondly, the flow of capital and investment towards where the labor force is cheap due to increasingly ruthlessness of international competition and unforgiving structure of error. The development of information and communication technologies plays a key role in the rapid development of production in the globalization process. Technology increases efficiency in productivity and employment relations and reduces labor demand at a certain level of production. In particular, new technological changes demand higher skilled workers and greatly reduce the demand for low skilled workers.

Depending on these reasons it has changed the dimensions and domains of competition that exist in globalization, industrialization, trade and service sectors and which businesses inevitably face. In the universalization of competition, the share of production in the horizontal integration of countries is great. Technological developments have come from the fact that the production factors that countries have.

Technological developments have also led to the transformation of a significant portion of the workforce into unskilled or misguided groups,

which cannot be retrained. Thus, the 1990s job creation policies were obliged to upgrade the qualifications of this workforce, which were essentially outside of new labor needs. Strong new technologies give different battles to different parts of the world. In East Asian countries, high production growth, productivity growth and full employment go hand in hand. In Europe, the increase in production does not create new employment opportunities and this growth reduces the number of jobs instead of creating jobs (Ekin, 1997).

The traditional understanding of education, which embraces the raise individuals in one specific field, loses its effectiveness in a global competitive environment where knowledge and technological innovation have doubled in a few years. This situation, which has deeply affected both the developed and the developing countries, has made it necessary to re-examine the education systems. Every day we open our eyes to a world different from the previous day and the societies that adapt to the innovations are one step ahead of the economy. The technological changes take place in production which are the result of scientific development, transform both economic and production relations. Many occupations have been death in the labor market where new jobs have come to liΠIONYρρι,N1ιηΦέ

Thus, individuals must constantly renew their knowledge and training and adapt to current needs. For example, although the need for communication is as old as human history, it has taken its share of change in telegraph operation from one of its important professions a hundred years ago, despite the need to continue to communicate and to tackle this need with new technologies (Omay, 2013).

Despite the need education system cannot respond quickly to changes in the working life and the needs of the industry. Today, the speed of technological development has increased very much. Technological developments open new business areas every day, new occupation arise in these fields. Like the telegraph operator example this process pushes many professions into the background and makes them dysfunctional. It is becoming increasingly difficult to manage lifelong only with high school or university education

Another problem with the education is that the disagreement between the qualifications demanded by the labor market and the qualifications offered by the education system. Both in developed and developing countries it appears to be one of the most important problem

areas of the labor market. More specifically, issues such as what the qualities required of the job, how these qualities can be created, and the extent to which the educational qualities determine the individual's place in the labor market constitute one of the main discussion axes for the labor market. Theoretical explanations and empirical studies on these issues, which form the intersection of education and the economy, are mainly based on labor market analyzes.

The high level of human capital at the level of knowledge and skill has dominated the physical capital today, where technology is dominant. Due to this mutual interaction between education and employment, the concept of lifelong learning comes to the forefront in the information society where technology-driven production forms dominate. Increasing the competitiveness and employability of the workforce in the economic and social structure in which information is constantly renewed has made it possible to improve the ability of the workforce to adapt to the rapidly changing economic structure with more investment in lifelong education and human resources. In this context, the most effective way of struggling with unemployment is undoubtedly to create new business areas besides economic growth, and to educate the qualified workforce that the economy needs.

The role of education in economy has been perceived in different forms from the beginning of capitalism to the present day. This has also been influenced by the change in technology and production organization. For example, when Fordist production organization is adopted, which is characterized by mass production and mass consumption, it has been argued that there is a direct relationship between occupational knowledge and skills gained through education and productivity. Certain jobs should be employed by specially trained ones. This presumed relationship between education and productivity has directly affected the educational policies in Turkey and has been directed to the education system. And human power and education plans are planned at development period. The period in which the Human Capital Theory is dominant all over the world (1950s and 1960s), which argues that there is a direct relationship between education and productivity and employment, followed the years when the existence of indirect relations between education and productivity was acknowledged and educational policies were affected (Ekin, 1997).

There are also theoretical explanations (Queuing Hypothesis / Theory) which suggest that employers prefer to hire the labor force that can adapt to their work efficiency in a short period of time, and therefore employ the most educated people (those who can be trained as soon as possible) from the candidates. In the abovementioned researches, findings were obtained confirming this statement, which is based on the argument that labor productivity should be mentioned not in productivity....

Today, on the condition that global capitalism prevails, it is unlikely to be able to describe the relationship between education, productivity and employment with the above explanations. In particular, studies on the relationship between employers who prefer flexible production organization and flexible employment conditions and the relationship between education and productivity and employment have shown that it is not possible to explain the demand for educational qualifications through the above-mentioned theories. Both of these studies provide information on the relationship between education and employment in terms of flexibility, as well as being carried out in firms that are working in manufacturing industry and indicating that they adopt flexible employment. Both firms, who argue that "flexible employment" is not a preference but a necessity, regards managers as "inevitable" especially in this sense of numerical flexibility. In the context of flexibility, the demands on the educational qualities of employers in the main firm and in the sub-contracted satellite firm are severely differentiated. However, the quality of the element in which the element can be operated at a lower cost seems to be the basic problem of each firm, and the flexibility is derived from this search. It is not even necessary to say that the educational qualities and the appeal of the claims to subcontractors are not meaningful.

While it is important to have "multi-skills" in the recruitment of staff with professional occupations, it is becoming widespread that they have to be employed in a wide variety of jobs outside the field of study of higher education graduates. This is seen as the most important factor in the increase in demand for higher education. The rapid increase in the higher education institutions in recent years and the content of the teaching of these institutions to be discussed in order to meet the demands...

In parallel with developments, education has become a phenomenon involving the entire life of individuals, exclusively from the

duty of educational institutions. It has also been removed from being attached to educational institutions, as well as being an activity linked to a certain time of life.

While it is important to have "multi-skills" in recruitment of staff with professional occupations, it is widespread that they have to be employed in a wide variety of jobs outside the field of study of higher education graduates. This is seen as the most important factor in the increase in demand for higher education. The rapid increase in higher education institutions in recent years and the content of the teaching of these institutions to be debatable should be regarded as interrelated processes to meet the demand.

Today, the information society needs the professional knowledge necessary to protect and develop individuals' intellectual knowledge as well as their employability in the labor market. Indeed, technological innovation and discoveries, seen as viable scientific knowledge, are based on growth of economic prosperity, growth and development. Therefore, elements of today's prosperity, growth and competitive power are concerned with how well the requirements of the information society are fulfilled; because information has become the basic capital tool of information society. The information society exhibits a structure that confirms the notion that the only thing that does not change is change itself and emphasizes the importance of fulfilling this requirement. Therefore, it is now understood that all knowledge and experience cannot be achieved in a specific educational process. Individuals must now constantly acquire new information and create new identities. In short, a new order has emerged, which is not possible to be seen in previous social structures, such as the oldness of work experiences and professions. Therefore, rapid developments in information technologies are causing rapid production of new information. For this reason, the information is not updated and it is worn out very quickly. Those taught in formal education institutions is often accompanied by the end of the education an even before the end. In this case, one must constantly train, change and renew him / her (Omay, 2013).

It is also facts that work experience and professions are at the same time an intense incompatibility problem in the labor market. The problem of incompatibility arises mainly in the form of skill and skill incompatibility and in two ways. In other words, highly skilled workers who require low skills, or low skilled workers who are highly skilled

workers, It is also possible to work with high skilled workers to work with low skilled workers or to work in jobs that require skill levels well below the workers' skills. However, this situation, which is a widespread problem all over the world, results in inefficient use of resources, which causes the economy's employment creation power to be adversely affected, further exacerbating the problem of unemployment. Therefore, lifelong learning is also important for economy to function effectively and efficiently to create employment opportunities (Omay, 2013).

It is also clear from the efforts of international co-operation that lifelong learning is important. UNESCO's 1972 Report and the European Union's Lisbon Strategy show the importance of the situation on a global scale. It seems that the efforts of raising the education level of the population, which is among the first solution that comes to mind for the struggle against unemployment, is also seen as inconclusive (Omay, 2013).

Recent developments indicate that a new turn has been introduced for individuals with higher levels of education, unlike in previous years. Because the majority of the unemployed people today are newly graduated individuals from universities. Despite increasing rates of higher education graduates, unemployment does not decrease. This suggests that the problem is not solely due to lack of education. This situation raises the question of how well the young people are able to meet the needs of the labor market, as well as the adequacy of the education they receive. For this reason, it has become a frequently highlighted subject that education should not be limited to school education. UNESCO, as the United nations agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ensure equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2017).

Therefore, it is inevitable that education and learning will spread throughout the whole life span. In fact, the studies on the subject emphasize that the strategies to be developed in relation to lifelong learning should be based on a cooperation that will include all segments of the society, the ability to meet the needs of those who demand it, and the strategies to be developed for lifelong learning should be accessible to all individuals in society. Another important point is to educate

individuals about what they will learn in order to provide lifelong learning and to adapt the education system accordingly (Omay, 2013). Although each EU country is responsible for its own education and training systems. EU policy is designed to support national action and help address common challenges, such as ageing societies, skills deficits in the workforce, technological developments and global competition. Education and training 2020 (ET 2020) is the framework for cooperation in education and training. In 2009, ET 2020 set four common EU objectives to address challenges in education and training —'Making lifelong learning and mobility a reality'. Furthermore, at least 15% of adults should participate in lifelong learning is set as a benchmark (EU, 2017).

The concept of lifelong learning and the strategies developed for this understanding constitute the benchmark for the employability of the population. For this purpose, the employability of the population is being tried to be protected and developed. Contrary to the old era today, being graduated from higher education is not the only condition to be employable today. Now individuals are in need of learning throughout their lives.

Today, the fastest worn out and consumed thing has become information. Every day we are experiencing scientific developments show that what we learnt in school was wrong. It has become imperative for the training to be an ongoing process so that the workforce can adapt to technological developments and acquire new knowledge.

Chapter 4: Education and Street Children

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First: the concept of “street children:”

- The United Nations defines the street child as "any child, male or female, who has taken the street (included in the concept of deserted places, etc.) as a place to live and reside without the care, protection or supervision of responsible adults".

Street children, according to UNICEF definition, are divided into street children who work all day in the street and then return to their families at night to sleep, and street children who break off their relationship with their families or who have no families at all.

In 1999, the Arab Council for Childhood and Development defines street children as children, according to the legal definition of the term at the level of different Arab countries, males and females, who live in the streets, including the concept of deserted places...etc., permanently or semi-permanently, and depend on street life to survive. This may lead them to do many marginal jobs and live on the street without the protection, care or supervision of adults or institutions that take care of them.

The National Council for Childhood and Motherhood defines, in its document of 2003, the street child as “that child whose family is unable to satisfy his basic physical, psychological and cultural needs as a result of a socio-economic reality that the family coexists within the framework of broader social conditions that pushed the child without real choice from him to the street as an alternative shelter.” Most or all of the time, away from the care and protection of his family, he engages in activities to satisfy his needs for survival, which exposes him to danger, exploitation, and deprivation of his societal rights. He may expose him to legal accountability in order to maintain public order, and in his document he called them homeless children.

-As defined by the Egyptian Association Caritas (2004) as a child who wanders on his face without a goal, an end, or a family bond, who takes the street and the squares as a shelter or a way to earn his livelihood through marginal activities such as wiping shoes, collecting garbage, selling trivial goods, or adopting bad behavior towards pedestrians or public facilities.

- There are multiple and different definitions of the term street children, including: - - - Mohamed Sayed Fahmy's definition: street children are children, whether male or female, under the age of 18, who live, grow, sleep, eat and play in the streets, some of whom do not work and others work, i.e. They work in the streets unofficially and unlicensed, and their relationship with their families is often severed or severed.

) -Mahmoud Mohamed Suleiman) defined street children as children, males and females, who did not receive the satisfaction of their basic and secondary needs in the natural family, and they took the street as a place for their presence and shelter, relying on the street to satisfy their basic and secondary needs without protection, guidance or supervision from adults, as they acquire some Hypocritical personal, behavioral, and moral traits that oppose the rules and order of society.

- And (Iman Muhammad Sabri) believes that street children: children from a family that has been broken or disintegrated, and suffers from a number of psychological, physical and social pressures, and he was unable to adapt to them, so the street became his fate, as there are no means of survival, growth or natural protection, and where he suffers All kinds of internationally recognized violations of children's rights.

-Abu Bakr Musa (2002) defined street children as those children who fall in the age range between (8-12) years, who spend all or most of their time roaming the streets and roads away from the family.

Ahmed Seddik focuses in his definition of street children on the psychological and social side, describing them as children from families that have been broken or disintegrated, and they face a number of psychological, physical and social pressures that they could not adapt to, so the street became their fate.

- Jamal Mokhtar Hamza defines them as "children who are constantly residing in the streets below bridges, train and metro stations, and public parks due to abnormal family circumstances".

- As Azza Karim sees, the street child "is the one who stays for long periods of time during the day in the street, whether he does marginal work such as wiping car windows, collecting garbage, wiping shoes, selling trivial commodities such as tissue paper and matches, or begging to earn a living, or mixing Bad friends, or engage in illegal activities such as prostitution and drug transportation, or carry out aggressive acts towards public facilities and passers-by, and these children usually lack someone to raise them and direct them to sound behavioral patterns.

-١ Children who live on the street, which is a source of survival and shelter for them.

-٢ Children who have run away from their families and live in temporary groups, houses or buildings

-٣ Children who are still in a relationship with their families, but spend most of the day and some nights in the street because of poverty or crowded living space with the family.

-٤ Children in care institutions who come to them from a state of homelessness.

There have been many names given to this category, including (homeless children), (children in difficult circumstances), (children at risk), and (children at risk of delinquency). For luxury and they return to their families to spend the night, or they may spend their day and night in the street for the purpose of living, working and sleeping, and their relations with their families are either completely cut off or almost cut off, and there are several names given to street children:

1- In the USA they are called homeless.

2-In some Latin American countries: we find in Brazil they are called "tigers."

3- Australia calls them: "street children."

4- Romania They call them: "street children"

5- In African countries, we find in South Africa they are called "street children."

6- In Tanzania, "cockroaches."

7- Cameroon "Chicks."

8- In some Arab countries, we find in Egypt "homeless children", "suss" and "street children."

9- In Saudi Arabia: "Children at Risk".

10- Yemen "Children of Signs."

11- Jordan, "Sleeping Children."

12- The Sudanese call them "Deaconess."

13- Morocco "Street Children" and "Street Children."

14- Mauritania Street Children.

15- Syria Events.

16- Lebanon "The Homeless."

Second: The scale of the phenomenon in Egypt and the world:

The size of the street children is determined broadly and narrowly according to the two types of definition that was given to them. This explains the emergence of many statistics on the size of the problem. The difficulty in determining this size is due to several reasons, including:

1- It is not possible to determine the presence of these children in specific places on a permanent basis, and therefore the social survey may not include some of them.

2- Some of these children may not be found at night on the roads or railway stations or other places.

3- There are some children who visit their families at intervals, and then suddenly stop.

4- The continuous movement of these individuals, whether between the underdeveloped neighborhoods of the city or the slums, through areas where protection groups gather for them.

5- Conducting social surveys on a city or several cities (especially the leading governorates) cannot, in light of this, reach the general size of

street children at the national level, given that most of the communities are in major cities.

Despite the interest of many international bodies in estimating the size and prevalence of street children at the international level, whether in developing or developed industrial countries, these estimates are difficult to verify their validity, whether at the international, Arab or local levels for the following reasons:

A - The difficulty of counting and enumerating street children as a result of the child's movement inside the street.

B- The failure of countries to disclose the true estimate of the size and number of street children.

C - Most of the studies that estimated the size of the phenomenon were through their estimates estimating the size of street children in the world at 40 million children, of which 25 million street children are in Latin American countries only.

The phenomenon of street children is growing rapidly, and therefore this problem must be confronted and addressed and work to find quick solutions to it. The difficulty also lies in not knowing their whereabouts because they are moved from one place to another, and because a number of them commit crimes that may lead to imprisonment, and because they are sometimes invisible as they work as servants in homes or factories, or in the practice of prostitution, especially females.

The United Nations estimated the number of street children in 1981 at about 40 million worldwide, of whom 25 million are in Latin America, especially Brazil, and there are 40,000 fugitives in West Germany during the eighties, and this number has doubled after the Union of Germany, and the spread of organized immigration from the Economic Cooperation Council . The Childhood Organization indicated that there are no less than 10 million street children in the world, spread over the continents of Asia, Africa and Latin America.

UNICEF presented statistics in 1993 stating that the phenomenon of street children (homeless children) in the world is about 80 million,

including 40 million children in South America, and this number has increased in the following years, rising to 100 million children in 1994, half of them in America Southern.

Brazil is the leading developing country. There are 5.7 million homeless children, and their number has now reached 30 million, an increase of 90% in recent years. In England, there are about 40,000 children who run away with their families annually, and in Ireland, there are about 500-1,000 street children with ages ranging from 15 to 18 years. It is estimated The number of children rogue from their families to the street in Russia is 150 thousand children, they committed serious crimes between theft and various quarrels in the streets.

Another report stated that there are 100 million children living in the streets of the world, of whom 60 million are forced and live in an inappropriate framework, and practice behavior, such as, prostitution, or live in forced labor or participate in the commission of crimes, as well as drug addiction.

International estimates indicate that the number of street children in all developing countries has reached 75 million children, in addition to 5 million children in developed countries.

The phenomenon of street children in the Arab world:

The Arab Council for Childhood and Development issued an explanation of the extent of this phenomenon in the Arab world, and says that the number of homeless children has reached between 7-10 million children on the street without shelter. The number of expatriates from the Gulf countries increased after the Gulf War, the lack of shelter for them, and the spread of unemployment, which made families push their children to the streets in search of livelihood, in addition to the phenomenon of migration.

- In Sudan (Khartoum and after the main cities in northern Sudan) there are 37 thousand children, including 900 street children, and in Yemen 7 thousand street children, and the phenomenon of begging is one of the most important components associated with the phenomenon of street children in Yemen.

- In a meeting of experts organized by the Arab Council for Childhood, Motherhood and Development to discuss the dimensions of

the phenomenon of Arab homeless children, it was found that their number in Morocco is 237,000 children. This phenomenon is recent in Morocco, and its causes are many, and the city of Casablanca is considered one of the largest cities in which street children are spread.

- One of the statistics received from Jordan indicates that this phenomenon does not exist in the usual way, despite the spread of the phenomenon of beggary or vagrancy in the governorates and major cities. The number of those arrested for vagrancy annually, males and females, is 673, 611, 567, in the years 1996, 1997, 1998 according to respectively.

The phenomenon of street children in Egypt:

One of the associations, the Arab Association for Children in Alexandria, estimated that the number of children at risk is about 2 million children, and the statistics of some NGOs reported that the number of children is estimated at 300 thousand street children. According to the data contained in the security reports, the continuous increase in the size of the phenomenon of juveniles is evident. The following shows this development during the years from 1987 to 1991.

The statistics of monitoring juvenile crimes in 2001 of the General Department of Juvenile Welfare Investigation indicated that nearly 46,000 cases of loitering, indecent assault, theft and murder were recorded, which gives an important indication of the seriousness of these children's behaviors.

In his book, Experiences with Homeless Children in Egypt, Ahmed Seddik indicated that they estimate that there are 93,000 children, and they are the ones who exaggerate this number without referring to a study or an inventory.

The discrepancy in the number is due to the difficulty of evaluation due to the continuous movement of street children from one region to another, or from the street to the family, and then to the street again, as well as the lack of an accurate concept of defining the street child.

The increase in this phenomenon in Egypt is due to:

1- Children were subjected to sexual abuse by parents, especially girls, by the father, stepfather, or a relative.

2- The spread of illiteracy and ignorance of the methods of social and religious upbringing and wrong habits.

3-Some families refuse to receive the child after spending a period of time on the street after being cut off from the family, for fear of what the parents, relatives and neighbors say, and their sense of shame.

4-The cruelty and ill-treatment that children find within their families while forcing them to work hard.

5- Challenges due to society, such as:

A - Lack of societal awareness of the seriousness of the phenomenon, and how to deal and participate with it, which affects the amount of funding and donations directed to this group.

B - The negative view of the community members towards the street child as a criminal threatening the security and stability of society, and not as a victim of circumstances in which he is not guilty.

C - Lack of cooperation between civil society, which leads to limiting the level of availability of services available to street children, especially with regard to rehabilitation strategies.

6- Challenges related to child legislation and laws:

A - The absence of strict penalties that guarantee protection for the child within his family.

B - The inhumane methods used by the police in arresting children in the streets.

C- In the event of arresting children, whether during periodic police campaigns or for committing any crimes, a special lawyer is not appointed to defend them, and civil specialists within the police stations also face major problems in the case of defending children, as it explains who deals with children, whether they are individuals or associations, and

considers them By looking at them as exploiters of children in illegal matters.

D - The ignorance of those who deal with street children in police stations of children's rights and how to deal with them.

E - Exposure of children to extortion by informants.

F - The difficulty of obtaining papers or legal documents for children, such as birth certificates, so that they can obtain government services available to them, such as health care and enrollment in vocational training, with little or no funds to support and activate media support for these children regarding awareness and dissemination of association activities in the media. different.

7- Institutional Challenges:

A- The lack of effective trained human resources in social care institutions in Egypt due to the lack of remunerative returns for their employees.

B - The shortage in the number of institutions working to provide care and protection for street children at the governmental and private levels, compared to the size of the phenomenon.

C- The routine pattern in providing services to children within traditional institutions, where the focus is on accommodation and nutrition, without any interest in the psychological or educational aspects.

D- Lack of accurate statistics and data pertaining to the phenomenon by research institutions.

In addition to the absence of programs directed at these children and their lack of any existing institutional services in the community, such as hospitals, educational devices, or youth centers... Thus, children lack health or social guidance that would support them in their miserable lives through honest supervisors and female supervisors who guide them, solve their problems, and connect them. To righteousness and safety if they are in trouble or in bad or dangerous situations, while providing them with health insurance, taking into account their health, and providing them with help and assistance.

Causes of the problem of street children and factors for its spread:

Many references and studies have dealt with the causes of the problem of street children in Egypt, which differ from one society to another, and even within the same society.

A- Family factors:

In recent years, Arab societies have witnessed rapid changes that included various aspects of life in society, and the most rapidly changing of these areas was the economic field, which prompted millions of Arabs to live below the poverty line, which makes them push their children to practice beggary and trade in some marginal commodities throughout the years. Today to help their families, which exposes them to the perils and perils of the street.

Family conditions, conditions and attitudes play an important and fundamental role in the spread of the phenomenon of street children, as it is the reference group for the child whose personality is formed, as it is the first institution that meets his needs and is essential in its cultural framework. Street children often belong to family patterns with a low economic and social level that usually suffer Low income, social and health care for children, and the most important family factors that help to understand the problem are the following:

1- The large number of family members:

The number of family members affects the interaction and behavior of its members, so the possibilities of increasing disease, including malnutrition, satiation, and lower intelligence, although the size of the family is not the only or final cause of these effects, but it is considered one of the clear and main reasons. He is going through economic crises, as well as the rate of abandonment or the death of one of the parents in it is very high, in addition to the diminishing eagerness and anxiety for children, and suffering from lack of housing, which leads to leaving children outside without supervision and spreading them in the streets permanently.

2-The disintegration of prisoners:

Familial disintegration is an essential reason for a child to go out into the street, and 24% of street children come from broken families, either through divorce, the death of one of the parents, or the marriage of

one of the parents, and 32% of them did not find care and attention from families.

The child's personality is formed through the family and the environment in which he lives, so he is a normal person if the family is together, and only if it is like that, and the disjointed family of all kinds, such as conflicts between its members or the absence of one of them due to divorce, abandonment, or even death or distance from it for long periods generates psychological disorder. The child has instability and lack of control that lead him to the freedom to act without consideration.

3- Wrong upbringing: In addition to the wrong upbringing, whether through harshness or softness, the same applies to the deterioration of the behavioral level of the family. A child who finds himself in a family that is professional in crime, drug abuse, or other vices follows their behavior and is affected by their actions, which he has grown up with.

4- Congenital disintegration within the family:

It means the deviation of the parents or both or the adult children, the weakness of the moral and religious faith and the ideals within the family, and it is one of the most important factors for the collapse of morals within the family and the most dangerous for the child, as he always seeks to imitate and imitate the personality of his father or his older brother, as well as when the family loses moral values and beliefs. In a sound religious tradition, crime, deviation and bad manners become normal, and the path becomes open to the child without the slightest moral or religious deterrent.

Also, these children's families cannot take care of all the requirements of their children compared to other families, and the child does not find interest in him like others of his peers, and this causes a defect in the process of upbringing and communication with him, and they are unable to provide his health and educational requirements as it should and do not give him even a decent social status, as it integrates. In its cultural framework and bequeathed to him by training him in the prevailing ways of thinking in it and instilling common beliefs in it, so he grows up in an atmosphere dominated by patterns of thinking, values and methods of treatment that he cannot easily overlook because he grew up on them until they grow in the components of his personality.

Street children often belong to such families that determine their orientations and future aspirations, and they are subject to slip-ups in various fields that do not agree with satisfying their childish needs, such as going to the street to get what they need, which leads them to choose types of practices without being aware of their danger to their present or future.

-°Direct expulsion by the family:

Either because of poverty, or domination and cruelty, or unwillingness to put up with the son's repeated mistakes, the family resorts to expelling their son thinking that he will not be able to leave the house because he depends on them to support him, and they also think that expulsion is among the methods of education, so they threaten him with that from time to time, only to be surprised The family has the son running away from home and automatically joining the homeless.

-٦Violence and cruelty:

It may happen that the family turns away from the main goal for which it was made - which is tenderness, love and kindness - to become a source of cruelty and violence, whether material, physical or psychological, which causes the child to lose reassurance and a sense of security, so he becomes hypersensitive in explaining the behavior of others towards him due to the temperamental disorders that he has. As a result of what he suffers, and these behaviors may also result from the guardian after the death of the parents, in addition to the outside world, which is often negative in dealing with the orphan's psyche, so it is rebuke, violence and cruelty, so God Almighty alerted to precaution in dealing with such a segment of society He said: {As for the orphan, do not oppress} (Al-Duha:9) Just as the dealings of street children with those who shelter them expose them - in many times - to violence in various forms, starting from insults and insults to fist fights, or with sharp tools such as a penknife or razor, the matter Which exposes them to being chased by the police on an ongoing basis, which leads to their spread in many places, or they are arrested and placed with adult detainees - of both sexes - accused in other cases, and then they are subjected to some deviant behavioral practices as well. a.

The use of violence against street children hinders all attempts and efforts of NGOs that try to participate in the ongoing rehabilitation programs for street children.

Thus, street children have become a threat to the security and morals of society, and therefore it is easy for them to come into contact with suspicious and delinquent people, and it is easy to lead them to practice aggressive or deviant behaviors.

-√Negligence:

Due to the many responsibilities of the mother and the conditions of the father's work in search of livelihood, the son finds himself neglected and lives without care or control of his behavior, which he does not know whether it is subject to criticism or not, only to be surprised by those around him outside the family nest who blame him and his deviations and pursue him constantly, which is one of the reasons He fled to a place he thought was safe.

There are several other family factors that lead children to the street, including:

1-Orphanhood: the loss of one or both parents may be a reason for poor supervision of children and then their delinquency or their exit to the street.

2- Residing with relatives: due to orphanhood, family rift, or the absence of the father or parents to work abroad. This may also lead to poor supervision or exposure to violence, and then fleeing to the street.

3- Neighborhood: Living in popular neighborhoods of a special nature may lead to cohabiting with a group of deviant people.

4- The work of the father or mother: Sometimes the father or mother practice deviant work, and this causes the children to deviate and become professional in the same work.

5- Migration or travel: the breadwinner for a long time.

6- Addiction: and its devastating effects on the family and its members.

7- Discrimination: Between children within the same family, jealousy is born between them and may push children to flee to the street.

8- The large number of offspring: and its association with the poor economic situation.

9- Imitation: Especially since the ill-wishers call on the children to go out into the street to work and earn money and imitate the adults

B: Social factors:

It is a set of reasons and factors within the society with which the child lives, which prepares the general climate for the growth and development of the phenomenon, although it is not considered the main reasons associated with the displacement of the child to the street for the first time, then his permanent dependence on street life and considering it as an alternative shelter for him, such as:

1- Migration from the countryside to the city: In the countryside, there is a lack of services and opportunities for work and entertainment, which encourages children to migrate from the countryside to the city in order to earn a living.

2-Dropping out of education and pushing children into the labor market and the street: In a study conducted by the World Bank with the participation of the Ministry of Planning (State Bank 2003), it was found that the phenomenon of street children and then dropping out of education was more common among poor families, and that 3.3% of all Egyptian children between the ages of 6 and 15 did not go to school because they were attracted to some jobs. The number of these children was in families headed by a woman and twice as many as in families headed by a man. These families are more affected by high prices and lower subsidies.

3-Large family size: An increase in family size is one of the characteristics of families with a low social and economic level, especially those that fall at and below the poverty line. Parents usually tend to have more children because they are not fully aware of the problems and difficulties that the large number brings them in terms of spending and care, as often This family does not bear the responsibility

for the upbringing and full support of these children, so they push them to the street.

4- The spread of random gatherings, which represent the primary and basic centers for receiving street children, as the number of random areas in the Arab Republic of Egypt has become 909, inhabited by about 5 million and 667 thousand citizens, in addition to the absence of any services in these areas (entertainment, cultural, or Social or even infrastructure (water, electricity, sewage.(...

5- Marginalization of some segments of society as a result of certain economic or social conditions.

6-The exacerbation of the housing problem, the unavailability of healthy housing, and the disproportionate housing with the size of the family

7- The expansion of the concept of individual freedom.

8-The high rate of unemployment among the heads of families who push their children to go out into the street.

9-Dependence on children to carry out some family burdens, especially girls who are exposed to violence and cruelty during domestic work.

10-The weakness of the service institutional structure, whether governmental or private, and its inability to accommodate the increasing number of children who suffer from family problems that put them at risk.

C- Economic factors:

In recent times, Egyptian society has witnessed rapid changes that included various aspects of life, and the most rapid field of change was the economic field. Pushing her children to practice begging or trading in marginal goods throughout the day, and sometimes these children are subjected to cruelty and poor care by their families, which forces them to flee to the street, and they are exposed to various forms of exploitation, violence and deviation.

It includes Article 32 of the Convention on the Rights of the Child according to United Nations General Assembly Resolution No. 44/25 of November 1989, and its implementation began on September 2,

1990, and includes recognition by member states of the right of the child to protect him from economic exploitation, and from performing any work that is likely to be dangerous or represent Interfering with the education of the child, or being harmful to his health, or his physical, mental, spiritual, or social moral development. The article specified the conditions for child labor by specifying a minimum age for joining work, establishing an appropriate system for working hours and conditions, and imposing appropriate penalties or other penalties to ensure the achievement of these article effectively.

And if we compare the family levels, we find that the family has an economic problem that does not provide the minimum living conditions for children, and income is the real indicator for determining the individual's economic and living standard. Studies have indicated that many children who are on the street in order to seek a livelihood or homelessness belong to low-income families and they Below the poverty line and with their suffering, marginalization and the lack of psychological and living comfort on the part of their families makes them flee to the street. Among the economic factors:

1- The family home: The low economic level of the family results in a home that does not provide desirable health and social conditions. The lack of adequate housing for the family, insufficient accompaniment, and crowding of the cramped home with a large number of families are all things that make the child lose his need for a normal, comfortable life that loves him in his environment, in addition to that he also loses in the crowded atmosphere his need for care and play, which pushes him to go out into the street.

2-Poverty:- It may be a factor in genius, excellence, and excellence, and it may be a stimulus to displacement to the street and what that entails in terms of delinquency and committing crimes, as it leads to neglecting child care and resorting to poor housing, malnutrition, treatment, and nudity, and it may lead to delinquency. And following bad behavior such as stealing to buy enough clothes, toys and food, and within this atmosphere he suffers from deprivation, care and kindness, which must be available in the family for the child to have a good upbringing.

3- Unemployment and lack of job opportunities. Unemployment has led many families to put their children into the labor market to take responsibility without regard to the age stage they are going through, so their innocent childhood has turned into an early maturity, and the child looks around to see children who are not available to them education, health, nutrition, well-being, and he does not find himself available to him All these things, he can only work or practice begging or trade in some marginal goods throughout the day, and sometimes these children are subjected to cruelty and severe deprivation from their families, which makes them flee to the street and they are exposed to various methods of exploitation, violence and deviation.

D- educational factors:

Education and education are the main axis for the progress of societies, and they are two phenomena or a social system, and they are part of the culture of society, and the means of society in preserving its survival, continuity, and stability of its systems, social standards, values, experiences and knowledge of previous generations, and their importance appears in the formation and development of behavioral habits, development and change in order to It suits everything that is prevalent in a society, and the formation, refinement, and refinement of tendencies and values, due to the connection of all these elements with the experiences of the individual that he acquires in the different stages of his life.

The most important problems that help children pronounce from education appear to be the following:

- 1- Poor relationship between the student, the school and the educational administration.
- 2- The school curriculum is not compatible with the needs of the child and his family.
- 3- The small number of school buildings and their poor condition.
- 4- The high cost of education despite what is reported about it being free. One study has shown that a child in the primary stage costs at least

200 Egyptian pounds, and this amount is considered high, especially if the family is poor and has four or five children.

5- External assistance, which is represented in private lessons and remedial groups, as well as the assistance of parents, which is represented in the importance of the success of the student, as it becomes difficult for the child to obtain success in the stage of compulsory education, especially primary, without using one or more of these educational aids, and this assistance represents A financial burden on the family that poor parents cannot bear.

6- Weakness of the absorptive capacity of schools, as some statistics reported that about 25% of children of compulsory age did not enroll in schools.

7- Dropping out of education: Some children usually lack family care that encourages them to continue or enroll in education, and some children usually belong to disjointed, poor, abnormal families, which helps them escape, or not to enroll in schools at all, and children who often resort to They suffer from school to the street instead of education, and they are condemned to deprivation of their basic right to education and low social and economic level in the long run.

E - psychological factors:

1-Psychological and mental disorders: may be a cause and consequence of the growth and spread of the phenomenon of street children.

2- The emptiness that controls children and adolescents, and is an important reason for the deviation of children. The child, by his nature, loves fun and play. If he is not provided with the opportunity for permissible fun and innocent play, he will most likely search for other alternatives, and he may not find these alternatives except with bad companions who will inevitably push him to deviation and corruption.

3-Neglecting or canceling the desires and inclinations of the child from an early age prevents him from realizing himself and withdrawing from social situations and generates rebellious feelings for the child, which leads him to deviate from the accepted rules of behavior or as a means of venting or compensation for what the child was exposed to from his

parents during upbringing, which may result in him practicing the behavior aggressive towards others.

4-The child was exposed to abuse directly through some sexual practices performed by the abusers, which may occur inside or outside the family.

In addition to the above, some references indicated the existence of other types of psychological factors, including:

Isolationism: feelings of hostility towards those around them, who are represented by the family as the small community that expelled the child and made him resort to street life, then the individuals and institutions who make up the large society that rejects these children and the child suffers from the way he treats them, and finally the government, which is represented by police secretaries who carry out control campaigns In the streets, in which children are subjected to physical and psychological harm, which exacerbates hostility, violence and defiance.

-aggressiveness

Fear culture

Low self-esteem

Negative view of life

Low level of personal competence

- Lack of stability and emotional response.

As a result of these negative feelings:

1- A constant habit of breaking or destroying things that do not belong to them, with the aim of provoking others, taking pleasure in their feelings of harm, and trying to deprive them of what they themselves cannot possess.

2-Their destruction of public transportation and the captivity of administration lamps in the streets.

3-The love of possessiveness, rioting, and aggressive tendencies.

4-The lack of the principle of right and wrong.

5- Contradictory values and attitudes. At a time when the street child practices wrong behaviors against others, which sometimes reach the extent of committing crimes, we find feelings of cooperation, loyalty, fear and common concern among them towards each other.

The psychological and social needs of street children:

The presence of children on the street deprives them of many of their rights, deprives them of satisfying their basic needs, and exposes them to many risks and problems. The most important needs that they are denied are:

- The need for motherhood: The street child is in a severe state of close contact with his mother's personality, who protects him, protects him, compensates him for emotional deprivation, meets his needs, and gives him comfort and a sense of safety.

The need for acceptance and approval from others: the street child is a social being who responds to the attitudes of others, their opinions, their appreciation, or their contempt and rejection of him. This was through facial expressions, a kind word, or a good deed.

The need for self-esteem: the street child needs to feel his value and importance in life and to gain approval from others. In many cases, the child's satisfaction with himself is more difficult to obtain than the satisfaction of his mother. They suffer from low self-esteem, and even have patterns of behavior that are only rejected by society, and they issue them as a kind of violent reaction to others' rejection of them.

The need for security: the child generally needs to feel safe through the provision of food, clothing, housing, and his presence with a family that embraces him with tenderness, love, and a stable psychological relationship. With his defects and comparing him to his peers, if the child's pain, suffering and distress are repeatedly ignored, this threatens his psychological security even if no visible physical symptoms are observed on him. The street child often misses all of this, and he loses a

sense of security and reassurance, so his values and standards are disturbed, which increases his aggressive behavior and desire for revenge, and in the end Going out into the street as a shelter rather than a family.

-The need to please peers: These children need to please their peers in the street in order to earn their love and appreciation, welcome them as new members, and protect them from any dangers to which they are exposed to from others.

Some studies have shown that the most important psychological and social needs of street children are as follows:

The need for love and appreciation.

The need for good example and ideal.

-The need for self-affirmation and self-affirmation.

The need for strong relationships and bonds.

-The need to vent his latent negative and positive feelings and emotions.

-The need to discover his inclinations and desires and develop his innovative and creative abilities.

-The need to realize oneself and its truth through the evaluation of others.

-The need for a social entity in which loyalty and belonging can be achieved.

The need to practice work that has social value.

-The need to gain a certain status and confidence in oneself and others.

The need for psychological security and reassurance.

-The need to build from the right ethical standards.

The need for controlled and directed leadership.

-The need for independence of opinion and freedom of expression.

Fourth: Appearances of Street Children:

Although there are real differences in the upbringing of street children in Egypt from the perspective of gender and the causes of homelessness, where the disintegration of families, the deteriorating random environment, poverty, illiteracy, divorce and conflicts. However, it can be said that there are common denominators and general characteristics shared by street children despite the different reasons. Most studies and research indicate that most of these children do not know the meaning of the group and therefore do not care about what is happening within the neighborhood or the society in which they live. On this basis, one of the most important Their characteristics are the tendency to sabotage, assault and steal the property of others at times, and they act in random, non-standard ways, and do not maintain the place in which they work or live, and utter obscene words and insults, which is the prevailing language between them, and in a state of constant struggle against each other, and in many cases there is an absence Full of moral values and standards and respect for customs and traditions, despite the existence of an organized and tight internal organization that controls and regulates the prevailing social relations within the groups to which they belong in a manner that is not devoid of nobility in many cases. These children are also characterized emotionally by nervousness and anger. They have not learned the correct expression of feelings. They speak loudly and scream. As a result of the absence of an ideal and good model, these children do not

The following is a detailed review of these manifestations:

A- In terms of appearance:

- Dirty general appearance, clothes and bare feet.

Bad smell due to lack of personal hygiene.

- Long and dirty nails.

- Long, unclean and uncombed hair.

B- In terms of health manifestations:

- Most cases suffer from severe anemia and general weakness.
 - The spread of the phenomenon of involuntary urination among these children because they do not feel safe.
 - The spread of skin diseases among these children significantly (scabies.(
 - Diseases of the hair and head (lice - thrush - alopecia.(
- Most of them were infected with worms and schistosomiasis.
- Some eye diseases such as ophthalmia.
 - Venereal diseases as a result of homosexuality, such as gonorrhea and syphilis.
 - In many cases, we find that these children enjoy good health as a result of acquired immunity.

C- In terms of personality:

Most of the street children have high intelligence and early maturity that helps them take responsibility and meet their different needs. The nature of the street child's personality differs from one child to another, as some are introverted as a result of lack of self-confidence. This type is weak in personality, submissive to others and easy to lead. , There is another category of aggressive nature as a result of the repression they suffered as a result of their bad childhood experiences, and this last category has an unstable, volatile personality.

D- With regard to the psychological state and behavior with others:

We find that most of these children suffer from boredom, so we find them moving from one place to another, from one craft to another, and so on..... Most of them lack sensitivity to space and time, they have a love of excitement and curiosity and the need for unlimited freedom, and the patterns of behavior of these children differ from one case to another according to life What the child lived before joining the street (previous experiences), the child's condition and his daily dealings in the street.

traits of street children

Street children have a set of characteristics related to the practices they practice in their work on an ongoing basis, perhaps the most important of which are:

- Flexibility to allow it to evolve in form and methods.

- Then the use of reality - such as many children, illness, or disability - in beggary operations.

- Begging away from the place of residence, with the aim of concealing the reality of their actions and their appearance, which is linked to that traditional image of beggars and in shabby clothes, disabilities and disease.

Group cohesion and the language used to reinforce this cohesion.

There is another group of characteristics that characterize street children, the most important of which are:

1-The love of ownership and equality with others: most street children have a kind of aggression as a result of the psychological frustration that afflicts the child as a result of losing love within his family, and the tendency to aggression increases with the length of time that the child spends on the street. The street child is very possessive or aspires to equality with other street children. The young child always aspires to equality with the older child.

2-The child's intense emotionality and extreme jealousy: Life in the child's eyes is a game and he took whatever things he failed to get from his family, which he missed.

3-Riot, obstinacy, and aggressive tendencies: Most street children have a kind of aggression because of their loss of love and family violence. The street environment imposes on them a war to survive for the fittest, and where violence is imposed on them and they learn a defensive response against any attack on them, and with time they learn with experience that violence is Language and with time they learn by experience that violence is the language of life in the street, and aggressive tendencies emerge among street children biting each other.

4- Love team play.

5- Love movement and strength games.

6-Acting: These children are accustomed to acting, because it is one of their means of defense against any danger facing them, or when they are arrested, and they also use acting to harm other children by falsely accusing them of behavior or doing things that these children did not do. It is a method that they like as a kind of play. among themselves and may cause harm to one of them, but for the purpose of creating collective laughter, which they enjoy well.

7-Emotional Distraction: Street children suffer from psychological and social volatility because of the psychological effects that resulted from their feeling of deprivation and the difficult social conditions they face.

8-Concentration: The school level of street children is very poor. Some of them did not enroll in education, and some of them dropped out of school early, and they are unable to concentrate on any conversation that may be long, and they appear to be hyperactive.

9-They do not have the principle of right and wrong: Street children lack external control over them from their father or mother as a result of their escape from the family. They also lack internal control that is generated by their own experience, as it appears on their faces according to the circumstances imposed on them by the street.

10-Contradictory values: These children carry contradictory values that are dominated by fun at times and violence at other times. Also, lies and jealousy prevail.

11-The principle of taking and running: the street child looks at life as a game only, without caring about his role in life or thinking about his future.

12- Love of ownership and equality with others.

13-Criminality: What do we expect from a child who is deprived of family education and does not understand right from wrong, as it is normal for him to practice theft, pickpocketing and kidnapping. Begging: It is also a means of earning a living for them, so you find them at traffic

lights, parking lots and near restaurants, begging passers-by to get a bite to eat.

14-Abnormal practices of street children: such as kidney sniffing, smoking, homosexuality, rape and drug addiction.

There are other characteristics, traits, and preparations that may lead children to leave the house and take refuge in the street, the most important of which are:

1-The tendency to freedom and escape from family pressures.

2- Lack of interest in playing and entertainment within the family and searching for it in the street.

3- Indifference on the part of the family, failure to listen to the child, dialogue with him, and meeting his needs.

4- The presence of attractions in the street, including adventures and adventures for emotional gratification.

5-The influence of peers and groups of friends.

6- Weak will and lack of motivation.

7- Inability to adapt to family circumstances.

The sub-culture of street children plays a major role in their survival in the street society and their acquisition of different values that determine their behavior and different reactions. The features of this culture are as follows:

Common language: which they use in the street community, which may express their identity, as they refer to themselves using the term “suss” and the term “Switzerland” is used to refer to a prison cell, or the term “machine” to refer to a street woman, and the bashlah to refer to “moose” to protect The self and the use of nicknames for each other, such as “Al-Islahji”, “Baliya”, “Al-Turki”, “Al-Prince”, and “Al-Salwa.”

- Acquired concepts: such as the concept of work, which is only related to material return, regardless of the type of work, which may be begging, fraud, theft, sexual exploitation, or drug trafficking. One of the thefts or crimes prohibited by law, and the concept of disease, street children have a special meaning represented in the appearance of certain symptoms such as bleeding, breaking a limb, or complete inability to move, and the concept of entertainment expresses the extent to which they bear the difficulties they face in the street, such as traveling between governorates through rooftops Trains to escape from paying tickets, escaping from police secretaries during periodic campaigns, using drugs in places that no one can reach, sexually assaulting a street girl, or defeating another group of street children and inflicting physical harm on them

Risks and effects of the problem of street children:

These risks can be classified into two types, including:

1- Risks related to the children themselves.

Street children are exposed to society's rejection of them because they are unwanted children in certain areas because of their general appearance and undisciplined behavior, and they are exposed to psychological problems because of their failure to adapt to street life, and street children also miss enjoying childhood and lack the appropriate amount of belonging as their work cannot to have friends.

There are many problems, negatives, and risks that these children are exposed to, which are reflected in society as a whole, the most important of which are:

A- Dropping out and not enrolling in education:

Undoubtedly, one of the most obvious effects that fall on these children of all types is confining them to the field of illiteracy or low education, as these children usually lack family care that encourages them to continue or enroll in education, because these children usually belong

to poor, disjointed families. Unfit, which helps them escape or not enroll in education at all, and the street is their shelter.

B - Inheritance of poverty and low economic status:

These children often belong to families with a low professional economic category, as this leads them to poverty and the search for earning on the other hand, which is the humiliation of practicing low professions that they practice in order to randomly earn to meet the necessary needs for food, and thus their scope for social and economic advancement becomes weak, and street children are exposed to Diseases according to their area of contact or work, such as air or food pollution.

C - sexual exploitation:

The most dangerous thing that street children are exposed to is sexual exploitation, whether by gangs or individuals who take advantage of their vulnerability due to their young age and their inability to confront sexual abuse, whether by perpetrators or mediators. Recognizing the size of the problem, which leads to the community's lack of vision to deal with it by decisive and strict means, but the media took it into account to address such issues and warn of the spread of its dangers, and it became clear that many children, including females, were victims of their machinations.

He has taken advantage of these conditions, as heavy criminals who buy sexual pleasure and intermediaries who benefit from the use of these children, which makes these children vulnerable to diseases and pains that continue without treatment, and if it is, it will be too late.

Sexual practices expose children to many health risks, including mental illness, AIDS, venereal diseases, illegal pregnancies, and drug addiction. In addition, these children become hostages to a distorted reality in which weakness and loss of trust in others prevail, and a sense of shame and rejection. by the community.

D - Road hazards: These children are exposed to many road hazards such as car accidents because they roam the street for beggary or sell trivial goods and ride the roofs of trains to evade paying the price of the ticket, which exposes them to falling over it.

E - Addiction: - Where they work with gangs and drug dealers to exploit the young age of children and bring them into the circle of crime and drug promotion, and you find some children sitting in places far from the police sniffing alcohol and narcotic drugs.

F- Exposure to diseases: Street children suffer from several diseases that accompany them at all times and affect them psychologically and physically. They work for long hours in the cold and heat, and they do not receive the necessary health care and follow-up.

Street children are exposed to many diseases, which makes them live in continuous pain without treatment, as they reach the stage of screaming in pain or death. These diseases are summarized in: food poisoning - scabies - typhoid - malaria - anemia - schistosomiasis.

G - They are exposed to food poisoning: - As a result of eating spoiled foods that have expired and which are found in the garbage, and they are infected with typhoid, which is a disease resulting from not washing vegetables and eating foods that gather on flies and insects, and they are infected with schistosomiasis as a result of bathing in the water of canals and infection Anemia as a result of the lack of diversity and containment of meals on the necessary requirements for building the body.

H - The dangers of gangs and elderly criminals exploiting street children:

It is the attraction of organized criminal and terrorist groups to these children that represents a great danger to them and to society in general, as these gangs take from these children easy and cheap tools for illegal activities, whether by using them as aids in the promotion and distribution of miscellaneous or events of unrest and violence.

The study finds that the phenomenon of street children has become one of the most increasing and controversial phenomena and poses many social risks. This indicates that the response to the phenomenon is still weak and the real efforts did not go out into the circle of real action and practice so that possible treatments are put in place at least to reduce the phenomenon that has turned into a global phenomenon in light of the crises. The economic wars and conflicts that many

countries have been exposed to directly or indirectly affect the rest of the world, especially the underdeveloped countries. In light of globalization, the impact has become stronger, so it is not possible to separate what is local from what is regional or international, and with these local, regional and international changes and the accompanying social developments Therefore, it is of great importance that there be a realistic view of the phenomenon of street children according to a deep vision of what exists on the ground, and talking about street children has been dealt with by a limited number of researchers and specialists with multiple visions and different studies from the situation of children without home or permanent residence to child labor to Homeless children, children beggars, and other designations, and there is great interaction by the international, regional, and local community on a number of social problems. T worsened.

Chapter 5:

Education and facing the problem of tribal intolerance

Chapter 5:

Education and confronting tribal intolerance

Introduction:

The phenomenon of intolerance in general in the various frameworks is one of the phenomena that most attract the attention of the various governmental agencies on the one hand and the family on the other hand, as we have recently encountered a development not only in the number of acts of intolerance but also in the methods used by individuals to implement violent behavior such as murder and armed attack Against individuals on the one hand and families on the other.

Fanaticism in general is a major issue known to man since the beginning of creation (Cain killed Abel). It is also one of the forces that work on demolition more than building in the formation and growth of the human personality, and it is an emotion in many situations. Violent

In sum, fanaticism is the use of force and its use in an illegal or non-conforming manner with the law.

Definition of bigotry:

*In the language: it comes with the meaning of severity. It is said: meat, nerve: severely stiff, and nerve is more severe, and nerve: severe folding, nerve of his head, and his nerve is nerve: tight, and the name of what the headband is tightened with.

Among the Arab proverbs: So-and-so, whose greetings are not blindfolded, sets an example for the mighty, mighty man who is neither subdued nor humiliated. Including His saying, the Almighty, “This is a difficult day,” that is, severe.

And it comes in the sense of: Gathering, encompassing and supporting 0 And fanaticism from asabiyyah and asabiyyah is that a man calls to support his clan and to unite with them against those who oppose them, whether they are unjust or oppressed. And the nervous is the one who gets angry for his gang and defends them.

*Idiomatically: the idiomatic meaning does not deviate from the linguistic meaning, as fanaticism is extremism, taking the matter with

force and violence, not accepting the violator, rejecting it, and loathing to follow others even if he is right.

Likewise, intolerance is the support of his people, his group, or whoever believes in its principles, whether they are right or wrong, and whether they are unjust or oppressed.

On the other hand, things become clear:

Fanaticism is against tolerance, closedness is against openness, ossification against reflection, rejection of the other and non-acceptance against communication with him, coexistence, harmony, fanaticism and diet against devotion to the right and victory for it.

*Intolerance is defined as a group of socially unacceptable behavior that affects public order, and it is the aggressive act that an individual takes with the aim of causing physical or psychological harm or injury to himself or to other individuals inside or outside the school with the repetition of this aggressive behavior.

This intolerance is divided into two types:

Material intolerance: represented in beatings, quarrels, vandalism within society, and writing on walls.

Moral fanaticism: represented in ridicule and mockery of others, insults and disobedience.

Intolerance is also divided into:

- 1- Self-directed intolerance.
- 2- Intolerance directed towards others (insults, beatings.(...
- 3- Intolerance directed towards property or surrounding things.

Manifestations of intolerance:

1- Partisanship:

It is fanaticism for the group, party, or group to which the individual belongs, supporting it with truth and falsehood, giving it the attribute of infallibility and holiness, mentioning its advantages and virtues, attacking others by mentioning its faults and bad deeds, glorifying his party and despising others.

2- Nationalism:

And it is the victory of the nationalism to which he is affiliated simply because of nationalism, just as the Turks became fanatical to their nationalism at the end of the Ottoman caliphate, and just as the Arabs fanaticism to their nationalism in exchange for this fanaticism.

3- Religious or sectarian intolerance:

This fanaticism that divided the Muslims and made four pulpits for them in the Great Mosque of Mecca around the House of God and prevented Al-Shafi'i from praying behind the Hanbali and the Hanbali behind the Maliki and so on and closed the door of ijtiḥād in the face of the nation, and the sectarian fanaticism that ignited the fire of sedition and fighting between the nation's sects as the Kharijite fanaticism against the companions and their fighting.

4- Racial discrimination:

Because of gender, such as the discrimination of males against females, or color, such as the discrimination of whites against blacks, or the land and homeland, such as the discrimination against immigrants and refugees, or the tribe, such as discrimination against members of other tribes and their contempt.

5- Intellectual intolerance:

It is rejecting the thought of the other, not accepting it and listening to it, leaving impartiality and fairness in judging it, being strict in dealing with it, criticizing it with harsh images, and forming a specific image and framework for the thought of the opposing party that is marred by many mistakes and fallacies because it is based on weak foundations of fanaticism and petrification.

Causes of intolerance:

The educational process is based on permanent and mutual interaction between members of society. Since the behavior of one affects the other and both of them are affected by the environmental background, so when we try to evaluate any phenomenon within the framework of society, it is wrong to separate it from the various components that make it up, as the environment has a large part of these components.

Among the causes of intolerance are the following:

Social reasons:

The social causes that lead to intolerance are divided into several aspects, to include the following:

A- Reasons related to the family and the way of upbringing:

We find that the methods of family treatment, if the patterns of socialization are negative, will be the cause of the emergence of school intolerance, and one of the methods of family treatment

Family domination, excessive protection of children, family neglect, excessive pampering of children, sometimes excessive cruelty in the treatment of children, discrimination in the treatment of children and some of them, preference for some children over others, imitation of others in the behavior of intolerance as they are considered role models for children.

B- Reasons related to the school as one of the community institutions:

The school or the school environment may be a reason for the emergence of school intolerance among its male or female students. These reasons include the following:

*The mistreatment of some male and female teachers of students by using obscene words, insults, or mocking them.

*The absence of achieving justice among students, which negatively affects the morale of students and makes them feel persecuted, which generates within them a desire for revenge, using fanaticism.

*Vibration of the school example.

*The cruelty of some teachers to students by using corporal punishment.

Low level of mutual respect between students and teachers.

*The lack of better educational methods of punishment.

*Rebellion against the school system.

* Lack of competencies of student guidance and counseling in schools.

*Frequent absences among the learners and the system of replacing absent teachers, which paves the way for a departure from the system in the classroom.

C- Private Lessons:

There is no doubt that the phenomenon of private lessons is one of the incorrect educational phenomena, which greatly led to poor human relations and the emergence of intolerance within schools.

D- Reasons related to the media:

The media contributes strongly to increasing the percentage of school fanaticism among students, and it is a great danger that must be paid attention to, as it is a fertile ground for fanaticism, as it presents interesting films and series that attract all sides, especially teenage children, in which the heroes are incorrectly depicted in the violent roles they play. So the student takes it as a role model for him and tries to do

what he saw with his friends and peers, and thus fanaticism increases more and more among the students.

E- Biological causes:

Heredity is one of the most important biological causes related to intolerance. Studies conducted on a group of aggressive children have shown that there are genetic genes that control their aggressive and violent behavior.

Among the causes of intolerance:

1- Inflated Self:

As Pharaoh said: "I only show you what I see, and I only guide you to the path of righteousness." This exaggerated self may be the same person, the same group, or the same state.

2- Ignorance and cognitive retardation:

Ignorance of the other and failure to broaden perceptions of his knowledge and knowledge of what he believes in, invites him to fanaticism against him and his rejection. It suffices us to say: The attack on Islam today and the fight against it by many Western peoples is due to ignorance of its principles and lack of knowledge of the truth. media and others.

3- Sanctifying and exaggerating people:

As the Almighty said: "They have taken their rabbis and monks as lords instead of God." This reverence and exaggeration reaches the level of imparting infallibility and holiness, which leads to intolerance to this sheikh or to this group.

4- Closed and narrow minded:

We find many sects and groups closed in on themselves, listening only to themselves and preventing their followers from listening to others. Many extremist and fanatical ideas arise in secret dens and dungeons of darkness in closed atmospheres that teach terrorism, rejection of the other, targeted violence, and the disbelief of the violator.

5- Socialization:

Growing up in a family that discriminates against color, gender, tribe, group, or thought, and nurtures the spirit of fanaticism and extremism against the other, produces fanatical, petrified, and extremist people for us.

6-Wrong religious understanding:

There is no doubt that the deviation in the understanding of religion is one of the main causes of fanaticism. The Crusader fanaticism against Muslims was the result of a wrong understanding of the principles of the Christian religion, and the sectarian fanaticism that led to the rejection of the other in Islam was the result of a wrong understanding of the followers of the scholars.

7- Absence of ethics in dealing with the violator:

Such as justice, fairness, impartiality, coexistence with him despite the difference, praising him for what happened, and defending him if he was wronged and others insulted him unjustly, and other ethics that we will mention in the legal dimension.

Results and effects:

Numerous researches have shown that there are effects of the process of assaults on children on their social, behavioral and emotional performance. Abusive children are often emotionally distracted, anxious, angry, and many of them seem to have the characteristics of wanting to be understood by those around them, as if they are not understood.

The impact of intolerance on students in the field:

)behavioural, educational, social, emotional:(

The behavioral domain:

- 1- Indifference.
- 2- Excessive nervousness.
- 3- Unjustified fears.

- 4-Inability to focus.
- 5- Distraction.
- 6- Thefts.
- 7- He lied.
- 8- Carrying out harmful behaviors.
- 9-Destroying furniture.
- 10-Setting fires.
- 11-Exaggerated fanaticism.

***Educational field:**

- 1-Decreased academic achievement
- 2- Being late for school and frequent absences.
- 3-Not participating in school activities.

***Social field:**

- 1-Isolation from people.
- 2- Not participating in social activities.
- 3- Cut ties with others.
- 4-Obstructing the progress of collective activities.
- 5- Aggressiveness towards others.

***Emotional domain:**

- 1- Decreased self-confidence.

- 2- Depression.
- 3- Quick reactions.
- 4-Offensive and defensive positions.
- 5-His feeling of fear and insecurity.
- 6- Lack of calmness and psychological stability.

***Among the results of fanaticism:**

Intolerance is considered a major cause of the division of the nation, its dispersion, and its lack of unity. Intolerance is the fuse of sedition and fighting between groups of one people and one nation. Intolerance is the reason for rejecting the other and refusing to coexist and agree with him.

Legal dimension:

Islam came to fight all forms of intolerance and extremism.

- All the sons of Adam are honored: “We have honored the sons of Adam” and the Almighty said, “O people, we have created you from male and female, and made you peoples and tribes so that you may know one another... the verse.” There is no superiority for an Arab over a non-Arab, nor for a red over a black except with piety, as our noble Messenger (peace and blessings of God be upon him) said peace be upon him.

- And God commands us with justice and fairness.

- And all cooperation in sin and aggression is forbidden, "And cooperation in righteousness and piety, but not cooperation in sin and aggression".

*And Islam made advocacy between the believers on the truth and repelling injustice: The Almighty said: “And the believing men and believing women are allies of one another, they enjoin what is right and forbid what is wrong.” And he, may God’s prayers and peace be upon him, said: “Help your brother, whether he is unjust or who is wronged.”

A man said, O Messenger of God, help him if he is wronged. Unjust How can I support him? He said, “You restrain him or prevent him from oppression, for that is his victory.” And he, may God’s prayers and peace be upon him, said: “Whoever helps his people against something other than the truth, he is like a camel that has been shot down, and he is taken away with his sin”.

*And the basis of differentiation in Islam is piety and good deeds. His burdens are pre-Islamic, but he is a pious believer and a wretched sinner. All people are sons of Adam, created from dust”.

*Islam forbids oppression and transgression, and it was with the violator: “Beware of oppression, for oppression is darkness on the Day of Resurrection.” And the Almighty said: “And let not hatred of a people deter you from being just. People” and the truth is not known by men, know the truth and know its people as he said

Ali bin Abi Talib, may God be pleased with him, and Muadh, may God be pleased with him, said: “Accept the truth from everyone who brought it, even if he was an unbeliever or he said an immoral person.” They said, “How do we know that he is speaking the truth?” He said: “On the truth is light”.

*Islam fought sanctifying the good news and giving them a status above theirs, “And Muhammad is only a messenger. Messengers before him have passed away. If he dies or is killed, will you turn on your heels? And whoever turns on his heels, God will not be harmed in anything.” Extremism before you in religion, and among the extremism of those before us is that they have taken their rabbis and monks as lords instead of God.

*Islam is a religion of mercy and tolerance for the violator: The Almighty said: And We have not sent you except as a mercy to the worlds.” And the Almighty said, “There is no compulsion in religion.” The Western historian (Arnold) says: “These Christian tribes that embraced Islam did so out of choice and free will, and that the Arabs Christians who live in our time among Muslim groups bear witness to

this tolerance.” And Gustave Le Bon says, “The Arab victories did not blind them to their first order and force them to the excesses that were usually familiar to the conquerors, nor did they overburden the conquered, nor did they impose their new religion on them by force.” Which they wanted to spread in the countries of the world, and if they knew that, they would have attacked all the peoples that did not submit to them, so fear the right to avoid this destruction from which the Crusaders who entered the Levant in the subsequent centuries did not escape, but we saw them when they entered the Levant, Egypt and Spain treating the peoples with the utmost kindness, leaving them Their systems, conditions, and beliefs did not attack them in return for the peace they guaranteed, except for a small tribute, which was probably less than the taxes that they had to pay before, and the peoples did not know a conqueror who reached this level of forgiveness.

Ways and means of dealing with school intolerance:

It is not enough to stand at the limits of defining the phenomenon of intolerance or inventorying some of its manifestations. Rather, we need a field and field research to know how to deal positively with this phenomenon, which is spreading day after day in our educational institutions. And this will not happen without defining the responsibilities and tasks entrusted to all the educational effectiveness to confront this disease that is eating away at the entity of our educational institutions from within. The joining of roles and their synergy and the integration of efforts will definitely lead to alleviating this phenomenon, and that is in the horizon of the gradual elimination of its causes. What is required of us as actors? Educators, parents and developers of educational programs to be at the level of profit betting on many manifestations of behavioral deviation, and to overcome it with the least possible losses.

Among the ways to deal with school intolerance:

-Methods that are responsible for implementing them on school administrations:

*Identifying the psychological, social and basic needs of the student and satisfying them with appropriate educational methods and programmes.

*Paying attention to extra-curricular activities and involving the student in preparing and implementing them.

*The student's repeated frustration, failure to fulfill his requirements, and mocking him in front of his colleagues creates a readiness for aggressive behavior.

*The need to know what is behind the student's riotous behavior, whether it is to draw attention, to dominate, to take revenge, or to show weakness in order to obtain pity. Each case has its own way of dealing with it.

*Activating parents' councils and participating in the implementation of the principle of education is a joint responsibility, with interest in preventive programs and projects to raise awareness

Tasks to be implemented by the teaching staff:

*Understanding the characteristics, features and needs of the stage student before dealing with him, with an understanding of the educational goals of the stage.

*Avoid the student who riots in front of his colleagues, be patient and wise in dealing with him, explain the situation in an acceptable manner, and avoid insulting the student in front of his colleagues and discussing the situation alone with the student.

*Show interest in everything the student discloses and give him the full opportunity to talk and listen to him without boredom, then answer him in an appropriate manner.

*Involving the troubled student in actions that absorb his excess energy and make him feel important and not neglected and deal with him as a son who has special circumstances and needs to take his hand and provide him with an atmosphere of support and his sense of love, kindness and self-esteem.

*Avoid comparison between students and train the troublesome student to understand himself and solve his problems in a realistic manner, and make your conversation with the troublemaker always in private.

*Let the student express his opinion and teach him to respect the opinion of others through discussion and dialogue.

Management tasks:

The role of educational administration is an issue raised for discussion, and much has been said and written about it, but we do not address it with the depth and detail it deserves, and if that happens, it is in the context of talking about other issues.

And we all remember the penalties that were imposed on the administration, with the consent of some teachers, unjustly imposed on the students in the context of the culture of deterrence, reprimand and punishment that was prevalent, and they are moral penalties that strike at the core of the student's psyche.

And the share of students who suffer from academic problems is more frustration, humiliation and contempt, and if the share of non-excellent students in their studies is contempt and moral humiliation.

One of the types of moral intolerance that was prevalent as well is that the educational administration offers to classify the students of one section into classes for the lazy and others for the hardworking, or a class for the lazy and another for the hardworking.

Educator duties:

If the image of the teacher is also associated with the stick - for those who disobey his orders - which was considered one of the basic means of education and training in our traditional educational system, then the teacher excelled in representing this effective educational method between the stick and the plank, or a ruler and sometimes iron.

Thus, we all remember the image of the teacher as a boulder, unmerciful, harsh, sullen face. This does not mean generalization, but rather that there are many teachers who set an example for their students, while the echoes of his voice still echo in the depths of our childhood memories.

Duties of parents:

The manifestations of school intolerance are often dealt with by parents from two main perspectives:

Narrow punitive perspective.

-Or the perspective of indifference, negligence, and indifference to any act in which harm to others may be issued by the student.

Parents must perform several tasks:

*The need to identify bad social behavior

*The importance of opening a calm dialogue with the student characterized by violent behavior.

*The need to employ what psychologists call social reinforcement

* If you must practice punishment, it must be quick and immediate, accompanied by a description of the alternative behavior.

*Training the child to get rid of the deficiencies that may be the direct or indirect cause of violent behavior.

*From this, we can emphasize the role of parents and guardians in positively controlling the unwanted behavior of the student so that the child is not left unattended.

*The role of education in treating and confronting intolerance:

Glorious in the verse is a form of ignorance that is distinguished by enmity, and the effect of Islamic education on fraternity and love is clear. the band

And the Almighty said: (And be not like those who became divided and differed after the clear proofs had come to them, and for them is a grievous chastisement), and the Islamic religion has rejected that great intolerance when the Most High exhorted the Most High to leave division and disagreement.

Intolerance is not a hereditary disease that cannot be cured, but it is an acquired social phenomenon, the surrounding environment contributes to its learning, and thus the fanatic can learn how to discipline himself with leniency and tolerance, and many researches and studies have indicated this. However, peoples and groups change their attitudes through generations, as do their thinking patterns. Man is a constantly learning being, but salvation from defects does not happen by chance, but rather through intention, planning and striving.

In order to get rid of any phenomenon, we need to focus light on it, but in fact we need to dissect it, and the phenomenon of fanaticism is complex because it is based on well-established and interconnected beliefs, ideas, and concepts that are closer to rational logic than others.

It should be noted that the treatment of intolerance must deal with two main axes. The first is based on the principle of prevention of intolerance, which is what has been recognized in this paper as counter fanaticism. The second axis deals with a proven drug with an effective effect to treat what has been afflicted in the body with intolerance. It can be summarized as a prevention and treatment program as follows:

***The first axis: prevention ... counter fanaticism:**

)An dirham of prevention is better than a pound of cure), so prevention is by uniting all Muslims on the Book and the Sunnah, as Al-Albani mentioned that.

And he inferred the Almighty's saying: (And this is My straight path, so follow it, and do not follow the paths, for they will separate you from His path.

And the Prophet (PBUH) said: "God's hand is with the group." And as the Prophet (PBUH) said: "You should stick to the group, for only the stray wolf eats".

The term fanaticism is reprehensible and its opposite in Islamic education is takatul, as described by Sheikh Al-Albani.

The counter fanaticism is a preventive call whereby it presents absolute loyalty and affiliation to the Islamic religion, defending it by various means, giving absolute loyalty to our Prophet Muhammad (PBUH) and his honorable companions, and accepting everything that came in the sources of legislation, for the Islamic religion is free from shortcomings or shortcomings, this is only fanaticism. It is praiseworthy because it is fanaticism for a religion that God Almighty has perfected - and there is no doubt that it is free from imperfection - for God Almighty has perfected this religion, and the prophetic message came as a conclusion to religions and comprehensive for all races. From the Islamic educational curriculum, a source of prevention, from which we derive the means of treatment that are contrary to everything else.

The second axis: treatment of intolerance:

The stage of prevention - which was mentioned earlier - was like the first stage in follow-up, and as long as this disease has affected the body, it must be treated through the following:

1- Establishing the principle of freedom of opinion and accepting different ideas among people:

The opinion differs from one person to another regarding the same issue, and it is not changed by force or coercion, just as one individual may change his opinion regarding a specific incident based on the quantity and quality of information he obtains and the degree of reliability and timing of receiving it, and therefore flexibility in accepting the ideas of others is the first step in treatment. Especially since it deals

with opinions that are not laws or beliefs, but rather ideas that bear right and wrong, and we can contribute to strengthening the right ones and clarifying the wrong in a civilized manner based on argument and proof without defamation or defamation, and adopting dialogue and exchanging ideas as the only method in discussing issues and problems that raise fanaticism.

2- Promoting the values of brotherhood, tolerance and rejection of enmity:

By instilling these values among all segments of society, starting with education at all levels of school and even university, and intensifying awareness campaigns through free platforms and advocates of virtue from acceptable social figures to enhance these fraternal values and clarify the extent of their impact on preserving the cohesion of the national fabric, and highlighting the negative effects that It is caused by fanaticism, as many of those who are intolerant believe in justice, equality, and human dignity, and on the other hand, they like others to treat them as normal, respectable human beings, but they do not do that with others. Educating people about these meanings on an ongoing basis may really help in alleviating hyperbole.

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3-Addressing the reprehensible attachment to symbolic figures:

Dealing with the exaggeration in the guts of following symbolic figures is a basic intention and an invitation to think about everything that is issued or has been issued by these figures in terms of actions and words without the implementation of reason or thinking, so accepting ideas without discussing them as if they are a constitution that cannot be debated Or appeal, and getting out of the circle of intellectual programming to research, investigation, discussion and enrichment is a key factor in increasing unity against fanaticism, so that the right ideas become more solid and the wrong ones are rejected.

4- Unifying national efforts to confront intolerance by placing the issue of intolerance at the top of the list of priorities in the goals of all sects by forming a council or committee that embraces all sects in order

to develop a compatible joint program that unites the national discourse for all representatives of fanatical forces, and serves the society's project as a single unit, bringing points of view closer between bickering and diverging tendencies, and working To absorb and contain it nationally, the theories of racial superiority that prevailed for a long period of time have ended, and civilized nations have returned to the Islamic criterion of differentiation, which is integrity, public benefit, and superiority in performance, and it has become our duty to spread this meaning on the widest scale.

5- Education on love and rejection of hatred among the members of the same society:

A single society unites and unites it more than what separates it, and the Islamic religion suffices as a axis for this unity, which transcends the unity of language, race and origin, and the Egyptian people have been distinguished as the interdependent people until the Day of Judgment. To reject sectarianism, tribalism, clans, and family diets. Education has a primary role in alleviating feelings of intolerance through effective communication. Some countries suffering from racism have adopted constructive educational policies in this field.

6- Establishing the concept of responsibility for opinion by not exceeding the limits in dealing with people as a result of intolerance to principles and opinions, and starting to classify people according to their tribal affiliations, and that every person who issues an opinion or judgment is morally responsible for it, and bears responsibility for his mistake or the consequences of his mistakes, In front of the tribe or sect to which he belongs and in front of the whole society.

7- Promoting the principle of openness to the thought of other tribes and sects: Positive openness is what is required, by identifying the reality of societal sects as they present their ideas to the Egyptian society, and not from the vessel of the tribe or sect to which the resident belongs. new ones, which contribute to reducing the severity of fanatic tension, and make these criticisms a starting point for constructive development.

-As mentioned above - it is caused by ignorance and poor communication, and from here we have to think about the means that help in effective communication

Finally... Parents and educators must not confront any kind of behavior that emanates from the child and describe it as fanaticism and aggression with the same type of behavior, but rather they should confront it by using guidance and counseling methods and giving him the opportunity to satisfy his desires and needs in a timely manner. Appropriate and to the extent reasonable, and to make the child understand that God Almighty has endowed him with motives that enable him to defend himself at the time of danger and not to use them in assaulting others.

In order for us to raise our children properly, there must be an agreement between the parents in the method of education and dealing with them on the basis that children are characterized by a good and pure nature.

Not neglecting the child's self, whatever the reasons or circumstances, and working to prove it, and strengthening the child's sense that he has an existence and an entity that cannot be overlooked or ignored.

It should be noted that any excessive punishment of a child with an aggressive tendency may lead to an increase in his motivation to continue his violent behavior.

Not being harsh on children or spoiling them in an exaggerated way, as excessive harshness or softness spoils them and develops in them excess aggression and quick anger.

In sum, there are several recommendations that we recommend so that we can combat the phenomenon of intolerance among our children. We can summarize them as follows:

1- Refrain from beating in all its ways and means, and use modern methods to reduce the manifestations of intolerance.

2- Enhancing the status of the student and integrating him into extra-curricular activities in order to create a creative generation and activate the principle of dialogue.

3- Linking schools with social care centers.

4- Raising awareness among students by organizing purposeful workshops to clarify intolerance and its causes.

5- Establishing a parents' council to be the link between the student, the teacher, the family, and the administration, and adopting a suggestion box.

6- Last but not least, we do not forget the role of educational counseling represented by counselors within the educational institution.

In conclusion, the act of fanaticism does not need automatic reactions, nor complacency or neglect in dealing with it. Rather, this exceptional educational position requires serious and deep thinking by all educational actors to find solutions that mitigate the spread of these non-educational phenomena in our country, and from our perspective, the creative response In view of these non-educational phenomena that have become widespread in our educational institutions, this position requires us to recall the importance of bringing the following necessary educational keys:

-The importance of urging students to establish a culture of dialogue between him and his peers, between him and his teachers, and between him and his family members.

-Realizing the necessary flexibility in facing cases of fanaticism so that we are not faced with action and reaction in an endless closed circle.

The involvement of everyone (parents, educators, administrators, and civil society...) in rebuilding and rebuilding the student's behavior, which is characterized by violent characteristics, so that the treatment has an integrated and concerted effect, and this is what we find unlikely in many cases that we encountered during our educational tasks. Administrative.

Chapter 6

Absenteeism and dropping out of school

The role of education in confronting it.

Chapter 6: Absence and dropout from school and the role of education in confronting it

introduction:

The problem of absence and school dropout is one of the problems facing the educational authorities, as the rates of student dropouts increase, especially in the second stage of basic education. Until the end of the university level, the percentage of learners increased and the number of students enrolled in different schools increased, in an unprecedented educational renaissance that reflected positively on the various aspects of life economically, socially and culturally.

Although education is free and compulsory until the end of the preparatory (basic) stage, a significant percentage of students drop out of schools, especially in rural and popular environments and among families that work in agriculture and need a lot of manpower, which constitutes an imbalance in the educational process.

In fact, the absence and dropout of students from education is a big problem, and it is considered one of the most dangerous pests facing the educational process and future generations in different societies, because it is an educational waste whose impact is not limited to the student, but also to all aspects of society, as it increases the rates of illiteracy, ignorance and unemployment, and weakens the economic structure and productivity. It increases dependency and dependence on others, and creates dangerous phenomena for society such as child labor and exploitation and the phenomenon of early marriage..which leads to an increase in the size of social problems such as juvenile delinquency and the spread of theft and assault on the property of others, which leads to the weakness of society and the spread of corruption in it, and the problem of leakage causes loss It is a loss for the students themselves, because this problem leaves its negative effects on the student's psyche and disrupts his productive participation in society.

This problem also represents a serious aspect in the preparatory and secondary stages due to the nature of this stage in addition to the student's susceptibility to temptation. It is worth noting that the problem of school dropout is only a symptom of the existence of other academic, family or economic problems.

This phenomenon has become one of the clear phenomena in our Egyptian society and has become a great threat to society and a great waste of state budgets, which made it a phenomenon that requires workers in the social field to study and know the reasons and factors leading to it and put the results of this study before the officials so that appropriate solutions can be developed through the results that have been reached through such studies, which requires the need to work on studying them in order to identify the reasons leading to them and to present some proposals to mitigate them.

First: the definition of absence or escaping from school and its forms

School absence is defined as the student's failure to attend school without a legitimate reason or valid excuse, and there are those who define the student's absence from school as his absence during the official school day or part of it, whether this absence is from the beginning of the school day, i.e. before his arrival to school or It was after he arrived at school and coordinated with some of his classmates about absence, or he came to school and attended it, then left before the end of the official school day without a legitimate excuse.

Even if the student's absence is sometimes due to an acceptable reason for the student's family, such as absence for simple household tasks, or because of health factors that can be overcome, or because of other factors that do not have a strong influence, but the student finds it an opportunity for absence, this is not considered acceptable from an educational point of view because those Special circumstances can be overcome and confronted so that they are not an obstacle to attending school.

Forms of school absence:

There are several forms of school absence, which can be summarized as follows:

A- Absence from school:

It is the absence that the mind turns to if the concept of absence is launched, and it is the title of daily communication between home and school, and because of it the degree of attendance is affected, which is one hundred degrees, and the student's guardian is summoned in it, and the student and his guardian may be referred to Student Affairs in the General Administration if absence exceeds two weeks, and it is calculated A full degree for each day of absence, and that is a degree of attendance.

B- Absence from class:

It is the absence of the student from the classroom for any reason, and its effect on the student is no less than the first type and may increase, as its owner is described as being noisy [and circulating] in the school corridors, and usually through observation, it is often characterized by the student who cannot continue to follow up with the teacher in the lesson for any reason. , or the school administration punishing the student (for this reason, the school administration should be careful not to punish a student by depriving him of entering the classroom or assigning the student actions that keep him away from the classroom, so the administration by this behavior will be a tool for the student's absence from the class.(

C- Mental Absence-:

There are several manifestations of mental absence:

1-Absence of sleep: It is sleeping in the classroom, and is characterized by the student staying up late and not getting enough sleep at night.

2- Absence of noise: the student is characterized by a lot of movement and speech, ... he will not be able to remember what was studied in the class, and because of the noise, the student did not write or listen to the lesson, and his noise may expose him to expulsion from the class so that the rest of the students can follow the lesson.

3- Absence of sarhan: sarhan is a state of mind that often dominates, so the absent-minded student here is present and absent, and the teacher may be one of the reasons for the student's irritability if his lesson is characterized by recitation only and is devoid of means of explanation, or the teacher is sitting, or does not involve the students in his lesson by writing in the student's notebook Private, or comment on the book to express an idea.

4- Absence of tools: School tools are a (urgent) necessity for the student, just as any profession has its tools to make it successful, so does academic achievement have its tools, so do not expect academic achievement unless the specific tools are available to him, and the teacher may be mistaken in underestimating the importance of tools in instructing to buy notes from photocopy shops Without bothering to bring the tools, the student relied on the effort of other outstanding students, not on his own, and with this mistake, the student's achievement level decreases, followed by the student's lower level of writing as well.

The reality is that a student rarely escapes a group of forms of absence or some of them. Some of them have one form, some of them have two forms, and others have several forms. One of them may be safe from absence and its forms, so he is called a superior student.

Second: The reasons leading to absence and then dropping out:

The absence of the student and his escape from school are due to several reasons and factors, some of which are due to the student himself, some of which are due to the school, some of which are due to his family, and other factors other than these and those.

First: the subjective factors:

These are factors that belong to the student himself, and they are:

1- The personality of the student and his psychological composition, with what he possesses of preparations, abilities, and inclinations that make him not accept school work, and he does not accept the student's health and psychological disabilities and disabilities that prevent him from keeping pace with his colleagues, which makes him a subject for their ridicule, so that school becomes an unpleasant experience for him, which pushes him to search for means through which he tries prove himself.

2- The student's inability to utilize and organize his time and ignorance of the best ways to study, which causes him frustration and a sense of inability to keep pace with his classmates.

3- The desire to assert independence and self-affirmation, showing recklessness, stubbornness, and breaking the rules and regulations set by adults (school and home), which he resorts to as a means of pressure to prove his existence.

4- Weak motivation to learn, which is a state in which learning motives are low, and the student loses excitement and continued progress, which leads to continuous failure and failure to achieve academic and psychological adjustment.

Second: school factors:

These factors are due to the nature of the school atmosphere, the existing system, and the prevailing conditions that govern the relationship between the elements of the school community, such as:

1- The lack of soundness of the school system and its oscillation between strictness and cruelty, and the control of punishment as a means of dealing with students, or indolence and neglect, and the lack of appropriate means of control

2- The domination of some types of punishment randomly and unregulated, such as assigning the student to write the assignment several times, depriving him of some classes, and threatening punitive measures.

3- Lack of a sense of love, appreciation and respect from the elements of the school community, as the student remains anxious, tense, and loses psychological security.

4- The student's feeling that education does not fulfill his personal and social requirements

5- The lack of sufficient and appropriate activities for the student's inclinations, abilities, and preparations that help him reduce his tension and achieve more psychological satisfaction.

6- Too many burdens and duties, especially the household, which the student is unable to fulfill its requirements

7- The student's lack of acceptance, recognition of his problems and the development of appropriate solutions for them, which created a gap between him and the rest of the elements of the school community. This was the reason for losing confidence in the outcomes of the entire educational process and resorting to other sources of acceptance.

Third: family factors

It is represented in the nature of domestic life, the different circumstances in which it lives, and the ties that govern the relationship between its members. In this regard, the following are noted:

1- Disruption of family relations and its tainted factors of tension and failure through the large number of disputes and quarrels between its members, which makes the student feel deprived and lose psychological security.

2- The weakness of the family control and control factors due to the parents' excessive trust in the children or their neglect and preoccupation with following them, who found in the lack of follow-up an opportunity to make their individual decisions away from the parents' eyes.

3- Family ill-treatment, which oscillates between pampering and excessive protection, which makes the student dependent, quick to attract, and easy to submit to all temptations, and excessive cruelty and severe controls that make him surrounded by a fence of strict domestic regulations and laws, which makes stress and anxiety the characteristic of

the student, which makes him search for another outlet away from home and school

4. The inability of the family to meet the requirements and needs of the school, and the needs of the student in general, which prompts the student to deliberately be absent in order to prevent embarrassment and to try to search for something that meets his requirements.

Fourth: other factors:

Other than those mentioned above, the most important of which are:

.١ The group of comrades and the temptations offered by its members to the student to keep up with them and submit to their desires to be absent, to escape from school, and to spend time spending temporary pleasures.

.٢ The various attractions that are available to the student and become accessible to him as soon as he leaves the house, such as public markets, sea beaches, gathering places, internet cafes, and casinos.

Third: How to treat this problem:

Despite the negative impact of the student's absence and his escape from school on the student himself, his family, and society in general, its impact on the school is more clear, as it is a major factor that contributes to the spread of chaos within the school and disruption of its general order.

The recurrence of absences and escaping from school, and their emergence as a clear phenomenon in a school, causes an imbalance in the school system and a deterioration in the educational level of its students, especially in light of the school's inability to confront such problems (prevention and treatment.)

Hence, the school should be able to take appropriate administrative and educational measures to treat the problem of absence and desertion, and be serious in applying them and limiting their seriousness, which may

go beyond the walls of the school to the outside community, and cases of theft, violence, harming others, vandalism, assaulting public property, breaking regulations, etc. Problems that the school and home become unable to solve and confront.

Among the most important things that the school can do in this field are:

First: Technical Procedures:

The procedures that the school must follow to overcome the problem of absence or escaping from school are:

-١ Studying real student problems and identifying their causes, taking into account not focusing on the symptoms and phenomena of problems and ignoring their essence, and considering each problem as a case by itself.

-٢ Creating appropriate conditions to achieve more psychological and educational compatibility for students through:

Create opportunities to benefit from education as much as possible.

Detecting students' abilities, tendencies, and preparations and directing them well.

Provoking students' motivation towards education by various means

Enhancing the positive aspects of the student's personality and dealing wisely with the negative aspects.

A balance between what the school entrusts its students with and what they can afford.

Provoking competition and cooperation among students and encouraging cooperation and teamwork among them.

-٣ Creating more control factors within the school by setting up an appropriate school system that pushes students to a certain level of self-restraint that helps avoid school problems and treat them, noting that it is

self-restraint emanating from the students themselves and not random control by imposing strict instructions with the power of order and the authority of the law.

-٤ Supporting and activating school guidance and counseling programs and services in order to help students achieve the maximum possible psychological, educational and social compatibility, and to create balanced personalities among students who interact positively with others and make the best use of their capabilities and capabilities.

-٦ Strengthening the relationship between the home and the school to create more mutual understanding and cooperation between them on the best means of dealing with the student, identifying his problems, and developing appropriate solutions for everything that hinders his academic and public life.

Second: Administrative Procedures:

These procedures are as follows:

1- Establishing a clear system for students to inform them of the dire consequences that accrue to them due to absence and escaping from school, with clarification of the procedures that await those who are repeatedly absent from students, and that the application of these procedures cannot be tolerated or litigated.

2- Emphasizing the necessity of recording absences in each class by teachers, and that this be done accurately and within the classes without relying entirely on class supervisors who may exploit their relations with their colleagues.

3- Continuous follow-up of the absence of students and recording it in his records to identify those who are repeatedly absent from them, and the follow-up is done on a daily basis, while ensuring the validity of the justifications that the student brings from his guardian or other parties such as medical reports, arrest reports, and the like, and this should be done through one of the administrators to give him A more formal adjective.

4- Referring repeated cases of absence to the student advisor to study them, identify their causes and motives, and develop appropriate guidance and counseling programs and services to confront and remedy these problems.

5- Informing the student's guardian of his son's absence immediately and on the same day of absence, preferably during the first or second session at the latest, so that he is aware of his son's absence and thus the possibility of following him up to identify his condition and to assure the guardian of the need to come to school to discuss the case.

6- Emphasizing the absent student's commitment not to repeat the absence and writing written pledges on him and his guardian, with an emphasis on applying the regulations in the event of repeated absence.

7- Adopting harsher measures for those who are frequently absent or escaping from school, such as depriving them of physical education classes or participating in school concerts and external visits.

8- Implementing the instructions and regulations included in the internal regulations for the organization of schools, which stipulate some procedures that must be taken when dealing with cases of absence. Whatever the matter, the school cannot succeed in implementing its procedures and educational and administrative means to treat the problem of students' absence and absconding if the family does not show Significant cooperation in the implementation and follow-up of these measures, and if the family is not serious in exercising its educational role, then all attempts at treatment and prevention will fail.

Fourth: Some suggestions to mitigate this problem:

In light of the definition of the problem, its causes and mitigation measures presented:

Suggestions for male and female teachers:

It is necessary to educate teachers and train them on the following:

1- Realizing and taking into account the individual differences among the students.

2- Working on the use of appropriate methods of reinforcement.

3- Accuracy in setting achievement scores.

4- Work on counting.

5- Cooperating with the school administration and parents to treat learning difficulties among some students.

Suggestions for school curricula:

1- Paying attention to the quality and reducing the quantity in the curricula.

2- Simplifying the curricula and making them suitable for the abilities and tendencies of the students.

3-The curricula must include some educational activities.

4- Linking curricula to the local environment.

5- Curricula should be reviewed periodically and subjects renewed.

Suggestions for the school environment:

1- Paying attention to student counseling and activating its role.

2- Understanding and treating the circumstances of students who are absent from school.

3- Improving the aids to the education process.

4- Expanding the construction of suitable and well-equipped buildings.

5- Improving the relationship with students and reducing corporal punishment.

Suggestions regarding students' attitudes toward school:

1- Applying the elective courses system in schools.

2- Educating students through the media.

3- Awarding prizes to outstanding students.

4- Expansion of recreational parties and activities suitable for students' interests

Suggestions for treating the psychological causes of students' absence:

1- Reducing exam anxiety by using periodic tests.

2- Strengthening the relationship between teachers and students on the one hand, and between students and their colleagues on the other hand, by participating in collective systems.

3- Not using verbal punishment.

Suggestions to treat the health reasons for the absence of students:

1- Providing each school with a nurse to provide first aid.

2- Spreading health awareness in schools and making health cards.

3- Health supervision of the school canteen.

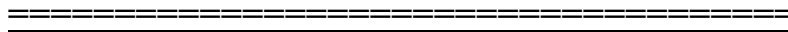
-Suggestions on the family-related reasons associated with the absence of students:

1- Educating parents about the importance of their children attending school.

2- Maintaining contact between home and school.

3- Educating parents about the importance of a suitable atmosphere for studying at home and taking into account the conditions of adolescence.

4- Providing means of transportation for students to and from school.



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