المجلس العربي للطفولة والتنمية
Arab Council for Childhood and Development

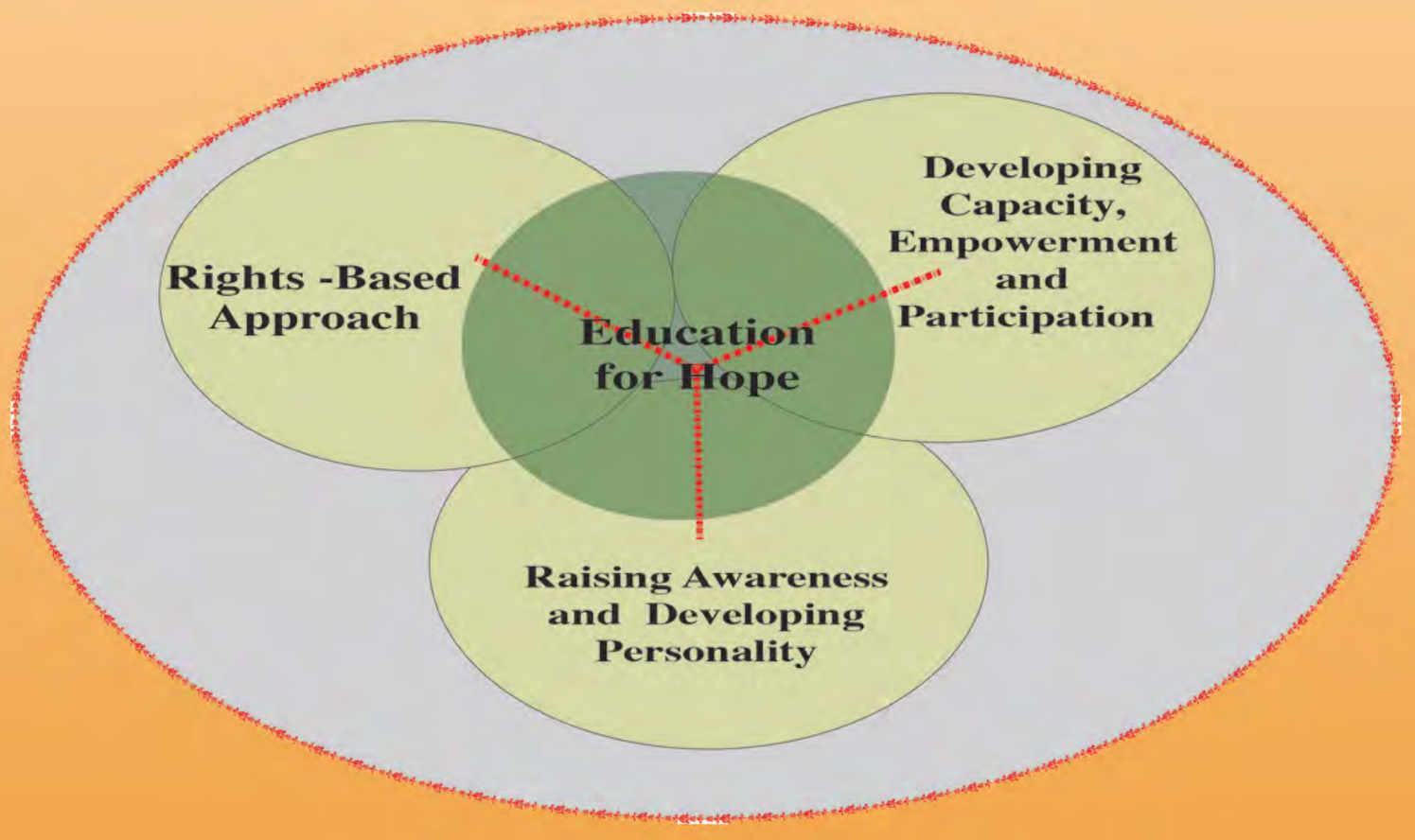
ARAB GULF PROGRAMME FOR DEVELOPMENT - AGFUND
برنامج الخليج العربي للتنمية - أجفند

«Education for Hope»

A Model for Arab Child Upbringing

New Mind .. New Human .. New Society

An Extended Developmental March under the Auspices of HRH Prince Talal Bin Abdul Aziz



Media Summary

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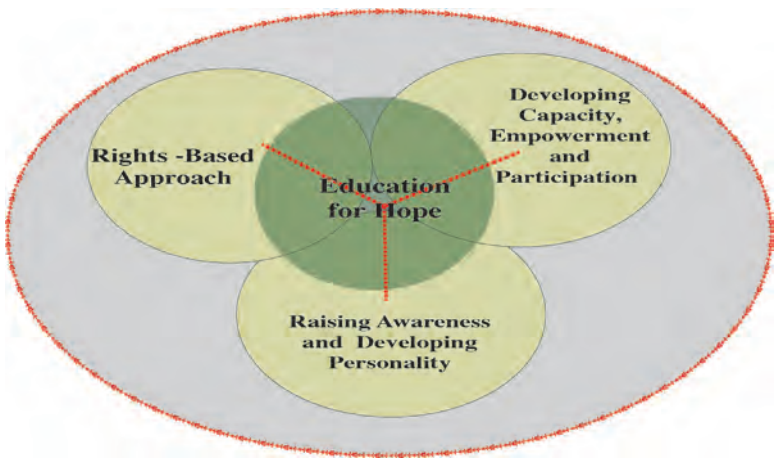

Media Summary

A Model for Arab Child Upbringing «Education for Hope»
Media Summary
The Model is initiated by the Arab Council for Childhood and Development (ACCD) and supported by the Arab Gulf Programme for Development (AGFUND)

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The full Arabic version of the model's components can be downloaded from ACCD portal www.arabccd.org

The future of the Arab nation lies in its success in developing Arab children soundly, since nations' prosperity and progress are measured by the extent of their interest in and care for their children; the more expanded the space allocated for children on a society's intellectual horizon, the more it reflects that this society focuses on the future, to which communities cross through investment in human development.

Prince Talal Bin Abdul Aziz

The Arab Council for Childhood and Development (ACCD) is an Arab regional non-governmental organization working in the field of childhood development, founded in 1987 upon the initiative of HRH Prince Talal Bin Abdul Aziz, ACCD's President, and a resolution issued by the League of Arab States.

ACCD's Vision:

ACCD is seeking to be a leading organization in the field of child rights in the Arab world, and a reference for institutions, individuals and families to raising up of an Arab child able to participate in the development of his society and deal with the rapid global changes.

ACCD's Mission:

ACCD works towards developing an Arab environment that promotes child rights in development, protection, participation and inclusion, within the context of the family and the society, through cooperation and effective partnership with governmental, non-governmental, regional and international organizations, in order to enable children to participate and interact positively in life, accept others, and love their homeland.

The Upbringing Model that ACCD is practically implementing in all its areas of work and activities is a comprehensive model that aims at developing children's awareness and awakening their creative self, in addition to unleashing their creative human energies and building their abilities, in order to help them live a decent life, achieve positive citizenship and enable them to help their Arab countries towards establishing knowledge society.

«Education for Hope»
A New Model for Arab Child Upbringing
New Mind .. New Human .. New Society

Under the patronage of **HRH Prince Talal Bin Abdul Aziz, ACCD President and upon its march and achievements with the developmental support of AGFUND,** ACCD has developed a vision based on its accumulated experience over more than thirty years and in accordance with the Convention on the Rights of the Child (CRC) issued in 1989 as well as seeking to achieve the Sustainable Development Goals (2030). ACCD's vision has emerged in logical and integrated contexts to formulate a comprehensive vision in developing Arab children and providing a new intellectual model for Arab child upbringing. ACCD is currently applying this model in the following practical fields:

1- **The rehabilitation and inclusion of children in street situation, in collaboration with the Egyptian Ministry of Social Solidarity.**

2- **Developing and innovating kindergartens in a number of Arab countries including Egypt, as well as supporting institutions working in the area of early childhood in four Arab countries: Jordan, Lebanon, Sudan and Saudi Arabia.**

3- **Media observatory for Arab child rights «Child Friendly Media», and providing professional guidelines for media institutions, as well as building the capacity of Arab media professionals according to the principles of child protection and development.**

4- **The rehabilitation and inclusion of Arab children with disabilities in education and society, in addition to utilizing assistive technology and providing a safe humanitarian environment that meets the needs of those children.**

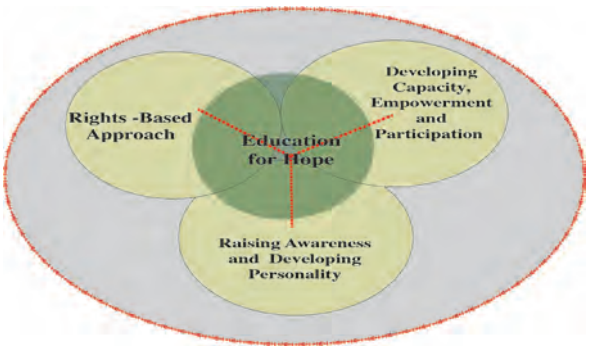
The Current Status of Upbringing Arab Children

ACCD, in partnership with AGFUND, has conducted a field study on social upbringing of children in six Arab countries: Egypt, Iraq, Lebanon, Saudi Arabia, Sudan and Tunisia. The results of this study reveal that there are manifestations of the imbalance in the Arab social upbringing at the family and school levels, and at the level of the parents' perceptions and the children's perceptions. According to the general results of the study, Arab upbringing is «inherently traditional» at the school and family levels. Moreover, the methods of upbringing used by the majority of Arab families negatively affect the growth of independence, self-confidence and social competence. The child is raised to get used to be subject to submission, compliance and evasion of responsibility, thus increasing negative and weak decision-making skills not only in behavior but in the way of thinking.

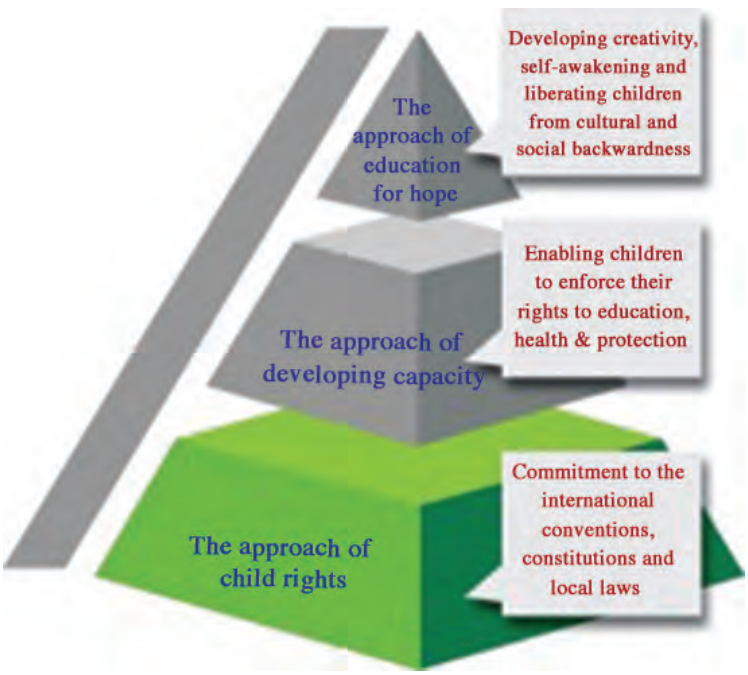
The mainstream pattern of Arab upbringing depends on domination, obedience and excessive care.

The results of the study have stressed that providing a new model for upbringing children needs a conscious and serious determination to change, as well as an enabling environment.

The Stages of Developing the Upbringing Model



The Model of «Education for Hope» seeks intellectually to achieve the integration of three main circles that have been accumulated by ACCD through its experience and achievements while implementing its previous strategic plans. These circles are: 1) the rights-based approach, 2) the approach of developing capacity that is essential in enabling children to enforce their rights to education, health and protection, 3) the approach of self-awakening, education for hope and liberating children from cultural and social backwardness. The integration of these circles according to this trilogy (rights, capacity and self-awakening) ensures developing hope for children who enjoy dignity, honor and the ability to participate in building their society on the basics of knowledge and social justice.



The new upbringing model aims to call for formulating an Arab community movement within and among the Arab societies, including legislative, cultural, social, educational and health events. This movement will seek to advocate and support the new model of Arab upbringing, as well as raising awareness of the individuals and institutions concerned with child upbringing regarding the model's principles to activate children's participation and build their capacities, in addition to creating pedagogical environments to ensure their human rights.

The model of «Education for Hope» stems from a set of principles and standards that are implemented through the various contexts of socialization (family, school, media and civil society organizations). The model will be achieved through spreading it among all social forces, individuals and institutions, especially civil society organizations concerned with childhood issues, aiming at raising an Arab dialogue on the issue of child upbringing and advocating a new Arab model for child upbringing in the Arab countries that is based on the concept of education for hope.

Education & Learning Principles in the Model of "Education for Hope"

"Education & Learning for Everyone, Anywhere and Anytime"

1- Lifelong education and learning.
2- Education and learning are activities that include all community institutions.
3- Everyone is capable of learning everything and anything (no limits to learning).
4- Mobilizing all community efforts to provide integrated education.
5- Technology has enabled extensive learning networks in the context of new social relationships.
6- Multiple systems of research, development and creativity.

Epistemological Foundations of Critical Pedagogy in the Model of "Education for Hope"

Developing the learner's ability to produce knowledge and creativity through dialogue, research, raising awareness and discovering contradictions. This requires specific conditions that must be achieved in the space or the environment of education and learning process. These conditions are based on the following foundations:

1- Real human development and liberation of the individual and society from all kinds of hegemony.
2- Awakening people's awareness and changing stereotypical mentality, as well as developing the individual's mental perceptions towards his/her reality and surrounding world. Reading the world and not just reading the book.
3- The culture of democracy, justice, equity and universal values.
4- An educational situation in which both the teacher and the learner will learn together, as well as the individual's involvement in knowledge and changing the reality into a better humanitarian reality that is more free and fair and eliminates any kind of discrimination.
5- The best use of information and communication technology to facilitate the flow of knowledge to the learner anywhere from all the knowledge production centers in the world.

Targeted Values and Skills in the Model of «Education for Hope»

Global Humanitarian Values & Skills:

The upbringing process should seek to build hope and install the ability to change, as well as to formulate a framework for global humanitarian values and skills, where everybody (globally and locally) has the opportunity to participate in establishing the enlightened positive citizenship.

Targeted Values to be Acquired by Children According to the Model of «Education for Hope»:

Tolerance – Respect – Freedom of Expression – Freedom of Belief – Knowledge – Initiative – Honesty – Work – Love – Understanding – Cooperation – Responsibility – Efficiency – Rule of Law – Justice & Equity – Science– Critical Thinking – Creativity.

Targeted Skills of Knowledge Society According to the Requirements of the Fourth Industrial Revolution

- It is essential to confirm the importance of the «meta-cognitive» skills and capabilities, which means teaching children how to think and how to learn. Meta-cognitive skills and capabilities refer to the skill to access knowledge and its selection and evaluation in a world that is full of information, in addition to mastering the use of technology.
- Moreover, meta-cognitive skills and capabilities mean transferring, utilizing and producing knowledge and technology, as well as dealing with ambiguous situations, unexpected problems and multiple tasks. The increasing competition in the labor market and the rapid change in the economic conditions have created the need for individuals who have the capabilities of creativity and flexibility.
- The skills of cultural and technological development, creativity and innovation have become increasingly required in knowledge society. The continuous development and gaining of these skills create a constant challenge for the education and training systems in all developed contemporary societies.

The Role of Upbringing Institutions in Applying the Model of «Education for Hope»

According to the Model of «Education for Hope», the process of upbringing requires that the various institutions of socialization (family, school, media and civil society organizations) undertake changes in its programs and projects. These institutions should ensure that its process of upbringing (including the objectives and participants) complies with child rights and recognizes the value of fulfilling these rights, in addition to enhancing the participation of children in their upbringing, initiatives and contributions.

The most important thing we need in the new upbringing model is to encourage children to participate and teach them the system of rights and duties in the society, as well as raising children on the methods of coexistence with others, training children to understand equality and the commitment to the behavior of equality and its approaches, and including these positive values in the programs of upbringing institutions (family, school, media and civil society organizations).

The Model of «Education for Hope» is considered to be a general guiding framework; the ideas, guidelines and procedures included in the model are only examples and general approaches for child upbringing. The model does not provide complete methods to be imposed on upbringing institutions for implementation with no amendments. On the contrary, the model is suggested for experiment and amendment according to convenient conditions and environments of upbringing institutions, a matter that contributes in achieving the new general vision that aims to change the traditional approach of upbringing and adopting a new model, which seeks to achieve a happy life for children and reshaping the general social system at the same time.

The model of «Education for Hope» emphasizes that the family should play a pivotal role in raising children on the values of citizenship: belonging, tolerance, acceptance of the other, empowerment, responsibility, equality and non-discrimination, as well as the development of thinking and aesthetic education for children.

The elements of the educational system according to the model of «Education for Hope» focus on developing the creative thinking and curriculums aiming at providing children with the skills of problem solving, critical and creative thinking, active learning, and depending on technology and e-learning, as well as using arts and playing.

Media plays important role in raising the public awareness on the intellectual guidelines of the model of «Education for Hope», as well as building the capacity of media professionals to disseminate the model and promoting the participation of children in various media outlets.

Civil society organizations are concerned with activating a movement to advocate and promote the guidelines of the new model with the family, school, cultural institutions and media.

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