

## **Formulating the Principles of UNICEF for Pre-Primary School Education**

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### **Abstract**

*The aim of the current research is to identify the formulation of the UN principles specified for pre-primary education. It is an assumed answer to the research problem represented by the necessity of prescribing these principles at the pre-primary education stage, and setting general bases for formulating them. The University of Baghdad, College of Education, Ibn Rushd for Human Sciences, Department of Arabic, for the academic year 2022-2023, represented the research limits. The research procedures have gone through three rounds. The research sample consisted of 50 experts in the fields of teaching methods, kindergarten, growth psychology, and the Ministry of Education. For the purpose of extracting the results, the researchers adopted the percentage and the weighted mean. The results led to the formulation of UNICEF principles during the pre-primary school period. The researchers recommended that curriculum designers and kindergarten instructors adopt the proposed principles carefully.*

**Keywords:** *UN principles, UNICEF principles, pre-primary education.*

### **Introduction**

The problem of research:

The pre-primary school period is one of the most significant phases of a learner's life since it is the basis of the learner's cognitive development and the station for knowledge formation that is based on understanding concepts and pre-concepts. This is supported by development theories, especially Jean Piaget's theory. It's necessary to lay the groundwork for these formulations. The problem of the current research lies in the fact that there is no formulation of UNICEF principles specified for pre-primary school education. International education has indicated the necessity of adopting the formulation of the basic principles of education in the pre-primary period. The suitability of these principles for the learner's age paves the way for choosing the quality of the educational and linguistic experiences provided to him at this period. However, the absence of these formulations causes, to a large extent, a distortion in the learner's cognitive developmental background during the pre-primary school period (Hilmi 2005: 86).

The importance of research

Better education is the first source of knowledge for the child during the pre-primary school period. Education is based on the sober principle from which it arises. The international principles are more comprehensive and solid than others in the process of

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directing the learner's education during the pre-primary school period at all levels. The reason behind this is that it arose from a global vision in accordance with state-of-the-art educational theories regulating the learner's diverse abilities and building his knowledge system on the optimal model to achieve consistency in realizing cognitive and human development optimally. (Allam 2020: 9)

The child's personality is formed through appropriate education based on appropriate, correct, global principles, as well as the quality of experiences included in the content of education and based on the basic skills of language such as listening and speaking. What the learner obtains throughout the pre-primary school period in terms of engagement with the surrounding environment and all of its aspects is nearly a suitable illustration. (Harris and Knudsen-Lindauer, 1989: 55)

The pre-primary school period is described as the cornerstone for the rest of the learner's developmental stages, as Freud believed. It forms the child's future personality. (Ismaili & Bajrami, 2016: 614). The effectiveness of using the content of education and the methods of child storytelling by the kid has a great impact on developing his creative thinking skills in the pre-school stage through employing specified drawings in the stories. This calls for adopting the principles of UNICEF specified for pre-primary school education in addition to employing them in kids stories (Ramizi, 2018: 525). The main challenge facing the process of teaching the subject of human rights and democracy is defining the general principles of international education (Mahmoud, 2021: 361-378).

The nature of the social environment and its impact on the educational process are added as material for the research and investigation in an attempt to find the appropriate quality of expertise for an integrated philosophy of sustainable education in order to build a sober educational system that keeps pace with the process of knowledge development. (Abbas, Muhammad and Saleh, 2021: 283-308). Furthermore, the technological development and its repercussions on human life in general require diagnosing its risks and significance in the media and then on kids artistic expression in various activities such as drawing. Technological development requires diagnosing the impressions of educational theories specialized in artistic expression and how useful they are in measuring contemporary kids' drawings. It also requires establishing appropriate rules of analysis based on the principles of the international organization UNICEF. (Al-Hashimi, 2020: 537-560)

The process of upbringing and determining children's orientation towards gender differences is based on the correct principles adopted by international education. To some extent, there has been a difference between the quality of a learner's orientation and studying gender differences cognitively, socially, and personally since the beginning of the 20th century. This leads to certain dimensions in cognitive skills and some personal characteristics. Some of them may be noticeable from infancy, whereas others cannot be noticed until adolescence. Scientists concluded that there is a timeline for the development of children that differs between males and females at the beginning of their lives. They found that females are superior to males in the senses of sight, hearing, memory, smell, and touch, as females are more responsive to human voices and faces, to the extent that they cry in response to infant crying. Moreover, the learners' language acquisition is a requirement in which international education and its theories must be taken into account. The importance of adopting the principles of UNICEF specified for pre-primary school education has increased. (Saeed, 2019: 983). This proves the importance of formulating UNICEF principles for educating pre-primary school learners.

The research objective:

The aim of the current research is to identify the formulation of UNICEF principles specified for pre-primary school educating.

The research limits:

The University of Baghdad, Ibn Rushd College of Education for Human Sciences for the academic year 2022-2023, UNICEF principles of learning, kindergarten stage, represent the research limits.

Definition of terms:

The Principles of UNICEF:

Linguistically: “mabd’a ‘A principle”

“mabd’a ‘principle”, “bad’e elrae’ ‘the opinion”, “awalahu’ ‘its start”. According to the people involved in the investigation that it is ‘the opinion.” (Ibn Manzoor, 2005: The word ‘bad’a’ ‘started’)

(UNICEF) “It is an abbreviation for (United Nations Children’s Fund), and (United Nations International Children’s Emergency Fund). It works almost in the world most difficult places to reach the most disadvantaged children and adolescents and to protect the rights of every child, everywhere.” (unicef.org.com)

Idiomatically: (The principles of UNICEF) “a set of general rules advocated by UNICEF for non-discrimination, taking into account the child’s interests and rights, the right to survival and development, and the principles of respect for the child’s views. This organization basically adopts these rules when directing its work around the world. ” ( <https://shirkaty.com> )

Procedurally: (The principles of UNICEF). A set of rules, foundations, and general principles, upon which UNICEF relies in directing international education in teaching and building the learner’s personality. The researcher employed these principles to design the content of linguistic exercises and activities to provide pre-primary school learners with listening and speaking skills.

### **Theoretical background**

The efforts to provide attention and care for children in pre-primary school have gained great popularity in the 20th and 21st centuries. This has resulted in enacting specific laws and legislations for protecting and caring for children. These laws were expressed in many charters, including the Universal Declaration of Human Rights (1948), the United Nations Declaration of the Rights of the Child (1959), the United Nations Convention on the Rights of the Child (1989), and the Universal Declaration for the Survival and Protection of Children and its development and action plan in 1990 (Al-Buhi, 2014: 18)

The development of nations depends on education, as a child’s right to education is considered a basic condition for improving his standard of living and increasing his ability to work and build society in the future. The International Convention on the Rights of the Child emphasized some of the educational considerations dealt with in its articles, including:

Article (12): States Parties shall assure the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article (13) The child shall have the right to freedom of expression; this right shall include the freedom to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. (Convention on the Rights of the Child, 1989: 38)

The Sub-objectives of international education:

International education has many goals, such as adding an international dimension and global framework to education at all its stages and forms and recognizing, understanding, and respecting all people, their cultures, civilizations, values, and ways of life, including their local cultures and the cultures of other nations. It also aims to develop the ability to communicate with others and dialogue with them, and to develop the individual's willingness to contribute to solving the problems of his local community, his country, and the world at large. It also aims to develop trends in international understanding, support world peace, combat colonialism in all its forms and manifestations, and combat all forms and types of racism. (Dhahawi and Khater, 2014: 10-11)

The UNICEF principles for pre-primary school education:

In the process of formulating the UNICEF principles specified for education, the researcher relied on two official documents issued by the organization concerned in the process of investigation and identification to formulate principles for children's education, namely, "The Convention on the Rights of the Child (UNICEF) issued by the United Nations pursuant to UN General Assembly Resolution 44/25 of November 20, 1989. On 2 September 1990 it entered into force in accordance with Article 49.

Second: Every Child Learns Strategy (UNICEF Education Strategy 2019-3030), issued in 2019, as follows, so that child education is directed towards "developing the child's personality, talents, and mental and physical abilities to their fullest potential." It is also directed to "developing respect for human rights, fundamental freedoms, and the principles enshrined in the Charter of the United Nations." The UNICEF educational strategy 2019-2030 included many principles, such as "promoting the principle of equity and inclusion," "the principle of sustainable innovation," "achieving sustainable development goals," "learning and developing skills," "preparing children for work and active citizenship, developing basic skills and numeracy skills." and transferable skills." (UNICEF, Every Child Learns Strategy, 2019: 3-61)

The researchers reviewed the derivation of the UNICEF principles according to the following:

First: Convention on the Rights of the Child in 1989:

1. Article (17/d) Governments should encourage the media to share information from lots of different sources, in languages that all children can understand. (UNICEF, 1989: Article 17, 28/8)
2. Article (24/2/f): Developing preventive health care, guidance provided to parents, and education (UNICEF, 1989: Articles 24, 28/12)
3. Article (28/1) (States Parties shall recognize that the child has the right to an education). (UNICEF, 1989: Article 28, 28/13)
4. Article (29/1): (States parties agree that the child's education should be directed towards:
  - Developing the child's personality, talents, and mental and physical abilities to their full potential.
  - Developing respect for human rights, fundamental freedoms and the principles enshrined in the Charter of the United Nations.
  - Developing respect for the child, his cultural identity, his own language and values, the national values of the country in which the child lives, the country in which the child is raised, civilizations different from his own, and friendship among all peoples.
  - Preparing the child for a responsible life in a free society in a spirit of understanding, peace, tolerance and equality. (UNICEF, 1989: Article 29, 28/14)

5. Article (31/1):

- States shall recognize the child's right to rest, leisure, activities, and recreation appropriate to his age, and to participate freely in cultural life and the arts.

- State Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural and artistic activity, recreation, and leisure time activities. (UNICEF, 1989: Article 31, 28/15)

6. (Article 39): The parties shall discuss appropriate measures to encourage physical and psychological rehabilitation and social reintegration. (UNICEF, 1989: Article 39, 28/17)

Second: UNICEF Education Strategy 2019-2030:

1. Promoting the principle of equality and inclusion (UNICEF, Every Child Learns Strategy, 4, 2019)

2. The principle of sustainable innovation. (UNICEF, Every Child Learns Strategy, 5, 2019)

3. Achieving the Sustainable Development Goals (UNICEF, Every Child Learns Strategy, 5, 2019)

4. Learning and skills development (UNICEF, Every Child Learns Strategy, 6, 2019)

5. Preparing children for work and active citizenship (UNICEF, Every Child Learns Strategy, 6, 2019)

6. Developing basic skills, numeracy skills, and transferable skills (UNICEF, Every Child Learns Strategy, 13, 2019)

7. Basic knowledge of reading, writing, and mathematics (UNICEF, Every Child Learning Strategy, 13, 2019)

8. The principle of fairness and complementarity : (UNICEF, Every Child Learn Strategy, 24, 2019)

9. Child rights (UNICEF, Every Child Learn Strategy, 24-26, 2019)

10. The Innovation Principle (UNICEF, Every Child Learns Strategy, 25, 2019)

11. Community Participation (UNICEF, Every Child Learns Strategy, 25, 2019)

12. Improving the enabling environment (UNICEF, Every Child Learns Strategy, 26, 2019)

13. Communication skills (UNICEF, Every Child Learns Strategy, 29, 2019)

14. Digital skills (UNICEF, Every Child Learns Strategy, 29, 2019)

15. Life skills (UNICEF, Every Child Learns Strategy, 29, 2019)

16. Acquisition of Values (UNICEF, Every Child Learns Strategy, 29, 2019)

17. Environmental awareness (UNICEF, Every Child Learns Strategy, 29, 2019)

18. The Principle of Development (UNICEF, Every Child Learns Strategy, 32, 2019)

19. The principle of early stimulation. (UNICEF, Every Child Learns Strategy, 32, 2019)

20. The principle of gender equality. (UNICEF, Every Child Learns Strategy, 39, 2019)

21. The principle of activity-based learning (UNICEF, Every Child Learns Strategy, 39, 2019).
22. Principle of Adaptive Learning. (UNICEF, Every Child Learns Strategy, 39, 2019)
23. The principle of effective education. (UNICEF, Every Child Learns Strategy, 42, 2019)
24. The principle of analytical skills. (UNICEF, Every Child Learns Strategy, 55, 2019)
25. The principle of communication skills. (UNICEF, Every Child Learns Strategy, 61, 2019)
26. The principle of creativity. (UNICEF, Every Child Learns Strategy, 61, 2019)

## **The Research Procedures**

First: The Research Methodology:

The researchers adopted the descriptive approach to achieve the research objective, as it is one of the scientific research methods and one of the most widely used methods in conducting educational research because it is related to human and educational phenomena. The main reason behind adopting this approach is that it has its own characteristics concerning cases of change and transformation in all fields. It refers to a set of research procedures that integrate to describe a phenomenon or topic based on collecting facts and data, classifying, processing, and analyzing them sufficiently and accurately in order to extract their significance and reach results or generalizations about the phenomenon of the subject of the study (Qudeh, 2010: 125).

Delphi's method

Delphi method is one of the scientific methods that are used in the field of future perception of any system as a means of communication and prediction. It is whereby possible to take the opinions of a group of experts in many fields, such as military matters, strategy, health, education, technology and etc. It allows achieving consensus on solving a complex problem without face-to-face interaction or confrontation with individual members of the group. Thus, it avoids problems such as the influence of prominent individuals on group decisions and wasting time and effort in discussions that are not related to the original topic. (Zaher and Yassin, 2004: 123).

Second: The research community:

The research community represents the group of individuals who share certain noticeable characteristics that are the only measure of the community. The noticeable characteristics of society are called "social features" (Abu Huwajj et al., 2002: 44). The current research community includes 82 persons, including arbitrators and experts specialized in the field of methods of teaching Arabic and kindergarten departments in the faculties of education, basic education, and growth psychology, and experienced people from the Ministry of Education.

Third: The Research Sample:

The sample of experts and arbitrators:

Selecting the research sample could be one of the basic steps of conducting scientific research. The researcher cannot include members of the entire community when collecting data that represents the research community. Therefore, the researcher uses a particular sample from this community to collect his data. The sample is a partial group

of the community that has the same common characteristics, and its goal is to be able to generalize the results drawn from the community. (Jawda, 2010: 107)

The stages of selecting the sample were as follows:

The survey sample:

The survey sample consisted of some experts and specialists in teaching methods, kindergarten departments, growth psychology, and experienced people from the Ministry of Education in particular, because relying on such a sample would be more honest. The survey sample consisted of (20) instructors from the Kindergarten Department in the Faculties of Education, Basic Education, and the Ministry of Education.

The main sample:

The researchers chose an intentional sample of (50) experts from the arbitrators and experts specialized in teaching methods and kindergarten departments in the faculties of education, basic education, and growth psychology, as well as those with experience from the Ministry of Education, as they are particularly interested in the reality of education in the pre-primary school stage. Questions were raised to them on a questionnaire that included the research data (The principles of UNICEF for pre-primary school education) in the three rounds of Delphi method.

Delphi rounds:

The 1st round of Delphi method:

It started from 6/1/2022 to 7/30/2022:

The researchers formulated a preliminary questionnaire for expert arbitrators aimed at obtaining the largest possible number of perceptions, educational options, and alternatives about the formulation of UNICEF principles for pre-primary school education.

The 2nd round of Delphi method:

It started from 7/1/2022 to 8/30/2022:

After finishing the 1st round, the two researchers reviewed the answers and classified the data into educational items and alternatives. They designed the closed questionnaire and presented it to the experts. Each expert was asked to answer the questionnaire in order to reach an agreement between them by expressing their opinions on the paragraphs mentioned and formulated in the first round.

The 3rd round of the Delphi method:

It started from 1/9/2022 to 1/10/2022:

The objective of this round was to learn about the acceptability of the wording of the paragraphs that were previously approved to a high degree, with an arithmetic mean exceeding (85% or more) the approval of the experts in the second round. It also aimed to prioritize the opinions of arbitrators and experts with the addition and amendment of the agreed upon paragraphs.

### **Presentation and interpretation of the results:**

First: Presentation and interpretation of the results:

The purpose of presenting and discussing the results is to achieve the research goal, which is to formulate a list of UNICEF principles for pre-primary school education. This requires the following actions:

The rounds of the scientific Delphi method:

- The first round: Formulating the options or alternatives that are expected to be represented to formulate the proposed principles.
- The second round: The experts agree upon appropriate options to represent the proposed principles.
- The third round confirms the experts' agreement on the appropriate options and setting priorities for the options that have the experts' agreement.

First round results:

This round aimed to provide appropriate data and confirm the paragraphs related to the list of proposed principles for the pre-primary school stage. The arbitrators and experts were asked to express their appropriate limitations, suggestions, and opinions on the list. The results of this round were analyzed, and the answers included therein were classified according to what was extracted from the available literature. The results of this round indicated formulating a list of principles, which was drafted after the final rounds were completed. The researchers attribute the experts' acceptability of formulating the UNICEF principles to the fact that they arose out of UNICEF's documented literature, such as the Convention on the Rights of the Child and the UNICEF Educational Strategy from 2019 to 2030.

The second round results:

The experts' responses were extracted in the second round, in which the answers were limited to each paragraph (the number of valid and invalid paragraphs) in order to calculate the extent of agreement among experts on all paragraphs and their alternatives or to add suggestions, alternatives, or amendments. The results of the second round were as follows:

Formulating a list of principles that included (38 main principles) and three sub-indicators were branched out from each principle. These sub-indicators represented the options proposed for UNICEF principles for pre-primary school education. All paragraphs were approved by all experts by more than (95%).

With regard to the suggestions made by the experts regarding this list, they are summarized as follows:

The academic level for each sub-skill should be determined. The researchers attribute the result of the second round to the importance of determining the academic level for the pre-primary school stage and determining the principles that are appropriate to the stage and age.

The third round results:

The experts' answers to the questionnaires were extracted in the third round as follows:

In the second and third rounds, a balancing act was performed between the experts' replies to determine the expert's stability of opinion for each paragraph in the aforementioned field. Each expert had to express his opinion by putting a tick (✓) in front of one of the three answers (valid, needs to be modified, and invalid) to obtain a degree of agreement between the experts, as well as prioritizing each of the aforementioned paragraphs, and calculating the weighted average for each paragraph that gained priority for the experts. The appropriate modification to the mentioned domain was made in the third round. The researchers attribute the results of the third round to the close consistency between the first and second rounds and the arrangement of priorities in the third round.

The final drafting of the list of UNICEF principles specified for pre-primary school education:



The researchers then formulated the main principles and derived their sub-indexes in a list that has become ready after examining the experts' procedures in Delphi rounds, as shown in the following table:

No	The key principles and their sub-indexes	Educational level
1	The principle of language learning skills: sub-indexes:	Pre-primary education - Preliminary
A	Listening skill	First - Second
B	Speaking skill	First - Second
C	Communication skill	First - Second
2	Sound socialization: sub- indexes:	Pre-primary education - Preliminary
A	Soundness	First - Second
B	Responsibility	First - Second
C	Human rights	First - Second
3	The principle of developing physical skills: sub-indexes	Pre-primary education - Preliminary
A	Accuracy in performance	First - Second
B	Speed in performance	First - Second
C	Flexibility in performance	First - Second
4	Comprehensive development: the following indexes:	Pre-primary education - Preliminary
A	Self-development	First - Second
B	Expanding experiences	First - Second
C	Economic, social and political development	First - Second
5	Developing communication skills: sub- indexes:	Pre-primary education - Preliminary
A	Attention	First - Second
B	Listening	First - Second
C	Accept the message	First - Second
6	The principle of education, moral value: sub-indexes	Pre-primary education - Preliminary
A	Honesty	First - Second
B	Respect the rules of the system	First - Second
C	Mercy	First - Second
7	Strengthening community partnership following indexes:	Pre-primary education - Preliminary
a	Cooperation	First - Second
B	Sharing	First - Second
c	Solidarity	First - Second
8	Sustainable human development: the following indexes:	Pre-primary education - Preliminary
a	Determining the goal	First - Second
B	Lay out the plan	First - Second
c	Carrying out work	First - Second
9	The principle of justice and equality: sub- indexes:	Pre-primary education - Preliminary
a	Establishing justice	First - Second
B	Encouraging equality	First - Second
c	Invocation	First - Second
10	Development of life skills: sub- indexes:	Pre-primary education - Preliminary
a	Organization	First - Second
B	Good division of time	First - Second
c	Outstanding domestic behaviour	First - Second
11	Psychological and emotional training: sub- indexes	Pre-primary education - Preliminary
a	Emotion control	First - Second
B	Adjust orientation towards self and peers	First - Second
c	Directing emotional projections	First - Second
12	Civic education: sub-indicators:	Pre-primary education - Preliminary
a	Style and fitness	First - Second

B	Respect	First - Second
c	Taste	First - Second
13	Participatory Education: Sub- indexes:	Pre-primary education - Preliminary
a	Promote positive cooperation	First - Second
B	Participatory building development	First - Second
c	Directing positive participation values	First - Second
14	Organizing Guidance: Sub- indexes:	Pre-primary education - Preliminary
a	Psychological guidance	First - Second
B	Educational guidance	First - Second
c	Pedagogical guidance	First - Second
15	National education: sub- indexes:	Pre-primary education - Preliminary
a	Developing country values	First - Second
B	Developing national trends	First - Second
c	development of national needs	First - Second
16	Good Citizenship Values: Sub- indexes:	Pre-primary education - Preliminary
a	Develop citizenship values	First - Second
B	Building good citizenship	First - Second
c	Promote the spirit of citizenship	First - Second
17	The positive return principle: sub- indexes:	Pre-primary education - Preliminary
a	Encouraging production	First - Second
B	Diversification of production	First - Second
	Develop production skills	First - Second
18	Principle of sustainable innovation: sub- indexes:	Pre-primary education - Preliminary
a	Innovation development	First - Second
B	Directing innovation	First - Second
c	Implement innovation	First - Second
19	principle of fairness and complementarity:	Pre-primary education - Preliminary
a	Child acceptance of children in kindergarten	First - Second
B	Equity of the child to the other in the kindergarten	First - Second
c	Integration of the child with the other in training and activity	First - Second
20	Adaptive Learning: Sub- indexes:	Pre-primary education - Preliminary
a	Diversifying the inputs of the educational environment	First - Second
B	Flexible use of environmental inputs	First - Second
c	Diversifying education designs	First - Second
21	Enjoyable play-based learning: sub- indexes:	Pre-primary education - Preliminary
a	Enjoyment value	First - Second
B	Guiding the educational fun	First - Second
c	Diversifying entertainment methods	First - Second
22	The principle of enhancing virtual reality and artificial intelligence: sub- indexes:	Pre-primary education - Preliminary
a	Develop imagination	First - Second
B	Developing meditation and thinking skills	First - Second
c	Directive latent in the text	First - Second
23	The principle of promoting digital skills: sub- indexes:	Pre-primary education - Preliminary
a	Developing the use of technical devices	First - Second
B	Legalization of the use of technical devices	First - Second
c	Directing the use of technical devices	First - Second
24	Principle of basic skills: sub- indexes:	Pre-primary education - Preliminary
a	Summing up	First - Second
B	Conclusion	First - Second
c	Analysis	First - Second
25	Early Learning Interactions: Sub- indexes:	Pre-primary education - Preliminary
a	Child interaction with the text	First - Second
B	Child - child interaction	First - Second

c	The child's interaction with the teacher	First - Second
26	Activity-Based Learning: Sub- indexes:	Pre-primary education - Preliminary
a	Fun activities	First - Second
B	Art activities	First - Second
c	Language activities	First - Second
27	Enabling Structure: Sub- indexes:	Pre-primary education - Preliminary
a	Mastery skill	First - Second
B	Empowerment environment	First - Second
c	Mastery industry	First - Second
28	Communication skills: sub- indexes:	Pre-primary education - Preliminary
a	Kindness and good impression	First - Second
B	Confidence and precise expression	First - Second
c	Clarity and appropriate tone of voice	First - Second
29	Evidence-based approach: sub- indexes:	Pre-primary education - Preliminary
a	Assessment of language abilities	First - Second
B	Orientation of language abilities	First - Second
c	Developing language abilities	First - Second
30	The Early Stimulus Principle: Sub- indexes:	Pre-primary education - Preliminary
a	Promote neurological development	First - Second
B	Sensory development	First - Second
c	Develop motor skills	First - Second
31	Adaptive Learning Principle: Sub- indexes:	Pre-primary education - Preliminary
a	Diversification of educational technologies	First - Second
B	Diversifying educational means	First - Second
c	Teaching technology and teaching aids	First - Second
32	The principle of capacity building: sub- indexes:	Pre-primary education - Preliminary
a	Talent development	First - Second
B	Enhance procedures and resources	First - Second
c	Strengthening and developing skills	First - Second
33	The principle of effective education: sub- indexes:	Pre-primary education - Preliminary
a	Effective planning	First - Second
B	Effective activity	First - Second
c	Effective discipline	First - Second
34	Analytical skills: sub- indexes:	Pre-primary education - Preliminary
a	Disassemble the problem	First - Second
B	The exact order of the problem	First - Second
c	Express the problem and solve it	First - Second
35	The principle of creative education: sub- indexes:	Pre-primary education - Preliminary
a	Flexibility of solutions	First - Second
B	Fluent make wild suggestions	First - Second
c	Originality in the new performance	First - Second
36	The principle of health education: sub- indexes	Pre-primary education - Preliminary
a	Physical hygiene	First - Second
B	Nutritional health	First - Second
c	Pharmaceutical health	First - Second
37	Mathematics education: sub- indexes	Pre-primary education - Preliminary
a	Counting	First - Second
B	Calculating	First - Second
c	Patterns	First - Second

### **Conclusions, Recommendations & Suggestions**

Conclusions: The formulation of the UNICEF principles for pre-primary education, development, knowing how they are acquired, and the ability to deal with them would facilitate the process of language transfer for the learner.

Recommendations: It is possible to take advantage of formulating the UNICEF principles in designing content that takes into account its skills and acquires both the level of pre-primary education and the preliminary level.

Suggestions: Similar studies should be conducted to formulate the principles of UNICEF for the education of adolescent children.

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