

Parents, Teachers and School Administration Degree of Acceptance for the Parental Kindergarten Participation Program and its Impact on the Educational Learning process - Jordanian Sample

Dr. Mervat Al Haris, Dr. Amani Jarrar

Abstract

This study aimed at examining the effectiveness of parental participation program in a Jordanian sample, and to achieve the objectives of the study, a questionnaire consisting of 62 paragraph distributed on five dimensions were built, adopted after its appropriate validity and reliability evidences, 157 members as the study sample were subjected to the study tool, distributed as follows: 117 volunteer (parents), 13 headmistresses, and 27 kindergarten teacher, with a ratio of 30% of the study population. According to the study results, the study established a set of recommendations for the attention necessity of the educational institutions to increase their interest in this age group through programs that will enhance the relationship between the kindergarten and the local community for its effectiveness in the development of the educational and learning processes.

1.1 Introduction

Children are an important segment of the society as they are the future generation, therefore studying the early childhood stages insures the development of the human resources, and it is considered one of the most important milestones that indicate the formation of community awareness and its promoted culture.

The first years of a child's life are considered an important stage in the formation of the main features of his character, as the outlines of his abilities and his inclinations are drawn during this period, many sociologists and psychologists have recognized this importance , as they stressed on the need for taking care of child-raising at this stage to guarantee a proper and balanced growth of the child, not only as it is a long series of changes , but for being the most sensitive and accurate stage of the persons growth; carrying a huge influence comparing with the subsequent developmental stages.

Childhood is a stage with special characteristics, distinguished from the rest of the life's stages by insuring the child's right to enjoy his childhood with such happiness that would guarantee him/her a life success.

Researches performed on brain have unequivocally shown the extent of the critical importance of the first six years of the child's life; as the quality of the environment and the encouragement given to the child will determine his level of development and evolution. The brain growth and development is almost completed as he enters school, thus, the experiences facing the child during these years will decide the level of his growth and maturity in all his developmental aspects (McGregor, 2007).

Understanding the child's development and that enable recognizing his characteristics is not limited to teachers; parents should be involved to facilitate the process of the child's developmental in all aspects, where there are clear indications that some form of participation processes will allow parents to work closely with their children and to participate in their educational activities, as parents represent the major and the continuous force in the child's life, and they have the ability to provide permanent expertise that will stimulate the growth of their children, and that is achieved by helping the child integrating the knowledge he/she acquired inside the kindergarten with the outer world.

Ministry of Education in Jordan has given a special attention to pre-school education for children with the age ranged between 4 and 6 years old, embodying that interest the Ministry has started providing kindergartens in public schools including all areas, particularly in remote ones, which scarce the private sector's contribution in this aspect, as confirmed by the Education Law No. 3 of 1994 in accordance with the provisions of Article (8 \ b) describing it as an important level of education and an important link of education process in Jordan. for that 15 kindergarten classes were opened in 1999/2000 in nine educational Directorates in the provinces, which have begun to increase over the past years as the number of kindergartens has reached (1054) kindergartens in 2013 covering all regions of Jordan.

Proceeding with the vision of the Ministry of Education to improve the kindergarten stage by distinguishing this age with the ability of providing experience for children to achieve the educational and developmental objectives in it, the Ministry corporate with the educational development support program in improving all areas related to kindergarten including all groups that serve this age stage, which is directly and indirectly related to the governmental kindergarten including the supervisors, headmistresses , teachers and parents .

The innovation of parental involvement in governmental kindergarten classes comes from the directions of the Ministry of Education with the collaboration of the Educational Development support program and (Whiz Kids) Foundation, believing that the partnership between school, parents and the local community is important for the success of any educational development processes, taking into account that the family is the core of the educational process for upbringing children; as the school plays a complementary and a supportive role, contributing in building the child's confidence, skills and knowledge needed to prepare him for future life, as the child becomes more willing to cooperate, and has a strong desire to please his parents and adults, besides feeling proud of his mother and his father as he depends on them for emotional and social support. Based on brain research learning theories, for each individual to be able to learn any information he has to interact companionably with it and let it enter his middle brain, therefore the environment has to be safe and far away from any threat, so his ability to interact would be able to grow with experiences, which increases the brains capacity of thinking and reproduction (Gerlad, Zeidenr, & Roberts, 2003).

1.2 Problem of the Study

Many signals indicate the importance of parental involvement in kindergarten classes with a deep faith that the parental- school partnership is an essential need for any educational development, therefore given the importance of parental involvement in kindergarten many benefits will be reflected on all parties involved: the child, the teacher and the parents, as the children's readiness for school and learning is increasing, the parents will be able to understand the developmental characteristics of their children in a better way, the child's relationship with his family will be strengthened not mentioning that the teacher will be able to devote more time for each child lowering the stress levels, and that in return will score better results and enhance the whole educational learning system, therefore the problem of the study rests on the extrapolation of the degree of effectiveness of the parental involvement program with the kids, teachers, headmistresses and volunteers.

1.3 Questions of the Study

The study aims to answer the following questions:

The first question: What is the effectiveness of the parental involvement program for the kindergarten's teachers?

Second question: What is the effectiveness of the parental involvement program for the children in the kindergarten?

Third question: What is the effectiveness of the parental involvement program for the volunteers in the kindergarten?

Fourth question: What is the effectiveness of the parental involvement program for the headmistresses of the kindergarten?

1.4 Importance of the Study

The importance of this study comes from its major goal by knowing the degree of effectiveness of the parental involvement program in the kindergarten, as the relationship between the parents and the school is an essential process for the educational development, which benefits all parties concerned in the educational systems.

Also the importance of the current study emerges from the **modernity** of its subject; as such kind of studies is not available at the local and regional levels so far. This study may contribute in drawing the attention of the educational leaders, teachers and parents to the importance of the parental involvement in the kindergarten, and enhance their role in encouraging their children to learn, and create a safe environment that supports children's readiness to learn.

In addition to that, the importance of this study also comes from the severe need to spot light on such programs for its important role in strengthening the parents- school relationship and make everyone partners in the educational learning system which in turn leads to the development of the educational learning process.

The current study possesses its own theoretical importance which is demonstrated in what it adds to previous literature and studies related to kindergartens, and highlighting the relationship between parental involvement in the educational learning process and its impact on the whole educational process elements.

1.5 previous studies

- Manz, Patricia study, 2012, entitled "Home-Based Head Start and Family Involvement: An Exploratory Study of the Associations among Home Visiting Frequency and Family Involvement Dimensions", in

which the study highlighted that the cornerstone of Head Start is the promotion of caregivers' involvement in their young children's development and early learning. The home-based Head Start program in US can occur alone or be combined with a classroom-based program. Relative to its classroom-based counterpart, the home-based program has received little empirical attention. To this end, this study explores the association of home visiting frequency to caregiver involvement as it occurs naturally in a combined Head Start program serving families in small urban communities. Notably, home visiting frequency did not correspond with families' report of their involvement with their child at home or preschool or their communication with classroom teachers. Although the exploratory nature of this study does not yield conclusions, it does call attention to the need to empirically investigate the development and integration of evidence-based caregiver involvement interventions in the home-based Head Start program.

- Doyle, Antoinette; Zhang, Jing, study, 2011, entitled "Participation Structure Impacts on Parent Engagement in Family Literacy Programs ", in this study, parents participated in one of two family literacy program models with varying participation structures-one in which parents attended with their children, the other in which parents attended alone. The purpose of this study was to identify parents' motivations for participating the program, their expectations of what the program would entail, and their reasons for remaining in the program. The results of this study showed that family literacy programs involving parents can result in positive effects on children's language and literacy development.
- Herrold, Kathleen; O'Donnell, Kevin study, 2008, entitled "Parent and Family Involvement in Education, 2006-07 School Year, From the National Household Education Surveys Program of 2007", this report presents data on parents' and families' involvement in their children's education in the United States according to parents' reports for the 2006-07 school year. The data come from the Parent and Family Involvement in Education Survey (PFI) of the 2007 National Household Education Surveys Program (NHES:2007). PFI addressed multiple topics, including school choice, homeschooling, family involvement in children's schools, factors affecting parent and family participation in school, parent support for and satisfaction with the school, parents' communication with other parents, school efforts to involve families, parent involvement with children's homework, parent and family involvement in activities outside of school, and child health and disability status. The focus of the report is on how parents interact with schools, homeschoolers are excluded from the analyses.

1.6 Study Limitations

The results of this study are determined by its ability to be generalized throughout its elements: children, teachers, headmistresses, parents and volunteers, and by the psychometric properties of the questionnaire prepared by the two researchers in terms of its validity and reliability.

1.7 The Study Terminology

The parental involvement program: There are several definitions of the term parental involvement, including: "The relationship or cooperation or partnership" between the school and home, "parental involvement in the school", but it can be defined as " the complex and interlocking behavioral relationship between the parents and the school" and it is a continuous process that benefits both sides in knowing the aspects related to the child to work on activating his best abilities (Cotton, 2001).

Kindergarten teachers: Teachers of the governmental kindergartens, who are qualified and who underwent training sessions on many kindergarten programs in dealing with children's primer grade with the age stage of (5-6 years) (Ministry of Education, 2002).

Volunteers: Mothers and relatives who have a desire to support the educational program of their children by participating in the daily kindergarten programs, including mothers, grandmothers, aunts or even sisters, it is not required to have a specific certificate to participate (Ministry of Education, the initiative of parental involvement, 2007).

Headmistress: Is the director of the kindergarten, which has the ability to make administrative decisions, entails all the responsibilities related to the school, and she has to understand how to work with the initiative of parental involvement in order to provide support and guidance to teachers and volunteers guaranteeing the success of the program (Ministry of Education, the initiative of parental involvement, 2007).

The learning educational process: Giving the child experiences in different subjects, and developing his mental processes like acquiring, conservation and storage, through educational activities that encourage the development of his skills, abilities and readiness to learn, and this requires the knowledge of the developmental properties of kindergarten children to work with them in the best way.

1.8 Method and the procedures

1.8.1 The Study Methodology

The analytical Descriptive approach is used for the convenience of this study nature, and to get the maximum and the exact facts for examining the effectiveness of the of parental involvement program.

1.8.2 The Study Population and Study Sample

The research's population is consisted of the schools with kindergartens in Amman area, where there are 32 kindergartens distributed as the following: 12 in Amman forth educational district, 20 in Amman fifth educational district, while the study sample was chosen purposely, 44 teachers, 117 volunteers and 13 headmistresses', forming 30% of the research's population.

1.8.3 The Study Tool

The researchers have prepared a questionnaires with five dimensions, and consisting of 62 paragraphs, distributed on three targeted groups, the first one is for teachers; consisted of three dimensions: the first dimension is directly related to the teacher, and it is composed of 13 paragraphs, the second dimension is about the daily program performed by the teachers, and it is composed of 12 paragraphs, and the third dimension is related to the children who undergo this daily program in the kindergarten, and it is composed of 13 paragraphs, while the forth dimension is for the parents, and it is composed of 10 paragraphs, and the fifth composed is for the headmistress, and it is also composed of 10 paragraphs. The answers were to be chosen from 4 levels of intensity: always, often, sometimes and never.

1.8.4 Validity and Reliability of the study tool

In order to verify the validity of the questionnaire, it was presented to four experienced specialists, in order to determine the validity of the paragraphs performance and its clarity and representation of the purpose it was built for. The focus of the given notes was mainly to amend the language of some of the paragraphs in terms of construction, language, and the deletion of some paragraphs that are somehow similar, these notes were taken into consideration and the questionnaire with its final layout became applicable, consisting of (62) paragraph distributed among the three dimensions mentioned earlier.

Also and in order to verify the Reliability of the questioner, it has been applied on an exploratory sample of the study population outside the study sample, consisted of (10) volunteers of the parents, (5) teachers, and (5) headmistresses, and the reliability was measured by Pearson's correlation coefficient between the two applications, the first and the second with a time lag of 2 weeks and the result was (0.83), the reliability coefficient was calculated using the Cronbach alpha reliability coefficient, and the result was (0.88) which means that the questionnaire display a degree of stability acceptable for the purposes of study.

1.9 Results and Discussion

1.9.1 Discussing the Questionnaire Paragraphs Results

This section aims to display and analyze the arithmetic means and the standard deviations of the respondent's answers to the questionnaire paragraphs, then testing the respondent's point of view regarding the questionnaire (62) paragraphs.

1.8.1.1 Trends toward the impact of the parental involvement program on the kindergarten teacher

The first part of the questionnaire consists of 13 statements, focusing on the impact of the parental (family) involvement program on the kindergarten teacher.

Table (1): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the parental (family) involvement program on the kindergarten teacher

NO	Statement	A M	S D	Rank	Grade
1	Decreasing the level of pressure at work	2.29	0.95	9	Medium
2	Increasing motivation to work with children	2.74	0.81	7	Medium
3	Enhancing self-confidence	2.81	1.04	6	Medium
4	Increase positive communication with children.	3.00	0.92	3	High
5	Increase the ability to effectively manage the class.	2.70	0.99	8	Medium
6	Creating more opportunities for creativity (in-with) children.	2.89	0.93	5	Medium
7	Reducing the waiting time for children in transition between activities	2.96	0.98	4	Medium
8	Enhancing the relationship with parents	3.37	0.88	2	High
9	Increase the appreciation of the local community for the kindergarten teaching career	3.41	0.75	1	High
10	Working with the children individually	3.00	0.83	3	Medium
11	To have more time to assess children effectively	2.74	0.81	7	Medium
12	Increasing appreciation for the teacher's work by the director	2.70	0.95	8	Medium
13	Reinforcing the teacher's relationship with the director	2.70	0.87	8	Medium
General average		2.87	0.86	-	Medium

(AM): is the arithmetic mean, (SD) is the standard deviation

Results in table (1) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (2.87), and the standard deviations is equivalent to (0.86), which is higher than the default arithmetic mean scale equivalent to (2).

the paragraph, which states "Increase the appreciation of the local community for the kindergarten teaching career" had the highest approval grades; as its arithmetic mean was (3.41) and its standard deviation was (0.75), while the paragraph, which states "Decreasing the level of pressure at work" had the lowest approval grades; as its arithmetic mean was (2.29) and its standard deviation was (0.95).

The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the parental involvement program on the kindergarten teacher confirm the presence of positive attitudes towards the parental involvement program on the kindergarten teacher.

1.9.1.2 Trends toward the impact of the daily kindergarten program

The second part of the questionnaire consists of 12 statements, focusing on the impact of the daily kindergarten program, so that activating the parental involvement program and the contribution of volunteers would help in.

Table (2): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the daily kindergarten program

NO	Statement	A M	S D	Rank	Grade
1	Prior preparation for the daily activities of the program	3.09	0.77	4	High
2	The implementation of what has been planned during the day	3.24	0.63	1	High
3	Activating the morning part in a better way	3.14	0.92	3	High
4	Better supervision for children during their activities at tables	3.05	0.87	5	High
5	Better supervision for children during breakfast	3.14	0.86	3	High
6	Better monitor of children while playing in the foreign arena	3.24	0.84	1	High
7	Smooth and more organized movement of children between the activities of the program	3.09	0.84	4	High
8	Presentation of information in a better and deeper way	3.00	1.09	6	High
9	Making more educational tools	2.95	1.03	7	Medium
10	Increasing focus on the security and safety of children	3.19	1.13	2	High
11	Enriching the curriculum subjects through the experiences of the volunteers	2.90	0.89	8	Medium
12	Reception and farewell of children individually	2.95	0.92	7	Medium
General average		3.08	0.95	-	High

(AM): is the arithmetic mean, (SD) is the standard deviation

Results in table (2) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (3.08), and the standard deviations is equivalent to (0.95), which is higher than the default arithmetic mean scale equivalent to (2).

the paragraphs, which states "The implementation of what has been planned during the day" and "Better monitor of children while playing in the foreign arena" had the highest approval grades; as their arithmetic means were (3.24) and their standard deviations were (0.63), (0.84), while the paragraph, which states "Enriching the curriculum subjects through the experiences of the volunteers" had the lowest approval grades; as its arithmetic mean was (2.90) and its standard deviation was (0.89).

The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the daily kindergarten program confirm the presence of positive attitudes towards the daily kindergarten program in activating the parental involvement program and the contribution of volunteers.

1.9.1.3 Trends toward the impact of the program on kindergarten children

The third part of the questionnaire consists of 13 statements, focusing on the impact of the program on kindergarten children, so that activating the parental involvement program and the contribution of volunteers would help in.

Table (3): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the program on kindergarten children

NO	Statement	A M	S D	Rank	Grade
1	Increasing children's love towards kindergarten	3.43	0.87	1	High
2	Increasing the motivation of children to accomplish activities	3.28	0.84	2	High
3	Children's better commitment to laws	3.00	0.84	7	High
4	Increasing children's awareness of the importance of hygiene	3.24	0.77	3	High
5	Increasing the readiness of learning in children	3.19	0.68	4	High
6	Developing social - emotional skills	3.05	0.74	6	High
7	Developing cognitive -linguistic skills	3.00	0.71	7	High
8	Increasing children's self-confidence	3.05	0.86	6	High
9	Improving children's self-expression	3.19	0.87	4	High
10	Developing positive interaction with the children	3.05	0.86	6	High
11	Developing positive interaction among children	3.05	0.92	6	High
12	Developing children's interaction with adults	3.09	0.94	5	High
13	Creating an atmosphere of comfort and fun in kindergarten	3.00	0.95	7	High
General average		3.12	0.82	-	High

(AM): is the arithmetic mean, (SD) is the standard deviation

Results in table (3) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (3.12), and the standard deviations is equivalent to (0.82), which is higher than the default arithmetic mean scale equivalent to (2).

The paragraphs, which states "Increasing children's love towards kindergarten" had the highest approval grades; as its arithmetic mean was (3.43) and its standard deviation was (0.87), while the paragraphs, which states "Children's better commitment to laws" , and "Developing cognitive -linguistic skills" and "Creating an atmosphere of comfort and fun in kindergarten" had the lowest approval grades; as their arithmetic means were (3.00) and their standard deviations were (0.84), (0.71), (0.95).

The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the program on kindergarten children confirm the presence of positive attitudes towards the program on kindergarten children in activating the parental involvement program and the contribution of volunteers.

1.9.1.4 Trends toward the impact of the program on family and parents

The fourth part of the questionnaire consists of 14 statements, focusing on the impact of the program on family and parents, so that activating the parental involvement program and the contribution in the kindergarten activities would help.

Table (4): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the program on family and parents

NO	Statement	A M	S D	Rank	Grade
1	Increasing the parents' feeling of being welcome	3.58	0.61	1	High
2	Enhancing parents' self-confidence	3.41	0.73	5	High
3	Increasing the parents' appreciation by teachers	3.49	0.68	3	High
4	Increasing the director's appreciation of parents	3.15	0.93		High
5	Increasing the teacher's consciousness in developmental characteristics of children and their needs	3.35	0.64	8	High
6	Informing parents about the ways children learn	3.32	0.76	9	High
7	Increasing parents' awareness of the importance of curriculum	3.35	0.72	8	High
8	Better understanding of the daily routine of kindergarten	3.36	0.72	7	High
9	Consolidating the parents' relationship with children	3.56	0.67	2	High
10	Increasing parents' awareness of kindergarten goals	3.32	0.73	9	High
11	Developing parents' relationship with community members	3.11	0.83	10	High
12	Creating a positive view of teachers and kindergarten	3.43	0.74	4	High
13	Strengthening the participatory relationship between parents and kindergarten	3.39	0.72	6	High
14	Increase children's respect of parents	3.58	0.59	1	High
General average		3.38	0.71	-	High

(AM): is the arithmetic mean, (SD) is the standard deviation

Results in table (4) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (3.38), and the standard deviations is equivalent to (0.71), which is higher than the default arithmetic mean scale equivalent to (2).

the paragraphs, which states "Increasing the parents' feeling of being welcome" and "Increase children's respect of parents" had the highest approval grades; as their arithmetic means were (3.58) and their standard deviations were (0.61), (0.59), while the paragraph, which states "Developing parents' relationship with community members" had the lowest approval grades; as its arithmetic mean was (3.11) and its standard deviation was (0.83).

The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the program on family and parents confirm the presence of positive attitudes towards the program on family and parents in activating the parental involvement program and the contribution of volunteers.

1.91.5 Trends toward the impact of the program on the kindergarten director

The fifth part of the questionnaire consists of 10 statements, focusing on the impact of the program on the kindergarten director, so that activating the parental involvement program and the contribution of volunteers to the kindergarten would help in.

Table (5): Arithmetic means and standard deviations for the members of the study sample answers measuring the impact of the program on the kindergarten director

NO	Statement	A M	S D	Rank	Grade
1	Increasing positive interaction between the director and the teacher	3.14	0.86	5	High
2	Better understanding of the teacher's work	3.21	0.69	4	High
3	Better appreciation for the teacher's work	3.43	0.75	1	High
4	Better appreciation for the family	3.35	0.63	2	High
5	Strengthening the relationship between the community and the kindergarten	3.28	0.72	3	High
6	Increasing respect for parents by the management	3.43	0.64	1	High
7	Communicating with parents in more positive ways	3.43	0.75	1	High
8	Increasing motivation to work	3.07	1.14	6	High
9	Increasing the director's self-confidence	3.21	0.97	4	High
10	Reducing the workload on the director	2.93	1.07	7	Medium
General average		3.23	0.81	-	High

(AM): is the arithmetic mean, (SD) is the standard deviation

Results in table (5) show that the general average of the arithmetic means for the answers of the respondents is equivalent to (3.23), and the standard deviations is equivalent to (0.81), which is higher than the default arithmetic mean scale equivalent to (2).

The paragraphs, which states "Better appreciation for the teacher's work" and "Increasing respect for parents by the management" and "Communicating with parents in more positive ways" had the highest approval grades; as their arithmetic means were (3.43) and their standard deviation was (0.75), (0.64), (0.75), while the paragraph, which states "Reducing the workload on the director" had the lowest approval grades; as its arithmetic means was (2.93) and its standard deviations was (1.07).

The overall results of the arithmetic means and the standard deviations of the paragraphs of the impact of the program on the kindergarten director confirm the presence of positive attitudes towards the of the program on the kindergarten director in activating the parental involvement program and the contribution of volunteers.

1.10 Recommendations

Based on the results obtained from the recent study, the two researchers recommend:

1. Directing the attention of the educational institutions and the interested in this age group through the programs that strengthens the relationship between kindergarten and the local community for its effectiveness in developing the educational learning process.
2. The study recommends providing incentives to the volunteers by the Ministry of Education like giving out certificates of experience, and enrolling them in training programs.
3. Conducting new studies on the same program that would take other variables into account, or the application of the program to other age groups.
4. Officials at the training center of the Ministry of Education should start preparing plans, training manuals and training sessions for the parents to make them aware of the importance of participating in such programs.
5. Invite the local and civil community institutions to support such programs and develop it because of their importance in the best investment in early childhood.

References

- Cotton, K, & Wikelund, K. (2001) Parent Involvement in Education. School Improvement Research Series (SIRS). Northwest Regional Educational Laboratory.
- Gerlad, M. Zeider, M. Roberts, R. (2003). **Emotional Intelligence: Science and Myth**. Library of Congress, Cataloging-in-Publication Data. Downloaded from <http://www.Emotional-intelligence.org>.
- Diaz, Jaimes (1986), "Learning Through Action in a Violent Environment": In Education and Task for Peace Education. WCCI monograph.
- Mc-Gregor,G., International Child Development Steering Group. (2007). Development Potential in the First Five Years for Children in Developing Countries. The Lancet Vol.369.
- Ministry of Education, the initiative of parental involvement in kindergarten, 2007, in collaboration with childhood development unit (ESP) in the project (ERFKE) Foundation and smart kids (Whiz Kids).
- Training Manuals for the National Interactive Platform for kindergarten, 2004, Ministry of Education, Training and Rehabilitation Administration and Supervision Unit in collaboration with the development of childhood (ESP) in the project (ERFKE).
- UNESCO (1996), "Learning the Treasure Within", Report to UNESCO of the International Commission on Education for Twenty First Century, Paris: UNESC.