

The Impact of the Continuing Education Program as a Sub-Program of the Ethics Kiosk Project on Sustainable Development on the Egyptian Society

Nour-Elhouda Medhat Elgammal¹

¹ Mishkat Nour Foundation, Cairo, Egypt

Correspondence: Nour-Elhouda Medhat Elgammal, Mishkat Nour Foundation, Cairo, Egypt. Tel: 20-10-0242-0202. E-mail: n.elgammal9@gmail.com; n.elgammal@mishkatnour.org. Mishkat Nour Foundation website: www.mishkatnour.org.

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Abstract

Education is a fundamental pillar in societies and an essential factor in achieving the goals of sustainable development. However, poor areas and slums suffer from limited educational opportunities and a lack of quality education due to various factors. Many initiatives have been implemented to improve education in public schools. Among these initiatives is the continuing education program of the Ethics Kiosk Project, which is implemented by the Mishkat Nour Foundation in many Egyptian governorates. The continuing education program seeks to solve education problems in slums, specifically for children from 3 to 15 years old. This has been achieved by applying comprehensive and distinctive curricula such as the Cambridge Curriculum, providing support to public schools through the Public Schools Digital Ethics Kiosk System - ERP, implementing foundational curricula, qualifying and training teachers and conducting free remedial lessons in public schools. The continuing education program is the first of its kind in Egypt, which serves slums and poor areas, as hundreds of students, teachers, schools and centers have benefited from it. The researcher aimed to highlight these benefits. The study depends on a qualitative research method as a questionnaire and statistical methods including Cronbach's alpha coefficient, Pearson correlation coefficient and one-sample T-test. Findings revealed several positive impacts of the Cambridge curriculum application, including the quality of education, empowering teachers, strengthening the partnership between schools and families and a significant reduction in dropout rates which indicates the potential of the distinguished Curricula to address educational challenges and achieve sustainable development in slums.

Keywords: awareness kiosk, Cambridge education, continuing education, Digitize Public Schools, distinguished education, ERP system, ethics kiosk, governmental school, Mishkat Nour, sustainable development, sustainable development goals SDGs, United Nation

1. Introduction

Sustainable development is a development that achieves harmony among the economic, environmental, and social goals for every future generation and is, therefore, a continuous multi-faceted, and the pivotal mechanism that seeks to achieve social justice in terms of duties and rights to improve the standard of living, education, and health of community members. To also improve governance, enhance, diversity, and maximize the environmental system, and natural and human resources. Achieving preservation of these resources for subsequent generations, while maintaining the national identity and cultural, civilization, and historical heritage of national systems (Jezard, 2018).

Education plays a crucial role in shaping the lives of individuals and communities. It serves as a catalyst for social and economic development, addressing socioeconomic disparities, and enabling individuals to acquire knowledge, skills, and competencies necessary for personal growth and advancement. However, in many parts of the world, especially in poor areas and slums, opportunities for education and access to quality education are limited due to various factors, including inadequate infrastructure, limited resources, socioeconomic challenges, and limited employment opportunities. This means perpetuating cycles of poverty and hindering socio-economic progress. Recognizing the significance of education in breaking the cycles of poverty, economic and social backwardness, various initiatives have been implemented to improve the quality of education in governmental schools. Initiatives

to improve the quality of education in slums focus on introducing better curricula. One such curriculum that has gained attention is the Cambridge curriculum, renowned for its rigorous standards and comprehensive approach to education.

Children living in poor areas and slums face numerous challenges that hinder their overall development and future prospects. Lack of access to quality education and limited opportunities for growth exacerbate the cycle of poverty and perpetuate social inequalities. To address these issues, various interventions have been implemented, including the rehabilitation of children through specialized curricula.

The role of teachers in shaping the educational process and influencing student outcomes cannot be overstated. A highly effective and competent teaching workforce is vital to ensuring quality education for all students. To enhance the efficiency and effectiveness of teachers in public schools and thus students, various specialized programs have been developed and implemented worldwide. One such program that has gained recognition is the Cambridge curriculum, known for its comprehensive approach to teacher training and development.

Private lessons have become a prevalent phenomenon in many educational systems, posing challenges to students' attendance and the overall efficacy of formal schooling. Addressing the challenge of private lessons requires a multifaceted approach that focuses on improving the quality of formal schooling, providing comprehensive support within schools, and regulating private tutoring.

Private schools offer many features that distinguish them from public schools, and therefore some parents in poor areas seek to send their children to private schools because they provide high-quality education, and this constitutes a large financial burden on them to obtain educational services that should be available in public schools.

Mishkat Nour Foundation for Science and Cultural Enlightenment in Egypt has implemented the Awareness Kiosks (Ethics Kiosks) project, which includes many sub-programs to achieve sustainable development, including the continuing education program. The continuing education program seeks to solve education problems in slums, specifically for children from 3 to 15 years old, through improving and raising the levels of education, culture, recreation, and art. This was achieved through the use of developed curricula such as Cambridge arithmetic, science, and English, in addition to, new interactive curricula specialized in life skills and behavior modification. As well as relying on a variety of activities in the fields of music, education, and culture. It means innovative ways to teach the child that goes beyond the traditional method and seeks to attract the child, enhancing commitment to the educational process, modifying behavior, improving the educational level of government schools, and eliminating the problem of private lesson. As well as providing support to public schools with a Digital Ethics kiosk system for public schools – ERP. The application of this system can improve the academic and moral level of the student through Parent participation, enhancing the communication process, dashboard reports that measure student performance, and measuring the performance of the educational process (Elgammal, 2023). Besides specialized curricula like the Cambridge curriculum, Foundational curricula are also implemented in separate centers to address the basic educational needs of children in poor and slum areas. It is also qualifying teachers with the Cambridge curriculum to raise their scientific competence. The continuing education Program is implemented in public schools by using Cambridge curricula as free classes not linked to educational certificates and by conducting daily specialized remedial lessons to reduce the phenomenon of private lessons.

Through the continuing education program, it was noted that the application of distinguished education systems, such as Cambridge education has a significant impact on public schools, private centers, students, teachers, parents and sustainable development. Hundreds of students, teachers, schools, and centers have benefited from the continuing education program, which is a precedent that has never happened before in Egypt because it serves slums and poor areas. Therefore, the researcher aims to explore the impact of applying better education curricula, such as the Cambridge curriculum, on governmental schools in poor areas, with a specific focus on slums.

Research Questions. The first question states that “Does Continuous Education (National and International Education) as part of the "ethics kiosk" project impact sustainable development?”. The second question states that “Does Continuous Education (National and International Education) as part of the "ethics kiosk" project contribute to improving the efficiency of government education?”. The third question states that “Does the Continuous Education Program (National and International Education) as part of the "ethics kiosk" project affect children in slums areas?”

2. Literature Review

2.1 Education and Sustainable Development Goals

Globally, in 2018, about 264 million children and youth were out of school, while there are 617 million children in school who do not learn basic skills due to the poor quality of education. In addition, more than 700 million

adults cannot read or write. Moreover, many others did not complete basic education or secondary education (Croso, 2016).

Goal 4 of the 17 Sustainable Development Goals (SDGs) seeks to ensure “inclusive and equitable quality education” and to support “lifelong learning opportunities for all”(UN, 2016). This goal includes 10 targets that cover various aspects of education, 7 of which are desired results and 3 are means of implementation. The desired results include: early childhood development, universal pre-primary, primary and secondary education, universal youth literacy, gender equality, equal access to technical/vocational and higher education, relevant skills for decent work, education for sustainable development, and global citizenship. These targets could be achievable through qualified and trained teachers, effective learning environments and scholarships (UNESCO, 2016). Moreover, lifelong learning has a role to play in achieving many other SDGs, such as goal 3 (health and well-being), goal 5 (gender equality), goal 8 (decent work and economic growth), goal 12 (responsible consumption and production); goal 13 (mitigation of climate change) (English & Carlsen, 2019).

2.2 Education in Slums and Ways to Improve It

Education programs in urban slums have received limited attention, but there has been a slight increase in priority. Primary school costs for poor parents have gradually decreased. However, fee exemptions and tuition waivers are more prevalent in rural areas. Social protection programs, such as conditional cash transfers (CCTs) and other safety nets, have helped improve school attendance rates for vulnerable urban children. The public sector's presence in slums is weak, and NGOs and low-cost private schools play a significant role in providing education. Some schools in slums are aligning with official curricula and formal requirements. A systems approach allows for collaboration between the public sector and informal actors, facilitating central control and coordination of curriculum and standards. Better coordination among ministries has led to integrated multi-sector programs that address the educational, health, and nutritional needs of children. Despite increased school attendance, learning quality remains poor. Early childhood development programs are being emphasized in cities, despite limited funds, to improve school readiness. While learning outcomes may be limited, schools in slums provide a safe haven for many children, and attending school is considered a positive achievement in itself (Kielland, 2015). Murnane (2007) showed that the American ideal of equality of educational opportunity has not been fully realized, particularly for children living in poverty. These children often attend low-performing schools with underqualified teachers and may leave without the necessary skills for success in a changing economy. He proposed three federal initiatives to improve education for these children and increase their chances of escaping poverty. These initiatives aim to strengthen the standards-based reforms of the No Child Left Behind Act by focusing on accountability, incentives, and capacity. The researcher suggested that Congress should amend the act to set more attainable performance goals that emphasize growth in skills rather than specific test scores. Additionally, meaningful goals for high school graduation rates should be developed. Congress should also enhance incentives for states to improve education for low-income students and encourage the creation of voluntary school choice programs, allowing students in failing schools to transfer to more successful ones in different districts. Furthermore, he recommended using competitive matching grants to build the capacity of schools to educate low-income children and to enhance the performance of failing schools and districts. These grants would support the development of effective teaching programs and alternative options for students who struggle in traditional high school settings. The cost of implementing these initiatives was estimated to be around \$2.5 billion annually (Murnane, 2007). According to the Association for the Development of Education in Africa (2016), the quality of education is hindered by supply-side barriers in many African countries. One major challenge is the shortage of qualified and specialized teachers, particularly in preschools. The use of innovative teaching methods, such as child-centered learning, is also limited. Although some progress has been made in reducing class sizes, large class sizes remain a concern, particularly in early grades and disadvantaged areas. This poses additional challenges for implementing child-centered teaching approaches. The lack of teachers at the primary level is primarily due to budget constraints, while the shortage of teachers at the secondary level, especially in science and IT subjects, is a result of inadequate supply (ADEA, 2016). According to UNICEF and the African Union Commission (2021), to improve learning outcomes in African education systems, there is a need to prioritize foundational skills such as literacy and numeracy from an early stage. By placing emphasis on teaching these basic skills during preschool and primary school years, African countries can significantly enhance learning and overall education quality. Governments can play a crucial role by promoting literacy and numeracy initiatives and encouraging schools to adopt innovative approaches to strengthen foundational learning. This may involve dedicating a few hours each week to specifically teach children how to read and develop math skills at appropriate levels. The focus on foundational learning at an early stage can maximize the impact on learning levels and contribute to raising the overall quality of education in Africa (UNICEF and African Union Commission, 2021).

Slum development involves investing in basic infrastructure such as roads, public transportation, electricity, and health facilities. Slum development boards play a crucial role in implementing government schemes for the welfare of slums and educational institutions can contribute to slum development by organizing activities like street dramas and disease awareness programs. Mentoring, guidance, and relevant curriculum development are essential for the education of children in slums. Volunteer programs are also effective in ensuring educational access for slum children (Sumangala, 2022). It is important to raise awareness among parents in slum areas about the importance of education, including girls' education, adult education, and vocational education. Governments, NGOs, and schools should organize awareness campaigns for this purpose (Das, 2005). It is the responsibility of educated individuals, along with the government, to create awareness about education and make arrangements for the education of slum residents. The participation of women in urban slums is particularly crucial for the progress of themselves, their children, and their families. There is a need for education to establish a balanced and well-developed society (Das, Mahanta, & Adhikary, 2013). Neog (2020) in his study highlighted the low educational status of women in urban slums, particularly at the secondary and higher education levels. Various barriers within their families and surroundings prevent women from accessing education. However, in order to achieve national progress, both men and women must have equal opportunities in education. The government and educated individuals have a responsibility to raise awareness about the importance of education and make arrangements to facilitate education for slum residents. Only through these efforts can a balanced and well-developed society be established in all aspects. It is crucial to encourage women in urban slums to participate in education for their personal growth, the well-being of their children, the betterment of their families, the advancement of society, and ultimately, the overall development of the nation (Neog, 2020).

2.3 Private Education vs Public Education

Härmä (2013) discussed the phenomenon of private education serving the poor with a focus on the context of Lagos, Nigeria. He found that in some cases, families from low-income backgrounds and those in the slums choose to pay for private schools instead of opting for the cheaper government school option due to several reasons. The main factor is the perceived higher quality of education. They believe that private schools work harder and provide better teaching compared to government schools. They want their children to receive a good education that will enable them to compete with children from wealthier families. They also may not have a government school nearby. In contrast, parents have negative perceptions of government schools, stating that they have a high population, do not effectively teach the students, and have various problems. The survey found that 87% of parents preferred private schools, while 7% preferred government schools and the remaining 6% had no clear preference. However, the cost of private schools is a significant barrier for many low-income families. School expenses prevent some households from enrolling all of their children in private schools, leading them to send some children, particularly at the secondary level, to government schools. Affordability was a common concern expressed by parents, with some stating that they would choose private schools if they had the means. The argument is made that these private schools promote social justice by allowing communities to independently claim and exercise their agency in providing educational opportunities. However, doubts are raised regarding this argument because it forces the poor to use their limited resources to fulfill a need that the government is legally obligated to provide. This situation is seen as unjust, as low-income families end up paying a higher proportion of their income for the same service wealthier families receive (Härmä, 2013).

2.4 Impact of Applying Cambridge Curriculum in Schools

Cambridge International Curriculum (CIC) is a distinguishable educational program that seeks to prepare students for life and helps them develop the skills they need to achieve in both school and work (UCLES, 2018). In addition to that, the Cambridge International Curriculum has a positive role in the process of learning and achievement and in developing skills, creativity, independence, environmental awareness, and human sense among students (Elizabeth, 2014 & Keumala, 2013). Najah & Setiati (2020) conducted a study in Semesta Senior High School at Indonesia to investigate the effect of implementing the Cambridge International Biology Curriculum on students specifically on critical thinking. The results showed that the application of CIC has a significant impact on students' critical thinking skills, and this was shown through observations of educational activities, interviews with students, and the results of the critical thinking questionnaire (Najah & Setiati, 2020).

Hasanah (2019) conducted research to study the integration pattern of national curriculum of Indonesia (Kurikulum 2013) and Cambridge curriculum in elementary schools at Indonesia especially in Brawijaya Smart School elementary school and Elementary Laboratory School State University of Malang. The researcher found that the integration of the two curricula led to an improvement in students' abilities, for example, in reasoning, creative thinking, English, and enhanced academic achievement and met the requirements of twenty-first century skills (Hasanah, 2019).

Mansurjonovich (2021) explains the effective role of the world-famous curricula, specifically the Cambridge International educational programs and skills in general secondary schools and vocational education institutions in the teaching of computer science and information technology. In addition, forming general, digital and material culture, introducing students to the basics of science, acquiring specific skills, and finding innovative solutions to practical problems based on digital technologies(Mansurjonovich, 2021).

3. Materials and Methods

The study depends on a qualitative research method as a questionnaire for a deeper understanding of the experiences and perspectives of stakeholders involved. The data were processed using (SPSS 25) and various statistical methods including testing reliability through Cronbach's alpha coefficient, Pearson correlation coefficient was used for verifying the validity of the indicator and one-sample t-test to answer the research questions.

4. Research Results

4.1 Reliability

The researcher used Cronach's alpha coefficient to verify the reliability of the study. Where Cronach's alpha coefficient values range from zero to the integer one. The axis is reliable if the value of Cronach's alpha coefficient is 0.7 or more (Table 1).

Table 1. Reliability of the study tool

N of Items	Cronbach's Alpha
32	.974

According to the previous table it is notable that: the focus of the study is characterized by stability, as Cronach's alpha coefficient was higher than 0.7.

4.2 Validity

The researcher used Pearson's correlation coefficient to verify the validity of the indicator. The item is considered valid if the value of the Pearson correlation coefficient is significant and greater than 0.4 (Table 2).

Table 2. The validity of the study tool

Items	Correlation Coefficient
Do you think that youth education can help improve the lives of children in slums?	.788**
Do you think that youth education can help alleviate poverty problems in slums?	.842**
Do you think that youth education can help improve the health level of children in slums?	.817**
Do you think that youth education can improve job prospects for children in slums when they grow up?	.818**
Do you believe that junior education can help promote the social and economic empowerment of children	.802**
Do you think that junior education helps in developing the skills of children in slums?	.822**
Do you think that junior education can improve the social and educational awareness of children in slums?	.676**
Do you think that youth education can help achieve equal life opportunities for children in slums?	.680**
Do you think that youth education can enhance the social inclusion of children in slums?	.736**
Do you think that youth education can reduce school dropout rates for children in slums?	.667**
Do you think that youth education can limit the spread of ignorance and illiteracy in slums?	.773**

Do you think that youth education can achieve educational justice for children in slums?	.765**
Do you think that education for young people can help in the development of communities in slums?	.670**
Do you think that youth education can improve the chances of children in slums to achieve their dreams and aspirations?	.853**
Do you think that national education can contribute to achieving sustainable development in slums?	.664**
Do you think that national education can lead to the development of infrastructure and the economy in slums?	.698**
Do you think national education can boost innovation and entrepreneurship in slums?	.648**
Do you think that national education can enhance environmental sustainability in slums?	.882**
Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?	.637**
Do you think that national education can contribute to improving the health and well-being of slum dwellers?	.805**
Do you think that national education can promote social justice and equality in slums?	.805**
Do you think that national education can achieve sustainable development for slums in the long run?	.882**
Do you believe that national education can improve social and economic life	.882**
Do you think that the application of the national education system will affect the quality of education in public schools?	.882**
Do you think that national education can lead to the development of infrastructure and the economy in slums?	.882**
Do you think national education can boost innovation and entrepreneurship in slums?	.882**
Do you think that national education can enhance environmental sustainability in slums?	.882**
Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?	.774**
Do you think that national education can contribute to improving the health and well-being of slum dwellers?	.882**
Do you think that national education can promote social justice and equality in slums?	.882**
Do you think that national education can achieve sustainable development for slums in the long run?	.882**
Do you believe that national education can improve social life and livelihood?	.882**

Note ** Correlation is significant at the 0.01 level (2-tailed), * Correlation is significant at the 0.05 level (2-tailed)

According to the previous table it is clear that the statements of the axis of the indicator are true, as all the values of the correlation coefficients were significant and higher than 0.4.

4.3 Study Tool

The questionnaire was distributed to a random sample of 40 individuals. The questionnaire consists of 32 statements about education in slums. A five-point Likert scale was used to collect the opinions of the respondents. Questionnaire statements and responses are illustrated in (Table 3).

Table 3. Questionnaire statements and responses

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Total
Do you think that youth education can help improve the lives of children in slums?	0(0)	0(0)	5(12.5)	28(70)	7(17.5)	40(100)
Do you think that youth education can help alleviate poverty problems in slums?	0(0)	0(0)	6(15)	25(62.5)	9(22.5)	40(100)
Do you think that youth education can help improve the health level of children in slums?	0(0)	1(2.5)	5(12.5)	25(62.5)	9(22.5)	40(100)
Do you think that youth education can improve job prospects for children in slums when they grow up?	0(0)	0(0)	7(17.5)	24(60)	9(22.5)	40(100)
Do you believe that junior education can help promote the social and economic empowerment of children	0(0)	1(2.5)	6(15)	24(60)	9(22.5)	40(100)
Do you think that junior education helps in developing the skills of children in slums?	0(0)	0(0)	5(12.5)	26(65)	9(22.5)	40(100)
Do you think that junior education can improve the social and educational awareness of children in slums?	0(0)	0(0)	7(17.5)	15(37.5)	18(45)	40
Do you think that youth education can help achieve equal life opportunities for children in slums?	0(0)	0(0)	6(15)	13(32.5)	21(52.5)	40(100)
Do you think that youth education can enhance the social inclusion of children in slums?	0(0)	0(0)	5(12.5)	11(27.5)	24(60)	40(100)
Do you think that youth education can reduce school dropout rates for children in slums?	0(0)	0(0)	3(7.5)	11(27.5)	26(65)	40(100)
Do you think that youth education can limit the spread of ignorance and illiteracy in slums?	0(0)	0(0)	4(10)	31(77.5)	5(12.5)	40(100)
Do you think that youth education can achieve educational justice for children in slums?	0(0)	0(0)	37.5	32(80)	5(12.5)	40(100)
Do you think that education for young people can help in the development of communities in slums?	0(0)	0(0)	5(12.5)	11(27.5)	24(60)	40(100)

Do you think that youth education can improve the chances of children in slums to achieve their dreams and aspirations?	0(0)	0(0)	2(5)	34(85)	4(10)	40(100)
Do you think that national education can contribute to achieving sustainable development in slums?	0(0)	0(0)	7(17.5)	9(22.5)	24(60)	40(100)
Do you think that national education can lead to the development of infrastructure and the economy in slums?	0(0)	0(0)	17(42.5)	19(47.5)	4(10)	40(100)
Do you think national education can boost innovation and entrepreneurship in slums?	0(0)	0(0)	11(27.5)	26(65)	3(7.5)	40(100)
Do you think that national education can enhance environmental sustainability in slums?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?	0(0)	0(0)	2(5)	38(95)	0(0)	40(100)
Do you think that national education can contribute to improving the health and well-being of slum dwellers?	0(0)	0(0)	2(5)	34(85)	4(10)	40(100)
Do you think that national education can promote social justice and equality in slums?	0(0)	0(0)	2(5)	34(85)	4(10)	40(100)
Do you think that national education can achieve sustainable development for slums in the long run?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you believe that national education can improve social and economic life	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think that the application of the national education system will affect the quality of education in public schools?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think that national education can lead to the development of infrastructure and the economy in slums?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think national education can boost innovation and entrepreneurship in slums?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)

Do you think that national education can enhance environmental sustainability in slums?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?	0(0)	0(0)	1(2.5)	36(90)	3(7.5)	40(100)
Do you think that national education can contribute to improving the health and well-being of slum dwellers?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think that national education can promote social justice and equality in slums?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you think that national education can achieve sustainable development for slums in the long run?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)
Do you believe that national education can improve social life and livelihood?	0(0)	0(0)	2(5)	35(87.5)	3(7.5)	40(100)

According to the previous table it is notable that:

- 70% of the respondents agree on “Do you think that youth education can help improve the lives of children in slums? “
- 62.5% of the respondents agree on “Do you think that youth education can help alleviate poverty problems in slums? “
- 62.5% of the respondents agree on “Do you think that youth education can help improve the health level of children in slums? “
- 60% of the respondents agree on “Do you think that youth education can improve job prospects for children in slums when they grow up? “
- 60% of the respondents agree on “Do you believe that junior education can help promote the social and economic empowerment of children “
- 65% of the respondents agree on “Do you think that junior education helps in developing the skills of children in slums? “
- 45% of the respondents strongly agree on “Do you think that junior education can improve the social and educational awareness of children in slums? “
- 52.5% of the respondents strongly agree on “Do you think that youth education can help achieve equal life opportunities for children in slums? “
- 60% of the respondents strongly agree on “Do you think that youth education can enhance the social inclusion of children in slums? “
- 65% of the respondents strongly agree on “Do you think that youth education can reduce school dropout rates for children in slums? “
- 77.5% of the respondents agree on “Do you think that youth education can limit the spread of ignorance and illiteracy in slums? “
- 80% of the respondents agree on “Do you think that youth education can achieve educational justice for children in slums? “
- 60% of the respondents strongly agree on “Do you think that education for young people can help in the development of communities in slums? “

- 60% of the respondents agree on “Do you think that youth education can improve the chances of children in slums to achieve their dreams and aspirations? “
- 60% of the respondents strongly agree on “Do you think that national education can contribute to achieving sustainable development in slums? “
- 47.5% of the respondents agree on “Do you think that national education can lead to the development of infrastructure and the economy in slums? “
- 65% of the respondents agree on “Do you think national education can boost innovation and entrepreneurship in slums? “
- 87.5% of the respondents agree on “Do you think that national education can enhance environmental sustainability in slums? “
- 95% of the respondents agree on “Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums? “
- 85% of the respondents agree on “Do you think that national education can contribute to improving the health and well-being of slum dwellers? “
- 85% of the respondents agree on “Do you think that national education can promote social justice and equality in slums? “
- 87.5% of the respondents agree on “Do you think that national education can achieve sustainable development for slums in the long run? “
- 87.5% of the respondents agree on “Do you believe that national education can improve social and economic life? “
- 87.5% of the respondents agree on “Do you think that the application of the national education system will affect the quality of education in public schools? “
- 87.5% of the respondents agree on “Do you think that national education can lead to the development of infrastructure and the economy in slums? “
- 87.5% of the respondents agree on “Do you think national education can boost innovation and entrepreneurship in slums? “
- 87.5% of the respondents agree on “Do you think that national education can enhance environmental sustainability in slums? “
- 87.5% of the respondents agree on “Do you think that national education can enhance environmental sustainability in slums? “
- 90% of the respondents agree on “Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums? “
- 87.5% of the respondents agree on “Do you think that national education can contribute to improving the health and well-being of slum dwellers? “
- 87.5% of the respondents agreeing on “Do you think that national education can promote social justice and equality in slums? “
- 87.5% of the respondents agree on “Do you think that national education can achieve sustainable development for slums in the long run? “
- 87.5% of the respondents agree on “Do you believe that national education can improve social life and livelihood? “

4.4 Study Questions

One sample t test was used to answer the research questions and for checking the respondents' opinions (Table 4).

Table 4. One sample t - test for study items

Items	Mean	Std. Deviation	T	P-value
Do you think that youth education can help improve the lives of children in slums?	4.05	.552	12.022	0.0001
Do you think that youth education can help alleviate poverty problems in slums?	4.08	.616	11.046	0.0001
Do you think that youth education can help improve the health level of children in slums?	4.05	.677	9.802	0.0001
Do you think that youth education can improve job prospects for children in slums when they grow up?	4.05	.639	10.400	0.0001
Do you believe that junior education can help promote the social and economic empowerment of children	4.03	.698	9.294	0.0001
Do you think that junior education helps in developing the skills of children in slums?	4.10	.591	11.781	0.0001
Do you think that junior education can improve the social and educational awareness of children in slums?	4.28	.751	10.743	0.0001
Do you think that youth education can help achieve equal life opportunities for children in slums?	4.38	.740	11.747	0.0001
Do you think that youth education can enhance the social inclusion of children in slums?	4.48	.716	13.035	0.0001
Do you think that youth education can reduce school dropout rates for children in slums?	4.58	.636	15.662	0.0001
Do you think that youth education can limit the spread of ignorance and illiteracy in slums?	4.03	.480	13.514	0.0001
Do you think that youth education can achieve educational justice for children in slums?	4.05	.450	14.755	0.0001
Do you think that education for young people can help in the development of communities in slums?	4.48	.716	13.035	0.0001
Do you think that youth education can improve the chances of children in slums to achieve their dreams and aspirations?	4.05	.389	17.074	0.0001
Do you think that national education can contribute to achieving sustainable development in slums?	4.43	.781	11.543	0.0001
Do you think that national education can lead to the development of infrastructure and the economy in slums?	3.68	.656	6.509	0.0001
Do you think national education can boost innovation and entrepreneurship in slums?	3.80	.564	8.973	0.0001
Do you think that national education can enhance environmental sustainability in slums?	4.03	.357	18.151	0.0001
Do you think that national education can strike a balance between economic growth and social and	3.95	.221	27.221	0.0001

environmental sustainability in slums?				
Do you think that national education can contribute to improving the health and well-being of slum dwellers?	4.05	.389	17.074	0.0001
Do you think that national education can promote social justice and equality in slums?	4.05	.389	17.074	0.0001
Do you think that national education can achieve sustainable development for slums in the long run?	4.03	.357	18.151	0.0001
Do you believe that national education can improve social and economic life	4.03	.357	18.151	0.0001
Do you think that the application of the national education system will affect the quality of education in public schools?	4.03	.357	18.151	0.0001
Do you think that national education can lead to the development of infrastructure and the economy in slums?	4.03	.357	18.151	0.0001
Do you think national education can boost innovation and entrepreneurship in slums?	4.03	.357	18.151	0.0001
Do you think that national education can enhance environmental sustainability in slums?	4.03	.357	18.151	0.0001
Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?	4.05	.316	21.000	0.0001
Do you think that national education can contribute to improving the health and well-being of slum dwellers?	4.03	.357	18.151	0.0001
Do you think that national education can promote social justice and equality in slums?	4.03	.357	18.151	0.0001
Do you think that national education can achieve sustainable development for slums in the long run?	4.03	.357	18.151	0.0001
Do you believe that national education can improve social life and livelihood?	4.03	.357	18.151	0.0001
indicator	4.0914	.38686	17.843	0.0001

Note. Std. Deviation: standard Deviation, T: T value, P-value: level of significance

According to the previous table it is notable that:

- There is significant difference in respondents' opinion about 'Do you think that youth education can help improve the lives of children in slums? ', where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .552
- There is significant difference in respondents' opinion about 'Do you think that youth education can help alleviate poverty problems in slums? ', where p- value $0.0001 < 0.05$. the mean value of the item is 4.08 with standard deviation .616
- There is significant difference in respondents' opinion about 'Do you think that youth education can help improve the health level of children in slums? ', where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .677

- There is significant difference in respondents' opinion about 'Do you think that youth education can improve job prospects for children in slums when they grow up?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .639
- There is significant difference in respondents' opinion about 'Do you believe that junior education can help promote the social and economic empowerment of children ' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .698
- There is significant difference in respondents' opinion about 'Do you think that junior education helps in developing the skills of children in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.10 with standard deviation .591
- There is significant difference in respondents' opinion about 'Do you think that junior education can improve the social and educational awareness of children in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.28 with standard deviation .751
- There is significant difference in respondents' opinion about 'Do you think that youth education can help achieve equal life opportunities for children in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.38 with standard deviation .740
- There is significant difference in respondents' opinion about 'Do you think that youth education can enhance the social inclusion of children in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.48 with standard deviation .716
- There is significant difference in respondents' opinion about 'Do you think that youth education can reduce school dropout rates for children in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.58 with standard deviation .636
- There is significant difference in respondents' opinion about 'Do you think that youth education can limit the spread of ignorance and illiteracy in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .480
- There is significant difference in respondents' opinion about 'Do you think that youth education can achieve educational justice for children in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .450
- There is significant difference in respondents' opinion about 'Do you think that education for young people can help in the development of communities in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.48 with standard deviation .716
- There is significant difference in respondents' opinion about 'Do you think that youth education can improve the chances of children in slums to achieve their dreams and aspirations?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .389
- There is significant difference in respondents' opinion about 'Do you think that national education can contribute to achieving sustainable development in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.43 with standard deviation .781
- There is significant difference in respondents' opinion about 'Do you think that national education can lead to the development of infrastructure and the economy in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 3.68 with standard deviation .656
- There is significant difference in respondents' opinion about 'Do you think national education can boost innovation and entrepreneurship in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 3.80 with standard deviation .564
- There is significant difference in respondents' opinion about 'Do you think that national education can enhance environmental sustainability in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 3.95 with standard deviation .221
- There is significant difference in respondents' opinion about 'Do you think that national education can contribute to improving the health and well-being of slum dwellers?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .389

- There is significant difference in respondents' opinion about 'Do you think that national education can promote social justice and equality in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .389
- There is significant difference in respondents' opinion about 'Do you think that national education can achieve sustainable development for slums in the long run?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you believe that national education can improve social and economic life' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that the application of the national education system will affect the quality of education in public schools?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that national education can lead to the development of infrastructure and the economy in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think national education can boost innovation and entrepreneurship in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that national education can enhance environmental sustainability in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that national education can strike a balance between economic growth and social and environmental sustainability in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.05 with standard deviation .316
- There is significant difference in respondents' opinion about 'Do you think that national education can contribute to improving the health and well-being of slum dwellers?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that national education can promote social justice and equality in slums?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you think that national education can achieve sustainable development for slums in the long run?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'Do you believe that national education can improve social life and livelihood?' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.03 with standard deviation .357
- There is significant difference in respondents' opinion about 'the indicator' , where p- value $0.0001 < 0.05$. the mean value of the item is 4.0914 with standard deviation .38686

5. Discussion

The Continuing Education program of the ethics kiosk project aims to provide international and national education using developed curricula, including the Cambridge Curriculum of English, Science, Numeracy, and other new curricula in public schools. These curricula provide education, culture, and music. Moreover, work to modify behavior and provide students with life skills in an interactive way. The curricula introduce a new innovative form of child education that is not only limited to educating the child in the traditional way but will extend to making the child in a state of passion for the educational process. In addition, applying a quality system, which is a follow-up system for children's behavior and their commitment, and mechanisms to work on knowing the reasons for leaving education and how to attract the child again. This is in order to modify behavior, improve the educational level, and remove the problem of private lessons in public schools.

Another point researcher would discuss here that the success of international and national schools compared to public schools, despite the improvement of curricula, is not only due to reliance on private lessons. There are several reasons for this, including what international schools offer of artistic, cultural, and sports activities, follow-

up to classes, and obliging the teacher to schedules and specific timetables for certain activities, as well as permanent tests and endless participatory activities so that children in these schools are treated exceptionally well. The continuing education program in public schools has administrative and executive mechanisms to manage the educational system and apply the quality standards that have been set for the program. Quality Officers pass through weekly to ensure quality standards are being applied and to pursue continuous improvement in performance. There are quality standards for teachers, students, educational processes, and classrooms.

The application of the ERP system has a follow-up system including, for example: supporting the administrative process and improving the management of school resources, supporting the modification of the student's behavior through specialized programs to track his educational performance and behavior, supporting the follow-up of the child's attendance and departure, follow up on the performance of the teachers in the classroom and follow up on the activity schedules and measure the performance of the educational system.

5.1 Impact of Applying Distinguished Curricula Such as the Cambridge Curriculum in Public Schools in Poor Areas

Through our experience in the continuing education program, the adoption of the Cambridge curriculum in governmental schools especially in poor areas holds several potential benefits for students, teachers, and the overall educational ecosystem.

The research displayed empirical evidence of the effectiveness of the Cambridge curriculum compared to traditional curricula in improving educational outcomes in slums and highlighted the importance of teacher training and support in facilitating curriculum implementation.

The researcher summarizes here the most advantages of applying the Cambridge curriculum in public schools in poor areas as follows:

- 1) Providing high quality education
- 2) Provide students with a more inclusive and enriching educational experience, which can empower them to overcome socio-economic barriers.
- 3) The curriculum's emphasis on critical thinking and inquiry-based learning can foster creativity, problem-solving abilities, and analytical thinking among students.
- 4) Cambridge curriculum provides a structured framework that empowered teachers and engaged students in the learning process.
- 5) Enhance teacher training and professional development.
- 6) Contribute to a positive shift in the perception and reputation of governmental schools within slum communities. It can serve as a steppingstone to improving the overall image of governmental schools, attracting more students and fostering community involvement and engagement in educational initiatives.
- 7) It not only improved academic outcomes but also fostered a sense of empowerment among students and their families.
- 8) Significant reduction in dropout rates and an increase in student retention
- 9) Distinguished education programs align with the principles of sustainable development. They contribute to the long-term development.

Despite the previous benefits, the research provides insights into the specific challenges faced in implementing the Cambridge curriculum in poor areas, particularly slums. There are some several key challenges, such as inadequate infrastructure, limited access to technology, and a lack of resources and funding. These limitations can hinder the effective implementation of curricula and require strategic planning and resource mobilization to ensure their success.

Additionally, cultural and contextual factors need to be considered to ensure the curriculum is culturally relevant and responsive to the specific needs of slum communities. This involves engaging with community stakeholders, understanding local challenges and aspirations, and tailoring the curriculum accordingly.

5.2 The Impact of Applying Specialized Programs (Cambridge Curriculum) on Teachers in Public Schools

Teachers play a critical role in the educational process, as they are responsible for imparting knowledge, fostering critical thinking skills, and nurturing the overall development of students. Ineffective teaching can impede students' educational progress and limit their potential for academic success. Specialized programs have been designed to enhance the skills, knowledge, and professional growth of teachers. These programs focus on various aspects of

teaching, such as pedagogical strategies, subject-specific expertise, classroom management, and instructional technology. The Cambridge curriculum stands out as a specialized program that offers comprehensive training and professional development opportunities to teachers, equipping them with the necessary tools and resources to improve their instructional practices.

The implementation of the Cambridge curriculum has shown promising results in raising teacher efficiency and improving instructional practices and therefore the overall educational process in public schools. Instructional practices of highly effective teachers are student-centered and responsive to the diverse learning needs of students. Effective teachers could create engaging classrooms, foster a positive learning environment, and cultivate a culture of academic excellence. Teachers become more confident, motivated, and adept at delivering high-quality instruction that aligns with the goals and standards of the curriculum. This improves student participation, academic achievement, inspires a love for learning, and promotes inclusivity and equity within the classroom.

While specialized programs like the Cambridge curriculum offer immense potential for improving teacher efficiency and student outcomes, there are certain considerations and challenges that need to be addressed. These may include ensuring the availability of resources, providing ongoing support and mentoring for teachers, and addressing any contextual factors that may impact the implementation and effectiveness of the specialized programs.

5.3 What do Private Schools Offer That Public Schools do not Offer?

Private schools offer several features and advantages that distinguish them from public schools. While it is important to note that not all private schools are the same, the following are some common elements that private schools often provide:

- 1) Small Class Sizes.
- 2) Enhanced Resources and Facilities.
- 3) Specialized Curricula and Programs education.
- 4) Emphasis on Character Development and Values.
- 5) Greater Parental Involvement.
- 6) More Flexibility in Teaching Approaches.

5.4 Other Activities Carried out by the Ethics Kiosk Program for Continuing Education

- 1) Providing a complete program for sports activities, starting with discovering children's talents and the type of sport suitable for the child, passing through physical fitness and sports training, then competitions that motivate the child to complete his training, and leading to the implementation of the program linking behavior modification with entertainment.
- 2) Introducing the Qulub program (hearts), which is linking entertainment with behavior modification. It is an integrated program in which children are trained in the choir, leading to the presentation of artistic performances by government school children, as well as the application of various artistic activities such as theater, acting, stories, and the application of art therapy program mechanisms through the behavior modification team.
- 3) Presenting the curriculum dramatization program, which contributes to the development of the educational process in a way that attracts the child to receive academic information by presenting the curricula in the form of a play, which makes the child in a state of passion to receive information and educational curricula.
- 4) The use of recreational means in education that makes the child interested in education and the application of the reward system for positive behaviors and commitment.
- 5) Teaching various handicrafts, producing projects made by children, and setting up an exhibition for it.
- 6) Applying a talent discovery program to discover the child's talent and applying a talent development program.
- 7) Trips that are organized and prepared to make the child more committed.
- 8) Psychological support unit for children and parents.

5.5 Study Limitations

- 1) Limited generalizability due to the study's focus on specific slum areas.
- 2) Potential biases due to the reliance on self-reported data.

6. Conclusion

Applying of distinguished education programs such as Cambridge education has a profound positive impact on various sectors including governmental schools, children, parents, teachers, private centers, and sustainable development, especially in slums and poor areas. For governmental schools, it works to promote a positive educational environment, empower students and provide them with the necessary life skills, raise academic performance, enhance competitiveness among students, and contribute to the comprehensive development of these marginalized communities. It also contributes to improving the reputation of public schools and developing them in general, and attracting more students and resources and thus paving the way for a more equitable and inclusive education system that empowers all individuals regardless of their socioeconomic backgrounds. For children, these programs providing a holistic education that focuses on character building, values, and well-rounded development, distinguished education programs empower these children to break free from the cycle of poverty and create a brighter future for themselves. Rehabilitating children in poor and slum areas through separate centers utilizing specialized curricula, such as the Cambridge curriculum and foundational curricula, holds promise in promoting educational advancement and social mobility. By focusing on the unique needs of these children and facilitating communication with their families, these interventions can create an enabling environment that nurtures their overall development. These programs also provide specialized training and professional development opportunities to raise the efficiency of teachers in public schools by equipping teachers with the necessary skills, knowledge, support, and empower them to create vibrant and effective learning environments that facilitate student growth and success. By focusing on excellence, personal development, and transformative educational environments, these programs have the potential to bridge educational gaps, uplift marginalized communities, and contribute to the overall advancement of societies towards a sustainable and inclusive future. However, it is imperative to address the challenges and considerations associated with implementing these curricula, ensuring that they are contextually relevant and effectively supported by necessary resources. Continued research and investment in such initiatives are essential to ensure the holistic rehabilitation and educational empowerment of children, the provision of quality education for all students and ensure the continuous improvement of teacher efficiency in marginalized communities.

This is what is being done now through the continuing education program that is branched out of the Ethics kiosk project in many governorates of Egypt, especially in slums and poor areas. That is why we hope to circulate it on the largest possible scale and direct investments in our public schools instead of short-term community schools with many problems because supporting the educational infrastructure takes precedence over others. It is the first project in the Arab world that offers free Cambridge education. Mishkat Nour Foundation is also seeking to establish the first free international education school for the children of slums and orphans, thus building a better future for them, which contributes to eliminating slums in Egypt. To achieve this, real support and assistance from the various sectors of society is needed. Egypt operates community education schools, which is a great thing, but the greatest thing is to rehabilitate slum children like our children and we also hope ERP system support which will help ensure the quality of education. Now we are serving above 1000 student in all the governorates we are in.

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