

**Training Requirements for Childhood-Friendly
School Teachers in the Light of its Quality
Standards
“Field Study in Childhood-Friendly Schools in
Damascus City”**

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Abstract

The research aims to identify the training requirements for childhood-friendly schools' teachers in the light of its developed quality standards. It also attempts to investigate the statistically significant differences between the mean scores of the research sample answers to training requirements questionnaire according to the research variables: (Academic qualification, the number of training courses, years of experience). The research sample consisted of (165) teachers from childhood-friendly schools in Damascus Governorate. The researcher used a questionnaire of (103) items. The questionnaire showed the following results:

- The most training standard required by teachers was (The school is providing an educational environment based on the use of local-environment-related and entertaining active learning methods that attract children), followed by the standard of (Increasing the expertise of educational frameworks in the school). In the third place, there is the standard of (The school building provides the safe and healthy environment for children). In the fourth place, there is the standard of (The school provides variant sources of learning).

- There are statistically significant differences between the mean scores of the research sample answers to training requirements questionnaire according to the variant of academic qualification in favor of teachers with academic qualification of (diploma or higher).
- There are statistically significant differences between the mean scores of the research sample answers to training requirements questionnaire according to the variant of the number of training courses in favor of teachers who have attended training courses of (9 courses or more).
- There are no statistically significant differences between the mean scores of the research sample answers to training requirements questionnaire according to the variant of years of experience.