

A Suggested Strategy to Face the Problems of Pre – University Education Finance in the Light of Contemporary Experiences

*A dissertation submitted by
Tarek Mustafa Mohammed
Assistant lecturer at the department*

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Under the supervision of

Prof.Dr. Mohammed MohammedSakran
Professor of Foundation of Education, Faculty of Education,
Fayoumuniversity

Prof.Dr. Ali ZakiTabet
Professor of Management, Planning and Comparative studies,
Faculty of Education, Minia University

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Abstract

In the first chapter, the ores the general framework by identifying the problem of the study the problem is about financing the pre-university education in Egypt and introducing a basic question about the suggested strategies to face the pre-

university education financing problems under the contemporary changes and experiments. At this chapter also, the study represented the limitation of the objectives aimed to achieve. This chapter also handled research methodology that used in the study and represented in the descriptive and the analytical curriculum and using statistical analysis for the sample of the field study a questionnaire designed for this purpose.

Some of used terminologies in the study were defined, like strategy and financing. At last, the most important previous Arabic and foreign studies that handled this subject were represented. Then, the study moved to represent the public framework of financing pre-university education conception, dimensions, objectives and limitations at the second chapter.

The study, at the second chapter, approached presenting and discussing the nature of the pre-university education financing problem and its conception, importance, objectives, dimensions, basis and limitation. The study referred to the diversity of conceptions related to the education financing in general and the pre-university education in specific.

One of these prominent concepts was its close relationship to the specified financial resources in the public balance of the state and some other resources like, gifts, donations and students' fees or governmental and foreign aid and managing them operatively to achieve the pre-university education objectives within a limited period. The study also focused on the importance of financing the pre-university education and **a** connection to the graphical methods that are guarantor to direct the resources according to a scientific system clarifying objects of expenditures and the real cost

with the objective to the best investment of the available resources and achieving best possible revenue through it.

The chapter also handled the importance of financing the pre-university education and the study referred to the difference of education financing objectives from an economic system to another, whereas, the education financing objectives in socialistic regiem differ from the objectives in capitalistic regiem according to philosophy of the governing regiem. Economists and educators agree that good education is the best kind of investment necessary to achieve development through developing advanced people and the best manipulation to the necessary potentials to the requirements of development.

Then, the study approached to discuss the economic, social and political dimensions to finance the pre-university education and clarified the importance of financing education and its immediate impact in raising the level of individuals living and increasing the income. It also considered financing education in the long-term one of political stability factors through participation in improving social relations and achieving development. This is beside its participation in raising productivity efficiency level to the whole national economic. It also represents the basic core for the national security on the local and foreign level as it is considered international competition tool between peoples and nations.

A competition between big countries and great powers in the world isn't now considered a military competition in so far as it is a scientific competition. The f **b** also on the controlling basis and limitations to finance the pre-university education in Egypt. Then, the study approached to the most important criteria that used to evaluate the education financing system.

One of the criteria is education financing measurements and adequacy and the efficiency of the best distribution to the available resources for achieving the required objectives and justice in distributing the financial resources to educational institutes.

Then, the study moved to mention the pre-university education financing resources, and this will be clarified in the third chapter.

In this chapter the study reviewed the most important classifications for sources, methods and elements of funding pre-university education generally then in Egypt in particular.

Then the study devolved to analyzing the indicators of spending on the pre-university education in Egypt, this was shown in the fourth chapter.

In chapter four the study reviewed standards and indicators of spending on education and funding it in general by analyzing the reality of these indicators on the pre-university education in Egypt.

These indicators included:

- Quantitative indicators to analyze the current status of the pre-university education in Egypt.

- The proportion of spending on the pre-university education from the general budget.

- The proportion of spending on the pre-university education from the total national output

- The distribution of general spending on the pre-university education according to the budgetary.

- The distribution of spending on the pre-university education depending on the type educational stage.

- General spending on the pre-university education according to the nature of the administrative division of government spending.

- General spending on the pre-university education according to the share of the governorates of Egypt compared to the number of population.

- Domestic spending on the pre-university education.

- Spending on the pre-university education in Egypt compared to other countries.

Then the study devolved to the most important challenges which face funding the pre- university education in Egypt and this was displayed in the fifth chapter.

In chapter five the study reviewed two main axis. The first axis enclodes internal challenges.

The internal challenges represented in several urgent points, challenges related to population growth and the challenges related the increased social demand for education.

Also the challenges related to the trend towards privatization education and the challenges related to unemployment.

The second axis addressed the external challenges.

In this axis, the study explained the most prominent external challenges represented in:

The challenges relate d ntific revolution and the tremendous technological and intormational promotion.

The challenges related to the climate of economic globalization.

Challenges related to the issue of global competition and international conglomerates and the big growth of the multinational companies which its investments exceeded the budget of some countries.

Also the challenges related to GATT agreement and world trade organization. And what is related to economic adjustment programs in the framework of international organizations.

In addition, the study mentioned the challenges related to the growing phenomenon of international terrorism and the revolution of democracy, human rights and environment challenges.

After identifying the theoretical framework, the researcher did a case study.

This case study was displayed in chapter seven. It includes the steps, description, the validity and reliability of the study tools and samples, application procedures and statistical treatment of the data and the quantitative and qualitative analysis of the results of the study.

Then the researcher displayed the most important results to the problems of education funding as outlined in theoretical and field study.

These problems are represented in inadequate spending, problems allocated from the state budget, inefficient public spending (favoritism), failure to achieve the maximum benefit from international aid and gross inefficiencies in community participation to finance education and high domestic spending rates on education.

Also problems related to departments of education funding both at the level of the central financial management or the level of educational department and directorates.

Finally the eighth chapter displays the proposed strategy to confront these problems. This strategy included two main axes:

The first axis: development of the department of education funding.

The second axis: improving policies funded pre-university education and spending it and increases its sources.