

Summary

Introduction:

Development is a comprehensive, integrated, and divided into economic development and other social only due to privatization, and determination the degree of importance, and the extent of progress, and measure of the growth in the various aspects of human activity in the community. The development is a comprehensive process because each field is affected by the other and interact with it .

As for the relationship of education to economic development, the development of economic life made the relationship between education and the economy is an organic one . Economic development is a must to develop the education and widen its opportunity. The educational development is also necessary to achieve economic development.

The education does not work in isolation or dissolution of the political , economic and social systems of the society, but works through these systems, which affects and is affected by and offers its services. This means that they all work in one comprehensive system.

Because of the rapid technological progress of this era, the rapid progress, is no longer the existence of material wealth, or numerous human wealth but the existence of the high scientific and technical skill based on the understanding, awareness and reading; which has increased the interest of these countries in the role of education in social and economic development. So the need for skilled, trained and educated manpower is necessary to face this stream of inventions and scientific discoveries and technological developments that must be used to increase production and keep pace with development.

Nowadays the Egyptian education suffers from many problems - and even crises - which are about to abolish it, while it is the cornerstone in building the human personality properly.

In addition to the problems of management, planning and the availability of material and human resources there is a huge problem facing the Arabian education including our Egyptian education, namely the bilateral resulting from the general secondary education which qualifies for joining university and the functional fields in the country, and technical education, which ends when obtaining a useless certificate although the latter contains about (60%) of the holders of basic education. Moreover the problems faced by this type of education which are headed by practical training, which lacks the availability of tools necessary for it in schools, and the material and human potentialities which lead to the graduation of unqualified professional graduate, which is one of the most important objectives of technical education, working on the preparation of the professional category (skilled labor) necessary for the production

and development sectors such as industry, trade, agriculture, health and education.

The study problem:

Human beings are the real wealth for any nation; therefore the capacity of any nation lies in what it has of qualified and trained human potentialities to adapt and deal with anything new efficiently and effectively through education and training.

Due to the importance of manufacturing to achieve high growth rates of the communities, reflecting the importance of secondary technical education in general, and secondary industrial, in particular in providing the skilled technicians who work in industrial and productive corporations; therefore it requires from those who concern with industrial secondary education in Egypt to work for the continuous development of this system education in the light of contemporary global trends, and in light of the needs of the society to skilled and trained technical workforce to contribute to the economic development of Egyptian society.

In light of the foregoing, the problem of the study is summarized in an attempt to reach what should be done by secondary industrial education in economic development in Fayoum Governorate, and mechanisms to activate this role.

The study problem could be stated in the following main question:

-What is the role of secondary industrial education in economic development in Fayoum?

A number of sub-questions could be derived as follows:

1. What are the main needs of economic development of secondary industrial education?
2. What are the key roles that must be carried out by the secondary industrial education to achieve economic development?
3. What are the main obstacles preventing the achievement of secondary industrial education for its role in the economic development?
4. What is the reality of secondary industrial education in Egypt?
5. What is the reality of secondary industrial education in Fayoum?
6. What are the main industrial and professional enterprises secondary education and its relationship to the secondary industrial education in Fayoum?
7. To what extent does the secondary industrial education response to the requirements of economic development in Fayoum?
8. What are the main mechanisms that can work on activating the role of industrial secondary education in economic development in Fayoum?

The Study Aims:

The recent study aimed at:

1. Identifying the needs of economic development of industrial secondary education.
2. Recognizing of industrial secondary education in Egypt and its relationship to work and production sectors.
2. Recognizing of industrial secondary education in Fayoum and its relationship to work and production sectors.
4. Specifying the role that should be undertaken by industrial secondary education in economic development in Fayoum Governorate.
5. Specifying the obstacles of the role that should be undertaken by industrial secondary education in economic development.
6. Locating mechanisms to activate this role and facing the obstacles that hinder it.

The Study Importance:

This study derives its importance from the following considerations:

- 1 - The importance of the role of technical secondary education in general, and the industrial in particular in the economic development.
2. The study results that can be useful in activating the developmental role of the industrial secondary education.
3. Lack of the Arabian studies in the field of economics of education.

The Study Method and Tools:

The researcher depends in this study on the use of descriptive method by describing the nature of the phenomenon in question, including analysis of its structure, and show relationships between its components.

The researcher depends in the use of this approach on some of the important tools to answer questions of the problem in its field side such as: (questionnaires), and also the use of the statistical treatment of the available data that serve the research topic and achieve its the main goal.

The Study Limitations:

The objective and geographical limitations were limited to studying of the role of industrial secondary education of the three –year- system in economic development in Fayoum Governorate due to the low rates of economic growth in the county on the one hand, and to being the place of the researcher's work on the other hand, which enable him to study the phenomenon in question deeply. Working on the industrial secondary education is due to, as some believe that, the industry is the sector that is able to make a structural change in the local economy, as happened in the Industrial Revolution in Britain, France, Germany and other countries,

and the industry sector affects clearly on the other economic sectors in the national economy such as agriculture and trade.

The Study Procedure:

The study followed the following procedure:

Chapter 1: it displays the study outline including the introduction, previous studies, aims, importance, method, limitations, terminology, and procedure.

Chapter 2: it gives answers to questions 1, 2, and 3 through studying the needs of economic development of industrial secondary education. This is done on several axes : **The first axis** deals with different concepts of economic development. **The second axis** deals with the goals of economic development. **The third axis** deals with the elements of economic development. **The fourth axis** deals with the indicators of the economic development. **The fifth axis** deals with the obstacles of the economic development. **The sixth axis** deals with the role of industrialization in the economic development. **The seventh axis** deals with features of the role that should be undertaken by industrial secondary education in economic development. Finally **the eighth axis** deals with the obstacles of the role that should be undertaken by industrial secondary education in economic development.

Chapter 3: it gives answer to question 4 through identifying industrial secondary education in Egypt and its relationship to work and production sectors. This is done on several axes : **The first axis** deals with the historical context of the industrial education in Egypt. **The second axis** deals with aims of technical education in general. **The third axis** deals with aims of the industrial secondary school of the three- year- system. **The fourth axis** deals with the people and the specializations in the industrial secondary schools. **The fifth axis** deals with admission requirements in technical industrial schools of the three –year- system. **The sixth axis** deals with the teacher of the industrial secondary school. **The seventh axis** deals with the evaluation systems followed in the examination of transport and diploma in the industrial schools of the three -year –system. **The eighth axis** deals with the professional qualifications of the graduates of the industrial secondary education . **The ninth axis** deals with the industrial secondary education of the three- year- system and work and production sectors. Finally, the tenth axis deals with the industrial secondary education of the three- year- system and labor market needs.

Chapter 4: it gives answers to questions 5,6 and 7 through recognizing the reality of industrial secondary education in Fayoum and its relationship to work and production sectors . This is done on several axes : **The first axis** deals with the reality of industrial secondary education of the three- year- system in Fayoum Governorate. **The second axis** deals with the industrial and professional activity. **The third axis** deals with the facilities offered by Fayoum Governorate to investors and businessmen. **The fourth axis** deals with a comment on the industrial activity in Fayoum and its impact on industrial secondary education of the three-year- system in Fayoum Governorate. Finally, **The fifth axis** deals with Some of the successful foreign experiences in the field of technical education and how to make use of them in developing the technical education in Egypt.

Chapter 5: it gives an answer to question 8 through the field study, the findings and recommendations of the study field.

The Study Results:

In light of discussing and analyzing the field study results, the following could be presented:

A - The study showed that the most important roles that can be carried out by industrial secondary education to achieve economic development in Fayoum Governorate, which came first and got a consensus of members of the study sample of teachers and alumni together are represented in the following factors:

- Preparing a skilled technician who can contribute to production.
- Developing the student's values motivating them to maintain public property.
- Giving the student the ability to use the tools and equipment related to the field of his specialization according to the rules of industrial safety.
- Training students to new ways of technology to benefit from them in the field of industry.
- Giving the student the ability to apply what he learned in school in the field of his work.

There are some roles that came first but did not join the teachers and alumni together, namely:

- Activating the partnership between industrial secondary education and institutions of production. (Teachers) (89.31%).
- Employing the skills and abilities of students within the school to serve the work in the field of specialization (teachers) (89.31%).
- Focusing on the quality of students industrial secondary school. (Alumni) (95.22%).
- The school is working on the development of the positive trend in the

student about the work. (Alumni) (93.91%).

-Giving the student the ability to recognize the dimensions of the various work. (Alumni) (92.39%).

B - The study showed that the most important obstacles that prevent achieving the role of the industrial secondary education in the economic development in Fayoum Governorate, which came first and got a consensus of members of the study sample of teachers and alumni together are represented in the following factors:

- The weakness of communication channels between industrial secondary education and the institutions of work and production.
- The weakness of partnership between the businessmen and industrial secondary schools in financing and managing of these schools.
- The weakness of activating of boards of the representatives; which increases the gap between the school and the local community.

There are some obstacles that came first but did not join the teachers and alumni together, namely:

-Appointing most of the administrative leadership in industrial secondary education according to standards of seniority, not efficiency. (Teachers) (84.83%).

- There is a gap between what is theoretical and what is practical within the curricula of industrial secondary education. (Teachers) (82.76%).

-The weak relationship between the curriculum for this education and student's life and community. (Teachers) (81.03%).

- Most of the students of the industrial secondary schools got low degrees. (Teachers) (81.03%).

-Lack of clarity of vision and mission of industrial secondary education in the minds of some of those who responsible for the management of this type of education. (Teachers) (81.03%).

- lack of the equipment in the industrial secondary schools that is necessary to perform its functions efficiently. (Alumni) (86.74%).

-There are shortcomings in the methods of evaluating students of industrial secondary education. (Alumni) (84.35%).

- The reluctance of some of the competencies of university graduates to work in the schools of industrial secondary education. (Alumni) (84.35%).

-The weak capacity of the industrial secondary education in facing the technological and economic changes. (Alumni) (84.13%).

-The low budgets allocated to industrial secondary education and the scarcity of participation of the employers of the industrial institutions in financing it. (Alumni) (83.70%).

- The scarcity of teacher role models for students in industrial secondary education. (Alumni) (83.48%).

- The accumulation of students of the industrial secondary education in classes which reduces the chances of educational attainment. (Alumni) (83.26%).

C - The study showed that the most important proposals that might be asked to activate the role of industrial secondary education in economic development in Fayoum Governorate, which came first and got a consensus of members of the study sample of teachers and alumni together are represented in the following factors:

- Activating the partnership between these schools and the factories and companies.

- Modernizing the curricula of the industrial secondary education in line with modern developments.

There are some proposals which came first but did not join the teachers and alumni together, namely:

- The emphasis on teamwork and its role in increasing production. (Teachers) (94.48%).

- Diversifying of specializations within the industrial secondary school to include new specializations required by modern society. (Teachers) (93.10%).

- Providing the needs of the local society of technical employment from the industrial secondary education. (Alumni) (97.39%).