This study seeks to answer the following key question:

**How far is cost-effectiveness directed to ensure the quality accreditation of education in the elementary education schools in the Arab Republic of Egypt?**

This question is followed by several sub-questions, which are as follows:

1) What are the philosophy, objectives and realities of elementary education in the Arab Republic of Egypt?

2) What is the reality of quality assurance and accreditation in basic education?
   - What is meant by cost – effectiveness process and how to use it in the field of education?

3) How effective is primary education school, and how it can be measured?

4) How efficient is cost-oriented quality assurance and accreditation in the elementary education schools?

5) What are the main mechanisms that must be taken to achieve maximum effectiveness at the lowest possible cost for primary Education in the Arab Republic of Egypt?

**Methodology and tools:**

This study is based on a descriptive approach; through which the current situation to ensure the cost-oriented, quality assurance and accreditation in these schools will be described. Going by this approach, the situation will be analyzed to reach the most important mechanisms that achieve optimal utilization of cost-oriented quality to get the maximal effectiveness.

To achieve the above-mentioned elements, we can rely on the method of cost - effectiveness in the analysis of efficiency in the light of cost-oriented quality assurance by comparing the accredited and non-accredited schools in the primary education stage with the aim of analyzing the process of quality assurance and accreditation in these schools. Most importantly, the researcher utilizes questionnaires, interviews and observation cards in addition to the examination of documents in educational institutions.

**The boundaries of the study:**

The boundaries of the study are as follows:
Firstly: Geographic boundaries: The study has been applied to a representative sample of approved and non-approved state-run primary schools in Cairo and Al-Fayoum cities; where Cairo city stands as a model for major provinces, but Al-Fayoum represents the regional provinces.

Secondly: Time limits: Field study tools have been applied to cover the time span from 10/02/2013 to 21/03/2013.

Thirdly: Objective boundaries: Measuring the effectiveness of school, the study is mainly limited to the use of effective school characteristics (The seven efficient schools' correlative) due to the difficulty of utilizing other models in measurement according to the nature of Egyptian society, and this will be analytically covered in Chapter V of the study.

Results of the study

We can summarize the most important findings of the study as it follows:

First: the philosophy underpinning the accreditation process does not distinguish between accredited and non-accredited school. After the accreditation process takes place, dealing with the accredited and non-accredited school remains the same where the enrollment of pupils is region-based in the sense that the school is required to enroll students from specific schools. Furthermore, it imposes enrollment upon graduates in certain schools without having the freedom for students to attend accredited school. There is no room for competition; every pupil has no alternative but to join the school in his neighborhood. Moreover, the school has no right to select teachers; rather they are imposed by the directorate of education and in the event of a surplus in the teaching staff, they can be transferred from an accredited school to a non-accredited one. As a result, the accredited school does not get the prerogatives that make it stand on equal footing with other schools in competitiveness.

Secondly: The school budget and spending are specified by the school administration in certain items, and the school principal is not allowed to develop the computer lab, or the science lab, but all expenses must be included in the reforms only and the rest of the budget is converted to educational management. More significantly, it is worth mentioning that the accredited school cannot buy teaching aids because these items are not included in the expenses. Thus, such school has won accreditation without developing its teaching aids.

Eventually, we can propose the suggestions of the study as the following:

Firstly: A top priority should be given to the philosophy of the accreditation process to develop the privileges of the school that get accreditation such as freedom to enroll students, especially, the distinguished ones. Over and above, the school should have the advantage of selecting teachers, as well as having the privilege of adding fringe benefits to the salary of teaching staff and school administration members.

Secondly: Any school, approved or non-approved, should be given the opportunity to allocate some of its budget to the development of computer labs, science labs, as well as improving teaching aids.