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Partnership Activation between Industrial Secondary Education and Foundations of Production in Egypt

"A Suggested Outline"

The Partial Fulfillment of the Ph.D. Degree in Education

(Foundations of Education)

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Introduction:

All different systems in all other the world seek to achieve economic development in order to achieve stability and prosperity for all the people in the community. The disparity between countries in the economic performance rates has led to the presence of both advanced and developing countries. That is why scientists look for the underlying factors behind this required development. A lot of them discussed the importance of the human factor to achieve this economic development. Therefore, there are many theories which explain that issue, such as Schultz's Human Capital Theory which aims to highlight the significance of the human element and to focus on the need of investing it so that we can improve individual productivity by educating the people properly through all educational institutions.

Technical education in Egypt is considered as one of the main and important sources to prepare the human resources. According to the statistics of the year 2016/2017, the technical education absorbs 52% of the total secondary education students in Egypt. It accommodates (1793108) students, while the general secondary education (1641218 students). This means that more than half of Egyptian secondary education

students go to the technical education. If this enormous manpower prepared well, it means that the largest portion of the labor force needed for the labor market has been prepared accurately. In turn, this affects the process of production and also affects the level of the national income.

Due to the significance of the technical education in preparing the trained manpower needed for the labor market and the importance of Integrating it with other community institutions by building bridges of partnership among them, knowing that this partnership is not a result of today, the law of education No. 139 of 1981 (Title III) in Article 32 and Article 34 affirms this partnership in management, finance and practical training. A ministerial decree No. 19 of 26 in January 2005 stipulates the participation of businessmen in the development of technical education. Hence, the researcher has reached the idea of the current study to prepare a proposed vision to activate the partnership between technical secondary education and productive institutions in Egypt.

The Study Problem:

The study problem could be stated in the following questions:

- 1.** What is the concept of partnership and its dimensions between industrial secondary education and the institutions of production and what is its importance?
- 2.** What are the most important types of partnership between industrial secondary education and the institutions of production?
- 3.** What is the reality of the partnership between industrial secondary education and the institutions of production in Egypt?

4. What are the most important contemporary international trends in the partnership between industrial secondary education and the institutions of production?
5. What are the mechanisms for activating the partnership between industrial secondary education and the institutions of production in Egypt?
6. What is the suggested outline for activating the partnership between industrial secondary education and the institutions of production in Egypt?

The Study Aims:

The current study seeks to achieve the following aims:

1. Identifying the theoretical and functional frameworks of the partnership between technical secondary education and productive institutions, including the concept, importance, the different dimensions of this partnership, and its main patterns.
2. Evaluating the partnership between technical secondary education and productive institutions in Egypt.
3. Recognizing the most significant contemporary trends in the field of partnership between technical secondary education and productive institutions, and how to benefit from them to develop the technical secondary education in Egypt.
4. Determining the most significant methods and mechanisms for activating the partnership between the industrial secondary education and the productive institutions in Egypt through identifying the viewpoints and suggestions of a sample of the managers and headmasters of some three-year

industrial secondary schools, as well as some delegated members and managers of several factories and companies working in Egypt.

5. Presenting a proposed vision to activate the partnership between industrial secondary education and productive institutions in Egypt, which might help in the improvement of industrial secondary education system in the Arab Republic of Egypt.

The Study Importance:

1. The theoretical importance: The study of the partnership between industrial secondary education and the institutions of production may be an addition to Arab educational literature; the study seeks to discuss some concepts related to the issue of partnership, as well as some theoretical visions concerning the relationship of education to work. The study also seeks through a critical methodology to discuss some of the visions and theories about the industrial secondary school, its objectives and the models used in its planning.

2. The Practical importance: It is expected that the results of the current study and the suggested outline would benefit the interested and sponsors on the institutions of production, as well as those concerned with the human development of those joined in these institutions, as well as what may benefit the administrators of the educational process in the planning process of industrial secondary schools.

The Study Method and Tools:

The researcher relies on the use of **the descriptive method** to describe the nature of the issue under study. The researcher used some tools that are important in answering the questions of the problem in its field:

- A questionnaire addressed to a sample of principals and agents of some industrial secondary education schools of the three-year system in the governorates of Fayoum, Giza and El Sharqia.
- An interview form (quasi-codified) for principals, delegated members and human resources managers in some factories and companies in the three industrial zones (Kom Oshim - 6th October - 10th of Ramadan).
- As well as the use of statistical processing of the available data to serve the subject of the study and to achieve its main goal.

The Study Limitations:

The study limits are as follows:

The objective limits: the study was limited to deal with the partnership in terms of its dimensions and importance, between industrial secondary education system of three years and the institutions of production, while the areas of partnership in the study are limited to the field of management, funding and practical training.

The geographical limits: The study is limited to apply its tools to the three industrial zones (Kom Oshim - 6th October - 10th of Ramadan). These are the largest industrial zones in the Arab Republic of Egypt, which contain major factories and companies operating in Egypt, As well as industrial secondary schools in the three governorates (Fayoum, Giza and Sharqia). This is because any partnership between these industrial zones and industrial education schools will take place with the schools located in the same geographical area.

The Study Results:

The study concluded with a number of results:

1- The establishment of factories and companies are mostly achieved through Egyptian companies and workers, but we have not yet reached the stage of transfer of technology in the machines and equipment used in the process of manufacturing, the vast majority of machines are imported from abroad, but we reached - to some extent - through maintenance to transfer Technology and reliance on Egyptians in maintenance, although some have fear of Egyptian labor and have full confidence in foreign labor "Xenophilia" to date.

2- There is no binding legislation by the state for the institutions of production to establish partnerships with industrial secondary education. The partnership is carried out voluntarily by the owners of factories and companies.

3- There is no partnership in management or funding between industrial education and the institutions of production. But in practical training, there is a partnership among some factories and companies, and the dual-secondary education program only, and not all industrial secondary education programs of the three-year system.

4- The necessity of a partnership between industrial secondary education and the institutions of production with saving some privileges from the state for the institutions that make such partnerships.

5- Establishing a school inside the factory to serve its specialties, especially factories and companies with intensive labor.

6- The most important obstacles that impede achieving the partnership between industrial secondary education and the institutions production are the following:

- There is a gap between the industrial secondary education curriculum and the work requirements in the institutions of production.
- Low level of graduates of industrial secondary education.
- The vagueness of some legislation governing the partnership between industrial schools and the institutions of production.
- The modernity of the machines and equipment in the labor market than the machines that the students of industrial education use in schools.
- Specializations in industrial secondary schools do not meet the development needs of the community.
- The Egyptian economy relies heavily on imports.
- The inferior look to the teacher of technical education by society compared to the teacher of general education.
- Weakness of motivation among some owners' institutions of production to make a partnership with industrial education schools.
- Weakness the state privileges to the institutions that make a partnership with industrial education.
- Lack of industrial schools in some industrial governorates.

7- One of the most important mechanisms for activating the partnership between industrial secondary education and the institutions of production are the following:

- A committee of owners' institutions production and businessmen participate in the modernization of industrial secondary education curricula.
- The need for the state privileges to the institutions that make a partnership with industrial education.
- The existence of binding legislation organize the partnership between the institutions of production and industrial education.
- Activating the participation of the businessmen in the management of industrial secondary schools.

- The industrial school produces some of the needs of the local community.
- The existence of a system of school guidance helps students to choose the specializations that suit their needs and tendencies, and the requirements of the labor market.
- Requiring technicians to apply for a profession through paid training institutions within industrial secondary schools.
- Good planning by identifying the areas needed by the Egyptian industrial society, and then identifying the required specializations of industrial education.
- Providing a suitable level of material and moral for the teacher of industrial education.
- The expansion of establishing schools within factories serving the specialization of the factory.

In light of the theoretical part of the study, and the results of the field study, the researcher put forward a suggested outline for activating the partnership between the industrial secondary education and the institutions of production in Egypt. The axes of the suggested outline included its objectives, the mechanisms of its implementation, the difficulties facing the suggested outline, how to overcome these difficulties.

