

## **America's experiences in financing education and the extent of its benefits in financing Egyptian education**

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### **Summary of the Study**

The ministries of education in federal governments in the United States of America outline education, such as national standards and distant national plans, and state governments contribute the largest share of spending on education through the tax money that is collected. The federal government also intervenes to support spending on education in the poor American states, the central government also intervenes in Washington to provide the necessary costs necessary to achieve the minimum academic progress, in addition to providing the necessary costs to meet the needs of learners from the accompanying educational activities, in addition to providing the necessary funds for academic programs. And the technological devices needed to operate it.

The education financing system in the United States of America stands out as a successful system that was able to build a decentralized model in which the laws governing the structure and content of education programs vary greatly from one state to another, with the diversity of educational funding sources in educational institutions. From a review of America's experiences in financing education, what can be used in providing Egyptian educational financing, such as:

- Searching for additional sources to provide Egyptian educational financing. Among the additional sources for financing educational institutions in the United States of America are national and private banks and the stock exchange, in addition to the private sector and the business sector.
- There is also a so-called grant law, whereby educational loans are granted to students, Granting Educational Loans, and supported by student loan programs from federal governments, and state loan programs, in addition to loans provided by educational institutions (colleges) there - in addition to grants and donations from associations Eligibility and endowment institutions in it.
- The educational vouchers system granted to parents in the United States of America is widely spread in American society, as this system is based on the assumption that these bonds increase competition between schools and rationalize spending in the field of education, and then work to improve the quality of education provided in all From public schools and private schools.

**Keywords:** Financing American education, suggested alternatives about financing Egyptian education.

## **Introduction**

The United States of America was entered the 21st century as the world's sole superpower after the fall of the Soviet Union in late 1991. Certainly a lot of superlatives can be attributed to the U.S.: the third most populous country in the world with 327.7 million people; the largest economy; the most powerful military, among others. The U.S. also has the second largest higher education system (China overtook the U.S. in this regard roughly around 2001), and it is the top destination for globally mobile students (Bryce, 2018).

The American education system is a model of decentralized systems that leave states, counties, and schools with ample space for educational development and work. Although the responsibility for education in America is left to each state or local administrations, the US government (federal) does not specify what the American student should learn, and what his level should be in any subject at any level of education, but the Ministry of Education in the government The Federation outlines education such as National Standards, and National Goals (Winner, 2018).

### **The educational system in the United States of America**

The American general education is divided into two levels: The first level: Elementary, in which pupils enter from the first grade to the sixth grade, and it may include preschool or nursery school, and the second level is secondary, in which students from the seventh grade to the seventh

grade enter Twelfth, and some students may be awarded a higher diploma after taking additional courses. There is also an internal division in some states by adding a third stage between the two stages, which is Middle or Junior High School (Winner, 2018).

In the U.S., the federal role in education is limited. Because of the Tenth Amendment , most education policy is decided at the state and local levels ( U.S . Department of Education , 2020 ).

Although most students go to public schools, there are private schools that are interested in religious education or provide students with wider opportunities and more flexibility in this field. This is well known that all children in the United States of America can enroll in public schools. Or private schools when they reach the age of six, and official statistics indicate that the rate of students joining schools until the age of fifteen is 100% (Winner, 2018).

The strength of the economy in the United States of America is closely related to education, and this is what studies in the United States have shown about gross domestic product (GDP), and the extent of its strong relationship with educational outcomes in it. Moreover, the importance of education for the economy continues to grow. In the 1970s, The majority of jobs were available to individuals with a high school diploma or less, and today, nearly all well-paid jobs require graduates from some college, and by 2020, only 36 percent of all jobs will need a high school diploma, and through the expected economic recovery during this period. The remainder of the jobs created will

go to workers with post-secondary education, with accompanying training programs. (Eric & Ludger, 2007, p: 7).

### **Educational expenditures in the United States of America**

The educational laws and legislations in the United States of America, as shown by studies such as: Stephen (2001) , (William, 2001), stipulate that state governments contribute the largest share of education spending through tax funds that are collected .The federal government also intervenes to support spending on education in the poor American states, the central government also intervenes in Washington to provide the necessary costs needed to achieve the minimum academic progress in addition to providing the necessary costs to meet the needs of learners from the accompanying educational activities, in addition to providing the necessary funds for academic programs and devices. Technology needed to operate it.

A national study of school finance reforms found that children from low-income families in states that spent 20% more on them over the 12 years of school experienced graduation rates 23 percentage points higher than similar children without this benefit. Their advantages carried on in later life too: household income for these students as adults increased by 52%, and the gap in adult poverty rates between them and their more affluent peers was eliminated (Jackson, et al., 2019) .

Legislation there also stipulates that the support provided by the federal government in the United

States of America should not be spent on increasing the salaries of teachers. Rather, these funds, with which the federal government support local governments, shall be allocated to work on appointing new teaching bodies to reach the density of classes to 16 students per class. Between 1971 and 1996, a constitutional objection was made to domestic financing and the distribution of resources and financial measures between public schools in 16 American states. The judicial results ordered by the courts indicated the inequality between these states in government spending on public schools with differences ranging between (19% to 34%), and then these lawsuits proved the necessity of increasing spending in the poorest areas while leaving spending in the rich areas unchanged, and thus increasing the total spending on education, and this has prompted additional financing and spending through taxes (Funding Independent Schools in America, 2019).

By the year 2012 AD, the deficit in test scores of black children between the ages of (9, 13 and 17) in reading and math decreased by up to (50%) compared to what it was 30 to 40 years ago. Achievements such as these build confidence in education as a compromise force that supports economic mobility (Porter, 2015).

In this regard, a study (Kirabo, et al., 2016) showed whether spending on public schools affects student outcomes, in addition to the school financing reforms that began in the early 1970s and accelerated in the 1980s, which led to radical

changes in the structure of education spending. From the twelfth grade in the United States.

In order to study the impact of these changes brought about by the reform of the school finance system on spending on public schools on adult outcomes in the long term, the study linked school spending data and school reform with detailed and representative data at the national level on children born between 1955 and 1985, followed by 2011. The timing of the approval of the reforms imposed by the court and the type of financing associated with them, which led to external shifts in school spending. This study showed that spending on each student increased annually by 10% in all government schools. Increases in external spending were associated with marked improvements in measured school inputs, including reductions in student-teacher ratios, and increases in teacher salaries.

In the state of (Kansas), financing spending on education is linked to the Quality Performance Act, and under this law, the burden of spending on education shifted to the state, which had a constitutional duty to provide every child with an equal educational opportunity (Baker, & Michael, 2005). And in Ohio, the United States of America, the education spending system is closely linked to the real estate tax system for property, as voters legislate the appropriate local property tax rate in a referendum for this state's residents (Poncelet, 2016, p: 1022) . In the year of 2020, The Ohio State Supreme Court ruled that the education financing system there was unfair (Kelly, et al., 2020).

The Ohio State Court also ruled that the education financing system there is unfair and unconstitutional, and that the ruling party must provide appropriate educational opportunities for students and pledge financial aid to its schools by reforming the tax system (Hunter, 2000, p: 63). The state of New Jersey issued court rulings during the period from 1990 to 2000 ordering that the ruling party ensure parity in education spending among all regions in this state (Louver, et. Al., 2001). In this context, the Carolina Court also ruled to provide educational expenditures that ensure that the educational needs of students are met, based on the Constitution (Manzo, 2001, pp: 21-25).

As for the state of (Virginia), it spent about (19.8%) of its total budgets on primary and secondary education during the fiscal year 2013 AD, in addition to that, the US Census Bureau found that about (45.6%) of those expenses are on the school system in this state. It came from federal government sources, while about (45.3%) came from local sources, and through self-financing by investing in the material and human capabilities of educational institutions, and the remaining part of this spending came from the federal government (NASBO, 2013).

It is clear from these ratios in education funding in this state that the main source of revenue for the school system came from domestic sources during the 2013 fiscal year, with a value of US \$ 8 billion. Census Bureau, 2013).

On the issue of rationalizing spending in the field of education in the United States of America, the

views of the two main parties in it, namely the Democratic Party and the Republican Party, differ, and this is indicated by numerous studies, including (Noguera, 1998; Friedman, 1995, Sheila, et al., 1998): From the point of view of the Democratic Party in the United States of America, the role of the private sector and the privatization of education may not be an effective remedy in rationalizing spending and achieving efficiency, and many public schools failed to meet the educational and cultural needs of students, and then large sectors of American society supported proposals to convert Education sectors into new schools that are more responsive and accountable to local communities. The Democratic Party believes that the proposals for privatization may be more dangerous and that it is not necessarily an inevitable matter, and that there are other options to rationalize spending in the field of education, including handing over some of its educational services to public schools to the private sector, and there are types of educational services that it is desirable for governments to leave them to competition between private sectors And the government's role is determined in spending on educational services without achieving them. The Democratic Party also considers it necessary to leave compensatory educational programs to private sector competitions.

The Republican Party in the United States of America embraces the ideas of privatization in education as an input to rationalize spending on it. It supports the ideas of privatization in education as an input to rationalize spending on it. It

advocated the idea that the only way to improve education and rationalize spending on it in the United States of America is to privatize a large part of educational services. Real people gifted to enter the teaching profession. Privatization in education leads to a reduction in the volume of government services, and replacing them with services provided by the owners of these schools, and the attraction factor in privatizing education - as an entry point to rationalize spending in the field of education - is the provision of flexibility by the school administration in order to rationalize, which made the idea of privatization in Education is accepted and supported by parents and the students themselves (Friedman, 1995).

The professional and labor unions in the United States of America have also created a pattern of companies operating in the management of defective public schools in order to rationalize and repair expenditures on them, and among these companies is Edison Company, based in New York, which manages public education in the United States of America, As the number of public schools run by this company reached (108) schools in which (57,000) students are enrolled in 2000 AD, and this company receives government funding for every student in these schools, and experience has succeeded that a specialized company runs public schools with less financial expenditures in return for a strict curriculum, and days Study longer than usual, And each classroom in schools should be provided with at least three computers, and pupils were allowed to take a personal computer with them to access the

Internet, as well as to connect parents with teachers, and this pattern was called the third method of spending on education, as it is not a completely private project, nor a completely general one. To privatize educational services at lower cost and in partnership with the government to improve the quality of education (Hele, 2001).

In order to provide additional sources of spending on education in the United States of America, commercial television advertisements have been introduced in the classroom since 2000, when advertisers have been paying a total wage of (300 million US dollars) for the abandonment of (12 thousand schools) with (8 million students) About two minutes of study time per day for commercial advertisement of soft water types , And the latest exam exercise books and their publishers, types of computers, candy and dairy ads, through the use of video networks inside these schools . Some pioneers in education have objected to these commercial activities in these schools and requested the intervention of the US Senate on the pretext that advertisers from these industrial companies should not be able to buy a means to infiltrate the minds of students in schools, and that public schools should not relinquish their control at the time of study For commercial interest. Supporters of this idea defended the argument that there are accurate reviews of advertising programs, that their usefulness is felt for schools and students, and that the acquisition of two minutes, the duration of the daily announcement does not endanger the future of students, and that the learners are difficult for advertisers to reach

them because of their preoccupation with studying, so the professional and labor unions allowed the sellers of these products Going to where these children are in the school vicinity (Walsh , 2000, pp: 14-16).

### **The experiences of the United States of America in financing education**

The education financing system in the United States of America stands out as a successful system that was able to build a decentralized model in which the laws governing the structure and content of education programs vary widely from state to state. (OECD, 2017). It will be evident from the following the extent of the characteristics of the education financing system in educational institutions in the United States of America, where the first and most prominent feature in this field is the feature of flexibility and keeping up with the surrounding circumstances, with the diversity of those sources, (Al-Otaibi, 2018, pp: 4-6) summarizes these sources as follows:

- The government source, represented by the federal government, with the state government and local authorities, where the federal government spends on education a small percentage, close to 7% only, and the rest is provided by the state government and local authorities there through tuition fees, and through the imposition of taxes such as property tax , Income tax, and sales tax.
- Private sources of financing, including the source of the private sector and the business

sector, which depends on self-financing and provides educational services as a type of non-profitable investment at the expense of the quality of educational outcomes. It should be noted that the private sector is receiving federal support through tax cuts and land grants to build schools there. Among the private sources of funding - at the level of higher education in the United States of America - is the Grant Law, where this law constitutes the most important source of funding for students, under specific conditions. There are also grants called Granting Educational Loans intended for poor students, In addition to the student loan programs (Student Loan Program) supported by federal governments, and state loan programs, in addition to loans provided by educational institutions (colleges) there.

- Grants and donations from NGOs and endowment institutions, where the endowment system is widespread, such as the Ford Foundation to support public education there (Public Education Fund). In this regard, (Carmel, et al., 2018, p: 21) clarified several opinions on the issue of education financing and its future policies in the United States of America, including that American schools suffer from a severe lack of funding, and thus school facilities in some states have become dilapidated. This led to poor educational outcomes in these American states.

Such matters have increased the degrees of awareness of the importance of financial justice in the distribution of education budgets, as federal, state and local governments must learn from the successes of some states in order to develop financing systems in the field of education that focus on quality in school results, as should school finance systems. Make the student, and his academic progress expectations, at the center of it. Hence, these opinions called for the alignment of funding with student progression standards, while recognizing the additional support poor students need to support the effective programs they need.

In the United States of America, contemporary trends also appeared calling for the restoration of the cost of education, and immediately after announcing this trend. the study (Grady & Frances, 2018) showed the extent of the opposition of the American public to these ideas about recovering the cost of education and increasing school expenses, as it is a vital source of income for the school administration that depends On this type of funding to provide programs beyond basic education, This research examines the sample data collected from Washington state residents and attempts to determine the extent of their awareness and reactions to current issues faced by public education and the extent of the impact of these reactions on the course of expenditures. When this information is combined with the data collected on the election of recent school fees, this led to results indicating that election strategies must change if there is an intention to rationalize

spending in the field of education, and specifically, the number of absentee voters in Washington state has doubled in just two years. As the voting period has been extended to weeks instead of one day, and therefore the campaign must start early and continue during the full voting period, in addition to that the results indicate that voters are told about a little in the field of rationalizing spending in the field of education, and this is another trend that must be reversed in order to There will be a clearer way to increase school fees or recover the cost of education. The study (Julien, et al., 2016) also found that - and between 1990 and 2011 - the gap in school funding achievement narrowed by an average of one-fifth. Therefore, it was necessary to provide for reform of school financing policies by allocating more funding to educational districts that suffer from Extreme poverty. This study suggested allocating one US dollar to be collected at the beginning of each conversation about stocks on the American Stock Exchange, provided that this matter becomes a major component of school finance in those poor school districts, and then provides high-quality education in a way that improves the achievement results in the schools of these educational districts.

The results of the research (Kirabo, et al., 2016, pp: 157-218) have shown that increases in school spending led to greater educational and economic outcomes for all students. It was clearer to children from low-income families , and then these studies suggested and called for the necessity of providing significant additional

resources for low-income students, as the education of students from low-income families requires financial funding for their education and overcoming poverty issues Among those students with low income needs significant additional money.

The American experience in financing education, as he sees it (Ali, 2007) confirms the social responsibility of individual capital. Education, from the point of view of American experience, is a special effort that individuals, bodies and NGOs make without misusing education as a commercial project. American legislation directs Owners of funds to donate to charitable and social projects, especially in education and health, All donation funds for these areas fall from taxes, and the devolution tax in America is approximately (40%) of the total wealth left by the rich, and therefore they tend to establish projects of public benefit bearing their names and immortalizing their memory, and this is not limited to individuals only, but to institutions and companies Also .

In Aron (2009) study entitled: Analysis of models and sources of funding for basic education in Virginia, USA. This study clarified basic education policies in American society. And the extent of its success in attracting funding from other sources of spending on education, such as individuals, organizations, aritable foundations, and charitable organizations. This study also aimed to develop the process of understanding the participation of the bodies present in the community in providing educational services for adults, the sources of their financing and the

patterns of this funding, by determining the identity of the funders and the reason for their financial contributions to the educational bodies present in the community, This study concluded that the most important source of income for these educational services for adults - in addition to the contributions of local and federal governments and the fees that are collected from students in these educational programs - are the contributions of the NGOs present in this state to the American community.

This, and ensuring educational opportunities for all is crucial to the perpetuation of American democracy, especially as the American nation has become more diverse, as most US state constitutions contain some regulations and laws that indicate that education is the responsibility of the state and a public service that the governments of the United States of America abide by Federal policy-makers in the United States of America have long recognized that education strengthens belonging to nationalism. For example, Thomas Jefferson once said: "An educated citizen is a prerequisite for our survival as a free people" (Elizabeth, 2007: 595-622 ).

On the experience of the state of Massachusetts, which has some of the highest growth rates than any other state in the United States of America, strong student school results remain the decisive factor in this area, in addition to the state's financial reforms partly behind these gains, and the research supports Phuong & Yinger (2014. pp: 297--322) This view indicates the importance of

improving student outcomes and its impact on economic growth rates.

The study (Jackson & Persico, 2016) also showed that among the various methods of reforming school spending, financial initiatives that guarantee a basic amount of money for each student, known as basic plans, are the most effective in increasing public spending for each student, or reducing disparities financing. Between poor areas and rich areas. The civil rights movement and the abolition of racial discrimination in schools, in addition to the war on poverty in the United States, helped achieve a measure of equity between educational opportunities for all American children, and greatly narrowed the racial disparities between them in the opportunities available to them in education.

A study (Levin & Driver, 2006, pp: 265-274) confirmed that as a result of competition resulting from the application of the educational support bonds system granted to parents, the productivity of schools in the United States of America improved, and thus the educational support bond system is based on the assumption that these bonds increase From competition between schools and the rationalization of spending in the field of education, Then, it works to improve the quality of education provided in both public schools and private schools. The application of educational support bonds leads to the transfer of part of public schools to private schools, which contributes to rationalizing government expenditures on education.

Educational support bonds are a flexible, multi-faceted tool issued by the federal government in the United States of America and state governments to parents of the middle and poor classes to provide more opportunities for them to choose a specific type of education, whether governmental, private or religious, with the aim of achieving equality in educational opportunities and as an entry point to achieve Social justice, and here the government's job is focused on helping to support education expenses for those who cannot afford it, instead of providing and equipping schools. Parents have been suggesting, on their part, that instead of paying their taxes to support their local public schools, they should use the money to send their children to a private school. Also came ideas (Valerie & David, 2002) about efforts to solve inequalities in educational funding among students through courts or legislation, which need to go beyond educational funding for students. Focus on reforms on both levels of funding and equal access to resources that show It is essential for a good education, True educational justice also requires two major reforms: First, there must be additional resources - not the same resources - in order to meet the needs of students at risk. Secondly, accountability frameworks must be in place to ensure that the main components of a student's academic success are through the provision of competent teachers and advanced curricula for students regardless of the economic situation in which they live.

In order to ensure rationalization of spending in the field of education while ensuring access to

educational services and cost-effectiveness in United States schools, ideas of educational support vouchers that are granted to parents appeared a while ago, and through which parents have the freedom to choose to enroll their children in any school, which leads to increased competition and raising Randall, Quality in Educational Services, (Randall, 1998, pp: 1--28).

The study of (Nabawi, 2001) summarized the development of the educational vouchers system in the United States of America, where the state of Florida became the first to adopt a plan proposing the generalization of the educational support bond system to include the entire state in 1998.

While the states of (California) and (Michigan) gave their votes for similar initiatives, where the proposed policy is to provide scholarships from the state with a value of (4000 US dollars) for the student instead of the state spending (5627 dollars) for each student, and these grants are available to parents who They want to send their children to private schools, In this clear rationalization of expenditures in the field of education. This study also found that governmental professional organizations participate with non-governmental organizations in American society in caring for elementary school affairs in local areas, as they work to link these schools and their interests with the needs, problems and contemporary issues of the local community.

As for what is known as independent schools in the United States of America: They are primary or secondary schools that receive government funding (and may receive private donations like

other schools). This type of school is subject to some rules, regulations and laws that apply to public schools, But it generally has more flexibility than traditional public schools. There is a type of private school, also known as independent schools or non-governmental schools, and it is funded by the private sector, It is not administered by local, state, or national governments, as these private schools retain the right to choose their students, and are fully or partially funded by charging students with fees called tuition fees instead of relying on mandatory taxes through state funding, and in some of these private schools, students may not be able to pay the tuition fees, then these students receive a scholarship, or a reduction in tuition fees for them, depending on the talents or abilities of the student (such as a sports grant, an art grant, or an academic grant), Or provide them with financial aid, or scholarships (Funding Independent Schools in America , 2019).

**Conclusion about America's experiences in financing education, and what can be used in providing Egyptian educational financing**

From a review of America's experiences in financing education: its opportunities, alternatives, and requirements for improving it in its educational institutions, we draw the following results, which can be used to provide additional sources for financing Egyptian education:

- The education financing system in the United States of America stands out as a successful system that was able to build a decentralized model in which the laws governing the

structure and content of education programs vary widely from state to state.

- The federal government in Washington intervenes to support spending on education in the US states in order to provide the necessary cost needed to achieve the minimum academic progress, in addition to providing the necessary cost to meet the needs of learners from the accompanying educational activities, in addition to providing the necessary funds for academic programs and the technological devices necessary to operate them.
- Local governments in the states contribute their share of spending on education through tax funds (property tax, income tax, and sales tax), and through tuition fees that are collected, and the percentages of these contributions vary between states, some of them, and others.
- Private funding sources for educational institutions, including national and private banks and the stock exchange, in addition to the source of the private sector and the business sector, which depends on self-financing and provides educational services as a type of non-profit investment at the expense of the quality of educational outputs. This private sector is getting federal support through tax cuts and land grants to build schools there.
- The Pell Grant Act at the higher education level in the United States of America, as this law constitutes the most important source of

funding for students, under specific conditions.

- Granting educational loans for poor students: Student loan programs supported by federal governments and state loan programs, in addition to loans provided by educational institutions and colleges.
- Grants and donations from civil societies and endowment institutions, where the endowment system is widespread Widely used in the American community to support public education.
- Educational Vouchers system granted to parents in the United States of America, as this system is based on the assumption that these bonds increase competition between schools and rationalize spending in the field of education, and then work to improve the quality of education provided in both public schools and private schools.
- The basic plans to increase public spending for each student and reduce the financing of the disparities between the poor and rich regions in the United States of America, The civil rights movement and the abolition of racial discrimination in schools, along with the war on poverty in the American states, and court rulings helped achieve a measure of fairness between educational opportunities for all American children by providing additional funding opportunities in educational institutions, and then significantly narrowed the inequalities. Ethnicity among them in financing their educational opportunities.

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