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# The Form of the Educational Administration for the Elementary Stage in Some Middle Eastern Countries (A Comparative Study)

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**Abstract**

The study aimed to compare the form of the educational system in some Middle Eastern countries (Turkey, Syria, Saudi Arabia, Egypt and Iran) through the Intentional sample and the use of the descriptive research method and the study concluded the following conclusions: By comparing the education systems in the field of education, we indicate that there are some links in which previous education systems share free and compulsory education at the elementary school level. Countries such as Syria and Iran share a totalitarian education system, and a more open education system was observed in Turkey, Egypt and Saudi Arabia. In terms of the institutions responsible for education, was noticed that the Ministry of National Education and local education directorates have role in the regulation of the education process. The main decisions and procedures were had left to the Ministry of National Education. In terms of education policies, Saudi Arabia and Iran have higher councils responsible for the country's education policies. Also, The Ministry of Education is concerned with developing education policies after consulting with the country's bodies in Egypt, Turkey, and Syria. On the other side, Turkey, Syria, and Iran rely on national languages for teaching, while Egypt and Saudi Arabia offer a large amount of space for foreign curricula. Finally, the countries of study share the existence of the private education sector. While the private education sector is common in Egypt, Turkey, Iran, and Saudi Arabia, it is less common in Syria.

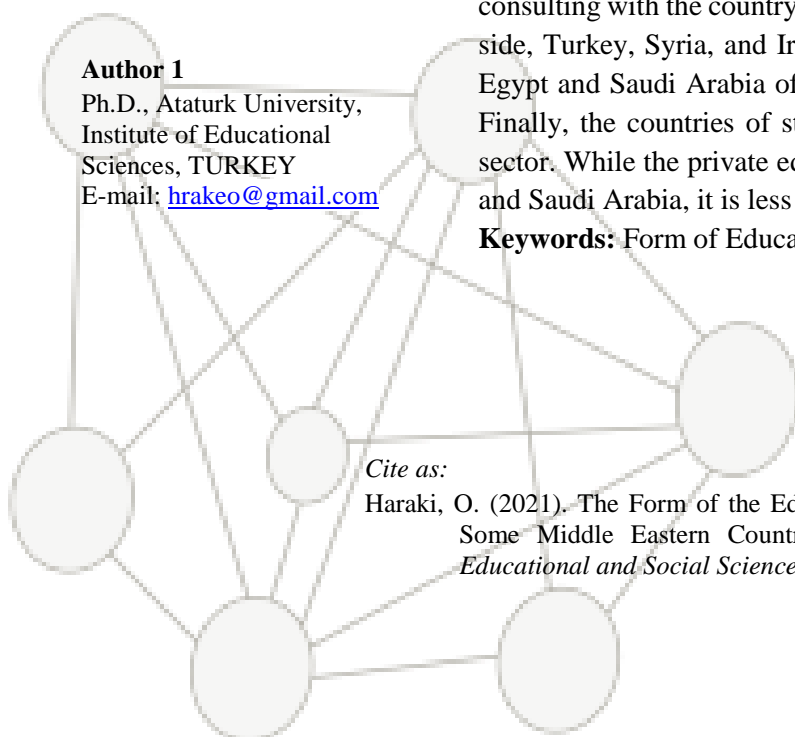**Keywords:** Form of Educational system, Primary school, Middle East.

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## INTRODUCTION

The educational system is the body responsible for education policy in any country, whether in terms of its implementation, management and implementation of its procedures, or its development so that it can satisfy the educational needs required of society and adapt to the developments imposed by successive social, cultural and scientific changes. Generally, the educational system was influenced by a range of systems that affect society, such as the cultural, economic, political, demographic, and religious systems. The educational system consists of inputs, outputs, and processes. Inputs are inputs in students, teachers, financial and material resources, and other inputs such as social, economic, educational and legislative philosophy. The outcomes of the educational system include a variety of elements, including graduate individuals, knowledge, skills, manner of thinking, attitudes, and behavior. Processes include activities through which inputs were converted into outputs (Nomon, 2015).

In a critical attempt by Watfa and Ansari (2005) on the scientific legitimacy of educational objectives in Arab countries, the study came up with the following results: the formulation of educational objectives in the Arab world suffers from chaos and repetition, as well as the nature of educational objectives, the nature of literary rhetoric without reaching a scientific achievement (Watfa & Ansari, 2005).

The French website "Lockley de Muayan Orion" published an interview with anthropologist Daniel Cantini, a researcher at the German Institute for Oriental Research, on the characteristics of the Middle East educational system. In this dialogue, translated by "Arab21", the researcher discussed the educational systems in the Middle East and the government's policy in this sensitive sector. About differences in education policies in the Middle East, Daniel Cantini stated that the 2011 revolutions had played an important role in highlighting the importance of the education sector in Middle Eastern societies at all levels. The researcher added that after taking a comprehensive look at the studies conducted in the Middle East, it became clear to him the absence of studies that take into account the educational spaces and how to exploit them from young people. Daniel Cantini added that although they are different, these educational systems meet around a history, through the important movement in the movement of students among themselves, due to linguistic and religious affinity. In response to the website's question about the status of the private sector at present, the researcher pointed out that the imperative of implementing the privatization system is growing since the 1990s in the region. In particular, to the restructurings proposed by the International Monetary Fund and the World Bank (Qahri, 2017).

So, When formulating an education policy, important questions seem to be taken into account: Where do we know? What institutions do we need, what are their specifications, what's their pattern, what's their location? When do we know? ..... etc., they are school buildings, equipment, school stages, school year, study programs, schedules, school organization, administration, classrooms. Etc (Ghanaym, 2018). In this regard, we can ask what the education system is like in the Middle East?

## Material and Method

In a comparative study, the descriptive curriculum was used by describing the forms of primary school systems in some Middle Eastern countries; the elements of the study arranged vertically. Interpretations relating to each country were extracted.

## Sample

The study countries was chosen according to the intentional sample, with the larger five countries selected according to the geographical and political divisions of the Middle East: Iran, Turkey, Egypt, Saudi Arabia, and Syria.

## Data Collection Tools

To achieve the validity and reliability of the study, a large number of different data sources was surveyed. Accordingly, the data used in the study are the websites of ministries of Education, articles, study, official newspapers, websites, official books, and reports.

## Material and Discussion

### Educational administration in primary education in Syria.

### Central Ideological of Education:

This model began in the early 1970s with the power of Hafiz Assad. During this period, private educational institutions were nationalized, But a few remain a non-patriotic. In parallel, the network of educational institutions in most rural areas of Syria was expanded in line with the regime's "socialist" political slogans. Also all educational curriculums, including schools that teach medicine, engineering, and biology, are localized in Arabic (Al-Maalouli, 2016).

There are three organizations in Syria related to students:

- First organization, Baas Pioneer, Baas Ruling Party: Students from first grade to sixth grade was connected to this organization. Here, students memorize the slogans of the ruling party. For all students, the color of the uniform dress was converted from light brown to blue in 2003. Students also participate in summer camps called the organization's pioneering camps.

- Second organization is the Revolutionary Youth Organization. Students from grades 7 to 3 the year of secondary school belong to this organization. Until 2003, all students (boys and girls) were given military training at the lower and upper secondary school level. The curriculum included Baath Party theories, followed by military lessons and political training. All students were supposed to wear military uniforms, including black shoes, black socks and military hats. Addition, military education teachers had additional duties, including the protection of order and discipline among students within the school. In 2003, when the ruling party's character settled in schools completely, the color of school clothes was changed to gray and a jacket with a pair of trousers. All military lessons have also been canceled (Rustum, Mahmoud, 2015; Al-Maalouli, 2016).

The third organization is the National Union of Syrian Students. This organization was linked to higher education students at universities. It has branches in all provinces. Also, there are elections to select university students and members at the organization level (Issa, 2018).

**Picture 1**. Organization of Baas, 1 (2010)

**The hidden privatization of education:**
This phase began in the early 1990s. But Bashar al-Assad's administration took it more seriously. This privatization covers two areas: First, private schools and universities, the attraction center for the children of politicians and business people, are allowed to open. The second area is to pave the way for improving the life levels of those involved in the education process through a network of private institutions. At the same time, the state has withdrawn its financial and moral support on educational institutions. In this context, it can be said that all private schools in Syria follow the national Arabic curriculum in teaching (Al-Seyed, Mahmoud(2017).

**Administration and Finance**:
According to the latest data (from 2009 onwards), Syria has allocated 5.1 percent of its gross domestic product (GDP) to education  After the outbreak of war in 2011, there was no data on spending, but it is likely that the government has reduced spending on education. In Syria, two ministries was allocated for education, including the Ministry of Education and the Ministry of Higher Education. The Syrian government plays an important role in managing, planning and overseeing education in the country. The Syrian Ministry of Education oversees primary, secondary education, including private schools. In other words, education policy and the general plans of the state are responsible for all pre-Higher education (excluding schools of the Ministry of Agriculture) (Immerstin, Silje & Al-Shaikhly, Sulaf, 2016).

Like many countries in the world, Syria has implemented a number of its policies of reais. Therefore, some powers was given to the Education Directorates in the Governorships of Syria, which can implement compulsory education plans, provide health care through schools, carry out educational activities, and issue special education licenses. Private schools, early childhood education centers and evening classes are allowed for primary education, according to (Immerstin,Silje & Al-Shaikhly, Sulaf (2016), teachers' education is a priority of the Ministry of Education, which provides teachers with continuous professional development. Local directorates use classroom observations to monitor teachers' performance and get guidance from education

experts. The Ministry of Culture (in cooperation with other organizations) organizes a series of important literacy activities. The Ministry of Health provides necessary vaccinations for children and is also responsible for overseeing centers with disabilities (Nolost Generation & Supporting Syria, 2016).

It is directly responsible for the curriculum and educational materials. The Ministry of education oversees education policy based on the ruling party's decisions and regulations. Also, all education is gratis and is funded by the government. At the same time, the state does not provide financial support for private schools. The Syrian education system shares many similarities with other countries around the world. The basic education (1-9 classes) basic education is divided into two stages, the first stage covers the first four years of education,  the second stage covers five years. in other worlds, we can be told that was divided into primary and intermediate education. In this context, 97 percent of primary schools belong to the state; 3 percent is special. In terms of age of entry to school, a child in Syria starts school at the age of 6. In other words, the first stage covers ages 6-9 years ( and the second stage ages 10-15 years) (Syrian Ministry of Education, 2014-2015; Al-Hasan, Mohammed, 2017).

Additionally, in Syria, there exist two distinct ways for religious education religious education (Islamic education for Muslim students; Christian education for Christian students). In terms of academic year, the academic year runs from September to June and consists of two semesters. The first semester runs from September to December; the second semester runs from January to June. The semester break is approximately 15 days. The total training day ranges from 167 to 170 days (33-34 working weeks). Typically, there are 25-35 students in each elementary school class. Finally, in the Syrian schools, boys and girls study together (Immerstin, Silje & Al-Shaikhly, Sulaf,2016; Syrian Ministry of Education, 2018).

**Commentary**

As a result, we can note that education in Syria is based on a strong partisan ideology. This is a situation that reduces democracy and freedom in schools and education directorates. In addition, there is no diversity in the education sector, i.e. the education policy in Syria is comprehensive. On the other hand, the education system in Syria is mandatory at the primary level and is focused on the importance of free education. This has enabled the development of primary education in Syria.

**Educational administration in primary education in Saudi Arabia**

**Central Ideological of Education:**

Saudi Arabia's education sector faces challenges across the country in many respects, including quality education and teacher training. In 2016, the average career development hours of teachers was limited to 10 hours a year. As of the 2018-2019 academic year,  the uniform application was made in public schools at all levels of education for boys and girls at the state level to improve the values of equality and justice in students and a sense of national responsibility. Saudi Arabia follows in its religious ideological education system, an ideology inherited from the people and successive governments to ensure one ideological cover in the face of other doctrinal doctrines in neighboring countries. Following this religious ideology in the conduct of the educational system

has created gaps and crises within the Saudi educational system. Also, the country's extreme wealth has created a state of inattention to the educational process. It has made the Saudi citizen a combat, uneducated, and this socio-economic situation has led to the formation of a weak educational system (Al-Isa, 2009).

**Administration and Finance:**

Saudi Arabia's education budget covers 25 percent of GDP. Teachers at the elementary school level, addition to the development of basic language, mathematics and physical education skills, they try to create a sense of Islamic national pride. In this context, the enrollment rate of male students in primary schools is estimated at 99 percent and the enrollment rate of female students is 96.3 percent. This includes 217,555 teachers and more than 2.44 million students. Despite the government's efforts and support, Saudi Arabia's grades in the Global Education Quality Index are relatively low (Amber, 2017).

1- High Committee on Education Policy:
This committee, which sets education policy in Saudi Arabia, is not affiliated with any school or university. Founded in 1963, it includes the Minister of Defense and Aviation, the Minister of Interior, the Minister of Media, and Communications, the Minister of Education, the Minister of Labor and Social Affairs and the President of the Education of Girls. In 2004, the Higher Education Policy Committee was merged with the Higher Education Council under the name of the Higher Education Council (Al-Isa, 2009).

2- Ministry of Education
The Ministry of Education and Education is responsible for the management of its general education in Saudi Arabia, It works closely with both local and regional governments to achieve this goal. Members of this ministry are focused on planning and auditing development and public awareness programs and projects, as well as improving administrative education policies. At the same time, the freedom to operate is left to local and regional governments. Also, the Ministry of Education provides support services to colleges and universities across the country and oversees scholarship programs. Under the supervision of the Ministry of Education there are 29 directorates of education, at the provincial level and 13 general directorates of education the regional level. In some provinces, additional training administrations was established to better manage this public service.

3- General Directorate of Girls Education
The General Directorate of Girls Education was founded in 1960. This prepares plans and curriculums for girls' schools. It is the first central administrative body to oversee the education of girls in public schools and private schools. Initially, the girls' education was rejected by some parents. However, the state managed to solve this problem by appointing the Chief Mufti as the President of Girls Education. In less than a decade, the General Directorate of Girls Education was able to establish a gradual girls' education system from primary education to high school, with institutes in the process of educating female teachers. In addition, this institution oversees preschool education and adopts a central approach to the presidency. The president then has a number of education managers and a number of representatives. Addition, education in villages and districts is supervised under one (1) administration. It was then merged with the Ministry of Education (Al-Aqeel, 2005).

**Saudi Arabia Primary School Types:**

Saudi Arabia has about 661,12 boys' schools and 339,6 public schools for girls. Also, In Saudi Arabia, there were two types of primary schools until 1953; city schools with a school term of six years and students at least 60. Until 1942, primary schools was divided into two, the preparatory stage and primary school stage(Al-Isa, 2009).

- During the preparatory stage, students were able to move to primary school after three years of studying (preparatory schools are small places created for study).

- The primary school was four years old, and the students was received an elementary school certificate after completing their studies (Hakim, 2012).

Village school system was established in 1944. It refers to schools in the villages with fewer than 60 students. However, if several students at the school exceeds 60, it turns into a normal primary school. In these schools, if several students is less than 30, a teacher is assigned a teacher education and an administrator; however, if several students exceeds 30, the several teachers increases to two.

The duration of study at village school is four years. The duration of the academic year is nine months and 24 courses was processed per week. Courses are distributed six days a week, including 4 lessons per day. If the student successfully completes the work at this stage, he is eligible to move to fifth grade. These schools were merged in 1942 under the name of a six-year primary school, in one phase.

Additionally, primary education is gratis, as in other stages of general education. It also refers to a period in which genders are forbidden to study together. After successfully completing the primary school, the students move to an intermediate school. The girls were enrolled in 1961 for primary education. Girls' educational status and educational plans were similar to those of the boys. Taking into account the state of the girls, a special curriculum was applied for girls for the first time in 1967.

- The Holy Quran schools, The Holy Quran schools were established in Riyadh in 1960 as primary school. Then a number of schools were opened in Mecca and Medina, and in 1990, schools became official. In 1980, the Directorate General of Girls Education opened four schools in Riyadh, Mecca, November and Medina for the education of girls.

- In 1978, the application of "non-classroom school" was implemented for the first time at al-Fahd School in Riyadh. Instead of giving everyone the same education, this school focused on individual differences. Students from the first grade to the third grade of primary school were enrolled, and the education stage they had to pass by determining their levels was determined(Ministry of education, 2003; Al-Aqeel, 2005)

**Special education in Saudi Arabia:**

The volume of special education in Saudi Arabia is expected to increase more than twice in the coming years. The most important factors in this regard are the increases in the number of educational initiatives in connection with Saudi Arabia's 2030 vision and increased preference for special education. However, in 2018, the enrollment rate for private schools reached 13 percent (4,377 schools)(Saudi Arabiya Ministry of Education, 2013).

The Kingdom of Saudi Arabia has very few international schools, according to its neighbors. Because the foreign population living in the kingdom has a low income level and has allowed the citizens of the kingdom to enter international schools for only a few years.

This is because the kingdom faces basic challenges, such as educational market approaches and the quality of teachers. The number of public schools in Saudi Arabia has increased by 1 percent in the last five years. In contrast, the number of private schools increased by 13 percent over the same period. This suggests that citizens prefer more private schools. According to Abdul Rahman al-Haqbani, chairman of the National Special Education Committee, Saudi Arabia's private education sector; Lack of financial output, education and administrative staff salaries can not be paid; real budgets face the difficulty of not being able to do. Addition, "20-35 percent of Saudi teachers in private schools are female teachers; 82-98 percent of male teachers".

In terms of private school types, there can be talk of the presence of two types of schools in Saudi Arabia:

1- Public-Private Schools: These are schools that follow the national curriculum, and the majority of its students are Saudi citizens.

2-  International Private Schools: These schools follow the international curriculum, and most of its students are foreign nationals residing in Saudi Arabia(Al-Anzi, 2013; Amber, 2017).

*School life;* In recent years, Saudi Arabia has begun to develop the infrastructure of the education system to achieve effective educational stability; In terms of academic year, the academic year runs from September to June and consists of two semesters. The first semester runs from September to December. The second term runs from January to June. The semester break is approximately 15 days. In terms of school dress, Two options are available for dresses that male students from freshman to fourth grade can wear: The first consists of a long-sleeved shirt, trousers, tie, and jacket. The second option consists of a short-sleeved shirt, short trousers and a jacket. Both options are available for girls: the first one, long-sleeved shirt, a school apron and a jacket; The second consists of a skirt, scarf, and jacket, including a long-sleeved shirt (Ministry of Education, 2020).

**Commentary**

Regarding the education system in Saudi Arabia, it is possible to say that it is based on a common religious party ideology. The first job of the ruling regime in Saudi Arabia has been to deepen its image in the education curriculum. Another aspect is its role in the design of public education policy based on a totalitarian religious system, religious ideology and, especially at the primary level. Regarding spending, the amount of spending is not proportional to the current educational situation. Because the amount of spending is greater than the volume in education services. In terms of education policies, there is confusion about decision-making over the size of random changes. These decisions are based on randomness and based on unilateralism in decision-making.

**The educational administration form of primary school education in Egypt**

Egypt's Level of Education with International Competitiveness Indicators. In the International Education Competitiveness Report, Egypt carried out 98 percent of primary school enrollment

indicators. This means that Egypt is ahead of previous years in this indicator. The report is based on official data and statistics of trusted organizations.

In terms of the quality of primary schools, Egypt scored 2.4 out of 7. As a result, in the 2017/18 report, Egypt among the 140 countries was 133. ranked. In terms of the quality of the education system, Egypt scored 2.5 out of seven points. And as a result, in the 2017/18 report, among 140 countries, Egypt was the 130. ranked. Once these figures are seen, it may be in the mind of the reader that the Egyptian education system has reached a very weak situation. By 2030, Egypt strives to put the education system among the 30 best education systems in the world. However, it seems unlikely that the situation will be improved (World Bank, 2009).

Poor education in schools has created a parallel informal education system based on private lessons, which consumes most of the families' annual income. Parents prefer to take private lessons for their children as Egyptian families spend around £20 billion a year on private lessons, according to a BBC Arabic report. President Abdel Fattah Al-Sisi focuses on improving education. During his previous government era, he announced an ambitious plan to improve education by 2030. This includes food service in public schools, reducing illiteracy to the lowest level, reducing the number of students in classrooms and reducing drop-offs. The Ministry of National Education is also conducting a re-evaluation of all books and curriculums. For the 2014-2015 academic year, 30 percent of these teaching materials was changed and renewed. Children of well-be-affected families go to private schools. However, most students in free public schools are forced to take private classes in the evenings due to inadequate educational conditions(World Bank, 2017).

In recent years, Egypt has been close to achieving universal access to primary school by 99 percent, according to the 2016 Global Monitoring Report on Education. Despite all the progress made so far on gender equality in primary and secondary education enrollment levels, children do not learn or gain basic skills. The education system does not provide the necessary equipment and output for them to attend and participate in the workforce. One in five students in the third grade cannot read a single letter or text word. In addition, the same level of failure and class repetition rates are around 5.8 percent for primary school students. According to the World Bank, the level of education between rich and poor, also known as the "wealth deficit", is quite high. However, this situation is still more acceptable for a period of 3 years.  According to the results of Mirza's 2011 study, the primary education system is incomplete, this education has the problem of dropping out of school and the need to improve the curriculum. Also, the study raises the problem of separation of subjects and practical activities, such as the inability of laboratory and economic institutions to gain skills for students, In general, basic education needs fundamental reform. In Ahmed's Study (1990), on 21st Century Skills and to catch up with educational developments in this century, Ahmed's study emphasizes the need for new standards in Egyptian primary education (Ahmed, 2004).

**Central Ideological of Education:**

In Egypt, education is a general policy of national policy led by the ruling party, sometimes interspersed with a secret, and sometimes general, conflicts in education ideologies, including the ruling party and religious groups on the other. This is reflected in the financial support for the construction and supervision of private schools. But we can say that the ideology of education is

a national ideology and the curriculum in general is open to international education (Ezzat, 2020; Hassan, Ahmed, 2011; Al-Nagar, Mohammad & Krugly-Smolska, E, 2009).

**Administration and finance:**

The Ministry of Education has recently intensified its efforts to improve the education system and re-establish public schools throughout the Republic of Egypt. The Ministry's plan in 2018 involved the construction of 22,500 new classrooms at the cost of four billion 300 million EGP to reduce student density in classrooms. All of this is included in the philosophy of the new education system to improve activities and skills at the expense of memorization and indoctrination. The ministry advances the education system through two parallel ways. The first is the launch of the new education system. The second is a comprehensive plan aimed at restoring the old system and improving students' abilities. Eighty billion pounds ($4.6 billion) education budget for the 2017/18 academic year is allocated. The amount per primary school student from tuition spending is 3,641 pounds ($210). The largest part of the budget has been allocated to the salaries of employees at 94 percent in the past six years; only 6 percent is spent on goods and services. Despite the ongoing political turmoil in the country since 2011, there has been a significant increase in public spending on education. In the 2015-2016 budget, education spending increased by 75 percent compared to 2011 spending to 99 billion EGP ($12.3 billion). This means that GDP is 3.5 percent lower than most Arab neighbors. Most of the money goes to teachers who are known for their low salaries. On average, a teacher's salary ranges from 800 to 1,500 Egyptian EGP. That's approximately $100 to $190. The 2017/18 education budget was $4.6 billion; 94 percent of this was reserved for teacher salaries. The remaining 5 percent of the slice was used for purchases of goods and services. With a budget reaching 2 billion pounds, education investment expenditures are encouraged through the General Directorate of Education Buildings. (Ezzat, Mohammad, 2020; Egyptian Ministry of Education, 2018-2019; Talat, Ismail, 2017).

**Educational bodies:**

The Ministry of National Education, the National Curriculum Development Center, the National Education Research Center and the National Examination and Education Assessment Center are responsible for decisions on the education system with the help of three centers. Each of these centers focuses on coordinating education policies with other state-level committees. On the other hand, the Ministry of Higher Education oversees the higher education system.

The Ministry of Education also receives support from international organizations such as the World Bank to increase access to school, improve the quality of education, increase teacher capacity and support the early childhood education system. Another education system parallel to the general education system is Azhar education system. Al-Azhar education system 6 years at kindergarten and elementary school level; 3 years at intermediate school level; finally, it consists of 3 years in secondary education. In this system, there are separate schools for boys and girls. The Azhar education system is controlled by the Supreme Council of Al-Azhar. Al-Azhar University and the educational bodies under it are considered to be somewhat independent. But in the end. It is under the supervision and supervision of the Egyptian prime minister. Al-Azhar schools are called institutes. It includes primary, intermediate, secondary and secondary education. Religious and non-religious issues are taught in these schools, focusing on religion. Al-Azhar institutes, especially in villages, are scattered across the country. In 2018, it is less than 4 percent of the total records (Ahmed, Haraun, 2017).

In 2008, the first non-governmental organization was established to address educational issues in Egypt, including the International Association of School Community, International Teachers and International Association of Curriculum Teachers. The Association provides consultancy programs for ministries and accreditation organizations in Arab countries. Addition to social services, it also provides education to teachers at various levels and provides information on national and international citizenship issues. Although significant progress was made in increasing human capital through advanced education, the quality of education has not been distributed fairly. Therefore due to the lack of quality at the primary and secondary levels, the private course market has grown significantly. Private lessons are not just an optional job; on the contrary, it has become a necessity. According to the Egyptian Humanitarian Development Report (2005), 58 percent of the families surveyed said their children took private lessons. Egypt's education system has merged its center in primary school and secondary schools (ages 6-14) from 1981 on wards. Egypt's general education system consists of three levels: basic education between the ages of 4-14; It consists of two years of kindergarten, six years of primary school and then three years of intermediate school. Education is mandatory for a 9years between the ages of six and 14. In addition, education is free at all levels of government-run schools. At the elementary level, students can be enrolled in private, religious or public schools. Exams are held in the third grade and sixth grade of primary school, both at the regional level and at the rural area level (Khalil, Nabil & Abdel, Antar, 2002; Hanoussa& Authors, 2005) .

In terms of the academic year, the academic year runs from September to June and consists of two semesters: The first semester runs from September to December; The second semester lasts from February to July. Semester break is a week.  School clothes are usually determined by school administrations or education directorates. So sometimes it's on a school basis, sometimes it's regional (Talaba, 2012).

On the other hand, the education index, which consists of several elements in the World Bank's main report, "Road Not Traveled," shows promising results for relative academic success in Egypt. Egypt, one of the 14 African countries analyzed, has managed to reach the levels needed to provide comprehensive education at each level of education and reduce gender inequality. However, it is still necessary to improve the quality of education. The Ministry of Education is supported by international organizations such as the World Bank to strengthen the early childhood education system to increase educational opportunities, improve education quality and increase teacher capacity(World Bank, 2009).

**General Primary School Types in Egypt:**

*Normal Primary School:* It is located all over Egypt and children enroll in these schools at the age of six. Also, these schools are directly dependent on the Department of Education.

*Community Schools:* The community school model was developed more than 20 years ago by the Egyptian government with UNICEF's support to increase children's opportunities at a time when education is most needed and difficult to reach. UNICEF's has reorganized some of these schools to improve learning environments by providing furniture, educational tools, and technological equipment. UNICEF has also trained school principals to improve administrative efficiency, social participation, and resource use. Also, he has provided his secretaries with training in computer skills (Shirin, Ali and others, 2016; Talaba, 2012; Ismail, 2017).

**Special Education in Egypt:**

Egypt is the country with the highest number of students in the Middle East, with a total of 20 million students of different ages, and education levels. In Egypt, private education accounts for about 15 percent of the education system, and private schools account for about 8 percent of primary school students. Special education accounts for 15 percent of Egypt's education system and 8 percent of primary school students. There are four types of private schools in Egypt. The first is normal private schools that adopt the national curriculum. Private schools pay more attention to students' learning needs. It also allocates more school buildings for services. Second type private schools are private language schools where teaching also has English, German or French courses, but also teaches the local curriculum (Also, they are schools that teach French or German as a second foreign language). These schools are generally better than other schools due to comfort, modern buildings and different service situations, but much higher in terms of cost. Third, private schools are international schools. These schools are schools that do not process the national curriculum and have their curriculum. They take up 3 percent of the space in private schools. The fourth type of private school is religious schools. (a) Al-Azhar schools run by Islamists (Al-Azhar University and Fath University Schools) also have Coptic schools, Catholic schools, and schools of other denominations (Ezzat, Mohammed, 2020; Salama, Mahmoud, 2019; Harun, Ahmed, 2017).

**Commentary**

Egypt's education system was based on a comprehensive national policy, not partisan ideology. It was noticed that there is a huge lack of service in terms of spending and development in the public education sector, which leads to deterioration. On the other hand, education policy in Egypt is in addition to cooperating with international organizations to improve the education sector in Egypt; in terms of school diversity and support, it adopts the horizontal expansion of education sectors.


**Educational administration in primary education in Iran**

**Central Ideological of Education:**

Iran is a theocratic state based on Islamic ideology. The central government strongly controls education. The central government is responsible for the financing and management of primary and secondary education through the Ministry of Education, which oversees national exams, follows standards, regulates teachers' education, develops curriculum and educational materials, builds and maintains schools. Education policies are overseen by several bodies, including the Council of Ministers and the High Council of the Cultural Revolution. Education was based on the ideology of the Islamic project presented by the revolution in Iran at the beginning of Khomeini 1989 administration. This project is based on several basic principles:

- The first is to emphasize the reality of the idea of "renewal" in Islam. Instead of the "negative waiting" theory that Shiisms have lived for nearly hundreds of years and accompanied by the deterioration of the Shiism mentality at the entire social and scientific level; The theory of "custody of Fakih" has been published.
- The second mainstay of the Islamic project of the revolution is to "restore trust to the Muslim person" and to restore its place in the universe.

- The third pillar of the revolution project is "Linking Islam to the Revolution itself," a revolution on the wrong reality. Reviving Islam and the Islamic idea in Muslims is to transform Islam from a general culture to an ideology and methodology. So far, there have been many changes to Iran's education system since the revolution (Hassan, 2009). Accordingly, it is possible to address the changes in the education system in three stages:
- The first phase was aimed at stabilizing the revolutionary regime and imposing it on people through ideological objectives. This stage is one of the most difficult stages of the education system; because those who are hostile to the revolution still live between the walls of the regime.
- The second stage is interested in teaching the revolutionary, Shiism, ideological system. It aims to provide reliable scientific staff. Also, a "Teacher Training University" was established to establish the foundations of this Islamic Shiism project.
- The third stage is the stage of ambition (the far-reaching thing that we are trying to achieve after the necessary human resources are provided), and to achieve this, the planning and evaluation phase begins with the educational system. In 2005, the National Plan for the Advancement of Education (2005-2025), covering 20 years in Iran, was launched. All financial possibilities, methodological and philosophical aspects and objectives are devoted to this project(Tamer, 2010; Hassan, 2009).

On the other hand, Iran's contemporary education system is associated with a new philosophy that governs society, rebuilding, and formulating its goals in line with new conditions and variables. Research and study trends reveal that religion is placed at the center of the educational system, which determines the role of teacher, student and curriculum. Also, new educational theories aimed at shaping Iran's educational thinking have emerged as Islamic, according to contemporary data (Pardo, 2016).

Regarding the language of education: The Constitution "Persian should be the official and common writing language of the Iranian people. Documents, correspondence, official texts and textbooks must be written in this language. However, other local and national languages can be used to teach literature in journalism, public media and in schools." in the Constitution is the importance of Arabic after Persian. Article No (16) of the Iranian Constitution allows the use of Arabic language in the teaching of Islamic, and Qur'an sciences (Hassan, 2009).

**Administration and finance:**

The Supreme Council of Education, which is the highest authority in education affairs and was established based on paragraph 3 of Article 99 of the Education Reform and Scientific Research Act of 2000, published by the Supreme Leader of Iran, consists of the following people.

A- President (Chairman of the Higher Education Board).

B- Minister of Health.

C- Minister of Education.

D- Four Ministers from the Cabinet

E- Head of the General Planning Department.

F- Central Bank Governor.

G- Presidents of cultural, academic and language universities.

H- 2 University Rector.

I- Chairman of the Education and Scientific Research Committee of the Islamic Advisory Council.

J- 3 scientists and thinkers from universities and scientific research centers.

K-1 Private University Rector.

L- Representative of the Supreme Leader(Pardo, 2016; Hassan, 2009; Nuffic, 2015; Tamer, 2010).

The government's efforts to address the situation in the country are not only a cause for concern but also a global concern. At the same time, it draws attention to the cultural, educational and local needs to engage people in the successful and rapid implementation of programs; in every village, province, province controlled by the Shura Council and elected by the inhabitants of that region. In a preliminary reading of Iran's cultural and social landscape, we believe that the religious Hawza are of great importance in the design of educational policies, and the men of the religious Hawzawas a place for teaching Shiism, and then it turned into centers for planning and teaching the Shiism curriculum and other sciences are appointed teachers at universities and administrators of educational programs (Hassan, 2009).



**Picture 2**. Hawza of Shiism **2**, (Hassan, 2009).

In terms of financing, Iran separated 2.95 percent of GDP for all education levels in 2014, according to UNESCO statistics released by the World Bank. That accounts for 19.7 percent of all government spending. In terms of school registration, In 2015, the primary school enrollment rate was 99.1 percent. The primary school completion rate was 97.53 percent in 2014 (which specifies the fifth-grade finishers). (UNESCO, 2013).

On the other hand, the quality of education in primary schools is so low that a state media outlet states that second grades cannot read alphabets fluently. On September 16, 2018, Meydan wrote about the living conditions of teachers in public schools and the conditions of primary education: "A teacher who is paid below the poverty line will not be able to work in crowded classrooms, especially with a desirable result. In addition, there are some children studying second grade at elementary school, which they don't know the letters of the alphabet"(Youssef, 2018).

**Basic Education in Iran:**

In Iran, basic education is divided into two stages, (six years of primary education) and (three years of intermediate education). The primary school lasts until the ninth grade and is compulsory and free of charge. Before 2012, the duration of basic education was eight years. It eft as a five-year primary school (dabestan) and a three-year intermediate school (doreh-e rahnama). In 2012, the reforms extended the primary school to six years, extending basic education to nine years. However, most students are still educated according to the older system (FANAK, 2017; ADEK, 2020; NUFFIC, 2015).

In terms of the academic year, the academic year runs from September to June and consists of two semesters: The first semester lasts from September to December; The second term runs from January to June. The semester break is about a week (Clark, 2017; ADEK, 2020).

**Special education in Iran:**

There are about 20 private school companies in Iran. Hanan, Imam Sadiq, Ahsan, Alevi, Gulba and Motahhari are some of these schools. Most of these schools belong to senior government officials. On September 25, 2018, the Verhechtkan Newspaper reported that the annual fees of other private schools such as Rushinger, Salam, Energy Hasta Yi (Nuclear Power) and Farhang ranged from 26 million to 37 million IRR ($620-880). The privatization of education and schools in the country shows the depth of the gap between classes in Iranian society. According to the World Bank, 15 percent of Iranian students are educated in private schools. The President's 2019 draft resolution "Purchase of Manpower Service" aims to privatize the workforce, service purchase, and the country's education system and remove the burden on the state. According to Iran International, several Iranian cities such as Karaman Shah, Al-Borz, Isfahan and Ardbil are the scenes of protests by teachers due to poor living conditions and the privatization of the education system. Teachers demand that the privatization of education be stopped, and say that privatizing schools is against the right to free education (Omar, 2018; Halmi, 2018).

*Commentary*

In addition to the deeply religious and partisan ideology that led to the absence of democracy in Iran's educational institutions, education in Iran are also based on a comprehensive education policy based on the policies of the ruling party. Moreover, the situation in educational institutions is not based on real support in terms of expenditure. There is a lack of diversity in the education sectors. Also, even private education was managed and financed by many statesmen.

**Educational administration in primary education in Turkey**

**Central Philosophy of Education:**

It can be said that Turkey follows a secular approach in the conduct of state affairs, and this approach has been reflected in educational policy at all stages. Educational policies depend mainly on the party majority and the principles of the modern Turkish Republic. We can strongly observe the dedication of the greatest effort in enshrining the values of the modern Republic and focusing on citizenship. The process of focusing on the national aspect of education and neglecting the global aspect of learning policies has created gaps in the education system, resulting in a marked lack of global culture for students in general. In recent years, the party majority has led to some adjustments in educational policies, increased access to religious and public education and greater openness to other cultures (Education Union, 2018).The educational policies introduced in the process of developing the educational process include:

- A transformation program will be implemented where school types was reduced, flexible transitions between programs, sporty, artistic, and cultural activities for students are more involved, and are not exam-oriented, and take care of individual differences.

- In primary and secondary education, all children, especially students and girls with special education needs, will be provided with access to the school, and class repetition and school leave will be reduced.

-Foreign language education will be started at an early age; at least one foreign language will be made arrangements to allow individuals to learn well (Turkish Ministry of National Education, 2020).


**Administration and Finance:**

*Educational bodies:*

*National Education Shura:* In order to guide the Turkish Education System in the broadest sense, the national education shura, whose organization and its work was organized by law, was first convened in 1939. Most recently, the 19th (2014) convened, these places are the advisory body of the Ministry and their decisions are not binding, but as a guide and advice to the Ministry.

*The organizational structure of the Ministry of National Education;* It was issued by decree on the Organization and Duties of the Ministry of National Education No. 652, which came into force in 2011 after the Law on Maarif Organization No. 789 adopted in 1926. According to this law, the Ministry of National Education was created in three parts: 'central organization,' provincial organization,' and 'foreign organization.' Central organization of the ministry; Ministry Office, Under secretariat Office, Training and Training Board, deputy undersecretary and 21 service units. The provincial organization is organized to have a national education directorate in every province and area. The ministry's foreign organization is established by the principles of Decree on The Organization of Public Institutions and Institutions No. 189. The Organization abroad was organized in the form of educational consultancy, and training attachés for the embassies, and consulates of the Republic of Turkey.

The Central Organization of the Ministry consists of the Ministry's Office of The Ministry, the Chairman of the Board of Training and Training and the service unit of 21 (Twenty-one). The ministry is authorized and authorized to open, control, close and organize teaching programs to be taught in schools. It is also responsible for the conduct of work and procedures related to the appointment, dismissal and operation of teachers who will work in educational institutions. He is the top chief of the Ministry organization. His duties and powers are regulated by decree on the Organization and Duties of the Ministry of National Education No. 652. According to the decree in this law, the central organization has the Undersecretary and Deputy Undersecretary tasked with carrying out the Ministry services on behalf of the Minister, by his orders, and direction. Technical Education, the General Directorate of Religious Education, the General Directorate of Lifelong Learning, the General Directorate of Special Education, and Guidance Services, the General Directorate of Higher Education and Foreign Education, was authorized and authorized to determine the teaching policies of their affiliated educational institutions (Gur & Celik, 2019). Law No. 1739 issued in 1973 that constitutes a milestone in the organization and structure of Turkish education, as it includes many regulations and systems; Clause (1) regulates the general education structure, school construction, vocational education, employee responsibilities, and other regulations While the second clause, regulates the moral, human and cultural life of the individual according to the principles of Turkish nationalism The rest of the regulations include gender equality, the right to education for all, democratic and secular education, and orientation towards real science. It also includes organizing cooperation between school, family and society (Turkish Ministry of Education- laws, 2021).

Apart from these units, the General Directorate of Special Educational Institutions of the Ministry conducts the control of the special educational institutions that implement the educational policies determined by the relevant departments. All these service units constitute the training materials and programs to be used in accordance with the opinion of the Ministry of Education and Training Board. The General Directorate of Measurement, Evaluation and Examination Services is tasked with planning, implementing and evaluating official and private placement, finishing, comparison examinations carried out with the central system. The General Directorate of Human Resources is tasked with making studies and proposals on the development of the human power policy and planning of the Ministry and the human resources system. The services of the Directorate General of Innovation and Teaching Techniques can also be used to use technological opportunities in education and education on a large scale throughout the country and every student can benefit from information technology. In addition to the above mentioned service units, there are also service units tasked with carrying out administrative, financial, legal affairs and auditing (Isil, 2016).

By the structure of Turkey's administrative organization, decisions on educational activities are taken by the Ministry of National Education in the center. The decisions taken are implemented by provincial and county national education directorates at the local level. Opening schools, assignment and relocation of teachers, budget, investment procedures, and all other relevant decisions are taken by the Ministry of National Education. The Directorate of Inspection Board of the Ministry of National Education conducts central level audits. However, at the central level of the education system, the work and operations of the Ministry of National Education was inspected by the Constitutional Court, the Council of State, the Court of Auditors, the Regional Administrative Courts, the Administrative Courts and the State Supervisory Board, the High

Supervisory Board through the administrative process or established. The Directorate of Internal Audit Unit established within the Ministry of National Education within the scope of Public Financial Management and Control Law No. 5018 makes inspections and recommendations in terms of effective, economic, and efficient use of resources on the education system (Education union, 2017-2018).

*Geographic Accessibility;* Public schools are funded by the Ministry of National Education from the public budget. The materials used in schools belong to the state. Regardless of geographical and regional differences across the country, all children benefit equally from the right to educational education. The Ministry provides its services when one of these problems exists: a shortage of population in remote areas, the geographical characteristics of the settlement, road conditions, the absence of educational institutions in the area where the student is always or temporarily in need of education, or that these institutions are closed, natural disasters, epidemics, and the risk of loss of life and property, such as sudden and unexpected events, and as a result of such events.

In Turkey, compulsory education before 1997 with Law No. 222 covers the 5-year primary school period, while the amendment has been passed to mandatory continuous primary education application for eight years. In 2012, 8 years of compulsory continuous education was transformed into mandatory 12-year education with a reform amendment to Law No. 222. First-tier primary school for four years (Grades 1, 2, 3 and 4), a secondary school with a duration of four years in the second tier (Grades 5, 6, 7, and 8) and third-tier high school (Grades 9, 10, 11 and 12). Also, education is free of charge in all public schools (Turkish Ministry of Education, 2018).

*Entry Terms and School Selection;* New enrolments in a primary schools begin on the first business day of July. Registration process is carried out through the e-School system based on address information in the national address database dated 25/4/2006 and created by the provisions of population services law no. 5490. No documents are requested from the parent during registration proceedings (Ministry of education Preschool Education and a Primary Institutions Regulation, Article 11) (Isil, 2016).

*Dual Time Education;* With the change of "4+4+4" in 2012, the number of schools that teach in the morning/noon has increased. Dual teaching practice is an application that transforms the student's time at school due to logistical obligations. The spread of teaching practice affected the start and end hours of the school and the recess periods. Top policy documents such as the Government Program and Ministry of Education strategy document underline this potential problem and aim to reduce the practice of dual teaching. In this context, it is important to first understand the numerical changes in binary teaching and how common it is. The proportion of schools doing dual education in the 2011-12 academic year, the last school year before the "4+4+4" system was implemented, was 22% at the primary level5. In 2012, this rate increased to 29.2%, to 26% in 2013 and to 23.5% in 2014(UNESCO, 2010; Education Union, 2018).

According to the  Sari Sak and Musa study (2016), the results showed that 83% of children study within double time. As a result, the dual education affects children's experiences in educational environments in a multifaceted and negative way. In the following period, Syrian students can be expected to increase the number of schools that teach dual schools. Therefore, it is very important for the student to feel comfortable in his or her school and life by taking the planned steps in this

regard, and improving the infrastructure and capabilities necessary for education (Sarışık & Duşkun, 2016).

The first class of primary schools is registered with children who have completed 66 months as of the end of September of the year of which the records were made. Children aged between 60-66 months, which is understood to be ready for primary school in terms of development, are also registered in primary school first grade. School directorates, children who have earned the right to enroll in the age of 66, 67 and 68 months, the parents will submit a petition; Those 69, 70 and 71 months old can direct their records to preschool education or postpone their registration for one year with a health report documenting that they are not ready to start primary school. Basic education Primary School (1-4th grade, 5,5/6-9 years) School education is operated by a structure in which students of the same age group are trained in order (Ministry of Education, 2016).
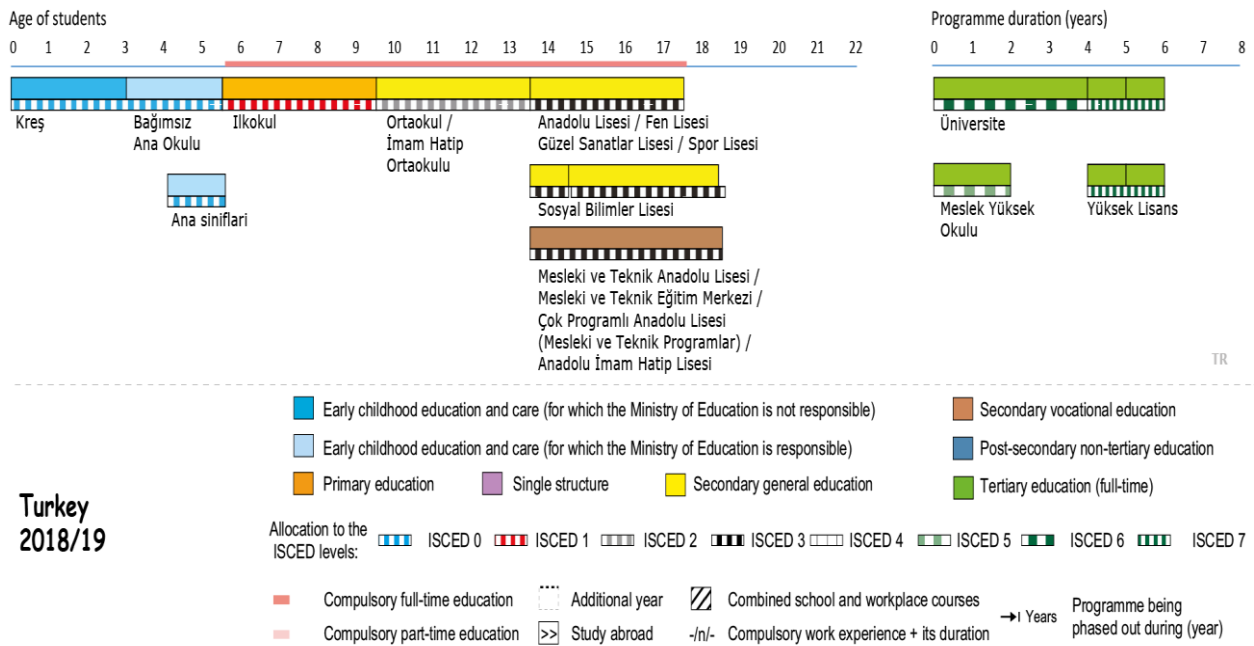


Programme of Education in Turkey 3, (Ministry of Education, 2018)

*In terms of financing,* According to the OECD countries average, the annual expenditure per student during the education period from primary school to university is $10,759. Turkey is one of two countries with the lowest annual education spending per student, with an average annual education expenditure of $4,259 per student from primary school to university. According to the OECD's A-Look at Education 2017 Report, annual education expenditures per student from primary to university account for 18 percent of national income per capita in Turkey and 27 percent on average in OECD countries. The difference between Turkey and the OECD average is even more pronounced compared to the average annual public education expenditures per student compared to the education levels. TRY 1,673 per student in preschool education in the 2017/2018 academic year; Primary education (primary school + secondary school) was 4 thousand 326 TRY per student.

*Financial Support for Students;* Students who are continuing primary and secondary education are provided with scholarship and free boarding, provided that they are successful in the "Free

Boarding and Scholarship Exam." To take advantage of the right to equal education and increase access to education, there is a reduction in transport tickets for students. Meals are also provided to students at schools (Ministry of Education, 2018).

*Financial Support for Student Families;* The "Conditional Educational Assistance Program" is implemented under the coordination of the Ministry of Family and Social Affairs and the Ministry of National Education, provided that the student fulfills the requirement to attend school. Under the Income Tax Act, discounts are offered to those who issue an annual income tax statement (Ministry of Education, 2018).

**Special education in Turkey:**

In Turkey, private education institutions have financial autonomy. Within the framework of national education legislation, they can create their policies and perform jobs and transactions in this direction. The inspections of the works and transactions carried out in special education institutions are carried out by the Ministry of National Education. To promote private schools, "Education support application to students who will be educated in private schools" was initiated since the 2014-2015 Academic Year. According to the Ministry of Education Performance Program for 2017. The proportion of private education in primary schools is 4.7 per cent. According to the Ministry of Education's Administrative Activity Report, it is believed that it has achieved its objectives to increase the share of private education while largely not achieving its public education objectives. As of the 2017/18 school year, the number of students studying in private primary schools increased by 62% to 271,321 with 4+4+4. According to the Organization for Economic Co-operation and Development (OECD) in Education Mode 2017, Turkey ranks second in the private cash on post-Columbia education, from primary school to pre-secondary level. The OECD's private spending averages 9 per cent, the European Union average 7 per cent, while private spending in Turkey is 20 per cent. In the 2017-2018 academic year, the amount of support paid to private schools for each student who will study in private schools through public resources amounted to TRY 3,680 for primary school (Education Union, 2018; Gur & Celik, 2019).

**Commentary**

About Turkey's education system, it can be said that the education system is based on a party majority and the principles of secularism and the modern Turkish Republic. Also, educational institutions enjoy a good degree of freedom and democracy, a system based on regional party competitiveness. Education is supported by the ruling party.

**CONCLUSION**

By comparing the education systems in the field of education, we indicate that there are some links in which previous education systems share free and compulsory education at the elementary school level. Countries such as Syria and Iran share a totalitarian education system, and a more open education system was observed in Turkey, Egypt and Saudi Arabia, with a greater focus by the Iranian and Saudi educational systems on religious education. On the other side, the educational system in Turkey focuses on the principles of the Republic, and in Syria, on the principles of the Baath Party. In terms of the institutions responsible for education, was noticed that the Ministry of

National Education and local education directorates have role in the regulation of the education process. The main decisions and procedures were had left to the Ministry of National Education. In terms of education policies, Saudi Arabia and Iran have higher councils responsible for the country's education policies. Also, The Ministry of Education is concerned with developing education policies after consulting with the country's bodies in Egypt, Turkey, and Syria. On the other side, Turkey, Syria, and Iran rely on national languages for teaching, while Egypt and Saudi Arabia offer a large amount of space for foreign curricula. Finally, the countries of study share the existence of the private education sector. While the private education sector is common in Egypt, Turkey, Iran, and Saudi Arabia, it is less common in Syria. In conclusion, it can be said that education in the Middle East needs more freedom and independence towards globalization

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