

# **Civil society organizations and their role in reforming the university education system in Egypt**

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### **Abstract:**

This study is considered one of the descriptive studies concerned about determining the role of civil society institutions in reforming the university education system, determining the role of civil society organizations in enriching educational curricula, determining the role of civil society organizations in developing the educational environment, defining the role of civil society organizations in scientific research and decision-making, While the second objective of the study: identifying the obstacles facing civil society organizations in their role in reforming The university education system in Egypt in various fields, and the third objective is to identify the fundamental differences between the average responses of the study community members towards the role of civil society institutions in reforming the university education system in Egypt, and it is due to the variables of gender, academic qualification, number of years of experience, and age. The study used the social survey method and it was applied to a sample of workers in civil society organizations and a sample of workers in Egyptian universities, and their number is (96), the results contains Ranking the role of civil society as following: the role of civil society organizations in the Field of higher education financing in the first rank and the second rank Field of development of the education environment and at the third of the ranking comes the field of scientific research and decision-making.

**Key words:** Civil society, education system, organizations.

### **Introduction:**

Radical transformations occurred in the twentieth century have forced various community institutions, including universities, to restructure their services which is considered as a good step yet, more is required. These transformations showed their positive impact on higher education in Egypt nevertheless, the changes have occurred unvoluntarily to respond to the rapid changes within the society. The changes have shown positive modifications on the management of the educational process in universities than before, a change in the methods of financing colleges and universities, changes in the way these institutions are managed, and the need to restructure the administrative processes in these institutions (Sriyanalugsana, 2008, p.21)

Nowadays, reforming higher education has become a priority around the world, current international experiences have confirmed that education development and reformation is for the progress of

nations and that the essence of the global conflict is a race to develop and improve the quality of education (Al-Senussi & Al-Duwaibi, 2013, p. 66), consequently, the postmodern era has been characterized by information revolution, knowledge explosion, rapid pace, and shift from material investment to intellectual investment and other transformations, hence, the importance of developing, improving the educational system inside universities, increasing their effectiveness in general, and achieving the quality of the educational process are vital in generating a high competition as well as achieving the aspirations of this society (Al-Husseini, 2006, p. 125), This was confirmed by the results of Shehata's study (2013) where education programs failed to improve the general skills of learners which urges a complete change in those programs and services.

Additionally, a report of the Egyptian National Council for Competitiveness has indicated that the Egyptian education system failed to prepare students to be graduated with competitive abilities in the knowledge-based economy. In addition, Egypt's general ranking has declined in the period between 2004 -2005 and 2016-2017, after it has been within the second one-third of the year heading countries such as Turkey and Indonesia in 2004-2005, they proceeded Egypt and Egypt became within the last third in the same year. (Egyptian National Council for Competitiveness, 2017, p.6). As well, the Global Competitiveness Report has indicated a delay in Egypt is ranking in the Business Development and Innovation Index from 96 to 113 between the years 2013-2014 and 2014-2015; respectively. Also, Egypt is ranking in the research and training services index has declined from level 103 to level 124 between 2013-2014 and 2014-2015 (Schwab, 2014, p.20). Additionally, the National Strategy for Science and Technology has indicated that Egypt has reached low innovation index compared with other nations that is 99 out of 143 countries (Ministry of Higher Education, 2015, p. 29). Both the study of Zaidan (2011) and Al-Saeed (2015) have indicated the need to develop and reform the education system in universities inside Egypt for better focusing on leadership development, As well, to develop students' capabilities, educational inputs and community participation to improve and develop all the services needed by students.

Although there was a huge spike in the demand for education in many developing countries, the required education requirements have not been met for all those wishing to enroll, particularly, with the high cost of education expenses, coming in the same line, that the

contribution of civil society is important in the development of the education process as it provides support and assistance in all fields to countries, individuals, and people who need help, also, as this contribution will affect directly the economic status of a country, there are institutions specialized in supporting education, health, and population, the goal is to finance the learning process and reduce financial burdens on countries that suffer poverty, this will lead to a dual synergy between education and the economy where experiences, cadres and elites in civil society institutions can contribute in the education reforming and address the problems in education through monitoring and rationalizing the education process, taking into account, the already available high experienced and professions present in the civil society institutions who can contribute in education reforming and concerning about accountability and raising awareness about it (Al-Hanawi et al., 2014, p.128), this was confirmed by the results of Shoura study (2007) which emphasized the role of community participation in developing education in Egypt after decentralizing the system of education as well as identifying the most important forms and methods of community participation in light of centralized education, In addition, the study of Yassin (2009) has emphasized the role of non-governmental organizations in supporting education in Jordan

According to the Yearbook of International Organizations, the number of international non-governmental organizations increased from (50) thousand in 2006 to more than (150) thousand in 2018 and civil society organizations have become a cornerstone in providing development assistance globally. Additionally, a report of the Organization for Economic Cooperation and Development has indicated that these organizations provide aid to an estimate of 65 billion US dollars until 2018 (World Bank, 2019).

Civil society institutions are essential for achieving progress and prosperity and activating real human development in universities (Al-Subaihi, 2010, p. 122). There is no doubt that participation of civil society in education reform can achieve the following education goals:

1. Better identification of education priorities and basic needs
2. Directing the central authority to benefit from the services provided by civil society institutions in education reform
3. Achieving community satisfaction and acceptance of the decisions taken by higher authority
4. Developing a sense of loyalty, belonging in the community, and supporting the values of voluntary participation.

As Jawhar and Juma (2010) revealed that community participation is an essential in supporting efforts to improve education, increase the effectiveness of educational institutions, and enables them to achieve their education function. This was confirmed by Chunlan (2006) study where non-governmental organizations have a role in the development of education in China, that was also agreed by the study of Al-Ajami (2007) and Selim (2005) which indicated that those who wish to reform and develop education, and solve their problems always look forward to build real participation with civil society institutions. This support may be materials such as building or renovating and maintaining universities, printing books, financing scientific research, building advanced curricula, developing school administration, improving the quality of students, or moral such as training and qualifying human cadres, and preparing them for their role. The support and assistance of civil society institutions is working to bring about the targeted reform of education. They also indicated the need to provide funding.

In response to the growing scientific and technological revolution in the modern world, the accompanying competition between people, the inevitability of educational reform and the adoption of educational institutions as a criterion for judging the quality of education have emerged partnership with its community institutions, especially civil society organizations, in order to develop and improve education and reduce the various and sustained problems it suffers, Building a mutual synergistic relationship between civil society in all its categories and institutions, in order to obtain their support and backup, because supports of civil society merge the private sector and the governmental sector, hence, this study aims at defining the role of civil society institutions in the educational reform process in Egypt, the obstacles faced to apply it in support of the educational planning process, serving the education process, and promoting the services of civil society institutions. The problem of the study was determined in the following question: What is the role of civil society institutions in reforming the education system in Egypt from the point of view of officials in Egypt?

**The importance of this study:** the importance of the study relies on that the subject of this study represents one of the current global trends in various countries of the world, which is represented in the call for the necessity of the participation of civil society institutions in the reform of university education, and this study can add something new

to scientific knowledge and scientific research in the field of community partnership between universities and civil society institutions in Egypt. The study has scientific importance in extrapolating its results in planning to improve and reform the university education system with the participation of civil society institutions.

### **Study goals:**

1. The first objective of this study: to determine the role of civil society institutions in reforming the university education system. A number of sub-goals emerge from this objective: -Determining the role of civil society organizations in developing university funding. -Determining the role of civil society organizations in enriching education curricula. -Determining the role of civil society organizations in developing the education environment. -Determining the role of civil society organizations in scientific research and decision-making.
2. The second objective of the study: to identify the obstacles facing civil society organizations in the role of reforming the university education system in Egypt in various fields.
3. Determining the essential differences between the average responses of the study community members towards the role of civil society institutions in reforming the university education system in Egypt due to the variables of gender, academic qualification, number of years of experience, and age.

### **Study Hypotheses:**

**The first hypothesis:** The role of civil society institutions in reforming the university education system is directly proportional to areas rich with education financing, education environment, curriculum enrichment, scientific research, and decision-making.

**The second hypothesis:** It is expected that the obstacles facing civil society organizations in performing their role in reforming the university education system in Egypt in various fields will be high.

**The third hypothesis:** It is expected that the views of community members (respondents) in determining the role of civil society institutions in reforming the university education system differ according to gender, educational qualification, number of years of experience, and age.

### **Theoretical approach:**

**a. The concept of reforming university education:** The linguistic meaning of reform in the Arabic language refers to the subject

(reform) and the verb (reconciliation) to something good, useful, or appropriate, and (peace) a goodness from which corruption has been removed (The Arabic Language Academy, 1990, p. 2225).

Education reforms can be defined as basic efforts and innovations that require legislative approval. Education- reforming takes two forms. The first is programmatic reform that focuses on reforming a specific program or curriculum, and the second is systemic reform and is linked to the reform of the education system as a whole, i.e. comprehensive education reform (Johar, 2002, 31).

**B. Role concept:** the concept of the procedural role in this study, the researcher intends the following: The actual efforts made by civil society organizations in trying to reform the university education system by comparing the expected roles played by these organizations towards the issues of education reform where the main objective of these efforts is to contribute to reforming university education system.

**C- The concept of civil society organizations:** civil society is defined as a group of free voluntary organizations that fill the public sphere between the family and the state to achieve the interests of its members, committed to the values and standards of respect, compromise, tolerance, and the proper management of diversity and conflict. (Ibrahim, 2009, p.10)

**D. Areas of civil sector participation in education:** the civil society plays an important role in supporting many sectors in education whether the financial or the moral sectors. This contribution is considered the most important collaboration between the civil and the educationsector these contributions could be:

1. Education investment: education achieves an economic return and the private sector may invest in education in several areas such as; media and literacy programs, student oriented- education softwares, constructing buildings according to the education standards, printing books and periodicals.
2. Providing study materials and supplies what companies or non-profit organizations can provide in support of the curriculum such as study materials in the form of tapes, programs, or books.
3. Introducing electronic technology: using various and multiple means of communications, providing laboratories, and free internet service.
4. Privatization of the educationservices: in education, privatization means cooperation between educationinstitutions and the civil sector in order to provide an opportunity for the private sector to



expand in the establishment of schools, institutes, universities, and research and training centers.

5. Donations in-cash or in-kind: this is what the education institution receives by either cash or in-kind donations from businesspersons, commercial institutions, or civil society institutions.
6. Incentive prizes and scholarships for students: incentive prizes are offered in competitions and following student activities. They include gifts, equipments, and trips. The aim of these incentive programs is to improve the quality of education and motivate students to read.

### Methodology:

**A: Type of study:** this study is considered one of the descriptive studies that aims to identify the role of civil society organizations in reforming the university education system. the study relied on sampling a number of workers in civil society organizations decision-makers in Egyptian universities.

**B: Fields of study:** the fields of study were determined as follows:

1. **Spatial field:** the spatial field of the current study occurred in Cairo Governorate, Egypt. The researcher selected a sample of civil society organizations and universities that provide services to students, as follows:

**Table (1) show spatial fields of this reserch**

organization name	
Masr El-Khair Association.	Faculty Members Club.
Social Professions Syndicate.	Canadian University.
Advanced Education Center.	Cairo University.
Civic Education Center.	Helwan University.
Ain-Shams University.	

- **The spatial field was chosen for the following reasons:** - The employees of those organizations welcomed to cooperate with the researcher in conducting his research. -These organizations provide programs that serve the education system. -The association between these programs and the issue of reforming the education system. - Availability of the study sample in those organizations. -Ease of collecting data and information and the compatibility of the objectives of these organizations with this study.

**2. The human sample:** provided using a purposive sample of workers in civil society organizations and a sample of workers in Egyptian universities who make decisions, so that the total sample becomes (96) and their data appears as follows

**Table (2)** human sample of this research

organization name	Number of employees	organization name	Number of employees
Masr El-Khair Association.	6	Faculty Members Club	11
Social Professions Syndicate.	8	Canadian University.	18
Advanced Education Center.	7	Cairo University.	15
Civic Education Center.	9	Helwan University.	10
Ain-Shams University.	12		

The oral consent of these respondents was taken when applying the study and they expressed their consent, distribution of the study sample shows 61.4% of the study samples are males while 38.6% are females. As well, 47 persons are above 40 years (49%) while 38 individual fall in the age range of 30-40 years (39.5%), and that 11 individuals are less than 30 years (11.5%). Regarding education level, 50 individuals have a bachelor degree with 52.1%, 40 individuals obtained postgraduate studies, a master's degree and a doctorate, with a percentage of (41.7%), finally, 8 persons obtained an average qualification at a rate of (8.4%). Years of experience reveal that 63 persons have more than 10 years of experience (65.6%), 24 persons have between 6 and 10 years of experience (25%) while 9 persons have less than 5 years of experience with a percentage (9.4%).

**3. Time domain:** Time that the researcher took in collecting data was from 1/3/2022 to 1/9/2022.

**D: Study tools:** the study objectives relied on one tool, which is a measurement form for workers in Egyptian universities and workers in civil society organizations.

The questionnaire included several dimensions related to the role of civil society organizations in reforming the university education system in Egypt. The researcher designed the questionnaire based on the theoretical framework, previous studies, and scientific theories; the following are presentation of the methods used for building the study tool: 1. Characteristics of the study sample. 2. The role of civil society organizations in reforming the university education system. 3. The obstacles facing civil society organizations in reforming the university education system, **the form's phrases were formulated taking into account the following:** A- The integrity of the linguistic formulation of the questions. B - Linking the questions to the content of the study.

C- Appropriate time taken to answer the form. D - Avoid gesture questions as much as possible.

- **Validity:** the researcher presented the study form to (10) arbitrators from the faculty members of the Faculty of Social Work, Helwan University, in order to judge the validity of the questions in the form.

**Table (3)** Statistical validity coefficients for a questionnaire form (n=10)

Dimensions	Dependent stability coefficient	self-honesty coefficient	Significance (2-tailed)
The stability of the employee questionnaire form as a whole.	Coefficient (Alpha-ronbach)	0.933	**
	Spearman-Brown equation.	0.949	**

\*\* Significant at (0.01)

\* Significant at (0.05)

**The previous table clearly shows** the values of the statistical validity coefficient of the employee questionnaire are high and acceptable and meet the purposes of the study.

- **The reliability of the tool:** The reliability of the tool was calculated using the stability coefficient (Alpha-Cronbach) for the estimated stability values to determine the role of civil society organizations in reforming the university education system through applying to a sample of respondents consisting of (12) individuals from the study sample and the results comes as shown in the following tabl,

**Table (4)** reliability results using the coefficient (Alpha - Cronbach) (n=12)

N	Dimensions	Coefficient(Alpha-cronbach)
1	The role of civil society organizations in reforming the university education system.	0.93
2	Obstacles facing civil society organizations in reforming the university education system.	0.89
<b>The level of stability of the form as a whole</b>		0.91

This level (0.91) is considered acceptable and the results obtained by the tool can be relied upon.

### Results:

**Table (5)** the role of civil society organizations in financing university education (n = 96)

N	Phrases	M	S.D.	P	Level
1	Providing financial support to universities to meet their needs.	2.47	0.61	69.4	High
2	Supporting faculty development centers in universities.	2.43	0.65	68.5	High
3	Printing education and awareness brochures for universities.	2.29	0.71	65.8	Middle
4	Establishing buildings to meet the state's needs of universities.	2.55	0.55	71	High
5	Supporting universities with promotional gifts for outstanding students.	2.63	0.52	72.5	High

N	Phrases	M	S.D.	P	Level
6	Development and maintenance of old buildings for universities.	2.55	0.55	71	High
7	Providing universities with security and public safety.	2.55	0.55	71	High
8	Providing support and infrastructure development required in the education institutions.	2.51	0.57	70.2	High
9	University books printing.	1.97	0.82	59.4	Middle
10	Providing universities with the means and equipment for people with disabilities.	2.51	0.57	70.2	High
Variable as a whole		<b>2.44</b>	<b>0.61</b>	<b>74.82</b>	High

**The results of the above table show that:** the contribution of civil society organizations in the field of financing university education shows that the support of universities with promotional gifts for outstanding students comes in the first rank, with a mean of (2.63) then come in the second rank both establishing buildings to meet the state's needs of universities and the development and maintenance of old buildings for universities and to provide universities with means of security and public safety, with a mean of (2.55) , and at the end of the order comes the printing of university books, with a mean of (1.97) and that the mean of the variable as a whole comes with a mean of (2.44) with a percentage of (74.82%) which is a high degree.

**Table (6)** the role of civil society organizations in the development of the educational environment (n = 96)

N	Phrases	M	S.D.	P	Level
1	Taking educational and recreational trips to create intimacy in the social environment.	2.34	0.58	66.9	Middle
2	Strengthening voluntary work in universities with human cadres.	2.33	0.62	66.7	Middle
3	Providing psychological and social care through group counseling for students and faculty members.	2.47	0.53	69.4	High
4	Providing universities with tools to help develop the education environment.	2.33	0.62	66.7	Middle
5	Strengthening voluntary work such as planting universities.	2.75	0.5	75	High
6	Conducting training courses for students on the application of traffic safety regulations and rules.	2.51	0.55	70.2	High
Variable as a whole		2.45	0.57	69.15	High

**The results of the above table show that:** the role of civil society organizations in the field of developing the education environment where it comes in the first rank to support voluntary work such as planting universities with a mean of (2.75) then comes in the second rank training courses for students on the application of traffic safety regulations and rules with an average of (2.51) and at the end of the ranking comes the provision of universities with tools that help in developing the educational environment and supporting voluntary work in universities with human cadres with a mean of (2.33) and that the arithmetic mean of the variable as a whole shows (2.46) by (69.15%) which is a high degree.

**Table (7)** shows the role of civil society organizations in enriching education curricula (n = 96)

N	Phrases	M	S.D.	P	Level
1	Producing audio-visual teaching aids to enrich education curricula.	2.26	0.56	65.2	Middle
2	Develop plans to discover talents and encourage them.	2.23	0.58	64.4	Middle
3	Supporting education programs to familiarize students with civil rights.	2.55	0.51	71	High
4	Enriching the curricula with activities that support the education environment.	2.33	0.55	66.7	Middle
5	Contribute to the formulation of university policies when developing or amending curricula.	2.07	0.62	61.5	Middle
6	Supporting awareness programs that impede the education process in universities.	2.6	0.5	72.1	High
7	Training faculty members on various skills.	2.14	0.6	62.7	Middle
8	Strengthening the strategic planning of educational curricula with expertise.	2.07	0.62	61.5	Middle
9	Implementation of workshops to reduce violence in universities.	2.58	0.51	71.7	High
Variable as a whole		2.31	0.56	66.3	Middle

**The results of the above table show that:** the role of civil society organizations in the field of enriching education curricula and supporting awareness programs that impede the education process in universities both come in the first rank with a mean of (2.60) then comes in the second rank the implementation of workshops to reduce violence in universities with an average of (2.58). At the end of the order, comes the contribution to the formulation of university policies when setting or modifying curricula with a mean (2.07) and the mean

of the variable as a whole is (2.32) with a rate of (66.3%) which is considered in the middle average.

**Table (8)** the role of civil society organizations in the field of scientific research and decision-making (n = 96)

N	Phrases	M	S.D.	P	Level
1	Institutions focus their programs on encouraging and supporting scientific research.	1.94	0.7	58.8	Middle
2	Work in civil society institutions is not financially feasible, so it is not necessary.	1.57	0.72	51.5	Low
3	Universities select the programs that civil society organizations may support as interference role in the learning and teaching process.	2.17	0.67	63.3	Middle
4	Participate in evaluating the education performance of the university in all fields.	2.13	0.68	62.5	Middle
5	Bringing experts and specialists to dialogue with faculty members and discuss their issues.	2.32	0.61	66.5	Middle
6	Providing scientific libraries to support scientific studies and research.	2.29	0.63	65.8	Middle
7	Civil society workers practice their work in universities and in the social front.	2.25	0.65	65	Middle
8	Organizing scientific conferences in various fields at home and abroad.	2.47	0.56	69.4	High
Variable as a whole:		<b>2.14</b>	<b>0.65</b>	<b>62.8</b>	Middle

**The results of the above table show that:** the role of civil society organizations in the field of financing university education shows the organization of scientific conferences in various fields at home and abroad comes in the first rank with a mean of (2.47) then comes in the second rank the recruitment of experts and specialists for dialogue with faculty members and discussing their issues and that with a mean (2.32). At the end of the order comes the work in civil society institutions that is not financially feasible and is not necessary, with a mean of (1.57). The mean of the variable as a whole shows a mean of (2.14) with a percentage of (62.8%) which is an average level.

**Table (9)** shows the order of the role of civil society organizations in reforming the higher education system (n = 96)

N	Phrases	M	S.D.	P	Level	Rank
1	Field of higher education financing.	2.44	0.61	74.82	High	1
2	Field of development of the education environment.	2.45	0.57	69.15	High	2
3	Field of enrichment of education curricula.	2.31	0.56	66.3	Middle	3

N	Phrases	M	S.D.	P	Level	Rank
4	Field of scientific research and decision-making.	2.14	0.65	62.8	Middle	4
Variable as a whole		2.34	0.60	66.8	High	

**The results of the above table show that:** Ranking the role of civil society organizations in the Field of higher education financing in the first rank with a mean of (2.44), in the second rank Field of development of the education environment with a mean of (2.45) and at the end of the ranking comes the field of scientific research and decision-making with a mean of (2.14) The mean of the variable as a whole has a mean of (2.34) and a standard deviation (0.61), with a percentage (66.8), which is a high percentage.

**Table (10)** shows the social obstacles that prevent the contribution of civil society to the reform of university education (n = 96)

N	Phrases	M	S.D.	P	Level
1	Customs and traditions limit the effectiveness of teamwork.	2.31	0.66	66.3	Middle
2	Fear of participation of community institutions in education reform.	2.27	0.69	65.4	Middle
3	Doubting the ability of civil society to reform education.	2.36	0.63	67.3	High
4	Ambiguity among workers in civil society institutions, in turn.	2.55	0.56	71	High
5	Individual management prevailing over civil society institutions.	2.6	0.53	72.1	High
Variable as a whole		2.42	0.61	68.4	High

**The results of the above table show that:** the most important social obstacles that prevent civil society organizations from playing their role in the field of education reform were the individual management dominates the civil society institutions in the first rank with a mean of (2.60) then comes in the second order the blurring of vision among workers in civil society institutions , in turn with a mean of (2.55), and at the end of the order comes the fear of the participation of community institutions in educational reform with a mean of (2.27) . The mean of the variable as a whole has a mean of (2.42) with a rate of (68.4%), which is a high percentage.

**Table (11)** shows the cultural obstacles that prevent the contribution of civil society to the reform of university education (n = 96)

N	Phrases	M	S.D.	P	Level
1	Low awareness of community members about the foundations of work in civil society institutions.	2.49	0.61	69.8	High
2	Low awareness in civil society institutions of education problems.	2.5	0.6	70	High
3	Weakness of officials' enthusiasm to participate in collective voluntary work.	2.6	0.54	72.1	High
Variable as a whole		2.53	0.58	70.6	High

**The results of the above table show that:** the most important culture obstacles that prevent civil society organizations from playing their role in the field of education reform as it comes in the first rank under the weak enthusiasm of officials to participate in collective voluntary work with a mean of (2.60) then comes in the second rank the low awareness in civil society institutions face education problems with a mean of (2.50) and at the end of the order comes the low awareness of community members about the foundations of work in civil society institutions with a mean of (2.49) , and that the mean of the variable as a whole is (2.53) by (70.6%) which is a high percentage.

**Table (12)** shows the economic obstacles that prevent the contribution of civil society to reform of university education (n = 96)

N	Phrases	M	S.D.	P	Level
1	Lack of stable funding sources for civil society institutions.	2.51	0.58	70.2	High
2	Individuals' reluctance to participate due to their low economic income.	2.52	0.56	70.4	High
3	The high prices of the material requirements necessary to contribute to solving contemporary education problems.	2.57	0.53	71.5	High
Variable as a whole		2.53	0.56	70.7	High

**The results of the above table show that:** the most important economic obstacles that prevent civil society organizations from playing their role in the field of education reform where high prices of the material requirements necessary to contribute to solve contemporary education problems comes in the first rank with a mean of (2.57) then comes in the second order the reluctance of individuals about participation due to their lack of economic income with a mean of (2.52) finally, at the end of the order comes the lack of fixed sources of funding for civil society institutions with a mean of (2.51), and that the mean of the variable as a whole is (2.53) by (70.7%) which is a high percentage.



**Table (13)** shows the order of the obstacles that prevent the participation of civil society in the reform of the university education system (n = 96)

N	Phrases	M	S.D.	P	Level	Rank
1	Cultural obstacles.	2.53	0.58	70.6	High	2
2	Social obstacles.	2.42	0.61	68.4	High	3
3	Economic obstacles.	2.53	0.56	70.7	High	1
Variable as a whole		2.49	0.58	69.9	High	

**The results of the above table show that:** the ranking of the obstacles that prevent civil society organizations from playing their role in the field of education reform where economic obstacles comes in the first rank with a mean of (2.53) then comes in the second rank the culture obstacles with a mean of (2.53) . In the third arrangement comes the social obstacles with a mean of (2.42), and the mean of the variable as a whole is (2.49) with a percentage of (69.9%) which is a high percentage.

**Table (14)** shows the difference in the respondents' viewpoints due to the variables (gender, educational qualification and years of experience (n = 96)

N	Gender	Frequencies	Mean	S.D.
1	a- Male.	59	2.44	0.61
2	B- Female.	37	2.39	0.69
N	Age	Frequencies	Mean	S.D.
1	a- less 30.	8	2.12	0.71
2	B- 30-40 years.	46	2.60	0.61
3	C- More than 40.	42	2.35	0.63
N	Educational level	Frequencies	Mean	S.D.
1	Middle Certification.	9	2.15	0.75
2	Higher education	24	2.45	0.70
3	Postgraduate studies.	63	2.62	0.63
N	Years of Experience	Frequencies	Mean	S.D.
1	Less than 5 years.	11	2.40	0.71
2	6-10 years.	38	2.55	0.67
3	More than 10 years	47	2.80	0.55

**The results of the above table show that:** there results shows a difference between gender average where males are 59 and females are only 39. The difference between the respondents' according to age shows a high frequency in age group above 40 years old. While those between 30-40 years with 46 individuals. Finally, 8 individuals belong to the age category younger than 30 years old. As well, the difference

between respondents regarding the education qualification shows high frequency among those with postgraduate studies followed by those have higher education and then those who obtained an average qualification , Finally, the difference according to the number of years of experience shows that those who have 10 years or more have the highest number(47) followed by those who have 6-10 years of experience (38), then finally who have Less than 5 years of experience are 11 individuals

### **Discussion:**

It is clear from the results of the study, especially with regard to the first assumed study hypothesis, that the level of the role of civil society institutions in reforming the university education system is expected to be high in the areas of education financing, the education environment, curriculum enrichment, scientific research, and decision-making, accordingly, the researcher attributes the reasons for the existence of this reality with a high degree to the role of civil society institutions in education reform only to funding education programs and education or voluntary work without their real contribution in changing decision making and their limited ambitions and their self-appreciation, Also, working to provide these institutions for financial funding for education programs and projects that primarily serve the education field in addition to the focus of these institutions on supporting scientific research and non-interference in decision-making in universities on the limited vision and ambition, and confining their interests to voluntary work to some extent, this confirms the validity of the first hypothesis of the study. Additionally, this results comes in the line with Yassin (2009) study, which emphasized that non-governmental organizations have an impact on the development process, this may be done through activating education programs for different age groups, changing the prevailing idea of accepting the presence of non-governmental organizations, improving and developing curricula and buildings, Yassin study has also mentioned the problem of lack of funding in supporting these institutions' development projects, however, the result of Al-Otaibi study (2009) disagree with our study results where it indicated that the reality of the private sector's contribution is weak in general, there is a high potential for the contribution of the private sector from the point of view of public education officials, and a weak possibility from the point of view of private sector officials.

As well, the results showed high mean of in the field of education financing with a percentage of (68.9%). Obviously, it has become a major contributor to universities in Egypt to reform education, via providing the appropriate material support; it no longer suffers from the lack of stable funding sources that enable universities to perform their role in the required manner. This study results disagree with Yassin's study (2009) which indicated that civil society institutions and non-governmental organizations could not be considered as a stable source of funding for universities to accomplish various education programs and projects.

In this study, civil society contributions showed with a percentage of 66.3, in the field of curriculum enrichment and with a 62.8% in the field of scientific research and decision-making, which are both, represent intermediate level. The results come in the same line with the results of Al-Otaibi study (2003), Al-Sarraf study (1994), and Al-Qurashi study (2011), where they concluded that the participation of civil society institutions is moderate degree in financing education projects, providing support in areas such as awarding prizes to outstanding students, or providing in-kind gifts to universities.

The results showed a contribution of civil society institutions with 69.15% in education environment. This contribution was in the form of; educational and reviving trips to create intimacy in the social environment, support volunteer work in universities with human cadres, and provide universities with tools that help in developing the education environment. According to researcher point of view, the reason for such weakness is that, it showed a lack of seriousness of universities in creating cooperation with the surrounding community as well as delaying in the development of education environment could render education reform. This is come in the line with Ibrahim (2006) study where the role of civil society institutions in achieving the goals of education for all (international experiences) resulted in a number of lessons learned such as improving the environment, considering education as a priority, and as a value for the role played by civil society institutions.

**Regarding the third hypothesis of the study;** Is it expected that the views of community members (respondents) in determining the role of civil society institutions in reforming the university education system differ according to gender, educational qualification, number of years of experience, and age?

Discussing the result related to the gender variable: the results showed that there are differences between the average responses of community members (researchers) about the role of civil society institutions in the education reform of universities in Egypt due to gender variable. Civil society in terms of regulations and laws and the view of the contribution of civil society institutions to education reform, which does not affect the outcome according to the gender of the respondent, as the educational system is subject to university officials and this is the reason for similar views towards the role of civil society institutions in the educational reform of universities in Egypt.

Discussing the result related to the education qualification variable: the result showed differences in the average response of community members (researchers) about the role of civil society institutions in university education reform in Egypt due to variability in education qualification. Career as well as work experience made the view somewhat similar, and therefore opinions about the role of civil society institutions in the education reform of universities in Egypt without the educational qualification variable having an impact.

Regarding the number of years of experience, the result also showed that there are differences in the average response of community members (researchers) to the role of civil society institutions in the education reform of universities in Egypt, and it is due to the variable number of years of experience. It could owe to the existence of a set of characteristics available in the university official or the decision-makers in civil society institutions whether it is old or new at work, and despite the presence of individual differences, working within a single organization framework makes the individuals look to deal with the surrounding community in a closer viewpoint.

Regarding the age variable, the result showed that there are differences in the average response of community members (respondents) about the role of civil society institutions in the education reform of universities in Egypt due to age variability. Civil society institutions in the reform of university education in Egypt are related to variables such as economic and social status and the impact of these institutions in the education process is reflected in different areas, hence the would be similarity of views regardless of the age variable, regarding the second hypothesis of the study, which states, it is expected that the obstacles facing civil society organizations in the

role of civil society organizations in reforming the university education system in Egypt in various fields will be high.

The results showed that 69.5% in the field of obstacles that affect the role of civil society institutions from the respondents' point of view, also, it was found that there are differences in the average responses according to gender, academic qualification, number of years of experience and age which could be attributed to the fact that all respondents work in one framework and are subjected to similar laws and regulations, also living in similar economic and political conditions, and due to the shortcomings of laws that can allow for cooperation and building bridges of trust between the government and civil society institutions, spreading cultural awareness that shows the importance of voluntary and collective work, and creating a real partnership that enables institutions to play the role entrusted to them in education reform.

Additionally, the axis of social obstacles showed high level with a percentage of (68.4%). Civil society, lack of coordination between it and universities, and fear of the participation of these institutions in education reform comprised the social axis obstacles, The axis of cultural obstacles showed high total degree with a percentage of (70.6%). Civil society, and lack of enthusiasm of officials to participate in collective voluntary work are among the obstacles, the economic obstacles axis showed high total degree with a percentage of (70.7%). The axis includes education programs that contributed to education reform, the rise in prices for the requirements needed to solve contemporary education problems, and the reluctance of community members to contribute due to the economic conditions in Egypt.

**Recommendation** :the need to build a positive relationship between universities and civil society institutions in Egypt requires a lot of effort, organized work, and organized planning based on declared systematic foundations supported by administrative decisions from higher authorities on both sides. Therefore, in the light of the results of this study, the researcher recommends the following:

1. Supporting scientific research and placing it as a top priority of the programs of civil society institutions.
2. Providing mechanisms for coordination between civil society institutions, NGOs, and universities in order to integrate work to achieve real education reform.

3. Issuing laws and adopting decisions that allow for joint cooperation between universities and civil society institutions in order to build a positive relationship between the governmental sector and civil society institutions.
4. Finding funding sources that enable civil society institutions to play their role in the education reform process.
5. Spreading cultural awareness in society and among individuals working in civil society institutions regarding the importance of voluntary work and building a real community partnership with universities.
6. Conducting future studies on the role of civil society institutions in various axes for education reform and developing proposals and solutions.

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