

Developing Non-Profit Sector's Participation in Funding Public Education in KSA in View of Global Experiences

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Abstract

This study aims to identify justifications for non-profit sector's participation in funding public education in KSA, and a review of global experiences in the field of non-profit sector participation in financing public education, and indicate how can avail of such experiences to improve non-profit sector's participation in funding public education in KSA. To achieve study objectives, the researchers used the documentary descriptive approach, literature reviews, scientific studies and websites that addresses non-profit sector's participation in funding public education and analyze its content. Study findings revealed that there were many justifications for non-profit sector's participation in funding public education i.e., external challenges of education regime such as globalization, world competitiveness, knowledge revolution, information and communication technology, transition towards market economics and knowledge-economics, and Covid-19 pandemic. On the other hand, the study findings revealed that there were many local challenges included but not limited to population, social and geographical challenges, and economic challenges such as dependence on public funding, Imbalance between capital expenditure and operational expenditure, poor annual cost efficiency of students. Furthermore, there are educational challenges such as low internal and external efficiency of public education. Study findings revealed also that the global experiences had long-established experience in providing public education services, the domains of funding differed and varied from State to State, from NPO to NPO, but intersects in many kinds of funding that can be utilized in developing Non-Profit Sector's Participation in funding public education through supporting and funding educational services and their support services. The study recommends to avail of the global experiences in developing the Non-Profit Sector's Participation in funding public education in KSA, and raise social awareness of Non-Profit-Sector's Participation in funding public education and highlighting its role in development via different mass media, and to develop rules and legalizations that enables establishing NPO specialized in public education.

Keywords: Non-Profit Sector - Funding Public Education.

Introduction:

The nations of the world are forging into cultural and civilian development and advancement in view of the third millennium, as a result of contemporary changes and the emergence of globalization and international competition. This has led States to develop their entire regimes, primarily the public education regime, due to its significant roles in education system and a prominent role in the development of society.

Funding education is an important perspective for any education system, as it is a driver of the efficiency of education, and the importance of education in any State is measured by the extent to which it is spent and funded; because education provides society with the economic forces that enable it to have access to its human, material and financial needs. Education will negatively be affected by poor funding especially in doing its essential tasks (Subaih, 2005). This imposes a particular challenge on shoulders of public education officials and

economists in order to use modern trends in funding education, to innovate appropriate alternatives and viable methods, and to pay further attention to the quality of education outputs (Al Thubiani, 2018).

Education must be perceived as responsibility of all member of the society as it is a social process, as well all society members and institutions ought to contribute to funding education, which should not be limited only to government but public, private and non-profit sectors as well. (Al-Otaibi, 2004; Abdulmoneim, 2009).

The participation of non-profit sector in funding education is a key pillar in supporting and improving the development process, as it contributes to closer ties and relationships between not only members of society and educational institutions, providing the necessary resources to help development of the education system and enabling it to cope with its issues as well (Alnonai, 2010). In connection, (Jawhar and Jumaah study 2010) has shown that the participation of the non-profit sector in funding educational process contributes to higher quality of education, increases the effectiveness of educational institutions and enables them to achieve their educational function, and helps to solve many issues that obstacles the education system to the achievement of high-quality education.

There are many relevant studies such as (Alwakeel, 2012; Abdulrafiq, 2018) have shown that the non-profit sector has a leading and prominent role in supporting the State in funding education, providing educational services such as building schools, providing educational aids, preparing human resources, strengthening educational supportive regimes, improving student achievement, and developing school performance similarly, Alwakeel Study (2012) confirmed that societies with a high rate of non-profit partnership in education have achieved higher levels of citizen satisfaction towards their communities, as an instrument to provide additional and diverse resources for education, thereby contributing to better output and enhancing the capacities of individuals to improve their lives and bring about the desired change.

While Kingdom of Saudi Arabia is moving towards strengthening the role of the non-profit

sector as a partner in spending on development fields, including education, and its role should extend beyond providing pastoral services to poor and marginalized groups. Among the strategic objectives of Saudi Arabia Vision 2030 are improving the effectiveness and efficiency of social services, including education, through delegating to the non-profit sector, strengthening its social responsibilities to support the Government's role in providing services to society, and raising the level of social solidarity (Cabinet, 2016, p.p. 19, 35).

Many conferences and forums, (including The Seventh Non-Profit Organizations Development Forum, 2017), recommend the engagement of Non-Profit Sector in education; emphasize NPO involvement in services delivery to the entire community institution, including education. The Development Dialogues Forum at its fifth session (2016) indicated that NPO must be shifted from pastoral work to development work, participate in the provision of services to the entire community institutions, including education, to be a partner in the development and it must extend beyond providing services to the poor and hard-core poor.

Accordingly, the prominence of studying non-profit sector's participation in funding Saudi public education in the light of global experiences has become urgent.

Research Problem:

Kingdom of Saudi Arabia has paid particular attention to public education, believing that its role can achieve comprehensive development, in its prominent place in the structure of the educational system and in its important and vital role in building the learner personality. Funding public education in KSA is mainly based on government funding, with a budget of \$185 billion for 2022, representing 19.3% of the total public budget (Ministry of Finance, 2022). Despite education higher expenditure ratio, Education faces a number of challenges that require increased expenditure to keep pace with developments and changes and catch up with the developed countries.

Relevant studies such as (Saegh, 2010; Alassiri, 2016, Albabtin, 2019, Aldamkh, Alotaibi and Albarqi, 2019; Alsolami and Alqahtani, 2019) have been referred to a number of challenges,

including but not limited to (Saudi Arabia geographical outreach, population growth, whereas growth reached an annual increment at (2.4%) According to the statistics of the General Bureau of Statistics (nd); increased social demand of education resulting from the increase in population, admission of Yemeni, Syrian and Permian community and thereby increased number of educational institutions, whereas schools number reaches 36,120 schools and 58,57641 students (Planning and Development Agency, 2020 b.) According to predictive projections for 2026, social demand for education will increase at (25.5%), as well as the number of students is expected to reach 8660000, in addition to the high cost of students, the cost of educational services, the lack of services available to students in government schools, the poor efficiency and adequacy of school buildings, the poor quality of qualification and training for principals and teachers, educational regime centralism, low quality and poor quality of outputs capable of catching up with global competition.

In the light of the challenges facing public education, alternative sources of funding need to be sought to meet the demands of increased educational expenditure. There are a number of related studies (such as Aljurawi, 2015; Alamri, 2016; Althubiani, 2018) emphasized the importance of the diversity of resources of public education funding by encouraging the participation of all Categories of society and institutions in funding education.

In view of the importance of the participation of the non-profit sector in funding education, Saudi Arabia Vision 2030 emphasizes the need to finding a formula community cooperation between educational institutions NPO in providing more innovative programs and activities to strengthen the educational partnership (Cabinet, 2016). The Strategic Plan of the Ministry of Education (2020-2030) also included an objective to promote the participation of NPO to develop and diversify the financial resources of education (Planning and Development Agency, 2020A). Among the possible initiatives of the Human Capacity Development Program (2021) were the revision, development and activation of the regulatory framework for the involvement of NPO in the provision of educational services, and the

promotion of investments of NPO in curricula, technology and innovation.

Despite the importance of the non-profit sector's participation in funding education, the reality of its participation in public education in KSA is weak, whereas survey results of King Khalid Foundation (2018) revealed poor activities of education and research activities provided by NPO at (1.20%), in addition to a marked decrease in the number of Services Activities Organizations such as Education (0.6%).

In view of the foregoing, the study problem can be identified in Developing Non-Profit Sector's Participation in Funding Public Education in KSA in View of Global Experiences.

Research Objectives:

The study objectives are as following:

- To identify the justifications for the participation of non-profit sector in the funding public education in Saudi Arabia.
- To review global experiences for the participation of non-profit sector in the funding public education.
- To identify the benefits from global experiences to enhance non-profit sector's participation in funding public education in Saudi Arabia.

Research Importance:

The importance of this study has to aspects:

I. Theoretical Importance:

- The importance of the study stems from the importance of its field that addresses funding education, which is a major perspective for the development and upgrading of education, and from the importance of its subject that addresses the non-profit sector's participation, which is considered one of the recent trends that advocates the need for community participation in education
- The importance of this study is highlighted by the fact that it is consistent with the objectives of Vision 2030 and the strategic objectives of the Ministry of Education, which emphasized the promotion of the participation of the non-profit sector in the provision of educational services.

- It is hoped that this study will add a scientific knowledge that contributes to the enrichment of the local library due to the lack of knowledge relevant to the participation of the non-profit sector in the funding public education.

II. Applied Importance:

- This study is important as it seeks to avail of global experiences in the participation of the non-profit sector in funding public education for the development of local practices.
- It is hoped that the findings and recommendations of the study will provide accurate and up-to-date information. This will help officials and decision makers in MOE and NPO make rational decisions and explore possible ways to develop the non-profit sector's participation in funding public education.
- This study is expected to open up new prospects for researchers to undertake further researches into aspects not covered by the study's limits.

Research Questions:

This study sought to answer the following questions:

1. What are the justifications for the participation of the non-profit sector in financing public education in the Kingdom of Saudi Arabia?
2. What are the global experiences in the participation of the non-profit sector in funding public education?
3. What are the benefits of global experiences in enhancing Non-Profit Sector's participation in funding public education in Saudi Arabia?

Study Limits:

This study is concluded within the following limits:

Substantive Limits: This study identifies only the reasons for the participation of non-profit sector in funding public education in KSA, the global experiences in participation of the non-profit sector in funding public education, and to indicate how can avail of such experiences to improve non-profit sector's participation in funding public education.

Spatial Limits: This study is limited to the public education in KSA.

Temporal Limits: This study is applied to the first semester of scholastic year 2021-2022.

Study Terminology:

non-profit Sector: the non-profit sector is defined as: "a group of organizations with five basic components i.e. formal, private, non-profit, self-governing and voluntary (Noman, 2011, p. 103).

The researchers practically define the non-profit sector as: Non-profit organizations including private associations and institutions supervised by the National Centre for the Development of the Non-Profit Sector, which are not profit from the provision of services, but rather for the public benefit of individuals and community institutions; the profits derived from their activities and services are not distributed to the founders and members of the foundation and association, but are invested in the expansion and development of activities and services.

Funding Education: Funding public education is defined as the whole financial resources allocated to education from the general budget of the State, or some other sources such as donations, student fees or domestic and foreign aid, are effectively managed with a view to achieving the objectives of education within a specified period of time (Al-Bahrani, 2014, p. 1).

The researchers practically define Funding Public Education as: The cash and non-cash resources provided by the non-profit sector in Saudi Arabia for public education under the supervision of The Ministry of Education, with the aim of sharing the costs of education with the State, and improving the quality and efficiency of provided educational services.

Theoretical Framework:

I. Funding Education:

Funding Education Concept:

There are several definitions of funding education, meanwhile literature has not agreed on a common and standard concept, owing to the

novelty of the economics of education, multiplicity of intellectual and philosophical trends of researchers, the diversity of areas of funding, as well as the diversity and multiplicity of sources of funding education.

Funding education is the administrative function of planning the budget for education and obtaining it from appropriate sources of funding to provide the financial requirements for the performance of the various activities, thereby contributing to the achievement of the objectives of these activities and balancing the opposing desires of the groups influencing the success and sustainability of the educational system (Azouz and Amer, 2009, p. 117).

Hariri (2014, p. 102) defined it as: All financial resources that the State can mobilize for the purposes of educational institutions.

Jowhar and Al-Basil (2015, p. 11) defined it as: How the State can create financial sources capable of fulfilling the needs of educational institutions in a manner that will enable them to achieve their educational, research, economic and social goals and objectives.

Al-Qahtani and Boutiba (2015, p. 53) defined it as: Provision and management of the necessary financial and in-kind resources for educational institutions; in order to enable them to carry out their assigned tasks and to resume their activities. This funding may be generated by the Government, the private sector or a third-party sector.

Joksu & Joksu (2015) defines it as: The total amount of funds, or funds allocated from public and private sector budgets for education.

Knight, Toenjes (2020) defines it as: Distribution and use of funds for educational services.

The foregoing illustrates the extent of disparity in the concept of funding education, where the concept expands and narrows to the extent that it covers the perspectives and sources of funding, with some definitions focusing on the economic perspective, which reflects financing as an economic function for the provision of funds for educational institutions, while others focus on the administrative perspective, which reflects funding as administrative functions that are concerned with how to manage and plan such funds for the efficient and effective

achievement of education objectives. Meanwhile, some definitions integrated economic and administrative perspectives, which is considered the broader concept of funding education, where funding is linked not only to the provision of funds but to how they are managed. It turns out that some definitions have focused on the diversity of sources of funding education and the involvement of the three sectors of society (government, private and non-profit) in funding education, while others have been limited to the main source of funding public education i.e., the Government. It is also clear that funding education is not limited to monetary (financial) resources, but includes non-monetary (in kind) resources as well.

In view of the above, funding education can be defined as: The provision of resources, whether monetary (financial) or non-monetary (in kind), to educational institutions from local sources of funding, consisting of the three sectors of society i.e. public, private and non-profit sectors- or tuition, or from external sources, and the efficient and effective management of these resources to achieve the objectives of the educational process and to improve quality of provided services.

Sources of funding education:

Funding education is characterized by diversity of its sources, which States use to operate the educational process and cover their educational expenditures. It varies depending on the economic and political regime and the philosophy of the society to which it belongs (Al-Otaibi, 2004). Sources of funding education are the bodies from whom the expenditures of education programs can be obtained (Al-Siali, 2020).

Sources of funding public education can be divided into basic sources i.e. (budget allocated to education, loans, and taxes for education) and secondary sources i.e. (local sources, self-sources, and external sources).

Basic Sources of Funding Education (Public Funding):

These are the sources on which public education institutions rely primarily for their financing, capital and current costs (Zahrani, 1438). Government funding includes the budget for education, loans and taxes for education, as follows:

Budget Dedicated to Education:

Governments in most countries of the world allocate certain amounts to State's public budget of education expenditure at all branches and levels. Government expenditure on education varies according to State funding policies, economic, social and political conditions and the administrative pattern of government administration (Al-Khalidi, 2008; Al Siali, 2020).

Loans:

States resort to loans as a means of obtaining revenue in the event that government revenues and other sources of financing fail to provide funding for education, and loans may be from external institutions such as international organizations or domestic institutions such as banks and large-size corporations. Many States do not prefer external loans as they are related to conditions that may conflict with or affect the decisions and directions of the State (Khalaf, 2006; Al Gamdi, 2006).

Taxes Allocated to Education:

In most countries, tax-derived funds are the primary source of funding education funding (Al-Rashdan, 2015), whereas some Governments impose taxes on certain social groups and sectors, such as income tax, property tax and sales taxes for account of educational institutions, through which educational programs are paid to (Al-Khalidi, 2008).

Secondary Sources:

Secondary sources mean the sources on which educational institutions rely on secondary basis to finance and cover their capital and current costs (Al-Zahrani, 2017). Secondary sources include self-sources, external sources and local sources (private sector, non-profit sector, funding by community members). The following are detailed explanations of these sources:

Self-Sources:

Many schools adopt self-financing method, within the productive school method (Adam, 2016), which involves the school investing its material and human resources and transforming them into sources of production, whereas financial sources are provided to finance certain educational services such as school feeding,

school transportation and maintenance (Aoun, 2010). This is adopted through various methods and means, including: activities, projects, productions provided by school personnel, products marketing, provision of services, rental of facilities and premises that may be provided by the school, income of consultancy services and training courses (Gilmore, 2013).

External Sources:

External sources include assistances and grants from States or international organizations (such as UNESCO, UNICEF, the World Bank and USAID) or regional assistances and grants from (Islamic Development Bank) to assist needy States to achieve their educational objectives and implementing the required educational reforms or implementing specific educational programs (Al Qahtani and Boutiba, 2015).

Such assistance may be provided in the form of financial or in-kind assistance and the technical assistances includes the provision of some teachers and professors by the donor States or some scholarships to study in a foreign country, it may be subject to special or unconditional conditions (Adam, 2016; Al-Khalidi, 2008; Al-Rashdan, 2015; Al-Siali, 2020; Azouz and Amer, 2009; Al-Qahtani and Boutiba, 2015).

Local Resources:

Local sources include all contributions of the local community including institutions, companies, bodies, associations and individuals to support education through provision of cash, in kind contributions, or providing physical efforts or creative ideas produced in a manner that is not inconsistent with the aims of the educational institution (Azouz and Amer, 2009; Al-Qahtani and Boutiba, 2015; Gulla, 2014).

Local sources can be divided into contributions from members of society, private sector and the non-profit sector, as follows:

Funding by community members:

It includes tuition fees in States that do not provide free education at all or some levels of education, as well as certain things for students such as furniture and teaching aids (Azouz and Amer, 2009). It includes also voluntary assistance provided by members of the community, such as material subsidies, donation of the land on which the school building is

established, full provision of the educational building with paying certain school expenditures or contribution to the teaching of certain lessons or recreational activities (Azouz and Amer, 2009; fassbett,2011).

Private sector:

The private sector has a high profile in many countries of the world, particularly developed countries, and according to this source; Some private companies and various enterprises that do not belong to public sector nor government bodies, finance education (Al-Siali, 2020; Azouz and Amer, 2009).

Public sector source has many aspects, including: Voluntary contributions and donations, where States encourage businessmen and private institutions to contribute to education by providing funds, equipment, building or land, and making private sector investment available in education through establishing schools and the provision of education (Haji, 2002; Azouz and Amer, 2009).

Among of positive aspects of private sector source is to reduce the financial burden on the Government; This means that the funds allocated to are directed to other sectors that the society need, as well as it contributes to raising the efficiency of internal and external education, and reduces resources waste i.e., repetition and dropout as a result of the student bears expenditures of education. This also makes students keener to make good use of educational requirements and to choose the best kind of education that corresponds to his/her aspirations and possibilities (Al Maliki, 2013), in addition to providing highly competitive educational services (tang, 2008).

On the other hand, this source of funding puts material obstacles for individuals with low incomes to obtain or resume education. Furthermore, the fact that education is subject to commercial standards can sometimes lead to a low-quality education (Al-Maliki, 2013). The primary purpose of private enterprises is to maximize profits, therefore. The Government must therefore strengthen control over the provision of educational services by the private sector (tang, 2008).

Non-Profit Sector:

The Non-Profit Sector is one of the oldest types of funding sources for education in human history, whereas “Waqf” Endowment Authority, NGOs and charities are funding education (Madkur, 2009).

Tang (2008) perceives that the non-profit sector as one of the most important sources of funding for education in most countries of the world, as non-profit sector organizations provide funds and resources for education and rendering educational services, either by volunteerism or using the market mechanism (allocation) to provide educational services.

The non-profit sector takes multiple forms and shapes in funding education, as it provides financial and in-kind assistance, such as textbooks and educational supplies including but not limited to computers and other devices, expanding schools establishment, and providing technical support to school personnel through their rehabilitation and training (Ahando, 2016).

Non-profit sector’s participation in funding education is typified by the fact that it makes up for government failures, whereas the Government alone cannot meet the educational needs of all citizens with limited resources. It also makes up for failures of the private sector, contributes to increasing educational resources, reduces the cost of providing educational services, and diversifies educational services to meet the various needs of the learners (Tang, 2008).

Indeed, there are different methods and sources of funding education. Whatever method of financing is adopted in any society, in view of the challenges to education and the concomitant increase of educational expenditures, diversification of funding sources becomes urgent and a strategic requirement, as all members and institutions of society must co-finance and support the educational process (Al-Otaibi, 2004).

Non-Profit Sector:

Any society is based on three sectors: public sector, non-profit sector and private sector. The non-profit sector is one of the fundamental pillars of contemporary societies. Social, economic and political transformations and changes that the world has witnessed in the

recent decades have led to increased interest in NPO as an important part of the fabric of social construction, and their role in the development of society, as it plays a prominent role in economic support and development through its contributions in educational services provision.

Non-profit Sector Concept:

There are different concepts that examined the non-profit sector, given the different disciplines, intellectual perspective and scientific backgrounds of researchers, perspectives and philosophical schools diversity that examined the non-profit sector, as well as the diversity of activities, fields and components of the sector, some of which are as follows:

A study of the comparative research project in the non-profit sector at Johns Hopkins University in USA, defines the non-profit sector as: a group of an institutional nature, independent of government, non-profit, self-governing and volunteer nature organizations. This definition is a universal and standard definition of the non-profit sector, as it is defined according to the structural and operational perspective, which focuses on the basic structure and operations of the sector, not on the purpose of the sector, its sources of income, or its legal form as stipulated under State law (Salamon, Anheier, 1992).

Eden (2012) considers that the non-profit sector is an official organization, separated from the State regime, as well as a charity that is not allowed to share profits that has independent decision-making mechanisms for the groups they support.

In addition, Collins Dictionary (nd) defines non-profit sector as a non-commercial entity or non-profit institution dedicated to promoting a particular social cause or advocating an economic common opinion as it is an organization that uses its excess revenue to achieve its ultimate objective rather than distributing its income to shareholders, members or leaders. Non-profit organizations are tax-free, in the sense that they do not pay income tax on the fund they receive for their organizations.

Zaid (2020, p. 35) defined it as: a self-initiated sector that is formally organized, subject to accountability and good governance, undertakes public responsibilities, uses resources in a sustainable manner, relies on self-financing by

both its members and contributions from ordinary people, thus ensuring its independence in decision-making and adopting a democratic and equitable approach to its work and the way in which it wishes to see society.

The aforementioned definitions reveals that some concepts have addressed the sector in terms of economic perspective, focusing on sources of financing and the use profits revenues, meanwhile some on which focus on the political perspective in terms of the relationship between government and the non-profit sector, and the regulatory and supervisory role of government vis-à-vis the sector. On the other hand, some definitions focus on the functional perspective in terms of the purposes and activities of the non-profit sector. Despite this diversity of perspectives and the views of researchers, they have not reached the boundaries of division, but rather have much in common in the characteristics of the non-profit sector.

According to the above, the non-profit sector can be defined as: A group of organizations of legal entity, financially and administratively independent, founded and administered by members of society on a voluntary basis, with the aim of providing services and goods depending on their activity and scope. The earnings derived from its activities are not distributed to the founders nor members of the organization, but are invested in the development of the organization and the expansion of its activities.

Non-Profit Sector Functions:

The Non-Profit Sector has a range of important functions and roles in society and relies on two complementary methods in workflow, (Hijazi, 2013; Al-Melhem, 2004) as follows:

- **Functional Methodology.** According to this methodology, non-profit sector organizations perform pastoral care service functions by providing basic services such as food, drinking, clothing, housing and health care to needy persons, as well as assisting and providing them with specific vocational skills and experience through training and rehabilitation in order to rely on themselves to get employed and then support themselves and their families.
- **Structural Methodology:** According to this methodology, non-profit sector organizations

perform developmental functions through accomplishing effective development projects that contribute to the social and political transformation of society.

NPOs Areas of Activities:

The activities and areas of work of NPOs are varied, owing to the expansion of the social field. International Classification of Nonprofit Organizations (ICNPO) has identified those activities as follows: (Salamon, Anheier, 1996):

- **Culture and Entertainment:** Organizations with activities in the areas of culture and recreation.
- **Education and Research:** Organizations that provide and support public, higher and vocational education, continuing education, adult education, kindergartens and scientific research.
- **Health:** organizations that are active in the areas of health, general and specialized health care, health care management and support services.
- **Social Services:** Organizations that provide social and humanitarian services to a society or a segment thereof.
- **Environment:** organizations that support and provide services for environmental conservation and pollution control, environmental and health education, animal protection and protection of natural resources and wildlife, and so on.
- **Environment & Housing:** Organizations that support services related to the socio-economic improvement and development of societies.
- **Law, Advocacy and Politics:** Organizations and groups that protect and promote civil rights, defend social and political interests of society at large or private groups, provide legal services and promote public safety.
- **Charity Support Organization:** Associations, bodies and organizations concerned with charitable work and fundraising for various purposes.
- **International Activities:** Organizations that promote cross-cultural understanding among peoples from different countries and historical backgrounds, as well as those that provide emergency relief and promote development and well-being abroad.
- **Religion:** Organizations and bodies that promote religious beliefs and the practice of

worship such as mosques, churches, temples, etc.

- **Professional Associations and Unions and Businessmen Associations:** Organizations that regulate and protect commercial, professional and labor interests.
- **Not otherwise classified.**

The aforementioned indicates that there are different areas of activity of the non-profit sector, covering a wide range of development, service, rights and other issues in contemporary societies.

Literature Reviews:

Following the review of literatures, a number of studies have been drawn up relating to the subject matter from which the current study has benefited. Studies have chronically ordered from the oldest to the most recent, and comments have been made on literatures, showing similarities and differences in comparison with the current study, unique aspects of this study, and aspects of availing of the previous studies.

Berkovich & Jonathan (2012): “Third Sector Participation in Public Education: Israel Case”. This study aims to identify the role of the third sector in public education of Israel. The study adopted the qualitative approach (Case Study). The study used interviews and documents as study tools to collate data, whereas (10) leaders of the third sector working in education system of Israel were interviewed, and then the study analyzed documents of four non-governmental organizations. The most significant findings of the study revealed that the non-governmental organizations played a significant role and contribution to the public education system of Israel in terms of providing training to teachers and enrichment of curricula.

Al Bassel and Jumaah (2015): "Planning to invest Islamic Waqf “Endowment” Funds in Improving Funding Education in Egypt." This study aims to identify the role of Waqf “Endowment” in improving funding education, to identify the main challenges facing them, and to highlight examples of global contributions to the investment of charitable voluntary funds in improving the quality and quantity of educational opportunities. The study adopted the documentary descriptive and historical

approaches. The researchers interviewed 15 experts and specialists in Islamic Waqf and highlighted their role in improving funding education. The study used the interview and documentation as tools to collate data. The most significant findings of the study revealed that the actual investment of the funds of the Islamic Waqf in funding of education was poor. One of the main constraints is poor awareness of the importance of Waqf in funding education and its role is limited to religious and pastoral purposes. The study provided certain proposals to activate the role of Islamic Waqf in funding education, However, the most important proposals are as follows: to support and stimulate the participation of those who participate in the educational process, promote a culture of awareness of the importance of Islamic Waqf in funding education, and to prepare a strategic plan for effective investment of such funds within an investment development education framework.

Rasoleian & Mansoori (2015): “The Role of School-Building Donors in Funding Education: Case Study”. This study aims to identify the role of school-building donors in funding education in West Azerbaijan. The study adopted survey descriptive approach. The study population includes all directors and deputy directors of Education Bureaus in West Azerbaijan totaling (144) individuals. The study used the questionnaire as study tool to collate data. The most significant findings of the study that there was a positive role for monetary contributions and those from donors to funding education, which contributed to reducing the financial problems of education and building schools in a better manner. Strengthening motivations for good and altruism also created more incentives for donors to build school.

Hussein (2016): “The Role of Civil Society Organizations in Improving Public Education Quality: An Analytical Prospective”. This study aims to identify the role of civil society organizations in improving public education quality in view of accreditation and quality standards of NAQAAE. The study adopted documentary descriptive approach, and used literatures, official reports and accreditation and quality standards list as study tools. The most important finding of the study: the Civil Society Organizations played significant roles in improving public education

quality, its main roles in the light of Quality and Accreditation Standards include providing material support for education, training teachers, caring for gifted students, providing educational activities and combating dropout and illiteracy among students.

Changamire (2017): “Literature Reviews on Funding Education by The Civil Society Organizations” Zimbabwe as a Model”. This study aims to identify the challenges of funding education in Zimbabwe and to analyze current models and policies that address education financing issues in low-resource and developed countries that have relied on civil society as one of the sources of funding for education financing development in Zimbabwe. This study adopted the documentary descriptive approach. The study used documents analysis as study tool, whereas the researcher analyzed (30) documents including articles and scientific papers. The most significant finding was that Zimbabwe's education sector was underfunded, resulting in students drop-out. The literatures analysis showed that there were three funding models: the Civil Society, Government, and Integration between the Civil Society and Government; meanwhile the integration between government and the Civil Society is most helpful in funding education.

Domiter & Marciszewska (2017): “The Role of NPOs in Educating Teachers: Case Study”. This study aims to identify the role of non-profit organizations in the process of vocational training of teachers in Lower Silesian Voivodeship. The study adopted the descriptive approach (Case Study. The study used interviews, observations, documents analysis as tools to collate data, where documents of one NPO were observed and analyzed in Lower Silesian Voivodeship. The most important findings were that NPOs had a role to play in providing additional education and vocational training to teachers, contributing to raising the professional development of teachers by preparing them for teaching, upgrading their educational competence, providing them with technical knowledge and skills, and raising their scientific qualifications.

Masoud (2017): “The Role of Civil Society Organizations in The Development of Curricula and Improvement of Instruction Methods in The West Bank”. This study aims to identify the role of The Civil Society

Organizations in reforming curricula and improving instruction methods, and identify the constraints that limit their role. The study adopted the survey descriptive approach. The study sample included (128) staff members working in The Civil Society Organizations in The West Bank. The researcher interviewed (9) officials in MOE and those working in The Civil Society Organizations. The study used the questionnaire and the interview as study tools to collate data. The most important findings were that the degree to which The Civil Society Organizations played their role in developing educational tools, educational environment, student development and awareness, training teachers, educational policymaking and activating community partnership was high; that the degree of developing educational content, curricula and instruction methods was intermediate. The most prominent constraints facing The Civil Society Organizations is Financing and its Sustainability.

Ahmed & Eisawi & Hussein (2019): Determinants of The Educational Role of Community Associations: An Analytical Study and Future Prospective". This study aims to identify the educational role of community associations, and to develop a future prospective to active its role in Egypt. The study adopted the documentary descriptive approach. The study used the documentations as tool to collate data. The most significant results were that the Community Associations played educational roles, including but not limited to training teachers, developing schools and providing awareness-raising programs.

Commentary on the Previous Studies:

The above literature reviews revealed that Arabic and foreign studies in general dealt with various names that are synonymous of the non-profit sector such as civil society organizations, the third sector, and non-governmental organizations, and the difference in naming them are due to the nomination of this sector in those countries. Some studies examined one of the non-profit sector institutions, either private institutions, civil society associations, endowments, or donor institutions. Some studies also examined the role of the sector or one of its institutions in funding public education or domains in which the non-profit sector can

finance and provide them with educational services.

The current study is similar to (Al Bassel and Jumaah 2015) and (Changamire, 2017) in terms of the study objective i.e., identifying the global experiences in the participation of the non-profit sector in the funding education. On the other hand, the current study is similar to most previous studies in terms of study approach; as this study adopted the descriptive approach, and interferes with some studies in the use of the documentary analytical approach such as Al Bassel and Jumaah 2015), (Hussein 2016), (Ahmed & Eisawi & Hussein 2019), and (Changamire, 2017). The current study is similar to the (Hussein 2016), (Atia 2017), (Changamire, 2017), and (Ahmed & Eisawi & Hussein 2019) in terms of adopting documentations as study tool. In addition, the current study interferes with (Berkovich & Jonathan,2012) & Al Bassel and Jumaah (2015) & (Domiter & Marciszewska, 2017) in terms of using documentations as study tool to collate data.

The current study differs from all previous studies in terms of two main objectives: The reason of non-profit sector's participation in funding public education and the avail of global experience in developing the non-profit sector's participation in funding public education in Saudi Arabia. On the other hand, the current study differs from the (Berkovich & Jonathan,2012) & (Domiter & Marciszewska, 2017) in terms of their use of case study approach, as well as it differs from (Rasoleian & Mansoori, 2015) & (Masoud 2017), which used survey approach. In addition, the current study differs from (Rasoleian & Mansoori, 2015), which used the questionnaire as study tool, and (Masoud 2017), which used the questionnaire and interview as tools to collate data.

The present study is uniquely different from previous studies in terms of its spatial dimension, whereas this present study is the first, to the best knowledge of both researchers, local study in terms of examining the development the non-profit sector's participation in funding public education in KSA. particularly, the present study was applied after the issuance of document of Saudi Arabia Vision 2030, which emphasized the importance of care and attention to non-profit sector as one of the most important sectors in KSA, and made

it a strategic partner of the government in the development process, particularly in the field of education, and its role must not be limited to the pastoral works.

The present study has availed of previous studies in elaborating study problem, formulating its questions and objectives, building the conceptual framework, selecting study approach, and discussing the findings of the current study and comparing them with the findings of the previous studies in terms of similarities and divergences, thereby supporting the study findings.

Study Methodology (Approach):

Based on study problem, objectives and questions and the data to be obtained, the appropriate methodology of this study is the documentary descriptive approach, which is defined by Al-Asaf (2012, p. 92) as: "Careful and accurate collection of records and available documents relevant to the subject matter of the search problem and subsequent comprehensive analysis of its contents with a view to infer evidences and proofs relevant to the research problem that demonstrates the answer to the research questions." The researchers used this approach to collect study literature and websites that addressed non-profit sector's participation in funding public education and global experiences, and comprehensive analysis of its contents with a view to concluding research problem-related-evidences and information to answer the study questions.

Reviewing and Discussing Findings:

This part examines review and discussion of study findings, ordered by questions, as follows:

First Question Answer: What justifies the non-profit sector's participation in funding public education in Kingdom of Saudi Arabia?

To answer this question, the theoretical literatures, studies, researches, books and websites on funding public education have been reviewed and analyzed with a view to determining the reasons for the participation of the non-profit sector in funding public education in KSA. It is clear that public education in Saudi

Arabia faces many challenges in previous years, in addition to the renewed challenges posed by the rapid nature of changes globally in various fields, which have a significant impact on the education system. This requires redoubling MOE's efforts, mobilizing financial resources and engaging the non-profit sector in funding public education to meet these challenges and reduce their impact. These can be grouped into external and domestic challenges as follows:

External Challenges:

Globalization:

The trend towards globalization has led to imposing new mechanisms and systems affecting the spheres of life, which in turn have affected educational systems in terms of funding, management, quality of performance and quality of output of educational institutions (Zairi, 2005; Al-Zoabi, 2009). In light trending towards globalization, the educational system in Saudi Arabia must be developed to be more effective in dealing with the opportunities and challenges of globalization through building qualified national cadres equipped with the requisite skills, values and trends (Ministry of Education, 2013).

Global Competitiveness:

Engagement in competitiveness with educational institutions depends on preparation of students equipped with skills needed for international competition, which requires the development and raising quality of of Saudi education (Ministry of Education, 2013). This requires to mobilize adequate financial resources.

Knowledge Revolution & Information and Telecommunication Technology:

In the light of technological developments in various aspects of life, it has become necessary to increase the resources required to provide educational institutions with modern technologies including equipment, laboratories and IT networks, develop curricula and use modern learning aids such as computers and Internet and the consequent large-scale spending of money to keep pace with global progress (Abdu Rabbu, 2013, Al-Harbi, 2017).

Transition towards Market Economics

Recent economic developments based on market economics and free competition have changed some concepts of education in terms of State's absolute responsibility for education; and the need for the participation of sectors of civil society and share responsibilities of education (Fahmi, 2000).

Transition towards Knowledge-Economy

The world has recently turned to a new pattern of economics based on human capital investment, which differs from the traditional economy based on the use of natural resources (Bragi and Al-Zain, 2017). The Organization for Cooperation and Development (OECD) has identified the knowledge-based economy as a non-inflationary economic growth through public expenditures rationalization, increased allocations to knowledge, particularly in education, research and development, and reliance on human capital through the development of knowledge pillars, the most important of which is education, to ensure that global changes and developments are kept pace (Al-Ghonaim, 2017).

Coronavirus Pandemic (Covid-19)

In view of global pandemic (Covid-1999), which has affected every aspect of life, educational institutions have been forced to switch to distance learning, using Internet, smartphones and computers to communicate with students to ensure the workflow of teaching and learning process (Yulia, 2020). In the light of this transformation, education is facing unprecedented challenges; This requires strengthening financial resources of education and activating the participation of community institutions to raise quality of school learning environments, redesigning curricula and mechanisms for teaching, learning and evaluation in line with digital and distance learning, focusing on supporting innovation processes in education, and providing more technical and technological support to school education systems (The Regional Center of Quality and Excellence in Education RCQE, 2020).

There is need to more support, despite the efforts made for educational process sustainability in KSA. Minister of Education, at the twenty-fifth session of the General Virtual Conference of the Arab Organization for Education, Culture and Science (ALECSO), stressed that Covid-19

pandemic requires building new trends and a move towards broader technical perspective in distance learning in order for sustainable flow of educational science (Ministry of Education, 2020).

Domestic Challenges:

Population and Social Challenges:

Saudi Arabia is experiencing a steady increase in social demand for education because Saudi Arabia is still committed to provide free education and the principle of equal opportunity in education (Al-Faiz, 2011). in addition to the ever-increasing population and the consequent increase in enrolments in general education, and an increased demand to educational services (Al-Harbi, 2017; Al-Maliki, 2013). The annual population increase in KSA over the previous six years was 2.4%. (General Authority for Statistics, n.d). The huge population growth has been accompanied by growth in student numbers and the number of schools to accommodate them. The proportion of rented buildings school was (23.3%) for 2019, despite the massive expansion and continued establishment of schools in KSA to cope with the increased number of students, (Ministry of Education, 2019).

A number of related studies, such as (Al-Thubiani, 2018; Al-Shami, 2018; Al-Qahtani, 2008) assert that the increased population and thereby increased number of students enrolled in public education schools pose a major challenge on shoulders of Ministry of Education to provide the educational expenditures needed to meet this growth and the consequent need to expand the number of schools and to employ the corresponding educational staff for teaching them and provide learning supplies, which would force MOE to seek alternatives for funding education and allow participation of other sectors.

On the other hand, the change in the social system that has come to keep pace with scientific and technical developments and is looking for a distinct education and considers that the current status of education provided by public schools is not appropriate in terms of the quality of provided services reflected in the quality of its output (Al-Faiz, 2011). This calls

for opening space for non-profit sector and private sector to provide community education.

Geographic Challenges:

Kingdom of Saudi Arabia extends over a wide geographical area with a wide variety of terrain, with small groups of people are scattered in hamlets and villages, as well as population density in some regions. This poses a major challenge to the State in providing better educational services and subsequent high costs for delivering these services (Ministry of Education, 2015). In the same vein, Ministry of Education (2019) has revealed that financial challenges to education include but not limited to problem of small-size schools, community pressures in villages and hamlets. These schools embrace 90 students or less representing for about 25% of total schools. This raises student's educational cost and increased the proportion of teachers to students (Ministry of Education, 2015).

Economic Challenges:

The economic challenges facing education include dependence on government funding, the imbalance between capital and operational expenditure and the low annual student cost efficiency, as follows:

Dependence on Government Funding:

Funding public education is based on one source i.e. state budget allocation (Al-Thubiani, 2018). As a result of reliance on government funding, public education faces several financial challenges, including limited financial allocations for school transportation, security and safety, operation, maintenance and hygiene, as well as limited support and care for talented students. According to statistics from the Ministry of Education, there are 58,378 talented students in public schools.

Ministry of Education has provided many welfare programs and projects for talented people for total beneficiaries (45,093) students. This demonstrates the financial need to provide care for 13,285 talented students whom MOE has not been able to provide with the necessary care and support. In addition to the limited services provided to students with disabilities as a result of the high cost of educational and supportive services, it is necessary to open up investment for the expansion of early childhood

programs for the inclusion of early intervention services to reduce disabilities development at an early age, and to move towards education and comprehensive integration programs in schools (Ministry of Education, 2019; Planning and Development Agency, 202 A).

Imbalance between Capital and Operational Expenditure

The challenges of funding public education in Saudi Arabia includes balancing capital and operational expenditures, whereas capital expenditure is very low at (2%) compared to 8% in OECD (Ministry of Education, 2018). In 2019, total capital expenditures were 1.28% of total expenditures compared to (98.72%) of total operational expenditures. In addition, (92%) of operational expenditures represents the expenditures relating to employee compensation including stipends, allowances, EOS bonus, leaves compensation and medical insurance for employees outside KSA, in addition to annual rewards (Ministry of Education, 2019; Planning and Development Agency, 202 A).

Poor Efficiency of Student's Annual Cost:

Ministry of Education (2018) has asserted that one of the challenges facing education in Saudi Arabia is the poor efficiency of the student's annual cost, as it costs 25,000 SAR per year compared to 36,000 SAR per year in OECD.

Educational Challenges:

Low Internal Efficiency of Public Education:

There are many indications and studies show reduced quantitative internal efficiency in public education. (Al-Harabi, 2017) asserted the poor internal efficiency of the educational system in KSA in terms of the student length stay at one stage and the educational waste of failure and drop-out. In the same vein, (Al-Humaid 2018) asserted higher rate of repetition and drop-out, whereas repetition rates were (105916) in 2016 and reached (216455) in 2018, and drop-out rates were (15904) in 2016 and reached (20618) in 2018.

On the other hand, many international indicators emphasize poor internal efficiency in public

education. According to the Human Development Index of the United Nations Development Programme (UNDP) for 2020, the expected length of public education in KSA is (16) years. This indicates that there is a gap of 4 years of schooling (United Nations Development Programme, 2020). According to indicators of sustainable development issued by UNESCO, the completion rate of primary level in 2019 was (93.5%), intermediate level was (94.4%) and the secondary level was (93.3%) indicating drop-out among students in public education (Ministry of Education, 2019).

Poor quantitative internal efficiency in Saudi public education i.e., student failure, repetition and school drop-out, reflects economic waste in terms that the student stays at the school level more than planned, and the lack of opportunity for new students; This increases their numbers and consequently affects the cost of the educational unit (Al Juraiwi, 2015).

On the other hand, there are many signs of reduced internal qualitative efficiency in public education in KSA. Among them are the poor results of the students in international tests. In (Timss test), it is an abbreviation of "Trends of the International Mathematics and Science Studies", This study is carried out by the International Society for the Evaluation of Educational Achievement, that aims to measure students' aptitudes in science and mathematics skills for grades 4 and 8. Timss results for 2019 were for the fourth primary graders (402) in science, (398) in mathematics, eighth graders were (431) in science, and (394) in mathematics (international association for the evaluation of educational achievement IEA,2019). For (PIRLS) test, which is an abbreviation of (progress in international reading literacy study), this study is carried out by The International Society for the Evaluation of Educational Achievement, that targets the fourth primary grade in Arabic Language and English Language, whereas Saudi Arabia ranked (44) with average scores of students (430) (IEA, 2016).

(PISA Test) which refers to (Program for international student assessment) the International Program for Student Assessment in Reading, Mathematics and Science, of OECD, which targets 15-year-old age group corresponding to the third middle grade in reading, mathematics and science. Saudi Arabia

participated in 2018 in PISA test and the students' scores average was (373) in Mathematics, (368) in Science, and (399) in Reading (organization for economic cooperation and development OECD, 2018).

On the other hand, the poor student results in the national tests emphasize lower quality of internal efficiency. Ministry of Education's achievement tests for measuring cognitive acquisition targeting the third primary graders in reading subject, and the sixth and ninth graders in reading, science and mathematics subjects, have revealed lower achievement results (Ministry of Education, 2019). ETEC (2018) revealed poor results of national tests on student performance among fourth and ninth graders in Mathematics and Science subjects, which were implemented in 2018.

The Intergenerational Equity Report of King Khalid Foundation (2010) noted that despite unlimited expenditures on education, Saudi Arabia is lagging behind in education quality outputs indicators. The amounts of financial losses resulting from declined quality of education in KSA is estimated at SAR 67 billion per year.

The document of Human Capacity Development Programme (2021) noted that the challenges facing public education include limited specialties in public and vocational secondary schools, instruction methods are based on traditional teaching methods i.e., memorization and indoctrination; limited focus on extracurricular activities, whereas participation was (15%); limited focus on orientation towards learning science, engineering and mathematics (29%), foreign languages (11%) versus religion (26%); limited exploration of talented students and persons with disabilities and programmes offered to them; limited linkage between teachers' job performance evaluation to their students achievement quality; complexity of education system governance, lower participation of parents compared to benchmarks, whereas only 39% of students' parents who discuss their children's achievement progress with their teachers; lack of vocational guidance services to guide students towards employment whereas most high school graduates resume higher education rather than vocational education.

Low External Efficiency of Public Education:

The challenges facing MOE includes but not limited to poor alignment of education output with the labor market, in terms that 80% of graduates study theoretical and literary disciplines that are not matched to the requirements of the labor market (Ministry of Education, 2019). In addition, students postpone university degree completion postsecondary, whereas only 14% of (20-24) age group receive postsecondary degrees compared to (30%) in standard-comparable countries (Ministry of Education, 2018). An indication of poor external efficiency of public education is the approval by universities of the preparatory year, the completion of which is a requirement for completion of studies on different tracks in order to improve the output of general education and prepare students for higher education (Al-Otaibi, 2014); as well as the approval of various aptitude tests for high school students, such as achievement test, aptitude test, to bridge the gap between poor outputs of public education and higher education requirements (Al-Ruwais, 2017).

Second Question Answer: What are the global experiences in the participation of the non-profit sector in funding public education?

To answer this question, the researchers have analyzed the scientific references, sources and research on the most important global experiences in the area of non-profit sector participation in funding public education. Three global experiences have been selected: Singapore, Finnish and French experiences, for several reasons, including: The efficiency of the non-profit sector in these countries and its contribution to economic and social development, particularly in the area of public education, as these countries have reached advanced scores in Global Philanthropy Environment Index around the world, of The Lilly Family School of Philanthropy in 2018, whereas Finland obtained (4.80), France obtained (4.67), and Singapore obtained (4.42) out of 5.00.

Finnish Experience:

The non-profit sector plays a significant role in funding public education, providing educational services, activities, programmes and projects with the participation of the Finnish Ministry of Education, the Finnish National Bureau, Educational and Professional Organizations, Teachers' Associations and the Labor Union for Education.

The most prominent NPOs that participated in funding public education:**(OKKA Foundation):**

OKKA supports education sector through projects on education and personal development. OKKA cooperates with different institutions such as Labor Union for Education in Finland, Teacher, Trainers and Professionals of MOE's Association, as well as the Federation of Teachers of Early Childhood Education in Finland, in order to develop and evaluate the field of education, promote scientific research, and support learning arts. OKKSA carries out a number of activities, including: (OKKA Foundation, n.d.)

1. (Training Activities) focus on strengthening intercommunication of teachers in working life and maintaining and developing their professional skills, by providing opportunities to participate in training and development projects. Examples of training activities carried out by OKKA include: summer schools in cooperation with Finnish Cultural and Academic Bureaus, Swedish Language Teacher Projects, Vocational education Teacher Seminars and Cultural Competitions.
2. (Grants and Acknowledgements): OKKA provides grants for developing and training teachers' projects, and educational trips. OKKA received about 200-300 application per year, and provides € 40,000 - 50,000) to 40 - 50 beneficiaries.
3. (Publication Activities): The Journal of Vocational Education, which contains articles and reviews on the theories and practices of vocational education and training, is published in three languages (Finnish, Swedish and English) and is published four times a year.
4. (Education for Sustainable Development): OKKA provides Sustainable Development Certificates of Finnish Educational Institutions, and by 2018 the Foundation has awarded

Sustainable Development Certificate to 100 Educational Institutions

Svenska tekniska vetenskapsakademien (STV)

STV was established in 1921. It is the second oldest Engineering Academy in the world. It aims to deepen and expand technological knowledge, by taking an interest in teaching mathematics, science and technology in schools and colleges, encouraging debate on technology development and its importance to society and the environment, supporting technical research, cooperating with organizations whose goals correspond to those of the Academy, and creating network and communication between STV and other interest groups (Svenska tekniska vetenskapsakademien, n.d.).

STV recognizes and appreciates teachers' work as it confers upon teacher of science or mathematics (The Teacher's Prize) on annual basis. The prizes values are € 6000, so that € 4000 is awarded to the teacher and € 2000 to the school for teaching-dedicated-use. It also funds courses and projects that promote instruction of mathematics, science or technology, and supports all activities that directly target students, as well as innovative activities (Svenska tekniska vetenskapsakademien, n.d.).

(SKILLS FINLAND):

SKILLS FINLAND was established in 1993. It aims to strengthen and estimate Finnish education and vocational skills inside and outside Finland. SKILLS FINLAND's work focuses on improving the quality of vocational education and training, promoting internationalization of vocational education and training, increasing the attractiveness of vocational education and training, and encouraging students to improve their professional skills and entrepreneurship (SKILLS FINLAND, n.d.).

SKILLS FINLAND cooperates with its partners to train the Finnish National Team and dispatch it to annual international and national competitions. It also develops a training system for its distinguished persons, educates its trainers and conducts research activities and

publications on SKILLS FINLAND's competitions (Skills Finland, n.d.).

SKILLS FINLAND's programs are supported by Finnish Ministry of Education and Culture and The Finnish National Council of Education, Vocational Institutions, Market Labor, and the most prominent Educational Organizations. (Skills Finland n.d.)

French Experience:

The non-profit sector plays a key role in French education, whereas the non-profit sector participates with the French Central Government in providing educational services, and the French Central Government provides most of the funding needed to this sector for providing educational services (Archambault, 2017).

The following are the most prominent NPOs contributing in funding Public Education:

(The Foundation pour l'école)

The Foundation pour l'école was established in 2007. It focuses on improving and developing the current situation in France, as it believes that the Non-Profit-Sector must participate in funding French Educational System to overcome many challenges facing the French education such as students' achievement scores, teachers' professional development. The Foundation pour l'école is deemed the first entity that provides national educational services relating to charter schools. The Foundation pour l'école's work is based on three fiddles as follows: (The Foundation pour l'école n.d.)

- Providing financial and legal support to independent non-profit schools and require that these schools conform to the principles established by The Foundation pour L'école, to be classical schools (traditional French school), adapted schools (special-needs school) or innovative schools (school based on instructions methods such as Montessori, etc.). The Foundation pour l'école seeks to facilitate the development of schools to become more academically efficient and child-respectful; be accessible to all; and diverse and innovative in their educational offerings to meet the diverse

needs of children and families. In 2017, 122 new schools were established in France, with about (74,000) students, and thereby total number of schools was (2305) schools. In 2020, The Foundation pour l'école trained (45) principals, provided legal advice to (360) schools, and provided direct financial support to (88) schools.

- Innovating Future School by stimulating research and innovation in education, conducting exhibitions and conferences on digital technologies and other, training on how to establish and manage charter schools, provide legal support for charter schools, and quality certification training.

- Training Educational Community: Foundation pour l'école provides training to primary and secondary schools teachers and charter schools principals as well. Foundation pour l'école has offered approximately 80 training courses, including but not limited to: Quality Management Program to assist schools for the application of their own quality standards. In addition, Foundation pour l'école established an accessible website with educational resources for teachers, a publishing house for scholars in diverse fields, a guide book for French charter schools on the Internet, as well as it established a literacy competition to promote literary excellence among students.

(Foundation de France)

Foundation de France was established in 1969. It provides a wide range of projects established by NPOs, in order to fulfill the largest possible community needs.

Foundation de France participated in more than (263) projects in Education Sector in cooperation with MOE. It paid attention to education improvement-related-projects to minimize school drop-out. In partnership with the Ministry of Education, Foundation de France has developed a new educational approach based on three pillars as follows: (Foundation de France, n.d.):

1. Engagement of families and parents in the educational process.
2. Adopting modern instruction methods that attract student to education.
3. Implementing cooperative approaches of organization and governance, where decisions are made alongside with students.

(Apprentis d'Auteuil)

Apprentis d'Auteuil has been operating since early 1980s and operates in five areas: child protection, education, training and social and vocational integration, family support and youth advocacy. (Apprentis d'Auteuil, n.d.).

Among the most important areas of Apprentis d'Auteuil is to support students who drop-out due to difficult living conditions by providing material and moral support to overcome the difficulties that prevent them from obtaining the necessary education.

Apprentis d'Auteuil seeks to provide various cultural and educational programs to support trainees and associations and institutions. It has built a network of 240 institutions in between (educational and training centers, educational schools, children's nurseries and private colleges) inside and outside France. (Apprentis d'Auteuil, n.d.)

One of the most important areas supported by Apprentis d'Auteuil is the financing and assistance of approx. (30,000) children and young people. In addition, it supported (53%) of French households living in homes hosted by Apprentis d'Auteuil. (Apprentis d'Auteuil, n.d.)

Singapore Experience

The non-profit sector plays a prominent role in education. Ministry of Education oversees NPOs that aims to the advancement of education (Thomson Reuters Practical Law, n.d.). NPOs provided many educational services, whereas the financial support and donations for public education in 2018 reached (459.8) USD. These donations represent the highest rate compared to last years (Hirschman, 2020).

The following are the most prominent NPOs contributing in funding public Education:

Children's Wishing Well:

Children's Wishing Well was established in 2002 with a view to help children build life basic skills, positive experience, knowledge, good values needed for proper development, to fulfill children's needs, especially in the event of lack

of government or non-government support (Children's Wishing Well, n.d.).

The following are domains for which Children's Wishing Well is working to provide funding (Children's Living Well, n.d.):

1. **School feeding:** providing daily meals for children during school days.
2. **Consulting:** providing advisory support to children according to age and stage of development.
3. **Transportation support:** provide free of charge buses to transport students living far more than 1.5 kilometers from the school.
4. **Children's Enrichment Program:** It is a holistic approach-based program through which students learn academic skills, as well as develop various personal aspects of the child, include: social and emotional skills, community participation, etc.
5. **Reaching the Stars:** It is an initiative that provides opportunities for gifted and talented students in the arts, music, handicrafts and sports where they are sponsored and trained to ensure their aspirations are fulfilled.
6. **Career Guidance:** This aims to guide high school students towards the appropriate career path in accordance with their capabilities and capacities, and commensurate with the requirements of different professions and jobs.

Singapore Children's Society

Singapore Children's Society was established in 1952. It is concerned with caring for children and young people of different races and religions. In 2019 Singapore Children's Society supported more than (66,966) children, young people and needy families. Singapore Children's Society is currently operating twelve service centers throughout the country. (Singapore Children's Society, n.d.).

Singapore Children's Society provides many projects for funding public education in Singapore as follows: (Singapore Children's Society, n.d.):

1. **(CABIN) Project:** It is a high school-based project that provides students with the opportunity to benefit from a range of facilities such as Internet access.

2. **Student Welfare Project:** The Student Welfare Project provides after-school care services mainly to primary school children who are mostly from low-income and poor families and leaving home without parents' supervision.

3. **(Storm Riders Program):** This program aims to intervene to assist 3rd : 6th graders in anger management by training them in a range of skills such as effective communication, emotion management, discipline techniques and problem-solving skills.

(Food From The Heart)

Food From The Heart Association is a non-profit food association in Singapore, founded in 2003, which seeks to be the first and leading NPO in Singapore, by contributing to alleviating hunger through food distribution, and also contributing to cheer up poor peoples through participation in various events. Food From The Heart Association's work is based on professionalism, efficiency, transparency and sustainability. Since its inception, Food From The Heart Association has made a remarkable development, as its aids reached 44,600 beneficiaries throughout Singapore (Food From The Heart, n.d.). It provides its services through the School Gift Bag Program and food rations for disadvantaged students in secondary and primary schools and their families; In order to support them at this basic stage of their lives. This program is working to supplement basic meals for children so as to reduce their material burdens. The Heart Food Association is also working to identify the best healthy food options that can provide healthy nutrition for better mental development of young people. it finances school bags through cash donations and works hard to ensure that rations are provided at the same time of each month; in order to provide psychological safety for students and their families (Food From The Heart, n.d.).

(Bethel Community Services)

Bethel Community Services was established in 2004, with a view to conducting various activities and programs of social services. the main purpose of establishing this centre is to alleviate poverty, suffering, ignorance and physical and mental health issues for all ages, races, and religions through educational

assistance, training and counselling. The Foundation provides a wide range of services to Singapore's educational sector from various centers for education and child development, as follows: (Bethel Community Services n.d.)

- **Bethel Kinderlites:** aims to build and develop children's potential by creating opportunities for full development and focusing on personal and social skills and learning dedication.
- **Bethel Child Development Centre:** provides high-quality childcare services at nominal charge in society to support families that facing personal issues ,some issues related to poverty or any life challenges.
- **Bethel Tots Centre:** both care services for infants and effective activities that provides for infants in this healthy environment will significantly stimulate children for sensory, physical, cognitive and emotional development.
- **Bethel Tuition Service:** Provides educational services to help students by providing effective learning methods by a group of qualified volunteers such as: experienced and highly qualified school teachers, **undergraduate students**, ex-school teachers, and retired teachers. In addition, they run many educational and motivational programs for students from the first to the twelfth grades.
- **Bethel Student Care Centre:** this center provides comprehensive student cares through supervision and assists in coordinating enrichment and/or recreation activities that have significant roles in improving students in different ways such as intellectual, physical, moral, social and emotional development.

Third Question Answer: What are the benefits of global experiences in enhancing Non-Profit Sector’s participation in funding public education in Saudi Arabia?

Analysis global experiences in the field of non-profit sector’s participation in funding public education, it could therefore be seen that NPOs have long and expanded experience in providing educational services for decades. Public education is a priority for funding the non-profit sector. The regulatory, political, legal, social and cultural environment in these States has contributed to the increased participation of this sector in education, whereas governments grant non-profit sector institutions automatic exemption from income tax, which in turn has contributed to the participation of corporations and the wealthy in the establishment of non-profit institutions and the inclusion of market principles (allocation) to educational services provided. The participation of non-profit institutions in funding education is consistent with State education priorities and seeks to solve problems and challenges facing educational systems. Ministries of Education in those countries assume technical supervision of NPOs that practice educational activity.

Funding non-profit sector for public education institutions varies from State to State and from NPO to NPO, but intersects in many forms of funding.

Table 1 shows the areas that the non-profit sector has co-financed in global experiences.

Table (1) Non-Profit-Sector areas in funding public education in view of global experiences:

Experience	Funding Areas
Finnish Experience	<ul style="list-style-type: none"> - Professional Development of Teachers. - School Trips. - Teacher’s Incentive Awards. - Delivering courses and projects that promote teaching Math, Science, and Technology. - Education Internationalization. - Education Quality. - Supporting National and International Competitions & Preparing Students for the International Competitions.

Experience	Funding Areas
	<ul style="list-style-type: none"> - Cultural Competitions. - Supporting Entrepreneurships among Secondary School Students. - Funding Scientific Journals.
French Experience	<ul style="list-style-type: none"> - Professional Development of Teachers. - Professional Development for School Principals. - Operating Charter Schools & Non-Profit Schools. - Supporting needy students through providing moral and material support. - Conducting Exhibit and conferences on digital learning. - Providing training to School Quality Management. - Students Competitions. - Developing Educational Methods. - Engaging Families in Educational Process. - Funding Ministry Projects.
Singapore Experience	<ul style="list-style-type: none"> - Supporting needy students. - School Meals. - School Transport. - Caring Talented Students. - Developing Instruction Methods. - Extracurricular Activities. - Providing Vocational Guidance for High School Students. - Providing advisory support to students. - Benefiting from school facilities during school working hours. - Caring students beyond schools working hours. - Training students to communication skills, manage emotion and problem-solving. - Supporting programs focusing on the development of all aspects of student personality.

The above table shows the areas of participation of the non-profit sector in funding public education in global experiences.

The full range of experience in developing the participation of the non-profit sector in funding public education in Saudi Arabia can be utilized availed through the involvement of the sector in

funding education services and support services for public education, as follows:

Educational Services:

- Establishing non-profit schools that provide extinguished and innovative educational services.

- The non-profit sector's operation of charter schools must be acknowledged.
- Delivering vocational development programs to teachers and principals.
- Supporting digital learning through providing technical means and computers.
- Providing vocational guidance services for high school students.
- Training students to labor market skills.
- Supporting learner-based programs focusing on learning basic skills and entrepreneurship programs to the students.
- Providing extracurricular activities.
- Supporting school trips.
- Supporting international programs.
- Developing curricula and instruction.
- Caring gifted and talented students.
- Providing training to students.
- Providing educational resources.

Support Services:

- Providing financial support to needy students through providing school meals, uniforms and school supplies.
- Sponsoring learning-related programs, exhibitions and forums.
- Supporting national scientific competitions and preparing students to the international competitions.
- Supporting programs on family engagement in the educational process.
- Investing in school facilities beyond school working hours.
- Providing school feeding.
- Providing school transport.
- Providing educational awards.

Recommendations:

The following recommendations are based on the above-mentioned findings of the study:

- 1- The global experience of developing non-profit sector's participation in funding public education in KSA should be taken in consideration.
- 2- Developing social awareness of the importance of non-profit sector's participation in funding public education and highlighting its role in generating development via various mass media.
- 3- Developing possible regulations and legislation to establish NPO specialized in public education.

- 4- Providing organizational facilities for the participation of the non-profit sector in funding public education.
- 5- Identifying areas for the participation of the non-profit sector in funding education according to the needs of public education and development projects in MOE.
- 6- non-profit sector's participation in providing educational services and support for public education must be available
- 7- non-profit sector's investment of school premises beyond school working hours must be available
- 8- The non-profit-sector's operation of charter schools must be acknowledged.

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