

Comparative Analysis of Educational Systems of Tunisia and Egypt and the Implications to the USA Educational System

James M. Mbuva
National University

Rodah M. Muli
National University

The purpose of the study was to explore a comparative analysis of the educational systems of Tunisia and Egypt; and their implications on the USA educational system and their investment in the education of its citizens. Further, this study examined a broad literature review to explore geographical, historical, economic, and political factors affecting Egypt's and Tunisia's educational system. Finally, the study investigated the implications of these two African countries' study on the American Educational System regarding the funding given towards education annually. Irrefutably, these African countries are smaller, have weak political and security provisions, and have less annual revenue than the United States of America. Still, they exert intentional efforts to provide education to their citizens! The study showed that these nations value education and invest more in education than the affluent United States of America. America, though far much capable, does not budget more for education. Still, the leaders give a lot of money to other government institutions, including defense, Housing Development, Health and Human Services, and Veteran's Benefits.

Keywords: education, schooling, educational system, educational growth, spending, educational expenditure, geographical, political, economic, historical

METHODOLOGY OF THE STUDY

This study used the interpretive/constructivist research paradigm by using qualitative data collection method which include, collecting data from reports of lived life experiences, and interpretation of the written research about educational systems of Egypt, Tunisia and USA (Yanow & Schwartz, 2015; Mertens, 2014; Denzin, 2010; Haverkamp & Young, 2007; Willis, Jost & Nilakanta, R. 2007; Mackenzie & Knipe, 2006). We will apply a meta-synthesis integrating varied results of qualitative studies on these African countries and the USA (Nye, Melendez-Torres & Bonell, 2016; Aspfors & Fransson, 2015; Wilder, 2014; Walsh & Downe, 2005; Bair & Haworth, 2004).

LITERATURE REVIEW

Indeed, this literature review section of the study will explore factors such as geographical, historical, economic, and political, which affect the educational system of Egypt, Tunisia, and the implications of the

study of these two African countries have on American Educational System. True, these countries are smaller and have less annual revenue than the United States of America, but we want to see what they do in their efforts to educate their citizens! We want to examine their annual budget towards education, and we believe the study will reveal the truth about this subject.

Comparative Analysis: Educational Systems of Tunisia and Egypt

Geographical Factor

The geographical factors include Influence, the Mediterranean Sea border, and French culture.

Geographical Influence. Geography is the first factor that influenced education. One of the factors that influence the development of the country is the location. As we read in the literature, the modern countries situated near the Mediterranean Coast came into being due to outside influences and international struggle. Undoubtedly, most of these countries consciously or unconsciously continued their thought process and behavior as transmitted by their forefathers; however, they continued to obey Western Civilization thinking and doing things (Bozeman, 2017).

Mediterranean Sea Border. Both Tunisia and Egypt have similarities in that the Mediterranean Sea borders them. Tunisia is located on the northern tip of Africa and borders the Mediterranean Sea, Algeria, and Libya, while Egypt, situated on the northeast corner of Africa, touches the Mediterranean Sea. Tunisia has a Mediterranean climate towards the coast, while other parts are deserts (Kchih, Perrino & Cherif, 2015; Pilkey, Heron, Harbridge, Kamens, Keer, & Thornton, 1989). Similarly, Egypt has a Nile river that flows from the North and provides irrigation, food, and water transportation (Agrawala, Moehner, El Raey, Conway, Van Aalst, Hagenstad, & Smith, 2004).

French Culture. Tunisia's Influence is by French culture after being its protectorate for 75 years while Egypt was influenced by the British, and such Influence promoted education (Mortimer-Murphy, 2020; Perkins, 2014; Lewis, 2013; Battenburg, 1997; McKay, 1945; Hatem, 1994; Cain, 2006; Galbraith, & al-Sayyid-Marsot, 1978; Sayed, 2006; Cook, 2001).

Historical Factor

The historical factor includes the historical Influence, curriculum, and religious education, Egypt curriculum has become a model, rapid growth of Egyptian youth, emergency of informal education, Tunisia education is compulsory, and students' difficulties finding a job.

Historical Influence. The second factor that influenced education in Tunisia and Egypt is History. Historically education in the Arab world was closely linked to religious education (Cook, 2001). Indeed, education was both worship and a school (Faour, 2014; Stepan, 2012; Starrett, 1998). The clergy served as both the teacher and the administrator. During the Ottoman rule in the Nineteenth Century, Christians Missionaries from Europe and the United States established K-12 Schools in Lebanon, Syria, Egypt, Jordan, and Palestine (Pikkert, 2008; Makdisi, 2011; Erhan, 2000; Doğan, 2011). However, the Islamic association in Lebanon and other Arab countries developed their schools that taught Islam and basic subjects (Zakharia, 2009; Boyle, 2006; Neill, 2006; Irani & Funk, 1998; Ghaith & Shabaan, 1996).

Curriculum and Religious Education. Today in many Arab countries, the curriculum includes Islam religious education in the public school system as a separate study (Jules, & Bouhlila, 2018; Feuer, 2017; Feuer, 2014; Faour, 2012; Katz, 2012; Bouhlila, 2011; Boyle, 2006; Neill, 2006; Anzar, 2003; Cook, 1999). Including religious education in the curriculum vary from country to country. There is a significant difference between Egypt and Tunisia curriculum concerning the content, learning objectives, and teaching (Faour, 2012; Bouhlila, 2011; Valverde, 2005; Akkari, 2004). For example, the Tunisian school curriculum for different subjects aims more explicitly than in Egypt the development of the universal values of freedom, cooperation, equality, social justice, and respect of others (Faour, 2013; Faour, 2012; Bouhlila, 2011; Cook, 1999; Dwyer, 1991).

Egypt Curriculum Has Become a Mode. However, the Egyptian curriculum has become a model for the other Arab education system in recent years. The president guarantees that all university graduates would find employment (Loveluck, 2012; Cochran, 2012; Holmes, 2008; Cook, 1999). Due to high

demand, the level of available State resources caused by providing quality education deteriorate (Lloyd, El Tawila, Clark & Mensch, 2003).

Rapid Growth of Egyptian Youth. Indeed, the rapid growth of Egyptian youth led to hiring insufficiently qualified teachers and placed immense strain on schools' facilities. Different schools in urban areas started to operate in shifts (Qutb, 2016; Hyde, 2013; Moon, 2007; Assad & Barsoum, 2007). Today the impact of such a trend in public sector education has led to a poor teacher-student ratio, one to fifty students, and investing in school has not kept pace due to the rapid increase in students (Ajayi, Abina & Lawal, 2020; Ille, 2015; Lloyd, El Tawila, Clark & Mensch, 2003). To alleviate such pressure, many schools operate in shift students attending part-time.

The Emergence of an Informal Education. The overcrowded, inadequate quality training and the limited budget have led to the emergence of an informal education sector where tutoring filled the educational gap left by the formal schooling system (Loveluck, 2012; Ille, 2015; Lloyd, El Tawila, Clark & Mensch, 2003). Hence, over 60 percent of investment is spent on private tutoring, and high demand for personal training goes with those students who cannot afford private lessons disadvantaged (Jobhy, 2012; Dang & Rogers, 2008).

Tunisia Education Is Compulsory. In contrast to Egypt, Tunisia education is compulsory for all children ages 6-16 and is free. As such, children enroll in primary school, and nearly one out of sixth of its young people go to attend higher learning (Siala & Ammar, 2014; Frin & Muller, 2012; Loveluck, 2012; Arfaoui, 2011; Daoud, 2007; Daoud, 2011; Oreopoulos, 2006; Sultana, 2004). With all the efforts of the competence approach to primary education, we find that more than three-fourths of the population in Tunisia is literate, although the rate for men is higher than women (Loveluck, 2012; Sultana, 2004). However, just like Egypt, the number of schools, students, and teachers has created financial strains since education is one of the most significant shares of the annual budget (Frini & Muller, 2012). Students have no other way but to turn to alternative private funding.

Students' Difficulties Finding Jobs. Like many other parts of the developed and developing world, Tunisia students have found difficulties finding jobs. However, in recent years, the emphasis has been placed on technical, vocational, teacher and agricultural training (Biavaschi, Eichhorst, Giulietti, Kendzia, Muravyev, Pieters & Zimmermann, 2012; Loveluck, 2012; Oketch, 2007; Middleton & Ziderman, 1997; Middleton & Demsky, 1989).

Economics Factor

Economics as Part of the MENA

The third factor influencing education in Tunisia and Egypt is economics as part of the MENA region (Barakat, Elgazzar, & Hanafy, 2016; El Said & Harrigan, 2014; Belloumi, 2014; O'Sullivan, Rey, Mendez, 2011; Harrigan & El Said, 2010). The MENA region encompasses many different countries such as monarchs and republics regions; countries considered oil exporters and importers. Cultures under Anglo-Saxon Influence, entirely Arabs societies, Arab- Berbers and African Muslims (Marchesi, 2017; Talani, 2015; Belloumi, 2014; Zdanowski, 2014; Helmy 2013; Eltkhatash, 2013; Isakhan, Monsouri, Akbarzadeh, 2012; Alexander, 2010; The wealth of some countries is based on oil, gas and is susceptible to world price volatility.

Systemic Corruption

Among the Middle Eastern countries, there have been reports that "Systemic corruption in the Arab region is a serious hindrance to economic growth and business prosperity" (Jamali, Lanteri & Walburn, 2013). Evidently, in recent years the MENA region has been experiencing an economic downturn in economic growth at the global level due to corruption, embezzlement, misuse of public funds, and money laundering (Azoury, 2017; Subramarian, 2016; Biygautane, 2015; Nugent, 2012; Odeh, 2012).

Socio-Economic Inequality

For example, in Tunisia, "socio-economic inequality, youth unemployment, corruption, and government oppression in the making of the Tunisian uprisings" grievances were the critical factor in the

2011 uprising (Kapoor, 2020; Yaghi, 2018; Pellizar, Assaad, Krafft, & Salemi, 2017; Hasse, 2015; Farquhar, 2015; Beissinger, Jamal & Mazur, 2015; Breuer & Landman, 2015; Plaetzer, 2014; Rane & Salem, 2012; Kaboub, para. 1; Alexander, 2010). To address such complaints has been undermined by new economic strains.

Damaged Tunisia's International Credit Rating

Tunisia's largest trading partners are countries of Europe. Hence, due to Europe's political instability, security trends, and slow economy, the decline in tourism and foreign direct investment (FDI) damaged Tunisia's international credit rating (Zaiane, 2018; Matta, Appleton, & Bleaney, 2018; Youssef, 2018; Mnif, 2017; Beyer, Jensen, & Johnson, 2015; Oxford Analytica, 2016; Naciri, 2015; Arieff, Humud, 2015; Arieff, 2011). All these economic situations have impacted education leading to a lack of funding in school education.

Political Factor

Politics

The fourth factor that influenced education is politics. The Egyptian education system was influenced by political development (Coleman, 2015; Schomaker, 2015; Henry & Springborg, 2010; Ibrahim, 2010; Baraka, 2008; Sayed, 2006; Cook, 1999; Hatem, 1992; Faksh, 1980). Ottoman rulers in the early Nineteenth Century first introduced the European type of system; and, during Ottoman rule, they developed primary and secondary schools and high education to cater to the military (Barkey & Gavrilis, 2016; Burcak, 2008; Horwitz, 2004; Makdisi, 2000; Gocek, 1993; Celik, 1993; Kuhnke, 1990). Education was free until the British occupied Egypt and changed fees. In 1950 under President Nasser, education became the central part of the government.

Tunisia Legal System

In contrast, Tunisia's legal system stands on French civil law with some influence from a liberal interpretation of Islamic law (Esmaeili, 2010; Mashhour, 2005; Abu-Odeh, 2004; Mahoney, 2001; Badr, 1977). Since independence, a prominent feature of Tunisian social policy has been an effort to improve the status and lives of women (Anderson, 2014; Perkins, 2014; Boittin, 2010; Grami, 2008; Wing & Kassim, 2007; Hessini, 2007; Mir-Hosseini, 2006; Charrad, 1997; Mayer, 1995; Obermeyer, 1994).

Women Status

Compared to Egypt, women in Tunisia have enjoyed greater equality in political, social, and economic roles after the Progressive Code of personal status introduced in 1956 was amended (Charrad, 2012; Dalmasso & Cavatorta, 2010; Grami, 2008; Coleman, 2004; Murphy, 2003). In Egypt, despite the progress in the past gender inequality exists, women social and economic roles are lacking behind and sometimes silenced (Benjamin, 2013; Littrell & Bertsch, 2013; She, 2012; Loveluck, 2012; Staudt, 2010; Yount, 2005; Shabaya & Konadu-Agyemang, 2004; Murphy, 2003; Goodwin, 2002; Al-Ali, Ali, & Nadje, 2000; Murphy, 1996).

Tunisia Educational System

The educational system of Tunisia divides into three basic levels that include: (a) primary education (nine years), (b) secondary education (4years), (c) and higher education (four years). On the other hand, Basic education consists of two phases such as primary education (six years), (b), and preparatory education (three years).

TABLE 1
TUNISIA'S EDUCATIONAL SYSTEM

Primary	Basic Schooling	9
Secondary	Upper Secondary	4
Vocational	Vocational Education	
Tertiary	University First Stage	2
Tertiary	University Second Stage	1–3

Educational Background Tunisia

1. Colonized by the French.
2. In 1956, Tunisia, as an independent State, started its very own educational system.
3. French as an efficient medium of instruction is the ultimate legacy of France to the Tunisian education.
4. Free and obligatory primary education policy is implemented throughout the nation.
5. The Tunisian education system is based on the French model that emphasized Arabizing the curriculum.

Source: <https://www.studycountry.com/guide/TN-education.htm>

Types of Schools

1. **Private Schools:**
 - (a) Roman Catholic Schools
 - (b) Jewish Schools
2. **Religious Schools:**
 - (a) Koranic (Islamic) kindergartens in Tunisia offer training to young Tunisians from the age of four in Muslim religious studies and the language of the Koran.
 - (b) In addition, one of the seven public universities in Tunisia—*Universit,é Ezzitouna*—is dedicated to training *imams* and Koranic scholars.

Tunisia's Educational Rate

1. In 2015, the adult literacy rate for Tunisia was 81.1 %.
2. The adult literacy rate of Tunisia increased from 48.2 % in 1984 to 81.1 % in 2015, growing at an average annual rate of 6.36 %.

Educational Expenditure

1. Public spending on education.
2. Tunisia expenditure in primary education in 2005, is 34.5%.
3. Tunisia expenditure in primary education was 27.7 % in 2008, down from 34.3 % in 2005.
4. Total (% of government expenditure) in Tunisia was reported at 22.9 % in 2015.
5. According to the World Bank collection of development indicators, we compiled from officially recognized sources.

Source: <https://knoema.com/atlas/Tunisia/topics/Education/Expenditures-on-Education/Expenditure-in-primary-education>

TABLE 2
TUNISIA'S EDUCATIONAL GROWTH

Comparative Study 2019

8 TUNISIA'S EDUCATIONAL GROWTH

DATE	VALUE	CHANGE %
2015	81.1	2.55 %
2014	79.0	-1.47 %
2012	80.2	0.71 %
2011	79.7	0.66 %
2010	79.1	2.02 %
2008	77.6	0.48 %
2007	77.2	3.89 %
2004	74.3	25.80 %
1994	59.1	22.56 %
1984	48.2	

Adapted from Comparative Study 2019 Presentation by Dr. James M Mbuva

Egyptian Educational Background

1. Modern Education in Egypt came under the auspices of Ottoman Pasha Muhammad Ali during the early 1800s.
2. He started a dual system of Education at the time: one serving the message attending traditional schools (Mansourya) and another called Madrasa (Arabic word for school) for the elite civil servants. t
3. The Mansourya taught students the basics of reading and writing throughout memorizing and reciting Qur'anic verses with no emphasis on experimentation, problem-solving or learning-by-doing. At the same time, the Madrasa offered a more modern educational pedagogical.

Sources: (Allard, M. J.; McKay, P. R. "World Education Encyclopedia "; Hartmann, Salah (2008). "The informal market of Education in Egypt: Private tutoring and its implications

Educational System

1. The public **education system** in **Egypt**
2. It consists of three levels:
 - (a) The primary **education** stage for 4–14 years old:
 - (b) Kindergarten for two years
 - (c) Followed by a primary **school** for six years and preparatory **school** (ISCED Level 2) for three years. **Education** is made compulsory for nine (9) academic years between the ages of 4 and 14. In the 2000s, there was an incline to privatize secondary education by exerting private tutoring in technical and general schools (Sobhy, 2012). That is why Egyptian's call for educational reforms was mandatory.

TABLE 3
EDUCATIONAL SYSTEM

Comparative Study 2019

II EGYPTIAN EDUCATIONAL SYSTEM

Education	School/Level	Grades	Age	Years
Al Azhar Education System		5-15	10	
Primary	Primary	1-9	4-14	9
Secondary	Secondary	10-12	15-17	3
Post-secondary	Middle Technical Institutes			2
Post-secondary	Higher Technical Institutes			4-5
Vocational	Vocational Secondary Education	10-12	15	3-5
Tertiary	Bachelor			4
Tertiary	Master			2
Tertiary	Doctorate			3-5

<https://www.scholario.com/pro/Countries/egypt/Education-System>

Adapted from Comparative Study 2019 Presentation by Dr. James M Mbuva

Educational Rate

1. The overall literacy rate in Egypt is 72 percent as of 2010,
2. By gender.
 - (a) 80.3% for males.
 - (b) 63.5% for females.

Source: "The World Factbook — Central Intelligence Agency". *Cia.gov*. Retrieved Oct 16, 2017.

Types of Schools

1. Government schools.
 - (a) Arabic.
 - (b) Experimental language schools
2. Private schools.
 - (a) Ordinary schools.
 - (b) Language schools.
3. Religious schools.
 - (a) Azhar Schools.
 - (b) Roman Catholic schools.
4. International Schools.
 - (a) British.
 - (b) American.
 - (c) French.

Egyptian Educational Growth

1. The number of Egyptians enrolled in upper-secondary education has mushroomed by an enormous 65 percent over the last decade.

2. This trend is driven by population growth as well as by increasing participation rates.
3. At this stage of education, the net enrollment ratio grew from 62.5 percent in 2014 to 67.5 percent in 2017. Feb 21, 2019

Source: <https://wenr.wes.org/2019/02/education-in-egypt-2>

Egyptian's Government Making Education a Priority

1. In recent years the Government of Egypt has given greater priority to improving the education system.
2. The government is responsible for offering free education at all levels.
3. The current overall expenditure on education is about 12.6 percent as of 2007.

Educational Expenditure

1. In 2011 3.5% of GDP (around \$9.5bn) was spent on education.
2. \$300 per student each year.
3. In the 2013/14 fiscal year, this amount had risen only slightly to 3.9% of GDP, equal to \$11.1bn.
4. The government's new budget for fiscal year 2018–19 is expected to allocate LE115 billion to education, up only 8 percent from the previous budget allocation of LE106.5 billion.

Sources: <https://oxfordbusinessgroup.com/overview/focus-point-increase-spending-should-support-aim-improving-quality-well-access>; <https://timep.org/commentary/analysis/egypts-long-road-to-education-reform/>

Challenges of Egyptian Education

1. Low quality of educational experience.
2. Educational is unequally distributed.
3. Shortage of skilled and semi-skilled workforce.
4. Quality of teachers that teach in public schools.
5. Significantly higher enrollment rates in wealthier regions at both the primary and secondary levels.
6. This confirms that more efforts are needed to reduce the wealth gap in educational attainment.
7. Need for educational reform.

Source: "World Bank(2008), The Road Not Traveled: Education Reform in the Middle East and North Africa". *Wds.worldbank.org*. Retrieved Oct 16 2017; <https://timep.org/commentary/analysis/egypts-long-road-to-education-reform/>

Implications to The United States of America

1. Though affluent USA Education lags worldwide.
2. Science performance worldwide grading 496 (#24, while Singapore is #1/556).
3. Mathematics performance worldwide grading 470 (#39, while Singapore is #1/564).
4. Reading performance worldwide grading 497 (#24, while Singapore is # 1/535).

Source: <https://www.pewresearch.org/fact-tank/2017/02/15/u-s-students-internationally-math-science>

What Happened?

1. As recently as 20 years ago, the United States was ranked No.1 in high school and college education.
2. Much of the boom in American education during the second half of the 20th century was fueled by the Montgomery G.I. Bill, which provided scholarships and student loans to veteran service personnel returning from World War II.
3. Having matured on the battlefield, thousands of returning troops eagerly seized the opportunity to improve their postwar prospects in the civilian world, leading to a transformation of the American middle class in the 1950s and 1960s.

Implications

1. In 2009, the United States was ranked 18th out of 36 industrialized nations.

2. Ranking 17th in 2013.
3. Ranking 14th in 2015.
4. Over that time, complacency and inefficiency, reflective of lower priorities in education and inconsistencies among the various school systems, contributed to a decline.
5. The United States still ranks No.1 in the world's higher education institutions (i.e., colleges), including their ability to help graduates transition into the job market. Still, the cost of higher education has become a challenge in itself.
6. Concurrent with any even minor decline in American education, one has to consider the ambitious increases in education among the countries that have surpassed it.
7. Another factor is the diversity of people entering the American educational melting pot. The top three leaders in general education, Finland, Japan, and South Korea, have relatively smaller and much more homogeneous populations, making it easier to maintain a consistent standard.

Source: <https://www.historynet.com/was-the-usa-ever-no-1-in-education.htm>; <https://rankingamerica.wordpress.com/tag/education/>

USA Educational Expenditure

1. Total expenditures for public elementary and secondary schools in the United States in 2015–16 amounted to \$706 billion, or \$13,847 per public school student enrolled in the fall (in constant 2017–18 dollars).
2. Total expenditures included \$12,330 per student in current spending. Also, it has salaries, employee benefits, purchased services, tuition, and supplies.
3. Total expenses also included \$1,155 per student in capital outlay (expenditures for property and buildings and alterations completed by school district staff or contractors) and \$362 for interest on school debt.

Source: U.S. Department of Education, National Center for Education Statistics. (2019). *The Condition of Education 2019* (NCES 2019-144), Public School Expenditures; <https://nces.ed.gov/fastfacts/display.asp?id=66>

1. Funding of education. Not enough compared to other countries.
2. The United States was one of only five countries in the OECD to cut education funding in the years before the OECD study.
3. The OECD report for 2017 found that education spending in the U.S. decreased 3% between 2010 and 2014 while spending in other nations was up 5%.
4. Education Spending as a Percentage of GDP
5. Among the 34 OECD countries reporting data in 2015, 17 countries spent more than the average percentage (5%) of GDP on total government and private expenditures on education institutions for OECD countries.

Norway spent the most on education as a percentage of GDP at 6.4%, followed by New Zealand at 6.3%, the United Kingdom at 6.2%, and the United States at 6.1 **percent**.

TUNISIA AND EGYPT ARE 3RD WORLD COUNTRIES

The expenditure on education of these 3rd world countries is encouraging. Have a look.

Tunisia

1. 2005 spent 34. % On education.
2. 2008 spent 27.7%.
3. 2015 spent 22.9%

Egypt

1. 2011 spent 3.5%.
2. 2013/14 spent 3.9%.

3. 2018/19 spent 12.6%

IMPLICATIONS OF THE FINDINGS OF THE STUDY TO USA EDUCATIONAL SYSTEM

Currently, the USA is not in the same situation it enjoyed 30 years ago. Things have changed. Notably, the winds of globalization and the emerging power of the "rising rest" such as the European Union, China, Russia, and others are conspicuous. The trade wars that the USA has engaged with the allies are slow and sure ending USA supremacy in the global political and economic arena, thus bringing to an end of "Western hegemony" as we know it (Kupchan, 2012, para 2).

However, the USA still has geographical, historical, political, and economic advantages that positively affect her children's education.

Geographical Factor

Geographically, the United States of America is well situated. It enjoys excellent trade with the closest neighbors, such as Canada and Mexico. Further, America trades with Latin America, Australia, Japan, Asia, and the European Union.

Historical Factor

Although the British Empire ruled the USA, it secured its independence after bloody wars. The USA has experienced wars which include the colonial war of 1620-1774; battle of freedom/revolutionary war of 1775-1783; the war of 1812; Mexican war of 1846-1848; civil war of 1861-1865; Spanish-American war of 1898-1901; World War I of 1917-1918; and the World War II of 1941-1946 (Leland, 2010; Baker, 1917). Evidently, after World War I & II, the USA emerged as an industrial power, farming becoming a booming industry, discovery of machineries such as that which built steamboats, minerals, and the like led to the establishment of a stable USA into the close of the 20th century (Crisman, Lees, & Davis, 2013).

Political and Economic Factors

With the geographical position, historical background of victories over the wars, the USA became a superpower. It exercised its political muscle by creating allies who enriched the country economically by selling ammunition, agricultural products, and intellectual capability, which has helped make the technological and prosperous world we see. Literally, the USA has created the world power and economy experienced by almost all world countries, some, unfortunately, have become enemies.

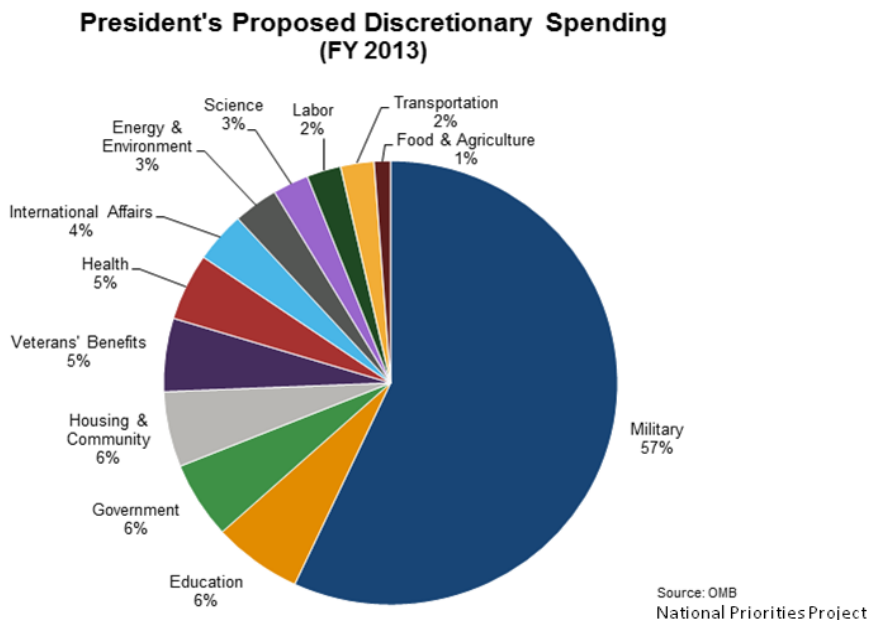
The USA Dilemma of Educating Her Children

Although America has the best geographical positioning, historical strength, winning wars and establishing allies, political and economic capital, America lags in her children's education, there is the disparity of the haves, and the have nots, the rich and the poor communities (Brady, Eastman, & Packer, 2000). As Wexler shows, the hidden knowledge gap is the hidden cause of America's broken education system (Wexler, 2020). Wexler shows that "the elementary school curriculum's intense focus on decontextualized reading comprehension 'skills' at the expense of actual *knowledge*" is the reason America lags compared with other nations' educational systems (2020, para. 1). America should prioritize its expenditure to provide quality education to all children, giving them the vocabulary and the learning experiences they need to succeed in the 21st competitive world. Agreeably, there is no more blaming the American teachers, buildings, and accountability, but American leadership and the citizens should rise to think and save the educational crisis.

The need for quality education for America's children is reachable. The United States of America has created colossal wealth; hence it can invest in education to educate American children by providing the best education for the diverse student population in the cities and the suburbs.

For analysis, we will use the data from the charts below to show the annual income of the USA, expenditure, and total percentage allocated on the programs of educating America's children.

FIGURE 1
EDUCATION RECEIVES 6% COMPARED TO OTHER INSTITUTIONS OF THE
GOVERNMENT



It's impossible to talk about the budget deficit without talking about the military budget. It has the largest share of discretionary spending.

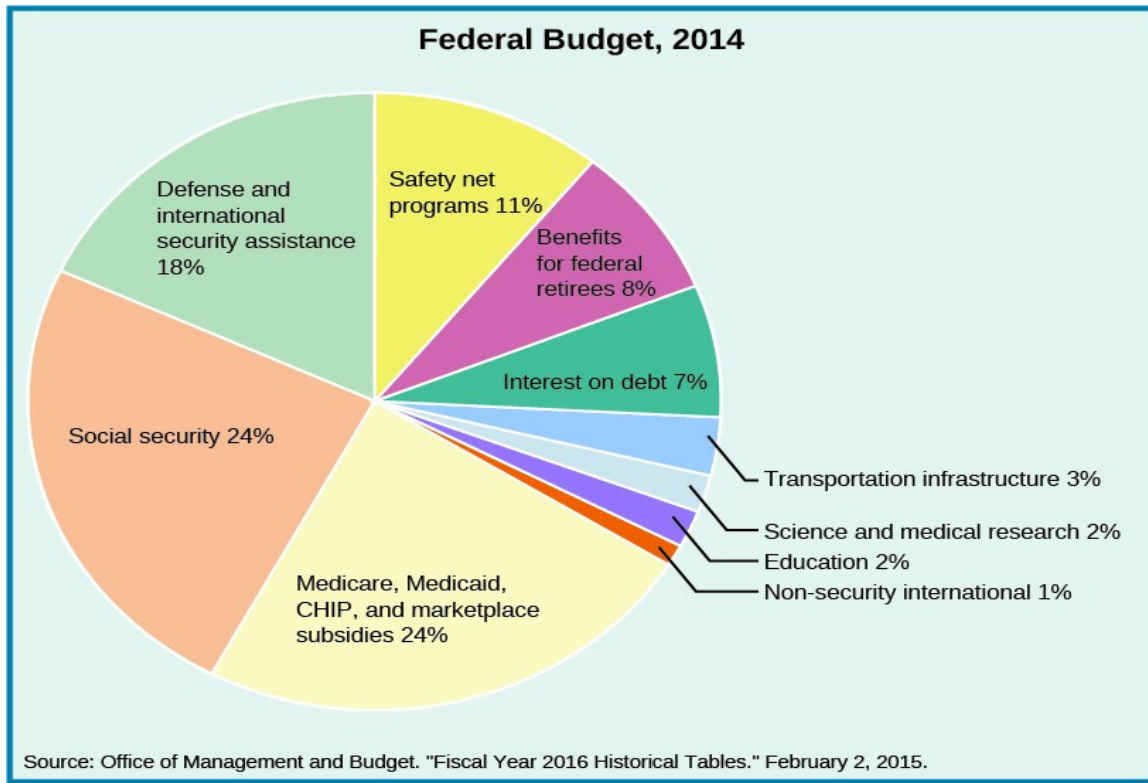
Discretionary spending refers to the portion of the budget which goes through the annual appropriations process each year. In other words, Congress directly sets the level of spending on programs which are discretionary.

<http://tippingpointnorthsouth.org/5percent>

Adapted from OBM National Priorities Project

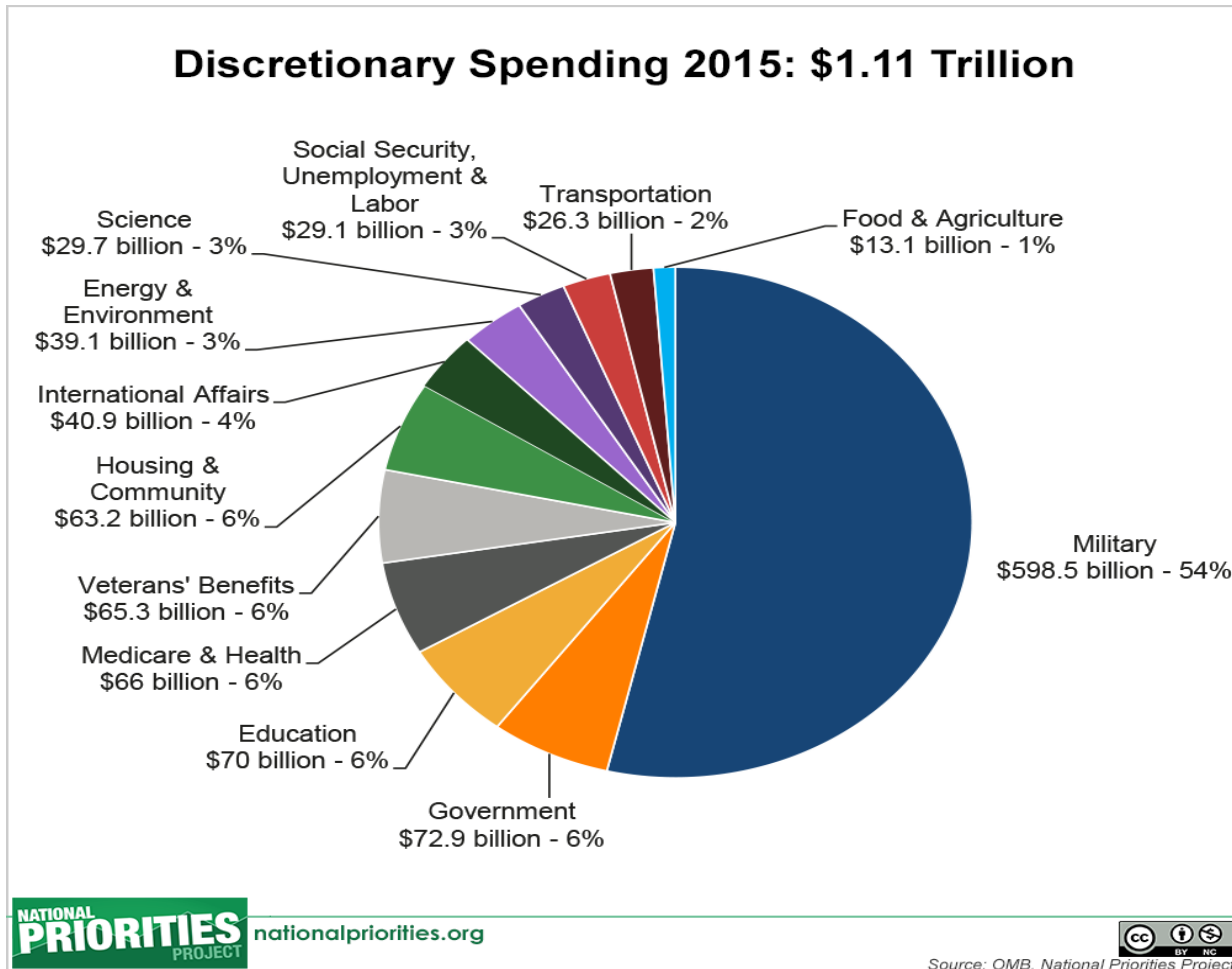
As shown in the president's discretionary spending, you find that education was awarded 6%, whereas the military was awarded 57%. Although other sectors such as housing and community, government, receiving 6%, and veterans receiving 5%, United states should allocate more money towards her children's education. Hence, granting a more considerable percentage in education. There is enormous parity between the spending on education and the money spent on the military, 57%. Indeed, America must be well prepared in case of any military war and conflict arising from outside its borders and buying ammunition and instruments of war is essential. However, this should not be at the expense of America's children, youth, and young adults.

FIGURE 2
FEDERAL BUDGET, 2014



The 2014 Federal Budget is a shocker as we find that educational allocation is only 2%. In contrast, other government institutions have received higher allocation such as Social Security 24%, Medicare, Medicaid, CHIP, AND marketplace subsidies 24%, Defense and international security assistance 18%, SafetyNet programs 11%, and Benefits for federal retirees 8%. Irrefutably, all other aspects of America's life are essential; however, educating her children receives too little money in the 2014 budget.

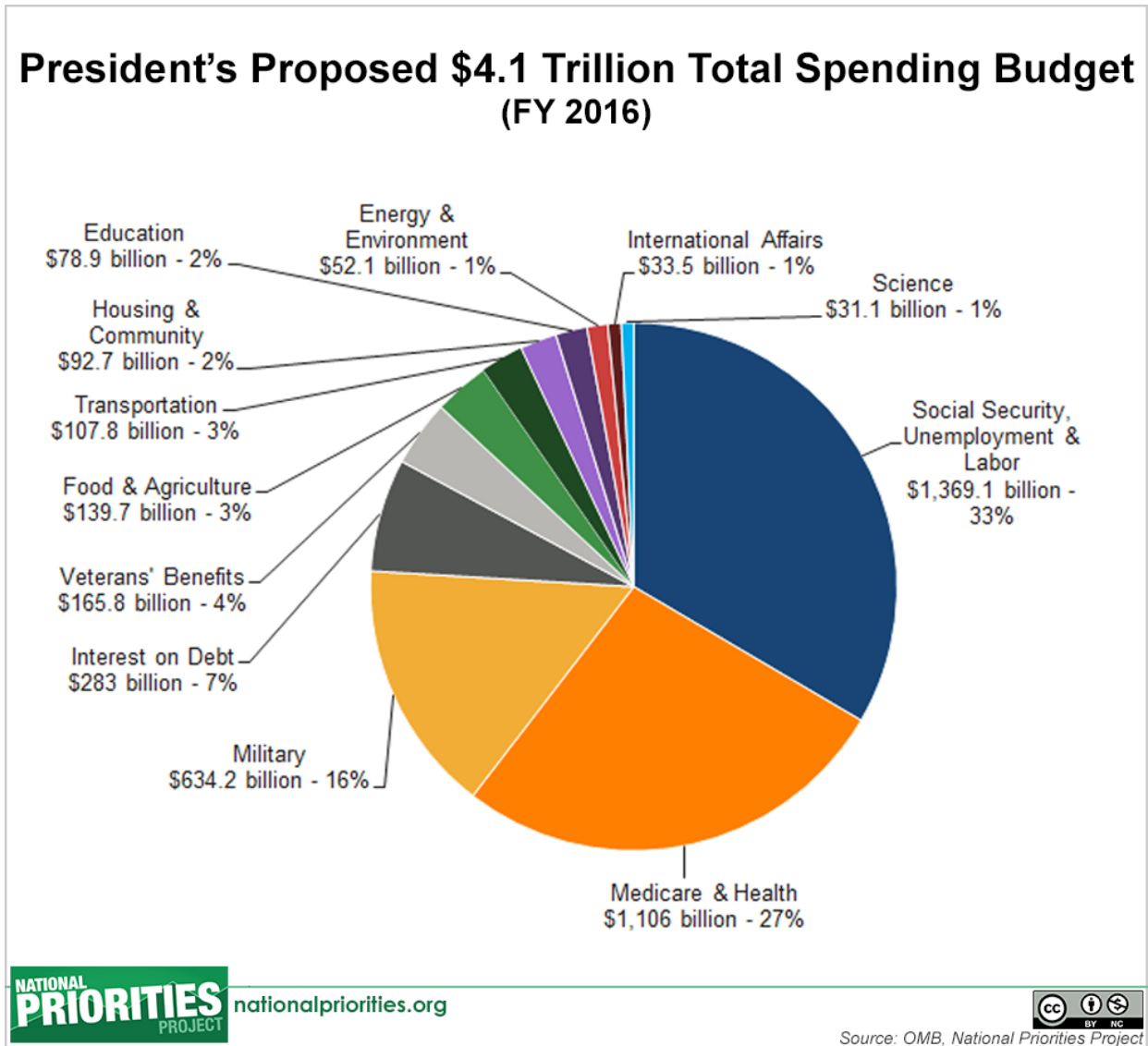
FIGURE 3
DISCRETIONARY SPENDING 2015: \$1.11 TRILLION



Adapted from National Priorities.org

In the 2015 discretionary spending, there is a drastic change, for you find that education got \$70 billion equivalent to 6% a little more than Housing and Community receiving \$63.2 – 6%, Veteran’s Benefits \$65.3 billion – 6%, Medicare and Health receiving \$66 billion -6%. However, education is receiving lower than the government receiving \$72.9 billion – 6%, and the Military receiving \$598.5 – 54%. Again, America is using half of its spending on Military than education

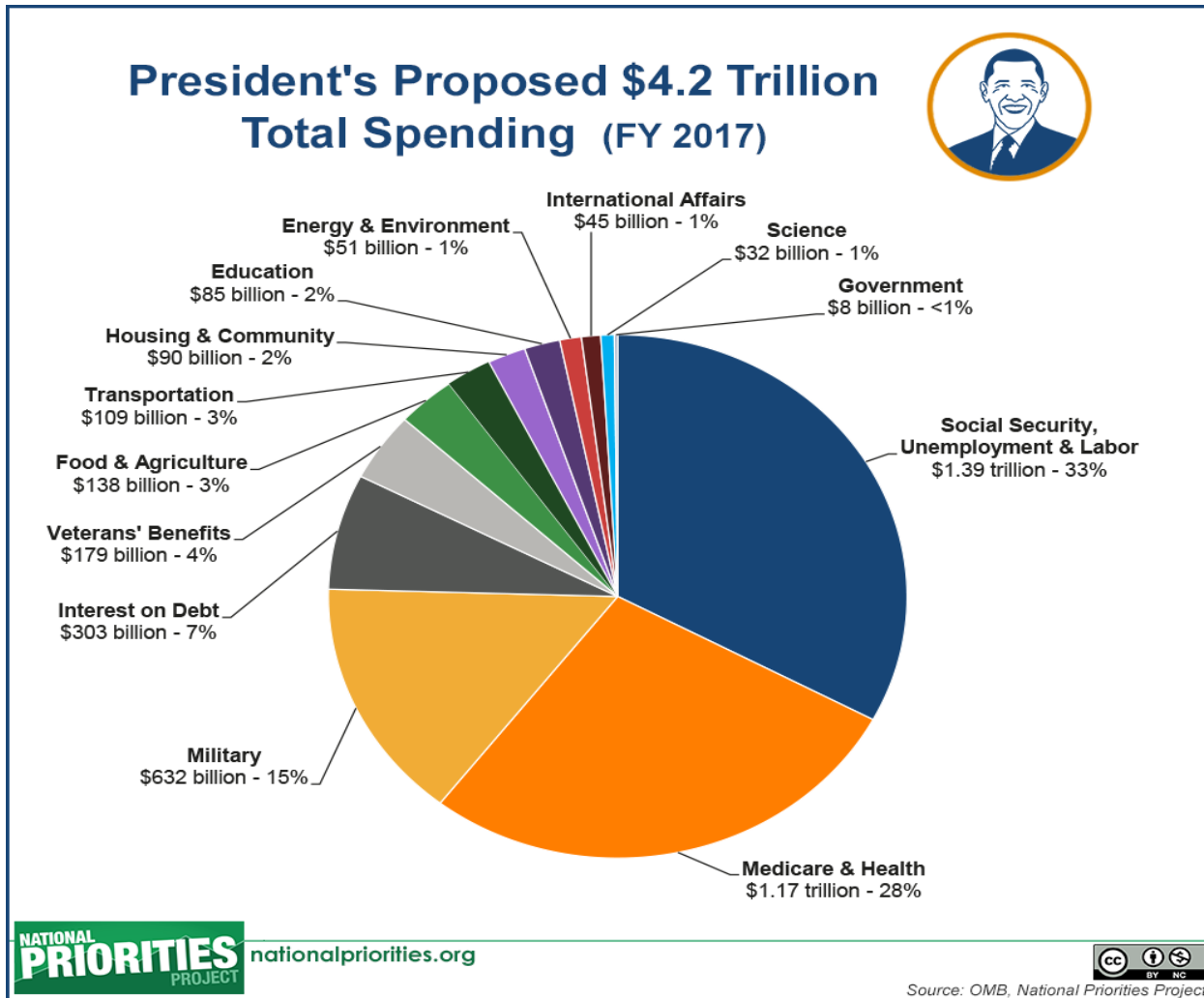
FIGURE 4
PROPOSED \$4.1 TRILLION TOTAL SPENDING BUDGET



Adapted from nationalpriorities.org

In 2016 president's proposed \$4.1 trillion total spending budget, the education sector is receiving \$78.9 billion – 2%, less than Housing and Community receiving \$92.7 billion – 2%, Transportation receiving \$107.8 billion – 3%, Food and Agriculture receiving 139.7, Veterans' and Benefits receiving \$165.8 billion – 3%. Unlike education, the big spenders include Military \$634.2 billion – 7%, Medicare and Health receiving \$1,106 billion – 27%, and Social Security, Unemployment and labor receiving \$1,369.1 billion – 33%.

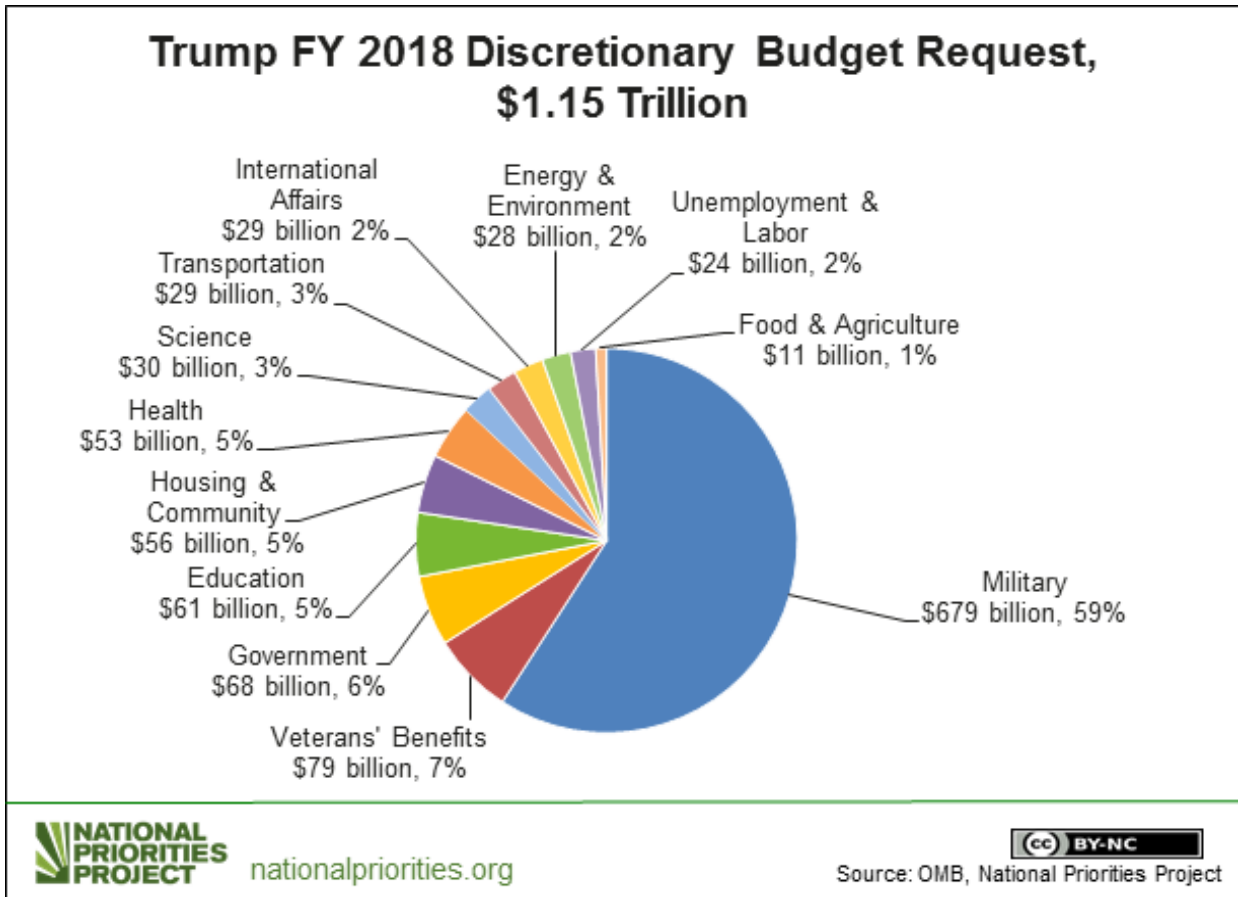
FIGURE 5
PRESIDENT'S PROPOSED \$4.2 TRILLION TOTAL SPENDING IN 2017



Adapted from nationalpriorities.org

Observing 2017, you will find that Education receives less \$85 billion equivalent to 2%, than Housing and Community receiving \$90 billion – 2%, Transportation receiving \$109 billion – 3%, Food and Agriculture receiving \$138 billion – 3%, and Veterans’ Benefits receiving \$179 billion – 4%. In this year, the greatest beneficiaries of much spending included Military receiving \$632 billion – 15%, Social Security, Unemployment and Labor receiving \$1.39 trillion – 33%, and Medicare and Health receiving 1.17 Trillion – 28%.

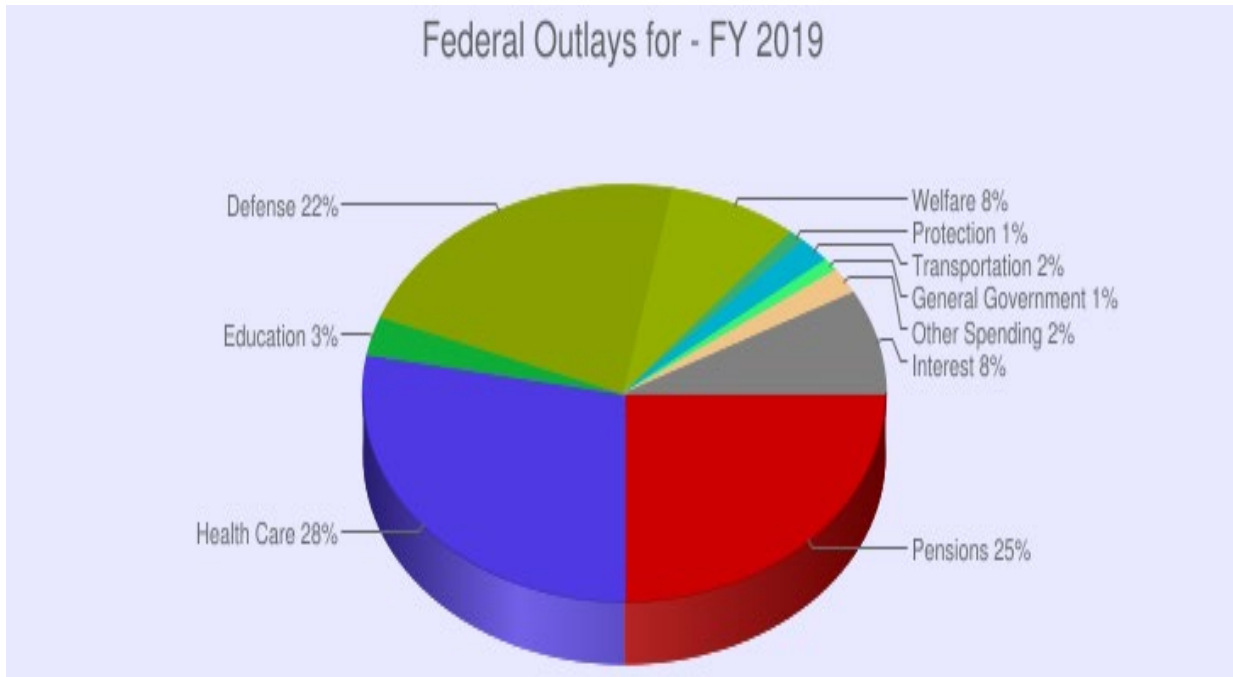
FIGURE 6
TRUMP 2018 DISCRETIONARY BUDGET REQUEST



Adapted from nationalpriorities.org

In contrast to many government institutions in the 2018 Discretionary Budget Request, Education Department receives \$61 billion – 5%. Indeed, this is more than Health receiving \$53 billion – 5%, Housing and community \$56 billion – 5%, while at the same time, receiving less than Government itself receiving \$68 billion – 6%, Veterans’ Benefits receiving \$79 billion – 7%, and Military receiving \$679 billion – 59%.

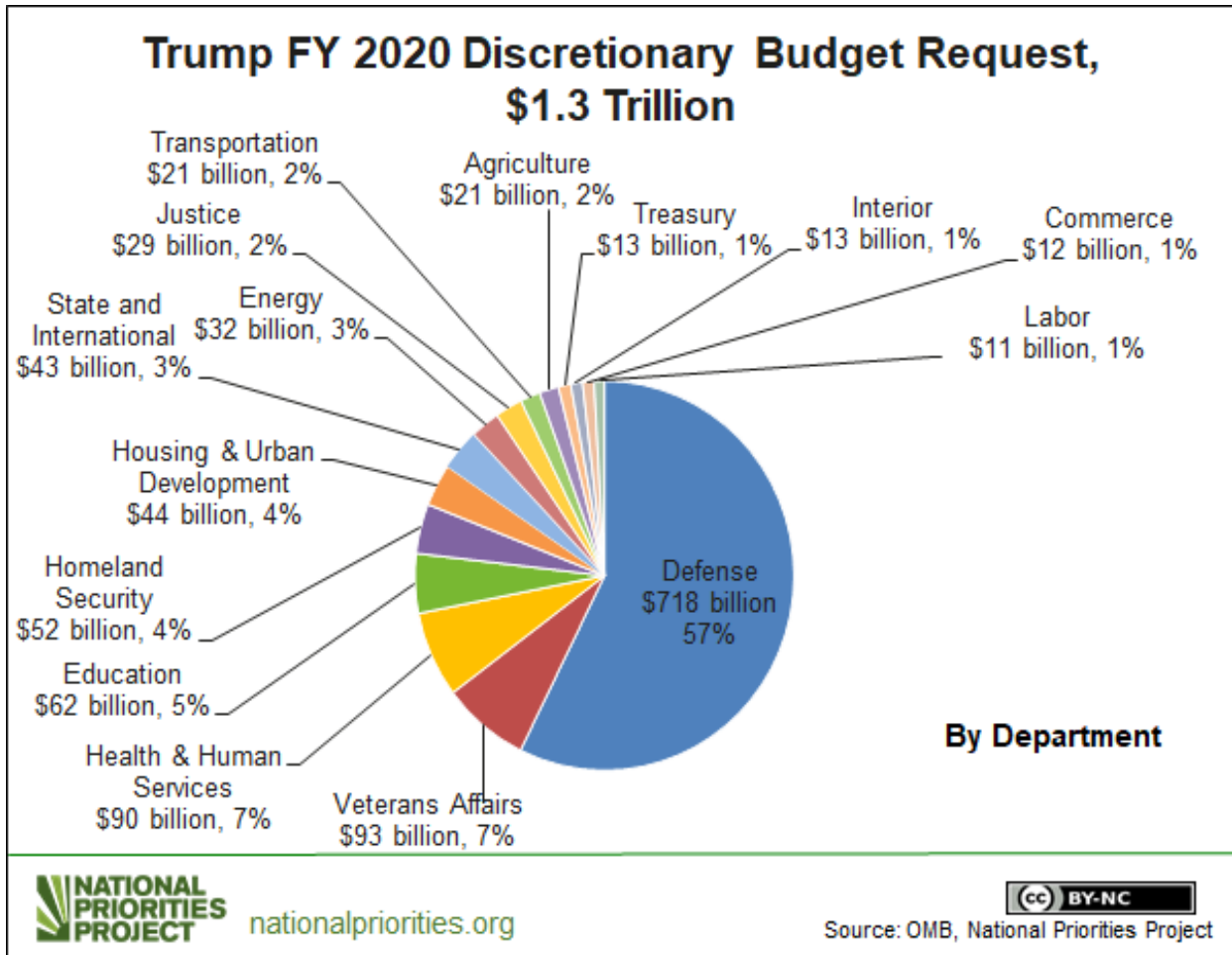
FIGURE 7
FEDERAL OUTLAYS FOR 2019



Adopted from Government Spending https://www.usgovernmentpending.com/US_fed_spending_pie_chart

In the 2019 Outlays, you find that Education suffered allocation of funds receiving on 3% compared to Defense receiving 22%, Health and Care receiving 28%, Pensions receiving 25%, and Welfare receiving 8%. Although 2019 was a year leading to the 2020 elections, education should not have suffered such loss of funds compared to these other big institutions of the government. Undoubtedly, education of the nation's people should be grouped among the three big institutions of the government and a country which should receive a lion's share of the total spending.

FIGURE 8
2020 DISCRETIONARY BUDGET REQUEST



Adapted from nationalpriorities.org

It is fortunate that during the final Trump’s 2020 Discretionary Budget Request, Education receives \$62 billion – 5%. Indeed, this allocation is more than Homeland Security receiving \$52 billion – 4%, and Housing and Urban Development receiving \$44 billion – 4%; but receiving less than Health and Human Services received \$90 billion – 7%, Veterans Affairs receiving \$93 billion – 7%, and defense which is way out in the 3rd heaven receiving \$718 billion – 57%.

America Is Affluent

Economically, America is affluent, and with this wealth, she can educate her citizens adequately, especially the poor and low socioeconomic communities in American's inner cities. Yes, the voluntary and involuntary children of the immigrants should be well-schooled. The majority of them are in rural America, where materials and the digital disparity are rampant. With an education-willed political leadership, America would skyrocket in the education of all its citizens. The analytical data of 2013 to 2020 shows that the budget on education is minimal to meet all academic needs of students, salaries of primary and high school teachers.

The new spirit of privately wealthy Americans might be the solution to educating all her citizens. The billionaires such as Bill Gates, Buffet, Dalio, and Dimon, to mention a few "say that capitalism in its current form simply doesn't work of the rest of the United States" (Rooney, 2019.) Ray Dalio hit is on the

head, "Capitalism needs to be reformed," (Clifford, 2019, para. 5). These rich people have recognized inequality and an enormous income gap in the capitalist USA, agreeing that there is a need for change for a better society, have proposed to support education (Rooney, 2019, para 2; Clifford, 2019, para). Writers such as Manyika, Pankas, and Tuin adds that capitalism needs to "involve tweaks, reforms or wholesale change" (2020, para. 1).

Any successful system needs reforms to meet the needs of the peoples. With the economic and social change, America should wisely channel the reforms of capitalism to consider providing equitable education for the ever-increasing diverse student population in our K-12 educational system.

One would think that any political regime would look into the education of its people. America is not exempt from this. As we have seen earlier, the government's educational budget is minimal compared with the high budget of the military, which usually has more than half of the total expenditure. The economic and social inequality experienced in the various states of America is due to education, as very well put by Dalio that the disparity is due to "lack of investment in public education" (Cooney, 2019, para.5). Hence, choosing to invest in education is crucial in building an equitable society than the political pushing to socialism. Capitalism's sin is a lack of sharing and channeling money to where it matters, in the education of children, the poor, and the youth development. Education is equalizing instrument, and it's time for America to rise and be doing the right thing, investing in its young's education.

Lessons to Be Learned by America

There are so many lessons the USA can learn from the educational systems of other countries of the world, including the 3rd world developing countries. The study has shown that though the USA is reaching, its education expenditure is minimal, not where it should be. However, as indicated in this study, wealthy America can learn from Tunisia and Egypt.

Among the things the United States can learn from both Tunisia and Egypt are inequality in funding the education system. The American leaders in the government do not budget more for education, whereas they give a lot of money to other institutions of the government, including defense, Housing Development, Health and Human Services, and Veteran's Benefits.

The second thing to learn is that United States has children from a socioeconomically low background and needs to address the issue. Unfortunately, you have the presence of poverty among millionaires and billionaires. This parity needs mending to allow children of the poor communities' secure education, which consequently helps them come out of poverty and bridge the inequality gap.

The third thing the United States should learn from Tunisia is in the area of empowering women. Though with limited resources, Tunisia is in the front of empowering her women. Indeed, Egypt is working with USAID to reduce gender gaps by "removing constraints to women's economic participation; addressing sexual harassment and gender-based violence; and reducing the gender enrollment gap at all levels of education" (Cristofolleti, 2020, para. 1). Further, Egypt is "improving access for girls to Science, Technology, Engineering, and Mathematics (STEM) education" (Cristofolleti, 2020, para. 1). In the United States of America, women have tried to bring themselves out of the low statuses of society by empowering themselves. As developed by Tyack & Hansot (1992), America must complete the protections and the rights of women and sexual equality as established by the Congress; especially in education and equal employment and salary opportunities as their counterpart and eradication of notions that women are a second class citizens, women treatment as minors, women can't make it without men – they are not complete, and that they can't lead and so forth (Surawicz, 2016; Mill, 2016; Espiritu, 2008; Coleman, 2004; Kessler-Harris, 2003; Durako, 2000).

The government and the leaders have not done enough to prepare women to where they should be. It is pathetic that in America, we speak of human rights, yet being one of the members of the developed nations, we have had no woman president (Baker, Aldrich, & Nina, 1997; Surawicz, 2016. Is it that women lacked education? Emphatically no. Is it a failure to recognize the women's potential and lack of level grounds for wealth and leadership avenues? For instance, Tanzania got her first female president, Samia Suluhu Hassan, and East Africa feels fantastic that women have broken the ceilings. Indeed, as 3rd world economies, Uganda, Tanzania, and Burundi, though weak and faced with economic and political difficulties

and corruption in so many ways, have included more women in leadership positions in parliament, senate, and other government leadership positions (Bauer, 2008; Stockemer, 2008; Thorton, 2019). Kenya, as a 3rd world economy, is struggling with the number of women's representation. Still, with the 2010 constitution, which advocates for the two-thirds gender rule in Kenya, women will be gaining political capital (Kaimenyi, Kinya, & Chege, 2013). A recent study shows that Rwanda (East Africa) was the highest at 61.3% in women's representation in parliament worldwide. Followed by Cuba with 53.2%, Bolivia with 53.1%, Mexico with 48.2%, but the USA lagging at number 75 comes with 23.5% of women in Congress. What does this tell the world? The USA has a long way to go and has a lot of work to do in allowing the American women who are able and highly educated to lead (Thorton, 2019).

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