

role of non-governmental organizations in development Education



Leila khenniche*
University of el Oued
drleilakhenniche8@gmail.com
Salim-hadj.sad
University of el Oued
salim-hadj.sad@univ-eloued.dz

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Abstract:

Education plays a crucial role in the development process. Education contributes to empowering individuals and developing their abilities and skills, thus making better use of resources and achieving personal and community progress.

NGOs agree that supporting and developing education is one of the priorities of inclusive development efforts. These organizations finance and implement education projects and provide financial and technical support to Governments with a view to raising the level and quality of education.

Through its work at the domestic and international levels, NGOs can identify gaps and weak points in the education system and draw attention to them. Often, these organizations offer an innovative and flexible solution to education problems and fill gaps that governments may not be able to address on their own.

In addition, NGOs' cooperation with Governments in the formulation and implementation of educational plans enhances public-private partnership and coordination, contributing to better outcomes and enhancing the effectiveness of educational efforts.

The role of non-governmental organizations in promoting and developing education is of great importance and can lead to positive and sustainable change in education and human development.

Keywords:

NGOs/Education /Educational governments /Educational efforts/

* Corresponding Author

.Introduction

Education is the building block of development, without which an individual does not improve the rational use of resources, This fundamental relationship between education and development has been and continues to be the focus of all researchers in the field of real development NGOs are participating to support Governments to promote and raise the level of education through the development of education through the financing of education projects and the implementation of educational projects and programmes in accordance with development plans drawn up by Governments. Some Governments have even made it possible for NGOs to participate in the formulation and preparation of their plans.

- Problematic

Non-governmental organizations (NGOs) are defined as private organizations, partly or wholly independent of Governments and mainly characterized by humanitarian or cooperative objectives rather than commercial objectives that generally seek to alleviate suffering, promote the interests of the poor, protect the environment, provide basic social services or undertake community development.

NGOs are therefore non-profit organizations, working on a voluntary basis and aiming to provide the many and diverse services that society needs.

One of these organizations' roles is to provide aid and assistance and to contribute to the advancement and development by bridging gaps that have not been covered by Governments or that have been incapable of by the State.

Based on the important role played by NGOs, which encompass the most vital areas of society, especially the role played by NGOs in the education sector, the latter being one of the most vital sectors, if not at the top of the pyramid. Non-governmental organizations (NGOs) are an effective entity that works to fill the Government's gaps in this sector, and to promote and develop the education sector and system, especially within the vulnerable environments of this system.

Based on this relationship, the researchers began to clarify the picture and familiarize themselves with these organizations and the role they play in general and within in particular, after researching and investigating relevant research, reports and studies such as the Ashraf Anwar Sheikho Study 2015, which examined the role of NGOs in supporting education to achieve sustainable development in Gaza

governorates and ways to develop it. s education in schools in Gaza governorates, Also the study of Alaouli and Yasin 2011 on the role of NGOs in education for sustainable development s role in supporting the educational process... and other studies.

- The problem with the study is therefore

What is the role of NGOs in the development of education?

The following sub-questions arise under this problem:

1. Do NGOs play an active role in the development of education?
2. Do non-governmental organizations play an active role in the development of education in ?

Reasons for choosing the subject:

Development of 's current education system.

The rise of voices calling for the improvement of 's educational system.

To know whether NGOs in particular are "local" in a position to bring about change in 's educational system.

Research Objectives:

The study sought to achieve the following objectives:

Dissemination of NGOs

Highlight the roles and functions of NGOs

Clarify the role of NGOs in the development of education in particular.

The importance of research:

Research is useful in highlighting the role of NGOs and encouraging the emergence of such organizations

Research on entrepreneurs' orientation may be helpful in providing support to these organizations

Encourage such organizations to continue.

- Study terms:

NGOs:

Development of education:

Previous studies:

Arab Studies:

1/First: A study (Ashraf Anwar Shehu, 2015) entitled: The role of NGOs in supporting education for sustainable development in Gaza governorates and ways to develop it.

The study aimed at identifying the role of NGOs in supporting education and achieving sustainable development in Gaza's portfolio and ways to develop it, as well as whether there are statistically significant differences between the average estimates of the study sample individuals for this role, which are attributable to variables of type, scientific qualification,

functional status, number of years of service and type of organization.

To achieve the study's objectives, the researcher used the analytical descriptive curriculum.

The study community is a decision-maker in the 42 non-governmental organizations involved in education in Gaza Governorate. The actual sample of the study covered all the sample community. The present study used a quantification of the number of paragraphs (33), which was distributed to three areas related to the content of the study's questions.

- The study found several conclusions, the most important of which were:

- With regard to the first area on the role of NGOs in supporting education for sustainable economic development, the results showed that a small proportion (51.80%) of respondents felt that NGOs played this role.

2/Second: A study (Pleasure, 2014) entitled: NGOs' efforts in supporting the education process in Gaza schools - calendar study.

The study aimed to identify the efforts of NGOs in support of the education process in Gaza governorates, where the researcher used the analytical descriptive curriculum. In order to achieve the objective of the study, a questionnaire was designed for school directors and managers of the Ministry of Education and schools of the Gaza Governorates Relief Agency. (250) Identification of (39%) of the original study community of 640 managers and directors, and (214) identification of (85.6%). The researcher used the SPSS statistical program to analyze the data.

The study found several conclusions, the most important of which were:

1. The overall rating of principals' appreciation of the efforts of NGOs in support of education has reached (49.39%) with the second (promotion of activities) being the first with relative weight (55.11%) and the first (material and logistical support) being the second with weight (49.49%) and the (strengthening of the school-family relationship) being the third with weight (41.84%).

2. There are no statistically significant discrepancies at the level of (≤ 0.05), between the average grades of sample members for NGOs' efforts to support the education process in Gaza governorate schools that are attributable to variables (gender, years of service, supervisor).

3. There are significant statistical differences attributable to the educational area variable (northern Gaza-central Gaza-Khanyuns-Rafah) between the average grades of sample members for NGOs' efforts to

support the education process in Gaza governorate schools for Gaza and Central schools.

3 /Third: Study (Baaloucha, 2013), entitled: The Reality of Partnership between Basic School Administrations and Non-Governmental Organizations in Gaza Governorates and Ways to Develop It.

The study was aimed at identifying the reality of partnership between basic school administrations and NGOs in Gaza governorates and ways to develop it. The researcher used the analytical descriptive curriculum to achieve the study's objectives. The researcher used identification as a study tool and the sample of the study was composed of (451) Director and Director of Basic School supervised by the Ministry of Education and the Gaza Relief Agency, as well as a focal point meeting of a group of 18 Expert from ministries of the National Authority, Palestinian universities and non-governmental organizations.

The study found several conclusions, the most important of which were:

1. Mechanisms for developing partnership between basic school administrations and NGOs have obtained relative weight (79.2%) and are considered to be very high according to the study criterion.

2. The concept of partnership between basic school administrations and NGOs has obtained relative weight (74.43%) and is considered good according to the study criterion.

3. The current field of partnership between basic school administrations and NGOs, and the area of partnership areas, has gained relative weight (56.2%) and (54.2%), respectively, and is considered an average estimate by sample standard.

IV. Studies (Obeidat Yassin 2010) entitled: The role of NGOs in supporting education in Jordan.

This study aims to learn about the role played by NGOs in supporting education in Jordan. Information was gathered through the qualitative analytical curriculum, through field visits and personal interviews with the wishes of the organizations and their decision makers, or their representatives. The school community was made up of all local and international NGOs active in education in Jordan, and then took an intentional sample for purposes

The study is composed of four NGOs, two local and two international, based in Amman, and direct questions have been asked about each organization's aspects and functions.

The study found several conclusions, the most important of which were:

NGOs have an impact on the process of positive change and are considered positive. Empowerment and community development are their strategic objectives through the implementation of educational programmes for different age groups. Most important, kindergarten and basic education, which positively changed the perception of accepting the presence of NGOs in the Arab Organization and belief in its role and objective, as enrolment rates have risen, illiteracy rates have decreased, In addition to the improvement and development applied to schools of systems, curricula and buildings education and training ", as well as the development of teaching and training methods, but it suffers from the problem of underfunding in support of its ongoing programmes and projects.

What NGOs Are

Preface: NGOs or so-called civil society organizations are one of the main actors in today's international order through its functions and roles in various international and domestic fields, They are non-profit organizations, and their work is based on a voluntary basis. It aims to provide the many and diverse services needed by society and NGOs of two kinds, Local NGOs active within the country and other international organizations whose activities transcend the State's borders.

1. NGO concept:

-Definition of the concept of non-governmental organizations by higher international bodies:

Definition of the United Nations: "Private organizations or associations established by individuals on their own initiative and away from the influence of the Government, usually arising as an automatic response to a sense of need to organize for an activity".(Students and Aoun, 2020, 20)

According to international law: each organization has been founded by persons described as non-governmental even if it provides governmental actions, such as the Red Cross and Amnesty International. National non-governmental organizations (NGOs) vary according to different national legislation. In French law, which defines associations as an agreement of a group of persons who permanently share their knowledge and activity in order not to divide profits. (Sharifi, 2008, 9)

Definition of the World Bank: "They are private organizations, partly or wholly independent of Governments and mainly characterized by humanitarian or cooperative objectives rather than commercial objectives that generally seek to alleviate suffering, promote the interests of the poor, protect the environment, provide basic social services or undertake

community development".(Muammar, 2011, 18)

Definition of the Economic and Social Council: in its resolution of 27 February 1950, it defined it as "organizations not created through agreement among Governments", distinguishing it from intergovernmental organizations established by agreement between Governments. (Abu Amer, 2004, 42)

Definition of the Council of Europe: Defined by the Strasbourg Convention as:

"Any private institution or association to which the following conditions apply in accordance with article I of Convention 1582".

- Be an international non-profit tool.
- Be subject to the domestic law of the State in which it is active.
- Have actual activity in two or more States.
- Have registered offices in the territory of the State in which it is active.

(Students and Aoun, 2020, 23)

Definition of the Federation of International Associations: The NGO is defined as:

"An association composed of representatives of different States, which is international through its work, with the structure of its management and source of funding, whose objective is not to profit and which benefits from an advisory status with governmental organizations.

This definition adds the requirement of rank with governmental organizations.

This leads to a distinction between two types of NGOs: recognized by intergovernmental organizations and those that do not enjoy such recognition. On the other hand, NGOs may be defined as private organizations, associations or federations under national law, headquartered in a State and subject to the law of the State of origin but in practice to regional or global reach. "

(Ben Said Walmuchi, 2013, 109)

- Western definitions of NGOs:

Known by Thomas Ferraro: "All lobbying groups at the international level that take no profit or violence as their goal and means respectively pursue general objectives and influence international policy outcomes, for example Greenpeace, Oxfam International, Amnesty International. (Tawyer, 2016, 10)

Marcel Marl defines it as: "Every assembly, association or movement made up permanently by private individuals belonging to different countries to pursue the objectives of non-profit and profitability.

Here, this definition adds the quality of permanence that must be provided by different organizations, as well as the quality of action at the international level defined by its members' membership of different countries. (Ben Said and Lamouchi, 2013,)

It is defined by "Marco Padron" as: "An organization that is not part of the Government and has not been founded on an agreement between Governments and may be specialized organizations, trade unions, or local or international agencies that do not have a governmental nature." (Students and Aoun, 2020, 24)

- Arab definitions of NGOs:

1 . Dr. Tousei Ben Amer defines them as: "Private associations formed not by agreement of Governments but between private or public individuals and bodies of States and different nationalities that seek to influence the course of international relations".

(Night Judy, 2012, 12)

The narrator defines it as: a body of seven or more persons whose primary purpose is to organize its endeavours to provide social, cultural, educational or any other kind of services to citizens without the aim of its activity or its work for material profit, sharing or personal benefit. (Shehu, 2015, 10)

2. Formation of non-governmental organizations

Some studies suggest that the emergence of the first non-governmental organization dates back to 1917 without identification, given the industrial system and the emergence of the machine, began to show analytical movements against slavery in various British colonies. The first nominally mentioned NGO was the Friends "Cuakras district des Association" in 1624. It is an organization of a religious nature based on the provision of humanitarian assistance, at which time it had not emerged as "NOGOS", but as international associations, but its objectives have not changed since its emergence. Most 21st century organizations still maintain the same goals that always include fighting poverty, trying to find solutions to conflicts, protecting the environment and humanitarian assistance through human rights. The number of NGOs has increased in parallel with their stages of development, and has gained wider influence in several areas since the first generation. In 1960, they numbered 1255 NGOs, but by the beginning of the 1990s they had reached 2000 and in 1999 they doubled to 26000 NGOs. (According to figures provided by the Sibri Institute's 2003 International Arms Report). (Pooti and Kahal, 2021, 3 and 4)

Non-governmental organizations have appeared in Article 71 of the

Charter of the United Nations concerning the role of the Economic and Social Council in order to define the legal framework governing relations between the United Nations system and the world's associative movement.

This article states: The Economic and Social Council could make all necessary arrangements to consult non-governmental organizations interested in issues relating to its competence, and here the term NGO originated

In a vague and unclear manner, article 71 referred to has recognized three items:

1. A small number of NGOs have a senior consultative status and concern for most of the Economic and Social Council's concerns.
2. Specialized organizations that care about certain areas of activity, in which they have a good reputation.
3. Other organizations in consultative status from time to time in accordance with the Council's requirements.

(Ben Said Wolmuchi, 2013, 108 and 109)

Returning to the first roots, the NGO has gone through several stages, contributing to its emergence and prominence in the international arena. So that it evolved across three different epithets that began with its first signs in ancient times through church reforms that touched that stage and the emergence of signs of political liberalization after the spread of ideas for freedom of opinion and expression, Then the phase of private initiatives by individuals and their recourse to clustering among themselves, The first beginning was with the ideas of philosophers' opinions until 1863 and from the beginning of World War II 1945, From the beginning of the Second World War until our modern era, the formation of NGOs has gone through several stages:

- Phase I: Ancient Times
- Phase II: Between 1863 and the beginning of the Second World War.
- Phase III: The last stage is the contemporary phase between 1945 to date. (Ebazizen and Firms, 2013, 7 and 8)

2 .Characteristics of NGOs:

. General characteristics: can be summarized as follows:

- You are independent of the government, which is not a state organ.
- The NGO is created by natural or legal persons or a mixture of the two.
- The organization should be declared and not a secret movement.
- Achieving public benefit.
- State support in closing gaps in government performance.

- Volunteerism, non-profitability, non-submission and membership of any political party
- Self-management of any autonomous management.

- Organizational characteristics:

Organizational features are linked to five main aspects:

Objectives: have international objectives that transcend a State's borders; That is, it has branches or activities involving at least three States.

Members: Each individual is professionally qualified in line with these organizations' areas of work and is from different countries, i.e. at least three States.

Structure: to have a headquarters that ensures that it continues to conduct its operations and activities and to have a statute that gives the right to elect staff members to any governing body of the Organization.

Staff: They must belong to at least three States. In the case where the Organization employs staff of the same nationality, the rotation of Headquarters and staff across Member States must take place.

Funding: A substantial measure of funding for these organizations' budget must be made from at least three countries.

(Ashour, 2018, 58, 59 and 60)

3.The objectives of NGOs:

Two types of objectives for NGOs can be distinguished from general and special objectives

-General objectives:

General policy for the activities of charities and federations in the country's governorates.

Coordination of charitable and social services carried out by federations in the governorates and charitable associations organized to them and reconciliation rather than cooperation between federations and associations

Establish a clear policy for funding charities by establishing a thoughtful government-approved programme for fundraising and partying inside and outside the country.

Ensuring the exchange of information on social services among the provincial federations.

Organizes annual seminars and seminars for social studies.

Resolve the disagreement between the federations in the governorates
* Provide financial and in-kind assistance to the federations and organizing associations as well as implement and support social work projects adopted by the Executive Council or charitable associations in

addition to providing assistance for social emergencies.

- **Special Objectives:**

The statute of NGOs contains a number of objectives for which the organization has been established, as follows:

Protecting and caring for individuals and families in need through financial, emergency or other assistance.

Work to provide employment or production opportunities for the individual and the family or visit them through vocational qualification.

Recommend to the Ministry of Health or the relevant ministries to issue health insurance cards to those who are unable or benefiting from the Fund's services in accordance with its health insurance system.

Provide vocational training to the Fund's beneficiaries in institutions and competent bodies.

Conducting scientific research and field studies on the Fund's activities.

(Shehu, 2015, 13)

4.Principles of non-governmental organizations

NGOs have contributed significantly to the emergence of previously uncommon concepts, issues and priorities. The principles underlying these organizations are dual in nature, and in terms of legal principles they are often at the heart of international human rights law.

On the other hand, constitutional and administrative principles, as they emanate from the Constitution, domestic laws and the Supreme Law of the Organization, which defines its structures and distributes competencies among its branches and organs. The principles underlying NGOs are two sections: traditional and modern.

- **Traditional principles:**

NGOs use a series of measures and principles for the performance of their functions, which derive from constitutional and administrative law. These measures and principles take a number of forms and forms. The most important of these are the following:

a. " The principle of drawing attention to decision makers:

These organizations draw the attention of decision makers, State legislators, political leaders and public opinion to the general foundations and principles to be respected and to the application of equal opportunities at the social and economic levels and the care of social justice.

b. Principle of legal personality of international non-governmental organizations:

This principle requires her to enjoy a moral personality independent of

her members with all the rights relating to that moral personality, such as an independent financial asset, capacity and the right to litigate in all matters relating to her interests or the achievement of her objectives.

c. Principle of freedom of establishment of international non-governmental organizations:

This principle stipulates the right of any citizen to incorporate without the need for prior authorization or authorization and to acquire the moral personality of the association simply by notification and that the procedures for registration of these organizations do not create administrative barriers to establishment and activity.

Citizens are free to establish organizations independently of the Government while retaining the latter's right to oversee its activity in order to ensure that the public interest is not abused.

d. Principle of the freedom of action of international non-governmental organizations:

This principle does not negate the lack of transparency and accountability for its activities through its members, public opinion and control over the conduct of its financial affairs by the Office of Financial Oversight, the Integrity Commission and donors.

In addition to these principles, there are other principles for NGOs, including:

2-Modern Principles:

It may be stated that the modern basic principles underlying NGOs emanate from international human rights law because they are principles and norms that support their activity and independence in the areas of human rights, the environment, health or children and include:

a. Principle of freedom of assembly and expression:

The principle of freedom of assembly means the right to form and join organizations, and freedom of expression is intended to encourage opinions and ideas without restrictions or conditions.

Thus, individuals have the right to complain and participate in NGOs of their choice to exercise the rights of freedom of expression, peaceful assembly and association, and any restriction that may be placed on the exercise of NGO members' rights to freedom of expression, peaceful assembly and association must be consistent with international legal obligations.

b. Principle of respect for human dignity:

The application of this substantive principle is the work of NGOs to respect people's dignity, which calls on them to respect diversity and promote equality of people without any kind of gender-based

segregation. race, colour, language, religion, political affiliation, opinion, National or social origin, property, birth, physical or intellectual disability or state of health.

In this regard, NGOs aim to protect human rights from actions that are contrary to fundamental freedoms and human dignity social rights ", encompassing civil, political, cultural, economic and social rights, These rights are clearly intertwined and interrelated and constitute an indivisible unit. s right to health ", the right to health cannot be conceived in isolation from the right to education, housing and employment.

In addition to these two preceding principles, the principle of preventing and alleviating human suffering is that NGOs are working to provide protection and humanitarian assistance to persons and groups, especially those displaced within their own countries, refugees and deportees. (Ebazizen and Firmas, 2013, 20 and 21)

5. Classifications of NGOs:

The concept of NGOs has been linked to the criteria used, such as size, membership and function on the basis of which they have been classified into the following patterns:

1. Geographical distribution: local, national, foreign and international organizations.
2. Functional standard and quality of activities: agricultural, service, industrial or artisan.
3. Gender Standard: Men, Women
4. Class standard: farmers, middle class workers.
5. Cultural criterion: religious, customary, kinship, ethnic

Other divisions of organizations include four aspects:

Government organizations: incorporated into government legislation and funding, including employees such as social security offices.

Community-based organizations: Community-based efforts are carried out and funded by the population, such as charitable associations.

Joint organizations: co-managed and funded by the Government and the people.

International organizations: social welfare organizations such as UNESCO and United Nations organizations.

Sources of funding for NGOs: There are two forms of funding sources for NGOs:

Local NGOs: funding or support is internal by local State institutions, State-based projects and external funding from external international organizations, which may be attributed to a lack of government support.

International non-governmental organizations (NGOs): Their funding is

mostly from external sources, as the support of local State institutions in facilitating tasks through the adequacy and regulation of laws and policies on the quality of their projects and objectives.

(Shehu, 2015, 14)

What is education development?

The concept of development emerged in the aftermath of the Second World War, used to denote the development and progress referred to in society as an example of economic progress, cultural progress...

1. Education Development Concept:

a The concept of education: "Education has many meanings that differ according to its words, pedagogical philosophy and focus:

Education is the process of transferring knowledge and information that the teacher tries to communicate to his or her pupils, while others mean the development of the personality of learners and a third team is interested in learning outputs, as reflected in children's mental, cognitive, serious, psychological and physical behaviour.

(Masaudi, 2020, 7)

b - Concept of development:

Development language: increase, growth, abundance, abundance and multiplication.

Development terminology: the concepts of development differed from person to person depending on the content on which it focuses But definitions of development can be summarized as voluntary change in society, whether socially, or economically, or politically, to move from the current status to the status that it should be in order to develop and improve people's conditions by exploiting all available resources and capacities so that they are exploited in their proper place, This change depends mainly on the participation of members of society itself.

Scientists differentiate between the concept of growth and development, and development is always associated with radical changes in the structure of the institution itself and not just on the outcome as in growth.

(Ghani Nouri, 2020)

c. The concept of educational development is intended to promote, advance and develop in the field of education, including all aspects of education in programmes, curricula and means...

2. Patterns (forms) of education:

Common types of education received by learners in educational institutions are four types, on the basis of which educational institutions

are classified as follows:

Academic education: It is the most common education that learners receive in non-professional or inclusive schools at different levels of education including higher education.

Requires specific professional capabilities such as agricultural, industrial and commercial education.

Craft education: It is an education that is intended for a learner to possess a specific craft. It is close to vocational education but easier than it is and less long time such as qualification for mechanical work, weaving, repair, etc.

Inclusive education: Education that combines academic and vocational studies. There are academic lessons such as language, history, science, mathematics, etc. Based on the type of education, there were schools or academic, other vocational, other craft and other comprehensive institutions.

Formal education: Education received by a schoolteacher is often known as school education. In most cases, people attend some form of formal education through childhood. In this type of education, school officials are responsible for what to teach and learners are required to study what officials have identified under the supervision of teachers and must attend school regularly and on time.

Automatic education: What an individual learns in the course of his daily life.

A child learns the language by listening to others speaking and then trying to talk as they do, learning how to dress or ride grades.

Non-formal education: is a middle ground between the two former types and although it has planned and structured programmes education ", as in formal education, the procedures for non-formal education are less systematic than those for formal education, For example, in countries where the population has no literacy s illiteracy ", every learner who learns illiteracy was known as a method of fighting illiteracy, In this way, education leaders prepare a simplified literacy and numeracy course and each learner teaches them to one they do not know.

Thousands of people have been able to learn in this informal way in Arab countries and in some societies such as China and India.

Distance education means the type of education that is based on multiple technical media through which direct contact between the teacher and the learner can be included within an institutional organization that provides a direct encounter between them.

Virtual education: means learning from remote locations not determined by place and time via the Internet and modern technologies system ", which enables an individual to reflect the highly complex data in the computer environment in a sense and to interact with it in an interactive manner, The computer generates images, sounds and other sensory effects, which together constitute a world that does not exist on the ground. It is to provide the individual who uses the Internet or the Internet with the knowledge he needs in various subjects or disciplines for the purpose of raising the scientific level or qualification e-books, e-mail.

E-learning: is a method of learning using modern computer communication mechanisms and research networks and electronic libraries, as well as Internet portals, whether remote or in the classroom s information in the shortest time, least effort and most usefulness, Remote study is a part derived from electronic study and in both cases the learner receives information from a remote place of the teacher's uncle And when we talk about e-study, immediate education is not necessarily synchronized, but electronic education may be out of sync.

"Blended" learning strategy: IT researchers in education have addressed the concept of integrated learning, sometimes called blend or mixture. Jang Park has defined integrated learning as a new form of training and learning that integrates face-to-face learning and e-learning features. and this shows that synergistic learning is one of the forms of education in which ICT is used, Teaching methods that need students' and teachers' interaction and the use of electronic materials are complemented individually or collectively without abandoning the usual educational reality and attending the classroom.

(Shehu, 2015, 38, 39 and 40)

3. Types of development:

Intellectual cultural development: It is based on improving individuals' culture and raising their awareness, inter alia, through universal education and the fight against illiteracy.

Social development: aims at achieving social stability for individuals and encouraging them to participate in social events, philanthropy and the spread of a common spirit among them.

Political development: aims to increase individuals' ability to participate in the political process, decision-making and the ability to choose properly.

Economic development: It aims to encourage individuals to work, produce, devote to work stemming from a person's internal conscience

and take care of the public interest.

(Ghani Nouri, 2020)

4. Development indicators:

Knowing the economic, social and political factors of underdeveloped and developed countries helps us to look at the road to controlling development indicators:

A Economic factors: One of the economic particles that refers to the concept of development and expresses its indicators is the following:

Annual population growth rate - Human Development Index - Domestic output per capita -

Unemployed and unemployment employment rate by economic activity - imports of goods and services - exports of goods and services Total debt service

b.Social factors:

Life expectancy at birth - illiteracy rates - expenditure on education - infant mortality rate - child mortality rate - mental mortality rate - rate of doctors and hospitals -

Public expenditure on health - people living with HIV.

c. Political and administrative factors: We mention:

Urban population - population using adequate sanitation facilities - population using improved water sources - per capita electricity consumption - main telephone lines - mobile telephone service subscribers - Internet reception site - population under 15 years of age - population 65 years and older - scientists and engineers working in scientific research finances - military expenditure. (West, 2014, 119, 120, 121, 122)

5. Impediments to the development of education:

a Social Disabilities:

- Problems and family conflicts:

The existence or occurrence of social problems in the family leading to the child's or children's neglect and lack of care and the loss of necessary and necessary tenderness due to disagreements between parenthood or the father's absence for a prolonged and repeated period of time from the family for some reason, in addition to the fact that the excess care in which the child is taken into account and treated causes a kind of leniency in his regular attendance at school and his commitment to school discipline.

It helps to drop out in whole or in part.

The turbulent home where problems abound between the spouses loses the child's psychological stability and emotional security, occupies his mind with adult problems and distracts him from his lessons, because of his sense that no one cares for his success, which causes him to drop out of school.

- Divorce:

Divorce is one of the family's problems as a result of social and cultural changes. In turn, it leads to family disintegration. The child is deprived of many needs such as compassion, tenderness, care, parental control and guidance, resulting in negative educational outcomes such as school aversion and multiple absences for lack of follow-up and monitoring of school dropouts.

- Polygamy:

A father's marriage more than once sometimes creates family differences that lead to family disintegration and instability in the student as a result of the father's sympathy for the first or second home, and the student becomes a distraction of mind.

Economic constraints:

- The family's material level:

The material level of the family is the financial value or work paid by the head of the household to meet the necessary needs of the family. The family's material status plays a significant role in the socialization of children at many levels:

On the level of physical development, intelligence, school success and social adjustment conditions.

Many studies show that the family's economic situation is directly linked to learning and education needs family, which can guarantee their children's material needs well from food, housing, games and scientific trips, Having educational equipment such as computer, video, books and stories can, in principle, guarantee substantive conditions for healthy social upbringing. Conversely, some families cannot provide their members with basic needs with ample possibilities for scientific attainment. Children's disadvantaged and sometimes disadvantaged society.

Economic problems are often caused by low family income or disruption of the family's employer. Poor regulation may be due to income expenditure or misuse by the husband or wife. The deterioration of the family's economic conditions makes it unable to induce its children to continue studying and is unable to create the right environment.

For productive study within the home, the worsening family conditions

prompt parents to hire children from the beginning of their lives, which obliges them to leave the study and head to work.

Family standard of living

A family's standard of living can be said to be the measure by which a person's standard of life is estimated in economic, social, cultural and health aspects. income ", this level is measured by the monetary income earned by the individual or by the purchasing power of the individual's income, i.e., his or her real income, It is also measured by an individual's psychological satisfaction in the event that he or she is convinced of his or her income and the possibility of exploiting him or her in his or her own right and the family for good. the standard of living is arranged by the volume of goods and services used or consumed by the individual, Therefore, a person's high standard of living depends on an increase in the goods and services he or she consumes. If we want to determine why the family's standard of living has improved or weakened, we say that this is due to the strength or weakness of the income. The higher the income of the family, the better the standard of living, the income is considered to be the most important factor controlling the family's standard of living, so that it determines the amount of desires and needs of the family that can be achieved.

Housing:

The home plays an important role in the strength, cohesion or disintegration of social relations, in terms of its narrowness, breadth, ventilation and facilities. The large, well-ventilated and integrated housing in terms of facilities and quality integrated furniture in which family members find complete comfort and opportunities to assemble within it, provides them with full psychological comfort and strengthens relationships and ties between their members.

Poor, poor and ventilated housing drives some children to spend most of the time outside the home. This affects family relationships and gives them the opportunity to relax outside the home, leading them to deviant behaviors.

Consequently, the change of dwelling affects both boys in general and students in particular, because the change of housing forces parents to change the school at which their children learn. Therefore, when boys change teachers and students who are used to it feel desperate and frustrated. Such a situation affects their educational achievement and thus their drop-out as a direct reaction to the suffering and psychological stress they are experiencing.

Family Size:

The size of the family is often caused by the deterioration of the family's economic conditions, the lack of a calm environment at home and encouraging schooling, and, finally, the inability of parents to raise children well and their failure to pursue the school process. All these issues lead to failure and drop out of school.

Health:

Health care aims to inform young people about the health, psychological and physical aspects that constitute the ingredients and supplies of healthy food and the health of the environment in which they live. Every young person in this life must not be confronted with certain problems, disorders and harassment in his life because no human being can achieve his needs, goals and aspirations in the way he sees and wishes.

There are problems of physical, social, psychological and economic development, emotional life and family and school life.

Berkans defines it as a state of relative balance of body function and results in the body adapting to the factors to which an individual is exposed. Health care means the care of the body, mind, soul and conscience to continue the mental superiority and educational attainment. Islam has urged special care in the door of preservation of health. In prophetic discourse (choose for your kindness, race is intransigent) and its methods in Islam and the Quran proportion.

Cognitive and cultural constraints:

1. Cultural level of the family environment:

The environmental environment in which the pupil lives is a factor influencing the pupil's achievement, especially

The family's cultural level, parents with a low cultural level, so they can often provide adequate educational care for their pupils, and may even care for their children's school lives. They are not interested, for example, in their children's attendance at school or in the performance of their homework. They do not follow their children's course of school. In a clearer sense, there will be no relationship between school and family, while it is a catalyst for the success of the pupil to follow the family for the pupil's schooling, tracking his results, weaknesses and strengths. "Grubin", in relation to this, as to the cultural level as one of the school dropout factors of the pupil, satisfies and manifests in families with a poor cultural level so that it is not possible for these families to help their son study well and correctly. Some areas have not yet been sufficiently reached by civilizations for various reasons, including after cities, difficult access and low levels of access. education ", which has led to a backward and low cultural climate and has led to negative attitudes

towards education among the inhabitants of these regions. Poorly aware of the benefits of education, they often force their children to drop out of school before completing school or not paying their children to enter school at all.

There are also other cultural reasons for the leak, which can be summarized as follows:

Lack of cultural awareness among some families:

The lack of cultural awareness of some families makes them unaware of the damage to their children caused by

Their disconnection from schooling and the improper view of education that has spread to society because of

Prevalent unemployment and difficulty in accessing jobs.

ack of awareness of the importance of education:

It is compulsory in some isolated rural areas so that some families' illiteracy is widespread

They also have no attitudes and behaviours to encourage their children to practise learning and weak

Cultural influences and lack thereof in the surrounding environment of the pupil's libraries and clubs

The latter plays a complementary role to that of school and other educational institutions.

*** Attitude towards education in general:**

Consider education as a strange thing about their values and traditions. Some parents fear going out.

Their children are obedient or do not adhere to their parents' and grandparents' habits and leave the boys to the countryside, thereby

Affects parents economically and socially

*** Attitude towards girls' education:**

Many citizens see no need for girls' education, especially in the countryside.

Her early marriage, leaving school in middle school, often expressing a lack of Convicted of the usefulness of education and their needs for girls' efforts in domestic work.

Technological advances in means of communication:

Accelerated technological progress has a negative impact on our society by imitating foreign culture and thus Posed a threat to the cultural, social and religious pattern of young people's Internet use Erroneously displacing the mind so that he has the torment and escape from school.

The pursuit of contact with other societies to bring and disseminate their cultures among society's members leads to differences between

traditional and modern culture that encourages learners to drop out.

Transboundary satellite channels:

Channels for media consumers in general and consumers of programs are among the most young, especially since this has become one of the most violent in recent years because of the media buzz about early childhood programs that some consider necessary in building personality culturally. However, the results of some studies, such as dropout, waste, abandonment and school failures, are proven to be the opposite as a result of boredom and routine educational attitudes imposed on some learners.

(Aballawi and Ben Hamdou, 2020, 54, 55, 56, 57)

The role of non-governmental organizations in the development of education:

NGOs are making great efforts to implement educational programmes in accordance with development plans drawn up by Governments. In many countries, NGOs are participating in the planning of their Governments and taking on board the implementation of programmes that Governments are unable to implement, but only until there are NGOs dedicated to achieving purely educational and educational goals to improve and support education.

NGOs consider that the Ministry of Higher Education has full responsibility for the education sector, while NGOs implement and develop programmes. Therefore, both sides improve and strengthen performance and meet real needs within the education sector.

(Shehu, 2015, 44)

Concluding observations

As discussed in this article, we conclude that NGOs have an important and effective role to play in the development of the education sector and the promotion of education at higher levels by actively contributing through their activities at both the local and international levels. They are behind the Government's knees and looking at gaps and flaws that Governments have not met, and NGOs are addressing or shedding light on if they do not address.

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