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	<p>Title of research article </p> <p>Analysis of the Impact of Public-Private Partnership on Education Sector Collaboration in Algeria</p>
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Abstract This study examines the impact of public-private partnerships (PPP) on school security, focusing on the role of private security companies in enhancing safety and discipline within primary schools. The research analyzes the outcomes of security contracts in primary schools, assessing the effectiveness of private sector involvement in securing educational institutions, improving discipline, and protecting school property. The study also explores the challenges faced by schools after the termination of security contracts, particularly regarding the adequacy of alternative security solutions provided by public-sector staff. Based on data collected from 25 primary schools, the findings reveal that while the presence of private security companies improved overall security and school discipline during the contract period, challenges arose after the contract ended, including an increase in unauthorized access and minor security breaches. Moreover, school administrators largely supported the continuation of PPPs in the future, though they emphasized the need for better coordination and improved contractual terms. The research suggests that partnerships between the public and private sectors can play a significant role in ensuring a safe and conducive learning environment, but sustainable and well-structured security strategies must be put in place to address security gaps and challenges after contract expiration.	
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Introduction:

A safe school environment is one of the fundamental conditions for the success of the educational process and achieving the goals of the educational system, especially at the primary stage, which forms the first foundation for building the student's personality. School security is not limited only to physical protection of students but extends to include a sense of reassurance, discipline, and order within the

institution. This contributes to improving the learning environment, enhancing academic achievement, and reducing absenteeism and behavioral issues. With the rise of threats occasionally witnessed by educational institutions, such as property violations, theft, and intrusion by outsiders, the need to strengthen school security through various mechanisms has become evident. Among these mechanisms is contracting with private security companies to assume the responsibility of guarding and surveillance. Many primary schools, especially in the Wilayah of mostaganem, have resorted to this contractual model as a practical solution to compensate for the weakness of public security coverage or the lack of security personnel affiliated with the sector.

One such company is SECURITY AND SERVICES GROUP, which contracted with several schools to provide security services, leading to noticeable changes in school space management and monitoring potential risks. However, these contracts did not last long in some cases, as the contracts were terminated for various reasons, raising serious questions about the effectiveness of this model of protection and the impact of its absence on the stability and discipline within the educational institution.

Thus, studying the impact of having a private security company on the school reality and comparing the situation before, during, and after the contract is a necessary scientific step to deeply understand the status of school security, identify gaps, and formulate practical recommendations directed at educational decision-makers. This study also highlights real field experiences that allow for the evaluation of the effectiveness of these security mechanisms from the perspective of primary school principals, who are direct witnesses to the transformations experienced by the institution.

Problem of the Study:

In light of the security challenges faced by educational institutions, especially at the primary level, providing a safe environment has become a necessary requirement to ensure the stability of the educational process. This reality has driven many schools to contract with private security companies to ensure guarding and surveillance, as is the case with some schools in the Wilayah of mosta that worked with the SECURITY AND SERVICES GROUP Company. However, the termination of these contracts later raised serious questions about the impact of the company's presence or absence on the institution's security and stability.

Thus, the central problem that this study aims to address is: *What is the impact of contracting with a private security company, followed by the termination of the contract, on the security and discipline situation within primary schools in MOSTAGANEM?*

Study Hypotheses:

1. The private security company provided services that contributed to enhancing security within the schools during the contract period.
2. The security situation deteriorates somewhat after the termination of the contract with the private security company.
3. The presence of a private security company had a positive impact on improving discipline within the primary schools.
4. Schools face significant security challenges after the contract ends, especially in the absence of effective alternatives.
5. The majority of school principals are inclined to support the re-contracting with private security companies in the future.

Objectives of the Study:

The objectives of the study are as follows:

1. To identify the nature of the security services provided by the private security company (e.g., SECURITY AND SERVICES GROUP) to primary schools during the contract period.

2. To evaluate the effectiveness of contracting with private security companies in improving the security situation within educational institutions.
3. To analyze the changes that occurred in the school environment after the termination of the contract with the security company.
4. To assess the impact of having a private security company on student discipline and the course of the educational process.
5. To identify the security challenges faced by primary schools after the contract termination.
6. To examine the alternatives that school administrations resorted to in the absence of private security services.
7. To survey school principals' opinions on the effectiveness of the contracting experience and the possibility of returning to this security model.

Importance of the Study:

The importance of the study lies in the following:

1. **Theoretical Importance:**
 - It contributes to enriching the scientific literature related to school security, especially at the primary education level, which is the most sensitive in terms of its need for a safe and stable environment.
 - Provides a comparative analysis between the periods of contracting and terminating the contract with a private security company, which is a topic rarely addressed in previous educational and security studies.
2. **Practical Importance:**
 - Provides realistic results that can guide educational decision-makers at the level of education directorates and ministries concerning the adoption of private security services in educational institutions.
 - Helps school principals and educational inspectors understand the impact of external security services on improving discipline and administrative management quality.
 - Allows for the proposal of practical alternatives or more effective contractual models to ensure the continuity of security in primary schools in the absence of public security coverage.

Previous Studies:

Several studies have addressed the topic of school security, public-private partnerships, and the security situation in schools. Below are some of the important studies:

- **Study by Qisham Ismail and Shaqrani Mohamed (2019)** entitled *"Partnership Between the Public and Private Sectors as a Means of Achieving Development - Leading International Experiences"* aimed to highlight the importance of private sector participation for the public sector to develop infrastructure projects and public services. It also discussed international experiences from countries such as France, Canada, Turkey, and the UAE.
- **Study by Bjeffina Yassine and Maghish Kenza (2029)** under the title *"Public-Private Partnership as a Developmental Requirement for Advancing Public Services"* focused on how Algeria can leverage public-private partnerships to enhance public services, especially in the transition from a socialist system to a market economy.

2- Theoretical Framework of the Study Concepts

2-1- School Security

The school, as a public social facility, is responsible for providing an educational upbringing based on security and orderly systems, with a solid moral foundation. Ensuring security and safety is one of the

primary goals that must be addressed in schools to create a safe and sound environment for students, teachers, and all staff members.

2-1-1 Definition of School Security

School security includes all measures taken to combat threats to people and property in educational environments. It involves ensuring protection and preventing incidents and emergencies within schools. Meanwhile, school safety focuses on preventing unintentional events and reducing potential risks.

2-1-2- The Relationship Between School, Security, and Safety

The school is an educational and pedagogical environment aimed at building individuals both cognitively and behaviorally. To achieve this goal, an adequate level of security and safety must be provided within its surroundings.

School security does not only involve protecting students from physical dangers, but it also encompasses psychological and social aspects that ensure students feel reassured and connected. The school administration bears a major responsibility in this field by setting clear instructions, implementing safety guidelines, and monitoring students' behavior within the institution. The safer the school environment, the more effective the educational process becomes, and the fewer accidents and issues arise that may hinder learning.

2-1-3- Responsibilities of the Ministry of Education in the Field of School Security and Safety

The Ministry of Education is responsible for ensuring the security and safety requirements of schools and educational facilities. This includes providing a safe, risk-free environment for all members of the institution and applying efficient safety systems based on quality standards. The ministry is tasked with:

- Formulating policies and legislations that ensure a safe educational environment for all educational stakeholders.
- Preparing the school infrastructure according to safety standards (e.g., emergency exits, alarm systems, ventilation systems, etc.).
- Organizing training courses for teachers and administrators in the fields of prevention and emergency management.
- Integrating awareness programs for students about safety culture and preventive behaviors both within and outside the institution.
- Conducting regular inspection visits to monitor compliance with safety and prevention measures in schools.
- Coordinating with relevant bodies such as civil protection, national security, and the Ministry of Health to enhance quick and comprehensive intervention in emergencies.

2-2 Public-Private Partnership

Public-Private Partnership (PPP) contracts have gained significant attention from governments, businesses, researchers, and economists due to their role in achieving investment goals, easing the burden on public budgets, creating jobs, and sharing risks between the public and private sectors. The Organic Finance Law 18/15, which will come into effect in 2023, mentions PPP contracts as a mechanism for financing projects in Algeria. This study aims to propose a vision for implementing PPP contracts in Algeria.

2-2-1 Definition of Public-Private Partnership

Public-Private Partnership (PPP) is defined as "a long-term cooperative agreement between a government entity and a private entity, under which the private partner undertakes to finance, design, implement, and

operate a project or provide a public service, in exchange for specific financial returns or privileges, with the ultimate responsibility remaining with the government entity."

2-2-3 Objectives of Public-Private Partnership

The objectives of Public-Private Partnerships (PPP) include achieving several economic and social goals, the most prominent of which are:

1. **Improving the Quality of Public Services:**
By leveraging the expertise and efficiency of the private sector in providing high-quality services, contributing to raising the level of services provided to citizens.
2. **Reducing the Financial Burden on the State:**
Through the participation of the private sector in financing major projects, which reduces pressure on the public budget and allows resources to be redirected to other priority areas.
3. **Enhancing Operational Efficiency:**
By incorporating modern management practices and advanced technologies owned by the private sector, which contributes to improving performance and increasing productivity.
4. **Encouraging Investment and Economic Growth:**
By opening the door to private investments in vital sectors, thus stimulating economic growth and creating new job opportunities.
5. **Achieving Sustainable Development:**
By implementing projects that take into account environmental and social dimensions and contribute to improving the quality of life for citizens.

3- Evaluation of the Experience of Contracting with the SECURITY AND SERVICES GROUP Private Security Company in Enhancing Security in Primary Schools – A Field Study of 25 Primary Schools in CentralMOSTAGANEM

3-1- Study Methodology

This is a field study conducted on a sample of 25 primary schools in centralMOSTAGANEM. A questionnaire was directed to the principals of institutions that had contracted with the private security company. The descriptive analysis method was employed, using percentages and comparisons between the contract period and after its termination.

3-2- Questionnaire Themes

1. General information about the school.
2. The nature of security services during the contract period.
3. Evaluation of safety and discipline during the company's presence.
4. Security situation after the contract termination.
5. Alternatives adopted after the contract termination.
6. Recommendations and suggestions for school security management.

3-3- Analysis of the Study Results

Table (1): Results of the Questionnaire Directed to Primary School Principals Regarding Their Experience with the SECURITY AND SERVICES GROUP

Axis	Question	Suggestions	Frequency	Percentage
1- Contract with SECURITY AND SERVICES GROUP	Was there a contract with SECURITY AND SERVICES GROUP?	Yes	25	100%
		No	0	0%
- Contract Termination	Was the contract terminated?	Yes	25	100%
		No	0	0%

2- Security Evaluation During Contract	Was security good during the contract period?	Yes	19	70.6%
		No	0	0%
		Somewhat	6	24%
	Was there cooperation between the teaching staff and SECURITY AND SERVICES GROUP staff?	Yes	20	80%
		No	0	0%
		Somewhat	5	20%
3- School Discipline	Was there an improvement in school security during the contract?	Yes	20	80%
		No	0	0%
		Somewhat	5	20%
	Were the students disciplined?	Yes	5	20%
		No	0	0%
		Somewhat	20	80%
	Was there cooperation with parents?	Yes	20	80%
		No	0	0%
		Somewhat	5	20%
	Was property theft prevented?	Yes	25	100%
		No	0	0%
		Somewhat	0	0%
4- After Contract Termination	Was there an improvement in school security after contract termination?	Yes	13	52%
		No	2	8%
		Somewhat	10	40%
	Did you notice a decline in discipline after the contract ended?	Yes	10	40%
		No	5	20%
		Somewhat	10	40%
	Did the behavior of parents change after contract termination?	Yes	15	60%
		No	3	12%
		Somewhat	7	28%
	Did property theft increase?	Yes	5	20%
		No	20	80%
		Somewhat	0	0%
5- Difficulties After Contract Termination	Increased intrusion by outsiders?	Yes	20	80%
		No	5	20%
	Was there any violence or bullying between students?	Yes	10	20%

3-3-1 Analysis of Table Results

Based on **Table 01** above, it is observed that a survey was conducted on 25 primary school principals in central MOSTAGANEM, who had previously contracted with the private security company **SECURITY AND SERVICES GROUP**, to evaluate the security experience that lasted for two years and ended with the collective termination of the contracts. The results were analyzed based on the following themes:

1. Reality of Contracting with SECURITY AND SERVICES GROUP Security Company:

The data indicates that all the schools under study (100%) had previously contracted with **SECURITY AND SERVICES GROUP**, and the contracts were terminated on the same day, suggesting a unified decision by the responsible authorities.

2. Security Evaluation During the Contract Period:

70.6% of principals reported that the level of security was good, while 24% considered it somewhat acceptable, with no negative evaluations. As for the cooperation between the educational staff and company personnel, 80% acknowledged effective cooperation, while 20% deemed it partial. **Conclusion:** The data confirms general satisfaction with the company's performance during the contract period, particularly concerning protection and accompaniment inside the institution.

3. School Discipline During the Contract Period:

80% of the principals noticed an overall improvement in security and discipline. However, only 20% reported genuine discipline among students, while 80% observed partial discipline. Regarding the cooperation with parents, 80% noted improvement. On property protection, 100% of the principals agreed that the company was effective. **Conclusion:** The security performance notably influenced the overall atmosphere within the school, but it was not enough to result in significant behavioral change among students.

4. The Situation After Contract Termination:

52% of principals noted continued improvement in security, while 40% observed a partial decline, and only 8% reported a complete decline. 60% observed a change in parents' behavior after the company's departure. Regarding property, 80% stated there were no negative changes after the termination. **Conclusion:** Despite some difficulties, the absence of the company did not lead to a dramatic deterioration in the security situation, which can be attributed to other alternatives implemented later.

5. Difficulties After Contract Termination:

80% of principals reported an increase in the entry of outsiders to the school. Incidents of violence or disorder among students remained limited (20%). Incidents of theft occurred in 20% of the schools. All principals (100%) confirmed the difficulty in controlling the entry and exit times after the security staff's departure. **Conclusion:** The main difficulties were related to the movement of individuals inside and around the school, rather than the behavior of the students.

6. Alternatives Used After the Contract Termination:

No institution relied on internal staff or workers as an alternative (0%). 100% of the institutions resorted to security personnel affiliated with the Ministry of Education. 60% installed surveillance cameras, while 40% did not opt for this solution. **Conclusion:** The institutions resorted to official institutional solutions instead of internal alternatives, with a relative reliance on technical means.

7. Future Experience Evaluation:

92% of principals recommended re-contracting with private security companies. The same percentage viewed the experience as good but needing some improvements. Only 8% did not recommend repeating the experience. **Conclusion:** There is a clear consensus on the importance and effectiveness of partnerships with private security companies, with the need for some improvements in contractual or operational aspects.

3-4- Discussion of Results Based on Study Hypotheses

Based on the results of the survey conducted with 25 primary schools in central MOSTAGANEM, the field data was analyzed based on the following hypotheses:

3-4-1 Hypothesis 1: The private security company provided services that contributed to enhancing security within the schools during the contract period.

The results show that 70.6% of principals reported that security was good during the contract period, 100% agreed that the company was effective in protecting school property, and 80% confirmed a noticeable improvement in overall security in the institution. These findings support the first hypothesis, confirming that the presence of the security company helped create a safe and organized environment within the educational institutions, reflecting the effectiveness of the provided security and discipline services.

3-4-2 Hypothesis 2: The security situation deteriorated to some extent after the termination of the contract with the private security company.

The data shows that 40% of principals observed a relative decline in discipline after the contract termination, 80% reported an increase in the entry of outsiders, and 100% confirmed difficulty in controlling entry and exit times. These findings support the second hypothesis, as the absence of professional security staff created a gap in internal security, particularly in organizational tasks and monitoring, leading to a relative disruption in stability and discipline.

3-4-3 Hypothesis 3: The presence of a private security company had a positive impact on improving discipline within primary schools.

80% of the principals noticed an improvement in overall school discipline during the contract period. 80% also reported that parents showed more respectful and disciplined behavior. As for student discipline, only 20% observed a clear improvement, but 80% confirmed partial improvement. These results support the third hypothesis, indicating that the organized presence of security personnel helped enforce discipline within the school, both among students and parents, reflecting the preventive and disciplinary role of private security companies.

3-4-4 Hypothesis 4: Schools faced clear security difficulties after the contract ended, especially in the absence of effective alternatives.

The data indicates that 0% of institutions relied on internal staff as an alternative, showing the absence of effective institutional alternatives. 80% reported increased entry of outsiders, 20% recorded theft incidents, and 100% faced difficulties in controlling entry and exit times. The results clearly support the fourth hypothesis, as the absence of a contract with the security company was not compensated with adequate alternative mechanisms, leaving institutions vulnerable to security gaps and organizational issues.

3-4-5 Hypothesis 5: The majority of school principals are inclined to support the re-contracting with private security companies in the future.

The survey showed that 92% of principals recommended re-contracting with private security companies and considered the experience beneficial, though some improvements were necessary. Only 8% opposed the idea. These results support the fifth hypothesis, showing a general tendency among administrators to adopt the private sector partnership model in school security, due to the positive outcomes observed during the previous experience.

3-5- General Results of the Study

- **Success of the Contracting Experience with the Private Security Company (SECURITY AND SERVICES GROUP):** The experience showed noticeable positive results in enhancing security and discipline within the schools during the contract period. Most principals reported a clear improvement in school security, property protection, student discipline, and parent interaction.
- **Relative Decline After Contract Termination:** After the termination of the contract, a relative decline was observed in several security indicators, including the difficulty in organizing entry and exit times, increased entry of outsiders, and a return of some indiscipline among students.
- **Weak Alternatives After Contract Termination:** Institutions did not adopt effective solutions to compensate for the absence of security staff from **SECURITY AND SERVICES GROUP**, except for employing some staff from the Ministry of Education, which was not sufficient according to many principals.
- **Broad Support for Re-contracting:** The majority of school principals (92%) expressed support for re-contracting with private security companies in the future, while emphasizing the need for improvements in some aspects of the partnership to ensure more effective and sustainable results.

4- Conclusion

This applied study clarified that the experience of contracting with the private security company (SECURITY AND SERVICES GROUP) in 25 primary schools in central MOSTAGANEM was largely successful. It significantly contributed to improving security and discipline within the educational institutions during the contract period.

The results showed that the presence of professional security personnel helped organize entry and exit, reduce incidents of violence, prevent the entry of outsiders, and protect property from theft. However, the survey results indicated that terminating the contract without providing effective alternatives led to a relative decline in the overall security situation, especially with the absence of trained security staff and the reliance on non-specialized or limited human resources.

The study's analysis highlights the importance of officially and systematically employing security staff affiliated with the Ministry of Education, rather than continuing to rely on municipal security staff or temporary solutions lacking in efficiency.

The results also call for enhancing the partnership between the public and private sectors in school security, allowing the benefits of professional expertise while ensuring proper supervision and follow-up.

In light of the above, the study recommends:

- Formulating a clear legal and organizational framework for employing school security staff affiliated with the Ministry of Education.
- Expanding and activating partnership agreements with private security companies based on a strict terms of reference that takes educational privacy into account.
- Including security as part of the national strategy for improving educational institutions and involving educational staff in evaluating security performance to ensure integration in work.

This conclusion represents a direct call to reconsider the school security system with professional, sustainable solutions that prioritize the best interests of students and preserve the educational environment.

Ethical Considerations

All sources utilized are publicly available historical documents and published scholarly works. The study maintains academic neutrality and respects cultural sensitivity in interpreting both Western and Algerian perspectives. No human or animal subjects were involved in this research.

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Conflict of Interest

The author declares no conflict of interest related to the publication of this article.

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