



Financial Education!

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Traditional curricula strive to adopt parental indoctrination in their educational style in a stereotype that varies from region to region only to the extent that accents and dialects imposed by the surrounding environment differ.

The curriculum portrays life as a catalog without which life will not be suitable, as teachers seek to develop a range of concepts, terminology, ready-made phrases, behaviors, and stereotypes in the pupils' mentality, including the lifestyle of the way of earning money, which helps one to live conditions and enables one to live, and the environment strives to present representations that suit the living conditions of one's mentality.

The perception in most environments of how to earn a living, as one offers the social and educational catalog gained, is the job in both public and private, so that harvesting at the end of a month or week, as the environment and catalog assume a certain salary, ensures the continuity of one's life, but he nevertheless has to borrow often to meet other emergency needs now and then.

This stereotype generally prevails wherever one takes his face on this planet, and perhaps the data of the knowledge economy of artificial intelligence technology and applications, has provided new models for solving the living crisis, but these models have not deviated from the context of old traditional perceptions.

They also nevertheless offer only a limited group of creators and talented people and have also imposed on these groups different disciplines work in the advertising context, which must be consistent with it is in line with the data, talents, and outputs of their creative queens, i.e. the greatest advance of these technological applications is a reproduction of those same traditional catalogs with greater difficulties than in the past.

Perhaps the question that can be asked in this article is: where can we find the literature on financial education that can help a person to understand deeper the course of life and offer him a more useful way of dealing with the rich, who are portrayed by the class and educational social catalog as already too smart to be able to make the first in the journey of life without others?

The answer to this question requires a review of the traditional patriarchal indoctrination approaches and the models and patterns they cannot decipher for the rest of their lives; the difference between the rich and the poor is not the possession of money, but the stereotype that inhabits the poor's head and

the perception of life itself in the mind of the rich, both of which learn the way of living in the same patriarchal indoctrination!

Here it must be emphasized that educational and educational curricula do not help one to rise as much as they make him captive to them, and to the extent that they carry life and ways of life as much as one writes themselves because of misery, unhappiness in one's life or joy and happiness.

Finally, it can be said that life is as good as one's early life is of perceptions in one's mind that are bad enough to make him unhappy, naughty, and sad as much as the perceptions, painted in his mind in the stages of his formation, so it can be said that financial education is the most important thing that the educational curriculum can offer to individuals so that their lives become better, easier, more joyous and happier. and to talk the rest.