



**Faculty of Education  
Comparative Education Department**

**“A Suggested Outline For Activating Self- Management in  
Basic Education Schools in Arab Republic of Egypt in The  
Light of Institutional Capacity Standards and The  
Experience of Some Countries ”**

A Dissertation

Submitted for the fulfillment of the requirements for the PH.D degree in  
Education ( comparative Education specialization)

By

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2019-1440

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## **Summary**

### **Introduction**

Education systems, in most countries of the world, are witnessing a series of educational reforms to enhance the quality of school education. These reforms have included most elements of the educational process, comprising curricula, teaching means, or teacher upgrading. Nevertheless, there is a constant assurance that the actual quality of education depends primarily on the school management, which carries out all educational tasks and activities in schools. School management has thus become a central theme in contemporary educational reform movements as well as school effectiveness in general.

Moreover, school self-management is an essential requirement for the application of institutional capacity standards, one of quality standards and accreditation in pre-university education, which includes a set of criteria and indicators on which administrative processes are evaluated in light of their ability to manage the school self-management.

In spite of what has been witnessed by the Egyptian society in the renewal and improvement of education policy and the development of the system of local management, the adoption of real measures towards privatization, the direction of a free market economy, which became an urgent necessity in light of contemporary changes, all these changes were not accompanied by similar changes. The Egyptian school system, which is still captive to the central constraints and weak initiative, participation and cooperation with its surrounding community in a way that cannot implement the new directions of educational policy.

### **Problem of the Study**

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The problem of study is summarized in the following main question;  
"How can the self-management of the basic education schools in the Arab Republic of Egypt be activated in light of the institutional capacity standards and benefit from the experiences of some countries"?

This main question is divided into the following sub-questions;

- What is the concept school self-management, and what its philosophy and objectives, the foundations and requirements of their application, and standards of quality and accreditation for basic education?

- What is the experience of England and Singapore in implementing the school self-management approach in light of institutional capacity standards?

- What is the reality of the application of self-management in Egyptian schools in light of the institutional capacity standards?

- What are the similarities and differences between Egypt and the countries under comparison?

- How can self-management in Egypt be activated in light of the institutional capacity criteria to benefit from the experience of the countries of comparison and commensurate with the circumstances of Egyptian society?

### **Objectives of the Study**

The present study seeks to achieve the following objectives;

- Determining the school self-management, philosophy, objectives, foundations and application requirements, quality standards and accreditation for basic education.

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- Demonstrating the experience of England and Singapore in implementing the school's self-management approach in light of institutional capacity standards.
- Determining the reality of the application of self-management in Egyptian schools in light of the institutional capacity standards.
- Identifying similarities and differences between Egypt and the countries under comparison.
- Activating self-management in Egypt in light of the institutional capacity criteria in light of the benefit of the experience of England and Singapore and commensurate with the reality of Egyptian society.

### **Importance of the Study**

The importance of this study is due to the following;

- 1- Contributing to the definition of the most important mechanisms applied by the developed countries in the field of applying self-management in order to achieve the quality of the educational process at the school level and qualify it for accreditation.
- 2- The study may benefit from educational officials in the Ministry of Education in the development of school administration in Egypt, in order to encourage competition among them and improve the educational process in order to qualify for educational accreditation.

### **Methodology of the Study**

The study used the comparative approach because it is the most appropriate and comprehensive method to study different systems in a comparative and comprehensive way to the sub-curricula that can be used in this study through the use of the descriptive approach and the comparative analytical approach.

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## **Results of the Study**

The study concluded that;

- Despite the many efforts exerted by the Ministry of Education in Egypt to move towards decentralization of education and activate the entrance of self-management of the school in light of quality and accreditation standards, especially the institutional capacity standards, many issues and challenges are still remain.
- The method of extreme centralization in education, as it impede the performance of the duties of the Director, leads to the postponement of the decision on many things and the disruption of work and leads to complications in the course of work.
- Overlapping responsibilities and duties carried out by the director or the supervisor or the vice, leading to a kind of conflict in roles and functions.
- Lack of control systems within schools.
- Inaccurate choices of educational leaders.
- The large number of follow-up committees leads to the concern of the school management about the educational process.
- The difficulty of implementing some ministerial decisions on the ground reality of the school environment.

These issues and challenges lie in;

- Lack of vision, mission, self-evaluation and development plan in each school.
- Poor efficiency and effectiveness of school leadership to meet the requirements of reform, and lack of authority available to school leadership in order to enable them to reform the educational process at the school level.

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- The excessive burden of the organizational structure of the school, and the increase in the number of administrators with increasing bureaucracy, the spread of centralization and overlapping administrative responsibilities.
- The financial and administrative legislation governing the work of the school is characterized by centralization and inflexibility.
- Limited financial resources that limited to government funding.

At the school level, these issues are related to;

- Lack of follow-up system and quality assurance in schools.
- Inactivity of training units within the school.
- Poor effectiveness of school management systems.
- Some school buildings are not suitable for quality requirements.
- Lack of some facilities in the school, such as laboratories, libraries, activity rooms and lack of advanced equipment.

At the level of community participation, the main issues are:

- The method of extreme centralization in education, as it impede the performance of the duties of the director and lead to the postponement of the decision on many things and the disruption of work and lead to complications in the course of work.
- Overlapping responsibilities and duties carried out by the director or the supervisor or the agent, leading to a kind of conflict in roles and functions.
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At the level of community participation, the main issues are:

- Lack of community awareness of the importance and necessity of participating in school reform.

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- The reluctance of some parents to participate effectively in matters related to their children's schools.
- Poor participation between educational institutions and civil society.
- Finally, the results of the study were interpreted in light of the cultural, social, political and economic contexts of the educational system. Besides, the results were also interpreted in view of the use of the experiences of England and Singapore in the field of self-management of the school in the light of institutional capacity standards, Egypt in light of the institutional capacity criteria, with an explanation of the requirements and procedures through which the suggested outline can be achieved

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