



Capacity Building in Basic Education schools in Egypt in the Light of Strategic Planning

Dr. Attia Ghazala

Ph.D. Comparative Studies and Education Management
Tanta University, Egypt

attiasaber2023@gmail.com

Article History

Receive Date: 2023/11/22

Revise Date: 2023/12/2

Accept Date: 2023/12/17

Publish Date: 2024/1/14

Abstract

This study aimed to develop a Model of Capacity Building for improving the Quality of Basic Education Schools in Dakahlia Governorate, Egypt. The research method used the descriptive research as it suits the case and to accomplish the aims of the study the researcher relied on a survey to gather information about the real status of the school capacity building in Basic Education in Egypt. The main stages were: a preliminary study, development of the design and the product model, validation testing through pre-experiment, and product dissemination, The commitment of the Egyptian Government to improve the quality of education in Basic Education Schools over the last decade has continued to pose a serious challenge to all stakeholders in the education system. One of the strategic approaches to improving education quality is through the employment of capacity-building activities. This paper deals with the role of strategic planning in capacity building for Basic Education Schools in Dakahlia. Specifically, attention will be on the strategic planning activities for principals in Basic Education Schools to build their school capacity. Efforts will focus on how the strategic planning activities have affected the performance of the schools in Dakahlia and how this has also been reflected in the level of improvement of developing schools in Egypt. Finally, what can be learned from capacity building in Basic Education Schools in Egypt will be highlighted, The model developed consisted of six components, i.e. vision, skills, resources, incentive, action plan, and partnership. The study revealed that this model had a significant impact on improving the quality of education through capacity-building school models through strategic planning.

Keywords: *Capacity Building , Basic Education schools , Egypt , Strategic Planning*

Introduction

Organizational Capacity Building of School, at the organizational level, capacity building sees how individual capacity can strengthen and be used for the progress of the organization. At the level of organizational capacity, an individual is an asset and greatest power that if it is empowered effectively, can produce a high degree of organizational effectiveness and better learning and teaching environment. The individual activity is facilitated and professionally managed including the supporting capacity of leadership, availability of infrastructure devices, Learning Organization in this case as the organization's

strategy, communications and international networks, prosperity, and culture. Bryan revealed two components of organizational capacity management, namely (Bain&Alan; , 2011) the focus of management on the leadership that provides vision and actions as integrating management systems, management as the strategic subject to identify and implement its dynamic capabilities that will affect the improvement of organizational performance. Overall the concept of the capacity building proposed by Morrison is associated with organizational changes.(Morrison, Terrence. 2000).

It means that successful capacity building has always been associated with how strong the changes happen at the level of the organization and even the system. Hashim, M. (2013). Consolidation tries to create stabilization in the organization at a new level of equilibrium and ensures that the new style of work is relatively protected from any decline(Komariah, Aan,2010).

Leadership capacity is the most important aspect of school capacity building. Leadership capacity for eligible quality improvement applied as a school management capacity-building effort is to build a five-star leadership tower through Casing, Communicating, Competencies, Contribution, and Sample. The substance of this concept is relevant to the results of the research of (George ,Avolio, 2005). Gardner & Walumbwa, & Komariah(2003) which shows that authentic leadership for educational organizations is built upon five pillars, i.e. purpose/vision, values, self-discipline, relationship, and heart awareness. Leadership is one of the important dimensions of management capacity building and Transformational Leadership is one type of leadership that is appropriate to realize management capacity building. Shakir, Issa, & Mustafa explain, that, "distributed leadership has appeared to contribute to the school improvement(Shakir, F. J., Issa, J. H., & Mustafa, P. O. (2011)

On the contrary, the control form of leadership often directs into school deterioration". Study results show that leadership holds an important role and the absence of leadership can cause badly to the organization. There is an urgent need for schools to have a leadership that can realize the school to be productive(Politis, J.D,2004)

Nowadays most organizations engage in strategic planning : a way to help an organization be more productive by helping guide the allocation of resources to achieve intended goals. It is a strategic management tool. It is also the continuous process of creating, establishing, implementing, and evaluating decisions that enable an organization to achieve its planned objectives. It allows an organization to be more proactive than reactive in shaping its future (Lewis, & Petterson, 2009)

Through the strategic management process, a sequential set of analyses and choices can increase the probability that an organization will choose a 'good strategy', that generates competitive advantages. It begins with a vision that describes the desired future position of the organization. The second step of the strategic management process is mission which is An organization's long-term purpose. Objectives are the third step of the strategic management process. The next phases of the strategic management process are external and internal analysis, also called SWOT Analysis. By conducting an external analysis, an

organization identifies the critical threats and opportunities in its competitive environment. While external analysis focuses on the environmental threats and opportunities facing an organization, internal analysis helps an organization identify its organizational strengths and weaknesses Humphrey, 2005). Based on SWOT Analysis, organizations can choose the appropriate strategy. Strategic choice is associated with the vision, mission, objectives, and external and internal analysis of the organization; an organization is willing to make strategic choices. The next step of the strategic management process is the implementation of strategy. Strategy implementation occurs when an organization adopts organizational policies and practices that are consistent with its strategy(Barney, & Hesterly, 2006): And the final step of this process is to obtain a competitive advantage. Capacity Building in the Development of Strategic Planning, Transparency, and accountability are key criteria of good administration (Humphrey, 2005).

The basic Education sector in [Egypt](#) faces challenges and difficulties that hinder its growth, performance, efficacy, and efficiency(The global competitiveness indicators issued by the World Economic Forum,2019). Egypt secured [93rd place](#) in 2019. , compared to [94th](#) in 2018, [100th](#) in 2017, 115th in 2016, and 116th in 2015. [Indicating](#) a terrible shortcoming of pre-university education. The major problems are described as [follows](#): Student density in classrooms rose during the last five years for all public education, especially pre-university education, at the rate of 5.11 percent between the school years 2015/16 and 2019/20. Meanwhile, the relative increase in private education is stable, reaching only 3 percent during the same period. The primary reason is the lack of educational facilities, weak infrastructure, and the high tuition fees of private schools. These costs are unaffordable to the average citizen with their limited income, which piles pressure on public schools, leading to an increased density, areas deprived of education- poor districts and suburbs - have increased by 6.5 percent in the countryside and its outskirts, high dropout rates, which, in the preparatory education, exceed other stages and are more severe in rural governorates and upper Egypt. (Mohamed,2022)

Dropout rates rise above average within 12 of the urban governorates. The Egyptian government did great efforts to overcome these problems and faced a lot of difficulties that prevent the completion of the education reform process to improve the quality of its educational product. Looking at the [2014 Constitution](#), which devoted five articles to education, Article 19 of the constitution stipulates that "every citizen has the right to education intending to build the Egyptian character .It also allocated 4 percent of government spending for education, which will gradually increase until it meets global rates .The Ministry of Education

has taken several steps in the path of reform, from development plans to legislation. Those efforts revolved around the new Egyptian education system (Abou Hegab, 2017)

Statement of the problem:

This research is driven by a set of research questions that have informed the background research and literature review, and the design of the research methodology. Based on the background and focus of the problem above can formulate a research problem, namely, "how to develop capacity building to improve the quality of schools in Basic Education in Egypt in the light of strategic planning." This study attempts to limit the study of organizational capacity building to the management capacity of the organization. Even though, the findings of the researchers' experience during the last two decades show that strategic planning is a critical thing for the development of the capacity building of an organization. Capacity Building in Development in Basic Education One of the problems regarding the new selection procedures for school principals was that the procedure does not have Strategic Planning, Transparency, and accountability.

Egypt is the Middle East's largest school system, with more than 25 million students. Although Egypt has impressive enrollment rates and gender parity at all levels, the quality and efficiency of education are low. To tackle these challenges, in 2017 the Ministry of Education and Technical Education launched its groundbreaking Education 2.0 reform to reorient teaching away from rote memorization and towards critical thinking. The problem of this study is how to build school capacity through strategic planning in Basic Education schools In Egypt (Egypt's Vision ,2030):

Main research question

The main question of the study is: How to build school capacity In Basic Education Schools in Egypt through strategic planning?

Specific research questions

From this main question comes these secondary questions :

What is the conceptual frame of capacity building?

What is strategic planning?

What is basic education?

What is the program for using strategic planning to develop building capacity in Basic Education schools in Egypt?

This study seeks to find answers to these questions to achieve the main and specific objectives of the study.

Research Objective

The research seeks to develop Basic Education schools' capacity building in the light of the Strategic Planning approach, which addresses the educational environment in Egypt and will improve the capacity of

Egyptian schools. It aims to create responsible principals capable of supporting a sustainable future and thus has a subsequent direct effect on the capacity building of schools.

Significance of the study :

The importance of the study comes from its concentration on a crucial topic, Basic Education which concerns lots of Egyptians. It also focuses on the importance of using an important and strategic tool for planning the future of Education which is Strategic Planning when it is implemented well by efficient school principals.

Study Terms:

Capacity Building :

Stoll defines capacity" as a more generic and holistic concept: the power to engage in and sustain continuous learning of teachers and the school itself to enhance student learning, influenced by individual teachers within a school; the school's social and structural learning context; and the external context" (Fazekas, & Burns ,2012)

In very simple terms, capacity building can be defined as the process of helping local actors to acquire and use information relevant to successful policy implementation. Access to this information and understanding how to use the information are defined as "knowledge" Capacity building strives to find better and more efficient and sufficient ways for different actors to access and use knowledge in local educational contexts to achieve desired outcomes.(Louise Stoll ,2009).

Target groups for capacity building can be divided into individual, institutional, and societal levels, all of which are strongly interrelated (UN, Economic and Social Council ,2006)

Strategic planning :

. Strategic Planning "It is defined as a set of systematic processes which determine the status and direction of an institution in order to produce decisions and actions that define the institution, its tasks, and how to achieve its tasks"(Abdul-Jawad, Mohammad Izzat, 2013)

Research Gap

As the literature review in this research will show, previous research has tackled the concept of capacity building extensively. This includes research on capacity-building criteria and the positive impacts of having management capacity in our schools. However, none of the suggested programs developed to help schools and educational management implement the proposed changes cater to the Egyptian context. Moreover, none of the existing programs are based on existing standards, and simultaneously safeguard the integration of appropriate capacity-building criteria. This research will make an important contribution to developing a more appropriate capacity-building program for Egyptian schools by exploring current limitations to implementing capacity-building designs,

studying the situation, individual problems, and needs of Egyptian schools, and formulating a framework for an innovative, new program.

Research Methodology

The research takes a qualitative research method with an inductive approach, as a substantial amount of data is collected and constitutes the basis of formulating the answers to the research questions. This research makes suggestions for the content of a new program, based on the available literature as well as on the analysis of detailed data collected based on the observation of school grounds and daily school routines and procedures during a series of school visits. The literature survey is tied with the collected data to develop a program that is simple, practical, and easy to implement for Egyptian schools.

The research categories:

The current research is categorized by identifying and determining the role of strategic planning in developing school capacity building in basic education schools.

Time categories:

The current research was done on basic education school semesters in the academic year 2022-2023.

Literature review

Oladotun Opeoluwa Olagbaju (2019):" Influence of capacity building programs on teachers lesson preparation and classroom management skills in lower basic schools in the Gambia.

Capacity development programs for teachers are a requirement for national development. Several factors support the quality of learning in classrooms notable among them are lesson preparation and classroom management. This study determined the influence of capacity-building programs on lower-basic teachers' lesson preparation and classroom management. Two hypotheses were raised in the study and the research design is a survey .300 teachers participated in the study and the data were analyzed using linear regression and ANOVA statistics. The results showed that capacity-building programs significantly influenced teachers' lesson preparation and classroom management

Aan Kommariah & Cucun Sunaengsih (2016):" A Model for School Management Capacity Building through Professional Learning Community in Senior High School."

Efforts to solve the problem of schools' low capacity in providing high-quality education service to their students call for a development program, integrated into daily activities of the school and performed continuously, not as an incidental activity. Successful school management needs adaptive capacity to satisfy the professional requirements of the stakeholders. The management of various conditions of school organization aimed to facilitate dialogues among the Educators and Education Staff can be developed

through Professional Learning. This study, conducted over three years, implements two research designs. The result of the study is expected to contribute to a foundation for developing education management studies; specifically the management of senior high schools.

Khodary, Y. (2015). Good Governance in Basic Education in Egypt: Paradoxical or Self Explanatory?"

This paper argued that basic education in Egypt suffered variant degrees of weaknesses in applying good governance dimensions, including participation, accountability, responsiveness, fighting corruption, effectiveness, and transparency, which ultimately affected negatively the overall performance of the basic education sector in Egypt. Building on the results of an assessment of governance in basic education in Egypt, the paper evaluated the degree to which basic education service providers in Egypt applied the principles of good governance The assessment was based on nationally-owned governance indicators structured in the form of a composite index. The paper highlighted the reasons behind the limited impact and weakness of Basic Education in Egypt from a governance perspective. Finally, the paper offered new insight to improve Basic Education in Egypt.

Ruchika Singh Malyan& Lokesh Jindal(2013):" Capacity Building in Education Sector: An Exploratory Study on Indian and African Relations."

South-South Cooperation is a broad framework for collaboration among countries of the South in the political, economic, social, cultural, environmental, and technical domains. Involving two or more developing countries can take place on a bilateral, regional, sub-regional, or interregional basis. Developing countries share knowledge, skills, expertise, and resources to meet their development goals through concerted efforts. Looking at the last two decades there has been a surge in South-South economic cooperation—including trade, investment, development assistance, and other financial flow.

Dora Ho & Shu-Chin Susan Chen ,2013)

This paper describes the process of school capacity building in Hong Kong's early childhood education. A local preschool was selected for the study, which took part in a university school support program. An action research approach was chosen in the research design. The process of building capacity was examined in the selected preschool over a year. The findings showed that the preschool went through a process of capacity building, from the status quo ante, through the exploration stage to the initial implementation stage of change.

Louise Stoll (2009):" Capacity building for school improvement or creating capacity for learning? A changing landscape".

In this article, the researcher starts by addressing some definitions before exploring seven interlinked

issues: Varied contexts and capacity necessitate differentiated capacity building. Broader aims of schooling mean capacity building needs to go beyond focusing on supporting instructional improvement to emphasizing learning. In a rapidly changing world, capacity building needs to address both the present and the future. Ensuring sustainability depends on a capacity building 'habit of mind'. Leading school improvement can't be done by one person alone: developing leadership capacity is essential. An increasingly networked society requires lateral capacity building. Improvement doesn't only depend on individual schools: the systemic capacity building is required.

Discussion :

Capacity building: background :

The [capacity-building program for Basic Education schools through strategic planning](#) aims to build a society based on learning and an economy based on knowledge through several goals. The most important of which is the comprehensive development of school management, while instilling the spirit of citizenship and tolerance, and the right of every child to receive an educational opportunity that fits international quality standards by adopting reforming policies following the U N's Charter

Moreover, the 2019/20 plan aimed to develop basic programs, which are as follows: develop the creative, cognitive, and physical abilities of children in the age group, provide high-quality education for all children from the beginning of the primary stage until the secondary stage and in line with international standards, the 'Secondary Education Development Program' ensures preparing qualified graduates for higher education.

Effective leadership is particularly important at this time when Egyptian education is undergoing major change. Contextually, as in other districts of Egyptian, past practices of selecting school principals in Dakahlia District did not focus on evaluating the educational leadership qualities of the candidates. Factors like seniority and personal patronage played a significant role and the processes were neither transparent nor fair. Qualifications, prior professional performance, and student learning outcomes were intended to be taken into account, but their weighting against factors like seniority was unclear (Arnakoot, 2017). Since 2015, Dakahlia Government has implemented new processes to select and appoint new principals. There was an expectation that the processes would continue to be used as new national regulations limit principal appointments to a three-year tenure, with the possibility of one additional term of reappointment to the same school (Harb, 2018). Therefore, the research hopes to improve the capacity of Basic Education Schools through strategic planning.

In education and public services, the definition can be extended to include the system level. In this case, capacity building is defined as follows for each of the different levels:

Individual level: Finding ways to support individuals: parents, teachers, headmasters, and local policymakers, as they face the requirements of new developments in the local context by building on existing knowledge.

Institutional level: Supporting existing institutions in forming policies, effective organizational structures, and good management.

System level: Finding efficient ways to support system-level actors to be able to fulfill their roles in designing, implementing, evaluating etc. educational policies.

Societal level: Striving towards more interactive and responsive public administration.

Capacity building happens on two dimensions: vertically, horizontally. Key elements in both an individual's and an institution's capacity building are access to information, the ability to use the given information efficiently and as intended; and reinforcing desired changes in behavior to build new reflexes and new patterns of working (OECD, 2009)..

The following section discusses the need for capacity building on the individual level among various local actors such as policymakers, school leaders, teachers, and parents, as well as key themes for each of those actors.

Local policymakers often need to serve as mediators between other local level actors and those at regional and central levels. It is important to facilitate and strengthen how local educational policymakers gather and transmit feedback and knowledge to other levels of government. The source of knowledge is also key. Without strong knowledge gathering and transmission on the part of local policymakers, emerging policies and their implementation will be lacking an important element of feedback. Being able to do this is a skill and process which requires local policymakers to have the requisite connections to relevant stakeholders, the forums and capacities to gather this information, and the ability to formalize what is often tacit or procedural knowledge (OECD, 2007)..

In Basic Education Schools, they have not implemented capacity building as a key policy of management innovation. However, it is an innovative tool that developed gradually. Sackney and Keith Walker explained that novice principals must create a supportive culture of learning communities and develop trust, collaboration, risk-taking, reflection, shared leadership, and data-based decision-making (Sackney, Larry, 2006)

Furthermore, the principal must engage people in a variety of capacity-building activities together to increase confidence to build a professional learning

community(Liberato, Ferguson, M., & Coveney, J. (2011).

The government's role in developing capacity building in schools :

The Egyptian governments and the UN have long partnered to improve accessible, high-quality education. Starting in the 1980s, USAID helped make primary education accessible for all Egyptian children – with the biggest impact on girls' enrollment – by building 2,000 schools and providing scholarships. Since then, USAID and Egypt have promoted high-quality teaching and learning by training over 100,000 teachers and partnering with the Ministry to establish Egypt's first science, technology, engineering, and mathematics (STEM) high schools, which serve 5,000 students annually (Khodary, Y, 2016).

Today, USAID collaborates with the Ministry through several activities to equip Egypt's 1.1 million teachers with the skills to implement the new Education 2.0 curriculum and enhance student learning. USAID programs strengthen Egypt's teacher professional development system, fund a virtual platform to train teachers, develop content for the platform (Khodary, 2015).

Current programs to improve capacity building :

Stem Teacher Education and School Strengthening Activity: To create a variety of qualified teachers, USAID established undergraduate and graduate degrees for STEM teachers at five Egyptian public universities. USAID provides technical assistance to the Ministry of Education and Technical Education to manage the STEM education schools, including delivering in-service training for STEM teachers and administrators as well(Implementing Partner,2023) .
Early Grade Learning: As part of the Education 2.0 reform, the Ministry of Education and Technical Education aims to move teacher training online. This direct grant to the Government of Egypt funds a virtual teacher professional development platform and content to train Egypt's 1.1 million teachers nationwide(Implementing Partner,2017).

Teach for Tomorrow: USAID supports the Ministry of Education and Technical Education to design, deliver, and monitor its teacher professional development system. Partnering with the Ministry, this program co-designed Egypt's first teacher standards that define the skills and competencies that all primary-grade teachers need to succeed. The program is also developing a teacher certification and licensure model and an incentive structure that rewards teachers based on their performance(Implementing Partner,2024) .

Literate Village :It establishes community schools for out-of-school children and adult literacy programs for their mothers in 1,796 economically disadvantaged villages in poor areas of Egypt. By providing literacy and support to rural children and mothers, Literate Village builds a culture of reading at home and in the

community that amplifies learning for all(Implementing Partner,2023) .

Workforce Egypt: Usaid is accelerating the Ministry's technical secondary education reform by creating seven new market-driven specializations, establishing ten new technical applied technology schools, and strengthening national systems for quality assurance and accreditation(Implementing Partner,2023)

Teacher Excellence Initiative: This activity improves the quality and relevance of teacher preparation in Egyptian public universities so that current and future primary school teachers have the skills to increase student learning and advance the Education 2.0 reform. The Initiative will establish undergraduate and graduate degree programs for primary-grade teachers at fifteen Egyptian public universities (Implementing Partner, 2022).

Egypt - Basic Education Improvement Project : The project will assist the long process of improving access to and increasing the quality and efficiency of the basic education system, and will consist of the following components: (1) institutional development which contributes to the establishment within the Ministry of Education the capacity to collect, process and analyze performance data for the sector, and for strengthening its managerial capacity. In particular, a management training program and a comprehensive educational management information system to address deficiencies in planning, management, and policy analysis. (2) In-service teacher training which focuses on developing new training methods and enhancing MOE's capacity to upgrade the skills and teaching practices of existing teachers as a step towards enhancing instructional quality. In particular, the component will help establish the capability within MOE to design, produce and effectively use high-quality teacher training materials. (3) School construction and rehabilitation which will support: (a) the construction and equipping of approximately 130 primary and 110 preparatory schools in 7 target governorates; (b) the establishment of a maintenance program for schools, including training for about 350 supervisors and technicians; and (c) equipment and technical assistance for planning and supervising construction work. (4) Related policy-oriented studies to provide clear guidance to the government on policy, structural and regulatory measures related to two topics of high priority: (a) teacher preparation policies and programs, including structure, operation, and effectiveness of both the in-service training systems; and (b) the identification of additional means of mobilizing public and private sector resources to finance basic education(Khodary, 2013).

As education systems increasingly respond to new societal, economic, and digital needs, the implementation of policies takes on new importance. A key element of the successful implementation of policy

reform is ensuring that local stakeholders have sufficient capacity to meet this challenge. In particular, they need adequate knowledge of educational policy goals and consequences, the ownership and willingness to make the change, and the tools to implement the reform as planned. It is at this level that education policies must be implemented, and it is here that they succeed or fail (Burns, & Köster, 2016),

Research Result:

Capacity Building in Basic Education through building management capacity: School management to improve the organizational capacity in terms of six organizational development capacities including vision, skills, resources, incentives, action plan, and partnership.

Vision and Shared Vision in Management Capacity Building: The school's vision has been identified and understood by most of the school's citizens and its statement has been recognized considerably by the whole school community. The vision of the school according to the teachers quite inspires enthusiasm, and motivation and stimulates consensus, so if there is a national or international activity, the principal gives the chance for its utilization and it is a merit for teachers and all stakeholders and can increase the organizational capacity. The vision has become a way to act and basic value used as a reference for schools to actualize the program that refers to the achievement of the vision. The religious and national programs are easy to find in school and the school environment is also very well known as a healthy, safe, secure, and green school in the society. The schools have already owned visions, and these visions become a reference point for the school, especially the principal to make them come true and put them into practice. **Leadership Capacity Improvement for School Capacity Development** is merely a boundary to the ability of the principal to understand the vision of the school and transforms it to the school community to be a shared vision among all. However, in line with the school's vision, the development of the vision is born from activities and practices to actualize the vision, especially from the vision of excellence and achievement that lies in the quality improvement program and is very directly related to the improvement in individual and organizational capacity. Development of school leadership in developing the vision, mission, and goal of the school is carried out through the construction of exemplary behavior of the school community so that the school's tool reflects the school's leadership. The emotional ligament of the school community toward the school's vision is important to develop both formally and informally. The formal ligament is performed through a joint declaration of the school community to achieve the vision of the school. The informal ligament is performed by getting the school

community involved in developing the school's vision in the slightest form of involvement.

The skill of Management Capacity Building: The development of the organizational capacity of the school is accommodated in the form of lesson study. The necessary skills to improve the capacity of the school are not limited to the developing skills for teachers but the entire school personnel who support the achievement of the goals. However, due to the limited funds, the skills developed more comprehensively are newly found in the dimensions of the teachers. However, teachers can be a powerful developers of capacity through improving their participation in the management process and participative leadership so that their bright and innovative ideas obtained from the training agenda and lesson study become the power of building school capacity. Skills to improve the capacity of schools are especially in the realm of teachers who are directly on learning. The next leader's skills are essential to be able to move the capacity of the teachers and others. Thus, the principal skills are very important; first and foremost to make school can improve the quality of the school.

Resources in management Capacity Building: Resources are part of organizational capacity development. The developed resources are human resources for more advanced functions for the task of teachers, while the other educational and administrative personnel have not been empowered yet. Resources for the school capacity improvement are developed more on physical infrastructure such as adding new buildings, maintaining learning and school facilities, adding a network, and maintaining the network. Capacity development resources on the human resource are still focused on the licensing and assignment to join the training, competition participation assignments, Basic education, and participation in workshops and seminars. As for the individual activities of development resources such as subscribing to journals, and books, and participating in professional associations' forums have not received full recognition yet.

Incentives of Management Capacity Building: Incentives for the development of school capacity are distributed according to their field, so special posts for self-development, in particular, have not been stated yet. However, if each of the professional development activities is identified from the program, those have had each charge. For individual activities, the school has not definitively applied it yet, and also the orientation for the distribution of prosperity in the form of an incentive-based merit system. The given incentives are in the form of help for further studies for the teachers and school staff, training and development, comparative studies, taking the competency test, joining the competition and ambassador of science,

teacher performance evaluation, and supervision of teaching. The amount of incentive is not suitable for the needs. It is newly stimulus and award for mere creative activities of the teachers.

Action Plan for Management Capacity Building Action plan for management capacity building is designed for one year detailing the strategic plan of the school. Contents and mechanism of the action plan based on the rule of continuous professional development. Principals appoint a coordinator of Continuous Professional Development to make a detailed plan not only to demand the teacher but also for the benefit of schools in general. The Continuous Professional Development programs to improve the quality of the school have not been in the explicit name but included in the program of each field such as the field of student affairs, curriculum, facilities, and infrastructures. Continuous Quality Improvement is identified from programs to improve the quality of teachers and educational personnel through seminars, workshops, training, and learning quality improvement, MOE's activities, participation in the competition, and the preparation of guidelines for improving the quality of the teachers and education performed by the associated official as well as professional associations.

Conclusion

As key lessons and experiences of the capacity development program, it can be highlighted that capacity building for school management had resulted in several major achievements in Dakahlia, Egypt. The results of the capacity-building program have been acknowledged at the governorate level and regional levels. The program has improved capacity building in basic Education Schools through strategic planning. Finally, a series of capacity-building activities during the project has positively impacted individual, institutional, and managerial levels. These achievements relate to key MOE policies on capacity building goals such as the goal of capacity building to tackle problems related to policy and methods of development while considering the potential, limits, and needs of the people. In general, that means that capacity-building activities are concerned with measuring up to the MOE criteria. Building school capacity is done through a capacity-building program. The main focus of capacity building program management lies on five components of management capacity and four steps of change management. It is involved within five capacities of change management that are vision, skills, resources, incentive, and action plan. Meanwhile the implementation of the capacity building program, as an effort to build the capacity of the school that is aimed to improve the quality, is done within a framework of change management.

Recommendations:

The research recommends the following studies :

Due care should be given to human resources available at schools ,but not management only .

Spread capacity building terminology among all stakeholders .

Spot light on the importance of using strategic planning to improve basic education schools .

Highlight the community role and the government in developing basic education .

Ethical Approval Declaration

Not applicable.

Funding: -

This study did not receive any external funding.

Data availability:-

The datasets generated and analysed during the current study will be available from the author upon reasonable request.

Consent for publication:-

I hereby provide consent for the publication of the manuscript detailed above.

Competing interests:-

The authors declare no competing interests.

Reference

- (1) A.E, Arnakoot (2017): "A suggested perspective to develop selecting school principals in Egypt in the light of the experience of Finland and Singapore." Unpublished thesis, Bany Sweif University, Faculty of Education vol (14), (79) p-p 299-386
- (2) Aan Kommariah & Cucun Sunaengsih (2016):" A Model for School Management Capacity Building through Professional Learning Community in Senior High School."Atlantis Press Advances in Economics, Business and Management Research, Volume 146th International Conference on Educational, Management, Administration, and Leadership (ICEMAL)
- (3) Abdul-Jawad, Mohammad Izzat. (2013)." [Strategic planning: its meaning, fundamentals and effectiveness]. Arabic journal for social sciences, article and research section, issue 3, first part, p. 24.
- (4) Avolio, B., & Gardner, W. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16(3), 315-338.
- (5) Bain, Alan; Walker, Allan dan Chan, Anissa (2011):" Self-organization and capacity building: sustaining the change. *Journal of Educational Administration*. Vol. 49 No. 6, Hlm. 701-719
- (6) Burns, T. and F. Köster (eds.) (2016), *Governing Education in a Complex World*, Educational Research and Innovation, OECD Publishing,

- Paris, <https://dx.doi.org/10.1787/9789264255364-en>
- (7) Dora Ho & Shu-Chin Susan Chen (2013): "Behind the starting line: school capacity building in early childhood education", *School Leadership & Management*, 33:5, 501-514, DOI: 10.1080/13632434.2013.800476
 - (8) Egypt's Vision (2030): available at <https://mped.gov.eg/EgyptVision?lang=en>. Retrieved on 18/6/2023.
 - (9) Elmeanawy, R., Elgendy, A., & El- Zontahy, W. (2022). The necessary Concepts of Nanotechnology for Agricultural Secondary Schools Students Based on the Expert Community's opinions. *International Journal of Instructional Technology and Educational Studies*, 3(3), 11-19. doi: 10.21608/ijites.2022.111070.1087
 - (10) Fazekas, M. and T. Burns (2012), "Exploring the complex Interaction between governance and knowledge in education", OECD Education Working Papers, No. 67, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5k9flcx2l340-en>.
 - (11) Fazekas, M. and T. Burns (2012), "Exploring the complex Interaction between governance and knowledge in education", OECD Education Working Papers, No. 67, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5k9flcx2l340-en>.
 - (12) George, Bill. (2003). *Authentic Leadership; Rediscovering the Secrets to Creating Lasting Value*. San Fransisco: Jossey-Bass.
 - (13) Hashim, M. (2013). Change Management. *International Journal of Academic Research in Business and Social Sciences*, 3, 685-694. <http://doi.org/10.6007/IJARBS/v3-i7/92>
 - (14) <https://fanack.com/society/features-insights/the-education-crisis-in-egypt-between-reality-and-hopes~229614/>
 - (15) HUMPHREY, S. A. (2005). "SWOT Analysis for Management Consulting", SRI Alumni Association Newsletter, December.
 - (16) Implementing Partner: 21PSTEM; Life of Project: April 2018 – April 2023; Total Estimated Cost: \$24.27 million; Governorates: Nationwide.
 - (17) Implementing Partner: Education Development Center, Inc.; Life of Project: June 2020 – May 2024; Total Estimated Cost: \$15.8 million; Governorates: Nationwide.
 - (18) Implementing Partner: Education Development Center, Inc.; Life of Project: April 2022 - March 2027; Total Estimated Cost: \$49.5 million; Governorates: Nationwide.
 - (19) Implementing Partner: Education Development Center, Inc.; Life of Project: June 2020 – May 2024; Total Estimated Cost: \$15.8 million; Governorates: Nationwide.
 - (20) Implementing Partner: Education Development Center, Inc.; Life of Project: April 2022 - March 2027; Total Estimated Cost: \$49.5 million; Governorates: Nationwide.
 - (21) Implementing Partner: Ministry of Education; Life of Project: September 2017 – April 2023; Total Estimated Cost: \$10 million; Governorates: Nationwide
 - (22) Implementing Partner: MTC International Development Holding Company; Life of Project: June 2021 – May 2026; Total Estimated Cost: \$70 million; Governorates: 15 governorates in Upper Egypt and the Delta region.
 - (23) Implementing Partner: MTC International Development Holding Company; Life of Project: June 2021 – May 2026; Total Estimated Cost: \$70 million; Governorates: 15 governorates in Upper Egypt and the Delta region.
 - (24) Implementing Partner: Save the Children; Life of Project: March 2017 – September 2023; Total Estimated Cost: \$26.8 million; Governorates: Assiut, Beheira, Sohag, and Minya.
 - (25) Implementing Partner: Save the Children; Life of Project: March 2017 – September 2023; Total Estimated Cost: \$26.8 million; Governorates: Assiut, Beheira, Sohag, and Minya.
 - (26) Khodary, Y. (2013) Assessing Governance in Basic Education, The Social Contract Center, Cairo. Retrieved from: www.socialcontract.gov.eg
 - (27) Khodary, Y. (2015) Public Participation: Case Studies on Egypt's Right to Information Draft Law and National Plan, Danish Institute for Human Rights, Copenhagen.
 - (28) Khodary, Y. (2015). Good Governance in Basic Education in Egypt: Paradoxical or Self-Explanatory? *International Journal of Political Science and Development*. 3(9): 400-411.
 - (29) Khodary, Y. (July 2016). Good Governance and Anti-Corruption: Conceptualization and Measurements. *Journal of the Faculty of Economics and Political Science*. Volume 17. No. 3. Cairo University
 - (30) Komariah, Aan. (2010). The Contribution of Management of Change Towards The Performance In Education Management. *International Scientific Journal of Social Science and Humaniora*. Vol 2 No. 1 January 2010.
 - (31) Lewis, M. & Pettersson, G. (2009). "Governance in Basic education: Raising Performance". World Bank Human Development Network Working Paper. Available at SSRN: <http://ssrn.com/abstract=1992404> or <http://dx.doi.org/10.2139/ssrn.1992404>.
 - (32) Liberato, S. C., Brimblecombe, J., Ritchie, J., Ferguson, M., & Coveney, J. (2011). Measuring capacity building in communities: a review of the literature. *BMC Public Health*.

- (33) Louise Stoll (2009):" Capacity building for school improvement or creating capacity for learning? A changing landscape, Article, Journal of Educational Change • May 2009 DOI: 10.1007/s10833-009-9104-3 Journal of Educational Change, 10 (2): 115-127
- (34) Louise Stoll (2009):" Capacity building for school improvement or creating capacity for learning? A changing landscape, Article, Journal of Educational Change • May 2009 DOI: 10.1007/s10833-009-9104-3 Journal of Educational Change, 10 (2): 115-127.
- (35) Mays Abou Hegab(2017):" EDUCATION QUALITY AND READABILITY IMPROVEMENT EFFORTS IN PRIMARY
- (36) Morrison, Terrence. (2000). Actionable Learning; A Handbook for Capacity Building Through Case Base Learning. Asian Development Bank Institute.
- (37) Naglaa Mohamed Mohamed(2022): "The Education Crisis in Egypt: Between Reality and Hopes" Article, Fanack Published on March 24.
- (38) OECD (2009). Working Out Change: Systemic Innovation in Vocational Education and Training. OECD Publishing, Paris
- (39) Oladotun Opeoluwa Olagbaju, INFLUENCE OF CAPACITY BUILDING PROGRAMMES ON TEACHERS' LESSON PREPARATION AND CLASSROOM MANAGEMENT SKILLS IN LOWER BASIC SCHOOLS IN THE GAMBIA, International Journal of Research Publication (Volume: 38, Issue: 1), <http://ijrp.org/paper-detail/728>
- (40) Politis, J.D. (2004). Transformational and Transactional Leadership Predictors of the "Stimulant" Determinants to Creativity in Organisational Work Environments. Electronic Journal of Knowledge Management, 2(2), 23–34. <http://doi.org/10.2307/30040662>
- (41) PUBLIC SCHOOLS IN EGYPT: A PROCESS ANALYSIS.", A thesis, Master of Public Administration, The American University in Cairo, School of Global Affairs and Public Policy.
- (42) Ruchika Singh Malyan& Lokesh Jindal(2013):" Capacity Building in Education Sector: An Exploratory Study on Indian and African Relations." International Relations Conference on India and Development Partnerships in Asia and Africa: Towards a New Paradigm (IRC-2013), Procedia - Social and Behavioral Sciences 157 (2014) 296 – 306.
- (43) Sackney, Larry., Walker D. Keith. 2006. Leadership for Sustainable Learning Communities. New York: Sage p-p 341-356.
- (44) Sarah Harb(2018):" SUSTAINABLE DESIGN GUIDELINES FOR NEW AND EXISTING SCHOOLS IN EGYPT ." A Thesis, The American University in Cairo.
- (45) Shahin, Y. (2020). Technological acceptance of the Internet of things (IOT) In Egyptian schools. International Journal of Instructional Technology and Educational Studies, 1(1), 6-10. doi: 10.21608/ijites.2020.28215.1003
- (46) Shakir, F. J., Issa, J. H., & Mustafa, P. O. (2011). Perceptions towards distributed leadership in school improvement. International Journal of Business and Management, 6(10), 256.
- (47) The global competitiveness indicators issued by the World Economic Forum, from 2007/08 to 2019/20, indicate Egypt's rank among 137 countries
- (48) UN, Economic and Social Council 2006. Definition of basic concepts and terminologies in governance and public administration. Committee of Experts on Public Administration, Agenda item 5, Compendium of basic terminology in governance and public administration, E/C.16/2006/4, 1-15.